

Wisconsin 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 Wisconsin 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 Wisconsin 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 Wisconsin CCDF Plan - The Plan describes the CCDF program to be administered by Wisconsin 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 Wisconsin 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 10, 2016

Eloise Anderson, Secretary
Department of Children and Families
201 East Washington Avenue, 2nd Floor
Madison, WI 53708-8916

Dear Secretary Anderson:

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 Wisconsin 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 Wisconsin 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.

The following conditions apply to your CCDF Plan:

- Waiver Requests – The CCDBG Act of 2014 gives the Secretary the option to waive statutory provisions or penalties for up to 3 years if certain statutory conditions are met. Background Check provisions were not considered under this waiver implementation process because the Act provided for a separate extension

process for States and Territories unable to comply by September 30, 2017.

Decisions regarding your waiver requests are listed below.

- Your waiver request(s) for Payment Practices and Timeliness of Payments (4.5.1) has been approved through 2/1/2017 as listed in your Implementation Plan.
- Your waiver request for Background Checks (5.3.1) will be on hold for now since OCC will not make a decision on requests at this time.
- Health and Safety Training Corrective Action Plan -The Administration for Children and Families considers health and safety training critical to reducing risk of injury and death for children receiving assistance. According to the Program Instruction CCDF-ACF-PI-2015-09 issued December 2015, all new and existing caregivers and teachers serving children receiving CCDF assistance must have completed these training requirements by this date. Wisconsin will not meet the health and safety training provision by the effective date of September 30, 2016; therefore you will be on a Corrective Action Plan starting October 1, 2016. You will now have an additional year to achieve this goal. You have 60 days following receipt of this letter to formally submit your extended timeline for implementing this requirement, not to exceed one year, by completing or revising the Implementation Plan at 5.1.6b in the ACF-118 system.
- Immunization Requirements Corrective Action Plan – Wisconsin does not meet the existing immunization requirement, therefore you will be on a Corrective Action Plan starting June 1, 2016 for a period not to exceed one year. You have 60 days following receipt of this letter to formally submit your Corrective Action Plan using the ACF-118 system.

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 Wisconsin 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 Kathleen Penak, Child Care Program Manager, Office of Child Care at (312) 353-3270 or kathleen.penak@acf.hhs.gov. Thank you for all you do each day for children and families.

Sincerely,
Rachel Schumacher
Director
Office of Child Care

cc: Judy Norman-Nunnery, Administrator, Division of Early Care and Education
Kathleen Penak, Regional Program Manager, Office of Child Care Region V

Penak, Regional Program Manager, Office of Child Care Region V

Child Care and Development Fund (CCDF) Plan For Wisconsin 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))

1.1.1 Which Lead Agency is designated to administer the CCDF program?

Identify the Lead Agency or joint inter-agency office designated by the State/Territory. ACF will send official grant correspondence such as grant awards, grant adjustments, Plan approvals, and disallowance notifications to the designated contact identified here. (658D(a))

Name of Lead Agency: [Department of Children and Families](#)

Address of Lead Agency: [201 East Washington Avenue, 2nd Floor, Madison, WI 53708-8916](#)

Name and Title of the Lead Agency Official: [Eloise Anderson, Secretary](#)

Phone Number: [608-267-3905](#)

E-Mail Address: eloise.anderson@wisconsin.gov

Web Address for Lead Agency (if any): www.dcf.wi.gov

1.1.2 Who is the CCDF administrator?

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

a) Contact Information for CCDF Administrator:

Name of CCDF Administrator: [Judy Norman-Nunnery](#)

Title of CCDF Administrator: [Administrator, Division of Early Care and Education](#)

Address of CCDF Administrator: [201 East Washington Avenue, 2nd Floor, Madison, WI 53708-8916](#)

Phone Number: [608-422-6002](tel:608-422-6002)

E-Mail Address: eloise.anderson@wisconsin.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): [608-264-1567](tel:608-264-1567)

Web Address for CCDF program (for the public) (if any):
<http://dcf.wisconsin.gov/childcare/wishares>

Web Address for CCDF program policy manual (if any):
<http://dcf.wisconsin.gov/childcare/ccpolicymanual>

Web Address for CCDF program administrative rules (if any):
http://docs.legis.wisconsin.gov/code/admin_code/DCF/201_252/201.pdf

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 [Division of Early Care and Education \(DECE\) / Bureau of Early Care Regulation \(BECR\) / Bureau of Early Learning and Policy \(BELP\)](#)

Name of Lead Contact [Judy Norman-Nunnery, Division Administrator / Mark Andrews, Bureau Director / Katherine McGurk, Bureau Director](#)

Subsidy/Financial Assistance (section 3 and section 4)

Agency/Department/Entity [DECE/BELP, Wisconsin Shares Policy Section](#)

Name of Lead Contact [Judy Norman-Nunnery, Division Administrator / Katherine McGurk, Bureau Director](#)

Licensing/Monitoring (section 5)

Agency/Department/Entity [DECE / BECR](#)

Name of Lead Contact [Judy Norman-Nunnery, Division Administrator / Mark Andrews, Bureau Director](#)

Child Care Workforce (section 6)

Agency/Department/Entity [DECE / BELP](#)

Name of Lead Contact [Judy Norman-Nunnery, Division Administrator / Katherine McGurk, Bureau Director](#)

Quality Improvement (section 7)

Agency/Department/Entity [DECE / BELP, Quality Initiatives Section](#)

Name of Lead Contact [Judy Norman-Nunnery, Division Administrator / Katherine McGurk, Bureau Director](#)

Grantee Accountability/Program Integrity (section 8)

Agency/Department/Entity [DECE / Bureau of Program Integrity \(BPI\)](#)

Name of Lead Contact [Judy Norman-Nunnery, Division Administrator / Tiffany Wilson, Bureau Director](#)

[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.

In Milwaukee County, eligibility is determined by a State agency, Milwaukee Enrollment Services (MilES).

Local government agencies such as county welfare or social services departments

Describe.

Eligibility is determined by counties / local agency child care workers at local social services agencies.

Child care resource and referral agencies

Describe.

Community-based organizations

Describe.

Other.

Describe.

United Migrant Opportunity Services (UMOS), a non-profit agency, determines eligibility for migrant farmworker families.

The following Tribes also have the ability and authority to determine eligibility:

Menominee Tribe, Red Cliff Tribe, Stockbridge-Munsee Tribe, Potawatomi Tribe, Lac du Flambeau Tribe, Bad River Tribe, Sokaogon Tribe, Oneida Tribe, and Lac Courte Oreilles.

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

CCDF Lead Agency

TANF agency

Describe.

TANF case managers provide information to families regarding child care subsidy and shares information regarding the services of the Child Care Resource & Referral agencies (CCR&R).

Other State/Territory agency.

Describe.

- Local government agencies such as county welfare or social services departments

Describe.

Eligibility and authorization workers provide information on child care subsidy to families.

- Child care resource and referral agencies

Describe.

Wisconsin CCR&R agencies assist families by providing information about child care providers, how to select a child care provider, and a variety of child care-related information.

- Community-based organizations

Describe.

- 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:

[A copy of the CCDF Plan was distributed to local county human services agencies for](#)

consultation from county officials via the Wisconsin County Human Services Association (WCHSA).

[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:

During development of the CCDF Plan, the lead agency presented an overview of the CCDBG Act of 2014 to the Governor's Early Childhood Advisory Council (ECAC). The lead agency subsequently consulted with the ECAC on potential changes to statutes, rules, policies, and procedures.

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

The following Tribes were presented with the opportunity to provide input: Bad River, Lac Courte Oreilles, Lac du Flambeau, Red Cliff, Sokaogon, St. Croix, Forest County Potawatomi, Stockbridge-Munsee, Menominee, Oneida and the Ho Chunk Nation.

The following Tribes opted to provide feedback and input: Ho-Chunk Nation, Oneida Nation and the Wisconsin Inter Tribal Child Care Association.

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

State/Territory agency responsible for public education.

Describe:

A copy of the CCDF Plan was shared with multiple programs and offices within the Wisconsin Department of Public Instruction (DPI).

- 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:

A copy of the CCDF Plan was shared with the ECAC and Wisconsin Early Childhood Collaborating Partners (WECCP). Members of these groups include representation from the DPI Office of Early Learning and DPI Office of Special Education. Feedback was gathered from these organizations through the ECAC. A copy of the CCDF Plan was also distributed to disability and health specific programs, such as the Wisconsin Department of Health Services (DHS) Birth to 3 Program administrator, the DHS Children and Youth with Special Health Care Needs (CYSHCN) Program, and the DHS Maternal and Child Health (MCH) Program. CYSHCN Regional Centers are also represented on the Wisconsin Early Childhood Collaborating Partners (WECCP).

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

Describe:

Technical and private colleges, universities and other partners are engaged in the ECAC and had an opportunity to comment through that avenue. The draft Plan was also distributed for public comment via listservs established by the lead agency, some of which include contacts from institutions of higher education (IHE).

- State/Territory agency responsible for child care licensing.

Describe:

The draft Plan was shared with the Department's BECR.

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

Describe:

A copy of the Plan was shared with the Head Start Collaboration director. The CCDBG Act and CCDF Plan was presented at the 2016 Wisconsin Head Start Association (WHSA) Training Conference on Feb. 22-24, 2016.

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

Describe:

A copy of the Plan was shared with the Early Head Start Collaboration director.

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

Describe:

A copy of the Plan was provided to the Child and Adult Care Food Program (CACFP) leadership for review and comment.

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

Describe:

A copy of the Plan was shared with the Wisconsin DHS WIC program and with the Wisconsin Early Childhood Obesity Prevention Initiative (WECOPI).

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

Describe:

Strengthening Families is a collaborative effort supported by the Department and the Children's Trust Fund. Contract agencies to the Department provide training and support around this effort. These agencies were given the opportunity to comment on this Plan.

The Department works with the Wisconsin Alliance for Infant Mental Health (WI-AIMH) to support the Wisconsin Pyramid Model, a Center on the Social and Emotional Foundations for Early Learning project, working on a cross-departmental leadership team under the umbrella of WECCP to provide training on the Wisconsin Pyramid Model. Key staff and initiatives are connected to the ECAC and were provided an opportunity to comment on the Plan.

The Department and DPI are actively engaged with the Wisconsin Afterschool Network (WAN) that has developed a leadership team focused on the quality of school-age programs. WAN is an active participant in the development of school-age criteria for the YoungStar program (QRIS).

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

Describe:

A copy of the CCDF Plan was distributed to the MCH Program at DHS and the Home Visiting Program at the lead agency. These programs are also represented on the WECCP.

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

Describe:

A copy of the Plan was shared with DHS Medicaid program administrators as well as with members of the Screening and Assessment ECAC workgroup.

McKinney-Vento State coordinators for Homeless Education.

Describe:

A copy of the CCDF Plan was shared with the Wisconsin McKinney-Vento coordinator. Distribution to the local educational agencies (LEAs) McKinney-Vento coordinators was requested.

State/Territory agency responsible for public health.

Describe:

A copy of the Plan was shared with the DHS Division of Public Health and the Wisconsin Immunization Program.

State/Territory agency responsible for mental health.

Describe:

A copy of the Plan was shared with the DHS Division of Mental Health and Substance Abuse Services.

WI-AIMH is represented on both the WECCP and the ECAC. A copy of the Plan was shared with both these groups.

State/Territory agency responsible for child welfare.

Describe:

Monthly meetings between leadership in DECE and the Division of Safety and Permanence (DSP) occur to assure ongoing communication and information sharing about the range of areas to foster collaboration. An example of this enhanced coordination in the last two years is the development of a Memoranda of Understanding between the Bureau of Milwaukee Child Welfare and the Head Start Programs in the Milwaukee area to ensure greater coordination and access to Head Start for children in out of home care. Additionally, staff from DECE present to the Milwaukee Child Welfare Partnership to connect and communicate on issues that cross over.

DECE is also working with staff from the Out-of-Home Care Section in the DSP to develop a communication and education plan around the importance of high quality early care and education. Staff from DECE will present at a webinar that will be attended by staff of child placing agencies across the state. DECE will also present at a foster parent

conference in the spring of 2016. Brochures and website links to information about the importance of choosing high quality early care and education have been shared with DSP staff and will be included in the packets of information that go to child placing agencies.

The Department's DSP serves on the Governor's ECAC to assure that the continuum of services from prevention through intervention and foster care will be incorporated in Council goals for the early childhood system. Increased coordination and communication occur around engaging families in the development of a comprehensive high quality early care and education system through the ECAC Family and Community Team.

State/Territory liaison for military child care programs.

Describe:

The Department contracts with the Supporting Families Together Association (SFTA) to provide resource and referral services to military families in Wisconsin. SFTA was provided an opportunity to comment on the Plan.

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

Describe:

A copy of the Plan was distributed to representatives of the Department of Workforce Development (DWD) for review and comments.

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

Describe:

Attendees at monthly meetings between the leadership in DECE and the Division of Family and Economic Security, as well as lead staff for other TANF programs in the Department, were asked to review and comment on the Plan.

State/community agencies serving refugee or immigrant families.

Describe:

In Wisconsin, the TANF agencies serve refugee and immigrant families and the State Plan was shared with the Lead TANF agency.

Child care resource and referral agencies.

Describe:

A copy of the Plan was shared with CCR&R directors as well as SFTA, the CCR&R umbrella organization, for review, feedback, and comment.

Provider groups or associations.

Describe:

The Department reached out to several provider groups including the Wisconsin Child Care Administrators Association (WCCAA), the Wisconsin Early Learning Coalition, the Wisconsin Family Child Care Association (WFCCA), and the Wisconsin Head Start Association. The Department regularly briefs these organizations and coalitions and has shared a draft of the Plan via listserv and other in-person meetings with the chairs and lead staff for these organizations to receive input.

Worker organizations.

Describe:

Parent groups or organizations.

Describe:

Other.

Describe:

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: [12/07/2015](#)

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.

A notice of the public hearing was published in the Administrative Register.

<http://docs.legis.wisconsin.gov/code/register/2015/720A1/register>.

The following language is added to each notice for persons with disabilities:

If you have special needs or circumstances regarding communication or accessibility at a hearing, please call (608) 267-9403 at least 10 days prior to the hearing date.

Accommodations such as ASL interpreters, English translators, or materials in audio format will be made available on request to the fullest extent possible.

c) Date(s) of public hearing(s): 01/05/2016

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 University of Wisconsin - Madison: Pyle Center and 14 University of Wisconsin Extension Regional Locations throughout the state, WisLine Video/Conferencing Meeting.

e) Describe how the content of the Plan was made available to the public in advance of the public hearing(s) A draft of the Plan was published on the Department's public website. A link to the Plan was then distributed to agencies previously listed. The Department has found that the most effective way to disseminate information is by providing a link to the Plan for comment via multiple listservs that target early care and education stakeholders, providers and parents.

f) How will the information provided by the public be taken into consideration in the provision of child care services under this Plan? Information provided by the public was documented and shared with Department leadership for consideration in the Plan.

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 CCDF Plan and Plan Amendments was shared with Lead Agency advisory committees via email and a link to the Plan and Amendments is available on the Department's public website: <http://dcf.wisconsin.gov/childcare/ccdf.htm>

Working with child care resource and referral agencies.

Describe:

The CCDF Plan and Plan Amendments was shared with CCR&R agencies via email

distribution to listservs and a link to the Plan and Amendments is available on the Department's public website: <http://dcf.wisconsin.gov/childcare/ccdf.htm>

Providing translation in other languages.

Describe:

Translated copies of the CCDF Plan will be provided upon request.

Making available on the Lead Agency website.

List the website:

<http://dcf.wisconsin.gov/childcare/ccdf.htm>

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

Describe:

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

Describe:

The Lead Agency provided Plan information and information on Plan amendments as required and needed via stakeholder meetings, conferences, and via email distribution and contact lists.

Other.

Describe:

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 lead agency participates in and encourages local collaborative efforts with school districts, county and tribal governments, technical colleges and others to develop full day kindergarten and 4-year-old kindergarten programs that collaborate with community child care programs, Head Start Programs, preschool programs and special education programs. The lead agency encourages a collaborative approach that provides communities with several options for integrating 4K programs. Information regarding this can be found in Community Approaches to Serving Four-Year-Old Children in Wisconsin and Creating a Community Approach to Serving Four-Year-Old Children in Wisconsin Public Awareness Packet, at the DPI web site:

<http://dpi.wi.gov/early-childhood/4-K>

Available at the WECCP website is a document titled Financing Community Approaches to 4-Year-Old Kindergarten: <http://www.collaboratingpartners.com/docs/4k-financing-community-approaches-09.pdf>

WECCP worked on forging public policy that provided infrastructure for a comprehensive early childhood system that is accessible to all families. It included the blending of funding streams and programs to maximize benefits, to avoid gaps in service and to create comprehensive systems. WECCP created the braided funding structure and continues to serve as a resource for related system-building efforts. All of these goals are now encompassed under the ECAC goals developed and articulated in the 2014 annual report -

http://dcf.wisconsin.gov/ecac/pdf/2014/ecac_2013-14_annual_report.pdf

The website for WECCP is found at: <http://www.collaboratingpartners.com>. This site catalogues the work that led up to the creation, goals and structure of the ECAC. WECCP provided the foundation for the ECAC work, vision and operating principles. ECAC adopted the WECCP System Plan as the foundation for efforts moving forward. The WECCP System Plan can be found at: <http://www.collaboratingpartners.com/docs/weccp-system-plan-for-web.pdf>

The Department works closely with DPI, DHS, and other State and local agencies and organizations to move forward the overall goals of Wisconsin Forces for Four-Year-Olds. The vision of this partnership is to increase the number of communities that provide quality early learning opportunities and universal services for four-year-old children through community-based public-private partnerships in a wide range of settings. This initiative promotes partnerships among school districts, child care programs and Head Start to maximize funding, align best practices, improve quality of services, and ensure that all children will enter kindergarten with experiences to support their continued learning.

Currently, 391 out of 413 elementary school districts had 4-Year-Old Kindergarten programs (full-day, half-day, 2-3 days per week) during the 2014-2015 school year. Out of the 391, 103 used community approaches in planning for them. A listserv sponsored by WECCP provides linkages to the most recent 4K activities across the state. The listserv is designed to facilitate interactive, electronic communication among the agencies, associations, and individuals providing services to Wisconsin's young children from birth to age eight and their families. The focus of this listserv is on State, community, and interagency efforts to improve service delivery approaches for young children and their families. The listserv provides a mechanism to share experiences, examples and resources related to early childhood collaboration, program blending and system improvement.

[REQUIRED IF APPLICABLE] Tribal early childhood programs.

Describe, including which Tribes coordinating with:

The Lead Agency will continue collaboration with the Tribes to determine the need for training and technical assistance services in the area of early care and education. Through a contract with the CCR&R agencies across Wisconsin, the Department gathers and shares information and policy changes related to child care subsidy and quality issues. Overall goals of this coordination include:

Ensure that Tribal programs have a voice in the State's Plan by providing opportunities for the Tribal child care goals to be incorporated in the Plan. Create mechanisms for sharing of information, resources and supports that benefit YoungStar participating Tribal child care programs.

Provide information to Tribal child care programs and parents on access to the child care subsidy program and improve access to quality child care. CCDF supported services such as CCR&R, educational scholarship and retention opportunities through the T.E.A.C.H. Early Childhood Scholarship Program and the REWARD Stipend Program are available to all regulated tribal child care programs. In 2015, a new Tribal Pathway scholarship was introduced in the T.E.A.C.H. program which allows scholars to pursue course work with Native American cultural relevance even if they are not committed to an Associate or Bachelor's Degree in Early Childhood Education. It provides financial support for coursework that may be more relevant and meaningful to Native American teachers and providers, thus serving as a bridge into higher education. Over the last three years, the Tribes have worked with DPI and the ECAC to outline a plan for tribal communication and increased participation in working groups. This work is supported by a subcontract through the Race to the Top - Early Learning Challenge (RTTT - ELC) grant that will encourage improved communication, information sharing and resources around all aspects of the early childhood systems.

The Department will continue to work closely with Tribal child care partners to identify and provide training and educational opportunities in regard to culture, tradition and tribal values and teachings.

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:

Wisconsin provides increased rates in Wisconsin Shares child care subsidy for children who have an identified special need or disability and need additional supports beyond those provided to a typically developing child. In addition, providers in Milwaukee County are offered specialized training if they provide care for a child with a special need or disability. This opportunity to request specialized training is being expanded to other areas of the state.

In addition Wisconsin created a special section of its website for the inclusion of children with special needs and disabilities in early care and education settings (<http://dcf.wi.gov/youngstar/eci>). Utilizing a collaborative approach, the Department gathered input from experts in the field, other State agencies (DPI and DHS) and providers to create a rich array of webpages that help connect parents and providers with resources for children with special needs.

The Department is currently planning an Inclusion Institute for 2016 which will bring together professionals from across Wisconsin who interact with children with special needs. The Institute will allow connections to be made across systems and also training and technical assistance resources to be shared.

The Department is currently drafting an agreement with DHS and DPI to ensure collaboration and coordination of services for families of children with special needs.

Finally, in coordination with DHS and DPI, the Department is creating training modules for early childhood professionals who serve children with special needs. The topics will cover basic elements of inclusion of children with special needs into early care and education programs.

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

Describe:

Wisconsin will strengthen collaboration and coordination with Head Start Directors, WCCAA, Wisconsin Homeless Education Coordinators through DPI Instruction, ECAC and statewide CCR&R agencies to help to ensure that young children experiencing homelessness are accessing quality early childhood programs.

At the local level, Wisconsin will encourage collaboration and individual partnerships to expand local capacity to meet the needs of families and children experiencing homelessness. This includes, but is not limited to:

- Local early intervention or early learning councils
- Local educational agencies/school districts/local homeless liaisons
- Head Start and Early Head Start programs
- Local child care providers

- Housing and Urban Development (HUD) Continuums of Care
- Domestic violence shelters
- Homeless coalitions
- CCR&R agencies
- Salvation Army
- Family Resource Centers

The Department's YoungStar marketing plan targets organizations that provide services to families that are experiencing homelessness. YoungStar materials to encourage parents to choose and to educate them about the importance of high quality environments were distributed to several of the organizations listed above. Connections to the local YoungStar offices were made as well to ensure sustainability of the efforts.

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

Describe:

The Department has developed a foster parent guide for the Wisconsin Shares subsidy program: http://dcf.wisconsin.gov/publications/pdf/dcf_p_492.pdf. The purpose of the guide is to provide information to foster parents and kinship caregivers about the subsidy program. The guide provides basic eligibility information and related information to help foster parents navigate the process of applying for Wisconsin Shares.

As needed, Department staff participates in local child protective services staff meetings to share information about Wisconsin Shares. Staff also offers individualized assistance to foster parents and kinship caregivers to assist them in navigating the child care eligibility process.

Family engagement is strengthened through the addition of a Family Engagement Consultant at the Department through the YoungStar Program and a half-time family engagement consultant at DPI, both supported by RTTT - ELC. Regular meetings of Division Leaders from DSP and DECE ensure ongoing coordination around early childhood and home visiting programs.

State/Territory agency responsible for child care licensing.

Describe:

The CCDF Lead Agency is also responsible for licensing functions. The bureaus responsible for licensing and child care subsidy are in the same division. Joint operations occur between

these two program areas to ensure access to safe and regulated child care.

