Child Care and Development Fund (CCDF) Plan

For

State/Territory: | NEVADA |

FFY 2014-2015

This Plan describes the CCDF program to be administered by the State/Territory for the period 10/1/2013 – 9/30/2015. 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.

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.

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 0970-01114 expires 09/30/2015

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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: Department of Health and Human Services
> Address of Lead Agency: 4126 Technology Way, Suite 100, Carson City, Nevada 89706-2009
> Name and Title of the Lead Agency's Chief Executive Officer: Michael J. Willden, Director
> Phone Number: (775) 684-4000
> Fax Number: (775) 684-4010
> E-Mail Address: nvdhhs@dhhs.nv.gov
> Web Address for Lead Agency (if any): http://www.dhhs.nv.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: Jack Zenteno

Title of CCDF Administrator: Chief, Child Care & Development Program
Address of CCDF Administrator: 1470 College Parkway, Carson City, Nevada 89706
Phone Number: 775-684-0630
Fax Number: 775-486-0617
E-Mail Address: jzenteno@dwss.nv.gov
Phone Number for CCDF program information (for the public) (if any): 775-684-0500
Web Address for CCDF program (for the public) (if any): https://dwss.nv.gov
Web address for CCDF program policy manual: (if any): https://dwss.nv.gov
Web address for CCDF program administrative rules: (if any): _____

b) Contact Information for CCDF Co-Administrator (if applicable):
Name of CCDF Co-Administrator: _____
Title of CCDF Co-Administrator: _____
Address of CCDF Co-Administrator: _____
Phone Number: _____
Fax Number: _____
E-Mail Address: _____
Description of the role of the Co-Administrator: _____

1.2 Estimated Funding

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

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

FY 2012 Federal CCDF allocation (Discretionary, Mandatory and Matching): $34,214,888.00
Federal TANF Transfer to CCDF: $0
Direct Federal TANF Spending on Child Care: $0
State CCDF Maintenance-of-Effort Funds: $2,580,241.00
State Matching Funds: $2,000,000.00

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

1.2.2. Which of the following funds does the Lead Agency intend to use to meet the CCDF Matching and maintenance-of-effort (MOE) requirements described in 98.53(e) and 98.53(h)?
Check all that apply. Territories not required to meet CCDF Matching and MOE requirements should mark ☐ N/A here.

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

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

   Nevada State Health Division
   4150 Technology Way
   Carson City, NV 89706

   City of Reno
   PO Box 1900, Reno, NV 89505

   Nevada Department of Education
   700 East Fifth St, Carson City, NV 89701

   If known, identify the estimated amount of public funds the Lead Agency will receive: $6,000,000.00

☒ 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?
      ☒ donated to a separate entity(ies) designated to receive private donated funds?
         If checked, identify the number of entities designated to receive private donated funds and provide name, address, contact, and type
         Boys & Girls Club of Western Nevada
         1870 Russel Way, Carson City NV 89706
         Laurie Gorris, Chief Professional Officer

         Boys & Girls Clubs of Southern Nevada
         6330 S Sandhill Rd, Suite 3, Las Vegas, NV 89120
         Barbara Adams, Director of Finance

         Boys & Girls Clubs of Las Vegas
         2850 S Lindell Rd, Las Vegas, NV 89126

Dulcinea Almazan, President & CEO

Boys & Girls Clubs of Truckee Meadows
2680 E 9th St, Reno, NV, 89512
Mike Wurm, Chief Professional Officer

Boys & Girls Club of Mason Valley
PO Box 534, Yerington, NV 89447
Travis Crowder, Chief Professional Officer

United Way of Southern Nevada
5830 West Flamingo, Las Vegas, NV 89103
John A. Johnson, Controller

United Way of Northern Nevada
639 Isbell Rd, Ste 460, Reno NV 89509
Karen Barsell, CEO & President

If known, identify the estimated amount of private donated funds the Lead Agency will receive: $16,000,000.00

☒ 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%): 19%
If percentage is more than 10% of the Matching fund requirement, describe how the State will coordinate its pre-k and child care services: Shared resources and coordinated training efforts to reach child care providers and teachers of state funded pre-k programs.
If known, identify the estimated amount of pre-k funds the Lead Agency will receive for Matching Funds requirement: $ 3,000.000.00
Describe the Lead Agency efforts to ensure that pre-k programs meet the needs of working parents: Pre-K services are provided through three state-funded programs: Head Start, Early Head Start Program and State Funded Pre-K Programs. Subsidy dollars are used to provide wrap around services. By being able to provide full-day care, parents are able to continue to work full-time. These programs serve low income families who need preschool services for their children to be ready to enter kindergarten. The majority of the children served are second language learners. Parents access training and education during early childhood programs. Programs coordinate with child care providers to support working parents if needed.

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

☐ The Lead Agency assures that its level of effort in full-day/full-year child care services has not been reduced, pursuant to 98.53(h)(1). Estimated percentage of MOE Fund requirement that will be met with pre-k expenditures (not to exceed 20%): _____

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

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

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

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

Estimated Amount of CCDF Quality Funds for FY 2014	Activity (Lead Agency should include description of quality activities that cover FY 2014 and also information about activities for FY 2015, if available)	Purpose	Projected Impact and Anticipated Results (if possible)
Infant/Toddler Targeted Fund $795,000	TEACH Early Childhood scholarships associate degrees specific to infant/toddler Early Intervention Partners Program Early learning guidelines Silver State Stars QRIS	To improve the skills and education levels of infant/toddler child care providers	N/A
School-Age/Child Care Resource and Referral Targeted Funds $134,000	Training specific to care of school-age children Consumer information	To increase the number of trainings offered and improve the skills of school-age providers	N/A

Estimated Amount of CCDF Quality Funds for FY 2014	Activity (Lead Agency should include description of quality activities that cover FY 2014 and also information about activities for FY 2015, if available)	Purpose	Projected Impact and Anticipated Results (if possible)
Quality Expansion Targeted Funds $1,373,000	State Child Care Licensing The Nevada Registry Silver State Stars QRIS Accreditation facilitation project	To increase the quality of care and to increase the number of available slots in licensed child care	N/A
Quality Funds (not including Targeted Funds) $1,896,000	Early childhood training Early childhood mental health consultants TEACH Early Childhood Nevada scholarships Silver State Stars QRIS Nevada Registry Home provider network Consumer information Accreditation facilitation project	To improve the quality of licensed child care, provide technical assistance, increase professional development opportunities and provide consumer information	N/A

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

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

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

     ☒ No, the Lead Agency will not distribute any quality funds directly to local entities

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

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

     ☐ Other. Describe. _____

1.3. CCDF Program Integrity and Accountability

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

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

DWSS has a child care system in place (Nevada Child Care System –NCCS) which administers child care funds for eligible parents in Nevada, and supports the collection, storing and reporting of information to the federal government. It determines participant eligibility, processes attendance rosters, provides case management capabilities and authorizes payments to child care providers. In addition, the system interacts with existing Welfare databases and provides data and reports for continual monitoring.

DWSS has internal programmatic controls in place to review and approve all requests for funds.

DWSS Accounting Department has procedures in place to guarantee funds can be traced to a level of expenditure to establish funds have not been used in violation of any state or federal requirements.

DWSS Investigations & Referral Unit has procedures in place to investigate cases which are referred when suspicious circumstances exist. This unit also works with child care staff to determine the value of beets paid versus what should have been paid when payment circumstances are determined to be incorrect and purse repayment of the dept.

Administrative disqualification penalties are imposed when it is determined applicants/participants have intentionally violated program rules. If it is determined a child care provider has intentionally violated program rules they are terminated from the program
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1.3.2 Describe the processes the Lead Agency will use to monitor all sub-recipients.
Lead Agencies that use other governmental or non-governmental sub-recipients to administer the program must have written agreements in place outlining roles and responsibilities for meeting CCDF requirements (98.11 (a) (3))

Definition: A sub-recipient (including a sub-contractor and or sub-grantee) is a non-Federal entity that expends Federal awards (contract or grant) received from another entity to carry out a Federal program, but does not include a vendor nor does it include an individual who is a beneficiary of such a program. OMB Circular A-133 Section 210 provides additional information on the characteristics of a **sub-recipient** and **vendor**
(http://www.whitehouse.gov/omb/circulars/a133_compliance_supplement_2010). The description of monitoring may include, but is not limited to, a discussion of written agreements, fiscal management, review of policies and procedures to ensure compliance with CCDF regulations, monitoring/auditing contractors or grantees to ensure that eligible children are served and eligibility documentation is verified, and establishing performance indicators or measures related to improper payments.
DWSS has direct contracts with non-profit agencies and Inter local Agreements with other state agencies. These contracts and agreements allow for ongoing monitoring by the Child Care and Development Program as well as DWSS Program, Review and Evaluation Program (PRE) and Investigations and Recovery Program (I&R).

DWSS Program Management Evaluations – administrative staff review a sampling of cases to ensure documentation supports case decision and case actions are in accordance with policy.

DWSS Program, Review and Evaluation (PRE) – PRE staff review a sampling of cases and perform independent verifications to determine correct payments have been made.

Supervisory Reviews – in-office staff reviews a sampling of cases to ensure case actions are in accordance with policy and the eligibility decision and benefit level is correct.

Audits - audits are completed by divisional staff, other state agencies and independent auditing companies to ensure sub-recipients are accurately administering CCDF funds.

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

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Type of Activity	Identify Program Violations	Identify Administrative Error
Share/match data from other programs (e.g. TANF, Child and Adult Care Food Program (CACFP), Food and Nutrition Service (FNS), Medicaid))	☒	☒
Share/match data from other databases (e.g., State Directory of New Hires, Social Security Administration, Public Assistance Reporting Information System (PARIS))	☒	☒
Run system reports that flag errors (include types)	☐	☐
Review of attendance or billing records	☒	☒
Audit provider records	☒	☒
Conduct quality control or quality assurance reviews	☒	☒
Conduct on-site visits to providers or sub-recipients to review attendance or enrollment documents	☐	☐
Conduct supervisory staff reviews	☒	☒
Conduct data mining to identify trends	☒	☒
Train staff on policy and/or audits	☒	☒
Other. Describe _____	☐	☐
None	☐	☐

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

Nevada implemented a new computer system, Nevada Child Care System (NCCS), in June 2009. This system interfaces with NOMADS, the Nevada computer system that is used to determine eligibility for TANF, SNAP, and Medicaid.

PRE staff review a sampling of cases and perform independent verifications to determine correct payments have been made. A monthly review of sample cases includes review of provider attendance/billing records. A monthly report is provided which includes trend analysis.

Audits are completed by divisional staff, other state agencies and independent auditing companies. Client and provider records are included in these audits.

Reviews and trainings are completed by DWSS staff and Child Care contract staff. In addition, supervisory reviews are completed by contracting (sub-recipient) staff.

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

_____

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

Strategy	UPV	IPV and/or Fraud	Administrative Error
Require recovery after a minimum dollar amount in improper payment. Identify the minimum dollar amount $0	☒	☒	☐
Coordinate with and refer to other State/Territory agency (e.g. State/Territory collection agency, law enforcement). Describe _____	☐	☐	☐
Recover through repayment plans	☒	☒	☐
Reduce payments in subsequent months	☒	☒	☐
Recover through State/Territory tax intercepts	☐	☐	☐
Recover through other means. Describe _____	☐	☐	☐
Establish a unit to investigate and collect improper payments. Describe composition of unit _____	☐	☐	☐
Other. Describe _____	☐	☐	☐
None	☐	☐	☐

For any option the Lead Agency checked in the chart above other than none, please describe Working with DWSS Investigations & Recovery Unit, improper payments (unintentional or intentional) are investigated and when determined are calculated. Notification is sent to the client to set up a payment and if applicable criteria is met, court action can be pursued.

For all provider overpayments the payment is reduced in the following month(s). If the provider is no longer an eligible subsidy provider, the overpayment balance is forwarded to DWSS Investigations & Recover Unit who pursue repayment, including court action.

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

Individuals found to have committed an intentional program violation are penalized as follows:

NEON Funded/TANF Recipient Penalties
The individual found to have committed the IPV will be ineligible for TANF benefits for a period of twelve (12) months for the first violation, twenty-four (24) months for the second violation, and permanently for the third violation. During the ineligible period, the individual is required to participate in NEON work activities unless otherwise exempt; therefore, the individual will be entitled to NEON support services, such as child care benefits.

Non-TANF Recipient Penalties
After they are determined eligible, the child care subsidy benefits are decreased by two (2) subsidy percentage steps for a period of six (6) calendar months for the first occurrence, three (3) subsidy percentage steps for twelve (12) calendar months for the second occurrence and the household is permanently disqualified from the receipt of child care assistance for the third occurrence. Issues sent to the Hearings Unit are resolved on a case-by-case basis. Only **written decisions** issued by the hearings officer and state or federal courts are enforceable. The formal written decision order may:
    Deny or approve the request for a hearing; **or**
    Deny or approve the request for a administrative penalty based on a hearing; **or**
    Approve, with modification of the penalties.
Individuals who disagree with the decision of the hearings officer may appeal their case to district court within ninety (90) days of the date of the hearing officer's decision.

Disqualify provider.
☒ Disqualify provider. If checked, please describe, including a description of the appeal process for providers who are disqualified
If it has been validated by DWSS I&R Unit a provider has committed fraud, the Chief of the Child Care and Development Program will render a decision on appropriate action to be taken against a provider. The penalty can be either suspension for an appropriate amount of time or termination form the subsidy program. The Chief's decision is final and cannot be appealed.
☒ Prosecute criminally
☐ Other. Describe. _____

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

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Activities identified in ACF-402	Cause/Type of Error (if known)	Actions Taken or Planned	Completion Date (Actual or planned) (if known)
1)File Tracking	1) Missing Case Files	1) Staff have been assigned to the warehouse to properly archive the files. A spreadsheet has been developed to identify which cases are located in which numbered boxes for easy retrieval of information.	1) This activity was completed by July 31, 2011.
2) Adequate verification	2) Missing Verifications	2) On-going training is conducted to ensure staff are aware of the requirements for approving a case. At all-staff meetings, eligibility requirements are specifically addressed. Staff are instructed to clarify conflicting or unclear information prior to approval. Efforts to correct incomplete/missing information are required to be documented in case notes.	2) On-going activity
3)Training for schedule/schedule verification	3) Incorrect schedule/schedule verification	3) This is covered at all- staff meetings. Staff are instructed to contact the employer/worker to clarify conflicting schedule information. They are required to case note who they spoke to, their title, and what the correct schedule is.	3) On-going activity
4) Training for Budget/Income	4) Incorrect verification of income and income budgeting	4) Staff were provided income budgeting training in February, March and May 2011. This is an area that will be regularly covered in all staff and office meetings over the next 12 months to ensure staff are consistently documenting and calculating income eligibility. Processing documents have been provided to staff to help them identify when to use one budgeting method vs. another method, which range of time to consider when budgeting income from different sources, and how to properly factor it.	4) On-going activity

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 <u>development of the State or Territory CCDF Plan</u>. <u>At a minimum, Lead Agencies must consult with representatives of general purpose local governments.</u> (§§98.12(b), 98.14(a)(1))

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

	Agency/Entity	Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan
☒	**Representatives of general purpose local government (required)** This may include, but is not limited to: representatives from counties and municipalities, local human service agencies, local education representatives (e.g., school districts), or local public health agencies.	Washoe County School District Early Childhood Programs, Nevada Registry and Pre-K Standards was provided copy of the draft and asked to provide input in developing the state plan.
**For the remaining agencies, check and describe (optional) any which the Lead Agency has chosen to consult with in the development of its CCDF Plan.**	
☒	State/Territory agency responsible for public education This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.	Nevada Department of Education State Funded Pre-k was provided copy of the draft and asked to provide input in developing the state plan.
☒	State/Territory agency responsible for programs for children with special needs This may include, but is not limited to: State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs	Early Childhood Advisory council – Nevada Early Intervention Services was provided copy of the draft and asked to provide input in developing the state plan.
☒	State/Territory agency responsible for licensing (if separate from the Lead Agency)	Nevada State Health Division - Child Care Licensing was provided copy of the draft and asked to provide input in developing the state plan.
☒	State/Territory agency with the Head Start Collaboration grant	DHHS Head Start Collaboration was provided copy of the draft and asked to provide input in developing the state plan.
☒	Statewide Advisory Council authorized by the Head Start Act	Early Childhood Advisory Council was provided copy of the draft and asked to provide input in developing the state plan.

