

Child Care and Development Fund (CCDF) Plan
For

Vermont
FFY 2014-2015

**PART 1
ADMINISTRATION**

1.1 Contact Information

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

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

Effective Date: 01-OCT-13

Name of Lead Agency: [Vermont Department for Children and Families \(DCF\)](#)

Address of Lead Agency: [103 South Main Street, Waterbury, Vermont 05671-5920](#)

Name and Title of the Lead Agency's Chief Executive Officer: [Dave Yacovone, DCF Commissioner](#)

Phone Number: [802-871-3395](#)

Fax Number: [802-769-2064](#)

E-Mail Address: dave.yacovone@state.vt.us

Web Address for Lead Agency (if any): <http://dcf.vermont.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:

Effective Date: 01-OCT-13

Name of CCDF Administrator: [Barbara Thompson-Snow, MPH](#)
Title of CCDF Administrator: [Director of Child Care Licensing and Financial Assistance](#)
Address of CCDF Administrator: [103 South Main Street, Waterbury, Vermont 05671-5500](#)
Phone Number: [802-769-6496](#)
Fax Number: [802-769-2064](#)
E-Mail Address: barb.thompson-snow@state.vt.us
Phone Number for CCDF program information
(for the public) (if any): [800-649-2642](#)
Web Address for CCDF program
(for the public) (if any): http://dcf.vermont.gov/cdd/child_care_financial_assistance
Web Address for CCDF program policy manual
(if any): http://dcf.vermont.gov/cdd/contact_us/cccsa/information_for/ccfap_policies
Web Address for CCDF program administrative rules
(if any):
http://dcf.vermont.gov/sites/dcf/files/pdf/cdd/care/2008_DCF_CDD_Child_Care_Subsidy_Regulations.pdf

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

Name of CCDF Co-Administrator: [Reeva Sullivan Murphy, M.Ed.](#)
Title of CCDF Co-Administrator: [Deputy Commissioner, Child Development Division, DCF](#)
Address of CCDF Co-Administrator: [103 South Main Street, Waterbury, Vermont 05671-5500](#)
Phone Number: [802-769-6420](#)
Fax Number: [802-769-2064](#)
E-Mail Address: reeva.murphy@state.vt.us
Description of the role of the Co-Administrator:

[Transitioning oversight of CCDF to new Administrator](#)

1.2 Estimated Funding

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

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

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FY 2014 Federal CCDF allocation (Discretionary, Mandatory and Matching): \$ [10,004,460](#)
Federal TANF Transfer to CCDF: \$ [9,224,074](#)
Direct Federal TANF Spending on Child Care: \$ [2,647,852](#)

State CCDF Maintenance-of-Effort Funds: \$ 4,706,583

State Matching Funds: \$ 2,103,977

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

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

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

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N/A here

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

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

If checked, identify source of funds:

[State General Funds](#)

If known, identify the estimated amount of public funds the Lead Agency will receive: \$ 6,810,560

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

If checked, are those funds:

donated directly to the State?

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

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

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

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

If checked, provide the estimated percentage of Matching Fund requirement that will be

met with pre-k expenditures (not to exceed 30%):

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

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

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

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

If checked,

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

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

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

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

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

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

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Estimated Amount of CCDF Quality Funds For FY 2014	Activity (Lead Agency should include description of quality activities that cover FY 2014 and also information about activities for FY 2015, if available)	Purpose	Projected Impact and Anticipated Results (if possible)
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Infant/Toddler
Targeted Fund
\$ 155,000

1. \$ 55,000__ part of a \$343,367 grant to **Community College of Vermont** for the "**Northern Lights Career Development Center**" (NLCDC) to define and promote professional development standards, career pathways, related certificates and other aspects of the professional development system including:
support/coordination of entry level courses; the instructor registry; and the developing MATCH registry for mentors, advisors and coaches.

2. \$ 50,000__ part of a \$242,434 grant to the **Vermont Child Care Industry and Careers Council, Inc. (VCCIC)** to: Support and promote the **Registered Child Care Apprenticeship Program**

Assist in purchasing college courses for apprentices and others
Promote and assist in alignment of workforce needs with secondary education
Provide information on and promote the statewide system of professional development including evaluation systems.
Participate in and promote the statewide mentoring (MATCH) system.

3. \$50,000__ as part of \$93,689 awarded to the Permanent Fund for the Wellbeing of Young Children; **Vermont Birth to Three Initiative (VB3 - a public-private partnership)**. This grant supports **Starting Points Provider Networks**. These are networks of providers that come together both as small networks and as regional groups of networks to plan activities and learning

1. (NLCDC): Professional development opportunities and pathways that are specific to infant and toddler practitioners are available as part of the overall professional development system.

2. (VCCIC, Apprenticeship Program): Improve quality of infant/toddler care care through targeted training and onsite support specific to infant and toddler practitioners through registered apprenticeship.

3. (VB3 Initiative): Increase quality of infant and toddler care through networks of mostly Family Child Care (FCC) providers who determine regional and individual network priorities regarding use of these funds.

1. (NLCDC): More Vermont professionals working with infants and toddlers have increased and documented knowledge and skills. High Quality mentoring specific to infant and toddler care will become a strong component of Vermont's professional development system assuring that knowledge and practice are aligned.
2. (VCCIC, Apprenticeship Program): Registered Apprenticeship will continue to be available as a career development and learning pathway for practitioners working with infants and toddlers. The quality of infant and toddler care in Vermont will continue to improve in quality.

3. (VB3 Initiative): Increase continuous quality improvement in FCC providers serving infants and toddlers through mentoring and increased participation in VT STARS

	<p>opportunities that are provider driven and in coordination with other regional resources and state guidelines (such as documentation for professional development credit)</p> <p>A collaborative of philanthropic organizations sponsor the VB3 Initiative which provides mentoring services to Family Child Care (FCC) Programs, tests innovative practices that increase support for FCC providers serving infants and toddlers, incentivizes FCC participation in VT STARS, and add resources to enhance the capacity of Starting Points Networks.</p>		
<p>School-Age/Child Care Resource and Referral Targeted Funds</p> <p>\$ 285,897</p>	<p>1. \$285,897 Grant to Vermont Afterschool, Inc.. (Vermont Center for Afterschool Excellence)</p> <p>Develop and deliver professional development to the afterschool workforce that is aligned with approved afterschool competencies and in coordination with the NLCDC.</p> <p>Work with the CDD and the afterschool workforce in developing, promoting and informing the public regarding afterschool regulations</p>	<p>1. (VT Afterschool, Inc): Improve quality of Afterschool programs through appropriate professional pathways and related coursework, mentoring and program improvement grants</p>	<p>1. (VT Afterschool, Inc): Increased number of afterschool professionals are engaged in intentional effective and documented professional development.</p> <p>Afterschool regulations reflect the input of afterschool stakeholders.</p> <p>Approximately, 10 afterschool programs will receive grants to improve or expand their programs</p>

Quality Expansion
Targeted Funds
\$ 288,367

1. \$ 288,367 part of a \$343,367 grant to **Community College of Vermont** for the "**Northern Lights Career Development Center**" (NLCDC) to define and promote professional development standards, career pathways, related certificates and other aspects of the professional development system including: support/coordination of Entry level courses; the instructor registry; and the developing MATCH registry for mentors, advisors and coaches.

1. (NLCDC)
Improve quality of care through:
Level I and II learning opportunities are available and of high quality.
Vermont's professional development system is clear and known, continually improving and supports professional growth.
Professional development data is entered accurately into CDD Bright Futures Information System (BFIS)
Statewide Course Calendar
Instructor Registry
System of recognizing mentoring and advising (MATCH) exists
Providers are training on the BFIS
PD Data is verified and accurately entered into BFIS

1. (NLCDC):
More Vermont professionals have increased and documented knowledge and skills.
Providers will progress in their professional development and it will be accurately documented in the CDD Bright Futures Information System.
High Quality mentoring will become a strong component of Vermont's professional development system assuring that knowledge and practice are aligned.

Quality Funds (not including Targeted Funds)

\$2,406,461

1. \$__192,434__ part of a \$242,434 grant to the **Vermont Child Care Industry and Careers Council, Inc. (VCCIC)** to: Support and promote the **Registered Child Care Apprenticeship Program**

Assist in purchasing college courses for apprentices and others
Promote and assist in alignment of workforce needs with secondary education
Provide information on and promote the statewide system of professional development including evaluation systems.
Participate in and promote the statewide mentoring (MATCH) system.

2

22. __\$43,689__ as part of \$93,689 awarded to the Permanent Fund for the Wellbeing of Young Children; **Vermont Birth to Three Initiative (VB3) - a public-private partnership**). This grant supports **Starting Points Provider Networks**. These are networks of providers that come together both as small networks and as regional groups of networks to plan activities and learning opportunities that are provider driven and in coordination with other regional resources and state guidelines (such as documentation for professional development credit)

A collaborative of philanthropic organizations sponsor the VB3 Initiative which provides mentoring services to Family Child Care (FCC) Programs, tests innovative practices that increase support for FCC providers serving infants and toddlers, incentivizes FCC participation in VT STARS, and add

1. (VCCIC):
Improve quality of care through targeted training and on-site support through registered apprenticeship.
Increase access for the workforce to higher education opportunities.
Increase number of industry recognized credentials supported at secondary education level.
Increase awareness of and participation in Vermont's professional development system.
A more robust and clear system of mentoring and advising to support professionalism and best practice.

2. (VB3 Initiative):
Increase quality of care through networks of mostly Family Child Care (FCC) providers who determine regional and individual network priorities regarding use of these funds.

3. (CCCSAs)
Provides accessible training and related supports customized to local/regional needs to early care and afterschool professionals in order to increase the quality of care for children and families.

1. (VCCIC)
Registered apprenticeship will continue to be available as a career development and learning pathway.
Approximately 100 individuals each year will successfully compete higher education courses sponsored by VCCIC and students will be clear about how to progress in their careers.
More graduates of human services/technical schools will have industry-recognized credentials.
Workforce is supported and best practice is implemented

2.(VB3 Initiative)
Approximately 40 networks have contributed to developing strong leadership in the field and active engagement of many providers in self determination of training and other needs of the field.
Peer mentoring has helped increase participation in professional development and VT STARS.

3. (CCCSAs)
Early childhood and afterschool professionals meet or exceed the required training hours to be licensed or registered, attain career level certificates and increase or maintain points in QRIS (STARS).
Parents are well informed about child care options in their community and understand the importance of choosing high quality child care.

<p>resources to enhance the capacity of Starting Points Networks.</p> <p>3. ___\$1,416,251___ Community Child Care Support Agencies (CCCSAs). 12 grants to regional child care resource and referral agencies for child care referral services and local professional development outreach and coordination that is aligned with state standards for professional development and program improvement.</p>	<p>Provides child care referral assistance and consumer information about choosing developmentally supportive child care to over 5500 families annually statewide.</p> <p>4. (QRIS: VT STARS): To ensure there is a well run QRIS that expands the number of high quality early care and education and afterschool programs available to Vermont children and families. Improve program quality and bring Vermont and national quality research initiatives and resources into a comprehensive QRIS system</p>	<p>4. (QRIS: VT STARS) Program quality improves as indicated by increases in star levels and STARS participation. Parents will be aware of STARS as an indicator of quality and will discuss with their provider.</p>
<p>4. ___\$150,032___ Grant to administer Vermont's QRIS, the Vermont Step Ahead Recognition and Improvement System (VT STARS)</p> <p>Administrative agency: receives and reviews STARS applications and reapplications; provides technical assistance on STARS requirements and processes to individuals and groups; seeks and implements strategies to promote and improve STARS; monitors on-going compliance with standards and develops the system of program assessment with approved assessment tools and assessors; and maintains data to be shared with the CDD and the VT STARS Oversight Committee.</p>	<p>5. (Program Bonuses and fees) Improve quality of care through providing incentives and rewards for programs to meet standards that are above licensing regulations</p>	<p>5. (Program bonuses and fees) Increased numbers of programs with formal documentation of program quality and clear pathways to achieve indicators of quality including national accreditation. Increased access to high quality programs through enhanced subsidy rates paid to QRIS participating programs on behalf of eligible children/families. (tired reimbursement) (t(tired 99999((tiered reimbursement)</p>
<p>5. ___\$200,000</p>	<p>6. (Individual PD Bonuses et al) Improve quality of care/education through workforce development that is aligned with pathways and that are clear and include recognition bonuses and support for fees/tuition.</p>	<p>6. (Individual PD Bonuses et al) Increased numbers of early childhood and after school professionals with recognized credentials, coursework and degrees. Anticipated increase will be from 170 individuals earning achievement bonuses in SFY 2013 to 235+ in SFY 2014.</p>
<p>----- Program Quality Bonuses and Funding for Accreditation fees. CDD pays a bonus to regulated early care and education programs for achieving accreditation and VT STARS (QRIS) levels . National accreditation</p>	<p>7. (PCAV) Children will be safer and supported appropriately in order to prevent or respond to suspected abuse or neglect. Hundreds of child care providers participate in PCAV trainings and evaluation from events indicates information has been learned. Follow up</p>	<p>7. (PCAV) Children will be safer and supported appropriately in order to prevent or respond to suspected abuse or neglect. Hundreds of child care providers participate in PCAV trainings and evaluation from events indicates information has been learned. Follow up</p>

application fees are paid. These are paid directly to providers through BFIS payment system.
Bonuses:
1 STAR: \$250
2 STARS:\$500
3 STARS:\$1000
4 STARS:\$1150
5 STARS:\$1550
National accreditation: \$1000

6. ____\$100,000 ____
Individual Professional Development Achievement Bonuses, college tuition assistance and CDA fees. CDD pays bonuses (\$100 - \$1,200) for progress on Vermont's career ladder and/or for achievements on identified career pathways for early childhood and afterschool professionals. The Career ladder includes CDA and college coursework and degrees. Certificates are awarded for these and other documented achievements, a professional development plan and experience.
Bonuses:
\$100: NLCDC Level I Certificate or On-the-Job Training Certificate from VT Department of Labor
\$500: NLCDC Level II Certificate which may include CDA credential OR Agency of Education Teacher licensure, the Vermont Program Director Credential and the Early Childhood Family Mental Health Credential
\$150: First renewal of CDA
\$750: NLCDC Level III A which includes Registered Apprenticeship Certificate or Community College of VT CC Certificate & 2 years experience
\$1000: .NLCDC Level III B which includes an

7. (PCAV)
Delivery of critical specialized training upon request throughout Vermont.
Assists providers in meeting the requirements of ACT I (Designed to inform the public about the issues pertinent to preventing child sexual abuse)

8. (Early/School Age Literacy)
VCB: Mother Goose Cares course, Birth to Three Numeracy standards, Ready for

calls and consultation is always available.
8. (Early and Schoolage Literacy)
VCB: Work with and inform revision of VT Early Learning Standards (VELS) and inform best practice
VSA providers will be more comfortable and skilled in caring for children with differing needs and increasing literacy for all children through the arts. Increased number of specialized child care providers
Stern: Project will inform a community in best practices to support literacy. Will provide a model for future local work
9. (VCLF)
Approximately 10 programs will attain grants to improve or expand their program facility. Infant toddler care is prioritized in determining awards as is service to low income families.

10. (VAEYC)
Many hours of documented high quality training are added to individuals practitioner BFIS PD registry accounts. Participants benefit from networking and may be inspired to further their education because of increased awareness of opportunities.
Programs

Programs are encouraged/supported in continuous quality improvement through participation in VT STARS and pursuit of national accreditation.

Associates Degree in a related field & 2 years experience
\$1200: NLCDC IV, V, VI - this can include Bachelor's Masters', Doctorate , or PhD in a related field & 2 years experience.

7. ___\$117,055 ___ Grants to **Prevent Child Abuse Vermont (PCAV) Training** on early childhood curricula that informs child care professionals regarding identifying, preventing and reporting suspected child abuse and training in support of the VT ACT I requirement that Licensed programs orient their staff to key issues related to the prevention of child sexual abuse

8. ___\$80,000 ___ Grants to support **Early/School Age Literacy programs**
\$50,000: Vermont Center for the Book(VCB):
\$15,000 Very Special Arts Vermont (VSA);
\$ 15,000 Bennington County Early Literacy project (with the Stern Center)

9. ___\$75,000___ Grant to **Vermont Community Loan Fund (VCLF) for facilities improvement and expansion and business training & technical assistance.**
The VCLF provides up front technical assistance on financing , budget and facilities planning issues and manages a grant and loan process for regulated CC providers related to improving or expanding facilities.

10. ___\$17,000 ___P___ Grant to the **Vermont Association for the Education of Young Children (VAEYC).**

School training developed and aligned with core standards
VSA VT: on site 18 hour mentoring to support inclusion and engaging activities,
Stern: contribute to Bennington Project (with AOE) demonstration of literacy learning
alignment of practices from birth through 2nd grade

9. (VCLF)
Improve the condition and availability of child care facilities that have environments that are of high quality.

10. (VAEYC)
Increase quality of care by contributing to accreditation facilitation and the largest early childhood conference in Vermont which is well aligned with the statewide systems of professional development. Promote awareness of higher education opportunities.

11. (VCCPA)
the VCCPA mentoring/accreditation project to support providers attaining CDA's , NAFCC accreditation and STARS participatill engage with related organizations and initiatives.zzzntinuation of the VCCPA mentoring/accreditation

11. (VCCPA)
Increased opportunities for mentoring and advising and a potentially strengthened association made up of primarily family child care providers.

	<p>Contribute to an NAECP Accreditation Facilitation project and contribute to the VAEYC annual conference</p> <p>11. <u>\$15,000</u> Grant to Vermont Child Care Providers Association (VCCPA). Peer mentoring, advising and coordination with other groups such as the Professional Preparation and Development Committee and systems such as MATCH as it develops</p>	<p>project to support providers attaining CDAs, NAFCC accreditation and STARS participation</p> <p>VCCPA will engage with related organizations</p> <p>aContinuation of the VCCPA mentoring/accreditation project to support providers attaining CDAs and NAFCC accreditation and increase STARS participation</p> <p>Encourage VCCPA to engage with related organizations and initiatives.</p>	
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1.2.4 Will the Lead Agency distribute quality funds to counties or local entities?

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

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

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

Other.
Describe:

1.3 CCDF Program Integrity and Accountability

Program integrity is defined to include efforts that ensure effective internal controls over the administration of CCDF funds. The Lead Agency is responsible for monitoring programs and services, ensuring compliance with the rules of the program, promulgating rules and regulations to govern the overall administration of the plan and oversee the

expenditure of funds by sub-grantees and contractors. (§ 98.11(b)) Accountability measures should address administrative error, which includes unintentional agency error, **as well as address** program violations, both unintentional and intentional, that may or may not result in further action by the Lead Agency, including those cases suspected of and/or prosecuted for fraud.

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

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Describe:

The Child Development Division (CDD) of DCF utilizes the following strategies to ensure effective controls are in place:

- Safeguards built into the data management system that identify and prevent double data entry and over-payments;
- Electronic collection of attendance linked to automation of accurate payments;
- Regulations to allow for suspension of providers from participation in the child care financial assistance program and possible legal action against providers who are substantiated for purposeful, fraudulent practices;
- Procedures for recovering overpayment including progressive repayment plans that are mutually agreed to by the provider and CDD;
- Processes to receive and regularly review complaints and reports related to identified “red flag” indicators of potential program violations;
- Sharing/comparing information with other benefit programs;
- Assignment of a Program Integrity Investigator assigned to CC Financial Assistance Program to pursue suspected intentional program violations;
- Review and approval of all financial assistance payments for each bi-weekly payroll period for purpose of identification and resolution of irregularities that indicate potential errors;
- Regular review and monitoring of fiscal reports for the CC Financial Assistance Program overall and of system generated reports related to “red flag” indicators of potential program violations;
- Review of program rules and processes to evaluate clarity and rigor in regard to program integrity;
- Regular participation in state-wide third party program audits – annually over past two state fiscal years; and

Monitoring Community Child Care Support Agencies (CCCSA) processes to determine eligibility for the Child Care Financial Assistance Program (CC FAP) including:

- Performance based agreements with CCCSAs specifying the quality and accuracy of eligibility determination activities that is required by the CDD;
- Shared use of a web-based, centralized integrated data system that includes a rules engine for the determination of eligibility for CC FAP;
- Detailed policy and procedures handbook related to CC FAP eligibility determination and utilized by all CCCSAs;
- Regular on-site monitoring to ensure compliance with regulations and quality assurance including individual case reviews by CDD CC FAP Grant Monitors;

- Regular on-site technical assistance from CDD CC FAP Grant Monitors;
- Required training for all new CCCSA eligibility determination specialists provided by CDD CCFAP Grant Monitors; and
- Conduct CCFAP Annual Statewide Meeting, Semi-Annual Regional Trainings and bi-monthly (every other month) conference calls to review policy and procedures and provide guidance to CCCSA eligibility determination specialists

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.

