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Child Care and Development Fund (CCDF) Plan
For

Oklahoma
FFY 2014-2015

</div>

PART 1 **ADMINISTRATION**

1.1 Contact Information

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

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

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Name of Lead Agency: Oklahoma Department of Human Services

Address of Lead Agency: PO Box 25352; Oklahoma City, OK 73125

Name and Title of the Lead Agency's Chief Executive Officer: Edward Lake, Director

Phone Number: 405-521-3646

Fax Number: 405-521-6458

E-Mail Address: Edward.lake@okdhs.org

Web Address for Lead Agency (if any): www.okdhs.org

1.1.2 Who is the CCDF administrator? Identify the CCDF administrator designated by the Lead Agency, the day-to-day contact, with responsibility for administering the State/Territory's CCDF program. ACF will send programmatic communications such as program announcements, program instructions, and data collection instructions to the designated contact identified here. **If there is more than one designated contact with equal or shared responsibility for administering the CCDF program, please identify the co-administrator or entity with administrative responsibilities and include contact information.** (§§98.16(a) and (c)(1))

 a) Contact Information for CCDF Administrator:

<div align="right">Effective Date: 01-OCT-13</div>

Name of CCDF Administrator: Lesli Blazer

Title of CCDF Administrator: Director, Oklahoma Child Care Services

Address of CCDF Administrator: PO Box 25352; Oklahoma City, OK 73125

Phone Number: 405-521-3561

Fax Number: 405-522-2564

E-Mail Address: lesli.blazer@okdhs.org

Phone Number for CCDF program information
(for the public) (if any):   800-347-2276

Web Address for CCDF program
(for the public) (if any):   http://www.okdhs.org/divisionoffices/visd/dcc/

Web Address for CCDF program policy manual
(if any): http://www.okdhs.org/library/policy/oac340/040 and
http://www.okdhs.org/library/policy/oac340/110

Web Address for CCDF program administrative rules
(if any):   http://www.okdhs.org/library/policy/oac340/040 and
http://www.okdhs.org/library/policy/oac340/110

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

Name of CCDF Co-Administrator:

Title of CCDF Co-Administrator:

Address of CCDF Co-Administrator:

Phone Number:

Fax Number:

E-Mail Address:
Description of the role of the Co-Administrator:

1.2 Estimated Funding

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

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

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FY 2014 Federal CCDF allocation (Discretionary, Mandatory and Matching): $ 77,747,374
Federal TANF Transfer to CCDF: $ 29,056,288
Direct Federal TANF Spending on Child Care: $ 39,814,879

State CCDF Maintenance-of-Effort Funds: $ 10,630,233
State Matching Funds: $ 13,886,102

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

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

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☐ N/A here

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

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

State Appropriation

If known, identify the estimated amount of public funds the Lead Agency will receive:
 9,451,532
☐ Private Donated Funds to meet the CCDF Matching Fund requirement. Only private received by the designated entities or by the Lead Agency may be counted for match purposes. (98.53(f))

If checked, are those funds:
☐ donated directly to the State?
☐ donated to a separate entity(ies) designated to receive private donated funds?
If checked, identify the number of entities designated to receive private donated funds and provide name, address, contact and type:

If known, identify the estimated amount of private donated funds the Lead Agency will receive:
☑ State expenditures for Pre-K programs to meet the CCDF Matching Funds requirement.
If checked, provide the estimated percentage of Matching Fund requirement that will be

met with pre-k expenditures (not to exceed 30%): 20%
If percentage is more than 10% of the Matching fund requirement, describe how the State will coordinate its pre-k and child care services:

Pre K programs may be offered at child care facilities. The Local Education Authority (LEA) provides a certified teacher andlicensed child carecenters providespace. The LEA is encouraged to collaborate with licensed centers to provide services that best meet the needs of children inthe community.

If known, identify the estimated amount of pre-k funds the Lead Agency will receive for Matching Funds requirement: $2,126,047
Describe the Lead Agency efforts to ensure that pre-k programs meet the needs of working parents:

School districts involved in collaboration agreements are strongly encouraged to provide full-day services to meet the needs of working parents, but districts and families still have the option of a half-day program.

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

If checked,
☑ The Lead Agency assures that its level of effort in full-day/full-year child care services has not been reduced, pursuant to 98.53(h)(1).
Estimated percentage of MOE Fund requirement that will be met with pre-k expenditures (not to exceed 20%): 20%
If percentage is more than 10% of the MOE fund requirement, describe how the State will coordinate its pre-k and child care services to expand the availability of child care:

OKDHS Child Care Services (OCCS) and the Oklahoma State Department of Education (SDE) have a close working relationship and share a common commitment to serving families with high quality care and education for four year old children. The State Superintendent for Public Instruction urges school districts to collaborate with child care and Head Start to provide full-day, full-year services.

If known, identify the estimated amount of pre-k funds the Lead Agency will receive for MOE Fund requirement: $10,630,233
Describe the Lead Agency efforts to ensure that pre-k programs meet the needs of working parents:

For the FY 2011-2012 school year, 27,552 three and four year old children attended full-day pre-k programs and 14,573 students were enrolled in half-day pre-k programs for a total of 42,125 children.Many pre-k programs have expanded services to full-day which is helpful for working parents. 2/3 of public pre-kindergarten children participate in a full-day program. Public school pre-k is a free program in Oklahoma. Collaborative classrooms either in licensed child care facilities or Head Start settings were offered by 140 districts along with collaborations with other collaborative arrangements (ex. Faith-based, Assisted Living Center, OSU CDL, Tribal, Even Start, YWCA, etc.) and totaled 160 sites. Some school sites often offer wrap-around care before and after school for students and some

even offer care for out-of-school days to help meet the needs of working parents.

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

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Estimated Amount of CCDF Quality Funds For FY 2014	Activity (Lead Agency should include description of quality activities that cover FY 2014 and also information about activities for FY 2015, if available)	Purpose	Projected Impact and Anticipated Results (if possible)
Infant/Toddler Targeted Fund $0	N/A	N/A	N/A
School-Age/Child Care Resource and Referral Targeted Funds 0 / $2,039,000	$0 for School-age; Funding listedis only for Child Care Resource and Referral. is targeted amountisis is $$0	Support parents with consumer education; providers with training and technical support; and communities with data and planning.	13,000 parents receive help finding child care; 8,000 providers receive training and technical assistance; local communities receive assistance with child care supply and demand data; and regional agencies facilitate local partnerships to enhance child care quality.
Quality Expansion Targeted Funds 0	N/A	N/A	N/A

| Quality Funds (not including Targeted Funds)

6,312,000 | **1.** Voucher Provider Training $92,000

2. Mental health consultation $31,000

3. Center for Early Childhood Professional Development $1,800,000

4. Center for Early Childhood Professional Development Professional Credentials and Provider Compensation $1,645,000

5. Scholars $2,550,000

6. Warmline $244,000 | **1.** Voucher provider conferences are required to be tied to core competencies.

2. Matching funds with Department of Mental Health and Department of Health to deliver on-site mental health consultation.

3. Delivers training to early childhood teachers and directors, maintains database of approved consultant/educators, maintains list of approved advisors for those who are completing a child development curriculum that will prepare the candidate for a National Credential, conducts ERS scales for QRIS programs, leadership training for directors, entry level training for teachers, directors, and family child care home providers; trains providers on use of infant toddler and preschool early learning guidelines.

4. Support directors and teachers with salary supplements tied to tenure and training, maintain database for directors' credential and teacher's professional development ladder.

5. Support early childhood directors and teachers seeking higher education

6. Support child care staff statewide with toll free access to child development and health specialists and a tape library of 1,200 topics including child health, child development, behavior and safety; coordinate access to mental health consultation. | **1.** 3,680 early childhood teachers will obtain training tied to core competencies.

2. 150 licensed centers and homes receive on-site assistance managing children with challenging behavior; children achieve continuity of care and are connected to resources.

3. 100,000 hours of professional development delivered to 8,500 participants, 600 environment rating scales completed annually, 6,000 teachers complete entry level training courses.

4. 1,600 participants receive salary supplements thereby encouraging professional development and progression up the career ladder; teachers and directors utilize the statewide registry to track professional development progress.

5. Coordinators at community colleges recruit and support infant toddler, early childhood, and school-age staff seeking credentials, certificates, and associate degrees in early childhood education; scholarships pay for tuition and books for 1,000 participants per semester; 500 students annually complete requirements ranging from a CDA to an Associate's Degree.

6. 1,500 providers annually obtain information that supports healthy and safe child care annually. |
|---|---|---|---|

1.2.4 Will the Lead Agency distribute quality funds to counties or local entities?
Note: This question is to obtain information on whether the Lead Agency retains decision

making responsibilities regarding the quality dollars at the State/Territory level or if funds are distributed to local entities

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

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

N/A

☐ Other.
Describe:

N/A

1.3 CCDF Program Integrity and Accountability

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

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

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Describe:

A) Fiscal. Oklahoma uses 100% of the Matching and Mandatory funds for child care payments. By our method of applying all of the Matching and Mandatory funds to provide child care assistance, we comply with the 70% requirement. The Office of State Finance monitors CCDF fund distribution for activities to improve the quality of child care by maintaining fund distributions into separate locations for administration, systems quality, or earmarked expenses.

B), DataTheACF800/801reportsarecreatedbymultipledataextractionjobsfromtheIMSdatabases thatareapartofthePS2eligibilitysystem. Thedataextractedhasbeenenteredintothesystemby caseworkersduringthecourseofeligibilityintakeandreview. TheACF801reportiscreatedasa monthlyreportfortransmissionwithin90daysaftertheendofthereportmonth.TheACF800reportis createdfortransmissionpriortotheendofthecalendaryearbasedonsummarydatafromthevalidated ACF801reports.

Prior to transmission, data is reviewed on a monthly basis. The primary coordinator for the report specifications, data integrity and final review is the Adult and Family Services (AFS) Program Manager for Business Knowledge. The primary coordinator for report development and execution is the IS Manager for the Office of Management & Enterprise Services (OMES) - Information Services Division (ISD) Enterprise Application Services, Reports and Data Warehouse unit.

The 3 primary steps that are performed internally by OKDHS are as follows:
1. The first validation is the internal validation of the data extract conducted jointly by the AFS Business Knowledge unit and the AFS Child Care Subsidy unit. This validation is an ongoing, continuous process conducted monthly.

2. A second step in the validation process is uploading the data extract into the Child Care Data Viewer provided by the Child Care Bureau. The Business Knowledge staff reviews the reports contained within the CCD Viewer.

3. Questions and issues regarding the statewide Child Care Timeliness Report arise throughout the year. The AFS Business Knowledge unit meets with the AFS Child Care Subsidy unit to reviewany issue. Cases are reviewed and compared to policy, IMS, statewide child care report and the federal child care report. Changes are made to any of the reports if the review indicates it is needed.

Overall the ACF801 report is reviewed prior to submission by the AFS Business Knowledge unit staff. The review process includes a sample of at least 50 cases which are compared to child care policy, IMS and the federal report to insure the data submitted is accurate. Prior to sampling, the data to be transmitted is loaded into spreadsheets for a general look at data validity and the accuracy of report calculations. The sampled cases are then reviewed in detail to determine not only validity, but also compared to the original PS2 source for the extract to ensure that the extraction process was complete and accurate. The AFS-Child Care Subsidy unit assists with this process and coordinates with AFS-BK unit to ensure that program policies are accurately translated.

This review process also occurs upon the receipt of federal policy changes, program instructions or interpretations. The master documentation for the ACF800/801 reports is maintained by AFS-BK unit and includes the instructions for extraction, calculation and validity checking of individual data elements.

By tracing current and ongoing processes and storing all resulting documents and files produced during the course of the year AFS will accomplish a data verification process that produces accurately and timely data in accordance with the federal standards.

c) Error Rate
Oklahoma uses the approved Fieldwork Preparation Plan and the Record Review Worksheet to complete the Improper Payments Error Rate Review Process. Results of the reviews are used for targeted training of field staff.

1.3.2. Describe the processes the Lead Agency will use to monitor all sub-recipients. Lead Agencies that use other governmental or non-governmental sub-recipients to administer the program must have written agreements in place outlining roles and responsibilities for meeting CCDF requirements. (98.11 (a) (3))

Definition: A sub-recipient (including a sub-contractor and or sub-grantee) is a non-Federal entity that expends Federal awards (contract or grant) received from another entity to carry out a Federal program, but does not include a vendor nor does it include an individual who is a beneficiary of such a program. OMB Circular A-133 Section 210 provides additional information on the characteristics of a **sub-recipient and vendor** (http://www.whitehouse.gov/omb/circulars/a133_compliance_supplement_2010). The description of monitoring may include, but is not limited to, a discussion of written agreements, fiscal management, review of policies and procedures to ensure compliance with CCDF regulations, monitoring/auditing contractors or grantees to ensure that eligible children are served and eligibility documentation is verified, and establishing performance indicators or measures related to improper payments.

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Describe:

No sub-recipients

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

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Type of Activity	Identify Program Violations	Identify Administrative Error
Share/match data from other programs (e.g. TANF, Child and Adult Care Food Program (CACFP), Food and Nutrition Service (FNS), Medicaid))	☑	☑
Share/match data from other databases (e.g., State Directory of New Hires, Social Security Administration, Public Assistance Reporting Information System (PARIS))	☑	☑
Run system reports that flag errors (include types)	☑	☑
Review of attendance or billing records	☑	☐

Audit provider records	☑	☐
Conduct quality control or quality assurance reviews	☑	☑
Conduct on-site visits to providers or sub-recipients to review attendance or enrollment documents	☑	☐
Conduct supervisory staff reviews	☑	☑
Conduct data mining to identify trends	☑	☑
Train staff on policy and/or audits	☑	☑
Other. Describe N/A	☐	☐
None	☐	☐

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

1.Share/match data from other programs is collected within the OKDHS mainframe and is available for all workers to access statewide. Workers are encouraged to consolidate all benefits on one case number if possible.

2. Share/match data from other databases is collected through data exchange with other agencies such as Oklahoma Employment Securities Commission (OESC) for previous quarterly wages, current unemployment benefits, state new hires; SSA; and the IRS. Workers regularly run reports to address any discrepancies generated by the data exchange.

3. Run system reports that flag errors: Workers regularly run reports that identify policy alerts, such as failure to cooperate with child support requirements, and system alerts such as cases that are in error status which may prevent proper payment.

4. Review of attendance or billing records: Office of Inspector General (OIG) and AFS Child Care Subsidy staff conduct audits of provider written attendance records and compare to Electronic Benefits System (EBT) records to monitor appropriate fiscal management of CCDF funds by the provider. In addition, Finance Electronic Payment Systems staff review all manual claims submitted for accuracy.

5. Audit provider records: Office of Inspector General (OIG) and the AFS Child Care Subsidy staff conduct audits of provider records based on specific allegations, various reports and random investigations.

6. Conduct quality control or quality assurance reviews: OIG staff conducts reviews for the federally mandated Improper Payments process as well as conducting audits of child care providers as outlined in the previous answer. In addition AFS Child Care Subsidy staff randomly review child care client cases and child care providers for accuracy of payment.

7. Conduct on-site visits to providers or sub-recipients to review attendance or enrollment documents: These on-site visits are conducted by OIG and the OCCS Licensing Specialists to determine if payments were correct based on actual attendance and verify capacity issues.

8. Conduct supervisory staff reviews: Supervisors of eligibility workers around the state randomly review child care cases. In addition, new workers must have 100% of their child care cases reviewed by their supervisors.

9. Conduct data mining to identify trends: Various reports are available including key indicators which identify trends in the Child Care Subsidy program.

10. Train staff on policy and/or audits: Staff is trained regarding policy and audit findings based on requests or need. Besides formal training which may be requested by county office staff, training also includes broadcast messages and online resources such as "Best Practices Quizzes," and tips with frequently asked questions.

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

N/A

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

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Strategy	UPV	IPV and/or Fraud	Administrative Error
Require recovery after a minimum dollar amount in improper payment. Identify the minimum dollar amount: $	☐	☐	☐
Coordinate with and refer to other State/Territory agency (e.g. State/Territory collection agency, law enforcement). Describe:	☐	☐	☐
Recover through repayment plans	☑	☑	☑
Reduce payments in the subsequent months	☑	☑	☑
Recover through State/Territory tax intercepts	☐	☐	☐
Recover through other means. Describe:	☐	☐	☐

Establish a unit to investigate and collect improper payments. Describe composition of unit: The Office of Inspector General conducts audits, investigations and refers client and provider over payments for collection. AFS Benefit Integrity Recovery unit establishes and collects client overpayments. Finance Division Electronic Payment System unit establishes and collects provider overpayments.	☑	☑	☑
Other. Describe:	☐	☐	☐
None	☐	☐	☐

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

1. Recover through repayment plans: When improper payments are identified, the funds are recovered through repayment plans with the client or provider as appropriate.

2. Reduce payments in the subsequent months: A repayment plan withholding a percentage of the provider's payment is used until the overpayment is paid in full.

3. Establish a unit to investigate and collect improper payments: The Office of Inspector General (OIG) is the primary division of OKDHS that conducts audits and investigations of both clients and child care providers. When an audit or investigation discovers a client overpayment, the AFS Benefit Integrity Recovery Section is contacted to establish and collect the overpayment. When a provider overpayment is discovered, OIG contacts Finance Division Electronic Payment Systems unit to establish and collect the overpayment.

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

☐ None
☐ Disqualify client.
 If checked, please describe, including a description of the appeal process for clients who are disqualified

N/A

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

There is an internal review process.

☑ Prosecute criminally
☑ Other.
Describe.

Overpayments over $500 may be sent to District Attorney for prosecution review when the Office of Inspector General suspects intentional fraud. The DA determines if prosecution is appropriate.