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	Agency/Entity	Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan
☒	Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services	Child Care Advisory Committee – Boys & Girls Clubs was provided copy of the draft and asked to provide input in developing the state plan.
☐	State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)	
☒	State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant	Early Childhood Advisory Council – Nevada Health Division was provided copy of the draft and asked to provide input in developing the state plan.
☒	State/Territory agency responsible for public health (including the agency responsible for immunizations and programs that promote children's emotional and mental health)	Early Childhood Advisory Council – Nevada Health Division was provided copy of the draft and asked to provide input in developing the state plan.
☒	State/Territory agency responsible for child welfare	Early Childhood Advisory Council – Division of Child and Family Services was provided copy of the draft and asked to provide input in developing the state plan.
☐	State/Territory liaison for military child care programs or other military child care representatives	
☐	State/Territory agency responsible for employment services/workforce development	
☒	State/Territory agency responsible for Temporary Assistance for Needy Families (TANF)	Meetings held with DWSS Eligibility & Payments Unit.
☒	Indian Tribes/Tribal Organizations ☐ N/A: No such entities exist within the boundaries of the State	Meeting held with the Tribal Early Childhood Advisory Committee.
☐	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	
☒	Provider groups, associations or labor organizations	Nevada Association for the Education of Young Children who administer the TEACH Early Childhood Nevada Scholarship Program was provided copy of the draft and asked to provide input in developing the state plan.
☐	Parent groups or organizations	
☒	Local community organizations (child care resource and referral, Red Cross)	The Children's Cabinet Resource & Referral Unit was provided copy of the draft and asked to provide input in developing the state plan.
☐	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 15th 2013 **Reminder** - Must be at least 20 days prior to the date of the public hearing.

b) How was the public notified about the public hearing? Public Notice is posted at various locations statewide and mailed to those on the mailing list pursuant to Nevada revised Statute (NRE) 241.020

c) Date(s) of public hearing(s): May 21, 2013, 9:30 am **Reminder** - Must be no earlier than 9 months before effective date of Plan (October 1, 2013).

d) Hearing site(s):
DWSS Central Office
1470 College Parkway, Room 149
Carson City, NV

DWSS Professional Development Center
701 North Rancho Drive, Training Room 5
Las Vegas, NV

e) How was the content of the Plan made available to the public in advance of the public hearing(s)?
The agenda and exhibits, including the proposed Child Care State Plan, are published on the Division of Welfare and Supportive Services' website, posted at various locations statewide, and mailed upon request.

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/suggestions are evaluated and, as appropriate, incorporated into the 2014-2015 Child Care State 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 Public Notice was posted in April 2013 for the May 2013 Public Hearing to adopt of the State Plan for 2014 and 2015. The proposed State Plan along with all attachments was made available for review on this date. Persons wishing to comment on the Child Care State Plan, amendments and/or regulations and policy changes on the agenda may appear at the scheduled public workshop or address their comments in writing to: Administrator, 1470 College Parkway, Carson City, Nevada 89706. Written submissions should be received by 5 business days prior to the hearing to be given adequate time for copying and consideration at the public hearing. Persons wishing to comment can attend the public hearing.

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

Note: Descriptions of how governments are organized for each State are provided at: http://www2.census.gov/govs/cog/all_ind_st_descr.pdf.

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

Agency/Entity (check all that apply)		Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services	Describe results expected from the coordination 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.
☒	Representatives of general purpose local government **(required)** This may include, but is not limited to: representatives from counties and municipalities, local education representatives, or local public health agencies.	Subsidy eligibility that allows minor parents student purpose of care through Washoe County School District and Early Head Start Programs.	Minor parents are able to earn a high school diploma or GED.
☒	State/Territory agency responsible for public education (**required)** This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education;	Alignment of the Pre-K Standards with the K-12 Standards and training provided.	Shared resources and coordinated training efforts to reach child care providers and teachers of state funded Pre-K programs.
☒	Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-	Contracted slots with the Boys and Girls Clubs and YMCA.	Increased services for before and after school care.

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	Agency/Entity (check all that apply)	Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services	Describe results expected from the coordination 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.
	age/youth-serving developmental services (**required**)		
☒	State/Territory agency responsible for public health (**required**) This may include, but is not limited to, the agency responsible for immunizations and programs that promote children's emotional and mental health	Funding is provided to DCFS Early Childhood Mental Health.	Shared resources and Increased training on early childhood mental health issues for child care providers.
☒	State/Territory agency responsible for employment services / workforce development (**required**)	DWSS is collaborating with Department of Employment, Training, and Rehabilitation (DETR) to provide services for unemployed persons.	Increased employment for Nevada's employed population.
☒	State/Territory agency responsible for providing Temporary Assistance for Needy Families (TANF) including local human service agencies(**required**)	DWSS administers both the TANF and Child Care Programs.	Ensure the TANF NEON population is provided child care subsidy so TANF NEON participant can meet participation requirements.
☒	Indian Tribes/Tribal Organizations **(required)** ☐ N/A: No such entities exist within the boundaries of the State	Collaboration with Early Care Advisory Committee – Tribal early Childhood Advisory Committee.	Coordinate information across all sectors of early childhood programs.
For the remaining agencies, check and describe (optional) any with which the Lead Agency has chosen to coordinate early childhood and school-age service delivery			
☒	State/Territory agency with the Head Start Collaboration grant	Child Care Administrator is a member of the Head Start Collaboration Partnership Team.	Coordinate services and information across all sectors of early childhood programs.
☐	State/Territory agency responsible for Race to the Top – Early Learning Challenge (RTT-ELC) ☒ N/A: State/Territory does not participate in RTT-ELC		
☐	State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)		
☒	State/Territory agency responsible for programs for children with special needs	Funding is provided to Nevada Early	Increase early intervention services to rural Nevada

Child Care and Development Fund (CCDF) Plan

Agency/Entity (check all that apply)		Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services	Describe results expected from the coordination 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.
	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	Intervention Services.	and inclusion support for centers in Reno area.
☒	State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant	Maternal and Early Childhood staff are involved in the Early Childhood Advisory Committee.	Increase collaboration between agencies.
☒	State/Territory agency responsible for child welfare	Work with state and county child welfare agencies to ensure child care is provided to child(ren) placed in foster homes or relative placements.	To ensure foster/cps children are provided child care while in a foster setting.
☐	State/Territory liaison for military child care programs or other military child care representatives		
☐	Private agencies/entities including national initiatives that the Lead Agency is participating in such as BUILD, Strengthening Families, Mott Statewide After-school Networks, Ready by 21		
☒	Local community organizations (child care resource and referral, Red Cross)	Funding is provided to The Children's Cabinet and Las Vegas Urban League for statewide resource and referral services.	Coordinated services including technical assistance provided to child care centers and home providers.
☐	Provider groups, associations or labor organizations		
☐	Parent groups or organizations		
☐	Other		

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

☐ Yes. If yes,
a) Provide the name of the entity responsible for the coordination plan(s):
b) Describe the age groups addressed by the plan(s):
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: _____

☒ No

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

☐ State/Territory-wide early childhood and/or school-age cabinet/advisory council/task force/commission.
If yes, describe entity, age groups and the role of the Lead Agency
_____

☒ State Advisory Council (as described under the Head Start Act of 2007).
If yes, describe entity, age groups and the role of the Lead Agency
Former Governor Jim Gibbons, through a September 2009 executive order, established the Nevada Early Childhood Advisory Council (ECAC) to strengthen state-level coordination and collaboration among the various sectors and settings of early childhood programs. The executive order empowers the Director's Office of the Department of Health and Human Services to establish and maintain the ECAC. The Council adopted the following vision shortly after its inception: "Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential."
☐ Local Coordination/Council
If yes, describe entity, age groups and the role of the Lead Agency:
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: Representatives from the public-private sector are members of the Child Care Advisory Committee; as needed to provide comment/recommendation on priorities for program development, advancement of quality child care services and statewide resource distribution.
Private sector members are included in the development of the Quality Ratings improvement System (QRIS).

☐ No.

1.6. Child Care Emergency Preparedness and Response Plan

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

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

☒ **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. Nevada is working with Abby Cohen, State System Specialist Region IX to develop Nevada's emergency plan. A group has convened to begin drafting the plan using the *Emergency Preparedness Checklist for CCDF Administrators*. This group consists of members from the early childhood community, state and county agencies, and the state Division of Emergency Management. The first draft should be completed by the end of 2013.

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

☐ **Other. Describe:** _____

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

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☒ Emergency preparedness regulatory requirements for child care providers
☒ Provision of temporary child care services after a disaster
☒ Restoring or rebuilding child care facilities and infrastructure after a disaster
☐ None

PART 2

CCDF SUBSIDY PROGRAM ADMINISTRATION

2.1. Administration of the Program

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

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

      ☒ Eligibility rules and policies (e.g., income limits) are set by the:
            ☒ State/Territory
            ☐ Local entity. If checked, identify the type of policies the local entity(ies) can set_____
            ☐ Other. Describe: _____
      ☒ Sliding fee scale is set by the:
            ☒ State/Territory
            ☐ Local entity. If checked, identify the type of policies the local entity(ies) can set_____
            ☐ Other. Describe: _____
      ☒ Payment rates are set by the:
            ☒ State/Territory
            ☐ Local entity. If checked, identify the type of policies the local entity(ies) can set_____
            ☐ Other. Describe: _____

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

Implementation of CCDF Services/Activities	Agency (Check all that apply)
Who determines eligibility? The Las Vegas Urban League (Clark and Nye counties) The Children's Cabinet (all other counties) **Note:** If different for families receiving TANF benefits and families not receiving TANF benefits, please describe: _____	☐ CCDF Lead Agency ☐ TANF agency ☐ Other State/Territory agency. Describe. _____ ☐ Local government agencies such as county welfare or social services departments ☐ Child care resource and referral agencies ☒ Community-based organizations ☐ Other. Describe. _____
Who assists parents in locating child care (consumer	☐ CCDF Lead Agency

Implementation of CCDF Services/Activities	Agency (Check all that apply)
education)? The Las Vegas Urban League (Clark and Nye counties) The Children's Cabinet (all other counties)	☐ TANF agency ☐ Other State/Territory agency. Describe. _____ ☐ Local government agencies such as county welfare or social services departments ☐ Child care resource and referral agencies ☒ Community-based organizations ☐ Other. Describe. _____
Who issues payments? The Las Vegas Urban League (Clark and Nye counties) The Children's Cabinet (all other counties)	☐ CCDF Lead Agency ☐ TANF agency ☐ Other State/Territory agency. Describe. _____ ☐ Local government agencies such as county welfare or social services departments ☐ Child care resource and referral agencies ☒ Community-based organizations ☐ Other. Describe. _____
Describe to whom is the payment issued (e.g., parent or provider) and how are payments distributed (e.g., electronically, cash, etc)	The payments are issued to the provider and are distributed electronically or by check.
Other. List and describe: _____	

2.2. Family Outreach and Application Process

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

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

☒ CCDF Lead Agency
☒ TANF offices
☒ Other government offices
☒ Child care resource and referral agencies
☒ Contractors
☒ Community-based organizations
☒ Public schools
☒ Internet (provide website): dwss.nv.gov; childrensbabinet.org; lasvegasurbanleague.org.
☒ Promotional materials
☐ Community outreach meetings, workshops or other in-person meetings
☐ Radio and/or television
☐ Print media

☐ Other. Describe: _____

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

    ☒ In person interview or orientation
    ☒ By mail
    ☒ By Phone/Fax
    ☐ Through the Internet (provide website) _____
    ☐ By Email
    ☒ Through a State/Territory Agency
    ☒ Through an organization contracted by the State/Territory
    ☐ Other. Describe: _____

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

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 contracts with the Children's Cabinet and Las Vegas Urban League CCR&R services who assist families in finding and selecting child care. Case managers provide clients information regarding all child care options (licensed child care; recreation programs; family, friend and neighbor (FFN) care). The case manager reviews the application and client information to identify the client's work schedule, transportation needs, child development needs, and cost of child care with overages and co-payments. The case manager then discusses with the client the child care arrangement and reviews any potential barriers with the client.

The client is then referred to an in-house resource and referral specialist for a quality child care consultation and referral. The resource and referral specialist consults with the client on the importance of quality child care, what it looks like, and how to find it. The client is provided a customized list of child care providers based on identified need, a quality child care brochure (includes a checklist), and other materials on child care such as the cost of care, licensing ratios and requirement and other financial assistance options for child care. The client is also added to the newsletter mailing list to receive quarterly information on early education and care. If the client chooses a family, friend, or neighbor provider, the case manager will work with the client and the resource and referral specialist to schedule a family friend and neighbor registration.

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. At this time Nevada's QRIS is only open to centers. Centers achieving a star rating of 3, 4, or 5 stars receive an increased reimbursement (6%, 9%, or 12%). For home providers, they are eligible to receive a 15% reimbursement increase if they are nationally accredited. Coaching, training, and grants are available to both centers and home providers.

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

☒ Provide access to program office/workers such as:
　☐ Providing extended office hours
　☒ Accepting applications at multiple office locations
　☒ Providing a toll-free number for clients
　☒ Email/online communication
　☐ Other. Describe: _____
☒ Using a simplified eligibility determination process such as:
　☐ Simplifying the application form (such as eliminating unnecessary questions, lowering the reading level)
　☐ Developing a single application for multiple programs
　☐ Developing web-based and/or phone-based application procedures
　☒ Coordinating eligibility policies across programs. List the program names TANF and SNAP
　☒ Streamlining verification procedures, such as linking to other program data systems
　☒ Providing information multi-lingually
　☒ Including temporary periods of unemployment in eligibility criteria (job search, seasonal unemployment). Length of time: Job search 2 weeks per calendar year
　(Note: this period of unemployment should be included in the Lead Agency's definition of working, or job training/educational program at 2.3.3).
　☐ Other. Describe: _____
☐ Other. Describe: _____
☐ None

2.2.6. Describe the Lead Agency's 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 2 weeks per calendar year

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

☐ Synchronize review date across programs. List programs: _____

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

☒ Extend periods of eligibility for families who are also enrolled in either
Early Head Start or Head Start and pre-k programs. Describe
After initial application, reapplications are not required for Early Head Start
Children until they move to Head Start. Once initial eligibility is approved
for Head Start children are not required to reapply until they are no longer
eligible for Head Start.

☒ Extend periods of eligibility for school-age children under age 13 to cover
the school year. Describe
School-age children eligible under the contracted slot program are
covered for 12 month periods.

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

☒ Individualized case management to help families find and keep stable child
care arrangements. Describe Resource & Referral staff meet with the
family to assist with finding child care that meets the family's needs and in
creating a child-care back-up plan to ensure emergency arrangements are
made for child's care.

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

☐ Other. Describe _____

☐ None

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

☒ Application in other languages (application document, brochures, provider
notices)

☒ Informational materials in non-English languages

☒ Training and technical assistance in non-English languages

☒ Website in non-English languages

☒ Lead Agency accepts applications at local community-based locations

☒ Bilingual caseworkers or translators available

☐ Outreach Worker

☐ Other: _____

☐ None

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

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: Tele-language translation service available 365 days a year (24/7) for over 150 languages
☐ Collect information to evaluate on-going need, recruit, or train a culturally or linguistically diverse workforce
☐ None

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

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 dwss.nv.gov

Reminder – Lead Agencies are reminded that, for purposes of implementing the citizenship verification requirements mandated by title IV of Personal Responsibility and Work Opportunity Reconciliation Act, only the citizenship and immigration status of the child, who is the primary beneficiary of the child care benefit, is relevant for eligibility purposes. (ACYF-PI-CC-98-08) States may not deny child care benefits to an eligible child because the parent(s), legal guardians, persons standing *in loco parentis*, or other household members have not provided information regarding their immigration status.