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Describe:

[CDD administers the program](#)

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

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Type of Activity	Identify Program Violations	Identify Administrative Error
Share/match data from other programs (e.g. TANF, Child and Adult Care Food Program (CACFP), Food and Nutrition Service (FNS), Medicaid)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Share/match data from other databases (e.g., State Directory of New Hires, Social Security Administration, Public Assistance Reporting Information System (PARIS))	<input type="checkbox"/>	<input type="checkbox"/>
Run system reports that flag errors (include types)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Review of attendance or billing records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Audit provider records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct quality control or quality assurance reviews	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct on-site visits to providers or sub-recipients to review attendance or enrollment documents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct supervisory staff reviews	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct data mining to identify trends	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Train staff on policy and/or audits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other. Describe	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>

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

- Bright Futures Information System (BFIS) interfaces with other agencies and/or divisions information systems that provide information relevant to or necessary for eligibility determination such as TANF participation and child support. Also, comparisons with CACFP claims is used to identify discrepancies in enrollment/attendance information
- BFIS generates regular reports related to enrollment of subsidized children at or above licensed capacity, children with multiple providers, and providers with consistently high subsidy payments
- Child Care Financial Assistance Program (CC FAP) staff review bi-weekly automated attendance reporting before approving provider payments
- One FTE Program Integrity Investigator dedicated to the CC FAP who audits CC provider attendance reporting and investigates irregularities that indicate potential program violations or administrative errors
- CDD participates in state-wide third party program audits
- Grant monitors conduct on-site visits to Community Child Care Support Agencies monthly, to review case files for quality assurance, and review supervisory staff oversight activities
- Child care licensing staff reviews CC FAP enrollment lists when conducting licensing visits and report apparent discrepancies in enrollment or attendance to CC FAP staff. CC FAP Program Integrity Investigator conducts on-site visits and interviews parents to audit attendance and enrollment documentation
- Eligibility, enrollment, attendance and payment data is aggregated into program reports and regularly reviewed to detect any trends warranting further inquiry or investigation
- CDD has a multi-faceted approach to training CCCSA eligibility determination specialists which is described in 1.3.6 below

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

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

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Strategy	UPV	IPV and/or Fraud	Administrative Error
Require recovery after a minimum dollar amount in improper payment. Identify the minimum dollar amount: \$ 1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Coordinate with and refer to other State/Territory agency (e.g. State/Territory collection agency, law enforcement). Describe:			
Bright Futures Information System (BFIS) interfaces with other agencies and/or divisions information systems that provide information relevant to or necessary for eligibility determination such as TANF participation and child support. Also, comparisons with CACFP claims is used to identify discrepancies in enrollment/attendance information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Recover through repayment plans	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Reduce payments in the subsequent months	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Recover through State/Territory tax intercepts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Recover through other means. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establish a unit to investigate and collect improper payments. Describe composition of unit:			
One program integrity investigator, assigned to the CCFAP Unit, is specifically educated to CC FAP improper payments. The CC FAP manager assigns cases, where IPV is suspected, to this individual and works closely with them on ensuing investigation and recovery and consequences to provider status.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

When improper payments are identified in the CC FAP, the CCFAP Manager conducts a preliminary review to determine whether the incorrect payment is a result of administrative error on the part of the division or its agents or the CC provider or if there is reason to suspect intentional program violation. In cases of administrative error or unintentional program violation, the provider is contacted and overpayments are recovered through a repayment plan that usually includes reducing payments for subsidized care provided during subsequent pay periods. Targeted training and/or technical assistance at the source (either division staff, Community CC Support Agency staff or the CC Provider) usually ensues.

In cases of suspected intentional program violation, the case is referred to the Program Integrity Investigator in the CC FAP Unit. If fraud is substantiated, the CC provider is excluded from further participation in the CC FAP and a payment plan is established to recover overpayments. This may include tax or other income intercepts. The Attorney General's office makes decisions on whether or not to accept these cases for prosecution.

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

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- None
- Disqualify client.

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

- Disqualify provider.

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

CC providers may appeal to the DCF Commissioner and the Vermont Human Services Board if they feel they have been unfairly excluded from participation in the CC FAP. This process includes a review and decision by a designee of the Commissioner in which the provider has an opportunity to present their perspective on the grounds for exclusion. If the provider is not satisfied with the Commissioner's Review decision they can continue their appeal to an impartial Human Services Board.

- 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

Effective Date: 01-OCT-13

Activities identified in ACF-402	Cause/Type of Error (if known)	Actions Taken or Planned	Completion Date (Actual or planned) (if known)

			4. Systems Improvements and Enhancements to Bright Futures Information System
3. Review and update CC Financial Assistance Program (CCFAP) policies and procedures.	2. Increase Training and Technical Assistance to eligibility specialists and supervisory staff in CCCSAs	1. Increase Quality Assurance in eligibility determination for CC assistance which is contracted to 12 Community Child Care Support Agencies (CCCSAs) in Vermont	
			4. Lessons learned (402 Q12B) and insights gained from use of third party reviewer in 2010 review. The need to provide greater clarity regarding documentation and verification and also to better align with TANF and Child Welfare policies and processes. System error
3. Computation error	2. Misapplication of policy (most common cause of error in 2010 Improper Payments Review)	1. Missing/insufficient documentation (22.8% of errors found in 2010 Improper Payments Review)	

<p>1. CDD program staff negotiated deliverables in performance based agreements with CCCSAs setting measurable targets for customer service and program integrity in relation to accuracy of eligibility determination in accord with the rules established in CC FAP</p>	<p>CDD has hired an additional grant monitor to oversee CCCSAs</p> <p>Increase uniformity, consistency and frequency of on-site case review, technical support and corrective action. CDD has developed and implemented consistent protocols for site visits, case review and feedback.</p> <p>The 2010 review identifies errors by agency and eligibility specialist. Grant Monitors developed and implemented specific customized technical assistance plans based on 2010 results and monitoring data for each agency.</p> <p>Conference calls/Regional trainings conducted by CC FAP staff for CCCSA eligibility specialists</p>		
<p>4. Upgrade Bright Futures Information System (BFIS) to respond to end user input and prevent the types of system error discovered in the review</p>	<p>3. A review of errors identified in 2010 Improper Payments Review and a close out interview with third party accounting agency, who conducted review activities, will inform a full review of policies and procedures by CC FAP program staff. Policies, procedures and reference manuals used by CCCSA eligibility specialists will be updated or revised as warranted.</p>	<p>January 2012</p>	

<p>RFP released in summer 2011. Planning and development - fall 2011-winter 2012. Programming and testing spring 2013. Implementation and training for users summer 2013.</p>	<p>Spring 2012 implementation of TA plans coordinated with on-going specialist training</p> <p>Review and revisions in FFY 2012</p> <p>Implementation in FFY 2013</p>	<p>January 2012</p> <p>Winter 2011 developed TA plans</p> <p>February 2012 - Increase in frequency of on-site reviews due to hiring of additional grant monitor</p> <p>Oct 2011 & July 2012 full day training for all CCCSA eligibility specialists and supervisors. Annual Statewide Meetings are on-going</p> <p>January 2012, data collection sheets developed to record monitoring visits and file errors</p> <p>Conference Calls resumed April 2012</p>	
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1.4 Consultation in the Development of the CCDF Plan

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

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

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

Agency/Entity	Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan
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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.

Vermont does not have a formal system of County Government. Building Bright Futures links community-based planning and program development with a state-level Council charged with creating an integrated system of services. The Building Bright Futures Council was established in Vermont statute in 2010 through Act 104. Locally, there are 12 regional councils. Their charge is to coordinate regional programs, collect outcome data, communicate local gaps in services to the State Council and develop regional plans for service. Members include State of Vermont Agency and Departmental leaders, as well as child care providers, Vermont Business Roundtable, school district superintendent and school board members, and additional early childhood education stakeholders.

In collaboration with the Vermont Agency of Education (AOE), the CDD continues to meet with representatives of local education agencies to discuss coordination of pre-k and child care in communities.

Representatives of local education agencies participate with representatives from the CDD/DCF on the Center for Afterschool Excellence Advisory Board, the Interagency Coordinating Council and the Building Bright Futures Statewide Early Childhood Advisory Council.

People in this category are on our email contact list so they were notified about all opportunities to provide comments and to respond to the draft plan at the same level as everyone else.

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.

<input checked="" type="checkbox"/> <p>State/Territory agency responsible for public education</p> <p>This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.</p>	<p>DCF and AOE co-administer state funded Pre-K under Vermont Act 62. Staff from these agencies meet regularly to collaborate on a variety of early childhood education issues relevant to activities described in this plan.</p> <p>In collaboration with the AOE, the CDD has met with representatives of local education agencies and community child care programs and providers to discuss coordination of pre-k and child care in communities.</p> <p>In collaboration with AOE, the CDD funds and participates on the Board of Vermont Afterschool, Inc (VT Center for Afterschool Excellence) which focuses on all afterschool programs in Vermont including 21st Century Community Learning Centers.</p>
<input checked="" type="checkbox"/> <p>State/Territory agency responsible for programs for children with special needs</p> <p>This may include, but is not limited to: State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs</p>	<p>CDD administers IDEA Part C Early Intervention as a part of Children’s Integrated Services. The Interagency Coordinating Council advises the CDD on all aspects of Children’s Integrated Services including issues related to children with special needs in child care.</p> <p>CDD staff also participate on IDEA Section 619 Advisory group at VT. Agency of Education (AOE)</p>
<input type="checkbox"/> <p>State/Territory agency responsible for licensing (if separate from the Lead Agency)</p>	<p>CDD is responsible for Child Care Licensing</p>
<input checked="" type="checkbox"/> <p>State/Territory agency with the Head Start Collaboration grant</p>	<p>CDD administers the Head Start Collaboration Grant. The Head Start Collaboration Office Director is a member of the CDD staff and its senior leadership team. CDD staff meet regularly with Vermont Head Start grantees and with the State Head Start Association.</p>



Statewide Advisory Council authorized by the Head Start Act

The Building Bright Futures (BBF) Council has been designated by the Governor of Vermont as the Statewide Advisory Council authorized by the Head Start Act.

The Secretary of the Vermont Agency of Human Services and the Commissioner of DCF are members of the BBF Council, as is the Head Start Collaboration Office Director who is on the CDD staff.

The CDD Deputy Commissioner consults regularly with BBF Council staff and Council members as well as with members of BBF Regional Councils on matters related to child care and child care subsidies.

The CDD Deputy Commissioner and the Director of CC Licensing and Financial Assistance participate as members of the statewide BBF Early Care and Education Committee. CDD staff participate actively on all subcommittees of the BBF Council and communicate and collaborate regularly with 12 BBF Regional Councils.



Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services

CDD administers state funded base grants to 15 Parent Child Centers in Vermont communities. CDD staff meet regularly with the Vermont Parent Child Center Network to discuss issues relevant to child development services including child care delivered by those agencies and partners in their communities.



State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)

In Vermont, the Agency of Education is responsible for the CACFP.

CDD/DCF staff, 3 Squares VT (SNAP) staff and AOE CACFP staff consult with Hunger Free Vermont and food security advocates to promote meals and nutrition services for children as part of early childhood and school age programs and to increase food security and healthy nutrition for young children and their families.

In addition, the 12 Child Care Community Support Agencies with which CDD contracts, also assist child care providers and parents with enrolment in CACFP.



State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant

CDD administers MECHV as part of Children's Integrated Services and collaborates closely with Vermont Department of Health/ Maternal and Child Health (VDH/MCH) staff to coordinate child health activities, home visiting, and child care.



State/Territory agency responsible for public health (including the agency responsible for immunizations and programs that promote children's emotional and mental health)

Vermont Dept. of Health (VDH) is a sister agency to DCF in the Vermont Agency of Human Services. Staff from the two departments collaborate on child health issues and providing health consultation to child care programs.

VDH/MCH staff are responsible for immunization and child health promotion. In 2011, CDD staff coordinated closely with VDH/MCH staff to implement new immunization surveillance regulations in CC programs. Providers have access to the on line Vermont Immunization Registry. Child Care Licensing requires that regulated care providers maintain VDH compliant, updated immunization information for children in care.

CDD administers Early Childhood and Family Mental Health services as part of Children's Integrated Services and works closely with Vermont Department of Mental Health (DMH) to coordinate efforts to support children's social and emotional wellness through early care and education programs.



State/Territory agency responsible for child welfare

The Family Services Division (FSD) and the CDD are both part of the DCF. Deputy Commissioners meet regularly as part of the DCF Leadership Team and, with their staffs, plan together around early care and education services delivered to children with open protective services cases.



State/Territory liaison for military child care programs or other military child care representatives

Vermont is one of 13 states participating in the Department of Defense funded Military Child Care Liaison Project. The Liaison's office is co-located with CDD. The Liaison has provided extensive support to CDD's year long rules revision process and it is anticipated the Liaison will be assisting with outreach as the new rules move through promulgation and into implementation.



State/Territory agency responsible for employment services/workforce development

CDD works in partnership with the Vermont Department of Labor and the Vermont Child Care Industry and Careers Council (VCCICC) to support the Vermont Child Care Apprenticeship Program and connect to the Vermont Technical Centers working with high school students interested in careers in child care.



State/Territory agency responsible for Temporary Assistance for Needy Families (TANF)

The Economic Series Division with responsibility for TANF and the CDD are both part of the DCF. Deputy Commissioners meet regularly as part of the DCF Leadership Team and, with their staffs, plan together around early care and education services delivered to children in families receiving Reach Up (TANF) benefits.

<input type="checkbox"/>	<p>Indian Tribes/Tribal Organizations</p> <p><input checked="" type="checkbox"/> N/A: No such entities exist within the boundaries of the State</p>	<p>There are no federally recognized tribal organizations in Vermont. http://www.ncsl.org/issues-research/tribal/list-of-federal-and-state-recognized-tribes.aspx#TX</p>
<input checked="" type="checkbox"/>	<p>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</p>	<p>The work of Afterschool Vermont, Inc. (Vermont Center for Afterschool Excellence) is supported by: Charles Stewart Mott Foundation, Vermont Agency of Education, the CDD of DCF, Jessie B. Cox Trust and United Way of Chittenden County</p> <p>The Center is a public-private statewide partnership initiative dedicated to supporting and sustaining innovative learning opportunities that extend beyond the school day for all Vermont's children and youth. The Center's activities are directed toward building the capacity and commitment of Vermont communities to increase the quality and availability of programs during non-school hours.</p> <p>CDD staff have continued to participate in Strengthening Families TA activities and Vermont CDD and Family Services Division of DCF have adopted the Strengthening Families Framework as a guiding and unifying approach to building protective factors for families facing social and economic challenges.</p>
<input checked="" type="checkbox"/>	<p>Provider groups, associations or labor organizations</p>	<p>The CDD supports and meets regularly with provider organizations including the Vermont Child Care Providers Association, Early Educators United, the Vermont Association for the Education of Young Children and Vermont Starting Points Networks.</p>
<input checked="" type="checkbox"/>	<p>Parent groups or organizations</p>	<p>The CDD maintains close connections with parent organizations that are included in the Vermont Early Childhood Alliance advocacy coalition and the Vermont Family Network.</p>
<input checked="" type="checkbox"/>	<p>Local community organization, and institutions (child care resource and referral, Red Cross)</p>	<p>The CDD consults regularly with the Community Child Care Support Agencies (CCCSA) that provide resource and referral services. CCCSAs are members of the Vermont Association of Resource and Referral Agencies (VACRRRA). In 2013 the CDD has organized statewide discussions with the CCCSA directors to develop a weighted funding approach that better reflects the workload of regional outreach and eligibility support services.</p>



Other

The CDD works collaboratively with The Permanent Fund of Vermont, the Turrell Fund, the Henderson Foundation and other philanthropic partners to design, develop and implement shared and complementary strategies to increase the supply and quality of early care and education services for infants and toddlers in Vermont.

Vermont Early Childhood Alliance is a collaborative early childhood advocacy effort in Vermont. CDD staff meet regularly with VERMONT EARLY CHILDHOOD ALLIANCE members and leaders to discuss and collaborate on policy issues relevant to child development and building a strong early care and education system in Vermont.

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

Effective Date: 01-OCT-13

a) Date(s) of notice of public hearing: [05/22/2013](#)

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? [Emailed to list-serve, posted to CDD website, newspaper advertisement](#)c) Date(s) of public hearing(s): [06/11/2013](#)

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

d) Hearing site(s) [Vermont Interactive Television: Bennington: Senior Service Center, 124 Pleasant Street; Brattleboro: Brattleboro Union High School 131 Fairground Rd Room 125; Lyndonville: Lyndon State College, 1001 College Road; Middlebury: Hannaford Career Center, 51 Charles Ave, 2nd Floor; Montpelier \(broadcast site\): Vermont Department of Labor, 5 Green Mountain Drive; Newport: North Country Union High School, 209 Veterans Avenue; Randolph Center: Vermont Technical College Morrill Hall; Rutland: Stafford Technical Center, 8 Stratton Road, Room 108; St. Albans: Bellows Free Academy-St. Albans 4 Hospital Drive; Springfield: Howard Dean Education Center, 307 South Street, 2nd Floor; White River Junction: Community College of Vermont 145 Billings Farm Road; Williston: Blair Park, 451 Lawrence Place](#)

e) How was the content of the Plan made available to the public in advance of the public hearing(s)? [Posted on the CDD website and emailed to list-serve](#)

f) How will the information provided by the public be taken into consideration in the provision of child care services under this Plan? [Consideration of public comments will be integrated into regular program review activities and amendments to the plan and child care services supported by CCDF will be made as feasible and warranted.](#)

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

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Strategies included use of Vermont Interactive Television to provide local access to the hearing, presentation of a PowerPoint highlighting the contents of the plan, holding the hearing during evening hours, availability of a video recording of the hearing for those who were not able to attend, use of an electronic survey available on the CDD website (before and after the public hearing) to collect and organize written comments.

1.5. Coordination Activities to Support the Implementation of CCDF Services

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

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

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

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)).

