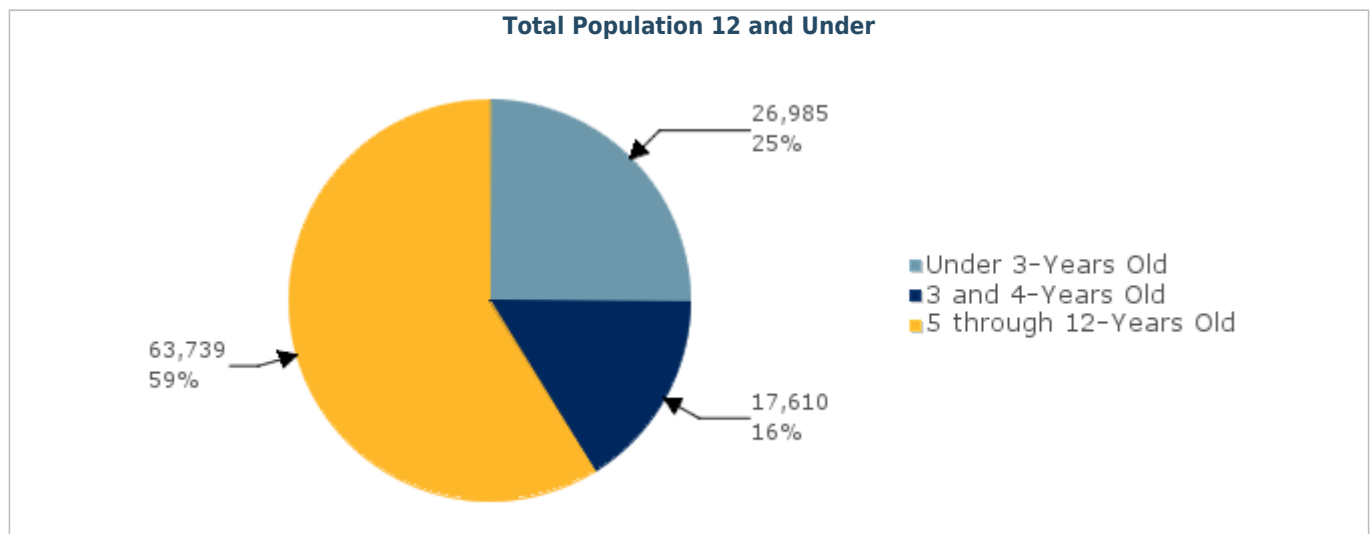




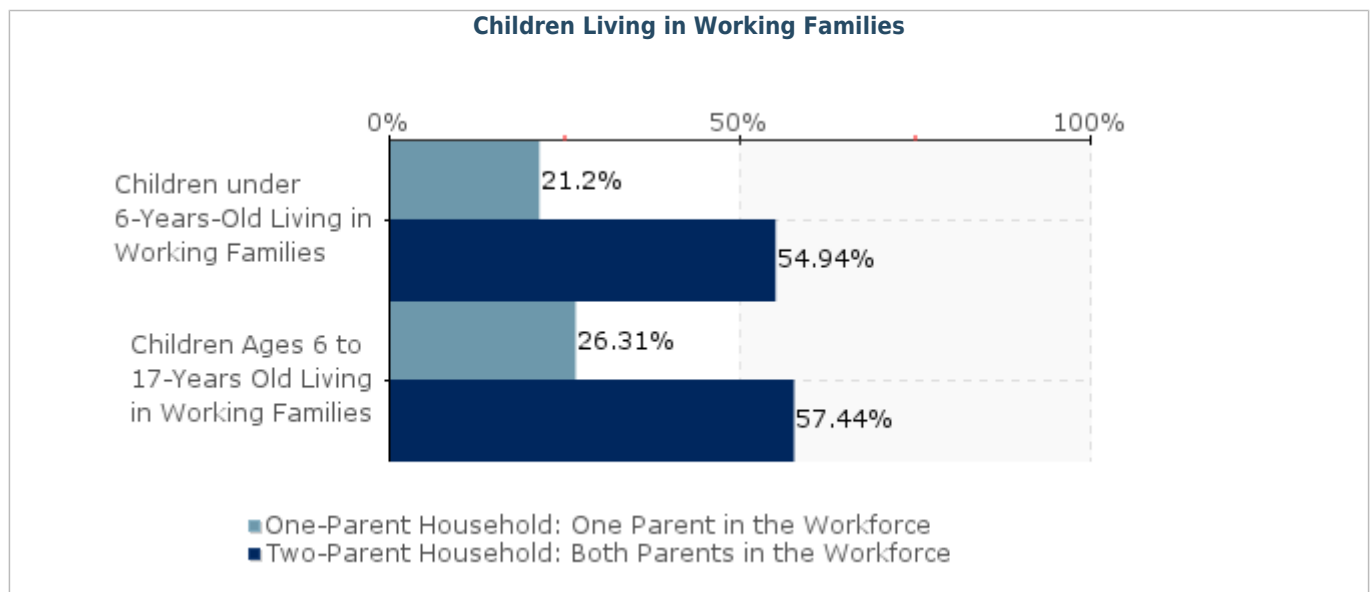
## STATE/TERRITORY PROFILE - NORTH DAKOTA

This profile highlights a current innovative effort to promote a subsidy system that is child-focused, family friendly, and fair to providers. It also provides demographic information, Early Care and Education (ECE) program participation and funding, subsidy innovation and program integrity information, program quality improvement activities, and professional development and workforce initiatives. Sources and links are provided at the end of the document