The Lead Agency requires documentation of:	Describe how the Lead Agency documents and verifies applicant information:
☒ Applicant identity	Verification of identification is required. Once identification has been verified, it no longer needs to be requested with subsequent applications. Possible sources of verification are (not all inclusive): birth certificate, driver's license, state ID card, Military ID, etc.
☒ Household composition	The applicant's statement of household composition is accepted unless the Child Care case manager has reason to question it, whereby verification would then be required. Possible sources of verification are (not all inclusive): copy of lease with all household members listed, statement from no-relative listing all household members, share/match data from other programs (e.g. TANF, SNAP, Medicaid), etc.

The Lead Agency requires documentation of:	Describe how the Lead Agency documents and verifies applicant information:
☒ Applicant's relationship to the child	Relationship must be established for all members of the child care household to determine the appropriate household size and countable income. Verification of relationship of required household members is required. Once relationship has been verified, it no longer needs to be requested with subsequent applications, unless a change in relationship has been reported/discovered (i.e., marriage, divorce, adoption, etc.). Possible sources of verification are (not all inclusive) birth certificates, legal court documents, adoption records, hospital records, share/match data from other programs (e.g. TANF, SNAP, Medicaid),etc.
☒ Child's information for determining eligibility (e.g., identity, age, etc.)	Verification of child's age, citizenship, and immunizations is required. For age and citizenship possible sources of verification are (not all inclusive) birth certificates, hospital or public heath birth record, adoption papers, school records, share/match data from other programs (e.g. TANF, SNAP, Medicaid),etc.
☒ Work, Job Training or Educational Program	Current verification of purpose of care is required at application, reapplication and any time a change in purpose of care occurs. Possible sources of verification are as follows (not all inclusive): letter from employer, NEON Child Care Referral, etc.
☒ Income	Current verification of countable income is required at initial application, reapplication, and any time a change in income is reported or becomes known. Verification of countable income received in the thirty (30) days prior to the interview/mail-in date is used to determine the gross monthly amount for initial and subsequent eligibility. If income fluctuates to the extent a 30-day period cannot provide an accurate estimate, income from the same source for sixty (60) days prior to the interview/mail-in date may be used. Verification sources are dependent upon the type of income.
☒ Other. Describe Child Support	The cooperation of the applicant in obtaining financial support for children requesting subsidy benefits (unless "good cause" exists) is an eligibility requirement for receiving child care subsidies, with the exception of foster and CPS children. Additionally NEON clients are required to pursue child support and be in compliance with the CSEP office as a requirement of TANF eligibility; therefore, monitoring cooperation is not required by Child Care Program staff. Verification of child support status is required at initial application, reapplication and any time a change in child support occurs. Possible sources of verification are (not all inclusive): printout from Nevada child support case, copy of checks, copy of support agreement issued by court, written statement from non-custodial parent, etc.

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

☒ Time limit for making eligibility determinations. Describe length of time Policy requires an eligibility decision must be made within thirty (30) calendar days after a completed and signed application is received in the program office. The day after the date the application is received in the program office is the first day of the 30-day period.

☒ Track and monitor the eligibility determination process

☒ Other. Describe Management Evaluations are completed by DWSS program staff to ensure adherence to timeliness policy.
☐ None

2.2.11. Are the policies, strategies or processes provided in questions 2.2.1. 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: Verification of financial and non-financial elements, with the exception of applicant ID, are not required to be re-verified for families receiving TANF and participating in the NEON work requirements.
☐ 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 Division of Welfare and Supportive Services

b) Provide the following definitions established by the TANF agency.
- "appropriate child care":
Child care chosen by the parent that offers developmentally appropriate practices that meet the needs of that parent and child.
- "reasonable distance":
A parent should not have to travel more than 30 minutes to drop-off or pickup their child from the child care provider's location.
- "unsuitability of informal child care":
Informal child care is unsuitable if it is not provided legally, or does not meet basic health and safety standards as outlined in the State Child Care Plan; if circumstances exist that may cause possible abuse, neglect or harm to children as outlined in county ordinances and/or state statutes; and/or if the arrangements do not support the working

schedule of a parent, are not affordable, not easily accessible or do not meet quality standards as defined by the parent.
- "affordable child care arrangements":
Affordable child care is child care that does not exceed 10% to 15% of the parent's gross income.

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 with a custodial parent or guardian in the domicile of the custodial parent or guardian who provide primary care and support to the child.
- *in loco parentis* – Adult(s) standing in as parent(s) for children who are in need of supervision or protective services such as a blood relative with custody or any person with court ordered custody, and for families who are in transition.

2.3.2. Eligibility Criteria Based Upon Age

a) The Lead Agency serves children from 0 weeks to 12 years (may not equal or exceed age 13).

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

☒ Yes, and the upper age is 18 (may not equal or exceed age 19) .
Provide the Lead Agency definition of *physical or mental incapacity* – A child who has a physical or mental condition, which severely limits the individual's ability to care for himself/herself, or an emotional condition that places the individual or others at risk.
☐ No.

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

☐ Yes, and the upper age is _____ (may not equal or exceed age 19)
☒ No.

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

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* –
  The member must receive monetary compensation for their services and there is no minimum number of hours required; or
  An activity that demonstrates an individual is actively seeking potential employment and they must complete two (2) or more work activities per day with a minimum of six (6) job seeking activities per week; or
  A participant in the state TANF NEON work program and there is no minimum number of hours required.

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* – a minor parent attending school to obtain their high school diploma or GED. Minor parents who turn 18 but will not graduate or obtain their GED may continue to qualify under student purpose of care as long as they will obtain the diploma or GED prior to turning 19.

☐ No.

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

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

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

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

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

- *protective services* – services for children who have been abused or neglected or who are at risk of abuse or neglect as determined by a professional in the field or by a court. There may be circumstances where it is in the best interest of the child as well as the family the child be placed with another family to provide short term respite services.

☐ No.

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

☒ Yes.
☐ No.

2.3.5. Income Eligibility Criteria

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

- *income* – Any type of payment which is a gain or benefit to a household.

b) Which of the following sources of income, if any, will the Lead Agency exclude or deduct from calculations of total family income for the purposes of

eligibility determination? Check any income the Lead Agency chooses to exclude or deduct, if any.

- ☐ Adoption subsidies
- ☒ Foster care payments
- ☐ Alimony received or paid
- ☐ Child support received
- ☒ Child support paid
- ☒ Federal nutrition programs
- ☒ Federal tax credits
- ☒ State/Territory tax credits
- ☒ Housing allotments, Low-Income Energy Assistance Program (LIHEAP) or energy assistance
- ☒ Medical expenses or health insurance related expenses
- ☐ Military housing or other allotment/bonuses
- ☒ Scholarships, education loans, grants, income from work study
- ☐ Social Security Income
- ☒ Supplemental Security Income (SSI)
- ☐ Veteran's benefits
- ☐ Unemployment Insurance
- ☐ Temporary Assistance for Needy Families (TANF)
- ☐ Worker Compensation
- ☒ Other types of income not listed above
    Crime Victim's Compensation Payments
    Gift Certificates
    Job Training Allowances
    Loans
    Native or Indian Claims
    Radiation Exposure Compensation Act Payments
    Relocation Assistance and Victims of Nazi Persecution 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
- ☒ Unrelated members of household
- ☐ All members of household except for parents/legal guardians
- ☒ Other - Foster parents or families who have children placed in their homes through a child protective agency.
- ☐ 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.

Child Care and Development Fund (CCDF) Plan

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

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	$3,010.58	$,2,558.99	$2,257.94	75%
2	$3,936.92	$3,346	$2,952.69	75%
3	$4,863.25	$4,134	$3,647.44	75%
4	$5,789.58	$4,921	$4,342.19	75%
5	$6,716.92	$5,709	$5,036.94	75%

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 2014___ and SMI Source Federal Register/Vol. 11, No. 51

g) These eligibility limits in column (c) became or will become effective on: October 1, 2013

2.3.6. Eligibility Re-determination

a) Does the State/Territory follow OCC's 12 month re-determination recommendation? (See Program Instruction on Continuity of Care http://www.acf.hhs.gov/programs/occ/resource/im2011-06
☐ Yes
☒ No. If no, what is the re-determination period in place for most families?

☒ 6 months
☐ 24 months
☐ Other. Describe _____
☐ Length of eligibility varies by county or other jurisdiction. Describe
_____

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

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

☒ Head Start and/or Early Head Start Programs. Re-determination period – Required when child transitions from Early Head Start to Head Start and when transitioning off of Head Start

☐ Pre-kindergarten programs. Re-determination period _____

☐ TANF. Re-determination period _____

☐ SNAP. Re-determination period _____

☐ Medicaid. Re-determination period _____

☐ SCHIP. Re-determination period _____

☐ Other. Describe _____

☐ No.

c) Describe under what circumstances, if any, a family's eligibility would be reviewed prior to redetermination. For example, regularly scheduled interim assessments, or a requirement for families to report changes. Households have a requirement to report changes that could affect eligibility.
Information/changes received from DWSS Investigation & Recovery Unit, PRE Unit or CCDP Unit.

d) Describe any action(s) the State/Territory would take in response to any change in a family's eligibility circumstances prior to re-determination Changes that could affect the household's eligibility are verified and eligibility is recalculated. If the household's subsidy percentage decreases or the case is no longer eligible due to income limits, a 10 day advance notification of the action is provided to the client.

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

Policy takes into account the changing needs of families and every effort is made to ensure continuity of care for children receiving subsidize child care assistance. Policy allows for job search for parents, continued eligibility with receipt of lump sum payments, discretionary days for children absences and longer eligibility periods for wraparound and contracted slot care.

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

☐ Yes. If yes, describe _____

☒ No.

2.3.7. Waiting Lists

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

☐ Lead Agency currently does not have a waiting list and:
    ☐ All eligible families *who apply* will be served under State/Territory eligibility rules
    ☐ Not all eligible families *who apply* will be served under State/Territory eligibility rules
☒ Lead Agency has an active waiting list for:
    ☐ Any eligible family who applies when they cannot be served at the time of application
    ☒ Only certain eligible families. Describe those families:
        All new families who apply will be wait listed with the exception of:
            Families receiving TANF cash assistance and participating in an approved work activity or transitioning off TANF
            Families with children placed in the home as or child protective placement
            When a currently eligible family loses subsidy eligibility due to a loss of purpose of care (loss of job, school ends, etc.), new eligibility can be determined without consideration of wait list placement if the household, within 45 calendar days of the loss, submits a new application with a demonstrated current purpose of care.
☐ Waiting lists are a county/local decision. Describe _____
☐ Other. Describe _____

2.3.8. Appeal Process for Eligibility Determinations

Describe the process for families to appeal eligibility determinations
An appeal may be requested by a household member or an authorized representative on any action to deny, reduce or terminate benefits. The request must be in writing and submitted within fourteen (14) days from the date of the decision. Within ten (10) days of receipt of an appeal, the designated child care staff must review the action for accuracy and attempt to resolve the contested action. During this ten (10) day period, child care staff can either meet with the applicant face to face to discuss the resolution or provide a written resolution. If the client is not satisfied with the resolution they can request to pursue a hearing with DWSS hearing officer.
Upon receipt of a hearing request, the DWSS hearing officer will schedule a hearing allowing the household a minimum of ten (10) days prior notice of the time, date, and place of the hearing. Within ninety (90) days of receipt of a hearing request, the DWSS hearings officer must notify the household and appropriate child care staff of the decision. If the client or agency wishes to

dispute the hearing officer's decision, it must be done through the appropriate local District Court.

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 <u>income and the size of the family</u> to be used in determining each family's contribution (i.e., co-payment) to the cost of child care (658E(c)(3)(B) §98.42).

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

☒ Yes. Effective Date <u>10/01/2013</u>
☐ No. If no, attach other sliding fee scales and their effective date(s) as **Attachment 2.4.1a, 2.4.1b**, etc.

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

☒ State Median Income, Year: <u>2014</u>
☒ Federal Poverty Level, Year: <u>2013</u>
☐ Income source and year varies by geographic region. Describe income source and year: _____
☐ Other. Describe income source and year: _____

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

☒ Fee is a dollar amount and
    ☒ Fee is per child with the same fee for each child
    ☐ Fee is per child and discounted fee for two or more children
    ☐ Fee is per child up to a maximum per family
    ☐ No additional fee charged after certain number of children
    ☐ Fee is per family
☐ Fee is a percent of income and
    ☐ Fee is per child with the same percentage applied for each child
    ☐ Fee is per child and discounted percentage applied for two or more children
    ☐ No additional percentage applied charged after certain number of children
    ☐ Fee is per family
☐ Contribution schedule varies by geographic area. Describe: _____
☐ Other. Describe _____

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

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

☐ Yes, and describe those additional factors:
☒ No.

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

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

☐ ALL families, including those with incomes at or below the poverty level for families of the same size, ARE required to pay a fee.
☐ NO families with income at or below the poverty level for a family of the same size ARE required to pay a fee. The poverty level used by the Lead Agency for a family of 3 is: $_____
☒ SOME families with income <u>at or below the poverty level</u> for a family of the same size ARE NOT required to pay a fee. The Lead Agency waives the fee for the following families:
Families who are pending TANF/NEON cash assistance and participating in pre-eligibility work activities; or
Families who are receiving TANF/NEON cash assistance and participating in a TANF work-related activity through the New Employees of Nevada (NEON) program,

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.*

How will the Lead Agency prioritize CCDF services for:	Eligibility Priority (Check only one)	Is there a time limit on the eligibility priority or guarantee?	Other Priority Rules
Children with special needs **Provide the Lead Agency definition of** *Children with Special Needs* A special needs child is defined as a physical or mental condition, which severely limits the individual's ability to care for himself/herself, or an emotional condition that places the individual or others at risk.	☒ Priority over other CCDF-eligible families ☐ Same priority as other CCDF-eligible families ☐ Guaranteed subsidy eligibility ☐ Other. Describe _____	☐ Yes. The time limit is: _____ ☒ No	☐ Different eligibility thresholds. Describe _____ ☐ Higher rates for providers caring for children with special needs requiring additional care ☐ Prioritizes quality funds for providers serving these children ☐ Other. Describe _____
Children in families with very low incomes **Provide the Lead Agency definition of** *Children in Families with Very Low Incomes* A household who has income at or below 130% of the Federal Poverty Level for the family size.	☒ Priority over other CCDF-eligible families ☐ Same priority as other CCDF-eligible families ☐ Guaranteed subsidy eligibility ☐ Other. Describe _____	☐ Yes. The time limit is: _____ ☒ No	☐ Different eligibility thresholds. Describe _____ ☒ Waiving co-payments for families with incomes at or below the Federal Poverty Level ☐ 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 (describe in 2.5.1 or 2.5.3.)
☒ Waive fees (co-payments) for some or all TANF families who are below poverty level
☒ Coordinate with other entities (i.e. TANF office, other State/Territory agencies, and contractors)
☐ Other: _____

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

Term(s)	Definition(s)

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

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

2.6.1. Child Care Certificates

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

☐ Before parent has selected a provider
☒ After parent has selected a provider
☐ Other. Describe _____

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

☐ Certificate form provides information about choice of providers
☐ Certificate is not linked to a specific provider so parents can choose provider of choice
☒ Consumer education materials (flyers, forms, brochures)
☒ Referral to child care resource and referral agencies
☒ Verbal communication at the time of application
☐ Public Services Announcement
☒ Agency Website: dwss.nv.gov, childrenscabinet.org & lasvegasurbanleague.org
☒ Community outreach meetings, workshops, other in person activities
☒ Multiple points of communication throughout the eligibility and renew process
☐ Other. Describe _____

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

☒ Authorized provider(s)
☒ Authorized payment rate(s)
☒ Authorized hours
☐ Co-payment amount

☒ Authorization period
☐ Other. Describe

d) What is the estimated proportion of services that will be available for child care services through certificates? 71%

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: There are contracts in place for slot programs with local governmental and non-governmental agencies that operate before and after-school programs and Head Start Wraparound coverage. Any agency operating these

types of programs can contact the appropriate child care office and apply as a contracted slot program.

