

Child Care and Development Fund (CCDF) Plan
For

Montana
FFY 2014-2015

**PART 1
ADMINISTRATION**

1.1 Contact Information

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

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

Effective Date: 01-OCT-13

Name of Lead Agency: [Department of Public Health and Human Services](#)

Address of Lead Agency: [P.O. Box 4210, Helena, MT 59604-4210](#)

Name and Title of the Lead Agency's Chief Executive Officer: [Richard Opper, Director](#)

Phone Number: [406-444-5622](#)

Fax Number: [406-444-1970](#)

E-Mail Address: ropper@mt.gov

Web Address for Lead Agency (if any): www.dphhs.mt.gov

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

a) Contact Information for CCDF Administrator:

Effective Date: 01-OCT-13

Name of CCDF Administrator: [Patty Butler](#)

Title of CCDF Administrator: [Early Childhood Services Bureau Chief](#)

Address of CCDF Administrator: [P.O. Box 202925, Helena, MT 59620-2925](#)

Phone Number: [406-444-1828](#)

Fax Number: [406-444-2547](#)

E-Mail Address: pbutler@mt.gov

Phone Number for CCDF program information

(for the public) (if any): [1-866-239-0458](#)

Web Address for CCDF program

(for the public) (if any): www.bestbeginnings.mt.gov

Web Address for CCDF program policy manual

(if any): www.bestbeginnings.mt.gov

Web Address for CCDF program administrative rules

(if any): <http://www.mtrules.org/gateway/ChapterHome.asp?Chapter=37%2E80>

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

Name of CCDF Co-Administrator:

Title of CCDF Co-Administrator:

Address of CCDF Co-Administrator:

Phone Number:

Fax Number:

E-Mail Address:

Description of the role of the Co-Administrator:

1.2 Estimated Funding

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

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

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FY 2014 Federal CCDF allocation (Discretionary, Mandatory and Matching): \$ [15,007,757](#)

Federal TANF Transfer to CCDF: \$ [7,676,010](#)

Direct Federal TANF Spending on Child Care: \$ [466,833](#)

State CCDF Maintenance-of-Effort Funds: \$ [1,313,990](#)

State Matching Funds: \$ [2,586,592](#)

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

1.2.2 Which of the following funds does the Lead Agency intend to use to meet the CCDF Matching and maintenance-of-effort (MOE) requirements described in 98.53(e) and 98.53(h)? Check all that apply.

Territories not required to meet CCDF Matching and MOE requirements should mark

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N/A here

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

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

State General Fund

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

\$2,586,592

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

If checked, are those funds:

donated directly to the State?

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

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

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

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

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

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

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

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

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

If checked,

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

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

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

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

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

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

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Estimated Amount of CCDF Quality Funds For FY 2014	Activity (Lead Agency should include description of quality activities that cover FY 2014 and also information about activities for FY 2015, if available)	Purpose	Projected Impact and Anticipated Results (if possible)
<p>Infant/Toddler Targeted Fund</p> <p>\$325,786</p>	<p>Infant Toddler (IT) Certified Caregiver Stipend, \$90,000</p> <p>Infant Toddler Professional Development Incentive Award(PDIA), \$50,000</p> <p>Coaching toward IT standards, \$123,786</p> <p>IT purposes in Mini Grants, \$42,000</p> <p>Train the Trainer for IT, \$20,000</p> <p>Total Infant Toddler funds, \$325,786</p>	<p>The Infant Toddler Stipend and PDIA's encourage providers to take 60 hours of training specifically targeted to infants & toddlers. Instructors coach and observe these participants in their environments so that they can put into practice what they are learning throughout the course.</p>	<p>The stipend is designed to improve the quality of care for children at the child care programs where the caregivers who receive the Infant and Toddler Stipend are employed. In order to receive the stipend, the caregiver must continue to work in the same program for 18 months from the date of application, further ensuring the continuity of care for the children in these programs.</p> <p>In addition to the longevity requirement, participants must work a minimum of 5 hours per day, Monday through Friday, with infants & toddlers, in order to receive the PDIA award by holding a 'train the trainer' course for Infant/Toddler instructors, ensuring that there are a sufficient number of instructors to continue offering this course statewide.</p>
<p>School-Age/Child Care Resource and Referral Targeted Funds</p> <p>\$55,015</p>	<p>Montana Out of School Time Contracts (MOST), \$20,000</p> <p>R&R Referral, \$35,015</p>	<p>MOST grants are awarded to after-school facilities for educational and social support, character building, and to provide a safe place for school-age children. CCR&R Referral support will ensure that data is being maintained in order to provide accurate information to the parents for child care placement.</p>	<p>The Bureau anticipates that the MOST grant funds will improve student's success in school both academically and socially including a reduction of teen pregnancy and incidents of juvenile crime. The Centralized Resource and Referral contractor will offer support to families through the referral process, document the demand for child care services, availability of services, and the rates being charged to parents for care.</p>

Quality Expansion
Targeted Funds
\$562,538

Consumer Education,
\$5,000

Support to maintain
Higher Ed programs in
Rural Communities,
\$145,000

QRIS support for STARS
to Quality, \$205,538

R&R Referral, \$207,000.

Total Quality Expansion
funding is \$562,538

Consumer education and
QRIS support for STARS
to Quality providers
ensures that providers,
families, and
communities understand
what quality care means.

Higher Education Grants
are provided in a
competitive process to
higher education
institutions in rural
communities in order to
make postgraduate
degrees available in
Early Childhood
education.

Montana is not building a
program, it is building a
system of early care and
education. Systems have
multiple moving parts--in
Montana's case, these
moving parts represent a
myriad of contributions
from at least three
partners: Early
Childhood Services
Bureau, Child Care
Resource and Referral
agencies, and the Early
Childhood Project.

Adequate funding of the
different system
elements (such as Best
Beginnings Scholarships,
quality incentives, the
Registry, and coaching)
is essential for the health
and ability of the system
to facilitate a positive
return on its investments.
An efficient and effective
systems approach will
leverage the resources
and expertise that exist
across these agencies to
achieve uniform,
cohesive outcomes not
only for young children
but for families and
communities and other
systems such as public
education, public health,
and human and social
services. School
readiness is one
example of a positive
outcome experienced by
multiple stakeholders. As
the STARS to Quality
initiative moves forward,
we will seek out
additional system
outcomes and their
impact on stakeholders

We anticipate that by
increasing consumer
education about STARS
to Quality, more
providers will become
interested in joining the
program. We are
currently involved in a
field test for the QRIS
system. We hope that in
the future we will be able
to accept more programs
and expand the quality
initiative. We received a
limited response when
we launched Phase II in
FY2013. Montana's
QRIS is moving in the
right direction. We will
need to continue to
develop and expand the
program in order to
increase awareness
among providers,
families, and
communities regarding
quality early care and
education experiences
that mean so much to
the development of a
child. We must educate
the public as much as
possible.

Available postsecondary
education opportunities
in Early Childhood are
needed to supply well-
trained caregivers for
quality facilities and for
competent leaders in the
EC field.

R&R Referral support will
provide referrals as well
as document the
demand for child care
services, the availability
of services, and the rates
being charged to parents
for care.

		across the state. CCR&R Referral support is to ensure data is being maintained to provide accurate information to parents for child care placement.	
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Quality Funds (not including Targeted Funds)
\$1,003,722

Career and Professional Development, \$525,000

Continued Evaluation of the STARS to Quality field test, \$37,000

Mini-Grants, \$75,000

Coaching and Technical Assistance to all providers, \$66,722

Professional Development Incentives, \$150,000

STARS to Quality incentives, \$150,000

The professional development career path, knowledge base, and Provider Registry are key components involved in training providers.

Evaluation of outcomes, and mid-course direction is to assist the field test.

Grants are awarded by each CCR&R agency to meet licensing requirements of environmental needs in child care.

Coaching provides guidance to walk people through STARS to Quality Matrix or licensing requirements.

Professional Development support is to encourage educational accomplishment.

STARS Incentives are to encourage achievement of higher quality in child care facilities.

The anticipated results of continuation of the functions of the Early Childhood Project will provide:

Management of the early childhood training approval and tracking system, Support growth of trainers and quality of training offered, Provide a continuum of training and professional development options, Maintenance of the Provider Registry tracking professional development activities for all providers as well as STARS to Quality achievements and status for all field test participants, Maintenance of professional development records for staff in licensed and registered facilities and all professionals active in the data base, Workforce incentives for professional development training completed, and Scholarships for facilities seeking accreditation.

Compass, Inc. has been and will continue to provide an arms length evaluation of outcomes for Montana and provide a documented basis for decision making.

Funding is allocated based on the number of licensed and registered facilities in each district. Priorities have been set for providers to come into compliance with state and federal standards and to assist in meeting their needs based on environmental factors. Coaching will result in increased quality in facilities where providers and caregivers more fully understand child development, and environmental influences on children.

Providers and caregivers

			<p>will attain higher levels of professional development with financial assistance to pay the fees.</p> <p>Through STARS incentives, STARS to Quality field test participants will be able to pay for the additional training, personnel, and environmental improvements required for a quality facility. These improvements to their facilities (environmentally, educationally, and professionally) will give them a higher probability of moving up within the STARS levels.</p>
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1.2.4 Will the Lead Agency distribute quality funds to counties or local entities?

Note: This question is to obtain information on whether the Lead Agency retains decision making responsibilities regarding the quality dollars at the State/Territory level or if funds are distributed to local entities

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

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

Other.
Describe:

1.3 CCDF Program Integrity and Accountability

Program integrity is defined to include efforts that ensure effective internal controls over the administration of CCDF funds. The Lead Agency is responsible for monitoring programs and services, ensuring compliance with the rules of the program, promulgating rules and regulations to govern the overall administration of the plan and oversee the expenditure of funds by sub-grantees and contractors. (§ 98.11(b)) Accountability

measures should address administrative error, which includes unintentional agency error, **as well as address** program violations, both unintentional and intentional, that may or may not result in further action by the Lead Agency, including those cases suspected of and/or prosecuted for fraud.

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

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Describe:

The Early Childhood Services Bureau [ECSB] of the Human and Community Services Division [HCSD], Montana Department of Public Health and Human Services [DPHHS] manages the CCDF programs. The Early Childhood Services Bureau Chief provides management and oversight of all CCDF activities. The child care program staff includes a Policy Manager, a Policy Program Specialist, a Quality Assurance Compliance Reviewer, and an Administrative Specialist. The ECSB Fiscal and Operations Unit includes the ECSB Fiscal Officer, a CCUBS Data Management Analyst, and a Contract Specialist. The Child Care program staff are responsible for the oversight of the programs funded by Montana's Child Care & Development Funds. The child care program staff are responsible for developing and writing the Administrative Rules of Montana (ARM) and aligning them with program policy and federal requirements. In addition to policy development, the Child Care Program staff provide training and technical assistance, develops and monitors the CCDF program operations and budget, as well as prepares and submits reports to the Federal government and oversees the Montana child care system. The fiscal and operations process is protected through a system of checks and balances because payments are entered by one individual and validated by a different individual through a computerized system which provides documentation of the process.

The lead agency contracts with a variety of entities for subsidy administration and a variety of quality initiatives. Contracts are awarded by the lead agency through a competitive Request for Proposal (RFP) process. The contracts are awarded for a one year period. The contract may be extended for one year intervals, or any interval that is advantageous to the state not to exceed a total of six extensions, if the parties agree to the extension prior to the end of the current term of this contract. In order to extend the contract, the contractor must submit a new work plan, budget, updated assurances, and documents of compliance.

The lead agency works with the statewide Best Beginnings Advisory Council to receive policy recommendations including rule revisions, system development, and quality and training initiatives. Together, the lead agency through the advice of the Council will develop, implement, maintain, and evaluate the effectiveness of the state's child care programs.

Biannually, ECSB participates in a legislative audit in which contract files are evaluated for completeness in accordance with state and federal child care policy, rules and regulations.

The lead agency, DPHHS, has designated the Quality Assurance Division (QAD), Licensure Bureau, Child Care Licensing Unit (CCL) to develop rules, regulations and policies for health and safety expectations in Montana. CCL develops the application and approval process for licensed and registered facilities and monitors compliance. CCL has a unit manager and 13 licensors statewide.

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

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

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Describe:

The Lead Agency contracts with a variety of entities for subsidy administration and numerous quality initiatives. Contracts are awarded by the Lead Agency through a competitive Request for Proposal [RFP] process. The contracts are awarded for a one year period. The contract may be extended for one year intervals, or any interval that is advantageous to the state not to exceed a total of six extensions, if the parties agree to the extension prior to the end of the current term of this contract. In order to extend/renew the contract, the contractor must submit a new work plan, budget, updated assurances, and documents of compliance.

The Lead Agency is responsible for executing and monitoring all contracts for compliance. Monitoring is conducted through a process of desk audits, on-site visits that include review of computerized data files, agency files, and staff, parent, and coordinating agency interviews. In addition, contractors submit monthly unit reports and attend monthly or pre-scheduled WebEx meetings to receive supplementary training and monitoring updates. The ECSB has a routine monitoring schedule for all contracts; most contracts are reviewed annually and some are reviewed every other year. Contractors responsible for subsidy eligibility determination are required to have routine and periodic case supervisory case review of staff managed case files. The federal error rate methodology provides the foundation for case review at the state level, even during non-reporting years. All contractors certify that they will comply with the state and federal requirements of the CCDF. This certification is attached to the contract document. If a contractor finds that an applicant is ineligible to receive subsidy funds, the Lead Agency has an appeals process in place to ensure the contractors are in compliance with subsidy policies and made the appropriate decision.

The process is outlined below:

- Requests for appeals must be made directly through the Department of Public Health and Human Services, Office of Fair Hearings using the Fair Hearing Request Form written on the back of the letter (notification) that the claimant disagrees with.
- Upon receiving the request, the Office of Fair Hearings will log the request and notify the Quality Assurance Reviewer at the Early Childhood Services Bureau of the request.

- The Quality Assurance Reviewer will conduct an administrative review with the claimant, reviewing case documentation, interviewing necessary parties, and gathering information to make a decision.
- A decision will be determined and mailed to the claimant and the Office of Fair Hearings. If the claimant wishes to appeal the Administrative Review decision, a fair hearing will likely be scheduled by the Office of Fair Hearings.

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

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Type of Activity	Identify Program Violations	Identify Administrative Error
Share/match data from other programs (e.g. TANF, Child and Adult Care Food Program (CACFP), Food and Nutrition Service (FNS), Medicaid))	<input type="checkbox"/>	<input type="checkbox"/>
Share/match data from other databases (e.g., State Directory of New Hires, Social Security Administration, Public Assistance Reporting Information System (PARIS))	<input type="checkbox"/>	<input type="checkbox"/>
Run system reports that flag errors (include types)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Review of attendance or billing records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Audit provider records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct quality control or quality assurance reviews	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct on-site visits to providers or sub-recipients to review attendance or enrollment documents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct supervisory staff reviews	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct data mining to identify trends	<input type="checkbox"/>	<input type="checkbox"/>
Train staff on policy and/or audits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other. Describe <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>

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

Run system reports that flag errors: In Montana, the Computerized System, CCUBS, allows for licensing data, provider data, and family data to intersect. CCUBS can be queried to identify potential irregularities in cases. Alerts go to field staff and state staff regarding licensure changes, eligibility status, invoice challenges, outstanding case issues. Rather than identification of errors, the system allows us to prevent errors from occurring. For example, ages of children approved for payment have to match the facility approval for ages of care.

Review of attendance or billing records/Audit provider records: Provider attendance records may be audited by the contracted agency and/or the state staff when there is reason to audit which may include: concern from child care licensing, findings related to Child and Adult Care Food Program, a curious pattern of block billing, complaints, or administrative reviews.

Conduct quality control or quality assurance reviews/Conduct supervisory staff reviews: Montana has a process in place to mirror the Federal Error Rate methodology during non-required reporting years in which case files are pulled randomly using the same criteria as during required reporting years and undergo a first and second level review. Federal Error Rate program requirements are being performed by a team comprised of 40% of two FTE and 20% of a third FTE who perform separate first and second level file reviews of the cases to meet the federal error rating requirements. Error rate analysis and reporting are the responsibility of the lead member of the team. The Federal Error Rate methodology is utilized in continual case file review for state monitoring during non-required reporting years as well as the required reporting and review periods. The Lead Agency will address issues related to the error rate process to ensure effective policies, procedures, and standard application in the field.

Conduct on-site visits to providers or sub-recipients to review attendance or enrollment documents: State law requires that 20% of all facilities are inspected annually, which may include reviewing attendance or enrollment documents. If program compliance must be verified, these documents may be collected for further investigation either by Child Care Licensing staff at the time of visit, or by another staff member of the Lead Agency, based on the type of issue.

Train staff on policy or audits: Through the varied activities above and other policy informing activities such as findings from administrative reviews, technical assistance requests, changes in state policies, etc., training is provided at least annually to eligibility staff including conference calls, WebEx, procedural manuals, and in person training. In addition, beginning January, 2013, the Bureau implemented an online course, Eligibility Basics, as an introduction to the eligibility determination process. All CCR&R agency eligibility staff and supervisors must take this course in 2013. Refreshers and intermediate/advanced course are planned for the future.

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

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

the flexibility to recover misspent funds as a result of errors. The Lead Agency is required to recover misspent funds as a result of fraud (98.60(i)).

Effective Date: 01-MAR-14

Strategy	UPV	IPV and/or Fraud	Administrative Error
Require recovery after a minimum dollar amount in improper payment. Identify the minimum dollar amount: \$ 100	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Coordinate with and refer to other State/Territory agency (e.g. State/Territory collection agency, law enforcement). Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recover through repayment plans	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Reduce payments in the subsequent months	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Recover through State/Territory tax intercepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recover through other means. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establish a unit to investigate and collect improper payments. Describe composition of unit:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

An IPV occurs when: a) a parent or guardian receives, or attempts to receive child care assistance based on a false or misleading statement, misrepresentation, concealment, or withholding of relevant facts or information; b) a parent or guardian knowingly fails to comply with the requirements for receiving child care; c) a provider receives or attempts to receive a child care assistance payment based on a false or misleading statement, misrepresentation, concealment, or withholding of relevant facts or information; or d) a parent, guardian, or provider knowingly fails to comply with the requirements of the Montana Child Care Act , ARM Title 37, chapter 80 or Chapter 95. The Department imposes sanctions for the following IPV's: a) providing false information regarding wages or income; b) providing false employment information, including concealing employment; c) misrepresenting or failing to disclose household membership; d) failing to disclose a criminal conviction as identified in ARM 37.80.306(3); e) claiming child care assistance for care provided by an ineligible provider; f) misrepresenting the amount of child care needed or used; g) falsifying sign-in/sign-out records; and h) attempts to undermine or circumvent program requirements designed to ensure child safety, including background checks, groups sizes, and child-to-staff ratios.

Montana has a process in place to mirror the Federal Error Rate methodology during non-required reporting years in which case files are pulled randomly using the same criteria as during required reporting years and undergo a first and second level review. In addition, each CCR&R agency's management team is required to pull 10% of their caseload to review using a similar tool to ensure accuracy and correctness. Montana also provides training to the CCR&R subsidy staff at least annually to instruct on processes which involve determination of family eligibility.

Administrative Error – Error Rate Review:

Federal Error Rate program requirements are being performed jointly by a team comprised of 40% of two FTE and 20% of a third FTE who work independently performing the required first and second review of files. Analysis and reporting are covered by the lead FTE of the team. The Federal Error Rate methodology is utilized in continual case file review for state monitoring during non-required reporting years as well as the required reporting and review periods. The Lead Agency will address issues related to the error rate process to ensure effective policies, procedures, and standard application in the field.

An overpayment/underpayment waiver will exist for any charges that do not exceed \$100. This waiver is limited to families where there would be no invoice adjustment that could occur within the child care benefit payment system.

If an error is identified during a review [either overpayment or underpayment], the CCR&R agency will then complete the process to correct the error. Overpayments are collected regardless of whether the error is caused by the parent, the provider, or the agency. In the case of provider error, the correction may be accomplished by adjusting the next invoice. In the case of a parent, a repayment agreement is established and the parent may make monthly payments while remaining eligible or make one payment in full to satisfy the overpayment.

IPV tracking is performed outside of the computerized (CCUBS) system on an excel spreadsheet that tracks provider/parent data; CCR&R contract information; amount of overpayment and penalty; and collection status. If a child care subsidy overpayment occurs because of a family, a provider, or administrative error, the CCR&R eligibility specialist will contact the parent or provider to verify the error.

The eligibility specialist will:

- 1.Adjust the invoice in CCUBS;
- 2.Notify the parent or provider that s/he must repay the amount of the overpayment;
- 3.Attempt to have the parent or provider sign a repayment agreement; or
- 4.Adjust the appropriate invoice in CCUBS.

Repayment may be accomplished in any of the following ways:

- 1.The parent must make a monthly payment [a parent who is not making monthly payments on a child care overpayment is not eligible for further child care assistance].
- 2.An active provider's payment may be reduced in CCUBS.
- 3.A parent or provider may pay the total amount of the overpayment by check or money order.
Payments must be made out to the Department of Public Health & Human Services (DPHHS) and delivered to the CCR&R. The CCR&R eligibility specialist then:

- 1.Credits the account in CCUBS;
- 2.Identified the payment as "child care;" and
- 3.Adds a SSN so DPHHS accounts receivable can apply the payment correctly.

Fair Hearing Rights: Child care providers or parents, who have been notified that an overpayment has been discovered and that they are now responsible for the repayment of benefits issued improperly, have the right to due process including an Administrative Review and Fair Hearing.

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

Effective Date: 01-MAR-14

- None
 Disqualify client.

