

Child Care and Development Fund (CCDF) Plan
For

South Carolina
FFY 2014-2015

**PART 1
ADMINISTRATION**

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)

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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, J.D., 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): <http://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:

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Name of CCDF Administrator: [Leigh W. Bolick](#)

Title of CCDF Administrator: [Director, Division of Early Care and Education](#)

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

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): [N/A](#)

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 2014 - FY 2015 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, 2013 through September 30, 2014. (§98.13(a)).

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FY 2014 Federal CCDF allocation (Discretionary, Mandatory and Matching): \$ [75,763,340](#)

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: \$ 10,376,675

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 FY2014 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

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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 Fund requirement. Only private received by the designated entities or by the Lead Agency may be counted for match purposes. (98.53(f))

If checked, are those funds:

donated directly to the State?

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

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

[United Way Association of South Carolina](#)

[P.O. Box 5655 Columbia, South Carolina](#)

[Timothy Ervolina, President](#)

[803-929-1000 ext. 103](#)

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

receive: \$3,514,451

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 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 South Carolina Department of Education (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.

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 is facilitating and enabling 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. This system supports inter-operability 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 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 system and with K-12 education outcomes (such as test scores). As part of this partnership, the Lead Agency established an 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 has also signed 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 analysis.

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: [\\$3,113,002](#)

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

[See reponse to 1.2.2 addressing how the state is coordinating its pre-k and child care services to meet the needs of working parents.](#)

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

[See reponse to 1.2.2 addressing how the state is coordinating its pre-k and child care services to meet the needs of working parents.](#)

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 reponse to 1.2.2 addressing how the state is coordinating its pre-k and child care services to meet the needs of working parents.](#)

1.2.3 Describe the activities for which quality funds (including targeted quality funds for infants and toddlers, school-age children, and resource and referral) will be used in FY 2014 - 2015. Note: Funding estimate is limited to FY 2014 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.

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Estimated Amount of CCDF Quality Funds For FY 2014	Activity (Lead Agency should include description of quality activities that cover FY 2014 and also information about activities for FY 2015, if available)	Purpose	Projected Impact and Anticipated Results (if possible)
Infant/Toddler Targeted Fund 1,981,308	Provision of specialized training and technical assistance, scholarships, and grants based on the WestEd Program for Infant-Toddler Care Model.	Increase efficiency of the Program for Infant /Toddler Care Network.	<ol style="list-style-type: none"> 1. Expand availability of professionals with specialized knowledge & experience to care for infants and toddlers. 2. Enhance capability to provide quality child care for infants/toddlers. 3. Increase ability to coordinate and assess the quality of support for infant/toddler care and to determine areas of improvement.
School-Age/Child Care Resource and Referral Targeted Funds 334,580	<ol style="list-style-type: none"> 1. Provide support for the online provision of the introductory course in out-of-school time care. 2. Continued support for the Child Care Resource & Referral (CCR&R) Network and local agencies. <p>An additional \$1,080,505 of other quality 4% funds (not targeted funds) use to fund these activities.</p>	<ol style="list-style-type: none"> 1. Improve management and functioning of the CCR&R Network. 2. Expand access to quality school age care professional development opportunities. 	<ol style="list-style-type: none"> 1. Increase availability of out-of-school care professional development opportunities at technical colleges. 2. Increase coordination w/early childhood coordinators at technical colleges. 3. Increase statewide availability of persons with professional knowledge and skills regarding quality school age care. 4. Enhance functioning of the CCR&R Network. 5. Ensure uniform delivery of CCR&R services. 6. Enhance the capability of CCR&R staff to provide guidance to child care workforce.
Quality Expansion Targeted Funds 3,421,142	Provision of targeted and specialized training for trainers and technical assistance providers who work with child care workforce.	Increase availability of technical assistance providers and trainers w/specialized knowledge and skills.	<ol style="list-style-type: none"> 1. Strengthen and expand knowledge and competency of individuals providing training and technical assistance to child care providers. 2. Provide resources to technical assistance providers and trainers that support direct work with the child care workforce.

Quality Funds (not including Targeted Funds) 7,768,051	Training, curriculum development, and support for program enhancement resources/activities.	Increase availability of technical assistance providers and trainers with specialized knowledge and skills.	Improve and increase availability of high quality training.
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1.2.4 Will the Lead Agency distribute quality funds to counties or local entities?

Note: This question is to obtain information on whether the Lead Agency retains decision making responsibilities regarding the quality dollars at the State/Territory level or if funds are distributed to local entities

Does the State maintain decisions at the State level, or are funds distributed to locals that have some decisions on how funds are spent.

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- No, the Lead Agency will not distribute any quality funds directly to local entities
- Yes, all quality funds will be distributed to local entities
- Yes, the Lead Agency will distribute a portion of quality funds directly to local entities. Estimated amount or percentage to be distributed to localities

Other.
Describe:

1.3 CCDF Program Integrity and Accountability

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

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

Describe:

The 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. These are examples of the state's internal control. 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 throughout the year to assure 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 Division of Early Care and Education (DECE), which administers the CCDF program, are processed through the automated ABC 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, DECE's Program Director and Project Directors. Program staff/contract managers develop proposed contracts and grants, which are approved by the DECE's 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.

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Describe:

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 include service activities and program deliverables 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). Contract managers review and approve the contract operational budget and invoices prior to their being paid.

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.

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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 Quality System 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 the Participation and Tracking Systems (PATS) to assist in monitoring TANF clients' participation. In addition, staff have 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.

ABC Quality monitoring staff conducts unannounced on-site visits to Level A and B providers who voluntarily meet standards above the state's minimum licensing requirements. In addition, the monitoring staff conducts on-site visits to Level C providers to ensure compliance with Level C standards which are based on the health and safety requirements. The staff performs unannounced reviews of child care records and monitors compliance. Suspected fraud is reported to SCDSS auditing staff.

The Lead 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 Voucher 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)).**

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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 the 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"/>

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 from providers 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 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?

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- None
- Disqualify client.

If checked, please describe, including a description of the appeal process for clients who are disqualified

The applicant/client is given an opportunity to request a fair hearing in compliance with the Civil Rights Act of 1964. They may appeal any decision that results in the denial or termination of services, provided that decision is not based solely on lack of available funds or on the natural ending of services at the end of an eligibility period. A fair hearing must be requested in writing, and must be made within 30 days from the date of the negative action. The request may be made by the applicant/client or a person acting on their behalf, such as a legal representative, relative, or friend. Staff must not impede, limit, or interfere in any way with the client's right to request a fair hearing. During an appeal process, the client is responsible for paying for their own child care arrangements. ABC child care services will resume if the decision is in favor of the client. If the notice of intent to appeal is not submitted to SCDSS within the 30 day period, the right to challenge the denial or termination will be lost and the decision will become final. The notice of intent to appeal should be directed to:

South Carolina Department of Social Services
Individual and Provider Rights

Disqualify provider.

If checked, please describe, including a description of the appeal process for providers who are disqualified

A provider has the right to request a fair hearing regarding any negative action taken by the ABC Quality system. Negative actions include, but are not limited to termination from the ABC system and de-enrollment of a specific care type. The provider must request the fair hearing within 30 days of the negative action by submitting the request in writing to the Division of Individual and Provider Rights (DIPR). Upon receipt of the request, DIPR will schedule the fair hearing and coordinate with SCDSS legal staff as well as the provider and the provider's legal representative as appropriate. ABC Quality monitoring staff are responsible for representing the ABC Program at fair hearings for Level A, B and Level C providers. State Office DECE staff are responsible for representing the ABC Quality system at fair hearings for Family, Friend, and Neighbor (FFN) providers, and FFN providers caring for the child in the child's home.

No new ABC clients will be allowed to connect to an ABC facility during an appeal with SCDSS, the ABC Quality system or Child Care Licensing. A provider may continue serving a child who is currently connected unless the health and/or safety of the child are jeopardized. However, if a provider is currently caring for a child and the services come up for renewal, or the family is determined to be eligible for extended weeks of care and the provider is under an appeal, the family will have to find alternative child care arrangements.

Prosecute criminally

Other.

Describe.

The ABC Quality system 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. In addition, the adjustment process creates payable adjustments for a provider if the ABC Voucher system underpays them for child care services.

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 and will not be allowed to apply or receive child care services through the ABC Quality system.

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

Activities identified in ACF-402	Cause/Type of Error (if known)	Actions Taken or Planned	Completion Date (Actual or planned) (if known)
<p>1. Continue to provide training for all eligibility workers. 2. Continue to conduct monthly policy review meetings. 3. Randomly select child case files pulled monthly to ensure authorizations are correct.</p>	<p>Top 3 errors in determination: 1. Incorrect calculation of gross monthly income. 2. Incorrect client fee amount assessed as a result of the error in gross monthly income. 3. Incorrect determination of clients work, school, or training activity hours.</p>	<p>1. The Lead Agency has provided regional and 1-1 training for eligibility staff. 2. The Lead Agency has conducted monthly policy review meetings and policies are clarified and strengthened as needed and disseminated to eligibility staff. Case files are randomly reviewed to ensure that authorizations are correct.</p>	<p>1. 1-1 training and technical assistance is provided to workers as needed. 2. Monthly Manual Review meetings are ongoing. 3. Policy clarifications and manual updates are disseminated to staff statewide as needed. 4. Quality assurance review process is ongoing.</p>

1.4 Consultation in the Development of the CCDF Plan

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

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

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

Agency/Entity	Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan
<p><input checked="" type="checkbox"/> 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>	<p>A meeting was scheduled with representatives of local municipality to share information and to collect feedback regarding Lead Agency’s efforts to enhance the quality of child care and to provide support for providers who are small businesses in the community. DECE staff will attend the Municipal Association of South Carolina annual conference in July in an effort to engage with local government representatives about areas of mutual interest.</p>

For the remaining agencies, check and describe (optional) any which the Lead Agency has chosen to consult with in the development of its CCDF Plan.

<input checked="" type="checkbox"/> State/Territory agency responsible for public education This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.	The Lead Agency has a strong working relationship with representatives from the technical college system and the University of South Carolina (USC) and regularly 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 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	The Lead Agency has entered into a contract with USC-College of Education for the purpose of building a statewide system for inclusive practices. This effort includes coordination with the agency designated to manage Individuals with Disabilities Education Act (IDEA), Part C funds as well as other public and private organizations. Regular contact is maintained with the contract staff for input/recommendations regarding program enhancement and care of children with special needs as well as the overall use of CCDF funds.
<input checked="" type="checkbox"/> State/Territory agency responsible for licensing (if separate from the Lead Agency)	Child Care Licensing is administered by the Lead Agency and managed by the CCDF State Administrator.
<input checked="" type="checkbox"/> State/Territory agency with the Head Start Collaboration grant	The Head Start Collaboration Director is based at the Lead Agency. She participates in CCDF staff meetings and has partnered with the DECE to provide support for training initiatives. Local Head Start representatives participated in the presentation and review of the State Plan on 5/24/2013.
<input checked="" type="checkbox"/> Statewide Advisory Council authorized by the Head Start Act	The Lead Agency has been in contact with individual members of the council regarding the State Plan and potential opportunities for collaboration. The council meetings are infrequent.
<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	Through contractual agreements, the Lead Agency staff obtains input about the State Plan and the child care program from agencies providing early childhood and school-age services.
<input checked="" type="checkbox"/> State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)	The CACFP is administered by the Lead Agency and is now managed by the CCDF State Administrator.

<input checked="" type="checkbox"/> State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant	The SC Department of Health and Environmental Control (SCDHEC) manages the Early Childhood Comprehensive System (ECCS) initiative of which the Lead Agency is a member. The CCDF State Administrator has regular contact with the ECCS coordinator regarding CCDF supported services and partnership opportunities. The proposed State Plan was reviewed at the ECCS' meeting held on 6/13/2013.	
<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)	The Lead Agency has developed a partnership with SCDHEC's Division of Nutrition, Physical Activity, and Obesity to develop and implement best practices nutrition and physical activity requirements for child care centers in the ABC Quality System at all levels. SCDHEC has proposed to expand the ABC Grow Healthy standards to family and group homes in their new Center for Disease Control grant application.	
<input checked="" type="checkbox"/> State/Territory agency responsible for child welfare	Child Welfare is administered by the Lead Agency. Information is shared regarding the CCDF program and input is provided to ensure that support is adequate to meet the needs of families with young children.	
<input checked="" type="checkbox"/> State/Territory liaison for military child care programs or other military child care representatives	The Lead Agency's DECE staff met with a military representative on 6/4/2013 and discussed child care initiatives and opportunities for coordination. Plans were made to facilitate their participation in child care provider	
<input checked="" type="checkbox"/> State/Territory agency responsible for employment services/workforce development	The TANF program is administered by the Lead Agency and assists in coordinating with the 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 administered by the Lead Agency. CCDF staff works closely with TANF staff to seek input regarding coordination and recommendations for service improvement.	
<input checked="" type="checkbox"/>	<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 Quality enrolled child care provider. A meeting was held on 6/18/2013 to discuss child care initiatives and opportunities for coordination.

<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	<p>The Lead Agency works closely with the Children's Trust, a not-for-profit organization on initiatives that focus on strengthening families and keeping children safe. The state administrator has regular contact with the director regarding CCDF-supported initiatives and the CCDF program overall. In addition, the Lead Agency has a close working relationship with the United Way Association of SC and seeks input regarding special initiatives and overall direction of the CCDF program. The Lead Agency consults with many private agencies and entities and regularly attends meetings and webinars.</p>
<input checked="" type="checkbox"/> Provider groups, associations or labor organizations	<p>The Lead Agency maintains on-going working relationships with several local and state child care provider professional associations. The CCDF State Administrator obtains input from members of these organizations regarding new initiatives, partnership opportunities, and the overall direction of the CCDF program.</p>
<input checked="" type="checkbox"/> Parent groups or organizations	<p>The Lead Agency is currently working to develop focus groups with parents of young children to present information about CCDF and obtain feedback regarding the program.</p>
<input checked="" type="checkbox"/> Local community organization, and institutions (child care resource and referral, Red Cross)	<p>The Lead Agency maintains an ongoing contractual relationship with the Child Care Resource & Referral (CCR&R) State Network staff. Regular input is obtained regarding CCDF funded activities, opportunities for improvement, and overall direction of the CCDF program.</p>
<input type="checkbox"/> Other	

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

Effective Date: 01-OCT-13

a) Date(s) of notice of public hearing: 04/26/2013

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 (<http://dss.sc.gov>), the Division of Early Care and Education's website (childcare.sc.gov), and the ABC Quality (Child Care Provider) website (abcqualitycare.org).

Date(s) of public hearing(s): 05/24/2013

Reminder - Must be no earlier than 9 months before effective date of Plan (October 1, 2013).

- d) Hearing site(s) [South Carolina Department of Social Services, 1535 Confederate Avenue Columbia, South Carolina 29202-1520](#)
- 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 DECE's website for reference. Copies of the draft 2014-2015 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.

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[The public hearing was held from 3-5 PM to allow for people to leave their 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

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))

Note: Descriptions of how governments are organized for each State are provided at: http://www2.census.gov/govs/cog/all_ind_st_descr.pdf.

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)).

