

Louisiana Child Care Development Fund (CCDF) Plan with Conditional Approval Letter for FY 2016-2018
Date: Monday, June 27, 2016

The Office of Child Care (OCC) is pleased to release the PDF (Portable Document Format) copy of the approved FY 2016-2018 Louisiana CCDF Plan that became effective June 1, 2016 and the conditional approval letter. The Plan serves as the application for CCDF funds by providing a description of, and assurance about, the grantee's child care program and all services available to eligible families. OCC asked States and Territories to write their Plans based on a reasonable interpretation of the Act, pending completion of a final regulation. States and Territories had the option to outline an implementation plan for one or all of the 26 new areas if the State/Territory was not yet able to certify compliance. Thus, these Plans are conditionally approved until each State/Territory fully implements all new requirements of the CCDBG Act of 2014. The OCC will partner with States and Territories to support and monitor the successful and timely implementation of all provisions of the Act. As provided for in the applicable statutes and regulations, the Lead Agency has the flexibility to amend their program at any time. All amendments must be submitted to OCC for approval within 60 days of the effective of the change.

Please find the following two documents within this PDF:

2016-2018 Louisiana CCDF Plan Conditional Approval Letter – OCC issued a letter with the conditions of approval for each State and Territory. In reviewing plans and waiver/extension requests, OCC gave careful consideration to the statutory conditions outlined in the Act, as well as the length of time requested, with the goal of having all provisions related to the Act fully implemented by October 1, 2018 corresponding to the start of the FY2019-2021 CCDF Plan period. The approval letter covers the CCDF Plan for the period of June 1, 2016, through September 30, 2018. A “conditionally approved” plan is a fully approved plan with conditions to be met based on waiver requests, if applicable, and implementation and corrective action plans for unmet requirements. The conditions will be deemed fully met once all provisions in the Child Care and Development Block Grant (CCDBG) Act of 2014 are fully implemented.

2016-2018 Louisiana CCDF Plan - The Plan describes the CCDF program to be administered by Louisiana for the period 6/1/2016 – 9/30/2018 as conditionally approved by OCC. The Plan serves as the application for CCDF funds by providing a description of, and assurance about, the grantee's child care program and all services available to eligible families. As provided for in the applicable statutes and regulations, the Lead Agency has the flexibility to modify this program at any time, including amending the options selected or described. For purposes of simplicity and clarity, the specific provisions of applicable laws printed therein are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text.

NOTE: *The CCDF Plan reflects the services and activities as reported by the Louisiana Lead Agency in their CCDF Plans for Fiscal Years 2016-2018. The CCDF Plans offer a snapshot into current and planned efforts, initiatives and implementation plans for each State/Territory through September 30, 2018. These Plans are not a catalog of all activities undertaken by the State/Territory. Administration for Children and Families (ACF) is not responsible for the contents of these CCDF plans.*



ADMINISTRATION FOR
CHILDREN & FAMILIES

330 C Street, S.W., Washington DC 20201 | www.acf.hhs.gov

June 14, 2016

John White
Louisiana Department of Education
P. O. Box 94064
Baton Rouge, LA 70804-9064

Dear Mr. White:

The Office of Child Care (OCC) recognizes that there are many new requirements included in the Child Care and Development Block Grant (CCDBG) Act of 2014 that you are working to implement during this Plan period. We appreciate the time and energy that you put into developing your Child Care and Development Fund (CCDF) Plan to reform and effectively administer your program. I am pleased to inform you that the Louisiana CCDF Plan for the period of June 1, 2016, through September 30, 2018, has been conditionally approved. A "conditionally approved" plan is a fully approved plan with conditions to be met based on your waiver requests, if applicable, and implementation plans for unmet requirements. The conditions will be deemed fully met once all provisions in the CCDBG Act of 2014 are fully implemented and implementation plan action steps are completed. At that time the Louisiana CCDF Plan will be approved without conditions. OCC gave careful consideration to the statutory conditions outlined in the Act, as well as the length of time requested, with the goal of having all provisions related to the Act fully implemented by October 1, 2018 corresponding to the start of the FY2019-2021 CCDF Plan period.

Key principles of the CCDF are to provide equal access to child care for children receiving child care assistance and to ensure parental choice. Provider payment rates set too low undermine these principles. As you are aware, the CCDBG Act of 2014 requires states and territories to take the cost of quality into account when setting rates, and to set rates based on the results of the most recent market rate survey or alternative methodology. We continue to be concerned that your rates may not allow for equal access. OCC plans to make review of payment rates a priority for our upcoming

implementation monitoring visits. Thus, the conditional approval of your Plan **does not** constitute a final determination that your payment rates are sufficient to provide access to child care services for eligible families that are comparable to those provided to families that do not receive subsidies, as required by law.

You will receive a Notice of Grant Award in October 2016 from the Office of Administration in the Administration for Children and Families. The notice will include the amount of your award and any additional terms and conditions for the receipt of CCDF program funds. During the effective period of this plan, any substantial changes to the Louisiana program must be submitted as a plan amendment to your Regional Office for approval in accordance with 45 CFR 98.18(b).

We remind you that your CCDF-funded child care program for in-home providers must comply with all applicable Federal laws and regulations, including Federal wage and income tax laws governing domestic workers. Questions regarding Federal wage laws should be directed to your local or district office of the Wage and Hour Division within the U.S. Department of Labor. Likewise, questions regarding Federal income tax laws should be directed to your local or district office of the Internal Revenue Service.

We look forward to working together toward implementation of the CCDBG Act of 2014 and promoting the early learning and development of children along with family economic stability and success. If you have any questions, please contact Gwendolyn Jones, Child Care Program Manager, Office of Child Care at (214) 767-3849 or Gwendolyn.jones@acf.hhs.gov. Thank you for all you do each day for children and families.

Sincerely,
Rachel Schumacher
Director
Office of Child Care

cc: Lisa G. Brochard, Chief of Staff, Office of Early Childhood
Gwendolyn Jones, Regional Program Manager, Office of Child Care Region VI

Child Care and Development Fund (CCDF) Plan For Louisiana FFY 2016-2018

1 Define CCDF Leadership and Coordination with Relevant Systems

Implementation of the requirements of the CCDBG Act of 2014 will require leadership and coordination between the child care assistance program and other child- and family-serving agencies, services, and supports at the state and local levels. ACF recognizes that each grantee must identify the most appropriate entities and individuals to lead and participate in implementation based on the context within that State or Territory. This will include those that manage various components of CCDF-funded activities and requirements (fiscal, subsidy, health and safety monitoring, and continuous quality improvement) as well as other public and private partners.

This section collects information to help ACF understand the stakeholders convened and consulted to develop the Plan, where authority lies to make policy decisions and program changes, and who is responsible for implementing the blueprint for action the Plan describes. For example, the law requires that, at the option of the Tribes, State/Territory Lead Agencies must collaborate and coordinate with Indian tribes or tribal organizations in the State in a timely manner in the development of the CCDF Plan. ACF expects that new requirements in the law will necessitate that grantees build partnerships with other agencies and organizations to better link the children and families receiving financial assistance to information, services and resources regarding other programs for which they may be eligible, including developmental screenings for children, and other resources (also in section 2). In addition, States and Territories must describe how public-private partnerships are being used to increase the supply and quality of child care services.

1.1 CCDF Leadership

The Governor of a State or Territory shall designate an agency (which may be an appropriate collaborative agency), or establish a joint inter-agency office, 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(c)(1))

E-Mail Address: lisa.brochard@la.gov

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

Name of CCDF Co-Administrator:

Title of CCDF Co-Administrator:

Phone Number:

E-Mail Address:

Description of the role of the Co-Administrator:

c) Primary Contact Information for the CCDF Program:

Phone Number for CCDF program information (for the public) (if any): [1-877-453-2721](tel:1-877-453-2721)

Web Address for CCDF program (for the public) (if any):
www.louisianabelieves.com

Web Address for CCDF program policy manual (if any):

Web Address for CCDF program administrative rules (if any):
<http://bese.louisiana.gov/documents-resources/policies-bulletins>

1.1.3 Identify the agency/department/entity that is responsible for each of the major parts of CCDF administration and the name of the lead contact responsible for managing this portion of the Plan.

Outreach and Consumer Education (section 2)

Agency/Department/Entity [Louisiana Department of Education](#)

Name of Lead Contact [Jenna Conway](#)

Subsidy/Financial Assistance (section 3 and section 4)

Agency/Department/Entity [Louisiana Department of Education](#)

Name of Lead Contact [Daisy Grotsma](#)

Licensing/Monitoring (section 5)

Agency/Department/Entity [Louisiana Department of Education](#)

Name of Lead Contact [Shelia Campbell](#)

Child Care Workforce (section 6)

Agency/Department/Entity [Louisiana Department of Education](#)

Name of Lead Contact [Erin Carroll](#)

Quality Improvement (section 7)

Agency/Department/Entity [Louisiana Department of Education](#)

Name of Lead Contact [Nasha Patel](#)

Grantee Accountability/Program Integrity (section 8)

Agency/Department/Entity [Louisiana Department of Education](#)

Name of Lead Contact [Daisy Grotsma](#)

[1.2 CCDF Policy Decision Authority](#)

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))

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

In other words, identify whether CCDF program rules and policies are established by the state or territory (even if administered or operated locally) or whether the CCDF policies or rules are established by local entities (such as counties or workforce boards) setting those policies.

Check one.

- All program rules and policies are set or established at the State/Territory level.
- Some or all program rules and policies are set or established by local entities. If checked, indicate which entities establish the following policies. Check all that apply.

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

- State/Territory
- County.

If checked, describe the type of eligibility policies the county can set

- Other local entity (e.g., workforce boards, early learning coalitions).

If checked, identify the entity (e.g. workforce board) and describe the type of eligibility policies the local entity(ies) can set

- Other.

Describe:

- Sliding fee scale is set by the:

- State/Territory
- County

If checked, describe the type of sliding fee scale policies the county can set

- Other local entity (e.g., workforce boards, early learning coalitions).

If checked, identify the entity (e.g. workforce board) and describe the type of sliding fee scale policies the local entity(ies) can set

- Other.

Describe:

- Payment rates are set by the:

- State/Territory
- County.

If checked, describe the type of payment rate policies the county can set

Other local entity (e.g., workforce boards, early learning coalitions).

If checked, identify the entity (e.g. workforce board) and describe the type of payment rate policies the local entity(ies) can set

Other.

Describe:

Other.

List and describe (e.g., quality improvement systems, payment practices):

1.2.2 How is the CCDF program operated in your State/Territory?

In other words, which agency(ies) implement or perform these CCDF services and activities and how will the State/Territory ensure that Federal CCDF requirements are fully implemented by other governmental or nongovernmental agencies. ACF recommends minimizing differences in eligibility or other policies across counties or other jurisdictions to ease family burden and confusion. Check all that apply. and describe the services performed by the entity and how the State/Territory ensures accountability that federal requirements are fully implemented by other agency(ies).

a) Who determines eligibility?

CCDF Lead Agency

TANF agency

Describe.

Other State/Territory agency.

Describe.

Local government agencies such as county welfare or social services departments

Describe.

Child care resource and referral agencies

Describe.

Community-based organizations

Describe.

Other.

Describe.

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

CCDF Lead Agency

TANF agency

Describe.

Other State/Territory agency.

Describe.

Local government agencies such as county welfare or social services departments

Describe.

Child care resource and referral agencies

Describe.

Community-based organizations

Describe.

[The CCDF Lead Agency has agreements \(included in regulations\) with local "Lead Agencies". The local "Lead Agencies" assist their community with enrollment of children across settings \(child care, Head Start/Early Head Start and public/private schools\). Enrollment processes of the local "Lead Agencies" are monitored by the CCDF Lead Agency and they must submit annual plans for how their enrollment](#)

[process will occur.](#)

Other.

Describe.

c) Who issues payments?

CCDF Lead Agency

TANF agency

Describe.

Other State/Territory agency.

Describe.

Local government agencies such as county welfare or social services departments

Describe.

Child care resource and referral agencies

Describe.

Community-based organizations

Describe.

Other.

Describe.

[1.3 Consultation in the Development of the State Plan](#)

The Lead Agency is responsible for developing the CCDF plan which serves as the application for a three-year implementation period. In the development of the CCDF plan, the Lead Agency shall consult with appropriate representatives of units of general purpose local government.

(658D(b)(2)) General purpose local governments is defined by the U.S. Census at https://www.census.gov/newsroom/cspan/govts/20120301_cspan_govts_def_3.pdf The

CCDBG Act of 2014 added a requirement that States consult with the State Advisory Council on Early Childhood Education and Care (pursuant to 642B(b)(1)(A)(i) of the Head Start Act). 658E(c)(2)(R) In addition, States shall, at the option of an Indian tribe or tribal organization in the State, collaborate and coordinate with such Indian tribe or tribal organization in the development of the State plan in a timely manner. (658D (b)(1)(E))

1.3.1 Check who and describe how the Lead Agency consulted with these entities in the development of the CCDF Plan (check all that apply).

For example, did the entity participate in a drafting committee, review drafts, sign off on the final version, or develop a memorandum of understanding with the Lead Agency to meet requirements to share information or services for CCDF subsidy families, or other manner of participation? This list includes entities required by law along with a list of optional CCDF Plan consultation partners that Lead Agencies potentially would consult with in their developing their CCDF Plan.

- [REQUIRED] Appropriate representatives of general purpose local government, which can include counties, municipalities or townships/towns

Describe:

[Emailed the plan to the Louisiana Municipal Association and encouraged feedback via website or email.](#)

- [REQUIRED IF APPLICABLE] State Advisory Council on Early Childhood Education and Care (pursuant to 642B(b)(1)(A)(i) of the Head Start Act).

Describe:

[Emailed the Louisiana Early Childhood Care and Education \(ECCE\) Advisory Council and encouraged feedback via website or email. The draft plan was discussed further at the February 2016 meeting.](#)

If checked, does the Lead Agency have official representation and a decision-making role in the State Advisory Council?

Yes,

No.

If no State Advisory Council on Early Childhood Education and Care (pursuant to 642B(b)(1)(A)(i) of the Head Start Act) exists in your State/Territory, describe how you consulted with any other state- or state-designated cross-agency body such as an advisory council, cross-agency commission, or council or cabinet related to child and family planning and policy

- [REQUIRED] Indian tribe(s) and/or tribal organization(s), at the option of individual Tribes.

Describe, including which Tribe(s) you consulted with

[Emailed the state plan to the Chitimacha and Coushatta tribes in Louisiana and encouraged feedback via website or email.](#)

- Check N/A if no Indian Tribes and/or Tribal organizations in the State

- State/Territory agency responsible for public education.

Describe:

[The LDE is the state agency responsible for public education and is the Lead Agency for the CCDF grant.](#)

- State agency/agencies responsible for programs for children with special needs, including early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool).

Describe:

[Submitted the plan to the Louisiana Department of Health and Hospitals which is responsible for IDEA Part C and encouraged feedback via website or email. Louisiana's IDEA Part C program is called EarlySteps. The Part C coordinator serves on the ECAC and has been involved since the implementation of Act 3 is assisting with the design of the Act 3 program in meeting the needs of young children with disabilities in early care and education settings. EarlySteps regional staff conducts outreach activities in child care settings to facilitate identification of eligible children. These regional staff also participates with Community Network teams to support Act 3 initiatives. Based on family preference and child needs, EarlySteps providers are available to support eligible children in child care settings.](#)

- State/Territory institutions for higher education, including community colleges.

Describe:

[Submitted the State Plan to the Louisiana Board of Regents for feedback via website or email.](#)

- State/Territory agency responsible for child care licensing.

Describe:

[The LDE is the State Agency responsible for child care licensing.](#)

- State/Territory office/director for Head Start State collaboration

Describe:

[Submitted the plan to the Head Start Collaboration Office for feedback via website or email. Also the Headstart Collab Office shared the plan with the Head Start Association of Louisiana and the EHS/CC Partnership Grantees.](#)

- State/Territory/local agencies with Early Head Start-Child Care Partnerships grants.

Describe:

[The Head Start Collaborative office shared the plan with the EHS/CC Partnership Grantees for feedback via website or email.](#)

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

Describe:

[Submitted the State Plan to the CACFP coordinator for feedback via website or email.](#)

- State/Territory agency responsible for WIC, nutrition (including breast-feeding support), and childhood obesity prevention

Describe:

[Submitted the plan to DHH which is the State Agency responsible for WIC, breast-feeding support and childhood obesity prevention for feedback via website or email.](#)

- Other Federal, State, local and/or private agencies providing early childhood and school-age/youth serving developmental services.

Describe:

[The Plan and request for feedback was posted in the Early Childhood biweekly newsletter on 1/7/16 and 1/21/2016. This newsletter has over 10,000 subscribers including Lead Agencies, stakeholders, etc. In addition a webinar was held on 1/13/2016 and encouraged feedback.](#)

- State/Territory agency responsible for implementing the Maternal and Child Home Visitation programs grant

Describe:

[Submitted the State Plan to DHH which is the State Agency responsible for the Maternal and Child Home Visitation program for feedback via website or email.](#)

- Agency responsible for Medicaid/Early and Periodic Screening, Diagnostic and Treatment (EPSDT).

Describe:

[Submitted the State Plan with DHH which is the State Agency responsible for Medicaid/Early and Periodic Screening, Diagnostic and Treatment for feedback via](#)

[website or email. The EPSDT program provides services as identified through the Medicaid state plan. For children with an IFSP or IEP, Medicaid pays for some services identified on these plans to support children in EarlySteps or in special education. In addition, the state's Medicaid Managed Care system is called Bayou Health. The EPSDT program is coordinated through the Bayou Health Networks. Children received medical and developmental screening according to the state's established periodicity schedule and for children with identified needs; services are provided through the EPSDT program.](#)

McKinney-Vento State coordinators for Homeless Education.

Describe:

[Submitted the State Plan to the McKinney-Vento State coordinator for Homeless Education for feedback via website or email.](#)

State/Territory agency responsible for public health.

Describe:

[Submitted the State Plan to DHH which is the State Agency responsible for public health for feedback via website or email.](#)

State/Territory agency responsible for mental health.

Describe:

[Submitted the State Plan to DHH which is the State Agency responsible for mental health for feedback via website or email.](#)

State/Territory agency responsible for child welfare.

Describe:

[Submitted the State Plan to the Department of Children and Family Services \(DCFS\) which is the State Agency responsible for child welfare for feedback via website or email.](#)

State/Territory liaison for military child care programs.

Describe:

State/Territory agency responsible for employment services/workforce development.

Describe:

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

Describe:

[Submitted the State Plan to DCES which is the State Agency responsible for TANF for feedback via website or email.](#)

State/community agencies serving refugee or immigrant families.

Describe:

Child care resource and referral agencies.

Describe:

[Submitted the State Plan to current Resource and Referral Agencies for feedback via website or email.](#)

Provider groups or associations.

Describe:

[Submitted the State Plan to the Child Care Association of Louisiana \(CCAL\) for feedback via website or email.](#)

Worker organizations.

Describe:

Parent groups or organizations.

Describe:

[Submitted the State Plan to the Early Childhood Advisory Council and STAND for feedback via website or email.](#)

Other.

Describe:

[Submitted the State Plan to the Policy Institute for Children and the Louisiana Partnership for Children and Families for feedback via website or email.](#)

1.3.2. 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)).

Lead Agencies are required to hold at least one public hearing in the State/Territory with sufficient State/Territory-wide distribution of notice prior to such hearing to provide the public an opportunity to comment on the provision of child care services under the CCDF Plan. At a minimum, the description should include:

a) Date(s) of notice of public hearing: 01/07/2016

Reminder - Must be at least 20 calendar days prior to the date of the public hearing.

b) How was the public notified about the public hearing, including how notice was accessible for people with disabilities? Please include website links if utilized to provide notice.

[Louisiana Department of Education \(LDE\) issued the first notice\(written\) in the Early Childhood Newsletter on 1/7/2016 - http://www.louisianabelieves.com/docs/default-source/links-for-newsletters/01-07-16-early-childhood-connection-newsletter.pdf?sfvrsn=2](#) which was greater than 20 days prior to the public hearing; a webinar (verbal) was held on 1/13/2016, again greater than 20 days before the public hearing; another notice was posted in the Early Childhood Newsletter on 1/21/2016 - [http://www.louisianabelieves.com/docs/default-source/links-for-newsletters/01-21-16-early-childhood-connection-newsletter.pdf?sfvrsn=2](#) ; and lastly it was posted on LDE's Facebook account - <https://www.facebook.com/LaEducation> .

c) Date(s) of public hearing(s): 02/04/2016

Reminder - Must be no earlier than September 1, 2015 which is 9 months prior to the June 1, 2016 effective date of the Plan.

d) Hearing site(s) or method(s), including how geographic regions of the State/Territory were addressed The public hearing was held at the LDE in Baton Rouge and live streamed statewide.

e) Describe how the content of the Plan was made available to the public in advance of the public hearing(s) The State Plan was posted on the LDE website on 12/18/2015, linked in the Early Childhood newsletter which was issued twice on 1/7/2016 and 1/21/2016, and posted on LDE's Facebook page.

f) How will the information provided by the public be taken into consideration in the provision of child care services under this Plan? Feedback was received via Survey Monkey (referred to as "website" above), email, and verbally. The feedback was reviewed by LDE, Office of Early Childhood for consideration. Feedback to date was presented at the Public Hearing and the Early Childhood Advisory Council meeting held on 2/4/2016. Based on the feedback, a follow up webinar was held on 2/11/2016 to show changes incorporated into the State Plan from feedback received.

1.3.3 Describe the strategies used by the Lead Agency to make the CCDF Plan and Plan Amendments available to the public. Check all that apply and describe the strategies below, including any relevant links as examples.

Working with advisory committees.

Describe:

[The State Plan and any amendments are presented to the Early Childhood Care and Education \(ECCE\) Advisory Council for recommendations.](#)

Working with child care resource and referral agencies.

Describe:

[Current CCR&Rs will have copies available and mention at Directors' meetings.](#)

Providing translation in other languages.

Describe:

Making available on the Lead Agency website.

List the website:

[The State Plan and amendments are available on the LDE website.](#)

Sharing through social media (Twitter, Facebook, Instagram, email, etc.).

Describe:

[The draft State Plan was posted on LDE's Facebook page.](#)

Providing notification to stakeholders (e.g., provider groups, parent groups).

Describe:

[LDE provided the draft State Plan to stakeholders via email \(i.e. Child Care Association of Louisiana, The Policy Institute of Louisiana, etc.\)](#)

Other.

Describe:

[The public including stakeholders will be notified of the presentation of the State Plan and any amendments via the LDE website, social media presences and/or Early Childhood Newsletter.](#)

1.4 Coordination with Partners to Expand Accessibility and Continuity of Care

The CCDBG Act of 2014 added a requirement that the Plan describe how the State/Territory will efficiently, and to the extent practicable, coordinate child care services supported by CCDF with programs operating at the Federal, State/Territory, and local levels for children in the programs listed below.

1.4.1 Check who and describe how your State/Territory coordinates or plans to efficiently coordinate child care services with the following programs to expand accessibility and continuity of care, and assist children enrolled in early childhood programs to receive full-day services that meet the needs of working families. (658E(c)(2)(O))

Please describe the goals of this coordination, such as extending the day or year of services for families; smoothing transitions for children between programs or as they age into school, enhancing and aligning quality of services, linking comprehensive services to children in child care settings or developing supply of quality care for vulnerable populations. NOTE that this list appears similar to the list provided in 1.3.1 which focused on consultation for purposes of developing the CCDF Plan, however, this list includes entities required by law, along with a list of optional CCDF Plan coordination partners that Lead Agencies potentially would coordinate with over the next 3 years to expand accessibility and continuity of care, and assist children enrolled in early childhood programs to receive full-day services. Check and describe all that apply.

- [REQUIRED] Programs operating at the Federal, State and local levels for children in pre-school programs (e.g., state-or locally-funded pre-k, Head Start, school-based programs, public and private preschools, programs serving preschool children receiving special education services, etc.).

Describe:

[The CCDF Lead Agency has been working to coordinate all early childhood programs since the state legislature passed Act 3 \(2012 Legislative Session\) aimed at improving kindergarten readiness and requiring a unified early childhood system through local Community Networks. The Community Networks bring together all publicly-funded child care, Head Start/Early Head Start, and public and nonpublic school-based providers in an effort to increase quality and accountability. The Community Networks are bringing leaders from all](#)

[programs together to ensure teachers in every setting are supported and families have an easy way to apply, regardless of program or differences in eligibility criteria. Part of this work includes preparing for transitions to new providers and ultimately to kindergarten. The CCDF Lead Agency is unique in developing a system that includes all providers under a unified set of expectations and quality.](#)

[REQUIRED IF APPLICABLE] Tribal early childhood programs.