### DEMOGRAPHICS

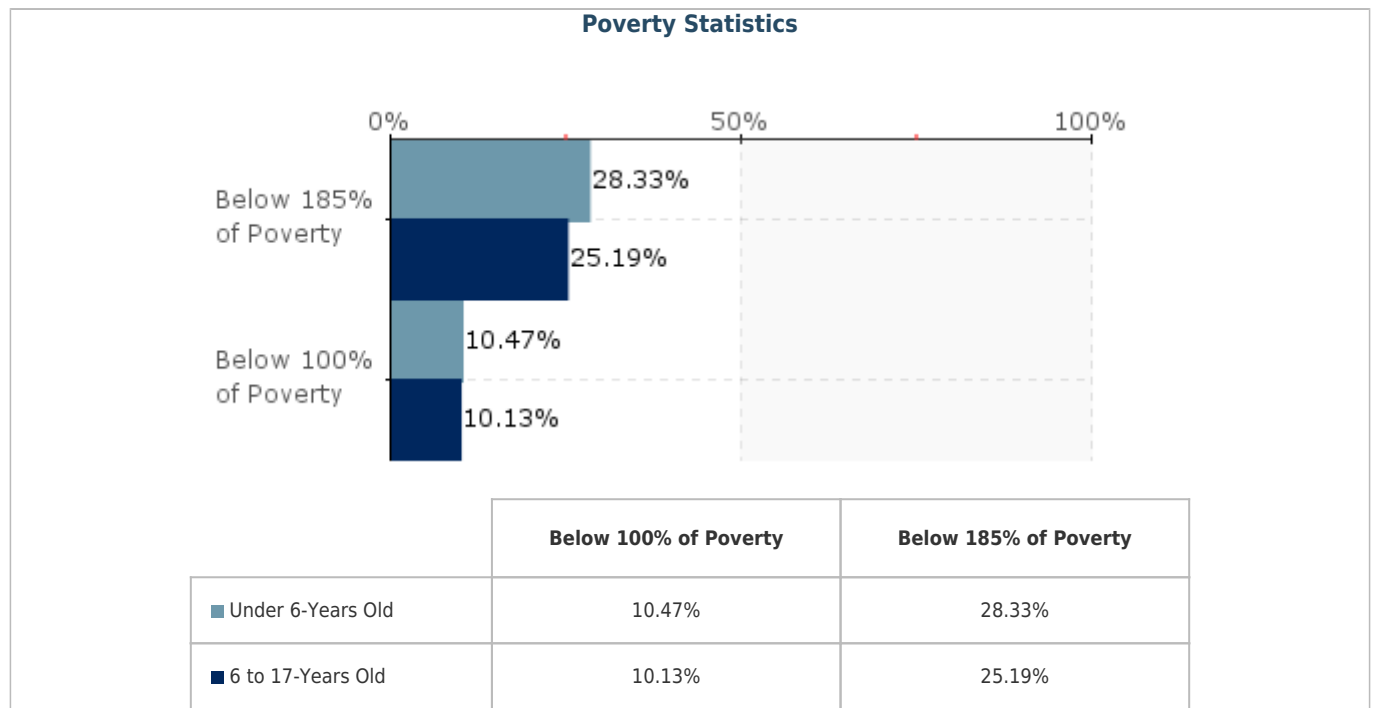


Source(s): U.S. Census Bureau. (n.d.). In American Community Survey, 2010. QT-P2 Single Years of Age and Sex. Retrieved from American FactFinder:  
[http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=DEC\\_10\\_SF1\\_QTP2&prodType=table](http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=DEC_10_SF1_QTP2&prodType=table)



Source(s): U.S. Census Bureau. (2020). In American Community Survey 1-Year Estimates, 2019. B17024: Age By Ratio Of Income To Poverty Level In The Past 12 Months - Universe: Population for whom poverty status is determined.  
<https://data.census.gov/cedsci/table?q=B17024&g=0100000US.04000.001&hidePreview=true&table=B17024&tid>

