



**CHILD CARE AND DEVELOPMENT FUND PLAN
FOR THE
NEW JERSEY DEPARTMENT OF HUMAN SERVICES
DIVISION OF FAMILY DEVELOPMENT**

FFY 2008-2009

This Plan describes the CCDF program to be conducted by the State for the period 10/1/07 – 9/30/09. As provided for in the applicable statutes and regulations, the Lead Agency has the flexibility to modify this program at any time, including changing the options selected or described herein.

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

Public reporting burden for this collection of information is estimated to average 165 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 6/30/2009)

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STATE PLAN FOR CCDF SERVICES
 NJ DEPARTMENT OF HUMAN SERVICES
 DIVISION OF FAMILY DEVELOPMENT
 FOR THE PERIOD 10/1/07 – 9/30/09

AMENDMENTS LOG
 Child Care and Development Services Plan for
 For the period: 10/1/07 – 9/30/09

SECTION AMENDED	EFFECTIVE/ PROPOSED EFFECTIVE DATE	DATE SUBMITTED TO ACF	DATE APPROVED BY ACF

Instructions:

- 1) Lead Agency completes the first 3 columns and sends a photocopy of this Log (showing the latest amendment sent to ACF) and the amended section(s) to the ACF Regional contact. A copy of the Log, showing the latest amendment pending in ACF, is retained in the Lead Agency's Plan.
- 2) ACF completes column 4 and returns a photocopy of the Log to the grantee.
- 3) The Lead Agency replaces this page in the Plan with the copy of the Log received from ACF showing the approval date.

Note: This process depends on repeated subsequent use of the same Log page over the life of the Plan. At any time the Log should reflect all amendments, both approved and pending in ACF. The Lead Agency is advised to retain those "old" plan pages that are superseded by amendments in a separate appendix to its Plan.

**PART 1
ADMINISTRATION**

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

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

Name of Lead Agency:

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

Address of Lead Agency:

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

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

Jennifer Velez, Acting Commissioner
Department of Human Services

Phone Number: 609-292-3717

Fax Number: 609-292-3824

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

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

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

Name of the State Child Care Contact (CCDF):

Jeanette Page-Hawkins, Director
Division of Family Development

Beverly Wellons, Assistant Director
Division of Family Development

Child Care Administrator

Title of State Child Care Contact: Assistant Director, Child Care Operations
Child Care Administrator

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

Phone Number: Jeanette Page-Hawkins, Director, DFD
& Fax Number: **Phone** (609)588-2401; **Fax** (609)588-3369
E-Mail Address: Jeanette.Page-Hawkins@dhs.state.nj.us

Phone Number: Beverly Wellons, Assistant Director, DFD
& Fax Number: **Phone** (609)588-2163; **Fax** (609)588-3051
E-Mail Address: Beverly.Wellons@dhs.state.nj.us

:
Phone Number for child care subsidy program information (for the public) (if any):

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

Web Address for child care subsidy program information (for the public) (if any):

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

1.3 Estimated Funding

The Lead Agency estimates that the following amounts will be available for child care services and related activities during the 1-year period: October 1, 2007 through September 30, 2008. (§98.13(a))

CCDF:	\$ <u>112.4 M</u>
Federal TANF Transfer to CCDF:	\$ <u>76.3 M</u>
Direct Federal TANF Spending on Child Care:	\$ <u>0.0 M</u>
State CCDF Maintenance of Effort Funds:	\$ <u>26.4 M</u>
State Matching Funds:	\$ <u>65.2 M</u>
Total Funds Available:	\$ <u>280.3 M</u>

1.4 Estimated Administration Cost

The Lead Agency estimates that the following amount (and percentage) of Federal CCDF and State Matching Funds will be used to administer the program (not to exceed 5 percent): \$ 9.2 M (3.7%). (658E(c) (3), §§98.13(a), 98.52)

1.5 Administration of the Program

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

- Yes.
- No. If no, use the table below to **identify** the name and type of agency that delivers services and activities. (If the Lead Agency performs the task, mark “n/a” in the box under “Agency.” If more than one agency performs the task, identify all agencies in the box under “Agency,” and **indicate** in the box to the right whether each is a non-government entity.)

Service/Activity	Agency	Non-Government Entity (see Guidance for definition)
Determines individual eligibility:		
a) TANF families	21 County Welfare Agencies Boards of Social Services*	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
b) Non-TANF families	16 Child Care Resource and Referral Agencies serving 21 counties & 155 Contract Based Center Agencies**	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Assists parents in locating care	16 Child Care Resource and Referral Agencies serving 21 counties.**	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Makes the provider payment	16 Child Care Resource and Referral Agencies serving 21 counties.**	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No 14 non-profit agencies; 2 are county government agencies. State pays contracted providers.
Quality activities	16 Child Care Resource and Referral Agencies serving 21 counties, plus other non-profit agencies under contract with DFD.	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Other:		<input type="checkbox"/> Yes <input type="checkbox"/> No

If the Lead Agency uses outside agencies to deliver services and activities, **describe** how the Lead Agency maintains overall control.

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) 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 16 "Child Care Resource and Referral" (CCR&R) agencies, 14 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:

Current CCR&R agencies are as follows:

- Child Care Network, Northfield, NJ (Atlantic County)
- Office for Children, Hackensack, NJ (Bergen County)
- Burlington County Community Action Program, Burlington, NJ (Burlington County)
- Department of Children's Services, Blackwood, NJ (Camden County)
- Tri-County Child Care Services, Bridgeton, NJ (Cumberland & Salem Counties)
- Programs for Parents, Inc., Newark, NJ (Essex County)
- Educational Information and Resource Center (EIRC), Sewell, NJ (Cape May & Gloucester Counties)
- Urban League of Hudson County, Jersey City, NJ (Hudson County)
- NORWESCAP, Inc., Phillipsburg, NJ (Hunterdon, Sussex, & Warren Counties)
- Child Care Connection, Trenton, NJ (Mercer County)
- Catholic Charities, Perth Amboy & Somerville, NJ (Middlesex & Somerset Counties)
- Child Care Services of Monmouth County, Neptune, NJ (Monmouth County)
- Child and Family Resources, Mt. Arlington, NJ (Morris County)

- CHS Child Care, Toms River, NJ (Ocean County)
- North Jersey 4C's, Paterson, NJ (Passaic County)
- Community Coordinated Child Care, Hillside, NJ (Union County)

DFD also contracts directly with approximately 155 community based contracted (CBCs) child care provider agencies. These agencies annually provide over 9,000 subsidized child care slots on a statewide basis.

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 is set in place to ensure that the grantee complies with all policies and procedures set forth by the Division. DFD now meets on a quarterly basis with all CCR&R and CBC center directors and on a bi-monthly basis with the CBC Policy Development Board (PDB). DFD sends representatives to monthly Child Care Advisory Council (CCAC) meetings to discuss relevant child care initiatives and policies, and to be apprised of concerns, questions and/or situations that need the immediate attention of DFD. The Division conducts periodic monitoring of all CCR&Rs and CBC child care centers to ensure that policy and procedures are followed.

1.6 Use of Private Donated Funds

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

- Yes. If yes, are those funds:
- Donated directly to the State?
 - Donated to a separate entity designated to receive private donated funds?
Name:
Address:
Contact:
Type:
- No.

1.7 Use of State Pre-Kindergarten (Pre-K) Expenditures for CCDF-Eligible Children

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

Yes, and:

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

(__ %) Estimated percentage of the MOE requirement that will be met with pre-K expenditures. (Not to exceed 20%.)

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

No.

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

Yes, and

(15 %) Estimated percentage of the Matching Fund requirement that will be met with pre-K expenditures. (Not to exceed 20%.)

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

No.

1.7.3 If the State answered yes to 1.7.1 or 1.7.2, the following **describes** State efforts to ensure that pre-K programs meet the needs of working parents: (§98.53(h)(2))

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 Governor’s Office. Abbott 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 Abbott school district.

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, the Department of Human Services (DHS) allocates funds to provide child care 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 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.

1.8 Improper Payments

1.8.1 How does the Lead Agency define improper payments?

Improper [Child Care] Payment (or erroneous payment) means any payment that should not have been made or that was made in an incorrect amount under statutory, contractual, administrative, or other legally applicable requirement. Incorrect amounts are **overpayments** or **underpayments** (including inappropriate denials of payment or service). An overpayment or underpayment can occur as the result of an unintentional error, intentional error and/or fraud on the part of a client, provider or the administering agency. An improper payment includes any payment that was made to an ineligible recipient (i.e., client or provider) or for an ineligible service.

Parent/applicant over payments mean funds that have been 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 New Jersey Cares for Kids Program (NJCK). Over payments may result in a reduction or termination of benefits. Examples of over payments related to parent/applicants include:

- Non-reporting/underreporting of income;
- Client receiving payment in more than one jurisdiction;
- Incorrect reporting of household size;
- Incorrect information on client's compliance with program; and requirements, such as participating in required activity.

Child care provider overpayments means funds that have been erroneously paid but the eligibility of the family and/or child(ren) is not affected. These overpayments may occur as a result of intentional and/or unintentional errors in the completion of the voucher made by the child care provider(s) and/or the CCR&R. Examples include overstating level of service (e.g., child attendance) and claiming for services not rendered (e.g., child enrollment). A child care provider overpayment resulting from the mis-reporting by the provider and/or the parent/applicant would necessitate the CCR&R initiating appropriate corrective legal action based on the circumstances.

1.8.2 Has your State implemented strategies to prevent, measure, identify, reduce and/or collect improper payments? (§98.60(i), §98.65, §98.67)

- Yes, and these strategies are:
- No. If no, are there plans underway to determine and implement such strategies?
- Yes, and these planned strategies are:
- No.

The Division of Family Development has taken several new steps to prevent, measure, identify, reduce and collect improper payments as follows:

- Have initiated requesting Wage Match reports for the social security numbers on both our CARES and CTRX computer systems for the determination of improper payments, and subsequent follow-up with recipients if payment or income information do not agree;
- Have plans to develop an Intentional Program Violations rules and regulations subchapter to N.J.A.C. 10:15 *Child Care Services Manual*;
- New Jersey volunteered to participate in the Federal Child Care Error Rate Pilot;
- Have implemented a formal parent/applicant "certification" as part of the revised child care application; and

- Plans are under development to use Tax Intercept, referral to criminal or civil court or private claims collection for anyone owing child care money to the state because of an improper payment.
- Repayment agreement: When the amount of the overpayment is determined, the CCR&R must immediately establish a repayment agreement with the parent/applicant or the child care provider upon issuance of the written notice advising them of the overpayment. The CCR&R uses a repayment agreement form that includes all pertinent information including:
 - i. A schedule that clearly outlines the amount to be repaid;
 - ii. The frequency (one-time, monthly, weekly, bi-weekly) of repayment; and,
 - iii. A time period for completion of total repayment including specific start and end dates.

PART 2
DEVELOPING THE CHILD CARE PROGRAM

2.1 Consultation and Coordination

2.1.1 Lead Agencies are required to *consult* with appropriate agencies and *coordinate* with other Federal, State, local, tribal (if applicable) and private agencies providing child care and early childhood development services (§98.12, §98.14(a),(b), §98.16(d)). **Indicate** the entities with which the Lead Agency has consulted or coordinated (as defined below), by checking the appropriate box(es) in the following table.

Consultation involves the meeting with or otherwise obtaining input from an appropriate agency in the development of the State Plan. At a minimum, Lead Agencies must consult with representatives of general purpose local governments (noted by the asterisk in the chart below).

Coordination involves the coordination of child care and early childhood development service delivery, including efforts to coordinate across multiple entities, both public and private (for instance, in connection with a State Early Childhood Comprehensive System (SECCS) grant or infant-toddler initiative). At a minimum, Lead Agencies must coordinate with (1) other Federal, State, local, Tribal (if applicable), and/or private agencies responsible for providing child care and early childhood development services, (2) public health (including the agency responsible for immunizations and programs that promote children’s emotional and mental health), (3) employment services / workforce development, (4) public education, (5) Temporary Assistance for Needy Families (TANF), and (6) any Indian Tribes in the State receiving CCDF funds (noted by the asterisks in the chart below).

	Consultation in Development of the Plan	Coordination with Service Delivery
Other Federal, State, local, Tribal (if applicable), and private agencies providing child care and early childhood development services.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
Public health	<input type="checkbox"/>	<input checked="" type="checkbox"/> *
Employment services / workforce development	<input type="checkbox"/>	<input checked="" type="checkbox"/> *
Public education	<input type="checkbox"/>	<input checked="" type="checkbox"/> *
TANF	<input type="checkbox"/>	<input checked="" type="checkbox"/> *

STATE PLAN FOR CCDF SERVICES
 NJ DEPARTMENT OF HUMAN SERVICES
 DIVISION OF FAMILY DEVELOPMENT
 FOR THE PERIOD 10/1/07 – 9/30/09

	Consultation in Development of the Plan	Coordination with Service Delivery
Indian Tribes/Tribal Organizations, when such entities exist within the boundaries of the State	<input type="checkbox"/> NA	<input type="checkbox"/> NA
Representatives of local government	<input checked="" type="checkbox"/> *	<input type="checkbox"/>
State/Tribal agency (agencies) responsible for	<input type="checkbox"/>	<input checked="" type="checkbox"/>
State pre-kindergarten programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Head Start programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programs that promote inclusion for children with special needs	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Emergency preparedness ^o	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other (See guidance):	<input type="checkbox"/>	<input type="checkbox"/>

* *Required.*

For each box checked above, (a) identify the agency providing the service and (b) describe the consultation and coordination efforts. Descriptions must be provided for any consultation or coordination required by statute or regulation.
^o If you have prepared an emergency preparedness plan related to your child care and early childhood development services, attach it as **Attachment 2.1.1.**

DHS continues to consult with the legislatively mandated N.J. Child Care Advisory Council (CCAC), the primary advisory body on early care and education and child care related issues, and the State Human Services Advisory Council (HSAC), the principal community advisory forum on major human services issues. These bodies serve as the primary contacts for input from the community. Presentations on a variety of child care specific issues are made at their monthly and/or quarterly statewide meetings and at various subcommittees.

The list of participating organizations consulted for the development of this Plan includes, but is not limited to, the following:

- CHSAC - County Human Services Advisory Councils, in consultation with county government officials;
- PDB/DFD - Division of Family Development Child Care Policy Development Board, a policy advisory group to DFD, consisting of community based contracted provider agencies funded through the CCDF;
- CCR&R – Child Care Resource & Referral Agencies;

- ACNJ – Association for Children of New Jersey;
- CITE – Coalition of Infant/Toddler Educators;
- FCCONJ – Family Child Care Organization of New Jersey;
- LWWNJ – League of Women Voters of New Jersey;
- NCJW – National Council of Jewish Women – NJ Chapter
- NJACCRRRA – New Jersey Association of Child Care Resource and Referral Agencies;
- NJAECTE – New Jersey Association of Early Childhood Teacher Educators;
- NJAEYC – New Jersey Association for the Education of Young Children;
- NJBCDI – New Jersey Black Child Development Institute;
- NJCC – New Jersey Catholic Conference;
- NJCCA – New Jersey Child Care Association;
- NJCWDA – County Welfare Director’s Association of New Jersey;
- NJDOW – New Jersey Division on Women
- NJDHSS – New Jersey Department of Health and Senior Services
- NJSACCC – New Jersey School-Age Child Care Coalition;
- NJHSA – New Jersey Head Start Association;
- NJHSDA – New Jersey Head Start Directors Association;
- NJJL – New Jersey Junior Leagues;
- NJNAP – New Jersey Network on Adolescent Programs;
- NJFCCPA – New Jersey Family Child Care Providers Association;
- NJRPA – New Jersey Recreation & Park Association;
- SPAN – Statewide Parent Advocacy Network, Inc.;
- United States Military Child Care; and
- Other departments of State government including: Community Affairs, Education, Labor and Workforce Development, Health and Senior Services and Children and Families.

These agencies and organizations continue to provide DHS with information on the needs for the expansion of child care services and the improvement of the quality, availability and accessibility of child care within their jurisdictions. Through these consultations, DHS was able to compile information on the availability, deficiencies and additional need for child care services both statewide and at the local county level.

Through this comprehensive process, information continues to be compiled, in consultation with local government and other critical organizations, to identify child care needs or gaps in services and to prioritize the problems based on an assessment of the resources and available funding levels. Pertaining to this plan specifically, information was reviewed in the context of the CCDF regulations to ascertain how to best meet New Jersey’s expanding child care needs, including strategies to increase subsidies to parents, to address the critical infrastructure

needs of the service delivery system and to meet the needs of providing relevant information and training to direct caregivers.

As a result of coordinating with other Federal, State, and local agencies and programs including those involved with public health, employment, public education, and TANF, DHS has enhanced its community process for on-going communication and participation with units of local government, as well as providers, employers and the general public.

- The Coalition of Infant/Toddler Educators (CITE) continues to implement the goals of the NJ Better Baby Care Campaign. The Better Baby Care Campaign promotes a 12-step agenda that addresses four key areas: safe and healthy care, family centered care, developmentally appropriate care, and critical investments (direct financial support to expand and improve child care and Early Head Start). CITE has made a commitment that continues to address several of the Better Baby Care steps, which include:
 - 1) Support recommendations made by the Child Care Health Consultant Coordinators to incorporate the National Health and Safety Standards for Out-of- Home Care;
 - 2) Advocate for bilingual services where needed and for training programs that focus on respect for family diversity; and
 - 3) Promote the development of appropriate professional development opportunities for all people who care for infants and toddlers; and to help establish an Infant/Toddler Credential.

- The Quality Infant/Toddler Initiative includes improvement efforts for the youngest children in child care settings:
 - As a part of the Healthy Child Care New Jersey collaboration, every county has a registered nurse, a Child Care Health Consultant Coordinator, employed by the CCR&R Agency to provide Technical Assistance and training to enhance and improve the quality of health related child care services.
 - The Child Care Warm Line is a statewide health information and referral service established to promote the development of New Jersey's infants and young children in child care settings.