Describe, including which Tribes coordinating with:

[The CCDF Lead Agency has reached out to the Chitimacha and Coushatta tribes in Louisiana. The CCDF Lead Agency has a long standing relationship with the Chitimacha tribe through the state's LA 4 PreK Program.](#)

Check N/A if no Indian Tribes and/or Tribal organizations or programs in the State.

[REQUIRED] Other Federal, State, local early childhood programs serving infants and toddlers with disabilities.

Describe:

[The CCDF Lead Agency has administrative responsibility for several of the state's early childhood programs, however, the lead agency for the IDEA, Part C program is the Louisiana Department of Health and Hospitals \(EarlySteps\). At the state level, the CCDF lead agency coordinates its activities with EarlySteps through its participation in the ECAC, representation on an advisory workgroup formed to develop supports for young children with disabilities in early care and education settings, and through an MOU which supports referral and transition to the IDEA, Part B, sec 619 programs. At the regional level, EarlySteps staff participates as Community Network Partners in development and implementation of Act 3 requirements as well as outreach to identify children with disabilities in child care settings.](#)

[REQUIRED] Early childhood programs serving homeless children (as defined by the McKinney-Vento Homeless Education Assistance Act).

Describe:

[All programs - child care, Head Start, and PreK serve homeless children and are working together through the Community Networks.](#)

[REQUIRED] Early childhood programs serving children in foster care.

Describe:

[The CCDF Lead Agency is responsible for ensuring child care assistance for children in foster care. The Department of Children and Family Services is the state agency responsible for children in need of protective services child care in the home of their parents to prevent child abuse/neglect and children in foster care. Both agencies work closely together to](#)

[ensure the child care needs of foster children are met. The two agencies have collaborated to develop a written agreement for how this collaboration occurs.](#)

State/Territory agency responsible for child care licensing.

Describe:

[The LDE is the agency responsible for child care licensing.](#)

State/Territory agency with Head Start State collaboration grant.

Describe:

[The LDE is the agency responsible for the Head Start State Collaboration Grant.](#)

State Advisory Council authorized by the Head Start Act.

Describe:

[The LDE is the agency responsible for staffing the State Advisory Council.](#)

State/Territory/local agencies with Early Head Start-Child Care Partnerships grants.

Describe:

[The CCDF Lead Agency has established a written commitment to partner with these grantees, providing innovative child care assistance arrangements \(such as extended absence days, increased subsidy flexibility, etc.\) to promote the success of the programs.](#)

McKinney-Vento State coordinators for Homeless Education or local educational agency McKinney-Vento liaisons

Describe:

[The LDE is the agency responsible for the McKinney-Vento State coordinators.](#)

Child care resource and referral agencies.

Describe:

State/Territory agency responsible for public education.

Describe:

[The CCDF Lead Agency is the public education agency and more than 90% of Community Networks are led by local education agencies. Louisiana is working to achieve a unified birth to twelve system.](#)

State/Territory institutions for higher education, including community colleges.

Describe:

[The CCDF Lead Agency continues to work collaboratively with higher education and recently launched a joint initiative to create the state's first Birth to Kindergarten bachelor degree program. In addition, higher education is partnering with the state to provide adequate](#)

[opportunities for teachers to meet the new requirements to have at least a CDA by 2019](#)

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

Describe:

[The CCDF Lead Agency is responsible for this program.](#)

- State/Territory agency responsible for WIC, nutrition (including breast-feeding support), and childhood obesity prevention.

Describe:

- Other Federal, State, local and/or private agencies providing early childhood and school-age/youth serving developmental services.

Describe:

[The CCDF Lead Agency will have contracts with Resource and Referral Agencies that provide training and coaching to child care providers. In addition, the Resource and Referral Agencies will be partners with each local Community Network](#)

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

Describe:

[The CCDF Lead Agency is currently working collaboratively with the Department of Health and Hospitals on this area, sharing best practices and communicating with families about the early childhood services available to them.](#)

- Agency responsible for Medicaid/Early and Periodic Screening, Diagnostic and Treatment (EPSDT).

Describe:

- State/Territory agency responsible for public health.

Describe:

[The CCDF Lead Agency is currently working collaboratively with the Department of Health and Hospitals on this area, sharing best practices and communicating with families about the early childhood services available to them.](#)

- State/Territory agency responsible for mental health.

Describe:

- State/Territory agency responsible for child welfare.

Describe:

[The CCDF Lead Agency is responsible for ensuring child care assistance for children in foster care. The Department of Children and Family Services is the state agency responsible for child welfare determination, but both agencies will work closely together to ensure the child care needs of foster children are met. The two agencies have collaborated to develop a written agreement for how this collaboration will occur.](#)

State/Territory liaison for military child care programs.

Describe:

[The CCDF Lead Agency is working closely with the liaison for military child care programs by partnering the liaison with the Community Networks, ensuring the applicable community is receiving the information, trainings and supports available to them.](#)

-

State/Territory agency responsible for employment services/workforce development.

Describe:

[The CCDF Lead Agency is working with the Louisiana Workforce Commission to identify workforce needs and teachers and providers to meet the new requirement to have a CDA by 2019.](#)

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

Describe:

[The CCDF Lead Agency is responsible for ensuring child care assistance for children in families receiving TANF. The Department of Children and Family Services is the State Agency responsible for TANF, but both agencies will work closely together to ensure the child care needs of these children are met.](#)

State/Territory community agencies serving refugee or immigrant families

Describe:

Provider groups or associations.

Describe:

[The CCDF Lead Agency works closely with the Child Care Association of Louisiana \(CCAL\) on issues related to child care.](#)

Worker organizations.

Describe:

Parent groups or organizations.

Describe:

[The CCDF Lead Agency works closely with the Early Childhood Care and Education Advisory Council established by the legislature through Act 868 \(2014 Legislative Session\) as well as STAND.](#)

Other.

Describe:

[The CCDF Lead Agency works closely with The Policy Institute for Children, the Louisiana Partnership for Children and Families on issues related to child care.](#)

1.5 Optional Use of Combined Funds

The CCDBG Act of 2014 added a provision that States and Territories have the option to combine funding for CCDF child care services with funding for any of the required programs listed in 1.4.1. These include programs operating at the Federal, State and local levels for children in preschool programs, tribal early childhood programs, and other early childhood programs, including those serving infants and toddlers with disabilities, homeless children, and children in foster care. (658E(c)(2)(O))(ii) Combining funds could include blending multiple funding streams, pooling funds, or layering funds together from multiple funding streams in an effort to expand and/or enhance services for children and families to allow for delivery of comprehensive high quality care that meets the needs of children and families. For example, State/Territory agencies may use multiple funding sources to offer grants or contracts to programs to deliver services; a State/Territory may allow county/local government to use coordinated funding streams; or policies may be in place that allow local programs to layer CCDF funds with additional funding sources to pay for full-day, full-year child care that meets Early Head Start/Head Start or State/Territory pre-kindergarten requirements in addition to State/Territory child care licensing requirements. As a reminder, per the OMB Compliance Supplement governing audits

(https://www.whitehouse.gov/omb/circulars/a133_compliance_supplement_2014), CCDF funds may be used in collaborative efforts with Head Start (CFDA 93.600) programs to provide comprehensive child care and development services for children who are eligible for both programs. In fact, the coordination and collaboration between Head Start and the CCDF is mandated by sections 640(g)(2)(D) and (E), and 642(c) of the Head Start Act (42 USC 9835(g)(2)(D) and (E); 42 USC 9837(c)) in the provision of full working day, full calendar year comprehensive services (42 USC 9835(a)(5)(v)). In order to implement such collaborative programs, which share, for example, space, equipment or materials, grantees may blend several funding streams so that seamless services are provided.

1.5.1 Will you combine CCDF funds with the funds for any program with which you coordinate (described in 1.4.1)?

Yes, If yes, describe at a minimum:

How do you define "combine"

Which funds will you combine

Goal(s) of combining funds (why?) and expected outcomes, such as extending the day or year of services available (i.e., full-day, full-year programming for working families), smoothing transitions for children, enhancing and aligning quality of services, linking comprehensive services to children in child care or developing the supply of child care for vulnerable populations

Method of fund allocation (how you will be combining multiple sets of funding, such as at the State/Territory level, local level, program level?)

How are the funds tracked and method of oversight

No.

1.6 Public-Private Partnerships

The CCDBG Act of 2014 adds a new provision that requires States and Territories to describe in the Plan how the State/Territory encourages partnerships among State/Territory and public agencies, tribal organizations, private entities, faith based organizations and/or community-based organizations to leverage existing service delivery systems for child care and development services and to increase the supply and quality of child care services for children through age 12, such as by implementing voluntary shared services alliance models (i.e., cooperative agreement among providers to pool resources to pay for shared fixed costs and operation). (658E(c)(2)(P)) ACF expects these types of partnerships to leverage public and private resources to further the goals of reauthorization.

1.6.1 Describe the entities with whom and the levels at which the State/Territory is partnering (level - State/Territory, county/local, and/or programs), the goals of the partnerships, method of partnering. Include in your description examples of activities that have resulted from partnerships with other State/Territory and public agencies, tribal organizations, private entities, faith based organizations or community-based organizations, and how the partnerships are expected to leverage existing service delivery systems for child care and development services and to increase the supply and quality of child care services.

Since the passage of Act 3 (2012 Legislative Session), Louisiana has been keenly focused on unifying the early childhood system and improving kindergarten readiness. Louisiana now has a unified rating and improvement system that includes all publicly-funded providers. The approach to improve kindergarten readiness is a partnership with local leaders through a Community Network. Every parish in Louisiana has a Community Network that represents the publicly-funded child care, Head Start/Early Head Start, public school, and nonpublic school providers. These Networks, which include community based organizations as supporting partners (several include them as local "Lead Agencies") are collaborating to support teachers and coordinate enrollment so more children have access to early childhood services and are ready for kindergarten. Examples of activities that have resulted from the partnerships include the following: fundraising with businesses, using the tax credits and partnering with local philanthropic organizations to provide high quality training.

1.7 Coordination with Local or Regional Child Care Resource and Referral Systems

States may use funds to support or establish Child Care Resource and Referral (CCR&R) systems (also see section 7.4). If they do, there are specific requirements for CCR&Rs (658E(c)(3)(B)(iii)) These include:

- Provide families with information on a full range of child care options (including faith-based, community-based child care centers and family child care homes, nontraditional hours and emergency child care centers) in their local area or region
- To the extent practicable, work directly with families who receive child care assistance to offer the families support and assistance in making an informed decision about child care options in an effort to ensure families are enrolling their children in the most appropriate child care setting to suit their needs and that is of high quality as determined by the State/Territory
- Collect data and provide information on the coordination of services and supports, including services provided through the Individuals with Disabilities Education Act for children with disabilities

- Collect data and provide information on the supply of and demand for child care services in local areas or regions of the State/Territory and submit such information to the State/Territory
- Work to establish partnerships with public agencies and private entities, including faith-based and community-based child care centers and family child care homes providers, to increase the supply and quality of child care services in the State/Territory
- As appropriate, coordinate their activities with the activities of the Lead Agency and/or local agencies that administer CCDF.

Nothing in statute prohibits States from using CCR&R agencies to conduct or provide additional services beyond those required by statute above.

1.7.1 Does the State fund a system of local or regional CCR&R organizations?

- Yes. The State/Territory funds a CCR&R system. See also related follow-up questions in Section 7.1 and 7.4.

If yes, the local or regional referral agency is required to do all of the activities listed here.

See also related follow-up questions in Section 7.1 and 7.4. Does the CCR&R system provide all services identified below:

The Louisiana Dept. of Education (LDE) has current contracts with six CCR&R agencies to cover all parishes of the state. As part of their contract with LDE, CCR&Rs are required to provide the following services:

1. **Consumer Education and Referral Services** : Provide families with information about all early care and education options through referral and Community Network common enrollment activities;
2. **Foundational Learning Opportunities** : Support providers to build knowledge and skills through training related to:
 - Louisiana Birth to Kindergarten Early Learning and Development Standards (Standards)
 - The importance of teacher child interactions (including use of Classroom Assessment and Scoring System (CLASS))
 - Using child assessment information to adjust instruction (including use of Teaching Strategies GOLD (TS GOLD)); and
3. **Technical Assistance:** Support teachers and leaders, through targeted technical assistance and coaching to implement the Standards, CLASS and TS GOLD in order to improve quality.

In addition, CCR&Rs must:

- Recruit prospective providers and support them to become registered and licensed;
- Participate in programmatic reviews conducted by CCDF lead agency;
- Support state efforts during emergency/disaster and following related to child

- care services (child care emergency planning, preparation, recovery) - May include provider training (as requested), contacting providers via phone or visit to disaster-declared areas to ensure safe and compliance; and
- Participate in preparation and readiness for child respite services in DCES Critical Transportation Needs Shelters (CTNS) such as providing respite services at CTNS which includes having staff and volunteers who are trained and with appropriate criminal background clearance.

[In addition, Louisiana law requires communities to coordinate enrollment, which covers several of the requirements indicated for CCR&Rs. Currently, the state has written agreements with and has allocated funding to 64 local Community Networks to support the following through local coordinated enrollment processes:](#)

- [Provide at-risk families with information on publicly-funded child care options in their local area;](#)
- [Coordinate information about all local programs in order to help families who receive child care assistance to make an informed decision about child care options in an effort to ensure families are enrolling their children in the most appropriate child care setting to suit their needs and that is of high quality as determined by the State/Territory;](#)
- [Collect data and provide information on the coordination of services and supports, including services provided through the Individuals with Disabilities Education Act for children with disabilities;](#)
- [Collect data and provide information on the supply of and demand for child care services in local areas or regions of the State/Territory and submit such information to the State/Territory; and](#)
- [Work to establish partnerships with public agencies and private entities, including faith-based and community-based child care centers and family child care homes providers, to increase the supply and quality of child care services in the State/Territory](#)

[Louisiana policy indicates that all Community Networks are required to count all publicly-funded children, estimate demand for services and submit written Coordinated Enrollment plans with sign off from all publicly-funded providers each year. Note that all publicly-funded early learning centers are required to fully participate in coordinated enrollment activities as a condition of receiving academic approval, a requirement for their licensure.](#)

[Moving forward, the State will continue to contract with CCR&Rs in order to ensure all families are supported to make informed choices that best meet the needs of their](#)

[children, including family day homes. CCR&Rs will be required to work collaboratively to support all local coordinated enrollment processes within their area or region. The state will work to ensure that, together the CCR&Rs and local Community Networks, fulfill all of the responsibilities listed in this section.](#)

- No. The State/Territory does not fund a CCR&R system and has no plans to establish. Use section 7.4 to describe plans, if any, to establish a CCR&R system.

1.8 Disaster Preparedness and Response Plan

The CCDBG Act of 2014 added a requirement that States 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'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

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

- 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 here will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 30, 2016) [09/30/2016](#)

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

[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.](#)

Unmet requirement - Identify the requirement(s) to be implemented [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.](#)

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.)

[The LDE is reviewing the regulations for Family Child Care and In-Home Providers and will make regulation changes in Bulletin 139 to cover the requirement that 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](#)

Projected start date for each activity: 09/01/2015

Projected end date for each activity: 09/30/2016

Agency - Who is responsible for complete implementation of this activity

[Louisiana Department of Education](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

Unmet requirement - Identify the requirement(s) to be implemented [child care providers receiving CCDF have in place procedures for staff and volunteer emergency preparedness training and practice drills.](#)

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.)

[The LDE is reviewing the regulations for Licensed Providers and Family Child Care and In-Home Providers and will make regulation changes in Bulletins 137 and 139 requiring providers have in place procedures for staff and volunteer emergency preparedness training and practice drills.](#)

Projected start date for each activity: 09/01/2015

Projected end date for each activity: 09/30/2016

Agency - Who is responsible for complete implementation of this activity

[Louisiana Department of Education](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

2 Promote Family Engagement through Outreach and Consumer Education

Parents are their children's most important teacher and advocate. State and Territory child care systems interact with parents in multiple ways, therefore presenting many opportunities to engage and inform families. Child care providers can serve as convenient and trusted sources of information for parents and family members on child development and community supports and services. State/Territory and local child care assistance systems should be designed to promote seamless linkages to useful information and other child- and family-services, such as during subsidy intake and redetermination processes and when parents utilize child care resource and referral or QRIS agencies. Outreach and consumer education is an ongoing process and is expected to cover the entire age span covered by CCDF from birth through age 12. The CCDBG Act of 2014 includes key purposes that address the role of parents as child care consumers who need information to make informed choices regarding the services that best suit their needs. A new purpose of CCDBG is to "promote involvement by parents and family members in the development of their children in child care settings." States and Territories have the opportunity to consider how information can be provided to parents through the child care assistance system, partner agencies, and child care sites that will support their role as their children's teacher and advocate. Key new provisions include:

1. 1. The plan must certify that States and Territories will collect and disseminate consumer and provider education information to CCDF parents, providers, and the general public, including information about:
 - a) the availability of child care assistance,
 - b) the quality of child care providers (if available),
 - c) 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.
 - d) Individuals with Disabilities Education Act (IDEA) programs and services,
 - e) Research and best practices in child development, and
 - f) State/Territory policies regarding social- emotional/behavioral and early childhood mental health of young children, which may include positive behavioral intervention and support models, and policies on the expulsion of preschool-aged children (children from birth to five for purposes of this requirement) from early childhood programs receiving CCDF.
- 2. Information related to the health and safety of children in child care settings. The

plan must certify that the State/Territory will make public certain information about the results of health and safety monitoring (described in section 5) using a website that is consumer-friendly and in an easily accessible format, including:

- a) Provider-specific information: 1) results of monitoring and inspection reports, including those due to major substantiated complaints; 2) last date of inspection; and 3) information on corrective actions taken (if applicable).
- b) Information about: 1) the annual number of deaths; 2) the annual number of serious injuries; and 3) annual number of incidences of substantiated child abuse in child care settings.
- c) State/Territory processes for: 1) licensing child care providers; 2) conducting background checks and the offenses that would keep a provider from being allowed to care for children; and 3) conducting monitoring and inspections of child care providers.

2.1 Information about Child Care Financial Assistance Program Availability 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)(E)(i)(1))

2.1.1 Describe how the State/Territory informs families of availability of services.

a) How does the State/Territory identify populations and areas of potentially eligible families (e.g., using available federal, State/Territory and local needs assessments to identify potentially eligible families?)

The CCDF Lead Agency, in response to Act 717 (2014 Legislative Session), is working with each Community Network to develop a coordinated enrollment system. As specified in Bulletin 140 - Louisiana Early Childhood Care and Education Network, the state contracts with one local Lead Agency for each Community Network, and that agency is required to lead coordinated enrollment efforts. This role includes developing and submitting coordinated enrollment plans to the state and participating in technical assistance to implement coordinated enrollment. Coordinated enrollment ensures all providers in the Community 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.

[Through the Coordinated Enrollment process, Community Networks have been taught to use birth cohort data and kindergarten cohort data to identify unmet needs in their communities. Please see this presentation for further descriptions.](#)

b) What partners help with outreach? For example, child care resource and referral agencies, home visitors, pediatricians, faith-based services, State/Territory or local agencies and organizations or other familiar and safe access points serving vulnerable or low-income populations.

[As Community Networks are developing their coordinated enrollment systems, the local Lead Agency for each 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.](#)

c) What outreach strategies does the Lead Agency use (e.g., media campaigns, State/Territory website, or other electronic outreach)?

[The local Lead Agency oversees the coordinated enrollment system of each Community Network according to state regulation set forth in Bulletin 140. This ensures appropriate strategies are in place, including using billboards, radio ads, media ads, websites, etc. to inform families.](#)

2.1.2 How can parents apply for services? Check all that apply.

Electronically via online application, mobile app or email.

Provide link <http://www.louisianabelieves.com>

In-person interview or orientation.

Describe agencies where these may occur:

Phone

Mail

At the child care site

At a child care resource and referral agency.

Through kiosks or online portals at related State/Territory/local agency or organization serving low-income populations.

Describe:

- Through a coordinated application process (e.g., application is linked to other benefits program to allow parents to apply for several programs at one time).

Describe:

[The coordinated enrollment systems being developed by each Community Network are improving how families know what options exists, including child care assistance, and apply for early childhood services. This process streamlines enrollment for families so they can apply to multiple early childhood programs through one application.](#)

- Other strategies.

Describe:

[The coordinated enrollment systems being developed by each Community Network are improving how families know what options exists, including child care assistance, and apply for early childhood services. This process streamlines enrollment for families so they can apply to multiple early childhood programs through one application.](#)

2.2 Consumer Education Website

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 social and emotional development, early childhood development, meaningful parent and family engagement, and physical health and development (particularly healthy eating and physical activity), and
- State/Territory policies regarding the social-emotional behavioral health of young children, which may include positive behavioral intervention and support models, and policies on expulsion of preschool-aged children, in early childhood programs receiving child care assistance (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) [09/30/2016](#)

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 [The availability of the full diversity of child care services that will promote informed child care choices](#)

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: [01/15/2016](#)

Projected end date for each activity: [09/30/2016](#)

Agency - Who is responsible for complete implementation of this activity
<u>[Louisiana Department of Education](#)</u>

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.

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.

2.2.3 Describe how the State/Territory makes information about the quality (such as through a quality rating and improvement system, if available, nationally-recognized accreditation, or other means) of child care services available to the public, including consumer-friendly strategies such as messages that are designed to engage intended audiences and are easy to understand

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

Louisiana led the nation in developing a QRIS (called Quality Start). The state maintains a website listing all rated providers and their star rating - <http://carefacility.doe.louisiana.gov/>

In addition, because Louisiana has School Readiness Tax Credits, families and businesses are made aware of the star ratings because it impacts their taxes. Finally, the CCDF Lead Agency will have a unified rating and improvement system for each provider and the public will be notified of every publicly-funded provider's quality through this system (performance profiles).

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

The CCDF Lead Agency currently makes quality information available to the public through its Quality Start website, the state's transitioning quality rating and improvement system.

The CCDF Lead Agency has a new unified rating and improvement system for all early childhood providers that will make public quality information annually for child care providers. The Lead Agency will produce and release performance profiles for every publicly-funded provider. 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.

All star ratings (Quality Start) for Type III early learning centers will expire June 30, 2017. By that point, all Type III centers will receive a performance profile which is the new quality rating and improvement system.

c) Describe who you partner with to make information about child care quality available
[The Lead Agency partners with Community Networks primarily, in addition to making information directly available to families.](#)

2.2.4 Describe how the State/Territory shares information with eligible parents about other available human service programs.

For example, does the State/Territory share information about these other programs through linkages from the online application, universal applications, through intake process/front line workers, providers, child care resource and referral agencies or other trusted advisors such as home visitors, pediatricians, faith-based services, etc.? At a minimum, include in your description how you provide information to eligible parents, what you provide and by what methods, and which partners you work with to provide information about other available service programs.

a) Temporary Assistance for Needy Families (TANF)

[The CCDF Lead Agency online application references other programs and indicates where families can apply. We also link to this on our CCAP website here.](#)

b) Head Start and Early Head Start Programs

[Community Networks are building a coordinated system through which families learn of all programs at the same time. All Head Start and Early Head Start programs are required to participate in local coordinated enrollment.](#)

c) Low Income Home Energy Assistance Program (LIHEAP)

[The CCDF Lead Agency provides a link to this program through its website \(\[www.lhfa.state.la.us\]\(http://www.lhfa.state.la.us\)\).](#)

d) Supplemental Nutrition Assistance Programs (SNAP- formerly known as Food Stamps)

[The Lead Agency online application references other programs and indicates where families can apply. We also link to this on our CCAP website here.](#)

e) Women, Infants, and Children Program (WIC)

[The Lead Agency provides a link to this program through its website.](#)

f) Child and Adult Care Food Program(CACFP)

[The CCDF Lead Agency provides a link to this program through its website \(](#)

<http://cnp.doe.louisiana.gov/DNAMemos/DNAResources.asp>).

g) Medicaid

[The Lead Agency provides a link to this program through its website.](#)

h) Children's Health Insurance Program (CHIP)

[The Lead Agency provides a link to this program through its website.](#)

i) Individuals with Disabilities Education Act (IDEA)

[The CCDF Lead Agency partners with the Department of Health and Hospitals to manage IDEA Part C and works directly with local education agencies to manage IDEA Part B. Children are referred by providers as needed.](#)

j) Other State/Federally Funded Child Care Programs (e.g., state pre-kindergarten)

[Community Networks are building a coordinated system through which families learn of all programs at the same time.](#)

k) Other early childhood programs (e.g., Maternal, Infant, and Early Childhood Home Visiting program)

[The Lead Agency provides a link to the MIECHV program through its website.](#)

2.2.5 Describe how the State/Territory shares information with providers (where applicable) to link families to these other available human service programs.