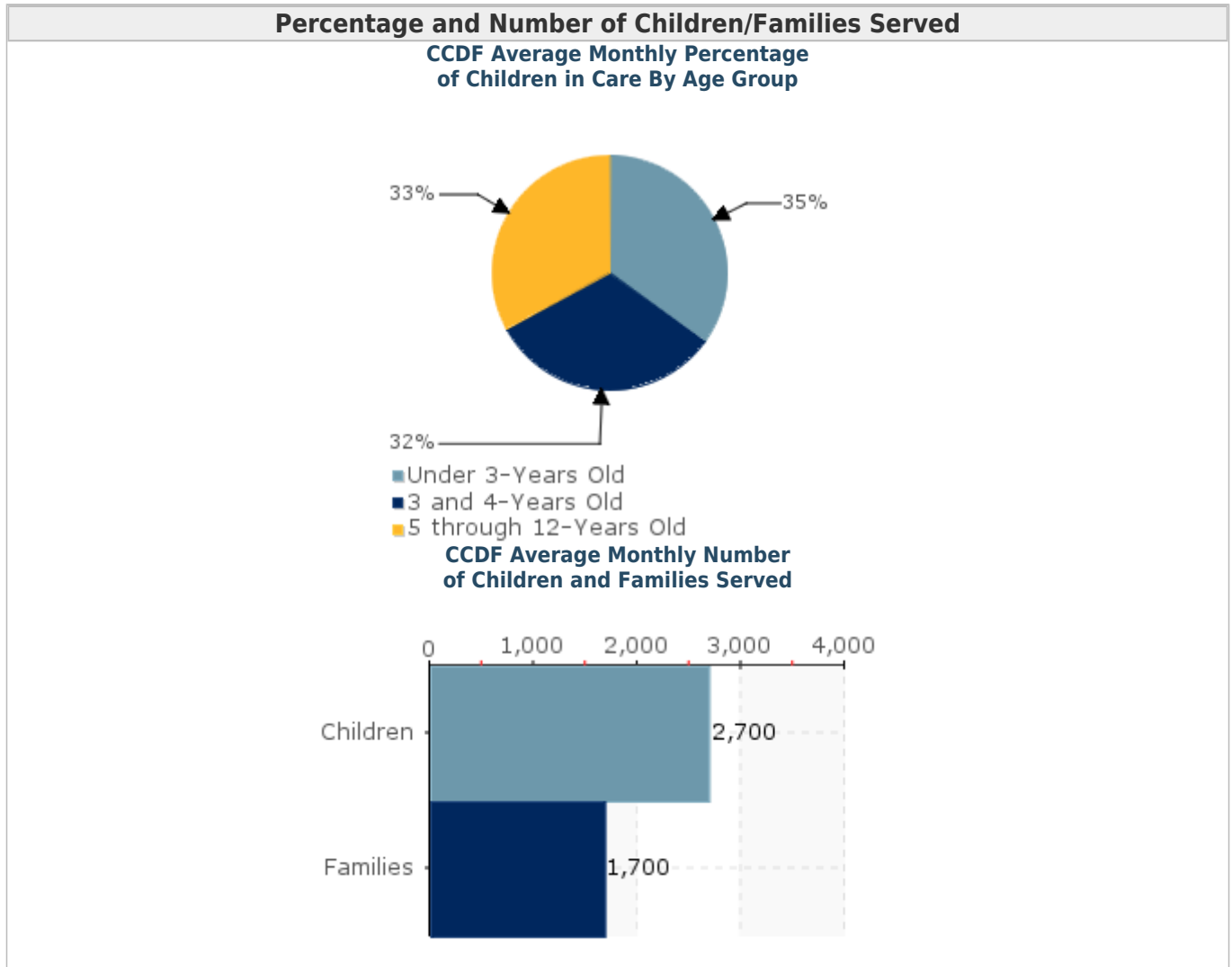
=ACSDT1Y2019.B17024&lastDisplayedRow=17&vintage=2019&mode=&y=2019



Source(s): U.S. Census Bureau. (2020). In American Community Survey 1-Year Estimates, 2019. C23008 Age of own Children under 18 Years in Families and Subfamilies by Living Arrangements by Employment Status of Parents: Universe: Own children under 18 years in families and subfamilies.

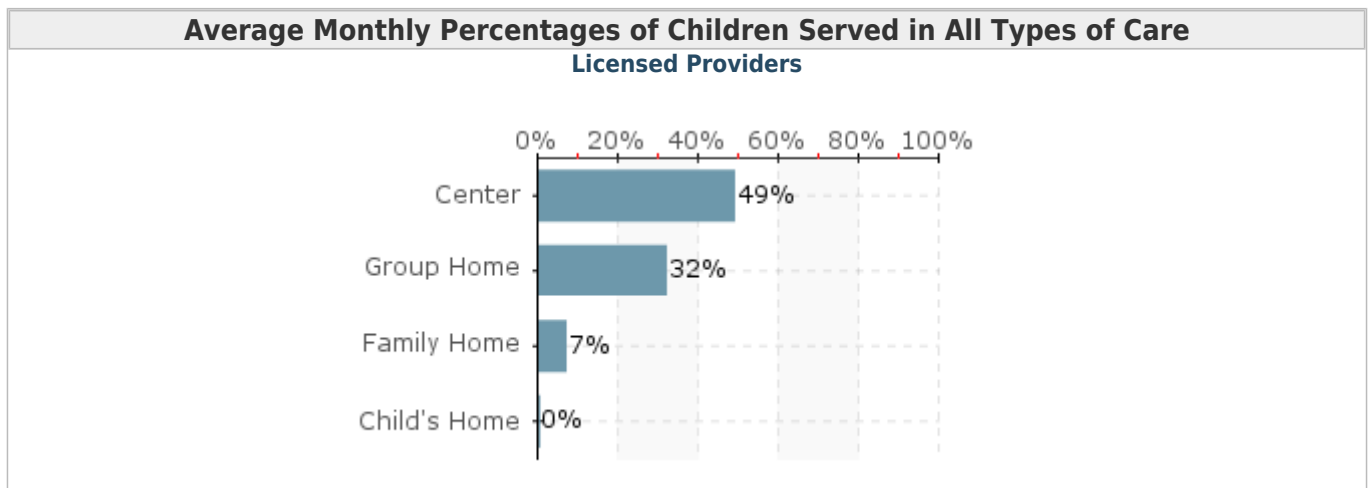
<https://data.census.gov/cedsci/table?q=C23008&g=&hidePreview=false&table=C23008&tid=ACSDT1Y2019.C23008&lastDisplayedRow=17&vintage=2019>