- Early Childhood Comprehensive System (ECCS) is a collaboration intended to develop and implement a statewide early childhood comprehensive system that supports families and communities so that children grow healthy and ready to learn at school entry.
 - Facilitate interdepartmental/interagency and cross-section collaboration to maximize available resources and advance an early childhood comprehensive system.

- Influence the development of state policies to prioritize early childhood as a critical period for healthy growth and development and support effective community based programs that support families.
 - Strengthen parent involvement and community participation in early childhood issues through involvement in planning and implementation of strategies that support children's healthy growth and learning.
-
- Healthy Child Care New Jersey was a collaboration between the American Academy of Pediatrics New Jersey Chapter; the New Jersey Department of Human Services, and the New Jersey Department of Health and Senior Services.
 - Healthy Child Care New Jersey was selected as a model state program for a presentation on the topic: "Caring for Our Children: Raising the Bar on Quality Child Care."
 - Recently conducted a health and safety survey of all licensed child care providers and registered family child care providers to assist in determining health and safety training and consultation needs.
 - Development of Medication Administration Curriculum Training in conjunction with the American Academy of Pediatrics.
 - Collaboration between the Child Care Health Consultant Coordinators and the Pediatric and Adult Asthma Coalition for asthma training.
 - Implementation of the Universal Child Health Form.
 - Continued implementation of the Early Childhood Health Link, a health and safety oriented newsletter that helps unite children, parents, caregivers and health professionals in a variety of current health related topics relating to child care.

 - DHS and the Department of Labor and Workforce Development (LWD) consolidated all "To-Work" programs. As a result, the LWD is now responsible for Work First New Jersey (WFNJ) and Food Stamp Program (FSP) work-related activities. The designated agency for LWD is the One-Stop Career Centers (OSCC). The OSCCs are responsible for WFNJ work requirement evaluations and planning. As a result, it is imperative that the WFNJ agency, the OSCC and the local county CCR&R communicate and coordinate services. The County Welfare Agency (CWA) is responsible for ensuring that all essential supports, including child care, are in place prior to the start of the participant's activity. The OSCC coordinates with the CWA and the CCR&R to access additional supports for WFNJ participants. The 21 CWAs and Boards of Social Services (BSSs) refer participants to the CCR&R in their county for child care needs. WFNJ/TANF recipients receive child care services for as long as they are eligible for cash assistance and for up to 24 months following the closing of their TANF case known as Transitional Child Care (TCC). They are given priority for transitioning into the NJCK program.

- In addition to being the primary funder of child care subsidies, DHS continues to have a significant role in providing before- and after-school child care in "Abbott" preschool programs through the use of vouchers provided to families. The New Jersey Supreme Court in the Abbott vs. Burke decision ordered that early childhood education must be offered to preschool children in the state's 31 poorest school districts. The court also stated that licensed child care centers in the community should be used to provide these services. The DHS Office for Early Care and Education (OECE) is responsible for coordinating preschool programs and issues regarding before- and after-school programs (Out-of-School-Time Programs) with DOE.
- For the past seventeen years, New Jersey has implemented a successful Head Start-State Collaboration Project with support from the Administration for Children and Families. Since its inception, the Project, in partnership with the New Jersey Head Start Association, has worked to develop collaborative relationships with state and local projects and initiatives. In doing so, the Head Start-State Collaboration Project continues to ensure Head Start program staff members have an integral role in New Jersey's efforts to improve services for children and families. The Project continues to be administered by the Office of Early Care and Education in the Department of Human Services.
- The DHS Office of Early Care and Education, coordinates resources among state agencies, the private sector, parents, and advocacy groups to increase the number of children served and improve the quality of care for children with special needs. The MAP To Inclusive Child Care Team provides guidance and information on ADA related issues to divisions within DHS; and has developed resource guides for parents, providers and community agencies including a CD entitled "Resources for Including Children with Special Needs in Child Care". The Special Projects Manager also provides guidance for the NJ School Age Technical Assistance Project, implemented by the New Jersey School Age Care Coalition and the New Jersey Inclusive Child Care Project, implemented by the Statewide Parent Advocacy Network.
- The New Jersey Inclusive Child Care Projects goals are:
 - 1) Improving the quality of early care and education for children with special needs;
 - 2) Providing consultation, technical assistance and training, to increase the number of child care providers that offer inclusive child care programming;
 - 3) Developing awareness among parents, child care providers, and resource and referral counselors (at the CCR&Rs) of the services available for children with special needs; and
 - 4) Increasing the delivery of services for children with special needs through collaboration among providers of child care services and special needs services. Services extend to child care center staff, family child care providers, before-and

after-school programs for school-age children, resource and referral agencies, parent groups, and agencies and professionals working with children with special needs.

- The New Jersey School Age Care Coalition offers training, technical assistance and support to programs serving children ages 5 through 13. Training opportunities are geared toward supporting efforts to meet licensing requirements, improve the quality of care and achieve national accreditation.
- Emergency preparedness – New Jersey's Department of Health and Senior Services (NJDHSS) has made it a priority to strengthen NJ's infrastructure to prepare for any public health emergency, act of terrorism, natural disaster, or an emerging infectious disease. Through this effort NJDHSS has developed a comprehensive guide called "A Public Health Guide to Emergency Planning, READY TOGETHER New Jersey", to help meet the needs for the development of efficient and effective emergency preparedness action plans. This guide has been shared at Child Care Advisory Council meetings, CCR&R Quarterly meetings and CBC forums to help get the word out concerning emergency planning for child care centers and family child care homes.

2.1.2 State Plan for Early Childhood Program Coordination. *Good Start, Grow Smart* encourages States to develop a plan for coordination across early childhood programs. **Indicate** which of the following best describes the current status of the State's efforts in this area. **Note: 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 is expected to support early language, literacy, pre-reading and early math concepts.
- Developing.** A plan is being drafted.
The draft is included as **Attachment 2.1.2.**
- Developed.** A plan has been written but has not yet been implemented.
The plan is included as **Attachment 2.1.2.**
- Implementing.** A plan has been written and is now in the process of being implemented. The plan is included as **Attachment 2.1.2.**
- Other (describe):**

New Jersey's Supreme Court has mandated that children in New Jersey's Abbott districts, the 31 highest poverty districts in the state, receive a high-quality preschool education beginning at age three. The purpose is to prepare these children to enter kindergarten with skills and abilities more comparable to those of their wealthier suburban peers. The court's mandate has a strong scientific basis. Intensive, high-quality preschool programs can close much of the early achievement gap for lower income children. This

substantially increases their school success and produces a host of life-long benefits, including increased school achievement and social and economic success as adults. These goals can be reached through the creation and support of high-quality preschool programs for all eligible children.

As a result of implementing the New Jersey Supreme Court mandate, Abbott school districts are required to submit a three-year operational plan and annual revisions for the appropriate school years to the DOE by November 15 of each year.

Since the inception of the preschool program mandated by the N.J. Supreme Court, DHS has coordinated wraparound child care services to support extended days of service before- and after-school from September to June and full days in July and August.

Describe the progress made by the State planning for coordination across early childhood programs since the date of submission of the 2006-2007 State Plan.

Since the submission of the 2006-2007 State Plan the methodology for implementing the use of the DOE *Preschool Teaching and Learning Expectations: Standards of Quality* has changed. The DHS no longer has contracts directly with the child care centers in the 31 Abbott School Districts to provide wraparound (before- and after-school) child care services. Licensed Child care centers with DOE contracts in the 31 Abbott School Districts have already implemented the *Preschool Teaching and Learning Expectations: Standards of Quality*. DFD has mandated that all Center Based Contract (CBC) child care centers (those child care centers that DFD contracts with directly for child care services) that serve preschool children, implement the use of the DOE *Preschool Teaching and Learning Expectations: Standards of Quality* commencing October 1, 2006 as part of their contracts with DFD.

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

On-going coordination between early childhood programs and funding streams continues in an attempt to maximize revenues, with the state Department of Human Services (DHS) and the state Department of Education (DOE), the primary lead agencies. DHS has the responsibility for TANF and CCDF (which includes child care services for TANF-eligible and non-TANF-eligible families) programs. DOE has the responsibility for school districts and public school programs.

In addition to being the primary funder of child care subsidies, DHS maintains a significant role in funding wraparound child care services in "Abbott" preschool programs through providing voucher child care services to those eligible families who need and want the services. Currently, DOE provides funding to the Abbott districts that pays for six hours of preschool education, and DHS pays for up to four hours of wraparound child care during the school year, and up to 10 hours of child care, on a daily basis, in July and August through the use of voucher payments.

The DHS Office of Early Care and Education (OECE) is responsible for coordinating School-Age Child Care; Special Needs Child Care Programs; and the Head Start Collaboration Project. The OECE is also responsible for coordinating the New Jersey Child Care Advisory Council, which is comprised of members from the early care and education, and child advocacy communities and government staff from the departments of Education, Community Affairs, Health and Senior Services, Labor and Work Force Development, and the new Department of Children and Families (DCF). The Council meets on a monthly basis and is mandated to advise and make recommendations on child care issues, policies and programs through DHS, DCF and the Department of Community Affairs.

DHS in cooperation with the Association for Children of New Jersey is continuing to participate in a multi-state partnership with several organizations called the Build Initiative. The Build Initiative's mission is to help build a coordinated system of programs, policies, and services that is responsive to the needs of families, careful in the use of private and public resources, and effective in preparing our youngest children for a successful future. This is an early care and education funding collaborative for children, infancy to 5 years of age. A team has been developed to advance and promote early learning, to conduct an assessment of early learning, and to develop a comprehensive policy agenda, to connect programs and infrastructure into a coordinated system of policies and services.

DHS in cooperation with Department of Health and Senior Services (DHSS) is also participating in a multi-agency partnership in a project called Early Childhood Comprehensive Systems (ECCS). ECCS mission is to develop an infrastructure for an early childhood system that supports healthy growth, nurturing relationships and learning environments for children birth to five and their families. A task force has been developed to meet monthly and design an action plan that when implemented, will provide families and caregivers with the skills and knowledge to support New Jersey's children to reach their full potential.

New Jersey has recently been awarded a grant from the National Governors Association. The Ready Set Grow Initiative will coordinate with BUILD, ECCS, ACNJ, DHS and corporate partners to develop a comprehensive plan to

strengthen coordination of systems building in New Jersey for Early Care and Education.

The DFD Office of Child Care Operations coordinates and monitors the administration of all child care subsidy assistance and services and maintains open lines of communication with OECE, DCF, DYFS, and DOE, concerning areas of Early Care and Education.

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

The coordination of child care services and the results of this coordination effort continue to be very productive. Through efforts of the Child Care Advisory Council early care and education information is shared throughout all areas of the state providing a forum for coordination among multiple agencies and entities for maximizing resources and improving the quality, availability, and affordability of child care services.

As a result of the collaborative efforts of the Office of Early Care and Education (OECE), the New Jersey Child Care Advisory Council (CCAC), the DFD Office of Child Care Operations (CCO), the New Jersey Professional Development Center (NJPDC) for Early Care and Education (soon to be called "Professional Impact New Jersey"), the Department of Children and Families (DCF) Office of Licensing (OOL) and the many advocacy groups and government participants who have given time, knowledge and resources and participated in the various sub-committees, the following outcomes resulted:

- DOE developed and implemented the *Preschool Teaching and Learning Expectations: Standards of Quality* in cooperation with the wide early care and education community;
- DFD implemented the DOE *Preschool Teaching and Learning Expectations: Standards of Quality* in all licensed CBC child care centers commencing October 1, 2006;
- DHS and DFD promote legislation that supports and early care and education goals;
- DHS and DFD support the Reauthorization of TANF Legislation and child care as a support to increase work activities to an eventual 50% level in New Jersey;
- In collaboration with Rutgers University Center for Families, DHS implemented the Family Development Credential (FDC) for family workers employed to work with families whose children are in Abbott contracted centers. Family Workers

are required to complete 90 hours of interactive classroom instruction, complete a skills portfolio and pass a credentialing exam to become eligible for the credential. Credentialed Family Workers also receive 7 college credits.

- In collaboration with New Jersey City University, the CCAC Professional Development Committee created and disseminated a statewide informational brochure on the Preschool-third grade teaching certificate;
- The CCAC Professional Development Committee developed a grid to assist in the awareness, prioritization, and identification of sources for professional development funding in New Jersey;
- As the need arises, CCAC ad hoc committees are organized to address specific issues.
- The New Jersey Professional Development Center for Early Care and Education conducted a Child Development Associate (CDA) *Survey and Follow-up Study*. The survey reflected encouraging statistics with regard to the retention of CDA professionals in the field of early care and education. This survey, focusing solely on New Jersey, showed an average 96% retention rate. Most of the respondents stated being very satisfied with the CDA process and the information learned in the preparation courses. Respondents felt that it increased their knowledge of child development and gave them a sense of professionalism. As a result of their success in obtaining the CDA credential, many have demonstrated increased levels of educational aspirations.
- The New Jersey Professional Development Center for Early Care and Education (soon to be called “Professional Impact New Jersey”) is continuing to use the online, **New Jersey Registry for Childhood Professionals**, Serving Children Birth Through Age Thirteen. The NJ Registry is a statewide system that guides, tracks and recognizes the professional growth and development of people who work in early care and education, out-of-school time, and primary education settings in New Jersey. The NJ Registry keeps track of professional development achievements by maintaining confidential records for each individual who participates in the system. The purpose of The NJ Registry is to create a seamless plan that would define expectations for advancing through levels of professional development in New Jersey, called the NJ Registry Career Lattice. The NJ Registry is maintained in the Office of the Clearinghouse, at Community Coordinated Child Care of Union County.

The NJPDC also provides the following information and services:

- Administers DHS-funded scholarships for training and education, including Child Development Associate and Certified Childcare Professional credentials and associate's and bachelor's degrees.

- Maintains a Clearinghouse of training and education opportunities
- Operates the *NJ Registry for Childhood Professionals* (described above) as a statewide database of practitioners' credentials and professional qualifications.
- Recommends professional standards and advises practitioners on career development options.
- Identifies ways to link professional development with increased compensation.
- Has developed and implemented a career lattice for child care professionals from entry level with a high school diploma or GED through a seven step process, up to a doctoral degree in early childhood education or another child-related field.

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

Through collaboration these efforts form the basis for the development and continued implementation of early learning guidelines. Through the continued efforts of the Child Care Advisory Council, and on-going communication through the coordinated efforts of the DHS, DFD, DCF, DYFS, DCA, DOE, Department of Labor and Work Force Development, Head Start and the many advocacy groups continued coordination among programs is assured. On-going coordination between early childhood programs and funding streams is an evolutionary process in New Jersey and continues to change based on the needs of children and as funding priorities allow.

2.2 Public Hearing Process

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

Date(s) of statewide notice of public hearing:

Manner of notifying the public about the statewide hearing:

Date(s) of public hearing(s):

Hearing site(s):

How the content of the plan was made available to the public in advance of the public hearing(s):

A brief summary of the public comments from this process is included as

Attachment 2.2.

- Date(s) of statewide notice of public hearing April 25, 2007.
- Manner of notifying the public about the statewide hearing Written notice was provided to the wide child care community through direct mailing, Informational Transmittals, Public Notice in several regional newspapers and internet posting.
- Date(s) of public hearing(s) Wednesday May 16, 2007 Central NJ; May 21, 2007 Northern NJ, May 22, 2007 Southern NJ
- Hearing site(s) Central Region was held at the Children's Home Society in Trenton, NJ on Wed., May 16, 2007 from 1:00 to 4:00 p.m.; Northern Region was held at Kean University, University Center, Little Theater, Union NJ on Mon., May 21, 2007 from 1:00 p.m. to 4:00 p.m.; and the Southern Region was held at the Burlington County Human Services Facility, 795 Woodlane Road, NJ on, May 22, 2007 from 1:00 to 4:00 p.m.
- How the content of the plan was made available to the public in advance of the public hearing(s) (658D(b)(1)(C), §98.14(c)):

Written notice of the hearings was provided to the broad child care community, consisting of the statewide child care advisory groups, CCR&Rs, and child care providers, via DFD Information Transmittal Letters and announcements in various local newspapers. Prior to the hearings, copies of the CCDF State Plan were distributed to several child care advisory groups including the Child Care Advisory Council, Policy Development Board (PDB), and all CCR&Rs. The State Plan was made available to county public libraries throughout the state, and is available on the Internet at the DHS DFD web site: <http://www.state.nj.us/humanservices/DFD/>.

Adequate advance notice was given for parent/provider participation for the DHS CCDF State plan public hearings. Notices were distributed to the following child care entities:

- The 16 CCR&Rs to share with applicants, providers and provider groups;
- Over 4300 licensed child care providers;
- Approximately 155 CBCs;
- Over 3057 active registered family child care providers;
- Various Human Service agencies;
- County Human Service Advisory Councils;
- School Superintendents;
- Child Care Advisory Council members;
- New Jersey State Departments; and
- Electronically via the DHS Public Notices web page.

Three regional public hearings were conducted:

For the **Central Region** on May 16, 2007 from 1:00 p.m. to 4:00 p.m. at the Children's Home Society, in Trenton, NJ;

For the **Northern Region** on May 21, 2007 from 1:00 p.m. to 4:00 p.m. at Kean University, University Center, in the Little Theater, Union, NJ; and

For the **Southern Region** on May 22, 2007 from 1:00 p.m. to 4:00 p.m. at the Burlington County Human Services Facility, 795 Woodlane Road, Westhampton, NJ.

Three regional public hearings were held, with total attendance by approximately 53 individuals. Public testimony was received at the three hearings by 22 presenters, plus 8 written only testimonies. Testimonies varied depending on the author, from concise single topic presentations, to very complex, detailed multi-faceted narrations.

