



**STATE OF CONNECTICUT**  
*DEPARTMENT OF SOCIAL SERVICES*  
25 SIGOURNEY STREET • HARTFORD, CONNECTICUT 06106-5033

June 27, 2003

Mr. Hugh Galligan  
Regional Administrator  
DHHS/ACF  
John F. Kennedy Building  
Room 2000, 20th Floor  
Boston, MA 02203

Dear Mr. Galligan:

The State of Connecticut submits its two year plan (October 1, 2003 to September 30, 2005) and requests its full allotment for the Child Care and Development Fund for fiscal year 2002, estimated to be \$51,185,709 for the program expenditure period starting October 1, 2003 and ending September 30, 2004.

We believe we have fulfilled all requirements as prescribed by the Child Care and Development Fund regulations. We are very excited about the several unique child care initiatives underway in Connecticut and look forward to a continued partnership with the federal government.

If you have any questions concerning this information, please contact Peter Palermino, Program Manager for the DSS Child Care Team 1-860-424-5006.

Sincerely,

Patricia A. Wilson-Coker  
Commissioner

PWC:pjp

c: ACF Child Care Bureau – Washington  
Claudette J. Beaulieu, Deputy Commissioner  
Michael P. Starkowski, Deputy Commissioner  
Peter Palermino



**CHILD CARE AND DEVELOPMENT FUND PLAN**  
**FOR CONNECTICUT**  
**FFY 2004-2005**

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

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

---

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

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

**STATE PLAN FOR CONNECTICUT**

**CHILD CARE & DEVELOPMENT FUND SERVICES**

**(FOR THE PERIOD 10/1/03 – 9/30/05)**

**Page 2**

---

---

**TABLE OF CONTENTS**

AMENDMENTS LOG

PART 1 ADMINISTRATION

PART 2 DEVELOPING THE CHILD CARE PROGRAM

Section 2.1 - Consultation and Results of Coordination

Section 2.2 - Public Hearing Process

Section 2.3 - Public-Private Partnerships

PART 3 CHILD CARE SERVICES OFFERED

Section 3.1 - Description of Child Care Services

Section 3.2 - Payment Rates for Child Care

Section 3.3 - Eligibility Criteria for Child Care

Section 3.4 - Priorities for Serving Children and Families

Section 3.5 - Sliding Fee Scale for Child Care Services

Section 3.6 - Certificate Payment System

PART 4 PROCESSES WITH PARENTS

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

Section 5.1 - Quality Earmarks and Set-Aside

Section 5.2 - *Good Start, Grow Smart* Planning & Development

PART 6 HEALTH AND SAFETY REQUIREMENTS FOR PROVIDERS  
(50 States & District of Columbia only)

Section 6.1 - Health and Safety Requirements for Center-based providers

Section 6.2 - Health and Safety Requirements for Group Home providers

Section 6.3 - Health and Safety Requirements for Family providers

Section 6.4 - Health and Safety Requirements for In-Home providers

Section 6.5 - Exemptions to Health and Safety Requirements

Section 6.6 - Enforcement of Health and Safety Requirements

Section 6.7 - Exemptions from Immunization Requirements

PART 7 HEALTH AND SAFETY REQUIREMENTS IN THE TERRITORIES

APPENDIX 1 -- PROGRAM ASSURANCES & CERTIFICATIONS

APPENDIX 2 -- ELIGIBILITY AND PRIORITY TERMINOLOGY

APPENDIX 3 -- ADDITIONAL CERTIFICATIONS (on file - not included here)

REQUIRED ATTACHMENTS



**STATE PLAN FOR CONNECTICUT**

**CHILD CARE & DEVELOPMENT FUND SERVICES**

**(FOR THE PERIOD 10/1/03 – 9/30/05)**

**Page 4**

---

**PART 1 -- ADMINISTRATION**

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

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

Name of Lead Agency:

**CONNECTICUT DEPARTMENT OF SOCIAL SERVICES**

Address of Lead Agency:

**25 SIGOURNEY STREET  
HARTFORD, CT 06106**

Name and Title of the Lead Agency's Chief Executive Officer:

**PATRICIA A. WILSON-COKER, COMMISSIONER**

Phone & Fax Numbers:

**1-860-424-5008, 1-860-424-5129 (FAX)**

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

Name and Title of the State Child Care Contact (CCDF):

**PETER PALERMINO, PROGRAM MANAGER  
FAMILY SERVICES DIVISION - CHILD CARE TEAM**

Address of Contact:

**25 SIGOURNEY STREET  
HARTFORD, CT 06106**

Phone & Fax Numbers:

**1-860-424-5006, 1-860-424-5335 (FAX)**

E-Mail Address: **peter.palermينو@po.state.ct.us**

STATE PLAN FOR CONNECTICUT

CHILD CARE & DEVELOPMENT FUND SERVICES

(FOR THE PERIOD 10/1/03 – 9/30/05)

---

---

**1.3 Estimated Funding**

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

-CCDF:	51,185,709
-Federal TANF Transfer to CCDF (if known):	0
-Direct Federal TANF Spending on Child Care (if known):	0
-State CCDF Maintenance of Effort Funds:	18,738,357
-State Matching Funds:	<u>17,434,124</u>
-Total Funds Available:	\$87,358,190

1.4 The Lead Agency estimates that the following amount (and percentage) of the CCDF will be used to administer the program (not to exceed 5 percent): \$ 1,023,714 ( 2%). (658E(c)(3), §§98.13(a), 98.52)

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

( ) Yes. – GO to Section 1.8.

(x) No, and the following describes how the Lead Agency maintains overall control when services or activities are provided through other agencies. (658D(b)(1)(A), §98.11)

**The Lead Agency implements various services in conjunction with contracted governmental, private and not-for-profit community based organizations. The Lead Agency monitors all contracted entities for compliance with state and federal regulations.**

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

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

**The Lead Agency contracts with ACS, INC, a private organization, to administer the state's certificate/voucher program titled the Care 4 Kids Program. The Lead Agency also contracts with numerous private and not-for-profit child care centers to administer the contracted program.**

**STATE PLAN FOR CONNECTICUT**

**CHILD CARE & DEVELOPMENT FUND SERVICES**

**(FOR THE PERIOD 10/1/03 – 9/30/05)**

**Page 6**

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

**The Lead Agency contracts with ACS, INC, a private organization, to administer the state's certificate/voucher program titled the Care 4 Kids Program.**

- Assist parents in locating child care? YES \_\_\_ NO x  
If NO, identify the name and type of agency that assists parents:

**The Lead Agency contracts with the United Way of CT's statewide Child Care INFOLINE project, which is the state's resource and referral agency. The Child Care INFOLINE operates a statewide telephone service with office sites and community liaisons in each of the five state human services regions.**

- Make payments to providers? YES x NO x  
If NO, identify the name and type of agency that makes payments:

**Yes - The Lead Agency provides payments to child care centers and school-age programs funded through its contracted child care component.  
No - The Lead Agency contracts with ACS, Inc, a private organization, to provide payments to providers enrolled in the state's Care 4 Kids certificate/voucher program.**

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

- ( ) No.  
(x) Yes, the following entities named in section 1.6 are non-governmental:

**ACS Inc, United Way of CT and a numerous private and not-for-profit child care facilities.**

**Section 1.8 - Use of Private Donated Funds**

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

- (x) No. GO TO 1.9  
( ) Yes. The name and type of entity designated to receive private donated funds is:  
Name:  
Address: Contact:  
Type: (government/private non-profit/private for-profit)

STATE PLAN FOR CONNECTICUT

CHILD CARE & DEVELOPMENT FUND SERVICES

(FOR THE PERIOD 10/1/03 – 9/30/05)

Page 7

---

---

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

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

- No.  
 Yes,

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

\_\_\_\_\_ Estimated % of the MOE requirement that will be met with pre-K expenditures. (It may not exceed 20%.)

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

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

- No.  
 Yes, and

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

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

1.9.3 If the State answered yes to 1.9.1 or 1.9.2, the following describes State efforts to ensure that pre-K programs meet the needs of working parents (§98.53(h)(2)):

STATE PLAN FOR CONNECTICUT

CHILD CARE & DEVELOPMENT FUND SERVICES

(FOR THE PERIOD 10/1/03 – 9/30/05)

Page 8

---

---

Part 2--DEVELOPING THE CHILD CARE PROGRAM

**2.1 - Consultation and Coordination**

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

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

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

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

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

**The Lead Agency completed a series of activities to develop the Plan. The Lead Agency partnered with the CT Department of Education, CT Department of Public Health, five community child care organizations and the CT Child Day Care Council to schedule five public hearings to review the CCDF federal law/regulations, Connecticut child care laws/regulations, and the draft CCDF plan. The Lead Agency notified various advocacy, state/local governmental and community based organizations such as the CT Child Care Legislative Collaborative, the CT Head Start State Collaboration Office (CT-HSSCO), the CT Head Start Association, the State Supported Child Care Center Directors Forum, and the School Readiness Councils.**

**The Lead Agency is responsible for coordinating child care services and other programs, which affect families and children in Connecticut. As such, the Lead Agency works in consort with other partners (federal, state and local, public and private, government and community-based) to administer services and foster linkages between agencies, organizations, advocates, clients and community groups in an effort to coordinate services**

**STATE PLAN FOR CONNECTICUT**

**CHILD CARE & DEVELOPMENT FUND SERVICES**

**(FOR THE PERIOD 10/1/03 – 9/30/05)**

**Page 9**

---

**and to develop a comprehensive and integrated child care/children's health and development network.**

**The Lead Agency ensures that the federal funding streams are integrated within the Connecticut child care/early childhood system and acts as a conduit for information flowing to and from the community. The Lead Agency published its strategic direction for supporting families, children and caregivers as part of its draft CCDF Plan. The guiding principles, service objectives, and service strategies are attached (see Attachment 2.1 – A).**

**The following are key organizations that the Lead Agency has developed collaborative arrangements. We have attached documents (see Attachment 2.1 - B) that describe specific projects.**

**Child Day Care Council**

**The Child Day Care Council is a legislatively mandated body which serves as forum for Connecticut citizens interested in child care and as an advisory committee to the Lead Agency on child care issues and the development of the CCDF Plan. The CCDF Administrator is the Lead Agency commissioner designee to the Council. The Lead Agency provides administrative support to the Council.**

**Commission on Children**

**The Commission on Children is a legislative agency and charged with developing public policy and advocacy on behalf of children. The Lead Agency has partnered with the Commission to develop various consumer education materials such as the *Are You Ready, Watch Me Grow, and Healthy Expectations* brochures.**

**CT Department of Public Health (DPH)**

**DPH is the state agency responsible for the licensing, regulation and inspection of child day care centers, group homes and family day care homes. DPH is also the state lead agency for immunization and maternal and health issues. The Lead Agency funds licensing enforcement personnel at DPH and has developed a formal working protocol with DPH regarding the Lead Agency's certificate program.**

**CT Department of Education (SDE)**

**SDE is the agency responsible for public education. SDE has a Bureau of Early Childhood Education and Social Services which provides oversight for state Head Start funds, the federal Child Care and Adult Nutrition program, the state funded family resource programs and pre-school programs. SDE staff provide technical assistance to licensed child care facilities. The Lead Agency has partnered with SDE to manage the state's School Readiness preschool initiative.**

**STATE PLAN FOR CONNECTICUT**

**CHILD CARE & DEVELOPMENT FUND SERVICES**

**(FOR THE PERIOD 10/1/03 – 9/30/05)**

**Page 10**

---

---

**CT Department of Children and Families (DCF)**

DCF is the agency responsible for child welfare, including protective services and the foster parents program. DCF conducts child abuse/neglect investigations for licensed and informal child care providers. The Lead Agency has partnered with DCF to implement background abuse/neglect checks for certain informal child care providers enrolled in the state's certificate program, educate parents about abuse/neglect situations, and coordinate various family support initiatives implemented by both agencies.

**CT Department of Public Safety (DPS)**

DPS is the agency responsible for criminal background checks and all communications with the Federal Bureau of Investigation. DPS conducts criminal investigations for licensed and informal child care providers. The Lead Agency has partnered with DPS to provide background criminal checks for certain informal child care providers enrolled in the state's certificate program.

**Head Start**

There are several Head Start and Early Head Start grantees and delegate agencies in CT, primarily funded with federal funds and supplemented by state funds administered by SDE. The Lead Agency participates on the SDE Head Start Advisory Committee that advises SDE on matters related to state Head Start funds.

**Child Care INFOLINE**

Child Care INFOLINE is a statewide resource and referral service operated by the United Way of Connecticut that links parents to child care resources. Child Care INFOLINE maintains a statewide data base, which contains information on, fees, capacity, hours of operations, etc. They also operate a statewide recruitment project to expand the number of child care facilities in CT.

**Board of Trustees for State Community and Technical Colleges**

This institution provides early childhood academic instruction, operates early childhood child care centers that serve as training laboratories and provides scholarships for early caregivers to attend training required for licensure or to expand their academic and/or professional development. The Board of Trustees for State Community and Technical Colleges has been designated by the Lead Agency to coordinate the state's voluntary career development system for early care professionals entitled *Connecticut Charts A Course*. This project also coordinates the Statewide Accreditation Facilitation Project that provides opportunities for child care facilities to receive training and support as they strive to attain their national accreditation status.

# **STATE PLAN FOR CONNECTICUT**

## **CHILD CARE & DEVELOPMENT FUND SERVICES**

**(FOR THE PERIOD 10/1/03 – 9/30/05)**

Page 11

---

---

### **Connecticut Department of Mental Retardation (DMR)**

**DMR is the state's lead agency for serving families and children with special needs and specifically intervention services for children, birth to three. The Lead Agency is a member of the CT Birth to Three Coordinating Council. The Lead Agency and DMR have partnered to coordinate issues pertaining to children with special needs.**

### **Connecticut Department of Labor (DOL)**

**DOL is the state's lead agency for providing employment and training services. DOL is the state's welfare-to-work agency and has developed a partnership with the Lead Agency to assist TANF clients attain employment or training opportunities. The Lead Agency's contractor for the Child Care Assistance Program (CCAP) has developed an operations protocol to insure TANF clients receive child care financial assistance. The Lead Agency has partnered with DOL to implement a Child Care Apprenticeship program.**

### **Statewide Child Care Advocacy Organizations**

**The Lead Agency consults with and provides technical assistance to various statewide advocacy organizations including, but not limited to: the CT School-age Child Care Alliance, the CT Association for Education of Young Children, CT Family Day Care Associations Network, CT Early Childhood Education Council, CT Association for Human Services, CT State Supported Child Care Centers Directors Forum, CT Voices for Children**

### **Healthy Child Care Connecticut**

**The Lead Agency is the state recipient for federal Maternal and Child Health Bureau funds to operate Healthy Child Care CT. The Lead Agency, through the efforts of the Connecticut Head Start State Collaboration Office, participates in the leadership and direction of Healthy Child Care CT and has helped to fund a variety of projects that directly impact both child care providers and child care consumers.**

### **2.2 - Public Hearing**

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

**Public hearings were held in five locations across the state in May 2003 and convened by representatives from the Lead Agency, Child Day Care Council, CT Department of Public Health, CT Department of Education and five community child care organizations, which hosted the hearing. The public hearing notice (see Attachment 2.2- A) was mailed to child care providers, advocacy and community organizations, legislators and publicized in all major newspapers. Various child related advocacy groups distributed this information through their various networks. The Lead Agency included the hearing notice and the**

# STATE PLAN FOR CONNECTICUT

## CHILD CARE & DEVELOPMENT FUND SERVICES

(FOR THE PERIOD 10/1/03 – 9/30/05)

Page 12

---

draft plan on its web site. Approximately 130 individuals attended the 5 public hearings and another 10 submitted comments via the web site. In addition, one hearing submitted a petition signed by 128 individuals requesting no more reductions to the child care subsidy program. The Lead Agency includes this final draft on its web site.

### 2.3 - Public-Private Partnerships

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

The Lead Agency is committed to the continued expansion and development of cooperative public-private ventures. To this end, the Department will: encourage employer groups and business associations to promote family support policies such as, flex-time and flexible work hours, promote child care tax credit programs, collaborate with the State Departments of Labor, and Economic and Community Development to integrate family and child care policies with economic policies and inform employers about family needs and work force trends, collaborate with the CT General Assembly to develop model child care policies and financing strategies which promote public-private partnerships.