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

Activities identified in ACF-402	Cause/Type of Error (if known)	Actions Taken or Planned	Completion Date (Actual or planned) (if known)
Broadcast message to staff state wide regarding findings.	The most common error was due to miscalculation of income. The second most common error was due to missing or insufficient documentation.	Broadcast message sent to staff state wide regarding findings.	September, 2011

Presentation at Field Liaison meeting regarding findings.	The most common error was due to miscalculation of income. The second most common error was due to missing or insufficient documentation.	Presentation given at Field Liaison meeting regarding findings.	September, 2011
Issue document on what should be included in case notes.	The most common error was due to miscalculation of income. The second most common error was due to missing or insufficient documentation.	Issued document on what should be included in case notes.	October, 2011
Online tips for staff state wide.	The most common error was due to miscalculation of income. The second most common error was due to missing or insufficient documentation.	New online tips created and made available to staff state wide.	January, 2012
Online best practices quizzes for staff state wide.	The most common error was due to miscalculation of income. The second most common error was due to missing or insufficient documentation.	Monthly online best practices quizzes made available for staff state wide.	September, 2012

1.4 Consultation in the Development of the CCDF Plan

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

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

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

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

☑ **Representatives of general purpose local government (required)** This may include, but is not limited to: representatives from counties and municipalities, local human service agencies, local education representatives (e.g., school districts), or local public health agencies.	Local governments receive notice of the Public Hearing and are invited to comment on the State Plan. The links to the survey were posted on OKDHS website as of 3/12/13. Additionally, staff is encouraged to meet with local officials to identify issues related to child care in their local communities and municipalities.

For the remaining agencies, check and describe (optional) any which the Lead Agency has chosen to consult with in the development of its CCDF Plan.

☑ State/Territory agency responsible for public education This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.	The OCCS and the SDE have a close working relationship and share a common commitment to serving families with high quality care and education for all children. SDE and OKDHS provide resources on the implementation and dissemination of the early learning guidelines for 3-5 year old children in early childhood settings.
☑ State/Territory agency responsible for programs for children with special needs This may include, but is not limited to: State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs	Representatives of Sooner Start, the state early intervention program, serve on the Expanding Opportunities Task Force examining ways to expand access to child care for children with special needs. OKDHS Adult and Family Services receive a portion of the Maternal and Child Health block grant (Title V) for children with special health care needs. One of the performance measures examines access to child care for children with special needs. Provider & parent surveys used to collect information for the state plan included specific questions about availability of care for children with special needs.
☐ State/Territory agency responsible for licensing (if separate from the Lead Agency)	N/A
☑ State/Territory agency with the Head Start Collaboration grant	Head Start is an important part of the early childhood care and education field in Oklahoma. Head Start programs participated in Child Care Licensing Revision workgroup and focus groups regarding revisions to QRIS criteria and programs have received specific training on participating in the Oklahoma Professional Development Registry. The Head Start Collaboration Director serves on a number of committees and task forces related to licensing and early childhood. She encourages individuals in Head Start to complete the applicable parent and provider surveys. In addition, OCCS staff serves on the Oklahoma Head Start Collaboration Project Advisory Board.

☑ Statewide Advisory Council authorized by the Head Start Act	The Governor designated the Oklahoma Partnership for School Readiness as the State Advisory Council. The OKDHS Director is a statutory board member and the State Child Care Administrator serves as his designee. Board members are provided copies of the draft State Plan and invited to the public hearing. The Oklahoma Partnership for School Readiness meets monthly.
☐ Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services	N/A
☑ State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)	OKDHS licensing specialists serve as a resource to licensed child care facilities to provide information about the Child and Adult Care Food Program, administered by the SDE. Programs are encouraged to participate in CACFP to assure children in licensed care receive balanced and nutritious meals. Several of the child care resource and referral agencies contract with SDE to administer CACFP to licensed child care and Head Start facilities
☐ State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant	N/A
☑ State/Territory agency responsible for public health (including the agency responsible for immunizations and programs that promote children's emotional and mental health)	The Oklahoma Department of Health (OSDH) utilizes the services of immunization field consultants (IFC) to assist OKDHS Licensing Specialists in monitoring compliance with state immunization requirements. Licensing specialist may use a referral form to the IFC when they identify problems with immunization records during monitoring visits. Oklahoma is currently 23rd in comparison to all states and has an immunization rate of 77.3%. The Oklahoma State Department of Health (OSDH) and OKDHS collaborate to staff a Warmline, a toll-free service that offers consultation and resources to child care providers and parents on children's health, behavioral issues, child growth and development, and health and safety information. The OSDH also participates in joint funding of mental health consultation services that provides on-site consultation to child care facilities regarding management of children with challenging behaviors. OKDHS staff consults on the OSDH State Early Childhood Comprehensive Systems Grant and the OSDH's Immunization Advisory Council.

☑ State/Territory agency responsible for child welfare		Child Welfare Services is a sister division within OKDHS. A representative attends monthly child care coordination meetings within the agency. Division staff participated in the state plan committee andis invited to review the CCDF State Plan and attend the Public Hearing.
☑ State/Territory liaison for military child care programs or other military child care representatives		Representatives from military child care programs serve on state-wide committees and focus groups include School-Age Core Competencies. They are made aware of the surveys and public hearings for the state plan.
☐ State/Territory agency responsible for employment services/workforce development		N/A
☑ State/Territory agency responsible for Temporary Assistance for Needy Families (TANF)		OKDHS transfers TANF funds to the CCDF program and reimburses providers for child care services for TANF clients with TANF funds. All parents or caretakers who receive cash assistance from OKDHS are required to be engaged in a work activity and must participate for the number of hours weekly that is necessary to move that individual into employment and self-sufficiency. TANF recipients receive child care assistance for approved work activities, job search activities, job readiness activities and educational services.
☑	Indian Tribes/Tribal Organizations ☐ N/A: No such entities exist within the boundaries of the State	OKDHS staff work cooperatively and meet regularly with the Oklahoma Tribal State Child Care Network to share information on licensing, quality initiatives and subsidy reimbursement programs. The Oklahoma Tribal State Network represents the Oklahoma Tribal Child Care Association, which is composed of the 39 federally recognized Indian Tribes who receive CCDF allocations. OKDHS has cooperative licensing agreements with four tribes (Cherokee, Chickasaw, Choctaw and Muscogee Creek). Oklahoma child care licensing policies include recognition of and coordination with the licensing units representing these four tribes for acceptance of each other's monitoring visits. Triballicensing specialists attend state sponsored training, and subsidy information is shared to insure improper payments do not occur. OKDHS contracts with Oklahoma Child Care Resource and Referral, who in turn, contract with the Cherokee and Delaware Tribes as part of the state resource and referral network. OKDHS shares results of the market rate survey with tribes who adopt the results for use in formulating their own CCDF plans. Many tribes adopt the state reimbursement rates. A representative of Tribal Child Care sits on the Child Care Advisory Board.

☑ Private agencies/entities including national initiatives that the Lead Agency is participating in such as BUILD, Strengthening Families, Mott Statewide After-school Networks, Ready by 21	The Oklahoma Afterschool Network, Oklahoma SDE, and lead agency meet together on committees developing common language and guidelines for out-of-school time agencies; and to have increased coordination between the different agencies.
☑ Provider groups, associations or labor organizations	The Oklahoma Child Care Association reviews the state plan and provides testimony at the public hearing. Members of this association were at the Child Care Advisory Committee meeting and received personal invitations to respond to the surveys and also to attend the public hearing. In addition, the Early Childhood Association of Oklahoma was invited to share state plan links and to encourage their members to respond to the surveys and attend the CCDF hearing. A representative of Oklahoma Child Care Association and a representative of the Early Childhood Association of Oklahoma both sit on the Child Care Advisory Board.
☐ Parent groups or organizations	N/A
☑ Local community organization, and institutions (child care resource and referral, Red Cross)	Oklahoma Child Care Resource and Referral Association provide assistance to parents, child care providers, and communities statewide through a network of eight regional agencies. They assist the Lead Agency with collection of information to inform the State Plan by posting the draft plan and links to parent and provider surveys on their website. They promote the public hearing and review and comment on the draft State Plan.
☐ Other	N/A

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

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a) Date(s) of notice of public hearing: 03/12/2013
 Reminder - Must be at least 20 days prior to the date of the public hearing.

b) How was the public notified about the public hearing? The public hearing was posted on Lead Agency website; sent to licensing staff and other partner agencies and sent to parents and providers by email. The state plan surveys for providers and parents was also live as of 3/12/13 and remained operational until April 12, 6:00 pm CST. The state plan survey was also provided as a pdf copy that could be mailed in to the agency and responses to those were received until April 16, 2013. c) Date(s)

of public hearing(s): 05/07/2013
Reminder - Must be no earlier than 9 months before effective date of Plan (October 1, 2013).

d) Hearing site(s) Oklahoma History Center, Chesapeake Room; Oklahoma City, OK

e) How was the content of the Plan made available to the public in advance of the public hearing(s)? The pre-print plan was posted as of the end of April, 2013 and the plan link was sent to partner agencies for inclusion on their websites. Partner agencies were provided a newsletter article about the draft plan and the public hearing process that they were encouraged to include state plan information in newsletters leading up to the public hearing. The web address of the pre-print plan was provided to licensed child care facilities in the notice about the public hearing. The draft plan was emailed to individuals and organizations who had received the pre-print plan notification previously.

f) How will the information provided by the public be taken into consideration in the provision of child care services under this Plan? Written and oral comments on the draft plan were collected during the public hearing and some were received by email following the hearing by individuals who were there. For individuals unable to attend the hearing, written comments were submitted to the lead agency based on the state plan draft. Where relevant, comments will be incorporated into the plan. The review committee met on June 5 to review all comments and revisions were made as needed.

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

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Consideration was given to the date, time, location, and accessibility when scheduling the public hearing. The hearing was at 1:30 in the afternoon on a Tuesday in Oklahoma City, the central location to all areas of the state. The location provides adequate parking and an accessible building, as well as capability for presentations and audio/visual equipment.

1.5. Coordination Activities to Support the Implementation of CCDF Services

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

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

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

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Agency/Entity (check all that apply)		Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services	Describe the goals or results you are expecting from the coordination Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.
☑	Representatives of general purpose local government This may include, but is not limited to: representatives from counties and municipalities, local education representatives, or local public health agencies.	Local governments receive notice of the Public Hearing and are invited to comment on the State Plan. Additionally, staff is encouraged to meet with local officials to identify issues related to child care in their local communities or municipalities.	Upon request, the Lead Agency makes addresses of licensed child care facilities available to city governments to assist them in assuring compliance with zoning regulations.

☑	State/Territory agency responsible for public education **(required)** This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.	The OCCS and the SDE have a close working relationship and share a common commitment to serving families with high quality care and education for four year olds. The State Superintendent for Public Instruction encourages school districts to collaborate with child care and Head Start to provide full-day, full-year services. The SDE reports that 514 school-districts offer pre-kindergarten programs, with only 7 districts not having a program. In addition 3 charter school "districts" also offer pre-kindergarten. There are 10 districts that collaborate with child care to offer pre-kindergarten and 130 districts that collaborate with Head Start. 708 pre-kindergarten students in 8 districts attend child care facilities for pre-k collaborations off public school campus. OKDHS licensing specialists provide information about the Child and Adult Care Food Program, administered by the SDE, to licensed facilities. Programs are encouraged to participate to assure children in licensed care receive balanced and nutritious meals.	School districts may directly administer before and after - school care or make school facilities available to agencies to operate before and after - school care. Some school districts may host Head Start classrooms and expand availability of Pre K programs by supplying certified teachers to licensed child care facilities.
☑	Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services **(required)**	OKDHS currently administers the CCDF Grant, the Social Services Block Grant, TANF, Title IV B of the Social Security Act, Child Support and other child welfare programs. This assists with providing a seamless consistent child care program in Oklahoma. OKDHS convenes a monthly child care coordinating committee consisting of representatives from each OKDHS division involved with child care, OCCS, Planning and Research, Adult and Family Services , Finance, and the Office of Inspector General to discuss emerging issues and resolve problems. OKDHS meets regularly with tribal CCDF grantees to assure coordination of services. Tribes utilize the state market rate survey data in setting rates. The four tribes with joint licensing agreements attend policy training with state licensing specialists and share subsidy information. The Oklahoma Partnership for School Readiness Act, created in 2003, established a public/ private partnership that now includes 17 private sector representatives appointed by the Governor, and 15 public sector representatives.	The work of the Oklahoma Partnership for School Readiness (OPSR) is to create a comprehensive policy structure that connects programs, services, ideas and initiatives for families to insure young children enter school with the necessary skills to succeed. The OPSR will also promote best practices for existing programs and coordinates private and public resources. Branded as Smart Start Oklahoma, a network of 18 local initiatives builds early childhood systems at the community level. Indian Tribes will use their CCDF funds to construct new child care facilities, thus expanding the number of high quality slots available. Tribes and the Lead Agency will collaborate on programs such as TANF and child care subsidy to assure clients receive funds from only one government entity.

☑	State/Territory agency responsible for public health **(required)** This may include, but is not limited to, the agency responsible for immunizations and programs that promote children's emotional and mental health	OKDHS contracts with Oklahoma State Department of Health (OSDH) for health inspections of child care facilities and utilizes the services of immunization field consultants (IFC) to assist OKDHS Licensing Specialists in monitoring compliance with state immunization requirements. The IFC attend child care licensing policy training with licensing specialists. The combined efforts raised Oklahoma from a low point of 49th in the nation for children who have received recommended immunizations to 17th; with the current percentile being 23rd, with 77.3 % of children immunized. OSDH and OKDHS collaborate to staff a Warmline, a toll free service that offers consultation and resources to child care providers and parents on children's health, behavioral issues, child growth and development, and health and safety information. The OSDH also participates in joint funding with OKDHS for mental health consultation services that provides on-site consultation to child care centers regarding management of children with challenging behaviors. The U.S. Department of Health and Human Services,Health Resources and Services Administration (HRSA) and has recently sent out a new competitive ECCS application for funding. It is called Early Childhood Comprehensive Systems (ECCS): Building Health Through Integration. The Director of OCCS wrote a letter of support for thisinitiative.	Child Care Licensing Specialists will be able to devote more of their time to monitoring health and safety issues, while the Immunization Field Consultants will monitor immunization records in licensed child care facilities.
☑	State/Territory agency responsible for employment services / workforce development **(required)**	TANF clients are referred to Oklahoma Employment Security Services to pursue possible unemployment benefits, and OESC staff refers clients to OKDHS offices to seek child care, food stamps, and TANF benefits.	Parents or needy caretakers who receive cash assistance from OKDHS are required to be engage in a work activity and must participate for the number of hours weekly that are necessary to move that individual into employment and self-sufficiency. Clients referred for benefits are given a cash voucher for work search and are authorized one month of child care assistance for work search activities.
☑	State/Territory agency responsible for providing Temporary Assistance for Needy Families (TANF) including local human service agencies**(required)**	OKDHS transfers TANF funds to the CCDF program and reimburses providers for child care services for TANF clients with TANF funds. All parents or caretakers who receive cash assistance from OKDHS are required to be engaged in a work activity and must participate for the number of hours weekly that are necessary to move that individual into employment and self-sufficiency. TANF recipients receive child care assistance for approved work activities, job search activities, job readiness activities, and educational services.	Combining TANF and CCDF funds allows the Lead Agency to provide higher rates of reimbursement for higher quality of care. The combined funds assure that Oklahoma does not have a waiting list and clients seeking child care can be certified as soon as their applications are complete. This assures that access to child care is not an impediment to client's seeking work or participating in work related activities.

☑	Indian Tribes/Tribal Organizations (required) ☐ N/A: No such entities exist within the boundaries of the State	OCCS staff work cooperatively and meet regularly with the Oklahoma Tribal State Child Care Network to share information on licensing, quality initiatives and subsidy reimbursement programs. The Oklahoma Tribal State Network represents the Oklahoma Tribal Child Care Association, which is composed of the 37 federally recognized Indian Tribes who receive CCDF allocations. OKDHS has cooperative licensing agreements with four tribes (Cherokee, Chickasaw, Choctaw and Muscogee Creek). Oklahoma child care licensing requirements include recognition of and coordination with the licensing units representing these four tribes for acceptance of each other's monitoring visits. Tribal licensing specialists attend state sponsored training, and subsidy information is shared to insure improper payments do not occur. OKDHS contracts with the Cherokee Tribe to provide resource and referral services as part of the state resource and referral network. OKDHS shares results of the market rate survey with tribes who adopt the results for use in formulating their own CCDF plans.A tribalrepresentativeserves on the Child Care Advisory Board.	Several tribes utilize their CCDF funds to construct new facilities, which expand the number of high quality slots available. By sharing monitoring duties between the Lead Agency and the four tribes that have entered into joint licensing agreements with the state, workload is decreased. By utilizing the state Market Rate Survey results tribes avoid duplicative efforts.

For the remaining agencies, check and describe (optional) any with which the Lead Agency has chosen to coordinate early childhood and school-age service delivery

☑	State/Territory agency with the Head Start Collaboration grant	OCCS staff serves on the Oklahoma Head Start Collaboration Project Advisory Board. The Head Start Collaboration Specialist serves on The Oklahoma Partnership for School Readiness committee appointed by the governor and other committees and task forces sponsored by the lead agency.	Head Start and child care staff are able to jointly participate in training to enhance skills. Head Start and child care programs collaborate to offer full day and full year care utilizing both Head Start and CCDF funds.
☐ ☑	State/Territory agency responsible for Race to the Top - Early Learning Challenge (RTT-ELC) N/A: State/Territory does not participate in RTT-ELC	N/A	N/A

☑	State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)	The OCCS and the SDE have a close working relationship and share a common commitment to serving families with high quality care and education and to provide information about the Child and Adult Care Food Program, administered by the SDE, to licensed facilities. Programs are encouraged to participate to assure children in licensed care receive balanced and nutritious meals.	In order to support the requirements of the CACFP during out of school time, school districts may either directly administer before and after - school care or they may make school facilities available to local agencies to operate before and care. School districts may also host after - school Head Start classrooms and expand availability of Pre K programs by supplying certified teachers to licensed child care facilities.
☑	State/Territory agency responsible for programs for children with special needs This may include, but is not limited to: State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs	The Lead Agency coordinates a task force whose purpose is to expand and improve services to children with special needs and their families. Representatives include staff from Special Education services at the SDE and Sooner Start, the state early intervention program.	Two goals of the task force are the revision of policies covering the subsidy rate for children with special needs to expand coverage, and enhanced transition services from child care to Local Education Authorities.
☑	State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant	The lead agency participates in an Interagency Coordinating Council with Oklahoma State Department of Health, Sooner Start, Oklahoma State Department of Mental Health and Substance Abuse, Oklahoma Council on Children and Youth.	A goal of the workgroup is to coordinate training opportunities for visitation program staff.