On May 16, 2007 in the Central Region:

The total attendance was - 20

Submitted written comments and presented oral testimony - 9

Submitted written testimony only - 1

On May 21, 2007 in the Northern Region:

The total attendance was - 18

Submitted written comments and presented oral testimony - 8

Submitted written testimony only - 4

On May 22, 2007 in the Southern Region:

The total attendance was - 15

Submitted written comments and presented oral testimony - 5

Submitted written testimony only - 3

Written comments/testimonies were also received through fax, mail and e-mail and are included in the counts above and in attachment 2.2.

Individuals providing testimony and comments for the draft New Jersey CCDF State Plan represented a variety of child care organizations, providers and advocacy groups, throughout the state of New Jersey.

(See **attachment 2.2** for a brief summary of public hearing comments.)

2.3 Public-Private Partnerships

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?

Yes. If yes, **describe** these activities or planned activities, including the results or expected results.

No.

As part of New Jersey's continuing strategy for child care, including but not limited to the on-going planning for the CCDF program, the State plans to continue a broad range of 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 138, as of March 2007.

Employer-supported child care represents an essential 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:

- The Ready, Set, Grow initiative, funded by a grant from the National Governors Association Center for Best Practices, is designed to support gubernatorial leadership for building early childhood systems. "Ready Set Grow" will not duplicate existing system-building efforts, but rather synthesize them into a coordinated effort across all of those existing in the early care and education arena. The first order of business for the Ready, Set, Grow will be the development of an early childhood strategic plan. While the Ready Set Grow will not cover the cost of implementing the recommendations made by the other initiatives, it will provide an opportunity to align these initiatives, and pursue some of the goals shared across the various initiatives.
- The New Jersey Child Care Economic Impact Council, established through the leadership of the John S. Watson Institute for Public Policy at Thomas Edison State College, proposed an economic study of the child care industry in New Jersey. With funding support from DFD, the National Economic Development and Law Center (NEDLC) from Oakland California, was hired based on their expertise through successful completion of economic impact studies in seven states. As a result, the report "Benefits for All: the Economic Impact of the New Jersey Child Care Industry " was published in early 2006. The report examines the economic impact of New Jersey's child care industry and presents a complete picture of its gross receipts, number of employees and how the industry is integral to family and the economic life of New Jersey residents. During the next two years, the Council will share the findings of the study with multiple audiences to create new partnerships that will build new policy paradigms to support the present and future workforce of New Jersey. It will strive to create synergies across the field of education, commerce, labor, and economic development

- New Jersey's new Child Welfare Reform Plan called for the development of a consortium of at least five corporate and foundation leaders to identify and promote steps that businesses and foundations can take to help implement the extensive plan. Representatives from more than 20 corporations and foundations joined together as a working group. The Safe Child Consortium was created to promote the work of the DHS Division of Prevention and Community Partnerships and helped lead to the creation of the Department of Children and Families.
- DFD is planning a study to determine if there is a need for child care centers that provide non-traditional hours of operation, in close relationship to employers, especially for those who work in urban areas or service related industries;
- 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.);
- Courtesy life/safety inspections are provided by the DCF Office of Licensing for employers considering specific space for on or near-site child care centers;
- Providing technical assistance and consultation to public/private/volunteer advocacy organizations seeking to promote employer-supported child care efforts throughout the State;
- Continuation of the NJ Bright Beginnings Loan Fund - DHS in partnership with New Jersey Community Capital and the New Jersey Economic Development Authority is continuing a revolving child care loan fund for businesses seeking to establish child care centers;
- DHS and DFD will continue to support proposed employer-supported child care legislation;
- 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 the New Jersey Professional Development Center for Early Care and Education (NJPDCECE) 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;

- Inclusion of the business community as an eligible participant in the RFP process to expand child care through grants and loans, when available, through DHS and DFD; and
- DHS will continue to work with business and industry within the State to encourage employers to assume a more vital role in regard to supporting working families. The State Employment and Training Commission as well as corporations such as AT&T, Johnson and 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.

PART 3
CHILD CARE SERVICES OFFERED

3.1 Description of Child Care Services

3.1.1 Certificate Payment System

Describe the overall child care certificate process, including, at a minimum:
(1) a description of the form of the certificate (98.16(k));

Once the parent/applicant is determined eligible to receive a child care subsidy by the Child Care Resource and Referral (CCR&R) agency, the child care provider selected by the parent receives a finalized parent/applicant/ provider agreement and voucher (certificate) forms from the CCR&R. 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. The appropriate items on the voucher form are completed by the CCR&R. The CCR&R must instruct the provider and the parent on the proper completion of the voucher form.

Maximum Reimbursement Rate: The maximum reimbursement rate which the child care provider is authorized to receive from the CCR&R will be indicated. This amount is the provider's agreed rate, minus the parent's required co-payment.

Family Identifier: The automated system will indicate the number assigned to the family. In the manual system, this number will be the same as that which is stamped on the application.

Program: The program component from which the family is eligible to receive a subsidy, i.e. ARCC or CCDBG, etc. will be indicated.

Return To: The name and address of the CCR&R will be indicated.

PART A

Provider Information: The name, address, and telephone number and the federal identification or social security number of the licensed child care center, family child care provider or approved home will be indicated.

Period of Service: The dates of the time period (from – to) for which payment is being requested will be indicated. For example, if service was delivered for an entire month, the dates listed should be from the first to the last day of the month.

Child's Information: The name, date of birth, identification number and social security number of the child for whom child care services were rendered will be indicated.

PART B

Type of Care: The type of child care arrangement that describes the service provided is indicated.

Period of Care: The provider will indicate if full-time or part-time child care services were provided during this reporting period of service.

Child's Attendance: To ensure the prompt and accurate payment, the provider must indicate the child's attendance using the following codes:

- P – Present
- A – Unexcused absence
- S – Sickness/illness of the child or parent
- H – Approved holiday
- C – Closed

Provider Signature: The child care provider must sign the form attesting to the accuracy of the information provided.

Parent Signature: The provider must obtain the signature of the parent prior to sending the voucher to the CCR&R for payment.

PART C

Provider Comments: This space is utilized by the provider to indicate any information or extraordinary circumstances that would be useful to the CCR&R.

PART D

The CCR&R will complete this section of the voucher form.

Date Received: The date the completed voucher form was received at the CCR&R.

Amount Authorized for Monthly Payment: The monthly amount to be issued to the provider after all adjustments have been calculated.

Payment Reduction Determination:

1. The total number of care days the child was scheduled to attend care.
2. Indicate the total number of days in the reporting period on which the provider indicated an "A".

Explanation: If needed, the CCR&R shall provide an explanation for any reductions to the subsidy amount to be issued.

Warrant Number: Indicate the number of the check to be issued to the provider on behalf of the eligible child.

Date of Warrant: The date the check was printed.

CCR&R Signature: The CCR&R representative authorized to sign and date the payment.

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

When a family is determined to be eligible, the county CCR&R initiates an eligibility notification letter. The purpose of this letter is to inform the family of their eligibility determination and/or apprise them of the availability of a subsidy or their status on a waiting list.

If funds for the subsidy are available the notification letter will serve as a cover letter to the package of materials that will outline the process for parents. Parents will receive the following materials at this time:

- **Preliminary Parent/Applicant/Provider Agreement (PAPA)**
- **Parent handbook**

Parents must be informed that the PAPA must be finalized and signed by all appropriate parties before issuance of any payment for child care services.

The CCR&R is required to partially complete and forward the preliminary PAPA to the parent for each child for whom a subsidy is requested. The parent is then responsible for the completion of the remainder of the form and for its return to the CCR&R within the allotted calendar day time period (7 days plus 3 days for mailing).

A parent may request one extension (7 days plus 3 days for mailing) to the original allotted calendar days for a "reasonable cause" which must be documented in the case record.

Consumer information regarding the various child care services offered is available to parents/applicants and providers in both a parent handbook and a provider handbook, or by contacting the local county CCR&R.

The parent is responsible for selecting a child care provider and ensuring that the provider's name, address, residence address as well as mailing address, if different, Federal ID or social security number, and the requested monthly fee are indicated in the appropriate sections of this form.

Parents must be informed of the DHS maximum child care reimbursement rates. If the provider charges more than the maximum allowable rate, the parent is responsible for any amount over the maximum rate as well as the monthly co-payment requirement.

Licensed child care centers, school-age child care programs and summer camps are required to attach to the preliminary PAPA a copy of their rate schedule or a handbook listing their published rates, on an annual basis or if rates change. Other providers are to do so if this information is available.

Types of care to choose from:

- Licensed Child Care Center
- Preschool Program Operated by a School District
- Registered Family Child Care Home (Relative)
- Registered Family Child Care Home (Non-relative)
- Summer Day Camp
- Before-and/or After-school Program
- DYFS In-Home Care (Relative)
- DYFS In-Home Care (Non-relative)
- Approved Home (Relative)
- Approved Home (Non-relative)
- In-Home Care (Relative)
- In-Home Care (Non-relative)

The parent/applicant must read the PAPA, ensure that the provider has signed the form and then sign and date the form in the appropriate places. **A signature implies agreement to all information contained in the agreement.**

The provider must read the agreement and sign and date the form. **The provider signature implies agreement to all information contained in the form.**

The parent then returns the signed PAPA to the CCR&R within 10 calendar days (7 days plus 3 days for mailing).

Work First New Jersey (WFNJ) vouchers are issued and paid through a similar system as the NJCK vouchers, as explained in the WFNJ Child Care Support Parent Handbook.

And

- (3) if the Lead Agency is also providing child care services through grants and contracts, estimate the proportion of \$98.50 services available through certificates versus grants/contracts, and explain how it ensures that parents offered child care services are given the option of receiving a child care certificate. (98.30(a) & (b)) This may be expressed in terms of dollars, number of slots, or percentages of services.

Center Based Contract (CBC) child care represents:

16% of funded capacity
3% of funds allocated

A universal application is utilized for both contracted centers and voucher subsidies. Parents must indicate the type of subsidy they wish to receive.

The CC Operations Manual is Attachment 3.1.1.

Attach a copy of your eligibility worker's manual, policy handbook, or other printed guidelines for administering the child care subsidy program as **Attachment 3.1.1**. If these materials are available on the web, the State may provide the appropriate Web site address in lieu of attaching hard copies to the Plan.

Note: Eligibility worker's manuals, policy handbooks, or other printed guidelines for administering a child care subsidy program will be used for reference purposes only. Documents provided by Lead Agencies pursuant to this section will not be uniformly or comprehensively reviewed and will not be considered part of the Plan. All information required to be part of the Plan must continue to be set forth in the Plan.

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

Yes, and the following **describes** the types of child care services, the process for accessing grants or contracts, and the range of providers that

will be available through grants or contracts: (658A(b)(1), 658P(4), §§98.16(g)(1), 98.30(a)(1) & (b))

No.

Center Based Contract (CBC) child care is intended to subsidize child care for low and moderate income individuals who are working, employed or attending a training or education program, or families who have a child under the supervision of **DYFS** in child protective services, including foster care.

Child care providers receiving a contract with DFD for providing child care slots to eligible families must be a facility currently licensed by the Department of Children and Families (DCF) Office of Licensing (OOL), and are required to adhere to all regulatory requirements as specified in the Child Care Services Manual (NJAC 10:15) and must adhere to all licensing requirements as specified in the Manual of Requirements for Child Care Centers (NJAC 10:122).

As part of a comprehensive and coordinated child care delivery system, DFD seeks to provide for safe and affordable services to equitably meet the child care service needs of eligible families by purchasing child care services from licensed child care providers and other child care programs that meet specific minimum program requirements.

DFD requires specific admissions criteria be observed by center based contract (CBC) child care agencies to ensure that subsidized child care services are provided on a consistent basis statewide to those eligible children and their families in greatest need of service.

- Eligible families shall access contracted child care centers through a referral from the local county Child Care Resource and Referral (CCR&R) agency, from DYFS, or from direct application to the child care center.
- CBC staff shall assist the applicant with the application process after the referral is made.
- Eligible families who may be placed on a CBC waiting list are advised of the certificate program and where to get additional information.
- Parents/applicants are encouraged to maximize their opportunity to receive a child care subsidy by applying for a contracted slot as well as a voucher subsidy.
- CPS funds may only be used to provide voucher subsidy assistance for services provided in contracted child care centers after all available contracted slots are utilized. This child then becomes eligible for the next available contracted slot.

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

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

No.

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.

For approved home and in-home providers in New Jersey, N.J.S.A. C. 30:5B-32 requires all prospective approved home/in-home providers and all members of the prospective provider's household 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 approved 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 and that the parent has the right to select another individual to provide approved home/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.

Home inspections of prospective approved home and in-home providers are conducted solely for families enrolled in the WFNJ, TCC, ARCC, EEI, Kinship Care, and CCDBG/Regular programs. This type of child care arrangement is not utilized in the CCDBG/CPS program.

Approved home providers are self-employed individuals who are selected by a subsidy eligible family to provide care for eligible children. Approved home

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.

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

Yes.

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

3.2 Payment Rates for the Provision of Child Care

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

These rates are provided as **Attachment 3.2A**.

The attached payment rates were or will be effective as of 07/01/06.

Provide a summary of the facts relied on by the State to determine that the attached rates are sufficient to ensure equal access to comparable child care services provided to children whose parents are not eligible to receive child care assistance under the CCDF and other governmental programs. Include, at a minimum:

- The month and year when the local market rate survey(s) was completed: Initiated, Fall 2006; completed May 2007. (§98.43(b)(2))
- A copy of the **Market Rate Survey instrument** and a **summary of the results** of the survey are provided as **Attachment 3.2 B**. At a minimum, this summary should include a description of the sample population, data source, the type of methodology used, response rate, description of analyses, and key findings (**See Guidance for additional information.**)

A copy of the market rate survey is included as attachment 3.2 B. See the Executive Summary of findings on page 2 of the Market Rate Survey for a general synopsis of results.

- Does the Lead Agency use its **current** Market Rate Survey (a survey completed within the allowable time period –10/1/05 -9/30/07) to set payment rates?

Yes.

No.

PLEASE NOTE: New Jersey does use 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.

At what percentile of the current Market Rate Survey is the State rate ceiling set? If you do not use your current Market Rate Survey to set your rate ceilings or your percentile varies across categories of care (e.g., type of setting, region, age of children), describe and provide the range of variation in relation to your current survey. (See **Guidance for additional information.**)

For child care services provided in a **licensed child care center**, the DHS statewide maximum subsidy payment rate* of:

- \$156 per week for infant/toddler care falls between the 10th (\$150) and 20th (\$160) percentiles for infants and at the 25th (\$156) percentile for toddlers, based on statewide licensed child care center market prices in 2006.
- \$128.60 per week for preschool care falls between the 10th (\$125) and 20th (\$135) percentiles for preschoolers, based on statewide licensed child care center market prices in 2006.

For child care services provided in a **registered family child care home**, the DHS statewide maximum subsidy payment rate* of:

- \$123.20 per week for infant/toddler care falls between the 25th (\$122) and 30th (\$125) percentiles for infants and between the 40th (\$122) and 50th (\$125) percentiles for toddlers, based on statewide registered family child care market prices in 2006.
- \$96.80 per week for preschool care falls between the 25th (\$95) and 30th (\$98) percentiles for preschoolers, based on statewide registered family child care market prices in 2006.

**Note: In all cases, DHS statewide maximum payment rate includes required co-payment assessed to the family.*

- How the payment rates are adequate to ensure equal access to the full range of providers based on the results of the above noted local market rate survey (i.e.,

describe the relationship between the attached payment rates and the market rates observed in the survey): (§98.43(b))

The Maximum child care payment rates effective July 1, 2006 have been consolidated into a one page format for all categories of care. SFY 2007 Maximum Child Care Payment Rates (see attachment 3.2A) includes an across the board cost of living adjustment (cola) of 1% including accredited child care centers and accredited family child care homes (that receive a 5% differential for accreditation).

The payment rates that were effective July 1, 2005 also included a 1.5% cost of living adjustment for all categories of child care including accredited child care centers and accredited family child care homes (that receive a 5% differential for accreditation).

- Does the Lead Agency consider any additional facts to determine that its payment rates ensure equal access? (§98.43(d))
 Yes. If, yes, **describe**.
 No.

Payment rates reflected in **Attachment 3.2A** are the maximum reimbursement rates for the full range of providers in New Jersey. DFD, through the CCR&Rs, ensures that parents have freedom of choice in selecting child care arrangements and are provided with flexibility to choose the location and type of provider that best meets parents' and children's child care needs. Providers are encouraged to accept DFD rates, but may charge parents the difference between the maximum reimbursement rate and what the center charges for a private paying customer. CBC's are not permitted to charge parents the difference between the DFD contracted rate and what the center charges private paying customers.

- Does the State have a tiered reimbursement system (higher rates for child care centers and family child care homes that achieve one or more levels of quality beyond basic licensing requirements)?
 Yes. If yes, **describe**:
 No.

As an incentive to increase the quality of child care in New Jersey, the rates the State pays to child care centers, 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.

3.3 Eligibility Criteria for Child Care

3.3.1 Age Eligibility

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

Yes, and the upper age is 18 (under the age of 19).

If the child is identified as a “special needs child”. (See appendix 2 for definition of special needs child).

—.

No.

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

Yes, and the upper age is ____.

No.

3.3.2 Income Eligibility

Complete columns (a) and (b) in the matrix below. Complete Columns (c) and (d) **ONLY IF** the Lead Agency is using income eligibility limits lower than 85% of the SMI.

