



CHILD CARE AND DEVELOPMENT FUND PLAN
FOR
FFY 2004-2005

This Plan describes the CCDF program to be conducted by the State for the period 10/1/03 – 9/30/05. As provided for in the applicable statutes and regulations, the Lead Agency has the flexibility to modify this program at any time, including changing the options selected or described herein.

The official text of the applicable laws and regulations govern, and the Lead Agency acknowledges its responsibility to adhere to them regardless of the fact that, for purposes of simplicity and clarity, the specific provisions printed herein are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text.

Public reporting burden for this collection of information is estimated to average 162.57 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

(Form ACF 118 Approved OMB Number: 0970-0114 expires 05-31-2006)

ARIZONA
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AMENDMENTS LOG

Child Care and Development Services Plan for
For the period: 10/1/03 -- 9/30/05

SECTION AMENDED	EFFECTIVE/ PROPOSED EFFECTIVE DATE	DATE SUBMITTED TO ACF	DATE APPROVED BY ACF

Instructions:

- 1) Lead Agency completes the first 3 columns and sends a photocopy of this Log (showing the latest amendment sent to ACF) and the amended section(s) to the ACF Regional contact. A copy of the Log, showing the latest amendment pending in ACF, is retained in the Lead Agency's Plan.
- 2) ACF completes column 4 and returns a photocopy of the Log to the grantee.
- 3) The Lead Agency replaces this page in the Plan with the copy of the Log received from ACF showing the approval date.

Note: This process depends on repeated subsequent use of the same Log page over the life of the Plan. At any time the Log should reflect all amendments, both approved and pending in ACF. The Lead Agency is advised to retain those "old" plan pages that are superseded by amendments in a separate appendix to its Plan.

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PART 1 -- ADMINISTRATION

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 Lead Agency Information (as designated by State chief executive officer)

Name of Lead Agency: **Arizona Department of Economic Security (DES)**

Address of Lead Agency: **1717 W. Jefferson
P.O. Box 6123
Phoenix, Arizona 85005**

Name and Title of the
Lead Agency's Chief Executive Officer: **William Bell, Acting Director**

Phone & Fax Numbers: **Phone: (602) 542-5678
Fax: (602) 542-5339**

1.2 State Child Care (CCDF) Contact Information (day-to-day contact)

Name and Title of the
State Child Care Contact (CCDF): **Connie Shorr, Program Administrator
DES Child Care Administration**

Address of Contact: **Site code 801A
1789 W. Jefferson, 3rd Fl. SW
Phoenix, Arizona 85007**

Phone & Fax Numbers: **Phone: (602) 542-4248
Fax: (602) 542-4197**
E-Mail Address: **E-Mail: cshorr@azdes.gov**

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1.3 Estimated Funding

The Lead Agency estimates that the following amounts will be available for child care services and related activities during the 1-year period: October 1, 2003 through September 30, 2004. (§98.13(a))

- CCDF: **\$93,812,113***
- Federal TANF Transfer to CCDF (if known): **\$0**
- Direct Federal TANF Spending on Child Care (if known): **\$0**
- State CCDF Maintenance of Effort Funds: **\$10,032,936***
- State Matching Funds: **\$13,837,779***
- Total Funds Available: **\$117,682,828***

***These figures are being provided based upon data and direction received from DHHS/ACF Region IX.**

1.4 The Lead Agency estimates that the following amount (and percentage) of the CCDF will be used to administer the program (not to exceed 5 percent): **\$5,919,900 (5%)**. (658E(c)(3), §§98.13(a), 98.52)

1.5 Does the Lead Agency directly administer and implement all services, programs and activities funded under the CCDF Act, including those described in Part 5.1 – Activities & Services to Improve the Quality and Availability of Child Care, Quality Earmarks and Set-Aside?

- () Yes. – GO to Section 1.8.
- (X) No, and the following describes how the Lead Agency maintains overall control when services or activities are provided through other agencies. (658D(b)(1)(A), §98.11)

DES has entered into a contract with a private vendor (MAXIMUS, Inc.) to administer JOBS case management, TANF related child care and Transitional Child Care (TCC) in a specified geographic area of Maricopa County. This area is defined (by the DES, Division of Benefits and Medical Eligibility) as District I East.

In this area, residents who are TANF recipients and who need child care assistance to participate in a TANF related work activity, and those who need child care assistance and are eligible for TCC will have their eligibility for services determined by MAXIMUS.

Upon determination of eligibility for these child care programs, MAXIMUS will calculate the appropriate level of child care benefits. MAXIMUS will then provide the DES Child Care Administration with this information. The DES Child Care Administration will maintain the responsibility for issuing Certificates of Authorizations and making provider payments corresponding with the MAXIMUS determination of eligibility.

Individuals who live in this area and who are in need of child care services other than TANF related child care or who are not eligible for TCC will continue to have their eligibility for services determined by the DES Child Care Administration.

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Section - 1.5 Administration (continued)

DES, designated the lead agency by the Governor, will continue to directly administer and implement all other programs funded under the CCDF and will:

1. Determine the basic usage and priorities for CCDF expenditures consistent with Arizona state statute;
2. Promulgate all rules and regulations governing overall administration of the Plan;
3. Submit all reports required by the Secretary;
4. Ensure that the program complies with the approved Plan and all Federal requirements;
5. Oversee the expenditure of funds by contractors;
6. Monitor programs and services;
7. Fulfill the responsibilities of the Grantee in any complaint, compliance hearing or appeals action;
8. Ensure that all State and local or non-governmental agencies through which the State administers the program, including agencies and contractors that determine individual eligibility, operate according to the rules established for the program; and
9. Directly administer and implement all aspects of the Program in the area of paying providers and contractors.

Additionally, certain aspects of administration and implementation of programs and activities, such as efforts to promote early learning, program development (to improve the quality and increase the availability of early childhood development programs and before and after school programs), school-aged child care activities, provider training and technical assistance and the provision of consumer education information and data collection will be shared with other state agencies. This will be accomplished by entering into a written agreement with the Governor's Office for Children, Youth and Families and other state agencies as appropriate to provide resources necessary to conduct these activities.

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1.6 For child care services funded under §98.50 (i.e., certificates, vouchers, grants/contracts for slots based on individual eligibility), does the Lead Agency itself: (§98.11)

- Determine individual eligibility of non-TANF families? YES ___ NO **X**
If NO, identify the name and type of agency that determines eligibility of non-TANF families for child care:

As indicated in Section 1.5, MAXIMUS Inc. is responsible for the determination of eligibility for certain non-TANF child care programs (i.e., TCC) in a specified geographic area.

- Determine individual eligibility of TANF families? YES ___ NO **X**
If NO, identify the name and type of agency that determines eligibility of TANF families for child care:

As indicated in Section 1.5, MAXIMUS Inc. is responsible for the determination of eligibility for TANF child care programs in a specified geographic area.

- Assist parents in locating child care? YES ___ NO **X**
If NO, identify the name and type of agency that assists parents:

Both DES and MAXIMUS staff may assist the parents in locating child care. Additionally, parents may be referred to a Child Care Resource & Referral agency (CCR&R). The two CCR&R agencies that have contracts with DES to provide these services are:

- **The Association for Supportive Child Care in coalition with the Arizona Child Care Association (Northern Chapter) and the Family Service Agency; and**
 - **Child & Family Resources, Inc. in coalition with the Arizona Child Care Association (Southern Chapter).**
- Make payments to providers? YES **X** NO ___
If NO, identify the name and type of agency that makes payments:

1.7 Is any entity named in response to section 1.6 a non-governmental entity? (See section 1.6 of the guidance). (658D(b), §§98.10(a), 98.11(a))

() No.

(X) Yes, the following entities named in section 1.6 are non-governmental:

MAXIMUS, Inc.
Association for Supportive Child Care
Child & Family Resources, Inc.

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Section 1.8 - Use of Private Donated Funds

1.8.1 Will the Lead Agency use private donated funds to meet a part of the matching requirement of the CCDF pursuant to §98.53(e)(2) and (f)?

(X) No. GO TO 1.9

() Yes. The name and type of entity designated to receive private donated funds is:

Name:

Address:

Contact:

Type (see section 1.6 of the guidance):

Section 1.9 - Use of State Pre-Kindergarten (Pre-K) Expenditures for CCDF-Eligible Children

1.9.1 During this plan period, will State expenditures for Pre-K programs be used to meet any of the CCDF maintenance of effort (MOE) requirement?

(X) No.

() Yes,

_____ The State 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 % of the MOE requirement that will be met with pre-K expenditures. (It may not exceed 20%.)

If the State uses Pre-K expenditures to meet more than 10% of the MOE requirement, the following describes how the State will coordinate its Pre-K and child care services to expand the availability of child care (§98.53(h)(4)):

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Section 1.9 - Use of State Pre-Kindergarten (Pre-K) Expenditures for CCDF-Eligible Children (continued)

1.9.2 During this plan period, will State expenditures for Pre-K programs be used to meet any of the CCDF Matching Fund requirement? (§98.53(h))

() No.

(X) Yes, and

20% of the Matching Fund requirement will be met with pre-K expenditures.
(It may not exceed 20%.)

If the State uses Pre-K expenditures to meet more than 10% of the Matching Fund requirement, the following describes how the State will coordinate its Pre-K and child care services to expand the availability of child care (§98.53(h)(4)):

In Arizona, the Pre-K program is referred to as the Early Childhood Block Grant (ECBG) program and is administered through the Arizona Department of Education (ADE) Division of Early Childhood Programs. The ECBG promotes student achievement by providing additional funding for early childhood programs including the support of preschool programs for economically disadvantaged children.

The DES Child Care Administration will work with the ADE Division of Early Childhood Programs in ways to coordinate the ECBG and child care services to expand the availability of child care. An example of these efforts is that a representative from the ADE Division of Early Childhood Programs participates in the DES Child Care Advisory Committee (see Section 2.1 – Consultation and Results of Coordination). One of the primary purposes of the Advisory Committee is to discuss issues and options, assess the availability of child care, prevent duplication and identify child care program linkages.

Representatives from DES also participate in providing information, at ECBG Consortium Meetings, on the availability of child care services. This Consortium meets on a regular basis in order to share information, review policy issues and make recommendations to the ADE on matters impacting services delivered through ECBG programs.

Section 1.9 - Use of State Pre-Kindergarten (Pre-K) Expenditures for CCDF-Eligible Children (continued)

1.9.3 If the State answered yes to 1.91 or 1.9.2, the following describes State efforts to ensure that pre-K programs meet the needs of working parents (§98.53(h)(2)):

DES works with the ADE Division of Early Childhood Programs to ensure that individual ECBG programs are provided information and are aware of child care services that are available to working parents from DES.

ECBG programs are also eligible and encouraged to enter into a Registration Agreement with DES that allows them to provide services, participate in the CCDF Certificate payment system and be reimbursed for care provided to eligible working parents that goes beyond the duration of the ECBG program. ECBG programs may also be listed with and participate in CCDF funded Child Care Resource and Referral agencies which allows them to be considered as a child care option for parents seeking appropriate services.

Additionally, programs that are participating in the ECBG are required by state statute to follow Arizona Department of Health Services policies regarding licensing requirements and issues. These same licensing requirements apply to all child care centers (including those that receive CCDF funds) as a condition of meeting the Health and Safety Requirements for Center-Based Providers specified in Section 6.1 of this Plan.

DES will continue to work with ADE and individual ECBG programs toward expanding efforts in order to assure that services are available to low-income working families.

Part 2--DEVELOPING THE CHILD CARE PROGRAM

2.1 - Consultation and Coordination

2.1.1 Consultation. Describe the consultation the Lead Agency held in developing this Plan and the results of that consultation. At a minimum, the description must include the following:

- Representatives of local governments;
- Tribal organizations when such organizations exist within the boundaries of the State. (658D(b)(2), §§98.12(b), 98.14(b))

In Arizona, child care services are administered at the state level, consistent with state legislative mandates and budgetary appropriations. Organizations and individuals have the opportunity to communicate and provide input to their local elected officials in order to influence legislation and appropriations for child care services and programs.

County and other local governments typically do not provide nor deliver child care services. DES does however plan for the provision and delivery of CCDF services in a manner that is responsive to the needs of Arizona's communities.

The primary method for ensuring ongoing local involvement in planning for use of the CCDF is the Child Care Advisory Committee (CCAC), which typically meets 4 times per year. The CCAC includes individuals that represent statewide organizations with local affiliations, tribes, cities and councils of governments that administer federal early childhood services.

The CCAC is provided with information on the level of service being provided, issues regarding service delivery and any other available information that impacts early care and education programs in the state. The CCAC provides recommendations back to DES on programs and on activities and services to improve the quality and availability of child care, which are funded using CCDF Quality earmarks and Set-Asides.

In addition, agencies that provide Child Care Resource and Referral services, in partnership with DES, facilitate local involvement in early care and education issues through Early Childhood and Provider Network meetings. Representatives from community organizations, higher education, governments and the provider community meet regularly to exchange information, identify local child care needs and resources and share strategies to improve the quality of care.

Representatives of local governments, including Tribal organizations are also given the opportunity to comment on the provision of services under the CCDF Plan at public hearings.

2.1 - Consultation and Coordination (continued)

- 2.1.2 Coordination. 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.

Check any of the following services provided by agencies with which the Lead Agency coordinates. In each case identify the agency providing the service and describe the coordination and expected results:

- ☒ Public health including programs that promote children's emotional and mental health
- ☒ Employment services
- ☒ Public education
- ☒ TANF
- ☒ State Pre-K programs
- ☒ Head Start programs
- ☒ Programs that promote inclusion for children with disabilities
- ☒ Others (please identify) (658D(b)(1)(D), §98.12(a), 98.14(a)(1) & (2))

In Arizona, DES is the lead agency responsible for administration of the Temporary Assistance to Needy Families (TANF) program. The DES Child Care Administration (CCA) is responsible for the planning and policy of the CCDF and the day-to-day operation of child care programs, which will provide services to TANF cash assistance recipients and other families eligible for services.

The CCA is an administration within the DES Division of Employment and Rehabilitation Service (DERS). Also within DERS are the JOBS Administration, Rehabilitation Services Administration, Employment Security Administration and the Workforce Development Administration that is responsible for activities related to the Workforce Investment Act. Coordination within DERS has resulted in shared communication and identification of issues that relate to the provision of child care services to families that are receiving other services from the respective DERS Administrations.

The JOBS Program provides employment and training services to TANF recipients either directly or through contracted vendors. Coordination with the JOBS program and the DES Family Assistance Administration (FAA), which determines TANF eligibility, is handled internally through policies and procedures developed specifically for the purpose of ensuring that appropriate child care services are provided for TANF recipients.

Coordination with other early childhood development programs, before and after school care programs and child care resource and referral agencies is facilitated through an established Child Care Advisory Committee (CCAC). The mission of the CCAC is to make recommendations to DES that will promote quality, affordable, available child care through a comprehensive, coordinated and integrated child care and early childhood delivery system in Arizona. The committee meets on a regular basis in order to review federal regulations, discuss issues and options, assess the availability of child care, prevent duplication and identify child care program linkages.

2.1 - Consultation and Coordination (continued)

Members of the CCAC have included representatives of: Head Start programs; resource and referral agencies; child welfare advocacy groups; tribal organizations; family child care providers; human service advocacy organizations; employer supported child care programs; Child and Adult Care Food Program sponsors; parents/consumers; school boards; before and after school programs; public school child care programs; business groups; sectarian organizations and child care programs; Child Development Associate programs; and organizations that accredit child care programs.

Additionally, representatives from the Governor's Office for Children, Youth and Families (GOCYF), the Arizona Department of Education (ADE) and the Arizona Department of Health Services (DHS) also participate in the CCAC. (GOCYF includes the Arizona State Board on School Readiness*, Division for Community and Youth Development, Division for Children, Division for Women, and the Division for Substance Abuse and Prevention. ADE administers Preschool Handicapped, Title I, and the Child and Adult Care Food programs. The DHS administers the Office of Child Care Licensure, Behavioral Health Services and the Office of Women and Children's Health.)

*(For additional program planning efforts being directed by the Arizona State Board on School Readiness, see Section 5.2.3 – State Plan for Program Coordination.)

DES CCA also participates in an Interagency Data Sharing Committee. This committee is made up of representatives from the ADE and DHS. The Committee work is directed toward achieving a greater degree of consumer protection, and improved quality of child care services through interagency communication, coordination and consistency.

Through an agreement with the GOCYF, DES transfers state funds to provide the required "match" for the Head Start Collaboration Project. The Head Start Collaboration Project's purpose is to increase the collaboration between service agencies and systems to more efficiently and effectively utilize resources to promote healthy families and successful children. DES participates in the Professional Development and Quality and Cost Committees of the Project.