A few examples of public-private partnerships follows:

Child Care Facilities Loan Fund – the Lead Agency has partnered with the CT Health and Educational Facilities Authority (CHEFA), seven private banks, and a community investment corporation to provide loan opportunities to child care providers. The Lead Agency is also collaborating with a community development organization, the Local Initiatives Support Corporation (LISC) to provide technical assistance to child care providers participating in financing projects.

Training Program in Child Development and the Early Childhood DataCONNECTIONS Program – the Lead Agency is working with the Child Health and Development Institute, a component of the private Children's Fund foundation, to implement these two programs that provide training opportunities for early caregivers and research opportunities for state agencies.. This partnership provided training to nearly 4,000 caregivers in basic child health development over the past four years.

Care for Kids Program – The Lead Agency contracts with ACS, Inc, a private corporation to manage this program.

CT Voices for Children - The Lead Agency participates on a planning committee that is exploring the "economic impact" by the child care industry. Representatives include business leaders, the CT Office of Workforce Competitiveness, Department of Labor, higher education and others.

STATE PLAN FOR CONNECTICUT

CHILD CARE & DEVELOPMENT FUND SERVICES

(FOR THE PERIOD 10/1/03 – 9/30/05)

Page 13

---

---

**PART 3 -- CHILD CARE SERVICES OFFERED**

**Section 3.1 - Description of Child Care Services**

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

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

( ) No.

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

**The Lead Agency will establish contracts directly with early childhood/child care facilities that meet licensing requirements established by the CT Department of Public Health for the provision of infant/toddler, preschool and/or school-age child care slots.**

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

(x) No.

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

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

(x) Yes

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

**Section 3.2 - Payment Rates for the Provision of Child Care**

The statute at 658E(c)(4) and the regulations at §98.43(b)(1) require the Lead Agency to establish payment rates for child care services that ensure eligible children equal access to comparable care. These rates are provided as **Attachment 3.2.A**. The attached payment rates are effective as of **January 1, 2002**.

The following is a summary of the facts relied on by the State to determine that the attached rates are sufficient to ensure equal access to comparable child care services provided to children

**STATE PLAN FOR CONNECTICUT**

**CHILD CARE & DEVELOPMENT FUND SERVICES**

**(FOR THE PERIOD 10/1/03 – 9/30/05)**

**Page 14**

---

whose parents are not eligible to receive child care assistance under the CCDF and other governmental programs. Include, at a minimum:

- The month and year when the local market rate survey(s) was completed: **May 2001**. (§98.43(b)(2)) A copy of the Market Rate Survey instrument and a summary of the results of the survey are provided as **Attachment 3.2.B**.

**The Lead Agency contracted with the University of Connecticut to complete a 2003 market rate survey. We attached the summary of the 2003 survey methodology and the 2003 survey instrument in Attachment 3.2.B.**

- How the payment rates are adequate to ensure equal access based on the results of the above noted local market rate survey (i.e., the relationship between the attached payment rates and the market rates observed in the survey): (§98.43(b))

**The payment rates in Attachment 3.2.A are set at the 60<sup>th</sup> percentile range per a rate methodology derived from a survey conducted by the University of CT Center for Research and Analysis in May 2001.**

**The payment rates for "providers exempt from licensing", including relatives and in-home providers, are set as a percentage of the state minimum wage. We set those rates as follows:**

**One-third of the minimum wage - one child  
Two-thirds of the minimum - two children  
Full Minimum Wage - three children**

- Additional facts that the Lead Agency relies on to determine that its payment rates ensure equal access include: (§98.43(d))

**See Attachment 3.2 C**

- If the payment rates do not reflect individual rates for the full range of providers -- center-based, group home, family and in-home care -- explain how the choice of the full range of providers is made available to parents.

**Not applicable**

**Section 3.3 - Eligibility Criteria for Child Care**

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

**STATE PLAN FOR CONNECTICUT**

**CHILD CARE & DEVELOPMENT FUND SERVICES**

**(FOR THE PERIOD 10/1/03 – 9/30/05)**

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

Family Size	(a) 85% of State Median Income (SMI) (\$/month)	IF APPLICABLE	
		(b) Income Level, lower than 85% of SMI, if used to limit eligibility	
		\$/month	% of SMI
1	<b>\$3,040</b>	\$1,788	50%
2	<b>\$3,974</b>	\$2,338	50%
3	<b>\$4,910</b>	\$2,889	50%
4	<b>\$5,845</b>	\$3,439	50%
5	<b>\$6,780</b>	\$3,989	50%

**The Lead Agency uses the State Median Income (SMI) for each year as published by the Federal Register. These numbers represent the CT numbers based on the April 15, 2003 Federal Register and are effective July 1, 2003 for CCDF and state funded programs.**

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

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

- ( ) No
- (x) Yes - See **Section 3.4**

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

**STATE PLAN FOR CONNECTICUT**

**CHILD CARE & DEVELOPMENT FUND SERVICES**

**(FOR THE PERIOD 10/1/03 – 9/30/05)**

**Page 16**

- Not Applicable, CCDF-funded child care is not provided in cases in which children receive, or need to receive, protective services.  
 No  
 Yes

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

- No  
 Yes, and the upper age is **19**.

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

- No  
 Yes, and the upper age is **19**.

3.3.7 Does the State choose to provide CCDF-funded child care to children in foster care whose foster care parents are not working, or who are not in education/training activities? (§§98.20(a)(3)(ii), 98.16(f)(7))

- Yes. (**NOTE:** This means that for CCDF purposes the State considers these children to be in protective services.)  
 No.

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

- Yes.  
 No.

**Section 3.4 - Priorities for Children**

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

**See Attachment 3.4.1.A**

3.4.2 The following describes how CCDF funds will be used to meet the needs of families receiving Temporary Assistance for Needy Families (TANF), those attempting to

**STATE PLAN FOR CONNECTICUT**

**CHILD CARE & DEVELOPMENT FUND SERVICES**

**(FOR THE PERIOD 10/1/03 – 9/30/05)**

**Page 17**

---

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))

**See response to 3.4.1**

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

**See Attachment 3.4.3.A**

**Section 3.5 - Sliding Fee Scale for Child Care Services**

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

The attached fee scale is effective as of **January 2002**.

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

( ) No.

(x) Yes, and the following describes any additional factors that will be used to determine a family's contribution including, but not limited to, a maximum amount (family cap), number of children in care, cost of care, and/or whether care is full or part-time:

**The family contribution is determined for the family regardless of the number of children in care.**

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

(x) Yes

( ) No, and other scale(s) and their effective date(s) are provided as Attachment \_\_\_\_\_.

3.5.3 The Lead Agency may waive contributions from families whose incomes are at or below the poverty level for a family of the same size, (§98.42(c)), and the poverty level used by the Lead Agency for a family of 3 is: \$ .

The Lead Agency must elect ONE of these options:

**STATE PLAN FOR CONNECTICUT**

**CHILD CARE & DEVELOPMENT FUND SERVICES**

**(FOR THE PERIOD 10/1/03 – 9/30/05)**

**Page 18**

- 
- 
- ( ) ALL families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee.
  - ( ) ALL families, including those with incomes at or below the poverty level for families of the same size, ARE required to pay a fee.
  - (x) SOME families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee.

**Connecticut uses the State Median Income Levels for eligibility and fee determinations. Only families receiving cash assistance and participate in an approved training program are exempt from a family contribution.**

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

- (x) No
- ( ) Yes, please describe:

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

**All families with earnings are required to pay a range from 2% to 10% of their annual/monthly gross income. If there are more than one child, the family is not required to pay any additional fee. The required Connecticut copayment follows national studies indicating the level families can pay at various income levels.**

**Section 3.6 - Certificate Payment System**

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

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

3.6.1 A description of the form of the certificate: (§98.16(k))

**The child care certificate is a document authorizing monthly payments for specific child care services. It names the parent(s), the child(ren) to receive child care and the child care provider. The certificate also states the amount of the state and parent share. The Lead Agency maintains the original certificate with copies to the parent and the provider.**

**STATE PLAN FOR CONNECTICUT**

**CHILD CARE & DEVELOPMENT FUND SERVICES**

**(FOR THE PERIOD 10/1/03 – 9/30/05)**

**Page 19**

- 
- 3.6.2 A description of how the certificate program permits parents to choose from a variety of child care settings by explaining how a parent moves from receipt of the certificate to the choice of provider: (658E(c)(2)(A)(iii), 658P(2), §§98.2, 98.30(c)(4) & (e)(1) & (2))

**Parents are informed that the certificate can be used at any appropriate (as defined in state regulations) child care setting they choose as long as the parent remains eligible for child care assistance. The certificate can be used at multiple child care settings. Parents are provided information on the certificate program by, but not limited to, the Lead Agency staff, Child Care Assistance Program, and the Child Care INFOLINE project, the statewide resource and referral service funded by the Lead Agency that assists parents with choosing child care.**

- 3.6.3 If the Lead Agency is also providing child care services through grants and contracts, explain how it ensures that parents offered child care services are given the option of receiving a child care certificate. (§98.30(a) & (b))

**Contractors are required, as a condition of funding, to advise all parents with whom the programs have contact, about the availability of the child care certificate.**

STATE PLAN FOR CONNECTICUT

CHILD CARE & DEVELOPMENT FUND SERVICES

(FOR THE PERIOD 10/1/03 – 9/30/05)

Page 20

---

---

**PART 4 - PROCESSES WITH PARENTS**

4.1 The following describes the process for a family to apply for and receive child care services (658D(b)(1)(A), 658E(c)(2)(D) & (3)(B), §§98.16(k), 98.30(a) through (e)). If the process varies for families based on eligibility category, for instance, TANF versus non-TANF, please describe. The description should include:

- How parents are informed of the availability of child care services and about child care options;
- Where/how applications are made;
- Who makes the eligibility determination;
- How parents who receive TANF benefits are informed about the exception to individual penalties as described in 4.4; and
- Length of eligibility period including variations that relate to the services provided, e.g., through collaborations with Head Start or pre-kindergarten programs.
- Any steps the State has taken to reduce barriers to initial and continuing eligibility for child care subsidies.

**Parents are informed about child care financial assistance by the Lead Agency regional office staff and other contracted entities. Informational brochures, direct conversation, phone discussion and strategies developed by community based organizations serving similar clients, serve as the basic communication strategies. Families are informed about the Child Care INFOLINE service to discuss child care options and what constitutes good child care. All of the organizations identified in Section 2.1 inform their respective constituents, as appropriate.**

**Applications are provided at various community and municipal settings and mailed to potential eligible families. Families are required to submit their applications, which include necessary verifications, by mail or schedule appointments when necessary. Eligibility determination is completed by the Lead Agency's contractor for the Child Care Assistance Program (CCAP). CCAP staff can travel to meet with families if necessary. Bilingual and bicultural staff assist where possible. Eligibility is primarily granted for six months or on a month-to-month basis, if warranted.**

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

**Parental complaints concerning due process for the Child Care Assistance Program is handled by the Lead Agency's Office of Legal Counsel, Regulations and Administrative Hearings. The Lead Agency's contractor for the Child**

**STATE PLAN FOR CONNECTICUT**

**CHILD CARE & DEVELOPMENT FUND SERVICES**

**(FOR THE PERIOD 10/1/03 – 9/30/05)**

**Page 21**

---

**Care Assistance Program has designed a grievance/mediation process for parents and child care providers as a first step prior to a formal fair hearing by the Lead Agency.**

**Complaints concerning other components of the CCDF program are filed directly with the Lead Agency. The Lead Agency requires all contracted program components to maintain a file of complaints and report as necessary.**

**Complaints concerning licensed child care providers are reported to the either the state Department of Public Health (licensing issues such as staff ratios or illegal operation) or the state Department of Children and Families (abuse and neglect issues). Parents and providers are advised to contact those agencies for appropriate information.**

- 4.3 The following is a detailed description of the procedures in effect in the State for affording parents unlimited access to their children whenever their children are in the care of a provider who receives CCDF funds. (658E(c)(2)(B), §98.31))

**Connecticut state laws guarantee unlimited access for parents at all licensed child care settings, including those parents eligible for CCDF financial assistance. Child care settings that are exempt from licensing requirements are also informed that they must allow parents unlimited access to their children.**

- 4.4 The regulations at §98.33(b) require the Lead Agency to inform parents who receive TANF benefits about the exception to the individual penalties associated with the work requirement for any single custodial parent who has a demonstrated inability to obtain needed child care for a child under 6 years of age.

In fulfilling this requirement, the following criteria or definitions are applied by the TANF agency to determine whether the parent has a demonstrated inability to obtain needed child care:

NOTE: The TANF agency, not the Child Care Lead Agency, is responsible for establishing the following criteria or definitions. These criteria or definitions are offered in this Plan as a matter of public record. The TANF agency that established these criteria or definitions is: **CT Department of Social Services.**

- "appropriate child care":
- "reasonable distance":
- "unsuitability of informal child care":
- "affordable child care arrangements":

**See Attachment 4.4.A**

STATE PLAN FOR CONNECTICUT

CHILD CARE & DEVELOPMENT FUND SERVICES

(FOR THE PERIOD 10/1/03 – 9/30/05)

Page 22

---

---

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

**5.1 - Quality Earmarks and Set-Asides**

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

Infants and toddlers:

**The Lead Agency will contract with state supported child care centers to provide comprehensive services to eligible families with infant/toddlers. The state supported centers work with the Lead Agency to meet the community child care needs for all children, including infant/toddlers.**

Resource and referral services:

**The Lead Agency will contract with the United Way of CT's Child Care INFOLINE project, which provides statewide resource and referral services. This project provides consumer education, community seminars, direct counseling and education service for parents seeking child care assistance, and also maintains a provider data base that includes information concerning fees, openings, etc. Staff develop and distribute relevant brochures and work with the Lead Agency to increase the child care capacity.**

School-age child care:

**The Lead Agency will contract with state supported school-age child care programs to provide comprehensive services as recommended by the National School-age Child Care Alliance. The state supported school-age programs work with the Lead Agency to meet the community child care needs for all children, including school-age children.**

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

**\$ 2,744,793 (4%)**

- 5.1.3 Check either "Yes" or "No" for each activity listed to indicate the activities the Lead Agency will undertake to improve the availability and quality of child care (include

**STATE PLAN FOR CONNECTICUT**

**CHILD CARE & DEVELOPMENT FUND SERVICES**

**(FOR THE PERIOD 10/1/03 – 9/30/05)**

---

activities funded through the 4% quality set-aside as well as the special earmark for quality activities). (658D(b)(1)(D), 658E(c)(3)(B), §§98.13(a), 98.16(h))

Yes No

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

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

**a. comprehensive consumer education** - includes a variety of strategies such as: funding the United Way of CT Child Care INFOLINE which is the statewide resource and referral agency to counsel parents about choosing child care and provide community forums to parents and providers; development and distribution of educational brochures, videos, public service announcements; collaboration with other agencies identified in Section 2.1 and organizations that have similar target populations; coordination with statewide and local media; distribution of child care informational packets at the Lead Agency regional offices and the CT Department of Labor, which is coordinating the state's welfare-to-work project.

**b. grants or loans to providers to assist in meeting State and local standards** – The Lead Agency coordinates the Child Care Facilities Loan Fund (CCFLF) that provides financing opportunities for child care facilities. The Lead Agency has delegated the administration for CCFLF to the CT Health and Educational Facilities Authority (CHEFA). CHEFA administers three loan programs: 1. a tax-exempt bonding program for non-profit child care facilities for construction, renovation or expansion costs; 2. a loan guarantee program for capital and non-capital loans; and 3. a small revolving loan program for non-capital loans.

**c. monitoring of compliance with licensing and regulatory requirements** – The Lead Agency funds child care licensing and enforcement personnel at the state Department of Public Health (DPH).

**STATE PLAN FOR CONNECTICUT**

**CHILD CARE & DEVELOPMENT FUND SERVICES**

**(FOR THE PERIOD 10/1/03 – 9/30/05)**

**Page 24**

---

**d. professional development, training and technical assistance** – The Lead Agency supports a variety of activities such as: the CT Community-Technical Colleges Systems' *CT Charts a Course* project, a comprehensive early caregiver career development system which includes a scholarship program for income eligible providers; a program targeted to kith and kin providers; a statewide Accreditation Facilitation Project; the University of Connecticut Cooperative Extension Systems' newsletter entitled, *All Children Considered*, which is distributed to all licensed and informal child care providers; the Child Health and Development Institutes' training program in developmentally appropriate curriculum to caregivers on basic child health and development issues; technical assistance to child care advocacy and member organizations.