Family Size	(a) 100% of State Median Income (SMI) (\$/month)	*(b) 85% of State Median Income (SMI) (\$/month) [Multiply (a) by 0.85]	IF APPLICABLE	
			Income Level, lower than 85% SMI, if used to limit eligibility	
			** (c) \$/month 250% FPI	(d) % of SMI [Divide (c) by (a), multiply by 100]
1	\$3911	\$3324	\$2127	54%
2	\$5145	\$4373	\$2852	55%
3	\$6318	\$5370	\$3577	57%
4	\$7522	\$6394	\$4302	57%
5	\$8725	\$7416	\$5027	58%

If the Lead Agency does not use the SMI from the most current year, **indicate** the year used:

*** Please note that column (b) represents 85% of State Median Income in New Jersey for Federal Fiscal Year 2008.**

If applicable, indicate the date on which the eligibility limits detailed in column (c) became or will become effective:

****Please note that column (c) represents our universal exit level for all families, which is based on 250% of the 2007 Federal Poverty Index which will become effective 7/01/07.**

How does the Lead Agency define “income” for the purposes of eligibility? Describe and/or include information as **Attachment 3.3.2.** (§§98.16(g)(5), 98.20(b))

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, workmen's compensation, public assistance, child support, alimony and any other income required for federal and state tax reporting purposes.

- Is any income deducted or excluded from total family income (for instance, work or medical expenses; child support paid to, or received from, other households; Supplemental Security Income (SSI) payments)?

Yes. If yes, **describe** what type of income is deducted or excluded from total family income.

No.

- Is the income of all family members included?

Yes.

No. If no, **describe** whose income is excluded for purposes of eligibility determination.

Only the income from adult parent(s) or guardians of the family unit is included for the purposes of eligibility determination.

3.3.3 Eligibility Based Upon Receiving or Needing to Receive Protective Services

Does the State choose to provide child care to children in protective services, as defined in Appendix 2? (§§98.16(f)(7), 98.20(a)(3)(ii)(A) & (B))

Yes.

No.

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

Yes.

No.

Not applicable. CCDF-funded child care is not provided in cases in which children receive, or need to receive, protective services.

In the event that protective child care services are deemed necessary as part of a case plan for a Child Protective Services (CPS) Priority 1 child who is residing in their own home with their own parent(s), the amount of the family's co-payment is determined on the basis of the family's annual gross income, family size, number of children receiving care, and the number of hours of service (full time and/or part time) provided to the children. The DYFS case manager has the authority to decrease or waive the co-pay **on a case by case basis.**

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

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

3.3.4 Additional Eligibility Conditions

Has the Lead Agency established additional eligibility conditions?
(658E(c)(3)(B), §98.16(g)(5), §98.20(b))

- Yes, and the additional eligibility conditions are: (Terms must be defined in Appendix 2)
- No.

A dependent child who is age 19 or younger and defined as a "special needs" individual in appendix 2, who is physically or mentally incapable of self-care shall be eligible for child care benefits upon verification by the CCR&R or CWA, as appropriate, based on a determination by a physician or a licensed /certified psychologist.

"Transitional Child Care" (TCC) recipients remain eligible for child care benefits regardless of income, for up to two years after their WFNJ case has closed due to earnings from employment, as long as the parent/applicant remains employed.

3.4 Priorities for Serving Children and Families

STATE PLAN FOR CCDF SERVICES
 NJ DEPARTMENT OF HUMAN SERVICES
 DIVISION OF FAMILY DEVELOPMENT
 FOR THE PERIOD 10/1/07 – 9/30/09

3.4.1 Complete the table below regarding eligibility conditions and priority rules. For columns (a) through (d), check box if reply is “Yes”. Leave blank if “No”. Complete column (e) if you check column (d).

Eligibility Category	(a) Guarantee subsidy eligibility	(b) Give priority over other CCDF-eligible families	(c) Same priority as other CCDF-eligible families	(d) Is there a time limit on guarantee or priority?	(e) How long is time limit?
Children with special needs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Children in families with very low incomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Families receiving Temporary Assistance for Needy Families (TANF)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	5yrs
Families transitioning from TANF	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2yrs
Families at risk of becoming dependent on TANF	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

3.4.2 **Describe** how the State prioritizes service for the following CCDF-eligible children: (a) children with special needs and (b) children in families with very low incomes. Terms must be defined in Appendix 2. (658E(c)(3)(B))

Child Care Services are provided to Work First New Jersey (WFNJ)/Temporary Assistance to Needy Families (TANF) participants to the extent such services are necessary to permit a TANF family to accept employment, remain employed, or participate in a WFNJ work activity as delineated at N.J.A.C. 10:90. These services shall be available for WFNJ/TANF eligible dependent children during the recipient’s period of eligibility for cash assistance.

Transitional Child Care (TCC) benefits provide child care services to families whose eligibility for cash assistance has terminated, providing they are employed at the time of

application for TCC child care services, for a period of up to 24 consecutive months beginning the first month the family is ineligible for TANF.

Post Transitional Child Care (Post TCC) Services have been established for TANF families that have exhausted their 24 months of TCC eligibility but have not yet been reassigned or re-determined to the ARCC (At Risk Child Care) program. As long as they remain eligible for the NJCK ARCC program, families may remain in the Post TCC funding source for up to one year, from October 1 to September 30 (the end of the contract year). At that time those families currently receiving services in the Post TCC program get reassigned or re-determined to the ARCC program.

The New Jersey Cares for Kids (NJCK) program operates with four components: Post Transitional Child Care (PTCC), At-Risk Child Care (ARCC), Child Care Development Block Grant (CCDBG), and Children in Protective Services (CPS). These components provide eligible families with necessary child care services. Eligible families access NJCK child care services through the CCR&R in the county where the family resides.

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 of income eligibility criteria for program entrance priorities follows:

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 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.

1. The parent(s) works full-time, attends a full-time school or training program directed toward employment, or who's 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 (and 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.

3.4.3 **Describe** how CCDF funds will be used to meet the needs of: (a) families receiving Temporary Assistance for Needy Families (TANF), (b) those attempting to transition off TANF through work activities, and (c) 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))

A. Child care services are provided to Work First New Jersey (WFNJ)/TANF participants to the extent such services are necessary to permit a TANF family to accept employment, remain employed, or participate in a WFNJ work activity. These services shall be available for WFNJ/TANF eligible dependent children during the recipient's period of eligibility for cash assistance.

- Families eligible for TANF cash benefits and participating in the WFNJ program are eligible for child care services if the family is receiving TANF and participating family members are in an approved WFNJ work activity as required in the Work First New Jersey Manual (N.J.A.C. 10:90).
- Families receiving TANF cash assistance and employed may also be eligible to receive WFNJ child care services. These families are required to pay a co-payment towards the cost of child care based on earned income.

Eligible participants are referred to the CCR&R by assigned staff from their local CWA/BSS or One Stop Center. The CCR&R provides counseling regarding the various child care options including:

1. licensed child care centers, including Head Start programs;
2. pre-kindergarten programs operated by a school district;
3. registered family child care;
4. summer camps;
5. school-age child care;
6. self-arranged child care services (approved home care)

When a regulated type of child care arrangement is selected appropriate staff at the CCR&R provide the names and addresses of providers with vacancies.

If the parent selects approved home care appropriate staff at the CCR&R request a CARI background check of the potential provider and all residents over 14 years of age in the location where the child care will take place, and conducts a health and safety inspection of the home. Arrangements are then agreed upon and verified by the participant, the CCR&R and the provider.

B. Transitional Child Care (TCC) benefits provide child care services to families whose eligibility for cash assistance has terminated for earned income.

- The family must have received cash assistance in the last month preceding the first month of ineligibility.
- The family requests TCC benefits and provides the information necessary for determining eligibility and co-payment, including verification of effective dates of employment and amounts of earnings. The eligible participants may be referred to the CCR&R by the CWA/BSS or may contact the CCR&R directly.
- The participant signs an agreement covering the benefit period during which the child care is to be provided. (Currently this period is up to 24 months).
- Continued eligibility shall be re-determined after 12 months of eligibility.

Eligible participants are referred to the CCR&R by assigned staff from their local CWA/BSS where they receive counseling regarding the various child care options including:

1. licensed child care centers including Head Start programs,
2. pre-kindergarten programs operated by a school district,
3. registered family child care,
4. summer camps,
5. school age child care,
6. self-arranged child care services (approved home care).

When a regulated type of child care arrangement is selected, appropriate staff at the CCR&R provide the names and addresses of providers with vacancies. If the parent selects approved home care appropriate staff at the CCR&R request a CARI background check of the potential provider and all residents over 14 years of age in the location where the child care will take place, and conducts a health and safety inspection of the home. Arrangements are then agreed upon and verified by the participant, the CCR&R and the provider.

C. Post Transitional Child Care (Post TCC) Services - A program called Post TCC has been established for TANF families who have exhausted their 24 months of TCC eligibility and are eligible for NJCK child care supports, but have not yet moved into the NJCK 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 At Risk Child Care

(ARCC) program. They are then replaced by those families whose TCC benefits are about to end.

D. At Risk Child Care(*) – Families shall be in need of child care services in order to remain employed full time or to accept full-time employment and shall be eligible to apply for these benefits.

- For program entrance, low income families are defined for purposes of this program as families whose gross annual income for the family size is at or below 200 percent of the FPI published in the Federal Register.
- Families shall be ranked according to income. Highest ranking shall be given to those families at the lower end of the income spectrum.
- Those at or below 150 percent of the FPL shall be given highest priority.
- Those at 175 percent shall be given next highest priority.
- The family must be at-risk of becoming eligible for TANF, in accordance with N.J.A.C. 10:15-5.2.
- Families shall make the required co-payments in accordance with N.J.A.C. 10:15-9.
- The applicant is eligible for child care services during the period the applicant is employed full-time. Eligibility shall terminate if the applicant terminates full-time employment, the applicant's wages exceed eligibility levels or the applicant otherwise ceases to meet eligibility criteria.

(*) An exception to the program entrance level is made for those families in which the parent is a former WFNJ/TANF recipient and has completed his/her 24 months of extended TCC. A family whose gross annual income is greater than 200 percent of the FPI, but less than 250 percent of the FPI is eligible to receive a regular New Jersey Cares for Kids (NJCK) child care subsidy if funds are available or if funds are not available placed on the appropriate waiting list. Families must comply with all other NJCK program requirements, such as being employed full time and paying the required co-payment.

3.4.4 Has the Lead Agency established additional priority rules that are not reflected in the table completed for Section 3.4.1? (658E(c)(3)(B), §98.16(g)(5), §98.20(b))

Yes, and the additional priority rules are: (Terms must be defined in Appendix 2)

No.

3.4.5 Does the Lead Agency serve all eligible families that apply?

Yes.

No.

3.4.6 Does the Lead Agency maintain a waiting list?

Yes. If yes, for what populations? Is the waiting list maintained at the State level? Are certain populations given priority for services, and if so, which populations? What methods are employed to keep the list current?

No.

If, at the time of the initial application to receive a child care subsidy or at the time of re-determination, no program funds are available for the specific program for which the family is eligible, the children are placed on a waiting list. Children will be placed on the waiting list for the program component for which they are eligible based on specific eligibility and entrance income criteria and highest priority codes by the automated 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 waiting list in CARES, 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 post cards 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.

3.5 Sliding Fee Scale for Child Care Services

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

The attached fee scale was or will be effective as of 07/01/06.

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

- Yes, and the following **describes** any additional factors that will be used:
- No.

A co-payment (sliding fee) scale established by the DHS provides for some level of contribution by most parents/applicants receiving child care services. The co-payment scale considers the following: family income, family size, hours of care needed and number of children in care.

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

- Yes.
- No, and other scale(s) and their effective date(s) are provided as **Attachment 3.5.2**.

- 3.5.3 The Lead Agency may waive contributions from families whose incomes are at or below the poverty level for a family of the same size, (§98.42(c)), and the poverty level used by the Lead Agency for a family of 3 is: \$ 16,600.

The Lead Agency must **select ONE** of these options:

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

- 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 following describes these families:

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

Co-payments:

- 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.

3.5.4 Does the State allow providers to charge parents the difference between the maximum reimbursement rate and their private pay rate?

- Yes.
 No.

Community Based Contract (CBC) child care centers (those providers who have contracts with DFD for child care slots) cannot charge subsidy recipients rates higher than the maximum reimbursement rates allowed by DHS.

For all other categories of care the following policy applies:

Please note - It is the policy of DFD that consumers of child care services should have the maximum choice possible among the types of child care options available (e.g. licensed child care centers, pre-kindergarten programs operated by a school district, registered family child care providers, in-home care, approved homes, school-age child care and summer camps), to determine the provider that best meets the family's needs. Based on the parent/applicant's choice of child care, the parent/applicant is responsible for normal child care provider costs in excess of the maximum allowable payment for which the applicant is eligible.

3.5.5 The following is an explanation of how the copayments required by the Lead Agency's sliding fee scale(s) were determined to be affordable: (§98.43(b)(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 \$16,601 (over 100% of the Federal Poverty Index) for full-time child care is approximately \$90.00 per month which represents 6.5% of gross family income.

***(It is proposed effective 09/01/07, that ALL families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee.), and all other families eligible for a child care subsidy will receive a 10% reduction in their co-pay).**

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.

CBCs determine a part-time co-payment for school-age children for the months September through June, and then determine a full-time co-payment for the months July and August if the child remains in full-time care or attends a summer camp program.

PART 4
PARENTAL RIGHTS AND RESPONSIBILITIES

4.1 Application Process / Parental Choice

4.1.1 **Describe** the process for a family to apply for and receive child care services (658D(b)(1)(A), 658E(c)(2)(D) & (3)(B), §§98.16(k), 98.30(a) through (e)). At minimum, the description should include:

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

Attach a copy of your **parent application** for the child care subsidy program. If the application is available on the web, provide the appropriate Web site address (application must still be attached to Plan):

DHS has made funding available for child care services through a comprehensive child care certificate (voucher) program which parents may use with eligible child care providers selected by the parent(s). Program announcements are made available by the local county CCR&R.

Appropriate staff of the CWAs determine the eligibility of Work First New Jersey (WFNJ) families and children for WFNJ child care services, and also determine the initial eligibility for Transitional Child Care (TCC) benefits. CWA staff refer all eligible participants with appropriate income and work activity information to the CCR&R for child care services. The CCR&R determines the co-pay based on the family's annual gross income, family size and number of hours of child care needed.

The CCR&R determines and/or verifies the eligibility of families and the availability of child care for all DHS administered child care service programs except those child care agencies/providers contracted directly with DFD to provide child care slots. In these cases the Center Based Contract (CBC) centers determine and/or verify the eligibility of the families.

The parent/applicant is required to submit original documentation. All original documentation will be returned to the parent/applicant upon request. The CCR&R, or CBC as applicable, if under time constraints or if the original documentation was lost or destroyed, may accept a copy or a faxed copy. However, if not lost or destroyed, the original must be received shortly thereafter and before a subsidy is issued. The contracted agency should also instruct the applicant that the application will remain in pending status until receipt of the original documentation.

a) Pay stubs for the last four consecutive weeks prior to the date of application for themselves and the co-applicant, if also employed, are to be submitted as the most accurate determinant of present wage and income received. However, if pay stubs are not available the applicant may submit the following supporting documentation as temporary verification of eligibility:

- Most recent Federal Income Tax Return 1040;
- W-2 form, statement of earnings from employer;
- a program award/benefit letter;
- court decree or appropriate documentation from the submitting agency;
- an original letter from an employer, on the employer's official letterhead, that contains the employer's name, address and phone number, specifying employment by the parent/applicant and wages earned by the parent/applicant for the last four consecutive weeks. For a new employee, the letter must also indicate hours of employment and anticipated start date. Original pay stubs must be forwarded to the contracted agency after employment has commenced; or
- a copy of the employer's payroll record showing the parent/applicant is a bonafide employee if the parent/applicant is paid in cash. The payroll record must indicate hours worked and salary.

NOTE: As stated above, the contracted agency should instruct the applicant that the application will remain in pending status until receipt of the original pay stubs, prior to issuance of a subsidy (except for new employment contingent upon child care services).

Verification of enrollment or participation in a school or training activity shall be with a current letter of acceptance or an official registration form from the appropriate program indicating start and ending date, and the number of credit hours per semester or clock hours per week.

The CCR&R establishes written agreements for services between the CCR&R, the parent/applicant, and the provider regarding agreed upon child care arrangements, co-payment responsibilities, service eligibility period and the submission of vouchers for payment of service.

Parents who are receiving a child care subsidy are required to reapply for continued eligibility with the CCR&R or CBC on an annual basis or as changes in the family's circumstances occur.

4.1.2 Is the application process different for families receiving TANF?

- Yes. If yes, **describe** how the process is different:
 No.

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

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

Eligible participants are referred to the appropriate county CCR&R by assigned staff from their local CWA/BSS or One Stop Career Center. Initial eligibility for child care is determined at the CWA/BSS and is based on need (being placed in an appropriate work, training or employment activity that requires the participant to apply for child care).

4.1.3 The following is a detailed description of how the State ensures parental choice by making sure that parents are informed about their ability to choose from among family and group home care, center-based care and in-home care including faith-based providers in each of these categories.

Upon receiving a referral from a CWA/BSS or One Stop Career Center or when a NJCK applicant is notified about the availability of funds; the CCR&R provides counseling regarding the various child care options and referrals to prospective child care providers, including faith-based providers, in each of these categories:

- licensed child care centers, including Head Start programs;
- pre-kindergarten programs operated by a school district;
- registered family child care;
summer camps;
- school-age child care;
- self-arranged child care services (approved home/in-home care)

When a regulated type of child care arrangement is selected appropriate staff at the CCR&R provide the names and addresses of providers to parents.

As specified earlier, if the parent selects approved home care appropriate staff at the CCR&R request a CARI background check of the potential provider and all residents over 14 years of age in the location where the child care will take place,

and conducts a health and safety inspection of the home. Arrangements are then agreed upon and verified by the participant, the CCR&R and the provider.

4.1.4 Does the State conduct activities aimed at families with limited English proficiency to promote access to child care subsidies and reduce barriers to receiving subsidies and accessing child care services?

Yes. If yes, **describe** these activities, including how the State overcomes language barriers with families and providers.

No.

