



CHILD CARE AND DEVELOPMENT FUND PLAN
FOR THE STATE OF
NORTH CAROLINA
FFY 2008-2009

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

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

Public reporting burden for this collection of information is estimated to average 165 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information.

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

(Form ACF 118 Approved OMB Number: 0970-0114)

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AMENDMENTS LOG

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

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

Instructions:

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

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 The Lead Agency is advised to retain those "old" plan pages that are superseded by amendments in a separate appendix to its Plan.

PART 1
ADMINISTRATION

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

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

- Name of Lead Agency: NC Department of Health and Human Services
- Address of Lead Agency: 2001 Mail Service Center, Raleigh,
NC 27699-2001
- Name and Title of the Lead Agency's Chief Executive Officer: Dempsey Benton, Secretary
- Phone Number: 919-733-4534
- Fax Number: 919-715-4645
- E-Mail Address: Dempsey.Benton@ncmail.net
- Web Address for Lead Agency: <http://www.dhhs.state.us>

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

- Name of the State Child Care Contact (CCDF): Cynthia L. Bennett
- Title of State Child Care Contact: Director, NC Division of Child Development
- Address: 2201 Mail Service Center,
Raleigh, NC 27699-2201
- Phone Number: 919-662-4543
- Fax Number: 919-662-4568
- E-Mail Address: Cyndie.Bennett@ncmail.net
- Phone Number for child care subsidy program information: 919-662-4561
- Web Address for subsidy program information: http://ncchildcare.dhhs.state.nc.us/parents/pr_sn2_ov_fa.asp

1.3 Estimated Funding

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

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CCDF:	\$185,472,450
Federal TANF Transfer to CCDF:	\$ 81,292,880
Direct Federal TANF Spending on Child Care:	\$ 48,563,266
State CCDF Maintenance of Effort Funds:	\$ 38,000,000
<u>State Matching Funds:</u>	<u>\$ 27,120,868</u>
Total Funds Available:	\$380,449,464

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), (658E(c) (3), §§98.13(a), 98.52)

\$7,868,578 (2.6%)

1.5 Administration of the Program

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

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

Service/Activity	Agency	Non-Government Entity (see Guidance for definition)	
Determines individual eligibility:			
a) TANF families	County TANF agencies	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
b) Non-TANF families	County TANF agencies	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Assists parents in locating care	Child Care Resource & Referral	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Makes the provider payment	County TANF agencies	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Quality activities	Other	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Other:		<input type="checkbox"/> Yes	<input type="checkbox"/> No

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

Determining individual eligibility—County TANF agencies
Making the provider payment – County TANF agencies

The NC Division of Child Development allocates subsidized child care funds annually to county departments of social services who may contract with other agencies for administration of the subsidy program. (See Attachment 1.5) Administration of the program includes determining subsidy eligibility for TANF and non-TANF families, issuing vouchers for subsidized child care, and making payments to providers for child using the funds allocated to them by the Division. Counties claim reimbursement for subsidy expenditures on a monthly basis through the Division's automated reimbursement system, and the Division monitors counties' spending on a monthly basis. In instances where counties have high levels of spending and children waiting for services, counties are encouraged to utilize all available funding sources such as Smart Start and TANF.

The NC Division of Child Development governs the subsidized child care program (blended funds from CCDF, SSBG, TANF, and state sources) through a uniform child care policy, articulated in the Division's *Subsidized Child Care Services Manual*. In the manual, the Division offers some flexibility to counties to develop additional policies that are consistent with State policy; however, the local policies must be approved by Division staff.

The Division's Subsidy Services Section staff provides training and technical assistance to county departments of social services personnel, helps them interpret State child care subsidy policies and monitor (on-site) their administration of the Subsidized Child Care Program to assure that the funds are spent appropriately. On-site monitoring is also scheduled periodically for counties by the Division's Subsidy Program Compliance Consultants who monitor compliance with state and federal regulations. These monitoring visits may result in corrective actions by the department of social services, including repayment of subsidized child care program funds.

Assisting parents in locating care – Child Care Resource and Referral agencies

Child care resource and referral (CCR&R) services, which are funded through the Division's quality initiatives, link families, child care providers, and community partners. This linkage allows families to have a single point of access when requesting and receiving assistance in identifying child care options in their area, making informed decisions about child care choices, and matching needs to available resources. CCR&R services are available in all of North Carolina's 100 counties; these services are delivered by local agencies that are grouped into 18 regions across the state. CCR&R provides the community with a means to build the supply of child care resources, receive information on issues involving children and families, and provides access to data regarding the supply and demand for child care. CCR&R agencies also help determine where resources should be allocated to best meet the needs of families in their communities.

Services provided by CCR&R agencies include effective technical assistance to child care providers and consumer-appropriate resource information to parents and the community, resulting in higher quality child care options for families. Other core services include activities to promote consumer information and parental choice, assistance to child care providers, documentation of trends, building the supply of child care, and leveraging resources through public/private partnerships. Agencies must also plan for training/technical assistance strategies to support decreased numbers of substantiations of child abuse or neglect in child care facilities in their region.

The Division maintains control over these services through specifying performance-based outcomes in its contracts with the CCR&R Council, which is responsible for outcomes of regional CCR&R agencies. The Division frequently monitors the three organizations making up the CCR&R Council, to ensure contract outcomes are met and that quality funds are spent appropriately.

The Division also assists parents in locating child care through a searchable on-line listing of regulated child care, available in English and Spanish, at

<http://ncchildcaresearch.dhhs.state.nc.us/contact.asp?lang=english>

or

<http://ncchildcaresearch.dhhs.state.nc.us/contact.asp?lang=spanish>

Quality Activities – Public agencies, universities and non-profit agencies

For quality improvement activities, the Division enters into contracts that stipulate the services to be rendered, outline specific budget line items, and require assurances/certifications that funding will be used for approved purposes. All contracts are performance-based to ensure that each has specifically defined program outcomes and measures to be met by the contractor. Vendors for quality improvement activities are typically required to submit monthly financial status reports to receive contract funding based on actual expenses incurred. Most of the Division's contractors are public agencies and universities, and are therefore exempt from a Request for Proposal (RFP) process. In certain circumstances, the Division will directly contract with vendors in situations when a contractor is uniquely qualified to implement the activity to be funded.

Contracts for quality activities are assigned to Division staff to continually monitor expenditures and outcomes. The Division's contract expenditures and funding reserve for quality activities (including set-asides) are tracked monthly by the Division's Center of Excellence to ensure efficient use of multi-year grant funds. Division staff also follows a monitoring plan to conduct on-site monitoring visits to assess compliance with the contractor's budget and program outcomes. The level of sub-recipient

monitoring required for each contract depends upon the results of the risk assessment. Results of monitoring visits are reviewed monthly to ensure consistency and follow-up if corrective action is needed.

1.6 Use of Private Donated Funds

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

- ☐ Yes. If yes, are those funds:
- ☐ Donated directly to the State?
 - ☐ Donated to a separate entity designated to receive private donated funds?
Name:
Address:
Contact:
Type:

☒ No.

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

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

☐ Yes, and:

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

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

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

☒ No.

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

☐ Yes, and

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

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

☒ No.

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

Not Applicable

1.8 Improper Payments

- 1.8.1 How does the Lead Agency define improper payments?

An improper payment occurs when a recipient (usually child's parent) or provider receives subsidy services or a payment for which they were not eligible. This includes administrative errors made by the local purchasing agency that result in improper payments to providers.

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

☒ Yes, and these strategies are:

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

☐ Yes, and these planned strategies are:

☐ No.

Strategies to prevent, measure, identify, reduce and/or collect improper payments?

North Carolina has a state supervised, locally administered subsidy program. Local service delivery agencies, which include county departments of social services and other local purchasing agencies, and providers of child care services, are monitored by state staff to assess compliance with state and federal requirements, state rules, subsidy policies, and local policies. Training and

technical assistance is also provided to strengthen the understanding of state policies and help local staff identify potential problem areas.

In an effort to reduce fraud, all recipients and child care providers are given information about the consequences of misrepresentation when they apply for and obtain subsidy services and/or payments. Providing inaccurate information to the local purchasing agency or failing to notify the local purchasing agency of changes that may impact eligibility or payment rates are examples of misrepresentation. Recipients and providers are then required to sign documents acknowledging they received and understand the information regarding issues of misrepresentation. The consequences of the misrepresentation may lead to legal action by the local purchasing agency.

When an improper payment is identified, the amount of the improper payment determines whether the action is considered a felony or misdemeanor. When recipients or providers fail to comply with agreements or court orders to repay funds, the local purchasing agency may use legal action to collect the payments that are due.

When fraud has occurred, the local purchasing agent may request that the Division of Child Development impose sanctions on the fraudulent recipient or provider. The Division of Child Development has the authority to impose sanctions which can be applied in addition to requirements to repay the child care subsidy dollars that were received in error. When a sanction is imposed on a recipient (parent or guardian), the individual is ineligible to receive subsidized child care services for twelve (12) months in any North Carolina county. If a second instance of fraud occurs, the recipient becomes permanently ineligible to receive subsidy funds. Sanctions imposed on providers operate in the same manner as recipients: in response to the first instance of fraud, the provider cannot receive subsidy funds from any North Carolina county for any new children who enroll in the provider's program for twelve (12) months. If a second instance of fraud occurs, the provider is permanently ineligible statewide to participate in the Subsidized Child Care Program. Sanctions occur upon request from local purchasing agencies to the Division.

PART 2
DEVELOPING THE CHILD CARE PROGRAM

2.1 Consultation and Coordination

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

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

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

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

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

* *Required.*

For each box checked above, (a) identify the agency providing the service and (b) describe the consultation and coordination efforts. Descriptions must be provided for any consultation or coordination required by statute or regulation.

^o If you have prepared an emergency preparedness plan related to your child care and early childhood development services, attach it as Attachment 2.1.1.

Other Federal, State, local, Tribal (if applicable), and private agencies providing child care and early childhood development services:

The Division has been a part of NC's Early Childhood Comprehensive System Grant (Maternal/Child Health Bureau) that is headed by the NC Division of Public Health. This collaboration has brought together stakeholders from across several young children's services delivery systems. The main focus of this group is children's medical homes, children's social-emotional development, family support, parent education, and early care and education.

Within the early care and education system, the Division continues close collaboration with such partners as the NC Partnership for Children (Smart Start), the NC Resource and Referral Council, the Office of School Readiness which is the governing agency within the NC Department of Public Instruction that manages the More at Four Pre-Kindergarten Program and the Head Start Collaboration Office.

Public health:

In addition to the Early Childhood Comprehensive System Grant, other DCD collaborations with health partners such as the Division of Public Health, Healthy Child Care America, the University of Chapel Hill, School of Public

Health, and the Department of Environment and Natural Resources (DENR), Children's Environmental Health include:

- continued support for training and certification of child care health consultants;
- continued support for *NC's Health and Safety Resource Center* which provides a toll-free telephone number for child care providers to call for health and safety information;
- continued support for the *Child Care Health and Safety Bulletins* and *Child Care Health and Safety* calendars that are distributed to child care providers in both English and Spanish to increase awareness of health issues in child care;
- continued partnership with DPH in the implementation of a pilot project that provides child care for children who are medically fragile;
- continued collaboration with the *Child and Adult Food Care Program*; and,
- continued coordination with state and local children's environmental health specialists regarding sanitation safety in child care centers.

Employment services/workforce development:

The continued coordination of subsidized child care services between the Division of Child Development and county departments of social services provides support for the employment of TANF recipients. Division staff also collaborates with the *NC Commission on Workforce Development (CWD)* to improve the linkages between the two organizations and their shared customers.

Public education:

DCD continues to coordinate the following services with education partners who include the Department of Public Instruction (DPI), the Office of School Readiness, *More at Four Pre-kindergarten Program* and the North Carolina Community College System:

- *Department of Public Instruction:* Efforts between DPI and DCD include a 2-day pre-licensing workshop which assists unlicensed child care providers in becoming licensed. In addition, technical assistance is provided to local education agencies on child care licensing requirements.
- *More at Four:* The *More at Four* program is now part of the newly created *Office of School Readiness* which is contained within the Department of

Public Instruction. DCD continues its efforts to license *More at Four* preschool programs that are operated within local public schools throughout the state. Collaborative efforts between DPI and DCD include pre-licensing workshops which assist unlicensed public school programs in becoming licensed. In addition, technical assistance is provided to local education agencies on child care licensing requirements. Both DPI and DCD continue to collaborate to identify strategies that will successfully allow local public schools obtain a star rated license.

- *After School Programs:* Subsidized child care is available to children who are enrolled in after school programs provided the program is licensed. This includes public schools. Both DPI and DCD continue to collaborate to identify strategies that will successfully allow increased numbers of local public schools to become licensed for child care.
- *Early Learning Guidelines:* DCD encourages child care providers who serve pre-K children (ages 3-5) to receive training from DPI on the rollout and implementation of NC's Pre-K early learning guidelines: *Foundations: Early Learning Standards for North Carolina Preschoolers and Strategies for Guiding Their Success* in child care environments. In addition, DCD has consulted with DPI in the development of NC's Infant-Toddler Early Learning Guidelines which is scheduled to be published in late 2007.
- *Head Start:* The *NC Head Start Collaboration Office* is now contained within the *Office of School Readiness*. This reorganization took place as directed by the 2006 NC Legislature; the Division continues to coordinate and support our combined efforts to serve North Carolina's children.
- *Community Colleges:* DCD continues coordination with the NC community college system to ensure that early childhood coursework is accessible and available to support the child care professional development efforts of the Division.

TANF:

DCD continues to coordinate with the NC Division of Social Services and local county departments of social services to ensure that funds are maximized for subsidized child care services, both for families who are TANF recipients, and for families at risk of needing TANF assistance. TANF funds provide a large portion of North Carolina's blended subsidized child care funding. For SFY 06-07, \$81.3 million in TANF funds were transferred into the CCDF and an additional \$48.5 million in direct TANF funds were blended with other funds for child care. This collaboration insures the continued seamless delivery of subsidized child care services for TANF recipients and non-TANF families who, without child care, would need to apply for TANF.

The North Carolina Department of Health and Human Services continues to work on the *North Carolina Families Accessing Services through Technology (NC FAST) Project* which aims to provide a comprehensive connected system of human services with multiple points of entry and all services accessible at any one of those points. This includes Work First (North Carolina's TANF program), Medicaid, North Carolina's Health Choice for Children program (North Carolina's Children's Health Insurance Program, or CHIP), Food Stamps, and child care. Links to child support, child welfare services, and adult and family services are included in this project.

Indian Tribes/Tribal Organizations, when such entities exist within the boundaries of the State:

The Division solicited participation and feedback from the Cherokee Nation in the ongoing development of NC's early learning guidelines for infants and toddlers. Representatives of tribal organizations were invited to a partners' meeting to discuss NC's CCDF state plan and the Division solicited comments from them when preparing the final written CCDF State Plan.

Representatives of Local Government:

The Division of Child Development regularly consults with local county departments of social services in the administration of the Subsidized Child Care Program. Such consultation allows for the most effective use of subsidy allocations across the state. The Division also consults with county agencies through their representation on state committees and workgroups, such as the NC Association of County DSS Directors' Day Care Committee and other advisory groups. This allows the Division to receive direct input on policy and issues which impact the Subsidized Child Care Program.

State/Tribal agency (agencies) responsible for

Not Applicable

State pre-kindergarten programs:

The Division works closely with the Office of School Readiness (OSR), the agency that administers the statewide *More at Four Pre-Kindergarten Program* for at-risk four-year-olds. A direct link between the Division of Child Development and the *More at Four* program includes continued efforts to license *More at Four* classrooms operated within local public schools throughout the state childcare. These classrooms are encouraged to obtain a 4-5 star rating. *More at Four* classrooms are located throughout the early childhood

system with over 40% of *More at Four* children being served in private child care programs. (January 2005). *More at Four* classrooms in private child care must be in licensed child care facilities with a 3-5 star rated license and moving to a 4 or 5 star rating within two years. Other coordinated efforts and support of state pre-K programs includes the provision of environment rating scale assessments that are required for *More at Four* classrooms and the provision of child care subsidy funds which are blended with *More at Four* and Smart Start funds to expand services to more children. Both the rating scale and provision of subsidy funds helps to support the quality and cost of care.

Head Start programs:

The North Carolina Head Start Collaboration Office is now housed in the Office of School Readiness which is part of the NC Department of Public Instruction. Many Head Start programs have achieved ratings of four and five stars under North Carolina's rated license system.

Programs that promote inclusion for children with special needs:

The Division's Director serves on North Carolina's Interagency Coordinating Council (NC-ICC), the primary advisory group for families and children, age birth to five years old, with disabilities. The NC-ICC, its early childhood partners, and subcommittees assist North Carolina in the planning and implementation of Part C and 619 programs of the Individuals with Disabilities Education Act. Local ICC's collaborate with Smart Start and other partners to provide needed services. The Executive Director of the NC-ICC, along with staff from NC's early intervention system, serves on the *NC Institute for Early Childhood Professional Development*.

Using CCDF quality funds, the Division of Child Development also works with *Partnerships for Inclusion* (part of the Frank Porter Graham Child Development Center) to promote the inclusion of children with special needs (as described in Part 5 of this Plan).

Emergency Preparedness

North Carolina is an Incident Command System (ICS) state for all emergencies and responses. **NC Governor's Executive Order No. 39** concerns the implementation of the North Carolina Emergency Operations Plan. Article 36A of Chapter 14 of the General Statutes outlines the implementation of the State Emergency Operations Plan.

The NC Emergency Operations Plan establishes a comprehensive framework of policy and guidance for state and local disaster preparedness, response, recovery

and mitigation operations. It is consistent with the National Incident Management System (NIMS).

NC Emergency Management Act (Chapters 166A of the NC General Statutes, NCGS §166A-5(1)a.6) establishes the authority and responsibilities of the Governor, state agencies, and local government for emergency management in North Carolina. It permits the use of services, equipment, supplies and facilities of existing departments, offices and agencies of the State and requires the offices and personnel of all such department, offices and agencies to cooperate with and extend such services and facilities upon request for emergency management and planning purposes.

NC General Statute §143B-476 establishes the Secretary of the NC Department of Crime Control and Public Safety as being responsible to the Governor for all State emergency management activities.

The NC Emergency Operations Plan establishes responsibilities for state departments, private volunteer organizations, and private non-profit organizations that make up the State Emergency Response Team (SERT). The NC Emergency Operations Plan lists the roles and responsibilities of the Division of Child Development as follows:

- Provide technical and statistical information on child care facilities statewide.
- Coordinate with the SERT Emergency Services Branch to assist as required
- Assist with shelter operations as required
- Approve temporary emergency child care to be established for disaster victims and emergency workers, as required.

The Division of Child Development in the NC Department of Health and Human Services (DHHS) has a Disaster Coordinator and has active members of the SERT. The attached Division of Child Development *Disaster Plan* details the role of the Division of Child Development in supporting child care providers and assisting in the provision of safe and healthy child care alternative for families during and after disasters or emergencies. In addition to the statutes and regulations cited above, and the agencies noted above, the Division of Child Development consults and coordinates with other Federal, State, local, and private agencies. Examples of agencies with which the Division consults and coordinates are:

- Division of Emergency Management and local emergency management coordinators
- DHHS disaster coordinators
- North Carolina Partnership for Children and local Smart Start partnerships
- NC Child Care Resource & Referral (CCR&R) Council and local CCR&Rs
- NC Division of Social Services and local departments of social services

- State health director and local health departments
- NC Head Start Association and local Head Start programs; Migrant Head Start
- DHHS Office of Economic Opportunity
- NC Baptist Men
- Church of the Brethren
- American Red Cross and local Red Cross Chapters
- State and local building, fire, and environmental health inspectors
- NC Department of Insurance
- Child Protective Services social workers
- Attorney General's Office
- DHHS Controller's Office
- Office of Citizen Services and Public Affairs
- Division of Information Resource Management
- Division of Mental Health, Developmental Disabilities, Substance Abuse Services and area mental health agencies and programs
- Community colleges
- NC Department of Public Instruction
- NC Cooperative Extension Service
- NC Commission on Volunteerism and Community Service
- Voluntary Organizations Active in Disasters (VOAD)

The Division of Child Development's (DCD) *Disaster Plan* is provided by separate attachment (2.1.1). In addition, the *DCD Emergency Plan Template* (for use by child care providers) is found on the DCD website at the following address:

http://ncchildcare.dhhs.state.nc.us/providers/pv_emergency.asp

Other Consultative and Collaborative Efforts:

- The Division partners with child care resource and referral agencies and local Smart Start partnerships to provide consumer outreach regarding quality child care and on supplying needed training for child care workers.
- The Interagency Coordinating Council Executive Director is a member of the Division's Management Team and participates on the Division's Contracts' Planning Committee when needed. This built-in coordination has helped assure that the State's child care system is developed with the needs of all children and families in mind, and
- The Division regularly consults with early childhood researchers at the Frank Porter Graham (FPG) Child Development Institute on issues related to child care quality.

- In 2006, the Head Start Collaboration Office was moved to the Office of School Readiness/*More at Four* within the NC Department of Public Instruction. The Division collaborates with Head Start through the work of the NC Early Childhood Governance Work Group. (See Section 2.1.2)

2.1.2 State Plan for Early Childhood Program Coordination. *Good Start, Grow Smart* encourages States to develop a plan for coordination across early childhood programs. **Indicate** which of the following best describes the current status of the State's efforts in this area. **Note: Check only ONE.**

- ☐ **Planning:** Indicate whether steps are under way to develop a plan. If so, describe the time frames for completion and/or implementation, the steps anticipated, and how the plan is expected to support early language, literacy, pre-reading and early math concepts.
- ☐ **Developing:** A plan is being drafted. The draft is included as Attachment 2.1.2.
- ☐ **Developed:** A plan has been written but has not yet been implemented. The plan is included as Attachment 2.1.2.
- ☐ **Implementing:** A plan has been written and is now in the process of being implemented. The plan is included as Attachment 2.1.2.
- ☒ **Other (describe):** Continued work of coordination across systems as described below:

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

Strategic Planning for NC's At-Risk Preschool Program (More at Four): At the request of the Governor and the 2005 General Assembly, the Division of Child Development and *More at Four* participated in a research study in late 2005 and early 2006 to determine the best placement for the publicly funded Pre-K program for at-risk four-year old children. This task force coordinated a survey of fifty states and interviews with nine states to determine the history of each state's Pre-K program and how the program was placed in relationship to the Departments of Public Instruction, Child Care Services, Head Start and Early Head Start, the Even Start program and any public-private early childhood initiative that might exist in a state—such as North Carolina's Smart Start program. Together, staff queried lead administrators in these states to obtain specific information and a final report was submitted to the 2006 General Assembly. As a result of this study, the Office of School Readiness/*More at Four* was placed within the Department of Public Instruction. This project was initiated to determine the most effective administrative placement for the Pre-K program in North Carolina. The Head Start Collaboration Office has been moved to the Office of School Readiness and the Division continues to collaborate to promote early learning for preschool children.

Improved Services to Infants and Toddlers: Following the conclusion of *North Carolina's Infant and Toddler Child Care Initiative @ Zero to Three* grant which ended in September of 2005, statewide leaders representing all the early childhood programs began a process to improve the coordination of services to infants and toddlers. As a result of this work, several innovative programs have been implemented or are in development. They include:

- *Infant-Toddler Specialists:* The Division funds twenty-five infant-toddler specialists spread across 18 CCR&R regions throughout the state;
- *Infant-Toddler Certificate:* The Division has worked with the NC Community College system to support the implementation of a Infant-Toddler Certificate program. This certificate expands NC's early childhood professional development for early childhood educators;
- *Infant-Toddler Early Learning Guidelines:* DCD has coordinated and funded the development of infant and toddler early learning guidelines in 2006 and 2007. The implementation and rollout of training on these guidelines will begin and continue throughout 2007-2009. Included in this effort to develop infant-toddler guidelines is the NC Child Care Commission, the North Carolina Partnership for Children, local Smart Start Partnerships, the Division of Public Health, Maternal and Child Health and Child Care Health Consultation; the NC Child Care Health and Safety Resource Center, Project Enlightenment, Early Head Start, Migrant Head Start, Even Start, Early Intervention, Child Care Resource and Referral, the NC Community College System, the Office of School Readiness/*More at Four*, Program Evaluators, Higher Ed Professionals and the pediatric medical community. (Additional information on early learning guidelines is provided in Section 5, *Good Start, Grow Smart*.)

Safe Sleep Policies: DCD has been a leader in communicating the importance of safe sleep practices for infants. The Division continues its focus to implement safe-sleep practices in all early childhood environments for infants in order to reduce the incidence of SIDS.

Seamless Subsidized Child Care Program: The Division also continues to work closely with the Division of Social Services as it works to promote a "seamless" subsidized child care program to low income families. In an effort to increase the effectiveness and management of limited subsidy funds, DCD works closely with local purchasing agencies to manage funds and to serve as many children as possible; to assure that those who are served are eligible; and to minimize the need for reallocations. Local purchasing agencies have responded to and participated in these coordinated efforts such that the majority of counties have operated with current funding with the need for reallocation, without the risk of terminations, and reducing the number of children waiting for services.

Early Childhood Comprehensive Systems Grant (ECCSG): The Division has been a part of NC's Early Childhood Comprehensive System Grant (Maternal/Child Health Bureau) that is headed by the NC Division of Public Health. This collaboration has brought together stakeholders from across several young children's services delivery systems. The main areas of focus by this group are children's medical homes, children's social-emotional development, family support, parent education, and early care and education.

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

The *NC Early Childhood Governance Work Group* (ECGG) is responsible for ensuring coordination among programs that serve children and their families. Programs targeted for coordination by the ECGG important child and family services such as Medicaid, Health Choice, TANF, Food Stamps, child care subsidy, early intervention, and pre-K for at-risk preschoolers. Participating members of the ECGG include high-level eligibility specialists within the NC Department of Health and Human Services, the Department of Public Instruction, the Office of School Readiness/*More at Four*, the NC Partnership for Children (Smart Start), the NC Interagency Coordinating Council, the NC Head Start Collaboration Office, Child Care Resource and Referral Council Management, and the Frank Porter Graham Child Development Institute. The Chair of the work group is appointed by the Governor. Members meet regularly to insure coordinated efforts between early childhood programs and to make necessary recommendations to the Governor for improved services. Representatives from the Early Childhood Governance Work Group also serve on NC's Early Childhood Comprehensive System Grant which is coordinated by the Department of Public Health.

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

Current coordinated services have resulted in a reorganization of the state's Pre-K program within the Department of Public Instruction and creation of the Office of School Readiness to administer the at-risk preschool *More at Four* program. Development of infant and toddler early learning guidelines have been underway since 2005 and the statewide collaborative committee that developed these guidelines included members from all agencies of the Governance Work Group. A final draft of the infant and toddler early learning guidelines was completed in June 2007. Infant and toddler educators (and child care providers in general) have benefited from the additional technical resources made available to them through the state wide Child Care Resource and Referral Infant-Toddler and Behavioral Specialists. As a result of increase coordinated

efforts between the Division and the Department of Social Services, there is increased efficiency in the use of subsidized child care services.

Current and future goals for the *Early Childhood Governance Work Group* are to increase access to services for eligible children and families. Specific goals include:

- standardizing information provided to families at all “portals of entry” into child and family service programs,
- aligning eligibility criteria across various programs,
- standardizing who the “client” is—the child or the family,
- exploring development of a universal application for services among eligible clients, agencies and divisions,
- identifying federal and state barriers to services for non-English speaking families and for families with children who have special needs and developing strategies to align the goals between agencies as they seek to serve these special populations

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

This CCDF plan for North Carolina continues to invest in a system that reaches across programs and funding streams at both the state and local level. T.E.A.C.H. Early Childhood Scholarships, Smart Start, the star rated license, *More at Four*, early learning guidelines all have consistent expectations for quality and a consistent way to measure that quality. We have also worked to make sure these standards for quality are applicable to any early care setting, whether public or private.

This connectedness across programs allows us to implement new efforts quickly, and when we are communicating a message, to keep it consistent among all partners. Smart Start, Head Start, and local interagency coordinating councils help us reach parents. Child care resource and referral agencies and local Smart Start partnerships can interact directly with child care providers. *The NC Institute for Early Childhood Professional Development* can map out professional development plans and opportunities for our early childhood educators.

