



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

**For**

**State/Territory:**

**FFY 2012-2013**

This Plan describes the CCDF program to be administered by the State/Territory for the period 10/1/2011 – 9/30/2013. As provided for in the applicable statutes and regulations, the Lead Agency has the flexibility to modify this program at any time, including amending the options selected or described herein.

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

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

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

**Form ACF-118 Approved OMB Number **XXX-XXX** expires **XXX**.**

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**PART 1**

**ADMINISTRATION**

This section provides information on how the CCDF program is administered, including the designated Lead Agency, funding information, the administrative structure, program integrity and accountability policies and strategies, coordination efforts, and emergency preparedness plans and procedures.

**1.1 Contact Information**

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

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

Name of Lead Agency: Kansas Department of Social and Rehabilitation Services (SRS)  
Address of Lead Agency: Docking State Office Building, 915 SW Harrison Street, Topeka, KS 66612  
Name and Title of the Lead Agency's Chief Executive Officer: Rob Siedlecki, Secretary  
Phone Number: 785-296-3274  
Fax Number: 785-296-4685  
E-Mail Address: Robert.Siedlecki@srs.ks.gov  
Web Address for Lead Agency (if any): <http://www.srs.ks.gov>

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

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

Name of CCDF Administrator: Karen Beckerman  
Title of CCDF Administrator: Assistant Director, Benefits and Services

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Address of CCDF Administrator: Docking State Office Building, 915 SW Harrison Street, Topeka, KS 66612  
Phone Number: 785-296-4717  
Fax Number: 785-296-0146  
E-Mail Address: [Karen.Beckerman@srs.ks.gov](mailto:Karen.Beckerman@srs.ks.gov)  
Web Address for Lead Agency (if any): <http://www.srs.ks.gov>  
Phone Number for CCDF program information (for the public) (if any): 785-296-3349  
Web Address for CCDF program (for the public) (if any): <http://www.srs.ks.gov>  
Web address for CCDF program policy manual: (if any): <http://content.srs.ks.gov/EES/KEESM/Keesm.htm>  
Web address for CCDF program administrative rules: (if any): n/a

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

Name of CCDF Co-Administrator: n/a  
Title of CCDF Co-Administrator: \_\_\_\_\_  
Address of CCDF Co-Administrator: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Fax Number: \_\_\_\_\_  
E-Mail Address: \_\_\_\_\_  
Web Address for Co-Administrator (if any): \_\_\_\_\_  
Description of the role of the Co-Administrator: \_\_\_\_\_

**1.2 Estimated Funding**

**1.2.1. What is your expected level of funding for the first year of the FY 2012 – FY 2013 plan period?** The Lead Agency estimates that the following amounts will be available for child care services and related activities during the 1-year period from October 1, 2011 through September 30, 2012. (§98.13(a)).

FY 2012 CCDF allocation: \$45,275,923  
Federal TANF Transfer to CCDF: \$20,500,000  
Direct Federal TANF Spending on Child Care: \$7,291,297  
State CCDF Maintenance-of-Effort Funds: \$6,673,024  
State Matching Funds: \$11,073,279  
Quality Funds: \$2,253,968

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

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

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

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

If checked, identify source of funds: Children’s Initiative Fund (CIF) \$4,852,799; State General Fund (SGF) \$16,871,779 = \$21,724,558

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

If checked, are those funds:

donated directly to the State? N/A

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

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

State expenditures for pre-k programs to meet the CCDF Matching Funds requirement. If checked,

Provide the estimated percentage of Matching Fund requirement that will be met with pre-k expenditures (not to exceed 30%): 0

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

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

State expenditures for pre-k programs to meet the CCDF Maintenance of Effort (MOE) requirements. If checked,

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

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

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

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

**1.3. CCDF Program Integrity and Accountability**

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

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

a) Fiscal -The annual budget is based on available CCDF revenue and expenditures (including administrative, grant, and variable caseload projections). The projected revenue is based on the most current federal funding information available, and expenditures are budgeted by program cost allocation (PCA) code and object code.

Each child care expenditure is budgeted and spent in a specified PCA code which allows expenditures to be segregated by activity type. This structure conforms to the state's approved cost allocation plan which assigns each expenditure account a unique funding combination of federal and state funds. The costs allocation plan is the primary vehicle for preventing unallowable expenditures being charged to federal funding sources. Through this system, the propensity for funds to be misspent or miscoded is minimized.

During the execution of the budget, errors are minimized through reliance on the accounting system. Monthly reports of expenditures detailing budget-to-actual comparisons and adjusting entries are made. The accounting system separates data used to support matching, level of effort, or earmarking amounts and fund limits, and ensures that expenses, refunds, and cash receipts or revenues are properly classified and recorded only once as to their effect on matching, level of effort, or earmarking. Program expenditure reports are prepared monthly using PCA (Program Cost Allocation) codes. As such, any inappropriate PCA code included in program expenditures can be identified.

Detailed caseload reports are produced from information obtained from two automated systems: KsCares and STARS. KsCares is a statewide system used to determine eligibility and assistance. The Statewide Management Accounting and Reporting System (SMART) is the state-wide accounting system. Program management compiles management reports from these systems to track and monitor program expenditures. In addition, the KsCares system has built-in edits and controls for child care policies.

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The accountant for the fiscal report is required to prepare the reports for the quarterly meeting in which the reports are reviewed by several fiscal staff. Prior to the submission of the ACF-696 CCDF Financial Report, a meeting between program management, internal reporting cash management staff, and SRS Budget Office staff occurs to review the amounts reported for CCDF. At that time, reports on administrative expenditures, direct benefit payments, and earmarks and fund limits are reviewed. The accountant enters it online in the OLDC system and the accountant's supervisor submits the report. Copies of the submitted reports are available and provided to fiscal and/or program staff as applicable.

- b) Data -The data for the ACF-800 Aggregated Report: Pooled CCDF and non-CCDF funds and ACF-801 Case Level Data Report are compiled automatically by computer programs written and tested for accuracy. The ACF-801 is submitted to HHS electronically, according to a predetermined schedule, by IT staff. The data for the ACF-800 is produced automatically by IT on the same day every year, and a person in EES enters that report data onto a secure HHS website.
- c) Error Rate -Economic and Employment Support Staff establish child care policies in conformance with CCDF regulations. These policies guide the day to day decision of child care field staff that provides direct assistance. The system represented by child care policies (within the on-line combined policy manual KEESM) and the statewide automated system (KsCares), which embodies these policies, is the chief method of controlling for participant eligibility. The manual provides specific eligibility guidelines which are manifested within the system. The KsCares system is the tool by which service benefits are made to child care consumers based on hours of care, family income, and practitioner type. Besides automating much of child care policy, it also automatically computes the family share deduction, as required by regulation. In addition, area supervisors and central training are used to supplement eligibility policy. Area staff receives training from the Economic Employment and Support training Section.

Kansas has implemented monthly quality assurance reviews for the child care program. Cases are selected for review from a statewide random sample of open cases. A review, conducted by one of 14 quality control reviewers, includes examination of the case file and electronic record and contact with collaterals to verify income, work schedule, school schedule, etc. Approximately 50 cases are reviewed every other month for improper authorizations. Results of the reviews are shared with the case managers, supervisors, and management staff. Case managers are required to report back to QC on the amount of any overpayments or underpayments. The results of these state QC reviews as well as the federal QC reviews are tracked in a QC database. Monthly reports of error rates and causal factors are issued to central office and local management staff.

The Child Care Program has also been added to the Lead Agency's supervisory case review system, and regional supervisors and performance improvement staff also include child care cases in their monthly case reviews. When incorrect payments are

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identified through case reviews by Quality Control staff, management evaluation staff, regional supervisory or performance improvement staff, or through customer concerns, they are returned to the case workers for correction and initiation of collection action on overpayments or issuance of underpayments.

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

**Definition:** A sub-recipient (including a sub-contractor and or sub-grantee) is a non-Federal entity that expends Federal awards (contract or grant) received from another entity to carry out a Federal program, but does not include a vendor nor does it include an individual who is a beneficiary of such a program. OMB Circular A-133 Section 210 provides additional information on the characteristics of a **sub-recipient and vendor** ([http://www.whitehouse.gov/omb/circulars/a133\\_compliance\\_supplement\\_2010](http://www.whitehouse.gov/omb/circulars/a133_compliance_supplement_2010)).

The description of monitoring may include, but is not limited to, a discussion of written agreements, fiscal management, review of policies and procedures to ensure compliance with CCDF regulations, monitoring/auditing contractors or grantees to ensure that eligible children are served and eligibility documentation is verified, and establishing performance indicators or measures.

For all subrecipients delivering services and activities, the Lead Agency (Kansas Department of Social and Rehabilitation Services) follows the State of Kansas competitive bidding and contract/grant procurement process as administered by the Kansas Department of Administration.

Lead Agency and CCDF program guidelines are communicated through written outcomes and performance indicators as set forth in the agreement. The Lead Agency assigns staff for oversight of these awards.

The Lead Agency oversees services on at least a quarterly basis through written reports. In addition, there are monthly, quarterly and ad-hoc meetings between the Lead Agency and subrecipients. Frequent telephone calls and e-mails enhance the Lead Agency's monitoring practices.

The Lead Agency's audits and an independent audit firm authorized by the Lead Agency, Legislative Post Audit, or other authorized auditors and monitors may conduct audits and monitoring for contract compliance, program requirements, service provision, and fiscal effectiveness and responsibility.

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

<b>Type of Activity</b>	<b>Identify Program Violations</b>	<b>Identify Administrative Error</b>
Share/match data from other programs (e.g. TANF, CACFP, FNS, Medicaid)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Run system reports that flag errors (include types)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Review of attendance or billing records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Audit provider records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct quality control or quality assurance reviews	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct supervisory staff reviews	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct data mining to identify trends	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Train staff on policy and/or audits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other. Describe _____	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>

**(Optional) If the Lead Agency checked any option in the chart above other than none, please describe**

Kansas has monthly quality assurance reviews for the child care program. Cases are selected for review from a statewide random sample of open cases. A review, conducted by one of 14 quality control reviewers, includes examination of the case file and electronic record and contact with collaterals to verify income, work schedule, school schedule, etc. Approximately 50 cases are reviewed every other month for improper authorizations. Results of the reviews are shared with the case managers, supervisors, and management staff. Case managers are required to report back to QC on the amount of any overpayments or underpayments. The results of these state QC reviews as well as the federal QC reviews are tracked in a QC database. Monthly reports of error rates and causal factors are issued to central office and local management staff.

The Child Care Program has also been added to the Lead Agency’s supervisory case review system, and regional supervisors and performance improvement staff also include child care cases in their monthly case reviews. When incorrect payments are identified through case reviews by Quality Control staff, management evaluation staff, regional supervisory or performance improvement staff, or through customer concerns, they are returned to the case workers for correction and initiation of collection action on overpayments or issuance of underpayments.

Regular Lead Agency new worker training is available both face-to-face and on-line. Training is delivered both from the central office level and the regional level. Parent and practitioner resources are available to describe Lead Agency program rules.

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Tools such as notices, videos, brochures, handbooks, newsletters and on-line information are used to inform parents and practitioners of their responsibilities. Parent/practitioner contracts of both new enrollments and ongoing practitioners are reviewed to ensure compliance with program rules.

**System Edits-** Kansas uses a mainframe system, KsCares, to determine eligibility for the Child Care Assistance Program. The system has many edits which assist in preventing/reducing the occurrence of overpayments or underpayments. Information sharing between KsCares and KAECSES, the State’s automated eligibility system for the TANF and Food Assistance programs, occurs on a regular basis. There is also data exchange with the child care licensing system maintained by the Department of Health and Environment (CLARIS). Case record searches are performed at application to prevent duplicate cases from being created. Edits are built in which prevent excessive hours from being authorized, prevent duplicate plans, and prevent practitioners from having an excessive number of active plans. Additionally, practitioner rates and assignment of rates to determine benefits is automated to prevent incorrect rates being entered on plans.

**Reports-** Several reports are produced monthly or periodically to assist workers in preventing and identifying possible incorrect payments. Reports include: child care practitioners who appear to have numbers of children in care in excess of licensing standards, child care practitioners with unusually large plan hours/benefits, parents who are not using their authorized child care benefits, parents who are using a practitioner other than the one listed on the child care plan, and child care cases with existing overpayments that are not being recouped.

**Data Matches-** Data matches that assist case managers with overpayment detection include: Child Support Enforcement alerts notify workers when collection of child support begins or changes, on-line state and federal wage match data to screen for unreported earned and unemployment income, on-line expedited access to The Work Number to verify employment income, on-line data match with Vital Statistics to verify birth information and with Social Security to verify benefit information.

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

<b>Strategy</b>	<b>UPV</b>	<b>IPV and/or Fraud</b>	<b>Administrative Error</b>
Require recovery after a minimum dollar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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amount in improper payment. Identify the minimum dollar amount _____			
Coordinate with and refer to other State/Territory agency (e.g. State/Territory collection agency, law enforcement). Describe Fraud (IPV) circumstances may involve local law enforcement.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Recover through repayment plans	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Reduce payments in subsequent months	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Recover through State/Territory tax intercepts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Recover through other means. Describe _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establish a unit to investigate and collect improper payments. Describe composition of unit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other. Describe _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**(Optional) If the Lead Agency checked any option in the chart above other than none, please describe**

*Investigation/Collection*-Kansas does not have a specific unit to investigate/collect improper payments; however, these functions are performed by eligibility staff with assistance from Central Office staff. Reports are generated from the electronic payment system (EBT).

**Automatic Offsets**- Restored benefits, which are due to a parent for an underpayment which occurred at least 2 months prior to the current month, are automatically applied to outstanding claim balances. A notice of action is sent to the household to inform them of the restored amount and the remaining overpayment claim balance. Additionally, when a child care EBT account is inactive for 90 days, the benefits are expunged. Expunged child care benefits are applied to active child care claims to reduce the balance of an overpayment. Adjustments to cases with multiple claims are applied in a manner to close-out one of the claims whenever possible. Parents are notified of adjustments and receive a separate notice for each adjusted claim.

**Debt Collection**- If an overpayment claim is not satisfied through automatic offset as described above, Kansas has the following system established for overpayment collection:

**For practitioners:** A demand letter for repayment is sent. If a practitioner does not respond to the demand letter or follow through with the established repayment agreement, the practitioner is placed in state debt set-off, which captures state income tax returns.

**For parents:** The parent is sent a demand letter for repayment. If a parent has an open case, future month benefits are adjusted until the overpayment is repaid. If the parent does not have an open case and does not respond to the demand letter or

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follow through with a repayment agreement, the parent is placed in state debt set-off.

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

- None
- Disqualify client. If checked, please describe, including a description of the appeal process for clients who are disqualified \_\_\_\_\_
- Disqualify provider. If checked, please describe, including a description of the appeal process for providers who are disqualified \_\_\_\_\_
- Prosecute criminally
- Other. Describe.

If an overpayment claim is not satisfied through automatic offset, Kansas has the following system established for overpayment collection:

**For practitioners:** A demand letter for repayment is sent. If a practitioner does not respond to the demand letter or follow through with the established repayment agreement, the provider is placed in state debt set-off, which captures state income tax returns.

**For parents:** The parent is sent a demand letter for repayment. If the parent has an open case, future month benefits are adjusted until the overpayment is repaid. If the parent does not have an open case and does not respond to the demand letter or follow through with a repayment agreement, the parent is placed in state debt set-off.

The Lead Agency may also terminate an existing agreement with a practitioner who has committed program violations, or may deny future requests for agreements.

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

<b>Activities identified in ACF-402</b>	<b>Actions Taken or Planned</b>
<ul style="list-style-type: none"> <li>• Continue State QC child care reviews to determine payment accuracy pinpoint documentation and policy issues, and identify training needs.</li> <li>• Complete targeted reviews as needed on specific populations and/or portions of eligibility and payment, such as in home child</li> </ul>	<ul style="list-style-type: none"> <li>• Add more examples to new worker and refresher training on how to determine the hours of child care needed and when to act on a reported change</li> <li>• Continue to update online child care training as needed</li> <li>• Develop a child care worksheet for the calculation of hours</li> </ul>

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<p>care cases, relative child care, and special needs.</p> <ul style="list-style-type: none"> <li>Review a small number of randomly selected providers each month to audit hours of care charges against attendance records and parent/provider contracts.</li> </ul>	<ul style="list-style-type: none"> <li>Issue a child care checklist to aid the case manager in the correct documentation, notices, and completion of a child care case for an application and for a review</li> <li>Require monthly supervisory case readings of child care cases</li> </ul>

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

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

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

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

Agency/Entity		Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan
<input checked="" type="checkbox"/>	<p><b>Representatives of general purpose local government (required)</b></p> <p>This may include, but is not limited to: representatives from counties and municipalities, local human service agencies, local education representatives (e.g., school districts), or local public health agencies.</p> <p>Shawnee County Kansas Health Agency</p>	<p><b>A copy of the draft Plan was sent with an invitation for review and comment. Comments, if received, were considered in the Lead Agency's completion of the Plan's contents.</b></p>
<p><b>For the remaining agencies, check and describe (optional) any which the Lead Agency has chosen to consult with in the development of its CCDF Plan.</b></p>		
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for public education</p> <p>This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21<sup>st</sup> Century Community Learning Centers), or higher education.</p> <p>Kansas State Department of Education</p>	<p>A copy of the draft Plan was sent with an invitation for review and comment. The section on Early Learning Guidelines was completed by the public education agency.</p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for programs for children with special needs</p>	<p>A copy of the draft Plan was sent with an invitation for review and</p>

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	<b>Agency/Entity</b>	<b>Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan</b>
	<p>This may include, but is not limited to: State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs.</p> <p>Kansas Department of Health and Environment, Part C Kansas State Department of Education, Part B of Section 619</p>	<p>comment. Comments, if received, were considered in the Lead Agency's completion of the Plan's contents.</p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for licensing (if separate from the Lead Agency)</p> <p>Kansas Department of Health and Environment Child Care Licensing and Registration Program</p>	<p>A copy of the draft Plan was sent with an invitation for review and comment. The responsible agency provided input and assisted in the development of the plan.</p>
<input checked="" type="checkbox"/>	<p>State/Territory agency with the Head Start Collaboration grant</p> <p>Kansas Department of Social and Rehabilitation Services Kansas State Head Start State Collaboration Office</p>	<p>The Head Start State Collaboration Office is located within the Lead Agency, and both reviewed the Plan along with participating in its development.</p>
<input checked="" type="checkbox"/>	<p>Statewide Advisory Council authorized by the Head Start Act</p> <p>Kansas Early Childhood Advisory Council (when operational)</p>	<p>This Council has not yet met in Kansas, but when it does the Plan will be reviewed with it for input and consultation.</p>
<input checked="" type="checkbox"/>	<p>Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services</p> <p>Kansas Enrichment Network</p>	<p>A copy of the draft Plan was sent with an invitation for review and comment. Comments, if received, were considered in the Lead Agency's completion of the Plan's contents.</p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)</p> <p>Kansas State Department of Education Child and Adult Food Program</p>	<p>A copy of the draft Plan was sent with an invitation for review and comment. Comments, if received, were considered in the Lead Agency's completion of the Plan's contents.</p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant</p> <p>Kansas Department of Health and Environment</p>	<p>A copy of the draft Plan was sent with an invitation for review and comment. Comments, if received, were considered in the Lead Agency's completion of the Plan's contents.</p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for public health (including the agency responsible for immunizations and programs that promote children's emotional and mental health)</p> <p>Kansas Department of Health and Environment Child Care Licensing and Registration Program</p>	<p>A copy of the draft Plan was sent with an invitation for review and comment. Comments, if received, were considered in the Lead Agency's completion of the Plan's contents.</p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for child welfare</p>	<p>A copy of the draft Plan was sent with an invitation for review and</p>

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	<b>Agency/Entity</b>	<b>Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan</b>
	Kansas Department of Social and Rehabilitation Services Children and Family Services	comment. Comments, if received, were considered in the Lead Agency's completion of the Plan's contents.
<input checked="" type="checkbox"/>	State/Territory liaison for military child care programs or other military child care representatives  Military Child Care Liaison - Kansas National Association of Child Care Resource and Referral Agencies (NACCRRRA)	A copy of the draft Plan was sent with an invitation for review and comment. Comments, if received, were considered in the Lead Agency's completion of the Plan's contents.
<input type="checkbox"/>	State/Territory agency responsible for employment services/workforce development	
<input checked="" type="checkbox"/>	State/Territory agency responsible for Temporary Assistance for Need Families (TANF)  This is the same as the Lead Agency.	Since the Lead Agency is located within the same state Department as the TANF agency, close consultation with administrative staff was completed.
<input type="checkbox"/>	Indian Tribes/Tribal Organizations  <input type="checkbox"/> N/A: No such entities exist within the boundaries of the State	
<input checked="" type="checkbox"/>	Private agencies/entities including national initiatives that the Lead Agency is participating in such as BUILD, Strengthening Families, Mott Statewide After-school Networks, Ready by 21  Kansas Enrichment Network	A copy of the draft Plan was sent with an invitation for review and comment. Comments, if received, were considered in the Lead Agency's completion of the Plan's contents.
<input checked="" type="checkbox"/>	Provider groups, associations or labor organizations  Child Care Providers Together Child Care Providers Coalition Kansas Association for the Education of Young Children	A copy of the draft Plan was sent with an invitation for review and comment. Comments, if received, were considered in the Lead Agency's completion of the Plan's contents.
<input type="checkbox"/>	Parent groups or organizations	
<input checked="" type="checkbox"/>	Local community organizations (child care resource and referral, Red Cross)  The Family Resource Council, Pittsburg, Kansas	A copy of the draft Plan was sent with an invitation for review and comment. Comments, if received, were considered in the Lead Agency's completion of the Plan's contents.
<input type="checkbox"/>	Other	

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

- a) Date(s) of notice of public hearing: Week of April 25<sup>th</sup>, 2011. **Reminder - Must be at least 20 days prior to the date of the public hearing.**

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- b) How was the public notified about the public hearing? A press release was issued through the Secretary of the Lead Agency's office on XXXX. Notice of the public hearings was published in the Kansas Register, local community newspapers, child care resource and referral agency newsletters, child care professional associations, other state agencies and Lead agency local office postings. Electronic notice was sent via email to partners and stakeholders.
- c) Date(s) of public hearing(s): May 17<sup>th</sup>, 2011, from 7:00 to 8:30 p.m., and May 18<sup>th</sup>, 1:00 to 2:30 p.m. **Reminder - Must be no earlier than 9 months before effective date of Plan (October 1, 2011).**

d) Hearing sites:

Atchison SRS  
410 Commercial  
Atchison, KS 66002  
913-367-5345

Hays SRS  
3000 Broadway  
Hays, KS 67601  
785-628-1066

Pittsburg SRS  
320 South Broadway  
Pittsburg, KS 66762  
620-231-5300

Chanute SRS  
1500 West 7<sup>th</sup>  
Chanute, KS 66720  
620-431-5000

Hutchinson SRS  
600 Andrew  
Hutchinson, KS 67505  
620-663-5731 ext. 303

Salina SRS  
901 Westchester  
Salina, KS 67401  
785-826-8000

Dodge City SRS  
1509 Avenue P  
Dodge City, KS 67801  
620-227-8508

Kansas City SRS  
402 State Ave.  
Kansas City, KS 66117  
913-279-7000

SRS Learning Center  
2600 SW East Circle Dr.  
Topeka, KS 66606  
785-296-4327

El Dorado SRS  
410 N Haverhill Road  
El Dorado, KS 67042  
620-321-4200 ext. 267

Lawrence SRS  
1901 Delaware  
Lawrence, KS 66044  
785-832-3700

Wichita SRS  
230 East William  
Wichita, KS 67201  
316-337-7000

Garden City SRS  
1710 Palace Drive  
Garden City, KS 67846  
620-272-5800

Manhattan SRS  
2709 Amherst  
Manhattan, KS 66502  
785-776-4011

Great Bend SRS  
1305 Patton Road  
Great Bend, KS 67530  
620-792-5324

Overland Park SRS  
8915 Lenexa Drive  
Overland Park, KS 66214  
913-826-7300

- e) How was the content of the Plan made available to the public in advance of the public hearing(s)? A draft of the Plan was posted on the SRS website. Paper copies were made available at the public hearing and per request.

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- f) How will the information provided by the public be taken into consideration in the provision of child care services under this Plan? All comments, written and verbal, will be documented. Those comments will be reviewed and considered in decisions by the Lead Agency in the administration of the Plan.

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

The Lead Agency published the CCDF State Plan on its public website, and has received no requests for translation into a language other than English. Two public hearings were held at multiple community sites around the state at SRS offices, both during the day and evening, to accommodate parent, practitioner and partner work schedules. Regional SRS offices placed notice of the public hearings in their local newspapers. These public hearings were conducted using a technological system called Centra which connected listeners and conveners across sites in real time. Additionally, partners of the Lead Agency were asked to help promote the public hearings by publicizing the dates in their newsletters, other media and meetings.