Effective Date: 01-OCT-13

Agency/Entity (check all that apply)	Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services	Describe the goals or results you are expecting from the coordination
<p>Representatives of general purpose local government</p> <p>This may include, but is not limited to: <input checked="" type="checkbox"/> representatives from counties and municipalities, local education representatives, or local public health agencies.</p>	<p>In collaboration with VT AOE, CDD will meet with local education representatives to continue the implementation of publically funded pre-k programs in order to share information, clarify policies and processes and identify local successes and challenges in implementing pre-k programs and partnerships.</p> <p>A bill mandating universal access to Pre-K for 3 and 4 year olds was supported by the administration in the 2013 legislative session. The bill passed the House and AOE and DCF and the Administration will continue to support the bill in the 2014 legislative session.</p>	<p>Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.</p> <p>Strengthen and expand existing pre-k partnerships between local school districts and community early childhood programs and increase the number of communities offering publically funded pre-k services to 3 and 4 year olds.</p> <p>Simplify and streamline administration of publically funded pre-k in order to expand and increase publically funded pre-k services in Vermont communities.</p>

<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for public education (required)</p> <p>This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.</p>	<p>CDD/DCF will continue to work closely with AOE in effectively co-administering publically funded pre-k programming in Vermont. The two agencies will collaborate as leaders on improving early education for young children in Vermont as part of the BBF Council.</p> <p>CDD will work with AOE representatives and the Vermont Center for Afterschool Excellence to explore strategies to sustain 21st Century Community Learning Centers.</p> <p>CDD will work with representatives from AOE and the Northern Lights Career Development Center and other key stakeholders including public and private institutions of higher education to improve access to higher education for early care and education practitioners and articulation across higher education institutions in Vermont.</p>	<p>Increase coordination of professional development activities and certification for early childhood educators in public and private settings.</p> <p>Continually improve and expand effective, developmentally appropriate child assessment in pre-k programs.</p> <p>Maintain high standards that support developmentally beneficial practices in pre-k programs in Vermont.</p> <p>Create an aligned continuum of early learning guidelines for children from birth– 8 years of age.</p> <p>Afterschool opportunities in Vermont communities will be expanded and improved.</p> <p>Increased support for early care and education and afterschool practitioners participating in higher education.</p> <p>Improved coordination among institutions of higher education and between these and the Northern Lights Career Development Center.</p> <p>Increased numbers of early care and education and afterschool practitioners participating in credit bearing professional development experiences leading to relevant terminal degrees.</p>
<input checked="" type="checkbox"/>	<p>Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services (required)</p>	<p>CDD will continue to collaborate with the Vermont Parent Child Center Network and the 15 Parent Child Centers to provide child development and family support services in Vermont communities.</p> <p>CDD will collaborate with sister agencies in the AHS to continue to build an integrated family approach aimed at promoting “upstream” services and early, effective interventions to achieve positive outcomes for children, youth and families experiencing social, economic and health challenges in their lives.</p>	<p>Parents of young children are well informed and actively engaged in their children’s learning.</p> <p>Parents are socially connected and have support systems in place.</p> <p>Parents have access to resources to meet their family’s basic needs.</p> <p>Pregnant and parenting teens have access to high quality services that help them achieve educational goals, develop supportive relationships with their children and improve economic stability and independence.</p> <p>An integrated continuum of human services for families to choose from will continue to be developed and delivered based on the diagnostic and functional needs of the child, youth and family.</p> <p>Services will be guided by best practices in clinical service, early intervention and family support.</p> <p>AHS funding will be integrated across programs to effectively advance AHS outcomes for children, youth and families.</p>

<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for public health (required)</p> <p>This may include, but is not limited to, the agency responsible for immunizations and programs that promote children's emotional and mental health</p>	<p>CDD and the VDH will continue to partner in the implementation of the Healthy Child Care Vermont project. CDD will continue to collaborate with the Department of Mental Health (DMH) to administer Early Childhood and Family Mental Health (ECFMH) as part of Children's Integrated Services. ECFMH provides expert education and consultation to early childhood programs around early childhood and family mental health at several levels of intensity.</p>	<p>Technical assistance from qualified child care health consultants is now available and will be expanded, serving regulated home based and center based child care programs, assisting them in meeting health and safety standards that assure children's health, safety and well-being. Early care and education and afterschool staff are well-trained to address the health and safety needs of children in care. Consultation from qualified early childhood mental health consultants will be available to high quality early care and education programs to assist them in supporting the social, emotional and mental health needs of young children and their families. Early care and education and afterschool staff are well-trained to address the social, emotional and mental health needs of young children and their families. Supportive and therapeutic early care and education programs are available to effectively serve children with extremely challenging behaviors or emotional difficulties. The need for special education services later in children's educational progression are reduced and children experiencing significant stress or disruption in their lives have greater stability in early care and educational placements.</p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for employment services / workforce development (required)</p>	<p>CDD will continue to work in partnership with the Vermont Department of Labor and the Vermont Child Care Industry and Careers Council (VCCICC) to support the Vermont Child Care Apprenticeship Program and connect to the Vermont Technical Centers working with high school students interested in careers in child care.</p>	<p>The child care workforce is appropriately prepared for careers in child care. Careers in early care and education and afterschool services are a viable and supported employment option. CC Apprenticeship opportunities are expanded throughout Vermont.</p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for providing Temporary Assistance for Needy Families (TANF) including local human service agencies (required)</p>	<p>CDD will continue to collaborate with ESD to align policies and coordinate processes related to child care assistance for families participating in Reach Up (TANF) CDD and ESD will work with community partners to improve access to high quality child development and family support services for children and families participating in Reach Up (TANF).</p>	<p>Reach Up families will have affordable access to high quality child care services that meet their needs and preferences. Children in families participating in Reach UP will experience improved continuity of care and regular attendance in developmentally beneficial child care programs.</p>

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

<p><input checked="" type="checkbox"/></p> <p>State/Territory agency with the Head Start Collaboration grant</p>	<p>CDD administers the Head Start Collaboration grant. CDD staff meet regularly with Vermont Head Start grantees and support strategic planning and implementation of Head Start initiatives and partnerships. The DCF has a formalized Memorandum of Understanding (MOU) with the Head Start Association to promote coordination between Head Start agencies and DCF divisions serving children receiving CC subsidies and TANF and children in protective services. The MOU expresses a shared commitment to the Strengthening Families framework related to building protective factors in families for vulnerable populations. The Head Start Collaboration Office works with the Head Start Association to present a expand Head Start partnerships in Vermont and will continue to explore opportunities to advance those priorities</p>	<p>Children and families in Vermont, especially those impacted by social and economic challenges, have access to high quality comprehensive early childhood services in their communities. Head Start partnerships strengthen the system of early childhood services in Vermont communities. Vulnerable populations of children in Vermont will experience improved continuity of care and regular attendance in comprehensive and developmentally beneficial child care programs. Vermont families will have access to early childhood services that build protective factors, expand parenting skills and increase their ability to advocate for and support their children's development and learning.</p>
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<p><input checked="" type="checkbox"/></p> <p>State/Territory agency responsible for Race to the Top - Early Learning Challenge (RTT-ELC)</p> <p><input type="checkbox"/></p> <p>N/A: State/Territory does not participate in RTT-ELC</p>	<p>DCF is identified by the Governor's Office as a co-lead with AOE in an application to compete for RTT-ELC funds in the recently released competition.</p>	
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<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)</p>	<p>CDD staff will work with staff from AOE and 3 Squares VT (SNAP) in consultation with Hunger Free Vermont and food security advocates to promote meals and nutrition services for children as part of early childhood and school age programs and to increase food security and healthy nutrition for young children and their families.</p>	<p>The number of early care and education and afterschool programs serving nutritious meals and snacks to children will increase.</p> <p>Parents will access support for good nutrition and healthy eating through early care and education and afterschool programs.</p> <p>The incidence of food insecurity and hunger for Vermont's children will decrease.</p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for programs for children with special needs</p> <p>This may include, but is not limited to: State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs</p>	<p>CDD and AOE will work together to update the Interagency Agreement defining responsibilities for administering IDEA Part C, Early Intervention.</p> <p>CDD and AOE will coordinate development and promulgation of regulations for IDEA Part C and Section 619 preschool.</p> <p>CDD and AOE will continue to collaborate on professional development opportunities for practitioners working with children with special needs.</p>	<p>Vermont children experiencing adversity from developmental delays; impairments in speech, vision or hearing; or special needs and children experiencing family challenges that might cause stress that disrupts healthy brain development have full, equal and continuous access to early childhood prevention, intervention, child and family mental health and family support services at a sufficient level of service for a duration of time sufficient to produce improved outcomes for each child.</p>

<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant</p>	<p>VDH/MCH staff responsible for the MECHV grant administration will continue to co-locate at CDD to collaborate closely on Nursing and Family Support (Home Visiting) services provided through Children's Integrated Services.</p> <p>With the support of the PEW foundation, the Vermont Business Round Table convened a Home Visiting Alliance in Vermont that included VDH/MCH and CDD staff as well as other interested stakeholders. Legislation supporting high quality coordinated home visiting services was passed in 2013. The two state agencies are now collaborating with the Alliance to write regulations and implement the new legislation.</p>	<p>Pregnant women and very young children in Vermont have access to home visiting services delivered by well qualified professionals employing evidence driven best practice that improves nurturing parent-child relationships, informed parenting, and early child development.</p> <p>Investments in home visiting services in Vermont are coordinated as part of an integrated approach to family services that supports a continuum of holistic services delivered under a single case plan by a multi-disciplinary team</p> <p>Incidence of child abuse and neglect for children under three will decrease in Vermont, particularly in communities where targeted home visiting strategies are employed.</p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for child welfare</p>	<p>CDD will continue to collaborate with the Family Services Division of DCF (FSD) to align policies and coordinate processes related to child care assistance for children with open protective services cases.</p> <p>CDD and FSD will work with community partners to improve access to high quality child development and family support services for children with open protective services cases.</p> <p>CDD and FSD will collaborate on applying the Strengthening Families framework as a guide for department staff and community partners and a primary prevention strategy to reduce the incidence of child abuse and neglect.</p>	<p>Children in state custody and children living with biological parents with an open protective services case will have affordable access to high quality child development services that mitigate the effects of toxic stress on early brain development.</p> <p>Children in state custody and children living with biological parents with an open protective services case will experience improved continuity of care and regular attendance in developmentally beneficial child care programs that adopt the Strengthening Families framework and implement strategies to build protective factors in families.</p>
<input checked="" type="checkbox"/>	<p>State/Territory liaison for military child care programs or other military child care representatives</p>	<p>Our military liaison has been instrumental in helping with regulation revision and with work on quality issues and has contributed additional training resources linked to the DOD/Child Care aware</p> <p>The military liaison will participate in promulgation and training/implementation of the revised Vermont child care regulations.</p> <p>The State Family Program Director (SFPD) will serve as a resource for information about the needs of military families in the state and will utilize the resources of the joint Family Support Assistance (JFSAP) Office.</p>	<p>Plans, goals and priorities of mutual interest will be aligned.</p> <p>Active military families will have affordable access to high quality child care and child development services that meet their needs and preferences.</p> <p>Children in active military families, particularly children with deployed parents or those recently returned from deployment, will experience improved continuity of care and regular attendance in developmentally beneficial child development programs.</p>

<input checked="" type="checkbox"/>	<p>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</p>	<p>Participation in BUILD conferences regarding QRIS as well as webinars. Currently working with both the Center for the Study of Social Policy and FRIENDS regarding implementing Strengthening Families protective factors in child care and using the parent survey to contribute to understanding impact of these practices, the Vermont Center for Afterschool Excellence (now Vermont Afterschool) is our primary liaison to the Mott Statewide After-school Networks through their membership .</p>	<p>More information and support for the QRIS is greatly appreciated as we move forward with ongoing improvements and evaluation.</p> <p>We have relied heavily on CSSP and FRIENDS to help align many types of child care programs and other related services/programs under the protective factors framework.</p>
<input checked="" type="checkbox"/>	<p>Local community organizations (child care resource and referral, Red Cross)</p>	<p>CCR&Rs are a primary resource in communities to implement and deliver services to child care providers and families. CDD and CCR&Rs have worked together to create a CCR&R grant structure that focuses on outcomes within an agreed upon framework. </p>	<p>Increased effectiveness in support of child care provider quality and family's access to quality.</p>
<input checked="" type="checkbox"/>	<p>Provider groups, associations or labor organizations</p>	<p>The Vermont Child Care Providers Association, Starting Points Networks, VAEYC and Vermont Child Care Industry and Careers Council will all be invited to participate and provide feedback.</p>	<p>Increased support for the implementation of the plan and constructive input.</p>
<input checked="" type="checkbox"/>	<p>Parent groups or organizations</p>	<p>CDD will sustain connections to parent organizations that are included in the Vermont Early Childhood Alliance advocacy coalition and the Vermont Family Network.</p> <p>CDD/DCF leadership will look for opportunities in Vermont communities to meet parents and hear about their experiences in finding and using early care and education and afterschool services and other child development services in Vermont.</p>	<p>Parents' needs, preferences and perspectives will inform program decisions that affect access, affordability and quality of early care and education, afterschool and other child development services available to them across Vermont.</p>

<input checked="" type="checkbox"/>	Other	<p>CDD will continue to work collaboratively with the Early Head Start and Family Child Care Partnerships initiative to ensure that statewide systems support partnerships between Early Head Start and child care stakeholders.</p> <p>CDD/DCF will continue to work collaboratively with The Permanent Fund of Vermont, the Turrell Fund, the Henderson Foundation and other philanthropic partners to design, develop and implement shared and complementary strategies to support home-based providers delivering services</p> <p>Vermont's Governor is convening a broad summit inclusive of early care and education in October of 2013 to discuss and plan implementation of a framework aimed at "realizing the promise of every Vermont child." A diverse coalition of partners including the Governor's Office, multiple state agencies, private funders, the business community, advocates and other stakeholders are meeting to develop the framework, plan 8 pre-summit sessions to discuss key issues, and plan and prepare for the summit and post-summit activities.</p>	Enhanced dialogue and development of action steps among Vermont's early childhood stakeholders.
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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.

Effective Date: 01-OCT-13

Yes. If yes,

a)

Provide the name of the entity responsible for the coordination plan(s):
Currently the Building Bright Futures statewide Early Childhood Council is identified as an entity responsible for coordination of early childhood in Vermont. The Vermont Center for After School Excellence (now Vermont Afterschool) fulfills this role for school aged services. The Governor will be convening a summit in October 2013 which will more clearly articulate a coordination plan and eventually a clear governing structure.

b)

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

0-8 (EC), 6-12 (SA)

0-80

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.

Effective Date: 01-OCT-13

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

Building Bright Futures (BBF) serves a dual role as both the Vermont Early Childhood Advisory Council and 501 (c) 3 statewide governance body for the early childhood system, aligning the work at the State level with the work of 12 regional Councils across Vermont to make improvements in access, quality, and affordability of early care, health, and education for families and young children 0-6. BBF is the umbrella organization to these 12 regional councils who work "on the ground" within their respective communities; planning, reaching, engaging young children and their families, and providing important linkages for those families in need to 'proven effective' community supports, both formal and informal.

Local Coordination/Council

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

Other

Describe

None

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

Effective Date: 01-OCT-13

Yes .

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

Active engagement with the philanthropic community has contributed greatly to the work of promoting quality of child care especially infant toddler care in family child care. We have seen increases in family child care providers participating in the QRIS and in the Professional Development System. The Vermont Business Roundtable has been instrumental and supportive of work with higher education and helping to improve articulation and awareness of the needs of the child care workforce.

No

1.6. Child Care Emergency Preparedness and Response Plan

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

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

Effective Date: 01-OCT-13

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

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

Other.
Describe:

The Department for Children and Families has developed a Continuity of Operations Plan ("COOP") that addresses continuation of services to CCDF funded families and coordination with other state agencies and key partners. This is published on an internal state website. Pending revised state regulations describe new emergency preparedness requirements for child care providers, and training is currently offered to providers regarding emergency preparedness and sheltering in place. The CDD plans to review the intersection of these activities to create a more cohesive and comprehensive plan for emergency preparedness and response.

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

Effective Date: 01-OCT-13

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

PART 2

CCDF SUBSIDY PROGRAM ADMINISTRATION

2.1 Administration of the Program

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

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

Effective Date: 01-OCT-13

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

State/Territory

Local entity.

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

Other.

Describe:

Sliding fee scale is set by the:

State/Territory

Local entity.

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

Other.

Describe:

Payment rates are set by the:

State/Territory

Local entity.

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

Other.

Describe:

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

Effective Date: 01-OCT-13

Implementation of CCDF Services/Activities

Agency (Check all that apply)

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

Implementation of CCDF Services/Activities

Who determines eligibility?

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

Reach Up (TANF) workers in DCF Economic Services Division (ESD) establish a need for service and approve eligibility for child care services for children and families participating in Reach Up. An automated electronic process transmits eligibility authorizations for these populations to the Community Child Care Support Agency specialists who create a certificate by connecting authorized Reach Up families to child care providers.

Agency (Check all that apply)

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

Describe:

For children in Protective Service, the caseworker in the Family Services Division (FSD) approves child care as part of a safety plan for children with an open protective services case. An automated electronic process transmits eligibility authorizations for these populations to the Specialized Child Care Coordinators in community-based local Children's Integrated Services Teams who create a certificate by connecting authorized Protective Services children to approved Specialized CC Services.

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

Describe:

For children who are not participating in TANF or under protective services, eligibility staff in community based child care resource and referral agencies determine eligibility based on Child Care Financial Assistance Program rules.

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

Agency (Check all that apply)

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

Describe:

The CDD Bright Futures Information System (BFIS) provides a web-based searchable database with CC provider information that assists families in locating child care. The CDD website also contains information for parents on the benefits of choosing high quality child care. This information is also published in a booklet available in community agencies.

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

Describe:

Community Child Care Support Agencies are funded to provide referral services and information about the benefits of selecting high quality child care to all Vermont families

Who issues payments?

Agency (Check all that apply)

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

Describe:

Attendance information is transmitted through a web-based system (BFIS). More than 80% of providers receive payments through electronic fund transfer. Providers may opt to receive paper checks instead.

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

Describe:

Describe to whom is the payment issued (e.g., parent or provider) and how are payments distributed (e.g., electronically, cash, etc)

Payments are issued directly to child care providers who have submitted attendance on behalf of participating families..

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): <http://dcf.vermont.gov/cdd>

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

Describe:

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

Effective Date: 01-OCT-13

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

(provide website): <http://www.brightfutures.dcf.state.vt.us>

- By Email
- Through a State/Territory Agency
- Through an organization contracted by the State/Territory
- Other.

Describe:

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

care provided by various providers in their communities.

Effective Date: 01-OCT-13

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

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

The Child Development Division:

- enters into and monitors performance based agreements with Community Child Care Support Agencies to provide personalized consumer education services to all families with particular focus on families applying for CCDF assistance;
- provides and maintains an on-line searchable data base of all regulated child care providers that includes regulatory history and participation and rating in Vermont Step Ahead Recognitions System (STARS) and/or national accreditation;
- provides informational printed materials that address child care quality and options available to Vermont families

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.

Effective Date: 01-OCT-13

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.

Child Development Division:

- supports technical assistance in improving quality and navigating the Vermont STARS through agreements with Community Child Care Support Agencies in every region of the state;
- supports training about VT STARS and help with applying for and moving up in VT STARS through an agreement with a community agency responsible for statewide STARS administration;
- provides one time modest bonuses tyo providers for advancing up each level of STARS;
- uses tiered reimbursement rates in the CC Financial Assistance Program with significantly higher rates for subsidized families using programs with VT STARS ratings especially for those programs with ratings at 3 or more STARS (of five);
- structures tiered reimbursement in such a way as to support lower co-payments for subsidized families using higher quality care as documented by VT STARS;
- will work to increase public awareness of VT STARS and use of VT STARS ratings as a factor in choosing child care for Vermont families; and
- is working with a coalition of private funders to develop and implement a plan to increase registered

Family Child Care Home providers' participation and ratings in VT STARS with particular attention to increasing the supply and quality of early care and education for infants and toddlers.

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

Effective Date: 01-OCT-13

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

Describe:

Provide access to Child Care Financial Assistance Program (CCFAP) applications and assistance in completing an application and navigating the application process and CCFAP program in Community Child Care Support Agencies located in communities throughout the state.

- 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: [Reach Up \(TANF\)](#), [Family Services \(protective services/child welfare\)](#) and [Medical Assistance](#)

- Streamlining verification procedures, such as linking to other program data systems
- Providing information multi-lingually
- Including temporary periods of unemployment in eligibility criteria for new applicants (job search, seasonal unemployment).

Length of time: [1 month with the ability to request two additional 1 month extensions within a 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 Agencies policies to promote continuity of care for children and stability for families. Check the strategies, if any, that your State/Territory has chosen to implement.

Effective Date: 01-OCT-13

Provide CCDF assistance during periods of job search.

Length of time: [1 month with the ability to request two additional 1 month extensions within a 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:

[Eligibility is approved for a period of 12 months.](#)

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

Describe:

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

Describe:

- Minimize reporting requirements for changes in family's circumstances that do not impact families' eligibility, such as changes in income below a certain threshold or change in employment
- Individualized case management to help families find and keep stable child care arrangements.

Describe:

The Community Child Care Support Agencies work directly with the family to identify alternative service need or other community supports when the family's service need or income changes. Child Care Referral and Resource agencies provide a child care referral specialist who is specially trained to help families search for child care when the family's child care is no longer available.

- 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:

The CDD administers Strengthening Families grants to center based providers serving subsidized families to promote continuity of care in high quality settings. Strengthening Families centers may not require co-payments over and above subsidy for families eligible for full subsidy. They must have achieved and maintain a level of 3 STARS or higher. They must provide family support activities that promote child attendance and increase continuity of care. They receive specialized training in the Strengthening Families Framework (SFF) and must evaluate their programs annually using the SFF program evaluation tool and commit to continuously improve aspects of the program that promote continuity of care and protective factors in families.

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.

Effective Date: 01-OCT-13

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

Describe:

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, French, Arabic, Vietnamese, Russian, Bosnian, Burmese, Somali, Swahili, and Nepalese.

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.

