Child Care and Development Fund (CCDF) Plan

FFY 2016-2018

I. Implementation Plan Updates

1.8 Disaster Preparedness and Response Plan

The CCDBG Act of 2014 added a requirement that States and Territories must include a Statewide Child Care Disaster Plan for coordination of activities with the State/Territory human services agency, emergency management agency, child care licensing agency, State/Territory local resource and referral agencies, and the State Advisory Council (SAC) or other state-designated cross-agency body if there is no SAC. (658E(c)(2)(U)) The Statewide Child Care Disaster Plan must include:

- Guidelines for continuing CCDF assistance and child care services after a disaster, which may include provision of temporary child care, and temporary operating standards for child care after a disaster.
- Requirements that child care providers receiving CCDF have in place procedures for evacuation, relocation, shelter-in-place, lock-down, communication and reunification with families, continuity of operations, accommodation of infants and toddlers, children with disabilities, and children with chronic medical conditions.
- Requirements that child care providers receiving CCDF have in place procedures for staff and volunteer emergency preparedness training and practice drills.

1.8.1 Describe the status of State/Territory’s Statewide Child Care Disaster Plan.

- Fully implemented and meeting all Federal requirements outlined above by March 1, 2016. If applicable, describe additional ways the State/Territory addresses the needs of children receiving CCDF before, during and after a disaster or emergency, not already incorporated into the Statewide Child Care Disaster Plan. If available, please provide a link to the disaster plan.

Policies have been incorporated into Bulletin 139, §309, §311, and §313 and Bulletin 137 §1921 that include Emergency Preparedness Disaster Plan, training, and drills. The policy changes have also been incorporated into the Provider Certification agreements and internal procedures. The department also created an emergency disaster preparedness checklist for the family child care and in home providers to sign and return. There is information on the department website about emergency preparedness here.

- Not implemented. The State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and
Overall Target Completion Date (no later than September 30, 2016) September 30, 2016

Overall Status – Describe the State/overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other) Substantially Implemented

Implementation requirement(s) – Identify any requirement(s) implemented to date if applicable
For Licensed Providers, Family Home Providers and In-Home Providers – Requirement #1 – Guidelines for continuing CCDF assistance and child care services after a disaster, which may include provision of temporary child care, and temporary operating standards for child care after a disaster.

For Licensed Providers – Requirement #2 – The requirement that child care providers have in place procedures for evacuation, relocation, shelter-in-place, lock-down, communication and reunification with families, continuity of operations, accommodation of infants and toddlers, children with disabilities, and children with chronic medical conditions is unmet.

Unmet requirement – Identify the requirement(s) not fully implemented
Requirement #2 – The requirement that child care providers have in place procedures for evacuation, relocation, shelter-in-place, lock-down, communication and reunification with families, continuity of operations, accommodation of infants and toddlers, children with disabilities, and children with chronic medical conditions is unmet. Requirement #3 – The requirement that child care providers have in place procedures for staff and volunteer emergency preparedness training and practice drills is unmet.

Tasks/Activities – What specific steps will you take to implement complete the unmet requirement(s) (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

2.2 Consumer and Provider Education Information

The CCDBG Act of 2014 added a purpose of the child care program “to promote involvement by parents and family members in the development of their children in child care settings.” (658A(b)(3)) The consumer education requirements address multiple topics that parents and family members need in order to make informed choices and act as their most important teacher and advocate. Lead agencies must certify that they will collect and disseminate the following information through resource and referral agencies or other means. (658E(c)(2)(E))
2.2.1 The State/Territory certifies that it collects and disseminates the following information to parents, providers and the general public:

- Information about the availability of the full diversity of child care services that will promote informed child care choices,
- Availability of child care assistance,
- Quality of child care providers (if available),
- Other programs (specifically Temporary Assistance for Needy Families (TANF), Head Start and Early Head Start, Low-Income Home Energy Assistance Program (LIHEAP), Supplemental Nutrition Assistance Program (SNAP), Women, Infants and Children (WIC) program, Child and Adult Care Food Program (CACFP), Medicaid and State Children’s Health Insurance Program (SCHIP)) for which families may also qualify,
- Individuals with Disabilities Education Act (IDEA) programs and services,
- Research and best practices in child development, including all domains of early childhood development, including social and emotional development, cognitive, and physical health and development (particularly healthy eating and physical activity), and meaningful parent and family engagement,
- State/Territory policies regarding the social-emotional/behavioral and early childhood mental health of young children, which may include positive behavioral intervention and support models, and policies on expulsion of preschool-aged children (children from birth to five for purposes of this requirement) in early childhood programs receiving CCDF.