Each CCR&R provides bilingual services to families applying for child care services, in Spanish over the telephone, or other languages as necessary in person.

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.

4.2 Records of Parental Complaints

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

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, alleging that a licensed center is violating provisions of the *Manual of Requirements for Child Care Centers* (N.J.A.C. 10:122); or the compliance of a sponsoring organization or provider with the *Manual of Requirements for Family Child Care Registration* (N.J.A.C. 10:126), 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 and/or sponsor in writing of the results of the investigation, pursuant to the State Public Records Law, 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 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 Public Records Law or other applicable statutes.

Parents are entitled to review the center's or sponsoring organization's copy of the Inspection/Violation Reports regarding a particular center, sponsoring organization or provider which are issued after every licensing inspection. Parents are also entitled to review the OOL's 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.

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.

4.3 Unlimited Access to Children in Child Care Settings

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

DHS and DCF support parents' unlimited access to their children and to the providers caring for their children during the normal hours of child care operation, or whenever children are in the care of such providers.

Parents of enrolled children have the opportunity to visit the center or home at any time when enrolled children are present without having to secure the prior approval of the provider as specified in the *Manual of Requirements for Child Care Centers* (N.J.A.C.10:122) and the *Manual of Requirements for Family Child Care Registration* (N.J.A.C. 10:126), as a licensing requirement and as a condition of becoming registered as a family child care provider: Centers and/or Family Child Care Sponsoring Organizations must provide a written "Information To Parents Statement" that specifically includes unlimited access to the center or home during normal hours of operation.

4.4 Criteria or Definitions Applied by TANF Agency to Determine Inability to Obtain Child Care

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

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

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

- **"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 requirements.

- **"reasonable distance"**: means the child care provider is located within a distance that is en route from the parent's home and work activity and that the parent can get the child to care and then to their activity within 90 minutes.
- **"unsuitability of informal child care"**: informal child care is defined as "Approved Home caregivers in New Jersey". It is unsuitable if the provider cannot meet the minimum requirements as defined by the DFD. The minimum requirements for approval of the home are satisfactory results of a Child Abuse Record Information (CARI) background check by all household members 14 years of age and older, a satisfactory health and safety inspection of the home using the "Self-Arranged Care Inspection and Interview Checklist", and a standard interview with the provider and family members.
- **"affordable child care arrangements"**: are those which do not exceed the DHS maximum child care reimbursement rates. In addition, parent co-payment fees shall not exceed the DHS co-payment schedule for subsidized child care services.

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

5.1 Quality Earmarks and Set-Asides

5.1.1 The Child Care and Development Fund provides earmarks for infant and toddler care and school-age care and resource and referral services as well as the special earmark for quality activities. The following describes the activities; identifies the entities providing the activities; describes the expected results of the activities and, if the activities have been ongoing, the actual results of the activities. **For the infant and toddler earmark, the State must note in its description of the activities what is the maximum age of a child who may be served with such earmarked funds (not to exceed 36 months).**

Infants and toddlers:

Child Care Health Consultants:

- Awards were made to CCR&Rs in the 21 counties to have registered nurses assess health care services in each county for children currently receiving child care with a focus upon services to infants and toddlers;
- Provides for technical assistance and training to child care providers to enhance and improve the quality of health related child care services offered.
- Conduct training programs such as CPR or First Aid; and
- Develop linkages for bringing the health care community together to provide services to child care providers;

First Steps Training Initiative:

- The First Steps Infant/Toddler Development Initiative is designed to create a statewide infant/toddler training and technical assistance system for child care providers serving children birth to 3;
- Consultant-trainers conduct site visits to infant/toddler child care centers and family child care providers to provide care givers consultation and observation; and
- An evaluation component assesses the impact of consultant-trainers on the child care environment using the Infant/Toddler Environmental Rating Scale (ITERS).

Warm Line:

- The Child Care Warm Line is a statewide health information and referral service established to promote the healthy development of New Jersey's infants, toddlers and young children in child care settings;
- It is available to child care centers and family child care providers who may call a special 800# with health related questions or problems (1-800-713-9006);
- Callers may choose from a menu of pre recorded health related topics or speak directly to a registered nurse;

- The Warm Line is operated by Programs for Parents of Essex County;
- Registered nurses receive calls, respond and/or refer to community resources when necessary; and
- Information provided is limited to conditions not requiring a physician.

Resource and referral services:

Child Care Resource and Referral Agencies (CCR&Rs):

- Child Care Resource and Referral (CCR&Rs) agencies in New Jersey have a rich history of providing child care services including: training, resource development and advocacy in their local communities for many years.
- The CCR&Rs in each county provide information and counseling to parents about available child care options, how to evaluate the child care environments and assist parents in making informed decisions regarding selecting the type of child care services which would be best for them;
- Provide parents with referrals to child care providers appropriate to their expressed needs;
- Coordinate and assist in the development of child care slots and/or resources within the county to increase the availability of various types of child care arrangements;
- Disseminate child care information regularly to child care provider agencies, human service agencies, and other interested organizations in the geographic area;
- Increase the supply of child care available to parents through concentrated resource development efforts to recruit needed child care providers;
- Maintain an up-to-date registry of available child care resources in each county; and
- Provide training and education to providers and parents on specific topics that are both interesting, and in many instances, required by licensing standards for providers to receive their annual number of required training hours.

School-age child care:

State-Wide Collaboration for Program Enhancement:

- Supports the development and expansion of School-age Child Care (SACC);
- Provides for training and technical assistance to new and existing SACC programs and centers;
- Maintains a web site for SACC information sharing;
- Provides mini grants to SACC programs interested in improving quality and moving toward accreditation; and

-Improves the ability of after-school programs to collaborate through the provision of activities/services for school-age children during non-school hours, many of which are community and school district collaborations.

Special Projects Manager in the Office of Early Care and Education:

-Provides guidance to the School-age Child Care Project and New Jersey Inclusive Child Care Project Grants;
Coordinates the MAP to Inclusive Child Care Project;
-Represents DHS on the DOE NJ After 3 Advisory Committee and the DOE No Child Left Behind Advisory Committee;
-Facilitates collaboration at local, state and national levels through community building, interagency coordination and public/private partnerships in the areas of inclusion and out of school time programs.

5.1.2 The law requires that not less than 4% of the CCDF be set aside for quality activities. (658E(c)(3)(B), 658G, §§98.13(a), 98.16(h), 98.51) The Lead Agency estimates that the following amount and percentage will be used for the quality activities (not including earmarked funds) during the 1-year period: October 1, 2007 through September 30, 2008:

\$ 14.2 million (4 %)

STATE PLAN FOR CCDF SERVICES
 NJ DEPARTMENT OF HUMAN SERVICES
 DIVISION OF FAMILY DEVELOPMENT
 FOR THE PERIOD 10/1/07 – 9/30/09

5.1.3 **Check** each activity the Lead Agency will undertake to improve the availability and quality of child care (include activities funded through the 4% quality set-aside as well as the special earmark for quality activities). (658D(b)(1)(D), 658E(c)(3)(B), §§98.13(a), 98.16(h))

Activity	Check if undertaking/will undertake	Name and type of entity providing activity	Check if this entity is a non-governmental entity?
Comprehensive consumer education	<input checked="" type="checkbox"/>	CCR&Rs	<input checked="" type="checkbox"/>
Grants or loans to providers to assist in meeting State and local standards	<input checked="" type="checkbox"/>		<input type="checkbox"/>
Monitoring compliance with licensing and regulatory requirements	<input checked="" type="checkbox"/>	Office of Licensing	<input type="checkbox"/>
Professional development, including training, education, and technical assistance	<input checked="" type="checkbox"/>	Kean University, Family Strengths Assc. SPAN & NJSACC Coalition	<input checked="" type="checkbox"/>
Improving salaries and other compensation for child care providers	<input checked="" type="checkbox"/>	Kean University	<input type="checkbox"/>
Activities in support of early language, literacy, pre-reading, and early math concepts development	<input checked="" type="checkbox"/>	Family Strengths Assoc	<input checked="" type="checkbox"/>
Activities to promote inclusive child care	<input checked="" type="checkbox"/>	SPAN	<input checked="" type="checkbox"/>
Healthy Child Care America and other health activities including those designed to promote the social and emotional development of children	<input checked="" type="checkbox"/>	CCR&Rs Child Care Health Consultant Coordinators	<input checked="" type="checkbox"/>
Activities that increase parental choice	<input checked="" type="checkbox"/>	CCR&Rs	<input checked="" type="checkbox"/>
Other activities that improve the quality of child care (describe below).	<input checked="" type="checkbox"/>	CCR&Rs	<input checked="" type="checkbox"/>
Other activities that improve the availability of child care (describe below).	<input checked="" type="checkbox"/>	CCR&Rs	<input checked="" type="checkbox"/>

(§98.51(a)(1) and (2))

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- 5.1.4 For each activity checked, **describe** the expected results of the activity. If you have conducted an evaluation of this activity, **describe**. If you have not conducted an evaluation, **describe** how you will evaluate the activities.0

comprehensive consumer education:

Parent Consumer Education Campaign:

- Supports the CCR&R's efforts to increase public awareness;
- Promotes availability of child care services in each county;
- Provides for Yellow pages ads, billboards, and other advertising in the media; and
- A statewide Parent Consumer Education campaign has resulted in PSA's, advertisements in newspapers and periodicals and a brochure on choosing quality child care.
- NJCK parent waiting list post cards are 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 updates the waiting list.

grants or loans to providers to assist in meeting State and local standards:

The Bright Beginnings Child Care Facilities Loan Fund:

- Used to establish a revolving loan fund program;
- Provides low-interest loans to eligible for-profit and non-profit child care programs;
- Funds may be used to finance and/or guarantee low-interest, short and long-term loans to support the renovation and expansion costs for new or existing programs, associated with expanding or renovating licensed child care centers.

improving the monitoring of compliance with licensing and regulatory requirements:

Family Child Care (FCC) Registration:

- Funds enable CCR&Rs to register/renew the Family Child Care providers' registration.
- CCR&R staff monitor providers to ensure regulatory standards for registered FCC providers are adhered to and maintained as specified in the *Manual of Requirements for Registered Family Child Care Providers* NJAC10:126. .

DCF Office of Licensing:

- Supports the salaries of inspectors who inspect child care centers annually;
- Ensures the facilities conform to child care program and health/safety regulations as specified in the *Manual of Requirements for Child Care Centers*, NJAC 10:122.

Child Abuse Record Investigation (CARI) Checks for CWEP Participants and Registered Family Child Care Providers:

- CARI background checks are performed for all potential child care center employees and all potential registered family child care providers, their assistants, substitute providers, alternate providers and all members of the provider's household 14 years of age and older;
- A position is funded in OOL to conduct CARI background checks of TANF/CWEP clients working in a child care center, in an approved activity under the WFNJ program.

Child Abuse Record Investigation (CARI) Checks for Approved Home/In-Home Providers:

- All CCR&Rs are funded to process CARI background checks CARI annually for all potential Approved home/In-home providers and all those over 14 years of age living in the home;
- Three positions in OOL are funded to conduct and process the CARI background checks.
- CARI background check law for approved home/In-home providers went into effect April 1, 2004.

Approved Home Provider Inspection Procedures:

- All CCR&Rs are funded to conduct a health/safety inspection and interview of prospective approved home providers.
- Home inspections of prospective approved home providers are conducted for families enrolled in the WFNJ, TCC, ARCC, EEI, Kinship Care and CCDBG/Regular child care programs by select CCR&R staff.
 - The home inspection includes a health /safety inspection of the premises and an interview of the prospective approved home provider.

Criminal History Record Information (CHRI):

- CHRI Law became effective 1/26/01;
- Provides consistency in the level of protection for all children in child care centers;
- Ensures that providers with certain criminal convictions will not be able to work with children;
- Provided at no cost to child care providers and staff;

- All child care center staff are required to be finger printed (once), using an electronic technique known as “live scan”, which includes State/Federal criminal history checks; and
- CHRI’s are a requirement for all licensed child care centers as a part of their licensing renewal process.

professional development, including training, education, and technical assistance:

**NJ Professional Development Center for Early Care and Education
(Professional Impact New Jersey):**

- The name is soon to change to *Professional Impact New Jersey*;
- Kean University is the grantee;
- The NJPDC for Early Care and Education 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.
- Provides scholarships for training and education, including Child Development Associate and Certified Childcare Professional credentials; and associates, bachelors, and masters degrees.
- Maintains a Clearinghouse of training and education opportunities
- Operates the *NJ Registry for Childhood Professionals Serving Children from Birth through Age Thirteen*, as a statewide database of practitioners’ credentials and professional qualifications.
- Recommends professional standards and advises practitioners on career development options.
- Identifies ways to link professional development with increased compensation.

Child Care Training Opportunities:

- Family Strength Associates, Inc.: Offers high quality training opportunities and workshops for all child care center staff, registered family child care providers and approved home providers throughout the State, including Head Start agencies, to enhance child care services to children.
- Workshops are presented by experienced and knowledgeable consultants in the field.
- Training content represents best practices and aligns with early childhood professional standards.
- Training calendars are published on a quarterly basis, offering training opportunities for all levels of child care staff including: entry level, intermediate level, supervisory level, specialist and administrative personnel, of licensed child care centers (priority goes to center staff that do not provide Abbott Early

Childhood Education Services), family child care providers, and school age child care providers.

-Training opportunities are provided throughout the State of New Jersey using a variety of host sites.

New Jersey Inclusive Child Care Project:

-Training and Technical Assistance for child care centers and registered family child care providers that are interested in caring for, or are providing care for children with special needs;

-Strives to increase the quality and quantity of child care providers that offer early care and education for children with special needs;

-Provides workshops for CCR&Rs, parents and providers on topics such as Inclusion Awareness, Legal Aspects of Inclusion, and Child Development and Behavior;

-On-site consultation is available including 15 hours of observation, training and IEP review, to assist in facilitation of services; and

-Information on services and resources is made available to all who request it, including the development and dissemination of a comprehensive informational CD entitled "Resources for Including Children with Special Needs in Child Care", published by the DHS Office of Early Care and Education.

Special Needs Educational Outreach Program

-The Latino population in New Jersey has increased by great proportions and the English language poses a barrier for this population to obtain information or find much needed services for their children. The Hispanic Directors Association of New Jersey (HDANJ) is funded to implement the Special Needs Educational Outreach Program. Through outreach activities the HDANJ educates Latino families about developmental delays and how to access services through community resources available to support children with special needs.

Special Needs Family Child Care Network:

-The Children's Home Society (CHS) works in collaboration with the Ocean County Board of Health to develop and expand the Special Needs Network;

- CHS recruits family child care providers to become members of the Special Needs Network;

- CHS provides provides free training to family child care providers interested in special needs on topics such as:

- Awareness of Inclusion & Red Flag Behaviors,
- Overview of Developmental Disabilities,
- ABC's of Asthma,
- CPR & First Aid, and
- How to Promote Language Development.

-Providers receive assistance in obtaining National Accreditation (65 hours of training and Child Development Associate (CDA, 120 hours of training).

New Jersey Early Childhood Scholarship Program:

-Provides limited education scholarships for early childhood practitioners working full-time in licensed child care centers that are contracted with an Abbott School district or are classified as Community Based Contracted (CBC) Centers. Funds up to \$1,000 are made available for non-credit CDA courses taken at one of New Jersey's CCR&Rs. Participants also receive a \$50 stipend per semester for books.

NJ Early Childhood Education and Training Reimbursement Program

-This program is open to family child care providers, school-age providers, assistant teachers, Group Teacher, and Head Teachers who are not employed in a Community Based Center (CBC*) or an Abbott contracted center.

-The maximum reimbursement rate has been increased from \$1,500 to \$3,000 annually for college-credit bearing courses leading toward a CDA credential, an associate or bachelor degree with an early childhood emphasis, or an early childhood teacher credential (P-3 endorsement).

-Income eligibility for this program is now based on the applicant's annual adjusted gross income rather than the family's adjusted gross income.

(Applicants are now required to submit copies of their W-2 form or their two most recent and consecutive pay stubs. Federal Income tax return is not acceptable)

Abbott Family Worker Supervision and Training:

-The project funds social workers at existing DHS Social Services contracted agencies to provide training and supervision to over 460 family workers;

- Also supports the salaries of the family workers for the wraparound program during the summer months; and

-The family workers work with families whose children are in Abbott contracted child care centers.

Abbott Support Services:

-CCR&Rs are funded to provide technical assistance and to facilitate coordination with child care centers contracting and/or seeking collaboration with Abbott School Districts, Early Childhood Program Aid (ECPA) and Early Launch to Learning Initiative (ELLI) school districts;

-CCR&Rs issue and adjust voucher payments for children receiving wraparound subsidies in Abbott Programs; and

-Other activities including workshops, conferences, and meetings.

5.2 Good Start, Grow Smart Planning and Development

This section of the Plan relates to the President's *Good Start, Grow Smart* initiative which is envisioned as a Federal-State partnership that creates linkages between CCDF, including funds set-aside for quality, and State public and private efforts to promote early learning. In this section, each Lead Agency is asked to assess its State's progress toward developing voluntary guidelines on language, literacy, pre-reading, and early math concepts and a plan for the education and training of child care providers. The third component of the President's *Good Start, Grow Smart* initiative, planning for coordination across at least four early childhood programs and funding streams, was addressed in Section 2.1.2.

5.2.1 Status of Voluntary Early Learning Guidelines. Indicate which of the following best describes the current status of the State's efforts to develop, implement, or revise research-based early learning guidelines (content standards) for three to five year-olds. **NOTE: Check only one box to best describe the status of your State's three-to-five-year-old guidelines.**

- Planning.** The State is planning for the development of early learning guidelines. Expected date of plan completion: _____
- Developing.** The State is in the process of developing early learning guidelines. Expected date of completion: _____
- Developed.** The State has approved the early learning guidelines, but has not yet developed or initiated an implementation plan. The early learning guidelines are included as **Attachment 5.2.1**.
- Implementing.** In addition to having developed early learning guidelines, the State has embarked on implementation efforts which may include dissemination, training or embedding guidelines in the professional development system. The guidelines are included as **Attachment 5.2.1**.
- Revising.** The State has previously developed early learning guidelines and is now revising those guidelines. The guidelines are included as **Attachment 5.2.1**.
- Other (describe):**

Describe the progress made by the State in developing, implementing, or revising early learning guidelines since the date of submission of the 2006-2007 State Plan.

In cooperation with DHS, early care and education advocates, community based child care centers and local CCR&Rs; the Department of Education developed and published the *Early Childhood Program Expectations: Standards of Quality* [(now called *Preschool Teaching and Learning Expectations: Standards of Quality*)] as guidance to the adults working with young children.

In July, 2004, the State Board of Education adopted the revised *Preschool Teaching and Learning Expectations: Standards of Quality*. For districts receiving State aid to provide preschool programs, the Standards are requirements for good practice as regulated by N.J.A.C. 6a:8 and N.J.A.C. 6a:10A. For districts not receiving State aid for preschool provision but have or are affiliated with preschool programs, the Standards are guidelines for good practice.

Currently, providers who are receiving payment through DHS contracts have been mandated to begin using the *Preschool Teaching and Learning Expectations: Standards of Quality effective October 1, 2006*. All Center Based Contracted centers will be required to comply with the guidelines for adopting the *Preschool Teaching and Learning Expectations: Standards of Quality* for use in center-based programs serving preschoolers. Contracted centers serving infants/toddlers and children in school-age care are mandated to conduct annual environmental assessments utilizing the appropriate environmental rating scales.

If developed, are the guidelines aligned with K-12 content standards or other standards (e.g., Head Start Child Outcomes, State Performance Standards)?

Yes. If yes, **name standards**.

No.

The Preschool Teaching and Learning Expectations: Standards of Quality document is being used as a foundation to build upon in creating developmentally appropriate learning environments. It is intended that the implementation of the expectations/standards will support and prepare young children to meet New Jersey's Core Curriculum Content Standards (CCCS) when they enter kindergarten. In the introduction of the CCCS, it is stated that the core standards "are not meant to serve as a statewide curriculum guide. They define the results expected but do not limit district strategies for how to ensure that their students achieve these expectations." Similarly, the early childhood expectations/standards are not to be seen as a curriculum guide or to limit implementation of developmentally appropriate curricula that will meet the individual needs of children in their communities. The expectations/standards present developmentally appropriate practices that are aligned with the K-12 core curriculum.

If developed, are the guidelines aligned with early childhood curricula?

Yes. If yes, **describe**.

No.

As with the Core Curriculum Content Standards, the *Preschool Teaching and Learning Expectations: Standards of Quality* presents standards for all districts in the state. It is to be used as follows:

- A resource for ensuring appropriate implementation of the curriculum being used in the classroom;
- A guide for instructional planning and teaching;
- A framework for ongoing professional development opportunities; and
- A framework for development of a comprehensive early childhood education assessment system.

Have guidelines been developed for children in the following age groups (check if guidelines have been developed):

- Birth to three. Guidelines are included as Attachment 5.2.1
- * Birth to five. Guidelines are included as Attachment 5.2.1
- Five years or older. Guidelines are included as Attachment 5.2.1

Efforts to develop early learning guidelines for children that may differ from those addressed in *Good Start, Grow Smart* (i.e., children birth to three or older than five) may be described here.

If any of your guidelines are available on the web, provide the appropriate Web site address (**guidelines must still be attached to Plan**):

***The Preschool Teaching & Learning Expectations: Standards of Quality** provides the focus for curriculum determination and instruction for all preschool children ages three and four, and are included as attachment 5.2.1.

www.state.nj.us/njded/ece/code/expectations/

5.2.2 **Domains of Voluntary Early Learning Guidelines.** Do the guidelines for children three-to-five-years-old address language, literacy, pre-reading, and early math concepts?

- Yes.
- No.

Do the guidelines for children three-to-five-years-old address domains not specifically included in *Good Start, Grow Smart*, such as social/emotional, cognitive, physical, health, creative arts, or other domains?

- Yes. If yes, **describe**.
- No.

For the purpose of the *Preschool Teaching and Learning Expectations: Standards of Quality*, developmentally appropriate expectations for three- and four-year-old children are defined as research-based practices that serve to enhance the development of the whole child. These expectations are standards of quality that define the criteria for the development of quality early childhood education programs in New Jersey. They encompass the attitudes, dispositions, knowledge, and skills in all developmental domains (cognitive, language, social, emotional and physical) with respect for individual, family, cultural, and socioeconomic variations.

These expectations/standards provide preschool children with educationally appropriate experiences that serve as the foundation for the knowledge and skills necessary to meet the New Jersey Core Curriculum Content Standards. Adherents of *interactive or constructivist* curriculum view learning as an active exchange between the child and his/her environment, one key element of which is the teacher. In this model teachers initiate activities designed to foster children's reasoning and problem-solving abilities, and they then interact with children during child-designed activities to add new ideas or enhance learning. Peer-to-peer interaction is also viewed as essential to the learning process (Frede, 1997). The interactive or constructivist approach meets the court order for high quality based on effective research.

The *Preschool Teaching and Learning Expectations: Standards of Quality* purport that literacy learning has a profound and lasting effect on the social and academic lives of children. Their future educational opportunities and career choices are directly related to literacy ability. Since early childhood is the period when language develops most rapidly, it is imperative that young children be provided with a variety of developmentally appropriate literacy and language experiences throughout each day and that the classroom environment is rich with language and print. Children should be provided with environments that encourage literacy exploration, and their emergent reading and writing behaviors should be valued, encouraged and fostered by their teachers.

Young children experience mathematics naturally and spontaneously as they explore, interact and try to make sense of their world. Young children in a high-quality preschool classroom are introduced to and actively engage in key mathematical concepts, language and processes. Teachers observe each child as they make choices and play in a supportive learning environment. Teachers integrate math into all aspects of the daily routines through individual and small-group choices and transitions, and also allot time for in-depth, planned, small-group experiences that include interaction, problem-solving and reflection.

5.2.3 Implementation of Voluntary Early Learning Guidelines. Indicate the strategies the State used or expects to use in implementing its early learning guidelines.

Check all that apply:

- Disseminating materials to practitioners and families
- Developing training curricula
- Partnering with other training entities to deliver training
- Aligning early learning guidelines with licensing, core competencies, and/or quality rating systems
- Other. Describe:

Indicate the stakeholders that are (or expect to be) actively supporting the implementation of early learning guidelines.	Indicate the programs that mandate or require the use of early learning guidelines.
<input checked="" type="checkbox"/> Publicly funded (or subsidized) child care	<input checked="" type="checkbox"/> Publicly funded (or subsidized) child care
<input checked="" type="checkbox"/> Head Start	<input checked="" type="checkbox"/> Head Start
<input checked="" type="checkbox"/> Education/Public pre-k	<input checked="" type="checkbox"/> Education/Public pre-k
<input type="checkbox"/> Early Intervention	<input type="checkbox"/> Early Intervention
<input checked="" type="checkbox"/> Child Care Resource and Referral	<input type="checkbox"/> Child Care Resource and Referral
<input type="checkbox"/> Higher Education	<input type="checkbox"/> Higher Education
<input type="checkbox"/> Parent Associations	<input type="checkbox"/> Parent Associations
<input type="checkbox"/> Other. Describe:	<input type="checkbox"/> Other. Describe:

How are (or will) cultural, linguistic and individual variations (be) acknowledged in implementation?

The Social Studies, Family and Life Skills section of the *Expectations* begins with cultivating children’s understanding of themselves and their place in the family and moves to an understanding of social systems in ever-widening circles. Through learning experiences and play, teachers provide a wide range of concrete developmentally appropriate activities that provide opportunities to explore and celebrate similarities and differences among children lifestyles and cultures.

How are (or will) the diversity of child care settings (be) acknowledged in implementation?

The *Expectations* document was developed for use in any program serving preschool children. The preschool environment, materials and teaching strategies may be adapted as appropriate to meet the needs of all children. The needs of young learners are as diverse as the homes and communities from which they come. Each program has learners from many cultural, racial, and ethnic backgrounds.

Materials developed to support implementation of the guidelines are included as **Attachment 5.2.3**. If these are available on the web, provide the appropriate Web site address:

The self assessment tool is included as attachment (5.2.3).

5.2.4 **Assessment of Voluntary Early Learning Guidelines.** As applicable, **describe** the State's plan for:

- (a) Validating the content of the early learning guidelines
- (b) Assessing the effectiveness and/or implementation of the guidelines
- (c) Assessing the progress of children using measures aligned with the guidelines
- (d) Aligning the guidelines with accountability initiatives

The implementation of the Early Learning Guidelines as a contractual obligation for CBC centers with contracts for preschool slots has commenced. The draft document was distributed, reviewed, and as a result revised. The revised self assessment tool with attachments was distributed in early March 2007. Contracted centers must conduct the administrative and classroom self-assessment by June 30, 2007, maintain a record on file and forward a copy to the assigned DFD Child Care Operations Specialist.

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

Results of the self assessments will be reviewed by DFD Child Care Operations Specialists as part of their regular periodic monitoring visits and will be included in monitoring reports completed by each DFD Child Care Operations Specialist on at least an annual basis.

Developmental screening measures are administered to each child individually and are 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. The parent, preschool teacher, and the child study 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 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.

Written reports of these efforts are included as **Attachment 5.2.4**. If these are available on the web, provide the appropriate Web site address (reports must still be attached to Plan):

Written reports outlining the outcomes of the implementation of the Early Learning Guidelines as a contractual obligation for CBC centers with contracts for preschool slots are not yet available to be included with the CCDF State Plan at this time.

Please refer to the following web site for the report entitled "A Rising Tide, Classroom Quality and Language Skills in the Abbott Preschool Program, *Year Two Preliminary Update 2003-2004 Early Learning Improvement Consortium*":

www.nj.gov/njded/ece/tide.pdf

and

Please refer to the following web site for the report entitled:

"Giant Steps for the Littlest Children:
Progress in the Sixth Year of the Abbott Preschool Program
Year Three Initial Update, 2004-2005
Early Learning Improvement Consortium"

www.state.nj.us/njded/ece/research/giantsteps/

For the most recent report please refer to the web site for the report entitled:

New Jersey Department of Education
Office of Early Childhood Education
End of the Year Report:
2005-2006

www.state.nj.us/njded/ece/research/eoyr0506.pdf

These reports reflect the progress made by children enrolled in Abbott contracted centers.

5.2.5 **State Plans for Professional Development.** Indicate which of the following best describes the current status of the State's efforts to develop a professional development plan for early childhood providers that includes all the primary sectors: child care, Head Start, and public education. **NOTE: Check ONLY ONE box to best describe the status of your State's professional development plan.**

- Planning.** Indicate whether steps are under way to develop a plan. If so, describe the entities involved in the planning process, time frames for completion and/or implementation, the steps anticipated, and how the plan is expected to support early language, literacy, pre-reading and early math concepts.
- Developing.** A plan is being drafted. The draft or planning documents are included as **Attachment 5.2.5.**
- Developed.** A plan has been written but has not yet been implemented. The plan is included as **Attachment 5.2.5.**
- Implementing.** A plan has been written and is now in the process of being implemented, or has been implemented. The plan is included as **Attachment 5.2.5.**
- Revising.** The State previously developed a professional development plan and is now revising that plan, or has revised it since submitting the 06-07 State Plan. The revisions or the revised plan are included as **Attachment 5.2.5.**
- Other (describe):**

Describe the progress made by the State in planning, developing, implementing, or revising the professional development plan since the date of submission of the 2006-2007 State Plan.

The New Jersey Professional Development Center (NJPDC) for Early Care and Education was established in 1997 to improve the availability of, and access to, quality teacher preparation and continuing professional education opportunities.

As of September 2006 eligibility for scholarships offered through the New Jersey Professional Development Center (NJPDC) for Early Care and Education have been expanded to include staffs employed by CBC centers. CBC personnel are now eligible to apply for scholarship dollars to pursue their continued professional development

If your State has developed a plan for professional development, does the plan include (**Check EITHER yes or no for each item**):

	Yes	No
Specific goals or desired outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A link to Early Learning Guidelines	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Continuum of training and education to form a career path	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Articulation from one type of training to the next	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Quality assurance through approval of trainers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Quality assurance through approval of training content	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A system to track practitioners' training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Assessment or evaluation of training effectiveness	<input checked="" type="checkbox"/>	<input type="checkbox"/>
State Credentials – State for which roles (e.g. infant and toddler credential, directors' credential, etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Specialized strategies to reach family, friend and neighbor caregivers	<input checked="" type="checkbox"/>	<input type="checkbox"/>

For each **Yes** response, **reference** the page(s) in the plan and briefly **describe**.

For each **No** response, **indicate** any plans the Lead Agency has to incorporate these components.

The New Jersey Professional Development Center (NJPDC) for Early Care and Education, now called “*Professional Impact New Jersey*”:

- Provides scholarships for training and education, including Child Development Associate (CDA) and Certified Childcare Professional credentials and associate's and bachelor's degrees;
- Maintains a Clearinghouse of training and education opportunities;
- Operates the New Jersey Registry for Childhood Professionals as a statewide database of practitioners; credentials and professional qualifications;
- Recommends professional standards and advises practitioners on career development options.
- Identifies ways to link professional development with increased compensation.

The New Jersey Professional Development Center (NPDC) for Early Care and Education was established through New Jersey Sows the Seeds for Growth, to implement a comprehensive, statewide system of coordinated and accessible professional development opportunities for early care and education providers, including those working with infants and toddlers, preschool children, kindergartners through third graders, and children up to 13 years in out-of-school time care. This statewide initiative established steps for implementing a system to enhance the preparation and continuing education of each childhood and out-of-school time practitioner. This system ensures that New Jersey's early childhood and school-age programs offer developmentally appropriate learning experiences led by professionals who consistently promote the highest levels of physical, emotional, social, and intellectual well-being in the children they serve.

The NJPDC partnered with the New Jersey Association of Child Care Resources and Referral Agencies (NJACCRRA) to create the professional development system. The NJPDC staff works collaboratively with a Policy Advisory Board composed of representatives of early care and education, out-of-school time care, higher education, government, business and social services. In addition to Board members, the NJPDC works with more than 100 volunteers from the larger community, meeting regularly in Working Groups. The Working Groups developed recommendations on professional standards, improved articulation and resources for services offered through the NJPDC's three offices: Office of Professional Standards and Articulation, Office of Resource Development and Communication, and the Clearinghouse of Instructional Resources.

The NJPDC is based at Kean University and enjoys the support of Kean's Department of Early Childhood and Family Studies, whose faculty advise and conduct research on the impact of programs.

Funding is provided through the New Jersey Department of Human Services and other sources.

The New Jersey Registry for Childhood Professionals Serving Children Birth through Age Thirteen is a statewide system that guides, tracks and recognizes the professional growth and development of individuals working in early care and education, out-of-school time and primary education. It keeps track of professional development achievements by maintaining confidential records for each individual who participates in the system. Participants are approved at one of the seven levels of the NJ Registry, based on their education and experience.

The NJ Registry also issues Head Teacher, Group Teacher and School-age Program Supervisor Certificates recognized by the Department of Children and Families Office of Licensing. These certificates meet the requirements set forth in the *Manual of Requirements for Child Care Centers* NJAC 10:122.

The New Jersey Professional Development Center for Early Care and Education Instructor Approval System provides a listing of instructors in Early Care and Education, Out-of-School Time, and Primary Education. These instructors have provided documentation of their qualifications and areas of expertise.

Are the professional development opportunities described in the plan available:

Note: Check either yes or no for each item):

	Yes	No
Statewide	<input checked="" type="checkbox"/>	<input type="checkbox"/>
To Center-based Child Care Providers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
To Group Home Providers (NA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
To Family Home Providers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
To In-Home Providers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (describe): Trainers	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Describe how the plan addresses early language, literacy, pre-reading, and early math concepts development.

The New Jersey Professional Development Center for Early Care and Education has developed the *Core Knowledge and Competency Areas*, professional standards for adults working with young children birth through age eight and in out-of school time programs. These standards were developed by the Professional Standards Working Committee and have been approved by the Policy Advisory Board.

Core knowledge bases and competencies that adults need in order to work effectively with children, birth through age eight, and in out-of-school-time programs are defined here. Each of the five sections focuses on a core knowledge base, followed by a continuum of seven levels of competencies. The five core knowledge areas are:

- Child Growth and Development
- Curriculum
- Family and Community Relationships
- Assessment and Evaluation
- Professionalism

Although core knowledge sections are presented individually, all sections are intrinsically interrelated and interdependent. Achievements of competency levels in core knowledge areas differ according to variations in individual levels of education and experience. The levels of competencies cover a range from Level I beginning with entry into the profession, to Level VII reflecting advanced knowledge and expertise. The career lattice progression from one level to the next recognizes the value of work experience, increased training, and education.

Depending on staffing configuration, all professional levels may or may not be represented in every site. Each person, regardless of his/her position in an early childhood environment, interacts every day with families and children. Therefore, it is expected that all people working in any environment serving children birth through age eight and out-of-school time have some competency at Level I.

Level I

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

Level II

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

Level III

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

Level IV

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

Level V

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

Level VI

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

Level VII

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

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

Administrators provide continued curriculum support, resources, materials and opportunities for staff to improve teaching practices. Preschool directors, principals, education supervisors and directors of special education need to actively pursue and provide professional development activities and time for teachers to reflect on and refine practice. They also actively engage themselves in the professional development activities.

Are program or provider-level incentives offered to encourage provider training and education?

- Yes. If yes, **describe**, including any connections between the incentives and training relating to early language, literacy, pre-reading and early math concepts.
- No. If no, **describe** any plans to offer incentives to encourage provider training and education, including any connections between the incentives and training relating to early language, literacy, pre-reading and early math concepts?

The New Jersey Professional Development Center for Early Care and Education is charged with establishing a comprehensive, statewide system of professional development opportunities for all early care and education practitioners. The following incentives and programs are currently being offered to encourage increased professional development:

- The New Jersey Professional Development Center for Early Care and Education conducts an ongoing scholarship program for individuals who are working toward their Certified Child Care Professional (CCP) credential. Funds to cover the cost of the CCP application fee (up to \$495) are available statewide to eligible candidates.
- The New Jersey Professional Development Center for Early Care and Education supports training classes for non-credit Child Development Associate (CDA) as well as for college credit classes.
- The NJ Early Childhood Education and Training Reimbursement Program will pay for classes an individual has recently completed toward a CDA or CCP credential, an associate's, bachelor's or master's degree, or early childhood teacher certification. Individuals may be reimbursed for a maximum of nine college credits annually, if they can document a "B" average and are income eligible.
- The NJ Early Childhood Scholarship is available to individuals employed by licensed centers that are contracting with public schools in Abbott Districts. Funds up to \$5000 annually are available to individuals working toward a college-based CDA, an associate's, bachelor's, or master's degree, or early childhood teacher certification or related approved courses. All recipients receive a \$50 book stipend per course.
- The Child Development Associate (CDA) Assessment Fee Scholarship covers the cost of the final step in obtaining a CDA credential. Individuals apply for the money when they are ready to submit documents for assessment and their training is complete.
- The ASAP project (A Scholarship Accrediting Providers) operating through the NJPDC is currently supporting registered providers working toward National Association of Family Child Care (NAFCC) accreditation.

The Accreditation Facilitation Project was established to increase the statewide 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. The goal is to assist selected community-based child care centers in achieving first-time, national accreditation status by providing both technical support and financial assistance to child care centers throughout the state. Accreditation has been identified as a key to quality early care and education.

The statewide accreditation project is a unique public/private partnership formed by the NJPDC in collaboration with the DHS, the Schumann Fund for New Jersey, Lucent Technologies Foundation, Johnson & Johnson, the Johanne Wallerstein Foundation,

Bank of America, the Geraldine R. Dodge Foundation, AT&T Family Care Development Fund, the John S. and James L. Knight Foundation, and the Victoria Foundation. The project is also partially sponsored by the following companies through the American Business Collaboration for Quality Dependent Care: AT&T, Dow Jones & Company, Inc., Exxon-Mobil, Merck and Company, Merrill Lynch, Novartis Pharmaceutical Corp., and Warner-Lambert Company.

The number of child care centers accredited with the National Association for the Education of Young Children (NAEYC) has grown from 133 centers in the year 2000 to 280 centers in 2005, with approximately 459 centers currently involved in the self-study process.

Programs that voluntarily elect and are approved for accreditation are rewarded for their commitment to increased quality by receiving an additional 5 percent subsidy reimbursement rate for child care services. Accreditation involves time, commitment, and engagement of all center staff and parental support. It is a means to systematic, positive and permanent change.

- Approved home providers are encouraged by the CCR&Rs to complete the requirements for family child care registration to receive pre-service and on-going training and higher reimbursement rates

As applicable, does the State assess the effectiveness of its professional development plan, including the achievement of any specified goals or desired outcomes?

- Yes. If yes, **describe** how the professional development plan's effectiveness/goal is assessed.
- No. If no, **describe** any plans to include assessments of the professional development plan's effectiveness/goal achievement.

Every component and level as specified in the New Jersey Professional Development Center for Early Care and Education's (NJPDCECE) Career Lattice, that cover the full range from Level I, with entry into the child care profession, to Level VII reflecting advanced knowledge and expertise of that of a director with a doctoral degree in Early Childhood Education or a child-related field, are assessed for their annual participation rate and effectiveness of utilization. Effectiveness of the annual goals set by the DHS and the NJPDCECE are periodically revised based on funding levels and priorities as determined by the outcomes of monitoring conducted and contract reviews.

Does the State assess the effectiveness of specific professional development initiatives or components?

- Yes. If yes, **describe** how specific professional development initiatives or components' effectiveness is assessed.
- No. If no, **describe** any plans to include assessments of specific professional development initiatives or components' effectiveness.

Specific professional development initiatives are assessed by their utilization and participation levels throughout the state. If a need isn't being met and the number of applicants exceeds the initiatives' funded capacity, a request is made to expand the initiative. If an initiative or component is seen as being under utilized when the initiative or component is monitored, changes will be made to scale back the initiative or component, and funds are redirected to other needs and priorities.

As applicable, does (or will) the State use assessment to help shape or revise its professional development plan?

- Yes. If yes, **describe** how assessment informs the professional development plan.
- No. If no, **describe** any plans to include assessment to inform the professional development plan.

Based on periodic monitoring of all Community Based Contracted centers, all CCR&R agencies, and the New Jersey Professional development Center for Early Care and Education; if particular shortfalls are reoccurring and appearing in multiple corrective action plans and a particular knowledge or skill could be improved upon through changes in professional development, or specific training areas, then revisions to training or professional development areas will be made.

PART 6
HEALTH AND SAFETY REQUIREMENTS FOR PROVIDERS

(Only the 50 States and the District of Columbia complete Part 6.)

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

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

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

Yes. Answer 6.1.2, skip 6.1.3, and go to 6.2.

No. If no, **describe** which center-based providers are exempt from licensing under State law and answer 6.1.2 and 6.1.3.

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

Yes. If yes, **describe** the changes.

No.

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

- The prevention and control of infectious disease (including age-appropriate immunizations)

N/A

- Building and physical premises safety

N/A

- Health and safety training

N/A

6.2 Health and Safety Requirements for Group Home Providers (658E(c)(2)(F), §§98.41, 98.16(j)) N/A

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

- Yes. Answer 6.2.2, skip 6.2.3, and go to 6.3.
 No. If no, **describe** which group home providers are exempt from licensing under State law and answer 6.2.2 and 6.2.3.

(NOTE) - New Jersey does not have a distinct category of care known as group home providers for child care services.

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

- Yes. If yes, **describe** the changes.
 No.

N/A

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

- The prevention and control of infectious disease (including age-appropriate immunizations)

N/A

- Building and physical premises safety

N/A

- Health and safety training

N/A

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

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

- Yes. Answer 6.3.2, skip 6.3.3, and go to 6.4.
- No. If no, **describe** which family child care providers are exempt from licensing under State law and answer 6.3.2 and 6.3.3.

All family child care providers paid with CCDF funds are subject to meeting the requirements as specified in the *Manual of Requirements for Family Child Care Registration* (N.J.A.C. 10:126). If the sponsoring organization determines that the provider applicant is in full compliance with all requirements of the *Manual of Requirements*, the sponsoring organization shall issue a regular Certificate of Registration.

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

- Yes. If yes, **describe** the changes.
- No.

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

- The prevention and control of infectious disease (including age-appropriate immunizations)

N/A

- Building and physical premises safety

N/A

- Health and safety training
N/A

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

6.4.1 Are all in-home child care providers paid with CCDF funds subject to licensing under the State law reflected in the NRCHSCC's compilation referenced above?

Yes. Answer 6.4.2, skip 6.4.3, and go to 6.5.

No. If no, **describe** which in-home child care providers are exempt from licensing under State law and answer 6.4.2 and 6.4.3.

Approved Homes -- Child care services provided by a relative (grandparent, aunt, uncle) neighbor or friend to two non-sibling children or all the sibling children of one family up to five children, are recognized under pre-existing State regulations as eligible for public subsidy and reimbursement. In order to receive publicly subsidized child care payments, providers must be either licensed, registered, or approved pursuant to N.J.A.C. 10:15 – 10.2.

For approved home providers and in-home providers in New Jersey, N.J.S.A. C. 30:5B-32 requires all prospective approved home/in-home providers and all members of the prospective provider's household who are at least 14 years of age, to provide written consent for DHS 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 no substantiated CARI finding the CCR&R schedules the home/safety site visit and completes the approval process.

These settings are approved for payment following completion of a standard health and safety check list and interview process, and must satisfactorily address the following areas, as outlined in the DFD "Self-Arranged Care Home Inspection and Interview Checklist": physical environment, fire safety, general health, safety and sanitation, appropriate developmental program activities, rest and sleep, food and nutrition, general interview questions and children's immunization records.

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

Yes. If yes, **describe** the changes.

No.

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

- The prevention and control of infectious disease (including age-appropriate immunizations)

Included in the DFD "Self-Arranged Care Home Inspection and Interview Checklist" is a declarations page stating the following requirement: The approved caretaker will among other requirements... "request and maintain copies of each child's immunization records and timetable". The Self-Arranged Care Home Inspection and Interview Checklist includes a Child's Immunization record which is to be completed and signed by the parent for each child in care by the caretaker.

- Building and physical premises safety

The DFD Self-arranged Child Care Inspection and Interview Checklist includes specific sections that govern physical environment, fire safety, general health, safety and sanitation, including premises safety.

- Health and safety training

Health and safety training is available to all providers through the local CCR&R or special announced training and/or conference events. Health and safety training is also available to all providers throughout the state through New Jersey's child care training contract provider Family Strength Associates, Inc.

6.5 Exemptions to Health and Safety Requirements

At Lead Agency option, the following relatives: grandparents, great grandparents, aunts, uncles, or siblings (who live in a separate residence from the child in care) may be exempted from health and safety requirements. (658P(4)(B), §98.41(a)(1)(ii)(A))
Indicate the Lead Agency's policy regarding these relative providers:

- All** relative providers are subject to the same requirements as described in sections 6.1 - 6.4 above, as appropriate; there are **no exemptions** for relatives or different requirements for them.

- All** relative providers are **exempt** from all health and safety requirements.
- Some or all** relative providers are subject to different health and safety requirements from those described in sections 6.1 - 6.4. The following describes those requirements and identifies the relatives they apply to:

6.6 Enforcement of Health and Safety Requirements

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

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 Law, (N.J.S.A. 30:5B-16 et seq.) the following applies:

Center Based Providers

All applicable requirements of the *Manual of Requirements for Child Care Centers* (N.J.A.C. 10:122) must be complied with by all licensed child care centers. Responsibility for ensuring that centers comply with the provisions of the laws cited above is delegated to the Department of Children and Families (DCF) Office of Licensing (OOL). Centers are subject to an annual Life/Safety and Program inspection of 30 specific items, which must be abated within a 2-week period and a full inspection every 3 years at the commencement of the licensing cycle. Centers are also subject to periodic unannounced monitoring inspections. To be eligible for a regular license, a center must demonstrate to the satisfaction of the DCF Office of Licensing that the center complies with all applicable provisions of the *Manual of Requirements*, the official State licensing regulations.

The *Manual of Requirements for Child Care Centers* includes comprehensive licensing requirements governing: licensing procedures; health; life/safety; program; record keeping; staffing requirements; care of sick children; and transportation requirements. Over 4,300 licensed child care centers are inspected on an annual basis to ensure the quality of child care in the State of New Jersey.

As part of the initial and renewal licensing requirements, centers must document their compliance with the New Jersey Uniform Construction Code, the Uniform Fire Code, local health codes, and if they serve food, the State Sanitary Code.

The DCF Office of Licensing also responds to all complaints made against centers and follows up to ensure that any violations found during such investigations are corrected by the center.

Under the CCDF certificate program, centers are required to provide proof of licensure by providing their valid license number, which is then verified. This is used for verification against a list of licensed providers supplied by the DCF Office of Licensing to CCR&Rs on a regular basis.

Registered Family Child Care Homes

A registered family child care home means a provider registered pursuant to the state Family Day Care Provider Registration Law. Providers who serve three or more non-sibling children (but less than six) must be registered pursuant to the Family Day Care Provider Registration Law to receive payment through DHS child care service programs.

Responsibility for ensuring that a sponsoring organization complies with all applicable provisions of the *Manual of Requirements for Family Child Care Registration* (N.J.A.C. 10:126) and the laws cited above, is delegated to the DCF Office of Licensing (OOL). Staff from OOL inspect and monitor the sponsoring organizations to determine compliance with applicable provisions of the Manual of Requirements, conduct random inspections of family child care homes to ensure compliance with applicable provisions of the manual and provide technical assistance to the sponsoring organizations (CCR&Rs).

Sponsoring organizations annually monitor no less than 20 percent of providers on a random basis; and evaluate and monitor all providers at least once every two years. A certificate of registration is valid for three (3) years and is renewable.

To qualify for a regular certificate, a home must meet minimum health, safety and program standards; the provider or applicant and alternate provider must attend a minimum of 12 hours of pre-service training in child care related topics as specified in the *Manual of Requirements*; submit a physician's statement(s) for the applicant, the alternate provider and the provider assistant (if any) verifying the applicant, alternate provider and provider assistant are in good health based on a medical examination conducted within six months preceding the submission of the application.

The applicant, alternate provider and provider assistant must submit to the sponsoring organization written proof of a Mantoux tuberculin skin test with five TU (tuberculin units) of PPD tuberculin, conducted within the six months preceding the submission of the application or a chest X-ray if the individual has had a previous positive Mantoux tuberculin test. Two letters of reference for both the applicant and alternate provider must be submitted, and the provider and all individuals residing or working in the home over the age of 14 years must also comply with procedures for a background check against the DYFS Child Abuse Registry Information (CARI) and criminal disclosure as specified in the *Manual of Requirements for Family Child Care Registration*.

The sponsoring organizations also provide on-going technical assistance and training to providers in early childhood development, including health and safety techniques and procedures.

Group Home Providers

New Jersey has no distinct category of group home care. This category will be considered as licensed child care centers.

Approved Homes

Child care services provided by a care giver 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 provides 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.

Summer Camp Programs

On an annual basis, summer camp programs must meet standards set by local occupancy, building and fire codes and must meet New Jersey Department of Health and the Youth Camp Safety Act of New Jersey (N.J.A.C. 26:12 et seq. and N.J.A.C. 8:25) requirements or be licensed by the DCF Office of Licensing. The appropriate CCR&R verifies that these settings comply with applicable requirements. Such arrangements are for the supervision of six or more children who attend less than 24 hours a day.

- Are child care providers subject to routine unannounced visits (i.e., not specifically for the purpose of complaint investigation or issuance/renewal of a license)?
 - Yes. If yes, **indicate** which providers are subject to routine unannounced visits and the frequency of those visits:
 - No.

Licensed child care centers: are inspected by DCF Office of Licensing personnel unannounced on at least an annual basis for monitoring purposes and at least once every three years for a full licensing renewal inspection. Investigation of complaints may take place at any time on an as needed basis.

Registered Family Child Care Providers: OOL personnel inspect and monitor the sponsoring organizations to determine compliance with applicable provisions of the *Manual of Requirements*, conduct random inspections of family child care homes to ensure compliance with applicable provisions of the manual and provide technical assistance to the sponsoring organizations (CCR&Rs).

Sponsoring organizations annually monitor no less than 20 percent of registered family child care providers on a random basis; and evaluate and monitor all providers at least once every two years.

- Are child care providers subject to background checks?
 - Yes. If yes, **indicate** which types of providers are subject to background checks and when such checks are conducted:
 - No.

Criminal History Record Information (CHRI) background checks, commonly referred to as fingerprint background checks, for **licensed child care center** personnel went into effect January 26, 2001 and were phased in during 2001, as procedures were developed. As a condition of securing a license or Certificate of Life/Safety Approval, the sponsor shall ensure that a CHRI fingerprint background check is completed for himself or herself, and for all staff members at least 18 years of age who are or will be working at the center on a regularly scheduled basis, to determine whether any such person has been convicted of a crime. An electronic fingerprinting system, known as “Live-Scan”, is being used to obtain the fingerprints. Each individual’s fingerprints are scanned by computer directly from a specially programmed touch screen, which then electronically transmits the prints to the Division of State Police for processing. It will not be necessary for staff to be reprinted in the future. Because of this procedure fingerprints are archived and can be electronically re-submitted to the State Police and checked against FBI records as well. Automatic notification is sent by the State Police to DHS in the event that a staff person is convicted of a crime in the future.

All **licensed child care centers** as a condition of securing a new or renewal license or Certificate of Life/Safety Approval, the sponsor shall provide for himself or herself, and shall obtain from all staff members who are or will be working at the center on a regularly scheduled basis, written consent for DCF OOL to conduct a **Child Abuse Record Information (CARI)** background check to determine whether an incident of child abuse and/or neglect has been substantiated against any such person.

For all **registered family child care providers**, prior to the issuance or renewal of a Certificate of Registration, the sponsoring organization or provider shall obtain written consent from the applicant or provider, substitute provider, provider assistant and alternate provider, if any, and all member’s of the applicant’s or provider’s household who are at least 14 years of age, for DCF OOL to conduct a **CARI** background check to determine whether an incident of child abuse or neglect has been substantiated against any such person.

For **approved home providers and in-home providers**, pursuant to N.J.S.A. 30:5B-32, the Child Abuse Record Information (CARI) background check law requires all prospective approved home/in-home providers and all member’s of the prospective provider’s household who are at least 14 years of age, to provide written consent for DCF OOL to conduct a **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 part of the “approval process” for approved homes and in-home providers.

- Does the State require that child care providers report serious injuries that occur while a child is in care? (Serious injuries are defined as injuries requiring medical treatment by a doctor, nurse, dentist, or other medical professional.)

- Yes. If yes, **describe** the State's reporting requirements and how such injuries are tracked (if applicable):
- No.

A licensed or life/safety approved child care center shall notify the DCF Office of Licensing verbally of any injury or illness by the next working day after the center learns of any injury or illness that results in the admittance to a hospital or death of a child, as specified in *the Manual of Requirements for Child Care Centers* at N.J.A.C. 10:122.

The director, having knowledge that a child has been injured by a dog, cat or other animal that is kept by or located at the center and when no physician attends such child, shall, within 12 hours of the injury, report the name, age, sex, and address of the child to the local health department.

