

PLAN FOR CCDF SERVICES IN THE  
NEW JERSEY DEPARTMENT OF HUMAN SERVICES, DIVISION OF FAMILY DEVELOPMENT  
FOR THE PERIOD 10/1/09 – 9/30/11

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**CHILD CARE AND DEVELOPMENT FUND PLAN FOR THE**

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

**FFY 2010-2011**

This Plan describes the CCDF program to be conducted by the State/Territory for the period 10/1/09 – 9/30/11. 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.

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

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

**Form ACF 118 Approved OMB Number: 0970-0114 expires [INSERT DATE]**

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**AMENDMENTS LOG**

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Lead Agencies must submit plan amendments within 60 days of the effective date of an amendment (§98.18 (b)).

**Instructions for Amendments:**

- 1) Lead Agency completes the first 3 columns of the Amendment Log and sends a photocopy of the Log (showing the latest amendment sent to ACF) and the amended section(s) to the ACF Regional Office contact. Lead Agency also should indicate the Effective Date of the amended section in the footer at the bottom of the amended page(s). A copy of the Log, showing the latest amendment pending in ACF, is retained as part of the Lead Agency's Plan.
- 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 "old" plan pages that are superseded by amendments in a separate appendix to its Plan. This is especially important as auditors will review CCDF Plans and examine effective date of changes.

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

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## 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/Territory 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

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

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

Jennifer Velez, Commissioner  
Department of Human Services

Phone Number: 609-292-3717  
Fax Number: 609-292-3824  
E-Mail Address: Jennifer.Velez@dhs.state.nj.us

Web Address for Lead Agency (if any):

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

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

Name of the State/Territory 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/Territory Child Care Contact:

Assistant Director, Child Care Operations  
NJ 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  
And Fax Number: **Phone** (609) 588-2401; **Fax** (609) 588-3369  
E-Mail Address: [Jeanette Page-Hawkins@dhs.state.nj.us](mailto:Jeanette.Page-Hawkins@dhs.state.nj.us)

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

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

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

Web Address for CCDF program information (for the public) (if any): \_\_\_\_\_

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

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**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, 2009 through September 30, 2010. (§98.13(a))

CCDF:		\$ <u>107.7 M</u>
Federal TANF Transfer to CCDF	:	\$ <u>80.0 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>60.1 M</u>
Total Funds Available:		\$ <u>274.2 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): \$ 10.2 M ( 3.7%). (658E(c) (3), §§98.13(a), 98.52)

**1.5 Administration of the Program**

**1.5.1** 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 Targeted Funds and Set-Aside?

- Yes.
- No. If no, use **Table 1.5.1** below to **identify** the name and type of agency that delivers services and activities. 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.

**Table 1.5.1: Administration of the Program**

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

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<b>Service/Activity</b>	<b>Agency</b>	<b>Non-Government Entity (see Guidance for definition)</b>
b) Non-TANF families	16 Child Care Resource and Referral Agencies serving 21 counties & 140 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

**1.5.2. Describe** how the Lead Agency maintains overall internal control for ensuring that the CCDF program is administered according to the rules established for the program (§98.11).

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

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



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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.

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

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

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

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

Plans for utilization of the American Recovery and Reinvestment Act are pending final approval and will be submitted with the final plan or via a plan amendment.

**1.5.3. Describe** how the Lead Agency ensures adequate personnel, resources, systems, internal controls, and other components necessary for meeting CCDF reporting requirements (658K, §98.67, §§98.70 & 98.71, §§98.100 to 102), including the Lead Agency’s plans for addressing any reporting deficiencies, if applicable. At a minimum, the description should address efforts for the following reporting requirements:

**Within the Division of Family Development there are distinct, separate units that handle the different types of reporting described below:**

a) Fiscal Reporting: (ACF-696):

The Administrative Analyst (AA) in the DFD Financial Reporting Unit is responsible for preparing the ACF-696. Once all information and reports are received from the contracted agencies, the AA enters the information in the appropriate categories on the ACF-696. Once the report is completed by the AA it is reviewed by the unit supervisor for accuracy and completeness. Any necessary additions, corrections or

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changes are made by the AA and returned to the unit supervisor for final review and approval. When the supervisor approves the report a meeting is scheduled with the DFD Financial Administrator to review and discuss the report with the AA and Supervisor prior to submission to ACF using the On Line Data Reporting (OLDC) system. The AA then enters and validates the ACF-696 on OLDC. The Supervisor then goes onto OLDC and certifies and submits the report.

b) Data Reporting: (ACF 800 and 801):

ACF 801 – Child Care Case Level Report:

The DFD Office of Information Systems (OIS), on a monthly basis, compiles case level data on families and children receiving subsidized child care (including demographic data and payment data) which is extracted from CARES (voucher system), CTRX (contracted center reporting system) and OMEGA (TANF child care reporting system). One file with unduplicated data is electronically sent to the Child Care Bureau Information System for processing. This is the entire population of federally funded children served in a month. This file is sent 90 days after the end of the month reported. A file is returned with a summary of the data. When the file is returned, the data is loaded into the Child Care Viewer application for the additional reports and information.

ACF 800 – Aggregate Data Report:

The ACF 800 report provides unduplicated counts of families and children that received subsidized child care for the federal fiscal year (October 1 through September 30). Also, it includes an unduplicated count of child care providers utilized by the children for the FFY. The totals for this report are accumulated each month from the data reported in the monthly ACF 801. Before submitting this report, the totals are generated and verified by the Administrative Analyst in OIS. Additional data is obtained from the DFD Child Care Operations Unit for the number of families receiving consumer education. The percentage of pooled funds is obtained from the Financial Reporting Unit.

This reported is submitted by December 31 (three months after the reporting period). It is submitted via the web to the Child Care Bureau.

C) Error Rate Reporting: (ACF – 400 to 402):

The DFD Office of Planning and Operations Review, Bureau of Quality Control has the primary responsibility for conducting the Error Rate Review. Cases are randomly selected from the three DFD systems: the CARES (voucher system), CTRX (contracted center reporting system) and OMEGA (TANF child care). The Error Review Worksheet has been customized for New Jersey and DFD use to assist reviewers with determining child care eligibility. At least two to four quality control reviewers will be conducting the case reviews working with Child Care Operations

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staff who will provide training and technical assistance. After the cases are reviewed, the error rating tool is reviewed for accuracy and completeness by a QC supervisor. Results may be forwarded to Child Care Operations for verification. Approximately 276 cases are to be reviewed during the review period not including any replacement cases. The Office of Planning and Operations Review will summarize the results and forward the State Improper Authorizations for Payment Report to the Child Care Bureau.

### **1.6 Funds Used to Match CCDF**

**1.6.1** Will the Lead Agency use public funds to meet a part of the CCDF Match requirement pursuant to §98.53(e)(1)?

- Yes, **describe** the activity and source of funds: \_\_\_\_\_
- No.