The star rated license anchors our early care and education plan since it provides a common thread across all early childhood settings. All regulated child care programs participate in the star ratings including Head Start, *More at Four* pre-kindergarten programs, and certified developmental day programs. Subsidized child care providers' payment rates are tied to star levels; Smart Start partnerships must achieve performance goals for child placements at certain star levels; and our CCDF-funded quality activities support or touch

quality stars in some way. The quality star rated system gives us the same language to talk about quality across early childhood programs. One change that is currently underway is the way in which quality is measured in our star rated license. Through ongoing evaluation of this program, the Division has learned that program standards and staff education are the critical components that determine quality. Although compliance remains an important element, it will no longer factor in to quality ratings. By mid 2008 all child care facilities will have a new star rating based upon this two-component license.

The Division continues to build on these partnerships and strengthen our ongoing work to serve the children of North Carolina through our many partners.

2.2 Public Hearing Process

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

Date(s) of statewide notice of public hearing: April 16, 2007

Manner of notifying the public about the statewide hearing: A public hearing notice was placed in eight newspapers throughout the state to allow for the full 20 day notice for the public to respond. The advertisement can be viewed on Attachment 2.2.1

Date(s) of public hearing(s): May 7, 2007 from 4:00 to 6:00 PM

Hearing site(s): The North Carolina Division of Child Development, 319 Chapanoke Road, Raleigh, NC, 27603.

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

All of the Division's partners were notified by electronic mail that the plan was available for review and that comments were being received. This e-mail notice and the public hearing notice published the DCD website. Instructions were provided on how to access and view the plan from the DCD website. A copy of the full plan was made available to anyone visiting the Division headquarters with notices about the comment period placed in the entrance to the building. Those individuals who do not have access to the internet were invited to contact the Division and request that a complete copy be mailed to them. Comments to the plan were accepted through the Division website, by writing to the Director, by attending the public hearing and submitting written comments or by making oral comments that are recorded and entered into the public hearing record

A brief summary of the public comments from this process is included as Attachment 2.2.2.

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.

The Division continues ongoing collaboration with the NC Partnership for Children (NCPC), the private non-profit agency that oversees the administration of Smart Start. Smart Start funds are state appropriated, with a required private match. Each county offers different Smart Start-funded services and activities depending on the needs of the children and families in that community. Ongoing collaboration with Smart Start enables the Division to complement statewide efforts such as those funded through CCDF quality funds with local initiatives.

Smart Start continues to contribute over 30% of its services dollars for child care subsidies, enabling North Carolina to fully leverage all federal funds for which it is eligible. Smart Start funds are also used to improve the quality of child care, to make child care more affordable and accessible, and to provide access to health and family support services.

Several of North Carolina's CCDF-funded activities described in Section 5 represent public-private partnerships such as:

- *Child Care Resource and Referral:* The Division continues to support child care resource and referral agencies that provide critical links to parents and child care providers. Housed in private non-profit organizations, resource and referral agencies deliver the core services of consumer education, professional development and training, technical assistance, data collection and evaluation, and public awareness activities.
- *CCR&R Special Initiatives, Transition Grants, Pre-Licensing Workshops:* The Division also coordinates many statewide activities related to improving child care quality and availability through the NC Child Care Resource and Referral Council, made up of three private non-profit agencies: Child Care Resources, Inc., Southwestern Child Development Commission, and Child Care Services Association. This collaboration

builds a strong infrastructure for statewide resource and referral service delivery.

- *T.E.A.C.H Early Childhood Scholarships, T.E.A.C.H. Health Insurance, WAGES*: DCD also partners with Child Care Services Association, the private non-profit agency that administers the T.E.A.C.H. Early Childhood Program, the T.E.A.C.H. Early Childhood Health Insurance Program, and WAGES Salary Supplements. These initiatives are valuable supports for improved child care quality through increased professional development and compensation.
- *Child Care Revolving Loan Fund*: Continued collaboration with the Center for Community Self Help has made it possible for the Child Care Revolving Loan Fund to continue to make low-interest loans available to private for-profit and private non-profit child care programs. Loan funds may be used for costs associated with start up, expansion, or quality improvements.
- *The Medically Fragile Project*: DCD provides funding to the Department of Public Health who contracts with a private health care provider to support out-of-home care for children with significant health care needs. This public-private collaborate reduces isolation for children by creating a safe environment for them to receive care and allows their parent(s) or guardian to work outside the home.

Expected results of these collaborations:

- continued integration of early childhood education services and activities related to quality and child outcomes across all settings;
- continued focus from all early childhood education partners on improved program quality and increased professional development;
- better child outcomes related to children's school readiness; and
- strengthening service delivery to children and families which is coordinated and integrated through local partners.

PART 3
CHILD CARE SERVICES OFFERED

3.1 Description of Child Care Services

3.1.1 Certificate Payment System

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

- (1) A description of the form of the certificate (98.16(k)):

North Carolina uses a voucher for child care services which is issued to parents upon determination of eligibility for subsidized care services by the local purchasing agency. The voucher provides verification to the provider selected by the parent that the child is eligible for subsidized child care funding. The local purchasing agency makes the payment for child care services to the provider. (See Attachment 3.1.1 (a) for the Child Care Voucher/Application(s))

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

Upon receipt of the voucher from the local purchasing agency, the parent or guardian is allowed to use it to select a provider from a variety of regulated or approved child care settings such as child care centers, including religious sponsored programs, Head Start Wrap-Around, *More at Four Pre-Kindergarten* (at-risk four-year-old children deemed to be eligible), family child care homes, non-licensed homes, and in-home care. If the provider accepts the child for enrollment, the provider signs the voucher and returns it to the local purchasing agency. Once the provider has been approved for subsidy services, the agency pays the provider upon receipt of a monthly attendance report.

Vouchers are also issued to transportation providers, if the transportation provider is not the child care provider. Transportation providers must meet applicable federal and state regulations related to transporting children and must provide a monthly report to verify the child's use of the service prior to receiving payment.

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

Not Applicable

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

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

<http://info.dhhs.state.nc.us/olm/manuals/dcd/ccs/man/index.htm>

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

- ☐ Yes, and the following **describes** the types of child care services, the process for accessing grants or contracts, and the range of providers that will be available through grants or contracts: (658A(b)(1), 658P(4), §§98.16(g)(1), 98.30(a)(1) & (b))
- ☒ No.

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

- ☒ Yes, and the limits and the reasons for those limits are: (§§98.16(g)(2), 98.30(e)(1)(iv))
- ☐ No.

Fair Labor standards require that in-home care providers receive an amount equal to minimum wage per hour; however, the county department of social services or other designated local purchasing agency cannot pay more than 50% of the one-star county market rate. Any difference must be paid by the parents. Each parent who chooses this type of care receives a copy of the form "Requirements for Payment of Care in the Child's Home." The form provides an explanation of the parent's responsibilities regarding payment, record keeping, and making the appropriate deductions for state and federal taxes, including Social Security and Unemployment Compensation, if applicable.

In-home caregivers are required to have a criminal records background check the same as all other providers. The local purchasing agency cannot issue approval for payment to the in-home care applicant pending the criminal records check results unless there is no other child care arrangement available for the child and a local criminal records check has been submitted to the local purchasing agency and the Division.

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

☒

Yes.

☐

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

3.2 Payment Rates for the Provision of Child Care

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

These rates are provided as Attachment 3.2 (a)

The attached payment rates were implemented and effective October 1, 2006.

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

For the market rates currently in effect, the month and year when the local market rate survey(s) was completed was March 2005. Analysis of the results was completed March 2006. (§98.43(b)(2)).

NOTE: A subsequent child care market rate survey was completed in 2006-07 and preliminary rate results are attached. Possible implementation strategies are currently under consideration by the NC General Assembly.

A copy of the Market Rate Survey instrument and a summary of the results of the survey are provided as Attachment 3.2 (b). At a minimum, this summary should include a description of the sample population, data source, the type of methodology used, response rate, description of analyses, and key findings

The Division of Child Development contracted with the North Carolina State University's Center for Urban Affairs and Community Services (CUACS) to conduct the 2005 and 2007 Market Rate Surveys. All licensed child care facilities were surveyed with the exception of a few providers such as Head Start and certified developmental day centers. Child care providers completed the surveys and CUACS obtained a 96% response rate in 2005 and a 98% response rate in 2007. As a result of the 2005 survey data, the North Carolina General Assembly approved incremental increases in market rates for eligible three, four and five star facilities effective October 1, 2006. (Market rates did not change for one and two star centers and homes, or for unlicensed homes.) Market rate adjustments based on data from the 2007 survey are under consideration by the NC General Assembly.

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

☒ Yes.

☐ No.

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

The rates that were implemented in October 2006 were partially implemented due to limited funding. The rate ceiling is set at the 75th percentile. There are no variations across categories.

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

Market Rate Methodology:

A survey instrument is used to survey child care centers and family child care homes for private pay rates. Regulated facilities (including religious-sponsored programs and regulated school-age programs) are surveyed. Exceptions include programs with rate structures deemed different from the typical facility: Head Start centers, developmental day centers certified by the Division of Mental Health/Developmental Disabilities/Substance Abuse Services (MH/DD/SAS), and preschool programs offering only part-day care.

The information collected in the survey is used to calculate market rates with specificity to county, type of program (center or home), age group and star rated license level. Per state law, rates are established for each county based on either actual county market data or in cases where the surveyed population for any of these types of care did not include at least 50 responses, a regional or statewide market rate is substituted for the county rate. This is done to ensure that for each type of care in each county, there is sufficient data on which to base market rates.

Survey data is used to determine the 75th percentile of private pay rates for regulated child care in each county and for each combination of care (age and star rating). The 75th percentile of private pay rates is also calculated for regional rates for center- and home-based care by age group and star rating.

Non-licensed home providers are not included in the market rate survey. These providers do not have to meet the same requirements as regulated family child care home providers and receive a lower payment rate as determined by state law.

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.

Eighty-four percent of the licensed child care centers and homes in the state serve children who receive subsidies. This high level of participation among child care providers allows parents to choose from many sources and varying licensing levels (ranging from one to five stars) when selecting care for their child. Currently over seventy-seven percent of all children enrolled in licensed care are in three to five star licensed facilities and a large percentage of these are children receiving subsidies.

Does the State have a tiered reimbursement system (higher rates for child care centers and family child care homes that achieve one or more levels of quality beyond basic licensing requirements)?

☒ Yes. If yes, **describe**:

☐ No.

To more effectively communicate the quality of regulated child care arrangements to parents, North Carolina developed a five-star rated license system for child care facilities based on composite scores for program standards, staff education and compliance history. However, legislation was passed in May 2005 that changes how ratings will be determined. By January

2008, ratings for licenses will be based on program standards and staff education. Compliance history will continue to be assessed and will be considered a basic requirement of licensing; however, it will no longer contribute to a facility's quality rating. The five-star rated license is intended to help parents understand differences among child care options and encourage child care providers to achieve higher levels of quality. Market rates have been established for each star rated license so that as providers increase their star rating, they have an opportunity to receive a higher subsidy payment rate.

3.3 Eligibility Criteria for Child Care

3.3.1 Age Eligibility

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

☒ Yes, and the upper age is 17.

☐ No.

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

☒ Yes, and the upper age is 17.

☐ No.

3.3.2 Income Eligibility

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

Family Size	(a) 100% of State Median Income (SMI) (\$/month)	(b) 85% of State Median Income (SMI) (\$/month) [Multiply (a) by 0.85]	IF APPLICABLE	
			Income Level, lower than 85% SMI, if used to limit eligibility	
			(c) \$/month	(d) % of SMI [Divide (d) by (a), multiply by 100]
1	\$2,523	\$2,145	\$1,892	75%
2	\$3,300	\$2,805	\$2,475	75%
3	\$4,076	\$3,465	\$3,057	75%
4	\$4,852	\$4,124	\$3,639	75%
5	\$5,629	\$4,785	\$4,221	75%

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

2005.

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

August 1, 2007

State legislation mandates that the income eligibility limits be 75% of state median income that is adjusted biennially. The next adjustment will occur August 2009.

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

Eligibility is based on the countable income of the parent(s)/responsible adult of the child who needs subsidy services. Gross income is used; however, there are certain exclusions (see Attachment 3.3.2). Only the income of the parents or the adult who has court-ordered financial responsibility is counted. The income of a child’s stepparent is only counted in certain situations.

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

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

☐ No.

See attachment 3.3.2.—Countable/Non-Countable Income

- Is the income of all family members included?

☐ Yes.

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

The income of a child's stepparent is only counted in certain situations.

3.3.3 Eligibility Based Upon Receiving or Needing to Receive Protective Services

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

☐ Yes.

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

NOTE: North Carolina does provide care for children in protective services; however, non-CCDF funding sources are used to pay for these services.

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

☐ Yes.

☐ No.

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

NOTE: Other funding sources are used to provide care for children in protective services. These services are provided without regard to income and parent fees are not imposed.

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

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

3.3.4 Additional Eligibility Conditions

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

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

3.4 Priorities for Serving Children and Families

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

Eligibility Category	(a) Guarantee subsidy eligibility	(b) Give priority over other CCDF- eligible families	(c) Same priority as other CCDF- eligible families	(d) Is there a time limit on guarantee or priority?	(e) How long is time limit?
Children with special needs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Children in families with very low	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

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

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

North Carolina blends state and federal funding for subsidized child care services at the state level. Funds are distributed through an allocation process to county departments of social services that administer the child care subsidy program. (In some cases, the county department of social services chooses to contract with another local purchasing agency to administer the subsidy program.) The blending of funding allows families to visit one agency to apply for care to meet their various needs. Payment codes are used by the local purchasing agency to identify the reason care is provided for each child so that the Division can determine which funding source to use.

Families who meet one of the following five need categories may receive subsidized child care services if they meet the applicable income guidelines.

- the child's parents are working, or are attempting to find work;
- the child's parents are in school or in a job training program;
- the child is receiving child protective services (regardless of income);
- the child needs child care to support child welfare services or because the family is experiencing a crisis (regardless of income), or

- the child is developmentally delayed, or is at risk of being developmentally delayed.

Child care transportation may also be provided, if needed, and if the county chooses to use subsidy funds for this purpose.

NOTE: CCDF dollars are only used to pay for child care provided to support employment, education and training activities, and transportation to child care. (Other funds are used to support the full range of activities listed above.) CCDF funds are used to provide care to children with special needs if their families are working or in education or training activities.

Counties *are* required to set aside part of their allocation for children with special needs. The amount counties set aside in the current state fiscal year must be at least as much as they spent in SFY 1996-97 to serve children with special needs. However, counties may choose to set-aside a higher amount. Most counties also give priority to families who are working, in particular, those who are receiving TANF benefits who are working or participating in a training activity. Of the families who receive child care subsidies, approximately 86% have annual incomes below \$25,000.

- 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)).

During the 2006-2007 SFY, the North Carolina General Assembly approved the transfer of \$81.3 million from TANF to CCDF. These funds are part of the allocation of blended funding that local purchasing agencies receive for subsidy services. Most local purchasing agencies give priority to families who are working, including those who are receiving TANF benefits when there are not enough funds to serve all families. County departments of social services develop local plans for meeting TANF goals which include projections about the number of families and children who need child care to support the parent's employment.

In addition, some counties have chosen to use funding from local Work First Block Grant funds to provide child care services for TANF-eligible families when county child care allocations have not been sufficient to meet the needs of these families.

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

- ☐ Yes, and the additional priority rules are: (Terms must be defined in Appendix 2)
- ☒ No.

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

- ☐ Yes.
- ☒ No.

NOTE: Under North Carolina's state supervised, county administered subsidy program, local purchasing agencies have the ability to prioritize the need for child care services based on local needs if there are not sufficient funds to serve all who apply. When this occurs, they must establish waiting list priorities for receiving services.

3.4.6 Does the Lead Agency maintain a waiting list?

- ☐ Yes. If yes, for what populations? Is the waiting list maintained at the State level? Are certain populations given priority for services, and if so, which populations? What methods are employed to keep the list current?
- ☒ No.

NOTE: Waiting lists are maintained by the local purchasing agencies. The local purchasing agencies have several options for establishing a waiting list as stated in Attachment 3.4.3. Division staff reviews the written waiting list priorities prior to approval by the director of the county department of social services and by the county's board to ensure that the options are within state guidelines.

3.5 Sliding Fee Scale for Child Care Services

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

The fee percentages of 10%, 9% and 8% shown on the fee scale became effective October 1, 2001. The fees percentages are based upon family size and are applied to the family's gross countable income which is updated every two years.

The most recent adjustment in family income occurred in August 2007. Consequently, the sliding fee scale shown in Attachment 3.5.1 became effective August 1, 2007.

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

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

In addition to income and family size, the hours that care is needed is a factor in determining the amount of the fee. If less than full-time care is needed, the family's fee is multiplied by .75 for 3/4 time care, or by .5 for 1/2 time care.

There is one fee per family regardless of the number of children in care. If there is more than one child in care, the family's fee may be divided equally among the children in care or the entire fee may be assigned to the youngest child in care. This option reduces the amount of paperwork completed by the local purchasing agency staff as well as the number of payments made by a parent if more than one provider is used per family.

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

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

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

\$35,595**

(**This is 75% of NC's State Median Income, the maximum income eligibility for a family of 3; it includes income at the poverty level.)

North Carolina does provide for a sliding fee scale which requires families to share in the costs of child care. The fee is based upon family income and family size; however, there is no provision which allows for a reduced fee or no fee for families whose incomes are at or below the poverty level. In determining the state median income, which is used to develop the sliding fee scale, incomes that are at or below the poverty level are included. In short, North Carolina families with incomes below the poverty level are treated the same as all other

eligible families and are required to pay a co-pay which reflects their level of income.

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

- ☐ ALL families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee.
- ☐ ALL families, including those with incomes at or below the poverty level for families of the same size, ARE required to pay a fee.
- ☒ SOME families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee. The following describes these families:

Fees for child care services are assessed based upon countable income. Families whose only sources of income are not countable in accordance with the child care services policy (e.g. Work First benefits, Supplemental Security Income (SSI), etc.) are not assessed a fee. In addition, fees are not charged for children with no income who live with someone other than a biological or adoptive parent or with someone who does not have court-ordered financial responsibility.

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

- ☒ Yes.
- ☐ No.

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

The current fee policy requires that most families, including TANF recipients, pay a fee based upon their countable income. The percentages are 10% for a family size of one to three, 9% for a family size of four or five, and 8% for a family size of six or more. These co-payment percentages apply regardless of the type of care so that families do not pay a higher percentage rate if they select higher quality care. In addition, a family receiving subsidized care pays one fee to the provider regardless of the number of children who need care; however, the fee is usually based upon the care provided to the youngest child in the family.

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As a family's income or size gradually increases or decreases, their co-payment reflects these changes. As a result, families do not experience the “cliff effect” of having qualified for subsidized care and then, suddenly, with a slight change in income or family size, be completely on their own without any assistance. Families are held increasingly responsible for the full cost of the child care payment as their income allows.

PART 4
PARENTAL RIGHTS AND RESPONSIBILITIES

4.1 Application Process / Parental Choice

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

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

Parents are informed of the availability of child care services by a variety of means. County departments of social services, local child care resource and referral agencies, family resource centers, local Smart Start Partnerships, public schools, child care providers, and Head Start programs may offer information to parents about the availability of subsidized child care services. In addition, the Division's web site offers information regarding the star rated licensing system and subsidy services and includes a site that assists parents in their search for a particular type of care. The site also makes information available about each provider's compliance with licensing requirements. Some of the information on the website is also available in Spanish.

Parents apply for services at the county department of social services or designated local purchasing agency. The county agency or local purchasing agency has access to a Spanish version of the child care application as well as an English version. The eligibility determinations are made by staff in the county agency or local purchasing agency. When income is a condition of eligibility, the amount of countable income must be verified. The amount of gross family income is verified by various sources such as a copy of a pay stub, award letter, employer verification form, or information in an existing agency record. Parents who receive TANF benefits are provided an explanation regarding exception to individual penalties described in 4.4.

A 12-month eligibility period is established at the time an applicant is determined eligible unless there is a need for child care assistance for an

abbreviated period. For example, a parent may request child care for a specific period of time such as during a holiday break for a school age child. Parents are informed about the importance of reporting changes which may impact their eligibility.

Upon request, information about the subsidy program and eligibility requirements is presented to groups who work directly with families. In the past year, information was shared:

- at conferences such as the National Smart Start Conference, the North Carolina Fiscal, Personnel, & Technology Conference and Day for Day Care Training for providers;
- with various organizations such as directors of local departments of social services, local Smart Start executive directors, local resource and referral agency staff, non profit and for profit providers and child care advocates; and
- with various committees such as the Division of Child Development's Subsidy Advisory Committee members, and participants and stakeholders reviewing the State TANF Plan.

A training presentation was developed emphasizing the star rated license and the benefit of choosing quality child care for agencies that work directly with families.

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

http://ncchildcare.dhhs.state.nc.us/county/cs_countyforms.asp

4.1.2 Is the application process different for families receiving TANF?

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

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

At the time of application for child care subsidy services, information is provided to parents about the various child care options along with an

explanation of the star rated licensing system and how to choose a child care provider that best meets the needs of the child and the family. North Carolina's subsidy policy supports payments to all types of regulated child care providers and in-home care that is exempt from licensure. Special policies have been developed to support the use of religious sponsored child care. For example, if needed, the parent can receive the subsidy payment and pay the religious sponsored provider directly if the provider chooses not to sign the forms required to receive state and federal funds from the local purchasing agency. Subsidy policy also prohibits the local purchasing agency from eliminating certain types of arrangements when approving care for a subsidy eligible parent.

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

- ☒ Yes. If yes, **describe** these activities, including how the State overcomes language barriers with families and providers.
- ☐ No.

The Division of Child Development is currently creating updated Spanish translations to the following documents: the Application for Child Care Services and Instructions, the Child Care Voucher, Continuation Page and Instructions and the Recipient Responsibilities for Child Care Services.

Many local purchasing agencies have bilingual staff or access to an interpreter for Hispanic families applying for child care subsidies. In addition, the agencies have translated applicable subsidy forms in order for families to access subsidies. Information to assist families in locating child care centers is available in Spanish and can be located at

<http://ncchildcaresearch.dhhs.state.nc.us/search.asp?lang=Spanish>

4.2 Records of Parental Complaints

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

Complaints for violations of licensing requirements in regulated programs are investigated by staff from the Division of Child Development. Staff also investigates reports of child abuse and/or neglect which occur in regulated child care settings and in non-licensed homes if the provider is a non-relative. In these situations, county departments of social services assist with the investigations. (If a report of abuse or neglect is received and the child care provider is a relative of the child, the county department of social services

conducts the investigation.) Certain documents regarding the investigation and the findings are considered public information and are available to the public at the Division's headquarters. Copies of this information are also sent to the local agency and may be shared with parents.

In addition to information on complaints that are investigated, parents can gain access to information on any child care provider's compliance with licensing requirements. Files are maintained in the Division's office on each regulated center and home. Parents may view the records by visiting the office or may request a copy via e-mail or phone (1-800-859-0829 for in-state calls or 919-662-4527). Parents can also access some information from the records on-line through the Division of Child Development's website at www.ncchildcare.net. This portion of website is also available in Spanish.

The rated license system provides additional information to parents about each individual provider's compliance history. Legislation passed in May 2005 requires a compliance history of at least 75% for the most recent 18-month period for selected critical rules in order to maintain the license.

4.3 Unlimited Access to Children in Child Care Settings

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

The Child Care Voucher issued to parents includes a statement which requires that the provider allow the parent access to the child and the caregiver whenever the child is in care. This information is also included in the Child Care Provider Agreement which is signed annually by each provider approved to receive subsidized child care funds. In addition, licensing regulations require all regulated facilities to allow parents unlimited access to their children.

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

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

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

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

The Division of Social Services collaborated with the Division of Child Development to develop these definitions.

- "appropriate child care":

-care in a regulated child care center or family child care home that has a license, or

-care in an unregulated child care arrangement that meets the minimal health, safety or criminal record check standards required of unregulated providers for payment through North Carolina's child care subsidy program.

- "reasonable distance": In evaluating "reasonable distance," counties or local agencies consider the total time it takes for parents to travel one-way from home to the child care provider then to work or work-related activity. Because of differences in North Carolina's geography and highway/road systems, county departments of social services or local purchasing agencies have maximum discretion to decide what is "reasonable" for individuals based on their resources (i.e. whether they have a vehicle in working order or family resources available for transporting the family) and local transportation considerations.

As a guideline, counties or local purchasing agencies should consider that it may not be reasonable to require families receiving Work First to travel more than eighty minutes one-way to work and child care. Eighty minutes is approximately 4 times the average one-way commute time in North Carolina (not including stops at child care arrangements), as reported by the US Census Bureau based on the 2000 decennial census. This does not preclude exemption from the sanction based on a shorter commute if the local purchasing agency considers the commute an obstacle to children's healthy development or the family's self-sufficiency goals.

- "unsuitability of informal child care": The unsuitability of an unregulated child care arrangement is determined on a case-by-case basis. An informal child care provider is considered "unsuitable" for a particular family if one of the following exists:

-the unregulated child care arrangement does not meet the health, safety, and criminal record check standards required of unregulated providers to receive subsidy payments from the State of North Carolina; or

-the parent does not want his/her child(ren) cared for by the unregulated child care provider.

- "affordable child care arrangements": when a child care subsidy is available to the family, the child care is deemed affordable.

PART 5

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

5.1 Quality Earmarks and Set-Asides

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

Infants and toddlers:

Current Activities funded with Infant-Toddler targeted funds include:

- a. *Statewide Infant/Toddler Enhancement Project (Infant-Toddler Specialists):*

Description: The Infant-Toddler Enhancement Project employs up to 25 Infant-Toddler specialists (I/T specialists) throughout the eighteen CCR&R Regions in the state. These specialists provide an array of services to infant-toddler child care providers including technical assistance, consultation regarding the infant environment rating scale, gathering local data which identifies the ongoing needs and current realities of children birth to 36 months, distributing educational material to I/T providers, and providing oversight of I/T improvement grants.

Goal: The overall goal of this project is to improve the quality and availability of infant/toddler child care services for children birth to 36 months.

Service Provider: The NC Division of Child Development (DCD) funds this project through Child Care Services Association, one of the NC Child Care Resource and Referral (CCR&R) Council agencies.

Expected and Actual Results:

- To improve the number of I/T spaces in NC's child care centers and homes

- Result: As of June 30, 2006, of the 4,712 I/T consultations provided by I/T specialists, 723 new I/T spaces had measurable improvements in quality as measured by pre and post ITES-R scores following a comprehensive technical assistance improvement program provided by I/T specialists.
- To increase the quality and availability of I/T spaces in high quality child care centers and homes through the I/T expansion grant program
 - Result: As of June 30, 2006, 75% of the centers and homes that received expansion grants successfully added 245 additional I/T spaces. All spaces were in 4 and 5 star facilities.
- To develop a comprehensive report on statewide child care resources for infants and toddlers throughout the state
 - Result: As of June 30, 2006, the CCR&R I/T Program published its first comprehensive report on the current realities of infants and toddler in child care throughout North Carolina. This report can be found online at:

<http://www.childcareservices.org/research.html>

b. T.E.A.C.H. Early Childhood® Infant Toddler Scholarship Collaborative:

Description: Through the T.E.A.C.H. Infant-Toddler Collaborative, child care providers who serve children age birth to 36 months receive educational scholarships to work towards an Associates or Bachelors degree in early childhood education through the local community college or higher educational systems. Center-based teachers and family child care providers agree to take a minimum of 10 semester hours per year in exchange for salary enhancements of either 4%-5% or a one time bonus. T.E.A.C.H. also assists child care providers with the cost of books, travel and paid release time. Employers of participants receive 100% reimbursement for release time to pay for substitute care. As in other T.E.A.C.H. programs, recipients agree to remain employed in current child care program for at least one year.

Goal: The goal of this project is to increase the quality of care provided to infants and toddlers by increasing the education of infant-toddler child care providers and their understanding of early childhood development.

Service Provider: DCD contracts with Child Care Services Association to support T.E.A.C.H.® scholarships for caregivers of infants and toddlers.