State/Territory agency with Head Start State collaboration grant.

Describe:

The Department has established bi-monthly meetings with the Wisconsin Head Start Collaboration Director and DECE to identify areas of potential coordination and collaboration.

State Advisory Council authorized by the Head Start Act.

Describe:

The Department continues to be a full and engaged partner in collaboration and system building efforts that have been fostered by the WECCP and now under the lead of the ECAC that is co-chaired by DPI Superintendent Tony Evers and Eloise Anderson, Secretary of the Department.

The ECAC builds the WECCP efforts to develop and implement a plan that will permit every child and family in Wisconsin to access a blended, comprehensive delivery system for high quality early childhood education and care.

The ECAC Operating Principles describes the evolved committee structure that began with the subcommittees of WECCP to guide ECAC work and recommendations. The organizational structure of the ECAC can be found on page 5 and 6 of the Operating Principles - http://dcf.wisconsin.gov/ecac/pdf/61912_operating_principles.pdf. Page 7 of these Principles articulates the questions guiding committee work, recommendations, membership, expected outcomes, and related information on committee work for leaders to track.

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

Describe:

Early Head Start - Child Care Partnership grants support working families by providing a full-day, full-year program so that low-income children have the healthy and enriching early experiences they need to realize their full potential. The Wisconsin Shares child care subsidy will support these programs whenever possible to enhance child care availability.

There are four (4) locations in Wisconsin with Early Head Start - Child Care Partnership grants:

- Ladysmith - Indianhead Community Action Agency
- Madison - Dane County Parent Council
- Milwaukee - Acelero, Inc.
- Milwaukee - Next Door Foundations, Inc.

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

Describe:

The McKinney-Vento State Coordinator is a member of the Collaborating Partners group. As a member, the Coordinator brings information about children who are experiencing homelessness to the group. She also disseminates information through the local educational agency liaisons to encourage programs to understand the availability of child care subsidy funds and the importance of choosing high quality early care and education.

Child care resource and referral agencies.

Describe:

The Department contracts with SFTA, the umbrella organization for the state CCR&R agencies. This contract covers many services. Among them is the referral of parents to the agency in the county of residence that administers the child care subsidy program. The referral specialist also assists the parent in finding multiple care arrangements to meet the family's needs and serve the child for the entire day.

State/Territory agency responsible for public education.

Describe:

The Department works closely with DPI to move forward the overall goals of Wisconsin Forces for Four-Year-Olds. The vision of this partnership is to increase the number of communities that provide quality early learning opportunities and universal services for four-year-old children through community-based public-private partnerships in a wide range of settings. This initiative promotes partnerships among school districts, child care programs and Head Start to maximize funding, align best practices, improve quality of services, and ensure that all children will enter kindergarten with experiences to support their continued learning.

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

Describe:

The Wisconsin Early Childhood Cross-Sector Professional Development Initiative (PDI) is a Project Team of the ECAC and thus works in strong collaboration with other ECAC members and Project Teams to make recommendations for system and policy enhancements in the

areas of training, professional development (PD), and other related ECAC goals.

Membership in PDI consists of the WECCP and is thus representative of early childhood interests throughout the State. WECCP members are:

- WI Dept. of Children and Families (DCF)
- WI Dept. of Health Services (DHS)
- WI Dept. of Public Instruction (DPI)
- Children's Trust Fund
- Child Welfare Training Partnership
- Parents Plus
- Supporting Families Together Association (SFTA)
- The Registry
- UW-Extension
- UW-Madison Waisman Center
- UW-Milwaukee
- WI Afterschool Network (WAN)
- WI Alliance for Infant Mental Health (WI-AIMH)
- WI Association of Independent Colleges & Universities (WAICU)
- WI Birth to 3 Program
- WI Council on Children and Families (WCCF)
- WI Early Childhood Association (WECA)
- WI DPI Office of Early Learning (OEL)/Head Start Collaboration Office (HSCO)
- WI Head Start Association (WHSA)
- WI Head Start Training & Technical Assistance (T/TA) Center
- WI Family Assistance Center for Education, Training, & Support (FACETS)
- WI Technical College System (WTCS)

Because PDI and WECCP represent all statewide partners involved in early childhood PD, Wisconsin PD and training opportunities are fundamentally aligned with the statewide frameworks developed by these partners.

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

Describe:

The Department coordinates with the DPI on many initiatives described within this plan. In

addition to those, DPI shares information with quality and regulatory areas of the Department on CACFP participation because CACFP participation is one option for earning a point in our quality rating and improvement system.

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

Describe:

A significant amount of coordination is done at the local level. Local human services agencies' economic support staff provide eligibility and authorization services for child care assistance and also assist families by sharing information on other public assistance programs such as WIC and other nutrition and physical activity programs. The Department also has staff representation on the WECOPI workgroup.

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

Describe:

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

Describe:

A significant amount of coordination is done at the local level. Local human services agencies' economic support staff provide services for child care assistance and also ensure that information is shared with families regarding Maternal, Infant, and Early Childhood Home Visiting programs and services. The Department also houses a home visiting program and works with these individuals through WECCP.

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

Describe:

The Department has staff representation on both the WECCP and the ECAC, both of which have established workgroups focused on early and periodic screening and treatment. These workgroups include representation and participation from State and local agencies responsible for screening and treatment programs and services.

- State/Territory agency responsible for public health.

Describe:

The Department, in conjunction with DPI and DHS, created Active Early: A Wisconsin Guide for Improving Childhood Physical Activity and the companion Healthy Bites: A Wisconsin Guide for Improving Childhood Nutrition in 2011 with a revision to the Healthy Bites in 2014.

Active Early has a corresponding four-hour training course for child care providers and parents and Healthy Bites has an eight-hour module format training. Both trainings are made available statewide with specific trainers trained on the content and on technical consultation strategies to support this initiative. The guides and trainings are also available in Spanish.

State/Territory agency responsible for mental health.

Describe:

State/Territory agency responsible for child welfare.

Describe:

Monthly meetings occur between leadership in DECE and the DSP to assure ongoing communication and information sharing about the range of areas to foster collaboration.

In a collaborative effort with staff of the DSP, Wisconsin Shares has developed a Foster Parent Guide (revised in 2015). This guide is available to assist foster parents in navigating the child care subsidy program and provides guidance in the eligibility process. The Foster Parent Guide is made available on the Wisconsin Shares webpage and is provided to foster families by eligibility workers and through Child Protective Services staff.

The Department's DSP serves on the ECAC to assure that the continuum of services from prevention through intervention and foster care will be incorporated in Council goals for the early childhood system. DSP increases coordination and communication about engaging families in the development of a comprehensive high quality early care and education system through the ECAC Family and Community Team.

State/Territory liaison for military child care programs.

Describe:

The Department contracts with the Supporting Families Together Association (SFTA) to provide resource and referral services to military families in Wisconsin. SFTA was provided an opportunity to comment on the Plan.

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

Describe:

The Wisconsin Shares child care subsidy program supports the child care needs of parents that are enrolled in the FoodShare Employment and Training program and can also support families enrolled in Department of Workforce Development programs and education programs combined with part-time employment.

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

Describe:

The TANF Administrator and CCDF Administrator are housed in the same Department and meet on a quarterly basis. Both programs contract with local agencies to administer direct services. These Local Human Services Agencies provide eligibility and authorization services with administration of TANF in the State of Wisconsin.

- State/Territory community agencies serving refugee or immigrant families

Describe:

Wisconsin's refugee assistance programs are delivered through the TANF agencies. These families are eligible for child care subsidy to support their employment and training activities.

- Provider groups or associations.

Describe:

Department staff attends many meetings and conferences with child care providers each year to both give and receive information. In addition to these formal meetings and conferences, staff is in contact with providers on a weekly basis to troubleshoot issues, respond to concerns and listen to provider feedback. Department staff frequently attends provider trainings and shadows technical consultation visits to listen to voices from the field. Finally, staff is involved with several statewide or regional groups and attends board meetings or planning meetings on an ongoing basis.

- Worker organizations.

Describe:

- Parent groups or organizations.

Describe:

- Other.

Describe:

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.

Wisconsin implemented a public-private partnership with the goal of leveraging a relatively small amount of RTTT - ELC funds into a sustainable, long-term process that will significantly and permanently increase the flow of the funds into early childhood quality improvement. In this model, a state hub will provide networks of local affiliates with the resources they need to make an impact in their communities. The local networks will consist of early childhood leaders, local businesses, local chambers of commerce, or community foundations. With help from the state hub these local networks will be able to tailor and customize a message on the importance of investing in early childhood and give interested businesses a way to invest in local quality early childhood initiatives and programs.

Communication about key early care issues is fostered through the Child Care Program Committee where county human service departments and Tribal agency workers provide input on the child care subsidy and certification program policies and procedures. The Department ensures timely and accurate communication through monthly meetings of the WCHSA, Economic Support Policy Advisory Committee.

Wisconsin also contracts with UMOS to ensure that children (from birth through age 12) of migrant farmworkers are enrolled in high quality care during the farm season. This contract serves approximately 280 children per year. The UMOS contract results in a combination of Head Start, Migrant Education Program, and child care subsidy funding to ensure that these children have access to quality care while their parents work in the agriculture industry.

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 Department currently contracts with the SFTA, the umbrella organization over the local CCR&R agencies, for resource and referral services. CCR&R agencies help parents find and select child care, develop new child care services where needed, support and help sustain existing child care services, identify local child care needs and resources, and provide public information about child care. Wisconsin has 8 SFTA regions to provide services throughout the state. Annual grants are based on the number of counties served and population. Funding to each CCR&R agency is based on the population and geographic area served.

- 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) [9/30/2016](#)

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

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

[Training on emergency preparedness is included in employee orientation training and centers must train their staff on their emergency plans.](#)

Unmet requirement - Identify the requirement(s) to be implemented [Guidelines for continuing CCDF assistance and child care services after a disaster \(which may include provision of temporary child care, and temporary operating standards for child care after a disaster\)](#)

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.)

[Meeting with Wisconsin Emergency Management \(WEM\) leads for the State.](#)

Coordinate with other State agencies, the need for safe child care for the period before, during and after a state of emergency or major disaster or emergency, guidelines for continuation of child care services in the period following the emergency or disaster including provision of emergency and temporary child care services; temporary operating standards and procedures for staff and volunteer emergency preparedness training and practice drills.

Projected start date for each activity: 08/01/2015

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

Agency - Who is responsible for complete implementation of this activity DECE

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

WEM

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?)

Wisconsin has identified potentially eligible families through coordination with local human service agencies, family resource centers (FRCs), child care resource and referral agencies, migrant worker service providers and through local TANF agencies. This outreach will be expanded to include homeless service programs, domestic abuse service programs, and housing programs.

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.

Local TANF agencies provide information about child care subsidy to potentially eligible families during face-to-face meetings and also make general child care information available in the local agency lobbies and waiting areas. CCR&R agencies also provide assistance to families who are seeking child care and child care funding assistance.

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

Wisconsin currently has a webpage that is geared toward families who are seeking child care assistance and has a child care help desk email address and phone number that is available for individual contacts. Wisconsin will be developing additional outreach materials in the coming months as we move toward the implementation of Electronic Benefits Transfer (EBT) cards. This will include brochures, webpages, in-person training and online videos. The Department has also conducted a YoungStar Parent Outreach campaign to educate parents on the importance of selecting quality child care and how to search for child care on the Department's website.

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

Electronically via online application, mobile app or email.

Provide link <https://access.wisconsin.gov>

In-person interview or orientation.

Describe agencies where these may occur:

[Local/County Human Service Agencies](#), [MilES](#), [Tribal child care offices](#).

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:

Wisconsin's child care subsidy application (whether done on paper, online, or by telephone) is linked to the application for FoodShare, HealthCare, and Family Planning services. In addition, parents go through the same eligibility worker for all of these benefits.

- Other strategies.

Describe:

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)

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 implementation of this activity

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
Information about the full array of child care services is available at local human services agencies, CCR&R locations, FRCs, and available on the YoungStar public search website and child care search pages: <http://dcf.wisconsin.gov/youngstar/>

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

The Department and YoungStar public search website provide information on the quality of care available around the state, including resources for families choosing child care, information about the importance of choosing quality, and information about rules and procedures that govern child care regulation and subsidy. Written brochures are also available and are targeted for parents or providers on each applicable topic. Most of these materials are available in English and Spanish and some are also available in Hmong.

All of the Department's eligibility and authorization letters, notices, and brochures are available in Spanish and Hmong. In addition to these translated materials, county agencies employ staff that represent the local demographics; in areas where there is a significant Hmong population the county agency employs Hmong eligibility and authorization workers; likewise with communities with Hispanic populations. Wisconsin contracts with UMOS to provide culturally sensitive services to migrant farmworker families and also contracts with Tribes to provide culturally sensitive services to Tribal families.

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

The Department utilizes multiple listservs and the provider newsletter, in addition to the methods described above. We also work with our partners in child care organizations such as the WFCCA and the WCCAA to disseminate information. We have strong connections with other State programs to assist in our dissemination of information to Head Start, 4-year-old kindergarten, Birth to 3 and other audiences.

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

The Department utilizes the YoungStar and Wisconsin Shares websites and listservs to inform parents, providers and the general public. The Department also utilizes the Provider Newsletter, check stuffers and in-person meetings, conferences and workshops to provide this information. Wisconsin is also working with a marketing vendor to increase the knowledge of parents about the importance of choosing high quality early care and education. This campaign has many aspects which are described in 2.2.6.

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

The Department has a series of written materials (brochures, palm cards, fact sheets, and resource lists) that are available in multiple languages online and in person to be handed out. These are used as marketing collateral when staff present at meetings, workshops or conferences. This information is also presented through paid advertising; community outreach through street teams, parent huddles and community meetings; and by partner agencies.

c) Describe who you partner with to make information about child care quality available

- DHS
- DPI
- Child Abuse and Neglect Prevention Board
- Child Welfare Training Partnership
- Community Assistance Agencies such as the Salvation Army
- Parents Plus
- SFTA
- The Registry
- UW-Extension
- UW-Madison Waisman Center

- UW-Milwaukee
- WAN
- WI-AIMH
- WAICU
- WI Birth to 3 Program
- WCCF
- WCCAA
- WECA
- WFCCA
- DPI OEL HSCO
- WHSA
- WI Head Start Training & Technical Assistance (T/TA) Center
- WI FACETS
- WTCS
- Wisconsin Tribes: Menominee Tribe, Red Cliff Tribe, Stockbridge-Munsee Tribe, Potawatomi Tribe, Lac du Flambeau Tribe, Bad River Tribe, Sokaogon Tribe, Oneida Tribe, and Lac Courte Oreilles

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)

Local human services agency staff and economic support workers provide information on TANF to CCDF families who may also qualify for assistance through TANF.

b) Head Start and Early Head Start Programs

The local agency worker shares information with parents on available Head Start programming. Additionally the state Head Start Collaboration Office disseminates information

to Head Start programs related to Wisconsin Shares.

c) Low Income Home Energy Assistance Program (LIHEAP)

The Department contracts with CCR&R agencies for a variety of services in the area of child care. Many of these organizations are co-located with the FRC. Information and resources are shared between the offices and, if a family needed the services of LIHEAP, they would be directed to the FRC in the area, the county or other agency that runs the program in the area, or 211.

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

The SNAP program and Wisconsin Shares use the same eligibility workers in the local county or Tribal agency.

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

The Department contracts with CCR&R agencies for a variety of services. Information and resources are shared between the offices and, if a family needed the services of WIC, they are referred to the organization that runs the program in the county.

f) Child and Adult Care Food Program(CACFP)

The Department's public search website provides information to parents regarding child care providers that have earned a point for or are recognized for providing healthy meals and snacks.

g) Medicaid

Wisconsin Shares uses the same eligibility workers with the Medicaid program.

h) Children's Health Insurance Program (CHIP)

Information regarding CHIP and other health programs provided by Wisconsin's DHS are available at local human services agencies. These agencies are also contracted by the CCDF Lead Agency to administer the child care subsidy program. Information is available to and can be provided to CCDF families at these agencies.

i) Individuals with Disabilities Education Act (IDEA)

The Department contracts with CCR&R agencies for a variety of services in the area of child care. Many of these organizations are co-located with FRCs. Information and resources are shared between the offices and, if a family identifies a need for services for a child with special needs, the referral will be made to appropriate services in the community (Birth to 3, the public school, etc.)

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

N/A

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

The Department contracts with CCR&R agencies for a variety of services in the area of child care. Information and resources are shared between the offices and, if a family identifies a need for other early childhood programs, the referral will be made to appropriate services in the community (Birth to 3, home visiting, the public school, etc.).

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 Lead Agency contracts with CCR&R agencies to provide services and resources to providers. These agencies also provide information regarding public assistance programs such as child care assistance and TANF to families; in some circumstances they are connected with FRCs. CCR&R staff and technical consultants are able to locate and provide information regarding TANF to the providers in their regions.

b) Head Start and Early Head Start Programs

In Wisconsin, we believe that it is imperative that professionals working in all early care and education settings (eg. Head Start and child care) are working together to support children. Wisconsin formed the WI Early Childhood Collaborating Partners group in 1994 to focus on collaboration among diverse early childhood partners and exists now as a 'braided' funding effort among three state agencies: Departments of Public Instruction (DPI), Children and Families (DCF) and Health Services (DHS). Since 2004, this collaboration has also housed Regional Collaboration Coaches to connect, build, and sustain cross sector systems around state and regional (early childhood) priority areas. The coaches gather several times throughout the year and then share information back to their provider communities. Finally, this collaboration has created cross sector communities of practice in each region for WI Model Early Learning Standards, Pyramid Model of Social & Emotional Competence, and other areas as defined by region.

Additionally, the Department of Children and Families is working closely with the Department of Public Instruction and the Wisconsin Head Start Association to align the learning standards used by child care and Head Start programs. This alignment will allow cross-

sector programs to learn more about one another, and see how their programs align in the overall philosophy of high-quality early learning experiences.

c) Low Income Home Energy Assistance Program (LIHEAP)

If interested or needed, providers are able to receive information regarding LIHEAP services through CCR&R agencies, local/county agencies, and Tribes as well as certification specialists who refer families and providers to LIHEAP/Energy Assistance.

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

The Lead Agency contracts with CCR&R agencies to provide services and resources to providers. These agencies also provide information regarding public assistance programs such as SNAP to families; in some circumstances they are connected with FRCs. CCR&R staff is able to locate and provide information regarding SNAP to the providers in their regions.

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

The Lead Agency contracts with CCR&R agencies to provide services and resources to providers. These agencies also provide information regarding public assistance programs such as WIC to families; in some circumstances they are connected with FRCs. CCR&R staff are able to locate and provide information regarding WIC to the providers in their regions.

f) Child and Adult Care Food Program(CACFP)

The CACFP program is operated by the DPI. Staff from this program are in frequent contact with the Department staff to share information and provide resources to CACFP participants on the availability of other human service programs. Additionally, CACFP participation is an element of Wisconsin's QRIS and, as such, provides a venue for further conversation about other resources available to families in care.

g) Medicaid

N/A

h) Children's Health Insurance Program (CHIP)

N/A

i) Individuals with Disabilities Education Act (IDEA)

Information regarding IDEA, Birth to 3 services and Child Find are shared with child care providers through efforts by the WECCP, the YoungStar listserv, and via child care provider trainings, workshops, and conferences.

j) Other State/Federally Funded Child Care Programs (example-State Pre-K)

N/A

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

N/A

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

Parents, providers and the general public are able to receive information on child care at CCR&R agencies and FRCs as well as via the YoungStar website:

<http://www.youngstar.wi.gov>

Additionally, the Department provides information about the quality of child care through the YoungStar Quality Rating and Improvement System. The website displays ratings of child care programs and how programs earn points as well as information on how to access local YoungStar offices to provide additional information about child care choices. Child care programs that receive Wisconsin Shares are required to participate in YoungStar.

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

The Department of Children and Families has a major role in supporting families so that they also consider, and better understand the importance of, high-quality early education practices and the impact that early experiences can have on brain development, social-emotional development, and future success in school and life. In 2014, we launched a targeted marketing campaign to increase awareness of these issues among families, especially families experiencing homelessness, teen parents, urban populations, migrant and seasonal families, Tribal communities, and families with children with special needs. Some highlights from this campaign include:

- The creation of three videos to educate families on YoungStar and early brain development including "What is YoungStar," "Start with Experiences," and "Toxic Stress." All videos are available on the parent section of our YoungStar website at <http://dcf.wi.gov/youngstar/parent-resources.htm>.
- The development of resource materials, for families, around topics such as developmental milestones, early literacy, family engagement, and early brain development. These resources are available at <http://dcf.wi.gov/youngstar/parent-resources.htm>.
- The completion of a paid advertising campaign, geared towards families, including messages about high-quality child care through such mediums as Google AdWords, YouTube, Twitter, print advertisements, and radio.

Individualized parent outreach called "Parent Huddles" in which parents were invited by members of their community to learn more about quality child care. These huddles and "Front Porch Chats" were conducted by grassroots outreach organizations contracted with DCF.

DCF has also developed a web section devoted entirely to Early Childhood Inclusion. The site includes: resources if a family has a concern about their child's development; services available for families of children with special needs and disabilities; and information regarding selecting an early education setting for a child with special needs. All information is available at <http://dcf.wi.gov/youngstar/eci/default.htm>.

The Department contracts with SFTA to provide Parent Cafés as a method of disseminating child care information as a family friendly strategy. Parent Cafés are managed through SFTA, the umbrella agency for CCR&Rs, and are contracted to put families in direct contact with local community supports, such as family resource centers, churches, and community centers which assist in disseminating information about the availability of high quality child care and local family supports.

Parent Café series are provided throughout YoungStar regions to provide information about the availability and quality rating of child care in the area, as well as, information about other family support programs. The Parent Cafes utilized the Five Protective Factors from the Strengthening Families approach as a framework for communication and discussion: [Wisconsin](http://www.cssp.org/reform/strengthening-families/basic-one-pagers/Strengthening-Families-</p>
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[Protective-Factors.pdf](#). At Parent Cafés, families are connected directly with local Family Resource centers and community family supports through the local CCR&R. Three Parent Café series were specifically targeted at families of children with special needs or disabilities. This was to ensure families of children with special needs or disabilities would have direct access and connections to relevant family and child care resources. These series also provide families with information about programs and services supported through IDEA.

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

In the YoungStar marketing campaign, specific outreach efforts to community organizations that serve children with high barriers to success were made to ensure dissemination of YoungStar marketing materials and information to clients. This population includes children who are homeless, in foster care, migrant, Native American, in poverty, have special needs or have parents who are teen parents or are on TANF.

All CCR&R agencies are required to display and distribute informational brochures on the YoungStar QRIS. CCR&R agencies also have guidelines on the type of information they have to provide to child care providers and families.

In addition to the information distributed by the CCR&R agencies, YoungStar has contracted with a marketing firm to develop a parent campaign focused on hard to reach populations. The goals of this campaign are to provide education to parents and families on the YoungStar QRIS, the importance of quality child care, the importance of early brain development, and the impact of stress on young children. This campaign included focus groups, community outreach, print materials, brain development videos, and radio public service announcements.