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Agency/Entity (check all that apply)	Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services	Describe the goals or results you are expecting from the coordination
<p>Representatives of general purpose local government</p> <p>This may include, but is not limited to:</p> <input checked="" type="checkbox"/> representatives from counties and municipalities, local education representatives, or local public health agencies.	<p>Continue to utilize and seek opportunities that enhance working relationships with local municipalities.</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>1. Improve knowledge of the state's child care system. 2. Increase awareness of quality child care issues and potential points of collaboration to improve services in targeted communities.</p>

<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>	<p>1. Utilize existing interagency groups for coordination activities.</p> <p>2. Continued coordination with USC and other institutions of higher learning including technical colleges, and the Center for Child Care Career Development (CCCCD) to offer Teacher Education and Compensation Helps (T.E.A.C.H) scholarships.</p>	<p>1. Increase coordination among programs for shared training and technical assistance resources.</p> <p>2. Increase data sharing opportunities through SC's Office of Research and Statistics.</p> <p>3. Enhance existing partnerships with colleges and CCCCCD to ensure access to increased training and technical assistance.</p> <p>4. Continue participation in the 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>
<p>Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services (required)</p>	<p>1. Continue the ongoing business relationship with child care programs statewide.</p> <p>2. Continue outreach to local, tribal, and private agencies. Coordinate with professional organizations at conferences and other events.</p>	<p>1. Increase supply of full-day, full-year quality child care services.</p> <p>2. Continue to expand the public awareness campaign in order to increase parents' awareness of quality child care and the ABC Quality System.</p> <p>3. Increase efforts to coordinate with professional organizations/groups representing tribes to promote resources for tribal families.</p>

<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for public health (required)</p> <p>This may include, but is not limited to, the agency responsible for immunizations and programs that promote children's emotional and mental health</p>	<p>Continue to seek opportunities that lead to increased partnership initiatives that will enhance early care and education services.</p>	<ol style="list-style-type: none"> 1. Increase efforts to conduct joint training sessions. 2. Identify strategies that will foster blending/sharing of resources. 3. Expand awareness of the ABC Quality System among target groups.
<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>Identify improved strategies to increase SCDEW's awareness of potential child care subsidy opportunities to persons seeking employment.</p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for providing Temporary Assistance for Needy Families (TANF) including local human service agencies (required)</p>	<p>Continue to identify strategies that facilitate program coordination opportunities.</p>	<p>Identify methods that will strengthen coordination efforts between the programs (TANF/CCDF).</p>

<p>Indian Tribes/Tribal Organizations (required)</p> <p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/> N/A: No such entities exist within the boundaries of the State</p>	<p>1. Continue partnership with Catawba Indian 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 serving tribal children.</p> <p>2. Strengthen relationship and inclusion on statewide initiatives; coordinate services benefitting tribal children.</p>
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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"/> 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>
<p><input checked="" type="checkbox"/> State/Territory agency responsible for Race to the Top - Early Learning Challenge (RTT-ELC)</p> <p><input type="checkbox"/> N/A: State/Territory does not participate in RTT-ELC</p>	<p>No Race to the Top initiative in the state.</p>	
<p><input checked="" type="checkbox"/> State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)</p>	<p>The CACFP is based at the Lead Agency and is now managed by the CCDF State Administrator. Strategies will be identified to increase partnership and create efficiencies.</p>	<p>1. Share resources across programs.</p> <p>2. Enhance training and technical assistance to meet needs of child care providers.</p> <p>3. Increase enrollment of ABC Providers in the CACFP.</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. Continue to work with BabyNet (IDEA Part C) to coordinate services for children with special needs. 2. Maintain contractual agreement for initiative designed to create a statewide system for inclusion.</p>	<p>1. Build on previous trainings to establish a statewide core of well trained and experienced trainers and technical assistance providers with the ability to use effective practice models for working with young children with challenging behaviors. 2. Improve knowledge and skills of child care providers regarding methods to implement inclusive practices in daily operations. 3. Establish and strengthen partnerships across agencies in order to improve coordination of early childhood inclusion efforts. 4. Facilitate a mutual understanding among agencies of roles, responsibilities, and available resources.</p>
<input checked="" type="checkbox"/> <p>State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant</p>	<p>Maintain efforts to identify partnerships on shared goals in child care and home visitation programs.</p>	<p>Identify opportunities for shared resources between this program and the CCDF program.</p>
<input checked="" type="checkbox"/> <p>State/Territory agency responsible for child welfare</p>	<p>Provide outreach and awareness of ABC Quality choices for the care of young children receiving child welfare services.</p>	<p>Identify strategies that will assure the availability of quality child care for high risk children receiving child welfare services.</p>

<input checked="" type="checkbox"/>	State/Territory liaison for military child care programs or other military child care representatives	Work with military representatives to identify and plan opportunities for partnership efforts.	<ol style="list-style-type: none"> 1. Increase provider's knowledge of support available for child care services for military families. 2. Improve provider's knowledge of military families' needs regarding child care and other services. 3. Improved identification of child care providers serving children from military families.
<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	<ol style="list-style-type: none"> 1. Maintain efforts to participate in training and informational webinars about new trends and initiatives offered by OCC. Work with the OCC-TAN staff on CCDF initiatives. 2. Maintain public awareness contractual agreement with the Children's Trust in order to enhance and expand initiative. 	<ol style="list-style-type: none"> 1. Work with national and state partners to increase and improve services to young children and their families. 2. Increase the public's knowledge of all aspects of high quality child care and how to make informed decisions for the care of their children.
<input checked="" type="checkbox"/>	Local community organizations (child care resource and referral, Red Cross)	Maintain contractual agreement for the ongoing establishment of the CCR&R Network.	<ol style="list-style-type: none"> 1. Develop and implement operating policies and procedures for CCR&R programs in the state. 2. Increase awareness of CCR&R services and indicators of quality child care. 3. Assure uniformity of services provided statewide by local CCR&R programs. 4. Increase focus on provider's ability to meet and sustain compliance with licensing requirements and ABC Quality standards.
<input checked="" type="checkbox"/>	Provider groups, associations or labor organizations	Continue partnerships with state early care and education professional associations to promote professional development opportunities.	<ol style="list-style-type: none"> 1. Increase child care workforce participation in higher quality training; promote improved performance to meet ABC Quality standards and licensing regulations. 2. Support for follow-up technical assistance to child care caregivers after attending conferences to reinforce knowledge gained. Track caregivers through technical assistance opportunities.
<input checked="" type="checkbox"/>	Parent groups or organizations	Maintain partnerships with public and private agencies that will facilitate relationships with parent organizations.	Increase opportunities to promote awareness of quality child care issues and increase parent participation in the ABC Voucher Program.
<input checked="" type="checkbox"/>	Other	<ol style="list-style-type: none"> 1. Maintain the partnership with United Way Association of SC (UWASC) on shared vision and goals. 2. Enhance partnership with Georgia and other states to share ideas and resources. 	<ol style="list-style-type: none"> 1. Continue efforts to identify strategies that will enhance the child care program overall and maximize scarce resources. 2. Promote resource sharing and program efficiency through partnerships with other states.

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.

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Yes. If yes,

a)

Provide the name of the entity responsible for the coordination 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.

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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

Local Coordination/Council

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

Other

Describe

The Lead Agency continues to provide support for local Child Care Resource & Referral (CCR&R) agencies to conduct regional coordination team meetings. A primary purpose of these meetings is to facilitate opportunities for communication with an array of public and private agencies whose key focus is caring/providing support for children receiving child care and their families. While not limited to these topics, CCR&R agencies use this time to share and collect information about available resources and child care provider training and technical assistance needs. In addition, discussion is devoted to training needs for individuals conducting training and technical assistance. The meetings continue to enable CCR&R staff to develop and maintain working partnerships with a cross-section of agencies/organizations. At a minimum, attendees regularly include licensing specialists, ABC Quality monitors, SC First Steps County Partnership staff, Head Start staff, the local health district office staff, and individual technical assistance providers.

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))

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Yes .

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

Since 2010, the ABC Quality system has partnered with private statewide professional associations to provide scholarship opportunities for teams from individual child care providers to statewide conferences. These scholarships have been popular with child care teachers and directors. Attendance at conferences provides them opportunities to obtain much or all of their required annual training hours for child care licensing, to hear speakers not available locally, to attend targeted training in specific topic areas, to obtain updates on ABC requirements and initiatives, to network with peers, to have membership in a professional association, and to be treated professionally. ABC scholarship parameters include the requirements to attend a required number of hours, to attend all keynote sessions and the ABC Quality session. Once exposed to the state-level conference experience, some providers have sought and received grants through the associations, made presentations themselves, and have sought leadership positions in the organizations. ABC Quality system staff and partners present at the conferences on topics related to ABC requirements and are able to network with the child care provider community in a more informal manner.

An ABC Quality pre-and post-conference planning initiative has been made available to conference attendees at selected conferences. This has been helpful for staff attending a conference for the first time as a means of helping them maximize the conference experience. Based on this model, one of the professional associations has taken the initiative to conduct their own pre-conference orientation for new attendees. This action has lessened the burden on ABC partners and has strengthened the public-private partnership.

In the fall of 2012 and early 2013, the conference scholarship was piloted to Level C centers on a limited scale, with success. This provided an opportunity for Level C providers to have a professional experience and to learn more about the opportunities with ABC Quality.

The public-private partnership has benefited the professional associations by increasing conference attendance and organization membership and has highlighted the professional development needs of the child care community. Some professional associations historically had members consisting primarily of public school personnel so there is increasing diversity in the membership rolls.

Depending on funding availability, the conference scholarships will be continued. In addition, the Lead Agency is using information from various sources to gauge conference participants' satisfaction and future conference scholarship planning. Indicators being considered include:

- Survey results (85.9%) from one recently held conference with a large scholarship attendance (417 providers surveyed),
- Results from the Market Rate Survey,
- DECE's staff input.

Beginning in 2011, the Lead Agency entered into partnership with the Children's Trust of South Carolina to develop and implement a broad-based consumer awareness campaign. The campaign is well underway and continues to evolve. The primary goal of the campaign is to educate parents to look for the license and encourage parents/caregivers to ask the right questions when selecting child care. There are four key elements to the campaign; licensing, cleanliness, safety, and supervision. Visual posters have been created posing a question regarding one of the four elements. The call to action for the campaign is: Look. Listen. Ask. Know *before* they go. This is an ongoing initiative and most recently was expanded to include information about safe sleep and the ABC Quality System.

The ABC Grow Healthy initiative was implemented statewide on October 1, 2012 for centers at Levels A, B, and C. SCDHEC has hired two staff to be available to ABC Quality providers to provide technical assistance in the implementation of the nutrition and physical activity best practices standards. SCDHEC has proposed to the Centers for Disease Control a continued partnership with the ABC Quality System to expand the initiative to include family and group homes. If funded, the same process for piloting to test recommendations and receive input from private providers will be used.

A Higher Education Summit is planned for the fall of 2013 to discuss the needs and resources for the child care workforce. Key planning partners are ABC Quality, the Center for Child Care Career Development, and the SC Head Start Collaboration Office. These partners will work with the South Carolina Association for Early Childhood Teacher Educators (SCAECTE) on this initiative.

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-2011-01) located on the Office of Child Care website at: <http://www.acf.hhs.gov/programs/occ/resource/im-2011-01>

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

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Planning. Indicate whether steps are under way to develop a plan. If so, describe the time frames for completion and/or implementation, the steps anticipated and how the plan will be coordinated with other emergency planning efforts within the State/Territory.

Developed. A plan has been developed as of **[insert date]:** [05/21/2013](#) and put into operation as of **[insert date]:** [05/21/2013](#), if available. Provide a web address for this plan, if available: [The Lead Agency's Emergency Preparedness Plan has been developed and is under final review. The plan will be posted on the website as indicated. Currently, information on the website offers guidance and templates to child care providers for the development of emergency plans to be used in their facilities. This information includes an emergency plan brochure, emergency plan guidelines, and an emergency plan template. \[www.scchildcare.org\]\(http://www.scchildcare.org\)](#)

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.

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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
- Restoring or rebuilding child care facilities and infrastructure after a disaster
- None

PART 2

CCDF SUBSIDY PROGRAM ADMINISTRATION

2.1 Administration of the Program

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

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

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- Eligibility rules and policies (e.g., income limits) are set by the:
 - State/Territory
 - Local entity.

If checked, identify the type of policies the local entity(ies) can set

- Other.

Describe:

- Sliding fee scale is set by the:
 - State/Territory
 - Local entity.

If checked, identify the type of policies the local entity(ies) can set

- Other.

Describe:

Payment rates are set by the:

State/Territory

Local entity.

If checked, identify the type of policies the local entity(ies) can set

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.

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Implementation of CCDF Services/Activities

Agency (Check all that apply)

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

Implementation of CCDF Services/Activities

Who determines eligibility?

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

Agency (Check all that apply)

CCDF Lead Agency

TANF agency

Other State/Territory agency.

Describe:

Local government agencies such as county welfare or social services departments

Child care resource and referral agencies

Community-based organizations

Other.

Describe:

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

Agency (Check all that apply)

CCDF Lead Agency

TANF agency

Other State/Territory agency.

Describe:

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

Describe:

Lead Agency has developed and implemented a broad-based consumer awareness campaign that educates parents on regulatory and quality indicators.

Who issues payments?

Agency (Check all that apply)

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

Describe:

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

Describe:

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

The ABC Voucher system reimburses the child care providers 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 Service Voucher Log (SVL) is the official billing document for ABC Quality. 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
- Through a State/Territory Agency
- Through an organization contracted by the State/Territory
- 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 in their communities.

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 has embarked upon a broad based consumer awareness campaign about quality child care. All of the materials include the tag line “Look. Listen. Ask. Know *before* they go”, and include posters, billboards, print ads, radio spots, and brochures. Posters address licensure “Look for the License,” staff: child ratios, playground safety, safe sleep, and the ABC Quality system. The campaign’s website is www.scchildcare.org. A series of short videos were filmed and included on the campaign website; the videos are of South Carolinians discussing their experiences in child care and revealing what they look for in a child care facility. Marketing materials were also developed for SCDSS and CCR&R staff to market to parents, and several portable interactive boards are now available for children to have their pictures made at family events – a rocket ship that says, “want out of this world child care? Ask the right questions,” with a flashing star giveaway for the kids.

In addition, the Lead Agency sends an eligibility packet to all clients authorized for ABC Child Care Services. This packet includes informational brochures such as Earned Income Tax Credit (EITC) and pamphlets regarding quality child care. Local partner agencies (CCR&Rs, SC First Steps to School Readiness (SCFS), 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 and quality child care information available on the internet to further encourage informed 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 detailed discussion of these efforts is 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.

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

Effective Date: 01-OCT-13

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
- Email/online communication
- Other.

Describe:

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

Using a simplified eligibility determination process such as:

- 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](#)

(Note: this period of unemployment should be included in the Lead Agency's definition of working, or job training/educational program at 2.3.3).

Other.

Describe:

Other.
Describe:

None

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

Effective Date: 01-OCT-13

Provide CCDF assistance during periods of job search.
Length of time: [30 days](#)

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 Voucher system are approved for a 1 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 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

Individualized case management to help families find and keep stable child care arrangements.

Describe:

In an effort to minimize disruption of child care services, clients in the ABC Voucher system are allowed to continue receiving services for a period of 30 days from the date they become unemployed while looking for a job. Child care is provided for TANF recipients to complete their job search component to support continuity of care as they look for a job. In addition, referrals may be made to local CCR&R agencies for assistance to clients looking for child care arrangements in order to maintain employment.

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.

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Application in other languages (application document, brochures, provider notices)

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

Outreach Worker

Other.

Describe:

The Lead Agency provides Language Line Services that provide access to interpreters in over 170 languages and American Sign Language for those who need it. The DECE's website is being revised to include translation into a number of languages.

None

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

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

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- 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
- Collect information to evaluate on-going need, recruit, or train a culturally or linguistically diverse workforce
- Other.

The Lead Agency provides Language Line Services that provide access to interpreters in over 170 languages and American Sign Language for those who need it. The DECE's website is being revised to include translation into a number of languages.

None

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

Spanish.

2.2.9. Describe how the Lead Agency documents and verifies applicant information using the table below. (§98.20(a))

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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:

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 systems within the agency are 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 systems within the agency are 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 systems within the agency are used to verify relationship. Birth certificates, adoption papers, or marriage licenses may be used to verify relationship.
<input checked="" type="checkbox"/> Child's information for determining eligibility (e.g., identity, age, etc.)	Client statement, unless questionable. If questionable, available data systems within the agency are 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:	Verify out-of-pocket medical expenses using doctor bills, etc. If an applicant is denied eligibility for child care for a child with special needs, based on income exceeding the income guidelines, any verified out-of-pocket medical expenses may be used to determine eligibility.

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

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Time limit for making eligibility determinations.

Describe length of time 15 days

Track and monitor the eligibility determination process

Other.

Describe

Pending receipt of completed application and supporting documentation, all applications for child care are processed within 15 days of receipt. When required for employment, eligibility documents are completed within 24-48 hours of application.

None

2.2.11. Are the policies, strategies or processes provided in questions 2.2.1 through 2.2.10 different for families receiving TANF? (658E(c)(2)(H) & (3)(D), §§98.16(g)(4), 98.33(b), 98.50(e))

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Yes.

No.

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

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

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

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

State/Territory TANF Agency [South Carolina Department of Social Services, also the Lead Agency for CCDF. These definitions are in accordance with TANF criteria.](#)

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 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 Family Friend and Neighbor \(FFN\) 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 participant. Informal child care arrangements must comply with policies and](#)

procedures developed by the ABC Quality system. The FFN Child Care Certification Form, which addresses certain health and safety issues, must be completed by all informal providers. The 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.

Describe:

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?

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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

Effective Date: 01-OCT-13

a) The Lead Agency serves children from 0 weeks to 13 years (may not equal or exceed 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 (may not equal or exceed age 19).
Provide the Lead Agency definition of *physical or mental incapacity* -

Children with disabilities: The child needs individualized materials, equipment, or instruction; the child is diagnosed with developmental delays; the child demonstrates a 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 Individual Education Plan developed by the local school districts.