DES also participates in and provides staff support for the US Department of Health and Human Services (DHHS), Public Health Services funded Healthy Child Care America project. This project, locally known as Healthy Arizona Child Care, is administered in Arizona by the American Academy of Pediatrics (AAP) – Arizona Chapter and consists of an advisory board made up of health care providers, child care personnel, community agencies, parents and educators. The board meets regularly to organize and coordinate systems level efforts and to help Arizona create a health related system that can benefit children and their families. The primary goals of the project are to: link child care providers with health care consultants; link families with an opportunity to obtain children's health insurance through child care providers; and enhance health and safety standards in child care settings through the implementation of recommendations in *Caring for Our Children*, a publication of AAP and the American Public Health Association.

Components of the Healthy Arizona Child Care project include a statewide advisory council and sub-committees on health consultation and disabilities and special health care needs. DES CCA staff participate in these components in order to ensure that linkages and coordination are effective

2.1 - Consultation and Coordination (continued)

DES works with the Arizona Early Intervention Program (AzEIP). AzEIP is a statewide system of supports and services for families of infants and toddlers, birth to three years of age, with disabilities or delays. The purpose of early intervention is to help families help their children develop to their full potential.

DES also works with Raising Special Kids and Pilot Parents. These organizations provide support and information to parents, with children with special needs, about services and programs.

DES is involved with the Arizona School-Age Care Coalition in order to receive and distribute information regarding school age child care services for children throughout the state. This coalition works closely with the GOCYF and includes representatives from school age care programs from various regions in the state, state agencies and other organizations interested in the provision of school aged care.

Additionally, DES participates in the Arizona Tribal Early Childhood Working Group that has been established and is facilitated by the Inter Tribal Council of Arizona. This group's membership includes representatives from Indian Nations/reservations in Arizona, who are directly involved in the administration and development of early childhood development and child care programs. The group has adopted a set of guidelines identifying the improvement of coordination and quality child care as two of its goals. DES uses this forum to communicate with Tribal child care and CCDF grantees to discuss issues and needs and to provide technical assistance as requested. DES also meets as needed with individual representatives of Tribal TANF and tribal employment programs in order to discuss child care issues and needs.

2.2 - Public Hearing

Describe the Statewide public hearing process held to provide the public an opportunity to comment on the provision of child care services under this Plan. At a minimum, the description must indicate:

- Date(s) of statewide notice of public hearing
- Manner of notifying the public about the statewide hearing
- Date(s) of public hearing(s)
- Hearing site(s)
- How the content of the plan was made available to the public in advance of the public hearing(s) (658D(b)(1)(C), §98.14(c)):

On May 14th, 2003, the DES Child Care Administration filed formal notice of the Public Hearing with the Office of the Secretary of State. Additionally, on May 14th, 2003, the DES Public Information Office issued a News Release to numerous print media outlets publicizing the Public Hearings. Notice of the Public Hearings was also posted in all Child Care Eligibility offices throughout the state and on the DES Website. Copies of the notice were also e-mailed to other parties such as: the DES Child Care Advisory Committee and other groups that may have an interest in child care.

Public Hearings were held on June 3rd, 2003 in Phoenix, Arizona, and on June 5th, 2003 in Tucson, Arizona.

Copies of the draft Plan were available for review, prior to the hearings, at DES District Child Care Offices and on the DES Website. This information was specified in the News Release and in the Notice of the Public Hearings.

2.3 - Public-Private Partnerships

- Describe the activities, including planned activities, to encourage public-private partnerships that promote private-sector involvement in meeting child care needs, including the results or expected results. (658D(b)(1), §98.16(d)):

Whenever possible, DES will administer the child care program in a manner that will improve the availability, affordability and quality of child care and promote public/private partnerships. DES intends to maintain such efforts and continue to support and encourage public/private collaborations.

Three significant public-private partnerships are the result of efforts that have been sponsored by the Bank of America and United Way of America's Success By 6® Initiative. These initiatives feature partnerships between business, higher education, philanthropic organizations, government and the non profit sector. The DES Child Care Administration is an active participant in these efforts. The following provides a brief summary of these Public-Private Partnerships.

In Maricopa County (Information provided by The Valley of the Sun United Way (VSUW) Kids! Bright and Healthy/Success by 6®)

VSUW Kids! Bright and Healthy/Success by 6® has developed an initiative that is directed toward improved outcomes for children. The overall long term objectives of the initiative are to a) Increase public will to invest in children ages 0-6 through research driven public awareness; and b) Increase access to services by supporting, replicating and augmenting quality early care in the community. Below is a description of the specific strategies that will be implemented.

- **Strategy One: Public Awareness/Social Marketing Campaign**

The goals of this strategy are: 1) Increase public awareness about the significance of quality early learning experiences and the need for sustained and substantial investment in these services; and 2) Reframe public perception of early care issues from a "parent issue" to a "community/economic development issue."

The proposed outputs of this strategy are: 1) Target audiences identified and researched; 2) Key messages developed; 3) Collateral materials created and disseminated to partnering organizations; 4) Grassroots strategies implemented; and 5) PR activities with local media.

- **Strategy Two: Economic Modeling Research**

The goals of this strategy are: 1) Create research to inform business leaders, policy makers and other key stakeholders about economic impacts of quality early learning on community/economic development; and 2) Utilize research as tool in identifying potential alternative financing approaches.

The proposed outputs of this strategy are: 1) Research published and disseminated on economic impacts of quality early learning experiences; 2) Potential alternative financing options identified and where possible, implemented; 3) Research findings utilized to strengthen public awareness campaign and other strategies; and 4) Presentations given to various community audiences.

2.3 - Public-Private Partnerships (continued)

- **Strategy Three: Quality Early Learning Pilot Project**

The goals of this strategy are: 1) Increase access to quality early learning experiences in identified neighborhoods in Central Phoenix by encouraging and supporting the implementation of quality improvements in local early care programs; and 2) Increase communication and sharing of information between school districts and local early care providers to ensure children have a successful transition from early care to kindergarten.

The proposed outputs of this strategy are: 1) Assessments and action plans documented and implemented; 2) Baseline quality indicator data collected and monitored for intermediate and long-term changes; 3) Additional partner providers begin to integrate quality enhancement into overall program strategies/logic models; and 4) Pilot School Transition Team convened.

In Pinal County (Information provided by United Way of Pinal County/Success By 6® Initiative)

The United Way of Pinal County has identified a focus on increasing the availability and affordability of quality child care. Toward this end, they have identified the following three system changes and planned activities.

- **Systems Change 1 – Employers will support parents facing child care challenges**

Activities to achieve this systems change include: Key business leaders joined by child development experts, will reach out to and educate local employers on family friendly company policies, mentoring them in policy development

- **Systems Change 2 – Parents will increase their demand for quality child care**

Activities to achieve this system change include: 1: The creation of an information and education campaign including a) A resource book on local providers and child development; b) A child care information Web site, linked from the United Way of Pinal County Web Site; c) A task force to explore development of a local child café and child development resource center; and d) A training conference to increase awareness and knowledge about child development and child care issues; and 2: Fostering the development of a parent network/support group to provide peer-to-peer parent support, parent-to-provider work sessions and parent training opportunities.

- **Systems Change 3 – Increasing numbers of child care providers who will provide a safe, healthy and developmentally appropriate environment**

Activities to achieve this system change include: 1: Increase the number of child care providers pursuing higher levels of education in early childhood development through child care education and training programs; 2: Increase the number of child care providers pursuing training in early childhood development by expanding the Kith and Kin program to target communities 3: Develop a child care provider support network by fostering mentoring relationships among child care providers via congregate meetings and 1:1 contacts; and 4) Conduct advocacy and education activities to increase local, regional and state-wide political support for child care subsidy programs in a way that improves access to and affordability of child care.

2.3 - Public-Private Partnerships (continued)

In Tucson & Southern Arizona

Over the past three years, the United Way of Tucson & Southern Arizona's "First Focus on Kids" initiative has conducted "Child Care Summits." These "Summits" have been designed to bring field professionals, law enforcement, the business community and legislators together to discuss the issue of child care and to enhance community awareness and education about the importance of early care and learning in the lives of young children.

The Summit publicly portrays the *Initiative's* commitment to make quality preschool care available to every child, regardless of family income, education or circumstance. The Summit also emphasizes that quality child care maximizes children's educational and social opportunities for growth and learning and has long reaching effects, far beyond the preschool years.

The United Way has begun targeting impact areas for community service. The "First Focus Impact Council" will identify areas of concern, seek Request for Proposals and evaluate proposals and make resources available as funding permits.

DES' collaboration with and support of the three Bank of America and United Way initiatives demonstrates a collective commitment to partner on important community issues. It also corresponds with the goal of improving the safety and well-being of children and families, and; confirms that quality child care is an important State issue that has a long-term impact on our children and the development of our future workforce.

PART 3 -- CHILD CARE SERVICES OFFERED

Section 3.1 - Description of Child Care Services

REMINDER: The Lead Agency must offer certificates for services funded under 45 CFR 98.50. (98.30) Certificates must permit parents to choose from a variety of child care categories, including center-based care, group home care, family child care and in-home care. (§98.30(e))

3.1.1 In addition to offering certificates, does the Lead Agency also have grants or contracts for child care slots?

☐ No.

☒ Yes, and the following describes the types of child care services, the process for accessing grants or contracts, and the range of providers that will be available through grants or contracts: (658A(b)(1), 658P(4), §§98.16(g)(1), 98.30(a)(1) & (b))

Contracts for child care slots are limited to specialized services for the provision of child care to children with special needs. These contracts are issued through a competitive Request for Proposal (RFP) process, which is open to all types of child care providers. Services available pursuant to this RFP are available at certain child care centers.

3.1.2 The Lead Agency must allow for in-home care but may limit its use. Does the Lead Agency limit the use of in-home care in any way?

☒ No.

☐ Yes, and the limits and the reasons for those limits are (§§98.16(g)(2), 98.30(e)(1)(iv)):

3.1.3 Are all of the child care services described in 3.1.1 above (including certificates) offered throughout the State? (658E(a), §98.16(g)(3))

☐ Yes

☒ No, and the following are the localities (political subdivisions) and the services that are not offered:

Child care certificates are available throughout the state. Services through contracts are not available in Apache, Cochise, Coconino, Gila, Greenlee, La Paz, Pinal, Santa Cruz and Yuma counties. Providers in these counties did however have the opportunity to submit proposals for consideration under the RFP process.

Section 3.2 - Payment Rates for the Provision of Child Care

The statute at 658E(c)(4) and the regulations at §98.43(b)(1) require the Lead Agency to establish payment rates for child care services that ensure eligible children equal access to comparable care. These rates are provided as Attachment A. The attached payment rates are effective as of January 1, 2002.

The following is a summary of the facts relied on by the State to determine that the attached rates are sufficient to ensure equal access to comparable child care services provided to children whose parents are not eligible to receive child care assistance under the CCDF and other governmental programs. Include, at a minimum:

- The month and year when the local market rate survey(s) was completed. (§98.43(b)(2))
A copy of the Market Rate Survey instrument and a summary of the results of the survey.
- How the payment rates are adequate to ensure equal access based on the results of the above noted local market rate survey (i.e., the relationship between the attached payment rates and the market rates observed in the survey): (§98.43(b))
- Additional facts that the Lead Agency relies on to determine that its payment rates ensure equal access include: (§98.43(d))
- If the payment rates do not reflect individual rates for the full range of providers -- center-based, group home, family and in-home care -- explain how the choice of the full range of providers is made available to parents.

For Licensed Child Care Centers, Certified Group Homes and Certified Small Family Homes

Arizona has established individual maximum payment rates for a full range of providers, i.e. center, group home and home based care (see Attachment A). These rates further differentiate between different ages of children in care and full and part day care resulting in the 144 unique payment maximums which are identified in Attachment A. Additionally, an enhanced rate is potentially available (of up to 10 percent, over the maximum reimbursement rate) for providers that meet nationally recognized accreditation standards.

The rates allow for the reimbursement of child care services at the actual cost of care (normal and customary charges), but not more than the maximum payment for categories of care in local areas. The six local areas are based upon their geographic proximity or common characteristics and are generally defined by the following counties:

- District I - Maricopa
- District II - Pima
- District III - Apache, Coconino, Navajo and Yavapai
- District IV - La Paz, Mohave, and Yuma
- District V - Gila and Pinal
- District VI - Cochise, Graham, Greenlee and Santa Cruz

Section 3.2 - Payment Rates for the Provision of Child Care (continued)

In 2001, the State Legislature, appropriated funding which allowed the maximum payment rates for child care services to be set at the 75th percentile of the 1998 Child Care Market Rate Survey, effective 10/1/ 01. Due to insufficient federal funding, limited state appropriations and increasing child care caseloads of TANF and other eligible low income families, further rate adjustments have not been possible without reducing the number of families in the state receiving assistance.

An updated Child Care Market Rate Survey was completed in December 2002. A copy of the 2002 Market Rate Survey instrument is provided as Attachment B. Summary results from the 2002 Survey are included in Attachment B-1 and can be used to compare the current market rates to the state maximum reimbursements.

Additionally, as indicated previously, Arizona has 144 unique maximum reimbursement rates that apply to child care centers, certified group homes and certified small family homes. Of these 144 rates, 58% are equal to or above the 50th percentile the 2002 Child Care Market Rate Survey.

Families have access to and a choice of a full range of child care providers as evidenced by the fact that approximately 86% licensed centers and certified group homes in Arizona and all Certified Small Family Child Care homes have Registration Agreements with DES for reimbursement for care and therefore are available to provide care to children of eligible families. As a result, families can and do have access to the vast majority of child care providers in the state. A further indication (that rates provides equal access) can be seen by the patterns of utilization of care across different types of providers. Currently, of all the children receiving CCDF child care through DES, 72% receive care in child care centers; 6% receive care in certified group; 9% receive care in small family child care homes; and 13% receive care that is provided by unregulated relative providers.

For Unregulated Relative Providers

For unregulated relative providers (i.e. Non-Certified Relative Providers [NCRPs]) who provide care, a fixed rate of \$10.50 for full day and \$6.00 for part day has been established. The fixed rate is set at a level that is 70% of the average actual daily payment that was made to certified family child care homes in the Spring of 2001. Experience with unregulated relatives who provide care indicates that they typically are not in the business of providing child care and do not have normal and customary charges for child care. Additionally, NCRPs are not required to meet any significant health and safety requirements that are required of certified family child care homes. NCRPs are only required to meet very minimum requirements to receive payment.

Additionally, a pilot project was conducted to determine the feasibility of setting fixed rates for NCRPs. This pilot was conducted throughout the state and no significant decrease in the number of providers willing to provide care at a fixed rate was experienced. The use of NCRPs continues to be utilized at a constant, if not increasing rate.

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Section 3.3 - Eligibility Criteria for Child Care

By statute, all eligible children must be under the age of 13, or under age 19 if physically or mentally incapable of self-care, or under court supervision, and reside with a family whose income does not exceed 85% of the State Median Income (SMI) for a family of the same size and whose parent(s) are working or attending a job training or educational program or who receive or need to receive protective services. (658E(c)(3)(B), 658P(3), §98.20(a))

- 3.3.1 Complete column (a) in the matrix below. Complete Column (b) ONLY IF the Lead Agency is using income eligibility limits lower than 85% of the SMI).

Family Size	(a) 85% of State Median Income (SMI) (\$/month)	IF APPLICABLE (b) Income Level, lower than 85% of SMI, if used to limit eligibility	
		\$/month	% of SMI
1	2,066	1,236	51%
2	2,701	1,667	52%
3	3,336	2,099	53%
4	3,972	2,532	54%
5	4,607	2,962	55%

The Lead Agency uses the State Median Income (SMI) of the year:

Arizona uses Federal Poverty Guidelines as a basis for determining eligibility, not SMI. However, for the purposes of the matrix above, the SMI for Federal Fiscal Year 2004, as published in the Federal Register/ Volume 68, No. 72/ 4/15/03, was used.

If applicable, the date on which the eligibility limits detailed in column (b) became effective: **7/1/03**

- 3.3.2 How does the Lead Agency define “income” for the purposes of eligibility? Is any income deducted or excluded from total family income, for instance, work or medical expenses; child support paid to, or received from, other households; Supplemental Security Income (SSI) payments? Is the income of all family members included, or is the income of certain family members living in the household excluded? Please describe and/or include information as Attachment C. (§§98.16(g)(5), 98.20(b))

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3.3.3 Has the Lead Agency established additional eligibility conditions or priority rules, for example, income limits that vary in different parts of the State, special eligibility for families receiving TANF, or eligibility that differs for families that include a child with special needs? (658E(c)(3)(B), §98.16(g)(5), §98.20(b))

☒ No

☐ Yes, and the additional eligibility criteria are: (Terms must be defined in Appendix 2)

3.3.4 Has the Lead Agency elected to waive, on a case-by-case basis, the fee and income eligibility requirements for cases in which children receive, or need to receive, protective services, as defined in Appendix 2? (658E(c)(3)(B), 658P(3)(C)(ii), §98.20(a)(3)(ii)(A))

☐ Not Applicable, CCDF-funded child care is not provided in cases in which children receive, or need to receive, protective services.