Expected and Actual Results:

- To increase the number of infant-toddler child care providers who serve children birth to 36 months who are enrolled in the T.E.A.C.H. Scholarship Collaborative from the 2002-2003 baseline of 1,038 providers who were enrolled.
 - Result: As of June 30, 2006, 2,166 infant toddler providers were enrolled recipients of the T.E.A.C.H. Infant Toddler Scholarship Collaborative. This number of enrollees represents 1,271 child care facilities (centers and homes) in 95 of 100 North Carolina counties.
- To increase the number of infant-toddler child care providers who complete an “educational contract” and become eligible for a salary enhancement from a baseline of 205 providers in 2002-2003.
 - Result: As of June 30, 2006, 558 infant toddler child care providers completed an “educational contract” and became eligible for salary enhancements. This represents a 272% increase in the number of recipients who reach their educational goals.
- The turnover rates for childcare providers enrolled in the T.E.A.C.H. Early Childhood® Project (including Infant Toddler scholarship recipients) will be less than 15%.
 - Result: As of June 30, 2006, the turnover rates for Associate Degree recipients ranged from a high of 10% for those who had completed one contract year, to a low of 3% for those completing four contract years.

c. *T.E.A.C.H. Early Childhood® Health Insurance:*

Description: The T.E.A.C.H. Early Childhood® Health Insurance Program, which began in 1999, helps fund the cost of health insurance in child care programs that have made a commitment to supporting the increased education and compensation of their staff. The program provides reimbursement for one-third of the cost of monthly health insurance premiums up to \$80.00. The additional two-thirds of the cost is paid by the employer and the local Smart Start partnership. Child care programs with degreed teaching and administrative staff, or those with a specified number of teachers or administrators enrolled in early childhood Associate or Bachelor degrees or B-K Licensure programs and utilizing T.E.A.C.H. Early Childhood® Scholarships are eligible.

Goal: To address the lack of accessibility of health insurance for child care providers.

Service Provider: DCD will continue to contract with Child Care Services Association and participating Smart Start Partnerships to help child care employees pay for health insurance.

Expected and Actual Results:

- To assist child care programs obtain insurance coverage for their employed workers.
 - Result: As of June 30, 2006, 384 child care facilities in 75 North Carolina counties, including 3,659 child care professionals participate in the T.E.A.C.H. Early Childhood® Health Insurance program. Of these 3,659 providers, over 1,300 or over one-third of these providers are infant-toddler providers. Currently, the program is at funding capacity and a waiting list is being kept.
- To reduce the turnover of staff in child care facilities by making the cost of obtaining health insurance more affordable for child care providers.
 - Result: As of June 30, 2006, 37% of facilities enrolled in the program reported a decrease in staff turnover compared to the year prior to participation. Additional results include:
 - 46% reported decreased turnover after 2 years;
 - 51% reported decreased turnover after 3 years;
 - 56% reported decreased turnover after 4 years, and
 - 58% reported decreased turnover after 5 years.
- To encourage the application and enrollment of child care providers' dependent children in North Carolina's Health Choice Program.
(<http://www.dhhs.state.nc.us/dma/cpcont.htm>)
 - Result: As of June 30, 2006, 2,562 dependent children of child care providers were verified to have health insurance.

d. *Infant/Toddler Environment Rating Scale (ITERS) Assessments:*

Description: DCD uses infant/toddler targeted funds to support the cost of ITERS assessments for infant/toddler classrooms within this project. These assessments are included in higher voluntary Program Standards that are part of North Carolina's rated license system.

Goal: To respond to requests for assessments of infant toddler classrooms in regulated child care settings. Results from these assessments are used by providers to improve the quality of their child care program and achieve higher license star ratings.

Service Provider: The Division contracts with the University of North Carolina at Greensboro to recruit and train Environment Rating Scale assessors to evaluate the quality of child care environment as part of the NC Rated License Assessment Project.

Expected and Actual Results:

- Quality rating assessments will be conducted by trained assessors as requested by child care providers. Assessors will use the Infant Toddler Environment Rating Scale order to measure the quality of the facility for licensing purposes.
 - Result: As of August 31, 2006, 1,093 ITERS quality rating assessments were completed (725 in 2005 and 368 in 2006) with an average quality rating of 4.94 and 4.59 respectively.
- Reliability assessments conducted to measure the reliability of scores between assessors will be 85% or higher as measured by a statewide “reliability testing” process.
 - Results: As of August 31, 2005, assessors were found to be performing at 91% reliability on the ITERS throughout the state which indicates that assessments are being performed in a consistent manner.

e. *Infant/Toddler Safe Sleep and SIDS Risk Reduction (ITS-SIDS) Project:*

Description: The IT/SIDS train-the-trainer module is offered 4 times a year to trainers across NC who have a health related degree, a basic knowledge of the development growth of infants as demonstrated by education coursework or experience working with infants. Once trained these trainers provide workshops for child care providers on ensuring infants are in safe sleep environments. ITS-SIDS trainers include child care health consultants, child care resource and referral staff, infant toddler specialists, and local Smart Start partnership staff.

Goal: The goal of the project is to keep enough trainers available to train caregivers of infants across the state and to keep child care providers informed about the latest research and best practices regarding safe sleep environments so that they can meet North Carolina licensing requirements.

Service Provider: DCD uses Quality Funds to contract with the UNC-CH, School of Public Health, Dept. of Maternal and Child Health to advertise, monitor, maintain and update the on-line train-the-trainer IT/SIDS training program.

Expected and Actual Results:

- To provide one online training per quarter (for an annual total of 4) of the ITS-SIDS train-the-trainer course to child care health consultants, infant toddler specialists and other trainers necessary to meet the ITS-SIDS training needs throughout North Carolina.
 - Result: As of June 30, 2006, 4 online ITS-SIDS train-the-trainer courses were offered online.
- To provide one online training per quarter (for an annual total of 4)
 - Result: In 2005 the North Carolina State Legislature adopted minimum state licensing rules which require that child care providers from both child care centers and family child care homes complete the IT/SIDS training course within 4 months of becoming employed and beginning work with infants. In addition, to maintain current licensing levels, infant child care providers must update their training every 3 years. Training is conducted through a cadre of trainers who have been fully trained through a “train-the-trainer” model. (NCGS 2005: Ch: 110-91-15)

http://nrc.uchsc.edu/STATES/NC/nc_law.htm

In addition, providers who complete the training are accounted for regularly in order to assure that the required training is completed timely in order to maintain regulatory and licensing requirements.

f. Partnering with Parents: Preventing Abuse and Neglect:

Description: This program is a multi-agency collaboration between DCD, *Zero to Three*, the *NC Children’s Trust Fund* and DCD partner agencies. The objective of this program is to educate technical assistance providers with the skills they need to train child care providers to both recognize incidences of possible child abuse and neglect and how to partner with parents to address this sensitive issue.

Zero to Three trainers provide a two-day “train-the-trainer” session to 60 technical assistance (TA) child care specialists. Once the training is completed

TA specialists, working in teams of two, then bring this education to child care providers in their local communities. TA specialists will participate in a follow-up *Zero to Three* training within one year to evaluate the effectiveness of the program and to address any difficulties.

Goal: To increase the communication skills of child care providers when speaking to families about child abuse and neglect. The training also allows child care environments to better assess their own use of best practices in order to avoid incidences of child abuse and neglect.

Service Provider: DCD is partnering with *Zero to Three* in Washington DC and the NC Children's Trust Fund to provide this training.

Expected and Actual Results:

- Staff will be trained in the “Partnering With Parents Curriculum” to determine if this format is appropriate for child care technical assistance staff to bring to child care providers.
 - Result: Phase I: Staff Training was completed in February 2006. The Division found the training to be appropriate for technical assistance staff to bring to providers under a “train-the-trainer” format.
- A total of 60 child care technical assistance (TA) specialists will participate in the 2-phase training.
 - Result: Phase II of this program occurred in May 2007 and 60 child care technical assistance providers attended the training.
- A total of 60 child care technical assistance (TA) specialists who completed Phase II of Partnering With Parents will return for the follow-up training where evaluation and effectiveness of Phase II will be measured and discussed.
 - Result: Phase III results will be reported after the follow-up training is complete in the Spring of 2008.

g. *Infant-Toddler Early Learning Guidelines:*

Description: The NC Division of Child Development began a collaborative effort to develop infant-toddler early learning guidelines in 2005 as a result of our planning grant with the *National Infant & Toddler Child Care Initiative with Zero to Three*. These infant-toddler early learning guidelines identify the development and learning that occurs in children ages birth through age 36

months, and offers strategies for encouraging quality care and experiences for North Carolina's youngest citizens.

Goal: To develop and publish infant and toddler early learning guidelines.

Service Provider: A collaborative team met over a two year period to develop these guidelines. Membership includes: the Office of School Readiness/More at Four, NC Early Intervention, Child Care Resource and Referral, NC Community College System, B-K Consortium, Even Start, Early Head Start, Migrant Head Start, Provider Associations, North Carolina Partnership for Children, Child Care Commission, the Division of Speech and Hearing, UNC, NC Child Care Health and Safety Resource Center, Public Health and the Department of Public Instruction and facilitated by Catherine Scott-Little of UNC-Greensboro.

Expected and Actual Results:

- To form a collaborative committee to develop a statewide publication for infant and toddler early learning guidelines that aligns with
 - Results: Thirty-four team members have met since 2005 and have developed the language for the infant toddler guidelines.
- To develop a comprehensive process for training and rollout of the infant toddler guidelines within the child care community beginning in 2007. Training efforts may be directed at both technical assistance providers who will provide orientation and training on the infant-toddler guidelines through a train-the-trainer process and the possibility of direct training to child care providers from various state and local specialists.
- - Results: As of December 2006, the Division developed a logistical team that is researching best practices for the rollout and training of infant toddler guidelines in the child care community. In late 2007, DCD expects to publish these guidelines for infants and toddlers and begin a comprehensive training and rollout based up best practices.

- h. Future activities/projects:* The Division may consider other activities and projects that promote increased quality or availability of Infant/Toddler child care, and improved health and safety outcomes for infants and toddlers.

Resource and Referral Services:

Current activities related to child care resource and referral:

DCD uses resource/referral targeted funds, as well as quality expansion targeted funds and a portion of the 4% quality set-aside funds for child care resource and referral. DCD contracts with three NC Child Care Resource and Referral Council (CCR&R) agencies to implement CCR&R activities in 18 regions that cover all 100 counties in North Carolina. The CCR&R Council agencies are: Child Care Resources, Inc., Child Care Services Association, and Southwestern Child Development Commission.

Each Council agency oversees CCR&R core services in counties within six regions that include consumer education and counseling; professional development and training; technical assistance; data collection, evaluation and analysis; and public awareness. Each Council agency is responsible for the monitoring and evaluation of services provided through the regional contracts that it manages.

In addition to these core services, the CCR&R Council also manages the following projects and activities:

a. Pre-Licensing Training for Child Care Providers:

Description: Fifty 2-day Pre-Licensing workshops are provided to prospective child care operators in diverse locations throughout the state.

Goal: To ensure that prospective child care operators have a comprehensive understanding of the requirements, complexity and resources available to support the operation of high quality and sustainable child care centers in North Carolina should they decide to open a child care facility.

Service Provider: CCR&R Council Management Agencies will deliver the training. They may subcontract out the delivery of these trainings to Regional Lead Child Care Resource and Referral (CCR&R) Agencies.

Expected and Actual Outcomes:

- Seventy-five percent of the child care center providers who choose to open a child care center after completing the Pre-Licensing workshop will achieve an initial 3-star-license.
 - Results: As of June 30, 2006, 82% of participants who completed the 2-day Pre-Licensing workshop and opened a child care facility were awarded at least a 3-star license.
- Pre-Licensing workshops will provide consistent information to all attendees. Workshop instructors will obtain at least 88% consistency

using an evaluation checklist designed to standardize the content of trainings throughout the state.

- Results: As of June 30, 2006, Pre-Licensing instructors scored a minimum of 88% on the evaluation checklist which validated that a consistent training and curriculum is being offered in various trainings throughout the state.
- North Carolina will require that child care center operators fully understand the laws and regulations governing child care before they open a child care facility.
 - Results: As of January 1, 2006, operators of child care centers must complete a pre-licensing workshop before the NC Division of Child Development will issue an initial license or a Notice of Compliance to open a child care center. (Rule .0310(c))

b. Promoting Healthy Social Behaviors in Child Care:

Description: This initiative funds 25 behavior specialists located throughout the 18 CCR&R regions to assist child care providers in addressing challenging behaviors of children enrolled in child care programs.

Goal: To reduce child expulsions, to encourage nurturing pro-social behaviors in children, to increase access of child care providers to important resources, and to improve teacher and family understanding of the importance of children's social-emotional development.

Service Providers: Behavior Specialists employed by the 18 CCR&R Regions throughout North Carolina.

Expected and Actual Outcomes:

- To develop a resource list of social emotional practitioners, educators and mental health professionals within each CCR&R region of North Carolina. In addition, a process or protocol will be developed for making referrals to child care providers and parents in order to provide assistance to children who are in need of intervention.
 - As of June 30, 2006, a Social-Emotional Practitioners Resource List and protocols had been developed for each CCR&R Region and include 418 practitioners who offer services to children, or the adults who care for them, to address challenging behaviors. In addition, Behavior Specialists were asked to collaborate with members of their Local Interagency Coordinating Council

(LICC) to promote inclusive environments and care for children with disabilities.

- Future outcomes include the development of an annual expulsion rate which measures the numbers of children expelled from child care programs each year. In addition, future goals will include targeted technical assistance designed to reduce the expulsion rate.
 - As of June 30, 2006, baseline data was collected of children expelled from child care facilities in the year prior to the employment of the Behavior Specialists. This data provides a baseline upon which to measure the impact of Specialists in future years.

c. *Statewide Infant/Toddler Enhancement Project (Infant-Toddler Specialists):*

Described in the above section infant/toddler activities

d. *School-Age Child Care Quality Improvement Project:*

Described in the section below on school-age activities

e. *Future activities/projects:*

The Division may consider other activities and projects that promote increased quality or availability of resource and referral services.

School-age child care:

Current activities related to School-age care:

DCD uses the funds targeted for resource/referral and school-age care activities solely for resource and referral activities. The following activities are targeted for improving the quality and availability of school-age care and are funded with a portion of the 4% quality set-aside funds.

School-age Quality Improvement Program:

Description: In each of the 18 CCR&R Regions throughout North Carolina, one School-Age specialist is employed to provide child care providers with targeted services to improve the quality and availability of care to school-age children. Services include: increased access to resources, technical assistance, and training specific to school-age care.

Goal: The overall goal for this project is to improve the quality and availability of school-age care statewide.

Service Provider: Southwestern Child Development Commission, one of the NC Child Care Resource and Referral (CCR&R) Council agencies manages this program for DCD.

Expected and Actual Outcomes:

- To provide technical assistance and training to school age care providers in each of the 18 CCR&R regions.
 - Results: As of June 30, 2006, 150 training programs (Basic School Age Care Training-BSAC) had been offered and 1,880 certificates of completion had been awarded to school-age child care providers.
- To increase the numbers and quality of licensed spaces dedicated to school-age children.
 - Results: As of June 31, 2006 the number of new licensed school-age spaces had increased by 8,748; 4,882 currently licensed spaces increased in quality.

a. Future activities/projects:

The Division may consider other activities and projects that promote increased quality or availability of school-age care.

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

\$ 11,855,448.00 (4.03%)

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

NORTH CAROLINA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

Activity	Check if undertaking/will undertake	Name and type of entity providing activity	Check if this entity is a non-governmental entity?
Comprehensive consumer education	<input checked="" type="checkbox"/>	Child Care Resource and Referral, Non Profit (CCR&R)	<input checked="" type="checkbox"/>
		NC Division of Child Development (DCD)	<input type="checkbox"/>
		University of NC-Greensboro, Higher Education (UNC-G)	<input checked="" type="checkbox"/>
Grants or loans to providers to assist in meeting State and local standards	<input checked="" type="checkbox"/>	Child Care Resource & Referral (CCR&R)	<input checked="" type="checkbox"/>
		Center for Community Self-Help, Non Profit	<input checked="" type="checkbox"/>
Monitoring compliance with licensing and regulatory requirements	<input checked="" type="checkbox"/>	NC Division of Child Development (DCD)	<input type="checkbox"/>
Professional development, including training, education, and technical assistance	<input checked="" type="checkbox"/>	University of NC in Chapel Hill, Higher Education (UNC-CH); Frank Porter Graham Child Development Institute (FPG)	<input checked="" type="checkbox"/>
		NC State University, Higher Education (NCSU)	<input checked="" type="checkbox"/>
		Child Care Resource and Referral (CCR&R)	<input checked="" type="checkbox"/>
		Partnership's for Inclusion (PFI)	<input checked="" type="checkbox"/>
		Department of Public Instruction (DPI)	<input type="checkbox"/>
		NC Division of Child Development (DCD)	<input type="checkbox"/>
Improving salaries and other compensation for child care providers	<input checked="" type="checkbox"/>	Child Care Resource & Referral, Non-Profit (CCR&R)	<input checked="" type="checkbox"/>
		Local Smart Start Partnerships, Non Profit	<input checked="" type="checkbox"/>

NORTH CAROLINA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

Activity	Check if undertaking/will undertake	Name and type of entity providing activity	Check if this entity is a non-governmental entity?
		NC Division of Child Development	<input type="checkbox"/>
		Child Care Facilities	<input checked="" type="checkbox"/>
Activities in support of early language, literacy, pre-reading, and early Math concepts development	<input checked="" type="checkbox"/>	NC Division of Child Development, (DCD)	<input type="checkbox"/>
		Department of Public Instruction (DPI)	<input type="checkbox"/>
		University of North Carolina-Greensboro (UNC-G)	<input checked="" type="checkbox"/>
		Child Care Resource and Referral (CCR&R)	<input checked="" type="checkbox"/>
Activities to promote inclusive child care	<input checked="" type="checkbox"/>	Partnerships for Inclusion	<input checked="" type="checkbox"/>
		Department of Public Health	<input type="checkbox"/>
		Child Care Resource & Referral, Non-Profit (CCR&R)	<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"/>	NC Division of Child Development (DCD)	<input type="checkbox"/>
		University of NC School of Public Health (UNC-CH)	<input checked="" type="checkbox"/>
		Department of Public Health (DPH)	<input type="checkbox"/>
Activities that increase parental choice	<input checked="" type="checkbox"/>	Child Care Resource & Referral, Non-Profit (CCR&R)	<input checked="" type="checkbox"/>
		NC Division of Child Development	<input type="checkbox"/>

NORTH CAROLINA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

Activity	Check if undertaking/will undertake	Name and type of entity providing activity	Check if this entity is a non-governmental entity?
		Partnerships for Inclusion	<input checked="" type="checkbox"/>
Other activities that improve the quality of child care (describe below).	<input checked="" type="checkbox"/>	Child Care Resource & Referral, Non-Profit (CCR&R)	<input checked="" type="checkbox"/>
Other activities that improve the availability of child care (describe below).	<input checked="" type="checkbox"/>	Child Care Resource & Referral, Non-Profit (CCR&R)	<input checked="" type="checkbox"/>

(§98.51(a)(1) and (2))

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

The Division continues to fund programs which improve the quality and availability of child care throughout the state. Below is an overview of these activities, including expected results. All activities and programs that are funded by the Division are required to have an evaluation plan in place. This plan is part of the contract language. The Division's "Center of Excellence" reviews all proposals and assesses potential programs to ensure that projected outcomes meet the goals of the Division. This committee meets regularly to review the ongoing progress of all activities, including annual evaluation reports and actual outcomes. On-going monitoring by the Division, mid-year reports from grantees and year end-annual reports are also used to evaluate the ongoing effectiveness of programs.

Comprehensive Consumer Education

Current activities related to Comprehensive Consumer Education:

The Division strives to make parents and other customers aware of early care and education information and resources. DCD's current activities include:

- Continued core services for consumers offered through child care resource and referral agencies so that parents can obtain assistance in making informed decisions about child care. (CCR&R)
- Continued outreach through the Division's website (www.ncchildcare.net) where child care licensing and training information are posted along with information and data on early care and education. (DCD)

- Continued support of the five-star rated license through the NC Rated License Assessment Project and monitoring by the Division's licensing consultants in order to provide consumers with a tool for comparing the quality of child care programs. (UNC-G)
- Continued development and distribution of materials related to quality early care and education that are strategies in several CCDF-funded projects.
- The Division may consider other activities that promote increased consumer education or outreach, such as the translation of materials for Spanish-speaking consumers.(DCD)

Expected results of Comprehensive Consumer Education activities:

- Continued consumer access to information about choosing child care, about the five-star rated license, and about the impact of quality early care and education. (CCR&R, UNC-G, DCD)
- Continued services to parents seeking child care through child care resource and referral agencies.(CCR&R)
- Continued access to information about child care licensing and training programs(CC&R, UNC-G, DCD)
- Access of child care information from non-English speaking families (CCR&R)

Grants or loans to providers to assist in meeting State and local standards

Current activities related to grants or loans to providers to assist in meeting State and local child care standards:

In 2005 North Carolina decided to strengthen the quality rating system by focusing on the 2 components most linked to quality – education and program standards. In the past, points towards a rated license could be earned in three areas: 1) staff education, 2) program quality, and 3) compliance with regulations. Transition to the 2-component system will occur by January 2008. Compliance with child care requirements is part of minimum licensing. Funds to support this transition have been made available for 2 years through the NC Rated License Transition Grants Project to help eligible child care centers and family child care homes maintain or increase points earned in staff education and program quality so that they will maintain or increase their star rating. In addition, the Division continues to contract with the Center for Community Self Help to administer the Child Care Revolving Loan Fund. This CCDF-funded

activity makes low-interest loans available to providers for improving the quality and availability of child care. (CCR&R)

In addition, the Division continues to contract with the Center for Community Self Help to administer the Child Care Revolving Loan Fund. This CCDF-funded activity makes low-interest loans available to providers for improving the quality and availability of child care. (Center for Community Self-Help)

Expected results of grants or loans made to providers to assist in meeting State or local standards:

Expected results for the Rated License Transition Grants Project include the continued transition of child care facilities (both centers and family child care homes) from the three component license to the two component license in advance of the January 2008 target date. (CCR&R)

Expected results for the Child Care Revolving Loan Fund include new loans made to child care providers to assist them in meeting state licensing requirements and the ongoing repayment and closure of current loans. (Center for Community Self-Help)

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

Monthly assessments are made by the Division to measure the number of facilities that have transitioned to the new 2-component rated license program. The Division continues to encourage providers to voluntarily transition to the new rated license and provides notices to providers based upon the assessment of current numbers.

The Division monitors the Community Self-Help Project to determine if funding requirements are met and loan expectations fulfilled.

Monitoring compliance with licensing and regulatory requirements:

Current activities related to monitoring compliance with child care licensing and regulatory requirements:

The Division continues to use CCDF funds for licensing consultants to monitor compliance with child care law and rules. CCDF funding allows for sufficient staff to annually monitor child care centers and family child care homes, to assess compliance with enhanced program and education standards achieved for the rated license, and to investigate allegations of child abuse or neglect. Additional staff support criminal record background checks of child care

providers (required for licensure) to ensure the safety and well-being of children who are in care. The Division's *Internal Review Panel* renders decisions which may prohibit an individual from providing child care or may impose administrative actions and/or penalties against providers for failure to comply with child care laws and rules. (DCD)

Expected results of activities related to monitoring compliance with child care licensing and regulatory requirements:

Expectations from the on-going work of licensing consultants is to continue to monitor and enforce child care regulations in all licensed facilities to insure the protection, health and safety of children. Successful monitoring and compliance also insures that children are cared for by qualified persons and are enrolled in child care programs designed to have their developmental needs met. Division goals include prompt and thorough investigations of all licensing violations and allegations of child abuse and/or neglect, including working with appropriate agencies to insure safe placement of the child. The criminal history background check process is designed to remove from the child care workforce any individual with a history of child predation, abuse or neglect. The ongoing work of the *Internal Review Panel* continues to render decisions regarding instances of possible licensing violations and, when proved, imposes appropriate penalties. (DCD)

Evaluation of monitoring compliance with child care licensing and regulatory requirements:

A recent evaluation of the monitoring and compliance process indicated a need to reduce the caseload of each licensing consultant. The Division requested additional staffing to increase the number of licensing staff. The General Assembly provided funding for eight additional licensing consultants to help reduce caseloads in fiscal year 2007.

Professional development, including training, education, and technical assistance

Current activities related to professional development, including training, education, and technical assistance:

The Division continues to use CCDF funds to support the professional development of children's caregivers. In addition to on-going training opportunities offered through CCR&R agencies, the Division may use CCDF funds for these activities:

- to support the work of the *NC Institute for Early Childhood Professional Development* which provides ongoing leadership, technical assistance and

direction regarding the Division's professional development plan and statewide goals to promote higher quality care for all children in North Carolina. The membership of the *Institute* is diverse and represents all early childhood professions. (DCD)

- to train newly hired Child Care Resource and Referral staff and Division licensing staff on the environment rating scales. These scales which are part of the higher voluntary program standards of North Carolina's rated license system, is conducted by the University of North Carolina at Chapel Hill, and allows Division/CCR&R staff to provide technical assistance to child care providers regarding use of the scales; (UNC-CH)
- to provide ongoing training to child care providers and other technical assistance staff on inclusive child care settings (Partnerships for Inclusion), to provide surveys of the state's current realities regarding inclusion; (PFI)
- to support a professional development website (www.ncchildcare.org) which is managed by staff from North Carolina State University, and provides information on career development for early childhood educators; (NCSU)
- to support ongoing training to child care providers and staff on NC's Early Learning Guidelines for preschool children (*Foundations: Early Learning Standards for North Carolina Preschoolers and Strategies for Guiding Their Success*) and future support for the soon to be published NC Infant-Toddler Early Learning Guidelines for Children Birth- 36 Months; (DPI)
- to provide technical assistance to providers in how to recognize issues of child abuse and neglect and how to communicate with parents about abuse and neglect issues; (DCD)
- to provide training and technical assistance to prospective child care providers on North Carolina's licensing rules and laws through Pre-Licensing Workshops. (CCR&R)

Expected results related to professional development, including training, education, and technical assistance:

Continued support for professional development opportunities for child care personnel in order to improve and sustain the quality of child care programs and to increase the level of professionalism among early childhood educators. All these efforts work to professionalize the work, career and salaries of early childhood educators.

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

Satisfaction surveys are conducted to determine the quality of training received by providers. This information is then used to improve educational programming throughout the state. When appropriate, pre and post tests are administered to measure the knowledge gained in educational programs.

Improving salaries and other compensation for child care providers

Current activities related to improving salaries and other compensation for child care providers:

The Division supports compensation linked to education through CCDF-funded projects with Child Care Services Association. (*T.E.A.C.H., Compensation Incentives*) as follows:

- the T.E.A.C.H.® Early Childhood Health Insurance uses CCDF funds to help child care providers pay for health insurance for their employees. To participate, regulated child care centers or family child care home operators must show that their staff have or are working toward early childhood or child development degrees; (DCD, Smart Start, Child Care Facilities, CCR&R)
- the T.E.A.C.H. Early Childhood® Scholarships for infant/toddler teachers assist child care providers in obtaining higher levels of education; (CCR&R)
- CCDF funds continue to support the administrative costs to administer the WAGES salary supplement program. This program is funded collaboratively with local Smart Start partnerships offering annual supplements to child care workers who obtain early childhood education and who remain in their jobs. (CCR&R)

Expected results of activities designed to improve salaries and other compensation for child care providers:

Continued increases in education, wages, and a reduction in staff turnover is expected from these activities continue. (DCD, Smart Start, Child Care Facilities, CCR&R)

Evaluation of activities that improve salaries and other compensation for child care providers:

Evaluations of the T.E.A.C.H® Early Childhood program occurs each year and identifies the number of teachers who obtain coursework in early childhood development, the number of credentials, certificates and degrees awarded to early childhood educators, and the numbers of bonuses offered to staff that remain in current child care facilities. This information allows for improvement of the program which has expanded into other states because of its popularity. Although the T.E.A.C.H. Health Insurance program is very effective, additional funds are needed to expand this program. The Division continues to support the administrative functioning of the WAGE\$ program; program data indicates increases in provider enrollment and waiting lists used when expansion funds are unavailable.