Effective Date: 01-OCT-13

- Informational materials in non-English languages
- Training and technical assistance in non-English languages
- CCDF health and safety requirements in non-English languages
- Provider contracts or agreements in non-English languages
- Website in non-English languages
- Bilingual caseworkers or translators available
- Collect information to evaluate on-going need, recruit, or train a culturally or linguistically diverse workforce
- Other.

None

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

Spanish, French, Arabic, Vietnamese, Russian, Bosnian, Burmese, Somali, Swahili, and Nepalese.

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

Effective Date: 01-OCT-13

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

The Lead Agency requires documentation of:	Describe how the Lead Agency documents and verifies applicant information:
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<input checked="" type="checkbox"/> Applicant identity	Application self-declaration Verify SSN through direct interface with ESD benefit programs , , , if SSN provided
<input checked="" type="checkbox"/> Household composition	Application self-declaration – Cross reference with Economic Services Division (ESD) data
<input checked="" type="checkbox"/> Applicant's relationship to the child	Application self-declaration – Cross reference with Economic Services Division (ESD) data
<input checked="" type="checkbox"/> Child's information for determining eligibility (e.g., identity, age, etc.)	Application self-declaration Verify SSN through direct interface with ESD benefit programs, if SSN provided
<input checked="" type="checkbox"/> Work, Job Training or Educational Program	Request employment verification form, pay stubs, tax returns, school registration, grades.
<input checked="" type="checkbox"/> Income	Request employment verification and or pay stub contracts, tax returns, child support disbursement history statement, court orders, letters from SSA as necessary depending on individual's service need. Check the interface with ESD
<input checked="" type="checkbox"/> Other. Describe: Communication with other Departments, Division and Programs staff regarding adoption agreements, Reach Up participation, foster care, etc.	Communication with other Departments, Division and Programs staff regarding adoption agreements, Reach Up participation, foster care, etc.

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

Effective Date: 01-OCT-13

Time limit for making eligibility determinations.

Describe length of time 7 business days to initiate determination process, 30 days to finish completed applications.

Track and monitor the eligibility determination process

Other.

Describe

None

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

Yes.

If yes, describe:

 No.**2.2.12. Informing parents who receive TANF benefits about the exception to the individual penalties associated with the TANF work requirement.**

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

Effective Date: 01-OCT-13

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

State/Territory TANF Agency [Department for Children and Families, Economic Services Division](#)

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

- "appropriate child care": [An available child care slot with a licensed or registered provider within five miles of the parent or caretaker's residence or normal route to a program activity or employment that corresponds to the days and hours care is needed and the age of the child needing care; or the participant or caretaker chooses a legally exempt child care \(LECC\) provider who is in compliance with the law over a regulated child care provider.](#)

- "reasonable distance": [Located within five miles of the parent or caretaker's residence or on route to a program activity or employment that corresponds to the days and hours care is needed and the age of the child needing care.](#)

- "unsuitability of informal child care": [Child care that the Child Development Division \(CDD\) classifies as legally exempt child care \(LECC\), and that a participant or caretaker determines to be unacceptable; and child care that CDD classifies as either a registered family child care home or a licensed child care center, and that a participant or caretaker determines to be unacceptable, when such determination is confirmed by the CDD. If the only available child care is with a LECC provider, the participant or caretaker is not required to use it.](#)

- "affordable child care arrangements": [Child care services by a provider that accepts the state](#)

subsidy as full payment for services or charges a co-pay above the subsidized rate that the family can pay without hardship.

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

In writing

Verbally

Other.

Describe:

2.3. Eligibility Criteria for Child Care

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

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

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residing with -

living in the same household

in loco parentis -

an individual other than a parent, age 18 or older, fulfilling a parental role in caring for a dependent child by providing physical care, guidance and decision-making related to the child's health, school, medical care and discipline.

2.3.2. Eligibility Criteria Based Upon Age

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a) The Lead Agency serves children from 6 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 physical or mental condition as documented by a physician/psychologist which prohibits the child from being able to safely care for him/herself

No.

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

Yes, and the upper age is (may not equal or exceed age 19).

No.

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

Effective Date: 01-OCT-13

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

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

Employment: involvement in an activity, either in or out of the home, through which hourly compensation of at least minimum wage is received. (no minimum hours) This includes activity related to employment, including hours of rest or sleep, as needed for 2nd or 3rd shift employment or training and may include not more than two hours a day travel time.

Self Employment: business activity, either in or out of the home, through an average monthly net income equivalent to the number of hours worked times the Vermont minimum wage is earned. May include not more than two hours a day travel time between the child care facility and the place of employment including the home if the business is run from the family's primary residence.

Start Up Self Employment. An activity determined as likely to lead to self-employment within one year. Earning minimum wage is not required during this period. May include not more than two hours a day travel time between the child care facility and place of employment including the home if the business is run from the family's primary residence.

Seeking Employment: Involvement in activities generally recognized as necessary to obtain employment or training leading to employment. Families seeking employment may receive child care financial assistance for a period of one month unless the period is extended by the Commissioner or designee. Applicants are able to request two additional 1 month extensions in a 12 month period.

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 -

Demonstrated participation in a program which is likely to lead to employment within one year after completion of the program. This need can also be established if the training or education program is required to maintain employment. Approved training programs include, without limitation, the following:

- Work programs, training programs, and other activities approved by DCF's Economic Services Division as part of the caretaker's family development plan;
- Work or training programs approved by the Department of Labor;
- Work study programs or training programs related to employment;
- High school, public or private, and high school equivalency programs such as Adult Basic Education (ABE) or General Equivalency Diploma (GED);
- Post-secondary courses at an accredited or recognized institution of higher education offering certification or associate and bachelor degree course work;
- Non-traditional and/or on line training approved on an individual basis; and
- Community service time/training.

Authorization of child care financial assistance is limited to the number of days and hours related to training or education and may include travel time up to two hours per day. Volunteer work and post-bachelor education are not eligible activities.

No.

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

Effective Date: 01-OCT-13

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

Yes.

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

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

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

protective services

A set of personalized and planned child development services designed to intervene positively in a child's life.

Subsidized early care and education may be used as an intervention and safety strategy that promotes child development in the implementation of the Department for Children and Families, Family Services Division (DCF FSD) case plan for children in state custody in foster care or in the custody of biological parents or kith and kin caregivers.

Early care and education may also be authorized as a prevention and early intervention service designed to reduce stress for families and their children and promote positive child development while avoiding the intervention of the DCF FSD. This may be authorized after a confidential application and risk assessment has been completed by the local Children's Integrated Services Team.

No.

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

Yes.

No.

2.3.5. Income Eligibility Criteria

Effective Date: 01-OCT-13

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

income -

The total (gross) monthly income received by a child and her/his primary caregivers which is derived from any source except for the following noted in below in section "b".

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:

[withdrawal from bank deposits, money borrowed, self employment expenses, military pay for primary caregivers deployed on active duty](#)

None

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

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

Describe:

None

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

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

Family Size	(a) 100% of State Median Income (SMI)(\$/month)	(b) 85% of State Median Income (SMI)(\$/month) [Multiply (a) by 0.85]	IF APPLICABLE Income Level if lower than 85% SMI	
			(c) \$/month	(d) % of SMI [Divide (c) by (a), multiply by 100]
1	n/a	NaN		
2	n/a	NaN		
3	5698.56	4844	3255	57
4	6784	5766	3925	58
5	7869.05	6689	4595	58

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

Yes.

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

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

No.

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

2				
3				
4				
5				

f) SMI Year Estimate and SMI Source ACF Federal Register Vol 78, No 94, 5/15/2013
 d
 FFY2014
 LIHEAP

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

2.3.6. Eligibility Re-determination

Effective Date: 01-OCT-13

Does the State/Territory follow OCC's 12 month re-determination recommendation? (See Program Instruction on Continuity of Care

<http://www.acf.hhs.gov/programs/occ/resource/im2011-06>

Yes

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

6 months

24 months

Other.

Describe:

Length of eligibility varies by county or other jurisdiction.

Describe:

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

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

Head Start and/or Early Head Start Programs.

Re-determination period:

Pre-kindergarten programs.

Re-determination period:

TANF.

Re-determination period:

SNAP.

Re-determination period:

Medicaid.

Re-determination period:

SCHIP.

SCHIP.

Re-determination period:

Other.

Describe:

No.

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

It is the family's responsibility to report any changes that may affect their eligibility (e.g., change in family composition, income, etc.).

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

If the change decreases the financial assistance, the change becomes effective 1 month from the date of notice to give the family time to prepare for the reduction in their benefit. If the change benefits the family, eligibility is updated immediately.

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>).

CC FAP promotes continuity of care for children through the following:

- Extending the duration of eligibility to 12 months
- Allowing the family to self-report any changes that may affect their eligibility
- Providing payment for up to two (2) pay periods when a parent has a temporary lapse of eligibility such as job loss or a break in school schedule, provided the required documentation established by the CDD has been submitted by the parent/primary caretaker

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.

Effective Date: 01-OCT-13

Lead Agency currently does not have a waiting list and:

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

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

Lead Agency has an active waiting list for:

Any eligible family who applies when they cannot be served at the time of application

Only certain eligible families.

Describe those families:

Waiting lists are a county/local decision.

Describe:

Other.

Describe:

2.3.8. Appeal Process for Eligibility Determinations

Effective Date: 01-OCT-13

Describe the process for families to appeal eligibility determinations:

If an application for the CC Financial Assistance Program (CC FAP) is denied or the applicant is dissatisfied with the level of eligibility determination, the eligibility decision may be appealed. Eligible families have the right to appeal the amount of financial assistance authorized, a change in the amount of assistance authorized or the determination of service need. Appeals must be submitted in writing to the Child Development Division (CDD) within 30 days of a decision. The CDD will conduct a Commissioner's Review and determine if CC FAP rules were correctly applied. If the appellant is dissatisfied with the outcome of the Commissioner's Review, they may pursue a request for a Fair Hearing with the Human Services Board within 30 days of the CDD determination as provided for in state statute. A Hearing Officer will then review the decision and render a written recommendation to the Human Services Board. The Human Services Board shall conduct a Fair Hearing according to its Rules and shall issue the final decision.

Unless initial eligibility is denied, subsidy to a family will continue during period(s) of appeal.

2.4. Sliding Fee Scale and Family Contribution

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

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

Effective Date: 01-OCT-13

Yes.

Effective Date: [July 1, 2013](#)

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:

Federal Poverty Level,

Year: 2013

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))

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Fee as dollar amount and

Fee is per child with the same fee for each child

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

Fee is per child up to a maximum per family

No additional fee charged after certain number of children

Fee is per family

Fee as percent of income and

Fee is per child with the same percentage applied for each child

Fee is per child and discounted percentage applied for two or more children

No additional percentage applied charged after certain number of children

Fee per family

Contribution schedule varies by geographic area.

Describe:

Other.

Describe:

Fee as percent of benefit (rate paid by state for age of child/type of provider/quality rating of provider/amount of time authorized). Fee is per child with the same percent of benefit applied for each child.

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

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

Effective Date: 01-OCT-13

Yes,
and describe those additional factors:

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).

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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: [1628](#)

SOME families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee.

The Lead Agency waives the fee for the following families:

2.5. Prioritizing Services for Eligible Children and Families

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

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

Effective Date: 01-OCT-13

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
---	--	--	-----------------------------

<p>Children with special needs</p> <p>Provide the Lead Agency definition of Children with Special Needs:</p> <p>Child has a significant health or specialized developmental need as documented by a licensed physician and/or licensed psychologist or by the assessment determining eligibility for Special Education or Early Intervention Services that includes child care</p>	<p><input type="checkbox"/> Priority over other CCDF-eligible families</p> <p><input checked="" type="checkbox"/> Same priority as other CCDF-eligible families</p> <p><input type="checkbox"/> Guaranteed subsidy eligibility</p> <p><input type="checkbox"/> Other.</p> <p>Describe:</p>	<p><input type="checkbox"/> Yes.</p> <p>The time limit is:</p> <input type="text"/> <p><input checked="" type="checkbox"/> No</p>	<p><input type="checkbox"/> Different eligibility thresholds.</p> <p>Describe:</p> <input type="text"/> <p><input checked="" type="checkbox"/> Higher rates for providers caring for children with special needs requiring additional care</p> <p><input checked="" type="checkbox"/> Prioritizes quality funds for providers serving these children</p> <p><input type="checkbox"/> Other.</p> <p>Describe:</p> <input type="text"/>
<p>Children in families with very low incomes</p> <p>Provide the Lead Agency definition of Children in Families with Very Low Incomes:</p> <p>Children eligible for 100% benefit on the CC FAP Sliding Fee Scale (at or below 100% 2013 FPL). Priority rules in this category also apply to eligible children in families receiving TANF benefits.</p>	<p><input type="checkbox"/> Priority over other CCDF-eligible families</p> <p><input checked="" type="checkbox"/> Same priority as other CCDF-eligible families</p> <p><input type="checkbox"/> Guaranteed subsidy eligibility</p> <p><input type="checkbox"/> Other.</p> <p>Describe:</p>	<p><input type="checkbox"/> Yes.</p> <p>The time limit is:</p> <input type="text"/> <p><input checked="" type="checkbox"/> No</p>	<p><input type="checkbox"/> Different eligibility thresholds.</p> <p>Describe:</p> <input type="text"/> <p><input type="checkbox"/> Waiving co-payments for families with incomes at or below the Federal Poverty Level</p> <p><input checked="" type="checkbox"/> Other.</p> <p>Describe:</p> <p>The State does not impose a co-payment however, if a provider charges more than the State subsidy rate, the parent is responsible for that copayment to that provider.</p>

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.

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

Describe:

Require Strengthening Families center based grantees to waive any cost sharing requirements for families at or below 100% of poverty, receiving TANF benefits, or in protective services.

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.

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Term(s) - Definition(s)

Describe:

N/A

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: <http://dcf.vermont.gov/cdd>

- 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:

Amount of care authorized (part time or full time)

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

100%

2.6.2. Child Care Services Available through Grants or Contracts

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

Yes.

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

No. If no, skip to 2.6.3

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

Increase the supply of specific types of care

Programs to serve children with special needs

Wrap-around or integrated child care in Head Start, Early Head Start, pre-k, summer or other programs

Programs to serve infant/toddler

School-age programs

Center-based providers

Family child care providers

Group-home providers

Programs that serve specific geographic areas

Urban

Rural

Other.

Describe:

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

Specify:

Other.

Describe:

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

Yes.

No,

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

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

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

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

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

Describe:

[Parent materials, CCR&R guidance and training and information on agency website](#)

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?

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- 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)

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[DCF, as the lead agency for the CCDF, staffs the Consumer Education Line. This line is staffed from 8:00 a.m. to 4:30 p.m., Monday through Friday, and voice mail assures 24 hour a day, 7 day a week phone access, for anyone wishing to leave information related to a complaint or wanting information on the regulatory status of a child care provider.](#)

The staff for the Consumer Education Line register all complaints. If the complaint is of a nature that would indicate a potential regulatory violation, the complaint is referred to a licenser for follow-up. If the complaint is substantiated, the substantiation is part of the permanent public record, which is available for review upon request. Information on substantiated regulatory violations is given over the phone by the Consumer Education Specialist. All substantiated regulatory history information is also available on line through the BFIS system for the public to access.

Regulatory and complaint information is maintained on all providers who are subject to regulation under Vermont law.

The Consumer Education Line also serves as a statewide vehicle for education about what is quality care and how to locate it. The Consumer Education Line is a 1-800 number, which is published in a variety of brochures and information packets and distributed by state agency staff, CCCSAs and other community partners.

2.7. Payment Rates for Child Care Services

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

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

Effective Date: 03-NOV-13

Yes. Effective Date: [November 3, 2013](#)

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

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

Effective Date: 01-OCT-13

Policy on length of time for making payments.

Describe length of time: [Providers are paid every two weeks for care provided and reported for a two week period three weeks prior to payment. Payments are run every week in order to pick up payments](#)

Track and monitor the payment process

Other.

Describe:

Use of an automated attendance reporting and payment system that simplifies attendance reporting and significantly reduces time between provider reporting and payment

None

2.7.3. Market Rate Survey

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

Effective Date: 01-OCT-13

a) Provide the month and year when the local Market Rate Survey(s) was completed (§98.43(b)(2)): 10/2012

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.

Child Care Market Rate Survey was completed in October 2012 based on the market rates of programs collected through the state's child care database, Bright Futures Information System (BFIS). All regulated programs are encouraged to submit their rates to BFIS and the participation rate was 68% of licensed centers and 90% of registered home based programs. BFIS collects rates based on set schedules of part time day, full time day, part time week, full time week and extended care rates. Programs submit their rates to the state to be entered into BFIS and provide their rate for the set schedule. The 2012 Child Care Market Rate Survey found that overall The survey indicated an overall increase of rates charged to families across provider types. Licensed program rates increased an average of 5% from 2010, while registered home programs increased an average of 7%. It also found that the 2012 Child Care Financial Assistance Program (CCFAP) base rate for licensed programs was at the 12th percentile of the market rate for preschool age children, while the 2012 state 4 STAR rate for licensed programs was at the 45th percentile. The 2012 Child Care Financial Assistance Program (CCFAP) base rate for registered home programs was at the 1st percentile of the market rate for preschool age children, while the 2012 state 4 STAR rate for registered home programs was at the 47th percentile.

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

Effective Date: 03-NOV-13

2.7.4a - Highest Rate Area (Centers)	(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)	\$974.25	\$611.61	20.45%
Full-Time Licensed Center Preschool (59 months)	\$866.00	\$578.01	14.68%
Full-Time Licensed Center School-Age (84 months)	\$838.94	\$560.65	16.26%

2.7.4b - Lowest Rate Area (Centers)	(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)	\$974.25	\$611.61	20.45%
Full-Time Licensed Center Preschool (59 months)	\$866.00	\$578.01	14.68%
Full-Time Licensed Center School-Age (84 months)	\$838.94	\$560.65	16.26%

2.7.4c - Highest Rate Area (FCC)	(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 FCC Infants (11 months)	\$692.80	\$509.73	5.09%
Full-Time Licensed FCC Preschool (59 months)	\$649.50	\$440.92	1.96%
Full-Time Licensed FCC School-Age (84 months)	\$649.50	\$424.30	8.49%

2.7.4d - Lowest Rate Area (FCC)	(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 FCC Infants (11 months)	\$692.80	\$509.73	5.09%
Full-Time Licensed FCC Preschool (59 months)	\$649.50	\$440.92	1.96%
Full-Time Licensed FCC School-Age (84 months)	\$649.50	\$424.30	8.49%

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

Effective Date: 01-OCT-13

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

NA

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

Anyone providing care for children from more than two families in the state of Vermont is required to be regulated, without exception. All center based programs are regulated.

The CDD has established a daily rate of reimbursement for all legally exempt providers (ie: non regulated family, friend or neighbor caring for children from no more than two families) identified by families and approved by the Division. In 2005 when Vermont moved from daily rates to weekly rates for regulated child care providers, (Licensed and Registered), the daily rates remained in effect for LECC's. They have never had an increase since 2005. The original rates were set below the, at that time, lowest regulated provider setting with the intent of providing an incentive to LECCs to become regulated.

http://dcf.vermont.gov/cdd/child_care_financial_assistance/forms

*Reimbursement Rates for Legally-Exempt Providers
Effective January 3, 2010 Daily Rates at 100%*

Age Category	Part Time	Full Time	Extended Time
Infant	9.16	16.03	22.40
Toddler	9.16	16.03	22.40
Preschool	7.84	13.39	18.44
School Age	7.84	13.39	18.44

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

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

Anyone providing care for children from more than two families in the state of Vermont is required to be regulated, without exception. All center based programs are regulated. The CDD has established a daily rate of reimbursement for all legally exempt providers (ie: non regulated family, friend or neighbor caring for children from no more than two families) identified by families and approved by the Division. In 2005 when Vermont moved from daily rates to weekly rates for regulated child care providers, (Licensed and Registered), the daily rates remained in effect for LECC's. They have never had an increase since 2005. The original rates were set below the, at that time, lowest regulated provider setting with the intent of providing an incentive to LECCs to become regulated.

http://dcf.vermont.gov/cdd/child_care_financial_assistance/forms

*Reimbursement Rates for Legally-Exempt Providers
Effective January 3, 2010 Daily Rates at 100%*

<i>Age Category</i>	<i>Part Time</i>	<i>Full Time</i>	<i>Extended Time</i>
<i>Infant</i>	<i>9.16</i>	<i>16.03</i>	<i>22.40</i>
<i>Toddler</i>	<i>9.16</i>	<i>16.03</i>	<i>22.40</i>
<i>Preschool</i>	<i>7.84</i>	<i>13.39</i>	<i>18.44</i>
<i>School Age</i>	<i>7.84</i>	<i>13.39</i>	<i>18.44</i>

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

Effective Date: 01-OCT-13

Differential rate for nontraditional hours.
Describe:

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

Approved Specialized CC Services CC providers serving children with identified special needs as described in 2.5.1 receive a 7% differential in payment rates (this includes children in protective services)

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:

see tiered reimbursement based on documentation of quality through participation in the Vermont Step Ahead Recognition System (STARS):

1 star: 5% above base

2 stars: 10% above base

3 stars: 20% above base

4 stars: 30% above base

5 stars: 40% above base

Other differential rate.