☑	State/Territory agency responsible for child welfare	Child Welfare services are also delivered by the Lead Agency. Children in protective custody and foster children with working foster parents are automatically eligible for child care subsidy.	The Lead Agency achieves protection of at-risk children and preservation of foster care placements. Mental health consultation is available to facilities that accept subsidy payments, and this can be utilized to stabilize foster children in child care settings.
☐	State/Territory liaison for military child care programs or other military child care representatives	N/A	N/A
☑	Private agencies/entities including national initiatives that the Lead Agency is participating in such as BUILD, Strengthening Families, Mott Statewide After-school Networks, Ready by 21	The lead agency participates in committees with other entities such as the Oklahoma After-school Network (OKAN) and with the SDE. Mott Family Foundation supports OKAN initiatives. OKAN and OCCS work together with other partners to discuss program evaluations and best practice guidelines.	Developing a common language and working together for appropriate guidelines for licensed and license-exempt programs is one expected result; working for better coordination between different entities/agencies is also an expected resul
☑	Local community organizations (child care resource and referral, Red Cross)	Oklahoma Child Care Resource and Referral Association (OCCRRA) and their 8 regional agencies work closely with Oklahoma Child Care Licensing Specialists in communities across the state. They provide consumer education and local training for licensed facility staff. The Lead Agency provides notice of new licenses and permits as well as facility closures and license revocations.	OCCRRA helps parents find child care that meet their needs, educates businesses and local communities about the importance of quality child care, and assures access to quality training in local communities for child care teachers and administrators
☑	Provider groups, associations or labor organizations	The Lead Agency collaborates with the Oklahoma Child Care Association and the Early Childhood Association of Oklahoma by supporting their sponsored trainings for administrators, teachers, and other early education professionals.	Enhanced skills of center directors, center and family child care teachers.
☐	Parent groups or organizations	N/A	N/A
☐	Other	N/A	N/A

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

☑ Yes. If yes,

> a)
> Provide the name of the entity responsible for the coordination plan(s):
> Oklahoma Partnership for School Readiness
>
> b)
> Describe the age groups addressed by the plan(s):
> Birth through six years
>
> c)
> Indicate whether this entity also operates as the State Advisory Council (as authorized under the Head Start Act of 2007):
> ☑ Yes
> ☐ No
>
> d)
> Provide a web address for the plan(s), if available:
> http://www.smartstartok.org/advisory

☐ No

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

☐ State/Territory-wide early childhood and/or school-age cabinet/advisory council/task force/commission.

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

N/A

☑ State Advisory Council (as described under the Head Start Act of 2007).

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

Oklahoma Partnership for School Readiness (OPSR) was designated by the Governor as the statewide Early Childhood Advisory Council. The organization, also operating as Smart Start Oklahoma, serves children birth through 6 years. The Lead Agency is represented on the OPSR Board, several staff serve on subcommittees, and a representative of the Lead Agency serves on the Early Childhood Data Workgroup.

☐ Local Coordination/Council

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

N/A

☐ Other

Describe

N/A

☐ None

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

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

The Oklahoma Partnership for School Readiness, a public-private partnership serving as the State's Early Childhood Advisory Council developed a strategic plan with technical assistance from the Smart Start National Technical Assistance Center and the Build Initiative. Proposed strategies are: 1) enact a strong public policy promoting early childhood care and education; 2) create a statewide public-private early childhood partnership; 3) mobilize communities to provide environments that support children and families; and 4) increase awareness through a public engagement campaign. OPSR currently works with 18 Oklahoma Smart Start Communities serving a total of 51 counties which impact 88% of the population of Oklahoma children under the age of six. These coalitions engage communities to support parents as they nurture, teach and provide for their children. Through active collaboration, they remove barriers, close gaps and bring state, federal and private resources to families with young children.

☐ No

1.6. Child Care Emergency Preparedness and Response Plan

It is recommended, but not required, that each Lead Agency develop a plan to address

preparedness, response, and recovery efforts specific to child care services and programs. Plans should cover the following areas: 1) planning for continuation of services to CCDF families; 2) coordination with other State/Territory agencies and key partners; 3) emergency preparedness regulatory requirements for child care providers; 4) provision of temporary child care services after a disaster; and 5) rebuilding child care after a disaster. For further guidance on developing Child Care Emergency Preparedness and Response Plans see the Information Memorandum (CCDF-ACF-IM-2011-01) located on the Office of Child Care website at: http://www.acf.hhs.gov/programs/occ/resource/im-2011-01

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

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

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

☑ **Other. Describe:**

All OKDHS offices and locations are required to have a Continuity of Operations Plan. These plans provide for incident management and recovery activities for the continuation of service delivery. To support these local efforts the agency developed and designed the OKDHS Incident Command System to respond to state and local level emergencies and events that not only affect OKDHS but the communities, clients, and people OKDHS serve. The Incident Command System is staffed with resources for command and control and integration into local and state emergency response organizations, which is vital for OKDHS to assess the needs and provide services to any populace that may be affected by an emergency and assist in state level recovery efforts. OKDHS has also developed an Information Technology Disaster Recovery Plan that provides for the recovery of the agency Data Services Division and systems that are required to carry out the agencies critical mission essential functions. This plan is tested and updated on a regular basis. Licensing requirements include emergency preparedness as a component under safety and sanitation rules. From the tornado emergencies in Oklahoma during May 2013, an Oklahoma Child Care Recovery Task Force was formed including representatives of DHS Child Care Services, Resource & Referral, Save the Children, Oklahoma Department of Mental Health and Substance Abuse Services, FEMA, Office of Child Care, ORA and OHS. "Inside DHS:In the News" is available at okdhs.org and looks at the impact of the May tornadoes, both on employees who were affected as well as the services DHS provided. Child Care Resource & Referral publicized child care referral for anyone who needed immediate, temporary or long-term child care due to the disaster and served as a referral service for any displaced child care staff looking for temporary or long-term employment. During the weeks and months following the disasters, the Security and Emergency Management Administrator from OKDHS Office of Inspector General provided regular updates. The security policy for DHS division and offices is located at http://infonet/roles/oig/default.htm.

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

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☑ Planning for continuation of services to CCDF families

☑ Coordination with other State/Territory agencies and key partners

☑ Emergency preparedness regulatory requirements for child care providers

☐ Provision of temporary child care services after a disaster

☐ Restoring or rebuilding child care facilities and infrastructure after a disaster

☐ None

PART 2

CCDF SUBSIDY PROGRAM ADMINISTRATION

2.1 Administration of the Program

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

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

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☑ Eligibility rules and policies (e.g., income limits) are set by the:
 ☑ State/Territory
 ☐ Local entity.
If checked, identify the type of policies the local entity(ies) can set

N/A

☐ Other.
Describe:

N/A

☑ Sliding fee scale is set by the:
  ☑ State/Territory
  ☐ Local entity.
If checked, identify the type of policies the local entity(ies) can set

N/A

☐ Other.
Describe:

N/A

☑ Payment rates are set by the:
  ☑ State/Territory
  ☐ Local entity.
If checked, identify the type of policies the local entity(ies) can set

N/A

☐ Other.
Describe:

N/A

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

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Implementation of CCDF Services/Activities
Who determines eligibility?   **Note:** If different for families receiving TANF benefits and families not receiving TANF benefits, please describe: N/A

Agency (Check all that apply)
☑   CCDF Lead Agency

☐   TANF agency

☐   Other State/Territory agency.

Describe:
N/A

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

Describe:
N/A

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

Agency (Check all that apply)
- ☑ CCDF Lead Agency
- ☐ TANF agency
- ☐ Other State/Territory agency.

Describe:
N/A

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

Describe:
N/A

Who issues payments?

Agency (Check all that apply)
- ☑ CCDF Lead Agency
- ☐ TANF agency
- ☐ Other State/Territory agency.

Describe:
N/A

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

Describe:
N/A

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

Payments are issued electronically to licensed and contracted providers after attendance is recorded on the Electronic Benefit Transfer (EBT) System. Payments are made on a weekly basis, two weeks in arrears.

Other. List and describe:

N/A

2.2. Family Outreach and Application Process

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

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

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- ☑ CCDF Lead Agency
- ☐ TANF offices
- ☐ Other government offices
- ☑ Child care resource and referral agencies
- ☑ Contractors
- ☑ Community-based organizations
- ☐ Public schools
- ☑ Internet

(provide website): www.okdhs.org/childcare

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

Describe:

N/A

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

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

(provide website): www.okdhslive.org.

☑ By Email
☐ Through a State/Territory Agency
☐ Through an organization contracted by the State/Territory
☑ Other.
Describe:

An authorized representative, designated by the applicant, may complete, submit and be interviewed for the applicant.

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

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

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

OKDHS contracts with Resource and Referral Agencies to provide information to parents on child care options. There are eight R&R agencies across the state. Child Care Locator, an on-line tool to help parents select quality child care is available on the OKDHS Internet site and includes information on subsidy and licensing history. OKDHS has several publications including posters and pamphlets about child care subsidy and quality available for providers to place in their facilities. These are also available in OKDHS county offices, county health departments, libraries, career-tech schools, employment offices, colleges and universities. News releases are issued on major program changes.

2.2.4. Describe how the Lead Agency will support child care programs to increase the likelihood that CCDF-served children receive higher quality care as defined in your State/Territory.

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For example, methods used to promote upward movement in quality rating and improvement system, methods used to encourage high quality programs to participate in the subsidy program such as tiered reimbursement, or incentives used to support high quality programs in rural, suburban, urban, and low-income communities.

Since February 1998, Oklahoma has used a tiered reimbursement program aimed at improving child care beyond the basic licensing criteria, especially for children receiving state-subsidized care. The program involves four distinct levels, designated by 'stars,'
One-Star programs meet minimum licensing requirements.
One-Star Plus programs meet additional quality criteria which includes: additional training, reading to children daily, parent involvement and program assessment.
Two-Star programs meet additional quality criteria or are nationally accredited.
Three-Star programs meet additional quality criteria and are nationally accredited.

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

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

An authorized representative, designated by the applicant, may complete, submit and be interviewed for the applicant.

☑ Using a simplified eligibility determination process such as:
☑ Simplifying the application form (such as eliminating unnecessary questions, lowering the reading level)
☑ Developing a single application for multiple programs
☑ Developing web-based and/or phone-based application procedures
☑ Coordinating eligibility policies across programs.
List the program names: Policies are aligned with SNAP, TANF and Medicaid policies as often as possible.

☑ Streamlining verification procedures, such as linking to other program data systems
☑ Providing information multi-lingually
☑ Including temporary periods of unemployment in eligibility criteria for new applicants (job search, seasonal unemployment).
Length of time: For initial applicants, only the TANF program offers job search child care. For non-TANF clients who have received child care benefits for at least 30 days prior to the loss of a job or completion of a school or training program, 30 days of job search child care may be approved.   Job search child care for non-TANF clients can only be approved twice in a calendar year.

(Note: this period of unemployment should be included in the Lead Agency's definition of working, or job training/educational program at 2.3.3).

☐ Other.
Describe:

N/A

☐ Other.
Describe:

N/A

☐ None

2.2.6. Describe the Lead Agencies policies to promote continuity of care for children and stability for families. Check the strategies, if any, that your State/Territory has chosen to implement.

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☑ Provide CCDF assistance during periods of job search.
Length of time: 30 days following loss of a job or completion of a school or a training program. Job search child care can only be approved twice in a calendar year.

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

Child Care, SNAP, Medical & TANF

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

N/A

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

N/A

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

N/A

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

N/A

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

Clients receive a renewal reminder notice in the mail instructing them of the option to complete their redeterminations online via www.OKDHSLive.org. Redeterminations are completed every six months. Clients can also complete their redeterminations in person at a local county office, or by downloading a paper redetermination form and submitting it via fax, mail or email. Interviews are not required at re-determination except for protective/preventive cases.

☐ None

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

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

☐ Other.
Describe:

N/A

☐ None
If the Lead Agency checked any option above related to providing information or services in other non-English languages, please list the languages offered :

Written materials are offered in Spanish; translators & translation phone services for numerous languages.

2.2.8. How will the Lead Agency overcome language barriers with providers? Check the strategies, if any, that your State/Territory has chosen to implement.

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☑ 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.

N/A

☐ None
If the Lead Agency checked any option above related to providing information or services in other non-English languages, please list the languages offered:

Written materials are offered in Spanish; translators & translation phone services for numerous languages.

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

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

The Lead Agency requires documentation of:	Describe how the Lead Agency documents and verifies applicant information:
☑ Applicant identity	Any document that reasonably establishes the applicant's identity is accepted. Examples include: Driver's License, work or school ID, ID for health benefits or social service program, voter registration card, wage stub or birth certificate.
☑ Household composition	Client's statement is accepted and the application is documentation.
☑ Applicant's relationship to the child	Client's statement is accepted and the application is documentation.
☑ Child's information for determining eligibility (e.g., identity, age, etc.)	Client's statement is accepted and the application is documentation.
☑ Work, Job Training or Educational Program	Copy of the work, training or school schedule or phone call to the employer or instructor verifying the hours of participation.
☑ Income	Paystubs, employer statement, receipts, collateral statements, data exchange system screens, public records
☑ Other. Describe: Protective/preventative need	Doctor's statement of incapacitation of parent or caretaker

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

☑ Time limit for making eligibility determinations.
Describe length of time 2 working days from the date the interview is completed and all required verification is received.

☑ Track and monitor the eligibility determination process
☐ Other.
Describe

☐ None

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

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☐ Yes.
If yes, describe:

N/A

☑ No.

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

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

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a) Identify the TANF agency that established these criteria or definitions:
     State/Territory TANF Agency   Oklahoma Department of Human Services

b) Provide the following definitions established by the TANF agency.
   • "appropriate child care": Appropriate child care is care provided by a licensed contracted child care facility; an approved in-home child care facility; a dependable relative who is able and willing to assume responsibility for care and supervision of the child(ren) for a part of the day; a free lower cost facility, such as a day care, pre-school, or Head Start program operated by a community action agency; or informal arrangements made by the parent with a neighbor or friend for occasional care.
   • "reasonable distance": A reasonable distance is a distance determined and agreed upon by the parent and the worker and is dependent upon the individual needs of the parent and child(ren).
   • "unsuitability of informal child care": Unsuitability of informal child care is an arrangement that does not afford the child(ren) adequate care and supervision. Supervision of a child means the function of observing, overseeing and guiding a child. Unsuitability is an arrangement that does not encourage a child's social development or stimulate the child(ren)'s mental capabilities and afford the child(ren) a safe and stable environment that provides for learning opportunities.

• "affordable child care arrangements": Affordable child care is defined as not exceeding the maximum child care cost as indicated on OKDHS Appendix C-4, Child Care Eligibility/Co-payment Chart.

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:

N/A

2.3. Eligibility Criteria for Child Care

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

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

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residing with -

The natural or adoptive parent(s) of the children who is living in the home and for whom child care is needed; the caretaker(s) of the minor child(ren) who needs care whether or not that caretaker is legally and financially responsible for the child(ren); all minor children in the home for whom the payee is financially responsible; the step-parent of the minor child(ren) who is living in the home and for whom care is needed; any adult non-relative opposite sex individual (ANROSI) acting in the role of a spouse and living in the home with the natural or adoptive parent; any children of the ANROSI living in the home with the natural or adoptive parent.

in loco parentis -

A person acting in the place of a parent without going through legal proceedings. He or she is expected to pursue child support from the natural or adoptive parents of the child(ren).

2.3.2. Eligibility Criteria Based Upon Age

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

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

☑Yes,and the upper age is the day before the child turns 19. (may not equal or exceed age 19).
Provide the Lead Agency definition of *physical or mental incapacity* -

A child with special needs is defined as a child receiving supplemental security income (SSI), Sooner Start early intervention services, or special education services provided in accordance with an IEP by the local school district. This definition includes a child who meets the medical definition of disability as determined by the Social Security Administration but does not meet the financial criteria to receive SSI benefits.

☐No.

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

☑Yes,and the upper age is the day before the child turns 19 (may not equal or exceed age 19).
☐No.

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

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

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

Employment, including self-employment, is defined as the individual earnings/wages for work performed if the adult is part of the household for income purposes. When child care is needed for employment, the days and hours approved is limited to the actual hours of employment including reasonable travel time.