For example, does the State/Territory provide information to providers through CCR&Routreach, as a condition of their contract or voucher agreement, through community-based hub agencies that partner with subsidy providers, county/local collaboration, through quality rating and improvements systems, etc?

a) Temporary Assistance for Needy Families (TANF)

[The CCDF Lead Agency online application references other programs and indicates where families can apply.](#)

b) Head Start and Early Head Start Programs

[Community Networks are building a coordinated system through which, all programs are working together. The CCDF Lead Agency provides periodic reminders of resources through its biweekly newsletter to providers.](#)

c) Low Income Home Energy Assistance Program (LIHEAP)

[The Lead Agency provides a link to this program through its website. The CCDF Lead Agency provides periodic reminders of resources through its biweekly newsletter to providers.](#)

- d) Supplemental Nutrition Assistance Programs (SNAP- formerly known as Food Stamps)
[The Lead Agency online application references other programs and indicates where families can apply. The CCDF Lead Agency provides periodic reminders of resources through its biweekly newsletter to providers.](#)
- e) Women, Infants, and Children Program (WIC)
[The Lead Agency provides a link to this program through its website. The CCDF Lead Agency provides periodic reminders of resources through its biweekly newsletter to providers.](#)
- f) Child and Adult Care Food Program(CACFP)
[The CCDF Lead Agency provides a link to this program through its website: <http://cnp.doe.louisiana.gov/DNAMemos/DNAResources.asp> \).](#)
- g) Medicaid
[The Lead Agency provides a link to this program through its website. The CCDF Lead Agency provides periodic reminders of resources through its biweekly newsletter to providers.](#)
- h) Children's Health Insurance Program (CHIP)
[The Lead Agency provides a link to this program through its website. LDE will provide annual reminder of links via Early Childhood Newsletter and periodically feature resources in Early Childhood Newsletter.](#)
- i) Individuals with Disabilities Education Act (IDEA)
[The IDEA, Part C program, EarlySteps participates with the CCDF lead agency in identifying and developing Act 3 system components which support the needs of infants and toddlers with disabilities participating in child care programs. The EarlySteps state staff is a member of the ECAC and regional staff participates as partners in the community networks. Outreach activities are also conducted in all child care settings to ensure referral of children who may meet EarlySteps eligibility. Data on the results of these activities is available to the CCDF lead agency. The Lead Agency contracts for early childhood mental health consultation services, which assists providers in connecting to the IDEA services for children as appropriate. The CCDF Lead Agency provides periodic reminders of resources through its biweekly newsletter to providers.](#)
- j) Other State/Federally Funded Child Care Programs (example-State Pre-K)
[Community Networks are building a coordinated system through which all programs are working together.](#)
- k) Other early childhood programs (e.g., Maternal, Infant, and Early Childhood Home Visiting program)

[The Lead Agency provides a link to the MIECHV program through its website. The CCDF Lead Agency provides periodic reminders of resources through its biweekly newsletter to providers.](#)

2.2.6 Describe how the State/Territory makes available information to parents of eligible children, the general public, and where applicable, providers (see also section 6) about 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. (658E(c)(2)(E)(VI))

a) Describe how the State/Territory makes information about research and best practices in child development available to 1) parents of eligible children, 2) providers and 3) the general public

[The CCDF Lead Agency has published its early learning and development standards online and has created several basic online courses that are free and available for the public to access. In addition, the CCDF Lead Agency has established a definition for kindergarten readiness that is available online.](#)

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

[Materials are provided online and include the specific early learning and development standards and online courses about development. The performance profiles that are the annual report for each provider will also provide quality information for families.](#)

c) Describe who you partner with to make information about research and best practices in child development available

[The CCDF Lead Agency partners with Community Networks, Resource and Referral Agencies, and Mental Health Consultants.](#)

2.2.7 Describe how information on the State/Territory's 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 (from birth to five for purposes of this requirement), in early childhood programs receiving CCDF is collected and disseminated to parents, providers

and the general public. (658E(c)(2)(E)(i)(VII))

a) Describe how the State/Territory makes information regarding social-emotional/behavioral and early childhood mental health of young children, which may include positive behavioral intervention support models, available to 1) parents of eligible children, 2) providers and 3) the general public. At minimum, describe **what** you provide (e.g., early childhood mental health consultation services to child care programs) and **how** (i.e., methods such as written materials, direct communication, etc.) for each group:

i. Parents

The CCDF Lead Agency partners with Mental Health Consultants who work with parents whose children are in need of in-depth intervention by providing child-centered consultations which consist of conducting child behavior checklists, screenings, and interviewing teachers and parents to gather information. After gathering information on children's mental health, Mental Health Consultants share feedback with parents, including behavior management methods for school and home as well as referrals.

ii. Providers

The CCDF Lead Agency partners with Mental Health Consultants and Resource and Referral Agencies who provide training and technical assistance for teachers on the knowledge and application of developmentally appropriate practices in the classroom, understanding typical development/how to have appropriate expectations, and how to best foster healthy development. In addition, Mental Health Consultants assist teachers/directors in understanding when referrals should be made for a child and provide assistance in the referral process.

iii. General public

The CCDF Lead Agency has links to mental health consultation on its website. In addition, the early learning and development standards address social-emotional development and are posted on the CCDF Lead Agency's website.

b) Describe any partners used to make information regarding social-emotional/behavioral and early childhood mental health of young children available

The CCDF Lead Agency partners with Community Networks, Resource and Referral Agencies, and Mental Health Consultants to ensure this information is available.

c) Does the State have a written policy regarding preventing expulsion of:

Preschool children (from birth to five) in early childhood programs receiving child care assistance?

Yes.

If yes, If yes, describe how the State/Territory makes information about that policy available to parents, providers and the general public (what you provide, how you provide and any partners used) and provide a link

No.

School-age children from programs receiving child care assistance?

Yes.

If yes, describe how the State/Territory makes information about that policy available to 1) parents, 2) providers and 3) the general public (what you provide, how you provide and any partners used) and provide a link

No.

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 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) and:

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

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

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) [09/30/2016](#)

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 if applicable

Unmet requirement - Identify the requirement(s) to be implemented [Establish procedures to provide information to families and providers \(1\) 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 \(20 U.S.C. 1419, 1431 et seq.\);](#)

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.)

[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:

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

Projected start date for each activity: 03/01/2016

Projected end date for each activity: 03/31/2016

Agency - Who is responsible for complete implementation of this activity
<u>Louisiana <u>Department </u>of Education</u>

Partners - Who is the responsible agency partnering with to complete implementation of this activity

LDE and DHH (IDEA Part C Program and OPH Bureau of Family Health),
Inclusion Workgroup members, Early Childhood Advisory Council members

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.)

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

Projected start date for each activity: 04/01/2016

Projected end date for each activity: 08/30/2016

Agency - Who is responsible for complete implementation of this activity
<u>Louisiana Department of Education</u>

Partners - Who is the responsible agency partnering with to complete implementation of this activity

DHH, Head Start, Public and Nonpublic school PreK programs, Early Childhood Community Network Lead Agencies, etc.

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.)

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)

Projected start date for each activity: [05/01/2016](#)

Projected end date for each activity: [08/30/2016](#)

Agency - Who is responsible for complete implementation of this activity
[<u>Louisiana Department of Education</u>](#)

Partners - Who is the responsible agency partnering with to complete implementation of this activity

[Include, but not limited to representatives from LDE and DHH, Inclusion Workgroup members, Early Childhood Advisory Council members](#)

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.)

[Quarterly meetings with Resource and Referral Agencies to ensure effective implementation of Plan of Action and determine gaps](#)

Projected start date for each activity: [01/31/2016](#)

Projected end date for each activity: [08/30/2016](#)

Agency - Who is responsible for complete implementation of this activity
[<u>Louisiana Department of Education</u>](#)

Partners - Who is the responsible agency partnering with to complete implementation of this activity

[Child Care Agencies and LDE child care licensing staff](#)

Unmet requirement - Identify the requirement(s) to be implemented [\(2\) 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.](#)

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.)

[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:](#)

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:

[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](#)

Projected start date for each activity: [03/01/2016](#)

Projected end date for each activity: [03/31/2106](#)

Agency - Who is responsible for complete implementation of this activity
<u>[Louisiana Department of Education](#)</u>

Partners - Who is the responsible agency partnering with to complete implementation of this activity

[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](#)

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.)

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

Projected start date for each activity: 04/01/2016

Projected end date for each activity: 08/30/2016

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

DHH, Head Start, Public and Nonpublic school PreK programs, Early Childhood Community Network Lead Agencies, etc.

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.)

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)

Projected start date for each activity: 05/01/2016

Projected end date for each activity: 08/30/2016

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

Include, but not limited to representatives from LDE and DHH, Inclusion Workgroup members, Early Childhood Advisory Council members

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.)

[Quarterly meetings with Resource and Referral Agencies to ensure effective implementation of Plan of Action and determine gaps](#)

Projected start date for each activity: 01/31/2016

Projected end date for each activity: 08/30/2016

Agency - Who is responsible for complete implementation of this activity
<u>Louisiana Department of Education</u>

Partners - Who is the responsible agency partnering with to complete implementation of this activity

[Child Care Agencies and LDE child care licensing staff](#)

2.2.9 Describe how the State/Territory meets the requirement to maintain a record of substantiated parental complaints. (658E(c)(2)(C))

a) How does the State/Territory define substantiated parental complaint

[Substantiated parental complaint is defined as any parental complaint that was shown to be true after further investigation.](#)

b) How does the State/Territory maintain a record of substantiated parental complaints about providers (e.g., how long are records maintained and in what format)

[The CCDF Lead Agency maintains a spreadsheet of substantiated parental complaints for each provider which is maintained as long as the provider is in operation.](#)

c) How does the State/Territory make substantiated parental complaints available to the public on request

[Substantiated complaints are made available upon written request from the public.](#)

d) Describe how the State/Territory defines and maintains complaints from others about providers

[The CCDF Lead Agency maintains a spreadsheet of all complaints from others above any provider.](#)

2.2.10 How will the Lead Agency or partners provide outreach and services to eligible families for whom English is not their first language?

Check the strategies, if any, that your State/Territory has chosen to implement.

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

[The Lead Agency uses a Language Link for interpretation with families with limited English proficiency.](#)

None

2.2.11 If the Lead Agency checked any option above related to providing information or services in other non-English languages, please list the primary languages offered (top 3) or specify that the State/Territory has the ability to have translation/interpretation in all primary and secondary languages

[Spanish and Vietnamese are primary but the Lead Agency has a contract with Language Link for interpretation in other languages.](#)

2.2.12 Describe how the Lead Agency or partners provide outreach and services to eligible persons with disabilities

[Each Community Network's local coordinated enrollment processes is designed to be](#)

accessible and informative to families of all backgrounds, including families of children who have disabilities as well as family members who may be disabled. The local coordinated enrollment process involves:

- Providing at-risk families with information on publicly-funded child care options in their local area;
- Coordinating information about all local programs in order to help families who receive child care assistance to make an informed decision about child care options in an effort to ensure families are enrolling their children in the most appropriate child care setting to suit their needs and that is of high quality as determined by the State/Territory;
- Collecting data and provide information on the coordination of services and supports, including services provided through the Individuals with Disabilities Education Act for children with disabilities;
- Collecting data and provide information on the supply of and demand for child care services in local areas or regions of the State/Territory and submit such information to the State/Territory; and
- Working to establish partnerships with public agencies and private entities, including faith-based and community-based child care centers and family child care homes providers, to increase the supply and quality of child care services in the State/Territory

2.3 Website for Consumer Education

The CCDBG Act of 2014 added a requirement that States and Territories have a website describing processes for licensing and monitoring child care providers, processes for conducting criminal background checks, and offenses that prevent individuals from being child care providers, and aggregate information on the number of deaths, serious injuries and child abuse.

The State/Territory must make public certain information about the results of such monitoring on a website in a way that is consumer-friendly and in an easily accessible format. (658E(c)(2)(D)) In order for a website to be a useful tool for parents, it should be easy to navigate, with a minimum number of clicks, and in plain language. States and Territories must post the results of the monitoring on the website no later than November 19, 2017. All other components of the website must be completed no later than September 30, 2016.

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) [09/30/2016](#)

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

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: [07/01/2015](#)

Projected end date for each activity: [11/19/17](#)

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 the 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: 07/01/2015

Projected end date for each activity: 09/30/2016

Agency - Who is responsible for complete implementation of this activity
<u>Louisiana Department of Education</u>

Partners - Who is the responsible agency partnering with to complete implementation of this activity

[N/A](#)

Unmet requirement - Identify the requirement(s) to be implemented [A description of the 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 the 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: 07/01/2015

Projected end date for each activity: 09/30//2016

Agency - Who is responsible for complete implementation of this activity
<u>Louisiana Department of Education</u>

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. Describe](#)

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 the 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: 07/01/2015

Projected end date for each activity: 09/30/2016

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 the 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: 07/01/2015

Projected end date for each activity: 09/30/2016

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](#)

3 Provide Stable Child Care Financial Assistance to Families

The expanded purposes of CCDBG highlight the opportunities States and Territories have to "deliver high-quality, coordinated early childhood care and education services to maximize parents' options and support parents trying to achieve independence from public assistance"; and "to improve child care and development of participating children." (658A(b)) Young children learn in the context of their relationships with adults, including their child care teacher or provider. The unintentional consequence of child care assistance that is linked to adult work and school obligation is that child care arrangements - and the opportunity for children to form trusting relationships with teachers - are often interrupted and unstable. Child care financial assistance policies that make it easier to get and keep assistance support continuity of care and relationships between the child and child care provider and enable parents to stay employed or complete training/education. Child care support that extends until families are able to pay the full cost of care themselves promotes longer lasting economic stability for families. CCDF funds may support families until they reach 85% of State Median Income (SMI).

The CCDBG Act of 2014 included requirements to establish minimum 12-month eligibility and redetermination periods, requiring that States and Territories have a process to account for irregular fluctuations in earnings, a policy ensuring that families' work schedules are not disrupted by program requirements, policies to provide for job search of not less than three (3) months, and to describe policies for graduated phase-out of assistance. The definition of an eligible child includes that a family's assets may not exceed \$1,000,000 (as certified by a member of such family). Procedures for enrollment of homeless children pending completion of documentation are also now required. There is nothing in statute to prohibit States from establishing policies that extend eligibility beyond 12 months or establish other similar policies to align program requirements that allow children enrolled in Head Start, Early Head Start, state or local pre-kindergarten and other collaborative programs to finish the program year and to promote continuity for families receiving services through multiple benefits programs.

3.1 Eligible Children and Families

In order to be eligible for services, children must (1) be under the age of 13, (2) reside with a family whose income does not exceed 85 percent of the State's median income for a family of the same size, and whose family assets do not exceed \$1,000,000 (as certified by a member of such family); and who (3)(a) resides with a parent or parents who are working or attending a job training or educational program; or (b) is receiving, or needs to receive, protective services and resides with a parent or parents not described in (3a.). (658P(4))

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 re-determination, 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

- Not implemented. The State must provide a State-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 status toward complete implementation for any requirement(s) not fully implemented (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 specific 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 of assistance.](#)

Projected start date for each activity: [07/01/2016](#)

Projected end date for each activity: [09/30/2016](#)

Agency - Who is responsible for complete implementation of this activity
[Louisiana Department of Education](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[The Early Childhood Advisory Council and Community Networks](#)

3.1.6 Fluctuation in Earnings

The CCDBG Act of 2014 added a requirement that the Plan shall demonstrate how the State/Territory's (or designated local entity) processes for initial determination and redetermination take into account irregular fluctuations in earnings. (658E(c)(2)(N)(i)(II))

Note - this change requires that States and Territories have policies to account for the fact that some parents with seasonal or other types of work schedules may have irregular earnings over the course of a year, including changes that temporarily exceed 85% of SMI. States and Territories should have procedures to guide how eligibility and copayments are set in a manner to take such circumstances into account. For example, averaging family income over a period of time to broaden the scope of income verification to be more reflective of annual income rather

than tied to a limited time frame that may have seasonal irregularities.

Describe the status of the State/Territory's policy related to the fluctuation in earnings requirement.

- Fully implemented and meeting all Federal requirements outlined above by March 1, 2016.

List the Lead Agency's policy citation(s) and describe the circumstances that cover irregular fluctuations of earnings pursuant to this requirement

[The CCDF Lead Agency averages over a 12 month period for income which is received less often than monthly but which represents a household's annual source of income. If the average amount does not accurately reflect the household's anticipated monthly income due to a substantial increase or decrease in business based on a change in circumstances, a shorter period of time may be used. Average over the period which most accurately reflects the household's anticipated circumstances.](#)

- 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)

Overall Status - Describe the State/Territory's status toward complete implementation for any requirement(s) (not yet started, partially implemented, substantially implemented, other)

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

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.)

Projected start date for each activity:

Projected end date for each activity:

Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

3.1.7 Describe how the Lead Agency documents, verifies and maintains applicant information.

Check the information that the Lead Agency documents. There are no federal requirements for specific documentation or verification procedures.

Reminder - Lead Agencies are reminded that, for purposes of implementing the citizenship verification requirements mandated by title IV of Personal Responsibility and Work Opportunity Reconciliation Act, only the citizenship and immigration status of the child, who is the primary beneficiary of the child care benefit, is relevant for eligibility purposes (ACYF-PI-CC-98-08). States may not deny child care benefits to an eligible child because the parent(s), legal guardians, persons standing in loco parentis, or other household members have not provided information regarding their immigration status. In addition, verification of child citizen status is not required when the child is served in a program meeting Early Head Start/Head Start standards, such as in Early Head Start - Child Care Partnerships, or public educational standards which may include pre-k settings (<http://www.acf.hhs.gov/programs/occ/resource/pi-2008-01>).

Applicant identity.

Describe:

[The Lead Agency requires an applicant to verify identity when applying for the Child Care Assistance Program \(CCAP\). ID or driver's license is requested to verify identity.](#)

Applicant's relationship to the child.

Describe:

[The Lead Agency does not require that the applicant be related to the child for whom they are applying for CCAP. Verifying relationship is not a federal regulation and therefore, not required for CCAP eligibility. The Lead Agency accepts the client's statement as sufficient documentation for verifying relationship to a child. Additionally, when the Lead Agency verifies the age of a child, the verification provided generally shows that the applicant's relationship corresponds to the client's statement.](#)

- Child's information for determining eligibility (e.g., identity, age, etc.).

Describe:

Staff must verify the age of each child in the household under 18 years of age at initial certification and when adding a child. The preferred documents for verifying a child's age include an official birth record or a baptismal certificate from a church with valid records. If these do not exist, other sources of verification include passports, naturalization papers, United States Citizenship and Immigration Services (USCIS) documentation, insurance policies over three years old, church records, medical records, U.S. Census records, immunization or other Health Unit records, school records, or other reliable documents. The document must include the child's name and date of birth.

- Work.

Describe:

Employment and Training (E&T) activity hours must be verified for each Training or Employment Mandatory Participant (TEMP). The anticipated date of completion for a job-training or educational program must be verified. Acceptable forms of verification include: check stubs, a Current Past or Anticipated Wage Verification Letter (OFS 87) form, statement from the employer, self-employment records, statement from job-training or educational program, or an official class schedule.

- Job Training or Educational Program.

Describe:

Employment and Training (E&T) activity hours must be verified for each Training or Employment Mandatory Participant (TEMP). The anticipated date of completion for a job-training or educational program must be verified. Acceptable forms of verification include: check stubs, a Current Past or Anticipated Wage Verification Letter (OFS 87) form, statement from the employer, self-employment records, statement from job-training or educational program, or an official class schedule.

- Family Income.

Describe:

Non-exempt income must be verified at initial application, redetermination, and when reported as an interim change. Sources of earned income verification may include pay stubs, W-2 forms, income tax returns, sales records, and employers' statements. Sources of

[unearned income verification may include SIEVS query, award letters, BENDEX, SDX, court orders to verify support payments and statement. Staff must document verification and computation of household income at the initial application, when a change is reported, and at each redetermination or subsequent application \(recording all sources, amounts, dates and computations\).](#)

Household composition.

Describe:

[A Child Care Assistance household is defined as individuals who live together. The child must be living with the head of household more than half the time to be included as a household member. Factors affecting the composition of the household must be verified only if questionable. The following individuals who live together must be included in the Child Care Assistance household: head of household; head of household's legal spouse or non-legal spouse \(including a disabled adult parent who is unable to care for himself/herself and his/her children who are in need of care as verified by a doctor's statement or by worker determination\); and all children under the age of 18 who are dependent on the head of household and/or spouse or non-legal spouse including foster children, the Minor Unmarried Parent \(MUP\) who is not legally emancipated, and the MUP's children.](#)

Applicant Residence.

Describe:

[The Lead Agency does not require an applicant to verify residency when applying for the Child Care Assistance Program \(CCAP\). Verifying residency is not a federal regulation and therefore, not required for CCAP eligibility.](#)

Other.

Describe:

[Sufficient evidence of immunity or immunization against vaccine-preventable diseases recommended by the Office of Public Health schedule must be provided for each child in need of care less than 18 years of age. Sufficient evidence that such an immunization program is up -to-date or in progress may be substituted for proof of immunity or immunization and must be obtained at initial application, redetermination, and when assistance is requested for an additional child. Families may request a waiver from the immunization requirement if there is a religious cause.](#)

Reminder - Lead Agencies are reminded that, for purposes of implementing the citizenship verification requirements mandated by title IV of Personal Responsibility and Work Opportunity Reconciliation Act, only the citizenship and immigration status of the child, who

is the primary beneficiary of the child care benefit, is relevant for eligibility purposes (ACYF-PI-CC-98-08). States may not deny child care benefits to an eligible child because the parent(s), legal guardians, persons standing in loco parentis, or other household members have not provided information regarding their immigration status. In addition, verification of child citizen status is not required when the child is served in a program meeting Early Head Start/Head Start standards, such as in Early Head Start - Child Care Partnerships, or public educational standards which may include pre-k settings (<http://www.acf.hhs.gov/programs/occ/resource/pi-2008-01>).

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

Time limit for making eligibility determinations.

Describe length of time :

[The application for assistance must be processed and a notice of decision must be sent within 30 days of the application date.](#)

Track and monitor the eligibility determination process

Other.

Describe:

[Applications which pend over 30 days and redeterminations which are not extended or closed by the last workday of the month must be reported as being out of conformity. Each case that is not processed within these timeframes is reported on the Out of Conformity Report \(OFS OC 1\). The report includes an explanation of the reason the case was processed untimely and the corrective action taken to eliminate or minimize its recurrence.](#)

None

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

Per CCDF regulations, Lead Agencies are required 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 (98.16(9) and 98.33(b)). This requirement did not change under the reauthorization. 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.

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)

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

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

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.)

Projected start date for each activity:

Projected end date for each activity:

Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

3.3 Protection for Working Parents

3.3.1 Twelve Month Eligibility

The CCDBG Act of 2014 establishes a 12-month eligibility period for CCDF families. States are required to demonstrate in the Plan that no later than September 30, 2016 each child who receives assistance will be considered to meet all eligibility requirements for such assistance and will receive such assistance, for not less than 12 months before the State redetermines the eligibility of the child, regardless of changes in income (as long as income does not exceed the federal threshold of 85% of State median income) or temporary changes in participation in work,

training, or education activities. (658E(c)(2)(N)(i) &(ii))

Note that this change means a State may not terminate CCDF assistance during the 12 month period if a family has an increase in income that exceeds the State's income eligibility threshold, but not the federal threshold of 85% SMI.

In addition, this change means the State may not terminate assistance prior to the end of the 12 month period if family experiences a temporary job loss or temporary change in participation in a training or education activity. For example, if a working parent is temporarily absent from employment due to extended medical leave, changes in seasonal work schedule, or a parent enrolled in training or educational program is temporarily not attending class between semesters, the state should not terminate assistance.

Describe the status of the State's establishment of a 12-month eligibility re-determination period for CCDF families.