☑ Yes. The State/Territory certifies as of March 1, 2016 that it collects and disseminates the above information to parents, providers and the general public. Describe using 2.2.2 through 2.2.7 below.

☒ No. If no, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

- Overall Target Completion Date (no later than September 30, 2016) 9/30/2016
- Overall Status – Describe the State/Territory’s overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other) Substantially implemented
- Implemented requirement(s) – Identify any requirement(s) implemented to date if applicable
  - Information about the availability of the full diversity of child care services that will promote informed child care choices,
  - Availability of child care assistance,
  - Quality of child care providers (if available),
• Individuals with Disabilities Education Act (IDEA) programs and services.
• Research and best practices in child development, including all domains of early childhood development, including social and emotional development, cognitive, and physical health and development (particularly healthy eating and physical activity), and meaningful parent and family engagement.
• State/Territory policies regarding the social-emotional/behavioral and early childhood mental health of young children, which may include positive behavioral intervention and support models, and policies on expulsion of preschool-aged children (children from birth to five for purposes of this requirement)) in early childhood programs receiving CCDF.

○ Unmet requirement – Identify the requirement(s) to be implemented

Other programs (specifically Temporary Assistance for Needy Families (TANF), Head Start and Early Head Start, Low-Income Home Energy Assistance Program (LIHEAP), Supplemental Nutrition Assistance Program (SNAP), Women, Infants and Children (WIC) program, Child and Adult Care Food Program (CACFP), Medicaid and State Children’s Health Insurance Program (SCHIP)) for which families may also qualify

○ Tasks/Activities – What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.) Information on some of these programs are found on the LDE’s Louisiana Believes website. However, the rest will be on the new “Consumer Education” webpages that are currently being developed

○ Projected start date for each activity 1/15/2016
○ Projected end date for each activity 9/30/2016

○ Agency – Who is responsible for complete implementation of this activity
Louisiana Department of Education

○ Partners – Who is the responsible agency partnering with to complete implementation of this activity
Office of Technology Support

2.2.2 Describe how the State/Territory makes information available about the full diversity of child care services that will promote informed child care choices, including consumer-friendly strategies such as materials that are culturally responsive and in multiple languages as needed that reflect the literacy levels of consumers, and are easy to access

a) Describe how the State/Territory makes information about the full diversity of child care services available to 1) parents of eligible children, 2) providers and 3) the general public

The CCDF Lead Agency, in response to Act 717 (2014 Legislative Session), is working with each Community Network to develop a coordinated enrollment system. Coordinated enrollment
ensures all providers in the Network are
1) coordinating their information campaigns to inform families of options,
2) coordinating eligibility determination to let families know what they qualify for,
3) coordinating applications so families can apply for all programs through one application,
and
4) matching families to their highest preference based on eligibility and availability.

This presentation is an example of a working session held with Community Networks across the state to conduct coordinated enrollment. As a reminder, Community Networks include all providers (schools, child care and Head Start/Early Head Start). Therefore, they are working together to place children where their families feel their children are best suited.

As Community Networks are developing their coordinated enrollment systems, the Community Network continues to establish partnerships, including with pediatricians, faith-based services, etc. The CCDF Lead Agency oversees the coordinated enrollment work of each Community Network, according to state regulation.

Every publicly-funded program other than family day home (family day care home or in-home) is required to participate in the coordinated enrollment system in order to receive public funds and/or be licensed to operate in Louisiana.

In addition, the Early Childhood webpage contains links to pages with resources for parents, providers, and the general public. The web pages provide parents with information on the diversity of child care services, the available child care options in their areas, etc. Parents are provided information on applying for child care assistance and on choosing a child care option.

b) Describe what you provide and how (i.e., methods such as written materials, direct communication, etc.)

The Lead Agency partners with the Community Networks to be the primary communicators to families about options. The Lead Agency directly, primarily through its website, provides information to families - with links to licensing and quality rating information and general advice on selecting among early childhood options.

c) Describe who you partner with to make information about the full diversity of child care choices available

The Lead Agency partners with Community Networks through coordinated enrollment to inform families. In addition, the Lead Agency provides information about providers through its
website, with links to licensing and quality rating information and general advice on selecting among early childhood options. As a reminder, Community Networks include all providers (schools, child care and Head Start/Early Head Start). Therefore, they are working together to place children where their families feel their children are best suited.