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

- Yes. If yes, are those funds: (**check one below**)
- Donated directly to the State?
- Donated to a separate entity or entities designated to receive private donated funds?

a) How many entities are designated to receive private donated fund?

b) **Provide** information below for each entity:

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Contact: \_\_\_\_\_

Type: \_\_\_\_\_

- No.

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**1.6.3** 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 (**respond to 1.6.5**), and:

- a)  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).
- b) (\_\_\_\_ %) Estimated percentage of the MOE requirement that will be met with Pre-K expenditures. (Not to exceed 20%.)
- c) If the Lead Agency uses Pre-K expenditures to meet more than 10% of the MOE requirement, **describe** how the Lead Agency will coordinate its Pre-K and child care services to expand the availability of child care (§98.53(h)(4)):

No.

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

Yes (**respond to 1.6.5**), and

- a) ( 10 %) Estimated percentage of the Matching Fund requirement that will be met with pre-K expenditures. (Not to exceed 30%.)
- b) If the State uses Pre-K expenditures to meet more than 10% of the Matching Fund requirement, **describe** how the State will coordinate its Pre-K and child care services to expand the availability of child care (§98.53(h)(4)):

No.

**1.6.5** If the Lead Agency indicated “yes” to 1.6.3 or 1.6.4, **describe** Lead Agency 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.

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

**1.6.6** Will the Lead Agency use any other funds to meet a part of the CCDF Match requirement pursuant to §98.53(e)(1)?

- Yes, **describe** the activity and source of funds:
- No.

### **1.7 Improper Payments**

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

- Yes, and these strategies are:

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

- Continue to use Wage Match reports for the social security numbers on both our CARES and CTRX computer systems to

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identify income discrepancies 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 the New Jersey *Manual of Requirements for Child Care Centers*;
- New Jersey is participating in the Federal Child Care Error Rate Reporting as a year three reporting state and DFD is currently training the required Quality Control (QC) personnel to conduct the necessary case reviews;
- Has implemented a revised parent/applicant "certification" as part of the revised child care application; and
- Developed a revised repayment agreement: When an overpayment is determined, a CCR&R must immediately establish a repayment agreement with the parent/applicant or the child care provider and issue a 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. If no payment is made for six months then the case is referred to the State Offset Individual Liability system. (See the next bullet)
- Currently implementing the State Offset Individual Liability (SOIL) system that will intercept state income returns, homestead rebates or state property tax rebates for anyone owing child care money to the state because of an improper payment.

No. If no, are there plans underway to determine and implement such strategies?

Yes, and these planned strategies are: \_\_\_\_\_

No.

## 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 a) **consulted** and b) **coordinated** (as defined below), by checking the appropriate box(es) in Table 2.1.1.

*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 services, 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, and (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).

**Table 2.1.1 Consultation and Coordination**

Agency	a) Consultation in Development of the Plan	b) Coordination with Service Delivery
Representatives of local government	<input checked="" type="checkbox"/> *	<input checked="" type="checkbox"/>
Other Federal, State, local, Tribal (if applicable), and/or private agencies providing child care and early childhood development services.	<input type="checkbox"/>	<input 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"/> *

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Agency	a) Consultation in Development of the Plan	b) Coordination with Service Delivery
TANF	<input type="checkbox"/>	<input checked="" type="checkbox"/> *
Indian Tribes/Tribal Organizations, when such entities exist within the boundaries of the State	<input type="checkbox"/> N/A	<input type="checkbox"/> N/A*
State/Tribal agency (agencies) responsible for:		
State pre-kindergarten programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Head Start programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Programs that promote inclusion for children with special needs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other (See guidance):	<input type="checkbox"/>	<input type="checkbox"/>

\* **Required.**

**For each box checked in Table 2.1.1, (a) identify** the agency(ies) 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.

DFD was a participating member of the legislatively mandated N.J. Child Care Advisory Council (CCAC), formerly the primary advisory body on early care and education and child care related issues. Presentations on a variety of child care specific issues were made at their monthly meetings and at various subcommittees.

Due to a mandate within the Head Start Reauthorization Act, the NJ Child Care Advisory Council has been merged into the new State Early Childhood Advisory Council within the Department of Education. In September of last year, the Head Start/State Collaboration project also transitioned to the Department of Education.



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The list of participating organizations that are asked for consultation 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;
- ACNJ – Association for Children of New Jersey;
- CITE – Coalition of Infant/Toddler Educators;
- FDCONJ – Family Child Care Organization of New Jersey;
- LWVNJ – 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;
- 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;
- NJFCCPA – New Jersey Family Child Care Providers Association;
- PINJ – Professional Impact New Jersey
- 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 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 ongoing communication and participation with units of local government, as well as providers, employers and the general public.

**2.1.2 Emergency Preparedness and Response Plan for Child Care and Early Childhood Programs.** Lead Agencies are encouraged to develop an emergency preparedness and response plan for child care and other early childhood programs operating in the State/Territory. The plan should include provisions for continuity of services and child care assistance payments to families and providers in the event of an emergency or disaster. Indicate which of the following best describes the current status of your efforts in this area. **Check only ONE.**

- Planning.** Indicate whether steps are under way to develop a plan. If so, describe the time frames for completion and/or implementation, the steps anticipated and how the plan will be coordinated with other emergency planning efforts within the State/Territory.
- Developing.** A plan is being drafted. Include the plan as Attachment 2.1.2, if available.
- Developed.** A plan has been written but has not yet been implemented. Include the plan as Attachment 2.1.2, if available.
- 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:**

a) **Describe** the progress made by the State/Territory in planning for an emergency or disaster event with regards to the operation of child care and early childhood education programs.

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DFD is currently in the planning stage of developing an Emergency Preparedness and Response Plan for Child Care and Early Childhood Programs. This plan will be a coordinated effort with county Child Care Resource and Referral agencies that will be required to submit an emergency preparedness plan to DFD, that will be incorporated into a Division-wide Emergency Preparedness and Response Plan.

**b) Describe** provisions the Lead Agency has in place for the continuation of core child care functions during and after a disaster or emergency.

Under development.

**c) Describe** efforts the Lead Agency has undertaken to provide resources and information to families and child care providers about ways to plan and prepare for an emergency or disaster situation.

See d) below.

**d) Describe** how the Lead Agency is coordinating with other State/Territory agencies, private, and/or non-profit charitable organizations to ensure that child care and early childhood programs are included in planning, response, and recovery efforts.

The DHS Bureau of Emergency & Environmental Response is the Departmental Office in charge of coordinating information for staff in the event the U.S. Government issues a Threat Level Red or other State of Emergency declaration.

Depending on the type of emergency, additional information will be provided by the DHS Bureau of Emergency and Environmental Response through supervisory personnel.

In response to the recent H1N1 flu outbreak, DFD has collaborated with New Jersey's Department of Health and Senior Services (DHSS) to communicate procedures for emergency response and potential closure of child care programs throughout New Jersey.