No.

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

Yes, and the upper age is 19 (may not equal or exceed age 19).

No.

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

Effective Date: 01-OCT-13

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 may begin within two weeks from the date of the child care application. In the event of loss of employment, applicants may remain eligible for a period of 30 days from the date of unemployment in order to find a job.

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. Travel time may be used in the calculation to determine the number of hours worked per week. Pay stubs from the most recent 30 days are used 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 per week 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. An education program is defined as a public or private instructional program that results in a high school diploma, GED, associate, or college degree.

No.

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

Effective Date: 01-OCT-13

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 with an open foster care case. The foster parent(s) must need child care in order to work. In addition, the child's monthly gross income shall not exceed 150% of poverty based on a family size of one. The child may remain in child care as long as other eligibility criteria are met and the child's monthly gross income does not exceed 175% of poverty for a family of one. To assure continuity of care, a foster child whose case is transferred to Adoption Services remains eligible for child care benefits until the adoption is finalized by the court, as long as the foster parent and/or adoptive parent meet the eligibility criteria.

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

Effective Date: 01-OCT-13

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 or deduct from calculations of total family income for the purposes of eligibility determination? Check any income the Lead Agency chooses to exclude or deduct, 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
- Unrelated members of household
- All members of household except for parents/legal guardians
- Other.

Describe:

Funds connected with judgments of Indian claims, income from property sold, payment from Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970, Children's Earnings, home products, value of meals received through special programs, Volunteers in Services to America Income (VISTA), earnings received under Job Training Partnership Act of 1983, lump sum payments from Social Security, Supplemental Security Income (SSI), Housing and Urban Development (HUD), and child support payments in arrearage, bank withdrawals, borrowed money, tax refunds (include payment or refunds from Earned Income Tax Credit or Dependent Care Credits), gifts, lump sum inheritances or lump sum insurance payments, capital gains, settlement funds from the COBELL.

None

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

Reminder - Income limits must be provided in terms of State Median Income (SMI) (or Territory Median Income) even if federal poverty level is used in implementing the program. (§98.20(a)(2)). FY 2013 poverty guidelines are available at <http://aspe.hhs.gov/poverty/13poverty.shtml>.

Family Size	(a) 100% of State Median Income (SMI)(\$/month)	(b) 85% of State Median Income (SMI)(\$/month) [Multiply (a) by 0.85]	IF APPLICABLE Income Level if lower than 85% SMI	
			(c) \$/month	(d) % of SMI [Divide (c) by (a), multiply by 100]
1	2786	2368.1	1436	52
2	3644	3097	1939	53
3	4501	3826	2441	54
4	5359	4555	2944	55
5	6216	5284	3446	55

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

Yes.

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

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

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

No.

			IF APPLICABLE Income Level if lower than 85% SMI

Family Size	(a) 100% of State Median Income (SMI) (\$/month)	(b) 85% of State Median Income (SMI) (\$/month)[Multiply (a) by 0.85]	(c) \$/month	(d) % of SMI[Divide (c) by (a), multiply by 100]
1	2786	2368	1436	52
2	3644	3097	1939	53
3	4501	3826	2441	54
4	5359	4555	2944	55
5	6216	5284	3446	55

f) SMI Year 2013 and SMI Source Federal Register

g) These eligibility limits in column (c) became or will become effective on:
10/01/2013

2.3.6. Eligibility Re-determination

Effective Date: 01-OCT-13

Does the State/Territory follow OCC's 12 month re-determination recommendation? (See Program Instruction on Continuity of Care
<http://www.acf.hhs.gov/programs/occ/resource/im2011-06>)

Yes

No. If no, what is the re-determination period in place for most families?

6 months

24 months

Other.

Describe:

Length of eligibility varies by county or other jurisdiction.

Describe:

b) Does the Lead Agency coordinate or align re-determination periods with other programs?

Yes. If yes, check programs that the Lead Agency aligns eligibility periods with and describe the redetermination period for each.

Head Start and/or Early Head Start Programs.

Re-determination period:

Pre-kindergarten programs.

Re-determination period:

TANF.

Re-determination period:

SNAP.

Re-determination period:

Medicaid.

Re-determination period:

SCHIP.

SCHIP.

Re-determination period:

Other.

Describe:

No.

c) Describe under what circumstances, if any, a family's eligibility would be reviewed prior to redetermination. For example, regularly scheduled interim assessments, or a requirement for families to report changes.

A client is required to report all changes within their family household unit within 10 calendar days of the date the change occurs. Not all changes require a re-determination of eligibility. A new application is required and a re-determination is necessary when:

- The change causes the client to change from one eligibility category to another,
- There is a change in the family size (such as having additional children),
- A client moves to another county.

A new application is **NOT** required however the amended application process will be followed when the following occurs:

- The change causes an increase in the client fee,
- A change in employment necessitates a change to full-time for a client who is initially determined eligible for half-time care only. Changes from half-time to full-time or full-time to half-time will be effective the Monday after the change has been requested forward unless payments have not been made.

d) Describe any action(s) the State/Territory would take in response to any change in a family's eligibility circumstances prior to re-determination

In response to any change in a family's eligibility circumstances prior to re-determination, the child care eligibility staff will determine if the situation requires a new application or if the current application and documentation can be amended. New employment, school, or training verification will be requested if not otherwise available within the agency via SCOSA imaging.

e) Describe how these policies are implemented in a family-friendly manner that promotes access and continuity of care for children. (See Information Memorandum on Continuity of Care for examples <http://www.acf.hhs.gov/programs/occ/resource/im2011-06>).

Child care policies are implemented in a family-friendly manner to promote access and continuity of care for children. The ABC Child Care applications and documentation can be submitted via mail, email, or fax to the child care eligibility staff. Tiered-eligibility is permitted for:

- Parents going from one child care eligibility period to another,
- When funding is available and there is not a gap in services, in an effort to allow for growth in wages,
- To provide a graduated transition off of the child care subsidy program,
- Supporting self-sufficiency for families.

Child care eligibility may also be retained when a parent is out on a verified extended medical leave if their job is being held for them. A 30 day time period, from the date a parent becomes unemployed, is also permitted, to allow time to look for another job. A certain number of absences are allowed for each child based on the number of weeks child care services have been approved. End of Services notices are sent to the parent and provider 60 days prior to the end of services, as a reminder that child care assistance is coming to an end. Providers are also reminded of each child's end date for services on each remittance advice received with payment.

Child care eligibility staff can use verification of work, school, or training obtained by the TANF and SNAP Programs, as appropriate, to avoid unnecessary duplication of effort on the part of families.

f) 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 into transitional child care; no application is required. TANF eligibility documentation from CHIP is accepted in lieu of an application.

No.

2.3.7. Waiting Lists

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

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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

Effective Date: 01-OCT-13

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. The applicants/clients must request the appeal in writing within 30 days of the denial or termination, and the fair hearing is held within 30 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. Will the attached sliding fee scale be used in all parts of the State/Territory?

Effective Date: 01-OCT-13

Yes.

Effective Date: [10/01/2013](#)

No. If no, attach other sliding fee scales and their effective date(s) as **Attachment 2.4.1a, 2.4.1b**, etc.

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

Effective Date: 01-OCT-13

State Median Income,
Year:

Federal Poverty Level,

Year: [2013](#)

Income source and year varies by geographic region.

Describe income source and year:

Other.

Describe income source and year:

2.4.3. 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))

Effective Date: 01-OCT-13

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

Fee is per child up to a maximum per family

No additional fee charged after certain number of children

Fee is 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:

2.4.4. 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))

Effective Date: 01-OCT-13

Yes,
and describe those additional factors:

No.

2.4.5. 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).

Effective Date: 01-OCT-13

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:

The Lead Agency waives the fee for 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*.

Effective Date: 01-OCT-13

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 Children with Special Needs:</p> <p>The child must have a documented disability or special need as identified by specific state agencies, or must have a current Individualized Education Plan (IEP) through their school, which specifies that they are receiving speech, occupational, or physical therapy.</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.</p> <p>Describe:</p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>	<p><input type="checkbox"/> Yes.</p> <p>The time limit is: _____</p> <p><input checked="" type="checkbox"/> No</p>	<p><input type="checkbox"/> Different eligibility thresholds.</p> <p>Describe:</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div> <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.</p> <p>Describe:</p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>
<p>Children in families with very low incomes</p> <p>Provide the Lead Agency definition of Children in Families with Very Low Incomes:</p> <p>Income falls below the 150th percentile of poverty level.</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.</p> <p>Describe:</p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>	<p><input type="checkbox"/> Yes.</p> <p>The time limit is: _____</p> <p><input checked="" type="checkbox"/> No</p>	<p><input type="checkbox"/> Different eligibility thresholds.</p> <p>Describe:</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div> <p><input type="checkbox"/> Waiving co-payments for families with incomes at or below the Federal Poverty Level</p> <p><input checked="" type="checkbox"/> Other.</p> <p>Describe:</p> <div style="border: 1px solid black; padding: 5px;"> <p>TANF and TANF transitional families.</p> </div>

2.5.2. How will CCDF funds be used to provide child care assistance to meet the needs of families receiving Temporary Assistance for Needy Families (TANF), those attempting to transition off TANF through work activities, and those at risk of becoming dependent on TANF? (658E(c)(2)(H), Section 418(b)(2) of the Social Security Act, §§98.50(e), 98.16(g)(4)) **Reminder** - CCDF requires that not less than 70 percent of CCDF Mandatory and Matching funds be used to provide child care assistance for families receiving Temporary Assistance for Needy Families (TANF), those attempting to transition off TANF through work activities, and those at risk of becoming dependent on TANF.

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

Other.

Describe:

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.

Effective Date: 01-OCT-13

Term(s) - Definition(s)

Describe:

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

Effective Date: 01-OCT-13

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:

The Lead Agency sends an Authorization/Connection Letter to the parent(s) and a copy to the child care provider. As indicated, the letter informs the parent(s) that they 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?

2.6.2. Child Care Services Available through Grants or Contracts

Effective Date: 01-OCT-13

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. If no, skip to 2.6.3

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.

Effective Date: 01-OCT-13

Signed declaration

Parent Application

Parent Orientation

Provider Agreement

Provider Orientation

Other.

Describe:

The Lead Agency has embarked upon a broad based consumer awareness campaign about quality child care. All of the materials include the tag line "Look. Listen. Ask. Know *before* they go," and include posters, billboards, print ads, radio spots, and brochures. Posters address licensure ("Look for the license"), staff: child ratios, playground safety, safe sleep and the ABC Quality system. There is a campaign website, www.sccildcare.org. A series of short videos were filmed and included on the campaign website; the videos are of South Carolinians discussing their experiences in child care and revealing what they look for in a child care facility. Marketing materials were also developed for SCDSS and CCR&R staff to market to parents, and several portable interactive boards are now available for

children to have their pictures made at family events – a rocket ship that says, “want out of this world child care? Ask the right questions,” with a flashing star giveaway for the kids.

In addition, 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?

Effective Date: 01-OCT-13

- 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)

Effective Date: 01-OCT-13

The ABC Quality system 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 Quality standards are referred to ABC Quality 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. Attach a copy of your payment rates as Attachment 2.7.1. Will the attached payment rates be used in all parts of the State/Territory?

Effective Date: 01-OCT-13

Yes. Effective Date: 10/1/2013

No. If no, attach other payment rates and their effective date(s) as **Attachment 2.7.1a, 2.7.1b, etc.**, etc.

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

Effective Date: 01-OCT-13

Policy on length of time for making payments.

Describe length of time: The Lead Agency has successfully implemented an online payment process of the SVL. The SVL is the official billing document for the ABC Voucher system. With the on-line SVL process, child care payments are made within 3-5 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.

Track and monitor the payment process

Other.

Describe:

None

2.7.3. 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/occ/resource/pi-2009-02> for more information on the MRS deadline).

Effective Date: 01-OCT-13

a) Provide the month and year when the local Market Rate Survey(s) was completed (§98.43(b)(2)): 05/2013

b) Provide a **summary of the results** of the survey.

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.

The Lead Agency provided its contractor, USC's Institute for Public Service and Policy Research (IPSPR), with a list of child care providers in the state that were regulated (in the SCDSS Child Care Licensing database as licensed or registered) or exempt from SCDSS regulations but enrolled as an ABC child care center to provide child care services for children with CCDF-funded subsidies if selected by their parents (from the ABC Voucher System database).

This list was divided into 12 strata from which the sample was selected. For each stratum in which there were 250 or less child care providers, all providers were included in the study; for those strata with more than 250 providers, a random sample of cases was selected for inclusion in the sample. On January 17, 2013, a mailing consisting of a cover letter, questionnaire, and postage paid return envelope was sent to these providers. If a child care facility had not responded to the mail survey by February 25, 2013, it was contacted by telephone by a member of the IPSPR's interviewing staff in an attempt to collect the information. Prior to making these calls, the interviewers received specialized training for this survey. The interviewing was conducted from the Institute's computer-aided telephone interviewing facilities on the University of South Carolina Columbia campus. Many of the interviews were monitored to insure that instructions were being followed. Calls were made from 9:00 AM to 5:00 PM Monday through Friday. The final interviews were conducted on April 2, 2013.

Of the 1,679 child care facilities included in the initial sample, 70 indicated that they were no longer providing child care services. Of the remainder, 1,223 either returned a completed questionnaire or provided the information in a telephone interview, for an overall response rate of 75.9%.

The principal question to child care providers was regarding the weekly rates they charge for full-time (30 or more hours per week) and half-time (15 – 29 hours per week) care for children in various age groups: 0 through 12 months; 13 through 24 months; 25 through 36 months; 3 to 4 years; 4 to 5 years; 5 to 6 years; 6 to 13 years; and 13 to 19 years old special needs children. This full-time and part-time weekly child care rate information was then used to compile the percentile rates for children ages 0 through two, three through five, and six through twelve for the various types of facilities surveyed.

Two methods were used in analyzing these data. In the first, all facilities were treated equally in computing each of the percentiles. In the second, the facilities were weighted according to the number of children in each age group that attended the facility, so that the rates charged by facilities with larger numbers of children in a particular age group are given greater weight in the second analysis.

South Carolina's maximum payment rates vary across categories of care, urban or rural setting, ages of children, and quality level of provider, ranging from the 15th percentile to over the 90th percentile of the 2013 market rate survey, with higher payments for child care providers meeting higher quality criteria.

2.7.4. Describe the payment rate ceilings in relation to the current MRS using the tables below.

Effective Date: 01-OCT-13

2.7.4a - Highest Rate Area (Centers)	(a) Monthly Payment Rate at the 75th percentile from the most recent MRS	(b) Monthly Maximum Payment Rate Ceiling	(c) Percentile if lower than 75th percentile of most recent survey
Full-Time Licensed Center Infants (11 months)	\$629.58	\$454.65	18th percentile
Full-Time Licensed Center Preschool (59 months)	\$562.90	\$389.70	20th percentile
Full-Time Licensed Center School-Age (84 months)	\$476.30	\$337.74	42nd percentile

2.7.4b - Lowest Rate Area (Centers)	(a) Monthly Payment Rate at the 75th percentile from the most recent MRS	(b) Monthly Maximum Payment Rate Ceiling	(c) Percentile if lower than 75th percentile of most recent survey
Full-Time Licensed Center Infants (11 months)	\$508.04	\$359.39	15th percentile
Full-Time Licensed Center Preschool (59 months)	\$440.23	\$324.75	20th percentile
Full-Time Licensed Center School-Age (84 months)	\$411.35	\$303.10	30th percentile

2.7.4c - Highest Rate Area (FCC)	(a) Monthly Payment Rate at the 75th percentile from the most recent MRS	(b) Monthly Maximum Payment Rate Ceiling	(c) Percentile if lower than 75th percentile of most recent survey
Full-Time Licensed FCC Infants (11 months)	\$541.25	\$376.71	34th percentile

Full-Time Licensed FCC Preschool (59 months)	\$433.00	\$346.40	41st percentile
Full-Time Licensed FCC School-Age (84 months)	\$422.18	\$303.10	36th percentile

2.7.4d - Lowest Rate Area (FCC)	(a) Monthly Payment Rate at the 75th percentile from the most recent MRS	(b) Monthly Maximum Payment Rate Ceiling	(c) Percentile if lower than 75th percentile of most recent survey
Full-Time Licensed FCC Infants (11 months)	\$368.05	\$303.10	50th percentile, based on single case
Full-Time Licensed FCC Preschool (59 months)	\$389.70	\$281.45	20th percentile
Full-Time Licensed FCC School-Age (84 months)	\$324.75	\$281.45	60th percentile

2.7.5. How are payment rate ceilings for license-exempt providers set?

Effective Date: 01-OCT-13

a) Describe how license-exempt center payment rates are set:

South Carolina's payment rates and bonuses were established to progressively compensate child care providers based on their performance in meeting increasing levels of quality criteria that exceed regulatory requirements. Payment rates for child care providers that meet basic regulatory requirements or are exempt from licensing requirements were established to be at the lowest level of a tiered reimbursement methodology that ranges from Level A+ (highest) to Level C (lowest).

b) Describe how license-exempt family child care home payment rates are set:

See response to 2.7.5a. Payment rates for family child care homes that are registered but not licensed were established to be \$5 less than the maximum weekly rates for licensed family child care homes but not less than their payment rates in FFY 2007 prior to the last rate adjustment.

c) Describe how license-exempt group family child care home payment rates are set:

See response to 2.7.5a.

d) Describe how in-home care payment rates are set:

In-home care payment rates were reduced by 20% in FFY 2008 from 2007 rates because it is not regulated and does not have the overhead costs of regulated providers. Rates for in-home care haven't been adjusted since FFY 2008 and are less than those for regulated family child care homes.