Describe:

None.

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

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

Effective Date: 01-OCT-13

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

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

Describe:

Policies vary across region, counties and or geographic areas.

Describe:

Other.

Describe:

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

Effective Date: 01-OCT-13

a) Number of absent days allowed. Describe

Child Sick Days - Unlimited; Child Vacation Days - 10 days per fiscal year (July-June); Provider Closed Days - 15 days per fiscal year (July-June)

b) Paying based on enrollment. Describe

Providers must develop a record keeping system for each child's attendance and record dates and actual hours for each eligible subsidy child. The subsidy payment is based on the child's authorized hours and the attendance submitted.

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

Providers submit attendance for two-week intervals called service periods. Service periods are fixed and cover the fiscal year (July-June).

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

Providers may sign up to become an e-provider and complete their attendance reports on-line. Providers also have the option to have their payment direct deposited.

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

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

Effective Date: 01-OCT-13

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

All families are allowed to select any regulated provider of any type in good standing or a family member, friend, or neighbor who meets the minimum health and safety qualifications required to serve as their legally exempt provider in the CC FAP to care for their children. Our tiered reimbursement rates are structured so that higher quality care, as indicated by STARS ratings of 3 or higher, is as affordable as unrated or legally exempt care for low income families. We have established payment policies that reflect industry standards and payment practices that reimburse providers for services proximal to the time of delivery thus increasing the number of providers who are willing to serve families receiving child care assistance.

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

Vermont last rate increase was in January of 2010. For State Fiscal Year 2013 the Governor's budget proposed increasing CCFAP rates to align with the results of the 2010 MRS. Sufficient funds were not appropriated by the legislature to reach that goal. Funds were appropriated to increase the base rate by 3% starting in November 2013. Funds were also appropriated to adjust the sliding fee scale to current Federal Poverty levels (2013).

CCFAP data shows that more providers serving subsidized children are entering and improving ratings in STARS thus capturing higher rates of reimbursement and that the number of subsidized children in higher quality care as indicated by a rating of 3 STARS or higher, is also increasing. We are continuing to encourage and support that trend. The average cost per case in the CC Financial Assistance Program has risen steadily and DCF annually requests and receives CCFAP budget increases to support the tiered reimbursement system.

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

Very low income families receiving 90 – 100% of the Vermont CC Financial Assistance Program benefit typically pay significantly less than 10% of family income for child care services.

Vermont structures the financial assistance sliding fee scale to address a cliff effect for families transitioning off of financial assistance for child care.

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.)

Effective Date: 01-OCT-13

Goal #1:

Explore the efficacy and value added of using contracts to support child care subsidies in high quality Strengthening Families programs.

Goal #2:

Goal #3:

Review and revise policies and processes related to legally exempt child care providers receiving CCFAP subsidies with the intent of aligning with newly proposed federal policies and improving the quality of care for children.

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).

Effective Date: 01-OCT-13

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

Yes.

No.

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

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

Licensing requirements serve as CCDF health and safety requirements for all regulated providers participating in the Vermont Child Care Financial Assistance Program (CC FAP). Any person or program providing child care or child development services to children from two or more families other than their own is subject to CC regulation.

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

	Center-Based Child Care	Group Home Child Care <input type="checkbox"/> N/A. Check if your State/Territory does not have group home child care.	Family Child Care	In-Home Care <input checked="" type="checkbox"/> N/A. Check if in-home care is not subject to licensing in your State/Territory.
Yes, for all providers in this category	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>Yes, for some providers in this category</p>	<p>Describe RECREATION PROGRAMS - Programs exempt from licensure pursuant to 33 V.S.A. §3502(b) that operate for no more than four hours one day a week or not more than two hours two days a week whose primary function is other than the care, supervision and protection of children; or operate 13 consecutive weeks or less which provide a variety of activities including, but not limited to athletics, and arts and crafts to children who have completed kindergarten or who will reach their sixth birthday by September 1st of the enrollment year; or operate part day programs less than four hours per day and thirteen weeks or less per year providing a variety of activities including but not limited to athletics, arts or crafts and socialization to children age three, four and five; or programs which provide for the development of a single skill based on activity such as skiing, pottery making, computer</p>	<p>Describe NA</p>	<p>Describe Family child care providers caring for children from no more than two families other than their own are exempt from licensing requirements.</p>	<p>Describe NA</p>
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	operation, tennis or musicianship for children ages four years and older. 21st Century Learning Centers in schools are not required to apply for an afterschool license but may not participate in the CCDF subsidy unless they voluntarily become licensed			
No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	Describe NA	Describe NA	Describe NA	Describe NA

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

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

<p>Center-Based Child Care</p>	<p>Center-based child care providers are defined as a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless care in excess of 24 hours is due to the nature of the parent(s)' work.</p>	<p>Describe which types of center-based settings are subject to licensing in your State/Territory All, with the exception of 21st Century Learning Centers in schools as noted in section "c".</p>	<p>Describe which types of center-based settings are exempt from licensing in your State/Territory.</p> <p>21st Century Learning Centers in schools are not required to apply for an afterschool license but may not participate in the CCDF subsidy unless they voluntarily become licensed</p> <p>RECREATION PROGRAMS - Programs exempt from licensure pursuant to 33 V.S.A. §3502(b) that operate for no more than four hours one day a week or not more than two hours two days a week whose primary function is other than the care, supervision and protection of children; or operate 13 consecutive weeks or less which provide a variety of activities including, but not limited to athletics, and arts and crafts to children who have completed kindergarten or who will reach their sixth birthday by September 1st of the enrollment year; or operate part day programs less than four hours per day and thirteen weeks or less per year providing a variety of activities including but not limited to athletics, arts or crafts and socialization to children age three, four and five; or programs which provide for the development of a single skill based on activity</p>
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			such as skiing, pottery making, computer operation, tennis or musicianship for children ages four years and older.
<p>Group Home Child Care</p> <p>N/A. Check if your State/Territory does not have group home child care.</p> <input type="checkbox"/>	<p>Group home child care provider is defined as two or more individuals who provide child care services for fewer than 24 hours per day per child, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)' work.</p>	<p>Describe which types of group homes settings are subject to licensing</p> <p>All</p>	<p>Describe which types of group homes are exempt from licensing:</p> <p>None</p>
<p>Family Child Care</p>	<p>Family child care provider is defined as one individual who provides child care services for fewer than 24 hours per day per child, as the sole caregiver, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)'s work.</p> <p>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.</p>	<p>Describe which types of family child care home providers are subject to licensing</p> <p>All who care for the children of more than two families other than their own children.</p>	<p>Describe which types of family child care home providers are exempt from licensing:</p> <p>Family child care providers caring for children of no more than two families other than their own children.</p>

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



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

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

For each indicator, check all requirements for licensing that apply, if any.

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

Do the licensing requirements include **child:staff ratios and group sizes?**

If yes, provide the ratio for age specified.

<input checked="" type="checkbox"/> Yes, Child:staff ratio requirement:	<input checked="" type="checkbox"/> Yes, Child:staff ratio requirement:	<input checked="" type="checkbox"/> Yes, Child: staff ratio requirement.	<input type="checkbox"/> Yes, Child: staff ratio requirement.
Infant ratio (11 months): 4:1 (6wk-23m)	Infant ratio (11 months): NOTE: A second staff person is present and on duty when the number of children exceeds 6 and there are no more than 2 children under 24 months of age per staff person; or when children under age 3 are enrolled: there is at least 1 staff person present and on duty when 3 or fewer children are in care and there are at least 2 staff persons present and on duty when 4-7 children are in care and there are at least 3 staff persons present and on duty when 8 or more children are in care.	List ratio requirement by age group: During school year: 6 children any age including up to 2 children under the age of 2 per caregiver; 4 school age children not to exceed 4 hours per child. SUMMER VACATION-up to 12 children in care provided that at least 6 have been to kindergarten or graded school and a second caregiver is present and on duty when the number exceeds 6.	List ratio requirement by age group:
Toddler ratio (35 months): 5:1 (24-35m)		INFANT CARE- 3 children under 2 years or 6 under age 2 and the Registrant and another caregiver on duty	<input type="checkbox"/> No ratio requirements.
Preschool ratio (59 months): 10:1 (3yr.- Kindergarten)			<input type="checkbox"/> Yes, Group size requirement.
<input type="checkbox"/> No ratio requirements.			List ratio requirement by age group:
<input checked="" type="checkbox"/> Yes,			<input type="checkbox"/> No group size requirements.
Group size requirement Infant group size (11 months): maximum 8			
Toddler group size (35 months): maximum 10			
Preschool group size (59 months): maximum 20			
<input type="checkbox"/> No group size requirements.	Toddler ratio (35 months): As noted above	<input type="checkbox"/> No ratio requirements.	
	Preschool ratio (59 months): As noted above	<input checked="" type="checkbox"/> Yes, Group size requirement.	
	<input type="checkbox"/> No ratio requirements.	List ratio requirement by age group: See note above	

	<input checked="" type="checkbox"/> Yes, Group size requirement Infant group size (11 months): As noted above Toddler group size (35 months): As noted above Preschool group size (59 months): As noted above <input type="checkbox"/> No group size requirements.	<input type="checkbox"/> No group size requirements.	
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Do the licensing requirements identify specific experience and educational **credentials for child care directors?**

<input checked="" type="checkbox"/>	High school/GED	<input checked="" type="checkbox"/>	High school/GED	<input type="checkbox"/>	High school/GED
<input type="checkbox"/>	Child Development Associate (CDA)	<input checked="" type="checkbox"/>	Child Development Associate (CDA)	<input type="checkbox"/>	Child Development Associate (CDA)
<input type="checkbox"/>	State/ Territory Credential	<input type="checkbox"/>	State/ Territory Credential	<input type="checkbox"/>	State/ Territory Credential
<input type="checkbox"/>	Associate's degree	<input checked="" type="checkbox"/>	Associate's degree	<input type="checkbox"/>	Associate's degree
<input checked="" type="checkbox"/>	Bachelor's degree	<input type="checkbox"/>	Bachelor's degree	<input type="checkbox"/>	Bachelor's degree
<input type="checkbox"/>	No credential required for licensing	<input type="checkbox"/>	No credential required for licensing	<input checked="" type="checkbox"/>	No credential required for licensing
<input checked="" type="checkbox"/>	Other:	<input checked="" type="checkbox"/>	Other:	<input type="checkbox"/>	Other:
	For programs with less than 60 children a CDA credential or AA is accepted. Experience is also required.		Plus 2 years' experience		

Do the licensing requirements identify specific educational **credentials for child care teachers?**

<input type="checkbox"/>	High school/GED	<input checked="" type="checkbox"/>	High school/GED	<input type="checkbox"/>	High school/GED	<input type="checkbox"/>	High school/GED
<input checked="" type="checkbox"/>	Child Development Associate (CDA)	<input checked="" type="checkbox"/>	Child Development Associate (CDA)	<input type="checkbox"/>	Child Development Associate (CDA)	<input type="checkbox"/>	Child Development Associate (CDA)
<input type="checkbox"/>	State/ Territory Credential	<input type="checkbox"/>	State/ Territory Credential	<input type="checkbox"/>	State/ Territory Credential	<input type="checkbox"/>	State/ Territory Credential
<input checked="" type="checkbox"/>	Associate's degree	<input type="checkbox"/>	Associate's degree	<input type="checkbox"/>	Associate's degree	<input type="checkbox"/>	Associate's degree
<input type="checkbox"/>	Bachelor's degree	<input type="checkbox"/>	Bachelor's degree	<input type="checkbox"/>	Bachelor's degree	<input type="checkbox"/>	Bachelor's degree
<input type="checkbox"/>	No credential required for licensing	<input type="checkbox"/>	No credential required for licensing	<input checked="" type="checkbox"/>	No credential required for licensing	<input type="checkbox"/>	No credential required for licensing
<input checked="" type="checkbox"/>	Other:	<input checked="" type="checkbox"/>	Other:	<input type="checkbox"/>	Other:	<input type="checkbox"/>	Other:
	Plus experience		plus 2 years' experience				

Do the licensing requirements specify that directors and caregivers must attain a specific number of training hours per year ?	<input type="checkbox"/>	At least 30 training hours required in first year	<input type="checkbox"/>	At least 30 training hours required in first year	<input type="checkbox"/>	At least 30 training hours required in first year
	<input type="checkbox"/>	At least 24 training hours per year after first year	<input type="checkbox"/>	At least 24 training hours per year after first year	<input type="checkbox"/>	At least 24 training hours per year after first year
	<input type="checkbox"/>	No training requirement	<input type="checkbox"/>	No training requirement	<input type="checkbox"/>	No training requirement
	<input checked="" type="checkbox"/>	Other:	<input checked="" type="checkbox"/>	Other:	<input checked="" type="checkbox"/>	Other:
		12 hours annually (CPR and First Aid certifications in addition)		12 hours annually, plus within six months of hire, all paid staff counted in the staff/child ratios shall have training in basic first aid for children, injury prevention and emergency readiness. At least one staff person shall be present who is certified in Infant/Child CPR		6 hours annually, plus CPR achieved and renewed after first year

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

Yes.

Describe:

The Child Development Division has completed a year long, stakeholder intensive review and rewriting of all childcare regulations. Promulgation of the rules is anticipated to begin during the summer of 2013, with implementation to follow

No.

3.1.2 Enforcement of Licensing Requirements

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

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

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

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

No.

CCDF Categories of Care	Frequency of Routine Announced Visits	Frequency of Routine Unannounced Visits
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<input checked="" type="checkbox"/> Center-Based Child Care	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe: Technical Assistance visits and some complaint visits may be announced.	<input checked="" type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe:
<input checked="" type="checkbox"/> Group Home Child Care <input type="checkbox"/> N/A. Check if your State/Territory does not have group home child care.	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe: Technical Assistance visits and some complaint visits may be announced.	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe: Field Licensing Staff to program ratios allow for annual visits to Center-Based programs. Home based programs may only be visited every 1-3 years unless complaints are submitted or technical assistance is needed.

<input checked="" type="checkbox"/> Family Child Care Home	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe: Technical Assistance visits and some complaint visits may be announced.	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe: Field Licensing Staff to program ratios allow for annual visits to Center-Based programs. Home based programs may only be visited every 1-3 years unless complaints are submitted or technical assistance is needed. Legally exempt programs are only visited if complaints are submitted.
<input type="checkbox"/> In-Home Child Care <input checked="" type="checkbox"/> N/A. Check if In-Home Child Care is not subject to licensing in your State/Territory (skip to 3.1.2b)	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe:	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe:

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

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

Licensing Procedures	Describe which procedures are used by the State/Territory for enforcement of the licensing requirements.
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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:

Licensed Centers must demonstrate that directors of the program meet qualifications prior to issuing a license. Licensed Family Homes ("Group Home Child Care") require the provider to live in the home and meet director qualifications for that classification. Registered Family Home ("Family Child Care") providers must attend an orientation regarding child care and resources in the community just prior to or within 90 days of receiving the Registration.

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:

No procedures in place.

Other.

Describe:

Licensed Centers and Licensed Family homes – licensers visit at least once prior to issuing a license, often two or more times with the last visit scheduled when the program is fully set up and ready to open. Registered Homes do not routinely receive a pre-visit from licensing, but Community Agency partners conduct a visit to the home prior to registration.

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:

Correction plans are not universally required, depending on the severity of the violation. There is some flexibility if immediate correction can be accomplished at the time of the site visit.

Licensing staff has procedures in place to issue a negative sanction to a noncompliant facility.



Provisional or probationary license



License revocation or non-renewal



Injunctions through court



Emergency or immediate closure not through court action



Fines for regulatory violations



No procedures in place.



Other.

Describe:

The State/Territory has procedures in place to respond to illegally operating child care facilities.

<input checked="" type="checkbox"/>	Cease and desist action
<input checked="" type="checkbox"/>	Injunction
<input type="checkbox"/>	Emergency or immediate closure not through court action
<input type="checkbox"/>	Fines
<input type="checkbox"/>	No procedures in place.
<input type="checkbox"/>	Other.
	Describe:

The State/Territory has procedures in place for providers to appeal licensing enforcement actions.

<input checked="" type="checkbox"/>	Yes.
	Describe: An internal "Commissioner's Review" process examines the appeal and provides a formal determination to uphold or reverse the enforcement action. A second appeal to the Human Services Board of the Agency of Human Services is available.
<input type="checkbox"/>	No.
<input type="checkbox"/>	Other.
	Describe:

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

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

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

		<input type="checkbox"/> Other.	<input checked="" type="checkbox"/> Volunteers
		Describe: NA	<input type="checkbox"/> Other.
			NA

<input checked="" type="checkbox"/> Group Child Care Homes	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Provider
<input type="checkbox"/> N/A. Check if your State/Territory does not have group home child care.		<input checked="" type="checkbox"/> Checks Conducted Annually	<input checked="" type="checkbox"/> Non-provider residents of the home.
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input type="checkbox"/> Other.	Required of all residents of the home aged 16 and older.
	<input type="checkbox"/> Check if the State/Territory background check includes fingerprints	Describe: NA	
	<input type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Provider
		<input checked="" type="checkbox"/> Checks Conducted Annually	<input checked="" type="checkbox"/> Non-provider residents of the home.
	<input checked="" type="checkbox"/> Sex Offender Registry	<input type="checkbox"/> Other.	Required of all residents of the home aged 16 and older.
		Describe: NA	
		<input type="checkbox"/> Initial Entrance into the System	<input type="checkbox"/> Provider
		<input type="checkbox"/> Checks Conducted Annually	<input type="checkbox"/> Non-provider residents of the home.
		<input type="checkbox"/> Other.	NA
		Describe: NA	<input checked="" type="checkbox"/> Provider
		<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Non-provider residents of the home.
		<input checked="" type="checkbox"/> Checks Conducted Annually	Required of all residents of the home aged 16 and older.
		<input type="checkbox"/> Other.	
		Describe: NA	

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<input checked="" type="checkbox"/> Family Child Care Homes	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Provider
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input checked="" type="checkbox"/> Checks Conducted Annually	<input checked="" type="checkbox"/> Non-provider residents of the home.
	<input type="checkbox"/> Check if the State/Territory background check includes fingerprints	<input checked="" type="checkbox"/> Other.	<p>Legally Exempt Child Care providers are checked each time a new family/child is associated with that LECC provider, but not on a routine annual basis.</p> <p>Required of all residents of the home aged 16 and older.</p>
	<input type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	Describe: Legally Exempt Child Care providers are checked each time a new family/child is associated with that LECC provider, but not on a routine annual basis.	
	<input checked="" type="checkbox"/> Sex Offender Registry	<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Provider
		<input checked="" type="checkbox"/> Checks Conducted Annually	<input checked="" type="checkbox"/> Non-provider residents of the home.
		<input checked="" type="checkbox"/> Other.	<p>Legally Exempt Child Care providers are checked each time a new family/child is associated with that LECC provider, but not on a routine annual basis.</p>
		Describe: Legally Exempt Child Care providers are checked each time a new family/child is associated with that LECC provider, but not on a routine annual basis.	
		<input type="checkbox"/> Initial Entrance into the System	<input type="checkbox"/> Provider
		<input type="checkbox"/> Checks Conducted Annually	
		<input type="checkbox"/> Other.	