For registered family child care homes the provider shall report any injury that results in the admittance of a child to a hospital or the death of a child while in the provider's care, to the sponsoring organization as soon as possible, but no later than the beginning of the sponsoring organization's next working day as specified in the *Manual of Requirements for Family Child Care Registration* N.J.A.C. 10:126.

- Other methods used to ensure that health and safety requirements are effectively enforced:
Staff from the DFD Office of Child Care Operations will also report to the DCF Office of Licensing any serious health and/or safety violation observed in the course of conducting periodic monitoring and or technical assistance at any child care center or registered family child care provider.

6.7 Exemptions from Immunization Requirements

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

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

- Children who are cared for by relatives (defined as grandparents, great grandparents, siblings (if living in a separate residence), aunts and uncles).
- Children who receive care in their own homes.
- Children whose parents object to immunization on religious grounds.
- Children whose medical condition contraindicates immunization.

In keeping with applicable provisions of the *Manual of Requirements for Child Care Centers* (N.J.A.C. 10:122) and the *Manual of Requirements for Family Child Care Registration* (N.J.A.C. 10:126) immunization exemptions are as follows:

- If a child's parent objects to a physical examination, immunization or medical treatment for his or her child on grounds that it interferes with the free exercise of the child's religious rights, the center or family child care home must admit the child, provided that the parent(s) submits to the center or home, upon the child's admission, a signed written statement that the physical examination, immunization or medical treatment interferes with the free exercise of the child's religious rights.

- If immunizations are contraindicated for medical reasons, the center or family child care home may choose to admit the child, provided that the parent submits to the center or home a written statement from a licensed physician attesting to the following:
 1. The reason the immunization is medically contraindicated; and
 2. The specific time period that the immunization is medically contraindicated.

All of the immunization exemptions stated above may be suspended by the DCF Office of Licensing during the existence of a health emergency, as determined by the State Commissioner of Health and Senior Services.

PART 7
HEALTH AND SAFETY REQUIREMENTS IN THE TERRITORIES

(Only the Territories complete Part 7)

7.1 Health and Safety Requirements for Center-Based Providers in the Territories
(658E(c)(2)(F), §98.41(a), §98.16(j))

For all center-based care, the following health and safety requirements apply to child care services provided under the CCDF for:

N/A

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

7.2 Health and Safety Requirements for Group Home Providers in the Territories
(658E(c)(2)(F), §98.41(a), §98.16(j))

For all group home care, the following health and safety requirements apply to child care services provided under the CCDF for:

N/A

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

7.3 Health and Safety Requirements for Family Providers in the Territories
(658E(c)(2)(F), §98.41(a), §98.16(j))

N/A

For all family child care, the following health and safety requirements apply to child care services provided under the CCDF for:

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

7.4 Health and Safety Requirements for In-Home Providers in the Territories

(658E(c)(2)(F), §98.41(a), §98.16(j))

N/A

For all in-home care, the following health and safety requirements apply to child care services provided under the CCDF for:

N/A

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

7.5 Exemptions to Territorial Health and Safety Requirements

At Lead Agency option, the following relatives may be exempted from health and safety requirements: grandparents, great grandparents, aunts, uncles, or siblings (who live in a separate residence from the child in care). (658P(4)(B), §98.41(a)(1)(ii)(A)). Indicate the Lead Agency's policy regarding these relative providers:

N/A

- All** relative providers are subject to the same requirements as described in sections 7.1 - 7.4 above, as appropriate; there are **no exemptions** for relatives or different requirements for them.
- All** relative providers are **exempt** from all health and safety requirements.
- Some or all** relative providers are subject to **different** health and safety requirements from those described in sections 7.1 - 7.4 and the following describes those different requirements and the relatives they apply to:

7.6 Enforcement of Territorial Health and Safety Requirements

Each Lead Agency is required to certify that procedures are in effect to ensure that child care providers of services for which assistance is provided comply with all applicable health and safety requirements. (658E(c)(2)(E), §§98.40(a)(2), 98.41(d)) The following is a description of how Territorial health and safety requirements are effectively enforced: Are child care providers subject to routine unannounced visits (i.e., not specifically for the purpose of complaint investigation or issuance/renewal of a license)?

N/A

- Yes. If yes, **indicate** which providers are subject to routine unannounced visits and the frequency of those visits:
- No.

Are child care providers subject to background checks?

- Yes. If yes, **indicate** which types of providers are subject to background checks and when such checks are conducted:
- No.

Does the Territory require that child care providers report serious injuries that occur while a child is in care? (Serious injuries are defined as injuries requiring medical treatment by a doctor, nurse, dentist, or other medical professional.)

- Yes. If yes, **describe** the Territory's reporting requirements and how such injuries are tracked (if applicable):
- No.

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

7.7 Exemptions from Territorial Immunization Requirements

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

N/A

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

- Children who are cared for by relatives (defined as grandparents, great grandparents, siblings (if living in a separate residence), aunts and uncles).
- Children who receive care in their own homes.
- Children whose parents object to immunization on religious grounds.
- Children whose medical condition contraindicates immunization.

APPENDIX 1
PROGRAM ASSURANCES AND CERTIFICATIONS

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

- (1) upon approval, it will have in effect a program that complies with the provisions of the Plan printed herein, and is administered in accordance with the Child Care and Development Block Grant Act of 1990 as amended, Section 418 of the Social Security Act, and all other applicable Federal laws and regulations. (658D(b), 658E(a))
- (2) the parent(s) of each eligible child within the State who receives or is offered child care services for which financial assistance is provided is given the option either to enroll such child with a child care provider that has a grant or contract for the provision of the service; or to receive a child care certificate. (658E(c)(2)(A)(i))
- (3) in cases in which the parent(s) elects to enroll the child with a provider that has a grant or contract with the Lead Agency, the child will be enrolled with the eligible provider selected by the parent to the maximum extent practicable. (658E(c)(2)(A)(ii))
- (4) the child care certificate offered to parents shall be of a value commensurate with the subsidy value of child care services provided under a grant or contract. (658E(c)(2)(A)(iii))
- (5) with respect to State and local regulatory requirements, health and safety requirements, payment rates, and registration requirements, State or local rules, procedures or other requirements promulgated for the purpose of the Child Care and Development Fund will not significantly restrict parental choice among categories of care or types of providers. (658E(c)(2)(A), §98.15(p), §98.30(g), §98.40(b)(2), §98.41(b), §98.43(c), §98.45(d))
- (6) that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendation for childhood immunizations of the State public health agency. (§98.41(a)(1))
- (7) that CCDF Discretionary funds are used to supplement, not supplant, State general revenue funds for child care assistance for low-income families. (P.L. 109-149)

The Lead Agency also certifies that:

- (1) it has procedures in place to ensure that providers of child care services for which assistance is provided under the Child Care and Development Fund afford parents unlimited access to their children and to the providers caring for their children during the normal hours of operations and whenever such children are in the care of such providers. (658E(c)(2)(B))
- (2) it maintains a record of substantiated parental complaints and makes information regarding such complaints available to the public on request. (658E(c)(2)(C))

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

APPENDIX 2 ELIGIBILITY AND PRIORITY TERMINOLOGY

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

- *attending* (a job training or educational program; include minimum hours if applicable) – A parent will be considered to be attending if they are enrolled in a job training or educational training program, documented through proof of registration.
- *in loco parentis* - Means those individuals who are 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.
- *job training and educational program* –
Job training means the following: vocational/occupational training programs in which enrollment is not less than twenty (20) hours per week:
 - A) Classroom skills occupational/vocational; or
 - B) On-the-Job Training, including apprenticeships.

Educational program means the following educational activities:

- A) Adult Basic Education – literacy training and remedial education for not less than 20 hours per week;
 - B) GED Training – for individuals who have not completed high school, for not less than 20 hours per week;
 - C) English As A Second Language – for individuals with limited English language for not less than 20 hours per week; and
 - D) Post Secondary Education – specialized occupational training programs leading to a specific career objective or a two-year to four-year degree program at an institution of higher education for not less than 12 credit hours per full semester or 6 credit hours per summer or interim session.
- *physical or mental incapacity* (if the Lead Agency provides such services to children age 13 and older) - 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.
 - *protective services* - Child protective services (CPS), shall constitute services on behalf of any child, under age 19, considered at risk of abuse, neglect, or

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

- *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.
- *special needs child* - Is 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.
- *very low income* - 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.
- *working* (include minimum hours if applicable) - Parents are considered working, if they are employed, or have a verified commitment of employment which is scheduled to begin within two weeks, receive a wage or salary for their employment, and are working not less than thirty (30) hours per week for "full-time" employment. "Part-time" employment means working less than 30 hours per week.
- Additional terminology related to conditions of eligibility or priority established by the Lead Agency:
 - *special circumstances* – Refers to a child that is not under DYFS supervision who has been identified through a written referral from a CWA, DYFS, legal, medical, social service agency, emergency shelter, public school or School Based Youth Services Program which indicates that the child is from a family experiencing medical or social problems or adverse living conditions and child care arrangements are required to help ameliorate the situation and/or prevent the placement of the child or other family

member(s) outside the home. Children of teen parents are also considered a special circumstance.

- *foster care* – Services provided under the supervision of DYFS child protective services (CPS) in DYFS approved out-of-home placement designed to provide a substitute family for a child who needs care outside his or her home for a temporary or extended period of time, as part of a CPS case management plan. The DYFS foster care program includes services provided to CPS children in para foster care, children under the guardianship of DYFS and children who have been surrendered to DYFS.

- *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:

- a) Children identified by DYFS in child protective services and under the supervision of DYFS;
- b) Children identified as having special needs and/or circumstances;
- c) Children in families with incomes at or below 150 percent of the Federal Poverty Level; and
- d) 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.

- *teen parents* – Refers to parents who are age 19 years of age and below upon application for child care who are eligible to access child care certificates for their children in the CCDF program.

- *transitional child care (TCC) benefits* – Provide extended subsidized child care for up to two years for those WFNJ participants whose case has been closed due to earnings from employment.

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(Attachment 2.2)

A brief summary of topics raised during the 2008-2009 CCDF State Plan public hearings

Three regional public hearings were held, with total attendance by approximately 53 individuals. Public testimony was received at the three hearings by 22 presenters, plus 8 written only testimonies. Testimonies varied depending on the author, from concise single topic presentations, to very complex, detailed multi-faceted narrations. Based on the testimonies received during and after the public hearings, comments are categorized into the following major topic areas:

Reimbursement Rates

- The maximum reimbursement rate should be increased for all categories of subsidized child care, it is not sufficient and is below the current market rate.
- Child care rate should be based on the 75th percentile of the market rate.
- Increased funding allows providers to recruit and retain qualified staff by offering higher salaries through increased payment rates leading to less staff turnover and an increase in quality.
- The current subsidy rate may not allow parents the full freedom of choice, because not all centers accept the state rate.
- Quality care is expensive and many parents cannot afford the difference between what a center charges and what the state pays.
- Increased funding would lead to enhanced quality.
- Return to the State Median Income, not the Federal Poverty Index for income eligibility to child care programs.
- The policy of reducing payments when attendance falls below 80% should be revisited, a work group should be convened to develop an alternate policy.
- Rates for accredited centers should be increased. Accreditation is very expensive.

Co-payments

- Co-payments for child care are expensive for parents and some parents can barely afford the cost of co-payments for child care.
- Do not consider assessing Abbott centers a co-pay for wrap around child care services.
- All parents should pay a reasonable co-pay for all types of child care services including Abbott wrap around child care, the Early Launch to Learning (ELLI) program, and the Post Adoption Child Care (PACC) program.
- Support for the proposed Child Care Reform that eliminates co-payments for those whose income is 100% or less than the Federal Poverty Index (FPI), and a 10% reduction for all those paying a co-payment who's income is between 100% to 250% of the FPI.

Abbott School District Concerns & Comments

- All families should pay for full-time care according to income.
- Abbott teachers make significantly more than non-Abbott teachers, and this leads to staff turn over in non-Abbott centers.
- Poor Families live in all areas of the state, not just in Abbott districts, New Jersey funds pre-school programs based on geography.
- There is support for income eligibility for Abbott wrap around child care.
- Abbott initiatives and supports should be expanded and made available to all providers that comprise the child care service delivery system in

New Jersey.

- Centers only get support for special needs children during the education portion of the Abbott day.
- There is a recommendation to delay the proposed income based voucher system for payment until a work group has identified a process with realistic consequences for non-payment of services.

Special Needs Child Care

- There is a need to increase resources for special needs child care, because costs for this care are very high.
- Expand training opportunities for providers of special needs child care, and additional technical assistance and diversity training for child staff.
- Inclusive practices should be infused into all training staff attend.
- There is a recommendation that a Special Needs Coordinator position be developed.
- Sufficient funding should be made available to ensure that all children with special needs are served.
- There should be increased funding for centers who serve 15% or more capacity with special needs children.

Infant/Toddler Child Care

- There is significant support for an infant/toddler specialist in every CCR&R, or a team of infant/toddler specialists to train providers and staff, to promote quality and to develop safe, stimulating environments for infants and toddlers in child care.
- If funds are not available for an infant/toddler specialist in each county CCR&R, funding could possibly be secured to establish an infant/toddler specialist on a regional basis.
- Infant/toddler specialists can become core trainers for the Infant/Toddler credential.
- There is a need to expand the number of infant/toddler slots because the supply does not meet the demand, leaving parents with limited choices for child care.
- DHS should fund a major initiative for capital expansion costs (and other expenses) to increase the number of infant/toddler child care slots.

Community Based Contract (CBC) Child Care Centers

- Provide CBCs with an adequate yearly cost of living increase so they can continue to offer high quality care.
- CBS offer high quality care for less than the cost of Abbott centers.
- CBCs should be given adequate compensation for conducting self-assessments and using appropriate environmental Rating scales.
- CBCs are required to implement the DOE Pre-School Expectations Standards for Quality in their programs, and should be given the funding to implement the Expectations.

- CBCs still have to secure a donor match, and the state should advocate for shared match funds as donor match funds are getting difficult to obtain.
- CBCs should be funded adequately so that staff working there do not have to live with a salary under the Federal Poverty Level.
- CBCs are not allowed to charge subsidy families the difference in what they charge non-subsidy families, making it difficult for CBCs to meet expenses.

Waiting List Comments

- Because of the waiting list many low-income families do not receive the child care assistance they need in a timely manner.
- The waiting list is a barrier to families receiving child care, especially when they cannot afford to pay for child care on their own.
- Encourage the state to increase funding levels to serve all families eligible to receive a child care subsidy.

Professional Development

- There is a need for professional development that focus on diversity, bullying prevention, issues of equality, and to promote the social and emotional wellness of young children.
- There is a need to continue and expand professional development funding for child care staff on a statewide basis, and at every level.
- It is recommended that financial and technical assistance be provided to both, first time and renewing accreditation applicants.
- Increase funding for professional development opportunities for provider training and scholarships for family child care providers.
- Support the continuation of funding and scholarships for the State-wide Accreditation Facilitation Project to increase child care quality.
- Accreditation encourages self improvement, that leads to increased overall quality, however the costs of accreditation have gone up because of a revised accreditation process.
- There is discussion of developing Regional Impact Centers to coordinate the delivery of programs and initiatives.
- A recommendation to link early childhood professionals in support networks, to further enhance professional growth.
- Professional Impact NJ is looking to revise the Director's Academy to include a Director's Academy credential.

Fiscal Integrity Issues

- Fiscal Integrity issues should continue to be addressed by a coalition of representatives including: state representatives, the child care community, systems specialists and legal experts.
- There is growing support for changes in the child care payment system such as conducting wage matching, to develop sanctions for providers and families who commit or initiate fraudulent activities, and to develop

the tax intercept program to aid in the enforcement of improper payment policies.

- There is support for New Jersey participating in the national error Rate pilot program.
- There is overwhelming support for the new parent certification page to help control improper payments.
- Any money saved from implementing new improper payment and recoupment policies should be used to lower the child care waiting list and increase the reimbursement rate.

Initiatives and other comments

- Continued support for collaboration with DHS, DFD, the Child Care Advisory Council, Early Childhood Comprehensive Systems, Healthy Child Care America, Build, the Map to Inclusive Child Care, and the National Governors Association's Ready Set Grow.
- The number of registered Family Child Care providers is apparently going down. Recommend that a work group be convened to study why this is happening and to come up with recommendations to reverse this trend.
- Centers are having a tough time adjusting to new environmental requirements for Licensing, and they may need financial assistance to meet the new requirements.
- Recommend improvement to statewide child care data collection, information sharing, and research for all child care related information.
- Develop a pilot program to provide incentives to programs to offer Transportation.
- Develop a Quality Rating system for child care programs, similar to the Build supported pilots in Camden and Trenton, including tiered Reimbursement, based on the quality rating received.
- The Child Welfare Reform Plan that developed the Post Adoption Child Care (PACC) program did not include school-age children due to funding constraints. A dialogue should be established to revisit this policy.
- The WFNJ workforce frequently works beyond 9-5 hours, and a pilot program, with incentives to encourage odd-hour care would help these families.
- Continued support for the School-Age Technical Assistance Program with the New Jersey School-Age coalition.
- Continued support for the Emergency Preparedness effort in cooperation with the New Jersey Department of Health and Senior Services.
- There is serious concern for CCR&R staff safety for doing sight visits for approved home and in-home care in unsafe urban areas.
- Continued support for the Child Care Health Consultants, they serve a vital needed role, they provide on-site technical assistance, program reviews and workshops for providers.
- Summer camp and full-day child care are paid at the same rate by the state, but summer camp is actually more expensive.

STATE PLAN FOR CCDF SERVICES
NJ DEPARTMENT OF HUMAN SERVICES
DIVISION OF FAMILY DEVELOPMENT
FOR THE PERIOD 10/1/05 – 9/30/07

- The Bright Beginnings Revolving Loan fund needs better advertising for provider awareness, to increase utilization to those in need.

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