2.7.6. 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. In the description of any tiered rates or add-ons, indicate the process and basis used for determining the tiered rates and amount and also indicate if the rates were set based on the MRS or another process.

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Differential rate for nontraditional hours.

Describe:

Differential rate for children with special needs as defined by the State/Territory.

Describe:

Child care providers may request additional funding to support efforts to properly care for and accommodate children with special needs. An additional \$20.00 per week is included in the provider's payment rate.

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 five basic levels of reimbursement:

Level A+: 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 B+: Programs are measured against quality standards beyond basic state regulations. Facilities at this level meet voluntary ABC Quality 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 meets basic licensing regulations (health and safety) or, are exempt from regulation.

Other differential rate.

Describe:

None.

Reminder - 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. In the next three questions, Lead Agencies are asked to describe how their payment policies reflect the affordable copayments for families provision of equal access (i.e., minimizing additional fees to parents), how payment practices are implemented consistent with the general child care market to be fair to providers (see Information Memorandum on Continuity of Care for examples <http://www.acf.hhs.gov/programs/occ/resource/im2011-06>), and the summary of facts describing how payment rates are adequate to ensure equal access to the full range of providers.

2.7.7. What policies does the Lead Agency have regarding any additional fees that providers may charge CCDF parents? The Lead Agency...

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Allows providers to charge the difference between the maximum reimbursement rate and their private pay rate

Pays for provider fees (e.g., registration, meals, supplies).

Describe:

Providers are allowed to charge for registration. Lead Agency pays \$50.00 towards this fee.

Policies vary across region, counties and or geographic areas.

Describe:

Other.

Describe:

2.7.8 What specific policies and practices does the Lead Agency have regarding the following:

Effective Date: 01-OCT-13

a) Number of absent days allowed. Describe

A child is allowed a maximum of 31 absences per 52 weeks of care that are funded and connected. If the child is authorized for less care, they will receive a pro-rated share of allowable absences based on the number of weeks of services received. Clients receive the Scale of Allowable Absences in their Parent Handbook in the eligibility packet once they have been determined eligible and have been keyed into the ABC Voucher system

b) Paying based on enrollment. Describe

The ABC Voucher system pays providers based on established weekly provider rates. 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.

c) Paying on the same schedule that providers charge private pay families (e.g., hourly, weekly, monthly). Describe

Providers are paid based on weekly provider rates. This is the same schedule as private pay families.

d) Using electronic tools(automated billing, direct deposit, EBT cards, etc.) to make provider payments. Describe

The ABC Voucher system reimburses child care providers directly for services rendered to an eligible client. No payments are remitted directly to a client. The SVL is the official payment document for the ABC Voucher system. It is used to request reimbursement of child care services provided to eligible children participating in the system. The SVL is a pre-populated document that is issued to ABC enrolled child care providers that are serving ABC eligible children. It lists the children for whom payment is due, any applicable registration fees, and the weekly reimbursement rate per child.

Currently the Lead Agency utilizes three payment methods:

- Direct Deposit: In order to enroll in this method of payment, providers must complete and submit a direct deposit form with a voided check to Child Care Expenditures. Once approved to receive direct deposit payments, providers no longer receive a paper check. However, the SVL and remittance advice form will continue to be mailed or sent electronically to the provider with every payment cycle.
- Debit Card: This form of payment is only offered to providers operating under a social security number (SSN). Providers operating under a federal identification number (FEIN) cannot be paid via debit card. A SSN provider automatically defaults to the debit card payment method upon enrollment.
- Check: Providers choosing to receive a paper check must submit a written request to Child Care Payables requesting to be paid by paper check and must indicate the reason why they do not want direct deposit.

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))

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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)):

A letter of eligibility and an eligibility packet are mailed to families determined eligible for CCDF child care assistance. The packet 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's right to choose one of the following types of child care providers:

- 1) Child care center,
- 2) Family child care home,
- 3) Group child care home,
- 4) Faith-based facility,
- 5) Family, Friend, and Neighbor.

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)):

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 at \$5 less 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.

With the severe economic and fiscal challenges to the nation and state since late 2007, the Lead Agency has been unable to increase child care payment rates since FFY 2008.

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

Family co-payments are 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 the state.

d) Any additional facts the Lead Agency considered to determine that its payment rates ensure equal access, including how the quality of child care providers is taken into account when setting rates and whether any other methodologies (e.g., cost estimation models) are used in setting payment rates

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 made within 10 to 14 working days of receipt of service provision records and more quickly (within 3-5 days) if the newly implemented on-line SVL system is used. Providers have told the Lead Agency 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 the difficult economic times faced by the nation and state since late 2007.

2.8 Goals for the next Biennium - In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium and are encouraged to identify no more than five priority goals total. ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). Lead Agencies will report progress and updates on these goals in the annual Quality Performance Report (Appendix 1), including any barriers encountered.

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).

Note -When identifying your goals below, Lead Agencies are encouraged to begin with an action verb reflecting the desired result over the two year period (e.g., Increase, Improve, Build, Align, Implement, Review, Revise, Streamline, Expand, etc.)

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Goal #1:

The Lead Agency will maintain the current levels of child care assistance.

Goal #2:

The Lead Agency will continue to identify opportunities to streamline and make the ABC Voucher system more user-friendly for parents and child care providers.

Goal #3:

The Lead Agency will continue to identify and implement initiatives designed to expand outreach and enhance consumer education/awareness through partnership with the Children's Trust of South Carolina.

PART 3

Health and Safety and Quality Improvement Activities

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

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

ways.

First, Lead Agencies shall certify that they have in effect licensing requirements applicable to child care services provided within the area served by the Lead Agency (§98.40(a)(1)). These licensing requirements need not be applied to specific types of providers of child care services (658(E)(c)(2)(E)(i)). Lead Agencies must describe those licensing requirements and how they are effectively enforced. Questions related to licensing requirements are in sections 3.1.1 and 3.1.2. 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. Questions related to CCDF Health and Safety requirements are in sections 3.1.3 and 3.1.4.

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.

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 as defined by the State/Territory. 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)) (658E(c)(2)(F), §98.41).

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.

South Carolina's licensing requirements serve as the foundation for the CCDF (ABC Quality system) health and safety requirements for regulated providers. Providers voluntarily enroll in the ABC Quality system. 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 Quality program monitors. For legally operating exempt providers at this level, such as afterschool programs, a 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 FFN 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) Do the State/Territory's licensing requirements serve as the CCDF health and safety requirements?

	Center-Based Child Care	Group Home Child Care <input type="checkbox"/> N/A. Check if your State/Territory does not have group home child care.	Family Child Care	In-Home Care <input checked="" type="checkbox"/> N/A. Check if in-home care is not subject to licensing in your State/Territory.
Yes, for all providers in this category	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Yes, for some providers in this category	Describe N/A	Describe N/A	Describe N/A	Describe
No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	Describe	Describe	Describe	Describe

d) 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. For each CCDF category of care, please identify which types of providers are subject to licensing and which providers are exempt from licensing in your State/Territory in the chart below. **Note: OCC recognizes that each State/Territory identifies and defines its own categories of care. OCC does not expect States/Territories to change their definitions to fit the CCDF-defined categories of care. For these questions, provide responses that closely match the CCDF categories of care but consistent with your reported 801 data.**

CCDF Category of Care	CCDF Definition (§98.2)	Which providers in your State/Territory are subject to licensing under this CCDF category?	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.

Describe which types of center-based settings are subject to licensing in your State/Territory
Any facility which regularly receives 13 or more children for child care which provides care, supervision, or guidance for a minor child who is not related by blood, marriage, or adoption to the owner or operator of the facility whether or not the facility is operated for profit and whether or not the facility makes a charge for services offered by it. This definition includes, but is not limited to day nurseries, nursery schools, child care centers, group child care homes, and family child care homes.

Describe which types of center-based settings are exempt from licensing in your State/Territory.

- (a) an educational facility, whether private or public, which is operated solely for educational purposes in grade one or above;
- (b) five-year-old kindergarten programs;
- (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;
- (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;
- e) school vacation or school holiday day camps for children operating in distinct sessions running less than three weeks per

			<p>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 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.</p>
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<p>Group Home Child Care</p> <p>N/A. Check if your State/Territory does not have group home child care.</p> <input type="checkbox"/>	<p>Group home child care provider is defined as two or more individuals who provide child care services for fewer than 24 hours per day per child, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)' work.</p>	<p>Describe which types of group homes settings are subject to licensing</p> <p>A facility within a residence occupied by the operator which regularly provides child care for at least seven but not more than twelve children, unattended by a parent or a legal guardian including those children living in the home and children received for child care who are related to the resident caregiver. However, an occupied residence in which child care is provided only for a child or children related to the resident caregiver or only for the child or children of one unrelated family or only for a combination of these children is not a group child care home.</p>	<p>Describe which types of group homes are exempt from licensing:</p> <p>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.</p>
<p>Family Child Care</p>	<p>Family child care provider is defined as one individual who provides child care services for fewer than 24 hours per day per child, as the sole caregiver, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)'s work.</p> <p>Reminder - Do not respond if family child care home providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.</p>	<p>Describe which types of family child care home providers are subject to licensing</p> <p>All family child care home providers are subject to regulations in that they must register and are subject to all criminal history background checks to include Central Registry, State and Federal background checks and sex offender checks. In the event a provider elects to become licensed, they must meet the Suggested Standards for Family Child Care Homes.</p>	<p>Describe which types of family child care home providers are exempt from licensing:</p> <p>Family child care providers must comply with registration requirements.</p>

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.	<input type="checkbox"/> N/A. Check if in-home care is not subject to licensing in your State/Territory. Describe which in-home providers are subject to licensing In-home providers are exempt from meeting licensing requirements.	Describe which types of in-home child care providers are exempt from licensing In-home providers are exempt from meeting licensing requirements.
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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/CFOC3> 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:**



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

*American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. (2011) *Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs. 3rd Edition.* Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association. Available online: <http://nrckids.org/CFOC3>

For each indicator, check all requirements for licensing that apply, if any.				
Indicator	Center-Based Child Care	Group Home Child Care	Family Child Care	In-Home Care
		<input type="checkbox"/> N/A. Check if your State/Territory does not have group home child care.		<input type="checkbox"/> N/A if the State/Territory does not license in-home care (i.e., care in the child's own home)

Do the licensing requirements include **child:staff ratios and group sizes?**

If yes, provide the ratio for age specified.

<input checked="" type="checkbox"/> Yes, Child:staff ratio requirement:	<input checked="" type="checkbox"/> Yes, Child:staff ratio requirement:	<input type="checkbox"/> Yes, Child: staff ratio requirement.	<input type="checkbox"/> Yes, Child: staff ratio requirement.
Infant ratio (11 months): 1:5 (birth to 1yr) 1:6 (1 to 2 years)	Infant ratio (11 months):	List ratio requirement by age group:	List ratio requirement by age group:
Toddler ratio (35 months): 1:8 (2 to 3 years)	Toddler ratio (35 months):	<input checked="" type="checkbox"/> No ratio requirements.	<input checked="" type="checkbox"/> No ratio requirements.
Preschool ratio (59 months): 1:12 (3 to 4 years) 1:17 (4 to 5 years)	Preschool ratio (59 months):	<input checked="" type="checkbox"/> Yes, Group size requirement.	<input type="checkbox"/> Yes, Group size requirement.
<input type="checkbox"/> No ratio requirements.	<input type="checkbox"/> No ratio requirements.	<input checked="" type="checkbox"/> Yes, Group size requirement by age group: Maximum of 6 between the ages of birth-12 .	<input type="checkbox"/> List ratio requirement by age group:
<input type="checkbox"/> Yes,	<input checked="" type="checkbox"/> Yes,	<input type="checkbox"/> No group size requirements.	<input checked="" type="checkbox"/> No group size requirements.
Group size requirement Infant group size (11 months):	Group size requirement Infant group size (11 months): There shall be an additional teacher/caregiver present when		
Toddler group size (35 months):	reachers nine children or when		
Preschool group size (59 months):	four or more of the children are younger than two years old.		
<input checked="" type="checkbox"/> No group size requirements.	Toddler group size (35 months):		
	Preschool group size (59 months):		

		<input type="checkbox"/> No group size requirements.		
Do the licensing requirements identify specific experience and educational credentials for child care directors?	<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 type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Bachelor's degree
	<input type="checkbox"/> No credential required for licensing			
	<input checked="" type="checkbox"/> Other:	<input checked="" type="checkbox"/> Other:	<input checked="" type="checkbox"/> Other:	<input checked="" type="checkbox"/> Other:
	Center directors may meet any of the above indicated qualifications.	Group home directors may meet any of the above indicated qualifications.	Family child care providers must be at least 18 years old.	Exempt from licensing requirements. To receive ABC Voucher payments person must be 21 years of age.

Do the licensing requirements identify specific educational **credentials for child care teachers?**

<input checked="" type="checkbox"/>	High school/GED	<input checked="" type="checkbox"/>	High school/GED	<input type="checkbox"/>	High school/GED
<input type="checkbox"/>	Child Development Associate (CDA)	<input type="checkbox"/>	Child Development Associate (CDA)	<input type="checkbox"/>	Child Development Associate (CDA)
<input type="checkbox"/>	State/ Territory Credential	<input type="checkbox"/>	State/ Territory Credential	<input type="checkbox"/>	State/ Territory Credential
<input type="checkbox"/>	Associate's degree	<input type="checkbox"/>	Associate's degree	<input type="checkbox"/>	Associate's degree
<input type="checkbox"/>	Bachelor's degree	<input type="checkbox"/>	Bachelor's degree	<input type="checkbox"/>	Bachelor's degree
<input type="checkbox"/>	No credential required for licensing	<input type="checkbox"/>	No credential required for licensing	<input checked="" type="checkbox"/>	No credential required for licensing
<input type="checkbox"/>	Other:	<input type="checkbox"/>	Other:	<input checked="" type="checkbox"/>	Other:
					Exempt from licensing requirements.

Do the licensing requirements specify that directors and caregivers must attain a specific number of training hours per year ?	<input type="checkbox"/>	At least 30 training hours required in first year	<input type="checkbox"/>	At least 30 training hours required in first year	<input type="checkbox"/>	At least 30 training hours required in first year		
	<input type="checkbox"/>	At least 24 training hours per year after first year	<input type="checkbox"/>	At least 24 training hours per year after first year	<input type="checkbox"/>	At least 24 training hours per year after first year		
	<input type="checkbox"/>	No training requirement	<input type="checkbox"/>	No training requirement	<input type="checkbox"/>	No training requirement		
	<input checked="" type="checkbox"/>	Other:	<input checked="" type="checkbox"/>	Other:	<input checked="" type="checkbox"/>	Other:		
		20 clock hours for directors and 15 for caregivers.		15 clock hours for owner/operator and 10 hours for caregivers.		2 hours related to child care, child development, and/or early childhood education and nutrition to include pediatric CPR/First Aid. Training topics for operators may also include program administration and must include alternatives to corporal punishment.		Exempt from licensing requirements.

f) Do you expect the licensing requirements for child care providers to change in FY2014-2015?

Yes.
Describe:

No.

3.1.2 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 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 3.1.2a through 3.1.2e 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?

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Yes. If "Yes" please refer to the chart below and check all that apply.

No.