☐ No. If no, skip to 2.6.3.

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

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

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

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

d) How are payment rates for child care services provided through grants/contracts determined?
Rates are paid for the entire month (Monday thru Friday only) of service if the child attends for only one day.

e) What is the estimated proportion of direct services that will be available for child care services through grants/contracts? 29%

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

☐ Signed declaration

☒ Parent Application
☒ Parent Orientation
☒ Provider Agreement
☒ Provider Orientation
☒ Other. Describe: <u>Licensing Requirement</u>

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)
<u>The Lead Agency or contract agency records the complaint on a complaint form and forwards it to the appropriate regulatory agency within twenty-four (24) hours after receipt. A copy of the substantiated complaint and its subsequent resolution is available to the public upon request through the regulatory agency. The client is encouraged to make the report themselves. The regulator agencies make substantiated complaint information available upon request through the phone, in person or through their website. All clients are counseled to call child care licensing or check the licensing website (Washoe County clients only) prior to making a child care selection.</u>

2.7. Payment Rates for Child Care Services

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

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

　　☒ Yes. Effective Date: <u>11/01/2004</u>

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

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

☒ Policy on length of time for making payments. Describe length of time
For time sheets submitted timely, payments to the provider must be sent within thirty (30) business days from the receipt of the timesheet. If the attendance record is not received timely, payment must occur at the next available reimbursement period.
☐ Track and monitor the payment process
☐ Other. Describe _____
☐ None

2.7.3. Market Rate Survey

Lead Agencies must complete a local Market Rate Survey (MRS) no earlier than two years prior to the effective date of the Plan (no earlier than October 1, 2011). The MRS must be completed prior to the submission of the CCDF Plan (see Program Instruction CCDF-ACF-PI-2009-02 http://www.acf.hhs.gov/programs/occ/resource/pi-2009-02 for more information on the MRS deadline).

a) Provide the month and year when the local Market Rate Survey(s) was completed (§98.43(b)(2)): 11/01/2011.
b) Provide a **summary of the results** of the survey. The summary should include a description of the sample population, data source, the type of methodology used, response rate, description of analyses, and key findings.

The market rate survey was completed by The Children's Cabinet CCR&R staff.
Sample Population
All active licensed providers; current licensing lists are obtained from the State of Nevada Child Care Licensing Bureau, Washoe County Social Services, Administration for Child and Families (ACF) Region IX Tribal Child Care Technical Assistance Center (Tri-TAC).
Date Source
All data from the survey below are entered into a NACCRRAware database. Data is then exported to a MySQL file. This file is then used with Crystal Reports to pull information by county, provider type and age.
Methodology - Use Research Base for Conducting the Market Rate Survey
The following technical report is used as guidance in designing and implementing our market rate research to ensure that the price findings are accurate.
Grobe, D., Weber, R. B., Davis, E. E., Kreader, J. L., Pratt, C. C. (2008, September). *Study of market prices: Validating child care market rate*

surveys. Corvallis, OR: Oregon State University Family Policy Program, Oregon Child Care Research Partnership.

Nevada Child Care System (NCCS, Subsidy Database) and NACCRRAware (Resource & Referral Database) are used to guide the survey instrument design to capture all characteristics of the child care program with an extra focus on formatting the survey so providers' rates can be captured for all age levels and schedules offered.

A cover letter is sent with the survey explaining that the information will be used to:

1. Update provider information in our referral database to ensure that child care referrals are accurate.
2. Gather current rates by provider type, geographical area, and care level to assist the Nevada Division of Welfare and Supportive Services (DWSS) in reviewing the current State Subsidy Reimbursement Rate.
3. Provide the source data for the *Child Care Demographics* and *Economic Development* reports.

A multi-contact method is utilized to increase the response rate of our survey:

1. Initial survey is mailed with postage-paid, self-addressed, return envelope.
2. One week after the initial survey is mailed, a follow-up postcard is sent to thank the provider if they have already responded to the survey or encourage them to complete the survey.
3. Second survey with return envelope is mailed to each facility that has not responded.
4. Two weeks later, telephone calls are made to encourage providers to return the survey and an attempt to gather at least the market rates is made over the phone.
5. A fourth mailing using Priority Mail might be considered if the response rate is below 65%.

Response Rate

A 64% response rate of the total population or higher ensures that non-responses are randomly distributed.

Data is collected within a 3 month timeframe to ensure information is captured in one period of time.

Description of Analyses

The average, range and 75th percentile price were identified by geographical area, type of care, and age level.

Key Findings

75th Percentile Daily Rates • 11.1.2011					
Area	**Type**	**Infants**	**Toddlers**	**Pre-K**	**SchoolAge**
CARSON / DOUGLAS	Center	33.00	28.39	27.00	26.53
	Family	32.00	30.00	29.00	29.00
	Group	27.50	27.50	24.17	17.50
CLARK	Center	45.00	40.00	35.53	33.50
	Family	35.00	33.13	32.00	32.00
	Group	34.50	32.00	30.17	28.00
RURAL Churchill, Elko, Humboldt, Lander, Lyon, Nye, Pershing, Storey, WhitePine	Center	29.00	28.75	29.60	25.00
	Family	27.60	27.90	27.00	25.50
	Group	25.00	25.00	25.00	25.00
WASHOE	Center	42.00	37.45	32.38	30.80
	Family	35.00	31.88	30.00	30.00
	Group	29.00	27.00	25.16	26.00

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

Because of the flexibility that Lead Agencies have in setting payment rate ceilings, the following tables have been developed to simplify Lead Agency reporting on how their payment rate ceilings compare to their most recent MRS. These tables are not meant to collect comprehensive payment rate ceilings within a State/Territory and ACF recognizes that Lead Agencies are not required to set their payment rate ceilings at the 75th percentile. These tables allow Lead Agencies to use a common metric – the 75th percentile – as a reference point against which the Lead Agency can report their percentiles for three selected age groups in two geographic areas for licensed child care centers and licensed family child care homes.

In table 2.7.4a and 2.7.4b, *highest rate area* refers to the State or Territory's area or geographic region with the highest maximum payment rate ceiling for child care centers (2.7.4a) and the lowest maximum payment rate ceiling for child care centers (2.7.4b). Identify the highest rate area in the box provided. In column (a), provide the full-time monthly rate at the 75th percentile from the most recent MRS, even if the most recent MRS is not used to set rates. In column (b), provide the maximum monthly payment rate ceiling from your CCDF payment rate table. Complete column (c) ONLY IF the percentile for the monthly maximum payment rate ceiling is lower than the 75th percentile of the most recent MRS.

Note - Report the "base" maximum reimbursement rate ceiling, not including any rate add-ons or tiered reimbursements. For example, if maximum reimbursement rate ceilings are tiered based on level of quality (e.g., accreditation, or rating within a quality rating system such as gold, silver and bronze), report the rates for the lowest level in the tables below (e.g., bronze), **only** if there is no lower "base" rate paid for child care services by providers **not** participating in the quality rating system.

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If your State/Territory has hourly, daily and/or weekly maximum payment rate ceiling, Lead Agencies can use the following assumptions to calculate monthly maximum payment rate ceiling for column (b) – 9 hours a day, 5 days per week, 4.33 weeks per month.

OCC recognizes that States and Territories use a wide variety of age ranges and categories in setting payment rate ceilings. In these charts, report rates for the following ages only – 11 months, 59 months, and 84 months of age – regardless of what that age category may be called in your State/Territory.

2.7.4a – Highest Rate Area (Centers) Washoe County	(a) Monthly Payment Rate at the 75th percentile from the most recent MRS	(b) Monthly Maximum Payment Rate Ceiling	(c) Percentile if lower than 75th percentile of most recent survey
Full-Time Licensed Center Infants (11 months)	$909	$758	44th
Full-Time Licensed Center Preschool (59 months)	$710	$563	24th
Full-Time Licensed Center School-Age (84 months)	$671	$563	42nd

2.7.4b – Lowest Rate Area (Centers) Rural Counties	(a) Monthly Payment Rate at the 75th percentile of the most recent MRS	(b) Monthly Maximum Payment Rate Ceiling	(c) Percentile if lower than 75th percentile of most recent survey
Full-Time Licensed Center Infants (11 months)	$650	$585	50th
Full-Time Licensed Center Preschool (59 months)	$633	$476	43rd
Full-Time Licensed Center School-Age (84 months)	$541	$411	32nd

In table 2.7.4c and 2.7.4d, *highest rate area* refers to the State or Territory's area or geographic region with the highest maximum payment rate ceiling for family child

care homes (2.7.4c) and the lowest maximum payment rate ceiling for family child care homes (2.7.4d). Identify the lowest rate area in the box provided. In column (a), provide the full-time monthly rate at the 75th percentile from the most recent MRS, even if the most recent MRS is not used to set rates. In column (b), provide the maximum monthly payment rate ceiling from your CCDF payment rate table. Complete column (c) ONLY IF the percentile for the monthly maximum payment rate ceiling is lower than the 75th percentile of the most recent MRS.

Note - Report the "base" maximum reimbursement rate ceilings, not including any rate add-ons or tiered reimbursement. For example, if maximum reimbursement rate ceilings are tiered based on level of quality (e.g., accreditation, or rating within a quality rating system such as gold, silver and bronze), report the rates for the lowest level in the tables below (e.g., bronze), **only** if there is no lower "base" rate paid for child care services by providers **not** participating in the quality rating system.

If your State/Territory has hourly, daily and/or weekly maximum payment rate ceiling, Lead Agencies can use the following assumptions to calculate monthly maximum payment rate ceiling for column (b) – 9 hours a day, 5 days per week, 4.33 weeks per month.

OCC recognizes that States and Territories use a wide variety of age ranges and categories in setting payment rate ceilings. In these charts, report rates for the following ages only – 11 months, 59 months, and 84 months of age – regardless of what that age category may be called in your State/Territory.

2.7.4c – Highest Rate Area (FCC) Washoe	(a) Monthly Payment Rate at the 75th percentile of the most recent MRS	(b) Monthly Maximum Payment Rate Ceiling	(c) Percentile if lower than 75th percentile of most recent survey
Full-Time Licensed FCC Infants (11 months)	$714	$671	62nd
Full-Time Licensed FCC Preschool (59 months)	$650	$520	10th
Full-Time Licensed FCC School-Age (84 months)	$650	$498	19th

2.7.4d – Lowest Rate Area (FCC) Rural Counties	(a) Monthly Payment Rate at the 75th percentile of the most recent MRS	(b) Monthly Maximum Payment Rate Ceiling	(c) Percentile if lower than 75th percentile of most recent survey
Full-Time Licensed FCC Infants (11 months)	$563	$520	38th
Full-Time Licensed FCC	$585	$455	37th

2.7.4d – Lowest Rate Area (FCC) Rural Counties	(a) Monthly Payment Rate at the 75th percentile of the most recent MRS	(b) Monthly Maximum Payment Rate Ceiling	(c) Percentile if lower than 75th percentile of most recent survey
Preschool (59 months)			
Full-Time Licensed FCC School-Age (84 months)	$541	$455	37th

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

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

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

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

d) Describe how in-home care payment rates are set: The in-home care payment rate is set at 75% of the Licensed Family Care Rate for the geographical area/age level.

2.7.6 Will the Lead Agency provide any type of tiered reimbursement or differential rates on top of its base reimbursement rates for providing care for children receiving CCDF subsidies?

Check which types of tiered reimbursement, if any, the Lead Agency has chosen to implement. In the description of any tiered rates or add-ons, indicate the process and basis used for determining the tiered rates and amount and also indicate if the rates were set based on the MRS or another process.

☐ Differential rate for nontraditional hours. Describe _____
☐ Differential rate for children with special needs as defined by the State/Territory. Describe _____
☐ 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: Licensed child care group home providers or family home providers who achieve national accreditation receive a 15% increase on top of the base reimbursement rate. Licensed centers that have received a QRIS rating of 3 stars or higher receive an increase on top of the base reimbursement rate as follows:
3 star – 6%
4 star – 9%
5 star – 12%.

☐ Other differential rate. Describe _____
☐ None.

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

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

☒ Allows providers to charge the difference between the maximum reimbursement rate and their private pay rate
☒ Pays for provider fees (e.g., registration, meals, and supplies). Describe: A maximum of $40 per calendar year is paid for registration/annual fess per child.
☐ Policies vary across region, counties and or geographic areas. Describe _____

☐ Other. Describe _____

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

a) Number of absent days allowed. Describe 15 discretionary days per year per child

b) Paying based on enrollment. Describe N/A

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

d) Using electronic tools (automated billing, direct deposit, EBT cards, etc.) to make provider payments. Describe: Providers are given the option for direct deposit or EFT payments.

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)) DWSS has contracts with The Children's Cabinet and the Las Vegas Urban League to operate a Resource & Referral program for designated areas of the state. The CCR&R contractors have all licensed registered child care providers in their computer systems. Therefore parents have a complete choice of who they want to care for their child(ren).

> b) How payment rates are adequate based on the most recent local MRS (§98.43(a)(2)) Our most recent MRS was November 2011. However, we have not been able to raise our rates because of budget constraints. We do contract with recreational programs and Head Start agencies to fund slot programs which assist low income families in finding needed affordable care.

> c) How family co-payments based on a sliding fee scale are affordable (§98.43(a)(3)) We believe the co-payments are affordable because the vast majority of parents on our child care program are paying 10% or less of a co-payment.

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

2.8 Goals for the next Biennium

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

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

Note – When identifying your goals below, Lead Agencies are encouraged to begin with an action verb reflecting the desired result over the two year period (e.g.,

Increase, Improve, Build, Align, Implement, Review, Revise, Streamline, Expand, etc.)

Goal 1 – Review state policy which inhibits parent's ability to remain eligible for subsidized child care assistance.
> Review best practices of other states on improved services, continuity of care for children and outreach to parents and providers;
> Review federal guidelines and policies on continuity of care and outreach to parents and providers.
> Evaluate the child care needs of parents in Nevada and implement program changes that streamline eligibility and reporting requirements.

Goal 2 – Work to implement background checks for in-home subsidy providers who are not required to be licensed.
> Review best practices of other states; and
> Work with Nevada licensing agency to create policy and implement the background checks.

PART 3
HEALTH AND SAFETY AND QUALITY IMPROVEMENT ACTIVITIES

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

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

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

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

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

Definition: Licensing requirements are defined as regulatory requirements, including registration or certification requirements established under State, local, or tribal law, necessary for a provider to legally operate and provide child care services in a State or locality (§98.2). This does not include registration or certification requirements solely for child care providers to be eligible to participate in the CCDF program. Those requirements will be addressed in 3.1.2.
The relationship between licensing requirements and health and safety requirements varies by State/Territory depending on how comprehensive the licensing system is. In some States and Territories, licensing may apply to the majority of CCDF-eligible providers and the licensing standards cover the three CCDF health and safety requirements so the State/Territory has few, if any, providers for whom they need to establish additional CCDF health and safety requirements. In other cases, States and Territories have elected to exempt large numbers of providers from licensing which

means that those exempted providers who care for children receiving assistance from CCDF will have to meet to the CCDF health and safety requirements through an alternative process outside of licensing as defined by the State/Territory. The State/Territory may also elect to impose more stringent standards and licensing or regulatory requirements on child care providers of services for which assistance is provided under the CCDF than the standards or requirements imposed on other child care providers. (§98.40(b)(1)) (658E(c)(2)(F), §98.41).