2.2.8 Coordination with Other Partners to Increase Access to Developmental Screenings

The State/Territory must develop and describe procedures for providing information on and referring families to existing developmental screening resources and services. (658E(c)(2)(E)(ii)) At a minimum, the State/Territory must establish procedures to provide information to families and child care providers on:

(1) Early and Periodic Screening, Diagnosis, and Treatment program under the Medicaid program carried out under Title XIX of the Social Security Act (42 U.S.C. 1396 et seq.) and developmental screening services available under section 619 and part C of the Individuals with Disabilities Education Act (20 U.S.C. 1419, 1431 et seq.); and (2) a description of how a family or child care provider receiving CCDF may utilize the resources and services to obtain developmental screenings for children receiving CCDF who may be at risk for cognitive or other developmental delays, which may include social, emotional, physical, or linguistic delays. Describe the status of the State/Territory’s procedures for providing information on and referring families to existing developmental screening services.

☐ Fully implemented and meeting all Federal requirements outlined above by March 1, 2016. List the Lead Agency policy citation(s) Click here for the guidebook and:

a) Describe procedures, including timelines for when infants, toddlers and preschoolers should be screened

The state has created a Developmental Screenings Guidebook available to families and providers. The Guidebook provides information on the periodicity at which developmental screenings should occur and recommendations to providers and families to ensure that they take place in the time frame for which they should be done. Although not a screener, the child assessment: GOLD® is being utilized by the state in programs serving publicly-funded children. Teachers have the ability to reflect on children’s progress as they administer the assessment throughout routine activities. The LDE has provided a number of professional development opportunities (e.g. Teacher Leader Collaboratives and the Teacher Leader Summit) to support teachers on the use of assessment information as a tool to guide conversations with families and other staff in order to make recommendations for additional screening and/or evaluation.

b) Describe how CCDF families or child care providers receiving CCDF may utilize the resources and services to obtain developmental screenings for CCDF children at risk for cognitive or other developmental delays
The Developmental Screenings Guidebook is now available on the LDE website as a resource for families, providers and CCR&R staff. A link to the Developmental Screenings Guidebook was advertised through the LDE Early Childhood Connect newsletter which is disseminated to all early childhood networks and programs throughout the state. CCR&R Staff have received information on how to use the tool in their work with providers, and additional information on this resource will be made available at upcoming Teacher Leader Collaboratives and/or the Teacher Leader Summit in the summer of 2017.

☒—Not implemented. If not implemented, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

☐—Overall Target Completion Date (no later than September 30, 2016) 9/30/2016

☐—Overall Status—Describe the State/Territory’s overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other) Not yet started

• Implemented requirement(s) — Identify any requirement(s) implemented to date:

• Unmet requirement — Identify the requirement(s) not fully implemented

Requirement #1: The requirement to provide information to families and child care providers on Early and Periodic Screening Diagnosis, and Treatment program under the Medicaid program.

Requirement #2: To provide information to families and child care providers a description of how a family or child care provider receiving CCDF may utilize the resources and services to obtain developmental screenings for children receiving CCDF who may be at risk for cognitive or other developmental delays, which may include social, emotional, physical, or linguistic delays, has been partially implemented.

☐—Tasks/Activities — What specific steps will you take to implement the requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.) Agency — Who is responsible for complete implementation of this activity

Requirement #1
At present, improving coordination for developmental screening across state agencies is a priority of both the LDE and DHH, specifically efforts to improve information on and referrals for EPSDT services. Developmental and health screening information is requested from physicians for every child referred to EarlySteps who is undergoing eligibility determination. In addition, annually families are asked to schedule their EPSDT well child visit for other health and developmental screening services according to the periodicity schedule as part of the development of the child’s annual eligibility determination and program plan development. All children referred to EarlySteps for developmental delay receive developmental screening unless recently conducted by the referral source.

Part C program receives referrals from child care usually with a stated developmental concern but without evidence of developmental screening results.

The DHH Office of Public Health (OPH) Bureau of Family Health (BFH) is planning to lead a cross-agency workgroup to increase developmental screening, in particular with a focus among children 10-71 months (Title V Maternal and Child Health Block Grant National Performance Measure #6 “% of children ages 10-71 months receiving a developmental screening using a parent completed screening tool”). The plan encompasses articulating a Louisiana-specific comprehensive operational definition of developmental screening (to include physical, social, emotional, environmental, autism, and ADHD screening); increase appropriate screening by primary care providers; and seek to develop a mechanism to monitor timely referral and follow up. LDE will work with the Office of Public Health Title V MCH Block Grant program through the Bureau of Family Health on the performance measure “% of children ages 10-71 months receiving a developmental screening using a parent completed screening tool”.