CCDF Categories of Care	Frequency of Routine Announced Visits	Frequency of Routine Unannounced Visits
<input checked="" type="checkbox"/> Center-Based Child Care	<input type="checkbox"/> Once a Year	<input type="checkbox"/> Once a Year
	<input type="checkbox"/> More than Once a Year	<input checked="" type="checkbox"/> More than Once a Year
	<input checked="" type="checkbox"/> Once Every Two Years	<input type="checkbox"/> Once Every Two Years
	<input type="checkbox"/> Other.	<input type="checkbox"/> Other.
	Describe: N/A	Describe: N/A

<input checked="" type="checkbox"/> Group Home Child Care <input type="checkbox"/> N/A. Check if your State/Territory does not have 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: N/A	<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: N/A
<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 every two years. However, most family homes are registered. By law, licensing specialists 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: Family homes may be licensed. If licensed, a family child care home is visited twice a year and when a complaint is filed. By law, most family homes are registered.
<input checked="" type="checkbox"/> In-Home Child Care <input checked="" type="checkbox"/> N/A. Check if In-Home Child Care is not subject to licensing in your State/Territory (skip to 3.1.2b)	<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.	<p><input checked="" type="checkbox"/> Yes.</p> <p>Describe: Potential providers must attend orientation training prior to receiving a license.</p> <p><input type="checkbox"/> No.</p> <p><input type="checkbox"/> Other.</p> <p>Describe:</p>
The State/Territory has procedures in place for licensing staff to inspect centers and family child care homes prior to issuing a license.	<p><input checked="" type="checkbox"/> An on-site inspection is conducted.</p> <p><input type="checkbox"/> Programs self-certify.</p> <p>Describe:</p> <p><input type="checkbox"/> No procedures in place.</p> <p><input checked="" type="checkbox"/> Other.</p> <p>Describe: On-site inspections are conducted for licensed, approved, and registered centers and all group child care homes. State law does not require on-site inspections for family child care homes.</p>

Licensing staff has procedures in place to address violations found in an inspection.



Providers are required to submit plans to correct violations cited during inspections.



Licensing staff approve the plans of correction submitted by providers.



Licensing staff verify correction of violation.



Licensing staff provide technical assistance regarding how to comply with a regulation.



No procedures in place.



Other.

Describe:

Licensing staff has procedures in place to issue a negative sanction to a noncompliant facility.



Provisional or probationary license



License revocation or non-renewal



Injunctions through court



Emergency or immediate closure not through court action



Fines for regulatory violations



No procedures in place.



Other.

Describe:

In the case of a child's death or severe injury providers are asked to sign an agreement to close until the investigation is complete.

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:	

The State/Territory has procedures in place for providers to appeal licensing enforcement actions.

<input checked="" type="checkbox"/>	Yes.
Describe: 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 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.	
<input type="checkbox"/>	No.
<input type="checkbox"/>	Other.
Describe:	

c) 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
- No.

CCDF Categories of Care	Types of Background Check	Frequency	Who is Subject to Background Checks?
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<input checked="" type="checkbox"/> Center-Based Child Care	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other.	<input checked="" type="checkbox"/> Director <input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Non-teaching staff <input type="checkbox"/> Volunteers
	<input checked="" type="checkbox"/> State/Territory Criminal Background	Describe: Central Registry is checked every 2 years during a center's renewal process. Additional checks are required if an employee has had a break in service of a year or more.	<input checked="" type="checkbox"/> Other.
	<input checked="" type="checkbox"/> Check if State/Territory background check includes fingerprints		<input checked="" type="checkbox"/> Emergency staff or substitutes are required to have a background check.
	<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.	<input checked="" type="checkbox"/> Director <input checked="" type="checkbox"/> Teaching staff
	<input checked="" type="checkbox"/> Sex Offender Registry	Describe: Additional checks are required if an employee has had a break in services of a year or more.	<input checked="" type="checkbox"/> Non-teaching staff <input type="checkbox"/> Volunteers
		<input checked="" type="checkbox"/> Initial Entrance into the System	<input type="checkbox"/> Other.
		<input type="checkbox"/> Checks Conducted Annually	<input checked="" type="checkbox"/> Other. Emergency staff or substitutes are required to have a background check.
			<input checked="" type="checkbox"/> Director <input checked="" type="checkbox"/> Teaching staff
			<input checked="" type="checkbox"/> Non-teaching staff <input type="checkbox"/> Volunteers
			<input checked="" type="checkbox"/> Other.

		<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"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: Sex offender registry is checked every two years during a center's renewal process. Additional checks are required if an employee has had a break in service of a year or more.	Emergency staff or substitutes are required to have a background check. <input checked="" type="checkbox"/> Director <input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Non-teaching staff <input type="checkbox"/> Volunteers <input checked="" type="checkbox"/> Other. Emergency staff or substitutes are required to have a background check.
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<input checked="" type="checkbox"/> Group Child Care Homes	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Provider
<input type="checkbox"/> N/A. Check if your State/Territory does not have group home child care.		<input type="checkbox"/> Checks Conducted Annually	<input type="checkbox"/> Non-provider residents of the home.
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input checked="" type="checkbox"/> Other.	
	<input checked="" type="checkbox"/> Check if the State/Territory background check includes fingerprints	Describe: Central Registry is checked every two years during a group home's renewal process. Additional checks are required if an employee has had a break in service of a year or more.	<input checked="" type="checkbox"/> Provider
	<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input checked="" type="checkbox"/> Initial Entrance into the System	<input type="checkbox"/> Non-provider residents of the home.
		<input type="checkbox"/> Checks Conducted Annually	
	<input checked="" type="checkbox"/> Sex Offender Registry	<input checked="" type="checkbox"/> Other.	<input checked="" type="checkbox"/> Provider
		Describe: Additional checks are required if there has been a break in service by an employee of a year or more.	<input type="checkbox"/> Non-provider residents of the home.
		<input checked="" type="checkbox"/> Initial Entrance into the System	
		<input type="checkbox"/> Checks Conducted Annually	<input checked="" type="checkbox"/> Provider
		<input checked="" type="checkbox"/> Other.	<input type="checkbox"/> Non-provider residents of the home.

Describe:

Additional checks are required if there has been a break in service by an employee of a year or more.



Initial Entrance into the System



Checks Conducted Annually



Other.

Describe:

Sex Offender Registry is checked every two years during a Group Home's renewal process. Additional checks are required if an employee has had a break in service of a year or more.

<input checked="" type="checkbox"/> Family Child Care Homes	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Provider
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input checked="" type="checkbox"/> Checks Conducted Annually	<input type="checkbox"/> Non-provider residents of the home.
	<input checked="" type="checkbox"/> Check if the State/Territory background check includes fingerprints	<input checked="" type="checkbox"/> Other.	Individuals 18 years old and older.
	<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	Describe: The Central Registry is checked every two years for licensed FCCHs during the renewal process. Additional checks are required if an employee has had a break in service of a year or more.	<input checked="" type="checkbox"/> Provider
	<input checked="" type="checkbox"/> Sex Offender Registry	<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Non-provider residents of the home.
		<input checked="" type="checkbox"/> Checks Conducted Annually	Individuals 15 years old and older.
		<input checked="" type="checkbox"/> Other.	
		Describe: The State/Territory Criminal Background is checked every two years during the renewal process for licensed FCCHs. Additional checks are required if an employee has had a break in service of a year or more.	<input checked="" type="checkbox"/> Provider
		<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Non-provider residents of the home.
			Individuals 18 years old or older.
			<input checked="" type="checkbox"/> Provider
			<input checked="" type="checkbox"/> Non-provider residents of the home.
		Individuals 18 years old or older.	



Checks Conducted
Annually



Other.

Describe:

The FBI Criminal
Background is checked
every two years during
the renewal process.
Additional checks are
required if an employee
has had a break in
service of a year or
more.



Initial Entrance into
the System



Checks Conducted
Annually



Other.

Describe:

Sex Offender Registry is
checked every two
years during the
renewal process.
Additional checks are
required if an employee
has had a break in
service of a year or
more.

<input checked="" type="checkbox"/> In-Home Child Care Providers	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System	<input type="checkbox"/> Provider
<input checked="" type="checkbox"/> N/A. Check if In-Home Child Care is not subject to licensing in your State/Territory (skip to 3.1.2e)		<input type="checkbox"/> Checks Conducted Annually	<input type="checkbox"/> Non-provider residents of the home.
	<input type="checkbox"/> State/Territory Criminal Background	<input type="checkbox"/> Other.	Individuals 18 years old or older.
	<input type="checkbox"/> Check if the State/Territory background check includes fingerprints	Describe:	<input type="checkbox"/> Provider
	<input type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input type="checkbox"/> Initial Entrance into the System	<input type="checkbox"/> Non-provider residents of the home.
		<input type="checkbox"/> Checks Conducted Annually	
		<input type="checkbox"/> Other.	
	<input checked="" type="checkbox"/> Sex Offender Registry	Describe:	<input type="checkbox"/> Provider
		<input type="checkbox"/> Initial Entrance into the System	<input type="checkbox"/> Non-provider residents of the home.
		<input type="checkbox"/> Checks Conducted Annually	
		<input checked="" type="checkbox"/> Other.	<input type="checkbox"/> Provider
		Describe:	<input type="checkbox"/> Provider
		<input checked="" type="checkbox"/> Initial Entrance into the System	<input type="checkbox"/> Non-provider residents of the home.
		<input checked="" type="checkbox"/> Checks Conducted Annually	
		<input type="checkbox"/> Other.	
		Describe:	

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d) Please **provide a brief overview** of the State/Territory's process for conducting background checks for child care. In this brief overview, include the following:

Effective Date: 01-OCT-13

d -1) The cost associated with each type of background check conducted:

All regulated child care providers are required to undergo background checks at their own expense. Child Care Licensing (CCL) uses Live Scan technology to complete FBI and 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 include 3 steps.

1. Forms and payments are received and checked for errors and missing information. Checks for payments are processed and sent to the finance division.
2. The Central Registry and Sex Offender background forms are processed and checked against Human Services database and the Sex Offender database. The results of the background checks are recorded.
3. A clearance letter or prohibited letter is generated based on results of the background checks. Appropriate letter is sent to the applicant and findings are entered in the CCL database.

Payment Schedule – effective 3/19/2012 (Includes SLED/FBI fee and L-1 processing fee = total fee due).

Regular paid employees (part-time or full-time)	\$33.00 + \$10.00=\$43.00
Regular unpaid employees (part-time or full-time)	\$30.00+\$10.00=\$40.00
Household Members (in Registered FCCH)	\$30.00+\$10.00=\$40.00
Charitable Organization (Paid Employees)*	\$24.50+\$10.00=\$34.50
Charitable Organization (Unpaid Employees)*	\$23.00+\$10.00=\$33.00

d-2) Who pays for background checks:

The provider or the caregiver pays for the background check.

d-3) What types of violations would make providers ineligible for CCDF? Describe:

All providers must be regulated as required, by child care licensing and regulatory law to enroll in the ABC Quality system 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 the ABC Quality system 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 Quality system 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 system.

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 Quality system at any level.
2. Fraud – any institution or its principals who have been convicted of fraud are ineligible to participate in the ABC Quality system 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 Quality system documents (SVL, attendance records) and submit to agency representatives are ineligible to participate in the system 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 Quality system 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 Quality system at any level, if it is known 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-4) The process for providers to appeal the Lead Agency's decision based on the background check findings. Describe:

Providers have the right to appeal the decision of the Lead Agency to take a negative action against a child care facility to the Office of Administrative Hearings within 30 calendar days of receiving a letter informing them of the decision. The appeal request must be in writing and mailed to: Office of Administrative Hearings, SC Department of Social Services, and P.O. Box 1520, Columbia, South Carolina 29202-1520. If an appeal is not requested and the facility continues to operate after the 30 day period has expired, the Lead Agency staff will take appropriate legal action.

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? Describe (658E(c)(2)(E), §98.40(a)(2))

Providers without licenses who are enrolled in the ABC Quality system at Level B or C are subject to general health and safety requirements that are modeled after the state's licensing requirements. Unannounced Level B and C 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 and C providers annually. Providers with identified problems may be visited more often and are offered strategic technical assistance.

FFN providers are enrolled into the system through a self-certification process. Any person residing in the household 18 years old or older must undergo Child Abuse Registry and Sex Offender checks.

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?

Effective Date: 01-OCT-13

Yes.

Describe:

The Lead Agency has embarked upon a broad based consumer awareness campaign about quality child care. All of the materials include the tag line "Look, Listen, Ask. Know *before* they go", and includes posters, billboards, print ads, radio spots, and brochures. Posters address licensure ("Look for the license"), staff: child ratios, playground safety, safe sleep and the ABC Quality system. A series of short videos were filmed and included on the campaign website; the videos are of South Carolinians discussing their experiences in child care and revealing what they look for in a child care facility. Marketing materials were also developed for SCDSS and CCR&R staff to market to parents, and several portable interactive boards are now available for children to have their pictures made at family events. These boards feature a rocket ship that says, "want out of this world child care? Ask the right questions", with a flashing star giveaway for the children. There is a campaign website, www.scchildcare.org. It is designed to be more user-friendly and informative. The DECE staff is continuing to develop and implement improvements to the website over the next year.

The DECE website provides the public with 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 local offices is included on the Lead Agency's and DECE websites.

No

3.1.3. 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)

Check if the Lead Agency certifies that 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))

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

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

<input checked="" type="checkbox"/> Physical exam or health statement for children	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/> Provider immunizations	<input type="checkbox"/>	<input type="checkbox"/>	<input 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"/>
<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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



Other.



Describe:

Registered family child care homes at ABC Quality Level C are required to have background checks, read the Suggested Standards as guidelines for health and safety requirements, and have parents read and sign that they have read the Suggested Standards to comply with licensing regulations. In addition, ABC Quality is developing Level C standards to address health and safety requirements for family child care homes. There are additional ABC Quality health and safety standards for family homes at Level A and B. By state law, facilities providing care less than 4 hours a day are exempt from licensing and CCDF requirements. The Lead allows parents to choose

these facilities to comply with CCDF parental choice requirements.

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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))

For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.				
The Lead Agency requires:	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
<input checked="" type="checkbox"/> 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<input checked="" type="checkbox"/> Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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<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. Registered family child care homes at ABC Quality Level C us the Suggested Standards as guidelines for health and safety requirements. 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. FFN and In-home care providers are required to undego a Child Abuse and Sex Offender Registry check.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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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)). Note: While Lead

Agencies have the flexibility to define these terms, for this question, pre-service refers to any training that happens prior to a person starting or shortly thereafter (first week, etc). 'On-going' would be some type of routine occurrence (e.g., maintain qualifications each year).

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
Child Care Centers	First Aid	Not required.	Annual training required.
	CPR	Not required.	Annual training required.
	Medication Administration Policies and Practices	Not required.	Annual training required.
	Poison Prevention and Safety	Not required.	Annual training required.
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	Not required.	Training provided during provider orientation and may be used to meet annual training requirements.
	Shaken Baby Syndrome and abusive head trauma prevention	Not required.	Training provided during provider orientation and may be used to meet annual training requirements.
	Age appropriate nutrition, feeding, including support for breastfeeding	Not required.	Providers required to get annual training in nutrition. Providers may use breastfeeding training to meet annual training requirements.
	Physical Activities	Not required.	May be used to meet annual training requirements.
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	Not required.	Annual training required.
	Recognition and mandatory reporting of suspected child abuse and neglect	Not required.	May be used to meet annual training requirements.

	Emergency preparedness and planning response procedures	Not required.	May be used to meet annual training requirements.
	Management of common childhood illnesses, including food intolerances and allergies	Not required.	May be used to meet annual training requirements.
	Transportation and child passenger safety (if applicable)	Not required.	May be used to meet annual training requirements.
	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	Not required.	Annual training required.
	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	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.

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, 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. Training on SIDS and Shaken Baby Syndrome is provided during provider orientation. 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. The training must address children with special needs.

Group Home Child Care	First Aid	Not required.	Annual training required.
	CPR	Not required.	Annual training required.
	Medication Administration Policies and Practices	Not required.	May be used to meet annual training requirements.
	Poison Prevention and Safety	Not required.	Annual training

	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	Not required.	Training provided during provider orientation and may be used to meet annual training requirements.
	Shaken Baby Syndrome and abusive head trauma prevention	Not required.	Training provided during provider orientation and may be used to meet annual training requirements.
	Age appropriate nutrition, feeding, including support for breastfeeding	Not required.	Providers required to get annual training in nutrition. Providers may use breastfeeding training to meet annual training requirements.
	Physical Activities	Not required.	May be used to meet annual training requirements.
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	Not required.	Annual training required.
	Recognition and mandatory reporting of suspected child abuse and neglect	Not required.	May be used to meet annual training requirements.
	Emergency preparedness and planning response procedures	Not required.	May be used to meet annual training requirements.
	Management of common childhood illnesses, including food intolerances and allergies	Not required.	May be used to meet annual training requirements.
	Transportation and child passenger safety (if applicable)	Not required.	May be used to meet annual training requirements.

