



Child Care and Development Fund (CCDF) Plan

For

State/Territory:

FFY 2012-2013

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

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

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

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

Form ACF-118 Approved OMB Number 0970-0114 expires 12/31/2013

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PART 1

ADMINISTRATION

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

1.1 Contact Information

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

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

Name of Lead Agency: South Carolina Department of Social Services
Address of Lead Agency: P.O. Box 1520 Columbia, South Carolina 29202-1520
Name and Title of the Lead Agency's Chief Executive Officer: Lillian B. Koller., State Director
Phone Number: 803-898-7360
Fax Number: 803-898-7277
E-Mail Address: lillian.koller@dss.sc.gov
Web Address for Lead Agency (if any): htt://dss.sc.gov

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

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

Name of CCDF Administrator: Leigh W. Bolick
Title of CCDF Administrator: Director, Child Care Services

Address of CCDF Administrator: P.O. Box 1520 Columbia, South Carolina 29202-1520

Phone Number: 803-898-7134

Fax Number: 803-898-7335

E-Mail Address: leigh.bolick@dss.sc.gov

Web Address for Lead Agency (if any): http://dss.sc.gov

Phone Number for CCDF program information (for the public) (if any): 803-898-2570

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

http://childcare.sc.gov

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

http://childcare.sc.gov

Web address for CCDF program administrative rules: (if any): None

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

Name of CCDF Co-Administrator: _____

Title of CCDF Co-Administrator: _____

Address of CCDF Co-Administrator: _____

Phone Number: _____

Fax Number: _____

E-Mail Address: _____

Description of the role of the Co-Administrator: _____

1.2 Estimated Funding

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

FY 2012 Federal CCDF allocation (Discretionary, Mandatory and Matching):

\$\$74,213,154

Federal TANF Transfer to CCDF: \$0

Direct Federal TANF Spending on Child Care: \$0

State CCDF Maintenance-of-Effort Funds: \$4,085,269

State Matching Funds: \$10,396,208

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

1.2.2. Which of the following funds does the Lead Agency intend to use to meet the CCDF Matching and maintenance-of-effort (MOE) requirements described in 98.53(e) and 98.53(h)? Check all that apply. Territories not required to meet CCDF Matching and MOE requirements should mark N/A here.

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

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

If checked, identify source of funds:

State appropriations and state funds transferred from another public agency to the Lead Agency.

If known, identify the estimated amount of public funds the Lead Agency will receive: \$ 7,017,437

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

If checked, are those funds:

donated directly to the State?

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

If checked, identify the number of entities designated to receive private donated funds and provide name, address, contact, and type United Way Association of South Carolina

P.O. Box 5055

Columbia, South Carolina 29250

Timothy Ervolina, President

803-929-1000 ext.102

If known, identify the estimated amount of private donated funds the Lead Agency will receive: \$4,000,000

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

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

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

The Lead Agency coordinates the federally funded early care and education system for the state. Partnership efforts have been implemented with the SC Department of Education (SDE), Head Start, and the South Carolina First Steps to School Readiness to maximize resources and assist families in accessing affordable quality child care.

The agency encourages collaborations that blend funding, including allocations for Pre-K and Head Start funds as well as child care subsidies. The agency will continue to work with SDE to research fiscal, policy, and programmatic issues to develop collaborative models for child care wrap-around services.

Pre-K and child care coordination occurs at both the state and local levels. At the state level, SDE staff coordinates the certification and reporting of Pre-K expenditures. The Lead Agency and SDE work with school districts, Head Start programs, and other child care organizations to assess and meet the needs of working parents, including TANF and TANF transitional families, who receive CCDF subsidized child care. School districts are encouraged to provide full-time services or to collaborate with child care providers so that quality care is accessible for the duration of the workday. This may include offering full-day/full-year Pre-K programs as well as care during school holidays and non-traditional hours.

Child care providers are also encouraged to expand the availability of child care through collaborative approaches to develop full-day programs; these are often enriched with Head Start and Pre-K services. Extended child care gives parents additional support so they can work and/or participate in training programs.

In order to better coordinate data in child care systems in September 2007, the Lead Agency received a 3 year grant from the Administration for Children and Families, Office of Planning, Research, and Evaluation. Key goals of the initiative were to integrate and link child care system data with the SC Integrated Human Services Data Warehouse and to build research capacity to better track the state's children and families who use child care subsidies and other services. Primary objectives included: 1) creating new and/or improved administrative data with the capacity to integrate or link with the SC Integrated Human Services Data Warehouse, 2) developing web-based tools to access linked data sets from multiple service providers capturing key data on families, children and child care service providers, and 3) investigating the impact of CCDF on improving the quality of child care available to, and utilized by, at risk working parents and families.

South Carolina is one of several states in the nation that received and is implementing a Longitudinal Data System grant (LDS). The purpose of the LDS project is to manage core SDE data efficiently and accurately while enhancing the ability to link across agencies. The system must facilitate and enable the exchange of data among agencies and institutions within the state and between states so that data may be used to inform policy and practice. Such a system would support interoperability by using standard data structures, data formats, and data definitions to ensure linkage and connectivity among the various levels and types of data.

Key external partners (outside of SDE) include the SC Budget and Control Board's Office of Research and Statistics (ORS), the SC Department of Social Services (SCDSS-CCDF Lead Agency), SC Commission on Higher Education, and the newly formed SC Department of Employment and Workforce (SCDEW).

The Lead Agency staff is serving in several key roles on this initiative, including representing SCDSS on the Core Team and the Policy Team. The agency is building a stronger relationship with SDE for the exchange of educational data on the foster care and early education populations. The agency is particularly interested in developing a better foundation for linkages of early education with the agency's ABC

Voucher Subsidy Program and with K-12 education outcomes (such as test scores). As part of that partnership, the Lead Agency has already established a three-way agreement with SDE and ORS allowing for the matching of foster care information with educational data. Statistical linkages have included connecting foster care children with graduation files and “PASS” testing outcomes. The agency will be formulating an agreement to allow for the assignment of SDE’s Student Unique Numbering System (SUNS) unique identifier to its ABC Voucher files through ORS, thus building the capacity for long-term analyses.

This initiative is a significant opportunity for linking the Lead Agency’s data with SDE’s data through their unique ID process. This will provide new opportunities for exploration of the strengths and relationships among the services and interventions provided to children of South Carolina.

If known, identify the estimated amount of pre-k funds the Lead Agency will receive for Matching Funds requirement: \$ 3,118,862
Describe the Lead Agency efforts to ensure that pre-k programs meet the needs of working parents: _____
See response to 1.2.2; how the state will coordinate its pre-k and child care services.

- State expenditures for pre-k programs to meet the CCDF Maintenance of Effort (MOE) requirements. If checked,
 The Lead Agency assures that its level of effort in full-day/full-year child care services has not been reduced, pursuant to 98.53(h)(1).
Estimated percentage of MOE Fund requirement that will be met with pre-k expenditures (not to exceed 20%): 20%

If percentage is more than 10% of the MOE requirement, describe how the State will coordinate its pre-k and child care services to expand the availability of child care:
See response to 1.2.2; how the state will coordinate its pre-k and child care services.

If known, identify the estimated amount of pre-k funds the Lead Agency will receive for MOE Fund requirement: \$ 817,054

Describe the Lead Agency efforts to ensure that pre-k programs meet the needs of working parents:
See response to 1.2.2; how the state will coordinate its pre-k and child care services.

1.2.3 Describe the activities for which quality funds (including targeted quality funds for infants and toddlers, school-age children, and resource and referral) will be used in FY 2012. In as much detail possible, list the activities that will be funded, the estimated amount of CCDF quality funds that will be used for each activity, and how these activities relate to the Lead Agency’s overall goal of improving the quality of child care for low-income children.

Activity	Estimated Amount of CCDF Quality Funds (indicate if targeted funds will be used)	Purpose	Projected Impact and Anticipated Results
1. School Age/Resource & Referral Activities	\$1,099,116 (includes School Age/ Resource and Referral Targeted Funds along with quality 4% funds)	1. Revise and strengthen the curricula for basic school age course taught at technical colleges. 2. Develop plan to promote statewide provision of coursework throughout the technical college system. 3. Establish and manage the Child Care Resource and Referral (CCR&R) Network.	1. Improve the quality of school age care professional development opportunities at technical colleges. 2. Increase coordination with and among early childhood coordinators at technical colleges in support of the provision of the coursework. 3. Increase the number of individuals completing the basic coursework in order to enhance statewide availability of persons with professional knowledge and skills regarding quality school age care.

Activity	Estimated Amount of CCDF Quality Funds (indicate if targeted funds will be used)	Purpose	Projected Impact and Anticipated Results
School Age/Resource & Referral Activities (cont)			<p>4. Implement strategies and standards that will enhance the role and functioning of the network.</p> <p>5. Provide leadership and oversight for uniform delivery of CCR&R services.</p> <p>6. Enhance capability of CCR&R staff to provide support to child care workforce that will strengthen the quality of care provided.</p>
2. Infant/Toddler Targeted Activities	\$1,925,852 of Infant and Toddler Targeted Funds	Professional development of infant/toddler child care providers through coursework and specialized training, technical assistance, scholarships and grants using WestEd Program for Infant-Toddler Care Model.	1. Expand the statewide availability of the core group of professionals with specialized knowledge and experience in the care of infants/toddlers to provide training, technical assistance for child care providers.

Activity	Estimated Amount of CCDF Quality Funds (indicate if targeted funds will be used)	Purpose	Projected Impact and Anticipated Results
2. Infant/Toddler Targeted Activities (cont.)			<p>2. Enhance capability of caregivers to provide quality child care for infants/toddlers.</p> <p>3. Increase coordination with ABC Program Monitors and other regional agencies to assess the quality of support provided to caregivers and to determine needs for continued improvement in the level of care for infants/toddlers.</p>
3. Quality Expansion of Targeted Activities	\$3,325,412 of Quality Expansion Targeted Funds	Provision of targeted/specialized training opportunities for individuals providing support (technical assistance, training) to the child care workforce	<p>1. Ensure the knowledge and skill levels of technical assistance providers and trainers to enhance their ability to provide quality guidance and direction to the child care workforce.</p> <p>2. Provide resources to technical assistance providers and trainers that will support direct work child care providers.</p>

Activity	Estimated Amount of CCDF Quality Funds (indicate if targeted funds will be used)	Purpose	Projected Impact and Anticipated Results
Other quality activities	\$2,628,595	Training, curriculum development, support for program enhancement resources	Improve and increase the availability of high quality training, technical assistance, etc.

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

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

1.3. CCDF Program Integrity and Accountability

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

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

The CCDF regulations, related federal program instructions, the State Plan, and policy manuals are used by the Lead Agency to guide the administration of the CCDF program. Annual zero-based budgets are established in the state’s accounting system, the South Carolina Enterprise Information System (SCEIS), by program cost centers in accordance with CCDF regulations and program instructions. The zero-based budgeting process was implemented by the Lead Agency several years ago. This process includes monthly monitoring of the budget to:

1. Ensure that financial resources are allocated and used to meet strategic objectives.
2. Budgeted operations are within available funding.
3. Maximum benefit is derived from available funding according to program rules and regulations.

The process requires the analysis of funding needs and resource allocation. It is headed by executive management with support from senior staff, and budget and program staff. Each division is required to submit a detailed budget plan with supporting documentation justifying the request. This includes comparisons to historical budgets and expenditures. The division budget plans are reviewed by a team comprised of executive and senior managers who prepare and submit a proposed agency budget to the Agency Director for approval. Divisions monitor their budgets monthly, complete mid-year budget reviews, and affirm that operations are within their approved budget. The budget office monitors the agency's budget and expenditures on a monthly basis, provides assistance to the divisions in resolving budget-related issues, and notifies executive management of critical issues requiring resolution. During the preparation, review, and monitoring of the budget, a key measure of financial performance includes administrative cost containment to assure that maximum funds are allocated to services.

The majority of expenditures by the Child Care Services Division, which administers the CCDF program, are processed through the automated Child Care Voucher System. The system automatically links the sources of funds to eligible children and service providers. The interface between the voucher system and SCEIS is checked for accuracy daily by fiscal staff. Direct salaries are charged to program cost accounts based on the job functions performed by staff. Expenditure requisitions for other operating expenses are reviewed and approved in advance by cost center managers, Child Care Services Program Director and Project Directors. Program staff/contract managers develop proposed contracts and grants, which are approved by the Child Care Services Program Director and agency executive leadership. Reimbursement requests of contract and grant expenditures are reviewed and approved by the contract manager for the specific grant or contract, in accordance with the terms of the finalized agreement prior to submission to fiscal staff for payment.

The SCDSS Division of Audit Services (DAS) conducts examinations of fiscal operations, program management, and program support activities. The results along with recommendations are submitted to executive management and the Agency's Director. Audits include the following:

1. Financial and compliance
2. Economy and efficiency
3. Program results
4. Performance

DAS also reviews independent audit reports submitted by providers of service in accordance with the Office of Management and Budget Circular A-133 (Audits of States, Local Governments, and Non-Profit Organizations). Since SCDSS is subject to the provisions of the federal Single Audit Act, the agency is regularly audited and subject to annual testing of expenditures by the external Office of the State Auditor. These audits include analyses of SCDSS' system of internal controls and program compliance with federal laws and regulations.

SCDSS contracts with multiple public and private entities to assist with the achievement of service goals. These contractors are held accountable to the laws, regulations, and standards governing SCDSS programs through executed contractual provisions. A risk assessment is conducted to determine contract/grant monitoring activities which is attached to each document. The risk assessment determines the level and scope of the monitoring plan. Program staff reviews all deliverables to ensure that work is performed in accordance with the terms of the grant/contract. They ensure that reports are received in a timely manner and work with the contractors/grantees to assure that all reports are received as specified. Program staff maintains regular contact with the contractor/grantee to provide technical assistance and to discuss barriers prohibiting completion of the tasks in the scope of work. Regular contact includes face-to-face meetings and telephone/electronic/fax contacts as appropriate. Program staff reviews and approves all invoices submitted pertaining to contracts/grants prior to submission to fiscal staff for payment. Depending on the extent of risk, on-site program reviews may be conducted by program staff.

The following are examples of language from a typical contract or grant and demonstrate how SCDSS maintains overall control when services and activities are provided through other agencies:

- All expenditures must be supported by documentation to establish that such expenditures have been made in accordance with the CCDF Act of 1990 (P.L. 101-508) as amended and found at Title VI, Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) of 1996 (P.L. 104-193), 45 CFR Parts 98 and 99; CCDF Final Rule, and other statutory and regulatory requirements as well as the requirement of this grant.
- Such information shall be retained by contractor/grantee and, upon request, made available to SCDSS for a period of three (3) years after the last payment is made under this Agreement, to include any amendments and/or extensions.
- SCDSS shall be the single point of contact for any matters concerning the interpretation of CCDF regulations.
- The contractor/grantee agrees to meet the following reporting requirements:
 - Submit, within ninety (90) days of the grant start date, a method for project evaluation and a work plan defining project strategies, timelines, and expected project outcomes;
 - Submit a quarterly narrative activities report:

- Submit a final project report within ninety (90) days following the end of the grant period to include, but not limited to, the following: project analysis; consisting of strategies utilized, attainments, outcomes, and the achievement of goals as outlined in the grant.

The following recitals are used in SCDSS CCDF grants and contracts:

- Whereas, SCDSS has been designated by the South Carolina Office of the Governor as the single state agency to administer the CCDF in accordance with 45 CFR Parts 98 and 99 (2000, as amended), CCDF; Final Rule. SCDSS is the Lead Agency and is responsible for the CCDF Program.
- Whereas, the United States Department of Health and Human Services (USDHHS) has allocated monies to the State of South Carolina to fund and implement activities identified in its CCDF application and approved plan.
- Whereas, SCDSS under authority granted in the Child Care and Development Block Grant Act of 1990 (P.L. 101-508) as amended by P.L. 104-401, P.L. 102-586, P.L. 103-171 and found at Title VI, Personal Responsibility and Work Opportunity Reconciliation Act of 1996, P.L. 104-193, is authorized to provide a Grant for services which improves the quality and availability of child care development programs.
- Whereas, SCDSS shall retain overall responsibility for the administration and implementation of the CCDF, as approved by the USDHHS, and shall serve as the single point of contact in resolving program issues.
- Now, therefore, the parties to this Grant Agreement/ Contract, in consideration of the exchange between them of the mutual promises, covenants, and stipulations set forth herein, agree as follows.

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

Definition: A sub-recipient (including a sub-contractor and or sub-grantee) is a non-Federal entity that expends Federal awards (contract or grant) received from another entity to carry out a Federal program, but does not include a vendor nor does it include an individual who is a beneficiary of such a program. OMB Circular A-133 Section 210 provides additional information on the characteristics of a **sub-recipient** and **vendor** (http://www.whitehouse.gov/omb/circulars/a133_compliance_supplement_2010). The description of monitoring may include, but is not limited to, a discussion of written agreements, fiscal management, review of policies and procedures to ensure compliance with CCDF regulations, monitoring/auditing contractors or grantees to ensure that eligible children are served and eligibility documentation is verified, and establishing performance indicators or measures related to improper payments.

The Lead Agency does not have any sub-recipient contract/grant agreements. All contracts/grants are vendor agreements with a defined scope of work and service activities that are determined by the Lead Agency. Services are ancillary to the operation of the CCDF program. A risk assessment that includes contract monitoring activities is included in all contracts and/or grant agreements (additional information included in section 1.3.1).

1.3.3. Describe the activities the Lead Agency will have in place to identify program violations and administrative error to ensure program integrity using the chart below. Program violations may include intentional and unintentional client and/or provider violations as defined by the Lead Agency. Administrative error refers to **areas identified through the Error Rate Review process (98.100)**. Check which activities, if any, the Lead Agency has chosen to conduct.

Type of Activity	Identify Program Violations	Identify Administrative Error
Share/match data from other programs (e.g. TANF, Child and Adult Care Food Program (CACFP), Food and Nutrition Service (FNS), Medicaid)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Share/match data from other databases (e.g., State Directory of New Hires, Social Security Administration, Public Assistance Reporting Information System (PARIS))	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Run system reports that flag errors (include types)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Review of attendance or billing records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Audit provider records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct quality control or quality assurance reviews	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct on-site visits to providers or sub-recipients to review attendance or enrollment documents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct supervisory staff reviews	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct data mining to identify trends	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Train staff on policy and/or audits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other. Describe _____	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>

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

All child care eligibility staff and ABC Child Care Program staff have access to the Client History and Information Profile System (CHIP), which contains a client's information about TANF/SNAP benefits. Staff also has access to Child and Adult Protective Services System (CAPSS), which contains information about children in CPS, and foster care cases. These systems are used to verify that clients are in open TANF, CPS or foster care cases, prior to determining child care eligibility. These

systems are also reviewed monthly to ensure child care services continue to be maintained appropriately. Reports have been developed from these systems to assist in reducing eligibility errors.

The ABC Program Monitoring staff conducts on-site visits to Level A and B providers who voluntarily meet standards above the state’s minimum licensing requirements. The staff performs unannounced reviews of child care records and monitors compliance. Suspected fraud is reported to SCDSS auditing staff. A sampling of Level C providers is visited each year.

The agency’s auditing staff conducts random reviews of all regulated child care providers. An average of 14 audits is conducted per month (approximately 10% of enrolled, licensed, and registered child care providers annually). Reviews of child care attendance records and payment histories ensure that providers are serving and submitting payments for eligible children only.

Special audits are conducted as requested when fraud is suspected. Child care policies and procedures training is made available to staff twice a year. The ABC Child Care Policy manual provides monthly updates as to “What’s New” in policy.

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

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

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

Strategy	UPV	IPV and/or Fraud	Administrative Error
Require recovery after a minimum dollar amount in improper payment. Identify the minimum dollar amount _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coordinate with and refer to other State/Territory agency (e.g. State/Territory collection agency, law enforcement). Describe _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recover through repayment plans	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Reduce payments in subsequent months	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Recover through State/Territory tax intercepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recover through other means. Describe _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strategy	UPV	IPV and/or Fraud	Administrative Error

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

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

The Lead Agency has processes in place to recover misspent funds that are the result of errors. These processes include an automated adjustment system in which both payable and receivable adjustments can be entered into the ABC Child Care Voucher System. Once the adjustments are entered, the future payments for the provider will be either increased if a payable adjustment was entered and additional monies are owed, or decreased if a receivable adjustment was entered and monies are due back. The adjustments are reflected on the Service Voucher Log invoice document for the provider and will affect all future payments until the amount of the adjustment has been paid or received. If the adjustment is for a provider who does not have current ABC children, and is thus not receiving a Service Voucher Log, a repayment letter is sent to the provider describing the monies owed. The provider is given an option to pay the amount in full by a specific date, or the option of requesting a payment plan and making regular payments.

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

- None
- Disqualify client. If checked, please describe, including a description of the appeal process for clients who are disqualified _____
- Disqualify provider. If checked, please describe, including a description of the appeal process for providers who are disqualified _____
- Prosecute criminally
- Other. Describe. ____

The Lead Agency may reclassify the provider's level if they have program violations which impacts payment in the ABC Child Care Program.