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 YoungStar Parent Outreach campaign included information for parents on the importance of quality child care and positive social-emotional behavior and development. The YoungStar parent webpages at <http://dcf.wisconsin.gov/youngstar/parents.htm> provide parents with resources and educational information on brain development, the effects of toxic stress on infants, and social-emotional development. In addition to these pages, YoungStar also has resources for children with special needs and disabilities: <http://dcf.wisconsin.gov/youngstar/eci>. This link provides families with resources and contact information for screening and assessment, mental health services, and other disability resources which include special education services through IDEA Part C and B, and regional contacts for these programs as well as for services and assistance through Children and Youth with Special Health Care Needs.

ii. Providers

The YoungStar QRIS and CCR&R agencies have a number of activities, trainings, educational and professional development opportunities, and criteria related to increased provider preparedness, child well-being, and child safety. We also provide these opportunities through WECCP.

In addition, YoungStar includes a quality indicator that gives programs a point for being trained in Wisconsin Pyramid Model for Social and Emotional Competence, Positive Behavioral Interventions and Supports, Guiding Children's Behavior in School-Age Care or other equivalent training on meeting the social-emotional needs of children. These trainings include strategies for effective behavior management including positive behavior interventions and support models. They also promote positive social and emotional development and give providers strategies that are research-based to reduce challenging behaviors and to communicate with parents about these issues. The training is further supported by coaching and mentoring through either the YoungStar technical assistance or through specific assistance provided by a Pyramid Model External Coach.

Beginning in January 2016, the Department will begin to identify training and professional development opportunities related to Historic Trauma. The department will also identify strategies to support training opportunities provided by Tribes on Historic Trauma.

iii. General public

Information is provided to the general public through local human service agencies, CCR&R agencies, FRCs, the Collaborating Partners website and Department and YoungStar public websites.

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

- DHS
- DPI
- Child Abuse and Neglect Prevention Board
- Child Welfare Training Partnership
- Community Assistance Agencies such as the Salvation Army
- Parents Plus
- SFTA
- The Registry
- UW-Extension
- UW-Madison Waisman Center
- UW-Milwaukee
- WAN
- WI-AIMH
- WAICU
- WI Birth to 3 Program
- WCCF
- WCCAA
- WECA
- WFCCA
- DPI OEL HSCO
- WHSa
- WI Head Start Training & Technical Assistance (T/TA) Center
- WI FACETS
- WTCS
- Wisconsin Office of Children's Mental Health

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

DCF 250.07(2) Programming: Child Guidance

http://dcf.wisconsin.gov/childcare/licensed/CommManuals/FCC/pcf_pfs4069.pdf

Current administrative rules provide guidance around the use of time-outs to deal with unacceptable behavior and the development of a written child guidance policy.

Administrative rules also prohibit actions that may be psychologically, emotionally, or physical painful, discomfoting, dangerous, or potentially injurious such as spanking, shaking, corporal punishment, physical restraints, and confinement.

These rules currently do not include specific policies on expulsion of preschool-age children beyond programs having a written policy which should include conditions that may result in expulsion.

The Lead Agency is in the process of conducting a survey on suspension and expulsion in early childhood settings in Wisconsin. This survey is being administered in collaboration with DPI. The results of the survey will assist the Department in developing policies on the prevention of suspension and expulsion.

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

DCF 250.07(2) Programming: Child Guidance

http://dcf.wisconsin.gov/childcare/licensed/CommManuals/FCC/pcf_pfs4069.pdf

Current administrative rules provide guidance around the use of time-outs to deal with unacceptable behavior and the development of a written child guidance policy.

Administrative rules also prohibit actions that may be psychologically, emotionally, or physical painful, discomforting, dangerous, or potentially injurious such as spanking, shaking, corporal punishment, physical restraints, and confinement.

These rules currently do not include specific policies on expulsion of preschool-age children beyond programs having a written policy which should include conditions that may result in expulsion.

The Lead Agency is in the process of conducting a survey on suspension and expulsion in early childhood settings in Wisconsin. This survey is being administered in collaboration with DPI. The results of the survey will assist the Department in developing policies on the prevention of suspension and expulsion.

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:

The Lead Agency has requirements embedded in contracts with CCR&R agencies and within the YoungStar service delivery contract that require providing information, resources, training, and professional development on developmental screenings and how to access and

make referrals for screening.

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

CCR&R agencies advise providers and encourage parents to use the recommended timeline established by the screening tool used and CDC guidelines. Training and technical assistance is provided on the use of the Ages and Stages Questionnaire.

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

CCR&R agencies provide information on developmental screening and the Wisconsin Child Find system to parents and providers. This includes making referrals and requests for screening and information on Birth to 3 and special education services through LEAs. Child care providers are offered training and assistance on implementing the Ages and Stages Questionnaire, Developmental Milestones checklist, and other screening tools.

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 to complete implementation of this activity

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 is defined as when rule violations have been identified.

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)

Records are maintained in the licensing data system.

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

Violations are posted on the YoungStar public search website. The full records are available via open records request.

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

Wisconsin uses the licensing data system and indicates who filed the complaint if and when this information is known or provided.

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

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 Hmong are the predominant languages in addition to English. Wisconsin has the ability to provide interpretation and translations for all languages.

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

To promote access to person with disabilities the YoungStar website was created to be accessible for people using screen readers by using meta and alt tags throughout the state.

The subsidy program serves children with disabilities who require a higher level of care within the child care setting who are determined eligible by providing a higher subsidy benefit rate to cover any additional child care costs.

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.

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

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

Provide the link to the website: <http://dcf.wisconsin.gov/childcare/>

and describe how the consumer education website meets the requirements to:

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

The YoungStar public search website provides provider-specific information on each licensed and certified child care provider in Wisconsin, including views of child care location maps and center-specific information such as licensee name, hours of operation, capacity, ages served, violation documentation on compliance and noncompliance statements from the previous two years, correction plans from the center, enforcement actions and YoungStar rating information. The link to the YoungStar public search website is here: <http://childcarefinder.wisconsin.gov/>

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

The Department's internet home page includes links to descriptions of licensing and certification requirements. These descriptions are tailored to the information needs of providers and to parents and also link to YoungStar information. The link to the Department internet page is here:

<http://dcf.wisconsin.gov/childcare/certification>

<http://dcf.wisconsin.gov/childcare/licensed>

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

The Department's internet home page has a set of webpages devoted to caregiver background checks and to licensing. The links to these Department internet pages is

here:

<http://dcf.wisconsin.gov/childcare/licensed/CBC.HTM>

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

Aggregate data on deaths, serious injuries and incidents of substantiated child abuse in child care settings will be added to the annual statistical reports produced by the Department. The links to the current child care annual summary is located here:

<http://dcf.wisconsin.gov/childcare/licensed/SummaryReports/annualreport.htm>

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

The Department's public search website allows for multiple ways of searching for providers, including by name, location (within desired number of miles to an address), type of child care, and YoungStar rating. A map brings up child care centers meeting the criteria established on the search page. Definitions of types of care as well as frequently asked questions are linked to headings for YoungStar Program, For Parents, and For Providers. All violations and enforcement actions from the previous two-year period are described in detail, and the correction plans submitted by the child care center in response to cited violations are included on the website. The link to the FAQs is here: <http://dcf.wisconsin.gov/youngstar/parent-faqs.htm>

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

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

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 implementation of this activity

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))

3.1.1 Eligibility Criteria Based upon Child's Age

a) The CCDF program serves children from 0 (weeks/months/years) to 12 years (through age 12).

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



Yes, and the upper age is 18 (may not equal or exceed age 19). Provide the Lead Agency definition of physical or mental incapacity: [An emotional, physical, or personal need of a child requiring more than the usual amount of care and supervision for the child's age, as documented by a physician, psychologist, special educator, or other qualified licensed professional. A special need includes a developmental disability.](#)



No

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



Yes and the upper age is 18 (may not equal or exceed age 19)



No.

3.1.2 How does the Lead Agency define the following eligibility terms?

a) residing with -

Living in the same household

b) in loco parentis -

A person who is living in the same household, and acting as the case head of the household with decision-making responsibility and authority and control of the child, formally or informally. A "parent" is a custodial parent, guardian, foster parent, legal custodian or person acting in place of a parent.

3.1.3 Eligibility Criteria Based on Reason for Care

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

* working:

Includes regular employment, self-employment, employer sponsored training, apprenticeships, sheltered employment, and participation in programs such as AmeriCorps. Wisconsin does not have a minimum number of work hours required for eligibility purposes.

* attending job training

Parents who are not enrolled in the TANF program and are employed at least 5 hours per week may receive child care assistance for up to 24 months for technical college or other courses of study that lead to job skills.

Participation in job training can also include participation in the TANF program or the FoodShare Employment and Training program. The TANF program has separate time limits for various activities.

* attending education

Parents up to the age of 20 may receive child care for high school, GED or HSED courses with no work requirement. Parents 20 years or older who are employed at least 5 hours per week may receive child care assistance for up to 24 months while engaged in Basic Education, English as a Second Language, GED or HSED.

b) Does the Lead Agency allow parents to qualify for CCDF assistance on the basis of education and training participation alone (without additional minimum work requirements)?

Yes.

No.

If no, describe additional requirements

c) Does the Lead Agency provide child care to children in protective services?

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

1) Definition of protective services -

For the purposes of Wisconsin Shares eligibility, protective services include children who are placed out of their home into foster homes, or with relatives through either a court directed placement or a voluntary placement.

Wisconsin Statute s. 49.155(lm) establishes eligibility and requires that parents need child care to participate in specific activities including employment or employment and education/training activities; this includes foster parents and kinship caregivers.

2) Does the Lead Agency waive the co-payment and income eligibility requirements for cases in which children receive, or need to receive, protective services on a case-by-case basis? (658E(c)(5))

Yes.

No.

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

No.

3.1.4 Eligibility Criteria Based on Family Income

a) How does the Lead Agency define "income" for the purposes of eligibility at the point of determination?

* Definition of income -

Money, wages or salary, adjusted income from self-employment, Social Security, dividends, interest on savings or bonds, income from estates or trusts, net rental income or royalties, Supplemental Security Income (SSI), pensions and annuities, unemployment insurance, worker's compensation, alimony and other maintenance payments, and veteran pensions.

b) Provide the CCDF income eligibility limits in the table below. **Complete** columns (a) and (b) based upon maximum eligibility initial entry into the CCDF program. Complete Columns (c) and (d) **ONLY IF** the Lead Agency is using income eligibility limits lower than 85% of the current SMI. Complete columns (e) and (f) with the maximum "exit" eligibility level if applicable and below the federal limit of 85% of current SMI.

Note - If the income eligibility limits are not statewide, check here

Describe how many jurisdictions set their own income eligibility limits

N/A

Fill in the chart based on the most populous area of the state.

Family Size	(a) 100% of State Median Income (SMI) (\$/month)	(b) 85% of State Median Income (SMI) (\$/month) [Multiply (a) by 0.85]	(c) (IF APPLICABLE) \$/month Maximum "Entry" Income Level if lower than 85% Current SMI	(d) (IF APPLICABLE) % of SMI [Divide (c) by (a), multiply by 100] Income Level if lower than 85% Current SMI	(e) (IF APPLICABLE) \$/month Maximum "Exit" Income Level if lower than 85% Current SMI	(f) (IF APPLICABLE) % of SMI [Divide (e) by (a), multiply by 100] Income Level if lower than 85% Current SMI
1	\$3,493	\$2,969	NA	NA	NA	NA
2	\$4,568	\$3,883	\$2,456	53.77%	\$2,655	58.12%
3	\$5,643	\$4,797	\$3,095	54.85%	\$3,348	59.33%
4	\$6,718	\$5,710	\$3,739	55.66%	\$4,042	60.17%
5	\$7,792	\$6,623	\$4,380	56.21%	\$4,735	60.77%

Reminder - Income limits must be provided in terms of current State Median Income (SMI) (or Territory Median Income) even if federal poverty level is used in implementing the program. Federal [poverty guidelines](http://aspe.hhs.gov/poverty/index.cfm) are available at <http://aspe.hhs.gov/poverty/index.cfm>.

c) SMI Source and year [LIHEAP, 2015](#)

d) These eligibility limits in column (c) became or will become effective on: [03/01/2015](#)

e) Provide the link to the income eligibility limits
<http://dcf.wisconsin.gov/childcare/wishares/eligibility.htm>

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 an "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

[Wisconsin Shares has an income entry threshold of 185% of the federal poverty level \(FPL\) and an exit threshold of 200% FPL \(Wisconsin Shares Policy 1.5.1.1 and 1.5.1.2\).](#)
[This two tiered eligibility structure provides a graduated phase out while families increase household income. As the household income rises, the family copayment increases up to 200% FPL.](#)

Even with the maximum entry income limit of 185% FPL, about 47% of the families served at any point in time are living at or below 100% FPL; another 40% are living between 100% FPL and 166% FPL; and only 7.5% are between 166 and 185% FPL. Each month fewer than 2% of the families served reach above 200% FPL.

Many families served in the Wisconsin Shares program remain eligible until the children age-out of the program. For a family of 3 the entry income is equal to a full time job earning \$18 per hour and the exit income is equal to a full time job at \$19.50 per hour. The population served in Wisconsin Shares is significantly below the initial income threshold and many remain at those levels until the children reach 13 years of age.

Wisconsin's copayment schedule at 70% FPL for a family with 2 children in care is \$11 per week and increases to \$94 per week by the time the household income reaches the exit level of 200% FPL (Wisconsin Shares Policy 2.3.1 and copayment chart, <http://dcf.wisconsin.gov/childcare/wishares/pdf/2015/2015-child-care-copays.pdf>).

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)

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

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

Wisconsin Shares averages fluctuating income over the number of months the income is received. For example, if a commission check is received every quarter, each commission check is averaged over three months. If income is not regular, it is averaged over the period between payments. If it is neither consistent nor predictable, it is counted only in the month it is received. Migrant farmworker income is averaged over the previous 12 month period if current wages exceed 200% FPL.

- 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:

Identity is verified by driver's license; State-issued ID card; Photo Employee ID card; Photo Student ID card; U.S. Government Photo ID card; Military ID card; Native American ID card issued by a federally recognized Tribe; Photo ID issued by USCIS; U.S. Passport, or data exchange with the Social Security Administration.

Applicant's relationship to the child.

Describe:

Birth records, court records or self-declaration on signed application materials.

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

Describe:

The applicant provides the child's information which is accepted as self-declared on signed application materials. In addition, families that are also requesting a Health Care program are included in a data exchange with the Social Security Administration. If the individual's name, date of birth, and Social Security Number match, this is accepted as identity and age verification.

Work.

Describe:

Work schedules are provided by the applicant; employment is verified by pay stubs, employment verification form, or a signed letter from the employer. Parents who are engaged in the TANF program have Employability Plans that verify their activities.

Job Training or Educational Program.

Describe:

School schedules are provided by the applicant. Parents who are engaged in the TANF program have Employability Plans that verify their activities.

Family Income.

Describe:

Pay stubs, employer verification, Wisconsin New Hire Reports and National New Hire Reports for those who also request a Health Care program, and a State Wage Record data exchange.

Household composition.

Describe:

Wisconsin Shares accepts self-declaration of household composition unless questionable. If questionable, the family may provide a lease agreement that includes a list of household residents.

Applicant Residence.

Describe:

The applicant residence may be verified by a lease agreement; utility bill for water, gas, electricity, or telephone that includes name and address; mortgage receipt; subsidized housing program approval document; weatherization program approval document; paycheck stub that includes name, address, and employer; current Wisconsin Driver's license; current Wisconsin ID card; current motor vehicle registration.

Other.

Describe:

Three items are verified once per lifetime: Identity, SSN, Date of Birth and Citizenship. Work is verified each time there is an employment change and the eligibility renewal. Job training or Educational programs are verified when they change at eligibility renewal. Family income is verified when it changes and at eligibility renewal. Household composition is verified only when questionable. Applicant residence is verified when an address change is reported.

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 :

Eligibility determinations must be completed within 30 days of the signed request. The intake interview must be scheduled to occur within 5 days of the request for assistance and all needed verification must be submitted to the agency within 7 days of the interview. The applicant may reschedule the intake interview and may request an extension to the 7 day due date of the verification items, however the entire process must be completed within 30 days.

The eligibility determination process is managed within the CARES Worker Web automated system which utilizes worker dashboards to notify the worker of upcoming due dates and documents that have been scanned into the electronic case file. The Department has established local agency Performance Standards to ensure the timeliness of the application process.

Track and monitor the eligibility determination process

Other.

Describe:

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.

In fulfilling this requirement, the following criteria or definitions are applied by the TANF agency to determine whether the parent has a demonstrated inability to obtain needed child care.

NOTE: The TANF agency, not the CCDF Lead Agency, is responsible for establishing the following criteria or definitions. These criteria or definitions are offered in this Plan as a matter of public record.

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

State/Territory TANF Agency [Department of Children and Families, Division of Family and Economic Security](#)

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

"appropriate child care":

[The TANF agency defines appropriate child care as both formal and informal child care.](#)

"reasonable distance":

[The TANF program defines reasonable distance as no more than 60 minutes travel time one-way, using available transportation, from the parent's home to the child care provider's location to the parent's work site. Travel time may be extended up to 90 minutes one-way if there is a good placement opportunity for the participant and the participant is willing to enter into this arrangement.](#)

"unsuitability of informal child care":

[Informal child care is defined as an arrangement in which a child care provider is not regulated \(licensed or certified\). Participants who use this type of child care are not eligible for TANF child care assistance. Informal child care arrangements may be used by any TANF participant; however, a participant in the TANF program cannot be required to use informal child care.](#)

"affordable child care arrangements":

[TANF does not define affordable child care arrangements. However, Wisconsin Shares provides reimbursement to child care providers based on the family's income and family size.](#)

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

In writing

Verbally

Other.

Describe:

List the citation to this TANF policy.

List:

[A single parent placed in W-2 \(TANF\) Employment Positions cannot be sanctioned for](#)

nonparticipation in any W-2 activities during a period of time when he or she is unable to obtain child care for a child under the age of 13.

http://dcf.wisconsin.gov/w2/manual/11/11.2.2_Good_Cause_Reasons.htm

3.1.10 The Lead Agency certifies that it will require a family member to certify that the family assets do not exceed \$1,000,000. A check-off on the application is sufficient

- Yes. The Lead Agency certifies that it will require families to certify that the family assets do not exceed \$1,000,000 no later than September 30, 2016.

3.2 Increasing Access for Vulnerable Children and Families

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

3.2.1 Describe how the Lead Agency will prioritize or target child care services for the following children and families (658E(c)(3)(B)), including definitions, any time limits, grace periods or priority rules in the description:

a. Provide definition of "Children with special needs": An emotional, behavioral, physical or personal need of a child requiring more than the usual amount of care and supervision for the child's age, as documented by a physician, psychologist, special educator, or other qualified licensed professional. A special need includes a developmental disability.

and describe how services are prioritized:

Wisconsin Shares allows higher child care provider reimbursement rates for providers caring for children with special needs and who require additional care.

b. Provide definition of "Families with very low incomes": Families that earn less than 100% of the poverty level.

and describe how services are prioritized:

All families have equal access to the subsidy program. Wisconsin Shares has not set priorities for certain families. All families that are financially and non-financially eligible are served.

c. Describe how services for families receiving Temporary Assistance for Needy Families (TANF), those attempting to transition off TANF through work activities, and those at risk of becoming dependent on TANF are prioritized (Section 418(b)(2) of the Social Security Act) Wisconsin Shares allows up to five (5) weeks after gaining employment before the copayment for families in transition from TANF to employment is based on 70% of the Federal Poverty Level (FPL) instead of the actual FPL of the household.

3.2.2 Improving Access for Homeless Children and Families.

The CCDBG Act of 2014 places greater emphasis on serving homeless children and families. Stable access to high-quality child care provides tremendous benefits to all children, especially our most vulnerable children. Children and families who experience homelessness face many challenges. Improving access to child care can buffer children and families from the challenges and risks associated with homelessness by supporting children's learning and development in safe, stable and nurturing environments. Under the new law, States and Territories are required to use CCDF funds to 1) allow homeless children to receive CCDF assistance after an initial eligibility determination but before providing required documentation (including documentation related to immunizations); 2) providing training and technical assistance to child care providers on identifying and serving homeless children and families (addressed in Section 6); and 3) conduct specific outreach to homeless families. (658E(c)(3))

States and Territories also must establish a grace period that allows homeless children and children in foster care (if served by the Lead Agency) to receive CCDF assistance while their families are taking the necessary actions to comply with immunization and other health and safety requirements as described in Section 5. This flexibility will make it significantly easier for these vulnerable families to access child care services. This language is consistent with current requirements established through CCDF regulations in 1998, which required a grace period in which children can receive services while families take the necessary actions to comply with the immunization requirements. (658E(c)(2)(I)(i)(I)) ACF recommends States and Territories consult the definition of homeless in the McKinney-Vento Act (section 725 of subtitle VII-B) as you implement the requirements of this section as that definition is consistent with the required CCDF administrative data reporting requirements.

Describe the status of the State/Territory's procedures to enroll and provide outreach to homeless families and establish a grace period for children in foster care, if served, for meeting immunization requirements

Fully implemented and meeting all Federal requirements outlined above by March 1, 2016. Describe the following:

a. Procedures to increase access to CCDF subsidies for homeless children and families, including the grace period to comply with immunization and health and safety requirements

Wisconsin Shares waives the 7 day verification time limit for children in foster care.

Homeless families are not required to provide documentation of homelessness, but must follow all other eligibility criteria.

b. Procedures to conduct outreach to homeless families to improve access to child care services

The YoungStar Parent Campaign consisted of outreach to homeless families through organizations and agencies that serve the homeless populations. Language has also been added to the CCR&R contract to target parent outreach to agencies that serve homeless populations.

c. Procedures to provide a grace period to comply with immunization and other health and safety requirements to expedite enrollment for children who are in foster care if served by the Lead Agency to improve access to child care services

S. 252.04 Wis. Stats. and DHS 144 allow parents a grace period of 30 school days (6 calendar weeks) to supply immunization records. Programs are required to comply with these provisions.

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

3.3 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

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

Overall Target Completion Date (no later than September 30, 2016) [9/30/2016](#)

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

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

[Requirement to be implemented: 12-month eligibility.](#)

[Wisconsin Shares currently provides for 6-month eligibility.](#)

Unmet requirement - Identify the requirement(s) to be implemented [A minimum 12-month eligibility and redetermination period for CCDF families.](#)

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 Department is working with IT staff to ensure changes related to the implementation of a 12-month eligibility period will be in place by September 30,](#)

2016. The Department will be pursuing needed statutory and administrative rule changes beginning in the next available legislative session. These changes will allow for 12-month eligibility.

Projected start date for each activity: 3/01/2016

Projected end date for each activity: 8/30/2016

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

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

[State Legislature](#)

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

The Department exercises the option to terminate assistance prior to re-determination at 12 months. The 3-month job search period will be provided for the following group of individuals:

- Individuals who lose their job or approved activity within the first nine months of their eligibility period. Seasonal workers will receive authorizations that account for natural breaks in their employment without providing the job search period.

