



Child Care and Development Fund (CCDF) Plan

For

State/Territory: New Jersey

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 0970-0114 expires 12/31/2013

**Child Care and Development Fund (CCDF) Plan
For**

New Jersey
FFY 2012-2013

<p>PART 1 ADMINISTRATION</p>

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](#)
 Address of Lead Agency: [NJ Department of Human Services, P.O. Box 700, Trenton, NJ 08625-0700; Division of Family Development, P.O. Box 716 Trenton, NJ 08625-0716](#)
 Name and Title of the Lead Agency's Chief Executive Officer: [Jennifer Velez, Commissioner](#)
 Phone Number: [1-609-292-3717](#)
 Fax Number: [1-609-292-3824](#)
 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: [Margaret Milliner](#)
 Title of CCDF Administrator: [Assistant Director](#)
 Address of CCDF Administrator: [NJ Division of Family Development, 6 Quakerbridge Plaza, P.O. Box 716, Trenton, NJ 08625-0716](#)
 Phone Number: [609-588-2163](#)

Fax Number: 609-588-3051

E-Mail Address: margaret.milliner@dhs.state.nj.us

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): 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): N/A

Web Address for CCDF program administrative rules

(if any): N/A

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

Name of CCDF Co-Administrator: N/A

Title of CCDF Co-Administrator: N/A

Address of CCDF Co-Administrator: N/A

Phone Number: N/A

Fax Number: N/A

E-Mail Address: N/A

Description of the role of the Co-Administrator:

N/A

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 Federal CCDF allocation (Discretionary, Mandatory and Matching): \$ 109000000

Federal TANF Transfer to CCDF: \$ 82000000

Direct Federal TANF Spending on Child Care: \$ 0

State CCDF Maintenance-of-Effort Funds: \$ 26000000

State Matching Funds: \$ 65000000

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.

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

N/A here

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

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

If checked, identify source of funds:

[NJ has an appropriation from the State General Fund](#)

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

[\\$65.0M](#)

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

If checked, are those funds:

donated directly to the State?

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

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

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

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

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

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

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

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 fund requirement, describe how the State will coordinate its pre-k and child care services to expand the availability of child care:

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

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

1.2.3 Describe the activities for which quality funds (including targeted quality funds for infants and toddlers, school-age children, and resource and referral) will be used in FY 2012. In as much detail possible, list the activities that will be funded, the

estimated amount of CCDF quality funds that will be used for each activity, and how these activities relate to the Lead Agency's overall goal of improving the quality of child care for low-income children.

Activity	Estimated Amount of CCDF Quality Funds (indicate if targeted funds will be used)	Purpose	Projected Impact and Anticipated Results
-----------------	---	----------------	---

Child Care Resource and Referral	3.5 million	Provide parents with information about quality indicators in child care providers, training and technical assistance to improve the quality of early care and education in all types of settings.	The improved quality of care provided and parents increased knowledge of what quality child care looks like.
Strengthening Families Initiative	509,000	To enhance the educational, social and emotional development of children and facilitate systems changes related to standardizing practices, integrating services and including parents as partners in planning and programming. To provide professional development to early care and education practitioners throughout the state.	Centers participating in the Strengthening Families Initiative will demonstrate improved family involvement and programming. To increase the quality of care being provided through advanced education of the program staff.
Professional Development		To increase the number of registered family child care providers statewide. To provide child abuse registry information background checks for all child care providers including approved homes.	Through training, registered providers are able to provide better quality child care than those that are unregulated. To ensure increased safety for those children being cared for in this type of setting.
Family Daycare Registration	990,000	To provide social support and community referrals to families enrolled in the DOE preschool programs. To provide medical and health information and referral services to providers throughout the state.	To increase parent education and family resilience.
CARI Unit	3.0 million	Provides training and technical assistance to new and existing school age child care (SACC) programs and centers. To provide high quality child care training for all center based, home based and Head Start program staff.	To promote the healthy development of New Jersey infants, toddlers and young children in child care settings. School age programs have an increased ability to collaborate with

Family Worker Outreach	754,000	<p>To promote the availability of child care services in each county and to increase public awareness.</p> <p>To provide training hours for those individuals in pursuit of their CDA.</p>	<p>community partners to program after school programming.</p> <p>Increased knowledge and understanding of early childhood professional standards.</p>
Infant Toddler Warmline	3.2 million	<p>To provide training and technical assistance, consultation and mentoring to centers serving infants and toddlers.</p> <p>To provide training and technical assistance to child care providers interested in serving and/or currently caring for children with special needs.</p>	<p>Increased awareness of child care availability and quality indicators.</p> <p>Increased number of early care and education professionals that have obtained their CDA credential.</p> <p>Better trained staff serving infants and toddlers and increased post scores on environmental rating assessment tools.</p>
New Jersey School Age Care Coalition(NJSACC)	329,000		
New Jersey Child care Training Program			<p>Center staffs are better prepared to provide an inclusive environment for children with special needs.</p>
Parent Education Campaign	273,000		
CDA Training	341,000		
	2.1 million		
First Steps Infant Toddler Specialist Initiative	833,000		

Statewide Parent AdvocacyNetwork (SPAN)	1.5 million		
	142,000		

1.2.4 Will the Lead Agency distribute quality funds to counties or local entities?

- No, the Lead Agency will manage all quality funds directly
- Yes, the Lead Agency will manage some quality funds directly and distribute a portion to local entities. Estimated amount or percentage to be distributed to localities

- Yes, all quality funds will be distributed to local entities
- Other.

Describe:

1.3 CCDF Program Integrity and Accountability

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

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

Describe:

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 being rolled out 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 will 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 related to improper payments.

Describe:

Program staff in DFD provide a periodic review and set the standards/parameters for operation for 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 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** 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, Child and Adult Care Food Program (CACFP), Food and Nutrition Service (FNS), Medicaid))	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Share/match data from other databases (e.g., State Directory of New Hires, Social Security Administration, Public Assistance Reporting Information System (PARIS))	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>
Conduct on-site visits to providers or sub-recipients to review attendance or enrollment documents	<input type="checkbox"/>	<input 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"/>

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

As a result of share/match data from the programs and databases such as Department of Labor and Workforce Development (LWD) and Unemployment Insurance Benefits (UIB), program violations and administrative errors are identified and in turn used for overpayment collections and subsequent agency corrective action.

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

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

Strategy	UPV	IPV and/or Fraud	Administrative Error
Require recovery after a minimum dollar amount in improper payment. Identify the minimum dollar amount: \$ 25	<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: NJ now uses the Set Off Individual Liability system to collect unpaid debts resulting from an unpaid repayment parent debt that resulted from overpayment.	<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 the subsequent months	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Recover through State/Territory tax intercepts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Recover through other means. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establish a unit to investigate and collect improper payments. Describe composition of unit:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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 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 as long as 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

Activities identified in ACF-402	Cause/Type of Error (if known)	Actions Taken or Planned	Completion Date (Actual or planned) (if known)
<p>Regularly scheduled quarterly meetings with all CCR&R program directors and separate quarterly meetings with all CommunityBased Contracted (CBCs) child care center providers</p> <p>Complete revisions to the Child Care Operations Manual.</p> <p>File review forms used during annual monitoring visits will be revised to include compliance/non-compliance information.</p>	<p>Agency overpayments and misinterpretation of documentation requirements.</p> <p>Under development</p> <p>File review tool has been revised to include compliance/non-compliance information.</p>	<p>Quarterly meetings concentrate on reviews of policies relating to the most frequently identified improper authorizations.</p> <p>Print and distribute the revised Operations Manual to all CCR&Rs and CBCs.</p> <p>Agencies will be advised that future improper authorizations will be recovered resulting in a funding reduction</p> <p>Monthly CCR&R monitoring now includes performance measure case reviews.</p> <p>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.</p>	<p>Completed April 2010</p> <p>Ongoing</p> <p>Completed</p> <p>Ongoing</p> <p>Planned for summer 2011</p>

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"/> Representatives of general purpose local government (required) This may include, but is not limited to: representatives from counties and municipalities, local human service agencies, local education representatives (e.g., school districts), or local public health agencies.	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"/> State/Territory agency responsible for public education This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.	Input is received from the Young Childrens 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"/> State/Territory agency responsible for programs for children with special needs This may include, but is not limited to: State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs	A 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 Childrens 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 Adult Care Food Program (CACFP)	NJ Department of Agriculture 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 Needy Families (TANF)	DFD is the TANF agency and has direct input into the development of the CCDF Plan for TANF recipients.		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; vertical-align: top;"> <input type="checkbox"/> </td> <td style="vertical-align: top;"> Indian Tribes/Tribal Organizations <input checked="" type="checkbox"/> N/A: No such entities exist within the boundaries of the State </td> </tr> </table>	<input type="checkbox"/>	Indian Tribes/Tribal Organizations <input checked="" type="checkbox"/> N/A: No such entities exist within the boundaries of the State	N/A
<input type="checkbox"/>	Indian Tribes/Tribal Organizations <input checked="" type="checkbox"/> N/A: No such entities exist within the boundaries of the State		

<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: 05/18/2011

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 were 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 were made available to child care advisory groups including NJACCRRRA and the Policy Development Board (PDB) through the DFD Child Care web site. The State Plan Public Hearing notice was made available to county public libraries throughout the state, and was available on the Internet at the DHS DFD web site: <http://www.state.nj.us/humanservices/DFD/>

c) Date(s) of public hearing(s): 06/07/2011

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 was 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 was 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, was 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 NJACCRRRA 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.

1.4.2 a) Two public hearings were held on June 7, 2011 and June 9, 2011

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.

1.4.3. Describe:

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

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

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
<p>Representatives of general purpose local government (required)</p> <p>This may include, but is not limited to:</p> <p><input checked="" type="checkbox"/> representatives from counties and municipalities, local human service agencies, local education representatives (e.g., school districts), or local public health agencies.</p>	<p>Human Service Advisory Council</p>	<p>Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.</p> <p>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.</p>

<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for public education (required) This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.</p>	<p>Through the NJSACC</p>	<p>Technical assistance is provided to all 21st Century CLC programs in NJ and any afterschool program requiring assistance.</p>
<input checked="" type="checkbox"/>	<p>Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services (required)</p>	<p>The 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 Johanette 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.</p>	<p>To increase the availability of and access to high quality early childhood programs.</p>

<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for public health (required)</p> <p>This may include, but is not limited to, the agency responsible for immunizations and programs that promote children's emotional and mental health</p>	<p>New Jersey Department of Health and Senior Services</p>	<p>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.</p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for employment services / workforce development (required)</p>	<p>New Jersey Department of Labor and Workforce Development</p>	<p>Child Care services are needed for parents to attend activities sponsored by LWD. The agency also funds early care and education training for the Child Development Specialist certificate.</p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for providing Temporary Assistance for Needy Families (TANF) (required)</p>	<p>Division of Family Development</p>	<p>CWAs and Boards of Social Services coordinate with the local CCR&R for required child care for TANF recipients.</p>
<input type="checkbox"/>	<p>Indian Tribes/Tribal Organizations (required)</p> <p><input checked="" type="checkbox"/></p> <p><input type="checkbox"/> N/A: No such entities exist within the boundaries of the State</p>		
<p>For the remaining agencies, check and describe (optional) any with which the Lead Agency has chosen to coordinate early childhood and school-age service delivery</p>			

☑	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.
☑	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.
☑	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.
☑	State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)	New Jersey Department of Agriculture	The agency provides free and reduced food service for income eligible children in child care centers.

<p><input checked="" type="checkbox"/> 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>	<p>Statewide Parent Advocacy Network</p>	<p>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.</p>
<p><input type="checkbox"/> State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant</p>		
<p><input checked="" type="checkbox"/> State/Territory agency responsible for child welfare</p>	<p>The Department of Children and Families</p>	<p>Child Protective Services are provided for children in foster placement and child care as required per their case plan.</p>

<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	Provides child care resource and referral services, parent counseling and education, provider training and subsidy 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 Care Coalition (NJACC)

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

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

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

- Yes
- No

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

No

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

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 Johannee 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.

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.

- 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

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:

N/A

- Other.
Describe:

N/A

Sliding fee scale is set by the:

- State/Territory
 Local entity.

If checked, provide the name(s) of the local entity:

N/A

- Other.
Describe:

N/A

Payment rates are set by the:

- State/Territory
 Local entity.

If checked, provide the name(s) of the local entity:

N/A

Other.
Describe:

N/A

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

Who determines eligibility?

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

21 County Welfare Agencies and Boards of Social Services determine eligibility for families receiving TANF benefits
15 Child Care Resource and Referral Agencies serving 21 counties & 137 Contract Based Center Agencies determine eligibility for families not receiving TANF benefits.

Agency (Check all that apply)

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

Describe:

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

Describe:

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

Agency (Check all that apply)

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

Describe:

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

Other.

Describe:

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.

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.

*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.

Who issues payments?

Agency (Check all that apply)

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

Describe:

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

Describe:

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 began to receive payments via a voucher. This change is part of our child care reform initiative.

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.

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

Providers receive payments currently through vouchers and contracts. Contracts can be paid electronically via ACH or via check per provider request. As of October 2011 all payments will be paid electronically via our time and attendance system.

Other. List and describe:

2.2. Family Outreach and Application Process

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

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

- 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>;
<http://www.njsacc.org/>; <http://NJParentLink.NJ.gov/>; <http://njaccrra.org>

- 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
- Through the Internet

(provide website):

- By Email
- Other.

Describe:

[Parents can call a CCR&R and request an application packet which they must return to the CCR&R.](#)

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

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.

- Provide access to program office/workers such as by:
- Providing extended office hours
- Accepting applications at multiple office locations

Providing a toll-free number for clients

Other.

Describe:

Some CCR&Rs are also co-located with New Jersey county welfare agencies to expedite child care application processing.

Using a simplified eligibility determination process such as by:

Simplifying the application form (such as eliminating unnecessary questions, lowering the reading level)

Developing a single application for multiple programs

Developing web-based and/or phone-based application procedures

Coordinating eligibility policies across programs.

List the program names:

Streamlining verification procedures, such as linking to other program data systems

Providing information multi-lingually

Including temporary periods of unemployment in eligibility criteria for new applicants (job search, seasonal unemployment).

Length of time:

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

Synchronize review date across programs

List programs:

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

Describe:

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

Describe:

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

year.

Describe:

- Minimize reporting requirements for changes in family's circumstances that do not impact families' eligibility, such as changes in income below a certain threshold or change in employment
- 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:

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.

None

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

- 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
- Other.

Describe:

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.

None

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

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
- 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
- Other.

Describe:

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.

None

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

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 documentation of:	Describe how the Lead Agency documents and verifies applicant information:
<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 or custody documentation.
<input checked="" type="checkbox"/> Child's information for determining eligibility (e.g., identity, age, etc.)	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?

Time limit 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.
 No.

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

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

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

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

State/Territory TANF Agency [Division of Family Development](#)

b) 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 en route from the parents 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.

Describe:

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 weeks 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* -

A dependent child who is age 19 or younger and defined as a "special needs" individual; that is, physically or mentally incapable of self-care.

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 18

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), are 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.

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

N/A

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.

Describe:

N/A

None

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

Reminder - Income limits must be provided in terms of State Median Income (SMI) (or Territory Median Income) even if federal poverty level is used in implementing the program. (§98.20(a)(2)). FY 2011 poverty guidelines are available at <http://aspe.hhs.gov/poverty/11poverty.shtml>.

Family Size	(a) 100% of State Median Income (SMI)(\$/month)	(b) 85% of State Median Income (SMI)(\$/month) [Multiply (a) by 0.85]	IF APPLICABLE Income Level if lower than 85% SMI	
			(c) \$/month	(d) % of SMI [Divide (c) by (a), multiply by 100]
1	4440	3774	908	20
2	5870	4990	1226	21
3	7173	6097	1544	22
4	8539	7258	1863	22
5	9906	8420	2181	22

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

Yes.

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

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

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

No.

			IF APPLICABLE Income Level if lower than 85% SMI

Family Size	(a) 100% of State Median Income (SMI) (\$/month)	(b) 85% of State Median Income (SMI) (\$/month)[Multiply (a) by 0.85]	(c) \$/month	(d) % of SMI[Divide (c) by (a), multiply by 100]
1				
2				
3				
4				
5				

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, **check the categories of families for whom authorizations are different and describe the redetermination period for each.**

- 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:

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

Yes.

If yes, describe:

No.

2.3.7. Waiting Lists

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

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.](#)

Waiting lists are a county/local decision.

Describe:

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:

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

Fee as percent of income and

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

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

No additional percentage applied charged after certain number of children

Fee per family

Contribution schedule varies by geographic area.

Describe:

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:

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.

No.

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:

The Lead Agency waives the fee for the following families:

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*.

Children with special needs

Provide the Lead Agency definition of *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.

Describe:

N/A

Children in families with very low incomes

Provide the Lead Agency definition of *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.

Describe:

N/A

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

<p>Children with special needs</p>	<p><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.</p>	<p><input type="checkbox"/> Yes. The time limit is: <input type="text" value="N/A"/> <input checked="" type="checkbox"/> No</p>	<p><input type="checkbox"/> Different eligibility thresholds. Describe: <input type="text" value="N/A"/> <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: <input type="text" value="N/A"/></p>
<p>Children in families with very low incomes</p>	<p><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.</p>	<p><input type="checkbox"/> Yes. The time limit is: <input type="text" value="N/A"/> <input checked="" type="checkbox"/> No</p>	<p><input type="checkbox"/> Different eligibility thresholds. Describe: <input type="text" value="N/A"/> <input checked="" type="checkbox"/> Waiving co-payments for families with incomes at or below the Federal Poverty Level <input checked="" type="checkbox"/> Other. Describe: <input type="text" value="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."/></p>

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

Describe:

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 are 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, as indicated in Entrance Tiers A, B, and C below. 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.

The referral must delineate the medical or social problem or adverse living condition of the family and specify that the child care services are needed to help ameliorate the situation and/or prevent the placement of the child or other family member(s) outside of the family; or that parents need child care services in order to remain in full-time employment or in a full-time training/education program. The placement considerations are:

1. The parent(s) works full-time, attends a full-time school or training program directed toward employment, or whose combination of work and school/training equals a full-time work/school/training equivalent.
2. One parent/applicant is employed or attends class full time and the co-applicant (or the applicant in a single parent family) is physically or mentally incapacitated and due to the extent of the condition, is unable to care for the child or the ability to provide care for the child is significantly limited and assistance is required.
3. The child is identified by the CWA, BSS, or CCR&R as eligible to receive subsidized child care services or service because both parents (or the only applicant in a single parent family) participate in an approved employment-related activity, as part of the WFNJ program.

Priority 3: Priority placement consideration for subsidized child care services 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, as indicated in Entrance Tiers A, B, and C below.

Tier A: A child who has been initially determined eligible on the basis of the annual gross family income, adjusted for the family size when the family income is at or below 150 per cent of the current Federal Poverty Index (FPI) guidelines shall be given the highest priority consideration for admission.

Tier B: A child who has been initially determined eligible on the basis of the annual gross family income, adjusted for family size, which must fall between 151 percent and 175 percent of the current FPI, shall be given the next highest priority.

Tier C: A child who has been initially determined eligible on the basis of the annual gross family income adjusted for family size, which must fall between 176 per cent and 200 per cent of current FPI, shall be considered last.

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)

Describe:

Post Transitional Childcare (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 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 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
- Wrap-around or integrated child care in Head Start, Early Head Start, pre-k, summer or other programs
- Programs to serve infant/toddler
- School-age programs
- Center-based providers

- Family child care providers
- Group-home providers
- Programs that serve specific geographic areas
- Urban
- Rural
- Other.

Describe:

Statewide Parent Advocacy Network (SPAN) to increase services for children with special needs by assisting teaching centers with being more inclusive.

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.

NJSACC provides training and technical assistance to afterschool providers in designing and implementing a quality afterschool program.

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.

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

Specify:

Other.

Describe:

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

Yes.

No,

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

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

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.

e) 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. 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, to 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)): [04/2011](#)

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.

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:

Note: Identify the percentile where payment rates fall according to the most recent local MRS (identified in 2.7.4a) 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.

[Payment rates used for subsidy reimbursements in New Jersey are at or below 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.](#)

[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 percent differential for accreditation \(currently at 5%\).](#)

[The percentile for which NJ's payment is based is upon what NJ's State Budget can allow. In some instances, NJ's rate is a greater rate than the proposed FY 2010 Market Rate \(see table below\):](#)

DEPARTMENT OF HUMAN SERVICES

DIVISION OF FAMILY DEVELOPMENT

State Response to CCDF Stae Plan:
Payment Rate Ceiling Percentile

DFD	DRAFT - Market	Percentile
Maxium Market Rate	Rate Survey	of State
SFY-2010	FY-2010	Payment
Licensed Center Care (a)	Center Care (Mean)	Ceiling

\$160.60	\$212.12	76%
\$160.60	\$198.85	81%
\$160.60	\$198.85	81%
\$132.40	\$188.85	70%
\$66.20	\$90.53	73%
\$132.40	\$181.05	73%

DFD Maxium Market Rate SFY-2010 Licensed Family Child Care (a)	DRAFT - Market Rate Survey FY-2010 Family Child Care (Mean)	Percentile of State Payment Ceiling
\$151.20	\$155.63	97%
\$151.20	\$150.34	101%
\$151.20	\$150.34	101%
\$118.80	\$135.25	88%
\$59.40	\$63.78	93%
\$118.80	\$127.55	93%

Development "Maxium Payment Rates" have
FY-2008.

ate covers from "Birth - 2.5

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 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)):

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.

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

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. Payment rates reflected in **Attachment 2.7.1** are the maximum reimbursement rates for the full range of providers in New Jersey. Payment rates used for subsidy reimbursements in New Jersey are less than the current market rates for some categories of care.

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. As a result, this could lead to more equal access for parents and support providers' ability to charge rates that are more consistent with their actual market rates. In addition, to ensure that those receiving subsidy are able to purchase the same quality of care as someone not receiving a subsidy, the CCR&Rs request from providers and share with parents all excessive fees charged by providers so that parents are educated on the actual cost of care and can make an informed decision about whether they wish to utilize that provider. To increase the parity of the quality of care being accessed, DFD through our quality initiatives aims to increase the quality of care being provided at subsidized centers by funding such quality initiative as professional development offerings for entry level staff at subsidized centers, offering financial assistance with the pursuit of Child Development Associates, and developing and offering such credentials as the Infant Toddler Credential, Administrator's Credential, and Core Knowledge and Competencies standards for center staff. 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 -

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

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 State or local (if applicable) 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.

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>Center-Based Child Care</p>	<p>Center-based child care providers are defined as a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless care in excess of 24 hours is due to the nature of the parent(s)' work.</p>	<p>Describe which types of center-based settings are exempt from licensing in your State/Territory.</p> <p>For example, some jurisdictions exempt school-based centers, centers operated by religious organizations, summer camps, or Head Start programs</p> <p>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>Group Home Child Care</p> <p>N/A. Check if your State/Territory does not have group home child care.</p> <p><input checked="" type="checkbox"/></p>	<p>Group home child care provider is defined as two or more individuals who provide child care services for fewer than 24 hours per day per child, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)' work.</p>	<p>Describe which types of group homes are exempt from licensing:</p> <p>N/A</p>

<p>Family Child Care</p>	<p>Family child care provider is defined as one individual who provides child care services for fewer than 24 hours per day per child, as the sole caregiver, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)'s work. 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>	<p>Describe which types of family child care home providers are exempt from licensing: Family Child Care Providers must be registered to receive a subsidy child in N.J.</p>
<p>In-Home Care</p>	<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 respond if in-home child care providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.</p>	<p>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	Center-Based Child Care	Group Home Child Care	Family Child Care	In-Home Care
Do the licensing requirements include child:staff ratios and group sizes? If yes, specify age group, where appropriate:	<input checked="" type="checkbox"/> Child:staff ratio requirement:	<input type="checkbox"/> Child:staff ratio requirement: N/A	<input checked="" type="checkbox"/> Child:staff ratio requirement:	<input checked="" type="checkbox"/> Child:staff ratio requirement:
	<input checked="" type="checkbox"/> Group size requirement:	<input type="checkbox"/> Group size requirement: N/A	<input checked="" type="checkbox"/> Group size requirement:	<input checked="" type="checkbox"/> Group size requirement:
	<input type="checkbox"/> No requirements.	<input type="checkbox"/> No requirements.	<input type="checkbox"/> No requirements.	<input type="checkbox"/> No requirements.

Do the licensing requirements identify specific experience and educational credentials for child care directors?	<input type="checkbox"/> High school/GED	<input type="checkbox"/> High school/GED	<input type="checkbox"/> High school/GED	<input type="checkbox"/> High school/GED
	<input type="checkbox"/> Child Development Associate (CDA)	<input type="checkbox"/> Child Development Associate (CDA)	<input type="checkbox"/> Child Development Associate (CDA)	<input type="checkbox"/> Child Development Associate (CDA)
	<input type="checkbox"/> State/ Territory Credential	<input type="checkbox"/> State/ Territory Credential	<input type="checkbox"/> State/ Territory Credential	<input type="checkbox"/> State/ Territory Credential
	<input type="checkbox"/> Associate's degree	<input type="checkbox"/> Associate's degree	<input type="checkbox"/> Associate's degree	<input type="checkbox"/> Associate's degree
	<input checked="" type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Bachelor's degree
	<input type="checkbox"/> No credential required for licensing	<input type="checkbox"/> No credential required for licensing	<input type="checkbox"/> No credential required for licensing	<input checked="" type="checkbox"/> No credential required for licensing
	<input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Other:	<input checked="" type="checkbox"/> Other:	<input type="checkbox"/> Other:
	N/A	An associates degree and 1 year supervisory child care experience is preferred but not required.		

