

Child Care and Development Fund (CCDF) Plan  
For

West Virginia  
FFY 2014-2015

**PART 1  
ADMINISTRATION**

**1.1 Contact Information**

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

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

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Name of Lead Agency: [West Virginia Department of Health and Human Resources](#)

Address of Lead Agency: [One Davis Square, Suite 100 East, Charleston, WV 25301](#)

Name and Title of the Lead Agency's Chief Executive Officer: [Karen Bowling](#)

Phone Number: [\(304\)558-0684](#)

Fax Number: [\(304\) 558-1130](#)

E-Mail Address: [dhhrsecretary@wv.gov](mailto:dhhrsecretary@wv.gov)

Web Address for Lead Agency (if any): [www.wvdhhr.org](http://www.wvdhhr.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:**

Effective Date: 01-OCT-13

Name of CCDF Administrator: [Kim Hawkins](#)

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

Address of CCDF Administrator: [350 Capitol Street, Room b-18, Charleston, WV 25301](#)

Phone Number: [304-356-4603](#)

Fax Number: [304-558-8800](#)

E-Mail Address: [Kim.J.Hawkins@wv.gov](mailto:Kim.J.Hawkins@wv.gov)

Phone Number for CCDF program information

(for the public) (if any): [\(304\)-558-1885](#)

Web Address for CCDF program

(for the public) (if any): [www.wvchildcare.org](http://www.wvchildcare.org)

Web Address for CCDF program policy manual

(if any): <http://www.wvdhhr.org/bcf/ece/earlycare/policy.asp>

Web Address for CCDF program administrative rules

(if any):

## **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): \$ [31,924,300](#)

Federal TANF Transfer to CCDF: \$

Direct Federal TANF Spending on Child Care: \$ 14,700,000

State CCDF Maintenance-of-Effort Funds: \$ 2,971,392

State Matching Funds: \$ 3,331,288

**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:

General revenue.

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

6,302,680

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

If checked, are those funds:

donated directly to the State?

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

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

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

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

If checked, provide the estimated percentage of Matching Fund requirement that will be met with pre-k expenditures ( not to exceed 30%):

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

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

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

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

If checked,

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

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

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

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

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

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

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Estimated Amount of CCDF Quality Funds For FY 2014	Activity (Lead Agency should include description of quality activities that cover FY 2014 and also information about activities for FY 2015, if available)	Purpose	Projected Impact and Anticipated Results (if possible)
<p>Infant/Toddler Targeted Fund 690,979</p>	<p>Infant/Toddler Specialist Network</p> <p>Infant/Toddler State Coordinator</p> <p>Infant/Toddler Specialist in CCR&amp;R</p> <p>Great Beginnings Infant/Toddler Conference</p> <p>Professional Development for Infant/Toddler Specialist Resources</p>	<p>To collaborate on projects to promote quality improvement and consistency of professional development delivered.</p> <p>To oversee implementation of infant/toddler quality initiatives</p> <p>To provide professional development and technical assistance.</p> <p>Annual conference for providers and administrators of infant/toddler programs.</p> <p>To ensure that Specialists have the most current information available.</p> <p>Provided to meet health and safety needs while increasing quality.</p>	<p>Plans include collaborating with Early Head Start Infant/Toddler Technical Assistance to provide joint professional development to maximize resources and expertise.</p> <p>Increased coordination with Infant/ Toddler Professional Development Relationships will be established allowing positive and sustained changes in practice.</p> <p>Building statewide network of infant/ toddler professionals, provide professional development by experts in the field and expose participants to a model infant/toddler classroom.</p>
<p>School-Age/Child Care Resource and Referral Targeted Funds 116,685</p>	<p>Early Childhood Teams in CCR&amp;R</p> <p>Professional Development for Early Childhood Teams</p>	<p>To oversee implementation of quality initiatives throughout the state</p> <p>To provide professional development to the early childhood field throughout the state.</p> <p>To provide professional development and support to the Early Childhood Teams in the Child Care Resource and Referral Agencies.</p>	<p>Increased coordination with the Early Childhood Professional Development</p> <p>Increase professionalism and higher quality in the early childhood field.</p>

<p>Quality Expansion Targeted Funds 1,193,120</p>	<p>ACDS Scholarships T.E.A.C.H. Scholarships</p> <p>Quality Improvement Grants</p> <p>Professional Development Registry and Career Pathway</p> <p>Apprenticeship for Child Development Specialist</p> <p>Child Care Nurse Health Consultants</p> <p>Accreditation Support</p>	<p>To provide scholarships to child care providers that have completed the Apprenticeship for Child Development Specialist</p> <p>To provide scholarships to child care providers to attend college courses.</p> <p>To provide grants to child care providers to improve the quality of the care they offer</p> <p>To provide a system to register and track all early childhood professional development, and to provide the early childhood field with a career pathway.</p> <p>To provide a community based professional development program that is a Department of Labor Apprenticeship Program</p> <p>To provide medication administration training and health related information to child care providers</p> <p>To continue the work of the Be Choosy West Virginia Project.</p> <p>To provide support for child care centers, family child care homes, and group homes wishing to apply for national accreditation.</p>	<p>Increase the number of child care providers that attend college courses.</p> <p>Increased quality of child care.</p> <p>Increased professionalism of the early childhood workforce.</p> <p>Increased professional development for child care providers throughout the state.</p> <p>Increased health and safety of children in child care</p> <p>Increase the nutrition and physical activity in child care.</p> <p>Increase quality of child care throughout the state.</p>
<p>Quality Funds (not including Targeted Funds) 0</p>	<p>Not Applicable</p>	<p>Not Applicable</p>	<p>Not Applicable</p>

**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.

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

Other.  
Describe:

### 1.3 CCDF Program Integrity and Accountability

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

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

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Describe:

**The Lead Agency retains overall responsibility for administering all Child Care and Development Fund monies, including the development of state Child Care policy and procedures, promulgation of regulatory requirements for providers, oversight of all funds by grantees, and assuring that grantees operate according to CCDF rules. The Lead Agency also provides direction for all activities that improve the quality of care. Policy is developed on a state level and is the same statewide with no local variations with regard to priorities for children, eligibility criteria, sliding fee scales, payment rates or procedures. Regulatory requirements must be promulgated through the state Legislature so regulations apply statewide. The Department does, however, enter into grant agreements with other private agencies to implement many of its services, programs and activities.**

**CCR&R Services: The state has developed an infrastructure of Child Care Resource and Referral**



(CCR&R) agencies to provide resource and referral services, manage the child care certificate system (including eligibility determination and payment to providers) and deliver a number of quality initiatives. The current six CCR&R agencies were selected through competitive grant announcements. As the vast majority of service delivery and quality initiatives are contracted through the CCR&R, the state has a number of methods for maintaining overall control of CCR&R activities. They include the following:

- An annual work plan and grant agreement used to continue and/or modify requirements and services.
- CCR&R agencies follow all state policy and procedures and use state designed forms and information systems. Checks are written and issued by the Lead Agency based on information entered into the State's database by CCR&R agencies, so certificate monies remain with the state allowing for better control of funds.

In order to ensure that only appropriate expenses are charged to CCDF, all child care and related activities are captured in a separate fund in the accounting system.

The annual budget is prepared by the Bureau's financial unit based on projected expenditures and available federal and state funding levels. Each childcare expenditure is budgeted and spent in a specified accounting code (org), which allows expenditures to be segregated by activity type. This segregation includes capturing expenditures related to the various required earmarks. The codes also allow the transfer of the expenditures to the federal report form.

Detailed monthly expenditure reports are prepared that compare current spending levels to the budgeted amounts. These reports are thoroughly reviewed and any discrepancies are researched and any necessary adjustments are made.

Expenditures originate from several different sources, including activities that are directly charged to the separate child care fund such as payments made to child care providers. Child Care Resource and Referral (CCR&R) agencies are responsible for determining eligibility and processing payments to child care providers. These payments are processed in the Statewide Automated Child Welfare Information System (SACWIS). In West Virginia the system is known as the Family & Children's Tracking System (FACTS). The FACTS system allows the flexibility for various types of expenditures to post to specific accounting codes (orgs).

A cost allocation plan is used for administrative expenditures that are shared amongst various funding sources. The CCR&R agencies and Bureau workers complete a time study in order to allocate these costs. The time study is used to determine activities they perform that are not eligible to be paid with federal CCDF funding, as well as activities that qualify for any of the required earmarks.

All accounting information is posted to the statewide Financial Information Management System (FIMS). From there, the Department's finance unit pulls the expenditures to complete the federal reporting forms.



**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](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:

The Department has created a CCR&R monitoring system. Interview guides and processes were developed to evaluate services delivered by the agencies. During this process, DHHR program and contract staff interview all CCR&R staff as well as some local DHHR staff, providers and recipients, and review case records, personnel and financial files. Program staff monitor work flow and environment. If deficiencies exist, the state requests corrective action and then monitors to insure corrective action was taken. The state has the option to issue a new competitive grant announcement if improvement does not occur. All six agencies have been reviewed in this manner.

Quarterly program and financial reports are required that cover expenditures, numbers of families, children and providers served for subsidy, resource and referral and other quality initiatives, payments processed, and training and technical assistance provided.

The DHHR includes provisions for corrective action within its grant agreements with the CCR&R Agencies that administer the subsidy system. These provisions are:

**Deductions & Withholdings:** The Department may deduct amounts or withhold payments invoiced by the Grantee under the Grant Agreement between the Grantee and the Department or its operating units if the Grantee fails to comply with any requirements of the Grant Agreement between the Grantee and the Department or its Bureaus, Offices, Divisions, or other operating units.

Funds withheld due to unsatisfactory program performance or failure to comply with the terms and conditions of the Grant Agreement between the Department or its other operating units may be restored upon satisfactory completion of the condition that caused the withholding.

**Monitoring:** If, as a result of its monitoring efforts, the Department uncovers deficiencies in the Grantee's administration of the grant or related project/program, the Department shall notify the Grantee in writing of said deficiencies. The Grantee shall agree to take immediate and timely corrective action as determined by the Department in an attempt to rectify any identified and reported deficiencies and to resolve the matter.

- **Department Right of Approval:** The Department shall have the right in its sole discretion to refuse to permit any employee of the Grantee, or employee of an approved agent, assignee, or subcontractor of the Grantee, to be located at a Department work location, or to provide

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

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Type of Activity	Identify Program Violations	Identify Administrative Error
Share/match data from other programs (e.g. TANF, Child and Adult Care Food Program (CACFP), Food and Nutrition Service (FNS), Medicaid))	<input type="checkbox"/>	<input type="checkbox"/>
Share/match data from other databases (e.g., State Directory of New Hires, Social Security Administration, Public Assistance Reporting Information System (PARIS))	<input type="checkbox"/>	<input type="checkbox"/>
Run system reports that flag errors (include types)	<input type="checkbox"/>	<input type="checkbox"/>
Review of attendance or billing records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Audit provider records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct quality control or quality assurance reviews	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct on-site visits to providers or sub-recipients to review attendance or enrollment documents	<input type="checkbox"/>	<input type="checkbox"/>
Conduct supervisory staff reviews	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct data mining to identify trends	<input type="checkbox"/>	<input type="checkbox"/>
Train staff on policy and/or audits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<div style="border: 1px solid black; padding: 2px;">Other. Describe</div> <div style="border: 1px solid black; padding: 2px; margin-top: 2px;"> <a href="#">Investigations and Fraud Management, Office of Inspector General</a> </div>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>

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

West Virginia uses a variety of means to prevent errors that result in improper payments. The FACTS system is designed to take the information entered in the system by the CCR&R worker and use it to determine eligibility. This eliminates many of the errors, with the exception of errors in the data entry itself. As part of the required Quality Assurance Plan, each CCR&R agency shall have a process to internally monitor eligibility determinations, payment processing, and FACTS data entry. In addition, state level staff work with CCR&R agencies to identify problem policies, procedures and forms that may lead to errors. Solutions are developed by committee, and supported in the field through training and technical assistance supplied by the child care consultants. Strategies developed to prevent and reduce errors and improper payments include the following:

- CCR&R agencies must use the state's management information system, the Family and Children's Tracking System (FACTS) to determine financial eligibility and calculate payment amounts due. The FACTS system is programmed to calculate income, determine eligibility, and assess co-payment amounts. The system also has controls to limit payments to eligible days and children only.
- CCR&R agencies must use state developed child care policy and procedures.
- Family child care providers must submit sign in and out sheets to verify attendance along with their billing forms, and centers are asked on a random basis to submit their sign in and out sheets along with their billing forms.
- CCR&R agencies must audit billing forms and compare work and school schedules to times shown on the sign in and out form to verify child care usage complies with time approved.
- Child care providers who submit incorrect or improper billing forms must attend a retraining session on proper billing procedures. After attending three retraining sessions, if the provider fails to comply with appropriate billing procedures, the provider can be denied participation in the certificate system.
- Subsidy clients must submit verifications for activities and income. For example, students receiving services must provide school schedules and grades. Employed clients must submit pay stubs and work schedules.
- Subsidy clients must submit proof of child support received or pursued. Subsidy clients with no currently established support requirements are given six months to begin establishing child support. Exemptions to the child support requirement are granted if the absent parent is incarcerated, deceased, or for good cause. Persons acting in loco parentis and foster parents, including kinship relatives are also exempt.
- Subsidy clients must provide proof of residency within the state of West Virginia and proof of identity.