The following will be required to be reported by parents within 10 days of the change, as they could affect the eligibility status and benefit level of the family:

- Child is no longer attending the child care program
- Parent intends to change to a new child care program
- Change in assistance group size
- Change in marital status of a parent
- Permanent loss of job
- Change of address
- Increase in income of at least \$250/week which may affect copayment
- Change in the family's need for child care

Authorizations will be created or adjusted to take into account any instance of a planned, temporary cessation of work by a parent.

The Department will allow one instance for a 3-month job search per 12-month eligibility period.

Individuals who lose their job or approved activity in months 10, 11 or 12 of their 12-month eligibility period will not be terminated within the 12-month eligibility period.

Statutes, administrative rules and policy will be created to meet the requirements of this provision.

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

Wisconsin Shares child care applications are completed online, by telephone or in person. No family that applies for child care assistance is required to unduly disrupt employment or TANF activity to comply with initial eligibility or eligibility redetermination.

Applications that are done online can be done from a home computer with an internet connection 24 hours a day, 7 days a week.

Wisconsin Shares accepts written signatures, electronic signatures and telephonic signatures to establish the application date and/or to complete the application process.

Verification items may be uploaded into an Electronic Case File, faxed in, mailed in, or hand delivered to the local eligibility 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 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.

3.4.1 Provide the CCDF copayments in the chart below according to family size.

Note - If the sliding fee scale is not statewide, check here and describe how many jurisdictions set their own sliding fee scale

NA

Fill in the chart based on the most populous area of the State.

Family Size	(a) Lowest "Entry" Income Level Where Copayment First Applied	(b) What is the monthly copayment for a family of this size upon initial entry into CCDF?	(c) What is the percent of income for (b)?	(d) Maximum Highest "Entry" Income Level Before No Longer Eligible	(e) What is the monthly copayment for a family of this size upon initial entry into CCDF?	(f) What is the percent of income for (e)?
1	NA	NA	NA	NA	NA	NA
2	\$0	\$25.80 - \$301.00	2.77% - 12.26%	\$2,456	\$25.80 - \$301.00	2.77% - 12.26%
3	\$0	\$25.80 - \$378.40	2.20% - 12.22%	\$3,097	\$25.80 - \$378.40	2.20% - 12.22%
4	\$0	\$47.30 - \$447.20	3.34% - 11.96%	\$3,739	\$47.30 - \$447.20	3.34% - 11.96%
5	\$0	\$73.10 - \$498.80	4.41% - 11.39%	\$4,380	\$73.10 - \$498.80	4.41% - 11.39%

a) What is the effective date of the sliding fee scale(s)? [3/1/2015](#)

b) Provide the link to the sliding fee scale
<http://dcf.wisconsin.gov/childcare/wishares/pdf/2015/2015-child-care-copays.pdf>

3.4.2 How will the family's contribution be calculated and to whom will it be applied? Check all that the Lead Agency has chosen to use.

- Fee as dollar amount and
 - Fee is per child with the same fee for each child
 - Fee is per child and discounted fee for two or more children

- Fee is per child up to a maximum per family
- No additional fee charged after certain number of children
- Fee is per family
- Fee as percent of income and
 - Fee is per child with the same percentage applied for each child
 - Fee is per child and discounted percentage applied for two or more children
 - 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:

N/A

Other.

Describe:

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.

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 \$

- 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:

Wisconsin Shares copayment ranges from 2.78% to 12.13% of family income.

- 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:

- 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:

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))

All families who receive child care subsidy through the Wisconsin Shares program select their own child care provider.

Migrant families have an option of using a contracted child care provider or selecting another provider.

TANF agencies offer on-site child care for families that are utilizing services at the TANF agency. However, all parents are informed of their choice of child care providers and are provided with resources to select a provider, including a referral to the CCR&R agency.

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
- Community outreach, workshops or other in-person activities
- Other.

Describe

Parents are informed that they have the responsibility to select a child care provider on the online application materials and on financial/non-financial eligibility notices.

4.1.3 Child Care Services Available through Grants or Contracts

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

Yes. If yes, **describe**

the type(s) of child care services available through grants or contracts

The Department contracts with United Migrant Opportunity Services (UMOS), a non-profit organization that provides child care services to children of migrant farmworkers throughout the state. UMOS was selected as the migrant child care contractor for 2015-2016 after a request for proposal was issued. Migrant farmworker families may apply for Wisconsin Shares Child Care Subsidy either through their local administrative agency, or through UMOS. Initial income eligibility determination for migrant farmworker families is based on an average of the previous 12 (twelve) month's income to take into account the seasonal nature of their employment. With the exception of this income averaging families employed in migrant agriculture that are applying for child care through UMOS are required to meet all other Wisconsin Shares eligibility requirements. UMOS is responsible for determining their rates for child care services provided. UMOS also contracts with local area child care providers to provide services during times when UMOS centers are not available.

the entities who receive contracts (e.g., shared services alliances, child care resource and referral agencies, family child care networks, community based agencies, child care providers, etc.)

United Migrant Opportunity Services (UMOS)

the process for accessing grants or contracts

UMOS was selected as the migrant child care contractor for 2015-2016 after a request for proposal was issued.

the range of providers available through grants or contracts

UMOS also contracts with local area child care providers to provide services during times when UMOS centers are not available.

how rates for contracted slots are set for grants and contracts

UMOS is responsible for determining their rates for child care services provided.

how the State/Territory determines which entities to contract with for increasing supply and/or improving quality

United Migrant Opportunity Services (UMOS), a non-profit organization that provides child care services to children of migrant farmworkers throughout the state.

if contracts are offered statewide and/or locally:

The Department contracts with United Migrant Opportunity Services (UMOS), a non-profit organization that provides child care services to children of migrant farmworkers throughout the state.

No. If no, skip to 4.1.4.

b) Will the Lead Agency use grants or contracts for child care services to achieve any of the following (check all that apply):

Increase the supply of specific types of care with grants or contracts for:

Programs to serve children with disabilities

Programs to serve infants and toddlers

Programs to serve school-age children

Programs to serve children needing non-traditional hour care

Programs to serve homeless children

Programs to serve children in underserved areas

Programs that serve children with diverse linguistic or cultural backgrounds

Programs that serve specific geographic areas

Urban

Rural

Other.

Describe:

Improve the quality of child care programs with grants or contracts for:

Programs providing comprehensive services, such as integrated child care in Head Start, Early Head Start, summer or other programs

Programs meeting higher quality standards, such as higher rated QRIS programs, accreditation or state pre-k programs that meet higher quality standards

- Programs that provide financial incentives to teaching staff linked to higher education and qualifications link increased education requirements to higher compensation
- Programs to serve children with disabilities or special needs
- Programs to serve infants and toddlers
- Programs to serve school-age children
- Programs to serve children needing non-traditional hour care
- Programs to serve homeless children
- Programs to serve children in underserved areas
- Programs that serve children with diverse linguistic or cultural backgrounds
- Programs that serve specific geographic areas
 - Urban
 - Rural
 - Other.

Describe:

4.1.4 The Lead Agency certifies policies and procedures are in place that afford parents unlimited access to their children whenever their children are in the care of a provider who receives CCDF funds.

(658E(c)(2)(B)) This requirement did not change under the CCDBG Act of 2014. Describe the policies and procedures for unlimited access

Describe the policies and procedures for unlimited access

The Wisconsin Administrative Code DCF 250 Licensing Rules for Family Child Care Centers and DCF 251 Licensing Rules for Group Child Care Centers state in sections 250.04 (4) (a) and in 251.04 (4) (b) that the center shall permit parents to visit and observe the center's operations at any time during the center's hours of operation unless parental access is prohibited or restricted by a court order. In addition, sections 250.04 (4) (b) and 251.04 (4) (e) state that the center shall provide a summary of this chapter (DCF 250 or DCF 251) to the parents of each child upon the child's enrollment. Also, section 251.04 (4) (f) states that a copy of this administrative code chapter shall be posted or available in an area where parents are likely to see it.

The Department publishes [Your Guide to Regulated Child Care: Your Summary of the Child Care Rules](#), which serves as the summary that centers distribute to parents. One item on this checklist educates parents to ask providers if parental visits, whether announced or unannounced, are welcomed at any time. Certification administrative rules located in Chapter 202 require providers to communicate with parents that they are allowed to visit and observe their children in the provider's care at any time per 202.08(12)(a).

4.1.5 The Lead Agency must allow for in-home care (i.e., care provided in the child's own home) but may limit its use. Will the Lead Agency limit the use of in-home care in any way?

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:

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

Describe:

[In-home child care may be authorized if child care is needed during hours when no other care is available \(second, third shift, or weekend care\).](#)

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 child care providers must be certified.

Other

Describe:

In-home child care may be authorized under the following circumstances: three or more children are being cared for; other licensed or certified care is not available within a reasonable geographic area or a child's special need could only be met in the child's home.

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:

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:

Market rate data is gathered on an annual Business Information Form submitted to all providers across Wisconsin. The Business Information Form is distributed by the local CCR&R agencies to child care providers. CCR&R agencies follow up with child care providers to ensure that data is collected and submitted in a timely manner. Significant efforts by the CCR&R agencies have led to an increased return rate of surveys; data is subsequently collected by SFTA. SFTA submits all market rate data to the Department. State staff calculates the current market rate based on this information.

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:

The Department utilized information collected from the Market Rate Survey. SFTA, through the local CCR&R agencies, mailed every regulated child care provider the Market Rate Survey. SFTA received responses from 5,377 child care providers, which resulted in a 71% total return rate. This return rate was consistent through all CCR&R regions across the state.

4.2.4 Describe how the market rate survey reflects variations in the price of child care services by:

a) Geographic area (e.g., statewide or local markets):

The market rate reflects the urban percentage within each county. Counties are grouped into one of four percent urban groups. (0-24% urban, 25-49% urban, 50-74% urban, and 75-100% urban).

b) Type of provider:

Market rates are collected and grouped by type of provider. Separate rates are calculated for licensed family and licensed group providers.

c) Age of child:

Market rates are grouped by age of child (0-1.99 years, 2-3.99 years, 4-5.99 years, 6 and older).

d) Describe any other key variations examined by the market rate survey, such as quality level

An individual provider's Wisconsin Shares reimbursement is dependent on their program's

quality. Wisconsin's YoungStar quality rating system requires any provider who receives Wisconsin Shares reimbursement to be rated, but all providers are encouraged to participate. YoungStar rates providers on a 1 to 5 scale. A 1 Star provider is not eligible for Wisconsin Shares payments; a 2 Star provider has up to a 5% decrease in their Wisconsin Shares payments; a 3 Star provider's Wisconsin Shares payment remains at the county reimbursement rate; a 4 Star provider receives up to a 10% increase above the county reimbursement rate in their Wisconsin Shares payments; and a 5 Star provider receives up to a 25% increase in their Wisconsin Shares payments.

4.2.5 Describe the process used by the State to make the results of the market rate survey widely available to the public.

a) Date of completion of the market rate survey or alternative methodology (must be no earlier than July 1, 2013 and no later than March 1, 2016)

02/25/2016

b) Date report containing results were made widely available, no less than 30 days after the completion of the report 03/25/2016

c) How the report containing results was made widely available and provide the link where the report is posted if available

Results of the Market Rate Survey will be posted on the Department public website at <http://dcf.wisconsin.gov/childcare/ccdf.htm>

4.3 Setting Payment Rates

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

Note - If the payment rates are not set by the State/Territory, check here

Describe how many jurisdictions set their own payment rates

N/A

a) Infant (6 months), full-time licensed center care in most populous geographic region

Rate \$ 246.00 per week unit of time (e.g., hourly, daily, weekly, monthly, etc.)
Percentile: 53rd

b) Infant (6 months), full-time licensed FCC care in most populous geographic region

Rate \$ 190.00 per week unit of time (e.g., hourly, daily, weekly, monthly, etc.)
Percentile: 53rd

c) Toddler (18 months), full-time licensed center care in most populous geographic region

Rate \$ 246.00 per week unit of time (e.g., hourly, daily, weekly, monthly, etc.)
Percentile: 53rd

d) Toddler (18 months), full-time licensed FCC care in most populous geographic region

Rate \$ 190.00 per week unit of time (e.g., hourly, daily, weekly, monthly, etc.)
Percentile: 50th

e) Preschooler (4 years), full-time licensed center care in the most populous geographic region

Rate \$ 191.00 per week unit of time (e.g., hourly, daily, weekly, monthly, etc.)
Percentile: 49th

f) Preschooler (4 years), full-time licensed FCC care in the most populous geographic region

Rate \$ 165.00 per week unit of time (e.g., hourly, daily, weekly, monthly, etc.)
Percentile: 49th

g) School-age child (6 years), full-time licensed center care in the most populous geographic region

Rate \$ 179.00 per week unit of time (e.g., hourly, daily, weekly, monthly, etc.)
Percentile: 50th

h) School-age child (6 years), full-time licensed FCC care in the most populous geographic region

Rate \$ 155.00 per week unit of time (e.g., hourly, daily, weekly, monthly, etc.)
Percentile: 51st

i) Describe the calculation/definition of full-time care:

Care is provided five days a week for at least five hours a day.

j) Provide the effective date of the payment rates : November 2014

k) Provide the link to the payment rates :

<http://dcf.wisconsin.gov/childcare/wishares/rates.htm>

4.3.2 States and Territories may choose to set base payment rates that differ because they take into consideration such factors as 1) geographic location, 2) age of child, 3) needs of children (special needs, protective services, etc.), 4) non-traditional hours of care, or 5) quality of care.

In other words, base rates for infants may be set at a higher level than for school-age care because the cost of providing infant care tends to be higher than school-age care. In addition to these rates that differ tied to market variations in prices, States and Territories can choose to establish tiered rates or add-ons on top of these variable base rates as a way to increase payment rates for targeted needs (i.e., higher rate for special needs children as both an incentive for providers to serve children with special needs and as a way to cover the higher costs to the provider to provide care for special needs children).

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:

The rates are changed only if the child care provider incurs additional costs for caring for the child with special needs.

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:

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

Describe:

The rates are adjusted based on the program's star level under the YoungStar quality rating system. A 2 Star provider receives a up to a -5% adjustment, a 3 Star provider receives no change, a 4 Star provider receives up to a 10% increase and a 5 Star provider receives up to a 25% increase.

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

Describe:

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

Describe:

- 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 Department utilizes the results of the MRS to determine rates for each county based on available funds.

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 goal of YoungStar is to improve the quality of child care and reward high quality providers by:

- Establishing a 5 Star quality rating system for all child care providers.
- Paying Wisconsin Shares Tiered Reimbursement to 4 Star and 5 Star child care providers.

Wisconsin Shares subsidy reimbursement levels are based on the child care provider's star rating in the following manner:

- 5 Star Provider - Meets highest levels of quality standards. Wisconsin Shares subsidy reimbursement is increased by up to 25%.
- 4 Star Provider - Meets elevated levels of quality standards. Wisconsin Shares subsidy reimbursement is increased by up to 10%.
- 3 Star Provider - Meets proficient levels of quality standards. Wisconsin Shares subsidy reimbursement remains the same.
- 2 Star Provider - Meets health and safety standards. Wisconsin Shares subsidy reimbursement is reduced up to 5%.
- 1 Star Provider - Not eligible for Wisconsin Shares subsidy reimbursement. These providers' child care licenses or certifications have been revoked, denied or suspended, or their Wisconsin Shares payments have been ended due to fraud or suspected fraud.

Note: Any increase or decrease in Wisconsin Shares reimbursement due to the YoungStar rating is applied after the parent co-payment is taken out of the Wisconsin Shares payment.

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:

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 Department acquires information on the 75th percentile through the Market Rate Survey and identifies the availability and access to high quality care to CCDF and non-CCDF families.

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

DECE tracks usage of children receiving subsidy through high quality providers through monthly reports.

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

In 2015, DECE utilized GIS mapping technology to determine accessibility to child care.

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:

Other.
Describe:

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 Department completes a full analysis of the MRS results in order to identify differences in rates throughout the state. This analysis is then used in the development of future rates in annual and biennial budget requests. This analysis provided an understanding not only the overall differences in rates, but also specific rate differences in types of care, special needs rates, and non-traditional child care rates.

- 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) [2/01/2017](#)

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

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

[In September 2016, Wisconsin will implement the first phase of the EBT card implementation in eight \(8\) counties. Full implementation is scheduled for 2/1/17.](#)

Automation is being developed to support this payment method.

Implemented requirement: Delinking provider payments from child's occasional absences:

Wisconsin uses enrollment-based authorizations in situations where the parent's need for child care is consistent from week to week and is generally predictable. All families with authorizations to Licensed Group Child Care providers will generally have enrollment-based authorizations unless the parent's need for child care is expected to vary widely.

Currently, enrollment-based authorizations include payment for occasional absences. The full payment will be issued as long as the child attends any part of the week.

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

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 decision to move to an EBT payment process began in May, 2013.

Projected start date for each activity: 05/01/2013

Projected end date for each activity: 12/01/2014

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

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

Wisconsin is partnering with Fidelity National Information Services for the implementation of the EBT card.

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.)

Statutory change to allow benefit to parent instead of child care provider.

Projected start date for each activity: 05/01/2013

Projected end date for each activity: 11/30/2014

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

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

[State Legislature](#)

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.)

[Developed an RFP for a contractor to handle the EBT card and issued a contract for development of EBT card and process.](#)

Projected start date for each activity: 1/1/2014

Projected end date for each activity: 12/30/2014

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

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

[Fidelity National Information Services \(FIS\)](#)

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.)

[Identify and complete the business requirements for the payment system.](#)

[\(Development from December 2014 through May 2016.\)](#)

Projected start date for each activity: 12/30/2014

Projected end date for each activity: 12/30/2015

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

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

[FIS](#)

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.)

User Acceptance Testing will occur from June 2016 through August 2016.

Projected start date for each activity: 6/1/2016

Projected end date for each activity: 08/01/2016

Agency - Who is responsible for complete implementation of this activity Lead Agency

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

FIS

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:

This will be implemented in two phases: October 2016 and February 2017. Parents will be in charge of determining when the payment is swiped or transferred to the child care provider's account.

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

Describe:

- 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

Wisconsin uses enrollment-based authorizations in situations where the parent's need for child care is consistent from week to week and is generally predictable. All families with

authorizations to Licensed Group Child Care providers will generally have enrollment-based authorizations unless the parent's need for child care is expected to vary widely.

- 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
Wisconsin's enrollment-based authorizations reimburse the full amount of the authorization as long as the child attends any part of the week.
- 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
Currently, enrollment-based authorizations include payment for occasional absences. The full payment will be issued as long as the child attends any part of the week.
- Pays on a full-time or part-time basis (rather than smaller increments such as hourly)
Describe:
Wisconsin will continue to have full- and part-time authorizations. Part-time will include any authorization for fewer than 35 hours per week. Full time is defined as 35 - 50 hours per week.
- 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:
Wisconsin issues new authorization notices every time an authorization is changed or ended.
- Has a timely appeal and resolution process for payment inaccuracies and disputes.
Describe:
When an enforcement action is taken against a provider, the provider will receive an enforcement notice from the Department or local agency. The provider may request an appeal within 30 days from the date of the enforcement notice to the State's Division of Hearings and Appeals (DHA). DHA will notify Department legal counsel or the local

agency human services staff of all appealed enforcement actions. DHA then assigns an Administrative Law Judge (ALJ) to the case and the Department assigns an attorney to represent the Department. DHA will also send a notice to the provider and their attorney, if they are represented, that an ALJ has been assigned to the appeal.

Within 30 days after the hearing is held, the ALJ will draft a proposed decision to dismiss or to remand the case and submit it to the Department or the local agency and the provider or their attorney if they are represented. At that time, both parties have an opportunity to submit objections to the ALJ's proposed decision. The final decision will be issued to all involved parties in the case.

The provider may appeal the decision to circuit court within 30 days and/or petition for a rehearing within 20 days if the provider can show a material mistake of law or fact or if the provider has discovered new evidence which was unavailable at the time of the hearing.

At various stages during the appeal process, the parties may reach a resolution by entering into a stipulation approved by the Bureau of Program Integrity's Director or designated local agency official.

Other.

Describe:

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

Wisconsin Shares does not include the standard and customary fees that a child care provider will charge such as registration fees, deposits, supplies, etc. These costs are not subsidized as a cost saving measure.

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:

Payments are made within 10 days of attendance reporting. However, with implementation of the EBT card parents will be responsible for initiating payments and transfer of funds to the provider's account.

Track and monitor the payment process

Describe:

There are two methods for child care providers to report attendance for reimbursement: electronically through a web-based system known as CCPI or by paper attendance reporting.

Local administrative agencies decide whether or not to confirm attendance that is reported electronically by child care providers. The confirmation requirement can be set up to be by specific child care providers or to all providers in a specific county. When a provider or county is on "confirmation" a local agency staff person must go to the attendance screens on CCPI and confirm the data entered, child-by-child, for each week of the two-week attendance period, by checking the appropriate confirmation indicators.

Confirmation counties may choose to release providers that have accurate attendance reporting history to being non-confirmation. Similarly, non-confirmation counties may choose to switch an individual provider location to confirmation if the agency has concerns with attendance reporting.

Attendance confirmation is a local agency activity to ensure that online attendance reporting by child care providers is accurate. The department expects both confirmation and non-confirmation local agencies to monitor attendance reporting.

If an administrative agency chooses to be a non-confirmation agency it means that payments for attendance entered through CCPI will be issued during the regular batch issuance job without any active intervention by the local child care agency. However, when agencies choose to be non-confirmation agencies, they remain responsible for developing an attendance monitoring system that observes unusual utilization patterns, tracks for errors or fraud, and provides appropriate follow-up action to ensure accurate attendance reporting.

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

Describe:

Child care subsidy payments are retrospectively made within 10 days of reporting attendance. The Department provides options for electronic funds transfers. However, with implementation of the EBT card parents will be responsible for initiating payments and transfer of funds to the provider's account.

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 Department utilized surveys of providers conducted by the CCR&R agencies to analyze existing and growing supply needs. In addition to this, the Department has contracted with the WECA to conduct a workforce study which will assist us in understanding the trends in the workforce. This is the first study to be conducted since 2010, the year prior to YoungStar being implemented. Finally, at bi-annual regional meetings, staff from the Division asks certifiers and subsidy workers in the field if there are challenges or barriers to accessing child care.

No.

If no, how does the State/Territory determine most critical supply needs?

4.6.2 Describe what method(s) is used to increase supply and improve quality for:

a) Infants and toddlers (check all that apply)

- Grants and contracts (as discussed in 4.1.3)
- Family child care networks
- Start-up funding
- Technical assistance support
- Recruitment of providers
- Tiered payment rates (as discussed in 4.4.1)
- Other.

Describe

b) Children with disabilities (check all that apply)

- Grants and contracts (as discussed in 4.1.3)
- Family child care networks
- Start-up funding
- Technical assistance support
- Recruitment of providers
- Tiered payment rates (as discussed in 4.4.1)
- Other.

Describe

c) Children who receive care during non-traditional hours (check all that apply)

- Grants and contracts (as discussed in 4.1.3)
- Family child care networks
- Start-up funding
- Technical assistance support
- Recruitment of providers
- Tiered payment rates (as discussed in 4.4.1)
- Other.