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

The Department may impose any of the following sanctions on a parent for the first intentional program violation: a)issue the intentional program violation even if there is no overpayment due; b)require repayment of child care assistance payments related to the program violation; or c) requirement repayment of child care assistance payments related to the program violation and terminate the parent/guardian from the child care assistance program. If a parent receives a second IPV, the department will require repayment of all child care assistance payments related to the violation and the parent will be terminated from the Child Care Assistance Program.

Fair Hearing Rights: Child care providers or parents who have been notified that an overpayment has been discovered and that they are now responsible for the repayment of benefits issued improperly have the right to due process including an Administrative Review and Fair Hearing. Appeals are made to the DPHHS Office of Fair Hearings.

The appeals process is listed below:

- 1.Requests for appeals may be either made through the Child Care Resource & Referral Agency who will forward the request to the Department of Public Health and Human Services, Office of Fair Hearings, or directly through the Department of Public Health and Human Services, Office of Fair Hearings.
- 2.Upon receiving the request, the Office of Fair Hearings will log the request and notify the Quality Assurance Reviewer at the Early Childhood Services Bureau of the request.
- 3.The Quality Assurance Reviewer or the Child Care Unit Manager will conduct an administrative review with the claimant, reviewing case documentation, interviewing necessary parties, and gathering information to make a decision. A decision will be determined and mailed to the claimant and the Office of Fair Hearings.
- 4.If the claimant wishes to appeal the Administrative Review decision, a fair hearing will likely be scheduled by the Office of Fair Hearings.

Disqualify provider.

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

The Department may impose any of the following sanctions on a provider for the first intentional program violation: a) issue the intentional program violation even if there is no overpayment due; b) require repayment of child care assistance payments related to the program violation; or c) require repayment of child care assistance payments related to the program violation and terminate the provider from the child care assistance program. If a provider receives a second IPV, the department will require repayment of all child care assistance payments related to the violation and may terminate the provider from the program if appropriate.

Fair Hearing Rights: Child care providers or parents, who have been notified that an overpayment has been discovered and that they are now responsible for the repayment of benefits issued improperly, have the right to due process including an Administrative Review and Fair Hearing. Appeals are made to the DPHHS Office of Fair Hearings.

The appeals process is listed below:

1. Requests for appeals may be either made through the Child Care Resource & Referral Agency who will forward the request to the Department of Public Health and Human Services, Office of Fair Hearings, or directly through the Department of Public Health and Human Services, Office of Fair Hearings.
2. Upon receiving the request, the Office of Fair Hearings will log the request and notify the Quality Assurance Reviewer at the Early Childhood Services Bureau of the request.
3. The Quality Assurance Reviewer or the Child Care Unit Manager will conduct an administrative review with the claimant, reviewing case documentation, interviewing necessary parties, and gathering information to make a decision. A decision will be determined and mailed to the claimant and the Office of Fair Hearings.
4. If the claimant wishes to appeal the Administrative Review decision, a fair hearing will likely be scheduled by the Office of Fair Hearings.

Prosecute criminally

Other.

Describe.

Child Care Providers who have been disqualified from the subsidy program are also not eligible to participate in the state Quality initiatives, including Best Beginnings STARS to Quality.

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

N/A here

Activities identified in ACF-402	Cause/Type of Error (if known)	Actions Taken or Planned	Completion Date (Actual or planned) (if known)
Approximately 42% of the cases with improper authorizations for payments were caused by missing or insufficient documentation.			
	<p>Examples of the most frequently missed or insufficient documentation were:</p> <ol style="list-style-type: none"> 1. Missing child support compliance documentation 34%) 2. Work Verification form missing or incomplete, including school verification information (26%) 3. Income documentation missing or incomplete (24%) 4. Other application errors, (i.e. no signature, missing pages, etc.) (13%) 5. Citizenship documentation for children missing (3%) <p>The most common error found for all cases reviewed that were not due to missing or insufficient documentation included:</p> <ol style="list-style-type: none"> 1. Hours of care needed figured incorrectly in relation to schedules (53%) 2. Income miscalculated (37%) 3. Entering data into the system incorrectly (6%) 4. Working Activity hours miscalculated (2%) 5. Other (i.e. unpaid copayment, wrong provider) (2%) 		

The State of Montana is working on a number of ways to correct the causes of improper authorizations for payments that include the following:

1. Child care policies and procedures rewritten and clarified, including simplified and extensive instructions on determining income and hours.

2. Standardized forms are being created and will be used in relation to the following areas:

a. Child Support verification

b. Eligibility Determination and Redetermination

c. Family income calculation, including child support income

3. CCUBS System enhancements have been completed to help prevent eligibility and authorizations from being determined in error. Some system enhancements have already been implemented such as:

a. An eligibility summary screen that shows all factors that are being used to determine eligibility. This screen allows the eligibility workers to see all factors that are being used to determine eligibility prior to actual determination. It additionally allows the eligibility worker to see where eligibility is failing. While this screen will not alleviate data entry errors, it is intended to decrease the likelihood that eligibility is determined incorrectly, as it will give the eligibility workers a chance to fix errors prior to the actual determination of eligibility by the CCUBS system.

b. A CCUBS system edit, which denies eligibility, if child support compliance is not being met by a family. The eligibility worker must enter either yes or no into a CCUBS system field to indicate if a child is in compliance with child support. Upon the determination of eligibility the CCUBS system checks this field. Eligibility will pass if yes is indicated in the child support compliant field, but will fail if no is indicated. When yes is indicated, supporting documentation is to be in the case file. Since this is an enterable field in the CCUBS system there is still room for error, however it serves as a reminder to the eligibility worker to verify child support compliance.

c. A CCUBS system edit, which denies eligibility of a child, if that child is not a US Citizen. The eligibility worker must indicate, with separate checkmarks that the child is a Montana resident and also a US Citizen. The source of residency and citizenship verification also has to be case noted, and documented in the case file. When eligibility is being determined the CCUBS system checks whether or not a child is a state resident and a US Citizen through verifying that the check box has been marked in relation to each individual child. Since this is an enterable field in the CCUBS system there is still room for error, however, prior to the implementation of this system enhancement the CCUBS system did not look at the indicators when determining eligibility.

4. A Standardized

Eligibility and System training has been created. All existing and new eligibility workers are required to complete the training.

5. The error rate review process, of 276 cases, will be continued on a yearly basis regardless of whether or not it is a reporting year.

6. Child Care Resource and Referral agencies will perform internal case reviews on a yearly basis. Cases that are to be reviewed by agencies are ones that were not part of the 276 cases that were chosen for the improper authorization for payment review. Case selection is performed by state staff.

7. In relation to case reviews, stronger requirements and a common form has been developed for use by Child Care Resource & Referral Supervisors and state monitoring staff, including monitoring & benchmarking agency and case worker accuracy for purposes of training development and focus.

1. January, 2012 new policies went into effect			
2a. In process and ongoing			
2b. In process and ongoing.			
2c. Family income calculation and child support income is in process on and ongoing.			
3a. In process and ongoing			
3b. In process and ongoing			
3c. In process and ongoing			
4. Eligibility Basics online course completed January, 2013			
5. In process and ongoing.			
6. Implemented January, 2013.			
7. Implemented January, 2013.			

1.4 Consultation in the Development of the CCDF Plan

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

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

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

Agency/Entity	Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan
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**Representatives of general purpose local government (required)**

This may include, but is not limited to: representatives from counties and municipalities, local human service agencies, local education representatives (e.g., school districts), or local public health agencies.

A representative from local government was present at the Best Beginnings Advisory Council meeting in April where the Bureau Chief presented on the State Plan, and/or received the meeting notes. Opportunities for feedback and discussion following the presentation were given.

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

State/Territory agency responsible for public education

This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.

A representative from the Office of Public Instruction was present at the Best Beginnings Advisory Council meeting in April where the Bureau Chief presented on the State Plan, and/or received the meeting notes. Opportunities for feedback and discussion following the presentation were given.



State/Territory agency responsible for programs for children with special needs

This may include, but is not limited to: State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs

A representative from the Developmental Services Division was present at the Best Beginnings Advisory Council meeting in April where the Bureau Chief presented on the State Plan, and/or received the meeting notes. Opportunities for feedback and discussion following the presentation were given.



State/Territory agency responsible for licensing (if separate from the Lead Agency)

A representative from Child Care Licensing, Quality Assurance Division (QAD) was present at the Best Beginnings Advisory Council meeting in April where the Bureau Chief presented on the State Plan, and/or received the meeting notes. Opportunities for feedback and discussion following the presentation were given.

QAD was involved in the process for drafting and revising the contents of the State Plan. QAD attended the Public Hearing on June 4 to hear any feedback and be available for consultation should a question arise. Specific discussion around the State Plan was conducted during the monthly meetings between QAD, ECSB, and CACFP.



State/Territory agency with the Head Start Collaboration grant

A representative from the Head Start State Collaboration Director was present at the Best Beginnings Advisory Council meeting in April where the Bureau Chief presented on the State Plan, and/or received the meeting notes. Opportunities for feedback and discussion following the presentation were given. Specific discussion around the State Plan was conducted during the monthly meetings of the Early Childhood Services Bureau in which the Head Start State Collaboration Director was able to give any feedback or comments regarding the State Plan.



Statewide Advisory Council authorized by the Head Start Act

The Best Beginnings Advisory Council serves as the state's comprehensive early childhood advisory council and will serve as the collaborating entity for the early childhood system. The council includes representation from interested constituency groups, governmental agencies, the public at large, child care providers, state and local government, and tribal communities.

The council's work will focus on creating a statewide plan for a comprehensive early childhood service system that will assist in the four principal objectives:

- Children will have access to high quality early childhood programs.
- Families with young children will have community support.
- Children will have access to a medical home and health insurance.
- Improving the social, emotional, and mental health needs of young children and families.



Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services

A representative from the Developmental Services Division was present at the Best Beginnings Advisory Council meeting in April where the Bureau Chief presented on the State Plan, and/or received the meeting notes. Opportunities for feedback and discussion following the presentation were given.



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

A representative from the Child and Adult Care Food Program (CACFP), and a representative of the Child and Adult Care Food Program sponsors were present at the Best Beginnings Advisory Council meeting in April where the Bureau Chief presented on the State Plan, and/or received the meeting notes. Opportunities for feedback and discussion following the presentation were given. Specific discussion around the State Plan was conducted during the monthly meetings between QAD, ECSB, and CACFP so that feedback could be received from CACFP. Specific discussion around the State Plan was conducted during the monthly meetings of the Early Childhood Services Bureau in which CACFP staff was able to give any feedback or comments regarding the State Plan. CACFP provided the draft of the State Plan and information regarding the Public Hearing and comment period to CACFP sponsors via email.



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

A representative from the Family and Community Health Bureau; Home Visiting was present at the Best Beginnings Advisory Council meeting in April where the Bureau Chief presented on the State Plan, and/or received the meeting notes. Opportunities for feedback and discussion following the presentation were given.



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

A representative from the Maternal and Child Health Bureau, the Children's Mental Health Bureau, and the Statewide Health Consultant Coordinator were present at the Best Beginnings Advisory Council meeting in April where the Bureau Chief presented on the State Plan, and/or received the meeting notes. Opportunities for feedback and discussion following the presentation were given.



State/Territory agency responsible for child welfare

A representative from the Public Assistance Bureau was present at the Best Beginnings Advisory Council meeting in April where the Bureau Chief presented on the State Plan, and/or received the meeting notes. Opportunities for feedback and discussion following the presentation were given.



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

A representative from the Malmstrom Air Force Base Child Care Program Base was present at the Best Beginnings Advisory Council meeting in April where the Bureau Chief presented on the State Plan, and/or received the meeting notes. Opportunities for feedback and discussion following the presentation were given.

<input checked="" type="checkbox"/> <p>State/Territory agency responsible for employment services/workforce development</p>	<p>A representative from the Public Assistance Bureau was present at the Best Beginnings Advisory Council meeting in April where the Bureau Chief presented on the State Plan, and/or received the meeting notes. Opportunities for feedback and discussion following the presentation were given.</p>	
<input checked="" type="checkbox"/> <p>State/Territory agency responsible for Temporary Assistance for Needy Families (TANF)</p>	<p>A representative from the Public Assistance Bureau TANF Program was present at the Best Beginnings Advisory Council (BBAC) meeting in April where the Bureau Chief presented on the State Plan, and/or received the meeting notes. Opportunities for feedback and discussion following the presentation were given. The TANF Program Manager was involved in a workgroup through the Family Support Commity of the BBAC which looked at the State Plan and discussed whether any further comments or suggestions for contribution needed to be given.</p>	
<input checked="" type="checkbox"/>	<p>Indian Tribes/Tribal Organizations</p> <p><input type="checkbox"/> N/A: No such entities exist within the boundaries of the State</p>	<p>A representative from every Montana Tribal community was present at the Best Beginnings Advisory Council meeting in April where the Bureau Chief presented on the State Plan, and/or received the meeting notes. Opportunities for feedback and discussion following the presentation were given. The Early Childhood Services Bureau provided the draft of the State Plan and information regarding the Public Hearing and comment period to Tribal contacts via email.</p>
<input type="checkbox"/> <p>Private agencies/entities including national initiatives that the Lead Agency is participating in such as BUILD, Strengthening Families, Mott Statewide After-school Networks, Ready by 21</p>		
<input checked="" type="checkbox"/> <p>Provider groups, associations or labor organizations</p>	<p>A representative from a Child Care Center, a Child Care Group Home, and the MtAEYC Executive Director were present at the Best Beginnings Advisory Council meeting in April where the Bureau Chief presented on the State Plan, and/or received the meeting notes. Opportunities for feedback and discussion following the presentation were given.</p>	
<input checked="" type="checkbox"/> <p>Parent groups or organizations</p>	<p>A parent representative was present at the Best Beginnings Advisory Council meeting in April where the Bureau Chief presented on the State Plan, and/or received the meeting notes. Opportunities for feedback and discussion following the presentation were given.</p>	

<input checked="" type="checkbox"/> Local community organization, and institutions (child care resource and referral, Red Cross)	A representative from the Montana Child Care Resource and Referral Network was present at the Best Beginnings Advisory Council meeting in April where the Bureau Chief presented on the State Plan, and/or received the meeting notes. Opportunities for feedback and discussion following the presentation were given.
<input checked="" type="checkbox"/> Other	A representative from Philanthropy, Department of Labor and Industry and business were present at the Best Beginnings Advisory Council meeting in April where the Bureau Chief presented on the State Plan, and/or received the meeting notes. Opportunities for feedback and discussion following the presentation were given.

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

Effective Date: 01-OCT-13

a) Date(s) of notice of public hearing: [05/15/2013](#)

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

b) How was the public notified about the public hearing? [Email](#), [Best Beginnings Website \(www.bestbeginnings.mt.gov\)](#), [State public E-Calendar \(https://app.mt.gov/cal/html/event/dphhs/2013/6/14/?viewperiod=3¤tViewtype=16&viewtype=2\)](#).

c) Date(s) of public hearing(s): [06/04/2013](#)

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

d) Hearing site(s) [DPHHS Auditorium - Helena, MT](#)

e) How was the content of the Plan made available to the public in advance of the public hearing(s)? [The plan was available on the Early Childhood Services Bureau website \(www.bestbeginnings.mt.gov\)](#) and available as a hard copy on request. The plan was also linked to the State public E-calendar.

[\(https://app.mt.gov/cal/html/event/dphhs/2013/6/14/?viewperiod=3¤tViewtype=16&viewtype=2\)](#). The plan was emailed along with the link for the public comment form.

f) How will the information provided by the public be taken into consideration in the provision of child care services under this Plan? [The Early Childhood Services Bureau developed a committee including the Bureau Chief and unit managers to review all comments submitted during the comment period of May 15, 2013 through June 4, 2013. The committee will respond to comments and decide if any changes need to be made to the plan based on the comments. A page will be available on the Early Childhood Services Bureau Website that shows each comment and the response given by the committee.](#)

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

Effective Date: 01-OCT-13

The public hearing notice went on the DPHHS public calendar:

<https://app.mt.gov/cal/html/event/2013/6/10/?viewperiod=3&tViewtype=2&viewtype=2>

The plan was emailed along with the link for the public comment form to various partners including CCR&R agencies, the Best Beginnings Advisory Council (BBAC), Head Start Grantees, CACFP Sponsors, the Early Childhood Project, and many others.

An announcement was published on the homepage for the Early Childhood Services Bureau: www.bestbeginnings.mt.gov.

The Early Childhood Services Bureau Chief presented to the Best Beginnings Advisory Council, which represents statewide organizations and agencies, in April. The presentation gave an overview on the following:

- What is the OCC?
- What is the CCDF?
- Who Benefits from CCDF-Funded Child Care Programs?
- What is the CCDF State Plan?
- Part 1: Administration
- Part 2: CCDF Subsidy Program Administration
- Part 3: Health and Safety and Quality Improvement Activities
- Who Works With the CCDF and State Plan?
- How Does the BBAC Fit Into the Picture?
- Public Hearing Information
- We Want to Hear From YOU

1.5. Coordination Activities to Support the Implementation of CCDF Services

Lead Agencies are required to *coordinate* with other Federal, State, local, Tribal (if applicable) and private agencies providing child care and early childhood development services

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

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

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

Effective Date: 01-OCT-13

Agency/Entity (check all that apply)	Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services	Describe the goals or results you are expecting from the coordination
<input checked="" type="checkbox"/> <p>Representatives of general purpose local government</p> <p>This may include, but is not limited to: representatives from counties and municipalities, local education representatives, or local public health agencies.</p>	<p>Through the Best Beginnings Advisory Council, representatives of local government will be required in the attached community councils including public health, local education agencies, and county commissioners. Additionally, the statewide health consultant/coordinator to the CCDF Quality Initiatives, is located under a local public health agency and serves on the statewide council. The Council will provide advisory capacity for comprehensive early childhood services in Montana, including the CCDF.</p>	<p>Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.</p> <p>Increased awareness of health promotion, prevention, and consultation needs for early childhood. Increased promotion of child care financial assistance and stronger outcomes supporting children through transitions from early childhood programs to the public school system.</p>

<input checked="" type="checkbox"/> <p>State/Territory agency responsible for public education (required)</p> <p>This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.</p>	<p>The Office of Public Instruction has appointed an Early Grades Specialist for representation on the Best Beginnings Advisory Council. Her expertise is in the Project Real and Striving Readers grants for Early Childhood.</p> <p>Pre-20 Policy Advisory representative will also serve on the Best Beginnings Advisory Council. OPI has not filled the P-20 Policy Advisory as of yet; however, it is still a membership on the approved order. Until the position is filled, the Early Childhood Services Bureau Chief is conducting outreach throughout these programs. The Council will provide advisory capacity for comprehensive early childhood services in Montana, including the CCDF.</p>	<p>Increased coordination related to resources and professional development. Stronger alignment between early childhood standards and kindergarten standards. Coordination of curriculum and standards from birth to age 8.</p>
<input checked="" type="checkbox"/> <p>Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services (required)</p>	<p>The State Agency will also work with a variety of federal partners and state partners to deliver high quality early childhood programs. The Council will provide advisory capacity for comprehensive early childhood services in Montana, including the CCDF.</p>	<p>Increased coordination and understanding across sectors about services for the early childhood population and their families.</p>

<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for public health (required)</p> <p>This may include, but is not limited to, the agency responsible for immunizations and programs that promote children's emotional and mental health</p>	<p>Representatives from the Maternal and Child Health Bureau and the Children's Mental Health Bureau are included in the Best Beginnings Advisory Council. In addition, joint projects occur among these partners such as partnering with the Public Health office on Immunization training and outreach. The Council will provide advisory capacity for comprehensive early childhood services in Montana, including the CCDF.</p>	<p>Additional Child Care Health Consultants in the State to respond to need and to STARS quality indicators. A framework of Consultants and Advisors to be developed.</p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for employment services / workforce development (required)</p>	<p>The contracted agencies through the Public Assistance Bureau, entitled WoRC operators, will have a represented seat on the Best Beginnings Advisory Council. The Council will provide advisory capacity for comprehensive early childhood services in Montana, including the CCDF. WoRC operators also provide referrals for TANF families who need child care.</p>	<p>Increased awareness of policies and strengthening family friendly approaches by ensuring shared understanding of eligibility policies and requirements.</p> <p>Collaboration with our Apprenticeship Program for workforce development. Data sharing with employment statistics and compensation goals as outcomes.</p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for providing Temporary Assistance for Needy Families (TANF) including local human service agencies (required)</p>	<p>A representative from TANF will have a seat on the Best Beginnings Advisory Council. The Council will provide advisory capacity for comprehensive early childhood services in Montana, including the CCDF.</p> <p>The TANF office and the Child Care Resource and Referral agency offices work closely to ensure that program policies and services are applied consistently. The Eligibility Specialists at the local CCR&Rs work with the OPA case managers to establish need for service and set up benefits for individuals who are eligible. The TANF Working Caretaker Relative program and the program requirements are outlined in the TANF policy manual.</p>	<p>Appropriate alignment of policies and standards. Shared understanding of individual program policies for appropriate referrals and communication. Common use of language across systems.</p> <p>Policy development and blending of eligibility requirements strategically planned.</p>