- If there is substantiated misrepresentation by a potential provider in any DHHR administered program (TANF, Child Care, Food Stamps, etc.), that person shall be prohibited from participation in the Certificate Program. If restitution is made, a one-time waiver is available.

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

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

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Strategy	UPV	IPV and/or Fraud	Administrative Error
Require recovery after a minimum dollar amount in improper payment. Identify the minimum dollar amount: \$ 1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Coordinate with and refer to other State/Territory agency (e.g. State/Territory collection agency, law enforcement). Describe: Child care fraud is referred to the Office of the Inspector General, Investigations and Fraud Management office. Staff in this office recover payments and make recommendations for prosecution to county attorneys.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Recover through repayment plans	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Reduce payments in the subsequent months	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recover through State/Territory tax intercepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recover through other means. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establish a unit to investigate and collect improper payments. Describe composition of unit:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

**Improper Payments due to misrepresentation in amounts greater than \$1,000 are referred to the Office of the Inspector General, Investigations and Fraud Management. Staff in this agency are responsible for investigation, referrals for prosecution, and repayment recovery.**

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

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- None
- Disqualify client.

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

**This process applies to both clients and providers: Supervisors are responsible for negotiating repayment schedules with providers and/or clients and completing a Repayment Agreement to include the amount to be recovered, the period of recovery, the monthly recovery amount, and the procedure for repayment. If intentional misrepresentation may have occurred and the provider/client remains active, it is recommended that the CCR&R worker try to collect the payment in full. If this is not feasible, it is suggested that the R&R worker request that the client or provider be asked to repay the amount in monthly installment payments of approximately 10% of the amount due.**

**Payment schedules should be sufficient to recover the amount due within a reasonable time**

period but should not pose an undue hardship on a client. The amount of payment should not exceed living costs. Payments must be made by money order. If a payment is more than forty-five (45) days late, the entire unpaid balance becomes due and must be paid in full. Failure to repay the requested amount shall result in case closure for clients or denial of participation in the certificate system for child care providers. Client services will not be reinstated until full payment is received.

The West Virginia Public Welfare Law and subsequent administrative actions have guaranteed an applicant for or a recipient of Social Services the right to a hearing concerning an action taken by the Department. Every child care client and provider has the right to request a hearing concerning actions taken by the Department or CCR&R workers. The State Board of Review is designated by State Law as the body through which a client or provider may present his/her case to a higher authority. The State Hearing Officer is an impartial official who has not been directly involved in any determination of the action in question.

Disqualify provider.

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

This process applies to both clients and providers: Supervisors are responsible for negotiating repayment schedules with providers and/or clients and completing a Repayment Agreement to include the amount to be recovered, the period of recovery, the monthly recovery amount, and the procedure for repayment. If intentional misrepresentation may have occurred and the provider/client remains active, it is recommended that the CCR&R worker try to collect the payment in full. If this is not feasible, it is suggested that the R&R worker request that the client or provider be asked to repay the amount in monthly installment payments of approximately 10% of the amount due.

Payment schedules should be sufficient to recover the amount due within a reasonable time period but should not pose an undue hardship on a client. The amount of payment should not exceed living costs. Payments must be made by money order. If a payment is more than forty-five (45) days late, the entire unpaid balance becomes due and must be paid in full. Failure to repay the requested amount shall result in case closure for clients or denial of participation in the certificate system for child care providers. Client services will not be reinstated until full payment is received.

The West Virginia Public Welfare Law and subsequent administrative actions have guaranteed an applicant for or a recipient of Social Services the right to a hearing concerning an action taken by the Department. Every child care client and provider has the right to request a hearing concerning actions taken by the Department or CCR&R workers. The State Board of Review is designated by State Law as the body through which a client or provider may present his/her case to a higher authority. The State Hearing Officer is an impartial official who has not been directly involved in any determination of the action in question.

Prosecute criminally

Other.

Describe.

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

N/A here

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Activities identified in ACF-402	Cause/Type of Error (if known)	Actions Taken or Planned	Completion Date (Actual or planned) (if known)
Additional Review	Missing Documents	Require that agencies perform internal audits of their entire caseload using the same form used in the improper authorizations review. CCR&R agencies will be required to submit quarterly reports on their findings, as well as any plans for correction.	On going.
Staff Training	Policy Errors/ Missing Documents	Retrain all case workers on child care policy and procedures; Create new case manager orientation training and materials for all child care resource and referral agencies; create refresher training for existing staff.	On going.
Policy Revision	Policy errors	Review problematic policies for revision or clarification.	On going.
Staff Training	Policy Errors/Missing Documents	Create targeted trainings for case manager supervisors.	On going.
Additional Review	Missing Documents	State level staff will review 10 cases per quarter, per CCR&R agency, and develop corrective action plans as necessary.	On going.
Document Tracking	Missing Documents	Implement a document imaging system.	Unknown at this time.



## 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)).**

<b>Agency/Entity</b>	<b>Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan</b>
<input checked="" type="checkbox"/> <p><b>Representatives of general purpose local government (required)</b></p> <p>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.</p>	<p>The Division of Early Care and Education participates in a state level early childhood advisory council. County school system members' local head start and child care programs participate as members of the Advisory Council so are a part of all collaborative efforts. State and local regulatory staff works with local health departments in the licensing of child care centers and family child care facilities (group care). Centers and facilities must both have permits to operate from the local health department, so communication and coordination are essential.</p>
<p><b>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.</b></p>	
<input checked="" type="checkbox"/> <p>State/Territory agency responsible for public education</p> <p>This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.</p>	<p>Office of Early Learning, WV Department of Education (WVDE)</p> <p>Entity listed participates on the Early Childhood Advisory Council.</p>

<input checked="" type="checkbox"/> 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	Office of Special Programs, Extended and Early Learning, WV Department of Education (WVDE). WV Birth to Three, Office of Maternal, Child and Family Health, WV Department of Health and Human Resources (WVDHHR/DHHR).  All of the entities listed participate on the Early Childhood Advisory Council.
<input checked="" type="checkbox"/> State/Territory agency responsible for licensing (if separate from the Lead Agency)	Contained within the Lead Agency.
<input checked="" type="checkbox"/> State/Territory agency with the Head Start Collaboration grant	Head Start Collaboration Office, WV Department of Health and Human Resources.  All of the entities listed participate on the early childhood advisory council.
<input checked="" type="checkbox"/> Statewide Advisory Council authorized by the Head Start Act	Plan was submitted for review by the early childhood advisory council.
<input type="checkbox"/> Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services	Not applicable
<input checked="" type="checkbox"/> State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)	The Lead Agency consults with the Office of Child Nutrition in developing regulatory standards for child care programs. Local Department staff works with Child and Adult Care Food Program (CACFP) sponsors to share information about the licensing/registration status of providers participating in CACFP.
<input checked="" type="checkbox"/> State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant	The Director of the WV Home Visitation Program participates in the WV Early Childhood Advisory Council



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

Office of Behavioral Health Services, WVDHHR.  
 Office of Surveillance and Disease Control, Immunization Program, WVDHHR.  
 Office of Maternal, Child and Family Health, Division of Infant, Child and Adolescent Health, WVDHHR.  
 Office of Environmental Health, WVDHHR.  
 Pesticide Regulatory Program, WV Department of Agriculture.  
 WV Office of Healthy Lifestyles  
 WV Department of Education, Office of Healthy Schools

Joint effort involves the licensing of child care centers and rulemaking for licensed child care centers. The Office of Environmental Health promulgates rules for child care centers in the areas of health, sanitation and nutrition. The rules are enforced by local health departments. Information is shared across programs to facilitate more effective regulation of programs and Division staff is consulted about changes in regulations. Environment Health staff work with the Division of Early Care and Education in establishing rules and the Division consults with the Office of Environmental Health when its rules are changed. The Pesticide Regulatory Program also promulgates rules for centers and group homes and consults with the Division about changes in rules.



State/Territory agency responsible for child welfare

The Division of Early Care and Education has coordinated with the WV Child Abuse Prevention Specialist to deliver early childhood programming and training to family support centers and In Home Family Education Programs. Efforts have lead to increased funding for Strengthening Families through Early Care and Education development as well as increased training on Mandatory Reporting for child care providers.



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

Not applicable

<input checked="" type="checkbox"/> State/Territory agency responsible for employment services/workforce development	WV Workforce Investment Board. The Workforce Investment Board coordinates all available state and federal training resources by orchestrating the efforts of state agencies and local organizations. The lead agency also administers West Virginia's Workforce Investment Act, with seven regional boards that provide a link between the state and local levels. Work Force West Virginia centers are operated locally providing job seekers a one-stop location for employment-related services.	
<input checked="" type="checkbox"/> State/Territory agency responsible for Temporary Assistance for Needy Families (TANF)	The Lead Agency and the TANF agency are located within the same Bureau which facilitates coordination. West Virginia uses approximately \$20 million in TANF direct funds for its Child Care Program. The two offices work together to set eligibility guidelines for supportive services provided by TANF. Policies that may impact the other program are discussed prior to implementation and State Plan information is coordinated.	
<input type="checkbox"/>	Indian Tribes/Tribal Organizations  <input checked="" type="checkbox"/> N/A: No such entities exist within the boundaries of the State	Not applicable
<input checked="" type="checkbox"/> 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	WV Division of Early Care and Education has representation on the state's statewide after-school network.  WV Division of Early Care and Education has representation on the state's Early Childhood Home Visitation programs' stakeholders group.	
<input checked="" type="checkbox"/> Provider groups, associations or labor organizations	West Virginia Child Care Centers United. West Virginia Family Child Care Association West Virginia Association for the Education of Young Children	
<input type="checkbox"/> Parent groups or organizations	Not applicable	
<input checked="" type="checkbox"/> Local community organization, and institutions (child care resource and referral, Red Cross)	Child Care Resource and Referral Directors.	
<input type="checkbox"/> Other	Not applicable	

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

Effective Date: 01-OCT-13

a) Date(s) of notice of public hearing: [04/30/2013](#)

**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? [On the Lead Agency's website and through newspaper notices across the state.](#) c) Date(s) of public hearing(s): [05/23/2013](#)

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

d) Hearing site(s) [Marshall University Graduate College](#)

e) How was the content of the Plan made available to the public in advance of the public hearing(s)? [The plan was made available on the lead agency's website and sent out through email to partners.](#)

f) How will the information provided by the public be taken into consideration in the provision of child care services under this Plan? [The lead agency will review comments and include public recommendations for plan activities as budget constraints allow. However, no comments were received.](#)

**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.

Effective Date: 01-OCT-13

[The Division of Early Care and Education developed the state Child Care Plan through a number of meetings with varying audiences including a State Plan Workgroup, and a group of CCR&R staff.](#)

[A press release was issued on April 30th, 2013 to announce that a public hearing would be held from 10:00 AM to 12:00 PM on Thursday, May 23, 2013, in room 204 of the Marshall University Graduate College, located at 102 Angus E. Peyton Drive, South Charleston, West Virginia 25309. The release also indicated that the state plan could be accessed on line at <http://www.wvchildcare.org>. The website allowed for comment to be submitted on line prior to the end of the public comment period on May 23, 2013.](#)

[The plan was posted on the WVDHHR web site, again with notice of the date, time and location of the public hearing.](#)

## **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](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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<b>Agency/Entity (check all that apply)</b>	<b>Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</b>	<b>Describe the goals or results you are expecting from the coordination</b>
		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.