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

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

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

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

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<p><b>Agency/Entity (check all that apply)</b></p>	<p><b>Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</b></p>	<p><b>Describe the goals or results you are expecting from the coordination</b></p>
<p><input checked="" type="checkbox"/> Representatives of general purpose local government <b>(required)</b></p> <p>This may include, but is not limited to: representatives from counties and municipalities, local human service agencies, local education representatives (e.g., school districts), or local public health agencies.</p> <p><input checked="" type="checkbox"/> The Early Childhood Advisory Council will also be utilized to meet this representative requirement.</p> <p>Shawnee County Health Agency</p>	<p>The Lead Agency will identify contact persons as liaison, and create directories for communication purposes. The Lead Agency will exchange information and seek consultation through discussion. Operational and program differences will be identified. Small advisory groups will be formed as needed. Evaluation of needs and agreement on areas of action will occur. Constant communication will occur, with frequent meetings, phone calls and electronic communication.</p>	<p>Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.</p> <p>The Advisory Council will be a sounding board for coordination and planning.</p> <p>The Kansas Early Childhood Comprehensive System plan goals will serve as the framework.</p> <p>Areas of need will be determined for planning purposes. Resources will be shared as possible. Activities and policies requiring new funding will be prioritized and implemented as funds become available.</p>
<p><input checked="" type="checkbox"/> State/Territory agency responsible for public education <b>(required)</b></p> <p>This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21<sup>st</sup> Century Community Learning Centers), or higher education.</p>	<p>The Lead Agency will identify contact persons as liaison, and create directories for communication purposes. The Lead Agency will exchange information and seek consultation through discussion. Operational and program differences will be identified. Small advisory groups will be formed as needed. Evaluation of needs and agreement on areas of action will occur. Constant communication will occur, with frequent meetings, phone calls and electronic communication.</p>	<p>Areas of need will be determined for planning purposes. Resources will be shared as possible. Activities and policies requiring new funding will be prioritized and implemented as funds become available.</p>

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	<b>Agency/Entity (check all that apply)</b>	<b>Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</b>	<b>Describe the goals or results you are expecting from the coordination</b>
	Kansas State Department of Education		Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.
<input checked="" type="checkbox"/>	Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services <b>(required)</b> Interagency Coordinating Council Kansas Enrichment Network	The Lead Agency coordinates with the Interagency Coordinating Council and the Kansas Enrichment Network.	The goals are to share information, eliminate duplication, and more smoothly streamline coordination of services.
<input checked="" type="checkbox"/>	State/Territory agency responsible for public health <b>(required)</b>  This may include, but is not limited to, the agency responsible for immunizations and programs that promote children's emotional and mental health  Kansas Department of Health and Environment, Part C Kansas State Department of Education, Part B of Section 619	Quarterly meetings are held with the Kansas Department of Health and Environment, and the Lead Agency.	The goals are to share information, changes, accept suggestions, problem-solve, and long-range plan.
<input checked="" type="checkbox"/>	State/Territory agency responsible for employment services / workforce development <b>(required)</b>  Kansas Department of Commerce	The Early Childhood Associate Apprenticeship Program (ECAAP) in the Kansas Department of Commerce is funded with CCDF quality dollars. ECAAP is developing a program called "School to Registered Apprenticeship" which is at the high school level. It is a work-based learning program which clearly defines career paths between high school, community college and	The goals are to produce motivated students beginning in high school who are prepared to be career-long learners by offering employment and financial assistance. This enables employers to build and maintain a skilled workforce.

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<p><b>Agency/Entity (check all that apply)</b></p>	<p><b>Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</b></p>	<p><b>Describe the goals or results you are expecting from the coordination</b></p> <p>Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.</p>
	<p>employment.</p> <p>Additionally, a joint project with the Kansas Department of Commerce without CCDF funds is occurring to train TANF recipients to enter health care occupations, called Kansas Health Profession Opportunity Project.</p>	<p>The goals are to address the shortage of workers in health care occupations and to train TANF recipients for jobs that pay a living wage.</p>
<p><input checked="" type="checkbox"/> State/Territory agency responsible for providing Temporary Assistance for Need Families (TANF) <b>(required)</b></p> <p><input checked="" type="checkbox"/> This is the same as the Lead Agency.</p>	<p>Monthly combined policy meetings and weekly section meetings are held. Since the Lead Agency also administers TANF, close communication occurs between staff.</p>	<p>The goals are to share information, problem solve, develop policy and long range plans.</p>
<p><input checked="" type="checkbox"/> Indian Tribes/Tribal Organizations <b>(required)</b></p> <p><input type="checkbox"/> N/A: No such entities exist within the boundaries of the State</p> <p><input checked="" type="checkbox"/> Tribal Social Services Prairie Band of the Potawatomi Nation Kickapoo Nation United Tribes</p>	<p>Regular quarterly meetings are held between child care subsidy employees and tribal representatives. Tribal representatives are invited to Head Start/Early Head Start meetings.</p>	<p>Goals include resolution of individual customer issues, joint information exchange and coordinated planning for future changes.</p>
<p><b>For the remaining agencies, check and describe (optional) any with which the Lead Agency has chosen to coordinate early childhood and school-age service delivery</b></p>		

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<p><b>Agency/Entity (check all that apply)</b></p>	<p><b>Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</b></p>	<p><b>Describe the goals or results you are expecting from the coordination</b></p>
<p><input checked="" type="checkbox"/> State/Territory agency responsible for licensing (if separate from the Lead Agency) Kansas Department of Health and Environment Child Care Licensing and Registration Program</p>	<p>Quarterly meetings are held.</p>	<p>Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.</p> <p>Goals include resolution of individual customer issues, joint information exchange and coordinated planning for future changes.</p>
<p><input checked="" type="checkbox"/> State/Territory agency with the Head Start Collaboration grant Kansas Department of Social and Rehabilitation Services Kansas State Head Start State Collaboration Office</p>	<p>The Head Start State Collaboration Office is located within the Lead Agency, and is integrated into the Child Care Section.</p>	<p>Goals include information exchange and coordinated planning.</p>
<p><input checked="" type="checkbox"/> Statewide Advisory Council authorized by the Head Start Act</p>	<p>Although this entity has not yet met in Kansas, the Lead Agency will be represented.</p>	<p>Specific goals will be determined when the Council officially meets.</p>
<p><input checked="" type="checkbox"/> State/Territory agency responsible for the Child and Adult Care Food Program (CACFP) Kansas State Department of Education Child and Adult Food Program</p>	<p>Quarterly meetings are held.</p>	<p>Goals include resolution of individual customer issues, joint information exchange and coordinated planning for future changes.</p>
<p><input checked="" type="checkbox"/> State/Territory agency responsible for programs for children with special needs</p> <p>This may include, but is not limited to: State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs The State Interagency Coordinating Council Parts B and C</p>	<p>The Lead Agency is represented in quarterly meetings of the State Interagency Coordinating Council (ICC). The Lead Agency and the Head Start State Collaboration Office meet with Parts B and C.</p>	<p>Goals are to share information and develop plans.</p>
<p><input checked="" type="checkbox"/> State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant Kansas Department of Health and</p>	<p>The Lead Agency is represented on a taskforce.</p>	<p>Goals are to share information and develop plans.</p>

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	<b>Agency/Entity (check all that apply)</b>	<b>Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</b>	<b>Describe the goals or results you are expecting from the coordination</b>
	Environment		
<input checked="" type="checkbox"/>	State/Territory agency responsible for child welfare  Kansas Department of Social and Rehabilitation Service Division of Children and Family Services	The Lead Agency is part of the same State Agency responsible for child welfare.	Goals are to share information and coordinate services.
<input checked="" type="checkbox"/>	State/Territory liaison for military child care programs or other military child care representatives  Military Child Care Liaison - Kansas National Association of Child Care Resource and Referral Agencies (NACCRRRA)	Kansas is one of 13 states participating in the DoD funded Military Child Care Liaison Project. The Lead Agency has met with the Liaison assigned to Kansas to assist in identifying current state efforts, priorities, and quality initiatives that impact the ability of military families to access high quality, off-installation child care services in their communities. The Lead Agency will collaborate with the Liaison to coordinate efforts in the planning and development of priorities and quality initiatives of mutual interest.	The goals are increased awareness of the child care needs of military families; alignment of plans, goals and priorities of mutual interest; opportunities to strengthen the quality of child care in the community and the professional development system; opportunities to improve licensing requirements and efficient and effective oversight; and access to affordable, high quality, off-installation child care for military families in their communities.
<input checked="" type="checkbox"/>	Private agencies/entities including national initiatives that the Lead Agency is participating in such as BUILD, Strengthening Families, Mott Statewide After-school Networks, Ready by 21  Kansas Enrichment Network	The Lead Agency will coordinate with the Kansas Enrichment Network, the Kansas Learning First Alliance, and Parents as Teachers to assess the need for positive youth development.	The goal is to bridge the gap by assisting those with fewer advantages in the areas of critical thinking, problem solving, creativity, science, technology, engineering and math. This begins at early childhood and continues throughout the school age years.

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<p><b>Agency/Entity (check all that apply)</b></p>	<p><b>Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</b></p>	<p><b>Describe the goals or results you are expecting from the coordination</b></p> <p>Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.</p>
<p><input checked="" type="checkbox"/> Local community organizations (child care resource and referral, Red Cross)</p> <p><input checked="" type="checkbox"/> Child Care Aware of Kansas® is the statewide organization with six regional offices.</p>	<p>The Lead Agency partially funds the statewide network of child care resource and referral agencies (Child Care Aware of Kansas®). Child Care Aware of Kansas then subcontracts with six regional child care resource and referral agencies. Mutual meetings are held in addition to frequent phone calls and emails.</p>	<p>Goals are to share information and develop plans.</p>
<p><input checked="" type="checkbox"/> Provider groups, associations or labor organizations</p>	<p>The Lead Agency has an ad hoc seat on the board of the Kansas Association for the Education of Young Children.</p>	<p>The goal is to share information.</p>
<p><input checked="" type="checkbox"/> Parent groups or organizations Statewide Parent Leadership Advisory Council</p>	<p>When the Head Start Early Childhood Advisory Council becomes operational, there will be parents represented on the Council along with the Lead Agency. A partnership of early childhood organizations is developing a Statewide Parent Leadership Council. The Council builds on the success of the Kansas Parent Leadership Conference started by the Lead Agency through the Head Start State Collaboration Office.</p>	

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<p><b>Agency/Entity (check all that apply)</b></p>	<p><b>Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</b></p>	<p><b>Describe the goals or results you are expecting from the coordination</b></p> <p>Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.</p>
	<p>The council will be a source of parent input and feedback for state early childhood initiatives.</p>	
<input type="checkbox"/>	<p>Other</p>	

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

- Yes. If yes,
  - a) Provide the name of the entity responsible for the coordination plan(s): The Kansas Early Childhood Comprehensive Systems (KECCS) Plan is funded by the Maternal and Child Health Bureau, Department of Health and Human Services, Health Resources and Services Administration. The Plan is administered by the Kansas Department of Health and Environment, convened by the Kansas Children’s Cabinet and Trust Fund, and managed by the Institute for Educational Research and Public Service at the University of Kansas. However, as the Early Childhood Advisory Council evolves in the future, it may be anticipated that the KECCS plan will serve as the framework for the Council’s planning.
  - b) Describe the age groups addressed by the plan(s): Birth to age five.
  - c) Indicate whether this entity also operates as the State Advisory Council (as authorized under the Head Start Act of 2007):
    - Yes
    - No
  - d) Provide a web address for the plan(s), if available: [www.keccs.org](http://www.keccs.org)
- No

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

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

If yes, describe entity, age groups and the role of the Lead Agency  
The Kansas Children’s Cabinet coordinates across early childhood. This is birth to age five. The Lead Agency has a representative in the Cabinet. When the Early Childhood Advisory Council is formed, the Lead Agency will have a seat and participate in coordination efforts for early childhood in Kansas. The KECCS plan mentioned above will serve as the framework for the Council’s planning. It is anticipated that there will be a transition period.

The Lead Agency coordinates independently with the Kansas Enrichment Network which oversees school aged programs.

- State Advisory Council (as described under the Head Start Act of 2007).  
If yes, describe entity, age groups and the role of the Lead Agency

- Local Coordination/Council  
If yes, describe entity, age groups and the role of the Lead Agency

- Other.  
Describe \_\_\_\_\_

- None

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

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

- No.

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

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

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

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- Planning.** Indicate whether steps are under way to develop a plan. If so, describe the time frames for completion and/or implementation, the steps anticipated and how the plan will be coordinated with other emergency planning efforts within the State/Territory.
- Developed.** A plan has been developed as of [**insert date**] and put into operation as of [**insert date**], if available. Provide a web address for this plan, if available:  
[http://srsnet.srs.ks.gov/SRS\\_Disaster\\_Response\\_Guidelines.asp](http://srsnet.srs.ks.gov/SRS_Disaster_Response_Guidelines.asp)  
[http://www.srskansas.org/Statewide\\_Emergency\\_Management/](http://www.srskansas.org/Statewide_Emergency_Management/)

**Other. Describe:** The Lead Agency's Disaster Response Guidelines are attached. Planning provides for replacement of EBT cards for Child Care benefits provided to families. The Kansas Department of Health and Environment has in place procedures to address regulatory issues in the event of emergencies such as natural disasters. Attached is the KDHE Emergency Disaster Guidelines for Early Care and Youth Programs.

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

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

**PART 2**

**CCDF SUBSIDY PROGRAM ADMINISTRATION**

This section focuses on the child care assistance program. Lead Agencies are asked to describe their efforts to inform parents about the CCDF subsidy program and application policies and procedures, eligibility criteria, how Lead Agencies ensure continuity of care and parental choice of high quality settings for families, and sliding fee scale and payment rate policies and procedures.

**2.1. Administration of the Program**

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

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

- Eligibility rules and policies (e.g., income limits) are set by the:
  - State/Territory
  - Local entity. If checked, provide the name(s) of the local entity \_\_\_\_\_
  - Other. Describe: \_\_\_\_\_
- Sliding fee scale is set by the:
  - State/Territory
  - Local entity. If checked, provide the name(s) of the local entity \_\_\_\_\_
  - Other. Describe: \_\_\_\_\_
- Payment rates are set by the:
  - State/Territory
  - Local entity. If checked, provide the name(s) of the local entity \_\_\_\_\_
  - Other. Describe: \_\_\_\_\_

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

Implementation of CCDF Services/Activities	Agency (Check all that apply)
<p><b>Who determines eligibility?</b></p> <p><b>Note:</b> If different for families receiving TANF benefits and</p>	<input checked="" type="checkbox"/> CCDF Lead Agency <input checked="" type="checkbox"/> TANF agency <input type="checkbox"/> Other State/Territory agency. Describe. _____ <input type="checkbox"/> Local government agencies such as county welfare or social services departments

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<b>Implementation of CCDF Services/Activities</b>	<b>Agency (Check all that apply)</b>
families not receiving TANF benefits, please describe: <u>N/A</u>	<input type="checkbox"/> Child care resource and referral agencies <input type="checkbox"/> Community-based organizations <input type="checkbox"/> Other. Describe _____
<b>Who assists parents in locating child care (consumer education)?</b>	<input checked="" type="checkbox"/> CCDF Lead Agency <input checked="" type="checkbox"/> TANF agency <input type="checkbox"/> Other State/Territory agency. Describe. _____ <input checked="" type="checkbox"/> Local government agencies such as county welfare or social services departments <input checked="" type="checkbox"/> Child care resource and referral agencies <input checked="" type="checkbox"/> Community-based organizations <input type="checkbox"/> Other. Describe. _____
<b>Who issues payments?</b>	<input type="checkbox"/> CCDF Lead Agency <input type="checkbox"/> TANF agency <input type="checkbox"/> Other State/Territory agency. Describe. _____ <input type="checkbox"/> Local government agencies such as county welfare or social services departments <input type="checkbox"/> Child care resource and referral agencies <input type="checkbox"/> Community-based organizations <input checked="" type="checkbox"/> Other. Describe. The Lead Agency converted the child care assistance payment system to Electronic Benefit Transfer statewide in September 2005. With EBT, the family's full estimated child care benefit is available on the first of each month to purchase child care throughout the month. Using the EBT system, the agency does not directly pay practitioners retrospectively, but issues benefits to parents and practitioners for the purchase of child care.
<b>Other. List and describe:</b> _____	

**2.2. Family Outreach and Application Process**

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

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

- CCDF Lead Agency
- TANF offices
- Other government offices
- Child care resource and referral agencies
- Contractors
- Community-based organizations
- Public schools
- Internet (provide website): www.childcareaware.org
- Promotional materials
- Community outreach meetings, workshops or other in-person meetings

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- Radio and/or television
- Print media
- Other. Describe: \_\_\_\_

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

- In person interview or orientation
- By mail
- By Phone/Fax
- Through the Internet (provide website) [www.srs.ks.gov](http://www.srs.ks.gov)
- By Email
- Other. Describe: \_\_\_\_

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

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

For example, memorandums of understanding with resource and referral agencies to provide consumer education to families applying for CCDF assistance, providing parents with provider lists showing licensing history and/or Quality Rating and Improvement System (QRIS) ratings, or informational brochures that address importance of quality and different care options available. The Lead Agency created brochures about choosing quality care, and a parent/practitioner partnership handbook. These are available on-line or in print at local SRS offices and access sites. Child Care Aware of Kansas® is the statewide contractor providing CCR&R services for Kansas. Services have been provided through an annual contract since 1996. Expected results to improve the quality and accessibility of child care, services to families, child care practitioners and communities include providing parents with information about the importance quality child care. Personnel of Child Care Aware are working to promote and establish a QRIS.

**2.2.4. Describe how the Lead Agency will support child care programs to increase the likelihood that CCDF-served children receive higher quality care as defined in your State/Territory.** For example, methods used to promote upward movement in quality rating and improvement system, methods used to encourage high quality programs to participate in the subsidy program such as tiered reimbursement, or incentives used to support high quality programs in rural, suburban, urban, and low-income communities.

The Lead Agency through the Kansas Early Head Start program collaborates with existing child care practitioners in communities. These partnering practitioners are required to follow Head Start Performance Standards regarding staff/child ratios, professional development, learning environments, individualization, curriculum and

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lesson plans, and parental involvement including home visits. These practitioners are monitored by KEHS grantees. Results from these efforts will be utilized for future planning.

In 2010-2011 the ARRA funds also supported a statewide continuous improvement planning process for Kansas Early Head Start programs (KEHS). The project's four outcomes included: to align KEHS outcomes with Head Start, as well as state and national learning outcomes to support an integrated and accountable early learning system; to utilize research to continuously improve its policies and program requirements in response to current evidence-based practice; basing KEHS funding of individual programs on clear, well –documented plan that equitably addresses program and community variables; and collecting KEHE data through an online system designed for accuracy, ease of input, report and analysis capability and alignment with related systems.

Additionally, the Lead Agency funds a small project in Pittsburg, Kansas, to improve the quality of care for children receiving subsidy benefits who are cared for by family, friends and neighbors (FFN care). The Lead Agency funds administrative infrastructure for the Kansas Quality Rating Information System and twenty classrooms which may include children receiving subsidy benefits. Child Care Aware of Kansas® serves parents seeking child care and who are receiving subsidy benefits, and helps to educate them about how to select quality child care.

ARRA funding during 2010-2011 allowed development of Kansas Afterschool Program Quality Guidelines, Desired Student Outcomes, and a Self-Assessment Tool to be used in diverse out-of-home school settings. Statewide training and technical assistance on the use of these quality documents was provided. The tools and standards will be available, free of charge through the Kansas Enrichment Network website carrying over into this state plan period.

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

- Increase access to program office/workers such as by:
  - Extending office hours
  - Accepting applications at multiple office locations
  - Providing a toll-free number for clients
  - Other. Describe: \_\_\_\_\_
- Simplify eligibility determination process such as by:
  - Simplifying the application form
  - Developing a single application for multiple programs
  - Developing web-based and/or phone-based application procedures
  - Coordinating eligibility policies across programs. List the program names \_\_\_\_\_

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- Streamlining verification procedures, such as linking to other program data systems
- Providing information multi-lingually
- Including temporary periods of unemployment in eligibility criteria for new applicants (job search, seasonal unemployment). Length of time \_\_\_\_\_
- Other. Describe: \_\_\_\_
- Other. Describe: \_\_\_\_
- None

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

- Provide CCDF assistance during periods of job search. Length of time: Families are required to report a job loss within 10 days, and child care plans must be ended. Plans are always ended at the end of a month, and families must be given 10 days notice of the plans ending. Depending on the timing, families may have a period of up to about five weeks for which their plans continue and they receive child care benefits. Those benefits may be used for purposes of job searching.
- Establish two-tiered income eligibility with a higher exit point than entry point to cover temporary changes in family's circumstances
- Synchronize review date across programs
- Longer eligibility re-determination periods (e.g., 1 year). Describe \_\_\_\_
- Extend periods of eligibility for families who are also enrolled in either Early Head Start or Head Start and pre-k programs. Describe \_\_\_\_
- Minimize reporting requirements for changes in eligibility criteria, such as changes in income above a certain threshold or change in employment
- Targeted case management to help families find and keep stable child care arrangements
- Using non-CCDF Funds to continue subsidy for families who no longer meet eligibility, such as for children who turn 13 years of age during the middle of a program year
- Other. Describe \_\_\_\_\_
- None

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

- Application in other languages
- Informational materials in non-English languages
- Training and technical assistance in non-English languages
- Website in non-English languages
- Lead Agency accepts applications at local community-based locations
- Bilingual caseworkers or translators available
- Other: \_\_\_\_\_

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None

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

- Informational materials in non-English languages
- Training and technical assistance in non-English languages
- CCDF health and safety requirements in non-English languages
- Provider contracts or agreements in non-English languages
- Website in non-English languages
- Bilingual caseworkers or translators available
- Other: \_\_\_\_
- None

**2.2.9. Describe how the Lead Agency documents and verifies applicant information using the table below.** (§98.20(a)) Check the strategies that will be implemented by your State/Territory. **Attach** a copy of your parent application for the child care subsidy program(s) as **Attachment 2.2.9** or provide a web address, if available \_\_\_\_\_

<b>The Lead Agency requires documentation of:</b>	<b>Describe how the Lead Agency documents and verifies applicant information:</b>
<input type="checkbox"/> Applicant identity	
<input type="checkbox"/> Household composition	
<input type="checkbox"/> Applicant's relationship to the child	
<input checked="" type="checkbox"/> Child's information	Hours needed for child care plus any school time.
<input checked="" type="checkbox"/> Work, Job Training or Educational Program	Work/school schedule is needed to write child care plan and determine eligibility for benefits.
<input checked="" type="checkbox"/> Income	Agency requests most recent 30 days of pay stubs and 3 months of child support income received.
<input type="checkbox"/> Other. Describe _____	

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

- Policy on length of time for making eligibility determinations. Describe length of time 30 days from date completed application is received.
- Track and monitor the eligibility determination process
- Other. Describe \_\_\_\_
- None

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

- Yes. If yes, describe: \_\_\_\_
- No.

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

The regulations at §98.33(b) require the Lead Agency to inform parents who receive TANF benefits about the exception to the individual penalties associated with the work requirement for any single custodial parent who has a demonstrated inability to obtain needed child care for a child under 6 years of age. Lead Agencies must coordinate with TANF programs to ensure, pursuant that TANF families with young children will be informed of their right not to be sanctioned if they meet the criteria set forth by the State TANF agency in accordance with section 407(e)(2) of the Social Security Act.

In fulfilling this requirement, the following criteria or definitions are applied by the TANF agency to determine whether the parent has a demonstrated inability to obtain needed child care. **NOTE:** The TANF agency, not the CCDF Lead Agency, is responsible for establishing the following criteria or definitions. These criteria or definitions are offered in this Plan as a matter of public record.

- a) Identify the TANF agency that established these criteria or definitions:  
State/Territory TANF Agency The TANF agency that established these criteria or definitions is: The Kansas Department of Social and Rehabilitation Services.
- b) Provide the following definitions established by the TANF agency.
  - "appropriate child care": A regulated facility that meets or exceeds minimum licensing regulations. A non-regulated legally exempt practitioner who has completed a Health and Safety Standards Checklist and maintains a facility that meets or exceeds minimum standards.
  - "reasonable distance": Total daily transport time to and from home and to the child care practitioner not to exceed 2 hours. If a longer transport time is generally accepted in the community, the round trip time shall not exceed the generally accepted community standards.
  - "unsuitability of informal child care": Care for which the Lead Agency would not enter into a Provider Agreement: i.e., a relative unwilling to care for a child; age inappropriateness, documentation of family services/protective services case histories.
  - "affordable child care arrangements": Care for which a family has the ability to pay the cost through sufficient income or assistance through the child care subsidy program.
- c) How are parents who receive TANF benefits informed about the exception to individual penalties associated with the TANF work requirements?

- In writing
- Verbally

Other: \_\_\_\_

### **2.3. Eligibility Criteria for Child Care**

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

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

- *residing with* – Living in the same household with (including living away from home if maintaining permanent residence with and continuing to function as a family member, even if maintenance provided is inadequate.)
- *in loco parentis* – Any person with the legal right and responsibility to act as a parent.

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

a) The Lead Agency serves children from 2 weeks to 13 years (maximum age under age 13).

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

Yes, and the upper age is 18 years. Provide the Lead Agency definition of *physical or mental incapacity* --A condition which impedes appropriate behavior in one or more of the following areas: motor functions; self-help skills; cognition; communication; and interaction with their social and/or physical environment and special assistance limitations. Children up to age 18 are eligible if incapacity is documented by an authorized professional.

No.

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

Yes, and the upper age is 18 years.

No.

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

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

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

- *working* – --A physical or mental activity engaged in for the purpose of remuneration as determined by the Department of Social and Rehabilitation Services at the time of eligibility determination.

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

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

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

- *attending job training or educational program* – An approved program leading to a certificate, high school diploma or equivalency, or specific skills which is a logical progression to paid employment or greater earning potential, including Bachelor or higher degrees if they will be completed within 6 months. Persons eligible for child care while attending training must be participating in TANF work programs or be employed a minimum of 20 hours per week, unless they will complete their program within 6 months.

No.

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

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

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

**Reminder** – Lead Agencies have the flexibility to define protective services beyond formal child welfare or foster care cases. Lead Agencies may elect to include homeless children and

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other vulnerable populations in the definition of protective services.