DHSS has made it a priority to strengthen New Jersey's infrastructure to prepare for any public health emergency, act of terrorism, natural disaster, or an emerging infectious disease. Through this effort DHSS 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 former Child Care Advisory Council meetings, CCR&R Quarterly meetings and quarterly CBC forums to help get the word out concerning emergency planning for child care centers

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and family child care homes. Programs have been informed that they must be prepared to submit their plans as a contract obligation in the near future.

**2.1.3 Plan for Early Childhood Program Coordination.** Lead Agencies are encouraged to develop a plan for coordination across early childhood programs. **Indicate** which of the following best describes the current status of your efforts in this area. **Note: Check only ONE.**

- Planning.** Are there steps under way to develop a plan?
- Yes, and **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.
- No.
- Developing.** A plan is being drafted. Include the draft as **Attachment 2.1.3** if available.
- Developed.** A plan has been written but has not yet been implemented. Include the plan as **Attachment 2.1.3** if available.
- Implementing.** A plan has been written and is now in the process of being implemented. Include the plan as **Attachment 2.1.3**.
- Other (describe):**

**a) Describe** the progress made by the State/Territory in planning for coordination across early childhood programs since the date of submission of the 2008-2009 State Plan.

DFD continues to coordinate with the NJ Department of Education to ensure the delivery of seamless early childhood services for preschool children that need wrap around child care.

**b) Indicate** whether there is an entity that is, or will be, 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.

Ongoing 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)

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programs. DOE has the responsibility for school districts and public school programs.

In addition to having the primary responsibility for funding 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 fund six hours of preschool education, and DHS pays for up to four hours of wrap around 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 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, DCF, DYFS, and DOE, concerning areas of Early Care and Education.

c) **Describe** the results or expected results of this coordination. Discuss how these results relate to the development and implementation of the State/Territory'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 past efforts of the Child Care Advisory Council and through future efforts of the Department of Education's Early Care and Education Council information will continue to be shared throughout all areas of the state to provide 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 DFD Office of Child Care Operations (CCO), Professional Impact New Jersey (formerly called the New Jersey Professional Development Center (NJPDC) for Early Care and Education), 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 various 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 Expectation Standards of Quality* for all licensed CBC child care centers commencing October 1, 2006;
- Promotion of legislation that supports and early care and education goals;
- Support for 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 former CCAC Professional Development Committee created and disseminated a statewide informational brochure on the Preschool-third grade teaching certificate;
- In cooperation with NCCIC, Professional Impact New Jersey launched a Cross Sectors Planning Process that includes DOE, DHSS, and community based providers to examine the professional development system and ensure inclusion of professions from all areas;
- Professional Impact New Jersey also conducted a Director's Survey to determine the professional development needs of directors in licensed centers;
- Professional Impact New Jersey 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; and
- Professional Impact New Jersey continues to encourage use of 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

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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.

Professional Impact New Jersey 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; and
- 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.

**d) Describe** how the State/Territory's plan supports, or will support, continued coordination among the programs. Are changes anticipated in the plan?

Through ongoing collaboration the above efforts form the basis for the development and continued implementation of early learning guidelines. Through the efforts of the new State Early Childhood Advisory Council, coordinated by the Department of Education, coordination will continue with the DHS, DFD, DCF, DYFS, DCA, DOE, Department of Labor and Work Force Development, Head Start and the many advocacy groups. Ongoing coordination between early childhood programs and Departments continues to be 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/Territory-wide public hearing process held to provide the public an opportunity to comment on the provision of child care services under this Plan. (658D(b)(1)(C), §98.14(c)) At a minimum, the description must provide:

- a) Date(s) of notice of public hearing: \_\_\_\_\_
  - b) Manner of notifying the public about the public hearing:
  - c) Date(s) of public hearing(s): \_\_\_\_\_
  - d) Hearing site(s):
  - e) How the content of the plan was made available to the public in advance of the public hearing(s):
  - f) **Attach** a brief summary of the public comment process as **Attachment 2.2**.
- Date(s) of statewide notice of public hearing May 12, 2009
  - Manner of notifying the public about the statewide hearing Written notice will be provided to the statewide child care community through direct mailing, Informational Transmittals, Public Notice in several regional newspapers and internet posting.
  - Date(s) of public hearing(s) June 2, 2009 Northern NJ; June3 , 2009 Southern NJ
  - Hearing site(s) Northern Region will be held at: Kean University in Union N.J. June 2, 2009 from 1:00 p.m. to 4:00 p.m.; and the Southern Region will be held at: Education Information resource Center (EIRC) in Sewell N.J. June 3, 2009 from 1:00 p.m.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 will be provided to the broad child care community, consisting of, CCR&Rs, and licensed/registered child care providers, via DFD Information Transmittal Letters and announcements in various local newspapers. Prior to the hearings, copies of the CCDF State Plan will be distributed to several child care advisory groups including NJACCRRRA, DOE Early Education Council



and Policy Development Board (PDB). The State Plan will be 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 will be given for parent/provider participation for the DHS CCDF State plan public hearings. Notices are distributed to the following child care entities:

- The 16 CCR&Rs to share with applicants, providers and provider groups;
- Over 4400 licensed child care providers;
- Approximately 140 CBCs;
- Over 2,500 active registered family child care providers;
- Various Human Service agencies;
- County Human Service Advisory Councils;
- School Superintendents;
- New Jersey State Departments;
- Parent advocacy organizations including SPAN and ACNJ; and
- electronically via the DHS Public Notices web page.

### **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 the State plans to continue 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 132, as of March 2009.

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

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

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

## 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:

- a) a description of the form(s) of the certificate (§98.16(k)):

Parents seeking services utilize the universal child care application which is submitted to the CCR&R in their respective counties. Once the parent/applicant is determined eligible to receive a child care subsidy by the Child Care Resource and Referral (CCR&R) agency, the child care provider selected by the parent receives a 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's automated system. 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.

**Program:** The program component from which the family is eligible to receive a subsidy, i.e. Child Care Assistance Program (CCAP) or Child Protective Services, (CPS) 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 last four digits of the social security number of the licensed child care center, family child care provider or family friend and neighbor (FFN) will be indicated.

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**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 last four digits 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.

**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.

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**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.

- b) a description of how the certificate 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.

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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 and provider are 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 types of child care services offered is outlined for parents/applicants and providers in both the 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)
- FFN (Relative)
- FFN (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.**

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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 retrospectively through a similar system as the New Jersey Cares for Kids (NJCK) vouchers, as explained in the WFNJ Child Care Support Parent Handbook.

- c) 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 (this may be expressed in terms of dollars, number of slots, or percentages of services), and **explain** how the Lead Agency ensures that parents offered child care services are given the option of receiving a child care certificate. (§98.30(a) & (b)).

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 on the application the type of subsidy they wish to receive.