<input checked="" type="checkbox"/> <p>Representatives of general purpose local government</p> <p>This may include, but is not limited to:</p> <p>representatives from counties and municipalities, local education representatives, or local public health agencies.</p>	<p>The Division of Early Care and Education participates in a state level early childhood advisory council. County school system members' local head start and child care programs participate as members of the Advisory Council so are a part of all collaborative efforts. State and local regulatory staff works with local health departments in the licensing of child care centers and family child care facilities (group care). Centers and facilities must both have permits to operate from the local health department, so communication and coordination are essential.</p>	<p>Increase the financial stability of both families and child care providers by coordination between agencies and linkages with other services.</p>
<input checked="" type="checkbox"/> <p>State/Territory agency responsible for public education <b>(required)</b></p> <p>This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.</p>	<p>WV Pre-k policy requires local coordination for the operation of WV Pre-k programs. Required partners include local child care and Head Start providers, public education representatives, and DHHR Community Service Managers. When needed, staff from the Lead Agency work with staff in Head Start and the Department of Education to provide technical assistance to these county collaborative teams.</p>	<p>Increased participation of child care provider in providing pre-k classrooms.</p> <p>Joint revision of policies for the provision of universal pre-kindergarten services for four-year-olds across the four programs/funding streams that are used in supporting WV Pre-k.</p>



<input checked="" type="checkbox"/>	<p>Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services <b>(required)</b></p>	<p>Office of Early Learning, WVDE  Office of Special Programs, WVDE  Head Start Collaboration Office</p> <p>These agencies are members of the early childhood advisory council.</p>	<p>Coordination with Maternal, Child and Family Health's Early Childhood Comprehensive Systems (ECCS) Grant on health efforts that meet the needs of all early childhood programs.</p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for public health <b>(required)</b></p> <p>This may include, but is not limited to, the agency responsible for immunizations and programs that promote children's emotional and mental health</p>	<p>The Lead Agency consults with the appropriate health care partners in the areas of preventive health care (regular physical exams and dental care) and childhood immunizations</p>	<p>Goals are to increase the levels of immunization and the frequency and quality of child physical exams. Efforts include:</p> <p>Periodic reviews of immunization records maintained by licensed child care centers by the Office of Surveillance and Disease Control.</p> <p>Coordinating policies on immunizations required for children in WV Pre-k and child care centers through the Offices of Healthy Schools and Office of Surveillance and Disease Control and Division of Early Care and Education.</p> <p>Consultation with regard to development and standardization of child health assessment forms through the WV Health Check program.</p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for employment services / workforce development <b>(required)</b></p>	<p>Two of West Virginia's Child Care Resource and Referral agencies have located offices in Work Force centers which offer more of a one-stop shop environment for the area. The co-location has allowed them to identify families served by both agencies in order to maximize resources.</p>	<p>Access to more training and technical assistance for family child care providers and child care center employees. Assistance to parents seeking employment.</p>

<input checked="" type="checkbox"/>	State/Territory agency responsible for providing Temporary Assistance for Needy Families (TANF) including local human service agencies( <b>required</b> )	CCR&R agencies are required by their scope of work to coordinate their assessment of child care supply and demand with the TANF staff in county offices. This requirement insures that the CCR&R agencies are aware of any shortages of resources and can attempt to recruit additional providers to enable TANF recipients to participate in work activities.	Increase TANF participation rates. Increase the number of families able to move off of the TANF rolls.
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<input type="checkbox"/>	Indian Tribes/Tribal Organizations (required) <input checked="" type="checkbox"/> N/A: No such entities exist within the boundaries of the State		
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**For the remaining agencies, check and describe (optional) any with which the Lead Agency has chosen to coordinate early childhood and school-age service delivery**

<input checked="" type="checkbox"/>	State/Territory agency with the Head Start Collaboration grant	Lead agency is co-located with the Head Start Collaboration Office.	Increased knowledge and coordination between child care and local Head Start agencies.
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<input type="checkbox"/>	State/Territory agency responsible for Race to the Top - Early Learning Challenge (RTT-ELC) <input checked="" type="checkbox"/> N/A: State/Territory does not participate in RTT-ELC		
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<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)</p>	<p>Lead Agency is working with the CACFP to provide 'I Am Moving, I Am Learning' trainings to child care providers across the state</p>	<p>Decrease the number of overweight and obese children in child care.</p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for programs for children with special needs</p> <p>This may include, but is not limited to:</p> <p>State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs</p>	<p>West Virginia was chosen as a TASCEI (Technical Assistance Center for Social and Emotional initiatives) state. This requires child care, pre-k, Head Start, Part C, Section 619 to be a part of the advisory council.</p>	<p>Reductions in child challenging behavior</p> <p>Increases in children's social skills</p> <p>Increased satisfaction of program staff and families</p> <p>Reduced turnover in the program</p> <p>Increases in teachers' competence and confidence in their ability to support children</p> <p>Positive changes in classroom and program climate</p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant</p>	<p>West Virginia Division of Early Care and Education has representation on the Home Visiting Programs Stakeholders Group and the Director of the WV Home Visitation Program is a member of the WV Early Childhood Advisory Council</p>	<p>Coordination will allow for continued streamlining of professional development and service delivery for the early childhood field</p>

<input checked="" type="checkbox"/>	State/Territory agency responsible for child welfare	The Division of ECE has coordinated with the WV Child Abuse Prevention Specialist to deliver early childhood programming and training to family support centers and In Home Family Education Programs. Both Divisions have representation on the state Strengthening Families Team	Continued participation in development of Strengthening Families for Early Care and Education as well as training around the 5 Protective Factors
<input type="checkbox"/>	State/Territory liaison for military child care programs or other military child care representatives		
<input checked="" type="checkbox"/>	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	WVDHHR/Division of Early Care and Education has coordinated with the WV Early Childhood Comprehensive Systems representative to work towards the goal of implementing Strengthening Families Through Early Care and Education.  The Division of Early Care and Education continues to serve on the WV Statewide Afterschool Network advisory council in order to further coordinate efforts	To empower child care providers to work more effectively with the families that they serve.
<input type="checkbox"/>	Local community organizations (child care resource and referral, Red Cross)		
<input type="checkbox"/>	Provider groups, associations or labor organizations		
<input type="checkbox"/>	Parent groups or organizations		
<input type="checkbox"/>	Other		

**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):

West Virginia Early Childhood Advisory Council

b)

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

Birth to Kindergarten entry

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:

www.wvearlylearning.org

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

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

**Child Care**

**Head Start and Early Head Start**

**IDEA Preschool Special Needs**

**IDEA Birth to Three for infants and families**

**Pre-kindergarten**

Health and mental health  
Higher Education  
In Home Family Education  
Business  
Governor's Office

The purpose and the responsibilities of the Early Childhood Advisory Council are to lead the development/enhancement of a high-quality, comprehensive system of early childhood development and care that ensures statewide coordination and collaboration among the wide range of early childhood programs and services in the State. Duties include:

Conduct periodic statewide needs assessment of the quality and availability of early childhood development programs for children 0-5, including prekindergarten services.

Identify opportunities for and barriers to, collaboration and coordination among federal and state funded child development, child care and early childhood education programs and services, including among state agencies administering these programs.

Develop recommendations regarding a unified data collection system for public early childhood education programs and services.

Develop recommendations regarding statewide professional development and career advancement plans for early childhood educators.

Assess capacity of two and four year colleges to support the development of early childhood educators, including the existence of articulation agreements, professional development and career advancement plans, and practice or internships in Head Start and Prekindergarten programs.

Make recommendations for improvements in or develop new State Early Learning standards

Hold public hearings and provide an opportunity for public comment on the activities described.

Submit a strategic report addressing the activities described to the Governor, Legislature, Departments of Education and Health and Human Resources and the State Collaboration Director.

Periodic meetings to review implementation of the recommendations in the report and any changes in state and local needs.

Local Coordination/Council

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

Other

Describe

None

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

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Yes .

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

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.**

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

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

**Other.**  
**Describe:**



The Division of Early Care and Education continues to work on its emergency preparedness plan; however no formal Lead Agency plan is in place at this time. The CCR&R agencies have developed their own emergency preparedness plans for their own programs, which include plans for delivery of services in an emergency. Three CCR&R agencies continue to pilot the scanning of documents rather than maintenance of paper files. If this pilot is successful, it will expand to the other three CCR&R agencies in the state.

**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.

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

State/Territory

Local entity.

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

Other.

Describe:

Sliding fee scale is set by the:

State/Territory

Local entity.

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

Other.

Describe:

Payment rates are set by the:

State/Territory

Local entity.

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

Other.

Describe:

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

**Implementation of CCDF Services/Activities**

**Agency (Check all that apply)**

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

**Implementation of CCDF Services/Activities**

**Who determines eligibility?**

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

**Agency (Check all that apply)**

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

Describe:

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

Describe:

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

**Agency (Check all that apply)**

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

Describe:

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

Describe:

**Who issues payments?**

**Agency (Check all that apply)**

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

Describe:

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

Other.

Describe:

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

Payments are issued directly to child care providers through either checks or direct deposit.

**Other. List and describe:**

## 2.2. Family Outreach and Application Process

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

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

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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.wvchildcare.org](http://www.wvchildcare.org)

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

Describe:

Billboards. Parents are informed of the availability of child care services through family support staff at local DHHR offices, child care staff at CCR&R agencies, providers who accept subsidy payments, the state's website, and other consumer education efforts. CCR&R agencies have placed posters in DHHR offices' waiting areas to notify parents of eligibility for services and have used various advertising campaigns including billboards, radio, and newspaper articles to spread the word. The CCR&R agencies have also set up application sites at college campuses and local businesses and have attended community fairs and even parent teacher organization

meetings to provide information on child care services. Each CCR&R has a website that is connected to the state Child Care website that includes information on how to apply for child care and the options of types of child care. The CCR&R agencies also use their TRAILS vans to advertise the program. The vans set up at fairs, festivals and conferences across the state to offer information about available services.

During the application process, parents are informed of the range of child care providers, including faith based, that are available through the certificate program and are referred to available providers in their area, if they have not already selected a provider. The Families and Children Tracking System (FACTS) enables a search of the provider database by county or zip code. Once that search is completed, a list of provider characteristics can be generated to provide a more detailed referral. The state's web page also has a listing of child care centers that can be sorted by county.

**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):

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

Describe:

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

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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.

During the application process, parents are informed of the range of child care providers, including faith based, that are available through the certificate program and are referred to available providers in their area, if they have not already selected a provider. The Families and Children Tracking System (FACTS) enables a search of the provider database by county or zip code. Once that search is completed, a list of provider characteristics can be generated to provide a more detailed referral. The state's web page also has a listing of child care centers that can be sorted by county. Information on the importance of recognizing and choosing quality child care is disseminated through consultations with case workers, brochures, and websites.

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

Effective Date: 01-OCT-13

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

West Virginia operates a three-level tiered reimbursement system. The State places all newly licensed/registered providers at Tier 1. Providers may apply to be a Tier II provider by submitting written documentation that they met higher quality standards. Tier II providers would then receive an additional \$2 per day per child. Child care centers who achieved accreditation by the National Association for the Education of Young Children (NAEYC) and family child care homes and facilities who were accredited by the National Association for Family Child Care (NAFCC) received an additional \$4 per child per day on Tier III.

Accredited providers are paid at approximately the 75<sup>th</sup> to the 95<sup>th</sup> percentile of the established market rate. Tier II providers are paid at approximately the 55<sup>th</sup> to 90<sup>th</sup> percentile of the current market rate. These amounts allow parents to access higher quality child care programs.

The Division of Early Care and Education also provides additional incentive rates, including incentives for providing care for children with special needs and for providing care during non-traditional hours. These add \$2 to \$4 extra per day per child.

Child care providers participating in the certificate system are likely to provide care to low income parents typically working in the service sector, the group who most needs non-traditional hours of care. The non-traditional rate supplement and the quality tier supplement assist these parents in accessing not only child care providers who meet their scheduling needs, but also those that are 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.

Effective Date: 01-OCT-13

Provide access to program office/workers such as by:

Providing extended office hours

Accepting applications at multiple office locations

Providing a toll-free number for clients

Email/online communication

Other.

Describe:

not applicable

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: not applicable

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:

(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:

not applicable

Other.

Describe:

not applicable

None

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

Effective Date: 01-OCT-13

Provide CCDF assistance during periods of job search.

Length of time: 30 days

Establish two-tiered income eligibility to allow families to continue to receive child care subsidies if they experience an increase in income but still remain below 85% of State median income (SMI)

Synchronize review date across programs

List programs:

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

Describe:

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

Describe:

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

Describe:

Minimize reporting requirements for changes in family's circumstances that do not impact families' eligibility, such as changes in income below a certain threshold or change in employment

Individualized case management to help families find and keep stable child care arrangements.

Describe:

**Case workers assist families by educating them on the importance of continuity of care and by referring them to other programs for which they are eligible. Child Care Resource and Referral agencies are required to maintain a listing of all programs and agencies in their areas that**



provide assistance of any kind to the community.

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:

None

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

Effective Date: 01-OCT-13

Application in other languages (application document, brochures, provider notices)

Informational materials in non-English languages

Training and technical assistance in non-English languages

Website in non-English languages

Lead Agency accepts applications at local community-based locations

Bilingual caseworkers or translators available

Outreach Worker

Other.

Describe:

According to the 2010 Census, only 1.1% of West Virginia's population speaks a language other than English at home, encompassing a wide range of languages from African to Hindi to Chinese. CCR&R agencies generally seek the services of local universities and other resources to ensure that these populations are adequately served. Because of the lack of demand, West Virginia has not conducted any statewide activities aimed at families with limited English proficiency.

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 :**

According to the 2010 Census, only 1.1% of West Virginia's population speaks a language other than English at home, encompassing a wide range of languages from African to Hindi to Chinese. CCR&R agencies generally seek the services of local universities and other resources to ensure that these populations are adequately served. Because of the lack of demand, West Virginia has not conducted any statewide activities aimed at families with limited English proficiency.