Reasonable travel time is defined as what is appropriate for each client's situation. There is no minimum number of hours required for eligibility. Bartering for services in exchange for work performed does not meet the definition of need due to employment. If the individual is not making at least minimum wage and has been employed for at least one year, child care is not approved. The worker and client decide jointly what strategy to use to increase the client's income and by what date this plan will be accomplished or progress will be made. If the client does not cooperate in either making an action plan to increase income or in following through with the plan he or she agreed to try, child care for this employment enterprise can be reduced or terminated. Exceptions to making at least minimum wages are: 1) If there are extenuating circumstances that caused the income to decrease below minimum wage. If this occurs or the individual has been employed less than one year, the worker counsels with the individual on increasing pay. 2) If there are adoptive parents of children under age six who meet special criteria; or 3) if the individual is a caretaker who is not legally and financially responsible for the child(ren) in the home. Job search meets the definition of employment and child care may be approved only when a recipient who has received child care benefits for at least 30 days loses employment or successfully completes a formal education or training program and requests child care assistance to look for a job. Child care may be approved for a maximum of 30 calendar days from the date the client loses employment or successfully completes a formal education or training program. Job search may be approved no more than twice per calendar year and the client must meet a need factor for at least 90 days between approvals. Sleep time also meets the definition of employment when the client has an alternative care provider during work hours between 11:00pm and 7:00am and needs child care to sleep for up to 8 hours.

b) Does the Lead Agency provide CCDF child care assistance to parents who are attending job training or an educational program? (§§98.16(g)(5), 98.20(b))

☑Yes.

If yes, how does the Lead Agency define "attending job training or educational program" for the purposes of eligibility? Provide a narrative description below.

Reminder - Lead Agencies have the flexibility to include any training or education-related activities in its definition of job training or education, including study time and travel time.

attending job training or educational program -

A training program is defined as a course of study that when completed qualifies a person to meet requirements for a job the client could not have obtained without the certificate of completion, accreditation, or licensure. An education program may include: 1) high school, 2) GED, literacy, or adult basic education classes, 3) English as a second language classes, or 4) a formal education program which is defined as a course of study that leads to the attainment of an associate or bachelor's degree. In order for a training or education program to meet the definition, the program must qualify for federal financial aid from the United States Department of Education or other federal or state education funds. Documentation of need must include proof of the client's training or class schedule per semester and proof the client is making progress in completing the training or degree program. Child care is limited to time the client participates in actual classroom attendance, as well as any activities required to complete a course or maintain a scholarship, including travel time. Additional study time is not approved.When there are gaps in time between classes, the worker may approve child care beginning with the first class of the day through the last class of the day. For a TANF recipient, any activity that is approved on their TANF Work plan is allowed.

☐No.

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

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

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

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

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

 protective services

Protective or preventive child care services are used as an early intervention strategy in certain critical situations to help in preventing neglect, abuse, or exploitation. Child care can be approved in these situations to help stabilize the family situation or to enhance family functioning.

☐No.
b) Does the Lead Agency waive, on a case-by-case basis, the co-payment and income eligibility requirements for cases in which children receive, or need to receive, protective services? (658E(c)(3)(B), 658P(3)(C)(ii), §98.20(a)(3)(ii)(A))

☑Yes.
☐No.

2.3.5. Income Eligibility Criteria

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

 income -

The OKDHS Appendix C-4, Child Care Eligibility/Co-payment Chart, defines adjusted monthly income as 'Gross earned plus unearned income, minus legally-binding child support paid, rounded to the nearest dollar.'

b) Which of the following sources of income, if any, will the Lead Agency exclude or deduct from calculations of total family income for the purposes of eligibility determination? Check any income the Lead Agency chooses to exclude or deduct, if any.

☑ Adoption subsidies
☑ Foster care payments
☐ Alimony received or paid
☐ Child support received
☑ Child support paid
☑ Federal nutrition programs
☑ Federal tax credits
☑ State/Territory tax credits
☑ Housing allotments, Low-Income Energy Assistance Program (LIHEAP) or energy assistance
☐ Medical expenses or health insurance related expenses
☐ Military housing or other allotment/bonuses
☑ Scholarships, education loans, grants, income from work study
☐ Social Security Income
☐ Supplemental Security Income (SSI)
☐ Veteran's benefits
☐ Unemployment Insurance
☐ Temporary Assistance for Needy Families (TANF)
☐ Worker Compensation
☐ Other types of income not listed above:

N/A

☐ None

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

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

☐ None

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

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

Family Size	(a) 100% of State Median Income (SMI)($/month)	(b) 85% of State Median Income (SMI)($/month) [Multiply (a) by 0.85]	IF APPLICABLE Income Level if lower than 85% SMI	
			(c) $/month	(d) % of SMI [Divide (c) by (a), multiply by 100]
1	$2,684	$2,282	N/A	N/A
2	$3,510	$2,984	$2,425	69%
3	$4,336	$3,686	$2,925	67%
4	$5,162	$4,388	$3,625	70%
5	$5,988	$5,090	$3,625	61%

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

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

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

N/A

☑No.

Family Size	(a) 100% of State Median Income (SMI) ($/month)	(b) 85% of State Median Income (SMI) ($/month)[Multiply (a) by 0.85]	IF APPLICABLE Income Level if lower than 85% SMI	
			(c) $/month	(d) % of SMI[Divide (c) by (a), multiply by 100]
1				
2				
3				
4				
5				

f) SMI Year   2012   and SMI Source Federal Register FFY 13

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

July 2007 and have remained effective since.

2.3.6. Eligibility Re-determination

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Does the State/Territory follow OCC's 12 month re-determination recommendation? (See Program Instruction on Continuity of Care
http://www.acf.hhs.gov/programs/occ/resource/im2011-06

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

☑6 months
☐24 months
☐Other.
Describe: N/A

☐Length of eligibility varies by county or other jurisdiction.
Describe:

N/A

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

☑Yes. If yes, **check programs that the Lead Agency aligns eligibility periods with**

and describe the redetermination period for each.

☐ Head Start and/or Early Head Start Programs.
Re-determination period:

☐ Pre-kindergarten programs.
Re-determination period:

☑ TANF.
Re-determination period: 12 months

☑ SNAP.
Re-determination period: 6 months

☐ Medicaid.
Re-determination period:

SCHIP.
☐ SCHIP.
Re-determination period:

☐ Other.
Describe:

N/A

☐ No.

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

Families are required to report any changes in household circumstances that increase or decrease subsidized child care benefits within 10 days calendar days.

d) Describe any action(s) the State/Territory would take in response to any   change in a family's eligibility circumstances prior to re-determination

Following a reported change, the client is given 10 calendar days to provide verification of the change. Once the change has been verified, the worker takes action on the case within 10 days. The case action could result in an increase, decrease or closure of child care benefits. Changes that increase the child care benefits are made effective the 1stof the current month. Changes that decrease the child care benefits are made effective the 1st of the following month as long as the action is taken prior to negative action deadline for the month. If the action to decrease benefits is taken after negative action deadline, the change is made for the 1st of the 2nd following month. If the reported change results in closure of

the child care benefits, the case is closed effective 10 days from the date the worker takes the action.

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

To support continuity of care; clients can complete their redeterminations via www.OKDHSLive.org. No interview is required for re-determinations unless the need factor is for protective/preventive care. If benefits close due to the client's failure to complete their re-determination or supply requested verification, benefits can be reopened back to the closure date if the re-determination or requested verification is supplied within 30 days of the closure date. A new application is not required. Other ways to promote continuity of care include: 30 days of job search child care following the loss of a job or completion of an education or training program; averaging more than the most recent 30 days of paystubs to determine representative income; not considering non-recurring lump sum payments as income; and making payments to providers for absent days if the child meets minimum attendance for the month.

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

☑ Yes.
If yes, describe:

Clients receive a renewal reminder notice in the mail instructing them of the option to complete their redeterminations online via www. OKDHSLive.org. An interview is not required at re-determination except for protective/preventive care which requires an interview at review.

☐ No.

2.3.7. Waiting Lists

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

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☑ Lead Agency currently does not have a waiting list and:

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

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

☐ Lead Agency has an active waiting list for:

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

☐ Only certain eligible families.

Describe those families:

N/A

☐ Waiting lists are a county/local decision.
Describe:

N/A

☐ Other.
Describe:

N/A

2.3.8. Appeal Process for Eligibility Determinations

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Describe the process for families to appeal eligibility determinations:

A fair hearing may be requested when a negative action has been taken on a client's application or open case. The client must request a fair hearing in writing at the local OKDHS office within 30 days of the decision with which he or she does not agree. The client will be sent a letter regarding the time and place of the hearing. The client is entitled to look at his or her file. The client will receive information regarding the subject of the hearing and policy that supports the action taken. At the hearing, both sides have an opportunity to present information. The client will be notified of the hearing decision. Most decisions are made within 30 days. If the hearing action is upheld, the client may ask the Director of OKDHS to review the hearing decision.

2.4. Sliding Fee Scale and Family Contribution

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

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

Effective Date: 01-OCT-13

☑Yes.
Effective Date: June 1, 2008. See attached or link: OKDHS Appendix C-4 Child Care Eligibility/Co-payment Chart

☐No. If no, attach other sliding fee scales and their effective date(s) as **Attachment 2.4.1a, 2.4.1b,** etc.

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

Effective Date: 01-OCT-13

☐State Median Income,
Year:
☐Federal Poverty Level,
Year:
☐Income source and year varies by geographic region.
Describe income source and year:

N/A

☑Other.
Describe income source and year:

Sliding fee scale has notchanged since 2007.

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

Effective Date: 01-OCT-13

☑ Fee as dollar amount and

☐Fee is per child with the same fee for each child

☐ Fee is per child and discounted fee for two or more children
☐ Fee is per child up to a maximum per family
☑ No additional fee charged after certain number of children
☐ Fee is per family

☐ Fee as percent of income and

☐ Fee is per child with the same percentage applied for each child
☐ Fee is per child and discounted percentage applied for two or more children
☐ No additional percentage applied charged after certain number of children
☐ Fee per family
☐ Contribution schedule varies by geographic area.
Describe:

N/A

☐ Other.
Describe:

N/A

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

Fee is also per family for 2.4.3.

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

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☑ Yes,
and describe those additional factors:

Number of children in care.

☐ No.

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

these options.

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

☐ ALL families, including those with incomes at or below the poverty level for families of the same size, ARE required to pay a fee.

☐ NO families with income at or below the poverty level for a family of the same size ARE required to pay a fee.
The poverty level used by the Lead Agency for a family of 3 is:

☑ SOME families with income <u>at or below the poverty level</u> for a family of the same size ARE NOT required to pay a fee.
The Lead Agency waives the fee for the following families:

When monthly income is $850 or less and for some protective/preventive cases with special circumstances.   Children in foster care eligible for child care benefits are not assessed a co-payment.

2.5. Prioritizing Services for Eligible Children and Families

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

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

How will the Lead Agency prioritize CCDF services for:	Eligibility Priority (Check only one)	Is there a time limit on the eligibility priority or guarantee?	Other Priority Rules

Children with special needs **Provide the Lead Agency definition of** *Children with Special Needs:* A child with special needs is defined as a child receiving supplemental security income (SSI), Sooner Start early intervention services, or special education services provided in accordance with an IEP by the local school district. This definition includes a child who meets the medical definition of disability as determined by the Social Security Administration but does not meet the financial criteria to receive SSI benefits.	☐ Priority over other CCDF-eligible families ☑ Same priority as other CCDF-eligible families ☐ Guaranteed subsidy eligibility ☐ Other. Describe: N/A	☐ Yes. The time limit is: ☑ No	☐ Different eligibility thresholds. Describe: N/A ☑ Higher rates for providers caring for children with special needs requiring additional care ☐ Prioritizes quality funds for providers serving these children ☐ Other. Describe: N/A
Children in families with very low incomes **Provide the Lead Agency definition of** *Children in Families with Very Low Incomes:* N/A	☐ Priority over other CCDF-eligible families ☑ Same priority as other CCDF-eligible families ☐ Guaranteed subsidy eligibility ☐ Other. Describe: N/A	☐ Yes. The time limit is: ☑ No	☐ Different eligibility thresholds. Describe: N/A ☐ Waiving co-payments for families with incomes at or below the Federal Poverty Level ☑ Other. Describe: When the family's monthly income is $850 or less a co-payment is not assessed.

2.5.2. How will CCDF funds be used to provide child care assistance to meet the needs of families receiving Temporary Assistance for Needy Families (TANF), those attempting to transition off TANF through work activities, and those at risk of becoming dependent on TANF? (658E(c)(2)(H), Section 418(b)(2) of the Social Security Act, §§98.50(e), 98.16(g)(4)) **Reminder** - CCDF requires that not less than 70 percent of CCDF Mandatory and Matching funds be used to provide child care assistance for families receiving Temporary Assistance for Needy Families (TANF), those attempting to transition off TANF through work activities, and those at risk of becoming dependent on TANF.

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

N/A

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

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Term(s) - Definition(s)

Describe:

Joint Custody: When parents separate or divorce and share custody of their children, either voluntarily or through a court order, the worker considers each parent's eligibility and income separately. Only the days and hours of care needed while each parent has physical custody of the child(ren) is approved on each parent's case.

Additional Co-payment: Child care payments paid directly to the child care provider by a non-household member are considered as an additional co-payment which must be met before OKDHS makes a subsidy payment to the provider.

Exploration and Development of Potential Income: Initial and continued eligibility for subsidized child care requires the applicant or recipient to pursue all potential sources of income within 90 days of when the potential income is identified. Agreement to the pursuit of child support is required before benefits can be approved. When there is the possibility of physical or emotional harm to the child or the custodial parent or caretaker, pursuit of child support services may not be in the best interest of the family and is

not pursued.

Citizenship: Only the child(ren) for whom child care is requested must meet the citizenship or alienage requirements listed in OKDHS policy. The link to the policy is at DHS - OAC 340:40-7-5. Resources, residence, and citizenship

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

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

2.6.1. Child Care Certificates

Effective Date: 01-OCT-13

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

☐ Before parent has selected a provider
☑ After parent has selected a provider
☐ Other.
Describe:

N/A

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

☐ Certificate form provides information about choice of providers
☐ Certificate is not linked to a specific provider so parents can choose provider of choice
☑ Consumer education materials (flyers, forms, brochures)
☑ Referral to child care resource and referral agencies
☑ Verbal communication at the time of application
☐ Public Services Announcement
☑ Agency
Website: www.okdhs.org/childcare

☑ Community outreach meetings, workshops, other in person activities
☑ Multiple points of communication throughout the eligibility and renew process
☐ Other.

Describe:

N/A

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

☑ Authorized provider(s)
☑ Authorized payment rate(s)
☐ Authorized hours
☑ Co-payment amount
☐ Authorization period
☑ Other.
Describe:

The date services begin, change or end.

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

100%

2.6.2. Child Care Services Available through Grants or Contracts
Effective Date: 01-OCT-13

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

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

N/A

☑ No. If no, skip to 2.6.3

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

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

N/A

☐ Support programs in providing higher quality services
☐ Support programs in providing comprehensive services
☐ Serve underserved families.
Specify:

N/A

☐ Other.
Describe:

N/A

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

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

N/A

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

N/A

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

N/A

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

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- ☐ Signed declaration
- ☐ Parent Application
- ☐ Parent Orientation
- ☑ Provider Agreement
- ☑ Provider Orientation
- ☑ Other.
Describe:

Licensing requirements for child care centers and family child care homes specify that parents are guaranteed unlimited access to their children.

2.6.4. The Lead Agency must allow for in-home care (i.e., care provided in the child's own home) but may limit its use. (§§98.16(g)(2), 98.30(e)(1)(iv)) Will the Lead Agency limit the use of in-home care in any way?

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- ☐ No
- ☑ Yes. If checked, what limits will the Lead Agency set on the use of in-home care? Check all limits the Lead Agency will establish.
- ☐ Restricted based on minimum number of children in the care of the provider to meet minimum wage law or Fair Labor Standards Act
- ☐ Restricted based on provider meeting a minimum age requirement
- ☐ Restricted based on hours of care (certain number of hours, non-traditional work hours)
- ☐ Restricted to care by relatives
- ☐ Restricted to care for children with special needs or medical condition
- ☑ Restricted to in-home providers that meet some basic health and safety requirements

☐ Other.
Describe:

N/A

2.6.5. Describe how the Lead Agency maintains a record of substantiated parental complaints about providers and makes substantiated parental complaints available to the public on request. (658E(c)(2)(C), §98.32)

Effective Date: 01-OCT-13

The Oklahoma Department of Human Services (OKDHS) is subject to the Oklahoma Open Records Act, 51 O.S § 24A.1 et seq, which mandates that public records are open for public inspection unless they are required by law to be kept confidential. All OKDHS records of facilities required to be licensed under 10 O.S. § 401-410 are considered public records and are open and available for public inspection during reasonable hours. The child care facility is required to post the Child Welfare Investigative Summary with findings of 'Confirmed' for 120 days from the completion of the investigation and waivers for personnel who have specifically defined criminal histories for as long as they are employed at the facility. The child care facility is required to maintain an accessible file for parents and prospective customers containing the most recent child care licensing monitoring report; notices to comply, licensing complaints and unconfirmed Child Welfare Investigative Summaries within the past 120 days; and confirmed Child Welfare Investigative Summaries for one year. Information obtained concerning a report of a violation of a licensing requirement is confidential pursuant to 10 O.S. § 406 with the exception of a summary of allegations and findings of an investigation involving a child care facility that does not disclose identities but that permits parents to evaluate the facility. Public viewing may be scheduled in the county OKDHS office or a summary mailed or faxed to an individual. Public viewing of monitoring report summaries is also available at http://204.87.68.21/childcarefind/.

2.7. Payment Rates for Child Care Services

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

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

Effective Date: 01-NOV-13

☑ Yes.Effective Date: November 1, 2013

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

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

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☑ Policy on length of time for making payments.

Describe length of time: Payments are made weekly 2 weeks in arrears of actual attendance.

☑ Track and monitor the payment process
☑ Other.

Describe:

An electronic benefits transfer (EBT) system is used statewide in Oklahoma. Payment for service is based on the time and attendance information that the parent documents by swiping his or her EBT card through the point of service (POS) machine on a daily basis. If an adjustment is needed to the electronic payment, OKDHS staff or the provider completes a manual claim form.

☐ None

2.7.3. Market Rate Survey

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

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a) Provide the month and year when the local Market Rate Survey(s) was completed (§98.43(b)(2)): 08/2012

b) Provide a **summary of the results** of the survey.