**e. compensation for child care providers** – The Lead Agency provides compensation through scholarship assistance offered by the *CT Charts a Course project* and supports compensation through its contracted child care center programs and its Child Care Assistance Program. The Lead Agency and the CT Department of Labor continues to support a child care apprenticeship program.

**f. early language, literacy and numeracy development** - see 5.2

**g. inclusive child care** - The Lead Agency was co-facilitator of the former Map to Inclusion project with the CT Department of Mental Retardation. Curriculum was developed and integrated into of the CT Charts a Course professional development system and is offered via the Training Program in Child Development. The subsidy program was also reviewed and special reimbursements are now offered for children with special needs.

**h. Health Child Care America and other health activities** - The Lead Agency has participated as a member of the Healthy Child Care CT (HCCT) initiative and the CCDF Administrator has recently joined the HCCT Leadership Team. Various HCCT workshops and/or forums have received indirect and direct support as necessary.

**i. other quality activities that increase parental choice, and improve the quality and availability of child care** – the Lead Agency contracts with the United Way of CT Child Care INFOLINE project to conduct a recruitment program to expand the number of licensed family child care providers. The Lead Agency is a partner with the State Department of Education to implement the state's school readiness initiative that expands opportunities for three and four year olds in selected communities throughout Connecticut. The school readiness project also assists child care providers to enhance program services such as nutrition, health care, parent education, literacy, etc.

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

( ) No.

**STATE PLAN FOR CONNECTICUT**

**CHILD CARE & DEVELOPMENT FUND SERVICES**

**(FOR THE PERIOD 10/1/03 – 9/30/05)**

**Page 25**

---

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

**CT Child Health and Development Institute  
United Way of CT  
Wheeler Clinic, Inc  
Various private and non-profit child care and school-age centers**

**5.2 - Good Start, Grow Smart Planning and Development**

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

**5.2.1 - Voluntary Guidelines for Early Learning**

- Indicate which of the following best describes the current **status** of the State's efforts to develop research-based early learning guidelines (content standards) regarding language, literacy, pre-reading, and numeracy for three to five year-olds:
  - a) \_\_\_ Preliminary thinking or planning.
  - b) \_\_\_ Guidelines are being developed.
  - c) \_\_\_ Guidelines are developed but need to be modified.
  - d) \_\_\_ Guidelines are developed and implementation is in progress.
  - e) \_\_\_ Guidelines are developed and implemented in pre-kindergarten programs but not in child care.
  - f) x Guidelines are developed and implemented.
  - g) \_\_\_ Other. Please describe:
  
- Describe the **process** that was used or is planned for developing the State's early learning guidelines. Indicate who or what entity provided (or is providing leadership) to the process as well as the stakeholders involved. Was (or is) the process framed by State legislation, research and/or guiding principles? If so, please describe. How are (or will) the early learning guidelines and the State's K-12 educational standards aligned? If they are not aligned, what steps will be taken to align them? If the early learning guidelines are in development, what is the expected date of completion?

**Connecticut's school readiness legislation, enacted in 1997, required the Connecticut Department of Education, in collaboration with the Lead Agency, to develop age-appropriate developmental skills and goals for children attending school readiness programs.**

# STATE PLAN FOR CONNECTICUT

## CHILD CARE & DEVELOPMENT FUND SERVICES

(FOR THE PERIOD 10/1/03 – 9/30/05)

Page 26

---

In 1999, The *Preschool Curriculum Framework and Benchmarks for Children in Preschool Programs* was developed by the State Department of Education, Bureau of Early Childhood Education and Social Services, with the assistance of the EASTCONN regional educational service center. This document incorporated information and perspectives from a wide array of resources including:

- National Education Goal One Panel technical reports and consultation with panel members;
- federal standards, e.g., *Head Start Program Performance Standards*, British Columbia standards, and standards from other states, including Minnesota and Maryland;
- nationally recognized assessment protocols, e.g., Work Sampling System, Child Observation Record;
- Connecticut Department of Education curriculum frameworks; and
- Connecticut Mastery Test, Grade 4 objectives.

Draft documents were reviewed and critiqued by focus groups and by a convocation of early childhood educators from colleges and universities, public and independent schools, community child-care and education programs, professional associations, regional educational service centers and other state agencies.

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

The *Preschool Curriculum Framework and Benchmarks for Children in Preschool Programs* is available at the CSDE Web site [www.state.ct.us/sde/deps/early/frmwrkbench.pdf](http://www.state.ct.us/sde/deps/early/frmwrkbench.pdf) It is organized by using four domains of development:

- personal and social development
- physical development
- cognitive development
- creative expression/aesthetic development

There is interdependence among the domains and therefore, content standards and performance indicators in each domain reflect an overlap among domains. For example, the creative expression/aesthetic development domain contains the performance indicator “assume the role of someone or something else and talk in the language/tone appropriate for that person/thing.” This indicator requires cognitive and social knowledge of the person or thing, oral language skills (voice, tone, vocabulary) and physical skills to imitate the actions of others. Therefore, when considering the development of preschool-age children this document must be considered as a whole.

The early learning guidelines follow these guiding principles:

# STATE PLAN FOR CONNECTICUT

## CHILD CARE & DEVELOPMENT FUND SERVICES

(FOR THE PERIOD 10/1/03 – 9/30/05)

Page 27

- 
- **Early learning and development are multidimensional; developmental domains are highly interrelated. Development in one domain influences development in other domains. For example, children's language skills affect their ability to engage in social interactions. Therefore, developmental domains cannot be considered in isolation from each other. The dynamic interaction of all areas of development must be considered. Content standards and performance standards listed for each domain could also be cited in different domains.**
  - **Young children are capable and competent. All children are capable of positive developmental outcomes. Therefore, there should be high expectations for all young children, regardless of their backgrounds and experience.**
  - **There are individual differences in rates of development among children. Each child is unique in the rate of growth and the development of skills and competencies. Some children may have a developmental delay or disability that may require program staff members to adapt expectations of individual children or adapt experiences so that children can be successful in achieving a particular performance standard. Additionally, each child is raised in a cultural context that may affect the approach that the teacher uses with each child.**
  - Describe the process the State used or expects to use in **implementing** its early learning guidelines, e.g., feedback and input processes, dissemination, piloting, training in the use of the guidelines, and linkages with other initiatives such as incentives for provider education and training. To what extent is (or was) implementation anticipated in the development of the guidelines? To which child care settings do (or will) the guidelines apply and are the guidelines voluntary or mandatory for each of these settings? How are (or will) community, cultural, linguistic and individual variations, as well as the diversity of child care settings (be) acknowledged in implementation?

**The State of Connecticut has disseminated over 30,000 copies of the Curriculum Framework: Preschool Curricular Goals and Benchmarks. These copies have been distributed to public schools, Head Start programs, school readiness supported programs, family child care providers, parents, early childhood teachers, higher education faculty, and numerous copies have been distributed to other states and higher education agencies. A multitude of workshops have been sponsored by SDE for early childhood educators and practitioners and multiple training seminars have occurred sponsored by local community organizations. To date, the guidelines have been mandatory for the programs participating in state school readiness initiative. All other programs have been encouraged to apply the guidelines in their instructional preparations and recordings of children's progress.**

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

# STATE PLAN FOR CONNECTICUT

## CHILD CARE & DEVELOPMENT FUND SERVICES

(FOR THE PERIOD 10/1/03 – 9/30/05)

Page 28

---

The Connecticut Preschool Assessment Framework (PAF) is a curriculum-embedded tool for assessing three- and four-year-old children in their preschool classrooms. It was developed as a companion to the Connecticut's Preschool Curriculum Framework and Benchmarks for Children in Preschool Programs and it is directly aligned with this document. The Curriculum Framework identifies learning outcomes for children and the Assessment Framework provides a model for assessing children's growth on these outcomes. The PAF is designed to integrate the processes of assessment and planning; it enables teachers to plan and implement curriculum activities that address specific learning standards and to observe and assess children's progress on these same standards. By tying both curriculum and assessment to learning outcomes for children, the PAF makes a significant contribution to the field of early childhood education.

The primary purposes of the Connecticut Preschool Assessment Framework are:

- to observe and monitor each child's progress related to curricular goals and Performance Standards;
- to organize and mutually share information between families and program staff;
- to support curriculum development and planning – both program and child specific – by teachers and families; and
- to share information with receiving teachers and to support effective transitions.

The Connecticut Preschool Assessment Framework is not intended to be used:

- to compare one child to another;
- to make placement or retention decisions;
- to compare one classroom or one program to another; and
- to evaluate teachers.

Initial training of Connecticut early childhood educators has commenced Winter 2003.

### Section 5.2.2 - State Plans for Professional Development

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

Refer also to Section 5.1.2 - Professional Development and Section 2.1.2 - Coordination.

Statewide training has been coordinated since the inception of the CCDF in 1990 when CT established the CT Charts a Course professional career development system for early caregivers. All eligible caregivers, served with CCDF funds, are eligible to participate.

# STATE PLAN FOR CONNECTICUT

## CHILD CARE & DEVELOPMENT FUND SERVICES

(FOR THE PERIOD 10/1/03 – 9/30/05)

Page 29

---

One prime example is the Training Program in Child Development (TPCD), which is a statewide training initiative to improve the skill levels for caregivers in all settings. The TPCD is collaboration between public and private partners and provides caregivers with 180 hours of workshops approved by CT Charts-A-Course (CCAC). At the end of the 180 hours, the participant will have completed the training requirement for a Child Development Associate (CDA) credential. More than 5,000 child care providers have participated in the training program offered by 20 community-based training agencies at more than 40 sites in Connecticut. The following types of providers have participated:

- 51% center based
- 21% licensed family child care
- 11% relatives and informal caregivers
- 17% other or unreported

Participants in the TPCD who are licensed family child care providers or relatives providing care have also been offered technical assistance from the instructor of the training in the form of two site visits. The visits serve to individualize the training and provide one-on-one coaching in developmentally appropriate practice, tailored to the setting and the needs of the children in care.

In addition, there are 12 community colleges in CT, which offer early childhood coursework leading to an associate degree and/or certificate program. These colleges are located throughout the state and offer access to credit and non-credit based training for all types of providers.

- Does the State have a child care provider professional development **plan**?
  - (x) Yes. Identify the entities involved in the development of the plan and whether the plan addresses all categories of providers. As applicable, describe: how the plan includes a continuum of training and education, including articulation from one type of training to the next; how the plan addresses training quality including processes for the approval of trainers and training curriculum; how the plan addresses early language, literacy, pre-reading, and numeracy development. Indicate whether the plan is linked to early learning guidelines and, if so, how.

The Lead Agency designated the Board of Trustees for Community-Technical Colleges to develop a career development system for early care and education and school-age care providers on Connecticut. This system is known as Connecticut Charts-A-Course (CCAC) and has developed and been implemented in various stages since 1990. It is collaboration between the Lead Agency and State Department of Education (SDE) and several other state and community based agencies/organizations.

CCAC has the following system of components to promote quality in the state's child care programs:

- Career Ladder – Recognizes the training and educational achievements of individuals who work with young in all settings, through a Registry Certificate that

STATE PLAN FOR CONNECTICUT

CHILD CARE & DEVELOPMENT FUND SERVICES

(FOR THE PERIOD 10/1/03 – 9/30/05)

Page 30

---

displays their current level on career ladder continuum from entry-level training to advanced degree levels.

- **Early Childhood Education Articulation Plan** – assures seamless articulation and transfer of credits between levels on the career ladder based upon successful completion of educational requirements and acquisition of credentials.
- **Training Approval Board** – approves all CCAC trainers and training curriculum in the Core Areas of Knowledge, which are 8 topic areas in child development and early childhood education that meet the training content requirement for a CDA credential.
- **Scholarship Assistance Fund** - funds income eligible child care providers working in the field and wishing pursue training in early childhood education and/or school age care and which leads to a credential.
- **Accreditation Facilitation Project** – supports quality improvement and the acquisition of national accreditation standards in center-based, school-age and family child care programs, through 5 regional accreditation facilitation support projects.
- **Child Care Apprenticeship Program** - pilot program funded by the Department of Labor (DOL) to assist child care providers in the acquisition of the national Child Care Apprenticeship Certificate.
- **Training Program in Child Development** – 180 hours of quality education and training for providers in all settings delivered through 4 modules and covering 8 topic areas, including early language, literacy, pre-reading and numeracy development.
- **STARS** – participation in the SDE Early Childhood Educator Professional Development Grant, an award from the USDE, designed to deliver 15 hours of research-based early language and literacy content and part of the CCAC Core Areas of Knowledge.

CCAC is tied closely to the state's school readiness initiative. This 1997 legislation requires the SDE, in consultation with the Commissioners of the Higher Education, the Lead Agency and other appropriate entities, to develop a continuing education program for the staff of school readiness staff. Therefore, the content of the CCAC Core Areas of Knowledge was developed with the assistance of SDE Early Childhood Specialists and is linked to the state agencies efforts to promote consensus in the performance standards (outcomes) for 3 and 4 year old children.

( ) No. Indicate whether steps are under way to develop a plan. If so, describe the time frames for completion and/or implementation, the steps anticipated, and how the plan is expected to support early language, literacy, pre-reading and numeracy.

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

STATE PLAN FOR CONNECTICUT

CHILD CARE & DEVELOPMENT FUND SERVICES

(FOR THE PERIOD 10/1/03 – 9/30/05)

Page 31

---

In 2001, the state legislature passed legislation, which provides the Lead Agency to develop, within available funds, initiatives to increase compensation paid to child day providers for education opportunities. The Lead Agency has identified the CCAC Career Ladder as the vehicle for benchmarking the education opportunities of child day care providers in order to implement this legislation.

Through the STARS (Striving to Achieve Reading Success) initiative, providers in school readiness settings are provided the opportunity to take the LEEP (Literacy Environment Enrichment Program) course. As an incentive, tuition costs are underwritten by the grant (USDE Early Childhood Educator Professional Development). The CT Community Colleges and the state's four-year colleges and university have agreed to give college credit for this course.

In addition, the CCAC training program (TPCD) has aligned its content with this course and through this grant offers through a special 15 hour strand of training. As an incentive, providers can move up the CCAC career ladder upon completion.

CCAC has also coordinated training sessions subsidized by state and federal funds for center-based directors which has led to their attainment of the National Administrators Credential and the CT Child Care Directors' Credential.

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

**Outcomes will vary depending on the targeted audience. For example, the outcomes for participants in the statewide Training Program in Child Development is the CDA credential; outcomes for the child care center directors is the National Administrators Credential and the CT Child Care Directors' Credential.**

We have evaluated a few of our initiatives as follows:

In 2001, *An Evaluation of the Training Program in Child Development* (Yale Bush Center in Child Development and Social Policy) reported that the training is making a difference. Most important, child care providers completing the first module (15 hrs) consistently demonstrated positive changes related to the learning opportunities and environments they offer and the quality of their interactions with young children. The experience of training was also found to have a positive impact on the participant's future career plans and attitudes towards training in general. After completing all four modules, providers felt more professional and were strongly committed to staying in the field and continuing their education.

A 2003, a study of the *Training Program in Child Development Infant Toddler Training* (Ripple and Connell, The Consultation Center at Yale University) found similar

STATE PLAN FOR CONNECTICUT

CHILD CARE & DEVELOPMENT FUND SERVICES

(FOR THE PERIOD 10/1/03 – 9/30/05)

Page 32

---

findings in the areas of the quality of training and its impact on practice, professionalism and commitment to the field of early care and education.

**Section 5.2.3 - State Plan for Program Coordination**

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

Yes.

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

**The Lead Agency, per Connecticut statute, coordinates child care services with the help of several partners. Please review Section 2.1 and the Attachments to Section 2.1. This function has occurred prior to the enactment of the federal CCDBG Act of 1990. Since 1990, the Lead Agency has submitted the CCDF Plan as required per federal rule. Planning activities vary due to the charge, purpose, will, etc of federal and state legislation, private and public advocates and the resultant programs and organizations involved. Section 2.1 lists more than four organizations that participate in ongoing planning and coordination activities. The nature of such coordination varies. Please review Attachment 2.1.B.**

No.