If a provider fails to meet program requirements at their ABC Level of enrollment they may be reclassified to another level for which they are able to maintain compliance; or, the provider may be terminated from the program. If reclassification occurs, the payment rate will be adjusted to the new ABC Level of enrollment.

Payments to child care providers are based on the authorized services approved for the client during the eligibility process. If it is determined that a client intentionally misrepresented himself/herself, the client will be terminated for life and will not be allowed to apply or received child care services through the ABC Program.

The ABC Program also has controls in place to address improper payments to providers. The system adjustment process recoups overpayments (e.g., child is removed from the program and provider neglects to inform ABC) to a provider from his/her next ABC payment. The adjustment process also creates payable adjustments for a provider if the ABC Program underpays them for child care services

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

Activities identified in ACF-402	Cause/Type of Error (if known)	Actions Taken or Planned	Completion Date (Actual or planned) (if known)
A training plan to provide regional and /or one-on-one training for all eligibility workers. Monthly policy review meetings. Random selection of child case files pulled monthly to ensure authorizations are correct.	The top three errors in determinations were incorrect calculation of gross monthly income, incorrect client fee amount assessed as a result of the error in gross monthly income, and incorrect determination of the clients' work school or training activity hours which resulted in the wrong allocation of care type (half-time instead of full-time or full-time instead of half-time).	The Lead Agency has provided regional and one-on-one training for eligibility staff. The Lead Agency has conducted monthly policy review meetings and policies are clarified and strengthened as needed and disseminated to eligibility staff. The Lead Agency randomly reviews case files to ensure that authorizations are correct.	A statewide Eligibility Training for eligibility workers was held October 27 & 28, 2010 and additional training is planned for the first quarter of 2012. One-on-one training and technical assistance is provided to workers as needed. The

Activities identified in ACF-402	Cause/Type of Error (if known)	Actions Taken or Planned	Completion Date (Actual or planned) (if known)
			Monthly Manual Review meetings began January 2011 and continue monthly. Policy clarifications and manual updates are disseminated to staff statewide as needed. Quality review process, a review of child care case files began April 2011 and continues.

1.4. Consultation in the Development of the CCDF Plan

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

Definition: *Consultation* involves the meeting with or otherwise obtaining input from an appropriate agency in the development of the State or Territory CCDF Plan. At a minimum, Lead Agencies must consult with representatives of general purpose local governments. (§§98.12(b), 98.14(a)(1))

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

Agency/Entity	Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan
<input checked="" type="checkbox"/> Representatives of general purpose local government (required) <input checked="" type="checkbox"/> This may include, but is not limited to: representatives from counties and municipalities, local human service agencies, local education representatives (e.g., school districts), or local public health agencies.	Meeting held with representatives on 7/21 to review the State Plan and obtain feedback regarding child care program. The meeting held on 7/21/11 was with the Mayor and Mayor Pro Tem of a small urban community in the Upstate area of the state. A meeting that had been schedule prior to the submission of the plan was rescheduled at the request of the Municipal Association of SC to 9/29/2011.
For the remaining agencies, check and describe (optional) any which the Lead Agency has chosen to consult with in the development of its CCDF Plan.	
<input checked="" type="checkbox"/> State/Territory agency responsible for public education <input checked="" type="checkbox"/> This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21 st Century Community Learning Centers), or higher education.	An announcement was made at Higher Education Summit on 5/9/11 regarding the public hearing. The Lead Agency has regular contact with higher education (including the technical college system and University of SC) and obtains input regarding initiatives and overall direction of the CCDF program.
<input checked="" type="checkbox"/> State/Territory agency responsible for programs for children with special needs	ABC staff serves on inter-agency inclusion project and has sought input related to children with special needs to collaborate and coordinate strategies that may be incorporated into this plan. The Lead Agency has a

Agency/Entity	Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan
	contract with USC-School of Medicine-Center for Disability Resources and maintains regular contact with staff for input/recommendations regarding program enhancement/use of CCDF funds for services and care of children with special needs.
<input checked="" type="checkbox"/>	State/Territory agency responsible for licensing (if separate from the Lead Agency)
<input checked="" type="checkbox"/>	Child Care Licensing based at Lead Agency.
<input checked="" type="checkbox"/>	State/Territory agency with the Head Start Collaboration grant
<input checked="" type="checkbox"/>	The Head Start Collaboration Director is based at Lead Agency; she regularly attends CCDF staff meetings, shares information regarding new Head Start initiatives/policy changes and opportunities for partnership efforts. Lead Agency staff met with Head Start directors on 6/20/2011 to discuss the plan and ways to improve coordination with local Head Start programs.
<input checked="" type="checkbox"/>	Statewide Advisory Council authorized by the Head Start Act
<input checked="" type="checkbox"/>	The Lead Agency has been in contact with individual members of the council regarding potential opportunities for collaboration.
<input checked="" type="checkbox"/>	Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services
<input checked="" type="checkbox"/>	Through contractual agreements, the Lead Agency staff obtains input from agencies providing early childhood and school-age services about the State Plan and the child care program.
<input checked="" type="checkbox"/>	State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)
<input checked="" type="checkbox"/>	CACFP is based at the Lead Agency. CACFP staff were provided a draft of CCDF Plan and they provided input.
<input checked="" type="checkbox"/>	State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant
<input checked="" type="checkbox"/>	The Early Childhood Comprehensive System (ECCS) initiative (of which Lead Agency is a member) is based at the SC Department of Health and Environmental Control-SCDHEC. The Lead Agency staff has regular contact with ECCS director regarding CCDF supported services and partnership opportunities. The Lead Agency met with the ECCS committee on 6/9/11 to review the State Plan and get feedback.
<input checked="" type="checkbox"/>	State/Territory agency responsible for public health (including the agency responsible for immunizations and programs that promote children's emotional and mental health)
<input checked="" type="checkbox"/>	The Lead Agency maintains a positive working relationship with Mental Health agency staff and met with them on 6//7/11 to get input regarding the State Plan.
<input checked="" type="checkbox"/>	State/Territory agency responsible for child welfare
<input checked="" type="checkbox"/>	Child Welfare is based at Lead Agency. The Lead Agency's staff has regular contact with child welfare to ensure needs of families with young children are met.
<input checked="" type="checkbox"/>	State/Territory liaison for military child care programs or other military child care representatives
<input checked="" type="checkbox"/>	The Lead Agency is the grantee for multiple military respite care programs, has shared information about the CCDF program and is working to enhance partnerships with military representatives/liaisons. The Lead Agency met with the advisory committee on

	Agency/Entity	Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan
		6/17/2011 to obtain input about the state plan.
<input checked="" type="checkbox"/>	State/Territory agency responsible for employment services/workforce development	The TANF program is managed by Lead Agency and assists in coordinating with SC Department of Employment and Workforce (SCDEW) to make eligible families aware of the availability of support for child care services.
<input checked="" type="checkbox"/>	State/Territory agency responsible for Temporary Assistance for Needy Families (TANF)	The TANF program is based at Lead Agency. The Lead Agency staff has close, ongoing working relationship with TANF staff to seek input regarding coordination/recommendations for service improvement.
<input checked="" type="checkbox"/>	Indian Tribes/Tribal Organizations <input type="checkbox"/> N/A: No such entities exist within the boundaries of the State	The tribal organization participates as an ABC child care provider. The Lead Agency interviewed a representative of the Catawba Indian Nation on 7/15/2011 to discuss the State Plan and get input regarding child care services.
<input checked="" type="checkbox"/>	Private agencies/entities including national initiatives that the Lead Agency is participating in such as BUILD, Strengthening Families, Mott Statewide After-school Networks, Ready by 21	The Lead Agency met with director of the Children's Trust on 6/3/2011 and provided her with a draft copy of the State Plan for review and discussion. The state administrator has regular contact with the director regarding CCDF-supported initiatives.
<input checked="" type="checkbox"/>	Provider groups, associations or labor organizations	The Lead Agency maintains on-going working relationship with the SC Association for the Education of Young Children, the SC Early Childhood Association, and the SC Child Care Association. The Lead Agency regularly obtains input from members of these organizations regarding new initiatives, partnership opportunities, and the overall direction of the CCDF program. The Lead Agency consulted with these organizations on the development of the plan.
<input checked="" type="checkbox"/>	Parent groups or organizations	The Lead Agency obtains input on CCDF services through local CCR&R agencies.
<input checked="" type="checkbox"/>	Local community organizations (child care resource and referral, Red Cross)	The Lead Agency maintains ongoing contractual relationship with regional CCR&R agencies. The Lead Agency staff obtains input regarding CCDF activities and opportunities for improvement. A draft copy of the State Plan was shared with the CCR&R Network director.
<input checked="" type="checkbox"/>	Other	The Lead Agency has regular contact with the United Way Association of SC and obtains input regarding CCDF-funded initiatives and overall direction of the child care program.

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

- a) Date(s) of notice of public hearing: 4/26/2011 **Reminder** - Must be at least 20 days prior to the date of the public hearing.

- b) How was the public notified about the public hearing? Notification of the public hearing was posted on the Lead Agency's website, the child care services website, and the ABC (Child Care Provider) website.
- c) Date(s) of public hearing(s): 5/27/2011 **Reminder** - Must be no earlier than 9 months before effective date of Plan (October 1, 2011).
- d) Hearing site(s): South Carolina Department of Social Services, 1535 No. Confederate Avenue, Columbia, SC 29202, Room 310.
- e) How was the content of the Plan made available to the public in advance of the public hearing(s)? The current plan is posted on the child care services website for reference. The draft plan was not posted prior to the public hearing, as it was not OMB approved at that time. However, copies of the draft plan were made available at the public hearing and at meetings with agency partners.
- f) How will the information provided by the public be taken into consideration in the provision of child care services under this Plan?
All comments were reviewed for consideration by the Lead Agency in finalizing the plan.

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

The public hearing was held from 3-5pm to allow for people to leave place of business near the end of the work day and attend. The Lead Agency is required to make accommodations for persons with disabilities and language barriers.

1.5. Coordination Activities to Support the Implementation of CCDF Services

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

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

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

	<p style="text-align: center;">Agency/Entity (check all that apply)</p>	<p style="text-align: center;">Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</p>	<p style="text-align: center;">Describe the goals or results you are expecting from the coordination</p> <p>Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.</p>
<input checked="" type="checkbox"/>	<p>Representatives of general purpose local government (required)</p> <p>This may include, but is not limited to: representatives from counties and municipalities, local human service agencies, local education representatives (e.g., school districts), or local public health agencies.</p>	<ol style="list-style-type: none"> 1. Increased coordination with municipalities in the state on an ongoing basis. 2. Pursue outreach to human service agencies, school districts, and other community agencies will be pursued through the regional CCR&R agencies. 	<ol style="list-style-type: none"> 1. Increase public awareness, blend resources to benefit provider base 2. Increase awareness of quality child care issues and potential points of collaboration to improve services in targeted communities.
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for public education (required)</p> <p>This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.</p>	<ol style="list-style-type: none"> 1. Utilize existing inter-agency groups for coordination activities. 2. Continued coordination with USC and other institutions of higher learning including Technical Colleges, and the Center for Child Care Career Development (CCCCD) offering T.E.A.C.H. scholarships 	<ol style="list-style-type: none"> 1. Increase coordination among programs for shared training and technical assistance resources. 2. Increase data sharing opportunities through SC's Office of Research and Statistics. 3. Enhance existing partnerships with colleges and CCCC to ensure access to increased training and technical assistance. 4. Make progress on Longitudinal Data System initiative by sharing/linking Lead Agency's data to inform policy and practice for the foster care population and early care and education populations.

	<p style="text-align: center;">Agency/Entity (check all that apply)</p>	<p style="text-align: center;">Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</p>	<p style="text-align: center;">Describe the goals or results you are expecting from the coordination</p> <p>Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.</p>
<input checked="" type="checkbox"/>	<p>Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services (required)</p>	<ol style="list-style-type: none"> 1. Continue the ongoing business relationship with child care programs statewide. 2. Continue outreach to local, tribal, private agencies. Coordinate with professional organizations at conferences and other events 	<ol style="list-style-type: none"> 1. Increase supply of full-day, full-year quality child care services. 2. Increase provider awareness of the ABC Child Care Program in order to increase enrollment. 3. Increase efforts to coordinate with professional organizations/groups representing tribal groups to promote resources for tribal families.
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for public health (required)</p> <p>This may include, but is not limited to, the agency responsible for immunizations and programs that promote children's emotional and mental health</p>	<p>Continued partnership with SC DHEC on obesity prevention initiative and a CSEFEL train-the-trainer initiative.</p>	<ol style="list-style-type: none"> 1. Implement of ABC Grow Healthy program standards for Level B providers (ages birth-5). 2. Develop/implement plans for new related nutrition and physical activity Level B standards for 6-12 year olds, for Level B family and group homes, and for Level A program standards. 3. Increase the knowledge and skills of trainers and technical assistance providers on strategies for working with children exhibiting challenging behaviors.
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for employment services / workforce development (required)</p>	<p>Increase outreach efforts to the SCDEW.</p>	<p>Coordinate with SCDEW to increase public awareness for job seekers of potential child care subsidy opportunities and support</p>

	<p align="center">Agency/Entity (check all that apply)</p>	<p>Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</p>	<p>Describe the goals or results you are expecting from the coordination</p>
			<p>Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.</p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for providing Temporary Assistance for Needy Families (TANF) (required)</p>	<p>Review policies/procedures to determine possible program coordination opportunities.</p>	<p>Align of program coordination between TANF and Child Care program.</p>
<input checked="" type="checkbox"/>	<p>Indian Tribes/Tribal Organizations (required)</p> <p><input type="checkbox"/> N/A: No such entities exist within the boundaries of the State</p>	<p>1. Continue partnership with Catawba Nation to provide child care services.</p> <p>2. Include tribal representation on state level task forces studying early care and education.</p>	<p>1. Maintain Level B or higher quality in programs for tribal children.</p> <p>2. Strengthen relationship and inclusion on statewide initiatives; coordinate services benefitting tribal children.</p>
<p align="center">For the remaining agencies, check and describe (optional) any with which the Lead Agency has chosen to coordinate early childhood and school-age service delivery</p>			
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for licensing (if separate from the Lead Agency)</p>	<p>Child Care Licensing is based at Lead Agency.</p>	<p>Child Care Licensing is based at Lead Agency.</p>
<input checked="" type="checkbox"/>	<p>State/Territory agency with the Head Start Collaboration grant</p>	<p>1. Continue opportunities for information sharing and collaboration</p> <p>2. Share training and TA resources. Continue partnership on state level initiatives.</p>	<p>Maximize resources and assure services for children enrolled in Head Start programs.</p>
<input checked="" type="checkbox"/>	<p>Statewide Advisory Council authorized by the Head Start Act</p>	<p>Continue to serve as a member of the council.</p>	<p>Increase collaboration of support of Early Care and Education opportunities.</p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)</p>	<p>1. Continued partnership on outreach activities at conferences, workshops, state training events.</p>	<p>Increase enrollment of ABC providers into CACFP.</p>

	<p style="text-align: center;">Agency/Entity (check all that apply)</p>	<p style="text-align: center;">Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</p>	<p style="text-align: center;">Describe the goals or results you are expecting from the coordination</p> <p>Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.</p>
		<p>2. Share information about providers with negative sanctions.</p> <p>3. Continued partnership on ABC Grow Healthy initiative.</p>	
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for programs for children with special needs</p> <p>This may include, but is not limited to: State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs</p>	<p>1. Maintain an ongoing grant agreement with USC, School of Medicine – Center for Disability Resources for statewide provision of technical assistance and training to child care providers working with children with special needs. Maintain comprehensive monograph guide to facilitate teaching methods that address specific child behaviors and disabilities.</p> <p>2. Continue to serve on the state team for the Expanding Opportunities Interagency Inclusion Initiative.</p> <p>3. Maintain support for state consultant to be trained and become a CSEFEL certified trainer; continue training.</p>	<p>1. Enhance access to quality child care for children with special needs.</p> <p>2. Investigate the feasibility of model sites to facilitate demonstration of appropriate inclusion practices into daily operation.</p> <p>3. Develop resource materials and guides that will enable child care providers to better incorporate inclusion practices into daily operation.</p> <p>4. Establish and strengthen partnerships across agencies in order to improve coordination of early childhood inclusion efforts.</p> <p>5. Facilitate a shared understanding across agencies of roles, responsibilities, and available resources.</p> <p>6. Increase the availability</p>

	<p style="text-align: center;">Agency/Entity (check all that apply)</p>	<p style="text-align: center;">Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</p>	<p style="text-align: center;">Describe the goals or results you are expecting from the coordination</p> <p>Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.</p>
		<p>4. Continue to serve as a member of the state's Early Childhood Comprehensive System (ECCS) state team and share information regarding CCDF program initiatives. Identify opportunities for service coordination.</p> <p>5. Continue to work with SC Department of Disabilities and Special Needs and BabyNet to coordinate services for children with special needs.</p>	<p>of practitioners in the state with knowledge and skills to conduct training and technical assistance using effective practice model for working with young children with challenging behaviors.</p> <p>7. Facilitate the establishment of a core group of high level trainers that may serve as the state's CSEFEL certified trainers.</p> <p>8. Through ECCS, identify partnership opportunities and maximize limited resources.</p>
<input checked="" type="checkbox"/>	State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant	Continue to explore partnerships on shared goals in child care and home visitation initiatives.	Identify possible resources for ABC providers and parents.
<input checked="" type="checkbox"/>	State/Territory agency responsible for child welfare	Provide outreach and awareness of ABC Child Care quality choices for the care of young children receiving child welfare services	Assure high quality child care services for high risk children receiving child welfare services.
<input checked="" type="checkbox"/>	State/Territory liaison for military child care programs or other military child care representatives	<p>1. Continue relationships with military programs participating in the ABC Child Care Program.</p> <p>2. Work with National Association of Child</p>	1. Improve coordination with military representatives to enhance awareness of the availability of high quality child care services in local communities meeting the needs of military families.

<p style="text-align: center;">Agency/Entity (check all that apply)</p>	<p style="text-align: center;">Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</p>	<p style="text-align: center;">Describe the goals or results you are expecting from the coordination</p>
	<p>Care Resource & Referral Agencies (NACCRRRA) to develop and implement the Give Army Parents A Break project which includes the establishment of a state team to provide guidance for the provision of child care respite services for families.</p> <p>3. Develop and implement a Respite Care Project to serve Air Force families with special needs children in Charleston County in conjunction with NACCRRRA.</p> <p>4. Serve on the state's Operation Military Kids team.</p> <p>5. Establish a process with NACCRRRA to share information about child care programs serving children in military families.</p>	<p>Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.</p> <p>2. Enhance information sharing to increase awareness of the needs of military families and to determine opportunities that will foster improvements in the overall quality of child care in the state.</p> <p>3. Enhance partnership with NACCRRRA in order to successfully develop and implement respite services for military families.</p> <p>4. Strengthen partnership with military personnel to increase awareness of lead agency's quality child care initiatives/efforts and availability in the state.</p> <p>5. Improve and increase information flow to NACCRRRA regarding programs serving children in military families.</p>

	<p align="center">Agency/Entity (check all that apply)</p>	<p>Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</p>	<p>Describe the goals or results you are expecting from the coordination</p> <p>Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.</p>
<input checked="" type="checkbox"/>	<p>Private agencies/entities including national initiatives that the Lead Agency is participating in such as BUILD, Strengthening Families, Mott Statewide After-school Networks, Ready by 21</p>	<p>1. Continue to take advantage of opportunities regarding new trends and initiatives offered by OCC regularly. Participate in national webinars. Work with the OCC-TAN staff on CCDF initiatives, and maintain working relationship with the NACCRRA, and partners with the children's Trust of SC for the Strengthening Families initiative and public awareness efforts.</p> <p>2. Serve on the Ready by 21 initiative State Team.</p>	<p>1. Work with national and state partners to increase and improve services to children and families.</p> <p>2. Work with State Team to determine potential collaborations and maximize resources for children under 21.</p>
<input checked="" type="checkbox"/>	<p>Local community organizations (child care resource and referral, Red Cross)</p>	<p>1. Continue to contract with Child Care Resource & Referral (CCR&R) agencies for provision of technical assistance, training, parent services, and community awareness efforts.</p> <p>2. Establish and maintain the CCR&R Network for oversight and management of services statewide.</p>	<p>1. Increase focus on provider's ability to meet and sustain compliance with licensing requirements and ABC program standards.</p> <p>2. Increase consistency and uniformity of services provided statewide by local CCR&R agencies.</p> <p>3. Increase awareness of CCR&R services and indicators of quality child care.</p>
<input checked="" type="checkbox"/>	<p>Provider groups, associations or labor organizations</p>	<p>Continue partnerships with state early care</p>	<p>1. Increase in child care work force participation</p>

	<p align="center">Agency/Entity (check all that apply)</p>	<p>Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</p>	<p>Describe the goals or results you are expecting from the coordination</p> <p>Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.</p>
		<p>and education professional associations to promote professional development opportunities.</p>	<p>in higher quality training; promote improved performance to meet ABC standards and licensing regulations.</p> <p>2. Support child care caregivers after conference to reinforce knowledge gained. Track caregivers through technical assistance opportunities.</p>
<input checked="" type="checkbox"/>	<p>Parent groups or organizations</p>	<p>Coordinate with public and private partners to strengthen relationship with parent organizations.</p>	<p>Promote awareness of quality child care issues and increase parent participation in the ABC Voucher Program.</p>
<input checked="" type="checkbox"/>	<p>Other</p>	<p>1. Continue the partnership with United Way Association of SC on shared vision and goals.</p> <p>2. Continue partnership with Ohio on Program for Infant and Toddler Care guidelines and related initiatives.</p> <p>3. Investigate shared resource opportunities with other states' programs; continue partnering with Georgia to develop a joint website regarding the PITC initiative.</p>	<p>1. Maximize of scarce resources and reduce duplication of effort.</p> <p>2. Cultivate local resources through partnerships with other states to facilitate program improvements</p>

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

- Yes. If yes,
- a) Provide the name of the entity responsible for the coordination plan(s):
 - b) Describe the age groups addressed by the plan(s):
 - c) Indicate whether this entity also operates as the State Advisory Council (as authorized under the Head Start Act of 2007):
 - Yes
 - No
 - d) Provide a web address for the plan(s), if available: _____
- No

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

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

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

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

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

The State Advisory Council is based at South Carolina First Steps to School Readiness. The targeted age group is birth-5 years old.