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

- *protective services* – Child care benefits may be provided to protect children who cannot protect themselves from abuse, neglect and exploitation, to enable a child to remain in the home while the parent(s) work toward rehabilitation or when the child is at risk of a health or social condition which may adversely affect the child.

No.

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

Yes.  
 No.

**2.3.5. Income Eligibility Criteria**

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

*income* – : Kansas divides income into two types: earned and unearned income. Income includes money received from such sources as wages, self-employment, property rentals, pensions, benefits and contributions. There are no deductions or resource tests to determine eligibility for child care services.

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

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

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- Housing allotments, Low-Income Energy Assistance Program (LIHEAP) or energy assistance
- Medical expenses or health insurance related expenses
- Military housing or other allotment/bonuses
- Scholarships, education loans, grants, income from work study
- Social Security Income
- Supplemental Security Income (SSI)
- Veteran's benefits
- Unemployment Insurance
- Temporary Assistance for Needy Families (TANF)
- Worker Compensation
- Other types of income not listed above Independent Living; Job Corps Income; JTPA/WIA Allowance; Veterans' Educational Income; Work Programs Vendor Payments.
- None

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

- Children under age 18
- Children age 18 and over – still attending school
- Teen parents living with parents
- Unrelated members of household
- All members of household except for parents/legal guardians
- Other Under certain circumstances, some of these situations may not apply. Assistance planning explained in attached KEESM 4400.
- None

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

Family Size	(a) 100% of State Median Income (SMI) (\$/month)	(b) 85% of State Median Income (SMI) (\$/month) [Multiply (a) by 0.85]	IF APPLICABLE	
			Income Level if lower than 85% SMI	
			(c) \$/month	(d) % of SMI [Divide (c) by (a), multiply by 100]
1	\$3,177	\$2,700	n/a	n/a
2	4,155	3,532	2,268	55%
3	5,133	4,363	2,856	56%
4	6,110	5,194	3,447	56%
5	7,088	6,025	4,035	57%

**Reminder** - Income limits must be provided in terms of State Median Income (SMI) (or Territory Median Income) even if federal poverty level is

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used in implementing the program. (§98.20(a)(2)). FY 2011 poverty guidelines are available at <http://aspe.hhs.gov/poverty/11poverty.shtml>.

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

Yes. If yes, **provide** the requested information from the table in 2.3.5d and **describe** \_\_\_\_\_.

**Note:** This information can be included in a separate table, or by placing a “/” between the entry and exit levels in the above table.

No.

f) SMI Year \_\_\_\_\_ and SMI Source \_\_\_\_\_

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

\_\_\_\_\_

**2.3.6. Eligibility Re-determination**

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

6 months

12 months

24 months

Other. Describe \_\_\_\_\_

Length of eligibility varies by county or other jurisdiction. Describe \_\_\_\_\_

\_\_\_\_\_

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

Yes.

No. If no, **identify** those families where eligibility authorizations differ and the length of re-determination for those families. **Check which families for whom authorizations are different.**

Families enrolled in Head Start and/or Early Head Start Programs. Re-determination period \_\_\_\_\_

Families enrolled in pre-kindergarten programs. Re-determination period \_\_\_\_\_

Families receiving TANF. Re-determination period \_\_\_\_\_

Families who are very-low income, but not receiving TANF. Re-determination period \_\_\_\_\_

Other. Describe \_\_\_\_\_

### 2.3.7. Waiting Lists

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

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

### 2.3.8. Appeal Process for Eligibility Determinations

Describe the process for families to appeal eligibility determinations. Families have the right to appeal eligibility determinations, and requests for appeal hearings must be received within 33 days (30 days, plus 3 days mail time) of the date the notice of action was mailed. Appeal may either be in writing or verbal with SRS staff recording the information. The request for hearing is sent to the Administrative Hearings section of the Department of Administration. The agency also submits a summary of the action taken, including the reasons for the action, policy manual references supporting the action and copies of all documents used in making the decision. The hearing is scheduled by the Administrative Hearings section, and during the hearing, both the agency and the family present their arguments and evidence. A decision is rendered by the hearing officer no later than 90 days after the date of receipt of the request for hearing. The decision is sent to both the agency and the family. Either party may request a rehearing in order to submit new evidence, or a review of the decision by the State Appeals Committee within 18 days (15 days plus 3 days mail time). The decision of the agency-level review is final and binding upon the client and the agency on the date of the decision.

### 2.4. Sliding Fee Scale and Family Contribution

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

**2.4.1. Attach a copy of the sliding fee scale as Attachment 2.4.1.** The attached sliding fee scale was or will be effective as of: May 1, 2011

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

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

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

- State Median Income, Year: \_\_\_\_\_  
 Federal Poverty Level, Year: 2011  
 Income source and year varies by geographic region. Describe income source and year: \_\_\_\_\_  
 Other. Describe income source and year: \_\_\_\_\_

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

- Fee as dollar amount and  
 Fee is per child with the same fee for each child  
 Fee is per child and discounted fee for two or more children  
 No additional fee charged after certain number of children  
 Fee per family  
 Fee as percent of income and  
 Fee is per child with the same fee for each child  
 Fee is per child and discounted fee for two or more children  
 No additional fee charged after certain number of children  
 Fee per family  
 Contribution schedule varies by geographic area  
 Other. Describe \_\_\_\_\_

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

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

- Yes, and describe those additional factors:  
 No.

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

**Reminder** – Lead Agencies are reminded that the co-payments may be waived for only two circumstances - for families at or below the poverty level or on a case-by-

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case basis for children falling under the definition of “protective services” (as defined in 2.3.4.a).

- ALL families, including those with incomes at or below the poverty level for families of the same size, ARE required to pay a fee.
- NO families with income at or below the poverty level for a family of the same size ARE required to pay a fee. The poverty level used by the Lead Agency for a family of 3 is: \$1,544 per month
- SOME families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee. The Lead Agency waives the fee for the following families: \_\_\_\_\_

**2.5. Prioritizing Services for Eligible Children and Families**

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

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

<b>How will the Lead Agency prioritize CCDF services for:</b>	<b>Eligibility Priority (Check only one)</b>	<b>Is there a time limit on the eligibility priority or guarantee?</b>	<b>Other Priority Rules</b>
Children with special needs  • <b>Provide the Lead Agency definition of <i>Children with Special Needs</i></b> A child with developmental disabilities, mental retardation, emotional disturbance, sensory or motor impairment, or significant chronic illness who requires	<input type="checkbox"/> Priority over other CCDF-eligible families <input checked="" type="checkbox"/> Same priority as other CCDF-eligible families <input type="checkbox"/> Guaranteed	<input type="checkbox"/> Yes. The time limit is: _____  <input checked="" type="checkbox"/> No	<input type="checkbox"/> Different eligibility thresholds. Describe _____ <input checked="" type="checkbox"/> Higher rates for providers caring for children with special needs requiring additional care

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<b>How will the Lead Agency prioritize CCDF services for:</b>	<b>Eligibility Priority (Check only one)</b>	<b>Is there a time limit on the eligibility priority or guarantee?</b>	<b>Other Priority Rules</b>
special health surveillance or specialized programs, interventions, technologies, or facilities.	subsidy eligibility <input type="checkbox"/> Other. Describe _____		<input type="checkbox"/> Prioritizes quality funds for providers serving these children <input type="checkbox"/> Other. Describe _____
Children in families with very low incomes  <b>Provide the Lead Agency definition of <i>Children in Families with Very Low Incomes</i></b> Income at or below the current year’s federal poverty level.	<input type="checkbox"/> Priority over other CCDF-eligible families <input checked="" type="checkbox"/> Same priority as other CCDF-eligible families <input type="checkbox"/> Guaranteed subsidy eligibility <input type="checkbox"/> Other. Describe _____	<input type="checkbox"/> Yes. The time limit is: _____ <input checked="" type="checkbox"/> No	<input type="checkbox"/> Different eligibility thresholds. Describe _____ <input checked="" type="checkbox"/> Waiving co-payments for families with incomes at or below the Federal Poverty Level <input type="checkbox"/> Other. Describe _____

**2.5.2. How will CCDF funds be used to provide child care assistance to meet the needs of families receiving Temporary Assistance for Needy Families (TANF), those attempting to transition off TANF through work activities, and those at risk of becoming dependent on TANF?**

(658E(c)(2)(H), Section 418(b)(2) of the Social Security Act, §§98.50(e), 98.16(g)(4))

**Reminder** - CCDF requires that not less than 70 percent of CCDF Mandatory and Matching funds be used to provide child care assistance for families receiving Temporary Assistance for Needy Families (TANF), those attempting to transition off TANF through work activities, and those at risk of becoming dependent on TANF.

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

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

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eligibility criteria and terms provided below must comply with the eligibility requirements of §98.20 and provided in section 2.2. Any priority rules provided must comply with the priority requirements of §98.44 and provided in section 2.4.1.

<b>Term(s)</b>	<b>Definition(s)</b>
<u>Priority #1</u>	TANF families including those participating in Work Programs, families participating in Food Stamp Employment and Training, and Tribal Jobs participants.
<u>Priority #2</u>	Families receiving Social Service Child Care.
<u>Priority #3</u>	Families no longer eligible for TANF but who are still receiving child care while transitioning to employment, whose income is at or below 185% of the federal poverty level.
<u>Priority #4</u>	Teen parents completing high school/GED.
<u>Priority #5</u>	Employed families whose income is at or below 185% of the federal poverty level including special needs children.

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

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

**2.6.1. Child Care Certificates**

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

- Before parent has selected a provider
- After parent has selected a provider
  - Other. Describe The Lead Agency staff will determine if the practitioner selected by the parent is enrolled with the Lead Agency in order for child care plans to be written and benefits to be issued for the practitioner’s services. If the chosen practitioner is already enrolled, the Plan is completed and benefits are approved beginning the date agreed

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upon by the practitioner, parent and agency application date or date of need. If the chosen practitioner is not currently authorized/enrolled, paperwork is made available to the parent/practitioner so the chosen practitioner can be considered for enrollment in the subsidy program. Every attempt is made to have the effective date of the practitioner enrollment cover the entire time the family would be eligible for benefits.

Ongoing benefits are issued to eligible families on the first day of each month. Parents and practitioners decide how much and when benefits are transferred for payment throughout the month. This method of benefit issuance (similar to other federal programs) allows subsidized parents to purchase child care from practitioners in accordance with practitioner policies as private pay parents do. Eligible families may change practitioners at any time and must notify the agency. If needed, parents can use benefits to pay any Lead Agency practitioner (i.e., substitute care, switching mid-month). Parents are required to report ongoing changes to their case to insure accuracy of the benefit level and for federal reporting requirements.

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

- Certificate form provides information about choice of providers
- Certificate is not linked to a specific provider so parents can choose provider of choice
- Consumer education materials (flyers, forms, brochures) (through the statewide child care resource and referral agency, Child Care Aware of Kansas®)
- Referral to child care resource and referral agencies
- Verbal communication at the time of application
- Public Services Announcement
- Agency Website: [www.srs.ks.net](http://www.srs.ks.net)
- Community outreach meetings, workshops, other in person activities
- Multiple points of communication throughout the eligibility and renew process
- Other. Describe \_\_\_\_

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

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

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- Authorized hours
- Co-payment amount
- Authorization period
- Other. Describe \_\_\_\_

d) What is the estimated proportion of services that will be available for child care services through certificates? 100%

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

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

- Yes. If yes, **describe** the type(s) of child care services available through grants or contracts, the process for accessing grants or contracts, and the range of providers that will be available through grants or contracts: \_\_\_\_\_
- No.

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

- Increase the supply of specific types of care
  - Programs to serve children with special needs
  - Wrap-around or integrated child care in Head Start, Early Head Start, pre-k, summer or other programs
  - Programs to serve infant/toddler
  - School-age programs
  - Center-based providers
  - Family child care providers
  - Group-home providers
  - Programs that serve specific geographic areas
    - Urban
    - Rural
  - Other. Describe \_\_\_\_
- Support programs in providing higher quality services
- Support programs in providing comprehensive services
- Serve underserved families. Specify: \_\_\_\_\_
- Other. Describe

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

- Yes.

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- No, and **identify** the localities (political subdivisions) and services that are not offered: \_\_\_\_

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

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

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

- Signed declaration  
 Parent Application  
 Parent Orientation  
 Provider Agreement  
 Orientation This is performed by the Kansas Department of Health and Environment, Child Care Licensing and Registration Program, with funding from the Lead Agency.  
 Other. Describe: Consumer education is performed by the child care resource and referral statewide network, Child Care Aware of Kansas®, with funding from the Lead Agency.

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

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

**2.6.5. Describe how the Lead Agency maintains a record of substantiated parental complaints about providers and makes substantiated parental complaints available to the public on request.** (658E(c)(2)(C), §98.32) Through a Memorandum of Agreement (MOA) with the Kansas Department of Health and Environment (KDHE) it is expected that

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KDHE will maintain a record of substantiated facility complaints, including parental complaints. This information is made available to the public on written request, and is made available in accordance with the Kansas Open Records Act. The complaint system includes:

- A. Policies on investigations of all complaints of non-compliance, including anonymous complaints.
- B. Maintenance of records.
- C. A fair hearing procedure before substantiation.
- D. A system which provides rebuttals or updates by practitioners.
- E. A system which provides for confidentiality of the complaint.
- F. Maintenance of a child abuse/neglect registry through the Lead Agency.

The cost for an open record request is \$0.25 per page plus \$7.00 per administrative hour. The cost is waived for requests that are under \$10 or for requests made by the original complainant. In order to request a compliance check from KDHE, parents are requested to provide the following information in writing:

- A. Name and address of the child care facility.
- B. Type of information requested (Notices of Survey Findings, Administrative Orders).
- C. Time period needed.
- D. Requestor's full name, complete mailing address, and email or telephone number.

The CAPP Provider Management System will provide the general public the ability to search Kansas child care practitioner information for compliance data.

### **2.7. Payment Rates for Child Care Services**

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

**2.7.1. Provide a copy of your payment rates as Attachment 2.7.1.** The attached payment rates were or will be effective as of: 5-1-11.

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

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

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

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

Track and monitor the payment process

**Other. Describe:** Practitioners must be enrolled in the subsidy program by the Lead Agency. Once approved, the practitioner must enroll with the EBT (Electronic Benefits Transfer) contractor in order to receive payments from eligible parents.

The Lead Agency staff will determine if the practitioner selected by the parent is enrolled with the Lead Agency in order for child care plans to be written and benefits to be issued for the practitioner's services. If the chosen practitioner is already enrolled, the Plan is completed and benefits are approved beginning the date agreed upon by the practitioner, parent and agency application date or date of need. If the chosen practitioner is not currently authorized/enrolled, paperwork is made available to the parent/practitioner so the chosen practitioner can be considered for enrollment in the subsidy program. Every attempt is made to have the effective date of the practitioner enrollment cover the entire time the family would be eligible for benefits.

Ongoing benefits are issued to eligible families on the first day of each month. Parents and practitioners decide how much and when benefits are transferred for payment throughout the month. This method of benefit issuance (similar to other federal programs) allows subsidized parents to purchase child care from practitioners in accordance with practitioner policies as private pay parents do. Eligible families may change practitioners at any time and must notify the agency. If needed, parents can use benefits to pay any Lead Agency practitioners (i.e., substitute care, switching mid-month). Parents are required to report ongoing changes to their case to insure accuracy of the benefit level and for federal reporting requirements.

None

### 2.7.4. Market Rate Survey

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

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

a) Provide the month and year when the local Market Rate Survey(s) was completed (§98.43(b)(2)): January 28, 2011.

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

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

- Yes  
 No

If no, list the MRS year that the payment rate ceiling is based upon:  
Current rates were effective February 1, 2002 based on data from the MRS completed in the year 2000.

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

Based on the January, 2011 analysis completed by Mercer, benefit rates listed on attachment 3.2.1 represent an average of the 45th percentile for child care centers, and the 48th percentile for licensed practitioners, with overall rates running at the 47th percentile. While recent fiscal limitations have prevented an increase in benefit rates, practitioners are not limited to charging subsidized parents the subsidy rate and can make up any difference between the subsidy rate and their private pay rate by charging the family for it. However, practitioners may not charge subsidized families more than they charge private pay families. Many practitioners do, however, limit their charges to subsidized families to the SRS subsidy benefit rate.

**Note:** Identify the percentile where payment rates fall according to the most recent local MRS (identified in 2.6.4a) regardless of whether or not you use the most recent survey to set rates. If the percentile(s) varies across categories of care (e.g., different for centers and family child care homes), regions or ages of children, provide the range of the highest and lowest percentile in relation to the most recent survey.

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

Differential rate for nontraditional hours. Describe \_\_\_\_\_

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

An enhanced benefit rate may be available to purchase care for a child with a physical, mental or emotional disability if that child requires care above and beyond typical care for a child of that age. Approval for the enhanced benefit rate is made by SRS regional child care practitioner enrollment staff and is based on a Request for Enhanced Rate for Special Care form and documentation of the recommendations of a social worker or authorized professional. A copy of the request and the documentation are attached to the

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child care plan in the case file. The benefit rate for approved plans is \$6.00 per hour.

- Differential rate for infants and toddlers. Describe \_\_\_\_\_
- Differential rate for school-age programs. Describe \_\_\_\_\_
- Differential rate for higher quality as defined by the State/Territory. Describe \_\_\_\_\_
- Other differential rate. Describe \_\_\_\_
- None.

**2.7.8. Will the Lead Agency allow providers to charge parents any additional fees?** Check the policies, if any, the Lead Agency has chosen to establish regarding additional fees.

- Providers are allowed to charge the difference between the maximum reimbursement rate and their private pay rate
- Providers are allowed to charge registration fees
- Providers are allowed to charge for transportation fees
- Providers are allowed to charge for meals.
- Providers are allowed to charge additional incidental fees such as field trips or supplies
- Policies vary across region, counties and or geographic areas. Describe \_\_\_\_
- No, providers may not charge parents any additional fees
- Other. Describe \_\_\_\_
- None

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

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

a) How a choice of the full range of providers, e.g., child care centers, family child care homes, group child care homes and in-home care, is made available (§98.43(a)(1)) The Lead Agency trains field staff about the full range of child care choices available to parents which include regulated centers, family child care and group homes, relative and in-home care. The expected result is that parents will have more options in choosing child care. The Lead Agency created brochures about choosing quality care, and a parent/practitioner partnership handbook. These are available on-line or in print at local offices and access sites. The resource and referral call centers provide parents with information on choices for child care. Through the Electronic Benefit Payment System, parents have access to a full month's child care benefit based on hours of need, at the beginning of the month. This allows parents to negotiate payment terms with practitioners in the same way as a private pay parent.

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The Lead Agency will initiate the enrollment process with any eligible practitioner who is not currently enrolled but is chosen by the parent.

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

The Lead Agency, through a contractor, completed its most recent market rate analysis in January, 2011. Rate data was provided by Child Care Aware of Kansas and analyzed by Mercer Government Human Services Consulting Firm based in Minneapolis, MN. This was not based on a random sample, but used rates from all regulated practitioners reported to the resource and referral agencies by child care practitioners.

All child care facilities, which are regulated through the Kansas Department of Health and Environment, are entered into the Resource and Referral NACCRRRA-ware database. Each local resource and referral agency enters all facilities within their Service Delivery Area. This database is updated on an on-going basis at each resource and referral agency.

Based on the January, 2011 analysis completed by Mercer, benefit rates listed on attachment 3.2.1 represent an average of the 45<sup>th</sup> percentile for licensed child care centers, and the 48<sup>th</sup> percentile for licensed family child care practitioners, with overall rates running at the 47<sup>th</sup> percentile. While recent fiscal limitations have prevented an increase in benefit rates, practitioners are not limited to charging subsidized parents the subsidy rate and can make up any difference between the subsidy rate and their private pay rate by charging the family for it. However, practitioners may not charge subsidized families more than they charge private pay families. Many practitioners do, however, limit their charges to subsidized families to the SRS subsidy benefit rate.

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

The Lead Agency's Income and Family Share Schedule has 11 levels. This assures families a more gradual increase in their family share deduction for child care. The income amounts are adjusted annually to coincide with the changes in the Federal Poverty Level (FPL). The family's assigned family share ranges from \$0 to \$243 per month for a family of three based on their monthly gross income. The family share deduction also increases with the increase in income. As a percent of household gross income, family share deductions are less than 10%.

**d) Any additional facts the Lead Agency considered to determine that its payment rates ensure equal access N/A**

**2.7.10 Goals for the next Biennium** – What are the Lead Agency's goals for the administration of the CCDF subsidy program in the coming Biennium? For example, what progress does the State/Territory expect to make on continuing improved

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services to parents and providers, continuity of care for children, improving outreach to parents and providers, building or expanding information technology systems, or revising rate setting policies or practices):

ARRA CCDF funding has provided the opportunity for Kansas to establish goals to improve services to both parent and practitioners through the CAPP Project. The CAPP Project is a collaborative effort between the Kansas Departments of Health and Environment and the Lead Agency.

The Customer Portal will be a public facing web portal which provides customers a user friendly tool to apply for agency programs. Customers will be able to enter information to do high level screening and/or apply for benefits in any or all of the following programs: TANF, Food Assistance, Refugee Assistance, or Child Care. Once required eligibility information has been completed by the customer, the customer information will be validated, and when possible, automatically integrated into the Agency's legacy systems.

The Provider Management System will give agencies and child care practitioners a common repository to store practitioner management information and support core practitioner management business processes. The Provider Management System will have a portal to give child care practitioners access to information and services and to allow for online application to KDHE and SRS. Other functionality includes reporting, the ability to check the status of an application and providing alerts to agency staff when practitioner information is updated. The portal can also be used by Kansas Families to access and research practitioner information. This will give families the ability to make more informed child care decisions based on practitioner qualifications, training and compliance.

The Provider Management System will also house the Kansas Quality Care Profiles (Professional Development Registry) to track and assess professional development efforts for practitioners within the state. Kansas Quality Care Profiles will allow child care practitioners and individuals to enter and have validated information about qualifications, credentials and trainings achieved. This will provide information about the quality of early care and education programs and the ability to identify gaps or weaknesses of those programs. The early care and education practitioners initially targeted to participate in the Registry system would include but not be limited to: regulated care (licensed and registered child care homes) and center-based child care, Pre-K, Early Head Start, Head Start practitioners and teachers with the Unified Early Childhood License. The Registry system will also have the capacity to maintain records for informal care such as in home and family, friend, and neighbor (relative) caregivers who choose to participate. The development of a Professional Development Registry is a goal within the Kansas Early Childhood Comprehensive Systems Plan and it is anticipated the Registry's business functions will be governed by the Early Childhood Advisory Council.

The primary goal of this project is to implement a public facing web portal which provides customers and practitioners a user friendly tool to apply and register for agency programs. The following specific customer centered and workforce efficiency objectives should be realized in relation to these goals:

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### Customer Centered

- Increased customer satisfaction.
- Improved service in the form of more effective processing of customer and practitioner information.
- Position for implementation of assisted self service and increased community partnerships.
- Increased customer self sufficiency by helping them become comfortable with using technology in their everyday lives.
- Easier access to benefit and practitioner applications for the public.
- Ability to improve access and tracking of professional development of practitioners.
- Informs decision-making to increase the quality of early care and education experiences for young children in Kansas.

### Workforce Efficiency

- Decreased staff time required to assist customers and practitioners with filling out applications, entering them manually, and correcting errors due to so many manual processes.
- Increased availability of performance metrics which can be utilized by management to facilitate improvements to key processes.
- Increase timeliness of application processing.
- Supports cross-agency collaboration to promote high quality early care and education.

For the customer portal, customers are defined as SRS customers applying online for benefits. For the provider portal, customers are defined as potential practitioners, current practitioners, parents seeking child care, and other stakeholders.

CAPP goals will be implemented and evaluated over the FFY 2012-FFY2013 CCDF state plan period. The Lead Agency will continue to work towards setting goals for quality improvement systems in the coming biennium. The Lead Agency plans to coordinate with the newly required Early Childhood Advisory Council (ECAC), and childcare and other early education partners on goals in this area. All goals developed will be subject to State funding availability and administrative priorities.

**Part 3**

**Health and Safety and Quality Improvement Activities**

In this section, Lead Agencies are asked to describe their goals and plans for implementation of child care quality improvement activities. Under the Child Care and Development Block Grant Act, Lead Agencies have significant responsibility for ensuring the health and safety of children in child care through the State/Territory's child care licensing system and establishing health and safety standards for children who receive CCDF funds. Health and safety is the foundation of quality, but is not adequate to ensure that programs and staff are competent in supporting all areas of child development and promoting school success.

Quality investments and support systems to promote continuous quality improvement of both our programs and the staff who work in them are a core element of CCDF. This section allows Lead Agencies to describe the steps that they are taking toward continuous quality improvement with a goal of having high quality child care options across settings for all families. While one of the key goals for CCDF is helping more low-income children access higher quality care, the Lead Agency has the flexibility to consider its goals and strategic plans for a child care quality improvement system for all families, not just those receiving assistance under CCDF.

Part 3 is organized based on four key components of quality which encompass most of the quality investments and initiatives undertaken by Lead Agencies:

1. Ensuring health and safety of children through **licensing and health and safety standards**
2. Establishing **early learning guidelines**
3. Creating pathways to excellence for child care programs through **program quality improvement activities**
4. Creating pathways to an effective, well-supported child care workforce through **professional development systems and workforce initiatives.**

For each component, Lead Agencies are asked to conduct a three-part process. In this section, Lead Agencies conduct a self-assessment by describing the current status of their efforts, using common practices and best practices to list characteristics. Lead Agencies then are asked to identify goals for making progress during the FY 2012-2013 biennium and describe their data, performance measure and evaluation capacity for each component.