Activities in support of early language, literacy, pre-reading, and early math concepts and development

Current activities related to the support of early language, literacy, pre-reading, and early math concepts and development:

The NC Division of Child Development has participated in the formation of the Pre-K Early Learning Standards for children ages 3-5 (*Foundations: Early Learning Standards for North Carolina Preschoolers and Strategies for Guiding Their Success*). In addition, DCD has coordinated the statewide effort to develop infant and toddler early learning guidelines—an effort that has been funded with CCDF quality dollars. Publication of the Infant-Toddler Guidelines is expected in late 2007. (DCD, DPI)

Other funded initiatives related to language development include the rated license systems (including the Rated License Assessment Project) which work to increase the quality of child care centers and homes throughout the state, all professional development strategies like T.E.A.C.H. Scholarships and WAGE\$, and the School Age Specialists located in each of the CCR&R Regions. (UNC-G, CCR&R)

Expected results of activities that support of early language, literacy, pre-reading, and early math concepts and development:

Child care providers will increasingly create early learning environments in their child care centers and homes that promote early language and literacy skills in young children and that encourages developmentally appropriate learning in all learning domains. (UNC-G, CCR&R)

Evaluation of activities that support of early language, literacy, pre-reading, and early math concepts and development:

The Rated License Assessment Project evaluates learning environments when facilities are assessed for licensing. Efforts are also being made to assure that all early learning guidelines are validated by current research and aligned with the early childhood system in North Carolina.

Activities to promote inclusive child care

Current activities related to the promotion of inclusive child care:

- *Partnerships for Inclusion* provides training of technical assistance providers on topics of effective consultation with child care providers and professionals, inclusion of children with special needs, creating learning environments for children with special needs, individualized interventions, provider training, connecting providers and families with community resources; conducting statewide surveys of special needs children served in child care; measurement and effectiveness of training and publication of the early childhood inclusion report. (PFI)
- The CCR&R Special Initiative staff (Infant-Toddler Specialist, Behavior Specialist and School-Age Care Specialist) has received focused training to address the specific needs of the children they serve. This training allows them to provide technical assistance and training to child care providers within their regions. They offer assistance and refer providers to other resources as needed to assist them in accommodating the needs of the children they serve. (CCR&R)
- The Medically Fragile Project which serves children with significant health care needs also encourages children to participate in activities in typical classrooms if their health is stable. (DPH)
- The Division continues to review its inclusion activities and assess the role and activities of our partners to ensure that CCDF funds are directed to the greatest needs of children and families.

Expected results from activities that promote inclusive child care:

CCDF-funded activities are designed to use multiple approaches to meet the needs of child care providers in order to help them accommodate children who have special needs. Expected results from these activities include a continued increase in child care quality for all children including those with disabilities, a reduction in the numbers of children who are expelled due to inappropriate behaviors, an increase in the number of child care facilities who serve children with Individual Education Plans (IEP's), and new collaborations based upon DCD's assessment of the ongoing needs of children and families.

Evaluation of activities that promote inclusive child care:

Partnerships for Inclusion conducts a statewide survey funded with CCDF quality dollars of all licensed child care facilities to determine how many children with special needs (who have IEP's) are being served and in which child care facilities these services are being provided. This survey is conducted every two years and data is collected on a county-wide basis. The NC Division of Child Development is currently creating a strategic plan to determine how to best utilize this data to increase the access and quality of child care services for children with disabilities. Results from recent surveys can be viewed at the following web address:

<http://www.fpg.unc.edu/~pfi/>

Healthy Child Care America and other health activities including those designed to promote the social and emotional development of children

Current activities related to Healthy Child Care America and other health activities including those that promote the social and emotional development of children:

The NC Division of Child Development has partnered with the Division of Public Health in recent years to provide child care for children who are medically fragile or technologically dependent. The goal of this pilot program, which was supported by the NC Legislature, was to collaborate with the statewide Medicaid services to share in the cost of this care. CCDF funds have been used to support this program. This program currently continues and efforts are underway to evaluate the effectiveness and cost of this program. (DPH)

DCD also uses CCDF funds to support the publication of health and safety bulletins and the annual Child Care Health and Safety Calendar published by the NC Child Care Health and Safety Resource Center, a project of UNC-Chapel Hill, School of Public Health, Department of Maternal and Child Health. The bulletins and calendar are provided to all licensed child care providers throughout the state and the publications are also available in Spanish. (UNC-CH)

In addition, the UNC School of Public Health coordinates the on-line SIDS training program which is provided to child care providers four times per year to educate providers on SIDS risk-reduction strategies. (UNC-CH)

Finally, DCD's investment in the implementation of the Pre-K early learning guidelines and the infant-toddler early learning guidelines is designed to highlight the importance of emotional/social development and early attachment in order to promote learning in young children. (DPI, DCD)

Expected results of activities related to Healthy Child Care America and other health activities including those that promote the social and emotional development of children:

Expected Results of the Medically Fragile Program include increased socialization of medically dependent children through peer and staff interactions in child care setting, increased ability of parents to work outside the home, to the opportunity of parents to receive a hiatus from the demands of child care for high need children, and to collaborate with the statewide Medicaid program to assist in paying the cost of care. (DPH)

Expected results of the Health and Safety Bulletin and Calendars include notifying the child care community of important health alerts, providing valuable health-related information to child care providers through the monthly calendar, and providing education to child care providers on various health related topics. (UNC-CH)

Child care providers will participate in trainings to increase their knowledge and awareness of health and safety issues and safe sleep environments (SIDS) and will incorporate this knowledge into their child care environments. (UNC-CH)

Early learning guidelines for infants, toddlers and pre-K children will be made accessible to the early childhood community and the importance of the emotional/social development of children will be stressed in the rollout and training of these guidelines. (DPI, DCD)

Evaluation of activities related to Healthy Child Care America and other health activities including those that promote the social and emotional development of children:

The bulletins, calendar and SIDS training are long term strategies which the Division is committed to for purposes of ongoing education of child care providers.

As the Infant-Toddler Early Learning Guidelines are published and training begins, the Division plans to develop strategies to measure the effectiveness and usefulness of this publication to child care providers.

Activities that increase parental choice, and improve the quality and availability of child care

Current activities related to parental choice and that improve the quality and availability of child care:

The Pre-Licensing Workshop is now a requirement for all prospective child care center operators. This provision insures that providers who are in business are fully informed about the requirements of operating a licensed child care facility within North Carolina thereby increasing the stability and quality of child care that parents select from. (CCR&R)

Partnerships for Inclusion works to support higher quality care by providing technical assistance to providers and increasing access for children with special needs and their families. (PFI)

DCD is also currently working with the NC Department of Health and Human Services to translate all “vital documents” into Spanish. The Division is prioritizing translation of forms that are necessary for parents when accessing child care and for providers when serving children and parents with “Limited English Proficiency.” The Division is also implementing the necessary requirements to capture race and ethnicity and language information as required by Title VI. Core Services with the CCR&R Regions provides information in the top two primary languages, usually English and Spanish. These services are routinely carried out in each of the 18 CCR&R Regions. (DCD, CCR&R)

Expected results of activities related to quality activities that increase parental choice and improve the quality and availability of child care:

Child care facilities that begin operation will be well informed about the requirements of licensed child care. These facilities will continue to show success in remaining in business for at least one year and will provide stable care for parents who access child care at these facilities. The Division will also continue its outreach to Spanish speaking families through the translation of vital documents. (CCR&R)

Expected results of *Partnerships for Inclusion* is to increase the overall quality of child care environments and the skills of child care providers in meeting the needs of children with disabilities, thereby increasing the availability of care to this special population throughout the state. (PFI)

Expected results of translation of vital documents into Spanish is to increase the access and availability of subsidized child care to low-income Hispanic families and to increase the number of Hispanic children in licensed and regulated child care; to increase the understanding of Hispanic parents of the importance of developmentally appropriate child care. (DCD)

Evaluation results from activities related to quality activities that increase parental choice and improve the quality and availability of child care:

The Division will continue to gather data regarding the race, ethnicity, and language preferences of the parents and children being served in order to identify any gaps in services.

5.2 Good Start, Grow Smart Planning and Development

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

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

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

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

Background: In July 2004 the North Carolina Department of Public Instruction (NCDPI) completed and published *Foundations: Early Learning Standards for North Carolina Preschoolers and Strategies for Guiding Their Success*, which has been formally endorsed by the NC State Board of Education. *Foundations* outlines

North Carolina's early learning standards for children ages three to five and includes "Widely Held Expectations" in five domains of learning. Each domain is crafted using guiding principles which include:

- Each child is unique.
- Development occurs in predictable patterns.
- Preschool-age children are active learners.
- Many factors influence a child's development and
- Children with disabilities learn best in inclusive settings.
- Diversity in language and culture is a valuable asset.
- It takes everyone working together to help children learn and grow, including family members, administrators, policymakers and community partners.

Foundations provide a common set of age-appropriate developmental standards for preschool children which are designed to be used in any early childhood setting. These guidelines are written to address all the likely caregivers in a young child's life: early childhood educators, parents and families. The Task Force that crafted the guidelines used research, other state early learning standards and policy statements from national organizations to develop the "Widely Held Expectations" for each developmental domain. These domains are closely aligned with the NC Kindergarten Standard Course of Study. *Foundations* was written to provide a seamless guide to educators between early learning standards for preschool children and those in kindergarten.

The guidelines became widely available during 2005. Since then, DPI has instituted a wide-ranging series of informational and educational workshops designed to educate child care providers, pre-school teachers, and trainers who conduct local training programs for the state's at-risk four year old Pre-K teachers (More @ Four) and other pre-K educators in the content and usefulness of the guidelines. The professional development for *Foundations* occurs in two phases. In the first phase, a one-day orientation session is offered which provides attendees with an overview of the Pre-K standards. All participants receive copies of the *Foundations* document which includes teaching strategies, examples and illustrations for teachers/caregivers, family members, community members, and policy makers. The second phase of the training is an in-depth "train-the-trainer" two-day session offered to early childhood technical assistance professionals. This training prepares participants to offer introductory training in local communities and to incorporate *Foundations* in technical assistance efforts. All *Foundations*' trainers receive a copy of *Foundations*, the "Tool Box," which was designed by staff from the Frank Porter Graham Child Development Institute and is used for implementation, strategies and resources materials for incorporating the guidelines in the classroom. As the early learning guidelines for infant and toddlers is introduced and initial training occurs, DCD expects to participate in collaborative training programs for children birth through age five involving the Department of Public Instruction, the Office of School Readiness and the Head Start Collaboration Office.

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

☒ Yes. If yes, **name standards**.

☐ No.

NC Kindergarten Standard Course of Study and Head Start Child Outcomes Framework

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

☒ Yes. If yes, **describe**.

☐ No.
The standards in *Foundations* are aligned with Creative Curriculum and High Scope, the two most commonly used curricula in the State Pre-K Program.

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

- ☒ Birth to three: Guidelines are included as Attachment 5.2.1
- ☐ Birth to five: Guidelines are included as Attachment 5.2.1
- ☐ Five years or older: Guidelines are included as Attachment 5.2.1

Early Learning Guidelines for infants and toddlers are in the final stages of development. The expected date of publication is late 2007 or early 2008. Training and education on these guidelines will begin in 2008, although informational sessions are currently being conducted.

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

Ongoing Development of Infant-Toddler Early Learning Guidelines for Children Ages Birth Through Age Two (36 Months)

The development of infant-toddler guidelines originated from DCD's 2004 planning grant the *National Infant and Toddler Child Care Initiative @ Zero to Three*. The purpose of the grant was to improve the coordination of services for infants, toddlers and their families throughout the state. Leaders from across North Carolina met for a year and a half and made far-reaching recommendations which included the development of Infant-Toddler Specialist positions in the eighteen Child Care Resource and Referral regions, the Infant-

Toddler Child Care Credential Program, now in its second year in the NC community college system, and the development of infant-toddler guidelines. The team joined NC Even Start already involved in the development of guidelines for their program. A small task force of early childhood experts began writing infant-toddler guidelines in May 2005. By the end of 2005 DCD was funding and leading the project and recruiting state specialists from various universities, non-profits and state agencies. Dr. Catherine Scott-Little, who guided the development of *Foundations* for pre-Kindergarten children, is a nationally recognized expert in the field, and has facilitated this effort. Dr. Edna Collins has coordinated the writing of the text between all the domain committees. The overall goal of the project was to create infant-toddler guidelines to enhance child care learning environments throughout the state and to improve the quality of care in child care facilities. In addition, the committee felt it was essential that the guidelines be “accessible” to child care providers in terms of language and strategies so that the concepts in the guidelines could be easily understood and applied in a child care environment. The NC Infant-Toddler Guidelines Committee has worked throughout 2006 and 2007 to create these guidelines.

Throughout the development of these guidelines, the committee made significant efforts to review guidelines from other states and to study research, policy statements, and professional literature about how to support the development of infants and toddlers. Members worked to craft language that is clear and useful to the intended audience. They wrote guidelines, strategies, and examples that support the appropriate care and education of ALL children—including children with disabilities, children from special circumstances like extreme poverty, and children from different cultures and whose first language is not English. The guidelines were checked for alignment and consistency with other standards that infant-toddler professionals in North Carolina are expected to follow (*Foundations—Early Learning Standards for North Carolina Preschoolers and Strategies for Guiding Their Success*, *Early Childhood Outcome Indicators*, *West Ed Program for Infant-Toddler Care Developmental Milestones*). The committee held 13 statewide focus groups with providers, parents, family, friend and neighbor caregivers, technical assistance professionals and other early childhood partners. The committee invited expert reviewers from a wide variety of agencies and professions within North Carolina and throughout the United States to give feedback on the document.

Once published, these guidelines will include guiding principles, how to use the guidelines, common questions and answers and domains for five areas of development and learning which include: Emotional and Social Development, Health and Physical Development, Approaches to Learning, Language Development and Communication, Cognitive Development. In addition, a “Red Flag” Appendix follows the domains and is designed to inform caregivers about essential developmental milestones and when developmental evaluation services might be needed. Once these guidelines are published in late 2007,

North Carolina will join the ranks of states that consider guidelines for development and learning an essential part of the early childhood system.

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

For Children Ages Three- Five:

<http://www.dpi.state.nc.us/success/downloads/foundations.pdf>

Guidelines for infants and toddler will be posted on the DCD website when complete.

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

☒ Yes.

☐ No.

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

☒ Yes. If yes, **describe**.

☐ No.

The domains identified in *Foundations* provide a framework for educators and families to understand how children learn and grow. They include:

- Approaches to Learning, which focuses on a child's interest and attitudes toward learning which are reflected in all other domains, especially in the areas of music, dramatic play and art.
- Emotional and Social Development, which focuses on a child's feelings about themselves and their relationships with others and is influenced by such things as child temperament, cultural expectations, and early experiences.
- Health and Physical Development, which encompasses a child's refining motor skills, self-care, physical health and growth, and safety awareness.
- Language Development and Communication, which occurs as families and caregivers talk, sing, laugh, read and interact with children and children in

turn learn to communicate their needs, interact socially and describe events, thoughts and feelings to those around them.

- Cognitive Development which focuses on a child's natural curiosity and ability to acquire, organize and use information to understand their world through play, exploration, discovery, problem solving, logical thinking and the use of symbols.

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

Check all that apply:

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

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

NOTE: The State Pre-K Program requires the use of the early learning standards contained in *Foundations*. At this time, voluntary early learning guidelines are not mandated; however, the NC Division of Child Development strongly encourages their use.

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

In the crafting of both the *Foundations* document for children ages three to five and the Infant-Toddler Early Learning Guidelines for children ages birth through age two, the Task Forces have been sensitive to the cultural, linguistic, and individual

differences of children and each domain has been reviewed by work groups with these variances in mind.

For *Foundations*, the cover letter which introduces the document to the public states “The task force worked diligently to create standards that would provide a common vision for North Carolina’s early childhood programs and reflect the diversity of the children we serve.” In addition, the guiding principles which were used in developing all the domains includes an emphasis on the uniqueness of each child, the culture into which they were born, their family setting and experiences, and the community in which they live. Expert reviewers of the final document included individuals who specialized in working with children who have disabilities, as well as individuals experienced with children and families for whom English is a second language.

The Infant-Toddler Early Learning Guidelines are currently in the final phase of development. State and national expert reviewers were recruited to read and evaluate the draft document and to make comments regarding the publication’s sensitivity to cultural and linguistic differences. Reviewers who were specialists in meeting the needs of children with disabilities and their families were also recruited to critique the document. These reviews took place from November 2006 through March 2007.

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

In addition to the information provided in the previous question, diversity and cultural differences are inherently a part of the guidelines. All photographs, strategies and examples include examples include the broad range of diversity and cultural variations in North Carolina. Training on *Foundations* is open to all child care providers and the Division encourages their participation. The second phase of training, which prepares technical assistance specialists to deliver introductory training in local programs, includes strategies for individualizing the training to meet the needs of individual programs. In addition, the Infant-Toddler Early Learning Guidelines Committee conducted 13 focus groups throughout the state and presented the draft document to a wide range of users, including groups representing various ethnic groups, races, education levels and professions. These focus groups made recommendations for making the document more inclusive and they also suggested how to reach various populations once the implementation phase of the program begins.

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:

As mentioned in Section 5.2.1, a “Tool Box” was created by staff from the Frank Porter Graham Child Development Institute to be used as a resource for educators as they incorporate the Pre-K guidelines into their classroom environments and routine. The “Tool Box” can be found on the web at the following site:

http://www.fpg.unc.edu/~scpp/pdfs/DPI_toolbox_prototype.pdf

Implementation materials are being developed and are planned for the rollout of the infant-toddler guidelines.

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

Pre-K Standards (*Foundations*):

While the State Pre-K Program requires local program to conduct ongoing, individualized assessment for each child for purposes of informing instruction, North Carolina does not limit the choice of recommended assessment instruments to those formally aligned with its early learning standards, nor has the state developed an assessment system aligned with the early learning standards.

North Carolina's early learning standards were aligned with the Head Start Child Outcomes Framework during the development process. Future efforts include a study of the alignment between *Foundations* and the Early Childhood Outcomes for preschool children with disabilities.

Infant-Toddler Early Learning Guidelines:

The process used to create the early learning guidelines for children birth through age two has differed from the process used to develop the Pre-K standards. The NC Division of Child Development has been fortunate to benefit from the early efforts of the Pre-K Task Force and the work accomplished by other states. As the infant-toddler guidelines were developed here in North Carolina, they were validated with the latest research (2006-2007) and aligned with other early childhood programs that are widely used in the state: Foundations (Pre-K standards), Early Childhood Outcomes (Federal outcomes for Early Intervention) and West Ed (Training for infant and toddler providers). In addition, the guidelines were aligned with licensing and regulatory requirements. As the rollout of these guidelines begins in late 2007 and early 2008, the Division plans to develop various strategies to inform providers about this publication and to educate them on its usefulness. The Division plans to begin the process of measuring the impact of these guidelines;

current realities for infants and toddlers have been captured in the CCR&R publication “Who is Caring for Our Babies”. Follow-up studies may be implemented in the future to see how the current realities have changed. At this time no direct measurement of children is expected to occur using these guidelines. There is widespread agreement among early childhood higher education professionals that using the guidelines as an assessment tool is not in the best interest of the child. The guidelines have been written for ALL children birth through age two and stress the holistic learning and over-arching connectedness of each domain. While the guidelines can be utilized to evaluate teacher-child interaction and classroom environments, it is not intended to ever be used to assess a specific child.

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

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

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

The Division of Child Development began implementing its professional development strategies in 1993. This plan is not a written single document but includes a multitude of resources that reflect “best practices” in the field of early childhood professional education. These practices include multiple strategies that have been continually strengthened and updated in the years since 1993. The primary

strategy employed by the Division is to support local planning in the development and implementation of a professional development plan. Materials are provided online and are designed to guide local communities in their efforts to both assess the current realities and need for professional development in child care and how to plan to meet those needs. *Planning for Professional Development in Child Care: Guide to Best Practices and Resources* is available on-line at www.ncchildcare.org to assist local agencies in this planning effort. At this site early childhood teachers and administrators can also access an interactive self-assessment and workbook to develop an action plan for their own personal professional development. The workbooks are applicable to child care workers in any setting at any stage of professional development.

The following is an update of the current priorities underway at the Division:

- North Carolina's goals for the child care workforce continue to focus on post-secondary education in early childhood coursework. These goals are reflected through staff education requirements within the five-star rated license.
- North Carolina continues to actively support the professional development of its early childhood workforce through the *North Carolina Institute for Early Childhood Professional Development*. The *Institute* provides state leadership for facilitating and coordinating early childhood professional development that supports higher quality care for all children in North Carolina. Membership of the *Institute* is diverse and representative of numerous fields that constitute the early childhood profession.
- The Division continues to strive to increase the professionalism of the early childhood workforce and to advocate for higher wages and increased benefits for workers.
- An Infant and Toddler Certificate has been instituted by the NC Community College (NCCC) System which came as a recommendation from the Division of Child Development. The certificate program is designed to support increased knowledge in the area of infants and toddlers for child care providers. In addition, the Division is participating in the NCCC's "curriculum improvement project" (CIP) which is reviewing current course descriptions, and requirements in the certificate program and implementing necessary changes.

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

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

For each **Yes** response, **reference** the page(s) in the plan and briefly **describe**.
For each **No** response, **indicate** any plans the Lead Agency has to incorporate these components.

Specific goals or desired outcomes for various activities:

- Implementation of the Infant-Toddler Certificate Program: Page 86 provides a current overview of the I-T Certificate Program currently underway through the NC Community College system.
- T.E.A.C.H. Early Childhood Scholarships: Page 49-50, and page 87. These pages describe the objectives of the T.E.A.C.H. Program. Page 49-50 provides current outcome information for the Infant-Toddler Early Childhood Scholarship Program and page 87 describes the T.E.A.C.H. Early Childhood Scholarships for providers of children ages 3-5.
- Activities Related to Professional Development: Pages 65-67. These pages provide a broad overview of the various DCD activities that support professional development including educational opportunities, salaries, compensation, expected results and evaluation of various programs.
- Partnerships for Inclusion: Pages 69 make reference to this program and describe the various activities, trainings and technical assistance provided by Partnerships for Inclusion. A biennial statewide survey of child care facilities provides current

realities regarding the inclusion of children with special needs by county, type of facility and star rating.

- Early Learning Guidelines for Pre-K Children: References to Pre-K Early Learning Guidelines can be found on page 73 and pages 151 and 152. These Guidelines were published by the Department of Public Instruction in late 2004. Training and implementation of these guidelines has been ongoing since that time.
- Infant-Toddler Early Learning Guidelines: Page 75. These guidelines are currently being finalized. The Division expects that the final publication will be printed and ready for distribution and rollout in late 2007 or early 2008. Development of rollout and training strategies are currently underway.
- The *NC Institute for Early Childhood Professional Development*: The *NC Institute* is referred to on pages 84 and 86. This advisory board continues to help the Division plan and implement its professional development plan.
- Planning for Professional Development in Child Care: Page 82 specifies the resources available in print and electronic form to help child care providers plan for their professional development.

A link to early learning guidelines:

Efforts to offer professional development opportunities related to early learning guidelines have been described in Section 5.2.3.

Continuum of training and education to form a career path:

NC's Child Care Law and administrative rules contain requirements for the education of child care staff. Higher voluntary standards for staff education within NC's five-star rated license build to a two-year early childhood degree for lead teachers and family child care home operators, and a four-year early childhood degree for child care administrators. Beginning on page 6 of *Planning for Professional Development in Child Care: A Guide to Best Practices and Resources* is an outline of the comprehensive career path for child care professionals. This resource is available for viewing on the web at:

<http://www.ncchildcare.org/best.pdf>

In addition, the Division is piloting a program to explore the creation of the nation's first early childhood educator's certification system for teachers who work with children birth to age eight. The certification would recognize the educational accomplishments of child care providers. Phase I of this program was completed in early 2006 and included nationwide research on the various occupations that are certified in other states. Currently, no state certifies its early childhood educators; instead, the facility that provides child care is licensed. Phase II of this project was implemented in late 2006. This phase will study and compare information in the North Carolina WAGE\$ database to preliminary objectives in a proposed certification process. Results of Phase II will determine whether an implementation plan will be developed to create an early childhood certification.

Articulation from one type of training to the next:

The *NC Institute for Early Childhood Professional Development* has assisted in establishing articulation agreements in early childhood education programs between two-year community colleges and four-year universities. The NC Early Childhood Education Articulation Manual identifies North Carolina's articulation agreements and can be viewed on the DCD website at:

<http://www.ncchildcare.org/execsum.pdf>

Quality assurance through approval of trainer; quality assurance through approval of training content; a system to track practitioners' training; and assessment or evaluation of training effectiveness:

The Division has a comprehensive system of train-the-trainer programs which provide in-depth training on content knowledge and education strategies that promote effective adult learning. Division staff work closely to guide the development of training information and to assure that it meets applicable licensing regulatory rules, laws and other requirements. Training content is revised on a regular basis so it reflects current Division policy and guidelines. When needed, specialists are contracted to create training materials for specific purposes or to organize training events which inform child care providers and/or technical assistance staff. Currently, the Division acknowledges the completion of training by awarding certificates of completion, by awarding continuing education credits, or applicable credit hours that count towards their education goals. Incentives to obtain training are often incorporated in the planning and implementation of a program so that providers may only obtain a benefit (a Transition Grant, for example) if they also complete specific training.

The Division's Workforce Section monitors and tracks formal education received by child care providers and this information is updated regularly. Because staff education and program standards (which are based upon the applicable environment rating scale) are the two criteria used to determine licensing, this information is closely monitored and tied directly to the star rated license. Oversight and approval of required in-service training is handled by the Division of Child Development or its contractors. In-service training is offered across the state by a diverse group of trainers and training agencies, and a list of training participants and training evaluations are forwarded to the Division upon completion of the course.

The following pages of this plan relate to training:

- IT SIDS Training, pages 52
- Partnering with Parents, page 53
- Infant Toddler Early Learning Guidelines, page 54
- Pre-Licensing Training, page 56
- School Age Specialists' Training, page 58
- Website Updates (Training Purposes), page 62
- Consumer Education, page 55 and 62
- Partnerships for Inclusion, page 69
- Emotional and Social Training, page 57 and 70
- Pre-K Early Learning Guidelines, pages 73, 151 and 152.

State Credentials – State for which roles (e.g. infant and toddler credential, directors' credential, etc.)

The *NC Institute for Early Childhood Professional Development* and the Division of Child Development have collaborated with the NC Community College System to create a number of educational tiers including:

- the NC Early Childhood Administration Credential for child care center directors;
- the NC Early Childhood Credential for child care center lead teachers;
- the NC Family Child Care Home Credential for family child care home operators;
- the NC School-Age Care Credential for staff working with school-age children and youth;
- and the Infant- Toddler Certificate which was introduced since the last submission of this plan.

Credential coursework is available through the community college system and yields semester hours of credit in early childhood. The Division tracks any post-secondary early childhood coursework attained by early childhood professionals through a centralized automated system. Information regarding various educational tracks can be viewed on the DCD website:

<http://www.ncchildcare.org>

From this home page, click on the *Education and Compensation* link to find three categories of educational tracks: college credit and non-credit course work.

Specialized strategies to reach family, friend and neighbor caregivers:

North Carolina's professional development efforts have focused on caregivers in regulated rather than informal care arrangements. However, any informal caregiver may participate in trainings offered or sponsored by the Division.

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
To Family Home Providers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
To In-Home Providers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (describe):	<input type="checkbox"/>	<input type="checkbox"/>

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

Professional development opportunities have been made available to the child care community related to NC's early learning guidelines for Pre-K children ages 3-5 as described in Section 5.2.1. This training is being made available through on-going training sessions offered throughout the state by the Department of Public Instruction and the Office of School Readiness. Regarding the rollout of the infant-toddler guidelines, plans include working closely with the *NC Institute for Early Childhood Professional Development* and the NC Community College System to embed the guidelines within the

Infant-Toddler Certificate program and the general early childhood education course work offered throughout the state. Discussions are also underway to consider collaborative training programs between DPI and DCD which would bring the early learning guideline instruction to educators, providers and other professionals for all children birth through age five.

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

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

1. The T.E.A.C.H. Early Childhood® Scholarship Project program offers educational scholarships to child care providers to support efforts towards a Certificate, Associate or Bachelor's degree in early childhood education at North Carolina's 58 community colleges and 11 universities. Scholarships provide tuition assistance from 50%-80% with child care centers providing the balance of the cost. Scholarships assistance can also be applied toward the cost of books (50-90%), transportation and paid release time for child care staff. Recipients agree to remain employed in their current child care program for at least one year.
2. The T.E.A.C.H. Early Childhood® Health Insurance Program supports the NC rated license by encouraging education and continuity of care by providing health insurance to child care providers. CCDF quality funds allow the T.E.A.C.H. Health Insurance program to reimburse child care teachers and administrators for one-third of the cost of monthly health insurance up to a maximum of \$80.00. In exchange, participating child care programs must employ degreed staff or demonstrate a commitment to high standards for the professional development of staff through the utilization of T.E.A.C.H. scholarships. The remaining two-thirds of the cost of health insurance are paid by participating Smart Start Partnerships and the child care facility.
3. The WAGES\$ program provides salary supplements to participating child care professionals when they achieve specific education goals and provide continuity of care. WAGES\$ supports the education component of DCD's quality rated license. Education-based salary supplements are awarded to enrolled participants after each six-month period the child care provider successfully completes education goals and remains employed at the same

child care facility. As a result of this program, children benefit from more stable relationships with better educated teachers.

4. The *NC Institute for Early Childhood Professional Development* and the NC Child Care Services Association issues grant funds each year to child care programs with 4-5 star ratings that have exhibited innovative professional development plans for their staff.
5. North Carolina's Five-Star Rated License includes a staff education component. In order to earn higher voluntary star ratings, child care programs must have staff with higher levels of early childhood education and experience. To attain the most points possible in this area, directors must have a four-year degree in early childhood education or child development and the majority of lead teachers must have a two-year degree in ECE/CD. Other combinations of education and experience are possible. With higher levels of staff education, programs earn higher star ratings which make them eligible for higher reimbursement rates through the State's subsidized child care program.
6. The *More at Four Pre-Kindergarten Program*, Governor Easley's program for at-risk four-year-olds, includes higher educational standards for participating programs. Centers with ratings of 3-5 stars may participate in *More at Four* and must meet additional program and staff standards. Three star programs must commit to increasing their star rating to either 4 or 5 stars within three years of joining the *More at Four* program. *More at Four* teachers must have at least a two-year degree, and work towards B-K licensure. Programs have a maximum of four years to have a fully-certified teacher in the *More at Four* classroom.

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

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

North Carolina conducts periodic studies of its child care workforce and also maintains an educational database of the workforce. Program outcomes are evaluated in both T.E.A.C.H.® and WAGES®. The NC Partnership for Children uses performance-based incentive standards for Smart Start partnerships that include educational levels of early childhood staff. All of these provide opportunities for professional development outcomes to be assessed.

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

☒ Yes. If yes, **describe** how specific professional development initiatives or components' effectiveness is assessed.

☐ No. If no, **describe** any plans to include assessments of specific professional development initiatives or components' effectiveness.

The effectiveness of specified professional development initiatives is regularly assessed through the ongoing evaluation of the Workforce Section of the Division, the *NC Institute for Early Childhood Professional Development*, and by the oversight provided by the Division's Contracts' Planning Committee. Contracts which implement professional development initiatives (such as WAGE\$ and T.E.A.C.H Early Childhood® Scholarships) are required to report ongoing progress in mid-year and annual reports. Outcome reviews are periodically held by Division staff to assess the ongoing effectiveness of professional development strategies.

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

☒ Yes. If yes, **describe** how assessment informs the professional development plan.

☐ No. If no, **describe** any plans to include assessment to inform the professional development plan.

As programs and initiatives are assessed as described above, the Workforce Section staff mediates discussion with DCD's staff, partners and members of the *NC Institute for Early Childhood Professional Development* to consider various actions which include:

- changes in program activities,
- reassessment of goals and strategies,
- creation of new initiatives,
- bringing activities to a new level of functioning, or,
- eliminating funding to unsuccessful programs when necessary.

PART 6
HEALTH AND SAFETY REQUIREMENTS FOR PROVIDERS

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

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

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

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

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

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

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

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

☒ No.

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

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

Not Applicable

- Building and physical premises safety

Not Applicable

- Health and safety training

Not Applicable

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

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

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

North Carolina does not have this category of care in the state.

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

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

Not Applicable, See Question 6.2.1

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

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

Not Applicable, See Question 6.2.1

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

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

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

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

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

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

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

Not Applicable

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

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

- ☐ Yes. Answer 6.4.2, skip 6.4.3, and go to 6.5.
- ☒ No. If no, **describe** which in-home child care providers are exempt from licensing under State law and answer 6.4.2 and 6.4.3.

North Carolina requires an individual who is caring for more than two children that are not related to the caregiver, for more than four hours a day, to be licensed.

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

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

☒ No.

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

- The prevention and control of infectious disease (including age-appropriate immunizations)
In-home child care (care provided in the child's home) and care provided in a provider's home must comply with basic state health and safety requirements to receive subsidized child care services. Non-licensed home providers must maintain a completed health form for each child which indicates that the child has received all required immunizations. The provider must also complete a health questionnaire and be tested as being free of active tuberculosis. (The exception to this requirement is for home-based child care providers who are the grandparents, aunts, or uncles of the child receiving care.)
- Building and physical premises safety
All non-licensed home child care exempt from state regulation (other than care provided exclusively by relatives such as grandparents, aunts and uncles) must comply with basic safety requirements as indicated above to receive any form of subsidized child care services. These requirements are in the form of a checklist and may be viewed at

<http://info.dhhs.state.nc.us/olm/forms/dcd/dcd-0455.pdf>

- Health and safety training
All non-licensed home caregivers (except for grandparents, aunts and uncles) are required to complete a basic first aid course within three months after being approved for payment for receiving subsidized child care. This training must be renewed every three years in order to participate as a provider of subsidized child care.

Since January 1, 1996, all non-licensed home providers receiving subsidized child care funds (*including* relatives such as grandparents, aunts, and uncles) must also undergo criminal history records checks in order to be qualified to provide child care. Effective March 1, 1998, a requirement was added to mandate criminal record checks of all household members over the age of 15

who are present in the home when the children are in care. In addition, county departments of social services are required to complete an abuse/neglect record check on each potential home-based provider and household members.

6.5 Exemptions to Health and Safety Requirements

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

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

If a child receives subsidized child care and a relative provides care, the relative is subject to criminal records check requirements. If the child is not receiving subsidized child care, then the relative is not subject to criminal records check provisions.

6.6 Enforcement of Health and Safety Requirements

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

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

Child Care Centers:

All child care centers are monitored at least annually by consultants from the Division of Child Development. The consultants conduct at least one unannounced visit per year to assess on-going compliance with

the licensing requirements. Consultants also make unannounced visits to investigate reports of noncompliance and allegations of child abuse or neglect and to follow up on sanctions imposed by the Division. In addition, as time and budget constraints permit, consultants make announced visits to provide technical assistance.

The county or city building inspector approves plans for construction and major renovations and inspects the finished building for conformity with code requirements. Each center's compliance with sanitation standards is monitored by the local Environmental Health Specialist. Compliance with fire safety codes in each center is monitored annually by the local fire inspector or fire marshal. These reports are provided to the Division of Child Development. The Division may request additional inspections whenever warranted.

Centers operated by local public school systems that are licensed are subject to the same monitoring by Division consultants as described above.

Family Home Providers:

Small family home providers are known as family child care homes in North Carolina. All child care homes are monitored annually at which time the Division assesses continued compliance with the home requirements. Consultants also make unannounced visits to investigate reports of noncompliance and allegations of child abuse or neglect and to follow up on sanctions imposed by the Division. Fire, sanitation and building requirements must be met in accordance with state and local requirements and are monitored by the Division unless local ordinances mandate inspections by local personnel.

In-home Providers:

In-home care does not meet the state definition of a child care center or home and is, therefore, exempt from state regulation; however, a certain number of non-licensed home providers are visited each year to ensure that they are in compliance with the health and safety requirements required for participation in the subsidy program.

- Are child care providers subject to background checks?



Yes. If yes, **indicate** which types of providers are subject to background checks and when such checks are conducted:

☐ No.

All child care providers (centers and family child care homes) must have a criminal history background check completed within five (5) working days of being employed. "Child care provider" includes but is not limited to the following employees: facility directors, administrative staff, teachers, teachers' aides, cooks, maintenance personnel and transportation drivers. Non-licensed home providers who receive child care subsidies must have criminal background checks. Household members of family child care or non-licensed home providers over age 15 who are present while children are in care must also have the background check completed. Once the facility is licensed, any new members joining the household over age 15 who are present while children are in care must also have the background check completed. Child care providers, non-licensed home providers and household members will also be subject to re-qualification by means of a name check every three (3) years.

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

☒ Yes. If yes, **describe** the State's reporting requirements and how such injuries are tracked (if applicable):

☐ No.

All child care providers (centers and family child care homes) must submit a report to the Division each time a child receives medical treatment by a health care professional as a result of an incident occurring while the child is in care. The report must be signed by the parent and include the child's name, date and time of incident, part of body injured, type of injury, names of adult witnesses, description of how and when the incident occurred, piece of equipment involved (if any), treatment received and steps taken to prevent reoccurrence. The Division uses this data to track the number and type of injuries that have occurred each year in child care facilities.

- Other methods used to ensure that health and safety requirements are effectively enforced:
 - sanitation inspections are performed twice a year in centers by environmental health specialists;
 - fire inspections are performed annually in centers by the local fire inspector or fire marshal. (The NC Department of Insurance has also developed rules for training on fire prevention.)

- child care centers must have an initial building inspection plus an additional inspection if major renovations/additions are made;
- child care consultants may request a building inspection if it appears a building has deteriorated or there is a dangerous condition. A lead investigation can be requested to determine if there is lead-based paint;
- Smart Start supports other health and safety initiatives that help programs meet playground safety requirements and obtain appropriate car seats/child safety restraints for vehicles;
- Child Care Health Consultants offer advice and training for providers;
- the Division has developed three training modules: “Beyond Band Aids” (which addresses accident, illness and medication safety), “Get Ready, Get Set, Go” (which addresses field trip and transportation safety), and “Infant Toddler Zone” (which addresses infant and toddler safety);
- the North Carolina’s Infant/Toddler Safe Sleep and SIDS Risk Reduction in Child Care (ITS-SIDS) Project provide on-line training for Child Care Health Consultants and Infant Toddler Specialists on best practice related to the sleep environment;
- the Division has adopted rules for the care for children who are medically fragile.

6.7 Exemptions from Immunization Requirements

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

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

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

PART 7
HEALTH AND SAFETY REQUIREMENTS IN THE TERRITORIES

(Only the Territories complete Part 7)

Not Applicable

APPENDIX 1

PROGRAM ASSURANCES AND CERTIFICATIONS

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

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

The Lead Agency also certifies that:

- (1) it has procedures in place to ensure that providers of child care services for which assistance is provided under the Child Care and Development Fund afford parents unlimited access to their children and to the providers caring for their children during the normal hours of operations and whenever such children are in the care of such providers. (658E(c)(2)(B))

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

APPENDIX 2

ELIGIBILITY AND PRIORITY TERMINOLOGY

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

- *attending* (a job training or educational program; include minimum hours if applicable) – Making satisfactory progress in a job training or educational activity approved by the local purchasing agency. Included are brief absences for personal or program needs, such as illness of the parent or child, or semester breaks, etc. Minimum hours have not been established in North Carolina policy.
- *in loco parentis* -
A person with whom the child resides other than the biological or adoptive parent, who does not have a court-ordered financial responsibility
- *job training and educational program* –
A training or educational activity approved by the local purchasing agency which provides education, and/or training leading to employment. This may include (a) education leading to a high school diploma or its equivalent, and (b) post-secondary education or skills training.
- *physical or mental incapacity* (if the Lead Agency provides such services to children age 13 and older) –
An “incapacity,” as determined by a medical professional, which supports the need for supervision or involvement in child care
- *protective services* –
Child care can be provided to support child protective services which are provided by the county department of social services for the purpose of investigating a report of child abuse or neglect. Child protective services may also be provided if a report is substantiated as part of a treatment plan or if a family assessment indicates services are needed to prevent placement into foster care.
- *residing with* –
Living in same household
- *special needs child* –
 - (a) A child with special needs as recognized by the Department of Public Instruction;
 - (b) A child who is determined by the Children’s Developmental Services Agency (CDSA) or the Local Management Entity (LME) (formerly referred to as the area Mental Health Agency) to meet the definition of special needs according to policy published by the Division of Mental Health/Developmental Disabilities/Substance

Abuse Services, which includes the identification of persons qualified to evaluate the child under this definition.

- very low income –
Families whose income is less than 75% of the state median income
- working (include minimum hours if applicable) –
Engaged in an activity on a regular basis, which provides earned income; this activity may also include a period not to exceed 60 days in which the parent is seeking employment. Child care is approved to support full- and part-time employment. Full-time employment is considered an average of 30 hours or more per week.

Additional terminology related to conditions of eligibility or priority established by the Lead Agency:

- Child Welfare Services –^{*}
Child care can be provided to support child welfare services in the following situations: to prevent foster care placement; to reunify families or achieve other permanent placements; and to aid families in crisis.
- Developmental Needs –^{*}
Child care can be provided to an eligible child whose social, emotional, physical or cognitive development is delayed or at risk. This category can include children with special needs as defined by Division of Mental Health, Developmental Disabilities, Substance Abuse (MH/DD/SAS) or the Early Intervention Branch of the Department of Public Health. In addition, care may be approved under this category for a child who lives in a situation that inhibits his or her ability to develop normally, such as a child living with elderly adults.
- Local Purchasing Agency –
The county department of social services is responsible for administering the subsidized child care program in a county. In some cases, they may choose to contract with another agency, such as, a child care resource and referral agency, to administer the Subsidized Child Care Program.
- Work First –
A program created in 1995 to combine North Carolina's AFDC and JOBS programs. Work First is North Carolina's TANF program. The goal of Work First is to move adults into full-time employment, thereby reducing the need for public assistance

^{*} Note that CCDF funds are not used to provide child care services for children in protective services, child welfare services, or with developmental needs. Other funds are used instead.

Appendix 3

ADDITIONAL CERTIFICATIONS
(on file)

Not Applicable

Attachment 1.5

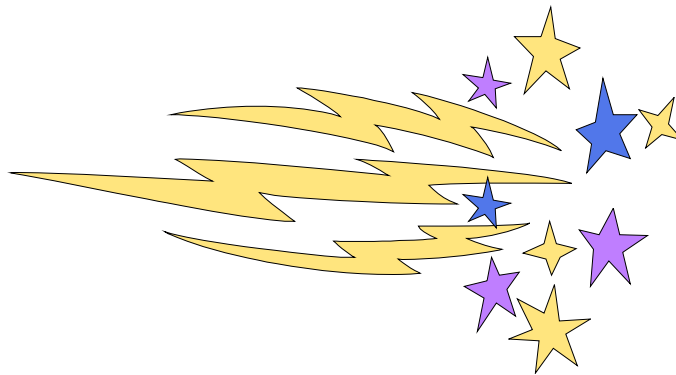
**County Departments of Social Services in North Carolina
Receiving Subsidized Child Care Allocations
2007-2009**

Alamance County DSS	Haywood County DSS	Swain County DSS
Alexander County DSS	Henderson County DSS	Transylvania County DSS
Alleghany County DSS	Hertford County DSS	Tyrrell County DSS
Anson County DSS	Hoke County DSS	Union County DSS
Ashe County DSS	Hyde County DSS	Vance County DSS
Avery County DSS	Iredell County DSS	Wake County DSS
Beaufort County DSS	Jackson County DSS	Warren County DSS
Bertie County DSS	Johnston County DSS	Washington County DSS
Bladen County DSS	Jones County DSS	Watauga County DSS
Brunswick County DSS	Lee County DSS	Wayne County DSS
Buncombe County DSS	Lenoir County DSS	Wilkes County DSS
Burke County DSS	Lincoln County DSS	Wilson County DSS
Cabarrus County DSS	Macon County DSS	Yadkin County DSS
Caldwell County DSS	Madison County DSS	Yancey County DSS
Camden County DSS	Martin County DSS	
Carteret County DSS	McDowell County DSS	
Caswell County DSS	Mecklenburg County DSS	
Catawba County DSS	Mitchell County DSS	
Chatham County DSS	Montgomery County DSS	
Cherokee County DSS	Moore County DSS	
Chowan County DSS	Nash County DSS	
Clay County DSS	New Hanover County DSS	
Cleveland County DSS	Northampton County DSS	
Columbus County DSS	Onslow County DSS	
Craven County DSS	Orange County DSS	
Cumberland County DSS	Pamlico County DSS	
Currituck County DSS	Pasquotank County DSS	
Dare County DSS	Pender County DSS	
Davidson County DSS	Perquimans County DSS	
Davie County DSS	Person County DSS	
Duplin County DSS	Pitt County DSS	
Durham County DSS	Polk County DSS	
Edgecombe County DSS	Randolph County DSS	
Forsyth County DSS	Richmond County DSS	
Franklin County DSS	Robeson County DSS	
Gaston County DSS	Rockingham County DSS	
Gates County DSS	Rowan County DSS	
Graham County DSS	Rutherford County DSS	
Granville County DSS	Sampson County DSS	
Greene County DSS	Scotland County DSS	
Guilford County DSS	Stanly County DSS	
Halifax County DSS	Stokes County DSS	
Harnett County DSS	Surry County DSS	

Attachment 2.1.1

**DIVISION OF CHILD DEVELOPMENT
NC DEPARTMENT OF HEALTH AND HUMAN SERVICES**

DISASTER PLAN



MAY 2007

See Separate document

Attachment 2.2.1

PUBLIC HEARING NOTICE PUBLISHED ON MARCH 16, 2007:

STATE OF NORTH CAROLINA
Department of Health and Human Services
Division of Child Development
NOTICE
Of
Public Review and Hearing
Proposed State Plan for Federal
Child Care and Development Fund

The NC Division of Child Development's proposed 2008-2009 State Plan for the Federal Child Care and Development Fund is available for public review from

April 16-May 31, 2007.

The Child Care and Development Fund is a federal block grant which requires partial state match. The proposed plan directs the majority of funding to pay for child care subsidies for low income families who work or are in education or training activities, including families who participate in Work First. Additional activities include services that increase the availability of high quality child care in North Carolina.

The plan is available on the Division website: www.ncchildcare.net, and is also available in written form at the Division of Child Development, 319 Chapanoke Road, Raleigh, NC 27603 from 8:00 AM to 5:00 PM each day beginning April 16th, 2007 and continuing through May 31, 2007.

A public hearing will be held on Monday, May 7th from 4:00-6:00 p.m. at the Division of Child Development, Room 300. Any person interested in commenting on the proposed State Plan is invited to attend the hearing. Comments will be received orally and in writing, and will be entered into the record. Written comments from persons who cannot attend the hearing may be sent to Mary Staak, Division of Child Development, 2201 Mail Service Center, Raleigh, NC 27699-2201 or through the Division website, no later than May 31, 2007.

Attachment 2.2.2

PUBLIC HEARING COMMENTS FROM APRIL 16-MAY 31, 2007

The NC Division of Child Development provided ample opportunity for both the public and our partners to read the attached plan and to provide comments to the draft language. A notice was placed in four newspapers throughout the state which provided public notice that the plan was available for review on our website. In addition, it provided other alternatives to those wishing to review the plan and who did not have easy access to the internet. Notification was also provided by e-mail to our partners providing them with the public review period, access to the plan and more than 30 days to review the plan.

On May 7, 2007 the Division hosted a public hearing at our main office, 319 Chapanoke Road in Raleigh, NC. Preparations for the hearing included the notice identified above, providing hard copies of the plan for review and an audio recording device to accommodate those individuals wishing to make only verbal comment. Unfortunately, no public comments were made either verbally or in writing despite significant efforts made to obtain input. Because the Division goes to great efforts to collaborate both with our partners and with the public throughout our contracting process and through ongoing committees, routine public hearings and advisory groups, we believe those interested in commenting on the CCDF priorities in North Carolina do so through these other routine methods.

NORTH CAROLINA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

Attachment 3.1.1

Attention Provider: White Original Must Be Returned to _____ **By (Date):** _____
Issuing County: _____ **Address:** _____ **Voucher No.:** _____

CHILD CARE VOUCHER

TO Parent/RA: _____ **Child's Name:** _____
Address: _____ **Date of Birth:** _____ **Gender:** ☐ male ☐ female

Race: ☐ H/L ☐ AI/AN ☐ Asian ☐ B ☐ NH/PI ☐ W
Telephone: () _____ **If served from waiting list:** ☐ SCC ☐ SCC-WF ☐ Smart Start
Eligible for care from: _____ **through** _____ **Payment by:** ☐ Parent ☐ Agency

Parent must pay the following fee beginning: _____			County Case No.: _____	
<u>Type of Care</u>	<u>Monthly Parent Fee</u>	<u>Daily Parent Fee</u>	DCS ID No: _____	
			EIS ID No: _____	
Full Time	\$ _____	\$ _____	Cat. Code: _____ Need Code: _____	
¾ Time	\$ _____	\$ _____	Child eligible for: <input type="checkbox"/> SCC <input type="checkbox"/> Smart Start	
½ Time	\$ _____	\$ _____	No. of responsible adults: <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	
Transportation payments begin on _____ and end on _____				
Days/Hours Child Care is Needed				
M T W Th F S S From _____ a.m./p.m. Until _____ a.m./p.m.				
Circle days and enter times.				
M T W Th F S S From _____ a.m./p.m. Until _____ a.m./p.m.				
M T W Th F S S From _____ a.m./p.m. Until _____ a.m./p.m.				
Dates School Age Care is Needed:				
From _____			Through _____	
Before/After School/Summer				
1) Enter dates: month/day/year			From _____	
Through _____			Before/After School/Summer	
2) Circle type of care needed.			From _____	
Through _____			Before/After School/Summer	
Comments: _____				

☐ **Check (3) if attachments are included for additional children**

I understand that I have the right to select the provider to provide child care for my children. I understand that I will have to pay the provider if I receive child care after I become ineligible for assistance or if I receive any child care which is not approved by this voucher.

Release of Information: I certify that I have read or had read to me the **Release of Information** statement on the back of this form.

Parent/Responsible Adult (RA) Signature: _____ **Date:** _____

Worker's Name: _____ **Telephone: ()** _____

Representative of Local Purchasing Agency's Signature: _____ **Date:** _____

NOTICE TO CHILD CARE PROVIDER: You must be operating legally in order to accept child care payment with public funds. If you have never accepted subsidized children before then please call the number given above before taking children into your care so that you may find out how much you can be paid to provide this child care service.

TO BE COMPLETED BY THE CHILD CARE PROVIDER: I agree to provide child care for the child/ren named on this voucher and on the continuation page, if attached. The child/ren entered child care on: _____.

I understand that I must be enrolled as an eligible child care provider before I can receive my first subsidy payment for the child/ren. I also understand that the local purchasing agency must approve the child/ren for subsidized child care before I can receive subsidy payments. *My subsidy payment begins the date that the child/ren actually starts receiving child care. I know that information about the child/ren and family is confidential, and that I must allow the parent access to the child/ren and the caregiver whenever the child/ren is in care.

Facility Name: _____ **Provider License/Facility I.D. No.:** _____

Name of Contact Person: _____ **Telephone Number: ()** _____

Location Address: _____

Signature of Provider: _____ **County:** _____ **White Original: Person's**

Name on top of this form , Pink Copy: Provider; Yellow Copy: Parent Blue Copy: Local Purchasing Agency DCD-0446/Rev. 10/02

Attachment 3.1.1 (continued)

TO PARENT OR RESPONSIBLE ADULT (RA)

This information serves to notify you of action taken regarding the child care assistance being provided for the child listed on the front of the **Child Care Voucher** and the child(ren) listed on the continuation page of the **Child Care Voucher**. You are responsible for paying the child care provider any parent fees set by the local purchasing agency. Also, you must notify your child care provider any time that your child/ren is going to be absent from the child care facility. Please keep this form(s) in your files.

RELEASE OF INFORMATION

The information on this form is necessary to provide eligibility and payment information for child care services. Your signature on the reverse side gives your consent for information on this form and any future changes which affect your child care plan or the payment for your child care assistance to be given to the child care provider which you select. A copy of this form is given to the child care provider. The child care provider has signed an agreement to keep all information confidential.

HOW TO GET A FAIR HEARING

You are reminded that you have a right to request and obtain a fair hearing if you disagree with the decisions about your child care assistance as stated on this form. The hearing will establish whether this action was correct and will give you benefits if it was wrong. If you wish to request a fair hearing, you must contact the child care supervisor/coordinator of the local purchasing agency within **sixty (60) calendar days** after the effective date of the action taken. The effective date is stated on the reverse side of this form. You may ask for the hearing either orally or in writing.

A hearing will be scheduled for you with an official of your local purchasing agency. The hearing will be held within five **(5) workdays** of your request unless you postpone it for good reasons. If you have good cause, the hearing may be delayed up to ten **(10) additional workdays**. If you are dissatisfied with the decision made at that hearing, you may have a second hearing with an impartial official from the **NC Department of Health and Human Resources**.

YOUR RIGHT TO BE REPRESENTED

At either of these hearings, you may have someone such as a relative or friend represent you. You may have an attorney represent you, but you must pay for his services yourself unless free legal services are available in your community. If you are interested in free legal services, contact your child care social worker or call **Information and Referral at 1-800-662-7030**.

CHILD CARE ASSISTANCE MAY CONTINUE

If your child care payments were stopped or changed for any reason other than lack of public child care funds, **you may** keep receiving child care until the local hearing decision is made, provided you ask for a fair hearing on or before the date shown on the reverse side of this form. However, if your hearing shows that the action stated on this form is correct, then you will have to repay the cost of the child care received while you waited for the hearing. If you do not want to continue to receive services as before, you may ask your child care social worker to change or stop the services.

MUST REPORT CHANGES WITHIN 5 WORKDAYS!

Changes in your situation may affect the amount of benefits you receive. You must report all changes to your child care social worker of the local purchasing agency within **5 workdays**. North Carolina state law requires that anyone who gets or tries to get assistance for himself or someone else by intentionally saying something that is untrue, or intentionally misrepresenting something as true, or intentionally not giving all necessary information may be guilty of a misdemeanor or felony and a sanction may be imposed by the local purchasing agency. You may also have to repay all child care assistance after the changes occurred if you did not report the change to your child care social worker on time. Be careful! If you do not know whether a change is important, ask your child care social worker.

YOUR RIGHT TO SEE YOUR RECORD

If you ask, your child care social worker will show you (and the person speaking for you) your child care record before your hearing. You may also see any other information to be used at the hearings, if you ask. You can get free copies of this information. You may see this information again at your hearings.

DO YOU UNDERSTAND YOUR RIGHTS AND YOUR RESPONSIBILITIES?

Do you understand how to get a hearing? If you have any questions or want more information, please contact your child care social worker as soon as possible.

Yellow Copy: Parent

NORTH CAROLINA STATE PLAN FOR CCDF SERVICES

Attachment 3.1.1 (continued)

DRAFT: SPANISH TRANSLATION OF CHILD CARE SUBSIDY APPLICATION DRAFT

SOLICITUD DE SERVICIOS DE CUIDADO DE NIÑOS: ☐ **Nuevo** ☐ **Redeterminación** ☐ **Actualización**

Nombre del Solicitante: _____ Teléfono: () _____

Nombre de Caso (si es diferente al Nombre del Solicitante)) _____ Caso N°: _____

Dirección: _____

I. ¿Ha sido descalificado para el Programa de Cuidado de Niños Subsidiado en algún otro condado? ☐ Sí ☐ No (Si es sí, coordinador vea instrucciones.)

II. Razones de Necesidad del Servicio de Cuidado de Niños: ☐ Empleo* ☐ Educación/Entren.* ☐ Necesidades de Desarrollo* ☐ CPS ☐ CWS

*Estas razones necesitan determinar el ingreso, excepto por niños en Cuidado Adoptivo o en Servicio de Protección de Niños (CPS).

III. Estado de Ciudadanía Americana: Seleccione una. ☐ Solicitante es Ciudadano Americano ☐ Niño(s) es ciudadano Americano

☐ Niño(s) no es Ciudadano Americano pero califica para Smart Stara ☐

Solicitante o niño(s) son No-Ciudadanos Americanos Legales (residiendo legalmente)

☐ El niño(s) no es un Ciudadano Americano, pero necesita cuidados para respaldar el programa de protección del niño, cuidado adoptivo o necesidades de desarrollo.