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

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

**One such "coordinated early childhood activity" is Connecticut's school readiness initiative. The State Department of Education (SDE) is the lead agency for school readiness and collaborates with the Lead Agency for policy direction and oversight. Both state agencies work with a network of "community school readiness councils", which have local responsibility to select and monitor program operators. The state budget allocates funds to both agencies to administer essential program components. The Lead Agency and SDE funds the CT Charts a Course System early childhood career development system, which is operated by the CT Community Colleges to support training, accreditation and skill/academic requirements for caregivers working in school readiness programs. SDE and the Lead Agency developed an "agreement" with the federal regional Head Start office to assist with joint monitoring and evaluation for local Head Start programs that are also school readiness funded programs. Planning meetings are held with the various parties to assure common goals.**

**STATE PLAN FOR CONNECTICUT**

**CHILD CARE & DEVELOPMENT FUND SERVICES**

**(FOR THE PERIOD 10/1/03 – 9/30/05)**

**Page 33**

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

**The nature of related programs and existing coordinated efforts allows for ongoing review, monitoring, evaluation, retooling, and if necessary discontinuance. There are also changes in our planning activities. We continuously learn from mistakes, our peers, research and we tweak as appropriate. Attachment 2.1.A outlines our strategic planning. It recognizes what we would like to address but is also realistic in knowing that we have limited resources.**

**STATE PLAN FOR CONNECTICUT**

**CHILD CARE & DEVELOPMENT FUND SERVICES**

**(FOR THE PERIOD 10/1/03 – 9/30/05)**

Page 34

**PART 6 - HEALTH AND SAFETY REQUIREMENTS FOR PROVIDERS**

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

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

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

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

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

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

- ( ) NO  
(x) YES, and the changes are as follows: **Centers must now have staff trained in CPR**

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

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

**In the CT Child Care Assistance Program (CCAP), the parent furnishes the child care center with information on forms (Provider/Parent Agreement) received from the Lead Agency's contractor to administer CCAP. The provider completes and signs the Provider/Parent Agreement attesting to the following:**

**STATE PLAN FOR CONNECTICUT**

**CHILD CARE & DEVELOPMENT FUND SERVICES**

**(FOR THE PERIOD 10/1/03 – 9/30/05)**

Page 35

---

**local town code enforcement and minimum health and safety standards will be met, including the availability of a working telephone, fire extinguisher, and smoke alarm; the absence of a conviction for a felony, violent crime and/or a protective services record for staff; proof that all children in care are age appropriately immunized against diphtheria, pertussis, tetanus, poliomyelitis, measles, mumps, rubella, haemophilus influenza type B, hepatitis and varicella (chicken pox). The provider assures that their staff meet similar staff training requirements for licensed child care centers.**

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

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

- YES, answer 6.2.2 and proceed to 6.3.  
 NO, answer 6.2.2 and 6.2.3.

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

- NO  
 YES, and the changes are as follows:

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

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

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

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

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

**STATE PLAN FOR CONNECTICUT**

**CHILD CARE & DEVELOPMENT FUND SERVICES**

**(FOR THE PERIOD 10/1/03 – 9/30/05)**

**Page 36**

---

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

- NO  
 YES, and the changes are as follows:

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

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

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

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

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

- NO  
 YES, and the changes are as follows:

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

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

**STATE PLAN FOR CONNECTICUT**

**CHILD CARE & DEVELOPMENT FUND SERVICES**

**(FOR THE PERIOD 10/1/03 – 9/30/05)**

Page 37

---

**In the CT Child Care Assistance Program (CCAP), now know as the Care 4 Kids program, the eligible parent must provide the provider exempt from licensing requirements with information on the Provider/Parent Agreement form. Such provider must complete and sign the Provider/Parent Agreement attesting to the following:**

- **the provider is 18 years of age or older;**
- **local town code enforcement and minimum health and safety standards will be met, including the availability of a working telephone, fire extinguisher, and smoke alarm;**
- **the total number of children in care during;**
- **the absence of a conviction for a felony, violent crime and/or a protective services record for staff;**
- **all instances of suspected child abuse or neglect will be reported to the state child welfare agency;**
- **all children in care are age-appropriately immunized;**
- **the provider is not working another job during the hours the child is in care;**
- **changes in the site or location of care will be reported promptly to DSS;**

**In addition, DSS has an agreement with the CT Department of Children and Families to conduct child abuse and neglect background checks for all unlicensed providers at the time of initial application and at least one time per year thereafter. State and federal criminal background checks are mandated for all non-relative providers and for any provider suspected of having committed a sex crime or crime against persons in Connecticut or any other state. Information concerning criminal and child abuse/neglect background checks can be released to the parent to the extent necessary to provide the parent with the ability to make an informed choice about continuing care with the provider.**

**DSS also works in conjunction with Healthy Child Care CT to distribute health and safety materials to all providers exempt from licensing requirements. Parents and providers must also certify that the provider is capable of providing safe and competent care as a condition of eligibility, including the ability to feed, bathe and toilet the child as appropriate and the ability to respond to emergencies and provide adequate care and supervision.**

**Section 6.5 - Exemptions to Health and Safety Requirements**

At Lead Agency option, the following relatives: grandparents, great grandparents, aunts, uncles, or siblings (who live in a separate residence from the child in care) may be exempted from health

**STATE PLAN FOR CONNECTICUT**

**CHILD CARE & DEVELOPMENT FUND SERVICES**

**(FOR THE PERIOD 10/1/03 – 9/30/05)**

**Page 38**

---

and safety requirements (658P(4)(B), §98.41(a)(1)(ii)(A)). Indicate the Lead Agency's policy regarding these relative providers:

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

**Section 6.6 - Enforcement of Health and Safety Requirements**

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

- Are child care providers subject to routine unannounced visits (i.e., not specifically for the purpose of complaint investigation or issuance/renewal of a license)?
  - ( ) No
  - ( x ) Yes, and the following indicates the providers subject to routine unannounced visits and the frequency of those visits.

**The Department of Public Health is the agency with statutory authority to enforce licensing requirements applicable to child day care centers, group day care homes and family day care homes in Connecticut.**

**At least every two years, unannounced site visits, inspections or investigations of licensed child day care centers or group day care homes are conducted by licensing enforcement specialists. New programs are inspected prior to initial licensure. Site visits are required prior to licensure for all family day care home applicants. Thereafter, the Department is required to make unannounced visits to "at least thirty three and one third percent" (33 1/3%) of the licensed family day care homes each year.**

**Any inspection conducted by the Department shall include an inspection for evident sources of lead poisoning. The Department investigates all complaints received on licensed child day care facilities and facilities alleged to be operating illegally without a license. The Department has statutory authority to refuse to license, suspend or revoke an existing license or take any other action against a license as set forth in regulations.**

**DPH provides information to parents and shares information concerning the results of enforcement visits when requested.**

- Are child care providers subject to background checks?
  - ( ) No

**STATE PLAN FOR CONNECTICUT**

**CHILD CARE & DEVELOPMENT FUND SERVICES**

**(FOR THE PERIOD 10/1/03 – 9/30/05)**

Page 39

- 
- (x) Yes, and the following types of providers are subject to background checks (indicate when such checks are conducted):

**The Department of Public Health is the agency with statutory authority to assure that all licensed child care providers (child day centers, group day care homes and family day care homes) and appropriate staff receive appropriate background checks. Such providers must report any criminal conviction of the owner, conductor, operator, or maintainer of the facility or any person residing in the household or employed within.**

**The Lead Agency assures that providers exempt from licensing, specifically those providers who are not relatives and provide care in the child's home, receive appropriate background checks. In addition, the Lead Agency can require background checks to those providers exempt from licensing if there is "a reason to believe that a conviction has occurred".**

- Does the State require that child care providers report serious injuries that occur while a child is in care? ( Serious injuries are defined as injuries requiring medical treatment by a doctor, nurse, dentist, or other medical professional.)
  - ( ) No
  - (x) Yes, and the following describes the State's reporting requirements and how such injuries are tracked (if applicable).

**Yes - Family Day Care Homes must notify, within 24 hours, the Department of Public Health of: (1) the death of any enrolled child, if the child died while at the facility or if a child death occurs due to a contagious disease and, (2) when any injury to a child that occurs while the child is at the facility which results in the child being admitted to a hospital of the child's death.**

**No - Child Day Centers and Group Day Care Homes do not have specific reporting requirement unless it is deemed a report of abuse, neglect, or reportable disease and laboratory finding.**

- Other methods used to ensure that health and safety requirements are effectively enforced:

**Not at this time.**

**Section 6.7 – Exemptions from Immunization Requirements**

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

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

\_\_\_\_ Children who are cared for by relatives (defined as grandparents, great grandparents, siblings (if living in a separate residence), aunts and uncles).

**STATE PLAN FOR CONNECTICUT**

**CHILD CARE & DEVELOPMENT FUND SERVICES**

**(FOR THE PERIOD 10/1/03 – 9/30/05)**

**Page 40**

- 
- 
- Children who receive care in their own homes.
  - Children whose parents object to immunization on religious grounds.
  - Children whose medical condition contraindicates immunization.

**STATE PLAN FOR CONNECTICUT**

**CHILD CARE & DEVELOPMENT FUND SERVICES**

**(FOR THE PERIOD 10/1/03 – 9/30/05)**

**Page 41**

---

---

**APPENDIX 1 -- PROGRAM ASSURANCES AND CERTIFICATIONS**

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

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

**STATE PLAN FOR CONNECTICUT**

**CHILD CARE & DEVELOPMENT FUND SERVICES**

**(FOR THE PERIOD 10/1/03 – 9/30/05)**

**Page 42**

---

The Lead Agency also certifies that:

- (1) it has procedures in place to ensure that providers of child care services for which assistance is provided under the Child Care and Development Fund afford parents unlimited access to their children and to the providers caring for their children during the normal hours of operations and whenever such children are in the care of such providers. (658E(c)(2)(B))
- (2) it maintains a record of substantiated parental complaints and makes information regarding such complaints available to the public on request. (658E(c)(2)(C))
- (3) it will collect and disseminate to parents of eligible children and the general public, consumer education information that will promote informed child care choices. (658E(c)(2)(D))
- (4) it has in effect licensing requirements applicable to child care services provided in the State. (658E(c)(2)(E))
- (5) there are in effect within the State (or other area served by the Lead Agency), under State or local law, requirements designed to protect the health and safety of children; these requirements are applicable to child care providers that provide services for which assistance is made available under the Child Care and Development Fund. (658E(c)(2)(E))
- (6) procedures are in effect to ensure that child care providers of services for which assistance is provided under the Child Care and Development Fund comply with all applicable State or local health and safety requirements. (658E(c)(2)(G))
- (7) payment rates under the Child Care and Development Fund for the provision of child care services are sufficient to ensure equal access for eligible children to comparable child care services in the State or sub-State area that are provided to children whose parents are not eligible to receive assistance under this program or under any other Federal or State child care assistance programs. (658E(c)(4)(A))

STATE PLAN FOR CONNECTICUT

CHILD CARE & DEVELOPMENT FUND SERVICES

(FOR THE PERIOD 10/1/03 – 9/30/05)

Page 43

---

**APPENDIX 2 - ELIGIBILITY AND PRIORITY TERMINOLOGY:**

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

- (1) ***job training and educational program*** –
  - (a) A state day program accredited by the State Department of Education or the New England Association of Schools and Colleges, a general equivalency diploma program, or an adult education, technical high school or vocational secondary school program which shall lead to a high school level diploma or certificate; and
  - (b) An employment services activity approved by the Department of Social Services, the Department of Labor or the designee of either agency in accordance with the State Plan requirements for the TANF program, including but not limited to education activities below the post-secondary level, job skills training, job readiness activities, job development and placement activities, job search, work experience, drug or alcohol rehabilitation.
- (2) *attending (a job training or educational program; include minimum hours if applicable)* – Enrollment in and regularly attending classes or compliance with the mandatory employment services requirements of the TANF program, including being available for work, reporting from interviews, attending group or individual orientation sessions and satisfactory participation in employment service activities.
- (3) *in loco parentis* - A person with whom the child lives who is responsible for the day-to-day care and custody of the child when the child's parent by blood, marriage, adoption or court order is not performing such duties.
- (4) *physical or mental incapacity (if the Lead Agency provides such services to children age 13 and older)*–See definition #7 – Special Needs Child.
- (5) *protective services* – *a family service plan for safeguarding children who are considered by the state's child welfare service agency to be at risk of abuse or neglect.*
- (6) *residing with* - living with on a regular basis, including taking meals together and sleeping in the same home.
- (7) *special needs child* –A child shall be considered to have special needs if the child's independence, self-sufficiency and safety is dependent on others and the child requires extra supervision, care, or assistance in the child care setting due to the following physical, mental, behavioral or emotional conditions, including but not limited to:
  - (a) a physical handicap or health impairment that causes chronic or acute health problems, such as a heart condition, orthopedic impairment, tuberculosis, asthma, epilepsy, cerebral palsy, leukemia or congenital abnormality that has been diagnosed by a physician;

**STATE PLAN FOR CONNECTICUT**

**CHILD CARE & DEVELOPMENT FUND SERVICES**

**(FOR THE PERIOD 10/1/03 – 9/30/05)**

**Page 44**

- 
- (b) mental retardation or autism spectrum disorder as diagnosed by a physician, pediatrician or psychologist;
  - (c) a behavioral or emotional disturbance, maladjustment or developmental delay that causes the child to exhibit marked and inappropriate behaviors or characteristics over extended periods that has been diagnosed by a psychologist, psychiatrist or other clinically trained and state-certified mental health professional acting within his or her scope of practice;
  - (d) a speech, language, vision or hearing impairment that has been diagnosed by a physician or state certified health care professional acting within his or her scope of practice; or
  - (e) multiple handicaps that cause problems or interfere with the child's ability to function in the child care setting without extra care or supervision.
- (8) *very low income* – Under 25 percent of the state's median income level.
- (9) *working* (include minimum hours if applicable) - employment in one or more jobs as an employee of another individual, a partnership, corporation or self-employment, for which compensation is paid in the form of earned income.
- (10) Additional terminology related to conditions of eligibility or priority established by the Lead Agency:
- (a) *Actual charge* - The fee charged by the provider for all children attending the same program as determined in subsection (a) of section 17b-749-13 of the Regulations of Connecticut State Agencies;
  - (b) *Accredited provider* - A child care provider whose program has earned national accreditation or who has completed approved course or degree work pursuant to subsection (d) of section 17b-749-13 of the Regulations of Connecticut State Agencies;
  - (c) *Certificate of payment* - The document issued by the CCAP administrator authorizing payment of CCAP assistance for a specific child to a specified child care provider;
  - (d) *Child care* - The care and supervision of an eligible child for not more than twelve hours in a twenty-four hour day, excluding therapy, medical treatment and public or private school or academic programs;
  - (e) *Child care agreement* - The form prescribed by the department used to collect and document information concerning provider eligibility and the agreement between the parent and the provider for the provision of child care services;
  - (f) *CCAP administrator* - The unit designated by the department or an organization acting under contract with the department and acting under its direction that is responsible for the day-to-day administration of the CCAP program;
  - (g) *Countable income* - Gross income less allowable deductions and excluded income;

**STATE PLAN FOR CONNECTICUT**

**CHILD CARE & DEVELOPMENT FUND SERVICES**

**(FOR THE PERIOD 10/1/03 – 9/30/05)**

**Page 45**

- 
- (h) *Earned income* - Compensation for personal services, including but not limited to wages, salaries, commissions, bonuses and earnings from self-employment or contractual agreements;
- (i) *Eligible child* - A child residing with the applicant who is under the age of thirteen or under the age of nineteen with special needs, who needs child care during the hours the parent is participating in employment or an approved employment services activity;
- (j) *Eligible provider* - a licensed child care provider or child care provider who is exempt from licensing that meets the requirements specified in section 17b-749-12 of the Regulations of Connecticut State Agencies;
- (k) *Employment services activity* - Education, training, job search or other activity pursued by a parent receiving TANF cash assistance which is designed to eliminate barriers to employment or increase earnings and which has been approved by the Department of Social Services, the state Department of Labor or the designee of either agency in accordance with the requirements of the TANF State Plan submitted by the Department pursuant to section 402 (a) of Public Law 104-193;
- (l) *Family* - The group of individuals who live together in the same household whose circumstances are taken into consideration when determining eligibility for the CCAP program pursuant to section 17b-749-03 of the Regulations of Connecticut State Agencies;
- (m) *Foster child* - a child placed in a foster home by the Connecticut Department of Children and Families for whom the parent receives foster care payments;
- (n) *Licensed provider* - A day care center, group or family day care home licensed by the Department of Public Health to provide child day care services pursuant to section 19a-77 of the Connecticut General Statutes;
- (o) *Parent* – A person with whom the child resides who is either the child's parent by blood, marriage, adoption or a spouse or former spouse of such individuals, a legal guardian, a caretaker relative under the cash assistance program or other person standing in loco parentis;
- (p) *Self-employed* - Working for pay either full or part-time where the individual is not considered an employee of another entity for purposes of reporting social security tax or unemployment compensation;
- (q) *Teenage parent* - A parent under the age of twenty;
- (r) *Unlicensed child care provider* - Any provider operating legally in Connecticut that is exempt from licensing as a child day care services provider pursuant to subsection (b) of section 19a-77 of the Connecticut General Statutes.