	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	Not required.	Annual training required.
	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	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.

Other

N/A

N/A

Describe:

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. Training on SIDS and Shaken Baby Syndrome are provided during provider orientation. All staff, with the exceptions of emergency person(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. 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 developmental abilities of the age group(s) with whom the teacher/caregiver will be working.

Family Child Care Providers	First Aid	Not required.	May be used to meet annual training.
	CPR	Not required.	May be used to meet annual training.
	Medication Administration Policies and Practices	Not required.	May be used to meet annual training requirements.
	Poison Prevention and Safety	Not required.	May be used to meet annual training requirements.

	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	Not required.	Training provided during provider orientation and may be used to meet annual training requirements.
	Shaken Baby Syndrome and abusive head trauma prevention	Not required.	Training provided during provider orientation and may be used to meet annual training requirements.
	Age appropriate nutrition, feeding, including support for breastfeeding	Not required.	May be used to meet annual training requirements.
	Physical Activities	Not required.	May be used to meet annual training requirements.
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	Not required.	May be used to meet annual training requirements.
	Recognition and mandatory reporting of suspected child abuse and neglect	Not required.	May be used to meet annual training requirements.
	Emergency preparedness and planning response procedures	Not required.	May be used to meet annual training requirements.
	Management of common childhood illnesses, including food intolerances and allergies	Not required.	May be used to meet annual training requirements.
	Transportation and child passenger safety (if applicable)	Not required.	May be used to meet annual training requirements.
	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	Not required.	May be used to meet annual training requirements.

	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	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.

	<p>Other:</p> <p>Describe: An operator of a family child care home and any person employed, or who contracts 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 program administration, and must include alternatives to corporal punishment. Training on SIDS and Shaken Baby Syndrome is provided during provider orientation. All staff employed in ABC Level B family child care homes are required to participate in 10 clock hours of training annually.</p>	N/A	N/A
In - Home Child Care	First Aid	Not required.	Not required.
	CPR	Not required.	Not required.
	Medication Administration Policies and Practices	Not required.	Not required.
	Poison Prevention and Safety	Not required.	Not required.
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	Not required.	Not required.

	Shaken Baby Syndrome and abusive head trauma prevention	Not required.	Not required.
	Age appropriate nutrition, feeding, including support for breastfeeding	Not required.	Not required.
	Physical Activities	Not required.	Not required.
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	Not required.	Not required.
	Recognition and mandatory reporting of suspected child abuse and neglect	Not required.	Not required.
	Emergency preparedness and planning response procedures	Not required.	Not required.
	Management of common childhood illnesses, including food intolerances and allergies	Not required.	Not required.
	Transportation and child passenger safety (if applicable)	Not required.	Not required.
	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	Not required.	Not required.
	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	Not required.	Not required.
	Supervision of children	Not required.	Not required.
	Behavior management	Not required.	Not required.

	Other Describe: These providers are exempt/legally operating; no training requirements.	N/A	N/A
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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:

These providers are subject to a Child Abuse Registry and Sex Offender Registry check. The Lead Agency will be piloting health and safety inspection visits for all FFNs except those providing care in the child's home.

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 Level A and B standards.

3.1.4 Effective enforcement of the CCDF health and safety requirements. For providers who care for children receiving CCDF assistance and who are NOT subject to the enforcement procedures described in 3.1.2 for licensed providers, please describe how the Lead Agency enforces the CCDF health and safety enforcement requirements.

a) Describe whether and how the Lead Agency uses on-site visits (announced and unannounced)

On-site ABC Quality Level B and C center reviews for the Quality Improvement System are unannounced except for the initial enrollment. All Level A centers are required to be licensed. Registered family child care 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's parent(s). On-site visits for Level B and C family and group homes are unannounced.

b) Describe whether the Lead Agency uses background checks

Background checks are not required for legally license-exempt centers at Levels B and C. Registered family child care providers are required to obtain a criminal background check.

c) Does the Lead Agency permit providers to self-certify compliance with applicable health and safety standards?

Yes. If yes, what documentation, if any, is required?

Describe:

Parents choosing informal (unregulated) care must complete a FFN 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. Central Registry and Sex Offender Registry reviews are conducted on all potential FFN providers and all household members 18 years or older.

Registered family child care 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's parent(s).

No

d) Describe whether the Lead Agency uses any other enforcement policies and practices for the health and safety requirements

• All ABC Level A center providers are required to be licensed. Only Level B and C center providers may be legally exempt from licensing requirements. Exempt providers at Level B are subject to mandatory standards that address:

- history of compliance to supervision,
- compliance with ratios,
- health and safety violations,
- discipline policy,
- nutrition policy,
- physical activity policy,
- staff qualifications and development,
- health, safety and well-being,
- staff-parent interaction.

Center providers at Level C are subject to mandatory standards that address:

- history of compliance,
- ratio and supervision,
- staff orientation,
- safe release of children,
- nutrition policy,
- physical activity policy,
- health, safety, and well-being,
- family communication.
- Registered family child care providers are required to obtain a criminal background check. They 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). Level B mandatory standards address regulatory requirements, staff qualifications and development; health and safety; nutrition and food service; and staff-parent interaction. Level C mandatory standards for family child care providers are under development.
- Parents choosing informal (unregulated) care must complete a FFN 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. Central Registry and Sex Offender Registry reviews are conducted on all potential FFN providers and all household members 18 years or older.

All Level B providers, including exempt providers, are required to meet mandatory standards on health and safety. Providers are subject to unannounced visits for review of the mandatory standards. Failure to successfully meet the mandatory standards can result in the provider's termination from the ABC Quality system or reclassification to a lower quality performance level with resulting payment consequences. 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 license-exempt providers are after-school programs which operate for partial days during the school year and summer camps. Level C center providers will be visited to determine their adherence to ABC health and safety requirements. Level C standards for family and group providers are under development.

In the 20 years of SC CCDF plans for child care, the choice of FFN providers has not been seen as a "quality" choice for child care. FFN has been recognized as a choice for families with the requirement that the parent must certify that the care is healthy and safe using a health and safety checklist. There have been no on-site reviews of these providers by the Lead Agency. Currently 650-700 FFNs are in the ABC Child Care Voucher System. Currently, the following 3 documents are used if the family chooses the FFN option:

- Family, Friend, and Neighbor Child care Certification (SCDSS Form 3776-Nov 11): Required for approval of the provider. Both the parent and the provider must complete, sign, and date the form which certifies the services between the parent and provider. It includes basic health and safety concerns. Starred items on the form required for approval of the provider by SCDSS include:
 1. Provider name and address,
 2. Provider must be at least 21 years old,
 3. Provider must allow the parents to see the child anytime while child is in care,
 4. Child is age appropriately immunized,
 5. House has a smoke detector and fire extinguishers.
- Family, Friend, and Neighbor Child Care Enrollment and Agreement Form (SCDSS Form 3774-Apr 12)
- Provider Business Procedures: Family, Friend, and Neighbor Care

Proposed Plan to Review FFN Providers

1. An initial pilot will be conducted using the health and safety checklist on the SCDSS Form 3776. The parent and provider have already self-certified with the 3776 form. During the pilot, the review team will include a reviewer from the ABC Quality System and a Child Care Voucher System (CCVS) staff person.
2. The process for the pilot will be to make a telephone contact with the FFN provider to explain the visit and to set a window of time (i.e. set date and window ex. morning between 9am and noon, etc.). The phone call will include the purpose of the visit to verify compliance with the checklist; assess training needs; provide any key health /safety items and provide training on health/safety information and community resources. The contact will include possible consequences for missing the appointment and SCDSS contact information.
3. The CCVS staff person on the review team will obtain copies of the signed enrollment agreement (SCDSS Form 3774) and FFN Certification (SCDSS Form 3776) prior to making the visit. This documentation will be reviewed and updated at the visit and the certification items will be checked by the review team at the visit.
4. Regarding the on-site visit the review team will:
 - Use copies of original forms completed by parent/provider (SCDSS Forms 3776 and 3774)
 - Review and confirm or edit information on SCDSS Form 3774
 - Confirm contact information, identify training needs and health and safety needs.
 - Provide basic health and safety items if not present (smoke detector, fire extinguisher, first aid kit, outlet covers) and an appropriate children's book or literacy calendar.
 - Provide basic overview of available training resources and training based on materials to be provided.

5. If a provider does not pass the items on the checklist or meet the criteria for approval of an FFN, they will be given two weeks to make the necessary corrections. Those incomplete or out of compliance at the end of two weeks will be terminated from ABC.

The pilot will: a) provide 2 different perspectives; b) identify the time needed to conduct the visits and agency staffing needs for this population (number of staff and staff skill/experience level needed for a FFN provider monitor); c) assess the reception by the provider and receptiveness to agency staff coming into the home; d) identify the potential landscape of illegal operations and observed abuse/neglect requiring mandated reporting; e) help to determine whether background checks will be conducted annually on these providers; and f) identify problems with no shows and no responses. The visits will also allow an opportunity to update contact information for the provider, add phone number and email address to the checklist; conduct a needs assessment for training; and provide on-site training.

Following the pilot visits, the process will be reviewed and edited as needed before full implementation. Based on the findings, the forms 3776 and 3774 as well as the business procedures (SCDSS Booklet 37103 Nov 11) may need revisions to insure that what the provider signs is in synch with the monitoring tool. The checklist and review schedule may require modification. The FFN Agreement will be updated to include an expiration date and include ABC Quality system right to visit the provider for program audit/verification of self-certification at least one time a year. The certification checklist will be updated to allow 3 checklist columns (parent, provider, and ABC reviewer). Both the agreement and the Provider Business Procedures will include language about termination. Additional changes will be made as warranted.

During this period, a monthly review of numbers enrolled each month over the past year and purges per month will be conducted to determine provider turnover and demand for this service type. Based on the results of the pilot, staffing needs for full implementation will be prepared. Following the pilot, a notice will be sent to all FFN providers from SCDSS informing them of the new procedures, the effective date, and upcoming visits by ABC Quality system staff.

Following the notification of new procedures, visits to existing FFN providers will be scheduled over the course of the federal fiscal year beginning October 1, 2013. New providers will be targeted for visits within 30 days of enrollments.

During this initial year, ABC counseling on quality will be revised and a plan developed to help parents make quality choices that meet the needs of their family. A script for phone contacts in the ABC Control Center and a handout for the enrollment packet will be developed. Allowing the parent an opportunity to locate quality care promotes use of the QRIS by parents.

Check if the Lead Agency certifies that 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))

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

The Lead Agency does not require child care providers to conduct developmental screenings. Currently ,CCDF is being used to support the provision of training and technical assistance regarding developmental screenings and methods to incorporate inclusive practices in daily operation.

No
a) If yes, are training, resources and supports offered to programs to assist them in ensuring that children receive appropriate developmental screenings?

Yes.
Describe

Through a CCDF funded statewide initiative (Building a System for Inclusion) some child care providers have been trained to use the state's version of the online Ages & Stages Questionnaire (ASQ). Child care providers are encouraged to conduct a screening for each child under the age of 5½ years at least twice a year. Providers participating in the ASQ online system initiative are asked to encourage each child's parent/guardian to complete the screening questionnaire. Each program participating in the initiative receives a hard copy of the ASQ-3, a site license to access the online system, and an iPad2 to access the online system. In addition, they are provided training and technical assistance in the use of the ASQ-3 developmental screening tool in hard copy.

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

The developmental screening training provided in the statewide initiative includes guidance for communicating with families and methods for making appropriate referrals to agencies responsible for determining eligibility for IDEA Part B and C services.

No
 Other.
Describe

c) Does the State/Territory use developmental screening and referral tools?

Yes. If Yes, provide the name of the tool(s)

No

Other.
Describe

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)).

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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):

Numbers of programs operating that are legally exempt from licensing.
Describe (optional):

Number of programs whose licenses were suspended or revoked due to non-compliance.
Describe (optional):

Number of injuries in child care as defined by the State/Territory.

Describe (optional):

Number of fatalities in child care as defined by the State/Territory.

Describe (optional):

The child fatality review team meets on a quarterly basis. Cases are reviewed to analyze investigations, prior history and depending on findings another investigation may be initiated if there are other children involved. Team members include human services staff at the Lead Agency (agency policy), Office of Special Investigations staff, attorneys, and county directors and supervisors. A child fatality protocol has been established and is followed by all county offices. In addition another fatality team meets every other month with outside partners - victims advocacy, law enforcement, coroner's office, SC Department of Mental Health, SC Department of Drug and Alcohol, SCDHEC, and representatives from the solicitor's office. This team also reviews cases to assess actions taken by the Lead Agency and process for follow up with family members. Depending on findings a new report may be made or close case due to an arrest or if findings indicate deemed an accident/natural causes.

Number of monitoring visits received by programs.

Describe (optional):

Caseload of licensing staff.

Describe (optional):

Number of programs revoked from CCDF due to non-compliance with health and safety requirements.

Describe (optional):

Other.

Describe:

Data is maintained regarding all indicated categories above. We are able to retrieve information through agency databases with regard to most of the categories.

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?

The Lead Agency rigorously evaluates facilities on a regular basis to determine their history of compliance with child care laws and regulations. History of compliance is defined as having the following:

1. No frequent or multiple deficiencies or significant events that pose substantial threats to the health and safety of children. This includes 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. The State's Office of Research and Statistics has developed an analytic data cube for the DECE. As a result, the staff has the ability to examine data from the licensing database and create geo-coded maps. Staff uses 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.

Child Care Licensing is undertaking an initiative to train all child care providers within a 10-mile radius of nuclear power plants about emergency and evacuation plans in the event of an incident at a plant. A partnership has been established with the South Carolina Emergency Management Division (SCEMD) to use GPS technology to determine which providers are located in evacuation zones. Licensing staff makes direct contact with these providers to invite them to a training session. The staff conducts targeted training in conjunction with representatives from SCEMD, emergency management agencies from counties in evacuation zones, nuclear power plant officials, and the American Red Cross.

Child Care Licensing staff has conducted a conference that focused on health and safety for providers who are having difficulty finding training. This will help them to meet training requirements that are specified in the regulations. In addition, licensing staff plans to conduct similar conferences at multiple sites across the state.

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 and are encouraged to identify no more than five priority goals total. ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). Lead Agencies are not required to establish a goal for each sub-section of 3.1. Lead Agencies will report progress and updates on these goals in the annual Quality Performance Report (Appendix 1), including any barriers encountered.

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?)

Note -When identifying your goals below, Lead Agencies are encouraged to begin with an action verb reflecting the desired result over the two year period (e.g., Increase, Improve, Build, Align, Implement, Review, Revise, Streamline, Expand, etc.)

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Goal #1:

Maintain efforts to review 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.

Goal #2:

Review health and safety monitoring (Child Care Licensing, ABC Quality system, Child and Adult Food Program, and Summer Food Service Program) to determine how to operate more efficiently and effectively and promote health and safety of children.

Goal #3:

Enhance work with CCR&R contractors to increase the quality and provision of training and technical assistance for child care providers enabling them to maintain compliance with regulatory requirements and advance to higher performance levels in the ABC Quality Improvement System.

Goal #4:

Continue 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.

NEW!

CCDF has a number of performance measures that are used to track progress for key aspects of the program at the national level. These performance measures are included in budget materials submitted to Congress and other documents. Please follow this link <http://www.acf.hhs.gov/programs/occ/resource/government-performance-and-results-act-gpra-measures> to see the CCDF performance measures. A number of these performance measures rely on information reported in the State and Territorial Plans as a data source. We have added a ruler icon



in Section 3.2 through 3.4 order to identify the specific questions used in the performance measures. When answering these questions, Lead Agencies should ensure that their

answers are accurate and complete in order to promote the usefulness and integrity of the performance measures.

3.2 Establishing Voluntary Early Learning Guidelines (Component #2)

For purposes of this section, voluntary early learning guidelines (also referred to as early learning and development standards) include the expectations for what children should know (content) and be able to do (skills) at different levels of development. These standards provide guidelines, articulate developmental milestones, and set expectations for the healthy growth and development of young children. The term *early learning guidelines* (ELGs) refers to age-appropriate developmental learning guidelines for infants and toddlers and school-age children. These early learning guidelines are voluntary because States/Territories are not required 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.

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- 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?

The Lead Agency, South Carolina Department of Social Services. The South Carolina Department of Education has K-12 learning standards that address children 5 years and older. The 3-5 early learning guidelines were aligned with those standards and are under a planned periodic review.

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.