NOTA: N° de Seguro Social es sólo para casos "sólo niño." (Es opcional y no se exige.) _____

IV. Miembros de Unidad de Ingreso: Marque (4) para indicar cual niño necesita servicios.	Relación con Solicitante	Fecha de Nacimiento	Raza	Neces. Especial	Cuota Padres/Fecha Efectiva

V. Unidad de Ingreso: Designe Dimensión de Unidad de Ingreso _____

VI. Se Necesita Transporte de Cuidado: ☐ Sí ☐ No

VII. Tipo de Ingreso (Debe listar todas las fuentes de ingreso.)	Suma Mensual en Bruto (Incluya documentación en registro del caso.)	Método de Verificación
Soporte del Niño Pagado:	(\$ _____)	
Ingreso Mensual Contable Total:		

VIII. Beneficio de Cuidado de Niños: ¿Recibe beneficios de empleado para el cuidado de niños? ☐ No ☐ Si \$ _____ por mes

IX. Certificación del Solicitante/Representante Autorizado: Certifico que he leído o me habían leído la Declaración del Solicitante en la parte de atrás de este formulario, que mi asistente social me ha explicado esta información y que la información provista es completa y precisa en mi conocimiento.

Firma del Solicitante/Representante Autorizado	Fecha	Firma del Testigo
X. Aprobación: <input type="checkbox"/> Sí Apruebo desde _____ a _____ <input type="checkbox"/> No Aprobado		
Comentarios: _____		
Firma del Asistente del Caso de Cuidados de la Agencia de Adquisición Local	Título	Fecha de Decisión

1.1 Original Blanco: Agencia de Adquisición Local

Copia Amarilla: Padre/Adulto responsable

1.2 SPA/10/02/EMC

DCD-0456

Rev. 10/02

NORTH CAROLINA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

DRAFT: SPANISH TRANSLATION OF CHILD CARE SUBSIDY APPLICATION DRAFT

XI: Hoja de Trabajo

Úsela para cálculos de ingresos o para comentarios.

NORTH CAROLINA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

A: DRAFT: SPANISH TRANSLATION OF CHILD CARE SUBSIDY APPLICATION DRAFT

Este formulario se envía para notificarlo de la acción tomada con relación a la solicitud/recibo de servicios de cuidado de niños para los designados en el frente de este formulario. La acción está especificada en la **Sección X** de este formulario.

Este formulario también sirve como su registro para la información provista por usted y usada para determinar su elegibilidad para cuidados de niños.

Su firma en la **Sección IX** de este formulario certifica que se le ha comunicado y usted aceptó los derechos y responsabilidades contenidos en la siguiente declaración. No devuelva esta carta, manténgala para sus registros.

DECLARACIÓN DEL SOLICITANTA

Entiendo que soy responsable de proveer a mi asistente social de cuidado de niños de la agencia de adquisición local con la información necesaria para determinar la elegibilidad para los servicios requeridos. También, entiendo que si soy descalificado del programa por actos fraudulentos (vea Fraude en Cuidado de Niños en la sección siguiente) puedo no ser elegible para subsidios de cuidado de niños en ningún condado. La información que proveo está reflejada en este formulario y representa una declaración fiel y completa de los hechos de acuerdo a mi entendimiento. También entiendo que la información que proveo puede ser verificada y que me pueden solicitar, en este momento o en otra fecha posterior, que provea de documentación que confirme la información que proveo a mi asistente social de cuidado infantil. Acepto notificar a mi asistente social de cuidado de niños de la agencia de adquisición local en los cinco (5) días laborables siguientes a cualquier cambio en dirección, empleo, ingreso, horarios de entrenamiento o estudios (si aplica), condiciones de vivienda, o tamaño familiar para aquellos para los cuales se requiere el servicio. También, proveeré una copia de mis notas a mi asistente social si concierne.

Entiendo que la información que proveo a mi asistente social será conservada en estricta confidencialidad y no será revelada a nadie si mi consentimiento escrito, excepto la información necesaria para establecer mi elegibilidad e información que pueda ser revelada durante monitoreos o auditorías de la agencia. Por la presente autorizo a mi asistente social de cuidado de niños a revelar cualquier información, reporte, y cualquier información de la Administración de la Seguridad Social para determinar mi elegibilidad para servicios subsidiados de cuidado de niños.

Entiendo que me pueden solicitar pagar una cuota para cuidado de niños basado en mi ingreso familiar bruto.

Entiendo que tengo el derecho de requerir y obtener una audiencia imparcial si la agencia de adquisición local no actúa sobre mi requerimiento con las prontitud razonable (Ej. en los treinta (30) días desde la fecha de solicitud) y/o si estoy en desacuerdo con la acción que tome la agencia en respuesta a mi solicitud. Entiendo que las decisiones de la agencia no afectan en ninguna forma Medicaid, WFFA, Food Stamps u otros servicios de asistencia o ingreso. Si soy elegible, entiendo que los servicios serán provistos y arreglados entre los quince (15) días luego de la notificación, si el servicio está disponible.

FRAUDE EN CUIDADO DE NIÑOS

El fraude es una ofensa criminal. Entiendo que es contra la ley que haga falsas afirmaciones o retenga información que afecte mi elegibilidad y que seré sujeto a procesamiento si hago falsas declaraciones o retengo información. El Estatuto General de Carolina del Norte 110-107 establece que el receptor de subsidios por cuidado de niños comete una ofensa o representación fraudulenta cuando esa persona, con la intención de engañar, hace una aseveración falsa o representación fraudulenta con relación a hechos materiales, o no revela hechos materiales, y como resultado obtiene o intenta obtener o continúa obteniendo subsidios por cuidado de niños. Si se determina que es el primer incidente de fraude o representación fraudulenta, deberá desembolsar la suma de subsidio por servicios de cuidado de niños para la cual no era elegible de recibir y puede no ser elegible para recibir subsidios para el cuidado de niños por 12 meses. También, si hay un segundo incidente de representación fraudulenta usted debe reembolsar la suma del subsidio para el cual no era elegible y puede no ser elegible permanentemente para recibir subsidios de cuidado de niños.

CÓMO CONSEGUIR UNA AUDIENCIA IMPARCIAL

Si usted desea solicitar una audiencia imparcial, debe contactar al supervisor/coordinador de la agencia de compras local en los sesenta (60) días siguientes al de envío de esta carta. Una audiencia será programada para usted con un oficial de los servicios sociales del condado. Si no está satisfecho con la decisión tomada en la audiencia, usted puede tener una audiencia con un oficial del Departamento de Servicios de Salud y Humanos de Carolina del Norte.

En cualquiera de estas audiencias, usted puede tener a alguien que lo represente, un amigo o familiar. Usted también puede tener un abogado en representación suya, pero usted debe pagar sus servicios, a menos que en su comunidad estén disponibles servicios legales gratuitos. Si está interesado en estos servicios legales gratuitos, contáctese con su asistente social de cuidado de niños.

Si su solicitud de servicios de cuidado de niños fue negada y usted desea solicitar una audiencia, usted debe contactar al supervisor/coordinador de cuidado de niños de la agencia de adquisición local en los sesenta (60) días después que esta carta fue enviada.

Si tiene preguntas o quiere más información, por favor, contáctese con su asistente social de cuidado de niños lo más pronto posible.

TIPOS DE INGRESO A REPORTAR EN EL FRENTE DEL FORMULARIO

Jornales o salarios; ingreso bruto ajustado como autónomo; seguridad social; dividendos, intereses o ingresos provenientes de activos, fondos o derechos; ingreso por rentas bruto ajustado; asistencia pública o pagos de beneficencia; pensiones; anualidades; beneficios de retiro o jubilación; desempleo; beneficios por compensaciones o huelgas; compensación de trabajador; pensión alimenticia; sustento del niño; beneficios a veteranos; beneficios de entrenamiento OTJ; paga de Fuerzas Armadas; programas de Suplemento de Trabajo; subsidios de cuidado de niños.

NORTH CAROLINA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

Original Blanco: Agencia de Adquisición Local
SPA/10/02/EMC
Reverso de página 2

Copia Amarilla: Padre

DCD-0456
Rev. 10/02

Attachment 3.1.1 (b)

SUBSIDIZED POLICY HANDBOOK

http://ncchildcare.dhhs.state.nc.us/county/cs_manuals.asp

STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/05 – 9/30/07

Attachment 3.2a

Subsidized Child Care Market Rates for Family Child Care Homes (100%) Effective 10/01/06																									
County	One Star Rates					Two Star Rates					Three Star Rates					Four Star Rates					Five Star Rates				
	Infant Rates	1- Year- Old Rates	2- Year- Old Rates	3-5 Year- Old Rates	School- Age Rates *	Infant Rates	1- Year- Old Rates	2 - Year- Old Rates	3-5 Year- Old Rates	School- Age Rates *	Infant Rates	1- Year- Old Rates	2- Year- Old Rates	3-5 Year- Old Rates	School- Age Rates *	Infant Rates	1- Year- Old Rates	2- Year- Old Rates	3-5 Year- Old Rates	School- Age Rates *	Infant Rates	1- Year- Old Rates	2- Year- Old Rates	3-5 Year- Old Rates	School- Age Rates *
Alamance	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$427	\$417	\$405	\$378	\$385	\$444	\$426	\$418	\$389	\$393	\$469	\$436	\$436	\$402	\$402
Alexander	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$427	\$417	\$405	\$378	\$385	\$444	\$426	\$418	\$389	\$393	\$469	\$436	\$436	\$402	\$402
Alleghany	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$366	\$370	\$431	\$426	\$405	\$379	\$381	\$455	\$436	\$423	\$394	\$389
Anson	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$369	\$373	\$431	\$426	\$405	\$380	\$381	\$455	\$436	\$423	\$394	\$389
Ashe	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$366	\$370	\$431	\$426	\$405	\$379	\$381	\$455	\$436	\$423	\$394	\$389
Avery	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$369	\$373	\$431	\$426	\$405	\$379	\$381	\$455	\$436	\$423	\$394	\$389
Beaufort	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$427	\$417	\$405	\$378	\$385	\$444	\$426	\$418	\$388	\$393	\$469	\$436	\$436	\$402	\$402
Bertie	\$380	\$380	\$356	\$369	\$369	\$399	\$399	\$374	\$387	\$387	\$418	\$418	\$392	\$406	\$406	\$431	\$427	\$405	\$427	\$427	\$456	\$437	\$423	\$427	\$427
Bladen	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$427	\$417	\$405	\$378	\$385	\$444	\$426	\$418	\$388	\$393	\$469	\$436	\$436	\$402	\$402
Brunswick	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$427	\$417	\$405	\$378	\$385	\$444	\$426	\$418	\$389	\$393	\$469	\$436	\$436	\$402	\$402
Buncombe	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$427	\$417	\$405	\$378	\$385	\$444	\$426	\$418	\$389	\$393	\$469	\$436	\$436	\$402	\$402
Burke	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$369	\$373	\$431	\$426	\$405	\$380	\$381	\$455	\$436	\$423	\$394	\$389
Cabarrus	\$446	\$446	\$356	\$379	\$379	\$469	\$469	\$374	\$398	\$398	\$490	\$490	\$405	\$417	\$424	\$505	\$502	\$418	\$428	\$433	\$531	\$513	\$436	\$443	\$442
Caldwell	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$427	\$417	\$405	\$378	\$385	\$444	\$426	\$418	\$389	\$393	\$469	\$436	\$436	\$402	\$402
Camden	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$366	\$370	\$431	\$426	\$405	\$379	\$381	\$455	\$436	\$423	\$394	\$389
Carteret	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$427	\$417	\$405	\$378	\$385	\$444	\$426	\$418	\$388	\$393	\$469	\$436	\$436	\$402	\$402
Caswell	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$366	\$370	\$431	\$426	\$405	\$379	\$381	\$455	\$436	\$423	\$394	\$389
Catawba	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$427	\$417	\$405	\$378	\$385	\$444	\$426	\$418	\$389	\$393	\$469	\$436	\$436	\$402	\$402

NORTH CAROLINA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

Attachment 3.2a (continued)

Subsidized Child Care Market Rates for Family Child Care Homes (100%) Effective 10/01/06																									
County	One Star Rates					Two Star Rates					Three Star Rates					Four Star Rates					Five Star Rates				
	Infant Rates	1- Year- Old Rates	2- Year- Old Rates	3-5 Year- Old Rates	School- Age Rates *	Infant Rates	1- Year- Old Rates	2 - Year- Old Rates	3-5 Year- Old Rates	Schoo l- Age Rates *	Infant Rates	1- Year- Old Rates	2- Year- Old Rates	3-5 Year- Old Rates	School- Age Rates *	Infant Rates	1- Year- Old Rates	2- Year- Old Rates	3-5 Year- Old Rates	Schoo l- Age Rates *	Infant Rates	1- Year- Old Rates	2- Year- Old Rates	3-5 Year- Old Rates	Scho ol- Age Rates *
Chatham	\$485	\$485	\$356	\$335	\$335	\$509	\$509	\$374	\$351	\$351	\$564	\$534	\$435	\$408	\$404	\$597	\$562	\$448	\$419	\$412	\$623	\$575	\$466	\$433	\$420
Cherokee	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$366	\$370	\$431	\$426	\$405	\$379	\$381	\$455	\$436	\$423	\$394	\$389
Chowan	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$369	\$373	\$431	\$426	\$405	\$379	\$381	\$455	\$436	\$423	\$394	\$389
Clay	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$427	\$417	\$405	\$374	\$382	\$444	\$426	\$418	\$388	\$393	\$469	\$436	\$436	\$402	\$402
Cleveland	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$369	\$373	\$431	\$426	\$405	\$380	\$381	\$455	\$436	\$423	\$394	\$389
Columbus	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$366	\$370	\$431	\$426	\$405	\$379	\$381	\$455	\$436	\$423	\$394	\$389
Craven	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$427	\$417	\$405	\$378	\$385	\$444	\$426	\$418	\$388	\$393	\$469	\$436	\$436	\$402	\$402
Cumberland	\$335	\$335	\$335	\$313	\$313	\$351	\$351	\$351	\$329	\$329	\$389	\$386	\$386	\$361	\$372	\$405	\$399	\$399	\$372	\$380	\$428	\$416	\$416	\$388	\$390
Currituck	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$366	\$370	\$431	\$426	\$405	\$379	\$381	\$455	\$436	\$423	\$394	\$389
Dare	\$379	\$379	\$362	\$362	\$362	\$398	\$398	\$380	\$369	\$369	\$471	\$440	\$440	\$431	\$427	\$488	\$453	\$453	\$443	\$436	\$512	\$471	\$471	\$450	\$437
Davidson	\$338	\$338	\$356	\$335	\$335	\$354	\$354	\$374	\$351	\$351	\$377	\$392	\$392	\$369	\$373	\$394	\$405	\$405	\$380	\$381	\$417	\$423	\$423	\$394	\$389
Davie	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$427	\$417	\$405	\$378	\$385	\$444	\$426	\$418	\$388	\$393	\$469	\$436	\$436	\$402	\$402
Duplin	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$366	\$370	\$431	\$426	\$405	\$379	\$381	\$455	\$436	\$423	\$394	\$389
Durham	\$469	\$469	\$453	\$446	\$446	\$492	\$492	\$476	\$469	\$469	\$550	\$529	\$529	\$505	\$500	\$569	\$544	\$544	\$519	\$512	\$595	\$564	\$564	\$535	\$522
Edgecombe	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$427	\$417	\$405	\$374	\$382	\$444	\$426	\$418	\$389	\$393	\$469	\$436	\$436	\$402	\$402
Forsyth	\$402	\$402	\$379	\$356	\$356	\$422	\$422	\$398	\$374	\$374	\$491	\$442	\$433	\$426	\$422	\$509	\$452	\$445	\$438	\$431	\$533	\$462	\$461	\$453	\$440
Franklin	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$369	\$373	\$431	\$426	\$405	\$379	\$381	\$455	\$436	\$423	\$394	\$389
Gaston	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$427	\$417	\$405	\$378	\$385	\$444	\$426	\$418	\$389	\$393	\$469	\$436	\$436	\$402	\$402

NORTH CAROLINA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

Attachment 3.2a (continued)

Subsidized Child Care Market Rates for Family Child Care Homes (100%) Effective 10/01/06																									
County	One Star Rates					Two Star Rates					Three Star Rates					Four Star Rates					Five Star Rates				
	Infant Rates	1- Year- Old Rates	2- Year- Old Rates	3-5 Year- Old Rates	School- Age Rates *	Infant Rates	1- Year- Old Rates	2 – Year- Old Rates	3-5 Year- Old Rates	School- Age Rates *	Infant Rates	1- Year- Old Rates	2- Year- Old Rates	3-5 Year- Old Rates	School- Age Rates *	Infant Rates	1- Year- Old Rates	2- Year- Old Rates	3-5 Year- Old Rates	School- Age Rates *	Infant Rates	1- Year- Old Rates	2- Year- Old Rates	3-5 Year- Old Rates	School- Age Rates *
Gates	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$369	\$373	\$431	\$426	\$405	\$379	\$381	\$455	\$436	\$423	\$394	\$389
Graham	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$369	\$373	\$431	\$426	\$405	\$380	\$381	\$455	\$436	\$423	\$394	\$389
Granville	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$427	\$417	\$405	\$378	\$385	\$444	\$426	\$418	\$388	\$393	\$469	\$436	\$436	\$402	\$402
Greene	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$427	\$417	\$405	\$374	\$382	\$444	\$426	\$418	\$388	\$393	\$469	\$436	\$436	\$402	\$402
Guilford	\$386	\$386	\$379	\$356	\$356	\$406	\$406	\$398	\$374	\$374	\$477	\$433	\$433	\$426	\$422	\$495	\$445	\$445	\$438	\$431	\$519	\$462	\$462	\$453	\$440
Halifax	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$368	\$372	\$431	\$426	\$405	\$379	\$381	\$455	\$436	\$423	\$394	\$389
Harnett	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$427	\$417	\$405	\$378	\$385	\$444	\$426	\$418	\$389	\$393	\$469	\$436	\$436	\$402	\$402
Haywood	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$369	\$373	\$431	\$426	\$405	\$380	\$381	\$455	\$436	\$423	\$394	\$389
Henderson	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$427	\$417	\$405	\$378	\$385	\$444	\$426	\$418	\$388	\$393	\$469	\$436	\$436	\$402	\$402
Hertford	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$366	\$370	\$431	\$426	\$405	\$379	\$381	\$455	\$436	\$423	\$394	\$389
Hoke	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$368	\$372	\$431	\$426	\$405	\$379	\$381	\$455	\$436	\$423	\$394	\$389
Hyde	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$427	\$417	\$405	\$374	\$382	\$444	\$426	\$418	\$389	\$393	\$469	\$436	\$436	\$402	\$402
Iredell	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$427	\$417	\$405	\$378	\$385	\$444	\$426	\$418	\$388	\$393	\$469	\$436	\$436	\$402	\$402
Jackson	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$427	\$417	\$405	\$378	\$385	\$444	\$426	\$418	\$389	\$393	\$469	\$436	\$436	\$402	\$402
Johnston	\$338	\$338	\$356	\$335	\$335	\$354	\$354	\$374	\$351	\$351	\$391	\$405	\$405	\$378	\$385	\$408	\$418	\$418	\$389	\$393	\$431	\$436	\$436	\$402	\$402
Jones	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$366	\$370	\$431	\$426	\$405	\$380	\$381	\$455	\$436	\$423	\$394	\$389
Lee	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$427	\$417	\$405	\$378	\$385	\$444	\$426	\$418	\$388	\$393	\$469	\$436	\$436	\$402	\$402

NORTH CAROLINA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

Attachment 3.2a (continued)

Subsidized Child Care Market Rates for Family Child Care Homes (100%) Effective 10/01/06																									
County	One Star Rates					Two Star Rates					Three Star Rates					Four Star Rates					Five Star Rates				
	Infant Rates	1- Year- Old Rates	2- Year- Old Rates	3-5 Year- Old Rates	School- Age Rates *	Infant Rates	1- Year- Old Rates	2 – Year- Old Rates	3-5 Year- Old Rates	Schoo l- Age Rates *	Infant Rates	1- Year- Old Rates	2- Year- Old Rates	3-5 Year- Old Rates	School- Age Rates *	Infant Rates	1- Year- Old Rates	2- Year- Old Rates	3-5 Year- Old Rates	Schoo l- Age Rates *	Infant Rates	1- Year- Old Rates	2- Year- Old Rates	3-5 Year- Old Rates	Scho ol- Age Rates *
Lenoir	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$368	\$372	\$431	\$426	\$405	\$379	\$381	\$455	\$436	\$423	\$394	\$389
Lincoln	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$427	\$417	\$405	\$378	\$385	\$444	\$426	\$418	\$388	\$393	\$469	\$436	\$436	\$402	\$402
Macon	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$366	\$370	\$431	\$426	\$405	\$379	\$381	\$455	\$436	\$423	\$394	\$389
Madison	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$471	\$435	\$435	\$408	\$404	\$488	\$448	\$448	\$418	\$411	\$512	\$466	\$466	\$433	\$420
Martin	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$369	\$373	\$431	\$426	\$405	\$379	\$381	\$455	\$436	\$423	\$394	\$389
McDowell	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$366	\$370	\$431	\$426	\$405	\$379	\$381	\$455	\$436	\$423	\$394	\$389
Mecklenburg	\$446	\$446	\$423	\$404	\$404	\$469	\$469	\$445	\$424	\$424	\$509	\$490	\$490	\$468	\$477	\$527	\$504	\$504	\$480	\$487	\$549	\$522	\$522	\$496	\$498
Mitchell	\$410	\$410	\$356	\$335	\$335	\$421	\$421	\$374	\$351	\$351	\$451	\$447	\$405	\$374	\$382	\$472	\$461	\$418	\$388	\$393	\$498	\$472	\$436	\$402	\$402
Montgomery	\$410	\$410	\$356	\$335	\$335	\$424	\$424	\$374	\$351	\$351	\$447	\$447	\$392	\$366	\$370	\$461	\$461	\$405	\$379	\$381	\$484	\$472	\$423	\$394	\$389
Moore	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$369	\$373	\$431	\$426	\$405	\$379	\$381	\$455	\$436	\$423	\$394	\$389
Nash	\$379	\$379	\$356	\$356	\$356	\$398	\$398	\$374	\$363	\$363	\$427	\$417	\$405	\$394	\$402	\$444	\$426	\$418	\$408	\$413	\$469	\$436	\$436	\$415	\$414
New Hanover	\$402	\$402	\$402	\$379	\$379	\$422	\$422	\$422	\$398	\$398	\$491	\$475	\$475	\$446	\$442	\$509	\$489	\$489	\$458	\$451	\$533	\$500	\$500	\$466	\$453
Northampton	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$366	\$370	\$431	\$426	\$405	\$379	\$381	\$455	\$436	\$423	\$394	\$389
Onslow	\$338	\$338	\$356	\$313	\$313	\$354	\$354	\$374	\$329	\$329	\$391	\$400	\$400	\$358	\$365	\$408	\$413	\$413	\$369	\$373	\$431	\$431	\$431	\$383	\$382
Orange	\$550	\$550	\$513	\$513	\$513	\$567	\$567	\$523	\$523	\$523	\$627	\$612	\$572	\$564	\$564	\$648	\$626	\$589	\$579	\$577	\$675	\$640	\$610	\$597	\$590
Pamlico	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$366	\$370	\$431	\$426	\$405	\$379	\$381	\$455	\$436	\$423	\$394	\$389
Pasquotank	\$443	\$443	\$356	\$335	\$335	\$465	\$465	\$374	\$351	\$351	\$487	\$487	\$405	\$378	\$385	\$503	\$499	\$418	\$388	\$393	\$539	\$524	\$436	\$402	\$402
Pender	\$379	\$379	\$356	\$338	\$338	\$398	\$398	\$374	\$354	\$354	\$427	\$417	\$405	\$374	\$382	\$444	\$426	\$418	\$388	\$393	\$469	\$436	\$436	\$405	\$404

NORTH CAROLINA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

Attachment 3.2a (continued)

Subsidized Child Care Market Rates for Family Child Care Homes (100%) Effective 10/01/06																									
County	One Star Rates					Two Star Rates					Three Star Rates					Four Star Rates					Five Star Rates				
	Infant Rates	1- Year- Old Rates	2- Year- Old Rates	3-5 Year- Old Rates	School- Age Rates *	Infant Rates	1- Year- Old Rates	2 – Year- Old Rates	3-5 Year- Old Rates	School- Age Rates *	Infant Rates	1- Year- Old Rates	2- Year- Old Rates	3-5 Year- Old Rates	School- Age Rates *	Infant Rates	1- Year- Old Rates	2- Year- Old Rates	3-5 Year- Old Rates	School- Age Rates *	Infant Rates	1- Year- Old Rates	2- Year- Old Rates	3-5 Year- Old Rates	School- Age Rates *
Perquimans	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$366	\$370	\$431	\$426	\$405	\$379	\$381	\$455	\$436	\$423	\$394	\$389
Person	\$379	\$379	\$356	\$339	\$339	\$398	\$398	\$374	\$355	\$355	\$427	\$417	\$405	\$374	\$382	\$444	\$426	\$418	\$388	\$393	\$469	\$436	\$436	\$406	\$405
Pitt	\$356	\$356	\$356	\$335	\$335	\$374	\$374	\$374	\$351	\$351	\$407	\$405	\$405	\$378	\$385	\$424	\$418	\$418	\$389	\$393	\$448	\$436	\$436	\$402	\$402
Polk	\$379	\$379	\$379	\$335	\$335	\$398	\$398	\$398	\$351	\$351	\$427	\$425	\$425	\$378	\$385	\$444	\$438	\$438	\$389	\$393	\$469	\$457	\$457	\$402	\$402
Randolph	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$368	\$372	\$431	\$426	\$405	\$379	\$381	\$455	\$436	\$423	\$394	\$389
Richmond	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$366	\$370	\$431	\$426	\$405	\$379	\$381	\$455	\$436	\$423	\$394	\$389
Robeson	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$369	\$373	\$431	\$426	\$405	\$380	\$381	\$455	\$436	\$423	\$394	\$389
Rockingham	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$368	\$372	\$431	\$426	\$405	\$379	\$381	\$455	\$436	\$423	\$394	\$389
Rowan	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$427	\$417	\$405	\$378	\$385	\$444	\$426	\$418	\$388	\$393	\$469	\$436	\$436	\$402	\$402
Rutherford	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$368	\$372	\$431	\$426	\$405	\$379	\$381	\$455	\$436	\$423	\$394	\$389
Sampson	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$366	\$370	\$431	\$426	\$405	\$379	\$381	\$455	\$436	\$423	\$394	\$389
Scotland	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$369	\$373	\$431	\$426	\$405	\$379	\$381	\$455	\$436	\$423	\$394	\$389
Stanly	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$427	\$417	\$405	\$378	\$385	\$444	\$426	\$418	\$389	\$393	\$469	\$436	\$436	\$402	\$402
Stokes	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$427	\$417	\$405	\$378	\$385	\$444	\$426	\$418	\$388	\$393	\$469	\$436	\$436	\$402	\$402
Surry	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$368	\$372	\$431	\$426	\$405	\$379	\$381	\$455	\$436	\$423	\$394	\$389
Swain	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$427	\$417	\$405	\$378	\$385	\$444	\$426	\$418	\$389	\$393	\$469	\$436	\$436	\$402	\$402
Transylvania	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$369	\$373	\$431	\$426	\$405	\$380	\$381	\$455	\$436	\$423	\$394	\$389

NORTH CAROLINA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

Attachment 3.2a (continued)

Subsidized Child Care Market Rates for Family Child Care Homes (100%) Effective 10/01/06																									
County	One Star Rates					Two Star Rates					Three Star Rates					Four Star Rates					Five Star Rates				
	Infant Rates	1- Year- Old Rates	2- Year- Old Rates	3-5 Year- Old Rates	School- Age Rates *	Infant Rates	1- Year- Old Rates	2 – Year- Old Rates	3-5 Year- Old Rates	School- Age Rates *	Infant Rates	1- Year- Old Rates	2- Year- Old Rates	3-5 Year- Old Rates	School- Age Rates *	Infant Rates	1- Year- Old Rates	2- Year- Old Rates	3-5 Year- Old Rates	School- Age Rates *	Infant Rates	1- Year- Old Rates	2- Year- Old Rates	3-5 Year- Old Rates	School- Age Rates *
Tyrrell	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$366	\$370	\$431	\$426	\$405	\$379	\$381	\$455	\$436	\$423	\$394	\$389
Union	\$402	\$402	\$446	\$348	\$348	\$421	\$421	\$455	\$359	\$359	\$491	\$513	\$513	\$419	\$415	\$509	\$529	\$529	\$430	\$423	\$533	\$540	\$540	\$446	\$433
Vance	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$427	\$417	\$405	\$378	\$385	\$444	\$426	\$418	\$388	\$393	\$469	\$436	\$436	\$402	\$402
Wake	\$536	\$536	\$474	\$446	\$446	\$562	\$562	\$497	\$469	\$469	\$630	\$589	\$575	\$521	\$550	\$653	\$603	\$593	\$536	\$563	\$682	\$616	\$615	\$553	\$575
Warren	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$366	\$370	\$431	\$426	\$405	\$379	\$381	\$455	\$436	\$423	\$394	\$389
Washington	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$366	\$370	\$431	\$426	\$405	\$379	\$381	\$455	\$436	\$423	\$394	\$389
Watauga	\$422	\$422	\$356	\$335	\$335	\$443	\$443	\$374	\$351	\$351	\$465	\$464	\$405	\$378	\$385	\$495	\$489	\$418	\$389	\$393	\$520	\$500	\$436	\$402	\$402
Wayne	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$369	\$373	\$431	\$426	\$405	\$379	\$381	\$455	\$436	\$423	\$394	\$389
Wilkes	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$427	\$417	\$405	\$377	\$385	\$444	\$426	\$418	\$388	\$393	\$469	\$436	\$436	\$402	\$402
Wilson	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$369	\$373	\$431	\$426	\$405	\$380	\$381	\$455	\$436	\$423	\$394	\$389
Yadkin	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$366	\$370	\$431	\$426	\$405	\$380	\$381	\$455	\$436	\$423	\$394	\$389
Yancey	\$379	\$379	\$356	\$335	\$335	\$398	\$398	\$374	\$351	\$351	\$417	\$417	\$392	\$369	\$373	\$431	\$426	\$405	\$379	\$381	\$455	\$436	\$423	\$394	\$389

STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/05 – 9/30/07

Attachment 3.2a (continued)

**Division of Child Development
Subsidized Child Care
Market Rates For Nonlicensed Family Child Care Homes**

Effective 4/1/03

County	100% Rates				75% Rates				50% Rates			
	Infant-Toddler Rates	2 Yr. Old Rates	3-5 Year Old Rates	School-Age Rates*	Infant-Toddler Rates	2 Yr. Old Rates	3-5 Year Old Rates	School-Age Rates *	Infant-Toddler Rates	2 Yr. Old Rates	3-5 Year Old Rates	School-Age Rates*
Alamance	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Alexander	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Alleghany	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Anson	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Ashe	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Avery	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Beaufort	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Bertie	\$190	\$178	\$185	\$185	\$143	\$134	\$139	\$139	\$95	\$89	\$93	\$93
Bladen	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Brunswick	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Buncombe	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Burke	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Cabarrus	\$223	\$178	\$190	\$190	\$167	\$134	\$143	\$143	\$112	\$89	\$95	\$95
Caldwell	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Camden	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Carteret	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Caswell	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Catawba	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Chatham	\$243	\$178	\$168	\$168	\$182	\$134	\$126	\$126	\$122	\$89	\$84	\$84
Cherokee	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Chowan	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Clay	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Cleveland	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Columbus	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Craven	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Cumberland	\$168	\$168	\$157	\$157	\$126	\$126	\$118	\$118	\$84	\$84	\$79	\$79
Currituck	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Dare	\$190	\$181	\$181	\$181	\$143	\$136	\$136	\$136	\$95	\$91	\$91	\$91

*The 100% rate represents the monthly rates for summer, holidays, teacher work days and inclement weather for school age children; the 75% rate is for before AND after school; and the 50% rate is for before OR after school.