- d) **Attach** a copy of your eligibility worker's manual, policy handbook, administrative rules or other printed guidelines for administering the child care subsidy program as **Attachment 3.1.1.**

The Child Care Operations Manual is **Attachment 3.1.1.** and will be revised to reflect changes in the administration of the subsidy program as a direct result of a new Request For Proposals (RFP) for the Child Care Resource and Referral Program. The CCR&Rs awarded contracts from DFD will administer specified child care voucher programs and other quality programs as specified in the RFP that improve the provision of child care services.

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Policy updates and revisions are issued in the form of instructions whenever necessary.

**Note:** If these materials are available on the web, the Lead Agency may provide the appropriate Web site address in lieu of attaching hard copies to 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 **describe** the type(s) of child care services available through the grant or contract, 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 must adhere to all licensing requirements as specified in the *Manual of Requirements for Child Care Centers* (NJAC 10:122); and are required to adhere to all regulatory requirements as specified in the Child Care Services Manual (NJAC 10:15) as well as their individual contract with DFD.

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.



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- CBC staff shall assist the applicant with the application process after the referral is made.
- Eligible families, who may/may not be placed on a CBC waiting list, may also be 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 through the local county CCR&R.
- 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** Are child care services provided through certificates, grants and/or contracts offered throughout the State/Territory? (658E(a), §98.16(g)(3))

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

**3.1.4** The Lead Agency must allow for in-home care (i.e., care provided in the child's own home) but may limit its use. 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.

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

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

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

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

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

### **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.

**3.2.1 Provide** a copy of your payment rates as **Attachment 3.2.1**. The attached payment rates were or will be effective as of **July 1, 2008**.

**3.2.2** Are the attached payment rates provided in Attachment 3.2.1 used in all parts of the State/Territory?

Yes.

No, and other payment rates and their effective date(s) are provided as **Attachment 3.2.3**.

**3.2.3 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

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

- a) The month and year when the local market rate survey(s) was completed (§98.43(b)(2)): **Estimated completion of a draft document is May 2009.**
- b) A copy of the **Market Rate Survey instrument** and a **summary of the results** of the survey are provided as **Attachment 3.2.3**. 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.

**PLEASE NOTE:** This Information is currently pending review and approval of the current market rate survey and will be included as an attachment to the final CCDF State Plan as attachment 3.2.3.

**3.2.4** Does the Lead Agency use its **current** Market Rate Survey (a survey completed no earlier than 10/1/07) to set payment rates?

Yes.

No.

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

**3.2.5** At what percentile of the **current** Market Rate Survey is the State payment rate ceiling set?

**PLEASE NOTE:** Payment rates used for subsidy reimbursements in New Jersey are less than the current market rates for some categories of care. The actual market rater comparison will be included in the final state plan, upon completion of the current Market Rate survey analysis.

**Note:** If you do not use your current Market Rate Survey to set your rate ceilings or your percentile(s) varies across categories of care (e.g., type of setting, region, or age of children), **describe** and provide the range of variation in relation to your current survey.

**3.2.6 Describe** the relationship between the attached payment rates and the market rates observed in the current survey, including at a minimum how 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: (§98.43(b))

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SFY 2009 Maximum Child Care Payment Rates (see attachment 3.2.1) include an across the board cost of living adjustment (COLA) of 3% that was effective January 1, 2008, 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, 2008 also include a 6% cost of living adjustment for registered family child care homes, accredited family child care homes and approved home child care.

(See figure 1 Licensed Center Rates and figure 7 Family Child Care Rates in the Market Rate Survey that will be attached to the final CCDF State Plan.)

**3.2.7** 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.

**3.2.8** Does the State have any type of tiered reimbursement or differential rates?

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.

**3.2.9 Describe** how the Lead Agency ensures that payment rates do not exceed the amount paid by the general public for the same service. (§98.43(a))

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In order to be eligible for subsidy payments, all child care providers must provide a schedule of provider charges to the local CCR&R to ensure that payment rates do not exceed the amount paid by the general public for the same service. This information is entered into local CCR&R provider data base.

### **3.3 Eligibility Criteria for Child Care**

#### **3.3.1 Age Eligibility**

a) 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? (658E(c)(3)(B), 658P(3), §98.20(a)(1)(ii))

Yes. If yes, **define** physical and mental incapacity in Appendix 2, and **provide** the upper age limit 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.

b) 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 Table 3.3.2 below based upon initial entry into the CCDF program. Complete Columns (c) and (d) **ONLY IF** the Lead Agency is using income eligibility limits lower than 85% of the SMI.

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**Table 3.3.2 Income Eligibility**

Family Size	(a) 100% of State Median Income (SMI) (\$/month)	*(b) 85% of State Median Income (SMI) (\$/month) [Multiply (a) by 0.85]	IF APPLICABLE	
			Income Level if lower than 85% SMI	
			** (c) \$/month Entrance / Exit FPI 200% / 250%	(d) % of SMI [Divide (d) by (a), multiply by 100] Entrance & Exit
1	\$4092	\$3479	\$1805 / 2256	44%    55%
2	\$5352	\$4549	\$2428 / 3035	45%    56%
3	\$6611	\$5619	\$3052 / 3815	46%    58%
4	\$7870	\$6690	\$3675 / 4594	47%    58%
5	\$9129	\$7760	\$4298 / 5373	47%    59%

**Note:** Table 3.3.2 should reflect maximum eligibility upon initial entry into the CCDF program.

**\* Please note that column (b) represents 85% of State Median Income in New Jersey for Federal Fiscal Year 2009.**

**\*\*Please note that column (c) represents our entry/exit level for all families effective 10/01/09: entrance level is based on 200% of the 2009 Federal Poverty Index (FPI); and the exit level is based on 250% of the 2009 FPI. Note: TANF families leaving TCC may enter the CCDF with income up to 250% of the FPI.**

a) Does the Lead Agency have “tiered eligibility” (i.e., a separate income limit for remaining eligible for the CCDF program)?

Yes. If yes, **provide** the requested information from Table 3.3.2 and **describe**. **Note:** This information can be included in a separate table, or by placing a “/” between the entry and exit levels in the above table.

No.

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

c) These eligibility limits in column (c) became or will become effective on: **10/01/09.**

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d) How does the Lead Agency define “income” for the purposes of eligibility?  
**Provide** the Lead Agencies definition of “income” for purposes of eligibility determination. (§§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 **including overtime and bonus pay.**

e) Is any income deducted or excluded from total family income (e.g., 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.

f) **Describe** whose income is excluded for purposes of eligibility determination.

### 3.3.3 Work/Job Training or Educational Program Eligibility

a) How does the Lead Agency define “working” for the purposes of eligibility?  
**Describe** the specific activities that are considered “working” for purposes of eligibility determination, including minimum number of hours. (§§98.16(f)(6), 98.20(b))

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

**Full-time employment means, for child care eligibility, employment that totals 30 or more hours per week.**

b) Does the Lead Agency provide CCDF child care assistance to parents who are attending job training or an educational program?

Yes. If yes, how does the Lead Agency define “attending job training or educational program” for the purposes of eligibility? **Describe**, the specific activities that are considered “job training and/or educational program”, including minimum number of hours.  
(§§98.16(f)(3), 98.20(b))

No.

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

**3.3.4 Eligibility Based Upon Receiving or Needing to Receive Protective Services**

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

Yes. If yes, **provide** a definition of “protective services” in Appendix 2. Does the Lead Agency waive, on a case-by-case basis, the co-payment and income eligibility requirements for cases in which children receive, or need to receive, protective services? (658E(c)(3)(B), 658P(3)(C)(ii), §98.20(a)(3)(ii)(A))

Yes.

No.

In the event that protective child care services are deemed necessary as part of a case plan for a Child Protective Services (CPS) Priority 1 child who is residing in 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.**



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b) Does the Lead Agency 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 Lead Agency considers these children to be in protective services.)
- No.

**3.3.5 Additional Conditions for Determining CCDF Eligibility**

Has the Lead Agency established any additional eligibility conditions for determining CCDF eligibility? (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 receipt of 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**

**3.4.1** At a minimum, CCDF requires Lead Agencies to give priority for child care services to children with special needs, or in families with very low incomes. **Complete** Table 3.4.1 below regarding eligibility priority rules. For columns (a) through (c), **check** only one box if reply is “Yes”. Leave blank if “No”. **Complete** column (e) only if you check column (d).

**Table 3.4.1 Priorities for Serving Children**

	How does the Lead Agency prioritize the eligibility categories in Column 1?	
	<b>CHECK ONLY ONE</b>	<b>CHECK ONLY IF APPLICABLE</b>

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

\* Required

**3.4.2 Describe** how the Lead Agency prioritizes service for the following CCDF-eligible children: (a) children with special needs, (b) children in families with very low incomes, and (c) other. 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 Child Care Assistance Program (CCAP). As long as they remain eligible for the NJCK CCAP 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 CCAP program.

**The New Jersey Cares for Kids (NJCK)** program operates with three components: Post Transitional Child Care (PTCC), Child Care Assistance Program (CCAP), 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 follows of income eligibility criteria for program entrance priorities:**

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

Priority 2: Priority placement consideration for subsidized child care services or service shall be given to a child who is not under the child protective service supervision of DYFS and who has been initially determined eligible on the basis of the annual gross family income for the family size, as indicated in Entrance Tiers A, B, and C below. One parent/applicant in a single parent family or both parents in two parent families shall also meet the following conditions in order for the child to be considered eligible for Priority 2 placement:

Higher priority placement consideration shall be given to a Priority 2 or 3 child if a child considered for subsidized child care services is identified as having special

needs or special circumstances due to a physical, medical, emotional, mental, cognitive, or developmental condition through a written referral from DYFS, DFD, CWA/BSS, legal, medical, or social service agency, emergency shelter, or public school. Children of teen parents who are 19 years of age and below and enrolled in high school are also considered a special circumstance.

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

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

Priority 3: Priority placement consideration for subsidized child care services shall be given to a child who is not under the child protective service supervision of DYFS and who has been initially determined eligible on the basis of the annual gross family income for the family size, as indicated in Entrance Tiers A, B, and C below.

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

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

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

**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-pay 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 (FFN 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 confirmed vacancies.

If the parent selects FFN (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 (FFN 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 FFN (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 Child Care Assistance Program (CCAP). They are then replaced by those families whose TCC benefits are about to end.

**D. Child Care Assistance Program (\*)** – Families shall be in need of child care services in order to remain employed full time or to accept full-time employment or to attend full-time educational and/or work/training programs, 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, as 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))

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- Yes, and the additional priority rules are: **(Terms must be listed and 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 have a waiting list of eligible families that they are unable to serve?

- Yes. If yes, **describe**. At a minimum, the description should indicate:
- a) Whether the waiting list is maintained for all eligible families or for certain populations?
  - b) Whether the waiting list is maintained for the entire State/Territory or for individual localities?
  - c) 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 Childcare Automated Resource and Eligibility System (CARES).

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

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

Effective 10/01/09 the NJCK waiting list will also include children of families that are waiting to receive subsidy services at the licensed child care centers that have contracts with DFD. The consolidated waiting list will allow DFD to have a more comprehensive view of the demand for child care services statewide.

### **3.5 Sliding Fee Scale for Child Care Services**

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

- a) **Attach** the sliding fee scale as **Attachment 3.5.1**.
- b) **Describe** how the sliding fee scale is administered, including how the family's contribution is determined and how the co-payment is assessed and collected:

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. Families with income below 100% of the Federal Poverty Level are not assessed co-payment fees.

The co-payment fees for families determined eligible to receive a subsidy will be assessed using the established Child Care Co-Payment Fee Schedules and will be automatically generated by CARES for the CCAP program, but manually assessed by the contracted centers and confirmed on the CTRX system.

A part-time co-payment shall be determined for all school-age children, unless the school-age child is in full-time child care, for the entire period of the agreement. In this instance the co-payment determination will be based on the full-time care arrangement.

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Based upon the established Child Care Co-Payment Schedule, the amount of the monthly co-payment fee is assessed based on that family's annual gross income, the family's size, the number of hours of child care services (full-time /part-time) provided and the number of children in care. The co-pay is determined on the first care day of the month and it is not affected by changes which may occur later that month.

For all families, a co-payment fee is assessed for a maximum of two children per family; no additional fee is assessed for the third and additional children in a family receiving care.

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

If two or more children in the family are in a full-time care arrangement, a full-time (100%) monthly co-payment fee is assessed for the child with the highest cost of care, while the fee for a sibling is assessed at three-fourths (75%) of the full-time monthly fee.

If at least one child in the family is in a full-time care arrangement and the second and subsequent children are in part-time care arrangements, the full monthly fee (100%) is assessed to the child in full-time care while the monthly fee for a sibling is assessed at three-fourths (75%) of the part-time co-payment amount.

Monthly fees are to be paid by the parent to one provider of care based on the child care arrangements of the family. The amount is paid in total to the provider of the highest cost of care as determined by CARES.

The assignment of the family's co-payment fee for CCAP is completed by CARES. Therefore, when a family has one child in NJCK and another in a DHS subsidized child care center (i.e., CBC) as identified by the application, the contracted CCR&R agency shall be responsible for contacting the appropriate center, in writing, to ensure the family co-payment is accurately assessed and paid based on the appropriate DHS procedures.

c) The attached sliding fee scale was or will be effective as of **10/01/09**.

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

Yes, and **describe** those additional factors:

No.

As stated above the hours of care needed and number of children in care are factors in determining the family's co-payment amount.

**3.5.2** Is the sliding fee scale provided as Attachment 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: \$ 18,310.

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. **Describe** 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:

- ALL families with income at or below 100% of the FPI for a family of the same size ARE NOT required to pay a fee.
- May not be assessed to active WFNJ/TANF participants receiving a full assistance grant.