<p>Indian Tribes/Tribal Organizations (required)</p> <p><input type="checkbox"/></p> <p>N/A: No such entities exist within the boundaries of the State</p> <p><input checked="" type="checkbox"/></p>	<p>Each of Montana's Tribal CCDF Programs has a represented seat on the Best Beginnings Advisory Council. The Council will provide advisory capacity for comprehensive early childhood services in Montana, including the CCDF. Additionally, individual tribal TANF programs work with local Child Care Resource & Referral Agencies to establish MOUs in delivery of services for dually eligible children.</p> <p>The Teen Parenting And Pregnancy grant contracts with 7 tribal organizations as well as three Urban Indian Health Clinics. In addition the Head Start Collaboration grant is housed in the Early Childhood Services Bureau and collaborates with all other systems within the organization. There are seven Tribal Head Start and Early Head Start Programs in 35 sites. The Child and Adult Care Food Program, also housed in the Early Childhood Services Bureau, serves seven tribes. The system of collaboration within the ECSB allows for a great system of coordination as we deliver services and meet individual needs.</p>	<p>Increased coordination and understanding of different program administration strategies and policies. Stronger understanding of specific cultural needs and meeting the needs of families. Other outcomes may include MOUs between tribal government and state government related to licensing standards, expanded participation in the State's quality initiatives.</p>
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For the remaining agencies, check and describe (optional) any with which the Lead Agency has chosen to coordinate early childhood and school-age service delivery

<p><input checked="" type="checkbox"/></p> <p>State/Territory agency with the Head Start Collaboration grant</p>	<p>The Head Start State Collaboration Office is housed in the ECSB in addition to having a seat on the statewide Best Beginnings Advisory Council. The Council will provide advisory capacity for comprehensive early childhood services in Montana, including the CCDF.</p>	<p>Increased awareness of program and family needs. Increased understanding of eligibility policies.</p> <p>Collaboration of programs to present a parent/family conference in fall 2014.</p>
<p><input type="checkbox"/></p> <p>State/Territory agency responsible for Race to the Top - Early Learning Challenge (RTT-ELC)</p> <p><input checked="" type="checkbox"/></p> <p>N/A: State/Territory does not participate in RTT-ELC</p>		

<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)</p>	<p>Both the state CACFP office and CACFP sponsors of child care facilities have a seat on the Best Beginnings Advisory Council. The Council will provide advisory capacity for comprehensive early childhood services in Montana, including the CCDF. CACFP is part of the Early Childhood Services Bureau, and they directly coordinate through meetings and projects to ensure the effective delivery of services throughout the state.</p>	<p>Awareness and outreach of services for child care providers.</p> <p>One of the goals established in this State Plan is to review and initiate nutrition and physical activity indicators within the QRIS framework, which will involve a great deal of collaboration between QAD, ECSB (including STARS), and CACFP, who already are meeting on a monthly basis to collaborate and inform one-another about program-specific needs and issues.</p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for programs for children with special needs</p> <p>This may include, but is not limited to:</p> <p>State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs</p>	<p>A representative from the DPHHS Disability services Division will sit on the Best Beginnings Advisory Council as well as the Part C Coordinator. The Council will provide advisory capacity for comprehensive early childhood services in Montana, including the CCDF.</p>	<p>Increased understanding of services and agencies which may lead to stronger connections in supporting families with children who may have special needs.</p>

<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant</p>	<p>The Maternal and Child Health Bureau, responsible for home visiting, will have a seat on the Best Beginnings Advisory Council. The Council will provide advisory capacity for comprehensive early childhood services in Montana, including the CCDF.</p>	<p>Increased coordination and understanding of services for families.</p> <p>Home visiting will become a strong focus of BBAC and STARS to Quality as we continue to build our coordinated system. The Montana Pyramid Model, a social and emotional program designed to support young children and families will be delivered in part through maternal and Child Health Bureau home visiting models.</p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for child welfare</p>	<p>The Children's Trust Fund and Child and Family Services Division will have a seat on the Council. The Council will provide advisory capacity for comprehensive early childhood services in Montana, including the CCDF. Additionally, the state child care agency administers the child care program for children in foster care based on referrals from community social workers, determining need for care.</p> <p>The ECSB chief is appointed to the Children's Trust Fund and coordinates with both agencies to work within a comprehensive system.</p>	<p>Increased coordination and shared understanding of policies and programs.</p> <p>Blended and leveraged funding is possible through combined conferences and programs. Healthy Mothers, Healthy Children directs the Period of Purple Crying for the Children's Trust Fund Board. These organizations, along with the Child Protective Services Administrator, represent child welfare and sit on the BBAC board to coordinate services.</p>
<input checked="" type="checkbox"/>	<p>State/Territory liaison for military child care programs or other military child care representatives</p>	<p>A child care representative from Malmstrom Airforce Base will have a seat on the Best Beginnings Advisory Council. The Council will provide advisory capacity for comprehensive early childhood services in Montana, including CCDF.</p>	<p>Increased coordination and shared understanding of policies and programs.</p>
<input type="checkbox"/>	<p>Private agencies/entities including national initiatives that the Lead Agency is participating in such as BUILD, Strengthening Families, Mott Statewide After-school Networks, Ready by 21</p>		

<input checked="" type="checkbox"/>	Local community organizations (child care resource and referral, Red Cross)	Child Care Resource and Referral Agencies are represented on the council. In addition, at least quarterly meetings are held with the Child Care Resource and Referral Agencies in order to brainstorm, address challenges and opportunities for service delivery. CCR&R Agencies will also be required partners for the community councils attached to the statewide council.	Increased coordination and consistent application of policies. Family friendly policies, opportunity to identify strengths and challenges within policy application and community level services.
<input checked="" type="checkbox"/>	Provider groups, associations or labor organizations	MtAEYC, Montana Child Care Association, and labor organizations will have representation on the Best Beginnings Advisory Council. The Council will provide advisory capacity for comprehensive early childhood services in Montana, including the CCDF.	Increased awareness and shared understanding of the needs of early childhood programs across setting types.
<input checked="" type="checkbox"/>	Parent groups or organizations	Parents have representation on the statewide Best Beginnings Advisory Council and the local community councils. The Council advises ECSB on comprehensive early childhood services in Montana; which includes, including the CCDF.	Parent Participation increases the Early Childhood Services Bureau's understanding about the barriers the families experience and offers insight into what family friendly policies are needed to meet family needs.
<input checked="" type="checkbox"/>	Other	Philanthropic organizations, Department of Labor and Industry and business will also have representation on the Council. ECSB contracts with Child Care Training to deliver long distance/online training. Other contracting and coordinating work includes Child Care +, U of M - Missoula for child care inclusion classes and training, child care health consultants, and coordination with workgroups responsible for ELG, Assessment and Curriculum, and the Montana Pyramid Model. Twenty Three Community Coalitions are established to carry out the work of BBAC in coordination and delivery of services to families and children. These Coalitions are a result of the collaboration of Maternal, Infant, and Early Childhood Home Visiting (MIECHV) and the BBAC.	The potential for diversified funding sources and community level support are expanded through the participation of these groups. A partnership with these organizations increases family friendly practices with businesses through awareness.

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

Effective Date: 01-OCT-13

Yes. If yes,

a)

Provide the name of the entity responsible for the coordination plan(s):

The Best Beginnings Advisory Council

b)

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

0-5 years

c)

Indicate whether this entity also operates as the State Advisory Council (as authorized under the Head Start Act of 2007):

Yes

No

d)

Provide a web address for the plan(s), if available:

<http://www.dphhs.mt.gov/hcsd/childcare/documents/EarlyChildhoodNeedsAssessment.pdf>

No

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

Effective Date: 01-OCT-13

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

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

One of the activities addressed by the Best Beginnings Advisory Council (BBAC) is to identify opportunities for, and barriers to, collaboration and coordination. This was addressed in our statewide needs assessment and strategic plan. Each BBAC committee has specific milestones to work on addressing this objective. The role of the Lead Agency is to provide information to the BBAC upon request, and carry out the recommendations of the BBAC. The focus of the BBAC is coordinated activities around infants through school-age children and their families. The BBAC is broken into different committees based on the issues/needs that these families face.

The committees are:

- Family Support
- High Quality Early Care and Education
- Health, Social
- Emotional, Mental Health
- Professional Development
- Strategic Communication Outreach and Public Awareness (SCOPA)

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

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

One of the activities addressed by the BBAC is to identify opportunities for, and barriers to, collaboration and coordination. This was addressed in our statewide needs assessment and strategic plan. Each BBAC committee has specific milestones to work on addressing this objective. The role of the Lead Agency is to provide information to the BBAC upon request, and carry out the recommendations of the BBAC. The focus of the BBAC is coordinated activities around infants through school-age children and their families. The BBAC is broken into different committees based on the issues/needs that these families face.

The committees are:

- Family Support
- High Quality Early Care and Education
- Health, Social
- Emotional, Mental Health
- Professional Development
- Strategic Communication Outreach and Public Awareness (SCOPA)

Local Coordination/Council

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

The state of Montana has 23 local community coalitions that address coordination and collaboration within their community based on a community needs assessment done. Coalitions are made up of stakeholders that make up components of their early childhood system. The role of the Lead Agency is to provide information to the BBAC upon request, and carry out the recommendations of the BBAC. The focus of the BBAC is coordinated activities around infants through school-age children and their families.

Other

Describe

The Early Childhood Services Bureau is the lead agency for the Early Childhood Comprehensive System grant. Coordination and collaboration has been a major component of this funding. The Early Childhood Comprehensive System coordinator is involved by meeting with stakeholders that are pertinent for the success of a comprehensive early childhood system. The coordinator assists in building early childhood systems and access to comprehensive services and support for all low-income children and in the development of significant, multi-agency, and public-private partnerships between and among community based organizations, state agencies and statewide organizations.

None

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

Yes .

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

The Early Childhood Comprehensive Systems Plan and the Best Beginnings Advisory Council work continues to build awareness and strengthen the public-private partnership opportunities in Montana. The Best Beginnings Advisory Council (BBAC) conducts activities to encourage public-private partnerships that promote private sector involvement in meeting child care needs. The BBAC includes representation from interested constituency groups, child care providers, and parents.

The CCR&Rs are instrumental in creating local public-private partnerships that encourage private sector involvement in meeting child care needs including family friendly business practices, child care referrals, training and education for families and child care providers, review of employer child care options, information on tax benefits, child care payment assistance for low income employees, consumer education, and referral to other services. The local Child Care Resource and Referral Agencies are working on an RFP for Shared Services for private and public sector coordination, which will encourage these partnerships. Montana expects that this RFP will increase collaboration with private business and the public. This collaboration will result in partnerships that benefit both entities in the acquisition of services and products, both in affordability and quality.

The Early Childhood Services Bureau seeks feedback from providers in the state while conducting testing for new processes, such as online invoicing by inviting providers to participate in the testing process.

No

1.6. Child Care Emergency Preparedness and Response Plan

It is recommended, but not required, that each Lead Agency develop a plan to address preparedness, response, and recovery efforts specific to child care services and programs. Plans should cover the following areas: 1) planning for continuation of services to CCDF families; 2) coordination with other State/Territory agencies and key partners; 3) emergency preparedness regulatory requirements for child care providers; 4) provision of temporary child care services after a disaster; and 5) rebuilding child care after a disaster. For further guidance on developing Child Care Emergency Preparedness and Response Plans see the Information Memorandum (CCDF-ACF-IM-2011-01) located on the Office of Child Care website at: <http://www.acf.hhs.gov/programs/occ/resource/im-2011-01>

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

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

Developed. A plan has been developed as of **[insert date]:** 01/01/2010 and put into operation as of **[insert date]:** 01/01/2010, if available. Provide a web address for this plan, if available: <http://www.dphhs.mt.gov/hcsd/childcare/documents/ecemergencypreparednessplan.pdf>

Other.
Describe:

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

Effective Date: 01-OCT-13

- Planning for continuation of services to CCDF families
- Coordination with other State/Territory agencies and key partners
- Emergency preparedness regulatory requirements for child care providers
- Provision of temporary child care services after a disaster
- Restoring or rebuilding child care facilities and infrastructure after a disaster
- None

PART 2

CCDF SUBSIDY PROGRAM ADMINISTRATION

2.1 Administration of the Program

The Lead Agency has broad authority to administer (i.e., establish rules) and operate (i.e., implement activities) the CCDF program through other governmental, non-governmental, or other public or private local agencies as long as it retains overall

responsibility for the administration of the program. (658D(b), §98.11(a))

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

Effective Date: 01-OCT-13

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

State/Territory

Local entity.

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

Other.

Describe:

Sliding fee scale is set by the:

State/Territory

Local entity.

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

Other.

Describe:

Payment rates are set by the:

State/Territory

Local entity.

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

Other.

Describe:

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

Effective Date: 01-OCT-13

Implementation of CCDF Services/Activities

Who determines eligibility?

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

In Montana, the CCDF Lead Agency determines the rules, laws, and application procedures for non-TANF child care. Actual family eligibility processing as a result of the lead agency's rules and regulations occurs in local Child Care Resource & Referral Agencies. The TANF agency determines the rules and laws related to TANF child care and Working Caretaker Relative Child Care in coordination with the CCDF lead agency, as both agencies have applicable rules and policies. Eligibility for TANF is determined by the TANF agency and referrals are issued to local Child Care Resource and Referral Agencies. Child Protective Services Foster Children are referred by the State Child Protective Services office and social workers to local Child Care Resource & Referral (CCR&R) Agencies for the CCR&Rs to determine eligibility.

Agency (Check all that apply)

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

Describe:

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

Describe:

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

Agency (Check all that apply)

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

Describe:

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

Describe:

A statewide centralized referral program exists which is housed in a CCR&R. The centralized office offers consumer education, maintains NACCRRAware for referral support, and provides individualized referrals for parents seeking child care. This is available through a toll-free number and a website. Local CCR&Rs can provide local support for scholarship families in finding child care and have dedicated computer and phone lines for the public to utilize in reaching the centralized office. Local CCR&Rs also do consumer education on a local community level.

Who issues payments?

Agency (Check all that apply)

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

Describe:

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

Describe:

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

In most cases, payments are issued to the provider through a check or direct deposit. In rare cases, payments can be issued to parents in the following situations:

The parent formally requests payment be made directly to them (this often occurs when the provider requests upfront payment from parents)

When the provider is providing care in the child's home, the payment goes to the parent, as the parent is the employer of the provider

Other. List and describe:

2.2. Family Outreach and Application Process

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

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

Effective Date: 01-OCT-13

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

Internet

(provide website): www.bestbeginnings.mt.gov

Promotional materials

Community outreach meetings, workshops or other in-person meetings

Radio and/or television

Print media

Other.

Describe:

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

Effective Date: 03-MAR-14

In person interview or orientation

By mail

By Phone/Fax

Through the Internet

(provide website): www.bestbeginnings.mt.gov

By Email

Through a State/Territory Agency

Through an organization contracted by the State/Territory

Other.

Describe:

The Early Childhood Services Bureau offers an online application for the Best Beginnings Child Care Scholarship. Parents can apply by going to www.applybestbeginnings.mt.gov.

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

Effective Date: 01-OCT-13

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

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

CCR&Rs and the centralized referral service are contracted to provide consumer education. Recently, a publication was developed through the Montana Child Care Resource & Referral Network to provide education and awareness in assisting families seeking child care. Additionally the lead agency has a user-friendly website, which includes QRIS ratings, and all CCR&Rs are required to have websites and promotional materials. The State Department of Public Health and Human Services Child Care Licensing Unit also provides a public web portal on their website, in which parents can access public records related to child care providers.

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

Effective Date: 01-OCT-13

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

Montana has a quality rating improvement system, in which programs that advance levels can receive financial incentives, including higher reimbursement rates over the base rate for programs that serve children receiving Best Beginnings Scholarships (subsidies).

STARS Incentives (Quarterly)					
	Family	Group	Small Center 13-29 Licensed Capacity or Average Daily Attendance whichever is less	Medium Center 30-59 Licensed Capacity or Average Daily Attendance whichever is less	Large Center 60+ Licensed Capacity or Average Daily Attendance whichever is less
STAR 1	Beginner STAR Kit, Resources, Help and Support				
STAR 2	\$625	\$875	\$1250	\$1625	\$2063
5% increased reimbursement for Best Beginnings Scholarships					STAR 3
\$938	\$1375	\$1875	\$2500	\$3125	10% increased reimbursement for Best Beginnings Scholarships
STAR 4	\$1250	\$1875	\$2500	\$3375	\$4063
15% increased reimbursement for Best Beginnings Scholarships					STAR 5

\$1563	\$2250	\$3125	\$4250	\$5000	20% increased reimbursement for Best Beginnings Scholarships
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For a full understanding of the incentive structure, please see the website www.bestbeginnings.mt.gov.

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

Effective Date: 01-OCT-13

Provide access to program office/workers such as by:

- Providing extended office hours
- Accepting applications at multiple office locations
- Providing a toll-free number for clients
- Email/online communication
- Other.

Describe:

Using a simplified eligibility determination process such as:

- Simplifying the application form (such as eliminating unnecessary questions, lowering the reading level)
- Developing a single application for multiple programs
- Developing web-based and/or phone-based application procedures
- Coordinating eligibility policies across programs.

List the program names:

- Streamlining verification procedures, such as linking to other program data systems
- Providing information multi-lingually
- Including temporary periods of unemployment in eligibility criteria for new applicants (job search, seasonal unemployment).

Length of time: 30 days

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

Other.

Describe:

Other.
Describe:

None

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

Effective Date: 01-AUG-14

Provide CCDF assistance during periods of job search.

Length of time: [90 day grace period for a job loss while searching for employment.](#)

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

Synchronize review date across programs

List programs:

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

Describe:

[12-month eligibility period for non-TANF households.](#)

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

Describe:

[12 month eligibility period for non-TANF households. The eligibility period matches the program year.](#)

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

Describe:

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

Describe:

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

- Other.

Describe:

Presumptive Eligibility – If funding is available and a family's initial application indicates the family is eligible, the family may receive child care for up to 30 days, while eligibility is verified. This ensures payment to the provider while the family's eligibility is being confirmed.

Express Eligibility – Applicants participating in the Supplemental Nutrition Assistance Program (SNAP) indicate on their application for child care assistance. The eligibility specialist then uses income information already documented in the SNAP database (CHIMES) to determine eligibility. This approach reduces the amount of document verification needed to qualify applicants.

Certified Enrollment – A child with a full-time certification plan has 70 hours to use when the provider requires payment during the child's absence.

Extending Child Care Hours – Child Care Resource and Referral agencies have the ability to issue additional benefits to cover the parent's unanticipated work or school hours, when the need is verified.

Fill-the-Gap – If the family is in transition from one assistance program to another, basic eligibility may be temporarily jeopardized. The Scholarship may be extended to the end of the benefit month to bridge the gap between two programs.

Grace Period – A family who loses employment may continue to receive benefits for 90 days, if they agree to use the time to gain employment. This grace period allows families to maintain eligibility while providing children with continuity of care.

In extreme cases of verifiable medical, financial, and physical hardship, a decision to approve a case not otherwise meeting all of the required eligibility standards can be made by either the Child Care Program Manager or the Bureau Chief of the Early Childhood Services Bureau. The funds to cover these cases come from State Match funds. Approval decisions will be based on how the risk of harm impacts the family and whether the family would likely meet the eligibility criteria for child care assistance once the hardship is no longer present.

Medical Appointments – A parent who meets activity/work requirements may use child care benefits to attend medical appointments.

Medical Emergency - When work is interrupted by a medical emergency involving the parent or a child, the parent may be able to maintain needed child care during the emergency.

Suspending a Case – A family who temporarily loses eligibility may remain in the program for 30 days.

Recertification mini application- for families who are recertifying, only updated information is collected on a condensed application, saving time, paperwork, etc.

None

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

Effective Date: 01-OCT-13

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

Describe:

None

If the Lead Agency checked any option above related to providing information or services in other non-English languages, please list the languages offered :

Spanish

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

Effective Date: 01-OCT-13

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

Other.

None

If the Lead Agency checked any option above related to providing information or services in other non-English languages, please list the languages offered:

Spanish

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

Effective Date: 01-OCT-13

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

<http://www.dphhs.mt.gov/hcsd/childcare/bestbeginnings/BestBeginningScholarshipApplicationPacket.shtml>

The Lead Agency requires documentation of:	Describe how the Lead Agency documents and verifies applicant information:
<input checked="" type="checkbox"/> Applicant identity	Applicants may have an interview either in person or by telephone during the initial application period. Applicants must include photo identification documents: government issued identification, passport, Montana driver's license, or a school identification card.
<input checked="" type="checkbox"/> Household composition	Application signature certifies that information is true, accurate, and complete. Corroborative information such as rent receipts or lease agreements can be used by the Eligibility Specialist should there be a question on household membership.
<input checked="" type="checkbox"/> Applicant's relationship to the child	Birth certificates are used to verify both the child's age and relationship to the applicant. Legal or court documentation is used to verify the applicant's relationship to the child if the child is adopted or a foster child. Documentation from CPS can be used, if applicable.
<input checked="" type="checkbox"/> Child's information for determining eligibility (e.g., identity, age, etc.)	Children receiving child care assistance must be US citizens or US nationals. Their status is verified through birth certificates, passports or social security cards.

<input checked="" type="checkbox"/> Work, Job Training or Educational Program	Applicants complete a work verification form signed by their employer or a school/training verification form signed by a school representative. Wage stubs and school schedules are also used to verify work and/or school information.
<input checked="" type="checkbox"/> Income	Applicants complete a work verification form signed by their employer and submit consecutive wage stubs for the prior 60 days. Self-employed applicants must meet Federal minimum wage requirement to qualify for child care assistance. Self-employed individuals will need to provide written documentation verifying their self-employment status at the time of application. This may be done using several types of documentation: Business License issued by the city or state; Federal Employer Identification Number (FEIN) issued by the Internal Revenue Service; or IRS Tax forms, which include Schedule C or Schedule C-EZ, 1040-ES, and Estimated Tax for Individuals.
<input checked="" type="checkbox"/> Other. Describe:	Applicants participating in SNAP indicate that they are receiving SNAP benefits on their application for child care assistance; the Eligibility Specialist then uses income information already documented in the SNAP database to determine eligibility. This approach reduces the amount of document verification needed to qualify applicants.
Express Eligibility	

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

Effective Date: 01-OCT-13

Time limit for making eligibility determinations.