NORTH CAROLINA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

Attachment 3.2a (continued)

**Division of Child Development
Subsidized Child Care
Market Rates For Nonlicensed Family Child Care Homes**

Effective 4/1/03

County	100% Rates				75% Rates				50% Rates			
	Infant-Toddler Rates	2 Yr. Old Rates	3-5 Year Old Rates	School-Age Rates*	Infant-Toddler Rates	2 Yr. Old Rates	3-5 Year Old Rates	School-Age Rates *	Infant-Toddler Rates	2 Yr. Old Rates	3-5 Year Old Rates	School-Age Rates*
Davidson	\$169	\$178	\$168	\$168	\$127	\$134	\$126	\$126	\$85	\$89	\$84	\$84
Davie	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Duplin	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Durham	\$235	\$227	\$223	\$223	\$176	\$170	\$167	\$167	\$118	\$114	\$112	\$112
Edgecombe	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Forsyth	\$201	\$190	\$178	\$178	\$151	\$143	\$134	\$134	\$101	\$95	\$89	\$89
Franklin	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Gaston	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Gates	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Graham	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Granville	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Greene	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Guilford	\$193	\$190	\$178	\$178	\$145	\$143	\$134	\$134	\$97	\$95	\$89	\$89
Halifax	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Harnett	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Haywood	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Henderson	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Hertford	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Hoke	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Hyde	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Iredell	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Jackson	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Johnston	\$169	\$178	\$168	\$168	\$127	\$134	\$126	\$126	\$85	\$89	\$84	\$84
Jones	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Lee	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Lenoir	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Lincoln	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Macon	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84

*The 100% rate represents the monthly rates for summer, holidays, teacher work days and inclement weather for school age children; the 75% rate is for before AND after school; and the 50% rate is for before OR after school.

STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/05 – 9/30/07

Attachment 3.2a (continued)

**Division of Child Development
Subsidized Child Care
Market Rates For Nonlicensed Family Child Care Homes**

Effective 4/1/03

County	100% Rates				75% Rates				50% Rates			
	Infant-Toddler Rates	2 Yr. Old Rates	3-5 Year Old Rates	School-Age Rates*	Infant-Toddler Rates	2 Yr. Old Rates	3-5 Year Old Rates	School-Age Rates *	Infant-Toddler Rates	2 Yr. Old Rates	3-5 Year Old Rates	School-Age Rates*
Madison	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Martin	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
McDowell	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Mecklenburg	\$223	\$212	\$202	\$202	\$167	\$159	\$152	\$152	\$112	\$106	\$101	\$101
Mitchell	\$205	\$178	\$168	\$168	\$154	\$134	\$126	\$126	\$103	\$89	\$84	\$84
Montgomery	\$205	\$178	\$168	\$168	\$154	\$134	\$126	\$126	\$103	\$89	\$84	\$84
Moore	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Nash	\$190	\$178	\$178	\$178	\$143	\$134	\$134	\$134	\$95	\$89	\$89	\$89
New Hanover	\$201	\$201	\$190	\$190	\$151	\$151	\$143	\$143	\$101	\$101	\$95	\$95
Northampton	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Onslow	\$169	\$178	\$157	\$157	\$127	\$134	\$118	\$118	\$85	\$89	\$79	\$79
Orange	\$275	\$257	\$257	\$257	\$206	\$193	\$193	\$193	\$138	\$129	\$129	\$129
Pamlico	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Pasquotank	\$222	\$178	\$168	\$168	\$167	\$134	\$126	\$126	\$111	\$89	\$84	\$84
Pender	\$190	\$178	\$169	\$169	\$143	\$134	\$127	\$127	\$95	\$89	\$85	\$85
Perquimans	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Person	\$190	\$178	\$170	\$170	\$143	\$134	\$128	\$128	\$95	\$89	\$85	\$85
Pitt	\$178	\$178	\$168	\$168	\$134	\$134	\$126	\$126	\$89	\$89	\$84	\$84
Polk	\$190	\$190	\$168	\$168	\$143	\$143	\$126	\$126	\$95	\$95	\$84	\$84
Randolph	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Richmond	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Robeson	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Rockingham	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Rowan	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Rutherford	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Sampson	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Scotland	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Stanly	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84

*The 100% rate represents the monthly rates for summer, holidays, teacher work days and inclement weather for school age children; the 75% rate is for before AND after school; and the 50% rate is for before OR after school.

NORTH CAROLINA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

Attachment 3.2a (continued)

**Division of Child Development
Subsidized Child Care
Market Rates For Nonlicensed Family Child Care Homes**

Effective 4/1/03

County	100% Rates				75% Rates				50% Rates			
	Infant-Toddler Rates	2 Yr. Old Rates	3-5 Year Old Rates	School-Age Rates*	Infant-Toddler Rates	2 Yr. Old Rates	3-5 Year Old Rates	School-Age Rates *	Infant-Toddler Rates	2 Yr. Old Rates	3-5 Year Old Rates	School-Age Rates*
Stokes	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Surry	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Swain	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Transylvania	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Tyrrell	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Union	\$201	\$223	\$174	\$174	\$151	\$167	\$131	\$131	\$101	\$112	\$87	\$87
Vance	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Wake	\$268	\$237	\$223	\$223	\$201	\$178	\$167	\$167	\$134	\$119	\$112	\$112
Warren	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Washington	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Watauga	\$211	\$178	\$168	\$168	\$158	\$134	\$126	\$126	\$106	\$89	\$84	\$84
Wayne	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Wilkes	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Wilson	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Yadkin	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Yancey	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84
Statewide	\$190	\$178	\$168	\$168	\$143	\$134	\$126	\$126	\$95	\$89	\$84	\$84

*The 100% rate represents the monthly rates for summer, holidays, teacher work days and inclement weather for school age children; the 75% rate is for before AND after school; and the 50% rate is for before OR after school.

STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/05 – 9/30/07

Attachment 3.2a (continued)

Subsidized Child Care Market Rates for Child Care Centers (100% Rates) Effective 10/01/06																				
County	One Star Rates				Two Star Rates				Three Star Rates				Four Star Rates				Five Star Rates			
	Infant-Toddler Rates	2 - Year-Old Rates	3-5 Year-Old Rates	School-Age Rates *	Infant-Toddler Rates	2 - Year-Old Rates	3-5 Year-Old Rates	School-Age Rates *	Infant-Toddler Rates	2 - Year-Old Rates	3-5 Year-Old Rates	School-Age Rates *	Infant-Toddler Rates	2 - Year-Old Rates	3-5 Year-Old Rates	School-Age Rates *	Infant-Toddler Rates	2 - Year-Old Rates	3-5 Year-Old Rates	School-Age Rates *
Alamance	\$402	\$379	\$356	\$335	\$422	\$390	\$368	\$346	\$585	\$541	\$515	\$392	\$600	\$569	\$537	\$409	\$641	\$609	\$575	\$430
Alexander	\$463	\$402	\$379	\$382	\$486	\$410	\$386	\$390	\$585	\$551	\$515	\$448	\$617	\$581	\$528	\$468	\$671	\$622	\$563	\$491
Alleghany	\$424	\$390	\$368	\$346	\$445	\$410	\$386	\$363	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$448	\$622	\$573	\$548	\$471
Anson	\$437	\$402	\$379	\$356	\$445	\$410	\$386	\$363	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$448	\$622	\$573	\$548	\$471
Ashe	\$424	\$390	\$368	\$346	\$445	\$410	\$386	\$363	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$453	\$645	\$580	\$555	\$476
Avery	\$424	\$390	\$368	\$346	\$445	\$410	\$386	\$363	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$453	\$645	\$580	\$555	\$476
Beaufort	\$437	\$403	\$379	\$356	\$445	\$418	\$386	\$363	\$585	\$551	\$517	\$448	\$617	\$581	\$543	\$468	\$671	\$622	\$582	\$491
Bertie	\$433	\$390	\$368	\$346	\$445	\$410	\$386	\$363	\$585	\$541	\$515	\$441	\$614	\$563	\$537	\$460	\$668	\$604	\$578	\$483
Bladen	\$424	\$390	\$368	\$260	\$445	\$410	\$386	\$273	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$453	\$645	\$580	\$555	\$476
Brunswick	\$437	\$402	\$379	\$368	\$458	\$422	\$398	\$386	\$602	\$560	\$528	\$455	\$619	\$592	\$543	\$468	\$671	\$625	\$582	\$491
Buncombe	\$379	\$356	\$335	\$335	\$398	\$374	\$351	\$351	\$585	\$477	\$456	\$503	\$617	\$504	\$482	\$525	\$672	\$537	\$522	\$555
Burke	\$424	\$390	\$368	\$346	\$445	\$410	\$386	\$363	\$585	\$541	\$386	\$388	\$600	\$555	\$396	\$406	\$615	\$569	\$423	\$435
Cabarrus	\$446	\$392	\$366	\$356	\$469	\$412	\$384	\$374	\$624	\$564	\$493	\$410	\$668	\$595	\$519	\$422	\$733	\$638	\$560	\$443
Caldwell	\$437	\$312	\$312	\$289	\$445	\$328	\$328	\$304	\$585	\$541	\$515	\$441	\$600	\$563	\$528	\$460	\$614	\$604	\$541	\$483
Camden	\$424	\$390	\$368	\$346	\$445	\$410	\$386	\$363	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$448	\$622	\$573	\$548	\$471

NORTH CAROLINA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

Attachment 3.2a (continued)

Subsidized Child Care Market Rates for Child Care Centers (100% Rates) Effective 10/01/06																				
County	One Star Rates				Two Star Rates				Three Star Rates				Four Star Rates				Five Star Rates			
	Infant-Toddler Rates	2 - Year-Old Rates	3-5 Year-Old Rates	School-Age Rates *	Infant-Toddler Rates	2 - Year-Old Rates	3-5 Year-Old Rates	School-Age Rates *	Infant-Toddler Rates	2 - Year-Old Rates	3-5 Year-Old Rates	School-Age Rates *	Infant-Toddler Rates	2 - Year-Old Rates	3-5 Year-Old Rates	School-Age Rates *	Infant-Toddler Rates	2 - Year-Old Rates	3-5 Year-Old Rates	School-Age Rates *
Carteret	\$424	\$303	\$303	\$299	\$445	\$318	\$318	\$314	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$453	\$645	\$580	\$554	\$476
Caswell	\$424	\$390	\$368	\$346	\$445	\$410	\$386	\$363	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$448	\$622	\$573	\$548	\$471
Catawba	\$379	\$379	\$351	\$325	\$398	\$390	\$369	\$341	\$585	\$419	\$402	\$449	\$600	\$442	\$422	\$465	\$627	\$477	\$452	\$483
Chatham	\$490	\$413	\$460	\$346	\$500	\$434	\$483	\$363	\$635	\$585	\$520	\$582	\$676	\$622	\$552	\$612	\$702	\$641	\$571	\$620
Cherokee	\$437	\$402	\$379	\$356	\$445	\$410	\$386	\$363	\$585	\$541	\$515	\$441	\$614	\$563	\$537	\$460	\$668	\$604	\$578	\$483
Chowan	\$424	\$390	\$368	\$346	\$445	\$410	\$386	\$363	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$453	\$645	\$580	\$555	\$476
Clay	\$424	\$390	\$368	\$346	\$445	\$410	\$386	\$363	\$585	\$541	\$515	\$441	\$614	\$563	\$537	\$460	\$668	\$604	\$578	\$483
Cleveland	\$424	\$312	\$325	\$312	\$458	\$328	\$342	\$328	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$453	\$641	\$577	\$560	\$476
Columbus	\$424	\$289	\$289	\$323	\$445	\$304	\$304	\$340	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$453	\$645	\$580	\$541	\$476
Craven	\$437	\$330	\$312	\$312	\$445	\$346	\$328	\$328	\$585	\$543	\$518	\$441	\$623	\$573	\$547	\$460	\$679	\$615	\$590	\$483
Cumberland	\$415	\$366	\$335	\$348	\$424	\$384	\$351	\$366	\$585	\$541	\$515	\$456	\$623	\$569	\$528	\$477	\$679	\$611	\$568	\$501
Currituck	\$424	\$390	\$368	\$346	\$445	\$410	\$386	\$363	\$585	\$541	\$515	\$441	\$614	\$563	\$528	\$460	\$668	\$604	\$566	\$483
Dare	\$437	\$402	\$379	\$335	\$445	\$410	\$386	\$341	\$585	\$551	\$539	\$448	\$617	\$581	\$567	\$468	\$671	\$622	\$610	\$491
Davidson	\$366	\$356	\$356	\$312	\$384	\$374	\$368	\$322	\$585	\$541	\$515	\$433	\$601	\$555	\$528	\$453	\$657	\$591	\$556	\$476
Davie	\$424	\$390	\$368	\$346	\$445	\$410	\$386	\$363	\$585	\$551	\$527	\$448	\$617	\$581	\$555	\$468	\$671	\$622	\$596	\$491

NORTH CAROLINA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

Attachment 3.2.a (continued)

Subsidized Child Care Market Rates for Child Care Centers (100% Rates) Effective 10/01/06																				
County	One Star Rates				Two Star Rates				Three Star Rates				Four Star Rates				Five Star Rates			
	Infant-Toddler Rates	2 – Year-Old Rates	3-5 Year-Old Rates	School-Age Rates *	Infant-Toddler Rates	2 – Year-Old Rates	3-5 Year-Old Rates	School-Age Rates *	Infant-Toddler Rates	2 – Year-Old Rates	3-5 Year-Old Rates	School-Age Rates *	Infant-Toddler Rates	2 – Year-Old Rates	3-5 Year-Old Rates	School-Age Rates *	Infant-Toddler Rates	2 – Year-Old Rates	3-5 Year-Old Rates	School-Age Rates *
Duplin	\$424	\$289	\$312	\$289	\$445	\$304	\$328	\$304	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$448	\$614	\$573	\$541	\$471
Durham	\$544	\$469	\$446	\$419	\$571	\$492	\$469	\$440	\$733	\$719	\$642	\$585	\$762	\$731	\$666	\$601	\$794	\$765	\$697	\$622
Edgecombe	\$424	\$402	\$368	\$281	\$445	\$422	\$386	\$295	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$453	\$645	\$580	\$555	\$476
Forsyth	\$433	\$423	\$388	\$339	\$454	\$445	\$408	\$355	\$585	\$475	\$447	\$398	\$602	\$501	\$472	\$416	\$654	\$540	\$508	\$438
Franklin	\$437	\$403	\$379	\$335	\$445	\$412	\$386	\$341	\$598	\$551	\$515	\$448	\$617	\$581	\$533	\$468	\$671	\$622	\$570	\$491
Gaston	\$379	\$370	\$335	\$348	\$398	\$388	\$351	\$366	\$585	\$548	\$515	\$441	\$606	\$579	\$535	\$460	\$658	\$623	\$576	\$483
Gates	\$424	\$390	\$368	\$346	\$445	\$410	\$386	\$363	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$448	\$622	\$573	\$548	\$471
Graham	\$437	\$402	\$379	\$356	\$445	\$410	\$386	\$363	\$585	\$541	\$515	\$441	\$614	\$563	\$537	\$460	\$668	\$604	\$578	\$483
Granville	\$437	\$402	\$402	\$356	\$458	\$422	\$422	\$374	\$639	\$551	\$556	\$448	\$685	\$581	\$587	\$468	\$754	\$622	\$632	\$491
Greene	\$424	\$390	\$368	\$281	\$445	\$410	\$386	\$295	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$448	\$622	\$573	\$548	\$471
Guilford	\$455	\$437	\$392	\$392	\$478	\$458	\$412	\$412	\$576	\$547	\$519	\$491	\$618	\$578	\$548	\$512	\$679	\$623	\$590	\$538
Halifax	\$424	\$390	\$368	\$346	\$445	\$410	\$386	\$363	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$453	\$645	\$580	\$541	\$476
Harnett	\$424	\$335	\$312	\$312	\$445	\$351	\$328	\$328	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$453	\$646	\$589	\$547	\$476
Haywood	\$437	\$402	\$375	\$353	\$445	\$410	\$386	\$363	\$585	\$541	\$515	\$395	\$614	\$563	\$537	\$413	\$668	\$604	\$578	\$435
Henderson	\$437	\$402	\$335	\$289	\$445	\$410	\$351	\$304	\$585	\$541	\$515	\$441	\$614	\$563	\$532	\$460	\$668	\$604	\$572	\$483

NORTH CAROLINA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

Attachment 3.2.a (continued)

Subsidized Child Care Market Rates for Child Care Centers (100% Rates) Effective 10/01/06																				
County	One Star Rates				Two Star Rates				Three Star Rates				Four Star Rates				Five Star Rates			
	Infant-Toddler Rates	2 - Year-Old Rates	3-5 Year-Old Rates	School-Age Rates *	Infant-Toddler Rates	2 - Year-Old Rates	3-5 Year-Old Rates	School-Age Rates *	Infant-Toddler Rates	2 - Year-Old Rates	3-5 Year-Old Rates	School-Age Rates *	Infant-Toddler Rates	2 - Year-Old Rates	3-5 Year-Old Rates	School-Age Rates *	Infant-Toddler Rates	2 - Year-Old Rates	3-5 Year-Old Rates	School-Age Rates *
Hertford	\$424	\$390	\$368	\$346	\$445	\$410	\$386	\$363	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$448	\$622	\$573	\$541	\$471
Hoke	\$424	\$390	\$368	\$346	\$445	\$410	\$386	\$363	\$585	\$541	\$515	\$441	\$600	\$555	\$528	\$460	\$627	\$568	\$541	\$483
Hyde	\$437	\$437	\$437	\$437	\$459	\$459	\$459	\$459	\$585	\$541	\$515	\$459	\$614	\$563	\$537	\$477	\$668	\$604	\$578	\$501
Iredell	\$437	\$379	\$392	\$339	\$458	\$398	\$412	\$355	\$676	\$635	\$583	\$557	\$727	\$673	\$615	\$571	\$804	\$727	\$664	\$585
Jackson	\$437	\$402	\$379	\$356	\$445	\$410	\$386	\$363	\$585	\$541	\$515	\$441	\$614	\$563	\$537	\$460	\$668	\$604	\$578	\$483
Johnston	\$402	\$379	\$356	\$321	\$422	\$390	\$368	\$333	\$605	\$556	\$520	\$418	\$658	\$586	\$547	\$437	\$709	\$628	\$586	\$458
Jones	\$424	\$390	\$368	\$346	\$445	\$410	\$386	\$363	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$453	\$645	\$580	\$555	\$476
Lee	\$433	\$402	\$312	\$312	\$445	\$410	\$328	\$328	\$585	\$541	\$515	\$441	\$614	\$563	\$528	\$460	\$668	\$604	\$566	\$483
Lenoir	\$424	\$312	\$312	\$289	\$445	\$328	\$328	\$304	\$585	\$541	\$515	\$441	\$614	\$563	\$538	\$465	\$668	\$604	\$566	\$483
Lincoln	\$437	\$402	\$356	\$356	\$455	\$422	\$374	\$374	\$585	\$541	\$515	\$441	\$614	\$555	\$528	\$460	\$668	\$580	\$547	\$483
Macon	\$424	\$390	\$368	\$346	\$445	\$410	\$386	\$363	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$448	\$622	\$573	\$541	\$471
Madison	\$424	\$390	\$368	\$346	\$445	\$410	\$386	\$363	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$453	\$645	\$580	\$555	\$476
Martin	\$424	\$390	\$368	\$346	\$445	\$410	\$386	\$363	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$453	\$645	\$580	\$543	\$476
McDowell	\$433	\$390	\$368	\$281	\$445	\$410	\$386	\$295	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$453	\$645	\$580	\$555	\$476
Mecklenburg	\$536	\$490	\$477	\$423	\$562	\$515	\$501	\$445	\$666	\$654	\$616	\$538	\$693	\$679	\$639	\$556	\$723	\$698	\$657	\$567

NORTH CAROLINA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

Attachment 3.2.a (continued)

Subsidized Child Care Market Rates for Child Care Centers (100% Rates) Effective 10/01/06																				
County	One Star Rates				Two Star Rates				Three Star Rates				Four Star Rates				Five Star Rates			
	Infant-Toddler Rates	2 - Year-Old Rates	3-5 Year-Old Rates	School-Age Rates *	Infant-Toddler Rates	2 - Year-Old Rates	3-5 Year-Old Rates	School-Age Rates *	Infant-Toddler Rates	2 - Year-Old Rates	3-5 Year-Old Rates	School-Age Rates *	Infant-Toddler Rates	2 - Year-Old Rates	3-5 Year-Old Rates	School-Age Rates *	Infant-Toddler Rates	2 - Year-Old Rates	3-5 Year-Old Rates	School-Age Rates *
Mitchell	\$437	\$392	\$368	\$346	\$445	\$410	\$386	\$363	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$453	\$645	\$580	\$555	\$476
Montgomery	\$424	\$390	\$368	\$346	\$445	\$410	\$386	\$363	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$448	\$622	\$573	\$562	\$471
Moore	\$437	\$402	\$356	\$335	\$445	\$410	\$368	\$346	\$585	\$541	\$515	\$384	\$600	\$555	\$530	\$399	\$614	\$568	\$570	\$420
Nash	\$339	\$330	\$312	\$312	\$355	\$346	\$328	\$328	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$453	\$624	\$581	\$554	\$476
New Hanover	\$428	\$415	\$392	\$383	\$450	\$436	\$412	\$403	\$586	\$549	\$549	\$471	\$608	\$570	\$560	\$478	\$637	\$595	\$587	\$494
Northampton	\$424	\$390	\$368	\$346	\$445	\$410	\$386	\$363	\$585	\$541	\$515	\$441	\$614	\$563	\$537	\$460	\$668	\$604	\$578	\$483
Onslow	\$346	\$346	\$329	\$312	\$370	\$359	\$346	\$328	\$585	\$541	\$515	\$433	\$627	\$575	\$528	\$453	\$689	\$624	\$543	\$476
Orange	\$513	\$423	\$446	\$390	\$539	\$445	\$469	\$410	\$866	\$735	\$687	\$534	\$909	\$764	\$729	\$565	\$954	\$801	\$761	\$585
Pamlico	\$424	\$390	\$368	\$346	\$445	\$410	\$386	\$363	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$448	\$622	\$573	\$548	\$471
Pasquotank	\$424	\$390	\$368	\$281	\$445	\$410	\$386	\$295	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$453	\$645	\$580	\$541	\$476
Pender	\$437	\$402	\$379	\$356	\$445	\$410	\$386	\$363	\$585	\$541	\$515	\$441	\$614	\$563	\$544	\$460	\$668	\$604	\$586	\$483
Perquimans	\$424	\$390	\$368	\$346	\$445	\$410	\$386	\$363	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$448	\$622	\$573	\$557	\$471
Person	\$424	\$390	\$379	\$356	\$445	\$410	\$386	\$363	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$453	\$645	\$580	\$570	\$476
Pitt	\$423	\$402	\$388	\$379	\$432	\$410	\$396	\$386	\$598	\$555	\$528	\$448	\$638	\$584	\$556	\$468	\$696	\$626	\$596	\$491
Polk	\$437	\$402	\$379	\$356	\$445	\$410	\$386	\$363	\$603	\$541	\$520	\$443	\$616	\$563	\$537	\$460	\$668	\$604	\$578	\$483

NORTH CAROLINA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

Attachment 3.2.a (continued)

Subsidized Child Care Market Rates for Child Care Centers (100% Rates) Effective 10/01/06																				
County	One Star Rates				Two Star Rates				Three Star Rates				Four Star Rates				Five Star Rates			
	Infant-Toddler Rates	2 - Year-Old Rates	3-5 Year-Old Rates	School-Age Rates *	Infant-Toddler Rates	2 - Year-Old Rates	3-5 Year-Old Rates	School-Age Rates *	Infant-Toddler Rates	2 - Year-Old Rates	3-5 Year-Old Rates	School-Age Rates *	Infant-Toddler Rates	2 - Year-Old Rates	3-5 Year-Old Rates	School-Age Rates *	Infant-Toddler Rates	2 - Year-Old Rates	3-5 Year-Old Rates	School-Age Rates *
Randolph	\$356	\$335	\$335	\$299	\$374	\$351	\$351	\$314	\$585	\$541	\$515	\$441	\$602	\$555	\$528	\$460	\$653	\$580	\$554	\$483
Richmond	\$424	\$390	\$289	\$268	\$445	\$410	\$304	\$281	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$448	\$614	\$568	\$541	\$471
Robeson	\$289	\$289	\$276	\$276	\$304	\$304	\$289	\$289	\$585	\$541	\$530	\$446	\$632	\$575	\$550	\$454	\$701	\$624	\$609	\$485
Rockingham	\$437	\$312	\$312	\$289	\$445	\$328	\$328	\$304	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$453	\$616	\$571	\$541	\$476
Rowan	\$433	\$335	\$335	\$312	\$445	\$351	\$351	\$328	\$585	\$541	\$433	\$449	\$623	\$563	\$459	\$469	\$679	\$604	\$498	\$492
Rutherford	\$424	\$312	\$312	\$214	\$445	\$328	\$328	\$225	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$453	\$645	\$580	\$558	\$476
Sampson	\$424	\$312	\$276	\$356	\$445	\$328	\$289	\$374	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$448	\$622	\$568	\$543	\$471
Scotland	\$424	\$390	\$289	\$356	\$445	\$410	\$304	\$374	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$448	\$622	\$573	\$547	\$471
Stanly	\$437	\$356	\$312	\$303	\$445	\$374	\$328	\$318	\$585	\$541	\$517	\$441	\$627	\$575	\$554	\$467	\$679	\$611	\$588	\$483
Stokes	\$437	\$402	\$312	\$289	\$445	\$410	\$328	\$304	\$602	\$557	\$515	\$433	\$602	\$557	\$528	\$453	\$645	\$580	\$543	\$476
Surry	\$424	\$312	\$301	\$276	\$445	\$328	\$316	\$289	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$448	\$634	\$583	\$549	\$471
Swain	\$437	\$402	\$390	\$390	\$445	\$410	\$398	\$398	\$585	\$551	\$527	\$448	\$617	\$581	\$555	\$468	\$671	\$622	\$596	\$491
Transylvania	\$437	\$402	\$379	\$356	\$445	\$410	\$386	\$363	\$585	\$541	\$515	\$441	\$614	\$563	\$537	\$460	\$668	\$604	\$578	\$483
Tyrrell	\$424	\$390	\$368	\$346	\$445	\$410	\$386	\$363	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$448	\$622	\$573	\$548	\$471
Union	\$437	\$379	\$348	\$356	\$445	\$390	\$366	\$374	\$586	\$558	\$521	\$410	\$629	\$599	\$556	\$427	\$681	\$633	\$587	\$443