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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 checked="" 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"/>
<p data-bbox="60 1249 418 1361">List any domains not covered in the above:</p> <p data-bbox="60 1384 418 1839">Each domain addresses special needs and abilities. The Lead Agency adopted Ohio's Infant/Toddler Guidelines. Health and safety education and guidelines for gifted and talented children are addressed.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>Other. Describe: Each domain addresses special needs and abilities. The Lead Agency adopted Ohio's Infant/Toddler Guidelines. Health and safety education and guidelines for gifted and talented children are addressed.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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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.

Effective Date: 01-OCT-13

	Information Dissemination	Voluntary Training	Mandatory Training
Parents in the child care subsidy system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents using child care more broadly	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practitioners in child care centers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Providers in family child care homes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in Head Start	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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"/>
<p>Other. List: Lead Agency requires training on ELG at ABC Quality Level A.</p>	<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.

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- 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 Early Childhood Development course 101 offered at the 16 technical colleges in the state. This is the Level 1 professional credential that is foundational to all early childhood education credentials.

None.

3.2.5 Are voluntary early learning guidelines and development standards 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.

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- Cross-walked to align with Head Start Child Development and Early Learning 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:

The Infant/Toddler Guidelines were developed independently of the 3-5 standards. The Lead Agency is conducting a horizontal and vertical analysis of the current Infant/Toddler Guidelines and the 3-5 Good Start Grow Smart Standards through the expertise of Lynn Kagan, Ed.D., and Catherine Scott-Little, Ph.D. This study will be completed by March 2014. ABC Quality Level B standards are under revision as well.

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 within pre-kindergarten and/or 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.

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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:

a-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:

a-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 within pre-kindergarten and/or as they enter kindergarten?

Yes.

Describe:

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

Yes.

Describe:

No

Other.

Describe:

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

All children.

Describe:

Samples of children.

Describe:

Other.

Describe:

b-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 (Click for additional instructions)

Effective Date: 01-OCT-13

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):

[Data available for numbers only.](#)

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

Describe (optional):

[Data available for 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 ELGs.

None.

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

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 were aligned with the state's K-12 learning standards. To inform the workforce of these standards, 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 SC Center for Child Care Career Development (CCCCD) which documents the ELS Video training.
4. A current initiative is underway 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 CCCCCD system for the number of child care providers who attend, and the counties in which they work. This new training will provide more in-depth information about the ELS beyond the initial round of trainings which were designed to provide basic information regarding the ELS.

The Infant/Toddler Guidelines were adopted from Ohio's Infant/Toddler Guidelines following a search of other states to find guidelines compatible with a rubric developed to assess other guidelines against the state's needs and the Program for Infant and Toddler Care (PITC) philosophy. The Infant/Toddler Guidelines were released in October 2010. The implementation plan included:

1. Train-the-trainer sessions: state certified trainers participated in training held in the fall of 2010. Trainers received notebooks of the training materials including powerpoint presentations, handouts, and a zip drive.
2. The above trainers were required to present three sessions over a one year period. Distance learning, state conferences, and other venues are being used to provide increased access to providers to attend training on these guidelines.
3. Infant-toddler specialists with the state's PITC network were designated as continued trainers for the Infant-Toddler Guidelines after the initial round of training to assure availability of continued training statewide.

Following the pending analysis of the 3-5 ELS and the Infant/Toddler Guidelines, revisions to the training may be required. Following the completion of the revised ABC Quality Level B program standards, additional training needs may be identified.

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

Under the direction of the Lead Agency, USC contracted with two national consultants to perform vertical alignment analyses on South Carolina's Infant-Toddler Standards (0-8, 6-18, and 16-36 months) and South Carolina's Good Start Grow Smart Early Learning Standards (3,4, and 5 year-olds) and horizontal alignment analyses of the South Carolina Good Start Grow Smart Early Learning Standards with the Head Start Child Development and Early Learning Framework and the national Common Core Standards adopted by South Carolina. Results will indicate the degree to which the standards are aligned for possible standards revision if warranted by the analyses. Results of the horizontal and vertical analyses will be presented to the Early Learning Standards Committee for their review and recommendations in 2014. This initiative has been undertaken to assure the alignment of all standards due to different dates of adoption and continuing progress/changes at the state and national level.

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?

Effective Date: 01-OCT-13

Goal #1:

Use the horizontal and vertical analyses of the existing Early Learning Guidelines to revise the state's guidelines from birth to age 5 as appropriate by 2015.

Goal #2:

Explore the possible use of curricula in the ABC Quality system.

Goal #3:

Explore the possible use of child screening tools in the ABC Quality system.

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

Effective Date: 01-OCT-13

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 Quality system. Parents are encouraged to choose regulated child care from a wide range of public and private child care options including centers, group and family child care homes and schools. Parents have the full range of child care options including exempt care and FFN care. Financial incentives for higher quality levels include a higher base payment rate, increased quality incentive bonus awards, grants, and other bonus awards as funding allows. The system is based on comprehensive program standards within a broad five tier quality structure that includes the following:

Level A+ Exemplary programs are measured against rigorous quality standards. Facilities at this level meet better ratios, additional staff qualifications, receive scores of at least 5.0 on the ERS assessments for each age group enrolled with classroom scores of at least 4.0 on staff-child interaction, and are eligible for reimbursement of their fees up to the highest child care maximum rates and weekly quality incentive award.

Level A See above. Facilities at this level receive scores of at least 4.5 on the ERS assessments for each age group enrolled with classroom scores of at least 4.0 on staff-child interaction, and are eligible for reimbursement of their fees up to the highest child care maximum rates and the second highest weekly quality incentive award.

Level B+ Programs are measured against quality standards beyond basic state regulations. Facilities at this level meet all mandatory program standards with no deficiencies on the date of the unannounced review and receive scores of at least 90% on assessments for each age group enrolled. They are eligible for their fees up to the second highest child care maximum rates and the second highest weekly quality incentive award.

Level B See above for B+. Facilities at this level meet all mandatory program standards and receive scores of at least 80% on assessments for each age group enrolled. They are eligible for their fees up to the second highest child care maximum rates and the third highest weekly quality incentive award.

Level C Programs meet voluntary mandatory standards based on basic licensing regulations (health and safety) or are exempt from licensing but still meet voluntary mandatory standards. They are eligible for their fees up to the third highest child care maximum rates and are not eligible for a weekly quality incentive award.

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

The Lead Agency utilizes public and private entities to provide infrastructure supports to programs to improve quality and provide outreach and consumer education. Examples of contracts that have been executed to facilitate these efforts include the following initiatives:

- CCR&R Network, for the management and statewide delivery of CCR&R services,
- SC PITC Network, for the management and statewide delivery of technical assistance and training based on a specialized model and curricula,
- Building a System for Inclusion (Inclusion Collaborative), for statewide delivery of training and technical assistance focusing on models designed to facilitate incorporation of inclusive practices in daily operation in child care programs.

- Children's Trust of South Carolina, assists the Lead Agency to facilitate a statewide consumer awareness initiative.

Internal agency support includes Child Care Licensing, the Center for Child Care Career Development, USDA CACFP, and the Head Start Collaboration Office. External state agencies include the SCDHEC through a partnership for the development and implementation of nutrition and physical activity standards for child care centers in the ABC Quality system, and SC Budget & Control Board (state's data warehouse) to build, maintain, and enhance the system web-based monitoring application, and maintain and update the system's website. Depending on their funding priorities, local First Steps partnerships may provide support to improve quality at the community level.

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 CCCCD has a leading role in providing educational opportunities for child care providers. In addition, support for trainers and technical assistance providers is available through specialized training targeted to their programmatic needs and incorporates techniques for adult learning. The CCCCD manages and administers the training, certified trainer, and the certified technical assistance registries. In coordination with the technical college system, CCCCD administers a variety of early childhood credentials as stepping stones to earning degrees within the college system. They also administer a variety of models of the T.E.A.C.H. scholarship program. In place since 2000, South Carolina has the fourth largest T.E.A.C.H. scholarship program in the nation. This scholarship program requires the ongoing relationship and interfacing with the participating colleges and universities to ensure students' educational needs and goals are appropriately met.

The CCR&R agencies provide training and technical assistance for child care providers to address regulatory deficiencies and corrective action plans for child care licensing. They also work with the ABC Quality system to provide support and guidance for child care programs wishing to improve their quality level. The CCR&R agencies also provide consumer education activities at the community level.

Specialized training and technical assistance initiatives including, PITC and the Inclusion Collaborative, provide targeted training regarding practices that support quality infant/toddler care and the inclusion of children with Special needs. The SC PITC model is based on intensive on-site training and technical assistance over an 8-10 month set of modules with continued consideration for another round, depending on the program's performance.

The Lead Agency has expanded efforts to provide support for strategies designed to strengthen a provider's ability to incorporate inclusive practices in their daily operations. Under a previous contractual agreement, some ABC enrolled child care centers were selected to participate in a pilot initiative using the state's version of the online Ages & Stages Questionnaire (ASQ). The initiative was designed to enhance the capacity of child care providers to care for children with developmental delays/disabilities. Selected providers were required to participate in an orientation session regarding use of the online system and entering child and teacher information into the system. The project specifically focused on infants and toddlers and a unique feature of the project was that parents and teachers were able to view each other's completed questionnaire. This fostered meaningful communication with parents and their child's teacher and also increased the accuracy of information collected. This project included the provision of resources (computers, ASQ User's Manual, ASQ software licenses) and training in the importance of authentic assessments and proper use of the equipment. Training and technical assistance with providers was an integral component of this initiative. Currently, the initiative has been expanded to work with the child care work force statewide and expanded beyond infants and toddlers. Training and technical assistance remain the key components utilized to enhance a provider's ability to

incorporate inclusive practices into their daily operation. In addition, focus is being placed on identifying and strengthening strategies, to work collaboratively with other agencies and organizations that serve families with children with developmental delays/disabilities, in order to build a statewide system for inclusion.

The recent merging of the USDA CACFP into the DECE is expected to increase the coordination of nutrition services for child care providers and maximization of limited resources.

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

1. Continued collaboration with the Head Start Collaboration Office and shared financial resources on revision of the Early Learning Guidelines (ELG) and other joint documents, workforce initiatives such as the periodic Higher Education Summits, planning and funding of special training events, and sharing of training and technical assistance resources,
2. Continued partnership with SCDHEC to implement best practice nutrition and physical activity standards in child care centers through the ABC Quality system and to develop and implement best practice nutrition and physical activity standards for family and group homes,
3. Continued collaboration with the Early Childhood Comprehensive System initiative (based at SCDHEC) for common projects,
4. Working with the state's PITC Network to collaborate with similar networks in Virginia, West Virginia, North Carolina, and Georgia for the SCPITC graduate conferences,
5. Sharing development and support of an infant/toddler website and other shared initiatives between South Carolina and Georgia,
6. Continued collaboration with state partners for revisions to the Early Learning Guidelines,
7. Collaboration with multiple state agencies on a statewide plan for promoting inclusive practices in early care and education settings across the state.

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.

Effective Date: 01-OCT-13

 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. Under development are revisions to level B center assessment tool that will consider standards on community relationships, developmental screenings, and child assessment.

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:

Level A providers are required to be licensed. Enrolled ABC Quality Level B and C providers that are exempt from licensing are reviewed on a sample of CCDF health and safety standards. They are also reviewed on a sample of ABC Level B and C standards required of licensed providers.

Not linked.

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

State/Territory's quality standards and other standards.

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

All new programs entering the ABC Quality system at Level A must undergo an ERS assessment to qualify. The ERS are used as the assessment tools at ABC Level A. The ABC Level A standards were designed to provide a comparative alternative to NAEYC accreditation, which had previously been the criteria for ABC Level A. When the ERS was adopted as the review tool, existing NAEYC centers enrolled in ABC were grandfathered into the current system as long as they maintained their NAEYC accreditation status without a break in time.

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.

Effective Date: 01-OCT-13

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

None. **skip to 3.3.3.**

Types and Purposes of Support	Information or Written Materials	Training	On-Site Consultation
<input checked="" type="checkbox"/> Attaining and maintaining licensing compliance	<input 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"/>
<input type="checkbox"/> Other. Describe: The Lead Agency only provides assistance to maintain, not to attain NAEYC accreditation. ABC Quality assessors conduct targeted training regarding the ERS and diversity.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

- Program improvement plans
 - Technical assistance on the use of program assessment tools
 - Other.
- Describe:

All new programs entering the ABC Quality system at Level A must undergo an ERS assessment to qualify. The ERS are used as the assessment tools at ABC Level A. The ABC Level A standards were designed to provide a comparative alternative to NAEYC accreditation, which had previously been the criteria for ABC Level A. When the ERS was adopted as the review tool, existing NAEYC centers enrolled in ABC were grandfathered into the current system as long as they maintained their NAEYC

accreditation status without a break in time.

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

Yes.

Describe:

The ABC Quality system is piloting an initiative

No

Other.

Describe:

3.3.3 Element 3 - Financial Incentives and Supports

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

Effective Date: 01-OCT-13

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

None. **skip to 3.3.4.**

Types of Financial Incentives and Supports for Programs	Child Care Centers	Child Care Homes	License-Exempt Providers
<input type="checkbox"/> Grants to programs to meet or maintain licensing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Grants to programs to meet QRIS or similar quality level	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/> On-going, periodic grants or stipends tied to improving / maintaining quality	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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: Grants to meet or maintain ABC Quality levels are dependent upon available funding.	<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.

Effective Date: 01-OCT-13

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

None. **skip to 3.3.5.**

Types of Program Quality Assessment Tools	Child Care Centers	Child Care Homes	License-Exempt Providers
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<input checked="" type="checkbox"/> Environment Rating Scales (e.g., ECERS, ITERS, SACERS, FDCRS) Describe, including frequency of assessments. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>The ERS are used to support quality improvements for centers at Levels A/A+ currently. The ERS tools are used as the assessment criteria for ABC Level A and Level A+. ABC Level A requires a minimum score of 4.5 for each enrolled age group with a minimum of 4.0 on the staff-child interaction subscale for each classroom observed. ABC Level A+ requires a minimum score of 5.0 for each enrolled age group with a minimum of 4.0 on the staff-child interaction subscale for each classroom observed. Mandatory standards customized to South Carolina are included in the overall review of the center. Levels A and A+ centers are assessed with ERS every three years unless otherwise indicated.</p> <p>License exempt programs are not eligible to participate at Levels A and A+.</p> </div>	<input checked="" type="checkbox"/> Infant/Toddler <input checked="" type="checkbox"/> Preschool <input checked="" type="checkbox"/> School-Age	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Classroom Assessment Scoring System (CLASS) Describe, including frequency of assessments. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>The CLASS is used as a training and technical assistance tool with all types of child care providers on an as needed basis.</p> </div>	<input checked="" type="checkbox"/>	N/A	<input type="checkbox"/>
<input checked="" type="checkbox"/> Program Administration Scale (PAS) for child care centers or Business Administration Scale (BAS) for family child care homes Describe, including frequency of assessments. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>The PAS and BAS are used as training and technical assistance tools with all types of child care providers on an as needed basis.</p> </div>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<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 21st Century Learning Center programs Describe, including frequency of assessments. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Customized instruments are used for Level B+/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 minimum percentage compliance on classroom observation and physical environment. Minimum percentage requirement for Level B is 80% for each age group enrolled. Minimum percentage requirement for Level B+ is 90% for each age group enrolled. Reviews at Level B and B+ are conducted at an unannounced date within each federal fiscal year. The date of review within the year may vary from year to year to assure the unannounced nature of the review.</p> <p>A customized instrument for Level C centers was adopted effective 10/1/12. All standards at this level are mandatory. Reviews are conducted on an unannounced basis as well.</p> <p>License exempt providers can participate at Levels B/B+ and Level C.</p> </div>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Other. Describe: <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Two state staff have been trained in the Program Assessment Rating Scale to be used with birth-2 year olds.</p> </div>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

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

Other.
Describe:

The ABC Quality system has mandatory wrap-around standards to accompany NAEYC accreditation. Parents are encouraged 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, schools, group homes, friends and family. There are 5 levels of regulated care in the ABC Quality system.

ABC Levels A/A+ and Levels B/B+ are designed to build on licensing standards. The majority of Level A and A+ providers meet NAEYC accreditation standards as the proxy for ERS assessments. Licensed programs at Level B are not assessed on indicators that are the same as licensing. Coordination of quality assurance/monitoring activities includes the following:

Monitoring of Health and Safety Standards

1. Interdepartmental staffings are held at regular intervals to discuss providers with problems and monitoring efforts are aligned as needed.
2. If necessary, ABC assessors or licensing specialists document deficiencies during on-site reviews as required and licensing or ABC automatically accepts these as “founded” with no further review required.
3. The foundation of the quality levels in the ABC system are based on the licensing regulations. Monitors accept the license as meeting the CCDF health and safety standards on designated indicators.
4. ABC assessors 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 can coordinate joint corrective actions for the provider.