Describe

Children who need care during non-traditional hours can have child care provided in their own home if there are no other child care resources available.

d) Homeless children (check all that apply)

- Grants and contracts (as discussed in 4.1.3)
- Family child care networks
- Start-up funding
- Technical assistance support
- Recruitment of providers
- Tiered payment rates (as discussed in 4.4.1)
- Other.

Describe

4.6.3 The CCDBG Act of 2014 requires States to describe the procedures and process it uses, in terms of the investments made to increase access to programs providing high quality child care and development services, to give priority for those investments to children in families in areas that have significant concentrations of poverty and unemployment and that do not have such high-quality programs. (658E(c)(2)(Q))

Describe the status of State/Territory's process and procedures to give priority for investments to children and families from areas with high concentrations of poverty and unemployment that do not have high-quality programs.

- Fully implemented and meeting all Federal requirements outlined above.

Describe

Wisconsin has historically invested in high quality early care and education. Some of the current initiatives are:

•YoungStar Quality Rating and Improvement System:

The State's QRIS has mandated participation for all providers accepting subsidy funding. The program currently has over 4,200 participating programs (80% of all regulated programs). Year after year, Wisconsin's providers have increased the quality of care they provide. Currently, 72% of all children in the Wisconsin Shares subsidy program are attending high quality programs (3-5 Star rated) and 45% of all programs are high quality. Specific on-site and off-site technical assistance and mentoring has happened in areas of high concentrations of poverty, including rural, urban, and Tribal communities.

- T.E.A.C.H. and REWARD:

The T.E.A.C.H. and REWARD programs offer scholarships and bonuses to child care providers and program staff who complete credit-based education in the early care and education and school-age care field. These programs, funded at approximately \$4 million per year, support the promotion and retention of educated early childhood professionals. Articulation efforts have occurred to support the early care and education workforce to demonstrate prior learning experiences and to receive credit. These credits may become the pathway for the individual to complete content specific credentials that support increased quality in infant and toddler classrooms/programs and inclusive child care settings.

- CCR&R Agencies:

These agencies, located across Wisconsin, serve every county and Tribe in the state with a variety of services to both families and providers. The CCR&R agencies have the unique ability to understand the needs of their communities and bring those concerns to the Department. Funding for the CCR&R agencies allows some flexibility to meet these identified needs for special populations including Tribal, migrant, rural, urban, and infant care.

- Training and Technical Assistance Contract:

The Department allocates approximately \$600,000 annually to provide training and technical assistance to providers across the state. It works with the CCR&R agencies, WECA, the Collaborating Partners group, the Wisconsin Model Early Learning Standards steering committee, the Pyramid Model steering committee, and other stakeholders to identify needs for training and technical assistance across the state. Within this funding is a specific set-aside to serve our Tribal providers in a culturally relevant and responsive manner. Professional development opportunities are provided to staff to support the implementation of YoungStar, Wisconsin's QRIS. Providers receive specialized training to support culturally responsive services and to address dual language learners. Communities of Practice are established to meet these targeted needs.

- Child Care Information Center (CCIC):

This lending library and resource center provides invaluable resources to providers and families in Wisconsin. Providers and families can call or email CCIC and be sent

(electronically or via postal mail) articles, books, toolkits or other information to help them address the issue at hand such as serving a child with a special need, developmentally appropriate practices, screening, assessment and curriculum supports, and environment arrangements. CCIC also serves as a centralized contact to disseminate information related to other local community based networks and organizations serving families.

- The Wisconsin Shares Child Care Subsidy Program contracts directly with UMOS to administer the child care subsidy program for migrant families in Wisconsin. Through this contract, outreach is targeted to migrant families to receive child care services at YoungStar participating regulated child care and Head Start programs.

- Targeted technical assistance is provided to Tribal child care programs to provide professional development supports and services, and to link child care providers to available credit-based instruction with scholarship support, mentoring and coaching support.

- Through the Collaborating Partners initiative, staff from the Department work closely with the McKinney-Vento funded staff to ensure resources are available for families experiencing homelessness who need information and assistance choosing and paying for child care. The McKinney-Vento State Coordinator is a member of the Collaborating Partners. As a member, the Coordinator brings information about children who are experiencing homelessness to the group. She also disseminates information through the local educational agency liaisons to encourage programs to understand the availability of child care subsidy funds and the importance of choosing high quality early care and education. Additionally, as a part of the YoungStar parent marketing campaign, printed materials and resources were provided to organizations that serve homeless families such as the Salvation Army to be utilized with their clients who need child care.

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

In s. 48.65 Wis. Stats. a program is required to have a license if there are 4 or more children under age 7 and unrelated to the provider in care. There are 3 types of programs.

- Licensed family child care centers care for between 4 and 8 children and are usually located in a provider's home.
- Licensed group child care centers care for 9 or more children and are not usually in a home.
- Licensed day camps are seasonal programs that care for 4 or more children aged 3 and above.

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

Certified family child care providers care for 1 to 3 children under age 7 that are not related to the provider, and are exempt from licensing. Certified school-age programs care for children ages 7 and older and are also exempt from licensing.

State law (s. 48.651 Wis. Stats.) requires counties and Tribes to certify family child care providers and school-age programs that receive public funding if the provider/program is not licensed by the Department or operated by a public school district. Certification is a voluntary form of regulation for providers who are not mandated by law to be licensed. The Department establishes the standards for child care certification while counties/Tribes administer the certification program locally. Wisconsin's certification program is a county/tribal delivered service with state administration with the exception of the Milwaukee Early Care Administration (MECA). The State role in certification includes providing guidance and reference to appropriate rules, statutes and information manuals when certifiers call with questions. At the local level, counties, Tribes or the designated contract agencies and MECA follow the same procedures for enforcement of safety and health requirements.

Child care programs operated by public schools are exempt from licensing under s. 48.65 (2)(b) Wis. Stats. In s. 49.155 (4) Stats. and DCF 201.04(1) public schools that operate child care programs are eligible to receive child care subsidy payments. S. 120.13(14) Stats. requires public schools that establish child care programs to comply with the licensing rules found in DCF 251.

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)

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

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

a) Licensed Center-Based Care

1. Infant

- State/Territory age definition:

Birth to 11 months

- Ratio:

1:4

- Group Size:

8

2. Toddler

- State/Territory age definition:

12 months to 24 months

- Ratio:

1:4

- Group Size:

8

3. Preschool:

- State/Territory age definition:

36 months to 48 months

- Ratio:

1:10

- Group Size:

20

4. School-Age

- State/Territory age definition:

5 years and older

- Ratio:

1:10

- Group Size:

20

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

describe:

Child care programs operated by public schools are required to meet licensing ratio and group size requirements outlined above.

Certified Family Child Care:

No certified family child care operator may have more than 3 children under 7 years of age who are not related to the child care operator in care at any given time. No certified family operator may have more than 6 children in care, including children related to the operator, except that: If 3 of the children are under the age of 2, the total number of children may not exceed 5. If 4 of the children are under the age of 2, the total number of children may not exceed 4.

A child care operator's natural, adopted, step, or foster children 7 years of age or older or any child 7 years and older residing in the operator's home are not counted in determining the maximum number of children allowed.

6. Describe, if applicable, ratios and group sizes for centers with mixed age groups.

When there is a mixed-age group in licensed group centers, the staff-to-child ratio shall be adjusted on a pro rata basis, according to age. The Department utilizes a mixed child care worksheet that assigns a numerical weight for the number of children in a particular age group. One staff member is required for a group of children whose total numerical weight equals 1.04 or less. When infants and toddlers are in the group the maximum group size may not exceed 8. When the group is made up of all school-age children (ages 5+) the maximum group size may not exceed 36.

Group Child Care Center Worksheet: http://dcf.wi.gov/forms/pdf/dcf_f_cfs0078.pdf

Day Camp Worksheet: http://dcf.wi.gov/forms/pdf/dcf_f_2424.pdf

b) Licensed Group Child Care Homes:

1. Infant

- State/Territory age definition:

- Ratio:

- Group Size:

2. Toddler

- State/Territory age definition:

- Ratio:

- Group Size:

3. Preschool:

- State/Territory age definition:

- Ratio:

- Group Size:

4. School-Age

- State/Territory age definition:

- Ratio:

- Group Size:

5. Describe the maximum number of children that are allowed in the home at any one time, if the State/Territory requires related children to be included in the child-to-provider ratio or group size, or the limits on infants and toddlers or additional school-age children

that are allowed for part of the day

6. If any of the responses above are different for exempt group child care homes, describe

N/A. State/Territory does not have group child care homes.

c) Licensed Family Child Care:

1. Describe the ratios, group size, the threshold for when licensing is required, maximum number of children that are allowed in the home at any one time, if the State/Territory requires related children to be included in the Child-to-Provider ratio or group size, or the limits on infants and toddlers or additional school-age children that are allowed for part of the day.

Describe the ratios:

The provider's own children under the age of 7 are counted in the ratios as any child. The maximum number of children for a Licensed Family Child Care provider, if there are 3 or fewer children under the age of 2, is 8. If there are 4 children under the age of 2, the maximum number of children allowed is 6.

Describe the group size:

If there are 3 or fewer children under the age of 2, is 8. If there are 4 children under the age of 2, the maximum number of children allowed is 6.

Describe the threshold for when licensing is required:

Programs are required to be licensed when there are 4 or more children under age 7 in care at one time. For purposes of determining whether a license is required, we do not count the provider's own children. Once the 4th unrelated child is in care and the program is licensed.

Describe the maximum number of children that are allowed in the home at any one time:

If there are 3 or fewer children under the age of 2, is 8. If there are 4 children under the age of 2, the maximum number of children allowed is 6. At no time may more than 8 children be in the care of the center.

Describe if the State/Territory requires related children to be included in the Child-to-Provider ratio or group size:

Once the 4th unrelated child is in care and the program is licensed, the provider's own

children under the age of 7 are counted in the ratios as any child.

Describe the limits on infants and toddlers or additional school-age children that are allowed for part of the day:

At no time may more than 8 children be in the care of the center.

2. If any of the responses above are different for exempt family child care home providers, describe

Programs are required to be licensed when there are 4 or more children under age 7 in care at one time. For purposes of determining whether a license is required, we do not count the provider's own children. Once the 4th unrelated child is in care and the program is licensed, the provider's own children under the age of 7 are counted in the ratios as any child. The maximum number of children for a Licensed Family Child Care provider, if there are 3 or fewer children under the age of 2, is 8. If there are 4 children under the age of 2, the maximum number of children allowed is 6.

d) Any other eligible CCDF provider categories:

Describe the ratios, group size, the threshold for when licensing is required, maximum number of children that are allowed in the home at any one time, if the State/Territory requires related children to be included in the Child-to-Provider ratio or group size, or the limits on infants and toddlers or additional school-age children that are allowed for part of the day.

Describe the ratios:

Child care providers are required under State law (s. 48.65 Wis. Stats.) to be licensed by the State when providing care and supervision to 4 or more children less than 7 years of age who are not related to the provider. License-exempt programs administered by public schools must meet licensing requirements outlined previously. Certified family child care programs may not care for more than 3 children under the age of 7 with a group maximum of 6, including the provider's own children under age 7. See information and table in section 5 above.

Certified school-age programs care for children age 7 and older. At least one person meeting the qualifications of a schoolage program leader shall supervise each group of children. No group may contain more than 32 children. There shall be at least one staff member for every 16 children. Children who are relatives of staff shall be counted in the group size and ratio calculations.

Describe group size:

Certified family child care programs may not care for more than 3 children under the age of 7 with a group maximum of 6, including the provider's own children under age 7.

Describe the threshold for when licensing is required:

Child care providers are required under State law (s. 48.65 Wis. Stats.) to be licensed by the State when providing care and supervision to 4 or more children less than 7 years of age who are not related to the provider.

Describe maximum number of children that are allowed in the home at any one time:

Certified family child care programs may not care for more than 3 children under the age of 7 with a group maximum of 6.

Describe if the State/Territory requires related children to be included in the Child-to-Provider ratio or group size:

Includes the provider's own children under age 7.

Describe the limits on infants and toddlers or additional school-age children that are allowed for part of the day:

At no time may more than 6 children be in the care of the center.

5.1.5 Describe how the State/Territory child care standards address required qualifications for providers appropriate to each type of setting, including the minimum age allowed, minimum education level, any specific content required related to the age of children. (658E(c)(2)(H))

a) Licensed Center-Based Care:

1. Infant lead teacher

Minimum age for lead teachers is 18. Minimum qualifications for teachers is 2 non-credit Department approved courses.

People working with children under 2 years of age must have 10 hours of training in the care of infants and toddlers including safe sleep practices. Individuals caring for children under age 1 must complete training in Sudden Infant Death Syndrome (SIDS). All persons working with children under 5 years of age need training in Shaken Baby Syndrome (SBS) prevention.

Requirements for entry-level training for group child care center administrators and staff are dependent upon size of the facility and ages cared for. Training requirements and qualifications are outlined in detail here:

http://dcf.wisconsin.gov/publications/pdf/dcf_p_66.pdf

Non-credit Department approved courses must be provided by Department approved agencies. Students must demonstrate competency and understanding in the subject matter before a certificate of completion is issued. Individuals caring for children under age 1 must complete training in Sudden Infant Death Syndrome (SIDS). Individuals caring for children under age 5 must complete training in SBS prevention.

and assistant teacher qualifications:

Minimum age for assistant teachers is 18. Minimum qualification for assistants is 1 non-credit Department approved course.

People working with children under 2 years of age must have 10 hours of training in the care of infants and toddlers including safe sleep practices. Individuals caring for children under age 1 must complete training in Sudden Infant Death Syndrome (SIDS). All persons working with children under 5 years of age need training in Shaken Baby Syndrome (SBS) prevention.

Requirements for entry-level training for group child care center administrators and staff are dependent upon size of the facility and ages cared for. Training requirements and qualifications are outlined in detail here:

http://dcf.wisconsin.gov/publications/pdf/dcf_p_66.pdf

Non-credit Department approved courses must be provided by Department approved agencies. Students must demonstrate competency and understanding in the subject matter before a certificate of completion is issued. Individuals caring for children under age 1 must complete training in Sudden Infant Death Syndrome (SIDS). Individuals caring for children under age 5 must complete training in SBS prevention.

2. Toddler lead teacher

Minimum age for toddler lead teachers is 18. Minimum qualifications for teachers is 2 non-credit Department approved courses.

People working with children under 2 years of age must have 10 hours of training in the care of infants and toddlers including safe sleep practices. Individuals caring for children

under age 1 must complete training in Sudden Infant Death Syndrome (SIDS). All persons working with children under 5 years of age need training in Shaken Baby Syndrome (SBS) prevention.

Requirements for entry-level training for group child care center administrators and staff are dependent upon size of the facility and ages cared for. Training requirements and qualifications are outlined in detail here:

http://dcf.wisconsin.gov/publications/pdf/dcf_p_66.pdf

Non-credit Department approved courses must be provided by Department approved agencies. Students must demonstrate competency and understanding in the subject matter before a certificate of completion is issued. Individuals caring for children under age 1 must complete training in Sudden Infant Death Syndrome (SIDS). Individuals caring for children under age 5 must complete training in SBS prevention.

and assistant teacher qualifications:

Minimum age for assistant teachers is 18. Minimum qualification for assistants is 1 non-credit Department approved course.

People working with children under 2 years of age must have 10 hours of training in the care of infants and toddlers including safe sleep practices. All persons working with children under 5 years of age need training in Shaken Baby Syndrome (SBS) prevention.

Requirements for entry-level training for group child care center administrators and staff are dependent upon size of the facility and ages cared for. Training requirements and qualifications are outlined in detail here:

http://dcf.wisconsin.gov/publications/pdf/dcf_p_66.pdf

Non-credit Department approved courses must be provided by Department approved agencies. Students must demonstrate competency and understanding in the subject matter before a certificate of completion is issued. Individuals caring for children under age 1 must complete training in Sudden Infant Death Syndrome (SIDS). Individuals caring for children under age 5 must complete training in SBS prevention.

3. Preschool lead teacher

Minimum age for preschool lead teachers is 18. Minimum qualifications for teachers is 2 non-credit Department approved courses.

People working with children under 2 years of age must have 10 hours of training in the care of infants and toddlers including safe sleep practices. All persons working with children under 5 years of age need training in Shaken Baby Syndrome (SBS) prevention.

Requirements for entry-level training for group child care center administrators and staff are dependent upon size of the facility and ages cared for. Training requirements and qualifications are outlined in detail here:

http://dcf.wisconsin.gov/publications/pdf/dcf_p_66.pdf

Non-credit Department approved courses must be provided by Department approved agencies. Students must demonstrate competency and understanding in the subject matter before a certificate of completion is issued.

and assistant teacher qualifications:

Minimum age for assistant teachers is 18. Minimum qualification for assistants is 1 non-credit Department approved course.

People working with children under 2 years of age must have 10 hours of training in the care of infants and toddlers including safe sleep practices. All persons working with children under 5 years of age need training in Shaken Baby Syndrome (SBS) prevention.

Requirements for entry-level training for group child care center administrators and staff are dependent upon size of the facility and ages cared for. Training requirements and qualifications are outlined in detail here:

http://dcf.wisconsin.gov/publications/pdf/dcf_p_66.pdf

Non-credit Department approved courses must be provided by Department approved agencies. Students must demonstrate competency and understanding in the subject matter before a certificate of completion is issued. Individuals caring for children under age 1 must complete training in Sudden Infant Death Syndrome (SIDS). Individuals caring for children under age 5 must complete training in SBS prevention.

4. School-Age lead teacher

Minimum age for school-age lead teachers is 18. Minimum qualifications for teachers is 2 non-credit Department approved courses.

Persons working with children under 5 years of age need training in Shaken Baby Syndrome (SBS) prevention.

Requirements for entry-level training for group child care center administrators and staff are dependent upon size of the facility and ages cared for.

Training requirements and qualifications are outlined in detail here:

http://dcf.wisconsin.gov/publications/pdf/dcf_p_66.pdf

Non-credit Department approved courses must be provided by Department approved agencies. Students must demonstrate competency and understanding in the subject matter before a certificate of completion is issued.

and assistant teacher qualifications:

Minimum age for assistant teachers is 18. Minimum qualification for assistants is 1 non-credit Department approved course.

All persons working with children under 5 years of age need training in Shaken Baby Syndrome (SBS) prevention.

Requirements for entry-level training for group child care center administrators and staff are dependent upon size of the facility and ages cared for. Training requirements and qualifications are outlined in detail here:

http://dcf.wisconsin.gov/publications/pdf/dcf_p_66.pdf

Non-credit Department approved courses must be provided by Department approved agencies. Students must demonstrate competency and understanding in the subject matter before a certificate of completion is issued.

5. Director qualifications:

Minimum age 18 for teachers, assistants and small center directors. Minimum age for directors is 21 for large group centers.

Minimum qualification for assistants is 1 non-credit Department approved course.

Minimum for teachers and small center directors is 2 non-credit Department approved courses. Minimum for large center directors is 4 non-credit Department approved

courses. People working with children under 2 years of age must have 10 hours of training in the care of infants and toddlers including safe sleep practices. Individuals caring for children under age 1 must complete training in Sudden Infant Death Syndrome (SIDS). All persons working with children under 5 years of age need training in Shaken Baby Syndrome (SBS) prevention.

Requirements for entry-level training for group child care center administrators and staff are dependent upon size of the facility and ages cared for. Training requirements and qualifications are outlined in detail here:

http://dcf.wisconsin.gov/publications/pdf/dcf_p_66.pdf

Non-credit Department approved courses must be provided by Department approved agencies. Students must demonstrate competency and understanding in the subject matter before a certificate of completion is issued. Individuals caring for children under age 1 must complete training in Sudden Infant Death Syndrome (SIDS). Individuals caring for children under age 5 must complete training in SBS prevention.

b) Licensed Group Child Care Homes:

1. Infant lead teacher

and assistant qualifications:

2. Toddler lead teacher

and assistant qualifications:

3. Preschool lead teacher

and assistant qualifications:

4. School-Age lead teacher

and assistant qualifications:

N/A. State/Territory does not have group child care homes.

c) Licensed Family Child Care home provider qualifications

Family child care providers need one 3-credit course in early childhood education - or the non-credit Introduction to the Child Care Profession - and a non-credit Department approved course in the business of operating a family child care program. They also need 10 hours of training in the care of infants and toddlers, including safe sleep practices and training in SBS prevention.

A minimum of 60 hours of pre-service training is required for licensed family child care providers. Fundamentals of Family Child Care (15 hours) and Introduction to the Child Care Profession (45 hours) are competency-based trainings offered by Department approved agencies.

Course content for Introduction to the Child Care Profession: quality child care environments, child development, positive guidance, recognizing child abuse and neglect, routines and schedules, transitions, nutrition, universal precautions, health and safety, SIDS, SBS prevention, respect for diversity, parent communication and stress management.

Course content for Fundamentals of Family Child Care: establishing a family child care business, program and financial records, policies for health, safety, nutrition and development of children, State licensing requirements, professionalism, parent communication, and activity planning.

Additionally, family child care providers caring for infants and toddlers must complete the Fundamentals of Infant and Toddler Care (15 hour) course: nurturing, health and safety, environment, routines, developmentally appropriate guidance, activity planning, parent communication, growth and development, staff/child interactions, SBS prevention, child abuse and neglect recognition and prevention and SIDS training.

d) Other eligible providers qualifications:

A certified family child care provider must be at least 18 years of age and complete SIDS training if caring for children under age 1 and training in SBS if caring for children under age 5. A provider may be granted a Provisional (6-month) certification prior to or while completing pre-service training. Completion of pre-service training (training completed during the orientation or Provisional status) is required in order to be granted Regular certification. Regular certification must be granted within 6 months of the Provisional certification. Introduction to the Child Care Profession and Fundamentals of Family Child Care meet the

pre-service/orientation training required for Regular certification.

Staff in certified school-age programs must meet specific training requirements based on position. A director of a certified school-age program must be at least 21 years of age, have had at least one year of child care or administrative experience with preschool or schoolage children or have completed at least 36 classroom hours of Departmentapproved training or 3 credits of training in at least one of the following areas: child development, early childhood education, elementary education, child guidance, physical education, recreation or other Departmentapproved area applicable for schoolage child care.

The director must have graduated from high school, obtained a High School Equivalency Diploma or obtained a certificate of General Educational Development under s. PI 5.04. A program leader in a certified school-age program must be at least 18 years old, have completed high school or its equivalency, have had 80 working days experience working with schoolage children, have completed 10 classroom hours of training in at least one of the following areas: child development, early childhood education, elementary education, child guidance, physical education, recreation or other Department-approved area.

A program assistant must be at least 18 years old, have completed or be enrolled in 10 classroom hours of training in at least one of the following areas: child development, early childhood education, elementary education, child guidance, physical education, recreation or other Departmentapproved area.

Exempt programs administered by schools: child care programs established and operated by public schools are required to follow the licensing rules under DCF 251. This includes the same staff training requirements as described in this document:

http://dcf.wisconsin.gov/publications/pdf/dcf_p_66.pdf

5.1.6 The CCDBG Act of 2014 added a new provision specifying that States and Territories must 1) establish health and safety requirements for providers serving children receiving CCDF assistance relating to matters included in the topics listed below, and 2) have pre-service or orientation training requirements, appropriate to the provider setting, that address these health and safety topics.