The summary should include a description of the sample population, data source, the type of methodology used, response rate, description of analyses, and key findings.

2.7.3 Oklahoma Child Care Market Rate Survey

Market Rate Target Population

The target population for the market rate survey excluded child care facilities operating as summer day camps and part day programs due to all care provided being part time or time limited. Facilities initially identified as operated by federal, state or tribal governments were also excluded from the target population due to potentially restricted public enrollment and or significant differences in subsidized support from a governmental entity. Finally, facilities without a reported telephone number, out of state child care facilities and facilities operating on permit or application status were also excluded.

Table 1 - Child Care Facilities in Beginning Sample

	Oklahoma County	Tulsa County	Cleveland County	Other Counties	Total
Centers	277	210	101	554	1,142
Homes	523	377	168	1,098	2,116
Total	800	587	369	1,552	3,308

Survey Content

The 2012 Oklahoma Child Care Market Rate Survey was limited to the following data points:

- Full time rate for care of children in each OKDHS defined rate category
- Number of full time children currently attending the facility whose tuition is privately paid for each OKDHS defined rate category

The survey utilized the weekly rate as the basis for data collection to correlate with the most frequent form of rate offered to private pay families by child care facilities. Rates reported by month were divided by a factor of 4.33 and daily rates were used if reported. The report converts all rates to the daily basis to correlate with OKDHS subsidy rates.

Survey Response

A total of 3,308 facilities were included in the beginning sample. Of the 3,308 facilities, 259 could not participate due to no longer being in business or because of a disconnected or wrong telephone number. There were 384 facilities that refused to participate or terminated the interview and 431 that could not be contacted. At the end of the data collection period, 2,234 interviews were completed for a response rate of 73.27%. Table 2 illustrates an overview of the survey outcomes and response rate.

Table 2 - Survey Outcomes and Response Rate by Facility Type

	Centers	Homes	Total
Total Facilities in Sample	1,142	2,166	3,308
Less: Ineligible - Not in Business	6	73	79
Less: No Telephone / Wrong Number	26	154	180
Eligible Facilities	1,110	1,939	3,049
Less: Refusals & Terminations	145	239	384
Less: Unable to contact	112	319	431
Completed Interviews	853	1,381	2,234

Response Rate	76.9%	71.2%	73.3%

Statewide Market Rate Survey Results: See attachment OK Summary Results 2.7.3

Description of Analysis and Key Findings

The 2012 Oklahoma Child Care Market Rate Survey represents child care facility reported private pay rates for 28,620 children. The diversity in child care market rates across the state is seen within counties, age ranges, setting, and Star level. Families seeking child care in Oklahoma have a variety of potential pricing options.

Child care centers in enhanced rate counties have the highest overall weighted market rate at $26.78 per day, or $133.90 per week. This is significantly greater than child care centers in the standard counties at $20.54 per day or $102.70 per week. This monthly difference for these facilities impacts a family's budget by $135.20 per month, or nearly $1,622.40 per year.

The discrepancy in market rates between enhanced and standard rate counties is also seen in child care homes. The overall weighted market rate of child care in an enhanced rate home is $23.60 per day, or $118.00 per week and the market rate for a standard home is $19.33, or $96.65 per week. Again, the difference could significantly impact a family's budget by $92.52 per month, or approximately $1,110.20 per year.

Weighted average market rates for child care centers are greater than child care homes. In standard rate counties, centers average $20.54 per day and homes average $19.33. A similar difference exists in the enhanced rate counties with centers averaging $26.78 and homes $23.60.

The age of the child also contributes to the cost of care. OKDHS licensing requirements specify staff/child ratios by age. Younger ages have lower ratios with infants at 4:1 while school age children are 20:1. The ratios make care for younger children more labor intensive and results in a higher cost to the facility. The effect of required ratios is reflected in the market rates with the weighted average differences between infants and school age children in both enhanced and standard rate counties. The discrepancy in centers is higher, most likely because labor costs in homes are relatively fixed.

	Infant	School Age	Difference
Standard Center	$24.45	$12.82	$11.63
Standard Home	$20.20	$16.07	$ 4.13
Enhanced Center	$33.96	$16.18	$17.78
Enhanced Home	$25.39	$17.11	$ 8.29

The cost of child care can significantly impact the economic situation of working families and the impact is greater to families with earnings at or near the minimum wage. The highest reported rate for care was $289.74 per week and the lowest reported rate was $25.00 per week. The cost of child care can be a barrier to employment for some families. The OKDHS child care subsidy program is designed to assist low income families with the cost of child care and provide an incentive to work.

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

2.7.4a - Highest Rate Area (Centers)	(a) Monthly Payment Rate at the 75th percentile from the most recent MRS	(b) Monthly Maximum Payment Rate Ceiling	(c) Percentile if lower than 75th percentile of most recent survey
Full-Time Licensed Center Infants (11 months)	$801.05 **2 Star rates were used because OKDHS doesn't contract with 1 Star Centers.**	$649.50 **2 Star rates were used because OKDHS doesn't contract with 1 Star Centers.**	50.23% **2 Star rates were used because OKDHS doesn't contract with 1 Star Centers.**
Full-Time Licensed Center Preschool (59 months)	$584.55 **2 Star rates were used because OKDHS doesn't contract with 1 Star Centers.**	$438.41 **2 Star rates were used because OKDHS doesn't contract with 1 Star Centers.**	35.04% **2 Star rates were used because OKDHS doesn't contract with 1 Star Centers.**
Full-Time Licensed Center School-Age (84 months)	$389.70 **2 Star rates were used because OKDHS doesn't contract with 1 Star Centers.**	$357.23 **2 Star rates were used because OKDHS doesn't contract with 1 Star Centers.**	65.17% **2 Star rates were used because OKDHS doesn't contract with 1 Star Centers.**

2.7.4b - Lowest Rate Area (Centers)	(a) Monthly Payment Rate at the 75th percentile from the most recent MRS	(b) Monthly Maximum Payment Rate Ceiling	(c) Percentile if lower than 75th percentile of most recent survey
Full-Time Licensed Center Infants (11 months)	$541.25 **2 Star rates were used because OKDHS doesn't contract with 1 Star Centers.**	$519.60 **2 Star rates were used because OKDHS doesn't contract with 1 Star Centers.**	59.67% **2 Star rates were used because OKDHS doesn't contract with 1 Star Centers.**
Full-Time Licensed Center Preschool (59 months)	$433.00 **2 Star rates were used because OKDHS doesn't contract with 1 Star Centers.**	$389.70 **2 Star rates were used because OKDHS doesn't contract with 1 Star Centers.**	57.61% **2 Star rates were used because OKDHS doesn't contract with 1 Star Centers.**
Full-Time Licensed Center School-Age (84 months)	$324.75 **2 Star rates were used because OKDHS doesn't contract with 1 Star Centers.**	$303.10 **2 Star rates were used because OKDHS doesn't contract with 1 Star Centers.**	60.78% **2 Star rates were used because OKDHS doesn't contract with 1 Star Centers.**

2.7.4c - Highest Rate Area (FCC)	(a) Monthly Payment Rate at the 75th percentile from the most recent MRS	(b) Monthly Maximum Payment Rate Ceiling	(c) Percentile if lower than 75th percentile of most recent survey
Full-Time Licensed FCC Infants (11 months)	$627.85 **1 Star Rates were used for FCCH**	$313.93 **1 Star Rates were used for FCCH**	1.65% **1 Star Rates were used for FCCH**
Full-Time Licensed FCC Preschool (59 months)	$541.25 **1 Star Rates were used for FCCH**	$265.21 **1 Star Rates were used for FCCH**	3.79% **1 Star Rates were used for FCCH**
Full-Time Licensed FCC School-Age (84 months)	$433.00 **1 Star Rates were used for FCCH**	$221.91 **1 Star Rates were used for FCCH**	5.88% **1 Star Rates were used for FCCH**

2.7.4d - Lowest Rate Area (FCC)	(a) Monthly Payment Rate at the 75th percentile from the most recent MRS	(b) Monthly Maximum Payment Rate Ceiling	(c) Percentile if lower than 75th percentile of most recent survey
Full-Time Licensed FCC Infants (11 months)	$476.30 **1 Star Rates were used for FCCH**	$313.93 **1 Star Rates were used for FCCH**	9.24% **1 Star Rates were used for FCCH**
Full-Time Licensed FCC Preschool (59 months)	$433.00 **1 Star Rates were used for FCCH**	$265.21 **1 Star Rates were used for FCCH**	5.29% **1 Star Rates were used for FCCH**
Full-Time Licensed FCC School-Age (84 months)	$433.00 **1 Star Rates were used for FCCH**	$221.91 **1 Star Rates were used for FCCH**	28.89% **1 Star Rates were used for FCCH**

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

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

N/A

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

N/A

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

N/A

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

90% of 1 star FCCH rate for child of the same age.

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

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☐ Differential rate for nontraditional hours.
Describe:

N/A

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

Thespecial needsrate is an add-on to the current rates established by the market rate survey.   The rate was developed using a Delphi method study with a panel of child care experts. Based on the results of this study, providers receive an additional $8/day for a full-time day and $6/day for a part-time day for a child approved for the moderate special needs rate. Providers receive an additional $14/day for a full-time day and $10/day for a part-time day for a child approved for the severe special needs rate. The most recent special needs rate increase was effective January 2009.

☑ Differential rate for infants and toddlers.
Describe:

Tiered reimbursement rates are determined by the star status of the facility, setting in which child care is provided, child's age (providers receive a higher rate for infants and toddlers than for older children), county where provider is located, and unit type that is approved. The tiered reimbursement rates are based on the Market Rate Survey. See Child Care Provider Rate Schedule (Appendix C-4-B)for more information on rates.

☑ Differential rate for school-age programs.
Describe:

Tiered reimbursement rates are determined by the star status of the facility, setting in which child care is provided, child's age, county where provider is located, and unit type that is approved. (A blended rate unit type is approved for school age children who need part-time care on school days and full-time care on school holidays. The blended unit type pays a rate that is between a full-time and part-time daily rate.) The tiered reimbursement rates are based on the Market Rate Survey. See Child Care Provider

Rate Schedule (Appendix C-4-B)for more   information on rates.

☑ Differential rate for higher quality as defined by the State/Territory.
Describe:

Tiered reimbursement rates are determined by the star status of the facility (star level is a quality rating system in which the provider is paid a higher rate as the star level or quality rating increases), setting in which child care is provided, child's age, county where provider is located, and unit type that is approved. The tiered reimbursement rates are based on the Market Rate Survey. See Child Care Provider Rate Schedule (Appendix C-4-B)for more information on rates.

☑ Other differential rate.
Describe:

Tiered reimbursement rates are determined by the star status of the facility, setting in which child care is provided (child care centers receive a higher rate than child care homes; child care homes receive a higher rate than in-home providers), child's age, county where provider is located (counties designated as enhanced receive a higher rate than standard counties), and unit type that is approved. The tiered reimbursement rates are based on the Market Rate Survey. See Child Care Provider Rate Schedule (Appendix C-4-B)for more information on rates.

☐ None.

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

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

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☐ Allows providers to charge the difference between the maximum reimbursement rate and their private pay rate
☐ Pays for provider fees (e.g., registration, meals, supplies).

Describe:

N/A

☐ Policies vary across region, counties and or geographic areas.
Describe:

N/A

☑ Other.
Describe:

Providers are allowed to charge registration fees, transportation fees, and additional incidental fees such as field trips or supplies. All fees must be posted at the facility and must be the same for CCDF parents as well as private pay parents. Providers are not allowed to charge fees for care not given such as vacation or termination fees.

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

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a) Number of absent days allowed. Describe

When a child qualifies for the weekly unit type for child care, it is possible for OKDHS to pay for some days the child is absent from care. To qualify for the weekly unit type the parent's schedule must require more than four hours of care each day and at least 15 days and no more than 23 days per month AND the child MUST attend the minimum number of full-time days for that calendar month before an absent day payment can be made.

b) Paying based on enrollment. Describe

N/A

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

Electronic payments are deposited each Tuesday morning (weekly) in the provider's designated bank account based on time and attendance the parent enters into the EBT system. Payments are made 2 weeks in arrears of actual attendance.

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

Providers are required to use the EBT system to record time and attendance and to process child care payments. Providers are required to maintain a bank account in which they are paid by OKDHS through direct deposit.

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

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

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

Reimbursement rates are established with the intent of maximizing the availability of care across all provider types whether home or center, faith-based, for profit or employer subsidized caregiver. In addition, OKDHS has established reimbursement rates within the quality ratings to ensure equal access across the full range of providers

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

OKDHS/OCCS requested $15 million in FY-14 Oklahoma state appropriations budget request to fund a rate increase. Due to state budget constraints and the unknown impact or federal sequestration a rate increase is not anticipated.

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

Families eligible for child care subsidy make co-payments to the child care facilities based on family size and income level. Approximately 12% of the total cost of care is paid by families through co-pays.

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

To encourage quality, a statewide rate was established for all 3 Star centers and homes.

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

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

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

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Goal #1:
Expand online provider resources including training and provider handbook.

Goal #2:
Continue to simplify policy and work to align with other programs. Apply risk analysis to changes in policy and processes.

Goal #3:
Expand job search child care from 30 to 90 days to promote continuity of care.

Goal #4:
Continue to develop new training options for workers to improve payment accuracy.

Goal #5:
Continue statewide rollout of OKDHSLive! website for clients to apply for child care benefits online.

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

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

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

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

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

Definition: Licensing requirements are defined as regulatory requirements, including registration or certification requirements established under State, local, or tribal law, necessary for a provider to legally operate and provide child care services in a State or locality (§98.2). This does not include registration or certification requirements solely for child care providers to be eligible to participate in the CCDF program. Those requirements will be addressed in 3.1.2.

The relationship between licensing requirements and health and safety requirements varies by State/Territory depending on how comprehensive the licensing system is. In some States and Territories, licensing may apply to the majority of CCDF-eligible providers and the licensing standards cover the three CCDF health and safety requirements so the State/Territory has few, if any, providers for whom they need to

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

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a) Is the Lead Agency responsible for child care licensing? (§98.11(a))
☑ Yes.
☐ No.
Please identify the State or local (if applicable) entity/agency responsible for licensing:

b) Provide a brief overview of the relationship between the licensing requirements and CCDF health and safety requirements in your State/Territory.
The Lead Agency incorporates CCDF health and safety requirements in Licensing Requirements to include: Child Care Centers, Family Child Care Homes and Large Family Child Care Homes, School Age, Part Day, Summer Day Camp Programs, Drop In & Centers for Sick Children.

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

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

Other	Describe N/A	Describe N/A	Describe N/A	Describe N/A

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

CCDF Category of Care	CCDF Definition (§98.2)	Which providers in your State/Territory are subject to licensing under this CCDF category?	Are any providers in your State/Territory which fall under this CCDF category exempt from licensing?
Center-Based Child Care	Center-based child care providers are defined as a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless care in excess of 24 hours is due to the nature of the parent(s)' work.	Describe which types of center-based settings are subject to licensing in your State/Territory Child Care Centers, School-Age, Part Day, Summer Day Camp, Drop In and Centers for Sick Children are subject to licensing as center-based child care	Describe which types of center-based settings are exempt from licensing in your State/Territory. Exempt providers include those providing care for 15 hours or less per week.License exemptproviders are not eligible to participate in the CCDF program.
Group Home Child Care N/A. Check if your State/Territory does not have group home child care. ☐	Group home child care provider is defined as two or more individuals who provide child care services for fewer than 24 hours per day per child, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)' work.	Describe which types of group homes settings are subject to licensing Large Family Child Care Homes	Describe which types of group homes are exempt from licensing: Exempt providers include those providing care for 15 hours or less per week.License exemptproviders are not eligible to participate in the CCDF program.

Family Child Care	Family child care provider is defined as one individual who provides child care services for fewer than 24 hours per day per child, as the sole caregiver, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)'s work. **Reminder** - Do not respond if family child care home providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.	Describe which types of family child care home providers are subject to licensing Family Child Care Home	Describe which types of family child care home providers are exempt from licensing: Exempt providers include those providing care for 15 hours or less per week. License exemptproviders are not eligible to participate in the CCDF program.
In-Home Care	In-home child care provider is defined as an individual who provides child care services in the child's own home. **Reminder** - Do not respond if in-home child care providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.	☑ N/A. Check if in-home care is not subject to licensing in your State/Territory. Describe which in-home providers are subject to licensing N/A	Describe which types of in-home child care providers are exempt from licensing In-home providers are exempt from licensing under Oklahoma law. An approved caregiver provides care in the child's home when the family is approved for subsidy.

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

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

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

	For each indicator, check all requirements for licensing that apply, if any.			
Indicator	**Center-Based Child Care**	**Group Home Child Care**	**Family Child Care**	**In-Home Care**
		☐ N/A. Check if your State/Territory does not have group home child care.		☑ N/A if the State/Territory does not license in-home care (i.e., care in the child's own home)

Do the licensing requirements include **child:staff ratios and group sizes?** If yes, provide the ratio for age specified.	☑ Yes, Child:staff ratio requirement:	☑ Yes, Child:staff ratio requirement:	☑ Yes, Child: staff ratio requirement.	☐ Yes, Child: staff ratio requirement.
	Infant ratio (11 months): Infants up to 12 months require one caregiver for four infants.	Infant ratio (11 months): Infants may be cared for by one caregiver in up to five children of any age.	List ratio requirement by age group: Same as group home child care with reduced numbers of children depending on the ages of the children and the numbers of caregivers. No more than 7 children of various ages at any given time.	List ratio requirement by age group:
	Toddler ratio (35 months): Toddlers age 12 months to 23 months require one caregiver for six children; and 2 year olds require one caregiver for every eight children.	Toddler ratio (35 months): Toddlers and twos can be cared for in up to six children if no more than three children are younger than two years of age. Up to seven children can be cared for if no more than two are younger than two years of age.	☐ No ratio requirements.	☐ No ratio requirements.
	Preschool ratio (59 months): Three year olds require one caregiver for every twelve children; four and five year olds require one caregiver for every fifteen children; six year olds and older require one caregiver for every twenty children.		☑ Yes, Group size requirement.	☐ Yes, Group size requirement.
	☐ No ratio requirements.		List ratio requirement by age group: Group sizes for all age groups are based upon the ages of the children.	List ratio requirement by age group:
	☑ Yes,		☐ No group size requirements.	☐ No group size requirements.