- Fully implemented and meeting all Federal requirements outlined above by March 1, 2016. List the Lead Agency's policy citation(s) and describe circumstances considered temporary changes in work, education or training that are not subject to termination

List the Lead Agency's policy citation(s) and describe circumstances considered temporary changes in work, education or training that are not subject to termination

[The Lead Agency has established policy in Bulletin 139 that allows for a family to maintain eligibility for at least 12-months and up to 24 months. The only factor that will disqualify a family prior to this timeline is if the income exceeds 85% of the SMI which families are required to report to the CCDF Lead Agency.](#)

- 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)

Overall Status - Describe the State/Territory's status toward complete implementation for any requirement(s) (not yet started, partially implemented, substantially implemented, other)

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

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.)

Projected start date for each activity:

Projected end date for each activity:

Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

3.3.2 State and Territory option to terminate assistance prior to 12 months

The CCDBG Act of 2014 provides States and Territories the option - but does not require them - to terminate assistance prior to re-determination at 12 months if a parent loses employment or if he or she stops attending a job training or education program (i.e., if the parent experiences a non-temporary change in their status as working, or participating in a training or education program). However, prior to terminating the subsidy, the State/Territory must provide a period of continued child care assistance of at least 3 months to allow parents to engage in job search, resume work, or to attend an education or training program as soon as possible.

(658E(c)(2)(N)(iii)) Nothing in the statute prohibits the State/Territory from starting a new 12-month eligibility and redetermination period if families are eligible at the end of their job search, training or education attendance period.

Note that unless the State allows a minimum 3-month job search period - the State/Territory may not exercise the option to terminate assistance based on a parent's non-temporary job loss or cessation of attendance at a job training or educational program prior to the end of the minimum 12-month eligibility and re-determination period. The statute does not specify any documentation that States/Territories must require parents to submit regarding activities during periods of job search or finding training or education program requirements for this period.

Does the State/Territory terminate assistance prior to 12 months due to a parent's non-temporary loss of work or cessation of attendance at a job training or education program?

- Yes, the State/Territory terminates assistance prior to 12 months due to parent's loss of work or cessation of attendance at a job training or education program ONLY.

List the Lead Agency's policy citation(s) and describe the circumstances considered to be non-temporary job, education or training loss and provide the duration allowed for job search or resuming attendance in training or education programs

No, the State/Territory does not allow this option.

3.3.3 Prevent Disruption of Work

The CCDBG Act of 2014 added a requirement that States and Territories must describe in the Plan the procedures and policies in place to ensure that parents (especially parents in families receiving assistance under TANF) are not required to unduly disrupt their employment, education or job training activities in order to comply with the State/Territory's or designated local entity's requirements for redetermination of eligibility for assistance. (658E(c)(2)(N)(ii)) Examples include implementing re-determination strategies to verify income and employment electronically as opposed to more onerous practices such as asking parents and families to come to the subsidy office for an in-person visit, or aligning eligibility with other early care and education or public benefits programs to collect information centrally. The process by which States and Territories collect eligibility documentation represents a potential barrier to services, particularly when documentation can only be provided in-person during standard work hours. States and Territories can offer a variety of family-friendly mechanisms for submitting documentation for eligibility determinations and/or re-determination.

Describe the status of the State/Territory's redetermination procedures and policies to ensure that parents (especially parents receiving TANF) do not have their employment, education or job training unduly disrupted in order to comply with the State/Territory's or designated local entity's requirements for redetermination of eligibility.

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 not unduly disrupting employment

[Families are not required to come in-person for any part of determining or redetermining eligibility other than to do the initial finger scan for time and attendance tracking. In addition, the CCDF Lead Agency has an online system \(called CAFÉ\) for families to apply for child care assistance and submit documentation. Families and providers can monitor their cases and interact with the CCDF Lead Agency through the CAFÉ system.](#)

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)

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

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

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.)

Projected start date for each activity:

Projected end date for each activity:

Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[3.4 Family Contribution to Payment](#)

The statute requires 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 that is not a barrier to families receiving CCDF. (658E(c)(5) In addition to income and size of the family, the Lead Agency may use other factors when determining family contributions/co-payments. The sliding fee scale is subject to review by ACF as part of ongoing monitoring efforts to CCDBG compliance.

- 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
 - Fee is per child up to a maximum per family
 - No additional percentage applied charged after certain number of children
 - Fee is per family
 - Contribution schedule varies because it is set locally/regionally (as indicated in 1.2.1).

Describe:

- Other.

Describe:

TANF participants and protective services cases are categorically eligible if child care is needed. The child care costs charged by the provider are paid at 100%, not to exceed the state maximum rate.

The agency pays a certain percentage of authorized low-income child care costs that are charged by the provider. The sliding fee scale is used to determine the amount that the agency will pay, based on the household's monthly income and the household size. The difference between the amount that the agency pays and the total amount charged by the provider for each child in care must be paid by the participant in the form of a co-payment and provider charge. The provider is responsible for collecting this co-payment and provider charge.

3.4.3 Will the Lead Agency use other factors in addition to income and family size to determine each family's copayment? (658E(c)(3)(B))

- Yes, and describe those additional factors using the checkboxes below.
 - Number of hours the child is in care
 - Lower copayments for higher quality of care as defined by the State/Territory

Other.

Describe other factors.

Low Income Child Care (LI-CC): Child care that is authorized for payment by the agency is based on the part-time or full-time employment and training activity hours, travel allowance (if applicable), and the time that care is actually needed and available. The family contribution is also based on the number of children in care. The agency does not set a maximum amount or family cap.

TANE : All STEP participants are categorically eligible if they select an eligible provider. These participants are eligible for 100% payment of eligible child care costs if the costs do not exceed the maximum allowable rates. This care can be either full-time or part-time.

Children in **protective services** may be eligible for 100% payment of eligible child care costs. Eligibility is determined on a case-by-case basis.

No.

3.4.4 The Lead Agency may waive contributions/co-payments from families whose incomes are at or below the poverty level for a family of the same size.

Will the Lead Agency waive family contributions/co-payments?

Yes, the Lead Agency waives family contributions/co-payments for families with income at or below the poverty level for families of the same size.

The poverty level used by the Lead Agency for a family size of 3 is \$ 2,656

No, the Lead Agency does not waive family contributions/co-payments

3.4.5 How will the Lead Agency ensure the family contribution/co-payment, based on a sliding fee scale, is affordable?

Check all that apply:

Limits the maximum co-payment per family.

Describe:

Limits combined amount of copayment for all children to a percentage of family income. List the percentage of the copayment limit.

Describe:

Minimizes the abrupt termination of assistance before a family can afford the full cost of care ("the cliff effect") as part of the graduated phase-out of assistance discussed in 3.1.5.

Describe:

[The CCDF Lead Agency is considering a two \(2\) month graduated phase out for families who are no longer eligible.](#)

Does not allow providers to charge families the difference between the maximum payment rate (addressed in section 4) and their private pay rate in addition to the copayment they are paying.

Describe:

Covers all fees (such as registration, supplies, field trips) to minimize the additional fees charged to the families by the provider.

Describe:

Other.

Describe:

[The sliding fee scale used takes into account affordability. The CCDF Lead Agency intends to continually take actions that will further align the out-of-pocket costs of child care with those of Head Start and state-funded PreK programs. The flat co-pay structure established as of February 2016 drastically reduced the out-of-pocket cost burden on families.](#)

4 Ensure Equal Access to High Quality Child Care for Low-Income Children

The 2014 reauthorization of the CCDBG Act is designed to help States and Territories advance improvements to the quality of child care in order to promote the healthy social-emotional, cognitive and physical development of participating children. Ensuring that low-income and vulnerable children can access high-quality care (and remain enrolled to school entry and beyond) is an equally important purpose of CCDBG. Payment levels and policies have a major impact on access.

The CCDBG Act of 2014 revises the requirement for a market rate survey (MRS) so that: 1) it must be statistically valid and reliable; and (2) it must reflect variations in the cost of child care services by geographic area, type of provider, and age of child. Also, a State/Territory may develop and conduct an alternative methodology for setting payment rates, such as a cost estimation model, to take into account the cost of meeting quality requirements.

To provide stability of funding and encourage more child care providers to participate in the subsidy program, the State/Territory's payment practices for CCDF child care providers must reflect generally accepted payment practices of non-CCDF child care providers in the State/Territory, such as paying for supplies, field trips, registration fees. In addition, to the extent practicable, the State/Territory must implement enrollment and eligibility policies that support the fixed costs of providing child care services by delinking provider payments from a child's occasional absence due to holidays or unforeseen circumstances such as illness or closures due to emergency.

The CCDBG Act of 2014 added a provision that the State/Territory must also develop and implement strategies to increase the supply and improve the quality of child care services for: (1) children in underserved areas; (2) infants and toddlers; (3) children with disabilities (the CCDBG Act of 2014 added a new definition of child with disability (658(P)(3)); and (4) children who receive care during non-traditional hours. With respect to investments to increase access to programs providing high-quality child care and development services, the State/Territory must give priority to children of families in areas that have significant concentrations of poverty and unemployment and that do not have such programs. (658 E(c)(2)(M))

4.1 Parental Choice In Relation to Certificates, Grants or Contracts

The parent(s) of each eligible child who receive(s) 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)) This did not change under the CCDBG Act of 2014.

4.1.1 Describe how the parent of each eligible child is advised that the Lead Agency offers the option of selecting a provider that has a grant or contract or receiving a child care certificate (658E(c)(2)(A)(i), 658P(2))

Families are able to receive information, guidance, and support in selecting a provider through two primary sources: 1) through the local coordinated enrollment process, and 2) the CCDF Lead Agency. The CCDF Lead Agency is working with each community in the state to develop a local coordinated enrollment system that supports families needing early childhood services through a simplified process where a family can go one place and learn about and enroll in child care, Head Start, and PreK. The CCDF Lead Agency website connects families to licensing information, quality information, and general guidance on selecting among early childhood options.

4.1.2 Describe how the parent is informed of the option to choose from a variety of child care categories - such as private, not-for-profit, faith-based providers (if using a certificate), centers, family child care homes, or in-home providers (658E(c)(2)(A)(i), 658P(2), 658Q)

- Certificate form provides information about the choice of providers, including high quality providers
- Certificate is not linked to a specific provider so parents can choose provider of choice
- Consumer education materials on choosing child care
- Referral to child care resource and referral agencies
- Co-located resource and referral in eligibility offices
- Verbal communication at the time of application

Yes. If checked, what limits will the Lead Agency set on the use of in-home care?
Check all that apply.

Restricted based on minimum number of children in the care of the provider to meet minimum wage law or Fair Labor Standards Act

Describe:

Restricted based on provider meeting a minimum age requirement

Describe:

[Must be 18 years of age or older](#)

Restricted based on hours of care (certain number of hours, non-traditional work hours)

Describe:

Restricted to care by relatives

Describe:

Restricted to care for children with special needs or medical condition

Describe:

Restricted to in-home providers that meet some basic health and safety requirements

Describe:

[In-Home Providers have to meet the same requirements as Family Child Care providers, which are included in Bulletin 139.](#)

Other

Describe:

[In-Home Providers have to meet the same requirements as Family Child Care providers, including training, criminal background checks, and inspections.](#)

No.

4.2 Assessing Market Rates and Child Care Costs

The new law revises the requirement for a market rate survey (MRS) so that: (1) it must be statistically valid and reliable; and (2) it must reflect variations in the cost of child care services by geographic area, type of provider, and age of child (658E(c)(4)(B)). A State/Territory has the option to develop and use a statistically valid and reliable alternative methodology for setting payment rates, such as a cost estimation model. Any payment rates established using an alternative methodology or market rate survey must be reviewed and approved by ACF as part of the CCDF Plan review process. Because the alternative methodology is a new basis for setting payment rates, we highly recommend any State or Territory considering an alternative methodology to submit a description of its proposed approach to the ACF Regional Office in advance of the Plan submittal in order to avoid delays with Plan approval. (see <http://www.acf.hhs.gov/programs/occ/resource/ccdf-reauthorization-faq>).

The MRS or alternative methodology must be developed and conducted no earlier than two years before the date of submission of the Plan (instead of two years before the effective date of the Plan, as previously required for the MRS).

The State must consult with the State Advisory Council, local child care program administrators, local child care resource and referral agencies, and other appropriate entities prior to developing and conducting the MRS or alternative methodology.

The State must prepare a detailed report containing the results of the MRS or alternative methodology. The State must make the report with these results widely available no later than 30 days after completion of the MRS or alternative methodology, including by posting the results on the Internet.

The State must set CCDF subsidy payment rates in accordance with the results of the current MRS or alternative methodology. When setting payment rates, the State must take into consideration the cost of providing higher quality child care services than were provided prior to November 2014 (e.g., tiered reimbursement or other methods) and without, **to the extent practicable**, reducing the number of families receiving CCDF relative to the number served as of November 2014. In taking the cost of providing quality into consideration, it is important to consider such key factors as what it takes to support increased stability and reduced provider turnover when setting payment rates.

4.2.1 Developing and Conducting a Market Rate Survey (MRS) and/or an Alternative Methodology. Did the State/Territory conduct a statistically and valid and reliable MRS, alternative methodology or both between July 1, 2013 and March 1, 2016?

MRS

Alternative Methodology.

Describe:

Both.

Describe:

In addition to the MRS, the Lead Agency will use an alternative methodology. The Lead Agency recently developed an early childhood funding model, which demonstrates the target level of funding for each age group. The funding model was requested by the state legislature (HCR 61, 2014) and was approved by the Board of Elementary and Secondary Education. The funding model is found here: <http://www.louisianabelieves.com/docs/default-source/early-childhood/ecce-ac---12-8-presentation-on-funding-model-and-considerations.pdf?sfvrsn=2>

Other.

Describe:

4.2.2 Describe how the State consulted with the State Advisory Council (SAC) or other state- or state-designated cross-agency body if there is no SAC, local child care program administrators, local child care resource and referral agencies, and other appropriate entities which could include worker organizations prior to developing and conducting the MRS or alternative methodology.

Describe:

The Lead Agency worked closely with providers, school leaders, and Head Start leaders in developing the funding model. The model reflects ratio requirements and teacher credential requirements in the state. The Early Childhood Advisory Council endorsed the funding model in December 2014.

4.2.3 Describe how the market rate survey or alternative methodology is statistically valid and reliable.

To be considered valid and reliable, the MRS or alternative methodology must represent the child care market, provide complete and current data, use rigorous data collection procedures, reflect geographic variation, and analyze data in a manner that captures other relevant differences. For example, market rate surveys can use administrative data such as child care resource and referral data if they are representative of the market. If an alternative methodology such as cost modeling is used, demonstrate that the methodology used reliable models that estimated the cost of delivering services in center- and home-based settings at each level of quality defined by the State/Territory.

Describe:

For the MRS a survey was mailed to child care providers across the state and made available online. For the funding model, the CCDF Lead Agency worked with national experts to identify cost factors affecting providers' statewide cost impact and state policies.

Market Rate Survey - NOTE - At the time of the survey, the change from Classes to Types was not official. In Louisiana, child care is provided in a variety of settings: Class A centers, Class B centers (not eligible for federal or state funding), exempt providers (such as school-based child care programs), registered and/or certified family child care home providers (may also be certified to participate in the Child Care Assistance Program), and certified in-home child care providers (certified to participate in the Child Care Assistance Program).

A list of more than 10,400 non-duplicated child care providers was compiled using lists provided by DCFS (licensing and subsidized care) and the Louisiana Department of Education (registered and/or certified family providers/food program participants). Duplicates that could be identified based on matching criteria, e.g., location address, or provider or facility name, were removed prior to the initial mailing. A sample of 4,000 (approximately half) of the family food program participants and all listed providers in the other categories were included in the mailing.

The survey protocol had multiple stages: first, a postcard announcement was sent in September to all providers to alert them to the upcoming mailing and invite them to complete the survey online. In October, a first-class mailing of survey materials (questionnaire, cover

Check which types of tiered payment or rate add-on, 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, amount or percentage of the tiered rate/add-on, and indicate if the rates were set based on the MRS or another process.

Tiered rate/rate add-on for non-traditional hours.

Describe:

Tiered rate/rate add-on for children with special needs as defined by the State/Territory.

Describe:

[All children with an IFSP/IEP receive the higher rate to support the basic needs of the center to support the child with the disability.](#)

Tiered rate/rate add-on for infants and toddlers (do not check if you have a different base rate for infants/toddlers with no separate bonus or add-on).

Describe:

[Infants and toddlers receive a higher base rate.](#)

Tiered rate/rate add-on for programs meeting higher quality as defined by the State/Territory.

Describe:

Tiered rate/rate add-on for programs serving homeless children.

Describe:

Other tiered rate/rate add-on beyond the base rate.

Describe:

[In an effort to increase the availability of quality services provided while keeping the rates affordable for families, including families who do not qualify for subsidy, the CCDF Lead Agency provides quality incentive bonus payments for certain quality criteria. This measure is provided to support child care centers participating in QRIS at 2-5 stars. These quarterly bonuses are only available to providers caring for CCDF children and children in protective services. The bonus amounts are 3,8,13.5 and 20 percent, of all payments received for care.](#)

[School Readiness Tax Credits \(SRTC\) are also available for centers participating in Quality Start beginning at the second star level. SRTC is a package of tax credits](#)

designed to encourage higher quality child care.

These efforts are designed to support equal access to quality care for low-income children. When established in 2007, these efforts combined to support equal access to quality care for low-income children. The MRS was used to judge the equity of bonus plus SRTC to market rate. These incentives will be continually reevaluated as the CCDF Lead Agency continues to move forward with its new unified rating and improvement system.

None.

4.3.3 Describe how the State/Territory set payment rates for child care services in accordance with the results of the most recent market rate survey or alternative methodology

Describe:

The Lead Agency set rates by examining the results of the MRS and looking at the funding model it created. Rates have been set to fund providers at a higher rate than the Lead Agency previously set and that reduces copay. As of February 1, 2016, the Lead Agency has moved from paying at the 10% of market rates to roughly 50% of market rates.

4.3.4 In setting payment rates, how did the State/Territory take into consideration the cost of providing higher quality child care services than were provided prior to November 2014 (e.g., tiered payment or other methods) and without, to the extent practicable, reducing the number of families receiving CCDF relative to the number of families served as of November 2014.

For example, providing tiered payment with a sufficient differential to support higher quality, considering the cost of quality using a cost estimation model or other method, or examining the participation rate of high-quality providers in the subsidy system (e.g., using indicators from a quality rating system, accreditation or other state-defined indicators of quality) and adjusting payment rates if necessary.

Describe:

The Lead Agency set rates by examining the results of the MRS and looking at the funding model it created. Rates have been set to fund providers at a higher rate than the CCDF Lead

Agency previously set and that reduces copay. As of February 1, 2016, the Lead Agency has moved from paying at the 10% of market rates to roughly 50% of market rates.

4.4 Summary of Facts Used to Determine that Payments Rates Are Sufficient to Ensure Equal Access

The CCDF plan shall provide a summary of data and facts relied on by the State/Territory to certify that payment rates are sufficient to ensure equal access. (658E (c)(4)(A)) Equal access is not limited to a single percentile alone but is inclusive of various metrics or benchmarks that would offer children receiving CCDF access to the same services (type of care, quality of care) as children not receiving CCDF.

4.4.1 What data and facts did the State use to determine equal access (i.e., what is your metric or benchmark of equal access - such as percentile that rates cover or proportion of costs covered)? Check all that apply and describe.

- Payment rates are set at the 75th percentile or higher of the most recent survey.

Describe:

- Using tiered rates/differential rates as described in 4.3.3 to increase access for targeted needs.
- Rates based on data on the cost to the provider of providing care meeting certain standards

Describe:

The funding model took into account the cost factors of teacher credentials, salary, and quality ratios.

- Data on the size of the difference (in terms of dollars) between payment rates and the 75th percentile in the most recent survey, if rates are below the 75th percentile.

Describe:

The CCDF Lead Agency has reduced copays to limit the size of out-of-pocket costs to families since the state is currently not paying the 75th percentile.

- Data on the proportion of children receiving subsidy being served by high-quality providers.

Describe:

The CCDF Lead Agency monitors the number of children served in high quality settings

[to determine if payment rates are prohibiting children from accessing quality providers.](#)

- Data on where children are being served showing access to the full range of providers. .

Describe:

- Data on how rates set below the 75th percentile allow CCDF families access to the same quality of care as families not receiving CCDF.

Describe:

- Feedback from parents, including parent survey or parent complaints.

Describe:

[The CCDF Lead Agency has done engagement sessions with parents and providers to better understand the cost constraints facing them. This informed how the CCDF Lead Agency sets rates.](#)

- Other.

Describe:

[The funding model recognized current unmet need at each age level and established cost levels for closing those gaps](#)

4.4.2 Does the State/Territory certify that payment rates are sufficient to ensure equal access either based on the current MRS or alternative methodology?

Does the State/Territory certify that payment rates are sufficient to ensure equal access either based on the current MRS or alternative methodology?

- Yes. The State/Territory certifies that payment rates are sufficient to ensure equal access by March 1, 2016.

Provide the State/Territory definition of how its payment rates are sufficient to ensure equal access

[The CCDF Lead Agency continues to determine the unmet need in the birth to five population, and indicated unmet need in the funding model. The recent rate increases further support ensuring access to quality child care providers. The rate changes increased significantly and are provided here. In addition to the rate changes, the copayment structure was changed to make child care more affordable for families. Please click here for the sliding scale and copayment structure.](#)

- 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)

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

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

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.)

Projected start date for each activity:

Projected end date for each activity:

Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[4.5 Payment Practices and Timeliness of Payments](#)

The CCDBG Act of 2014 added a provision that requires States and Territories to describe in the Plan how the State/Territory's payment practices for CCDF child care providers reflect generally accepted payment practices of non-CCDF child care providers in the State/Territory - so as to provide stability of funding and encourage more child care providers to participate in the subsidy program. To the extent practicable, the State/Territory must implement enrollment and eligibility policies that support the fixed costs of providing child care services by delinking provider payments from a child's occasional absences due to holidays or unforeseen circumstances such as illness. (658E(c)(2)(S))

4.5.1 Describe the status of State/Territory's payment practices for CCDF child care providers that reflect generally accepted payment practices of non-CCDF child care providers in the State/Territory

- Fully implemented and meeting all Federal requirements outlined above by March 1, 2016. Describe using 4.5.2 through 4.5.3 below.
- 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)

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

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

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.)

Projected start date for each activity:

Projected end date for each activity:

Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

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 prospectively prior to the delivery of services.

Describe:

- Pays within no more than 21 days of billing for services.

Describe:

[The CCDF Lead Agency pays within 14 days of services rendered.](#)

- Supports fixed costs of providing child care services by delinking provider payments from a child's occasional absences by paying based on enrollment instead of attendance.

Describe including the State/Territory's definition of occasional absences

- Supports fixed costs of providing child care services by delinking provider payments from a child's occasional absences by providing full payment if a child attends at least a certain percent of authorized time. Specify percent and describe

Specify percent and describe

[74% of attendance will be required for the new seat allocation system which is anticipated to be in place in either the winter of 2017 or for the 2017-2018 school year.](#)

- Supports fixed costs of providing child care services by delinking provider payments from a child's occasional absences by providing full payment if a child is absent for a certain number of days in a month.

Specify the number of absence days allowed and paid for and describe

[Payments will be made up to 5 absence days per month.](#)

- Pays on a full-time or part-time basis (rather than smaller increments such as hourly)

Describe:

[Full Time Care - paid in full day or half day depending on the number of hours the child attends. Example: if the child attend less than 4 hours in the day, then payment will be provided for half of the day \(4 hours\). If the child attends, 4 or more hours of the day, the payment will be provided for the full day \(8 hours\)](#)

[Part Time Care - paid in one hour increments and payment is rounded up. Example: if the child attends for 2 hours and 5 minutes, payment will be provided for 3 hours.](#)

- Pays for standard and customary fees that the provider charges private-paying parents (e.g., registration fees, deposits, supplies, field trips, etc.)

Describe:

- Provides prompt notice to providers regarding any changes to the family's eligibility status that may impact payment

Describe:

[A notice is sent out to both the parent and the provider when a change has been made their case.](#)

- Has a timely appeal and resolution process for payment inaccuracies and disputes.

Describe:

- Other.

Describe:

- For those options not checked above, explain why these options are not generally accepted payment practices in your State/Territory.