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

☐ Yes.
☒ No. Please identify the State or local (if applicable) entity/agency responsible for licensing Department of Health and Human Services, Health Division, Health Care Quality and Compliance

  b) Provide a brief overview of the relationship between the licensing requirements and CCDF health and safety requirements in your State/Territory.
State licensing requirements serve as the health and safety requirements for centers, group homes, and family home providers. There are no additional CCDF health and safety requirements in Nevada.

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

	Center-Based Child Care	Group Home Child Care ☐ N/A. Check if your State/Territory does not have group home child care.	Family Child Care	In-Home Care ☒ N/A. Check if in-home care is not subject to licensing in your State/Territory.
Yes, for all providers in this category	☒	☒	☒	☐
Yes, for some providers in this category	Describe ————	Describe ————	Describe ————	Describe ————
No	☐	☐	☐	☐
Other	Describe	Describe	Describe	Describe

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

CCDF Category of Care	CCDF Definition (§98.2)	Which providers in your State/Territory are subject to licensing under this CCDF category?	Are any providers in your State/Territory which fall under this CCDF category exempt from licensing?
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 subject to licensing in your State/Territory Any facility in which the licensee regularly provides day or night care without the presence of parents for more than twelve children and which is developmental appropriate for those children (NAC 432A.050)	Describe which types of center-based settings are exempt from licensing in your State/Territory For example, some jurisdictions exempt school-based centers, centers operated by religious organizations, summer camps, or Head Start programs. Centers operated by the military, school districts, or on tribal land are exempt.
Group Home Child Care ☐ N/A. Check if your State/Territory does not have group home child care.	Group home child care provider is defined as two or more individuals who provide child care services for fewer than 24 hours per day per child, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)' work.	Describe which types of group homes are subject to licensing Any facility in which the licensee regularly provides care without the presence of parents for no less than seven and no more than twelve children (NAC 432A.110)	Describe which types of group homes are exempt from licensing Group homes operated by the military or on tribal land are exempt.
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	Describe which types of family child care home providers are subject to licensing Any facility in which the licensee regularly provides care without the presence of parents for at least five and not more than six children	Describe which types of family child care home providers are exempt from licensing Homes operated by the military; on tribal land; providing care for less than five children; or homes which the only children are related within the third degree of

CCDF Category of Care	CCDF Definition (§98.2)	Which providers in your State/Territory are subject to licensing under this CCDF category?	Are any providers in your State/Territory which fall under this CCDF category exempt from licensing?
	the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)'s work. **Reminder** - Do not respond if family child care home providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.	(NAC 432A.100)	consanguinity or affinity by blood, adoption or marriage to the person operating the facility are exempt.
In-Home Care	In-home child care provider is defined as an individual who provides child care services in the child's own home. **Reminder** - Do not respond if in-home child care providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.	☒ N/A. Check if in-home care is not subject to licensing in your State/Territory. Describe which in-home providers are subject to licensing �	Describe which types of in-home child care providers are 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/CFOC3 to verify the accuracy of your licensing regulations and provide any updates to the National Resource Center. **Check this box to indicate that the licensing requirements were submitted and verified at NRCKid's**. ☒

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

* American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. (2011) *Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs. 3rd Edition.* Elk Grove Village, IL: American Academy of

Pediatrics; Washington, DC: American Public Health Association. Available online: http://nrckids.org/CFOC3

Indicator	Center-Based Child Care	Group Home Child Care ☐ N/A. Check if your State/Territory does not have group home child care.	Family Child Care	In-Home Care ☒ N/A if the State/Territory does not license in-home care (i.e., care in the child's own home)
	For each indicator, check all requirements for **licensing** that apply, if any.			
Do the licensing requirements include **child: staff ratios and group sizes**? If yes, provide the ratio for age specified. NAC 432A.522, 524, 534, 536	☒ Yes, Child: staff ratio requirement Infant ratio (11 months): 1:6 Toddler ratio (35 months):1:8 Preschool ratio (59 months): 2 years and older depends on total number of children ☐ No ratio requirements. ☐ Yes, Group size requirement Infant group size (11 months): Toddler group size (35 months): Preschool group size (59 months): ☒ No group size requirements.	☒ Yes, Child: staff ratio requirement Infant ratio (11 months): 1:6 Toddler ratio (35 months): 1:6 Preschool ratio (59 months): 1:6 ☐ No ratio requirements. ☐ Yes, Group size requirement Infant group size (11 months): Toddler group size (35 months): Preschool group size (59 months): ☒ No group size requirements.	☒ Yes, Child: staff ratio requirement. List ratio requirement by age group: 1:6, Not more than four of the children can be less than 2 years old Not more than two of the children can be less than one year old ☐ No ratio requirements. ☐ Yes, Group size requirement. List ratio requirement by age group ☒ No group size requirements.	☐ Yes, Child: staff ratio requirement. List ratio requirement by age group: ☐ No ratio requirements. ☐ Yes, Group size requirement. List ratio requirement by age group ☐ No group size requirements.

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Indicator	For each indicator, check all requirements for **licensing** that apply, if any.			
	Center-Based Child Care	**Group Home Child Care** ☐ N/A. Check if your State/Territory does not have group home child care.	**Family Child Care**	**In-Home Care** ☒ N/A if the State/Territory does not license in-home care (i.e., care in the child's own home)
Do the licensing requirements identify specific educational **credentials for child care directors**?	☐ High school/GED ☐ Child Development Associate (CDA) ☐ State/ Territory Credential ☐ Associate's degree ☐ Bachelor's degree ☐ No credential required for licensing ☒ Other: High School Diploma or GED plus 12 credits in ECE or related field	☐ High school/GED ☐ Child Development Associate (CDA) ☐ State/ Territory Credential ☐ Associate's degree ☐ Bachelor's degree ☒ No credential required for licensing ☐ Other:	☐ High school/GED ☐ Child Development Associate (CDA) ☐ State/ Territory Credential ☐ Associate's degree ☐ Bachelor's degree ☒ No credential required for licensing ☐ Other:	☐ High school/GED ☐ Child Development Associate (CDA) ☐ State/ Territory Credential ☐ Associate's degree ☐ Bachelor's degree ☐ No credential required for licensing ☐ Other:
Do the licensing requirements identify specific educational **credentials for child care teachers**?	☐ High school/GED ☐ Child Development Associate (CDA) ☐ State/ Territory Credential ☐ Associate's degree ☐ Bachelor's degree ☒ No credential required for licensing ☐ Other:	☐ High school/GED ☐ Child Development Associate (CDA) ☐ State/ Territory Credential ☐ Associate's degree ☐ Bachelor's degree ☒ No credential required for licensing ☐ Other:	☐ High school/GED ☐ Child Development Associate (CDA) ☐ State/ Territory Credential ☐ Associate's degree ☐ Bachelor's degree ☒ No credential required for licensing ☐ Other:	☐ High school/GED ☐ Child Development Associate (CDA) ☐ State/ Territory Credential ☐ Associate's degree ☐ Bachelor's degree ☐ No credential required for licensing ☐ Other:
Do the licensing requirements specify that directors and caregivers must attain a specific number of **training hours**	☒ At least 30 training hours required in first year ☐ At least 24 training hours per year after first year ☐ No training	☒ At least 30 training hours required in first year ☐ At least 24 training hours per year after first year ☐ No training	☒ At least 30 training hours required in first year ☐ At least 24 training hours per year after first year ☐ No training	☐ At least 30 training hours required in first year ☐ At least 24 training hours per year after first year ☐ No training requirement

Indicator	Center-Based Child Care	Group Home Child Care ☐ N/A. Check if your State/Territory does not have group home child care.	Family Child Care	In-Home Care ☒ N/A if the State/Territory does not license in-home care (i.e., care in the child's own home)
	For each indicator, check all requirements for **licensing** that apply, if any.			
per year?	requirement ☒ Other: **After the initial year, 15 clock hours are required annually**	requirement ☒ Other: **After the initial year, 15 clock hours are required annually.**	requirement ☒ Other: **After the initial year, 15 clock hours are required annually.**	☒ Other: **Three hours of initial and three hours of on-going health and safety training for family, friend, and neighbor (FFN) providers.**

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

    ☒ Yes. Describe:
Child Care Licensing will be working on regulation development for fee changes for initial and renewal applications and citations for providers out of compliance with certain regulations. Also, increased training hours will be phased in over the next few years.
On or after January 1, 2014, and before January 1, 2015, at least 18 hours of training;
On or after January 1, 2015, and before January 1, 2016, at least 21 hours of training; and
On or after January 1, 2016, 24 hours of training each year
    ☐ No

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

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

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

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

CCDF Categories of Care	Frequency of Routine Announced Visits	Frequency of Routine Unannounced Visits
☒ Center-Based Child Care	☐ Once a Year ☐ More than Once a Year ☐ Once Every Two Years ☐ Other. Describe	☐ Once a Year ☒ More than Once a Year ☐ Once Every Two Years ☐ Other. Describe
☒ Group Home Child Care ☐ N/A. Check if your State/Territory does not have group home child care.	☐ Once a Year ☐ More than Once a Year ☐ Once Every Two Years ☐ Other. Describe	☐ Once a Year ☒ More than Once a Year ☐ Once Every Two Years ☐ Other. Describe
☒ Family Child Care Home	☐ Once a Year ☐ More than Once a Year ☐ Once Every Two Years ☐ Other. Describe	☐ Once a Year ☒ More than Once a Year ☐ Once Every Two Years ☐ Other. Describe
☐ In-Home Child Care ☒ N/A. Check if In-Home Child Care is not subject to licensing in your State/Territory (skip to 3.1.2b)	☐ Once a Year ☐ More than Once a Year ☐ Once Every Two Years ☐ Other. Describe	☐ Once a Year ☐ More than Once a Year ☐ Once Every Two Years ☐ Other. Describe

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

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

Licensing Procedures	Describe which procedures are used by the State/Territory for enforcement of the licensing requirements.
The State/Territory requires providers to attend or participate in training relating to opening a child care facility prior to issuing a license.	☐ Yes. Describe ☒ No. ☐ Other. Describe
The State/Territory has procedures in place for licensing staff to inspect centers and family child care homes prior to issuing a license.	☒ An on-site inspection is conducted. ☐ Programs self-certify. Describe '

Licensing Procedures	**Describe** which procedures are used by the State/Territory for enforcement of the licensing requirements.
	☐ No procedures in place.
	☐ Other. Describe _____
Licensing staff has procedures in place to address violations found in an inspection.	☒ Providers are required to submit plans to correct violations cited during inspections.
	☒ Licensing staff approve the plans of correction submitted by providers.
	☒ Licensing staff verify correction of violation.
	☒ Licensing staff provide technical assistance regarding how to comply with a regulation.
	☐ No procedures in place.
	☐ Other. Describe _____
Licensing staff has procedures in place to issue a sanction to a noncompliant facility.	☒ Provisional or probationary license
	☐ License revocation or non-renewal
	☐ Injunctions through court
	☒ Emergency or immediate closure not through court action
	☐ Fines for regulatory violations
	☐ No procedures in place.
	☐ Other. Describe _____
The State/Territory has procedures in place to respond to illegally operating child care facilities.	☒ Cease and desist action
	☐ Injunction
	☐ Emergency or immediate closure not through court action
	☒ Fines
	☐ No procedures in place.
	☐ Other. Describe _____
The State/Territory has procedures in place for providers to appeal licensing enforcement actions.	☒ Yes. Describe If a license is suspended or revoked, a provider may request a hearing.
	☐ No.
	☐ Other. Describe _____

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

☒ Yes. If "Yes" please refer to the chart below to identify who is required to have background checks, what types of checks, and with what frequency.

☐ No

Child Care and Development Fund (CCDF) Plan

CCDF Categories of Care	Types of Background Check	Frequency	Who is Subject to Background Checks?
☒ **Center-Based Child Care**	☒ Child Abuse Registry	☒ Initial Entrance into the System ☒ Checks Conducted Annually ☐ Other. Describe _____	☒ Director ☒ Teaching staff ☒ Non-teaching staff ☒ Volunteers ☐ Other _____
	☒ State/Territory Criminal Background ☒ Check if State/Territory background check includes fingerprints	☒ Initial Entrance into the System ☐ Checks Conducted Annually ☒ Other. Describe Every five years	☒ Director ☒ Teaching staff ☒ Non-teaching staff ☒ Volunteers ☐ Other _____
	☒ FBI Criminal Background (e.g., fingerprint)	☒ Initial Entrance into the System ☐ Checks Conducted Annually ☒ Other. Describe Every five years	☒ Director ☒ Teaching staff ☒ Non-teaching staff ☒ Volunteers ☐ Other _____
	☐ Sex Offender Registry	☐ Initial Entrance into the System ☒ Checks Conducted Annually ☐ Other. Describe _____	☒ Director ☒ Teaching staff ☒ Non-teaching staff ☒ Volunteers ☐ Other _____
☒ **Group Child Care Homes** ☐ N/A. Check if your State/Territory does not have group home child care.	☒ Child Abuse Registry	☒ Initial Entrance into the System ☒ Checks Conducted Annually ☐ Other. Describe _____	☒ Provider ☒ Non-provider residents of the home – Employees and any relatives living in the home

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CCDF Categories of Care	Types of Background Check	Frequency	Who is Subject to Background Checks?
	☒ State/Territory Criminal Background ☒ Check if the State/Territory background check includes fingerprints	☒ Initial Entrance into the System ☐ Checks Conducted Annually ☒ Other. Describe Every five years	☒ Provider ☒ Non-provider residents of the home - Employees and any relatives living in the home
	☒ FBI Criminal Background (e.g., fingerprint)	☒ Initial Entrance into the System ☐ Checks Conducted Annually ☒ Other. Describe Every five years	☒ Provider ☒ Non-provider residents of the home - Employees and any relatives living in the home
	☐ Sex Offender Registry	☐ Initial Entrance into the System ☐ Checks Conducted Annually ☐ Other. Describe	☐ Provider ☐ Non-provider residents of the home
☒ **Family Child Care Homes**	☒ Child Abuse Registry	☒ Initial Entrance into the System ☒ Checks Conducted Annually ☐ Other. Describe	☒ Provider ☒ Non-provider residents of the home
	☒ State/Territory Criminal Background ☒ Check if the State/Territory background check includes fingerprints	☒ Initial Entrance into the System ☐ Checks Conducted Annually ☒ Other. Describe Every five years	☒ Provider ☒ Non-provider residents of the home

CCDF Categories of Care	Types of Background Check	Frequency	Who is Subject to Background Checks?
	☒ FBI Criminal Background (e.g., fingerprint)	☒ Initial Entrance into the System ☐ Checks Conducted Annually ☒ Other. Describe Every five years	☒ Provider ☒ Non-provider residents of the home _____
	☐ Sex Offender Registry	☐ Initial Entrance into the System ☐ Checks Conducted Annually ☐ Other. Describe	☐ Provider ☐ Non-provider residents of the home _____
☐ **In-Home Child Care Providers** ☒ N/A. Check if In-Home Child Care is not subject to licensing in your State/Territory (skip to 3.1.2e)	☐ Child Abuse Registry	☐ Initial Entrance into the System ☐ Checks Conducted Annually ☐ Other. Describe _____	☐ Provider ☐ Non-provider residents of the home _____
	☐ State/Territory Criminal Background ☐ Check if the State/Territory background check includes fingerprints	☐ Initial Entrance into the System ☐ Checks Conducted Annually ☐ Other. Describe _____	☐ Provider ☐ Non-provider residents of the home _____
	☐ FBI Criminal Background (e.g., fingerprint)	☐ Initial Entrance into the System ☐ Checks Conducted Annually ☐ Other. Describe _____	☐ Provider ☐ Non-provider residents of the home _____
	☐ Sex Offender Registry	☐ Initial Entrance into the System ☐ Checks	☐ Provider ☐ Non-provider residents of the home _____

CCDF Categories of Care	Types of Background Check	Frequency	Who is Subject to Background Checks?
		Conducted Annually ☐ Other. Describe _____	

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

d -1) The cost associated with each type of background check conducted: The background local fees vary by county (this is for the actual cost of rolling the fingerprints) $10 - $84.25 , however, the Nevada Department of Public Safety (NDPS) encompasses the State and FBI check which is a total cost of $37.50. There is no cost associated (at present) for the background check of a person into the Child Abuse and Neglect Repository.
d-2) Who pays for background checks: Providers pay for fingerprints
d-3) What types of violations would make providers ineligible for CCDF? Describe: As determined by child care licensing regulation NRS 432A.170
d-4) The process for providers to appeal the Lead Agency's decision based on the background check findings. Describe: None, provider may have their record expunged or sealed

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

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

☒ Yes. Describe Parents and the public can call the Child Care Licensing and receive information on any confirmed complaints over the past two years.
☐ No

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

Each Lead Agency shall certify that there are in effect, within the State or local law, requirements designed to protect the health and safety of children that are applicable to child care providers of services for which assistance is provided under CCDF. Such requirements shall include the prevention and control of infectious diseases

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(including immunization), building and physical premises safety, and minimum health and safety training appropriate to the provider setting. These health and safety requirements apply to all providers caring for children receiving CCDF services and which also may be covered by the licensing requirements. (658E(c)(2)(F), §98.41)

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

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

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
☒ Physical exam or health statement for providers	☐	☐	☐	☒
☒ Physical exam or health statement for children	☒	☒	☒	☐
☒ Tuberculosis check for providers	☒	☒	☒	☒
☐ Tuberculosis check for children	☐	☐	☐	☐
☐ Provider immunizations	☐	☐	☐	☐
☒ Child immunizations	☒	☒	☒	☐
☒ Hand-washing policy for providers and children	☒	☒	☒	☐
☒ Diapering policy and procedures	☒	☒	☒	☐
☒ Providers to submit a self-certification or complete health and safety checklist	☐	☐	☐	☒
☒ Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	☐	☐	☐	☒
☐ Other. Describe ___	☐	☐	☐	☐

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

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

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

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
Child Care Centers	First Aid	Initial training minimum of two hours (within the first 90 days of employment)	Must be kept current
	CPR	Initial training minimum of two hours (within the	Must be kept current

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CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
		first 90 days of employment)	
	Medication Administration Policies and Practices	N/A	N/A
	Poison Prevention and Safety	N/A	N/A
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	Initial training minimum of two hours (within the first 90 days of employment) for those working with infants and toddlers	Not required, but will be accepted as part of the 15 hours required annually, a year after initial training has been completed
	Shaken Baby Syndrome and abusive head trauma prevention	N/A	N/A
	Age appropriate nutrition, feeding, including support for breastfeeding		A minimum of two hours in nutrition (or obesity prevention) every other year (within the first 90 days of employment)
	Physical Activities		A minimum of two hours in obesity prevention (or nutrition) every other year
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	Initial training minimum of two hours (within the first 90 days of employment)	Not required, but will be accepted every three years as part of the 15 hours required annually
	Recognition and mandatory reporting of suspected child abuse and neglect	Initial training minimum of two hours in both recognizing and reporting child abuse and neglect (within the first 90 days of employment)	Not required, but will be accepted every three years as part of the 15 hours required annually
	Emergency preparedness and planning response procedures	N/A	N/A
	Management of common childhood illnesses, including food intolerances and allergies	N/A	N/A
	Transportation and child passenger safety (if applicable)	N/A	N/A
	Caring for children with	N/A	N/A

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CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
	special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act		
	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	Initial training minimum of three hours (within the first 90 days of employment)	N/A
	Supervision of children	N/A	N/A
	Behavior management	Initial training minimum of three hours (within the first 90 days of employment)	N/A
	Other. Describe		15 hours of annual training in professional development as approved by the Nevada Registry
Group Home Child Care	First Aid	Initial training minimum of two hours (within the first 90 days of employment)	Must be kept current
	CPR	Initial training minimum of two hours (within the first 90 days of employment)	Must be kept current
	Medication Administration Policies and Practices	N/A	N/A
	Poison Prevention and Safety	N/A	N/A
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	Initial training minimum of two hours (within the first year of employment) for those working with infants and toddlers	N/A
	Shaken Baby Syndrome and abusive head trauma prevention	N/A	N/A
	Age appropriate nutrition, feeding, including support for breastfeeding	N/A	A minimum of two hours in nutrition (or obesity prevention) every other year
	Physical Activities		A minimum of two hours in nutrition (or

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
			obesity prevention) every other year
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	Initial training minimum of two hours (within the first 90 days of employment)	N/A
	Recognition and mandatory reporting of suspected child abuse and neglect	Initial training minimum of two hours in both recognizing and reporting child abuse and neglect (within the first 90 days of employment)	Not required, but will be accepted every three years as part of the 15 hours required annually
	Emergency preparedness and planning response procedures	N/A	N/A
	Management of common childhood illnesses, including food intolerances and allergies	N/A	N/A
	Transportation and child passenger safety (if applicable)	N/A	N/A
	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	N/A	N/A
	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	Initial training minimum of three hours (within the first 90 days of employment)	N/A
	Supervision of children	N/A	N/A
	Behavior management	Initial training minimum of three hours in guidance and discipline (or child development) (within the first 90 days of employment)	N/A
	Other. Describe _____	N/A	15 hours of annual training in professional development as approved by the Nevada Registry

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CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
Family Child Care Providers	First Aid	Initial training minimum of two hours (within the first 90 days of employment)	Must be kept current
	CPR	Initial training minimum of two hours (within the first 90 days of employment)	Must be kept current
	Medication Administration Policies and Practices	N/A	N/A
	Poison Prevention and Safety	N/A	N/A
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	Initial training minimum of two hours (within the first year of employment) for those working with infants and toddlers	Not required, but will be accepted every three years as part of the 15 hours required annually
	Shaken Baby Syndrome and abusive head trauma prevention	N/A	N/A
	Age appropriate nutrition, feeding, including support for breastfeeding	N/A	A minimum of two hours in nutrition (or obesity prevention) every other year
	Physical Activities	N/A	A minimum of two hours in nutrition (or obesity prevention) every other year
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	Initial training minimum of two hours (within the first 90 days of employment)	Not required, but will be accepted every three years as part of the 15 hours required annually
	Recognition and mandatory reporting of suspected child abuse and neglect	Initial training minimum of two hours in both recognizing and reporting child abuse and neglect (within the first 90 days of employment)	Not required, but will be accepted every three years as part of the 15 hours required annually
	Emergency preparedness and planning response procedures	N/A	N/A
	Management of common childhood illnesses, including food intolerances and allergies	N/A	N/A
	Transportation and child passenger safety (if	N/A	N/A

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
	applicable)		
	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	N/A	N/A
	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	Initial training minimum of three hours (within the first 90 days of employment)	N/A
	Supervision of children	N/A	N/A
	Behavior management	Initial training minimum of three hours in guidance and discipline (or child development) (within the first 90 days of employment)	N/A
	Other. Describe _____	N/A	15 hours of annual training in professional development as approved by the Nevada Registry
In-Home Child Care Providers	First Aid	Self-Study module	N/A
	CPR	N/A	N/A
	Medication Administration Policies and Practices	Self-Study module	N/A
	Poison Prevention and Safety	Self-Study module	N/A
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	N/A	N/A
	Shaken Baby Syndrome and abusive head trauma prevention	N/A	N/A
	Age appropriate nutrition, feeding, including support for breastfeeding	N/A	N/A
	Physical Activities	N/A	N/A
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	Self-Study module	N/A

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
	Recognition and mandatory reporting of suspected child abuse and neglect	Self-Study module	N/A
	Emergency preparedness and planning response procedures	N/A	N/A
	Management of common childhood illnesses, including food intolerances and allergies	Self-Study module	N/A
	Transportation and child passenger safety (if applicable)	Self-Study module	N/A
	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	N/A	N/A
	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	Self-Study module	N/A
	Supervision of children	N/A	N/A
	Behavior management	N/A	N/A
	Other. Describe _____	N/A	N/A

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

    ☒ All relative providers are subject to the same health and safety requirements as described in 3.1.2a-c, as appropriate; there are no exceptions for relatives.

    ☐ Relative providers are NOT required to meet <u>any</u> health and safety requirements as described in 3.1.2a-c, as appropriate.

    ☒ Relative providers are subject to certain requirements. Describe the different requirements Relatives must complete the Health & Safety Training module and a home (home where the care is provided) Health & Safety Assessment/Checklist.

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

3.1.4 Effective enforcement of the CCDF health and safety requirements.
For providers who care for children receiving CCDF assistance and who are NOT subject to the enforcement procedures described in3.1.2 for licensed providers, please describe how the Lead Agency enforces the CCDF health and safety enforcement requirements. _____

a) Describe whether and how the Lead Agency uses on-site visits (announced and unannounced): Onsite visits are required for all out-of-home non-relative providers within45 days of registration and every 6 months thereafter. If the scheduled visit is inadequate, a follow-up visit is conducted. If the follow-up visit is inadequate, the provider is terminated from the program. The Children's Cabinet reserves the right to make unannounced visits and does so during follow-up visits (based on circumstances of scheduled visit) or upon receiving information that would warrant an unannounced visit (e.g., report of too many children in the home, uncleanly or hazardous environment, registered provider is not the provider caring for the children).

b) Describe whether the Lead Agency uses background checks: Not used

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

☒Yes. If yes, what documentation, if any, is required? Describe: A health and safety training module must be read and a competency check report and module evaluation form must be returned. Additionally, all FFN providers must evaluate the child care environment by using a Health & Safety checklist. The checklist is a requirement and must be returned.
☐ No

d) Describe whether the Lead Agency uses any other enforcement policies and practices for the health and safety requirements: In addition to the health & safety training module and the home health & safety checklist, all out-of-home non-relative providers must have a health and safety visit within 45 days of registration and every 6 months thereafter.

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

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

☐ Yes. Describe ▭
☒ No

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

☐ Yes. Describe ▭
☐ No
☐ Other. Describe ▭

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

☐ Yes. Describe ▭
☐ No
☐ Other. Describe ▭

c) Does the State/Territory use developmental screening and referral tools?
☐ Yes. If Yes, provide the name of the tool(s) ▭
☐ No
☐ Other. Describe ▭

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

a) Data on licensing and health and safety. Indicate if the Lead Agency

or another agency has access to data on:

☒ Number of licensed programs. Describe (optional) [____]

☒ Numbers of programs operating that are legally exempt from licensing. Describe (optional) [____]

☒ Number of programs whose licenses were suspended or revoked due to non-compliance. Describe (optional) [____]

☒ Number of injuries in child care as defined by the State/Territory. Describe (optional) [____]

☒ Number of fatalities in child care as defined by the State/Territory. Describe (optional) [____]

☒ Number of monitoring visits received by programs. Describe (optional) [____]

☒ Caseload of licensing staff. Describe (optional) [____]

☒ Number of programs revoked from CCDF due to non-compliance with health and safety requirements. Describe (optional) [____]

☐ Other. Describe [____]

☐ None

b) **Performance measurement**. What, if any, performance measures does the State/Territory use in its licensing system to monitor compliance with CCDF health and safety requirements? None at this time

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. None at this time

3.1.7 Goals for the next Biennium –

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

What are the Lead Agency's goals for the licensing and health and safety system in the coming biennium? What progress does the State/Territory expect to make on core areas (e.g. licensing standards, monitoring visits or other effective enforcement, improved technical assistance, or fewer serious non-compliances?)

Note – When identifying your goals below, Lead Agencies are encouraged to begin with an action verb reflecting the desired result over the two year period (e.g.,

Increase, Improve, Build, Align, Implement, Review, Revise, Streamline, Expand, etc.)

Goal 1 – Develop and implement training on the importance of background checks statewide (FFY14) Offer training monthly (FFY15)
Goal 2 – Develop and amend regulations regarding licensing fees based on fee analysis -

New!

CCDF has a number of performance measures that are used to track progress for key aspects of the program at the national level. These performance measures are included in budget materials submitted to Congress and other documents. Please follow this link http://www.acf.hhs.gov/programs/occ/resource/government-performance-and-results-act-gpra-measures to see the CCDF performance measures. A number of these performance measures rely on information reported in the State and Territorial Plans as a data source. We have added a ruler icon in Section 3.2 through 3.4 in order to identify the specific questions used in the performance measures. When answering these questions, Lead Agencies should ensure that their answers are accurate and complete in order to promote the usefulness and integrity of the performance measures.

3.2 Establishing Voluntary Early Learning Guidelines (Component #2)

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

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

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

If yes, insert web addresses, where possible:
http://www.nevadaregistry.org/office-of-early-care-and-education/pre-k-standards.html

Which State/Territory agency is the lead for the early learning guidelines?
Washoe County School District and the Nevada Department of Education

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

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

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

	Information Dissemination	Voluntary Training	Mandatory Training
Parents in the child care subsidy system	☒	☒	☐
Parents using child care more broadly	☒	☒	☐
Practitioners in child care centers	☒	☒	☐
Providers in family child care homes	☒	☒	☐
Practitioners in Head Start	☒	☒	☐
Practitioners in Early Head Start	☒	☒	☐

	Information Dissemination	Voluntary Training	Mandatory Training
Practitioners in public Pre-K program	☒	☒	☐
Practitioners in elementary schools	☐	☐	☐
Other. List ___	☐	☐	☐

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 ___
☒ None.

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

☒ Cross-walked to align with Head Start Child Development and Early Learning Framework
☒ Cross-walked to align with K-12 content standards
☒ Cross-walked to align with State/Territory pre-k standards
☐ Cross-walked with accreditation standards
☐ Other. List:
☐ None.

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

readiness of children across the State on a broad range of domains, used to guide program initiatives (this corresponds to 3.2.6b).

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

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

☐ Yes. Describe ▓▓▓▓▓

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

☐ Yes. Describe ▓▓▓▓
☐ No
☐ Other. Describe ▓▓▓▓

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

☐ Yes. Describe ▓▓▓▓
☐ No
☐ Other. Describe ▓▓▓▓

☒ No
☐ Other. Describe ▓▓▓▓

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

☐ Yes. Describe ▓▓▓▓

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

☐ Yes. Describe ▓▓▓▓
☐ No
☐ Other. Describe ▓▓▓▓

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

☐ All children. Describe ▓▓▓▓
☐ Samples of children. Describe ▓▓▓▓
☐ Other. Describe ▓▓▓▓

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

☐ Yes. Describe ▓▓▓▓
☐ No

☐ Other. Describe ▮▮▮▮

☒ No
☐ Other. Describe ▮▮▮▮

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

☐ Yes. Describe ▮▮▮▮
☒ No
☐ Not applicable. State does not have an SLDS.

3.2.7 Data & Performance Measures on Voluntary Early Learning Guidelines –
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 in (a) below, Lead Agencies may provide an optional description about the data they have access to (e.g., the Lead Agency may have data for only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (e.g., infants and toddlers or school-age children).

a) **Data on 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? Number of visits/hours of technical assistance provided to child care providers, results of training satisfaction survey, and number of materials distributed.

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. None at this time

3.2.8 Goals for the next Biennium –
In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). What are the Lead Agency's goals for using voluntary early learning guidelines in the coming biennium? What progress does the Lead Agency expect to make related to early learning guidelines? Distribute newly published 0-3 Guidelines training and provide training and materials.