Local Coordination/Council

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

Other.

Describe _____ Child Care Coordination Teams: In 2007 the Lead Agency began requiring Child Care Resource & Referral agencies to manage and facilitate Child Care Coordination Team meetings. These meetings serve as a forum for communication and coordination at the regional and local level to provide support to child care providers. The team discusses the challenges and identify the needs of child care providers, share information regarding available resources, and training needs of technical assistance providers. Attendees include a cross-section of agencies that work directly with young children and their families and other agencies and programs that provide oversight of early care and education programs. Primary attendees include licensing specialists, ABC Program Quality Monitors, SC First Steps County Partnerships, and technical assistance providers. These meetings facilitate timely resolution of individual provider problems and urgent needs and improve the understanding among local agencies about the role of Child Care Resource & Referral agencies in promoting quality child care with the state.

None

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

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

In 2010 with the use of American Recovery and Reinvestment Act (ARRA) funds, and continuing with CCDF quality funds, the ABC Child Care Program partnered with private statewide professional associations to provide scholarship opportunities for teams of child care providers at statewide conferences. The ABC Program staff is focused on developing conference sessions to meet identified needs based on ABC program reviews. An enhanced conference pre-planning initiative was piloted in January 2011 and will continue through 2013. The initiative includes both pre and post technical assistance opportunities for child care programs to translate the conference experience into daily practice. ABC staff has developed partnerships with private providers for shared conference sessions to build leadership in the provider community.

The pilot for ABC Grow Healthy (partnership with state agency for public health) includes 19 child care programs statewide testing 34 recommendations and providing input. This input will be considered in the adoption and development of nutrition and physical activity standards for ABC Level B providers and implemented statewide in 2012.

The Lead Agency has successfully established and currently maintains a collaborative partnership with the Children's Trust of South Carolina. Children's Trust serves as a lead advocate for the prevention of child abuse, neglect, and unintentional injuries to children. The Lead Agency worked with Children's Trust for the provision of the Preventing Child Abuse and Neglect: Parent-Provider Relationships in Child Care (PCAN) training in 12 counties. Counties were selected based on their high numbers of child care providers serving children in foster care and/or with active child protective cases. The training was broadcasted from the University of South Carolina Child Development Center to 8 sites across the state. The Lead Agency is also working with Children's Trust to implement a comprehensive parent education initiative designed to showcase the statewide availability, accessibility, and affordability of quality child care. Both initiatives were provided with the use of ARRA funds.

Lead Agency staff participates in local, regional, state, and private sector initiatives to promote high quality services for young children. Workforce representatives were invited to participate in the Higher Education Summit held on May 9, 2011 to contribute to the professional development discussion on needs and resources for child care providers.

No.

1.6. Child Care Emergency Preparedness and Response Plan

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

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

- Planning.** Indicate whether steps are under way to develop a plan. If so, describe the time frames for completion and/or implementation, the steps anticipated and how the plan will be coordinated with other emergency planning efforts within the State/Territory.
- Developed.** A plan has been developed as of [9/30/2009] and put into operation as of [9/30/2009], if available. Provide a web address for this plan, if available: _____ The Emergency Preparedness and Response Plan is currently under review and will be revised and updated in the coming year. The Emergency Plan Guidelines For Child Care Providers, Emergency Procedures for Child Care Providers Brochure, and an Emergency Plan Template can be found at www.childcare.sc.gov. These documents include guidance that will enable providers to minimize to the extent possible, the disruption of care for children funded by CCDF in the event of an emergency or natural disaster.
- Other. Describe:** _____

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

- Planning for continuation of services to CCDF families
- Coordination with other State/Territory agencies and key partners
- Emergency preparedness regulatory requirements for child care providers

- Provision of temporary child care services after a disaster
- Rebuilding child care facilities and infrastructure after a disaster
- None

PART 2

CCDF SUBSIDY PROGRAM ADMINISTRATION

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

2.1. Administration of the Program

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

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

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

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

Implementation of CCDF Services/Activities	Agency (Check all that apply)
<p>Who determines eligibility?</p> <p>Note: If different for families receiving TANF benefits and families</p>	<input checked="" type="checkbox"/> CCDF Lead Agency <input type="checkbox"/> TANF agency <input type="checkbox"/> Other State/Territory agency. Describe. _____ <input type="checkbox"/> Local government agencies such as county welfare or social services departments <input type="checkbox"/> Child care resource and referral agencies

Implementation of CCDF Services/Activities	Agency (Check all that apply)
not receiving TANF benefits, please describe: _____	<input type="checkbox"/> Community-based organizations <input type="checkbox"/> Other. Describe. _____
Who assists parents in locating child care (consumer education)?	<input checked="" type="checkbox"/> CCDF Lead Agency <input checked="" type="checkbox"/> TANF agency <input type="checkbox"/> Other State/Territory agency. Describe. _____ <input type="checkbox"/> Local government agencies such as county welfare or social services departments <input checked="" type="checkbox"/> Child care resource and referral agencies <input checked="" type="checkbox"/> Community-based organizations <input type="checkbox"/> Other. Describe. _____
Who issues payments?	<input checked="" type="checkbox"/> CCDF Lead Agency <input type="checkbox"/> TANF agency <input type="checkbox"/> Other State/Territory agency. Describe. _____ <input type="checkbox"/> Local government agencies such as county welfare or social services departments <input type="checkbox"/> Child care resource and referral agencies <input type="checkbox"/> Community-based organizations <input type="checkbox"/> Other. Describe. _____
Describe to whom is the payment issued (e.g., parent or provider) and how are payments distributed (e.g., electronically, cash, etc)	The ABC Program reimburses the child care provider directly for services rendered to an eligible client. No payments are remitted directly to the client. Payments are distributed by the following methods: direct deposit, debit card or check. The SVL is the official billing document for the ABC Program. Providers may also elect to process payments electronically via the On-Line SVL.
Other. List and describe: _____	

2.2. Family Outreach and Application Process

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

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

- CCDF Lead Agency
- TANF offices
- Other government offices
- Child care resource and referral agencies
- Contractors
- Community-based organizations
- Public schools
- Internet (provide website): http://childcare.sc.gov
- Promotional materials
- Community outreach meetings, workshops or other in-person meetings
- Radio and/or television

- Print media
- Other. Describe: ____

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

- In person interview or orientation
- By mail
- By Phone/Fax
- Through the Internet (provide website) ____
- By Email
- Other. Describe: ____

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

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

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

The Lead Agency sends an eligibility packet to all clients authorized for ABC Child Care Services. This packet includes a listing of the Level A and B providers in the client's county of residence, as well as other informational brochures and pamphlets regarding quality child care. Local partner agencies (CCR&Rs, SC First Steps to School Readiness, Head Start, The Children's Trust, United Ways, etc.) provide information regarding key indicators that promote higher quality. This information is helpful in providing guidance to parents as they are selecting child care facilities. The Lead Agency also makes detailed licensing information available on the internet to further encourage information child care choices.

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

The ABC payment system is built upon a tiered reimbursement that holds the client co-pay equal across quality levels. The Lead Agency has several contractual agreements in place that provide support for training, technical assistance, and other

quality enhancement incentives. These agreements are targeted to build and strengthen the capacity and knowledge of the child care workforce, cultivate the availability of well-trained individuals that can provide training and technical assistance, and strengthen coordination and integration across agencies for a comprehensive approach to address the needs of the early care and education system in the state. A more detail discussion of these efforts are described in Part 3 of the State Plan. The conference scholarship initiative will continue with more focus on pre-planning and post-conference activities, to maximize the conference training and foster incorporation of knowledge gained into daily practices. A more detailed discussion of these efforts is described in Part 3 of the State Plan.

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

- Provide access to program office/workers such as by:
 - Providing extended office hours
 - Accepting applications at multiple office locations
 - Providing a toll-free number for clients
 - Other. Describe: ____

CCDF program staff contact information is available on the Child Care Services website (childcare.sc.gov). Staff regularly responds to phone calls and electronic messages regarding request for child care, client eligibility concerns, and general information about quality child care issues.

- Using a simplified eligibility determination process such as by:
 - Simplifying the application form (such as eliminating unnecessary questions, lowering the reading level)
 - Developing a single application for multiple programs
 - Developing web-based and/or phone-based application procedures
 - Coordinating eligibility policies across programs. List the program names _____
 - Streamlining verification procedures, such as linking to other program data systems
 - Providing information multi-lingually
 - Including temporary periods of unemployment in eligibility criteria for new applicants (job search, seasonal unemployment). Length of time _____ 30 days.
 - Other. Describe: ____
- Other. Describe: ____
- None

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

- Provide CCDF assistance during periods of job search. Length of time _____

If a client loses his/her job after being approved for an ABC Child Care Voucher he/she is allowed to continue to receive child care for a 30 day period while looking for employment. Child care is provided for TANF recipients to complete their job search component to support continuity of care as they look for employment.

- Establish two-tiered income eligibility to allow families to continue to receive child care subsidies if they experience an increase in income but still remain below 85% of State median income (SMI).
- Synchronize review date across programs. List programs: ____
- Longer eligibility re-determination periods (e.g., 1 year). Describe ____
Clients in the ABC Child Care Voucher Program are approved for a one year eligibility period to promote continued access to child care.
- Extend periods of eligibility for families who are also enrolled in either Early Head Start or Head Start and pre-k programs. Describe ____
If eligible, clients are provided additional hours of care through wrap-around care.
- Extend periods of eligibility for school-age children under age 13 to cover the school year. Describe ____
- Minimize reporting requirements for changes in family's circumstances that do not impact families' eligibility, such as changes in income below a certain threshold or change in employment
- Targeted case management to help families find and keep stable child care arrangements
- Using non-CCDF Funds to continue subsidy for families who no longer meet eligibility, such as for children who turn 13 years of age during the middle of a program year
- Other. Describe _____
- None

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

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

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

The Lead Agency provides Language Line Services - provides access to interpreters in over 170 languages and American Sign Language for those who need it.

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

- Informational materials in non-English languages
- Training and technical assistance in non-English languages
- CCDF health and safety requirements in non-English languages
- Provider contracts or agreements in non-English languages
- Website in non-English languages
- Bilingual caseworkers or translators available
- Other: _____
- None

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

The Lead Agency provides Language Line Services - provides access to interpreters in over 170 languages and American Sign Language for those who need it.

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

The Lead Agency requires documentation of:	Describe how the Lead Agency documents and verifies applicant information:
<input checked="" type="checkbox"/> Applicant identity	Client statement, unless questionable. If questionable, available data system within the agency is used to verify identity if client is known to the agency. Driver's license is accepted to verify identity.
<input checked="" type="checkbox"/> Household composition	Client statement, unless questionable. If questionable, available data system within the agency is used to verify household composition. Lease agreements or landlord statements may be used to verify household composition.
<input checked="" type="checkbox"/> Applicant's relationship to the child	Client statement, unless questionable. If questionable, available data system within the agency is used to verify relationship. Birth certificates, adoption papers, or marriage licenses may be used to verify relationship.

The Lead Agency requires documentation of:	Describe how the Lead Agency documents and verifies applicant information:
<input checked="" type="checkbox"/> Child's information for determining eligibility (e.g., identity, age, etc.)	Client statement, unless questionable. If questionable, available data system within the agency is used to verify client's information. Birth certificates may be used to verify the child's information.
<input checked="" type="checkbox"/> Work, Job Training or Educational Program	Copies of check stubs, wage statements from employers, copy of paid school registration and class schedule. The TANF system is also used to verify information for TANF clients.
<input checked="" type="checkbox"/> Income	Copies of check stubs, wage statements from employers, Social Security Administration benefits, unemployment compensation, IRS tax statements if self-employed.
<input checked="" type="checkbox"/> Other. Describe _____ Out-of-pocket medical expenses for special needs children	Verifies out-of-pocket medical expenses via doctor bills, etc.

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

- Time limit for making eligibility determinations. Describe length of time _____ All applications for child care are processed within 15 days of receipt.
- Track and monitor the eligibility determination process
- Other. Describe _____
- None

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

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

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

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

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

a) Identify the TANF agency that established these criteria or definitions:
State/Territory TANF Agency ___ South Carolina Department of Social Services, also Lead Agency for CCDF.

b) Provide the following definitions established by the TANF agency.

- "appropriate child care": ___ Appropriate child care must be determined by parental choice, to ensure that the developmental nurturing needs of a child(ren) are met. Child care facilities must comply with the SC Code of Laws addressing regulatory requirements and procedures. Informal arrangements are not subject to child care statutory and regulatory requirements; however, parents are required to complete a Self-Arranged Child Care Certification form ensuring that certain health and safety requirements are being met.
- "reasonable distance": ___ Reasonable distance is defined by the Lead Agency as the fair and reasonable travel distance to a child care facility that will not interrupt Family Independence (FI) participation. Parents must be given parental choice to select the child care facility that best meets the needs of their child. The child care worker in collaboration with the FI case manager will determine reasonable distance.
- "unsuitability of informal child care": ___ Informal child care arrangements must meet the needs and parental choice rights of the FI participant. Informal child care arrangements must comply with policies and procedures developed by the ABC Child Care Program. The Self-Arranged Child Care Certification Form, which addresses certain health and safety issues, must be completed by all informal providers. The FI participant completes the informal facility checklist, which addresses the caregiver's ability to care for their child(ren).
- "affordable child care arrangements": ___ Affordable child care arrangements are determined by a market rate survey conducted by the Lead Agency.

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

- In writing
- Verbally
- Other: ___

2.3. Eligibility Criteria for Child Care

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

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

- *residing with* - _____ to live in the same household with a parent(s), legal guardian, or other person standing in loco parentis for an extended or permanent period of time during the time period for which child care services are requested.
- *in loco parentis* - _____ in the position or place of a parent. Guardianship does not have to be formalized through a court. This is determined on a case-by-case basis.

2.3.2. Eligibility Criteria Based Upon Age

a) The Lead Agency serves children from 0 weeks to 13 years (maximum age under age 13).

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

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

No.

Children with disabilities: child needs individualized materials, equipment, or instruction; or those with developmental delays; child demonstrates delay in cognitive, communication, motor, or social development. Referral sources include SC Department of Disabilities and Special Needs, BabyNet (IDEA, Part C), SC School for the Deaf and Blind, Children's Rehabilitative Services, and IEP's developed by the local school districts.

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

Yes, and the upper age is 19.

No.

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

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

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

- *working* – _____ applicants are considered employed if they are working at an occupation where they are paid a wage/salary, or have a documented commitment of employment that will begin within two weeks from the date of the child care application.

In order to meet the work criteria and receive child care services, the parent/guardian must be working at least part-time which is defined as 15-29 hours per week. Full-time employment is considered 30 or more hours per week. Pay stubs from the most recent 30 days are required to verify income and work. If pay stubs are not available, a letter on company letterhead indicating the hourly rate of pay and the number of hours worked may be submitted. Tax forms may also be submitted when pay stubs are not available.

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

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

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

- *attending job training or educational program* – _____ Job training is conducted in a classroom or on-the-job to teach marketable skills in the competitive labor market. Education program is defined as a public or private instructional program that results in a high school diploma, GED, associate, or college degree. A minimum of six credit hours a semester is required.

No.

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

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

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

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

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

- *protective services* – _____ Children under the age of 13 whose physical health, mental health, or welfare is harmed or threatened with substantial risk of harm by acts of omissions of parent(s), guardian(s), or others responsible for the child’s well-being. The child must have an open protective services case or have a parent(s) who are permanently or temporarily disabled. Child care is also provided for children in foster care.

No.

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

Yes.
 No.

2.3.5. Income Eligibility Criteria

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

- *income* – _____ The source and amount of current gross income earned by all adult family members through the receipt of wages, tips, salaries, and/or commissions, piece-rate payments, cash bonuses earned, and armed services pay, including uniform and living allowances.

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

- Adoption subsidies
- Foster care payments
- Alimony received or paid
- Child support received
- Child support paid
- Federal nutrition programs
- Federal tax credits
- State/Territory tax credits
- Housing allotments, Low-Income Energy Assistance Program (LIHEAP) or energy assistance
- Medical expenses or health insurance related expenses
- Military housing or other allotment/bonuses
- Scholarships, education loans, grants, income from work study
- Social Security Income
- Supplemental Security Income (SSI)
- Veteran's benefits
- Unemployment Insurance
- Temporary Assistance for Needy Families (TANF)
- Worker Compensation
- Other types of income not listed above _____
- None

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

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

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

Family Size	(a) 100% of State Median Income (SMI) (\$/month)	(b) 85% of State Median Income (SMI) (\$/month) [Multiply (a) by 0.85]	IF APPLICABLE	
			Income Level if lower than 85% SMI	
			(c) \$/month	(d) % of SMI [Divide (c) by (a), multiply by 100]
1	\$2809	\$2388	\$1361	48%
2	\$3673	\$3122	\$1839	50%
3	\$4538	\$3857	\$2316	51%
4	\$5402	\$4592	\$2794	52%
5	\$7131	\$6061	\$3271	46%

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

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

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

Clients must have income less than 150% of poverty to enter the ABC Program and are allowed to remain in the program until their income exceeds 175% of poverty if they continue to meet all other eligibility criteria.

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

No.

Family Size	(a) 100% of State Median Income (SMI) (\$/month)	(b) 85% of State Median Income (SMI) (\$/month) [Multiply (a) by 0.85]	IF APPLICABLE	
			Income Level if lower than 85% SMI	
			(c) \$/month	(d) % of SMI [Divide (c) by (a), multiply by 100]
1	\$2809	\$2388	\$1588	57%
2	\$3673	\$3122	\$2145	58%
3	\$4538	\$3857	\$2702	60%
4	\$5402	\$4592	\$3259	60%
5	\$7131	\$6061	\$3816	54%

f) SMI Year _____ 2011 and SMI Source _____ 5/12/2010 (Vol. 75 Number 91).

g) These eligibility limits in column (c) became or will become effective on: _____ 10/1/2011.

2.3.6. Eligibility Re-determination

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

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

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

- Yes.
- No. If no, **check the categories of families for whom authorizations are different and describe the redetermination period for each.**
 - Families enrolled in Head Start and/or Early Head Start Programs. Re-determination period _____
 - Families enrolled in pre-kindergarten programs. Re-determination period _____
 - Families receiving TANF. Re-determination period _____
 - Families who are very-low income, but not receiving TANF. Re-determination period _____
 - Other. Describe _____

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

- Yes. If yes, describe _____ TANF clients are assured continued child care while moving from Family Independence to transitional child care; no application is required. TANF eligibility documentation from CHIP accepted in lieu of application.
- No.

2.3.7. Waiting Lists

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

- Lead Agency currently does not have a waiting list and:

- All eligible families *who apply* will be served under State/Territory eligibility rules
- Not all eligible families *who apply* will be served under State/Territory eligibility rules
- Lead Agency has an active waiting list for:
 - Any eligible family who applies when they cannot be served at the time of application
 - Only certain eligible families. Describe those families: _____
 - Waiting lists are a county/local decision. Describe _____
 - Other. Describe _____

2.3.8. Appeal Process for Eligibility Determinations

Describe the process for families to appeal eligibility determinations _____
 All applicants/clients who are denied child care services, or whose services are terminated prior to the end of their eligibility period, have the right to appeal the denial or termination and request a fair hearing. These applicants/clients must request the appeal in writing within 30 days of the denial or termination, and the fair hearing is held within thirty days of the request.

2.4. Sliding Fee Scale and Family Contribution

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

2.4.1. Attach a copy of the sliding fee scale as Attachment 2.4.1. The attached sliding fee scale was or will be effective as of: _____ 10/1/2011. (Attached)

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

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

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

- State Median Income, Year: _____
- Federal Poverty Level, Year: 2011
- Income source and year varies by geographic region. Describe income source and year: _____
- Other. Describe income source and year: _____

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

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

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

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

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

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

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

- ALL families, including those with incomes at or below the poverty level for families of the same size, ARE required to pay a fee.
- NO families with income at or below the poverty level for a family of the same size ARE required to pay a fee. The poverty level used by the Lead Agency for a family of 3 is: \$_____
- SOME families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee. The Lead Agency waives the fee for the following families: _____
Families receiving TANF and children in foster care.