## ECE PROGRAM PARTICIPATION AND FUNDING

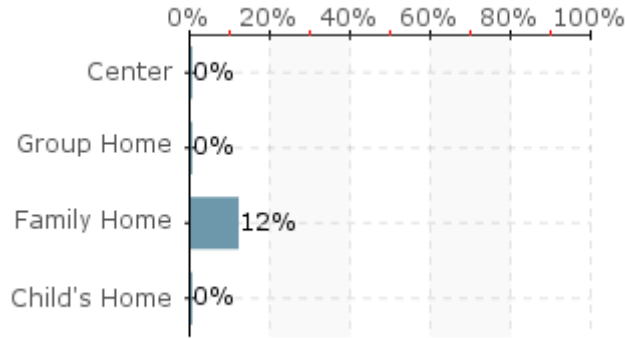


Source(s): U.S. Department of Health and Human Services, Office of Child Care. (2020). FFY 2019 CCDF data tables [Preliminary estimates]. Table 9 Average Monthly Percentages of Children In Care By Age Group <https://www.acf.hhs.gov/occ/data/fy-2019-preliminary-data-table-9>

1. U.S. Department of Health and Human Services, Office of Child Care. (2020). FFY 2019 CCDF data tables [Preliminary estimates]. Table 1 Average Monthly Adjusted Number of Families and Children Served. <https://www.acf.hhs.gov/occ/data/fy-2019-preliminary-data-table-1>



**Non-Licensed Providers**



**Note:** Unregulated provider data includes relative and non-relative care.

Source(s): U.S. Department of Health and Human Services, Office of Child Care. (2020). FFY 2019 CCDF data tables [Preliminary estimates]. Table 6 Average Monthly  
<https://www.acf.hhs.gov/occ/data/fy-2019-preliminary-data-table-6>

**Child Care and Development Fund (CCDF)**

◦ Total CCDF Expenditure (Including Quality):	\$18,698,354
◦ CCDF Federal Expenditure:	\$13,641,967
◦ CCDF State/Territory Expenditure:	\$5,056,387

Source(s): U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care. (2021). CCDF Expenditures for FY 2019 (all appropriation years). Table 4a: All expenditures by State-Categorical Summary. <https://www.acf.hhs.gov/occ/resource/fy-2018-ccdf-table-4a>

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care. (2020). CCDF Expenditures for FY 2018 (all appropriation years). Table 3a - All Expenditures by State - Detailed Summary. <https://www.acf.hhs.gov/occ/resource/fy-2018-ccdf-table-3a>

**CCDF Quality Expenditures**

◦ Total Quality Expenditure:	\$1,480,768
◦ Quality Activities (Set Aside Funds):	\$1,480,768
◦ Infant and Toddler (Targeted Funds):	Not available
◦ Quality Expansion Funds (Targeted Funds):	Not available
◦ School-Age/Resource and Referral (Targeted Funds):	Not available

**Temporary Assistance for Needy Families (TANF) for Child Care**

◦ TANF - Total Child Care Expenditure:	Not available
◦ TANF - Direct Expenditure on Child Care:	Not available
◦ TANF - Transfer to CCDF:	Not available

#### ChildCare Tax Credits

◦ Tax Credit Federal Total Amount Claimed:	\$232,718
◦ Tax Credit Federal Number of Claims:	88,270
◦ State/Territory Tax Credit Available - 2015:	No
◦ State/Territory Tax Credit Refundable:	No

#### Child and Adult Care Food Program (CACFP)

◦ CACFP Funding:	\$8,369,923
◦ Number of Family Child Care Homes Participating:	777
◦ Number of Child Care Centers (includes Head Start Programs) Participating:	191

Source(s): Food Research and Action Center. (2020). State of the States: Child and Adult Care Food Program (CACFP) in FY 2019. [http://www.frac.org/maps/sos/tables/sos\\_tab\\_cacfp.html](http://www.frac.org/maps/sos/tables/sos_tab_cacfp.html)

#### Head Start

◦ Head Start Federal Allocation:	\$25,261,724
◦ Head Start State/Territory Allocation:	Not available
◦ Number of Children Participating:	2,302

Source(s): National Institute for Early Education Research. (2021). The 2020 state of preschool yearbook. <http://nieer.org/state-preschool-yearbooks/2020>

#### IDEA Part B, Section 619

◦ IDEA Part B Funding:	\$858,335
◦ Number of Children Served (Ages 3- through 5-Years-Old):	2,492