---

**STATE PLAN FOR CONNECTICUT**  
**CHILD CARE AND DEVELOPMENT FUND**  
**ATTACHMENTS**

---

	pages
<b>PART 2</b>	<b>DEVELOPING THE CHILD CARE PROGRAM</b>
	Section 2.1A - Principles, Objectives and Strategies..... 47 - 54
	Section 2.1B - Collaboration Efforts ..... 55 - 59
	Section 2.2A - Public Hearing Notice..... 60
<b>PART 3</b>	<b>CHILD CARE SERVICES OFFERED</b>
	Section 3.2A - Payment Rates ..... 61 - 62
	Section 3.2.B - Rate Survey and Summary ..... 63 – 74
	Section 3.2.C - Payment Rates Rationale for Equal Access..... 75
	Section 3.3.2A - Income Guidelines ..... 76 - 79
	Section 3.3.3A - Priority Eligibility Guidelines ..... 80
	Section 3.4.3A - Wait List Guidelines ..... 81 - 84
	Section 3.5.1A - Sliding Fee Schedule ..... 84
<b>PART 4</b>	<b>PROCESSES WITH PARENTS</b>
	Section 4.4A - TANF Definitions and Criteria..... 85 - 88

---

---

**SECTION 2.1.A**

**CONNECTICUT**

**PRINCIPLES, OBJECTIVES AND STRATEGIES**

**A. GUIDING PRINCIPLES**

The following guiding principles were adopted in 1990 when the Lead Agency completed the first CCDF federal plan. Numerous child care providers, advocates and other constituents participated in that process. We added a principle that addressed workforce issues in our plan submitted in 2001. We have added another principle to support President Bush's *Good Start, Grow Smart*.

The Connecticut Child Care and Early Education system will:

- offer families a broad range of accessible, affordable, comprehensive and quality child care services.
- allow families to choose the most appropriate child care service and be informed about how to locate and evaluate child care opportunities.
- allow for a smooth transition when families change child care services.
- provide appropriate services and training opportunities for caregivers, including caregivers exempt from licensing.
- ensure that basic health and safety standards are maintained by caregivers.
- ensure that all available federal funds are maximized and combined into one universal child care program to support targeted families and children.
- establish eligibility guidelines which address income and child care need.
- establish a payment system, which addresses family co-payments, provider payments differentiated by licensed and unlicensed caregivers, and age of child.
- ensure the coordination and on-going planning for all local, state and federal early childhood services and programs.
- establish various incentives and cost models to address teacher turnover and compensation levels that will expand and retain the number of early education professionals.

- establish guidelines and standards for content to promote early learning skills that will help children be ready for school.

## **B. SERVICE OBJECTIVES**

The Lead Agency proposes the following service objectives, within available appropriations, that support the federal CCDF goals and CT guiding principles. The service objectives remain essentially the same as included in the prior two-year federal plan. However, we have added a specific objective to address President Bush's *Good Start, Grow Smart* early learning initiative.

- **increase child care capacity** - the establishment, expansion or recruitment of new child care facilities/providers and support for existing child care providers in order to expand the number of child care "arrangements" available to families seeking child care assistance
- **increase financial assistance** to families in order to make child care affordable - the efficient provision of affordable child care subsidies (certificates or vouchers) and/or contracts to early childhood programs in order to assist low income working families and families transitioning off public assistance
- **enhance quality and school readiness services** - the establishment of critical support services to enhance developmentally appropriate educational opportunities for children and professional opportunities for caregivers
- **enhance health and safety provisions** - the establishment of policies and support services to assure children have access to healthy and safe child care settings
- **expand linkages and leveraging of available funds** - the coordination of child care and early childhood education services among state agencies, state and local community organizations, businesses and child care providers
- **increase number of early care and education professionals and promote retention** - the establishment of incentive and cost models to increase and retain early education teachers in order to address the high turnover rate
- **establish guidelines and standards that support early learning for children ages 3-5** - the development, implementation and evaluation of standards on early literacy, language, pre-reading and numeracy skills that help children to succeed in kindergarten and beyond

## **C. SERVICE STRATEGIES**

The Lead Agency proposes, within available appropriations, the following strategies to address the service objectives:

## Increase Child Care Capacity

The state and federal welfare reform initiative will continue to require families with children to find employment or participate in employment activities. The supply of child care providers and/or child care spaces must continue to expand in order to meet this demand.

Proposed strategies include:

- continue to educate the business community about **tax credits** that can be accessed for establishing new child care facilities and subsidizing employee child care needs.
- continue to coordinate the **Child Care Facilities Loan Fund** program to assist with the new construction, acquisition or expansion of child care facilities.
- continue to convene caregiver recruitment sessions throughout the state to **increase the number of family day care home providers**.
- coordinate with **local community, public housing and economic development projects** to include child care as a community development project and explore micro-enterprise and small business funding opportunities.
- educate cash assistance recipients about child care as a career opportunity and **expand child care occupational training programs**.
- expand **linkages with Head Start and other early care and education programs** to coordinate various funding streams that can finance full-day, full-year programs.
- expand programs and spaces children under age 13 through the state's **State Child Day Care Center Program and School Readiness programs**.
- support **kith and kin providers** with necessary educational and training opportunities and link them with the formal child care community.
- expand linkages with **Schools of the 21<sup>st</sup> Century** programs that provide services for school-age children.

## Increase Financial Assistance to Families

The ability for families to afford the fees charged by caregivers is a major factor that continues to determine the families' participation and selection of certain caregivers.

Proposed strategies include:

- expand **child care subsidies for low-income working families** with earnings up to 75% of the state median income level and with children under the age of 13 (under 19 if they have special needs).

- increase the number of **families transitioning from cash assistance to work** who use public funded child care including the Child Care Assistance Program, state-supported centers and school readiness programs.
- continue to administer a **school-age child care contract program** targeting available state and federal funds to eligible organizations that provide before and after school child care at school and community settings for working families earning less than 75% of the state median income level.
- continue to administer a **child care center contract program** directing available state and federal funds to eligible child care centers that provide **preschool, infant/toddler, and school-age** services. Activities funded by this initiative are designed to provide high quality, safe, age-appropriate environments and a full range of social, educational, recreational and nutritional services to children and support services to their families. Enrollment will be targeted to families earning less than 75% of the state median income level.
- encourage families to pursue **child support**
- continue to partner with the CT Department of Education in the administration of the state's **School Readiness program** to selected communities.

### **Enhance Quality and School Readiness Services**

CCDF funds have supported quality initiatives since its inception in 1990 and currently supports several thousand children (ages 13 and under) in comprehensive, quality early learning and school readiness programs.

Proposed strategies include:

- continue to provide **consumer education and information materials** that educate current and potential child care consumers
- continue to support the state's **child care resource and referral** program to provide the following services:
  - counseling and consumer information
  - data on the types of child care opportunities, fees, special service considerations, etc
  - technical assistance and information for child care providers
  - community education and collaboration activities

- continue to provide **technical support and training opportunities** for new and existing child care providers with an emphasis on providers working with infant/toddlers and school-age children
- continue to establish strategies **effectively to use the media** to provide information and education to parents and child care professionals.
- continue to support the Board of Trustees for Community/Technical Colleges' CT Charts a Course **voluntary professional development system** for early caregivers.
- continue to support the **statewide program to assist caregivers to achieve accreditation** status by appropriate national organizations.
- continue to support **quality enhancements for the priority school communities** as defined in the state's school readiness legislation in collaboration with the State Department of Education.
- continue to support a **newsletter** that is distributed to all child care providers, libraries, legislators, schools, etc.
- continue to implement **background checks for informal child care providers** seeking approval to participate in the Care 4 Kids program in collaboration with the departments of Public Safety and Children and Families.
- continue to implement training and educational opportunities for **relative and other license-exempt providers**.

### **Enhance Health and Safety Provisions**

The Lead Agency must assure that procedures are in effect to ensure that child care providers that provide services for which assistance is provided under the CCDF comply with all applicable state or local health and safety requirements.

Proposed strategies include:

- continue to fund **child care licensing personnel** at the Connecticut Department of Public Health (DPH) to monitor child care facilities.
- continue to work with the Departments of Public Safety (**coordinate criminal background checks**) and Children and Families (**coordinate child abuse and neglect checks**) for child care providers exempt from licensing requirements.
- continue to implement health and safety provisions for child care providers exempt from licensing requirements who apply for assistance from the Child Care Assistance Program.

- continue to work with the Healthy Child Care Connecticut project to educate all child care providers on various health and safety provisions.
- participate in discussions with the CT Department of Public Health's maternal and child health professional staff concerning the state need to prepare a Early Childhood Comprehensive Systems plan that will serve as the successor to the Healthy Child Care CT project.

### **Expand Linkages and Leveraging of Available Funds**

The Lead Agency is responsible for many coordination and planning activities.

Proposed strategies include:

- continue to coordinate efforts with sister state agencies, the Connecticut Head Start State Collaboration office, Head Start Directors Association, State Directors Forum, Connecticut Child Day Care Council, Child Care Legislative Task Force, Birth to Three Interagency Coordinating Council, Healthy Child Care Connecticut Project, HUSKY Managed Care Task Force, child care provider memberships groups, Early Childhood Alliance, CT Voices for Children, CT Association for Human Services, etc.
- begin strategic discussions on infant-toddler issues having been recently selected by the National Infant & Toddler Child Care Initiative, a project of the federal Child Care Bureau and Zero to Three, Inc.
- continue the work of the Early Childhood DataCONNECTIONS project which has been a joint project of the federal Child Care Bureau, DSS, the Packard Foundation and the Child Health and Development Institute. This project is exploring the data collection and research capacity needs for Connecticut, developing school readiness indicators and examining child care workforce issues.
- continue to participate in the design and implementation of an economic analysis of the child care industry as part of the Economic Impact Workgroup convened by the Early Childhood Alliance, bringing together individuals from the public, academic, philanthropic and private businesses.
- continue to coordinate recruitment efforts with the United Way of CT Child Care INFOLINE and the Department of Public Health child care licensing staff and with several state and local organizations to increase the supply of child care providers.
- continue to establish linkages with employment and training organizations and businesses to provide necessary supports for their employees seeking child care assistance.
- continue to develop strategies to link state and local agencies with early childhood programs for children with special needs, in collaboration with the Connecticut Department of Mental

Retardation, Connecticut Department of Public Health and the Connecticut Department of Education Special Education Bureau.

- continue to coordinate with the Department of Children and Families and other appropriate state and local agencies to create strategies around family support initiatives.
- continue to coordinate efforts with the various DSS units: Family Support (services to TANF eligible families), Child Support (encourage single mothers to seek financial assistance from the absent parent), Elderly Services (coordinate intergenerational programs and educate and train grandparents who are child care providers) and Medicaid (coordinate activities that assure all children in child care have access to health care)

### **Increase the Number of Early Care Workforce**

From anecdotal and some limited study data, it is clear that Connecticut, like the nation as a whole, is experiencing significant turnover in child care staffing. We know that turnover results both from "program hopping" and from "staff flight" from the field altogether, but the extent of this phenomenon and the pattern of it are not so clear. Likewise, the causes may include depressed levels of compensation and benefits, working conditions, advancement opportunities and inadequate recruitment, along with many competing opportunities available in the larger economy, but the magnitude of those factors is unknown. We do know that the child care market cannot remedy the low wage scale for staff merely through family fees, but rather requires targeted funding mechanisms.

Proposed strategies include:

- continue to study, as part of the New England Partners workforce project, the extent and nature of the turnover of child care staff in the state
- continue, with the Early Childhood DataCONNECTIONS project, to research the credentials and pattern of compensation of caregivers.
- continue to examine mechanisms to supplement compensation and benefits for caregivers in connection with levels of professional development

### **Establish Early Learning Guidelines**

The *Good Start, Grow Smart*, as proposed by President Bush, is intended to create a state-federal partnership that creates linkages and coordinates services and funding levels among CCDF, other federal early care and education programs and state early care initiatives in order to promote early learning principles and school readiness. There is sufficient research underway throughout the United States to support this objective and Connecticut has already addressed much of due to of past state legislation and work completed by the Connecticut Department of Education.

Proposed strategies include:

- continue to disseminate the *Preschool Curriculum Framework for Children in Preschool Programs* document and present workshops, as necessary, to discuss the content
- continue to require the use of the *Preschool Curriculum Framework for Children in preschool Programs* document in Connecticut funded school readiness programs and encourage other early care programs to adopt
- continue to disseminate the *CT Preschool Assessment Framework* document for assessing preschool children and present workshops, as necessary, to early care programs in order to discuss the content, objectives and benefit to supporting early learning

## SECTION 2.1.B

### COLLABORATION EFFORTS

#### Connecticut Department of Education

DSS and SDE:

1. Are represented on the Connecticut Birth to Three State Interagency Coordinating Council, which is forum for policy review and advocacy on issues regarding young children with disabilities.
2. Are represented on the Child Day Care Council, which is a forum for policy review and advocacy on child care issues.
3. Are represented on the Healthy Child Care CT project, which is a forum for policy review and advocacy on health issues, including behavioral health, mental health and issues of child care for children with disabilities and other special needs.
4. Are represented on the Head Start Advisory Committee, which advises the Commissioner of Education on state Head Start funding and programming.
5. Are represented on an ad hoc forum of federal and state officials and providers to discuss Head Start, child care and education issues.
6. Are represented on the Board of Directors of the Connecticut Charts a Course project, which has developed and operates the state's professional development system for child care providers.
7. Jointly fund and administer the state School Readiness and Quality Enhancement grant programs for designated CT communities.
8. Jointly fund training for child care providers through the CT Charts a Course professional development system including activities to augment the statewide Accreditation Facilitation Project.
9. Develop model agreements between Head Start and local education agencies in collaboration with the Head Start Association and member agencies.
10. Produce necessary materials to support parents and providers to use in transitioning their children from preschool to school.
11. Develop programs to promote family involvement in School Readiness and other early care programs.
12. Develop and/or fund curricula for child care providers on a variety of issues.

13. Collaborate to support Family Resource Centers in designated CT communities.
14. Collaborate to ensure young children with disabilities and special needs are provided equal access and equal benefit in child care programs.
15. Collaborate to develop, implement and evaluate training and technical assistance on issues related to serving young children with disabilities and special needs in child care.
16. Collaborate on the rules and procedures that apply to child care subsidy reimbursements and parent fees.
17. Collaborate on the rules and procedures for federal and state supported after school programs.

### **Connecticut Department of Children and Families**

DSS and DCF have collaborated as follows:

1. DSS transfers child care funds to DCF to conduct child abuse/neglect background checks on informal child care providers seeking child care financial assistance.
2. Share information on pertinent department policies that may affect child care assistance for targeted populations and caregivers.
3. Establish protocols and report needs for sharing information on pertinent target groups such as foster and adoptive children.
4. Educate child care providers and parents regarding child abuse/neglect prevention and behavioral/mental health issues.
5. Supports training and education efforts in curriculum development for early childhood caregivers.
6. DSS and DCF are represented on the Connecticut Birth to Three Interagency Coordinating Council, which is a forum for policy review and advocacy on issues regarding young children with disabilities.
7. DSS and DCF are represented on the Child Day Care Council, which is a forum for policy review and advocacy on child care issues.
8. DSS and DCF are represented on the Early Childhood Data CONNections initiative, which is a forum for developing research capacity within state and higher education facilities.
9. DSS and DCF are represented on the Policy Academy on Homeless Families with Children, which is a workgroup that looks at addressing early care and education needs of sheltered children and children at risk of homelessness.