Describe length of time [Once all application materials are received, the CCR&R staff must review the application packet within seven calendar days to ensure timely processing.](#)

Track and monitor the eligibility determination process

Other.
Describe

None

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

Yes.

If yes, describe:

TANF families are referred for child care assistance by their WoRC (TANF Contracted Agency) Case Manager. TANF families are required to complete a separate application, which is different from Non-TANF families. TANF families receive their child care assistance application at the local WoRC office. The TANF application informs the parent(s) of their rights and responsibilities and requires a signature to release information that is needed to set up child care.

 No.

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

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

Effective Date: 01-OCT-13

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

State/Territory TANF Agency [The Montana Department of Public Health and Human Services, Public Assistance Bureau.](#)

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

- "appropriate child care": [The child care provider meets applicable state standards.](#)
- "reasonable distance": [If the family is without either their own \(or arranged\) transportation, and there is no public transportation, then their home or work site must be no more than 1 mile from the child care provider.](#)
- "unsuitability of informal child care": [Care that does not meet applicable state licensing standards, although it may be the parent's choice.](#)
- "affordable child care arrangements": [The total parental \(caretaker relative or person acting in loco parentis\) co-payment and "above and beyond" obligation does not exceed 25% of gross family income.](#)

c) How are parents who receive TANF benefits informed about the exception to individual

penalties associated with the TANF work requirements?

- In writing
- Verbally
- Other.

Describe:

Families participating in the TANF program are not sanctioned due to lack of child care. When child care is not available, TANF eligibility managers and parents negotiate activities that do not require child care to maintain their family investment agreement. Child care is identified as a good-cause exception for families unable to complete TANF activities. If a parent is involved in the TANF sanction process, the parent is informed in writing of the right to claim good cause.

2.3. Eligibility Criteria for Child Care

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

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

Effective Date: 01-OCT-13

residing with -

A child must live in the same household as the parent, or person acting *in loco parentis*, during the period for which child care services are requested.

in loco parentis -

A person who has care and control of the child(ren) in place of the parent.

2.3.2. Eligibility Criteria Based Upon Age

Effective Date: 01-OCT-13

a) The Lead Agency serves children from 0 weeks to the day before the child's 13th birthday years (may not equal or exceed age 13).

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

(658E(c)(3)(B), 658P(3), §98.20(a)(1)(ii))

Yes, and the upper age is [the day before the child's 19th birthday](#) (may not equal or exceed age 19).

Provide the Lead Agency definition of *physical or mental incapacity* -

[Children under the age of 19 with disabilities or cognitive delay, who are not able to properly manage or care for his/her person without assistance. Appropriate clinical authorities must document this determination.](#)

No.

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

Yes, and the upper age is [the day before the child's 19th birthday](#) (may not equal or exceed age 19).

No.

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

Effective Date: 01-OCT-13

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

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

[An individual is working when \[s\]he performs any paid type of legal labor on either a full or part time basis and has documents to show income received.](#)

[Low-income working families with an income under 150% of poverty must meet one of the following minimum hourly work requirements each month:](#)

- [120 hours per month for two-parent families; or](#)
- [60 hours per month for single parent families; or](#)
- [40 hours per month for single parent families, while the parent attends education/training full time.](#)
- [Best Beginnings Child Care Scholarships are provided for employment time and when attending school or training. Distance Learning/Online Course Work must be offered by a college or university accredited by the U.S. Department of Education \(<http://ope.ed.gov/accreditation>\) The coursework is acceptable if, in addition to fulfilling all other eligibility requirements outlined in this section, the student is formally enrolled in the college or university and has an educational plan and projected graduation date.](#)

- Note: Disabled parents who are not able to care for their children are not included when determining the minimum hourly work requirement for the family. Disabled parents who work, but are not able to meet the minimum hourly work requirement each month, may be eligible for a Best Beginnings Child Care Scholarship only during employment time.

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

Yes.

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

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

attending job training or educational program -

A person is considered to be attending, whether part-time or full-time, if they remain in good standing as defined by the institution, with either the job training or education program in which they are enrolled. Child care is allowed for scheduled class time and the time necessary to commute between the parent's home, the child care facility and the education or training facility.

Job Training is a program designed to assist eligible families to become self-sufficient by providing needed employment-related activities and supportive services. Job training programs include, but are not limited to, WoRC and special classes which may be classified as "employment related training."

Educational Program refers to a program that is accredited by the State of Montana. Educational programs include, but are not limited to, vocational/technical schools, business colleges, junior colleges, universities, and/or special classes, which may be classified as "employment related training." It also includes those out-of-state programs that meet the criteria stipulated in Section 2-3 such as distance learning.

- Best Beginnings Child Care Scholarships are provided for employment time and out-of-home classroom time, when attending school or training.
- Single-parent families shall work a minimum of 40 hours per month while the parent attends school or training full time, based on the school's guidelines (single parents may attend part-time, if working 60 hours per month, as mentioned above).
- If the family meets the eligibility requirements for employment, a Best Beginnings Child Care Scholarship may be available to parents attending postsecondary education, vocational training, high school or GED equivalency programs, which will lead to a recognized occupation for which jobs exist within Montana (refer to Department of Labor information regarding employment in Montana). All of the following restrictions apply:
 - Parents must achieve satisfactory training progress as defined by the approved training institution. Satisfactory training progress can be verified through grade slips and/or fee receipts.
 - Distance Learning/On-line coursework a student receives from a college or university accredited by the U.S. Department of Education (<http://ope.ed.gov/accreditation>) is acceptable if, in addition to fulfilling all other eligibility requirements outlined in this section, the student is formally enrolled in the college or university and has an educational plan and projected graduation date.
 - Best Beginnings Child Care Scholarships are not available to pursue post-secondary education above a bachelor's degree. Master's and doctoral students' school hours do not qualify for a Best Beginnings Child Care Scholarship; however, the student's work hours are included.

- Best Beginnings Child Care Scholarships are not available for training and education activities if a parent has earned a post-secondary education degree or training certificate within the last five years.
- NOTE: A student who enrolls in a continuous four-year program, which happens to issue a two-year certificate or degree at the midpoint of the student's intended educational goal, is not subject to this five-year limitation.
- If the parent received the last post-secondary education degree or training certificate over five years ago, a Best Beginnings Child Care Scholarship may be allowed for a second certificate or bachelor's degree.
- Two exceptions apply to the work requirement for Non-TANF Best Beginnings Child Care Scholarship parents attending post-secondary education or short term training.
- A post-secondary education student may find that clinical or student teaching requirements become a barrier to finishing school, while meeting the minimum hourly work requirement. The minimum hourly work requirement may be waived while a parent participates in a full-time field experience or a full-time combination of field experience and course work required for graduation in the parent's curriculum.
- The work requirement may be waived during a period of short-term, fulltime training, which leads to a high probability of employment. All of the following restrictions apply:
 - The training may last no more than six weeks.
 - The training must be required for employment.
 - The applicant shall provide a written training verification signed by the approved training institution.
 - The applicant shall have a letter from a potential employer stating that there is a high probability of employment upon completion.
- Low-income teen parents (through age 19) attending high school, GED or an equivalency program do not have a minimum work requirement.

No.

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

Effective Date: 01-OCT-13

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

Yes.

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

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

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

protective services

Child Protective Services (CPS) Child Care is available for children in protective care because of the danger of neglect or abuse. The need for protective services child care is determined by community social workers. Child Protective Services is currently defined as the Department of Public Health and Human Services Child Protective Services System. Children in child protective services are designated as a household of one in the child care subsidy computer system and uniquely identified; therefore, the state does not attach a co-payment requirement to these minor children. On rare occasions, the state may broadly define protective services, through the state's hardship policy. Cases that are approved due to hardship policy are paid for with state funds. The hardship policy provides for limited approval for child care assistance in rare situations that a family may not be otherwise eligible, with approval from the lead agency manager. For example, kinship care outside of the formal DPHHS Child Protective Services.

No.

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

Yes.

No.

2.3.5. Income Eligibility Criteria

Effective Date: 01-JUN-15

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

income -

Montana determines eligibility for the Best Beginnings Child Care Scholarship funded by the CCDF using gross family income, including all family members, yet do allow for some income exclusions. Income exclusion may be based in part on the status of an individual in the household. For example, the earned income of a dependent child is excluded if the child is attending school.

Additionally, the Administrative Rules of Montana require families with absent parents to verify court ordered child support income, or register with Child Support Enforcement, in an attempt to reduce the family's child care needs.

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

Adoption subsidies

Foster care payments

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

[Child Care Policy Manual Section 2-6, Income evaluation table, http://www.dphhs.mt.gov/hcsd/childcare/documents/ChildCareManual2012.pdf.](http://www.dphhs.mt.gov/hcsd/childcare/documents/ChildCareManual2012.pdf)

None

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

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

Describe:

[Optional household members who choose not to be included in the household makeup may also be excluded.](#)

[Other types of income may be counted. Please refer to the Child Care Policy Manual Section 2-6, Income evaluation table, http://www.dphhs.mt.gov/hcsd/childcare/documents/ChildCareManual2012.pdf.](http://www.dphhs.mt.gov/hcsd/childcare/documents/ChildCareManual2012.pdf)

None

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

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

Family Size	(a) 100% of State Median Income (SMI)(\$/month)	(b) 85% of State Median Income (SMI)(\$/month) [Multiply (a) by 0.85]	IF APPLICABLE Income Level if lower than 85% SMI	
			(c) \$/month	(d) % of SMI [Divide (c) by (a), multiply by 100]
1	N/A	N/A	N/A	N/A
2	3942	3351	1991	51
3	4869	4139	2511	52
4	5796	4927	3031	52
5	6724	5715	3551	53

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

Yes.

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

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

No.

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

2				
3				
4				
5				

f) SMI Year 2015 and SMI Source <http://www.liheapch.acf.hhs.gov/profiles/povertytables/FY2015/mtsmi.htm>

g) These eligibility limits in column (c) became or will become effective on:
June 1, 2015

2.3.6. Eligibility Re-determination

Effective Date: 01-AUG-14

Does the State/Territory follow OCC's 12 month re-determination recommendation? (See Program Instruction on Continuity of Care

<http://www.acf.hhs.gov/programs/occ/resource/im2011-06>

Yes

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

6 months

24 months

Other.

Describe:

Length of eligibility varies by county or other jurisdiction.

Describe:

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

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

Head Start and/or Early Head Start Programs.

Re-determination period: [Aligns with the Head Start / Early Head Start program year](#)

Pre-kindergarten programs.

Re-determination period:

TANF.

Re-determination period:

SNAP.

Re-determination period:

Medicaid.

Re-determination period:

SCHIP.

SCHIP.

Re-determination period:

Other.

Describe:

No.

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

If the parent reports a job loss, a 90 day grace period is given. If the parent requests a recalculation of their copayment based on household changes, eligibility would be reviewed prior to redetermination.

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

- Parent requests a recalculation for a lower copayment
- Family may lose eligibility for the Best Beginnings Child Care Scholarship if:
 - Loss of TANF Cash eligibility;
 - The parent is not meeting the minimum hourly work requirement at the end of the 90 grace period given;
 - A household change relieves the need for child care;
 - A change in work schedule relieves the need for child care;
 - The child care provider is not certified for payment; or
 - Parent fails to pay co-payment.

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

Eligible families are given 12-month eligibility upon approval. Changes can be reported by the parent to benefit the family with a lower copayment. Check ins occur approximately every six months using an Interim Reporting Form. Failure to report, in itself, does not cause eligibility to be lost. For any changes to a parent's eligibility, the parent must be given 15 calendar days' notice. Parents have 90 days to

appeal any action taken on their case that interrupts their eligibility. Families experiencing a job loss are given 90 days grace period to use the scholarship program while they look for work.

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

Yes.

If yes, describe:

No.

2.3.7. Waiting Lists

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

Effective Date: 01-OCT-13

Lead Agency currently does not have a waiting list and:

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

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

Lead Agency has an active waiting list for:

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

Only certain eligible families.

Describe those families:

Waiting lists are a county/local decision.

Describe:

Other.

Describe:

2.3.8. Appeal Process for Eligibility Determinations

Effective Date: 01-OCT-13

Describe the process for families to appeal eligibility determinations:

Actions taken by a CCR&R agency must conform to applicable laws, regulations and policies. Families who are subject to applicable adverse action are entitled to a fair hearing. However, there is no right to a fair hearing if denial or termination of benefits is based solely on depletion of CCDF funding. A request for a fair hearing is any clear, written statement to the Department of Public Health and Human Services [DPHHS], or its agent, by the person denied a benefit stating that they want to present their claim to a higher authority. The right to request a fair hearing must not be limited or interfered with in any way. Upon request, DPHHS shall assist the claimant in submitting the request for a fair hearing. The hearing officer shall provide information necessary for the claimant to prepare for a fair hearing.

- Requests for appeals are made directly through the Department of Public Health and Human Services, Office of Fair Hearings.
- Upon receiving the request, the Office of Fair Hearings will log the request and notify the Quality Assurance Reviewer at the Early Childhood Services Bureau of the request.
- The Quality Assurance Reviewer will conduct an administrative review with the claimant, reviewing case documentation, interviewing necessary parties, and gathering information to make a decision. A decision will be determined and mailed to the claimant and the Office of Fair Hearings. If the claimant wishes to appeal the Administrative Review decision, a fair hearing will likely be scheduled by the Office of Fair Hearings.

2.4. Sliding Fee Scale and Family Contribution

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

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

Effective Date: 01-JUN-15

Yes.

Effective Date: June 2015

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

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

Effective Date: 01-JUN-15

State Median Income,

Year:

Federal Poverty Level,

Year: 2015

Income source and year varies by geographic region.

Describe income source and year:

Other.

Describe income source and year:

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

Effective Date: 01-OCT-13

Fee as dollar amount and

Fee is per child and discounted fee for two or more children

Fee is per child up to a maximum per family

No additional fee charged after certain number of children

Fee is per family

Fee as percent of income and

Fee is per child with the same percentage applied for each child

Fee is per child and discounted percentage applied for two or more children

No additional percentage applied charged after certain number of children

Fee per family

Contribution schedule varies by geographic area.

Describe:

N/A

Other.
Describe:

Families eligible for TANF Cash benefits have a \$10.00 monthly co-payment.

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

A family, whose income falls below approximately 95.5% of the federal poverty level of the federal poverty index in use by the state, pays a \$10.00 monthly copayment.

Any co-payment above the minimum \$10.00 payment is a product of the family's Non-TANF gross monthly income [GMI], multiplied by the respective co-payment factor:

- Monthly Co-payment = GMI x Percentage assigned to the Income Range.

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

Effective Date: 01-OCT-13

Yes,
and describe those additional factors:

No.

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

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

Effective Date: 01-OCT-13

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

NO families with income at or below the poverty level for a family of the same size

ARE required to pay a fee.

The poverty level used by the Lead Agency for a family of 3 is:

SOME families with income at or below the poverty level for a family of the same size

ARE NOT required to pay a fee.

The Lead Agency waives the fee for the following families:

The fee is waived for children in protective services.

2.5. Prioritizing Services for Eligible Children and Families

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

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

Effective Date: 01-AUG-14

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

Children with special needs

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

Means a child who is age 18 or younger who requires additional assistance because of an emotional or physical disability and/or cognitive delay that is verified by medical records or other appropriate documentation such as written verification of the physical, emotional, or mental disability from the appropriate authority. In addition, special needs includes children receiving services from Part B, Part C, home visiting programs, Children's Mental Health Bureau, Children and Family Services Division, enrolled tribal members, and children of teen parents.

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

Describe:

Yes.

The time limit is:

No

Different eligibility thresholds.

Describe:

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

Describe:

Child care providers are required to make a reasonable accommodation for children with special needs. If care requirements increase the cost of the care, one-time or on-going costs may be paid from the Best Beginnings Child Care Scholarship.

Children in families with very low incomes

Provide the Lead Agency definition of Children in Families with Very Low Incomes:

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

Describe:

Yes.

The time limit is:

No

Different eligibility thresholds.

Describe:

Waiving co-payments for families with incomes at or below the Federal Poverty Level

Other.

Describe:

A family, whose income is at or below the TANF eligibility threshold of the 2012 federal poverty guidelines, pays a \$10.00 monthly co-payment. If Montana instituted a waiting list, families with very low income would receive child care subsidy prior to other families who may be eligible based on the income guidelines. Higher co-payments are a product of the family's Non-TANF gross monthly income (GMI) multiplied by the respective co-payment factor: Monthly Co-payment = GMI x Percentage assigned to the Income Range.

Because we do not have a waiting list, Montana defines very low income as any family that earns less than 150% of the determined Federal Poverty Guidelines for their family size. If a waiting list is to be imposed in the future, the state has priorities set in policy. These priorities can be found at www.bestbeginnings.mt.gov.

2.5.2. How will CCDF funds be used to provide child care assistance to meet the needs of families receiving Temporary Assistance for Needy Families (TANF), those attempting to transition off TANF through work activities, and those at risk of

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

Effective Date: 01-OCT-13

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

Describe:

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

Effective Date: 01-OCT-13

Term(s) - Definition(s)

Describe:

N/A

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

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

2.6.1. Child Care Certificates

Effective Date: 01-OCT-13

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

- Before parent has selected a provider
- After parent has selected a provider
- Other.

Describe:

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

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

Website: www.bestbeginnings.mt.gov

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

Describe:

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

- Authorized provider(s)
- Authorized payment rate(s)
- Authorized hours
- Co-payment amount
- Authorization period
- Other.

Describe:

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

100%

2.6.2. Child Care Services Available through Grants or Contracts

Effective Date: 01-OCT-13

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

Yes.

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

No. If no, skip to 2.6.3

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

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

Describe:

- Support programs in providing higher quality services
- Support programs in providing comprehensive services
- Serve underserved families.

Specify:

Other.
Describe:

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

Yes.

No,

and **identify** the localities (political subdivisions) and services that are not offered:

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

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

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

Effective Date: 01-OCT-13

- Signed declaration
- Parent Application
- Parent Orientation
- Provider Agreement
- Provider Orientation
- Other.

Describe:

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

Effective Date: 01-OCT-13

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

Describe:

While providing child care in a more informal manner than licensed or registered providers, Legally Certified Providers may be family members, friends, or neighbors who provide child care in the child's home. The use of in home care is limited to care by a provider who is providing care for a child with special needs, providing weekend care, providing extended care, teen parents, and/or special circumstances. Special circumstances must be approved in consultation with the ECSB Policy Specialist or a Bureau representative.

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

Effective Date: 01-OCT-13

Child Care licensing maintains all complaints in the child care database (CCUBS). The information maintained in this system includes the information provided by the complainant, persons involved, details found during the investigation, and allegations and assessments. During the complaint intake, the individual making the complaint is asked whether they want to be notified after completion of the investigation. This is documented on the intake form. For on-line complaints, there is a section that asks whether the reporter wants to be informed. If the individual responds that they do want to be informed, a letter is sent after the department has received a Plan of Correction from the provider. The letter indicates whether the complaint was validated or not. The letter also provides instructions on how they can view the inspection report on the public web portal. The results would indicate whether complaints related to the provider were validated or not validated. In addition, validated complaint information is available on the Child Care Licensing Public Web Portal, which is located at <http://ccubs-sanswrite.hhs.mt.gov/MontanaPublic/ProviderSearch.aspx>.

Montana has very few substantiated complaints for license-exempt (Legally Certified Provider) care and none that include child abuse/neglect or injury. If Montana has to investigate a Legally Certified Provider, the information goes into an investigations folder. If there are any substantiated findings, a letter is written to the provider, at a minimum, and is saved in the investigations folder with the other documentation/correspondence regarding the complaint. Information is available upon request.

2.7. Payment Rates for Child Care Services

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

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

Effective Date: 01-JUL-14

Yes. Effective Date: July 2014

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

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

Effective Date: 01-OCT-13

Policy on length of time for making payments.
Describe length of time:

Track and monitor the payment process

Other.

Describe:

Providers have 60 days to submit invoices; invoices are batch processed for cost effectiveness. Child care providers serving several families generally receive one combined payment. CCUBS processes invoices and requests payment through AWACS at 1:30 p.m. on the following days:

- 5th business day of the month;
- Subsequent Tuesdays; and
- The second to the last business day of the month.

Warrants (payments) are issued and mailed the morning after the day of the batch process and are delivered in an automated mailer format with a brief explanation. Direct Deposit payments are generated the morning after a batch process, are sent to the Automated Clearing House [ACH], and issued to the recipient's bank the 2nd day after the batch process. A payment advice is mailed to confirm each Direct Deposit. Later in the month, providers receive a detailed Statement of Remittance (SOR). Parents receive a similar statement for their family called an Explanation of Benefits (EOB).

None

2.7.3. Market Rate Survey

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

Effective Date: 01-OCT-13

a) Provide the month and year when the local Market Rate Survey(s) was completed (§98.43(b)(2)): 06/2013

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

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

Sample Population

The Early Childhood Services Bureau (ECSB) used rates from the Montana NACCRRAware database that were updated by providers in 2013. Of that dataset, 29% of the 1,121 providers in Montana had updated their information before June 7th, 2013. Therefore the sample used for the 2013 Market Rate calculation was 29%. In the more rural areas there were voids in the data which were rectified with direct phone calls with the providers.

Data Source

The data source that was used was Montana's NACCRRAware database, supplemented by direct calls to providers in rural areas. The Early Childhood Services Bureau (ECSB) mailed a postcard to currently registered or licensed family, group and child care center providers in April to encourage them to update their rates in the NACCRRAware database. Rates were then pulled from NACCRRAware for data analysis on June 7th, 2013.