Source(s): U.S. Department of Education. (2021). Fiscal Years 2019-2021 State Tables for the U.S. Department of Education. <https://www2.ed.gov/about/overview/budget/statetables/index.html>

#### IDEA Part C

◦ IDEA Part C Funding:	\$2,333,044
◦ Number of Children Served (Ages Birth through 2-Years-Old):	1,567

Source(s): U.S. Department of Education. (2021). Fiscal Years 2019-2021 State Tables for the U.S. Department of Education. <https://www2.ed.gov/about/overview/budget/statetables/index.html>

#### Pre-kindergarten

◦ Pre-kindergarten Total Expenditure:	\$650,659
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◦ Enrollment (4-year-olds and under):	1,235
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**Note:** Total Expenditure includes all State/Territory, Local, and Federal dollars. In addition to 3 and 4-year-olds, some Pre-kindergarten programs enroll children of other ages.

*Source(s):* National Institute for Early Education Research. (2021). The 2020 state of preschool yearbook. <https://nieer.org/state-preschool-yearbooks/yearbook2020>

## CCDF SUBSIDY PROGRAM ADMINISTRATION

### Income Eligibility at Determination

(a)	(b)	(c)	(d)	
<b>Family Size</b>	<b>100 % of SMI (\$/Month)</b>	<b>85% of SMI(\$/Month) [Multiply(a) by 0.85]</b>	<b>(IF APPLICABLE) (\$/Month) Maximum Initial or First Tier Income Limit (or Threshold) if Lower Than 85% of Current SMI</b>	<b>IF APPLICABLE) (% of SMI) [Divide(c) by (a), multiply by 100] Income Level if Lower Than 85% of Current SMI</b>
3	\$6,468.00	\$5,498.00	\$3,881.00	60%

Source(s): U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care. (2019). Report 3.1.3 Family Size of 3: Eligible Children and Families - Income Eligibility at Determination. ACF-118 Data Submission Center.

### Approaches Used for Promoting Continuity of Care

◦ Coordinating with Head Start, prekindergarten, or other early learning programs to create a package of arrangements that accommodates parents' work schedules	Not available
◦ Inquiring about whether the child has an Individualized Education Program (IEP) or Individual Family Services Plan (IFSP)	Not available
◦ Establishing minimum eligibility periods greater than 12 months	Not available
◦ Using cross-enrollment or referrals to other public benefits	Yes
◦ Working with IDEA Part B, Section 619 and Part C staff to explore how services included in a child's IEP or IFSP can be supported and/or provided onsite and in collaboration with child care services	Not available
◦ Providing more intensive case management for families with children with multiple risk factors;	Not available
◦ Implementing policies and procedures that promote universal design to ensure that activities and environments are accessible to all children, including children with sensory, physical, or other disabilities	Not available
◦ Other:	Described Below

The Child Care Assistance Program (CCAP) is housed under the Lead Agency’s Economic Assistance Policy Division. The division also contains Health Care Coverage, LIHEAP, SNAP and TANF. The Lead Agency provides a combined program application that contains all of these programs. The Lead Agency will also have a combined review form that contains all open programs that are due for review. Additionally, verification and information provided for one program may be used to determine eligibility for other programs. This allows clients a combined option to access multiple programs and promotes the continuity of care by making various types of assistance as accessible as possible to these populations. Applicants who apply for CCAP and Health Care Coverage are screened for Health Tracks, a free preventative health-screening service office to children ages 0-21. These screenings include dental, hearing, vision, developmental and other types of screenings. The CCAP delinks a child absence from child care by paying up to 40 hours, or 5 days of absence hours. Once in the new eligibility system, CCAP will pay an additional 10% of the state maximum rate to providers who are caring for children with verified disabilities.

Source(s): U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care. (2019). Reports 3.1.6 and 3.1.6-2: Eligible Children and Families - Approaches Used for Promoting Continuity of Care. ACF-118 Data Submission Center.

Increasing Access for Vulnerable Children and Families

<b>Children with Special Needs</b>	
◦ Prioritize for enrollment	Not available
◦ Serve without placing these populations on waiting lists	Not available
◦ Waive co-payments	Not available
◦ Pay higher rates for access to higher quality care	Yes
◦ Use grants or contracts to reserve slots for priority populations	Not available
◦ Other:	Described Below
<p>The Lead Agency defines a child with special needs as a child who is physically or mentally incapable of caring for himself or herself as verified by a physician or a licensed or certified psychologist. Services are prioritized by providing services to a child between the ages of 13 to 19 when that child is identified as having special needs. Once the new eligibility system is in place, with an anticipated go-live date in March 2019, an additional 10% will be added to payments made to providers who are caring for children with identified special needs.</p> <p>The Lead Agency does not have a waiting list as all applicants for CCAP have been able to be assisted by the Lead Agency. In the event the Lead Agency would have to implement a waiting list, children with special needs would be identified as a priority for services.</p>	
<b>Families with Very Low Incomes</b>	
◦ Prioritize for enrollment	Not available
◦ Serve without placing these populations on waiting lists	Not available
◦ Waive co-payments	Yes
◦ Pay higher rates for access to higher quality care	Not available
◦ Use grants or contracts to reserve slots for priority populations	Not available
◦ Other:	Described Below



The Lead Agency defines families with very low incomes as families who are receiving Temporary Assistance for Needy Families (TANF). TANF families have a waived co-payment.