(658E(c)(2)(I)(i)) This requirement is applicable to all child care providers receiving CCDF regardless of licensing status (licensed or license-exempt). The only exception to this requirement is for providers who are caring for their own relatives, as States have the option of exempting relatives from some or all CCDF health and safety requirements. When establishing these requirements, States are encouraged to consider the age of children and type of child care setting to ensure that they are appropriate to the health and safety needs of the children from birth through age 12 and the providers who care for them.

a) The State certifies that it has health and safety requirements for individuals (providers) receiving CCDF in the following areas:

- Prevention and control of infectious diseases (including immunization)
- Prevention of sudden infant death syndrome and use of safe sleeping practices
- Administration of medication, consistent with standards for parental consent
- Prevention of and response to emergencies due to food and allergic reactions
- Building and physical premises safety, including identification of and protection from hazards that can cause bodily injury such as electrical hazards, bodies of water, and vehicular traffic
- Prevention of shaken baby syndrome and abusive head trauma
- Emergency preparedness and response planning for emergencies resulting from a 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

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) [8/30/2016](#)

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

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

[The Department has developed a statement of scope and has begun discussion on drafting rules.](#)

Unmet requirement - Identify the requirement(s) to be implemented [Prevention and control of infectious diseases \(including immunization\)](#)

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.)

[For Wisconsin certified providers: current statute does not allow the Department to require any additional training other than SIDS and SBS for provisional certified providers. The Department needs to incorporate specific health/safety rules into the Certification rules including CPR training.](#)

[The Lead Agency will modify current requirements to relate to the ten health and safety topics. Both certified and licensed providers in family and group programs will be subject to a 10-hour requirement for the ten core health and safety topics. The Department will require up to 10 additional hours of training for professional development and other topics.](#)

[The Lead Agency will require all certified providers to engage in the training related to the ten health and safety topics.](#)

[The Department will develop rules that will be presented to the legislature in the next available legislative session.](#)

Projected start date for each activity: [9/30/2016](#)

Projected end date for each activity: [9/30/2017](#)

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

Agency

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

State Legislature

b) The State/Territory certifies that it has pre-service (prior to initial service) or orientation (period from when service started) and ongoing training requirements, appropriate to the provider setting that address each of the requirements relating to the topic areas listed above. ACF expects these trainings will be part of a broader systematic approach and progression of professional development (as described in Section 6) within a State/Territory that will result in opportunities for child care providers to accumulate knowledge, competencies and credits toward eventual completion of a professional certification or higher education. The law does not specify a specific number of training or education hours but States and Territories are encouraged to consult with *Caring for our Children Basics* for best practices and recommended time needed to address these training requirements.

Yes. The State/Territory certifies that it has pre-service or orientation and ongoing training requirements appropriate to the provider setting that address each of the requirements relating to the topics listed above as of March 1, 2016.

Describe, including at a minimum 1) how the state/territory defines preservice or orientation period, 2) the minimum number of annual preservice or orientation hours required to meet these health, and safety requirements, and 3) ongoing training or education hours required to meet these health and safety requirements

Pre-service is defined as before providers begin working with children. Orientation is within the first week of employment. For license-exempt certified programs, orientation is 6 months.

The Lead Agency will:

- Standardize the number of required continuing education hours related to health and safety issues to 10 hours annually for all licensed providers and, require up to 10 additional hours of training for professional development and other topics.

The Lead Agency will:

- All existing certified providers will have completed the required pre-service training by 9/30/17.
- All new certification applicants will have completed the required pre-service training within 6 months after certification, starting 3/30/17.
- Require the completion of 10 hours of continuing education annually in the health/safety

areas.

•Require training in CPR for all existing certified providers by 9/30/17.

Require training in CPR for new certification applicants within 6 months after certification, starting 3/30/17.

This recommendation will place a 6-month time limit to obtain all required pre-service training.

- 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:

Programs that serve meals and snacks to children prepared by the center are required to follow the CACFP minimum meal requirements.

- Access to physical activity.

Describe:

Programs are required to provide a variety of activities for children including active and quiet play. Programs that operate for 3 or more consecutive hours per day are required to provide daily outside playtime.

- Screen time.

Describe:

Children cannot be required to watch TV.

- Caring for children with special needs.

Describe:

Programs are required to have a program of activities that are suitable for the developmental level of each child. Programs are required to collect information about any special needs a child may have and to share that information with all persons who care for that child.

- Recognition and reporting of child abuse and neglect.

Describe:

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

Describe:

Programs have requirements that address the supervision of children by a caregiver to guide the behavior and activities of children for their health, safety and well-being.

Programs must meet requirements addressing rest periods, tracking children, guiding children's behavior, the presence of pets and animals, swimming pools, hot tubs, outdoor play space, and care provided between the hours of 9 pm and 5 am.

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

Child care providers in Wisconsin have to be regulated in order to receive CCDF funds.

BECR is responsible for monitoring of licensed programs. s. 48.65 - 48.68 Wis. Stats.

<https://docs.legis.wisconsin.gov/statutes/statutes/48/XV/65/1>

http://docs.legis.wisconsin.gov/code/admin_code/dcf/201_252/201/04

The Department may authorize payment for child care services provided by any of the

following child care providers:

1. Providers licensed by the Department under Ch. DCF 250.
2. Providers certified by a certification agency under standards specified in DCF 202.08 or 202.09. The child care administrative agency may authorize payment to providers who become certified from the date the certification application was received by the certification agency.
3. Programs established or contracted for by a school board under s. 120.13 (14), Stats. Public school programs established by the school board that want to receive a child care subsidy are exempt from the licensing rules; however, the statutes under s. 120.13 (14) Stats. require these programs to comply with the licensing requirements for group child care centers.

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

5.2.2 The CCDBG Act of 2014 added the following provisions for enforcement of licensing which must be in effect no later than November 19, 2016 for all providers who serve children receiving CCDF (with the option to exempt relatives). While the law does not specify strategies to meet these requirements, States and Territories could consider implementing a differential monitoring approach as long as the full complement of licensing and CCDF health and safety standards was representative and the frequency was at least annually.

a) **Licensing Inspectors** - It will have policies and practices that ensure that individuals who are hired as licensing inspectors in the State/Territory are qualified to inspect those child care providers and facilities and have received training in related health and safety requirements, and are trained in all aspects of the State's licensure requirements. (658E(c)(2)(K)(i)(I))

Yes.

The State/Territory certifies that as of March 1, 2016 it has policies and practices that ensure that individuals who are hired as licensing inspectors in the State/Territory are qualified to inspect those child care providers and facilities and have received training in related health and safety requirements, and are trained in all aspects of the State's licensure requirements. List the policy citation and describe the qualifications, including at a minimum how inspector qualifications address training related to the language and cultural diversity of the providers, and how qualifications address being appropriate to the age of children in care and type of provider setting:

The qualifications for the State's licensing specialists are first evaluated during the recruitment process. The first step in the process is the civil service application exam. The exam is designed to address experience in evaluating, licensing, and monitoring child care programs; experience in providing technical assistance, consultation and training; written and oral communication skills; and investigative techniques and principles. The evaluation continues in the interview and the checking of references. Licensing specialists are civil service employees. Once a licensing specialist is hired, training is provided in a number of ways including training with the regional licensing chief, mentoring with other regional licensing specialists and training from the central office staff.

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

b) Inspections for Licensed CCDF Providers - It will require licensing inspectors to perform inspections, with not less than one prelicensure inspection, for compliance with health, safety, and fire standards, of each such child care provider and facility in the State/Territory. It will require licensing inspectors to perform not less than annually, one unannounced inspection of licensed CCDF providers for compliance with all child care licensing standards, which shall include an inspection for compliance with health, safety, and fire standards (inspectors may inspect for compliance with all 3 standards at the same time. (658E(c)(2)(K)(i)(II))

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

[The Bureau of Early Care Regulation's \(BECR\) procedure chapter titled Monitoring Activity](#)

Standards is being revised to specifically address how Wisconsin will meet the CCDBG health and safety rule review requirements. BECR licensing specialists will complete annual compliance reviews on a subset of identified child care administrative rules and report the results of these reviews to the licensed centers as well as post the reviews on the Department's website. This subset of 139 rules covers the ten health and safety areas identified in the CCDBG legislation, and also includes additional rules identified in Wisconsin as critical to health and safety protections (e.g., staff to child ratio, supervision). The annual review will be completed once each calendar year.

The subset of rules to be monitored annually will be pre-loaded into the iPad mobile application, used by licensing specialists to electronically record monitoring results during on-site visits. This subset of administrative rules will be labeled the Annual Health and Safety Rule Tag. These health and safety rules will also be identified on the BECR internet site so that the public is aware of the subset of rules that must be reviewed for compliance annually.

Pertinent parts of the Monitoring Activity Standards procedure chapter include:

MONITORING ACTIVITY STANDARDS OVERVIEW

"Monitoring activity standards establish the minimum number of on-site visits to licensed child care facilities that the licensing specialists from the BECR are expected to make during specific time frames in order to adequately monitor for compliance with licensing statute and rules. These monitoring activity standards exist to protect and promote the health, safety and welfare of children in licensed programs, and to ensure consistent licensing and oversight of applicants and licensees across the state..."

PROCEDURES

1. Monitoring Activity Standards Defined

"Compliance monitoring is a very significant job function of the licensing specialist. Monitoring for the purpose of determining the center's compliance with applicable administrative rules is achieved primarily through unannounced, on-site visits... Monitoring activity standards establish the minimum number of on-site visits that licensing specialists are expected to make..." "...The monitoring activity standards are divided into different levels of intensity:

Plan 1: Minimum Monitoring Plan

Plan 2: Moderate Monitoring Plan

Plan 3: Maximum Monitoring Plan

Plan 4: Probationary License

Plan 5: Unlicensed Provider / Center..."

5. Ongoing Monitoring - Facilities with Regular, Non-Expiring Licenses

"The licensing specialist must make the minimum number of required visits per year (according to the monitoring plan assignment) and any additional visits, as time permits, to establish compliance..."

"...Licensing specialists are responsible for assigning each licensed center to one of the monitoring

plans according to the center type, size, probation status and previous compliance with administrative rules..."

"The guidelines for assigning a center to a monitoring plan are as follows:

6.1. Plan 1-Minimum Monitoring

Facilities assigned to Plan 1 - Minimum Monitoring Plan receive the minimum level of monitoring. This is the base line number of unannounced monitoring visits the licensing specialist is expected to make during the specified time frame. The base line number of visits in Plan 1 has been set with the expectation that each licensing specialist will make as many additional visits as necessary to monitor for all licensing rules. The baseline is as follows:

At least 2 monitoring visits per year for group child care centers with a licensed capacity of 51 or more children;

At least 1 monitoring visit per year for group child care centers with a licensed capacity up to 50 children;

At least 1 monitoring visit per year for all family child care centers;

At least 1 monitoring visit per year for the following facilities, regardless of capacity:

Before and after-school programs that operate during school year only;

Day camps;

Summer-only group child care programs;

Part-day pre-schools;

Part-day Head Start programs;

Group child care centers of any capacity that operate for less than 12 months of the year;

and

School-age programs of any capacity that operate before and/or after school during the school year and full time during the summer."

6.2. Plan 2 - Moderate Monitoring Plan

"The licensing specialist assigns a center to Plan 2 - Moderate Monitoring Plan when s/he determines that additional monitoring, above and beyond what is required by Plan 1 - Minimum Monitoring Plan, is needed to quickly bring the center into compliance and to avoid issuance of an enforcement action. The number of visits to the center is determined by the licensing specialist."

"The licensing specialist assigns a center to Plan 2 - Moderate Monitoring Plan for one or more of the following reasons:

A warning letter for violations has been issued, or

The center has been cited for 20 or more violations at a single monitoring visit, or

There are other compliance concerns although a warning letter has not been issued and the licensing chief/licensing supervisor agrees that the center should be moved to the Plan 2 - Moderate Monitoring Plan. These situations are reviewed and approved by the licensing chief/licensing supervisor on a case-by-case basis..."

"The Plan 2 - Moderate Monitoring Plan does not include facilities in which an enforcement action (order, forfeiture, two week temporary closure) or a warning letter for no access has been issued. If the licensing specialist determines that an enforcement action is required to address the center's compliance status, the center is reassigned to Plan 3 - Maximum Monitoring Plan.

The licensing specialist reassigns the center to Plan 1 - Minimum Monitoring Plan when the following conditions have been met:

All violations identified on the warning letter have been verified as corrected, or

When the center was cited for 20 or more violations, all cited violations have been verified as corrected, or

Other issues of concern have been addressed."

6.3. Plan 3 - Maximum Monitoring Plan

"Facilities assigned to Plan 3 - Maximum Monitoring Plan are in the most intensive monitoring plan. The base line number of visits in Plan 3 has been set with the expectation

that each licensing specialist will make as many additional visits as necessary to bring the center into compliance. The baseline is as follows:

At least 3 monitoring visits per year for group child care centers with a licensed capacity of 51 or more children;

At least 2 monitoring visits per year for all other child care centers;

The licensing specialist assigns a center to Plan 3 - Maximum Monitoring Plan when an enforcement action has been issued, including the following:

An order;

A forfeiture;

A two week temporary closure;

A denial of a regular license;

A revocation; and

A warning letter for no access.

When a center has been issued a denial of a regular license or a revocation but remains open during the appeal process, the center is assigned to Plan 3 - Maximum Monitoring Plan. This assignment occurs even though a denied or revoked center is not usually visited by the licensing specialist while in appeal status..."

"The licensing specialist reassigns the center to a less intensive monitoring plan when one of the following conditions has been met:

The enforcement action is no longer active or all violations have been corrected, or

The warning letter for no access is no longer active, or

The licensee has been fully reinstated in the Wisconsin Shares subsidy program."

6.4. Plan 4 - Probationary License

"Programs are assigned to this plan only during the initial and second probationary periods. The program is assigned to Plan 4 - Probationary License at the time of the last on-site visit when it is known that the probationary license is going to be issued. During the probationary licensing period, all programs must receive one site visit during the first three months of the probationary period and a second site visit during the last three months of the probationary period..."

Pertinent parts of the Child Care Licensing Procedure chapters include:

"Licensing specialists must make at least one on-site visit to a center prior to the issuance of a probationary license. In many cases, the licensing specialist completes at least two on-site

visits during this application process to provide pre-licensing technical assistance and to verify compliance with those applicable (starred) rules that can be reviewed and documented as met prior to issuance of a probationary license. At the licensing specialist's initial on-site licensing study visit, s/he reviews the licensee's completed Initial Licensing Checklist that was submitted with the application and reviews the equipment and materials available at the center.

When a second licensing study visit is necessary to confirm that all of the applicable rules on the checklist are met, the applicant notifies the licensing specialist that s/he is ready for the second on-site visit. The licensing specialist conducts this second on-site licensing study visit relying on the same checklist information gathered at the initial licensing study visit. Only those items that were not met at the time of the initial licensing study visit must be verified on the second visit unless more than 60 days has elapsed since the initial visit. If more than 60 days has elapsed since the initial visit, all rules on the checklist must be re-verified. When all applicable (starred) rules are documented as met, the licensing specialist will issue the probationary license."

- 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

c) Inspections for License-Exempt CCDF Providers (except those serving relatives) -

It will have policies and practices that require licensing inspectors (or qualified monitors designated by the lead agency) of child care providers and facilities to perform an annual monitoring visit of each license-exempt CCDF provider (unless the provider is described in section (658P(6)(B)). (658E(c)(2)(K)(ii)(IV))

Yes.

The State/Territory certifies that as of March 1, 2016 it has policies and practices regarding inspections for license-exempt CCDF providers. List the policy citation and describe the annual monitoring visit requirements:

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) [11/19/2016](#)

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

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

[Potential statutory changes have been identified.](#)

Unmet requirement - Identify the requirement(s) to be implemented [policies and practices that require licensing inspectors \(or qualified monitors designated by the lead agency\) of child care providers and facilities to perform an annual monitoring visit of each license-exempt CCDF provider \(unless the provider is described in section \(658P\(6\)\(B\)\)\).](#)

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 Department will adhere to DCF 252.51(2) for license-exempt programs participating or wishing to participate in the Shares program by inspecting license-exempt programs. Inspectors for non-license-exempt providers will continue to operate under current practices. The Department will begin discussion and outreach to school boards and will begin monitoring license-exempt public school operated child care programs.

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

Projected end date for each activity: 11/19/2016

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

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

[Local School Boards](#)

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 Department will update and develop statutes to require annual inspections of license-exempt programs in the next available legislative session.

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

Projected end date for each activity: 11/19/2016

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

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

[State Legislature](#)

d) **Ratio of Licensing Inspectors**) - It will have policies and practices that require the ratio of licensing inspectors to such child care providers and facilities in the State/Territory to be maintained at a level sufficient to enable the State to conduct inspections of such child care providers and facilities on a timely basis in accordance with Federal, State, and local law. (658E(c)(2)(K)(i)(III))

Yes.

The State/Territory certifies that it has policies and practices regarding the ratio of licensing inspectors to such child care providers and facilities in the State/Territory. List the policy citation and list the State/Territory ratio of licensing inspectors:

Wisconsin does not have a policy on the ratio of licensing inspectors; however it has been the bureau's practice to maintain adequate levels of licensing inspectors to ensure caseloads are manageable and the bureau's Monitoring Activity Standards are met. Licensing inspectors' caseloads are reviewed monthly by management and when necessary adjustments to caseloads are made. For more information on the Monitoring Activity Standards please see Wisconsin's State Plan response to 5.5.2 b) Inspections for Licensed CCDF Providers.

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

e) **Child Abuse and Neglect Reporting** - That child abuse reporting requirements are in place and comply with section of the Child Abuse Prevention and Treatment Act (42 U.S.C. 5106a(b)(2)(B)(i)) (658E(c)(2)(L))

Yes.

Fully implemented and meeting all Federal requirements outlined above. List the Lead Agency's policy citation(s):

Licensed programs: [DCF 251.04\(8\)](#) and [DCF 250.04\(8\)](#)

[A licensee, employee or volunteer at a child care center who knows or has reasonable cause to suspect that a child has been abused or neglected as defined in ss. 48.02\(1\) and 48.981\(1\), Stats., shall immediately contact the county department of social services or human services or a local law enforcement agency, as required by s. 48.981, Stats.](#)

Certified Programs: [DCF 202](#)

[A provider who has reasonable cause to suspect that a child in his or her child care has been abused or neglected, or that the child has been threatened with abuse or neglect and that abuse or neglect will occur, shall immediately inform the county social or human services department, local law enforcement, or other organization designated in s. 48.981, Stats.](#)

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

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)

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

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

[BECR currently conducts criminal background checks on all licensees. However, the following requirements are not fully complete or implemented: 658H\(a\)\(1\) - \(2\), \(b\)\(1\) - \(5\), \(c\)\(1\)\(B\), \(c\)\(1\)\(C\), \(c\)\(1\)\(D\)\(vii\) & \(viii\), \(d\)\(4\)\(A\) - \(C\), \(e\)\(2\)\(A\) - \(B\), \(e\)\(3\)\(A\)-\(B\), and \(i\)\(1\)-\(2\). The Department website provides current background check policies, training materials and other resource documents that do not reflect CCDBG compliant policies.](#)

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.)

[DECE is researching the practices of other States that use contract staff to perform background checks, to determine whether contracted staff may perform all of these background check duties, in order to mitigate potential costs.](#)

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

Projected end date for each activity:

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

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

[Wisconsin Department of Justice and Wisconsin Department of Corrections to complete this activity.](#)

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, rule and IT changes will be required. The Department has identified statutes that need changes and has begun working on necessary language updates.](#)

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

Projected end date for each activity:

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

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

[State Legislature](#)

5.3.2 Describe the process and procedures for conducting background checks in a timely manner, including which agency/entity is responsible and how the Lead Agency ensures that background checks performed by a 3rd party meet the requirements, protecting the privacy of child care staff members, and providing opportunities for applicants to appeal the results of background checks.

Describe:

[The Department's caregiver background check unit will be responsible for conducting and approving criminal background checks for all licensed and certified providers, applicants, non-client residents, and child care staff members, as well as license-exempt child care programs established or contracted by a public school board that are receiving or wish to receive Wisconsin Shares payments. All required checks will be completed. Specific](#)

processes and procedures are being researched in order to ensure that these checks are completed in a timely manner.

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:

Other States will request and receive the results of a Wisconsin criminal history record check online at <http://wi-recordcheck.org> or by completing and mailing a request form to the Wisconsin Department of Justice. Detailed instructions and the required form are provided on the Wisconsin Department of Justice website.

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:

Disqualified offenses in Wisconsin are provided in the Child Care Crimes Table document, available here:

http://dcf.wisconsin.gov/childcare/licensed/cbc/crimes_table.pdf

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.

The Department charges the actual background check fees, with no processing or administration fees added. Additionally, Wisconsin Statute s. 48.658(8) prohibits the Department from charging a background check fee that exceeds the reasonable cost of obtaining the background check information or of obtaining and submitting fingerprints.

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.

Publically available background check policies and procedures are published on the Department's website at: <http://dcf.wisconsin.gov/childcare/licensed/CBC.HTM>

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.

6.1.1 Describe the status of the State's training and professional development requirements 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.

a) Provide ongoing training and professional development that is accessible for the diversity of providers in the State/Territory; provide for a progression of professional development reflecting research and best practice to meet the developmental needs of participating infants, toddlers, preschool, and school-age children and that is aligned to foundational and specialized competencies (including different ages of children, English language learners, and children with disabilities); and improve the quality and stability of the child care workforce (such as supports an individual to build on entry- and mid-level training and education (which may include higher education) to attain a higher level credential or professional certification and retention in the child care program).

b) Are developed in consultation with the State Advisory Council (SAC) on Early Childhood Education and Care or other state or state-designated cross-agency body if there is no SAC that addresses training, professional development and education of child care providers and

staff.)

c) Incorporate knowledge and application of the State/Territory's early learning and developmental guidelines (where applicable), the State/Territory's health and safety standards (as described in section 5), and incorporate social-emotional/behavioral and early childhood mental health intervention models, which may include positive behavior intervention and support models (as described in Section 2)

d) Are accessible to providers supported through Indian tribes or tribal organizations receiving CCDF

e) Appropriate, to the extent practicable, for child care providers caring for children receiving child care subsidies, including children of different age groups, English language learners, children with disabilities, and Native Americans, including Indians and Native Hawaiians.

- Fully implemented and meeting all Federal requirements outlined above. Describe using 6.1.2 through 6.1.6 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 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.

The Wisconsin PDI created the Wisconsin Core Competencies for Professionals Working with Young Children & Their Families in 2014. The competencies are expectations for what the workforce should know (content) and be able to do (skills) in a respectful and competent manner (attitudes) in their roles working with and/or on behalf of children and their families.

- Career ladder or lattice.

Describe.

The Registry provides Wisconsin with a set of career levels that build upon each other. The levels are used in the YoungStar program to provide information about the education levels of providers. The levels are available here:

<https://www.the-registry.org/Portals/0/Career%20Levels%209-2014.pdf>

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

Describe.

The Department contracts with WECA to provide grants to facilitate articulation agreements between 2-year and 4-year IHEs. Department staff sit on the higher education committee that facilitates these agreements and brings the IHEs together to discuss these agreements.