Monitoring of Other Quality Standards

ABC assessors observe for compliance with USDA Food Program guidelines in meals and snacks as well as ABC Grow Healthy nutrition standards which do not conflict with USDA guidelines.

1. Regional child care coordination team meetings are held on a quarterly basis. These meetings serve as a forum for entities working with child care providers to coordinate and identify needed support/resources for child care providers.
2. ABC assessors observe for compliance with the ABC Grow Healthy standards developed jointly between SCDHEC and the ABC Quality system. These standards have been embedded in ABC 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 Quality system. In an effort to align services, the Lead Agency invites certified trainers and technical assistance providers working with ABC providers, regardless of the practitioners funding source, to training on new or revised ABC Quality standards. This helps to ensure that training and consultation services for child care providers are consistent with ABC Quality standards.

Alignment of ABC Standards at Different Quality Levels

The ABC Quality system is conducting a system-wide review of its quality standards beginning with the Level B standards. The Level B center standards were adopted over 20 years ago and modeled after the original NAEYC accreditation components. The standards have been reviewed carefully, taking into account major developments in the field of early childhood, alignment to the Level A standards, and the state’s ELS. Extensive notes and clarifications determined to be needed by assessors have been incorporated. Under the direction of the USC College of Education’s Office of Program Evaluation, a

validity study for the ABC Level B center standards against the ERS has been undertaken using other ABC staff as assessors. This is a multi-year initiative due to limited financial resources.

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.

Effective Date: 01-OCT-13

 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 is continuing to develop and implement a broad-based consumer awareness campaign. The primary goal of the campaign is to educate parents about quality child care, to look for the license and encourages parents/caregivers to ask the right questions when selecting child care.

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. The ABC Quality system continues to encourage pride on the part of providers at Levels B and higher in promoting themselves as being a Level B or better provider in their own marketing to parents. Evidence of this promotion is beginning to be found on provider websites, local billboards, and related posters in programs. Level B and above providers are recognized at state level conferences for their quality level.



None.

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

ABC Quality system's website is ADA compliant and 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 assessors work with providers to demonstrate their capacity to provide quality child care that will meet the needs of diverse communities. Train the trainer events have highlighted the perceptions and needs of diverse families to encourage awareness and sensitivity to those populations. The scchildcare.org website is being revised to allow for translation into many languages.

3.3.6. Quality Rating and Improvement System (QRIS)

Effective Date: 01-OCT-13

 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. In 1992, South Carolina was the first state to implement a voluntary tiered quality reimbursement system and since that time has incorporated the five key elements of a QRIS. Known as the ABC Child Care Quality Improvement System or, ABC Quality, more than half of the state's child care providers are now enrolled voluntarily at one of the 5 quality levels.



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,

Effective Date: 01-OCT-13

please describe:

The Lead Agency continues to require that in-home providers (legally operating/exempt providers) undergo Central Registry and Sex Offender Registry background checks. In addition, work is continuing on developing a plan to increase standards for license-exempt providers, such as afterschool and summer programs.

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

Effective Date: 01-OCT-13

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 Quality system 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 and can also be accessed through www.scchildcare.org.



Number of programs that move program quality levels annually (up or down).

Describe(optional)

Monthly system reports track overall program numbers at each level in the ABC Quality system and differentiates exempt from licensed programs. In addition, ABC staff is working on an improved tracking system that can track individual program progress in moving up and down.



Program scores on program assessment instruments.

List instruments:

ERS assessment tool and wrap-around mandatory standards
State customized review tool for child care centers
State customized review tools for family and group homes

Describe(optional)

At Level A/A+ centers, ERS assessments accompanied by measured wrap-around mandatory standards are conducted. Level A wrap-around standards for family and group homes are to be developed. At Level B/B+ and C, a SC customized review tool is used for centers. All review tools are electronic and data is available. At Level B/B+, a SC customized review tool is used for family and group homes but is not yet electronic. At Level C, a customized review tool is under development for family and group homes. Access to data on Levels B+ and B center scores is available in data cubes. Data access for other levels is under development.



Classroom scores on program assessment instruments.

List instruments:

ERS assessment tool
State customized review tool

Describe(optional)

Individual classroom scores are available on both the ERS and the state's custom review tool. Scores for centers 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 center providers. Qualifications for Level A providers can be entered electronically but reports are not available yet. Qualifications are not gathered for Level C providers (except those that are regulated).



Number/Percentage of children receiving CCDF assistance in licensed care.

Describe(optional)

This information is accessible on the ABC Voucher 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



Number/Percentage of programs receiving financial assistance to meet higher program standards.

Describe(optional)

Information regarding number/percentage of children receiving CCDF assistance who attend care at each of the tiers of quality is accessible on the ABC Voucher data system. The Lead Agency has data that show the number and percentage of programs that are eligible to receive financial assistance to meet higher program standards.



Other.

Describe:

The state's Office of Research and Statistics manages the state's data warehouse. SCDSS has established 3 cubes – ABC Quality system, Child Care Licensing, and the Child Analytic cube. The data warehouse has the capability to link multiple state agency data sets with the child care cubes.



None.

b) **Performance measurement.** What, if any, are the Lead Agency's performance measures on program quality?

ABC Quality is targeting a pilot group of centers to attempt to move to the next quality level. Movement up has been stagnant during the economic recession with limited incentives to offer. New standards in nutrition and physical activity were introduced in October 2012 which caused providers to make adjustments to remain at the level they had already achieved.

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.

- 1.Continued on-going process evaluations will be conducted with contractor activities,
- 2.With the implementation of the ABC Grow Healthy standards for centers at Levels A, B, and C, SCDHEC and ABC Quality will evaluate performance of centers on the review indicators associated with the new standards. SCDHEC has requested funds from the Centers for Disease Control through their operational grant to fund an analysis of data from the ABC Quality reviews at the Office of Research and Statistics. SCDHEC has also requested funds to expand ABC Grow Healthy to include family and group homes statewide, using the same methodology as used for the center standards,

3. Within the ABC Quality system data base, the capacity for measuring professional development outcomes, assessment tool item analysis, staff turnover, and other program outcomes will be explored through the use of the data cube and system-generated reports,
4. As discussed in 3.3.4, a validation study of the ABC Level B standards is underway.

3.3.9 Goals for the next Biennium -

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

Effective Date: 01-OCT-13

Goal #1:

Implement ABC Quality Level B center standards revision (mandatory, 0-2, 3-5, and 6-12) system-wide.

Goal #2:

Conduct focus groups of ABC Voucher parents and explore data and research regarding how parents choose child care, so that early care and education programs can promote quality child care choices.

Goal #3:

Review standards, policies, and procedures across Child Care Licensing, ABC Quality system, Child and Adult Food Program and the Summer Food Services Program to promote improvements in quality care.

Goal #4:

Explore the use of contracts to increase quality resources available to parents in underserved counties.

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

Effective Date: 01-OCT-13

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.

Effective Date: 01-OCT-13



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
- Other.

Describe:

[Discussions are underway with higher education institutions to include the core knowledge components in early childhood curricula.](#)

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, National Council for Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation, 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 Quality 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.

The document outlines the knowledge, skills, and dispositions needed by early childhood professionals working with children from birth to school age in any early care and education setting. The state's CKC is built on the knowledge that all children:

1. Develop best in environments that provide meaningful and relevant learning opportunities,
2. Construct their knowledge of the world through activities, experiences, and interactions with others,
3. Thrive when their needs are recognized, respected, and addressed,
4. Develop to their fullest potential when adults form nurturing relationships and create environments and experiences that are inclusive of their cultures and differing needs and abilities.

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 of personal/professional growth and development, and design a professional development plan.

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:

The CKC document is designed to provide guidance to:

- Coordinate interagency communication,
- Plan training,
- Work with programs to tailor trainings to meet individual needs, direct provision of technical assistance or other supports,
- Connect stakeholders around common goals,
- Evaluate and refine core content,
- 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.

Effective Date: 01-OCT-13

 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 revised this year to incorporate the state's newly revised credentialing system.

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 pathway (or lattice) 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 Quality 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 Quality standards for family and group homes.

- 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 Quality standards.

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

Describe:

The state 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 designations are defined in the CCCCD system.

- Other.

Describe:

- None.

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

- Infants and toddlers

- Preschoolers

- School-age children

- Dual language learners

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

- Other.

Describe:

Beginning in January 2012, CCCC updated the credentialing system to now award three levels of credentials. The Early Childhood Credential (ECD101) and the School Age Care Credential (SAC 101) will continue to be awarded as the Level 1 Credentials. Level 2 Credentials will be awarded to persons who have earned the ECD credential and then successfully complete three additional courses around one of the following specialties:

- Infants/Toddlers
- Preschool
- Family Child Care
- Children with Special Needs
- Director

After receiving the Level 2 Credential in one of the specialties, students may then earn the Level 3 Credential by successfully completing 3 additional courses in the specialty. All of the courses must be taken at one of the 16 state technical/community colleges. T.E.A.C.H scholarships may be available for persons working in regulated child care programs. Upon completion of each credential, the Smart Money Bonus may also be awarded to teachers who meet the criteria.

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:

CCCCD 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. Early childhood includes infants, toddlers and preschoolers.

Effective Date: 01-OCT-13

 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:

CCCCD 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 instrumental 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. CCCCCD 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 CCCCCD are comprised of early childhood coursework that is taught through the technical college system. Key credentials are embedded into the statewide ABC Quality 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. 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. Annual meetings are held with faculty from the technical colleges early childhood departments to assess and ensure that the early childhood programs are equipped to offer the designated courses to sustain these credentials.

The Lead Agency funded 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. Currently the Lead Agency has partnered with several technical colleges to develop SAC 101 into an online course.

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 child care workforce. This credential is embedded in the ABC Quality 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 four 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
- Standards set by program accreditors
- Standards set by State/Territory departments of education
- Standards set by national teacher preparation accrediting agencies
- 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. CCCCD regularly updates students' training transcripts to reflect both certified and registered training to ensure compliance with child care licensing and ABC Quality 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. Outlines are objectively reviewed and scored to ensure they represent current best practices in early childhood education and in principles of adult education. ABC Quality Level A standards require use of certified trainers for a portion of the required training hours to support the higher level of training quality.

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 advanced 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 more) 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 100 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. CCCCD recently added a recertification requirement for certified technical assistance providers so they will continue to improve their knowledge and competency. Appropriate professional development opportunities are provided by CCCCD and in collaboration with partner agencies.

Other.
Describe:

Under the direction of the Lead Agency, 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 are a total of 132 certified technical assistance providers statewide. 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:

CCCCD has been instrumental in working on articulation issues since 1999. In partnership with the Head Start Collaboration Office, the ABC Quality System staff approached the SC Association of Early Childhood Teacher Educators (SCAECTE) to host a series of Early Childhood Education Summits. These Summits led to a series of state-level meetings and establishment of work groups with representatives from technical colleges, other senior institutions offering degrees in early childhood education, state agencies, state professional organizations, and other workforce representatives. The summits are held annually and 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.

Based on this work, in 2004 NAEYC recruited South Carolina to participate in a pilot to create a national system for accrediting associate degree early childhood education programs. South Carolina's technical colleges were 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 the state'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 facilitated 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.

Effective Date: 01-OCT-13



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 are provided. This is accomplished through individual graduate courses in specialty areas and a M.Ed. cohort 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:

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 and credentialing system. A key accomplishment of CCCCCD 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.

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. CCCCCD maintains a calendar of training events for those certified through the center and is open to the public. The Lead Agency acquired direct oversight of CCCCCD in 2012.

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:

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. The program provides 80% 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.

Additionally, a M.Ed. opportunity for trainers, technical assistance providers, and agency leadership staff is available through USC. This is being done in effort to grow early childhood leadership throughout the state.

CCCCD awards three levels of credentials as a way to promote career development for those who educate and care for children. Individuals may enroll at their local technical/community college to take

academic coursework. Smart Money bonuses may be available for individuals who earn credentials. The bonuses range from \$200 for Level 1 credentials to \$500 for Level 3 credentials.

Beyond the state's Early Childhood Credential level, scholarship recipients may receive 3-6 hours of paid release time per week, 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 Quality monitors have developed and targeted training sessions needed by the providers to these events in order to maximize staff resources. Child Care Licensing and Child and Adult Care Food Program 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 continue to benefit by the infusion of new participants to their conferences.

Free training and education.

Describe:

CCR&RN and the PITCN continue to provide free training for caregivers and directors. 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:

CCCCD has a small reimbursement grant opportunity for technical assistance providers who successfully complete authorized coursework.

Grants.

Describe:

CCCCD provides grants to the Early Childhood Departments at the technical colleges to help provide program support. CCCCD also provides grants to agencies that agree to provide certified training.

Loans.

Describe:

Loan forgiveness programs.

Describe:

Substitute pools.

Describe:

Release time.

Describe:

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 coursework.

Other.

Describe:

In an effort to promote and increase training opportunities, 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 the state's Early Learning Standards and the Core Knowledge Competencies.

None.

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

Yes.

If yes, describe:

To a limited extent, T.E.A.C.H® scholarship recipients have counselors through 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:

The state's technical assistance system provides a framework designed to document specific qualifications and procedures for and levels of certification. It includes descriptions of 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 Quality monitors and child care licensing specialists is an essential element of the system.

PITC provides targeted training and technical assistance to support increased quality among programs serving infants and toddlers. 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 as well as overall enhanced program quality.

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.

Effective Date: 01-OCT-13



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 \$200 to \$500 per credential. 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).

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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):

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

Describe (optional):

Records of individual teachers or caregivers and their qualifications.

Describe (optional):

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

The Lead Agency is developing a database based on the performance reviews of providers enrolled in the ABC Quality system. Currently data are available for Level B centers.

Retention rates.

Describe (optional):

Records of individual professional development specialists and their qualifications.

Describe (optional):

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):

The Lead Agency is developing a database based on the performance reviews of providers enrolled in the ABC Quality system. Currently, data are 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):

The T.E.A.C.H.® database contains the T.E.A.C.H.® scholarships awarded.

Number of individuals receiving bonuses or other financial rewards or incentives.
Describe (optional):

Data are maintained on the T.E.A.C.H.® database, through the CCCCD financial database "Quickbooks," and other CCCCD databases.

Number of credentials and degrees conferred annually.
Describe (optional):

Data are maintained on the T.E.A.C.H.® and other CCCCD databases.

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

CCCCD issues reports to the Lead Agency on an as needed basis for the following data:

- Number of students receiving the SC Early Childhood Credentials,
- 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, and
- New individual session report.

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

Other.
Describe:

None.

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

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

Yes.

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

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

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. CCCCD conference coordinators are available to work with organizations sponsoring professional development events to assure that the event meets the criteria to be documented in the registry and child care providers will be able to receive credit for sessions attended. The system is open to anyone who attends training that is registered or certified by CCCCD. All staff in regulated child care settings can access their transcript of training. Licensing staff and ABC Quality 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 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:

Professional development and credentials are documented by CCCCD for all workforce regulated by child care licensing and/or participating in the ABC Quality system.

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

Describe:

CCCD database captures qualifications and professional development of certified technical assistance providers. Participation in 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:

CCCD 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 Quality system.

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?

Staff qualifications that exceed licensing requirements are a part of the ABC Quality standards at Level 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 Quality monitors can access the workforce registry to verify compliance. Providers enrolled in the ABC Quality system 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.

All agencies/organization 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 and performance outcomes (teacher, trainer, technical assistance). Assessment may include accounting of program inputs (number of providers served, quantity and intensity of services and quality of services from the perspective of the professional development participant (session evaluations).

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 and are encouraged to identify no more than five priority goals total. ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). Lead Agencies are not required to establish a goal for each sub-section in 3.4. Lead Agencies will report progress and updates on these goals in the annual Quality Performance Report (Appendix 1), including any barriers encountered.

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?

Note -When identifying your goals below, Lead Agencies are encouraged to begin with an action verb reflecting the desired result over the two year period (e.g., Increase, Improve, Build, Align, Implement, Review, Revise, Streamline, Expand, etc.)

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Goal #1:

Expand the T.E.A.C.H® scholarship program to include a scholarship for the Early Childhood Certificate.

Goal #2:

Research the feasibility and affordability to expand the state's certified training calendar to become a comprehensive repository of training events and meetings to include other agencies and institutions that work with early care and education programs.

Goal #3:

Explore the development of online training to promote pre-service training for child care providers.