## **Connecticut Department of Public Health**

DSS and DPH:

1. DSS transfers child care funds to DPH to support child care licensing and inspection staff.
2. DPH updates the database of licensed providers for Child Care INFOLINE, Connecticut's resource and referral project, funded by DSS.
3. DPH updates the database of licensed providers for DSS's Child Care Assistance Program (CCAP) and allows CCAP to notify DPH when they learn about over-capacity and/or unlicensed operating situations
4. DPH notifies DSS of all substantiated complaints of child care providers and license suspensions and revocations upon request.
5. DPH expedites the licensing process for new programs funded through the CT School Readiness project or the Child Care Facilities Loan Fund.
6. DSS educates informal providers regarding immunization issues.
7. DSS and DPH are represented on the Connecticut Birth to Three Interagency Coordinating Council, which is a forum for policy review and advocacy on issues regarding young children with disabilities.
8. DSS and DPH are represented on the Child Day Care Council, which is a forum for policy review and advocacy on child care issues.
9. DSS and DPH are represented on the Head Start-State Collaboration project, which has done extensive planning on issues regarding young children and families.
10. DSS participates on the DPH bio-terrorism planning initiative.
11. DSS and DPH collaborate on providing technical assistance to license applicants and licensees on workforce development, child care, and regulatory issues through a variety of mechanisms.

## **Connecticut Department of Labor**

DSS and DOL:

1. Work together on an ongoing basis to examine programs and practices that serve families on public assistance producing recommendations regarding child care subsidy (CCAP) regulations, fine tuning client-centered assessments, encouraging parent participation on planning advisory bodies, and participating on committees to plan operational changes to the employment and training programs in response to state legislative initiatives.

2. Participate in monthly meetings with representatives from Workforce Investment Boards and their contracted service providers to clarify CCAP application procedures and troubleshoot issues regarding child care access for families participating in job related activities.
3. Provide opportunities for CCAP outreach staff to meet and share program information with groups of public assistance families interested in applying for child care assistance.
4. Share staff contact lists with Workforce Investment Boards, their service providers and CCAP staff to facilitate CCAP case processing and problem resolution.
5. Provide training to DOL and Workforce Investment Board staff regarding how families on public assistance can access and use CCAP.
6. Distribute printed materials, brochures and videos on choosing quality child care and on how to contact and apply for CCAP for use by DOL staff and Workforce Investment Board staff and program participants.
7. Share data elements between the DOL Case Management System and the CCAP Child Care Management System.
8. Management System.
9. Monitor the Pilot Child Care Apprenticeship Program.
10. Continue to discuss strategies for addressing child care provider work force and wage issues.
11. Continue to plan for developing training opportunities through DOL systems for people interested in child care careers.

### **Connecticut Department of Mental Retardation**

#### DSS and DMR:

1. Are represented on the Connecticut Birth to Three Interagency Coordinating Council and Healthy Child Care Connecticut project which are forums for policy review and advocacy on various issues regarding young children with special needs and caregivers to support such children.
2. Co-facilitated the development of an "on-site consultative and technical assistance" service delivery model to support early care and education caregivers, which has been implemented by the CT Department of Children and Families behavioral/mental health project.

### Connecticut Department of Social Services - other units

1. Outreach liaisons met with various elderly groups in the community to share information with grandparents raising grandchildren on making child care choices and to assist them with the CCAP application process.
2. Participated in the Grandparents As Parents Support GAPS Network monthly meetings to disseminate CCAP program information and to hear the concerns of the state's elderly population in regard to the program in order to better address the needs of this population.
3. Prepared and distributed printed program materials at community functions targeted at relative care givers, grandparents and elderly groups.
4. Through the CCAP Call Center, assisted applicants and recipients in applying for and maintaining eligibility for the program.
5. Provided a bridge between the CCAP program and the Department's Bureau of Child Support Enforcement (BCSE) to aid caretaker relatives and grandparents in obtaining the services of BCSE. Initiated a regulation change to allow BCSE to help CCAP families at no cost to the family.
6. Coordinated efforts with DSS to ensure that elderly child care providers are capable of providing safe and appropriate care to children and that they are informed of the state services available through the Department.
7. Established regular contacts with the Department's five regional offices to share program and application information and materials with staff and with families receiving public assistance.
8. Provided training and technical assistance to Department staff on the CCAP regulations and the use of the CCAP data base to facilitate service delivery to families on public assistance.
9. Established and maintained a referral process to expedite the resolution of individual CCAP case issues for families on public assistance. The process included tracking the issues and providing clarification and training as necessary.

## SECTION 2.2.A – PUBLIC HEARING NOTICE

### CHILD CARE AND DEVELOPMENT FUND – PUBLIC HEARINGS

The Connecticut Department of Social Services (DSS) Child Care Team\*, in collaboration with the Child Day Care Council, the Departments of Public Health and Education and five community child care agencies, is convening five public hearings to provide Connecticut residents an opportunity to comment on child care services in Connecticut. DSS must prepare the state's Child Care Plan to access federal funds. The plan must be submitted to Washington, D.C. by July 1, 2003. Your participation in this process is welcomed. Please share this schedule with others and encourage their involvement.

The draft plan will be available after April 25, 2003 on the DSS web site [www.dss.state.ct.us/ccare/ccare.htm](http://www.dss.state.ct.us/ccare/ccare.htm). Go to Publications and click on *CT Draft Federal Plan 2003-2004 and 2004-2005*.

Use the [Child Care Comment Form](#) (under Contact Us, just below Publications) to submit comments.

HARTFORD	Tuesday, May 6, 2003	5:30 – 7:30 PM	Metropolitan District Commission Training Center 125 Maxim Road, Hartford	Judith Goldfarb** (Hartford Area Child Care Collaborative) 860-241-0411
NEW HAVEN	Thursday, May 8, 2003	5:30 – 7:30 PM	Connecticut Charts-A-Course Conference Room 495 Blake Street, New Haven	Darlene Ragozzine** (Connecticut Charts-A-Course) 203-397-4036
WATERBURY	Monday, May 12, 2003	6:00 – 8:00 PM	Waterbury Hospital Children's Center Atrium 170 Grandview Avenue, Waterbury	Sonya Lewis** (Children's Center of Greater Waterbury) 203-573-6289
BRIDGEPORT	Tuesday, May 13, 2003	5:30 – 7:30 PM	Family Services Woodfield Large Conference Room 475 Clinton Avenue, Bridgeport	Barbara Edinberg** (Bridgeport Child Advocacy Coalition) 203-368-4291 Ext. 338
GROTON	Thursday, May 15, 2003	6:00 – 8:00 PM	Groton Public Library-Meeting Rm .1 52 Newtown Road, Route 117, Groton (off exit 88 of Route I-95)	Ronna Stuller** (Children's Action Team of Southeast CT) 860-889-1365 Ext. 259

\* The DSS Child Care Team is prepared to answer questions concerning this information. They can be reached by calling in-state toll-free 1-800-811-6141, press option 6, or (860) 424-5598 from within the Hartford calling area.

\*\* Local host to contact for directions and other related information.

## SECTION 3.2.A – PAYMENT RATES



## Care 4 Kids

*(Connecticut's Child Care Assistance Program)***WEEKLY PROVIDER REIMBURSEMENT RATES****EFFECTIVE: January 1, 2002**

<b>Full-Time Plus Care - 51 to 65 hours/week</b>		Eastern*	North Central*	Northwest*	South Central*	Southwest*
<b>Child Care Centers or Group Child Care Homes or School Operated Programs</b>	Infant/Toddler	229	254	267	280	304
	Pre-School	182	201	212	222	241
	School-Age	162	180	189	199	215
<b>Family Child Care Homes</b>	Infant/Toddler	175	194	204	214	232
	Pre-School	176	195	205	215	233
	School-Age	162	180	189	199	215
<b>Care by a Relative or Care in the Child's Home or Recreational Programs</b>	Infant/Toddler	116	116	116	116	116
	Pre-School	116	116	116	116	116
	School-Age	116	116	116	116	116
<b>Full-Time Care - 35 to 50 hours/week</b>		Eastern*	North Central*	Northwest*	South Central*	Southwest*
<b>Child Care Centers or Group Child Care Homes or School Operated Programs</b>	Infant/Toddler	171	189	199	209	227
	Pre-School	135	150	158	165	179
	School-Age	122	135	142	149	162
<b>Family Child Care Homes</b>	Infant/Toddler	131	145	152	160	173
	Pre-School	131	145	152	160	173
	School-Age	122	135	142	149	162
<b>Care by a Relative or Care in the Child's Home or Recreational Programs</b>	Infant/Toddler	89	89	89	89	89
	Pre-School	89	89	89	89	89
	School-Age	89	89	89	89	89
<b>Half-Time Care - 16 to 34 hours/week</b>		Eastern*	North Central*	Northwest*	South Central*	Southwest*
<b>Child Care Centers or Group Child Care Homes or School Operated Programs</b>	Infant/Toddler	116	129	135	142	154
	Pre-School	93	103	109	114	124
	School-Age	80	89	94	99	107
<b>Family Child Care Homes</b>	Infant/Toddler	89	99	104	109	118
	Pre-School	90	100	105	110	120
	School-Age	80	89	94	99	107
<b>Care by a Relative or Care in the Child's Home or Recreational Programs</b>	Infant/Toddler	53	53	53	53	53
	Pre-School	53	53	53	53	53
	School-Age	53	53	53	53	53
<b>Quarter-Time Care - 1 to 15 hours/week</b>		Eastern*	North Central*	Northwest*	South Central*	Southwest*
<b>Child Care Centers or Group Child Care Homes or School Operated Programs</b>	Infant/Toddler	58	64	68	71	77
	Pre-School	47	52	54	57	62
	School-Age	40	45	47	49	53
<b>Family Child Care Homes</b>	Infant/Toddler	44	49	52	54	59
	Pre-School	45	50	53	55	60
	School-Age	40	45	47	49	53
<b>Care by a Relative or Care in the Child's Home or Recreational Programs</b>	Infant/Toddler	27	27	27	27	27
	Pre-School	27	27	27	27	27
	School-Age	27	27	27	27	27

## TOWNS SERVED BY DSS REGIONS

East Region	North Central Region	Northwest Region	South Central Region	Southwest Region
Ashford	Andover	Barkhamsted	Ansonia	Bridgeport
Bozrah	Avon	Beacon Falls	Bethany	Darien
Brooklyn	Berlin	Bethel	Branford	Easton
Canterbury	Bloomfield	Bethlehem	Chester	Fairfield
Chaplin	Bolton	Bridgewater	Clinton	Greenwich
Colchester	Bristol	Brookfield	Cromwell	Monroe
Columbia	Burlington	Canaan	Deep River	New Canaan
Coventry	Canton	Cheshire	Derby	Norwalk
East Lyme	East Granby	Colebrook	Durham	Stamford
Eastford	East Hartford	Cornwall	East Haddam	Stratford
Franklin	East Windsor	Danbury	East Hampton	Trumbull
Griswold	Ellington	Goshen	East Haven	Weston
Groton	Enfield	Hartland	Essex	Westport
Hampton	Farmington	Harwinton	Guilford	Wilton
Killingly	Glastonbury	Kent	Haddam	
Lebanon	Granby	Litchfield	Hamden	
Ledyard	Hartford	Middlebury	Killingworth	
Lisbon	Hebron	Morris	Lyme	
Mansfield	Manchester	Naugatuck	Madison	
Montville	Marlborough	New Fairfield	Meriden	
New London	New Britain	New Hartford	Middletown	
No Stonington	Newington	New Milford	Middlefield	
Norwich	Plainville	Newtown	Milford	
Plainfield	Plymouth	Norfolk	New Haven	
Pomfret	Rocky Hill	North Canaan	North Branford	
Preston	Simsbury	Oxford	North Haven	
Putnam	Somers	Prospect	Old Lyme	
Salem	Southington	Redding	Old Saybrook	
Scotland	South Windsor	Ridgefield	Orange	
Sprague	Stafford	Roxbury	Portland	
Sterling	Suffield	Salisbury	Seymour	
Stonington	Tolland	Sharon	Shelton	
Thompson	Vernon	Sherman	Wallingford	
Union	West Hartford	Southbury	West Haven	
Voluntown	Wethersfield	Thomaston	Westbrook	
Waterford	Windsor	Torrington	Woodbridge	
Willington	Windsor Locks	Warren		
Windham		Washington		
Woodstock		Waterbury		
		Watertown		
		Winchester		
		Wolcott		
		Woodbury		

## SECTION 3.2.B RATE SURVEY and SUMMARY

### Connecticut DSS 2003 Childcare Rate Survey

**54:****INT1***Business: <Busin > City: <City >*

Hello, I'm calling from the Center for Survey Research and Analysis at the University of Connecticut on behalf of the Department of Social Services. May I please speak to <First > <last >? The Department of Social Services is calling child care facilities to collect information about charges for child care and the salaries and benefits for classroom staff. The information will be used to plan future state programs.

( 1/ 728)

Continue ..... 01

**55:****Q1**

1 Are you currently providing child care services to at least one child?

( 1/ 730)

Yes..... 01      =&gt; Q2

No ..... 02

Don't Know/Refused ..... 99

«Q1»

**56:****INT2**

Thank you very much but we are only speaking with child care providers currently providing services.

( 1/ 732)

Terminate Interview ..... TI      =&gt; END

«INT2»

**57:****Q2**

=&gt; IQ7 if      FTC&gt;1

2. Do you receive any Headstart grants?

( 1/ 734)

Headstart grants ..... 01

(No Headstart grants)..... 02

(DK/NA)..... 99

«Q2»

**58:****Q3**

3. Do you receive any School Readiness grants?

( 1/ 736)

School Readiness grants ..... 01

(No School Readiness grants)..... 02

(DK/NA)..... 99

«Q3»

**59:** **Q4**  
 4. Do you receive State Funded Daycare Center grants? ( 1/ 738)

State funded Daycare Center grants..... 01  
 (No State funded Daycare Center grants) ..... 02  
 (DK/NA)..... 99  
 «Q4»

**60:** **Q5**  
 => IQ7 if Q2>01 AND Q3>01 AND Q4>01

5. AT THE PRESENT TIME, do you have any child care slots at THIS LOCATION where the charges are not reduced by <q2 >, <q3 >, <q4 >? ( 1/ 740)

Yes..... 01 => IQ7  
 No - none are ..... 02  
 Don't know/Refused ..... 99  
 «Q5»

**61:** **Q6A**  
 Q6A. Just to confirm all of your childcare slots are reduced as a result of <q2 >, <q3 >, <q4 >? ( 1/ 742)

Yes, Confirmed..... 01 => IWFC1  
 Not Confirmed..... 02 => Q5  
 DK/NA ..... 99 => IWFC1  
 «Q6A»

**62:** **IQ7**  
 IQ7. The next questions refer only to the slots that are used by parents whose charges are NOT reduced by Headstart, school readiness or state funded daycare center grants. Families who receive funding from Maximus can be included if their charges are not reduced by Headstart, school readiness or state funded daycare center grants. ( 1/ 744)

Continue ..... 01  
 «IQ7»

**63:** **Q7**  
 7. What is the minimum number of hours per week that a child can stay in your care and still be considered full-time? (ENTER 2 DIGITS) ( 1/ 746)

\$E 0 60  
 Don't know/Refused ..... 99  
 «Q7»

64:

Q8

8 What is the maximum number of hours per week that a child can stay in your care and still be considered full-time and not have to pay for extra hours? (ENTER 2 DIGITS)

( 1/ 748)

\$E 0 60

Don't know/Refused ..... 99

«Q8»

65:

Q9

9. How do you charge parents for the additional hours beyond fulltime - at the same rate as for regular hours, at a higher rate, with a percent surcharge, a flat fee or is there no charge for the additional hours ?

( 1/ 750)

Same rate ..... 01

Higher rate ..... 02

Surcharge ..... 03

Flat fee ..... 04

No charge ..... 05

Don't allow extra hours (vol) ..... 06

Other (vol-record verbatim) ..... 07 O

Don't know/Refused ..... 99

«Q9»

«O\_Q9»

66:

Q10

10. Do you typically charge for child care by the hour, by the day, by the week, every two weeks, by the month or some other way?

( 1/ 752)

Hour ..... 01

Day ..... 02

Week ..... 03

Every two weeks ..... 04

Month ..... 05

Other (RECORD VERBATIM) ..... 06 O

Don't know/Refused ..... 99

«Q10»

«O\_Q10»

67:

Q11

11. Do you offer care for infants?

( 1/ 754)

Yes ..... 01

No ..... 02 => Q16

Don't know/Refused ..... 99 => Q16

«Q11»

**68:** **Q12**  
 12. On average, how many infants do you usually care for each week? (ENTER 2 DIGITS)  
( 1/ 756)  
 \$E 0 98  
 Don't know/Refused ..... 99  
 «Q12»

**69:** **Q13**  
 13. Suppose that during the week a parent needed 45 hours of infant child care for about 9 hours per day. What is the typical charge PER WEEK at your facility for 45 hours of infant care? (Round to nearest dollar. If there is a sliding fee scale, we are looking for the charges for a parent who does not qualify for a reduced fee.) (ENTER UP TO 6 DIGITS)  
( 1/ 758)  
 \$R 0 999998  
 Don't know/Refused ..... 999999  
 «Q13»

**70:** **Q14**  
 14. Suppose that during the week a parent needed 25 hours of infant child care. What is the typical charge PER WEEK at your facility for 25 hours of infant care? (Round to nearest dollar. If there is a sliding fee scale, we are looking for the charges for a parent who does not qualify for a reduced fee.) (ENTER 6 DIGITS)  
( 1/ 764)  
 \$R 0 999997  
 Does not apply ..... 999998  
 Don't know/Refused ..... 999999  
 «Q14»

**71:** **Q15**  
 15. Through what age does the infant rate apply?  
( 1/ 770)  
 12 months ..... 01  
 15 months ..... 02  
 18 months ..... 03  
 24 months ..... 04  
 Other (specify) ..... 05 O  
 Don't know/Refused ..... 99  
 «Q15»  
 «O\_Q15»

**72:** **Q16**  
 16. Do you offer care for toddlers?  
( 1/ 772)  
 Yes ..... 01  
 No ..... 02 => Q21  
 Don't know/Refused ..... 99 => Q21  
 «Q16»

---

**73:** **Q17**  
 17. On average, how many toddlers do you usually care for each week? (ENTER 2 DIGITS)  
( 1/ 774)  
**\$E 0 98**  
 Don't know/Refused ..... 99  
 «Q17»

---

**74:** **Q18**  
 18. Are the charges the same for toddlers as for infants?  
( 1/ 776)  
 Yes..... 01      => Q21  
 No ..... 02  
 Don't know/Refused ..... 99      => Q21  
 «Q18»

---

**75:** **Q19**  
 19. Suppose that during the week a parent needed 45 hours of toddler child care or about 9 hours per day. What is the typical charge PER WEEK at your facility for 45 hours of toddler care? (Round to nearest dollar. If there is a sliding fee scale, we are looking for the charges for a parent who does not qualify for a reduced fee.) (ENTER UP TO 6 DIGITS)  
( 1/ 778)  
**\$R 0 999997**  
 Don't know/Refused ..... 999999  
 «Q19»

---

**76:** **Q20**  
 20. Suppose that during the week a parent needed 25 hours of toddler child care. What is the typical charge PER WEEK at your facility for 25 hours of toddler care? (Round to nearest dollar. If there is a sliding fee scale, we are looking for the charges for a parent who does not qualify for a reduced fee.) (ENTER UP TO 6 DIGITS)  
( 1/ 784)  
**\$R 0 999997**  
 Does not apply ..... 999998  
 Don't know/Refused ..... 999999  
 «Q20»

---

**77:** **Q21**  
 21. Do you offer care for pre-schoolers?  
( 1/ 790)  
 Yes..... 01  
 No ..... 02      => Q25  
 Don't know/Refused ..... 99      => Q25  
 «Q21»

---

**78:** **Q22**  
 22. On average, how many pre-schoolers do you usually care for each week? (ENTER UP TO 4 DIGITS) ( 1/ 792)  
 \$E 0 9998  
 Don't know/Refused ..... 9999  
 «Q22»

**79:** **Q23**  
 23. Suppose that during the week a parent needed 45 hours of pre-schooler child care or about 9 hours per day. What is the typical charge PER WEEK at your facility for 45 hours of pre-schooler child care? (Round to nearest dollar. If there is a sliding fee scale, we are looking for the charges for a parent who does not qualify for a reduced fee.) (ENTER UP TO 6 DIGITS) ( 1/ 796)  
 \$R 0 999997  
 Don't Know/Refused ..... 99999  
 «Q23»

**80:** **Q24**  
 24. Suppose that during the week a parent needed 25 hours of pre-schooler child care. What is the typical charge PER WEEK at your facility for 25 hours of pre-schooler child care? (Round to nearest dollar. If there is a sliding fee scale, we are looking for the charges for a parent who does not qualify for a reduced fee.) (ENTER UP TO 6 DIGITS) ( 1/ 802)  
 \$R 0 999997  
 Does not apply ..... 999998  
 Don't know/Refused ..... 999999  
 «Q24»

**81:** **Q25**  
 25. Do you offer care for school age children? ( 1/ 808)  
 Yes..... 01  
 No ..... 02      => IWFC5  
 Don't know/Refused ..... 99      => IWFC5  
 «Q25»

**82:** **Q26**  
 26. During the school year, on average, how many individual school age children do you care for before OR after school? (NOTE: COUNT ONLY CHILDREN THAT ARE THERE BEFORE OR AFTER SCHOOL - FOLLOW UP QUESTIONS COVER BEFORE ONLY OR AFTER ONLY) (ENTER UP TO 4 DIGITS) ( 1/ 810)  
 \$E 0 9997  
 Does not offer either before or after school care ..... 9998      => Q29  
 Don't know/Refused ..... 9999  
 «Q26»

---

**83:** **Q27**  
 27. During the school year, on average, how many individual school age children do you care for before school but not after school? (ENTER UP TO 4 DIGITS)  
( 1/ 814)  
 \$E 0 9998  
 Don't know/Refused ..... 9999  
 «Q27»

---

**84:** **Q28**  
 28. During the school year, on average, how many individual school age children do you care for after school but not before school? (ENTER UP TO 4 DIGITS)  
( 1/ 818)  
 \$E 0000 9998  
 Don't know/Refused ..... 9999  
 «Q28»

---

**85:** **Q29**  
 29. Suppose that during the school year, a parent needed 25 hours of care a week for a child before or after school. What is the typical charge PER WEEK at your facility for 25 hours of care for a school age child? (Round to nearest dollar. If there is a sliding fee scale, we are looking for the charges for a parent who does not qualify for a reduced fee.) (ENTER 6 DIGITS)  
( 1/ 822)  
 \$R 0 999997  
 Don't know/Refused ..... 999999  
 «Q29»

---

**86:** **Q30**  
 30. Suppose that during the school year, a parent needed 10 hours of care a week for a child before or after school. What is the typical charge PER WEEK at your facility for 10 hours of care for a school age child? (Round to nearest dollar. If there is a sliding fee scale, we are looking for the charges for a parent who does not qualify for a reduced fee.) (ENTER 6 DIGITS)  
( 1/ 828)  
 \$R 0 999997  
 Does not apply ..... 999998  
 Don't know/Refused ..... 999999  
 «Q30»

---

**87:** **Q31**  
 31. During school vacations on average, how many school age children do you care for? (NOTE: ANY SCHOOL VACATION WHERE YOU OFFER CARE) (ENTER UP TO 4 DIGITS)  
( 1/ 834)  
 \$E 0 9998  
 Don't know/Refused ..... 9999  
 «Q31»

**88:**

**Q32**

32. Suppose that during school vacation a parent needed 45 hours of care a week for a school age child. What is the typical charge PER WEEK at your facility for 45 hours of care for a school age child? (Round to nearest dollar. If there is a sliding fee scale, we are looking for the charges for a parent who does not qualify for a reduced fee.) (ENTER 6 DIGITS)

( 1/ 838)

\$R 0 999997

Don't know/Refused ..... 999999

«Q32»

**89:**

**Q33**

33. Suppose that during school vacation a parent needed 25 hours of care a week for a school age child. What is the typical charge PER WEEK at your facility for 25 hours of care for a school age child? (Round to nearest dollar. If there is a sliding fee scale, we are looking for the charges for a parent who does not qualify for a reduced fee.) (ENTER 6 DIGITS)

( 1/ 844)

\$R 0 999997

Does not apply ..... 999998 => WFC5

Don't know/Refused ..... 999999 => WFC5

«Q33»

**90:**

**IWFC1**

=> IWFC5 else => WFC1 if Q33>0 AND FTC==1

For each of the following age categories please tell me if you offer care for that age category:

( 1/ 850)

Continue ..... 01

«IWFC1»

**91:**

**WFC1**

=> WFH1 if FTC>1

(DO NOT READ THIS INTRODUCTION IF YOU GOT IN THE PREVIOUS SCREEN)-  
-For each of the following age categories please tell me if you offer care for that age category:) WFC1. Infants

( 1/ 852)

Yes..... 01

No ..... 02

Don't know/Refused ..... 99

«WFC1»

<b>92:</b>	<b>WFC2</b>
WFC2. Toddlers	( 1/ 854)
Yes.....	01
No .....	02
Don't know/Refused .....	99
«WFC2»	

<b>93:</b>	<b>WFC3</b>
WFC3. Preschool children	( 1/ 856)
Yes.....	01
No .....	02
Don't know/Refused .....	99
«WFC3»	

<b>94:</b>	<b>WFC4</b>
WFC4. School-age children	( 1/ 858)
Yes.....	01
No .....	02
Don't know/Refused .....	99
«WFC4»	

<b>125:</b>	<b>THANK</b>
Thank you very much for your time. You have been very helpful and we appreciate your cooperation.	( 1/ 944)
Continue .....	01
«THANK»	

---

**CONNECTICUT**  
**Care 4 Kids**

***Payment Rate Survey Methodology***  
***2003***

**Overview:**

The Connecticut Department of Social Services contracted with the Center for Survey Research and Analysis (CSRA) at the University of Connecticut to develop a methodology leading to the identification of payment rates for the Care 4 Kids child care assistance program. The child care payment rates are based on a scientific survey of child care providers in Connecticut which measured the actual rates charged by licensed child care providers. The survey was conducted from March 11 through April 17, 2003. A random sample of 1,200 child care providers were interviewed.

Data collection was administered and managed at CSRA's research operations center in Storrs, Connecticut. In order to optimize cooperation and data quality, all data was collected by professional survey research interviewers using a Computer Assisted Telephone Interviewing (CATI) system. All interviewers assigned to this survey participated in special training conducted by senior project staff. Senior researchers at the University of Connecticut extensively monitored data collection activities.

**Questionnaire Development:**

Payment rate information was measured through the administration of a standardized survey questionnaire. The questionnaire was developed through an extensive process that included focus groups conducted with child care providers and extensive expert review. The questionnaire and field protocols also underwent extensive testing under closely monitored conditions prior to the start of the formal interviewing period.

**Sample Design:**

The sample for this survey was designed to optimize the accuracy of rate estimates across different facility types and across different health and human service regions in Connecticut. All licensed facilities were eligible for inclusion in the survey sample. Family Homes and Child Care Centers/Group Facilities were separately included for each of five regions. Random samples of all facilities were drawn to obtain a total of 120 interviews in each of ten groups. Table 1 demonstrates the total number of facilities included in the sample for each type of facility and region.

**Table 1**  
**Facilities Included by Region and Type**

Facility Type	Region					Total
	East	North Central	Northwest	South	Southwest	
Child Care Center/ Group Home	120	120	120	120	120	<b>600</b>
Family Day Care Home	120	120	120	120	120	<b>600</b>
<b>Total:</b>	<b>240</b>	<b>240</b>	<b>240</b>	<b>240</b>	<b>240</b>	<b>1200</b>

### Interviewing Protocols:

All sampled facilities were initially contacted by letter, and then received extensive follow-up telephone calls from CSRA interviewers. Facilities were provided with a toll-free telephone number to use for any questions. Researchers proactively contacted selected facilities up to 21 times, and telephone messages were left for facilities that did not answer telephone calls. Telephone contacts were made at different times of the day and different days of the week. Facilities were given the option of calling CSRA's toll-free telephone number and completing the survey at their convenience. CSRA's Computer Assisted Telephone Interviewing (CATI) system was utilized to schedule interviews at the convenience of providers. In order to insure accurate data collection, all interviewed facilities were promised complete confidentiality of responses, and all contact information and details of sampled facilities was maintained by CSRA researchers and not provided to DSS or any other state agency.

### Rates:

Rates were measured separately for infants, toddlers, and pre-school students. In each case, only facilities that provided care to children in the appropriate age category were included in the analysis. The number of children cared for in each age category was also measured in the survey instrument. Overall, estimates were based on actual charges reported by each facility, adjusted to account for the number of children in each age category who actually receive care in each facility.

Rates were also based on three components: The overall statewide rate for child care, for each age group and facility type; a regional rate adjustment factor; and an adjustment to account for partial or full-time plus status. Rates were calculated separately for each age-group and facility type

Regional rate adjustment factors were based on the differences between the cost of care in that region compared to costs in the state as a whole. Table II shows the measured regional rate differences for each region at the 60<sup>th</sup> percentile level.

**Table II**  
**Regional Rate-Adjustment Factors**  
**(60th Percentile)**

<b>Region</b>	<b>Rate Adjustment</b>
<i>East</i>	86.6%
<i>North Central</i>	95.4%
<i>Northwest</i>	102.7%
<i>South Central</i>	98.8%
<i>Southwest</i>	116.5%

*Note: Factors measure average difference of child care costs in each region compared to statewide costs.*

Cost differences between full-time and half-time status were calculated based on the overall measured ratio of half-time charges to full-time charges for each type of care. Quarter-time rates were estimated as one-half of the half-time rates, while full-time plus rates were calculated as the full-time rate plus the quarter-time rate.

Questions concerning this information should be directed to the CT Department of Social Services Child Care Team at 1-800-811-6141- press 6.

---

## **SECTION 3.2C CONNECTICUT PAYMENT RATES RATIONALE FOR EQUAL ACCESS PROVISION**

Since January 1, 2002, Connecticut child care providers participating in the Care 4 Kids child care certificate program have been reimbursed at payment rates established through the 2001 market rate survey. This survey was conducted by the University of Connecticut Center for Survey Research and Analysis (CSRA). We contracted with CSRA to conduct the 2003 market rate survey. We learned that the CSRA 2003 survey presented mixed results. Increased rates were observed in certain regions of the state while in other regions the rates decreased. It is not possible to measure how much of this fluctuation is due to changes in demand, the populations receiving care, changes in cost/charges or how much is due to sampling variances. Sufficient time is needed for the rates to normalize. Connecticut lost more than 55,000 jobs due the economy and the characteristics of the population receiving child care are different than they were in 2001. In addition, the payment rates we implemented in January 2002 marked the first increase in more than 10 years. It is likely that the payment rates were used as “market targets” and that many child care providers increased rates to parallel the one-time increase in the state payment rates.

We assessed the viability of the January 2002 payment rate to the 2003 average of actual charges reported by licensed child care providers to the United Way Child Care INFOLINE by the respective geographic region. Child Care INFOLINE is the state’s child care resource and referral agency. Child Care INFOLINE maintains a statewide database of the actual charges reported by all licensed providers in Connecticut by the type of setting and age group. Our analysis showed that the current payment rates established through the 2001 market rate survey are at least 4 and 17 percent higher than the average charges reported to INFOLINE in 2003 for the first child in care.

We also compared (2001 vs. 2003) the average regional rates reported by child care providers to Child Care INFOLINE. Relative increases in the actual reported rates were consistently lower than those measured in the CSRA 2003 market rate survey. Additionally, more regions/settings reported decreases in the average charges, probably due to the downturn in the CT and national economy. This was particularly true in the Southwest region where charges decreased by as much as 8 percent.

Our analysis indicates that the present payment rates, established at the 60th percentile (based on the 2001 market rate survey) will be used for the CCDF plan period effective October 1, 2003 to September 2005.

---

## SECTION 3.3.2A INCOME GUIDELINES

The following excerpt from the Child Care Assistance Program Regulations contains the income eligibility guidelines for the Care 4 Kids Program.

### **Sec. 17b-749-05. Financial Eligibility Requirements**

#### **(a) Gross Income Eligibility**

- (1) Gross countable family income for applicants and recipients shall be less than fifty percent of the state median income level for the appropriate family size as established by the Department of Health and Human Services. The commissioner shall have discretion to increase the income limit to up to seventy-five percent of the state median income level for all CCAP recipients or for both applicants and recipients. The commissioner may also, upon the request of the commissioner of Children and Families, waive the gross income limit for families who need child care assistance for a child who was adopted from the Department of Children and Families after October 1, 1999 and whose countable income does not exceed the maximum level established for participation pursuant to 42 CFR section 98.20 of the federal Child Care and Development Fund Regulations. Adoptive families for whom the income limit is waived shall be responsible for paying the maximum fee required pursuant to subsection (f) of section 17b-749-13 of the Regulations of Connecticut State Agencies.
- (2) A family whose income equals or exceeds the established income limit shall be ineligible for CCAP, unless the income exceeds the limit for not more than one calendar month due to an extra pay period or other temporary increase.
- (3) Income shall be counted in the month it is received by the family member, except to the extent the income is averaged in accordance with requirements of subsection (d) of this section.
- (4) The department shall adjust the state median income standards annually. For new applicants, the adjusted standards shall take effect beginning on or after July 1 of each year. For families receiving child care assistance on June 30, the adjusted standards shall take effect not later than the first redetermination completed after July 1 of each year.

#### **(b) Countable Income**

- (1) In determining the gross income, the following types of income shall be counted except as specified in subdivision (2) of this section:
  - (A) unearned income of all adult and child family members; and
  - (B) gross earnings of all parents and adult family members.

- 
- (1) The following types of income shall be excluded from the gross income determination:
- (A) TFA cash assistance benefits;
  - (B) child support payments;
  - (C) income paid by the Census Bureau to low-income temporary census workers;
  - (D) the value of Food Stamp benefits;
  - (E) the earnings of a family member who is under the age of eighteen who is not the parent of a child for whom assistance is requested;
  - (F) earned income credit payment, including advanced payments;
  - (G) cash contributions from non-profit charitable agencies or organizations;
  - (H) interest and dividends totaling less than six hundred dollars per calendar year;
  - (I) lump sum payments from unearned income sources totaling less than six hundred dollars per calendar year;
  - (J) income tax refunds;
  - (K) special need payments issued by the department on behalf of a cash assistance recipient that are paid to a vendor;
  - (L) income from the sponsor of a non-citizen;
  - (M) grants, loans and scholarships paid to students;
  - (N) cash gifts received on an irregular basis, the aggregate of which does not exceed twelve hundred dollars per calendar year;
  - (O) the value of goods and services given as in-kind income rather than cash payments;
  - (P) reimbursements for expenditures that do not represent a benefit or gain to the recipient;
  - (Q) disaster assistance paid under the Disaster Relief Act of 1974, as amended, including the Individual and Family Grant (IFG) program, and comparable

disaster assistance provided by states, local governments and private organizations, and any interest earned on funds from this source;

- (R) payments made by the Department of Labor to meet the cost of pursuing employment;
- (S) state or federal government rental subsidies;
- (T) security deposits returned by a landlord to the family;
- (U) payments made under means-tested energy assistance programs and utility subsidies; and
- (V) payments received under Title II of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970.

**(c) Income Deductions**

- (1) Self-employed individuals shall be entitled to standard deductions for business expenses permitted under the Internal Revenue Code. Deductions shall be allowed only after submission of appropriate documentation using applicable Internal Revenue Service forms and schedules.
- (2) Payments made for child support shall be deducted from the gross income of the individual who makes the support payment. A representative average shall be used if the amount of the support payments fluctuates.

**(d) Income Calculations**

- (1) Gross income shall be calculated based on the best estimate of the income the family is expected to receive. Income received monthly or over a more frequent period shall be annualized based on the amount received in the four week period immediately prior to the date of the income calculation. If the income fluctuates in an unpredictable manner, the income shall be averaged over a longer more representative period. If income is received regularly according to a schedule, the income shall be annualized based on such schedule.
- (2) School or other employees who are under contract shall have income annualized over the contract period. Income received less frequently than monthly shall be averaged over the period which it is intended to cover.
- (3) If the income is expected to change or when a family member is beginning new employment or changing work schedules, gross income shall be calculated based on the best estimate of the income the family is expected to receive over the next six months. The CCAP administrator shall use all available documentation to make the determination.

- (4) Self-employed family members shall have income calculated based on the prior years income tax return or current business records, whichever is most representative of the current projected earnings. Standard business deductions shall be allowed in accordance with the requirements of subdivision (1) of subsection (c) of this section.

---

### SECTION 3.3.3A PRIORITY ELIGIBILITY GUIDELINES

The following excerpt from the Child Care Assistance Program Regulations contains the priority eligibility guidelines for the Care 4 Kids Program.

#### **Sec. 17b-749-08. Prioritization for Child Care Funding**

- (a) Each family shall be assigned to an applicable priority group. Within available funding, the department shall accept applications and authorize payments based on the following order of priorities:
  - (1) parents receiving TFA cash assistance who are employed or participating in an approved employment services activity and working parents who are completing an approved employment services activity that started before the family's TFA cash assistance was discontinued pursuant to subdivision (e)(3) of section 17b-749-04 of the Regulations of Connecticut State Agencies;
  - (2) working parents whose cash assistance benefits were discontinued within six calendar months prior to the date of application for CCAP;
  - (3) parents under the age of twenty not receiving cash assistance who attend high school;
  - (4) working parents with gross countable family income below fifty percent of the state median income;
  - (5) working parents with gross countable family income between fifty and seventy-five percent of the state median income who request assistance for a child who was adopted from the Department of Children and Families; and
  - (6) all other working parents with gross countable family income between fifty and seventy-five percent of the state median income.
- (b) A family's priority status shall not be affected if the parent is removed from cash assistance due to the application of a TFA program sanction.
- (c) The commissioner may establish additional priority groups from time to time based on exceptional public need that results from unforeseen circumstances. When establishing additional priority groups, the commissioner shall designate a target expenditure level for each additional priority group created if such level is not otherwise specified by legislative action. Additional priority groups may be added or deleted based on available funding.
- (d) The CCAP administrator shall maintain a list of any additional priority groups established. The list shall include the expenditure level specifically allocated to each additional priority group. A copy of the listing of additional priority groups shall be made available to the public upon written request.

---

### **SECTION 3.4.3A WAIT LIST GUIDELINES**

The following excerpt from the Child Care Assistance Program Regulations contains the priority eligibility guidelines for the Care 4 Kids Program.

#### **Sec. 17b-749-09. Application Process**

##### **(a) Application Dispositions**

- (1) If the family is eligible and funding is available for the parent's priority group, the application shall be approved. A notice of eligibility for the program shall be issued to the parent if the information needed to enroll the provider and determine payment eligibility has not been submitted. The notice shall identify any action the parent is required to take to determine payment eligibility and the specified time frames.
- (2) If at least one child has been determined eligible for payment, a certificate of payment eligibility shall be issued to the parent and the approved provider. The parent shall also be notified of any actions that need to be completed to secure payment eligibility for other children in the home and the date for completing such actions.
- (3) If a family is eligible but funding is not available for the parent's priority group, the family shall be assigned to the wait list if the wait list is open pursuant to section 17b-749-10 of the Regulations of Connecticut State Agencies. If the wait list is closed, the application shall be denied.
- (4) If the application is denied, a copy of the notice shall be sent to any provider for whom a completed child care agreement form was submitted with the application.

##### **(b) Applications Assigned to the Wait List**

- (1) The CCAP administrator shall maintain a wait list if sufficient funding is not available to keep the program open for all priority groups. If a family meets the eligibility requirements for the program but funding is not available for the parent's priority group, the family shall be assigned to the wait list unless the wait list is closed pursuant to section 17b-749-10 of the Regulations of Connecticut State Agencies. Parents and their providers shall be notified if the family is placed on the wait list.
- (2) If the commissioner chooses to close the wait list to some or all priority groups, applicants who fall into priority groups to whom the wait list is closed shall be denied. Action to close the wait list shall not be subject to an administrative hearing.

---

**Sec. 17b-749-10. Wait list****(a) Assignment to the Wait List**

- (1) Families shall be assigned to a wait list based on their priority group and the date of application. Families qualifying for more than one priority group shall be assigned to the priority group with the highest likelihood of selection for CCAP participation.
- (2) Families assigned to the wait list shall be required to notify the CCAP administrator of changes in address and to submit updated documentation of eligibility upon request by the CCAP administrator. The parent shall have a minimum of fifteen days to supply the requested documentation. Where updated information indicates a change in family circumstances, the CCAP administrator may reassign eligible families to the appropriate priority group or remove ineligible families from the wait list. The parent shall be notified of any changes made to their priority group status or eligibility for the wait list.
- (3) Parents shall inform the CCAP administrator in writing of any changes in address.

**(b) Selection from the Wait List**

- (1) As funding becomes available, the CCAP administrator shall select families from the wait list beginning in order of the highest priority group. The family's application shall be processed in accordance with the requirements of section 17b-749-09 of the Regulations of Connecticut State Agencies. If the program is not opened to all families within a particular priority group or groups, the CCAP administrator shall select families based on the date of the original application upon which assignment to the wait list was based. Selection from the next lower category may begin only after all families in the higher priority categories have been given an opportunity to participate.
- (2) Families shall be notified of their selection from the wait list, of any required actions and the specified time frames for completing the actions. The CCAP administrator shall have the option to specify the effective date of initial eligibility based on funding or other administrative considerations. If a date is specified, the family shall also be notified of the effective date.
- (3) The parent shall have a minimum of fifteen days to respond in writing to the notice of selection from the wait list. The family shall be denied if the parent does not respond timely.
- (4) Families selected from the wait list may be required to submit a new application and updated verification of family circumstances. Applications of families selected from the wait list shall be processed in a manner identical to applications not assigned to the wait list.

**(c) Removal from the Wait List**

- (1) Families shall be removed from the wait list under the following circumstances:
  - (A) when the family is selected from the wait list;
  - (B) if the parent requests removal;
  - (C) if the parent does not update information when requested or reply timely to the notice of selection from the wait list;
  - (D) if any mail sent to the parent is returned due to an unreported change in address;
  - (E) when a change in family circumstances renders the family ineligible; or
  - (F) if a change in CCAP regulations renders the family ineligible.
- (2) At the discretion of the commissioner, families may be removed from the wait list if CCAP is expected to remain closed to the family's priority group for at least twelve months.
- (3) Families removed from the wait list shall be issued a denial notice if they are not selected for participation in CCAP.

**(d) Closing the Wait List**

- (1) The commissioner shall have discretion to close the wait list for some or all priority groups. The decision to close the wait list shall be based on available funding, the number of families already assigned to the wait list and the likelihood of selecting newly added families from the list within twelve months.
- (2) If the wait list is closed, families for whom funding is not available shall have their application denied.
- (3) The commissioner shall have the option of reopening the wait list to some or all of the priority groups if additional funding becomes available or if a sufficient number of families are selected from the list to warrant reopening the list.

**SECTION 3.5.1A  
SLIDING FEE SCHEDULE**

**CONNECTICUT DEPARTMENT OF SOCIAL SERVICES  
care 4 Kids Program**

**SELECTED ANNUAL STATE MEDIAN INCOME GUIDELINES  
Effective July 1, 2003**

<b>Family Size</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>20% SMI</b>	8,582	11,222	13,863	16,503	19,144	21,784	22,280	22,775	23,270	23,765	24,260	24,755
<b>30% SMI</b>	12,873	16,833	20,794	24,755	28,716	32,677	33,419	34,162	34,905	35,647	36,390	37,133
<b>40% SMI</b>	17,164	22,445	27,726	33,007	38,288	43,569	44,559	45,549	46,540	47,530	48,520	49,510
<b>50% SMI</b>	21,454	28,056	34,657	41,259	47,860	54,461	55,699	56,937	58,174	59,412	60,650	61,888
<b>55% SMI</b>	23,600	30,861	38,123	45,384	52,646	59,907	61,269	62,630	63,992	65,353	66,715	68,077
<b>75% SMI</b>	32,182	42,084	51,986	61,888	71,790	81,692	83,548	85,405	87,262	89,118	90,975	92,832
<b>100% SMI</b>	42,909	56,112	69,314	82,517	95,720	108,922	111,398	113,873	116,349	118,824	121,300	123,776

The family share of the approved cost is a percentage of the assistance unit's gross income:

**Family Share**

**AU Income Range**

2%	0% to less than 20% SMI
4%	20% to less than 30% SMI
6%	30% to less than 40% SMI
8%	40% to less than 50% SMI
10%	50% to less than 75% SMI

**SECTION 4.4A  
TANF DEFINITIONS AND CRITERIA**

**CONNECTICUT DEPARTMENT OF SOCIAL SERVICES  
UNIFORM POLICY MANUAL**

<b>Date:</b> 10-1-99	<b>Transmittal:</b> UP-00-1	<b>8530.60</b>
<b>Section:</b> Jobs First		<b>Type:</b> POLICY
<b>Chapter:</b> Employment Services		<b>Program:</b> ES
<b>Subject:</b> Good Cause for Non-Compliance		

8530.60 A. General Circumstances

Good cause is considered to exist when circumstances beyond the participant's control reasonably prevent him or her from complying with an Employment Services requirement.

B. General Circumstances

Good cause includes, but is not limited to, the following circumstances when they reasonably prevent the person from participating in an Employment Services activity:

1. illness of the individual;
2. illness of a family member that requires care to be provided by the individual;
3. unavailability of child care;
4. unavailability of transportation;
5. a family emergency;
6. domestic violence;
7. unreasonable terms and conditions of employment.

---

C. Victims of Domestic Violence

Good cause for not complying with an Employment Services requirement exists when a participant cannot comply with an Employment Services requirement due to domestic violence or the risk of further domestic violence which is of such severity as to reasonably prevent compliance with the requirement. Good cause may be found in appropriate cases with consideration of the following factors:

1. the participant has physical injuries caused by abuse or psychological effects of abuse prohibiting such participant to work or engage in other Employment Services activities; or
2. the Employment Services activity or employment is substantially disrupted due to domestic violence, including civil or criminal legal proceedings related to such domestic violence; or
3. the abuser actively interferes with the participant's Employment Services activity or employment, attendance at the Employment Services activity or employment, or child care arrangements; or
4. an Employment Services activity or employment location puts the applicant or recipient at risk; or
5. Employment Services requirements result in the inability or increased difficulty of the participant to escape domestic violence.

D. Additional Good Cause Reasons - Failure to Maintain Earnings

In addition to B or C, above, the following good cause criteria may apply to a voluntary quit, reduction in hours or wages of employment, or termination of employment due to willful misconduct:

1. The Department of Labor determines that a person who quit his or her job had good cause to quit. If the Department of Labor determines that good cause does not exist for unemployment compensation purposes, a separate determination of good cause is made by the Department of Social Services.
2. The Department of Labor determines that a person who was terminated from employment by the employer is eligible for Unemployment Compensation benefits or the Department of Labor determines willful misconduct did not exist but the individual is not eligible for Unemployment Compensation. If the Department of Labor determines that a person was fired for willful misconduct, the Department of Social Services accepts that determination unless the person had good cause as described in this chapter.

3. A quit is part of an employment pattern in which workers frequently move from one employer to another, such as migrant farm labor or construction work.
4. The person quit a job or reduced hours to accept other employment, which has the potential of leading to self-sufficiency.
5. The person quit the job or reduced hours to accept other employment with earnings at or above the level of the previous employment.
6. The person quit employment or reduced hours in order that another assistance unit member may accept an offer of employment. This exemption is allowed only when the new employment provides a wage at or above the level of the previous employment of the person who quit.
7. The person occasionally reduces work hours to meet family obligations.
8. The person left a temporary employment agency, which has not or cannot provide him or her with an appropriate work activity.

E. Child Care Criteria

Good cause exists for parents who leave employment, refuse to accept employment, or fail to take part in an Employment Services activity under the circumstances described below.

1. To qualify for good cause for lack of child care, the following circumstances must exist:
  - a. A person must be the only parent in the home or the only parent in the home capable of caring for the child due to the physical or mental incapacity of the second parent; and
  - b. The parent must be caring for his or her child who is under thirteen (13) years of age or who requires child care due to special needs.
2. A person who meets the criteria described in 1, above, is determined to have good cause if he or she has demonstrated inability to obtain child care because appropriate child care is not available within a reasonable distance from the person's home or work site.
3. A person who meets the criteria described in 1, above, is also determined to have good cause if appropriate and affordable formal child care is unavailable and informal child care by a relative or a friend is unavailable or unsuitable.
4. In determining if a person meets the requirements of this provision, the following definitions apply:

- a. **Appropriate child care** means care that meets the health and safety standards that are required for providers who receive payments under the provisions of the Child Care Assistance Program (CCAP), as mandated by Connecticut General Statutes 17b-749.
- b. **Reasonable distance** means care that can be accessed by public or private transportation that is available to the client without interfering with the parent's ability to maintain employment. If transportation is not available, child care must be within reasonable walking distance from the person's home.
- c. **Unsuitable informal care** means care that is exempt from the State's licensing requirements, but does not meet the health and safety standards described in a, above, or is otherwise shown to be unsafe or inappropriate for the child.
- d. **Affordable formal child care** means licensed child care that costs the parent (after subsidies) no more than ten percent of his or her total income.