☐ No

☒ Yes*

*** The fee and income eligibility requirements are waived for cases in which children receive, or need to receive, protective services, as defined in Appendix 2 (5) a) only.**

3.3.5 Does the Lead Agency allow child care for children above age 13 but below age 19 who are physically and/or mentally incapable of self-care? (Physical and mental incapacity must then be defined in Appendix 2.) (658E(c)(3)(B), 658P(3), §98.20(a)(1)(ii))

☒ No

☐ Yes, and the upper age is ____.

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

☒ No

☐ Yes, and the upper age is ____.

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- 3.3.7 Does the State choose 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? (§§98.20(a)(3)(ii), 98.16(f)(7))
- (X) Yes. (**NOTE:** This means that for CCDF purposes the State considers these children to be in protective services.)
- () No.
- 3.3.8 Does the State choose to provide respite child care to children in protective services? (§§98.16(f)(7), 98.20(a)(3)(ii)(A) & (B))
- () Yes.
- (X) No.

Section 3.4 - Priorities for Children

- 3.4.1 The following describes the priorities for serving CCDF-eligible children including how priority required by the statute is given to children of families with very low family income and children with special needs: (Terms must be defined in Appendix 2) (658E(c)(3)(B))

Families will receive priority for services in the following order:

- 1. TANF and TCC eligible families;**
- 2. Families receiving child care for protective services, as defined in Appendix 2(5) a);**
- 3. Other eligible families with very low income; and**
- 4. All other eligible families with income that does not exceed the income level used to limit eligibility (as defined in the table at Section 3.3.1).**

If the number of families applying and eligible for services exceeds available funding, a statewide waiting list for services will be imposed. (See Section 3.4.3).

Priority for children with special needs is given through the establishment of contracts that provide an enhanced rate to programs that serve children with special child care needs. These programs may provide materials, equipment, curriculum, schedules, environments, family involvement and program evaluation that ensure that each child's capabilities and needs are met.

- 3.4.2 The following describes how CCDF funds will be used 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))

DES will meet the child needs of these families by: 1) providing child care services upon referral from the JOBS program for TANF recipients; 2) providing child care services for employed TANF recipients; 3) providing TCC for families transitioning off of TANF; and 4) providing child care assistance to working families (not on TANF) with very low income.

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3.4.3 The following describes how the Lead Agency addresses situations in which funding is not sufficient to serve all families that are technically eligible under State policies:

When funding is not available to serve all families that are technically eligible under State policies, a statewide priority waiting list for services will be utilized. (Families already receiving child care services may continue to do so as long as they continue to meet eligibility criteria).

If a family applies and is eligible for child care services they may be placed on the priority waiting list. When openings occur, DES will contact them. When they respond to our contact, they may be authorized for services if they continue to meet eligibility criteria.

(Currently, certain families are not subject to the priority waiting list. They include: TANF cash assistance recipients who need child care for employment or participation in the JOBS program; former TANF cash assistance recipients who are eligible for Transitional Child Care; and families who are referred for child care services by DES Child Protective Services).

When openings become available for child care services, families on the priority waiting list will be released based on their current priority level (based on current gross monthly income) and the date of application. A family whose household income is at or below 100% of the Federal Poverty Level (FPL) will receive the highest priority for service. A family whose household income is above 100% of the Federal Poverty Level will receive secondary priority for services.

Families must report changes to the DES Child Care Administration while they are on the priority waiting list. These change include: address or phone number; employment status; income; cash assistance benefit status; education/training status; and household composition.

Families on the priority waiting list must submit a redetermination application and required verification every twelve months or as requested by DES. They may remain on the priority waiting list as long as they continue to meet income and general eligibility guidelines and continue to cooperate with the Department to determine eligibility. If they fail to submit a redetermination application by their review date and are removed from the priority waiting list, they would need to reapply for child care services.

Families will be notified by mail when an opening is available for child care services. They will be required to notify the DES Child care Administration within 10 calendar days from the date the notice was sent regarding their selection of a child care provider and to provide verification of any changes that may have occurred since they applied. If they fail to respond by the 10th calendar day, their name will be removed from the priority waiting list and they would be required to reapply for services.

Section 3.5 - Sliding Fee Scale for Child Care Services

- 3.5.1 A sliding fee scale, which is used to determine each family's contribution to the cost of child care, must vary based on income and the size of the family. A copy of this sliding fee scale for child care services and an explanation of how it works is provided as Attachment **D**. The attached fee scale is effective as of **7/1/03**.

Will the Lead Agency use additional factors to determine each family's contribution to the cost of child care? (658E(c)(3)(B), §98.42(b))

- ☐ No.
☒ Yes, and the following describes any additional factors that will be used to determine a family's contribution including, but not limited to, a maximum amount (family cap), number of children in care, cost of care, and/or whether care is full or part-time:

The number of children in care will also be used as a factor in determining a family's contribution.

- 3.5.2 Is the sliding fee scale provided in the attachment in response to question 3.5.1 used in all parts of the State? (658E(c)(3)(B))

- ☒ Yes
☐ No, and other scale(s) and their effective date(s) are provided as Attachment

- 3.5.3 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)), and the poverty level used by the Lead Agency for a family of 3 is: **\$1,272**.

The Lead Agency must elect ONE of these options:

- ☐ ALL families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee.
☐ ALL families, including those with incomes at or below the poverty level for families of the same size, ARE required to pay a fee.
☒ SOME families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee. A description of these families is:

Families who have an open TANF case and whose income is at or below the poverty level for a family of the same size will not have a required co-payment.

- 3.5.4 Does the Lead Agency have a policy that prohibits a child care provider from charging families any unsubsidized portion of the provider's normal fees (in addition to the contributions discussed in 3.5.1)? (§98.43(b)(3))

- ☒ No
☐ Yes, please describe:

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3.5.5 The following is an explanation of how the copayments required by the Lead Agency's sliding fee scale(s) are affordable: (§98.43(b)(3))

The percentage of family income that would be used to meet its co-payment may vary depending on numerous factors such as: family size and income, number and age of children in care, actual amount of care used, actual cost and reimbursement level of care, extra charges, etc. Examples of this percentage and the assumptions used follows.

PARENTAL COPAYMENT AS A PERCENTAGE OF GROSS MONTHLY INCOME

Hourly Wage	Gross Monthly Income (GMI)	Fee Level	Monthly Child Care Cost	DES Payment	Parental Payment	Parental Payment as % of GMI
\$5.15	\$885	1	\$1,056	\$987.80	\$68.20	8%
6.29	1,082	1	1,056	987.80	68.20	6%
6.30	1,083	2	1,056	954.80	101.20	9%
7.40	1,272	2	1,056	954.80	101.20	8%
7.41	1,273	3	1,056	921.80	134.20	11%
9.89	1,718	3	1,056	921.80	134.20	8%
10.00	1,720	4	1,056	855.80	200.20	12%
10.73	1,845	4	1,056	855.80	200.20	11%
10.74	1,847	5	1,056	789.80	266.20	14%
11.47	1,972	5	1,056	789.80	266.20	13%
11.48	1,974	6	1,056	690.80	365.20	19%
12.20	2,099	6	1,056	690.80	365.20	17%

Assumptions

Family Size 3; Single parent working 40 hours per week. No other household income.

Two children, ages 3 & 4 in median cost center based care in Maricopa County.

Median cost of center based care for children age 3 - 5 = \$24.00 per day (per 2002 Child Care Market Rate Survey), no extra charges.

Monthly child care cost: \$24.00 per day x 22 days per month x 2 children = \$1,056.00.

DES payment calculations

Fee Level 1 - $(\$23.20 - 1.00 + 23.20 - .50) \times 22 = \987.80

Fee Level 2 - $(\$23.20 - 2.00 + 23.20 - 1.00) \times 22 = \954.80

Fee Level 3 - $(\$23.20 - 3.00 + 23.20 - 1.50) \times 22 = \921.80

Fee Level 4 - $(\$23.20 - 5.00 + 23.20 - 2.50) \times 22 = \855.80

Fee Level 5 - $(\$23.20 - 7.00 + 23.20 - 3.50) \times 22 = \789.80

Fee Level 6 - $(\$23.20 - 10.00 + 23.20 - 5.00) \times 22 = \690.80

Section 3.6 - Certificate Payment System

A child care certificate means a certificate, check, or other disbursement that is issued by the Lead Agency directly to a parent who may use it only to pay for child care services from a variety of providers including community and faith-based providers (center-based, group home, family and in-home child care), or, if required, as a deposit for services. (658E(c)(2)(A)), 658P(2), §§98.2, 98.16(k), 98.30(c)(3) & (e)(1))

Describe the overall child care certificate payment process, including, at a minimum:

- 3.6.1 A description of the form of the certificate: (§98.16(k))
- 3.6.2 A description of how the certificate program permits parents to choose from a variety of child care settings by explaining how a parent moves from receipt of the certificate to the choice of provider: (658E(c)(2)(A)(iii), 658P(2), §§98.2, 98.30(c)(4) & (e)(1) & (2))
- 3.6.3 If the Lead Agency is also providing child care services through grants and contracts, explain how it ensures that parents offered child care services are given the option of receiving a child care certificate. (§98.30(a) & (b))

A Certificate of Authorization form is issued to an eligible family and includes the following information: Family identifying data, name and address of provider selected by the family; dates of authorization; level of reimbursement to be provided by DES; amount of DES required co-payment; amount of care authorized (i.e., number of full and/or part days); names and ages of children authorized; and the name and telephone number of the DES Child Care Specialist responsible for issuing the certificate. An example of a Certificate of Authorization is provided as Attachment E.

Eligible families are informed that they may choose, and use their Certificate of Authorization with any type of category of eligible providers. (Families who receive child care for protective services, as defined in Appendix 2 (5) a., may not use non-certified relative providers).

99% of the payments for services are made through the Certificates of Authorizations. In areas where contracted services are available, families eligible for service are advised of their option to use a Certificate of Authorization or accessing service with a provider having a contract.

When a family is determined eligible to receive services, the family is authorized for a specific amount of care and level of reimbursement for such care. When a family has selected a provider who is registered with DES, a Certificate of Authorization is issued. Services through contract are handled in a similar manner.

If the family has not yet selected a provider (when determined eligible) the family will be advised to notify their Child Care specialist when a selection is made. If the selected provider has a Registration Agreement, a Certificate of Authorization is issued. If the family selects a provider who is not registered, the family is instructed to advise the provider to contact DES/CCA to initiate the registration process. Providers must be registered prior to payment for child care services.

Providers submit billing forms at the end of each month for services rendered during that month. DES makes payment, on average, 16 calendar days after receiving the correctly completed form. In almost all instances, payment is made within 30 days.

PART 4 - PROCESSES WITH PARENTS

- 4.1 The following describes the process for a family to apply for and receive child care services (658D(b)(1)(A), 658E(c)(2)(D) & (3)(B), §§98.16(k), 98.30(a) through (e)). If the process varies for families based on eligibility category, for instance, TANF versus non-TANF, please describe. The description should include:
- How parents are informed of the availability of child care services and about child care options;
 - Where/how applications are made;
 - Who makes the eligibility determination;
 - How parents who receive TANF benefits are informed about the exception to individual penalties as described in 4.4; and
 - Length of eligibility period including variations that relate to the services provided, e.g., through collaborations with Head Start or pre-kindergarten programs.
 - Any steps the State has taken to reduce barriers to initial and continuing eligibility for child care subsidies.

Families with a need for child care services become aware of the State child care program through a number of sources. This would include DES offices (e.g. TANF, Jobs, etc.), or DES contractors offices, various other public and private human service agencies, child care providers, child care resource and referral agencies, family and friends, community information and referral agencies and through general public consumer education information.

To apply for services a family may contact any of the DES Child Care offices, located throughout the state or a DES contractor's office. A family may obtain an application and arrange for an intake interview in person, by telephone or through the mail. The interview may be conducted the same day as the initial contact or may be scheduled to take place at a later date. An application can also be accessed through the DES Website.

During an intake interview a Child Care Specialist assesses the family's need for child care and determines eligibility based on income, family size and programmatic need for child care (e.g., work or education/training). The family's rights and responsibilities are reviewed and the family is informed of available child care options and their right to choose the category and type of care that best meets their needs. Eligibility is determined within 30 days from the receipt of an application. Child care cases are reviewed at least once per year to evaluate eligibility for services.

A parent who is receiving TANF benefits is informed by the TANF Employment Case manager, during the assessment process, about the exception to individual penalties as described in Section 4.4. The criteria and process for determining whether a TANF participant qualifies for a child care exception is explained verbally to the client. A handout is also provided to the client that explains what to do if a provider cannot be located.

A family may also be determined eligible on an individual case by case basis and referred to a DES Child Care Specialist by a DES TANF, JOBS or Child Protective Services Specialist.

Section 4.1 – Processes with Parents (continued)

Families that reside in an area in which there are specialized contracted child care services are informed of the availability of these programs, as appropriate, and their option to use these services. If a family selects a provider that does not have a Registration Agreement with DES, the provider contacts DES to initiate the registration process. A Certificate of Authorization will be provided to the family and the registered provider and services may begin.

If the family is eligible, the Specialist determines any required co-payment amounts and the amount of child care to be authorized (i.e., number of full and/or part days). The Specialist may also provide information on currently registered child care providers as requested. Families needing additional assistance in locating a child care provider may be referred to a child care resource and referral agency.

In order to facilitate access to child care services and reduce barriers, families are not required to appear at a child care office for redeterminations of eligibility. Redeterminations of eligibility and other changes (e.g. provider changes) are handled through the mail and families can submit any necessary paperwork without having to disrupt their activity (e.g. employment or training) schedule. Additionally, many initial applications for child care services do not require an office visit. This would typically be the case when a family was referred for services by a JOBS or Child Protective Services Specialist. In these situations it may only be necessary for the eligible family to make a telephone contact with a child care specialist in order to provide information on the provider the family has selected.

- 4.2 The following is a detailed description of how the State maintains a record of substantiated parental complaints and how it makes the information regarding such parental complaints available to the public on request. (658E(c)(2)(C), §98.32))

By law, the Arizona Department of Health Services (DHS) is responsible for the licensure of child care centers and certification of child care group homes. This includes maintaining a record of substantiated complaints, which are available for public review upon request. Members of the public may review child care center and group home licensure/certification files in DHS Office of Child Care Licensure offices at various locations around the state. The public may also contact a DHS Office of Child Care Licensure and request that complaint information be provided verbally, by mail or by FAX.

Complaint records for small certified family child care, in-home and relative providers are maintained and available for review in various DES Child Care Administration offices throughout the state.

- 4.3 The following is a detailed description of the procedures in effect in the State 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))

All child care providers must have a Registration Agreement with DES in order to facilitate payment to that provider. By signing the Registration Agreement, the provider agrees to allow access by parents, guardians, or their authorized representatives to all areas of the facility where child care is provided at any time during the provider's hours of operation and whenever the children are in the care of the provider.

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- 4.4 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.

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:

- **"appropriate child care": means - child care that is licensed or certified by the Arizona Department of Health Services or certified by the Arizona Department of Economic Security.**
- **"reasonable distance": means - child care that is available when the total travel time from a TANF participant's home, to the child care provider, and to a work activity, is 1½ hours (or less) one way; or ½ hour (or less) one way if the only mode of transportation is walking.**
- **"unsuitability of informal child care": means - child care that is available through a relative provider, but the recipient declares in writing that the provider is inappropriate based on factors such as, that the relative provider: a) Has a history of child neglect or abuse; b) Is experiencing domestic violence; c) Has a history of serious crime; d) Is a drug abuser; e) Has an emotional, mental or physical condition which prevents the relative from providing safe care; or f) Resides in a home which is unsafe for children.**
- **"affordable child care arrangements": means child care that is available when the cost of care is equal to or less than the amount that DES will pay.**

NOTE: The TANF agency, not the Child Care 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. The TANF agency that established these criteria or definitions is:

The Arizona Department of Economic Security, JOBS Administration

**PART 5 - ACTIVITIES & SERVICES TO IMPROVE
THE QUALITY AND AVAILABILITY OF CHILD CARE**

5.1 - Quality Earmarks and Set-Asides

5.1.1 The Child Care and Development Fund provides earmarks for infant and toddler care and school-age care and resource and referral services as well as the special earmark for quality activities. The following describes the activities; identifies the entities providing the activities; and describes the expected results of the activities.