		<p>Describe: NA</p> <p><input checked="" type="checkbox"/> Initial Entrance into the System</p> <p><input checked="" type="checkbox"/> Checks Conducted Annually</p> <p><input checked="" type="checkbox"/> Other.</p> <p>Describe: Legally Exempt Child Care providers are checked each time a new family/child is associated with that LECC provider, but not on a routine annual basis.</p>	<p><input type="checkbox"/> Non-provider residents of the home.</p> <p>NA</p> <p><input checked="" type="checkbox"/> Provider</p> <p><input checked="" type="checkbox"/> Non-provider residents of the home.</p> <p>Legally Exempt Child Care providers are checked each time a new family/child is associated with that LECC provider, but not on a routine annual basis.</p>
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<input type="checkbox"/> In-Home Child Care Providers	<input type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System	<input type="checkbox"/> Provider
<input checked="" type="checkbox"/> N/A. Check if In-Home Child Care is not subject to licensing in your State/Territory (skip to 3.1.2e)		<input type="checkbox"/> Checks Conducted Annually	<input type="checkbox"/> Non-provider residents of the home.
		<input type="checkbox"/> Other.	
	<input type="checkbox"/> State/Territory Criminal Background	Describe:	<input type="checkbox"/> Provider
	<input type="checkbox"/> Check if the State/Territory background check includes fingerprints	<input type="checkbox"/> Initial Entrance into the System	<input type="checkbox"/> Non-provider residents of the home.
	<input type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input type="checkbox"/> Checks Conducted Annually	
		<input type="checkbox"/> Other.	
	<input type="checkbox"/> Sex Offender Registry	Describe:	<input type="checkbox"/> Provider
		<input type="checkbox"/> Initial Entrance into the System	<input type="checkbox"/> Non-provider residents of the home.
		<input type="checkbox"/> Checks Conducted Annually	
		<input type="checkbox"/> Other.	<input type="checkbox"/> Provider
		Describe:	<input type="checkbox"/> Non-provider residents of the home.
		<input type="checkbox"/> Initial Entrance into the System	
		<input type="checkbox"/> Checks Conducted Annually	
		<input type="checkbox"/> Other.	
		Describe:	

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

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

Background checks are performed by Division personnel with appropriate authorizations and utilizing applicable databases. Cost includes staff time to complete searches and process files.

d-2) Who pays for background checks:

The Division does not charge providers for background checks.

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

Prohibited person based on history of child or adult abuse or sexual abuse, conviction of a felony, fraud and or act of violence.

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

Providers may apply for a variance to Division based Background Check Committee. Occasionally stipulated agreements are arranged to ensure a prohibited household member is not present during child care hours.

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

not applicable

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

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Yes.

Describe:

BFIS is the on-line tool utilized by the Division for Licensing and CCFAP documentation. A public portal is available through the CDD website with the capacity to search providers and receive basic information regarding a provider's regulatory history and QRIS (STARS) status. If a regulated provider is cited for a serious violation, a "Parental Notification Letter" must be distributed to parents of children in care at that facility. (http://dcf.vermont.gov/child_care).

No

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

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

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

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

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

The Lead Agency requires:	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
<input type="checkbox"/> Physical exam or health statement for providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Physical exam or health statement for children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Tuberculosis check for providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Tuberculosis check for children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Provider immunizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Child immunizations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Hand-washing policy for providers and children	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Diapering policy and procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Providers to submit a self-certification or complete health and safety checklist	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<input type="checkbox"/> Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Other. Describe: Universal precautions for blood borne pathogens, policy to exclude sick children and staff for regulated settings. Legally exempt providers must self certify s/he "shall clean up blood and other bodily fluids with appropriate caution, protection and thoroughness. LECC must also self certify "appropriate" handwashing for provider and children in care.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

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

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

<input checked="" type="checkbox"/> Other. Describe: Lead paint inspection and annual Essential Maintenance Practices to prevent lead poisoning.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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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
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Child Care Centers

First Aid

At least one staff person shall be present who is certified in Infant/Child CPR.

Child Care Centers must have a qualified Director and Teachers proportionate to their licensed capacity. Child Care Teaching Assistants and above must demonstrate competency, usually through successful completion of:

Fundamentals for Early Childhood Educators
<http://northernlightscdc.org/training/state-wide-curricula/fundamentals-for-early-childhood-professionals/>
Level I : Early Childhood Competencies and Career Ladder
This 45 hour course is based on the early childhood core competencies – Level I. It is offered in each region of Vermont by Resource Development Specialists and others. Sessions are listed in the Bright Futures Information System (BFIS) Course Calendar. The course meets the education requirement in the Vermont child care licensing regulations for Teaching Assistants and lays a good foundation to

Within six months of hire all paid staff counted in staff/child ratios shall have obtained training in basic first aid for children, injury prevention and emergency readiness ..

		<p>obtain the CDA credential.</p> <p>Successful completion of the Fundamentals course plus a year of experience and a current IPDP (Individual Professional Development Plan) can make the provider eligible for Level I in the early childhood Career Ladder.</p> <p>The Fundamentals curriculum specifically addresses this area in the Health and Safety Checklist of Module 1:</p>	
	CPR	<p>At least one staff person shall be present who is certified in Infant/Child CPR.</p>	<p>All staff shall obtain training in rescue breathing, airway obstruction and infant/child CPR.</p> <p>At least one staff person shall be present who is certified in Infant/Child CPR.</p>

Medication Administration Policies and Practices

Child Care Centers must have a qualified Director and Teachers proportionate to their licensed capacity. Child Care Teaching Assistants and above must demonstrate competency, usually through successful completion of:

Fundamentals for Early Childhood Educators

<http://northernlightscdc.org/training/state-wide-curricula/fundamentals-for-early-childhood-professionals/>

Level I : Early Childhood Competencies and Career Ladder

This 45 hour course is based on the early childhood core competencies – Level I.

It is offered in each region of Vermont by Resource Development Specialists and others. Sessions are listed in the Bright Futures Information System (BFIS) Course Calendar.

The course meets the education requirement in the Vermont child care licensing regulations for Teaching Assistants and lays a good foundation to obtain the CDA credential.

Successful completion of the Fundamentals

Regulated programs must establish written procedures related to medication administration and must document staff orientation to the procedures and ongoing compliance. The CDD has sponsored a multi-module medication administration training program that fulfills training hour requirements.

		<p>course plus a year of experience and a current IPDP (Individual Professional Development Plan) can make the provider eligible for Level I in the early childhood Career Ladder.</p> <p>The Fundamentals curriculum specifically addresses this area in Module 1: Health and Safety checklist</p>	
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Poison Prevention and Safety

Child Care Centers must have a qualified Director and Teachers proportionate to their licensed capacity. Child Care Teaching Assistants and above must demonstrate competency, usually through successful completion of:

Fundamentals for Early Childhood Educators
<http://northernlightscdc.org/training/state-wide-curricula/fundamentals-for-early-childhood-professionals/>

Level I : Early Childhood Competencies and Career Ladder

This 45 hour course is based on the early childhood core competencies – Level I.

It is offered in each region of Vermont by Resource Development Specialists and others.

Sessions are listed in the Bright Futures Information System (BFIS) Course Calendar.

The course meets the education requirement in the Vermont child care licensing regulations for Teaching Assistants and lays a good foundation to obtain the CDA credential.

Successful completion of the Fundamentals

Child Care Centers must have a qualified Director and Teachers proportionate to their licensed capacity. Child Care Teaching Assistants and above must demonstrate competency, usually through successful completion of:

Fundamentals for Early Childhood Educators
<http://northernlightscdc.org/training/state-wide-curricula/fundamentals-for-early-childhood-professionals/>

Level I : Early Childhood Competencies and Career Ladder

This 45 hour course is based on the early childhood core competencies – Level I.

It is offered in each region of Vermont by Resource Development Specialists and others.

Sessions are listed in the Bright Futures Information System (BFIS) Course Calendar.

The course meets the education requirement in the Vermont child care licensing regulations for Teaching Assistants and lays a good foundation to obtain the CDA credential.

Successful completion of the Fundamentals course plus a year of

		<p>course plus a year of experience and a current IPDP (Individual Professional Development Plan) can make the provider eligible for Level I in the early childhood Career Ladder.</p> <p>The Fundamentals curriculum specifically addresses this area in Module 1: Health and Safety checklist</p>	<p>experience and a current IPDP (Individual Professional Development Plan) can make the provider eligible for Level I in the early childhood Career Ladder.</p> <p>The Fundamentals curriculum specifically addresses this area in the Health and Safety Checklist of Module 1:</p>
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Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention

Child Care Centers must have a qualified Director and Teachers proportionate to their licensed capacity. Child Care Teaching Assistants and above must demonstrate competency, usually through successful completion of:

Fundamentals for Early Childhood Educators
<http://northernlightscdc.org/training/state-wide-curricula/fundamentals-for-early-childhood-professionals/>

Level I : Early Childhood Competencies and Career Ladder

This 45 hour course is based on the early childhood core competencies – Level I.

It is offered in each region of Vermont by Resource Development Specialists and others.

Sessions are listed in the Bright Futures Information System (BFIS) Course Calendar.

The course meets the education requirement in the Vermont child care licensing regulations for Teaching Assistants and lays a good foundation to obtain the CDA credential.

Successful completion of the Fundamentals course plus a year of

Child Care Centers must have a qualified Director and Teachers proportionate to their licensed capacity. Child Care Teaching Assistants and above must demonstrate competency, usually through successful completion of:

Fundamentals for Early Childhood Educators
<http://northernlightscdc.org/training/state-wide-curricula/fundamentals-for-early-childhood-professionals/>

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The course meets the education requirement in the Vermont child care licensing regulations for Teaching Assistants and lays a good foundation to obtain the CDA credential.

Successful completion of the Fundamentals course plus a year of

		<p>experience and a current IPDP (Individual Professional Development Plan) can make the provider eligible for Level I in the early childhood Career Ladder.</p> <p>The Fundamentals curriculum specifically addresses this area in the Health and Safety Checklist of Module 1:</p>	<p>experience and a current IPDP (Individual Professional Development Plan) can make the provider eligible for Level I in the early childhood Career Ladder.</p> <p>The Fundamentals curriculum specifically addresses this area in the Health and Safety Checklist of Module 1:</p>
	<p>Shaken Baby Syndrome and abusive head trauma prevention</p>	<p>Required of all staff</p>	<p>“A signed and dated written statement shall be on file for each staff person, assisting parent or aide indicating that the individual was informed of the program’s policies on abuse and neglect and that they are aware that abuse and/or neglect of children is against the law, prohibited by the program and must be reported to the Department.”</p>

Age appropriate nutrition, feeding, including support for breastfeeding

Child Care Centers must have a qualified Director and Teachers proportionate to their licensed capacity. Child Care Teaching Assistants and above must demonstrate competency, usually through successful completion of:

Fundamentals for Early Childhood Educators

<http://northernlightscdc.org/training/state-wide-curricula/fundamentals-for-early-childhood-professionals/>

Level I : Early Childhood Competencies and Career Ladder

This 45 hour course is based on the early childhood core competencies – Level I.

It is offered in each region of Vermont by Resource Development Specialists and others.

Sessions are listed in the Bright Futures Information System (BFIS) Course Calendar.

The course meets the education requirement in the Vermont child care licensing regulations for Teaching Assistants and lays a good foundation to obtain the CDA credential.

Successful completion of the Fundamentals course plus a year of

Explicit regulations address age appropriate nutrition, feeding and breast feeding support. Child Care Centers must have a qualified Director and Teachers proportionate to their licensed capacity. Child Care Teaching Assistants and above must demonstrate competency, usually through successful completion of:

Fundamentals for Early Childhood Educators

<http://northernlightscdc.org/training/state-wide-curricula/fundamentals-for-early-childhood-professionals/>

Level I : Early Childhood Competencies and Career Ladder

This 45 hour course is based on the early childhood core competencies – Level I.

It is offered in each region of Vermont by Resource Development Specialists and others.

Sessions are listed in the Bright Futures Information System (BFIS) Course Calendar.

The course meets the education requirement in the Vermont child care licensing regulations for Teaching Assistants and lays a good foundation to obtain the CDA

		<p>experience and a current IPDP (Individual Professional Development Plan) can make the provider eligible for Level I in the early childhood Career Ladder.</p> <p>The Fundamentals curriculum specifically addresses this area in Module 1 1</p>	<p>credential.</p> <p>Successful completion of the Fundamentals course plus a year of experience and a current IPDP (Individual Professional Development Plan) can make the provider eligible for Level I in the early childhood Career Ladder.</p> <p>The Fundamentals curriculum specifically addresses this area in Module 1</p>
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Physical Activities

Child Care Centers must have a qualified Director and Teachers proportionate to their licensed capacity. Child Care Teaching Assistants and above must demonstrate competency, usually through successful completion of:

Fundamentals for Early Childhood Educators
<http://northernlightscdc.org/training/state-wide-curricula/fundamentals-for-early-childhood-professionals/>

Level I : Early Childhood Competencies and Career Ladder

This 45 hour course is based on the early childhood core competencies – Level I. It is offered in each

region of Vermont by Resource Development Specialists and others. Sessions are listed in the

Bright Futures Information System (BFIS) Course Calendar. The course meets the

education requirement in the Vermont child care licensing regulations for

Teaching Assistants and lays a good foundation to obtain the CDA credential.

Successful completion of the Fundamentals course plus a year of

Regulations require minimum outdoor space requirement of 75 square feet per child.

Child Care Centers must have a qualified Director and Teachers proportionate to their licensed capacity. Child Care Teaching

Assistants and above must demonstrate competency, usually through successful completion of:

Fundamentals for Early Childhood Educators

<http://northernlightscdc.org/training/state-wide-curricula/fundamentals-for-early-childhood-professionals/>

Level I : Early Childhood Competencies and Career Ladder

This 45 hour course is based on the early childhood core competencies – Level I. It is offered in each

region of Vermont by Resource Development Specialists and others. Sessions are listed in the

Bright Futures Information System (BFIS) Course Calendar. The course meets the

education requirement in the Vermont child care licensing regulations for

Teaching Assistants and lays a good foundation to

		<p>experience and a current IPDP (Individual Professional Development Plan) can make the provider eligible for Level I in the early childhood Career Ladder.</p> <p>The Fundamentals curriculum specifically addresses this area in Module 22</p>	<p>obtain the CDA credential.</p> <p>Successful completion of the Fundamentals course plus a year of experience and a current IPDP (Individual Professional Development Plan) can make the provider eligible for Level I in the early childhood Career Ladder.</p> <p>The Fundamentals curriculum specifically addresses this area in Module 22</p>
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Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods

Child Care Centers must have a qualified Director and Teachers proportionate to their licensed capacity. Child Care Teaching Assistants and above must demonstrate competency, usually through successful completion of:

Fundamentals for Early Childhood Educators
<http://northernlightscdc.org/training/state-wide-curricula/fundamentals-for-early-childhood-professionals/>

Level I : Early Childhood Competencies and Career Ladder

This 45 hour course is based on the early childhood core competencies – Level I.

It is offered in each region of Vermont by Resource Development Specialists and others.

Sessions are listed in the Bright Futures Information System (BFIS) Course Calendar.

The course meets the education requirement in the Vermont child care licensing regulations for Teaching Assistants and lays a good foundation to obtain the CDA credential.

Successful completion of the Fundamentals course plus a year of

Multiple regulations address sanitary food handling and strategies for reduction of the spread of infectious disease.

Child Care Centers must have a qualified Director and Teachers proportionate to their licensed capacity. Child Care Teaching Assistants and above must demonstrate competency, usually through successful completion of:

Fundamentals for Early Childhood Educators
<http://northernlightscdc.org/training/state-wide-curricula/fundamentals-for-early-childhood-professionals/>

Level I : Early Childhood Competencies and Career Ladder

This 45 hour course is based on the early childhood core competencies – Level I.

It is offered in each region of Vermont by Resource Development Specialists and others.

Sessions are listed in the Bright Futures Information System (BFIS) Course Calendar.

The course meets the education requirement in the Vermont child care licensing regulations for

		<p>experience and a current IPDP (Individual Professional Development Plan) can make the provider eligible for Level I in the early childhood Career Ladder.</p> <p>The Fundamentals curriculum specifically addresses this area in Module 1</p>	<p>Teaching Assistants and lays a good foundation to obtain the CDA credential.</p> <p>Successful completion of the Fundamentals course plus a year of experience and a current IPDP (Individual Professional Development Plan) can make the provider eligible for Level I in the early childhood Career Ladder.</p> <p>The Fundamentals curriculum specifically addresses this area in Module 1</p>
	<p>Recognition and mandatory reporting of suspected child abuse and neglect</p>	<p>Required of all staff.</p>	<p>“A signed and dated written statement shall be on file for each staff person, assisting parent or aide indicating that the individual was informed of the program’s policies on abuse and neglect and that they are aware that abuse and/or neglect of children is against the law, prohibited by the program and must be reported to the Department.”</p>

Emergency preparedness and planning response procedures

Child Care Centers must have a qualified Director and Teachers proportionate to their licensed capacity. Child Care Teaching Assistants and above must demonstrate competency, usually through successful completion of:

Fundamentals for Early Childhood Educators
<http://northernlightscdc.org/training/state-wide-curricula/fundamentals-for-early-childhood-professionals/>

Level I : Early Childhood Competencies and Career Ladder

This 45 hour course is based on the early childhood core competencies – Level I.

It is offered in each region of Vermont by Resource Development Specialists and others. Sessions are listed in the

Bright Futures Information System (BFIS) Course Calendar. The course meets the

education requirement in the Vermont child care licensing regulations for Teaching Assistants and lays a good foundation to obtain the CDA credential.

Successful completion of the Fundamentals course plus a year of

Regulations require CC programs to establish written procedures related to emergency preparedness and response and must communicate procedures to staff.

Child Care Centers must have a qualified Director and Teachers

proportionate to their licensed capacity. Child Care Teaching Assistants and above must demonstrate competency, usually through successful completion of:

Fundamentals for Early Childhood Educators
<http://northernlightscdc.org/training/state-wide-curricula/fundamentals-for-early-childhood-professionals/>

Level I : Early Childhood Competencies and Career Ladder

This 45 hour course is based on the early childhood core competencies – Level I.

It is offered in each region of Vermont by Resource Development Specialists and others. Sessions are listed in the

Bright Futures Information System (BFIS) Course Calendar. The course meets the

education requirement in

		<p>experience and a current IPDP (Individual Professional Development Plan) can make the provider eligible for Level I in the early childhood Career Ladder.</p> <p>The Fundamentals curriculum addresses this area in a number of modules.</p>	<p>the Vermont child care licensing regulations for Teaching Assistants and lays a good foundation to obtain the CDA credential.</p> <p>Successful completion of the Fundamentals course plus a year of experience and a current IPDP (Individual Professional Development Plan) can make the provider eligible for Level I in the early childhood Career Ladder.</p> <p>The Fundamentals curriculum addresses this area in a number of modules.</p>
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Management of common childhood illnesses, including food intolerances and allergies

Child Care Centers must have a qualified Director and Teachers proportionate to their licensed capacity. Child Care Teaching Assistants and above must demonstrate competency, usually through successful completion of:

Fundamentals for Early Childhood Educators
<http://northernlightscdc.org/training/state-wide-curricula/fundamentals-for-early-childhood-professionals/>
Level I : Early Childhood Competencies and Career Ladder

This 45 hour course is based on the early childhood core competencies – Level I. It is offered in each region of Vermont by Resource Development Specialists and others. Sessions are listed in the Bright Futures Information System (BFIS) Course Calendar. The course meets the education requirement in the Vermont child care licensing regulations for Teaching Assistants and lays a good foundation to obtain the CDA credential.

Successful completion of the Fundamentals course plus a year of

Regulations direct staff to Appendix resource, “Inclusion and Exclusion of Ill Children in Early Childhood Programs – Guidelines for Common Signs and Symptoms, Illnesses and Conditions related to Contagious Diseases”.

Child Care Centers must have a qualified Director and Teachers proportionate to their licensed capacity. Child Care Teaching Assistants and above must demonstrate competency, usually through successful completion of:

Fundamentals for Early Childhood Educators
<http://northernlightscdc.org/training/state-wide-curricula/fundamentals-for-early-childhood-professionals/>
Level I : Early Childhood Competencies and Career Ladder

This 45 hour course is based on the early childhood core competencies – Level I. It is offered in each region of Vermont by Resource Development Specialists and others. Sessions are listed in the Bright Futures Information System (BFIS) Course Calendar.