Task/Activities — What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

- Convene stakeholders to:
  - Conduct a survey of stakeholder groups on current activities designed to provide information on developmental screenings and coordinate with other screening initiatives in the state
such as the DHH OPH Title V Maternal Child Health Programs (OPH Bureau of Family Health as central point of contact)

- Use survey results to determine strengths and gaps in procedures for ensuring dissemination of information on and referring families for developmental screening services
- Develop a Plan of Action to address gaps
- Develop a communication and dissemination plan
- Create a timeline for dissemination of information and implementation of strategies to address gaps

- Project start date: March 1, 2016
- Projected end date: March 31, 2016
- Responsible agency: Department of Education
- Partners: Include, but not limited to representatives from LDE and DHH (IDEA Part C Program and OPH Bureau of Family Health), Inclusion Workgroup members, Early Childhood Advisory Council members

Task/Activities – What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

- Conduct state-wide surveys of child care providers (and others) on level of understanding of developmental screenings and referral processes for families
  - Collect and analyze data from surveys to determine future/additional steps needed
  - Use data to support Plan of Action created by stakeholder group
- Project start date: Baseline survey: April 1, 2016
- Project end date: End of period survey – August 30, 2016
- Responsible agency: Department of Education
- Partners: DHH, Head Start, Public and Nonpublic school PreK programs, Early Childhood Community Network Lead Agencies, etc.

Task/Activities – What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

- Develop/Access tools and resources for families and others which may include, but not be limited to:
  - On-line/printable Informational resources (brochures, pamphlets)
  - Webinars (for families and/or providers)
  - On-line courses (for providers)
• Project start date: April/May, 2016
• Projected end date: August 30, 2016
• Responsible agency: Department of Education
• Partners: Include, but not limited to, representatives from LDE and DHH, Inclusion Workgroup members, Early Childhood Advisory Council members

Task/Activities — What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

- Quarterly meetings with Resource and Referral Agencies to ensure effective implementation of Plan of Action and determine gaps
  - Project start date: January 31, 2016
  - Project end date: August 30, 2016
  - Responsible agency: Department of Education
  - Partners: Child Care Agencies and LDE child care licensing staff

Requirement #2

The Departments of Education (LDE) and Health and Hospitals (DHH) do provide families and child care centers with information on developmental screening services. Current activities include:

- DHH provides materials and resources related to referrals to EarlySteps as well as opportunities for developmental screening. DHH is the lead agency for the IDEA, Part C program called EarlySteps and provides services to families with infants and toddlers birth to thirty-six months who have a medical condition likely to result in a developmental delay, or who have delays.

- Any child can be referred to EarlySteps by contacting their regional System Point of Entry (SPOE) contact. When the SPOE receives the referral, the family is contacted to begin the eligibility process which begins with developmental screening. For children who are not found eligible for Part C, the next 2 age-appropriate Ages and Stages Questionnaires (ASQ) are provided to the family so that they can self-monitor their child’s progress. Families are also reminded about screening opportunities through their child’s EPSDT provider.

- Child Find: Children age three to five: Each Local Education Agency (LEA) ensures that all children with exceptionalities reside in the district in need of special education and related services are identified, located and evaluated. Child Find (BESE Bulletin 1508) services also include children who are suspected of having exceptionalities and in need of special
education, children who are homeless and those who are from migrant families. Each LEA must maintain the Child Find system under part B of IDEA, specifically, the identification, location, and evaluation of students from 3 through 21 years of age who are suspected of having a disability, a process which includes provision of information given to families.

Task/Activities — What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

- Convene stakeholders to:
  - Conduct a survey of stakeholder groups on current activities designed to provide information on developmental screenings and coordinate with other screening initiatives in the state such as the DHH OPH Title V Maternal Child Health Programs (OPH Bureau of Family Health as central point of contact)
  - Use survey results to determine strengths and gaps in procedures for ensuring dissemination of information on and referring families for developmental screening services
  - Develop a Plan of Action to address gaps
  - Develop a communication and dissemination plan
  - Create a timeline for dissemination of information and implementation of strategies to address gaps

- Project start date: March 1, 2016
- Projected end date: March 31, 2016
- Responsible agency: Department of Education
- Partners: Include, but not limited to representatives from LDE and DHH (IDEA Part C Program and OPH Bureau of Family Health), Inclusion Workgroup members, Early Childhood Advisory Council members

Task/Activities — What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

- Conduct state-wide surveys of child care providers (and others) on level of understanding of developmental screenings and referral processes for families
  - Collect and analyze data from surveys to determine future/additional steps needed
  - Use data to support Plan of Action created by stakeholder group

- Project start date: Baseline survey: April 1, 2016
- Project end date: End of period survey – August 30, 2016
- Responsible agency: Department of Education
- Partners: DHH, Head Start, Public and Nonpublic school PreK
Task/Activities – What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

- Develop/Access tools and resources for families and others which may include, but not be limited to:
  - On-line/printable informational resources (brochures, pamphlets)
  - Webinars (for families and/or providers)
  - On-line courses (for providers)
- Project start date: April/May, 2016
- Projected end date: August 30, 2016
- Responsible agency: Department of Education
- Partners: Include, but not limited to representatives from LDE and DHH, Inclusion Workgroup members, Early Childhood Advisory Council members

Task/Activities – What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

- Quarterly meetings with Resource and Referral Agencies to ensure effective implementation of Plan of Action and determine gaps
  - Project start date: January 31, 2016
  - Project end date: August 30, 2016
  - Responsible agency: Department of Education
  - Partners: Child Care Agencies and LDE child care licensing staff

2.3.1 Describe the status of State/Territory’s consumer education website.

☑ Fully implemented and meeting all Federal requirements outlined above by March 1, 2016. Provide the link to the website http://www.louisianabelieves.com/early-childhood and describe how the consumer education website meets the requirements to:

a) Share provider-specific information about health and safety, licensing or regulatory requirements met by the provider (including the last date of inspection, and any history of violations). Describe Provider specific information about health and safety, licensing or regulatory requirements for all providers is located on the website under the "Families" page that
includes a "Find an Early Learning Site" link for search by parents. This includes multiple ways to search including zip code, parish, provider name, license number, site type, quality rating, etc. The listing provides information on each provider to include inspections, last date of inspection, deficiencies and a plain language report of history of violations.

b) Include a description of health and safety requirements and licensing or regulatory requirements for child care providers. Describe

The website includes links to BESE Bulletins 137 and 139 that provide all health and safety requirements and licensing or regulatory requirements for child care providers. The website also includes an entry point link for "Quality Providers" that details the specific related requirements for licensed providers under "Licensed Centers" and same for CCDF providers under "Publicly-funded providers".

c) Include a description of the processes for licensing, background checks, monitoring, and offenses that prevent individuals from being providers. Describe

The website includes an entry point link for "Quality Providers" that details the processes for licensing for licensed providers under "Licensed Centers" and the process for registration and certification for CCDF licensed providers and licensed-exempt providers under "Publicly-funded providers, CCAP Providers". The website has a link under the "Quality Providers" section called "Criminal Background Checks" that includes the process for background checks and the offenses that prevent individuals from being providers of all types (licensed and licensed-exempt). The process for monitoring for Licensed providers is found under the "Quality Providers" entry point under the link "Licensed Centers". The process for monitoring for licensed exempt providers is found under the "Quality Providers" entry point under the link "Publicly-funded providers, CCAP Providers".

d) Provide information about the number of deaths, number of serious injuries as defined by the State/Territory and the number of incidences of substantiated child abuse in child care settings. Describe

This information is collected annually and displayed in simple chart format for all child care settings on the website under the "Families" page of the website under the link “Statistics for Child Care Providers”.

e) Describe how the website is consumer-friendly, for example, allowing multiple ways
to search for providers, defining terms such as exempt care and corrective action plans, presents the results of monitoring inspections in plain language, providing frequently asked questions, is accessible in multiple languages upon request and to persons with disabilities through multiple formats, differentiating between violations based on risk to children, and easy to locate and navigate. Describe

The website is consumer-friendly such as allowing multiple ways to search for providers including by site name, parish, site type, city ZIP, license number, etc., presents the results of monitoring inspections in plain language, and easy to locate and navigate.

☑—Not implemented. If not implemented, the State/Territory must provide a

State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date. Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

☐—Overall Target Completion Date (no later than September 30, 2016 for all components of the website except posting the results of the monitoring on the website which is November 19, 2017) 9/30/2016

☐—Overall Status — Describe the State/Territory’s overall status toward complete implementation for this requirement(s) (not yet started, in progress, partially completed, substantially completed, other) Substantially implemented

☐—Implemented requirement(s) — Identify any requirement(s) implemented to date if applicable

☐—Unmet Requirement — Identify the requirement(s) to be implemented:

Share provider-specific information about health and safety, licensing or regulatory requirements met by the provider (including the last date of inspection, and any history of violations)

☐—Tasks/Activities — What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Working with Office of Technology Support (OTS) and LDE Webmaster to determine method for sharing provider-specific information about health and safety, and regulatory requirements met by the provider for Family Child Care and In-Home Providers. Also working with OTS and the LDE Webmaster to determine best layout of the website to contain
the requirements of this section.