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

Describe.

As part of the base contract with the CCR&R agencies, the agencies provide SIDS and SBS training as the required match for the contract.

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

Describe.

Through a contract with WECA and subcontracts with the Center on Wisconsin Strategy and the University of Wisconsin Survey Center, the Department is utilizing funds to conduct a survey of the early childhood workforce in Wisconsin. Wisconsin's previous workforce study was released in 2010 with research compiled and analyzed in the year preceding. Since that time, YoungStar has become fully implemented and has stimulated significant activity within early childhood programs and the workforce that serves them. The Workforce Study will not only provide us with a current snapshot and accurate data on the Wisconsin early childhood workforce, it will also provide support to The Registry to enhance their current data collecting systems to be able to provide a more in-depth and ongoing access to current workforce data. The Department anticipates a release of findings in early 2016.

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

Describe.

The Wisconsin PDI is a group dedicated to strengthening systems for career pathways and cross-sector alignment.

PDI works to ensure that early care and family support providers have access to professional development (PD) that:

- Is ongoing and often cross-sector, so as to facilitate progression and sharing of learning.
- Reflects current research and best practices related to the skills necessary for the workforce to meet the developmental needs of children.
- Improves workforce quality and stability.
- Is culturally and linguistically responsive.

The following are examples of PDI projects that strengthen cross-sector alignment among the Department, DHS, DPI, as well as other system partners, resulting in PD that meets the above four criteria:

- Supporting ongoing improvement of cross-sector alignment through the Cross-Sector Alignment Workgroup that fosters agreement among all programs and educators on core content and evidence-based practices and the Pathways Workgroup that works to assure consistency and reduce duplication among educational providers.
- Developing resources that document Wisconsin's PD offerings and track the growth of our PD system.
- Developing cross-sector core competencies for Training and Technical Assistance (T-TA) Professionals (the T-TAP Competencies) and Registry courses for these professionals, to help them build their skills in T-TA.
- Increasing the capacity of Training and Technical Assistance Professionals to support mentoring, coaching, consultation, peer-to-peer technical assistance, and reflective practices. Wisconsin has hosted a cross-sector, statewide networking meeting on these topics.
- Planning learning and networking opportunities that involve multiple sectors that serve young children and their families.

Continuing education unit trainings and credit-bearing professional development.

Describe.

Through multiple contracts for services with WECA and the CCR&R agencies, the Department provides funding for free or reduced-cost trainings throughout the state and all year long. Additionally, through the T.E.A.C.H. scholarship program, the Department provides funding for credit-bearing professional development.

State-approved trainings.

Describe.

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

Describe.

Other.

Describe.

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 PDI initiative described above was originally formed as a committee of the ECAC. It continues to have members from the ECAC within the group. PDI leaders often report findings and recommendations from the group to the ECAC. Information and feedback is shared on a regular basis between PDI and ECAC.

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.

DCF 250.07(2) Programming: Child Guidance

http://dcf.wisconsin.gov/childcare/licensed/CommManuals/FCC/pcf_pfs4069.pdf

Current administrative rules provide guidance around the use of time-outs to deal with unacceptable behavior and the development of a written child guidance policy.

Administrative rules also prohibit actions that may be psychologically, emotionally, or physically painful, discomforting, dangerous, or potentially injurious such as spanking, shaking, corporal punishment, physical restraints, and confinement.

These rules do not include specific policies on expulsion of preschool-age children beyond programs having a written policy which should include conditions that may result in expulsion.

As proactive measures to preventing suspension and expulsion in early childhood settings, providers are also given additional training and guidance on social-emotional behavioral health and guidance through Wisconsin Model Early Learning Standards training

<http://www.collaboratingpartners.com/wmels-about.php> as well as the Wisconsin Pyramid Model Training for social and emotional development:

<http://www.collaboratingpartners.com/social-emotional-competence-sefel-pyramid.php>

Beginning in January 2016, the Department will begin to identify training and professional development opportunities related to Historic Trauma. The Department will also identify strategies to support training opportunities provided by tribes on Historic Trauma.

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.

The Department contracts with SFTA to work cooperatively with county and Tribal child care administrative agencies, TANF agencies, local child care education and human service professionals and other community leaders to provide CCR&R services throughout each county/Tribal service delivery area.

The Department has contracted with a national expert in child care business practices to develop a train-the-trainer curriculum that is used to deliver trainings targeted to family child care providers, to provide feedback on existing materials and help develop any required new materials.

Because a high percentage of Tribal child care providers are also family child care providers, the Department ensured that Tribal family child care providers have access to these training opportunities. Two of the three in-person trainings will be scheduled at times and locations that will encourage Tribal family child care providers to attend. Tribal child care providers will also benefit from the train-the-trainer curriculum and materials being developed.

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.

The Department's contract with SFTA to work cooperatively with county and Tribal child care administrative agencies, TANF agencies, local child care education and human service professionals and other community leaders to provide CCR&R services throughout each county/Tribal service delivery area.

The Department has contracted with a national expert in child care business practices to develop a train-the-trainer curriculum that is used to deliver trainings targeted to family child care providers, to provide feedback on existing materials and help develop any required new materials.

Because a high percentage of Tribal child care providers are also family child care providers, the Department ensured that Tribal family child care providers have access to these training opportunities. Two of the three in-person trainings will be scheduled at times and locations that will encourage Tribal family child care providers to attend. Tribal child care providers will also benefit from the train-the-trainer curriculum and materials being developed.

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.

The Department provides funding for the T.E.A.C.H. scholarship which pays for 75-90% of the cost of attending credit-based education in a Wisconsin 2-year or 4-year IHE. One of the T.E.A.C.H. scholarship models allows participants to complete a credential in Infant/Toddler Care, Administration, Preschool, Inclusion, Family Child Care, Afterschool and Youth Development, Leadership, or Program Development.

Financial incentives linked to education attainment and retention.

Describe.

The Department provides funding for the REWARD stipend program which offers providers stipends if they have attained a certain educational level and remain in the child care field.

Registered apprenticeship programs.

Describe.

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

Describe.

Policies for paid sick leave.

Describe.

The YoungStar program has an indicator that allows programs to earn a point for demonstrating good business practices. One of the options to earn this point is to demonstrate that the center provides paid leave for employees or that the family child care provider gives herself or himself paid leave.

Policies for paid annual leave.

Describe.

The YoungStar program has an indicator that allows programs to earn a point for demonstrating good business practices. One of the options to earn this point is to demonstrate that the center provides paid leave for employees or that the family child care provider gives herself or himself paid leave.

Policies for health care benefits.

Describe.

The YoungStar program has an indicator that allows programs to earn a point for demonstrating good business practices. One of the options to earn this point is to demonstrate that the center provides health care benefits for employees or that the family child care provider has health insurance for herself or himself and dependent children.

Policies for retirement benefits.

Describe.

The YoungStar program has an indicator that allows programs to earn a point for demonstrating good business practices. One of the options to earn this point is to demonstrate that the center contributes to a retirement plan for employees or that the family child care provider has contributed to a retirement plan in the last year. The YoungStar program has an indicator that allows programs to earn a point for demonstrating good business practices. One of the options to earn this point is to demonstrate that the center contributes to a retirement plan for employees or that the family child care provider has contributed to a retirement plan in the last year.

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

Describe.

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.

The Department provides information to providers in both English and Spanish for all forms and publications that are vital. Additionally, quality improvement services provided under YoungStar, T.E.A.C.H. and through the CCR&R agencies are available in English, Spanish, and Hmong. A language line is also utilized to serve providers in any other language. Information sessions about YoungStar and pre-licensing as well as many trainings are available in both English and Spanish.

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

Spanish and Hmong

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

Wisconsin will strengthen collaboration and coordination with Head Start Directors, WCCAA, Wisconsin Homeless Education Coordinators through DPI, ECAC and statewide CCR&R agencies to help ensure that young children experiencing homelessness are accessing quality early childhood programs.

At the local level, Wisconsin will encourage collaboration and individual partnerships to expand local capacity to meet the needs of families and children experiencing homelessness. This includes, but is not limited to:

- Local early intervention or early learning councils
- Local educational agencies/school districts/local homeless liaisons
- Head Start and Early Head Start programs
- Local child care providers
- HUD Continuums of Care
- Domestic violence shelters
- Homeless coalitions

- CCR&R Agencies
- Salvation Army
- FRCs

The YoungStar marketing plan targets organizations that provide services to families that are experiencing homelessness. YoungStar materials to encourage parents to choose and to educate them about the importance of high quality environments were distributed to several of the organizations listed above. Connections to the local YoungStar offices were made as well to ensure sustainability of the efforts.

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

6.2 Supporting Training and Professional Development of the Child Care Workforce with CCDF Quality Funds

States and Territories may use the quality set-aside discussed in detail in section 7 to support the training and professional development of the child care workforce.

6.2.1 If checked yes to 7.1 in the next section, check which content is included training and professional development activities. Check all that apply.

Yes, If yes,

a) Describe the measures relevant to this use of funds 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.

[This information has been referenced in 6.1.7 in regards to recruiting and retaining providers.](#)

b) Indicate which funds will be used for this activity (check all that apply)

CCDF funds.

Describe:

- [Quality Expansion Target - YoungStar](#)
- [Infant and Toddler Target - WECA T.E.A.C.H. and REWARD](#)
- [Quality Activities - Tribal Training, WMELS](#)

Other funds.

Describe:

[RTTT - T.E.A.C.H. training](#)

c) Check which content is included in training and professional development activities. Check all that apply.

Promoting the social, emotional, physical, and cognitive development of children, including those related to nutrition and physical activity, using scientifically-based, developmentally-appropriate and age-appropriate strategies as required in 6.1.1c.

Describe:

[Section 2.2.7 explains social-emotional behavioral health of young children.](#)

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:

The WI-AIMH is represented on the ECAC and was consulted on this plan as it relates to their work on providing training, support and resources for early childhood social and emotional wellness in early childhood programs through the Pyramid Model and other resources.

In 2016 the Department will conduct an Inclusion Institute to facilitate conversations around the needs of providers caring for children with special needs and to build regional support networks consisting of State, local, and community partners. These regional networks will work to support the providers in their regions in providing inclusive child care for all children.

Additionally, the Department is in the process of creating computer-based and disability-specific training videos for child care providers in Wisconsin. Providers will be able to view information on an as-needed or wanted basis. The videos will provide details and applicable strategies for supporting children with disabilities in various child care settings.

Lastly the Department provides technical assistance to providers through resources on the YoungStar Early Childhood Inclusion webpages. The Lead Agency partnered with early intervention specialists and special education service providers to develop the YoungStar Early Childhood Inclusion webpages at:

<http://dcf.wi.gov/youngstar/eci/default.htm>

The pages provide information on supports for parents and providers around caring for and finding child care services for children with disabilities, making referrals for screening, and general information on IDEA.

- 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:

In the 2016 Evaluation Criteria for YoungStar QRIS, there is a list of ways for providers to help parents engage in supporting their children's positive development.

- 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:

CCIC is a lending library and resource center that provides invaluable resources to providers and families in Wisconsin. Providers and families can call or email CCIC and be sent (electronically or via postal mail) articles, books, toolkits or other information to help them address the issue at hand such as serving a child with a special need, developmentally appropriate practices, screening, assessment and curriculum supports, and environment arrangements. CCIC also serves as a centralized contact to disseminate information related to other local community based networks and organizations serving families.

- 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:

In addition to the CCIC information listed in the point above, the YoungStar QRIS webpages also provide a multitude of resources for providers, parents, and community. The YoungStar information can be found here:

<http://dcf.wisconsin.gov/youngstar>

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

Describe:

Section 6.2.1 (a) explains that data is used to guide program evaluation to ensure continuous improvement.

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

Describe:

All CCR&R agencies are required to display and distribute informational brochures on the YoungStar QRIS. CCR&R agencies also have guidelines on the type of information they have to provide to child care providers and families.

In addition to the information distributed by the CCR&R agencies, YoungStar has contracted with a marketing firm to develop a parent campaign focused on hard to reach populations. The goal of this campaign is to educate parents and families on the YoungStar QRIS, the importance of quality child care, the importance of early brain

development, and the impact of stress on young children. This campaign includes focus groups, community outreach, print materials, brain development videos, and radio public service announcements.

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

Describe:

A set of webpages on the YoungStar website has been developed to provide information and resources for inclusion of children with special needs:

<http://dcf.wisconsin.gov/youngstar/eci>

- Supporting positive development of school-age children.

Describe:

The T.E.A.C.H. and REWARD programs offer scholarships and bonuses to child care providers and program staff who complete credit-based education in the early care and education and school-age care field.

- Other.

Describe:

d) Check how the State/Territory connects child care providers with available Federal and State/Territory financial aid, or other resources for pursuing postsecondary education relevant for the early childhood and school-age workforce. Check all that apply.

- Coaches, mentors, consultants, or other specialists available to support access to postsecondary training including financial aid and academic counseling
- State/Territory-wide, coordinated, and easily accessible clearinghouse (i.e. online calendar or listing of opportunities) of relevant postsecondary education opportunities
- Financial awards (such as scholarships, grants, loans, reimbursement for expenses) from State/Territory for completion of postsecondary education

- Other.

Describe:

- No.

6.2.2 Does the State/Territory require a specific number of annual training hours for child care providers caring for children receiving CCDF subsidies and in particular content areas?

States and Territories are encouraged to consult with Caring for our Children for best practices and recommended time needed to address training hour requirements.

Yes. If yes, describe:

a) Licensed Center-Based Care

1) Number of pre-service or orientation hours and any required areas/content

45 - 55 hours for assistant child care workers, 90 - 100 hours for child care teachers in Department approved training using curriculum criteria that has been developed by the Department.

2) Number of on-going hours and any required areas/content

15 - 25 hours annually. CPR and Child Abuse and Neglect (CAN) training may be counted towards this continuing education requirement. Individuals choose the remaining continuing education.

b) Licensed Group Child Care Homes

1) Number of pre-service or orientation hours and any required areas/content

N/A

2) Number of on-going hours and any required areas/content

N/A

c) Licensed Family Child Care Provider

1) Number of pre-service or orientation hours and any required areas/content

60 hours

2) Number of on-going hours and any required areas/content

15 hours annually. CPR and CAN may be counted toward continuing education requirement.

d) Any other eligible CCDF provider

1) Number of pre-service or orientation hours and any required areas/content

Certified providers are required to complete 38 - 60 hours of Department approved coursework within 6 months of being granted provisional certification.

Department approved coursework covers specific topic areas required by CCDBG:

- Prevention and control of infectious diseases (including vaccinations)
- Medication administration

- SIDS prevention and safe sleep practices
- Prevention and response to food and other allergic reactions
- Building and physical premises safety
- SBS prevention
- Emergency preparedness and response planning
- Handling and storage of hazardous materials and appropriate disposal of bio contaminants
- Precautions in transporting children (if applicable)

Certification requirements will also be updated to include training in CPR and First Aid (this is a new rule that needs to be added).

2) Number of on-going hours and any required areas/content

Number of on-going hours and any required areas/content: The requirement for certified child care providers is 10 hours of continuing education annually in specific content areas outlined above.

Programs operated by public schools are required to follow the same rules as licensed group child care centers as identified under a) above.

No

6.2.3 Describe the status of the State/Territory's policies and practices to strengthen provider's business practices.

Fully implemented - as of March 1, 2016.

Describe the State strategies including training, education, and technical assistance to strengthen provider's business practices. This may include, but is not limited to, such practices related to fiscal management, budgeting, record-keeping, hiring, developing, and retaining qualified staff, risk management, community relationships, marketing and public relations, and parent-provider communications, including who delivers the training, education and/or technical assistance

In order to strengthen family child care providers' business practices, the Department has contracted with a national expert in child care business practices to develop a train-the-trainer curriculum to deliver trainings targeted to family child care providers, to provide feedback on existing materials, and help develop any required new materials. This contract will increase the ability of YoungStar Technical Consultants to teach and support family child

care providers in the area of good business practices. It will also allow family child care providers to receive direct training and use of developed materials.

In YoungStar, there is a quality indicator that is a requirement at the 3 Star level which requires programs to have a yearly budget and file taxes. Additionally, there are other optional quality indicators that require providers to keep accurate and updated financial information, to have and follow personnel policies that meet the needs of the program, and to follow other business practices that are generally accepted in the field as best practice. At the 5 Star level (the highest in the QRIS), programs are also required to follow the Model Work Standards for child care programs to ensure that the professionals employed by the programs are having adequate input into the work environment.

The Department also provides training, resources and technical assistance on business practices through WECA and a YoungStar business practices consultant.

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

The Wisconsin Model Early Learning Standards have been updated several times over the last decade as research and best practice evolve in this area. This practice of revisions will continue on an "as-needed" basis.

- 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:

Birth-to-Five

Provide a link:

<http://www.collaboratingpartners.com/wmels-about.php>

Five and older (check if State/Territory has standards for five and older that complement academic but cover child development areas not covered by k-12 academic standards).

Describe and provide a link:

Other.

Describe:

6.3.3 Does the State/Territory use CCDF quality funds to improve on the development or implementation of early learning and development guidelines by providing technical assistance to child care providers to enhance children's cognitive, physical, social and emotional development and support children's overall well-being?

- Yes, the State/Territory has a system of technical assistance operating State/Territory-wide
- Yes, the State/Territory has a system of technical assistance operating as a pilot or in a few localities
- No, but the State/Territory is in the development phase
- No, the State/Territory has no plans for development

a) If yes, check all that apply to the technical assistance and describe.

- Child care providers are supported in developing and implementing curriculum/learning activities based on the State's/Territory's early learning and development guidelines.

Describe:

Child care providers have the option of choosing to work on implementation of the Wisconsin Model Early Learning Standards as part of their free technical assistance through the YoungStar QRIS. The TA is provided to child care providers serving all ages of children. Wisconsin has created a school-age curricular framework to align with the WMELS and provide guidance for programs that serve only school-age children.

- The technical assistance is linked to the State's/Territory's quality rating and improvement system.

Describe:

See previous description.

- Child care providers working with infants and/or toddlers have access to the technical assistance for implementing early learning and development guidelines.

Describe:

[See previous description.](#)

- Child care providers working with preschool-age children have access to the technical assistance for implementing early learning and development guidelines.

Describe:

[See previous description.](#)

- Child care providers working with school-age children have access to the technical assistance for implementing early learning and development guidelines.

Describe:

[See previous description.](#)

b) Indicate which funds are 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](#)

- Other funds.

Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.)

6.3.4 Check here to demonstrate that State/Territory assures that CCDF funds will not be used to develop or implement an assessment for children that: (658E(c)(2)(T)(ii)(I))

- Will be the primary or sole basis to determine a child care provider ineligible to participate in the CCDF program
- Will be used as the primary or sole basis to provide a reward or sanction for an individual provider
- Will be used to deny children eligibility to participate in the CCDF program
- Will be used as the primary or sole method for assessing effectiveness of child care programs
- Will be used to deny children eligibility to participate in the CCDF program

- Yes.

7 Support Continuous Quality Improvement

Lead Agencies are required to reserve and use a portion of their Child Care and Development Block Grant funds for activities designed to improve the quality of child care services and increase parental options for, and access to, high-quality child care. Support for continuous quality improvement is expected to cover the entire age span of children supported by CCDF, from birth through age 12. States/Territories may provide these quality improvement activities directly, or through grants or contracts with local child care resource and referral organizations or other appropriate entities. The activities should be in alignment with a State/Territory-wide assessment of the State's/Territory's needs to carry out such services and care. These quality investments can align with, support and help sustain additional quality efforts developed under Race to the Top Early Learning Challenge grants, Early Head Start/Head Start partnerships and other funding efforts.

States and Territories will report on these quality improvement investments through CCDF in three ways: 1) ACF will collect annual data on how much CCDF funding is spent on quality activities using the expenditure report (ACF-696); 2) In the Plan, States and Territories will describe the types of activities supported by quality investments over the three-year period; and 3) For each three-year Plan period, States and Territories will submit a separate annual report that will show the measures used by the State/Territory to evaluate its progress in improving the quality of child care programs and services in the State/Territory.

The CCDBG Act of 2014 requires States and Territories to use the quality set-aside to fund at least one of the following 10 activities:

- 1) Supporting the training and professional development of the child care workforce (as described in Section 6)
- 2) Improving on the development or implementation of early learning and development guidelines (as described in Section 6)
- 3) Developing, implementing, or enhancing a tiered quality rating system for child care providers and services
- 4) Improving the supply and quality of child care programs and services for infants and toddlers
- 5) Establishing or expanding a Statewide system of child care resource and referral services (as described Section 1)
- 6) Supporting compliance with State/Territory requirements for licensing, inspection, monitoring,

training, and health and safety (as described in Section 5)

7) Evaluating the quality of child care programs in the State/Territory, including evaluating how programs positively impact children

8) Supporting providers in the voluntary pursuit of accreditation

9) Supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development

10) Other activities to improve the quality of child care services as long as outcome measures relating to improved provider preparedness, child safety, child well-being, or kindergarten-entry are possible.

Throughout this Plan, States and Territories will describe the types of quality improvement activities where CCDF investments are being made, including but not limited to, the quality set-aside funds. We recognize that for some areas, States and Territories may leverage other funds to support the quality improvement goals, which we encourage and support. For example, activities related to early learning and development guidelines may be supported by a combination of CCDF and education funding. States and Territories continue to have such flexibility.

[7.1 Activities to Improve the Quality of Child Care Services](#)

7.1.1 What are your overarching goals for quality improvement?

Please describe how the State/Territory selected these goals, including any data or the State/Territory-wide assessment of needs that identified the needs for quality improvement services

The following are goals for the State's QRIS:

- Objectively measure the quality of child care programming.
- Provide parents with an easy to understand rating of child care programs, with details on provider/staff education and training, environment and curriculum, professional and business practices, and child health and well-being.
- Ensure statewide access to training and on-site technical assistance, including targeted coaching and mentoring opportunities.
- Set a consistent standard for child care quality.

This vision was established as Wisconsin implemented the YoungStar QRIS. Stakeholders

representing group and family child care, school-age care, higher education, migrant and Tribal child care, advocacy organizations and others are invited annually to provide input into the service delivery model. QRIS models from across the nation are reviewed to identify innovative practices, and solutions to barriers are identified. Wisconsin ensures that all quality improvement efforts funded by the Department have a complimentary vision that supports child care providers to increase and maintain quality, and that needed supports and resources are available statewide.

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 Expansion Target - YoungStar](#)
 - Other funds.
Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.)

- 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.)
[Infant and Toddler Target - WECA T.E.A.C.H. and REWARD](#)
 - Other funds.
Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.)

- 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.)

[School Age/Resource and Referral Target](#)

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.)

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 Expansion Target - YoungStar](#)

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.)

[Quality Activities - Licensing, Infant and Toddler Target - WECA T.E.A.C.H. and REWARD](#)

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.)

[Quality Expansion Target - YoungStar](#)

- 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.)

- Other funds.

Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.)

[7.2 Quality Rating and Improvement System](#)

7.2.1 Does your State/Territory have a quality rating and improvement system (QRIS)?

- Yes, the State/Territory has a QRIS operating State/Territory-wide.

Describe how the QRIS is administered (e.g., state or locally administered such as through CCR&Rs) and provide a link, if available

The YoungStar QRIS contract was recently awarded to an agency through a Request for Proposal process. This vendor will implement the program.