		<p>experience and a current IPDP (Individual Professional Development Plan) can make the provider eligible for Level I in the early childhood Career Ladder.</p> <p>The Fundamentals curriculum specifically addresses this area in Module 1</p>	<p>The course meets the education requirement in the Vermont child care licensing regulations for Teaching Assistants and lays a good foundation to obtain the CDA credential.</p> <p>Successful completion of the Fundamentals course plus a year of experience and a current IPDP (Individual Professional Development Plan) can make the provider eligible for Level I in the early childhood Career Ladder.</p> <p>The Fundamentals curriculum specifically addresses this area in Module 1</p>
	<p>Transportation and child passenger safety (if applicable)</p>	<p>NA</p>	<p>Regulations specifically describe parental permission requirements and federal and state child passenger safety regulations.</p>

Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act

Child Care Centers must have a qualified Director and Teachers proportionate to their licensed capacity. Child Care Teaching Assistants and above must demonstrate competency, usually through successful completion of:

Fundamentals for Early Childhood Educators
<http://northernlightscdc.org/training/state-wide-curricula/fundamentals-for-early-childhood-professionals/>
Level I : Early Childhood Competencies and Career Ladder

This 45 hour course is based on the early childhood core competencies – Level I. It is offered in each region of Vermont by Resource Development Specialists and others. Sessions are listed in the Bright Futures Information System (BFIS) Course Calendar. The course meets the education requirement in the Vermont child care licensing regulations for Teaching Assistants and lays a good foundation to obtain the CDA credential.

Successful completion of the Fundamentals course plus a year of

Regulated programs must establish written procedures related to children with special needs. Specialized Child Care status is an additional certification that may be awarded to programs that demonstrate an ability to meet certain benchmark standards in the care of children with special needs.

Child Care Centers must have a qualified Director and Teachers proportionate to their licensed capacity. Child Care Teaching Assistants and above must demonstrate competency, usually through successful completion of:

Fundamentals for Early Childhood Educators
<http://northernlightscdc.org/training/state-wide-curricula/fundamentals-for-early-childhood-professionals/>
Level I : Early Childhood Competencies and Career Ladder

This 45 hour course is based on the early childhood core competencies – Level I. It is offered in each region of Vermont by Resource Development Specialists and others.

		<p>experience and a current IPDP (Individual Professional Development Plan) can make the provider eligible for Level I in the early childhood Career Ladder.</p> <p>The Fundamentals curriculum specifically addresses this area in Module 8</p>	<p>Sessions are listed in the Bright Futures Information System (BFIS) Course Calendar. The course meets the education requirement in the Vermont child care licensing regulations for Teaching Assistants and lays a good foundation to obtain the CDA credential. Successful completion of the Fundamentals course plus a year of experience and a current IPDP (Individual Professional Development Plan) can make the provider eligible for Level I in the early childhood Career Ladder.</p> <p>The Fundamentals curriculum specifically addresses this area in Module 8</p>
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Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.

Required for all staff working in positions higher than teaching assistant prior to working with children.

Required for all staff working in center based programs.

Child Care Centers must have a qualified Director and Teachers proportionate to their licensed capacity. Child Care Teaching Assistants and above must demonstrate competency, usually through successful completion of:

Fundamentals for Early Childhood Educators
<http://northernlightscdc.org/training/state-wide-curricula/fundamentals-for-early-childhood-professionals/>
Level I : Early Childhood Competencies and Career Ladder
This 45 hour course is based on the early childhood core competencies – Level I. It is offered in each region of Vermont by Resource Development Specialists and others. Sessions are listed in the Bright Futures Information System (BFIS) Course Calendar. The course meets the education requirement in the Vermont child care licensing regulations for Teaching Assistants and

		<p>lays a good foundation to obtain the CDA credential.</p> <p>Successful completion of the Fundamentals course plus a year of experience and a current IPDP (Individual Professional Development Plan) can make the provider eligible for Level I in the early childhood Career Ladder.</p> <p>The Fundamentals curriculum specifically addresses this area in multiple modules</p>	
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Supervision of children

Child Care Centers must have a qualified Director and Teachers proportionate to their licensed capacity. Child Care Teaching Assistants and above must demonstrate competency, usually through successful completion of:

Fundamentals for Early Childhood Educators

<http://northernlightscdc.org/training/state-wide-curricula/fundamentals-for-early-childhood-professionals/>

Level I : Early Childhood Competencies and Career Ladder

This 45 hour course is based on the early childhood core competencies – Level I.

It is offered in each region of Vermont by Resource Development Specialists and others.

Sessions are listed in the Bright Futures Information System (BFIS) Course Calendar.

The course meets the education requirement in the Vermont child care licensing regulations for Teaching Assistants and lays a good foundation to obtain the CDA credential.

Successful completion of the Fundamentals course plus a year of

Explicit regulations

Child Care Centers must have a qualified Director and Teachers proportionate to their licensed capacity. Child Care Teaching Assistants and above must demonstrate competency, usually through successful completion of:

Fundamentals for Early Childhood Educators

<http://northernlightscdc.org/training/state-wide-curricula/fundamentals-for-early-childhood-professionals/>

Level I : Early Childhood Competencies and Career Ladder

This 45 hour course is based on the early childhood core competencies – Level I.

It is offered in each region of Vermont by Resource Development Specialists and others.

Sessions are listed in the Bright Futures Information System (BFIS) Course Calendar.

The course meets the education requirement in the Vermont child care licensing regulations for Teaching Assistants and lays a good foundation to obtain the CDA credential.

Successful completion of

		<p>experience and a current IPDP (Individual Professional Development Plan) can make the provider eligible for Level I in the early childhood Career Ladder.</p> <p>The Fundamentals curriculum specifically addresses this area in Module 7</p>	<p>the Fundamentals course plus a year of experience and a current IPDP (Individual Professional Development Plan) can make the provider eligible for Level I in the early childhood Career Ladder.</p> <p>The Fundamentals curriculum specifically addresses this area in Module 7</p>
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Behavior management

Child Care Centers must have a qualified Director and Teachers proportionate to their licensed capacity. Child Care Teaching Assistants and above must demonstrate competency, usually through successful completion of:

Fundamentals for Early Childhood Educators

<http://northernlightscdc.org/training/state-wide-curricula/fundamentals-for-early-childhood-professionals/>

Level I : Early Childhood Competencies and Career Ladder

This 45 hour course is based on the early childhood core competencies – Level I.

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Sessions are listed in the Bright Futures Information System (BFIS) Course Calendar.

The course meets the education requirement in the Vermont child care licensing regulations for Teaching Assistants and lays a good foundation to obtain the CDA credential.

Successful completion of the Fundamentals course plus a year of

Explicit regulations

Child Care Centers must have a qualified Director and Teachers proportionate to their licensed capacity. Child Care Teaching Assistants and above must demonstrate competency, usually through successful completion of:

Fundamentals for Early Childhood Educators

<http://northernlightscdc.org/training/state-wide-curricula/fundamentals-for-early-childhood-professionals/>

Level I : Early Childhood Competencies and Career Ladder

This 45 hour course is based on the early childhood core competencies – Level I.

It is offered in each region of Vermont by Resource Development Specialists and others.

Sessions are listed in the Bright Futures Information System (BFIS) Course Calendar.

The course meets the education requirement in the Vermont child care licensing regulations for Teaching Assistants and lays a good foundation to obtain the CDA credential.

Successful completion of

		<p>experience and a current IPDP (Individual Professional Development Plan) can make the provider eligible for Level I in the early childhood Career Ladder.</p> <p>The Fundamentals curriculum specifically addresses this area in Module 7</p>	<p>the Fundamentals course plus a year of experience and a current IPDP (Individual Professional Development Plan) can make the provider eligible for Level I in the early childhood Career Ladder.</p> <p>The Fundamentals curriculum specifically addresses this area in Module 7</p>		
	<table border="1"> <tr> <td>Other</td> </tr> <tr> <td>Describe: NA</td> </tr> </table>	Other	Describe: NA	NA	NA
Other					
Describe: NA					
Group Home Child Care	First Aid	Provider must demonstrate training in basic first aid; all paid staff must demonstrate training in basic first aid within 6 months of hire.	Within six months of hire all paid staff counted in staff/child ratios shall have obtained training in basic first aid for children, injury prevention and emergency readiness.		
	CPR	At least one staff member present must have a current Infant/Child CPR certification.	All staff shall obtain training in rescue breathing, airway obstruction and infant/child CPR within 6 months of hire.		

	Medication Administration Policies and Practices	Implicit in Director requirements.	Regulated programs must establish written procedures related to medication administration and must document staff orientation to the procedures and ongoing compliance. The CDD has sponsored a multi-module medication administration training program that fulfills training hour requirements.
	Poison Prevention and Safety	Implicit in Director requirements.	Included in annual training requirements
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	Explicit in regulations and requirement that provider have clear policies and orientation of staff.	Included in annual training requirements for staff.
	Shaken Baby Syndrome and abusive head trauma prevention	Required of all staff in policy orientation.	“A signed and dated written statement shall be on file for each staff person, assisting parent or aide indicating that the individual was informed of the program’s policies on abuse and neglect and that they are aware that abuse and/or neglect of children is against the law, prohibited by the program and must be reported to the Department.”
	Age appropriate nutrition, feeding, including support for breastfeeding	Implicit in Director requirements.	Explicit regulations address age appropriate nutrition, feeding and breast feeding support.

	Physical Activities	Implicit in Director requirements.	Included in annual training requirements for staff.
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	Implicit in Director requirements.	Multiple regulations address sanitary food handling and strategies for reduction of the spread of infectious disease. Included in annual training requirements for staff.
	Recognition and mandatory reporting of suspected child abuse and neglect	Required of all staff	“A signed and dated written statement shall be on file for each staff person, assisting parent or aide indicating that the individual was informed of the program’s policies on abuse and neglect and that they are aware that abuse and/or neglect of children is against the law, prohibited by the program and must be reported to the Department.”
	Emergency preparedness and planning response procedures	Implicit in Director requirements.	Regulations require CC programs to establish written procedures related to emergency preparedness and response and must communicate procedures to staff. Emergency evacuations must be practiced monthly by the program.

	Management of common childhood illnesses, including food intolerances and allergies	Implicit in Director requirements.	Regulations direct staff to Appendix resource, "Inclusion and Exclusion of Ill Children in Early Childhood Programs – Guidelines for Common Signs and Symptoms, Illnesses and Conditions related to Contagious Diseases" . Program policy, procedure and orientation must be updated annually.
	Transportation and child passenger safety (if applicable)	Implicit in Director requirements.	Regulations specifically describe parental permission requirements and federal child passenger safety regulations. Included in annual training requirements.
	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	Implicit in Director requirements.	Regulated programs must establish written procedures related to children with special needs. Specialized Child Care status is an additional certification that may be awarded to programs that demonstrate an ability to meet certain benchmark standards in the care of children with special needs.
	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	Implicit in Director requirements.	Required for all staff working in licensed family child care programs.
	Supervision of children	Implicit in Director requirements.	Explicit regulations and included in annual training requirements.

	Behavior management	Implicit in Director requirements.	Explicit regulations and included in annual training requirements and incan.
	Other Describe: NA	NA	NA
Family Child Care Providers	First Aid	Registration requirements note that the provider and all other caregivers "be knowledgeable" in administering basic first aid, and that a first aid kit with a defined supply list and first aid guide be available, accessible and labeled to be easily identified.	Included in annual training requirements
	CPR	NA	Required annually
	Medication Administration Policies and Practices	Provider must adhere to regulation requiring written parental permission for any medications given to a child, including reason for medication, dosage, original container, schedule.	Included in annual training requirements
	Poison Prevention and Safety	Not explicitly required, but a function of self certifying familiarity in basic first aid.	Included in annual training
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	Explicitly required by regulation.	Annual training requirement.
	Shaken Baby Syndrome and abusive head trauma prevention	NA	Included in annual training requirements

	Age appropriate nutrition, feeding, including support for breastfeeding	Regulation explicitly describes providing foods that are "unprocessed, low in salt and sugar".	Included in annual training requirements
	Physical Activities	Regulation describes daily routine including a mix of quiet and active play and indoor and outdoor activities.	Included in annual training requirements
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	Described in regulation including hand washing & adequacy of sewage disposal system.	Expanded training included in annual training requirements
	Recognition and mandatory reporting of suspected child abuse and neglect	Regulation describes mandated reporter requirement per Vermont statute.	Included in annual training requirements
	Emergency preparedness and planning response procedures	Regulations require providers to have a plan and practice regular fire drills.	Regulations require providers to have a plan and practice regular fire drills.
	Management of common childhood illnesses, including food intolerances and allergies	NA	Included in annual training requirements
	Transportation and child passenger safety (if applicable)	Regulations specifically describe parental permission requirements and federal child passenger safety regulations.	Included in annual training requirements.
	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	NA	Included in annual training requirements

	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	NA	Included in annual training requirements
	Supervision of children	Explicitly described in regulation.	Explicitly described and regulated, and included in annual training requirements.
	Behavior management	NA	Included in annual training requirements
	Other: Describe: NA	NA	NA
In - Home Child Care	First Aid	Legally Exempt Child Care Providers sign a statement of understanding certifying that they have reviewed The Legally Exempt Child Care Provider Requirements publication from the Vermont Department for Children and Families, and that they are and will remain in compliance with those requirements while providing Legally Exempt Child Care. These requirements explicitly require the Provider: "shall have adequate first aid supplies...and knowledge of how to use them"	Legally Exempt Child Care Providers sign a statement of understanding certifying that they have reviewed The Legally Exempt Child Care Provider Requirements publication from the Vermont Department for Children and Families, and that they are and will remain in compliance with those requirements while providing Legally Exempt Child Care. These requirements explicitly require the Provider: "shall have adequate first aid supplies...and knowledge of how to use them"
	CPR	NA	NA

Medication Administration Policies and Practices

Legally Exempt Child Care Providers sign a statement of understanding certifying that they have reviewed The Legally Exempt Child Care Provider Requirements publication from the Vermont Department for Children and Families, and that they are and will remain in compliance with those requirements while providing Legally Exempt Child Care. These requirements explicitly require the Provider:
"shall obtain written permission from the parent .. prior to giving medication to child(ren) in care"

Legally Exempt Child Care Providers sign a statement of understanding certifying that they have reviewed The Legally Exempt Child Care Provider Requirements publication from the Vermont Department for Children and Families, and that they are and will remain in compliance with those requirements while providing Legally Exempt Child Care. These requirements explicitly require the Provider:
"shall obtain written permission from the parent .. prior to giving medication to child(ren) in care"

	Poison Prevention and Safety	<p>Legally Exempt Child Care Providers sign a statement of understanding certifying that they have reviewed The Legally Exempt Child Care Provider Requirements publication from the Vermont Department for Children and Families, and that they are and will remain in compliance with those requirements while providing Legally Exempt Child Care. These requirements explicitly require the Provider:</p> <p>"shall prevent child(ren) access to ...poisons...medications, toxic chemicals...."</p>	<p>Legally Exempt Child Care Providers sign a statement of understanding certifying that they have reviewed The Legally Exempt Child Care Provider Requirements publication from the Vermont Department for Children and Families, and that they are and will remain in compliance with those requirements while providing Legally Exempt Child Care. These requirements explicitly require the Provider:</p> <p>"shall prevent child(ren) access to ...poisons...medications, toxic chemicals...."</p>
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	NA	NA
	Shaken Baby Syndrome and abusive head trauma prevention	NA	NA
	Age appropriate nutrition, feeding, including support for breastfeeding	NA	NA
	Physical Activities	NA	NA

	<p>Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods</p>	<p>Legally Exempt Child Care Providers sign a statement of understanding certifying that they have reviewed The Legally Exempt Child Care Provider Requirements publication from the Vermont Department for Children and Families, and that they are and will remain in compliance with those requirements while providing Legally Exempt Child Care. These requirements explicitly require the Provider:</p> <p>to have parental certification that children have received age appropriate immunizations</p> <p>"shall wash their hands and assure that the hands of children being cared for are washed at appropriate times"</p> <p>"all clean up blood and other bodily fluids with appropriate caution, protection and thoroughness"</p> <p>ttotto have to</p>	<p>Legally Exempt Child Care Providers sign a statement of understanding certifying that they have reviewed The Legally Exempt Child Care Provider Requirements publication from the Vermont Department for Children and Families, and that they are and will remain in compliance with those requirements while providing Legally Exempt Child Care. These requirements explicitly require the Provider:</p> <p>to have parental certification that children have received age appropriate immunizations</p> <p>"shall wash their hands and assure that the hands of children being cared for are washed at appropriate times"</p> <p>"all clean up blood and other bodily fluids with appropriate caution, protection and thoroughness"</p>
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Recognition and mandatory reporting of suspected child abuse and neglect

Legally Exempt Child Care Providers sign a statement of understanding certifying that they have reviewed The Legally Exempt Child Care Provider Requirements publication from the Vermont Department for Children and Families, and that they are and will remain in compliance with those requirements while providing Legally Exempt Child Care. These requirements explicitly require the Provider:
"shall report...all instances of suspected child abuse and/or neglect as required by 33 VSA Chapter 14"

Legally Exempt Child Care Providers sign a statement of understanding certifying that they have reviewed The Legally Exempt Child Care Provider Requirements publication from the Vermont Department for Children and Families, and that they are and will remain in compliance with those requirements while providing Legally Exempt Child Care. These requirements explicitly require the Provider:
"shall report...all instances of suspected child abuse and/or neglect as required by 33 VSA Chapter 14"

	<p>Emergency preparedness and planning response procedures</p>	<p>Legally Exempt Child Care Providers sign a statement of understanding certifying that they have reviewed The Legally Exempt Child Care Provider Requirements publication from the Vermont Department for Children and Families, and that they are and will remain in compliance with those requirements while providing Legally Exempt Child Care. These requirements explicitly require the Provider: "...certify in writing...that the premises in which the child care is to be provided has a functioning smoke detector and ...fire extinguisher."</p>	<p>Legally Exempt Child Care Providers sign a statement of understanding certifying that they have reviewed The Legally Exempt Child Care Provider Requirements publication from the Vermont Department for Children and Families, and that they are and will remain in compliance with those requirements while providing Legally Exempt Child Care. These requirements explicitly require the Provider: "...certify in writing...that the premises in which the child care is to be provided has a functioning smoke detector and ...fire extinguisher."</p>
	<p>Management of common childhood illnesses, including food intolerances and allergies</p>	<p>NA</p>	<p>NA</p>

	<p>Transportation and child passenger safety (if applicable)</p>	<p>Legally Exempt Child Care Providers sign a statement of understanding certifying that they have reviewed The Legally Exempt Child Care Provider Requirements publication from the Vermont Department for Children and Families, and that they are and will remain in compliance with those requirements while providing Legally Exempt Child Care. These requirements explicitly require the Provider to use federally approved child restraints when transporting children in a vehicle.</p>	<p>Legally Exempt Child Care Providers sign a statement of understanding certifying that they have reviewed The Legally Exempt Child Care Provider Requirements publication from the Vermont Department for Children and Families, and that they are and will remain in compliance with those requirements while providing Legally Exempt Child Care. These requirements explicitly require the Provider to use federally approved child restraints when transporting children in a vehicle.</p>
	<p>Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act</p>	<p>NA</p>	<p>NA</p>
	<p>Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.</p>	<p>NA</p>	<p>NA</p>

	Supervision of children	<p>Legally Exempt Child Care Providers sign a statement of understanding certifying that they have reviewed The Legally Exempt Child Care Provider Requirements publication from the Vermont Department for Children and Families, and that they are and will remain in compliance with those requirements while providing Legally Exempt Child Care. These requirements explicitly require the Provider:</p> <p>"...shall have knowledge of, account for the activities of, and remain in close proximity to the child(ren) at all times in order to assure immediate intervention to safeguard the child(ren) from harm"</p>	<p>Legally Exempt Child Care Providers sign a statement of understanding certifying that they have reviewed The Legally Exempt Child Care Provider Requirements publication from the Vermont Department for Children and Families, and that they are and will remain in compliance with those requirements while providing Legally Exempt Child Care. These requirements explicitly require the Provider:</p> <p>"...shall have knowledge of, account for the activities of, and remain in close proximity to the child(ren) at all times in order to assure immediate intervention to safeguard the child(ren) from harm"</p>
	Behavior management	NA	NA
	<p>Other</p> <p>Describe: Legally Exempt Child Care providers are notified in writing by the local child care resource and referral agency about available trainings.</p>	<p>Legally Exempt Child Care providers are notified in writing by the local child care resource and referral agency about available trainings.</p>	<p>Legally Exempt Child Care providers are notified in writing by the local child care resource and referral agency about available trainings.</p>

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

providers? (§98.41(A)(ii)(A))

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

Describe the different requirements:

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

http://dcf.vermont.gov/cdd/child_care_licensing

3.1.4 Effective enforcement of the CCDF health and safety requirements. For providers who care for children receiving CCDF assistance and who are NOT subject to the enforcement procedures described in 3.1.2 for licensed providers, please describe how the Lead Agency enforces the CCDF health and safety enforcement requirements. [Complaints may be submitted to Licensing via an 800 phone number or BFIS. Licensing will assess the complaint and may conduct a site visit, sometimes in conjunction with Family Services Division if child abuse or neglect is described.](#)

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

[Complaints may be submitted to Licensing via an 800 phone number or BFIS. Licensing will assess the complaint and may conduct a site visit, sometimes in conjunction with Family Services Division if child abuse or neglect is described.](#)

b) Describe whether the Lead Agency uses background checks

[Yes, Legally Exempt Child Care providers \(and their household members\) must pass the same background check process as regulated providers.](#)

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:

[Implicit in the Provider Rate Agreement](#)

No

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

[NA](#)

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

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

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Yes.
Describe

Vermont encourages child care programs to screen and refer children to "Children's Integrated Services" unit (CIS) within the Division.