2.5. Prioritizing Services for Eligible Children and Families

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

2.5.1. How will the Lead Agency prioritize child care services to children with special needs or in families with very low incomes? (658E(c)(3)(B), §98.44) Lead Agencies have the discretion to define *children with special needs* and *children in families with very low incomes*. Lead Agencies are not limited in defining *children with special needs* to only those children with physical or mental disabilities (e.g., with a formal Individual Education Plan (IEP) required under the Individuals with Disabilities Education Act (IDEA)). Lead Agencies could consider children in the child welfare system, children of teen parents, or homeless children as examples of *children with special needs*.

How will the Lead Agency prioritize CCDF services for:	Eligibility Priority (Check only one)	Is there a time limit on the eligibility priority or guarantee?	Other Priority Rules
<p>Children with special needs</p> <p>Provide the Lead Agency definition of <i>Children with Special Needs</i> _____ The Lead Agency prioritizes services for Children with disabilities – child needs individualized materials, equipment, or instruction, or a child with developmental delays (child demonstrates delay in cognitive, communication, motor, or social development).</p>	<p><input checked="" type="checkbox"/> Priority over other CCDF-eligible families</p> <p><input type="checkbox"/> Same priority as other CCDF-eligible families</p> <p><input type="checkbox"/> Guaranteed subsidy eligibility</p> <p><input type="checkbox"/> Other. Describe _____</p>	<p><input type="checkbox"/> Yes. The time limit is: _____</p> <p><input checked="" type="checkbox"/> No</p>	<p><input type="checkbox"/> Different eligibility thresholds. Describe _____</p> <p><input checked="" type="checkbox"/> Higher rates for providers caring for children with special needs requiring additional care</p> <p><input type="checkbox"/> Prioritizes quality funds for providers serving these children</p> <p><input type="checkbox"/> Other. Describe _____</p>

How will the Lead Agency prioritize CCDF services for:	Eligibility Priority (Check only one)	Is there a time limit on the eligibility priority or guarantee?	Other Priority Rules
<p>Children in families with very low incomes</p> <p>Provide the Lead Agency definition of <i>Children in Families with Very Low Incomes</i> _____ Income that falls below the 150th percentile of poverty level.</p>	<input checked="" type="checkbox"/> Priority over other CCDF-eligible families <input type="checkbox"/> Same priority as other CCDF-eligible families <input type="checkbox"/> Guaranteed subsidy eligibility <input type="checkbox"/> Other. Describe _____	<input type="checkbox"/> Yes. The time limit is: _____ <input checked="" type="checkbox"/> No	<input type="checkbox"/> Different eligibility thresholds. Describe _____ <input type="checkbox"/> Waiving co-payments for families with incomes at or below the Federal Poverty Level <input checked="" type="checkbox"/> Other. Describe: TANF and TANF transitional families.

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

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

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

- Use priority rules to meet the needs of TANF families (describe in 2.5.1 or 2.5.3.)
- Waive fees (co-payments) for some or all TANF families who are below poverty level
- Coordinate with other entities (i.e. TANF office, other State/Territory agencies, and contractors)
- Other: _____

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

Term(s)	Definition(s)

The Lead Agency does not plan to establish any other eligibility conditions.

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

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

2.6.1. Child Care Certificates

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

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

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

- Certificate form provides information about choice of providers
- Certificate is not linked to a specific provider so parents can choose provider of choice
- Consumer education materials (flyers, forms, brochures)
- Referral to child care resource and referral agencies
- Verbal communication at the time of application
- Public Services Announcement
- Agency Website: childcare.sc.gov
- Community outreach meetings, workshops, other in person activities
- Multiple points of communication throughout the eligibility and renew process
- Other. Describe ____

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

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

The Lead Agency sends an Authorization/Connection Letter to the parent(s) and copy to the child care provider. As indicated, the letter informs the parent(s) that he/she are responsible for the co-payment amount.

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

100% of services are available through certificates.

2.6.2. Child Care Services Available through Grants or Contracts

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

- Yes. If yes, **describe** the type(s) of child care services available through grants or contracts, the process for accessing grants or contracts, and the range of providers that will be available through grants or contracts: _____
- No.

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

- Increase the supply of specific types of care
 - Programs to serve children with special needs
 - Wrap-around or integrated child care in Head Start, Early Head Start, pre-k, summer or other programs
 - Programs to serve infant/toddler
 - School-age programs
 - Center-based providers
 - Family child care providers
 - Group-home providers
 - Programs that serve specific geographic areas

- Urban
- Rural
- Other. Describe ____
- Support programs in providing higher quality services
- Support programs in providing comprehensive services
- Serve underserved families. Specify: _____
- Other. Describe ____

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

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

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

e) What is the estimated proportion of direct services that will be available for child care services through grants/contracts? _____

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

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

The Lead Agency informs parents and providers about policies in the Parent Handbook and Provider Business Procedures Handbook.

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

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

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

The use of in-home care is restricted to relatives. However, non-relative in-home care is allowed if the provider is not related to the child(ren) when the client has five or more children in the home that require care.

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

The ABC Program has a toll-free number, 1-800-763-ABCD available to parents to register complaints and concerns. Substantiated complaints are placed in the provider’s permanent file, and are available to the public upon request. Complaints regarding regulatory concerns are referred to the child care regulatory division. Complaints regarding suspected child abuse are referred to the child protective services staff at SCDSS. Complaints related to suspected child abuse by child care providers are referred to the Office for Out of Home Abuse and Neglect (OHAN) at SCDSS. Complaints related to ABC Program Standards are referred to ABC Program Monitoring. Information regarding substantiated regulatory complaints is available online on the Lead Agency’s website. This information is accessible to parents and the general public.

2.7. Payment Rates for Child Care Services

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

2.7.1. Provide a copy of your payment rates as Attachment 2.7.1. The attached payment rates were or will be effective as of: ____ 10/1/2011.

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

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

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

Policy on length of time for making payments. Describe length of time

The Lead Agency has piloted and successfully implemented an online payment process of the SVL. With the on-line SVL process, child care payments are made within 4-5 working days after the receipt of the SVL compared to the 10-14 working days payment turn-around time for child care providers that do not submit their SVL through the on-line payment system. Providers are increasingly selecting to participate in this payment method.

Track and monitor the payment process

Other. Describe ____

None

2.7.4. Market Rate Survey

Lead Agencies must complete a local Market Rate Survey (MRS) no earlier than two years prior to the effective date of the Plan (no earlier than October 1, 2009). The MRS must be completed prior to the submission of the CCDF Plan (see Program Instruction CCDF-ACF-PI-2009-02

<http://www.acf.hhs.gov/programs/ccb/law/guidance/current/pi2009-02/pi2009-02.htm> for more information on the MRS deadline).

a) Provide the month and year when the local Market Rate Survey(s) was completed (§98.43(b)(2)): __. April, 2011.

b) Attach a copy of the **MRS instrument** and a **summary of the results** of the survey **as Attachment 2.7.4**. For Lead Agencies that use an administrative provider database, provide a copy of the intake form as the instrument. The summary should include a description of the sample population, data source, the type of methodology used, response rate, description of analyses, and key findings.

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

Yes

No

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

2007. Rates have not been raised since 2007 due to lack of funding.

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

The maximum payment rates vary across categories of care, urban or rural setting, ages of children, and quality level of provider. Maximum payment rates range from the 22nd percentile of the 2011 market rate survey, with higher payments for providers meeting higher quality criteria.

Note: Identify the percentile where payment rates fall according to the most recent local MRS (identified in 2.7.4a) regardless of whether or not you use the most recent survey to set rates. If the percentile(s) varies across categories of care (e.g., different for centers and family child care homes), regions or ages of children, provide the range of the highest and lowest percentile in relation to the most recent survey.

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

- Differential rate for nontraditional hours. Describe _____
- Differential rate for children with special needs as defined by the State/Territory. Describe _____
Up to \$20 above the maximum weekly payment rate is added for providers caring for children with special needs requiring additional care.
- Differential rate for infants and toddlers. Describe _____
- Differential rate for school-age programs. Describe _____
- Differential rate for higher quality as defined by the State/Territory. Describe _____

The payment rates and bonuses were established to progressively compensate providers based on their performance in meeting increasing quality criteria that exceed regulatory requirements. A tiered reimbursement payment system was implemented many years ago to incentivize the opportunity for more children with child care subsidies to have access to higher quality care. Since 1992, the Lead Agency has used voluntary standards higher than state regulatory requirements, in conjunction with financial incentives, to recognize and promote quality. The tiered system consists of three basic levels of reimbursement:

Level AA: Exemplary programs are measured against rigorous quality standards. Facilities at this level meet better ratios, additional staff qualifications, receive ERS assessments, and are eligible for the highest child care rates and quality incentive bonuses.

Level A: Same as above.

Level BB: Programs are measured against quality standards beyond basic state regulations. Facilities at this level meet voluntary ABC standards and are eligible for higher child care rates and a quality incentive bonus that is less than level A.

Level B: Same as above.

Level C: Programs that meet basic licensing regulations (health and safety) or, are exempt from regulations.

Other differential rate. Describe ____

None.

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

Providers are allowed to charge the difference between the maximum reimbursement rate and their private pay rate

Providers are allowed to charge registration fees

Providers are allowed to charge for transportation fees

Providers are allowed to charge for meals.

Providers are allowed to charge additional incidental fees such as field trips or supplies

Policies vary across region, counties and or geographic areas. Describe ____

No, providers may not charge parents any additional fees

Other. Describe ____

The Lead Agency pays a yearly fee of \$50 for registration. Child care providers can charge parents the remaining balance.

None

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

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

a) How a choice of the full range of providers, e.g., child care centers, family child care homes, group child care homes and in-home care, is made available (§98.43(a)(1)) _____

When a family is determined eligible for CCDF child care assistance, the Lead Agency sends them a letter of eligibility and an eligibility packet that includes a copy of their rights and responsibilities, and a description of child care options that can be used to select a provider. Specified in the rights and responsibilities is: "the applicant has the right to choose one of the following types of child care providers: a) child care center, b) family child care home, c)

group child care home, d) church facility, e) neighbor, friend or relative." The family may request a list of providers or visit the Lead Agency's website for assistance in their choice of a child care provider. These procedures are included in the Lead Agency's policy manual and addressed in training of child care eligibility staff.

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

The following describes the methodology used to establish existing payment rates based on the 2007 market rate survey and effective October 1, 2007, the last time rates were adjusted:

1. Rates for regulated providers serving children in the highest quality care level were set at or above the 85th percentile of the 2007 market rate survey. Bonuses are available that progressively increase based on the quality level achieved by providers who meet standards exceeding regulatory requirements.
2. Rates for regulated providers between the highest quality care level and those meeting quality standards exceeding regulatory requirements were set at or above the 60th percentile of the 2007 market rate survey or at existing rates, whichever were higher. Bonuses are available that progressively increase based on the quality level achieved by providers who meet standards exceeding regulatory requirements.
3. Rates for regulated providers meeting, but not exceeding, regulatory requirements were set at the 50th percentile of the 2007 market rate survey or at existing rates, whichever were higher. Rates for registered family child care providers were set lower than those for licensed family child care providers or the existing rates for registered family child care, whichever were higher.
4. Rates for unregulated providers were set to be less than the lowest rates for regulated providers meeting but not exceeding regulatory requirements.

c) How family co-payments based on a sliding fee scale are affordable (§98.43(a)(3)) _____

Family co-payments based on a sliding fee scale range from \$6 to \$20 per child per week, depending on family size and income. These co-payments are among the lowest in the region and nation, in recognition of the budget constraints of families receiving child care assistance in SC.

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

Since the majority of children receiving CCDF child care assistance are served by providers meeting quality standards that exceed regulatory requirements, existing payment rates and bonuses were established to progressively increase provider reimbursements based on their performance in meeting increasing quality criteria. These financial incentives, based on a provider's performance, were designed to give families receiving child care assistance access to the highest quality of care possible for their children. Payments are made to providers for the entire week of care, as long as a child attends at least one day, to ensure continuity of care for children with child care subsidies. Payments to child care providers are consistently made in a timely manner within 10 to 14 working days of receipt of service provision records and more quickly (within 4-5 days) if the newly-implemented on-line service voucher log (SVL) system is used (described in 2.7.3). Providers have indicated that it benefits them to serve children with subsidies, because they know they will be paid and paid quickly, which is an important factor during these difficult economic times.

2.7.10 Goals for the next Biennium – In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). What are the Lead Agency's goals for the administration of the CCDF subsidy program in the coming Biennium? For example, what progress does the State/Territory expect to make on continuing improved services to parents and providers, continuity of care for children, improving outreach to parents and providers, building or expanding information technology systems, or revising rate setting policies or practices) _____

1. The Lead Agency will maintain current level of child care assistance.
2. The Lead Agency will streamline and make the ABC Child Care voucher system more user-friendly for parents and child care providers.
3. The Lead Agency will develop and implement initiatives designed to expand outreach and enhance consumer education/awareness through partnership with the Children's Trust.
4. The Lead Agency will build and expand information/technology systems with a significant increase, by at least 60%, the number of providers using the on-line Service Voucher Log.

Part 3

Health and Safety and Quality Improvement Activities

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

Quality investments and support systems to promote continuous quality improvement of both programs and the staff who work in them are a core element of CCDF. Lead Agencies have been reporting on their efforts to support program quality improvement and professional development since their initial Plans in 1999. This section allows Lead Agencies to continue to describe the steps that they are taking toward continuous quality improvement with a goal of having high quality child care options across settings for all families. While one of the key goals for CCDF is helping more low-income children access higher quality care, the Lead Agency has the flexibility to consider its goals and strategic plans for a child care quality improvement system for all families, not just those receiving assistance under CCDF.

Part 3 is organized around a template of four key components of quality which encompass most of the quality investments and initiatives undertaken by Lead Agencies over the past decade:

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

For each component, Lead Agencies are asked to conduct a three-step process. First, in this section, Lead Agencies will conduct a self-assessment of their programs by responding to the questions in Part 3 that describe the current status of their efforts, using common practices and best practices to list characteristics that build off those that have been reported in previous plans. Second, Lead Agencies then are asked to identify goals for making progress during the FY 2012-2013 biennium and describe their data, performance measure and evaluation capacity for each component. Third, Lead Agencies will report progress on their goals using the Quality Performance Report which is included and described in Appendix 1. The QPR will not be

submitted until December 31, 2012.

Based on information reported in past plans, it is expected that the Lead Agency will describe in these first two steps how they will continue to make systematic investments towards child care quality improvement across its early childhood and school-age spectrum – including all settings, geographic coverage and age range – that will help show progress toward these outcomes and goals. Ultimately, these child care quality improvement elements should be fully implemented and integrated. Each State/Territory is expected to fall on a continuum of progress as a result of these first two steps. Lead Agency’s individual progress will be reported using the Quality Performance Report.

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

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

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

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

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

Lead Agencies shall certify that they have in effect licensing requirements applicable to child care services provided within the area served by the Lead Agency (§98.40(a)(1)). These licensing requirements need not be applied to specific types of providers of child care services (658(E)(c)(2)(E)(i). Lead Agencies must describe those licensing requirements and how they are effectively enforced.

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

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

Yes.

No. Please identify the State or local (if applicable) entity/agency responsible for licensing

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

South Carolina's licensing requirements serve as the foundation for the CCDF (ABC Child Care Program) health and safety requirements for regulated providers. Providers voluntarily enroll in the ABC Child Care Program. All providers enrolled at Level A must be licensed, maintain a history of compliance with licensing requirements, and must comply with additional mandated requirements. Providers enrolled at Level B must maintain a history of compliance with licensing standards, and must meet additional standards that exceed licensing regulations. All Level B providers are reviewed annually by ABC program monitors. For legally operating exempt providers at this level, such as afterschool programs, a select number of health and safety licensing requirements are reviewed during the annual review. The licensing requirements serve as the minimum health and safety requirements for regulated child care centers, group child care homes, and family child care homes for providers enrolled at Level C.

In-home child care is provided by unregulated friends, relatives, or neighbors. For these providers, the ABC enrollment process requires that the parent and provider complete a Self-Arranged Child Care Certification form which includes questions that certify basic health and safety requirements.

These providers can apply for a small CCDF-funded grant to purchase a fire extinguisher and smoke detector.

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

CCDF Category of Care	CCDF Definition (§98.2)	Are any providers in your State/Territory which fall under this CCDF category exempt from licensing?
Center-Based Child Care	Center-based child care providers are defined as a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless care in excess of 24 hours is due to the nature of the parent(s)' work.	<p>Describe which types of center-based settings are exempt from licensing in your State/Territory </p> <p>For example, some jurisdictions exempt school-based centers, centers operated by religious organizations, summer camps, or Head Start programs.</p> <p>(a) an educational facility, whether private or public, which is operated solely for educational purposes in grade one or above;</p> <p>(b) five-year-old kindergarten programs;</p> <p>(c) kindergartens or nursery schools or other daytime programs, with or without stated educational purposes, operating no more than four hours a day and receiving children younger than lawful school age;</p> <p>(d) facilities operated for more than four hours a day in connection with a shopping center or service or other similar facility, where the same children are cared for less than four hours a day and not on a regular basis while parents or custodians of the children are occupied on the premises or are in the immediate vicinity and immediately available; however, these facilities must meet local fire and sanitation requirements and maintain documentation on these requirements on file at the facility available for public inspection;</p> <p>(e) school vacation or school holiday day camps for children operating in distinct sessions running less than three weeks per session unless the day camp permits children to enroll in successive sessions so that their total attendance may exceed three weeks;</p> <p>(f) summer resident camps for children;</p> <p>(g) bible schools normally conducted during vacation periods;</p> <p>(h) facilities for the mentally retarded.</p> <p>(i) facilities for the mentally ill.</p> <p>(j) child care centers and group child care homes owned and operated by a local</p>

CCDF Category of Care	CCDF Definition (§98.2)	Are any providers in your State/Territory which fall under this CCDF category exempt from licensing?
		church congregation or an established religious denomination or a religious college or university which does not receive state or federal financial assistance for child care services.
Group Home Child Care <input type="checkbox"/> N/A. Check if your State/Territory does not have group home child care.	Group home child care provider is defined as two or more individuals who provide child care services for fewer than 24 hours per day per child, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)' work.	Describe which types of group homes are exempt from licensing [redacted] Group child care homes owned and operated by a local church congregation or an established religious denomination or a religious college or university which does not receive state or federal financial assistance for child care services.
Family Child Care	Family child care provider is defined as one individual who provides child care services for fewer than 24 hours per day per child, as the sole caregiver, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)'s work. Reminder - Do not check if family child care home providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.	Describe which types of family child care home providers are exempt from licensing [redacted] Family Child Care providers must comply with registration requirements. In the event a provider elects to become licensed, they must meet the Suggested Standards for Family Child Care Homes.
In-Home Care	In-home child care provider is defined as an individual who provides child care services in the child's own home. Reminder - Do not respond if in-home child care providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.	Describe which types of in-home child care providers are exempt from licensing [redacted] In home child care providers are exempt from meeting licensing requirements.

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

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

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

Indicator	For each indicator, check all requirements for licensing that apply, if any.			
	Center-Based Child Care	Group Home Child Care	Family Child Care	In-Home Care
<p>Do the licensing requirements include child:staff ratios and group sizes?</p> <p>If yes, specify age group, where appropriate.</p>	<input checked="" type="checkbox"/> Child:staff ratio requirement: Ages 0-12 years <input type="checkbox"/> Group size requirement: <input type="checkbox"/> No requirements.	<input checked="" type="checkbox"/> Child:staff ratio requirement: <input checked="" type="checkbox"/> Group size requirement: Maximum of 12 ages 0-12 years <input type="checkbox"/> No requirements.	<input type="checkbox"/> Child:staff ratio requirement: <input checked="" type="checkbox"/> Group size requirement: Maximum of 6 ages 0-12 <input type="checkbox"/> No requirements.	<input type="checkbox"/> Child:staff ratio requirement: <input type="checkbox"/> Group size requirement: <input checked="" type="checkbox"/> No requirements.
<p>Do the licensing requirements identify specific experience and educational credentials for child care directors?</p>	<input checked="" type="checkbox"/> High school/GED <input checked="" type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/Territory Credential <input checked="" type="checkbox"/> Associate's degree <input checked="" type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input checked="" type="checkbox"/> Other: Center directors may meet any of the above indicated qualifications.	<input checked="" type="checkbox"/> High school/GED <input checked="" type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/Territory Credential <input checked="" type="checkbox"/> Associate's degree <input checked="" type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input checked="" type="checkbox"/> Other: Group Home Operators may meet any of the above indicated qualifications.	<input type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input checked="" type="checkbox"/> Other: Exempt. Family Child Care providers must be at least 18 years old.	<input type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input checked="" type="checkbox"/> Other: Exempt. To receive ABC Voucher payment must be 21 years of age.

