

Centers & Laws and Regulations for Home and Group Day Care Homes for Children), K.A.R. 28-4-584 (pg 42 (Laws and Regulation for School Age Programs), K.A.R.28-4-705 (pg 42) (Laws and Regulation for School Age Programs), [K.S.A. 65-516](#) (pg 10 (Child Care Licensing Laws)

All other providers eligible to deliver CCDF Services

Citation:

5.5.1 Background Check Requirements. In the table below, certify by checking that the state has policies, and is conducting checks for the required background check components, ensuring that these requirements are in place for all licensed, regulated, or registered child care providers and for all other providers eligible to deliver CCDF services (e.g., license-exempt CCDF eligible providers), in accordance with 98.43(a)(1)(i), 98.43(a)(2) and 98.16(o).

Effective Date: 10/01/2021

b. Components of National Background Check

i. FBI Fingerprint Check

Licensed, regulated, or registered child care providers

Citation:

K.A.R.28-4-125 (pg 29) (Regulation and Laws for Preschools and Child Care Centers & Laws and Regulations for Home and Group Day Care Homes for Children), K.A.R. 28-4-584 (pg 42) (Laws and Regulation for School Age Programs), K.A.R.28-4-705 (pg 42 (Laws and Regulation for School Age Programs).

All other providers eligible to deliver CCDF Services

Citation:

ii. National Crime Information Center (NCIC) National Sex Offender Registry (NSOR) name-based search

Licensed, regulated, or registered child care providers

Citation:

K.A.R.28-4-125 (pg 29) (Regulation and Laws for Preschools and Child Care Centers & Laws and Regulations for Home and Group Day Care Homes for Children), K.A.R. 28-4-584 (pg 42) (Laws and Regulation for School Age Programs), K.A.R.28-4-705, [K.S.A. 65-516](#) (pg 10) (Child Care Licensing Laws).

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5.5.1 Background Check Requirements. In the table below, certify by checking that the state has policies, and is conducting checks for the required background check components, ensuring that these requirements are in place for

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(e.g., license-exempt CCDF eligible providers), in accordance with 98.43(a)(1)(i), 98.43(a)(2) and 98.16(o).

Effective Date: 10/01/2021

c. Components of Interstate Background Checks

i. Criminal registry or repository in any other state where the individual has resided in the past 5 years, with the use of fingerprints being optional.

Note: It is optional to use a fingerprint to conduct this check. Searching a general public facing judicial website does not satisfy this requirement. This check must be completed in addition to the national FBI history check to mitigate any gaps that may exist between the two sources (unless the responding state participates in the National Fingerprint File program).

Licensed, regulated, or registered child care providers

Citation:

K.A.R.28-4-125 (pg 29) (Regulation and Laws for Preschools and Child Care Centers & Laws and Regulations for Home and Group Day Care Homes for Children), K.A.R. 28-4-584 (pg 42) (Laws and Regulation for School Age Programs), K.A.R.28-4-705, [K.S.A. 65-516](#) (pg 10) (Child Care Licensing Laws).

All other providers eligible to deliver CCDF Services

Citation:

ii. Sex offender registry or repository in any other state where the individual has resided in the past 5 years.

Note: It is optional to use a fingerprint to conduct this check. This check must be completed in addition to the National Crime Information Center (NCIC) National Sex Offender Registry (NSOR) to mitigate any gaps that may exist between the two sources.

Licensed, regulated, or registered child care providers

Citation:

K.A.R.28-4-125 (pg 29) (Regulation and Laws for Preschools and Child Care Centers & Laws and Regulations for Home and Group Day Care Homes for Children), K.A.R. 28-4-584 (pg 42) (Laws and Regulation for School Age Programs),K.A.R.28-4-705 (pg 42 (Laws and Regulation for School Age Programs)

All other providers eligible to deliver CCDF Services

Citation:

iii. Child abuse and neglect registry and database in any other state where the individual has resided in the past 5 years

Note: This is a name-based search

Licensed, regulated, or registered child care providers

Citation:

K.A.R.28-4-125 (pg 29) (Regulation and Laws for Preschools and Child Care Centers & Laws and Regulations for Home and Group Day Care Homes for Children), K.A.R. 28-4-584 (pg 42) (Laws and Regulation for School Age Programs), K.A.R.28-4-705 (pg 32 (Laws and Regulations for Drop-In Programs for School Age Children and Youth),

All other providers eligible to deliver CCDF Services

Citation:

5.5.2 Procedures for a Provider to Request a Background Check.

Child care providers are required to submit requests for background checks for each of their staff members to the appropriate state or territorial agency, which is to be defined clearly on the state or territory Web site. Family child care home providers must also submit background check requests for all household members over the age of 18. The requests must be submitted prior to when the individual becomes a staff member and must be completed at least once every five years per Â§ 98.43(d)(1) and (2). The state or territory must ensure that its policies and procedures under this section, including the process by which a child care provider or other state or territory may submit a background check request, are published on the web site of the state or territory as described in Â§ 98.43(g) and the web site of local lead agencies.

Effective Date: 10/01/2021

a. Describe the state/territory procedure(s) for a provider to request the required background checks. If the process is different based on provider type, please include that in this description. If the process is different based on each background check component, please include that in this description.

Kansas law requires a background check for each individual residing, working or regularly volunteering in a licensed child care facility. Depending on the age of the individual and their role in the facility one of the following types of checks are conducted: A comprehensive fingerprint-based check consisting of: A Federal Bureau of Investigation(FBI) fingerprint check, A stated based finger print check, and a search of the National Crime Information Center's National Sex Offender Registry; A search of the following registries, repositories or databases in The State of Kansas and also each state where the individual has resided in the previous 5 years: State criminal registry or repository (if available); State sex offender registry or repository; and State-based child abuse and neglect registry and database. Out of state background checks for any state other than Kansas that an individual has lived in during the past 5 years and will include state criminal history, state sex offender registry and the state abuse and neglect registry. Applicants applying for a License or Group Day Care Home license will not be issued temporary permit until all residents have cleared the background checks.

Applicants applying for a Child Care Center, Preschool, School Age Program or Drop in Program is not issued a temporary permit until the owner, administrator and the program director have cleared the background checks. Individuals working at more than one licensed facility are not required to submit fingerprints for each location; provided there is a current record of a fingerprint-based background check on file at KDHE. Each facility must list the individual as a current affiliate and receive verification from KDHE that a fingerprint-based check is not required. Licensees are notified by email to check the Provider Access Portal when the status of a background check has been updated. The record of pending, provisional and cleared individual's status is maintained there. If the licensee does not have an email address on file, a letter is mailed to the facility address. Information regarding the requirements of the background checks are provided to potential applicants at orientation. Applicants submitting online are directed to complete the background check process through the online portal instructions and FAQs. Materials are made available to applicants that choose to submit on paper. Additional resources can be found on the KDHE Child Care Licensing webpage. Background Check tab. .

b. The state/territory must ensure that fees charged for completing the background checks do not exceed the actual cost of processing and administration, regardless of whether they are conducted by the state/territory or a third-party vendor or contractor. What are the fees and how do you ensure that these fees do not exceed the actual cost of processing and administering the background checks? Lead Agencies can report that no fees are charged if applicable (98.43(f)).

The cost of the background check is \$48.00 per fingerprint check. This cost does not include the cost of printing at an authorized printing site location. The cost includes the Kansas Bureau of Investigation, KBI, fingerprint fee of \$35.00 and Federal fingerprint fee of \$12.00 and \$1.00 collected as a maintenance fee for the KanCheck system owned by The Kansas Department of Aging and Disability Services, KDADs, and used by KDHE Child Care Licensing to house background check request and results. KDHE does not have a fee for the background check requirement, however does collect the fee in total to then interfund to the KBI and to the KDADs. There are no fees charged for the CAN or Interstate background checks. Local printing fees vary across the state and are determined by the choice the provider makes on location to get prints completed if multiple entities offer fingerprinting in their area, e.g., law enforcement and school district offices and may be a zero cost or up to a \$20.00 cost for printing.

c. Describe the state/territory policy(ies) related to prospective staff members working on a provisional basis. Pending completion of all background check components in 98.43(b), the prospective staff member must be supervised at all times by an individual who received a qualifying result on a background check described in 98.43(b) within the past 5 years (98.43(c)(4)) and the prospective staff member must have completed and received satisfactory results on either the FBI fingerprint check or a fingerprint check of the state/territory criminal registry or repository in the state where the prospective staff member resides. Describe and include a citation for the Lead Agency's policy:

Kansas law requires a cleared background check to work, regularly volunteer or reside in child care facility until the results of the individual's background checks verify that the individual is not prohibited from working, regularly volunteering, or residing in a facility pursuant to K.S.A. 65-516, and amendments thereto. FBI fingerprint check or state criminal repository using finger prints in the state where the staff member resides is the minimum results that would allow a staff person to work. Until a determination is made on all checks, the staff member must be supervised at all times by another staff member that has full clearance on all checks in the past 5 years.

d. Describe the procedure for providers to request background checks for staff members that resided in another state within the previous 5 years.

KDHE submits all requests to other states. Any individual who has lived in another state within the last 5 years and who has a role requiring a comprehensive background check must be identified and out of state address provided to KDHE when the individual's information is submitted to add to the facility record. Out-of-state background check instructions and forms are located on the KDHE website. Each individual must complete the required form for each state lived in the last five years and then send directly to KDHE Child Care Licensing for processing. Once received KDHE will review, log and file each form in a folder for each individual under each state requested. The form is then sent directly to the State in question for processing. If the form is not received completed correctly or at all by time results are received from the fingerprint-based background check, a letter is sent to the facility director requiring response within 5 business days

e. Describe the procedure to ensure each staff member completes all components of the background check process at least once during each 5-year period. If your state enrolls child care staff members in the FBI Rap Back Program or a state-based rap back program, please include that in this description. Note: An FBI Rap Back program only

covers the FBI Fingerprint component of the background check. If child care staff members are enrolled in a state-based rap back, please indicate which background check components are covered by this service.

The child care licensing system of record is coded to alert licensees that an individual requires a new fingerprint. The notifications begin at 4.7 years, allowing the individual sufficient time to complete the required fingerprinting by the 5-year requirement. During the annual survey the licensing survey will use the system of record to identify anyone who is not in a cleared status. Status reports currently used will continue to be ran to identify individuals that require follow up. Current processes for follow up will be conducted, and if ongoing noncompliance is found with the completion of required fingerprinting the facility will be referred to enforcement.

f. Describe the procedure to ensure providers who are separated from employment for more than 180 consecutive days receive a full background check.

The KDHE system of record automatically identifies individuals who have be separated from employment in a licensed facility for more than 90 days, which is consistent with the state requirements for name-based background checks. A notification that fingerprints are required is automatically sent through the Kansas Child Care Provider Access Portal to the licensee/applicant, or by mail if an email address is not on file.

g. Provide the website link that contains instructions on how child care providers should initiate background check requests for a prospective employee (98.43(g)).

https://www.kdheks.gov/bcclr/background_checkinfo.html

5.5.3 Procedures for a Lead Agency to Respond to and Complete a Background Check.

Once a request has been initiated, the state shall carry out the request of a child care provider for a criminal background check as expeditiously as possible, but not to exceed 45 days after the date on which such request was submitted. The Lead Agency shall make the determination whether the prospective staff member is eligible for employment in a child care program (98.43(e)(1)). Lead Agencies must ensure the privacy of background checks by providing the results of the criminal background check to the requestor or identified recipient in a statement that indicates whether a child care staff member (including a prospective child care staff member or a family child care household member over the age of 18) is eligible or ineligible for

employment, without revealing any documentation of criminal history or disqualifying crimes or other related information regarding the individual. In the following questions, describe the Lead Agency's procedures for conducting background checks. These responses should include:

-- The name of the agency that conducts the investigation; include multiple names if multiple agencies are involved in different background check components

-- How the Lead Agency is informed of the results of each background check component

-- Who makes the determinations regarding the staff member's eligibility? Note: Disqualification decisions should align to the response provided in 5.5.7.

-- How the Lead Agency ensures that a background check request is carried out as quickly as possible and not more than 45 days after a request is submitted.

Effective Date: 10/01/2021

a. Describe the procedures for conducting In-State Background Check requests and making a determination of eligibility.

Fingerprint cards are logged into the KDHE system of record upon receipt and submitted to the KS Central Repository at the Kansas Bureau of Investigation, KBI, for processing state and federal fingerprint checks and KSOR and NCIC NSOR. Once in-state background checks are completed, any match in the Criminal History Record Information, CHRI, is reviewed by the KDHE Legal department for prohibiting offenses. All results are returned to the licensing program and entered into the system of record. Each individual record includes any criminal history found and determinations of prohibited or not prohibited are logged .

b. If the procedure is different for National Background checks, including the name-based NCIC NSOR check and FBI fingerprint check, please describe here.

NA

c. Describe the procedures for conducting Interstate Background Check requests and making a determination of eligibility. (Note this response should detail how a state conducts an interstate check for a provider who currently lives in their state or territory but has lived in another state(s) within the previous five years).

KDHE submits all requests to other states. Any individual who has lived in another state within the last 5 years and who has a role requiring a comprehensive background check

must be identified and out of state address provided to KDHE when the individual's information is submitted to add to the facility record. Out-of-state background check instructions and forms are located on the KDHE website. Each individual must complete the required form for each state lived in the last five years and then send directly to KDHE Child Care Licensing for processing. Once received KDHE will review, log and file each form in a folder for each individual under each state requested. The form is then sent directly to the State in question for processing. If the form is not received or is received as incomplete, a letter is sent to the facility requiring response within 5 business days.

d. Describe the procedure the Lead Agency has in place to make an eligibility determination in the event not all the components of the background check are completed within the required 45-day timeframe.

If all of the components of the background check are not received within the 45 day timeframe, the lead agency will accept the FBI fingerprint check. Kansas is a NFF state.

e. Describe procedures for conducting a check when the state of residence is different than the state in which the staff member works.

Kansas Department for Health and Environment will conduct out-of-state child abuse and neglect registry AND criminal background checks, on individuals who currently reside, work, or volunteer in a child care facility who have indicated that they currently live in, or have lived in, another state within the past five years. As soon as a facility updates their affiliate list with an individual that may live or have lived in a state other than Kansas within the last 5 years, KDHE will review and determine if the role requires a finger print based background check. If the answer is yes, an OCA # will be created and an email sent to the facility. In that email, the facility is reminded to complete the out of state paperwork and is provided the weblink to get the forms needed; each state is different, requiring different forms. Once received, the completed required form is sent to the state in question requesting the individual be checked against the child abuse and neglect registry and for criminal background history. If a response is not received in two weeks, a second request is sent to the respective states. If a response is not received within two weeks of the second request, the registry check is closed as Not Prohibited with a note stating the respective state had been notified twice of the request and that it was closed for no response. All forms, requests and results are logged under the individual's file for each state.

5.5.4 State designation as a "Compact State" and participation in the National Fingerprint File program.

Effective Date: 10/01/2021

a. "Compact States" are states that have ratified the National Crime Prevention and Privacy Compact Act of 1998 in order to facilitate electronic information sharing for noncriminal justice purposes (such as employment) among the Federal Government and states. More information can be found here: <https://www.fbi.gov/services/cjis/compact-council>. The Compact allows signatory states to disseminate its criminal history record information to other states for noncriminal justice purposes in accordance with the laws of the receiving state. For the most up-to-date Compact States and Territories map visit: <https://www.fbi.gov/services/cjis/compact-council/maps>. Is your state or territory a Compact State?

- No
 Yes

b. The National Fingerprint File (NFF) is a database of fingerprints, or other unique personal identification information relating to an arrested or charged individual, which is maintained by the FBI to provide positive fingerprint identification of record subjects. Only a state or territory that has ratified the Compact (a Compact State) may join the NFF program. An FBI fingerprint check satisfies the requirement to perform an interstate check of another state's criminal history record repository if the responding state (where the child care staff member has resided within the past 5 years) participates in the NFF program. It is unnecessary to conduct both the FBI fingerprint check and the search of an NFF state's criminal history record repository (refer to CCDF-ACF-PIQ-2017-01). For the most up-to-date NFF Participation map visit: <https://www.fbi.gov/services/cjis/compact-council/maps>. Is your state or territory an NFF State?

- No
 Yes

5.5.5 Procedures for a Lead Agency to Respond to Interstate Background Checks:

Effective Date: 10/01/2021

a. Interstate Criminal History Registry Check Procedures

Provide a description of how the state or territory responds to interstate criminal history check requests from another state and whether there are any laws or policies that prevent the state from releasing certain criminal history information to an out-of-state entity for civil purpose (i.e., for purposes of determining employment eligibility).

Kansas participates in the National Fingerprint File (NFF) program. When other states submit fingerprints for an FBI check the file will indicate that the person has a rap sheet in Kansas. The inquiring state will receive a rap sheet from the KBI and the FBI.

Questions about the criminal history result can be referred to the KBI Records Unit at 785-296-2454. In addition, name-based record checks can be completed at www.kansas.gov/kbi/criminalhistory . There is a fee of \$20 per search. The name and date of birth of the individual is needed to conduct the search.

A fingerprint-based record check will return the types of criminal history information that are permitted by the reason for which the check is conducted.

With the name-based records check, the general public is not permitted to receive the following types of criminal history record information from the Central Repository:

- Arrests that have been disposed and that did not result in a court conviction. (For Example, The prosecutor declined to file or the subject was found "not guilty" by the court.)
- Successfully completed diversions.
- Expunged arrests, prosecutions, convictions and confinements.
- Records of arrests that occurred 12 months ago or longer, when the records of disposition have not yet been received.
- Juvenile offender records.

b. Interstate Sex Offender Registry Check Procedures

Provide a description of how the state or territory responds to interstate sex offender history check requests from another state and whether there are any laws or policies that prevent the state from releasing certain sex offender information to an out-of-state entity for civil purpose (i.e., for purposes of determining employment eligibility).

The Kansas Bureau of Investigation has established a website to facilitate public access (In-State and Out-of State) to information about persons who have been convicted of certain sex, violent and drug offenses, as set forth in the Kansas Offender

Registration Act (K.S.A. 22-4901 et seq.). This information is made available on the KDHE background check page and goes directly to the website for a name-based search. K.S.A. 22-4901 et seq. provides details around what information is used in the Kansas offender registration act.

c. Interstate Child Abuse and Neglect Registry Check Procedures

Provide a description of how the state or territory responds to interstate child abuse and neglect history check requests from another state and whether there are any laws or policies that prevent the state from releasing certain child abuse and neglect information to an out-of-state entity for civil purpose (i.e., for purposes of determining employment eligibility).

State agencies licensing child care homes or facilities who make requests for Child Abuse/Neglect registry checks are required to submit the signed release form (PPS 1011), available at <http://www.dcf.ks.gov/services/PPS/Pages/Child-Abuse-and-Neglect-Central-Registry.aspx> The following information is required in order to process a request: the potential provider's name, all alias(es), other names used and/or maiden name (if applicable), date of birth and Social Security number. Responses to Central Registry requests will be emailed, mailed or faxed to the state agency requesting the information. There is no fee for processing requests from state child care licensing agencies.

Send request via email, postal mail or fax to:

Attention: DCF/Child Abuse and Neglect Central Registry

Requests may be emailed to: DCF.CentralRegistry@ks.gov

Mailed to: DCF/Child Abuse and Neglect Central Registry PO Box 2637

Topeka, KS 66612

Faxed to: 866-317-4279

In order to protect the privacy of children who are the subject of a child in need of care record or report, the records identified in this section shall be confidential and shall not be

disclosed except as provided in K.S.A. 2020 Supp. [38-2210](#) through [38-2213](#), and amendments thereto.

5.5.6 Consumer Education Website Links to Interstate Background Check Processes

Lead Agencies must have requirements, policies, and procedures in place to respond as expeditiously as possible to other States', Territories' and Tribes' requests for background checks in order to meet the 45-day timeframe (98.43(a)(1)(iii)). In addition, Lead Agencies are required to include on their consumer education website the process by which another Lead Agency may submit a background check request, along with all of the other background check policies and procedures (98.43 (g)).

State and Territory Lead Agencies are required to designate one page of their existing Consumer Education Website as a landing page for all interstate background check related processes and procedures pertaining to their own state. The purpose of having a dedicated interstate background check web page on the Lead Agency Consumer Education Website is to help state and territories implement the interstate background check requirements of the CCDBG Act (CCDF Consumer Education Website and Reports of Serious Injuries and Death (OMB #0970-0473)).

Check to certify that the required elements are included on the Lead Agency's consumer education website for each interstate background check component, and provide the direct URL/website link.

Note: The links provided below should be a part of your consumer education website identified in 2.3.11.

Effective Date: 10/01/2021

a. Interstate Criminal Background Check:

Effective Date: 10/01/2021

- i. Agency Name
- ii. Address
- iii. Phone Number
- iv. Email
- v. FAX
- vi. Website
- vii. Instructions ((e.g. Does a portal/system account need to be created to make a request? What types of identification are needed? What types of payment is accepted? How can a provider appeal the results? How will forms will be accepted and FAQs?)
- viii. Forms
- ix. Fees
- x. Is the state a National Fingerprint File (NFF) state?
- xi. Is the state a National Crime Prevention and Privacy Compact State?
- xii. Direct URL/website link to where this information is posted.

Enter direct URL/website link:

https://www.kdheks.gov/bcclr/a_to_z/view_all_states.htm

<https://ksqualitynetwork.org/background-check/>

Effective Date: 10/01/2021

b. Interstate Sex Offender Registry (SOR) Check:

- i. Agency Name
- ii. Address

- iii. Phone Number
- iv. Email
- v. FAX
- vi. Website
- vii. Instructions ((e.g. Does a portal/system account need to be created to make a request? What types of identification are needed? What types of payment is accepted? How can a provider appeal the results? How will forms will be accepted and FAQs?))
- viii Forms
- ix. Fees
- Direct URL/website link to where this information is posted.

Enter direct URL/website link:

https://www.kdheks.gov/bcclr/background_checkinfo.html

<https://ksqualitynetwork.org/background-check/>

Effective Date: 10/01/2021

c. Interstate Child Abuse and Neglect (CAN) Registry Check:

- i. Agency Name
- ii. Is the CAN check conducted through a County Administered Registry or Centralized Registry?
- iii. Address
- iv. Phone Number
- v. Email
- vi. FAX
- vii. Website
- viii. Instructions ((e.g. Does a portal/system account need to be created to make a request? What types of identification is needed? What types of payment is accepted? How can a provider appeal the results? How will forms will be accepted and FAQs?))

- ix. Forms
- x. Fees
- xi. Description of information that may be included in a response to a CAN registry check (including substantiated instances of child abuse and neglect accompanied by the State's definition of "substantiated" instances of child abuse and neglect.
- xii. Direct URL/website link to where this information is posted.

Enter direct URL/website link:

https://www.kdheks.gov/bcclr/a_to_z/view_all_states.htm

<https://ksqualitynetwork.org/background-check/>

5.5.7 Child care staff members cannot be employed by a child care provider receiving CCDF subsidy funds if they refuse a background check, make materially false statements in connection with the background check, or are registered or required to be registered on the state or National Sex Offender Registry (98.43 (c)(1)(i-iii)). Potential staff members also cannot be employed by a provider receiving CCDF funds if they have been convicted of: a felony consisting of murder, child abuse or neglect, crimes against children, spousal abuse, crimes involving rape or sexual assault, kidnapping, arson, physical assault or battery, or - subject to an individual review (at the state/territory's option) - a drug-related offense committed during the preceding 5 years; a violent misdemeanor committed as an adult against a child, including the following crimes - child abuse, child endangerment, or sexual assault; or a misdemeanor involving child pornography (98.43(c)(1)(iv-v)).