[The State has a long history of developing payment practices that are fair to providers and work to prevent fraud. In addition, the State has developed payment practices which take a conservative, responsible approach to fiscal management. Therefore, the State does not make prospective payments, pay for seats that do not have children attending, or fees beyond the state rate.](#)

[Louisiana has recently \(February 2016\) increased its rates of payment to providers for eligible-families. In addition to these dramatic rate increases, the state will also pilot \(anticipated to occur in winter of 2017 or for the 2017-2018 school year\) an approach to consider allocations for child care providers for the subsidy program. This should help stabilize enrollment and funding for child care providers. The state will continue to pursue innovative and fair practices that encourages stable enrollment and quality outcomes.](#)

4.5.3 Check and describe the strategies the State/Territory will use to ensure the timeliness of payments.

- Policy on length of time for making payments.

Describe length of time:

[Providers are paid on a weekly basis. For families who were unable to use the time and attendance system, seven days are allowed for corrections.](#)

- Track and monitor the payment process

Describe:

[The state sends providers a monthly remittance report showing all the payments they should have received and reconciles with providers in the event of errors.](#)

- Use of electronic tools (e.g., automated billing, direct deposit, etc.)

Describe:

[The state uses an electronic time and attendance system and uses direct deposit.](#)

- Other.

Describe:

4.6 Supply Building Strategies to Meet the Needs of Certain Populations

The CCDBG Act of 2014 added a provision that the State/Territory will develop and implement strategies to increase the supply and improve the quality of child care services for children in underserved areas, infants and toddlers, children with disabilities, and children who receive care during non-traditional hours. (658 E(c)(2)(M))

4.6.1 Has the State/Territory conducted data analysis of existing and growing supply needs?

- Yes.

Describe data sources

[The State continually reviews family demand for child care and the number of child care providers. In addition, through oversight of the Community Network coordinated enrollment systems, the CCDF Lead Agency continually gathers information about family](#)

Describe

[Poverty is high in Louisiana as almost 74% of the state's children are eligible for free/reduced meals - Click herefor the statistics. The CCDF Lead Agency has increased child care assistance rates to providers \(centers\) statewide and drastically reduced copays. These actions support providing assistance to those families in areas of greatest need. Every community in Louisiana performs a count of all publicly-funded children attending early childhood programs ages 0-5, organized by funding source, twice annually. These counts support community planning for funding and seats to serve the highest need families. Communities use these counts of publicly-funded children to plan for coordinated enrollment processes across all publicly-funded early childhood programs. Coordinated enrollment requires communities to reach and recruit families for publicly-funded seats, with a focus on the highest need families. Communities submit plans for how they will recruit and enroll these families, including families of children with special needs, homeless families, and families requiring language assistance. These counts and plans also inform the state's analysis of access gaps across communities, and support state-level planning for addressing access gaps statewide.](#)

- 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)

Overall Status - Describe the State/Territory's status toward complete implementation for any requirement(s) not fully implemented (not yet started, partially implemented, substantially implemented, other)

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

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.)

Projected start date for each activity:

Projected end date for each activity:

Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

5 Establish Standards and Monitoring Processes to Ensure the Health and Safety of Child Care Settings

The CCDBG Act of 2014 makes child care safer by defining minimum health and safety requirements for child care providers. This includes both the standards that must be established and the pre-service/orientation and ongoing minimum training required. States and Territories must also explain why exemptions to any of the licensing standards do not endanger the health and safety of CCDF children in license-exempt care. States and Territories are required to have standards for CCDF providers regarding group size limits and appropriate child-to-provider ratios based on the age of children in child care.

Pre-licensure and annual unannounced inspections of licensed CCDF providers and annual inspections of license-exempt CCDF providers are now required. The CCDBG Act of 2014 requires States and Territories to establish qualifications and training for licensing inspectors and appropriate inspector-to-provider ratios. It also requires States and Territories to conduct criminal background checks for all child care staff members, including staff members who don't care directly for children but have unsupervised access to children and lists specific disqualifying crimes. States and Territories must certify that all child care providers comply with child abuse reporting requirements of Child Abuse Prevention and Treatment Act (CAPTA), mandatory reporting of known and suspected instances of child abuse and neglect).

5.1 Licensing Requirements and Standards

Each State is required to certify it has in effect licensing requirements applicable to all child care services provided within the State (not restricted to providers receiving CCDF), and to provide a detailed description of such requirements and how such requirements are effectively enforced. (658E(c)(2)(l)(i))

5.1.1 The State/Territory certifies that it has licensing requirements applicable to child care services provided within the State.

(658(c)(2)(F)) This requirement did not change under the CCDBG Act of 2014. List the categories of care that your State/Territory licenses and provide your definition of each licensed category of care

List the categories of care that your State/Territory licenses and provide your definition of each licensed category of care

[The Louisiana "Early Learning Center Licensing Act" requires all early learning centers to be licensed. An early learning center is defined as any child day care center, Early Head Start Center, Head Start Center, or stand-alone prekindergarten program that is not attached to a school.](#)

[A child day care center is defined as any place or center operated by any institution, political subdivision, society, agency, corporation, person or persons, or any other group for the purpose of providing care, supervision, and guidance of seven or more children, not including those related to the caregiver, unaccompanied by parent or legal custodian, on a regular basis for at least 12½ hours in a continuous seven-day week.](#)

5.1.2 Does your State/Territory exempt any child care providers from its licensing requirements?

Yes.

Describe which types of providers that can receive CCDF are exempt from licensing and how such exemptions do not endanger children who receive CCDF services from license-exempt providers

[Types of child care providers that may receive child care assistance are](#)

[1\) Type III early learning centers](#)

[2\) School child care centers](#)

[3\) Family child care providers;](#)

[4\) In-home providers, and](#)

[5\) Military child care centers.](#)

No.

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. Describe using 5.1.4 and 5.1.5 below.
- 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) [09/30/2016](#)

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 13Z](#)

Projected start date for each activity: [10/01/2015](#)

Projected end date for each activity: [09/30/2016](#)

Agency - Who is responsible for complete implementation of this activity

natural disaster, or a man-caused event (such as violence at a child care facility), within the meaning of those terms under section 602(a) (1) of the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5195a(a)(1))

- Handling and storage of hazardous materials and the appropriate disposal of bio contaminants
- Precautions in transporting children (if applicable)
- First aid and cardiopulmonary resuscitation

Yes. The State/Territory certifies that it has health and safety requirements for CCDF providers in these areas as of March 1, 2016.

Provide a citation and a link if available

[See Bulletins 137 and 139 at this link - http://bese.louisiana.gov/documents-resources/policies-bulletins](http://bese.louisiana.gov/documents-resources/policies-bulletins)

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)

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

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

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.)

Projected start date for each activity:

Projected end date for each activity:

Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with the State/Territory lead

reactions ; and

5. prevention of shaken baby syndrome and abusive head trauma;
6. if medication is administered to children in care, medication administration training completed with a qualified health and safety professional, a Child Care Health Consultant, approved by DHH to provided training, consultation, and technical assistance child care providers on health and safety topics every two years;

- Annual Training. The provider must annually complete 12 clock hours of training in job-related subject areas approved by the department. Documentation verifying completion of the required training shall be maintained by the provider and made available for inspection upon request by the department. Orientation training counts toward the annual training requirement in the certification period taken.
- Hazardous Materials. BESE Bulletin 139 requires that providers keep items that can be harmful to children, such as medications, poisons, cleaning supplies and chemicals, and equipment, tools, knives and other potentially dangerous utensils in a secure place that is inaccessible to children;
- Emergency Planning. BESE Bulletin 139 requires that that the provider has appropriate emergency phone numbers, such as fire and police, hospitals and Louisiana Poison Control, and the physical address and phone number for the residence in which care is provided posted in a prominent, easily visible location, and have a written emergency plan that protects children in the event of fire, flood, storm, hurricane, tornado, and snow and ice.
- CPR. The provider must provide documentation of current certification in infant, child and adult CPR
- Pediatric First Aid. The provider must provide documentation of current certification in pediatric first aid

- 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)

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

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

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.)

Projected start date for each activity:

Projected end date for each activity:

Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

5.1.7 Does the State/Territory have health and safety requirements for any of the following optional areas?

Nutrition (including age appropriate feeding).

Describe:

[For Licensed Providers - All meals and snacks and their preparation, service and storage shall meet the requirements for meals of the U.S. Department of Agriculture \(USDA\) Child and Adult Care Food Program \(CACFP\) and 7 C.F.R. 226.20 and the Louisiana Sanitary Code, Title 51, Part XXIII, found at LAC 51:XXXIII. For the current CACFP meal patterns, contact the Louisiana Department of Education, Division of Nutrition Support. Specifically, the meal patterns of the CACFP program must be met as well as safe preparation and storage. More information on the CACFP program can be requested from the LDE, Division of Nutrition Assistance.](#)

[For Family Child Care Providers and In-Home Providers - they must receive a four-hour training orientation which includes information on meeting the nutritional needs of children as well as training on prevention of and response to emergencies due to food and allergic reactions. If the home wishes to participate in the CACFP program, more information can be requested from the LDE, Division of Nutrition Assistance.](#)

Access to physical activity.

Describe:

[For Licensed Providers - Children under age 2 shall be provided time and space for age appropriate physical activity for at least 60 minutes per day. Children age 2 and older shall be provided 60 minutes of physical activity per day that includes a combination of both teacher led and free play.](#)

Screen time.

Describe:

[Electronic device activities for children under age two are prohibited; time allowed for electronic device activities for children ages two and above shall not exceed two hours per day.](#)

Caring for children with special needs.

Describe:

[For Licensed Providers - When the nature of a child with special health care needs or the number of children with special health care needs warrants added care, the center shall add sufficient staff as necessary. In the event of emergencies, providers shall have specific procedures for handling children with special needs, including the evacuation and transportation of children in wheelchairs. An individualized emergency plan shall be in place for each child with special needs and shall include medical contact information and additional supplies and equipment as needed.](#)

Recognition and reporting of child abuse and neglect.

Describe:

[A s mandated reporters, all staff and owners shall report any suspected abuse or neglect of a child to the Louisiana Child Protection Statewide Hotline \(855\) 4LA-KIDS \[\(855\) 452-5437\]](#)

Other subject areas determined by the State/Territory to be necessary to promote child development or to protect children's health and safety.

Describe:

5.1.8 States and Territories have the option to exempt relatives (as defined in CCDF regulations as grandparents, great-grandparents, siblings if living in a separate residence, aunts, and uncles, 98.41(A)(ii)(A)) from these CCDF health and safety

requirements.

Does the State/Territory exempt relatives from the requirement to receive pre-service or orientation health and safety training on any or all of the listed topics?

- Yes, all relatives are exempt from all health and safety training requirements.
If the State/Territory exempts all relatives from the CCDF health and safety training requirements, describe how the State ensures the health and safety of children in relative care.
- Yes, some relatives are exempt from health and safety training requirements.
If the State/Territory exempts some relatives from the CCDF health and safety training requirements, describe which relatives are exempt from which requirements (all or some) and include how the State/Territory ensures the health and safety of children in relative care.
- No, relatives are not exempt from CCDF health and safety training requirements.

5.2 Monitoring and Enforcement Policies and Practices

5.2.1 The State/Territory certifies that the State/Territory shall have in effect policies and practices to ensure that providers for children receiving assistance and their facilities comply with applicable State or local licensing and health and safety requirements. (658E(c)(2)(J))

- Yes.

The State/Territory certifies that it has policies and practices to ensure compliance with applicable licensing and health and safety requirements for providers receiving CCDF and their facilities as of March 1, 2016. List the policy citation

[For Licensed Centers - BESE Bulletin 137 - Louisiana Early Learning Center Licensing Regulations. For Family Child Care and In-Home Providers - Bulletin 139 - Child Care Development Fund](#)

[Louisiana exempts Family Child Care, In-Home Providers, and school based providers from licensing requirements. These exemptions do not endanger children who receive services](#)

[from these providers. The Lead Agency has promulgated requirements that govern health and safety expectations for providers. These requirements are contained in:](#)

[Family and In-Home Providers:](#)

- [Bulletin 139 - Child Care Development Fund](#)

[School-Based Providers](#)

- [Bulletin 135 - Safety and Health](#)
- [Bulletin 741-\(Public\) Handbook for School Administrators - Chapters 11 and 13.](#)
- [Bulletin 741 - \(Non-public\) Handbook for School Administrators-mixed throughout](#)
- [Bulletin 119 - School Transportation Specifications & Procedures](#)

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)

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

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

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.)

Projected start date for each activity:

Projected end date for each activity:

Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

SUBSTITUTIONS:

A baccalaureate degree in early childhood education; early childhood administration; child development; Pre-K-3 education; general education/studies with a concentration in early childhood education/child development; early childhood education/elementary education; family & consumer sciences; family/child life & family studies; special education; elementary education or human ecology w/early childhood education will substitute for one year of the required experience.

A master's degree in any field will substitute for one year of required experience.

Specialized and advanced degrees with less than a Ph.D. will substitute for a maximum of one year of the required experience.

A Ph.D. in any field will substitute for all of the required experience.

Licensing Specialist 2

A baccalaureate degree plus three years of professional level experience in hospital, nursing home, or day care center administration; public health; social services; family life education; early childhood development regulatory experience; administrative services; or teaching at the elementary or secondary level.

SUBSTITUTIONS:

A baccalaureate degree in early childhood education; early childhood administration; child development; Pre-K-3 education; general education/studies with a concentration in early childhood education/child development; early childhood education/elementary education; family & consumer sciences; family/child life & family studies; special education; elementary education or human ecology w/early childhood education will substitute for one year of the required experience.

A master's degree in any field will substitute for one year of the required experience.

Specialized and advanced degrees with less than a Ph.D. will substitute for a maximum of one year of the required experience.

A Ph.D. in any field will substitute for two years of the required experience.

Specialized and advanced degrees will substitute for a maximum of two years of the required experience.

Specialists get 3-4 months of on-site training in centers within and outside of their determined areas.

Links to the job descriptions from the Louisiana State Civil Service are below:

<http://agency.governmentjobs.com/louisiana/default.cfm?action=viewclassspec&classSpecID=715940&agency=1546&viewOnly=yes>

<http://agency.governmentjobs.com/louisiana/default.cfm?action=viewclassspec&classSpecID=715940&agency=1546&viewOnly=yes>

Yes.

The State/Territory certifies that as of March 1, 2016 it has policies and practices regarding inspections for licensed CCDF providers. List the policy citation and describe the inspection requirements including the frequency of announced and unannounced visits

[BESE Bulletin 137 Sections 315 and 701.2.a - http://bese.louisiana.gov/documents-resources/policies-bulletins](http://bese.louisiana.gov/documents-resources/policies-bulletins)

[Child care providers are inspected upon initial licensure request and then at least annually unannounced.](#)

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 November 19, 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 November 19, 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)

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

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.)

Projected start date for each activity:

Projected end date for each activity:

Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than November 19, 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)

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

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.)

Projected start date for each activity:

Projected end date for each activity:

Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

5.2.3 States and Territories have the option to exempt relatives (as defined in CCDF regulations as grandparents, great-grandparents, siblings if living in a separate residence, aunts, and uncles, 98.41(A)(ii)(A)) from inspection requirements.

Note this exception only applies if the individual cares ONLY for relative children. Does the State/Territory exempt relatives from inspection requirements listed in 5.2.2?

Yes, all relatives are exempt from all inspection requirements.

If the State/Territory exempts all relatives from the inspection requirements, describe how the State ensures the health and safety of children in relative care.

Yes, some relatives are exempt from inspection requirements.

If the State/Territory exempts some relatives from the inspection requirements, describe which relatives are exempt from which requirements (all or some) and include how the

State/Territory ensures the health and safety of children in relative care.

No, relatives are not exempt from inspection requirements.

5.3 Criminal Background Checks

The CCDBG Act of 2014 added new requirements for States and Territories receiving CCDF funds to conduct criminal background checks on child care staff members and prospective staff members of child care providers. States and Territories must have requirements, policies, and procedures in place to conduct criminal background checks for staff members of child care providers (other than relatives) that are licensed, regulated or registered under State/Territory law or receive CCDF funds. Background check requirements apply to any staff member who is employed by a child care provider for compensation or whose activities involve the care or supervision of children or unsupervised access to children. For family child care homes, this includes the caregiver requesting a check of him/herself, as well as other adults in the household that may have unsupervised access to children. These provisions must be in place no later than September 30, 2017.

The CCDBG Act of 2014 specifies what a comprehensive criminal background check includes and a child care provider must submit a request to the appropriate State/Territory agency for a criminal background check for each child care staff member, including prospective child care staff members at least once every 5 years. A criminal background check must include a search of: State criminal and sex offender registry in the State where the staff member resides and each State where the staff member has resided over the past 5 years; State child abuse and neglect registry in the State where the staff member resides and each State where the staff member has resided over the past 5 years, National Crime Information Center (run by the FBI); FBI fingerprint check using Next Generation Identification ; and National Sex Offender Registry. Child care staff members cannot be employed by a provider receiving CCDF if they refuse a background check; make materially false statements in connection with the background check; are registered or required to be registered on the State or National Sex Offender Registry; have been convicted of a felony consisting of: murder, child abuse or neglect, crimes against children, spousal abuse, crime involving rape or sexual assault, kidnapping, arson, physical assault or battery, or subject to an individual review, at the State's option, a drug-related offense committed during the preceding 5 years; or have been convicted of a violent misdemeanor committed as an adult against a child.

Timeliness of background checks - The State/Territory must conduct the background checks as quickly as possible and shall not exceed 45 days after the child care provider submitted the request. The State/Territory shall provide the results of the background check in a statement that indicates whether the staff member is eligible or ineligible, without revealing specific disqualifying information. If the staff member is ineligible, the State/Territory will provide information about each disqualifying crime to the staff member.

Fees for background checks - Fees that a State/Territory may charge for the costs of

processing applications and administering a criminal background check may not exceed actual costs to the State/Territory for processing and administration.

Transparency - The State/Territory must ensure that policies and procedures for conducting criminal background checks are published on the State/Territory's consumer education website (also see section 2.3) or other publicly available venue.

Appeals process - The State/Territory shall have a process for a child care staff member to appeal the results of their background check to challenge the accuracy and completeness.

Privacy considerations - Lead Agency may not publicly release the results of individual background checks.

5.3.1 Describe the status of the State/Territory's requirements, policies, and procedures for criminal background checks for child care staff members and child care providers.

Fully implemented and meeting all Federal requirements outlined above.

List the policy citation within the Lead Agency's rules and describe the policies and procedures for criminal background checks using 5.3.2 through 5.3.9 below.

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, 2017). 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, 2017) [9/30/2017](#)

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

[None](#)

Unmet requirement - Identify the requirement(s) to be implemented. [Requirements, policies, and procedures in place to conduct criminal background checks for staff members of child care providers \(other than relatives\) that are licensed, regulated or registered under State/Territory law or receive CCDF funds.](#)

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.)

Legislative and policy/regulation changes -

1. Bill has been developed to allow FBI check and to allow the LDE to request the CBC. Legislative session is underway currently; will follow up with appropriate policy changes to Bulletins 137 and 139 after bill has passed.

Projected start date for each activity: 07/01/2015

Projected end date for each activity: 09/30/2017

Agency - Who is responsible for complete implementation of this activity
<u>Louisiana Department of Education</u>

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

Louisiana State Police, Louisiana Department of Children and Family Services

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.)

Conduct an RFP for a Non-channeler to assist with processing CBCs

Projected start date for each activity: 07/01/2015

Projected end date for each activity: 04/01/2017

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

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

Louisiana State Police

Unmet requirement - Identify the requirement(s) to be implemented. Child care staff members cannot be employed by a provider receiving CCDF if they refuse a background check; make materially false statements in connection with the background check; are registered or required to be registered on the State or National Sex Offender Registry; have been convicted of a felony consisting of: murder, child abuse or neglect, crimes against children, spousal abuse, crime involving rape or sexual assault, kidnapping, arson, physical assault or battery, or subject to an individual review, at the State's option, a drug-related offense committed during the preceding 5 years; or have been convicted of a violent misdemeanor committed as an adult against a child.

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.)

[Legislative/policy/regulatory changes](#)

1. [Legislative session is underway currently; will follow up with appropriate policy changes to Bulletins 137 and 139 after the session is over.](#)

Projected start date for each activity: [07/01/2015](#)

Projected end date for each activity: [09/30/2017](#)

Agency - Who is responsible for complete implementation of this activity
[<u>Louisiana Department of Education</u>](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

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.)

[Conduct an RFP for a Non-channeler to assist with processing CBCs](#)

Projected start date for each activity: [07/01/2015](#)

Projected end date for each activity: [04/01/2017](#)

Agency - Who is responsible for complete implementation of this activity
[Louisiana Department of Education](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[Louisiana State Police](#)

Unmet requirement - Identify the requirement(s) to be implemented. [Conduct the background checks as quickly as possible and shall not exceed 45 days after the child care provider submitted the request.](#)

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.)

[Regulatory/policy changes](#)

LDE or a contractor, if the LDE enters into a contract with a non-channeler to conduct the comprehensive background check.)

2. Child care staff member (Hereinafter, staff member means staff member or prospective staff member) shall submit electronic fingerprints to Louisiana State Police through appropriate entity.
 3. LDE will
 1. the child care provider a written notice of ineligibility that does not reveal any disqualifying crime or other related information regarding the staff member.
 2. the staff member a written notice of ineligibility that includes information about each disqualifying crime and other related information, and provides notice of the staff member's right to appeal the accuracy or completeness of the information contained in the staff member's criminal background check.
- LDE shall provide an appeals process by which a staff member may appeal the results of a criminal background check to challenge the accuracy or completeness of the information contained in the staff member's criminal background check .
 - LDE shall provide the results of the comprehensive background check as expeditiously as possible but not later than 45 days of receipt of the formal request and fingerprints.
 - If the LDE uses a non-channeler to perform the comprehensive background check, the LDE will enter into a contract with the non-channeler that ensures all requirements of the comprehensive background check are met and that requires the non-channeler to contract with the Louisiana State Police for oversight and monitoring of the criminal background check process.
 - LDE will not publicly release or share the results of individual criminal background checks, except LDE may release aggregated data by crime as long as such data is not personally identifiable information.

5.3.3 Describe how the State/Territory is assisting other States process background checks, including which agency/entity is responsible for working with other states

Describe:

Louisiana will handle out of state request as it handles these request for the Foster Program. The individual can apply for and receive a Right to Review (via mail or in person) from LSP and provide this to the requesting Lead Agency for completion of the Criminal Background Check.

5.3.4 Does the State have a review process for individuals disqualified due to a felony drug offense to determine if that individual is still eligible for employment?

Yes.

Describe:

No.

5.3.5 Does the Lead Agency disqualify child care staff members based on their conviction for other crimes not specifically listed above?

Yes.

Describe:

Click on this [link](#) for a list of prohibited offenses.

No.

5.3.6 Does your State State/Territory exempt relatives (defined in CCDF regulations as grandparents, great-grandparents, siblings if living in a separate residence, aunts, and uncles, 98.41(A)(ii)(A)) from background checks?

Yes, all relatives are exempt from all background check requirements.

Yes, some relatives are exempt from the background check requirements. If the State /Territory exempts some relatives from background check requirements, describe which relatives are exempt. from which requirements (some or all).

Describe.

No, relatives are not exempt from background checks.

5.3.7 Describe how fees charged for completing the background checks do not exceed the actual cost of processing and administration, including how the State State/Territory ensures that 3rd party vendors or contractors do not charge fees that exceed the actual cost of processing and administration, if applicable.

Lead Agencies can report that no fees are charged if applicable:

Describe.

[Fees will be calculated based on labor, supplies, etc. needed to process the criminal background check and fees will be based on actual costs only.](#)

5.3.8 Describe how background check policies and procedures are published on the State/Territory consumer education website or made publicly available on another venue:

Describe.

[The bacground check policies and procedures will be published on the LDE Consumer Education website by 9/30/2016.](#)

5.3.9 Does the Lead Agency release aggregated data by crime?

Yes.

List types of crime included in the aggregated data:

No.

6 Recruit and Retain a Qualified and Effective Child Care Workforce

Teacher-child interactions and relationships, intentional strategies to engage children and their parents, and use of curriculum and assessment to inform practices with children are key components of high quality child care. These require a competent, skilled, and stable workforce. Research has shown that specialized training and education, positive and well-organized work environments and adequate compensation promote teacher recruitment, stability, diversity of the early childhood workforce, and effectiveness with young children in child care. In addition, professional development strategies that emphasize on-site mentoring and coaching of teachers have emerged as promising to change practices with children and families. Professional development, whether training, on-site coaching and mentoring, registered apprenticeship, or higher education coursework, should reflect the research and best practices of child development in all domains and cultural competence.

The CCDBG Act of 2014 requires States and Territories to establish professional development and training requirements in key areas such as health and safety, early learning guidelines, responding to challenging behavior and engaging families. States and Territories are required to offer ongoing annual training and to establish a progression of professional development opportunities to improve knowledge and skills of CCDF providers. (658E(c)(2)(G)) An example of how a State/Territory might address this is to establish a system or framework of professional development that includes professional standards, a "career ladder" that allows an individual to

build knowledge and skills in a cumulative manner from introductory training to advance level education, including obtaining credentials and post-secondary degrees. Professional development should be designed in a manner that aligns to competencies and qualifications that reflect working with children of different ages, English language learners, children with disabilities and the differentiated roles in all settings, such as teachers, teacher assistants, and directors. Training and education supporting professional development is also one of the options States and Territories have for investing their CCDF quality funds. (658G(b)(1)) ACF encourages States and Territories to collaborate and coordinate with other early childhood educator professional development resources, such as Race to the Top Early Learning Challenge grants, quality funds available through the Preschool Development grants, and funds available through Head Start and Early Head Start, to the extent practicable. Responsive, well-qualified adult caregivers are one of the most important factors in children's development and learning in child care settings. ACF strongly encourages States and Territories to link CCDF health and safety trainings (see Section 5) and child development trainings and education to this broader professional development framework as the foundation for building a knowledgeable early childhood education workforce. Questions related to requirements for recruiting and retaining a qualified and effective child care workforce have been consolidated into Section 6.

6.1 Training and Professional Development Requirements

The CCDBG Act of 2014 added a requirement that the State/Territory develop training and professional development requirements designed to enable child care providers to promote the social, emotional, physical and cognitive development of children and to improve the knowledge and skills of the child care workforce. Such requirements shall be applicable to child care providers caring for children receiving CCDF across the entire age span from birth through age 12. (658E(c)(2)(G)) Training and professional development should be accessible and appropriate across settings and types of providers, including family child care home providers and child care center staff.

The State/Territory also must develop and implement strategies to strengthen the business practices of child care providers to expand the supply and improve the quality of child care services. (658E(c)(2)(V))

For purposes of this section, the term professional development is inclusive of credit bearing coursework, postsecondary degree programs, and technical assistance (targeted assistance such as mentoring, coaching or consultation) activities. Health and safety topics that require renewal of a credential or certification should be considered continuing education unit trainings.

responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 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)

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

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.)

Projected start date for each activity:

Projected end date for each activity:

Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

6.1.2 Describe how the State provides ongoing training and professional development, provides for a progression of professional development (such as allows an individual to build on entry- and mid-level training and education both in terms of the skills and knowledge they attain but also in terms of credit that leads toward a higher level credential or certification, including articulation agreements) reflecting research and best practice to meet the developmental needs of participating children and improve the quality and stability of the child care workforce:

- State/Territory professional standards and competencies.

Describe.

[Louisiana is developing a set of general teacher competencies and a set of certification area specific teacher competencies that are intended to guide the knowledge and skills that are required to be included in all teacher preparation programs. The teacher competencies include a fully developed set of pedagogical and practical skills for all](#)

[individuals working as teachers with children ages birth to twelfth grade. The certification area competencies specify the content-area specific knowledge and teaching skills that are needed for individual teacher areas. These competencies provide specific to the birth to kindergarten age group. The competencies detail the required knowledge base and skills educators must have to be effective in child care, head start, and pre-k settings. These competencies will align with the required content knowledge and pedagogical skills that are included in the Birth to Kindergarten Career Pathway. The Birth to Kindergarten Career Pathway is a collection of postsecondary coursework which builds on a series of professional degrees, earned over time as candidate's progress in the statewide pathway. Louisiana's teacher competencies are expected to be finalized in state policy during fall 2016.](#)

Career ladder or lattice.

Describe.

[Louisiana has developed a Birth to Kindergarten Career Pathway that begins with an Early Childhood Ancillary Certificate and ends with a Birth to Kindergarten teaching license. State workgroups are working together to develop a statewide curriculum that identifies a clear path for early childhood professionals to expand their knowledge, skills, and credentials as they work with young children in early childhood centers. Through a series of stackable degrees and coursework, early childhood teachers that attend participating teacher preparation programs that offer the statewide curriculum will have the opportunity to build their credentials over time. The statewide curriculum includes nine Birth to Kindergarten content knowledge courses \(30 credit hours\).](#)

[The first of the three courses for the statewide curriculum prepares teacher candidates to earn their Child Development Associate \(CDA\), as awarded by the Council for Professional Recognition. Candidates are then able to complete additional coursework and earn a technical diploma, an associate degree, or a bachelor's degree within the voluntary statewide curriculum.](#)

[Each of the degrees within the voluntary statewide curriculum is aligned to meet the requirement for the Early Childhood Ancillary Certificate. The Early Childhood Ancillary Certificate is the teaching credential required for all lead teachers in publicly funded centers by 2019, and can be earned by successfully completing the foundational](#)

[coursework for the statewide curriculum... Courses offered for the Early Childhood Ancillary Certificate can be offered by approved higher education institutions or by private providers.](#)

[The credentials within the Birth to Kindergarten Pathway align with the levels that qualify teachers to enroll in Louisiana Pathways Career Development System. The Louisiana Pathways Career Development System enrolls both child care and family child care teachers and documents their professional educational background and experience based on the degrees and professional credentials they have earned.](#)

[Louisiana Pathways Career ladders are designed for administrators, child care center classroom teachers, and family child care providers who provide care in their own home. The career ladder for childcare teachers is aligned with that of the degrees awarded in the Birth to Kindergarten Pathway. Enrolled participants may be eligible for School Readiness Tax Credits based on their level in the career ladder.](#)

- Articulation agreements between two- and four-year postsecondary early childhood education or degree programs.

Describe.

[Beginning in fall 2016, two- and four-year postsecondary institutions will begin seeking approval to offer coursework for a new Birth to Kindergarten associate and bachelor degree. Programs that offer these may choose to use the voluntary statewide curriculum which will include a collection of postsecondary coursework which builds on a series of professional degrees, earned over time as candidates progress in the statewide pathway. The initial coursework, which will be offered beginning in fall 2016, will lead to candidate's pursuing a Child Development Associate, followed by an associate's degree and a bachelor's degree. Teachers that complete coursework that is offered by an approved teacher preparation program will be able to transfer courses between participating two and four year postsecondary institutions in order to build their professional education over time.](#)

- Community-based training approved by a state regulatory body to meet licensing or regulatory requirements.

Describe.

[Louisiana Pathways Career Development System provides a statewide trainer approval](#)

[process. Trainers that are interested in offering required continuing education hours to licensed child care centers must obtain trainer approval status from Louisiana Pathways.](#)

[Trainers may obtain approval in two ways. An individual trainer may demonstrate their credentials and qualifications, participate in ongoing adult learner preparatory training, and submit an application for review and possible Pathways trainer approval.](#)

[Trainers may also obtain Pathways approval by demonstrating their professional affiliation with Louisiana's early childhood community networks. Individuals who contribute to the community network and the accountability and improvement system \(performance profiles\) are able to qualify for a Louisiana Pathways "FastTrack" trainer approval with the endorsement of their supervisor. FastTrack Pathways trainers must also meet the education and work experience requirements included for all Level I, Level II, and Level III Pathways trainers, as described by Louisiana Pathways. Through this simplified trainer approval process, communities are able to easily receive training and credit hours for participating in the state's unification efforts while also meeting the licensing requirements.](#)

[Louisiana also contracts with Resource and Referral Agencies to provide training and professional development to Type III child care centers around the state. Resource and Referral Agencies employ staff that are content knowledge experts in specific topics, such as implementing early learning standards, performing child observation assessments and supporting positive teacher-child interactions.](#)

[Lastly, DHH provides training via their Child Care Health Consultant \(CCHC\) Program.](#)

- Workforce data, including recruitment, retention, registries or other documentation, and compensation information.

Describe.

[The Louisiana Pathways Career Development System collects information about child care and family child care teachers, as well as administrators and directors. Enrolled participants submit information documenting their professional and educational background, work experience, and demographics.](#)

- Advisory structure that provides recommendations for the development, revision, and implementation of the professional development system or framework.

Describe.

[There are two advisory structures that have provided input into the development, revisions, and implementation of Louisiana's professional development system. The Birth to Kindergarten Workgroups are voluntary cross-agency committees, which have been led by the Louisiana Board of Regents.](#)

[The Birth to Kindergarten Workgroups have collectively created and supported the development of all coursework and degree structures for the Birth to Kindergarten statewide curriculum that will be voluntarily implemented by interested institutions. The voluntary statewide curriculum includes a collection of postsecondary coursework which builds on a series of professional degrees, earned over time as candidate's progress in the statewide coursework. Initial coursework will be offered by higher education institutions as well as private providers. Candidates will need to meet specific requirements for college credit to be awarded for coursework offered by private providers.](#)

[The Early Childhood Care and Education Advisory Council reviews all early childhood policy proposals prior to review by Board of Elementary and Secondary Education. The Early Childhood Care and Education Advisory Council reviewed the policy proposal, which established the Early Childhood Ancillary Teaching Certificate and the Birth to Kindergarten Teaching Certificate \(Bulletin 746\). The Council provided recommendations and endorsed both policies in December 2014.](#)

- Continuing education unit trainings and credit-bearing professional development.

Describe.

[Child care teachers who have completed professional development that contributes to their earning a Child Development Associate \(CDA\) credential may receive up to two classes of higher education course credit towards the Care and Development of Young Children Associates Degree at many of Louisiana's Community and Technical Colleges.](#)

- State-approved trainings.

Describe.

[Louisiana has four quarterly state approved and facilitated statewide training sessions](#)

[called the Teacher Leader Collaboratives. The Teacher Leader Collaboratives are intended to bring together teachers from all early childhood settings to complete sessions that provide opportunities to learn new instructional strategies and participate in collaboration with early learning teachers working in a variety of settings \(public school pre-k, Head Start, and child care teachers\).](#)

[The Board of Elementary and Secondary Education \(BESE\) reviews higher education institutions and private providers that are applying for approval to provide foundational coursework that can be used for the Early Childhood Ancillary Certificate. The Early Childhood Ancillary Certificate will be required for all lead teachers in publicly-funded centers beginning in July 2019. The state board reviews proposals from both private providers and institutions of higher education for comprehensive integrated coursework programs, and ensures the quality of the material that is covered and the support that is provided to teachers.](#)

- Inclusion in state and/or regional workforce and economic development plans.

Describe.

- Other.

Describe.

[Beginning in July 2019, all lead teachers in publicly funded centers will be required to have the Early Childhood Ancillary Certificate as a minimum educational credential. This credential requires at a minimum that the teacher has earned a CDA \(Child Development Associate\) and a high school diploma or equivalent.](#)

[Beginning in January 2018, all teachers will be required to complete coursework for their Early Childhood Ancillary Teaching Certificate at a higher education or private provider teacher preparation program that has been approved by the Board of Elementary and Secondary Education \(BESE\). BESE will review coursework to ensure that the content is aligned with the Birth to Kindergarten Career Pathway, and will be able to contribute to stackable credentials.](#)

[To encourage the development of a diverse pool of high-quality early childhood teacher preparation programs, the department has launched a grant opportunity entitled Believe](#)

[and Prepare: Early Childhood. Believe and Prepare: Early Childhood is a competitive grant that provides up to \\$50,000 of startup funding to preparation programs that present high-quality proposals for designing and implementing teacher preparation coursework that is aligned with the Birth to Kindergarten Pathway.](#)

6.1.3 Describe how the State/Territory developed its training and professional development requirements in consultation with the State Advisory Council (SAC) on Early Childhood Education and Care (if applicable) or other state or state-designated cross-agency body if there is no SAC

Describe.

[The Early Childhood Care and Education Advisory Council is the designated statewide early childhood council. The Early Childhood Care and Education Advisory Council is tasked with reviewing all policy related to early learning centers. They have reviewed and endorsed the requirements for ongoing continuing education, structure for Louisiana Pathways Career Development System, and the creation of the Early Childhood Ancillary Teaching Certificate and Birth to Kindergarten Pathway.](#)

6.1.4 Describe how the State/Territory incorporates knowledge and application of the State's early learning and developmental guidelines (where applicable), the State/Territory's health and safety standards (as described in section 5), and incorporates social-emotional/behavioral and early childhood mental health intervention models, which may include positive behavior intervention and support models (as described in Section 2) into its training and professional development requirements

Describe.

[Beginning in July 2019, all lead teachers in publicly funded centers will be required to have obtained the Early Childhood Ancillary Certificate, which is the introductory certificate to the Birth to Kindergarten Career Pathway. In order to earn the Early Childhood Ancillary Certificate, teachers will have to complete introductory coursework at a state approved provider of the foundational coursework for the Birth to Kindergarten Career Pathway, beginning in 2018. All coursework offered as a part of the Birth to Kindergarten Career Pathway is aligned with the statewide teacher competencies and professional standards. Through the required foundational coursework for the Birth to Kindergarten Pathway, all child](#)

[care teachers will be trained on Louisiana's Early Learning Developmental Standards \(ELDS\), learn about strategies to promote health, safety, and child development, and develop their understanding of social-emotional and behavior interventions. The foundational training in the career pathway will ensure all lead teachers have an operational knowledge of these subject areas. In addition, there are several ongoing training opportunities available to child care teachers that provide easily accessible support in the required areas.](#)

[*Knowledge and application of Early Learning and Developmental Guidelines* : Training on the Louisiana's Early Learning Developmental Standards \(ELDS\) is required as an introductory training for all child care centers that are a part of the Early Childhood Community Networks. The Resource and Referral Agencies are required to include training on how to use and apply the ELDS as part of their foundational training requirements. Continuing education and professional development related to the application of the ELDS are permitted to be counted in the continuing education hours that are required for child care centers, family child care, and in-home providers.](#)

[The Louisiana Department of Education has created two online learning opportunities which are free and easily accessible with a focus on training related to Louisiana's Birth to Kindergarten Early Learning and Development Standards \(ELDS\). The Early Childhood Foundations course provides 1.5 hours of instructional content, including an overview of the early learning standards. There is also an additional online course entitled "Louisiana's Birth to Five ELDS" that provides a detailed description of how to read and apply the Birth to Kindergarten Early Learning and Development Standards to the setting of a child care classroom.](#)

[*Health and Safety Standards* : The Louisiana Sanitary Code requires 3 hours of health and safety training annually provided by DHH's LA Child Care Health Consultant program \(LAC 51:XXI.301.A.9\). Additionally, all staff within early learning centers must receive an orientation training that includes health and safety practices within 30 days of hire \(Bulletin 137 1719.B.4\). Family Child Care and In-Home providers are required to complete training on the health and safety standards.](#)

[*Social-emotional behavior intervention models* : The LDE contracts with Tulane University to provide a service called Mental Health Consultations. Mental Health Consultants are available to licensed child care centers who request services and support. Mental Health](#)

Consultants provide a six-month consultation, visiting centers on a biweekly basis. Their purpose is to support child care teachers in implementing social-emotional behavior intervention models.

Child development and guidance training is included as part of the allowable topics for the 12 hours of annual ongoing continuing education for licensed child care centers, family child care, and in-home providers.

6.1.5 Describe how the State's training and professional development requirements are accessible to providers supported through Indian tribes or tribal organizations receiving CCDF (as applicable)

Describe.

All providers that receive CCDF have access and opportunities for professional development, technical assistance, and support. Indian tribes receiving CCDF in Louisiana have joined the local community networks in their area, and are able to access and participate all training available all centers receiving public funding. This includes training provided by Resource and Referral Agencies, Mental Health Consultations, access to Early Childhood Ancillary Certificate programs, and scholarships to support continuing education efforts.

6.1.6 Describe how the State/Territory's training and professional development requirements are appropriate, to the extent practicable, for child care providers caring for children receiving child care subsidies, including children of different age groups (such as specialized credentials for providers who care for infants and/or school-age children), English language learners, children with disabilities, and Native Americans, including Indians and Native Hawaiians.

Describe.

All training, professional development, technical assistance and resources are prioritized for all public child care providers that receive CCDF funds. All publicly-funded child care centers have equal access to the training, professional development, and technical assistance opportunities that meet their local family needs.

All centers that are serving families that qualify for CCDF receive free technical assistance

[and training opportunities from Resource and Referral Agencies. The training and onsite technical assistance provided by Resource and Referral Agencies is designed to meet the needs of the local community. Child care centers seeking additional support in supporting English language learners have the opportunity to seek onsite assistance from their regional Resource and Referral Agency on this topic. Centers with Native American populations are also able to access the training and coaching services provided by their Resource and Referral Agency.](#)

[In the case of an additional need for training or assistance with English language learner children and families, the LDE has a process to contract with translation services. Through translation services the LDE can provide assistance in translating materials and communications with families and local communities.](#)

[Additionally, all teachers that are enrolled in the Louisiana Pathways Career Development System and work in a publicly funded center for a minimum of 16 hours a week qualify for the Louisiana Pathways Scholarship program. The Louisiana Pathways Scholarship program will cover the cost of tuition for child care teachers that seek to advance their professional education. This enables the teachers who are serving at-risk children to increase their training and knowledge of child development. Teachers using scholarship funds are able to take coursework that is applicable to the families and children in which they serve \(e.g., children that are English language learners or that have disabilities\).](#)

[To further support the development of high quality teacher preparation opportunities, the department has launched a grant opportunity entitled Believe and Prepare: Early Childhood. Believe and Prepare: Early Childhood is a competitive grant that provides up to \\$50,000 of startup funding to teacher preparation programs that present high-quality proposals for designing and implementing teacher preparation coursework that is aligned with the Birth to Kindergarten Pathway. Preparation programs that receive Believe and Prepare: Early Childhood will prepare teachers to work with students with disabilities, as well as identify and support individual child needs that may be associated with an English language learners. Future rounds of the Believe and Prepare: Early Childhood grant will focus on expanding the geographical outreach of the program, ensuring that teachers in all regions of the state \(including those with a large Native American population\) have access to high-quality teacher preparation opportunities.](#)

To assist with training on behavior intervention models, the LDE contracts with Tulane University to provide a service called Mental Health Consultations. Mental Health Consultants are available to licensed child care centers who request services and support. Mental Health Consultants provide a six-month consultation, visiting centers on a biweekly basis. Their purpose is to support child care teachers in implementing social-emotional behavior intervention models. In addition, EarlySteps providers are available to support child care caregivers in meeting the IFSP outcomes for children with disabilities in these settings. Through support provided in the setting, caregivers have the benefit of transferring these skills to meeting needs of other children in their setting with special needs.

6.1.7 Describe the strategies the State/Territory uses to recruit and retain providers who will serve eligible children. Check all that apply and describe.

Financial assistance for attaining credentials and post-secondary degrees.

Describe.

Louisiana Pathways Scholarship Program- Child care teachers who work in publicly-funded centers are eligible to receive Louisiana Pathways Scholarships when they meet the criteria determined by LA Pathways and are employed for at least 16 hour per week. Pathways Scholarships are used to cover the costs of college tuition or for other career certifications. Pathways Scholarships can also be used to pay for the CDA exam and certification fee. Louisiana Pathways scholarships can also be used to pay for administrative training.

Financial incentives linked to education attainment and retention.

Describe.

School Readiness Tax Credits (SRTC) and Pathways Career Development Ladder- Child Care teachers who are working at a center enrolled in Quality Start are eligible to earn fully refundable tax credits through the SRTC. Depending on the level of professional education a teacher has received, they are eligible for increased levels of a refunded tax credit. This incentivizes teachers to remain in the industry, as well as pursue additional professional education.

Registered apprenticeship programs.

Describe.

Outreach to high school (including career and technical) students.

Describe.

[Jumpstart Child Care Pathway- The Jumpstart Child Care Pathway provides an opportunity for high school students to complete the coursework for the Child Development Associate \(CDA\) and meet the criteria for the Early Childhood Ancillary Certificate prior to graduating high school. The coursework is imbedded into the high school experience, and students are assisted in obtaining necessary practicum hours.](#)

Policies for paid sick leave.

Describe.

Policies for paid annual leave.

Describe.

Policies for health care benefits.

Describe.

Policies for retirement benefits.

Describe.

Support for providers' mental health (such as training in reflective practices and stress reduction techniques, health and mental health consultation services).

Describe.

[The LDE currently contracts with Tulane University to provide a service called Mental Health Consultations. Mental Health Consultants are available to licensed child care centers who request services and support. Mental Health Consultants provide a six-month consultation, visiting centers on a biweekly basis. They provide direct support in identifying strategies to better manage the child care classrooms](#)

Other.

Describe.

6.1.8 Describe how the State/Territory will recruit providers for whom English is not their first language, or who will serve and be available for families for whom English is not their first language.

Describe.

LDE will rely on feedback from local lead agencies and resource and referral agencies to inform us if there is a need for providers for whom English is not their first language. The local lead agencies are responsible for coordinated enrollment locally; therefore, have intimate knowledge of the needs of their areas. LDE uses Language Link which can provide translation to over 240 languages/dialects. This contract can be used to recruit providers should the need arise and provide information such as applications, etc in other languages.

6.1.9 How will the Lead Agency overcome language barriers to serve providers for whom English is not their first language? Check the strategies, if any, that your State/Territory has chosen to implement.

- Informational materials in non-English languages
- Training and technical assistance in non-English languages
- CCDF health and safety requirements in non-English languages
- Provider contracts or agreements in non-English languages
- Website in non-English languages
- Bilingual caseworkers or translators available
- Collect information to evaluate on-going need, recruit, or train a culturally or linguistically diverse workforce
- 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 primary languages offered (top 3) or specify that the State has the ability to have translation/interpretation in all primary and secondary languages

The LDE uses Language Link which can provide interpretation to over 240

[languages/dialects.](#)

6.1.10 The State/Territory must use CCDF for activities to improve the quality or availability of child care, including training and technical assistance to providers on identifying and serving homeless children and families. (658E(c)(3)(B)(i) Describe the status of the State/Territory's training and technical assistance to providers on identifying and serving homeless children and their families (connects to Section 3.2.2).

Describe the status of the State/Territory's training and technical assistance to providers on identifying and serving homeless children and their families (connects to Section 3.2.2).

Yes.

The State certifies that no later than March 1, 2016 it will provide training and technical assistance to providers on identifying and serving homeless children and their families.

Describe that training and technical assistance for providers

[The State is working with Community Networks through their coordinated enrollment process to improve service for and identification of homeless families. In addition to providing overall and individualized technical assistance to support coordinated enrollment processes that reach and recruit the hardest to reach families, the state will provide guidance specifically for serving homeless children. The state will provide both written guidance and informational materials as well as an annual webinar to communities to support identification and service of homeless children and their families. This guidance will be advertised through the Early Childhood newsletter, and the materials and webinar will be posted in the Early Childhood library on the Department's website.](#)

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)

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

[Social emotional physical and cognitive growth is promoted through professional development that prepares providers to be both familiar with and implement the Early Learning Developmental Standards. Training on the Louisiana's Early Learning Developmental Standards \(ELDS\) is required as an introductory training for all child care centers that are a part of the Early Childhood Community Networks. The Resource and Referral Agencies are required to include training on how to use and apply the ELDS as part of their foundational training requirements. Continuing education and professional development related to the application of the ELDS are permitted to be counted in the continuing education hours that are required for child care centers, family child care, and in-home providers.](#)

[The Department of Health and Hospitals manages a program called Child Care Health Consultants. Child Care Health Consultants provide training and technical assistance to child care providers related to the health and safety needs of children. Through these services child care centers receive additional information on nutrition and physical activity.](#)

- Implementing behavior management strategies, including positive behavior interventions and support models that promote positive social-emotional development and early childhood mental health and reduce challenging behaviors, including reducing expulsions of preschool-aged children from birth to five for such behaviors (see also Section 2).

Describe:

[Beginning in July 2019, all lead teachers in publicly-funded centers will be required to have obtained the Early Childhood Ancillary Certificate, which is the introductory certificate to the Birth to Kindergarten Career Pathway. Through the introductory Birth to Kindergarten Pathway coursework, all child care teachers will receive training on the social, emotional, physical, and cognitive development of children. These teacher preparation and continuing education opportunities will be at a professional level and will be reviewed and approved by the Board of Elementary and Secondary Education. The teacher professional standards and competencies included in this coursework include a specific focus on parent engagement.](#)

[Teachers working in publicly-funded child care centers can use Louisiana Pathways](#)

[scholarship funds to attend Early Childhood Ancillary Certificate Programs offered by approved higher education institutions or by private providers. Additionally, teacher preparation programs that are interested in offering Early Childhood Ancillary Certificate Programs have the opportunity to apply for a competitive grant opportunity called Believe and Prepare: Early Childhood. Programs selected for Believe and Prepare: Early Childhood are able to use grant funds to begin or improve their early childhood teacher preparation program.](#)

[Social-emotional behavior intervention models: The LDE contracts with Tulane University to provide a service called Mental Health Consultations. Mental Health Consultants are available to licensed child care centers who request services and support. Mental Health Consultants provide a six-month consultation, visiting centers on a biweekly basis. Their purpose is to support child care teachers in implementing social-emotional behavior intervention models. Child development and guidance training is required as part of the allowable topics for the 12 hours of annual ongoing training for licensed child care centers, family child care, and in-home providers.](#)

[Resource and Referral Agencies provide foundational training for all publicly-funded child care centers. These training opportunities are required to provide foundational learning opportunities to build knowledge and skills related to implementing early learning standards, performing child observations assessments, and supporting positive teacher-child interactions.](#)

- Engaging parents and families in culturally and linguistically appropriate ways to expand their knowledge, skills, and capacity to become meaningful partners in supporting their children's positive development.

Describe:

[Beginning in July 2019, all lead teachers in publicly-funded centers will be required to have obtained the Early Childhood Ancillary Certificate, which is the introductory certificate to the Birth to Kindergarten Career Pathway. Through the introductory Birth to Kindergarten Career Pathway coursework, all child care teachers will receive focused training and practical experience with strategies to engage parents in culturally and linguistically appropriate ways. These teacher preparation and continuing education opportunities will be at a professional level and will be reviewed and approved by the Board of Elementary and Secondary Education. The teacher](#)

[professional standards and competencies included in this coursework include a specific focus on parent engagement.](#)

[Teachers working in publicly-funded child care centers can use Louisiana Pathways scholarship funds to attend Early Childhood Ancillary Certificate Programs. Additionally, teacher preparation programs that are interested in offering Early Childhood Ancillary Certificate Programs have the opportunity to apply for a competitive grant opportunity called Believe and Prepare: Early Childhood. Programs selected for Believe and Prepare: Early Childhood are able to use grant funds to begin or improve their early childhood teacher preparation program.](#)

- Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State/Territory Early Learning and Development Standards.

Describe:

[Beginning in July 2019, all lead teachers in publicly-funded centers will be required to have obtained the Early Childhood Ancillary Certificate, which is the introductory certificate to the Birth to Kindergarten Career Pathway. Through the introductory Birth to Kindergarten Career Pathway coursework, all child care teachers will receive focused training and practical experience with strategies to engage parents in culturally and linguistically appropriate ways. These teacher preparation and continuing education opportunities will be at a professional level and will be reviewed and approved by the Board of Elementary and Secondary Education. Teachers working in publicly-funded child care centers can use Louisiana Pathways scholarship funds to attend Early Childhood Ancillary Certificate Programs, offered by approved higher education institutions or private providers. Additionally, teacher preparation programs that are interested in offering Early Childhood Ancillary Certificate Programs have the opportunity to apply for a competitive grant opportunity called Believe and Prepare: Early Childhood. Programs selected for Believe and Prepare: Early Childhood are able to use grant funds to begin or improve their early childhood teacher preparation program.](#)

[All child care centers have access to an online review of instructional materials and curriculums beginning in winter of 2016 which can be found at:
<http://www.louisianabelieves.com/academics/ONLINE-INSTRUCTIONAL->](#)

[MATERIALS-REVIEWS/curricular-resources-annotated-reviews](#) . Curriculum and other resources will be ranked according to their alignment with the state's Early Learning and Development Standards (Tier I, II, and III with Tier I having the strongest alignment) These materials have been extensively reviewed to ensure their alignment with Louisiana's Birth to Kindergarten Early Learning and Development Standards. [Quality set-aside funds may be used to purchase curricular resources that receive a Tier I or II ranking.](#)

[Child care centers have also received access to training on Teaching Strategies GOLD and Teachstone CLASS as part of their participate in community networks.](#) Both of these tools are evidence-based, and align closely with curriculums that support the use of the FLDS.

[Resource and Referral Agencies provide foundational training for all publicly-funded child care centers. These training opportunities are required to provide foundational learning opportunities to build knowledge and skills related to implementing early learning standards, performing child observation assessments, and supporting positive teacher-child interactions.](#)

- On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development.

Describe:

- Using data to guide program evaluation to ensure continuous improvement.

Describe:

[Beginning in July 2019, all lead teachers in publicly-funded centers will be required to have obtained the Early Childhood Ancillary Certificate, which is the introductory certificate to the Birth to Kindergarten Career Pathway. Through the introductory Birth to Kindergarten Career Pathway coursework, all child care teachers will receive focused training and practical experience with strategies to engage parents in culturally and linguistically appropriate ways. These teacher preparation and continuing education opportunities will be at a professional level and will be reviewed and approved by the Board of Elementary and Secondary Education. Teachers working in publicly-funded child care centers can use Louisiana Pathways scholarship](#)

[funds to attend Early Childhood Ancillary Certificate Programs offered by approved higher education institutions or by private providers.](#)

[Resource and Referral Agencies provide foundational training for all publicly-funded child care centers. These training opportunities are required to provide foundational learning opportunities to build knowledge and skills related to implementing early learning standards, performing child observation assessments, and supporting positive teacher-child interactions.](#)

[Child care centers have also received access to training on Teaching Strategies GOLD and Teachstone CLASS as part of their participation in community networks. Teachers receive specific training as part of the Teaching Strategies GOLD to understand how to use data about child progress to improve and cater their lesson planning and instruction. This training is provided free of charge for all centers that participate in the early childhood community networks. Moving forward, child care centers will be able to go to Resource and Referral Agencies for training on assessments and interactions.](#)

[The LDE currently contracts with Tulane University to provide a service called Mental Health Consultations. Mental Health Consultations are available to publicly funded licensed child care centers who request services and support. Mental Health Consultants provide a six-month consultation, visiting centers on a biweekly basis. The Mental Health Consultation program measures their success of their intervention through observations and uses data to guide the improvement of the teachers or directors who are being assisted.](#)

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

Describe:

- Caring for and supporting the development of children with disabilities and developmental delays.

Describe:

[Beginning in July 2019, all lead teachers in publicly-funded centers will be required to have obtained the Early Childhood Ancillary Certificate, which is the introductory](#)

[education requirements for licensing.](#)

- All child care centers must complete annual continuing education hours as a requirement for licensing. These hours may be within a variety of categories, one of which is management/administrative training. Annual training hours in management and administrative strategies meets the continuing education requirement for any staff member of the center.

[Providing Scholarships for Administrative Training.](#)

- The Louisiana Pathways Scholarship Program is available to contribute to the higher education cost of qualifying child care teachers and staff who work in publicly-funded centers. Individuals are to receive Louisiana Pathways Scholarships when they meet the criteria determined by LA Pathways and are employed for at least 16 hour per week.
- Louisiana Pathways scholarships can also be used to pay for administrative training. Louisiana Pathways provides financial assistance for child care professionals to pursue specialized instruction that directors, assistance directors and aspiring directors need. Individuals must be actively participating in the Louisiana Pathways Early Learning Center Career Development System to qualify for the Administrative Training Scholarship, and must be able to explain how the administrative training will support their goals for providing quality care for young children.

[Supporting shared services practices within the state.](#)

- 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)

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

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

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.)

Projected start date for each activity:

Projected end date for each activity:

Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

6.3 Early Learning and Developmental Guidelines

The CCDBG Act of 2014 added a requirement that the State/Territory will develop, maintain, or implement early learning and developmental guidelines that are appropriate for children in a forward progression from birth to kindergarten entry (i.e., birth-to-three, three-to-five, or birth-to-five), describing what such children should know and be able to do, and covering the essential domains of early childhood development for use State/Territory wide by child care providers. (658E(c)(2)(T)) At the option of the State/Territory, early learning and development guidelines for out-of-school time may be developed. States and Territories may use the quality set-aside as discussed in section 7 to improve on the development or implementation of early learning and development guidelines.

6.3.1 Describe the status of the State's early learning and development guidelines appropriate for children from birth to kindergarten entry.

- The State assures that the early learning and development guidelines are:
- Research-based, developmentally appropriate, culturally and linguistically appropriate, and aligned with entry to kindergarten
 - Implemented in consultation with the State educational agency and the State Advisory Council (SAC) or other state or state-designated cross-agency body if there is no SAC
 - Updated as determined by the State. List the date or frequency

[Approved in September 2013, and will be updated as necessary. Louisiana's Early Learning and Development Standards will be re-evaluated for alignment with the K-12 standards once their revisions are complete in 2016.](#)

- Fully implemented and meeting all Federal requirements outlined above - as of March 1, 2016. List the Lead Agency's policy citation(s) and describe using 6.3.2 through 6.3.4 below

- 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)

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

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

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.)

Projected start date for each activity:

Projected end date for each activity:

Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with to complete implement this activity

6.3.2 Check for which age group(s) the State has established early learning and development guidelines:

- Birth-to-three

Provide a link:

- Three-to-Five

Provide a link:

[that are directly supportive of Louisiana's Early Learning and Development Standards. Teachers working in publicly-funded child care centers can use Louisiana Pathways Scholarship funds to attend Early Childhood Ancillary Certificate Programs offered by approved higher education institutions or private providers. Additionally, teacher preparation programs that are interested in offering Early Childhood Ancillary Certificate Programs have the opportunity to apply for a competitive grant opportunity called Believe and Prepare: Early Childhood. Programs selected for Believe and Prepare: Early Childhood are able to use grant funds to begin or improve their early childhood teacher preparation program.](#)

[The Louisiana Department of Education has created two online learning opportunities which are free and easily accessible with a focus on training related to Louisiana's Birth to Kindergarten Early Learning and Development Standards. The Early Childhood Foundations course provides 1.5 hours of instructional content, including an overview of the early learning standards. There is also an additional online course entitled "Louisiana's Birth to Five ELDS" that provides a detailed description of how to read and apply the Birth to Kindergarten Early Learning and Development Standards to the setting of a child care classroom. The online courses are able to be counted towards the continuing education requirements for licensed child care centers. Additionally, all centers and trainers are required to complete the Foundations course as part of being a part of their local Community Network.](#)

[Resource and Referral Agencies are required to provide foundational training for all publicly-funded child care centers. These training opportunities are required to provide foundational learning opportunities to build knowledge and skills related to Louisiana's Birth to Kindergarten Early Learning and Development Standards.](#)

[All child care centers have access to an online review of instructional materials and curriculums beginning in winter of 2016 which can be found at:
<http://www.louisianabelieves.com/academics/ONLINE-INSTRUCTIONAL-MATERIALS-REVIEWS/curricular-resources-annotated-reviews>. These materials have been extensively reviewed to ensure their alignment with Louisiana's Birth to Kindergarten Early Learning and Development Standards. These materials have](#)

[been extensively reviewed to ensure their alignment with Louisiana's Birth to Kindergarten Early Learning and Development Standards. Centers participating in Quality Start are required to partake in trainings on the ELDS. Type III centers have also been required to participate in trainings as they have joined the community networks.](#)

- The technical assistance is linked to the State's/Territory's quality rating and improvement system.

Describe:

[Resource and Referral Agencies provide direct support to assist centers in addressing their identified areas of need as determined by the CLASS observations that are completed for the performance profile. Child care centers can receive direct technical assistance, coaching, or large group training to address their needs as determined by the performance profile.](#)

[Beginning in July 2019, all lead teachers in publicly-funded centers will be required to have obtained the Early Childhood Ancillary Certificate, which is the introductory certificate to the Birth to Kindergarten Career Pathway. Through the introductory three Birth to Kindergarten Career Pathway courses, all child care teachers will receive training in positive child-teacher interactions and instruction. Additionally, all teacher candidates who attend an approved Early Childhood Ancillary Certificate program will receive two CLASS observations as part of their professional preparation. Teachers working in publicly-funded child care centers can use Louisiana Pathways scholarship funds to attend Early Childhood Ancillary Certificate Programs. Additionally, teacher preparation programs that are interested in offering Early Childhood Ancillary Certificate Programs have the opportunity to apply for a competitive grant opportunity called Believe and Prepare: Early Childhood. Programs selected for Believe and Prepare: Early Childhood are able to use grant funds to begin or improve their early childhood teacher preparation program.](#)

[The LDE currently contracts with Tulane University to provide a service called Mental Health Consultations. Mental Health Consultations are available to licensed child care centers who request services and support. Mental Health Consultants provide a six-month consultation, visiting centers on a bi-weekly basis. They](#)

[rating and improvement system for all publicly-funded early childhood programs. This system will help ensure every child has access to a classroom with high quality interactions and instructions, by using the research-based CLASS system as the primary measure and informing families of quality via individualized program profiles. For the first time, families and programs across the state will be able to measure and discuss quality for every provider in a consistent, developmentally appropriate and rigorous manner. The state will report on quality, including both the CLASS measure and classroom best practices \(e.g., use of aligned curriculum and assessment, ratios, teacher preparation, family engagement\) through performance profiles for each site and community network. The previous QRIS is in its final year of transition \(through June 30, 2016\) to the new unified rating and improvement system. School year 2015-2016 is a learning year for the Performance Profiles where the profile will likely be tweaked based on feedback from multiple stakeholders. The results of the previous QRIS will stay in effect through June 30, 2017 for purposes of the STRC while school year 2016-2017 will be the first official year of the Performance Profiles.](#)

[Goal 1: Improve kindergarten readiness by ensuring all children have access to quality interactions and instruction in their early childhood programs](#)

[Goal 2: Ensure every family has access to quality information about their publicly-funded program so they can choose the best option for their children](#)

[Goal 3: Align and coordinate all quality improvement resources \(e.g. Resource and Referral Agencies, teacher preparation scholarships, mental health consultation, etc.\) to support improvement in classroom interactions and instructions for all publicly-funded programs](#)

[Goal 4: Recognize and reward providers who are offering and/or making improvement towards high quality interactions and instruction and implementing best practices in their classrooms.](#)

[These goals represent a continuation of the multi-year effort of strategic planning and implementation of Act 3 as presented through the Early Childhood Framework , Road Map to 2015 , Policy Blueprint and Roundtables in 2012, 2013, 2014 and 2015 respectively. By sharing these materials in in-person sessions across the state, LDE has received feedback that has helped refine and strengthen these goals each year. The LDE has also reviewed these goals with the Early Childhood Advisory Council on multiple occasions.](#)

7.1.2 Check and describe which of the following specified quality improvement activities the State/Territory is investing in:

- Developing, implementing or enhancing a tiered quality rating system. If checked, respond to 7.2. Indicate which funds will be used for this activity (check all that apply)

- CCDF funds.

Describe CCDF funds (e.g., quality set-aside, infant-toddler set aside, etc.)

[Quality Set-aside and Infant/Toddler Targeted Funds. These funds may be used to pay for observations, training to reliability or other costs to complete CLASS observations. These funds may also be used for TS GOLD in an effort for children to learn and grow.](#)

- Other funds.

Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.)

[State funds are used to support the implementation of the new unified rating and improvement system for all publicly-funded early childhood programs, specifically supporting implementation of CLASS observations in every publicly-funded early childhood classroom statewide.](#)

- Improving the supply and quality of child care services for infants and toddlers. If checked, respond to 7.3. Indicate which funds will be used for this activity (check all that apply)

- CCDF funds.

Describe CCDF funds (e.g., quality set-aside, infant-toddler set aside, etc.)

[Quality set-aside and/or Infant-toddler set aside](#)

- Other funds.

Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.)

[State funds are used to support the implementation of the new unified rating and improvement system for all publicly-funded early childhood programs, specifically supporting implementation of CLASS observations in every publicly-funded early childhood classroom statewide.](#)

- Establishing or expanding a statewide system of CCR&R services as discussed in 1.7. If checked, respond to 7.4. Indicate which funds will be used for this activity (check all that apply)
- CCDF funds.
Describe CCDF funds (e.g., quality set-aside, infant-toddler set aside, etc.)
[Quality set-aside and/or infant-toddler set aside](#)
- Other funds.
Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.)
- Facilitating compliance with State/Territory requirements for inspection, monitoring, training, and health and safety standards (as described in Section 5). If checked, respond to 7.5. Indicate which funds will be used for this activity (check all that apply)
- CCDF funds.
Describe CCDF funds (e.g., quality set-aside, infant-toddler set aside, etc.)
[Non-Direct Services - All Other Non-Direct Services](#)
- Other funds.
Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.)
- Evaluating and assessing the quality and effectiveness of child care services within the State/Territory. If checked, respond to 7.6. Indicate which funds will be used for this activity (check all that apply)
- CCDF funds.
Describe CCDF funds (e.g., quality set-aside, infant-toddler set aside, etc.)
[Quality set-aside and/or Infant and Toddler Targeted Funds](#)
- Other funds.
Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.)
- Supporting accreditation. If checked, respond to 7.7. Indicate which funds will be used for this activity (check all that apply)

CCDF funds.

Describe CCDF funds (e.g., quality set-aside, infant-toddler set aside, etc.)

Other funds.

Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.)

Supporting State/Territory or local efforts to develop high-quality program standards relating to health, mental health, nutrition, physical activity, and physical development. If checked, respond to 7.8. Indicate which funds will be used for this activity (check all that apply)

CCDF funds.

Describe CCDF funds (e.g., quality set-aside, infant-toddler set aside, etc.)

Other funds.

Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.)

Other activities determined by the State/Territory to improve the quality of child care services, and for which measurement of outcomes related to improved provider preparedness, child safety, child well-being, or entry into kindergarten is possible. If checked, respond to 7.9. Indicate which funds will be used for this activity (check all that apply)

CCDF funds.

Describe CCDF funds (e.g., quality set-aside, infant-toddler set aside, etc.)

[Quality set-aside and/or Infant/Toddler Targeted Funds](#)

Other funds.

Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.)

[State funds ae used to support the implementation of the new unified rating and improvement system for all publicly-funded early childhood programs, specifically supporting the implementation of CLASS observations in every publicly-funded PreK and toddler classroom statewide](#)

- Builds on State/Territory licensing standards and other State/Territory regulatory standards for such providers
- Embeds licensing into the QRIS.

Describe:

- Designed to improve the quality of different types of child care providers and services
- Describes the safety of child care facilities
- Addresses the business practices of programs
- Builds the capacity of State/Territory early childhood programs and communities to promote parents' and families' understanding of the State/Territory's early childhood system and the ratings of the programs in which the child is enrolled
- Provides, to the maximum extent practicable, financial incentives and other supports designed to expand the full diversity of child care options and help child care providers improve the quality of services.

If checked, please describe how these financial options link to responses in Section 4.3 related to higher payment rates tied to quality

[The current QRIS \(Quality Start\) is transitioning to the new unified rating and improvement system, which is required for all publicly-funded providers. See here for a link for the existing Quality Start system. The financial incentives discussed below are expected to remain available to providers at least through June 2017](#)

[Four Quality Stipends support LA providers: Enhanced Quarterly Pilot Bonus, Pilot Absence Bonus, School Readiness Tax Credit \(SRTC\), and SRTC Tiered Quarterly Bonus.](#)

[Enhanced Quarterly Pilot Bonus - Provides an additional quarterly bonus for providers with Quality Start ratings of 3, 4, or 5 stars for each CCAP child or CCAP child with a disability ages birth to five. 124 providers received this bonus as of September 30, 2014](#)

[Pilot Absence Bonus payments - Created to reimburse providers for additional absences \(up to 5 total per month\) for children who meet the age requirements for prekindergarten in public school \(four years old by 9/30\).](#)

Describe:

The new unified rating and improvement system will include two components: a rating based on scores from the Classroom Assessment Scoring System (CLASS) and information on classroom best practices (e.g. use of curriculum and assessment, ratios, teacher credentials, family engagement). This is a transition from Quality Start that looks at policies in place, ratios, credentials, etc. 2015-2016 was the first year of the unified rating and improvement system and it was a practice or learning year. Every publicly-funded program in the state participated and will receive a practice rating but there are no consequences attached. As the state transitions from the 2015-2016 learning year to full implementation of the unified rating and improvement system, the state will measure the improvement in CLASS ratings across programs and networks, improvement in implementation of classroom best practices and ultimately the improvement in kindergarten readiness outcomes. The state will also measure the impact of preparing more teachers, specifically those who receive the new Early Childhood Ancillary Teaching Certificates, on CLASS scores and child outcomes.

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

The CCDBG Act of 2014 included changes targeted at improving the supply and quality of infant-toddler care. Lead Agencies are encouraged to systematically assess and improve the overall quality of care infants and toddlers receive, the systems in place or needed to support and enhance the quality of infant and toddler providers and the capacity of the infant and toddler workforce to meet the unique needs of very young children, and the methods in place to increase the proportion of infants and toddlers in higher quality care.

7.3.1 What activities are being implemented by the State/Territory to improve the supply (see also section 4) and quality of child care programs and services for infants and toddlers?

Check all that apply and describe.

- Establishing or expanding high-quality community or neighborhood-based family and child development centers, which may serve as resources to child care providers in order to improve the quality of early childhood services provided to infants and toddlers from low-income families and to help eligible child care providers improve their capacity to

offer high-quality, age-appropriate care to infants and toddlers from low-income families.

Describe:

- Establishing or expanding the operation of community or neighborhood-based family child care networks.

Describe:

- Providing training and professional development to promote and expand child care providers' ability to provide developmentally appropriate services for infants and toddlers.

Describe:

[Child care teachers who participate in and receive scholarships for the Early Childhood Ancillary Teaching Certificate programs will receive training and professional development on providing developmentally appropriate services for infants and toddlers.](#)

- Providing financial incentives (including the use of grants and contracts as discussed in section 4) to increase the supply and quality of infant-toddler care.

Describe:

[Under the tiered payment system, providers receive more funding to serve infants and toddlers.](#)

- Providing coaching and/or technical assistance on this age group's unique needs from Statewide networks of qualified infant-toddler specialists.

Describe:

[Resource and Referral Agencies provide specific training for infant and toddlers.](#)

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

Describe:

[The CCDF Lead Agency is partnering with the IDEA part C and B providers to increase awareness of these programs and ensure children suspected of having special needs are referred to service providers. To meet its federal requirement that all children with disabilities are identified in Louisiana, EarlySteps regional staff conduct outreach activities to early care and education settings. Child care centers are encouraged to refer children to their local system point of entry office for eligibility determination. If eligible, and based on family priority, children may receive early intervention support in the child care setting. The focus of the intervention is to support the caregiver in meeting the needs of the child through addressing the IFSP outcomes. It is a priority for EarlySteps to](#)

[increase the number of eligible children who receive their services in inclusive child care settings. In addition, EarlySteps has an MOU with the LDE to refer eligible children for IDEA, Part B services at age 3 and to meet their needs at this time of transition. EarlySteps provides data annually to the LDE in support of this activity as part of their Annual Performance Report.](#)

- Developing infant and toddler components within the State's/Territory's QRIS.

Describe:

[The CCDF Lead Agency is using the toddler version of CLASS in the unified rating and improvement system. In addition, the classroom best practices \(e.g. use of curriculum and assessment, teacher credentials, ratios\) are reported for infant and toddler classrooms.](#)

- Developing infant and toddler components within the State's/Territory's child care licensing regulations.

Describe:

- Developing infant and toddler components within the early learning and development guidelines.

Describe:

[Infant and toddlers are included in Louisiana's Birth to Five Early Learning and Development Standards](#)

- Improving the ability of parents to access transparent and easy to understand consumer information about high-quality infant and toddler care.

Describe:

[The CCDF Lead Agency will publish performance profiles for each site indicating quality information, including how well toddler classrooms scored on CLASS and implementation of best practices in infant and toddler classrooms. In addition, community network profiles will report on those items as well as show well Community Networks are providing access to infant and toddlers.](#)

- Carrying out other activities determined by the State/Territory to improve the quality of infant and toddler care provided in the State/Territory, and for which there is evidence that the activities will lead to improved infant and toddler health and safety, infant and toddler cognitive and physical development, or infant and toddler well-being.

Describe:

[The CCDF Lead Agency has a contract for mental health consultation services, with some of that focused exclusively on infant and toddlers.](#)

Other.

Describe:

7.3.2 Describe the measures relevant to this activity that the State/Territory will use to evaluate the State's progress in improving the quality of child care programs and services in the State/Territory

Describe:

Under the existing QRIS (which goes away in June 2017), Louisiana measures infant and toddlers separately with Infant/Toddler Environment Rating Scale (ITERS) for all three to Five Star rated centers. Analysis is conducted by Tulane University to ensure the scores are improving for ITERS.