NORTH CAROLINA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

Attachment 3.2.a (continued)

Subsidized Child Care Market Rates for Child Care Centers (100% Rates) Effective 10/01/06																				
County	One Star Rates				Two Star Rates				Three Star Rates				Four Star Rates				Five Star Rates			
	Infant-Toddler Rates	2 - Year-Old Rates	3-5 Year-Old Rates	School-Age Rates *	Infant-Toddler Rates	2 - Year-Old Rates	3-5 Year-Old Rates	School-Age Rates *	Infant-Toddler Rates	2 - Year-Old Rates	3-5 Year-Old Rates	School-Age Rates *	Infant-Toddler Rates	2 - Year-Old Rates	3-5 Year-Old Rates	School-Age Rates *	Infant-Toddler Rates	2 - Year-Old Rates	3-5 Year-Old Rates	School-Age Rates *
Vance	\$424	\$390	\$312	\$356	\$445	\$422	\$328	\$374	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$448	\$623	\$573	\$543	\$471
Wake	\$592	\$513	\$484	\$446	\$622	\$539	\$507	\$467	\$830	\$724	\$629	\$630	\$847	\$737	\$640	\$639	\$908	\$785	\$682	\$676
Warren	\$424	\$395	\$368	\$346	\$445	\$410	\$386	\$363	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$453	\$645	\$580	\$555	\$476
Washington	\$437	\$402	\$379	\$356	\$445	\$410	\$386	\$363	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$453	\$645	\$580	\$555	\$476
Watauga	\$424	\$390	\$368	\$346	\$445	\$410	\$386	\$363	\$585	\$541	\$561	\$441	\$614	\$563	\$575	\$460	\$668	\$604	\$615	\$483
Wayne	\$348	\$339	\$335	\$335	\$366	\$355	\$346	\$346	\$585	\$541	\$515	\$494	\$600	\$555	\$528	\$518	\$614	\$573	\$556	\$548
Wilkes	\$424	\$390	\$368	\$316	\$445	\$410	\$386	\$332	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$453	\$645	\$580	\$549	\$476
Wilson	\$424	\$348	\$335	\$335	\$445	\$366	\$346	\$346	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$453	\$638	\$580	\$572	\$476
Yadkin	\$424	\$390	\$368	\$346	\$445	\$410	\$386	\$363	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$448	\$622	\$573	\$557	\$471
Yancey	\$424	\$390	\$368	\$346	\$445	\$410	\$386	\$363	\$585	\$541	\$515	\$433	\$600	\$555	\$528	\$448	\$622	\$573	\$548	\$471

Attachment 3.2 (b): CHILD CARE MARKET RATE SURVEY DOCUMENTS

CHILD CARE MARKET RATE SURVEY COVER LETTER



North Carolina Department of Health and Human Services

DIVISION OF CHILD DEVELOPMENT

319 Chapanoke Road • 2201 Mail Service Center • Raleigh, NC 27699-2201

Tel: (919) 662-4499 • Fax: (919) 662-4570 • Courier Number: 56-20-17

Michael F. Easley, Governor • Carmen Hooker Odom, Secretary • Robert W. Kindsvatter, Director

November 22, 2006

Dear Child Care Provider:

Enclosed is a survey from the Center for Urban Affairs and Community Services (CUACS) at North Carolina State University asking for information on the rates you charge for child care services. The results of this survey will be used in a confidential manner to make recommendations for payment rates for subsidized child care in North Carolina. **Please complete this survey as soon as possible and return it to CUACS in the envelope provided.**

How will the results of this survey help you and other child care providers?

The information gathered from this survey provides information for the development of rates for subsidized child care that reflect the current market. Based on analysis of the results of the 2005 Market Rate Survey, new market rates were implemented in October 2006 that resulted in increases to rates in many counties. Prior to that, market rates had not been updated since April 2003 and many were not in line with today's child care fees. Your survey answers provide extremely valuable information for the Division of Child Development to help determine where existing market rates are inconsistent with the private market. The information gathered from this survey also helps support the continuation of subsidy rates that support higher quality care.

How is the 2006-07 survey different from previous Market Rate Surveys?

This year, providers will be asked to report the number of children receiving subsidies enrolled in their child care program, in addition to providing information regarding private paying children and families. Information regarding children receiving child care subsidies has not been collected in previous surveys, but the Division is now interested in studying this information to create a more detailed picture of the child care market. Providers are not being asked to report the actual subsidy payments they receive, only the number of children receiving subsidy services that are enrolled in any age group.

The results of the survey will be kept completely confidential. Information that is specific to your center or home will *never* be used in reports or discussed in meetings. To make sure your information is kept private, North Carolina State University will use tracking numbers that are different from your child care program identification numbers to label your response. The Division of Child Development will not have access to or use rate information that is specific to any individual child care home or center.

Thank you in advance for your help. Your assistance in this effort will help to ensure that North Carolina children and families can access the child care services they need. If any additional information is needed regarding your completed survey, CUACS staff will follow up with you at that time. **If you have any questions or comments regarding the survey or instructions for completing the survey, please contact Art Anthony at CUACS at (919) 515-1323 or Art_Anthony@ncsu.edu.**

Sincerely,

Robert W. Kindsvatter

RWK/JF
Enclosures

Attachment 3.2 (b): CHILD CARE MARKET RATE SURVEY (continued)

CHILD CARE MARKET RATES SURVEY 2006-2007

ID NO:

ATTENTION!

Please check the box to the right below that applies to your facility. **[Check One Box Only]**

YOU SHOULD COMPLETE THE FORM:

The following facilities **should complete** the enclosed survey form:

CHECK BOX

- a. Facilities that offered fulltime child care services (32 hours or more per week) in October 2006 **OR** provided summer care in July 2006.

☐

If you checked the box above, please **complete** the survey form.
Return the survey in the stamped envelope we sent you.

YOU SHOULD NOT COMPLETE THE FORM:

The following facilities **should not complete** the enclosed survey form:

CHECK BOX

- b. Facilities that have **closed** and **are not** currently providing any child care.

Date Closed:

(____/____)

Month/Year

☐

- c. Facilities that are a Head Start center or a certified Developmental Day center.

☐

- d. Facilities that **only** offer part-time child care services for children ages 0-5 (**less** than 32 hours a week).

☐

If you checked **b, c, or d** above, please **do not complete** the survey form. Return this **green** sheet in the stamped envelope we sent you. You will still be counted as participating in the survey.

Attachment 3.2 (b): CHILD CARE MARKET RATE SURVEY (continued)

IMPORTANT INSTRUCTIONS AND SAMPLE

- Please answer every question and fill in every box.
- Please write clearly in ink, especially if you plan to return your survey by fax.
- All information (except summer care for school-age children) should be given for the month of **October 2006**.
- If rates varied for the same child care service, write the rate that **most** parents are charged.
- All rates that you report should be for **on-time payment** and **on-time pick-up** of children. If parents received a discount for paying early, enter the rate they would have paid without a discount. If parents paid more than your regular charge due to late payment or because they picked up their children late, do not count these extra charges when you write the rates that parents are charged.
- A **full-time** child is one who attends **32** or more hours per week.
- **Preschool-age** children are all children under 5, plus 5 year-olds who are **not in kindergarten** yet.
- **School-age** children are children from ages 5 through 12 **who are attending** school.
- **Subsidized Child Care.** A “**child receiving subsidized child care**” is a child whose child care rate is partially or completely paid on a regular basis by an organization outside your center, which provides the subsidy for the specific child. The funds used to make the subsidy payment are usually public funds. Funds may come from organizations such as the county Department of Social Services, local Smart Start Partnership, or Child Care Resource and Referral Agency. (Note: Smart Start payments made to child care providers based on the total number of children in care are *not* considered subsidies.)
- “**Private-paying parents**” are parents whose children do not receive subsidized child care.
- IF your program is a **Head Start center, a certified Developmental Day center**, a center that **only offered care for children ages 0-5 for less than 32 hours a week in October, or a center that has been closed**, please write that on the **GREEN ATTENTION SHEET**. Please sign the GREEN sheet and mail it back in the stamped envelope provided. (Because they are different from other child care centers in important ways, Head Start centers, Developmental Day centers, and programs for preschool children offering just part-time care are not being surveyed here.)

- If you have any **questions** about how to answer a survey question, if you think the survey does not apply to your program, or if you see more than one way to answer a question, please call one of the numbers below. When calling or leaving a message, reference the “market rate survey.”
- ⇒ **Contact North Carolina State University at: (919) 515-1323 or 515-1322. Fax: (919) 515-3642 or email: Art_Anthony@ncsu.edu**
- ⇒ **Or, call the Division of Child Development's toll-free number (free call) at 1-800-859-0829, extension 370, to leave a message. Someone will return your call.**

Attachment 3.2 (b): CHILD CARE MARKET RATE SURVEY (continued)

IMPORTANT INSTRUCTIONS AND SAMPLE (continued)

1. CHILD CARE ENROLLMENT AND RATES FOR CHILDREN 0-5 YEARS OLD, NOT IN SCHOOL. Complete the table below for **full-time children only**. Include children who are 5 years old but not yet enrolled in kindergarten.

a. First, record your full-time enrollment in October 2006 for each of the age groups.

- Only include children who were enrolled full-time (32 hours a week or more).
- Include all children (except your own children) regardless of how child care is paid. If you care for other children who are related to you (niece, grandchild, etc.), include them in your count as well.
- Enter “0” for enrollment if during October you did not care for children in an age group.

b. Second, record how many of these full-time children were completely private paid in October 2006.

When recording private paid enrollment:

- **Do Not** count any children who received subsidized child care. (*See YELLOW instruction page for examples of subsidized child care.*)
- **Do** count children who received a multiple-child discount (2 or more children in the same family enrolled).
- Enter “0” for enrollment if during October you **did not care** for any children full-time in an age group who were completely private paid.

c. Third, record how many of the full-time children recorded in “a” received some type of child care subsidy in October 2006. *See YELLOW instruction page for examples of subsidized child care.*

- Enter “0” for enrollment if during October you **did not care** for any children full-time in an age group who received a child care subsidy.

d. Fourth, record the current full-time rate that private-paying parents pay for child care (children ages 0 through 5 years, not including 5 year-olds in school).

- Enter your on-time payment rates. These are the rates you regularly charge before applying discounts for paying early or charging parents extra for paying late.
- If rates for children of the same age varied, write the rate that **most** parents were charged.

e. Finally, check the box to show if the rate you charged was per week or per month.

NORTH CAROLINA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

Attachment 3.2 (b): CHILD CARE MARKET RATE SURVEY (continued)

*Even if you have mixed-age classrooms,
please **BREAK OUT** information into the age
groups listed. →*

	Infants	1-year olds	2-year olds	3-year olds	4-year olds	5-year olds not in school	
a. How many children in each age group were enrolled full-time in October?	1	1 2	24	12	8	6	(10-27)
b. Of the full-time enrolled children you listed above, how many children were completely private paid ?	0	12	0	7	5	5	(28-45)
c. Of the full-time enrolled children you listed above, how many children were subsidized ?	1	0	24	5	3	1	(46-63) Dup Id (1-8)
d. What is your current full-time rate that you charge private-paying parents?	\$ 165	\$ 145	\$ 140	\$ 135	\$ 90	\$ 90	(9-32)
e. Was the rate you charged per week or month? (<i>Check one</i>)	Week <input checked="" type="checkbox"/> Month <input type="checkbox"/>	Week <input checked="" type="checkbox"/> Month <input type="checkbox"/>	Week <input checked="" type="checkbox"/> Month <input type="checkbox"/>	Week <input checked="" type="checkbox"/> Month <input type="checkbox"/>	Week <input checked="" type="checkbox"/> Month <input type="checkbox"/>	Week <input checked="" type="checkbox"/> Month <input type="checkbox"/>	(33-38)

2. FULL-TIME SUMMER CARE FOR SCHOOL-AGE CHILDREN

<p>c. Did you offer full-time summer care for school-age children in July 2006? [CIRCLE RESPONSE] IF NO FULL-TIME SUMMER CARE, GO TO QUESTION 3.</p>	<p><u>YES</u> <u>NO</u></p> <p>(1) 2</p>	(39)
<p>b. IF YES: How <u>many school-age children</u> were enrolled in full-time summer care in July 2006?</p>	<p><u>8</u></p>	(40-42)
<p>c. How many of these full-time enrolled school-age children you listed in b. above were completely private paid?</p>	<p><u>7</u></p>	(43-45)
<p>d. How many of these full-time enrolled school-age children you listed above in b. were subsidized?</p>	<p><u>1</u></p>	(46-48)
<p>e. What rate did you charge private paying parents for full-time summer care in July 2006?</p>	<p><u>\$80</u></p>	(49-52)
<p>f. Was the rate you charged per day, week, or month for full-time summer care? [CHECK ONE]</p>	<p>Day <input type="checkbox"/> Week <input checked="" type="checkbox"/> Month <input type="checkbox"/></p>	(53)

**IF ANY CHILDREN ARE ENROLLED IN YOUR PROGRAM WHO RECEIVE
CHILD CARE SUBSIDIES, PLEASE ANSWER QUESTION 3 TO FINISH
THE SURVEY.**

Attachment 3.2 (b): CHILD CARE MARKET RATE SURVEY (continued)

3. If the rate you charge **private paying parents** is more than the **subsidy market rate**, do you charge parents receiving subsidized child care an additional amount to make up any of the difference?

Yes1

NO2

IF YOU ANSWERED QUESTION 3, YOU HAVE FINISHED THE SURVEY. PLEASE GO TO THE END.

(54)

**IF ALL THE CHILDREN ENROLLED IN YOUR PROGRAM ARE
COMPLETELY PRIVATELY PAID, PLEASE ANSWER QUESTION 4 TO
FINISH THE SURVEY.**

4. Did you choose not to participate in the subsidized child care program because the market rate is less than the rate you charge?

Yes1

NO2

(55)

END.

Thank you for filling out the survey!

The information you provide will be kept CONFIDENTIAL.

Attachment 3.2 (b): CHILD CARE MARKET RATE SURVEY (continued)

2006-07 CHILD CARE MARKET RATE SURVEY

1. CHILD CARE ENROLLMENT AND RATES FOR CHILDREN 0-5 YEARS OLD, NOT IN SCHOOL. Complete the table below for **full-time children only**. Include children who are 5 years old but not yet enrolled in kindergarten.

a. First, record your full-time enrollment in October 2006 for each of the age groups.

- Only include children who were enrolled full-time (32 hours a week or more).
- Include all children (except your own children) regardless of how child care is paid. If you care for other children who are related to you (niece, grandchild, etc.), include them in your count as well.
- Enter “0” for enrollment if during October you did not care for children in an age group.

b. Second, record how many of these full-time children were completely private paid in October 2006.

When recording private paid enrollment:

- **Do Not** count any children who received subsidized child care. (*See **YELLOW** instruction page for examples of subsidized child care.*)
- **Do** count children who received a multiple-child discount (2 or more children in the same family enrolled).
- Enter “0” for enrollment if during October you **did not care** for any children full-time in an age group who were completely private paid.

c. Third, record how many of the full-time children recorded in “a” received some type of child care subsidy in October 2006. *See YELLOW instruction page for examples of subsidized child care.*

- Enter “0” for enrollment if during October you **did not care** for any children full-time in an age group who received child care subsidy.

d. Fourth, record the current full-time rate that private-paying parents pay for child care (children ages 0 through 5 years, not including 5 year-olds in school).

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- Enter your **on-time** payment rates. These are the rates you regularly charge before applying discounts for paying early or charging parents extra for paying late.
- If rates for children of the same age varied, write the rate that **most** parents were charged.

d. Finally, check the box to show if the rate you charged was per week or per month.

*Even if you have mixed-age classrooms, please **BREAK OUT** information into the age groups listed. →*

	Infants	1-year olds	2-year olds	3-year olds	4-year olds	5-year olds not in school	
a. How many children in each age group were enrolled full-time in October?							(10-27)
b. Of the full-time enrolled children you listed above, how many children were completely private paid ?							(28-45)
d. Of the full-time enrolled children you listed above, how many children were subsidized ?							(46-63)
d. What is your current full-time rate that you charge private-paying parents?	\$	\$	\$	\$	\$	\$	Dup Id (1-8) (9-32)
e. Was the rate you charged per week or month? (Check one)	Week <input type="checkbox"/> Month <input type="checkbox"/>	Week <input type="checkbox"/> Month <input type="checkbox"/>	Week <input type="checkbox"/> Month <input type="checkbox"/>	Week <input type="checkbox"/> Month <input type="checkbox"/>	Week <input type="checkbox"/> Month <input type="checkbox"/>	Week <input type="checkbox"/> Month <input type="checkbox"/>	(33-38)

2. FULL-TIME SUMMER CARE FOR SCHOOL-AGE CHILDREN

c. Did you offer full-time summer care for school-age children in July 2006? [CIRCLE RESPONSE] IF NO FULL-TIME SUMMER CARE, GO TO QUESTION 3.	1.2.1.1.1.1.2.1.1.1.	(39)
b. IF YES: How <u>many school-age children</u> were enrolled in full-time summer care in July 2006?	1 2	(40-42)
c. How many of these full-time enrolled school-age children you listed in b. above were completely private paid ?		(43-45)
d. How many of these full-time enrolled school-age children you listed above in b. were subsidized ?		(46-48)
e. What rate did you charge private paying parents for full-time summer care in July 2006?	\$	(49-52)

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- f. Was the rate you charged per day, week, or month for full-time summer care? Day ☐
[CHECK ONE] Week ☐
Month ☐

(53)

**IF ANY CHILDREN ARE ENROLLED IN YOUR PROGRAM WHO RECEIVE
CHILD CARE SUBSIDIES, PLEASE ANSWER QUESTION 3
TO FINISH THE SURVEY.**

3. If the rate you charge **private paying parents** is more than the **subsidy market rate**, do you charge parents receiving subsidized child care an additional amount to make up any of the difference?

(54)

Yes.....1

NO.....2

IF YOU ANSWERED QUESTION 3, YOU HAVE FINISHED THE SURVEY. PLEASE GO TO THE END.

**IF ALL THE CHILDREN ENROLLED IN YOUR PROGRAM ARE
COMPLETELY PRIVATELY PAID, PLEASE ANSWER QUESTION 4 TO
FINISH THE SURVEY.**

4. Did you choose not to participate in the subsidized child care program because the market rate is less than the rate you charge?

(55)

Yes.....1

NO.....2

END.

Thank you for filling out the survey!

The information you provide will be kept CONFIDENTIAL.

Attachment 3.3.2

COUNTABLE/NON-COUNTABLE INCOME

COUNTABLE INCOME

The following are sources of income which must be counted when determining eligibility for child care services:

1. Gross earned wages or salary (earnings received for work performed as an employee, including wages, salary, commissions, tips, piece-rate payments, and cash bonuses earned, before any deductions are made for taxes, bonds, pensions, union dues, etc.).
2. Adjusted gross income from taxable self-employment income.
3. Social Security benefits (includes social security pensions, survivors' benefits for both children and adults, and permanent disability insurance payments).
4. Dividends, interest (on savings or bonds), income from estates or trusts, royalties, adjusted gross rental income on houses, stores or other property.
5. Pensions and annuities paid directly by an employer or union or through an insurance company.
6. Workers' compensation.
7. Unemployment insurance benefits (UIB).
8. Alimony (includes court ordered payments as well as voluntary payments and may include regular payment of bills such as rent and utilities).
9. Child support, direct or indirect (includes payments made to the parent or to the court based on terms of an agreement and may include payments such as rent, utilities, insurance, etc.).
10. Pensions paid to veterans or survivors of deceased veterans.
11. On-the-Job Training (OJT) payments.
12. Work Force Investment Act (WIA) payments made to an adult. Previously referred to as the Job Training Partnership Act (JTPA).
13. AmeriCorps stipend (living allowance).
14. Armed Forces pay (only the amount taxable, such as base pay).

15. Work release payments.
16. Cherokee Tribal Per Capita Income paid to adult family members.
18. Work-study payments, if the income is from a program not administered under Title IV of the Higher Education Act or the Bureau of Indian Affairs and is paid directly to the parent/responsible adult.
19. Rental assistance provided by an organization on a regular basis.

NONCOUNTABLE INCOME

The following are sources of income which are not counted when determining eligibility for child care services:

1. Work First Family Assistance (WFFA).
2. Supplemental Security Income (SSI).
3. Lump sum payments (these are usually large payments which are made to cover an extended time period and may include social security benefits, workers' compensation, alimony, back payment of child support, veteran's benefits, HUD and holiday bonuses from employers).
4. Foster care assistance payments.
5. Adoption Assistance payments.
6. Payments/trust funds under the Indian Claims Commission.
7. Payments from the Alaska Native Claims Settlement Act.
8. Income from sale of personal assets (stocks, bonds, house, car, and insurance).
9. Bank withdrawals.
10. Money borrowed.
11. Tax refunds.
12. Gifts or contributions. (These are non-recurring gifts or contributions, e.g. gifts for birthdays, holidays, occasional monetary contributions, purchase of diapers, clothing, etc.).

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13. Other in-kind contributions from non-legally responsible adults. (Non-recurring)
14. Emergency Assistance (EA), Low Income Energy Assistance Program (LIEAP), Crisis Intervention Program (CIP), General Assistance, CP&L Project Share payments, and other similar energy programs.
15. Section VIII housing subsidy
16. Capital gains
17. Value of food stamp benefits allotted under the Food Stamp Act of 1977.
18. Free and reduced lunch program.
19. Any and all food subsidy programs.
20. Relocation/Acquisition Act payments.
21. Earnings of a dependent child under 18 years of age, unless the dependent child is also a minor parent of a child needing child care.
22. Loans, grants (including Pell or Carl Perkins grants), scholarships, and money received through job training programs.
23. Home produce utilized for household consumption.
24. Volunteers in Service to America (VISTA) earnings.
25. Payments received as Earned Income Tax Credits or Dependent Care Credits.
26. All subsidized housing and housing allotments, paid directly to the landlord, including military housing allotments.
27. Money received from an employer as an employee benefit for child care.
28. Work-study payments, if the income is from the College Work-Study Program administered under Title IV of the Higher Education Act or the Bureau of Indian Affairs. (Likewise, if the income from college work-study goes directly to the college, it is not counted as income.)

Attachment 3.4.3

WAITING LIST PRIORITITES

Waiting List REQUIREMENTS

Each LPA must establish policies approved by its governing board for establishing and maintaining a waiting list.

Options for Establishing Waiting Lists

The LPA has several options for establishing a waiting list. These options include, but are not limited to:

1. Establishing one single waiting list of eligible children maintained in chronological order by parent inquiry;
2. Establishing separate lists of eligible children waiting for child care services and a separate list for transportation services, both in chronological order by parent inquiry and within or across the different need criteria; or
3. Establishing a waiting list of eligible children based on **need** criteria. The LPA has the option to prioritize the order in which families needing child care will receive services. However, the LPA **cannot** prioritize according to income.

Separate Waiting Lists

1. Special Needs

Counties must establish a separate waiting list for children with special needs. Payment for these services is made with the LPA-required special-needs-set-aside. Refer to Chapter 2: Funding for Subsidized Child Care Services for additional information on these funds.

Once the minimum set-aside amount is encumbered, children with special needs who are currently being served should be served with funds in the LPA's regular subsidy allocation. LPA's may continue to serve new children with special needs who apply, as long as the LPA does not overspend their regular subsidy allocation. Refer to Chapter 6: Serving Children With Special Needs for additional information.

2. Expectant Mothers (Optional)

Sometimes expectant mothers may request child care for a time in the future. The LPA has an option to establish a separate waiting list. **This list is not counted/reported in the Subsidized Child Care Reimbursement System.**

Prioritizing Families

The LPA must establish waiting list policies for serving families. Care may be provided for different reasons and priorities established within the different need criteria.

The waiting list is a tool for providing services to the family as a unit. For example, a parent/responsible adult who is already receiving services and later comes back to apply for another child (including newborns, preschoolers or school-agers) is eligible to receive immediate services for that child if funding is available. LPA staff should determine if funding is available by reviewing monthly expenditures for the state fiscal year and a review of the budget. When a family is removed from the waiting list, all the children in that family needing care **should** be included.

The following are examples (not inclusive) of how the different reasons that care is needed may be prioritized within a county:

1. Children who need child care to support protective services may be prioritized over families who need child care for other reason categories;
2. Families needing child care to support Work First employment or training may be given priority over other families needing child care to support employment or training;
3. Families with foster children in DSS custody who need child care to support employment may be given priority over other families needing child care to support employment;
4. Families who need child care to support full-time employment may be given priority over families who need child care to support part-time employment; or
5. Teen parents who need child care to remain in high school may be given priority over other families needing child care to support education.

Children who are in foster care or in the custody of the local department of social services are not a separate need criteria. Their need for child care services is based on the employment or educational needs of the foster parent or the developmental needs of the child.

Removing Families from the Waiting List

LPA's are required to establish procedures for managing its waiting list(s).

Children are removed from waiting lists as funding or child care spaces become available. When reducing the waiting list, families must be removed in accordance with local policy. LPA's have three (3) options for removing families from the waiting list:

1. Families may be served on a "first-come, first-served" basis according to their date of inquiry;
2. Families may be served in order of priority established by the LPA; or
3. If it appears that some families in the lowest priorities never receive services, the LPA may clear one area of priority one month and clear another priority the next time families are removed from the waiting list. In this manner, the LPA is prioritizing services to families but also attempting to serve each area of need.

When a parent's name is reached on the waiting list, the LPA must notify them in writing and request that they come in to the office to apply for services. Since families may have been waiting for several months to receive services, the LPA should allow a reasonable time for them to respond. For example, 14 calendar days may be needed for the parent to respond.

Waiting lists must be reviewed and families on the waiting list must be contacted at least semi-annually, but the LPA may choose to do this more often.

Attachment 3.5.1

**MAXIMUM GROSS MONTHLY INCOME ELIGIBILITY LIMITS AND FEE
PERCENTAGES FOR SUBSIDIZED CHILD CARE SERVICES EFFECTIVE
AUGUST 1, 2007**

Fee Percentage	10%			9%	
Family Size	1	2	3	4	5
Maximum Gross Monthly Income	\$1,892	\$2,475	\$3,057	\$3,639	\$4,221

Fee Percentage	8%						
Family Size	6	7	8	9	10	11	12
Maximum Gross Monthly Income	\$4,804	\$4,913	\$5,022	\$5,131	\$5,240	\$5,350	\$5,459

Attachment 5.2.1

Pre-K Early Learning Guidelines for Children 3-5

<http://www.dpi.state.nc.us/success/downloads/foundations.pdf>

Attachment 5.2.3

Early Learning Guidelines Implementation Tools

http://www.fpg.unc.edu/~scpp/pdfs/DPI_toolbox_prototype.pdf