Effective Date: 10/01/2021

a. Does the state/territory disqualify child care staff members based on their conviction for any other crimes not specifically listed in 98.43(c)(i)?

- No
- Yes.

If yes, describe other disqualifying crimes and provide the citation:

DCF does not enter into agreements with providers or staff if they have been convicted of any felony. KSA 21-5807 Burglary Prior law: 21-3715/21-3716 KSA

21-5812 Arson Prior law 21-3718/3719 KSA 21-5814 Criminal Use of Explosives
Prior law: 21-3731 KSA 21-5901 Treason prior law: 21-3801 KSA 21-5909
Intimidation of a Witness prior law: 21-3832/3833 KSA 21-5911 Escape from
Custody prior law: 21-3809/3810 KSA 21-5913 Obstructing Apprehension or
Prosecution prior law: 21-3812 KSA 21-5922 Interference with Conduct of Public
Business prior law: 21-3828/3829 KSA 21-5924 Violation of Protective Order prior
law: 21-3843 KSA 21-6101 Breach of Privacy prior law: 21-4001, 4002 KSA 21-
6104 Unlawful Disclosure of Tax Information prior law: 21-3430 KSA 21-6201 Riot
prior law: 21-4104/4105 KSA 21-6308 Criminal Discharge of a Firearm prior law:
21-4217/4219 KSA 21-6310 Unlawful Endangerment prior law: 21-4220 KSA 21-
6312 Criminal Possession of Explosives prior law: 21-4209, 4209a, 4209b, 4210
KSA 21-6314 Recruiting Gang Membership prior law: 21-4227 KSA 21-6315
Criminal Street Gang Intimidation prior law: 21-4228 KSA 21-6317 Endangering the
Food Supply prior law: 21-4221, 4222 KSA 21-6325 Unlawful Interference w/
Firefighter prior law: 21-3416 KSA 21-6326 Interference with an Emergency
Medical prior law: 21-3444 KSA 21-6401 Promoting Obscenity prior law: 21-
4301/4301a KSA 21-6418 Permitting a Dangerous Animal at Large prior law: 21-
3418 KSA 21-6419 Selling Sexual Relations prior law: 21-3512 KSA 21-6420
Promoting the Sale of Sexual Relations prior law: 21-3513 KSA 21-6421 Buying
Sexual Relations prior law: 21-3515 KSA 21-5404 Voluntary Manslaughter Prior
law: KSA 21-3403 KSA 21-5405 Involuntary Manslaughter Prior law: 21-3404/3442
KSA 21-5406 Vehicular homicide Prior law: 21-3405 KSA 21-5407 Assisting suicide
Prior law: 21-3406 KSA 21-5408 Kidnapping Prior law: 21-3420/21-3421 KSA 21-
5409 Interference w/ Parental custody Prior law: 21-3422/21-3422a KSA 21-5410
Interference w/ custody committed person Prior law: 21-3423 KSA 21-5411
Criminal restraint Prior law: 21-3424 KSA 21-5412 Assault Prior law: 21-3408/21-
3409/21-3410/21-3411 KSA 21-5413 Battery Prior law: 21-
3412/3413/3414/3415/3443/3448 KSA 21-5414 Domestic Battery Prior law: 21-
3412a KSA 21-5415 Criminal threat Prior law: 21-3419/3419a KSA 21-5416
Mistreatment of a confined Prior law: 21-3425 KSA 21-5417 Mistreatment of a
dependent Prior law: 21-3437 KSA 21-5418 Hazing Prior law: 21-3434 KSA 21-
5420 Robbery Prior law: 21-3426/3427 KSA 21-5421 Terrorism Prior law: 21-3449
KSA 21-5422 Weapons of mass destruction Prior law: 21-3450 KSA 21-5423
Terrorism or illegal use of MD Prior law: 21-3451 KSA 21-5424 Exposing another to
Communicable disease Prior law: 21-3435 KSA 21-5425 Unlawful Administration of

a Substance Prior law: 21-3445 KSA 21-5426 Human Trafficking Prior law: 21-3446/3447 KSA 21-5427 Stalking Prior law: 21-3438 KSA 21-5428 Blackmail Prior law: 21-3428 KSA 21-5429 Endangerment KSA 21-5430 Distribution of Controlled Substance KSA 21-5431 Female genital mutilation KSA 21-5503 Rape Prior law: 21-3502 KSA 21-5504 Criminal Sodomy Prior law: 21-3505/3506 KSA 21-5505 Sexual Battery Prior law: 21-3517/3518 KSA 21-5506 Indecent liberties w/ a child Prior law: 21-3503/3504 KSA 21-5507 Unlawful Voluntary Sexual Relations Prior law: 21-3522 KSA 21-5508 Indecent Solicitation of a child Prior law: 21-3510/3511 KSA 21-5509 Electronic solicitation Prior law: 21-3523 KSA 21-5510 Sexual exploitation of child Prior law: 21-3516 KSA 21-5511 Adultery Prior law: 21-3507 KSA 21-5512 Unlawful Sexual Relations Prior law: 21-3520 KSA 21-5513 Lewd and lascivious behavior Prior law: 21-3508 KSA 21-5601 Endangering a child Prior law: 21-3608/3608a KSA 21-5603 Contributing to child's misconduct Prior law: 21-3612 KSA 21-5604 Incest Prior law: 21-3602/3603 KSA 21-5605 Abandonment of a child Prior law: 21-3604/3604a KSA 21-5606 Criminal Nonsupport Prior law: 21-3605 KSA 21-5607 Furnishing Alcohol to a Minor Prior law: 21-3610/21-3610b KSA 21-5608 Unlawful Hosting Minors Consuming Alcohol Prior law: 21-3610c KSA 21-5609 Bigamy Prior law: 21-3601 KSA 21-5301 Attempt to Commit Art. 54, 55 or 56 Prior Law: 21-3301 KSA 21-5302 Conspiracy to Commit Art. 54, 55 or 56 Prior Law: 21-3302

b. Describe how the Lead Agency notifies the applicant about their eligibility to work in a child care program. This description should detail how the Lead Agency ensures the privacy of background checks. Note: The Lead Agency may not publicly release the results of individual background checks. (98.43(e)(2)(iii)).

KDHE notifies the facility that results are available, status of "Cleared" "Not Cleared" is available for them to view. The individual is notified in the event they are Prohibited and reason why, the facility is notified that the individual is prohibited and not eligible to work. The Kansas Department of Health and Environment issues legal notices to the staff member notifying the staff member of the prohibiting offense and that the staff member is prohibited from being employed in a child care facility. The facility only gets notified that the staff member is ineligible to work in the facility without specific information provided regarding the criminal conviction.

c. Describe whether the state/territory has a review process for individuals disqualified due to a felony drug offense to determine if that individual is still eligible for employment (98.43 (e)(2-4).

A felony drug offense is listed as a prohibiting offense. KDHE would not clear employment if a staff member has a felony drug offense.

5.5.8 Appeals Processes for Background Checks

States and territories shall provide for a process by which a child care program staff member (including a prospective child care staff member) may appeal the results of a background check to challenge the accuracy or completeness of the information contained in a staff member's background report. The state or territory shall ensure that:

-- The child care staff member is provided with information related to each disqualifying crime in a report, along with information/notice on the opportunity to appeal

-- A child care staff member will receive clear instructions about how to complete the appeals process for each background check component if the child care staff member wishes to challenge the accuracy or completeness of the information contained in such member's background report

-- If the staff member files an appeal, the state or territory will attempt to verify the accuracy of the information challenged by the child care staff member, including making an effort to locate any missing disposition information related to the disqualifying crime

-- The appeals process is completed in a timely manner for any appealing child care staff member

-- Each child care staff member shall receive written notice of the decision. In the case of a negative determination, the decision should indicate 1) the state's efforts to verify the accuracy of information challenged by the child care staff member, 2) any additional appeals rights available to the child care staff member, and 3) information on how the individual can correct the federal or state records at issue in the case. (98.43(e)(3))

-- The Lead Agency must work with other agencies that are in charge of background check information and results (such as the Child Welfare office and the State Identification Bureau), to ensure the appeals process is conducted in accordance with the Act.

a. What is the procedure for each applicant to appeal or challenge the accuracy or completeness of the information contained in the background check report? If there are different appeal process procedures for each component of the check, please provide that in this description, including information on which state agency is responsible for handling each type of appeal. Note: The FBI Fingerprint Check, State Criminal Fingerprint, and NCIC NSOR checks are usually conducted by a state's Identification Bureau and may have different appeal processes than agencies that conduct the state CAN and state SOR checks.

The staff member is provided the following information in writing: The right to challenge the accuracy or completeness of the information contained in the staff member's criminal background report by contacting the Criminal Records Unit with the Kansas Bureau of Investigation [KBI]. A telephone number is provided. If the listed conviction is from another state, notification that the staff member must contact the other state governmental agency responsible for maintaining criminal record information in that state. The right to request a hearing on the accuracy or completeness of the information contained in the staff member's criminal background report and their status as a prohibited person in accordance with the provisions of the Kansas Administrative Procedure Act (K.S.A. 77-501 et seq.) by filing a request for a hearing. The right to seek an expungement of the prohibiting conviction(s). The staff member is informed that expungements will need to be obtained in the court in which the staff member was convicted.

b. If the appeals process is different for interstate checks, what is the procedure for each applicant to appeal or challenge the accuracy or completeness of the information contained in the background report for interstate checks?

When we are notified that a person has an out-of-state prohibiting offense, KDHE issues a Notice of Prohibited Status to the person notifying them that they have a prohibiting offense on their out-of-state criminal background report. The Notice of Prohibited Status contains their appeal rights. The Notice states that they have the right to challenge the accuracy or completeness of the information contained in their criminal background report. The Notice further states that if the listed conviction is from another state, they must contact the entity that is responsible for maintaining the criminal record information in the state where the crime occurred to challenge the accuracy or completeness of the

information contained in your criminal background report. The Notice also gives the person the right to request a hearing on the accuracy or completeness of the information contained in their criminal background report and their status as a prohibited person in accordance with the provisions of the Kansas Administrative Procedure Act (K.S.A. 77-501 et seq.). To request a hearing, they must file a written request for a hearing with the Office of Administrative Hearings. The Notice provides the contact information for the Office of Administrative Hearings.

c. Interstate Child Abuse and Neglect (CAN) Registry Check:

When we are notified that a person is on an interstate Child Abuse and Neglect Registry, KDHE issues a Notice of Prohibited Status to the person notifying them that they are listed on an out-of-state Child Abuse and Neglect Registry. The Notice of Prohibited Status contains their appeal rights. The Notice states that they have the right to challenge the accuracy of their inclusion on the Child Abuse and Neglect Registry. The Notice further states that if the Child Abuse and Neglect Registry is from another state, they must contact the entity that is responsible for maintaining the Child Abuse and Neglect Registry in the State where the Child Abuse and Neglect Registry is maintained to challenge the accuracy of their inclusion on the Child Abuse and Neglect Registry in that State. The Notice also gives the person the right to request a hearing on the accuracy of their inclusion on the Child Abuse/Neglect Registry and their status as a prohibited person in accordance with the provisions of the Kansas Administrative Procedure Act (K.S.A. 77-501 et seq.). To request a hearing, they must file a written request for a hearing with the Office of Administrative Hearings. The Notice provides the contact information for the Office of Administrative Hearings.

5.6 Exemptions for Relative Providers

States and territories have the option to exempt relatives (defined in CCDF regulations as grandparents, great-grandparents, siblings if living in a separate residence, aunts, and uncles (98.42(c)) from certain health and safety requirements. Note: This exception applies if the individual cares only for relative children.

Check and describe where applicable the policies that the Lead Agency has regarding exemptions for eligible relative providers for the following health and safety requirements. The description should include the health and safety requirements relatives are exempt from, if applicable, as well as which of the federally defined relatives the exemption applies to.

5.6.1 Licensing Requirements (as described in Section 5.1)

Effective Date: 10/01/2021

- a. Relative providers are exempt from all licensing requirements.
- b. Relative providers are exempt from a portion of licensing requirements.

Describe:

- c. Relative providers must fully comply with all licensing requirements.

5.6.2 Health and Safety Standards (as described in Section 5.2 and 5.3)

Effective Date: 10/01/2021

- a. Relative providers are exempt from all health and safety standard requirements
- b. Relative providers are exempt from a portion of health and safety standard requirements.

Describe:

- c. Relative providers must fully comply with all health and safety standard requirements.

5.6.3 Health and Safety Training (as described in Section 5.3)

Effective Date: 10/01/2021

- a. Relative providers are exempt from all health and safety training requirements.
- b. Relative providers are exempt from a portion of all health and safety training requirements.

Describe:

- c. Relative providers must fully comply with all health and safety training requirements.

5.6.4 Monitoring and Enforcement (as described in Section 5.4)

Effective Date: 10/01/2021

- a. Relative providers are exempt from all monitoring and enforcement requirements.
- b. Relative providers are exempt from a portion of monitoring and enforcement requirements.

Describe:

- c. Relative providers must fully comply with all monitoring and enforcement requirements.

5.6.5 Background Checks (as described in Section 5.5)

Effective Date: 10/01/2021

- a. Relative providers are exempt from all background check requirements.
- b. Relative providers are exempt from a portion of background check requirements. If checked, identify the background check components that relatives must complete:
 - i. Criminal registry or repository using fingerprints in the current state of residency
 - ii. Sex offender registry or repository in the current state of residency
 - iii. Child abuse and neglect registry and database check in the current state of residency
 - iv. FBI fingerprint check
 - v. National Crime Information Center (NCIC) National Sex Offender Registry (NSOR) name based search.
 - vi. Criminal registry or repository in any other state where the individual has resided in the past five years.

- vii. Sex offender registry or repository in any other state where the individual has resided in the past five years.
- viii. Child abuse and neglect registry or data base in any other state where the individual has resided in the past five years.
- c. Relative providers must fully comply with all background check requirements.

This section covers the state or territory framework for training, professional development, and post-secondary education (98.44(a)); provides a description of strategies used to strengthen the business practices of child care providers (98.16(z)); and addresses early learning and developmental guidelines.

Lead Agencies are required to reserve and use a portion of their Child Care and Development Fund program expenditures for activities designed to improve the quality of child care services and to increase parental options for and access to high-quality child care (98.53). This section addresses the quality improvement activities implemented by the Lead Agency related to the support of the child care workforce and the development and implementation of early learning and developmental guidelines. It asks Lead Agencies to describe the measurable indicators of progress used to evaluate state/territory progress in improving the quality of child care services. (98.53 (f)) in either of these two areas.

States and territories are required to describe their framework for training, professional development, and post-secondary education for caregivers, teachers, and directors, including those working in school-age care (98.44(a)). This framework is part of a broader systematic approach building on health and safety training (as described in section 5) within a state/territory. States and territories must incorporate their knowledge and application of health and safety standards, early learning guidelines, responses to challenging behavior, and the engagement of families. States and territories are required to establish a progression of professional development opportunities to improve the knowledge and skills of CCDF providers (658E(c)(2)(G)). To the extent practicable, professional development should be appropriate to work with a population of children of different ages, English-language learners, children with disabilities, and Native Americans (98.44(b)(2)(iv)). Training and professional development is one of the options that states and territories have for investing their CCDF quality funds (658G(b)(1)).

6.1 Professional Development Framework

6.1.1 Each state or territory must describe their professional development framework for training, professional development, and post-secondary education for caregivers, teachers and directors in programs that serve children of all ages. This framework should be developed in consultation with the State Advisory Council on Early Childhood Education and Care or similar coordinating body. The framework should include these components: (1) professional standards and competencies, (2) career pathways, (3) advisory structures, (4) articulation, (5) workforce information, and (6) financing (98.44(a)(3)). Flexibility is provided on the strategies, breadth, and depth with which states and territories will develop and implement their framework.

Effective Date: 10/01/2021

a) Describe how the state/territory's framework for training and professional development addresses the following required elements:

i. State/territory professional standards and competencies. Describe:

The Core Competencies for Early Childhood and Youth Development (Kansas and Missouri) serve as the foundation for professional development for early childhood and youth professional development. These competencies set the expectations for professionals who care for infants, toddlers, preschoolers, school-age and older youth. Lead Agency contracts for professional development require all trainings be identified by competency content area for online course description. KDHE approves child care training and requires that core competency content area and skill level of audience be identified. The Kansas Early Learning Standards provide information and guidance to early childhood providers and teachers, including early primary grade teachers, on the developmental sequence of learning for children from birth through kindergarten. It is a resource that providers and teachers can use to plan activities and engage in conversations with young children and their families around early learning. The Kansas Family Engagement and Partnership Standards for Early Childhood are structured to align with the Kansas Early Learning Standards and the Kansas School Readiness Framework. The standards provide information and guidance for early childhood providers and educators, including individuals working with children from birth through age five on the engagement of families.

ii. Career pathways. Describe:

The Kansas Workforce Development Advisory Group, facilitated by Lead Agency's workforce development contractor, has a career pathway subgroup working on development of a career pathway. The Kansas Early Childhood Career Lattice is the current career pathway, but it was developed in 2008 and in need of many changes and expanded usage.

iii. Advisory structure. Describe:

The Lead Agency solicits and receives recommendations from community partners and stakeholders through regularly scheduled meetings with early childhood education partners. The Kansas Children's Cabinet and Trust Fund has been recognized by the governor as the Kansas Early Childhood Advisory Council. The council includes the State Directors Team which is comprised of members from key state agencies that support Kansas children and families. Agencies represented include the Lead Agency Kansas Department for Children and Families, Kansas Department of Health and Environment and Kansas State Department of Education. The Lead Agency sponsored Workforce Professional Development Advisory Group aligns their work with Children Cabinet's All in For Kansas Kids Strategic Plan. This group makes recommendations to the Kansas Early Childhood Advisory Council through the Kansas Early Childhood Advisory Council Recommendations Panel.

iv. Articulation. Describe:

Agreements are individually negotiated between two-year and four-year postsecondary programs. The Workforce Professional Advisory Group has participants who represent both community colleges and universities. The career pathway development will include alignment with higher education requirements for early childhood education.

v. Workforce information. Describe:

Child Care Aware of Kansas released a 2018 Workforce Study, Who Cares for Kansas Children. The 2019 Kansas Early Childhood Systems Need Assessment was supported by Preschool Development Grant Birth through Five funding. This assessment included an Early Childhood Workforce Survey. Plans for a workforce registry are included in the All in for Kansas Kids Strategic Plan.

vi. **Financing. Describe:**

The Lead Agency provides CCDF funding to support progression of professional development through contracts for workforce professional development and Infant Toddler Specialist Network. In service clock-hour training, continuing education unit training, higher education for early childhood education associate degrees, early childhood certification, director's credential, and CDA credential training and CDA application fees are available through the workforce professional development agreement. The Infant Toddler Specialist Network and Links to Quality provide financial incentives to participants as they work through and accomplish goals on their Quality Improvement Plans.

b) **The following are optional elements, or elements that should be implemented to the extent practicable, in the training and professional development framework.**

- i. **Continuing education unit trainings and credit-bearing professional development to the extent practicable**

Describe:

- ii. **Engagement of training and professional development providers, including higher education, in aligning training and educational opportunities with the state/territory's framework**

Describe:

Lead Agency collaborates with non-CCDF funded training and professional development agencies, two-year colleges and four-year colleges to develop career pathways and identify training that is needed to provide advancement opportunities to child care providers.

- iii. **Other**

Describe:

6.1.2 Describe how the state/territory developed its professional development framework in consultation with the State Advisory Council on Early Childhood Education and Care (if applicable) or similar coordinating body if there is no SAC that addresses the

professional development, training, and education of child care providers and staff.

The Kansas Children's Cabinet and Trust Fund has been recognized by the governor as the Kansas Early Childhood Advisory Council. Lead Agency staff participate in the council's recommendation panel and in the Workforce Development Advisory Group to develop and improve the professional development framework. Lead Agency's work through the Workforce Professional Development Advisory Group aligns with the All in for Kansas Kids Strategic Plan workforce goals to expand the number of professionals entering and remaining in the workforce; implement a high-quality, competency-based professional development system; and support diversity, equity, and inclusion in the early childhood care and education workforce.

Effective Date: 10/01/2021

6.1.3 Describe how the framework improves the quality, diversity, stability, and retention of caregivers, teachers, and directors (98.44(a)(7)).

The Kansas Early Childhood Advisory Council and Recommendations Panel and Workforce Professional Development Advisory Group are utilized to provide feedback and support for the professional development framework to improve the quality, diversity, stability and retention of caregivers, teachers and directors. These are both multi-agency teams that include a cross-section of early childhood professionals. The Workforce Professional Development Advisory Group focus includes subgroups addressing diversity, equity and inclusion; career pathways and review and revisions to the core competencies; components of the workforce registry; and professional development needs assessment. This work revolves around improving the quality of providers through professional development. The diversity, equity and inclusion work will inform training needs and practices to improve diversity, equity and inclusion for child care programs. The other areas of focus in the Workforce Professional Development Advisory Group are centered around components that will be recommended for the workforce registry. The purpose of the Early Childhood Advisory Council Recommendations Panel is to advance implementation of the All in for Kansas Kids Strategic Plan. The Strategic Plan vision includes equitable access to quality early childhood care and education. The work of the Panel currently has subgroups that include Quality and Environment; Retention and Retainment; and Family Partnerships. Lead Agency continues

to coordinate in statewide early childhood efforts to develop a career pathway and workforce registry that will support early childhood and education professionals to access, track and guide career advancement, and increase compensation, recruitment and retention. Kansas uses CCDF funding to improve the quality of early care and education, retain providers and stabilize the workforce by offering low or no cost professional development and Infant Toddler Specialists services at no cost. Financial incentives through the workforce professional development contract include trainer mini-grants and scholarships for progression of professional development. Trainer mini grants are designed to expand professional development opportunities for child care workforce population state-wide with priority of funding awards aimed to increase professional development in rural areas. DCF also supports scholarships towards professional development progression which requires applicants to complete an Individualized Professional Development Plans (IPDP). Scholarships include progression of professional development through clock-hour training, continuing education unit training, higher education courses to obtain an associate degree, early childhood certification, director's credential, and Child Development Associate (CDA) Credential training and application fees. The ITSN offers financial incentives to providers and programs serving infants and toddlers who need assistance in meeting goals for quality improvements. Recruitment efforts in our workforce professional development contract includes coordinating with high school teachers to offer free health and safety training to high school students.

Effective Date: 10/01/2021

6.2 Training and Professional Development Requirements

The Lead Agency must describe how its established health and safety requirements for pre-service or orientation training and ongoing professional development requirements--as described in Section 5 for caregivers, teachers, and directors in CCDF programs--align, to the extent practicable, with the state/territory professional development framework. These requirements must be designed to enable child care providers to promote the social, emotional, physical, and cognitive development of children and to improve the knowledge and skills of the child care workforce. Such requirements shall be applicable to child care providers caring for children receiving CCDF funds across the entire age span, from birth

through age 12 (658E(c)(2)(G)). Ongoing training and professional development should be accessible and appropriate to the setting and age of the children served (98.44(b)(2)).

6.2.1 Describe how the state/territory incorporates into training and professional development opportunities:

- the knowledge and application of its early learning and developmental guidelines (where applicable);
- its health and safety standards (as described in section 5);
- and social-emotional/behavioral and mental health intervention models for young children, which can include positive behavior intervention and support models that reduce the likelihood of suspension and expulsion of children (as described in Section 2 of the Pre-Print) (98.44(b)).