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

Effective Date: 01-OCT-13

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

According to the 2010 Census, only 1.1% of West Virginia's population speaks a language other than English at home, encompassing a wide range of languages from African to Hindi to Chinese. CCR&R agencies generally seek the services of local universities and other resources to ensure that these populations are adequately served. Because of the lack of demand, West Virginia has not conducted any statewide activities aimed at families with limited English proficiency.

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:**

According to the 2010 Census, only 1.1% of West Virginia's population speaks a language other than English at home, encompassing a wide range of languages from African to Hindi to Chinese. CCR&R agencies generally seek the services of local universities and other resources to ensure that these populations are adequately served. Because of the lack of demand, West Virginia has not conducted any statewide activities aimed at families with limited English proficiency.

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

Effective Date: 01-OCT-13

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

provide a web address, if available:

The Lead Agency requires documentation of:	Describe how the Lead Agency documents and verifies applicant information:
<input checked="" type="checkbox"/> Applicant identity	a valid photo ID
<input type="checkbox"/> Household composition	
<input type="checkbox"/> Applicant's relationship to the child	
<input checked="" type="checkbox"/> Child's information for determining eligibility (e.g., identity, age, etc.)	verification of citizenship
<input checked="" type="checkbox"/> Work, Job Training or Educational Program	One month's worth of pay stubs, school schedule, grades
<input checked="" type="checkbox"/> Income	1 month's worth of pay stubs, any and all other income verification – tax returns, business ledgers, copies of child support checks, benefit award letters
<input type="checkbox"/> Other. Describe:	

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

Effective Date: 01-OCT-13

Time limit for making eligibility determinations.

Describe length of time [Action must be taken on a complete application within 5 days. Clients have 13 days to submit all documents needed for a complete application.](#)

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))**

Effective Date: 01-OCT-13

Yes.

If yes, describe:

No.

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

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

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

Effective Date: 01-OCT-13

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

State/Territory TANF Agency    Department of Health and Human Resources, Bureau for Children and Families, Office of Children and Family Policy, Division of Family Assistance.

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

- "appropriate child care": Child care is available during work or activity placement hours. Regulated or certified child care is suitable for special needs children.
- "reasonable distance": Travel to access child care is not in excess of 60 minutes per day.
- "unsuitability of informal child care": Determination is made on a case-by-case basis. The Family Support Specialist has discretion to determine unsuitability. (see all other items)
- "affordable child care arrangements": Can access and be eligible for child care subsidy (CCDF). Provider (regulated or informal) is eligible to receive child care subsidies

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

In writing

Verbally

Other.

Describe:

## 2.3. Eligibility Criteria for Child Care

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

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

Effective Date: 01-OCT-13

*residing with -*

**to live with permanently or for an extended period.**

*in loco parentis -*

**an individual, related or non-related, who has been granted custody or guardianship by a court of law or who has assumed full physical custody and responsibility for a child, with or without legal custody.**

### 2.3.2. Eligibility Criteria Based Upon Age

Effective Date: 01-OCT-13

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

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

Yes, and the upper age is **18** (may not equal or exceed age 19).  
Provide the Lead Agency definition of *physical or mental incapacity* -

**Children presenting a significant delay of at least 25% in one or more areas of development, or a six (6) month delay in two or more areas as determined by an early intervention program, special education program or other multi-disciplinary team shall be eligible for the Special Needs status.**

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 18 (may not equal or exceed age 19).

No.

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

Effective Date: 01-OCT-13

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

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

*working-*

- **A working individual is one who receives a non-subsidized wage or salary, either from an employer or through self-employment. Self employed individuals must work at least 20 hours per week. There is no minimum hour requirement for non-self employed individuals. All working individuals must make at least minimum wage.**

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 -*

**Job training and educational programs includes attendance at all on-the-job training, vocational training, skill training, secondary school programs, post secondary schools, colleges and universities. Attendance can be either full or part time enrollment, but must be accompanied by satisfactory progress as verified by at least a 2.0 grade average when grades are available.**

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*

- **Children residing with parents that are unable to provide adequate care or supervision and whose parents need support and assistance with child care responsibilities to prevent or alleviate child abuse or neglect.**

No.

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

Yes.

No.

### 2.3.5. Income Eligibility Criteria

Effective Date: 01-OCT-13

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

*income* -

**The total amount of money, prior to deductions, received or earned monthly by the members of the family.**

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:

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	2636	2240.6	1396	53
2	3447	2930	1891	55
3	4258	3619	2386	56
4	5069	4309	2881	57
5	5880	4998	3376	57

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.

**West Virginia's sliding fee scale is set at 150% of 2012 FPL for initial eligibility. Once found eligible, families may remain eligible until income exceeds 185% of 2012 FPL. The chart below reflects the exit levels.**

No.

			IF APPLICABLE Income Level if lower than 85% SMI

<b>Family Size</b>	<b>(a) 100% of State Median Income (SMI) (\$/month)</b>	<b>(b) 85% of State Median Income (SMI) (\$/month)[Multiply (a) by 0.85]</b>	<b>(c) \$/month</b>	<b>(d) % of SMI[Divide (c) by (a), multiply by 100]</b>
1	2636	2241	1722	65
2	3447	2930	2333	68
3	4258	3619	2943	69
4	5069	4309	3554	70
5	5880	4998	4164	71

f) SMI Year 2012 and SMI Source Federal Register 3/15/12

g) These eligibility limits in column (c) became or will become effective on:  
August 1, 2012

### 2.3.6. Eligibility Re-determination

Effective Date: 01-OCT-13

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

Yes

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

6 months

24 months

Other.

Describe:

Length of eligibility varies by county or other jurisdiction.

Describe:

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

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

Head Start and/or Early Head Start Programs.

Re-determination period:

Pre-kindergarten programs.

Re-determination period:

TANF.

Re-determination period:

SNAP.

Re-determination period:

Medicaid.

Re-determination period:

SCHIP.

SCHIP.

Re-determination period:

Other.

Describe:

No.

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

[A family's eligibility would be re-reviewed in the case of marriage or addition of a child.](#)

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

[In the case of a child addition – the family would benefit from a reduced child care fee, as the income would not be updated at this time. Actions taken in regard to adding a spouse would vary depending upon whether or not the spouse was involved in a qualifying activity. Spousal income would also be counted.](#)

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> ).

As noted in c, the family would benefit from a fee reduction. Families are given 13 days notice of any change in eligibility in regards to a family size change.

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

Yes.

If yes, describe:

Applicants are not required to have a face-to-face interview for redetermination. Redetermination forms are mailed to the parent to complete and return.

No.

### 2.3.7. Waiting Lists

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

Effective Date: 01-OCT-13

Lead Agency currently does not have a waiting list and:

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

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

Lead Agency has an active waiting list for:

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

Only certain eligible families.

Describe those families:

Waiting lists are a county/local decision.

Describe:

Other.

Describe:

### 2.3.8. Appeal Process for Eligibility Determinations

Effective Date: 01-OCT-13

Describe the process for families to appeal eligibility determinations:

If the client disagrees with a negative action, he or she may either: Supply information needed to continue services; Request a hearing, in writing, to the CCR&R worker before the end of the 13 day notice period to continue services; or Request a hearing, in writing, within 30 days of the notification. Services will not be continued if the request is made after 13 days but within 30 days. Requests made after 30 days will not be considered.

### 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: August 1, 2012

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: 2012

Income source and year varies by geographic region.

Describe income source and year:

Other.

Describe income source and year:

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

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:

Other.

Describe:

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

In addition to gross income and number in the family, the family's contribution is based on the number of children actually receiving child care services since a per-child fee is charged for up to three children. The amount shown on the scale represents the daily fee per child. There is no additional charge for more than three children. The sliding fee scale is coded in the Family and Children's Tracking System, which calculates income and assigns co-payments. Co-payment amounts are printed on the certificate given to eligible families. Families make their copayment directly to the child care provider on a schedule agreed to by each.

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

Effective Date: 01-OCT-13

Yes,  
and describe those additional factors:

No.

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

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

Effective Date: 01-OCT-13

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

The Lead Agency waives the fee for the following families:

## 2.5. Prioritizing Services for Eligible Children and Families

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

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

Effective Date: 01-OCT-13

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

**Provide the Lead Agency definition of Children with Special Needs:**

One who experiences significant developmental delays or who has a diagnosed physical or mental condition which has a high probability of resulting in a significant developmental delay. Significant delay is a 25% delay in one or more areas of development or a six (6) month delay in two (2) or more areas. Areas of development include: cognitive, speech/language, physical/motor, vision, hearing, psycho social, and self-help skills. Developmental delay is determined by early intervention programs, special education programs, or other multi-disciplinary teams

- Priority over other CCDF-eligible families
- Same priority as other CCDF-eligible families
- Guaranteed subsidy eligibility
- Other.

Describe:

Yes.

The time limit is:

No

Different eligibility thresholds.

Describe:

- Higher rates for providers caring for children with special needs requiring additional care
- Prioritizes quality funds for providers serving these children
- Other.

Describe:

<p>Children in families with very low incomes</p> <p><b>Provide the Lead Agency definition of Children in Families with Very Low Incomes:</b></p> <p>Families with income at or below 40% of 2012 FPL</p>	<p><input type="checkbox"/> Priority over other CCDF-eligible families</p> <p><input checked="" type="checkbox"/> Same priority as other CCDF-eligible families</p> <p><input type="checkbox"/> Guaranteed subsidy eligibility</p> <p><input type="checkbox"/> Other.</p> <p>Describe:</p>	<p><input type="checkbox"/> Yes.</p> <p>The time limit is:</p> <input type="text"/> <p><input checked="" type="checkbox"/> No</p>	<p><input type="checkbox"/> Different eligibility thresholds.</p> <p>Describe:</p> <input type="text"/> <p><input checked="" type="checkbox"/> Waiving co-payments for families with incomes at or below the Federal Poverty Level</p> <p><input type="checkbox"/> Other.</p> <p>Describe:</p> <input type="text"/>
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**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.

Effective Date: 01-OCT-13

- 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:

The state's Child Care Certificate Program currently meets the needs of families who are receiving Temporary Assistance for Needy Families (TANF), families who are attempting through work activities to transition off of such assistance programs, and families who are at risk of becoming dependent on such assistance using the following policies, provided the family's income is within eligibility guidelines. All families who fall within the established eligibility guidelines for child care services fall into one of the above TANF categories. The state does not operate a waiting list, so the needs of all eligible families are met. This is made possible by the use of approximately \$20 million in TANF direct funds to pay for child care costs through the certificate system. Families with very low income, which is defined as 40% of FY 2012 FPL, are exempt from payment of child care fees.

However, if at any time funds are again insufficient to meet needs, the state may either cut eligibility or establish a waiting list. If a waiting list were established, families with very low income (40% of Federal Poverty Level) would be exempt from placement on the waiting list. The agency would re-examine the exemption levels and set the level to insure that TANF recipients were not placed on a waiting list. The Lead Agency would prefer to establish an income amount for exemption from the waiting list rather than base the exemption on whether or not the

applicant is a TANF recipient.

**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.

Effective Date: 01-OCT-13

### Term(s) - Definition(s)

Describe:

No other conditions or eligibility rules.

## 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:

Not applicable

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.wvchildcare.org](http://www.wvchildcare.org)

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

Describe:

[Not applicable](#)

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:

[Not applicable](#)

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:

[Not applicable](#)

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:

[Not applicable](#)

Support programs in providing higher quality services

Support programs in providing comprehensive services

Serve underserved families.

Specify:

[Not applicable](#)

Other.

Describe:

Not applicable

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:

Not applicable

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

Not applicable

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

Not applicable

**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.

Effective Date: 01-OCT-13

Signed declaration

Parent Application

Parent Orientation

Provider Agreement

Provider Orientation

Other.

Describe:

Not applicable

**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?

- 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:

Not applicable

**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

Local DHHR child care regulatory specialists and state licensing staff enter information in the state's management information system (FACTS) on all substantiated parental complaints on family child care providers, family child care facility providers, legally exempt school-age child care programs and child care centers. When a parent requests a history of substantiated complaints, a report may be generated from FACTS called a "History of Non-Compliance Report." The report indicates any substantiated non-compliance, any corrective action and dates of completion. This information is readily accessible to local DHHR child care staff, resource and referral workers and state licensing staff. When a request for the information is made, the worker is to provide a copy of the applicable page(s). However, workers are not to provide any additional information or discussion regarding the complaints.

When a complaint is substantiated, the provider is informed that a substantiated complaint becomes part of the public record that is made available to parents upon request. Written notification of the complaint is mailed to the provider and may include a corrective action plan, a change in status, limitations on services, etc.

**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-OCT-13

Yes. Effective Date: [May 2009](#)

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

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

Effective Date: 01-OCT-13

Policy on length of time for making payments.