	Group size requirement Infant group size (11 months): Maximum group sizes for single age groups are as follows 8 children for up to 12 months.	Preschool ratio (59 months): Up to seven children may be cared for if the children are all two years of age and older. Up to eight children may be cared for if all of the children are three years of age and older and up to ten children if all of the children are four years of age and older; up to 12 children could be cared for if all of the children are five years of age and older. Two caregivers may care for up to eight children younger than two years of age; or up to twelve children, with no more than six children younger than two years of age. Three caregivers may care for up to twelve children, with no more than eight children younger than two years of age.		
	Toddler group size (35 months): Group size for toddlers are 12 children. Group size for two year olds are 16 children.			
	Preschool group size (59 months): Group size for three year olds are 24 children; group size for four and five year olds are 30 children; group size for six and older are 40 children.			
	☐ No group size requirements.	☐ No ratio requirements.		
		☑ Yes,		

		Group size requirement Infant group size (11 months): Group sizes for all age groups are based upon the numbers of children and their ages and the numbers of caregivers.		
		Toddler group size (35 months): Group sizes for all age groups are based upon the numbers of children and their ages and the numbers of caregivers.		
		Preschool group size (59 months): Group sizes for all age groups are based upon the numbers of children and their ages and the numbers of caregivers.		
		☐ No group size requirements.		

Do the licensing requirements identify specific experience and educational **credentials for child care directors?**	☑ High school/GED	☑ High school/GED	☑ High school/GED	☐ High school/GED
	☐ Child Development Associate (CDA)	☑ Child Development Associate (CDA)	☐ Child Development Associate (CDA)	☐ Child Development Associate (CDA)
	☑ State/ Territory Credential	☐ State/ Territory Credential	☐ State/ Territory Credential	☐ State/ Territory Credential
	☐ Associate's degree	☐ Associate's degree	☐ Associate's degree	☐ Associate's degree
	☐ Bachelor's degree	☐ Bachelor's degree	☐ Bachelor's degree	☐ Bachelor's degree
	☐ No credential required for licensing	☐ No credential required for licensing	☐ No credential required for licensing	☐ No credential required for licensing
	☑ Other:	☑ Other:	☑ Other:	☐ Other:
	Effective 1/1/05, all directors of child care centers are required to be at least 21 years of age and have obtained and maintained the Bronze level in accordance with Oklahoma¿s Director¿s Credential. See attachment at end of document.		No director requirement but primary caregiver must be at least 21 years of age.	

		No director requirement but primary caregivers must be 21 years of age and meet other options that include: must have six months of experience as primary caregiver in licensed family child care home, and meet one of the following: high school diploma or GED and 12 college credit hours in child development or early childhood education; CDA or associate or bachelor degree in child development or early childhood education.		

Do the licensing requirements identify specific educational **credentials for child care teachers?**	☑ High school/GED	☑ High school/GED	☑ High school/GED	☐ High school/GED
	☐ Child Development Associate (CDA)	☐ Child Development Associate (CDA)	☐ Child Development Associate (CDA)	☐ Child Development Associate (CDA)
	☐ State/ Territory Credential	☐ State/ Territory Credential	☐ State/ Territory Credential	☐ State/ Territory Credential
	☐ Associate's degree	☐ Associate's degree	☐ Associate's degree	☐ Associate's degree
	☐ Bachelor's degree	☐ Bachelor's degree	☐ Bachelor's degree	☐ Bachelor's degree
	☐ No credential required for licensing	☐ No credential required for licensing	☐ No credential required for licensing	☐ No credential required for licensing
	☐ Other:	☐ Other:	☐ Other:	☐ Other:

Do the licensing requirements specify that directors and caregivers must attain a specific number of **training hours per year?**				
	☐ At least 30 training hours required in first year	☐ At least 30 training hours required in first year	☐ At least 30 training hours required in first year	☐ At least 30 training hours required in first year
	☐ At least 24 training hours per year after first year	☐ At least 24 training hours per year after first year	☐ At least 24 training hours per year after first year	☐ At least 24 training hours per year after first year
	☐ No training requirement	☐ No training requirement	☐ No training requirement	☐ No training requirement
	☑ Other:	☑ Other:	☑ Other:	☐ Other:
	Directors have at least 20 hours annually; teachers 12 hours annually, new teachers must complete 20 hours of entry level child care training within the first three months of employment.	Primary caregivers must have 15 hours annually; assistants 12 hours annually.	Primary caregivers must have 12 hours annually.	

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

☑ Yes.
Describe:

Child care center based requirements are in the process of revisions. Revisions could include health/safety, programming, and professional development requirements. State legislation regarding fingerprinting for all licensed programs will become effective as of 11/1/2013.

☐ No.

3.1.2 Enforcement of Licensing Requirements

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

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

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

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

CCDF Categories of Care	Frequency of Routine Announced Visits	Frequency of Routine Unannounced Visits
☑ Center-Based Child Care	☐ Once a Year	☐ Once a Year
	☐ More than Once a Year	☑ More than Once a Year
	☐ Once Every Two Years	☐ Once Every Two Years
	☑ Other.	☐ Other.
	Describe: Initial visit only	Describe: N/A

	Column 1	Column 2
☑ Group Home Child Care ☐ N/A. Check if your State/Territory does not have group home child care.	☐ Once a Year ☐ More than Once a Year ☐ Once Every Two Years ☑ Other. Describe: Initial visit only	☐ Once a Year ☑ More than Once a Year ☐ Once Every Two Years ☐ Other. Describe: N/A
☑ Family Child Care Home	☐ Once a Year ☐ More than Once a Year ☐ Once Every Two Years ☑ Other. Describe: Initial visit only	☐ Once a Year ☑ More than Once a Year ☐ Once Every Two Years ☐ Other. Describe: N/A
☐ In-Home Child Care ☑ N/A. Check if In-Home Child Care is not subject to licensing in your State/Territory (skip to 3.1.2b)	☐ Once a Year ☐ More than Once a Year ☐ Once Every Two Years ☐ Other. Describe: N/A	☐ Once a Year ☐ More than Once a Year ☐ Once Every Two Years ☐ Other. Describe: N/A

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

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

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

Licensing staff has procedures in place to address violations found in an inspection.	☑ Providers are required to submit plans to correct violations cited during inspections.
	☑ Licensing staff approve the plans of correction submitted by providers.
	☑ Licensing staff verify correction of violation.
	☑ Licensing staff provide technical assistance regarding how to comply with a regulation.
	☐ No procedures in place.
	☐ Other.
	Describe: N/A
Licensing staff has procedures in place to issue a negative sanction to a noncompliant facility.	☐ Provisional or probationary license
	☑ License revocation or non-renewal
	☑ Injunctions through court
	☑ Emergency or immediate closure not through court action
	☐ Fines for regulatory violations
	☐ No procedures in place.
	☐ Other.
	Describe: N/A

The State/Territory has procedures in place to respond to illegally operating child care facilities.	☑ Cease and desist action
	☑ Injunction
	☑ Emergency or immediate closure not through court action
	☑ Fines
	☐ No procedures in place.
	☐ Other.
	Describe: N/A
The State/Territory has procedures in place for providers to appeal licensing enforcement actions.	☑ Yes. Describe: Administrative Hearing Process
	☐ No.
	☐ Other.
	Describe: N/A

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

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

CCDF Categories of Care	Types of Background Check	Frequency	Who is Subject to Background Checks?

Center-Based Child Care ☑

Check Type	Timing	Who
☑ Child Abuse Registry	☑ Initial Entrance into the System ☑ Checks Conducted Annually ☐ Other. Describe: N/A	☐ Director ☐ Teaching staff ☐ Non-teaching staff ☐ Volunteers ☑ Other. Persons signing application as an owner and adults living in the child care facility.
☑ State/Territory Criminal Background ☑ Check if State/Territory background check includes fingerprints ☑ FBI Criminal Background (e.g., fingerprint) ☑ Sex Offender Registry	☑ Initial Entrance into the System ☐ Checks Conducted Annually ☑ Other. Describe: Fingerprint required as of 11/1/13 &Rap back. Rap back is a notification from the Oklahoma State Bureau of investigation to the Department of subsequent criminal activity of individuals whose criminal background checks have been completed pursuant to the requirements of the Oklahoma Child Care Facilities Licensing Act. ☑ Initial Entrance into the System	☑ Director ☑ Teaching staff ☑ Non-teaching staff ☐ Volunteers ☑ Other. Persons signing application as owner, persons with unsupervised access to children and adults living in the child care facility. ☑ Director ☑ Teaching staff ☑ Non-teaching staff ☐ Volunteers ☑ Other.

		☐ Checks Conducted Annually	Any adult having unsupervised access to children, and adults living in the child care facility.
		☑ Other.	
		Describe: Fingerprint required as of 11/1/13	☑ Director
			☑ Teaching staff
		☑ Initial Entrance into the System	☑ Non-teaching staff
		☐ Checks Conducted Annually	☐ Volunteers
		☐ Other.	☑ Other.
		Describe: N/A	Persons signing application as an owner, persons with unsupervised access to children and adults living in the child care facility.

Group Child Care Homes	Child Abuse Registry	☑ Initial Entrance into the System	☑ Provider
☑		☑ Checks Conducted Annually	☐ Non-provider residents of the home.
☐ N/A. Check if your State/Territory does not have group home child care.		☐ Other. Describe: N/A	Other- Only adults signing application.
	☑ State/Territory Criminal Background	☑ Initial Entrance into the System	☑ Provider
		☐ Checks Conducted Annually	☑ Non-provider residents of the home.
	☑ Check if the State/Territory background check includes fingerprints	☑ Other. Describe: Fingerprint required as of 11/1/13 & Rap back. Rap back is a notification from the Oklahoma State Bureau of investigation to the Department of subsequent criminal activity of individuals whose criminal background checks have been completed pursuant to the requirements of the Oklahoma Child Care Facilities Licensing Act.	Other- Persons signing application as owner.
	☑ FBI Criminal Background (e.g., fingerprint)		☑ Provider
			☑ Non-provider residents of the home.
			Other- Any adult having unsupervised access to children.
		☑ Initial Entrance into the System	☑ Provider
	☑ Sex Offender Registry	☐ Checks Conducted Annually	☑ Non-provider residents of the home.
		☑ Other.	Other- Persons signing application as owner.

		Describe: Fingerprint required as of 11/1/13	
		☑ Initial Entrance into the System	
		☐ Checks Conducted Annually	
		☐ Other.	
		Describe: N/A	

☑ **Family Child Care Homes**	☑ Child Abuse Registry	☑ Initial Entrance into the System	☑ Provider
		☑ Checks Conducted Annually	☐ Non-provider residents of the home.
		☐ Other. Describe: N/A	Other- Only owner and any adult signing application.
	☑ State/Territory Criminal Background	☑ Initial Entrance into the System	☑ Provider
		☐ Checks Conducted Annually	☑ Non-provider residents of the home.
	☑ Check if the State/Territory background check includes fingerprints	☑ Other. Describe: Fingerprint required as of 11/1/13 & Rap back. Rap back is a notification from the Oklahoma State Bureau of investigation to the Department of subsequent criminal activity of individuals whose criminal background checks have been completed pursuant to the requirements of the Oklahoma Child Care Facilities Licensing Act.	Other- Persons signing application as owner.
	☑ FBI Criminal Background (e.g., fingerprint)		☑ Provider
			☑ Non-provider residents of the home.
			Other- Any adult having unsupervised access to children.
	☑ Sex Offender Registry	☑ Initial Entrance into the System	☑ Provider
		☐ Checks Conducted Annually	☑ Non-provider residents of the home.
		☐ Other.	Other- Persons signing application as owner.

		Describe:	
		Fingerprint required as of 11/1/13.	
		☑ Initial Entrance into the System	
		☐ Checks Conducted Annually	
		☐ Other.	
		Describe: N/A	

In-Home Child Care Providers	Child Abuse Registry	☐ Initial Entrance into the System	☐ Provider
☑ N/A. Check if In-Home Child Care is not subject to licensing in your State/Territory (skip to 3.1.2e)		☐ Checks Conducted Annually	☐ Non-provider residents of the home.
		☐ Other. Describe: N/A	N/A
	☐ State/Territory Criminal Background	☐ Initial Entrance into the System	☐ Provider
		☐ Checks Conducted Annually	☐ Non-provider residents of the home.
	☐ Check if the State/Territory background check includes fingerprints	☐ Other. Describe: N/A	N/A
		☐ Initial Entrance into the System	☐ Provider
	☐ FBI Criminal Background (e.g., fingerprint)	☐ Checks Conducted Annually	☐ Non-provider residents of the home.
		☐ Other. Describe: N/A	N/A
		☐ Initial Entrance into the System	☐ Provider
	☐ Sex Offender Registry	☐ Checks Conducted Annually	☐ Non-provider residents of the home.
		☐ Other. Describe: N/A	N/A

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

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

Approximately $55.00

d-2) Who pays for background checks:

Either the facility or the individual would pay for the background check.

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

Felony convictions including failure to maintain a drug-free workplace are CCDF contract violations and may lead to denial or cancellation of the child care provider contract. In addition, facilities must be licensed in order to have a CCDF contract. Any background check issues that result in revocation or denial of the license would make a provider ineligible for a CCDF contract.

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

There is a grievance process for all OCCS decisions. In addition, there is an appeal process for licensed denials and revocations.

e) If not performing visits (announced or unannounced) or background checks, describe how the State/Territory will ensure that its licensing requirements are effectively enforced

per the CCDF regulations? Describe (658E(c)(2)(E), §98.40(a)(2))

N/A

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

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☑Yes.
Describe:

Compliance records are available through a compliance file located on the premises of licensed facilities, a web-based database and through reviewing the facility documentation record.

☐No

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

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

☑

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

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

For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.				
The Lead Agency requires:	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
☐ Physical exam or health statement for providers	☐	☐	☐	☐
☐ Physical exam or health statement for children	☐	☐	☐	☐
☐ Tuberculosis check for providers	☐	☐	☐	☐
☐ Tuberculosis check for children	☐	☐	☐	☐
☐ Provider immunizations	☐	☐	☐	☐
☑ Child immunizations	☑	☑	☑	☐
☑ Hand-washing policy for providers and children	☑	☑	☑	☐
☑ Diapering policy and procedures	☑	☑	☑	☐
☐ Providers to submit a self-certification or complete health and safety checklist	☐	☐	☐	☐

The Lead Agency requires:	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
☐ Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	☐	☐	☐	☐
☑ Other. Describe: Parents and providers involved with in-home care complete the Health and Safety checklist form.	☐	☐	☐	☑

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

For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.				
The Lead Agency requires:	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
☑ Fire inspection	☑	☐	☐	☐
☐ Building inspection	☐	☐	☐	☐
☑ Health inspection	☑	☐	☐	☐
☑ Inaccessibility of toxic substances policy	☑	☑	☑	☐
☑ Safe sleep policy	☑	☑	☑	☐

☑ Tobacco exposure reduction	☑	☑	☑	☐
☑ Transportation policy	☑	☑	☑	☐
☑ Providers to submit a self-certification or complete health and safety checklist	☐	☐	☐	☑
☐ Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	☐	☐	☐	☐
☐ Other. Describe: N/A	☐	☐	☐	☐

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

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
Child Care Centers	First Aid	Required for pre-service training	Is required for on-going training

	CPR	Required for pre-service training	Required in ongoing training
	Medication Administration Policies and Practices	Not included in Orientation training	Not included in on-going training
	Poison Prevention and Safety	Included in first aid training during pre-service	Included in first aid training as on-going training
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	Included in Orientation training	Not required as an on-going training
	Shaken Baby Syndrome and abusive head trauma prevention	Included in Orientation training	Not required as an on-going training
	Age appropriate nutrition, feeding, including support for breastfeeding	Not included in pre-service training	Not included as on-going training
	Physical Activities	Not included in pre-service training	Not required as an on-going training
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	Included in Orientation as "Infection Control"	Included in on-going training
	Recognition and mandatory reporting of suspected child abuse and neglect	Included in Orientation training	Not included in on-going training
	Emergency preparedness and planning response procedures	Included in Orientation training	Not included in on-going training
	Management of common childhood illnesses, including food intolerances and allergies	Not included in Orientation training.	Not included in on-going training
	Transportation and child passenger safety (if applicable)	Included in Orientation training	Not included in on-going training

	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	Not included in Orientation training	Not included in on-going training
	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	Not included in Orientation training	Not included in on-going training
	Supervision of children	Not included in Orientation training	Not included in on-going training
	Behavior management	Included in Orientation training	Not included in on-going training
	Other Describe: N/A	N/A	N/A
Group Home Child Care	First Aid	Included in pre-service training	Included in on-going training
	CPR	Included in pre-service training	Included in on-going training
	Medication Administration Policies and Practices	Not required in pre-service	Not required in on-going training
	Poison Prevention and Safety	Included in first-aid training during pre-service	Not required in on-going training
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	Required in Orientation training	Not required in on-going training
	Shaken Baby Syndrome and abusive head trauma prevention	Requiredin Orientation training	Not required in on-going training
	Age appropriate nutrition, feeding, including support for breastfeeding	Not required in Orientation training	Not required in on-going training
	Physical Activities	Not required in Orientation training	Not required in on-going training

	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	Included in Orientation as "Infection Control"	Not required in on-going training
	Recognition and mandatory reporting of suspected child abuse and neglect	Required in Orientation training	Not required in on-going training
	Emergency preparedness and planning response procedures	Required in Orientation training	Not required for on-going training
	Management of common childhood illnesses, including food intolerances and allergies	Not required in Orientation training	Not required in on-going training
	Transportation and child passenger safety (if applicable)	Required during Orientation training	Not required in on-going training
	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	Not covered in Orientation training	Not covered in on-going training
	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	Not required in Orientation Training	Not required in on-going training
	Supervision of children	Not required in Orientation training	Not required ason-going training
	Behavior management	Included in Orientation training	Not included in on-going training
	Other Describe: N/A	N/A	N/A
Family Child Care Providers	First Aid	Included in pre-service training	Required in on-going training
	CPR	Required in pre-service training	Required in on-going training

	Medication Administration Policies and Practices	Not a requirement in Orientation	Not an on-goingtraining
	Poison Prevention and Safety	Included in First Aid training during Orientation	Included in First Aid on-going training
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	Included in Orientation training	Not an on-going training requirement
	Shaken Baby Syndrome and abusive head trauma prevention	Requiredin Orientation training	Not an on-goingtraining
	Age appropriate nutrition, feeding, including support for breastfeeding	Not an Orientationtraining requirement	Not an on-going training
	Physical Activities	Not an Orientationtraining requirement	Not an on-goingtraining requirement
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	Included in Orientation training as "Infection Control"	Not an on-going training requirement.
	Recognition and mandatory reporting of suspected child abuse and neglect	Included in Orientation training	Not an on-going training requirement
	Emergency preparedness and planning response procedures	Required in Orientation training	Not an on-going training requirement
	Management of common childhood illnesses, including food intolerances and allergies	Not an Orientation requirement	Not an on-going training requirement
	Transportation and child passenger safety (if applicable)	Required inOrientation training	Not an on-going training

	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	Not an Orientation training requirement	Not an on-goingtraining requirement
	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	Not an Orientationtraining requirement.	Not an on-goingtraining requirement.
	Supervision of children	Not an Orientationtraining requirement	Not an on-goingtraining requirement
	Behavior management	Requiredin Orientation training.	Not an on-going training requirement
	Other: Describe: N/A	N/A	N/A
In - Home Child Care	First Aid	Prior to approval, parents and in-home provider must complete the Health & Safety checklist. Within 90 days of approval, the in-home provider must read "The Good Health Handbook-A Guide for Those Caring for Children". After the first year of approval, the in-home provider must complete a minimum of 6 hours of training annually, or if caring for a special needs child, the in-home provider must complete an additional 6 hours of training. First aid and CPR certification is only required if caring for a child with special needs.	N/A See Other.