As the state transitions from the 2015-2016 learning year to full implementation of the unified rating and improvement system, the state will measure the improvement in CLASS ratings in toddler classrooms across programs and networks as well as the improvement in implementation of classroom best practices in both infant and toddler classrooms. The state will also measure the impact of preparing more teachers of infants and toddlers, specifically those who receive the new Early Childhood Ancillary Teaching Certificates, on CLASS scores and child outcomes. Lastly, the state will continue to measure the impact of the mental health consultation on infant and toddler classroom quality.

7.4 Child Care Resource & Referral

7.4.1 Describe the status of the child care resource and referral system

State/Territory has a CCR&R system operating State/Territory-wide.

Describe how the CCR&R system is operated, including how many agencies and if there is a statewide network and how the system is coordinated and if it is voluntary

Currently, the Louisiana Dept. of Education (LDE) has contracted with six CCR&R

agencies covering nine regions and two districts. The CCR&R agencies are divided into the following regions and districts:

Region 1 - Jefferson, Orleans, Plaquemines, St. Bernard

Region 2 - EBR, E. Feliciana, Iberville, Pointe Coupee, WBR, W. Feliciana

Region 3 - Livingston, St. Helena, St. Tammany, Tangipahoa, Washington

Region 4 - Ascension, Assumption, Lafourche, St. Charles, St. James, St. John, Terrebonne

Region 5 - Acadia, Evangeline, Iberia St. Landry, St. Martin, St. Mary, Vermillion

Region 5 - Lafayette (formerly included with other Region 5 parishes)

Region 6 - Allen, Beauregard, Cameron, Jefferson Davis

Region 6 - Calcasieu (formerly included with other Region 6 parishes)

Region 7 - Avoyelles, Catahoula, Concordia, Grant, LaSalle, Rapides, Vernon, Winn

Region 8 - Bienville, Bossier, Caddo, Claiborne, DeSoto, Jackson, Natchitoches, Red River, Sabine, Webster

Region 9 - Caldwell, E. Carroll, Franklin, Lincoln, Madison, Morehouse, Ouachita, Richland, Tensas, Union, W. Carroll

Louisiana law requires communities to coordinate enrollment, which covers several of the requirements indicated for CCR&Rs. Currently, the state has written agreements with and has allocated funding to 64 local Community Networks to support the following through local coordinated enrollment processes:

- Provide at-risk families with information on publicly-funded child care options in their local area;
- Coordinate information about all local programs in order to help families who receive child care assistance to make an informed decision about child care options in an effort to ensure families are enrolling their children in the most appropriate child care setting to suit their needs and that is of high quality as determined by the State/Territory;
- Collect data and provide information on the coordination of services and supports, including services provided through the Individuals with Disabilities Education Act for children with disabilities;
- Collect data and provide information on the supply of and demand for child care services in local areas or regions of the State/Territory and submit such information to the State/Territory; and
- Work to establish partnerships with public agencies and private entities, including faith-based and community-based child care centers and family child care homes providers, to increase the supply and quality of child care services in the State/Territory

Louisiana policy indicates that all Community Networks are required to count all publicly-funded children, estimate demand for services and submit written Coordinated Enrollment plans with sign off from all publicly-funded providers each year. Note that all publicly-funded early learning centers are required to fully participate in coordinated enrollment activities as a condition of receiving academic approval, a requirement for their licensure.

Moving forward, the State will continue to contract with CCR&Rs in order to ensure all families are supported to make informed choices that best meet the needs of their children, including family day homes. CCR&Rs will be required to work collaboratively to support all local coordinated enrollment processes within their area or region. The state will oversee this work in order to ensure that, together the CCR&Rs and local Community Networks, fulfill all of the responsibilities listed in this section.

- State/Territory has a CCR&R system operating in a few localities but not fully operating State/Territory-wide

Describe:

- State/Territory is in the development phase

7.4.2 Describe the measures relevant to this activity that the State/Territory will use to evaluate the State/Territory's progress in improving the quality of child care programs and services in the State/Territory

Describe:

The state will continue to set and manage both CCR&Rs and local Community Networks to performance milestones. For CCR&Rs, the state conducts a competitive process to identify the best option for each region and/or locality. The state then establishes a performance-based contract with each CCR&R for completing referrals, training and coaching/technical assistance. For local Community Networks, the state conducts a competitive process to identify a local Lead Agency that represents the best option for each region and/or locality. The state then establishes performance milestones based on completion and accuracy of observations for the new unified quality rating and improvement system and completion of a collaborative plan for and implementation of local coordinated enrollment, including counting all at-risk children, providing information on public options, coordinating eligibility and

application processes and matching families to their preferred options.

Moving forward, the state will work to ensure that, together the CCR&Rs and local Community Networks, fulfill all of the responsibilities required by the law.

Beyond performance-based measurement, the state will also measure outcomes. The state will continue to measure how programs that participate in CCDF-funded support programs perform on the unified quality rating and improvement system. The state conducts an annual enrollment survey to measure the statewide implementation of coordinated enrollment. Lastly, the state will report on family satisfaction with referral, information and enrollment via an informational metric on the performance profiles that are part of the new unified rating and improvement system

7.5 Facilitating Compliance with State Standards

7.5.1 What strategies does your State/Territory fund with CCDF quality funds to facilitate child care providers' compliance with State/Territory requirements for inspection, monitoring, training, and health and safety, and with State/Territory licensing standards?

Describe:

Louisiana has created four, free online courses to meet child care provider training needs. In addition, the state will establish a team within Licensing to support technical assistance on these topics. Several contracts are funded with Resource and Referral Agencies, Pathways, and Tulane University to conduct technical assistance, training requirements, and mental health consultation for child care providers. The Louisiana Child Care Health Consultant program provides the mandated 3 hours of health and safety training to child care provider staff.

7.5.2 Describe the measures relevant to this activity that the State will use to evaluate the State/Territory's progress in improving the quality of child care programs and services in the State/Territory

Describe:

The state conducts annual inspections of all licensed providers and all license-exempt providers who receive public funds on these areas. In addition, the state tracks the number of programs by license type as well as the number of license-exempt programs that receive public funds to ensure availability of supply statewide.

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

7.6.1 One of the purposes of the CCDBG Act of 2014 is to increase the number and percentage of low-income children in high-quality child care settings.

Describe how the State/Territory measures the quality and effectiveness of child care programs and services offered in the State/Territory, including any tools used to measure child, family, teacher, classroom, or provider improvements, and how the State/Territory evaluates that such programs positively impact children

The new unified rating and improvement system will include two components: a rating based on scores from the Classroom Assessment Scoring System (CLASS) and information on classroom best practices (e.g. use of curriculum and assessment, ratios, teacher credentials, family engagement). This is a transition from Quality Start that looks at policies in place, ratios, credentials, etc. 2015-2016 was the first year of the unified rating and improvement system and it was a practice or learning year. Every publicly-funded program in the state participated and will receive a practice rating but there are no consequences attached. The performance profiles for each site will measure classroom success of supporting positive interactions between teachers and students through two CLASS observations a year (one in the spring and in the fall). These observation scores for all classrooms will be averaged together to determine the rating for the center. The performance profiles will also report of several additional informational metrics based on classroom best practices (e.g. use of curriculum and assessment, ratios, teacher credentials, etc). While the results of these

information metrics will be made publicly available, they will not be considered in the performance profile score.

By reporting on both the quality of the experiences children have within a site, and on the level of quality as measured by the informational metrics, at-risk children are positively impacted in multiple ways. First, families will be able to use this information to make decisions about where to place their child, helping to ensure that children are accessing the highest quality experience. Second, by using a unified system of measures to evaluate the quality of interactions children are experiencing in a classroom through local observations, communities better understand and are able to support improvements in quality. Providers and teachers receive feedback from two observations in each classroom annually and are supported to use that information to improve teacher-child interactions, which benefits children. Finally, children benefit from an increased focus statewide on CLASS observations. Through local and third party contracted observations, every classroom in publicly funded sites is observed on a rigorous tool multiple times a year, allowing a better understanding of what is happening in each classroom and in each site at the state, community, and site level, which helps to ensure that families and children have the best experiences possible.

7.6.2 Describe the measures relevant to this activity that the State/Territory will use to evaluate the State/Territory's progress in improving the quality of child care programs and services in the State/Territory

Describe:

As the state transitions from the 2015-2016 learning year to full implementation of the unified rating and improvement system, the state will measure the improvement in CLASS ratings across programs and networks, improvement in implementation of classroom best practices and ultimately the improvement in kindergarten readiness outcomes. The state will also measure the impact of preparing more teachers, specifically those who receive the new Early Childhood Ancillary Teaching Certificates, on CLASS scores and child outcomes.

7.7 Accreditation Support

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

Yes, the State/Territory has supports operating State/Territory-wide.

Describe the supports for all types of accreditation the State/Territory provides to child care centers and family child care homes to achieve accreditation

Yes, the State/Territory has supports operating as a pilot or in a few localities

Describe:

No, but the State/Territory is in the development phase

No, the State/Territory has no plans for development

7.7.2 Describe the measures relevant to this activity that the State/Territory will use to evaluate the State/Territory's progress in improving the quality of child care programs and services in the State/Territory

Describe:

The state will publish Performance Profiles for each site and Community Network indicating quality information on teacher:child interactions based on CLASS.

7.8 Program Standards

7.8.1 What other State/Territory or local efforts, if any, is the State/Territory supporting to develop or adopt high-quality program standards relating to health, mental health, nutrition, physical activity, and physical development?

Please describe:

[The Louisiana Department of Health and Hospitals \(DHH\) has several initiatives related to health, nutrition, physical activity/development and mental health. Please see below:](#)

[DHH - Bureau of Family Health \(BFH\)](#)

[Health Education and Communications](#)

- *[Partners for Healthy Babies \(PHB\)](#)*: Campaign to promote healthy behaviors to reduce infant mortality. Includes a 24/7 confidential helpline and website to connect women and families to resources and information - [PartnersforHealthyBabies.org](#) ([AliadosParaBebesSanos.org](#) for Spanish) and 1-800-251-BABY.
- *[Partners for Healthy Babies Social Media](#)*: Social media campaign for PHB via Twitter and Facebook.

[Nutrition, Breastfeeding, and Mental Health](#)

[Improving Health Policies and Practices in Child Care Settings](#): An initiative resulting from the 2010 Maternal and Child Health Needs Assessment is the [Nutrition and Physical Activity Self-Assessment for Child Care \(NAPSACC\)](#) program in child care centers. [NAPSACC](#) enhances policies, practices, and environments to promote nutritional food quality, physical activity in terms of amount and quality, and staff-child interactions. [NAPSACC](#) is an initiative of Bureau of Family Health, Southeast Area Health Education Center (AHEC), and DHH Health Promotion. In addition, the BFH is working with the [Louisiana Breastfeeding Coalition \(LBC\)](#) and a physician at Our Lady of the Lake to implement a breastfeeding support program (providing time and space to express, promoting safe storage and handling, and offering support for breastfeeding families) in Louisiana child care centers.

[Breastfeeding](#): Bureau of Family Health (BFH) provides resources and a framework to help birthing facilities improve breastfeeding outcomes through incremental adoption of internationally recognized evidence-based practices via *The Gift* program. The Gift designation recognizes hospitals that are implementing policies aligned with the [Ten Steps to Successful Breastfeeding](#) and encourages continued progress toward [Baby-Friendly™](#) designation. To date, 82% of Louisiana hospitals are participating in the Gift program and 5 hospitals have achieved [Baby-Friendly](#) designation. BFH also coordinates and supports the [Louisiana Breastfeeding Coalition](#).

[LAUNCH](#): [Linking Action to Unmet Needs in Children's Health \(LAUNCH\)](#) is federally funded by the [Substance Abuse and Mental Health Services Administration \(SAMHSA\)](#). [LAUNCH](#)

[aims to ensure that all children, ages 0 to 8, reach social, emotional, behavioral, physical, and cognitive milestones. This grant is a collaborative effort between DHH's Office of Public Health and the Office of Behavioral Health. LAUNCH focuses on improving coordination and collaboration across systems that serve young children and their families, providing greater access to high-quality care and evidence-based programs for young children and their families, and raising awareness and increasing knowledge about young child wellness through public education and workforce development activities. Improvement in each of these areas will help establish a foundation for children to thrive in school and beyond. The communities of focus are Lafayette, Acadia, and Vermilion parishes.](#)

Training

[BFH personnel provide technical assistance to clinical and social service providers on screening for tobacco and other substance use and domestic violence; perinatal depression; breastfeeding; nutrition; and other related topics. Formal trainings also include:](#)

- *Infant Mental Health:*

[A program that provides an overview of infant mental health, normal social and emotional development in infancy, infant behavior and cues, attachment theory and classifications, cultural and ethnic influences on parenting, psychopathology, assessment, and intervention. The course targets professionals who work with infants and their caregivers.](#)

- *Child Care Health Consultants Health and Safety Training Certification (CCHC):*

[Health professionals who complete this training are able to provide the 3 clock hours of health and safety training to child care center staff as required by licensing regulations \(approximately 140 trained each year\). An online portal is also available to enable individuals who are unable to attend the face to face training to become certified as a CCHC.](#)

- *Sudden Unexpected Infant Death (SUID) Online Training Portal:*** [An online training portal was developed based upon the Center for Disease Control and Prevention's Sudden Unexpected Infant Death \(SUID\) Investigation Curriculum Guide. It includes modules on differentiating causes of death that are categorized as SUID, infant growth and development, interviewing techniques, comprehensive scene investigation, doll reenactment, and honoring family needs. The availability of an online training tool is expected to benefit external SUID partners by providing free education to help trained investigators maintain a working knowledge of SUID investigative protocol and train new investigators in SUID investigation techniques](#)

Maternal, Infant, Early Childhood Home Visiting (MIECHV)

[Louisiana DHH-Office of Public Health-BFH Supportive Services is the lead agency for the administration of the federal MIECHV Program Grant. Louisiana has received both the](#)

[formula and competitive MIECHV grants, since 2010 and 2001, respectively. The combined grants have allowed for expansion of Louisiana's Nurse Family Partnership \(NFP\) services, in addition to implementing complementary quality, evidence-based, effective MIECHV models, including Parents As Teachers \(PAT\). The grant activities also focus on strengthening and supporting the MIECHV models with the augmentation of the Infant Mental Health \(IMH\) component, an outreach component, local clerical support and necessary data analysis and coordinator functions. More recent grant resources will continue to expand and strengthen MIECHV and BFH early childhood system building, including the Louisiana Parenting Education Network and the Adverse Childhood Experiences Initiative and Master Training cohort. In addition, Supportive Services seeks to build a strong unified collaborative among the regional outreach staff providing support to MIECHV teams statewide under the guidance of the Early Childhood Systems Integration Specialist, who will provide cohesive strategic direction and statewide adoption of effective outreach and engagement approaches.](#)

[DHH - Health Promotion Team](#)

[Nutrition and Physical Activity](#)

[Well-Ahead Louisiana](#) : [Well-Ahead Louisiana is a campaign started by the Louisiana Department of Health and Hospitals aimed at improving the health and wellness of Louisiana citizens. Well-Ahead Louisiana promotes and recognizes smart choices in early childhood education settings that make it easier for children, parents, and staff to all live healthier lives. Child care settings that participate in Well-Ahead Louisiana can be designated as WellSpots by DHH by going tobacco free, becoming a Breastfeeding Champion, promoting healthy messaging, supporting employee wellness, and participating in NAP SACC or Let's Move Child Care. Let's Move Child Care \(LMCC\) is part of First Lady Michelle Obama's Let's Move! Initiative to prevent child hood obesity. LMCC encourages and supports child car and early education providers to make positive changes in their programs in order to work toward a healthier future for children.](#)

7.8.2 Describe the measures relevant to this activity that the State/Territory will use to evaluate the State/Territory's progress in improving the quality of child care programs and services in the State/Territory

Describe:

NA

7.9 Other Quality Improvement Activities

7.9.1 List and describe any other activities the State/Territory provides to improve the quality of child care services and describe the measures relevant to this activity that the State/Territory will use to evaluate the State/Territory's progress in improving provider preparedness, child safety, child well-being, or entry into kindergarten.

As part of its multi-year effort to unify early childhood, Louisiana is creating one statewide rating and improvement system for all publicly-funded early childhood programs. This system will help ensure every child has access to a classroom with high quality interactions and instructions, by using the research-based CLASS system as the primary measure and informing families of quality via individualized program profiles. For the first time, families and programs across the state will be able to measure and discuss quality for every provider in a consistent, developmentally appropriate and rigorous manner. The state will report on quality, including both the CLASS measure and classroom best practices (e.g., use of aligned curriculum and assessment, ratios, teacher preparation, family engagement) through performance profiles for each site and community network. The previous QRIS is in its final year of transition to the new unified rating and improvement system.

The performance profiles will also report of several additional informational metrics based on classroom best practices (e.g. use of curriculum and assessment, ratios, teacher credentials, etc). While the results of these information metrics will be made publicly available, they will not be considered in the performance profile score. By reporting on critical features of high quality care, parents and families will be able to make the best choice in selecting a provide that will support child safety, child well-being, and child preparedness to succeed in Kindergarten.

Quality of child care is also being improved by the support of several initiatives that will raise the education and experience level of lead teachers. Beginning in July 2019, all lead teachers in publicly funded centers will be required to have obtained the Early Childhood

[Ancillary Certificate, which is the introductory certificate to the Birth to Kindergarten Career Pathway. In order to earn the Early Childhood Ancillary Certificate, teachers will have to complete introductory coursework at a state approved provider of the foundational coursework for the Birth to Kindergarten Career Pathway, beginning in 2018. The success of teacher preparation will be evaluated through the outcomes observed in the performance profile system.](#)

[To support the development of high quality teacher preparation programs, the LDOE has launched a grant opportunity entitled Believe and Prepare: Early Childhood. Believe and Prepare: Early Childhood is a competitive grant that provides up to \\$50,000 of startup funding to teacher preparation programs that present high-quality proposals for designing and implementing teacher preparation coursework that is aligned with the Birth to Kindergarten Career Pathway. The success of the Believe and Prepare: Early Childhood Preparation Programs will be measured through CLASS observations of candidates completing the coursework, as well as the candidates measured success as observed on the performance profiles.](#)

[To support child well-being, the LDE has created four, free online courses to meet child care provider training needs. These courses provide detailed information on the Louisiana Early Learning Center Licensing Regulations. Child Care providers can access these courses from any location. The online interface assesses the participants knowledge throughout the course. Child Care Providers are able to apply the hours gained through these online course to meet continuing education requirements.](#)

[The LDOE has an Early Childhood Connection newsletter, which is sent out bi-weekly to over 10,000 recipients \(many of whom are child care directors or teachers\). In these newsletters, the LDOE frequently provides updates and reminders related to Early Learning Center Licensing Regulations that have been recently noted as commonly deficient. By providing these frequent and targeted reminders to the entire early childhood community, Louisiana is raising awareness of the safety standards and expectations.](#)

8 Ensure Grantee Program Integrity and Accountability

Under CCDF, program integrity and accountability activities are grounded in the State/Territory's policies for implementing the CCDF program. For error rate activities, reviews are based on the State/Territory's own CCDF policies. The CCDBG Act of 2014 made sweeping changes to the program requirements. With these changes, the State/Territory has an opportunity to change their own policies to reduce the burden for participants and staff as they build in safeguards to maintain program integrity. For example, the new law focuses on eligibility requirements at the time of eligibility determination and allows for a minimum 12-month period of eligibility before redetermination, which lessens the need for participants to continually provide documentation. This, in turn, relieves the State/Territory from the burden of constantly "checking" on participants which can open the door for miscalculations, lost paperwork, and other errors.

Lead Agencies are required to have accountability measures in place to ensure integrity and to identify fraud or other program violations. These accountability measures should address administrative error, including unintentional agency error, as well as program violations, both unintentional and intentional. Violations may or may not result in further action by the Lead Agency, including those cases suspected of and/or prosecuted for fraud.

8.1 Program Integrity

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

Describe:

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 hour requirement.

Our state currently utilized a statewide automated time and attendance process called Tracking of Time Services (TOTS). TOTS uses two technology based systems: 1.) Biometric technology, specifically finger imaging, and 2.) Interactive Voice Response (IVR) to document attendance. This automated process submits attendance electronically to the Department for each eligible child. TOTS reduces manual processes, saves time for staff and providers and improves the frequency and accuracy of payments to providers. Providers and CCAP participants are required to participate in TOTS to receive CCAP payments and benefits for child care services.

The case review system provides an automated and efficient method for reviewing cases for any program and replaces manual case reading summaries when conducting case validations. Case readings are important in that they identify the most error-prone areas of the program. The case review system can be used to obtain important statistical reports notating error trends and actions taken to correct deficiencies (if needed), errors that may cause improper payments, and corrective measures to prevent incorrect or ineligible benefits.

Five percent (5%) of all Child Care Assistant Program (CCAP) cases must be reviewed. Case readings are completed by first level and upper level Supervisory staff and Program specialists. Social Service Analyst Supervisors must conduct 10 formal case readings per month and Program Specialists must conduct 30 formal case readings per quarter.

Ineligible benefits may be caused by the participant, provider, or administrative error.

Inadvertent Household Error or Administrative Error claims for participants or providers on

active cases have no recovery threshold. Cases that are Intentional Program Violations and cases that Quality Control have found to be valid that are in active open or active closure status have no recovery threshold.

If the participant has been determined as committing Fraud or Intentional Program Violation, their household will be unable to receive CCAP during the disqualification period:

- For 12 months for the first violation
- For 24 months for the second violation
- Permanently for the third violation

If an intentional program violation is suspected by a caseworker for a participant's or a provider's case it is referred by the case worker to the contracted Fraud specialists (Postlethwaite & Netterville). The contractor will then conduct research to validate the violation or fraud in question. The contractor and department staff will determine next steps based on the case which may be recovery of payments, prosecution, etc.

8.1.2 Describe how the State/Territory ensures that all staff are informed and trained regarding changes made to its policies and procedures to reflect new CCDF requirements.

Check all that apply.



Issue policy change notices

Issue new policy manual

Staff training

Orientations

Onsite training

Online training

Regular check-ins to monitor implementation of the new policies.

Describe:

The State has regular internal meetings among its staff to review programs, discuss any modifications, and make improvements.



Other.

Describe:

8.1.3 Describe the processes the Lead Agency will use to monitor all sub-recipients, including those described in Section 1, such as licensing agencies, child care resource and referral agencies, and others with a role in administering CCDF.

The Lead Agency is responsible for ensuring effective internal controls over the administration of CCDF funds. 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.

Definition: "Subrecipient means a non-Federal entity that receives a subaward from a pass-through entity to carry out part of a Federal program; but does not include an individual that is a beneficiary of such program. A subrecipient may also be a recipient of other Federal awards directly from a Federal awarding agency (2 CFR 200.93). Two CFR Part 200, Subpart A provides additional information on contractors (which may be referred to as "vendors"). The description of monitoring must include, but is not limited to, a description of the written agreements used, a schedule for completing the tasks, a budget which itemizes categorical expenditures consistent with CCDF requirements and indicators or measures to assess performance. Additional items for discussion may include: fiscal management, review of policies and procedures to ensure compliance with CCDF regulations, and monitoring/auditing contractors or grantees to ensure that eligible children are served and eligibility documentation is verified."

Describe:

Resource and Referral Agencies are monitored by LDE staff on a monthly basis, and are paid using a unit cost methodology. As part of their contract, all Resource and Referral Agencies are required to submit a monthly Measurement of Success (MOS) report which includes the number of referrals, trainings, and technical assistance visits completed for the month. In addition to the MOS report, Resource and Referral Agencies are required to submit professional billing forms, a Unit Cost Summary report, supporting documentation such as TA visit forms, training agendas and sign-in sheets, and referral logs. The Unit Cost Summary report includes a listing of the number of units of service contractors have completed for the month. LDE staff reviews monthly reports and ensures that contractors have the appropriate documentation to support the number of units of service completed before payments are processed. DCES Bureau of Audit and Compliance Services perform a compliance review annually.

- For 12 months for the first violation
- For 24 months for the second violation
- Permanently for the third violation

The appeal process is an internal process where the client must request a formal review of their case in writing. This is then accomplished by the Quality Control team to conduct a case reading to determine if any errors were made. The results of the case reading will be explained to the participant formally in writing.

Disqualify provider.

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

There is no appeal process for the Child Care Assistance Program for providers.

Prosecute criminally

Other.

Describe:

For providers, depending on the offense, it may lead to revocation or refusal of certification and ineligibility periods for providers.