- Projected start date for each activity 7/1/2015
- Projected end date for each activity 11/19/2017
- Agency — Who is responsible for complete implementation of this activity Louisiana Department of Education
- Partners — Who is the responsible agency partnering with to complete implementation of this activity NA

- Unmet Requirement — Identify the requirement(s) to be implemented:
  A description of health and safety requirements and licensing or regulatory requirements for child care providers.

- Tasks/Activities — What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

  Working with Office of Technology Support (OTS) and LDE Webmaster to determine best layout of the website to contain the requirements of this section.

- Projected start date for each activity 7/1/2015
- Projected end date for each activity 9/30/2016
- Agency — Who is responsible for complete implementation of this activity Louisiana Department of Education
- Partners — Who is the responsible agency partnering with to complete implementation of this activity NA

- Unmet Requirement — Identify the requirement(s) to be implemented:
  A description of processes for licensing, background checks, monitoring, and offenses that prevent individuals from being providers.

- Tasks/Activities — What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

  Working with Office of Technology Support (OTS) and LDE Webmaster to determine best layout of the website to contain the requirements of this section.
• Projected start date for each activity 7/1/2015
• Projected end date for each activity 9/30/2016
• Agency – Who is responsible for complete implementation of this activity Louisiana Department of Education
• Partners – Who is the responsible agency partnering with to complete implementation of this activity NA

Unmet Requirement – Identify the requirement(s) to be implemented:

Provide annual aggregate information about the number of deaths, number of serious injuries as defined by the State/Territory and the number of incidences of substantiated child abuse in child care settings.

Tasks/Activities – What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Working with Office of Technology Support (OTS) and LDE Webmaster to determine best layout of the website to contain the requirements of this section.

• Projected start date for each activity 7/1/2015
• Projected end date for each activity 9/30/2016
• Agency – Who is responsible for complete implementation of this activity Louisiana Department of Education
• Partners – Who is the responsible agency partnering with to complete implementation of this activity NA

Unmet Requirement – Identify the requirement(s) to be implemented:

The website is consumer-friendly, for example, allowing multiple ways to search for providers, defining terms such as exempt care and corrective action plans, presents the results of monitoring inspections in plain language, providing frequently asked questions, is accessible in multiple languages upon request and to persons with disabilities through multiple formats, differentiating between violations based on risk to children and easy to locate and navigate.

Tasks/Activities – What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Working with Office of Technology Support (OTS) and LDE Webmaster to determine best layout of the website to contain the requirements of
3.1.5 Graduated Phase-Out of Assistance

The CCDBG Act of 2014 added a provision that requires States and Territories to provide for a graduated phase-out of assistance for families whose income has increased at the time of redetermination, but remains below the federal threshold of 85% of State median income. Providing a graduated phase-out supports long-term family economic stability by allowing for wage growth and a tapered transition out of the child care subsidy program. (658E (c)(2)(N)(iv)) This might be achieved through policies such as establishing a second income eligibility threshold at redetermination (e.g., establishing a different eligibility threshold for families first applying for assistance and those already receiving assistance, sometimes called and “exit threshold”) or by granting a sustained period of continued assistance to the family before termination.

Describe the status of the State/Territory’s policy regarding graduated phase-out of assistance.

☑ Fully implemented and meeting all Federal requirements outlined above by March 1, 2016. List the Lead Agency’s policy citation(s) and describe the policies and procedures for graduated phase-out Bulletin 139 §511:

A graduated phase-out of assistance for families whose income has increased at the time of redetermination, but remains below the federal threshold of 85% of State median income will receive two (2) additional months of assistance.

☒ Not implemented. The State must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste tables here. Your responses here will be consolidated electronically into an Implementation Plan summary report.

- Overall Target Completion Date (no later than September 30, 2016) 9/30/2016
- Overall Status – Describe the State/Territory’s overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other) Partially Implemented
Implemented requirement(s) – Identify any requirement(s) implemented to date if applicable

Unmet requirement – Identify the requirement(s) to be implemented
A graduated phase-out of assistance for families whose income has increased at the time of re-determination, but remains below the federal threshold of 85% of State median income.

