

Child Care Development Fund (CCDF) Plan

Please send your responses to questions below related to how DEL will implement the [Child Care Development Fund \(CCDF\) Plan](#) to elac@del.wa.gov by **September 11, 2015**.

1. **How should we promote family engagement child care settings to promote healthy child development? How should we support parent's role as their children's teacher and advocate?** *Section 2.2, p. 21-24*

- Training/resources for providers about what family engagement is & why it's important. Also provide strategies and supports to help guide providers in community with parents.
- Support CCA in developing better information about quality and EA.
- Providers and parents need resources and supports re: quality childcare, where to go/look for quality care.
- Is there funding available through school districts for family engagement coordinators? I heard that this funding is available to all districts, but districts are utilizing it for more title V services. Why are we not promoting these positions if the funding is there?
- Focus on the state's role in getting information out to parents about quality child care and community resources – partner with CCA.

2. **What should be Washington's policy regarding social emotional development, including preschool expulsion policies? (Ex: Implementing behavior management strategies, including positive behavior interventions and support models.)** *Section 2.2.7, p. 27*

- DEL should coordinate with OSPI on data, disaggregation, PBIS/Pyramid, justice, and other frameworks & interventions.
- Build a system to track expulsion – develop a baseline and a matrix to measure outcomes from intervention.
- We need to look at interventions within K12 and build an aligned intervention system (PBIS, RTI)
- What do other states have for this policy? Are there similar states to use as a framework?
- 2.2.7 – Opportunity for licensed providers who have children on subsidy to attend/participate in a training and/or community dialogue on pyramid model: ARC training, trauma, toxic stress, institutionalized racism, micro-aggressions and constructs of poverty.
- Keep data on how many children are being expelled.
- Have a list of questions to reply to so we have a clear understanding of the situation.
- Terminology should be reconsidered
- Infants & toddlers are NOT preschoolers
- Any policy that is developed needs to include tracking related to reason why child asked to leave, what was done prior, referral for developmental screen &/or other support services, etc.
- Multi-system approach
- Language should be sure to connect this piece to other pieces in the plan:
 - Family engagement

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- Early intervention/screening
- Community resources to provide the support for referrals
- What can we learn from K12 and the RTI approach
- How does this tie into the K12 social-emotional learning bill that just passed the legislature?
- Have, or work with, other agencies who provide this service, counseling, to have a hot line number to call.
- Need baseline data and a system for tracking children in child care and their experiences & opportunities
- Programs shouldn't "expel" children birth – 5 years. However, considerable technical and financial resources must be dedicated to address a child's behavior in out-of-home care that includes what is happening elsewhere in his/her world.
- In my CCA workshop about developmental screenings and CHILDFIND – I noted that itinerant services are not provided to private centers outside of ECEAP. Is there a way to be more inclusive of these supports? Children may be "excluded" from care in centers that cannot have supports for their needs.
- Resources for providers such as behavior interventionist to help develop plans – maybe become part of CCA local offices

3. **What should the policy for graduated phase-out of child care subsidy assistance look for families whose income increased, but remains below the federal threshold of 85% of Washington's median income? Section 3.1.5, p. 30**

- What is the range of regional measures of median income in WA? The variation could cause greater gap of need in cities where cost of living is rapidly increasing.
- Families whose income rises above the threshold for the subsidy but is less than 85% of WA's median income should be eligible for subsidy for an additional year with an increased copayment.
- At a minimum 3 months but would like to see 6 months.
- Should part of 12 month authorization include parent education about preparing for end of subsidy?

4. **What are your suggestions for a policy to account for the fluctuations in a family's earnings for the initial determination of their eligibility for subsidy and redetermination once their eligibility period ends? (Ex: averaging family income over a period of time to reflect annual income rather a limited time frame.) Section 3.1.6, p. 31 - 32**

- Average income over a year not 3 months.
- Extend to 1 year as it is the standard measure of income status.
- Look at impact of variability of income in Seattle. As a minimum wage increases, other

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incentives le: commission, tips, benefits are removed so real income/resources are reduced. (SeaTac also?)

- Average family income over a year to account for fluxuations in incomes.
- Average income over 12 months. Also look at current circumstance lost job have new job less money.

5. What are your suggestions on how to implement the new requirement to allow homeless families to receive child care subsidy after an initial eligibility determination, but before providing required documentation, such as immunization records? Section 3.2.2, p. 34-35

- Can a survey of employees and adult learners be a source of info/data about the childcare solutions/patchwork of families in WA? AND can this be funded by employers of schools?
- Offering or MANDATING training & resources would likely be more cost effective & systemic – offering education supports all
- Align with the Head Start performance standards
- Look at policies in place HS/ECEAP for children not up to date on immunization lost records – migrant programs deal with this quite a bit.
- Anybody receiving public funds for child care should be subject to some form of monitoring.

6. Do we limit subsidy assistance to child care in a child's home to only relatives, or do we continue to allow friends and neighbors to care for children in the child's home and conduct yearly monitoring? (Relative caregivers are not required to have yearly monitoring.) Sections 4.1.5, p, 43; 5.1.6, p. 56; 5.2.2, p. 60-61

- Parent survey questions to identify why parents choose in-home care.
- Perhaps look at training (PD) requirements for family, friends and neighbors, which could maybe reduce monitoring intensity. Participation in short-term training could promote healthier environments and good child development supports.
- Build a cost model to determine the fiscal impact of monitoring & background checks.
- What data can DEL share with communities about the 3,000 providers?
- I hope that non-relative caregivers who receive subsidy will be required to enroll in EA.
- Very crucial to have some responsibility in receiving dollars. Recommend them to take a test of basic early learning fundamentals. Have them go through orientation (30-hour STAR) work with community members to serve as mentors to the homes of FFN.