Do the licensing requirements identify specific experience and educational credentials for child care teachers?	<input type="checkbox"/> High school/GED	<input type="checkbox"/> High school/GED	<input type="checkbox"/> High school/GED	<input type="checkbox"/> High school/GED
	<input type="checkbox"/> Child Development Associate (CDA)	<input type="checkbox"/> Child Development Associate (CDA)	<input type="checkbox"/> Child Development Associate (CDA)	<input type="checkbox"/> Child Development Associate (CDA)
	<input type="checkbox"/> State/ Territory Credential	<input type="checkbox"/> State/ Territory Credential	<input type="checkbox"/> State/ Territory Credential	<input type="checkbox"/> State/ Territory Credential
	<input type="checkbox"/> Associate's degree	<input type="checkbox"/> Associate's degree	<input type="checkbox"/> Associate's degree	<input type="checkbox"/> Associate's degree
	<input checked="" type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Bachelor's degree
	<input type="checkbox"/> No credential required for licensing	<input type="checkbox"/> No credential required for licensing	<input checked="" type="checkbox"/> No credential required for licensing	<input checked="" type="checkbox"/> No credential required for licensing
	<input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Other:	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:
	N/A			
Do the licensing requirements specify that directors and caregivers must attain a specific number of training hours per year?	<input type="checkbox"/> At least 30 training hours required in first year	<input type="checkbox"/> At least 30 training hours required in first year	<input type="checkbox"/> At least 30 training hours required in first year	<input type="checkbox"/> At least 30 training hours required in first year
	<input checked="" type="checkbox"/> At least 24 training hours per year after first year	<input type="checkbox"/> At least 24 training hours per year after first year	<input type="checkbox"/> At least 24 training hours per year after first year	<input type="checkbox"/> At least 24 training hours per year after first year
	<input type="checkbox"/> No training requirement	<input type="checkbox"/> No training requirement	<input type="checkbox"/> No training requirement	<input checked="" type="checkbox"/> No training requirement
	<input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Other:	<input checked="" type="checkbox"/> Other:	<input type="checkbox"/> Other:
		N/A	At least 8 hours of in-service training every year.	

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

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))

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

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:	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
<input checked="" type="checkbox"/> Fire inspection	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Building inspection	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Health inspection	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Inaccessibility of toxic substances policy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 complete health and safety checklist	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>

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

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 (Child Care Centers)	Yes	Yes
	First Aid (Child Care Centers)	Yes	Yes
	Training on infectious diseases (Child Care Centers)	Yes	Yes
	SIDS prevention (i.e., safe sleep) (Child Care Centers)	Yes	Yes
	Medication administration (Child Care Centers)	Yes	Yes
	Mandatory reporting of suspected abuse or neglect (Child Care Centers)	Yes	Yes
	Child development (Child Care Centers)	Yes	Yes
	Supervision of children (Child Care Centers)	Yes	Yes
	Behavior management (Child Care Centers)	Yes	Yes
	Nutrition (Child Care Centers)	Yes	Yes
	Breastfeeding (Child Care Centers)	N/A	N/A
	Physical activity (Child Care Centers)	N/A	N/A
	Working with children with special needs or disabilities (Child Care Centers)	Yes	Yes

	Emergency preparedness and response (Child Care Centers)	Yes	Yes
	Other. (Child Care Centers)	N/A	N/A
	Describe: Discipline, shaken baby syndrome, including special needs children. At least 8 hours of in-service training for all the subjects listed.		
Group Home Child Care	CPR (Group Home Child Care)	N/A	N/A
	First Aid (Group Home Child Care)	N/A	N/A
	Training on infectious diseases (Group Home Child Care)	N/A	N/A
	SIDS prevention (i.e., safe sleep) (Group Home Child Care)	N/A	N/A
	Medication administration (Group Home Child Care)	N/A	N/A
	Mandatory reporting of suspected abuse or neglect (Group Home Child Care)	N/A	N/A
	Child development (Group Home Child Care)	N/A	N/A
	Supervision of children (Group Home Child Care)	N/A	N/A
	Behavior management (Group Home Child Care)	N/A	N/A
	Nutrition (Group Home Child Care)	N/A	N/A
	Breastfeeding (Group Home Child Care)	N/A	N/A
	Physical activity (Group Home Child Care)	N/A	N/A
	Working with children with special needs or disabilities (Group Home Child Care)	N/A	N/A

	Emergency preparedness and response (Group Home Child Care)	N/A	N/A
	Other. (Group Home Child Care)	N/A	N/A
	Describe: N/A		
Family Child Care Providers	CPR (Family Child Care Providers)	Yes	Yes
	First Aid (Family Child Care Providers)	Yes	Yes
	Training on infectious diseases (Family Child Care Providers)	Yes	Yes
	SIDS prevention (i.e., safe sleep) (Family Child Care Providers)	Yes	Yes
	Medication administration (Family Child Care Providers)	Yes	Yes
	Mandatory reporting of suspected abuse or neglect (Family Child Care Providers)	Yes	Yes
	Child development (Family Child Care Providers)	Yes	Yes
	Supervision of children (Family Child Care Providers)	N/A	N/A
	Behavior management (Family Child Care Providers)	N/A	N/A
	Nutrition (Family Child Care Providers)	Yes	Yes
	Breastfeeding (Family Child Care Providers)	N/A	N/A
	Physical activity (Family Child Care Providers)	N/A	N/A
	Working with children with special needs or disabilities (Family Child Care Providers)	Yes	Yes
	Emergency preparedness and response (Family Child Care Providers)	Yes	Yes

	Other. (Family Child Care Providers)	N/A	N/A
	Describe: Discipline, shaken baby syndrome, including special needs children. At least 8 hours of in-service training for all the subjects listed.		
In-Home Child Care Providers	CPR (In-Home Child Care Providers)	N/A	N/A
	First Aid (In-Home Child Care Providers)	N/A	N/A
	Training on infectious diseases (In-Home Child Care Providers)	N/A	N/A
	SIDS prevention (i.e., safe sleep) (In-Home Child Care Providers)	N/A	N/A
	Medication administration (In-Home Child Care Providers)	N/A	N/A
	Mandatory reporting of suspected abuse or neglect (In-Home Child Care Providers)	N/A	N/A
	Child development (In-Home Child Care Providers)	N/A	N/A
	Supervision of children (In-Home Child Care Providers)	N/A	N/A
	Behavior management (In-Home Child Care Providers)	N/A	N/A
	Nutrition (In-Home Child Care Providers)	N/A	N/A
	Breastfeeding (In-Home Child Care Providers)	N/A	N/A
	Physical activity (In-Home Child Care Providers)	N/A	N/A
	Working with children with special needs or disabilities (In-Home Child Care Providers)	N/A	N/A

	Emergency preparedness and response (In-Home Child Care Providers)	N/A	N/A
	Other. (In-Home Child Care Providers)	N/A	N/A
	Describe: N/A		

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

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

Describe the different requirements:

For Family Friend and Neighbor (FFN) providers and in-home providers in New Jersey, N.J.S.A. 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, to 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"/> Once a Year
	<input type="checkbox"/> More than Once a Year	<input type="checkbox"/> More than Once a Year
	<input type="checkbox"/> Once Every Two Years	<input type="checkbox"/> Once Every Two Years
	<input checked="" type="checkbox"/> Other.	<input checked="" type="checkbox"/> Other.
	Describe: Full inspection required once every 3 years.	Describe: As needed

<input type="checkbox"/> Group Home Child Care	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input 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: All FCC providers are monitored at least every 2 years. No less than 20% are monitored on a random basis annually.
<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: All New in home child care providers are monitored and a home inspection conducted. They are reinspected only if they do not continuously serve a subsidy child for 6 months or more.	<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: Unannounced visits are not routinely conducted, unless there is a reason for the visit.

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: Understanding New Jersey's licensing and Family Child Care Registration regulations and procedures.
	<input type="checkbox"/> No.
	<input type="checkbox"/> Other.
	Describe: N/A

<p>Licensing staff has procedures in place to address violations found in an inspection.</p>	<p><input type="checkbox"/></p> <p>Providers are required to submit plans to correct violations cited during inspections.</p> <p><input type="checkbox"/></p> <p>Licensing staff approve the plans of correction submitted by providers.</p> <p><input checked="" type="checkbox"/></p> <p>Licensing staff verify correction of violation.</p> <p><input checked="" type="checkbox"/></p> <p>Licensing staff provide technical assistance regarding how to comply with a regulation.</p> <p><input type="checkbox"/></p> <p>No procedures in place.</p> <p><input checked="" type="checkbox"/></p> <p>Other.</p> <p>Describe: 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.</p>
<p>Licensing staff has procedures in place to issue a negative sanction to a noncompliant facility.</p>	<p><input checked="" type="checkbox"/></p> <p>Provisional or probationary license</p> <p><input checked="" type="checkbox"/></p> <p>License revocation or non-renewal</p> <p><input type="checkbox"/></p> <p>Injunctions through court</p> <p><input checked="" type="checkbox"/></p> <p>Emergency or immediate closure not through court action</p> <p><input type="checkbox"/></p> <p>Fines for regulatory violations</p> <p><input type="checkbox"/></p> <p>No procedures in place.</p> <p><input type="checkbox"/></p> <p>Other.</p> <p>Describe: N/A</p>

<p>The State/Territory has procedures in place to respond to illegally operating child care facilities.</p>	<input checked="" type="checkbox"/>
	Cease and desist action
	<input type="checkbox"/>
	Injunction
	<input checked="" type="checkbox"/>
	Emergency or immediate closure not through court action
	<input type="checkbox"/>
Fines	
<input type="checkbox"/>	
No procedures in place.	
<input checked="" type="checkbox"/>	
Other.	
Describe:	
<p>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.</p>	

<p>The State/Territory has procedures in place for providers to appeal licensing enforcement actions.</p>	<p><input checked="" type="checkbox"/> Yes.</p>
---	---

Describe:**N.J.A.C. 122-2.4**

(b) The Bureau shall provide written notice to the sponsor if it intends to deny an application or suspend, revoke or refuse to renew a license or a Certificate of Life/Safety Approval. The notice shall specify the Bureau's reasons for such action.

(c) If the Bureau suspends a center's license or Certificate of Life/Safety

Approval to prevent the imminent risk of harm to children served by the center, the

Bureau may reinstate the suspended license or Certificate of Life/Safety Approval

upon the center's compliance with all applicable provisions of this manual.

(d) If the Bureau denies an application or revokes or refuses to renew a center's

license or Certificate of Life/Safety Approval, as specified in (a) above, the sponsor

of the center shall be prohibited from reapplying for a license or a Certificate of

Life/Safety Approval for one year from the date of the denial, revocation or refusal to

renew. After the one-year period has elapsed, the sponsor may submit to the Bureau a

new application for a license or a Certificate of Life/Safety Approval.

(e) Each license and each Certificate of Life/Safety Approval issued by the

Bureau to a center is the property of the State of New Jersey. If the Bureau suspends

or revokes a license or a Certificate of Life/Safety Approval, the center shall return

the license or Certificate of Life/Safety Approval to the Bureau immediately.

(f) If the Bureau determines to suspend, revoke or refuse to renew the center's

license or Certificate of Life/Safety Approval, the Bureau shall notify the parent of

each enrolled child of the action.

1. Upon notification by the Bureau of an action against the center's license or

Certificate, the center shall provide to the Bureau the name

	<p>and mailing address of each child's parent.</p> <p>2. Within 20 days after notifying the center of the action, the Bureau shall:</p> <ul style="list-style-type: none">i. Notify parents of the action against the center's license or Certificate;ii. Advise parents of the center's right to contest the action through an administrative hearing before the Office of Administrative Law;iii. Inform parents of the name, address and telephone number of the resource and referral services offered by the appropriate State-contracted Unified Child Care Agency for assistance in finding alternative child care arrangements, if necessary; andiv. Notify the appropriate State-contracted Unified Child Care Agency of the action <p>N.J.A.C. 122-2.6 Complaints</p> <p>11</p> <p>(e) Each license and each Certificate of Life/Safety Approval issued by the Bureau to a center is the property of the State of New Jersey. If the Bureau suspends or revokes a license or a Certificate of Life/Safety Approval, the center shall return the license or Certificate of Life/Safety Approval to the Bureau immediately.</p> <p>(f) If the Bureau determines to suspend, revoke or refuse to renew the center's license or Certificate of Life/Safety Approval, the Bureau shall notify the parent of each enrolled child of the action.</p> <p>1. Upon notification by the Bureau of an action against the center's license or Certificate, the center shall provide to the Bureau the name and mailing address of each child's parent.</p> <p>2. Within 20 days after notifying the center of the action, the Bureau shall:</p> <ul style="list-style-type: none">i. Notify parents of the action against the center's license or Certificate;
--	---

	<p>ii. Advise parents of the center's right to contest the action through an administrative hearing before the Office of Administrative Law;</p> <p>iii. Inform parents of the name, address and telephone number of the resource and referral services offered by the appropriate State-contracted Unified Child Care Agency for assistance in finding alternative child care arrangements, if necessary; and</p> <p>iv. Notify the appropriate State-contracted Unified Child Care Agency of the action.</p> <p>10:122-2.5 Administrative hearings</p> <p>GEN (a) Before the Bureau's decision to deny an application or suspend, refuse to renew or revoke a center's license or Certificate of Life/Safety Approval becomes effective, the Bureau shall afford the center an opportunity to request an administrative hearing, pursuant to the Administrative Procedure Act, N.J.S.A. 52:14B-1 et seq., and the Uniform Administrative Procedure Rules, N.J.A.C. 1:1.</p> <p>(b) As long as the Division determines that the children are not at risk and no serious or imminent hazards exist, the Bureau may permit a center that has requested an administrative hearing, as specified in (a) above, to continue to operate until a final decision is rendered as a result of the hearing.</p> <p><input type="checkbox"/></p> <p>No.</p> <p><input type="checkbox"/></p> <p>Other.</p> <p>Describe:</p> <p>N/A</p>
--	--

c) Describe what types of licensing violations, if any, would make a provider ineligible to participate in CCDF:

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.

[See Below](#)

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: agency sponsor , director and all staff members at least 18 years of age who are working at the center on a regular basis.	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" 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:
	<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 type="checkbox"/> Group Child Care Homes Who is subject to background checks for group homes? For example, provider, non-provider residents of the home:	<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:
	<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 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:	<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:
	<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 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:	<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:
	<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? (658E(c)(2)(E), §98.40(a)(2)):

N/A

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

Yes.

Describe:

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

Yes.
Describe

N/A

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

Yes.
Describe

N/A

No

Other.

Describe

N/A

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

Yes.

Describe

N/A

No

Other.

Describe

N/A

No

Other.

Describe

N/A

3.1.6 Data & Performance Measures on Licensing and Health and Safety

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

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):

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 - In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies are not required to establish a goal for each sub-section of 3.1. What are the Lead Agency's goals for the licensing and health and safety system in the coming biennium? What progress does the State/Territory expect to make on core areas (e.g. licensing standards, monitoring visits or other effective enforcement, improved technical assistance, or fewer serious non-compliances?)

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. These guidelines are voluntary in that States/Territory are not mandated to develop such guidelines or implement them in a specified manner.

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

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

If yes, insert web addresses, where possible:

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. Because States vary in their domain names and which domains to include, we have used the domains identified in the Head Start Child Development and Early Learning Framework for reference purposes.

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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
Creative arts expression (e.g., music, art, drama)	<input type="checkbox"/>	<input checked="" 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.

	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 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.

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.

None.

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

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

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

Yes.

Describe:

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:

N/A

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:

N/A

No

Other.

Describe:

N/A

b) Does the State/Territory use tools that are valid, reliable and age-appropriate 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 tools 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:

N/A

c-2) If yes, are the tools 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:

N/A

Other.

Describe:

N/A

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:

N/A

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

Yes.

Describe:

N/A

No

Not applicable. State does not have an SLDS.

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

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

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

Describe (optional):

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

Describe (optional):

Infant Toddler ELG's are currently under development.

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

Describe (optional):

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

Describe (optional):

Other.

Describe:

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?

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? 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.

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 -

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

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) (Click for additional instructions)

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.

- 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 Department of Education provides District Master’s level Teachers to provide support, technical assistance, and training to the DHS contracted center classrooms in the former Abbott Districts.
- 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

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 Quality Rating and Improvement System instrument establishes licensing requirements as a baseline for participation for both center based and family child care providers. Through a pilot conducted by Advocates for Children in partnership with a child care resource and referral agency, two pilots have been conducted to test the instrument in both a preschool and infant toddler setting to ensure that it measures and is able to validate each criteria established on the tool.

- 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.**

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 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"/>

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.**

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 checked="" type="checkbox"/> Other. Describe: N/A	<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.**

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="text"/>	<input type="checkbox"/>	N/A	<input type="checkbox"/>
<input checked="" type="checkbox"/> Program Administration Scale (PAS) for child care centers or Business Administration Scale (BAS) for family child care homes Describe, including frequency of assessments. Voluntary if they use them	<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 21st Century Learning Center programs Describe, including frequency of assessments. <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other. Describe: <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

None.

3.3.5 - Element 5 - Outreach and Consumer Education

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

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

Yes. If yes, how is it used?

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

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

Searchable database on the web

Voluntarily, visibly posted in programs

Mandatory to post visibly in programs

Used in marketing and public awareness campaigns

Other.

Describe:

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.

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 billboards 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:

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:

N/A

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

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:

Describe:

[This information may be available at the Department of Education for former Abbott contracted centers.](#)



Qualifications for teachers or caregivers within 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



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), and of those programs 18 have received funding. The total number of teaching staff involved is 274, and 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 -

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies are not required to establish a goal for each sub-section in 3.3. What are the State/Territory's goals for the program quality improvement system in the coming biennium? What progress does the State/Territory expect to make across the five key elements for quality improvement systems?

- Program standards: Continued development of the QRIS rating system for licensed centers and family child care providers
- 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.
- Financial incentives and supports: Continued encouragement of the Accreditation Facilitation Project for centers to increase quality.
- 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.
- 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, Atlantic County Women's Center, Bergen County Office for Children, Burlington County Community Action Program, Camden County Division For Children, Quality Care Resource and Referral Services, Urban League of Hudson County, Community Child Care Solutions, Child Care Services of Monmouth County, Child and Family Resources, Childrens Home Society, and 4Cs of Passaic County.

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:

N/A

[PINJ Home Page is www.PINJ.org](http://www.PINJ.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:

N/A

- None.

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

- To define the content of training required to meet licensing requirements
- To define the content of training required for program quality improvement standards (as reported in section 3.3)
- To define the content of training required for the career lattice or credential
- To correspond to the early learning guidelines
- To define curriculum and degree requirements at institutions of higher education
- Other.

Describe:

N/A

- 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:

N/A

- 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:

N/A

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

Describe:

N/A

Administrators in centers (including educational coordinators, directors).

Describe:

The Directors' Academy is a 60-hour administration course for leaders of child care programs in a variety of settings. The course covers the following topics:

- **Planning and Evaluation**
- **Child Growth and Development**
- **Observation and Assessment**
- **Educational Programming**
- **Health, Safety and Nutrition**
- **Fiscal Management and Legal Issues**
- **Facilities Management**
- **Marketing and Public Relations**
- **Leadership and Advocacy**
- **Staff Management and Professional Development**
- **Family Support and Community Resources.**

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

Describe:

N/A

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

Describe:

N/A

Other.

Describe:

The state through a contract with PINJ has 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 practioners.

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 NJ Registry Career Lattice encourages 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 children and families. 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.

See the Career Lattice below:

Level	Experience	Education	Notes
IA	Entry	Any individual who meets the staff requirements established by the Manuals of Requirements for Child Care Centers and/or Family Day Care Registration	<ul style="list-style-type: none"> Individuals at this level must have completed the NJ Office of Licensing requirement for center staff orientation or family child care registration.
IB	Entry	High School diploma or GED	<ul style="list-style-type: none"> May include 20 hours of Parents as Teachers (PAT) Training for Family Workers.
IIA	At least six (6) months working with children and families in a professional setting or related field experience	20 hours of professional development/training	<ul style="list-style-type: none"> May include NJ First Steps PITC training. May include DOE-required 24-hour requirement for P-3 coursework. It is recommended that the 60 hours of professional development are distributed across the Core Knowledge areas as follows: Child Growth and Development- 15 hours; Curriculum- 15 hours; Family and Community Relationships- 7.5 hours; Assessment and Evaluation- 7.5 hours; Professionalism and Leadership- 5 hours; Program Organization and Management- 5 hours; Health, Safety, Nutrition and Physical Activities- 5 hours.
IIB	At least six (6) months working with children in a group setting or related field experience	60 hours of professional development/training	<ul style="list-style-type: none"> May include non-credit bearing Directors' Academy.

IIC	At least one (1) year working with children and families in a professional setting or related field experience	90 hours of professional development/training	<ul style="list-style-type: none"> • May include 90 hours of professional development for the NJ Family Development Credential (FDC) for Family Workers.
IID	At least one (1) year working with children and families in a professional setting or related field experience	NJ Family Development Credential	<ul style="list-style-type: none"> • It is recommended that the 120 hours of professional development are distributed across the Core Knowledge areas as follows: Child Growth and Development- 30 hours; Curriculum- 30 hours; Family and Community Relationships- 15 hours; Assessment and Evaluation- 15 hours; Professionalism and Leadership- 10hours; Program Organization and Management- 10 hours; Health, Safety, Nutrition and Physical Activities- 10 hours.
IIE	At least one (1) year working with children in a group setting or related field experience	120 hours of professional development/training	<ul style="list-style-type: none"> • May include 120-hours of NJ Infant/Toddler Credential preparation.
IIF	At least one (1) year working with children in a group setting or with children and families in a professional setting or related field experience	CDA Credential or CCP Credential	<ul style="list-style-type: none"> • May include NJ Office of Licensing Group Teacher with CDA or CCP Credential.
IIG	At least one (1) year working with young children and one (1) year management experience	NJ Administrators' Credential I	

III	At least one (1) year working with young children	Six (6) college credits in the Core Knowledge areas	• May include the NJ Infant/Toddler Credential.
IV	At least one (1) year working with children in a group setting	Nine (9) college credits in the Core Knowledge areas	<ul style="list-style-type: none"> • May include NJ Administrators' Credential II. • May include NJ Office of Licensing Group Teacher with six (6) credits in ECE and nine (9) credits in related areas.
V	At least one (1) year working with children in a group setting	Fifteen (15) college credits in the Core Knowledge areas	<ul style="list-style-type: none"> • May include US Department of Labor Child Care Development Specialist Apprentice (For more information go to http://www.doleta.gov/oa/apprentices.cfm).
VI	At least one (1) year working with children in a group setting or with children and families in a professional setting or related field experience	<p>At least an Associate's Degree in Early Childhood Education or a two year degree with 15 credits in Core Knowledge areas or 60 college credits with 15 credits in Core Knowledge areas or Associate's Degree in Human Services</p>	<ul style="list-style-type: none"> • May include NJ Administrators' Credential III with Associate's Degree. • May include NJ Infant/Toddler Credential with Associate's Degree. • The Associate's Degree in Human Services is for Family Workers only.
VII	At least of two (2) years working with children in a group setting or student teaching or with children and families in a professional setting or related field experience	<p>At least a Bachelor's Degree with the P-3 Certification (undergraduate) or a Bachelor's Degree and any other approved licensure/certification/endorsement in Early Childhood Education or Special Education or English as a Second Language or related area or a Bachelor's Degree with 27 credits in Core Knowledge areas or a Bachelor's Degree in Social Work or Family Studies</p>	<ul style="list-style-type: none"> • May include NJ Administrators' Credential III with Bachelor's Degree. • May include NJ Infant/Toddler Credential with Bachelor's Degree. • The Bachelor's Degree in Social Work or Family Studies is for Family Workers and Family Worker Coordinators only. • May include NJ Office of Licensing Head Teacher.

VIII	At least of three (3) years working in an educational setting, including at least one (1) year of supervision of adults	An additional 15 Post-Bachelor's credits in the Core Knowledge areas or 15 credits in a child-related Master's Degree Program or P-3 Certification Post-graduate	
IX	At least of three (3) years managerial and/or supervisory experience in a child care program, educational institution, business or program or agency related to children and families	At least a Master's Degree in Early Childhood Education or Social Work or Family Studies or in a child-related field	<ul style="list-style-type: none"> • May include Family Worker Coordinators. • May include college faculty. • May include Master Teachers. • May include program or agency administrators.
X	At least of five (5) years related work experience	At least a Doctoral Degree in Early Childhood Education or Social Work or Family Studies or in a child-related field	<ul style="list-style-type: none"> • May include college faculty. • May include program or agency administrators.

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.**

<https://www.pinj.org> or Professional IMPACT NJ

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

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

Please refer to Career Lattice in section 3.4.2a

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

Describe:

Please refer to Career Lattice in section 3.4.2a

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 pathway (or lattice) include specializations or credentials, if any, for working with any of the following children?

Infants and toddlers

Preschoolers

School-age children

Dual language learners

Children with disabilities, children with developmental delays, and children with other special needs

Other.

Describe:

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:

Required for Administrator's credential, Director's Academy, NAEYC and NAFCC Accreditation facilitation Project.

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
PO718
Union, NJ 07083

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

- General information
- Current employment information verified
- 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 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 for general education courses for transfer students.

No.

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

Yes.
If yes, describe:

Limited articulation agreements exist for transfer of 9 CDA credits from Community Colleges to 4 year institutions and through the Starting Points for Children Inc. Child development specialist Program.

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. (See Directory of Instructional Resources at the PINJ website.)

No.

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:

Grants.
Describe:

Loans.
Describe:

Loan forgiveness programs.
Describe:

Substitute pools.
Describe:

Release time.
Describe:

Other.
Describe:

None.

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

Yes.
If yes, describe:

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:

No.

3.4.5 Workforce Element 5 - Compensation, Benefits and Workforce

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

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

Yes.

If yes, describe:

No.

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

Yes.

If yes, describe:

No.

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

Yes.

If yes, describe:

No.

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

Yes.

If yes, describe:

No.

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

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):

[See the newly enhanced and upgraded NJ Registry](#)

Data on the demographic characteristics of practitioners or providers working directly with children.

Describe (optional):

PINJ provides access to registry data of selected employee types to DFD as requested. DFD does not currently have direct access to the registry data.

Records of individual teachers or caregivers and their qualifications.
Describe (optional):

PINJ provides access to registry data of selected employee types to DFD as requested. DFD does not currently have direct access to the registry data.

Retention rates.
Describe (optional):

PINJ provides access to registry data of selected employee types to DFD as requested. DFD does not currently have direct access to the registry data.

Records of individual professional development specialists and their qualifications.
Describe (optional):

PINJ provides access to registry data of selected employee types to DFD as requested. DFD does not currently have direct access to the registry data.

Qualifications of teachers or caregivers linked to the programs in which they teach.
Describe (optional):

PINJ provides access to registry data of selected employee types to DFD as requested. DFD does not currently have direct access to the registry data.

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):

PINJ provides access to registry data of selected employee types to DFD as requested. DFD does not currently have direct access to the registry data.

Number of credentials and degrees conferred annually.

Describe (optional):

PINJ provides access to registry data of selected employee types to DFD as requested. DFD does not currently have direct access to the registry data.

Data on T/TA completion or attrition rates.
Describe (optional):

Data on degree completion or attrition rates.
Describe (optional):

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:

Currently participation is voluntary but we are looking to require any staff who accepts any state subsidized scholarship to sign up for the registry.

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 -

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies are not required to establish a goal for each sub-section in 3.4. 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.

Attachment 2.2.9



Child Care and Early Education Service Eligibility Application



STATE OF NEW JERSEY • DEPARTMENT OF HUMAN SERVICES

Applicant Instructions for Completing the Child Care Eligibility Form

The following instructions are keyed to the various sections of this form. Please read carefully.

► INSTRUCTIONS FOR COMPLETING SECTION A

1. Enter your full name (last, first, middle initial), social security number and date of birth (month/date/year). Check one or more of the appropriate boxes provided to indicate your race. Check the appropriate box to indicate your ethnicity and sex. Check the appropriate box to indicate the relationship of the parent/ applicant to the child(ren) for which you are making an application for assistance. If you are not an immediate relative (mother/father), please indicate whether you are another legally responsible person, a foster parent or other. If other, please specify.
2. If applicable (resides in household), enter the full name of your spouse or co-applicant, social security number and date of birth (month/date/year). Check the appropriate boxes provided to indicate the race, ethnicity and sex of the co-applicant/spouse.
3. Enter your home address and county in which you reside. Enter the school district which the child(ren) attends.
4. Enter your home telephone number.
5. Enter the "family size" meaning the number of adults (persons 18 years or older who are legally responsible for the children) and dependent adults (persons 18 years or older) who are in your immediate family unit, and the number of dependent children (persons under age 18).

Examples: In a single parent family with two children state: "# of Adults: 1, # of Children: 2."

In a two parent family with a dependent adult (grandparent) and two children state: "# of Adults: 3, # of Children: 2."

Note: If as a single parent, you and your child(ren) live with your mother and father, you would **NOT** include the grandparents in the family size.

► INSTRUCTIONS FOR COMPLETING SECTION B

Provide Income Information Based on the Current Year. Fill In All Blanks. List Gross Figures Unless Otherwise Indicated. If You Receive None in a Certain Category, Write "0."

For each adult (applicant co-applicant or other dependent adult) residing in the household unit, list all current income information. Columns are provided to enter income information either by week, every two weeks, month or year. For separated or divorced spouses, include only that income (i.e., child support or alimony) which is available to the custodial family.

1. List all gross income due to wages and salary.
2. List all benefit income received from pensions and retirement.
3. List all benefit income received from Supplemental Security Income (SSI).
4. List all benefit income received from unemployment and workmen's compensation.
5. List all benefit income received from public assistance (TANF).

6. List income received from an absent parent for child support or alimony.
7. Include any other income received which is required to be listed for federal and state tax reporting purposes.
8. Indicate the annual total of all sources of income.

► INSTRUCTIONS FOR COMPLETING SECTION C

Provide Information of Current Work, School and/or Training Activity for Applicant and Co-Applicant (if applicable).

1. Enter the name, complete address and telephone number of Primary Work/School/Training Site.
2. Check the appropriate box to indicate if activity is work, school or training.
3. Enter your starting date (month/date/year).
4. Check the appropriate box to indicate if Work/School/Training activity is full time, part time or seasonal. Enter the number of hours per week and months per year spent at site.
5. Include the information for your Secondary Work/School/Training activity (if applicable).

► INSTRUCTIONS FOR COMPLETING SECTION D

Questions 1-9. Check the appropriate box (either "Yes" or "No") for each question. If you answer "Yes" to any of questions 2-5, provide the requested information.

Questions 10. Check the appropriate box to indicate if you are applying for assistance because you are ineligible for the TANF or TCC programs.

Questions 11. Check whether you understand you are applying for voucher or contracted child care services.

Questions 12. Check whether all of the children in your family have health insurance and if you wish to receive an application for NJ Family Care.

► INSTRUCTIONS FOR COMPLETING SECTION E

1-2. Enter full name (last, first, middle initial), social security number and date of birth (month/date/year) for each child for whom assistance is requested. Check the appropriate boxes provided to indicate race, ethnicity and sex of child(ren). Indicate the hours, days and duration for which child care is needed. Check the appropriate box to indicate if the child(ren) has a special need, if yes, state the need. Check the appropriate box to indicate if the child is a US citizen. If yes, attach a copy of the child's birth certificate and social security card. Proof of the child's citizenship is not required for Abbott, Child Protective Services, Kinship or Post-Adoption subsidies.

► INSTRUCTIONS FOR COMPLETING SECTION F

After reading the certification, applicant and co-applicant (if applicable) sign on the appropriate line and include the date.

Rev 12/08



Child Care and Early Education Service Eligibility Application

STATE OF NEW JERSEY • DEPARTMENT OF HUMAN SERVICES

ADDRESS REPLY TO:

The Child Care Resource and Referral Agency located in the county where you live. A list can be found at:
<http://www.state.nj.us/humanservices/dfd/programs/child/ccrr/>

A Applicant/Co-Applicant Information Please Read Instructions, Print Clearly, Answer All Questions

1. PARENT/APPLICANT NAME	SOCIAL SECURITY NO.	DATE OF BIRTH
_____ <i>(Last)</i> _____ <i>(First)</i> _____ <i>(M.I.)</i>	_____-_____-_____ <i>(9 Digit Number)</i>	____/____/_____ <i>(Mo./Dy./Yr.)</i>
<i>The following information is needed for statistical purposes. Check one or more of the appropriate boxes to indicate applicant response.</i>		
RACE: <input type="checkbox"/> American Indian or Alaskan <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Native Hawaiian/Pacific Islander <input type="checkbox"/> White ETHNICITY: Hispanic/Latino: <input type="checkbox"/> Yes <input type="checkbox"/> No SEX: <input type="checkbox"/> Male <input type="checkbox"/> Female Relationship of APPLICANT to children: <input type="checkbox"/> Father <input type="checkbox"/> Mother <input type="checkbox"/> Legally Responsible Adult <input type="checkbox"/> Foster Parent <input type="checkbox"/> Other: _____		
2. PARENT/CO-APPLICANT NAME (If Applicable)	SOCIAL SECURITY NO.	DATE OF BIRTH
_____ <i>(Last)</i> _____ <i>(First)</i> _____ <i>(M.I.)</i>	_____-_____-_____ <i>(9 Digit Number)</i>	____/____/_____ <i>(Mo./Dy./Yr.)</i>
<i>The following information is needed for statistical purposes. Check one or more of the appropriate boxes to indicate applicant response.</i>		
RACE: <input type="checkbox"/> American Indian or Alaskan <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Native Hawaiian/Pacific Islander <input type="checkbox"/> White ETHNICITY: Hispanic/Latino: <input type="checkbox"/> Yes <input type="checkbox"/> No SEX: <input type="checkbox"/> Male <input type="checkbox"/> Female		
3. HOME ADDRESS (Number and Street) _____		
City: _____		State: _____ Zip Code: _____
County: _____ School District: _____		
4. HOME TELEPHONE: _____		
5. NUMBER OF ADULTS IN FAMILY: _____ NUMBER OF CHILDREN IN FAMILY: _____ TOTAL FAMILY SIZE: _____		
<i>Family size includes parent, spouse, children for whom subsidy is requested, other dependent children, or adults claimed on applicant's or co-applicant's IRS 1040. In cases of kinship, family size includes the child for whom subsidy is requested and all dependents claimed on the grandparent's, aunt's or relative's IRS 1040. For DYFS cases, a child and any of his/her siblings living in the same home and who are in DYFS-paid out of home placement shall be counted to determine the size of the family.</i>		

B Family Income Information Attach Original Proof of Income - Most Recent Four Consecutive Weeks
Information is not required for DYFS-paid caregivers. Payments for DYFS children in out of home placement does not count as income.

<p><i>For each source, enter income information either by week, bi-weekly, month or year. Include child support and/or alimony.</i></p> <p>1. Wages and Salary (gross):</p> <p>2. Pensions, Retirement:</p> <p>3. Supplemental/Social Security Benefits:</p> <p>4. Unemployment, Workmen's Compensation:</p> <p>5. TANF Cash Assistance:</p> <p>6. Child Support/Alimony:</p> <p>7. Other: _____</p> <p>8. TOTAL GROSS INCOME:</p>	PARENT/CO-APPLICANT <i>List gross income for current:</i>				PARENT/CO-APPLICANT <i>List gross income for current:</i>			
	WEEK	2 WEEKS	MONTH	YEAR	WEEK	2 WEEKS	MONTH	YEAR

C Work/School/Training Information Proof of Current School Registration Must Be Attached

<p>Name of PRIMARY Work/School/Training Site: Complete Address (Street, City, State, & Zip): <i>(If applicable, enter "Self-Employed")</i></p> <p>Telephone Number: () _____</p> <p>Check One: Enter Starting Date (Mo/Dy/Yr): _____ / _____ / _____</p> <p>Check One and Enter: Number of Hours/Week and Months/Year for Work/School/Training <input type="checkbox"/> Full Time <input type="checkbox"/> Part Time _____ # Hrs/Wk <input type="checkbox"/> Seasonal Employment _____ # Mos/Yr</p>	PARENT/CO-APPLICANT	PARENT/CO-APPLICANT
	<p><input type="checkbox"/> Work <input type="checkbox"/> School <input type="checkbox"/> Training</p> <p>Start Date _____ / _____ / _____</p> <p><input type="checkbox"/> Full Time <input type="checkbox"/> Part Time _____ # Hrs/Wk <input type="checkbox"/> Seasonal Employment _____ # Mos/Yr</p>	<p><input type="checkbox"/> Work <input type="checkbox"/> School <input type="checkbox"/> Training</p> <p>Start Date _____ / _____ / _____</p> <p><input type="checkbox"/> Full Time <input type="checkbox"/> Part Time _____ # Hrs/Wk <input type="checkbox"/> Seasonal Employment _____ # Mos/Yr</p>
<p>Name of SECONDARY Work/School/Training Site: Complete Address (Street, City, State, & Zip):</p> <p>Telephone Number: () _____</p> <p>Check One: Enter Starting Date (Mo/Dy/Yr): _____ / _____ / _____</p> <p>Check One and Enter: Number of Hours/Week and Months/Year for Work/School/Training <input type="checkbox"/> Full Time <input type="checkbox"/> Part Time _____ # Hrs/Wk <input type="checkbox"/> Seasonal Employment _____ # Mos/Yr</p>	PARENT/CO-APPLICANT	PARENT/CO-APPLICANT
<p><input type="checkbox"/> Work <input type="checkbox"/> School <input type="checkbox"/> Training</p> <p>Start Date _____ / _____ / _____</p> <p><input type="checkbox"/> Full Time <input type="checkbox"/> Part Time _____ # Hrs/Wk <input type="checkbox"/> Seasonal Employment _____ # Mos/Yr</p>	<p><input type="checkbox"/> Work <input type="checkbox"/> School <input type="checkbox"/> Training</p> <p>Start Date _____ / _____ / _____</p> <p><input type="checkbox"/> Full Time <input type="checkbox"/> Part Time _____ # Hrs/Wk <input type="checkbox"/> Seasonal Employment _____ # Mos/Yr</p>	

* Incomplete Applications Will Not Be Accepted * DHS/CC:1 (12/2008)

D YES NO All Questions Must Be Answered. Incomplete Applications Will Not Be Accepted. Supporting Documents Must Be Attached For Verification

- 1. Are you currently participating in the Food Stamp Program?
- 2. Are you currently receiving/have you received assistance for child care with a Temporary Assistance for Needy Families (TANF) or Transitional Child Care (TCC) grant through the Work First New Jersey (WFNJ) Program within the last two years? If yes, indicate when benefits do/did expire by entering Month, Day and Year ____/____/____ and TANF case number: _____
- 3. Is your family an active case with the Division of Youth and Family Services (DYFS) and are the children for whom you are requesting subsidy residing with you? If yes, please give the name of the office: _____
- 4. Are you currently receiving a TANF grant? If yes, please indicate the TANF case number: _____
- 5. Do you or a member of your family have a chronic medical problem for which child care is recommended as part of a treatment/rehabilitation plan? If yes, indicate the name of the individual/agency authorizing the treatment plan and telephone number:
Agency Name: _____ Telephone #: (____) _____
- 6. Are you the head of the household in which you reside?
- 7. Are you currently homeless or at risk of becoming homeless?
- 8. Are the children for whom you are requesting child care assistance in a DYFS foster home, DYFS para-foster home, or DYFS pre-adoptive home. **If you are employed or participating in a school or training program, proof must be attached for DYFS purposes.**
- 9. Do you receive any cash or voucher assistance to specifically pay for housing?
- 10. Are you requesting assistance because the County Welfare Agency/Board of Social Services (CWA/BSS) informed you that you are ineligible for the Temporary Assistance for Needy Families (TANF) or Transitional Child Care (TCC) Program?
- 11. I understand that I am applying to the agency for: **VOUCHER** payment assistance **CONTRACTED** services in a community-based center
- 12. Do all of the children in this family have health insurance benefits? Yes No
If NO, do you wish to receive an application for NJ Family Care? Yes No

E Children Information Include Each Child Needing Child Care Service and for Whom Assistance Requested. Use Addendum Form to Provide Information for Additional Children.

FULL NAME OF CHILD NO. 1 _____ **SOCIAL SECURITY NO.** _____ **DATE OF BIRTH** ____/____/____
 _____ (Last) _____ (First) _____ (M.I.) _____ (9 Digit Number) _____ (Mo./Dy./Yr.)
The following information is needed for statistical purposes. Check one or more of the appropriate boxes to indicate applicant response.
RACE: American Indian or Alaskan Asian Black or African American Native Hawaiian/Pacific Islander White
ETHNICITY: Hispanic/Latino: Yes No **SEX:** Male Female
 Indicate the hour/days/duration for which child care is needed: _____
 Child has a special need: No Yes **If yes, state special need and attach verification:** _____
 Child is a US citizen or a qualified alien? No Yes **If yes, attach verification (copy of Social Security Card and Birth Certificate or, if applicable, Resident Alien Card)**

AGENCY USE: Status (Check One): Denied Approved Waiting List Pending
DYFS USE: (Enter the NJ Spirit Case No.) _____ Program: _____ Code: _____ Component: _____
 Assessed Co-Payment (Enter and Circle One): \$ _____ Wk. _____ Mo. _____ Enrollment Date: ____/____/____

FULL NAME OF CHILD NO. 2 _____ **SOCIAL SECURITY NO.** _____ **DATE OF BIRTH** ____/____/____
 _____ (Last) _____ (First) _____ (M.I.) _____ (9 Digit Number) _____ (Mo./Dy./Yr.)
The following information is needed for statistical purposes. Check one or more of the appropriate boxes to indicate applicant response.
RACE: American Indian or Alaskan Asian Black or African American Native Hawaiian/Pacific Islander White
ETHNICITY: Hispanic/Latino: Yes No **SEX:** Male Female
 Indicate the hour/days/duration for which child care is needed: _____
 Child has a special need: No Yes **If yes, state special need and attach verification:** _____
 Child is a US citizen or a qualified alien? No Yes **If yes, attach verification (copy of Social Security Card and Birth Certificate or, if applicable, Resident Alien Card)**

AGENCY USE: Status (Check One): Denied Approved Waiting List Pending
DYFS USE: (Enter the NJ Spirit Case No.) _____ Program: _____ Code: _____ Component: _____
 Assessed Co-Payment (Enter and Circle One): \$ _____ Wk. _____ Mo. _____ Enrollment Date: ____/____/____

FULL NAME OF CHILD NO. 3 _____ **SOCIAL SECURITY NO.** _____ **DATE OF BIRTH** ____/____/____
 _____ (Last) _____ (First) _____ (M.I.) _____ (9 Digit Number) _____ (Mo./Dy./Yr.)
The following information is needed for statistical purposes. Check one or more of the appropriate boxes to indicate applicant response.
RACE: American Indian or Alaskan Asian Black or African American Native Hawaiian/Pacific Islander White
ETHNICITY: Hispanic/Latino: Yes No **SEX:** Male Female
 Indicate the hour/days/duration for which child care is needed: _____
 Child has a special need: No Yes **If yes, state special need and attach verification:** _____
 Child is a US citizen or a qualified alien? No Yes **If yes, attach verification (copy of Social Security Card and Birth Certificate or, if applicable, Resident Alien Card)**

AGENCY USE: Status (Check One): Denied Approved Waiting List Pending
DYFS USE: (Enter the NJ Spirit Case No.) _____ Program: _____ Code: _____ Component: _____
 Assessed Co-Payment (Enter and Circle One): \$ _____ Wk. _____ Mo. _____ Enrollment Date: ____/____/____

You May Be Required to Provide Additional Proof of Family Size, Income, Citizenship or Residency to Verify Eligibility. Supporting Documentation Required May Include Most Current IRS Form 1040, Utility Bill or Birth Certificate.

F

Child Care and Early Education Service Eligibility Application Certification

READ CAREFULLY BEFORE SIGNING

I (we) hereby certify that all of the information provided is true and correct to the best of my (our) knowledge. I (we) know that submitting false information about my (our) situation, failing to give the necessary information or causing others to hold back information is against the law and may subject me (us) to prosecution. I (we) also understand that:

1. Acceptance of child care financial assistance is not for my (our) personal use or expenses and that federal, state and local public funds are and will be used as payment for costs that are directly associated with services rendered by a child care provider.
2. It is unlawful to obtain financial assistance for child care services by providing any false or misleading information, including but not limited to information about my eligibility and/or information that relates to child attendance for provider records, sign-in sheets or voucher payment forms. Examples of unlawful behavior include, but are not limited to:
 - Failing to accurately report all sources of my (our) income. Examples include, but are not limited to not reporting multiple sources of income, or an increase or decrease in wage/salary, child support payments, or alimony, or any other income.
 - Failing to accurately report the amount of my income. Examples include, but are not limited to reporting the accurate amount(s) of income from self-employment; rent from property ownership or changing or altering pay stub information.
 - Failing to accurately report the number of household members. Examples include, but are not limited to failing to report that my spouse or another parent/guardian is living in the household.
 - Pre-signing and dating voucher certification forms, sign-in sheets or other provider records used to track and verify child attendance.
 - Failing to accurately verify child attendance on voucher payment records/forms within the reporting timeframes.
3. This information is being given in connection with federal, state and local public funds and will be used through computer matching programs to confirm the accuracy of my (our) statements and verify my (our) income, resources and need for child care assistance, as warranted.
4. Providing the requested information, including the Social Security Numbers of Parent(s)/Applicant(s), is voluntary. Agency staff may use my (our) names and Social Security information with federal and state agencies and other sources deemed necessary for official examination. However, copies of birth certificates, social security and qualified alien resident cards, if applicable, are required for all children for whom subsidy services are being requested.
5. Failure to provide or deliberate misrepresentation of required information will result in the denial of my (our) application, termination of child care benefits to the family and referral to federal, state or local agencies for criminal or civil court action, garnishment of wages or tax intercept, as well as private claims collection agencies for claims action involving repayment and recovery of funds.
6. Providing false or misleading information in connection with my (our) application for child care financial assistance, and/or failing to report within ten days any change in my (our) family size or family income or any other circumstances that might change my (our) eligibility, such as work/school/training status, may result in the termination of my (our) child care subsidy and make me (us) ineligible to apply for and/or receive subsidized child care for a period of six months for the first violation; for a period of 12 months for a second violation; and permanent disqualification for the third violation.
7. If I receive financial assistance as a result of false or misleading information, I (we) may be responsible to repay the costs of child care and may be subject to a civil fine and possible criminal prosecution.
8. I (we) understand that in order to verify my (our) income and service need, an agency representative may need to contact my (our) employer(s). I (we) hereby authorize my (our) employer(s) to release information regarding my (our) income, pay scale, hours and schedule of work to the agency to which I am applying.

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Unsigned applications cannot be processed. A copy of this document will be provided to you for your records.

DYFS USE ONLY

DYFS Case Manager Name and Number: _____ Date: _____

Note: _____

SAR has been completed; voucher payments for DYFS/CPS child care services are approved for the period ____ / ____ / ____ thru ____ / ____ / ____

DYFS Voucher Payment Authorization Signature: _____ Date: _____

CCR&R or CENTER-BASED CONTRACTED (CBC) PROVIDER USE ONLY:

Check One: Initial Application Re-determination Certification Date: ____ / ____ / ____

Family Size: _____ Annual Family Income: \$ _____

Family's Total Assessed Co-Payment, if applicable (Enter Amt. and Check One): \$ _____ WEEK MONTH

Check One: DENIED APPROVED PENDING

Staff Member Certification: _____ Date: _____

Note: _____

Name of CCR&R or CBC Provider: _____

DHS/CC:3 (12/08)



Child Care and Early Education Service Eligibility Application

STATE OF NEW JERSEY • DEPARTMENT OF HUMAN SERVICES

ADDRESS REPLY TO:



Parent/Applicant Name: _____
 Social Security Number: _____ Date of Birth: ____/____/____

Complete for Each Additional Child for Whom You Are Requesting Subsidy

4	FULL NAME OF CHILD NO. 4 _____ (Last) (First) (M.I.) _____ (9 Digit Number) _____ (Mo./Dy./Yr.) <i>The following information is needed for statistical purposes. Check one or more of the appropriate boxes to indicate applicant response.</i> RACE: <input type="checkbox"/> American Indian or Alaskan <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Native Hawaiian/Pacific Islander <input type="checkbox"/> White ETHNICITY: Hispanic/Latino: <input type="checkbox"/> Yes <input type="checkbox"/> No SEX: <input type="checkbox"/> Male <input type="checkbox"/> Female Indicate the hour/days/duration for which child care is needed: _____ Child has a special need: <input type="checkbox"/> No <input type="checkbox"/> Yes If yes, state special need and attach verification: _____ Child is a US citizen or a qualified alien? <input type="checkbox"/> No <input type="checkbox"/> Yes If yes, attach verification (copy of Social Security Card and Birth Certificate or, if applicable, Resident Alien Card) _____	SOCIAL SECURITY NO. _____ (9 Digit Number)	DATE OF BIRTH _____ (Mo./Dy./Yr.)
AGENCY USE: Status (Check One): <input type="checkbox"/> Denied <input type="checkbox"/> Approved <input type="checkbox"/> Waiting List <input type="checkbox"/> Pending DYFS USE: (Enter the NJ Spirit Case No.) _____ Program: _____ Code: _____ Component: _____ Assessed Co-Payment (Enter and Circle One): \$ _____ Wk. _____ Mo. _____ Enrollment Date: ____/____/____			
5	FULL NAME OF CHILD NO. 5 _____ (Last) (First) (M.I.) _____ (9 Digit Number) _____ (Mo./Dy./Yr.) <i>The following information is needed for statistical purposes. Check one or more of the appropriate boxes to indicate applicant response.</i> RACE: <input type="checkbox"/> American Indian or Alaskan <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Native Hawaiian/Pacific Islander <input type="checkbox"/> White ETHNICITY: Hispanic/Latino: <input type="checkbox"/> Yes <input type="checkbox"/> No SEX: <input type="checkbox"/> Male <input type="checkbox"/> Female Indicate the hour/days/duration for which child care is needed: _____ Child has a special need: <input type="checkbox"/> No <input type="checkbox"/> Yes If yes, state special need and attach verification: _____ Child is a US citizen or a qualified alien? <input type="checkbox"/> No <input type="checkbox"/> Yes If yes, attach verification (copy of Social Security Card and Birth Certificate or, if applicable, Resident Alien Card) _____	SOCIAL SECURITY NO. _____ (9 Digit Number)	DATE OF BIRTH _____ (Mo./Dy./Yr.)
AGENCY USE: Status (Check One): <input type="checkbox"/> Denied <input type="checkbox"/> Approved <input type="checkbox"/> Waiting List <input type="checkbox"/> Pending DYFS USE: (Enter the NJ Spirit Case No.) _____ Program: _____ Code: _____ Component: _____ Assessed Co-Payment (Enter and Circle One): \$ _____ Wk. _____ Mo. _____ Enrollment Date: ____/____/____			
6	FULL NAME OF CHILD NO. 6 _____ (Last) (First) (M.I.) _____ (9 Digit Number) _____ (Mo./Dy./Yr.) <i>The following information is needed for statistical purposes. Check one or more of the appropriate boxes to indicate applicant response.</i> RACE: <input type="checkbox"/> American Indian or Alaskan <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Native Hawaiian/Pacific Islander <input type="checkbox"/> White ETHNICITY: Hispanic/Latino: <input type="checkbox"/> Yes <input type="checkbox"/> No SEX: <input type="checkbox"/> Male <input type="checkbox"/> Female Indicate the hour/days/duration for which child care is needed: _____ Child has a special need: <input type="checkbox"/> No <input type="checkbox"/> Yes If yes, state special need and attach verification: _____ Child is a US citizen or a qualified alien? <input type="checkbox"/> No <input type="checkbox"/> Yes If yes, attach verification (copy of Social Security Card and Birth Certificate or, if applicable, Resident Alien Card) _____	SOCIAL SECURITY NO. _____ (9 Digit Number)	DATE OF BIRTH _____ (Mo./Dy./Yr.)
AGENCY USE: Status (Check One): <input type="checkbox"/> Denied <input type="checkbox"/> Approved <input type="checkbox"/> Waiting List <input type="checkbox"/> Pending DYFS USE: (Enter the NJ Spirit Case No.) _____ Program: _____ Code: _____ Component: _____ Assessed Co-Payment (Enter and Circle One): \$ _____ Wk. _____ Mo. _____ Enrollment Date: ____/____/____			
7	FULL NAME OF CHILD NO. 7 _____ (Last) (First) (M.I.) _____ (9 Digit Number) _____ (Mo./Dy./Yr.) <i>The following information is needed for statistical purposes. Check one or more of the appropriate boxes to indicate applicant response.</i> RACE: <input type="checkbox"/> American Indian or Alaskan <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Native Hawaiian/Pacific Islander <input type="checkbox"/> White ETHNICITY: Hispanic/Latino: <input type="checkbox"/> Yes <input type="checkbox"/> No SEX: <input type="checkbox"/> Male <input type="checkbox"/> Female Indicate the hour/days/duration for which child care is needed: _____ Child has a special need: <input type="checkbox"/> No <input type="checkbox"/> Yes If yes, state special need and attach verification: _____ Child is a US citizen or a qualified alien? <input type="checkbox"/> No <input type="checkbox"/> Yes If yes, attach verification (copy of Social Security Card and Birth Certificate or, if applicable, Resident Alien Card) _____	SOCIAL SECURITY NO. _____ (9 Digit Number)	DATE OF BIRTH _____ (Mo./Dy./Yr.)
AGENCY USE: Status (Check One): <input type="checkbox"/> Denied <input type="checkbox"/> Approved <input type="checkbox"/> Waiting List <input type="checkbox"/> Pending DYFS USE: (Enter the NJ Spirit Case No.) _____ Program: _____ Code: _____ Component: _____ Assessed Co-Payment (Enter and Circle One): \$ _____ Wk. _____ Mo. _____ Enrollment Date: ____/____/____			

DHS/CC:2A (12/08)

Attachment 2.4.1

11/28/2011 9:18 AM

State of New Jersey
DEPARTMENT OF HUMAN SERVICES

Page 1 of 2

Fiscal Year 2011
Effective: October 1, 2010 to September 30, 2011

CLIENT INCOME ELIGIBILITY and CO-PAYMENT SCHEDULE for SUBSIDIZED CHILD CARE ASSISTANCE or SERVICES



Full Time Child Care				Part-Time Child Care				Percent of 2010 Federal Poverty Index		Family Size and Annual Income						
Weekly Co-Payment		Monthly Co-Payment		Weekly Co-Payment		Monthly Co-Payment		More than	Less than	Income Levels 1 or 2	Income Levels 3	Income Levels 4	Income Levels 5	Income Levels 6	Income Levels 7	
First Child 100%	Second Child 75%	First Child 100%	Second Child 75%	First Child 100%	Second Child 75%	First Child 100%	Second Child 75%									
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	100%	100%	\$14,570	\$18,310	\$22,050	\$25,790	\$29,530	\$33,270	
\$17.67	\$13.25	\$76.51	\$57.38	\$8.84	\$6.63	\$38.26	\$28.69	100% - 105%	105% - 110%	\$14,571 - \$15,299	\$18,311 - \$19,226	\$22,051 - \$23,153	\$25,791 - \$27,080	\$29,531 - \$31,007	\$33,271 - \$34,934	
\$18.02	\$13.52	\$78.03	\$58.52	\$9.01	\$6.76	\$39.01	\$29.26	105% - 110%	110% - 115%	\$15,300 - \$16,027	\$19,227 - \$20,141	\$23,154 - \$24,255	\$27,081 - \$28,369	\$31,008 - \$32,483	\$34,935 - \$36,597	
\$18.37	\$13.78	\$79.54	\$59.66	\$9.19	\$6.89	\$39.77	\$29.83	110% - 115%	115% - 120%	\$16,028 - \$16,756	\$20,142 - \$21,057	\$24,256 - \$25,358	\$28,370 - \$29,659	\$32,484 - \$33,960	\$36,598 - \$38,261	
\$18.72	\$14.04	\$81.06	\$60.79	\$9.36	\$7.02	\$40.53	\$30.40	115% - 120%	120% - 125%	\$16,757 - \$17,484	\$21,058 - \$21,972	\$25,359 - \$26,460	\$29,660 - \$30,948	\$33,961 - \$35,436	\$38,262 - \$39,924	
\$19.40	\$14.55	\$84.00	\$63.00	\$9.70	\$7.28	\$42.00	\$31.50	120% - 125%	125% - 130%	\$17,485 - \$18,213	\$21,973 - \$22,888	\$26,461 - \$27,563	\$30,949 - \$32,238	\$35,437 - \$36,913	\$39,925 - \$41,588	
\$20.08	\$15.06	\$86.95	\$65.21	\$10.04	\$7.53	\$43.47	\$32.60	125% - 130%	130% - 135%	\$18,214 - \$18,941	\$22,889 - \$23,803	\$27,564 - \$28,665	\$32,239 - \$33,527	\$36,914 - \$38,389	\$41,589 - \$43,251	
\$20.76	\$15.57	\$89.89	\$67.42	\$10.38	\$7.79	\$44.95	\$33.71	130% - 135%	135% - 140%	\$18,942 - \$19,670	\$23,804 - \$24,719	\$28,666 - \$29,768	\$33,528 - \$34,817	\$38,390 - \$39,866	\$43,252 - \$44,915	
\$21.44	\$16.08	\$92.84	\$69.63	\$10.72	\$8.04	\$46.42	\$34.81	135% - 140%	140% - 145%	\$19,671 - \$20,398	\$24,720 - \$25,634	\$29,769 - \$30,870	\$34,818 - \$36,106	\$39,867 - \$41,342	\$44,916 - \$46,578	
\$22.46	\$16.85	\$97.25	\$72.94	\$11.23	\$8.42	\$48.63	\$36.47	140% - 145%	145% - 150%	\$20,399 - \$21,127	\$25,635 - \$26,550	\$30,871 - \$31,973	\$36,107 - \$37,396	\$41,343 - \$42,819	\$46,579 - \$48,242	
\$23.48	\$17.61	\$101.67	\$76.25	\$11.74	\$8.81	\$50.83	\$38.13	145% - 150%	150% - 155%	\$21,128 - \$21,855	\$26,551 - \$27,465	\$31,974 - \$33,075	\$37,397 - \$38,685	\$42,820 - \$44,295	\$48,243 - \$49,905	
\$24.50	\$18.38	\$106.09	\$79.56	\$12.25	\$9.19	\$53.04	\$39.78	150% - 155%	155% - 160%	\$21,856 - \$22,584	\$27,466 - \$28,381	\$33,076 - \$34,178	\$38,686 - \$39,975	\$44,296 - \$45,772	\$49,906 - \$51,568	
\$25.52	\$19.14	\$110.50	\$82.88	\$12.76	\$9.57	\$55.25	\$41.44	155% - 160%	160% - 165%	\$22,585 - \$23,312	\$28,382 - \$29,296	\$34,179 - \$35,280	\$39,976 - \$41,264	\$45,773 - \$47,248	\$51,570 - \$53,232	
\$26.88	\$20.16	\$116.39	\$87.29	\$13.44	\$10.08	\$58.20	\$43.65	160% - 165%	165% - 170%	\$23,313 - \$24,041	\$29,297 - \$30,212	\$35,281 - \$36,383	\$41,265 - \$42,554	\$47,249 - \$48,725	\$53,233 - \$54,896	
\$28.24	\$21.18	\$122.28	\$91.71	\$14.12	\$10.59	\$61.14	\$45.85	165% - 170%	170% - 175%	\$24,042 - \$24,769	\$30,213 - \$31,127	\$36,384 - \$37,485	\$42,555 - \$43,843	\$48,726 - \$50,201	\$54,897 - \$56,559	
\$29.60	\$22.20	\$128.17	\$96.13	\$14.80	\$11.10	\$64.08	\$48.06	170% - 175%	175% - 180%	\$24,770 - \$25,498	\$31,128 - \$32,043	\$37,486 - \$38,588	\$43,844 - \$45,133	\$50,202 - \$51,678	\$56,560 - \$58,223	
\$30.96	\$23.22	\$134.06	\$100.54	\$15.48	\$11.61	\$67.03	\$50.27	175% - 180%	180% - 185%	\$25,499 - \$26,226	\$32,044 - \$32,958	\$38,589 - \$39,690	\$45,134 - \$46,422	\$51,679 - \$53,154	\$58,224 - \$59,886	
\$32.66	\$24.50	\$141.42	\$106.06	\$16.33	\$12.25	\$70.71	\$53.03	180% - 185%	185% - 190%	\$26,227 - \$26,955	\$32,959 - \$33,874	\$39,691 - \$40,793	\$46,423 - \$47,712	\$53,155 - \$54,631	\$59,887 - \$61,550	
\$34.36	\$25.77	\$148.78	\$111.58	\$17.18	\$12.89	\$74.39	\$55.79	185% - 190%	190% - 195%	\$26,956 - \$27,683	\$33,875 - \$34,789	\$40,794 - \$41,895	\$47,713 - \$49,001	\$54,632 - \$56,107	\$61,551 - \$63,213	
\$36.06	\$27.05	\$156.14	\$117.10	\$18.03	\$13.52	\$78.07	\$58.55	190% - 195%	195% - 200%	\$27,684 - \$28,412	\$34,790 - \$35,705	\$41,896 - \$42,998	\$49,002 - \$50,291	\$56,108 - \$57,584	\$63,214 - \$64,877	
\$37.76	\$28.32	\$163.50	\$122.63	\$18.88	\$14.16	\$81.75	\$61.31	195% - 200%	200% - 205%	\$28,413 - \$29,140	\$35,706 - \$36,620	\$42,999 - \$44,100	\$50,292 - \$51,580	\$57,585 - \$59,060	\$64,878 - \$66,540	
\$39.80	\$29.85	\$172.33	\$129.25	\$19.90	\$14.93	\$86.17	\$64.63	200% - 205%	205% - 210%	\$29,141 - \$29,869	\$36,621 - \$37,536	\$44,101 - \$45,203	\$51,581 - \$52,870	\$59,061 - \$60,537	\$66,541 - \$68,204	
\$41.84	\$31.38	\$181.17	\$135.88	\$20.92	\$15.69	\$90.58	\$67.94	205% - 210%	210% - 215%	\$29,870 - \$30,597	\$37,537 - \$38,451	\$45,204 - \$46,305	\$52,871 - \$54,159	\$60,538 - \$62,013	\$68,205 - \$69,867	
\$43.88	\$32.91	\$190.00	\$142.50	\$21.94	\$16.46	\$95.00	\$71.25	210% - 215%	215% - 220%	\$30,598 - \$31,326	\$38,452 - \$39,367	\$46,306 - \$47,408	\$54,160 - \$55,449	\$62,014 - \$63,490	\$69,868 - \$71,531	
\$45.92	\$34.44	\$198.83	\$149.13	\$22.96	\$17.22	\$99.42	\$74.56	215% - 220%	220% - 225%	\$31,327 - \$32,054	\$39,368 - \$40,282	\$47,409 - \$48,510	\$55,450 - \$56,738	\$63,491 - \$64,966	\$71,532 - \$73,194	
\$48.30	\$36.23	\$209.14	\$156.85	\$24.15	\$18.11	\$104.57	\$78.43	220% - 225%	225% - 230%	\$32,055 - \$32,783	\$40,283 - \$41,198	\$48,511 - \$49,613	\$56,739 - \$58,028	\$64,967 - \$66,443	\$73,195 - \$74,858	
\$50.68	\$38.01	\$219.44	\$164.58	\$25.34	\$19.01	\$109.72	\$82.29	225% - 230%	230% - 235%	\$32,784 - \$33,511	\$41,199 - \$42,113	\$49,614 - \$50,715	\$58,029 - \$59,317	\$66,444 - \$67,919	\$74,859 - \$76,521	
\$53.06	\$39.80	\$229.75	\$172.31	\$26.53	\$19.90	\$114.87	\$86.16	230% - 235%	235% - 240%	\$33,512 - \$34,240	\$42,114 - \$43,029	\$50,716 - \$51,818	\$59,318 - \$60,607	\$67,920 - \$69,396	\$76,522 - \$78,185	
\$55.44	\$41.58	\$240.06	\$180.04	\$27.72	\$20.79	\$120.03	\$90.02	235% - 240%	240% - 245%	\$34,241 - \$34,968	\$43,030 - \$43,944	\$51,819 - \$52,920	\$60,608 - \$61,896	\$69,397 - \$70,872	\$78,186 - \$79,848	
\$58.16	\$43.62	\$251.83	\$188.87	\$29.08	\$21.81	\$125.92	\$94.44	240% - 245%	245% - 250%	\$34,969 - \$35,697	\$43,945 - \$44,860	\$52,921 - \$54,023	\$61,897 - \$63,186	\$70,873 - \$72,349	\$79,849 - \$81,512	
\$60.88	\$45.66	\$263.61	\$197.71	\$30.44	\$22.83	\$131.81	\$98.85	245% - 250%		\$35,698 - \$36,425	\$44,861 - \$45,775	\$54,024 - \$55,125	\$63,187 - \$64,475	\$72,350 - \$73,825	\$81,513 - \$83,175	

EXCEPTIONS Children who are under the child protective service (CPS) supervision of the State lead agency are eligible to receive subsidized assistance or services whenever child care is required as part of a case treatment plan. If family income exceeds the income eligibility level, services may be provided without regard to income and the co-payment is assessed based upon the highest amount indicated in the appropriate child care co-payment scale for the size of the family. For children who are in paid foster placement, the co-payment is assessed based on the income of the child. Since in most cases, the child has no income, the assessed child care co-payment is almost always \$0. For CPS children who are residing with a related caregiver, para-foster care provider or in their own home with their parents, the co-payment is assessed on the basis of family size and income. If it has been determined that payment of the full co-payment amount will cause undue hardship to the CPS family or place the child, the siblings or the protective service case plan in jeopardy, the DYFS Case Manager may reduce or waive the co-payment on a case-by-case basis.

- A** Tier A: A child who has been initially determined eligible on the basis of the annual gross income of the family, which must be at or below 150% of the current Federal Poverty Level (FPL).
- B** Tier B: A child who has been initially determined eligible on the basis of the annual gross income of the family, which must be between 151% and 175% of the current FPL.
- C** Tier C: A child who has been initially determined eligible on the basis of the annual gross income of the family, which must be between 176% and 200% of the current FPL.
- D** Tier D: A child who has been redetermined eligible on the basis of the annual gross income of the family, which must be between 201% and 250% of the current FPL.

Full time care is defined as six (6) or more hours of care per day.

Part-time care is defined as less than six (6) hours of care per day.



Fiscal Year 2011
Effective: October 1, 2010 to September 30, 2011

CLIENT INCOME ELIGIBILITY and
CO-PAYMENT SCHEDULE for
SUBSIDIZED CHILD CARE ASSISTANCE or SERVICES

Full Time Child Care				Part-Time Child Care				Percent of 2010 Federal Poverty Index		Family Size and Annual Income					
Weekly Co-Payment		Monthly Co-Payment		Weekly Co-Payment		Monthly Co-Payment		More than	Less than	Income Levels 8	Income Levels 9	Income Levels 10	Income Levels 11	Income Levels 12	Income Levels Each Additional Member
First Child 100%	Second Child 75%	First Child 100%	Second Child 75%	First Child 100%	Second Child 75%	First Child 100%	Second Child 75%								
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	100%	100%	\$37,010	\$40,750	\$44,490	\$48,230	\$51,970	\$3,740
\$17.67	\$13.25	\$76.51	\$57.38	\$8.84	\$6.63	\$38.26	\$28.69	100% - 105%		\$37,011 - \$38,861	\$40,751 - \$42,788	\$44,491 - \$46,715	\$48,231 - \$50,642	\$51,971 - \$54,569	\$3,741 - \$3,927
\$18.02	\$13.52	\$78.03	\$58.52	\$9.01	\$6.76	\$39.01	\$29.26	105% - 110%		\$38,862 - \$40,711	\$42,789 - \$44,825	\$46,716 - \$48,939	\$50,643 - \$53,053	\$54,570 - \$57,167	\$3,928 - \$4,114
\$18.37	\$13.78	\$79.54	\$59.66	\$9.19	\$6.89	\$39.77	\$29.83	110% - 115%		\$40,712 - \$42,562	\$44,826 - \$46,863	\$48,940 - \$51,164	\$53,054 - \$55,465	\$57,168 - \$59,766	\$4,115 - \$4,301
\$18.72	\$14.04	\$81.06	\$60.79	\$9.36	\$7.02	\$40.53	\$30.40	115% - 120%		\$42,563 - \$44,412	\$46,864 - \$48,900	\$51,165 - \$53,388	\$55,466 - \$57,876	\$59,767 - \$62,364	\$4,302 - \$4,488
\$19.40	\$14.55	\$84.00	\$63.00	\$9.70	\$7.28	\$42.00	\$31.50	120% - 125%		\$44,413 - \$46,263	\$48,901 - \$50,938	\$53,389 - \$55,613	\$57,877 - \$60,288	\$62,365 - \$64,963	\$4,489 - \$4,675
\$20.08	\$15.06	\$86.95	\$65.21	\$10.04	\$7.53	\$43.47	\$32.60	125% - 130%		\$46,264 - \$48,113	\$50,939 - \$52,975	\$55,614 - \$57,837	\$60,289 - \$62,699	\$64,964 - \$67,561	\$4,676 - \$4,862
\$20.76	\$15.57	\$89.89	\$67.42	\$10.38	\$7.79	\$44.95	\$33.71	130% - 135%		\$48,114 - \$49,964	\$52,976 - \$55,013	\$57,838 - \$60,062	\$62,700 - \$65,111	\$67,562 - \$70,160	\$4,863 - \$5,049
\$21.44	\$16.08	\$92.84	\$69.63	\$10.72	\$8.04	\$46.42	\$34.81	135% - 140%		\$49,965 - \$51,814	\$55,014 - \$57,050	\$60,063 - \$62,286	\$65,112 - \$67,522	\$70,161 - \$72,758	\$5,050 - \$5,236
\$22.46	\$16.85	\$97.25	\$72.94	\$11.23	\$8.42	\$48.63	\$36.47	140% - 145%		\$51,815 - \$53,665	\$57,051 - \$59,088	\$62,287 - \$64,511	\$67,523 - \$69,934	\$72,759 - \$75,357	\$5,237 - \$5,423
\$23.48	\$17.61	\$101.67	\$76.25	\$11.74	\$8.81	\$50.83	\$38.13	145% - 150%		\$53,666 - \$55,515	\$59,089 - \$61,125	\$64,512 - \$66,735	\$69,935 - \$72,345	\$75,358 - \$77,955	\$5,424 - \$5,610
\$24.50	\$18.38	\$106.09	\$79.56	\$12.25	\$9.19	\$53.04	\$39.78	150% - 155%		\$55,516 - \$57,366	\$61,126 - \$63,163	\$66,736 - \$68,960	\$72,346 - \$74,757	\$77,956 - \$80,554	\$5,611 - \$5,797
\$25.52	\$19.14	\$110.50	\$82.88	\$12.76	\$9.57	\$55.25	\$41.44	155% - 160%		\$57,367 - \$59,216	\$63,164 - \$65,200	\$68,961 - \$71,184	\$74,758 - \$77,168	\$80,555 - \$83,152	\$5,798 - \$5,984
\$26.88	\$20.16	\$116.39	\$87.29	\$13.44	\$10.08	\$58.20	\$43.65	160% - 165%		\$59,217 - \$61,067	\$65,201 - \$67,238	\$71,185 - \$73,409	\$77,169 - \$79,580	\$83,153 - \$85,751	\$5,985 - \$6,171
\$28.24	\$21.18	\$122.28	\$91.71	\$14.12	\$10.59	\$61.14	\$45.85	165% - 170%		\$61,068 - \$62,917	\$67,239 - \$69,275	\$73,410 - \$75,633	\$79,581 - \$81,991	\$85,752 - \$88,349	\$6,172 - \$6,358
\$29.60	\$22.20	\$128.17	\$96.13	\$14.80	\$11.10	\$64.08	\$48.06	170% - 175%		\$62,918 - \$64,768	\$69,276 - \$71,313	\$75,634 - \$77,858	\$81,992 - \$84,403	\$88,350 - \$90,948	\$6,359 - \$6,545
\$30.96	\$23.22	\$134.06	\$100.54	\$15.48	\$11.61	\$67.03	\$50.27	175% - 180%		\$64,769 - \$66,618	\$71,314 - \$73,350	\$77,859 - \$80,082	\$84,404 - \$86,814	\$90,949 - \$93,546	\$6,546 - \$6,732
\$32.66	\$24.50	\$141.42	\$106.06	\$16.33	\$12.25	\$70.71	\$53.03	180% - 185%		\$66,619 - \$68,469	\$73,351 - \$75,388	\$80,083 - \$82,307	\$86,815 - \$89,226	\$93,547 - \$96,145	\$6,733 - \$6,919
\$34.36	\$25.77	\$148.78	\$111.58	\$17.18	\$12.89	\$74.39	\$55.79	185% - 190%		\$68,470 - \$70,319	\$75,389 - \$77,425	\$82,308 - \$84,531	\$89,227 - \$91,637	\$96,146 - \$98,743	\$6,920 - \$7,106
\$36.06	\$27.05	\$156.14	\$117.10	\$18.03	\$13.52	\$78.07	\$58.55	190% - 195%		\$70,320 - \$72,170	\$77,426 - \$79,463	\$84,532 - \$86,756	\$91,638 - \$94,049	\$98,744 - \$101,341	\$7,107 - \$7,293
\$37.76	\$28.32	\$163.50	\$122.63	\$18.88	\$14.16	\$81.75	\$61.31	195% - 200%		\$72,171 - \$74,020	\$79,464 - \$81,500	\$86,757 - \$88,980	\$94,050 - \$96,460	##### - #####	\$7,294 - \$7,480
\$39.80	\$29.85	\$172.33	\$129.25	\$19.90	\$14.93	\$86.17	\$64.63	200% - 205%		\$74,021 - \$75,871	\$81,501 - \$83,538	\$88,981 - \$91,205	\$96,461 - \$98,872	##### - #####	\$7,481 - \$7,667
\$41.84	\$31.38	\$181.17	\$135.88	\$20.92	\$15.69	\$90.58	\$67.94	205% - 210%		\$75,872 - \$77,722	\$83,539 - \$85,575	\$91,206 - \$93,429	\$98,873 - \$101,283	##### - #####	\$7,668 - \$7,854
\$43.88	\$32.91	\$190.00	\$142.50	\$21.94	\$16.46	\$95.00	\$71.25	210% - 215%		\$77,723 - \$79,572	\$85,576 - \$87,613	\$93,430 - \$95,654	\$101,284 - \$103,695	##### - #####	\$7,855 - \$8,041
\$45.92	\$34.44	\$198.83	\$149.13	\$22.96	\$17.22	\$99.42	\$74.56	215% - 220%		\$79,573 - \$81,422	\$87,614 - \$89,650	\$95,655 - \$97,878	\$103,696 - \$106,106	##### - #####	\$8,042 - \$8,228
\$48.30	\$36.23	\$209.14	\$156.85	\$24.15	\$18.11	\$104.57	\$78.43	220% - 225%		\$81,423 - \$83,273	\$89,651 - \$91,688	\$97,879 - \$100,103	\$106,107 - \$108,518	##### - #####	\$8,229 - \$8,415
\$50.68	\$38.01	\$219.44	\$164.58	\$25.34	\$19.01	\$109.72	\$82.29	225% - 230%		\$83,274 - \$85,123	\$91,689 - \$93,725	##### - \$102,327	\$108,519 - \$110,929	##### - #####	\$8,416 - \$8,602
\$53.06	\$39.80	\$229.75	\$172.31	\$26.53	\$19.90	\$114.87	\$86.16	230% - 235%		\$85,124 - \$86,974	\$93,726 - \$95,763	##### - \$104,552	\$110,930 - \$113,341	##### - #####	\$8,603 - \$8,789
\$55.44	\$41.58	\$240.06	\$180.04	\$27.72	\$20.79	\$120.03	\$90.02	235% - 240%		\$86,975 - \$88,824	\$95,764 - \$97,800	##### - \$106,776	\$113,342 - \$115,752	##### - #####	\$8,790 - \$8,976
\$58.16	\$43.62	\$251.83	\$188.87	\$29.08	\$21.81	\$125.92	\$94.44	240% - 245%		\$88,825 - \$90,675	\$97,801 - \$99,838	##### - \$109,001	\$115,753 - \$118,164	##### - #####	\$8,977 - \$9,163
\$60.88	\$45.66	\$263.61	\$197.71	\$30.44	\$22.83	\$131.81	\$98.85	245% - 250%		\$90,676 - \$92,525	\$99,839 - \$101,875	##### - \$111,225	\$118,165 - \$120,575	##### - #####	\$9,164 - \$9,350

EXCEPTIONS Children who are under the child protective service (CPS) supervision of the State lead agency are eligible to receive subsidized assistance or services whenever child care is required as part of a case treatment plan. If family income exceeds the income eligibility level, services may be provided without regard to income and the co-payment is assessed based upon the highest amount indicated in the appropriate child care co-payment scale for the size of the family. For children who are in paid foster placement, the co-payment is assessed based on the income of the child. Since in most cases, the child has no income, the assessed child care co-payment is almost always \$0. For CPS children who are residing with a related caregiver, para-foster care provider, or in their own home with their parents, the co-payment is assessed on the basis of family size and income. If it has been determined that payment of the full co-payment amount will cause undue hardship to the CPS family or place the child, the siblings or the protective service case plan in jeopardy, the DYFS Case Manager may reduce or waive the co-payment on a case-by-case basis.

- A** **Tier A:** A child who has been initially determined eligible on the basis of the annual gross income of the family, which must be at or below 150% of the current Federal Poverty Level (FPL).
 - B** **Tier B:** A child who has been initially determined eligible on the basis of the annual gross income of the family, which must be between 151% and 175% of the current FPL.
 - C** **Tier C:** A child who has been initially determined eligible on the basis of the annual gross income of the family, which must be between 176% and 200% of the current FPL.
 - D** **Tier D:** A child who has been redetermined eligible on the basis of the annual gross income of the family, which must be between 201% and 250% of the current FPL.
- Full time care is defined as six (6) or more hours of care per day.
Part-time care is defined as less than six (6) hours of care per day.

11/28/2011 9:20 AM

2010 ANNUAL FEDERAL POVERTY LEVEL AMOUNTS

% OF FPL	FAMILY SIZE												EACH ADDITIONAL
	1	2	3	4	5	6	7	8	9	10	11	12	
100%	\$10,830	\$14,570	\$18,310	\$22,050	\$25,790	\$29,530	\$33,270	\$37,010	\$40,750	\$44,490	\$48,230	\$51,970	\$3,740
105%	\$11,372	\$15,299	\$19,226	\$23,153	\$27,080	\$31,007	\$34,934	\$38,861	\$42,788	\$46,715	\$50,642	\$54,569	\$3,927
110%	\$11,913	\$16,027	\$20,141	\$24,255	\$28,369	\$32,483	\$36,597	\$40,711	\$44,825	\$48,939	\$53,053	\$57,167	\$4,114
115%	\$12,455	\$16,756	\$21,057	\$25,358	\$29,659	\$33,960	\$38,261	\$42,562	\$46,863	\$51,164	\$55,465	\$59,766	\$4,301
120%	\$12,996	\$17,484	\$21,972	\$26,460	\$30,948	\$35,436	\$39,924	\$44,412	\$48,900	\$53,388	\$57,876	\$62,364	\$4,488
125%	\$13,538	\$18,213	\$22,888	\$27,563	\$32,238	\$36,913	\$41,588	\$46,263	\$50,938	\$55,613	\$60,288	\$64,963	\$4,675
130%	\$14,079	\$18,941	\$23,803	\$28,665	\$33,527	\$38,389	\$43,251	\$48,113	\$52,975	\$57,837	\$62,699	\$67,561	\$4,862
135%	\$14,621	\$19,670	\$24,719	\$29,768	\$34,817	\$39,866	\$44,915	\$49,964	\$55,013	\$60,062	\$65,111	\$70,160	\$5,049
140%	\$15,162	\$20,398	\$25,634	\$30,870	\$36,106	\$41,342	\$46,578	\$51,814	\$57,050	\$62,286	\$67,522	\$72,758	\$5,236
145%	\$15,704	\$21,127	\$26,550	\$31,973	\$37,396	\$42,819	\$48,242	\$53,665	\$59,088	\$64,511	\$69,934	\$75,357	\$5,423
150%	\$16,245	\$21,855	\$27,465	\$33,075	\$38,685	\$44,295	\$49,905	\$55,515	\$61,125	\$66,735	\$72,345	\$77,955	\$5,610
155%	\$16,787	\$22,584	\$28,381	\$34,178	\$39,975	\$45,772	\$51,569	\$57,366	\$63,163	\$68,960	\$74,757	\$80,554	\$5,797
160%	\$17,328	\$23,312	\$29,296	\$35,280	\$41,264	\$47,248	\$53,232	\$59,216	\$65,200	\$71,184	\$77,168	\$83,152	\$5,984
165%	\$17,870	\$24,041	\$30,212	\$36,383	\$42,554	\$48,725	\$54,896	\$61,067	\$67,238	\$73,409	\$79,580	\$85,751	\$6,171
170%	\$18,411	\$24,769	\$31,127	\$37,485	\$43,843	\$50,201	\$56,559	\$62,917	\$69,275	\$75,633	\$81,991	\$88,349	\$6,358
175%	\$18,953	\$25,498	\$32,043	\$38,588	\$45,133	\$51,678	\$58,223	\$64,768	\$71,313	\$77,858	\$84,403	\$90,948	\$6,545
180%	\$19,494	\$26,226	\$32,958	\$39,690	\$46,422	\$53,154	\$59,886	\$66,618	\$73,350	\$80,082	\$86,814	\$93,546	\$6,732
185%	\$20,036	\$26,955	\$33,874	\$40,793	\$47,712	\$54,631	\$61,550	\$68,469	\$75,388	\$82,307	\$89,226	\$96,145	\$6,919
190%	\$20,577	\$27,683	\$34,789	\$41,895	\$49,001	\$56,107	\$63,213	\$70,319	\$77,425	\$84,531	\$91,637	\$98,743	\$7,106
195%	\$21,119	\$28,412	\$35,705	\$42,998	\$50,291	\$57,584	\$64,877	\$72,170	\$79,463	\$86,756	\$94,049	\$101,342	\$7,293
200%	\$21,660	\$29,140	\$36,620	\$44,100	\$51,580	\$59,060	\$66,540	\$74,020	\$81,500	\$88,980	\$96,460	\$103,940	\$7,480
205%	\$22,202	\$29,869	\$37,536	\$45,203	\$52,870	\$60,537	\$68,204	\$75,871	\$83,538	\$91,205	\$98,872	\$106,539	\$7,667
210%	\$22,743	\$30,597	\$38,451	\$46,305	\$54,159	\$62,013	\$69,867	\$77,721	\$85,575	\$93,429	\$101,283	\$109,137	\$7,854
215%	\$23,285	\$31,326	\$39,367	\$47,408	\$55,449	\$63,490	\$71,531	\$79,572	\$87,613	\$95,654	\$103,695	\$111,736	\$8,041
220%	\$23,826	\$32,054	\$40,282	\$48,510	\$56,738	\$64,966	\$73,194	\$81,422	\$89,650	\$97,878	\$106,106	\$114,334	\$8,228
225%	\$24,368	\$32,783	\$41,198	\$49,613	\$58,028	\$66,443	\$74,858	\$83,273	\$91,688	\$100,103	\$108,518	\$116,933	\$8,415
230%	\$24,909	\$33,511	\$42,113	\$50,715	\$59,317	\$67,919	\$76,521	\$85,123	\$93,725	\$102,327	\$110,929	\$119,531	\$8,602
235%	\$25,451	\$34,240	\$43,029	\$51,818	\$60,607	\$69,396	\$78,185	\$86,974	\$95,763	\$104,552	\$113,341	\$122,130	\$8,789
240%	\$25,992	\$34,968	\$43,944	\$52,920	\$61,896	\$70,872	\$79,848	\$88,824	\$97,800	\$106,776	\$115,752	\$124,728	\$8,976
245%	\$26,534	\$35,697	\$44,860	\$54,023	\$63,186	\$72,349	\$81,512	\$90,675	\$99,838	\$109,001	\$118,164	\$127,327	\$9,163
250%	\$27,075	\$36,425	\$45,775	\$55,125	\$64,475	\$73,825	\$83,175	\$92,525	\$101,875	\$111,225	\$120,575	\$129,925	\$9,350
255%	\$27,617	\$37,154	\$46,691	\$56,228	\$65,765	\$75,302	\$84,839	\$94,376	\$103,913	\$113,450	\$122,987	\$132,524	\$9,537
260%	\$28,158	\$37,882	\$47,606	\$57,330	\$67,054	\$76,778	\$86,502	\$96,226	\$105,950	\$115,674	\$125,398	\$135,122	\$9,724
265%	\$28,700	\$38,611	\$48,522	\$58,433	\$68,344	\$78,255	\$88,166	\$98,076	\$107,988	\$117,899	\$127,810	\$137,721	\$9,911
270%	\$29,241	\$39,339	\$49,437	\$59,535	\$69,633	\$79,731	\$89,829	\$99,927	\$110,025	\$120,123	\$130,221	\$140,319	\$10,098
275%	\$29,783	\$40,068	\$50,353	\$60,638	\$70,923	\$81,207	\$91,492	\$101,778	\$112,063	\$122,348	\$132,633	\$142,918	\$10,285
280%	\$30,324	\$40,796	\$51,268	\$61,740	\$72,212	\$82,684	\$93,156	\$103,628	\$114,100	\$124,572	\$135,044	\$145,516	\$10,472
285%	\$30,866	\$41,525	\$52,184	\$62,843	\$73,501	\$84,160	\$94,819	\$105,479	\$116,138	\$126,797	\$137,456	\$148,115	\$10,659
290%	\$31,407	\$42,253	\$53,099	\$63,945	\$74,791	\$85,637	\$96,483	\$107,329	\$118,175	\$129,021	\$139,867	\$150,713	\$10,846
295%	\$31,949	\$42,982	\$54,015	\$65,047	\$76,080	\$87,113	\$98,146	\$109,180	\$120,213	\$131,246	\$142,279	\$153,312	\$11,033
300%	\$32,490	\$43,710	\$54,930	\$66,150	\$77,370	\$88,590	\$99,810	\$111,030	\$122,250	\$133,470	\$144,690	\$155,910	\$11,220

DEPARTMENT OF HUMAN SERVICES
DIVISION OF FAMILY DEVELOPMENT

CHILD CARE COPAYMENT SCHEDULE

Effective October 1, 2011 (With No Change to Co-pay Amounts)

Full Time Child Care				Part-Time Child Care				Percent of 2011 Federal Poverty Index		Family Size and Annual Income						
Weekly Co-Payment		Monthly Co-Payment		Weekly Co-Payment		Monthly Co-Payment		More than	Less than	Family Size and Annual Income						
First Child 100%	Second Child 75%	First Child 100%	Second Child 75%	First Child 100%	Second Child 75%	First Child 100%	Second Child 75%			Income Levels 1	Income Levels 2	Income Levels 3	Income Levels 4	Income Levels 5	Income Levels 6	Income Levels 7
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	100%	100%	\$10,890 - \$10,890	\$14,710 - \$14,710	\$18,530 - \$18,530	\$22,350 - \$22,350	\$26,170 - \$26,170	\$29,990 - \$29,990	\$33,810 - \$33,810
\$17.67	\$13.25	\$76.51	\$57.38	\$8.84	\$6.63	\$38.26	\$28.69	100% - 105%		\$10,891 - \$11,435	\$14,711 - \$15,446	\$18,531 - \$19,457	\$22,351 - \$23,468	\$26,171 - \$27,479	\$29,991 - \$31,490	\$33,811 - \$35,501
\$18.02	\$13.52	\$78.03	\$58.52	\$9.01	\$6.76	\$39.01	\$29.26	105% - 110%		\$11,436 - \$11,979	\$15,447 - \$16,181	\$19,458 - \$20,383	\$23,469 - \$24,585	\$27,480 - \$28,787	\$31,491 - \$32,989	\$35,502 - \$37,191
\$18.37	\$13.78	\$79.54	\$59.66	\$9.19	\$6.89	\$39.77	\$29.83	110% - 115%		\$11,980 - \$12,524	\$16,182 - \$16,917	\$20,384 - \$21,310	\$24,586 - \$25,703	\$28,788 - \$30,096	\$32,990 - \$34,489	\$37,192 - \$38,882
\$18.72	\$14.04	\$81.06	\$60.79	\$9.36	\$7.02	\$40.53	\$30.40	115% - 120%		\$12,525 - \$13,068	\$16,918 - \$17,652	\$21,311 - \$22,236	\$25,704 - \$26,820	\$30,097 - \$31,404	\$34,490 - \$35,988	\$38,883 - \$40,572
\$19.40	\$14.55	\$84.00	\$63.00	\$9.70	\$7.28	\$42.00	\$31.50	120% - 125%		\$13,069 - \$13,613	\$17,653 - \$18,388	\$22,237 - \$23,163	\$26,821 - \$27,938	\$31,405 - \$32,713	\$35,989 - \$37,488	\$40,573 - \$42,263
\$20.08	\$15.06	\$86.95	\$65.21	\$10.04	\$7.53	\$43.47	\$32.60	125% - 130%		\$13,614 - \$14,157	\$18,389 - \$19,123	\$23,164 - \$24,089	\$27,939 - \$29,055	\$32,714 - \$34,021	\$37,489 - \$38,987	\$42,264 - \$43,953
\$20.76	\$15.57	\$89.89	\$67.42	\$10.38	\$7.79	\$44.95	\$33.71	130% - 135%		\$14,158 - \$14,702	\$19,124 - \$19,859	\$24,090 - \$25,016	\$29,056 - \$30,173	\$34,022 - \$35,330	\$38,988 - \$40,487	\$43,954 - \$45,644
\$21.44	\$16.08	\$92.84	\$69.63	\$10.72	\$8.04	\$46.42	\$34.81	135% - 140%		\$14,703 - \$15,246	\$19,860 - \$20,594	\$25,017 - \$25,942	\$30,174 - \$31,290	\$35,331 - \$36,638	\$40,488 - \$41,986	\$45,645 - \$47,334
\$22.46	\$16.85	\$97.25	\$72.94	\$11.23	\$8.42	\$48.63	\$36.47	140% - 145%		\$15,247 - \$15,791	\$20,595 - \$21,330	\$25,943 - \$26,869	\$31,291 - \$32,408	\$36,639 - \$37,947	\$41,987 - \$43,486	\$47,335 - \$49,025
\$23.48	\$17.61	\$101.67	\$76.25	\$11.74	\$8.81	\$50.83	\$38.13	145% - 150%		\$15,792 - \$16,335	\$21,331 - \$22,065	\$26,870 - \$27,795	\$32,409 - \$33,525	\$37,948 - \$39,255	\$43,487 - \$44,985	\$49,026 - \$50,715
\$24.50	\$18.38	\$106.09	\$79.56	\$12.25	\$9.19	\$53.04	\$39.78	150% - 155%		\$16,336 - \$16,880	\$22,066 - \$22,801	\$27,796 - \$28,722	\$33,526 - \$34,643	\$39,256 - \$40,564	\$44,986 - \$46,485	\$50,716 - \$52,406
\$25.52	\$19.14	\$110.50	\$82.88	\$12.76	\$9.57	\$55.25	\$41.44	155% - 160%		\$16,881 - \$17,424	\$22,802 - \$23,536	\$28,723 - \$29,648	\$34,644 - \$35,760	\$40,565 - \$41,872	\$46,486 - \$47,984	\$52,407 - \$54,096
\$26.88	\$20.16	\$116.39	\$87.29	\$13.44	\$10.08	\$58.20	\$43.65	160% - 165%		\$17,425 - \$17,969	\$23,537 - \$24,272	\$29,649 - \$30,575	\$35,761 - \$36,878	\$41,873 - \$43,181	\$47,985 - \$49,484	\$54,097 - \$55,787
\$28.24	\$21.18	\$122.28	\$91.71	\$14.12	\$10.59	\$61.14	\$45.85	165% - 170%		\$17,970 - \$18,513	\$24,273 - \$25,007	\$30,576 - \$31,501	\$36,879 - \$37,995	\$43,182 - \$44,489	\$49,485 - \$50,983	\$55,788 - \$57,477
\$29.60	\$22.20	\$128.17	\$96.13	\$14.80	\$11.10	\$64.08	\$48.06	170% - 175%		\$18,514 - \$19,058	\$25,008 - \$25,743	\$31,502 - \$32,428	\$37,996 - \$39,113	\$44,490 - \$45,798	\$50,984 - \$52,483	\$57,478 - \$59,168
\$30.96	\$23.22	\$134.06	\$100.54	\$15.48	\$11.61	\$67.03	\$50.27	175% - 180%		\$19,059 - \$19,602	\$25,744 - \$26,478	\$32,429 - \$33,354	\$39,114 - \$40,230	\$45,799 - \$47,106	\$52,484 - \$53,982	\$59,169 - \$60,858
\$32.66	\$24.50	\$141.42	\$106.06	\$16.33	\$12.25	\$70.71	\$53.03	180% - 185%		\$19,603 - \$20,147	\$26,479 - \$27,214	\$33,355 - \$34,281	\$40,231 - \$41,348	\$47,107 - \$48,415	\$53,983 - \$55,482	\$60,859 - \$62,549
\$34.36	\$25.77	\$148.78	\$111.58	\$17.18	\$12.89	\$74.39	\$55.79	185% - 190%		\$20,148 - \$20,691	\$27,215 - \$27,949	\$34,282 - \$35,207	\$41,349 - \$42,465	\$48,416 - \$49,723	\$55,483 - \$56,981	\$62,550 - \$64,239
\$36.06	\$27.05	\$156.14	\$117.10	\$18.03	\$13.52	\$78.07	\$58.55	190% - 195%		\$20,692 - \$21,236	\$27,950 - \$28,685	\$35,208 - \$36,134	\$42,466 - \$43,583	\$49,724 - \$51,032	\$56,982 - \$58,481	\$64,240 - \$65,930
\$37.76	\$28.32	\$163.50	\$122.63	\$18.88	\$14.16	\$81.75	\$61.31	195% - 200%		\$21,237 - \$21,780	\$28,686 - \$29,420	\$36,135 - \$37,060	\$43,584 - \$44,700	\$51,033 - \$52,340	\$58,482 - \$59,980	\$65,931 - \$67,620
\$39.80	\$29.85	\$172.33	\$129.25	\$19.90	\$14.93	\$86.17	\$64.63	200% - 205%		\$21,781 - \$22,325	\$29,421 - \$30,156	\$37,061 - \$37,987	\$44,701 - \$45,818	\$52,341 - \$53,649	\$59,981 - \$61,480	\$67,621 - \$69,311
\$41.84	\$31.38	\$181.17	\$135.88	\$20.92	\$15.69	\$90.58	\$67.94	205% - 210%		\$22,326 - \$22,869	\$30,157 - \$30,891	\$37,988 - \$38,913	\$45,819 - \$46,935	\$53,650 - \$54,957	\$61,481 - \$62,979	\$69,312 - \$71,001
\$43.88	\$32.91	\$190.00	\$142.50	\$21.94	\$16.46	\$95.00	\$71.25	210% - 215%		\$22,870 - \$23,414	\$30,892 - \$31,627	\$38,914 - \$39,840	\$46,936 - \$48,053	\$54,958 - \$56,266	\$62,980 - \$64,479	\$71,002 - \$72,692
\$45.92	\$34.44	\$198.83	\$149.13	\$22.96	\$17.22	\$99.42	\$74.56	215% - 220%		\$23,415 - \$23,959	\$31,628 - \$32,362	\$39,841 - \$40,766	\$48,054 - \$49,170	\$56,267 - \$57,574	\$64,480 - \$65,978	\$72,693 - \$74,382
\$48.30	\$36.23	\$209.14	\$156.85	\$24.15	\$18.11	\$104.57	\$78.43	220% - 225%		\$23,959 - \$24,503	\$32,363 - \$33,098	\$40,767 - \$41,693	\$49,171 - \$50,288	\$57,575 - \$58,883	\$65,979 - \$67,478	\$74,383 - \$76,073
\$50.68	\$38.01	\$219.44	\$164.58	\$25.34	\$19.01	\$109.72	\$82.29	225% - 230%		\$24,504 - \$25,047	\$33,099 - \$33,833	\$41,694 - \$42,619	\$50,289 - \$51,405	\$58,884 - \$60,191	\$67,479 - \$68,977	\$76,074 - \$77,763
\$53.06	\$39.80	\$229.75	\$172.31	\$26.53	\$19.90	\$114.87	\$86.16	230% - 235%		\$25,048 - \$25,592	\$33,834 - \$34,569	\$42,620 - \$43,546	\$51,406 - \$52,523	\$60,192 - \$61,500	\$68,978 - \$70,477	\$77,764 - \$79,454
\$55.44	\$41.58	\$240.06	\$180.04	\$27.72	\$20.79	\$120.03	\$90.02	235% - 240%		\$25,593 - \$26,136	\$34,570 - \$35,304	\$43,547 - \$44,472	\$52,524 - \$53,640	\$61,501 - \$62,808	\$70,478 - \$71,977	\$79,455 - \$81,144
\$58.16	\$43.62	\$251.83	\$188.87	\$29.08	\$21.81	\$125.92	\$94.44	240% - 245%		\$26,137 - \$26,681	\$35,305 - \$36,040	\$44,473 - \$45,399	\$53,641 - \$54,758	\$62,809 - \$64,117	\$71,977 - \$73,476	\$81,145 - \$82,835
\$60.88	\$45.66	\$263.61	\$197.71	\$30.44	\$22.83	\$131.81	\$98.85	245% - 250%		\$26,682 - \$27,225	\$36,041 - \$36,775	\$45,300 - \$46,325	\$54,759 - \$55,875	\$64,118 - \$65,425	\$73,477 - \$74,975	\$82,836 - \$84,525

DEPARTMENT OF HUMAN SERVICES
DIVISION OF FAMILY DEVELOPMENT

CHILD CARE COPAYMENT SCHEDULE

Effective October 1, 2011 (With No Change to Co-pay Amounts)

Full Time Child Care				Part-Time Child Care				Percent of 2011 Federal Poverty Index		Family Size and Annual Income					
Weekly Co-Payment		Monthly Co-Payment		Weekly Co-Payment		Monthly Co-Payment				Income Levels 8	Income Levels 9	Income Levels 10	Income Levels 11	Income Levels 12	Income Levels Each Additional
First Child 100%	Second Child 75%	First Child 100%	Second Child 75%	First Child 100%	Second Child 75%	First Child 100%	Second Child 75%								
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	100%	100%	\$37,630	\$41,450	\$45,270	\$49,090	\$52,910	\$3,820
\$17.67	\$13.25	\$76.51	\$57.38	\$8.84	\$6.63	\$38.26	\$28.69	100% - 105%		\$37,631 - \$39,512	\$41,451 - \$43,523	\$45,271 - \$47,534	\$49,091 - \$51,545	\$52,911 - \$55,556	\$3,821 - \$4,011
\$18.02	\$13.52	\$78.03	\$58.52	\$9.01	\$6.76	\$39.01	\$29.26	105% - 110%		\$39,513 - \$41,393	\$43,524 - \$45,595	\$47,535 - \$49,797	\$51,546 - \$53,999	\$55,557 - \$58,201	\$4,012 - \$4,202
\$18.37	\$13.78	\$79.54	\$59.66	\$9.19	\$6.89	\$39.77	\$29.83	110% - 115%		\$41,394 - \$43,275	\$45,596 - \$47,668	\$49,798 - \$52,061	\$54,000 - \$56,454	\$58,202 - \$60,847	\$4,203 - \$4,393
\$18.72	\$14.04	\$81.06	\$60.79	\$9.36	\$7.02	\$40.53	\$30.40	115% - 120%		\$43,276 - \$45,156	\$47,669 - \$49,740	\$52,062 - \$54,324	\$56,455 - \$58,908	\$60,848 - \$63,492	\$4,394 - \$4,584
\$19.40	\$14.55	\$84.00	\$63.00	\$9.70	\$7.28	\$42.00	\$31.50	120% - 125%		\$45,157 - \$47,038	\$49,741 - \$51,813	\$54,325 - \$56,588	\$58,909 - \$61,363	\$63,493 - \$66,138	\$4,585 - \$4,775
\$20.08	\$15.06	\$86.95	\$65.21	\$10.04	\$7.53	\$43.47	\$32.60	125% - 130%		\$47,039 - \$48,919	\$51,814 - \$53,885	\$56,589 - \$58,851	\$61,364 - \$63,817	\$66,139 - \$68,783	\$4,776 - \$4,966
\$20.76	\$15.57	\$89.89	\$67.42	\$10.38	\$7.79	\$44.95	\$33.71	130% - 135%		\$48,920 - \$50,801	\$53,886 - \$55,958	\$58,852 - \$61,115	\$63,818 - \$66,272	\$68,784 - \$71,429	\$4,967 - \$5,157
\$21.44	\$16.08	\$92.84	\$69.63	\$10.72	\$8.04	\$46.42	\$34.81	135% - 140%		\$50,802 - \$52,682	\$55,959 - \$58,030	\$61,116 - \$63,378	\$66,273 - \$68,726	\$71,430 - \$74,074	\$5,158 - \$5,348
\$22.46	\$16.85	\$97.25	\$72.94	\$11.23	\$8.42	\$48.63	\$36.47	140% - 145%		\$52,683 - \$54,564	\$58,031 - \$60,103	\$63,379 - \$65,642	\$68,727 - \$71,181	\$74,075 - \$76,720	\$5,349 - \$5,539
\$23.48	\$17.61	\$101.67	\$76.25	\$11.74	\$8.81	\$50.83	\$38.13	145% - 150%		\$54,565 - \$56,445	\$60,104 - \$62,175	\$65,643 - \$67,905	\$71,182 - \$73,635	\$76,721 - \$79,365	\$5,540 - \$5,730
\$24.50	\$18.38	\$106.09	\$79.56	\$12.25	\$9.19	\$53.04	\$39.78	150% - 155%		\$56,446 - \$58,327	\$62,176 - \$64,248	\$67,906 - \$70,169	\$73,636 - \$76,090	\$79,366 - \$82,011	\$5,731 - \$5,921
\$25.52	\$19.14	\$110.50	\$82.88	\$12.76	\$9.57	\$55.25	\$41.44	155% - 160%		\$58,328 - \$60,208	\$64,249 - \$66,320	\$70,170 - \$72,432	\$76,091 - \$78,544	\$82,012 - \$84,656	\$5,922 - \$6,112
\$26.88	\$20.16	\$116.39	\$87.29	\$13.44	\$10.08	\$58.20	\$43.65	160% - 165%		\$60,209 - \$62,090	\$66,321 - \$68,393	\$72,433 - \$74,696	\$78,545 - \$80,999	\$84,657 - \$87,302	\$6,113 - \$6,303
\$28.24	\$21.18	\$122.28	\$91.71	\$14.12	\$10.59	\$61.14	\$45.85	165% - 170%		\$62,091 - \$63,971	\$68,394 - \$70,465	\$74,697 - \$76,959	\$81,000 - \$83,453	\$87,303 - \$89,947	\$6,304 - \$6,494
\$29.60	\$22.20	\$128.17	\$96.13	\$14.80	\$11.10	\$64.08	\$48.06	170% - 175%		\$63,972 - \$65,853	\$70,466 - \$72,538	\$76,960 - \$79,223	\$83,454 - \$85,908	\$89,948 - \$92,593	\$6,495 - \$6,685
\$30.96	\$23.22	\$134.06	\$100.54	\$15.48	\$11.61	\$67.03	\$50.27	175% - 180%		\$65,854 - \$67,734	\$72,539 - \$74,610	\$79,224 - \$81,486	\$85,909 - \$88,362	\$92,594 - \$95,238	\$6,686 - \$6,876
\$32.66	\$24.50	\$141.42	\$106.06	\$16.33	\$12.25	\$70.71	\$53.03	180% - 185%		\$67,735 - \$69,616	\$74,611 - \$76,683	\$81,487 - \$83,750	\$88,363 - \$90,817	\$95,239 - \$97,884	\$6,877 - \$7,067
\$34.36	\$25.77	\$148.78	\$111.58	\$17.18	\$12.89	\$74.39	\$55.79	185% - 190%		\$69,617 - \$71,497	\$76,684 - \$78,755	\$83,751 - \$86,013	\$90,818 - \$93,271	\$97,885 - \$100,529	\$7,068 - \$7,258
\$36.06	\$27.05	\$156.14	\$117.10	\$18.03	\$13.52	\$78.07	\$58.55	190% - 195%		\$71,498 - \$73,379	\$78,756 - \$80,828	\$86,014 - \$88,277	\$93,272 - \$95,726	\$100,530 - \$103,175	\$7,259 - \$7,449
\$37.76	\$28.32	\$163.50	\$122.63	\$18.88	\$14.16	\$81.75	\$61.31	195% - 200%		\$73,380 - \$75,260	\$80,829 - \$82,900	\$88,278 - \$90,540	\$95,727 - \$98,180	\$103,176 - \$105,820	\$7,450 - \$7,640
\$39.80	\$29.85	\$172.33	\$129.25	\$19.90	\$14.93	\$86.17	\$64.63	200% - 205%		\$75,261 - \$77,142	\$82,901 - \$84,973	\$90,541 - \$92,804	\$98,181 - \$100,635	\$105,821 - \$108,466	\$7,641 - \$7,831
\$41.84	\$31.38	\$181.17	\$135.88	\$20.92	\$15.69	\$90.58	\$67.94	205% - 210%		\$77,143 - \$79,023	\$84,974 - \$87,045	\$92,805 - \$95,067	\$100,636 - \$103,089	\$108,467 - \$111,111	\$7,832 - \$8,022
\$43.88	\$32.91	\$190.00	\$142.50	\$21.94	\$16.46	\$95.00	\$71.25	210% - 215%		\$79,024 - \$80,905	\$87,046 - \$89,118	\$95,068 - \$97,331	\$103,090 - \$105,544	\$111,112 - \$113,757	\$8,023 - \$8,213
\$45.92	\$34.44	\$198.83	\$149.13	\$22.96	\$17.22	\$99.42	\$74.56	215% - 220%		\$80,906 - \$82,786	\$89,119 - \$91,190	\$97,332 - \$99,594	\$105,545 - \$107,998	\$113,758 - \$116,402	\$8,214 - \$8,404
\$48.30	\$36.23	\$209.14	\$156.85	\$24.15	\$18.11	\$104.57	\$78.43	220% - 225%		\$82,787 - \$84,668	\$91,191 - \$93,263	\$99,595 - \$101,858	\$107,999 - \$110,453	\$116,403 - \$119,048	\$8,405 - \$8,595
\$50.68	\$38.01	\$219.44	\$164.58	\$25.34	\$19.01	\$109.72	\$82.29	225% - 230%		\$84,669 - \$86,549	\$93,264 - \$95,335	\$101,859 - \$104,121	\$110,454 - \$112,907	\$119,049 - \$121,693	\$8,596 - \$8,786
\$53.06	\$39.80	\$229.75	\$172.31	\$26.53	\$19.90	\$114.87	\$86.16	230% - 235%		\$86,550 - \$88,431	\$95,336 - \$97,408	\$104,122 - \$106,385	\$112,908 - \$115,362	\$121,694 - \$124,339	\$8,787 - \$8,977
\$55.44	\$41.58	\$240.06	\$180.04	\$27.72	\$20.79	\$120.03	\$90.02	235% - 240%		\$88,432 - \$90,313	\$97,409 - \$99,480	\$106,386 - \$108,648	\$115,363 - \$117,816	\$124,340 - \$126,984	\$8,978 - \$9,168
\$58.16	\$43.62	\$251.83	\$188.87	\$29.08	\$21.81	\$125.92	\$94.44	240% - 245%		\$90,313 - \$92,194	\$99,481 - \$101,553	\$108,649 - \$110,912	\$117,817 - \$120,271	\$126,985 - \$129,630	\$9,169 - \$9,359
\$60.88	\$45.66	\$263.61	\$197.71	\$30.44	\$22.83	\$131.81	\$98.85	245% - 250%		\$92,195 - \$94,075	\$101,554 - \$103,625	\$110,913 - \$113,175	\$120,272 - \$122,725	\$129,631 - \$132,275	\$9,360 - \$9,550

RETURN BEFORE: 12/01/2011

DHS:CC:3 (REV 1/98)

**NEW JERSEY CARES FOR KIDS
CHILD CARE CERTIFICATE PROGRAM
PARENT/APPLICANT/PROVIDER AGREEMENT**

CHILD CARE AGENCY

Family Identifier: _____
Voucher Number: _____

I, _____, hereby agree to receive a subsidy for child care services under this certification. I authorize the agency indicated above to make child care payments for child care services. These payments will be made directly to the child care provider(s) of the following child(ren) named below in this document for the referenced amounts.

PART A - CHILD CARE PROVIDER INFORMATION

PROVIDER

Provider Name: _____
Address Line1: _____
Address Line2: _____
City/State/Zip: _____

Provider ID #: _____
License #: _____
Telephone: _____

TYPE CARE PROVIDED: (Check One Only)

(L) Licensed Center (R) Registered Family (I) In-Home Day (A) Approved Home (D) DYFS In-Home
 (S) Summer Camp Relative Relative Relative Relative
 Non-Relative Non-Relative Non-Relative Non-Relative
DYFS Approval Completed by _____
Date Completed: _____

PART B - CHILD INFORMATION

CHILD ID	NAME: (First)	(MI)	(Last)	DOB	SSN	SPECIAL PROGRAM NEEDS	CCAP

PART C - SUMMARY OF MONTHLY PAYMENTS (Based upon 100% attendance)

PERIOD OF SERVICE FROM (1)	TO (2)	MAXIMUM PAYMENT (3)	LESS CO-PAY (4)	MONTHLY PAYMENT (5)	PERIOD OF SERVICE FROM (1)	TO (2)	MAXIMUM PAYMENT (3)	LESS CO-PAY (4)	MONTHLY PAYMENT (5)
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

PART D - AGENCY AUTHORIZATION

(Signature Child Care Agency Rep.) _____ (Title) _____ (Date)

Original - County Agency Copies - Parent/Applicant, Provider and DYFS DO/ARC Liaison

PART E - PARENT CERTIFICATION

I understand that the subsidy I am eligible to receive is based on my income, family size, and the type of child care I select for my child(ren). The subsidy amount is based on the current maximum rates established by the Department of Human Services. I understand that I will be notified of any change in these amounts. I am responsible for the monthly payment of the co-pay fee in the amount indicated in Part C during the period of service covered by this agreement. I understand that this co-payment has been determined based upon my family size, annual income, hours of care needed and the age of my children during the period of eligibility. I understand that the type of child care I initially select determines the maximum level of subsidy for which I am eligible. Should there be a change in my family circumstances that enables my family to receive a higher subsidy, this higher amount may be received based on the availability of program funds.

Further, I understand that I am also responsible for all child care provider costs that are in excess of the maximum subsidy amounts indicated in Part C, minus the co-payment which I am to pay directly to the child care provider.

I understand that the subsidy and any future subsidies funded by this program, for which I am eligible, are contingent upon availability of federal and State funds.

I understand that I must notify the county child care agency identified above of any change in family circumstances immediately but no later than ten (10) calendar days from the occurrence.

I understand that the county child care agency is authorized to issue payment to only one child care provider for a specific period of service. Payment is issued to providers on a monthly basis. I agree to complete the necessary documents on a timely basis, to ensure the provider may receive payment.

I agree to submit proof of continued eligibility when requested and to notify my child care provider(s) and the county agency indicated above of any changes in my child care arrangements within the same period of service in which it occurs.

I understand that my period of service for this program will begin with the completion of this agreement by the county agency on the date indicated in Part D.

I have read this Agreement for receipt of a child care subsidy and understand that failure to comply with the terms of this Agreement may result in the termination of my subsidy. I have received a copy of this Agreement and I understand that the authorized/executed PAPA constitutes the full terms of this agreement. I have been informed of my rights to file a complaint and/or request an administrative review by the county child care agency or with the Division of Family Development.

PRINT: _____
 (Name of Parent/Applicant) (Signature of Parent/Applicant) (Date)

PART F - PROVIDER CERTIFICATION

I hereby certify and agree to accept the above named child(ren) for whom the county child care agency indicated above will pay a subsidy for child care services in the amount indicated in Part C and the parent will be responsible for the payment of the co-pay fee in the amount indicated in Part C.

I certify that my agreed rate is the same rate charged to the parents/guardians of all the children in my care for the specific age of the child. I understand that the rate indicated in Part B will remain unchanged for this family for the length of this agreement.

I certify that I have informed the parent of my policy to ensure parental access while the eligible child is in my care.

I certify that I am not receiving any other public subsidy for the provision of child care services to the above named child for the day and hours agreed above.

I understand that I am responsible for the timely submittal of a monthly voucher which shall serve as a bill for service and an attendance report of the child care service rendered. I agree that this voucher shall be submitted to the above named agency by the third day after the end of the month.

I understand that payments may be jeopardized if attendance records are not accurate or if a voucher is submitted more than three (3) calendar days late. I understand that my payment for services will be based on the actual attendance of the child named above in accordance with an eighty (80%) percent level of service.

I understand that the child care costs incurred which exceed the subsidized amount are the responsibility of the applicant(s) and are to be paid directly to me.

I understand that I am responsible for the collection of all co-payment fees from the parent/applicant of the child in care.

I understand that I must notify the county child care agency indicated above when the parent co-payment fees have not been received, and I wish to initiate the termination of child care services to the family.

I understand that I must provide ten (10) calendar days notification to the county child care agency prior to my intent to terminate child care services to the family.

I understand that any prospective payment made to me by the county child care agency may be recouped by that agency if the level of service requires this and/or if I terminate a child without ten (10) calendar days notification. I agree to repay the county child care agency any funds designated for recoupment.

If the type of care I provide is considered non-registered family day care or in-home care, I understand that a life safety inspection of my home and an interview must be successfully completed by the county agency before payment for services can be authorized.

In accepting federal funds, I agree to comply with the Americans with Disabilities Act (ADA) and the New Jersey Law against Discrimination (LAD). Failure to comply with the laws, rules and regulations above shall be grounds for Termination of this contract for cause.

I have read the Agreement and understand and accept the terms stated. I understand that failure to comply with the terms of this Agreement may result in delayed payment or nonpayment for services rendered.

PRINT: _____
 (Name of Provider Agency) (Signature of Provider) (Date)

Attachment 2.7.1



State of New Jersey
DEPARTMENT OF HUMAN SERVICES
SFY 2010 MAXIMUM CHILD CARE PAYMENT RATES

Effective: **July 1, 2009**
Last modified: 9/19/07 2:43 PM

	LICENSED CHILD CARE CENTERS			ACCREDITED CHILD CARE CENTERS			REGISTERED FAMILY CHILD CARE HOMES			ACCREDITED FAMILY CHILD CARE HOMES			APPROVED HOME KITH & KIN CAREGIVERS		
	MONTHLY	WEEKLY	DAILY	MONTHLY	WEEKLY	DAILY	MONTHLY	WEEKLY	DAILY	MONTHLY	WEEKLY	DAILY	MONTHLY	WEEKLY	DAILY
INFANTS & TODDLERS <i>Birth to 2.5 years</i>															
Full Time Care (6 hrs or more)	695.40	160.60	32.12	730.04	168.60	33.72	654.70	151.20	30.24	687.60	158.80	31.76	394.04	91.00	18.20
3/4 Time (4 or 5 hrs)	120.45	24.09		126.45	25.29		113.40	22.68		119.10	23.82		68.25	13.65	
Part Time Care (2 or 3 hrs)	80.30	16.06		84.30	16.86		75.60	15.12		79.40	15.88		45.50	9.10	
1/4 Time (1 hr or fewer)	40.15	8.03		42.15	8.43		37.80	7.56		39.70	7.94		22.75	4.55	
INFANTS & TODDLERS <i>Birth to 2.5 years in Special Needs</i>															
Full Time Care (6 hrs or more)	695.40	160.60	32.12	730.04	168.60	33.72	795.86	183.80	36.76	837.42	193.40	38.68	476.30	110.00	22.00
3/4 Time (4 or 5 hrs)	120.45	24.09		126.45	25.29		137.85	27.57		145.05	29.01		82.50	16.50	
Part Time Care (2 or 3 hrs)	80.30	16.06		84.30	16.86		91.90	18.38		96.70	19.34		55.00	11.00	
1/4 Time (1 hr or fewer)	40.15	8.03		42.15	8.43		45.95	9.19		48.35	9.67		27.50	5.50	
EARLY PRESCHOOL <i>2 to 2.5 years</i>															
Full Time Care (6 hrs or more)	695.40	160.60	32.12	730.04	168.60	33.72	654.70	151.20	30.24	687.60	158.80	31.76	394.04	91.00	18.20
3/4 Time (4 or 5 hrs)	120.45	24.09		126.45	25.29		113.40	22.68		119.10	23.82		68.25	13.65	
Part Time Care (2 or 3 hrs)	80.30	16.06		84.30	16.86		75.60	15.12		79.40	15.88		45.50	9.10	
1/4 Time (1 hr or fewer)	40.15	8.03		42.15	8.43		37.80	7.56		39.70	7.94		22.75	4.55	
EARLY PRESCHOOL <i>2 to 2.5 years in Special Needs</i>															
Full Time Care (6 hrs or more)	695.40	160.60	32.12	730.04	168.60	33.72	795.86	183.80	36.76	837.42	193.40	38.68	476.30	110.00	22.00
3/4 Time (4 or 5 hrs)	120.45	24.09		126.45	25.29		137.85	27.57		145.05	29.01		82.50	16.50	
Part Time Care (2 or 3 hrs)	80.30	16.06		84.30	16.86		91.90	18.38		96.70	19.34		55.00	11.00	
1/4 Time (1 hr or fewer)	40.15	8.03		42.15	8.43		45.95	9.19		48.35	9.67		27.50	5.50	
PRESCHOOL <i>2.5 to 5 years</i>															
Full Time Care (6 hrs or more)	573.30	132.40	26.48	604.46	139.60	27.92	514.40	118.80	23.76	537.78	124.20	24.84	307.44	71.00	14.20
3/4 Time (4 or 5 hrs)	99.30	19.86		104.70	20.94		89.10	17.82		93.15	18.63		53.25	10.65	
Part Time Care (2 or 3 hrs)	286.65	66.20	13.24	302.23	69.80	13.96	257.20	59.40	11.88	268.89	62.10	12.42	153.72	35.50	7.10
1/4 Time (1 hr or fewer)	33.10	6.62		34.90	6.98		29.70	5.94		31.05	6.21		17.75	3.55	
PRESCHOOL <i>2.5 to 5 years in Special Needs</i>															
Full Time Care (6 hrs or more)	573.30	132.40	26.48	604.46	139.60	27.92	654.70	151.20	30.24	687.60	158.80	31.76	394.04	91.00	18.20
3/4 Time (4 or 5 hrs)	99.30	19.86		104.70	20.94		113.40	22.68		119.10	23.82		68.25	13.65	
Part Time Care (2 or 3 hrs)	286.65	66.20	13.24	302.23	69.80	13.96	327.35	75.60	15.12	343.80	79.40	15.88	197.02	45.50	9.10
1/4 Time (1 hr or fewer)	33.10	6.62		34.90	6.98		37.80	7.56		39.70	7.94		22.75	4.55	
SCHOOL-AGE <i>5 to 13 years</i>															
Full Time Care (6 hrs or more)	573.30	132.40	26.48	604.46	139.60	27.92	514.40	118.80	23.76	537.78	124.20	24.84	307.44	71.00	14.20
3/4 Time (4 or 5 hrs)	99.30	19.86		104.70	20.94		89.10	17.82		93.15	18.63		53.25	10.65	
Part Time Care (2 or 3 hrs)	286.65	66.20	13.24	302.23	69.80	13.96	257.20	59.40	11.88	268.89	62.10	12.42	153.72	35.50	7.10
1/4 Time (1 hr or fewer)	33.10	6.62		34.90	6.98		29.70	5.94		31.05	6.21		17.75	3.55	
SCHOOL-AGE <i>5 to 19 years in Special Needs</i>															
Full Time Care (6 hrs or more)	573.30	132.40	26.48	604.46	139.60	27.92	654.70	151.20	30.24	687.60	158.80	31.76	394.04	91.00	18.20
3/4 Time (4 or 5 hrs)	99.30	19.86		104.70	20.94		113.40	22.68		119.10	23.82		68.25	13.65	
Part Time Care (2 or 3 hrs)	286.65	66.20	13.24	302.23	69.80	13.96	327.35	75.60	15.12	343.80	79.40	15.88	197.02	45.50	9.10
1/4 Time (1 hr or fewer)	33.10	6.62		34.90	6.98		37.80	7.56		39.70	7.94		22.75	4.55	

The amounts listed above represent the maximum authorized rates for child care. Care given for any portion of an hour shall be rounded to the next full hour. For example, one hour and 15 minutes is rounded to two hours. Agencies responsible for administering voucher subsidy programs may authorize payment for the actual cost of care up to these amounts. Amounts paid for contracted services in licensed centers, in most cases, are based on the maximum weekly rates listed. When appropriate, any required co-payment will be deducted from the rate prior to issuance of payment. The parent/applicant may select a provider with a cost higher than these maximum rates; however, in such instances, the parent/applicant is totally responsible for all expenses in excess of these maximum rates, as well as for the required co-payment.

Proportionate to the full time and part time rates listed above, maximum amounts paid only through the TANF Work First New Jersey and Transitional Child Care voucher program include rates for 3/4 time (4 or 5 hours per day) and 1/4-time (1 hour per day).

NJCK utilizes only 'Full Time Care' and 'Part Time Care' rates. 'Full Time Care' for NJCK is 6 hours or more and 'Part Time Care' for NJCK is less than 6 hours.

Provider/caregivers eligible for accredited rates include:

- > Licensed child care centers accredited by the National Association for the Education of Young Children - National Academy of Early Childhood Programs, Council on Accreditation (COA) of Services for Families and Children, and National Early Childhood Professional Accreditation (NECPA);
- > Registered family child care providers accredited by the National Association for Family Child Care;
- > School age child care programs accredited by the National School Age Child Care Alliance; and
- > Summer camps accredited by the American Camping Association.

DRAFT – CONFIDENTIAL, CONSULTATIVE AND DELIBERATIVE

NEW JERSEY CHILD CARE MARKET RATE SURVEY

2010

Prepared by:

**Office of Research and Evaluation
New Jersey Department of Human Services**

Prepared for:

**Division of Family Development
New Jersey Department of Human Services**

April 2011

DRAFT – CONFIDENTIAL, CONSULTATIVE AND DELIBERATIVE**NEW JERSEY CHILD CARE MARKET RATE SURVEY: 2010
EXECUTIVE SUMMARY**

The Federal Government requires each state to conduct a survey every two years of child care market prices. The results are one factor used in establishing rates that providers will be reimbursed for child care costs.

The Department of Human Services' (DHS) Office of Research and Evaluation worked with the Division of Family Development (DFD) and New Jersey's Child Care Resource and Referral (CCR&R) agencies in conducting New Jersey's child care market rate survey. Information was obtained for two types of regulated child care providers:

- Licensed child care centers are facilities maintained for the care, development or supervision of six or more children who are under 13 years of age.
- Registered family child care providers are individuals who deliver child care services in their own homes for from three to five children for no less than 15 hours per week.

The Department distributed surveys to licensed child care centers in the fall of 2010. Child Care Resource and Referral agencies were contacted to provide information about family providers as well as some non-responding child care centers. Responses were received from 681 of the 1,037 qualifying child care centers and summarized by CCR&Rs for 2,719 registered family child care providers.

Findings showed the highest average full-time rates for the care of infants, followed by toddlers, preschool and school age children. Centers charged substantially higher rates than family child care providers for most types of care, ranging from the lowest of about \$36 more per week for weekly preschool care to the most, about \$56 per week more for weekly infant care. Differences are greater for centers that charge monthly rates for care of children under six years old. These differences may reflect the different services available for children served in centers or the greater concentration of family child care in urban communities more apt to be low-income. Child care subsidies offer families a wider choice among family child care providers than among centers for care of children under 6 years old, particularly in more affluent locales where rates are the highest.

By contrast, mean rates for before and/or after school care are higher among family child care providers. This may reflect the limited number of children family providers can care for in their homes or the patterns of family use of before/after school care. Additional information is needed to understand these differences.

Market Rate	Center Weekly	Center Monthly/ 4.33	Family Care*
Weekly Mean - Infants	\$212.12	\$240.30	\$155.63
Weekly Mean - Toddlers	\$198.85	\$223.62	\$150.34
Weekly Mean - Preschool	\$188.85	\$198.89	\$152.46
Weekly Mean - Before School	\$63.20	\$32.95	\$90.24
Weekly Mean - After School	\$75.35	\$59.94	\$87.78
Weekly Mean - Before/After School	\$108.52	\$76.42	\$93.49
Daily Mean - Holiday (School-age)	\$38.66	---	\$27.21
Weekly Mean - Summer (School-age)	\$181.05	\$174.46	\$127.55

* All family care rates are weekly rates. Holiday rate is divided by 5 to obtain the daily rate.

DRAFT – CONFIDENTIAL, CONSULTATIVE AND DELIBERATIVE**NEW JERSEY CHILD CARE MARKET RATE SURVEY: 2010****Introduction**

The Federal Government requires each state to conduct a survey every two years of prices community providers charge families for child care. This information is one consideration used to establish the rates that providers will be reimbursed for child care costs.

New Jersey collects fee data on two types of regulated providers: A licensed child care center is any facility which is maintained for the care, development or supervision of six or more children who are under 13 years of age. By contrast, a registered family child care provider is a caregiver who offers child care services in her own private residence to no fewer than three and no more than five children at any one time for no fewer than 15 hours per week. Whereas the licensing of child care centers is mandated by law, family child care registration is voluntary.

Terminology

Throughout this report, the term “*market rate*” or “*rate*” is used consistent with federal nomenclature to describe *prices* that are set in the open market by child care providers. This must be distinguished from the *rate of payment* established by the Department of Human Services for reimbursing child care providers.

The Instrument

The Department of Human Services’ (DHS) Office of Research and Evaluation (ORE) worked with the Division of Family Development (DFD) and New Jersey’s Child Care Resource and Referral agencies (CCR&Rs) to conduct New Jersey’s child care market rate survey.

The data collection instruments were central to this collaboration. Research and program staff at DFD generated questions about full-time rates charged for different age groups and program types based on different payment schedules, e.g., weekly or monthly. Additional questions captured information regarding additional fees or charges, discounts when more than one child was enrolled, acceptance of children with subsidies and hours of program operation. For family providers, modifications were made consistent with the data already reported on the NJ Association of Child Care Resource & Referral Agencies (NJACCRRRA) database. Information from these sources was augmented by descriptive information from existing child care provider databases.

Methods

The New Jersey Department of Children and Families (DCF) was the primary source for information about licensed child care centers. The DCF maintains a database of all licensed child care centers. In August 2010, the DCF Office of Licensing provided DHS ORE with an unduplicated list of 3,804 currently operating child care centers. Excluded from the list were 408 Head Start programs and centers receiving Child Care Development Fund (CCDF) dollars to provide child care services through a contract with the Division of Family Development; these centers do not charge families for child care. A random sample of 1,037 child care centers received mail surveys. In previous years it was possible to identify and exclude partial or half day only programs, which offer services for limited days and/or hours per day. These programs serve families who do not require full-time child care and should not be compared to full-time programs. Licensing no longer captures information about half day only programs and therefore the 2010 sample included some ineligible centers.

DRAFT – CONFIDENTIAL, CONSULTATIVE AND DELIBERATIVE

DHS Research mailed surveys to child care centers in September 2010; surveys were accompanied by letters from the Director of the Division of Family Development and instructions for completing the survey. Providers could complete the survey online or complete a hard copy that could be returned to DHS by fax or mail.

The desired response rate was 65% among qualifying providers. To ensure an adequate response rate, DHS ORE contacted non-responding child care centers by phone. Staff also searched for rates on center internet websites and requested assistance with rate information from Child Care Resource & Referral (CCR&R) agencies.

Information about registered family child care providers is available from each county's Child Care Resource and Referral (CCR&R) agency formerly known as Unified Child Care Agencies (UCCA). These agencies provided spreadsheets with current family child care provider addresses for mapping; a total of 2,624 registered providers appeared on these lists. For the rates, CCR&Rs averaged weekly rates for specified age categories and provided these summaries to DHS. Rate information was summarized for 2,719 providers. The reason for the discrepancy is unclear.

DHS data entry and research staff entered, corrected and analyzed both center and family rate information, and a DHS research geographer developed analytical maps.

Limitations to the Data

There were a number of limitations to the source data. Center data were obtained from centers directly based upon a list of current open centers with fees from DCF's Office of Licensing. Despite their efforts to exclude centers without fees from the working database, some responding centers reported that they did not charge families for child care. Also, even though the database identified currently operating centers, some closed in the interim. These ineligible centers were excluded from the analysis.

The center licensing database also includes a number of types of child care that are not appropriate for inclusion in the child care market rate study:

- Partial day programs which operate less than five days per week or offer less than full-time care (i.e., less than 6 hours per day). These services are not suitable for working families. Centers that could be identified as partial day programs were excluded from the analysis.
- Kindergarten child care wrap around programs, which are not covered by child care subsidies

An unavoidable limitation of these data is that while it is possible to determine the number of ineligible centers among those returning surveys, it is not possible to identify ineligible centers among the non-responding centers. The response rate will be somewhat lower since it is likely that some ineligible centers did not respond to the survey and therefore cannot be excluded when calculating the response rate.

Another potential concern is that information about child care centers came from different sources: licensing data, respondent surveys, websites, and CCR&R data. Websites and CCR&R information may or may not be current and were less apt to include information regarding discounts, fees, or vouchers.

The sole source of information about family child care providers were the county-based Child Care Resource and Referral agencies. They queried each of their databases and provided summary information that included total numbers of providers and average rates. One consequence is that it is

DRAFT – CONFIDENTIAL, CONSULTATIVE AND DELIBERATIVE

not possible to calculate a rate that corresponds to the 75th percentile to compare to state subsidies for different types of family care.

In addition, while information was collected from November 2010 to February 2011, it is conceivable that not all rates upon which the summary was based had been updated. There were 21 CCR&Rs and they collect somewhat different data in somewhat different formats. As a result, some had broader or narrower age categories or captured a wider or narrower range of rates (e.g., hourly and monthly). Finally, data collected by CCR&Rs does not include some of the details that are available from direct surveys, including percent discounts, amounts of fees and the like. These differences raise questions regarding comparisons to data from previous years.

Rate information was obtained for 681 responding child care centers from the sample of 1,037 centers, and in summary form, for 2,719 family child care providers.

CHILD CARE AVAILABILITY

A secondary goal of this report was to gauge the geographic distribution of child care across New Jersey. Ideally, parents should not have to travel long distances for child care. This section of the report utilizes a geographic information system (GIS) to get a better sense of access to providers and the types of care available.

Methods

The DHS geographer used a GIS to map licensed child care centers and registered family child care providers. The street addresses for 4,315 licensed child care centers were drawn from the DCF Office of Licensing database, while the addresses of 3,125 registered family child care providers came from county-based Child Care Resource and Referral Agencies. However, not all providers appear in the maps. GIS software must have a valid street address (not a post office box) and zip code in order to geocode or map a location. Due to the high quality of the data, the analyst mapped all 4,214 licensed child care centers (CCC's) and all but 11 (0.4%) of the 2,624 family child care (FCC's) providers.

Figure 1 shows the results of the GIS mapping. This figure consists of three maps; the first two display the geocoded locations of child care centers and family child care providers respectively, while the third, a dot density map, allows comparison of these child care locations to the 1999 distribution of children under age five¹.

A quick glance at the distributions holds few surprises for anyone familiar with New Jersey's human geography. As one would expect, child care providers are located in areas with the highest concentrations of children. The highest concentrations of both types are arrayed along the population corridors traced by New Jersey's major interstate highways, the NJ Turnpike and the Garden State Parkway. Sparsely populated areas like park lands along Kittatinny Ridge in northwestern New Jersey, the Pinelands in the interior of South Jersey and the lowlands along the Delaware Bay have very few providers of either type.

A closer look at the two datasets reveals some notable difference. Despite masking by the greater number of CCCs, it is still apparent that FCC's are more tightly clustered and are clustered in the most densely populated areas of New Jersey. Statistics bear out this relationship. There are 566 municipalities in New Jersey, but 30 percent of New Jerseyans live in the thirty most populous cities.

¹ Data were obtained at the census block level to facilitate comparison with the center and family child care provider data. 1999 was the most recent year for which there are block-level data on children under 5 years old.

DRAFT – CONFIDENTIAL, CONSULTATIVE AND DELIBERATIVE

Over half of all FCCs (50.8%) are located within these 30 most populous municipalities, while less than one third of all CCCs are located there.

There is a similar relationship between FCCs and population density. Approximately one quarter of New Jersey residents live in the state's fifty most densely populated municipalities. Just over half (51.1%) of FCCs are located in these municipalities, while only 27% of CCCs are located in the same communities.

Finally, we examined the relationship between the location of childcare providers and household income within NJ municipalities. Using income data from the 2000 Census (the most recent municipal data available at this time), we ranked the 566 New Jersey municipalities in terms of median household income. Over half of FCCs (1,351 or 51.7%) were located in the fifty municipalities with the lowest median household income, while less than a quarter of CCCs were located in the same communities. The gap in the distribution gets even wider when we look at the 150 municipalities with the lowest mean household income. While these municipalities only account for one third of New Jersey's residents, two-thirds of FCCs (1,743) are located there. Only 1,446 CCCs (34.3%) are situated in the same communities.

While the relationship between population, population density, median income and location of FCCs seems clear, the implications for access are not as easy to discern. Though there are greater numbers of FCC providers in urbanized areas and areas of lower income, the individual capacities of those providers are low, i.e., six or fewer children. There are relatively fewer CCCs in the same areas, but their capacities tend to be much higher than those of individual FCCs.

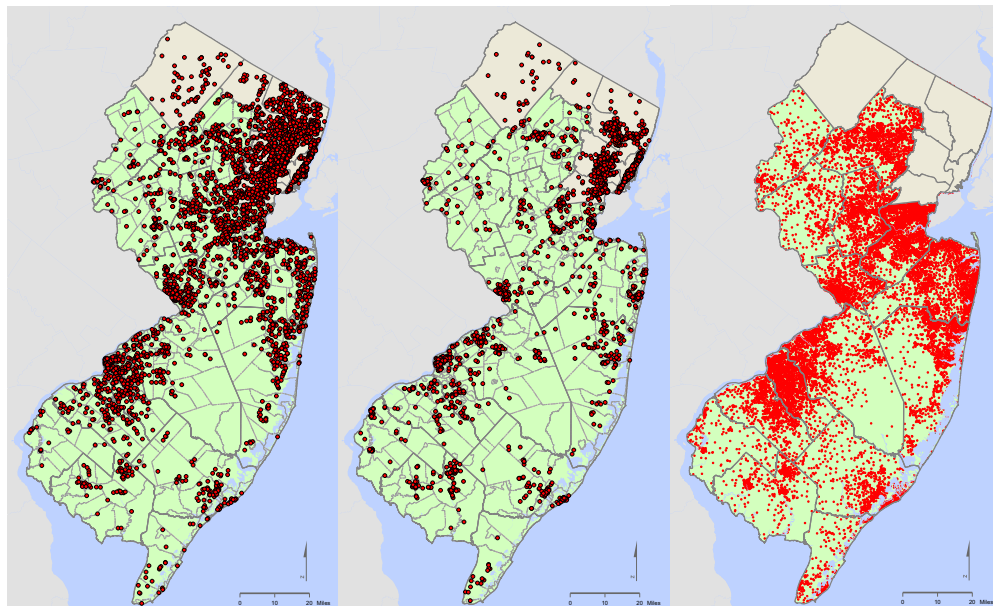


Figure 1: Left: Distribution of 4,214 child care centers. Middle: Locations of 2,613 family child care providers. Right: Distribution of children age 4 and below in 2000. Each dot represents 20 children.

DRAFT – CONFIDENTIAL, CONSULTATIVE AND DELIBERATIVE

CENTER MARKET RATE SURVEY RESULTS

Characteristics of Child Care Centers

Representativeness

The database from which the sample was drawn included 3,804 qualifying centers. Excluded were centers that were known (on the database) to not charge fees for child care, including Head Start programs and Child Care Development Fund grantees. A random sample of 1,037 centers was drawn, equivalent to a 2.6% confidence interval. Counties with relatively few centers, such as Cape May and Salem, were over-sampled. Based on surveys that were returned, an additional 86 centers were ineligible; the largest number (57 or 66.3%) being partial day only programs that served children under the age of 6 for less than six hours per day and/or less than five days per week.

As of March 15, 2011, rate information was obtained from 681 centers or 71.6% of the 951 centers that were qualifying and not known to be ineligible (1,087-86). It should be noted that some centers that did not return surveys may also be ineligible. The reasons that qualifying centers were ineligible are shown in Table 1 below.

**TABLE 1
REASONS FOR INELIGIBILITY OR EXCLUSION**

Reason	N
Employees only	2
No fee for child care	20
Partial day only	57
Program closed	7
TOTAL	86

The responding centers were compared to the full sample and the total population of providers on a number of dimensions, including geography. As shown in Table 2, the geographic distribution of qualifying child care centers in the licensing database differs from the sample that was drawn. In particular, the two counties with the smallest number of centers (Cape May and Salem) were included in their entirety and therefore comprise a larger proportion of the sample database. Responding centers closely resemble the sample with one exception; there are substantially fewer responding centers from Passaic County. This occurred because information about non-responding centers either could not be obtained from the internet and information was not provided by the CCR&R. Still, about half of the centers (47.9%) could be found in 6 counties: Bergen, Essex, Middlesex, Monmouth, Morris and Union, a finding consistent with the total database (51%).

**TABLE 2
GEOGRAPHIC DISTRIBUTION OF RESPONDING CENTERS WITH RATES**

COUNTY	QUALIFYING CENTERS		SAMPLE		RESPONDING CENTERS	
	N	%	N	%	N	%
Atlantic	82	2.2%	19	1.8%	14	2.1%
Bergen	410	10.8%	103	9.9%	73	10.7%
Burlington	148	3.9%	39	3.8%	24	3.5%
Camden	204	5.4%	54	5.2%	38	5.6%
Cape May	24	0.6%	24	2.3%	18	2.6%
Cumberland	57	1.5%	11	1.1%	6	0.9%
Essex	432	11.4%	112	10.8%	66	9.7%
Gloucester	130	3.4%	31	3.0%	24	3.5%
Hudson	260	6.8%	70	6.8%	41	6.0%
Hunterdon	82	2.2%	24	2.3%	18	2.6%
Mercer	200	5.3%	56	5.4%	43	6.3%
Middlesex	291	7.6%	82	7.9%	51	7.5%
Monmouth	287	7.5%	72	6.9%	44	6.5%
Morris	257	6.8%	76	7.3%	46	6.8%
Ocean	166	4.4%	53	5.1%	34	5.0%
Passaic	199	5.2%	41	4.0%	19	2.8%
Salem	19	0.5%	19	1.8%	15	2.2%
Somerset	176	4.6%	43	4.1%	33	4.8%
Sussex	71	1.9%	17	1.6%	16	2.3%
Union	263	6.9%	77	7.4%	46	6.8%
Warren	46	1.2%	14	1.4%	12	1.8%
TOTAL	3804	100.0%	1,037	100.0%	681	100.0%

Other Program Characteristics.

The Department of Children and Families maintains a database of licensed child care centers. This database also records other information about licensed programs, including funding and program type (before/after school, full day, or school vacations/holidays). The licensing data show that responding programs were almost all (652 or 95.7%) privately-funded. The vast majority were also full day programs (447 or 65.6%). About 30% (199 or 29.2%) offered either before and/or after school programs. A relatively small number were half and full day programs (28 or 4.1%) or provided care during school vacations and holidays (6 or 0.9%). The primary difference compared to the licensing database and the random sample is the small number of half and full day programs; these programs made up about 12.5% of the licensing database and 8.8% of the random sample that was drawn. This discrepancy no doubt occurred because half and full day programs include partial day programs that were excluded from the study because they do not provide full-time child care.

The licensing database also captures the licensed child capacity for each of the programs. The range is substantial, from a minimum of 12 up to a maximum of 400 with a median of 60. More than 50% of the responding centers had licensed capacity for 25-74 children and almost 85% were licensed for up to 124.

Figure 2 Licensed capacity of responding centers with rates

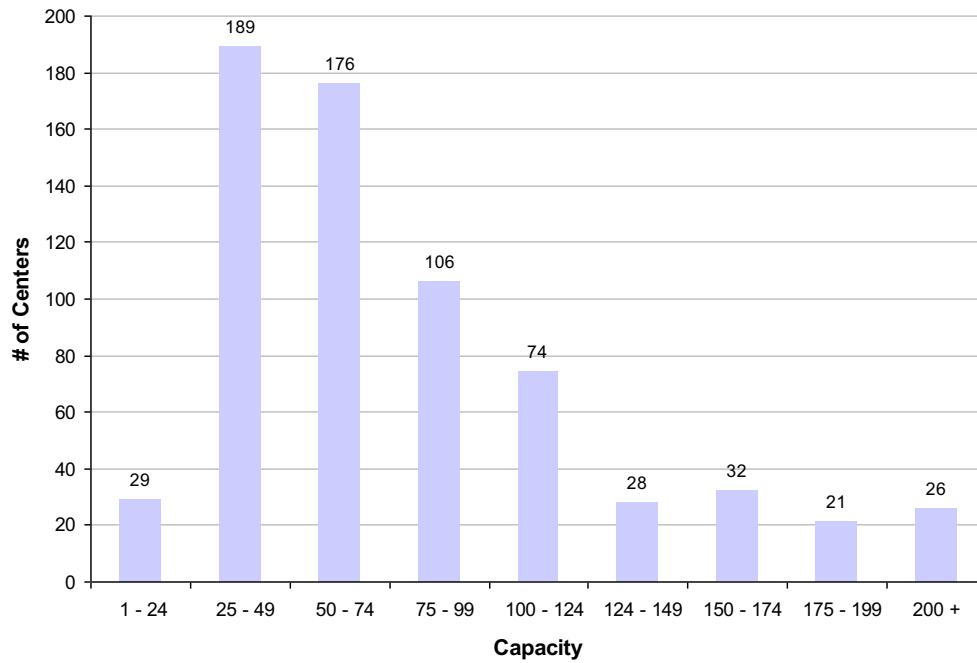


Table 3 gives some indication of the ages of the children served by responding child care centers. Centers typically served more than one age group and offered several different types of programs. However, preschool population was served by the largest proportion (72%) of responding centers. School age children were most likely to be served by before and after school programs and less apt to have access to holiday-specific programs (38.4%).

**TABLE 3
AGES OF CHILDREN SERVED**

Ages Served	N *	% *
Infants	315	46.3
Toddlers	359	52.7
Preschool	440	64.6
School-Age (any)**	446	65.5
Before/After	377	55.4
Summer	223	32.7
Holiday	223	32.7

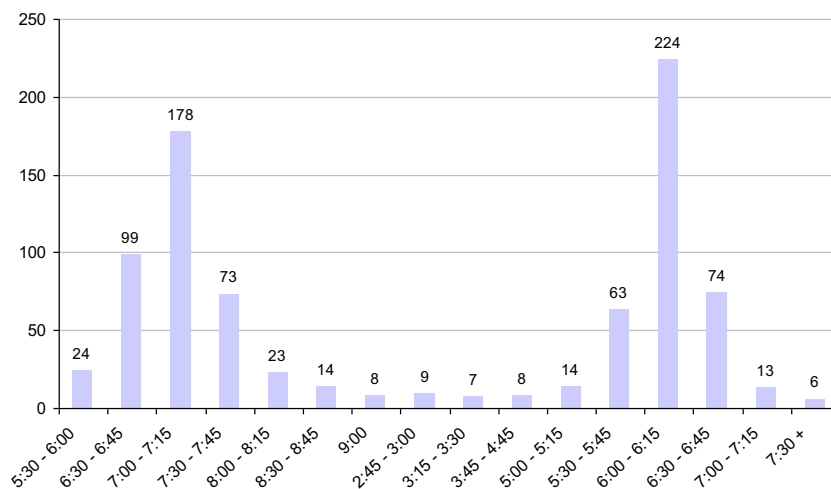
* Numbers sum to more than the 681 centers providing rate information and percentages sum over 100 percent due to multiple responses.

** Programs where the CCR&R were contacted were only asked to provide infant, toddler and preschool age rates; some of these programs may also offer school-age care, but are not represented here.

Hours of Program Operation

The survey asked child care centers the hours they offer full-time child care (i.e., care for infants, toddlers and preschool age children). There were a total of 419 responses. Figure 3 shows that child care centers that provide full-day programming begin offering care around 5:30 AM. However, the majority open between 6:30 and 7:30 AM, with the largest proportion opening at 7 AM (170 or about 41%). Services typically end between 6:00 and 6:15 PM with the largest number ending at 6 PM (216 or 52%).

Figure 3 Child care center hours of operation for children under 6 years (opening and closing times)



Median program hours for centers serving infants, toddlers and preschool age children is 11 hours, although families may not necessarily require child care coverage for the entire time. Of the centers serving children under 6 years, 353 or 88.7% operate year-round, an additional 38 or 9.5% operate for 10 months of the year, i.e., during the school year.

Before and after school programs operate during the school year but have starting and closing times that resemble full-time child care. Most before school programs start at 7 am (44.1%), while most after school programs close at 6 PM (65.8%).

Child Care Center Market Rates

The primary purpose of the Child Care Market Rate Survey was to obtain fee information for different age groups and program types. Centers were asked to report rates for the different age groups that they serve. Rates were averaged for the following age categories:

- Infants (0 – 18 months old)
- Toddlers (18 months to 2 ½ years old)
- Preschool Children (2 ½ - 6 years old)

It should be noted that some centers charged the same rate for all children under 6 years old, while others had as many as 4 different rates within each of these three age categories. If there was overlap in a rate, for example, if there was one rate for children up to 3 years old and another for children older than 3, then the preschool rate was an average of the rate from 0 to 3 years old and the rate for children older than 3 years old.

Centers were asked to record the different rates that they charged, for example, hourly, daily, weekly, monthly or some other rate. Information about these different rates is reported separately. In addition, conversions are made from a monthly to a weekly rate to examine the increase or reduction resulting from different payment schedules.

TABLE 4
STATEWIDE WEEKLY CHILD CARE CENTER MARKET RATES²

Age/Program	N	Mean	Median	50% Between: *
Weekly Infant	220	\$212.12	\$200.00	\$170.00 and \$245.75
Weekly Toddler	242	\$198.85	\$187.93	\$165.00 and \$225.68
Weekly Preschool	207	\$188.85	\$180.00	\$150.50 and \$211.88
Weekly School Age				
Before/After	64	\$108.52	\$105.00	\$81.25 and \$129.50
Before Separately/Only	60	\$63.20	\$55.00	\$34.25 and \$85.00
After Separately/Only	83	\$75.35	\$75.00	\$60.00 and \$85.00
Daily Holiday - School Age	212	\$38.66	\$40.00	\$26.48 and \$45.00
Weekly Summer - School Age	155	\$181.05	\$165.00	\$140.00 and \$217.00

* This is the middle 50% falling between the 25th and 75th percentiles.

Table 4 displays market rates for infants, toddlers, preschool children and three different types of school-age programs (before and after school, holiday care and summer camp). With the

² The *mean* is the average of provider rates; when there are some extreme values, either very low or very high, the average will not be as typical of the overall distribution as the median. The *median* rate is the exact midpoint dividing the distribution in half or in other words it represents the 50th percentile. Half of the reported rates fall below the median and half are above the median rate. The middle 50% fall between the 25th and 75th percentiles.

exception of the daily holiday rate, the table presents weekly rates. The younger the child the higher the rate for child care. Families paid a median of \$200 per week for infant care and \$180 per week for preschool age care.

It is important to note that rates may reflect the hours of service utilization. Some programs offer families the option of enrolling for fewer full-time hours at a lower rate. The costs reported here reflect maximum utilization; families may pay less than the rates indicated.

**TABLE 5
STATEWIDE MONTHLY CHILD CARE CENTER MARKET RATES³**

Age/Program	N	Mean	Median	50% Between: *
Monthly Infant	102	\$1,040.51	\$1,045.00	\$838.50 and \$1,127.00
Monthly Toddler	119	\$968.26	\$950.00	\$760.00 and \$1,108.00
Monthly Preschool	155	\$861.21	\$850.00	\$695.00 and \$974.00
Monthly School Age				
Before/After	88	\$330.92	\$322.50	\$265.25 and \$390.75
Before Separately/Only	181	\$142.68	\$130.00	\$117.00 and \$161.00
After Separately/Only	240	\$259.52	\$250.00	\$216.00 and \$300.00
Monthly Summer - School Age	56	\$755.42	\$773.00	\$600.00 and \$915.75

* This is the middle 50% falling between the 25th and 75th percentiles.

Monthly rates are less common than weekly rates for infants, toddlers and preschool age children, but more common than weekly rates for school-age child care. It should be noted that some programs offer many different payment schedules, allowing families to choose the option that best meets their needs.

Monthly rates were divided by 4.33 to yield estimated weekly costs. As shown in Table 6 (next page), families paying monthly spend about \$10-\$28 more per week than families who pay on a weekly basis for care for children under six years old. By contrast, school age care costs less when paid monthly. Families paying monthly spend from \$15-\$32 per week less than families paying weekly for various types of before and after school care for their school-age children. These lower costs suggest that a benefit accrues from paying "up front" for school-age child care. There is only a slight benefit (\$7 per week) for monthly payment for summer care.

³ The *mean* is the average of the provider rates; when there are some extreme values, either very low or very high, the average will not be as typical of the overall distribution as the median. The *median* rate is the exact midpoint dividing the distribution in half or in other words it represents the 50th percentile. Half of the reported rates fall below the median and half are above the median rate.