<p>Do the licensing requirements identify specific experience and educational credentials for child care teachers?</p>	<input checked="" type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input type="checkbox"/> Other:	<input type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input checked="" type="checkbox"/> No credential required for licensing <input type="checkbox"/> Other:	<input type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input checked="" type="checkbox"/> Other: Exempt from licensing requirements.
<p>Do the licensing requirements specify that directors and caregivers must attain a specific number of training hours per year?</p>	<input type="checkbox"/> At least 30 training hours required in first year <input type="checkbox"/> At least 24 training hours per year after first year <input type="checkbox"/> No training requirement <input checked="" type="checkbox"/> Other: 20 clock hours for directors and 15 for caregivers.	<input type="checkbox"/> At least 30 training hours required in first year <input type="checkbox"/> At least 24 training hours per year after first year <input type="checkbox"/> No training requirement <input checked="" type="checkbox"/> Other: 15 clock hours for owner/operator and 10 hours for caregivers.	<input type="checkbox"/> At least 30 training hours required in first year <input type="checkbox"/> At least 24 training hours per year after first year <input type="checkbox"/> No training requirement <input checked="" type="checkbox"/> Other: 2 hours related to child care, child development, and/or early childhood education and nutrition to include pediatric CPR/First Aid. Training Topics operators may also include program administration and must include alternatives to corporal punishment.	<input type="checkbox"/> At least 30 training hours required in first year <input type="checkbox"/> At least 24 training hours per year after first year <input type="checkbox"/> No training requirement <input checked="" type="checkbox"/> Other: Exempt.

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

Yes. Describe

It is possible that the child care licensing requirements could change. The Governor's Committee on the Regulations of Child Care Facilities reviews the regulations and suggested standards and changes which are submitted to the SCDSS director. The SCDSS director may submit the regulatory changes, to the legislature for their consideration. The committee evaluates the regulations at three-year intervals, and is currently in that process of review.

No

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

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

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

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

The Lead Agency requires:	For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.			
	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
<input checked="" type="checkbox"/> Diapering policy and procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Providers to submit a self-certification or complete health and safety checklist	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Other. Describe Registered Family Child Care Homes at ABC Level C use the Suggested Standards as guidelines for Health and Safety requirements. There are additional health and safety standards for family homes at ABC Levels A and B. By state law, facilities providing care less than 4 hours a day are exempt from licensing and other CCDF requirements. The Lead Agency allows parents to choose these facilities to comply with CCDF parental choice requirements.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

The Lead Agency requires:	For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.			
	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
<input checked="" type="checkbox"/> Fire inspection	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Building inspection	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Health inspection	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Inaccessibility of toxic substances policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Safe sleep policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Tobacco exposure reduction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Transportation policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Providers to submit a self-certification or complete health and safety checklist	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Other. Describe Center-based, group child care facilities and registered family homes must obtain zoning approval prior to receiving a permit to operate. At Level C registered family child care homes and legally exempt programs are not required to meet health and safety requirements.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
Child Care Centers	CPR	Not required	Annual training required.
	First aid	Not required	Annual training required.

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
	Training on infectious diseases	Not required	Annual training required.
	SIDS prevention (i.e., safe sleep)	Not required	May be used to meet annual training requirements.
	Medication administration	Not required	May be used to meet annual training requirements.
	Mandatory reporting of suspected abuse or neglect	Not required	May be used to meet annual training requirements.
	Child development	Not required	Annual training required.
	Supervision of children	Not required	May be used to meet annual training requirements.
	Behavior management	Not required	May be used to meet annual training requirements.
	Nutrition	Not required	Annual training required.
	Breastfeeding	Not required	May be used to meet annual training requirements.
	Physical activity	Not required	May be used to meet annual training requirements.
	Working with children with special needs or disabilities	Not required	Annual training required.
	Emergency preparedness and response	Not required	May be used to meet annual training requirements.
	Other. Describe Center directors are required to participate in at least 20 clock hours of training annually. Five hours shall be related to program administration and at least 5 hours shall be in child growth and development, early childhood education and/or health and safety excluding first aid and CPR training. The remaining hours shall come from the following areas: curriculum activities, nutrition,	Not required	May be used to meet annual training requirements.

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
	<p>guidance, or professional development and must include blood-borne pathogens training as required by OSHA. All other staff with the exception of emergency person(s) and volunteer(s) providing direct care to children shall participate in at least 15 clock hours of training annually. At least 5 clock hours shall be in child growth and development and at least 5 clock hours shall be in curriculum activities for children excluding first aid and CPR training. The remaining hours shall come from the following areas: guidance, health, safety, nutrition, or professional development and must include blood-borne pathogens training as required by OSHA.</p> <p>When children with special needs are enrolled, the director and staff members shall receive orientation and/or training in understanding the child's special needs and ways of working in group settings with the child(ren). All staff shall receive information regarding the developmental abilities of the age group(s) with whom the teacher/caregiver will be working. All directors and caregivers employed in ABC Level A facilities are required to participate in 20 clock hours of training annually.</p>		
Group Home Child Care	CPR	Not required	Annual training required
	First aid	Not required	Annual training required
	Training on infectious diseases	Not required	Annual training required
	SIDS prevention (i.e., safe sleep)	Not required	May be used to meet annual training requirements
	Medication administration	Not required	May be used to meet annual training requirements
	Mandatory reporting of suspected abuse or neglect	Not required	May be used to meet annual training requirements
	Child development	Not required	Annual training required
	Supervision of children	Not required	May be used to meet annual training requirements
	Behavior management	Not required	May be used to meet annual training requirements

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
	Nutrition	Not required	Annual training required
	Breastfeeding	Not required	May be used to meet annual training requirements
	Physical activity	Not required	May be used to meet annual training requirements
	Working with children with special needs or disabilities	Not required	Annual training required
	Emergency preparedness and response	Not required	May be used to meet annual training requirements
	<p>Other. Describe [redacted] The operator shall participate in at least 15 clock hours of training annually. At least 5 clock hours shall be related to program administration and at least 5 clock hours shall be in child growth and development, early childhood education and/or health and safety excluding first aid and CPR training. The remaining hours shall come from the following areas: safety, health, nutrition, guidance, or professional development and must include blood-borne pathogens training as required by OSHA. All staff, with the exceptions of emergency persons(s) and volunteer(s), providing direct care to the children shall participate in at least 10 clock hours of training annually. At least 4 clock hours shall be in child growth and development and at least 4 clock hours shall be in curriculum activities for children excluding first aid and CPR training. The remaining hours shall come from the following areas: curriculum activities, nutrition, guidance, or professional development and must include blood-borne pathogens training as required by OSHA.</p> <p>When children with special needs are enrolled, the director and staff members shall receive orientation and/or training in understanding the child's special needs and ways of working in group settings with the child(ren). All staff shall receive information regarding the developmental abilities of the age group(s) with whom the teacher/caregiver will be working.</p>		
Family Child Care Providers	CPR	Not required	May be used to meet annual training requirements
	First aid	Not required	May be used to meet annual training requirements
	Training on infectious diseases	Not required	May be used

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
			to meet annual training requirements
	SIDS prevention (i.e., safe sleep)	Not required	May be used to meet annual training requirements
	Medication administration	Not required	May be used to meet annual training requirements
	Mandatory reporting of suspected abuse or neglect	Not required	May be used to meet annual training requirements
	Child development	Not required	Annual training required
	Supervision of children	Not required	May be used to meet annual training requirements
	Behavior management	Not required	May be used to meet annual training requirements
	Nutrition	Not required	May be used to meet annual training requirements
	Breastfeeding	Not required	May be used to meet annual training requirements
	Physical activity	Not required	May be used to meet annual training requirements
	Working with children with special needs or disabilities	Not required	May be used to meet annual training requirements
	Emergency preparedness and response	Not required	May be used to meet annual training requirements
	Other. Describe An operator of a family child care home and any person employed by or who contracts		

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
	with an operator of a family child care home shall participate in a minimum of 2 hours of training approved by the Lead Agency. Training must be in subject areas related to child care, child development, and/or early childhood education, and nutrition. Training for operators may also be in areas related to child care, program administration, and must include alternatives to corporal punishment. All staff employed in ABC Level B Family Child Care Homes are required to participate in 10 clock hours of training annually.		
In-Home Child Care Providers	CPR	Not required	Not required
	First aid	Not required	Not required
	Training on infectious diseases	Not required	Not required
	SIDS prevention (i.e., safe sleep)	Not required	Not required
	Medication administration	Not required	Not required
	Mandatory reporting of suspected abuse or neglect	Not required	Not required
	Child development	Not required	Not required
	Supervision of children	Not required	Not required
	Behavior management	Not required	Not required
	Nutrition	Not required	Not required
	Breastfeeding	Not required	Not required
	Physical activity	Not required	Not required
	Working with children with special needs or disabilities	Not required	Not required
	Emergency preparedness and response	Not required	Not required
Other. Describe <u>These providers are exempt/legally operating; no training requirements.</u>			

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

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

e) Provide a web address for the State/Territory's health and safety requirements, if available: www.dss.sc.gov
www.childcare.sc.gov
www.abcqualitycare.org for ABC Level A and B Standards.

3.1.3 Enforcement of Licensing Requirements

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

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

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

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

CCDF Categories of Care	Frequency of Routine Announced Visits	Frequency of Routine Unannounced Visits
<input checked="" type="checkbox"/> Center-Based Child Care	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input checked="" type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe 	<input type="checkbox"/> Once a Year <input checked="" type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe
<input checked="" type="checkbox"/> Group Home Child Care	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input checked="" type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe 	<input type="checkbox"/> Once a Year <input checked="" type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe
<input checked="" type="checkbox"/> Family Child Care Home	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe If the family home is licensed, visits are conducted once every two years. However, most family homes are registered. By law, licensing specialist can only visit these providers when a complaint is filed.	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe If licensed, a family child care home is inspected twice a year. However, most of these programs are registered. By law licensing specialist can only visit these providers when a complaint is filed.
<input type="checkbox"/> In-Home Child Care	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe Exempt/legally operating.	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe Exempt/legally operating.

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

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

Licensing Procedures	Describe which procedures are used by the State/Territory for enforcement of the licensing requirements.
The State/Territory requires providers to attend or participate in training relating to opening a child care facility prior to issuing a license.	<input type="checkbox"/> Yes. Describe <input type="checkbox"/> Potential providers must attend orientation training prior to receiving a license. <input type="checkbox"/> No. <input type="checkbox"/> Other. Describe <input type="checkbox"/>
Licensing staff has procedures in place to address violations found in an inspection.	<input checked="" type="checkbox"/> Providers are required to submit plans to correct violations cited during inspections. <input checked="" type="checkbox"/> Licensing staff approve the plans of correction submitted by providers. <input checked="" type="checkbox"/> Licensing staff verify correction of violation. <input checked="" type="checkbox"/> Licensing staff provide technical assistance regarding how to comply with a regulation. <input type="checkbox"/> No procedures in place. <input type="checkbox"/> Other. Describe <input type="checkbox"/>
Licensing staff has procedures in place to issue a negative sanction to a noncompliant facility.	<input type="checkbox"/> Provisional or probationary license <input checked="" type="checkbox"/> License revocation or non-renewal <input checked="" type="checkbox"/> Injunctions through court <input type="checkbox"/> Emergency or immediate closure not through court action <input type="checkbox"/> Fines for regulatory violations <input type="checkbox"/> No procedures in place. <input type="checkbox"/> Other. Describe <input type="checkbox"/>
The State/Territory has procedures in place to respond to illegally operating child care facilities.	<input checked="" type="checkbox"/> Cease and desist action <input checked="" type="checkbox"/> Injunction <input type="checkbox"/> Emergency or immediate closure not through court action <input type="checkbox"/> Fines <input type="checkbox"/> No procedures in place. <input type="checkbox"/> Other. Describe <input type="checkbox"/>
The State/Territory has procedures in place for providers to appeal licensing enforcement actions.	<input checked="" type="checkbox"/> Yes. Describe <input type="checkbox"/> Facilities have the right to appeal sanctions to the Office of Administrative Hearings within 30 calendar days of receiving notice of a negative sanction. Notice of sanction shall be in writing by certified or registered mail. The provider may request a meeting with the Lead Agency to review the case record documenting the reason(s) which led to the negative sanction.

Licensing Procedures	Describe which procedures are used by the State/Territory for enforcement of the licensing requirements.
	<input type="checkbox"/> No. <input type="checkbox"/> Other. Describe

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

All providers must be regulated as required, by child care licensing and regulatory law to enroll in the ABC Program unless legally exempt from licensing regulations. They must also show that they have a history of compliance with all regulations. History of compliance is defined as: 1) No frequent or multiple deficiencies or a significant event posing substantial threat to the health or safety of the children that involve supervision, compliance to ratios, or health and safety violations. 2) At least one caregiver with a Cardiopulmonary Resuscitation (CPR) certification and pediatric first aid certification who is on-site at all times when the children are in care. Failure to maintain regulatory requirements and/or failure to maintain a history of compliance to regulations will result in termination from participation in CCDF. Providers who are exempt from licensing requirements may only enroll in ABC at Level C or Level B. Exempt providers are subject to ABC Termination Policies for health and safety violations.

A provider may return to the ABC Program after maintaining a clear History of Compliance for six months prior to re-enrollment. If a provider is terminated for any of the following reasons they can never re-enroll in the ABC Program.

1. Death of a Child – any institution or its principals who have contributed to the death or serious injury of a child or children by failing to comply with minimum health and safety regulations (defined as SC Child Care regulations) is ineligible to participate in the ABC Child Care Program at any level.
2. Fraud – any institution or its principals who have been convicted of fraud are ineligible to participate in the ABC Child Care Program at any level.
3. Falsified Documents – institutions or principals who falsify or misrepresent office, legal documents (i.e., birth certificates, degrees, transcripts, etc.) or other ABC Program documents (SVL, attendance records) and submit to agency representatives are ineligible to participate in the ABC Child Care Program at any level.
4. Administrative or Judicial Determination of Abuse and/or Neglect – any institution or its principals who abuse or neglect children and/or whose name has been entered into the Central Registry cannot be enrolled as long as the perpetrator continues to be employed and/or present at the facility.

5. Ineligibility to Participate in Publicly Funded Programs – any institution or its principals who are ineligible for any other publicly funded program due to the above criteria are prohibited from participating in the ABC Program at any level. However, this prohibition does not apply if the institution or principals has been fully reinstated in, or determined eligible for, that program including the payment of any debts owed.

Upon receiving a provider’s application for enrollment in the ABC Program at any level, if it is known by the ABC Program that the provider purchased the facility from a provider whose enrollment was terminated due to Numbers 1-5, the new owner shall submit legal documentation verifying the change of ownership and provide a notarized statement that the previous owner has no financial or personal interest or association with the child care facility.

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

Yes. If “Yes” please use refer to the chart below to identify who is required to have background checks, what types of checks, and with what frequency. Please **also provide a brief overview** of the State/Territory’s process for conducting background checks for child care. For example, describe what types of violations would make providers ineligible for CCDF, funding for background checks, and the process for providers to appeal background check findings.

All regulated child care providers are required to undergo background checks at their own expense. Child care licensing (CCL) staff began using Live Scan technology in July 2009 to complete FBI and SC State Law Enforcement Division (SLED) background checks. Providers receive a child care identifying number at their licensing orientation class. Providers may call L-1 Identity Solutions or go to their website (www.ibtfingerprint.com) to schedule an appointment to have fingerprints scanned. After fingerprints are scanned, the results are received in 3-5 business days at the Lead Agency’s Office of Investigations. The Office of Investigations determines if an applicant may work in child care based on results of the fingerprint scan. The Office of Investigations enters the decision into their database, which can be accessed by licensing staff, and informs the applicant.

The Central Registry and Sex Offender Background Checks are performed by CCL staff and includes 3 steps. **Step 1:** Forms and payments are received and checked for errors and missing information. Checks for fee payments are processed and sent to the finance division. **Step 2:** The Central Registry and Sex Offender background forms are processed and checked against the Human Services database and the Sex Offender database. The results of the background checks are recorded. **Step 3:** A clearance letter or prohibited letter is generated based on results of the

background checks. The appropriate letter is sent to the applicant and findings are entered in the CCL database.

No

CCDF Categories of Care	Types of Background Check	Frequency
<p><input checked="" type="checkbox"/> Center-Based Child Care</p> <p>Who is subject to background checks for center-based care? For example, director, teaching staff, non-teaching staff, volunteers _____ Directors, teachers/caregivers, and non-teaching staff.</p>	<p><input checked="" type="checkbox"/> Child Abuse Registry</p>	<p><input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe [redacted] Central Registry is checked every 2 years with a center's renewal information or if an employee has had a break in service of a year or more.</p>
	<p><input checked="" type="checkbox"/> State/Territory Criminal Background</p>	<p><input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe [redacted] Additional checks are required if an employee has had a break in service of a year or more.</p>
	<p><input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)</p>	<p><input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe [redacted] Additional checks required if an employee has had a break in service of a year or more.</p>
	<p><input checked="" type="checkbox"/> Sex Offender Registry</p>	<p><input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe [redacted] Sex Offender Registry is checked every 2 years with a center's renewal or if an employee has had a break in service of a year or more.</p>
<p><input checked="" type="checkbox"/> Group Child Care Homes</p> <p>Who is subject to background checks for group homes? For example, provider, non-provider residents of the home [redacted] Owner/operator, caregivers, and</p>	<p><input checked="" type="checkbox"/> Child Abuse Registry</p>	<p><input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe [redacted] Central Registry is checked every 2 years with a group home's renewal information or if an employee has had a break in service of a year or</p>

CCDF Categories of Care	Types of Background Check	Frequency
<p>non-teaching staff.</p>		more.
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe Additional checks are required if there has been a break in service by an employee of a year or more.
	<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe Additional checks are required if an employee has had a break in service of a year or more.
	<input checked="" type="checkbox"/> Sex Offender Registry	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe Checked every 2 years with renewal or if an employee has had a break in service of a year or more.
<input checked="" type="checkbox"/> Family Child Care Homes Who is subject to background checks for family child care homes? For example, provider, non-provider residents of the home A Central Registry check must be conducted on everyone in the household 18 years old and older. State criminal background and FBI background checks must be conducted on everyone 15 years old and older in the household. Also background checks must be conducted on all emergency employees.	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System <input checked="" type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe If a family home is licensed a Central Registry check must be conducted every 2 years at renewal of if an employee has a break in service of a year or more.
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe All licensed/ registered family child care homes must have a SLED check if there is a break in service of a year or more.

CCDF Categories of Care	Types of Background Check	Frequency
	<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe All licensed/registered family child care homes must have an FBI check if there is a break in service of a year or more.
	<input checked="" type="checkbox"/> Sex Offender Registry	<input checked="" type="checkbox"/> Initial Entrance into the System <input checked="" type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe If a family child care home is licensed a Sex Offender Check is required to be conducted every 2 years at renewal or if an employee has had a break in services of a year or more.
<input checked="" type="checkbox"/> In-Home Child Care Providers Who is subject to background checks for in-home child care? For example, provider, non-provider residents of the home Everyone residing in the house age 18 and above.	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System <input checked="" type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe Historically, the Lead Agency has not required background checks for these legally operating/exempt providers. However this requirement will be in effect in 2011 and forward. (Child Abuse Registry and Sex Offender Registry).
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe Not required.
	<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe Not required.
	<input checked="" type="checkbox"/> Sex Offender Registry	<input checked="" type="checkbox"/> Initial Entrance into the System <input checked="" type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe

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

A minimum of two, unannounced visits are conducted with all licensed centers, group and family home providers, and registered church providers by the Lead Agency under state statute. Child care providers voluntarily agreeing to meet standards above state regulatory requirements at ABC Level A and B in order to receive CCDF voucher funds are subject to quality monitoring visits by ABC Child Care Program Monitoring staff. Providers at Level B include licensed family and group homes, and center providers, as well as registered family homes, and licensed exempt providers. Providers without licenses are subject to general health and safety requirements in the Level B standards that are modeled after the state's licensing requirements. By state law, registered faith-based providers cannot receive federal funds. Unannounced Level B visits are programmatic in nature and include a minimal check of health and safety requirements. A goal of the Lead Agency is to conduct unannounced visits to these Level B providers annually. Providers with identified problems are visited more often and are given strategic technical assistance.

The Lead Agency conducts a full on-site program review every three years for Level A providers and an annual review of their records. This may also apply to providers who are reviewed by other entities (as approved by the Lead Agency). All providers at Level A are required to have a state child care license. ABC program monitors are now conducting on-site visits to all Level C providers collect information regarding business/operating procedures. Standards for Level C providers are under development with implementation anticipated for 2012.

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

Yes. Describe The Child Care Services' website provides a great deal of information to parents and the public regarding child care. One feature of the website is the ability to search for licensed child care providers. The provider's record on the website includes basic demographic information such as address, phone number, and operating hours. It also includes compliance information for the last three years. Any regulatory violations that have been cited during a renewal inspection, semi-annual supervisory visit, or a complaint visit are listed on the website with the date cited and whether they have been resolved. After three years, violations are automatically removed from the website; however, the information is available in local licensing offices. A contact list of these offices is located on the Lead Agency's and Child Care Services' websites.

No

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

Providers not subject to enforcement procedures described above are:
Registered Family Child Care Homes.
Self-arranged care/exempt (family, friend and neighbor).
Programs providing care for 4 hours or less a day.

For these providers the following provisions are in place:

- All ABC Level A providers are required to be licensed. Only Level B and C providers may be legally exempt from licensing requirements.
- Registered Family Child Care Providers are required to obtain a criminal background check. Those providers receiving CCDF must certify that they have; 1) read the Family Child Care Regulations and Suggested Standards-Guidelines for Operators of Family Child Care homes and 2) furnished a copy to each child parent(s).
- Parents choosing self-arranged care must complete a Self-Arranged Child Care Parent Certification form. The form must be signed by the parents and caregiver. Parents must certify that their child(ren) are age appropriately immunized and that the home has smoke detectors and fire extinguishers.

All Level B providers, including exempt providers, are required to meet mandatory standards on health and safety. The mandatory standards are reviewed annually through unannounced visits. Failure to successfully meet the mandatory standards can result in the provider's termination from the ABC Child Care Program or reclassification to a lower quality performance level with resulting payment changes. Currently, background checks are not required for exempt providers at Level B. Revisions to standards for Level B exempt providers to include background checks are under development for implementation. Most exempt providers are after-school programs which operate for partial days during the school year and summer camps.

Level C providers are visited to determine their adherence to ABC health and safety requirements. Currently all Level C exempt providers are visited to review their business agreement and with ABC. Standards for health and safety are under review and development with implementation anticipated in 2012.

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

Yes. Describe _____

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

Yes. Describe _____

No

Other. Describe _____

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

Yes. Describe _____

No

Other. Describe _____

No

Other. Describe _____ The Lead Agency (ABC Child Care Program) does not currently require programs to conduct developmental screenings of children. The Lead Agency is currently funding a voluntary pilot of the Ages and Stages Questionnaire (ASQ), a developmental screening tool in ABC enrolled child care centers. The purpose is to determine the cost and feasibility of encouraging more widespread use of the tool. Presently, 30 child care providers, all center based programs, are participating in the pilot. The tool is an online version of the ASQ developed by faculty at the University of South Carolina (USC) under an agreement with Brooks Publishing. It is designed to be used by staff in the program and parents.

Programs participating in the pilot receive a copy of the ASQ, User's Manual, and access to an online version of the tool. Parents and teachers complete the instrument, receive training and technical assistance on how to administer the ASQ, and use the resulting information to guide practice decisions. The Lead Agency has a grant agreement with USC, School of Medicine/ Center for Disability Resources, for statewide provision of technical assistance and training to child care providers working with children with special needs. The Center staff conducts ASQ screenings and training sessions with providers regarding the questionnaire. Caregivers are provided with information to use as guides to help identify delays/weaknesses. This information is also used

to develop appropriate interventions/activities that should be incorporated into daily practices or in making a determination regarding the need for more intensive care.

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

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

- Number of licensed programs. Describe (optional) [redacted]
- Numbers of programs operating that are legally exempt from licensing. Describe (optional) [redacted]
- Number of programs whose licenses were suspended or revoked due to non-compliance. Describe (optional) [redacted]
- Number of injuries and fatalities in child care as defined by the State/Territory. Describe (optional) [redacted]
See Other explanation below.
- Number of monitoring visits received by programs. Describe (optional) [redacted]
- Caseload of licensing staff. Describe (optional) [redacted]
- Number of programs revoked from CCDF due to non-compliance with health and safety requirements. Describe (optional) [redacted]
- Other. Describe [redacted]

Data is maintained regarding child fatalities. All licensed providers must report injuries to the Lead Agency (Out of Home Abuse and Neglect Unit - OHAN) and maintain documentation in case files. OHAN has statewide responsibility for investigations of allegations of child abuse and neglect in out of home settings. Investigations are coordinated with state or local law enforcement and licensing regulatory entities. Investigations must be completed within 45 days of receipt of an abuse and neglect report. No aggregate data is available regarding all child injuries.

None

- b) **Performance measurement.** What, if any, performance measures does the State/Territory use in its licensing system to monitor compliance with CCDF health and safety requirements? [redacted]

The Lead Agency rigorously evaluates facilities on a regular basis to determine history of compliance with child care laws and regulations. History of compliance is defined as having: 1) No frequent or multiple deficiencies or a significant event posing substantial threat to the health and safety of the children that involve supervision, compliance with ratios, or health and safety violations; 2) At least one caregiver with a CPR certification and pediatric first aid certification who is on-site at all times when the children are in care.

Licensing specialists conduct renewal inspections every two years and supervisory visits at least twice a year in child care centers, faith-based centers, group child care homes, and licensed family child care homes to ensure compliance with laws and regulations.

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

The State's Office of Research and Statistics has developed an analytic data cube for Child Care Services. As a result, the staff has the ability to examine data from the licensing database and create geo-coded maps. Staff has used (and will continue to use) the cube to track numbers and types of deficiencies and to determine areas of focus for training regarding regulatory topics. For example, the cube can identify areas of the state with the most violations in specific regulatory categories, thereby enabling staff to target training and technical assistance efforts. Primary areas of focus include, but are not limited to, fire and life safety, nutrition, health and safety, and program administration.

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

1. Conduct a review of licensing operating procedures (e.g., site visit methods, procedures for complaints, forms review, database and website updates as a result of enhancements) in order to streamline the process and make it more efficient.
2. Enhance sharing of information and joint case reviews between licensing staff, program quality monitors, and CACFP staff.
3. Implement Central Registry (child abuse/neglect) checks and Sex Offender Registry checks for Self Arranged (FFN) /In-home care providers and those who are designated as licensing exempt in the ABC Program.
4. Work with CCR&R contractors to increase the quality and provision of training and technical assistance provided to child care providers to enable them to maintain compliance with regulatory requirements.
5. Work with the Children's Trust of South Carolina to develop and implement a broad parent education/marketing campaign designed to increase knowledge of quality child care and impact the rate of non-compliance with licensing laws and regulations.

3.2 Establishing Voluntary Early Learning Guidelines (Component #2)

For purposes of this section, voluntary early learning guidelines include the expectations for what children should know (content) and be able to do (skills). The term *early learning guidelines* (ELGs) refers to age-appropriate developmental learning guidelines for infants and toddlers and school-age children. These guidelines are voluntary in that States/Territory are not mandated to develop such guidelines or implement them in a specified manner.

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

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

If yes, insert web addresses, where possible:
www.abcqualitycare.org, www.sc-cccd.net,
www.ed.sc.gov/topics/curriculumstds

Which State/Territory agency is the lead for the early learning guidelines?
 _____Lead Agency, South Carolina Department of Social Services. The SC Department of Education has K-12 learning standards that address children 5 years and older. The early learning guidelines were aligned with those standards.

3.2.2 Do the early learning guidelines cover a range of domains across physical, cognitive, and social and emotional development? Check all that apply for each age group as applicable in the chart below. Because States vary in their domain names and which domains to include, we have used the domains identified in the Head Start Child Development and Early Learning Framework for reference purposes.

Domains	Birth-to-Three ELGs	Three-to-Five ELGs	Five and Older ELGs
Physical development and health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Social and emotional development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Approaches to learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Logic and reasoning (e.g., problem-solving)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Language development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Literacy knowledge and skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mathematics knowledge and skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Science knowledge and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creative arts expression (e.g., music, art, drama)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social studies knowledge and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English language development (for dual language learners)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
List any domains not covered in the above _____. Each domain addresses special needs and abilities; birth to three includes motor and cognitive development. Lead Agency adopted Ohio's Infant/Toddler Guidelines. Health and safety education and guidelines for gifted and talented children are addressed.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other. Describe 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	Information Dissemination	Voluntary Training	Mandatory Training
Parents in the child care subsidy system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents using child care more broadly	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practitioners in child care centers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Providers in family child care homes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	Information Dissemination	Voluntary Training	Mandatory Training
Practitioners in Head Start	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practitioners in Early Head Start	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practitioners in public Pre-K program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in elementary schools	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other. List Lead Agency requires training on ELG/ELS at ABC Level A as does Head Start.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

- To define the content of training required to meet licensing requirements
- To define the content of training required for program quality improvement standards (e.g., QRIS standards)
- To define the content of training required for the career lattice or professional credential
- To require programs in licensing standards to develop curriculum/learning activities based on the voluntary ELGs
- To require programs in quality improvement standards to develop curriculum/learning activities based on the voluntary ELGs
- To develop State-/Territory –approved curricula
- Other. List Incorporated into introductory early childhood course (ECD101) offered at 16 technical colleges statewide.
- None.

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

- Cross-walked to align with Head Start Outcomes Framework
- Cross-walked to align with K-12 content standards
- Cross-walked to align with State/Territory pre-k standards
- Cross-walked with accreditation standards
- Other. List Aligned to ABC Level B observation standards and the PITC principles and policies.
- None.

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

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

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

Yes. Describe

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

Yes. Describe

No

Other. Describe

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

Yes. Describe

No

Other. Describe

No

Other. Describe

b) Does the State/Territory use tools that are valid, reliable and age-appropriate to track the readiness of children as they enter kindergarten?

Yes. Describe

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

Yes. Describe

No

Other. Describe

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

All children. Describe

Samples of children. Describe

Other. Describe

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

- Yes. Describe _____
- No
- Other. Describe _____

- No
- Other. Describe _____

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

- Yes. Describe _____
- No
- Not applicable. State does not have an SLDS.

3.2.7 Data & Performance Measures on Voluntary Early Learning

Guidelines – What data elements, if any, does the State/Territory have access to on the dissemination of, implementation of, or children’s attainment of the early learning guidelines? What, if any, performance measures does the State/Territory use for dissemination and implementation of the early learning guidelines? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked in (a) below, Lead Agencies may provide an optional description about the data they have access to (e.g., the Lead Agency may have data for only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (e.g., infants and toddlers or school-age children).

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

- Number/percentage of child care providers trained on ELG’s for preschool aged children. Describe (optional) _____ Tracks numbers only.
- Number/percentage of child care providers trained on ELG’s for infants and toddlers. Describe (optional) _____ Tracks numbers only.
- Number of programs using ELG’s in planning for their work. Describe (optional) _____
- Number of parents trained on or served in family support programs that use ELG’s. Describe (optional) _____
- Other. Describe _____ Number of certified trainers trained on the Early Learning Guidelines.
- None

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

A designated statewide committee representing professionals in early childhood created the South Carolina Early Learning Standards (ELS) for 3-5 Year Old Children. These standards are aligned with the state's K-12 learning standards. To inform the workforce of these guidelines, the committee developed an implementation plan that included the following:

1. Training modules: a training program was developed for the guidelines consisting of videos and training sessions for each of the domains represented in the ELS.
2. Train-the-trainer sessions: SC Certified trainers participated in sessions designed to introduce the ELS Video Series and explain the Leaders Guides. The trainers who attended the sessions were given notebooks containing training materials that included the videos and Leaders Guides.
3. The above trainers were recruited to teach the ELS modules by conducting sessions through statewide conferences. Committee members coordinated this initiative and tracked the offerings to assure that the ELS were presented at all conferences. After the initial introduction through the conferences, the plan required the trainers to teach the ELS modules throughout the organizations they represented. The data registry is maintained by the CCCCCD which documents the ELS Video training.

c) **Evaluation.** What are the State/Territory's plans, if any, for evaluation related to early learning guidelines and the progress of children in child care? Evaluation can include efforts related to monitoring implementation of an initiative validation of standards or program assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically. [REDACTED]
Currently there is no such statewide measurement in place.

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

1. Integrate the ELS (birth-2 and 3-5) into ABC Standards at Level A and B and into appropriate credentials.

2. Research opportunities to integrate the Infant-Toddler Guidelines into lesson planning for child care providers.
3. Review Good Start Grow Smart Early Learning Guidelines for 3-5 year olds for updates and revisions.
4. Introduce Infant-Toddler guidelines to related disciplines (e.g., child welfare, nursing, etc..).

Infant-toddler guidelines were released in October 2010. Train-the-trainer sessions were held in the fall of 2010. Basic training for the infant-toddler guidelines for providers is currently underway. Distance learning, state conferences, and other venues are being used to provide increased access to providers to attend training on these guidelines. The CCCCDC has begun an initiative with Master Certified Trainers to write new training curricula on the ELS (3-5) to present to child care providers throughout the state. This training will be trackable in the CCCCDC system for the number of child care providers who attend, and the counties in which they work. The initial round of trainings which were held at conferences and using video series were designed to provide basic information regarding the ELS. This new training will provide more in depth information about the ELS.

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

Many States have chosen to use targeted quality funds and other resources to develop a systematic framework for evaluating, improving, and communicating the level of quality in early childhood programs (i.e. QRIS). States and Territories will provide a self-assessment on current program quality improvement activities by responding to questions in this section and then describe their goals for the upcoming Biennium.

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

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

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

higher levels of quality and transparency for parents and the community regarding the quality of child care.

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

The Lead Agency has primary responsibility for planning and administering quality improvement activities including program standards, financial incentives and supports, quality assurance, and monitoring. These activities are integral components of the ABC Child Care Program. The program encourages parents to choose regulated child care from a full range of public and private child care options; centers, group and family care homes, schools, and family care. Financial incentives include a higher base payment rate for higher quality level, quality incentive bonus in addition to payment rates for each ABC child served, grants, and other bonus awards as funding allows. The program is based on comprehensive standards within a broad five tier quality structure which includes the following:

- Level AA: Exemplary programs are measured against rigorous quality standards. Facilities at this level meet better ratios, additional staff qualifications, receive ERS assessments, and are eligible for the highest child care rates and quality incentive bonus.
- Level A: Same as above.
- Level BB: Programs are measured against quality standards beyond basic state regulations. Facilities at this level meet voluntary ABC standards and are eligible for higher child care rates and a quality incentive bonus that is less than Level A.
- Level B: Same as above.
- Level C: Programs meet basic licensing regulations (health and safety) or, are exempt from regulation.

A team of 14 early childhood program assessors, trained to reliability in the ERS and in the Level B Program Standards, conduct regular on-site unannounced reviews of ABC enrolled programs based on the quality level for which the provider is enrolled.

The Lead Agency utilizes public and private contractors, which provide infrastructure supports to programs to improve quality and provide outreach and consumer education. These contractors include the CCCCDC, regional CCR&R agencies, and USC. Considerable attention and support has been provided for training and professional development initiatives that will enhance knowledge and skills of the child care workforce. A key objective is to not only provide for the delivery of these initiatives, but to foster providers' ability to incorporate the knowledge gained into daily operations and practices. The CCCCDC has a leading role in providing educational opportunities for child care providers. In addition, support for trainers and technical assistance providers is provided through specialized training targeted to their programmatic needs and incorporates techniques for adult learning. The CCCCDC administers the training, certified trainer, and certified the

technical assistance registries for all child care programs in the state. In coordination with the technical college system CCCCD, administers 4 child care credentials including Early Childhood Development (ECD) Credential, the School-age Credential, the Infant-Toddler Credential, and the Director's Credential. These credentials are undergoing review for possible revisions to better meet the workforce needs. They administer the statewide T.E.A.C.H.® scholarship program and subsequently interface with the participating colleges and universities to ensure students' educational needs and goals are appropriately met. Through collaboration with USC, training and technical assistance for child care providers is targeted to CCDF health, safety, and quality measures. USC serves as the CCR&R State Network, administers the SC Program for Infant and Toddler Care Network, and the ABC Special Needs Program (ABC-SN).

The Lead Agency provides significant support to CCR&R agencies for the delivery of training and technical assistance for the child care workforce. The training and technical assistance is focused on deficiencies cited by licensing specialists and ABC program monitors. They also provide outreach and consumer education at the community level. The Lead Agency's Child Care website includes descriptions of child care facility types, state laws/regulations, allows parents to review licensing deficiencies of regulated programs, and provides consumer-driven information. The ABC website provides information on the ABC Voucher System, the location of ABC enrolled providers, an overview of the ABC standards, and the quality levels of providers in the ABC program.

Specialized training and technical assistance initiatives (PITC and ABC-SN) provide targeted training regarding practices that support inclusion of children with special needs and infant-toddler care. Consultants/specialists provide on-site support for child care providers receiving CCDF for child care services. Examples of services include assisting a caregiver to plan activities that will meet defined goals of a child's IEP or offering training sessions that enable the caregivers to better meet children's needs.

The Lead Agency has successfully implemented collaborative partnerships to assure maximization of scarce financial resources. Some examples of these partnership efforts include the following:

1. Working with the Head Start Collaboration Office on development of Early Learning Guidelines (ELG) and other planning tools, planning and funding of special events, and sharing of training and technical assistance resources.
2. Partnering with the SC Department of Health and Environmental Control (SCDHEC) to develop nutrition and physical activity standards to be implemented in the ABC Program Standards.
3. Collaborating with the Early Childhood Comprehensive System initiative (based at SCDHEC) for the provision of a train-the-trainer session for mental health counselors based on the Center on Social and Emotional Foundations for Early Learning (CSEFEL) Model. This initiative was subsequent to the Lead Agency coordinating with CCCCD, and the state's certified CSEFEL trainer to conduct a

train-the-trainer event for certified trainers and technical assistance providers. These combined events resulted in more than 65 persons from across the states being trained in the model.

4. Collaborating with Ohio's Lead Agency on the Infant-Toddler Guidelines as well as a companion Field Guide which is currently in development.
5. Working with the state's PITC Network to collaborate with similar networks in Virginia, West Virginia, North Carolina, and Georgia for the SC PITC graduate conferences.
6. Collaborating with a number of state partners for implementation of the Early Learning Standards.
7. Collaborating with multiple state agencies to develop a statewide plan for promoting inclusive practices in early care and education settings across the state. This initiative is in cooperation with consultants from the National Early Childhood technical Assistance Centre through the Expanding Opportunities federal grant.

3.3.1 Element 1 – Program Standards

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

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

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

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

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

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

- Licensing is a pre-requisite for participation
- Licensing is the first tier of the quality levels
- State/Territory license is a “rated” license.
- Other. Describe

Enrolled ABC Level B programs that are exempt from licensing at Level B are reviewed on CCDF health and safety standards as well as ABC Level B standards required of licensed programs. Level A programs are required to be licensed.

Not linked.

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

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

A major revision to the ABC quality improvement system 4 years ago expanded the highest quality performance level (Level A) to include programs that successfully completed an Environment Rating Scales (ERS) assessment and wrap-around Level A Standards. Using ERS as the assessment tool has increased accessibility to the ABC Program statewide due to the costs related to accreditation and increased manpower demands to comply with documentation for accreditation standards. NAEYC accredited programs were grandfathered into the current system. All new programs entering the ABC System at Level A must undergo an ERS assessment. The ERS are used as the assessment tool at ABC Level A. The ABC Level A standards were designed to provide a comparable alternative to national accreditation.

Other. Describe

None

3.3.2 Element 2 –Supports to Programs to Improve Quality

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

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

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

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

- Program improvement plans
- Technical assistance on the use of program assessment tools
- Other. Describe The ABC program assessment provides a classroom by classroom summary assessment that can be used for individualized quality improvement. ABC program monitors and licensing specialists collect information regarding program strengths and areas of needed improvement. This helps to facilitate referrals to CCR&R staff on programs in need of customized quality improvements.

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

- Yes. Describe
- No

Other. Describe South Carolina does not have a QRIS. Under the quality improvement system, priority for technical assistance is given to programs needing guidance regarding licensing deficiencies, or meeting and sustaining a history of compliance with regulatory requirements. For those providers participating in the ABC Child Care Program, in addition to assistance with maintaining a history of compliance with regulatory requirements, guidance is provided to enable them to move to higher performance levels in the program.

3.3.3 Element 3 – Financial Incentives and Supports

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

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

Types of Financial Incentives and Supports for Programs	Child Care Centers	Child Care Homes	License-Exempt Providers
<input type="checkbox"/> Grants to programs to meet or maintain licensing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Grants to programs to meet QRIS or similar quality level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> One-time awards or bonuses on completion of quality standard attainment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Tiered reimbursement tied to quality for children receiving subsidy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> On-going, periodic grants or stipends tied to maintaining quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Tax credits tied to meeting program quality standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Other. Describe The ABC Program operated a Bonus Award Program for Level A and B providers until FY 2010-2011. Between 2009-2011 materials grants, computer grants, and conference scholarships were offered through ARRA funding. Additionally ARRA funding was used to provide health and safety grants to licensed child care providers. Grants to programs to meet or maintain licensing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Types of Financial Incentives and Supports for Programs	Child Care Centers	Child Care Homes	License-Exempt Providers
requirements or to meet or maintain ABC quality levels are dependent upon available funding. The future of CCDF financial incentive programs outside of the tiered reimbursement is dependent on the availability of funds.			
<input type="checkbox"/> None. Skip to 3.3.4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.3.4 – Element 4 - Quality Assurance and Monitoring

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

a) What tools, if any, does the State/Territory use to measure and monitor the quality of programs? Check all that apply and briefly describe using the chart below, including which programs are required to participate and the frequency of assessments. **If none, skip to 3.3.5.**

Types of Program Quality Assessment Tools	Child Care Centers	Child Care Homes	License-Exempt Providers
<input checked="" type="checkbox"/> Environment Rating Scales (e.g., ECERS, ITERS, SACERS, FDCRS) Describe, including frequency of assessments. [redacted] The ERS are used to support quality improvements in all three child care settings. <u>Child Care Centers:</u> The tools are used as a framework for providing technical assistance and training. The tools are also used as the assessment criteria for ABC Level A. Assessments are conducted once every 3 years unless otherwise indicated. On-site reviews of SC customized wrap-around standards are conducted annually. <u>Family and Group Homes:</u> The FCCERS is used as a framework for providing technical assistance and training. Currently, the Level A standards for these providers is being developed and will include an assessment criteria using the FCCERS. <u>License-Exempt Providers:</u> The tools are used as a framework for providing technical assistance and training.	<input checked="" type="checkbox"/> Infant/Toddler <input checked="" type="checkbox"/> Preschool <input checked="" type="checkbox"/> School-Age	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Classroom Assessment Scoring System (CLASS) Describe, including frequency of assessments. [redacted]	<input type="checkbox"/>	N/A	<input type="checkbox"/>

Types of Program Quality Assessment Tools	Child Care Centers	Child Care Homes	License-Exempt Providers
<input checked="" type="checkbox"/> Program Administration Scale (PAS) for child care centers or Business Administration Scale (BAS) for family child care homes Describe, including frequency of assessments. The PAS is used as a training and technical assistance tool with all types of child care providers on an as needed basis.	☒	☒	☒
<input checked="" type="checkbox"/> Customized instrument, including submission of written documentation, developed for State/Territory quality improvement system. This may include instruments developed for quality improvements in 21 st Century Learning Center programs Describe, including frequency of assessments. SC customized instruments are used for Level B child care centers, family homes, and group homes. The instruments are designed to be conducted as unannounced on-site visits. Nine areas are assessed: license status, staff qualifications/training, health and safety, nutrition, parent involvement, staff-child ratio/group size, staff-child interactions, activities, and indoor/outdoor physical environment. Reviews consist of classroom observational assessments, interviews, and review of documentation. Standards include both mandatory compliance and a minimum percentage compliance on classroom observation and physical environment. Reviews at Level B are conducted annually.	☒	☒	☒
<input checked="" type="checkbox"/> Other. Describe Currently, ABC Level C programs must meet state regulatory requirements and conditions of the ABC enrollment agreement. Historically, visits to a sampling of Level C programs were conducted for business purposes (attendance, record keeping, billing records, etc.). All Level C programs are currently being visited by ABC Program Monitors for an initial on-site visit for business purposes.	☒	☒	☒
<input type="checkbox"/> None. Skip to 3.3.5.	☐	☐	☐

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

- Have a mechanism to track different quality assessments/monitoring activities to avoid duplication
- Include QRIS or other quality reviews as part of licensing enforcement

- Have compliance monitoring in one sector (e.g., Head Start/Early Head Start, State/Territory pre-k) serve as validation for compliance with quality improvement system (e.g., QRIS) without further review
- Have monitoring for meeting accreditation standards serve as validation for compliance with quality improvement system (e.g., QRIS) without further review
- Other. Describe

The ABC Program encourages parents to choose regulated child care services. Child Care providers voluntarily enrolled in ABC are reimbursed according to the quality of care provided. Families may choose care from a full range of public and private child care options – centers, school, group homes, friends and family. There are 5 levels of regulated care in the ABC Child Care system.

ABC Level A and B standards are designed to build on licensing standards. The majority of Level A providers meet NAEYC accreditation standards as a proxy for ERS assessments. Coordination of quality assurance/monitoring activities includes the following:

Monitoring of Health and Safety Standards

1. Quarterly, interdepartmental staffings are held at which providers are discussed and monitoring efforts are aligned as needed.
2. If necessary, ABC monitors document deficiencies during on-site reviews as required and licensing automatically accepts these as "founded" with further reviewed required.
3. The foundation of the quality levels in the ABC system are the licensing standards. Monitors accept the license as meeting the CCDF health and safety standards.
4. ABC monitors and licensing specialists conduct joint reviews of providers when appropriate.
5. When an enrolled ABC provider's status is in jeopardy due to violations, ABC and licensing staff coordinate joint corrective action plan for the provider.
6. A provider's corrective action for a cited deficiency can be sent to either ABC or licensing and will be cleared by both offices.

Monitoring of Other Quality Standards

1. ABC monitors observe for compliance with USDA Food Program guidelines in meals and snacks at annual reviews.
2. ABC monitors accept participation in the USDA Food Program as meeting the "Meals/Snacks" standard unless otherwise noted.
3. Regional child care coordination team meetings are held on a quarterly basis at the local level. These meetings serve as a forum for local entities working with child care providers to coordinate and identify needed support/resources for child care providers.

4. ABC monitors will observe for compliance with the Grow Healthy Standards (developed by partner state agency). Through work of an interagency workgroup, the standards will be embedded in ABC Levels A and B standards.

Alignment of Technical Assistance and Training

The Lead Agency is the primary funder of technical assistance and training efforts in the state. However, there are some other small networks of technical assistance providers and independent trainers that work with child care providers in the ABC system. In an effort to align services, the Lead Agency provides training for all certified trainers and technical assistance providers working with ABC providers regardless of the practitioners funding source. This ensures that all training and consultation services for child care providers meet the quality standards designed by the CCDF program.

None

3.3.5 – Element 5 - Outreach and Consumer Education

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

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

- Yes. If yes, how is it used?
- Resource and referral/consumer education services use with parents seeking care
 - Parents enrolling in child care subsidy are educated about the system and the quality level of the provider that they are selecting
 - Searchable database on the web
 - Voluntarily, visibly posted in programs
 - Mandatory to post visibly in programs
 - Used in marketing and public awareness campaigns
 - Other. Describe
- No. If no, skip to 3.3.6.

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

Print

Radio

Television

Web

Telephone

Social Marketing

Other. Describe The Lead Agency has engaged in a new initiative with the Children's Trust of South Carolina to implement a comprehensive parent education campaign designed to inform the public about quality child care. This initiative will include updating training materials, enhancing public education messages, and developing communication methods and tools. The Lead Agency's staff and local CCR&R agencies participate in community events to distribute information to the public about indicators of quality child care and services available to assist parents in finding appropriate child care.

None

c) Describe any targeted outreach for culturally and linguistically diverse families.

The ABC Child Care Program's website is ADA compliant, in that it is coded to provide information to visually impaired persons. CCR&R agencies disseminate information regarding quality child care and CCR&R services in Spanish due to increasing Hispanic and Mexican populations in the state. ABC Program Monitors work with providers to demonstrate their capacity to provide quality child care that will meet the needs of diverse communities.

3.3.6. Quality Rating and Improvement System (QRIS)

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

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

Participation is voluntary for _____ All programs.

It is important to note that South Carolina does NOT have a Quality Rating System. In 1992, South Carolina implemented a voluntary tiered reimbursement system, and since that time, has incorporated the elements listed above. The voluntary quality improvement system in South Carolina is called the ABC Child Care Program. Currently,

more than half of the state's child care providers participate in the ABC quality improvement system.

- Participation is mandatory for _____
- Yes, the State/Territory has a QRIS or similar quality improvement system that includes linked activities in all five elements operating as a pilot or in a few localities but not State/Territory-wide.
- No, the State/Territory does not have a QRIS or similar quality improvement system that includes linked activities in all five elements.
 - State/Territory is in the development phase
 - State/Territory has no plans for development
- Other. Describe

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

- Child care centers
- Group child care homes
- Family child care homes
- In-home child care
- License exempt providers
- Early Head Start programs
- Head Start programs
- Pre-kindergarten programs
- School-age programs
- Other. Describe

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

Beginning in FY 2011 and continuing, In-Home providers (legally operating/exempt providers) will be required to undergo Central Registry and Sex Offender Registry background checks. The Lead Agency is also developing a plan to increase standards for license-exempt providers such as afterschool programs.

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

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

- Data on the quality level for individual programs (e.g. QRIS level) as defined by your State/Territory. Describe (optional) _____

The ABC Child Care Program maintains information on the quality level of individual programs. The data can be accessed by individual programs and includes aggregated data by type of care and total numbers. The information on individual programs is included on the website www.abcqualitycare.org.

- Number of programs that move program quality levels annually (up or down). Describe (optional) _____ Monthly reports track the program numbers at each level in the ABC Child Care System. ABC Program monitors also track Level AA, A, BB, B, and C child care providers monthly.
- Program scores on program assessment instruments. List instruments: ERS and SC Custom Review tool. _____ Describe (optional) _____ At Level A, ERS assessments accompanied by measured wrap-around standards are conducted. At Level B, a SC customized review tool is used for centers, family and group homes. All review tools are electronic and data is available.
- Classroom scores on program assessment instruments. List instruments: ERS and SC custom review tool. _____ Describe (optional) _____ Individual classroom scores are available on both the ERS and the SC custom review tool. Scores are electronically collected and stored. All data can be accessed.
- Qualifications for teachers or caregivers within each program. Describe (optional) _____ Qualifications for teachers/caregivers are obtained electronically for all Level B providers. Currently, qualifications for Level A providers are gathered manually but will soon be available electronically. Level C providers participating in the ABC Program must meet SCDSS licensing requirements. No qualifications are gathered for Level C license exempt (providers receiving CCDF reimbursement), Self Arranged Care or in-home providers.
- Number/Percentage of children receiving CCDF assistance in licensed care. Describe (optional) _____
This information is accessible on the ABC data system.
- Number/percentage of children receiving CCDF assistance who attend care at each of the tiers of the quality as defined by the State/Territory
SC has data that shows the number and percentage of programs that are eligible to receive financial assistance to meet higher program standards.

- Number/Percentage of programs receiving financial assistance to meet higher program standards. Describe (optional) [redacted]
SC has data that shows the number and percentage of programs that are eligible to receive financial assistance to meet higher program standards.
- Other. Describe [redacted] SC received funding from OPRE for data capacity building to link early childhood data sets with the state's data warehouse. The warehouse links multiple state agency data sets to make information available on child care providers and children receiving services.
- None

b) **Performance measurement.** What, if any, are the Lead Agency's performance measures on program quality? [redacted]
Performance on the program quality tools, (ERS at Level A and SC Custom Assessment Tool at Level B) are used to measure program quality. The licensing health and safety requirements are the entry point for Level C regulated providers. The Lead Agency has worked primarily to grow provider performance from Level B to the higher performance at BB for the past three years. A Bonus Award recognition program has been successful in "growing" 236 programs from B to BB status in the system. Provider performance at Level B is measured annually. Providers are beginning to target participation at the newer established Level A standards, but growth at Level A has been slow due to the poor economic climate in the state.

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

1. Continued on-going process evaluations will be conducted with contractor activities (i.e. PITC Specialist Network, CCR&R Network, T.E.A.C.H.®, and the CCCCD).
2. The ABC Grow Healthy pilot is currently being conducted and evaluated for implementation through on-site reviews of pilot sites, provider focus groups, and pilot provider self-assessments through a partnership with the South Carolina Department of Health and Environmental Control. This initiative will continue to be evaluated during implementation and beyond.
3. The capacity for measuring professional development outcomes, assessment tool item analysis, staff turnover, and other program outcomes will be enhanced. Outcomes from the data capacity building initiative funded by OPRE included the construction of data cubes and increased data capability and data linking.

4. The ABC program monitoring database is currently being utilized in the review and revision of the ABC Level B center-based program assessment tool. The level B assessment tool is being evaluated for validation.

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

1. Program Standards Goals

- a) Reassess and revise the quality program standards for ABC Levels A and B.

Level A: The state developed wrap-around standards for child care centers are being revised. These center-based standards address mandatory compliance in the areas of staff education, program management, health and safety, meals/snacks, and parent/staff communication. Level A standards are being constructed for Family and Group Home Providers. These will include a compliance score on FCCERS and mandatory compliance with state developed wrap around standards.

Level B: The center-based, family/group home standards will be revised. This will include revisions to the mandatory and observational standards. A workgroup will be established to review. Validity testing will be performed on of these initiatives.

Launch electronic application of Level A wraparound standards: The ERS assessment is conducted electronically. The Lead Agency is working to have the ERS scores as well as data on the wrap-around standards incorporated into the ABC electronic program monitoring database. Family and group standards will also be incorporated into the ABC electronic program monitoring database.

- b) Construct Program Standards for ABC Level C

Minimal program standards will be considered for this level. State licensing requirements have been the only program safeguards; there are no standards for license-exempt programs. Historically, there have been no standards for license-exempt programs.

- c) Incorporate Grow Healthy standards: embed standards into ABC Level A and B standards.

2. Provide support to programs to improve quality goals

- a) Increase the number of ABC programs moving from one quality performance level to a higher quality level; i.e., Level B programs meeting BB performance criteria, programs moving from Level C to B, and programs moving from BB to A.
- b) Focus technical assistance toward positive outcomes for ABC enrolled providers through child care coordination team meetings conducted locally. The team is comprised of ABC program quality monitors/evaluators, licensing specialists, training and technical assistance providers, and other community based agencies. The overall goal is to continue to identify strengths and areas of necessary improvement related to the provision of quality child care and education services.

3. Financial Incentives and Supports goals

- a) Continue the conference scholarship initiative. The ABC Child Care Program will be continue supporting local conferences, with more focus centered on pre-planning and post-conference activities to maximize the conference training.
- b) Examine the potential to provide greater rate differential for quality care. The Lead Agency provides a small increase in the base rate for providers who achieve higher quality levels. In an effort to increase the incentives to achieve higher quality, the margin of difference in rates may be increased as funding is available.

4. Quality Assurance and Monitoring goals

- a) Seek strategies to align quality assurance and monitoring across child care programs. Review Head Start, Child & Adult Care Food Program, child care licensing, and ABC Program Standards for possible duplication and increased data sharing opportunities.
- b) Review and revise ABC Program Assessment tools (See discussion for #1 - Program Standards Goals).

5. Outreach and Consumer Education goals

Increase strategies to promote parent education regarding quality child care issues. Parent awareness and information efforts will be targeted to ensure that parents understand quality child care issues in the state. There will be targeted outreach for culturally and linguistically diverse families. Low-cost opportunities such as expansion of the searchable database on the web, social marketing, and outreach to foster parents and child welfare workers will be explored.

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

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

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

- 1) Core Knowledge and Competencies
- 2) Career Pathways (or Career Lattice)
- 3) Professional Development Capacity
- 4) Access to Professional Development
- 5) Compensation, Benefits and Workforce Conditions

a) Describe which entities are involved in planning and administering the activities in Section 3.4, including State/Territory entities and local or community level entities. _____

Entities include: SC Department of Social Services, SC Center for Child Care Career Development, Child Care Resource and Referral Network, State Head Start Collaboration Office, University of South Carolina, SC Association for the Education of Young Children, SC Early Childhood Association, SC Child Care Association, SC Association for Early Childhood Teacher Educators, and the SC State Technical College System.

3.4.1 Workforce Element 1 - Core Knowledge and Competencies

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

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

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

If yes, insert web addresses, where possible: www.sc-cccd.net

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

- Child growth, development and learning
- Health, nutrition, and safety
- Learning environment and curriculum
- Interactions with children
- Family and community relationships
- Professionalism and leadership
- Observation and assessment
- Program planning and management
- Diversity
- Other. Describe Parent education as well as the importance of including children with disabilities in learning communities is also embedded in the core knowledge competencies.
- None

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

- To define the content of training required to meet licensing requirements
- To define the content of training required for program quality improvement standards (as reported in section 3.3)
- To define the content of training required for the career lattice or credential
- To correspond to the early learning guidelines

To define curriculum and degree requirements at institutions of higher education

Discussions are underway with higher education institutions to include the core knowledge components in early childhood curricula.

Other. Describe _____

None

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

Cross-walked with the Child Development Associate (CDA) competencies

Cross-walked with national teacher preparation standards (e.g., NAEYC standards for early childhood professional preparation, National Board of Professional Teaching Standards, Head Start SOLAR staff skills indicators)

Cross-walked with apprenticeship competencies

Other. Describe _____ South Carolina's Core Competencies are aligned with the Child Care Licensing Regulations, ABC Program Standards, and the professional development standards from the National Association for the Education of Young Children. The content areas were refined through a review of other states' core knowledge/competencies documents, and best practices in teacher preparation from various sources. Dr. Sharon Lynn Kagan reviewed the initial document and provided significant input into the core knowledge components.

None

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

Staff working directly with children in centers, including aides, assistants, teachers, master teachers. Describe _____ The document can be used to assess current knowledge and skills, identify areas of personal professional growth and development, and design a professional development plan.

Providers working directly with children in family child care homes, including aides and assistants. Describe _____ The document can be used to assess current knowledge and skills, identify areas of personal professional growth and development, and design a professional development plan.

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

The document can be used to assess current knowledge and skills, identify areas for professional growth and development for individual staff and the program overall, and plan training content for staff.

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

Technical assistance providers use the core competencies both in assessing their own knowledge and competencies, in their work assessing mentees, and improving practice for both administrators and teachers. They provide support for personal improvement plans that they help mentees create. The core knowledge components provide common ground for coordination with other trainers or technical assistance providers who may work with the same program, but in a different capacity.

Education and training staff (such as trainers, CCR&R staff, faculty). Describe _____ This document is designed to provide guidance to:

1. Coordinate interagency communication
2. Plan training
3. Work with programs to tailor trainings to meet individual program needs, direct provision of technical assistance or other supports
4. Connect stakeholders around common goals
5. Evaluate and refine course content
6. Coordinate articulation agreements

Other. Describe _____

None

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

Birth-to-three

Three-to-five

Five and older

Other. Describe _____

None

3.4.2 Workforce Element 2 - Career Pathways

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

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

- Yes. Describe _____ The career lattice was developed for early childhood providers statewide and includes all of the primary sectors of child care, Head Start, and public education. The career lattice was most recently revised in 2010.
- No, the State/Territory has not developed a career pathway. Skip to question 3.4.3.

Insert web addresses, where possible: www.sc-cccd.net

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

- Staff working directly with children in centers, including aides, assistants, teachers, master teachers. Describe _____ Career pathways that involve credentials and qualifications are accessible to all child care providers. Required credentials/qualifications are addressed in the ABC Level A and Level B program standards.
- Providers working directly with children in family child care homes, including aides and assistants. Describe _____ Career pathways that involve credentials and qualifications are accessible to all child care providers. Required credentials/qualifications are addressed in the ABC Level B program standards for family and group homes. Level A program standards for group and family providers will be developed during the next biennium.
- Administrators in centers (including educational coordinators, directors). Describe _____ Career pathways that involve credentials and qualifications are accessible to all child care providers. Required credentials/qualifications are addressed in the ABC Level A and B program standards.
- Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.). Describe _____ South Carolina has a tiered technical assistance provider certification system. See www.sc-cccd.net for description.
- Education and training staff (such as trainers, CCR&R staff, faculty). Describe _____ Certified trainer and Certified Master trainer designation are defined in the CCCCD system.
- Other. Describe _____
- None

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

- Infants and toddlers
- Preschoolers
- School-age children
- Dual language learners

- Children with disabilities, children with developmental delays, and children with other special needs
- Other. Describe The Career Lattice currently includes a director's credential and workgroups are currently reviewing criteria for Special Needs and Family Child Care credentials.
- None

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

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

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

- Yes. If yes, describe The CCCCCD verifies the data.
- No

3.4.3 Workforce Element 3 – Professional Development Capacity

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

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

- Yes. If yes, describe The CCCCCD plays a vital role in the ongoing assessment of early childhood education degree programs at the sixteen technical colleges throughout the state of South Carolina.

They are an instrumental partner in promoting the availability and accessibility of early childhood coursework through the T.E.A.C.H.® scholarship model. The T.E.A.C.H.® counselors have regular contact with child care providers. Consequently, they are keenly aware of the needs of the workforce and are able to provide timely assistance to both the early childhood programs and the providers. CCCCD maintains a close working relationship with the early childhood coordinators at the technical colleges and has provided support for key initiatives such as NAEYC accreditation of the early childhood programs and standardization of ECD 101, the introductory course in early childhood. Credentials awarded through the CCCCD are comprised of early childhood coursework that is taught through the 16 technical colleges. Annual meetings are held to assess and ensure that the early childhood programs are equipped to offer the designated courses to sustain these credentials. Key credentials are embedded into the statewide ABC Program Standards, which are one of the key drivers for the early childhood credentials. It is imperative that the credentials be accessible to programs throughout the state. Therefore, during the recent economic downturn, the Lead Agency used ARRA funds to support the early childhood departments of the technical colleges to assure the continued level of coursework offerings.

The Lead Agency is under an agreement with a local technical college (Central Carolina Technical College) to revise and enhance the curriculum for the entry level school age care course (SAC 101). This is a 3 hour academic course. Upon completion of the course, participants receive the SC School Age Credential. Under the agreement, the college is also responsible for coordinating with CCCCD and the Lead Agency to promote the statewide expansion of the course through the technical college system.

No

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

Yes. If yes, describe South Carolina has technical and community colleges strategically located throughout the state that are readily accessible to the child care workforce. The entry level professional development credential awarded by CCCCD for completion of ECD 101 is available statewide. T.E.A.C.H.® scholarships are available to make the course affordable for the workforce. This credential is embedded in the ABC Program Standards. There are other credentials and scholarships available at these colleges. Online courses are increasingly available, especially

from the colleges in rural areas of the state. CCCCD uses their database to survey the availability of high quality training and technical assistance geographically and by program topical areas/needs. When a professional development opportunity arises, geographical data are used to make selections of participants. The CCR&R Network has divided the state into six regions. The CCR&R agencies provide training and technical assistance in each region and are required to conduct a needs assessment annually. Service priority is given to counties that are underserved and have limited resources.