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- 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 Lead Agency 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 Describe** how the co-payments required by the Lead Agency's sliding fee scale(s) are 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

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determined for TCC, it will remain unchanged for the duration of the first 12 month eligibility period, unless there is a change in family size, a reduction in gross family income or a change in the time period of care from full-time to part-time. After the first 12 month eligibility period, at the time of re-determination for continued TCC benefits the assessed co-payment may change if there is a change in family size, the gross income changes (increases or decreases), or the time period of care changes from full-time to part-time or vice versa.

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

The average co-payment for a family of three with annual income of \$18,311 (over 100% of the Federal Poverty Index) for full-time child care is approximately \$76.51.00 per month which represents 5% of gross family income.

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

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

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

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

In DFD contracted center programs (CBCs), the participant must notify the CBC of any changes relating to family size, income, work status, home address or training/educational program attendance.

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CBCs determine a part-time co-payment for school-age children for the months of September through June, and then determine a full-time co-payment for the months of 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, describe:

- a) How parents are informed of the availability of child care services under CCDF (i.e., parental choice of child care services through a certificate or grant of contract)
- b) How parents can apply for CCDF services
- c) What documentation parents provide as part of their application to determine eligibility
- d) How parents who receive TANF benefits are informed about the exception to individual penalties as described in 4.4
- e) What steps the Lead Agency has taken to reduce barriers to initial and continuing eligibility for child care subsidies
- f) **Attach** a copy of your parent application for the child care subsidy program as **Attachment 4.1.1.**

**a)** 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 through newspaper ads, billboards, posters or internet web sites. Parents may contact the CCR&R directly by calling regarding child care questions, they may use the internet to go to the DHS and DFD websites to determine if they are income eligible using the NJHelps system or by reviewing the income eligibility guidelines located on the DFD child care web site, where they will find further information regarding accessing their local county CCR&R.

**b)** Parents/applicants can apply for CCDF child care services by contacting the county CCR&R by phone and requesting an application packet, they may download the application directly from the DFD child care web site or by walking into a CCR&R. The CCR&R determines and/or verifies the eligibility of families

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and the availability of child care for all DHS administered child care programs except those child care agencies/providers contracted directly with DFD to provide child care slots.

Parents/applicants can also apply for contracted child care services directly with the Center Based Contract (CBC) child care center. In these cases the CBC child care center determines and/or verifies the eligibility and assesses co-payments of the families.

**c)** The parent/applicant is required to submit original documentation. The parent/applicant must: complete an original application form, that includes employment income/training information; answer eligibility questions that help determine their application priority, include all pertinent information for the children; and sign an application certification form that states they understand all the information provided is true and correct and that they are aware that the information will be verified through computer matching systems.

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.

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, including the hours of employment and start date, 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



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- ❑ 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.

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.

Parents are also required to provide verification that all children receiving child care services are eligible citizens or qualified aliens by providing a Social Security Card, birth certificate or if applicable, a Resident alien Card for each child in need of child care services.

The CCR&R establishes written Parent/Applicant/Provider/Agreements (PAPAs) 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.

**d)** If/when a parent is unable to secure child care services due to services being unacceptable, unavailable or inaccessible the CCR&R informs the CWA. The CWA officially exempts the parent from participation pending the availability of suitable care.

**e)** In order to reduce barriers to initial and continuing eligibility, staff of the CWAs determines the initial eligibility of Work First New Jersey (WFNJ) families applying for WFNJ child care services, and also determine the initial eligibility for Transitional Child Care (TCC) benefits. CWA staff refers all eligible participants with relevant income and work activity information to the CCR&R for child care services. Most CWAs also have CCR&R personnel on site for processing child care referral information.

For those parent/applicants who are not former TANF recipients, they may access applications on line or request a child care application by phone and mail all required verification documents to the CCR&R or CBC.

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**4.1.2** Is the application process different for families receiving TANF?

Yes, and **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-pay towards the cost of child care based on earned income.

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

**4.1.3** What is the length of eligibility period upon initial authorization of CCDF services?

Once determined eligible for CCDF child care services the initial eligibility is for 12 months, unless there is a change in family size, a change in family income or a change in the time period of care from full-time to part-time.

a) Is the initial authorization for eligibility the same for all CCDF eligible families?

Yes.

No and **describe** any variations that relate to the services provided (e.g., through collaborations with Head Start or pre-kindergarten programs or differences for TANF families):

**4.1.4 Describe** how the Lead Agency ensures that parents are informed about their ability to choose from among family child care and group home child 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 available and provides 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 (FFN/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/applicants.

As specified earlier, if the parent/applicant selects FFN care, 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.

**4.1.5 Describe** how the Lead Agency reaches out and provides services to eligible families with limited English proficiency, including how the Lead Agency overcomes language barriers with families and providers.

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

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

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

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

## **4.2 Records of Parental Complaints**

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

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

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

After the report of the investigation has been completed, the OOL notifies the center, in writing, of the results of the investigation, pursuant to the State 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 be readily accessible for examination by any person, under the direction and supervision of OOL personnel, except when public access to records is restricted, in accordance with the State Public Records Law or other applicable statutes.

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

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

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

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

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

#### **4.3 Unlimited Access to Children in Child Care Settings**

**Provide** a detailed description of the Lead Agency procedures for affording parents unlimited access to their children whenever their children are in the care of a provider who receives CCDF funds. (658E(c)(2)(B), §98.31))

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**

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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 Targeted Funds and Set-Asides**

Federal appropriations law has targeted portions of the CCDF for quality improvement and for services for infants and toddlers, child care resource and referral (CCR&R) and school-age child care. For each targeted fund, provide the following information.

##### **5.1.1 Infants and Toddlers:**

**Note:** For the infant and toddler targeted funds, the Lead Agency must **provide** the maximum age of a child who may be served with such targeted funds (not to exceed 36 months).

- a) **Describe** the activities provided with these targeted funds
- b) **Identify** the entities providing the activities
- c) **Describe** the expected results of the activities.

##### **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;

##### **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.

### **First Steps New Jersey Infant/toddler Specialist Initiative**

-The infant /Toddler Specialist Initiative is designed to create a statewide system of Infant/toddler specialists, who provide comprehensive services for training and technical assistance and to enhance the development of child care programs (licensed centers and registered family child care providers) serving infants and toddlers, birth to age 3.

Services provided include the following:

- Program assessment;
- Promoting and supporting the expansion and development of new programs serving infants and toddlers;
- Promoting and supporting quality enhancement initiatives in existing programs that serve infants and toddlers;
- Providing training, on-site consultation, and technical assistance;
- Conducting research and soliciting grant opportunities designed to support, expand and enhance programs serving infants and toddlers and
- Promoting the Infant/toddler credential;

### **5.1.2 Resource and Referral Services:**

- a) **Describe** the activities provided with these targeted funds
- b) **Identify** the entities providing the activities
- c) **Describe** the expected results of the activities.

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

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.

**Please note:** The current agencies may change as this process is currently undergoing a Request for Proposal (RFP) process.

CCR&Rs agencies in New Jersey have a rich history of providing child care services including the following: 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.