It is expected that the Lead Agency is making systematic investments towards child care quality improvement across its early childhood and school-age spectrum – including all settings, geographic coverage and age range – that will help show progress toward these outcomes and goals. Ultimately, these child care quality improvement elements should be fully implemented and integrated. Until that point, States/Territories are expected to fall on a continuum of progress. Baseline information on status and capacity for these elements and goals for the upcoming two-year period will be captured in this section. Progress on these elements will be reported using the Quality Performance Report in Appendix 1 as the final step.

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

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

First, Lead Agencies shall certify that they have in effect licensing requirements applicable to child care services provided within the area served by the Lead Agency (§98.40(a)(1)). These licensing

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

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

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

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

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

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

Yes.

No. Please describe:

Expected results are to ensure foundational health and safety standards in Kansas Child Care Facilities. An agreement with the Kansas Department of Health and Environment Child Care Licensing Program is reviewed annually. The agreement outlines activities to be provided for compliance with licensing and regulatory requirements. Regulatory improvements are made to state operations to keep up with growing program demands, to meet the need for timeliness of action, and to respond effectively to the public or other agencies. Regulatory improvements are also made through aid to local counties to supplement funding for the child care regulatory work at the local level. Funding improves effectiveness at the local level by enabling counties to provide additional services and staff as well as provide a consistent and comprehensive regulatory program. Funds to KDHE supplement, not supplant, levels of state and local expenditures for child care licensing.

Effective July 1, 2010, Kansas enacted new statutory changes to almost all of the child care laws. For purposes of reference, the new changes are referred globally as “Lexie’s Law.” This is because a child who died in regulated child care was named “Lexie.” The statutory references are:

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(Article 5. K.S.A. 65-501 through K.S.A. 65-531), revoked the statutes pertaining to registered family day care homes and created three new statutes:

- K.S.A. 65-532 Lexie’s Law- Naming the act (SN Sub. HB 2356)
- K.S.A 65-533 Licensing of family day care homes: rules and regulations—provides for the transition of registered to licensed
- K.S.A. 65-534 Online information dissemination system; rules and regulations

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

CCDF Category of Care	CCDF Definition (§98.2)	Are any providers in your State/Territory which fall under this CCDF category exempt from licensing?
Center-Based Child Care	Center-based child care providers are defined as a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless care in excess of 24 hours is due to the nature of the parent(s)’ work.	Describe which types of center-based settings are exempt from licensing in your State/Territory. A license is required only when a program operates for more than one day a week or more than five hours in that one day per week. Centers on tribal lands or federal property. All licensed programs are referred to as “facilities.” Some are exempt from regulation by reason of a Memorandum of Understanding (MOU). Preschool programs owned or operated by school districts are exempt under a MOU with the Kansas State Department of Education. Preschools operating as part of private schools are exempt.  For example, some jurisdictions exempt school-based centers, centers operated by religious organizations, summer camps, or Head Start programs.
Group Home Child Care  <input type="checkbox"/> N/A. Check if your State/Territory does not have group home child care.	Group home child care provider is defined as two or more individuals who provide child care services for fewer than 24 hours per day per child, in a private residence other than the child’s residence, unless care in excess of 24 hours is due to the nature of the parent(s)’ work.	Describe which types of group homes are exempt from licensing. None.
Family Child Care	Family child care provider is defined as one individual who provides child care services for fewer than 24 hours per day per child, as the sole caregiver, in a private residence other than the child’s residence, unless care in excess of 24 hours is due to the nature of the parent(s)’s work. <b>Reminder</b> - Do not check if family child care home providers simply	Describe which types of family child care home providers are exempt from licensing. A practitioner caring only for related children, for example, a grandmother or aunt. Prior to July 1, 2010, and the passage of Lexie’s Law, Kansas did register a category of “family day care home” for 6 or fewer children, including the practitioner’s own children. These homes are now transitioning to licensed and are subject to inspection.

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CCDF Category of Care	CCDF Definition (§98.2)	Are any providers in your State/Territory which fall under this CCDF category exempt from licensing?
	must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.	
In-Home Child Care	In-home child care provider is defined as an individual who provides child care services in the child's own home. <b>Reminder</b> - Do not check if in-home child care providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.	Describe which types of in-home child care providers are exempt from licensing. Kansas law does not regulate child care provided in the child's own home; the practitioner and parent sign a self assessment checklist verifying the health and safety standards of the home have been discussed. Any practitioner who cares for a child in the child's home is exempt from licensing.

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

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

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

The following charts may better describe visually the child to staff ratios in Kansas, but the preprint format is included below these charts.

**Licensed Day Care Home – 1 adult**

Under 18 months	18 months to Kindergarten	Kindergarten to Age 11	Total
0	7	3	10
1	5	4	10
2	4	3	9
3	3	2	8

**Group Day Care Home – 2 adults**

Under 18 months	18 months to Kindergarten	Kindergarten to Age 11	Total
1	8	3	12
2	7	3	12
3	6	3	12

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4

4

2

10

**Child Care Centers**

<u>Age of Children</u>	<u>Staff to Child Ratio</u>	<u>Max Group Size</u>
2 wks to 12 months	1:3	9
2 wks to 6 years	1:4 (max 2 infants)	8 (max 4 infants)
12 months to 2 ½ years	1:5	10
2 to 3 years	1:7	14
2 ½ to school age	1:10	20
3 to school age	1:12	24
Kindergarten enrollees	1:14	28
School age	1:16	32

<b>Indicator</b>	For each indicator, check all requirements for <b>licensing</b> that apply, if any.			
	<b>Center-Based Child Care</b>	<b>Group Home Child Care</b>	<b>Family Child Care</b>	<b>In-Home Care</b>
<p>Do the licensing requirements include <b>child:staff ratios and group sizes</b>?</p> <p>If yes, specify age group, where appropriate.</p>	<p><input checked="" type="checkbox"/> Child:staff ratio requirement: See below.</p> <p><input checked="" type="checkbox"/> Group size requirement: See below.</p> <p><input type="checkbox"/> No requirements.</p> <p>Age of Children: 2 weeks to 12 months requires 1:3 staff to child ratio with a maximum group size of 9.</p> <p>Age of Children: 2 weeks to 6 years requires 1:4 staff to child ratio (with a maximum of 2 infants) with a maximum group size of 8 (maximum of 4 infants).</p> <p>Age of Children: 12 months to 2 ½ years requires</p>	<p><input checked="" type="checkbox"/> Child:staff ratio requirement: See below.</p> <p><input checked="" type="checkbox"/> Group size requirement: See below.</p> <p><input type="checkbox"/> No requirements.</p> <p>(Two or more adults):</p> <p>Age of Children: under 18 months maximum is 1 child, with up to 8 children aged 18 months to Kindergarten, with up to 3 children aged Kindergarten to 11, not to exceed a maximum of 12 children of any ages.</p> <p>Age of Children: under 18 months maximum is 2 children, with up to 7 children</p>	<p><input checked="" type="checkbox"/> Child:staff ratio requirement: See below.</p> <p><input checked="" type="checkbox"/> Group size requirement: See below.</p> <p><input type="checkbox"/> No requirements.</p> <p>(One adult):</p> <p>Age of Children: No children under 18 months, with up to 7 children aged 18 months to Kindergarten, with up to 3 children aged Kindergarten to 11, not to exceed a maximum of 10 children of any ages.</p> <p>Age of Children: under 18 months maximum is 1 child, with up to 5 children aged 18 months to</p>	<p><input type="checkbox"/> Child:staff ratio requirement:</p> <p><input type="checkbox"/> Group size requirement:</p> <p><input checked="" type="checkbox"/> No requirements.</p>

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	<p>1:5 staff to child ratio with a maximum group size of 10.</p> <p>Age of Children: 2 to 3 years requires 1:7 staff to child ratio with a maximum group size of 14.</p> <p>Age of Children: 2 ½ to school age requires 1:10 staff to child ratio with a maximum group size of 20.</p> <p>Age of Children: 3 to school age requires 1:12 staff to child ratio with a maximum group size of 24.</p> <p>Age of Children: Kindergarten enrollees requires 1:14 staff to child ratio with a maximum group size of 28.</p> <p>Age of Children: School age requires 1:16 staff to child ratio with a maximum group size of 32.</p>	<p>aged 18 months to Kindergarten, with up to 3 children aged Kindergarten to 12, not to exceed a maximum of 12 children of any ages.</p> <p>Age of Children: under 18 months maximum is 3 children, with up to 6 children aged 18 months to Kindergarten, with up to 3 children aged Kindergarten to 12, not to exceed a maximum of 12 children of any ages.</p> <p>Age of Children: under 18 months maximum is 4 children, with up to 4 children aged 18 months to Kindergarten, with up to 2 children aged Kindergarten to 12, not to exceed a maximum of 10 children of any ages.</p>	<p>Kindergarten, with up to 4 children aged Kindergarten to 12, not to exceed a maximum of 10 children of any ages.</p> <p>Age of Children: under 18 months maximum is 2 children, with up to 4 children aged 18 months to Kindergarten, with up to 3 children aged Kindergarten to 12, not to exceed a maximum of 9 children of any ages.</p> <p>Age of Children: under 18 months maximum is 3 children, with up to 3 children aged 18 months to Kindergarten, with up to 2 children aged Kindergarten to 12, not to exceed a maximum of 8 children of any ages.</p>	
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<p>Do the licensing requirements identify specific experience and educational <b>credentials for child care directors</b>?</p>	<input type="checkbox"/> High school/GED <input checked="" type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input type="checkbox"/> Other:	<input type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input checked="" type="checkbox"/> Other: Not licensed.
<p>Do the licensing requirements identify specific experience and educational <b>credentials for child care teachers</b>?</p>	<input checked="" type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input type="checkbox"/> Other:	<input type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input checked="" type="checkbox"/> No credential required for licensing <input type="checkbox"/> Other:	<input type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input checked="" type="checkbox"/> No credential required for licensing <input type="checkbox"/> Other:	<input type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input checked="" type="checkbox"/> No credential required for licensing <input type="checkbox"/> Other:
<p>Do the licensing requirements specify that directors and caregivers must attain a specific number of <b>training hours per year</b>?</p>	<input type="checkbox"/> At least 30 training hours required in first year <input type="checkbox"/> At least 24 training hours per year after first year <input type="checkbox"/> No training requirement <input checked="" type="checkbox"/> Other: 5 hours for directors; 10 hours for teaching staff	<input type="checkbox"/> At least 30 training hours required in first year <input type="checkbox"/> At least 24 training hours per year after first year <input type="checkbox"/> No training requirement <input checked="" type="checkbox"/> Other: 5 hours	<input type="checkbox"/> At least 30 training hours required in first year <input type="checkbox"/> At least 24 training hours per year after first year <input type="checkbox"/> No training requirement <input checked="" type="checkbox"/> Other: 5 hours	<input type="checkbox"/> At least 30 training hours required in first year <input type="checkbox"/> At least 24 training hours per year after first year <input checked="" type="checkbox"/> No training requirement <input type="checkbox"/> Other:

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

Yes. Describe

The passage of Lexie's Law July 1, 2010, requires additional health, safety, and supervision regulations for licensed day care homes, group day care homes, and child care centers. Included in the proposed regulations are additional training requirements including

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certificate in first aid and CPR, safe sleep, child development, abuse and neglect, and shaken baby syndrome. Also included will be additional standards addressing safe sleep practices, daily activities, and nutrition. The public hearing on proposed draft regulations will take place in May 2011. It is anticipated that adoption of regulations will be late summer 2011.

In 2010 ARRA CCDF funds allowed for Kansas to begin to address these anticipated additional training requirements by providing free training to practitioners. Professional Development Days were offered at a total of 12 sites across Kansas. These events were held in collaboration with Child Care Providers Together, KDHE, SRS and local site hosts. (Community Colleges, Universities, and Resource and Referral Agencies) Trainings focused on increasing awareness of health and safety practices for children in care. Specific trainings (such as Certification in Pediatric CPR and First Aid, SIDS-Safe Sleep, and child abuse and neglect) offered child care practitioners both a chance to renew their certifications and information on the most current best practices. KDHE held sessions regarding child care regulations with SRS participating and sharing information on how to enroll to serve families receiving child care benefits. One thousand three hundred and sixty-nine (1369) practitioners attended completing a total of 9798 hours of training through the Professional Development Days Campaign (see below chart for further detail).

Site	CPR					Abuse & Neglect		Total Hours
	Attendees	(4hrs)	FA	KDHE	SIDS	Other		
Hutchinson	64	30	30	14	23	75	149	702
Hays	55	49	44	15	21	39	0	434
Colby	84	40	35	28	23	16	102	568
Kansas City	212	109	44	30	49	63	422	1652
Topeka	133	79	50	40	52	22	98	840
Butler	159	47	85	37	56	64	202	1076
Johnson County	120	77	43	24	27	29	151	856
Dodge City	94	75	67	37	35	16	29	668
Concordia	208	166	154	37	103	32	43	1402
Highland/ERC	72	46	37	19	29	11	71	518
Parsons/Labette	81	42	45	17	41	8	58	506
Emporia/FHTC	87	50	37	21	44	35	51	576
<b>TOTAL to date</b>	<b>1369</b>	<b>810</b>	<b>671</b>	<b>319</b>	<b>503</b>	<b>410</b>	<b>1376</b>	<b>9798</b>

No

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

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

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

The Lead Agency requires:	For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.			
	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
<input checked="" type="checkbox"/> Physical exam or health statement for providers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Physical exam or health statement for children	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Tuberculosis check for providers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Tuberculosis check for children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Provider immunizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Child immunizations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Hand-washing policy for providers and children	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Diapering policy and procedures	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Providers to submit a self-certification or complete health and safety checklist	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other. Describe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

The Lead Agency requires:	For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.			
	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
<input checked="" type="checkbox"/> Fire inspection	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Building inspection	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Health inspection	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Inaccessibility of toxic substances policy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Safe sleep policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Tobacco exposure reduction	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Transportation policy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Providers to submit a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<b>The Lead Agency requires:</b>	<b>For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.</b>			
self-certification or complete health and safety checklist				
<input type="checkbox"/> Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other. Describe <span style="background-color: #ADD8E6; border: 1px solid black; display: inline-block; width: 50px; height: 1em; vertical-align: middle;"></span>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

<b>CCDF Categories of Care</b>	<b>Health and safety training requirements</b>	<b>Pre-Service</b>	<b>On-Going</b>
<b>Child Care Centers</b>	CPR	Each person regularly caring for children counted in ratios*	Maintain certification*
	First aid	Each person regularly caring for children	Maintain certification*
	Training on infectious diseases	Each person regularly caring for children	N/A
	SIDS prevention (i.e., safe sleep)	2 hours for each person caring for children birth to 12 months of age*	N/A
	Medication administration	Each designated staff person administering prescription medication	N/A
	Mandatory reporting of suspected abuse or neglect	Each person regularly caring for children Minimum of 2 hours*	N/A
	Child development	N/A	N/A
	Supervision of children	N/A	N/A
	Behavior management	N/A	N/A
	Nutrition	N/A	N/A
	Breastfeeding	N/A	N/A
	Physical activity	N/A	N/A
	Working with children with special needs or disabilities	Six hours of academic credit or equivalent clock hours in working with children with special needs and developing individual program plans	10 hours of training specific to working with children with special needs
	Emergency preparedness and response	Each person regularly caring for children	N/A
Other. Describe	N/A	10 hours for teaching staff; 5 hours for program directors in	

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<b>CCDF Categories of Care</b>	<b>Health and safety training requirements</b>	<b>Pre-Service</b>	<b>On-Going</b>
			child development, supervision, behavior management, nutrition, physical activity, and other child care topics
<b>Group Home Child Care</b>	CPR	Each person regularly caring for children counted in ratios*	Maintain certification*
	First aid	Each person regularly caring for children	Maintain certification*
	Training on infectious diseases	Each person regularly caring for children	N/A
	SIDS prevention (i.e., safe sleep)	2 hours each person caring for children birth to 12 months of age*	N/A
	Medication administration	N/A	N/A
	Mandatory reporting of suspected abuse or neglect	2 hours each person regularly caring for children*	N/A
	Child development	Each person regularly caring for children*	N/A
	Supervision of children	N/A	N/A
	Behavior management	N/A	N/A
	Nutrition	N/A	N/A
	Breastfeeding	N/A	N/A
	Physical activity	N/A	N/A
	Working with children with special needs or disabilities	N/A	N/A
	Emergency preparedness and response	Each person regularly caring for children	N/A
	Other. Describe	N/A	5 hours in child development, supervision, behavior management, nutrition, physical activity, and other child care topics
<b>Family Child Care Providers</b>	CPR	Each person regularly caring for children counted in ratios*	Maintain certification*
	First aid	Each person regularly caring for children	Maintain certification*
	Training on infectious diseases	Each person regularly caring for children	N/A
	SIDS prevention (i.e., safe sleep)	2 hours each person caring for children birth to 12	N/A

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<b>CCDF Categories of Care</b>	<b>Health and safety training requirements</b>	<b>Pre-Service</b>	<b>On-Going</b>
		months of age*	
	Medication administration	N/A	N/A
	Mandatory reporting of suspected abuse or neglect	2 hours each person regularly caring for children*	N/A
	Child development	Each person regularly caring for children*	N/A
	Supervision of children	N/A	N/A
	Behavior management	N/A	N/A
	Nutrition	N/A	N/A
	Breastfeeding	N/A	N/A
	Physical activity	N/A	N/A
	Working with children with special needs or disabilities	N/A	N/A
	Emergency preparedness and response	Each person regularly caring for children	N/A
	Other. Describe	N/A	5 hours in child development, supervision, behavior management, nutrition, physical activity, and other child care topics
<b>In-Home Child Care Providers</b>	CPR	N/A	N/A
	First aid	N/A	N/A
	Training on infectious diseases	N/A	N/A
	SIDS prevention (i.e., safe sleep)	N/A	N/A
	Medication administration	N/A	N/A
	Mandatory reporting of suspected abuse or neglect	N/A	N/A
	Child development	N/A	N/A
	Supervision of children	N/A	N/A
	Behavior management	N/A	N/A
	Nutrition	N/A	N/A
	Breastfeeding	N/A	N/A
	Physical activity	N/A	N/A
	Working with children with special needs or	N/A	N/A

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<b>CCDF Categories of Care</b>	<b>Health and safety training requirements</b>	<b>Pre-Service</b>	<b>On-Going</b>
	disabilities		
	Emergency preparedness and response	N/A	N/A
	Other. Describe	N/A	N/A

\*Proposed regulations as required by Lexie’s Law; promulgating regulations to implement this requirement.

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

- All relative providers are subject to the same health and safety requirements as described in 3.1.3a-c, as appropriate; there are no exceptions for relatives.
- Relative providers are NOT required to meet any health and safety requirements as described in 3.1.3a-c, as appropriate.
- Relative providers are subject to certain requirements. Describe the different requirements. All out-of-home relative practitioners must complete a self-assessment checklist for health and safety. They must also pass a Kansas Child Abuse and Neglect Registry Check. In-home practitioners enrolled to provide child care to families receiving benefits (subsidy) must also meet these requirements.

e) Provide a web address for the State/Territory’s health and safety requirements, if available: <http://www.kdheks.gov/kidsnet>

**3.1.3 Enforcement of Licensing Requirements**

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

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

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

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

<b>CCDF Categories of Care</b>	<b>Frequency of Routine Announced Visits</b>	<b>Frequency of Routine Unannounced Visits</b>
<input checked="" type="checkbox"/> Center-Based Child Care	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe: Initial inspection is announced.	<input checked="" type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe

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<input checked="" type="checkbox"/> Group Home Child Care	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe: Initial inspection is announced.	<input checked="" type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe [redacted]
<input checked="" type="checkbox"/> Family Child Care Home	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe: Initial inspection is announced.	<input checked="" type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe [redacted]
<input type="checkbox"/> In-Home Child Care	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe [redacted]	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe [redacted]

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

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

<b>Licensing Procedures</b>	<b>Describe</b> which procedures are used by the State/Territory for enforcement of the licensing requirements.
The State/Territory requires providers to attend or participate in training relating to opening a child care facility prior to issuing a license.	<input type="checkbox"/> Yes. Describe [redacted] <input type="checkbox"/> No. <input checked="" type="checkbox"/> Other. Describe: The licensing agency’s contract with local county health departments requires orientation be conducted with new applicants; applicants are not required to attend orientation. Proposed regulations require applicants to attend orientation prior to submitting an application.*
Licensing staff has procedures in place to address violations found in an inspection.	<input checked="" type="checkbox"/> Providers are required to submit plans to correct violations cited during inspections. <input checked="" type="checkbox"/> Licensing staff approve the plans of correction submitted by providers. <input checked="" type="checkbox"/> Licensing staff verify correction of violation. <input checked="" type="checkbox"/> Licensing staff provide technical assistance regarding how to comply with a regulation. <input type="checkbox"/> No procedures in place. <input checked="" type="checkbox"/> Other. Describe: KDHE conducts compliance inspections to monitor and verify ongoing compliance.
Licensing staff has procedures in place to issue a negative sanction to a noncompliant facility.	<input type="checkbox"/> Provisional or probationary license <input checked="" type="checkbox"/> License revocation or non-renewal <input checked="" type="checkbox"/> Injunctions through court <input checked="" type="checkbox"/> Emergency or immediate closure not through court action <input checked="" type="checkbox"/> Fines for regulatory violations <input type="checkbox"/> No procedures in place.

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<b>Licensing Procedures</b>	<b>Describe</b> which procedures are used by the State/Territory for enforcement of the licensing requirements.
	<input checked="" type="checkbox"/> Other. Describe: Suspension of a license due to noncompliance.
The State/Territory has procedures in place to respond to illegally operating child care facilities.	<input type="checkbox"/> Cease and desist action
	<input checked="" type="checkbox"/> Injunction
	<input type="checkbox"/> Emergency or immediate closure not through court action
	<input type="checkbox"/> Fines
	<input type="checkbox"/> No procedures in place.
	<input checked="" type="checkbox"/> Other. Describe: Complaints of illegal care are investigated and reviewed by KDHE. Substantiated complaints are referred to the county attorney for prosecution pursuant to state statute.
The State/Territory has procedures in place for providers to appeal licensing enforcement actions.	<input checked="" type="checkbox"/> Yes. Describe: Administrative procedures are established and followed in accordance with provisions of the Kansas Administrative Procedures Act (KAPA). KDHE employs two attorney to enforce requirements for child care facilities.
	<input type="checkbox"/> No.
	<input type="checkbox"/> Other. Describe <span style="background-color: #ADD8E6; border: 1px solid black; display: inline-block; width: 50px; height: 1em; vertical-align: middle;"></span>

\*Proposed regulations as required by Lexie’s Law; promulgating regulations to implement this requirement.

c) Describe what types of licensing violations, if any, would make a provider ineligible to participate in CCDF. Individuals prohibited from maintaining a child care facility pursuant to K.S.A. 65-516 and those individuals with a substantiated history of health and safety noncompliance.

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

Yes. If “Yes” please use refer to the chart below to identify who is required to have background checks, what types of checks, and with what frequency. Please **also provide a brief overview** of the State/Territory’s process for conducting background checks for child care. For example, describe what types of violations would make providers ineligible for CCDF, funding for background checks, and the process for providers to appeal background check findings.

Regulation requires background checks be conducted on all persons over 10 years of age and older, living, working or regularly volunteering in a child care facility. Children in care are excluded from this requirement. Identifying information is required to be submitted initially upon application or within one week of living, working or volunteering in the child care facility. Upon receipt of the information, KDHE initiates the background checks. In addition, background checks are conducted at least every three years.

No

CCDF Categories of Care	Types of Background Check	Frequency

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<b>CCDF Categories of Care</b>	<b>Types of Background Check</b>	<b>Frequency</b>
<p><input checked="" type="checkbox"/> <b>Center-Based Child Care</b></p> <p>Who is subject to background checks for center-based care? For example, director, teaching staff, non-teaching staff, volunteers. Regulation requires background checks be conducted on all persons over 10 years of age and older, living, working or regularly volunteering. Children in care are excluded from this requirement.</p> <p>Kansas conducts criminal background checks, juvenile record checks (not referenced in this table), and child abuse and neglect registry checks.</p>	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: At least once every three years.
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: At least once every three years.
	<input type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe: <span style="background-color: #ccccff; display: inline-block; width: 50px; height: 1em;"></span>
	<input type="checkbox"/> Sex Offender Registry	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe: <span style="background-color: #ccccff; display: inline-block; width: 50px; height: 1em;"></span>
<p><input checked="" type="checkbox"/> <b>Group Child Care Homes</b></p> <p>Who is subject to background checks for group homes? For example, provider, non-provider residents of the home. Regulation requires background checks be conducted on all persons over 10 years of age and older, living, working or regularly volunteering. Children in care are excluded from this requirement.</p> <p>Kansas conducts criminal background checks, juvenile record checks (not referenced in this table), and child abuse and neglect registry checks.</p>	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: At least once every three years.
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted

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<b>CCDF Categories of Care</b>	<b>Types of Background Check</b>	<b>Frequency</b>
		Annually <input checked="" type="checkbox"/> Other. Describe: At least once every three years.
	<input type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe <span style="background-color: #ADD8E6; display: inline-block; width: 50px; height: 1em;"></span>
	<input type="checkbox"/> Sex Offender Registry	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe <span style="background-color: #ADD8E6; display: inline-block; width: 50px; height: 1em;"></span>
<p><input checked="" type="checkbox"/> <b>Family Child Care Homes</b></p> <p>Who is subject to background checks for family child care homes? For example, provider, non-provider residents of the home.</p> <p>Regulation requires background checks be conducted on all persons over 10 years of age and older, living, working or regularly volunteering. Children in care are excluded from this requirement.</p> <p>Kansas conducts criminal background checks, juvenile record checks (not referenced in this table), and child abuse and neglect registry checks.</p>	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: At least once every three years.
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: At least once every three years.
	<input type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe <span style="background-color: #ADD8E6; display: inline-block; width: 50px; height: 1em;"></span>

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<b>CCDF Categories of Care</b>	<b>Types of Background Check</b>	<b>Frequency</b>
	<input type="checkbox"/> Sex Offender Registry	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe <span style="background-color: #ADD8E6; display: inline-block; width: 50px; height: 1em;"></span>
<p><input checked="" type="checkbox"/> <b>In-Home Child Care Providers</b></p> <p>Who is subject to background checks for in-home child care? For example, provider, non-provider residents of the home.</p> <p>In-home child care practitioners are exempt from licensing, but if they are enrolled to provide child care for families receiving subsidy (benefits), background checks are required.</p>	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System <input checked="" type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe <span style="background-color: #ADD8E6; display: inline-block; width: 50px; height: 1em;"></span>
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input checked="" type="checkbox"/> Initial Entrance into the System <input checked="" type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe <span style="background-color: #ADD8E6; display: inline-block; width: 50px; height: 1em;"></span>
	<input type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe <span style="background-color: #ADD8E6; display: inline-block; width: 50px; height: 1em;"></span>
	<input type="checkbox"/> Sex Offender Registry	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe <span style="background-color: #ADD8E6; display: inline-block; width: 50px; height: 1em;"></span>

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

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

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Yes. Describe

No\*

\*The passage of Lexie’s Law requires the development and implementation of an online information dissemination system accessible to parents and the public. The Lead Agency and KDHE are jointly collaborating on two modernization initiatives related to the online information system using American Reinvestment and Recovery Act (ARRA) child care funds. The targeted project completion date is September 1, 2011.