No

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

- Standards set by the institution
- Standards set by the State/Territory higher education board
Note: SC law requires State institutions to be accredited if an accreditation for the subject area exists.
- Standards set by program accreditors
- Other. Describe
- None

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

- Training approval process. Describe
All training used to meet required child care annual training hours must be registered with CCCCD. Advanced training (based on training quality, content, related instructional strategies, trainer qualifications) may be certified. Training (registered or certified) must be approved by CCCCD prior to the event being held. The CCCCD regularly updates students' training transcripts to reflect both certified and registered training to ensure compliance with child care licensing and ABC requirements.
- Trainer approval process. Describe Trainers may apply to become registered or certified by the CCCCD. Trainers choosing to become certified have professional experience and knowledge in early childhood programs/content areas, and coursework in teaching adults. Certified trainers are also required to submit training content outlines for each scheduled event. These outlines go through an objective scoring process to ensure they represent current best practices in early childhood education and in principles of adult education. ABC Level A standards require use of certified trainers for a portion of the required training hours to support the higher level of training quality. During 2010 there were 225 active certified trainers.

Under the leadership of the Lead Agency, CCCCD implemented a Master Certified Trainer Initiative in 2008. The purpose of this effort was to establish a core group of trainers who have consistently demonstrated an advanced grasp of early childhood education in order to provide training to groups of child care providers who do not usually have access to high quality training. These individuals have advanced degrees in Early Childhood Education. They are trained annually by national trainers in advance adult learning techniques. They are permitted to participate in the training events at no cost and are eligible to receive a Certified Training Incentive grant from CCCCD on a quarterly basis in return for agreeing to provide at least 5 (some have provided 10) hours of training during the year. All trainers have agreed to present at least ten hours of training for the following 2 years as a condition of participation in the training. This initiative is ongoing and currently there are 54 master certified trainers statewide.

Training and/or technical assistance evaluations. Describe
An assessment is provided at the end of every training session for comments on the effectiveness of the trainers and the instructional material. These comments are used by the training sponsor to guide future service delivery. The CCCCD has recently added a recertification requirement for certified technical assistance providers so they will continue to improve their knowledge and competency in providing technical assistance. Appropriate professional development opportunities are provided by the CCCCD and in collaboration with other relevant agencies.

Other. Describe The CCCCD also administers the technical assistance provider certification process. This is a voluntary process that includes defined criteria for qualifications and experience. To date, there is a total of 132 certified technical assistance providers statewide. The CCCCD has developed a quality assurance tool that may be used in the selection of technical assistance providers. The SC Early Care and Education Technical Assistance System outlines a distinct statewide process designed to document specific qualifications of technical assistance providers who provide quality enhancement support to early care and education programs. Both groups of certified trainers and technical assistance providers are supported professionally through advanced training and professional development opportunities conducted by the CCCCD. To assure consistency of core knowledge statewide, academic credit courses have been identified that focus on development, curriculum, guidance, and the health and safety of infants, toddlers, and preschool children. Additional courses on program administration for directors and administrators have also been identified.

None

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

Yes. If yes, describe The CCCCD has been instrumental in working on articulation issues since 1999. In partnership with the Head Start Collaboration Office, the ABC Child Care Program staff approached the SC Association of Early Childhood Teacher Educators (SCAECTE) to host a series of Early Childhood Education Summits. The summits are specifically designed for higher education institutions offering early childhood education coursework. Primary discussions focus on the needs of the early childhood workforce and address articulation issues.

These Summits led to a series of state-level meetings and establishment of work groups with representatives from technical colleges, senior institutions offering degrees in early childhood education, state agencies, state professional organizations, and other workforce representatives. Based on this work, in 2004 NAEYC recruited SC to participate in a pilot to create a national system for accrediting associate degree early childhood education programs. SC technical colleges are among the first in the nation to receive this accreditation and have had the opportunity to be part of the design of the national system. Currently, 14 of SC's 16 technical colleges have earned the NAEYC Associate Degree Program Accreditation. Others are currently in the accreditation process. The success of the NAEYC Associate Degree Program Accreditation improved the success of articulation agreements in the state. There are early childhood articulation agreements between accredited state technical colleges and 9 senior institutions (University of South Carolina, South Carolina State University, Francis Marion University, Newberry College, Columbia College, Clemson University, USC Aiken, Coastal Carolina and Lander University).

No

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

Yes. If yes, describe

No

3.4.4 Workforce Element 4 – Access to Professional Development

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

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

Yes. If yes, for which sectors?

- Child care
- Head Start/Early Head Start
- Pre-Kindergarten
- Public schools
- Early intervention/special education
- Other. Describe

The Lead Agency continually supports efforts to build early childhood leadership throughout the state. As a result, ongoing professional development opportunities for trainers, technical assistance providers, and key agency leadership is provided. This is accomplished through individual graduate courses in specialty areas and a M.Ed. cohort of 20 students that represents a variety of agencies. Many non-credit professional development opportunities are available to this sector through the Lead Agency's initiatives (e.g. annual PITC graduate conference, special training events sponsored by CCCCD and other contractors) designed to support those providing training and technical assistance to the statewide early care and education community.

No

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

Yes. If yes, describe The CCCCD was created in 1992 to manage the early care and education professional development system. Since that time, they have progressively expanded and modernized their capacity to manage and provide oversight of the early care and education professional development system. A key accomplishment of CCCCD that has resulted in long-term benefits is the strong, collaborative working relationship that was established with the technical college system. This has fostered partnership efforts to provide advance professional development opportunities for the child care workforce. They have been recognized nationally for assisting the pilot group of 2 year colleges to achieve NAEYC accreditation for their Early Childhood Education programs. To date, 14 of the 16 colleges have gone through the accreditation process.

The Lead Agency contracts with the CCCCD to administer the credentialing and professional development system for the state. This system which provides the infrastructure for the statewide professional development system includes seven components: Credentialing, Personnel Registry, Trainer Registry and Certification, Career Development, Scholarships, Web Site Administration, and Technical Assistance Certification. CCCCD maintains a calendar of training events for those registered/certified through the center and are open to the public.

No

Insert web addresses, where possible: www.sc-cccd.net

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

Scholarships. Describe [redacted] Due to the state's historically undereducated early care and education workforce, the ABC Program has targeted caregivers, directors, and early childhood leaders across the career lattice for higher education opportunities. The T.E.A.C.H.® scholarship program was adopted in 2000 to support caregivers and directors efforts to earn college credits including ECD 101 (the ECD credential) and an AA degree. With increasing articulation agreements in place with senior institutions, the BA degree scholarship model was implemented more recently. Additionally, a M.Ed. opportunity for trainers, technical assistance providers, and agency leadership staff is available through the University of South Carolina. This is being done in effort to grow early childhood leadership throughout the state. A total of 25 have completed their M.Ed in the first cohort and 20 are currently enrolled in a second cohort scheduled to graduate in 2012.

A bonus of \$100 is available to family child care providers who complete the 30 hour ABC Child Care Credential. (This credential is the only credential not tied to college credit coursework.) A bonus of \$200 is available to providers who complete the SC Early Childhood Credential. The T.E.A.C.H.® scholarship program provides 90% of the cost of tuition and books through a partnership between the state and the employer. The participant also receives \$75 for travel each semester.

Beyond the SC Early Childhood Credential level, scholarship recipients may receive 3-6 hours of paid release time per week and a 2% raise from their employer and a \$300 bonus at the end of a contract year if they successfully complete 9-15 semester hours of course work. Family and group child care providers are eligible for 80% of the cost of tuition and books and \$50 travel per semester for

pursuing the SC Early Childhood Credential. Family and group scholarship recipients are reimbursed for 75% of the release time given and receive a \$300 bonus after completing 9-15 semester hours of course work

All current statewide incentives, except the 30 hour ABC Child Care Credential, are tied to formal course work in college. The new PITC initiative ties incentives for caregivers and directors to individual stipends or program grants. This training is not currently tied to formal education. There are no specific links between incentives and training related to early language, literacy, pre-reading, or numeracy.

Selected First Steps to School Readiness County partnerships (state-funded) have provided additional incentives such as classroom grants and awards to providers seeking training.

Initially, through ARRA funds, the Lead Agency made scholarships to state conferences available to ABC enrolled center, family, and group home providers who successfully completed their annual performance review. Due to the enthusiastic response from providers, these conference scholarships continue to be provided with CCDF funding. With the large number of ABC providers using these scholarships, ABC program monitors have developed and targeted training sessions needed by the providers to these events in order to maximize staff resources. Licensing and CACFP staff also provided workshop sessions at the conferences. The scholarships opened new training opportunities to child care providers that many were unaware of previously. This fostered professional networking and an increased sense of professionalism for conference participants. State associations have benefited by an infusion of new participants to their conferences.

- Free training and education. Describe [redacted] The CCR&R Network as well as the PITC Infant/Toddler Specialist Network, provide free training for caregivers and directors. The CCCCD provides several professional development opportunities annually for trainers and technical assistance providers. Head Start has shared opportunities for training as available.
- Reimbursement for training and education expenses. Describe [redacted] The CCCCD has a small reimbursement grant opportunity for technical assistance providers who successfully complete authorized coursework.
- Grants. Describe [redacted] The CCCCD provides grants to the Early Childhood Departments at the 16 technical colleges to help provide program support. The Lead Agency also provided ARRA funding to the technical college system for training and education activities needed to sustain the early childhood departments.
- Loans. Describe [redacted]

- Loan forgiveness programs. Describe [redacted]
- Substitute pools. Describe [redacted]
- Release time. Describe [redacted] T.E.A.C.H.® scholarship recipients may receive 3-6 hours of paid release time per week and a 2% raise or \$300 bonus at the end of a contract year if they successfully complete 9-15 semester hours of course work.
- Other. Describe [redacted] In an effort to promote and increase training opportunities, the CCCCD created an incentive project for South Carolina's Master Certified Trainers. The incentives provide cash bonuses to the Master Trainers who provide open training and train at least 20 people. In addition, Master Trainers can earn bonuses for writing outlines that address SC's Early Learning Standards or South Carolina Core Competencies.
- None

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

- Yes. If yes, describe [redacted] To a limited extent, T.E.A.C.H.® scholarship recipients have counselors through the CCCCD to advise them about their scholarship requirements for coursework. By enrolling in college, they then have access to college counseling and advising as well.
- No

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

- Yes. If yes, describe [redacted] The South Carolina Early Care and Education Technical Assistance System provides a framework designed to document specific qualifications, procedures for and levels of certification for technical assistance providers. It includes descriptions of the types and levels of technical assistance that should be used for the provision of quality enhancement support to early care and education programs. Coordination with the ABC program monitors and child care licensing specialists is an essential element of the system

SC PITC provides targeted training and technical assistance to support increased quality among programs serving infants and toddlers. The CCR&R agencies provide targeted training and technical assistance to child care providers. Based on the individualized needs of the child care program, these agencies make referrals to each other's services to minimize duplication in service. This helps to ensure that providers have the content and intensity of services that they need to result in improved performance on their ABC review.

- No

3.4.5 Workforce Element 5- Compensation, Benefits and Workforce Conditions

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

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

- Yes. If yes, describe
- No

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

- Yes. If yes, describe The CCCCD has one time bonuses embedded into the statewide credentialing system. Bonuses can range from \$100 to \$200 per credential course. The bonus program is called "The ABC's of SMART Money" (sub-title: It pays to learn more about early care and education!).
- No

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

- Yes. If yes, describe
- No

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

- Yes. If yes, describe
- No

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

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

Data on the size of the child care workforce. Describe (optional) [redacted]

Data on the demographic characteristics of practitioners or providers working directly with children. Describe (optional) [redacted]

Records of individual teachers or caregivers and their qualifications. Describe (optional) [redacted] The Lead Agency is developing this database based on the performance reviews of providers enrolled in the program. Data is now available for Level B centers.

The CCCCD administers the statewide SC Child Care Training System. One of the components is a personnel registry for all training attended by directors and child care teachers. CCCCD has recently become a web-based system to improve efficiency and to be more user-friendly. Individuals can view their training transcripts via the web. ABC program monitors and licensing specialists can also view individual student training transcripts for review purposes. The CCCCD has recently upgraded its system for tracking conference attendance to a bar code system.

Retention rates. Describe (optional) [redacted]

Records of individual professional development specialists and their qualifications. Describe (optional) [redacted] The CCCCD has applications on file for those who have applied to be certified trainers and certified technical assistance providers.

Qualifications of teachers or caregivers linked to the programs in which they teach. Describe (optional) [redacted] The ABC program staff are developing this database based on the performance reviews of providers enrolled in the program. Data is now available for Level B centers. The T.E.A.C.H.® database links caregivers to the programs they serve.

Number of scholarships awarded . Describe (optional) [redacted] The T.E.A.C.H.® database contains the T.E.A.C.H.® scholarships awarded. A total of 45 scholarships have been awarded statewide for the M.Ed. in early childhood education. As employees of USC, the PITC specialists are able to take one course per semester as an employee benefit. Currently, one of the USC employees is taking advantage of that opportunity to join the M.Ed. cohort group in their coursework.

Number of individuals receiving bonuses or other financial rewards or incentives. Describe (optional) [redacted] Data is maintained on the T.E.A.C.H. ® database and other CCCCD databases.

Number of credentials and degrees conferred annually. Describe (optional) [redacted] Data is maintained on the T.E.A.C.H.® database

Data on T/TA completion or attrition rates. Describe (optional) [redacted] The CCCCD issues reports to the Lead Agency on a quarterly basis for the following training data:

- Number of students receiving the SC Early Childhood Credential
- Number of students receiving the ABC 30 hour Child Care Credential
- Registration for Train-the-Trainer Seminars
- Total number of certified trainers
- Total number of registered trainers
- Number of participants attending training by certified trainers
- Number of participants attending training by registered trainers
- Number of clock hours offered by certified trainers
- Number of clock hours offered by registered trainers
- Number of students receiving T.E.A.C.H. ® Credential Scholarships
- Number of students receiving T.E.A.C.H. ® Associate Degree Scholarships
- Number of students completing the Credential and moving to Associate degree scholarships; and
- Number of Bachelor degree scholarships and graduates

Data regarding the provision of technical assistance includes the following:

- Technical assistance provider count
- Expired provisional technical assistance provider status
- Technical assistance providers by region
- Incomplete technical assistance provider applications
- Technical assistance provider activity by date range
- Count of technical assistance type provided by date
- Technical assistance by program
- Technical assistance sorted by program
- Technical assistance sessions grouped by technical assistance provider
- Technical assistance report
- Region report
- Technical assistance sessions grouped by facility
- Detailed session information
- Detailed technical assistance provider activity report
- New individual session report

Data on degree completion or attrition rates. Describe (optional) A total of 24 individuals have completed the first M.Ed. cohort. The second cohort has 21 individuals enrolled. Data on T.E.A.C.H scholarship recipients degree completion is maintained.

Other. Describe

None

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

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

Yes.

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

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

State law mandates that all staff working directly with children in centers to annually complete 15 clock hours of training in specified categories. The child care workforce registry tracks all ongoing professional development for practitioners working with children birth to age 13 for regulated programs. Conferences can participate in the registry to assure credit for sessions attended. The system is open to anyone who attends training that is registered or certified by the CCCCDC. All staff in regulated child care settings can access their transcript of training. Licensing staff and ABC program monitors can access the workforce registry to verify compliance with the mandated professional development requirements. The registry has the capability to track the size and characteristics of the child care workforce, including longitudinal data to monitor changes over time. Specifically, capabilities include:

1. Tracking the number of participants in the system by year and county
2. Credentials received by technical colleges
3. Training by county including category and hours of training.

As needed special reports are available to address specific questions.

Providers working directly with children in family child care homes, including aides and assistants. Describe _____ State law mandates that all family child care providers receive 2 hours of training annually. ABC providers are mandated to obtain 10 clock hours of training annually to participate at Level B. The child care workforce registry tracks all ongoing professional

development as outlined above for these practitioners as well.

Administrators in centers (including educational coordinators, directors). Describe _____ State law mandates directors in centers annually complete 20 clock hours of training in specified categories. Directors at ABC Level A require additional specified areas of training in the mandated 20 hours. The child care workforce registry tracks all ongoing professional development as outlined above for directors as well.

Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.). Describe _____ The CCCCD database captures qualifications and professional development of certified technical assistance providers. Participation in the CCCCD system for technical assistance providers is voluntary. The system can track home county, work counties, certification level, and continuing education development for certified technical assistance providers.

Education and training staff (such as trainers, CCR&R staff, faculty). Describe _____ The CCCCD database captures qualifications and professional development for certified trainers. Certification in the system is voluntary. All trainers must at a minimum be registered. The system tracks training offered, location, date and time offered, number of hours provided, subject matter, number of participants trained, and areas of specialized certification for trainers.

Other. Describe _____ Professional development and credentials are documented by CCCCD for all workforce regulated by child care licensing and/or participating in the ABC program.

None

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

all practitioners working in programs that are licensed or regulated by the State/Territory to serve children birth to 13?

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

No

c) **Performance measurement.** What, if any, performance measures does the State/Territory use related to its workforce and professional development systems? [redacted] Staff qualifications that exceed licensing requirements are a part of the ABC program standards at Levels A and B. Staff qualifications are reviewed during each program review. Annually, all staff in regulated programs are required to complete designated hours of training by program type. Licensing specialists and ABC program monitors can access the workforce registry to verify compliance. Providers enrolled in the ABC program at Level A are required to obtain more hours of certified training on an annual basis.

d) **Evaluation.** What, if any, are the State/Territory's plans for evaluation related to its workforce and professional development systems? Evaluation can include efforts related to monitoring implementation of an initiative, validation of standards or assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically.

[redacted]
All agencies/organizations under contract to provide professional development services are required to document the impact their services have had on the populations they seek to support. The assessment tools used to evaluate effectiveness vary by program, but focus on performance outcomes (teacher practice) rather than child outcomes. Assessment includes accounting of program inputs such as the number of providers served, quantity and intensity of services provided, and quality of services from the perspective of professional development participant (session evaluations). With the growth of the PITC network and the new CCR&R network contractor, a review of the professional development evaluation system will be conducted.

3.4.7 Goals for the next Biennium - In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies are not required to establish a goal for each subsection in 3.4. What are the State/Territory's goals for the building the professional development system and improving conditions for the workforce in the coming biennium? What progress does the State/Territory expect to make across the five key elements for the workforce and professional development system described above? [redacted]

Goals for the next biennium include:

1. Coordinate professional development services across agencies.
2. Standardize information sharing, including needs assessment data, to determine professional development needs.

3. Monitor the quality and impact of different forms of professional development in a consistent manner.
4. Revise the statewide Credentialing System to increase workforce education.

With the growth in contracted technical assistance services and new configurations of training and technical assistance, the Lead Agency will seek more consistency in reporting and setting outcome goals across programs. Increased data linkages to systemize needs assessment data from licensing, ABC program monitoring, and provider generated needs will be explored.

It is critical to maintain the interest of the non-traditional student by providing “achievable” steps toward long-range professional development/educational goals. Consequently, the credentialing system review will analyze currently required coursework, propose improvements to the system, and create additional stepping stones for teachers to pursue academic credit and navigate the career ladder. The credentialing review will also take into consideration additions to the early childhood field (Early Learning Standards, Infant–Toddler Guidelines, Core Competencies, etc.)

Credentials are based on attainment of specified early childhood courses at the technical colleges which includes progressive tiers of achievement toward degree programs. The additional credentials will reconfigure the existing coursework and provide financial incentives. Segmenting the coursework and awarding credentials with bonuses will encourage participants to continue on pathways to the early childhood certificate and lead to the associate degree in Applied Science with a major in early childhood education. New credentials and career pathways will be integrated into the ABC Child Care Program Standards and supported by the South Carolina Core Competencies for Early Childhood Teachers/Caregivers and Program Administrators.

APPENDIX 2

CCDF PROGRAM ASSURANCES AND CERTIFICATIONS

The Lead Agency, named in Part 1 of this Plan, assures (§98.15) that:

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

The Lead Agency also certifies that:

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

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

CCDF Regulations 45 CFR §98.13(b)(2)-(6) require the following certifications.

1. Assurance of compliance with Title VI of the Civil Rights Act of 1964:

<http://www.hhs.gov/forms/HHS690.pdf>

2. Certification regarding debarment:

<http://www.acf.hhs.gov/programs/ofs/grants/debar.htm>

3. Definitions for use with certification of debarment:

<http://www.acf.hhs.gov/programs/ofs/grants/debar.htm>

4. HHS certification regarding drug-free workplace requirements:

<http://www.acf.hhs.gov/programs/ofs/grants/drugfree.htm>

5. Certification of Compliance with the Pro-Children Act of 1994:

<http://www.acf.hhs.gov/programs/ofs/grants/tobacco.htm>

6. Certification regarding lobbying:

<http://www.acf.hhs.gov/programs/ofs/grants/lobby.htm>

These certifications were obtained in the 1997 Plan and need not be collected again if there has been no change in Lead Agency. If there has been a change in Lead Agency, these certifications must be completed and submitted with the Plan.

FOR MORE INFORMATION REGARDING THE CCDF-CHILD CARE PROGRAM PLEASE REFER TO:

[SC DSS ABC Child Care Program Policy Manual](#)