Infants and toddlers:

DES makes funds available through contracts, for activities to improve the quality of infant and toddler care in Arizona. Specific activities include:

- **Child Care training is provided that is specific to infants and toddlers and delivered to center and/or home based providers. This includes a training delivery system that utilizes the West Ed Infant/Toddler curriculum. The system provides resources to providers for expenses associated with participating in training e.g. the cost of substitute caregivers; and incentives to participants who complete training. Incentives could be in the form of further training opportunities, equipment, materials, supplies, etc.**
- **Four home recruitment contracts for Family Child Care providers targets the need for infant care for non-traditional hours and weekend care.**
- **Payment of an enhanced rate to licensed centers or family child care programs who are accredited programs. In Arizona, approximately one third of the enhanced rate paid is for infants and toddlers in accredited programs.**

The expected results of these activities include:

- **Through training, staff become more qualified to work with infants and toddlers and have a better understanding of a child's needs at this age.**
- **The home recruitment of Family Child Care providers is intended to build capacity and to improve the quality of care for infants.**
- **Enhanced rates for accredited programs assists with the costs associated in meeting higher standards such as implementing developmentally appropriate practices, providing lower staff/child ratios and retaining higher educated and experienced staff.**

5.1 - Quality Earmarks and Set-Asides (continued)

Resource and referral services:

Resource and referral Services:

DES contracts with community based organizations for the purpose of providing Child Care Resource and Referral (CCR&R) services. These organizations:

- **Collect and disseminate to parents of eligible children, other low income families and the general public, consumer education information that will promote informed child care choices;**
- **Provide parents with child care options that best meet their needs;**
- **Provide consumer education and information on child care options, indicators of quality programs, licensing and regulatory requirements, complaint procedures, eligibility for child care subsidies and parental access;**
- **Collect and report data about child care supply and demand;**
- **Recruit existing child care providers to be included in the database;**
- **Encourage the development of new programs in areas of identified need; and**
- **Assist with processing unregulated home providers to meet the requirements of listing with CCR&R. Unregulated home providers who elect to be listed with CCR&R are required to: submit fingerprints for a criminal history check; clear a state child protective services background check; provide proof of current infant/child CPR certification; and attest that any guns and ammunition are locked in separate containers and pools are fenced.**

The expected results of these activities are:

- **Child Care Resource and Referral is seen as a resource for families to obtain information about quality child care and the choices available;**
- **An increased number of providers will be added to the database, to ensure that sufficient choices are available to consumers statewide; and**
- **To add further confidence to the general public, all providers listed with Child Care Resource and Referral will meet minimum guidelines for background checks and safety requirements.**

DES currently contracts with the two CCR&R entities identified in Section 1.6 to provide these activities.

5.1 - Quality Earmarks and Set-Asides (continued)

School-age child care:

The Governor's Office for Children, Youth, and Families (GOCYF) will collaborate with community groups who serve as the voice and advocates for children considered the "tweeners" who fall between the age of school readiness and high school. The GOCYF will convene and coordinate the activities of organizations providing quality out-of-school time programs and extra learning opportunities.

Additionally, the GOCYF will be convening youth service providers for extra-learning opportunities across the state to ensure effectiveness while minimizing duplication of programs.

A "Phone Friend" program will also be available. This program is a before and after school, bilingual, "warm line" phone service for children who are home alone. Trained counselors (staff and supervised volunteers) assist children with homework, sibling conflicts, problem solving and non-emergency situations. The program also provides safety training to children through outreach to community based settings, often schools.

5.1.2 The law requires that not less than 4% of the CCDF be set aside for quality activities. (658E(c)(3)(B), 658G, §§98.13(a), 98.16(h), 98.51) The Lead Agency estimates that the following amount and percentage will be used for the quality activities (not including earmarked funds): **\$4,735,900 (4%)**

5.1.3 Check either "Yes" or "No" for each activity listed to indicate the activities the Lead Agency will undertake to improve the availability and quality of child care (include activities funded through the 4% quality set-aside as well as the special earmark for quality activities). (658D(b)(1)(D), 658E(c)(3)(B), §§98.13(a), 98.16(h))

Yes No

- | | | |
|-----------------|-----------------|--|
| <u>X</u> | ___ | Comprehensive consumer education; |
| ___ | <u>X</u> | Grants or loans to providers to assist in meeting State and local standards; |
| <u>X</u> | ___ | Monitoring compliance with licensing and regulatory requirements; |
| <u>X</u> | ___ | Professional development, including training, education, and technical assistance; |
| ___ | <u>X</u> | Improving salaries and other compensation for child care providers; |
| <u>X</u> | ___ | Activities in support of early language, literacy, pre-reading, and numeracy development; |
| <u>X</u> | ___ | Activities to promote inclusive child care; |
| ___ | <u>X</u> | Healthy Child Care America and other health activities including those designed to promote the social and emotional development of children; |
| <u>X</u> | ___ | Other quality activities that increase parental choice, and improve the quality and availability of child care. (§98.51(a)(1) and (2)) |

5.1 - Quality Earmarks and Set-Asides (continued)

5.1.4 Describe each activity that is checked "Yes" above, identify the entity(ies) providing the activity, and describe the expected results of the activity.

Comprehensive consumer education:

DES contracts with community based organizations for the purpose of providing comprehensive consumer education. These services include:

- **Arizona statute requires DES to maintain a Statewide Child Care Resource and Referral System that will provide families with information on all types of child care, information about child care resources and services and information about choosing child care**
- **A major component of this activity is the Arizona Child Care Resource and Referral Consumer Education Campaign, known as the *Happy Face Revival*. The objective of this effort is to establish and increase the overall name recognition of Child Care Resource and Referral programs and services**
- **A concentrated effort is being made to expand consumer education for parents seeking out quality child care. New approaches towards this end include paid and free television, radio, newspaper and periodical ads; and billboard, bus bench and bus ads. This effort is now also utilized to increase the number of child care providers that are listed in the database.**
- **The DES Child Care Administration publishes a newsletter, two to four times per year, which is distributed to over 6,000 child care providers and agencies. This newsletter communicates changes, resources and general information that impact families and children receiving services as well as child care providers.**

The expected results of these activities are:

- **More parents will become aware of the Child Care Resource and Referral and the services that are offered.**
- **Child care providers will remain informed of services available to themselves as well as to the families they serve.**

Monitoring compliance with licensing and regulatory requirements:

DES partners with the Department of Health Services (DHS) for the purpose of improving the monitoring of compliance with licensing and regulatory requirements. CCDF funding is utilized by DHS to provide for activities associated with certification/monitoring of child care group homes and the licensing/monitoring of child care centers. The expected results of these activities are that there will be an increased and better level of monitoring health and safety licensing requirements and the ability to more quickly respond to complaints from the public.

Professional development, including training, education and technical assistance:

(See Section 5.2.2 - State Plans for Professional Development, for detailed information on this activity).

5.1 - Quality Earmarks and Set-Asides (continued)

Activities in support of early language, literacy, pre-reading and numeracy development:

DES intends to utilize quality set-aside funding to contract out for various training activities during the course of this Plan period. When these contracts are awarded pursuant to a Request for Proposals, the evaluation process will include a review to determine the focus on language, literacy and numeracy development. As a result, it is expected that trainings will have an increased emphasis in the areas of language, literacy, and numeracy. It is also expected that this will lead to increased knowledge of pre-literacy activities and the importance of reading, as well as improve teaching skills and assist in development of appropriate school readiness activities for the classroom.

Additionally the Arizona State Board on School Readiness and will be supported with CCDF resources (see Section 5.2.3 - State Plan for Program Coordination). One function of the Board is to identify and measure indicators of school readiness. Arizona is currently one of 17 states participating in a national initiative to develop indicators for school readiness, addressing areas of language and literacy, cognition and general knowledge, approaches to learning, social and emotional development, physical well-being, and motor development. Members of the Board are participants in the indicator initiative and will provide a direct link to the initiative. These indicators will be one mechanism in which benchmarks for the assessment of outcomes of children and communities may be developed.

Activities to promote inclusive child care:

DES contracts for training for providers caring for special needs children, ages 0-12. Specialized training is be offered that focuses on the inclusion of children with disabilities in home based, center based and after school based settings. Child care providers are offered information, education and support concerning children with special needs. Resource and video materials are available through a lending library in some counties. These trainings will provide an increase in child care providers' competence in addressing the needs of children with special child care needs, as evidenced by knowledge of disabilities, coordinating with community resources, and the practice of inclusive child care.

Healthy Child Care America and other health activities including those designed to promote the social and emotional development of children:

(See Section 2.1 - Consultation and Coordination for information on activities related to Healthy Child Care America)

5.1 - Quality Earmarks and Set-Asides (continued)

Other quality activities that increase parental choice, and improve the quality and availability of child care:

DES contracts with community based organizations and institutions of higher learning for the purpose of providing other quality activity that increase parental choice and improve the quality and availability of child care. These services include:

- **Providing resources to assist in meeting the increasing demand for child care in rural and low-income urban areas by recruiting and providing orientation and training for family child care providers;**
- **Providing resources to assist with costs associated with meeting requirements to be a child care home provider;**
- **Providing support to providers that are pursuing national accreditation through enhanced training/TA, and mini-grants;**
- **Providing support to providers that are pursuing higher education through the payment of tuition, books and fee's for Child Development Associate (CDA) classes at Community Colleges;**
- **Providing resources to families that are homeless or victims of domestic violence by supporting on-site licensed child care centers at shelters;**
- **Providing resources to families by paying an enhanced rate for providers that are nationally accredited; and**
- **Depending on the availability of funding, DES may engage in additional activities to increase parental choice and improve the quality and availability of child care.**

The expected results of these activities are:

- **Parents will have increased options when selecting child care;**
- **Barriers will be removed for providers seeking to improve the level of quality they offer and also for those interested in becoming child care providers;**
- **More child care providers will pursue higher education or national accreditation which has been shown to increase the quality of care; and**
- **Families will have greater accessibility to nationally accredited providers.**

5.1 - Quality Earmarks and Set-Asides (continued)

5.1.5 Is any entity identified in sections 5.1.1 or 5.1.4 a non-governmental entity?

() No.

(X) Yes, the following entities named in this part are non-governmental:*

Name:

Type (see section 1.6 of the guidance):

*** Entities that provide any of the activities described in Sections 5.1.1 or – 5.1.4 may be governmental, private non-profit or private for profit. In order to ensure that the most appropriate, effective and efficient services are provided, DES may solicit Request for Proposals (RFP) and award contracts on a competitive basis and/or enter into Inter-Governmental-Agreements or Interagency Service Agreements to have activities provided. Additionally, these activities are provided based upon identified needs and available funding and may change on regular basis.**

Types of agencies that typically provide these activities may include: non-governmental community agencies (including community based organizations); child care resource and referral agencies; for profit, not for profit and school based child care providers; and community colleges. Information on entities that have previously provided these activities including and those who currently may currently be providing these services is available from the DES Child Care Administration.

5.2 - Good Start, Grow Smart Planning and Development

This section of the Plan relates to the President's *Good Start, Grow Smart* initiative which is envisioned as a Federal-State partnership that creates linkages between CCDF, including funds set-aside for quality, and State public and private efforts to promote early learning. In this section, each Lead Agency is asked to assess its State's progress toward developing voluntary guidelines on language, literacy, pre-reading, and numeracy, a plan for the education and training of child care providers, and a plan for coordination across at least four early childhood programs and funding streams.

5.2.1 - Voluntary Guidelines for Early Learning

- Indicate which of the following best describes the current **status** of the State's efforts to develop research-based early learning guidelines (content standards) regarding language, literacy, pre-reading, and numeracy for three to five year-olds:
 - a)___ Preliminary thinking or planning.
 - b)___ Guidelines are being developed.
 - c) **X** Guidelines are developed but need to be modified.
 - d)___ Guidelines are developed and implementation is in progress.
 - e)___ Guidelines are developed and implemented in pre-kindergarten programs but not in child care.
 - f)___ Guidelines are developed and implemented.
 - g)___ Other. Please describe:

*** Arizona Early Childhood Education Standards have been developed and are being distributed to early childhood programs in the state. It is anticipated that feedback from practitioners and other professionals will be incorporated into later revisions.**

5.2.1 - Voluntary Guidelines for Early Learning (continued)

- Describe the **process** that was used or is planned for developing the State's early learning guidelines. Indicate who or what entity provided (or is providing leadership) to the process as well as the stakeholders involved. Was (or is) the process framed by State legislation, research and/or guiding principles? If so, please describe. How are (or will) the early learning guidelines and the State's K-12 educational standards aligned? If they are not aligned, what steps will be taken to align them? If the early learning guidelines are in development, what is the expected date of completion?

The Arizona Early Childhood Education Standards were developed under the direction of the Adult/Family Literacy program office at the Arizona Department of Education as a result of a grant received from the National Even Start office.

Phase 1 of development began in February 2001, and was completed in December 2001. More than 25 early childhood educators and academicians from across the state contributed to the standards for Language and Literacy; Math; Physical Development, Health and Safety; and, Social and Emotional Development. As a team, they examined research on how children learn and develop, as well as documents written by the National Association for the Education of Young Children and other professional organizations. They also reviewed standards written by early education task forces from other states.

During Phase II, (December 2001 – August 2002), standards were developed in Science and The Arts by a subset of team members from Phase I using a similar process. The standards work was reviewed by selected family literacy teachers, parents and early childhood administrators. Their comments were incorporated into the final document.

The Standards are aligned to Arizona K – 3 standards by noting the corresponding K – 3 indicator next to the early childhood indicator in the document.

- Describe the **domains** of development that the early learning guidelines address or are expected to address, e.g., social, emotional, cognitive, linguistic, and physical. States that have completed early learning guidelines should include a copy as an appendix to the plan. If the guidelines are available on the web, provide the appropriate Web site address.

The domains included are: Social and Emotional, Physical, Language and Literacy, Math, Science, and The Arts.

The standards are extensive and are available on the web at:
<http://www.ade.az.gov/adult-ed/ecestandards.asp>

The standards may also be obtained by contacting:

**Arizona Department of Education
Division of Adult and Family Literacy
1535 W. Jefferson
Phoenix, Arizona 85007**

5.2.1 - Voluntary Guidelines for Early Learning (continued)

- Describe the process the State used or expects to use in **implementing** its early learning guidelines, e.g., feedback and input processes, dissemination, piloting, training in the use of the guidelines, and linkages with other initiatives such as incentives for provider education and training. To what extent is (or was) implementation anticipated in the development of the guidelines? To which child care settings do (or will) the guidelines apply and are the guidelines voluntary or mandatory for each of these settings? How are (or will) community, cultural, linguistic and individual variations, as well as the diversity of child care settings (be) acknowledged in implementation?

The standards are strictly voluntary at this time, and are being distributed to family literacy and state funded preschool programs. There are plans to disseminate copies of the standards to child care programs as requested. Any training plans for the standards are now on hold until funding questions are resolved by the Arizona Legislature and by Congress.

- As applicable, describe the State's plan for **assessing** its early learning guidelines. What will be the focus of the evaluation, i.e., guideline development and implementation, programs or child care settings, and/or outcomes related to children? Will young children's progress be evaluated based on the guidelines? How will assessment be used to improve the State's guidelines, child care programs, plans and outcomes for individual children?

An assessment plan has not yet been developed.

Section 5.2.2 - State Plans for Professional Development

- Describe the provider training, technical assistance, and professional development opportunities that are available to child care providers. Are these opportunities available Statewide to all types of providers? If not, please describe.

Community based training opportunities are offered to all types of child care providers. In order to best meet the needs of Arizona's Child Care Practitioners, a range of services are offered statewide and include:

- **Stand-alone trainings;**
- **Individualized training series offered on-site (i.e. at child care facilities) and off-site with follow up plans;**
- **Nationally recognized researched based off-site trainings, designed specifically to meet the needs of infants and toddlers practitioner with follow-up plans and on-site coaching;**
- **Scholarships to practitioners for credit bearing course work in early childhood education leading toward the completion of an accredited degree program available through community colleges;**
- **Introductory 60-hour child care training course offered to individuals interested in entering the field, or to practitioners with little knowledge and background in the field; and**
- **Technical assistance and training offered to programs serving children with disabilities and special health care needs.**

Section 5.2.2 - State Plans for Professional Development (continued)

- Does the State have a child care provider professional development **plan**?
 - (X) Yes. Identify the entities involved in the development of the plan and whether the plan addresses all categories of providers. As applicable, describe: how the plan includes a continuum of training and education, including articulation from one type of training to the next; how the plan addresses training quality including processes for the approval of trainers and training curriculum; how the plan addresses early language, literacy, pre-reading, and numeracy development. Indicate whether the plan is linked to early learning guidelines and, if so, how.
 - () No. 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 is expected to support early language, literacy, pre-reading and numeracy.

The State of Arizona has a professional development plan for child care providers/practitioners. Via formal and informal mechanisms, the DES Child Care Administration receives ongoing input and guidance from various entities/stakeholders regarding the professional development plan.

In particular the DES Child Care Advisory Committee and other policy work groups have been instrumental in the development of this plan. Stakeholder involvement includes, but not limited to the following: Community-Based Agencies that serve children and families; State Agencies; Head Start Grantees; Institutes of Higher Education, including universities and community colleges; Child Care Resource and Referral Agencies; Tribal Partners; Informal Care Providers and Networks, including Kith and Kin programs; Center Based Child Care Staff; Public Schools; Family Child Care Provider Organizations; Business Community Representatives; Philanthropic Organizations; and Elected Officials.

Due to the broad based representation of the committees and policy work groups, all categories of practitioners are given the opportunity to express their viewpoints and perspectives. The categories of practitioners include: certified family child care homes including those participating in the federally funded Child and Adult Care Food Program; center and school based child care programs; out of school time programs; Head Start programs; and public preschool programs.