The Lead Agency does not have a waiting list as all applicants for CCAP have been able to be assisted by the Lead Agency. In the event the Lead Agency would have to implement a waiting list, families with very low incomes would be identified as a priority for services.

### **Children Experiencing Homelessness**

◦ Prioritize for enrollment	Yes
◦ Serve without placing these populations on waiting lists	Not available
◦ Waive co-payments	Not available
◦ Pay higher rates for access to higher quality care	Not available
◦ Use grants or contracts to reserve slots for priority populations	Not available
◦ Other:	Described Below

Households who are experiencing homelessness are prioritized by allowing CCAP eligibility at the time of application or review for caretakers who have only job or activity search as an allowable activity. These households are also provided services during a 30-day grace period to provide required verifications.

The Lead Agency does not have a waiting list as all applicants for CCAP have been able to be assisted by the Lead Agency. In the event the Lead Agency would have to implement a waiting list, children experiencing homelessness would be identified as a priority for services.

### **Families Receiving TANF\***

◦ Prioritize for enrollment	Not available
◦ Serve without placing these populations on waiting lists	Not available
◦ Waive co-payments	Yes
◦ Pay higher rates for access to higher quality care	Not available
◦ Use grants or contracts to reserve slots for priority populations	Not available
◦ Other:	Described Below

Families who are receiving TANF or TANF Transition are prioritized by have the CCAP co-payment waived and by paying for child care services provided for any activity identified on the TANF JOBS Employability Plan.

The Lead Agency does not have a waiting list as all applicants for CCAP have been able to be assisted by the Lead Agency. In the event the Lead Agency would have to implement a waiting list, families receiving would be identified as a priority for services.

*\* Includes families receiving TANF program funds, those transitioning off TANF through work activities, or those at risk of becoming dependent on TANF.*

Source(s): U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care. (2019). Reports 3.2.2a, 3.2.2b, 3.2.2c, 3.2.2d, 3.2.2a-2, 3.2.2b-2, 3.2.2c-2, and 3.2.2d-2: Increasing Access for Vulnerable Children and Families. ACF-118 Data Submission Center.

Use of Grants or Contracts to Increase the Supply of Specific Types of Child Care

◦ Programs to serve children with disabilities	Not available
◦ Programs to serve infants and toddlers	Not available
◦ Programs to serve school-age children	Not available
◦ Programs to serve children needing non-traditional hour care	Not available
◦ Programs to serve children experiencing homelessness	Not available
◦ Programs to serve children in underserved areas	Not available
◦ Programs that serve children with diverse linguistic or cultural backgrounds	Not available
◦ Programs that serve specific geographic areas (urban)	Not available
◦ Programs that serve specific geographic areas (rural)	Not available
◦ Other:	Described Below
NA	

Use of Grants or Contracts to Increase the Quality of Specific Types of Child Care

◦ Programs to serve children with disabilities	Not available
◦ Programs to serve infants and toddlers	Not available
◦ Programs to serve school-age children	Not available
◦ Programs to serve children needing non-traditional hour care	Not available
◦ Programs to serve children experiencing homelessness	Not available
◦ Programs to serve children in underserved areas	Not available
◦ Programs that serve children with diverse linguistic or cultural backgrounds	Not available
◦ Programs that serve specific geographic areas (urban)	Not available
◦ Programs that serve specific geographic areas (rural)	Not available
◦ Other:	Described Below
NA	

Base payment rates and percentiles

Age	Center	Percentile of most recent MRS	Family Child Care	Percentile of most recent MRS
Infant	\$ 210.00/ week	75th	\$ 160.00/ week	75th
Toddler	\$ 197.50/ week	75th	\$ 155.00/ week	75th

Age	Center	Percentile of most recent MRS	Family Child Care	Percentile of most recent MRS
Preschool	\$ 180.00/ week	75th	\$ 150.00/ week	75th
School Age	\$ 165.00/ week	75th	\$ 150.00/ week	75th
Effective date of payment rates: October 1, 2018.				
Market rate survey (MRS) date: 12/22/2017				

Source(s): U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care. (2019). Report 4.3.1: Setting Payment Rates. ACF-118 Data Submission Center.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care. (2019). Report 4.2.5a: Setting Payment Rates. ACF-118 Data Submission Center.

Tiered Reimbursement or Differential Rates

◦ Differential rate for non-traditional hours. Describe	Not available
◦ Differential rate for children with special needs, as defined by the state/territory.	Not available
◦ Differential rate for infants and toddlers. Note: Do not check if the Lead Agency has a different base rate for infants/toddlers with no separate bonus or add-on	Not available
◦ Differential rate for school-age programs. Note: Do not check if the Lead Agency has a different base rate for school-age children with no separate bonus or add-on.	Not available
◦ Differential rate for higher quality, as defined by the state/territory.	Not available
◦ Other differential rates or tiered rates.	Not available
◦ Tiered or differential rates are not implemented.	Yes

CCDF Co-Payemts by Family Size

CCDF Co-Payments by Family Size

	(a)	(b)	(c)	(d)	(e)	(f)
<b>Family Size</b>	<b>Lowest “Entry” Income Level Where Family Is First Charged Co-Pay (Greater Than \$0)</b>	<b>What Is the Monthly Co-Payment for a Family of This Size Based on the Income Level in (a)?</b>	<b>The Co-Payment in Column (b) is What Percentage of the Income in Column (a)?</b>	<b>Highest “Entry” Income Level Before a Family Is No Longer Eligible</b>	<b>What Is the Monthly Co-Payment for a Family of This Size Based on the Income Level in (d)?</b>	<b>The Co-Payment in Column (e) is What Percentage of the Income in Column (d)?</b>
3	\$1.00	\$13.00	2	\$3,881.00	\$272.00	7

Source(s): U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care. (2019). Report 3.4.1a Family Size of 3: Family Contribution to Payment - CCDF Co-Payments by Family Size. ACF-118 Data Submission Center.

Family Contribution to Payment

◦ No, the Lead Agency does not waive family contributions/co-payments.	Not available
◦ Yes, the Lead Agency waives family contributions/co-payments for families with an income at or below the Federal poverty level for families of the same size.	Not available
◦ Yes, the Lead Agency waives family contributions/co-payments for families who are receiving or needing to receive protective services, as determined by the Lead Agency for purposes of CCDF eligibility. Describe the policy and provide the policy citation..	Not available
◦ Describe contributions/co-payments for families who are receiving or needing to receive protective services	Not available

<ul style="list-style-type: none"> <li>◦ Yes, the Lead Agency waives family contributions/co-payments for other criteria established by the Lead Agency. Describe the policy and provide the policy citation</li> </ul>	<p style="text-align: right;">Yes</p>
<ul style="list-style-type: none"> <li>◦ Describe contributions/co-payments for other criteria (See table below)</li> </ul>	<p style="text-align: center;">Described Below</p>
<p>Co-payments are waived for households that are also eligible for TANF, TANF Transition and Diversion. The policy citation is 'Waived Co-Pay for TANF Recipients 400-28-45-05'. Co-payments are also waived for household who are eligible for Crossroads. The Crossroads Program is designed to assist teen parents under the age of 21 continue their education. The policy citation is 'Eligibility for Crossroads Families 400-28-40-05'.</p>	

Source(s): U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care. (2019). Report 3.4.4: Family Contribution to Payment - Family Contribution to Payment. ACF-118 Data Submission Center.

## HEALTH AND SAFETY

Child-Staff Ratios by Group Size by Age of Children for Licensed Child Care Centers

Age of Children	Child-Staff Ratio	Group Size
Infant (11 months)	4:1	10
Toddler (35 months)	7:1	20
Preschool (59months)	7:1	20
School-age (6 years)	20:1	40
School-age (10 years and older)	20:1	40
If any of the responses above are different for exempt child care centers, describe which requirements apply:	Described Below	
NA		

*Source(s):* National Center on Early Childhood Quality Assurance. (2021). 2020 Child Care Licensing Study: Analysis of child care licensing regulations. [Unpublished data].

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care. (2019). Report 5.2.1a-5\_6\_7: Standards on ratios, group sizes, and qualifications for CCDF providers.- exempt child care centers. ACF-118 Data Submission Center.

## QUALITY IMPROVEMENT

### Use of Quality Funds

	Yes/No	CCDF Funds	Other Funds	Other (describe)
Supporting the training and professional development of the child care workforce	Yes	Yes	Yes	Described Below
Developing, maintaining, or implementing early learning and developmental guidelines	Yes	Yes	Yes	Described Below
Developing, implementing, or enhancing a tiered quality rating and improvement system	Yes	Yes	Yes	Described Below
Improving the supply and quality of child care services for infants and toddlers	Yes	Yes	Not available	Not available
Establishing or expanding a statewide system of CCR&R services	Yes	Yes	Not available	Not available
Facilitating compliance with state/territory requirements for inspection, monitoring, training, and health and safety standards	Yes	Yes	Yes	Described Below
Evaluating and assessing the quality and effectiveness of child care services within the state/territorys	Yes	Yes	Yes	Described Below
Supporting accreditation	Not available	Not available	Not available	Not available

	Yes/No	CCDF Funds	Other Funds	Other (describe)
Supporting state/territory or local efforts to develop high-quality program standards relating to health, mental health, nutrition, physical activity, and physical development	Yes	Yes	Yes	Described Below
Other activities determined by the state/territory to improve the quality of child care services and which measurement of outcomes related to improved provider preparedness, child safety, child well-being, or kindergarten entry is possible	Not available	Not available	Not available	Not available

Use of Quality Funds - Continued

	Other (describe)
Supporting the training and professional development of the child care workforce	State General Funds
Developing, maintaining, or implementing early learning and developmental guidelines	State General Funds
Developing, implementing, or enhancing a tiered quality rating and improvement system	State General Funds
Improving the supply and quality of child care services for infants and toddlers	Not available
Facilitating compliance with state/territory requirements for inspection, monitoring, training, and health and safety standards	State General Funds
Evaluating and assessing the quality and effectiveness of child care services within the state/territorys	State General Funds
Supporting accreditation	Not available
Supporting state/territory or local efforts to develop high-quality program standards relating to health, mental health, nutrition, physical activity, and physical development	State General Funds
Other activities determined by the state/territory to improve the quality of child care services and which measurement of outcomes related to improved provider preparedness, child safety, child well-being, or kindergarten entry is possible	Not available

Source(s):

- U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care. (2019). Reports 7.2.1 and 7.2.1-1: Use of Quality Funds – Supporting the training and professional development of



the child care workforce. ACF-118 Data Submission Center.