- Yes, the State/Territory has a QRIS operating as a pilot, in a few localities, or only a few levels

Provide a link, if available

- No, but the State/Territory is in the development phase
- No, the State/Territory has no plans for development

a) If yes, check all that apply to your QRIS.

- Participation is voluntary
- Participation is mandatory for providers serving children receiving subsidy.

If checked, describe the relationship between QRIS participation and subsidy (minimum rating required, participation at any level, etc.)

All regulated providers can participate in YoungStar. Providers who accept Wisconsin Shares child care subsidy payments must participate. Any Wisconsin child care provider who serves children from birth to school-age can apply to participate, as long as they're in good standing with State regulations. (Programs that have their licenses or certifications revoked, denied, or suspended are ineligible.)

- Participation is required for all providers
- Includes nationally-recognized accreditation as a way to meet/achieve QRIS rating levels
- Supports and assesses the quality of child care providers in the State/Territory
- Builds on State/Territory licensing standards and other State/Territory regulatory standards for such providers
- Embeds licensing into the QRIS.

Describe:

If providers are not in regulatory compliance, they are rated a 1 Star and are not eligible to receive CCDF funds.

- 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 Department provides micro-grants to providers participating in the YoungStar QRIS. These grants, ranging from \$200 to \$1,000 per year are available to help offset the cost of quality improvements. The dollars must be used on items or services identified in the program's quality improvement plan, such as materials for children or training for staff. These grants can also be used to offset the program's portion of a T.E.A.C.H. scholarship for credit-based instruction.

- Can be used to track trends in whether children receiving subsidy are utilizing rated care settings and level of rating

b) If yes, which types of settings or distinctive approaches to early childhood education and care participate in the State's/Territory's QRIS? Check all that apply.

- Licensed child care centers
- Licensed family child care homes
- License-exempt providers
- Early Head Start programs
- Head Start programs
- State pre-kindergarten or preschool program
- Local district supported pre-kindergarten programs
- Programs serving infants and toddlers
- Programs serving school-age children
- Faith-based settings
- Other.

Describe:

7.2.2 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:

In Wisconsin, all providers who serve children in the Wisconsin Shares child care subsidy program (funded by CCDF and TANF) are required to participate in the YoungStar QRIS. This QRIS evaluates the quality of care that the programs are providing. To ensure YoungStar is truly measuring quality of care, Wisconsin has contracted with UW-Madison to conduct a validation study of the YoungStar program. The research asks, "Do higher star rated programs provide a higher quality of programming?" and "Do children in higher rated programs learn more over the course of the year than children in lower rated programs?" The research is looking at a sample size of 800 children in about 250 family and group programs in two regions of Wisconsin (Milwaukee and Northeastern).

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:

[See previous response regarding training and infant and toddler PD supports and response below.](#)

- 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:

[Wisconsin Shares provides a higher rate for 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:

[Currently the YoungStar QRIS provides funds through T.E.A.C.H. for scholarships to child care staff to take the Infant Toddler Credential provided by area universities and colleges. These funds are also available for the Family Child Care Credential.](#)

[SFTA and Wisconsin's CCR&R agencies improve the ability of parents to access transparent and understandable information about high-quality child care. This information is also available in a number of FRCs throughout the state. Furthermore, the YoungStar website contains a child care search engine with tools for evaluating child care and each program's quality rating for families seeking child care options.](#)

[Through YoungStar, providers \(including family providers\) are allocated up to 10 hours of free, on-site technical assistance to be used around activities to improve the quality of their programs. Many providers specifically request technical assistance around the infants and toddlers in their care. The YoungStar staff may provide assistance with room arrangement, curriculum or daily activity planning, ideas for staff professional development, developmentally appropriate practices for these young children, among many other options for assistance. Additionally, YoungStar provides training in Literacy](#)

and Very Early Literacy to meet the needs of infants 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 Lead Agency partnered with early intervention specialists and special education service providers to develop the YoungStar Early Childhood Inclusion webpages at: <http://dcf.wi.gov/youngstar/eci/default.htm>

The pages provide information on supports for parents and providers around caring for and finding child care services for children with disabilities, making referrals for screening, and general information on IDEA. In addition to this collaboration, these programs provide joint trainings and educational information and sessions at conferences for child care providers. The WECCP also provides a wealth of information on IDEA and Part C as well as Child Find. Collaborating Partners is very familiar to Wisconsin providers and is often used as a resource for serving children with disabilities. <http://www.collaboratingpartners.com/disabilities-about.php>

- Developing infant and toddler components within the State's/Territory's QRIS.

Describe:

For 2016 a developmentally appropriate practice indicator was added to the QRIS criteria; specific components of the indicator require the provider to serve infants and toddler in an age appropriate manner.

- 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:

Wisconsin Model Early Learning Standards have specific infant and toddler components.

- Improving the ability of parents to access transparent and easy to understand consumer information about high-quality infant and toddler care.

Describe:

The Department has launched revisions to the YoungStar website to enhance the parent and provider resource sections of the website. This enhancement provides a much more

in-depth and richer array of resources for parents and providers to utilize. The website includes resources specifically for working with infants and toddlers. In addition to the webpage enhancements, Wisconsin is optimizing its child care provider search application to allow for results that show the ages of children served with an emphasis on contacting CCR&R agencies for assistance finding available child care that meets the needs of parents.

YoungStar has contracted with a marketing firm to develop a parent campaign focused on hard to reach populations. The goal of this campaign is to educate parents and families on the YoungStar QRIS, the importance of quality child care, the importance of early brain development, and the impact of stress on young children. This campaign includes focus groups, community outreach, print materials, brain development videos, and radio public service announcements.

YoungStar provides a child care search option online at: www.youngstar.wi.gov

- 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:

- 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:

The state tracks several measures to evaluate the improvement in quality child care programs and services:

- Provider number at star level
- Providers fully engaged in quality improvement (participating actively)
- Services taken by providers:

- o Technical assistance
- o Rating
- o Micro-grants
- o Professional development
- o RTTT services
- Children in the subsidy program by star level
- Children with specific barriers to success by star level (homelessness, teen parents, special needs, out of home care, etc.)
- Workforce information about retention and continuity
- Providers with specific trainings that are of interest to the Department
- Trainings provided and taken by providers across the state
- Evaluations of trainings
- Evaluation of consultation services provided through YoungStar
- Scholarships awarded and dropped
- Retention stipends awarded
- Registry career level movement and attainment (this speaks to educational attainment)
- Registry program profile completion (this is used to track information about which individuals are working in which programs)
- Technical assistance provided to families through the CCR&R agencies or FRCs
- Referral services provided to families through the CCR&R agencies
- Monitoring issues of high quality programs (serious violations)
- First ratings received

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

The Department contracts with SFTA for child care resource and referral services. SFTA is the umbrella organization for Wisconsin's CCR&R agencies. Wisconsin has 10 CCR&R agencies to provide services throughout the state. Annual grants are based on the number of counties served. CCR&R agencies in Wisconsin provide referrals for

families to child care, help to educate and support child care providers, collect and disseminate data about child care programs and issues in the community.

CCR&R agencies are independent 501c3 organizations. The State contracts with one administrative organization, SFTA, for resource and referral services across Wisconsin. In turn, SFTA subcontracts with CCR&R agencies in every region of the state to ensure the delivery of services. SFTA does the reporting (financial and program data) to the Department. CCR&R agencies must be a member of SFTA to be eligible for a subcontract.

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 tracks several measures to evaluate the improvement in quality child care programs and services:

- Provider number at star level
- Providers fully engaged in quality improvement (participating actively)
- Services taken by providers:
 - o Technical assistance
 - o Rating
 - o Micro-grants
 - o Professional development
 - o RTTT services
- Children in the subsidy program by star level
- Providers with specific trainings that are of interest to the Department
- Trainings provided and taken by providers across the state
- Evaluations of trainings
- Evaluation of consultation services provided through YoungStar
- Technical assistance provided to families through the CCR&R agencies or FRCs

- Referral services provided to families through the CCR&R agencies
- Monitoring issues of high quality programs (serious violations)
- Anecdotal information about the supply and demand of child care in the region

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:

Child care providers are required to be in compliance with regulatory health and safety requirements in order to participate in YoungStar. If regulatory violations are observed by YoungStar consultants, they would report these observations to licensing.

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 tracks several measures to evaluate the improvement in quality child care programs and services:

- Provider number at star level
- Providers fully engaged in quality improvement (participating actively)
- Services taken by providers:
 - o Technical assistance
 - o Rating
 - o Micro-grants
 - o Professional development
 - o RTTT services
 - Children in the subsidy program by star level
 - Children with specific barriers to success by star level (homelessness, teen parents, special

needs, out of home care, etc.)

- Workforce information about retention and continuity
- Providers with specific trainings that are of interest to the Department
- Trainings provided and taken by providers across the state
- Evaluations of trainings
- Evaluation of consultation services provided through YoungStar
- Scholarships awarded and dropped
- Retention stipends awarded
- Registry career level movement and attainment (this speaks to educational attainment)
- Registry program profile completion (this is used to track information about which individuals are working in which programs)
- Technical assistance provided to families through the CCR&R agencies or FRCs
- Referral services provided to families through the CCR&R agencies
- Monitoring issues of high quality programs (serious violations)
- First ratings received
- Anecdotal information about the supply and demand of child care in the region

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 Department utilizes an automated case management system to track data on the quality of care provided for programs that are participating in YoungStar. All data is then available for reporting. Monthly statistics are reported on the YoungStar website:

<http://dcf.wisconsin.gov/youngstar/impact.htm>. Additionally, the Department conducts performance management meetings five times per year in which each Division presents data on its programs and services. The data is reviewed by the Department Secretary and her team and discussion ensues. As part of the data, information about the quality of care

provided is measured using the YoungStar Evaluation Criteria which includes the Environment Rating Scale for non-accredited providers at the 4 Star and 5 Star levels. The YoungStar Evaluation Criteria is available here: <http://dcf.wisconsin.gov/youngstar/point-detail.htm>

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:

During the previously mentioned performance management meetings and in monthly team meetings, the Quality Initiatives section analyzes the data available and uses the discussion and information gleaned from the data to inform decisions about where to best provide funding and resources for the field.

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

Providers can use their YoungStar technical consulting hours to work toward pursuit of accreditation. Additionally the Department has provided funding through WFCCA to support rural family child care providers who are pursuing accreditation.

YoungStar accepts the following accreditations as equivalent to a 5 Star rating:

- National Association for the Education of Young Children
- Association for Early Learning Leaders (formerly the National Association of Child Care Professionals)
- City of Madison Group and School-Age Accreditation

YoungStar accepts the following accreditations as equivalent to a 4 Star rating:

- Council on Accreditation
- National Association for Family Child Care
- Satellite Family Child Care Accreditation (in the greater Madison area)
- American Camp Association

YoungStar accepts the following accreditation as equivalent to a 4 Star or a 5 Star rating:

- National Early Childhood Program Accreditation
- AdvancED
- American Montessori Society

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 Department has entered into a Memorandum of Agreement with UW-Madison to conduct a validation of YoungStar. Dr. Katherine Magnuson, an expert in early childhood policy and programs, is conducting an independent quality rating system validation study. The validation study is designed to examine whether programs with higher ratings provide higher quality child care and whether children in higher rated programs learn more over the course of a school year than children in lower rated programs.

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:

Wisconsin has engaged in a number of activities around health, nutrition, physical activity, physical development, and mental health, including:

Healthy Bites and Active Early:

The Department, in conjunction with DPI and DHS, created Active Early: A Wisconsin Guide for Improving Childhood Physical Activity and the companion Healthy Bites: A Wisconsin Guide for Improving Childhood Nutrition in 2011 with a revision to the Healthy Bites in 2014. Active Early has a corresponding four-hour training course for child care providers and parents and Healthy Bites has an eight-hour course (module format). Both trainings are available statewide with specific trainers trained on the content and technical consultation strategies to support this initiative. The guides and trainings are also available in Spanish.

Active Early and Healthy Bites Home Edition:

This initiative was created in response to the demand for increased family outreach and coordination between home and child care environments when it comes to childhood obesity, childhood nutrition and childhood physical activity. While these initiatives have seen great success, it is well known that families are the most important part of a child's life and it is critical that children receive consistent nutrition and physical activity messages across home and care settings. It is available in online and face-to-face options.

Wisconsin Early Care and Education Physical Activity training:

This training aids providers who would like to meet the quality indicator requirements around physical activity in YoungStar.

Breastfeeding:

The revision of the 10 Steps to Breastfeeding Friendly Child Care Centers Resource Kit was completed in 2013. A train-the-trainer was conducted in 2015 and trainings for child care providers will be made available statewide. The guide is available in Spanish. Efforts are underway to track the training efforts and data from the training and subsequent trainings.

Gardening:

Additional trainings are available to child care providers (online format) for gardening with the "Got Dirt?" Gardening Initiative - a program designed to assist with the implementation of

school, community, and child care gardens. The toolkit is designed to provide simple, step-by-step plans for starting a garden. Tips from garden experts and garden success stories from around Wisconsin are also included. Another resource is Got Veggies: A Youth Garden-Based Nutrition Education Curriculum. Both of these resources are used in the Cultivating Childhood Wellness Through Gardening free online training for child care providers, developed by the Wisconsin Nutrition, Physical Activity and Obesity Program and Community GroundWorks in partnership with UW-Extension, Life Lab, Wisconsin Obesity Prevention Network, UW-Madison School of Medicine and Public Health, and UW-Madison Center for Integrated Agricultural Systems for use by early childhood educators.

Other Trainings: The following trainings have been funded by the Department for use by YoungStar staff in the field working with child care providers:

- Ages and Stages Questionnaire training and enhanced support
- Guiding Behaviors in School-Aged Children
- Early Childhood Brain Development training

Professional Development: The YoungStar Professional Development Counseling Service to find appropriate training to meet the needs of the provider.

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:

In addition to the tools described in 7.6.1, the Department will use ongoing feedback from the Professional Development Initiative, WECOPI, DHS staff, the CCR&R agencies, provider groups and other stakeholders to ensure the needs for training and technical assistance are met.

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.

The Department promotes the collaboration between regulation and quality staff through joint meetings twice per year as well as weekly communication. The work of the Collaborating Partners group also allows staff working across DPI and the Department to partner and collaborate to prepare children for kindergarten. The State of Wisconsin encourages local collaborative efforts of school districts, county and Tribal governments, technical colleges and others to develop full day kindergarten and 4-year-old kindergarten programs that collaborate with community child care programs, Head Start Programs, preschool programs and special education programs. Wisconsin encourages a collaborative approach that provides communities with several options for integrating 4K programs. Information regarding this can be found in Community Approaches to Serving Four-Year-Old Children in Wisconsin and Creating a Community Approach to Serving Four-Year-Old Children in Wisconsin Public Awareness Packet, at the DPI web site: <http://dpi.wi.gov/early-childhood/4K>

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:

The Department will coordinate rule revisions to ensure that the definition for violations will be modified to reflect the new requirements. The Department will update staff and local trainings, policy manuals, and operating procedures. New requirements will be distributed by operations memoranda to staff and local agencies.

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 Department hosts regular meetings with local agencies to provide updated information on policies and rule changes. These meetings include quarterly meetings on general child care program administration and annual regional meetings on program specific matters. In addition, the Department conducts regular monthly meetings with its regional staff to ensure consistent training and accurate information across the state.

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:

The Department has developed and requires each local agency and any sub-contractor to submit a fraud plan annually. The Department reviews each fraud plan for completeness and compliance, while identifying common practices and determining best practices or corrective actions. Best practices are shared with all local agencies for consideration and inclusion in the modification of their fraud plan. Each local agency must submit a fraud plan form, it can be found at:

<http://dcf.wisconsin.gov/forms/doc/2889.doc>.

The Department also creates and maintains a comprehensive policy and procedures manual for use by local agencies. The Department distributes operations memoranda to local

agencies when revisions are made to the manual or administrative codes or statutes.

The Department has also created a robust data warehouse that permits the Department and the local agencies to perform front end verifications in addition to identifying intentional program violations, unintentional program violations, and agency errors.

Both the Department and the local agency contractors are subject to annual single audit guidelines to ensure proper fiscal controls. The Department implements a series of performance measures annually with the counties to measure contract compliance and specific contracted tasks. The Department performs annual quality assurance reviews where targeted policies are reviewed and a sampling of cases processed by the county is audited to affirm compliance with policy.

The BPI monitors program integrity of the Wisconsin Shares program. The BPI is responsible for providing policy and procedural guidance to counties and Tribes for their local program integrity and anti-fraud efforts. BPI updates Child Care Manual material, issues Operations Memos, develops and distributes training materials, creates and monitors data reports indicative of potential fraud, participates in regular regional meetings with local agencies, and provides technical assistance to local agencies that are conducting investigations. The BPI also conducts child care provider investigations as part of the aggressive anti-fraud measures that started in September 2009. The BPI staff perform record collection, conduct attendance reviews, desk audits, parent interviews, calculate and administer overpayments, and make enforcement recommendations.

8.1.4 Describe the activities the Lead Agency has in place to identify program violations and administrative error to ensure program integrity using the series of questions below. Program violations may include intentional and unintentional client and/or provider violations as defined by the Lead Agency.

Administrative error refers to areas identified through the Error Rate Review process. Lead Agencies are required to have processes in place to identify fraud or other program violations.

a) Check which activities the Lead Agency has chosen to conduct to identify unintentional or

intentional program violations.

Share/match data from other programs (e.g., TANF, Child and Adult Care Food Program (CACFP), Food and Nutrition Service (FNS), Medicaid) or other databases (e.g., State Directory of New Hires, Social Security Administration, Public Assistance Reporting Information System (PARIS))

Run system reports that flag errors (include types)

Describe:

The Department develops red flag reports that collect and analyze data from all providers receiving CCDF funds. Each flag has been programmed with a threshold to measure results that may indicate further investigation is needed for a particular provider. Examples of the red flag reports are:

- Providers who report caring for more children than their regulation allows
- Providers with more than 1.75 children receiving Wisconsin Shares enrolled per licensed slot and open for 12 or fewer hours per day
- Providers with annualized Wisconsin Shares income greater than or equal to \$11,000 for each individual slot
- Providers

Review of enrollment documents, attendance or billing records

Conduct supervisory staff reviews or quality assurance reviews

Audit provider records

Train staff on policy and/or audits

Other.

Describe:

The Department conducts quarterly Targeted Case Reviews by pulling random samples of case files from each county to identify administrative errors and program areas that the local agency may need assistance with. The Department will provide training and/or technical assistance to local agencies as needed.

None.

Describe what measures the Lead Agency plans to put in place to address program integrity along with action steps and completion timelines:

b) Check which activities the Lead Agency has chosen to conduct to identify administrative error.

Share/match data from other programs (e.g., TANF, Child and Adult Care Food Program (CACFP), Food and Nutrition Service (FNS), Medicaid) or other databases

(e.g., State Directory of New Hires, Social Security Administration, Public Assistance Reporting Information System (PARIS))

- Run system reports that flag errors (include types)

Describe:

The Department develops red flag reports that collect and analyze data from all active providers receiving CCDF and Wisconsin Shares funds. Each flag has been programmed with a threshold to measure results that may indicate further investigation is needed into a particular provider. Examples of the red flag reports are:

- Providers who report caring for more children than their regulation allows
- Providers with more than 1.75 children receiving Wisconsin Shares enrolled per licensed slot and open for 12 or fewer hours per day
- Providers with annualized Wisconsin Shares income greater than or equal to \$11,000 for each individual slot
- Providers who bill for 100% of authorized hours for 80% or more authorized children

- Review of enrollment documents, attendance or billing records
- Conduct supervisory staff reviews or quality assurance reviews
- Audit provider records
- Train staff on policy and/or audits
- Other.

Describe:

The Department conducts quarterly Targeted Case Reviews by pulling random samples of case files from each county to identify administrative errors and program areas with which the local agency may need assistance. The Department will provide training and/or technical assistance to local agencies as needed.

- None.

Describe what measures the Lead Agency plans to put in place to address program integrity along with action steps and completion timelines:

8.1.5 Which activities (or describe under "Other") the Lead Agency will use to investigate and collect improper payments due to program violations or administrative error as defined in your State/Territory?

The Lead Agency has the flexibility to recover misspent funds as a result of errors. The Lead Agency is required to recover misspent funds as a result of fraud.

a) Check which activities (or describe under "Other") the Lead Agency will use for unintentional program violations?

Require recovery after a minimum dollar amount in improper payment.

Identify the minimum dollar amount:

Coordinate with and refer to other State/Territory agency (e.g., State/Territory collection agency, law enforcement)

Recover through repayment plans

Reduce payments in subsequent months

Recover through State/Territory tax intercepts

Recover through other means

Establish a unit to investigate and collect improper payments.

Describe:

[The Public Assistance Collection Unit \(PACU\) performs the collection of improper payments using the activities mentioned above.](#)

Other.

Describe:

None.

Describe what measures the Lead Agency plans to put in place to address the investigation and recovery of misspent funds due to unintentional program violations, including action steps and completion timelines

b) Check which activities the Lead Agency will use for intentional program violations or fraud?

Require recovery after a minimum dollar amount in improper payment.

Identify the minimum dollar amount:

Coordinate with and refer to other State/Territory agency (e.g., State/Territory collection agency, law enforcement)

Recover through repayment plans

- Reduce payments in subsequent months
- Recover through State/Territory tax intercepts
- Recover through other means
- Establish a unit to investigate and collect improper payments.

Describe composition of unit below

The PACU collects improper payments using the activities mentioned above.

- Other.

Describe:

- None.

Describe what measures the Lead Agency plans to put in place to address the investigation and recovery of misspent funds due to fraud, include action steps and completion timelines:

c) Check which activities the Lead Agency will use for administrative error?

- Require recovery after a minimum dollar amount in improper payment.

Identify the minimum dollar amount:

- Coordinate with and refer to other State/Territory agency (e.g., State/Territory collection agency, law enforcement)
- Recover through repayment plans
- Reduce payments in subsequent months
- Recover through State/Territory tax intercepts
- Recover through other means
- Establish a unit to investigate and collect improper payments.

Describe composition of unit below

- Other.

Describe:

The Department conducts quarterly Targeted Case Reviews by pulling random samples of case files from each county to identify administrative errors and program areas that the local agency may need assistance with. The Department will provide training and/or technical assistance to local agencies as needed.

None.

Describe what measures the Lead Agency plans to put in place to address the investigation and recovery of misspent funds due to administrative error, including action steps and completion timelines

8.1.6 What type of sanction will the Lead Agency place on clients and providers to help reduce improper payments due to program violations?

The Lead Agency is required to impose sanctions on clients and providers in response to fraud.

Disqualify client.

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

For parents with intentional program violations, the State may impose a six-month, twelve-month or permanent suspension from the child care subsidy program. There is an appeal process to request a hearing on suspension decisions.

Disqualify provider.

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

For programs found with intentional program violations, Wisconsin Administrative Code, DCF 201.04 (5) (c) allows the State to end child care authorization for up to six months, refuse new child care authorization, refuse payments, recoup overpayments and terminate the provider from the child care subsidy program. There is an appeal process for these decisions.

Prosecute criminally

Other.

Describe: