



DRAFT
Child Care and Development Fund (CCDF) Plan

For The

State/Territory:

**NEW JERSEY DEPARTMENT OF HUMAN SERVICES
DIVISION OF FAMILY DEVELOPMENT**

FFY 2012-2013

This Plan describes the CCDF program to be administered by the State/Territory for the period 10/1/2011 – 9/30/2013. As provided for in the applicable statutes and regulations, the Lead Agency has the flexibility to modify this program at any time, including amending the options selected or described herein.

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

Public reporting burden for this collection of information is estimated to average 162.5 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information.

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

Form ACF-118 Approved OMB Number ~~XXX-XXX~~ expires ~~XXX~~.

TABLE OF CONTENTS

Part 1: Administration

- 1.1. Contact Information**
- 1.2. Estimated Funding**
- 1.3. CCDF Program Integrity and Accountability**
- 1.4. Consultation in the Development of the CCDF Plan**
- 1.5. Coordination Activities to Support the Implementation of CCDF Services**
- 1.6. Child Care Emergency Preparedness and Response Plan**

Part 2: CCDF Subsidy Program Administration

- 2.1. Administration of the Program**
- 2.2. Family Outreach and Application Process**
- 2.3. Eligibility Criteria for Child Care**
- 2.4. Sliding Fee Scale and Family Contribution**
- 2.5. Prioritizing Services for Eligible Children and Families**
- 2.6. Parental Choice in Relation to Certificates, Grants or Contracts**
- 2.7. Payment Rates for Child Care Services**

Part 3: Health and Safety and Quality Improvement Activities

- 3.1. Activities to Ensure the Health and Safety of Children in Child Care (Component #1)**
- 3.2. Establishing Voluntary Early Learning Guidelines (Component #2)**
- 3.3. Creating Pathways to Excellence for Child Care Programs through Program Quality Improvement Activities (Component #3)**
- 3.4. Pathways to Excellence for the Workforce – Professional Development Systems and Workforce Initiatives (Component #4)**

Amendments Log

Appendix 1: Quality Performance Report

Appendix 2: CCDF Program Assurances and Certifications

PART 1

ADMINISTRATION

This section provides information on how the CCDF program is administered, including the designated Lead Agency, funding information, the administrative structure, program integrity and accountability policies and strategies, coordination efforts, and emergency preparedness plans and procedures.

1.1 Contact Information

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

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

Name of Lead Agency:

The Department of Human Services (DHS), Division of Family Development (DFD), is the designated agency of the State responsible for the overall administration of the Child Care and Development Fund Services Program

Address of Lead Agency:

New Jersey Department of Human Services
P.O. Box 700
Trenton, New Jersey 08625-0700

New Jersey Department of Human Services
New Jersey Division of Family Development
PO Box 716
Trenton, New Jersey 08625-0716

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

Jennifer Velez, Commissioner
Department of Human Services
Phone Number: 609-292-3717
Fax Number: 609-292-3824

E-Mail Address: Jennifer.Velez@dhs.state.nj.us

Web Address for Lead Agency (if any):
<http://www.state.nj.us/humanservices>

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

a) **Contact Information for CCDF Administrator:**

Name of CCDF Administrator:

Jeanette Page-Hawkins, Director Division of Family Development

Phone (609) 588-2401; Fax (609)588-3369

Margaret Milliner, Assistant Director
Division of Family Development
Child Care Administrator

Phone (609)588-2163; Fax (609)588-3051

Division of Family Development
6 Quakerbridge Plaza, P.O. Box 716
Trenton, N.J. 08625-0716

Web Address for Lead Agency (if any):

<http://www.state.nj.us/humanservices/DFD>

Phone Number for CCDF program information (for the public) (if any):

New Jersey Child Care Helpline
1-800-332-9227

Web Address for CCDF program (for the public) (if any): _____

<http://www.state.nj.us/humanservices/dfd/programs/child/>

Web address for CCDF program policy manual: (if any): NA
Web address for CCDF program administrative rules: (if any): NA

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

NA

Name of CCDF Co-Administrator: NA
Title of CCDF Co-Administrator: NA
Address of CCDF Co-Administrator: NA
Phone Number: NA
Fax Number: NA
E-Mail Address: NA
Web Address for Co-Administrator (if any): NA
Description of the role of the Co-Administrator: NA

1.2 Estimated Funding

1.2.1. What is your expected level of funding for the first year of the FY 2012 – FY 2013 plan period? The Lead Agency estimates that the following amounts will be available for child care services and related activities during the 1-year period from October 1, 2011 through September 30, 2012. (\$98.13(a)).

FY 2012 CCDF allocation:	<u>\$ 109.2 M</u>
Federal TANF Transfer to CCDF:	<u>\$ 82.1 M</u>
Direct Federal TANF Spending on Child Care:	<u>\$ 0.0 M</u>
State CCDF Maintenance-of-Effort Funds:	<u>\$ 26.4 M</u>
State Matching Funds:	<u>\$ 65.0 M</u>
Quality Funds:	<u>\$ 17.7 M</u>

Reminder – Lead Agencies are reminded that not more than 5 percent of the aggregate CCDF funds, including federal funds and required State Matching funds, shall be expended on administration costs (\$98.52) once all FY2012 funds have been liquidated. State Maintenance-of-Effort funds are not subject to this limitation.

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

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

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

***-N.J. has an appropriation from the State General Fund.**

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

If checked, are those funds:

donated directly to the State?

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

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

State expenditures for pre-k programs to meet the CCDF Matching Funds requirement. If checked,

Provide the estimated percentage of Matching Fund requirement that will be met with pre-k expenditures (not to exceed 30%): **(6%)**

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

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

*The availability of extended-hours or "wraparound services" for working parents so that their children can attend pre-k was an executive decision made by the administration. Wraparound services are provided by DFD through vouchers provided to parents on a one-to-one basis in amounts equivalent to the funded service capacity established in each of 31, formerly called "Abbott", school districts.

The parents of many of these children are also Work First New Jersey/TANF clients. Welfare reform's requirement for full-time work or participation in work readiness programs makes full-time, year round early childhood education programs essential. In these cases, many parents very likely work or attend training or educational activities more than 20 hours per week and are in need of these services. In other cases, the children may be under the child protective service supervision of the Division of Youth and Family Services. For this reason, and because the need for child care is also an economic issue, DHS allocates funds to provide child care for extended day and summer care services to meet the needs of working parents (wraparound funding).

DHS has a long standing relationship and commitment with the child care community, including those contracted by former Abbott

School districts to provide both preschool and wraparound child care services.

Local boards of education must cooperate with and utilize a DHS-licensed child care provider whenever practicable to implement required early childhood education programs and not duplicate programs or services otherwise available in the community.

- State expenditures for pre-k programs to meet the CCDF Maintenance of Effort (MOE) requirements. If checked,
- The Lead Agency assures that its level of effort in full-day/full-year child care services has not been reduced, pursuant to 98.53(h)(1). Estimated percentage of MOE Fund requirement that will be met with pre-k expenditures (not to exceed 20%): _____
- If percentage is more than 10% of the MOE requirement, describe how the State will coordinate its pre-k and child care services to expand the availability of child care: _____
- Describe the Lead Agency efforts to ensure that pre-k programs meet the needs of working parents: _____

1.3. CCDF Program Integrity and Accountability

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

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

The New Jersey Department of Human Services (DHS), Division of Family Development (DFD), is the lead state agency responsible for the overall administration of the Child Care Development Fund. DHS, through DFD coordinates and supervises the programmatic and administrative duties associated with the operation of the CCDF program and establishes program policies and procedures for its effective statewide administration. DFD works in collaboration with the Department of Children and Families (DCF), the

Division of Youth and Family Services (DYFS), the Department of Health and Senior Services (DHSS) and the Office of Licensing (OOL) in the administration and operation of the program.

Specifically, DFD directs the development of major child care initiatives, provides child care policy leadership, is responsible for the administration of child care subsidy programs and coordinates all planning for child care programs. In addition to administering the CCDF program, DFD supervises supportive services (child care) for Temporary Assistance for Needy Families (TANF) and post-TANF participants under New Jersey's Transitional Child Care (TCC) program.

DFD currently contracts with 15 "Child Care Resource and Referral" (CCR&R) agencies, 13 are non-profit community based agencies and 2 are units of local government, to administer and coordinate the CCDF subsidy programs and other child care initiatives in each of New Jersey's twenty-one counties.

DFD also contracts directly with approximately 140 community based contracted (CBCs) child care provider agencies. These agencies annually provide over 7,500 subsidized child care slots on a statewide basis.

NOTE: There is a plan currently under development to convert the 7500 contracted slots into vouchers for those children currently active and receiving child care in the CBCs, thus eliminating the contracts with the CBCs. This conversion of slots is slated to begin with contracts that renew effective July 1, 2011, moving forward.

Program staff in DFD provide a periodic review and set the standards/parameters for operation of all aspects of child care services and related programs including all contracted child care agencies, providers, and CCR&Rs. All licensed child care centers and registered family child care providers in the State are inspected and held accountable to specific requirements by the DCF Office of Licensing or the appropriate CCR&R sponsoring agency.

Where contracts are in place, a prescriptive list of requirements to which the CCR&Rs and contracted providers are held accountable ensures that the grantee complies with all policies and procedures set forth by the Division. DFD meets on a quarterly basis with all CCR&Rs and Center Based Contracted (CBC) center directors and on a monthly basis with the CBC Policy Development Board (PDB).

The Division conducts periodic monitoring of all CCR&Rs and CBC child care centers to ensure that policy and procedures are followed.

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

Definition: A sub-recipient (including a sub-contractor and or sub-grantee) is a non-Federal entity that expends Federal awards (contract or grant) received from another entity to carry out a Federal program, but does not include a vendor nor does it include an individual who is a beneficiary of such a program. OMB Circular A-133 Section 210 provides additional information on the characteristics of a **sub-recipient and vendor** (http://www.whitehouse.gov/omb/circulars/a133_compliance_supplement_2010).

The description of monitoring may include, but is not limited to, a discussion of written agreements, fiscal management, review of policies and procedures to ensure compliance with CCDF regulations, monitoring/auditing contractors or grantees to ensure that eligible children are served and eligibility documentation is verified, and establishing performance indicators or measures.

Program staff in DFD provide a periodic review and set the standards/parameters for operation of all aspects of child care services and related programs including all contracted child care agencies, providers, and a monthly monitoring of CCR&Rs. All CCR&Rs are required to submit copies of all outside audits to DFD as a part of their contract requirements. All licensed child care centers and registered family child care providers in the State are inspected and held accountable to specific requirements by the DCF Office of Licensing or the appropriate CCR&R sponsoring agency.

Where contracts are in place, a prescriptive list of requirements to which the CCR&Rs and contracted providers are held accountable ensures that the grantee complies with all policies and procedures set forth by the Division. DFD meets on a quarterly basis with all CCR&Rs and Center Based Contracted (CBC) center directors and on a monthly basis with the CBC Policy Development Board (PDB).

The Division conducts periodic monitoring of all CCR&Rs and CBC child care centers to ensure that policy and procedures are followed.

1.3.3. Describe the activities the Lead Agency will have in place to identify program violations and administrative error to ensure program integrity using the chart below. Program violations may include intentional and unintentional client and/or provider violations as defined by the Lead Agency. Administrative error refers to **areas identified through the Error Rate Review**

PLAN FOR CCDF SERVICES IN THE:
NEW JERSEY DEPARTMENT OF HUMAN SERVICES, DIVISION OF FAMILY DEVELOPMENT
FOR THE PERIOD 10/1/11 – 9/30/13

process (98.100). Check which activities, if any, the Lead Agency has chosen to conduct.

Type of Activity	Identify Program Violations	Identify Administrative Error
Share/match data from other programs (e.g. TANF, CACFP, FNS, Medicaid)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Run system reports that flag errors (include types)	<input type="checkbox"/>	<input type="checkbox"/>
Review of attendance or billing records	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Audit provider records	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Conduct quality control or quality assurance reviews	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct supervisory staff reviews	<input type="checkbox"/>	<input type="checkbox"/>
Conduct data mining to identify trends	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Train staff on policy and/or audits	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other. Describe _____	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>

(Optional) If the Lead Agency checked any option in the chart above other than none, please describe _____

1.3.4. What strategies will the Lead Agency use to investigate and collect improper payments due to program violations or administrative error?

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

Strategy	UPV	IPV and/or Fraud	Administrative Error
Require recovery after a minimum dollar amount in improper payment. Identify the minimum dollar amount _____	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Coordinate with and refer to other State/Territory agency (e.g. State/Territory collection agency, law enforcement). Describe <u>NJ now uses the Set Off Individual Liability system to collect unpaid debts resulting from an unpaid repayment parent debt that resulted from an overpayment.</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Recover through repayment plans*	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Reduce payments in subsequent months For providers only.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Recover through State/Territory tax	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

PLAN FOR CCDF SERVICES IN THE:
NEW JERSEY DEPARTMENT OF HUMAN SERVICES, DIVISION OF FAMILY DEVELOPMENT
FOR THE PERIOD 10/1/11 – 9/30/13

intercepts			
Recover through other means. Describe _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establish a unit to investigate and collect improper payments. Describe composition of unit _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other. Describe _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Optional) If the Lead Agency checked any option in the chart above other than none, please describe

- ***New Jersey has in place the following repayment policies and procedures:**
- Recovery of any parent/applicant overpayment, which may have occurred when funds are erroneously paid, on behalf of a family, to a child care provider whenever the family and/or child was ineligible to receive benefits from the child care subsidy program, through a signed repayment agreement with the parent/applicant.
- Child care provider overpayments occur when funds have been erroneously paid, but the eligibility of the family or child is not affected. These overpayments may occur as a result of unintentional errors in the completion of the voucher made by the child care provider or the county child care resource and referral agency, through a signed repayment agreement with the provider.
- Child Care Resource Agencies are now participating agencies in the New Jersey Set Off Individual Liability (SOIL) program. Failure by a parent/applicant to begin making specified payments (via the repayment agreement) to the CCR&R results in the overpayment claim being forwarded to the SOIL program, whereby the Department of Revenue notifies the parent/applicant that any potential state tax refund or rebate due to the taxpayer will be used to offset any overpayment made (child care debt).

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

- None
- Disqualify client. If checked, please describe, including a description of the appeal process for clients who are disqualified _____
- Disqualify provider. If checked, please describe, including a description of the appeal process for providers who are disqualified Provider debarment procedures are currently under development.
- Prosecute criminally
- Other. Describe.
- A child care provider overpayment resulting from a presumed intentional error, such as the falsification of a child's attendance , by the provider and/or

or the parent/applicant would necessitate the CCR&R initiating appropriate corrective legal action based on the circumstances.

- Whenever an overpayment occurs, the CCR&R must recover the entire amount of the overpayment to the best of their ability whenever it is cost effective for the agency to do so.
- The Division is currently working on provider debarment policies including suspension, debarment and disqualification policies and procedures for providers who intentionally violate child care subsidy rules and regulations.

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

Activities identified in ACF-402	Actions Taken or Planned
<ul style="list-style-type: none"> • Regularly scheduled quarterly meetings with all CCR&R program directors and separate quarterly meetings with all Community Based Contracted (CBCs) child care center providers. • Complete revisions to the Child Care Operations Manual. • File review forms used during annual monitoring visits will be revised to include compliance/non-compliance information. 	<ul style="list-style-type: none"> • Quarterly meetings concentrate on reviews of policies relating to the most frequently identified improper authorizations. • Print and distribute the revised Operations Manual to all CCR&Rs and CBCs. • Agencies will be advised that future improper authorizations will be recovered resulting in a funding reduction. • Monthly CCR&R monitoring now includes performance measure case reviews. • Prior to implementation all state staff, CCR&R staff, providers and parents will be trained on the policies and procedures involved in the new E-Child Care time and attendance and payment system.

1.4. Consultation in the Development of the CCDF Plan

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

Definition: *Consultation* involves the meeting with or otherwise obtaining input from an appropriate agency in the development of the State or Territory CCDF Plan.

At a minimum, Lead Agencies must consult with representatives of general purpose local governments. (§§98.12(b), 98.14(a)(1))

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

	Agency/Entity	Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan
<input checked="" type="checkbox"/>	<p>Representatives of general purpose local government (required)</p> <p>This may include, but is not limited to: representatives from counties and municipalities, local human service agencies, local education representatives (e.g., school districts), or local public health agencies.</p>	Input is periodically received from local county Human Service Advisory Councils regarding child care issues.
For the remaining agencies, check and describe (optional) any which the Lead Agency has chosen to consult with in the development of its CCDF Plan.		
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for public education</p> <p>This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.</p>	Input is received from the Young Children’s Council, which is in but not of the NJ Department of Education. The Statewide Afterschool Network, funded by DFD, keeps all school-age programs (including 21 st Century CLC) abreast of the plan and the NJ School Age Child Care Coalition is in year 4 as a Mott Statewide Afterschool Network.
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for programs for children with special needs</p> <p>This may include, but is not limited to: State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs</p>	A DFD representative is a member of the Map To Inclusive Child Care organization meetings.
<input checked="" type="checkbox"/>	State/Territory agency responsible for licensing (if separate from the Lead Agency)	NJ Department of Children and Families Office of Licensing (OOL) has regular input to DFD child care.
<input checked="" type="checkbox"/>	State/Territory agency with the Head Start Collaboration grant	Input is received from NJ Department of Education and the Head Start Collaboration. NJ meets with DOE.
<input checked="" type="checkbox"/>	Statewide Advisory Council authorized by the Head Start Act	Input from the Young Children’s Council which is in but not of the NJ Department of Education.
<input checked="" type="checkbox"/>	Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services	NJ School Age Childcare Coalition provides direct input.
<input checked="" type="checkbox"/>	State/Territory agency responsible for the Child and	NJ Department of Agriculture

PLAN FOR CCDF SERVICES IN THE:
NEW JERSEY DEPARTMENT OF HUMAN SERVICES, DIVISION OF FAMILY DEVELOPMENT
FOR THE PERIOD 10/1/11 – 9/30/13

Agency/Entity	Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan
<input type="checkbox"/> Adult Care Food Program (CACFP)	through the CCR&Rs and child care providers provide input through the nutrition service.
<input type="checkbox"/> State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant	
<input checked="" type="checkbox"/> State/Territory agency responsible for public health (including the agency responsible for immunizations and programs that promote children's emotional and mental health)	NJ Department of Health and Senior Services has input to DFD Child Care when health issues arise.
<input checked="" type="checkbox"/> State/Territory agency responsible for child welfare	NJ Department of Children and Families provides input through OOL.
<input type="checkbox"/> State/Territory liaison for military child care programs or other military child care representatives	
<input checked="" type="checkbox"/> State/Territory agency responsible for employment services/workforce development	NJ Department of Labor and Workforce Development, through DFD TANF directly.
<input checked="" type="checkbox"/> State/Territory agency responsible for Temporary Assistance for Need Families (TANF)	DFD is the TANF agency and has direct input into the development of the CCDF Plan for TANF recipients.
<input type="checkbox"/> Indian Tribes/Tribal Organizations <input checked="" type="checkbox"/> N/A: No such entities exist within the boundaries of the State	NA
<input checked="" type="checkbox"/> Private agencies/entities including national initiatives that the Lead Agency is participating in such as BUILD, Strengthening Families, Mott Statewide After-school Networks, Ready by 21	-DFD has funded the NJSACC as a state-wide network for school-age care for over 11 years, with additional funding NJSACC has served as Mott funded Statewide After-school Network for over 4 years. -DFD also participates in the Strengthening Families program.
<input type="checkbox"/> Provider groups, associations or labor organizations	
<input type="checkbox"/> Parent groups or organizations	
<input checked="" type="checkbox"/> Local community organizations (child care resource and referral, Red Cross)	New Jersey Association of Child Care Resource and Referral Agencies (NJACCRRRA), has input through the CCR&R directors and is a participating organization through the public hearing process.
<input type="checkbox"/> Other	

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

- a) Date(s) of notice of public hearing: Notice of the public hearings will be published no later than May 18, 2011. **Reminder** - Must be at least 20 days prior to the date of the public hearing.
- b) How was the public notified about the public hearing?
Written notice of the hearings will be provided to the broad child care community, consisting of, CCR&Rs, and licensed/registered child care providers, via direct e-mail and DFD Information Transmittal Letters and DHS public notice web site. Prior to the hearings, copies of the CCDF State Plan will be made available to child care advisory groups including NJACCRRA and the Policy Development Board (PDB) through the DFD Child Care web site. The State Plan Public Hearing notice will be made available to county public libraries throughout the state, and will be available on the Internet at the DHS DFD web site:
- <http://www.state.nj.us/humanservices/DFD/>
- c) Date(s) of public hearing(s): Two public hearings are scheduled June 7, 2011 and June 9, 2011. **Reminder** - Must be no earlier than 9 months before effective date of Plan (October 1, 2011).
- d) Hearing site(s): _____
- The **Southern Region** public hearing will be held at: the Education Information and Resource Center , Tower Room, in Mullica Hill, N.J., June 7, 2011 from 1:00 p.m. to 4:00 p.m.; and the **Northern Region** public hearing will be held at: Middlesex County College, 2nd floor Student Center, Edison N.J., June 9, 2011 from 1:00 p.m.to 4:00 p.m.
- e) How was the content of the Plan made available to the public in advance of the public hearing(s)? Written notice of the hearings including the web site of the CCDF draft State Plan, will be provided to the broad child care community, consisting of, CCR&Rs, and licensed/registered child care providers, via DFD Information Transmittal Letters and official notice via the DHS DFD web site. Prior to the hearings, copies of the CCDF State Plan public hearings notice were distributed to several child care advisory groups including NJACCRRA and Policy Development Board (PDB). The State Plan was made available to county public libraries throughout the state via the internet, at the DHS DFD web site:

<http://www.state.nj.us/humanservices/DFD/>.

f) How will the information provided by the public be taken into consideration in the provision of child care services under this Plan? All information provided by the public will be taken into consideration and will be summarized as an appendix to the CCDF State Plan.

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

Adequate advance notice is given for parent/provider participation for the DHS CCDF State plan public hearings. Notices in English and Spanish are distributed to the following child care entities:

The 15 CCR&Rs share with applicants, providers and provider groups;

- Approximately 138 CBCs;
- Over 2,500 active registered family child care providers;
- Various Human Service agencies;
- County Human Service Advisory Councils;
- New Jersey State Departments;
- Parent advocacy organizations; and
- Electronically via the DHS Public Notices web page.

Parents, providers and child care advocate agencies are all encouraged to voice their input/comments to the CCDF plan.

1.5. Coordination Activities to Support the Implementation of CCDF Services

Lead Agencies are required to *coordinate* with other Federal, State, local, Tribal (if applicable) and private agencies providing child care and early childhood development services (§98.12, §98.14(a),(b), §98.16(d)).

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

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

PLAN FOR CCDF SERVICES IN THE:
 NEW JERSEY DEPARTMENT OF HUMAN SERVICES, DIVISION OF FAMILY DEVELOPMENT
 FOR THE PERIOD 10/1/11 – 9/30/13

	Agency/Entity (check all that apply)	Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services	Describe the goals or results you are expecting from the coordination
<input checked="" type="checkbox"/>	<p>Representatives of general purpose local government (required)</p> <p>This may include, but is not limited to: representatives from counties and municipalities, local human service agencies, local education representatives (e.g., school districts), or local public health agencies.</p>	Human Service Advisory Council	Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies. The local human service advisory council's role is to advise DHS of what centers to contract with for early care and education services in their local county.
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for public education (required)</p> <p>This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.</p>	Through the NJSACC	Technical assistance is provided to all 21 st Century CLC programs in NJ and any afterschool program requiring assistance.
<input type="checkbox"/>	<p>Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services (required)</p>		
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for public health (required)</p> <p>This may include, but is not limited to, the agency responsible for immunizations and programs that promote children's emotional and mental health</p>	New Jersey Department of Health and Senior Services	The NJParentLink is a website used for the communication of various early care and education services to both parents and professionals. The public is able to post questions about childcare services and health services including required immunizations for young children.
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for employment services / workforce development (required)</p>	New Jersey Department of Labor and Workforce Development	Child Care services are needed for parents to attend activities sponsored by LWD. The agency also funds early care and education training for the

PLAN FOR CCDF SERVICES IN THE:
NEW JERSEY DEPARTMENT OF HUMAN SERVICES, DIVISION OF FAMILY DEVELOPMENT
FOR THE PERIOD 10/1/11 – 9/30/13

	Agency/Entity (check all that apply)	Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services	Describe the goals or results you are expecting from the coordination
			Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.
			Child Development Specialist certificate.
<input checked="" type="checkbox"/>	State/Territory agency responsible for providing Temporary Assistance for Need Families (TANF) (required)	Division of Family Development	CWAs and Boards of Social Services coordinate with the local CCR&R for required child care for TANF recipients.
<input type="checkbox"/>	Indian Tribes/Tribal Organizations (required) <input type="checkbox"/> N/A: No such entities exist within the boundaries of the State		
For the remaining agencies, check and describe (optional) any with which the Lead Agency has chosen to coordinate early childhood and school-age service delivery			
<input checked="" type="checkbox"/>	State/Territory agency responsible for licensing (if separate from the Lead Agency)	The Department of Children and Families Office of Licensing	The agency sets and monitors licensing requirements/standards for all license child care centers and registered family child care homes.
<input checked="" type="checkbox"/>	State/Territory agency with the Head Start Collaboration grant	The Department of Education, Office of Early Care and Education	The Collaboration Director is an active member of the Policy Development Board, coordinates attendance with DFD membership on the Head Start Advisory Council.
<input checked="" type="checkbox"/>	Statewide Advisory Council authorized by the Head Start Act	The Department of Education.	The New Jersey Council for Young Children is developing a seamless system of early care and education from birth through eight. QRIS, Seamless Professional Development System, Infant Toddler guidelines for centers serving infants and toddlers and program standards.
<input checked="" type="checkbox"/>	State/Territory agency responsible for the Child and Adult Care Food Program	New Jersey Department of	The agency provides free and reduced food service

PLAN FOR CCDF SERVICES IN THE:
NEW JERSEY DEPARTMENT OF HUMAN SERVICES, DIVISION OF FAMILY DEVELOPMENT
FOR THE PERIOD 10/1/11 – 9/30/13

	Agency/Entity (check all that apply)	Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services	Describe the goals or results you are expecting from the coordination Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.
	(CACFP)	Agriculture	for income eligible children in child care centers.
<input checked="" type="checkbox"/>	State/Territory agency responsible for programs for children with special needs This may include, but is not limited to: State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs	Statewide Parent Advocacy Network	This agency provides training and technical assistance to programs that serve children with disabilities and programs that are interested including children with special needs into their programs.
<input type="checkbox"/>	State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant		
<input checked="" type="checkbox"/>	State/Territory agency responsible for child welfare	The Department of Children and Families	Child Protective Services are provided for children in foster placement and child care as required per their case plan.
<input type="checkbox"/>	State/Territory liaison for military child care programs or other military child care representatives		
<input checked="" type="checkbox"/>	Private agencies/entities including national initiatives that the Lead Agency is participating in such as BUILD, Strengthening Families, Mott Statewide After-school Networks, Ready by 21	New Jersey School Age Childcare Coalition and Department of Children and Families	Technical assistance is provided to all school-age programs through the MOTT Statewide AfterSchool Network. The Strengthening Families Initiative provides training and technical assistance on implementing the 5 protective factors into their program.
<input checked="" type="checkbox"/>	Local community organizations (child care resource and referral, Red Cross)	CCR and R	Provides child care resource and referral services, parent counseling and education, provider training and subsidy

PLAN FOR CCDF SERVICES IN THE:
NEW JERSEY DEPARTMENT OF HUMAN SERVICES, DIVISION OF FAMILY DEVELOPMENT
FOR THE PERIOD 10/1/11 – 9/30/13

	Agency/Entity (check all that apply)	Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services	Describe the goals or results you are expecting from the coordination
			Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies. eligibility determination.
<input checked="" type="checkbox"/>	Provider groups, associations or labor organizations	Child Care Workers Union (CCWU)	Provides arbitration for home based providers regarding payment issues and appeals.
<input checked="" type="checkbox"/>	Parent groups or organizations	New Jersey Department of Human Services and the Department of Education	Family Workers provide home visiting services, parent education workshops and goal setting for families and their young children.
<input type="checkbox"/>	Other		

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

- Yes. If yes,
a) Provide the name of the entity responsible for the coordination plan(s):

N.J. School –Age Coalition Collaboration for Program Enhancement:

- Supports the development and expansion of School-age Child Care (SACC);
- Provides for training and technical assistance to new and existing SACC programs and centers;
- Maintains a web site for SACC information sharing;
- Provides mini grants to SACC programs interested in improving quality and moving toward accreditation; and
- Improves the ability of after-school programs to collaborate through the provision of activities/services for school-age children during non

school hours, many of which are community and school district collaborations.

-The NJSACC Coalition has leveraged these targeted funds to obtain a Mott Foundation grant to expand services to the increasing population of SACC programs.

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

c)

-In cooperation with the NJDOE and the Secretary of State's Office, the NJSACC Coalition provides enhanced technical assistance to SACC programs that have service learning programs for children ages 5 to 13 years of age.

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

Yes

No

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

No

DFD also has in place the following:

New Jersey Afterschool Network (NJAN):

-Through the establishment of the New Jersey Afterschool Network (NJAN), New Jersey intends to continue to strengthen the existing network and linkages among policy makers, practitioners and consumers to facilitate effective planning and efficient implementation of a highly coordinated system of services for all children in afterschool programs throughout New Jersey.

-The New Jersey School Age Care Coalition (NJSACC), New Jersey After 3 (NJ A3), New Jersey Department of Education (NJDOE), DHS, and the New Jersey Association of Child Care Resource and Referral Agencies (NJACCRRRA) have committed various resources including funding, to advance the afterschool needs of children and youth through a public awareness campaign that will provide opportunities for policymakers to invest additional resources into quality afterschool programs, while also sharing resources and best practices to build bridges between federal, state and local afterschool initiatives.

1.5.3. Does the State/Territory have a designated entity (ies) responsible for coordination across early childhood and school-age programs?

(658D(b)(1)(D), §98.14(a)(1)) Check which entity (ies), if any, the State/Territory has chosen to designate.

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

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

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

If yes, describe entity, age groups and the role of the Lead Agency: The New Jersey Council for Young Children enables NJ to develop and implement a plan to improve the state's coordination and quality of programs and services for children from birth to school entry.

Local Coordination/Council

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

Other.

Describe _____

None

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

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

* As part of New Jersey's continuing strategy for child care, the State plans to continue to report on activities which have been designed to promote the development of employer-supported child care. Through this effort, the number of employer-supported centers (those that identify themselves to be employer supported) in New Jersey has grown from 7 in 1982 to approximately 139, as of April 2011.

Employer-supported child care represents a public-private partnership approach to expanding the availability of child day care services in New Jersey. DHS plans to continue to explore and enhance these partnerships when possible:

- Child Care Resource and Referral Agencies support employers interested in developing on-site or near-site employer-supported child care centers or other family-supportive benefits in the workplace (e.g., consortium arrangements for child care, voucher programs, flextime programs, etc.) and by providing training, technical assistance and support;

- Courtesy life/safety inspections may be requested from the DCF Office of Licensing for employers considering specific space for on- or near-site child care centers;
- The State Employment and Training Commission as well as corporations such as AT&T, Johnson & Johnson, Hartz Mountain, Merck, Novartis, and Prudential, and entities such as the U.S. Military have been instrumental in shaping innovative policy that responds to the needs of both the public and private sector.
- The Accreditation Facilitation Project of New Jersey was established to increase the availability of and access to high quality early childhood programs by increasing the number of centers accredited by the National Association for the Education of Young Children (NAEYC). The statewide accreditation project is a unique public/private partnership formed by Professional Impact New Jersey and DFD in collaboration with DHS, the Schumann Fund for New Jersey, Lucent Technologies Foundation, Johnson & Johnson, the Johanne W. Wallerstein Foundation, Bank of America, the Geraldine R. Dodge Foundation, AT&T Family Care Development Fund, the William Penn foundation, PNC Bank and the Victoria Foundation;

No.

1.6. Child Care Emergency Preparedness and Response Plan

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

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

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

The Division of Family Development has convened an emergency preparedness development committee, consisting of partners from various state departments including the Department of Human Services central office, Department of Children and Families Office of Licensing, various bureaus within DFD and key members of county CCR&Rs through out New Jersey.

The committee will review each CCR&R plan for emergencies and develop a state-wide plan for continued child care services. This plan will be coordinated with the Office of Emergency Management at the Department level.

The committee is presently meeting on a monthly basis, until a draft plan is developed.

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

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

These are the elements DFD is developing to include in the plan.

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

PART 2

CCDF SUBSIDY PROGRAM ADMINISTRATION

This section focuses on the child care assistance program. Lead Agencies are asked to describe their efforts to inform parents about the CCDF subsidy program and application policies and procedures, eligibility criteria, how Lead Agencies ensure continuity of care and parental choice of high quality settings for families, and sliding fee scale and payment rate policies and procedures.

2.1. Administration of the Program

The Lead Agency has broad authority to administer (i.e., establish rules) and operate (i.e., implement activities) the CCDF program through other governmental, non-governmental, or other public or private local agencies as long as it retains overall responsibility for the administration of the program. (658D(b), §98.11(a))

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

- Eligibility rules and policies (e.g., income limits) are set by the:
 - State/Territory
 - Local entity. If checked, provide the name(s) of the local entity _____
 - Other. Describe: _____
- Sliding fee scale is set by the:
 - State/Territory
 - Local entity. If checked, provide the name(s) of the local entity _____
 - Other. Describe: _____
- Payment rates are set by the:
 - State/Territory
 - Local entity. If checked, provide the name(s) of the local entity _____
 - Other. Describe: _____

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

Implementation of CCDF Services/Activities	Agency (Check all that apply)
Who determines eligibility?	<input type="checkbox"/> CCDF Lead Agency <input type="checkbox"/> TANF agency <input type="checkbox"/> Other State/Territory agency. Describe. _____ <input checked="" type="checkbox"/> Local government
Note: If different for families receiving TANF benefits and families not	

PLAN FOR CCDF SERVICES IN THE:
NEW JERSEY DEPARTMENT OF HUMAN SERVICES, DIVISION OF FAMILY DEVELOPMENT
FOR THE PERIOD 10/1/11 – 9/30/13

Implementation of CCDF Services/Activities	Agency (Check all that apply)
<p>receiving TANF benefits, please describe: _____ 21 County Welfare Agencies and Boards of Social Services determine eligibility for families receiving TANF benefits</p> <p>15 Child Care Resource and Referral Agencies serving 21 counties & 140 Contract Based Center Agencies determine eligibility for families not receiving TANF benefits.</p>	<p>agencies such as county welfare or social services departments <input checked="" type="checkbox"/> Child care resource and referral agencies <input type="checkbox"/> Community-based organizations <input type="checkbox"/> Other. Describe. _____</p>
<p>Who assists parents in locating child care (consumer education)?</p> <p>15 Child Care Resource and Referral Agencies serving 21 counties, as well as the 21 CWAs and BSS refer those TANF clients with child care needs to the CCR&Rs.</p> <p>The 21 County Welfare Agencies (CWA) and Boards of Social Services (BSS) will refer parents/applicants to the CCR&Rs in their county to assist with locating child care services, some CCR&Rs are co-located with the CWA/BSS.</p> <p>*The NJ School Age Child Care Coalition receives frequent inquiries from families requesting child care referrals through their web site. NJSACC redirects these families to their local county CCR&R</p>	<p> <input checked="" type="checkbox"/> CCDF Lead Agency <input checked="" type="checkbox"/> TANF agency <input type="checkbox"/> Other State/Territory agency. Describe. _____ <input checked="" type="checkbox"/> Local government agencies such as county welfare or social services departments <input checked="" type="checkbox"/> Child care resource and referral agencies <input type="checkbox"/> Community-based organizations <input checked="" type="checkbox"/> Other. Describe. _____ * </p>
<p>Who issues payments?</p> <p>Currently CCR&Rs make payments to all providers, except for CBC contracted providers, who receive payments directly from DFD on a quarterly basis. Commencing July 2011, contracted centers will begin to receive payments via a voucher. This change is part of our child care reform initiative.</p> <p>However, as DHS/DFD moves into the E-Child Care time and attendance and payment system, the CCR&R will no longer be making payments. Payments will be made by DFD electronically through the vendor Affiliated Computer Services, Inc (ACS), directly to providers' bank accounts. Anticipated start date is fall 2011.</p>	<p> <input checked="" type="checkbox"/> CCDF Lead Agency <input type="checkbox"/> TANF agency <input type="checkbox"/> Other State/Territory agency. Describe. _____ <input type="checkbox"/> Local government agencies such as county welfare or social services departments <input checked="" type="checkbox"/> Child care resource and referral agencies <input type="checkbox"/> Community-based organizations <input type="checkbox"/> Other. Describe. _____ </p>
<p>Other. List and describe: _____</p>	

2.2. Family Outreach and Application Process

Lead Agencies must inform parents of eligible children and the general public of the process by which they can apply for and potentially receive child care services. (658D(b)(1)(A), 658E(c)(2)(D) & (3)(B), §§98.16(k), 98.30(a)-(e). **Note** - For any

information in questions 2.2.1 through 2.2.10 that differs or will differ for families receiving TANF, please describe in 2.2.11.

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

- CCDF Lead Agency
- TANF offices
- Other government offices
- Child care resource and referral agencies
- Contractors
- Community-based organizations
- Public schools
- Internet (provide website): *

<http://www.state.nj.us/humanservices/dfd/programs/child/index.html>

*NJ School Age Childcare Coalition receives frequent inquiries from families requesting Child care referrals as a result of the NJACC optimized web site. NJSACC redirects these families to their local county CCR&R.

<http://www.njsacc.org/>

*The New Jersey ParentLink website receives frequent inquiries regarding childcare availability and those families are referred to their local resource and referral agency.

<http://NJParentLink.NJ.GOV/>
<http://njaccrra.org>

[Welcome to NJACCRRRA - New Jersey's Association to Childcare Resource and Referral Agency](#)

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

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

- In person interview or orientation
- By mail
- By Phone/Fax

Parents can call a CCR&R and request an application packet which they must return to the CCR&R.

- Through the Internet (provide website) ____
- By Email
- Other. Describe: Parents/applicants still have the ability to walk into a CBC center and apply directly with a center that has contract slots with DFD. This process will be phased out commencing July 1, 2011.

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

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

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

Parent Consumer Education:

- The CCR&Rs are under contract to increase public awareness through parent education of child care services available; and to assist parents to become informed consumers by providing information on the availability for quality child care services;
- This promotes the availability of different kinds of child care services in each county, licensed child care, family child care and family friend and neighbor care;
- Parent Consumer Education provides for Yellow Pages ads, billboards, and other advertising in the media;
- Parent consumer education has resulted in Public Service Announcements, advertisements in newspapers and periodicals and a brochure on choosing quality child care.
- NJCK parent waiting list postcards are periodically mailed to parents from the CCR&Rs to remind them they completed an application for child care subsidy services and that they are still on the waiting list. This reminds parents to contact the CCR&R if they are still interested in child care subsidy services, as well as providing updates to the waiting list; and
- Parent Consumer Education is evaluated during the annual CCR&R monitoring process.

2.2.4. Describe how the Lead Agency will support child care programs to increase the likelihood that CCDF-served children receive higher quality care as defined in your State/Territory. For example, methods used to promote upward movement in quality rating and improvement system, methods used to encourage high quality programs to participate in the subsidy program such as tiered reimbursement, or incentives used to support high quality programs in rural, suburban, urban, and low-income communities. _____

As an incentive to increase the quality of child care in New Jersey, the rates the State pays to licensed child care centers, registered family child care homes and summer camps that have achieved national accreditation are increased by 5 percent over the maximum rates for those centers, registered family child care homes, and summer camps meeting basic licensing requirements.

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

- Increase access to program office/workers such as by:
 - Extending office hours
 - Accepting applications at multiple office locations
 - Providing a toll-free number for clients
 - Other. Describe: Some CCR&Rs are also co-located with New Jersey county welfare agencies to expedite child care application processing.
- Simplify eligibility determination process such as by:
 - Simplifying the application form
 - Developing a single application for multiple programs
 - Developing web-based and/or phone-based application procedures
 - Coordinating eligibility policies across programs. List the program names _____
 - Streamlining verification procedures, such as linking to other program data systems
 - Providing information multi-lingually
 - Including temporary periods of unemployment in eligibility criteria for new applicants (job search, seasonal unemployment). Length of time _____
 - Other. Describe: _____

DFD is currently developing a Division-wide Consolidated Assistance Support System (CASS) that will be a web based on-line state-wide system that will consolidate all programs offered through DFD through one comprehensive electronic services system. The objectives for CASS are:

- To integrate existing systems and processes to the extent possible;
- Develop a system that is client-centered;

- Provide immediate access to data for update, inquiry, or use in interfaces, reporting or analysis;
- Provide for better linking of case and member data across counties and systems;
- Enhance disbursement processing, financial reporting and reconciliation between case management systems and accounting systems;
- Provide a common front-end client registration process across all DFD programs;
- Automate eligibility determination and calculation processes;
- Minimize the use of paper and printing services, and use electronic processes when possible;
- Implement strong, timely and accurate financial reporting;
- Provide access to categories of information to the public, government agencies and employees as required; and
- Provide enhanced client services that are more efficient, timely and easier for clients to use and access.

Other. Describe: ____

DFD is currently developing an electronic time and attendance payment system for all child care payments , called "E-Child Care".

E-Child Care is a technology that will use either a telephone or swipe card system to provide real time tracking and verification of child care attendance. It will automate and eliminate manual processes, including manual paper invoices, and it will provide more efficient and faster services to providers, including faster payments.

E-Child Care highlights include:

- Eligibility verified in real time;
- Reduced paperwork;
- Faster, more accurate provider payments, bi-weekly for the prior two weeks;
- Increased record accuracy;
- Reduced payment errors;
- Empowers parents and providers;
- Delivers attendance and payment details via Provider Web Portal.

E-Child Care's estimated live operation is scheduled for early Fall 2011.

None

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

- Provide CCDF assistance during periods of job search. Length of time: up to 90 days if someone loses employment while receiving a child care subsidy.
- Establish two-tiered income eligibility with a higher exit point than entry point to cover temporary changes in family's circumstances

Full-time employment for parents/applicants has been lowered to 25 hours per week for redeterminations, family income eligibility is 200% Federal Poverty Level (FPL) at entry, up to 250% FPL at redetermination 12 months later.

- Synchronize review date across programs
- Longer eligibility re-determination periods (e.g., 1 year). Describe ____
- Extend periods of eligibility for families who are also enrolled in either Early Head Start or Head Start and pre-k programs. Describe ____
- Minimize reporting requirements for changes in eligibility criteria, such as changes in income above a certain threshold or change in employment
- Targeted case management to help families find and keep stable child care arrangements
- Using non-CCDF Funds to continue subsidy for families who no longer meet eligibility, such as for children who turn 13 years of age during the middle of a program year
- Other. Describe _____
- None

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

- Application in other languages
- Informational materials in non-English languages
- Training and technical assistance in non-English languages
- Website in non-English languages
- Lead Agency accepts applications at local community-based locations
- Bilingual caseworkers or translators available
- None
- Other: _____

Each CCR&R provides multilingual services to families applying for child care services, in Spanish and other predominant languages spoken in their respective communities over the telephone, or as necessary in person. The CCR&Rs and the Division of Family Development utilize the services of language line translation services when/if needed to communicate.

All child care eligibility applications are readily available in English and Spanish, and can be made available in other languages upon request, depending on need.

All child care parent handbooks for both TANF and non-TANF child care are immediately available in both English and Spanish and can be made available in other languages upon request.

Provider handbooks for both TANF and non-TANF child care will be translated into Spanish as program modifications are incorporated and handbooks are revised. Provider handbooks can be made available in other languages upon request, depending on need.

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

- Informational materials in non-English languages
- Training and technical assistance in non-English languages
 Some CCR&R provider training is provided in Spanish, as requested.
- CCDF health and safety requirements in non-English languages
- Provider contracts or agreements in non-English languages
- Website in non-English languages
- Bilingual caseworkers or translators available
- None

- Other: ____

Provider handbooks for both TANF and non-TANF child care will be translated into Spanish (and made available on a need basis) as program modifications are incorporated and handbooks are revised. Provider handbooks can be made available in other languages upon request, also depending on need.

2.2.9. Describe how the Lead Agency documents and verifies applicant information using the table below. (§98.20(a)) Check the strategies that will be implemented by your State/Territory. **Attach** a copy of your parent application for the child care subsidy program(s) as **Attachment 2.2.9** or provide a web address, if available _

<http://www.state.nj.us/humanservices/dfd/programs/child/forms/index.html>

The Lead Agency requires	Describe how the Lead Agency documents and verifies applicant information:
---------------------------------	---

documentation of:	Please note: In N.J. this is done at the CCR&R or CBC.
<input checked="" type="checkbox"/> Applicant identity	Verified through a picture ID, primarily a NJ License.
<input checked="" type="checkbox"/> Household composition	This will be a new requirement and is not in place yet, to verify the household composition, primarily through birth records.
<input checked="" type="checkbox"/> Applicant's relationship to the child	This is verified with birth certificates required for all subsidy children.
<input checked="" type="checkbox"/> Child's information	This is verified with birth certificates required for all subsidy children.
<input checked="" type="checkbox"/> Work, Job Training or Educational Program	Employer letters for new employment followed up with Pay stubs or payroll records; School or training registration and followed up with subject schedules for the current term.
<input checked="" type="checkbox"/> Income	Annual income is verified through four weeks of pay information prior to the date of application
<input type="checkbox"/> Other. Describe _____	

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

- Policy on length of time for making eligibility determinations. Describe length of time:
The CCR&R agency has 45 days from the date of receipt of the application to make an eligibility determination and notify the parents/applicant of a decision.
- Track and monitor the eligibility determination process
- Other. Describe _____
- None

2.2.11. Are the policies, strategies or processes provided in questions 2.1.1. through 2.1.10 different for families receiving TANF? (658E(c)(2)(H) & (3)(D), §§98.16(g)(4), 98.33(b), 98.50(e))

- Yes. If yes, describe: _____
- No.

The major difference for TANF recipients is that there is no waiting list for TANF recipients determined eligible by the CWA or Board of Social Services (BSS) to receive child care services in order to meet the required work activity or training requirements, as specified by the CWA or BSS.

Families eligible for TANF cash benefits and participating in the WFNJ program are eligible for child care services if the family is receiving TANF and participating family members are in an approved WFNJ work activity as required in the Work First New Jersey Manual (N.J.A.C. 10:90).

Families receiving TANF cash assistance and employed are also eligible to receive WFNJ child care services. These families are required to pay a co-pay towards the cost of child care based on earned income.

Eligible participants are referred to the appropriate county CCR&R by assigned staff from their local CWA/BSS or One Stop Career Center. Initial eligibility for child care is determined at the CWA/BSS and is based on need (being placed in an appropriate work, training or employment activity that requires the participant to need for child care). There is no application requirement for TANF cash assistance participants.

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

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

In fulfilling this requirement, the following criteria or definitions are applied by the TANF agency to determine whether the parent has a demonstrated inability to obtain needed child care. **NOTE:** The TANF agency, not the CCDF Lead Agency, is responsible for establishing the following criteria or definitions. These criteria or definitions are offered in this Plan as a matter of public record.

- a) Identify the TANF agency that established these criteria or definitions:
State/Territory TANF Agency "Division of Family Development"
- c) Provide the following definitions established by the TANF agency.
 - **"appropriate child care"**: means the child care provider is open for the hours and days the parent would need child care in order to comply with work requirements and the provider is able and willing to provide child care services including any special needs of the child(ren) and meets DHS and DCF requirements.
 - **"reasonable distance"**: means the child care provider is located within a distance that is in route from the parent's home and

work activity and that the parent can get the child to care and then to their activity within 90 minutes.

- **"unsuitability of informal child care"**: informal child care is defined as "Approved Home caregivers in New Jersey". It is unsuitable if the provider cannot meet the minimum requirements as defined by the DFD. The minimum requirements for approval of the home are satisfactory results of a Child Abuse Record Information (CARI) background check by all household members 14 years of age and older, a satisfactory health and safety inspection of the home using the "Self-Arranged Care Inspection and Interview Checklist", and a standard interview with the provider and family members.
- **"affordable child care arrangements"**: are those which do not exceed the DHS maximum child care reimbursement rates. In addition, parent co-payment fees shall not exceed the DHS co-payment schedule for subsidized child care services.

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

- In writing
 Verbally
 Other: ____

If/when a parent is unable to secure child care services due to services being unacceptable, unavailable or inaccessible, the CCR&R informs the CWA. Then the CWA officially exempts the parent from participation pending the availability of suitable care. The client receives verbal counseling from their case worker regarding their child care support needs or concerns.

2.3. Eligibility Criteria for Child Care

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

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

- *residing with* - Residing with means living in the permanent or temporary residence of the eligible parent, legal guardian or person standing *in loco parentis*. The person or family must be currently residing in the State of New Jersey. There is no prior residency requirement.
- *in loco parentis* – Means serving as the primary caretaker without legal confirmation for the child(ren) on behalf of whom certificate(s) are requested. These individuals are considered *in loco parentis* if the parent(s) of the child(ren) are not residing within New Jersey and the child(ren) reside with these individuals on a full time basis. These individuals must meet all other eligibility criteria

2.3.2. Eligibility Criteria Based Upon Age

a) The Lead Agency serves children from birth up to 13 years (maximum age under age 13).

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

Yes, and the upper age is 18 (under the age of 19).. Provide the Lead Agency definition of *physical or mental incapacity* – _____

- *Physical or mental capacity* - A child that has been identified with a *Physical or mental capacity* through a written referral from a county welfare agency; DYFS; legal, medical, or social service agency; emergency shelter; or public school; which indicates that the child has a serious physical, emotional, mental or cognitive condition and child care services are required as part of a treatment plan designed to stabilize, ameliorate the situation and/or prevent the placement of the child outside the home. The child's social or medical diagnosis must be documented as a result of a standardized developmental or psychological test given by a certified professional or physician. Parents must need child care services in order to remain in full-time employment or in a full-time training/education program.

No.

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

Yes, and the upper age is _____
 No.

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

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

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

- Working –Families shall be eligible for the Child Care Assistance Program (CCAP) if they are in need of child care services in order to remain employed (working) full-time or to accept full-time employment, to avoid dependency on TANF; to attend full-time educational and/or work/training programs and, If they are receiving child care services and lose their employment, they may continue their child care services for up to 90 days, while they seek employment.

Full-time employment means, for initial child care eligibility, employment that totals 30 or more hours per week. For redetermination purposes full-time employment is employment that totals 25 or more hours per week.

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

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

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

attending job training or educational program – Full-time school or training means, for child care eligibility, either 12 or more credit hours per term or the equivalent number of Continuing Education Units (CEUs) at a college or university, or 20 or more classroom hours in a job training organization, or nine or more credit hours or the equivalent number of CEUs during the summer session.

- No.

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

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

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

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

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

- *protective services* – Child protective services (CPS), shall constitute
services on behalf of any child, under age 19, considered at risk of
abuse, neglect, or exploitation; or found to be abused, neglected,
exploited or abandoned, as identified by the Division of Youth and
Family Services (DYFS) or failure on the part of parents or others
responsible for meeting at least the minimum needs of the child, as
identified by DYFS. The term, unless otherwise specified, includes
services provided to children in out-of-home settings, such as foster care
because, as permissible in the interpretation of the Federal regulation,
New Jersey does not differentiate between the protective services for
families who remain intact and for those children who are in foster
placement.

No.

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

Yes.
 No.

In the event that protective child care services are deemed necessary
as part of a case plan for a Child Protective Services (CPS) Priority 1
child who is residing in his or her own home with his or her own

parent(s), the amount of the family's co-payment is determined on the basis of the family's annual gross income, family size, number of children receiving care, and the number of hours of service (full time and/or part time) provided to the children. The DYFS case manager has the authority to decrease or waive the co-pay on a case by case basis

2.3.5. Income Eligibility Criteria

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

Income – Income is defined as the source and amount of current gross income earned by adult parent(s) or guardians of the family unit through the receipt of wages, tips, salaries or commissions from activities as an employee or receipt of income from self-employment.

This would include income that is earned and unearned such as employment part-time and full-time, social security, pensions, retirement, unemployment, worker's compensation, public assistance, child support, alimony and any other income required for federal and state tax reporting purposes including overtime and bonus pay.

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

- Adoption subsidies
- Foster care payments
- Alimony received or paid
- Child support received
- Child support paid
- Federal nutrition programs
- Federal and/or State/Territory tax credits
- Housing allotments, Low-Income Energy Assistance Program (LIHEAP) or energy assistance
- Medical expenses or health insurance related expenses
- Military housing or other allotment/bonuses
- Scholarships, education loans, grants, income from work study
- Social Security Income
- Supplemental Security Income (SSI)
- Veteran's benefits

PLAN FOR CCDF SERVICES IN THE:
NEW JERSEY DEPARTMENT OF HUMAN SERVICES, DIVISION OF FAMILY DEVELOPMENT
FOR THE PERIOD 10/1/11 – 9/30/13

- Unemployment Insurance
- Temporary Assistance for Needy Families (TANF)
- Worker Compensation
- Other types of income not listed above _____
- None

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

- Children under age 18
- Children age 18 and over – still attending school
- Teen parents living with parents
- Unrelated members of household
- All members of household except for parents/legal guardians
- Other _____
- None

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

Family Size	(a) 100% of State Median Income (SMI) (\$/month)	(b)* 85% of State Median Income (SMI) (\$/month) [Multiply (a) by 0.85]	IF APPLICABLE	
			Income Level if lower than 85% SMI	
			(c)** \$/month Entrance / Exit FPI 200% / 250%	(d) % of SMI [Divide (c) by (a), multiply by 100] Entrance & Exit
1	\$ 4440	\$ 3744	\$ 908 / \$ 2269	20 % 51 %
2	\$ 5870	\$ 4936	\$ 1226 / \$ 3065	21 % 52 %
3	\$ 7173	\$ 6097	\$ 1544 / \$ 3860	22 % 53 %
4	\$ 8539	\$ 7258	\$ 1863 / \$ 4656	22 % 54 %
5	\$ 9906	\$ 8420	\$ 2181 / \$ 5452	22 % 55 %

* Please note that column (b) represents 85% of State Median Income in New Jersey for Federal Fiscal Year 2010.

**Please note that column (c) represents our entry/exit level for all families effective 10/01/11: entrance level is based on 200% of the 2011 Federal Poverty Index (FPI); and the exit level is based on 250% of the 2011 FPI. Note: TANF families leaving TCC may enter the CCDF with income up to 250% of the FPI.

Reminder - Income limits must be provided in terms of State Median Income (SMI) (or Territory Median Income) even if federal poverty level is

used in implementing the program. (§98.20(a)(2)). FY 2011 poverty guidelines are available at <http://aspe.hhs.gov/poverty/11poverty.shtml>.

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

Yes. If yes, **provide** the requested information from the table in 2.3.5d and **describe**

Entrance and exit levels for child care subsidies are specified in the chart above as 200 % FPI for entrance and 250 % FPI for exit.

Note: This information can be included in a separate table, or by placing a “/” between the entry and exit levels in the above table.

No.

f) SMI Year FFY 2011 and SMI Source Federal Register/vol 75, No. 91/Wednesday, May 12, 2010

g) These eligibility limits in column (c) became or will become effective on:
October 1, 2011

2.3.6. Eligibility Re-determination

a) What is the re-determination period upon initial authorization of CCDF services for most families?

- 6 months
 12 months
 24 months
 Other. Describe _____
 Length of eligibility varies by county or other jurisdiction. Describe _____

b) Is the re-determination period the same for all CCDF eligible families?

- Yes.
 No. If no, **identify** those families where eligibility authorizations differ and the length of re-determination for those families. **Check which families for whom authorizations are different.**
- Families enrolled in Head Start and/or Early Head Start Programs. Re-determination period _____
 - Families enrolled in pre-kindergarten programs. Re-determination period _____

- Families receiving TANF. Re-determination period _____
- Families who are very-low income, but not receiving TANF. Re-determination period _____
- Other. Describe _____

2.3.7. Waiting Lists

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

- Lead Agency currently does not have a waiting list and:
 - All eligible families *who apply* will be served under State/Territory eligibility rules
 - Not all eligible families *who apply* will be served under State/Territory eligibility rules
- Lead Agency has an active waiting list for:
 - Any eligible family who applies when they cannot be served at the time of application
 - Only certain eligible families. Describe those families: We have an active list for child care assistance families (CCAP) excluding TANF, CPS and PACC.
- Other. Describe _____

If, at the time of the initial application to receive a child care subsidy or at the time of redetermination, no program funds are available for the Child Care Assistance Program (CCAP), the children are placed on the waiting list. Children will be placed on the CCAP waiting list based on specific eligibility and entrance income criteria and highest priority codes by the Childcare Automated Resource and Eligibility System (CARES).

The CCR&R maintains a waiting list by funding source and priority code for each family who applies and is eligible for services, but for whom no funding is available. The automated waiting list is kept according to the date on which the family is determined eligible to receive a subsidy from the program and in priority order in accordance with the priority rules indicated above. The waiting list is maintained on a county by county level.

In order to place a family on the CCAP waiting list, the original application date and certification date and income information must be entered into the eligibility module and the case must be approved. The system ranks a child by income and priority.

The CCR&R reviews the waiting list and evaluates families placed on the waiting list by income and priority order, when resources become available for one or more children in a family.

In an effort to keep the waiting list up to date, CCR&Rs send postcards to families remaining on the waiting list for 6 months or more to determine their continued need for child care services. If the family indicates that they no longer wish to remain on the list or fail to respond within 10 days, the children are terminated from the list. Terminated families receive written termination notices and instructions for requesting an appeal.

There is no waiting list for TANF eligible families or Child Protective Services (CPS) families.

2.3.8. Appeal Process for Eligibility Determinations

Describe the process for families to appeal eligibility determinations:

Parent/applicants who wish to have a recent decision or adverse action reviewed, may request a review from the county Child Care Resource and Referral Agency (CCR&R), Community Based Contract (CBC) child care center, and/or the Division of Family Development.

CCR&R Appeal: In the event a parent/applicant requests a local CCR&R appeal of an action or amount in question, by the county CCR&R responsible for the decision, the parent/applicant must make this request in writing within 10 days of the effective date of the adverse decision. Requests should be addressed to the agency that made the decision.

The parent/applicant will be notified of the date and time of the review and may appear with or without legal representation or may be represented by a friend or other spokesman. Only those persons directly involved with the issue will be permitted to attend any review proceedings. Parents/applicants will also be given an opportunity to view all pertinent documents prior to the review date.

Administrative review conducted by the Division of Family Development:

A parent/applicant may also have an adverse decision reviewed by the Division of Family Development (DFD) in place of, or in addition to, the case review conducted by the county CCR&R or CBC. A request for an administrative review from DFD may be made by calling the Bureau of Administrative Review and Appeals (BARA) at 1-800-792-9774.

The parent/applicant will be required to submit the following to BARA:

- A written statement indicating the request for a review and the reason for the disagreement;
- All documents verifying eligibility and justifying the review;
- Any other relevant documents which the parent/applicant believes the county CCR&R or CBC may not have considered.

This review must be requested within 90 days of the date of the original notice of adverse action. All materials should be mailed to BARA.

2.4. Sliding Fee Scale and Family Contribution

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

2.4.1. Attach a copy of the sliding fee scale as Attachment 2.4.1. The attached sliding fee scale was or will be effective as of: Current 10/01/2010; New draft 10/01/2011

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

Yes

No. If no, attach other sliding fee scales and their effective date(s) as **Attachment 2.4.2a, 2.4.2b**, etc.

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

State Median Income, Year: _____

Federal Poverty Level, Year: Current was 2010; new draft 2011

Income source and year varies by geographic region. Describe income source and year: _____

Other. Describe income source and year: _____

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

Fee as dollar amount and

Fee is per child with the same fee for each child

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

No additional fee charged after certain number of children

Fee per family

If only one child is receiving care, the monthly fee is assessed based on that family's annual gross income, the family size, and whether the child care arrangement is full-time or part-time.

If two or more children in the family are in a full-time care arrangement, a full-time (100%) monthly co-payment fee is assessed for the child with the highest cost of care, while the fee for a sibling is assessed at three-fourths (75%) of the full-time monthly fee. There is no additional fee for three or more children in care.

- Fee as percent of income and
 - Fee is per child with the same fee for each child
 - Fee is per child and discounted fee for two or more children
 - No additional fee charged after certain number of children
 - Fee per family
- Contribution schedule varies by geographic area
- Other. Describe _____

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

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

- Yes, and describe those additional factors:
- No.

As stated above, the hours of care needed (full-time= 6 or more hours per day; part-time= less than 6 hours per day) and number of children in care are factors in determining the family's co-payment amount.

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

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

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

- NO families with income at or below the poverty level for a family of the same size ARE required to pay a fee. The poverty level used by the Lead Agency for a family of 3 is: **\$ 18,530**
- SOME families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee. The Lead Agency waives the fee for the following families:

Families eligible to receive child care services from DHS administered programs pay a fee toward the cost of child care services, except as explained below. This fee is termed a co-payment.

Co-payments:

- ALL families with income at or below 100% of the FPI for a family of the same size ARE NOT required to pay a fee.
- May not be assessed to active WFNJ/TANF participants receiving a full assistance grant.
- May be reduced or waived by a DYFS Case Manager on a case-by-case basis, if it has been determined that payment of the full co-payment amount will cause undue hardship to a CPS family or place the child, the siblings or the protective service treatment plan in jeopardy.

Additionally, if two or more children in a family are in a full-time subsidized child care arrangement, the co-payment is the sum total assessed for the first child in full-time care plus the co-payment for a sibling which is assessed at seventy-five per cent (75%) of the full-time co-payment. No additional co-payment is assessed for the third or subsequent children in a family receiving child care.

2.5. Prioritizing Services for Eligible Children and Families

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

2.5.1. How will the Lead Agency prioritize child care services to children with special needs or in families with very low incomes? (658E(c)(3)(B), §98.44) Lead Agencies have the discretion to define *children with special needs* and *children in families with very low incomes*. Lead Agencies are not limited in

defining *children with special needs* to only those children with physical or mental disabilities (e.g., with a formal Individual Education Plan (IEP) required under the Individuals with Disabilities Education Act (IDEA)). Lead Agencies could consider children in the child welfare system, children of teen parents, or homeless children as examples of *children with special needs*.

How will the Lead Agency prioritize CCDF services for:	Eligibility Priority (Check only one)	Is there a time limit on the eligibility priority or guarantee?	Other Priority Rules
Children with special needs Provide the Lead Agency definition of <i>Children with Special Needs</i> *see below _____	<input checked="" type="checkbox"/> Priority over other CCDF-eligible families <input type="checkbox"/> Same priority as other CCDF-eligible families <input type="checkbox"/> Guaranteed subsidy eligibility <input type="checkbox"/> Other. Describe _____	<input type="checkbox"/> Yes. The time limit is: _____ <input checked="" type="checkbox"/> No	<input type="checkbox"/> Different eligibility thresholds. Describe _____ <input type="checkbox"/> Higher rates for providers caring for children with special needs requiring additional care <input type="checkbox"/> Prioritizes quality funds for providers serving these children <input type="checkbox"/> Other. Describe _____
Children in families with very low incomes Provide the Lead Agency definition of <i>Children in Families with Very Low Incomes</i> **see below _____	<input checked="" type="checkbox"/> Priority over other CCDF-eligible families <input type="checkbox"/> Same priority as other CCDF-eligible families <input type="checkbox"/> Guaranteed subsidy eligibility <input type="checkbox"/> Other. Describe _____	<input type="checkbox"/> Yes. The time limit is: _____ <input checked="" type="checkbox"/> No	<input type="checkbox"/> Different eligibility thresholds. Describe _____ <input checked="" type="checkbox"/> Waiving co-payments for families with incomes at or below the Federal Poverty Level <input type="checkbox"/> Other. Describe _____

- *Children with Special Needs** - A child that has been identified through a written referral from a county welfare agency; DYFS; legal, medical, or social service agency; emergency shelter; or public school; which indicates that the child has a serious physical, emotional, mental or cognitive condition and child care services are required as part of a treatment plan designed to stabilize, ameliorate the situation and/or prevent the placement of the child outside the home. The child's social or medical diagnosis must be documented as a result of a standardized developmental or psychological test given by a certified professional or physician. Parents must need child care services in order to remain in full-time employment or in a full-time training/education program.

- **Children in Families with Very Low Incomes** - Very low income for child care services under the CCDF is defined as families with income at or below 150 percent of the Federal Poverty Index, as determined by family size.

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

(658E(c)(2)(H), Section 418(b)(2) of the Social Security Act, §§98.50(e), 98.16(g)(4))

Reminder - CCDF requires that not less than 70 percent of CCDF Mandatory and Matching funds be used to provide child care assistance for families receiving Temporary Assistance for Needy Families (TANF), those attempting to transition off TANF through work activities, and those at risk of becoming dependent on TANF.

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

Admissions priorities – Priority consideration will be given to families, upon admission in the CCDF program, if they meet one or more of the following criteria:

1. Children identified by DYFS in child protective services and under the supervision of DYFS;
2. Children identified as having special needs and/or circumstances;
3. Children in families with incomes at or below 150 percent of the Federal Poverty Level; and
4. Children in families eligible under provisions of the CCDF who have an identified need for child care services and who do not fall in the above listed priorities.

An explanation follows of income eligibility criteria for program entrance priorities:

Priority 1: A child under the Child Protective Service (CPS) supervision of DYFS and who is identified as eligible to receive subsidized child care services as part of an approved case plan is given priority admission into the program and/or moved to the top of the waiting list.

Priority 2: Priority placement consideration for subsidized child care services or service shall be given to a child who is not under the child

protective service supervision of DYFS and who has been initially determined eligible on the basis of the annual gross family income for the family size. One parent/applicant in a single parent family or both parents in two parent families shall also meet the following conditions in order for the child to be considered eligible for Priority 2 placement.

Higher priority placement consideration shall be given to a Priority 2 or 3 child if a child considered for subsidized child care services is identified as having special needs or special circumstances due to a physical, medical, emotional, mental, cognitive, or developmental condition through a written referral from DYFS, DFD, CWA/BSS, legal, medical, or social service agency, emergency shelter, or public school. Children of teen parents who are 19 years of age and below and enrolled in high school are also considered a special circumstance.

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

Term(s)	Definition(s)
Post Transitional Child Care (Post TCC) Services	Post TCC has been established for TANF families who have exhausted their 24 months of TCC eligibility and are eligible for the Child Care Assistance Program (CCAP), but have not yet moved into the CCAP program. All eligible families are reassigned to the Post TCC program for up to one year, until September 30, in the contract year they are assigned to the Post TCC program. Effective October 1, the beginning of the new contract year, those families currently receiving services in the Post TCC program will get reassigned or re-determined to the Child Care Assistance Program (CCAP).

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

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

2.6.1. Child Care Certificates

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

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

Parents seeking services utilize the universal child care application which is submitted to the CCR&R in their respective counties. Once the parent/applicant is determined eligible to receive a child care subsidy by the Child Care Resource and Referral (CCR&R) agency, the child care provider selected by the parent receives a preliminary parent/applicant/provider agreement (PAPA) from the CCR&R. The parent/applicant takes the PAPA to a child care provider of their choosing and has the provider fill out the the PAPA which is sent back to the CCR&R to generate a final PAPA which becomes the parent's/applicant's final agreement for child care services. The CCR&R will forward voucher forms to the provider to extend through the end of the child's eligibility period or issue them on a regularly scheduled basis from the agency to the parent and the provider for payment. The appropriate items on the voucher form are completed by the CCR&R's automated system. The CCR&R must instruct the provider and the parent on the proper completion of the voucher form. The existing voucher system will be replaced by the E-Child Care Time and attendance system in the fall of 2011.

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

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

- Public Services Announcement
- Agency Website: ____
- Community outreach meetings, workshops, other in person activities
- Multiple points of communication throughout the eligibility and renew process
- Other. Describe ____

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

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

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

Voucher child care (certificates) currently represents approximately 84% of funded capacity. Vouchers will represent 100% of available child care subsidy services in New Jersey as contracted child care slots are phased out with contract renewals.

2.6.2. Child Care Services Available through Grants or Contracts

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

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

Center Based Contracted (CBC) child care represents 16% of funded capacity, through direct contracts with licensed child care centers. Starting the summer of 2011, these contracts will be phased out and all contracted slots will eventually be converted into voucher child care.

- No.

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

- Increase the supply of specific types of care
 - Programs to serve children with special needs:
Statewide Parent Advocacy Network (SPAN) to increase services for children with special needs by assisting children with being more inclusive.
 - Wrap-around or integrated child care in Head Start, Early Head Start, pre-k, summer or other programs
 - Programs to serve infant/toddler:
Infant Toddler Network: contract with three resource and referral agencies to employ Infant Toddler Specialists throughout the state to provide training and technical assistance in providing higher quality care.
 - School-age programs:
NJSACC provides training and technical assistance to afterschool providers in designing and implementing a quality afterschool program.
 - Center-based providers
 - Family child care providers
 - Group-home providers
 - Programs that serve specific geographic areas
 - Urban
 - Rural
 - Other. Describe ____
- Support programs in providing higher quality services
- Support programs in providing comprehensive services:
Strengthening Family through Early Care and Education: Resource and Referral agencies are contracted to provide training and technical assistance to 184 centers throughout the state with implementing the strengthening families model and 5 Protective Factors.
- Serve underserved families. Specify: _____
- Other. Describe ____

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

- Yes.
- No, and **identify** the localities (political subdivisions) and services that are not offered: ____

DFD also contracts directly with approximately 140 Center Based Contract (CBCs) child care provider agencies. These agencies

annually provide over 7,500 subsidized child care slots on a statewide basis. As stated earlier, effective July 2011 these contracts will be phased out over time and all contracted slots will eventually be converted into voucher child care.

d) How are payment rates for child care services provided through grants/contracts determined? Payment rates for contracts are based on the DFD rate chart, and calculated using a formula: The number of children in contracted slots in a center times the weekly rate for the age group, times the number of weeks in service, minus the assessed co-pay, minus the donor match if any. Payments are made on a quarterly basis.

d) What is the estimated proportion of direct services that will be available for child care services through grants/contracts?
As stated earlier, Center Based Contracted (CBC) child care represents 16% of funded capacity, through direct contracts with licensed child care centers. Starting the summer of 2011, these contracts will be phased out and all contracted slots will eventually be converted into voucher child care.

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

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

Parents/applicants are also informed of unlimited access through the parent handbook, Manual of Requirements for Child Care Centers and the Manual of Requirements for Family Child Care Registration.

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

- No
- Yes. If checked, what limits will the Lead Agency set on the use of in-home care? Check all limits the Lead Agency will establish.
 - Restricted based on minimum number of children in the care of the provider to meet minimum wage law or Fair Labor Standards Act

- Restricted based on provider meeting a minimum age requirement
- Restricted based on hours of care (certain number of hours, non-traditional work hours)
- Restricted to care by relatives
- Restricted to care for children with special needs or medical condition
- Restricted to in-home providers that meet some basic health and safety requirements
- Other. Describe: ____

In-home care providers may be used for child care services in the home of a child for fewer than twenty-four (24) hours per day.

Home inspections of prospective Family Friend and Neighbor (FFN) and in-home providers are conducted solely for families enrolled in the WFNJ, TCC, CCAP, Early Employment Initiative (EEI), and Kinship Care programs. This type of child care arrangement is not utilized in the CPS program.

FFN providers are self-employed individuals who are selected by a subsidy eligible family to provide care for eligible children. FFN providers and in-home providers receive payment for providing child care on behalf of the parent/guardian through the county Child Care Resource and Referral Agency.

For FFN providers and in-home providers in New Jersey, N.J.S.A.C. 30:5B-32 requires all prospective FFN or in-home providers and all members of the prospective provider's household (or the household where the care is provided) who are at least 14 years of age, must provide written consent for DHS, through the DCF Office of Licensing, to conduct a Child Abuse Record Information (CARI) background check to determine whether an incident of child abuse or neglect has been substantiated against any such person. A CARI background check is a significant component of the approval process for approved homes and in-home providers.

If there is a substantiated CARI finding the CCR&R notifies the potential FFN home/in-home provider that they are denied from providing child care services. The CCR&R also notifies the parent of the child eligible for child care of the denial and that the parent has the right to select another individual to provide FFN or in-home child care services.

If there is no substantiated CARI finding, the CCR&R schedules a health and safety inspection of the home and completes the approval process. The appropriate CCR&R representative completes the Self-Arranged

Care Home Inspection & Interview Checklist and interviews the provider prior to issuance of a payment through DHS for subsidized child care. A home inspection is not required if a home has already been inspected, approved for payment and in continuous use for the last six months. A provider may not care for more than two unrelated children or up to five children of one family in a home-based setting.

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

In keeping with provisions of the New Jersey State Child Care Center Licensing Law (N.J.S.A. 30:5B-1 to 15), and the Family Day Care Provider Registration Act of 1987 (N.J.S.A. 30:5B-16, *et seq.*), the following information applies to parental complaints:

Whenever the DCF Office of Licensing (OOL) receives a report questioning the licensing status of a program, center or sponsoring organization, or alleging that a licensed center is violating provisions of the *Manual of Requirements for Child Care Centers* (N.J.A.C. 10:122) the OOL ensures that the allegation is promptly investigated to determine whether the complaint is substantiated. Licensing staff may interview both staff members and children.

After the report of the investigation has been completed, the OOL notifies the center, in writing, of the results of the investigation, pursuant to the State Open Public Records Act, N.J.S.A. 47:1A-1, *et seq.*, except for any information not permitted to be disclosed pursuant to the State Child Abuse and Neglect Law, N.J.S.A 9:6-8.10a.

Whenever the OOL, or DYFS Institutional Abuse Investigation Unit or Area Office, conducts complaint investigations, the center, sponsoring organization and/or provider must cooperate with all investigators.

Files maintained by the OOL are public records and must be readily accessible for examination by any person, under the direction and supervision of OOL personnel, except when public access to records is restricted, in accordance with the State Open Public Records Act or other applicable statutes.

Parents are entitled to review the center's or sponsoring organization's copy of the Inspection/Violation Report regarding a particular center, sponsoring organization or provider which is issued after every licensing

inspection. Parents are also entitled to review the Complaint Investigation Summary Report, as well as any letters of enforcement or other actions taken against the center, sponsoring organization or provider during the current regulatory period.

Child care centers and sponsoring organizations must arrange a convenient opportunity for parents to review any of the above information upon request of the parent.

If any parent suspects that a center, sponsoring organization or provider may be in violation of licensing requirements, he/she may directly contact the OOL at (609) 826-3980 (North) or (609) 777-5945 (South). This may be done anonymously.

If there is a problem or complaint dealing with the compliance of a provider with the *Manual of Requirements for Family Child Care Registration* (N.J.A.C. 10:126), or with a Family Friend or Neighbor (FFN) provider, the appropriate CCR&R handles the investigation and complaint report.

In keeping with New Jersey's child care center licensing and family child care registration requirements, all licensed providers of child care and sponsoring organizations must notify all parents of children enrolled for care of the above requirements, in writing, through an "Information to Parents Statement." CCR&Rs assist families with reporting suspected abuse, neglect and licensing violations.

2.7. Payment Rates for Child Care Services

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

2.7.1. Provide a copy of your payment rates as Attachment 2.7.1. The attached payment rates were or will be effective as of: July 1, 2009 .

2.7.2. Are the attached payment rates provided in Attachment 2.7.1 used in all parts of the State/Territory?

- Yes.
 No. If no, attach other payment rates and their effective date(s) as **Attachment 2.7.2a, 2.7.2b**, etc.

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

- Policy on length of time for making payments. Describe length of time Currently all vouchers must be paid within 60 days of issue. As N.J. moves to convert to the E-Child Care payment system in the Fall of 2011, which is a faster more accurate system, providers will be paid electronically. Payment will be made biweekly, after attendance has occurred.
- Track and monitor the payment process
- Other. Describe ____
- None

2.7.4. Market Rate Survey

Lead Agencies must complete a local Market Rate Survey (MRS) no earlier than two years prior to the effective date of the Plan (no earlier than October 1, 2009). The MRS must be completed prior to the submission of the CCDF Plan (see Program Instruction CCDF-ACF-PI-2009-02 <http://www.acf.hhs.gov/programs/ccb/law/guidance/current/pi2009-02/pi2009-02.htm> for more information on the MRS deadline).

- a) Provide the month and year when the local Market Rate Survey(s) was completed (§98.43(b)(2)): ____.
- b) Attach a copy of the **MRS instrument** and a **summary of the results** of the survey as **Attachment 2.7.4**. For Lead Agencies that use an administrative provider database, provide a copy of the intake form as the instrument. The summary should include a description of the sample population, data source, the type of methodology used, response rate, description of analyses, and key findings.

This information will be included with the final CCDF State Plan.

2.7.5. Will the Lead Agency use the local Market Rate Survey identified in 2.7.4a (i.e., the most recent MRS) to set its payment rates?

- Yes
 No

If no, list the MRS year that the payment rate ceiling is based upon: _____

New Jersey utilizes the information from the Market Rate Survey as **one consideration** used to establish the rates that providers will be reimbursed for child care costs and any potential cost of living adjustments.

2.7.6. At what percentile of the most recent local MRS are or will payment rates be set? Provide the percentile for your payment rate ceiling in relation to the most recent survey and describe_____.

Payment rates used for subsidy reimbursements in New Jersey are less than the current market rates for some categories of care. The actual market rate comparison is included in the final Market Rate survey analysis in attachment 2.7.4.

Note: Identify the percentile where payment rates fall according to the most recent local MRS (identified in 2.6.4a) regardless of whether or not you use the most recent survey to set rates. If the percentile(s) varies across categories of care (e.g., different for centers and family child care homes), regions or ages of children, provide the range of the highest and lowest percentile in relation to the most recent survey. *

*This analysis will be included with the Final CCDF state plan.

2.7.7. Will the Lead Agency provide any type of tiered reimbursement or differential rates on top of its base reimbursement rates for providing care for children receiving CCDF subsidies? Check which types of tiered reimbursement, if any, the Lead Agency has chosen to implement.

- Differential rate for nontraditional hours. Describe _____
- Differential rate for children with special needs as defined by the State/Territory. Describe _____
- Differential rate for infants and toddlers. Describe:

New Jersey has a slightly higher rate for Infants/Toddlers and Early Pre-school up to 2.5 years of age.

- Differential rate for school-age programs. Describe _____
- Differential rate for higher quality as defined by the State/Territory. Describe _____
- Other differential rate. Describe:

As an incentive to increase the quality of child care in New Jersey, the rates the State pays to licensed child care centers, registered family child care homes and summer camps that have achieved national accreditation are increased by 5 percent over the maximum rates for those centers, registered family child care homes, and summer camps meeting basic licensing requirements.

- None.

2.7.8. Will the Lead Agency allow providers to charge parents any additional fees? Check the policies, if any, the Lead Agency has chosen to establish regarding additional fees.

- Providers are allowed to charge the difference between the maximum reimbursement rate and their private pay rate
- Providers are allowed to charge registration fees
- Providers are allowed to charge for transportation fees
- Providers are allowed to charge for meals. Providers can charge for meals if not participating in the food and nutrition program.
- Providers are allowed to charge additional incidental fees such as field trips or supplies
- Policies vary across region, counties and or geographic areas. Describe ____
- No, providers may not charge parents any additional fees
- Other. Describe ____
- None

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

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

- a) How a choice of the full range of providers, e.g., child care centers, family child care homes, group child care homes and in-home care, is made available (§98.43(a)(1)) _____
- b) How payment rates are adequate based on the most recent local MRS (§98.43(a)(2)) _____
- c) How family co-payments based on a sliding fee scale are affordable (§98.43(a)(3)) _____

Participants who are employed and enrolled in WFNJ shall be required to contribute toward the cost of child care services provided on their behalf. This fee shall be based on earned income only.

Participants who are eligible to receive TCC benefits are also required to contribute toward the cost of child care services. Once the co-payment is determined for TCC, it will remain unchanged for the duration of the first 12 month eligibility period, unless there is a change in family size, a reduction in gross family income or a change in the time period of care from full-time to part-time. After the first 12 month eligibility period, at

the time of re-determination for continued TCC benefits the assessed co-payment may change if there is a change in family size, the gross income changes (increases or decreases), or the time period of care changes from full-time to part-time or vice versa.

Family size consists of the parent/applicant, the parent/applicant's spouse and all children for whom the parent/applicant is a legal guardian. Family size may also include dependent children who are over the age of 18 or other adults who are not legally responsible for the children but who are dependent upon the parent/applicant if the parent/applicant so chooses to include these family members in the application for child care services.

The average co-payment for a family of three with annual income of \$18,531 (over 100% of the Federal Poverty Index) for full-time child care is approximately \$76.51 per month which represents 5% of gross family income.

For all DFD voucher (certificate) payments, the number of hours child care services are being provided to the child is as follows:

- Full-time care is defined as care for 30 hours or more per week for co-payment purposes.
- Part-time care is defined as care for less than 30 hours per week for co-payment purposes.
- In no case may the co-payment exceed the cost of care.

Once the co-payment is determined, it remains unchanged for the duration of the eligibility period (up to 12 months), unless there is a change in family size, gross family income, or a change in care from full-time to part-time or vice versa. In DFD voucher programs, the participant must notify the CCR&R of any changes relating to family size, income, work status, home address or training/educational program attendance.

In the NJCK and TCC, an exception is made in the case of co-payment for school-age children. The CCR&R determines a part-time co-payment for all school-age children, unless the school-age child is in full-time child care for the entire period of the 12 month agreement. Only in this instance, shall the co-payment be based on the full-time arrangement.

d) Any additional facts the Lead Agency considered to determine that its payment rates ensure equal access _____

Payment rates reflected in **Attachment 2.7.1** are the maximum reimbursement rates for the full range of providers in New Jersey. DFD, through the CCR&Rs, ensures that parents have freedom of choice in selecting child care arrangements and are provided with flexibility to choose the location and type of provider that best meets parents' and children's child care needs. Providers are encouraged to accept DFD rates, but may charge parents the difference between the maximum reimbursement rate and what the center charges for a private paying customer. CBC's are not permitted to charge parents the difference between the DFD contracted rate and what the center charges private paying customers.

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

- To complete the CBC conversion from contract child care to voucher child care;
- To complete the conversion from paper vouchers to an electronic time and attendance and payment system called E-Child care;
- To complete the development and begin implementation of the Consolidated Assistance Service System (CASS), including full implementation of child care.

Part 3

Health and Safety and Quality Improvement Activities

In this section, Lead Agencies are asked to describe their goals and plans for implementation of child care quality improvement activities. Under the Child Care and Development Block Grant Act, Lead Agencies have significant responsibility for ensuring the health and safety of children in child care through the State/Territory's child care licensing system and establishing health and safety standards for children who receive CCDF funds. Health and safety is the foundation of quality, but is not adequate to ensure that programs and staff are competent in supporting all areas of child development and promoting school success.

Quality investments and support systems to promote continuous quality improvement of both our programs and the staff who work in them are a core element of CCDF. This section allows Lead Agencies to describe the steps that they are taking toward continuous quality improvement with a goal of having high quality child care options across settings for all families. While one of the key goals for CCDF is helping more low-income children access higher quality care, the Lead Agency has the flexibility to consider its goals and strategic plans for a child care quality improvement system for all families, not just those receiving assistance under CCDF.

Part 3 is organized based on four key components of quality which encompass most of the quality investments and initiatives undertaken by Lead Agencies:

1. Ensuring health and safety of children through **licensing and health and safety standards**
2. Establishing **early learning guidelines**
3. Creating pathways to excellence for child care programs through **program quality improvement activities**
4. Creating pathways to an effective, well-supported child care workforce through **professional development systems and workforce initiatives.**

For each component, Lead Agencies are asked to conduct a three-part process. In this section, Lead Agencies conduct a self-assessment by describing the current status of their efforts, using common practices and best practices to list characteristics. Lead Agencies then are asked to identify goals for making progress during the FY 2012-2013 biennium and describe their data, performance measure and evaluation capacity for each component.

It is expected that the Lead Agency is making systematic investments towards child care quality improvement across its early childhood and school-age spectrum – including all settings, geographic coverage and age range – that will help show progress toward these outcomes and goals. Ultimately, these child care quality

improvement elements should be fully implemented and integrated. Until that point, States/Territories are expected to fall on a continuum of progress. Baseline information on status and capacity for these elements and goals for the upcoming two-year period will be captured in this section. Progress on these elements will be reported using the Quality Performance Report in Appendix 1 as the final step.

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

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

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

The relationship between licensing requirements and health and safety requirements varies by State/Territory depending on how comprehensive the licensing system is. In some States and Territories, licensing may apply to the majority of CCDF-eligible providers and the licensing standards cover the three CCDF health and safety requirements so the State/Territory has few, if any, providers for whom they need to establish additional CCDF health and safety requirements. In other cases, States and Territories have elected to exempt large numbers of providers from licensing which means that those exempted providers who care for children receiving assistance from CCDF will have to meet to the CCDF health and safety requirements through an alternative process outside of licensing. The State/Territory may also elect to impose more stringent standards and licensing or regulatory requirements on child care providers of services for which assistance is provided under the CCDF than the standards or requirements imposed on other child care providers. (§98.40(b)(1)) Section 3.1 asks the State/Territory to identify and describe the components of both the licensing and CCDF health and safety requirements, indicate which providers are subject to the requirements, and describe compliance and enforcement activities. (658E(c)(2)(F), §98.41)

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

Lead Agencies shall certify that they have in effect licensing requirements applicable to child care services provided within the area served by the Lead Agency

(§98.40(a)(1)). These licensing requirements need not be applied to specific types of providers of child care services (658(E)(c)(2)(E)(i). Lead Agencies must describe those licensing requirements and how they are effectively enforced.

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

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

Yes.

No. Please identify the entity/agency responsible for licensing Department of Children and Families, Office of Licensing

b) **Provide a brief overview** of the relationship between the licensing requirements and CCDF health and safety requirements in your State/Territory. At a minimum, describe whether the State/Territory's licensing requirements serve as the CCDF health and safety requirements.

The Manual of Requirements for Child Care Centers N.J.A.C. 10:122 and the Manual of Requirements for Family Child Care Registration NJAC 10:126 serve as the CCDF health and safety requirements for licensed child care centers and Family Child Care Providers.

c) CCDF identifies and defines four categories of care: child care centers, family child care homes, group child care homes and in-home child care providers (§98.2). The CCDF definition for each category is listed below. Within each CCDF category of care, please identify which types of providers are exempt from licensing in your State/Territory in the chart below.

PLAN FOR CCDF SERVICES IN THE:
NEW JERSEY DEPARTMENT OF HUMAN SERVICES, DIVISION OF FAMILY DEVELOPMENT
FOR THE PERIOD 10/1/11 – 9/30/13

CCDF Category of Care	CCDF Definition (§98.2)	Are any providers in your State/Territory which fall under this CCDF category exempt from licensing?
Center-Based Child Care	Center-based child care providers are defined as a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless care in excess of 24 hours is due to the nature of the parent(s)' work.	<p>Describe which types of center-based settings are exempt from licensing in your State/Territory. A child care program operated by the board of education of a local public school; A child care program operated by, and whose employees are paid by, a private school which is run solely for educational purposes. Such programs shall include kindergartens, pre-kindergarten programs or child care centers that are an integral part of the private educational institution or system offering elementary education in grades kindergarten through sixth, seventh or eighth which enable enrollment into a high school or secondary school program; and a child care program operating within a geographic area, enclave or facility that is owned and/or operated by the Federal government. Summer camps shall be approved by the New Jersey Department of Health pursuant to N.J.S.A. 26:12-1 et seq. and N.J.A.C. 8:25.</p> <p>For example, some jurisdictions exempt school-based centers, centers operated by religious organizations, summer camps, or Head Start programs.</p>
<p>Group Home Child Care</p> <p><input checked="" type="checkbox"/> N/A. Check if your State/Territory does not have group home child care.</p>	Group home child care provider is defined as two or more individuals who provide child care services for fewer than 24 hours per day per child, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)' work.	Describe which types of group homes are exempt from licensing. <u>NA</u>
Family Child Care	Family child care provider is defined as one individual who provides child care services for fewer than 24 hours per day per child, as the sole caregiver, in a private residence other than the child's residence, unless care in	Describe which types of family child care home providers are exempt from licensing. <u>Family Child Care Providers must be registered to receive a subsidy child in N.J.</u>

PLAN FOR CCDF SERVICES IN THE:
NEW JERSEY DEPARTMENT OF HUMAN SERVICES, DIVISION OF FAMILY DEVELOPMENT
FOR THE PERIOD 10/1/11 – 9/30/13

CCDF Category of Care	CCDF Definition (§98.2)	Are any providers in your State/Territory which fall under this CCDF category exempt from licensing?
	<p>excess of 24 hours is due to the nature of the parent(s)'s work. Reminder - Do not check if family child care home providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.</p>	
In-Home Care	<p>In-home child care provider is defined as an individual who provides child care services in the child's own home. Reminder - Do not check if in-home child care providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.</p>	<p>Describe which types of in-home child care providers are exempt from licensing: Approved home (Family friend and Neighbor Care (FFN) is exempt from licensing. The minimum requirements for approval of the home are an inspection of the home using the Self-Arranged Care Inspection and Interview Checklist, an interview with the provider and family members, and a child abuse record information check completed for all prospective approved home and in-home providers and all household members of the home 14 years of age and older conducted by the Department of Children and Families.</p>

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

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

*Source: National Resource Center for Health and Safety in Child Care and Early Education. (2003) Stepping Stones to Using Caring for Our Children: National Health and Safety Performance Standards, 2nd Ed. Health Resources and Services Administration, Maternal and Child Health Bureau. Available online: <http://nrckids.org/stepping>

Indicator	For each indicator, check all requirements for licensing that apply, if any.			
	Center-Based Child Care	Group Home Child Care	Family Child Care	In-Home Care

PLAN FOR CCDF SERVICES IN THE:
NEW JERSEY DEPARTMENT OF HUMAN SERVICES, DIVISION OF FAMILY DEVELOPMENT
FOR THE PERIOD 10/1/11 – 9/30/13

<p>Do the licensing requirements include child:staff ratios and group sizes?</p> <p>If yes, specify age group, where appropriate.</p>	<input checked="" type="checkbox"/> Child:staff ratio requirement: <input checked="" type="checkbox"/> Group size requirement: <input type="checkbox"/> No requirements.	<input type="checkbox"/> Child:staff ratio requirement: <input type="checkbox"/> Group size requirement: <input type="checkbox"/> No requirements.	<input checked="" type="checkbox"/> Child:staff ratio requirement: <input checked="" type="checkbox"/> Group size requirement: <input type="checkbox"/> No requirements.	<input checked="" type="checkbox"/> Child:staff ratio requirement: <input checked="" type="checkbox"/> Group size requirement: <input type="checkbox"/> No requirements.
<p>Do the licensing requirements identify specific experience and educational credentials for child care directors?</p>	<input type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/Territory Credential <input type="checkbox"/> Associate's degree <input checked="" type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input type="checkbox"/> Other:	<input type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input type="checkbox"/> Other:	<input type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input checked="" type="checkbox"/> Other: An associates degree and 1 year supervisory child care experience is preferred but not required.	<input type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input checked="" type="checkbox"/> No credential required for licensing <input type="checkbox"/> Other:
<p>Do the licensing requirements identify specific experience and educational credentials for child care teachers?</p>	<input type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/Territory Credential <input type="checkbox"/> Associate's degree <input checked="" type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input type="checkbox"/> Other:	<input type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input type="checkbox"/> Other:	<input type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input checked="" type="checkbox"/> No credential required for licensing <input type="checkbox"/> Other:	<input type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input checked="" type="checkbox"/> No credential required for licensing <input type="checkbox"/> Other:
<p>Do the licensing requirements specify that directors and caregivers must attain a specific number of training</p>	<input type="checkbox"/> At least 30 training hours required in first year <input checked="" type="checkbox"/> At least 24 training hours per year after	<input type="checkbox"/> At least 30 training hours required in first year <input type="checkbox"/> At least 24 training hours per year after	<input type="checkbox"/> At least 30 training hours required in first year <input type="checkbox"/> At least 24 training hours per year after	<input type="checkbox"/> At least 30 training hours required in first year <input type="checkbox"/> At least 24 training hours per year after

PLAN FOR CCDF SERVICES IN THE:
NEW JERSEY DEPARTMENT OF HUMAN SERVICES, DIVISION OF FAMILY DEVELOPMENT
FOR THE PERIOD 10/1/11 – 9/30/13

hours per year?	first year <input type="checkbox"/> No training requirement <input type="checkbox"/> Other:	first year <input type="checkbox"/> No training requirement <input type="checkbox"/> Other:	first year <input type="checkbox"/> No training requirement <input checked="" type="checkbox"/> Other: at least 8 hours of in-service training every year.	first year <input checked="" type="checkbox"/> No training requirement <input type="checkbox"/> Other:
------------------------	---	---	--	--

e) Do you expect the licensing requirements for child care providers to change in FY2012-2013?

- Yes. Describe
 No

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

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

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

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

PLAN FOR CCDF SERVICES IN THE:
NEW JERSEY DEPARTMENT OF HUMAN SERVICES, DIVISION OF FAMILY DEVELOPMENT
FOR THE PERIOD 10/1/11 – 9/30/13

The Lead Agency requires:	For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.			
	Center-based child care providers	Family child care home providers	Group home child care providers (NA)	In-home child care providers
<input checked="" type="checkbox"/> Child immunizations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Hand-washing policy for providers and children	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Diapering policy and procedures	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Providers to submit a self-certification or complete health and safety checklist	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other. Describe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

PLAN FOR CCDF SERVICES IN THE:
NEW JERSEY DEPARTMENT OF HUMAN SERVICES, DIVISION OF FAMILY DEVELOPMENT
FOR THE PERIOD 10/1/11 – 9/30/13

	For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.			
complete health and safety checklist				
<input checked="" type="checkbox"/> Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Other. Describe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c) **Describe** the Lead Agency's health and safety requirements for health and safety training in effect for child care providers of services for which assistance is provided under CCDF using the table below. (658E(c)(2)(F)(iii), §98.41(a)(3))

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
Child Care Centers	CPR	X	X
	First aid	X	X
	Training on infectious diseases	X	X
	SIDS prevention (i.e., safe sleep)	X	X
	Medication administration	X	X
	Mandatory reporting of suspected abuse or neglect	X	X
	Child development	X	X
	Supervision of children	X	X
	Behavior management	X	X
	Nutrition	X	X
	Breastfeeding		
	Physical activity		
	Working with children with special needs or disabilities	X	X
	Emergency preparedness and response	X	X
Other. Describe <u>Discipline, shaken baby syndrome, including special needs children</u> At least 8 hours of in-service training for all the subjects listed.			
Group Home Child Care -NA-	CPR		
	First aid		
	Training on infectious diseases		
	SIDS prevention (i.e., safe sleep)		
	Medication administration		
	Mandatory reporting of suspected abuse or neglect		
	Child development		
	Supervision of children		
Behavior management			

PLAN FOR CCDF SERVICES IN THE:
NEW JERSEY DEPARTMENT OF HUMAN SERVICES, DIVISION OF FAMILY DEVELOPMENT
FOR THE PERIOD 10/1/11 – 9/30/13

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
	Nutrition		
	Breastfeeding		
	Physical activity		
	Working with children with special needs or disabilities		
	Emergency preparedness and response		
	Other. Describe 		
Family Child Care Providers	CPR	X	X
	First aid	X	X
	Training on infectious diseases	X	X
	SIDS prevention (i.e., safe sleep)	X	X
	Medication administration	X	X
	Mandatory reporting of suspected abuse or neglect	X	X
	Child development	X	X
	Supervision of children		
	Behavior management		
	Nutrition	X	X
	Breastfeeding		
	Physical activity		
	Working with children with special needs or disabilities	X	X
	Emergency preparedness and response	X	X
	Other. Describe Discipline, shaken baby syndrome, including special needs children At least 8 hours of in-service training for all the subjects listed.	X	X
In-Home Child Care Providers	CPR		
	First aid		
	Training on infectious diseases		
	SIDS prevention (i.e., safe sleep)		
	Medication administration		
	Mandatory reporting of suspected abuse or neglect		
	Child development		
	Supervision of children		
	Behavior management		
	Nutrition		
	Breastfeeding		
	Physical activity		
	Working with children with special needs or disabilities		
	Emergency preparedness and response		
	Other. Describe 		

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

- All relative providers are subject to the same health and safety requirements as described in 3.1.3a-c, as appropriate; there are no exceptions for relatives.
- Relative providers are NOT required to meet any health and safety requirements as described in 3.1.3a-c, as appropriate.
- Relative providers are subject to certain requirements. Describe the different requirements:

For Family Friend and Neighbor (FFN) providers and in-home providers in New Jersey, N.J.S.A.C. 30:5B-32 requires all prospective FFN or in-home providers and all members of the prospective provider's household (or the household where the care is provided) who are at least 14 years of age, must provide written consent for DHS, through the DCF Office of Licensing, to conduct a Child Abuse Record Information (CARI) background check to determine whether an incident of child abuse or neglect has been substantiated against any such person. A CARI background check is a significant component of the approval process for approved homes and in-home providers.

If there is a substantiated CARI finding the CCR&R notifies the potential FFN home/in-home provider that they are denied from providing child care services. The CCR&R also notifies the parent of the child eligible for child care of the denial and that the parent has the right to select another individual to provide FFN or in-home child care services.

If there is no substantiated CARI finding, the CCR&R schedules a health and safety inspection of the home and completes the approval process. The appropriate CCR&R representative completes the Self-Arranged Care Home Inspection & Interview Checklist and interviews the provider prior to issuance of a payment through DHS for subsidized child care. A home inspection is not required if a home has already been inspected, approved for payment and in continuous use for the last six months. A provider may not care for more than two unrelated children or up to five children of one family in a home-based setting.

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

<http://www.state.nj.us/dcf/divisions/licensing/CCCmanual.pdf>

3.1.3 Enforcement of Licensing Requirements

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

Describe the State/Territory’s policies for effective enforcement of the licensing requirements using questions 3.1.3a through 3.1.3e below. This description includes whether and how the State/Territory uses visits (announced and unannounced), background checks, and any other enforcement policies and practices for the licensing requirements.

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

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

CCDF Categories of Care	Frequency of Routine Announced Visits	Frequency of Routine Unannounced Visits
<input checked="" type="checkbox"/> Center-Based Child Care	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe <u>Full inspection required once every 3 years</u>	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe <u>As needed</u>
<input type="checkbox"/> Group Home Child Care -NA-	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe _____	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe _____
<input checked="" type="checkbox"/> Family Child Care Home	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input checked="" type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe _____	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe <u>All FCC providers are monitored at least every 2 years. No less than 20% are monitored on a random basis annually.</u>
<input checked="" type="checkbox"/> In-Home Child Care	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe <u>All New in home child care providers are monitored and a home inspection conducted. They are reinspected</u>	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe <u>Unannounced visits are not routinely conducted, unless there is a reason for the</u>

PLAN FOR CCDF SERVICES IN THE:
 NEW JERSEY DEPARTMENT OF HUMAN SERVICES, DIVISION OF FAMILY DEVELOPMENT
 FOR THE PERIOD 10/1/11 – 9/30/13

	<u>only if they do not continuously serve a subsidy child for 6 months or more.</u>	<u>visit.</u>
--	---	---------------

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

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

Licensing Procedures	Describe which procedures are used by the State/Territory for enforcement of the licensing requirements.
The State/Territory requires providers to attend or participate in training relating to opening a child care facility prior to issuing a license.	<input checked="" type="checkbox"/> Yes. Describe <u>Understanding New Jersey's licensing and Family Child Care Registration regulations and procedures.</u>
	<input type="checkbox"/> No.
Licensing staff has procedures in place to address violations found in an inspection.	<input type="checkbox"/> Other. Describe _____
	<input type="checkbox"/> Providers are required to submit plans to correct violations cited during inspections.
	<input type="checkbox"/> Licensing staff approve the plans of correction submitted by providers.
	<input checked="" type="checkbox"/> Licensing staff verify correction of violation.
	<input checked="" type="checkbox"/> Licensing staff provide technical assistance regarding how to comply with a regulation.
Licensing staff has procedures in place to issue a negative sanction to a noncompliant facility.	<input type="checkbox"/> No procedures in place.
	<input checked="" type="checkbox"/> Other. Describe <u>A corrective action plan for violations is only required by the agency if the violation does not get abated by the end of a temporary license period, and the license is handed over to the enforcement section of the Office of Licensing.</u>
	<input checked="" type="checkbox"/> Provisional or probationary license
	<input checked="" type="checkbox"/> License revocation or non-renewal
	<input type="checkbox"/> Injunctions through court
The State/Territory has procedures in place to respond to illegally operating child care facilities.	<input checked="" type="checkbox"/> Emergency or immediate closure not through court action
	<input type="checkbox"/> Fines for regulatory violations
	<input type="checkbox"/> No procedures in place.
	<input type="checkbox"/> Other. Describe _____
	<input checked="" type="checkbox"/> Cease and desist action
	<input type="checkbox"/> Injunction
	<input checked="" type="checkbox"/> Emergency or immediate closure not

PLAN FOR CCDF SERVICES IN THE:
NEW JERSEY DEPARTMENT OF HUMAN SERVICES, DIVISION OF FAMILY DEVELOPMENT
FOR THE PERIOD 10/1/11 – 9/30/13

Licensing Procedures	Describe which procedures are used by the State/Territory for enforcement of the licensing requirements.
	through court action
	<input type="checkbox"/> Fines
	<input type="checkbox"/> No procedures in place.
	<input checked="" type="checkbox"/> Other. Describe: All OOL inspector staff are trained in these procedures. The action taken depends on the seriousness of the situation. Local fire inspection and code official may be called in as well as local law enforcement authorities.
The State/Territory has procedures in place for providers to appeal licensing enforcement actions.	<input checked="" type="checkbox"/> Yes. Describe [redacted]
	<input type="checkbox"/> No.
	<input type="checkbox"/> Other. Describe [redacted]

c) Describe what types of licensing violations, if any, would make a provider : **Serious violations of the Manual of Requirements for Child Care Centers N.J.A.C. 10:122 or the Manual of Requirements for Family Child Care Providers N.J.A.C. 10:126 involving revocation, suspension, or refusal to renew a license would then make a provider ineligible to participate in the CCDF.**

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

- Yes. If “Yes” please use refer to the chart below to identify who is required to have background checks, what types of checks, and with what frequency. Please **also provide a brief overview** of the State/Territory’s process for conducting background checks for child care. For example, describe what types of violations would make providers ineligible for CCDF, funding for background checks, and the process for providers to appeal background check findings. [redacted]
- No

CCDF Categories of Care	Types of Background Check	Frequency
<input checked="" type="checkbox"/> Center-Based Child Care Who is subject to background checks for center-based care? For example, director, teaching staff, non-teaching staff, volunteers: <u>agency sponsor, director and all staff members at least 18 years of age who are working</u>	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe <u>every three years as a part of license renewal.</u>

PLAN FOR CCDF SERVICES IN THE:
 NEW JERSEY DEPARTMENT OF HUMAN SERVICES, DIVISION OF FAMILY DEVELOPMENT
 FOR THE PERIOD 10/1/11 – 9/30/13

CCDF Categories of Care	Types of Background Check	Frequency
<p><u>at the center on a regular basis.</u></p>	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe <u>Every three years as a part of licensing renewal a current background check must be on file.</u>
	<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe <u>Upon hiring or at entrance for fingerprinting for staff at licensed centers.</u>
	<input type="checkbox"/> Sex Offender Registry	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe
<p><input type="checkbox"/> Group Child Care Homes</p> <p>Who is subject to background checks for group homes? For example, provider, non-provider residents of the home</p> <p style="text-align: center;">-NA-</p>	<input type="checkbox"/> Child Abuse Registry	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe
	<input type="checkbox"/> State/Territory Criminal Background	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe
	<input type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe

PLAN FOR CCDF SERVICES IN THE:
NEW JERSEY DEPARTMENT OF HUMAN SERVICES, DIVISION OF FAMILY DEVELOPMENT
FOR THE PERIOD 10/1/11 – 9/30/13

CCDF Categories of Care	Types of Background Check	Frequency
	<input type="checkbox"/> Sex Offender Registry	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe _____
<input checked="" type="checkbox"/> Family Child Care Homes Who is subject to background checks for family child care homes? For example, provider, non-provider residents of the home: <u>The provider and all residents in the location where the child care is to take place 14 years of age and older.</u>	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe <u>conducted every 3 years as a part of registration renewal.</u>
	<input type="checkbox"/> State/Territory Criminal Background	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe _____
	<input type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe _____
	<input type="checkbox"/> Sex Offender Registry	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe _____
<input checked="" type="checkbox"/> In-Home Child Care Providers Who is subject to background checks for in-home child care? For example, provider, non-provider residents of the home <u>the provider and all residents of the location where the child care is to take place 14 years of age and older.</u>	<input checked="" type="checkbox"/> Child Abuse Registry	<input type="checkbox"/> Initial Entrance into the System <input checked="" type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe _____
	<input type="checkbox"/> State/Territory Criminal Background	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe _____

PLAN FOR CCDF SERVICES IN THE:
NEW JERSEY DEPARTMENT OF HUMAN SERVICES, DIVISION OF FAMILY DEVELOPMENT
FOR THE PERIOD 10/1/11 – 9/30/13

CCDF Categories of Care	Types of Background Check	Frequency
	<input type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe
	<input type="checkbox"/> Sex Offender Registry	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe

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

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

Yes. Describe: The Department of Children and Families keeps a listing of all licensed child care centers on line at OOL web site. Files maintained by the OOL are public records and are readily accessible for examination by any person, under the direction and supervision of OOL personnel, except when public access to records is restricted, in accordance with the State Open Public Records Act or other applicable statutes.

Parents are entitled to review the center’s or sponsoring organization’s copy of the Inspection/Violation Report regarding a particular center, sponsoring organization or provider which is issued after every licensing inspection. Parents are also entitled to review the Complaint Investigation Summary Report, as well as any letters of enforcement or other actions taken against the center, sponsoring organization or provider during the current regulatory period.

Child care centers and sponsoring organizations must arrange a convenient opportunity for parents to review any of the above information upon request of the parent.

No

3.1.4 Describe the State/Territory's policies for effective enforcement of the health and safety requirements. For providers who care for children receiving CCDF assistance and who are NOT subject to the enforcement procedures described above for licensed providers, please describe the health and safety enforcement measures in place. Include in this description whether and how the State/Territory uses on-site visits (announced and unannounced) and background checks and any other enforcement policies and practices for the health and safety requirements:

Approved Homes/Family Friend and Neighbor Care

Child care services provided by a caregiver in the child's own home or for two non-siblings or the sibling children, up to five children of one family in a home-based setting, are recognized under pre-existing State regulations as eligible for public subsidy and reimbursement. Since 1987, in order to receive publicly subsidized child care payments, these providers must be "Approved" pursuant to the Child Care Services Manual at N.J.A.C. 10:15-10.2. These settings are approved for payment following completion of a satisfactory CARI background check for the provider and all individuals residing in the home over the age of 14 years and a satisfactory home health and safety inspection.

The appropriate CCR&R initially verifies that these settings comply with applicable requirements. These settings are approved for payment following completion of a standard health and safety inspection, and must satisfactorily address building safety, fire safety and physical environment questions outlined in the Department's Self-Arranged Care Inspection and Interview Checklist (N.J.A.C. 10:15-10.2).

The appropriate CCR&R must provide the following information to these providers:

- Environmental sanitation requirements for disinfecting diapering surfaces, sinks and faucets, thermometers, bottles, nipples, and other such equipment;
- Personal hygiene requirements for the provider and children concerning hand washing before eating, preparing food, after diapering and/or toileting and after caring for sick children;
- Requirements for the provider to be free of any illness or medical condition that would prevent them from providing child care services; and
- Children's immunization requirements.

In-Home Providers

In-Home Providers are approved using the same criteria specified in the Approved Homes section above.

3.1.5 Does the State/Territory conduct developmental screenings of children? Lead Agencies are not required to conduct developmental screenings of children, but they State/Territory may choose to voluntarily conduct or require programs to conduct such screenings for other purposes.

Yes. Describe

a) If yes, are resources and supports provided to programs for conducting developmental screenings?

Yes. Describe

No

Other. Describe

b) If yes, are resources and supports provided to programs to track when follow-up to screening is needed?

Yes. Describe

No

Other. Describe

No

Other. Describe

3.1.6 Data & Performance Measures on Licensing and Health and Safety Compliance – What data elements, if any, does the State/Territory currently have access to related to licensing compliance? What, if any, performance measures does the Lead Agency use for ensuring health and safety? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked, Lead Agencies may choose to describe for whom they access to these data on such as only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (e.g., infants and toddlers or school-age children).

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

Number of licensed programs. Describe (optional) Currently there are 4,217 licensed child care centers in New Jersey.

Numbers of programs operating that are legally exempt from licensing. Describe (optional) The Office of Licensing (OOL) does not

have these statistics since exempt centers are not required to obtain an exemption letter from OOL.

Number of programs whose licenses were suspended or revoked due to non-compliance. Describe (optional) 2011: 2 revocations, 1 refusals to renew, 0 suspensions; 2010: 3 revocations, 3 refusal to renew, 1 suspension.

Number of injuries and fatalities in child care as defined by the State/Territory. Describe (optional) The OOL does not have this information.

Number of monitoring visits received by programs. Describe (optional) The OOL conducts renewal inspections every 3 years. Additional inspections/investigations occur for reinspections, complaints, Institutional Abuse Investigation follow-ups, change in sponsorship or change in location.

Caseload of licensing staff. Describe (optional) 145 child care centers/inspector (29 inspectors for 4217 centers)

Number of programs revoked from CCDF due to non-compliance with health and safety requirements. Describe (optional) _____

Other. Describe _____

None

b) **Performance measurement.** What, if any, performance measures does the State/Territory use in its licensing system to monitor compliance with CCDF health and safety requirements? **OOL Uses its standard monitoring tool check list, based on licensing standards.**

c) **Evaluation.** What, if any, are the State/Territory's plans for evaluation related to licensing and health and safety? Evaluation can include efforts related to monitoring implementation of an initiative, validation of standards or assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically. **There are no specific plans to change the regulations related to licensing and health and safety at this time.**

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

Through a partnership with the Department of Children and Families, Office of Licensing which is the lead agency for licensing regulations, we hope to continue to explore the feasibility of designing and implementing a QRIS for early care and education community which will result in higher standards for health and safety.

3.2 Establishing Voluntary Early Learning Guidelines (Component #2)

For purposes of this section, voluntary early learning guidelines include the expectations for what children should know (content) and be able to do (skills). The term *early learning guidelines* (ELGs) refers to age-appropriate developmental learning guidelines for infants and toddlers and school-age children.

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

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

If yes, insert web addresses, where possible: <http://www.nj.gov/njded/ece>

Which State/Territory agency is the lead for the early learning guidelines?
New Jersey Department of Education

3.2.2 Do the early learning guidelines cover a range of domains across physical, cognitive, and social and emotional development? Check all that apply for each age group as applicable in the chart below.

Domains	Birth-to-Three ELGs	Three-to-Five ELGs	Five and Older ELGs
Physical development and health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Social and emotional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Approaches to learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Logic and reasoning (e.g., problem-solving)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Literacy knowledge and skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mathematics knowledge and skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Science knowledge and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creative arts expression (e.g., music, art, drama)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social studies knowledge and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English language development (for dual language learners)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
List any domains not covered in the above _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other. Describe _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

PLAN FOR CCDF SERVICES IN THE:
NEW JERSEY DEPARTMENT OF HUMAN SERVICES, DIVISION OF FAMILY DEVELOPMENT
FOR THE PERIOD 10/1/11 – 9/30/13

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

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

- To define the content of training required to meet licensing requirements
- To define the content of training required for program quality improvement standards (e.g., QRIS standards)
- To define the content of training required for the career lattice or professional credential
- To require programs in licensing standards to develop curriculum/learning activities based on the voluntary ELGs
- To require programs in quality improvement standards to develop curriculum/learning activities based on the voluntary ELGs
- To develop State-/Territory –approved curricula
- Other. List
- None.

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

- Cross-walked to align with Head Start Outcomes Framework
- Cross-walked to align with K-12 content standards
- Cross-walked to align with State/Territory pre-k standards
- Cross-walked with accreditation standards
- Other. List
- None.

3.2.6 Describe how your State/Territory uses ongoing assessments and measures of school readiness assessment using the following series of questions. In the description for each Yes response, please include a) who administers and b) how often assessments are conducted.

- a) Are programs required to conduct ongoing assessments of children’s progress of children using measures aligned with the early learning guidelines or other child standards?

Yes. Describe

The implementation of the Early Learning Guidelines has been a contractual obligation for CBC centers with contracts for preschool slots. As the CBC centers are converted to voucher child care they will be encouraged to continue to use the Early Learning Guidelines.

The revised self assessment tool is in continued use today. Contracted centers conduct the administrative and classroom self-assessment and maintain a record on file and forward a copy to the assigned DFD Child Care Specialist.

Results of the self assessments are reviewed by DFD Child Care Specialists as part of their regular periodic monitoring visit on at least an annual basis, and are included in the center's monitoring report. The Child Care Specialist reviews the previous year's self assessment to see if the center is showing progress in meeting its goals, and to see if new goals have been developed for center self improvement.

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

Yes. Describe

Centers caring for infants and toddlers and school age children will be encouraged to continue to conduct self assessments utilizing the appropriate Environmental Rating Scales (ITERS/SACCRS).

No

Other. Describe

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

Yes. Describe: Centers have periodic meetings with parents to review outcomes of assessments.

No

Other. Describe _____

No

Other. Describe _____

b) Does the State/Territory use measures to track the readiness of children as they enter kindergarten?

Yes. Describe this is tracked by the Department of Education.

c-1) If yes, do the measures cover the developmental domains identified in 3.2.2?

Yes. Describe:

The 2009 preschool teaching and learning standards are grounded in a strong theoretical framework for delivering high quality educational experiences to young children. The *Preschool Teaching and Learning Standards* document:

- Defines supportive learning environments for preschool children.
- Provides guidance on the assessment of young children.
- Articulates optimal relationships between and among families, the community, and preschools.
- Identifies expected learning outcomes for preschool children by domain, as well as developmentally appropriate teaching practices that are known to support those outcomes.

The preschool standards represent what preschool children know and can do in the context of a high quality preschool classroom. Childhood experiences can have long-lasting implications for the future. The earliest years of schooling can promote positive developmental experiences and independence while also optimizing learning and development.

The preschool standards were written for all school districts in the state. They are intended to be used as:

- A resource for ensuring appropriate implementation of the curriculum
- A guide for instructional planning
- A framework for ongoing professional development
- A framework for the development of a comprehensive early childhood education assessment system

The curriculum is defined as an educational philosophy for achieving desired educational outcomes through the presentation of an organized scope and sequence of activities with a description and/or inclusion of appropriate instructional materials. The preschool standards are not a curriculum, but are the learning targets for a curriculum. All preschool programs must implement a comprehensive, evidence-based preschool curriculum in order to meet the preschool standards.

- No
 Other. Describe

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

- All children. Describe:

Centers that are contracted with school districts to provide early education preschool will provide some of the following:

Developmental screening measures should be administered to each child individually to be used to identify children who may demonstrate developmental delay with language or motor skills or, problems with vision or hearing. In such cases, the results of the screening measures are used to determine whether a child needs further comprehensive diagnostic assessment. Developmental screenings are viewed as just one component in a comprehensive childhood education assessment system.

When a parent or teacher has a concern about a child's development and suspects a potential disability, the parent or teacher may submit a written request for a special education evaluation to the district's child study team or the Early Intervention Program (EIP). The parent, preschool teacher, and the child study team or EIP team meet to determine the need for evaluation, and if an evaluation is warranted, discuss the assessments to be completed. After completion of the evaluation and a determination of eligibility is made, an Individual Education Program (IEP) is developed for the child by the IEP team. The team determines modifications, interventions, support and supplementary services necessary to support the child. To the maximum extent appropriate, preschoolers with disabilities receive their early childhood education with their non-disabled peers.

Portfolio assessment is the systematic and intentional collection of significant samples of children's work. The teacher comments on how the work samples and records of language serve as evidence of the child's movement toward established learning goals. The portfolio process clearly indicates learning goals and illustrates and documents children's development over a period of

time, actively involves children, and reviews each child's individual development.

Parents are encouraged to be partners in the accurate and sensitive assessment of young children. These practices encourage parental involvement in child assessment: accentuate the positive, build assessment comments into every day conversations with parents, explain assessment approaches to parents, write about assessment in a newsletter sent home, demonstrate that parents are valued as respected partners in the behavior and progress of children, and support comments with documentation showing what the child has accomplished over a period of time.

- Samples of children. Describe
- Other. Describe

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

- Yes. Describe
- No
- Other. Describe:

As part of their annual monitoring conducted by DFD, the CBCs are required to submit copies of their self assessment reviews for the *Preschool Teaching and Learning Expectations: Standards of Quality for Preschool Components* and their scores for the Infant Toddler Environmental Rating Scale (ITERS) School-age Child Care Environmental Rating Scale (SACCER) or other age appropriate self evaluation for their program. These are used for program quality improvement, and accreditation purposes.

- No
- Other. Describe

3.2.7 Data & Performance Measures on Voluntary Early Learning Guidelines – What data elements, if any, does the State/Territory have access to on the dissemination of, implementation of, or children's attainment of the early learning guidelines? What, if any, performance measures does the State/Territory use for dissemination and implementation of the early learning guidelines? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked, Lead Agencies may choose to describe for whom they access to these data on such as only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (infants and toddlers or school-age children).

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

- Number/percentage of child care providers trained on ELG's for preschool aged children. Describe (optional) [redacted]
- Number/percentage of child care providers trained on ELG's for infants and toddlers. Describe (optional) Infant Toddler ELG's are currently under development
- Number of programs using ELG's in planning for their work. Describe (optional) [redacted]
- Number of parents trained on or served in family support programs that use ELG's. Describe (optional) [redacted]
- Other. Describe:

The Department of Human Services and DFD do not keep this information. This information may be kept by the Department of Education, Office of Early Care and Education.

None

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

*Results of the self assessments are reviewed by DFD Child Care Specialists as part of their regular periodic monitoring visit on at least an annual basis, and are included in the center's monitoring report. The Child Care Specialist reviews the previous year's self assessment to see if the center is showing progress in meeting its goals, and to see if new goals have been developed for center self improvement. As we convert to vouchers we will continue to encourage centers to implement early learning guidelines.

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

*Preschool educational experiences are intended to stimulate, assist, support, and sustain emergent skills. Preschools aim to offer experiences that maximize young children's learning and development, providing each child with a foundation for current and future school success.

Developmental screening measures should be administered to each child individually to be used to identify children who may demonstrate developmental delay with language or motor skills or, problems with vision or hearing. In such cases, the results of the screening measures are used to determine whether a child needs further comprehensive diagnostic assessment. Developmental screenings are viewed as just one component in a comprehensive childhood education assessment system.

Portfolio assessment is the systematic and intentional collection of significant samples of children's work. The teacher comments on how the work samples and records of language serve as evidence of the child's movement toward established learning goals. The portfolio process clearly indicates learning goals and illustrates and documents children's development over a period of time, actively involves children, and review for each child's individual development.

Parents are encouraged to be partners in the accurate and sensitive assessment of young children. The following practices encourage parental involvement in child assessment: accentuate the positive, build assessment comments into every day conversations with parents, explain assessment approaches to parents, write about assessment in a newsletter sent home, demonstrate that parents are valued as respected partners in the behavior and progress of children, and support comments with documentation showing what the child has accomplished over a period of time.

3.2.8 Goals for the next Biennium - What are the Lead Agency's goals for using voluntary early learning guidelines in the coming biennium? What progress does the Lead Agency expect to make related to early learning guidelines?

The goal of implementing the *Preschool Teaching and Learning Standards* is to ensure that all students achieve the standards, using the preschool environment, instructional materials, and teaching strategies that then need to be adapted in the various child care centers, as appropriate, to meet the needs of individual children. The needs of preschool learners are diverse. Many learners need specialized and focused interventions to support and sustain their educational progress. In addition, many children in care come from a variety of different cultural and ethnic backgrounds, and in some cases, the dominant language spoken in these homes and communities in New Jersey is not English, and there must be continued support to help these children advance their individual development.

The Lead Agency goal is to complete the development of Infant/Toddler Guidelines in partnership with the New Jersey Council for Young Children.

3.3 Creating Pathways to Excellence for Child Care Programs through

Program Quality Improvement Activities (Component #3)

This section builds on the significant investments States and Territories have made in the area of program quality improvement systems. In this section, States and Territories provide a self-assessment on current program quality improvement activities and describe their goals for the upcoming Biennium.

For purposes of this section, States and Territories will respond according to a Quality Rating and Improvement System (QRIS) framework. QRIS refers to a systematic framework for evaluating, improving and communicating the level of quality in early childhood programs and contains five key elements:

1. Program standards
2. Supports to programs to improve quality
3. Financial incentives and supports
4. Quality assurance and monitoring
5. Outreach and consumer education

While not all States and Territories have developed or implemented a formal QRIS, all are pursuing quality improvement strategies that can be described within this framework (based upon previous CCDF Plans). Using this framework to organize this section allows States/Territories to report on their quality improvement activities systematically whether they have a QRIS or not. Over time, States and Territories are encouraged to work on linking their quality improvement initiatives and strategies across all of these elements, culminating in a comprehensive Quality Rating and Improvement System with adequate support for providers to attain higher levels of quality and transparency for parents and the community regarding the quality of child care.

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

- * DFD currently contracts with 15 “Child Care Resource and Referral” (CCR&R) agencies, 13 are non-profit community based agencies and 2 are units of local government, to administer and coordinate the CCDF subsidy programs and other child care initiatives in each of New Jersey’s twenty-one counties.
- The New Jersey School Age Coalition (NJSACC) provides enhanced technical assistance to SACC programs that have service learning programs for children ages 5 to 13 years of age.
- The New Jersey Association of Child Care Resource and Referral Agencies (NJACCRRRA) provides input for/through the CCR&Rs.

- The Department of Children and Families Office of Licensing staff inspect child care centers; ensure that facilities conform to child care program and health/safety regulations as specified in the *Manual of Requirements for Child Care Centers*, NJAC 10:122, and provide support to the CCR&Rs regarding the Registration of Family Child Care Providers as specified in the Manual of Requirements for Family Child Care Registration NJAC 10:126.
- Professional Impact NJ (formerly the NJ Professional Development Center for Early Care and Education):Kean University is the grantee in collaboration with NJACCRRRA. Professional Impact NJ has been established to improve the availability of, and access to, quality teacher preparation and continuing education opportunities including articulation, accreditation and scholarships for credentialing early care and education staff.

3.3.1 Element 1 – Program Standards

Definition – For purposes of this section, program standards refers to the expectations for quality, or quality indicators, which identify different levels of and pathways to improved quality. Minimum licensing standards and health and safety requirements provided in section 3.1 are also program standards but in this section, we focus on those standards that build upon and go beyond those minimum requirements.

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

- Ratios and group size
- Health, nutrition and safety
- Learning environment and curriculum
- Staff/Provider qualifications and professional development
- Teacher/providers-child relationships
- Teacher/provider instructional practices
- Family partnerships and family strengthening
- Community relationships
- Administration and management
- Developmental screenings
- Child assessment for the purposes of individualizing instruction and/or targeting program improvement
- Cultural competence
- Other. Describe
- None. If checked, skip to 3.3.2.

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

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

The lead agency contracts with Thomas Edison College for a summer institute that provides professional development for teachers who work with dual language learners in centers.

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

- Licensing is a pre-requisite for participation
- Licensing is the first tier of the quality levels
- State/Territory license is a "rated" license.
- Other. Describe: While not adopted and still currently in

development, previous versions of the draft QRIS instrument establishes licensing requirements as a baseline for participation for both center based and family child care providers.

- Not linked.

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

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

Other. Describe: **New Jersey actively encourages licensed Centers and Registered Family Child Care Providers to seek national accreditation to improve a center's or FCC home's quality by providing the 5% differential in rates for becoming accredited.**

None

3.3.2 Element 2 – Supports to Programs to Improve Quality

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

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

Types and Purposes of Support	Information or Written Materials	Training	On-Site Consultation
<input checked="" type="checkbox"/> Attaining and maintaining licensing compliance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Attaining and maintaining quality improvement standards beyond licensing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Attaining and maintaining accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Providing targeted technical assistance in specialized content areas:			
Health and safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Infant/toddler care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
School-age care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Inclusion	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Teaching dual language learners	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mental health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business management practices	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other. Describe 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> None. Skip to 3.3.3.			

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

- Program improvement plans
- Technical assistance on the use of program assessment tools
- Other. Describe: **Training is provided through most CCR&Rs for center staff and FCC homes, as well as professional**

development through contracts with Kean University the Professional Impact NJ.

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

- Yes. Describe
- No
- Other. Describe

3.3.3 Element 3 – Financial Incentives and Supports

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

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

Types of Financial Incentives and Supports for Programs	Child Care Centers	Child Care Homes	License-Exempt Providers
<input type="checkbox"/> Grants to programs to meet or maintain licensing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Grants to programs to meet QRIS or similar quality level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> One-time awards or bonuses on completion of quality standard attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Tiered reimbursement tied to quality for children receiving subsidy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> On-going, periodic grants or stipends tied to maintaining quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Tax credits tied to meeting program quality standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other. Describe 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> None. Skip to 3.3.4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.3.4 – Element 4 - Quality Assurance and Monitoring

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

a) What tools, if any, does the State/Territory use to measure and monitor the quality of programs? Check all that apply and briefly describe using the chart

below, including which programs are required to participate and the frequency of assessments. **If none, skip to 3.3.5.**

Types of Program Quality Assessment Tools	Child Care Centers	Child Care Homes	License-Exempt Providers
<input checked="" type="checkbox"/> Environment Rating Scales (e.g., ECERS, ITERS, SACERS, FDCRS) Describe, including frequency of assessments.: The above rating scales are a requirement of our contracted centers. As we phase out contracts we are encouraging all centers to continue to use the rating scales for continued quality improvement.	<input checked="" type="checkbox"/> Infant/Toddler <input checked="" type="checkbox"/> Preschool <input checked="" type="checkbox"/> School-Age	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Classroom Assessment Scoring System (CLASS) Describe, including frequency of assessments.	<input type="checkbox"/>	N/A	<input type="checkbox"/>
<input type="checkbox"/> Program Administration Scale (PAS) for child care centers or Business Administration Scale (BAS) for family child care homes Describe, including frequency of assessments. <u>Voluntary if they use them</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Customized instrument, including submission of written documentation, developed for State/Territory quality improvement system. This may include instruments developed for quality improvements in 21 st Century Learning Center programs Describe, including frequency of assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other. Describe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> None. Skip to 3.3.5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

- Have a mechanism to track different quality assessments/monitoring activities to avoid duplication.
Child care specialists from the Child Care Operations Unit monitor a different component of the CCR&R's operation

(every month) using a very comprehensive monitoring tool.

- Include QRIS or other quality reviews as part of licensing enforcement
- Have compliance monitoring in one sector (e.g., Head Start/Early Head Start, State/Territory pre-k) serve as validation for compliance with quality improvement system (e.g., QRIS) without further review
- Have monitoring for meeting accreditation standards serve as validation for compliance with quality improvement system (e.g., QRIS) without further review
- Other. Describe [redacted]
- None

3.3.5 – Element 5 - Outreach and Consumer Education

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

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

- Yes. If yes, how is it used?
 - Resource and referral/consumer education services use with parents seeking care
 - Parents enrolling in child care subsidy are educated about the system and the quality level of the provider that they are selecting
 - Searchable database on the web
 - Voluntarily, visibly posted in programs
 - Mandatory to post visibly in programs
 - Used in marketing and public awareness campaigns
 - Other. Describe [redacted] Parent Education is conducted by the county CCR&R to educate parents about the different types of child care choices available to them, and explanations of different levels of quality provided by the different provider types. [redacted]
- No. If no, skip to 3.3.6.

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

- Print
- Radio
- Television
- Web
- Telephone
- Social Marketing
- Other. Describe _____
- None

c) Describe any targeted outreach for culturally and linguistically diverse families. When funding allows, advertising bill boards in urban areas are used in to communicate child care availability for Spanish speaking families. Resource and referral agencies provide all materials in various languages based upon the population of their community.

3.3.6. Quality Rating and Improvement System (QRIS)

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

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

Participation is voluntary for _____

Participation is mandatory for _____

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

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

State/Territory is in the development phase

State/Territory has no plans for development

Other. Describe: New Jersey is developing a QRIS system for Family Child Care Providers and licensed child care centers in partnership with the New Jersey Council for Young Children.

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

- Child care centers
- Group child care homes
- Family child care homes
- In-home child care
- License exempt providers
- Early Head Start programs
- Head Start programs
- Pre-kindergarten programs

- School-age programs
- Other. Describe

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

3.3.8 Data & Performance Measures on Program Quality – What data elements, if any, does the State/Territory currently have access to related to the quality of programs? What, if any, does the State/Territory use for performance measures on program quality improvement? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked, Lead Agencies may choose to describe for whom they access to these data on such as only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (infants and toddlers or school-age children).

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

- Data on the quality level for individual programs (e.g. QRIS level) as defined by your State/Territory. Describe
- Number of programs that move program quality levels annually (up or down). Describe
- Program scores on program assessment instruments. List instruments: Describe
- Classroom scores on program assessment instruments. List instruments: This information may be available at the Department of Education for former Abbott contracted centers. Describe
- Qualifications for teachers or caregivers with in each program. Describe same as above
- Number/Percentage of children receiving CCDF assistance in licensed care. Describe: On an annual basis approximately 73,933 children were served, 62,591 children were served in licensed child care centers, 84.7%.
- Number/percentage of children receiving CCDF assistance who attend care at each of the tiers of the quality as defined by the State/Territory: On an annual basis approximately 11,523 children were served in either an accredited licensed child care center or an accredited registered family child care home, for a total of 16.7% of the children receiving a subsidy attended accredited care in New Jersey (NJ's tier of quality).

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

Currently there are 20 programs registered with the Accreditation Facilitation Project (AFP), 18 have received funding. The total number of teaching staff involved is 274, the total number of children being served is 1691. This includes 15 in NAEYC, 2 in NECPA and 3 in NAC. The AFP enhances the availability and access to high quality early childhood programs providing center based care by increasing the number of accredited programs. Accreditation options include:

- National Association for the Education of Young Children (NAEYC), phone: (800) 424-2460, website: www.naeyc.org
- National Early Childhood Program Accreditation (NECPA), phone: (800) 505-9878. website: <http://www.necpa.net>
- National Accreditation Commission (NAC), phone: (800) 537-1118, website: www.nacaccreditation.org

- Other. Describe
- None

- b) **Performance measurement.** What, if any, are the Lead Agency's performance measures on program quality? The lead agency encourages the centers to improve their environmental rating score over prior years environmental rating score as a demonstration of program quality improvement.
- c) **Evaluation.** What, if any, are the State/Territory's plans for evaluation related to program quality? Evaluation can include efforts related to monitoring implementation of an initiative, validation of standards or assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically. Monitoring of all initiatives is an annual on-going process. Each month different components of the CCR&Rs are monitored by Child Care Operations staff, using a very comprehensive monitoring tool. the following are components that are reviewed: Family Child Care, Wrap Around Child Care (before and after school programs), Work First New Jersey child care assistance(Temporary Assistance for Needy Families), Parent Education, Resource and Referral conducted by the CCR&RS, the Child Care Assistance Program (CCAP) a Strengthening Families Program, Child Development Associate Program and each month staff review at least 5 performance measures in files from each CCR&R.

3.3.9 Goals for the next Biennium - What are the State/Territory's goals for the program quality improvement system in the coming biennium? What progress does the State/Territory expect to make across the five key elements for quality improvement systems?

- 1 Program standards: Continued development of the QRIS rating system for licensed centers and family child care providers
- 2 Supports to programs to improve quality: Infant/toddler specialist network to be expanded, evaluations of the outcomes of the initiative will be used to frame the direction of the initiative for the future.
- 3 Financial incentives and supports: Continued encouragement of the Accreditation Facilitation Project for centers to increase quality.
- 4 Quality assurance and monitoring: Expanded use of performance measures at CCR&Rs to identify areas that need improvement such as eligibility determination, co-payment calculation, and determination of annual income through enhanced case reviews.
- 5 Outreach and consumer education: expanded use of the CCR&Rs to provide outreach and consumer education to parents who are in need of quality child care services.

3.4 Pathways to Excellence for the Workforce – Professional Development Systems and Workforce Initiatives (Component #4)

Pathways to excellence for the workforce builds on the significant investments States and Territories have made in the area of professional development systems to ensure a well-qualified workforce with opportunities for growth from entry level through master teacher, with an increasing emphasis on the many additional roles in the child care system (e.g. adult educators such as consultants, technical assistance providers, trainers, and higher education faculty). In this section, States and Territories provide a self-assessment on current professional development and workforce activities and describe their goals for the upcoming Biennium.

For purposes of this section, States and Territories will respond according to five key elements for workforce systems:

- 1) Core Knowledge and Competencies
 - 2) Career Pathways (or Career Lattice)
 - 3) Professional Development Capacity
 - 4) Access to Professional Development
 - 5) Compensation, Benefits and Workforce Conditions
- a) Describe which entities are involved in planning and administering the activities in Section 3.4, including State/Territory entities and local or community level entities. Professional Impact New Jersey, in partnership with Community Coordinated Child Care of Union County. The list of participating entities at the local

and community level is as follows: Child and Family Resources, Thomas Edison State College, New Jersey School Age Child Care Coalition, Kean University, Division of Family Development, The College of New Jersey, Starting Points for Children, Family Strengths Associates, Department of Health and Senior Services, Policy Advocates for Children of New Jersey, NJ Family Child Care Provider's Association, Rutgers University, NJ Head Start Association, Family Child Care Organization of NJ, NJ Dept. of Education, Child Care Connection, NJ Association of Early Childhood Teacher Educators, EIRC, CITE, Office of Licensing, NJ Department of Children and Families, Centre Oak Preschool, El Primer Paso, Montclair St. University, NORWESCAP, NJACCRA, and Programs for Parents.

3.4.1 Workforce Element 1 - Core Knowledge and Competencies

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

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

- Yes
 No, the State/Territory has not developed core knowledge and competencies. Skip to question 3.4.2.
 Other. Describe

If yes, insert web addresses, where possible:

PINJ Home Page

www.ProfessionalIMPACTNJ.org

b) Check which of the following teaching and learning topics, if any, are covered in the CKCs.

- Child growth, development and learning
 Health, nutrition, and safety
 Learning environment and curriculum
 Interactions with children
 Family and community relationships
 Professionalism and leadership
 Observation and assessment
 Program planning and management
 Diversity
 Other. Describe
 None

c) Are the CKCs incorporated into other parts of the child care system? Check which ways, if any, the State/Territory incorporates its CKCs into other parts of the child care system.

- To define the content of training required to meet licensing requirements
- To define the content of training required for program quality improvement standards (as reported in section 3.3)
- To define the content of training required career lattice or credential
- To correspond to the early learning guidelines
- To define curriculum and degree requirements at institutions of higher education
- Other. Describe
- None

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

- Cross-walked with the Child Development Associate (CDA) competencies
- Cross-walked with national teacher preparation standards (e.g., NAEYC standards for early childhood professional preparation, National Board of Professional Teaching Standards, Head Start SOLAR staff skills indicators)
- Cross-walked with apprenticeship competencies
- Other. Describe
- None

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

- Staff working directly with children in centers, including aides, assistants, teachers, master teachers. Describe _____
- Providers working directly with children in family child care homes, including aides and assistants. Describe _____
- Administrators in centers (including educational coordinators, directors). Describe _____
- Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.). Describe _____
- Education and training staff (such as trainers, CCR&R staff, faculty). Describe
- Other. Describe The state through a contract with PINJ developed and implemented an instructor approval system that identifies the work experience and education credentials that instructors should have

at various levels for early childhood educators and after school practitioners.

None

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

Birth-to-three

Three-to-five

Five and older

Other. Describe CDA Training provides the competencies for practitioners and providers for Birth-to-three and Three-to-five year olds as provided by the CCR&Rs and other training organizations.

None

3.4.2 Workforce Element 2 - Career Pathways

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

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

Yes. Describe

"Professional Impact NJ," formerly known as the New Jersey Professional Development Center (NJPDC) for Early Care and Education, was originally established in 1997 to improve the availability of, and access to, quality teacher preparation and continuing professional education opportunities for child care personnel throughout the state of New Jersey.

Professional Impact NJ is charged with establishing a comprehensive, statewide system of professional development opportunities for all early care and education practitioners. The following programs are currently being offered to encourage increased professional development:

Depending on staffing configuration, all professional levels may or may not be represented in every site. Each person, regardless of his/her position in an early childhood environment, interacts every day with families and children.

Therefore, it is expected that all people working in any environment serving children birth through age eight and out of school time have some competency at Level I.

Level I

Individual has an entry position into the field, which can be a part-time or full-time position. A person at this level has basic literacy skills and may also hold a high school diploma or GED.

Level II

Individual has a Child Development Associate (CDA) credential or is a Certified Child Care Professional (CCP), has experience working with children, and has demonstrated the knowledge base and competencies of the prior level.

Level III

Individual has an A.A. or A.A.S. degree or has completed some formal coursework in early childhood education, and has demonstrated the knowledge base and competencies for prior levels.

Level IV

Individual has a B.A. or B.S. degree in education or the P-3 certificate and has demonstrated the knowledge base and competencies for prior levels.

Level V

Individual has a Master's degree, a minimum of three years teaching experience, and has demonstrated the knowledge base and competencies for prior levels.

Level VI

Individual has a Master's degree, extensive experience in working with young children, and in supervision of others.

Level VII

Individual has a doctoral degree in Early Childhood Education or a child-related field, a minimum of five years work related experience, and has demonstrated the knowledge base and competencies for prior levels.

Local boards of education and boards of child care centers continue to make professional development a priority and must provide support by allocating necessary resources.

Administrators provide continued curriculum support, resources, materials and opportunities for staff to improve teaching practices.

Preschool directors, principals, education supervisors and directors of special education need to actively pursue and provide professional development activities and time for teachers to reflect on and refine practice. They also actively engage themselves in the professional development activities.

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

Insert web addresses, where possible:

<https://www.pinregistry.org/index.cfm?module=careerLadderPublic>

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

- Staff working directly with children in centers, including aides, assistants, teachers, master teachers. Describe see Career Lattice above
- Providers working directly with children in family child care homes, including aides and assistants. Describe _____
- Administrators in centers (including educational coordinators, directors). Describe _ Administrators provide continued curriculum support, resources, materials and opportunities for staff to improve teaching practices. Preschool directors, principals, education supervisors and directors of special education need to actively pursue and provide professional development activities and time for teachers to reflect on and refine practice. They also actively engage themselves in the professional development activities.
- Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.). Describe _____
- Education and training staff (such as trainers, CCR&R staff, faculty). Describe
- Other. Describe
- None

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

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

None

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

- Voluntary guide and planning resource
- Required placement for all practitioners and providers working in programs that are licensed or regulated in the State/Territory to serve children birth to 13
- Required placement for all practitioners working in programs that receive public funds to serve children birth to 13
- Required placement for adult educators (i.e., those that provide training, education and/or technical assistance)
- Required placement for participation in scholarship and/or other incentive and support programs
- Required placement for participation in the QRIS or other quality improvement system
- Other. Describe
- None

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

Yes. If yes, describe:

The *NJ Registry* at Professional Impact New Jersey will help you keep track of your professional qualifications and experiences, including Family Worker training hours, Head Teacher and Group Teacher requirements, child care licensing annual training requirements and public school professional development. The *NJ Registry* keeps you connected to and supported by other professionals. Additionally, participants demonstrate their professional commitment since *NJ Registry* requirements are greater than state licensing requirements.

1.1.1 How do I register?

The *NJ Registry* application is now available online at www.pinjregistry.org. The application and registration fee* must be submitted online. You must have a valid e-mail address in order to join the *NJ Registry*.

All required supporting documentation should be mailed to:

NJ Registry
Professional Impact NJ
PO 718
Union, NJ 07083

1.1.2 What information will I need to complete the *NJ Registry* Application?

- General information
- Current employment information
- Employment history in related fields
- Documentation of education: College credits must have been completed at a regionally accredited institute of higher learning. If college education was not received in US, transcript must be evaluated by a transcript evaluation service. Highest level of college work must be documented via official college transcripts (containing the college seal and submitted in a sealed envelope). Other college coursework may be documented by a copy of the official transcript.
- Professional development experiences
- Other credentials and certifications

1.1.3 I've applied, now what?

1. The *NJ Registry* staff will review your application.
2. After your qualifications are verified, you may print a certificate or membership card that indicates your Registry identification number and your level on the *NJ Registry* Career Lattice.
3. Your professional development record will be kept on file in the *NJ Registry* database for you to refer to as needed.
4. All records remain confidential.
5. You may view your records online at any time by using your personal access password.

No

3.4.3 Workforce Element 3 – Professional Development Capacity

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

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

- Yes. If yes, describe Degreed program representatives are active participants of professional development planning in New Jersey. They have participated in ensuring all professional development activities are either distance-based or are located at physical locations that are accessible to the early care and education community.
- No

b) Has the State/Territory assessed the availability of early-childhood and school-age and related training and technical assistance programs in the State/Territory (e.g., both physical location and distance-based, degree level, etc.)?

- Yes. If yes, describe A survey was recently conducted by PINJ.
- No

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

- Standards set by the institution
- Standards set by the State/Territory higher education board
- Standards set by program accreditors
- Other. Describe _____
- None

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

- Training approval process. Describe _____
- Trainer approval process. Describe: Trainer approval is conducted for all levels of Instructors for Non-credit Bearing Courses and Workshops
- Training and/or technical assistance evaluations. Describe All training and technical assistance are evaluated by attendees. Results are used to enhance and improve the information provided.
- Other. Describe _____
- None

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

- Yes. If yes, describe There is an articulation agreement between New Jersey two year and four year institutions of higher learning.
- No

f) Does the State/Territory have articulation agreements that translate training and/or technical assistance into higher education credit?

- Yes. If yes, describe
- No

3.4.4 Workforce Element 4 – Access to Professional Development

Definition – For purposes of this section, access to professional development (training, education and technical assistance) refers to the degree to which practitioners are made aware of, and receive supports and assistance to utilize, professional development opportunities.

a) Does the State/Territory have professional development opportunities accessible for professionals in various or all sectors of the early childhood and school-age field?

- Yes. If yes, for which sectors?
- Child care
 - Head Start/Early Head Start
 - Pre-Kindergarten
 - Public schools
 - Early intervention/special education
 - Other. Describe
- No

b) Does the State/Territory have a State/Territory-wide, coordinated and easily accessible clearinghouse of information about professional development opportunities available to all members of the early childhood and school-age workforce? Lead Agencies are not required to have a professional development system, but States/Territories may develop such clearinghouses to promote access to professional development opportunities.

- Yes. If yes, describe: Professional Impact NJ, located at Kean University, is a statewide initiative implementing systems to enhance preparation and continuing education of early childhood and afterschool practitioners.

No

Insert web addresses, where possible: www.pinj.org

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

- Scholarships. Describe: The lead agency provides financial assistance to CDA applicants when applying for their assessment.

- Free training and education. Describe: The lead agency contracts with Family Strength Associates to provide quarterly series of training to early care and education professionals.
- Reimbursement for training and education expenses. Describe [redacted]
- Grants. Describe [redacted]
- Loans. Describe [redacted]
- Loan forgiveness programs. Describe [redacted]
- Substitute pools. Describe [redacted]
- Release time. Describe [redacted]
- Other. Describe [redacted]
- None

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

- Yes. If yes, describe [redacted]
- No

e) Does the State/Territory have mentors, coaches, consultants, and/or other specialists available to provide technical assistance to the workforce?

- Yes. If yes, describe [redacted]
- No

3.4.5 Workforce Element 5- Compensation, Benefits and Workforce Conditions

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

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

- Yes. If yes, describe [redacted]
- No

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

- Yes. If yes, describe [redacted]
- No

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

- Yes. If yes, describe [redacted]
 No

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

- Yes. If yes, describe [redacted]
 No

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

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

- Data on the size of the child care workforce. Describe (optional) [redacted]
- Data on the demographic characteristics of practitioners or providers working directly with children. Describe (optional) [redacted]
- Records of individual teachers or caregivers and their qualifications. Describe (optional) [redacted]
- Retention rates. Describe (optional) [redacted]
- Records of individual professional development specialists and their qualifications. Describe (optional) [redacted]
- Qualifications of teachers or caregivers linked to the programs in which they teach. Describe (optional) [redacted]
- Number of scholarships awarded . Describe (optional) Information kept by Kean University in partnership with Community Coordinated Child Care of Union County. Data dates back to 2010.
- Number of individuals receiving bonuses or other financial rewards or incentives. Describe (optional) [redacted]
- Number of credentials and degrees conferred annually. Describe (optional) [redacted]
- Data on T/TA completion or attrition rates. Describe (optional) [redacted]
- Data on degree completion or attrition rates. Describe (optional) [redacted]

- Other. Describe
 None

b) Does the State/Territory have a workforce data system, such as a workforce registry, which tracks workforce demographics, compensation, and qualifications and ongoing professional development for practitioners working with children birth to age 13?

Definition— For purposes of this section, a workforce data system refers to a system, such as a workforce registry, that tracks the size and characteristics of the child care workforce, including longitudinal data to monitor changes over time. The data system also can produce records to validate and verify qualifications or ongoing professional development for licensing, accreditation, QRIS, wage incentives, and credentials.

Yes.

b-1) If yes, which roles are included in the workforce data system? For each role checked, indicate in your description whether participation is voluntary or mandatory.

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

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

Administrators in centers (including educational coordinators, directors). Describe _____

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

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

Other. Describe The New Jersey Registry for Early Childhood Professionals Serving Children Birth through age thirteen guides, tracks, and recognizes professional growth of the early care and education workforce. The NJ Registry is part of a national consortium of Registries tracking the professional development of the members of our profession. Currently participation in the registry is voluntary.

None

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

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

to 13?

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

No

c) **Performance measurement.** What, if any, performance measures does the State/Territory use related to its workforce and professional development systems? None

d) **Evaluation.** What, if any, are the State/Territory's plans for evaluation related to its workforce and professional development systems? Evaluation can include efforts related to monitoring implementation of an initiative, validation of standards or assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically. There are no immediate plans for evaluation of the workforce and professional development systems. The lead agency is strongly encouraging all members of the early care and education workforce to join the NJ Registry.

3.4.7 Goals for the next Biennium - What are the State/Territory's goals for the building the professional development system and improving conditions for the workforce in the coming biennium? What progress does the State/Territory expect to make across the five key elements for the workforce and professional development system described above? Embedding registry membership into licensing requirements, continuing the redesign and enhancement of the registry to better collect and report on the child care workforce and embedding the administrators credential into licensing requirements.

AMENDMENTS LOG

CHILD CARE AND DEVELOPMENT FUND PLAN FOR: _____
FOR THE PERIOD: 10/1/11 – 9/30/12

Lead Agencies are required to request approval from Administration for Children and Families (ACF) whenever a “substantial” change in the Lead Agency’s approved CCDF plan occurs. Please refer to the ACF Program Instruction regarding CCDF Plan amendments for more information

<http://www.acf.hhs.gov/programs/ccb/law/guidance/current/pi2009-01/pi2009-01.htm>

Plan amendments must be submitted to ACF within 60 days of the effective date of the change. Under the regulation, the plan amendment must be approved no later than the 90th day following the date on which the amendment is received by ACF unless the Lead Agency and ACF mutually agree in writing to extend the period. (§98.18 (b)).

ACF encourages Lead Agencies to contact the Child Care program staff in the appropriate ACF Regional Office to discuss any proposed amendment as early as possible.

Instructions for Submitting Amendments:

Complete the first 3 columns of the Amendment Log and send a copy of the Log (showing the latest amendment sent to ACF) and the amended section(s) to the ACF Regional Office contact. Lead Agency also should indicate the Effective Date of the amended section in the footer at the bottom of the amended page(s). A copy of the Log, showing the latest amendment pending in ACF, is retained as part of the Lead Agency's Plan.

ACF will complete column 4 and returns a photocopy of the Log to the grantee following its review and approval of the amendment. The Lead Agency replaces this page in the Plan with the copy of the Log received from ACF showing the approval date.

Note: This process depends on repeated subsequent use of the same Log page over the life of the Plan. At any time the Log should reflect all amendments, both approved and pending in ACF. The Lead Agency is advised to retain "old" plan pages that are superseded by amendments in a separate appendix to its Plan. This is especially important as auditors will review CCDF Plans and examine effective date of changes.

Appendix 1

Quality Performance Report

The purpose of this annual report is to capture State/Territory progress on improving the quality of child care. Specifically, this report will:

- Provide a national assessment of State's and Territory's progress toward improving the quality of child care, including a focus on program quality and child care workforce quality;
- Track State's and Territory's annual progress toward meeting high quality indicators and benchmarks, including those that they set for themselves in their CCDF Plans and those that are of interest to the U.S. Department of Health and Human Services in measuring CCDF program performance;
- Assist national and State/Territory technical assistance efforts to help States/Territories make strategic use of quality funds; and
- Assist with program accountability and compliance efforts tied to quality investments.

This report collects data in relation to the four components of child care quality used as a quality framework in Part 3 of the Child Care and Development Fund Plan for FY 2012-2013:

1. Ensuring health and safety of children through licensing and health and safety standards
2. Establishing early learning guidelines
3. Creating pathways to excellence for child care programs through program quality improvement activities
4. Creating pathways to an effective, well-supported child care workforce through professional development systems and workforce initiatives.

Lead Agencies are asked to provide the status on the State/Territory's progress in meeting its goals as reported in the FY 2012-2013 CCDF Plan, and provide data on the results of those activities. Because of the flexibility in administering the CCDF program, it is expected that Lead Agencies may not have information and data available to respond to all questions. At a minimum, Lead Agencies are expected to report on their progress toward meeting the goals articulated in the CCDF Plan for this Biennium. Lead Agencies may provide narrative updates in the data sections, including any plans for reporting data in the future, if actual data is not currently available.

This annual report will be submitted to ACF no later than December 31, 2012 and the first submittal will reflect the period October 1, 2011 through September 30, 2012.

Ensuring the Health and Safety of Children (Component #1)

In this section, Lead Agencies provide information on the minimum health and safety standards and activities in effect over the past year as of September 30, 2012.

A1.1 Progress on Overall Goals

Based on the goals described in the Lead Agency’s CCDF Plan at Section 3.1.7, please report your progress using the chart below. You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., revised licensing regulation to include elements related to SIDS prevention, Lowered caseload of licensing staff to 1:50, or increased monitoring visits to twice annually for child care centers). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2012-2013 CCDF Plan	Describe Progress – Include Examples and Numeric Targets where Possible

Note: If your licensing standards changed during this period, please provide a brief summary of the major changes and submit the updated regulations to the National Resource Center for Health and Safety in Child Care (www.nrckids.org.)

A1.2 Key Data

A1.2.1 Number of licensed programs

- a) How many licensed center-based programs operated in the State/Territory as of September 30, 2012? _____ or Data not available
- b) How many licensed home-based programs operated in the State/Territory as of September 30, 2012? _____ or Data not available
- c) Does the State/Territory have data on the number or percentage of programs (i.e., paid care provided on a regular basis by an unrelated caregiver outside of the child’s own home) operating in the State/Territory are subject to licensing regulations?
 - Yes. If yes, include the number/percentage of programs and describe _____
 - No

A1.2.2 What percentage of programs received monitoring visits, and at what frequency, for each provider category during the last fiscal year?

a) What percentage of licensed center-based programs were visited as of the end of the last fiscal year? _____ What was the average number of visits?

b) What percentage of licensed family child care programs were visited as of the end of the last fiscal year? _____ What was the average number of visits?

c) What percentage of legally exempt providers, receiving CCDF were visited as of the end of the last fiscal year? _____ What was the average number of visits? _____

Data not available

A1.2.3 How many programs had their licenses suspended or revoked due to licensing violations as defined in your State/Territory during the last fiscal year?

	Suspended	Revoked
Licensed Centers		
Licensed Homes		
<input type="checkbox"/> Data not available		

A1.2.4 How many programs were terminated from participation in CCDF subsidies due to failure to meet licensing or minimum CCDF health and safety requirements during the last fiscal year?

Child Care Centers _____

Group Child Care Homes _____

Family Child Care Homes _____

In-Home Providers _____

Data not available

A1.2.5 How many previously license-exempt providers were brought under the licensing system during the last fiscal year? _____

A1.2.6 How many injuries as defined by the State/Territory occurred in child care during the last year? Please indicate the universe of programs on which the number is based (e.g., licensed providers, CCDF providers, or all providers). _____

A1.2.6 How many fatalities occurred in child care as of the end of the last year? Please indicate the universe of programs on which the number is based (e.g., licensed providers, CCDF providers, or all providers). _____

Establishing Early Learning Guidelines (Component #2)

A2.1 Progress on Overall Goals

A2.1.1 Did the State/Territory make any changes to its voluntary early learning guidelines (including guidelines for school-age children) as reported in 3.2 during the last fiscal year?

- Yes. Describe _____
 No

A2.1.2 Based on the goals described in the Lead Agency’s CCDF Plan at Section 3.2.8, please report your progress. You may include any significant areas of progress that that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Expanded the number of programs trained on using the ELG’s, Aligned the ELG’s with Head Start Outcomes Framework). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2012-2013 CCDF Plan	Describe Progress – Include Examples and Numeric Targets where Possible

A2.2 Key Data

A2.2.1 How many programs were trained on early learning guidelines (ELG’s) or standards over the last fiscal year?

Provider Categories	Birth to Three ELG’s	Three-to-Five ELG’s	Five and Older ELG’s
How many center-based programs were trained on ELG’s over the past year?	_____	_____	_____
How many children are served in program implementing the ELG’s? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	_____	_____	_____
How many family child care programs were trained on ELG’s over the past year?	_____	_____	_____
How many children are served in program implementing the ELG’s? Separate by age group if possible (e.g., infants and toddlers,	_____	_____	_____

Provider Categories	Birth to Three ELG's	Three-to- Five ELG's	Five and Older ELG's
preschoolers, school-age children)			
How many legally exempt providers were trained on ELG's over the past year?	_____	_____	_____
How many children are served in programs implementing the ELG's? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	_____	_____	_____
<input type="checkbox"/> Data not available			

Pathways to Excellence for Child Care Programs through Program Quality Improvement Activities (Component #3)

A3.1 Progress on Overall Goals

A3.1.1 Based on the goals described in the Lead Agency's CCDF Plan at Section 3.3.9, please report your progress. You may include any significant areas of progress that that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Expanded the number of programs included in the QRIS, Aligned the QRIS standards with Head Start performance standards, or expanded the number of programs with access to an on-site quality consultant). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2012-2013 CCDF Plan	Describe Progress – Include Examples and Numeric Targets where Possible

A3.2 Key Data

A3.2.1 How many programs received targeted technical assistance in the following areas during the last fiscal year?

- Health and safety _____
- Infant and toddler care _____
- School-age care _____
- Inclusion _____
- Teaching dual language learners _____
- Understanding developmental screenings and/or observational assessment tools for program improvement purposes _____
- Mental health _____
- Business management practices _____

Data not available

A3.2.2 How many programs received financial support to achieve and sustain quality during the last fiscal year?

a) One-time, grants, awards or bonuses:

Child Care Centers _____

Family Child Care Homes _____

Data not available

b) On-going or Periodic quality stipends:

Child Care Centers _____

Family Child Care Homes _____

Data not available

A3.2.3 What is the participation rate (number and percentage) in the State/Territory QRIS or other quality improvement system for programs over the last fiscal year? When reporting the percentages, please indicate the universe of programs on which the percentage is based (e.g., licensed providers, CCDF providers, or all providers).

Child Care Centers QRIS _____ or Other Quality Improvement System _____

Family Child Care Homes QRIS _____ or Other Quality Improvement System _____

License-Exempt Providers QRIS _____ or Other Quality Improvement System _____

Data not available

A3.2.4 How many programs moved up or down within the QRIS or achieved another quality threshold established by the State/Territory over the last fiscal year? If quality threshold is something other than QRIS, describe the metric used, such as accreditation.

Child Care Centers _____

Family Child Care Homes _____

License-Exempt Providers _____

Data not available

A3.2.5 How many programs are at each level of quality? Describe metric if other than QRIS, such as accreditation.

Child Care Centers _____

Family Child Care Homes _____

License-Exempt Providers _____

Data not available

A3.2.6 What percentage of CCDF subsidized children were served in a program participating in the State or Territory's quality improvement system during the last fiscal year? What percentage are in high quality care as

defined by the State/Territory? **Note.** If the State/Territory does not have a formal QRIS, the State/Territory may define another quality indicator and report it here.

Percentage of CCDF children served in participating programs

Percentage of CCDF children served in high quality care (May define with assessment scores, accreditation, or other metric, if no QRIS.)

Data not available

Pathways to Excellence for the Child Care Workforce: Professional Development Systems and Workforce Initiatives (Component #4)

A4.1 Progress on Overall Goals

A4.1.1 Based on the goals described in the Lead Agency’s CCDF Plan at Section 3.4.7, please report your progress. You may include any significant areas of progress that that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Implement a wage supplement program, Develop articulation agreements). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2012-2013 CCDF Plan	Describe Progress – Include Examples and Numeric Targets where Possible

A4.2 Key Data

A4.2.1 How many teachers/caregivers had the following qualifications as of the end of the last fiscal year?

	Child Care Center Teachers	Family Child Care Providers
Child Development Associate (CDA)		
State/Territory Credential		
Associate’s degree		
Bachelor’s degree		
Graduate/Advanced degree		
<input type="checkbox"/> Data not available		

A4.2.2 How many teachers/caregivers were included in the State/Territory’s professional development registry during the last fiscal year?

Staff in child care centers _____
 Family child care home providers _____
 License-exempt practitioners _____
 Data not available

A4.2.3 How many teachers/caregivers received credit-based training and/or education as defined by the State/Territory during the last fiscal year?

Staff in child care centers _____
 Family child care home providers _____
 License-exempt practitioners _____
 Data not available

A4.2.4 How many credentials and degrees were awarded during the last fiscal year? If possible, list the type of credential or degree and in what type of setting the practitioner worked.

Setting	Type of Credential	Type of Degree
Staff in child care centers	List and provide number	List and provide number
Family child care home providers	List and provide number	List and provide number
License-exempt practitioners	List and provide number	List and provide number
<input type="checkbox"/> Data not available		

A4.2.5 How many teachers or other professionals received technical assistance such as coaching, mentoring or consultation during the last fiscal year? Describe any data you track on coaching, mentoring, or specialist consultation. If possible, include in what type of setting the practitioner worked.

Setting	Type of Technical Assistance
Staff in child care centers	List and provide number
Family child care home providers	List and provide number
License-exempt practitioners	List and provide number
<input type="checkbox"/> Data not available	

A4.2.6 What financial supports were funded over the past fiscal year to support teachers and caregivers in meeting and maintaining standards and qualifications as of the end of the last fiscal year?

Scholarships. How many teachers received? _____
 Reimbursement for Training Expenses. How many teachers received?

PLAN FOR CCDF SERVICES IN THE:
NEW JERSEY DEPARTMENT OF HUMAN SERVICES, DIVISION OF FAMILY DEVELOPMENT
FOR THE PERIOD 10/1/11 – 9/30/13

- Loans. How many teachers received? _____
- Wage supplements. How many teachers received? _____
- Other. Describe _____
- Data not available

APPENDIX 2

CCDF PROGRAM ASSURANCES AND CERTIFICATIONS

The Lead Agency, named in Part 1 of this Plan, assures (§98.15) 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. 109-149)

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))

CCDF Regulations 45 CFR §98.13(b)(2)-(6) require the following certifications.

1. Assurance of compliance with Title VI of the Civil Rights Act of 1964:

<http://www.hhs.gov/forms/HHS690.pdf>

2. Certification regarding debarment:

<http://www.acf.hhs.gov/programs/ofs/grants/debar.htm>

3. Definitions for use with certification of debarment:

<http://www.acf.hhs.gov/programs/ofs/grants/debar.htm>

4. HHS certification regarding drug-free workplace requirements:

<http://www.acf.hhs.gov/programs/ofs/grants/drugfree.htm>

5. Certification of Compliance with the Pro-Children Act of 1994:

<http://www.acf.hhs.gov/programs/ofs/grants/tobacco.htm>

6. Certification regarding lobbying:

<http://www.acf.hhs.gov/programs/ofs/grants/lobby.htm>

PLAN FOR CCDF SERVICES IN THE:
NEW JERSEY DEPARTMENT OF HUMAN SERVICES, DIVISION OF FAMILY DEVELOPMENT
FOR THE PERIOD 10/1/11 – 9/30/13

These certifications were obtained in the 1997 Plan and need not be collected again if there has been no change in Lead Agency. If there has been a change in Lead Agency, these certifications must be completed and submitted with the Plan.