It is recognized, that many barriers exist to early childhood practitioners attempting to continue professional development and education. These include access, funding, transportation, under-preparedness for college work and in some cases, lack of fluency in English. Consequently, a continuum of community-based training and education is offered at no cost to practitioners. Training is offered both on-site and off-site. Some training topics are offered in both Spanish and English and may also lead to college credit and/or certification.

For example, Child Care Professional Training (CCPT) is a 60-hour community-based training offered throughout Arizona. The training focuses on improving the preparation and knowledge of practitioners. Specifically, CCPT is designed for individuals who are entering the field or lack basic early childhood knowledge. CCPT includes six hours of coursework leading to first aid and CPR certification with an additional 54 hours of introductory early childhood coursework. In some instances, CCPT training may be articulated for community college credit.

Section 5.2.2 - State Plans for Professional Development (continued)

Additionally, other community-based trainings are offered to introduce practitioners to a variety of topics. These topics encompass at least two of the Core Knowledge Elements and Competencies outlined by Arizona's training approval system - the Statewide Child Care and early Education Development System (S★CCEEDS). The Core Knowledge Elements and Competencies define the knowledge, skills and attributes desirable for a child care and early education practitioner.

Since a wide variety of community based training is offered to best meet the unique needs of practitioners in Arizona, the professional development plan will recognize the importance of articulating the community based training into college credit for practitioners. For many practitioners, the existing community-based training offered for college credit allows the confidence to pursue more educational opportunities that may lead to certification and/or a degree. The professional development plan defines articulation as the linking together of programs, facilities, campuses, and community entities in order to allow for normal progression and a smooth transition through the education system and to maintain continuity in the students academic program.

The professional development plan recognizes that articulation is a key issue for the following reasons: 1) To meet the growing demand for quality child care and trained staff; 2) Articulation impacts career pathways at a number of transition points in a professional development sequence; 3) Children who are being served in child care and early education programs are increasingly more diverse. Therefore, the recruitment, training and education of diverse staff are essential; and 4) Practitioners' professional development is important to advancing issues related to compensation in the child care and early education field.

To address the issue of articulation, a Professional Development Policy Work Group (PDPWG) participates in relevant statewide articulation taskforces. The articulation task forces are designed to strengthen existing articulation agreements between community colleges and universities.

PDPWG members act as a conduit to share information and inform the relevant higher education articulation task forces in Arizona. They include the: Early Childhood Education Articulation Task Force; Teacher Education Articulation Task Force; and the Child and Family Studies Articulation Task Force.

One task for the Early Childhood Education Articulation Task Force is to address horizontal and vertical articulation for Child Care Professional Training (CCPT) and the Arizona Infant Toddler Institute (AITI). Currently, some Community Colleges in Arizona offer practitioners three college credits for the completion of the CCPT and AITI courses. This universal approach of these articulation decisions is necessary as the state professional development plan recognizes the importance of articulating community-based training to the higher education community. The PDPWG will be tracking this progress.

Another key step toward articulation is to develop a core body of knowledge. In Arizona, Core Knowledge Elements and Competencies have been developed. These Core Knowledge Elements and Competencies were developed by a diverse group of community stakeholders. The Core Knowledge Elements and Competencies have been implemented into Arizona's voluntary statewide professional development registry, S★CCEEDS.

Section 5.2.2 - State Plans for Professional Development (continued)

Research indicates that offering training and educational opportunities that promote professional growth and development is fundamental in encouraging practitioners to improve their skills and qualifications. S★CCEEDS addresses program quality using a trainer approval and training approval system.

S★CCEEDS listed trainers will play a vital role in preparing practitioners to best meet the needs of the children and families they serve. Minimum qualifications for S★CCEEDS listed trainers were established and agreed upon by a broad based group of community stakeholders who participated in the Professional Development Committee.

S★CCEEDS listed trainers must achieve a minimum Career Level of III-A on the Arizona lattice system. The requirement for a Career Level III-A is one of the following: 1) A Child Development Associates (CDA) credential or a Certified Child Care Professional (CCP) credential or a Certified Professional in Child Care (CPC) credential, or a National Administrators Credential (NAC) or equivalent; 2) Twelve credit hours in early childhood education or child development; or 3) One hundred and eighty clock hours of training.

Standards for S★CCEEDS trainers were established and agreed upon by the broad based group of community stakeholders who participated in the Professional Development Committee.

S★CCEEDS listed trainings must address at least two of the Core Knowledge Elements and Competencies. S★CCEEDS listed trainings can only be conducted by S★CCEEDS listed trainers.

Additionally, the following information is required for all S★CCEEDS listed trainings: Trainer information; Agency information; Training information; Course description; Course outline; Core Knowledge Elements and Competencies; Level of training content; Child age group; Target audience; Training format; Competency assessment; and Number of clock hours.

At this time the Professional Development Plan addresses early language, literacy, pre-reading, and numeracy in various ways. First, the S★CCEEDS database tracks the number of training opportunities offered related to early language, literacy, pre-reading, and numeracy using the Core Knowledge Elements and Competencies that must be submitted for each S★CCEEDS listed training.

Currently, the Arizona School Readiness Board is outlining how our state will ensure that all children begin school ready to learn. Developing and promoting scientifically based professional development opportunities that address early language, literacy, pre-reading, and numeracy is essential to school readiness. Consequently, the Professional Development Policy Work Group will be exploring how early language, literacy, pre-reading, and numeracy can be further addressed in our state professional development plan.

Early childhood education has become a part of a standards based environment. The focus on standards reflects the growing consensus among early childhood professionals that greater emphasis be placed on young children's conceptual learning, especially acquisition of language and literacy.

Section 5.2.2 - State Plans for Professional Development (continued)

By developing and implementing standards, early childhood educators ensure that a consistent set of identified core knowledge and skills become a part of every child's preschool years. The professional development plan recognizes that these results can only be achieved if early learning standards meet the following essential features: An emphasis on significant, developmentally appropriate content and outcomes; Developed and reviewed using informed and inclusive processes; Use implementation and assessment strategies that are ethical and appropriate for young children; and Are accompanied by strong supports for child care and early education programs, professional and families.

The development of Early Learning Standards began over two years ago in Arizona. Arizona's early learning standards are commonly referred to as early childhood standards. The Arizona Department of Education (ADE) is the lead on establishing these standards. The standards reflect the belief that certain knowledge and skills are essential to every child's social, emotional, physical, and cognitive development.

ADE approved and published the Arizona Early Childhood Education Standards in April of 2003. The standards are the result of a long process of research and critical review. The resulting document represents a synthesis of exemplary practice and experience modeled in programs and practices that have been empirically validated by thousands of young children throughout the nation.

The Arizona Early Childhood Education Standards must now be incorporated into the existing plan for professional development. The State School Readiness Board and the Professional Development Policy Work Group will review the standards for compatibility with the S★CCEEDS professional development system's Core Knowledge Elements and Competencies. Additionally, they will ensure that essential features of the Early Learning Guidelines drive the integration into the existing state professional development plan.

Section 5.2.2 - State Plans for Professional Development (continued)

- Are program or provider-level **incentives** offered to encourage provider training and education? If yes, please describe. Include any links between the incentives and training relating to early language, literacy, pre-reading, and numeracy.

In August 2001 the Department of Economic Security Child Care Administration entered into a contract with the Association for Supportive Child Care to develop and establish Arizona's Voluntary Career Lattice System, now known as S★CCEEDS. This contract was designed to support and encourage the professional growth and development of child care and early education practitioners. S★CCEEDS will enable practitioners to track their training, education and experience over the course of their careers.

In order to promote participation in S★CCEEDS practitioners may receive a monetary incentive for initially joining the registry. Additionally, practitioners may receive a monetary incentive for achieving higher career levels on the lattice. At this time, S★CCEEDS does not have any incentives linked to the early language, literacy, pre-reading and numeracy.

Section 5.2.2 - State Plans for Professional Development (continued)

- What are the expected **outcomes** of the State's professional development plan and efforts to improve the skills of child care providers? As applicable, how does (or will) the State assess the effectiveness of its plan and efforts? If so, how does (or will) the State use assessment to help shape its professional development plan and training/education for child care providers?

The expected outcomes of the professional development plan include a better-trained and educated workforce caring for children in child care and early education programs. Arizona recognizes that professional development is cornerstone to providing quality care for the children and families in our state.

An assessment of the professional development plan will be developed around the following outcomes:

- A continuation of existing stakeholder involvement and the development of additional stakeholders where there is limited participation. This will be accomplished using informal and formal mechanisms to ensure and continue the broad based support for the professional development plan.
- The ongoing provision of a continuum of training for all categories of child care and early education practitioners. The continuum of training and type of providers accessing training can be tracked using the S☆CCEEDS database.
- Continued participation in relevant discussions related to articulation in the community. Over the next several years, work will be directed toward creating an academic plan with the higher education community that focuses on articulation: Specifically, work will be directed toward the articulation of the community-based training for Child Care Professional Training and the Arizona Infant Toddler Institute into college credit for practitioners.
- Continued addressing of program quality via the S☆CCEEDS training and trainer approval system to ensure that the Core Knowledge Elements and Competencies continue to be relevant in the changing professional development landscape. The S☆CCEEDS Policy Committee will review national and state resources related to professional development (e.g. State Early Childhood Standards and Standards for Early Childhood Preparation published by The National Association for the Education of Young Children).
- A continued emphasis to address early language, literacy, pre-reading and numeracy professional development opportunities by tracking the number of training opportunities using the S☆CCEEDS database.
- Ensuring that the Early Learning Standard developers, relevant professional associations and community stakeholders create multiple opportunities for discussion and exchange regarding integration of the standards into the professional development plan. The standards will be reviewed and revised on a regular basis.

Section 5.2.2 - State Plans for Professional Development (continued)

The efforts of the professional development plan will be assessed in three ways. First, DES will work with the Arizona State School Readiness Board and Policy Work Groups in the formal assessment and statewide integration of the professional development plan. Second, DES will utilize the Child Care Advisory Committee as a resource to assess the various aspects of the professional development plan using both formal and informal mechanisms. Finally, input and feedback will be obtained from contractors who perform work related to professional development on an on-going basis.

Based on the feedback received, the assessment results will be used to inform and direct the type of training and education available for child care and early education practitioners. Additionally, the assessment will be used to quantify the effectiveness of the professional development plan for child care and early education practitioners in Arizona.

Section 5.2.3 - State Plan for Program Coordination

- Does the State have a **plan** for coordination across early childhood programs?

(X) Yes.

Indicate whether there is an entity that is responsible for ensuring that such coordination occurs. Indicate the four or more early childhood programs and/or funding streams that are coordinated and describe the nature of the coordination.

() No.

Indicate what steps are under way to develop a plan for coordination.

In August of 2002, an Executive Order was issued by the Governor establishing the Arizona State Board on School Readiness. The purpose of the Board is to develop a coordinated, efficient, and cost effective delivery system for early childhood programs in Arizona. As provided in the Executive Order, the functions of the Board are to:

- **Advise the Governor, Superintendent of Public Instruction, and the legislature of the most effective policy directions and methods to improve the coordination, quality and delivery of early care and education services.**
- **Recommend through a multi-year plan how early care and education functions in state government can most effectively and efficiently be coordinated and integrated to improve service delivery, quality of care, avoid duplication and fragmentation of service and maximize public and private investment.**
- **Identify and recommend methods to measure quality, availability and effectiveness of early care and education programs in Arizona.**
- **Identify and measure, on a regular basis, indicators of school readiness.**
- **Track state, federal, and local monies for early care and education and related family support services and recommend mechanisms for enhancement, integration and coordination.**
- **Provide technical assistance to community efforts that enhance school readiness and encourage collaboration of organizations to promote school readiness.**

The Board will focus on early care and education issues which will include, preschool, Head Start, child care, kindergarten, transitioning from preschool to kindergarten, quality, licensing, financing, professional development and systems development. In addition to early care and education issues the Board will focus the majority of their work on Health Care and Family Support issues.

To address these areas of focus the Board has created five policy work groups. They are:
1) Development of New Initiatives/Financing; 2) Program Coordination/Governance; 3) Health Care; 4) Quality and Cost of Child Care; and 5) Professional Development.

Section 5.2.3 - State Plan for Program Coordination (continued)

The Board will coordinate with the CCDF, Head Start, TANF, and Early Childhood Block Grant Preschool and other early childhood programs to facilitate the development of a coordinated early care and education system and to promote new strategies to enhance the financing of early childhood programs.

- Describe the **results** or expected results of this coordination. Discuss how these results relate to the development and implementation of the State's early learning guidelines, plans for professional development, and outcomes for children.

One of the expected results from the formation of the Arizona State Board for School Readiness will be the development of a coordinated, efficient, and cost effective delivery system for early care and education programs in Arizona. This system will include measures to facilitate a unified coordination and implementation of early childhood guidelines and standards. The Board will address the development of a professional development plan through the Professional Development Policy Work Group. This group will assess and recommend methods to improve the wages, benefits and supply of early childhood professionals. The group will begin by addressing the critical issues of licensing and accreditation, compensation, early childhood standards, and assessments. The work group will continue to acknowledge and link with S☆CCEEDS, the Arizona Professional Development registry that tracks training and education for the early childhood profession.

- Describe how the State's plan supports or will support continued coordination among the programs. Are changes anticipated in the plan?

The Arizona State Board on School Readiness convened its first meeting in March of 2003. A plan for the coordination of early childhood programs is an expected outcome of the Board, but remains to be developed. The needs of early childhood programs identified in the plan will be assessed on an ongoing basis.

PART 6 - HEALTH AND SAFETY REQUIREMENTS FOR PROVIDERS

(ONLY THE 50 STATES AND THE DISTRICT OF COLUMBIA COMPLETE PART 6.
ONLY TERRITORIES COMPLETE PART 7.)

The National Resource Center for Health and Safety in Child Care (NRCHSCC) of DHHS's Maternal and Child Health Bureau supports a comprehensive, current, on-line listing of the licensing and regulatory requirements for child care in the 50 States and the District of Columbia. In lieu of requiring a State Lead Agency to provide information that is already publicly available, ACF accepts this compilation as accurately reflecting the States' licensing requirements. The listing, which is maintained by the University of Colorado Health Sciences Center School of Nursing, is available on the World Wide Web at: <http://nrc.uchsc.edu/>

Section 6.1 - Health and Safety Requirements for Center-Based Providers (658E(c)(2)(F), §§98.41, §98.16(j))

6.1.1 Are all center-based providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation? If:

- (X)* YES, answer 6.1.2 and proceed to 6.2.
() NO, answer 6.1.2 and 6.1.3.

*** Center based providers on Tribal or military land would be required to meet any applicable Tribal or military requirements.**

6.1.2 Have center licensing requirements as relates to staff-child ratios, group size, or staff training been modified since approval of the last State Plan? (§98.41(a)(2) & (3))

- (X) NO
() YES, and the changes are as follows:

6.1.3 For center-based care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

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Section 6.2 - Health and Safety Requirements for Group Home Providers (658E(c)(2)(F), §§98.41, 98.16(j))

6.2.1 Are all group home providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation? If:

- (X)* YES, answer 6.2.2 and proceed to 6.3.
() NO, answer 6.2.2 and 6.2.3.

*** Group Home providers on Tribal or military land would be required to meet any applicable Tribal or military requirements.**

6.2.2 Have group home licensing requirements that relate to staff-child ratios, group size, or staff training been modified since the approval of the last State Plan?
(§98.41(a)(2) & (3))

- (X) NO
() YES, and the changes are as follows:

6.2.3 For group home care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

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Section 6.3 - Health and Safety Requirements for Family Providers (658E(c)(2)(F), §§98.41, 98.16(j))

6.3.1 Are all family child care providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation? If:

- (X) YES, answer 6.3.2 and proceed to 6.4.
() NO, answer 6.3.2 and 6.3.3.

*** Family home child care providers on Tribal or military land would be required to meet applicable Tribal or military requirements.**

6.3.2 Have family child care provider requirements that relate to staff-child ratios, group size, or staff training been modified since the approval of the last State Plan?
(§98.41(a)(2) & (3))

- (X) NO
() YES, and the changes are as follows:

6.3.3 For family care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

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Section 6.4 - Health and Safety Requirements for In-Home Providers (658E(c)(2)(F), §§98.41, 98.16(j))

- 6.4.1 Are all in-home child care providers paid with CCDF funds subject to licensing under the State law reflected in the NRCHSCC's compilation referenced above? If:
(X) YES, answer 6.4.2 and proceed to 6.5.
() NO, answer 6.4.2 and 6.4.3.