Health and safety training is incorporated into the child care licensing training requirements for new applicants. Training and technical assistance is available for Kansas Early Learning Standards, social-emotional behavioral and early mental health intervention models, including positive behavior intervention training through our professional development and infant-toddler specialist network. Training and the use of the Kansas Early Learning Standards is incorporated into Links to Quality. The workforce professional development and Infant Toddler Specialist Network agreements offer multiple trainings and technical assistance on social emotional behavior intervention and support models to reduce the likelihood of suspension and expulsion. KCCTO offers a course on Preventing Suspension and Expulsion in Early Care Education.

Effective Date: 10/01/2021

6.2.2 Describe how the state/territory's training and professional development are accessible to providers supported through Indian tribes or tribal organizations receiving CCDF funds (as applicable) (98.44(b)(2)(vi)).

All training and professional development through CCDF funded workforce professional development and infant toddler specialist network are accessible to all child care providers anyone planning to become a provider or anyone who has interest in childhood education.

There are no limitations to who may take the trainings.

Effective Date: 10/01/2021

6.2.3 States/territories are required to facilitate participation of child care providers with limited English proficiency and disabilities in the subsidy system (98.16 (dd)). Describe how the state/territory will recruit and facilitate the participation of providers in the subsidy system:

Effective Date: 10/01/2021

a) with limited English proficiency

Lead Agency's contract for professional development require trainers to respond to each learner's ability and linguistic background. The contract requires provision of translations and accommodations in all professional development trainings for non-English speaking learners. Online health and safety courses are available in Spanish and are monitored by a Spanish-speaking trainer. In-person trainers will utilize translators on staff or within the community when not available through the contractor.

b) who have disabilities

All CCDF funded online and in-person courses adhere to Americans with Disabilities Act (ADA). The workforce development contractor provides opportunities for providers to identify disabilities during course enrollment. Accommodations are made based on individual abilities. Online trainers can sometimes identify those individuals who are struggling and will offer individualized assistance for the discussion and response requirements of the course.

6.2.4 Describe how the state/territory's training and professional development requirements are appropriate, to the extent practicable, for child care providers who care for children receiving child care subsidies, including children of different age groups (such as specialized credentials for providers who care for infants and/or school-age children); English-language learners; children with developmental delays and

disabilities; and Native Americans, including Indians as defined in Section 4 of the Indian Self-Determination and Education Assistance Act (including Alaska Natives) and Native Hawaiians (98.44(b)(2)(iv)).

1.1.1The workforce professional development agreement provides online training, in-person training and technical assistance appropriate for all providers of all age groups. There are a variety of trainings available to providers based on their individual needs and the needs of the children in their care. Courses that support providers working with children of families that are English-language learners include Building Skills in Two Languages and Beyond a Celebration: Exploring Culture in Practice. The contractor utilizes state and national best practice and evidence-based resources for course development. National best practice standards used in course design include Caring for Our Children National Health and Safety Performance Standards. Courses align with the Kansas Early Learning Standards. These standards include learning environments and cognitive development, dual language learners, social and emotional development, and physical health and development. Providers who participate in KCCTOs online trainings and complete course evaluation survey can request additional information and/or technical assistance. Technical assistance, provided through the Infant Toddler Specialist Network, is s based on provider requests to meet the needs of their individual child care setting. Providers who receive subsidy must take an online course, Supporting Kansas Families: DCF Child Care Subsidy Program to learn the process ad program requirements to become a DCF provider for families eligible for child care assistance.

Effective Date: 10/01/2021

6.2.5 The Lead Agency must provide training and technical assistance (TA) to providers and appropriate Lead Agency (or designated entity) staff on identifying and serving children and families experiencing homelessness (658E(c)(3)(B)(i)).

Effective Date: 10/01/2021

a. Describe the state/territory's training and TA efforts for providers in identifying and serving homeless children and their families (relates to question 3.2.2).

Lead Agency's identifies this topic as a CCDF priority course in the workforce professional

development contract. At a minimum, the course must cover identifying, serving and providing resources for families experiencing homelessness under the McKinney-Vento definition. The course, Recognizing and Supporting Families Experiencing Homelessness, is available through our workforce professional development. Another course, Trauma and Adverse Childhood Experiences, incorporates homelessness into this course to assist providers in finding strategies to develop resiliency in young children. ITSN specialists are available who have knowledge and skills to provide TA on serving special populations that includes homelessness.

b. Describe the state/territory's training and TA efforts for Lead Agency (or designated entity) staff in identifying and serving children and their families experiencing homelessness (connects to question 3.3.6).

The state level interagency early childhood MOU has been updated and completed with agency signatures. It was developed to include the KSDE, McKinney Vento program. Lead Agency staff throughout the state are involved in varying ways with targeted work with families experiencing homelessness and have been involved in a variety of training and TA efforts to complete this work. In the East region, staff participate in the Topeka Impact Project, where EES staff members are present at the community center to work with individuals on their applications and updates to their cases every Thursday. Employment Service staff help clients navigate to partners or talk about next steps in their employment preparations. The Wichita region also has out-stationed staff at various homeless shelters, homes for victims of domestic violence and women's recovery centers one day a week. Staff members attend monthly homeless initiatives and board meetings, and report back what they are doing to help inform other case managers and provide updated information. They have provided TA in daily meetings with eligibility staff about services provided. The Wichita region also has staff on the Child Start Policy Council to provide monthly updates regarding DCF business and programs. Staff connects Child Start staff without-stationed workers to fulfill training and resource needs, and to answer policy questions. The KC region participate in the Impact KCK event where staff attend and participate. They also participate in Project Home with Shawnee Mission Schools and Impact Olathe with Olathe Schools. These events are outreach-connection events that provide holistic services and supports to those families identified by the McKinney-Vento school liaison. Families identified are then directed to specific staff for interview and overview of available services. KC Community Affairs staff also attend many community agency meetings and provide contact for any needed services that is identified for any household or agency staff. EES staff also provide direct training for

programs, including Childcare, to community agency staff as requested. The training for the KC staff is hands-on. Bridges Out of Poverty Training is a common training for new staff within EES.

6.2.6 Lead Agencies must develop and implement strategies to strengthen the business practices of child care providers to expand the supply and to improve the quality of child care services (98.16 (z)). Describe the state/territory's strategies to strengthen provider's business practices, which can include training and/or TA efforts.

Effective Date: 10/01/2021

a. Describe the strategies that the state/territory is developing and implementing for strengthening child care providers' business practices.

Business practices is a CCDF priority topic in our workforce professional development contract. A business course for family child care providers and training module on strengthening business practices is offered through the workforce professional development contractor, KCCTO. Many workforce development trainers are certified or credentialed in Strengthening Business Practices. KCCTO Infant Toddler Specialist Network offers training and TA support for child care providers serving infants and toddlers. KCCTO/ITSN provides outreach to all new child care licensing applicants and sends out a new provider packet followed by contact for technical assistance. ITSN has an early childhood toolkit course available for new providers to learn about resources and supports that are available. KCCTO provides access to resources for one-year following the course end date for all online courses offered through WFD and ITSN. ITSN trainings offered virtually or in-person include relevant resources either by email or hard copy. All courses, regardless of format do include contact information to receive technical assistance or additional resources. Lead Agency partners offer opportunities for business practice courses that are not CCDF funded and include fiscal management, budgeting and recordkeeping. Links to Quality has participants look at business practices using the BAS and PAS assessment tools and corresponding quality indicators. Business practices is a CCDF priority topic in our workforce professional development contract. A business course for family child care providers and training module on strengthening business practices is offered through the workforce professional development contractor, KCCTO. Many workforce development trainers are certified or credentialed in Strengthening

Business Practices. KCCTO Infant Toddler Specialist Network offers training and TA support for child care providers serving infants and toddlers. KCCTO/ITSN provides outreach to all new child care licensing applicants and sends out a new provider packet followed by contact for technical assistance. ITSN has an early childhood toolkit course available for new providers to learn about resources and supports that are available. KCCTO provides access to resources for one-year following the course end date for all online courses offered through WFD and ITSN. ITSN trainings offered virtually or in-person include relevant resources either by email or hard copy. All courses, regardless of format do include contact information to receive technical assistance or additional resources. Lead Agency partners offer opportunities for business practice courses that are not CCDF funded and include fiscal management, budgeting and recordkeeping. Links to Quality has participants look at business practices using the BAS and PAS assessment tools and corresponding quality indicators.

b. Check the topics addressed in the state/territory's strategies for strengthening child care providers' business practices. Check all that apply.

- i. Fiscal management
- ii. Budgeting
- iii. Recordkeeping
- iv. Hiring, developing, and retaining qualified staff
- v. Risk management
- vi. Community relationships
- vii. Marketing and public relations
- viii. Parent-provider communications, including who delivers the training, education, and/or technical assistance
- ix. Other

Describe:

6.3 Supporting Training and Professional Development of the Child Care Workforce with CCDF Quality Funds

Lead Agencies can invest CCDF quality funds in the training, professional development, and post-secondary education of the child care workforce as part of a progression of professional development activities, such as those included at 98.44 of the CCDF Rule, and those included in the activities to improve the quality of child care also addressed in Section 7 (98.53(a)(1)).

6.3.1 Training and professional development of the child care workforce.

a. In the table below, describe which content is included in training and professional development activities and how an entity is funded to address this topic. Then identify which types of providers are included in these activities. Check all that apply.

i. Promoting the social, emotional, physical, and cognitive development of children, including those efforts related to nutrition and physical activity, using scientifically based, developmentally appropriate, and age-appropriate strategies (98.53 (a)(1)(i)(A)).

Describe the content and funding:

Lead Agency identifies course topics of, Early Neurological Development, Nutrition, Physical Activity and Obesity Prevention Kansas Early Learning Standards and Early Childhood Social and Emotional Development as CCDF priority courses in the workforce professional development contract. Lead agency's workforce development and ITSN contractors offer multiple courses and TA supports on these topics. Links to Quality (L2Q), QRIS, provides quality improvement support through incentives, technical assistance and coaching to offer relationship-based assistance in the completion of quality indicators (Links). L2Q includes four (4) foundation links as a basis for programs to start the journey for continuous quality improvement. The Links within Links to Quality have been aligned with national and state quality standards, which include best practices from BAS/PAS, Kansas Family Engagement Standards, Caring for Our Children, and Nutrition and Physical Activities Self-Assessment for Child Care (NAPSACC). Program Administration has a focus on strong business practices to promote sustainability in early education.

Family Partners looks as the dynamic between families and the program supporting and building relationships with families in their program, while providing resources to support their child's development regardless of family structure, socioeconomic, racial, religious and cultural backgrounds; gender; sexual orientation; abilities; or preferred language. This will ensure that families have the tools and resources needed to support their children's development. The Learning and Development Link and the Health and Safety Link focus on creating a Lead Agency identifies course topics of, Early Neurological Development, Nutrition, Physical Activity and Obesity Prevention Kansas Early Learning Standards and Early Childhood Social and Emotional Development as CCDF priority courses in the workforce professional development contract. Lead agency's workforce development and ITSN contractors offer multiple courses and TA supports on these topics. Links to Quality (L2Q), QRIS, provides quality improvement support through incentives, technical assistance and coaching to offer relationship-based assistance in the completion of quality indicators (Links). L2Q includes four (4) foundation links as a basis for programs to start the journey for continuous quality improvement. The Links within Links to Quality have been aligned with national and state quality standards, which include best practices from BAS/PAS, Kansas Family Engagement Standards, Caring for Our Children, and Nutrition and Physical Activities Self-Assessment for Child Care (NAPSACC). Program Administration has a focus on strong business practices to promote sustainability in early education. Family Partners looks as the dynamic between families and the program supporting and building relationships with families in their program, while providing resources to support their child's development regardless of family structure, socioeconomic, racial, religious and cultural backgrounds; gender; sexual orientation; abilities; or preferred language. This will ensure that families have the tools and resources needed to support their children's development. The Learning and Development Link and the Health and Safety Link focus on creating a healthy and safe environment conducive to learning while using KELS to guide practices within instruction and planning. L2Q has and will continue to work with our training partners to align our Links with specific trainings to support our participants in the completion of each Link. The participants use self-assessments for each Link to complete a Quality Improvement Plan to create an intentional plan to strengthen their quality, which may include necessary training. The workforce development contract, ITSN and L2Q are funded through the Child Care and Development Fund.

Which type of providers are included in these training and professional development activities?

- Licensed center-based
- License exempt center-based
- Licensed family child care home
- License- exempt family child care home
- In-home care (care in the child's own home)

ii. Implementing behavior management strategies, including positive behavior interventions and support models that promote positive social-emotional development and the mental health of young children and that reduce challenging behaviors, including a reduction in expulsions of preschool-age children from birth to age five for such behaviors. (See also section 2.4.5.) (98.53(a)(1)(iii)).

Describe the content and funding:

CCDF identifies the topic of Preventing and Reducing Expulsions and Suspensions and Early Childhood Social and Emotional Development as CCDF priority courses in the workforce professional development contract. There are multiple courses for related topics including inclusion of children with special needs, behavior and guidance, and social-emotional development. Lead Agency's workforce development and ITSN contractors offer multiple courses and TA supports on these topics. Links to Quality (L2Q) includes four (4) foundation Links as a basis for programs to start the journey for continuous quality improvement. Using Kansas Early Learning Standards (KELS) to guide practices within instruction and planning within the Link for Learning and Development. The Program Administration Link includes policies and sound business practices. As part of Program Administration is a handbook that is shared with families which requires a behavior guidance policy that focuses on positive behavior supports. The workforce development contract and L2Q are funded through the Child Care and Development Fund.

Which type of providers are included in these training and professional development activities?

- Licensed center-based
- License exempt center-based
- Licensed family child care home
- License- exempt family child care home
- In-home care (care in the child's own home)

iii. Engaging parents and families in culturally and linguistically appropriate ways to expand their knowledge, skills, and capacity to become meaningful partners in supporting their children's positive development. (98.53(a)(1)(iv)).

Describe the content and funding:

CCDF identifies Cultural Responsiveness, English Language Learners and Family Engagement as CCDF priority courses in the workforce professional development contract. Cultural responsiveness is embedded in other courses offered through the contractor. Lead agency's workforce development and ITSN contractors offer multiple courses and TA supports on these topics. Links to Quality (L2Q) includes four (4) foundation Links as a basis for programs to start the journey for continuous quality improvement. One of these foundational Links is Family Partnerships which focuses on programs supporting and building relationships with families in their program, while providing resources to support their child's development regardless of family structure, socioeconomic, racial, religious and cultural backgrounds; gender; sexual orientation; abilities; or preferred language. This will ensure that families have the tools and resources needed to support their children's development. The workforce development contract and L2Q are funded through Child Care Development Fund.

Which type of providers are included in these training and professional development activities?

- Licensed center-based
- License exempt center-based
- Licensed family child care home
- License- exempt family child care home
- In-home care (care in the child's own home)

iv. Implementing developmentally appropriate, culturally and linguistically responsive instruction, and evidence-based curricula, and designing learning environments that

are aligned with state/territory early learning and developmental standards (98.15 (a)(9)).

Describe the content and funding:

Cultural responsiveness is a CCDF priority in the workforce professional development contract. Cultural and linguistic indicators are imbedded in Early Learning Standards and courses offered by Lead Agency's workforce professional development contractor. The Kansas Early Learning Standards are designed to: recognize the importance of the early years as learning years; serve as a guide for appropriate curriculum development/selection; and Cultural and linguistic indicators are imbedded in Early Learning Standards and courses offered by Lead Agency's workforce professional development contractor. The Kansas Early Learning Standards are designed to: recognize the importance of the early years as learning years; serve as a guide for appropriate curriculum development/selection; and serve as guide for creating quality learning environments and opportunities. The standards provide information and guidance to early childhood providers and teachers, including primary grade teachers, on the developmental sequence of learning for children birth through kindergarten. The KELS promote quality programming for ALL children. Lead agency's workforce development and ITSN contractors offer multiple courses and TA supports on this topic. Cultural and linguistic indicators are imbedded in Early Learning Standards and courses offered by Lead Agency's workforce professional development contractor. The Kansas Early Learning Standards are designed to: recognize the importance of the early years as learning years; serve as a guide for appropriate curriculum development/selection; and serve as guide for creating quality learning environments and opportunities. The standards provide information and guidance to early childhood providers and teachers, including primary grade teachers, on the developmental sequence of learning for children birth through kindergarten. The KELS promote quality programming for ALL children. Lead agency's workforce development and ITSN contractors offer multiple courses and TA supports on this topic. Links to Quality (L2Q) includes four (4) foundation Links as a basis for programs to start the journey for continuous quality improvement. Using Kansas Early Learning Standards (KELS) to guide practices within instruction and planning within the Link for Learning and Development. The Learning and Development Link focuses on creating an environment conducive to learning to support their child's development regardless of family structure, socioeconomic, racial, religious and

cultural backgrounds; gender; sexual orientation; abilities; or preferred language. The workforce development contract, ITSN and L2Q are funded through Child Care Development Fund.

Which type of providers are included in these training and professional development activities?

- Licensed center-based
- License exempt center-based
- Licensed family child care home
- License- exempt family child care home
- In-home care (care in the child's own home)

v. Providing onsite or accessible comprehensive services for children and developing community partnerships that promote families' access to services that support their children's learning and development.

Describe the content and funding:

Lead Agency's CCDF priority course topics include a course titled Supporting Kansas Families: DCF Child Care Subsidy Program. This course is a requirement for licensed providers who wish to support DCF families. Another CCDF priority course, Promoting Family Engagement with Infant and Toddler Families focuses on how to develop and grow relationships with families. An introductory course is offered through the workforce professional development contractor on using the Kansas Family Engagement and Partnership Standards. Lead Agency's workforce development and ITSN contractors offer multiple courses and TA supports on these topics. The workforce development contract and ITSN are funded through the Child Care and Development Fund.

Which type of providers are included in these training and professional development activities?

- Licensed center-based
- License exempt center-based
- Licensed family child care home
- License- exempt family child care home

In-home care (care in the child's own home)

vi. Using data to guide program evaluation to ensure continuous improvement 98.53(a)(1)(ii)).

Describe the content and funding:

Lead Agency's workforce professional development contractor offers multiple courses on observation and assessment. Ongoing assessment of children's growth is a part of quality early childhood programs. The portfolio review process data evaluation will be used to inform future revisions on the quality standards in Links to Quality. The intent is for families to see their needs reflected in L2Q, which will help us identify which links to start building out. This will be done through working with our CCR&Rs, family surveys and different workgroups. Using data to guide the program creation will ensure that the programs needs are meet and encourage continuous quality improvement for them in meeting the needs of their families. The workforce development contract and L2Q are funded through the Child Care and Development Fund.

Which type of providers are included in these training and professional development activities?

- Licensed center-based
- License exempt center-based
- Licensed family child care home
- License- exempt family child care home
- In-home care (care in the child's own home)

vii. Caring for children of families in geographic areas with significant concentrations of poverty and unemployment.

Describe the content and funding:

Lead Agency's CCDF priority course topics include Homelessness, nutrition, and physical activity and Adverse Childhood Experiences (ACES). These online courses are offered statewide. CCDF funded ITSN specialists target geographic areas of Lead Agency's CCDF priority course topics include Homelessness, nutrition, and physical activity and Adverse Childhood Experiences (ACES). These online courses are offered statewide. CCDF funded ITSN specialists target geographic areas of poverty in their technical assistance efforts. The Lead

Agency's QRIS, Links to Quality (L2Q), peer learning community locations were determined after identifying these same high need communities with high poverty, high unemployment and high out of home placement data. This same standard will continue to be used in the creation of the expansion plan and any revision that may be necessary as Links to Quality expands across the State. The workforce development trainings, ITSN and L2Q are funded through the Child Care and Development Fund.

Which type of providers are included in these training and professional development activities?

- Licensed center-based
- License exempt center-based
- Licensed family child care home
- License- exempt family child care home
- In-home care (care in the child's own home)

viii. Caring for and supporting the development of children with disabilities and developmental delays 98.53 (a)(1)(i)(B).

Describe the content and funding:

Lead Agency's CCDF priority course topics include children with disabilities. Courses include topics of inclusion of children with disabilities at different age levels. Lead Agency's workforce development and ITSN contractors offer multiple courses and TA supports on these topics. KDHE Infant-Toddler supports professional development through the Kansas In- Service Training System (KITS). Lead Agency's workforce development and ITSN contractors offer multiple courses and TA supports on these topics. KDHE Infant-Toddler supports professional development through the Kansas In- Service Training System (KITS). KITS is a program of the University of Kansas Life Span Institute designed to provide a training and resource system for early intervention networks and early childhood special education program staff through collaborative training and technical assistance activities on a comprehensive statewide basis. The Infant Toddler Specialist Network contractor, KCCTO, partners with KITS to provide training, technical assistance and resources to providers and programs statewide. Through

the network, there are a variety of professional development opportunities to support providers who serve children with developmental delays and disabilities. Links to Quality (L2Q) includes four (4) foundation Links as a basis for programs to start the journey for continuous quality improvement. Using Kansas Early Learning Standards (KELS) to guide practices of instruction and planning within the Learning and Development Link. The Learning and Development Link addresses the need for differentiating lesson planning/instruction to meet individual needs. The workforce professional development contract, ITSN and L2Q are funded through the Child Care Development Fund.

Which type of providers are included in these training and professional development activities?

- Licensed center-based
- License exempt center-based
- Licensed family child care home
- License- exempt family child care home
- In-home care (care in the child's own home)

ix. Supporting the positive development of school-age children (98.53(a)(1)(iii)).

Describe the content and funding:

Lead Agency's workforce professional development contractor offers courses that support guidance for youth development and an introduction to behavior and guidance. Lead Agency also contracts with Kansas Enrichment Network for support of out-of-school time programs. Supports offered through Kansas Enrichment Network include training and technical assistance. The workforce development contract is funded through the Child Care and Development Fund. Kansas Enrichment Network receives CCDF funds to support their work with school age programs, but are not fully funded through CCDF.

Which type of providers are included in these training and professional development activities?

- Licensed center-based
- License exempt center-based

- Licensed family child care home
- License- exempt family child care home
- In-home care (care in the child's own home)

x. Other

Describe:

N/A

Which type of providers are included in these training and professional development activities?

- Licensed center-based
- License exempt center-based
- Licensed family child care home
- License- exempt family child care home
- In-home care (care in the child's own home)

b. Check how the state/territory connects child care providers with available federal and state/territory financial aid or other resources to pursue post-secondary education relevant for the early childhood and school-age workforce and then identify which providers are eligible for this activity. Check all that apply.

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- i. Coaches, mentors, consultants, or other specialists available to support access to post-secondary training, including financial aid and academic counseling.
 - Licensed center-based
 - License exempt center-based
 - Licensed family child care home
 - License- exempt family child care home

- In-home care (care in the child's own home)
- ii. Statewide or territory-wide, coordinated, and easily accessible clearinghouse (i.e., an online calendar, a listing of opportunities) of relevant post-secondary education opportunities.
 - Licensed center-based
 - License exempt center-based
 - Licensed family child care home
 - License- exempt family child care home
 - In-home care (care in the child's own home)
- iii. Financial awards such as scholarships, grants, loans, or reimbursement for expenses and/or training, from the state/territory to complete post-secondary education.
 - Licensed center-based
 - License exempt center-based
 - Licensed family child care home
 - License- exempt family child care home
 - In-home care (care in the child's own home)
- iv. Other.
 - Licensed center-based
 - License exempt center-based
 - Licensed family child care home
 - License- exempt family child care home
 - In-home care (care in the child's own home)

Describe:

6.3.2 Describe the measurable indicators of progress relevant to subsection 6.3 that the state/territory will use to evaluate its progress in improving the quality of child care programs and services within the state/territory and the data on the extent to which the state or territory has met these measures.