Type of Methodology

Before the market rate survey analysis, Montana sent a postcard to each child care provider, requesting that current rates be updated in NACCRRAware, through the Centralized Referral Agency. The postcard asked providers to provide their most current rates. The providers were given a website where they can submit their rates. Additionally, a phone number is also provided for them to call the Child Care Resource and Referral agency (CCR&R) who can enter the providers' rates in NACCRRAware. When the period for providers to submit their rates is over, the CCR&R Centralized Services Provider provides ECSB with a NACCRRAware report, which is used to analyze all rates by each district, age of child, and type of facility. Current provider rates can be found in Attachment 2.7.1.

Provider rate data is extracted from The National Association of Child Care Resource and Referral Agency's system (NACCRRAware) and sorted by three categories for statistical analysis: 1) geographic location, 2) child care setting, and 3) age of child.

Response Rate

The sample used for the 2013 Market Rate calculation was 29% of the 1,121 providers in the state. In the more rural areas there were voids in the data which were rectified with direct phone calls with the providers.

Description of Analysis

Montana uses the twelve districts listed above to establish rates in order to facilitate access to care in areas where families and providers experience a higher cost of living. Provider rate data was extracted from The National Association of Child Care Resource and Referral Agency's system (NACCRRAware) and sorted by three categories for statistical analysis: 1) geographic location, 2) child care setting, and 3) age of child. Additionally, all data was compiled into a single statewide data pool for a comparative calculation on a statewide basis by child care setting and age of child. The 75th percentile data was determined using the available scientific functions in Excel. Because NACCRRAware rates can be reported in both part time and full time hourly rates for both infants and children, the average of these rates were used to determine the respective infant and child hourly and daily rates. The State is interested in helping families afford quality child care for the same price the public pays. The Best Beginnings Child Care Scholarship Program balances the need for families to access quality care and the need to serve as many low-income families as possible, while maintaining rates at the 75th percentile to ensure that scholarship families can afford to purchase child care services at most (75%) of the programs available in their area, which is a top priority for Montana. Supplemental state funding was not appropriated during the last legislative session, resulting in Montana to be unable to adjust rates to the 75th percentile of the 2013 market rate survey. At this time, ECSB has been authorized by Montana legislative action to increase the provider rate by 2% of the provider rate.

The 2013 rates were calculated by analyzing current provider rate information for each geographical area. If 100 slots for children line up according to rates, 75 slots would be within the range of the scale and would be paid for, thus representing the 75th percentile. The 75th percentile is higher than the median rate and it is usually higher than the average rate. Note that the 75th percentile is not 75% of an average rate.

Key Findings

Montana found our process for gathering information for the Market Rate Survey to be unsatisfactory and, therefore, a barrier to beginning the process. We planned to gain our information from NACCRRAware so that we would be more accurate in determining the 75th percentile using weighted formulas. However, the information in NACCRRAware was not complete and we determined that we would make individual calls for more information so that our data was more comprehensive. We will need to look into this process before we do our next Market Rate Survey since this was time intensive and difficult. One of the key findings in our analysis of the rates across Montana is that providers did not increase their program fees much in the last 4 years. We will look more closely at this to see if this ties into the fact that Montana did not raise provider scholarship rates since 2009. Other findings: The

difference between the highest rates (\$41.63 center daily) and the lowest rates (\$20.00 center daily) is substantial. The areas of the oil boom in Montana have increased rates for child care. Infant daily rates vary in regions as much as \$15.00 per day from \$47.50 to \$24.00. Rates for Centers, Group and Family Homes was set effective August 1st, 2013 at a 2% increase of the provider rate established in 2009. Because there is no 'market' for Legally Certified Provider (LCP) or Legally Certified In-home (LCI) care, LCP/LCI rates are set at 75% of the corresponding Family Home rates. The below provider rates are the results of the 2013 market rate survey; however Montana is paying based on a 2% increase of the provider rate.

Child Care Region Name: **HRDC District 7 CCR&R** (Billings area)
 County Names: Big Horn, Carbon, Stillwater, Sweet Grass, Yellowstone

2013 Survey Results				
	Child Daily	Child Hourly	Infant Daily	Infant Hourly
Center	\$30.00	\$6.00	\$33.00	\$6.00
Family	\$25.00	\$5.00	\$27.00	\$5.00
Group	\$28.00	\$5.25	\$30.00	\$6.00
LCP	\$18.75	\$3.75	\$20.25	\$3.75

Child Care Region Name: **Child Care Connections** (Bozeman area)
 County Names: Gallatin, Meagher, Park

2013 Survey Results				
	Child Daily	Child Hourly	Infant Daily	Infant Hourly
Center	\$41.00	\$6.83	\$36.00	\$6.50
Family	\$30.00	\$5.63	\$30.00	\$6.25
Group	\$33.00	\$6.00	\$37.00	\$7.06
LCP	\$22.50	\$4.22	\$22.50	\$4.69

Child Care Region Name: **Butte 4C's** (Butte area)
 County Names: Beaverhead, Deer Lodge, Granite, Madison, Powell, Silver Bow

2013 Survey Results				
	Child Daily	Child Hourly	Infant Daily	Infant Hourly
Center	\$25.50	\$5.50	\$24.00	\$4.75
Family	\$26.00	\$4.50	\$26.00	\$5.00
Group	\$25.00	\$5.00	\$28.00	\$5.00
LCP	\$19.50	\$3.38	\$19.50	\$3.75

Child Care Region Name: **Hi-Line Home Programs, Inc.** (Glasgow area)
 County Names: Daniels, Phillips, Roosevelt, Sheridan, Valley

2013 Survey Results				
	Child Daily	Child Hourly	Infant Daily	Infant Hourly
Center	\$29.00	\$4.00	\$29.00	\$4.00
Family	\$26.50	\$3.50	\$30.00	\$4.00

Group	\$27.00	\$3.28	\$30.00	\$3.50
LCP	\$19.88	\$2.63	\$22.50	\$3.00

Child Care Region Name: **Family Connections** (Great Falls area)
 County Names: Cascade, Chouteau, Glacier, Pondera, Teton, Toole

2013 Survey Results				
	Child Daily	Child Hourly	Infant Daily	Infant Hourly
Center	\$30.00	\$6.00	\$36.70	\$10.00
Family	\$25.00	\$4.25	\$26.00	\$5.00
Group	\$28.00	\$5.00	\$28.00	\$5.00
LCP	\$18.75	\$3.19	\$19.50	\$3.75

Child Care Region Name: **District IV HRDC Child Care Link** (Havre area)
 County Names: Blaine, Hill, Liberty

2013 Survey Results				
	Child Daily	Child Hourly	Infant Daily	Infant Hourly
Center	\$25.30	\$3.10	\$25.80	\$3.60
Family	\$26.00	\$6.00	\$26.00	\$6.00
Group	\$30.75	\$4.50	\$29.00	\$5.10
LCP	\$19.50	\$4.50	\$19.50	\$4.50

Child Care Region Name: **Child Care Partnerships** (Helena area)
 County Names: Broadwater, Jefferson, Lewis and Clark

2013 Survey Results				
	Child Daily	Child Hourly	Infant Daily	Infant Hourly
Center	\$30.00	\$5.00	\$33.50	\$7.50
Family	\$23.00	\$5.00	\$26.40	\$5.00
Group	\$25.00	\$4.50	\$29.00	\$5.00
LCP	\$17.25	\$3.75	\$19.80	\$3.75

Child Care Region Name: **The Nurturing Center** (Kalispell area)
 County Names: Flathead, Lake, Lincoln, Sanders

2013 Survey Results				
	Child Daily	Child Hourly	Infant Daily	Infant Hourly
Center	\$41.63	\$5.50	\$47.50	\$7.17
Family	\$28.00	\$5.00	\$30.00	\$5.00
Group	\$28.00	\$5.00	\$30.00	\$5.50
LCP	\$21.00	\$3.75	\$22.50	\$3.75

Child Care Region Name: **HRDC District VI Child Care Link** (Lewistown area)
 County Names: Fergus, Golden Valley, Judith Basin, Musselshell, Petroleum, Wheatland

2013 Survey Results				
	Child Daily	Child Hourly	Infant Daily	Infant Hourly
Center	\$25.00	\$5.50	\$27.50	\$5.50
Family	\$25.00	\$3.00	\$27.00	\$3.00
Group	\$22.50	\$4.50	\$22.50	\$4.50
LCP	\$18.75	\$2.25	\$20.25	\$2.25

Child Care Region Name: **DEAP CCR&R** (Miles City area)

County Names: Carter, Custer, Fallon, Powder River, Rosebud, Treasure

2013 Survey Results				
	Child Daily	Child Hourly	Infant Daily	Infant Hourly
Center	\$20.00	\$2.50	\$25.00	\$3.13
Family	\$23.00	\$4.00	\$25.00	\$4.00
Group	\$25.00	\$4.95	\$26.63	\$5.08
LCP	\$17.25	\$3.00	\$18.75	\$3.00

Child Care Region Name: **DEAP CCR&R** (Glendive area)

County Names: Dawson, Garfield, McCone, Prairie, Richland, Wibaux

2013 Survey Results				
	Child Daily	Child Hourly	Infant Daily	Infant Hourly
Center	\$27.50	\$4.25	\$27.60	\$4.25
Family	\$19.00	\$3.50	\$23.00	\$3.50
Group	\$34.00	\$4.00	\$36.00	\$4.25
LCP	\$14.25	\$2.63	\$17.25	\$2.63

Child Care Region Name: **Child Care Resources** (Missoula area)

County Names: Mineral, Missoula, Ravalli

2013 Survey Results				
	Child Daily	Child Hourly	Infant Daily	Infant Hourly
Center	\$33.00	\$6.00	\$37.00	\$6.00
Family	\$28.00	\$5.50	\$30.00	\$5.50
Group	\$33.00	\$5.75	\$36.00	\$6.00
LCP	\$21.00	\$4.13	\$22.50	\$4.13

Child Care Region Name: **STATE**

2013 Survey Results				
	Child Daily	Child Hourly	Infant Daily	Infant Hourly
Center	\$30.00	\$6.00	\$35.00	\$6.90
Family	\$26.50	\$5.00	\$28.00	\$5.00
Group	\$28.00	\$5.10	\$30.00	\$5.50
LCP	\$19.88	\$3.75	\$21.00	\$3.75

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

Effective Date: 01-JUL-14

2.7.4a - Highest Rate Area (Centers)	(a) Monthly Payment Rate at the 75th percentile from the most recent MRS	(b) Monthly Maximum Payment Rate Ceiling	(c) Percentile if lower than 75th percentile of most recent survey
Full-Time Licensed Center Infants (11 months)	\$1,028.38	\$ 806.46	36 th percentile
Full-Time Licensed Center Preschool (59 months)	\$901.29	\$ 786.11	72 nd percentile
Full-Time Licensed Center School-Age (84 months)	\$901.29	\$ 786.11	72 nd percentile

2.7.4b - Lowest Rate Area (Centers)	(a) Monthly Payment Rate at the 75th percentile from the most recent MRS	(b) Monthly Maximum Payment Rate Ceiling	(c) Percentile if lower than 75th percentile of most recent survey
Full-Time Licensed Center Infants (11 months)	\$ 541.25	\$495.57	75 th percentile One sample per category - rural population
Full-Time Licensed Center Preschool (59 months)	\$ 433.00	\$ 450.54	Payment rate is higher than 75 th percentile of current market rate.
Full-Time Licensed Center School-Age (84 months)	\$ 433.00	\$ 450.54	Payment rate is higher than 75 th percentile of current market rate.

2.7.4c - Highest Rate Area (FCC)	(a) Monthly Payment Rate at the 75th percentile from the most recent MRS	(b) Monthly Maximum Payment Rate Ceiling	(c) Percentile if lower than 75th percentile of most recent survey
Full-Time Licensed FCC Infants (11 months)	\$ 649.50	\$ 675.70	Payment rate is higher than 75 th percentile of current market rate.
Full-Time Licensed FCC Preschool (59 months)	\$ 649.50	\$ 630.66	50 th percentile of the rate.
Full-Time Licensed FCC School-Age (84 months)	\$ 649.50	\$ 630.66	50 th percentile of the rate.

2.7.4d - Lowest Rate Area (FCC)	(a) Monthly Payment Rate at the 75th percentile from the most recent MRS	(b) Monthly Maximum Payment Rate Ceiling	(c) Percentile if lower than 75th percentile of most recent survey
Full-Time Licensed FCC Infants (11 months)	\$ 497.95	\$ 558.57	Payment rate is higher than 75 th percentile of current market rate.
Full-Time Licensed FCC Preschool (59 months)	\$ 411.35	\$ 506.83	Payment rate is higher than 75 th percentile of current market rate.
Full-Time Licensed FCC School-Age (84 months)	\$ 411.35	\$ 506.83	Payment rate is higher than 75 th percentile of current market rate.

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

Effective Date: 01-OCT-13

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

Montana does not have a license-exempt center or rate type.

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

In Montana, a license-exempt provider is called a Legally Certified Provider (LCP). LCPs receive a lower daily/hourly rate than a center, group home, or family home. LCP rates are set at 75% of the family home rate in each region.

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

In Montana, a license-exempt provider is called a Legally Certified Provider (LCP). LCPs receive a lower daily/hourly rate than a center, group home, or family home. LCP rates are set at 75% of the family

home rate in each region.

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

Payment rates for In-Home Care (Legally Certified Providers) are set at 75% of the rate that is determined for Registered Family Child Care.

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

Effective Date: 01-OCT-13

Differential rate for nontraditional hours.

Describe:

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

Describe:

Montana has established a rate system to serve children with special needs based upon the actual cost to care for the child. Once a child has been identified as having a special need, the CCR&R eligibility worker contacts the CCR&R early childhood specialist who completes a special needs rating scale with the parent. This scale has seven sections that focus on care requirements and needed accommodations for the child. This scale is used to determine whether the cost of care for the child with special needs warrants an increase rate over and above the normal district rate. These costs must be for accommodations that, in the absence of financial supports, would place an undue burden upon the provider.

Once the special needs rating scale is completed, the scale is sent to the ECSB Statewide Inclusion Coordinator for approval. The Inclusion Coordinator has 10 days to either approve or deny the rate requested on the scale. Once the rate is approved, the CCR&R early childhood specialist has 60 days to complete an individual child care plan with the parent and possibly other pertinent individuals (e.g. Part C family support specialist, therapists, etc.). This plan provides specific documentation of the child's need, identifies required accommodations, identifies additional resources which may be available, and suggests at least two individuals who could provide additional information, if needed.

Differential rate for infants and toddlers.

Describe:

Differential rate for school-age programs.

Describe:

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

Describe:

Montana has a quality rating improvement system in which programs that advance levels can receive financial incentives, including higher reimbursement rates over the base rate for programs that serve children receiving Best Beginnings Scholarships (subsidies). For a full understanding of the incentive structure, please see the website www.bestbeginnings.mt.gov. Scholarship children attending STARS to Quality qualifying facilities will have a differential added to the established rate for that geographical area at 5% of invoice for a STAR 2, 10% for a STAR 3, 15% for a STAR 4, and 20% for a STAR 5.

Other differential rate.

Describe:

None.

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

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

Effective Date: 01-OCT-13

Allows providers to charge the difference between the maximum reimbursement rate and their private pay rate

Pays for provider fees (e.g., registration, meals, supplies).

Describe:

Policies vary across region, counties and or geographic areas.

Describe:

Other.

Describe:

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

Effective Date: 01-OCT-13

a) Number of absent days allowed. Describe

Full time families can have no more than 70 hours claimed during one State fiscal year [July 1 – June 30]. Part-time families do not have absent days allowed.

Certified Enrollment [CE] is a Best Beginnings Child Care Scholarship benefit provided to the parent who is responsible for paying their child care provider when a child is temporarily absent from full-time care in a licensed or registered child care facility. Legally certified (license-exempt) care does not qualify for this benefit.

b) Paying based on enrollment. Describe

Montana does not pay based on enrollment. The payment is made based on the authorization of services that is calculated at the time of eligibility determination. Authorization of services means the span of time, number of hours per week, and schedule that an eligible child is approved for care at a particular provider's facility. Providers will maintain invoices and submit them based on hours of care provided to the children participating in the Best Beginnings Child Care Scholarship.

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

Providers may not charge families on the Best Beginnings Child Care Scholarship more than they are charging private pay families. Providers are paid on a monthly basis. Providers have 60 days to submit invoices; invoices are batch processed for cost effectiveness. Child care providers serving several families generally receive one combined payment. CCUBS processes invoices and requests payment through AWACS at 1:30 p.m. on the following days:

- 5th business day of the month;
- Subsequent Tuesdays; and

- The second to the last business day of the month.

Warrants (payments) are issued and mailed the morning after the day of the batch process and are delivered in an automated mailer format with a brief explanation. Direct Deposit payments are generated the morning after a batch process, are sent to the Automated Clearing House [ACH], and issued to the recipient's bank the 2nd day after the batch process. A payment advice is mailed to confirm each Direct Deposit. Later in the month, providers receive a detailed Statement of Remittance (SOR). Parents receive a similar statement for their family called an Explanation of Benefits (EOB).

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

The Lead Agency has developed an online invoicing system. Providers across the state have the option of whether or not they want to use the online portal. Providers can choose whether or not they want to receive their payments through direct deposit or by check in the mail.

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

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

Effective Date: 01-JUL-14

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

Montana ensures the full range of providers is available for our families by having available funds of each of the setting types throughout the regional areas in the state by establishing regional payment rates. The payment rates are based on a 2% increase in the current provider rate.

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

Montana conducts a market rate survey every year. The statewide rate for all facilities for children over the age of 2 is set at the 65th percentile and statewide rate for all facilities for children under the age of 2 is set at the 66th percentile of the current market rate. While these percentiles are statewide, the percentiles are varied throughout regions based on survey results to ensure adequate rates. Montana uses district rates to facilitate access to care in areas where families and providers experience a higher cost of living. Montana aims to maintain rates at the 75th percentile and, by setting regional rates, is successful in most regions, thus ensuring that scholarship families can afford to purchase child care services available in their area, which is a top priority for Montana.

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

The sliding fee scale provides a graduated co-payment calendar as families approach 150% of the federal poverty index. As family income grows, so does the co-payment responsibility. For families at the lowest end of the sliding fee scale, a \$10 co-payment is in existence. Co-payments are determined by family gross income and size.

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

Montana serves all eligible children applying for services without a waiting list. All providers who were invited to submit rates by posting them to the referral system, were used to determine the 2013 survey results. Quality providers participating in Montana's QRIS system may receive higher reimbursement, depending on their participation level in the QRIS system, however, these higher payments are not used for the base payment rates.

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

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

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

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Goal #1:

Continue research in transitioning into a 12-month eligibility policy.

Goal #2:

Conduct comprehensive review of policy, Administrative Rules of Montana (ARM), and procedure to determine if additional family-friendly policies can be implemented (review policy for authorized hours, evaluate and analyze CCDF subsidy authorization based on attendance or enrollment).

Goal #3:

Research and revise fraud/risk management policy. Explore these policies and their impact.

PART 3

Health and Safety and Quality Improvement Activities

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

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

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

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

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

Definition: Licensing requirements are defined as regulatory requirements, including registration or certification requirements established under State, local, or tribal law, necessary for a provider to legally operate and provide child care services in a State or locality (§98.2). This does not include registration or certification requirements solely for

child care providers to be eligible to participate in the CCDF program. Those requirements will be addressed in 3.1.2.

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

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a) Is the Lead Agency responsible for child care licensing? (§98.11(a))

Yes.

No.

Please identify the State or local (if applicable) entity/agency responsible for licensing:

b) Provide a brief overview of the relationship between the licensing requirements and CCDF health and safety requirements in your State/Territory.

[The State's licensing requirements serve as the CCDF health and safety requirements, except for license exempt, legally certified providers which are detailed further in this section.](#)

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

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

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

CCDF Category of Care	CCDF Definition (§98.2)	Which providers in your State/Territory are subject to licensing under this CCDF category?	Are any providers in your State/Territory which fall under this CCDF category exempt from licensing?

<p>Center-Based Child Care</p>	<p>Center-based child care providers are defined as a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless care in excess of 24 hours is due to the nature of the parent(s)' work.</p>	<p>Describe which types of center-based settings are subject to licensing in your State/Territory Child Care Centers</p>	<p>Describe which types of center-based settings are exempt from licensing in your State/Territory.</p> <p>Facilities that do not provide care on a "regular basis" are exempt from licensing. These include the following types of facilities: afterschool programs, Head Start, preschool, drop-in, Boys & Girls Clubs and summer camps. Although these programs are exempt from licensing, the licensing program would license them if they wished to be licensed. The Child Care Licensing Program also has regulations in place to approve a drop-in facility if they wished to pursue licensing.</p>
<p>Group Home Child Care</p> <p>N/A. Check if your State/Territory does not have group home child care.</p> <p><input type="checkbox"/></p>	<p>Group home child care provider is defined as two or more individuals who provide child care services for fewer than 24 hours per day per child, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)' work.</p>	<p>Describe which types of group homes settings are subject to licensing Group Child Care Facilities</p>	<p>Describe which types of group homes are exempt from licensing: All types of Group Homes are subject to licensing.</p>

Family Child Care	<p>Family child care provider is defined as one individual who provides child care services for fewer than 24 hours per day per child, as the sole caregiver, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)'s work.</p> <p>Reminder - Do not respond if family child care home providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.</p>	<p>Describe which types of family child care home providers are subject to licensing</p> <p>Family Child Care Facilities</p>	<p>Describe which types of family child care home providers are exempt from licensing:</p> <p>All types of Family Child Care are subject to licensing, with the exception of Legally Certified Providers (LCP). LCPs consist of family members, friends, or neighbors who provide child care in the provider's home. LCPs are certified for payment purposes only, and not registered or licensed.</p>
In-Home Care	<p>In-home child care provider is defined as an individual who provides child care services in the child's own home.</p> <p>Reminder - Do not respond if in-home child care providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.</p>	<p><input checked="" type="checkbox"/></p> <p>N/A. Check if in-home care is not subject to licensing in your State/Territory.</p> <p>Describe which in-home providers are subject to licensing</p> <p>N/A</p>	<p>Describe which types of in-home child care providers are exempt from licensing</p> <p>N/A</p>

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



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

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

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

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

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

If yes, provide the ratio for age specified.