The expected results of CCR&R activities are for the administration of child care voucher subsidy programs and other specific services designed to enhance and improve the quality and provisions of child care programs as specified in the CCR&R contracts, or as directed by DFD.

### **5.1.3 School-Age Child Care:**

- a) **Describe** the activities provided with these targeted funds
- b) **Identify** the entities providing the activities
- c) **Describe** the expected results of the activities.

### **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.
- The NJSACC Coalition has leveraged these targeted funds to obtain a Mott Foundation grant to expand services to the increasing population of SACC programs.
- In cooperation with the NJDOE and the Secretary of State's Office, the 2010 contract with the NJSACC Coalition will provide enhanced technical assistance to SACC programs that have service learning programs for children ages 5 to 13 years of age.

**New Jersey Afterschool Network (NJAN):**

- Through the establishment of the New Jersey Afterschool Network (NJAN), New Jersey intends to strengthen the existing network and linkages among policy makers, practitioners and consumers to facilitate effective planning and efficient implementation of a highly coordinated system of services for all children in afterschool programs throughout New Jersey.
- The New Jersey School Age Care Coalition (NJSACC), New Jersey After 3 (NJA3), New Jersey Department of Education (NJDOE), DHS, and the New Jersey Association of Child Care Resource and Referral Agencies (NJACCRRRA) have committed various resources including funding, to advance the afterschool needs of children and youth through a public awareness campaign that will provide opportunities for policymakers to invest additional resources into quality afterschool programs, while also sharing resources and best practices to build bridges between federal, state and local afterschool initiatives.

**5.1.4** 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 targeted funds) during the 1-year period: October 1, 2009 through September 30, 2010:

\$ 13.7 million ( 4 %)

**5.1.5 Check** each activity in Table 5.1.5 that 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 targeted funds for quality activities). (658D(b)(1)(D), 658E(c)(3)(B), §§98.13(a), 98.16(h)). **CHECK ALL THAT APPLY.**

**Table 5.1.5 Activities to Improve the Availability and Quality of Child Care**

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Activity	Check if undertaking/ will undertake	Name and type of entity providing activity	Check if 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"/>	CCR&Rs	<input checked="" 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 checked="" type="checkbox"/>
Activities to support a Quality Rating System	<input checked="" type="checkbox"/>	QRS for Fam Child Care Providers, under development	<input type="checkbox"/>
Activities in support of early language, literacy, pre-reading, and early math concepts development	<input checked="" type="checkbox"/>	Family Strengths Assoc Thomas Edison Univ	<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"/>
Other quality activities that increase parental choice, and improve the quality and availability of child care. (§98.51(a)(1) and (2))	<input checked="" type="checkbox"/>	CCR&Rs	<input checked="" type="checkbox"/>

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**5.1.6** For each activity checked in Table 5.1.5, a) **describe** the expected results of the activity. b) If you have conducted an evaluation of this activity, **describe the results**. If you have not conducted an evaluation, **describe** how you will evaluate the activities.

Comprehensive consumer education - Evaluated during the annual CCR&R annual monitoring process.

Grants or loans to providers to assist in meeting State and local standards – Grants or loans are only provided as money becomes available. Results are measured depending on the purpose of the grant or loan and amount available.

Monitoring compliance with licensing and regulatory requirements – This is conducted by the OOL, and results are kept in the providers file. Providers must have a valid license or certificate in order to receive subsidies from DHS.

Professional development, including training, education, and technical assistance – Are measured through training evaluations by participants.

Improving salaries and other compensation for child care providers – Are measured through program monitoring.

Activities to support a Quality Rating System – When implemented, are measured through the number of programs reaching higher steps in the rating system.

Activities in support of early language, literacy, pre-reading, and early math concepts development – Are measured through training evaluations.

Activities to promote inclusive child care – Measured through training evaluations.

Healthy Child Care America and other health activities including those designed to promote the social and emotional development of children – Measured through technical assistance forms signed by providers.

Other quality activities that increase parental choice, and improve the quality and availability of child care. (§98.51(a)(1) and (2)) – CCR&Rs conduct parent surveys from time to time to measure parental choice and help improve the quality of child care services provided.

comprehensive consumer education:

**Parent Consumer Education Campaign:**

-Supports the CCR&R's efforts to increase public awareness;

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- 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 postcards 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.

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 monitors providers to ensure regulatory standards for registered FCC providers are adhered to and maintained as specified in the *Manual of Requirements for Family Child Care Registration*, NJAC10:126. .

**DCF Office of Licensing:**

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

**Child Abuse Record Investigation (CARI) Checks for TANF Community Work Experience (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 DYFS to conduct background checks for TANF/CWEP clients working in a child care center as an approved activity under the WFNJ program.

**Child Abuse Record Investigation (CARI) Checks for Family Friend and Neighbor (FFN)/In-Home Providers:**

- CCR&Rs are funded to process CARI background checks annually for all potential FFN/In-home providers and all those over 14 years of age living in the home;

- Three positions in the OOL are funded to conduct and process the CARI background checks..
- CARI background check law for FFN/In-home providers went into effect April 1, 2004.

**Family friend and Neighbor (FFN) Home Provider Inspection Procedures:**

- CCR&Rs are funded to conduct health/safety inspections and interviews of prospective FFN providers.
  - Home inspections of prospective approved home providers are conducted for families enrolled in the WFNJ, TCC, EEI, Kinship Care and CCAP 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 FFN provider.

**Criminal History Record Information (CHRI):**

- CHRI Law became effective 1/26/01;
- All child care center staff are required to be finger printed, using an electronic technique known as “live scan”, which includes State/Federal criminal history checks;
- 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;
- 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:

**Professional Impact NJ (formerly the NJ Professional Development Center for Early Care and Education):**

- Kean University is the grantee in collaboration with NJACCRRRA
- Professional Impact NJ has been established to improve the availability of, and access to, quality teacher preparation and continuing education opportunities including articulation, accreditation and scholarships for credentialing early care and education staff.
- Provides scholarships for training and education, including Child Development Associate and Certified Childcare Professional credentials; and Associates, Bachelor's, and Master's 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.
- Professional Impact NJ developed a new initiative to more fully bring our work to the community. Through Regional Impact Collaborations (Centers) Professional Impact New Jersey fosters strong bonds between cooperating resource and referral agencies and the centers and family child care homes that they serve to maximize their opportunities for professional development.
- Identifies and recommends ways to link professional development with increased compensation.
- Promotes cross sector professional development planning and implementation.

#### **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 FFN 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, 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.

#### **Hispanic 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 Latino Institute is funded to implement the Special Needs Educational Outreach Program. Through outreach activities the Latino Institute educates Latino families about developmental delays (physical, cognitive and/or behavioral) and how to access services through community resources available to support children with special needs and promoting the healthy development of all Hispanic children in New Jersey.
- Provides information and tools to families to learn to recognize potential learning disabilities and medical conditions which may affect children.
- The program not only targets parents but family members as well, so they become aware of developmental issues.