Tasks/Activities – What steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.) The CCDF Lead Agency does not currently have state regulation allowing for continued assistance once a family no longer meets eligibility requirements. The CCDF Lead Agency has regulation that allows families to remain eligible for up to 24 months. This regulatory language will be able to support the graduated phase out implementation. The CCDF Lead Agency will work with its Early Childhood Advisory Council to amend state regulations to allow for a graduated phase out of two (2) additional months.

Projected start date for each activity 7/1/2016
Projected end date for each activity 9/30/2016
Agency – Who is responsible for complete implementation of this activity Louisiana Department of Education
Partners – Who is the responsible agency partnering with to complete implementation of this activity The Early Childhood Advisory Council and Community Networks

5.1.3 Describe the status of the State/Territory’s development and implementation of child care standards for providers receiving CCDF that address appropriate ratios between the number of children and the number of providers and group size, in terms of the age of the children for each type of setting. (658E(c)(2)(H))

- Fully implemented and meeting all Federal requirements outlined above by March 1, 2016. Describe using 5.1.4 and 5.1.5 below.

  NOTE: Policy revisions on group size in Bulletin 137 §1711 were approved by BESE for Notice of Intent on 12/7/2016. It is expected that the policy change will become rule in April/May of 2017.

- Not implemented. If not implemented, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please
provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

- Overall Target Completion Date (no later than September 30, 2016) 9/30/2016
- Overall Status – Describe the State/Territory’s overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other) Substantially implemented
  - Implemented requirement(s) – Identify any requirement(s) implemented to date if applicable Implemented for ratios
  - Unmet requirement - Identify the requirement(s) to be implemented Child care standards for providers receiving CCDF that address appropriate ratios between the number of children and the number of providers and group size, in terms of the age of the children for each type of setting.

- Tasks/Activities – What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)
  Regulation changes will be needed to Bulletin 137
  - Projected start date for each activity 10/1/2015
  - Projected end date for each activity 9/30/2016
  - Agency – Who is responsible for complete implementation of this activity Louisiana Department of Education
  - Partners – Who is the responsible agency partnering with to complete implementation of this activity Not applicable

5.1.4 Describe how the State/Territory child care standards for providers receiving CCDF address appropriate ratios between the number of children and the number of providers and group size, in terms of the age of the children for each type of setting. (658E(c)(2)(H))

a) Licensed Center-Based Care

NOTE: Definition of types of licenses for licensed center-based care:

- A “type I license” is the type of license issued to an early learning center that is owned or operated by a church or religious organization that is qualified as a tax exempt organization under §501(c) of the Internal Revenue Code and that receives no state or federal funds directly or indirectly from any source.
- A “type II license” is the type of license issued to an early learning center that either receives no state or federal funds directly or indirectly from any source or whose only source of state or federal funds is from U.S. Department of Agriculture’s food
and nutrition programs, hereinafter referred as “federal food and nutrition programs.”

A “type III license” is the type of license issued to an early learning center that directly or indirectly receives state or federal funds from any source other than the federal food and nutrition programs.

1. Infant
   - State/Territory age definition 0-12 months
   - Ratio 5:1 (Type II and III);
     6:1 (for Type I)
   - Group size 18 for Type I and 15 for Types II and III

2. Toddler
   - State/Territory age definition 1 year old and 2 year old
   - Ratio 7:1 for 1 year old; 11:1 for 2 years old (for Types II and III)
     8:1 for 1 year old; 12:1 for 2 years old (for Type I)
   - Group size 21 for 1 year old; 22 for 2 years old (for Types II and III)
     24 for 1 year old and 2 years old (for Type I)

3. Preschool
   - State/Territory age definition 3 years old
   - Ratio 13:1 (for Types II and III);
     14:1 (for Type I)
   - Group size 32 for Type I and 30 for Types II and III

4. School-Age
   - State/Territory age definition 4 years old; 5 years old and 6 years old and older
   - Ratio 15:1 for 4 years old; 19:1 for 5 years old; 23:1 for 6 years old and above (for Types II and III);
     16:1 for 4 years old; 20:1 for 5 years old and 21:1 for 6 years old and above (for Type I);
   - Group size 30 for 4 years old; 38 for 5 years old; and 46 for 6 years old and older (for Types II and III);
     32 for 4 years old; 40 for 5 years old; and 50 for 6 years old and older (for Type I)

5. If any of the responses above are different for exempt child care centers, describe: NA

6. Describe, if applicable, ratios and group sizes for centers with mixed age groups
   An average of the child to staff ratios may be applied to mixed age groups of children ages 2, 3, 4, and 5. Child to staff ratios for children under age two is excluded from averaging. When a mixed age group includes children younger than age two, the age of the youngest child determines the child to staff ratio for the group. An average may be applied to a mixed age group consisting only of children ages 5 and older.
II. Substantial Changes – Reduction in work/school hours

3.1.3 Eligibility Criteria Based on Reason for Care

a) How does the Lead Agency define “working, attending job training and education” for the purposes of eligibility at the point of determination? Provide a brief description below, including allowable activities and if a minimum number of hours is required by State/Territory (not a federal requirement).

- Working – Effective February 2017 - Employed an average of 30 20 hours or more per week and paid at least at the federal minimum hourly wage, except for those receiving TANF cash assistance. Working, attending education, or a job training program for a combined minimum average of 30 20 hours per week. The CCDF Lead Agency may reduce the criteria if the number of children served falls below a certain level of children. The 20 hour requirement may be reduced to an average of 15 hours per week for households that qualify for special needs child care.

- Attending job training- Effective February 2017 - Present at the training site for job training for a minimum average of 30 20 hours per week. Working, attending education, or a job training program for a combined minimum average of 30 20 hours per week. The CCDF Lead Agency may reduce the criteria if the number of children served falls below a certain level of children. The 20 hour requirement may be reduced to an average of 15 hours per week for households that qualify for special needs child care.

- Attending education- Present in the classroom for educational programs for a minimum average of 30 hours per week. Effective February 2017 - Enrolled as a full-time student in an education or training program resulting in a degree or certificate designed to promote job skills and employability. Full-time status is determined by the institution, which must be accredited by the state of Louisiana or a national organization. Working, attending education, or a job training program for a combined minimum average of 30 20 hours per week. The CCDF Lead Agency may reduce the criteria if the number of children served falls below a certain level of children.

4.5.2 Describe how the payment practices to child care providers who serve CCDF-assisted children reflect generally accepted payment practices of other child care providers in the State/Territory to ensure stability of funding to encourage more child care providers to serve children who receive CCDF assistance. Check all that apply and describe. The Lead Agency ...

☑ Pays on a full-time or part-time basis (rather than smaller increments such as hourly) Effective February 2017 - Full-Time Care—child care calculated to be 30 20 or more hours
per week that is paid in units of days or half days with a maximum of 22 days per month. Part-Time Care—authorized child care calculated to be less than 30 20 hours per week, paid in units of hours (total per day may not exceed daily rate) up to a maximum of 129 hours per month.

4.3 Setting Payment Rates

4.3.1 Provide the base payment rates and percentiles (based on current MRS or alternative methodology) for the following categories. The ages and types of care listed below are meant to provide a snapshot of categories on which rates may be based and are not intended to be comprehensive of all categories that may exist in your State/Territory or reflective of the terms that your State/Territory may use for particular ages. Please use the most populous geographic region (serving highest number of children). Note – If the payment rates are not set by the State/Territory, check here □. Describe how many jurisdictions set their own payment rates.

i.) Describe the calculation/definition of full-time care: child care calculated to be 30 20 or more hours per week that is paid in units of days or half days with a maximum of 22 days per month.

8.1 Program Integrity

8.1.1 Describe how the State/Territory ensures that their definitions for violations have been modified, and program integrity procedures revised to reflect new requirements.

Effective February 1, 2016 policies were revised to reduce the burden for participants and staff as we continue to build in safeguards to maintain program integrity. We have a 12 month period of eligibility for Child Care Assistance Program (CCAP) and we have removed the change reporting procedures. Now parents do not need to notify the department of any of the following changes after they have been determined eligible:

• Change in Members of the Household, including anyone who moves in or out
• Change in employment, including an interruption for at least three weeks, a change of employer, or a change in the number of hours worked
• Change in income if household’s gross monthly income changes more than $100 in earned income or $50 in unearned income
• Change in job training or educational program, including an interruption for at least three weeks, a change of programs, or a change in the number of hours of attendance

These participants are still required to meet all eligibility requirements at the time they apply and when they are eligible for redetermination. If a change
occurs in the household that benefits the participant, we will adjust their case and update their service authorizations to allow them to receive a higher payment from the state. Examples include: a new child, experiencing homelessness, or receiving a lower income while still meeting the 30 20 hour requirement.