	CPR	First aid and CPR certification is only required if caring for a child with special needs.	First aid and CPR certification is only required if caring for a child with special needs.
	Medication Administration Policies and Practices	No pre-service training requirement (See Other).	Required as an on-going training (See Other).
	Poison Prevention and Safety	No pre-service training requirement (See Other).	No on-going training requirement (See Other).
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	No pre-service training requirement (See Other).	On-going training required (See Other).
	Shaken Baby Syndrome and abusive head trauma prevention	No training required (See Other).	No on-going training required (See Other).
	Age appropriate nutrition, feeding, including support for breastfeeding	No training requirement (See Other).	On-going training is required (See Other).
	Physical Activities	No training required (See Other).	Ongoing training required (See Other).
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	Required (See Other).	Required (See Other).
	Recognition and mandatory reporting of suspected child abuse and neglect	Not required (See Other).	Required (See Other).
	Emergency preparedness and planning response procedures	No training required (See Other).	Training required (See Other).
	Management of common childhood illnesses, including food intolerances and allergies	Not required (See Other).	Training required (See Other).
	Transportation and child passenger safety (if applicable)	Not required (See Other).	Training required (See Other).

	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	Training required (See Other).	Training required (See Other).
	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	Not required (See Other).	Training required (See Other).
	Supervision of children	Not required (See Other).	Training required (See Other).
	Behavior management	Not required (See Other).	Training required (See Other).
	Other Describe: Prior to approval, parents and in-home provider must complete the Health & Safety checklist. Within 90 days of approval, the in-home provider must read "The Good Health Handbook – A Guide for Those Caring For Children". After the first year of approval, the in-home provider must complete a minimum of 6 hours of training annually, or if caring for a special needs child, the in-home provider must complete an additional 6 hours of training. First aid and CPR certification is only required if caring for a child with special need	Prior to approval, parents and in-home provider must complete the Health & Safety checklist. Within 90 days of approval, the in-home provider must read "The Good Health Handbook – A Guide for Those Caring For Children".	After the first year of approval, the in-home provider must complete a minimum of 6 hours of training annually, or if caring for a special needs child, the in-home provider must complete an additional 6 hours of training. First aid and CPR certification is only required if caring for a child with special need

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

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

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

☐ Relative providers are subject to certain requirements.

Describe the different requirements:

N/A

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

http://www.okdhs.org/programsandservices/cc/prvdrs/lic/docs/requirements.htm

3.1.4 Effective enforcement of the CCDF health and safety requirements. For providers who care for children receiving CCDF assistance and who are NOT subject to the enforcement procedures described in 3.1.2 for licensed providers, please describe how the Lead Agency enforces the CCDF health and safety enforcement requirements.

In Oklahoma, In-home providers are exempt from licensing requirements. No on-site visits are made for in-home providers. All in-home providers are required to have an initial background check which includes a search of the Oklahoma Department of Corrections files maintained by the Oklahoma State Bureau of Investigation pursuant to the Sex Offenders Registration Act and a search of the OKDHS system to ensure there are no issues with Child Welfare preventing the provider from caring for children. Providers are given a copy of "The Good Health Handbook", which includes information on prevention and control of infectious diseases, child wellness, child development and guidance, injury prevention, child abuse prevention, inclusion of children with disabilities and chronic health conditions, and caring for sick children. In-home provider and parent complete Form 08CC004E, Mutual Agreement Regarding the Plan of Care, and Form 08CC005E, In-Home Provider Health and Safety Checklist prior to the approval of the in-home provider.

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

OKDHS does not conduct on-site visits for in-home providers.

b) Describe whether the Lead Agency uses background checks

N/A

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

☑ Yes. If yes, what documentation, if any, is required?

Describe:

As described above, the in-home provider and the parent must complete Form 08CC004E, Mutual Agreement Regarding the Plan of Care, and Form 08CC005E, In-Home Provider Health and Safety Checklist prior to the approval of the in-home provider. The in-home provider must also read "The Good Health Handbook" and sign Form 08CC008E, In-home Child Care Provider Training Declaration of Completion, with 90 days of approval. In addition, any in-home providers of care to special needs children must provide proof of certification in first aid in infant and child CPR.

☐ No

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

N/A

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

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

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☐ Yes.
Describe

N/A

☑ No
a) If yes, are training, resources and supports offered to programs to assist them in ensuring that children receive appropriate developmental screenings?

☐ Yes.
Describe

N/A

☐ No
☐ Other.
Describe

N/A

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

☐ Yes.
Describe

N/A

☐ No
☐ Other.
Describe

N/A

c) Does the State/Territory use developmental screening and referral tools?

☐ Yes. If Yes, provide the name of the tool(s)

N/A

☐ No
☐ Other.
Describe

No is correct answer.

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

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a) **Data on licensing and health and safety.** Indicate if the Lead Agency or another agency has access to data on:

☑ Number of licensed programs.
Describe (optional):
Optional

☐ Numbers of programs operating that are legally exempt from licensing.
Describe (optional):
N/A

☑ Number of programs whose licenses were suspended or revoked due to non-compliance.
Describe (optional):
Optional

☑ Number of injuries in child care as defined by the State/Territory.
Describe (optional):
Optional

☑ Number of fatalities in child care as defined by the State/Territory.
Describe (optional):
Optional

☑ Number of monitoring visits received by programs.
Describe (optional):
Optional

☑ Caseload of licensing staff.
Describe (optional):
Optional

☑ Number of programs revoked from CCDF due to non-compliance with health and safety requirements.
Describe (optional):
Optional

☐ Other.
Describe:
N/A

☐ None.

b) **Performance measurement.** What, if any, performance measures does the State/Territory use in its licensing system to monitor compliance with CCDF health and safety requirements?

Licensing specialist compliance with the three visits per facility annually is tracked and reported quarterly. The report is reviewed by managerial staff for possible action.

c) **Evaluation.** What, if any, are the State/Territory's plans for evaluation related to licensing and health and safety? Evaluation can include efforts related to monitoring implementation of an initiative, validation of standards or assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically. OCCS utilizes quality assurance reviews of enforcement of compliance with licensing requirements by Licensing Specialists. The frequency of reviews includes one review annually per supervisory group.

3.1.7 Goals for the next Biennium -

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

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

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

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Goal #1:
Child care requirements are in the process of revisions. Revisions could include health and safety, programming, and professional development requirements. Legislation passed that requires background checks based on fingerprints for staff in all licensed programs.

NEW!

CCDF has a number of performance measures that are used to track progress for key aspects of the program at the national level. These performance measures are included in budget materials submitted to Congress and other documents. Please follow this link http://www.acf.hhs.gov/programs/occ/resource/government-performance-and-results-act-gpra-measures to see the CCDF performance measures. A number of these performance

measures rely on information reported in the State and Territorial Plans as a data source. We have added a ruler icon

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

3.2 Establishing Voluntary Early Learning Guidelines (Component #2)

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

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

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

If yes, insert web addresses, where possible:

http://www.okdhs.org/NR/rdonlyres/DCBC98D7-48B3-42C3-BEFE C4ABE6F486AC/0/1023_OklahomaEarlyLearningGuide_occs036mo_04012011.pdf & http://www.okdhs.org/NR/rdonlyres/8D52CAF8-E29E-4C88-8131 FB9F18D46910/0/1054_EarlyLearningGuide_occs__10012010.pdf

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

3.2.2 Do the early learning guidelines cover a range of domains across physical, cognitive, and social and emotional development? Check all that apply

for each age group as applicable in the chart below. Because States vary in their domain names and which domains to include, we have used the domains identified in the Head Start Child Development and Early Learning Framework for reference purposes.

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

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

	Information Dissemination	Voluntary Training	Mandatory Training
Parents in the child care subsidy system	☐	☑	☐
Parents using child care more broadly	☐	☑	☐
Practitioners in child care centers	☐	☑	☐
Providers in family child care homes	☐	☑	☐
Practitioners in Head Start	☐	☑	☐
Practitioners in Early Head Start	☐	☑	☐
Practitioners in public Pre-K program	☐	☑	☐
Practitioners in elementary schools	☐	☑	☐
Other. List: Early Learning Guidelines is mandatory for master teachers and primary care givers employed in child care centers, FCCH, Early Head Start and Head Start that are participating in QRIS. Guidelines are available on the OCCS website and printed copies are provided when requested. Most receive guidelines during training or are provided a copy by a consultant.	☐	☐	☑

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

☐ To define the content of training required to meet licensing requirements

☐ To define the content of training required for program quality improvement standards

(e.g., QRIS standards)

☐ To define the content of training required for the career lattice or professional credential

☐ To require programs in licensing standards to develop curriculum/learning activities based on the voluntary ELGs

☑ To require programs in quality improvement standards to develop curriculum/learning activities based on the voluntary ELGs

☐ To develop State-/Territory -approved curricula

☑ Other.

List:

Guideline domains are incorporated into the OK Core Competencies for Early Childhood Practitioners.

☐ None.

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

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☐ Cross-walked to align with Head Start Child Development and Early Learning Framework

☐ Cross-walked to align with K-12 content standards

☐ Cross-walked to align with State/Territory pre-k standards

☐ Cross-walked with accreditation standards

☑ Other.

List:

Guidelines were developed to align with HS Outcomes Framework, K-12 Priority Academic Student Skills (PASS) and NAEYC Accreditation Standards.

☐ None.

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

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

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

☐ Yes.
Describe:

N/A

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

☐ Yes.
Describe:

N/A

☐ No

☐ Other.
Describe:

N/A

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

☐ Yes.
Describe:

N/A

☐ No

☐ Other.
Describe:

N/A

☑ No

☐ Other.
Describe:

N/A

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

☐ Yes.
Describe:

b-1) If yes, do the tools cover the developmental domains identified in 3.2.2?
☐ Yes.
Describe:

☐ No

☐ Other.
Describe:

b-2) If yes, are the tools used on all children or samples of children?
☐ All children.
Describe:

☐ Samples of children.

Describe:

☐ Other.

Describe:

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

☐ No

☐ Other.
Describe:

☐ No

☑ Other.

Describe:

There is no formal state assessment. All districts are required to screen children prior to first grade. Districts are provided flexibility in choosing that screening or assessment tool.

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

☐ Yes.
Describe:

N/A

☑ No

☐ Not applicable. State does not have an SLDS.

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

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

☑ Number/percentage of child care providers trained on ELG's for preschool aged children.
Describe (optional):

Optional

☑ Number/percentage of child care providers trained on ELG's for infants and toddlers.
Describe (optional):

Optional

☐ Number of programs using ELG's in planning for their work.
Describe (optional):

N/A

☐ Number of parents trained on or served in family support programs that use ELG's.
Describe (optional):

N/A

☐ Other.

Describe:

N/A

☐ None.

b) **Performance measurement.** What, if any, are the Lead Agency's performance measures related to dissemination and implementation of the early learning guidelines?

Calculate the number/percentage of child care programs that have been trained on utilization of ELGs. Over time calculate the number/percentage of QRIS child care programs that are utilizing ELGs to plan program activities.

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

None at this time.

3.2.8 Goals for the next Biennium -

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

Effective Date: 01-OCT-13

Goal #1:
Goals for the next Biennium- Master teachers working with children ages 0-5 will attend training/coursework on the Early Learning Guideline

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

Effective Date: 01-OCT-13

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

Oklahoma Child Care Services, a Division of the Lead Agency.

3.3.1 Element 1 - Program Standards

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

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

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

N/A

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

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

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

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

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

N/A

☐ Not linked.

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

☐ Programs that meet State/Territory pre-k standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or there is a reciprocal agreement between pre-k and the quality improvement system)
☑ Programs that meet Federal Head Start Performance Standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or there is a reciprocal agreement between Head Start and the quality improvement system)
☑ Programs that meet national accreditation standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or an alternative pathway to meeting the standards)
☐ Other.
Describe:

N/A

☐ None.

3.3.2 Element 2 - Supports to Programs to Improve Quality

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

Effective Date: 01-OCT-13

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

☐ None. **skip to 3.3.3.**

Types and Purposes of Support	Information or Written Materials	Training	On-Site Consultation
☑ Attaining and maintaining licensing compliance	☑	☑	☑
☑ Attaining and maintaining quality improvement standards beyond licensing	☑	☑	☑
☑ Attaining and maintaining accreditation	☑	☐	☑
☑ Providing targeted technical assistance in specialized content areas:			
Health and safety	☑	☑	☑
Infant/toddler care	☑	☑	☑
School-age care	☑	☑	☑
Inclusion	☑	☑	☑
Teaching dual language learners	☐	☐	☐
Mental health	☑	☐	☑
Business management practices	☑	☑	☑
Other. Describe: Let's Move Child Care	☑	☑	☑

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

☑ Program improvement plans
☑ Technical assistance on the use of program assessment tools
☐ Other.
Describe:

N/A

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

☐ Yes.
Describe:

N/A

☐ No
☑ Other.
Describe:

Technical assistance is available for those needing assistance with entering the QRIS, maintaining or moving forward, but it is not required.

3.3.3 Element 3 - Financial Incentives and Supports

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

Effective Date: 01-OCT-13

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

☐ None. **skip to 3.3.4.**

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

☐ One-time awards or bonuses on completion of quality standard attainment	☐	☐	☐
☑ Tiered reimbursement tied to quality for children receiving subsidy	☑	☑	☐
☐ On-going, periodic grants or stipends tied to improving / maintaining quality	☐	☐	☐
☐ Tax credits tied to meeting program quality standards	☐	☐	☐
☑ Other. Describe: Tiered reimbursement listed above for exempt providers apply ONLY to Military and out of state providers. In addition, tax credits are available for 3 Star child care centers.	☑	☑	☑

3.3.4 - Element 4 - Quality Assurance and Monitoring

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

Effective Date: 01-OCT-13

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

☐ None. **skip to 3.3.5.**

Types of Program Quality Assessment Tools	Child Care Centers	Child Care Homes	License-Exempt Providers
☑ Environment Rating Scales (e.g., ECERS, ITERS, SACERS, FDCRS) Describe, including frequency of assessments. All two star facilities must receive a rating scale assessment every three years. Results are given to consultants in the QRIS unit and are used to help facilities improve in areas identified as deficient by the environment rating scale. ERS is also used with military and out-of-state providers that are license-exempt.	☑ Infant/Toddler ☑ Preschool ☑ School-Age	☑	☑
☑ Classroom Assessment Scoring System (CLASS) Describe, including frequency of assessments. The CLASS may be used in lieu of the ERS as defined above regarding ERS. The CLASS may be used by Head Starts in lieu of the ERS as defined above regarding ERS.	☑	N/A	☐
☑ Program Administration Scale (PAS) for child care centers or Business Administration Scale (BAS) for family child care homes Describe, including frequency of assessments. The PAS may be used by centers participating in the Leadership Academy project in lieu of the ERS as defined above regarding ERS.	☑	☐	☐
☐ Customized instrument, including submission of written documentation, developed for State/Territory quality improvement system. This may include instruments developed for quality improvements in 21st Century Learning Center programs Describe, including frequency of assessments. N/A	☐	☐	☐
☑ Other. Describe: Annual QRIS review by licensing or QRIS staff	☑	☑	☐

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

☐ Have a mechanism to track different quality assessments/monitoring activities to avoid duplication

☑ Include QRIS or other quality reviews as part of licensing enforcement

☑ Have compliance monitoring in one sector (e.g., Head Start/Early Head Start,

State/Territory pre-k) serve as validation for compliance with quality improvement system (e.g., QRIS) without further review

☐ Have monitoring for meeting accreditation standards serve as validation for compliance with quality improvement system (e.g., QRIS) without further review

☐ Other.
Describe:

N/A

☐ None.