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

Many States have chosen to use targeted quality funds and other resources to develop a systematic framework for evaluating, improving, and communicating the level of quality in early childhood programs (i.e. QRIS). States and Territories will provide a self-assessment on current program quality improvement activities by responding to questions in this section and then 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. Division of Welfare and Supportive Services, Office of Early Care and Education; Washoe County School District; TEACH Early Childhood Nevada; Children's Cabinet CCR&R; Health Division; and Division of Child and Family Services and UNR Child and Family Research Center.

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

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

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

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

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

licensing requirements.

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

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

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

3.3.2 Element 2 –Supports to Programs to Improve Quality

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

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.

Types and Purposes of Support	Information or Written Materials	Training	On-Site Consultation
☒ Attaining and maintaining licensing compliance	☒	☒	☒
☒ Attaining and maintaining quality improvement standards beyond licensing	☒	☒	☒
☒ Attaining and maintaining accreditation	☒	☒	☒
☒ Providing targeted technical assistance in specialized content			

Types and Purposes of Support	Information or Written Materials	Training	On-Site Consultation
areas:			
Health and safety	☒	☒	☒
Infant/toddler care	☒	☒	☒
School-age care	☒	☒	☒
Inclusion	☒	☒	☒
Teaching dual language learners	☒	☐	☐
Mental health	☒	☒	☒
Business management practices	☒	☐	☒
Other. Describe ▭	☐	☐	☐
☐ 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 ▭

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

    ☒ Yes. Describe Centers participating in the Silver State Stars QRIS are eligible for up to 18 months of coaching.
    ☐ 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.

Types of Financial Incentives and Supports for Programs	Child Care Centers	Child Care Homes	License-Exempt Providers
☐ Grants to programs to meet or maintain licensing	☐	☐	☐
☒ Grants to programs to meet QRIS or similar quality level	☒	☐	☐

Types of Financial Incentives and Supports for Programs	Child Care Centers	Child Care Homes	License-Exempt Providers
☒One-time awards or bonuses on completion of quality standard attainment	☒	☒	☐
☒ Tiered reimbursement tied to quality for children receiving subsidy	☒	☒	☐
☐ On-going, periodic grants or stipends tied to improving/maintaining quality	☐	☐	☐
☐ Tax credits tied to meeting program quality standards	☐	☐	☐
☐ Other. Describe _____	☐	☐	☐
☐ None. Skip to 3.3.4.	☐	☐	☐

3.3.4 – Element 4 - Quality Assurance and Monitoring

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

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

Types of Program Quality Assessment Tools	Child Care Centers	Child Care Homes	License-Exempt Providers
☒ Environment Rating Scales (e.g., ECERS, ITERS, SACERS, FDCRS) Describe, including frequency of assessments. Part of a center's rating in the Silver State Stars QRIS includes the ECERS and ITERS scores for 50% of the center's classrooms. A center's rating is valid for two years.	☒ Infant/Toddler ☒ Preschool ☐ School-Age	☐	☐
☐ Classroom Assessment Scoring System (CLASS) Describe, including frequency of assessments. _____	☐	☐	☐
☐ Program Administration Scale (PAS) for child care centers or Business Administration Scale (BAS) for family child care homes Describe, including frequency of assessments. _____	☐	☐	☐

Types of Program Quality Assessment Tools	Child Care Centers	Child Care Homes	License-Exempt Providers
☐ Customized instrument, including submission of written documentation, developed for State/Territory quality improvement system. This may include instruments developed for quality improvements in 21st Century Learning Center programs Describe, including frequency of assessments.	☐	☐	☐
☐ Other. Describe	☐	☐	☐
☐ None. Skip to 3.3.5.	☐	☐	☐

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

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

3.3.5 – Element 5 - Outreach and Consumer Education

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

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

☒ Yes. If yes, how is it used?
☐ Resource and referral/consumer education services use with parents seeking care

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

☐ Searchable database on the web

☐ Voluntarily, visibly posted in programs

☐ Mandatory to post visibly in programs

☐ Used in marketing and public awareness campaigns

☒ Other. Describe Implementation of the Silver State Stars QRIS began in July 2012 for centers in Southern Nevada. Statewide implementation will begin in July 2013. We currently have 40+ centers in the coaching program (participating but not rated) therefore we have not begun to advertise the ratings of centers. We are anticipating having initial centers rated by the end of 2013 and will use the above strategies to communicate the information to parents and the community.

☐ No. If no, skip to 3.3.6.

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

☐ Print

☐ Radio

☐ Television

☐ Web

☐ Telephone

☐ Social Marketing

☐ Other. Describe _____

☒ None

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

☒ 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 Licensed Child Care Centers

☐ Participation is mandatory for _____

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

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

    ☐ State/Territory is in the development phase

    ☐ State/Territory has no plans for development

☐ Other. Describe ▮▮▮▮▮

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

☒ Child care centers
☐ Group child care homes
☐ Family child care homes
☐ In-home child care
☐ License exempt providers
☒ Early Head Start programs
☒ Head Start programs
☐ Pre-kindergarten programs
☐ School-age programs
☐ Other. Describe ▮▮▮▮▮

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

3.3.8 Data & Performance Measures on Program Quality –
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 Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked in (a) below, Lead Agencies may provide an optional description about the data they have access to (e.g., the Lead Agency may have data for only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (e.g., infants and toddlers or school-age children).

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

☒ Data on the quality level for individual programs (e.g. QRIS level) as defined by your State/Territory. Describe (optional) ▮▮▮▮▮
☒ Number of programs that move program quality levels annually (up

or down). Describe (optional) ▢

☒ Program scores on program assessment instruments. List
instruments: ▢ Describe (optional) ▢

☒ Classroom scores on program assessment instruments. List
instruments: Infant Toddler and Early Childhood Environment
Rating ScalesDescribe (optional) ▢

☒ Qualifications for teachers or caregivers within each program.
Describe (optional) ▢

☒ Number/Percentage of children receiving CCDF assistance in
licensed care. Describe (optional)

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

☒ Number/Percentage of programs receiving financial assistance to
meet higher program standards. Describe (optional)

☐ Other. Describe ▢

☐ None

b) **Performance measurement**. What, if any, are the Lead Agency's
performance measures on program quality? None at this time

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. The Nevada Institute for Children's
Research and Policy has been providing ongoing evaluation of the Silver
State Stars QRIS. They monitor implementation and in the future will assess
a sample of children in rated centers.

3.3.9 Goals for the next Biennium –
In this section, Lead Agencies are asked to identify at least one goal for the upcoming
biennium. Lead Agencies are encouraged to include measurable and achievable
goals. Lead Agencies may include existing goals (e.g., already identified in a State
strategic plan or established by the Governor for a Lead Agency). ACF will target
technical assistance efforts to help Lead Agencies achieve their goal(s). Lead
Agencies are not required to establish a goal for each sub-section in 3.3. What are the
State/Territory's goals for the program quality improvement system in the coming
biennium? What progress does the State/Territory expect to make across the five
key elements for quality improvement systems?
Complete statewide implementation of Silver State Stars QRIS.
Rate 20 centers and begin communication strategies.

**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. Division of Welfare and Supportive Services, Office of Early Care and Education; Washoe County School District; and TEACH Early Childhood Nevada

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 _____

If yes, insert web addresses, where possible: www.nevadaregistry.org

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

☒ Child growth, development and learning
☒ Health, nutrition, and safety
☒ Learning environment and curriculum
☒ Interactions with children
☒ Family and community relationships

☒ Professionalism and leadership
☒ Observation and assessment
☒ Program planning and management
☒ Diversity
☐ Other. Describe
☐ None

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

☒ To define the content of training required to meet licensing requirements
☐ To define the content of training required for program quality improvement standards (as reported in section 3.3)
☒ To define the content of training required for the career lattice or credential
☒ To correspond to the early learning guidelines
☒ To define curriculum and degree requirements at institutions of higher education
☒ Other. Describe: They have been incorporated into Nevada's professional development plan, "Cultivating Your Growth as a Professional"
☐ None

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

☐ Cross-walked with the Child Development Associate (CDA) competencies
☐ Cross-walked with national teacher preparation standards (e.g., NAEYC standards for early childhood professional preparation, National Board of Professional Teaching Standards, National Council for Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation, Head Start SOLAR staff skills indicators)
☐ Cross-walked with apprenticeship competencies
☐ Other. Describe:
☒ None

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

☐ Staff working directly with children in centers, including aides, assistants, teachers, master teachers. Describe _____
☐ 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: Beginner, intermediate, and advanced levels of 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: Nevada's Career Ladder was launched in 2004. It has seven levels based on formal (college) education, training, and direct experience working with children.
☐ No, the State/Territory has not developed a career pathway. Skip to question 3.4.3.

Insert web addresses, where possible: www.nevadaregistry.org

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 _____

☒ 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
☐ Other. Describe _____
☒ None

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

☒ Voluntary guide and planning resource
☒ Required placement for all practitioners and providers working in programs that are licensed or regulated in the State/Territory to serve children birth to 13
☐ Required placement for all practitioners working in programs that receive public funds to serve children birth to 13
☒ Required placement for adult educators (i.e., those that provide training, education and/or technical assistance)
☒ Required placement for participation in scholarship and/or other incentive and support programs
☐ Required placement for participation in the QRIS or other quality improvement system
☐ Other. Describe _____
☐ None

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

☒ Yes. If yes, describe: Work experience verified by self-report and copies of transcripts and training certificates are required
☐ No

3.4.3 Workforce Element 3 – Professional Development Capacity

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

to capability of the training and technical assistance system to meet the needs of the diverse workforce including the provision of content that addresses the full range of development and needs of children. Early childhood includes infants, toddlers and preschoolers.

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

☐ Yes. If yes, describe ▭
☒ No

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

☒ Yes. If yes, describe: The Children's Cabinet and the University of Nevada Cooperative Extension have completed needs assessments on the availability of early childhood training.
☐ No

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

☐ Standards set by the institution
☒ Standards set by the State/Territory higher education board
☒ Standards set by program accreditors
☐ Standards set by State/Territory departments of education
☐ Standards set by national teacher preparation accrediting agencies
☐ Other. Describe ▭
☐ None

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

☒ Training approval process. Describe: The approval process includes standardized submission process of forms for approval and alignment with core knowledge areas.
☐ Trainer approval process. Describe ▭
☐ Training and/or technical assistance evaluations. Describe ▭
☐ Other. Describe ▭
☐ None

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

☒ Yes. If yes, describe <u>There is common course numbering across</u> <u>ECE degrees and articulation between Great Basin College and the</u> <u>University of Nevada Las Vegas.</u>
☐ No

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

☐ Yes. If yes, describe ▒▒▒▒▒▒
☒ No

3.4.4 Workforce Element 4 – Access to Professional Development

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

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: <u>The Nevada Registry website promotes a</u> <u>variety of professional development opportunities including: training</u> <u>opportunities; a job board; links to a variety of community resources;</u> <u>valuable downloads such as the early learning guidelines and</u> <u>professional development plan; current ECE news and blog; and more.</u>

☐ No

Insert web addresses, where possible: www.nevadaregistry.org

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

☒ Scholarships. Describe: TEACH Early Childhood Nevada offers scholarships for a Child Care Apprenticeship Certificate and ECE Associate's degrees.
The Office of Early Care and Education and the Children's Cabinet offers scholarships to the annual NevAEYC ECE conference.

☒ Free training and education. Describe: Training to meet licensing requirements is offered by a variety of agencies - some training offered is at no cost to the providers.

☐ Reimbursement for training and education expenses. Describe _____

☐ Grants. Describe _____
☐ Loans. Describe _____
☐ Loan forgiveness programs. Describe _____
☒ Substitute pools. Describe : Substitutes are available statewide through the Children's Cabinet CCR&R.
☒ Release time. Describe: Release time is part of the TEACH Early Childhood Nevada scholarship program.
☐ Other. Describe _____
☐ None

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

☐ Yes. If yes, describe _____
☒ No

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

☒ Yes. If yes, describe: Technical assistance/coaching is provided through: the Silver State Stars QRIS; an accreditation facilitation project; to support directors with quality or licensing issues; health consultants; and early childhood mental health consultants.
☐ 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: Participants in the TEACH Early Childhood Nevada scholarship program receive a bonus or raise in pay when they have successfully completed a contract.
☐ 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 ▪▪▪▪▪
☒ No

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

☐ Yes. If yes, describe ▪▪▪▪▪
☒ No

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

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

☒ Data on the size of the child care workforce. Describe (optional) ▪▪▪▪▪

☒ Data on the demographic characteristics of practitioners or

providers working directly with children. Describe (optional) �_____

☒ Records of individual teachers or caregivers and their qualifications. Describe (optional) �_____

☒ 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) �_____

☒ Number of scholarships awarded . Describe (optional) �_____

☒ 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: Participation is mandatory
> > > ☒ Providers working directly with children in family child care homes, including aides and assistants. Describe: Participation is mandatory
> > > ☒ Administrators in centers (including educational coordinators, directors). Describe: Participation is mandatory
> > > ☒ Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.). Describe:

Participation is mandatory
☒ Education and training staff (such as trainers, CCR&R staff, faculty). Describe: Participation is mandatory
☐ Other. Describe _____
☐ None

b-2) Does the workforce data system apply to:
☒ all practitioners working in programs that are licensed or regulated by the State/Territory to serve children birth to 13?
☐ all practitioners working in programs that receive public funds to serve children birth to age 13?

☐ No

c) **Performance measurement**. What, if any, performance measures does the State/Territory use related to its workforce and professional development systems? Number and type of degrees awarded through the TEACH Early Childhood Nevada scholarship program.

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. None at this time

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

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

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

Goal 1 – Mandatory participation rate on The Nevada Registry for all child care providers will increase to 75%.
Goal 2 – Provide at least one statewide professional development training specific to registered trainers

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AMENDMENTS LOG

</div>

CHILD CARE AND DEVELOPMENT FUND PLAN FOR: NEVADA
FOR THE PERIOD: 10/1/13 – 9/30/15

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/occ/resource/pi-2009-01

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) <u>and</u> 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 <u>same</u> 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.

Child Care and Development Fund (CCDF) Plan

SECTION AMENDED	EFFECTIVE/ PROPOSED EFFECTIVE DATE	DATE SUBMITTED TO ACF	DATE APPROVED BY ACF

APPENDIX 1
QUALITY PERFORMANCE REPORT

This annual report will be submitted to ACF no later than December 31, 2014 and will reflect the period October 1, 2013 through September 30, 2014. Lead Agencies will leave this report blank when the Plan is initially submitted.

In this report, Lead Agencies are asked about the State/Territory's progress in meetings its goals as reported in the FY 2014-2015 CCDF Plan, and provide available data on the results of those activities. At a minimum, Lead Agencies are expected to respond to the first question in each section of the Quality Performance Report (QPR) which asks for their progress toward meeting their goal(s) articulated in Part 2 and Part 3 of the CCDF Plan for this Biennium.

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. A Describe box is provided for each question for Lead Agencies to provide descriptive context for data reported and narrative updates in each data section, including any plans for reporting data in the future, if actual data is not currently available or if specific questions are not applicable. Lead Agencies may use data collected by other agencies and entities (e.g., CCR&R agencies or other contractors) as appropriate. The term Lead Agency is used in questions when the data relate to a CCDF-specific activity, otherwise the term State/Territory is used when another entity may be responsible or involved with an activity (e.g., licensing).

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

This report collects progress on the five goals identified in Part 2 and Part 3 of the Child Care and Development Fund (CCDF) Plan for FY2014-2015 along with key 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 2014-2015:

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.

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, 2014.

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 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.

Goals Described in FY 2014-2015 CCDF Plan	Describe Progress – Include Examples and Numeric Targets where Possible

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.) _____

A1.2 Key Data

OCC is collecting this information as one part of our overall effort to better understand States/Territories' activities to improve the quality of child care. OCC recognizes that the data requested in this report will only provide part of that picture because there are many factors which affect the data being collected here and that some data requested may be collected by another agency or entity other than the Lead Agency. Each State/Territory's policy context and priorities and standards will play a role in the way that quality improvement activities are developed and implemented. For example, the number of programs with licensing violations will be

affected by how stringent the licensing standards are. States with more stringent standards may be more likely to report more violations than those with less stringent licensing standards. OCC intends to work with the States/Territories to gather any additional contextual information necessary in order to fully understand the context of these data for any reporting activities involving this information.