Describe length of time: [Child Care Resource and Referral Policy Manual requires that all invoices are entered into FACTS within five days of receipt.](#)

Track and monitor the payment process

Other.

Describe:

[Not applicable.](#)

None

### **2.7.3. Market Rate Survey**

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

Effective Date: 01-OCT-13

a) Provide the month and year when the local Market Rate Survey(s) was completed (§98.43(b)(2)): [04/2013](#)



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.

### Methodology and Data Source

All child care providers are given the survey form to complete and return upon entry into the system and upon renewals of certification, registration, or licensure. They are asked to submit their rates at any time changes are made. Child Care Regulatory Specialists enter the information into the FACTS system and Market Rate Reports are pulled from that data. This year, Child Care Resource and Referral Agencies contacted all child care providers to ensure data in the system was correct. The market rate report was then pulled from the FACTS database.

### Sample Size and Response Rate

Sample sizes and response rates are listed below: West Virginia attempts to sample 100% of the child care population in the following categories:

- Family Child Care 1,451 out of 1,451 – 100% surveyed responded
- Facilities: 98 out of 98 – 100% surveyed responded
- Centers: 333 out of 333 – 100% surveyed responded

### Key Findings

According to the new market rate survey conducted in April, 2013, West Virginia's base rates vary from the 20<sup>th</sup> percentile of the market rate up to the 75<sup>th</sup> percentile. However, rates for programs that are accredited, and/or those that provide services during non-traditional hours vary from the 50<sup>th</sup> percentile to the 85<sup>th</sup> percentile of the market rate.

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

Effective Date: 01-OCT-13

<b>2.7.4a - Highest Rate Area (Centers)</b>	<b>(a) Monthly Payment Rate at the 75th percentile from the most recent MRS</b>	<b>(b) Monthly Maximum Payment Rate Ceiling</b>	<b>(c) Percentile if lower than 75th percentile of most recent survey</b>
Full-Time Licensed Center Infants (11 months)	\$649.50	\$606.20	60th
Full-Time Licensed Center Preschool (59 months)	\$562.90	\$497.95	50th

Full-Time Licensed Center School-Age (84 months)	\$541.25	\$411.35	35th
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<b>2.7.4b - Lowest Rate Area (Centers)</b>	<b>(a) Monthly Payment Rate at the 75th percentile from the most recent MRS</b>	<b>(b) Monthly Maximum Payment Rate Ceiling</b>	<b>(c) Percentile if lower than 75th percentile of most recent survey</b>
Full-Time Licensed Center Infants (11 months)	WV has a statewide rate	WV has a statewide rate	WV has a statewide rate
Full-Time Licensed Center Preschool (59 months)	WV has a statewide rate	WV has a statewide rate	WV has a statewide rate
Full-Time Licensed Center School-Age (84 months)	WV has a statewide rate	WV has a statewide rate	WV has a statewide rate

<b>2.7.4c - Highest Rate Area (FCC)</b>	<b>(a) Monthly Payment Rate at the 75th percentile from the most recent MRS</b>	<b>(b) Monthly Maximum Payment Rate Ceiling</b>	<b>(c) Percentile if lower than 75th percentile of most recent survey</b>
Full-Time Licensed FCC Infants (11 months)	476.30	433.00	70th
Full-Time Licensed FCC Preschool (59 months)	433	433	75th
Full-Time Licensed FCC School-Age (84 months)	433	346.40	30th

<b>2.7.4d - Lowest Rate Area (FCC)</b>	<b>(a) Monthly Payment Rate at the 75th percentile from the most recent MRS</b>	<b>(b) Monthly Maximum Payment Rate Ceiling</b>	<b>(c) Percentile if lower than 75th percentile of most recent survey</b>
Full-Time Licensed FCC Infants (11 months)	WV has a statewide rate	WV has a statewide rate	WV has a statewide rate
Full-Time Licensed FCC Preschool (59 months)	WV has a statewide rate	WV has a statewide rate	WV has a statewide rate
Full-Time Licensed FCC School-Age (84 months)	WV has a statewide rate	WV has a statewide rate	WV has a statewide rate

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

Effective Date: 01-OCT-13

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

WV no longer has any license-exempt centers that are eligible to participate in the subsidy program. All centers who wish to participate in the subsidy system must be licensed.

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

Registered informal and relative family child care is set at \$7.50 per day for infants and \$6.00 per day for children over 2. West Virginia does not collect market rate information on these types of providers as they are only required to register if they choose to accept subsidy.

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

There are no license exempt group family child care homes in West Virginia.

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

In home rates are set at a level to ensure the in home care provider receives minimum wage

## 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:

**\$4.00 per day for the situations described. Non-traditional work hours are defined as: Approved care for at least four (4) hours provided either before 6:00 am or after 7:00 pm Monday through Friday; Any 12 hour work/school shift or split shift which equals twelve or more care hours (including transportation) in a 24 hour period, and Approved care for at least four (4) hours provided on a Saturday or Sunday.**

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

Describe:

**\$2 per day for qualifying special needs children: One who experiences significant developmental delays or who has a diagnosed physical or mental condition which has a high probability of resulting in a significant developmental delay. Significant delay is a 25% delay in one or more areas of development or a six (6) month delay in two (2) or more areas. Areas of development include: cognitive, speech/language, physical/motor, vision, hearing, psycho social, and self-help skills. Developmental delay is determined by early intervention programs, special education programs, or other multi-disciplinary teams.**

Differential rate for infants and toddlers.

Describe:

**Payment for child care is based on the type of care, age of child, special needs of individual children, hours of care, nontraditional hours, and accreditation status of the provider.**

Differential rate for school-age programs.

Describe:

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

Describe:

**Registered family homes, child care facilities and child care centers may volunteer to document that they either meet higher quality standards or are nationally accredited. Programs that meet licensing standards are Tier 1 and receive base payment rates. Programs that meet Tier II standards receive \$2 extra daily and programs that are accredited receive \$4.00 per full day per child. Part days are converted to full days before the supplement is calculated. This amount is added for actual days of care only. Monthly rates do not apply to rate supplements.**

Other differential rate.

Describe:

None.

**Reminder** - CCDF regulations require the Lead Agency to certify that the payment rates for the provision of child care services are sufficient to ensure equal access for eligible families to child care services comparable to those provided to families not eligible to receive CCDF assistance. In the next three questions, Lead Agencies are asked to describe how their payment policies reflect the affordable copayments for families provision of equal access (i.e., minimizing additional fees to parents), how payment practices are implemented consistent with the general child care market to be fair to providers (see Information Memorandum on Continuity of Care for examples

<http://www.acf.hhs.gov/programs/occ/resource/im2011-06> ), and the summary of facts describing how payment rates are adequate to ensure equal access to the full range of providers.

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

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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:

Policies vary across region, counties and or geographic areas.

Describe:

Other.

Describe:

**Providers accepting certificates must agree to accept the applicable rate as full payment of care for up to an eighteen-hour period. However, a parent who leaves a child past the provider's established closing time may be charged a late fee provided all parents are expected to pay this fee and the parent has left a child past the time indicated on the child care certificate.**

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

Effective Date: 01-OCT-13

a) Number of absent days allowed. Describe

**The Monthly Rate will be used for base rates only when a child is in care between 13 to 20 days. Monthly rates are equal to 20 times the daily rate.**

b) Paying based on enrollment. Describe

Not applicable.

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

Not applicable.

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

Child care providers can elect to receive their payments through direct deposit to a savings or checking account.

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

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

Effective Date: 01-OCT-13

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

West Virginia is currently in the middle of developing an EBT system for child care, which will more accurately reflect how the private market pays for care. Rate revision is a part of this project.

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

Some payment rates for some provider types and age categories meet the 75<sup>th</sup> percentile benchmark. Providers who meet higher quality standards and/or provide care to special needs children/ offer care during non-traditional hours receive reimbursement that exceeds the 75<sup>th</sup> percentile.

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

The current sliding fee scale was implemented by the Lead Agency on August 1, 2012 and is based on FY 2012 Federal Poverty Level (FPL). The sliding fee scale:

- Has an intake eligibility limit set at 150% of FY 2012 FPL and an exit level set at 185%.
- Sets income brackets based on 10% increments of FY 2012 FPL.
- Sets the first income bracket at 40% of FY 2012 FPL.
- Exempts families earning less than 40% of FY 2012 FPL from payment of fees, therefore exempting most TANF recipients from payment of fees.
- Charges fees based on a percentage of a family's monthly gross income.
- Uses a per child fee that is the same for all children in the family for the first three children.
- Does not charge families for more than three children.
- Requires the provider to collect fees based on the number of days each child is in care.
- Sets fees for a family with one child in care at approximately 10% of the family's monthly gross income.

Sets fees for families with two or more children in care at approximately 10% of monthly gross income.

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

Four separate rate categories are established for each type of care based on the age of children in care. Separate rates may be set for infants up to two years of age, toddlers two to three years of age, preschool children three to four years of age and for school-age children age 5 and up. For center care, in particular, the different rates reflect costs of care that are based on differences in staff/child ratios.

**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:**

**Goal 1 – Expand parental access to services through developing an on-line portal for applications.**

**Goal #2:**

**Goal 2 – Increase eligibility determination accuracy through the FACTS (Families and Children Tracking System – WV’s child care eligibility system) modernization project.**

**Goal #3:**

**Goal 3 – Build capacity within the child care system to reduce improper payments through data systems, staff development and policy revision.**

## PART 3

### Health and Safety and Quality Improvement Activities

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

This section is intended to collect information on how Lead Agencies meet the statutory and regulatory provisions related to licensing and health and safety requirements. The



CCDBG statute and the CCDF regulations address health and safety primarily in two ways.

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

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

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

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

The relationship between licensing requirements and health and safety requirements varies by State/Territory depending on how comprehensive the licensing system is. In some States and Territories, licensing may apply to the majority of CCDF-eligible providers and the licensing standards cover the three CCDF health and safety requirements so the State/Territory has few, if any, providers for whom they need to establish additional CCDF health and safety requirements. In other cases, States and Territories have elected to exempt large numbers of providers from licensing which means that those exempted providers who care for children receiving assistance from CCDF will have to meet to the CCDF health and safety requirements through an alternative process outside of licensing as defined by the State/Territory. The State/Territory may also elect to impose more stringent standards and licensing or regulatory requirements on child care providers of services for which assistance is provided under the CCDF than the standards or requirements imposed on other child care providers. (§98.40(b)(1)) (658E(c)(2)(F), §98.41).

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 State's regulatory requirements will serve as the CCDF health and safety requirements for all types of care except in-home child care

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

	Center-Based Child Care	Group Home Child Care	Family Child Care	In-Home Care
		<input type="checkbox"/>  N/A. Check if your State/Territory does not have group home child care.		<input checked="" type="checkbox"/>  N/A. Check if in-home care is not subject to licensing in your State/Territory.
Yes, for all providers in this category	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Yes, for some providers in this category	Describe NA	Describe NA	Describe NA	Describe NA
No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	Describe NA	Describe NA	Describe NA	Describe NA

d) CCDF identifies and defines four categories of care: child care centers, family child care homes, group child care homes and in-home child care providers (§98.2). The CCDF definition for each category is listed below. For each CCDF category of care, please identify which types of providers are subject to licensing and which providers are exempt from licensing in your State/Territory in the chart below. **Note: OCC recognizes that each State/Territory identifies and defines its own categories of care. OCC**

**does not expect States/Territories to change their definitions to fit the CCDF-defined categories of care. For these questions, provide responses that closely match the CCDF categories of care but consistent with your reported 801 data.**