Lead Agency supports workforce professional development and infant and toddler training and technical assistance through contractual agreements that require participant data and demographics, as well as pre and post evaluations of trainings. Data collected through these agreements include but is not limited to: number of enrollments in training and increase in

knowledge as demonstrated in pre and post evaluations of trainings; number of written TA plans and number of completions and number of on-site TA visits. During FFY 2020, KCCTO workforce development contractor offered 1,012 online training events and 72,986 enrollments to 10,053 unique participants. Overall change in scores measured by pre-post evaluations was 18%. KCCTO's online training includes Health and Safety Modules for newly licensed providers, teachers and staff. Enrollment in these modules in FFY 2020 was 54,990 to 4,610 unique participants. Participants in the module training received 2 virtual toolkit resources and were provided an opportunity to sign up for TA. Ongoing health and safety courses, a requirement for CCDF subsidy providers, were offered 169 times with 4,224 participants enrolling. KCCTO, Infant Toddler Services Network provided training and technical assistance to providers who serve families of infant and toddlers. During FFY 2020, ITSN moved to virtual TA due to the pandemic. The ITSN specialists offered 107 online/virtual training events to 982 participants. The overall average change in online pre-post evaluations was 15%. Prior to the pandemic, specialist offered 50 in person training events that reached 842 participants. In-person and virtual trainings assess outcomes through activities and post-training evaluations. During pre-pandemic FFY2020, ITSN specialists wrote 68 intensive TA plans and conducted 156 site visits. The KCCTO Workforce Development CDA training track supported 134 providers during FFY 2020 and assisted 206 providers in writing an Individual Professional Development Plan. Links to Quality (L2Q) includes four (4) foundation links as a basis for programs to start the journey for continuous quality improvement. Those four Links include: Program Administration, Family Partnerships, Learning and Development, and Health and Safety. To be recognized as a member of Links to Quality a child care program must complete all four (4) of the foundation Links. The measures that Links to Quality will track include but are not limited to: number of program participating in L2Q, number of member programs (programs that have complete the 4 foundation links), Number of children served by L2Q program, the number of L2Q programs who are enrolled providers with DCF, and the number of children receiving CCDF funding. As Links to Quality completed the pilot and moved in to the transition phase of our process over 75% of the program who participated in the pilot signed on to continue with the program. This included to revise the indicators and process within L2Q to with the guidance of state and national best practices and the voice of Kansas provider. Providers have continued to contribute to L2Q through work groups, focus group, monthly peer group meetings and quarterly program webinars.

6.4 Early Learning and Developmental Guidelines

6.4.1 States and territories are required to develop, maintain, or implement early learning and developmental guidelines that are appropriate for children in a forward progression from birth to kindergarten entry (i.e., birth-to-three, three-to-five, birth-to-five), describing what children should know and be able to do and covering the essential domains of early childhood development. These early learning and developmental guidelines are to be used statewide and territory-wide by child care providers and in the development and implementation of training and professional development (658E(c)(2)(T)). The required essential domains for these guidelines are cognition, including language arts and mathematics; social, emotional, and physical development; and approaches toward learning (98.15(a)(9)). At the option of the state/territory, early learning and developmental guidelines for out-of-school time may be developed. Note: States and territories may use the quality set-aside, discussed in section 7, to improve on the development or implementation of early learning and developmental guidelines.

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a. Describe how the state/territory's early learning and developmental guidelines address the following requirements:

i. Are research-based.

Guidance from multiple state, local and national sources was sought during the process of reviewing and updating the Kansas Early Learning Standards. Resources from national and state organizations and local school districts as well as Kansas documents such as the 2012 School Readiness Framework, the Kansas College and Career Ready Standards for K-12 and standards from other states (Ohio, New York, South Carolina) were used to develop a document that is firmly grounded in research, evidence-based educational practices and developmentally appropriate early childhood beliefs and values. The Kansas early childhood community worked diligently to develop standards that will meet the needs of the children of Kansas and their families by promoting high quality programs that have a consistent standard of high

expectations for teachers and education based upon appropriate early learning standards.

ii. Developmentally appropriate.

The Kansas Early Learning Standards are designed to: recognize the importance of the early years as learning years; serve as a guide for appropriate curriculum development/selection; and serve as guide for creating quality learning environments and opportunities. The document provides information and guidance to early childhood providers and teachers, including primary grade teachers, on the developmental sequence of learning for children birth through kindergarten.

iii. Culturally and linguistically appropriate.

The Kansas Early Learning Standards guiding principles include recognition of the wide range of cultural and linguistic backgrounds, learning experiences and differences in abilities. Cultural and linguistic diversity are incorporated into the learning approaches and social development standards.

iv. Aligned with kindergarten entry.

Kansas Early Learning Standards align with the K-12 College and Career Ready Standards and The School Readiness Framework.

v. Appropriate for all children from birth to kindergarten entry.

The Kansas Early Learning Standards are structured around domains of learning that include a whole child perspective for ages infant through Kindergarten.

vi. Implemented in consultation with the educational agency and the State Advisory Council or similar coordinating body.

The All in For Kansas Kids Strategic Plan, developed by The Children's Cabinet Kansas Early Childhood Advisory Council, includes update and dissemination of the Kansas Early Learning Standards with updates to include the use of technology in early childhood care and education settings and the benefits of multiple languages in early learning. They also include the Kansas Early Learning Standards as a measure of success to provide high-quality, safe and nurturing environments in early childhood care and education programs.

b. Describe how the required domains are included in the state/territory's early learning and developmental guidelines. Responses for "other" are optional.

i. Cognition, including language arts and mathematics.

The standards include domains for Communication and Literacy, Mathematics and Science.

ii. Social development.

The standards include a Social and Emotional Development domain.

iii. Emotional development.

The standards include a Social and Emotional Development domain.

iv. Physical development.

The standards include a Physical Development domain includes large motor skills, fine motor skills, physical fitness, nutrition and healthy eating, and safety personal hygiene.

v. Approaches toward learning.

The standards include an Approaches to Learning domain that focuses on persistence and engagement in learning, initiative, and creativity in learning.

vi. Describe how other optional domains are included, if any:

The standards include a Creative Arts and Social Studies domain.

c. Describe how the state/territory's early learning and developmental guidelines are updated and include the date first issued and/or the frequency of updates.

Kansas has had three revisions to the Kansas Early Learning Standards. The first document was completed in 2006, with a second revision done in 2009. The latest version was released in 2015. The current version includes the same eight domains or developmental content areas that were in previous versions. Unlike prior versions, each developmental content area is now structured into four organizational components: strand - the domain; age (grade in K-12) level; boxed sub-heading - subset of the strand (domain); and the standard - a broad concept (formerly the 'indicator' level). Revisions to the standards are included in the All in for Kansas Kids Strategic

Plan.

d. If applicable, discuss the state process for the adoption, implementation, and continued improvement of state out-of-school time standards.

The Kansas Enrichment Network (KEN) developed and disseminates the Kansas Afterschool Program Quality Guidelines and Self-Assessment Tools (KAPQG) to afterschool and out-of-school time programs statewide. The KAPQG, available on the KEN website (<https://kansasenrichment.net/guidelineresources/>), provide guidance on best practices in the areas of operations, programming, relationships, family engagement, and professional development. Teams of key stakeholders were assembled to address guidelines for quality five program content areas: Operations, Programming, Relationships, Family Engagement and Professional Development.

e. Provide the Web link to the state/territory's early learning and developmental guidelines and if available, the school-age guidelines.

<https://www.ksde.org/Portals/0/Early%20Childhood/KsEarlyLearningStandards.pdf>

6.4.2 CCDF funds cannot be used to develop or implement an assessment for children that:

-- Will be the primary or sole basis to determine a child care provider ineligible to participate in the CCDF,

-- Will be used as the primary or sole basis to provide a reward or sanction for an individual provider,

-- Will be used as the primary or sole method for assessing program effectiveness,

-- Will be used to deny children eligibility to participate in the CCDF (658E(c)(2)(T)(ii)(I); 98.15(a)(2)).

Describe how the state/territory's early learning and developmental guidelines are used.

The Kansas Early Learning Standards (KELS) provide a framework for understanding and communicating a common set of developmentally appropriate guidelines for young children within a context of shared responsibility and accountability for helping children meet these

guidelines. The KELS contain information on the developmental sequence of learning for children from birth through Kindergarten in areas of approaches to learning, physical development, social and emotional development, communication and literacy, mathematics, science, social studies and creative arts. KELS are incorporated in to courses and TA provided through our workforce professional development and infant and toddler specialists network. Introductory courses are offered to provide an overview of the standards and how they should be used in child care programs to lead to success in a Kindergarten setting. Lead Agency's professional development contractor also offers training in Family Engagement and Partnership Standards for Early Childhood. Participants that were revised in 2019. The purpose of this course is to introduce the five standards and how they relate to the KELS. The family partnership standards are structured to align with KELS and the Kansas School Readiness Framework. Links to Quality (L2Q) includes four (4) foundation Links as a basis for programs to start the journey for continuous quality improvement. Using Kansas Early Learning Standards (KELS) to guide practices of instruction and planning within the Learning and Development Link. The Learning and Development Link addresses the need for differentiating lesson planning/instruction to meet individual needs.

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6.4.3 If quality funds are used to develop, maintain, or implement early learning and development guidelines, describe the measurable indicators that will be used to evaluate the state/territory's progress in improving the quality of child care programs and services and the data on the extent to which the state/territory has met these measures (98.53(f)(3)).

Lead Agency will continue to evaluate progress in improving the quality of child care programs and services through the use of these standards by collecting the number of enrollments and changes in pre post test scores. During FFY 2020, KCCTO enrolled 261 participants in 12 KELS trainings with an average change in scores measured by pre post-tests of 22%. DCF will continue to track and monitor the requests for the KELS distribution and TA referrals through KCCTO workforce development and infant toddler specialists. The total number of distributions of KELS materials for FFY2020 were 206 and 214 referrals to KELS online. <http://kskits.org/virtual-kit-early-learning-standards> During FFY2020 The

Family Engagement and Partnership Standards for Early Childhood, KCCTO workforce development and infant toddler specialist network enrolled a total of 175 participants with a changes in score of 13% for 120 online participants and 3% change in score for 55 participants in through the Infant Toddler Specialist Network. There were 110 distributions of the Kansas Family Engagement and Partnership Standards. Links to Quality (L2Q) did not award any of the foundation Links during the pilot, as it was a test of processes and procedures. As part of the pilot over 75% of the programs working on the Learning and Development link as part of the pilot participated in professional development around the Kansas Early Learning Standards (KELS), and received relationship based coaching on how they could be implemented in their programs.

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7 Support Continuous Quality Improvement

Lead Agencies are required to use a portion of their CCDF program expenditures for activities designed to improve the quality of child care services and to increase parental options for and access to high-quality child care (98.53). The quality activities should be aligned with a statewide or territory-wide assessment of the state's or territory's need to carry out such services and care. States and territories are required to report on these quality improvement investments through CCDF in three ways:

1. In the CCDF Plan, the ACF 118, states and territories will describe the types of activities supported by quality investments over the 3-year period (658G(b); 98.16(j)).
2. In the annual expenditure report, the ACF-696, ACF will collect data on how much CCDF funding is spent on quality activities. This report will be used to determine compliance with the required quality and infant and toddler spending requirements (658G(d)(1); 98.53(f)).
3. For each year of the Plan period, states and territories will submit a Quality Progress Report, the ACF 218, that will include a description of activities funded by quality expenditures and the measures used by the state/territory to evaluate its progress in improving the quality of child care programs and services within the state/territory (658G(d); 98.53(f)).

States and territories must fund efforts in at least one of the following 10 activities:

- Supporting the training and professional development of the child care workforce (Addressed in Section 6)
- Improving on the development or implementation of early learning and developmental guidelines (Addressed in Section 6)
- Developing, implementing, or enhancing a tiered quality rating and improvement system or other systems of quality improvement for child care providers and services
- Improving the supply and quality of child care programs and services for infants and toddlers
- Establishing or expanding a statewide system of child care resource and referral services
- Supporting compliance with state/territory requirements for licensing, inspection, monitoring, training, and health and safety (as described in section 5)
- Evaluating the quality of child care programs in the state/territory, including evaluating how programs positively impact children
- Supporting providers in the voluntary pursuit of accreditation
- Supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development
- Performing other activities to improve the quality of child care services, as long as outcome measures relating to improved provider preparedness, child safety, child well-being, or kindergarten entry are possible.

Throughout this Plan, states and territories will describe the types of quality improvement activities where CCDF investments are being made, including but not limited to, quality set-aside funds, and will describe the measurable indicators of progress used to evaluate state/territory progress in improving the quality of child care services for each expenditure (98.53(f)). These activities can benefit infants and toddlers through school-age populations, and all categories of care. It is important that while Lead Agencies have the flexibility to define "high quality" and develop strategies and standards to support their definition, Lead Agencies should consider how that definition and those strategies for different provider types reflect and acknowledge their unique differences and how quality varies in different settings, including family child care and small care settings as well as child care centers.

This section covers the quality activities needs assessment, quality improvement activities, and indicators of progress for each of the activities undertaken in the state or territory.

7.1 Quality Activities Needs Assessment for Child Care Services

7.1.1 Lead Agencies must invest in quality activities based on an assessment of the state/territory's needs to carry out those activities. Lead Agencies have the flexibility to design an assessment of their quality activities that best meet their needs, including how often they do the assessment. Describe your state/territory assessment process, including the frequency of assessment (658G(a)(1); 98.53(a)).

The overarching goal for quality improvement is implementing a statewide QRIS. Work on our QRIS, known as Links to Quality established the goals to 1) Focus quality indicators by scaffolding towards national standards for high-quality child care, 2) Build a sustainability QRIS system, 3) Build upon existing system of early care and education resources and supports, rather than building a new system, and 4) Incorporate program and parent feedback into the system. Kansas Early Care and Education has defined quality as “Quality early care and education provides a safe, stable, and nurturing environment where every child can thrive”. Links to Quality (L2Q) looks to improve the quality care so children have a safe place to learn and grow, offer consumer education to parents to assist in the selection of quality child care for their children, and to build a system that recognizes providers as professionals and the quality within their programs.

As we built our system, we acknowledged the early learning work already occurring. Through our strategic planning efforts we have identified our goals to increase quality care in Kansas early care and education programs by helping providers build upon their strengths, skills, resources and connections; empower families in choosing the early care and education program that best suits their needs; and strengthen communities through increased access to quality early care and education and enhance public-private partnerships. Within Links to Quality (L2Q), Kansas QRIS system, we will continue assessing several of the processes as

we move forward with limited implementation. These include the orientation process, portfolio process, review process, recognition process and contracts.

Contracts currently leveraged in Links to Quality (L2Q), include L2Q Support Services, which includes but is not limited to coaching, mentoring, technical assistance, training, reviewing, researching, referring and assessing. Also, the Quality Support Services contract provides backbone support for DCF/L2Q Program Staff, whom assists in revisions, materials, meeting facilitation and strategic planning. Assessments on contracts is through the use of data reports and activity narratives, monthly meetings to include phone, face-to-face or virtual.

Assessments for other quality contracts include quarterly data reports and activities narratives, monthly phone calls, and face-to-face (virtual) meetings as needed. These contracts, Consumer Education, Resources and Referrals, Child Care Workforce Professional Development, Infant Toddler Specialist Network and Kansas Enrichment Network, have data points and performance standards within their contracts that they report quarterly on their CCDF Quality Performance Reports. Monthly phone call agendas vary, depending on the needs of the contractor and the Lead Agency staff. Face-to-face meetings are conducted to provide evaluation and feedback regarding services, materials and activities related to the contractual requirements. All contractors utilize satisfaction surveys and/or evaluations and share this information in their quarterly reports.

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7.1.2 Describe the findings of the assessment and if any overarching goals for quality improvement were identified. If applicable, include a direct URL/website link for any available evaluation or research related to the findings.

The Lead Agency's (DCF) assessments of quality activities includes an internal review of current expenditures of CCDF quality dollars, performance outcomes of contracts/grants funded through CCDF, status of our QRIS system development and statewide quality initiatives. Review of CCDF funded quality programs are done annually as contracts are renewed. Fiscal and program outcomes are reviewed as part of this annual review. Review of all quality efforts are assessed every three years in conjunction with the completion of the

CCDF state plan.

The overarching goal for quality improvement is implementing a statewide QRIS. Work on our QRIS, known as Links to Quality established the goals to 1) Focus quality indicators by scaffolding towards national standards for high-quality child care, 2) Build a sustainability QRIS system, 3) Build upon existing system of early care and education resources and supports, rather than building a new system, and 4) Incorporate program and parent feedback into the system. Kansas Early Care and Education has defined quality as “Quality early care and education provides a safe, stable, and nurturing environment where every child can thrive”. Links to Quality (L2Q) looks to improve the quality care so children have a safe place to learn and grow, offer consumer education to parents to assist in the selection of quality child care for their children, and to build a system that recognizes providers as professionals and the quality within their programs.

Effective Date: 10/01/2021

7.2 Use of Quality Funds

7.2.1 Check the quality improvement activities in which the state/territory is investing

Effective Date: 10/01/2021

- a. Supporting the training and professional development of the child care workforce as discussed in 6.2 (Related Section: 6.3). Check all that apply.
 - i CCDF funds
 - ii. State general fundsOther funds. Describe:

- b. Developing, maintaining, or implementing early learning and developmental guidelines (Related Section: 6.4). Check all that apply.
 - i CCDF funds

ii. State general funds

Other funds. Describe:

c. Developing, implementing, or enhancing a tiered quality rating and improvement system (Related Section: 7.3). Check all that apply.

i CCDF funds

ii. State general funds

Other funds. Describe:

d. Improving the supply and quality of child care services for infants and toddlers (Related Section: 7.4). Check all that apply.

i CCDF funds

ii. State general funds

Other funds. Describe:

e. Establishing or expanding a statewide system of CCR&R services, as discussed in 1.7 (Related Section: 7.5). Check all that apply.

i CCDF funds

ii. State general funds

Other funds. Describe:

f. Facilitating Compliance with State Standards (Related Section: 7.6). Check all that apply.

i CCDF funds

ii. State general funds

Other funds. Describe:

g. Evaluating and assessing the quality and effectiveness of child care services within the state/territory (Related Section: 7.7). Check all that apply.

i CCDF funds

ii. State general funds

Other funds. Describe:

h. Accreditation Support (Related Section: 7.8). Check all that apply.

- i CCDF funds
- ii. State general funds

Other funds. Describe:

- i. Supporting state/territory or local efforts to develop high-quality program standards relating to health, mental health, nutrition, physical activity, and physical development (Related Section: 7.9). Check all that apply.

- i CCDF funds
- ii. State general funds

Other funds. Describe:

- j. Other activities determined by the state/territory to improve the quality of child care services and which measurement of outcomes related to improved provider preparedness, child safety, child well-being, or kindergarten entry is possible (Related Section: 7.10). Check all that apply

- i CCDF funds
- ii. State general funds

Other funds. Describe:

7.3 Quality Rating and Improvement System (QRIS) or Another System of Quality Improvement

Lead Agencies may respond in this section based on other systems of quality improvement, even if not called a QRIS, as long as the other quality improvement system contains the elements of a QRIS. QRIS refers to a systematic framework for evaluating, improving and communicating the level of quality in early childhood programs and contains five key elements:

1. Program standards
2. Supports to programs to improve quality
3. Financial incentives and supports

4. Quality assurance and monitoring

5. Outreach and consumer education

7.3.1 Does your state/territory have a quality rating and improvement system or other system of quality improvement?

Effective Date: 10/01/2021

- a. No, the state/territory has no plans for QRIS development. If no, skip to 7.4.1.
- b. No, but the state/territory is in the QRIS development phase. If no, skip to 7.4.1.
- c. Yes, the state/territory has a QRIS operating statewide or territory-wide.
Describe how the QRIS is administered (e.g., statewide or locally or through CCR&R entities) and any partners, and provide a link, if available.

- d. Yes, the state/territory has a QRIS initiative operating as a pilot-test in a few localities or only a few levels but does not have a fully operating initiative on a statewide or territory-wide basis.

Provide a link, if available. <http://ksqualitynetwork.org/links/>

- e. Yes, the state/territory has another system of quality improvement.
Describe the other system of quality improvement and provide a link, if available.

7.3.2 Indicate how providers participate in the state or territory QRIS or another system of quality improvement.

Effective Date: 10/01/2021

a. Are providers required to participate in the QRIS or another system of quality improvement? Check all that apply if response differs for different categories of care.

- Participation is voluntary
- Participation is partially mandatory. For example, participation is mandatory for providers serving children receiving a subsidy, participation is mandatory for all licensed providers or participation is mandatory for programs

serving children birth to age 5 receiving a subsidy. If checked, describe the relationship between QRIS participation and subsidy (e.g., minimum rating required, reimbursed at higher rates for achieving higher ratings, participation at any level).

Participation is required for all providers.

b. Which types of settings or distinctive approaches to early childhood education and care participate in the state/territory QRIS or another system of quality improvement? Check all that apply.

- i. Licensed child care centers
- ii. Licensed family child care homes
- iii. License-exempt providers
- iv. Early Head Start programs
- v. Head Start programs
- vi. State Prekindergarten or preschool programs
- vii. Local district-supported Prekindergarten programs
- viii. Programs serving infants and toddlers
- ix. Programs serving school-age children
- x. Faith-based settings
- xi. Tribally operated programs
- xii. Other

Describe:

c. Describe how the Lead Agency's QRIS, or other system for improving quality, considers how quality may look different in the different types of provider settings which participate in the QRIS or other system of quality improvement. For instance, does the system of quality improvement consider what quality looks like in a family child care home with mixed-age groups vs. child care centers with separate age groups? Or are standards related to quality environments flexible enough to define quality in home-based environments, as well as child care center environments?

Links to Quality is a child care quality recognition and improvement system (QRIS) created with the support of early childhood organizations across the state and led by the Kansas Department for Children and Families (DCF). Indicators within Links to Quality include a variety of quality benchmarks to outline the elements of quality child care using national and statewide standards, feedback from providers, and the All In For Kansas

Kids needs assessment data. This framework helps improve the quality of early childhood programs, which leads to improved child outcomes through the creation of strong early learning environments. Kansas has chosen to recognize, rather than rate quality. This allows Links to Quality to value Kansas providers and their work, encourage and motivate their progress, honor their accomplishments while communicating success to their families and communities.

7.3.3 Identify how the state or territory supports and assesses the quality of child care providers.

The Lead Agency may invest in the development, implementation, or enhancement of a tiered quality rating and improvement system for child care providers and services or another system of quality improvement. Note: If a Lead Agency decides to invest CCDF quality dollars in a QRIS, that agency can use the funding to assist in meeting consumer education requirements (98.33).

Do the state/territory's quality improvement standards align with or have reciprocity with any of the following standards?

Effective Date: 10/01/2021

- No
- Yes. If yes, check the type of alignment, if any, between the state/territory's quality standards and other standards. Check all that apply.
 - a. Programs that meet state/territory PreK standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, there is a reciprocal agreement between PreK programs and the quality improvement system) .
 - b. Programs that meet federal Head Start Program Performance Standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, there is a reciprocal agreement between Head Start programs and the quality improvement system).
 - c. 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, an alternative pathway exists to meeting the standards).

- d. Programs that meet all or part of state/territory school-age quality standards.
- e. Other.
Describe:

7.3.4 Do the state/territory's quality standards build on its licensing requirements and other regulatory requirements?

Effective Date: 10/01/2021

- No
- Yes. If yes, check any links between the state/territory's quality standards and licensing requirements
 - a. Requires that a provider meet basic licensing requirements to qualify for the base level of the QRIS.
 - b. Embeds licensing into the QRIS
 - c. State/territory license is a "rated" license
 - d. Other.
Describe:
NA

7.3.5 Does the state/territory provide financial incentives and other supports designed to expand the full diversity of child care options and help child care providers improve the quality of services that are provided through the QRIS or another system of quality improvement.

Effective Date: 10/01/2021

- No
- Yes. If yes, check all that apply
 - a. If yes, indicate in the table below which categories of care receive this support.
 - i. One-time grants, awards, or bonuses

- Licensed center-based
- License exempt center-based
- Licensed family child care home
- License- exempt family child care home
- In-home (care in the child's own home)

ii. Ongoing or periodic quality stipends

- Licensed center-based
- License exempt center-based
- Licensed family child care home
- License- exempt family child care home
- In-home (care in the child's own home)

iii. Higher subsidy payments

- Licensed center-based
- License exempt center-based
- Licensed family child care home
- License- exempt family child care home
- In-home (care in the child's own home)

iv. Training or technical assistance related to QRIS

- Licensed center-based
- License exempt center-based
- Licensed family child care home
- License- exempt family child care home
- In-home (care in the child's own home)

v. Coaching/mentoring

- Licensed center-based
- License exempt center-based
- Licensed family child care home
- License- exempt family child care home
- In-home (care in the child's own home)

vi. Scholarships, bonuses, or increased compensation for degrees/certificates

- Licensed center-based
- License exempt center-based
- Licensed family child care home
- License- exempt family child care home
- In-home (care in the child's own home)

vii. Materials and supplies

- Licensed center-based
- License exempt center-based
- Licensed family child care home
- License- exempt family child care home
- In-home (care in the child's own home)

viii. Priority access for other grants or programs

- Licensed center-based
- License exempt center-based
- Licensed family child care home
- License- exempt family child care home
- In-home (care in the child's own home)

ix. Tax credits for providers

- Licensed center-based
- License exempt center-based
- Licensed family child care home
- License- exempt family child care home
- In-home (care in the child's own home)

x. Tax credits for parents

- Licensed center-based
- License exempt center-based
- Licensed family child care home
- License- exempt family child care home
- In-home (care in the child's own home)

xi. Payment of fees (e.g. licensing, accreditation)

- Licensed center-based
- License exempt center-based
- Licensed family child care home
- License- exempt family child care home
- In-home (care in the child's own home)

b. Other:

NA

7.3.6 Describe the measurable indicators of progress relevant to subsection 7.3 that the state/territory will use to evaluate its progress in improving the quality of child care programs and services within the state/territory and the data on the extent to which the state or territory has met these measures.

Links to Quality (L2Q) was developed to increase quality within identified topic links or areas. These quality links have benchmarks with criteria or evidence that must be completed prior to the program receiving the quality recognition with the award of the link. These quality links Improved knowledge and skills of child program staff participating in long-term technical assistance with self-determined goals, attainment and follow-up. There are 4 foundation topic areas (Links). Program Administration focuses on implementing sound business practices for child care programs. Family Partnerships looks at engaging parents and families to encourage program participation along with expanding their knowledge and skills. Learning and Development focuses on developmentally appropriate instruction, curricula and learning environments to support all children. Lastly Health and Safety to encourage nutrition and physical activities along with increased safety practices. Each link has a self-assessment the child care program must complete along with a quality improvement plan (QIP). The QIP is created to either create or build upon existing evidence necessary for their portfolio. The measures that Links to Quality will track include but are not limited to: number of program participating in L2Q, number of member programs (programs that have complete the 4 foundation links), Number of children served by L2Q program, the number of L2Q programs who are enrolled providers with DCF, and the number of children receiving CCDF funding.

Effective Date: 10/01/2021

7.4 Improving the Supply and Quality of Child Care Programs and Services for Infants and Toddlers

Lead Agencies are required to spend 3 percent of their total CCDF expenditures on activities to improve the supply and quality of their infant and toddler care. This is in addition to the general quality set-aside requirement.

Lead Agencies are encouraged to use the required needs assessment to systematically review and improve the overall quality of care that infants and toddlers receive, the systems in place or needed to support and enhance the quality of infant and toddler providers, the capacity of the infant and toddler workforce to meet the unique needs of very young children, and the methods in place to increase the proportion of infants and toddlers in higher quality care, including any partnerships or coordination with Early Head Start and IDEA Part C programs.

7.4.1 Identify and describe the activities that are being implemented by the state/territory to improve the supply (see also section 4) and quality of child care programs and services for infants and toddlers and check which of the activities are available to each provider type.

Effective Date: 10/01/2021

- a. Establishing or expanding high-quality community- or neighborhood-based family and child development centers. These centers can serve as resources to child care providers to improve the quality of early childhood services for infants and toddlers from low- income families and to improve eligible child care providers' capacity to offer high-quality, age-appropriate care to infants and toddlers from low-income families.

Describe:

- Licensed center-based
- License exempt center-based
- Licensed family child care home
- License- exempt family child care home
- In-home care (care in the child's own home)

- b. Establishing or expanding the operation of community-based, neighborhood-based, or provider networks comprised of home-based providers, or small centers focused on expanding the supply of infant and toddler care.

Describe:

- Licensed center-based
- License exempt center-based
- Licensed family child care home
- License- exempt family child care home
- In-home care (care in the child's own home)
- c. Providing training and professional development to enhance child care providers' ability to provide developmentally appropriate services for infants and toddlers.

Describe:

The Infant and Toddler Specialist Network offers professional development and technical assistance for developmentally appropriate environments for infants and toddlers. There are multiple online trainings and virtual toolkits on this topic. Online courses reflect current research, best practices, state early learning and development guidelines, and accommodations. ITSN specialists are trained in providing technical assistance in developmentally appropriate practices to creating authentic learning experiences for young children.

- Licensed center-based
- License exempt center-based
- Licensed family child care home
- License- exempt family child care home
- In-home care (care in the child's own home)
- d. Providing coaching, mentoring, and/or technical assistance on this age group's unique needs from statewide or territory-wide networks of qualified infant/toddler specialists.

Describe:

The Lead Agency has an agreement with KCCTO for training and technical assistance through the Infant Toddler Specialist Network. Training and Technical Assistance specialists work with participants to determine the level and intensity of support a program needs. Coaching, mentoring and technical assistance are

provided to child care programs statewide through a framework based on intensity of support.

- Licensed center-based
- License exempt center-based
- Licensed family child care home
- License- exempt family child care home
- In-home care (care in the child's own home)

7.4 Improving the Supply and Quality of Child Care Programs and Services for Infants and Toddlers

Lead Agencies are required to spend 3 percent of their total CCDF expenditures on activities to improve the supply and quality of their infant and toddler care. This is in addition to the general quality set-aside requirement.

Lead Agencies are encouraged to use the required needs assessment to systematically review and improve the overall quality of care that infants and toddlers receive, the systems in place or needed to support and enhance the quality of infant and toddler providers, the capacity of the infant and toddler workforce to meet the unique needs of very young children, and the methods in place to increase the proportion of infants and toddlers in higher quality care, including any partnerships or coordination with Early Head Start and IDEA Part C programs.

7.4.1 Identify and describe the activities that are being implemented by the state/territory to improve the supply (see also section 4) and quality of child care programs and services for infants and toddlers and check which of the activities are available to each provider type.

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- e. Coordinating with early intervention specialists who provide services for infants and toddlers with disabilities under Part C of the Individuals with Disabilities Education Act (20 U.S.C. 1431 et seq.).

Describe:

- Licensed center-based
- License exempt center-based
- Licensed family child care home
- License- exempt family child care home
- In-home care (care in the child's own home)
- f. Developing infant and toddler components within the state/territory's QRIS, including classroom inventories and assessments.

Describe:

- Licensed center-based
- License exempt center-based
- Licensed family child care home
- License- exempt family child care home
- In-home care (care in the child's own home)
- g. Developing infant and toddler components within the state/territory's child care licensing regulations.

Describe:

- Licensed center-based
- License exempt center-based
- Licensed family child care home
- License- exempt family child care home
- In-home care (care in the child's own home)
- h. Developing infant and toddler components within the early learning and developmental guidelines.

Describe:

The Kansas Early Learning Standards are embedded in the training and TA of the Infant Toddler Specialist Network. These standards include guidelines for providers who care for infants and toddlers.

- Licensed center-based
- License exempt center-based
- Licensed family child care home

- License- exempt family child care home
- In-home care (care in the child's own home)

7.4 Improving the Supply and Quality of Child Care Programs and Services for Infants and Toddlers

Lead Agencies are required to spend 3 percent of their total CCDF expenditures on activities to improve the supply and quality of their infant and toddler care. This is in addition to the general quality set-aside requirement.

Lead Agencies are encouraged to use the required needs assessment to systematically review and improve the overall quality of care that infants and toddlers receive, the systems in place or needed to support and enhance the quality of infant and toddler providers, the capacity of the infant and toddler workforce to meet the unique needs of very young children, and the methods in place to increase the proportion of infants and toddlers in higher quality care, including any partnerships or coordination with Early Head Start and IDEA Part C programs.

7.4.1 Identify and describe the activities that are being implemented by the state/territory to improve the supply (see also section 4) and quality of child care programs and services for infants and toddlers and check which of the activities are available to each provider type.

Effective Date: 10/01/2021

- i. Improving the ability of parents to access transparent and easy-to-understand consumer information about high-quality infant and toddler care that includes information on infant and toddler language, social-emotional, and both early literacy and numeracy cognitive development.

Describe:

Programs and providers can access the Kansas Early Learning Standards through the Infant Toddler Specialist Network website virtual toolkits and training Programs and providers can access the Kansas Early Learning Standards through the Infant Toddler Specialist Network website virtual toolkits and training modules to support parents in learning and using skills across developmental domains. The Kansas Family Engagement and Partnership Standards for Early Childhood align with the Kansas Early Learning Standards. These standards provide guidance for families,

practitioners, community members, and educators to examine current family engagement practices and to plan future strategies to engage families in their children's development and learning. Technical assistance, additional training and resources are available through the KCCTO Infant Toddler Specialist Network.

- Licensed center-based
- License exempt center-based
- Licensed family child care home
- License- exempt family child care home
- In-home care (care in the child's own home)
- j. Carrying out other activities determined by the state/territory to improve the quality of infant and toddler care provided within the state/territory and for which there is evidence that the activities will lead to improved infant and toddler health and safety, cognitive and physical development, and/or well-being.

Describe:

The Kansas Missouri Core Competencies for Early Childhood and Youth Development Professionals and Early Learning Standards are embedded in ITSN's training and technical assistance. ITSN offers training, TA and resources to build knowledge and skills of infant and toddler child care providers in all areas addressed in the competencies and standards. The health and safety training and resources are based on state licensing and national standards that include Caring for Our Children National Standards.

- Licensed center-based
- License exempt center-based
- Licensed family child care home
- License- exempt family child care home
- In-home care (care in the child's own home)
- k. Coordinating with child care health consultants.

Describe:

Child Care Aware of Kansas partners with Kansas Department of Health and Environment to support health, safety and wellness for licensed child care programs through the Child Care Health Consultant Network (CCHC). KCCTO's ITSN and Child Care Aware of Kansas are collaborating to develop a system to share referrals to provide training and coaching services to child care programs. Collaborative efforts

include sharing training events, services and current initiatives on their agency's training calendar and in new provider packets.

- Licensed center-based
- License exempt center-based
- Licensed family child care home
- License- exempt family child care home
- In-home care (care in the child's own home)
- l. Coordinating with mental health consultants.

Describe:

- Licensed center-based
- License exempt center-based
- Licensed family child care home
- License- exempt family child care home
- In-home care (care in the child's own home)
- m. Establishing systems to collect real time data on available (vacant) slots in ECE settings, by age of child, quality level, and location of program.

Describe:

- Licensed center-based
- License exempt center-based
- Licensed family child care home
- License- exempt family child care home
- In-home care (care in the child's own home)
- n. Other.

Describe:

- Licensed center-based
- License exempt center-based
- Licensed family child care home
- License- exempt family child care home

In-home care (care in the child's own home)

7.4.2 Describe the measurable indicators of progress relevant to subsection 7.4 that the state/territory will use to evaluate its progress in improving the quality of child care programs and services for infants and toddlers within the state/territory and the data on the extent to which the state or territory has met these measures.

Measurable indicators are established in the agreement for the Infant Toddler Specialist Network (ITSN). Number of enrollments and pre- post-knowledge assessments are used for online infant and toddler trainings. ITSN evaluates progress and quality improvement through their technical assistance plans. Tracking requirements include, but are not limited to, number of written and completed technical assistance plans, and number of providers who received on-site technical assistance. ITSN specialists also use GAS scores to evaluate progress and quality. Goal Assessment Scale (GAS): There are two purposes for the GAS: First it serves as a measurement of the TA plan's long-term outcome(s). As such, goals that are written into the GAS should reflect outcomes or effects on the outcome(s) of the plan rather than process variables (e.g. methods or procedures). Secondly, the GAS provides a standard measurement of the impact of technical assistance and the sustainability of those changes, which can be used for reporting and/or program evaluation. There were 19 GAS scores/ measures at 6 months for performance that was maintained or improved. During FY 2020, there were 305 on-site TA visits to 124 individuals (84 had written TA plans and 40 individuals with no written plan.) There were 35 established providers who completed TA plans. All on-sight activity was suspended in March due to COVID 19. ITSN also provides TA for new providers. Services include new provider packets. Intensive TA with support is offered to newly licensed programs. Providers participating in intensive on-site TA can receive Quality Improvement Plan incentives. Data collected includes the number of initial contacts, number of new providers with written TA plans, and TA plan completions. During FY 2020 there were 648 who received welcome information, 22 written TA plans, 11 completed TA plans, 13 course reimbursements and 8 incentives totaling \$4,564.99. ITSN staff provided 50 in person training events that had 1,406 enrollments to 842 participants during FY2020. Online training included 107 training events, enrollment of 2,772 to 982 participants. Online training average change in scores measured by pre-post assessments was 15%.

Effective Date: 10/01/2021

7.5 Child Care Resource and Referral

A Lead Agency may expend funds to establish, expand, or maintain a statewide system of child care resource and referral services (98.53(a)(5)). It can be coordinated, to the extent determined appropriate by the Lead Agency, by a statewide public or private non-profit, community-based, or regionally based lead child care resource and referral organization (658E(c)(3)(B)(iii)). This effort may include activities done by local or regional child care and resource referral agencies, as discussed in section 1.7.

7.5.1 What are the services provided by the local or regional child care and resource and referral agencies?

DCF contracts with Child Care Aware of Kansas for child care resources, consumer education and referral services. Referral services include individualized information and assistance for families searching for child care. The web-based referral system offers services to providers that includes but is not limited to, access to input and update their profile information and child care vacancies. Child care programs have access to consumer education materials that encourage quality improvement and assist families in meeting their needs. Community services and supports include providing outreach and partnerships with businesses and community organizations to build capacity for high quality child care. The contractor develops the annual supply demand child care report and provides research data for our market rate analysis.

7.5.2 Describe the measurable indicators of progress relevant to subsection 7.5 that the state/territory will use to evaluate its progress in improving the quality of child care programs and services within the state/territory and the data on the extent to which the state or territory has met these measures.

The consumer education resource and referral contract includes written statements outlining goods/services to be produced by the project and identifies intended recipients of the goods/services. Performance standards and data tracking includes, but is not limited to, number of families requesting child care referrals and types of child care requested, number of subsidy families requesting referral services, number of consumer education materials distributed to families and providers, number and type of child care community

support activities, and provider vacancy updates.

7.6 Facilitating Compliance With State Standards

7.6.1 What activities does your state/territory fund with CCDF quality funds to facilitate child care providers' compliance with state/territory health and safety requirements? These requirements may be related to inspections, monitoring, training, compliance with health and safety standards, and with state/territory licensing standards as outlined in Section 5.

Describe:

7.6.1 What activities does your state/territory fund with CCDF quality funds to facilitate child care providers' compliance with state/territory health and safety requirements? These requirements may be related to inspections, monitoring, training, compliance with health and safety standards, and with state/territory licensing standards as outlined in Section 5.

Describe:

DCF provides CCDF quality funding through an interagency agreement with the Kansas Department of Health and Environment (KDHE) the Child Care licensing agency for the state. The purpose of this agreement and the services described are to increase the availability, affordability and quality of child care services. KDHE is responsible for the regulatory services applicable to health and safety requirements of child care facilities and is a partner in the enhancement of a quality child care system. In addition, KDHE works to increase the availability of regulated quality child care to all interested persons, including those with limited English proficiency. Currently the KDHE Child Care Licensing (CCL) Program establishes and enforces regulatory safeguards to approximately 4760 licensed child care facilities, reducing the risk of predictable harm to 137,321 children receiving out-of-home care. Licensed child care facilities include child care centers, preschools, day care homes, group day care homes, school age programs, drop in programs for school age children and youth, and child care resource and referral agencies. Core functions fulfill mandatory requirements pursuant to the Child Care Act (K.S.A. 65-501 et.seq.) and the KDHE-DCF MOA. CCL work supports the CCDF state plan through regulatory oversight and

monitoring of health and safety standards. Inspection and licensing activities include but are not limited to: -Establishing and enforcing requirements for the operation of child care facilities; -Increasing the state-wide availability of regulated facilities that meet or exceed standard; -Reducing predictable health and safety risks to children in child care; -Providing consumer protection for children and families; and -Conducting timely and accurate inspections. All licensing applications are processed by Child Care Licensing. Inspection activity is carried out by local health department surveyors through Aid to Local contracts and by KDHE staff located in district offices across the state. The issuance of licenses and enforcement activity are carried out at the state level. KDHE currently contracts with 50 health departments to carry out the local licensing program. At the current time there are 23 counties without a local surveyor. KDHE District Specialists and KDHE surveyors are responsible for those counties not covered by a local contract. KDHE has continued efforts to increase the knowledge and skills of regulatory staff. Activities include: -Quarterly district meetings with local child care licensing surveyors on training topics specific to the work they do including: new and amended regulations, inspection process and complaint investigations; -Conference calls to provide updates and re-enforce knowledge gained at Quarterly district meetings; -and On-going and one on one mentoring and support by KDHE District Specialists (technical assistance via phone and face-to-face; on-site survey assistance; regulation training; new surveyor training and provider training). KDHE licensing surveyors also refer providers who have findings to Kansas Child Care Trainings, Inc. for technical assistance and training. Child care quality expenditures are also devoted to resource and referral services, workforce development, and expanding infant and toddler care. Resource and referral programs serve as a central component of the State's child care infrastructure. The core role of this service is to provide consumer education information to parents about child care available in their communities and referrals to other programs in response to family needs. Other functions include maintaining a database on child care programs and building the supply of child care, Workforce development activities include face-to-face, on-line training opportunities, and technical assistance to new and existing providers. Specific quality activities for Infants and Toddlers are within the Infant Toddler Statewide Network. In the Infant/Toddler Statewide Network Kansas Child Care Training Opportunities, Inc's (KCCTO) overall goal is to support and strengthen families and child providers through training, technical assistance, sharing of information and community resources to enhance access to quality infant and toddler care. DCF also contracts with the Kansas Enrichment Network to strengthen afterschool programs within the state. Kansas Enrichment Network (KEN) utilizes CCDF funds to develop the afterschool infrastructure

across the state, provide technical assistance to existing and new out-of-school time programs, evaluate collaborative partnerships and educate Kansans about the potential of quality after-school programs. The Kansas Early Head Start-Child Care Partnership Program (KEHS-CCP) is a quality initiative that requires KEHS grantees to partner with community child care providers and/or provide child care in a center-based infant-toddler classroom operated by the KEHS grantee. The program provides child care for parents who are employed, attending school or in a job training program. KEHS-CCP grantees support families in completing a minimum of 30 hours of approved activities each week, including work, school, study, training, sleep (for third shift work), and other activities to meet goals identified in their Family Partnership Agreement. The program provides full-day, full year care to KEHS-CCP children by offering child care in high quality settings and assisting child care partners in meeting high quality performance standards.

Effective Date: 10/01/2021

7.6.2 Does the state/territory provide financial assistance to support child care providers in complying with minimum health and safety requirements?

Effective Date: 10/01/2021

- No
- Yes. If yes, which types of providers can access this financial assistance?
 - Licensed CCDF providers
 - Licensed non-CCDF providers
 - License-exempt CCDF providers
 - Other

Describe:

DCF provides CCDF funding for a statewide child care workforce contract to assist with the development and offering of the minimum Health and Safety Training. This allows the required Health and Safety Training to be offered to all child care providers and staff at a minimal cost.

7.6.3 Describe the measurable indicators of progress relevant to subsection 7.6 that the state/territory will use to evaluate its progress in improving the quality of child care programs and services within the state/territory and the data on the extent to which the state or territory has met these measures.

The KDHE Child Care Licensing Program, CCL, establishes and enforces regulatory safeguards to approximately 4,761 licensed child care facilities, reducing the risk of predictable harm to 137,811 children receiving out-of-home care in the Federal Year 2020. Licensed child care facilities include child care centers, preschools, day care homes, group day care homes, school age programs, drop-in programs for school age children and youth, and child care resource and referral agencies. Core functions fulfill mandatory requirements pursuant to the Child Care Act (K.S.A. 65-501 *et seq.*) and the KDHE-DCF MOA. CCL work supports the CCDF state plan through regulatory oversight and monitoring of health and safety standards. Inspection and licensing activities include but are not limited to: Establishing and enforcing requirements for the operation of child care facilities, increasing the state-wide availability of regulated facilities that meet or exceed standards, reducing predictable health and safety risks to children in child care, providing consumer protection for children and families and conducting timely and accurate inspections. All licensing applications are processed by CCL. Inspection activity is carried out by local county health departments and city department surveyors through Aid to Local contracts and by KDHE staff located in district offices across the state. The issuance of licenses and enforcement activities are carried out at the state level. KDHE submits quarterly program reports of CCDF activities to the lead agency. Program reports include the following: Number of licensed child care providers by categories: center-based, licensed child care providers and licensed group child care. Percentage of programs receiving monitoring visits and the frequency of these visits by provider category. Number of programs with licenses suspended or revoked due to licensing violations by provider category. Number of reported serious injuries at child care facilities by provider category. Number of reported fatalities at child care facilities by provider category. Number of complaints received, number and type of enforcement actions by provider category. KDHE participates in state and local workgroups to promote professional development and quality activities in Kansas. KDHE provides copies of materials developed and/or distributed to promote professional development and encourage participation in the DCF Subsidy Program. Copies of agendas for District Meetings for child care surveyors. Number of surveyor visits to licensed facilities,

number of new providers receiving licenses. For Federal fiscal year ending September 30, 2020, administrative staff in Topeka issued, 609 initial licenses, 299 were licensed child care homes, 223 were group child care homes, 7 preschool licenses, 44 child care centers, 2 Head Start programs, 31 school-age programs and 3 drop-in programs. KDHE conducted approximately 3,169 initial, annual and compliance inspections; Investigated 694 complaint inspections; 243 had substantiated findings due to regulatory noncompliance in a licensed facility; 368 had unsubstantiated findings due to regulatory noncompliance in a licensed facility; 83 were for illegal care; Investigated and provided technical assistance in approximately 170 incidents of communicable diseases in child care settings involving about 180 children and 201 adults and provided orientation training (classroom setting or individual) to 1,040 potential providers (day care home, group day care home and center-based)

Effective Date: 10/01/2021

7.7 Evaluating and Assessing the Quality and Effectiveness of Child Care Programs and Services

7.7.1 Does the state/territory measure the quality and effectiveness of child care programs and services in both child care centers and family child care homes?

Effective Date: 10/01/2021

- No
- Yes.

If yes, describe any tools used to measure child, family, teacher, classroom, or provider improvements, and how the state/territory evaluates how those tools positively impact children.

The Kansas Department of Health and Environment (KDHE) utilizes data from the web-based survey tool to pull information for most frequent violations per region or county. Non-compliance data is provided to surveyors. Some counties use this information to build specific training or to guide further training topics in their

contracted county. In addition, KDHE monitors county and state inspection timeliness information quarterly and reports this information to the Contract Administrators for each county. The information gathered is used to work with the counties to improve their timeliness rates. Depending on the situation a corrective action plan can be initiated and KDHE will also send in a District Specialist to assist in training and conducting surveys. County contracts are re-evaluated yearly, and timeliness is a factor in deciding if a contract will be renewed. Links to Quality (L2Q) has chosen to focus on the recovery the states early childhood education professionals which in turn with benefit the state. The L2Q program staff observed the changing needs of providers and revisited short-term program implementation goals. It was determined that key elements of the piloted QRIS are uniquely well-positioned to support the early childhood workforce during the COVID-19 pandemic and the following recovery. To meet the needs of today, L2Q will focus on expanding the L2Q technical assistance around business practices and peer support frameworks currently in place in 17 counties to all licensed providers and programs in Kansas. This approach will lay the foundation for a phased expansion of the full QRIS model while responding to the current stabilization, recovery, and support needs. Once the emergency order is complete and staff observe indicators that the workforce has been stabilized, the technical assistance and peer support will be used as a scaffold for the providers and programs to complete their quality improvement plans focused on the needs to meet the benchmarks of the foundational competencies that create the L2Q Standard of Quality. Links to Quality is being designed to promote and partner with early care and education programs to build upon their strengths, "linking" together the following foundational competencies that create the L2Q Standard of Quality. These foundational links will include Program Administration, Family Partnerships, Learning and Development, and Health and Safety which will continue to be developed during this response phase. Links to Quality competencies include quality benchmarks aligned with national and statewide standards, feedback from pilot participants across Kansas, and the *All In for Kansas Kids* needs assessment. This framework helps improve the quality of early childhood programs, which leads to improved child outcomes through the creation of strong early learning environments. Kansas has chosen to recognize, rather than rate quality. This allows Links to Quality to value Kansas providers and programs for their work, encourage and motivate their progress, and honor their accomplishments while communicating success to families and communities. To support their professional journey, L2Q provides Community

Consultants who coach, consult, and connect programs with resources and other programs through local peer Learning Communities.

7.7.2 Describe the measurable indicators of progress relevant to subsection 7.7 that the state/territory will use to evaluate its progress in improving the quality of child care programs and services in child care centers and family child care homes within the state/territory and the data on the extent to which the state or territory has met these measures.

Kansas Department of Health and Environment, the Child Care licensing agency, has the obligation to provide deliverables to DCF as agreed upon through our interagency agreement. These deliverables show the measured progress in improving the quality of child care programs and services. Deliverables include: -Systematic record of documented and substantiated facility complaints -Notification of KDHE enforcement actions -Quarterly financial and program reports -Annual program report -Distribution of professional development materials aimed at child care providers, regulators, parents and other early care and education stakeholders -A copy of scheduled regional meetings with facility contractors -Timely written notice to DCF of licensing regulation policy changes -KDHE website link with DCF KDHE, the Child Care licensing agency, also submits required reports in accordance with the scope of work. All reports include information regarding outcome measures, and DCF compares the outcome measures with the annual target goals/objectives identified to ensure compliance. KDHE submits quarterly program reports of CCDF activities. Program reports include the following: Number of licensed child care providers by categories: center-based, licensed child care providers and licensed group child care Percentage of programs receiving monitoring visits and the frequency of these visits by provider category. Number of programs with licenses suspended or revoked due to licensing violations by provider category Number of reported serious injuries at child care facilities by provider category Number of reported fatalities at child care facilities by provider category Number of complaints received, number and type of enforcement actions by provider category Participation in state and local workgroups to promote professional development and quality activities in Kansas Copies of materials developed and/or distributed to promote professional development or encourage participation in the DCF Subsidy Program Training schedule for possible DCF field staff participation Copies of agendas for District Meeting for child care surveyors Number of surveyor visits to licensed facilities Number of new providers

receiving licenses. CCDF Performance Measures for Resource and Referral Services, Workforce Development, Infant Toddler Services. The Kansas Early Head Start Child Care Partnership Program and the Kansas Enrichment Network include: Percent of parents reporting satisfaction with consumer education materials received for child care referral services. Each family receives the opportunity to complete a survey to evaluate referral services. CCR&R staff send the survey electronically and make follow-up calls. The survey asks the families if they found child care through the referral list.

Number of families who completed the survey 1,758

Number of families who answered the question 1,465 Number of families who found child care from the referral list provided 618 Number of DCF families who completed the survey 378

Number of families who answered the question 351

Number of DCF families who found child care from referral list 175.

State FY2019-14% and State FY2020-2% increase of child care providers accessing professional development. Kansas Enrichment Network narratives and number of participants measure the impact work through coordination and development of out-of-school programs that provide opportunities to low income and at-risk student populations. Coordinated activities and measures of impact for school age programs include 13 conferences with clock hours and 15 training events. KEN provided 133 site visits to 21st Century Learning Community Centers and Quality Matters programs. KEN reached 55 Kansas counties and programs self-reported these activities would potentially impact 13,232 youth. Some of the training and technical assistance topics included quality guidelines, homework help, digital badging, assessment and goal setting, performance improvement plans, use of virtual platforms, creating safe spaces in homes and programs, stress management, strategies for health, activity and nutrition, Why Hope Matters and supporting LGBTQ youth and staff. Percent of KEHS child care partnerships that provide quality early learning environments based on a recorded score of 5 or higher on the Thelma Harmes Rating Scale. 2019-89%.

During this recovery phase of Links to Quality (L2Q) plans to measure the number of programs receiving technical assistance, coaching and or consultation. The number of business trainings completed by programs receiving this focused technical assistance. Finally, the number of Early Childhood Educators actively participating in our peer learning communities. As L2Q moved from the pilot to the transition phase, over 75% of the programs who participated in the pilot choose to continue. They shared the immense

benefits they felt they received as part of the technical assistance along with peer support.

Effective Date: 10/01/2021

7.8 Accreditation Support

7.8.1 Does the state/territory support child care providers in the voluntary pursuit of accreditation by a national accrediting body with demonstrated, valid, and reliable program standards of high quality?

Effective Date: 10/01/2021

- a. Yes, the state/territory has supports operating statewide or territory-wide for both child care centers and family child care homes. Is accreditation available for programs serving infants, toddlers, preschoolers and school-age children?
Describe the support efforts for all types of accreditation that the state/territory provides to child care centers and family child care homes to achieve accreditation
- b. Yes, the state/territory has supports operating statewide or territory-wide for child care centers only. Describe the support efforts for all types of accreditation that the state/territory provides to child care centers.
Describe:
- c. Yes, the state/territory has supports operating statewide or territory-wide for family child care homes only. Describe the support efforts for all types of accreditation that the state/territory provides to family child care
Describe:
- d. Yes, the state/territory has supports operating as a pilot-test or in a few localities but not statewide or territory-wide
 - i. Focused on child care centers
Describe:

- ii. Focused on family child care homes

Describe:

- e. No, but the state/territory is in the in the development phase of supporting accreditation.

- i. Focused on child care centers

Describe:

- ii. Focused on family child care homes

Describe:

- f. No, the state/territory has no plans for supporting accreditation.

7.8.2 Describe the measurable indicators of progress relevant to subsection 7.8 that the state/territory will use to evaluate its progress in improving the quality of child care programs and services within the state/territory and the data on the extent to which the state or territory has met these measures.

N/A

Effective Date: 10/01/2021

7.9 Program Standards

7.9.1 Describe how the state/territory supports state/territory or local efforts to develop or adopt high-quality program standards, including standards for:

a. Infants and toddlers

. The Kansas Early Learning Guidelines (KELS) are incorporated into professional development for infant and toddler child care providers. Infant toddler technical assistance and training align with the KELS. The KELS provide information and guidance to infant and toddler child care providers. The Kansas Workforce Advisory Group is in the process of reviewing and revising the Core Competencies for Early Childhood and Youth

Development Professionals (Kansas and Missouri). These competencies are used throughout early childhood and school age school programs to develop and define quality care.

b. Preschoolers

The Kansas Early Learning Standards are designed to: recognize the importance of the early years as learning years; serve as a guide for appropriate curriculum development/selection; and serve as guide for creating quality learning environments and opportunities. The document provides information and guidance to early childhood providers and teachers, including primary grade teachers, on the developmental sequence of learning for children birth through kindergarten. These standards are aligned with the Kansas School Readiness Framework.

c. and/or School-age children.

Kansas Enrichment Network (KEN) and key stakeholders have designed the Kansas Afterschool Program Quality Guidelines and Self-Assessment Tools (KAPQG) to complement the Kansas and Missouri Core Competencies for Early Childhood and Youth Development Professionals with considerations for older youth where appropriate. The Kansas Workforce Advisory Group is in the process of reviewing and revising the Core Competencies for Early Childhood and Youth Development Professionals (Kansas and Missouri). The group will work with school age program stakeholders to review the competencies addressing school age youth. These competencies are used throughout early childhood and school age school programs to develop and define quality care.

7.9.2 Describe the measurable indicators of progress relevant to subsection 7.9 that the state/territory will use to evaluate its progress in improving the quality of child care programs and services within the state/territory and the data on the extent to which the state or territory has met these measures.

Lead Agency will continue to evaluate progress in improving the quality of child care programs and services through the use of these standards by collecting the number of enrollments and changes in pre post test scores. During FFY 2020, KCCTO enrolled 261 participants in 12 KELS trainings with an average change in scores measured by pre-tests and post-tests of 22%. DCF will continue to track and monitor the requests for the KELS

distribution and TA referrals through KCCTO workforce development and infant toddler specialists. The total number of distributions of KELS materials for FFY2020 were 206 and 214 referrals to KELS online. <http://kskits.org/virtual-kit-early-learning-standards> During FFY2020 The Family Engagement and Partnership Standards for Early Childhood, KCCTO workforce development and infant toddler specialist network enrolled a total of 175 participants with a changes in score of 13% for 120 online participants and 3% change in score for 55 participants in through the Infant Toddler Specialist Network. There were 110 distributions of the Kansas Family Engagement and Partnership Standards. KEN will continue to report their impact on professional development activities and impact on school age youth through output data and narrative summaries. During FY2020, KEN coordinated 13 conferences with clock hours and 15 training events. They provided 133 site visits and reached 55 Kansas counties. Programs self-reported that the activities coordinated through KEN reached 13,232 youth.

Effective Date: 10/01/2021

7.10 Other Quality Improvement Activities

7.10.1 List and describe any other activities that the state/territory provides to improve the quality of child care services for infants and toddlers, preschool-aged, and school-aged children, which may include consumer and provider education activities; and also describe the measurable indicators of progress for each activity relevant to this use of funds that the state/territory will use to evaluate its progress in improving provider preparedness, child safety, child well-being, or kindergarten entry, and the data on the extent to which the state or territory has met these measures. Describe:

The Kansas Department for Children and Families has an interagency memorandum of agreement with the Kansas Department of Education and the Kansas Department of Health and Environment to support the Kansas Coordinating Council on Early Childhood Developmental Services, also referred to as the State Interagency Coordinating Council (SICC). The SICC is established to ensure that a comprehensive service delivery system of integrated services is available in Kansas for all children with or at risk of developmental delays from birth to age five and their families. The SICC serves as a liaison with Local

Interagency Coordinating Councils (LICCs) and advises and assists KDHE, the lead agency, for Part C of the federal Individuals with Disabilities Education Act (IDEA). Objectives include coordination with state agencies; collaboration with leadership of the Special Education Advisory Council (SEAC); advising and assisting the lead agencies for Part B and B 619 as related to state and federal performance measures; providing an annual report to the Governor; and submitting an Annual Performance Report (APR) to the Office of Special Education Programs of the US Department of Education. These objectives were met during this CCDF reporting period.

Effective Date: 10/01/2021

8 Ensure Grantee Program Integrity and Accountability

Program integrity and accountability activities are integral to the effective administration of the CCDF program. Lead Agencies are required to describe in their Plan effective internal controls that ensure integrity and accountability while maintaining the continuity of services (98.16(cc)). These accountability measures should address reducing fraud, waste, and abuse, including program violations and administrative errors.

This section includes topics on internal controls to ensure integrity and accountability and processes in place to investigate and recover fraudulent payments and to impose sanctions on clients or providers in response to fraud. Respondents should consider how fiscal controls, program integrity and accountability apply to:

- Memorandums of understanding within the Lead Agency's various divisions that administer or carry out the various aspects of CCDF
- MOU's, grants, or contracts to other state agencies that administer or carry out various aspects of CCDF
- Grants or contracts to other organizations that administer or carry out various aspects of CCDF such as professional development and family engagement activities
- Internal processes for conducting child care provider subsidy

8.1 Internal Controls and Accountability Measures To Help Ensure Program Integrity

8.1.1 Lead Agencies must ensure the integrity of the use of funds through sound fiscal management and must ensure that financial practices are in place (98.68 (a)(1)). Describe the processes in place for the Lead Agency to ensure sound fiscal management practices for all expenditures of CCDF funds. Check all that apply:

Effective Date: 10/01/2021

- a. Verifying and processing billing records to ensure timely payments to providers

Describe:

When Kansas implemented EBT for child care, we also implemented prospective issuance of benefits so that families have their benefits available for any given month on the first day of that month, so they may transfer those benefits to their provider throughout the month in payment for child care services according to the terms of their parent/provider agreements. Providers have the same recourse with subsidy eligible families as they do with private pay families if there is a payment dispute. DCF has a Child Care Provider Integrity Education and Support Unit to review provider's records and compare to the child care plans. If any suspicious activity is discovered, the Child Care Provider Integrity Education and Support Unit will begin investigating for potential fraud and overpayment errors. After a fraud determination is adjudicated a repayment notice is sent and the case is referred to the Central Collections Unit.

- b. Fiscal oversight of grants and contracts

Describe:

The Procurement Services Unit within the Operations Division with DCF, the lead agency, coordinates and processes the procuring of goods and services through contracts and grants. They are responsible for making payments for all encumbered contracts and grants and ensuring they comply for all applicable statutes, regulations and policies. Prior to entering written agreements, the Lead Agency verifies the subrecipients' tax clearance, debarment status and FFATA (Federal Funding Accountability and Transparency Act) information. The specific work required by a

grant must be completed in accordance with the scope of work specified in the notification of grant award and all required reports must be submitted to a designated DCF staff member as agreed on. Written agreements include scope of work; services to be provided; performance measures; deliverables and reporting requirements. The status report, budget transaction report and budget itemization reports are reviewed by multiple DCF staff for completeness and allowability. In addition to monthly financial reports, subrecipients are required to submit quarterly performance goals reports, quarterly outcome reports and annual quality performance reports. Site visits may occur by assigned DCF staff and/or the DCF internal audit services unit to ensure appropriate fiscal practices are being followed. Desk reviews, monthly calls and email communications are examples of other methods used for grant/contract oversight and monitoring. The grantee is responsible for obtaining an independent audit of any grant awarded by DCF. All grantees are subject to federal and state audits.

c. Tracking systems to ensure reasonable and allowable costs

Describe:

Each grant/contract has its own file where copies of all payments processed, budget balances, the grant or agreement, and any important correspondence is stored. All grants/contracts are in an Access database. The database tracks payments and balances by fiscal year along with specific information regarding the length of the term of the grant/contract, if there is a renewal option and address information.

d. Other

Describe:

8.1.2 Check and describe the processes that the Lead Agency will use to identify risk in their CCDF program. Check all that apply:

Effective Date: 10/01/2021

a. Conduct a risk assessment of policies and procedures

Describe:

DCF has established Program Management, Operation, and Support departments to separate functions of the program in order to ensure checks and balances are in place

to support the policies and procedures for the program.

There are various processes DCF has in place with regards to conducting risk assessment of our policies and procedures. The program management, operations and support depts work independently and together to identify and assess areas at risk in their departments. Each department has a role in evaluating the issues they encounter within the program and presenting the issues in regular meetings which discuss and are related to program integrity and accountability with regards to any systems or software issues, training issues, cross program communications, collections, and procedures and process with regards to eligibility determinations and fraud.

Various employees from each department attend groups which meet regularly to discuss, review and revise such policies and processes related to program integrity and accountability.

These groups include the Policy Planning Team, IPT, KAG, & PA Meeting. All of these groups include elements of program integrity and accountability during discussions and are regular steps in the process of reviewing and revising policy. An additional step in policy revision includes KEESM Implementation calls. Policy changes can be initiated in many ways and there is process used to develop policy. As part of this process, the changes are discussed in various work groups and then there is an internal approval process. The Business Process Management team meets regularly to discuss process and procedural changes or possible improvements.

The Child Care Provider Integrity Education and Support Unit has regular monthly meetings to discuss any program issues and to share ideas for potential policy revision and changes related to program integrity and accountability. This unit also meets with the Child Care Enrollment Unit and the Foster Care Child Care Unit once a month to also discuss any program issues and for those units to share ideas as well as to discuss any changes and updates which may affect their work and process with regards to program integrity and accountability.

Various employees across the department in the units referenced receive the notifications regarding regulatory changes. Individuals overseeing these areas are knowledgeable of the program and the appropriate supervisions are in place to ensure

DCF is in compliance with applicable requirements.

b. Establish checks and balances to ensure program integrity

Describe:

The eligibility system, KEES, contains edits that prevent the authorization of excessive hours, prevent the overlap of plans for the same child at the same time, determines the hours to be authorized when schedules are entered to prevent and reduce errors. Warnings are also created when the system recognizes something that requires a closer look by the eligibility worker, like child care plans being created for a provider who is almost at capacity or when a child is on another child care program. Provider rates are automated to prevent incorrect rates from being entered on the child care plan. System rules streamline the application of many of the child care policies based on data that is entered by eligibility workers. Data matches are used with Kansas wage and unemployment compensation and Social Security Administration to assist with verifying or identifying income. Eligibility workers also verify various child care eligibility factors, such as employment, income, citizenship, age, residency, etc.) through access to child support services, vital statistics, food assistance program information, TANF program information, the work number, and the Systematic Alien Verification for Entitlements Program. Fraud Navigator is a tool accessed through the EBT system to monitor real-time transactions including child care payments for suspicious payment activity, such as excessive transaction amounts. The Child Care Provider Integrity Education and Support Unit uses outlier reports to target questionable providers and clients. The unit completes facility site visits to review the handbook with the provider and answer questions. They also request and review enrollment, attendance, and payment records. Interview templates/scripts exist for child care interviews to ensure staff ask the needed questions and to ensure sufficient documentation. EES performance improvement case readers are reading CC cases on new trainees until such time that, in consultation with supervisory staff, it is determined that their accuracy rate level meets and maintains expectations.

c. Use supervisory reviews to ensure accuracy in eligibility determination

Describe:

Supervisory case reviews are used to assess error trends and determine additional training needs. Supervisors and program improvement staff complete and record the

results of case reads in the Case Review System (CARES), The data is available at the worker, unit, regional, or state level.

d. Other

Describe:

8.1.3 States and territories are required to describe effective internal controls that are in place to ensure program integrity and accountability (98.68(a)), including processes to train child care providers and staff of the Lead Agency and other agencies engaged in the administration of CCDF about program requirements and integrity.

Effective Date: 10/01/2021

a. Check and describe how the state/territory ensures that all providers for children receiving CCDF funds are informed and trained regarding CCDF requirements and integrity (98.68(a)(3)). Check all that apply.

i. Issue policy change notices.

Describe:

ii. Issue policy manual.

Describe:

When the DCF Child Care Handbook is updated with new policies and procedures, each DCF provider is mailed a new copy of the handbook and/or are notified the new version is on the DCF public website.

iii. Provide orientations.

Describe:

iv. Provide training.

Describe:

The Child Care Provider Integrity Education and Support Unit completes facility site visits to review the handbook with the provider and answer questions. They also request and review enrollment, attendance, and payment records. During the onsite

visit, the unit takes the most recent updated Child Care Provider Handbook with a sheet that explains the changes. Providers are educated on DCF policies and procedures during this visit. There is an acknowledgement of provider responsibilities that is reviewed with each provider and the provider is given the opportunity to ask questions. This is signed by both the provider and the reviewer.

v. Monitor and assess policy implementation on an ongoing basis.

Describe:

The Child Care Provider Integrity Education and Support Unit completes facility site visits to review the Child Care Provider Handbook. This onsite visit is an opportunity to educate providers on any new policies and procedures. While going over the handbook, the reviewer will ask the provider if they have any questions regarding the new requirements or any previous requirements. They will request and review enrollment, attendance, and payment records. During the onsite visit, the reviewer will make sure that the provider has the most recent updated Child Care Provider Handbook. There is an acknowledgement of provider responsibilities that is reviewed with each provider and the provider is given the opportunity to ask questions. This is signed by both the provider and the reviewer. KDHE licensing surveyors track the ongoing health and safety training hours and reports back to DCF if these have not been completed.

vi. Meet regularly regarding the implementation of policies.

Describe:

The providers interact with enrollment staff at their redetermination and are notified of any current policy changes.

vii. Other.

Describe:

Random provider reviews are conducted from a list that is generated through the KEES system. During the review providers are given one on one training of the CCDF requirements and integrity. When the Child Care Provider Integrity Education and Support Unit completes an audit, they educate the providers on all the current policies.

b. Check and describe how the Lead Agency ensures that all its staff members and any staff members in other agencies who administer the CCDF program through MOUs, grants and contracts are informed and trained regarding program requirements and integrity (98.68 (a)(3)). Check all that apply:

i. Issue policy change notices.

Describe:

Each time a policy change takes place, the new information is posted in the Kansas Economic & Employment Services Manual that is available to both agency staff and the general public on the agency's web sites. Summaries of all policy changes made are also posted on the web page that houses the manual. That manual can be viewed at <http://content.dcf.ks.gov/EES/KEESM/Keesm.htm>. Prior to the effective date of the changes, that information is shared with the lead agency's eligibility staff via the summaries of changes, implementation memos and training calls. Depending on the policy that is being changed, there may be a press release or other announcement made. If it is expected that a policy change could have a significant impact on them, a letter could be sent to providers and others.

Information about the changes may be shared with our partners at various meetings that are attended by agency staff. At least one person from KDHE Child Care Licensing participates in our weekly child care team meetings where the policies are discussed. At times some of our partners may be asked to share the information in their newsletters. Information may also be posted on the Kansas Quality Network website at <https://ksqualitynetwork.org/>.

ii. Train on policy change notices.

Describe:

Implementation meetings occur when changes are made to the policy log and staff need to be made aware of the new policy, instructions and training materials are developed as needed to help implement new policies, and questions are collected regarding new policies and the answers are shared with all staff. Regional trainers do onsite training on topics when needed, supervisors meet with staff on a regular basis to inform them of new information or known issues, and desk aids staff use for interviews are updated when needed due to policy changes.

iii. Issue policy manuals.