*** In home child care providers on Tribal or military land would be required to meet applicable Tribal or military requirements.**

- 6.4.2 Have in-home health and safety requirements that relate to staff-child ratios, group size, or training been modified since the approval of the last State Plan?
(§98.41(a)(2) & (3))

(X) NO
() YES, and the changes are as follows:

- 6.4.3 For in-home care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

Section 6.5 - Exemptions to Health and Safety Requirements

At Lead Agency option, the following relatives: grandparents, great grandparents, aunts, uncles, or siblings (who live in a separate residence from the child in care) may be exempted from health and safety requirements (658P(4)(B), §98.41(a)(1)(ii)(A)). Indicate the Lead Agency's policy regarding these relative providers:

- () All relative providers are subject to the same requirements as described in sections 6.1 - 6.4 above, as appropriate; there are no exemptions for relatives or different requirements for them.
- () All relative providers are exempt from all health and safety requirements.
- (X) Some or all relative providers are subject to different health and safety requirements from those described in sections 6.1 - 6.4. The following describes those requirements and identifies the relatives they apply to:

Providers who are grandparents (including great-grandparents), aunts and uncles (including great-aunts and great-uncles) or siblings (and who are not otherwise required) may choose not to meet health and safety requirements described in sections 6.1 – 6.4 above. These providers are referred to as Non-Certified Relative Providers (NCRP). Regardless if they care for children in their or the children's home, NCRPs are not subject to licensing. They are however subject to health and safety requirements and these requirements are different than those described in Sections 6.1 – 6.4. The requirements for NCRPs are as follows.

- **NCRPs shall certify that they are not awaiting trial on and have never been convicted of or admitted committing any criminal offenses specified in state statute and that they have not committed any act of sexual abuse of a child.**
- **NCRPs shall certify that they are not the parent or guardian of a child adjudicated to be a dependent child, as defined by state statute.**
- **NCRPs shall certify that they have not been denied for cause a license to operate a facility for the care of children in this or another state, nor had a license or certification to operate such a facility revoked.**

NCRPs shall also be in compliance with state statutory fingerprint requirements as discussed in Section 6.6.

Section 6.6 - Enforcement of Health and Safety Requirements

Each Lead Agency is required to certify that procedures are in effect to ensure that child care providers of services for which assistance is provided comply with all applicable health and safety requirements. (658E(c)(2)(E), §§98.40(a)(2), 98.41(d)) The following is a description of how health and safety requirements are effectively enforced:

- Are child care providers subject to routine unannounced visits (i.e., not specifically for the purpose of complaint investigation or issuance/renewal of a license)?
 - () No
 - (X) Yes, and the following indicates the providers subject to routine unannounced visits and the frequency of those visits.
- **Child care centers are subject to unannounced visits once per year.**
- **Group homes are subject to unannounced visits two times per year.**
- **Family child care homes are subject to two visits per year, one of which is unannounced.**
- **In-home providers are subject to two visits per year, one of which is unannounced and when permission to do so is obtained from the child's parent.**
- **Non-certified relative providers are not subject to visits.**
- Are child care providers subject to background checks?
 - () No
 - (X) Yes, and the following types of providers are subject to background checks (indicate when such checks are conducted):
- **Child care centers: A state and federal fingerprint background check is required for: Applicant for Licensee and all personnel including any volunteers.**
- **Group homes: A state and federal fingerprint background check is required for: Applicant for Certificate, all personnel including any volunteers and any other household member 18 years of age or older.**
- **Family child care homes: A state and federal fingerprint background check is required for the provider, a designated back-up provider and any other household member 18 years of age or older. Additionally, the provider, designated back-up and other household members must clear a state child protective services background check.**
- **In-home providers: A state and federal fingerprint background check is required for the provider and a designated back-up provider. Additionally, the provider and designated back-up must clear a state child protective services background check.**
- **Non-certified relative providers: A state and federal fingerprint background check is required for the provider.**

Section 6.6 - Enforcement of Health and Safety Requirements (continued)

- Does the State require that child care providers report serious injuries that occur while a child is in care? (Serious injuries are defined as injuries requiring medical treatment by a doctor, nurse, dentist, or other medical professional.)
 - (X)* No
 - (X) Yes, and the following describes the State’s reporting requirements and how such injuries are tracked (if applicable).
- ***Child care centers: No reporting requirement.**
- ***Group homes: No reporting requirement.**
- **Family child care homes: Report required to be made to DES Child Care Administration. Reports documented in provider’s ongoing file.**
- **In-home providers: Report required to be made to DES Child Care Administration. Reports documented in provider’s ongoing file.**
- ***Non-certified relative providers: No reporting requirement.**
- Other methods used to ensure that health and safety requirements are effectively enforced:

Additionally, provider enforcement meetings and actions are held and taken as necessary and technical assistance and training is provided when warranted.

Section 6.7 – Exemptions from Immunization Requirements

The State assures that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendations for childhood immunizations of the State public health agency. (§98.41(a)(1))

The State exempts the following children from immunization (check all that apply):

- X** Children who are cared for by relatives (defined as grandparents, great grandparents, siblings (if living in a separate residence), aunts and uncles).
- Children who receive care in their own homes.
- X** Children whose parents object to immunization on religious grounds.
- X** Children whose medical condition contraindicates immunization.

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APPENDIX 1 -- PROGRAM ASSURANCES AND CERTIFICATIONS

The Lead Agency, named in Part 1 of this Plan, assures that:

- (1) upon approval, it will have in effect a program that complies with the provisions of the Plan printed herein, and is administered in accordance with the Child Care and Development Block Grant Act of 1990 as amended, Section 418 of the Social Security Act, and all other applicable Federal laws and regulations. (658D(b), 658E(a))
- (2) the parent(s) of each eligible child within the State who receives or is offered child care services for which financial assistance is provided is given the option either to enroll such child with a child care provider that has a grant or contract for the provision of the service; or to receive a child care certificate. (658E(c)(2)(A)(i))
- (3) in cases in which the parent(s) elects to enroll the child with a provider that has a grant or contract with the Lead Agency, the child will be enrolled with the eligible provider selected by the parent to the maximum extent practicable. (658E(c)(2)(A)(ii))
- (4) the child care certificate offered to parents shall be of a value commensurate with the subsidy value of child care services provided under a grant or contract. (658E(c)(2)(A)(iii))
- (5) with respect to State and local regulatory requirements, health and safety requirements, payment rates, and registration requirements, State or local rules, procedures or other requirements promulgated for the purpose of the Child Care and Development Fund will not significantly restrict parental choice among categories of care or types of providers. (658E(c)(2)(A), §98.15(p), §98.30(g), §98.40(b)(2), §98.41(b), §98.43(c), §98.45(d))
- (6) that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendation for childhood immunizations of the State public health agency. (§98.41(a)(1))
- (7) that CCDF Discretionary funds are used to supplement, not supplant, State general revenue funds for child care assistance for low-income families. (P.L. 106-554)

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The Lead Agency also certifies that:

- (1) it has procedures in place to ensure that providers of child care services for which assistance is provided under the Child Care and Development Fund afford parents unlimited access to their children and to the providers caring for their children during the normal hours of operations and whenever such children are in the care of such providers. (658E(c)(2)(B))
- (2) it maintains a record of substantiated parental complaints and makes information regarding such complaints available to the public on request. (658E(c)(2)(C))
- (3) it 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)(D))
- (4) it has in effect licensing requirements applicable to child care services provided in the State. (658E(c)(2)(E))
- (5) 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))
- (6) 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))
- (7) payment rates under the Child Care and Development Fund for the provision of child care services are sufficient to ensure equal access for eligible children to comparable child care services in the State or sub-State area that are provided to children whose parents are not eligible to receive assistance under this program or under any other Federal or State child care assistance programs. (658E(c)(4)(A))

APPENDIX 2 - ELIGIBILITY AND PRIORITY TERMINOLOGY:

For purposes of determining eligibility and priority for CCDF-funded child care services, lead agencies must define the following *italicized* terms. (658P, 658E(c)(3)(B))

(1) *job training and educational program* – means participation in an activity outside of the individual's home, which is a structured program (with a goal of, or in preparation for, employment) as follows:

a. High school or its equivalent or remedial education activities reasonably related to obtaining a high school diploma or its equivalent if the individual engaged in the activity is a teen parent.

b. JOBS/MAXIMUS approved education/training activities. If an individual is a TANF recipient and is required to participate in the JOBS or Arizona Works program, child care services for any job training and educational program must be approved by the Jobs or MAXIMUS program.

c. Other education and training activities (listed in i. through iv. below) if the eligible parent who needs care is working a monthly average of at least 20 hours per week, the education and training activity is related to an employment goal and the student maintains satisfactory progress and remains in good standing with the educational institution:

i) Attendance at college or trade/vocational activities

ii) Attendance at structured work readiness activities (typically involving structured classes and employment preparation activities)

iii) Attendance at high school, General Educational Development (G.E.D.) classes, English for Speakers of Other Languages (E.S.O.L.) classes or remedial educational activities

iv) Lab classes

(2) *attending (a job training or educational program; include minimum hours if applicable)* - means to be present, at an activity outside of the individual's home, on a regular and acceptable basis, as determined by the trainer or educator.

(3) *in loco parentis* - means an individual who: has legal guardianship or who has initiated the process of legal guardianship; or is a caretaker relative who exercises responsibility for the day-to-day physical care, guidance and support of a child who physically resides with the relative and who is by affinity or consanguinity or by court decree a grandparent, great-grandparent, sibling of the whole or half blood, stepbrother, stepsister, aunt, uncle, great-aunt, great-uncle or first cousin.

APPENDIX 2 - ELIGIBILITY AND PRIORITY TERMINOLOGY (continued):

- (4) *physical or mental incapacity* (if the Lead Agency provides such services to children age 13 and older) - **Not applicable**
- (5) *protective services* - means: a) A child and/or family receiving services from DES Child Protective Services (CPS) and referred for child care services on a case by case basis; or b) Special Circumstances families who are unable to provide child care for a portion of a twenty-four hour day due to a crisis situation of domestic violence or homelessness, a physical, mental, emotional, or medical condition, or participation in a drug treatment or drug rehabilitation program or court ordered community service.
- (6) *residing with* - means to live in the same household of a parent, guardian or other person standing in loco parentis and who has legal responsibility for the child.
- (7) *special needs child* - means a child who needs increased supervision, modified equipment, modified activities, or a modified facility, within a child care setting, due to any physical, mental sensory, or emotional delay, or medical condition, and includes a child with a disability.
- (8) *very low income* - means an income level at or below 100% of the Federal Poverty Level, as determined by the DES Child Care Administration.
- (9) *working* (include minimum hours if applicable) - means the performance of duties on a regular basis for wages or monetary compensation.
- (10) *Transitional Child Care (TCC)* - means child care assistance offered to families who: a) have received TANF within six months of application for child care services; b) apply for services within six months of TANF case closure; c) are in need of child care because they are working; and d) have income that does not exceed the income level used to limit eligibility as defined in the table at Section 3.3.1. Eligibility for TCC may continue for up to 24 months following TANF case closure.
- (11) *Non-Certified Relative Provider (NCRP)* - means those providers identified in Section 6.5.
- (12) *JOBS* - means an administrative unit within DES, which is responsible for the administration of a program, which assists TANF recipients prepare for, obtain, and retain employment; or any other entity that contracts with DES to perform the function(s) stated above. DES may also provide services (under this definition) to TANF recipients to enable them to participate in an activity required and approved by a Tribal employment program as a condition of receipt of TANF benefits.



CHILD CARE AND DEVELOPMENT FUND PLAN

FOR

FFY 2004-2005

ATTACHMENT A

MAXIMUM REIMBURSEMENT RATES FOR CHILD CARE

**ARIZONA DEPARTMENT OF ECONOMIC SECURITY
DIVISION OF EMPLOYMENT & REHABILITATION SERVICES
CHILD CARE ADMINISTRATION**

**MAXIMUM REIMBURSEMENT RATES FOR CHILD CARE
(effective for services provided on or after 7/1/03)**

CENTERS

Age Group	District I	District II	District III	District IV	District V	District VI
Birth < 1 yr:						
Full day	29.00	27.00	22.40	21.00	25.00	32.00
Part day	22.00	19.00	16.00	19.00	25.00	25.00
1 yr < 3 yrs:						
Full day	25.58	24.00	20.00	18.25	25.00	20.80
Part day	19.00	18.16	15.00	16.00	15.00	17.60
3 yrs < 6 yrs:						
Full day	23.20	22.00	18.00	17.00	20.00	17.60
Part day	16.00	16.00	13.02	15.50	12.40	12.20
6 yrs < 13 yrs:						
Full day	22.00	22.00	16.80	17.00	20.00	19.00
Part day	15.00	15.00	12.00	15.00	13.33	13.00

GROUP HOMES

Age Group	District I	District II	District III	District IV	District V	District VI
Birth < 1 yr:						
Full day	20.00	20.00	23.00	18.00	18.00	18.00
Part day	14.00	14.00	23.00	12.00	12.00	14.00
1 yr < 3 yrs:						
Full day	20.00	20.00	22.00	17.50	18.00	18.00
Part day	14.00	15.00	13.00	12.00	11.00	14.00
3 yrs < 6 yrs:						
Full day	20.00	20.00	22.00	16.00	18.00	16.00
Part day	13.00	15.00	13.95	12.00	10.00	14.00
6 yrs < 13 yrs:						
Full day	17.00	20.00	16.00	16.00	18.00	16.00
Part day	12.00	13.00	13.95	11.00	10.00	14.00

CERTIFIED FAMILY HOMES & CERTIFIED IN-HOME PROVIDERS

Age Group	District I	District II	District III	District IV	District V	District VI
Birth < 1 yr:						
Full day	20.00	17.00	17.00	16.00	17.00	16.00
Part day	12.00	10.00	10.00	8.50	10.00	8.00
1 yr < 3 yrs:						
Full day	18.00	17.00	16.00	15.00	16.00	16.00
Part day	12.00	10.00	10.00	8.00	10.00	8.00
3 yrs < 6 yrs:						
Full day	17.00	16.00	16.00	15.00	16.00	15.00
Part day	12.00	10.00	10.00	8.00	9.00	8.00
6 yrs < 13 yrs:						
Full day	16.00	16.00	16.00	15.00	15.00	15.00
Part day	10.00	10.00	9.00	8.00	9.00	8.00

The actual reimbursement amount is equal to the reimbursement rate minus any DES designated co-payment. However, in no event shall the amount reimbursed exceed the lesser of the provider's actual charges or the maximum reimbursement rate minus any DES designated co-payment.

Payment Rates for Non-Certified Relative Providers (NCRPs) will be \$10.50 for Full day and \$6.00 for Part day, minus any DES designated co-payment. This rate will be paid to NCRPs statewide for care provided to children of all ages.

The maximum reimbursement rates may be increased by up to ten percent, for child care providers who are nationally accredited.

Full day = six or more hours per day. Part day = less than six hours per day



CHILD CARE AND DEVELOPMENT FUND PLAN
FOR
FFY 2004-2005
ATTACHMENT B
MARKET RATE SURVEY INSTRUMENT

DES Child Care Rate Survey – 2002
Maricopa County Office of Research & Reporting

1. First, I would like to ask you some general questions about the child care services you provide.
How many children do you have **approval** to care for at one time?
(How many children CAN you take care of at one time?)

NUMBER OF CHILDREN APPROVED ____

2. On an average day, how many children are normally cared for at your (center / home)?

AVERAGE NUMBER OF CHILDREN ____

3. Now we want to talk about FULL-DAY and PART-DAY child care.
By FULL-DAY care we mean caring for the child for 6 or more hours in a day, by PART-DAY we mean care for less than 6 hours in a day.
Do you provide or offer care for a child for 6 or more hours a day (FULL-DAY child care)?

[0] NO (skip to q 4, Next Page)

[1] YES

- 3a. Do you have a **DAILY** rate you charge for **FULL-DAY** care? (6 or more hours each day?)

[1] YES, DAILY RATE (skip to q 3c)

[2] NO, HOURLY RATE (skip to q 3c)

[3] NO, WEEKLY RATE

[4] NO, MONTHLY

[6] NO, OTHER (Specify) _____

- 3b. How many days per week does this rate include?

DAYS PER WEEK ____

- 3c. How much (do / would) you charge per (**day** / week / hour / month) for **FULL-DAY** care of children UNDER ONE YEAR OF AGE?

\$ ____ . ____ [0] NO FULL DAY FOR CHILDREN UNDER ONE

- 3d. How much (do / would) you charge per (**day** / week / hour / month) for one and two year olds for full-day care?

\$ ____ . ____ [0] NO FULL DAY FOR CHILDREN 1 OR 2

- 3e. How much (do / would) you charge per (**day** / week / hour / month) for three, four and five year olds? (For **full-day** care?)

\$ ____ . ____ [0] NO FULL DAY FOR CHILDREN 3, 4 OR 5

- 3f. What about children six through twelve years, how much (do / would) you charge per (**day** / week / hour / month) for school age children **on those days when the child is not in school?**

\$ ____ . ____ [0] NO FULL DAY FOR SCHOOL AGE CHILDREN

4. Now we want to talk about PART-DAY child care.
Do you offer care for a child for fewer than 6 hours a day (PART-DAY child care)?

[0] NO (skip to q 5, Next Page)

[1] YES

- 4a. Do you have a **DAILY** rate you charge for **PART-DAY** care? (Fewer than 6 hours per day?)