CCDF Category of Care	CCDF Definition (§98.2)	Which providers in your State/Territory are subject to licensing under this CCDF category?	Are any providers in your State/Territory which fall under this CCDF category exempt from licensing?
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<p>Center-Based Child Care</p>	<p>Center-based child care providers are defined as a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless care in excess of 24 hours is due to the nature of the parent(s)' work.</p>	<p>Describe which types of center-based settings are subject to licensing in your State/Territory</p> <p>A facility maintained by the state or any county or municipality thereof, or any agency or facility operated by an individual, firm, corporation, association or organization, public or private, for the care of thirteen (13) or more children for child care services in any setting, if the facility is open for more than 30 days per year per child.</p>	<p>Describe which types of center-based settings are exempt from licensing in your State/Territory.</p> <p>(1) A kindergarten, preschool or school education program which is operated by a public school or which is accredited by the state Department of Education, or any other kindergarten, preschool or school programs which operate with sessions not exceeding four hours per day for any child;</p> <p>(2) An individual or facility which offers occasional care of children for brief periods while parents are shopping, engaging in recreational activities, attending religious services or engaging in other business or personal affairs;</p> <p>(3) Summer recreation camps operated for children attending sessions for periods not exceeding thirty days;</p> <p>(4) Hospitals or other medical facilities which are primarily used for temporary residential care of children for treatment, convalescence or testing;</p> <p>(5) Any out-of-school time program that has been awarded a grant by the West Virginia Department of Education to provide out-of-school time programs to kindergarten through twelfth grade students when the program is</p>
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			<p>monitored by the West Virginia Department of Education; or</p> <p>(6) Any out-of-school time program serving children six years of age or older and meets all of the following requirements, or is an out-of-school time program that is affiliated and in good standing with a national Congressionally chartered organization and meets all of the following requirements:</p> <ul style="list-style-type: none"><li>(i) The program is located in a facility that meets all fire and health codes;</li><li>(ii) The program performs background checks on all volunteers and staff;</li><li>(iii) The program's primary source of funding is not from fees for service; and</li><li>(iv) The program has a formalized monitoring system in place.</li></ul>
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<p>Group Home Child Care</p> <p>N/A. Check if your State/Territory does not have group home child care.</p> <input type="checkbox"/>	<p>Group home child care provider is defined as two or more individuals who provide child care services for fewer than 24 hours per day per child, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)' work.</p>	<p>Describe which types of group homes settings are subject to licensing</p> <p>Any facility which is used to provide nonresidential child care services for compensation for seven to twelve children, including children who are living in the household, who are under six years of age. No more than four of the total number of children may be under twenty-four months of age. A facility may be in a provider's residence or a separate building.</p>	<p>Describe which types of group homes are exempt from licensing:</p> <p>None.</p>
<p>Family Child Care</p>	<p>Family child care provider is defined as one individual who provides child care services for fewer than 24 hours per day per child, as the sole caregiver, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)'s work.</p> <p><b>Reminder</b> - Do not respond if family child care home providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.</p>	<p>Describe which types of family child care home providers are subject to licensing</p> <p>a facility which is used to provide nonresidential child care services for compensation in a provider's residence. The provider may care for four to six children, at one time including children who are living in the household, who are under six years of age. No more than two of the total number of children may be under twenty-four months of age.</p>	<p>Describe which types of family child care home providers are exempt from licensing:</p> <p>Persons providing family day care solely for children related to them; Care for fewer than 4 children.</p>

In-Home Care	In-home child care provider is defined as an individual who provides child care services in the child's own home. <b>Reminder</b> - Do not respond if in-home child care providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.	<input checked="" type="checkbox"/> N/A. Check if in-home care is not subject to licensing in your State/Territory.  Describe which in-home providers are subject to licensing	Describe which types of in-home child care providers are exempt from licensing In-home child care providers are not regulated by the State but are required to undergo background checks and meet basic health and safety requirements in order to participate in the subsidy program.
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**Note:** In lieu of submitting or attaching licensing regulations to certify the requirements of §98.40(a)(1), Lead Agencies may provide their licensing regulations to the National Resource Center for Health and Safety in Child Care and Early Education. Please check the NRCKid's website at <http://nrckids.org/CFOC3> to verify the accuracy of your licensing regulations and provide any updates to the National Resource Center. **Check this box to indicate that the licensing requirements were submitted and verified at NRCKid's:**



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

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

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

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

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

If yes, provide the ratio for age specified.

<input checked="" type="checkbox"/> Yes, Child:staff ratio requirement:	<input checked="" type="checkbox"/> Yes, Child:staff ratio requirement:	<input checked="" type="checkbox"/> Yes, Child: staff ratio requirement.	<input type="checkbox"/> Yes, Child: staff ratio requirement.
Infant ratio (11 months): 1:4	Infant ratio (11 months): 1:2	List ratio requirement by age group: 1 provider for up to 6 children.	List ratio requirement by age group:
Toddler ratio (35 months): 1:4; 1:8	Toddler ratio (35 months): 1:6	<input type="checkbox"/> No ratio requirements.	<input type="checkbox"/> No ratio requirements.
Preschool ratio (59 months): 1:10; 1:12	Preschool ratio (59 months): 1:6	<input checked="" type="checkbox"/> Yes, Group size requirement.	<input type="checkbox"/> Yes, Group size requirement.
<input type="checkbox"/> No ratio requirements.	<input type="checkbox"/> No ratio requirements.	List ratio requirement by age group: No more than 2 infants in care at a time.	List ratio requirement by age group:
<input checked="" type="checkbox"/> Yes,	<input type="checkbox"/> Yes,	<input type="checkbox"/> No group size requirements.	<input checked="" type="checkbox"/> No group size requirements.
Group size requirement Infant group size (11 months): 8	Group size requirement Infant group size (11 months):		
Toddler group size (35 months): 12; 16	Toddler group size (35 months):		
Preschool group size (59 months): 20; 24	Preschool group size (59 months):		
<input type="checkbox"/> No group size requirements.	<input checked="" type="checkbox"/> No group size requirements.		



Do the licensing requirements identify specific experience and educational **credentials for child care directors?**

<input checked="" type="checkbox"/>	High school/GED	<input checked="" type="checkbox"/>	High school/GED	<input checked="" type="checkbox"/>	High school/GED	<input type="checkbox"/>	High school/GED
<input checked="" type="checkbox"/>	Child Development Associate (CDA)	<input type="checkbox"/>	Child Development Associate (CDA)	<input type="checkbox"/>	Child Development Associate (CDA)	<input type="checkbox"/>	Child Development Associate (CDA)
<input type="checkbox"/>	State/ Territory Credential	<input type="checkbox"/>	State/ Territory Credential	<input type="checkbox"/>	State/ Territory Credential	<input type="checkbox"/>	State/ Territory Credential
<input checked="" type="checkbox"/>	Associate's degree	<input type="checkbox"/>	Associate's degree	<input type="checkbox"/>	Associate's degree	<input type="checkbox"/>	Associate's degree
<input type="checkbox"/>	Bachelor's degree	<input type="checkbox"/>	Bachelor's degree	<input type="checkbox"/>	Bachelor's degree	<input type="checkbox"/>	Bachelor's degree
<input type="checkbox"/>	No credential required for licensing	<input checked="" type="checkbox"/>	No credential required for licensing	<input checked="" type="checkbox"/>	No credential required for licensing	<input checked="" type="checkbox"/>	No credential required for licensing
<input checked="" type="checkbox"/>	Other:	<input type="checkbox"/>	Other:	<input type="checkbox"/>	Other:	<input type="checkbox"/>	Other:
	Experience can substitute for educational qualifications in centers that care for less than 61 children.						

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

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

Do the licensing requirements specify that directors and caregivers must attain a specific number of <b>training hours per year?</b>	<input type="checkbox"/>	At least 30 training hours required in first year	<input type="checkbox"/>	At least 30 training hours required in first year	<input type="checkbox"/>	At least 30 training hours required in first year		
	<input type="checkbox"/>	At least 24 training hours per year after first year	<input type="checkbox"/>	At least 24 training hours per year after first year	<input type="checkbox"/>	At least 24 training hours per year after first year		
	<input type="checkbox"/>	No training requirement	<input type="checkbox"/>	No training requirement	<input type="checkbox"/>	No training requirement		
	<input checked="" type="checkbox"/>	Other:	Other:	<input checked="" type="checkbox"/>	Other:	<input checked="" type="checkbox"/>	Other:	
		Directors and staff must register and on the State's professional development registry and keep that credential current; to keep the credential current the staff person must complete 45 hours of approved training in 3 years.		15 hours for directors; 12 hours for staff		8 hours		2 hours of health and safety training per year.

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

Yes.

Describe:

Attempt to revise child care center licensing requirements during the 2013 Legislative session failed. The agency anticipates a revision to child care center licensing requirements in 2014 that will address crib standards, physical activity and screen time standards, sex abuse registry

checks, medical plan standards and incorporating safe sleep practices into the center's staff orientation.

No.

### 3.1.2 Enforcement of Licensing Requirements

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

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

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

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

No.

CCDF Categories of Care	Frequency of Routine Announced Visits	Frequency of Routine Unannounced Visits
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<input checked="" type="checkbox"/> Center-Based Child Care	<input type="checkbox"/> Once a Year <input checked="" type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe: Describe Annual inspections can be announced or unannounced. The lead agency practices announced visits 1x biennially.	<input type="checkbox"/> Once a Year <input checked="" type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe: Includes Health Department inspections for health permit and food establishment permit; and biennial inspection by Lead agency
<input checked="" type="checkbox"/> Group Home Child Care  <input type="checkbox"/> N/A. Check if your State/Territory does not have group home child care.	<input checked="" type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe:	<input checked="" type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe: Includes Health Department inspections for health permit
<input checked="" type="checkbox"/> Family Child Care Home	<input checked="" type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe:	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe:

<input checked="" type="checkbox"/> In-Home Child Care  <input type="checkbox"/> N/A. Check if In-Home Child Care is not subject to licensing in your State/Territory (skip to 3.1.2b)	<input checked="" type="checkbox"/> Once a Year	<input type="checkbox"/> Once a Year
	<input type="checkbox"/> More than Once a Year	<input type="checkbox"/> More than Once a Year
	<input type="checkbox"/> Once Every Two Years	<input type="checkbox"/> Once Every Two Years
	<input type="checkbox"/> Other.	<input type="checkbox"/> Other.
	Describe:	Describe:

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

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

Licensing Procedures	Describe which procedures are used by the State/Territory for enforcement of the licensing requirements.
The State/Territory requires providers to attend or participate in training relating to opening a child care facility prior to issuing a license.	<input type="checkbox"/> Yes. Describe:
	<input checked="" type="checkbox"/> No.
	<input type="checkbox"/> Other.
	Describe:

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:

Child care centers and family group care (family child care facilities caring for 7-12 children) are inspected prior to license issuance and operation. Family child care home providers self certify prior to on-site inspection.



No procedures in place.



Other.

Describe:

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:

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:

Can place restrictions that include no additional enrollment, reduction in capacity, limiting the type of population served.

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:

Can enter the facility with law enforcement; can enter the family home with law enforcement after two attempts to bring into compliance.



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

<input checked="" type="checkbox"/>	Yes.
	Describe: The provider may request an administrative hearing within 30 days of notice of the negative action. The provider may seek court relief for the action not to occur prior to the outcome of an administrative hearing.
<input type="checkbox"/>	No.
<input type="checkbox"/>	Other.
	Describe:

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

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

CCDF Categories of Care	Types of Background Check	Frequency	Who is Subject to Background Checks?
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<input checked="" type="checkbox"/> <b>Center-Based Child Care</b>	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Director
		<input type="checkbox"/> Checks Conducted Annually	<input checked="" type="checkbox"/> Teaching staff
		<input type="checkbox"/> Other.	<input checked="" type="checkbox"/> Non-teaching staff
		Describe: NA	<input checked="" type="checkbox"/> Volunteers
			<input checked="" type="checkbox"/> Other.
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Director
	<input checked="" type="checkbox"/> Check if State/Territory background check includes fingerprints	<input type="checkbox"/> Checks Conducted Annually	<input checked="" type="checkbox"/> Teaching staff
		<input checked="" type="checkbox"/> Other.	<input checked="" type="checkbox"/> Non-teaching staff
	<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	Describe: Every five years after initial or at the request of the Lead agency for cause.	<input checked="" type="checkbox"/> Volunteers
			<input checked="" type="checkbox"/> Other.
<input type="checkbox"/> Sex Offender Registry	<input type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Director	
	<input type="checkbox"/> Checks Conducted Annually	<input checked="" type="checkbox"/> Teaching staff	
	<input checked="" type="checkbox"/> Other.	<input checked="" type="checkbox"/> Non-teaching staff	
	Describe: Initial if have lived out-of-state as an adult	<input checked="" type="checkbox"/> Volunteers	
		<input checked="" type="checkbox"/> Other.	
	<input type="checkbox"/> Initial Entrance into the System	<input type="checkbox"/> Director	
		<input type="checkbox"/> Teaching staff	
		<input type="checkbox"/> Non-teaching staff	

		<input type="checkbox"/> Checks Conducted Annually	<input type="checkbox"/> Volunteers
		<input type="checkbox"/> Other.	<input type="checkbox"/> Other.
		Describe: NA	NA

<input checked="" type="checkbox"/> <b>Group Child Care Homes</b>	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Provider
<input type="checkbox"/> N/A. Check if your State/Territory does not have group home child care.		<input type="checkbox"/> Checks Conducted Annually	<input checked="" type="checkbox"/> Non-provider residents of the home.
		<input type="checkbox"/> Other.	NA
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Provider
		<input type="checkbox"/> Checks Conducted Annually	<input checked="" type="checkbox"/> Non-provider residents of the home.
	<input checked="" type="checkbox"/> Check if the State/Territory background check includes fingerprints	<input checked="" type="checkbox"/> Other.	NA
		Describe: Every five years after initial or at the request of the Lead agency for cause.	<input checked="" type="checkbox"/> Provider
	<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input checked="" type="checkbox"/> Other.	<input checked="" type="checkbox"/> Provider
	<input type="checkbox"/> Initial Entrance into the System	<input type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Non-provider residents of the home.
		<input type="checkbox"/> Checks Conducted Annually	NA
		<input checked="" type="checkbox"/> Other.	<input type="checkbox"/> Provider
	<input type="checkbox"/> Sex Offender Registry	Describe: Initial if have lived out-of-state as an adult	<input type="checkbox"/> Non-provider residents of the home.
		<input type="checkbox"/> Initial Entrance into the System	NA
		<input type="checkbox"/> Checks Conducted Annually	
		<input type="checkbox"/> Other.	