3.3.5 - Element 5 - Outreach and Consumer Education

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

Effective Date: 01-OCT-13

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

☑ Yes. If yes, how is it used?

☑
Resource and referral/consumer education services use with parents seeking care

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

☑
Searchable database on the web

☐
Voluntarily, visibly posted in programs

☑
Mandatory to post visibly in programs

☑
Used in marketing and public awareness campaigns

☐

Other.

Describe:

N/A

☐ No. If no, **skip to 3.3.6.**

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

☐
Print

☐
Radio

☐
Television

☑
Web

☐
Telephone

☐
Social Marketing

☐
Other.

Describe:

N/A

☐
None.

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

Posted on the DHS Child Care Services websiteis a video in English and Spanish, *Choosing Child Care*. The website is located at http://www.okdhs.org/programsandservices/cc/docs/occsvideogallery.htm.

3.3.6. Quality Rating and Improvement System (QRIS)

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

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

☑
Participation is voluntary for:

all

☑
Participation is mandatory for:

contracted centers

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

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

☐ State/Territory is in the development phase
☐ State/Territory has no plans for development

☐
Other.

Describe:

N/A

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

☑
Child care centers

☑

Group child care homes

☑

Family child care homes

☐

In-home child care

☑

License exempt providers

☑

Early Head Start programs

☑

Head Start programs

☐

Pre-kindergarten programs

☑

School-age programs

☐

Other.

Describe:

N/A

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

Effective Date: 01-OCT-13

please describe:

None

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

Effective Date: 01-OCT-13

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

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

Describe(optional)

Star levels of participating programs are reported quarterly as one of the Division's key indicators.

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

Describe(optional)

Reported quarterly as one of Division's key indicators.

☑
Program scores on program assessment instruments.

List instruments:

PAS

Describe(optional)

Available on some child care centers. We allow Head Starts to use CLASS instead of ERS since they already have this done. Head Starts may use CLASS instead of ERS since this is part of their program requirements. Head Start has that documentation on their agencies and provides copies to OCCS if used in lieu of ERS.

☑
Classroom scores on program assessment instruments.

List instruments:

ERS

Describe(optional)

Completed for Two Star programs only.

☑

Qualifications for teachers or caregivers within each program.

Describe(optional)

The Oklahoma Professional Development Registry stores information on teachers and caregivers employed in 1+ star or higher programs. Teachers and caregivers employed at 1 star programs participate voluntarily.

☑

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

Describe(optional)

Reported quarterly as part of Division's key indicators.

☑

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

☐

Number/Percentage of programs receiving financial assistance to meet higher program standards.

Describe(optional)

Optional

☐

Other.

Describe:

N/A

☐

None.

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

The agency reports key indicators quarterly. Target numbers are set annually for program participation by star level for child care centers, group homes, and family child care homes. Similarly, subsidy utilization by Star status is tracked and compared to annual targets.

c) **Evaluation.** What, if any, are the State/Territory's plans for evaluation related to program quality? Evaluation can include efforts related to monitoring implementation of

an initiative, validation of standards or assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically.

N/A

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

Effective Date: 01-OCT-13

Goal #1:
Oklahoma Child Care Services is reviewing the QRIS initiative for possible revisions and additional star criteria.

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

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

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

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

Effective Date: 01-OCT-13

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

Oklahoma Child Care Services, Center for Early Childhood Professional Development, Oklahoma State Regents for Higher Education, Oklahoma Career Technology Centers, Oklahoma State Department of Education, Head Start Collaboration Director, Oklahoma Child Care Resource & Referral Association, Smart Start Oklahoma, Oklahoma State Health Department, and the Oklahoma State Department of Mental Health are all statewide entities involved in administering workforce development initiatives.

3.4.1 Workforce Element 1 - Core Knowledge and Competencies

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

Effective Date: 01-OCT-13

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

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

☐ Other.
Describe:

N/A

If yes, insert web addresses, where possible: http://www.okdhs.org/NR/rdonlyres/4E5897A2-8FE9-424B-B863-DD5E8F1FA997/0/0891_OklahomaCoreCompetenciesforEarlyChildhoodPractitioners_occs_05012011.pdf

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

☑ Child growth, development and learning
☑ Health, nutrition, and safety
☑ Learning environment and curriculum

☑ Interactions with children
☑ Family and community relationships
☑ Professionalism and leadership
☑ Observation and assessment
☑ Program planning and management
☐ Diversity
☐ Other.
Describe:

N/A

☐ None.

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

☐ To define the content of training required to meet licensing requirements
☑ To define the content of training required for program quality improvement standards (as reported in section 3.3)
☐ To define the content of training required for the career lattice or credential
☐ To correspond to the early learning guidelines
☐ To define curriculum and degree requirements at institutions of higher education
☑ Other.
Describe:

Defines the content of Tier II training, which is in-depth training that is at least 4 hours in duration and can be counted toward training requirements for a CDA. Competencies are utilized in developing education professional development plans for staff working in programs participating in QRIS. All training events listed on the OK Professional Development Registry are linked to an Oklahoma Core Competency for Early Childhood Practitioners,

☐ None.

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

☐ Cross-walked with the Child Development Associate (CDA) competencies
☐ Cross-walked with national teacher preparation standards (e.g., NAEYC standards for early childhood professional preparation, National Board of Professional Teaching Standards, National Council for Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation, Head Start SOLAR staff skills indicators)
☐ Cross-walked with apprenticeship competencies
☑ Other.
Describe:

☐ None.

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

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

N/A

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

N/A

☐ Administrators in centers (including educational coordinators, directors).
Describe:

N/A

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

N/A

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

N/A

☐ Other.
Describe:

N/A

☑ None.

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

☐ Birth-to-three
☐ Three-to-five
☐ Five and older
☐ Other.
Describe:

N/A

☑ None.

3.4.2 Workforce Element 2 - Career Pathways

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

Effective Date: 01-OCT-13

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

☑ Yes.

Describe:

The Oklahoma Professional Development Registry includes the Oklahoma Directors Credential (ODC) and the Professional Development Ladder (PDL) that includes training and education related to early childhood care and education.

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

Insert web addresses, where possible:
http://www.cecpd.org/oklahomaregistry/okDirCredential_new.php
http://www.cecpd.org/oklahomaregistry/profDevLadder.php

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

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

The Professional Development Ladder includes everyone working with children in a program.

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

The Professional Development Ladder includes everyone working with children in a program.

☑ Administrators in centers (including educational coordinators, directors).
Describe:

Oklahoma Directors Credential is required for child care center directors.

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

N/A

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

N/A

☐ Other.
Describe:

N/A

☐ None.

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

☐ Infants and toddlers
☐ Preschoolers
☐ School-age children

☐ Dual language learners
☐ Children with disabilities, children with developmental delays, and children with other special needs
☑ Other.
Describe:

Working with children birth through 12 years

☐ None.

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

☑ Voluntary guide and planning resource
☑ Required placement for all practitioners and providers working in programs that are licensed or regulated in the State/Territory to serve children birth to 13
☐ Required placement for all practitioners working in programs that receive public funds to serve children birth to 13
☐ Required placement for adult educators (i.e., those that provide training, education and/or technical assistance)
☐ Required placement for participation in scholarship and/or other incentive and support programs
☐ Required placement for participation in the QRIS or other quality improvement system
☑ Other.
Describe:

Required for all child care center directors: voluntary for early childhood practitioners that are not part of the QRIS.

☐ None.

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

☑ Yes.
If yes, describe:

The OK Professional Registry staff verify all documentation to meet requirements for the PDL and the ODC.

☐ No.

3.4.3 Workforce Element 3 - Professional Development Capacity

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

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

Effective Date: 01-OCT-13

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

☐ Yes.
If yes, describe:

N/A

☑ No.

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

☑ Yes.
If yes, describe:

Conducted surveys of providers and trainers to determine availability of training. Information was incomplete and inconclusive.

☐ No.

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

☑ Standards set by the institution
☑ Standards set by the State/Territory higher education board
☑ Standards set by program accreditors
☑ Standards set by State/Territory departments of education

☑ Standards set by national teacher preparation accrediting agencies
☑ Other.
Describe:

The Oklahoma State Regents Policies guide all the degree and certificate offerings at public institutions. Within these policies there are standards required for programs to be approved by the State Regents and there are reviews required every five years to ensure continued quality. Each institution has its own internal standards required for degree and certificate offerings that meet or exceed the State Regents minimal standards. Many programs seek external specialty accreditation

☐ None.

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

☑ Training approval process.
Describe:

Approval required for Tier II and all events listed on the OK Professional Development Registry. Training goals and objectives and qualifications of trainer are reviewed for quality by staff at the OK Training Approval System.

☑ Trainer approval process.
Describe:

Approval required of all Center for Early Childhood Education educators. Oklahoma Training Approval System staff reviews educator applications to ensure educators meet qualifications. These include experience in early childhood programs, higher education (required minimum is an AA degree), and experience providing training to adults.

☑ Training and/or technical assistance evaluations.
Describe:

Oklahoma Training Approval System reviews evaluations of all approved trainer/educators. Child Care Resource and Referral reviews evaluations of trainers and technical assistance providers, and the Quality Rating Improvement System reviews evaluations of Consultants and Technical Support Specialists.

☐ Other.
Describe:

N/A

☐ None.

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

☑ Yes.
If yes, describe:

The state does not have agreements, but each community college has one or more articulation agreements with a regional university.

☐ No.

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

☑ Yes.
If yes, describe:

The community colleges award a minimum of 6 hours of college credit (after completing 12 hours at the college) for a CDA credential. One community college awards college credit for a specific training offered by the Center for Early Childhood Professional Development.

☐ No.

3.4.4 Workforce Element 4 - Access to Professional Development

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

Effective Date: 01-OCT-13

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

☑ Yes. If yes, for which sectors?
☑ Child care
☑ Head Start/Early Head Start
☑ Pre-Kindergarten
☑ Public schools
☐ Early intervention/special education
☑ Other.
Describe:

Most professional development opportunities are open to all sectors. CCDF funded PD targets those individuals that work in child care and Head Start/Early Head Start. There is little training available for school-age programs.

☐ No.

b) Does the State/Territory have a State/Territory-wide, coordinated and easily accessible clearinghouse of information about professional development opportunities available to all members of the early childhood and school-age workforce? Lead Agencies are not required to have a professional development system, but States/Territories may develop such clearinghouses to promote access to professional development opportunities.

☑ Yes.
If yes, describe:

The Oklahoma Professional Development Registry has been updated to provide a clearinghouse of professional development opportunities. These are available to all members of the early childhood and school-age workforce.

☐ No.

Insert web addresses, where possible: https://okregistry.org

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

☑ Scholarships.
Describe:

Vouchers are provided to programs to assist with costs to attend child care conferences. Scholarships for early childhood coursework leading toward a national credential, and early childhood college coursework are available through the Scholars for Excellence program with the OK State Regents for Higher Education.

☑ Free training and education.
Describe:

Training is provided at no or low cost by the OK Child Care Resource and Referral Association and the Quality Rating and Improvement System Consultation and Technical Support Specialists.

☐ Reimbursement for training and education expenses.
Describe:

N/A

☐ Grants.
Describe:

N/A

☐ Loans.
Describe:

N/A

☐ Loan forgiveness programs.
Describe:

N/A

☐ Substitute pools.
Describe:

N/A

☐ Release time.
Describe:

N/A

☐ Other.
Describe:

N/A

☐ None.

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

☑ Yes.
If yes, describe:

Oklahoma Child Care Services licensing specialists, Consultant and Technical Support Specialists, and Scholar Coordinators assist early childhood practitioners with professional development advisement. Scholar Coordinators visit child care facilities, identify eligible child care staff and encourage them to advance their education by attending CDA classes, or working towards a college certificate or degree in child development. They assist with establishing eligibility for the scholarship, completing FAFSA applications, and enrollment in college and child development classes.

☐ No.

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

☑ Yes.
If yes, describe:

The Quality Rating and Improvement System offers Consultation and Technical Support Specialists (CATSS) that deliver the ERS scales and offer assistance with goal setting, developing program improvement plans, and professional development. Through a collaboration between the Department of Mental Health and Substance Abuse Services, OK State Department of Health and the Lead Agency, mental health consultation is offered to those programs needing assistance with child behavior and management issues as well as organizational and structural issues. Child Care Resource & Referral Agencies also offer technical assistance to child care programs for quality improvement.

☐ No.

3.4.5 Workforce Element 5 - Compensation, Benefits and Workforce ConditionsDefinition - For purposes of this section, rewards for education and training refers to any financial supports provided to practitioners for participating in and completing education or training or for increasing compensation.

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

☐ Yes.
If yes, describe:

N/A

☑ No.

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

☑ Yes.
If yes, describe:

A financial bonus is given to those receiving a CDA through the CDA Scholarship program. Website for financial bonus amounts is https://cecpd.org/media/2012/06/27/REW%20scale-teacher%20FY12%20for%20web%2007-19-2011%20mjb.pdf   Teacher scale and https://cecpd.org/media/2012/06/27/REW%20scale-director%20for%20FY12%20for%20web%2007-14-2011%20mjb.pdf   Directors scale.

☐ No.

c) Does the State/Territory provide sustained financial support on a periodic, predictable basis, such as annual wage supplements, based on the highest level of training and education achieved?

☑ Yes.
If yes, describe:

REWARD program is a salary supplement provided to income eligible individuals that work in child care programs with subsidy contracts. REWARD payment amounts depend on the individual's education level. The goal of the program is to retain staff and to encourage advancement up the Professional Development Ladder.

☐ No.

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

☑ Yes.

If yes, describe:

While not specific to the child care industry, Insure Oklahoma's Employer Sponsored Insurance plan provides employers with premium subsidies to help buy health insurance for low to moderate income employees. Insure Oklahoma also provides a way for individuals who participate in the Individual Plan gain access to an affordable health care option.

☐ No.

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

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

☑ Data on the size of the child care workforce.
Describe (optional):

Optional

☐ Data on the demographic characteristics of practitioners or providers working directly with children.
Describe (optional):

N/A

☐ Records of individual teachers or caregivers and their qualifications.
Describe (optional):

N/A

☐ Retention rates.
Describe (optional):

N/A

☐ Records of individual professional development specialists and their qualifications.
Describe (optional):

N/A

☐ Qualifications of teachers or caregivers linked to the programs in which they teach.
Describe (optional):

N/a

☑ Number of scholarships awarded .
Describe (optional):

Optional

☑ Number of individuals receiving bonuses or other financial rewards or incentives.
Describe (optional):

Optional

☑ Number of credentials and degrees conferred annually.
Describe (optional):

Optional

☐ Data on T/TA completion or attrition rates.
Describe (optional):

N/A

☐ Data on degree completion or attrition rates.
Describe (optional):

N/A

☑ Other.
Describe:

More workforce data will become available as more individuals join the Oklahoma Professional Development Registry.

☐ None.

b) Does the State/Territory have a workforce data system, such as a workforce registry, which tracks workforce demographics, compensation, and qualifications and ongoing professional development for practitioners working with children birth to age 13?

Definition - For purposes of this section, a workforce data system refers to a system, such as a workforce registry, that tracks the size and characteristics of the child care workforce, including longitudinal data to monitor changes over time. The data system also can produce records to validate and verify qualifications or ongoing professional development for licensing, accreditation, QRIS, wage incentives, and credentials.

☑ Yes.

b-1) If yes, which roles are included in the workforce data system? For each role checked, indicate in your description whether participation is voluntary or mandatory.

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

OK Professional Development Registry membership is voluntary except for those participating in QRIS program or REWARD salary supplement program.

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

OK Professional Development Registry membership is voluntary except for those participating in QRIS program or REWARD salary supplement program.

☑ Administrators in centers (including educational coordinators, directors).
Describe:

OK Professional Development Registry: Oklahoma Directors Credential is required for all child care center directors.

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

Describe:

N/A

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

N/A

☐ Other.
Describe:

N/A

☐ None.

b-2) Does the workforce data system apply to:

☑ all practitioners working in programs that are licensed or regulated by the State/Territory to serve children birth to 13?
☐ all practitioners working in programs that receive public funds to serve children birth to age 13?
☐ No.

c) **Performance measurement.** What, if any, performance measures does the State/Territory use related to its workforce and professional development systems?

Increase the number of individuals working in child care that meet at a minimum, Master Teacher qualifications

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

Currently tracking numbers of training hours provided through funding and the number of scholarships, degrees and credentials obtained. In the future we hope to gather workforce data, track the impact of changes in professional development requirements, accessibility of professional development opportunities, and availability of resources.

3.4.7 Goals for the next Biennium -
In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium and are encouraged to identify no more than five priority goals total. ACF will target technical assistance efforts

to help Lead Agencies achieve their goal(s). Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). Lead Agencies are not required to establish a goal for each sub-section in 3.4. Lead Agencies will report progress and updates on these goals in the annual Quality Performance Report (Appendix 1), including any barriers encountered.

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

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

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Goal #1:
All professional development opportunities are linked to the OK Core Competencies for Early Childhood Practitioners or School-Age Practitioner Competencies. Develop Core Competencies for the School-Age Program Practitioner.

Goal #2:
Compensation, Benefits and Workforce Conditions: Increase participation in REWARD.

Goal #3:
Career Pathways (or Career Lattice): School-age coursework is included in the Professional Development Ladder. Provide credentials to those who complete specific coursework in school-age or infant-toddler programming.

Goal #4:
Professional Development Capacity: The child care workforce will participate in the OK Professional Development Registry. All approved trainers and sources of training will meet designated standards.

Goal #5:
Access to Professional Development: All professional development opportunities are listed in a searchable Registry database.