**3.1.4 Describe the State/Territory’s policies for effective enforcement of the health and safety requirements.** For providers who care for children receiving CCDF assistance and who are NOT subject to the enforcement procedures described above for licensed providers, please describe the health and safety enforcement measures in place. Include in this description whether and how the State/Territory uses on-site visits (announced and unannounced) and background checks and any other enforcement policies and practices for the health and safety requirements. All out-of-home relative and in-home practitioners must complete a self-assessment checklist for health and safety. They must also pass a Kansas Child Abuse and Neglect Registry Check. The signature of the practitioner and parent on the self-assessment checklist verifies that the health and safety standards of the home have been discussed. The parent or responsible adult conducts a walk through inspection of his/her home.

**3.1.5 Does the State/Territory conduct developmental screenings of children?** Lead Agencies are not required to conduct developmental screenings of children, but they State/Territory may choose to voluntarily conduct or require programs to conduct such screenings for other purposes.

Yes. Describe In a Family, Friend and Neighbor (FFN) program in Pittsburg, Kansas, to raise the quality of care for children receiving subsidy who are cared for by relatives, Ages and Stages developmental screenings are performed on all children. If delays or problems are found, the family is referred to other community services.

Developmental screenings of children are performed by other than the Lead Agency under Parts B and C of IDEA when the FFN program recommends them.

The Lead Agency’s Kansas Early Head Start (KEHS) is a comprehensive prevention and/or early childhood development program for pregnant women and children, birth to age four. Services provided include developmental screenings, services for children with disabilities, mental and physical health, nutrition, and social services. KEHS and other early childhood education programs coordinate child find, screening and referral efforts with appropriate agencies and organizations in their communities.

a) If yes, are resources and supports provided to programs for conducting developmental screenings?

Yes. Describe: “Support” is considered the funding for the contract which includes the Ages and Stages developmental screenings. This program is housed in a large local community services agency, and this streamlines referral to other resources and supports not funded by CCDF (there is not a separate line item for the assessments).

No

Other. Describe

b) If yes, are resources and supports provided to programs to track when follow-up to screening is needed?

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- Yes. Describe [redacted]  
 No  
 Other. Describe [redacted]

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

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

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

- Number of licensed programs. Describe (optional): Data available to anyone.  
 Numbers of programs operating that are legally exempt from licensing. Describe (optional) [redacted]  
 Number of programs whose licenses were suspended or revoked due to non-compliance. Describe (optional): Data available to anyone.  
 Number of injuries and fatalities in child care as defined by the State/Territory. Describe (optional): Data available to anyone.  
 Number of monitoring visits received by programs. Describe (optional): Data available to anyone.  
 Caseload of licensing staff. Describe (optional): Data available to anyone.  
 Number of programs revoked from CCDF due to non-compliance with health and safety requirements. Describe (optional) [redacted]  
 Other. Describe [redacted]  
 None

Note: Data is available from the Kansas Department of Health and Environment, Child Care Licensing and Registration Program. The Lead Agency partially funds this program and the data is readily available.

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

An agreement with the Kansas Department of Health and Environment Child Care Licensing Program (KDHE) is reviewed annually. The agreement outlines activities to be provided for compliance with licensing and regulatory requirements. Expected results are to assure foundational health and safety standards in Kansas child care facilities. The Agreement with KDHE assures they will enforce all applicable health and safety requirements as determined through site surveys and investigations by maintaining a record of substantiated facility complaints, including parental complaints and make information regarding such complaints available to the public on request in accordance with the Kansas Open Records Act. This complaint system includes a record of rebuttals or updates by practitioners. KDHE also agrees to monitor statewide activities to ensure initial training for new child care licensing surveyors, update skill training for additional training opportunities to expand professional development and assure surveys and investigations are in compliance with agency policies, procedures and contractual requirements. Regulatory improvements are made to State operations to keep up with growing program demands, to meet the need for timeliness of action, and to respond effectively to the public or other agencies.

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

- 3.1.6 **Goals for the next Biennium** - What are the Lead Agency's goals for the licensing and health and safety system in the coming biennium? What progress does the State/Territory expect to make on core areas (e.g. higher licensing standards, more programs covered by licensing standards or health and safety requirements, more frequent visits or other effective enforcement, improved technical assistance, or fewer serious non-compliances?)

The passage of Lexie's Law July 1, 2010, requires the inspection of all child care facilities. Formally, Registered Family Day Care Homes are transitioned to licensed (and inspected) day care homes. The transition will be completed and the category of Registered will be eliminated effective July 1, 2011. In addition, the Law requires higher licensing standards through new health, safety, and supervision regulations for licensed day care homes, group day care homes, and child care centers. Included in the proposed regulation are additional training requirements including certificate in first aid and CPR, safe sleep, child development, abuse and neglect, and shaken baby syndrome. Also included will be additional standards addressing safe sleep practices, daily activities, and nutrition.

KDHE plans to review and revise the child care center regulations to reflect current research and effective practice. The Department is currently working in partnership with the Lead Agency to develop an online application for a child care license. Practitioners and families alike will benefit from the Customer and Provider Portal (CAPP), as the KDHE anticipates the online application will reduce the length of time necessary to process an application and issue a license in comparison to the current, paper-intensive process. The application features the option for child care practitioners to also enroll with the Lead Agency to serve families receiving child care subsidy. The current process requires the applicant to submit separate paper applications to both agencies. In addition to offering an online application, the Portal will feature a central tracking of practitioner and child care staff qualifications, education, and training. Furthermore, child care facility compliance history information will be available on the website through an interface with the KDHE system. This will significantly increase the ability for Kansas families to research their child care options and make more informed child care decisions.

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

For purposes of this section, voluntary early learning guidelines include the expectations for what children should know (content) and be able to do (skills). The term *early learning guidelines* (ELGs) refers to age-appropriate developmental learning guidelines for infants and toddlers and school-age children.

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

- Birth-to-three  
 Three-to-five

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- Five years and older
- None. **Skip to 3.2.6.**

If yes, insert web addresses, where possible: [www.ksde.org](http://www.ksde.org)

Which State/Territory agency is the lead for the early learning guidelines?  
 Kansas State Department of Education

**3.2.2 Do the early learning guidelines cover a range of domains across physical, cognitive, and social and emotional development?** Check all that apply for each age group as applicable in the chart below.

<b>Domains</b>	<b>Birth-to-Three ELGs</b>	<b>Three-to-Five ELGs</b>	<b>Five and Older ELGs</b>
Physical development and health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Social and emotional development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Approaches to learning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Logic and reasoning (e.g., problem-solving)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Language development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Literacy knowledge and skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mathematics knowledge and skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Science knowledge and skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Creative arts expression (e.g., music, art, drama)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Social studies knowledge and skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
English language development (for dual language learners)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
List any domains not covered in the above _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other. Describe <span style="background-color: #ADD8E6; border: 1px solid black; display: inline-block; width: 50px; height: 15px;"></span>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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Practitioners in public Pre-K program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practitioners in elementary schools	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other. List Higher education, state and local agencies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

- To define the content of training required to meet licensing requirements
- To define the content of training required for program quality improvement standards (e.g., QRIS standards)
- To define the content of training required for the career lattice or professional credential
- To require programs in licensing standards to develop curriculum/learning activities based on the voluntary ELGs
- To require programs in quality improvement standards to develop curriculum/learning activities based on the voluntary ELGs
- To develop State-/Territory –approved curricula
- Other. List Four year old at-risk and pre-kindergarten programs participating in the program administered by the Kansas State Department of Education align curriculum with the ELGs. These programs are not statewide. The Lead Agency is a partner, but not the authority, in regard to the ELGs. Higher education curriculum references the ELGs. Early childhood special education uses the ELGs in Individual Educational Plan (IEP) development.
- None.

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

- Cross-walked to align with Head Start Outcomes Framework
- Cross-walked to align with K-12 content standards
- Cross-walked to align with State/Territory pre-k standards
- Cross-walked with accreditation standards
- Other. List The ELGs are the pre-k program standards. Early childhood special education teachers use them in the development of IEP goals and objectives.
- None.

**3.2.6 Describe how your State/Territory uses ongoing assessments and measures of school readiness assessment using the following series of questions.** In the description for each Yes response, please include a) who administers and b) how often assessments are conducted.

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a) Are programs required to conduct ongoing assessments of children’s progress of children using measures aligned with the early learning guidelines or other child standards?

Yes. Describe: Pre-k programs are required to use curriculum that are aligned and have assessments that are aligned with the curriculum.

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

Yes. Describe: Part of intentional teaching and making data-driven decisions.

No

Other. Describe

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

Yes. Describe Parent teacher conferences are held and information on children’s progress is reported to parents.

No

Other. Describe

No

Other. Describe

b) Does the State/Territory use measures to track the readiness of children as they kindergarten?

Yes. Describe: Kansas has used voluntary participation a school readiness data collection for several years. It is not being revised at this time to better align with the Kansas Early Learning Guidelines/Standards.

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

Yes. Describe: The assessment has been aligned with the standards and beginning in 2011 will be revised to be more strongly aligned.

No

Other. Describe

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

All children. Describe

Samples of children. Describe: Kindergarten and pre-k teachers voluntarily participate in the data collection and provide results on a random sampling of their children.

Other. Describe: Beginning in 2011, all four year old at risk teachers and pre-k teachers will be required to complete the Kansas Early Learning Inventory for Fours: Revised, on all the four year

olds in their classrooms.

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

- Yes. Describe
- No
- Other. Describe

- No
- Other. Describe

**3.2.7 Data & Performance Measures on Voluntary Early Learning**

**Guidelines** – What data elements, if any, does the State/Territory have access to on the dissemination of, implementation of, or children’s attainment of the early learning guidelines? What, if any, performance measures does the State/Territory use for dissemination and implementation of the early learning guidelines? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked, Lead Agencies may choose to describe for whom they access to these data on such as only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (infants and toddlers or school-age children).

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

- Number/percentage of child care providers trained on ELG’s for preschool aged children. Describe (optional)
- Number/percentage of child care providers trained on ELG’s for infants and toddlers. Describe (optional)
- Number of programs using ELG’s in planning for their work. Describe (optional)
- Number of parents trained on or served in family support programs that use ELG’s. Describe (optional)
- Other. Describe
- None

b) **Performance measurement.** What, if any, are the Lead Agency’s performance measures related to dissemination and implementation of the early learning guidelines? Since the ELGs are voluntary, the Lead Agency does not set performance measures related to dissemination and implementation.

c) **Evaluation.** What are the State/Territory’s plans, if any, for evaluation related to early learning guidelines and the progress of children in child care? Evaluation can include efforts related to monitoring implementation of an initiative validation of standards or program assessment tools, or

looking at outcomes in programs or the system and may be ongoing or conducted periodically. The Lead Agency has no plans at this time for evaluation of the ELGs and the progress of children in child care because the ELGs are voluntary, not mandatory.

**3.2.8 Goals for the next Biennium** - What are the Lead Agency's goals for using voluntary early learning guidelines in the coming biennium? What progress does the Lead Agency expect to make related to early learning guidelines? Because the ELGs are voluntary, the Lead Agency has not set goals for using them. The Lead Agency does not have primary responsibility over the ELGs, but is a partner to the authority who does: the Kansas State Department of Education (KSDE). KSDE has identified areas for eventual future revision, if revision occurs. These areas are incorporating the needs of children who speak English as a Second language, and aligning the K-12 Common Core Standards, as set by the Kansas State School Board.

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

This section builds on the significant investments States and Territories have made in the area of program quality improvement systems. In this section, States and Territories provide a self-assessment on current program quality improvement activities and describe their goals for the upcoming Biennium.

For purposes of this section, States and Territories will respond according to a Quality Rating and Improvement System (QRIS) framework. 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

While not all States and Territories have developed or implemented a formal QRIS, all are pursuing quality improvement strategies that can be described within this framework (based upon previous CCDF Plans). Using this framework to organize this section allows States/Territories to report on their quality improvement activities systematically whether they have a QRIS or not. Over time, States and Territories are encouraged to work on linking their quality improvement initiatives and strategies across all of these elements, culminating in a comprehensive Quality Rating and Improvement System with adequate support for providers to attain higher levels of quality and transparency for parents and the community regarding the quality of child care.

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

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quality improvement activities includes a wide base of stakeholders and partners. These include the Kansas Department of Health and Environment, Kansas State Department of Education, Head Start State Collaboration Office, Kansas Department of Commerce, Child Care Aware of Kansas® and its member agencies at the local community level, Kansas Enrichment Network (school-aged programs), Kansas Parent Resource Information Council (KPIRC), Smoky Hills Public Television Station, KPTS Public Television, KTWU Public Television, Kansas Children’s Service League, Kansas Association for the Education of Young Children, Family Resource Council, Kansas Children’s Cabinet, Early Childhood Higher Education Options, Child Care in Your Neighborhood (military), Early Childhood Quality Improvement Partners, Child and Adult Food Program, Child Care Providers Together, Child Care Providers Coalition, Four Year Old At-Risk program, Interagency Coordinating Council for Children with Developmental Disabilities, Kansas Pre-K, Home Visitation Task Force, Kansas Head Start Association, Kansas Learning First Alliance and the Early Childhood Forum.

**3.3.1 Element 1 – Program Standards**

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

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

- Ratios and group size
- Health, nutrition and safety
- Learning environment and curriculum
- Staff/Provider qualifications and professional development
- Teacher/providers-child relationships
- Teacher/provider instructional practices
- Family partnerships and family strengthening
- Community relationships
- Administration and management
- Developmental screenings
- Child assessment for the purposes of individualizing instruction and/or targeting program improvement
- Cultural competence
- Other. Describe
- None. If checked, skip to 3.3.2.

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

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

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

- Licensing is a pre-requisite for participation
- Licensing is the first tier of the quality levels
- State/Territory license is a "rated" license.
- Other. Describe
- Not linked.

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

- Programs that meet State/Territory pre-k standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or there is a reciprocal agreement between pre-k and the quality improvement system)
- Programs that meet Federal Head Start Performance Standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or there is a reciprocal agreement between Head Start and the quality improvement system)
- Programs that meet national accreditation standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or an alternative pathway to meeting the standards) in the Kansas Quality Rating Improvement System
- Other. Describe
- None

**3.3.2 Element 2 –Supports to Programs to Improve Quality**

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

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

<b>Types and Purposes of Support</b>	<b>Information or Written Materials</b>	<b>Training</b>	<b>On-Site Consultation</b>
<input type="checkbox"/> Attaining and maintaining licensing compliance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Attaining and maintaining quality improvement standards beyond licensing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Attaining and maintaining accreditation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Providing targeted technical assistance in specialized content areas:			
Health and safety	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Infant/toddler care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
School-age care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Inclusion	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Teaching dual language learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Business management practices	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other. Describe: For child care practitioners, training in teaching pre-literacy skills via the Raising Readers program.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> None. Skip to 3.3.3.			

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

- Program improvement plans
- Technical assistance on the use of program assessment tools
- Other. Describe: Through the Kansas Children’s Cabinet, Smart Start Grants and Early Childhood Block Grants are customized by geographic area of the state. Geographic areas were granted funds whose use was determined by a local group. This is not statewide.

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

- Yes. Describe: In the Kansas Quality Rating Improvement System (KQRIS), trained Quality Improvement Coaches are employed by local

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CCR&R staff. Coaches provide weekly, bi-monthly and monthly on-site consultation visits, and facilitate monthly support group meetings for participants in the KQRIS program. Coaches prepare sites for their Quality Rating prior to the rating, and then follow up with coaching for the remainder of the year. This program is not statewide.

- No
- Other. Describe

**3.3.3 Element 3 – Financial Incentives and Supports**

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

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

<b>Types of Financial Incentives and Supports for Programs</b>	<b>Child Care Centers</b>	<b>Child Care Homes</b>	<b>License-Exempt Providers</b>
<input type="checkbox"/> Grants to programs to meet or maintain licensing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Grants to programs to meet QRIS or similar quality level: through the KQRIS program (not statewide)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> One-time awards or bonuses on completion of quality standard attainment: through the KQRIS program (not statewide)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Tiered reimbursement tied to quality for children receiving subsidy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> On-going, periodic grants or stipends tied to maintaining quality	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Tax credits tied to meeting program quality standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Other. Describe: Child care staff/practitioners have access to funds to increase education through TEACH Early Childhood® Kansas and salary supplements through Child Care WAGES® Kansas.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> None. Skip to 3.3.4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**3.3.4 – Element 4 - Quality Assurance and Monitoring**

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

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

**Note: Kansas has a Kansas Quality Rating Improvement System (KQRIS) and the following answers apply to those classrooms in this program. The program is not statewide.**

<b>Types of Program Quality Assessment Tools</b>	<b>Child Care Centers</b>	<b>Child Care Homes</b>	<b>License-Exempt Providers</b>
<input checked="" type="checkbox"/> Environment Rating Scales (e.g., ECERS, ITERS, SACERS, FDCRS)  Describe, including frequency of assessments. Assessments are completed on 100% of classrooms in the program. Classroom assessments are conducted annually in 1, 2 and 3 Star programs; biennially in 4 and 5 Star programs.	<input checked="" type="checkbox"/> Infant/Toddler <input checked="" type="checkbox"/> Preschool <input type="checkbox"/> School-Age	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Classroom Assessment Scoring System (CLASS)  Describe, including frequency of assessments. The QRIS system plans to review and consider adding this component to the QRIS.	<input type="checkbox"/>	N/A	<input type="checkbox"/>
<input type="checkbox"/> Program Administration Scale (PAS) for child care centers or Business Administration Scale (BAS) for family child care homes  Describe, including frequency of assessments. The QRIS system plans to review and consider adding this component to the QRIS.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Customized instrument, including submission of written documentation, developed for State/Territory quality improvement system. This may include instruments developed for quality improvements in 21 <sup>st</sup> Century Learning Center programs  Describe, including frequency of assessments. The QRIS system has developed a Family Partnership Questionnaire that 80% of enrolled families must complete and return. A Family Partnership Interview instrument has also been developed and is conducted with the program administrator. The document allows verification of the types and frequency in which Family Partnership activities take place. The	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<p>Family Questionnaire and Interview questions correlate with one another, and in order for the program to score points, there must be agreement between the two answering parties. Assessments are conducted annually in 1, 2 and 3 Star programs; biennially in 4 and 5 Star programs.</p>			
<p><input checked="" type="checkbox"/> Other. Describe: Verification of Training and Education Documentation of staff and administrators is also included annually/biennially within the QRIS system. Assessments are conducted annually in 1, 2 and 3 Star programs; biennially in 4 and 5 Star programs. Verification of accreditation certificates is conducted annually in 1, 2 and 3 Star programs; biennially in 4 and 5 Star programs. Accepted forms of national accreditation include NAEYC, NAFCC, ASCI and CQL.</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p><input type="checkbox"/> None. Skip to 3.3.5.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

- Have a mechanism to track different quality assessments/monitoring activities to avoid duplication
- Include QRIS or other quality reviews as part of licensing enforcement
- Have compliance monitoring in one sector (e.g., Head Start/Early Head Start, State/Territory pre-k) serve as validation for compliance with quality improvement system (e.g., QRIS) without further review
- Have monitoring for meeting accreditation standards serve as validation for compliance with quality improvement system (e.g., QRIS) without further review
- Other. Describe
- None

**3.3.5 – Element 5 - Outreach and Consumer Education**

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

a) Does the State/Territory use symbols or simple icons to communicate levels of quality for child care programs beyond what may communicated to

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parents about licensing status and licensing compliance as reported in 3.1.3? (e.g. stars, or gold/silver/bronze levels).

- Yes. If yes, how is it used?
  - Resource and referral/consumer education services use with parents seeking care
  - Parents enrolling in child care subsidy are educated about the system and the quality level of the provider that they are selecting
  - Searchable database on the web
  - Voluntarily, visibly posted in programs
  - Mandatory to post visibly in programs
  - Used in marketing and public awareness campaigns
  - Other. Describe: The Kansas Quality Rating Improvement System (KQRIS) uses a five star rating system. KQRIS is administered by Child Care Aware of Kansas®, and is funded by several sources in addition to CCDF.
- No. If no, skip to 3.3.6.

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

- Print
- Radio
- Television
- Web (from Julie) The CAPP Provider Management System will become a resource for families to seek out Child and Early Ed Professional’s credentials as well as Child Care Facility compliance and basic demographic data. This information will aid families in making more informed decisions about child care.
  
- Telephone
- Social Marketing
- Other. Describe:
- None

c) Describe any targeted outreach for culturally and linguistically diverse families. None at this time.

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

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

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- Yes, the State/Territory has a QRIS or similar quality improvement system that includes linked activities in all five elements operating State/Territory-wide.
- Participation is voluntary for \_\_\_\_\_
- Participation is mandatory for \_\_\_\_\_
- Yes, the State/Territory has a QRIS or similar quality improvement system that includes linked activities in all five elements operating as a pilot or in a few localities but not State/Territory-wide.
- No, the State/Territory does not have a QRIS or similar quality improvement system that includes linked activities in all five elements.
- State/Territory is in the development phase
- State/Territory has no plans for development
- Other. Describe

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

- Child care centers
- Group child care homes
- Family child care homes
- In-home child care
- License exempt providers
- Early Head Start programs
- Head Start programs
- Pre-kindergarten programs
- School-age programs
- Other. Describe: Faith-based child care programs, for profit child care programs, non-profit child care programs.

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

The Lead Agency provides quality improvement activities in a Family, Friend and Neighbor (FFN) program in the Pittsburg, Kansas, area. This began as a pilot, achieved success, and is now ongoing on a very limited scale. Only relative caregivers caring for children receiving subsidy are allowed to participate. Approximately 15-20 relative caregivers participate in monthly activities, with the content of the monthly meetings chosen by the relative caregivers. Parenting and caregiver techniques such as positive discipline techniques, dental health and pre-literacy skills are presented. Small incentives such as toothbrushes and books are given to encourage participation and reinforce learning. This program is not part of the Kansas Quality Rating Improvement System (KQRIS).

**3.3.8 Data & Performance Measures on Program Quality** – What data elements, if any, does the State/Territory currently have access to related to the quality of programs? What, if any, does the State/Territory use for performance measures on program quality improvement? The purpose of these questions is for

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Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked, Lead Agencies may choose to describe for whom they access to these data on such as only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (infants and toddlers or school-age children).

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

- Data on the quality level for individual programs (e.g. QRIS level) as defined by your State/Territory. Describe: Child Care Aware of Kansas® administers the Kansas Quality Rating Information System (KQRIS) as one activity in the quality improvement program. KQRIS is not statewide, but is offered in 13 counties. There are 112 programs participating and 458 classrooms. Data is available upon request about any participating program from it. Data about quality for individual programs not participating in KQRIS is not available.
- Number of programs that move program quality levels annually (up or down). Describe: Child Care Aware of Kansas® administers the Kansas Quality Rating Information System (KQRIS) as one activity in the quality improvement framework. KQRIS is not statewide, but is offered in 13 of a possible 105 counties. Data shows that about 46 programs went up in star ratings last year, about 45 stayed the same (mostly because they were 4 or 5 stars and are rated biennially, and 7 went down in stars (and are on probation). Not all classrooms are at the end of the rating process, and instead they are preparing for the ratings. The average increase of rated classrooms in points per year is nearly 4 (3.8), out of a possible 42 total points. Data about program quality movement for those not participating in KQRIS is not available.
- Program scores on program assessment instruments. List instruments: Describe: Child Care Aware of Kansas® administers the Kansas Quality Rating Information System (KQRIS) as one activity in the quality improvement framework. A five star level is used, with a point scoring method. Up to a total of 42 points may be earned. At the end of calendar year 2010, 4 programs were one star, 18 programs were two stars, 33 programs were three stars, 29 programs were four stars, and 7 programs were five stars. Outside of KQRIS, there is no data on other program assessment instruments.
- Classroom scores on program assessment instruments. List

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instruments: ECERS-R, ITERS-R and FCCERS-R, Teacher Evaluation scores. Describe: Child Care Aware of Kansas® administers the Kansas Quality Rating Information System (KQRIS) as one activity in the quality improvement framework. KQRIS is not statewide. Classroom scores use the ECERS-R, ITERS-R and FCCERS-R, Staff Education Form, Family Questionnaire, Accreditation Verification Form, Family Partnerships Information Form, and the Ratio Form. Data on classroom scores on other program assessment instruments is not available for programs not participating in KQRIS.