Describe:

NA

<input checked="" type="checkbox"/> <b>Family Child Care Homes</b>	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe: NA	<input checked="" type="checkbox"/> Provider <input checked="" type="checkbox"/> Non-provider residents of the home. NA
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually	<input checked="" type="checkbox"/> Provider <input checked="" type="checkbox"/> Non-provider residents of the home. NA
	<input checked="" type="checkbox"/> Check if the State/Territory background check includes fingerprints	<input checked="" type="checkbox"/> Other. Describe: Every five years after initial or at the request of the Lead agency for cause.	<input checked="" type="checkbox"/> Provider <input checked="" type="checkbox"/> Non-provider residents of the home. NA
	<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: Initial if have lived out-of-state as an adult	<input checked="" type="checkbox"/> Provider <input checked="" type="checkbox"/> Non-provider residents of the home. NA <input type="checkbox"/> Provider <input type="checkbox"/> Non-provider residents of the home. NA
	<input type="checkbox"/> Sex Offender Registry	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other.	<input type="checkbox"/> Provider <input type="checkbox"/> Non-provider residents of the home. NA

Describe:

NA

<input checked="" type="checkbox"/> <b>In-Home Child Care Providers</b>	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Provider
<input type="checkbox"/> N/A. Check if In-Home Child Care is not subject to licensing in your State/Territory (skip to 3.1.2e)		<input type="checkbox"/> Checks Conducted Annually	<input type="checkbox"/> Non-provider residents of the home.
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input type="checkbox"/> Other.	NA
	<input checked="" type="checkbox"/> Check if the State/Territory background check includes fingerprints	Describe: NA	<input checked="" type="checkbox"/> Provider
	<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input checked="" type="checkbox"/> Initial Entrance into the System	<input type="checkbox"/> Non-provider residents of the home.
		<input type="checkbox"/> Checks Conducted Annually	NA
	<input type="checkbox"/> Sex Offender Registry	<input type="checkbox"/> Other.	<input checked="" type="checkbox"/> Provider
		Describe: Every five years after initial or at the request of the Lead agency for cause.	<input type="checkbox"/> Non-provider residents of the home.
		<input type="checkbox"/> Initial Entrance into the System	NA
		<input type="checkbox"/> Checks Conducted Annually	<input type="checkbox"/> Provider
		<input checked="" type="checkbox"/> Other.	<input type="checkbox"/> Non-provider residents of the home.
		Describe: Initial if have lived out-of-state as an adult	NA
		<input type="checkbox"/> Initial Entrance into the System	
		<input type="checkbox"/> Checks Conducted Annually	
		<input type="checkbox"/> Other.	



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

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

- FBI background check is \$30.25 (CIB included)
- CIB only cost is \$18.95
- Cost of obtaining print is \$20

d-2) Who pays for background checks:

**The agency pays for background checks on family child care providers. The agency pays for state criminal history record checks for child care center staff; the center or staff person must pay for the FBI check if required and the center or staff pay for the cost of obtaining the prints. The agency conducts the abuse/neglect background check.**

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

**Any that would prevent the licensure or registration of the staff/provider. Please refer to regulations.**

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

**The person affected must request a waiver of a criminal record history finding and be supported by the licensee. For appeals of the decision, the person would be entitled to a fair hearing through administrative procedures. For abuse/neglect findings, the person may request a waiver, but if disagrees that there is an abuse/neglect record, the person must request a hearing with the Child Protective Services/Adult Protective Services office that issued the finding and that office would begin the fair hearing process.**

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

Not applicable.

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

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Yes.

Describe:

Persons may search for a child care center and the license status online at: <http://www.wvdhhr.org/bcf/ece/cccenters/>. Persons may request a non-compliance history report on any regulated provider by contacting the Lead agency or by contacting a Child Care Resource and Referral agency.

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))

<b>For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.</b>				
<b>The Lead Agency requires:</b>	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
<input checked="" type="checkbox"/> Physical exam or health statement for providers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Physical exam or health statement for children	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Tuberculosis check for providers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Tuberculosis check for children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Provider immunizations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Child immunizations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Hand-washing policy for providers and children	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Diapering policy and procedures	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

<input checked="" type="checkbox"/> Providers to submit a self-certification or complete health and safety checklist	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

<b>For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.</b>				
<b>The Lead Agency requires:</b>	<b>Center-based child care providers</b>	<b>Family child care home providers</b>	<b>Group home child care providers</b>	<b>In-home child care providers</b>
<input checked="" type="checkbox"/> Fire inspection	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Building inspection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Health inspection	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Inaccessibility of toxic substances policy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Safe sleep policy				
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Tobacco exposure reduction				
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Transportation policy				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Providers to submit a self-certification or complete health and safety checklist				
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other.				
Describe:				

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	no	Yes

	CPR	No	yes
	Medication Administration Policies and Practices	yes	No
	Poison Prevention and Safety	No	No
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	Yes	Yes
	Shaken Baby Syndrome and abusive head trauma prevention	No	No
	Age appropriate nutrition, feeding, including support for breastfeeding	Yes	Yes
	Physical Activities	No	No
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	Yes	
	Recognition and mandatory reporting of suspected child abuse and neglect	Yes	Yes
	Emergency preparedness and planning response procedures	Yes	Yes
	Management of common childhood illnesses, including food intolerances and allergies	No	No
	Transportation and child passenger safety (if applicable)	No	No
	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	No	No

	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	yes	yes
	Supervision of children	yes	No
	Behavior management	yes	yes
	Other	NA	NA
	Describe: NA		
<b>Group Home Child Care</b>	First Aid	No.	Yes.
	CPR	No.	Yes.
	Medication Administration Policies and Practices	No.	No.
	Poison Prevention and Safety	No.	No.
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	No.	Yes.
	Shaken Baby Syndrome and abusive head trauma prevention	No.	Yes.
	Age appropriate nutrition, feeding, including support for breastfeeding	No.	No.
	Physical Activities	No.	No.
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	No.	No.
	Recognition and mandatory reporting of suspected child abuse and neglect	No.	Yes.

	Emergency preparedness and planning response procedures	No.	Yes.
	Management of common childhood illnesses, including food intolerances and allergies	No.	Yes.
	Transportation and child passenger safety (if applicable)	No.	No.
	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	NO.	No.
	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	No.	No.
	Supervision of children	No.	NO.
	Behavior management	no	no
	Other	NA	NA
	Describe: NA		
<b>Family Child Care Providers</b>	First Aid	No	Yes
	CPR	No	Yes
	Medication Administration Policies and Practices	No	No
	Poison Prevention and Safety	No	No
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	No	Yes



	Shaken Baby Syndrome and abusive head trauma prevention	No	Yes
	Age appropriate nutrition, feeding, including support for breastfeeding	No	No
	Physical Activities	No	No
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	No	No
	Recognition and mandatory reporting of suspected child abuse and neglect	No	Yes
	Emergency preparedness and planning response procedures	No	Yes
	Management of common childhood illnesses, including food intolerances and allergies	No	No
	Transportation and child passenger safety (if applicable)	no	No
	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	No	No
	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	No	No
	Supervision of children	No	No
	Behavior management	No	No

	Other: Describe: No	No	No
<b>In - Home Child Care</b>	First Aid	no	Yes
	CPR	no	yes
	Medication Administration Policies and Practices	no	no
	Poison Prevention and Safety	no	no
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	no	Yes
	Shaken Baby Syndrome and abusive head trauma prevention	no	Yes
	Age appropriate nutrition, feeding, including support for breastfeeding	no	no
	Physical Activities	no	no
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	no	no
	Recognition and mandatory reporting of suspected child abuse and neglect	no	Yes
	Emergency preparedness and planning response procedures	no	no
	Management of common childhood illnesses, including food intolerances and allergies	no	no
	Transportation and child passenger safety (if applicable)	no	no

	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	no	no
	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	no	no
	Supervision of children	no	no
	Behavior management	no	no
	Other	no	no
	Describe: no		

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

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

Describe the different requirements:

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

[www.wvchildcare.org](http://www.wvchildcare.org)

**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.

**Not applicable.**

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

**Initial inspections are announced visits. Subsequent monitoring and complaint investigations can be either announced or unannounced**

b) Describe whether the Lead Agency uses background checks

**Providers must have a criminal history background check through the State Police Criminal Identification Bureau and a Protective Services background check in the Lead Agency's records. Certain felony convictions and crimes against a child or vulnerable adult would make a provider ineligible. Two or more misdemeanors will make a person ineligible, but the person may request a waiver in most circumstances to the misdemeanor convictions. Persons that have resided outside of the state for more than 12 months as an adult or have lived out of state within the previous 5 years are required to have an FBI background check. Child care providers are required to submit the background checks through the lead agency so that the lead agency receives the results. The lead agency pays for state criminal background checks, but the provider must bear the cost of an FBI background check. The Lead agency conducts the Protective Services background checks. A provider may use the fair hearing process when appealing a Protective Services finding or denial of provider status based upon criminal history finding.**

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:

**Family child care home providers may self certify by checklist forms. However, all family child care providers participating in the subsidy program receive an on-site inspection visit.**

No

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

No

a) If yes, are training, resources and supports offered to programs to assist them in ensuring that children receive appropriate developmental screenings?

Yes.

Describe

No

Other.

Describe

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

No

Other.

Describe

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

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

No

Other.

Describe

### 3.1.6 Data & Performance Measures on Licensing and Health and Safety

**Compliance** - What data elements, if any, does the State/Territory currently have access to related to licensing compliance? What, if any, performance measures does the Lead Agency use for ensuring health and safety? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked in (a)

below, Lead Agencies may provide an optional description about the data they have access to (e.g., the Lead Agency may have data for only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (e.g., infants and toddlers or school-age children).

Effective Date: 01-OCT-13

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

Number of licensed programs.

Describe (optional):

Numbers of programs operating that are legally exempt from licensing.

Describe (optional):

Number of programs whose licenses were suspended or revoked due to non-compliance.

Describe (optional):

Number of injuries in child care as defined by the State/Territory.

Describe (optional):

Number of fatalities in child care as defined by the State/Territory.

Describe (optional):

Number of monitoring visits received by programs.

Describe (optional):

Caseload of licensing staff.

Describe (optional):

Number of programs revoked from CCDF due to non-compliance with health and safety requirements.

Describe (optional):

Other.

Describe:

**Number of non-compliance complaints received regarding licensed child care centers.**

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?

**When performing case reviews, staff review child care provider records to ensure licensing and registration standards are met. Provider cases with errors are sent to licensing and registration supervisors for review and correction.**

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.

NA

### **3.1.7 Goals for the next Biennium -**

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

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

**Note** -When identifying your goals below, Lead Agencies are encouraged to begin with an action verb

reflecting the desired result over the two year period (e.g., Increase, Improve, Build, Align, Implement, Review, Revise, Streamline, Expand, etc.)

Effective Date: 01-OCT-13

**Goal #1:**

Goal 1 – Improve compliance to health and safety requirements by child care centers through random sampling monitoring on a quarterly basis and linking the results to technical assistance.

**Goal #2:**

Goal 2 - Revise child care center licensing requirements to improve the health and nutrition of children in care.

**Goal #3:**

Goal 3 - Review the structure of child care regulation including state code to acquire recommendations for changes that will improve the early care and education and school age care system in the state.

**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.wvearlychildhood.org/resources/WV\\_Early\\_Learning\\_Standards\\_Framework\\_Infant\\_Toddler.pdf](http://www.wvearlychildhood.org/resources/WV_Early_Learning_Standards_Framework_Infant_Toddler.pdf) and <http://wvde.state.wv.us/policies/p2520.15.pdf>

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

WV DHHR is the lead agency for the Birth to three standards; WV Department of Education is the lead agency for the three-to-five

 **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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Social and emotional development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Approaches to learning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Logic and reasoning (e.g., problem-solving)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Literacy knowledge and skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mathematics knowledge and skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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

Effective Date: 01-OCT-13

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

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

Effective Date: 01-OCT-13

- 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.
  
- 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.
  
- None.

### **3.2.6 Describe how your State/Territory uses ongoing assessments and measures of school readiness assessment using the following series of questions.**

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

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

Effective Date: 01-OCT-13

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

Yes.

Describe:

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

Yes.

Describe:

No

Other.

Describe:

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

Yes.

Describe:

No

Other.

Describe:

No

Other.

Describe:

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

Yes.

Describe:

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:

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

Yes.

Describe:

No

Not applicable. State does not have an SLDS.