A1.2.1 Number of Programs

a) How many licensed center-based programs operated in the State/Territory as of September 30, 2014? _____
   ☐ N/A
   Describe: �_____

b) How many licensed home-based programs operated in the State/Territory as of September 30, 2014? _____
   ☐ N/A
   Describe: ▒_____

c) Does the State/Territory have data on the number of programs operating in the State/Territory that are legally exempt from licensing? At a minimum, the Lead Agency should provide the number of legally exempt providers serving children receiving CCDF.

   ☐ Yes. If yes, include the number of programs as of September 30, 2014 and describe ▒_____ (Use the Describe Box to provide the universe of programs on which the number is based)
   ☐ No. Describe: ▒_____

A1.2.2 Number and Frequency of Monitoring Visits

For licensed programs, a monitoring visit is an onsite visit by department personnel to a licensed child care program with the goal of ensuring compliance with licensing regulations. This may include initial licensing determination visits, licensing renewal visits, periodic announced or unannounced visits, and visits made after a complaint is lodged. For legally exempt providers, a monitoring visit is an onsite visit to a child care program with the goal of ensuring compliance with health and safety standards as defined by CCDF and required for receipt of CCDF funds. Use the Describe box to provide your State/Territory monitoring visit requirement.

a) How many licensed center-based programs received at least one monitoring visit between October 1, 2013 and September 30, 2014?

   _____
   a-1) Of those programs visited, how many were unannounced? _____
   a-2) Of those programs visited, how many were triggered by a complaint or identified risk? _____
   a-3) What percentage of required visits for licensed center-based program were completed? _____
   ☐ N/A
   Describe: ▒_____

b) How many licensed family child care programs received at least one monitoring visit between October 1, 2013 and September 30, 2014? _____

  b-1) Of those programs visited, how many were unannounced? _____
  b-2) Of those programs visited, how many were triggered by a complaint or identified risk? _____
  b-3) What percentage of required visits for licensed family child care programs were completed?_____
  ☐ N/A
  Describe: _____

c) How many legally exempt providers receiving CCDF received at least one monitoring visit between October 1, 2013 and September 30, 2014? Of those,
  c-1) Of those programs visited, how many were unannounced? _____
  c-2) Of those programs visited, how many were triggered by a complaint or identified risk? _____
  c-3) What percentage of required visits for legally exempt providers were completed?_____
  ☐ N/A
  Describe: _____

A1.2.3 Number of Licensing Suspensions, Licensing Revocations and Terminations from CCDF

Suspension of license includes any enforcement action that requires the temporary suspension of child care services because of licensing violations. Revocation of license includes termination or non-renewal of licensure and any other enforcement action that requires the closure of a program because of licensing violations.

	How many programs had their licenses suspended due to licensing violations as defined in your State/Territory during the last fiscal year?	How many programs had their licenses revoked due to licensing violations as defined in your State/Territory during the last fiscal year?	How many programs were terminated from participation in CCDF due to failure to meet licensing or minimum CCDF health and safety requirements during the last fiscal year?	N/A	Describe
Child Care Centers	_____	_____	_____	☐	_____
Group Child Care Homes	_____	_____	_____	☐	_____

	How many programs had their licenses suspended due to licensing violations as defined in your State/Territory during the last fiscal year?	How many programs had their licenses revoked due to licensing violations as defined in your State/Territory during the last fiscal year?	How many programs were terminated from participation in CCDF due to failure to meet licensing or minimum CCDF health and safety requirements during the last fiscal year?	N/A	Describe
Family Child Care Homes	▭	▭	▭	☐	▭
In-Home Providers	▭	▭	▭	☐	▭

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

   ☐ N/A

   Describe: _____

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

   ☐ N/A

   Describe: _____

A1.2.7 How many fatalities occurred in child care or as the result of a child care accident or injury 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). _____

   ☐ N/A

   Describe: _____

Establishing Early Learning Guidelines (Component #2)

A2.1 Progress on Overall Goals

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 Child Development and Early Learning Framework). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2014-2015 CCDF Plan	Describe Progress – Include Examples and Numeric Targets where Possible

A2.2 Key Data

OCC is collecting this information as one part of our overall effort to better understanding State/Territory activities to improve the quality of child care. OCC recognizes that the data requested in this report will only provide part of that picture because there are many factors which affect the data being collected here. Each State/Territory's policy context and priorities and standards will play a role in the way that quality improvement activities are developed and implemented. OCC intends to work with the States/Territories to gather any additional contextual information necessary in order to fully understand the context of these data for any reporting activities involving this information.

A2.2.1a How many individuals were trained on early learning guidelines (ELG's) or standards over the last fiscal year?
Responses to this question should be consistent with information provided in question 3.2.3 in the CCDF Plan.

Provider Categories	Birth to Three ELG's	Three-to-Five ELG's	Five and Older ELG's	N/A	Describe
How many teachers/practitioners in center-based programs were trained on ELG's over the past year? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	_____	_____	_____	☐	_____

Provider Categories	Birth to Three ELG's	Three-to-Five ELG's	Five and Older ELG's	N/A	Describe
How many family child care providers were trained on ELG's over the past year? 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? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	_____	_____	_____	☐	_____

A2.2.1b How many children are served in programs implementing the ELG's?
Refer to question 3.2.4 in the CCDF Plan for examples of how ELG's can be implemented in programs. Program capacity can be used as an estimate of children served.

Provider Categories	Birth to Three ELG's	Three-to-Five ELG's	Five and Older ELG's	N/A	Describe
How many children are served in center-based programs implementing the ELG's? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	_____	_____	_____	☐	_____
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 children are served in programs implementing the ELG's? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	_____ _____	_____ _____	_____ _____	☐	_____

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.

Goals Described in FY 2014-2015 CCDF Plan	Describe Progress – Include Examples and Numeric Targets where Possible

A3.2 Key Data

OCC is collecting this information as one part of our overall effort to better understanding State/Territory activities to improve the quality of child care. OCC recognizes that the data requested in this report will only provide part of that picture because there are many factors which affect the data being collected here. Each State/Territory's policy context and priorities and standards will play a role in the way that quality improvement activities are developed and implemented. OCC intends to work with the States/Territories to gather any additional contextual information necessary in order to fully understand the context of these data for any reporting activities involving this information.

A3.2.1 Number of Program Receiving Targeted Technical Assistance

Targeted technical assistance is technical assistance (coaching, mentoring and consultation) that is designed to address a particular domain/area of quality. Responses in this section should be consistent with responses provided in question 3.3.2 in the CCDF Plan which focuses on targeted technical assistance to programs (rather than practitioners) that is intended for moving programs to higher levels of quality.

a) How many programs received targeted technical assistance during the last fiscal year (October 1, 2013 through September 30, 2014)? _____
☐ N/A
Describe: _____

b) If possible, report the number of programs who received targeted technical assistance in the following areas:

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 _____

☐ N/A

Describe: �ââ

A3.2.2 Number of Programs Receiving Financial Supports

Responses to this question should be consistent with responses provided in question 3.3.3 of the CCDF Plan. **Financial supports** must be intended to reward, improve, or sustain quality. They can include grants, cash, reimbursements, gift cards, or purchases made to benefit a program. This includes tiered reimbursements for CCDF subsidies. **One-time grants, awards, or bonuses** include any kind of financial support that a program can receive only once. **On-going or periodic quality stipends** include any kind of financial support intended to reward, improve, or sustain quality that a program can receive more than once.

a) How many programs received one-time, grants, awards or bonuses?

Child Care Centers _____

☐ N/A

Describe: �â

Family Child Care Homes _____

☐ N/A

Describe: �â

b) How many programs received on-going or periodic quality stipends?

Child Care Centers _____

☐ N/A

Describe: �â

Family Child Care Homes _____

☐ N/A

Describe: �â

A3.2.3 Number of Eligible Programs for State/Territory QRIS or Other Quality Improvement System

a) What is the total number of eligible child care centers for QRIS _____ OR Other Quality Improvement System? _____

☐ N/A

Describe: �â

b) What is the total number of eligible family child care homes for QRIS _____ OR Other Quality Improvement System? _____
- [ ] N/A

  Describe: _____

c) What is the total number of eligible license-exempt providers for QRIS _____ OR Other Quality Improvement System? _____
- [ ] N/A

  Describe: _____

A3.2.4 Number and Percentage of Programs Participating in State/Territory QRIS or Other Quality Improvement System

a) Of the total number eligible as reported in A3.2.3, what is the total number and percentage of child care center programs in the State/Territory that participate in the State/Territory QRIS or other quality improvement system for programs over the last fiscal year?

  Number of Child Care Centers Participating in QRIS _____ OR Other Quality Improvement System _____

  Percentage of Child Care Centers Participating in QRIS _____ OR Other Quality Improvement System _____
  - [ ] N/A

  Describe: _____

b) Of the total number eligible as reported in A3.2.3, what is the total number and percentage of family child care programs in the State/Territory that participate in the State/Territory QRIS or other quality improvement system for programs over the last fiscal year?

  Number of Family Child Care Homes QRIS _____ OR Other Quality Improvement System _____

  Percentage of Family Child Care Homes QRIS _____ OR Other Quality Improvement System _____
  - [ ] N/A

  Describe: _____

c) Of the total number eligible as reported in A3.2.3, what is the total number and percentage of license-exempt programs in the State/Territory that participate in the State/Territory QRIS or other quality improvement system for programs over the last fiscal year?

  Number of License-Exempt Providers QRIS _____ OR Other Quality Improvement System _____

  Percentage of License-Exempt Providers QRIS _____ OR Other Quality Improvement System _____

☐ N/A

Describe: �____

A3.2.5. Number of Programs at Each Level of Quality

For each type of care, provide the total number of quality levels and the number of programs at that level of the total number of participating as reported in A3.2.4. Describe metric if other than QRIS, such as accreditation.

	Number of levels of quality	Number of programs at each level	N/A	Describe
Child Care Centers	____	____	☐	____
Family Child Care Homes	____	____	☐	____
License-Exempt Providers	____	____	☐	____

A3.2.6 Number of Programs Who Moved Up or Down within QRIS

If quality threshold is something other than QRIS, describe the metric used, such as accreditation. These numbers ARE NOT expected to total the number of participating programs in the QRIS as reported in A3.2.4.

	How many programs moved up within the QRIS or achieved another quality threshold established by the State/Territory over the last fiscal year?	How many programs moved down within the QRIS or achieved another quality threshold established by the State/Territory over the last fiscal year?	N/A	Describe
Child Care Centers	____	____	☐	____
Family Child Care Homes	____	____	☐	____
License-Exempt Providers	____	____	☐	____

A3.2.7 Number of CCDF Subsidized Children Served in Programs Participating in the State/Territory Quality Improvement System

Note. If the State/Territory does not have a formal QRIS, the State/Territory may define another quality indicator and report it here.

   a) What percentage of CCDF children were served in participating programs during the last fiscal year? _____

b) What percentage of CCDF children were served in high quality care as defined by the State/Territory? _____ Provide the definition of high quality care in the Describe box. This may include assessment scores, accreditation, or other metric, if no QRIS.

☐ N/A

Describe: _____

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.

Goals Described in FY 2014-2015 CCDF Plan	Describe Progress – Include Examples and Numeric Targets where Possible

A4.2 Key Data

OCC is collecting this information as one part of our overall effort to better understanding State/Territory activities to improve the quality of child care. OCC recognizes that the data requested in this report will only provide part of that picture because there are many factors which affect the data being collected here. Each State/Territory's policy context and priorities and standards will play a role in the way that quality improvement activities are developed and implemented. OCC intends to work with the States/Territories to gather any additional contextual information necessary in order to fully understand the context of these data for any reporting activities involving this information.

A4.2.1 Number of Teachers/Caregivers and Qualification Levels

a) What is the total number of child care center teachers in the State/Territory as of September 30, 2014? _____

☐ N/A

Describe: _____

b) What is the total number of family child care providers in the State/Territory as of September 30, 2014? _____
    ☐ N/A
    Describe: ▊▊▊▊

c) What is the number of center teachers and family child care providers by qualification level as of the end of the last fiscal year? Count only the highest level of education attained.

	Child Care Center Teachers	Family Child Care Providers	N/A	Describe
Child Development Associate (CDA)	_____	_____	☐	_____
State/Territory Credential	_____	_____	☐	_____
Associate's degree	_____	_____	☐	_____
Bachelor's degree	_____	_____	☐	_____
Graduate/Advanced degree	_____	_____	☐	_____

A4.2.2 Number of Individuals Included in State/Territory's Professional Development Registry during Last Fiscal Year (October 1, 2013 through September 30, 2014)
    Teachers in child care centers _____
    Family child care home providers _____
    License-exempt providers _____
    ☐ N/A
    Describe: ▊▊▊▊

A4.2.3 Number of Individuals Receiving Credit-Based Training and/or Education as defined by State/Territory during the last fiscal year
    Teachers in child care centers _____
    Family child care home providers _____
    License-exempt providers _____
    ☐ N/A
    Describe: ▊▊▊▊

A4.2.4 Number of Credentials and Degrees Awarded during Last Fiscal Year
If possible, list the type of credential or degree and in what type of setting the practitioner worked.

Setting	List Type of Credential and Provide Number Awarded	List Type of Degree and Provide Number Awarded	N/A	Describe
Teachers in child care centers	_____	_____	☐	_____
Family child care home providers	_____	_____	☐	_____
License-exempt providers	_____	_____	☐	_____

A4.2.5 Number of Individuals Receiving Technical Assistance during Last Fiscal Year

Describe any data you track on coaching, mentoring, or other specialist consultation. If possible, include in what type of setting the practitioner worked. Responses to this question should be consistent with information provided in question 3.4.4e of the CCDF Plan.

Setting	List Type of Technical Assistance and Provide Number	N/A	Describe
Teachers in child care centers	_____	☐	_____
Family child care home providers	_____	☐	_____
License-exempt providers	_____	☐	_____

A4.2.6 Type of Financial Supports Provided and Number of Teachers/Providers Receiving as of End of Last Fiscal Year?

☐ Scholarships. How many teachers/providers received? _____
☐ Reimbursement for Training Expenses. How many teachers/providers received? _____
☐ Loans. How many teachers/providers received? _____
☐ Wage supplements. How many teachers/providers received? _____
☐ Other. Describe _____
☐ N/A
Describe: _____

Building Subsidy Systems that Increase Access to High Quality Care

In this section, Lead Agencies provide progress on their subsidy administration goals over the past year as of September 30, 2014.

A5.1 Progress on Overall Goals

Based on the goals described in the Lead Agency's CCDF Plan at Section 2.8, please report your progress using the chart below. You may include any significant areas of progress 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., established copayment policies that sustain income and sustain quality, or established eligibility policies that promote continuity of care). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2014-2015 CCDF Plan	Describe Progress – Include Examples and Numeric Targets where Possible

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│ ║                      APPENDIX 2                            ║ │
│ ║      CCDF PROGRAM ASSURANCES AND CERTIFICATIONS           ║ │
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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))

(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/grants/certification-regarding-debarment-suspension-and-other

3. **Definitions for use with certification of debarment:**
   http://www.acf.hhs.gov/grants/certification-regarding-debarment-suspension-and-other-0

4. **HHS certification regarding drug-free workplace requirements**:
   http://www.acf.hhs.gov/grants/certification-regarding-drug-free-workplace-requirements

5. **C**ertification of Compliance with the Pro-Children Act of 1994**:
   http://www.acf.hhs.gov/grants/certification-regarding-environmental-tobacco-smoke

6. **Certification regarding lobbying:**
   http://www.acf.hhs.gov/grants/certification-regarding-lobbying

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