- Qualifications for teachers or caregivers with in each program. Describe: Child Care Aware of Kansas® administers the Kansas Quality Rating Information System (KQRIS) as one activity in the quality improvement framework. KQRIS is not statewide. The qualifications of teachers and caregivers by program is available for those participating in KQRIS.
  
- Number/Percentage of children receiving CCDF assistance in licensed care. Describe: Data is available on the number of children receiving licensed care from the Lead Agency’s data base. Additionally, Child Care Aware of Kansas® administers the Kansas Quality Rating Information System (KQRIS) as one activity in the quality improvement framework. The number of children in programs participating in KQRIS who are receiving CCDF assistance is also available. The most recent count of children receiving subsidy who are also in a KQRIS classroom is 1,072, while 4,021 children not receiving subsidy are in KQRIS classrooms. Additionally, 89 children are in Head Start and 46 children in Early Head Start are simultaneously in KQRIS classrooms.
  
- Number/percentage of children receiving CCDF assistance who attend care at each of the tiers of the quality as defined by the State/Territory. Child Care Aware of Kansas® administers the Kansas Quality Rating Information System (KQRIS) as one activity in the quality improvement framework. The number of children receiving CCDF assistance at each star level of the KQRIS system is available. The chart below shows the numbers.

<u>Rating</u>	<u>Children</u>
1 Star	86
2 Star	152
3 Star	253
4 Star	321
5 Star	59

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Rating in progress (no rating results yet) 201

Number/Percentage of programs receiving financial assistance to meet higher program standards. Describe: Child Care Aware of Kansas® administers the Kansas Quality Rating Information System (KQRIS) as one activity in the quality improvement framework. Of those participating in KQRIS, 100% of programs receive financial assistance to meet higher program standards.

Other. Describe:

Other data available from the KQRIS system includes correlations between classroom scores with teachers who have access to TEACH® and WAGES®. Additional customized data reports can be created and best efforts are made to provide data as much data as possible from KQRIS.

None

b) **Performance measurement.** What, if any, are the Lead Agency's performance measures on program quality? Child Care Aware of Kansas® requires programs to increase QRIS scores each year in order to continue participation up to the first 3 State levels. Programs who have achieved 4 or 5 Star status are required to maintain their overall star level in order to continue participation. Programs who fail to improve are placed on probation for 6 months to 1 year, and are given an opportunity to increase their scores. Programs who fail to comply are removed from the QRIS program and must wait two years before reapplying. There are no other performance measures on quality. However, each contractor receiving CCDF funds, including the State Departments of Commerce and Health and Environment, must report on performance measures specified in the contract. The Lead Agency does not measure program quality on individual child care programs, but instead requires contractors to meet outcomes.

c) **Evaluation.** What, if any, are the State/Territory's plans for evaluation related to program quality? Evaluation can include efforts related to monitoring implementation of an initiative, validation of standards or assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically. Child Care Aware of Kansas® will conduct statewide listening tours with various stakeholder groups to examine additional outcomes and QRIS components.

**3.3.9 Goals for the next Biennium** - What are the State/Territory's goals for the program quality improvement system in the coming biennium? What progress does the State/Territory expect to make across the five key elements for quality improvement systems? The Lead Agency will work towards setting goals for a

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quality improvement framework in the coming biennium which will address all five key elements. The current Kansas Quality Improvement Rating System will be part of this framework. The technological improvements achieved through the Customer Provider Portal Project (CAPP) will help to provide data to set goals inside the framework. The Lead Agency plans to coordinate with the newly required Early Childhood Advisory Council (ECAC) and other early education partners on goals for the next biennium. All goals developed will be subject to State funding availability and administrative priorities.

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

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

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

- 1) Core Knowledge and Competencies
- 2) Career Pathways (or Career Lattice)
- 3) Professional Development Capacity
- 4) Access to Professional Development
- 5) Compensation, Benefits and Workforce Conditions
  - a) Describe which entities are involved in planning and administering the activities in Section 3.4, including State/Territory entities and local or community level entities. The Lead Agency partners with the following entities in planning and administering professional development systems and workforce initiatives:

Child and Adult Food Program  
Child Care Aware of Kansas® and six member agencies at the local level  
Child Care Providers Coalition  
Child Care Providers Together  
Early Childhood Higher Education Options (ECHO)  
Early Childhood Quality Improvement Program (EQIP)  
Families Together  
Home Visitation Task Force  
Interagency Coordinating Council for Children with Developmental Disabilities  
Kansas Association for Infant Mental Health  
Kansas Association for the Education of Young Children

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Kansas Children’s Cabinet  
Kansas Children’s Service League  
Kansas Department of Commerce  
Kansas Department of Health and Environment  
Kansas Enrichment Network  
Kansas Head Start Association  
Kansas Head Start State Collaboration Office (Head Start and Early Head Start)  
Kansas Learning First Alliance  
Kansas Parent Information Resource Center  
Kansas State Department of Education  
KPTS Public Television  
KTWU Public Television  
Parents as Teachers  
Smoky Hills Public Television

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

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

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

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

1. If yes, insert web addresses, where possible:

[www.ks.childcareaware.org/provider\\_corecomp.html](http://www.ks.childcareaware.org/provider_corecomp.html)

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

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

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- Diversity
- Other. Describe
- None

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

- To define the content of training required to meet licensing requirements
- To define the content of training required for program quality improvement standards (as reported in section 3.3)
- To define the content of training required career lattice or credential
- To correspond to the early learning guidelines
- To define curriculum and degree requirements at institutions of higher education
- Other. Describe: Early childhood curriculum at Kansas community colleges is crosswalked to the CKCs.
- None

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

- Cross-walked with the Child Development Associate (CDA) competencies
- Cross-walked with national teacher preparation standards (e.g., NAEYC standards for early childhood professional preparation, National Board of Professional Teaching Standards, Head Start SOLAR staff skills indicators)
- Cross-walked with apprenticeship competencies
- Other. Describe: Since the apprentices take curriculum at community colleges, CKCs are cross walked with that curriculum.
- None

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

- Staff working directly with children in centers, including aides, assistants, teachers, master teachers. Describe \_\_\_\_\_
- Providers working directly with children in family child care homes, including aides and assistants. Describe \_\_\_\_\_
- Administrators in centers (including educational coordinators, directors). Describe: Kansas has developed a center director's credential but not competencies.
- Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.). Describe \_\_\_\_\_

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- Education and training staff (such as trainers, CCR&R staff, faculty). Describe
- Other. Describe: Kansas has developed an Infant Mental Health credential but not competencies.
- None

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

- Birth-to-three
- Three-to-five
- Five and older
- Other. Describe
- None

**3.4.2 Workforce Element 2 - Career Pathways**

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

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

- Yes. Describe: Kansas created a career lattice in the form of a matrix in 1999. Under ARRA funding, this is being revised to be a career pathways document to be used by individuals considering entering the early childhood workforce, and those seeking to advance their careers. The anticipated completion date is 9-30-2011. This document will provide a full picture of professional development.

In addition, the Lead Agency funds the Early Childhood Associate Apprenticeship Program administered by the Kansas Department of Commerce. Because of this strong link to workforce development, KansasWorks, ECAAP is developing a School-to-Registered Apprenticeship component. This is a work-based learning program beginning in high school. It defines career paths to allow individuals to move between high school programs and employment. It also connects K-12 workforce development efforts to postsecondary education. This also enables employers to build and maintain a skilled workforce.

Students are employed part-time with a registered apprenticeship sponsor and are simultaneously enrolled in their high school Early Childhood Education and Services Pathway Program. Apprentices

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earn credit for their on-the-job experience and may begin earning college credits while in high school. This is at Wamego (Kansas) and Ottawa (Kansas) High Schools, and the Coffeyville public schools are in a developmental stage. In addition, the community college coursework in early childhood may be completed totally on-line if the student chooses.

Last, the Lead Agency collaborates with the Kansas Department of Education Career Clusters and Career Pipeline, which create curriculum at the high school level within Family and Consumer Sciences classes. The goal is to facilitate workforce development and streamline the transition to community colleges and technical education.

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

Insert web addresses, where possible:

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

- Staff working directly with children in centers, including aides, assistants, teachers, master teachers. Describe \_\_\_\_\_
- Providers working directly with children in family child care homes, including aides and assistants. Describe \_\_\_\_\_
- Administrators in centers (including educational coordinators, directors). Describe \_\_\_\_\_
- Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.). Describe \_\_\_\_\_
- Education and training staff (such as trainers, CCR&R staff, faculty). Describe
- Other. Describe: Kansas is developing this level of detail under an ARRA funded project with an anticipated completion date of 9-30-2011.
- None

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

- Infants and toddlers
- Preschoolers
- School-age children
- Dual language learners
- Children with disabilities, children with developmental delays, and children with other special needs

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Other. Describe: Kansas is developing this level of detail under an ARRA funded project with an anticipated completion date of 9-30-2011.

None

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

Voluntary guide and planning resource

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

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

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

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

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

Other. Describe: Kansas is developing this level of detail under an ARRA funded project with an anticipated completion date of 9-30-2011.

None

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

Yes. If yes, describe

No

**3.4.3 Workforce Element 3 – Professional Development Capacity**

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

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

Yes. If yes, describe

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No No formal assessment.

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

Yes. If yes, describe

No No formal assessment.

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

Standards set by the institution

Standards set by the State/Territory higher education board

Standards set by program accreditors

Other. Describe

None

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

Training approval process. Describe

Trainer approval process. Describe

Training and/or technical assistance evaluations. Describe: Most noncredit training has an evaluation of the training by participants at the end.

Other. Describe

None

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

Yes. If yes, describe: Most community colleges in Kansas who offer early childhood curriculum share a common core curriculum (“Common Core Courses”) composed of seven courses.

Four year universities have articulation agreements based upon individual arrangements between institutions.

Between four year universities and two year community colleges, coursework is determined on a course-by-course basis if it articulates or not.

No

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

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Yes. If yes, describe: On-line training developed and delivered by the Kansas Children's Service League may be taken for college credit if the student pays the extra college fees. Additionally, the School-to-Registered Apprenticeship program has in place two high schools' curriculum which articulates to community college credit and the Early Childhood Associate Apprenticeship Program (ECAAP) is developing a third.

No

**3.4.4 Workforce Element 4 – Access to Professional Development**

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

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

Yes. If yes, for which sectors?

Child care

Head Start/Early Head Start

Pre-Kindergarten

Public schools

Early intervention/special education

Other. Describe  

No

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

Yes. If yes, describe  

No It is hoped that the Head Start-mandated Early Childhood Advisory Council (ECAC) will consider planning for this.

Insert web addresses, where possible:  

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

Scholarships. Describe. The Lead Agency funds the Early Childhood Associate Apprentice Program (ECAAP) which has

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scholarships available for community college coursework, CDA fees, books and travel expenses based upon financial need. More information may be found at <http://kansasecaap.org/>. Scholarships are based upon financial need, and recipients must also apply for other forms of financial aid before receiving a scholarship.

The Lead Agency also funds TEACH® and WAGES® administrative infrastructure, and the TEACH® program provides scholarships. The scholarships are funded by sources outside of the Lead Agency. The Lead Agency funds administrative infrastructure for the Kansas Quality Rating Information System and support for 22 classrooms. The support may include scholarships but it is up to the individual program to choose about including scholarships as part of their Quality Improvement Plans. More information may be found at <http://www.ks.childcareaware.org/provider.html>

- Free training and education. Describe: The Lead Agency contracts for Raising Readers workshops targeted at child care practitioners. This is free to the practitioner.
- Reimbursement for training and education expenses. Describe: See above.
- Grants. Describe [redacted]
- Loans. Describe [redacted]
- Loan forgiveness programs. Describe [redacted]
- Substitute pools. Describe [redacted]
- Release time. Describe [redacted]
- Other. Describe. The Lead Agency funds Child Care Aware of Kansas® as the statewide child care resource and referral agency. Part of this funding supports locally-based noncredit training for child care practitioners. Additionally, Child Care Aware of Kansas® also advises individual practitioners about training and educational pathways.

Additionally, access is strengthened by 77 on-line early childhood credit courses are available from Kansas community colleges. A four year degree in early childhood education may be earned entirely on-line by one Kansas university.

Child Care Aware of Kansas® maintains a directory, accessed on line, of community colleges, faculty, contact information, financial aid contact information, costs and other information which helps to improve access to education. This may be found at [http://www.ks.childcareaware.org/PDFs/TEACH\\_DirectorCCECPrograms.pdf](http://www.ks.childcareaware.org/PDFs/TEACH_DirectorCCECPrograms.pdf)

- None

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

Yes. If yes, describe. This is performed as needed on an individual basis by local Child Care Aware of Kansas® member agencies as part of their professional development activities.

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

Yes. If yes, describe. In the Early Childhood Associate Apprenticeship Program mentors are assigned to formally supervise and mentor apprentices. Mentors must complete college credit coursework prior to mentoring, and receive a token stipend when they mentor an apprentice. In Head Starts and Early Head Starts, consultants and specialists are used on an as-needed basis to provide technical assistance with individual children and families. ARRA funding supported a statewide Peer Mentoring Pilot Project focused on assisting new child care practitioners with the licensing process, regulatory compliance and professional development. This was accomplished through connecting protégées with experienced successful fully trained practitioner peer-mentors (40 matches). The assessment of this project will be utilized to explore further initiatives involving mentoring initiatives designed to support practitioners in pursuit of providing quality child care.

No

**3.4.5 Workforce Element 5- Compensation, Benefits and Workforce Conditions**

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

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

Yes. If yes, describe   
 No

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

Yes. If yes, describe: The TEACH® and WAGES® use rewards. The Kansas Quality Rating Information System also allows these if they

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are part of the written Program Improvement Plan. None of these are statewide.

No

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

Yes. If yes, describe [redacted]

No. While a limited WAGES® is in place which is supported by CCDF funds (for administration), there are no statewide, sustained and predictable supplements.

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

Yes. If yes, describe [redacted]

No

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

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

Data on the size of the child care workforce. Describe (optional): The Kansas Economic Impact Study from 2003 estimated the size of the workforce.

Data on the demographic characteristics of practitioners or providers working directly with children. Describe (optional): A Workforce Study is being conducted with an anticipated completion date of 9-30-2011. This is funded from ARRA funding.

Records of individual teachers or caregivers and their qualifications. Describe (optional): Using NACCRRWare, Child Care Aware of Kansas® maintains data on teachers and caregivers known to that system. The Kansas State Department of Education collects and maintains teacher licensure information. SRS is developing the framework for a Professional Development registry of the child care workforce under ARRA funding.

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- Retention rates. Describe (optional) \_\_\_\_\_
- Records of individual professional development specialists and their qualifications. Describe (optional) \_\_\_\_\_
- Qualifications of teachers or caregivers linked to the programs in which they teach. Describe (optional): The Kansas Preschool Pilot, conducted by the Kansas State Department of Education, links teachers to programs, but this is not statewide.
- Number of scholarships awarded. Describe (optional): The number of scholarships is tracked accessing the Early Childhood Associate Apprenticeship Program and TEACH® data bases.
- Number of individuals receiving bonuses or other financial rewards or incentives. Describe (optional) \_\_\_\_\_
- Number of credentials and degrees conferred annually. Describe (optional) \_\_\_\_\_
- Data on T/TA completion or attrition rates. Describe (optional) \_\_\_\_\_
- Data on degree completion or attrition rates. Describe (optional) \_\_\_\_\_
- Other. Describe \_\_\_\_\_
- None

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

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

Yes.

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

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

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

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

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

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- Education and training staff (such as trainers, CCR&R staff, faculty). Describe \_\_\_\_\_
- Other. Describe \_\_\_\_\_
- None

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

- all practitioners working in programs that are licensed or regulated by the State/Territory to serve children birth to 13?
- all practitioners working in programs that receive public funds to serve children birth to age 13?
- No. The system design for this is being conducted through the CAPP project funded by ARRA.

c) **Performance measurement.** What, if any, performance measures does the State/Territory use related to its workforce and professional development systems? None.

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

**3.4.7 Goals for the next Biennium** - What are the State/Territory's goals for the building the professional development system and improving conditions for the workforce in the coming biennium? What progress does the State/Territory expect to make across the five key elements for the workforce and professional development system described above? The Lead Agency will work toward setting goals for building the professional development system and improving conditions for the workforce in the coming biennium. The Lead Agency plans to coordinate with the newly required Early Childhood Advisory Council (ECAC), and childcare and other early education partners on goals in this area. All goals developed will be subject to State funding availability and administrative priorities.

(from Julie) The Registry system is an integral part of the larger Kansas Early Childhood Comprehensive System (KECCS) that has been developed over the past six years. The collaborative approach to early childhood in Kansas provides a framework for the development and use of the Registry among partner agencies. The Registry addresses strategies identified by the Early Learning Coordinating Council and the KECCS stakeholder group related to early care and education and professional development.

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The KECCS statewide plan has prioritized professional development, and the Kansas Early Childhood Advisory Council (ECAC) application, developed in response to the Improving Head Start for School Readiness Act of 2007, includes resources and strategies directed at development of a Registry system. (Specifically, ECAC Goal 2, Objective C is to “implement a professional development registry to track and manage professional development efforts.”)

In addition to leadership guidance and oversight from the KECCS Plan and the ECAC, the Registry system will receive support from the Kansas Project LAUNCH initiative, a five-year cooperative agreement to support early childhood systems development funded by the Substance Abuse and Mental Health Services Administration. LAUNCH will provide staff support to the Registry system and the professional development planning process.

**AMENDMENTS LOG**

**CHILD CARE AND DEVELOPMENT FUND PLAN FOR: \_\_\_\_\_**  
**FOR THE PERIOD: 10/1/11 – 9/30/12**

Lead Agencies are required to request approval from Administration for Children and Families (ACF) whenever a “substantial” change in the Lead Agency’s approved CCDF plan occurs. Please refer to the ACF Program Instruction regarding CCDF Plan amendments for more information

<http://www.acf.hhs.gov/programs/ccb/law/guidance/current/pi2009-01/pi2009-01.htm>

Plan amendments must be submitted to ACF within 60 days of the effective date of the change. Under the regulation, the plan amendment must be approved no later than the 90th day following the date on which the amendment is received by ACF unless the Lead Agency and ACF mutually agree in writing to extend the period. (§98.18 (b)).

ACF encourages Lead Agencies to contact the Child Care program staff in the appropriate ACF Regional Office to discuss any proposed amendment as early as possible.

**Instructions for Submitting Amendments:**

Complete the first 3 columns of the Amendment Log and send a copy of the Log (showing the latest amendment sent to ACF) and the amended section(s) to the ACF Regional Office contact. Lead Agency also should indicate the Effective Date of the amended section in the footer at the bottom of the amended page(s). A copy of the Log, showing the latest amendment pending in ACF, is retained as part of the Lead Agency's Plan.

ACF will complete column 4 and returns a photocopy of the Log to the grantee following its review and approval of the amendment. The Lead Agency replaces this page in the Plan with the copy of the Log received from ACF showing the approval date.

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



**Appendix 1**

**Quality Performance Report**

The purpose of this annual report is to capture State/Territory progress on improving the quality of child care. Specifically, this report will:

- Provide a national assessment of State's and Territory's progress toward improving the quality of child care, including a focus on program quality and child care workforce quality;
- Track State's and Territory's annual progress toward meeting high quality indicators and benchmarks, including those that they set for themselves in their CCDF Plans and those that are of interest to the U.S. Department of Health and Human Services in measuring CCDF program performance;
- Assist national and State/Territory technical assistance efforts to help States/Territories make strategic use of quality funds; and
- Assist with program accountability and compliance efforts tied to quality investments.

This report collects data in relation to the four components of child care quality used as a quality framework in Part 3 of the Child Care and Development Fund Plan for FY 2012-2013:

1. Ensuring health and safety of children through licensing and health and safety standards
2. Establishing early learning guidelines
3. Creating pathways to excellence for child care programs through program quality improvement activities
4. Creating pathways to an effective, well-supported child care workforce through professional development systems and workforce initiatives.

Lead Agencies are asked to provide the status on the State/Territory's progress in meetings its goals as reported in the FY 2012-2013 CCDF Plan, and provide data on the results of those activities. Because of the flexibility in administering the CCDF program, it is expected that Lead Agencies may not have information and data available to respond to all questions. At a minimum, Lead Agencies are expected to report on their progress toward meeting the goals articulated in the CCDF Plan for this Biennium. Lead Agencies may provide narrative updates in the data sections, including any plans for reporting data in the future, if actual data is not currently available.

This annual report will be submitted to ACF no later than December 31, 2012 and the first submittal will reflect the period October 1, 2011 through September 30, 2012.

**Ensuring the Health and Safety of Children (Component #1)**

In this section, Lead Agencies provide information on the minimum health and safety standards and activities in effect over the past year as of September 30, 2012.

**A1.1 Progress on Overall Goals**

**Based on the goals described in the Lead Agency’s CCDF Plan at Section 3.1.7, please report your progress using the chart below.** You may include any significant areas of progress that that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible ( e.g., revised licensing regulation to include elements related to SIDS prevention, Lowered caseload of licensing staff to 1:50, or increased monitoring visits to twice annually for child care centers). If applicable, describe any barriers to implementing your planned goals.

<b>Goals Described in FY 2012-2013 CCDF Plan</b>	<b>Describe Progress – Include Examples and Numeric Targets where Possible</b>

**Note: If your licensing standards changed during this period, please provide a brief summary of the major changes and submit the updated regulations to the National Resource Center for Health and Safety in Child Care ([www.nrckids.org](http://www.nrckids.org).)**

**A1.2 Key Data**

**A1.2.1 Number of licensed programs**

- a) How many licensed center-based programs operated in the State/Territory as of September 30, 2012? \_\_\_\_\_ or  Data not available
- b) How many licensed home-based programs operated in the State/Territory as of September 30, 2012? \_\_\_\_\_ or  Data not available
- c) Does the State/Territory have data on the number or percentage of programs (i.e., paid care provided on a regular basis by an unrelated caregiver outside of the child’s own home) operating in the State/Territory are subject to licensing regulations?

- Yes. If yes, include the number/percentage of programs and describe
- No

**A1.2.2 What percentage of programs received monitoring visits, and at what frequency, for each provider category during the last fiscal year?**

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a) What percentage of licensed center-based programs were visited as of the end of the last fiscal year? \_\_\_\_\_ What was the average number of visits?  
\_\_\_\_\_

b) What percentage of licensed family child care programs were visited as of the end of the last fiscal year? \_\_\_\_\_ What was the average number of visits?  
\_\_\_\_\_

c) What percentage of legally exempt providers, receiving CCDF were visited as of the end of the last fiscal year? \_\_\_\_\_ What was the average number of visits? \_\_\_\_\_

Data not available

**A1.2.3 How many programs had their licenses suspended or revoked due to licensing violations as defined in your State/Territory during the last fiscal year?**

	<b>Suspended</b>	<b>Revoked</b>
Licensed Centers		
Licensed Homes		
<input type="checkbox"/> Data not available		

**A1.2.4 How many programs were terminated from participation in CCDF subsidies due to failure to meet licensing or minimum CCDF health and safety requirements during the last fiscal year?**

Child Care Centers \_\_\_\_\_  
 Group Child Care Homes \_\_\_\_\_  
 Family Child Care Homes \_\_\_\_\_  
 In-Home Providers \_\_\_\_\_  
 Data not available

**A1.2.5 How many previously license-exempt providers were brought under the licensing system during the last fiscal year? \_\_\_\_\_**

**A1.2.6 How many injuries as defined by the State/Territory occurred in child care during the last year?** Please indicate the universe of programs on which the number is based (e.g., licensed providers, CCDF providers, or all providers). \_\_\_\_\_

**A1.2.6 How many fatalities occurred in child care as of the end of the last year?** Please indicate the universe of programs on which the number is based (e.g., licensed providers, CCDF providers, or all providers). \_\_\_\_\_

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

**A2.1 Progress on Overall Goals**

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**A2.1.1 Did the State/Territory make any changes to its voluntary early learning guidelines (including guidelines for school-age children) as reported in 3.2 during the last fiscal year?**

- Yes. Describe \_\_\_\_\_  
 No

**A2.1.2 Based on the goals described in the Lead Agency’s CCDF Plan at Section 3.2.8, please report your progress.** You may include any significant areas of progress that that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Expanded the number of programs trained on using the ELG’s, Aligned the ELG’s with Head Start Outcomes Framework). If applicable, describe any barriers to implementing your planned goals.

<b>Goals Described in FY 2012-2013 CCDF Plan</b>	<b>Describe Progress – Include Examples and Numeric Targets where Possible</b>

**A2.2 Key Data**

**A2.2.1 How many programs were trained on early learning guidelines (ELG’s) or standards over the last fiscal year?**

<b>Provider Categories</b>	<b>Birth to Three ELG’s</b>	<b>Three-to-Five ELG’s</b>	<b>Five and Older ELG’s</b>
How many center-based programs were trained on ELG’s over the past year?	_____	_____	_____
How many children are served in program implementing the ELG’s? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	_____	_____	_____
How many family child care programs were trained on ELG’s over the past year?	_____	_____	_____
How many children are served in program implementing the ELG’s? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	_____	_____	_____
How many legally exempt providers were trained on ELG’s over the past year?	_____	_____	_____
How many children are served in programs	_____	_____	_____

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<b>Provider Categories</b>	<b>Birth to Three ELG's</b>	<b>Three-to-Five ELG's</b>	<b>Five and Older ELG's</b>
implementing the ELG's? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)			
<input type="checkbox"/> Data not available			

**Pathways to Excellence for Child Care Programs through Program Quality Improvement Activities (Component #3)**

**A3.1 Progress on Overall Goals**

**A3.1.1 Based on the goals described in the Lead Agency's CCDF Plan at Section 3.3.9, please report your progress.** You may include any significant areas of progress that that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Expanded the number of programs included in the QRIS, Aligned the QRIS standards with Head Start performance standards, or expanded the number of programs with access to an on-site quality consultant). If applicable, describe any barriers to implementing your planned goals.