Describe:

Each time a policy change takes place, the new information is posted in the Kansas Economic & Employment Services Manual that is available to both agency staff and the general public on the agency's web sites. Summaries of all policy changes made are also posted on the web page that houses the manual. That manual can be viewed at <http://content.dcf.ks.gov/EES/KEESM/Keesm.htm>. Prior to the effective date of the changes, that information is shared with the lead agency's eligibility staff via the summaries of changes, implementation memos and training calls. Depending on the policy that is being changed, there may be a press release or other announcement made. If it is expected that a policy change could have a significant impact on them, a letter could be sent to providers and others. Information about the changes may be shared with our partners at various meetings that are attended by agency staff. At least one person from KDHE Child Care Licensing participates in our weekly child care team meetings where the policies are discussed. At times some of our partners may be asked to share the information in their newsletters. Information may also be posted on the Kansas Quality Network website at <https://ksqualitynetwork.org/>.

iv. Train on policy manual.

Describe:

Online training level 1 is updated with new policies as needed, implementation meetings occur when changes are made to the policy log and staff need to be made aware of the new policy, instructions and training materials are developed as needed to help implement new policies, questions are collected regarding new policies and the answers are shared with all staff. Regional trainers do onsite training on topics when needed, supervisors meet with staff on a regular basis to inform them of new information or known issues, and desk aids staff use for interviews are updated when needed due to policy changes. For new workers, training for Child Care Subsidy is provided by the individual regions, using largely the same process. Three out of the four regions begin training with employees completing the Child Care Personal Trainer, a standardized web-based training that is available as a course in the DCF Training Center. The Personal Trainer takes approximately 5 hours to complete and is completed individually. This virtual

learning environment covers an overview of the program, eligibility rules, aid codes, assistance planning, financial eligibility and resource eligibility. The Personal Trainer also goes a step further and covers the application and review process, case management specific to the childcare program, reporting, verification, and how to handle changes and noncompliance. The personal trainer ends with a final quiz that requires 80% accuracy to pass. In addition to completing the Child Care Personal Trainer, eligibility staff also attend instructor led training. Instructor led training provides a combination of lecture, collaborative and hands-on learning. In addition to learning these themes, staff complete simulated cases in a practice system environment in order to receive hands-on experience. Following the more structured portion of training, new staff work with either their supervisors or the regional case readers to evaluate ongoing case work for up to 60 days. The supervisors and case readers are able to monitor training needs and provide a refresher if needed.

v. Monitor and assess policy implementation on an ongoing basis.

Describe:

Random case reads are done and reviewed with staff to ensure accurate determinations are made, reports are often utilized to ensure new policies are implemented and assist in identifying needed changes and creating plans of action.

vi. Meet regularly regarding the implementation of policies.

Describe:

Implementation meetings occur when changes are made to the policy log and staff need to be made aware of the new policy, instructions and training materials are developed as needed to help implement new policies, and questions are collected regarding new policies and the answers are shared with all staff.

vii. Other.

Describe:

The KEES eligibility system has built in rules that apply most eligibility factors for a child care assistance determination based on information entered by an eligibility worker. This automates much of the child care policy. The KEES user manual

provides detailed instructions on the system. Access to eligibility records is limited to individuals with a job description that requires access. Only limited positions are allowed access to approve eligibility on the system, others are only given read-only access.

8.1.4 Describe the processes in place to regularly evaluate Lead Agency internal control activities (98.68 (a)(4)). Describe:

Program and Financial staff regular monitor reports for all programs/subrecipients to ensure compliance requirements are being met. There is management level review at significant trigger points throughout all programs such as applying penalties or terminating benefits for recipients. If necessary, periodic site visits are performed. Independent audits are conducted on subrecipients and the Grantor follows up on all deficiencies within prescribed time frames on any deficiencies identified in the audit.

Internal controls also consist of Supervisors and management staff conducting random, regular case reads for the child care program to determine whether eligibility cases are processed accurately. Child Care Enrollment staff has an auditor who completes random audits for child care providers to ensure they are complying with policy as well. In addition, the Child Care Provider Integrity, Education and Integrity Support Unit conducts site visits on red flag providers to ensure they are complying with all DCF policies and assess the provider for any questionable activity or fraud for further investigation. The Child Care Provider Integrity Education and Integrity Support Unit pulls random case reads for the child care program.

Case Reads are completed by using the CARES system which assists supervisor and management staff conduct payment and case management/process errors. This CARES system keeps track of the errors and corrections for management staff. When an audit is completed by both Child Care Provider enrollment staff and Child Care Provider Integrity, the provider enrollment files are reviewed first by staff to ensure all of the information gathered at application/review for the providers is accurate and up to date. Child Care Provider Integrity staff also reviews child care recipient cases when they audit providers to ensure plans are processed and written correctly by eligibility staff. During the audit, if internal errors are discovered than the supervisor/staff is notified to further assess the errors for corrections.

Effective Date: 10/01/2021

8.1.5 Lead Agencies conduct a wide variety of activities to fight fraud and ensure program integrity. Lead Agencies are required to have processes in place to identify fraud and other program violations to ensure program integrity. Program violations can include both intentional and unintentional client and/or provider violations, as defined by the Lead Agency. These violations and errors, identified through the error-rate review process, may result in payment or nonpayment (administrative) errors and may or may not be the result of fraud, based on the Lead Agency definition. Check and describe any activities that the Lead Agency conducts to ensure program integrity.

Effective Date: 10/01/2021

a. Check and describe all activities that the Lead Agency conducts, including the results of these activities, to **identify and prevent fraud or intentional program violations**. Include in the description how each activity assists in the identification and prevention of fraud and intentional program violations.

- i. Share/match data from other programs (e.g., TANF program, Child and Adult Care Food Program, Food and Nutrition Service (FNS), Medicaid) or other databases (e.g., State Directory of New Hires, Social Security Administration, Public Assistance Reporting Information System (PARIS)).

Describe the activities and the results of these activities:

Eligibility workers verify various child care eligibility factors, such as employment, income, citizenship, age, residency, etc. through access to shared information from other programs like TANF, FNS and Medicaid. Other databases are used to assist with verifying or identifying income, such as social security administration. PARIS matches are used to ensure that residency requirements are met and identify duplications in the program with another state. When the Child Care Provider Integrity Education and Support Unit completes their audits, they do a thorough review of the parent recipient case. This includes, but is not limited to, reviewing all child care plans, case processes, information gathered at the time of application/review and any updates or changes made on the case. When these

reviews are completed on the child care recipients, we utilize and review the information gathered by other programs to ensure the household composition, members, and information submitted by the recipient to the program worker is the same with every program. When a review or audit is completed for child care providers, the reviewer checks to see if the provider receives assistance and ensures that they are reporting this income for TANF, SNAP or Child Care Assistance cases. During a review or audit of a Child Care Assistance case or DCF enrolled provider, the Child Care Provider Integrity Education and Support Unit assesses any information or documentation which may have been misread or miscommunicated by the worker/recipient/provider and determines if it was unintentional or intentional to decide if further action or investigation is necessary.

ii. Run system reports that flag errors (include types).

Describe the activities and the results of these activities:

Relative providers must be approved for a specific family prior to accepting funds from them - reports are run showing if a relative provider accepted funds from an unauthorized family; parents are to authorize payments to providers so reports are run showing if a provider receive all payments on the 1st of the month when the 1st is on a weekend; excessive large payments are also tracked. The eligibility system, KEES, contains edits that prevent the authorization of excessive hours, prevent the overlap of plans for the same child at the same time, determines the hours to be authorized when schedules are entered to prevent and reduce errors. Warnings are also created when the system recognizes something that requires a closer look by the eligibility worker, like child care plans being created for a provider who is almost at capacity or when a child is on another child care program. Provider rates are automated to prevent incorrect rates from being entered on the child care plan. System rules streamline the application of many of the child care policies based on data that is entered by eligibility workers. Fraud Navigator is a tool accessed through the EBT system to monitor real-time transactions including child care payments for suspicious payment activity, such as excessive transaction amounts.

The Child Care Provider Integrity Education and Support Unit uses outlier reports to investigate potential issues. These various outlier reports include, but are not limited to, unauthorized payments, high dollar payments, duplicate payments and others. When outlier reports are reviewed and the review involves both the recipient

and child care provider, the Child Care Provider Integrity Education and Support Unit evaluates the information or documentation the lead agency has on record, such as family plans, provider plans, payment records, documentation, and other information submitted by the recipient/provider, to further assess if additional follow-up is necessary. Many times, these outlier errors result in contacting the recipient and/or child care provider to discuss any potential payment errors. This discussion can assist in assessing whether the error is intentional or unintentional and to decide if further action or investigation is necessary.

iii. Review enrollment documents and attendance or billing records

Describe the activities and the results of these activities:

The Child Care Provider Integrity Education and Support Unit completes facility site visits to review the handbook with the provider and answer questions. They also request and review enrollment, attendance, and payment records. This unit conducts site visits using a checklist to ensure all DCF policies and requirements are being followed. As previously mentioned, a thorough review of the enrollment file is first conducted prior to the site visit. Upon visiting the daycare, the unit observes capacity and surroundings to report to KDHE if any non-compliances are discovered. The unit requests to review all business records from the provider for at least 3 months prior to the visit. The records reviewed include, but is not limited to, child enrollment files, parent provider contracts, attendance records and payment records. An overview of these records is completed at the site visit while the staff reviews and scans the records for a thorough review when they return to the office for any inconsistencies or discrepancies found. During the site visit, the unit questions any obvious errors discovered and educates the provider on site with regards to the errors. A Provider Education Plan is given to the provider which lists any non-compliances found at the site visit. The provider is asked to sign and date the form and it is explained that a thorough review of their records would be completed upon returning to the office and a corrective action plan would be sent with the items listed on the provider education plan and any additional errors which may be found. The provider is then educated on the DCF Provider handbook and an Acknowledgement of Provider responsibilities form is reviewed with the provider and the provider is required to sign and date this form, to verify they understand and acknowledge the responsibilities of being a DCF provider. After a thorough review of the provider records are completed, a corrective action plan is sent to the

provider and a follow up is conducted within 3-6 months to ensure the provider has corrected their errors. If during the review of the provider records there is suspicious activity discovered regarding either the recipient or the child care provider, then the corrective action plan will be sent out and the Child Care Provider Integrity Education and Support Unit will begin investigating for potential fraud and overpayment errors.

iv. [Conduct supervisory staff reviews or quality assurance reviews.](#)

[Describe the activities and the results of these activities:](#)

Interview templates/scripts exist for child care interviews to ensure staff ask the needed questions and to ensure sufficient documentation. EES performance improvement case readers are reading CC cases on new trainees until such time that, in consultation with supervisory staff, it is determined that their accuracy rate level meets and maintains expectations. When resources allow, PI staff complete random reviews of CC cases processed by experienced staff as well. The Child Care Provider Integrity Education and Support Unit utilizes an audit worksheet for their audits, an overpayment checklist for all overpayment errors as well as a fraud checklist for all fraud cases. The supervisor for the Child Care Provider Integrity Education and Support Unit reviews and reads all cases completed for accuracy regarding the case management, process and determination of audits, overpayments, investigations and fraud.

v. [Audit provider records.](#)

[Describe the activities and the results of these activities:](#)

DCF has a Child Care Provider Integrity Education and Support Unit to review provider's records and compare to the child care plans. If an overpayment is found and determined, the Child Care Provider Integrity Education and Support Unit completes the overpayment determination. If potential child care fraud is determined, the Child Care Provider Integrity Education and Support Unit completes the investigation and takes the case to civil or criminal proceedings, not the fraud unit. However, if it is a combined case with TANF or Food Assistance, then the Child Care Provider Integrity Education and Support Unit works with the fraud unit to investigate and take the case to civil or criminal proceedings. The Child Care Provider Integrity Education and Support Unit audits and educates

providers, as well as, identifies and investigates any potential fraud or overpayment errors. The Child Care Provider Integrity Education and Support Unit conducts site visits using a checklist to ensure all DCF policies and requirements are being followed. A thorough review of the child care provider enrollment file is first conducted prior to the site visit. During the site visit, the Child Care Provider Integrity Education and Support Unit observes capacity and surroundings and reports to KDHE if any non-compliances are discovered. The Child Care Provider Integrity Education and Support Unit requests to review all business records from the child care provider for at least 3 months prior to the visit. The records reviewed include, but are not limited to, child enrollment files, parent provider contracts, attendance records and payment records. An overview of the records is completed at the site visit, then records are scanned for a thorough review for any inconsistencies or discrepancies. During the site visit, the unit questions any obvious errors discovered and educates the provider on site with regards to the errors. A Provider Education Plan is given to the provider which lists any non-compliances found during the site visit which the child care provider reviews and signs and dates to acknowledge the information was shared. It is explained that a thorough review of their records would be completed upon returning to the office and a corrective action plan will be provided that will include the items listed on the provider education plan and any additional errors which may be found. The child care provider is then educated on the DCF Provider handbook and an Acknowledgement of Provider responsibilities form is reviewed with the provider. In order to remain a DCF enrolled child care provider, the provider is required to sign and date this form to verify they acknowledge the responsibilities of being a DCF provider. After a thorough review of the provider records are completed, a provider education plan is sent to the provider and a follow up is conducted within 3-6 months to ensure the provider has corrected their errors.

vi. [Train staff on policy and/or audits.](#)

[Describe the activities and the results of these activities:](#)

Online training level 1 is updated with new policies as needed, implementation meetings occur when changes are made to the policy log and staff need to be made aware of the new policy, instructions and training materials are developed as needed to help implement new policies, questions are collected regarding new policies and the answers are shared with all staff. Regional trainers do onsite

training on topics when needed, supervisors meet with staff on a regular basis to inform them of new information or known issues, and desk aids staff use for interviews are updated when needed due to policy changes.

The Child Care Provider Integrity Education and Support Unit is also kept up to date on child care policies. They have regular monthly meetings to discuss policy changes, program issues and to share ideas for potential policy revision and changes related to program integrity and accountability. This unit also meets with the Child Care Enrollment Unit and the Foster Care Child Care Unit once a month to discuss any changes and updates in policies or process which may affect their work and process with regards to program integrity and accountability. The Child Care Provider Integrity Education and Support Unit staff are required to take the following trainings which include, but are not limited to, KEES overview training, the child care training course, EBT edge system and process, as well as various trainings on tools and techniques for audit interviewing, interviewing, documentation, fraud. The Child Care Provider Integrity Education and Support Unit staff are also required to take the KCCTO training on the DCF Child Care Subsidy Program. The Child Care Provider Integrity Education and Support Unit also take interviewing, fraud trainings, financial investigation trainings from (NW3C) National White-Collar Crime Center which provides a nationwide support system for law enforcement and regulatory agencies tasked with the prevention, investigation, and prosecution of economic and high-tech crime. The unit also continuously seeks and takes relevant trainings or courses offered by outside agencies, including investigation, welfare fraud or Anti-Fraud agencies to further educate them on federal policies with regards to welfare, fraud and investigations.

vii. Other

Describe the activities and the results of these activities:

The KEES eligibility system has built in rules that apply most eligibility factors for a child care assistance determination based on information entered by an eligibility worker. This automates much of the child care policy. The KEES user manual provides detailed instructions on the system. Access to eligibility records is limited to individuals with a job description that requires access. Only limited positions are allowed access to approve eligibility on the system, others are only given read-only access

8.1.5 Lead Agencies conduct a wide variety of activities to fight fraud and ensure program integrity. Lead Agencies are required to have processes in place to identify fraud and other program violations to ensure program integrity. Program violations can include both intentional and unintentional client and/or provider violations, as defined by the Lead Agency. These violations and errors, identified through the error-rate review process, may result in payment or nonpayment (administrative) errors and may or may not be the result of fraud, based on the Lead Agency definition. Check and describe any activities that the Lead Agency conducts to ensure program integrity.

b) Check and describe all activities the Lead Agency conducts to identify unintentional program violations. Include in the description how each activity assists in the identification and prevention of unintentional program violations. Include a description of the results of such activity.

- i. Share/match data from other programs (e.g., TANF program, CACFP, FNS, Medicaid) or other databases (e.g., State Directory of New Hires, Social Security Administration (PARIS)).

Describe the activities and the results of these activities:

Eligibility workers verify various child care eligibility factors, such as employment, income, citizenship, age, residency, etc. through access to shared information from other programs like TANF, FNS and Medicaid. Other databases are used to assist with verifying or identifying income, such as social security administration. PARIS matches are used to ensure that residency requirements are met and identify duplications in the program with another state.

When the Child Care Provider Integrity Education and Support Unit completes their audits, they do a thorough review of the parent/recipient case. This includes, but is not limited to, reviewing all child care plans, case processes, information gathered at the time of application/review and any updates or changes made on the case. When these reviews are completed on the child care recipients, the unit utilizes and reviews the information gathered by other programs like TANF, FA, Medicaid, CACFP, KDHE, CLARIS, SSA, and PARIS to ensure the household composition, members, and information submitted by the recipient to the program worker is consistent. When a review or audit is completed for child care providers, the reviewer checks to see if the provider receives assistance and ensures that they are reporting this income for TANF, SNAP or Child Care Assistance cases.

During a review or audit of a Child Care Assistance case or DCF enrolled provider, the Child Care Provider Integrity Education and Support Unit assesses any information or documentation which may have been misread or miscommunicated by the worker/recipient/provider and determines if it was unintentional or intentional to decide if further action or investigation is necessary.

ii. Run system reports that flag errors (include types).

Describe the activities and the results of these activities:

Relative providers must be approved for a specific family prior to accepting funds from them - reports are run showing if a relative provider accepted funds from an unauthorized family; parents are to authorize payments to providers so reports are run showing if a provider receive all payments on the 1st of the month when the 1st is on a weekend; excessive large payments are also tracked. The eligibility system, KEES, contains edits that prevent the authorization of excessive hours, prevent the overlap of plans for the same child at the same time, determines the hours to be authorized when schedules are entered to prevent and reduce errors. Warnings are also created when the system recognizes something that requires a closer look by the eligibility worker, like child care plans being created for a provider who is almost at capacity or when a child is on another child care program. Provider rates are automated to prevent incorrect rates from being entered on the child care plan. System rules streamline the application of many of the child care policies based on data that is entered by eligibility workers. Fraud Navigator is a tool accessed through the EBT system to monitor real-time transactions including child care payments for suspicious payment activity, such as excessive transaction amounts.

The Child Care Provider Integrity Education and Support Unit uses outlier reports to investigate potential issues. These various outlier reports include, but are not limited to, unauthorized payments, high dollar payments, duplicate payments and others. When outlier reports are reviewed and the review involves both the recipient and child care provider, the Child Care Provider Integrity Education and Support Unit evaluates the information or documentation the lead agency has on record, such as family plans, provider plans, payment records, documentation, and other information submitted by the recipient/provider, to further assess if additional follow-up is necessary. Many times, these outlier errors result in contacting the recipient and/or child care provider to discuss any potential payment errors. This discussion

can assist in assessing whether the error is intentional or unintentional and to decide if further action or investigation is necessary.

iii. Review enrollment documents and attendance or billing records

Describe the activities and the results of these activities:

The Child Care Provider Integrity Education and Support Unit completes facility site visits to review the handbook with the provider and answer questions. They also request and review enrollment, attendance, and payment records. This unit conducts site visits using a checklist to ensure all DCF policies and requirements are being followed. As previously mentioned, a thorough review of the enrollment file is first conducted prior to the site visit. Upon visiting the daycare, the unit observes capacity and surroundings to report to KDHE if any non-compliances are discovered. The unit requests to review all business records from the provider for at least 3 months prior to the visit. The records reviewed include, but is not limited to, child enrollment files, parent provider contracts, attendance records and payment records. An overview of these records is completed at the site visit while the staff reviews and scans the records for a thorough review when they return to the office for any inconsistencies or discrepancies found. During the site visit, the unit questions any obvious errors discovered and educates the provider on site with regards to the errors. A Provider Education Plan is given to the provider which lists any non-compliances found at the site visit. The provider is asked to sign and date the form and it is explained that a thorough review of their records would be completed upon returning to the office and a corrective action plan would be sent with the items listed on the provider education plan and any additional errors which may be found. The provider is then educated on the DCF Provider handbook and an Acknowledgement of Provider responsibilities form is reviewed with the provider and the provider is required to sign and date this form, to verify they understand and acknowledge the responsibilities of being a DCF provider. After a thorough review of the provider records are completed, a corrective action plan is sent to the provider and a follow up is conducted within 3-6 months to ensure the provider has corrected their errors.

iv. Conduct supervisory staff reviews or quality assurance reviews.

[Describe the activities and the results of these activities:](#)

Interview templates/scripts exist for child care interviews to ensure staff ask the needed questions and to ensure sufficient documentation. EES performance improvement case readers are reading CC cases on new trainees until such time that, in consultation with supervisory staff, it is determined that their accuracy rate level meets and maintains expectations. When resources allow, PI staff complete random reviews of CC cases processed by experienced staff as well.

The Child Care Provider Integrity Education and Support Unit utilizes an audit worksheet for their audits, an overpayment checklist for all overpayment errors as well as a fraud checklist for all fraud cases. The supervisor for the Child Care Provider Integrity Education and Support Unit reviews and reads all cases completed for accuracy regarding the case management, process and determination of audits, overpayments, investigations and fraud.

[v. Audit provider records.](#)

[Describe the activities and the results of these activities:](#)

DCF has a Child Care Provider Integrity Education and Support Unit to review provider's records and compare to the child care plans. Provider overpayments may be determined.

The Child Care Provider Integrity Education and Support Unit completes facility site visits to review the handbook with the provider and answer questions. They also request and review enrollment, attendance, and payment records. This unit conducts site visits using a checklist to ensure all DCF policies and requirements are being followed. As previously mentioned, a thorough review of the enrollment file is first conducted prior to the site visit. Upon visiting the daycare, the unit observes capacity and surroundings to report to KDHE if any non-compliances are discovered. The unit requests to review all business records from the provider for at least 3 months prior to the visit. The records reviewed include, but is not limited to, child enrollment files, parent provider contracts, attendance records and payment records. An overview of these records is completed at the site visit while the staff reviews and scans the records for a thorough review when they return to the office for any inconsistencies or discrepancies found. During the site visit, the unit questions any obvious errors discovered and educates the provider on site with

regards to the errors. A Provider Education Plan is given to the provider which lists any non-compliances found at the site visit. The provider is asked to sign and date the form and it is explained that a thorough review of their records would be completed upon returning to the office and a corrective action plan would be sent with the items listed on the provider education plan and any additional errors which may be found. The provider is then educated on the DCF Provider handbook and an Acknowledgement of Provider responsibilities form is reviewed with the provider and the provider is required to sign and date this form, to verify they understand and acknowledge the responsibilities of being a DCF provider. After a thorough review of the provider records are completed, a corrective action plan is sent to the provider and a follow up is conducted within 3-6 months to ensure the provider has corrected their errors.

During this process, if an overpayment is determined, then the Child Care Provider Integrity Education and Support Unit completes the overpayment process. If unintentional violations are discovered which would result in overpayments, the Child Care Provider Integrity Education and Support Unit completes the overpayment error, and this sends the claim to the DCF Central Collections to begin the recovery process.

vi. [Train staff on policy and/or audits.](#)

[Describe the activities and the results of these activities:](#)

Online training level 1 is updated with new policies as needed, implementation meetings occur when changes are made to the policy log and staff need to be made aware of the new policy, instructions and training materials are developed as needed to help implement new policies, questions are collected regarding new policies and the answers are shared with all staff. Regional trainers do onsite training on topics when needed, supervisors meet with staff on a regular basis to inform them of new information or known issues, and desk aids staff use for interviews are updated when needed due to policy changes.