-The Latino Institute and its collaborative partners will promote the availability of parent forums/workshops to CCR&Rs, community preschool providers, community leaders and collaborating agencies.

**Special Needs Family Child Care Network:**

- The Children's Home Society 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 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.
- The maximum reimbursement rate has been increased from **\$1,500 to \$3,000 annually** for college-credit bearing courses. Reimbursement may be considered for leading toward a CDA credential, an associate or bachelor degree with an early childhood emphasis, or an early childhood teacher credential (P-3 endorsement).
- Funds up to \$1,000 are also 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.

**Abbott Family Worker Supervision and Training:**



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- 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

**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 determine eligibility for Abbott wrap around subsidies, issue and adjust voucher payments for children receiving wrap around subsidies in Abbott Programs; and
- Other activities including workshops, conferences, and meetings.

**5.2 Early Learning Guidelines and Professional Development Plans**

**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 that best describes the status of your State/Territory's three-to-five-year-old guidelines.**

- Planning.** The State is planning for the development of early learning guidelines. Expected date of plan completion: \_\_\_\_ If possible, respond to questions 5.2.2 through 5.2.4.
- Developing.** The State is in the process of developing early learning guidelines. Expected date of completion: \_\_\_\_ If possible, respond to questions 5.2.2 through 5.2.4.
- 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, if available.**
- 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:**

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a) **Describe** the progress made by the State/Territory in developing, implementing, or revising early learning guidelines for early learning since the date of submission of the 2008-2009 State Plan. Efforts to develop early learning guidelines for children birth to three or older than five may be described here.

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.

The State Board of Education eventually 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 community based contracts (CBCs) are required to use the *Preschool Teaching and Learning Expectations: Standards of Quality effective October 1, 2006*. All Center Based Contracted centers are 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.

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

b) 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, **identify standards:**

No.

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*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.

c) 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.

Preschool Teaching & Learning Expectations: Standards of Quality are grounded in a strong theoretical framework for delivering high-quality educational experiences to young children, emphasizing developmentally appropriate teaching practices and expected learning outcomes for young children.

d) Have guidelines been developed for children in the following age groups:

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**

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

[www.state.nj.us/njded/ece/code/expectations/](http://www.state.nj.us/njded/ece/code/expectations/)

**\*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.

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

Yes.

No.

a) Do the guidelines for children three-to-five-year-olds address other domains such as social/emotional, cognitive, physical, health, or creative arts?

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.

a) **Indicate** which 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:**

b) **Indicate** which stakeholders are, or are expected to, actively support(ing) the implementation of early learning guidelines:

**Check all that apply:**

- Publicly funded (or subsidized) child care
- Head Start
- Education/Public pre-k

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- Early Intervention
- Child Care Resource and Referral
- Higher Education
- Parent Associations
- Other. **Describe:**

c) **Indicate** the programs that mandate or require the use of early learning guidelines

- Publicly funded (or subsidized) child care
- Head Start
- Education/Public pre-k
- Early Intervention
- Child Care Resource and Referral
- Higher Education
- Parent Associations
- Other. **Describe:**

d) **Describe** how cultural, linguistic and individual variations are (or will 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.

e) Describe how the diversity of child care settings is (or will 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 (guidelines must still be attached to Plan):

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 is a contractual obligation for CBC centers with contracts for preschool slots. The revised self assessment tool with attachments was first distributed in early March 2007 and is in continued use today. Contracted centers must conduct the administrative and classroom self-assessment and maintain a record on file and forward a copy to the assigned DFD Child Care Specialist.

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

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

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

**Portfolio assessment** is the systematic and intentional collection of significant samples of children's work. The teacher comments on how the work samples and records of language serve as evidence of the child's movement toward established learning goals. The portfolio process clearly indicates learning goals and illustrates and documents children's development over a period of time, actively involves children, and 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 only available as individual CBC reports as a part of the CBC monitoring files. (See below).

Please refer to the following web site for the DOE reports regarding early learning and preschool:

<http://www.nj.gov/njded/ece>

and

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



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The Abbott Preschool Program Longitudinal Effects Study  
(APPLES)

<http://nieer.org/resources/research/apples>

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

**5.2.5 Plans for Professional Development.** Indicate which of the following best describes the current status of the Lead Agency'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 that best describes the status of your State's professional development plan.**

- Planning.** Are steps underway to develop a plan?
- Yes, and **describe** the entities involved in the planning process, 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.
- No.
- Developing.** A plan is being drafted. The draft or planning documents are included as **Attachment 5.2.5**, if applicable.
- Developed.** A plan has been written but has not yet been implemented. The plan is included as **Attachment 5.2.5**, if applicable.
- 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 08-09 State Plan. The revisions or the revised plan are included as **Attachment 5.2.5**.
- Other. Describe:**

a) **Describe** the progress made by the State in planning, developing, implementing, or revising the professional development plan since the date of submission of the 2008-2009 State Plan.

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

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education opportunities for child care personnel throughout the state of New Jersey.

Scholarships offered through Professional Impact NJ have been expanded to include staff employed by CBC centers. CBC personnel are now eligible to apply for scholarship dollars to pursue their continued professional development

Professional Impact NJ promotes and coordinates systems for the educational development of early childhood and primary education, family child care, and afterschool program professionals. The center advocates for policies and standards that result in high-quality care and education for the children and families of New Jersey.

b) If developed, 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 – Please 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 (in CCR&R contracts)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

c) For each **Yes** response, **reference** the page(s) in the plan and briefly **describe**.  
 Note,: The original plan was developed in 1997 and implemented in 1999 via a contract with the New Jersey Professional Development Center, which is now known as Professional Impact New Jersey. These requirements are included in the Division of Family Development's contract with Kean University. A copy of the contract narrative is attached.

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

**Professional Impact NJ:**

- 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.

Professional Impact NJ (formerly 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 original Professional Development Center for Early Care and Education) partnered with the New Jersey Association of Child Care Resources and Referral Agencies (NJACCRRRA) to create the professional development system. Professional Impact NJ 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, Professional Impact NJ works with more than 100 volunteers from the larger community, meeting regularly in Working Groups. The Working Groups

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developed recommendations on professional standards, improved articulation and resources for services offered through Professional Impact NJ's three offices: Office of Professional Standards and Articulation, Office of Resource Development and Communication, and the Clearinghouse of Instructional Resources.

Professional Impact NJ 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*.

The Professional Impact NJ 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.

e) 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 <b>NA</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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	Yes	No
To Family Home Providers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
To In-Home Providers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other ( <b>describe</b> ): <b>Trainers</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

The original Professional Development Center for Early Care and Education 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 a Professional Standards Working Committee and had 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

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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.

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

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- Yes. **Describe**, including any connections between the incentives and training relating to early language, literacy, pre-reading and early math concepts.
- 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?

Professional Impact NJ 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:

- Professional Impact NJ provides 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.
- Professional Impact NJ 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, they must maintain and document a "B" average and meet income eligibility.
- 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.

































