<input checked="" type="checkbox"/> Yes, Child:staff ratio requirement:	<input checked="" type="checkbox"/> Yes, Child:staff ratio requirement:	<input checked="" type="checkbox"/> Yes, Child: staff ratio requirement.	<input checked="" type="checkbox"/> Yes, Child: staff ratio requirement.
Infant ratio (11 months): 4:1 for children zero months through 23 months. When children of different ages are mixed, the ratio for the youngest child in the group must be maintained.	Infant ratio (11 months): There shall be no more than six children under the age of two in a group child care home, unless care is provided exclusively for children under the age of two. A group child care facility that cares exclusively for children under the age of two must have no more than four children present unless there are two caregivers.	List ratio requirement by age group: A family child care facility that cares exclusively for children under the age of two may not have more than four children present.	List ratio requirement by age group: Legally Certified In-Home Providers may care for two separate children of separate families or all the children from one family.
Toddler ratio (35 months): 8:1 for children two years through three years. When children of different ages are mixed, the ratio for the youngest child in the group must be maintained.	Toddler ratio (35 months): 0-24 Months: 8:2	<input type="checkbox"/> No ratio requirements.	<input type="checkbox"/> No ratio requirements.
Preschool ratio (59 months): 10:1 for children four years through five years. When children of different ages are mixed, the ratio for the youngest child in the group must be maintained.		<input checked="" type="checkbox"/> Yes, Group size requirement.	<input checked="" type="checkbox"/> Yes, Group size requirement.
<input type="checkbox"/> No ratio requirements.		List ratio requirement by age group: Varied - see ratio and group information above.	List ratio requirement by age group: Varied - see ratio and group information above.
<input checked="" type="checkbox"/> Yes,		<input type="checkbox"/> No group size requirements.	<input type="checkbox"/> No group size requirements.

Group size requirement
Infant group size (11 months):
Varied - see ratio and group information above.

Toddler group size (35 months):
Varied - see ratio and group information above.

Preschool group size (59 months):
Varied - see ratio and group information above.

No group size requirements.

Preschool ratio (59 months):
12:1 maximum. A Group Home can provide care to seven to 12 children with no more than six children under two years of age, unless care is provided exclusively for children under age two. For facilities providing exclusively for children under age two, group day care home means a place in which supplemental parental care is provided for up to eight children under age two.

No ratio requirements.

Yes,

Group size requirement
Infant group size (11 months):
Varied - see ratio and group information above.

Toddler group size (35 months):
Varied - see ratio and group information above.

Preschool group size (59 months):
Varied - see ratio and group information above.



No group size requirements.

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High school/GED	High school/GED	High school/GED	High school/GED
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child Development Associate (CDA)	Child Development Associate (CDA)	Child Development Associate (CDA)	Child Development Associate (CDA)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State/ Territory Credential	State/ Territory Credential	State/ Territory Credential	State/ Territory Credential
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Associate's degree	Associate's degree	Associate's degree	Associate's degree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bachelor's degree	Bachelor's degree	Bachelor's degree	Bachelor's degree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
No credential required for licensing	No credential required for licensing	No credential required for licensing	No credential required for licensing
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other:	Other:	Other:	Other:
In addition to a CDA/Bachelor's Degree, the individual must also have 1 year experience working in a licensed or registered facility. Three years of experience in a licensed or registered facility would also qualify an individual as a director.	Must attend orientation and be certified in CPR and First Aid.	Must attend orientation and be certified in CPR and First Aid.	

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

<input type="checkbox"/>	High school/GED	<input type="checkbox"/>	High school/GED	<input type="checkbox"/>	High school/GED	<input type="checkbox"/>	High school/GED
<input checked="" type="checkbox"/>	Child Development Associate (CDA)	<input type="checkbox"/>	Child Development Associate (CDA)	<input type="checkbox"/>	Child Development Associate (CDA)	<input type="checkbox"/>	Child Development Associate (CDA)
<input type="checkbox"/>	State/ Territory Credential	<input type="checkbox"/>	State/ Territory Credential	<input type="checkbox"/>	State/ Territory Credential	<input type="checkbox"/>	State/ Territory Credential
<input checked="" type="checkbox"/>	Associate's degree	<input type="checkbox"/>	Associate's degree	<input type="checkbox"/>	Associate's degree	<input type="checkbox"/>	Associate's degree
<input checked="" type="checkbox"/>	Bachelor's degree	<input type="checkbox"/>	Bachelor's degree	<input type="checkbox"/>	Bachelor's degree	<input type="checkbox"/>	Bachelor's degree
<input type="checkbox"/>	No credential required for licensing	<input type="checkbox"/>	No credential required for licensing	<input type="checkbox"/>	No credential required for licensing	<input checked="" type="checkbox"/>	No credential required for licensing
<input checked="" type="checkbox"/>	Other:	<input checked="" type="checkbox"/>	Other:	<input checked="" type="checkbox"/>	Other:	<input type="checkbox"/>	Other:
	In lieu of educational requirements, two years of experience in a licensed or registered facility would also qualify an individual as a primary caregiver. An aide does not need to have any experience but they must be supervised by a primary caregiver or the director.		Must attend orientation and be certified in CPR and First Aid.		Must attend orientation and be certified in CPR and First Aid.		

Do the licensing requirements specify that directors and caregivers must attain a specific number of training hours per year ?	<input type="checkbox"/>	At least 30 training hours required in first year	<input type="checkbox"/>	At least 30 training hours required in first year	<input type="checkbox"/>	At least 30 training hours required in first year
	<input type="checkbox"/>	At least 24 training hours per year after first year	<input type="checkbox"/>	At least 24 training hours per year after first year	<input type="checkbox"/>	At least 24 training hours per year after first year
	<input type="checkbox"/>	No training requirement	<input type="checkbox"/>	No training requirement	<input type="checkbox"/>	No training requirement
	<input checked="" type="checkbox"/>	Other:	<input checked="" type="checkbox"/>	Other:	<input checked="" type="checkbox"/>	Other:
		15 hours for the director and 8 hours for caregivers.		8 hours		8 hours

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

Yes.

Describe:

The licensing program is looking at implementing emergency preparedness requirements and updating outdoor playground requirements.

No.

3.1.2 Enforcement of Licensing Requirements

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

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

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

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

CCDF Categories of Care	Frequency of Routine Announced Visits	Frequency of Routine Unannounced Visits
<input checked="" type="checkbox"/> Center-Based Child Care	<input type="checkbox"/> Once a Year	<input type="checkbox"/> Once a Year
	<input type="checkbox"/> More than Once a Year	<input type="checkbox"/> More than Once a Year
	<input type="checkbox"/> Once Every Two Years	<input type="checkbox"/> Once Every Two Years
	<input checked="" type="checkbox"/> Other.	<input checked="" type="checkbox"/> Other.
	Describe: Typically, all licensing visits are unannounced. While conducting the initial inspection prior to opening, the licensor may schedule the visit, depending on whether the facility is currently operating. The Department then conducts an unannounced full inspection once the license is issued.	Describe: Centers can be issued a 1, 2 or 3 year license depending on the deficiencies found during the last renewal inspection. Therefore, centers may receive inspections every 1-3 years depending on the license type.

<input checked="" type="checkbox"/> Group Home Child Care <input type="checkbox"/> N/A. Check if your State/Territory does not have group home child care.	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe: All licensing visits are unannounced with the exception of a scheduled consultation at the request of the facility.	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe: State law requires that 20% of all facilities are inspected annually. Typically group facilities receive full inspections every 3-5 years.
<input checked="" type="checkbox"/> Family Child Care Home	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe: All licensing visits are unannounced with the exception of a scheduled consultation at the request of the facility.	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe: State law requires that 20% of all facilities are inspected annually. Typically family facilities receive full inspections every 3-5 years.
<input type="checkbox"/> In-Home Child Care <input checked="" type="checkbox"/> N/A. Check if In-Home Child Care is not subject to licensing in your State/Territory (skip to 3.1.2b)	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe: N/A	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe: N/A

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

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

No.

Licensing Procedures	Describe which procedures are used by the State/Territory for enforcement of the licensing requirements.
The State/Territory requires providers to attend or participate in training relating to opening a child care facility prior to issuing a license.	<input checked="" type="checkbox"/> Yes.
	Describe: Orientation is required for all new family and group providers, but not centers.
	<input type="checkbox"/> No.
	<input type="checkbox"/> Other. Describe: N/A
The State/Territory has procedures in place for licensing staff to inspect centers and family child care homes prior to issuing a license.	<input checked="" type="checkbox"/> An on-site inspection is conducted.
	<input type="checkbox"/> Programs self-certify. Describe:
	<input type="checkbox"/> No procedures in place.
	<input checked="" type="checkbox"/> Other. Describe: Child care centers are inspected prior to approval. Family and group providers are inspected after they become registered per state law. Inspections are completed within 120 days of the facility becoming registered.

Licensing staff has procedures in place to address violations found in an inspection.



Providers are required to submit plans to correct violations cited during inspections.



Licensing staff approve the plans of correction submitted by providers.



Licensing staff verify correction of violation.



Licensing staff provide technical assistance regarding how to comply with a regulation.



No procedures in place.



Other.

Describe:

Licensing staff conduct follow-up inspections to verify correction of serious deficiencies but do not conduct follow-up inspections for all inspections. Licensing staff may refer providers to a local CCR&R for Technical Assistance.

Licensing staff has procedures in place to issue a negative sanction to a noncompliant facility.



Provisional or probationary license



License revocation or non-renewal



Injunctions through court



Emergency or immediate closure not through court action



Fines for regulatory violations



No procedures in place.



Other.

Describe:

N/A

The State/Territory has procedures in place to respond to illegally operating child care facilities.



Cease and desist action



Injunction



Emergency or immediate closure not through court action



Fines



No procedures in place.



Other.

Describe:

Operations of illegal child care are sent to the County Attorney for criminal prosecution (52-2-741, MCA) and to request that the individual discontinue providing care until a registration certificate is issued.

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

<input checked="" type="checkbox"/> <p>Yes.</p> <p>Describe:</p> <p>MCA 52-2-726 (2) allows the applicant, licensee, or registrant by written request may invoke the opportunity for hearing on the department's action by requesting a hearing within 10 days of notice of department action. The hearing shall be conducted according to the department's rules. They can appeal the following:</p> <p>The department, after written notice to the applicant, licensee, or registrant, may deny, suspend, cancel, reduce, modify, or revoke a license or registration certificate upon finding that:</p> <p>Any of the applicable conditions set forth in this part as prerequisites for the issuance of a license or registration certificate no longer exist;</p> <p>The licensee or registrant is no longer in compliance with the minimum standards prescribed by the department; or</p> <p>The license or registration certificate was issued upon fraudulent or untrue representation.</p>
<input type="checkbox"/> <p>No.</p>
<input type="checkbox"/> <p>Other.</p> <p>Describe:</p> <p>N/A</p>

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

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

CCDF Categories of Care	Types of Background Check	Frequency	Who is Subject to Background Checks?
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<input checked="" type="checkbox"/> Center-Based Child Care	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System <input checked="" type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other.	<input checked="" type="checkbox"/> Director <input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Non-teaching staff <input checked="" type="checkbox"/> Volunteers <input type="checkbox"/> Other.
	<input checked="" type="checkbox"/> State/Territory Criminal Background	Describe: Receive an alert if a report of child abuse is made on an individual associated with a facility.	<input type="checkbox"/> Other. N/A
	<input type="checkbox"/> Check if State/Territory background check includes fingerprints	<input checked="" type="checkbox"/> Initial Entrance into the System <input checked="" type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other.	<input checked="" type="checkbox"/> Director <input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Non-teaching staff <input checked="" type="checkbox"/> Volunteers <input type="checkbox"/> Other.
	<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	Describe: N/A	N/A
	<input type="checkbox"/> Sex Offender Registry	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other.	<input checked="" type="checkbox"/> Director <input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Non-teaching staff <input checked="" type="checkbox"/> Volunteers <input type="checkbox"/> Other.
		Describe: FBI checks are required for individuals who have lived out of the state over the last 5 years.	N/A <input type="checkbox"/> Other. <input type="checkbox"/> Director <input type="checkbox"/> Teaching staff <input type="checkbox"/> Non-teaching staff

		<input type="checkbox"/> Initial Entrance into the System	<input type="checkbox"/> Volunteers
		<input type="checkbox"/> Checks Conducted Annually	<input type="checkbox"/> Other.
		<input type="checkbox"/> Other.	N/A
		Describe: N/A	

<input checked="" type="checkbox"/> Group Child Care Homes	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Provider
<input type="checkbox"/> N/A. Check if your State/Territory does not have group home child care.		<input checked="" type="checkbox"/> Checks Conducted Annually	<input checked="" type="checkbox"/> Non-provider residents of the home.
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input checked="" type="checkbox"/> Other.	N/A
<input type="checkbox"/> Check if the State/Territory background check includes fingerprints		Describe: Receive an alert if a report of child abuse is made on an individual associated with a facility.	<input checked="" type="checkbox"/> Provider
<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)		<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Non-provider residents of the home.
		<input checked="" type="checkbox"/> Checks Conducted Annually	N/A
<input type="checkbox"/> Sex Offender Registry		<input type="checkbox"/> Other.	<input checked="" type="checkbox"/> Provider
		Describe: N/A	<input checked="" type="checkbox"/> Non-provider residents of the home.
		<input type="checkbox"/> Initial Entrance into the System	N/A
		<input type="checkbox"/> Checks Conducted Annually	
		<input checked="" type="checkbox"/> Other.	<input type="checkbox"/> Provider
		Describe: FBI checks are required for individuals who have lived out of the state over the last 5 years.	<input type="checkbox"/> Non-provider residents of the home.
		<input type="checkbox"/> Initial Entrance into the System	N/A

		<input type="checkbox"/> Checks Conducted Annually	
		<input type="checkbox"/> Other.	
		Describe: N/A	

<input checked="" type="checkbox"/> Family Child Care Homes	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Provider
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input checked="" type="checkbox"/> Checks Conducted Annually	<input checked="" type="checkbox"/> Non-provider residents of the home.
	<input type="checkbox"/> Check if the State/Territory background check includes fingerprints	<input type="checkbox"/> Other.	N/A
	<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	Describe: Receive an alert if a report of child abuse is made on an individual associated with a facility.	<input checked="" type="checkbox"/> Provider
	<input type="checkbox"/> Sex Offender Registry	<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Non-provider residents of the home.
		<input checked="" type="checkbox"/> Checks Conducted Annually	<input checked="" type="checkbox"/> Non-provider residents of the home.
		<input type="checkbox"/> Other.	N/A
		Describe: N/A	<input checked="" type="checkbox"/> Provider
		<input type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Non-provider residents of the home.
		<input type="checkbox"/> Checks Conducted Annually	N/A
		<input checked="" type="checkbox"/> Other.	<input type="checkbox"/> Provider
		Describe: FBI checks are required for individuals who have lived out of the state over the last 5 years.	<input type="checkbox"/> Non-provider residents of the home.
	<input type="checkbox"/> Initial Entrance into the System	N/A	

		<input type="checkbox"/> Checks Conducted Annually	
		<input type="checkbox"/> Other.	
		Describe: N/A	

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

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

Effective Date: 01-OCT-13

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

- Criminal-\$11.50
- DMV-\$4.00
- FBI-\$27.25

The Department has access to the state Criminal Justice Information Network (CJIN) as well as the Child Protective Services (CPS) database. The Department pays \$5,000 per CJIN terminal. The Child Care Licensing Program and Early Childhood Services Bureau each utilize a terminal.

d-2) Who pays for background checks:

The Child Care Licensing Program conducts criminal, DMV and CPS checks for family and group providers and child care centers that are on an extended licensed. New child care centers or child care centers that are not on an extended license pay for their own checks and are responsible for obtaining their background check results through the appropriate agencies. Individuals who have lived outside of Montana for more than 5 years are required to have an FBI check at their own cost.

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

37.95.173 DAY CARE FACILITY: PROTECTION OF CHILDREN FROM A PERSON CHARGED WITH A CRIME INVOLVING CHILDREN, VIOLENCE, OR DRUGS

(1) A care-giver, volunteer, support staff person, other adult residing in the day care facility, or other person who regularly or frequently stays in the facility, who is charged with a crime involving children, physical or sexual violence against any person, or any felony drug related offense, or awaiting trial may not provide care or be present in the facility pending the outcome of the trial.

37.95.176 DAY CARE FACILITIES: NEGATIVE LICENSING ACTION

(1) After written notice to the applicant, licensee, or registrant, the department shall deny, suspend, restrict, revoke, or reduce to a provisional or probationary status a registration certificate or license upon finding that:

- (a) the applicant, licensee, registrant, or a member of the applicant's, licensee's, or registrant's household or any person staying in the facility on a regular or frequent basis has a conviction for a serious crime, such as but not limited to homicide, sexual intercourse without consent, sexual assault, aggravated assault, assault on a minor, assault on an officer, assault with a weapon, kidnapping, aggravated kidnapping, prostitution, robbery, or burglary;
- (b) the applicant, licensee, registrant, or a member of the applicant's, licensee's, or registrant's household or any person staying in the facility on a regular or frequent basis has a conviction for a crime pertaining to children or families, including but not limited to child abuse or neglect, incest, child sexual abuse, ritual abuse of a minor, felony partner or family member assault, child pornography, child prostitution, internet crimes involving children, felony endangering the welfare of a child, felony unlawful transactions with children, or aggravated interference with parent-child contact;
- (c) the applicant, licensee, registrant, or member of the applicant's, licensee's, or registrant's household has within the previous five years had a felony conviction for a drug related offense, including but not limited to use, distribution, or possession of controlled substances, criminal possession of precursors to dangerous drugs, criminal manufacture of dangerous drugs, criminal possession of imitation dangerous drugs with the purpose to distribute, criminal possession, manufacture of delivery of drug paraphernalia, or driving under the influence of alcohol or other drugs;
- (d) the applicant, licensee, registrant, or member of the applicant's, licensee's, or registrant's household, or anyone staying in the facility on a frequent or regular basis has been convicted of abuse, sexual abuse, neglect, or exploitation of an elderly person or a person with a developmental disability.

(2) The department, after written notice to the applicant, licensee, or registrant may deny, suspend, or revoke a registration certificate license or registration certification or may restrict or reduce to a provisional, or probationary status a registration certificate license or registration certification upon a finding that:

- (a) the applicant, licensee, registrant, or member of the applicant's, licensee's, or registrant's household, or anyone staying in the facility on a frequent or regular basis has a conviction for misdemeanor partner/family member assault, misdemeanor endangering the welfare of a child, misdemeanor unlawful transaction with children, or a crime involving an abuse of the public trust;
- (e) the provider, any staff member, volunteer, or any person residing in the day care or anyone staying in the facility on a frequent or regular basis has been named as the perpetrator in a substantiated report of abuse or neglect;
- (f) upon referral of suspected child abuse or neglect regarding an operating day care facility, the initial investigation by the department, or by a law enforcement agency determines that there is probable cause to believe that a child in the facility may be in danger of harm;

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

Individuals, who have been denied approval as a caregiver in a licensed or registered day care facility and believe that their criminal record is not accurate, can appeal the accuracy of their criminal record directly to the Department of Justice. If the individual is successful in getting an otherwise disqualifying conviction overturned or expunged, or if they are able to validate that the record is inaccurate, the department will then rescind the prohibition.

If the licensed or registered provider feels that the individual involved in the disqualifying event has attained sufficient rehabilitation to warrant the public's trust, and desires that individual to be approved as a caregiver, volunteer or other support staff person in the facility, a request for reconsideration can be made to the Licensure Bureau by the provider. Along with this request, the following information shall be

submitted:

- A comprehensive rationale for why the reconsideration should be granted; the rationale should include information that in spite of the disqualifying factor, the health, safety and welfare of children will not be impacted;
- A signed release form from the potential employee authorizing the Department to access all civil, criminal and other reports relevant to the disqualifying history;
- Three (3) Letters of recommendation from credible persons who are not related to the individual;
- The age of the individual at the time of the disqualifying event;
- Any mitigating circumstances when the event occurred;
- If the disqualifying event involved a criminal conviction, the individual shall submit information concerning all court imposed sentences or punishment, plea agreements, dismissals or amended charging documents; all psychological assessments, opinions and reports; sentencing documents and probation history; and criminal history involving prior state and federal offenses. If the event involved a child protective services record, any terms brought forth by the agency. If circumstances were completed, the date of completion should also be provided;
- Any successfully completed rehabilitation programs since the event;
- Full employment history, including name, address and phone numbers of prior employers;
- Other relevant information the individual chooses to submit.

All administrative reconsideration denials will be provided the right to appeal that decision and request a "Fair Hearing." The requirements as outlined in ARM 37.5.318 pertaining to an administrative review will be bypassed and the matter will proceed directly to fair hearing.

The Fair Hearing will be conducted by the DPHHS Office of Fair Hearings in accordance with the Montana Administrative Procedure Act (MAPA) found at MCA 2-4-612 and the department's administrative rules. The Hearing Officer will have the ability to uphold the denial or overturn the denial based upon the evidence presented in accordance with 2-4-612, MCA.

A party who is aggrieved by the final Fair Hearing decision may seek a review by the department director. The decision at the department director level is not satisfactory for the aggrieved party, that party may seek judicial review.