The Child Care Provider Integrity Education and Support Unit is also kept up to date on child care policies. They have regular monthly meetings to discuss policy changes, program issues and to share ideas for potential policy revision and changes related to program integrity and accountability. This unit also meets with

the Child Care Enrollment Unit and the Foster Care Child Care Unit once a month to discuss any changes and updates in policies or process which may affect their work and process with regards to program integrity and accountability.

The Child Care Provider Integrity Education and Support Unit staff are required to take the following trainings which include, but are not limited to, KEES overview training, the child care training course, EBT edge system and process, as well as various trainings on tools and techniques for audit interviewing, interviewing, documentation, fraud. They are also required to take the KCCTO training on the DCF Child Care Subsidy Program. The Child Care Provider Integrity Education and Support Unit also take interviewing, fraud trainings, financial investigation trainings from (NW3C) National White-Collar Crime Center which provides a nationwide support system for law enforcement and regulatory agencies tasked with the prevention, investigation, and prosecution of economic and high-tech crime. The unit also continuously seeks and takes relevant trainings or courses offered by outside agencies, including investigation, welfare fraud or Anti-Fraud agencies to further educate them on federal policies with regards to welfare, fraud and investigations.

vii. Other

Describe the activities and the results of these activities:

8.1.5 Lead Agencies conduct a wide variety of activities to fight fraud and ensure program integrity. Lead Agencies are required to have processes in place to identify fraud and other program violations to ensure program integrity. Program violations can include both intentional and unintentional client and/or provider violations, as defined by the Lead Agency. These violations and errors, identified through the error-rate review process, may result in payment or nonpayment (administrative) errors and may or may not be the result of fraud, based on the Lead Agency definition. Check and describe any activities that the Lead Agency conducts to ensure program integrity.

c) Check and describe all activities the Lead Agency conducts to identify and prevent agency errors. Include in the description how each activity assists in the identification and prevention of agency errors.

- i. Share/match data from other programs (e.g., TANF program, CACFP, FNS, Medicaid) or other databases (e.g., State Directory of New Hires, Social Security

[Administration \(PARIS\)\).](#)

[Describe the activities and the results of these activities:](#)

Eligibility workers verify various child care eligibility factors, such as employment, income, citizenship, age, residency, etc. through access to shared information from other programs like TANF, FNS and Medicaid. Other databases are used to assist with verifying or identifying income, such as social security administration. PARIS matches are used to ensure that residency requirements are met and identify duplications in the program with another state.

When the Child Care Provider Integrity Education and Support Unit completes their audits, they do a thorough review of the parent/recipient case. This includes, but is not limited to, reviewing all child care plans, case processes, information gathered at the time of application/review and any updates or changes made on the case. When these reviews are completed on the child care recipients, the unit utilizes and reviews the information gathered by other programs like TANF, FA, Medicaid, CACFP, KDHE, CLARIS, SSA, and PARIS to ensure the household composition, members, and information submitted by the recipient to the program worker is consistent. When a review or audit is completed for child care providers, the reviewer checks to see if the provider receives assistance and ensures that they are reporting this income for TANF, SNAP or Child Care Assistance cases.

During a review or audit of a Child Care Assistance case or DCF enrolled provider, the Child Care Provider Integrity Education and Support Unit assesses any information or documentation which may have been misread or miscommunicated by the worker/recipient/provider and determines if it was unintentional or intentional to decide if further action or investigation is necessary.

[ii. Run system reports that flag errors \(include types\).](#)

[Describe the activities and the results of these activities:](#)

The eligibility system, KEES, contains edits that prevent the authorization of excessive hours, prevent the overlap of plans for the same child at the same time, determines the hours to be authorized when schedules are entered to prevent and reduce errors. Warnings are also created when the system recognizes something that requires a closer look by the eligibility worker, like child care plans being created for a provider who is almost at capacity or when a child is on another child

care program. Provider rates are automated to prevent incorrect rates from being entered on the child care plan. System rules streamline the application of many of the child care policies based on data that is entered by eligibility workers.

The Child Care Provider Integrity Education and Support Unit uses outlier reports to investigate potential issues. These various outlier reports include, but are not limited to, unauthorized payments, high dollar payments, duplicate payments and others. When outlier reports are reviewed and the review involves both the recipient and child care provider, the Child Care Provider Integrity Education and Support Unit evaluates the information or documentation the lead agency has on record, such as family plans, provider plans, payment records, documentation, and other information submitted by the recipient/provider, to further assess if additional follow-up is necessary. Many times, these outlier errors result in contacting the recipient and/or child care provider to discuss any potential payment errors. This discussion can assist in assessing whether the error is intentional or unintentional and to decide if further action or investigation is necessary.

If it is determined that an error is an agency error, the Child Care Provider Integrity Education and Support Unit determines if the error would result in an overpayment or underpayment and notifies the DCF eligibility staff or enrollment staff to correct any changes or errors and take the correct case action.

iii. Review enrollment documents and attendance or billing records

Describe the activities and the results of these activities:

The Child Care Provider Integrity Education and Support Unit completes facility site visits to review the handbook with the provider and answer questions. They also request and review enrollment, attendance, and payment records. This unit conducts site visits using a checklist to ensure all DCF policies and requirements are being followed. As previously mentioned, a thorough review of the enrollment file is first conducted prior to the site visit. Upon visiting the daycare, the unit observes capacity and surroundings to report to KDHE if any non-compliances are discovered. The unit requests to review all business records from the provider for at least 3 months prior to the visit. The records reviewed include, but is not limited to, child enrollment files, parent provider contracts, attendance records and payment records. An overview of these records is completed at the site visit while the staff

reviews and scans the records for a thorough review when they return to the office for any inconsistencies or discrepancies found. During the site visit, the unit questions any obvious errors discovered and educates the provider on site with regards to the errors. A Provider Education Plan is given to the provider which lists any non-compliances found at the site visit. The provider is asked to sign and date the form and it is explained that a thorough review of their records would be completed upon returning to the office and a corrective action plan would be sent with the items listed on the provider education plan and any additional errors which may be found. The provider is then educated on the DCF Provider handbook and an Acknowledgement of Provider responsibilities form is reviewed with the provider and the provider is required to sign and date this form, to verify they understand and acknowledge the responsibilities of being a DCF provider. After a thorough review of the provider records are completed, a corrective action plan is sent to the provider and a follow up is conducted within 3-6 months to ensure the provider has corrected their errors.

iv. Conduct supervisory staff reviews or quality assurance reviews.

Describe the activities and the results of these activities:

Interview templates/scripts exist for child care interviews to ensure staff ask the needed questions and to ensure sufficient documentation. EES performance improvement case readers are reading CC cases on new trainees until such time that, in consultation with supervisory staff, it is determined that their accuracy rate level meets and maintains expectations. When resources allow, PI staff complete random reviews of CC cases processed by experienced staff as well.

The Child Care Provider Integrity Education and Support Unit utilizes an audit worksheet for their audits, an overpayment checklist for all overpayment errors as well as a fraud checklist for all fraud cases. The supervisor for the Child Care Provider Integrity Education and Support Unit reviews and reads all cases completed for accuracy regarding the case management, process and determination of audits, overpayments, investigations and fraud.

v. Audit provider records.

[Describe the activities and the results of these activities:](#)

DCF has a Child Care Provider Integrity Education and Support Unit to review provider's records and compare to the child care plans. Provider overpayments may be determined.

This unit conducts site visits using a checklist to ensure all DCF policies and requirements are being followed. As previously mentioned, a thorough review of the enrollment file is first conducted prior to the site visit. Upon visiting the daycare, the unit observes capacity and surroundings to report to KDHE if any non-compliances are discovered. The unit requests to review all business records from the provider for at least 3 months prior to the visit. The records reviewed include, but is not limited to, child enrollment files, parent provider contracts, attendance records and payment records. An overview of these records is completed at the site visit while the staff reviews and scans the records for a thorough review when they return to the office for any inconsistencies or discrepancies found. During the site visit, the unit questions any obvious errors discovered and educates the provider on site with regards to the errors. A Provider Education Plan is given to the provider which lists any non-compliances found at the site visit. The provider is asked to sign and date the form and it is explained that a thorough review of their records would be completed upon returning to the office and a corrective action plan would be sent with the items listed on the provider education plan and any additional errors which may be found. The provider is then educated on the DCF Provider handbook and an Acknowledgement of Provider responsibilities form is reviewed with the provider and the provider is required to sign and date this form, to verify they understand and acknowledge the responsibilities of being a DCF provider. After a thorough review of the provider records are completed, a corrective action plan is sent to the provider and a follow up is conducted within 3-6 months to ensure the provider has corrected their errors.

If it is determined that an error is an agency error, the Child Care Provider Integrity Education and Support Unit determines if the error would result in an overpayment or underpayment and notifies the DCF eligibility staff or enrollment staff to correct any changes or errors and take the correct case action.

vi. Train staff on policy and/or audits.

Describe the activities and the results of these activities:

Online training level 1 is updated with new policies as needed, implementation meetings occur when changes are made to the policy log and staff need to be made aware of the new policy, instructions and training materials are developed as needed to help implement new policies, questions are collected regarding new policies and the answers are shared with all staff. Regional trainers do onsite training on topics when needed, supervisors meet with staff on a regular basis to inform them of new information or known issues, and desk aids staff use for interviews are updated when needed due to policy changes.

The Child Care Provider Integrity Education and Support Unit is also kept up to date on child care policies. They have regular monthly meetings to discuss policy changes, program issues and to share ideas for potential policy revision and changes related to program integrity and accountability. This unit also meets with the Child Care Enrollment Unit and the Foster Care Child Care Unit once a month to discuss any changes and updates in policies or process which may affect their work and process with regards to program integrity and accountability.

The Child Care Provider Integrity Education and Support Unit staff are required to take the following trainings which include, but are not limited to, KEES overview training, the child care training course, EBT edge system and process, as well as various trainings on tools and techniques for audit interviewing, interviewing, documentation, fraud. They are also required to take the KCCTO training on the DCF Child Care Subsidy Program. The Child Care Provider Integrity Education and Support Unit also take interviewing, fraud trainings, financial investigation trainings from (NW3C) National White-Collar Crime Center which provides a nationwide support system for law enforcement and regulatory agencies tasked with the prevention, investigation, and prosecution of economic and high-tech crime. The unit also continuously seeks and takes relevant trainings or courses offered by outside agencies, including investigation, welfare fraud or Anti-Fraud agencies to further educate them on federal policies with regards to welfare, fraud and investigations.

vii. Other

Describe the activities and the results of these activities:

8.1.6 The Lead Agency is required to identify and recover misspent funds as a result of fraud, and it has the option to recover any misspent funds as a result of errors.

Effective Date: 10/01/2021

a. Identify what agency is responsible for pursuing fraud and overpayments (e.g. State Office of the Inspector General, State Attorney).

For child care cases that also involve TANF or food assistance, once a referral is received by the DCF Fraud Intake Specialist the referral will be forwarded first to DCF EES to review for legitimacy. If the referral is valid DCF EES will respond and request that the case be investigated further. If DCF EES finds that the information supplied within the referral is not essential to determining eligibility for either program(s) they will respond letting DCF Fraud unit know that the referral is invalid, and the case will close. Upon completion of those cases that receive a request for further investigation the DCF Special Investigator (SI) will forward their findings and any supporting information on to the DCF Fraud Analyst to review and proceed with establishing a claim against the client and seeking the appropriate disqualification penalty by way of offering the client a Waiver of Administrative Disqualification Hearing form or by submitting a Referral for an Administrative Disqualification Hearing with the Kansas Office of Administrative Hearings. If the cases involve child care only, upon receipt of any referral pertaining to childcare only cases the referral will still be forwarded to DCF EES to review. If returned as invalid the referral will close. IF DCF EES requests further review the referral will be sent to the Child Care Provider Integrity Education and Support Unit to further assess and investigate. If potential child care fraud is determined, the Child Care Provider Integrity Education and Support Unit completes the investigation and takes the case to civil or criminal proceedings, not the fraud unit. However, if it is a combined case with TANF or Food Assistance, then the Child Care Provider Integrity Education and Support Unit works with the fraud unit to investigate and take the case to civil or criminal proceedings. If an overpayment is discovered, the Child Care Provider Integrity Education Support Unit establishes a claim based on the findings and obtain the appropriate disqualification penalty for the program violator.

8.1.6 The Lead Agency is required to identify and recover misspent funds as a result of fraud, and it has the option to recover any misspent funds as a result of errors.

b. Check and describe all activities, including the results of such activity, that the Lead Agency uses to investigate and recover improper payments due to fraud. Include in the description how each activity assists in the investigation and recovery of improper payment due to fraud or intentional program violations. Activities can include, but are not limited to, the following:

- i. Require recovery after a minimum dollar amount of an improper payment and identify the minimum dollar amount

Describe the activities and the results of these activities:

There is no minimum dollar amount for unintentional (client/vendor) overpayments. However, if a Child Care Assistance fraud overpayment exceeds \$2500, then it is reviewed for civil/administrative disqualification. If a Child Care Provider fraud overpayment exceeds \$5000, then it is reviewed for civil proceedings.

- ii. Coordinate with and refer to the other state/territory agencies (e.g., state/territory collection agency, law enforcement agency).

Describe the activities and the results of these activities:

- iii. Recover through repayment plans.

Describe the activities and the results of these activities:

After a fraud determination is adjudicated a repayment notice is sent and the case is referred to the DCF Central Collections unit. Multiple recovery methods are available. For overpayments involving Child Care Assistance recipients and Child Care providers when a fraud overpayment error is discovered, the overpayment is referred to the DCF Central Collections Unit. Both recipients and Child Care providers are sent a repayment agreement to allow them to set up their own terms for repayment to central collections.

- iv. Reduce payments in subsequent months.

Describe the activities and the results of these activities:

After a fraud determination is adjudicated a repayment notice is sent and the case is referred to the DCF Central Collections unit. Multiple recovery methods are

available. Child Care Assistance recipients may be able to continue receiving child care benefits, however 20% of the eligible benefit amount is recouped towards their fraud overpayment.

v. Recover through state/territory tax intercepts.

Describe the activities and the results of these activities:

After a fraud determination is adjudicated a repayment notice is sent and the case is referred to the DCF Central Collections unit. Multiple recovery methods are available. CC Provider debts and all debts except Food Assistance are taken out of State Taxes. DCF Central Collections put child care debts in the Kansas Debt Recovery System.

vi. Recover through other means.

Describe the activities and the results of these activities:

vii. Establish a unit to investigate and collect improper payments and describe the composition of the unit below.

Describe the activities and the results of these activities:

DCF has established the Child Care Provider Integrity Education and Support Unit composed of a supervisor and program consultants. Based on reports run, they conduct a review of not only the Provider's records but also the parent's work schedule as compared to the Child Care Plan. Provider overpayments are determined and referred to the DCF Fraud Unit for civil and criminal proceedings. Intentional client overpayments are referred to an Administrative Disqualification hearing or to the DCF Fraud Division. After a fraud determination is adjudicated a repayment notice is sent and the case is referred to the DCF Central Collections unit. If an overpayment is found and determined, the Child Care Provider Integrity Education and Support Unit completes the overpayment determination. If potential child care fraud is determined, the Child Care Provider Integrity Education and Support Unit completes the investigation and takes the case to civil or criminal proceedings, not the fraud unit. However, if it is a combined case with TANF or Food Assistance, then the Child Care Provider Integrity Education and Support Unit works with the fraud unit to investigate and take the case to civil or criminal proceedings. Intentional client overpayments are referred to an Administrative Disqualification hearing. The Child Care Provider

Integrity Education and Support Unit audits and educates providers, as well as, identifies and investigates any potential fraud or overpayment errors.

viii. Other

Describe the activities and the results of these activities:

8.1.6 The Lead Agency is required to identify and recover misspent funds as a result of fraud, and it has the option to recover any misspent funds as a result of errors.

c. Check and describe any activities that the Lead Agency will use to investigate and recover improper payments due to unintentional program violations. Include in the description how each activity assists in the investigation and recovery of improper payments due to unintentional program violations. Include a description of the results of such activity. Activities can include, but are not limited to, the following:

- i. N/A. the Lead Agency does not recover misspent funds due to unintentional program violations.
- ii. Require recovery after a minimum dollar amount of an improper payment and identify the minimum dollar amount

Describe the activities and the results of these activities:

- iii. Coordinate with and refer to the other state/territory agencies (e.g., state/territory collection agency, law enforcement agency).

Describe the activities and the results of these activities:

When overpayments are determined, repayment notices are sent, and a referral is made to the Central Collections unit. Multiple recovery methods are available to the client.

When an unintentional program error is discovered which results in an overpayment involving Child Care Assistance recipients and Child Care providers, the overpayment is referred to the DCF Central Collections Unit. Both recipients and Child Care providers are sent a repayment agreement to allow them to set up their own terms for repayment to central collections.

- iv. Recover through repayment plans.

[Describe the activities and the results of these activities:](#)

When overpayments are determined, repayment notices are sent, and a referral is made to the Central Collections unit. Multiple recovery methods are available to the client. Child Care Assistance recipients may be able to continue receiving child care benefits, however 10% of the eligible benefit amount is recouped towards their overpayment.

[v. Reduce payments in subsequent months.](#)

[Describe the activities and the results of these activities:](#)

When overpayments are determined, repayment notices are sent, and a referral is made to the Central Collections unit. Multiple recovery methods are available to the client.

[vi. Recover through state/territory tax intercepts.](#)

[Describe the activities and the results of these activities:](#)

CC Provider debts and all debts except Food Assistance are taken out of State Taxes. DCF Central Collections put child care debts in the Kansas Debt Recovery System

[vii. Recover through other means.](#)

[Describe the activities and the results of these activities:](#)

DCF has established the Child Care Provider Integrity Education and Support Unit composed of a supervisor and program consultant positions. Based on reports run, they conduct a review of not only the Provider's records but also the parent's work schedule as compared to the Child Care Plan. Overpayments are determined, repayment notices are sent, and a referral is made to the Central Collections unit.

[viii. Establish a unit to investigate and collect improper payments and describe the composition of the unit below.](#)

[Describe the activities and the results of these activities:](#)

DCF has established the Child Care Provider Integrity Education and Support Unit composed of a supervisor and program consultants. Based on reports run, they conduct a review of not only the Provider's records but also the parent's work schedule as compared to the Child Care Plan. If provider overpayments are determined, repayment notices are sent and referral is made to the Central Collections

Unit. If an overpayment is found and determined for a client, the Child Care Provider Integrity Education and Support Unit completes the overpayment determination and sends the referral to the DCF Central Collections Unit.

ix. Other

Describe the activities and the results of these activities:

8.1.6 The Lead Agency is required to identify and recover misspent funds as a result of fraud, and it has the option to recover any misspent funds as a result of errors.

d. Check and describe all activities that the Lead Agency will use to investigate and recover improper payments due to agency errors. Include in the description how each activity assists in the investigation and recovery of improper payments due to administrative errors. Include a description of the results of such activity.

i. N/A. the Lead Agency does not recover misspent funds due to agency errors.

ii. Require recovery after a minimum dollar amount of an improper payment and identify the minimum dollar amount

Describe the activities and the results of these activities:

iii. Coordinate with and refer to the other state/territory agencies (e.g., state/territory collection agency, law enforcement agency).

Describe the activities and the results of these activities:

iv. Recover through repayment plans.

Describe the activities and the results of these activities:

When overpayments are determined, repayment notices are sent and a referral is made to the Central Collections unit. Multiple recovery methods are available to the client.

v. Reduce payments in subsequent months.

Describe the activities and the results of these activities:

When overpayments are determined, repayment notices are sent, and a referral is made to the Central Collections unit. Multiple recovery methods are available to the

client.

- vi. Recover through state/territory tax intercepts.

Describe the activities and the results of these activities:

When overpayments are determined, repayment notices are sent, and a referral is made to the Central Collections unit. Multiple recovery methods are available to the client.

- vii. Recover through other means.

Describe the activities and the results of these activities:

- viii. Establish a unit to investigate and collect improper payments and describe the composition of the unit below.

Describe the activities and the results of these activities:

DCF has established the Child Care Provider Integrity Education and Support Unit composed of a supervisor and program consultants. Based on reports run, they conduct a review of not only the Provider's records but also the parent's work schedule as compared to the Child Care Plan. If provider overpayments are determined, repayment notices are sent and referral is made to the Central Collections Unit. If an overpayment is found and determined for a client, the Child Care Provider Integrity Education and Support Unit completes the overpayment determination and sends the referral to the DCF Central Collections Unit.

- ix. Other

Describe the activities and the results of these activities:

8.1.7 What type of sanction will the Lead Agency place on clients and providers to help reduce improper payments due to program violations? Check and describe all that apply:

Effective Date: 10/01/2021

- a. Disqualify the client. If checked, describe this process, including a description of the appeal process for clients who are disqualified.

Describe the activities and the results of these activities:

Adults who fail to cooperate with a child care program fraud investigation are ineligible for child care for all household members until cooperation has been established in that fraud investigation. Clients have the right to submit a request for a fair hearing for this, or any, agency action. A fair hearing decision is rendered by the hearing officer no later than 90 days after the receipt of the request for the hearing. The decision is sent to the client and the local DCF service center.

- b. Disqualify the provider. If checked, describe this process, including a description of the appeal process for providers who are disqualified.

Describe the activities and the results of these activities:

- c. Prosecute criminally.

Describe the activities and the results of these activities:

DCF has established the Child Care Provider Integrity Education and Support Unit which audits, educates and investigates for potential child care fraud. If an overpayment is found and determined, the Child Care Provider Integrity Education and Support Unit completes the overpayment determination. If potential child care fraud is determined, the Child Care Provider Integrity Education and Support Unit completes the investigation and takes the case to civil or criminal proceedings, not the fraud unit. However, if it is a combined case with TANF or Food Assistance, then the Child Care Provider Integrity Education and Support Unit works with the fraud unit to investigate and take the case to civil or criminal proceedings.

- d. Other.

Describe the activities and the results of these activities:

While some providers are prosecuted criminally, most are taken to court for a Civil Judgment. We do not disqualify providers, but the state has the right to choose which provider they will do CCDF business with. The state usually does not do CCDF business with providers who have been convicted of fraud.

DCF has established the Child Care Provider Integrity Education and Support Unit which audits, educates and investigates for potential child care fraud. If an overpayment is found and determined, the Child Care Provider Integrity Education and Support Unit

completes the overpayment determination. If potential child care fraud is determined, the Child Care Provider Integrity Education and Support Unit completes the investigation and takes the case to civil or criminal proceedings, not the fraud unit. However, if it is a combined case with TANF or Food Assistance, then the Child Care Provider Integrity Education and Support Unit works with the fraud unit to investigate and take the case to civil or criminal proceedings.

[Appendix A: MRS, Alternative Methodology and Narrow Cost Analysis Waiver Request Form](#)

Lead Agencies may apply for a temporary waiver for the Market Rate Survey or ACF pre-approved alternative methodology and/or the narrow cost analysis in. These waivers will be considered "extraordinary circumstance waivers" to provide relief from the timeline for completing the MRS or ACF pre-approved alternative methodology and the narrow cost analysis during the COVID-19 pandemic. These waivers are limited to a one-year period.

Approval of these waiver requests is subject to and contingent on OCC review and approval of responses in Section 4, questions 4.2.1 and 4.2.5.

To submit a Market Rate Survey (MRS) or ACF pre-approved alternative methodology or a Narrow Cost Analysis waiver, complete the form below.

Check and describe each provision for which the Lead Agency is requesting a time-limited waiver extension.