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

Effective Date: 01-OCT-13

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):

[CCR&R Professional Development Teams track child care providers trained through the CCR&R's](#)

Number/percentage of child care providers trained on ELG's for infants and toddlers.

Describe (optional):

[CCR&R Professional Development Teams track child care providers trained through the CCR&R's](#)

Number of programs using ELG's in planning for their work.

Describe (optional):

Number of parents trained on or served in family support programs that use ELG's.

Describe (optional):

Other.

Describe:

None.

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

None

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

### **3.2.8 Goals for the next Biennium -**

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

Effective Date: 01-OCT-13

#### **Goal #1:**

- 1) The Lead Agency will be working with Starting Point Centers across the state to offer training for parents on the ELG's.
- 2) The Lead agency will be working on providing the Early Learning Scale from NIEER to child care providers to assess children on the ELG's.

### **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.

WV Family Child Care Association (Family Child Care); West Virginia Association for Young Children (NAEYC Affiliate); Kids Count (Advocacy); West Virginia Childcare Centers United (Child Care Director's Group); West Virginia Statewide Afterschool Network; Legislative representation; Child Care Resource & Referral Agencies; West Virginia State Training and Registry System (Professional Development registry); Regulatory for family child care; Regulatory for child care centers; West Virginia Department of Health & Human Resources/Division of Early Care & Education

### 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.

Effective Date: 01-OCT-13

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

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

Describe:

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

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

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

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



licensing requirements.

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

Describe:

- Not linked.

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

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

- Other.

Describe:

- None.

### 3.3.2 Element 2 - Supports to Programs to Improve Quality

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

Effective Date: 01-OCT-13

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



- None. **skip to 3.3.3.**

Types and Purposes of Support	Information or Written Materials	Training	On-Site Consultation
<input checked="" type="checkbox"/> Attaining and maintaining licensing compliance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Attaining and maintaining quality improvement standards beyond licensing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Attaining and maintaining accreditation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Providing targeted technical assistance in specialized content areas:			
Health and safety	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Infant/toddler care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
School-age care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inclusion	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Teaching dual language learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Business management practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other. Describe: <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b) 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:

Child Care Resource & Referral Agencies each employ an Infant/ Toddler Specialist and two Early Childhood Specialist. Each Infant/ Toddler and Early Childhood Specialist is required to have two to

three sites (Family Child Care, Group Homes, or Child Care Center) that they provide on-going technical assistance to over the course of one year.

Child Care Resource & Referral Agencies are starting to provide more general technical assistance to all types of care. As programs contact the CCR&R agency they are going out and providing TA to help providers improve the quality of care.

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

Yes.

Describe:

No


Other.

Describe:

### 3.3.3 Element 3 - Financial Incentives and Supports

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

Effective Date: 01-OCT-13

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

None. **skip to 3.3.4.**


Types of Financial Incentives and Supports for Programs	Child Care Centers	Child Care Homes	License-Exempt Providers
<input checked="" type="checkbox"/> Grants to programs to meet or maintain licensing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Grants to programs to meet QRIS or similar quality level	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<input checked="" type="checkbox"/> One-time awards or bonuses on completion of quality standard attainment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Tiered reimbursement tied to quality for children receiving subsidy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> On-going, periodic grants or stipends tied to improving / maintaining quality	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Tax credits tied to meeting program quality standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 3.3.4 - Element 4 - Quality Assurance and Monitoring

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

Effective Date: 01-OCT-13

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

None. **skip to 3.3.5.**

Types of Program Quality Assessment Tools	Child Care Centers	Child Care Homes	License-Exempt Providers
---	--------------------	------------------	--------------------------

<input type="checkbox"/> Environment Rating Scales (e.g., ECERS, ITERS, SACERS, FDCRS) Describe, including frequency of assessments. <input type="text"/>	<input type="checkbox"/> Infant/Toddler <input type="checkbox"/> Preschool <input type="checkbox"/> School-Age	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Classroom Assessment Scoring System (CLASS)  Describe, including frequency of assessments. <input type="text"/>	<input type="checkbox"/>	N/A	<input type="checkbox"/>
<input type="checkbox"/> Program Administration Scale (PAS) for child care centers or Business Administration Scale (BAS) for family child care homes Describe, including frequency of assessments. <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Customized instrument, including submission of written documentation, developed for State/Territory quality improvement system. This may include instruments developed for quality improvements in 21st Century Learning Center programs Describe, including frequency of assessments. <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Other. Describe: <a href="#">Paper Documentation sent in and reviewed by State Agency Staff</a>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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


Describe:

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:

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:

None.

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

### 3.3.6. Quality Rating and Improvement System (QRIS)

Effective Date: 01-OCT-13



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

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

Participation is voluntary for:

Participation is mandatory for:

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

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

State/Territory is in the development phase

State/Territory has no plans for development

Other.

Describe:



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

Child care centers

Group child care homes

Family child care homes

In-home child care

License exempt providers

Early Head Start programs



Head Start programs

Pre-kindergarten programs

School-age programs

Other.

Describe:

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

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)

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

Describe(optional)

[Lead Agency keeps electronic records of changes to programs quality tier levels](#)



Program scores on program assessment instruments.

List instruments:

Describe(optional)



Classroom scores on program assessment instruments.

List instruments:

Describe(optional)



Qualifications for teachers or caregivers within each program.

Describe(optional)



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

Describe(optional)

[Lead Agency uses database to gather data](#)



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



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

Describe(optional)

[Lead agency contracts to provide quality grants.](#)

Other.

Describe:

None.

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

[Programs are required to submit Paper documentation to indicate their quality tier level.](#)

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.

[Onsite monitoring of programs moving up quality levels](#)

### **3.3.9 Goals for the next Biennium -**

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

Effective Date: 01-OCT-13

#### **Goal #1:**

[The quality standards have been aligned with national benchmarks, including program standards and quality assurance across sectors. Each set of standards now will need to be approved by the QRIS Advisory Council, then promulgated through the legislature.](#)

### **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.

**West Virginia IDEA Part C; Child Care providers; Head Start providers; Head Start Collaboration Office; West Virginia Department of Health and Human Resources; Child Care Resource and Referral; In-home Parent Education Program; Child Care Apprenticeship staff; West Virginia Statewide Afterschool Network; West Virginia Department of Labor; West Virginia T.E.A.C.H.; West Virginia state registry staff.**

#### **3.4.1 Workforce Element 1 - Core Knowledge and Competencies**

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

Effective Date: 01-OCT-13



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

Yes

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

Other.

Describe:

If yes, insert web addresses, where possible:

[http://www.wwearychildhood.org/resources/Core\\_Competencies.pdf](http://www.wwearychildhood.org/resources/Core_Competencies.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:

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:

None.

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

Cross-walked with the Child Development Associate (CDA) competencies

Cross-walked with national teacher preparation standards (e.g., NAEYC standards for early childhood professional preparation, National Board of Professional Teaching Standards, National Council for Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation, Head Start SOLAR staff skills indicators)

Cross-walked with apprenticeship competencies

Other.

Describe:

None.

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

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

Describe:

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

Describe:

Administrators in centers (including educational coordinators, directors).

Describe:

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

Describe:

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

Describe:

Other.

Describe:

None.

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

- Birth-to-three
- Three-to-five
- Five and older
- Other.

Describe:

None.

### 3.4.2 Workforce Element 2 - Career Pathways

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

Effective Date: 01-OCT-13



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

Yes.

Describe:

The career pathway begins with practitioners who are at least 16 years of age and enrolled in High School or in a GED program. The pathway continues to advanced degrees, including Master's and Doctorate programs, in early childhood or related fields.

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

Insert web addresses, where possible: [www.wvearlychildhood.org/WV\\_STARS.html](http://www.wvearlychildhood.org/WV_STARS.html)

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

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

Describe:

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

Describe:

Administrators in centers (including educational coordinators, directors).

Describe:

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

Describe:

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

Describe:

Other.

Describe:

None.

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

Infants and toddlers

Preschoolers



- School-age children
- Dual language learners
- Children with disabilities, children with developmental delays, and children with other special needs
- Other.

Describe:

- None.

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

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

Describe:

Required for all child care center staff, not required in group homes or family child care homes.

- None.

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

- Yes.

If yes, describe:


Individuals qualifications and professional development are verified. Work experience is included on resume, but not verified.

- No.

### 3.4.3 Workforce Element 3 - Professional Development Capacity

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


Effective Date: 01-OCT-13

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

Yes.

If yes, describe:

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:

No.

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

Standards set by the institution

Standards set by the State/Territory higher education board

Standards set by program accreditors

Standards set by State/Territory departments of education

Standards set by national teacher preparation accrediting agencies

Other.

Describe:

None.

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

Training approval process.

Describe:

Trainer approval process.

Describe:

West Virginia State Training and Registry System verifies all qualifications.

Training and/or technical assistance evaluations.

Describe:

West Virginia State Training and Registry System requires evaluations.

Other.

Describe:

None.

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

Yes.

If yes, describe:

The Apprenticeship for Child Development Specialist credential issued from the US Department of Labor will articulate to college credit at all Community & Technical Colleges.

The West Virginia Infant Toddler Professional Development Program will articulate to college credit currently at one community and technical college.

The two major universities in the state, West Virginia University and Marshall University, have agreements with some of the community and technical colleges for 2+2 articulation.

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 Apprenticeship for Child Development Specialist credential issued from the US Department of Labor and the West Virginia Infant Toddler Professional Development Program both articulate to college credit.

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:

Foster Families

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:

State training calendar on West Virginia Early Childhood Training Connections and Resources (WVECTCR) website. WVECTCR is a jointly funded project of IDEA Part B, IDEA Part C, ECCS Grant, Homevisitation, Head Start Collaboration Office, and West Virginia Department of Health and Human Resources.

No.

Insert web addresses, where possible: [http://www.wvearlychildhood.org/Training\\_Calendar.html](http://www.wvearlychildhood.org/Training_Calendar.html)

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

Scholarships.

Describe:

[T.E.A.C.H. WV and Higher Education Policy Commission Child Development Specialist Scholarships](#)

Free training and education.

Describe:

[Child Care Resource and Referral agency staff](#)

Reimbursement for training and education expenses.

Describe:

Grants.

Describe:

Loans.

Describe:

Loan forgiveness programs.

Describe:

Substitute pools.

Describe:

Release time.

Describe:

Other.

Describe:

Stipends for professional development; quarterly newsletters from CCR&R inform providers of available training

None.

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

Yes.

If yes, describe:

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 WV DHHR Division of Early Care and Education works with CCR&R agencies to assist Early Childhood Teams regarding the provision of mentoring and technical assistance to the early childhood workforce.

No.

### 3.4.5 Workforce Element 5 - Compensation, Benefits and Workforce

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


Effective Date: 01-OCT-13

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

Yes.

If yes, describe:

No.


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

Yes.

If yes, describe:

The Apprenticeship for Child Development Specialist requires programs to give journey person a raise at the completion of the program. T.E.A.C.H. WV requires that programs provide either a bonus or raise at the end of each contract.

No.

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

Yes.

If yes, describe:

No.

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

Yes.

If yes, describe:

No.

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

Effective Date: 01-OCT-13

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

Data on the size of the child care workforce.

Describe (optional):

Data on the demographic characteristics of practitioners or providers working directly with children.



Describe (optional):

Records of individual teachers or caregivers and their qualifications.

Describe (optional):

Retention rates.

Describe (optional):

Records of individual professional development specialists and their qualifications.

Describe (optional):

[Early Childhood Teams located in the Child Care Resource & Referral Agencies](#)

Qualifications of teachers or caregivers linked to the programs in which they teach.

Describe (optional):

Number of scholarships awarded .

Describe (optional):

[T.E.A.C.H. WV scholarships awarded at all levels, and all HEPC CDS Scholarships awarded](#)

Number of individuals receiving bonuses or other financial rewards or incentives.

Describe (optional):

Number of credentials and degrees conferred annually.

Describe (optional):

Data on T/TA completion or attrition rates.

Describe (optional):

Data on degree completion or attrition rates.

Describe (optional):

Other.

Describe:

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:

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

Describe:

Administrators in centers (including educational coordinators, directors).

Describe:

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

Describe:

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

Describe:

Other.

Describe:

None.

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

all practitioners working in programs that are licensed or regulated by the State/Territory to serve children birth to 13?

all practitioners working in programs that receive public funds to serve children birth to age 13?

No.

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

The Lead Agency is able to track information related to the professional development of child care center staff (i.e. number of training hours, level on career ladder). Family child care homes and group homes are not required to participate in the professional development registry.

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.

None

### 3.4.7 Goals for the next Biennium -

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

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

**Note** -When identifying your goals below, Lead Agencies are encouraged to begin with an action verb

reflecting the desired result over the two year period (e.g., Increase, Improve, Build, Align, Implement, Review, Revise, Streamline, Expand, etc.)

Effective Date: 01-OCT-13

**Goal #1:**

Assessment of the capacity of the state's two- and four-year institutions of higher education.