<b>Goals Described in FY 2012-2013 CCDF Plan</b>	<b>Describe Progress – Include Examples and Numeric Targets where Possible</b>

**A3.2 Key Data**

**A3.2.1 How many programs received targeted technical assistance in the following areas during the last fiscal year?**

- Health and safety \_\_\_\_\_
- Infant and toddler care \_\_\_\_\_
- School-age care \_\_\_\_\_
- Inclusion \_\_\_\_\_
- Teaching dual language learners \_\_\_\_\_
- Understanding developmental screenings and/or observational assessment tools for program improvement purposes \_\_\_\_\_
- Mental health \_\_\_\_\_
- Business management practices \_\_\_\_\_
- Data not available

**A3.2.2 How many programs received financial support to achieve and sustain quality during the last fiscal year?**

- a) One-time, grants, awards or bonuses:
  - Child Care Centers \_\_\_\_\_

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Family Child Care Homes \_\_\_\_\_  
 Data not available

b) On-going or Periodic quality stipends:  
Child Care Centers \_\_\_\_\_  
Family Child Care Homes \_\_\_\_\_  
 Data not available

**A3.2.3 What is the participation rate (number and percentage) in the State/Territory QRIS or other quality improvement system for programs over the last fiscal year?** When reporting the percentages, please indicate the universe of programs on which the percentage is based (e.g., licensed providers, CCDF providers, or all providers).

Child Care Centers QRIS \_\_\_\_\_ or Other Quality Improvement System \_\_\_\_\_

Family Child Care Homes QRIS \_\_\_\_\_ or Other Quality Improvement System \_\_\_\_\_

License-Exempt Providers QRIS \_\_\_\_\_ or Other Quality Improvement System \_\_\_\_\_  
 Data not available

**A3.2.4 How many programs moved up or down within the QRIS or achieved another quality threshold established by the State/Territory over the last fiscal year?** If quality threshold is something other than QRIS, describe the metric used, such as accreditation.

Child Care Centers \_\_\_\_\_  
Family Child Care Homes \_\_\_\_\_  
License-Exempt Providers \_\_\_\_\_  
 Data not available

**A3.2.5 How many programs are at each level of quality?** Describe metric if other than QRIS, such as accreditation.

Child Care Centers \_\_\_\_\_  
Family Child Care Homes \_\_\_\_\_  
License-Exempt Providers \_\_\_\_\_  
 Data not available

**A3.2.6 What percentage of CCDF subsidized children were served in a program participating in the State or Territory's quality improvement system during the last fiscal year?** What percentage are in high quality care as defined by the State/Territory? **Note.** If the State/Territory does not have a formal QRIS, the State/Territory may define another quality indicator and report it here.

Percentage of CCDF children served in participating programs \_\_\_\_\_  
Percentage of CCDF children served in high quality care \_\_\_\_\_ (May define with assessment scores, accreditation, or other metric, if no QRIS.)  
 Data not available

**Pathways to Excellence for the Child Care Workforce: Professional Development Systems and Workforce Initiatives (Component #4)**

**A4.1 Progress on Overall Goals**

**A4.1.1 Based on the goals described in the Lead Agency’s CCDF Plan at Section 3.4.7, please report your progress.** You may include any significant areas of progress that that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Implement a wage supplement program, Develop articulation agreements). If applicable, describe any barriers to implementing your planned goals.

<b>Goals Described in FY 2012-2013 CCDF Plan</b>	<b>Describe Progress – Include Examples and Numeric Targets where Possible</b>

**A4.2 Key Data**

**A4.2.1 How many teachers/caregivers had the following qualifications as of the end of the last fiscal year?**

	<b>Child Care Center Teachers</b>	<b>Family Child Care Providers</b>
Child Development Associate (CDA)		
State/Territory Credential		
Associate’s degree		
Bachelor’s degree		
Graduate/Advanced degree		
<input type="checkbox"/> Data not available		

**A4.2.2 How many teachers/caregivers were included in the State/Territory’s professional development registry during the last fiscal year?**

Staff in child care centers \_\_\_\_\_  
 Family child care home providers \_\_\_\_\_  
 License-exempt practitioners \_\_\_\_\_  
 Data not available

**A4.2.3 How many teachers/caregivers received credit-based training and/or education as defined by the State/Territory during the last fiscal year?**

- Staff in child care centers \_\_\_\_\_
- Family child care home providers \_\_\_\_\_
- License-exempt practitioners \_\_\_\_\_
- Data not available

**A4.2.4 How many credentials and degrees were awarded during the last fiscal year? If possible, list the type of credential or degree and in what type of setting the practitioner worked.**

<b>Setting</b>	<b>Type of Credential</b>	<b>Type of Degree</b>
Staff in child care centers	List and provide number	List and provide number
Family child care home providers	List and provide number	List and provide number
License-exempt practitioners	List and provide number	List and provide number
<input type="checkbox"/> Data not available		

**A4.2.5 How many teachers or other professionals received technical assistance such as coaching, mentoring or consultation during the last fiscal year? Describe any data you track on coaching, mentoring, or specialist consultation. If possible, include in what type of setting the practitioner worked.**

<b>Setting</b>	<b>Type of Technical Assistance</b>
Staff in child care centers	List and provide number
Family child care home providers	List and provide number
License-exempt practitioners	List and provide number
<input type="checkbox"/> Data not available	

**A4.2.6 What financial supports were funded over the past fiscal year to support teachers and caregivers in meeting and maintaining standards and qualifications as of the end of the last fiscal year?**

- Scholarships. How many teachers received? \_\_\_\_\_
- Reimbursement for Training Expenses. How many teachers received? \_\_\_\_\_
- Loans. How many teachers received? \_\_\_\_\_
- Wage supplements. How many teachers received? \_\_\_\_\_
- Other. Describe
- Data not available

**APPENDIX 2**

**CCDF PROGRAM ASSURANCES AND CERTIFICATIONS**

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

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

The Lead Agency also certifies that:

- (1) it has procedures in place to ensure that providers of child care services for which assistance is provided under the Child Care and Development Fund afford parents unlimited access to their children and to the providers caring for their children during the normal hours of operations and whenever such children are in the care of such providers. (658E(c)(2)(B))

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

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

**1. Assurance of compliance with Title VI of the Civil Rights Act of 1964:**

<http://www.hhs.gov/forms/HHS690.pdf>

**2. Certification regarding debarment:**

<http://www.acf.hhs.gov/programs/ofs/grants/debar.htm>

**3. Definitions for use with certification of debarment:**

<http://www.acf.hhs.gov/programs/ofs/grants/debar.htm>

**4. HHS certification regarding drug-free workplace requirements:**

<http://www.acf.hhs.gov/programs/ofs/grants/drugfree.htm>

**5. Certification of Compliance with the Pro-Children Act of 1994:**

<http://www.acf.hhs.gov/programs/ofs/grants/tobacco.htm>

**6. Certification regarding lobbying:**

<http://www.acf.hhs.gov/programs/ofs/grants/lobby.htm>

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

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Attachments:

- 1.6.1 Disaster Response Guidelines
  - 1.6.1a Lead Agency
  - 1.6.1b Kansas Department of Health and Environment
- 2.4.1 Sliding Fee Scale
- 2.6.1 Child Care Certificate
- 2.7.1 Payment Rates
- 2.7.4 Market Survey

1.6.1 Disaster Response Guidelines  
1.6.1a Lead Agency

## **Attachment 1.6.1 Disaster Response Guidelines**

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### **Introduction**

SRS seeks to respond in a coordinated, effective and efficient manner to all disasters and emergency situations that come our way. Weather related disasters can come in many forms and vary greatly in their magnitude. Emergency situations fluctuate from being a minor disruption to causing complete interruption of business and community life for an extended period of time.

Different types of emergency situations, from destruction of a Service Center, to a devastated community, to a radioactive release from a nuclear power station all require a different type of response. In the Kansas Emergency Management Plan, SRS is the primary agency for Emergency Support Function 6: Mass Care, Housing and Human Services, and this, too, brings with it certain agency obligations during times of disaster.

The information contained in this document is primarily about the human-side of responding to a disaster and is not focused on the recovery of business operations. The document is meant to be a resource for SRS staff involved in planning for and responding to a disaster or emergency situation. The information in the document cannot substitute for good judgment and reason, nor can it address every possible situation that may present itself during a crisis.

### **Emergency Support Function (ESF) 6: Mass Care, Housing and Human Services**

Each ESF in the Kansas Response Plan is headed by a primary state agency which has been selected based on its authorities, resources and capabilities in that functional area. SRS is the primary agency for ESF 6: Mass Care, Housing and Human Services. In addition to sending a representative to the State Emergency Operations Center (SEOC) to manage that function when the SEOC is activated during an emergency, SRS has a role in helping Emergency Managers plan and provide for the safety of every person in the community, including individuals in the community requiring special assistance, and populations considered vulnerable, at risk or special needs.

How to address the transportation, shelter, and unique support needs of individuals with special needs should be addressed by the Emergency Managers, of each county or region in

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the State, in their Emergency Operations Plan (EOP). SRS Regional Staff can assist Emergency Managers in knowing the distinct populations within their regions for which to plan and for identifying resources in the area that can assist special needs populations during an emergency.

As long as individuals with special needs have family or staff who can accompany them and meet their needs, they will be able to go to any Red Cross Shelter during an evacuation. If individuals with special needs do not have a support person or caregiver who can accompany them, in the course of developing their EOP, County Emergency Managers should make arrangements to provide this necessary support, preferably within the Red Cross Shelter, or in an alternative location if necessary. The Emergency Manager may seek assistance from SRS staff and staff from other community agencies to provide the support and care giving needed by someone with special needs in a shelter who is not accompanied by a care giver.

SRS can also help to ensure that providers under contract with the agency to serve vulnerable consumers have adequate plans in place to provide for the safety of individuals they serve. If the provider of services plan for insuring the safety of their consumers is insufficient, the County Emergency Manager should have addressed this contingency in their EOP.

Web addresses for resources that may be helpful include:

- The Kansas Response Plan  
<http://www.accesskansas.org/kdem/pdf/library/2008%20KRP.pdf>
- Kansas Emergency Managers by County  
[http://www.kansas.gov/kdem/contact\\_us/cocoordinator\\_lepclisting.shtml](http://www.kansas.gov/kdem/contact_us/cocoordinator_lepclisting.shtml)
- Emergency Management Institute (EMI) on-line course regarding special needs populations <http://training.fema.gov/EMIWeb/IS/is197SP.asp>.
- FEMA's Planning Guide for Special Needs Populations  
<http://www.fema.gov/pdf/media/2008/301.pdf>

### **Coordinated Response**

The Kansas Response Plan (KRP) is built on the template of the National Incident Management System (NIMS) which provides a consistent framework for incident management at all jurisdictional levels. While most emergency situations are handled locally, when there's a major incident help may be needed from other jurisdictions, the state and the federal government. NIMS was developed so responders from different jurisdictions and disciplines can work together better, because they are working under a standardized command and management structure.

Some general guidelines to Incident Management include:

- Emergency first responders will be the first on the scene of a disaster to conduct search and rescue efforts
  - During this time help from other agencies is not needed

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- After search and rescue is complete and the response phase begins, all activities need to be coordinated through the incident command structure that has been established following the incident
- The County or Regional Emergency Manager is generally the Incident Commander
  - They often designate a Liaison Officer to be the point of contact for representatives of other governmental agencies and non-governmental organizations to provide input on their agency's available resources
  - All requests for state or federal resources needed to assist with the disaster response must come from the local Emergency Manager to the State Emergency Operations Center (SEOC)
  - The Emergency Support Function (ESF) representatives, from the various state agencies, who have responded to the SEOC, will work to acquire the resources needed by the Emergency Manager
- Unless SRS has been designated in the County's Emergency Operations Plan (EOP) as an entity that will provide support to special needs populations, SRS staff should contact the Incident Liaison Officer before responding to the disaster location, to find out if they are needed and where they should report.
  - If the Incident Liaison Officer cannot be reached SRS should contact the SEOC before responding to the disaster location. Phone numbers for the SEOC are:
    - Main Number = 785-274-1409 (during work hours)
    - 24 Hour Duty-Line ( 800-905-7521)
    - Devan Tucker-Strickler, Human Services Officer = 785-274-1596; cell: 785-217-7233
  - If SRS has been designated in the County's EOP as needing to assist with special needs populations, the staff should respond as outlined in the Plan

Some basic NIMS training, while not required, might be helpful for staff who will be involved in responding to disaster shelters or recovery sites, or who work with county emergency managers, first responders or providers in developing disaster response plans. NIMS Training Courses 100, 200 and 700 are designed to enable personnel to operate efficiently during an incident or event within the Incident Command System (ICS) and are available for free on-line.

These and other types of disaster response training can be accessed at <https://ks.train.org/DesktopShell.aspx>. Click on *Course Search*. On the left side of the page, under *Search Options*, click on *By Course ID*. The ID for the ICS 100 course is 1002558, for the ICS 200 course is 1005012 and for the ICS 700 course is 1002546. An account has to be set up on the home page in order to register for a course.

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### **When a Significant Portion of a Community is affected by a Disaster (Regional Response)**

#### **Pre-disaster Planning**

- Keep your employee ID with you at all times, in order to enter a disaster service site (Shelter or Disaster Recovery Center)
- Have calling lists of Regional Management Team members in an accessible location. Managers should have calling lists of their staff available
- Keep this document in an accessible location as a reference in case of a disaster
- Have a sufficient number of lap tops for staff to work at more than one disaster service site at a time
- Prepare disaster response kits, containing applications, signage, work supplies, and lists of items and resources that may be needed at a disaster service site such as coolers, cell phones, contact information for Information Technology staff and Central Office Program staff. Have kits at several Service Centers in a Region, so that if one is destroyed, another Service Center can make theirs available
- Develop relationships with local Red Cross and Salvation Army volunteers, and United Way 211 representatives in the Region.
  - The Red Cross
    - Is responsible for identifying shelter locations across Kansas
    - Opens and staffs shelters during disasters
    - Assists individuals find missing family members or friends
    - Provides medical and psychological first aid to people impacted by the disaster
  - The Salvation Army
    - Provides mobile feeding and hydration stations during disasters
    - Sorts and distributes donated goods
    - Provides direct financial assistance to disaster victims for essential living supplies such as food, clothing, medicine, bedding or baby products; emergency housing needs; and disaster-related medical or funeral expenses
  - United Way 211
    - Assists with coordinating volunteers during the response and recovery phases of a disaster
    - Assists with coordinating donations from businesses and organizations following a disaster by matching known needs with businesses and organizations willing to donate goods

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### **Initial Response**

**(If the SEOC is activated , the SRS Representative who reports to the SEOC will notify the SRS Executive Team and the Regional Directors that the SEOC is operating)**

- Contact agency personnel who live in the disaster area to ensure their safety
- Notify Regional staff and SRS Executive Team regarding the safety of staff impacted by the disaster
- Provide a status report regarding SRS special needs populations to the Incident Management Team Liaison Officer (Central Office Program Managers will have contact providers in the impacted area to check on the safety of special needs consumers and communicated this information to the Regional Office(s) and the SRS Representative at the SEOC)
- Designate a single point of contact for SRS ITS and Operations
- Central Office ITS single point of contact is John Moyer; and Central Office Operations single point of contact is Bobby Kosmala
- Determine one person who will be the on-site coordinator for SRS services, and assure they have accommodations close by, if necessary
- After emergency first responders have completed search and rescue efforts, contact the Incident Management Team Liaison Officer (or the SEOC), informing him/her of the services you have to offer and asking permission to go to the designated disaster services site
- Identify who is managing the disaster services site and inform them of your presence and why you are there
- If the disaster is significant and there is the likelihood that Federal Public and Individual Assistance will be forthcoming contact the SRS Representative at the SEOC, or the SEOC directly to ask for a Task Number that will allow SRS to receive FEMA reimbursement if a federal disaster is later declared. Phone numbers for the SEOC are:
  - Main Number = 785-274-1409 (during work hours)
  - 24 Hour Duty-Line ( 800-905-7521)
  - Devan Tucker-Strickler, Human Services Officer = 785-274-1596; cell: 785-217-7233
- The SRS on-site coordinator needs to be in contact with the Incident Management Team Liaison Officer on an on-going basis to coordinate operations with other responding agencies and to notify him/her of unmet needs. The Liaison can request the Incident Commander contact the SEOC to ask for assistance in addressing unmet needs

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- If a Disaster Recovery Center is open where multiple state agency services will be located, or if SRS applications will be taken at a shelter, have a disaster response kit brought to the site
- Develop a schedule for staff coverage at the Disaster Recovery Center and/or shelters and begin tracking hours worked immediately
- Insure staff are clear regarding what benefits and services are available through SRS:
- Vision Cards and Medical Cards will be replaced and applications for assistance will be processed on a priority basis for individuals living in the disaster area
  - Individuals who were receiving Food Assistance prior to the disaster are eligible for replacement of benefits for lost food up to a maximum of one month's benefits
  - *If a Federal Disaster with Individual Assistance is declared*, and a Disaster Food Assistance Program is approved by USDA and implemented, income verification requirements may be temporarily waived, and disaster expenses may be deducted from income for families living in the counties included in the Federal declaration. Eligible households will receive the maximum benefit for their household size for the month of the disaster
  - TANF, APS, Family Services, and Community Services allocations may be utilized to assist families affected by the disaster, but the *program guidelines for utilizing these funds must be followed*. Central Office Program Directors may waive some of the paperwork requirements
  - Free crisis counseling to residents of counties declared a Federal disaster is available immediately and for up to one year following the disaster through the All Hazards Behavioral Health program
- Ensure same-day APS and CPS investigations are referred to Social Workers not impacted by the disaster
- Refer families needing assistance not available through SRS to the Red Cross, Salvation Army or other Volunteer Agency active in the disaster
- Local Operations staff need to work with Central Office Operations and ITS to set up telephone and computer system access, and supply equipment to the Disaster Recovery Center/Shelter, as needed
- Inform SRS Exec Team regarding the extent of SRS response operations in the disaster area

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### **Continuing Response**

- The SRS on-site coordinator should attend community response/recovery coordination meetings, as long as SRS continues to play a role in the response and recovery
- Keep SRS Exec and Regional Staff informed regarding the on-going status of SRS involvement in the response and recovery
- Rotate staff responding to the disaster service site, if the response time is lengthy
- Provide for the mental health needs of staff impacted by the disaster and involved in the response operations
- Resume normal operations as soon as possible

### **Nuclear Power Station Emergency**

*Wolf Creek Nuclear Power Station near Burlington, KS*

*Cooper Nuclear Power Station near Brownville, NE*

- If there is a nuclear accident, the Kansas Division of Emergency Management (KDEM) will activate the State Emergency Operations Center (SEOC). A representative from SRS will report to the SEOC to serve as the coordinator for emergency operations related to mass care, housing and human services
- The SRS representative at the SEOC will notify the SRS Executive Team; the Regional Directors, ISD Directors, and Ops Directors; and the CFS Director and Assistant Director of the accident
  - Each Region, DBHS, and CFS should acknowledge receipt of the first notification so that the SRS SEOC representative knows that someone will be monitoring future updates
- The SRS representative at the SEOC will continue to keep the SRS Executive Team; the Regional Directors, ISD Directors, and Ops Directors; and the CFS Director and Assistant Director informed as events unfold at the nuclear power station. The types of information provided will include:
  - Counties impacted by the accident
  - Evacuation orders
  - Shelter locations
- Only Regions with counties impacted by the accident, DBHS and CFS need to continue to keep the SRS SEOC representative informed regarding what actions they are taking such as:
  - Determining the safety of SRS special needs consumers (DBHS, CFS)

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- Providing support and assistance to individuals with special needs according to the county's Emergency Operations Plan (EOP), or as approved by the Incident Management Team Liaison Officer (Region)
- Deploying to shelters to offer assistance to Red Cross volunteers (Region)
- If a shelter is open, the SRS SEOC representative will add the following individuals to their notifications:
  - Bobbi Mariani, EES Director
  - Karen Beckerman, EES Assistant Director
  - Ron Hamilton, EES Commodities Manager
- The SRS representative at the SEOC will relay the information received from DBHS and CFS regarding the safety of SRS special needs consumers to the SRS Executive Team, the impacted Region(s), and the SEOC Director, who is in communication with the Incident Management Team

### **When an SRS Service Center is Damaged or Destroyed (Regional Response)**

#### **Pre-disaster planning**

- Keep your employee ID with you at all times, in order to be allowed into the disaster site
- Keep staff emergency contact phone numbers in an accessible location, as computer equipment may not be working
- Keep this document in an accessible location as a reference in case of a disaster
- Establish and test calling-trees as a means of contacting staff
- Establish which staff will be allowed to enter a damaged or destroyed Service Center
- Staff allowed to enter the Service Center should have keys to the building, as electronic entry devices may not be working
- Designate a single point of contact for SRS ITS and Operations
- Central Office ITS single point of contact is John Moyer; and Central Office Operations single point of contact is Bobby Kosmala
- Be prepared to quickly provide personal safety items, such as gloves, face masks, etc, to staff allowed to enter the Service Center and assist with file recovery and clean up
- Establish how to dispose of or salvage damaged files and office equipment

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- Ensure all staff are aware of their alternative work site, and other aspects of the Region's Continuation of Operations Plan (COOP), in the event a Service Center is closed for a period of time
- Review with staff the location of office tornado shelters

### **Initial Response**

- Wait until local emergency first responders have completed search and rescue efforts before the designated staff go to the Service Center impacted by the disaster
- Notify the Incident Management Team Liaison that you will be entering the disaster site and going to the damaged Service Center
- Enter the Service Center, when determined to be safe, to assess the damage and secure confidential files
- Utilize personal safety items, such as gloves and face masks to protect yourself from injury
- Take reasonable efforts to prevent further damage to the property, equipment and files
- Notify Service Center staff regarding the status of Service Center operations for the day
- Notify all Regional Staff and the SRS Executive Team regarding the safety of staff and status of Service Center operations

### **Continuing Response**

- Arrange for confidential files and salvageable equipment to be removed from the building if necessary
- Organize clean up tasks so staff can work efficiently, and provide personal safety items, such as gloves and face masks
- Coordinate repair or replacement of the building with Central Office Operations and the landlord
- Implement the Regional COOP or resume normal operations as soon as possible

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- 1.6.1 Disaster Response Guidelines  
1.6.1b Kansas Department of Health and Environment

**DRAFT**  
**Emergency Disaster Guidelines**  
**Early Care and Youth Programs**  
**Bureau of Child Care and Health Facilities**

**The purpose of this document is to provide guidance to local health departments, child care and school age programs and partners regarding the care of children and youth in facilities when their parents are absent, when the community experiences a natural or environment disaster. Guidelines are provided for 1) temporary emergency facilities within the disaster area or set up outside the disaster area but not licensed or registered at the time of the disaster, 2) regulated facilities not directly impacted by the disaster; and 3) local health departments contracted to provide child care regulatory services affected by the disaster and 4) regulated facilities that are within the disaster area or facilities temporarily closed and then reopened following the disaster.**

Temporary Emergency Child Care Facilities within the disaster area or set up outside the disaster but not licensed or registered at the time of the disaster:

The department will not require the licensure of Temporary Emergency Child Care Facilities located within Emergency Shelters for displaced families. In addition, Emergency Child Care organized and operated by relief agencies such as the American Red Cross or Salvation Army or local organizations or volunteers to provide child care for emergency workers and displaced children and youth will not require licensure.

While the department is not requiring licensure of Emergency Temporary Child Care Facilities noted above, the department expects that safe and healthy child care practices are provided for displaced children and youth.

Consideration should be given to:

**Basic Record Keeping**

For children and youth:

Name, age and gender

Basic health information including known allergies, special needs and medications

For adults:

Name and address of adults supervising the children and youth

**Preventing the spread of communicable disease**

Emphasize the necessity of hand washing with soap and running water

Post hand washing and safe diapering procedures in bathrooms and diapering areas

Avoid shared bedding

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Disinfect eating areas before and after each use

Providing adequate supervision of adults working with children and youth including structure for staff support and children and youth:

Recommended staff/child ratios and group size		
<i>Ages of Children/Youth</i>	<i>Staff/Child Ratio</i>	<i>Group Size</i>
Mixed Age Grouping, limit 2 infants	1 to 5	10
Infants to 12 months	1 to 3	9
Toddlers (12 months to 2 ½ years)	1 to 5	10
Preschool (2 ½ to school age)	1 to 10	20
School age	1 to 15	30

Providing a framework for structure, routine and age appropriate activities  
Ensuring safe toys and materials

The department recommends that healthy adults and children 16 years of age and older working or volunteering in Temporary Emergency Child Care Facilities obtain current immunizations in consultation with their health care provider.

**Regulated Child Care and School Age Program Facilities not directly impacted by the disaster:**

The department is granting the following allowances in Kansas Child Care Regulation to ease any barriers in community efforts to accommodate a shortage of adult child care workers, displaced families, children and youth into existing regulated child care facilities:

Displaced children and youth entering regulated child care facilities for temporary emergency care:

not required to provide documentation of current immunizations and health assessment for up to 60 days

obtain as much information as possible about the children’s/youth’s health needs including any current medications being taken and any known medication, food or other allergies.