[1] YES, DAILY RATE (skip to q 4c)

[2] NO, HOURLY RATE (skip to q 4c)

[3] NO, WEEKLY RATE

[4] NO, MONTHLY

[5] NO, OTHER _____

- 4b. How many days per week does this rate include?

DAYS PER WEEK _____

- 4c. How much (do / would) you charge per (day / week / hour / month) for **PART-DAY** care of children UNDER ONE YEAR OF AGE?

\$__ __ . __ __

[0] NO PART DAY FOR CHILDREN UNDER ONE

- 4d. How much (do / would) you charge per (day / week / hour / month) for one and two year olds for **part-day** care?

\$__ __ . __ __

[0] NO PART DAY FOR CHILDREN 1 OR 2

- 4e. How much (do / would) you charge per (day / week / hour / month) for three, four and five year olds? (For **part-day** care?)

\$__ __ . __ __

[0] NO PART DAY FOR CHILDREN 3, 4 OR 5

- 4f. What about children six through twelve years, how much (do / would) you charge per (day / week / hour / month) **for before and/or after school care?**

\$__ __ . __ __

[0] NO PART DAY FOR SCHOOL AGE CHILDREN

5. The next few questions relate to discounts you may offer or additional fees that you may charge for other services offered.

Do you offer a discount for more than one child from the same family?

[0] NO (skip to q 6)

[1] YES

- 5a. Are there any special conditions, such as advance payment, that must be met in order to receive this discount?

[0] NO CONDITIONS OR RESTRICTIONS

[1] YES, ADVANCE PAYMENT REQUIRED

[2] YES, ONLY FOR FULL DAY (NOT PART-DAY)

[6] YES, OTHER RESPONSE _____

6. Do you offer regular evening child care? By evening care, we mean care that includes the hours between 6:30pm and midnight.

[0] NO (skip to q 7)

[1] YES

- 6a. Do you charge a higher rate for evening care?

[0] NO

[1] YES

7. Do you offer regular nighttime child care? By nighttime care, we mean care that includes the hours between midnight and 6am.

[0] NO (skip to q 8)

[1] YES

- 7a. Do you charge a higher rate for this nighttime care?

[0] NO

[1] YES

8. Do you offer regular Saturday and/or Sunday child care?

[0] NO (skip to q 9)

[1] YES

- 8a. Do you charge a higher rate for weekend care?

[0] NO

[1] YES

9. Do you offer regular extended care, care for more than 12 hours a day?

[0] NO (skip to end)

[1] YES

- 9a. Do you charge a higher rate for this extended day childcare?

[0] NO

[1] YES

Thank you very much for your time and help with this project. We've talked about a lot of different things, but there may be some other areas of need that you feel we should have talked about.

Are there any comments you would like to make at this time?

If you should have any questions about this study, please feel free to call us at **(602) 506-1600 or (877) 499-6100.**

Or you may want to call the D.E.S. Child Care Administration at **(602) 542-2568.**



CHILD CARE AND DEVELOPMENT FUND PLAN

FOR

FFY 2004-2005

ATTACHMENT B-1

MARKET RATE SURVEY SUMMARY

Arizona Department of Economic Security
Child Care Market Rate Survey 2002
Conducted by Maricopa County Research and Reporting

Centers
Average Rate Charged Per Day For
Full-Time (Six Or More Hours) Child Care

STATE WIDE PLANNING AREAS

		DISTRICT 1 MARICOPA	DISTRICT 2 PIMA	DISTRICT 3 APACHE COCONINO NAVAJO YAVAPAI	DISTRICT 4 LAPAZ MOHAVE YUMA	DISTRICT 5 GILA PINAL	DISTRICT 6 COCHISE GRAHAM, GREENLEE SANTA CRUZ	TOTAL STATE
Children	50 th percentile	31.40	30.00	22.00	20.00	20.00	22.40	30.00
Under One	75 th percentile	35.00	32.00	25.00	25.50	37.50	23.40	34.00
One & Two	50 th percentile	27.00	28.00	20.00	19.00	24.00	20.00	26.00
Year Olds	75 th percentile	32.00	32.67	24.40	20.00	30.00	22.40-	31.40
Three, Four & Five	50 th percentile	24.00	22.00	19.50	17.75	20.00	17.00	23.00
Year Olds	75 th percentile	28.00	28.00	24.00	18.00	27.50	20.40	27.60
School Age	50 th percentile	22.00	21.00	18.00	17.05	20.00	16.00	21.00
Children	75 th percentile	27.00	25.00	24.00	18.00	25.00	20.00	26.00

Arizona Department of Economic Security
Child Care Market Rate Survey 2002
Conducted by Maricopa County Research and Reporting

Centers
Average Rate Charged Per Day For
Part-Time (Less Than Six Hours) Child Care

STATE WIDE PLANNING AREAS

		DISTRICT 1 MARICOPA	DISTRICT 2 PIMA	DISTRICT 3 APACHE COCONINO NAVAJO YAVAPAI	DISTRICT 4 LAPAZ MOHAVE YUMA	DISTRICT 5 GILA PINAL	DISTRICT 6 COCHISE GRAHAM, GREENLEE SANTA CRUZ	TOTAL STATE
Children Under One	50 th percentile	25.00	20.90	15.00	15.00	25.00	12.00	22.00
	75 th percentile	33.00	29.80	18.00	16.0	30.00	20.00	31.05
One & Two Year Olds	50 th percentile	21.00	19.53	14.00	14.40	19.20	13.20	19.80
	75 th percentile	26.50	24.00	17.00	16.00	25.00	14.80	25.00
Three, Four & Five Year Olds	50 th percentile	15.81	14.00	12.00	12.00	13.00	10.40	14.65
	75 th percentile	22.00	19.00	15.00	14.00	17.60	13.00	20.00
School Age Children	50 th percentile	14.00	12.50	12.00	10.00	12.00	10.00	13.00
	75 th percentile	19.20	16.00	12.50	12.60	17.60	12.00	18.00

Arizona Department of Economic Security
Child Care Market Rate Survey 2002
Conducted by Maricopa County Research and Reporting

Certified Group Homes
Average Rate Charged Per Day For
Full-Time (Six Or More Hours) Child Care

STATE WIDE PLANNING AREAS

		DISTRICT 1 MARICOPA	DISTRICT 2 PIMA	DISTRICT 3 APACHE COCONINO NAVAJO YAVAPAI	DISTRICT 4 LAPAZ MOHAVE YUMA	DISTRICT 5 GILA PINAL	DISTRICT 6 COCHISE GRAHAM, GREENLEE SANTA CRUZ	TOTAL STATE
Children Under One	50 th percentile	22.00	20.00	20.00	18.00	20.00	20.00	20.00
	75 th percentile	25.00	24.00	25.00	20.00	20.00	22.00	25.00
One & Two Year Olds	50 th percentile	21.00	20.00	19.00	18.00	19.00	20.00	20.00
	75 th percentile	25.00	23.00	20.00	19.00	20.00	22.00	24.00
Three, Four & Five Year Olds	50 th percentile	20.00	20.00	19.00	18.00	19.00	20.00	19.00
	75 th percentile	25.00	22.00	20.00	18.00	20.00	20.00	21.00
School Age Children	50 th percentile	18.00	20.00	19.00	17.00	18.00	16.50	18.00
	75 th percentile	20.00	22.00	20.00	18.00	20.00	20.00	20.00

Arizona Department of Economic Security
Child Care Market Rate Survey 2002
Conducted by Maricopa County Research and Reporting

Certified Group Homes
Average Rate Charged Per Day For
Part-Time (Less Than Six Hours) Child Care

STATE WIDE PLANNING AREAS

		DISTRICT 1 MARICOPA	DISTRICT 2 PIMA	DISTRICT 3 APACHE COCONINO NAVAJO YAVAPAI	DISTRICT 4 LAPAZ MOHAVE YUMA	DISTRICT 5 GILA PINAL	DISTRICT 6 COCHISE GRAHAM, GREENLEE SANTA CRUZ	TOTAL STATE
Children Under One	50 th percentile	14.00	16.00	15.00	12.00	11.00	14.00	14.00
	75 th percentile	17.00	18.00	18.00	13.00	16.00	14.00	16.00
One & Two Year Olds	50 th percentile	14.00	16.00	15.00	12.00	10.00	12.00	14.00
	75 th percentile	18.50	18.00	16.00	13.00	12.00	14.00	17.00
Three, Four & Five Year Olds	50 th percentile	13.00	15.00	15.00	12.00	10.00	12.00	13.00
	75 th percentile	18.00	17.00	16.28	13.00	12.00	14.00	16.00
School Age Children	50 th percentile	13.00	15.00	14.00	12.00	10.00	11.00	12.50
	75 th percentile	15.00	17.00	16.28	13.00	12.00	14.00	15.00

Arizona Department of Economic Security
Child Care Market Rate Survey 2002
Conducted by Maricopa County Research and Reporting

Approved Homes
Average Rate Charged Per Day For
Full-Time (Six Or More Hours) Child Care

STATE WIDE PLANNING AREAS

		DISTRICT 1 MARICOPA	DISTRICT 2 PIMA	DISTRICT 3 APACHE COCONINO NAVAJO YAVAPAI	DISTRICT 4 LAPAZ MOHAVE YUMA	DISTRICT 5 GILA PINAL	DISTRICT 6 COCHISE GRAHAM, GREENLEE SANTA CRUZ	TOTAL STATE
Children Under One	50 th percentile	20.00	18.00	18.00	18.00	18.00	17.00	18.60
	75 th percentile	25.00	20.00	20.00	18.50	21.00	20.00	20.00
One & Two Year Olds	50 th percentile	18.00	18.00	17.00	17.00	18.00	16.00	18.00
	75 th percentile	20.00	20.00	20.00	18.00	20.00	20.00	20.00
Three, Four & Five Year Olds	50 th percentile	17.00	18.00	16.00	17.00	16.00	16.00	17.00
	75 th percentile	20.00	20.00	20.00	18.00	20.00	20.00	20.00
School Age Children	50 th percentile	15.81	18.00	16.00	17.00	16.00	16.00	16.00
	75 th percentile	20.00	20.00	20.00	18.00	20.00	20.00	20.00

Arizona Department of Economic Security
Child Care Market Rate Survey 2002
Conducted by Maricopa County Research and Reporting

Approved Homes
Average Rate Charged Per Day For
Part-Time (Less Than Six Hours) Child Care

STATE WIDE PLANNING AREAS

		DISTRICT 1 MARICOPA	DISTRICT 2 PIMA	DISTRICT 3 APACHE COCONINO NAVAJO YAVAPAI	DISTRICT 4 LAPAZ MOHAVE YUMA	DISTRICT 5 GILA PINAL	DISTRICT 6 COCHISE GRAHAM, GREENLEE SANTA CRUZ	TOTAL STATE
Children Under One	50 th percentile	12.00	10.00	10.00	10.00	10.00	10.00	10.00
	75 th percentile	15.00	12.00	12.00	11.00	12.00	12.00	13.00
One & Two Year Olds	50 th percentile	12.00	10.00	10.00	10.00	10.00	9.00	10.00
	75 th percentile	15.00	12.00	12.00	11.00	11.00	11.00	12.00
Three, Four & Five Year Olds	50 th percentile	10.00	10.00	10.00	10.00	9.00	8.00	10.00
	75 th percentile	14.00	12.00	12.00	11.00	10.00	10.00	12.00
School Age Children	50 th percentile	10.00	10.00	9.00	9.00	9.00	8.00	10.00
	75 th percentile	12.00	12.00	11.00	10.50	10.00	10.00	12.00



CHILD CARE AND DEVELOPMENT FUND PLAN

FOR

FFY 2004-2005

ATTACHMENT C

“INCOME” FOR THE PURPOSES OF ELIGIBILITY

ATTACHMENT C

“INCOME” FOR THE PURPOSE OF ELIGIBILITY

(The following information is excerpted from the DES Child Care Policy Manual)

I. Income Eligibility for Child Care Assistance

Income eligibility for child care assistance is based on the gross monthly income of all family members who are included in Family Size as described below.

II. Family Size

Family size is based on the applicant (primary person) and any other parent or responsible person residing in the same household who are legally responsible to financially support either the applicant, or dependents residing in the same household for whom Child Care Assistance is being requested.

A. Family size shall consist of:

1. The applicant for Child Care Assistance;
2. The applicant’s children (under the age of 18 years);
3. Any other parent/responsible person in the household who is legally/financially responsible for either the applicant, or for the children needing care; and
4. The children of the other parent/responsible person residing in the same household (under the age of 18 years).

B. Parents/responsible persons who are legally married to the applicant and who are temporarily separated physically but with intentions of remaining a family (e.g. incarceration, military assistance) shall be included in family size.

C. When the Applicant is a Nonparent Relative of the Children Needing Care

When the non-parent relative is requesting Child Care Assistance for other related children only (e.g. nieces/nephews, grandchildren): The non-parent relative is not counted in the family size and; the child is a household of one with only the child’s income counted.

D. When the Applicant is the Legal Guardian of the Children Needing Care

When the legal guardian is applying for a child in guardianship only: The legal guardian shall not be included in family size; their income shall be excluded and; the child shall be considered as a household of one with only the child’s income counted.

E. Unwed Minor Parents who Live with their Parents

When the applicant is an unwed minor parent (is not married, separated, or divorced) who also resides with their own parents, the following guidelines apply.

If Child Care Assistance is requested for the children of a minor parent who resides with their parents, the Specialist shall make one family size determination for the family consisting of the minor parent, his/her child, and the other parent/responsible person of the child needing care.

The parents and siblings of the minor parent shall not be included in family size (however, a portion of the income received by the parents of the minor parent shall be deemed and counted as available to the minor parent, after an amount equivalent to 165% of FPL {for the parents of the minor parent and their children} has been subtracted).

III. Countable Income

The gross monthly income of a family shall include:

A. Gross earnings received for work including: wages, salary, armed forces pay (Base Pay only: military allotments for food and shelter costs provided to military personnel who live off base are excluded from the income calculation), commissions, tips, overtime, teaching assistance wages, piece-rate payments, and cash bonuses earned, before any deductions (including but not limited to taxes, bonds, pensions, union dues, and garnishments).

B. Net income from non-farm self employment, which includes gross receipts minus business expenses.

Gross receipts include the value of all goods sold and services rendered.

Business expenses include costs of goods and services purchased or produced, rent, heat, light, power, depreciation charges, wages, and salaries paid, business taxes and other expenses incurred in operating the business. The value of salable merchandise consumed by the proprietors of retail stores is not included as part of net income. Payments on loans or mortgages obtained to increase capital investments in property or equipment are not allowed as deductible expenses.

C. Net income from farm self employment which includes gross receipts minus operating expenses from the operation of a farm by persons as owner, renter, or tenant farmer.

Gross receipts include the value of all products sold, government crop loans, money received from the rental of farm equipment to others and incidental receipts from the sale of wood, sand, gravel, and similar items.

Operating expenses include costs of feed, fertilizer, seed, and other farming supplies, wages paid to farm hands, depreciation charges, cash rent, interest on farm mortgages, farm building repairs, farm taxes (not state and federal income taxes), and other expenses incurred in operation of the farm. The value of fuel, food, or other farm products used for family living is not included as part of net income. Payments on loans or mortgages obtained to increase capital investments in property or equipment are not allowed as deductible expenses.

D. Social Security payments prior to deductions for medical insurance including Social Security benefits and "survivors" benefits, and permanent disability insurance payments made by the Social Security Administration.

E. Railroad retirement insurance income.

F. Dividends including interest on savings/checking accounts, stocks, and bonds, membership in association, income and receipts from estates or trusts, net rental income (minus deductions for costs or repairs, utilities paid, maintenance insurance and mortgage payments prorated on a monthly basis), net royalties, receipts from boarders or lodgers (net income received from furnishing room and board shall be one third of the total amount charged). Interest on Series H. United States Government Savings bonds shall be prorated on a monthly basis.

G. Mortgage payments received shall be prorated on a monthly basis.

H. Public assistance payments including payments from the following programs: Cash Assistance, Supplemental Security Income (SSI), State Supplementary Payments (SSP), General Assistance (GA), Bureau of Indian Affairs General Assistance (BIAGA), and Tuberculosis Control (TC).

I. Pensions and annuities including pensions or retirement benefits paid to a retired person or their survivors by a former employer or by a union, or distributions or withdrawals from an individual retirement account. If payments are made in periodic payments from annuities of insurance, the payments shall be prorated on a monthly basis.

J. Unemployment Insurance payments including compensation received from government unemployment insurance agencies or private companies during periods of unemployment, and any strike benefits received from union funds.

K. Worker's compensation payments.

L. Money received from the Domestic Volunteer Act when the adjusted hourly payment is equal to or greater than minimum wage. Action Volunteer Programs include VISTA, Foster Grandparent Program (FGP), Retired Senior Volunteer Program (RSVP), and Senior Companion Program (SCP).