**TABLE 6
COMPARISON OF STATEWIDE AVERAGE WEEKLY CHILD CARE CENTER MARKET
RATES TO MONTHLY RATES ON A WEEKLY BASIS**

Age/Program	N	Month to Week	N	Week
Infant	102	\$240.30	220	\$212.12
Toddler	119	\$223.62	242	\$198.85
Infant/Toddler	122	\$225.66	244	\$203.06
Preschool	155	\$198.99	207	\$188.85
School Age				
Before/After	88	\$76.42	64	\$108.52
Before Separately/Only	181	\$32.95	60	\$63.20
After Separately/Only	240	\$59.94	83	\$75.35
Summer - School Age	56	\$174.46	155	\$181.05

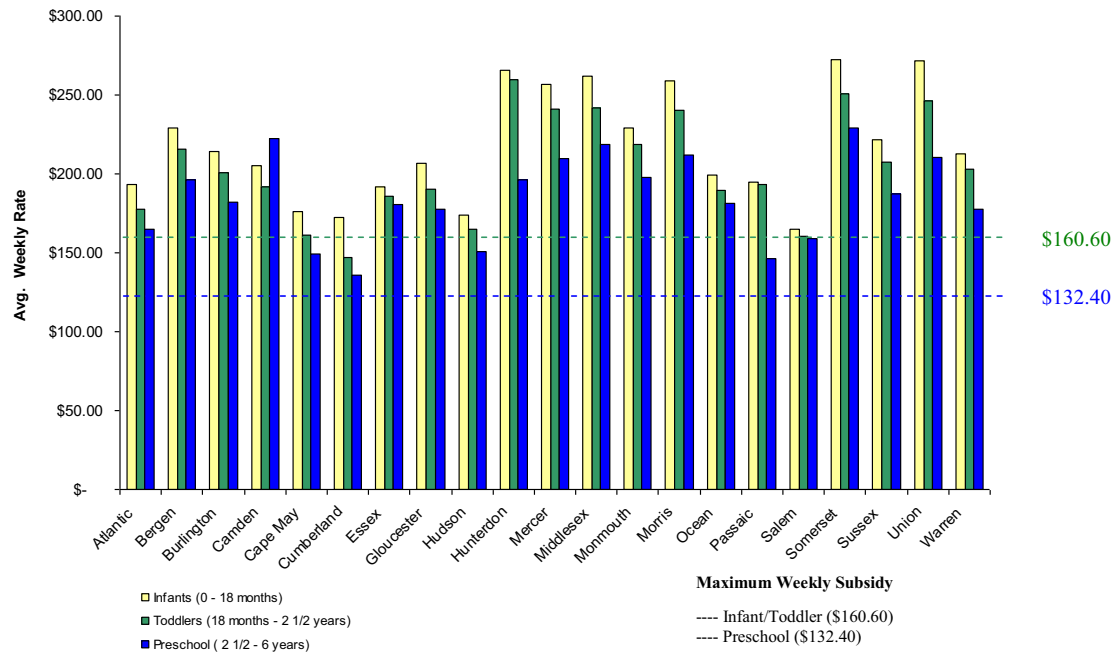
Hourly rates were obtained for before and after school and holiday care. When offered in combination, median before/after school rates were \$6 per hour with the middle 50% ranging from \$4.75 to \$8.50 per hour. Median holiday rates were \$9.00 per hour with the middle 50% ranging from about \$6 to \$10 per hour.

**TABLE 7
STATEWIDE HOURLY SCHOOL-AGE CHILD CARE CENTER MARKET RATES**

Age/Program	N	Mean	Median	50% Between:
Before Separately/Only School-Age	46	\$7.04	\$7.00	\$5.56 and \$9.00
After Separately/Only School-Age	44	\$6.52	\$6.00	\$5.00 and \$8.75
Combined Before/After School-Age	21	\$6.23	\$6.00	\$4.75 and \$8.50
Holiday Rate:- School Age	17	\$12.61	\$9.00	\$6.08 and \$10.00

Figure 4 (next page) shows average weekly rates by county for infants, toddlers and preschool age children in comparison to the state's child care subsidy in 2010. Compared to family child care (see Table 13), center child care rates are well above the subsidy in more counties and for all types of care.

Figure 4 County average weekly center rates for child care by type of care in comparison to child care subsidy



Additional Fees

In addition to rates for child care, some centers also charged additional fees, particularly registration fees (see Table 8 below). One-time application fees were reported by 202 centers, while 305 charged annual registration fees. Recreation or trip fees charged per activity or event were reported by 130 centers. Preschool, before and after school programs and summer camps might be sponsored by a local YMCA, YWCA or similar organization charging an annual membership fee. A total of 119 centers required families to pay annual membership fees. About 77 centers had other fees. These were highly variable and included transportation charges and fees for materials and summer activities.

**TABLE 8
ADDITIONAL FEES**

FEES	N	Median
One-Time Application Fee	202	\$50.00
Annual Registration Fee	305	\$50.00
Daily Meals Fee	23	\$3.00
Recreation or Trips Fee	130	\$15.00
Membership Fee	119	\$70.00

Discounts

The Child Care Market Rate Survey included questions about the availability of discounts for additional children from the same household. Findings show that of those programs responding to the question, most (422 or 83.9%) offered discounts for additional children, with the median discount at 10% for an additional child; percentages ranged from 5 to 50%. Some programs (N=49) reported dollar discounts with a median monthly discount of \$20.

Almost always one child paid the full rate, while additional children paid a reduced rate. In a small number of instances, centers mentioned that discounts increased for each additional child. Generally, centers indicated that the discount applied to the lowest rate or the oldest child.

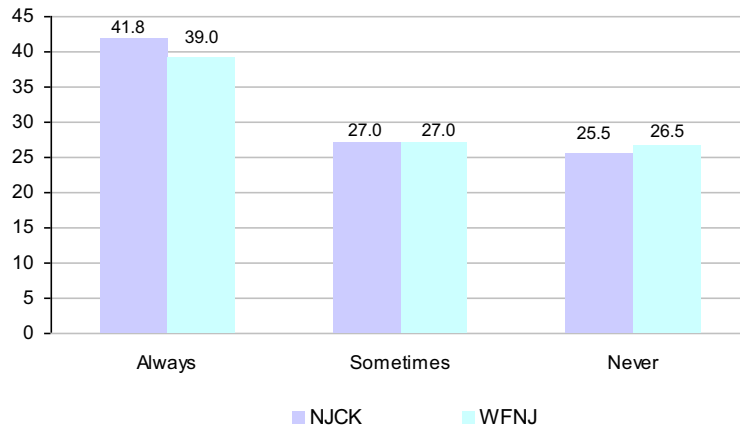
Voucher Subsidy Payments in Child Care Centers

The survey asked about subsidies to families through targeted state programs. These subsidies make child care accessible to low-income families. Most child care centers reported that they would be willing to accept children who receive subsidies through Work First New Jersey (WFNJ) or the New Jersey Cares for Kids (NJCK) programs. A total of 90% (N=385) of the 428 responding centers indicated that they would accept children with these subsidies, while a total of 286 centers or 74.3% currently enrolled children receiving a NJCK subsidy and 250 or 63.6% enrolled children with a WFNJ subsidy. These percentages may actually be higher, since some programs enrolled children with subsidies received through their Child Care Resource and Referral agency; these subsidies include NJCK and WFNJ subsidies.

Families that are awarded subsidies make a mandatory co-payment for child care. The survey asked whether families are required to make monetary contributions in addition to the co-payment when there is a difference between what the center charges and the child care subsidy. Of the 296 centers with children receiving NJCK subsidies, almost half would require that families pay the additional difference (120 or 40.5%), while 80 (27%) would require families in some cases to pay the difference and 86 (29.1%) would not expect families to pay anything beyond the mandatory co-payment. For ten centers (3.4%), information was missing.

Of the 240 centers enrolling children with WFNJ subsidies, 90 or 36% would require families to always pay the difference; 73 or 29.2% would sometimes require families to pay the difference depending on their circumstances; 77 or 30.8% would never expect families to pay the difference between the subsidy and the center's charge for care. For 10 centers or 4%, information was missing.

Figure 5 Are families required to pay the difference between the subsidy and what centers charge? (Percentages)



It should be noted that some centers reported discretionary scholarships to some low-income families or that other programs may be available, for example, at the local or county-level.

In terms of statewide market rates, the state subsidy falls at or below the 10th percentile for both weekly and monthly infant child care, between the 10th and 25th percentiles for toddler care, and below the 10th percentile for both weekly and monthly rates for preschool care. However, there is enormous variation among counties in terms of the difference between average rates and the subsidy (see Figure 4 for weekly rate information).

Subsidies for school-age children fare somewhat better, corresponding to between the 33rd and 50th percentiles for before/after school combined (4-5 hours or ¾ time), to the 25th percentile for the holiday rate for school-age children, and between the 10th and 25th percentiles for both monthly and weekly rates for full-time summer care for school-age children.

FAMILY CHILD CARE PROVIDER MARKET RATE SURVEY RESULTS

Characteristics of Family Child Care Providers

Child Care Resource and Referral (CCR&R) agencies provided data about rates charged by registered family child care providers. Information was extracted from December 2010 through January 2011. Rates reported were weekly averages for all providers for the following age categories:

- Infants (0-18 months)
- Toddlers (18-30 months)
- Infants and Toddlers combined (0-30 months)
- Preschoolers (2 ½ - 6 years)

In addition, CCR&Rs also reported rates for the following types of school-age care for children 6 to 13 years of age:

- Before/after school care (weekly and hourly)
- Holiday care (weekly and daily)
- Summer care (weekly)

Prior child care market rate studies sent surveys to registered family providers listed on the databases that Child Care Resource and Referral agencies maintain in each county. Surveys sent to these providers requested information about rates for different types of child care, fees, discounts, hours and days of operation, and other information. However, response rates tended to average about 45% and follow-up contact with individual providers was both costly and time-consuming.

This year, the Department requested family provider information directly from the CCR&Rs. Their databases contain rates as well as other information about family child care providers. This approach had the advantage of capturing rates for the entire population of registered family child care providers (as opposed to a sample of survey respondents), but also had several limitations:

- Not all rates may be updated and current.
- There is variability among CCR&Rs in the information collected (e.g., only weekly data, or only before/after school combined rather than separate rates for before and after school).
- Some information elicited in previous surveys is not captured by any of the CCR&R databases and thus cannot be replicated for 2010.
- Information is aggregated by county, and therefore, only county and statewide averages can be obtained; of particular importance is the inability to report the rate that corresponds to the 75th percentile, the nationally-recommended subsidy level.

Geographic Distribution. CCR&Rs reported rates for 2,719 registered family child care providers. Table 9 shows the number of registered family child care providers by the county in which they were registered. Compared to 2008, there was a statewide decline of 278 providers or 9.3%.

However, some counties, particularly those in some low-income counties such as Cumberland, Hudson, Passaic and Salem reported increases. According to the American Community Survey data for 2009, these four counties rank in the top five in the state for the percentage of related children living below the Federal Poverty Level (at 22.8%, 22.6%, 25.8% and 17.3% respectively). While the number of registered family child providers is significantly related to the child population in 2009 ($r=.568$), it is also strongly correlated with 2009 rates of child poverty ($r=.675$). The literature suggests that families that work non-traditional schedules, minority families, and low-income families without subsidies are more apt to use family providers, which may contribute to the increases in these counties.⁴

TABLE 9
GEOGRAPHIC DISTRIBUTION OF FAMILY CHILD CARE PROVIDERS

County	2008		2010		Change
	N	%	N	%	N
Atlantic	121	4.0%	89	3.3%	-32
Bergen	168	5.6%	113	4.2%	-55
Burlington	158	5.3%	133	4.9%	-25
Camden	205	6.8%	157	5.8%	-48
Cape May	15	0.5%	18	0.7%	3
Cumberland	138	4.6%	176	6.5%	38
Essex	484	16.1%	479	17.6%	-5
Gloucester	76	2.5%	54	2.0%	-22
Hudson	359	12.0%	380	14.0%	21
Hunterdon	38	1.3%	25	0.9%	-13
Mercer	102	3.4%	95	3.5%	-7
Middlesex	145	4.8%	121	4.5%	-24
Monmouth	149	5.0%	118	4.3%	-31
Morris	103	3.4%	86	3.2%	-17
Ocean	137	4.6%	99	3.6%	-38
Passaic	253	8.4%	272	10.0%	19
Salem	36	1.2%	47	1.7%	11
Somerset	51	1.7%	38	1.4%	-13
Sussex	42	1.4%	37	1.4%	-5
Union	158	5.3%	138	5.1%	-20
Warren	58	1.9%	44	1.6%	-14
Missing	1	0.0%	0	0.0%	-1
TOTAL	2,997	100.0%	2,719	100.0%	-278

⁴ See National Child Care Information and Technical Assistance Center. Child Care Bulletin. Issue 34, Fall 2007 <http://nccic.acf.hhs.gov/files/resources/issue34.pdf> and Burstein, N. and Layzer, J. (2007). National study of child care for low-income families: Patterns of child care use among low-income families. http://www.acf.hhs.gov/programs/opre/cc/nsc_low_income/reports/patterns_cc/patterns_childcare.pdf

Ages Served. Family child care providers primarily served infants, toddlers, and preschool-age children. About 75%-80% of registered family child care providers served children up to 6 years old. At least 45% served school-age children, primarily in before and after school programs. Only about 10% provided holiday care and about 36% provided summer care for school-age children.

**TABLE 10
AGES OF CHILDREN SERVED**

Ages Served	N *	% *
Infants	2,035	74.8%
Toddlers	2,080	76.5%
Preschool	2,146	78.9%
School-Age		
Before/After	1,248	45.9%
Before Only	609	22.4%
After Only	608	22.4%
Summer	971	35.7%
Holiday	286	10.5%

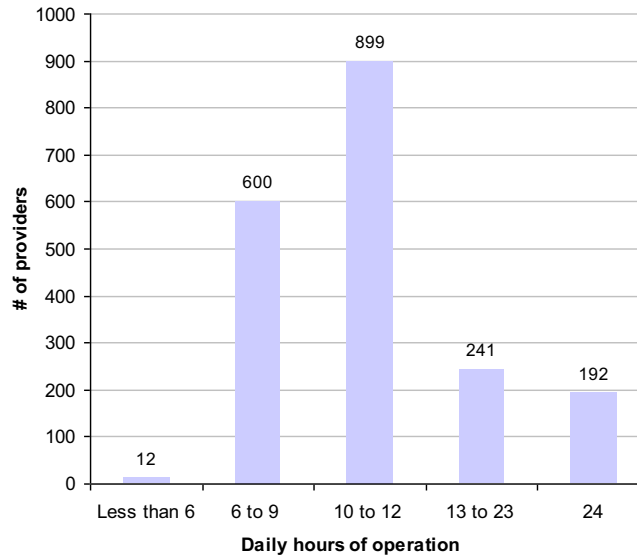
* Numbers sum to more than the 2,719 providers and percentages total more than 100 percent due to multiple responses; information reflects providers with weekly rates. Reporting did not allow for unduplicated counts of those with separate hourly or daily rates.

Days and Hours of Program Operation

CCR&Rs were asked to provide information about the days and hours that family providers offer child care. The agencies reported aggregate data, for example, the number of family providers who operated on Saturdays or the number offering 24 hour care.

Of the 2,719 family providers, 2,561 or 94.2% offered care Monday through Friday. A much smaller percentage offered care on either Saturdays (N=455 or 16.7%) or Sundays (N=308 or 11.3%).

Of the 21 county agencies, 20 reported information regarding the hours that family providers offered child care; one agency with 113 registered family providers did not report this information. Data were thus available for 20 counties and 1,944 providers (71.5% of the total). The data showed that most family providers operated for either 6 to 9 hours (30.9%) or 10 to 12 hours (46.2%). About 12% operated 13 to 23 hours and not quite 10% offered round-the-clock care. Less than 1% operated for less than 6 hours daily.

Figure 6 Daily hours of operation of family child care providers

Family Child Care Market Rates

Table 11 displays weekly family child care provider rates for different age groups. Two types of rates, weighted and un-weighted are provided for each age/program category. The weighted average considers the number of providers in each county, so that rates in counties with more providers contribute more to the statewide average than rates in counties with fewer providers. By contrast, the un-weighted average considers each county equally.

Since not all counties reported rates for each age/program category, the number of counties is indicated in the table. Within each county, providers may not offer all types of care, and thus, the table reports the number of providers for each rate/program category. These data show that slightly more providers served preschool age children (N=2,146) than either infants (N=2,035) or toddlers (N=2,080).

Rate information shows that the younger the child, the more costly the care. As shown in Table 11, the weekly average cost for infants was \$155.63 per week, while the average cost for preschool age children was \$135.25 per week, a difference of about \$20 per week. Rates for infants were also about \$5-\$6 more on a weekly basis than toddler rates (at \$150.34 per week). Rates for combined before and after school rates averaged about \$100 per week; separately, each was about \$85 to \$90 per week. Weekly holiday care resembled rates for preschool age care, while summer care was about \$8 per week less than either holiday or preschool age care.

**TABLE 11
STATEWIDE WEEKLY FAMILY CHILD CARE PROVIDER MARKET RATES**

Age/Program	Providers	Weighted Average	Unweighted Average	Counties
Infant	2,035	\$155.63	\$164.68	21
Toddler	2,080	\$150.34	\$158.78	21
Infant/Toddler	1,962	\$152.46	\$160.80	19
Preschool	2,146	\$135.25	\$143.84	21
Before/After School (Combined)	1,248	\$93.49	\$111.94	17
Before School Separately/Alone	609	\$90.24	\$86.41	12
After School Separately/Alone	608	\$87.78	\$88.63	15
Holiday	634	\$136.04	\$145.85	9
Summer	971	\$127.55	\$136.24	11

In addition to weekly rates, CCR&Rs could report other rates that their family child care providers charged for school-age child care, including daily rates for holiday care and hourly rates for before and/or after school and holiday care. As shown in Table 12, fewer counties collected daily or hourly rate information for their family child care providers. Weekly rates tended to be the most common for all types of child care.

**TABLE 12
HOURLY AND DAILY RATES FOR SCHOOL-AGE CHILD CARE**

Age Group/ Program	HOURLY				DAILY			
	Weight	Unweight	County	Providers	Weight	Unweight	County	Providers
Holiday	\$6.78	\$7.30	6	112	\$27.14	\$35.04	8	251
Before Sch. (alone)	\$7.10	\$6.58	11	143	---	---	---	---
After Sch. (alone)	\$7.13	\$6.63	11	146	---	---	---	---
Before/After Sch.	\$7.15	\$6.62	10	166	---	---	---	---

It should be noted that on a weekly basis, the hourly rate costs more. As an example, in one county the average hourly price charged by its family child care providers for after school care is \$7.10 per hour. The average weekly rate for that care is \$62.50. If a family uses two hours daily the weekly total would be \$71.00, but if they used 3 hours daily for the five days it would come to \$106.50. Thus, hourly rates are only cost effective for families who use relatively few hours or limited days, perhaps combining family child care with other options such as free relative care.

Rates also varied by county. The five counties with the highest overall weekly rates were Hunterdon, Somerset, Sussex, Morris and Bergen. The five counties with the lowest rates were Monmouth, Hudson, Camden, Essex and Atlantic. Obviously, the higher the county's rates, the less affordable family care was for those using subsidies. Average infant/toddler rates are less than the subsidy in a number of the low-income counties, e.g., Atlantic, Essex, and Hudson,⁵ but substantially higher in high-income counties such as Hunterdon and Somerset. Average costs for preschool age family care exceeded averages in all but three counties (Atlantic, Hudson and Monmouth).

TABLE 13
WEEKLY RATES FOR CHILD CARE BY COUNTY

County	Infant	Toddler	Infant/Toddler	Preschool	Before/After School
Atlantic	\$135.40	\$130.14	\$132.77	\$116.85	\$108.14
Bergen	\$183.55	\$171.23		\$163.29	
Burlington	\$156.16	\$150.41	\$153.29	\$130.28	\$103.48
Camden	\$140.52	\$136.10		\$120.85	
Cape May	\$168.77	\$163.22	\$163.22	\$147.23	\$122.00
Cumberland	\$163.47	\$155.27	\$159.34	\$139.05	\$137.81
Essex	\$139.84	\$135.05	\$137.45	\$125.96	\$82.08
Gloucester	\$158.41	\$156.69	\$157.55	\$142.47	\$108.75
Hudson	\$147.03	\$145.58	\$146.31	\$116.07	\$84.93
Hunterdon	\$224.60	\$224.85	\$224.60	\$215.25	\$176.11
Mercer	\$154.13	\$149.80	\$151.96	\$130.50	\$77.20
Middlesex	\$160.05	\$150.02	\$155.04	\$138.33	\$107.69
Monmouth	\$150.00	\$125.00	\$150.00	\$115.00	\$100.00
Morris	\$185.28	\$180.28	\$168.17	\$169.93	\$165.87
Ocean	\$181.00	\$178.00	\$175.00	\$159.86	
Passaic	\$158.00	\$157.00	\$157.50	\$147.00	\$65.00
Salem	\$152.25	\$149.92	\$151.08	\$120.72	\$90.08
Somerset	\$197.98	\$194.28	\$196.13	\$186.83	
Sussex	\$187.59	\$179.83	\$183.51	\$174.25	\$162.87
Union	\$154.20	\$155.89	\$134.30	\$122.41	\$87.96
Warren	\$160.15	\$145.90	\$157.95	\$138.52	\$122.96
Statewide	\$155.63	\$150.34	\$152.46	\$135.25	\$93.49
Subsidy	\$151.20	\$151.20	\$151.20	\$118.80	\$89.10

Rates and Subsidies

Current child care subsidies (SFY 2010) are virtually identical to average rates charged by registered family providers for infants and toddlers. However, subsidies are slightly lower than the average for preschool child care as well as care for school-age children. For analytic purposes, $\frac{3}{4}$ time (4-5 hours) subsidies for school-age children, daily full-time subsidies for school-age children, and weekly full-time subsidies for school-age children were compared to average rates for before/after school care, daily holiday care, and weekly summer care for

⁵ And probably also Camden, since infant and toddler rates are both below the subsidy for the infant/toddler combined rate.

school-age children. The weekly difference is greatest (on a weekly basis) for holiday care, followed by preschool and before/after school care.

Figure 7 Average rates of different types of family child care in comparison to the subsidy

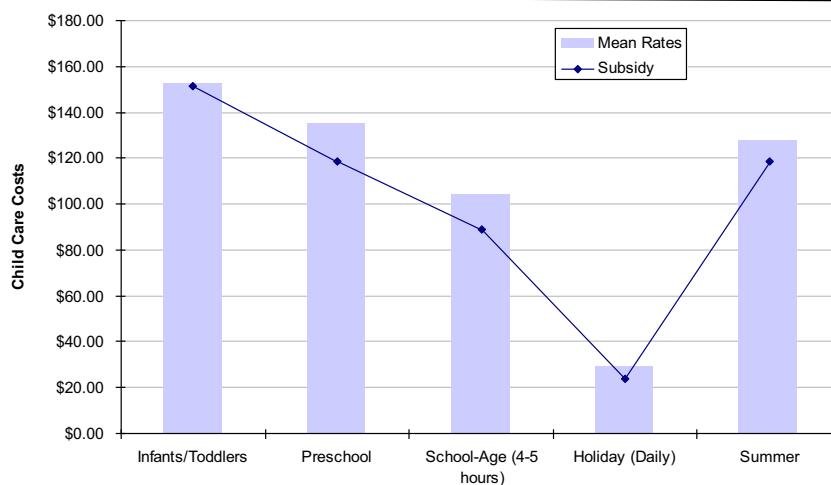


TABLE 14
COMPARISON OF WEEKLY RATES TO THE SUBSIDY

Age Group	Weighted Average Rates	Subsidy	Difference
Infants/Toddlers *	\$152.46	\$151.20	\$1.26
Preschool *	\$135.25	\$118.80	\$16.45
Before/After School *	\$103.86	\$89.10	\$14.76
Holiday *	\$136.04	\$118.80	\$17.24
Holiday (Daily)	\$29.09	\$23.76	\$5.33
Summer *	\$127.55	\$118.80	\$8.75

* Weekly

Additional Fees

Relatively few family child care providers charged fees in addition to the cost of child care (see Table 15 on the next page). Less than 30% (N=672) charged for registration and 349 providers (8.2%) charged for trips and recreation, while 263 (9.7%) charged for meals. Only 174 family providers or 6.4% charged for transportation.

**TABLE 15
ADDITIONAL FEES**

FEES	N	%
Registration Fee	672	24.7
Trips Fee	349	12.8
Meals Fee	263	9.7
Transportation Fee	174	6.4

Discounts and Vouchers

The Child Care Market Rate Survey included questions about the availability of discounts for additional children from the same household. Findings show that a very small percentage of family providers (572 or 21%) reported to CCR&Rs that they offered discounts for additional children. Direct mail surveys to family providers in 2008 showed higher proportions (about 60%) offering these discounts. It may be that a sizable number of providers do not provide this information to the CCR&R.

The survey also asked about subsidies to families through targeted state programs. CCR&Rs reported that 1,850 (68%) family providers accept New Jersey Cares for Kids (NJCK) vouchers and 1,808 (66.5%) would accept children who receive subsidies through Work First New Jersey (WFNJ). Direct surveys of providers conducted in 2008 indicated that more than 90% would accept children with these child care subsidies. Here too there may be a differential response to this item.