Healthy adults and children 16 years of age and older placed for temporary emergency housing or to provide assistance in care for children and youth:

not required to provide documentation of a current negative TB test or health assessment for up to 6 months. Identifying information is to be submitted to the department for background checks within 5 days. Persons exhibiting symptoms of illness or who have been exposed to communicable disease should consult immediately with a health care professional.

Licensed capacity and supervision in case of Natural or Environmental Disaster:

If a shortage of child care or child care workers exists to provide child care during such an emergency, licensed capacity or staff/child ratios may be exceeded when no

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other community options exist. Supervision of children and youth and communicable disease controls must be maintained. The licensee remains responsible for the children's health, safety and well-being.

If temporary housing or the placement of emergency relief workers children in a regulated family foster home would cause the facility to exceed the license capacity, foster care staff should be contacted via telephone for review on a case by case basis for possible options and solutions. If a residential facility needs exception to regulations to accept additional children or youth or if a new residential facility needs to be opened, the local child care surveyor and KDHE foster care administrator must be notified immediately for coordination. The foster care staff will prioritize review of cases involving displaced families for quick resolution.

**Local health departments contracted to provide child care regulatory services affected by the disaster:**

*In case of significant staff shortage when emergency response procedures are in place for public health, the local contractor is to respond to critical child care regulatory complaints and communicable disease surveillance in child care facilities. All other child care regulatory work stated in the contract may be suspended until normal operations resume.*

*Local health departments should work within their geographic area with other health departments to develop a preparedness plan that would include assistance for child care regulatory activity in case of disaster and work assist as a contact person in efforts to coordinate child care needs in the community.*

*When local child care regulatory services resume, the child care facility surveyor will work with KDHE staff to develop a plan to conduct local regulatory services that were temporarily suspended during the disaster, including identification and coordination regarding licenses or certificates that were non-renewed and new applications that may need to be closed due to lost facilities.*

*Guidance for regulated facilities within the disaster area or facilities that are temporarily closed and then reopened following the disaster:*

*Facilities that are not structurally damaged and with access to a supply of clean drinking water (may be bottled or made safe following boiling), may remain open. Facilities must have electricity and a working phone. If heating or cooling is not functioning, efforts to safely control temperature for comfort are made.*

*When facilities that were damaged during a disaster are ready to re-open, the local child care facility surveyor or KDHE designee is to be notified. A compliance check of the environment to assess health and safety will be conducted.*

*When a licensee or registrant moves to another facility, a new application is required and will be given priority processing by KDHE to expedite issuance of a temporary permit,*

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*license or certificate. Applicants are to mark the application in large, bold print **DISASTER PRIORITY APPLICATION** and submit to the local child care facility surveyor or KDHE designee.*

## Draft for Public Comment – February 9, 2011

### Attachment 2.4.1 Sliding Fee Schedule

**Kansas Department of Social and Rehabilitation Services  
Monthly Family Income and Family Share Deduction Schedule for Child Care Services  
Effective May 1, 2011**

Families, may apply for SRS child care subsidy. This subsidy is based on the gross monthly income and size of the family. A Family Share Deduction (FSD) may be assigned to the family and is determined by using the chart below. This deduction is used to reduce the total benefit and the family then receives the net amount. This net benefit amount may not fully cover the cost of care. The provider charges the family according to their set rates, and any charges not covered by the SRS subsidy are the responsibility of the family to pay.

**Notes:**

1. There is only one deduction scheduled for all families.
2. The family's income must be equal to or under the "Income Limit" amount.

Family Members	Level I 70% Of Poverty		Level II 100% Of Poverty		Level III 110% Of Poverty		Level IV 120% Of Poverty		Level V 130% Of Poverty		Level VI 140% Of Poverty		Level VII 150% Of Poverty		Level VIII 160% Of Poverty		Level IX 170% Of Poverty		Level X 180% Of Poverty		Level XI 185% Of Poverty	
	Limit	FSD	Limit	FSD	Limit	FSD	Limit	FSD	Limit	FSD	Limit	FSD	Limit	FSD	Limit	FSD	Limit	FSD	Limit	FSD	Limit	FSD
2	\$858	\$0	\$1,226	\$18	\$1,349	\$46	\$1,471	\$63	\$1,594	\$84	\$1,716	\$110	\$1,839	\$141	\$1,962	\$165	\$2,084	\$175	\$2,207	\$186	\$2,268	\$197
3	1,081	0	1,544	22	1,698	58	1,853	79	2,007	106	2,162	138	2,316	177	2,470	207	2,625	220	2,779	233	2,856	243
4	1,304	0	1,863	27	2,049	70	2,236	95	2,422	127	2,608	166	2,795	213	2,981	249	3,167	265	3,353	281	3,447	293
5	1,526	0	2,181	31	2,399	82	2,617	112	2,835	149	3,053	194	3,272	250	3,490	291	3,708	310	3,926	329	4,035	343
6	1,749	0	2,499	36	2,749	94	2,999	128	3,249	170	3,499	222	3,749	286	3,998	333	4,248	355	4,498	376	4,623	392
7	1,973	0	2,818	40	3,100	106	3,382	144	3,663	192	3,945	251	4,227	322	4,509	375	4,791	400	5,072	424	5,213	442
8	2,195	0	3,136	45	3,450	118	3,763	160	4,077	213	4,390	279	4,704	358	5,018	418	5,331	445	5,645	471	5,802	492
9	2,418	0	3,454	49	3,799	130	4,145	176	4,490	235	4,836	307	5,181	394	5,526	460	5,872	489	6,217	519	6,390	541
10	2,641	0	3,773	54	4,150	142	4,528	192	4,905	256	5,282	335	5,660	430	6,037	502	6,414	534	6,791	567	6,980	591
11	2,864	0	4,091	59	4,500	154	4,909	209	5,318	278	5,727	363	6,137	467	6,546	544	6,955	579	7,364	614	7,568	641
12	3,086	0	4,409	63	4,850	166	5,291	225	5,732	300	6,173	392	6,614	503	7,054	586	7,495	624	7,936	662	8,157	691



KANSAS DEPARTMENT OF SOCIAL AND REHABILITATION SERVICES 1-09  
 MAXIMUM HOURLY CHILD CARE BENEFIT RATES\*  
 BY TYPE OF PROVIDER AND AGE OF CHILD

County (Region)	HOMES						CENTERS				
	RELATIVE		REGISTERED		LICENSED/GROUP		Infant	Older Infant	Toddler	Preschool	School-Age
	18 months & less	over 18 months	18 months & less	over 18 months	Under 18 months	over 18 months	12 months & less	13 months thru 18 months	19 months thru 30 months	31 months thru 5 years	6 years or more
Allen (SE)	1.14	1.01	1.75	1.56	1.80	1.70	2.10	2.00	2.00	1.84	1.75
Anderson (SE)	1.14	1.01	1.75	1.56	1.80	1.70	2.10	2.00	2.00	1.84	1.75
Atchison (NE)	1.31	1.30	2.02	2.00	2.22	2.00	3.36	2.88	2.88	2.33	2.19
Barber (WE)	1.14	1.01	1.75	1.56	1.80	1.70	2.10	2.00	2.00	1.84	1.75
Barton (WE)	1.14	1.01	1.75	1.60	1.80	1.70	2.33	2.05	2.05	1.84	1.75
Bourbon (SE)	1.14	1.01	1.75	1.56	1.80	1.70	2.10	2.00	2.00	1.84	1.75
Brown (NE)	1.14	1.01	2.00	1.79	2.13	1.88	3.16	2.85	2.85	2.33	2.19
Butler (SC)	1.31	1.30	2.02	2.00	2.22	2.00	3.36	2.88	2.88	2.20	2.01
Chase (SC)	1.14	1.01	1.75	1.56	1.80	1.70	2.13	2.12	2.12	2.12	1.75
Chataqua (SC)	1.14	1.01	1.75	1.56	1.80	1.70	2.13	2.12	2.12	2.12	1.75
Cherokee (SE)	1.14	1.01	1.75	1.56	1.80	1.70	2.10	2.00	2.00	1.84	1.75
Cheyenne (WE)	1.14	1.01	1.75	1.60	1.80	1.70	2.33	2.05	2.05	1.84	1.75
Clark (WE)	1.14	1.01	1.75	1.56	1.80	1.70	2.12	2.00	2.00	1.84	1.75

County (Region)	HOMES						CENTERS				
	RELATIVE		REGISTERED		LICENSED/GROUP		Infant	Older Infant	Toddler	Preschool	School-Age
	18 months & less	over 18 months	18 months & less	over 18 months	Under 18 months	over 18 months	12 months & less	13 months thru 18 months	19 months thru 30 months	31 months thru 5 years	6 years or more
Clay (NE)	1.14	1.01	1.78	1.56	2.11	1.70	3.03	2.98	2.98	2.34	2.34
Cloud (NE)	1.14	1.01	1.75	1.56	1.80	1.70	2.25	2.00	2.00	1.84	1.83
Coffey (SC)	1.14	1.01	1.75	1.56	1.80	1.70	2.13	2.12	2.12	2.12	1.75
Comanche (WE)	1.14	1.01	1.75	1.56	1.80	1.70	2.12	2.00	2.00	1.84	1.75
Cowley (SC)	1.14	1.01	1.75	1.56	1.80	1.70	2.13	2.12	2.12	2.12	1.75
Crawford (SE)	1.14	1.01	1.75	1.56	1.80	1.70	2.10	2.00	2.00	1.84	1.75
Decatur (WE)	1.14	1.01	1.75	1.60	1.80	1.70	2.33	2.05	2.05	1.84	1.75
Dickinson (NE)	1.14	1.01	1.75	1.56	1.80	1.70	2.25	2.00	2.00	1.84	1.83
Doniphan (NE)	1.14	1.01	2.00	1.79	2.13	1.88	3.16	2.85	2.85	2.33	2.19
Douglas (KC)	1.95	1.63	3.00	2.50	3.12	2.72	4.48	3.85	3.85	3.12	2.98
Edwards (WE)	1.14	1.01	1.75	1.56	1.80	1.70	2.12	2.00	2.00	1.84	1.75
Elk (SC)	1.14	1.01	1.75	1.56	1.80	1.70	2.13	2.12	2.12	2.12	1.75
Ellis (WE)	1.14	1.01	1.75	1.60	1.80	1.70	2.33	2.05	2.05	1.84	1.75
Ellsworth (NE)	1.14	1.01	1.75	1.56	1.80	1.70	2.25	2.00	2.00	1.84	1.83

County (Region)	HOMES						CENTERS				
	RELATIVE		REGISTERED		LICENSED/GROUP		Infant	Older Infant	Toddler	Preschool	School-Age
	18 months & less	over 18 months	18 months & less	over 18 months	Under 18 months	over 18 months	12 months & less	13 months thru 18 months	19 months thru 30 months	31 months thru 5 years	6 years or more
Finney (WE)	1.31	1.30	2.02	2.00	2.22	2.00	3.36	2.88	2.88	2.20	2.01
Ford (WE)	1.14	1.01	1.75	1.56	1.80	1.70	2.12	2.00	2.00	1.84	1.75
Franklin (KC)	1.14	1.01	2.00	1.79	2.13	1.88	3.16	2.85	2.85	2.33	2.19
Geary (NE)	1.14	1.01	1.78	1.56	2.11	1.70	3.03	2.98	2.98	2.34	2.34
Gove (WE)	1.14	1.01	1.75	1.60	1.80	1.70	2.33	2.05	2.05	1.84	1.75
Graham (WE)	1.14	1.01	1.75	1.60	1.80	1.70	2.33	2.05	2.05	1.84	1.75
Grant (WE)	1.14	1.01	1.75	1.56	1.80	1.70	2.12	2.00	2.00	1.84	1.75
Gray (WE)	1.14	1.01	1.75	1.56	1.80	1.70	2.12	2.00	2.00	1.84	1.75
Greeley (WE)	1.14	1.01	1.75	1.56	1.80	1.70	2.12	2.00	2.00	1.84	1.75
Greenwood (SC)	1.14	1.01	1.75	1.56	1.80	1.70	2.13	2.12	2.12	2.12	1.75
Hamilton (WE)	1.14	1.01	1.75	1.56	1.80	1.70	2.12	2.00	2.00	1.84	1.75
Harper (SC)	1.14	1.01	1.79	1.65	2.00	1.75	2.20	2.00	2.00	2.27	1.79
Harvey (SC)	1.31	1.30	2.02	2.00	2.22	2.00	3.36	2.88	2.88	2.27	2.01
Haskell (WE)	1.14	1.01	1.75	1.56	1.80	1.70	2.12	2.00	2.00	1.84	1.75

County (Region)	HOMES						CENTERS				
	RELATIVE		REGISTERED		LICENSED/GROUP		Infant	Older Infant	Toddler	Preschool	School-Age
	18 months & less	over 18 months	18 months & less	over 18 months	Under 18 months	over 18 months	12 months & less	13 months thru 18 months	19 months thru 30 months	31 months thru 5 years	6 years or more
Hodgeman (WE)	1.14	1.01	1.75	1.56	1.80	1.70	2.12	2.00	2.00	1.84	1.75
Jackson (NE)	1.14	1.01	2.00	1.79	2.13	1.88	3.16	2.85	2.85	2.33	2.19
Jefferson (NE)	1.14	1.01	2.00	1.79	2.13	1.88	3.16	2.85	2.85	2.33	2.19
Jewell (NE)	1.14	1.01	1.75	1.56	1.80	1.70	2.25	2.00	2.00	1.84	1.83
Johnson (KC)	1.95	1.63	3.00	2.50	3.21	2.75	4.48	3.85	3.85	3.12	2.98
Kearney (WE)	1.14	1.01	1.75	1.56	1.80	1.70	2.12	2.00	2.00	1.84	1.75
Kingman (SC)	1.14	1.01	1.79	1.65	2.00	1.75	2.20	2.00	2.00	2.27	1.79
Kiowa (WE)	1.14	1.01	1.75	1.56	1.80	1.70	2.12	2.00	2.00	1.84	1.75
Labette (SE)	1.14	1.01	1.75	1.56	1.80	1.70	2.10	2.00	2.00	1.84	1.75
Lane (WE)	1.14	1.01	1.75	1.56	1.80	1.70	2.12	2.00	2.00	1.84	1.75
Leavenworth (KC)	1.31	1.30	2.84	2.40	3.21	2.75	3.86	2.88	2.88	2.36	2.36
Lincoln (NE)	1.14	1.01	1.75	1.56	1.80	1.70	2.25	2.00	2.00	1.84	1.83
Linn (SE)	1.14	1.01	1.75	1.56	1.80	1.70	2.10	2.00	2.00	1.84	1.75
Logan (WE)	1.14	1.01	1.75	1.60	1.80	1.70	2.33	2.05	2.05	1.84	1.75

County (Region)	HOMES						CENTERS				
	RELATIVE		REGISTERED		LICENSED/GROUP		Infant	Older Infant	Toddler	Preschool	School-Age
	18 months & less	over 18 months	18 months & less	over 18 months	Under 18 months	over 18 months	12 months & less	13 months thru 18 months	19 months thru 30 months	31 months thru 5 years	6 years or more
Lyon (SC)	1.14	1.01	1.75	1.56	1.80	1.70	2.13	2.12	2.12	2.12	1.75
Marion (SC)	1.14	1.01	1.75	1.56	1.80	1.70	2.13	2.12	2.12	2.12	1.75
Marshall (NE)	1.14	1.01	1.78	1.56	2.11	1.70	3.03	2.98	2.98	2.34	2.34
McPherson (SC)	1.14	1.01	1.79	1.65	2.00	1.75	2.20	2.00	2.00	2.27	1.79
Meade (WE)	1.14	1.01	1.75	1.56	1.80	1.70	2.12	2.00	2.00	1.84	1.75
Miami (KC)	1.31	1.30	2.84	2.40	3.21	2.75	3.86	2.88	2.88	2.36	2.36
Mitchell (NE)	1.14	1.01	1.75	1.56	1.80	1.70	2.25	2.00	2.00	1.84	1.83
Montgomery (SE)	1.14	1.01	1.75	1.56	1.80	1.70	2.10	2.00	2.00	1.84	1.75
Morris (SC)	1.14	1.01	1.75	1.56	1.80	1.70	2.13	2.12	2.12	2.12	1.75
Morton (WE)	1.14	1.01	1.75	1.56	1.80	1.70	2.12	2.00	2.00	1.84	1.75
Nemaha (NE)	1.14	1.01	1.78	1.56	2.11	1.70	3.03	2.98	2.98	2.34	2.34
Neosho (SE)	1.14	1.01	1.75	1.56	1.80	1.70	2.10	2.00	2.00	1.84	1.75
Ness (WE)	1.14	1.01	1.75	1.56	1.80	1.70	2.12	2.00	2.00	1.84	1.75
Norton (WE)	1.14	1.01	1.75	1.60	1.80	1.70	2.33	2.05	2.05	1.84	1.75

County (Region)	HOMES						CENTERS				
	RELATIVE		REGISTERED		LICENSED/GROUP		Infant	Older Infant	Toddler	Preschool	School-Age
	18 months & less	over 18 months	18 months & less	over 18 months	Under 18 months	over 18 months	12 months & less	13 months thru 18 months	19 months thru 30 months	31 months thru 5 years	6 years or more
Osage (NE)	1.14	1.01	1.75	1.56	1.80	1.70	2.13	2.12	2.12	2.12	1.75
Osborne (WE)	1.14	1.01	1.75	1.60	1.80	1.70	2.33	2.05	2.05	1.84	1.75
Ottawa (NE)	1.14	1.01	1.75	1.56	1.80	1.70	2.25	2.00	2.00	1.84	1.83
Pawnee (WE)	1.14	1.01	1.75	1.60	1.80	1.70	2.33	2.05	2.05	1.84	1.75
Phillips (WE)	1.14	1.01	1.75	1.60	1.80	1.70	2.33	2.05	2.05	1.84	1.75
Pottawatomie (NE)	1.14	1.01	1.78	1.56	2.11	1.70	3.03	2.98	2.98	2.34	2.34
Pratt (WE)	1.14	1.01	1.75	1.56	1.80	1.70	2.12	2.00	2.00	1.84	1.75
Rawlins (WE)	1.14	1.01	1.75	1.60	1.80	1.70	2.33	2.05	2.05	1.84	1.75
Reno (SC)	1.14	1.01	1.79	1.65	2.00	1.75	2.20	2.00	2.00	2.27	1.79
Republic (NE)	1.14	1.01	1.75	1.56	1.80	1.70	2.25	2.00	2.00	1.84	1.83
Rice (SC)	1.14	1.01	1.79	1.65	2.00	1.75	2.20	2.00	2.00	2.27	1.79
Riley (NE)	1.31	1.30	2.02	2.00	2.22	2.00	3.36	2.98	2.98	2.34	2.34
Rooks (WE)	1.14	1.01	1.75	1.60	1.80	1.70	2.33	2.05	2.05	1.84	1.75
Rush (WE)	1.14	1.01	1.75	1.60	1.80	1.70	2.33	2.05	2.05	1.84	1.75

County (Region)	HOMES						CENTERS				
	RELATIVE		REGISTERED		LICENSED/GROUP		Infant	Older Infant	Toddler	Preschool	School-Age
	18 months & less	over 18 months	18 months & less	over 18 months	Under 18 months	over 18 months	12 months & less	13 months thru 18 months	19 months thru 30 months	31 months thru 5 years	6 years or more
Russell (WE)	1.14	1.01	1.75	1.60	1.80	1.70	2.33	2.05	2.05	1.84	1.75
Saline (NE)	1.31	1.30	2.02	2.00	2.22	2.00	3.36	2.88	2.88	2.20	2.01
Scott (WE)	1.14	1.01	1.75	1.56	1.80	1.70	2.12	2.00	2.00	1.84	1.75
Sedgwick (WI)	1.31	1.30	2.10	2.00	2.36	2.00	3.39	2.88	2.88	2.28	2.27
Seward (WE)	1.14	1.01	1.75	1.56	1.80	1.70	2.12	2.00	2.00	1.84	1.75
Shawnee (NE)	1.31	1.30	2.02	2.00	2.22	2.00	3.36	2.88	2.88	2.20	2.05
Sheridan (WE)	1.14	1.01	1.75	1.60	1.80	1.70	2.33	2.05	2.05	1.84	1.75
Sherman (WE)	1.14	1.01	1.75	1.60	1.80	1.70	2.33	2.05	2.05	1.84	1.75
Smith (WE)	1.14	1.01	1.75	1.60	1.80	1.70	2.33	2.05	2.05	1.84	1.75
Stafford (WE)	1.14	1.01	1.75	1.56	1.80	1.70	2.12	2.00	2.00	1.84	1.75
Stanton (WE)	1.14	1.01	1.75	1.56	1.80	1.70	2.12	2.00	2.00	1.84	1.75
Stevens (WE)	1.14	1.01	1.75	1.56	1.80	1.70	2.12	2.00	2.00	1.84	1.75
Sumner (SC)	1.14	1.01	1.79	1.65	2.00	1.75	2.20	2.00	2.00	2.27	1.79
Thomas (WE)	1.14	1.01	1.75	1.60	1.80	1.70	2.33	2.05	2.05	1.84	1.75

County (Region)	HOMES						CENTERS				
	RELATIVE		REGISTERED		LICENSED/GROUP		Infant	Older Infant	Toddler	Preschool	School-Age
	18 months & less	over 18 months	18 months & less	over 18 months	Under 18 months	over 18 months	12 months & less	13 months thru 18 months	19 months thru 30 months	31 months thru 5 years	6 years or more
Trego (WE)	1.14	1.01	1.75	1.60	1.80	1.70	2.33	2.05	2.05	1.84	1.75
Wabaunsee (NE)	1.14	1.01	1.78	1.56	2.11	1.70	3.03	2.98	2.98	2.34	2.34
Wallace (WE)	1.14	1.01	1.75	1.60	1.80	1.70	2.33	2.05	2.05	1.84	1.75
Washington ((NE)	1.14	1.01	1.78	1.56	2.11	1.70	3.03	2.98	2.98	2.34	2.34
Wichita (WE)	1.14	1.01	1.75	1.56	1.80	1.70	2.12	2.00	2.00	1.84	1.75
Wilson (SE)	1.14	1.01	1.75	1.56	1.80	1.70	2.10	2.00	2.00	1.84	1.75
Woodson (SE)	1.14	1.01	1.75	1.56	1.80	1.70	2.10	2.00	2.00	1.84	1.75
Wyandotte (KC)	1.31	1.30	2.13	2.00	2.34	2.00	3.36	2.88	2.88	2.20	2.01

\*SRS pays a statewide rate for in-home care provided in the child's home by a relative or non-relative. This rate is \$1.72/hour effective 10-1-04.

Child care provider rates are based on data received by conducting a Market Rate Survey. A child care market survey measures the child care prices charged by the providers and paid by parents in a specified geographic area. The above rates were effective 2-1-02. Based on information received in the 2008 market analysis, providers are paid at approximately the 46<sup>th</sup> percentile. This means that 46% of providers charge the private sector the state rate or below.

Providers serving children who have been professionally evaluated as having a special need severe enough to require additional staff or specialized support services not routinely available, are eligible for reimbursement up to, but not exceeding, the Enhanced Rate for Special Care of \$6.00 per hour for all ages of children, for all approvable hours of care. An ES 1627A Request for Enhanced Rate for Special Care form is completed authorizing the enhanced payment rate for a child. All requests for the Enhanced Rate for Special Care must be approved by regional child care provider enrollment staff.

**Draft for Public Comment – February 9, 2011**

TOTAL FOR MONTH: 1.20                      TOTAL FOR MONTH: 1.20

OCTOBER 2011			NOVEMBER 2011		
	HOURS	BENEFIT		HOURS	BENEFIT
BILL	8	0.40	BILL	8	0.40
KENNETH	8	0.40	SAM	8	0.40
SAM	8	0.40	PROVIDER TOTAL:		0.80
PROVIDER TOTAL:		1.20	A CHILD'S WORLD DAY CARE		C000991
A CHILD'S WORLD DAY CARE		C000991	TOTAL FOR MONTH:		0.80
TOTAL FOR MONTH:		1.20			

DECEMBER 2011		
	HOURS	BENEFIT
SAM	8	0.40
PROVIDER TOTAL:		0.40
A CHILD'S WORLD DAY CARE		C000991
TOTAL FOR MONTH:		0.40

Payment for child care services is your responsibility. Child care benefits from SRS may not cover all your child care expenses.@@

Providers shall NOT collect the client's card PIN for benefits. This may be seen as provider fraud.@@

Expected hours of care are estimated based on information you provided to SRS. You are responsible for contacting SRS before this plan ends or when changes occur. Failure to notify SRS may result in your being responsible for incorrect benefits.@@

If you disagree with agency actions, you have Fair Hearing rights. SRS must get a written request within 30 days of the above date.@@

Benefits are contingent upon continued availability of government funding for child care. If funds are no longer available, this agreement may be reduced or terminated with ten days notice.@@

FOR ADDITIONAL INFORMATION, CONTACT:

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### Attachment 2.7.4 Market Analysis

Kansas does not use a sample for the market analysis, but uses the entire database provided by Child Care Aware of Kansas® (formerly the Kansas Association of Child Care Resource Agencies [KACCRRA]). This database contains information provided on a voluntary basis by Kansas child care providers, and approximately 51 % of licensed providers submit their rate information. Screenshots of their intake instrument are below:



NACCRRAware  
screen shots April 20

Please refer to the methodology described in the January 28, 2011, report from Mercer (the contractor performing the analysis) below:



KS\_ChildCare\_04041  
1\_Weekly\_Final.doc