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

N/A

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

Yes.
Describe:

Licensing inspections and deficiencies are available on a public web portal. Individuals are able to conduct a search by name or city on this portal. This information is available at the following link: <http://ccubssanswrite.hhs.mt.gov/MontanaPublic/ProviderSearch.aspx>.

No

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

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

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

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

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical exam or health statement for children				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tuberculosis check for providers				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tuberculosis check for children				
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provider immunizations				
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Child immunizations				
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hand-washing policy for providers and children				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diapering policy and procedures				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Providers to submit a self-certification or complete health and safety checklist				
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements				

<input type="checkbox"/>				
Other.				
Describe:				

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

For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.				
The Lead Agency requires:	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
<input checked="" type="checkbox"/> Fire inspection	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Building inspection	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Health inspection	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Inaccessibility of toxic substances policy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Safe sleep policy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Tobacco exposure reduction	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Transportation policy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Providers to submit a self-certification or complete health and safety checklist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other.				
Describe:				

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

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
Child Care Centers	First Aid	Yes	Yes
	CPR	Yes	Yes
	Medication Administration Policies and Practices	The State does not require training on medication administration as a pre-service. Training for Medication Administration Policies and Practices is required for directors, primary caregivers and any staff that administers medication participating the state's QRIS system.	The State does not require training on medication administration specifically.

	Poison Prevention and Safety	The state does not require pre-service training in this area.	The State does not require training specifically in this area.
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	Providers are required to take Safe Sleep training prior to being approved to care for children under age two. Caregiving staff are required to complete training within 60 days of hire and must be supervised at all times prior to receiving training.	No
	Shaken Baby Syndrome and abusive head trauma prevention	The state does not require pre-service training in this area.	The State does not require training specifically on Shaken Baby Syndrome.
	Age appropriate nutrition, feeding, including support for breastfeeding	This is not a pre-service requirement.	This is not a requirement.
	Physical Activities	This is not a pre-service requirement.	The State does not require training on physical activity specifically.
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	The state does not require pre-service training in this area.	The State does not require training specifically in this area.
	Recognition and mandatory reporting of suspected child abuse and neglect	The State does not require pre-service training on Mandatory Reporting, but does expect staff are trained on this in on the job orientation. Training for mandatory reporting Policies and Practices is required for all staff participating the state's QRIS system.	The State does not require training specifically on Mandatory Reporting.

	Emergency preparedness and planning response procedures	This is not a pre-service requirement.	This is not a requirement.
	Management of common childhood illnesses, including food intolerances and allergies	The state does not require pre-service training in this area.	The State does not require training specifically in this area.
	Transportation and child passenger safety (if applicable)	The state does not require pre-service training in this area.	The State does not require training specifically on Transportation.
	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	The state does not require pre-service training in this area.	The State does not require training specifically in this area.
	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	The state does not require pre-service training in this area.	The State does not require training specifically in this area.
	Supervision of children	The state does not require pre-service training in this area.	The State does not require training specifically on supervision.
	Behavior management	The state does not require pre-service training on Behavior Management.	The State does not require training specifically on behavior management.

	<p>Other</p> <p>Describe: The state requires annual training in the early care and education knowledge base which includes: Personal attributes/characteristics Health, safety, and nutrition which may include training on prevention of sudden infant death syndrome (SIDS) and medication administration; Child growth and development; Environmental design; Child guidance; Family and community partnerships; Program management; Curriculum; Observation and assessment; Professionalism; Cultural and developmental diversity.</p>		<p>The state requires annual training in the early care and education knowledge base which includes: Personal attributes/characteristics Health, safety, and nutrition which may include training on prevention of sudden infant death syndrome (SIDS) and medication administration; Child growth and development; Environmental design; Child guidance; Family and community partnerships; Program management; Curriculum; Observation and assessment; Professionalism; Cultural and developmental diversity.</p>
Group Home Child Care	First Aid	Yes	Yes
	CPR	Yes	Yes
	Medication Administration Policies and Practices	This is included in new provider orientation.	<p>The state does not specifically require ongoing training for medication administration.</p> <p>Training for Medication Administration Policies and Practices is required for directors, primary caregivers and any staff that administers medication participating the state's QRIS system.</p>

	Poison Prevention and Safety	This is included in New Provider Orientation.	The State does not require training specifically on Poison Prevention and Safety.
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	Providers are required to take Safe Sleep training prior to being approved to care for children under age two. Caregiving staff are required to complete training within 60 days of hire and must be supervised at all times prior to receiving training. In addition, this information is addressed in New Provider Orientation.	No
	Shaken Baby Syndrome and abusive head trauma prevention	The State does not include this as a pre-service requirement.	The State does not require training specifically on Shaken Baby Syndrome.
	Age appropriate nutrition, feeding, including support for breastfeeding	This is included in New Provider Orientation.	The State does not require training specifically on nutrition.
	Physical Activities	The State does not include this as a pre-service requirement.	The State does not require training specifically on Physical Activities.
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	This is included in New Provider Orientation.	The State does not require training specifically in this area.
	Recognition and mandatory reporting of suspected child abuse and neglect	This is covered in New Provider Orientation. Training for mandatory reporting Policies and Practices is required for all staff participating the state's QRIS system.	The State does not require training specifically on Mandatory Reporting.

	Emergency preparedness and planning response procedures	This is not a pre-service requirement.	The State does not require training specifically on Emergency Preparedness and Planning.
	Management of common childhood illnesses, including food intolerances and allergies	The State does not include this as a pre-service requirement.	The State does not require training specifically in this area.
	Transportation and child passenger safety (if applicable)	This is included in New Provider Orientation.	The State does not require training specifically on Transportation.
	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	This is not a pre-service requirement.	The state does not specifically require ongoing training for special needs.
	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	This is included in New Provider Orientation.	The state does not specifically require ongoing training for child development.
	Supervision of children	This is included in New Provider Orientation.	The state does not specifically require ongoing training for supervision.
	Behavior management	This is included in New Provider Orientation.	The state does not specifically require ongoing training for behavior management.

	Other Describe: N/A	N/A	The state requires annual training in the early care and education knowledge base which includes: Personal attributes/characteristics Health, safety, and nutrition which may include training on prevention of sudden infant death syndrome (SIDS) and medication administration; Child growth and development; Environmental design; Child guidance; Family and community partnerships; Program management; Curriculum; Observation and assessment; Professionalism; Cultural and developmental diversity.
Family Child Care Providers	First Aid	Yes	Yes
	CPR	Yes	Yes
	Medication Administration Policies and Practices	This is included in New Provider Orientation.	The state does not specifically require ongoing training for medication administration. Training for Medication Administration Policies and Practices is required for directors, primary caregivers and any staff that administers medication participating the state's QRIS system.
	Poison Prevention and Safety	This is included in New Provider Orientation.	The State does not require training specifically on Poison Prevention and Safety.

	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	Providers are required to take Safe Sleep training prior to being approved to care for children under age two. Caregiving staff are required to complete training within 60 days of hire and must be supervised at all times prior to receiving training. In addition, this information is addressed in New Provider Orientation.	No
	Shaken Baby Syndrome and abusive head trauma prevention	The State does not include this as a pre-service requirement.	The State does not require training specifically on Shaken Baby Syndrome.
	Age appropriate nutrition, feeding, including support for breastfeeding	This is included in New Provider Orientation.	The State does not require training specifically on nutrition.
	Physical Activities	The State does not include this as a pre-service requirement.	The State does not require training specifically on Physical Activities.
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	This is included in New Provider Orientation.	The State does not require training specifically in this area.
	Recognition and mandatory reporting of suspected child abuse and neglect	This is included in New Provider Orientation. Training for mandatory reporting Policies and Practices is required for all staff participating the state's QRIS system.	The State does not require training specifically on Mandatory Reporting.

	Emergency preparedness and planning response procedures	This is not a pre-service requirement.	The State does not require training specifically on Emergency Preparedness and Planning.
	Management of common childhood illnesses, including food intolerances and allergies	The State does not include this as a pre-service requirement.	The State does not require training specifically in this area.
	Transportation and child passenger safety (if applicable)	This is included in New Provider Orientation.	The State does not require training specifically on Transportation.
	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	This is not a pre-service requirement.	The state does not specifically require ongoing training for special needs.
	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	This is included in New Provider Orientation.	The state does not specifically require ongoing training for child development.
	Supervision of children	This is included in New Provider Orientation.	The state does not specifically require ongoing training for supervision.
	Behavior management	This is included in New Provider Orientation.	The state does not specifically require ongoing training for behavior management.

	Other: Describe: N/A	N/A	The state requires annual training in the early care and education knowledge base which includes: Personal attributes/characteristics Health, safety, and nutrition which may include training on prevention of sudden infant death syndrome (SIDS) and medication administration; Child growth and development; Environmental design; Child guidance; Family and community partnerships; Program management; Curriculum; Observation and assessment; Professionalism; Cultural and developmental diversity.
In - Home Child Care	First Aid	N/A	N/A
	CPR	N/A	N/A
	Medication Administration Policies and Practices	N/A	N/A
	Poison Prevention and Safety	N/A	N/A
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	N/A	N/A
	Shaken Baby Syndrome and abusive head trauma prevention	N/A	N/A
	Age appropriate nutrition, feeding, including support for breastfeeding	N/A	N/A
	Physical Activities	N/A	N/A

	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	N/A	N/A
	Recognition and mandatory reporting of suspected child abuse and neglect	N/A	N/A
	Emergency preparedness and planning response procedures	N/A	N/A
	Management of common childhood illnesses, including food intolerances and allergies	N/A	N/A
	Transportation and child passenger safety (if applicable)	N/A	N/A
	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	N/A	N/A
	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	N/A	N/A
	Supervision of children	N/A	N/A
	Behavior management	N/A	N/A

	<p>Other</p> <p>Describe:</p> <p>In-home providers are required to attend an online orientation that includes 3 modules:</p> <p>Module 1: health, safety, and nutrition</p> <p>Module 2: Child development and well-being</p> <p>Module 3: Professionalism and business management</p>	<p>In-home providers are required to attend an online orientation that includes 3 modules:</p> <p>Module 1: health, safety, and nutrition</p> <p>Module 2: Child development and well-being</p> <p>Module 3: Professionalism and business management</p>	<p>Montana offers ongoing free training throughout the year.</p>
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d) CCDF allows Lead Agencies to exempt relative providers (grandparents, great-grandparents, siblings if living in a separate residence, aunts, and uncles) from these health and safety requirements. What are the Lead Agency's requirements for relative providers? (§98.41(A)(ii)(A))

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

Describe the different requirements:

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

<http://www.dphhs.mt.gov/earlychildhood/licensingregulations.shtml>

3.1.4 Effective enforcement of the CCDF health and safety requirements. For providers who care for children receiving CCDF assistance and who are NOT subject to the enforcement procedures described in 3.1.2 for licensed providers, please describe how the Lead Agency enforces the CCDF health and safety enforcement requirements. [Health and safety requirements for Legally Certified Providers and Legally Certified In-Home Providers begin with the initial application. This application covers a health statement, medication forms, immunization forms for the children, and a list of the provider's rights and responsibilities. After approval, on-site visits may happen unannounced when checking on a report of a provider being over numbers.](#)

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

[The Lead Agency generally does not use on-site visits for this subset of providers \(Legally Certified Providers and In-Home Legally Certified Providers\).](#)

b) Describe whether the Lead Agency uses background checks

Cost Associated with Backgrounds:

<u>Type of Background Check</u>	<u>Cost</u>
Montana Criminal History	No Cost
Montana Child Protective History	No Cost
Montana Sexual/Violent Offender Registry	No Cost
National Sexual Offender Registry	No Cost
FBI Fingerprint	\$27.25 per person, print fee (\$10)
Out of State Child Protective History	Varies (No Cost - \$35)
Tribal Criminal/CPS History	Varies (No Cost - \$25)
Military Discharge Paperwork	No Cost
Statement of Health Follow Up	Varies (appointment vs. no appointment)
Criminal History Follow Up	Varies (cost of copies from court)
Notary	Varies

The providers pay for the background checks during the initial application and recertification process. In-home providers are processed through the Early Childhood Services Bureau and are not subject to licensing requirements.

Violations Resulting in Ineligibility

1. A CPS substantiation against the applicant or other adult in the household, or an open CPS case against the applicant or adult in the household.
2. A Conviction of a crime involving sex.
3. Conviction of a crime involving violence.
4. Conviction of a crime involving drugs.
5. Conviction of DUI within 3 years of the application date (not considered disqualifying for the adults in the household)
6. Conviction of child endangerment.
7. Conviction of a crime involving a weapon, including firearms or knives.
8. Conviction of any crime that bears upon the applicant's fitness to have responsibility for the safety and well-being of children.
9. "Pending charges" by a law enforcement agency for a crime that would otherwise be a disqualifying record if convicted.

Other reasons for denial include:

1. Background check processing exceeds 90 days.
2. The applicant fails to provide all necessary documentation needed to determine eligibility within the 30-day time limit
3. The parent and provider reside at the same residence and the proposed caregiver is not an approved relative caregiver.
4. A background check reveals an on-going problem with mental or physical illness that may present a danger to children in care.

Appeals Process

Actions taken by a CCR&R agency must conform to applicable laws, regulations and policies. Providers who are subject to applicable adverse action are entitled to a fair hearing. However, there is no right to a fair hearing if denial or termination of benefits is based solely on depletion of CCDF funding. A request for a fair hearing is any clear, written statement to the Department of Public Health and Human Services [DPHHS], or its agent, by the person denied a benefit stating that they want to present their claim to a

higher authority. The right to request a fair hearing must not be limited or interfered with in any way. Upon request, DPHHS shall assist the claimant in submitting the request for a fair hearing. The hearing officer shall provide information necessary for the claimant to prepare for a fair hearing.

1. Requests for appeals are made directly through the Department of Public Health and Human Services, Office of Fair Hearings.
2. Upon receiving the request, the Office of Fair Hearings will log the request and notify the Quality Assurance Reviewer at the Early Childhood Services Bureau of the request.
3. The Quality Assurance Reviewer will conduct an administrative review with the claimant, reviewing case documentation, interviewing necessary parties, and gathering information to make a decision. A decision will be determined and mailed to the claimant and the Office of Fair Hearings.
4. If the claimant wishes to appeal the Administrative Review decision, a fair hearing will likely be scheduled by the Office of Fair Hearings.

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

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

Describe:

A health and safety checklist is completed jointly by the provider and the parent. Both parties must sign the Health and Safety checklist indicating that basic health and safety considerations have been addressed.

No

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

Health and safety requirements for Legally Certified Providers and Legally Certified In-Home Providers begin with the initial application. This application covers a health statement, medication forms, immunization forms for the children, and a list of the provider's rights and responsibilities. After approval, on-site visits may happen unannounced when checking on a report of a provider being over numbers.

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

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

Effective Date: 01-OCT-13

Yes.

Describe

No

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

Yes.

Describe

No

Other.

Describe

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

Yes.

Describe

No

Other.

Describe

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

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

No

Other.

Describe

3.1.6 Data & Performance Measures on Licensing and Health and Safety

Compliance - What data elements, if any, does the State/Territory currently have access to related to licensing compliance? What, if any, performance measures does the Lead Agency use for ensuring health and safety? The purpose of these questions is for Lead

Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked in (a) below, Lead Agencies may provide an optional description about the data they have access to (e.g., the Lead Agency may have data for only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (e.g., infants and toddlers or school-age children).

Effective Date: 01-OCT-13

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

Number of licensed programs.

Describe (optional):

N/A

Numbers of programs operating that are legally exempt from licensing.

Describe (optional):

N/A

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

Describe (optional):

N/A

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

Describe (optional):

N/A

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

Describe (optional):

N/A

Number of monitoring visits received by programs.

Describe (optional):

N/A

Caseload of licensing staff.

Describe (optional):

N/A

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

Describe (optional):

Other.

Describe:

None.

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

Child Care Licensing (CCL) monitors health and safety. State law (MCA 52-2-733 (3)) requires that 20% of all registered family and group facilities are inspected every year. CCL has exceeded the number of 20% inspections in family and group facilities over the last 10 years. In addition, CCL keeps track of the visits by facility and inspection type. This information is reviewed quarterly.

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

Regulations are reviewed every 2 years to make sure they are in line with appropriate practices, current trends, and federal requirements.

3.1.7 Goals for the next Biennium -

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

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

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

Effective Date: 01-OCT-13

Goal #1:

Review and update regulations related to playground safety based on national standards.

Goal #2:

Research and plan for expanded announced/unannounced visits to providers.

Goal #3:

Research and move towards strengthening policy to enhance background checks for providers.

Goal #4:

Review and update licensing-specific Training & Technical Assistance process and forms.

Goal #5:

Research possible updates to health and safety requirements based on evidence based practices including evidence gained from the STARS field test.

NEW!

CCDF has a number of performance measures that are used to track progress for key aspects of the program at the national level. These performance measures are included in budget materials submitted to Congress and other documents. Please follow this link <http://www.acf.hhs.gov/programs/occ/resource/government-performance-and-results-act-gpra-measures> to see the CCDF performance measures. A number of these performance measures rely on information reported in the State and Territorial Plans as a data source. We have added a ruler icon



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

3.2 Establishing Voluntary Early Learning Guidelines (Component #2)

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

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

Effective Date: 01-MAR-14

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

If yes, insert web addresses, where possible:

<http://www.dphhs.mt.gov/hcsd/childcare/earlylearningstandards.shtml>

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

Early Childhood Services Bureau

 **3.2.2 Do the early learning guidelines cover a range of domains across physical, cognitive, and social and emotional development? Check all that apply for each age group as applicable in the chart below. Because States vary in their domain names and which domains to include, we have used the domains identified in the Head Start Child Development and Early Learning Framework for reference purposes.**

Effective Date: 01-MAR-14

Domains	Birth-to-Three ELGs	Three-to-Five ELGs	Five and Older ELGs
Physical development and health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Social and emotional development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Approaches to learning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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

Effective Date: 01-MAR-14

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

<p>Other. List:</p> <p>Early Childhood Higher Education Students (embedded in courses through inclusion as text on syllabi).</p> <p>Approved Professional Development Specialists in Montana.</p> <p>Best Beginnings Advisory Council members and local coalitions</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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 **3.2.4 Are voluntary early learning guidelines incorporated into other parts of the child care system?** Check which ways, if any, the State/Territory incorporates its early learning guidelines into other parts of the child care system.

Effective Date: 01-OCT-13

- To define the content of training required to meet licensing requirements
- To define the content of training required for program quality improvement standards (e.g., QRIS standards)
- To define the content of training required for the career lattice or professional credential
- To require programs in licensing standards to develop curriculum/learning activities based on the voluntary ELGs
- To require programs in quality improvement standards to develop curriculum/learning activities based on the voluntary ELGs
- To develop State-/Territory -approved curricula
- Other.

List:

Early Childhood Higher Education students

None.

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

Effective Date: 01-OCT-13

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

- Cross-walked to align with K-12 content standards
- Cross-walked to align with State/Territory pre-k standards
- Cross-walked with accreditation standards
- Other.

List:

[Montana Early Care and Education Knowledge Base](#)

- None.

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

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

Effective Date: 01-OCT-13

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

- Yes.

Describe:

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

- Yes.

Describe:

- No

- Other.

Describe:

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

Yes.

Describe:

No

Other.

Describe:

No

Other.

Describe:

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

Yes.

Describe:

b-1) If yes, do the tools cover the developmental domains identified in 3.2.2?

Yes.

Describe:

No

Other.

Describe:

b-2) If yes, are the tools used on all children or samples of children?

All children.

Describe:

Samples of children.

Describe:

Other.

Describe:

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

Yes.

Describe:

No

Other.

Describe:

No

Other.

Describe:

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

Yes.

Describe:

No

Not applicable. State does not have an SLDS.

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

Effective Date: 01-MAR-14

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

Number/percentage of child care providers trained on ELG's for preschool aged children.

Describe (optional):

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

Describe (optional):

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

Describe (optional):

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

Describe (optional):

Other.

Describe:

A process whereby the Early Childhood Project can track and report on MELS training specific to QRIS and all approved training where applicable has been developed and will go into effect as of May 1, 2014. This will enable Montana to have data for the QPR.

None.

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

MELS training is required for STARS programs and training will not be approved unless it addresses specific standards if applicable as of May 1, 2014. In terms of implementation, with the advent of the more intensive coaching system pilot in four high needs areas of the state, we may be able to collect data on how they are being implemented in QRIS programs.

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

Data will be available as mentioned above on number of approved training events that address MELS and numbers of participants at those events. More formal monitoring or evaluation of implementation of MELS has yet to be developed, but could be included in coaching pilot or monitoring for QRIS. A Teaching Pyramid Observation Tool(TPOT) reliability training is scheduled for May 2014 in Montana.

3.2.8 Goals for the next Biennium -

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

Effective Date: 01-OCT-13

Goal #1:

Develop a strategic distribution plan for cross-sector use of the Early Learning Guidelines through the Best Beginnings Advisory Council and local councils in addition to other key partners such as the Early Childhood Higher Education Consortium, CCR&R agencies, and other training sponsors.

Goal #2:

Contract for statewide ELG training development with oversight by an advisory work group. Training will be targeted to a variety of audiences including EC program directors and staff in all settings, parent educators and family support staff, etc.

Goal #3:

Develop a custom data report to track the number of participants in training on the ELGs, setting in which they work, number of events, etc.

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

Effective Date: 01-OCT-13

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

Included in Montana's Quality System, the following entities are partners: ECSB, Child and Adult Care Food Program, Child Care Licensing, MT Early Childhood Project, statewide Resource & Referral agencies, statewide health consultant/coordination, DPHHS immunization program, DPHHS oral health program, Assessors through the University of Montana Western, Child Care Plus+. Montana also contracts with Compass Evaluation and Research, which has been an important partner in moving our QRIS forward as well as gathering and evaluating data.