<http://dcf.vermont.gov/cdd/cis>

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

[A list of approved developmental screening tools are available on the CIS website.](#)

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

[Children whose screening results identify concerns are referred to CIS for further evaluation and services if necessary.](#)

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)).

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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?

[aggregate violations by type annually](#)

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.

[Vermont's QRIS \(STARs\) system utilizes regulatory history as an element of the point needed to progress in and maintain STARs. BFIS provides information regarding STARs participants. Evaluation of STARs capacity is an indirect measure.](#)

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.)

Effective Date: 01-OCT-13

Goal #1:

Create a guidance manual to support the newly promulgated child care regulations to ensure consistency of interpretation and application, and to provide resources to providers to increase the quality of their services.

Goal #2:

Increase the number of regulated providers in order to increase the capacity of safe and healthy services available to benefit Vermont children.

Goal #3:

Work with the Vermont Department of Health, and other partners, to plan and implement universal developmental screening and referral for young children across service sectors, including early care and education programs.

NEW!

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



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

3.2 Establishing Voluntary Early Learning Guidelines (Component #2)

For purposes of this section, voluntary early learning guidelines (also referred to as early

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

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

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

If yes, insert web addresses, where possible:

http://dcf.vermont.gov/sites/dcf/files/pdf/cdd/care/2006-03-29-VELS_booklet.pdf

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

Vermont Agency of Education and the Vermont Early Learning Guidelines are also available on the CDD website http://dcf.vermont.gov/sites/dcf/files/pdf/cdd/care/2006-03-29-VELS_booklet.pdf and the parent guide is http://dcf.vermont.gov/sites/dcf/files/pdf/cdd/care/2006-VELS_Parent_Guide.pdf

 **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.**

Effective Date: 01-OCT-13

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

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


3.2.3 To whom are the early learning guidelines disseminated and in what manner?

Check all audiences and methods that your State/Territory has chosen to use in the chart below.

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


Practitioners in elementary schools	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other. List:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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- 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.

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

None.

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

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

Effective Date: 01-OCT-13

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

Yes.

Describe:

TS Gold is required for programs participating in publicly funded pre-k services and for programs serving preschool children who apply for 4 or 5 points in the Program Practice arena of STARS.

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

Yes.

Describe:

This is required to be documented in STARS and is an expectation of public prek programs.

No

Other.

Describe:

NA

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

Yes.

Describe:

No

Other.

Describe:

There may be variations in this practice.

No

Other.
Describe:

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

Yes.

Describe:

The State of Vermont conducts its valid, reliable, and developmentally appropriate statewide Kindergarten Readiness Survey annually. Kindergarten teachers complete it to assess the school readiness of children entering kindergarten.

Young children enrolled Head Start and Early Head Start programs and young children enrolled in the state-funded pre-k program use Teaching Strategies Gold. Teaching Strategies Gold is a valid, reliable and age-appropriate formative assessment to track the readiness of children.

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

Yes.

Describe:

The statewide Kindergarten Readiness Survey has items covering five domains: 1) cognitive development, 2) socio-emotional development, 3) wellness (physical health and development), 4) approaches to learning, and 5) communication. It covers many of the developmental domains of the Head Start Child Development and Early Learning Framework.

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:

Kindergarten teachers complete the Kindergarten Readiness Survey to assess the school readiness of all children entering kindergarten in Vermont.

Teaching Strategies Gold is used on all young children in Head Start, Early Head Start, state-funded pre-k, and child care programs which hold a Teaching Strategies Gold license.

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:

Data from the Kindergarten Readiness Survey and the Teaching Strategies Gold formative assessment are not yet currently linked to the statewide longitudinal data system being developed and constructed by the Vermont Agency of Education. Strong consideration is being made to make these linkages happen in the future.

No

Not applicable. State does not have an SLDS.

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

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

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

Describe (optional):

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?

[New Vermont Early Learning Guidelines are under development. This question will help the lead agency consider performance measures related to dissemination and implementation of early learning guidelines in the future.](#)

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

[New Early Learning Guidelines are under development. This question will assist the development of plans related to early learning guidelines and their implementation in the future.](#)

3.2.8 Goals for the next Biennium -

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

Effective Date: 01-OCT-13

Goal #1:

Develop and implement training to support use of revised infant - grade 2 ELGs by early care and education practitioners and programs.

Goal #2:

The goal is to finalize a revised edition of Vermont Early Learning Standards (VELS). The revised VELS will expand the ages covered to include infancy through second grade. This work is currently in progress.

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

Effective Date: 01-OCT-13

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

Vermont's QRIS is designed to bring together key entities that relate to quality of child care. The Agency of Education and the Child Development Division are advised by a 15 member statewide QRIS (STARS) advisory committee that includes representatives from Head Start, Parent Child Centers, Family Child Care home providers, Afterschool Providers, Northern Lights Career Development Center, licensing staff among others. The legislatively approved rules for Vermont's QRIS provide the framework for continually improving and evaluating the system. The Statewide Professional Development committee advises the state specifically on all aspects of the professional development system.

3.3.1 Element 1 - Program Standards

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

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

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

Describe:

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

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

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

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

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

Describe:

Good regulatory history over time (1-5 years or more) is recognized.

Not linked.

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

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

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

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

Other.


Describe:

None.

3.3.2 Element 2 - Supports to Programs to Improve Quality

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

Effective Date: 01-OCT-13

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

None. **skip to 3.3.3.**

Types and Purposes of Support	Information or Written Materials	Training	On-Site Consultation
<input checked="" type="checkbox"/> Attaining and maintaining licensing compliance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

<input checked="" type="checkbox"/> Attaining and maintaining quality improvement standards beyond licensing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Attaining and maintaining accreditation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Providing targeted technical assistance in specialized content areas:			
Health and safety	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Infant/toddler care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
School-age care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Inclusion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Teaching dual language learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Business management practices	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Other. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Describe:

[On site mentoring and consulting](#)

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

- Yes.

Describe:


QRIS Administrators (2) statewide network of Resource and Referral Specialists' (15) provide in person, on-line and by phone support for programs that wish to enter or move up in the QRIS

- No
 - Other.
- Describe:

3.3.3 Element 3 - Financial Incentives and Supports

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

Effective Date: 01-OCT-13

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

None. **skip to 3.3.4.**


Types of Financial Incentives and Supports for Programs	Child Care Centers	Child Care Homes	License-Exempt Providers
<input type="checkbox"/> Grants to programs to meet or maintain licensing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Grants to programs to meet QRIS or similar quality level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> One-time awards or bonuses on completion of quality standard attainment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Tiered reimbursement tied to quality for children receiving subsidy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/> On-going, periodic grants or stipends tied to improving / maintaining quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Tax credits tied to meeting program quality standards	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Other. Describe: Paying national accreditation fees	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3.3.4 - Element 4 - Quality Assurance and Monitoring

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

Effective Date: 01-OCT-13

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

None. **skip to 3.3.5.**

Types of Program Quality Assessment Tools	Child Care Centers	Child Care Homes	License-Exempt Providers
<input checked="" type="checkbox"/> Environment Rating Scales (e.g., ECERS, ITERS, SACERS, FDCRS) Describe, including frequency of assessments. Renewal (three year interval) or when moving up in points in the QRIS	<input checked="" type="checkbox"/> Infant/Toddler <input checked="" type="checkbox"/> Preschool <input checked="" type="checkbox"/> School-Age	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Classroom Assessment Scoring System (CLASS) Describe, including frequency of assessments. Programs can use CLASS in the QRIS in lieu of ERS if ERS has been used previously in STARS	<input checked="" type="checkbox"/>	N/A	<input type="checkbox"/>

<input type="checkbox"/> Program Administration Scale (PAS) for child care centers or Business Administration Scale (BAS) for family child care homes Describe, including frequency of assessments. <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Customized instrument, including submission of written documentation, developed for State/Territory quality improvement system. This may include instruments developed for quality improvements in 21st Century Learning Center programs Describe, including frequency of assessments. <input type="text"/> <p>YPQI This is an option for school age programs in the QRIS to be used upon renewal or application</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other. Describe: <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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


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

All programs (Including Head Start and Accredited and public preschool programs must be in regulatory compliance and have a good regulatory history)

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 be 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:

NA

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:

[CDD website and State Advisory Council website](#)


None.

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

Vermont's major concentration of culturally and linguistically diverse families is located in the Chittenden County and our major urban center of Burlington. The CCCSA in that region is actively involved in refugee resettlement, provides translation services and outreach and is a recent recipient of a LAUNCH award. In addition, the agency has been piloting a comprehensive child care provider training project for refugees in that community.

3.3.6. Quality Rating and Improvement System (QRIS)

Effective Date: 01-OCT-13

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

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

Participation is voluntary for:

all types of DCF regulated early childhood and afterschool programs

Participation is mandatory for:

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

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

State/Territory is in the development phase

State/Territory has no plans for development

Other.

Describe:



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

Child care centers

Group child care homes

Family child care homes

In-home child care

License exempt providers

Early Head Start programs



Head Start programs



Pre-kindergarten programs



School-age programs



Other.

Describe:

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

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please describe:

NA

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

Effective Date: 01-OCT-13

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



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

Describe(optional)

data not yet reliable



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

Describe(optional)

[data not yet reliable](#)



Program scores on program assessment instruments.

List instruments:

[ERS, YPQI, CLASS](#)

Describe(optional)

[NA](#)



Classroom scores on program assessment instruments.

List instruments:

[NA](#)

Describe(optional)

[NA](#)



Qualifications for teachers or caregivers within each program.

Describe(optional)

[NA](#)



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

Describe(optional)

[BFIS data](#)



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)

[CCDF assistance children data in BFIS](#)



Other.

Describe:

[NA](#)



None.

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

[In development](#)

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

[Evaluation and improvement of Vermont's QRIS is ongoing through the work of the STARS Oversight Committee made up of stakeholders and agencies' representatives. The Oversight Committee has benefited from technical assistance on evaluation/validation from Donna Bryant and Kelly Maxwell, from the Frank Porter Graham Center. Each Arena of STARS has been subject to review and improvement and currently plans to improve the reliability of ERS assessments as well as the provider awareness of and use of the ERS is underway. CDD is also working with partners on the next Race to The Top application and a full evaluation of STARS and validation of its standards will be part of that application.](#)

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?

Goal #1:

Improve the effectiveness of the Families and Community Arena through providing technical assistance about the Strengthening Families Protective Factors so that the standards of the QRIS in can be most effectively met.

Goal #2:

Validating the effectiveness of the Program Practices arena of the QRIS is very important. This includes assuring reliable practices in the formal ERS assessments as well as increased education of the workforce about the ERS tool and support for mentoring in its use.

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

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

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

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

Effective Date: 01-OCT-13

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

The statewide Professional Preparation and Development (PPD) committee which is a subcommittee of the State Advisory Council is key to providing input and direction to all aspects of the PD system. It is an active diverse committee made up of stakeholders and training organizations such as CCR&Rs, VAEYC, Head Start, Agency of Education, Child Development Division, Department for Children and Families, Center Based providers, Parent Child Centers and others participate. An average of 15-20 participate in 5 meetings annually with notes and information between meetings. The Vermont Center for Afterschool Excellence (now Vermont Afterschool) participates through work on the PPD subcommittee the "Professional Development Think Tank" to help ensure alignment across settings and sectors. The Think Tank meets monthly. The PPD also serves as an advisory committee to the Northern Lights Career

3.4.1 Workforce Element 1 - Core Knowledge and Competencies

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

Effective Date: 01-OCT-13



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

Yes

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

Other.
Describe:

If yes, insert web addresses, where possible:

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:

[Documentation of professional development forms and course/training descriptions in the statewide BFIS course calendar note the areas of knowledge and competencies provided in the training. Providers can search the calendar for training in core areas of knowledge.](#)

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:

Director Credential includes targeted coursework-such as legal and financial issues and human resource management. Other courses from the apprenticeship program including curriculum development, child development, leadership and supervision and program management are also part of the director credential but they also count for apprenticeship and contribute to toward an associate degree.

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

Describe:

Training on mentoring has been delivered by the VCCICC in partnership with the NLCDC and is aligning and supportive of the work on developing standards for mentoring consulting services in Vermont (MATCH).

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

Describe:

Other.

Describe:

None.

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

Birth-to-three

Three-to-five

Five and older

Other.


Describe:

None.

3.4.2 Workforce Element 2 - Career Pathways

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

Effective Date: 01-OCT-13

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

Yes.

Describe:

The Vermont career pathways have Levels I through VI: Level I= Successful Completion of a 45 hour introductory course with an observation or approved equivalent, Level II= CDA , Level III – Completion of Registered Apprenticeship or Community College Certificate or 21 related college credits , Level IIIB Associate Degree in a related field or Assoc, Degree and 21 related credits, Level IV BA in early childhood education or related field or BA and 30 related credits, Level V A &VI A = MA or Doctorate Degree in a related field, Levels IV A , V A and, VI A can changed to a next level of “B” with achieving Agency of Education Licensure and appropriate endorsement. Each level requires a current professional development plan and from 1 to two years experience.

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

Insert web addresses, where possible: <http://northernlightscdc.org/career-pathways/early-childhood-pathways/>

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

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

Describe:

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

Describe:

Administrators in centers (including educational coordinators, directors).

Describe:

Director Credential is available but not yet required

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

Describe:

Training for mentoring and supporting the learning of adults is available but not yet required except for instructors in the instructor registry. The new Early Childhood Family Mental Health Credential will be pertinent for many but not all that provide consultation services.

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

Describe:

Other.

Describe:

All positions listed above have access to PD resources in the system and licensing standards describe the qualifications (Levels of achievement) required for the position.

None.

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

Infants and toddlers

Preschoolers

School-age children

Dual language learners

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

special needs

Other.

Describe:

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:

Currently, the career pathways credentials and certificates are referenced as qualifications but their comparable equivalent is also accepted.

None.

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

Yes.

If yes, describe:

The Northern Lights Career Development Center is charged with verifying documentation pertaining to a career pathway certificate. Criteria for verification is on the NLCDC website. The Bright Futures Information System also has a column on the individual providers credential account for the NLCDC to indicate in the information has been verified.


No.

3.4.3 Workforce Element 3 - Professional Development Capacity

Definition - For purposes of this section, professional development incorporates higher

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

Effective Date: 01-OCT-13


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

Yes.

If yes, describe:

The Professional Preparation and Development Committee and the NLCDC has examined the issues identified regional “distance gaps” and other related issues and works to promote and inform providers about the availability of college courses and degree opportunities <http://northernlightscdc.org/?s=college+courses> There has been a concerted effort with support from a variety of sources to promote and share with Vermont practitioners information about higher education opportunities. The first college fair for child care providers occurred in Bennington and more will happen at the VAEYC conference.

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:

If yes, describe The CDD conducted a survey of the workforce in 2011 and found there was a range of opinions about the availability and accessibility of advanced 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:

Trainer approval process.

Describe:

[There is a searchable instructor registry that identifies qualified instructors.](#)

Training and/or technical assistance evaluations.

Describe:

[NLCDC with CDD funding evaluates some core courses including: the 45 hr "Fundamentals" class \(required to attain a Level I Certificate\) and the "Beyond Fundamentals" modules that are designed to align with CDA content and lead to a Level II certificate.](#)

Other.

Describe:

None.

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

Yes.

If yes, describe:

[These are currently between colleges and determined by the institutions.](#)

No.

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

Yes.

If yes, describe:

Springfield College accepts well documented training and recognizes the documentation of professional forms used by the PD system. They are generally helpful as well when applying for credit for prior learning offered through Community College of Vermont and Johnson State College.

No.

3.4.4 Workforce Element 4 - Access to Professional Development

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

Effective Date: 01-OCT-13



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

Yes. If yes, for which sectors?

Child care

Head Start/Early Head Start

Pre-Kindergarten

Public schools

Early intervention/special education

Other.

Describe:

Providers who are legally exempt from being licensed or registered can participate in training offered through CCR&Rs.

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:

There is a statewide system of professional development with core competencies, career ladder and many approved sponsors of training and there is system to record provider participation and academic achievement the Bright Futures Information System.

No.

Insert web addresses, where possible: <http://northernlightscdc.org/>

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

Scholarships.

Describe:

College tuition assistance for child care providers not employed by the public school and on a public school teachers salary.

Free training and education.

Describe:

Many trainings provided though CCR&Rs are free or low cost, trainings at Starting Points Networks are generally free.

Reimbursement for training and education expenses.

Describe:

Providers can be reimbursed for some college tuition expenses and for CDA assessment fees.

Grants.

Describe:

Loans.

Describe:

Loan forgiveness programs.

Describe:

Substitute pools.

Describe:

Release time.

Describe:

Other.

Describe:

Bonuses for achieving Career Ladder Certificates with reflect Credentials, College Coursework and Degrees.

None.

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

Yes.

If yes, describe:

Career Advisement can be attained through discussion with staff and the Northern Lights Career Development Center and several seminars and regional events organized by the NLCDC have been designed to support others such a CCR&R staff and college personnel to be able to advise early childhood /school age practitioners. Staff at the Vermont Center for Afterschool Excellence (Vermont Afterschool) also advise afterschool providers.

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:

There is a wide array of advisors and part of the goal of developing a statewide system called MATCH is to acknowledge them and provide some level of support for their work and help connect with the workforce that could benefit from their expertise. Vermont is part of the Learning Table Technical Assistance on Technical Assistance Systems and this is helping us move our MATCH model forward.

No.

3.4.5 Workforce Element 5 - Compensation, Benefits and Workforce

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

Effective Date: 01-OCT-13



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

Yes.

If yes, describe:

No.



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

Yes.

If yes, describe:

One time bonuses for approximately 9 different Achievements on the Career Ladder. The Career Ladder includes credentials, college courses and degrees.

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).

Effective Date: 01-OCT-13

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

Data on the size of the child care workforce.

Describe (optional):

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:

Vt. Is in the process of deploying a new version of our Child Care System (BFIS), the new version will allow us the ability to extract the data regarding the child care workforce. More information will be available after data is reviewed and updated to reflect the actual workforce indicators.

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:

All staff working in regulated centers and registered homes are in Vermont's Bright Futures Information System data base.

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

All staff working in regulated centers and registered homes are in Vermont's Bright Futures Information System data base.

Administrators in centers (including educational coordinators, directors).

Describe:

All staff working in regulated centers and registered homes are in Vermont's Bright Futures Information System data base.

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.

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?

The Statewide Professional Development Committee (which includes the Northern Lights Career Development Center and the CDD) has used the NAEYC Professional Development System Guidelines to inform and evaluate Vermont's PD system and conducted a survey to gather feedback from the workforce that was informed by the NAEYC recommended components of a PD System.

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.

Beginning in October 2013 there is a plan to use a common evaluation tool for all trainings sponsored and/or funded by CCDF funds. This tool was developed through the work of the PD Think Tank and the PPD and was piloted for three months. A few core questions on the evaluation will help determine the effectiveness and applicability of the training and requires that there be at least one clear objective of the training.

3.4.7 Goals for the next Biennium -

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

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

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

Effective Date: 01-OCT-13

Goal #1:

Develop data on the workforce through complete information in BFIS .

Goal #2:

Evaluate the quality of the learning opportunities in the PD System.

Goal #3:

Continue to increase the number of providers attaining NLCDC certificates.

Goal #4:

Bring TEACH to VT to assist in addressing gaps in the system.