M. Alimony or spousal maintenance which shall be counted the month received.

N. Child support which shall be counted the month received.

O. Veterans' pensions including benefits and disability payments paid periodically by the Veterans Administration to members of the Armed Forces or to a survivor of deceased veterans. Money received shall be prorated on a monthly basis.

P. Cash gifts received on a monthly (or recurring) basis from relatives, other individuals, and private organizations, as a direct payment in the form of money.

Q. Money received through the lottery, sweepstakes, contests, or through gambling ventures whether received on an annuity or lump sum basis.

R. Any other source of income not specifically excluded as outlined in Excluded Income below.

IV. Excluded Income

The gross monthly income for a family shall not include:

A. Per capita payments to or funds held in trust for any individual in satisfaction of a judgment of the Indian Claims Commission or the Court of Claims.

B. Payments made pursuant to the Alaska Native Claims Settlement Act to the extent such payments are exempt from taxation under section 21 (a) of the Act.

C. Money or capital gains received as a lump sum, from the sale of personal or real property, such as stocks, bonds, or a car (unless the person was engaged in the business of selling such property, in which case the net proceeds would be counted as income from self employment).

D. Withdrawals of bank deposits.

E. Loans; money borrowed.

F. Tax refunds.

G. Any monies received through the federal Earned Income Credit (EIC).

H. One time lump sum awards or benefits, including:

1. Inherited funds;
2. Insurance awards;
3. Damages recovered in a civil suit;
4. Monies contributed by a client to a retirement fund that are later withdrawn prior to actual retirement; and
5. Retroactive public assistance payments.

I. The value of U.S. Department of Agriculture (USDA) Food Stamps.

J. The value of USDA donated food.

K. The value of any supplemental food assistance received under the Child Nutrition Act of 1966 and special food service program for children under the National School Lunch Act, the Women, Infant, and Children Program (WIC), Child and Adult Care Food Program (C.A.C.F.P.), and the School Lunch Program.

L. Any payment received under the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (e.g. Navajo/Hopi Relocation Act).

M. Earnings of a child who is under the age of 18 and attending high school or other training program, and who is not a minor parent who needs Child Care Assistance for his or her own child (the earnings of a minor parent who needs care for his or her own child are countable).

N. Home produce used for household consumption.

O. Government sponsored training program expenses (TRE payments) such as: training related expenses paid to Jobs participants and Job Training Partnership Act (JTPA) training expenses paid directly to the client.

P. Military allotments for food and shelter costs for military personnel who live off base, when the allotment is specifically designated as such (e.g. Basic Allowance for Quarters [BAQ]). Armed forces base pay is countable income.

Q. The value of goods or services received in exchange for work.

R. Interest on Series E United States Government Savings bonds.

S. Foster care maintenance payments received for care of foster children.

T. Adoption subsidy payments received for the care of adopted children.

U. Educational loans, grants, awards, and scholarships regardless of their source, including Pell Grants, Supplemental Educational Opportunity Grants (SEOG), Bureau of Indian Affairs (BIA) Student Assistance Grants, college work study income, Carl D. Perkins Vocational and Applied Technology Education Act income, and any other state or local, public or private educational loans, grants, awards, and scholarships.

V. Money received from the Domestic Volunteer Act when the adjusted hourly payment is less than minimum wage; Action Volunteer Programs include VISTA, Foster Grandparent Program (FGP), Retired Senior Volunteer Program (RSVP) and Senior Companion Program (SCP).

W. Housing and Urban Development (HUD) benefits, cash allowances and credits against rent.

X. Vendor payments including payments made directly to a third party by friends, relatives, charities, or agencies to pay bills for the client.

Y. Vocational Rehabilitation (VR) training related expenses (TRE) which are reimbursements for expenses paid. Subsistence and maintenance allowances, and incentive payments not designated as wages. Intended use shall be verified by the VR counselor.

Z. Disaster relief funds and emergency assistance provided under the Federal Disaster Relief Act, and comparable assistance provided by a State, local government, or disaster assistance organization.

AA. Energy assistance including all state or federal benefits designated as “energy assistance” or assistance from a municipal utility or non-profit agency.

BB. Agent Orange payments.

CC. Reimbursements for job related expenses, which are less than or equal to the actual expense incurred.

DD. Any other income specifically excluded by applicable state or federal law.

V. Income Deduction

Child support that is paid for dependents who do not reside in the same household with the eligible family shall be deducted from the monthly gross countable income prior to income calculation and fee level and copayment assignment.

VI. Income Calculation

The Child Care Specialist shall calculate gross monthly income as outlined below.

A. The Specialist shall include all income of all family members included in the family size determination, other than excluded income (refer to Excluded Income for definitions of excluded income sources).

B. The Specialist shall calculate a monthly figure for each source of income separately with the appropriate method used for calculation.

C. After calculating monthly income for each source of income, the Specialist shall add the monthly amounts from each source to obtain the total monthly income.

D. The Specialist shall convert income received less often than monthly to a monthly figure as indicated below.

1. The Specialist shall prorate the total income over the number of months that the income is intended to cover.
2. If the income is received on or after the date of application, a monthly share of income shall be considered beginning with its earliest possible effective date and for a number of months equal to the number of months, which the income covers.
3. If the family receives the income prior to the date of application, the number of months that the income is intended to cover shall be equal to the number of months of coverage remaining.

E. The Specialist shall convert income received more often than monthly, for a period covering less than a month, to a monthly amount by one of the methods listed below.

1. If the income amount does not vary and is received monthly, weekly, bi-weekly, or semi-monthly, the conversion to a monthly amount will be obtained by multiplying the pay period amount by: a) 1, if monthly; b) 4.3, if weekly; c) 2.15, if bi-weekly; or d) 2, if semi-monthly.
2. This amount shall be applied as income on an ongoing monthly basis until there is a change in the income.
3. If the monthly income received varies in amount and frequency, and exact monthly figures are unavailable, the Specialist shall use an average monthly figure.

F. When a family receives a new income source that will be received monthly, weekly, bi-weekly or semi-monthly: A new fee level or ineligibility shall not be assessed to the client until the monies are available to the client and; the income shall not be considered available to the family until 10 days after the date that the first payment is received.

VII. Income Deeming Process for Unwed Minor Parents who Live with Their Own Parents

When unwed minor parents reside with their own parents, a portion of the gross monthly income of parents of unwed minor parents shall be deemed as available and considered countable income for the unwed minor parent for the purpose of determining income eligibility. The deeming process shall not be applied when the minor parent does not reside with their own parents or when the minor parent is married, separated, or divorced.

A. When unwed minor parents reside with their own parents, the Child Care Specialist shall:

1. Verify monthly countable earned and unearned income received by the parents of the unwed minor parent;
2. Deduct any Child Support paid by the parent of the unwed minor parent from the total countable income; and
3. Determine the total number of household dependents for whom the parents of the unwed minor parent have the legal and financial responsibility to support. This number shall include: The parent(s) themselves; and any other children or dependents residing in the same household. This number shall not include the unwed minor parent and their children.

B. The deeming process applies to unwed minor parents only, and shall not be used when the minor parent is married, separated, or divorced.

C. Dependent Deduction Chart

The worksheet and chart on the following page displays how income, that will be deducted from the parents' gross monthly income based on the number of their dependents as described above, is determined. The remaining income shall be deemed as available to the unwed minor parent.

CHILD CARE ASSISTANCE UNWED MINOR PARENT DEEMING WORKSHEET

CASE NAME (Last, First, M.I.)	CLIENT ID
1. Total Monthly Earned Income received by parent of the unwed minor parent.	\$
2. Total Monthly Unearned Income received by parent of the unwed minor parent.	\$
3. Subtotal (Add lines 1 and 2)	\$
4. Number of dependents ____; Enter amount required to support the other dependents according to the Dependent Deduction Chart below (this number includes the parents of the minor parents, and any of their children and dependents residing in the same household; this number does not include the minor parent or the minor parent's children).	\$
5. Child Support payments paid monthly for persons living outside of the home.	\$
6. Subtotal (Add lines 4 and 5)	\$
7. Total income deemed as available to the unwed minor parent. (Subtract line 6 from line 3)	\$
8. Earned income received monthly by the unwed minor parent.	\$
9. Unearned Income received monthly by the unwed minor parent.	\$
10. Total countable income for the unwed minor parent. (Add lines 7, 8, and 9)	\$
11. Enter fee level if the unwed minor parent is eligible for Child Care Assistance	

Dependent Deduction Chart

Number of Dependents (Not including minor parent and the minor parent's child[ren])	165% 2002 FPL Income deducted from parents income to determine deemed portion
1	\$1,236
2	\$1,667
3	\$2,099
4	\$2,532
5	\$2,962
6	\$3,395
7	\$3,827
8	\$4,257
9	\$4,690
10	\$5,122
11	\$5,553
12	\$5,958



CHILD CARE AND DEVELOPMENT FUND PLAN

FOR

FFY 2004-2005

ATTACHMENT D

SLIDING FEE SCALE FOR CHILD CARE SERVICES

DRAFT - ARIZONA DEPARTMENT OF ECONOMIC SECURITY - DRAFT
DIVISION OF EMPLOYMENT AND REHABILITATION SERVICES - CHILD CARE ADMINISTRATION

CHILD CARE ASSISTANCE GROSS MONTHLY INCOME ELIGIBILITY CHART & FEE SCHEDULE (EFFECTIVE JULY 1, 2003)

Family Size ↓	<u>FEE LEVEL 1 (L1)</u> INCOME MAXIMUM EQUAL TO OR LESS THAN 85% FPL*	<u>FEE LEVEL 2 (L2)</u> INCOME MAXIMUM EQUAL TO OR LESS THAN 100% FPL*	<u>FEE LEVEL 3 (L3)</u> INCOME MAXIMUM EQUAL TO OR LESS THAN 135% FPL*	<u>FEE LEVEL 4 (L4)</u> INCOME MAXIMUM EQUAL TO OR LESS THAN 145% FPL*	<u>FEE LEVEL 5 (L5)</u> INCOME MAXIMUM EQUAL TO OR LESS THAN 155% FPL*	<u>FEE LEVEL 6 (L6)</u> INCOME MAXIMUM EQUAL TO OR LESS THAN 165% FPL*
1	0 – 637	638 – 749	750 – 1,012	1,013 – 1,087	1,088 – 1,161	1,162 – 1,236
2	0 – 859	860 – 1,010	1,011 – 1,364	1,365 – 1,465	1,466 – 1,566	1,567 – 1,667
3	0 – 1,082	1,083 – 1,272	1,273 – 1,718	1,719 – 1,845	1,846 – 1,972	1,973 – 2,099
4	0 – 1,304	1,305 – 1,534	1,535 – 2,071	2,072 – 2,225	2,226 – 2,378	2,379 – 2,532
5	0 – 1,526	1,527 – 1,795	1,796 – 2,424	2,425 – 2,603	2,604 – 2,783	2,784 – 2,962
6	0 – 1,749	1,750 – 2,057	2,058 – 2,777	2,778 – 2,983	2,984 – 3,189	3,190 – 3,395
7	0 – 1,972	1,973 – 2,319	2,320 – 3,131	3,132 – 3,363	3,364 – 3,595	3,596 – 3,827
8	0 – 2,193	2,194 – 2,580	2,581 – 3,483	3,484 – 3,741	3,742 – 3,999	4,000 – 4,257
9	0 – 2,416	2,417 – 2,842	2,843 – 3,837	3,838 – 4,121	4,122 – 4,406	4,407 – 4,690
10	0 – 2,639	2,640 – 3,104	3,105 – 4,191	4,192 – 4,501	4,502 – 4,812	4,813 – 5,122
11	0 – 2,861	2,862 – 3,365	3,366 – 4,543	4,544 – 4,880	4,881 – 5,216	5,217 – 5,553
12	0 – 3,083	3,084 – 3,627	3,628 – 4,897	4,898 – 5,260	5,261 – 5,622	5,623 – 5,958**

MINIMUM REQUIRED CO-PAYMENTS

1st child in care	full day = \$1.00 part day = \$.50	full day = \$2.00 part day = \$1.00	full day = \$3.00 part day = \$1.50	full day = \$5.00 part day = \$2.50	full day = \$7.00 part day = \$3.50	full day = \$10.00 part day = \$5.00
2nd child in care	full day = \$.50 part day = \$.25	full day = \$1.00 part day = \$.50	full day = \$1.50 part day = \$.75	full day = \$2.50 part day = \$1.25	full day = \$3.50 part day = \$1.75	full day = \$5.00 part day = \$2.50
3rd child in care	full day = \$.50 part day = \$.25	full day = \$1.00 part day = \$.50	full day = \$1.50 part day = \$.75	full day = \$2.50 part day = \$1.25	full day = \$3.50 part day = \$1.75	full day = \$5.00 part day = \$2.50

No minimum required co-pay for 4th {or more} child in care. Full day = six or more hours; part day = less than six hours.

Families receiving child care assistance based upon involvement with Child Protective Services/Foster Care, the JOBS Program, or those who are receiving cash assistance and who are employed, may not have an assigned fee level and may not have a minimum required co-payment. However, all families may be responsible for charges above the Minimum Required Co-Payments if a provider's rates exceed allowable state reimbursement maximums and/or the provider has other additional charges.

* Federal Poverty Level (FPL)

** This amount is equal to the Federal Child Care & Development Fund statutory limit (for eligibility for child care assistance) of 85% of the state median income.



CHILD CARE AND DEVELOPMENT FUND PLAN
FOR
FFY 2004-2005
ATTACHMENT E
CERTIFICATE OF AUTHORIZATION (example)

Attachment E

CCA CHILD CARE SPECIALIST NAME
SPECIALIST STREET ADDRESS
CITY, STATE ZIP

ARIZONA DEPARTMENT OF
ECONOMIC SECURITY
CHILD CARE
ADMINISTRATION

CERTIFICATE OF AUTHORIZATION

CLIENT NAME
CLIENT STREET ADDRESS
CITY, STATE ZIP

CLIENT ID: 0000000000

DATE: MM/DD/YYYY

PROVIDER NAME
PROVIDER STREET ADDRESS
CITY, STATE ZIP

PROVIDER PHONE NUMBER: 000-000-0000

PROVIDER NO: 000000001

CHILD CARE SPECIALIST: (SPECIALIST NAME)

TELEPHONE: 000-000-0000

THE FOLLOWING CHILD CARE SERVICES ARE AUTHORIZED FOR THE ABOVE PROVIDER:

ACT CODE	CHILD ID	CHILD NAME	SVC	BIRTH DATE	START DATE	STOP DATE	FEE KIND LVL	UNIT	PROG	CO-PAY PER-DAY
O	0000000002	(CHILD NAME)	LC	MM/DD/YY	MM/DD/YY	MM/DD/YY D	L1	23	B	\$1.00
O	0000000002	(CHILD NAME)	LC	MM/DD/YY	MM/DD/YY	MM/DD/YY L	L1	23	B	\$.50

WHEN THE COPAYMENT FOR AN INDIVIDUAL CHILD EQUALS OR EXCEEDS THE DES PAYMENT TO THE CHILD CARE PROVIDER, NO DES PAYMENT WILL BE MADE FOR THAT CHILD.
SEE BACK FOR DEFINITIONS.

(Example - Front)

If you have questions about the start and end dates of service, # of units or copayment assigned, or if you want to report that a client is not using services, or is not paying the assigned copayment, contact the Child Care Specialist at the office number listed on this notice.

If you have questions about completion of a billing document, or the processing or receipt of payments, contact the DES Payment Processing Unit at 602-542-5610 (if calling from Maricopa County) or 1-877-822-2322 X 2 (if calling from outside Maricopa County).

ACT

CODE = ACTION CODES

- O - OPEN**
- C - CHANGE (MAY INCLUDE CHANGES IN UNITS, CO-PAY, DATES OF AUTHORIZATIONS OR CASE MANAGER)**
- X - CANCEL (AUTHORIZATIONS MADE IN ERROR)**

SVC = SERVICE CODES

- LC - CENTER**
- SN - SPECIAL NEEDS**
- CG - DHS GROUP HOME**
- CH - DES CERTIFIED HOME**
- CI - DES CERTIFIED IN-HOME**
- RH - RELATIVE HOME (NON-CERTIFIED)**
- RI - RELATIVE IN-HOME (NON-CERTIFIED)**

KIND

- D - SIX OR MORE HOURS**
- L - LESS THAN SIX HOURS**

PROG = CHILD CARE PROGRAM

- A - MAXIMUS**
- B - BLOCK GRANT**
- E - CASH ASSISTANCE EMPLOYED**
- J - JOBS**
- T - TRANSITIONAL**

CO-PAY PER DAY = THE DES REQUIRED CO-PAY

NOTE: Any co-payment indicated is the required amount by DES guidelines. However, any family may be responsible for charges above these copayments if a provider's rates exceed state reimbursement maximums and/or the provider has other additional charges.

CLIENT APPEAL RIGHTS:

You have the right to appeal a decision on your eligibility if you believe that services should not have been reduced, stopped or denied. Contact you local DES Child Care office for information on filing an appeal.

(Example - Back)