3.3.1 Element 1 - Program Standards

Definition - For purposes of this section, program standards refers to the expectations for quality, or quality indicators, which identify different levels of and pathways to improved quality. Minimum licensing standards and health and safety requirements

provided in section 3.1 are also program standards but in this section, we focus on those standards that build upon and go beyond those minimum requirements.

Effective Date: 01-OCT-13

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

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

Describe:

Montana's QRIS requires all programs to have an emergency preparedness plan and "go kit" at STAR 1. One of the main requirements to achieve STAR 5 (the highest level in our QRIS) is to be nationally accredited through NAEYC/NAFCC so all accreditation standards must be met at the highest level.

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

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

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

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

- Licensing is a pre-requisite for participation

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

Describe:

- Not linked.

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

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

- Other.

Describe:

- None.

3.3.2 Element 2 - Supports to Programs to Improve Quality

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

Effective Date: 01-OCT-13

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

- None. **skip to 3.3.3.**

Types and Purposes of Support	Information or Written Materials	Training	On-Site Consultation
-------------------------------	----------------------------------	----------	----------------------

<input checked="" type="checkbox"/> Attaining and maintaining licensing compliance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Attaining and maintaining quality improvement standards beyond licensing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Attaining and maintaining accreditation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Providing targeted technical assistance in specialized content areas:			
Health and safety	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Infant/toddler care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
School-age care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inclusion	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching dual language learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Business management practices	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other. Describe:			
Early Childhood Environment (MT utilizes ERS assessments in our QRIS)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

- Program improvement plans
- Technical assistance on the use of program assessment tools
- Other.

Describe:

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

Yes.

Describe:

Each program is assigned a coach through their local CCR&R that is there to provide resources, coaching and technical assistance.

No

Other.

Describe:

3.3.3 Element 3 - Financial Incentives and Supports

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

Effective Date: 01-OCT-13

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

None. **skip to 3.3.4.**

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

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

3.3.4 - Element 4 - Quality Assurance and Monitoring

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

Effective Date: 01-OCT-13

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

None. **skip to 3.3.5.**

Types of Program Quality Assessment Tools	Child Care Centers	Child Care Homes	License-Exempt Providers
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<input checked="" type="checkbox"/> Environment Rating Scales (e.g., ECERS, ITERS, SACERS, FDCRS) Describe, including frequency of assessments. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> All programs receive the appropriate assessment as a baseline assessment upon entry into the field test. Programs use these tools at STAR 2 for self-assessment. They are required to have the appropriate assessment to attain STAR 3, STAR 4, and STAR 5. Minimum overall scores must be met, along with minimum scores on specific indicators for STAR 4 and STAR 5 assessments. Assessments are completed at each level with annual renewal, or more frequently if a program moves up a level within that year. </div>	<input checked="" type="checkbox"/> Infant/Toddler <input checked="" type="checkbox"/> Preschool <input type="checkbox"/> School-Age	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Classroom Assessment Scoring System (CLASS) Describe, including frequency of assessments. <div style="border: 1px solid black; height: 20px; margin-top: 5px;"></div>	<input type="checkbox"/>	N/A	<input type="checkbox"/>
<input checked="" type="checkbox"/> Program Administration Scale (PAS) for child care centers or Business Administration Scale (BAS) for family child care homes Describe, including frequency of assessments. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Programs use these tools at STAR 2 for self-assessment. They are required to have the appropriate assessment to attain STAR 3, STAR 4, and STAR 5. Minimum overall scores must be met. Assessments are completed at each level with annual renewal, or more frequently if a program moves up a level within that year. </div>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<input checked="" type="checkbox"/> Customized instrument, including submission of written documentation, developed for State/Territory quality improvement system. This may include instruments developed for quality improvements in 21st Century Learning Center programs Describe, including frequency of assessments. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>A Quality Improvement Plan has been developed for participants in the QRIS. This plan focuses on strengths as well as areas for improvement. The areas for improvement must be tied to tools being used in the QRIS (ERS/PAS/BAS assessment reports, professional development plan, Knowledge Base, TPOT/TPITOS self-assessments, or from input from their coach or others). This plan must tie to the budget as well. This plan is a required form to be uploaded at the time of application for a STAR level, and/or with annual renewals.</p> <p>The Teaching Pyramid Observation Tool (TPOT) and The Pyramid Infant Toddler Observation Scale (TPITOS) are also used by programs participating in the QRIS. These tools are used only for self-assessment and as a tool that the coach can use when working with the program. The lead agency does not require providers to submit these reports, but does expect that they assist with informing quality improvement.</p> </div>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other. Describe: <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

None.

3.3.5 - Element 5 - Outreach and Consumer Education

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

Effective Date: 01-OCT-13

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

Yes. If yes, how is it used?



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



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



Searchable database on the web



Voluntarily, visibly posted in programs



Mandatory to post visibly in programs



Used in marketing and public awareness campaigns



Other.

Describe:

No. If no, **skip to 3.3.6.**

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

the State/Territory uses to communicate levels of quality for child care programs.

Print

Radio

Television

Web

Telephone

Social Marketing

Other.

Describe:

CCR&R Agencies utilize social marketing, the telephone, and the web.

None.

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

At this time, Montana does not target outreach for culturally and linguistically diverse families; however, a new website is being designed which will include some translation.

3.3.6. Quality Rating and Improvement System (QRIS)

Effective Date: 01-OCT-13



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

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



Participation is voluntary for:

[licensed/registered child care facilities](#)



Participation is mandatory for:

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

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

State/Territory is in the development phase

State/Territory has no plans for development



Other.

Describe:



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



Child care centers



Group child care homes



Family child care homes



In-home child care



License exempt providers



Early Head Start programs



Head Start programs



Pre-kindergarten programs



School-age programs



Other.

Describe:

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

Effective Date: 01-OCT-13

please describe:

The Montana Out of School Time (MOST) grant is offered to public or private organizations located in Montana who provide out of school time services to Montana children. The MOST grants support a variety of programs who operate during the critical hours of three to five when children are most likely to be home alone. This project provides grants for 3 years, \$5000 each year, to out of school time programs to offer support, tutoring, afterschool activities and program expansion.ar, to out of school time programs to offer support, tutoring, afterschool activities and program expansion.

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

Effective Date: 01-OCT-13

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



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

Describe(optional)

Individual programs quality levels are housed in our Application and Approval site through the Early Childhood Project at www.mtecp.org.



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

Describe(optional)

This information is tracked by a STARS monitor and sent out quarterly to the STARS team as well as Compass Evaluation and Research, whom MT contracts with to gather and evaluate data for the field test. Programs are also given award letters and a certificate stating the current STAR level of that particular program.



Program scores on program assessment instruments.

List instruments:

[PAS](#), [BAS](#), [ERS](#) ([ITERS-R](#), [ECERS-R](#), [FCCERS-R](#))

Describe(optional)

Scores are tracked through Branagh Information Group and also housed in each program's profile on the Application and Approval site.



Classroom scores on program assessment instruments.

List instruments:

Describe(optional)

Scores for classrooms selected during an assessment are tracked through Branagh Information Group and also housed in each program's profile on the Application and Approval site.



Qualifications for teachers or caregivers within each program.

Describe(optional)

This information is tracked and housed through the Early Childhood Project's Practitioner Registry, and is also linked to the program's profile in the Application and Approval site.



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

Describe(optional)

CCUBS allows us to query programs in which children are in care receiving assistance.



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



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

Describe(optional)

Montana can determine the number of programs participating in the STARS program and those receiving incentives through the STARS monitors as well as our CCUBS system.



Other.

Describe:



None.

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

The QRIS is a five tiered program aimed at improving and measuring quality in early childhood care and education in Montana. Montana is formally evaluating the field test at this time. As a result, specific performance measurement indicators have not been established other than programs advancing through QRIS and maintaining quality levels.

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

Montana is working with Compass Evaluation and Research to conduct a formal evaluation of the Best Beginnings STARS to Quality Field Test. Montana has received a two-year executive summary report from Compass of the initial findings from the first two years of the field test. Once through the field test, the evaluation will inform what steps, if any, the state should take to adjust the field test related to access, indicators, process, and movement through the STAR levels.

3.3.9 Goals for the next Biennium -

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

Effective Date: 01-OCT-13

Goal #1:

Research and review nutrition and physical activity strategies to be included within the QRIS framework.

Goal #2:

Utilize and analyze our computer systems (Application and Approval site through ECP and CCUBS) for STARS to maximize full functionality of the sites for all users.

Goal #3:

Continue the QRIS field test, including the continued awarding of STAR levels, and evaluation of Phase II by obtaining data reports and developing strategies for next steps.

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

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

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

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

Effective Date: 01-OCT-13

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

Early Childhood Services Bureau, Early Childhood Project through Montana State University, Early Childhood Higher Education, Head Start Association, Head Start State Collaboration, Child Care Resource and Referral Agencies, MtAEYC, MCCA, Office of Public Instruction (ECPPD), Part C, Public Health, Quality Assurance Division Licensing, Family Support Agencies, School Readiness Teams, School Districts.

3.4.1 Workforce Element 1 - Core Knowledge and Competencies

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

Effective Date: 01-OCT-13



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

Yes

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

Other.
Describe:

If yes, insert web addresses, where possible:

<http://www.dphhs.mt.gov/hcsd/childcare/knowledgebase%20.shtml>

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

- Child growth, development and learning
- Health, nutrition, and safety
- Learning environment and curriculum
- Interactions with children
- Family and community relationships
- Professionalism and leadership
- Observation and assessment
- Program planning and management
- Diversity
- Other.

Describe:

Personal Dispositions

- None.

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

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

Describe:

- None.

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

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

Describe:

[Early Learning Guidelines](#)

None.

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

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

Describe:

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

Describe:

Administrators in centers (including educational coordinators, directors).

Describe:

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

Describe:

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

Describe:

Other.

Describe:

None.

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

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

Describe:

- None.

3.4.2 Workforce Element 2 - Career Pathways

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

Effective Date: 01-OCT-13

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

- Yes.

Describe:

[MT Early Care and Education Career Path outlines ten levels based upon training, education, and experience.](http://www.dphhs.mt.gov/hcsd/childcare/ecp.shtml)

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

Insert web addresses, where possible: <http://www.dphhs.mt.gov/hcsd/childcare/ecp.shtml>

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

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

Describe:

The Practitioner Registry is inclusive in verifying training, education, experience for all roles in direct care settings and support staff in agencies and organizations.

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

Describe:

The Practitioner Registry is inclusive in verifying training, education, experience for all roles in direct care settings and support staff in agencies and organizations.

Administrators in centers (including educational coordinators, directors).

Describe:

MT just started a Directors' Credential. A pilot with Aim4Excellence cohort for college credit through UM Western is underway.

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

Describe:

A workgroup is developing a coach framework to support QRIS and the Pyramid Model. The Early Childhood Project (ECP) currently has Professional Development Specialists who are trainers within the CCR&R network. They have to be on the registry to be a PDS. ECP plans to implement this practice for QRIS coaches in 2014.

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

Describe:

The Practitioner Registry is inclusive in verifying training, education, experience for all roles in direct care settings and support staff in agencies and organizations.

Other.

Describe:

None.

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

Infants and toddlers

Preschoolers

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

[Infant/Toddler and Preschool Certifications are one way to achieve certain levels on the Career Path.](#)

None.

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

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

None.

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

- Yes.
- If yes, describe:

[Verification is done of all data fields as recommended by the National Registry Alliance Best Practices.](#)

No.

3.4.3 Workforce Element 3 - Professional Development Capacity

Definition - For purposes of this section, professional development incorporates higher education, training and technical assistance. Higher education capacity refers to

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

Effective Date: 01-OCT-13

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

Yes.

If yes, describe:

Higher Education Grants are awarded to University of Montana - Western, Flathead Valley Community College and Dawson Community College to provide Early Childhood courses in regions where this type of training is currently unavailable, or in underserved communities around the state.

No.

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

Yes.

If yes, describe:

The ECP data reports include information about number of training events and hours by Knowledge Base content area and location. This indicates gaps in specific content areas and can be used to strategically plan for development of new statewide or local professional development. The statewide Beat Beginnings Advisory Council needs assessment also identified a need for more intermediate level training and more coordination between Head Start, child care, and tribal programs. It also highlighted the need for identifying, tracking and support for professional development across child-serving systems. Training to understand and address social, emotional, mental and behavioral health issues specifically was also identified as a milestone for local communities. Development of an expanded technical assistance and coaching model for the QRIS is another milestone.

No.

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

- Standards set by the institution
- Standards set by the State/Territory higher education board
- Standards set by program accreditors
- Standards set by State/Territory departments of education
- Standards set by national teacher preparation accrediting agencies
- Other.

Describe:

None.

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

- Training approval process.

Describe:

The Early Childhood Project administers the statewide training approval process for all training that counts for licensing, the Registry and QRIS. Quarterly reports are submitted and the Career Development Advisory Board receives biannual reports. Training sponsors submit online training approval applications to the Early Childhood Project (ECP). The ECP reviews all applications and approves/denies. The ECP continually works with training sponsors and provides ongoing support and consultation to develop training that will meet the standards of approval.

- Trainer approval process.

Describe:

The Early Childhood Project administers the statewide trainer approval process that is based upon qualifications at three levels. The Professional Development Specialist/Trainer approval process is linked to the online Practitioner Registry application. Additional verification of trainer approval criteria is required, including Adult Learning training and training experience. Quarterly reports are submitted and the Career Development Advisory Board receives biannual reports.

- Training and/or technical assistance evaluations.

Describe:

Written training evaluations are conducted at all approved events for training sponsor to review and guide further training development. Evaluation forms were revised last year based on recommendations from the QRIS external evaluator. All QRIS required training evaluations are sent to ECSB for review and monitoring. Training sponsors submit online training approval applications to the Early Childhood Project (ECP). The ECP reviews all applications and approves/denies. The ECP continually works with training sponsors and provides ongoing support and consultation to develop training that will meet the standards of approval.

Other.
Describe:

The Early Childhood Project (ECP) provides the approval process for the above boxes. The Early Childhood Services Bureau (ECSB) provides monitoring of the Child Care Resource and Referrals (CCR&R) Professional Development Specialists (PDS) /Trainers through monitoring visits.

When a training event is approved through the ECP, the system generates an evaluation form for training sponsors to distribute and collect from all participants at the end of the training. These evaluations are utilized by training sponsors to make future decisions about changes to upcoming trainings / trainer approaches.

A complaint policy is in place through the Early Childhood Project for the Professional Development approval system at the ECP if someone has a complaint to make about a trainer/training.

None.

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

Yes.
If yes, describe:

Articulation agreements exist between some institutions. An assessment of all articulation agreements for early childhood degree programs at both associate and bachelor's degree levels would be beneficial.

No.

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

Yes.
If yes, describe:

No.

3.4.4 Workforce Element 4 - Access to Professional Development

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

aware of, and receive supports and assistance to utilize, professional development opportunities.

Effective Date: 01-OCT-13

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

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

Describe:

No.

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

Yes.

If yes, describe:

A statewide training calendar is available through the Early Childhood Project (<http://www.mtecp.org/registry/>) and includes all approved training events open to the public. Special events, courses, and conferences are also posted. Each of the 11 CCR & R agencies also have regional training calendars.

No.

Insert web addresses, where possible:

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

Scholarships.

Describe:

CDA Assessment Fee Scholarships. NAFCC and NAEYC Accreditation Fees are available through the Early Childhood Project.

Free training and education.

Describe:

Some free approved training is available through community-based agencies.

Reimbursement for training and education expenses.

Describe:

Professional Development Incentive Award (PDIA) for non-credit approved training in 2 tracks (25 or 50 hours of approved training/year) and PDIA – Higher Ed for EC college course work in 2 tracks (2-5 credits or more than six credits) are both available through the ECP. Both are awarded upon satisfactory completion of training plan or college. PDIAs are also offered for completion of the Infant Toddler and Preschool Courses (each 60 hours or 4 credits).

Grants.

Describe:

Mini grants are administered by the local Child Care Resource & Referral office to ensure flexibility in awarding amounts consistent with the needs of providers. Generally, mini grants should be used for the purposes of:

- Purchase of cribs that meet the new Federal Standards
- New providers to become fully registered/licensed
- Licensing compliance such as balance of funds needed for full year of insurance, egress windows, play equipment, etc.
- Professional Development, particularly courses taken in preparation to meet STAR One requirements and to assist with year one professional development plans, etc.
- Practitioner registry fees for caregiver not in STARS formally
- Business equipment such as a computer to manage CACFP Claims and customer billing
- To assist in continual quality improvement or to meet additional requirements

Loans.

Describe:

Loan forgiveness programs.

Describe:

Substitute pools.

Describe:

Release time.

Describe:

Other.

Describe:

[Registry Renewal and Achievement AWARDS](#) are also available and directly linked to Registry status.

None.

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

Yes.

If yes, describe:

[The Early Childhood Project \(ECP\)](#) offers career advising to all Early Childhood practitioners and CCR&R agencies offer information about the Career Path, CDA, and other training opportunities.

No.

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

Yes.

If yes, describe:

[Eleven Child Care Resource and Referral agencies](#) serve multi-county areas and employ Professional Development Specialists for coaching for QRIS field test programs and TA and training for all others.

No.

3.4.5 Workforce Element 5 - Compensation, Benefits and Workforce

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

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

Yes.

If yes, describe:

No.

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

Yes.

If yes, describe:

The Registry Renewal and Achievement AWARDS are available to practitioners who remain current with the Registry over time and who attain higher levels on the Career Path that require Early Childhood higher education. Awards are available for successful completion of the I/T and Preschool courses (60 hours each or 4 semester credits). Continuity of Care Stipends are available to I/T certified caregivers who remain employed with the same program as an I/T primary caregiver for 6, 12, and 18 months after certification.

No.

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

Yes.

If yes, describe:

No.

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

Yes.

If yes, describe:

No.

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

Effective Date: 01-OCT-13

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

Data on the size of the child care workforce.

Describe (optional):

[This can be obtained based on licensed and registered facility numbers and assigned caregivers.](#)

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

Describe (optional):

[Data we have is based upon current status on the Practitioner Registry which is voluntary, except for individuals and programs who receive incentives, awards, scholarships, mini-grants, and QRIS incentives.](#)

Records of individual teachers or caregivers and their qualifications.

Describe (optional):

Data we have is based upon current status on the Practitioner Registry which is voluntary, except for individuals and programs who receive incentives, awards, scholarships, mini-grants, and QRIS incentives.

Retention rates.

Describe (optional):

Records of individual professional development specialists and their qualifications.

Describe (optional):

Data we have is based upon Registry data that includes one of three PDS levels, each requiring specific qualifications.

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

Describe (optional):

Data we have is based upon current status on the Practitioner Registry which is voluntary, except for individuals and programs who receive incentives, awards, scholarships, mini-grants, and QRIS incentives.

Number of scholarships awarded .

Describe (optional):

We provide scholarships to programs for NAEYC and NAFCC accreditation and CDA assessment fees through the Early Childhood Project. This data is available from the Early Childhood Project, who administers scholarships for NAEYC and NAFCC program accreditation.

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

Describe (optional):

Data we have is available from the Early Childhood Services Bureau and the Early Childhood Project for a variety of Professional Development Incentive Awards.

Number of credentials and degrees conferred annually.

Describe (optional):

Data we have is based upon current status on the Practitioner Registry which is voluntary, except for individuals and programs who receive incentives, awards, scholarships, mini-grants, and QRIS incentives.

Data on T/TA completion or attrition rates.

Describe (optional):

Data on degree completion or attrition rates.

Describe (optional):

This information is solicited by and collected from higher education institutions annually by the Early Childhood Project for the Wall of Honor.

Other.

Describe:

None.

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

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

Yes.

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

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

Describe:

Montana's registry does not currently adequately address school-age program staff specifically. Data we have is based upon current status on the Practitioner Registry which is voluntary, except for individuals and programs who receive incentives, awards, scholarships, mini-grants, and QRIS incentives.

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

Describe:

Data we have is based upon current status on the Practitioner Registry which is voluntary, except for individuals and programs who receive incentives, awards, scholarships, mini-grants, and QRIS

incentives.

Administrators in centers (including educational coordinators, directors).

Describe:

Data we have is based upon current status on the Practitioner Registry which is voluntary, except for individuals and programs who receive incentives, awards, scholarships, mini-grants, and QRIS incentives.

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

Describe:

Child Care Resource and Referral Agencies are required to provide technical assistance. Each agency has technical assistance staff who are required to meet the qualifications of a Professional Development Specialist through the Registry.

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

Describe:

Child Care Resource and Referral Agencies are required to provide education and training. Each agency has education and training staff who are required to meet the qualifications of a Professional Development Specialist through the Registry.

Other.

Describe:

None.

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

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

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

No.

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

Quarterly reports are submitted to the ECSB that outlines progress toward annual goals and objectives and includes data regarding workforce, training, etc. Montana creates a data report for CCDF expenditures utilizing this information as well.

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

The QRIS Field Test is being fully evaluated by an external entity. The field test is also looking at workforce and professional development systems. MT was one of the first states in 2010-2011 to successfully complete The National Registry Alliance's Partnership Eligibility Review process.

3.4.7 Goals for the next Biennium -

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

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

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

Effective Date: 01-OCT-13

Goal #1:

Increase the capacity for workforce data reports to inform policy and decision making.

Goal #2:

Complete the development of STARS (QRIS) coaching framework and implementation and develop a system of ongoing support for the coaching framework.

Goal #3:

Explore revisions to Professional Development Incentive Awards (PDIA) to strengthen comprehensive training, such as STARS required training.

Goal #4:

Promote Pyramid Model fidelity in STARS programs through specialized training in Strengths Based Coaching, the Pyramid Model, and the STARS framework and systems of support.