- U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care. (2019). Report 7.2.1 and 7.2.1-2: Use of Quality Funds - Developing, maintaining, or implementing early learning and developmental guidelines. ACF-118 Data Submission Center.
- U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care. (2019). Report 7.2.1 and 7.2.1-3: Use of Quality Funds - Developing, implementing, or enhancing a tiered quality rating and improvement system. ACF-118 Data Submission Center.
- U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care. (2019). Report 7.2.1 and 7.2.1-4: Use of Quality Funds - Improving the supply and quality of child care services for infants and toddlers. ACF-118 Data Submission Center.
- U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care. (2019). Report 7.2.1 and 7.2.1-5: Use of Quality Funds - Establishing or expanding a statewide system of CCR&R services. ACF-118 Data Submission Center.
- U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care. (2019). Report 7.2.1 and 7.2.1-6: Use of Quality Funds - Facilitating compliance with state/territory requirements for inspection, monitoring, training, and health and safety standards. ACF-118 Data Submission Center.
- U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care. (2019). Report 7.2.1 and 7.2.1-7: Use of Quality Funds - Evaluating and assessing the quality and effectiveness of child care services within the state/territory. ACF-118 Data Submission Center.
- U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care. (2019). Report 7.2.1 and 7.2.1-8: Use of Quality Funds - Supporting accreditation. ACF-118 Data Submission Center.
- U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care. (2019). Report 7.2.1 and 7.2.1-9: Use of Quality Funds - Supporting state/territory or local efforts to develop high-quality program standards relating to health, mental health, nutrition, physical activity, and physical development. ACF-118 Data Submission Center.
- U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care. (2019). Report 7.2.1 and 7.2.1-10: Use of Quality Funds - Other activities determined by the state/territory to improve the quality of child care services and which measurement of outcomes related to improved provider preparedness, child safety, child well-being, or kindergarten entry is possible. ACF-118 Data Submission Center.

#### Outreach to Families with Limited English Proficiency

Application in other languages (application document, brochures, provider notices)	Not available
Informational materials in non-English languages	Not available
Website in non-English languages	Not available
Lead Agency accepts applications at local community-based locations	Not available
Bilingual caseworkers or translators available	Yes
Bilingual outreach workers	Yes
Partnerships with community-based organizations	Yes
Other	Not available
Describe Other	Not available

Not available

*Source(s)*: U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care. (2019). Report 2.1.1-1 and 2.1.1-2: Outreach to Families with Limited English Proficiency - Strategies the Lead Agency or partners utilize to provide outreach and services to eligible families for whom English is not their first language. ACF-118 Data Submission Center.

## Outreach to Families with a Person(s) with Disabilities

Applications and public informational materials available in Braille and other communication formats for access by individuals with disabilities	Not available
Websites that are accessible (e.g., Section 508 of the Rehabilitation Act)	Yes
Caseworkers with specialized training/experience in working with individuals with disabilities	Not available
Ensuring accessibility of environments and activities for all children	Not available
Partnerships with state and local programs and associations focused on disability-related topics and issues	Yes
Partnerships with parent associations, support groups, and parent-to-parent support groups, including the Individuals with Disabilities Education Act (IDEA) federally funded Parent Training and Information Centers	Not available
Partnerships with state and local IDEA Part B, Section 619 and Part C providers and agencies	Yes
Availability and/or access to specialized services (e.g., mental health, behavioral specialists, therapists) to address the needs of all children	Yes
Other	Not available
Describe Other	Not available
Not available	

*Source(s)*: U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care. (2019). Report 2.1.2-1 and 2.1.2-2: Outreach to Families with Limited English Proficiency - Strategies the Lead Agency or partners utilize to provide outreach and services to eligible families with a person(s) with a disability. ACF-118 Data Submission Center.

## Consumer Education Website

<p>How the Lead Agency ensures that its website is consumer-friendly and easily accessible</p>	<p>The State contracts with Lutheran Social Services to provide a statewide system of Child Care Resource and Referral known as Child Care Aware of ND. Child Care Aware provides multiple services on the State's behalf, including consumer education and referrals, pre-service and ongoing training for early childhood services providers, and technical assistance for early childhood service providers and applicants. The activities included in the contract for Child Care Aware are:</p> <p style="text-align: right;">Consumer education and referrals:</p> <p>Provide a consumer-friendly and easily accessible website, which will promote informed early childhood services choices by parents, including,</p> <ol style="list-style-type: none"> <li>1. The availability of child care services,</li> <li>2. Information on quality of providers, if available,</li> <li>3. Research and best practices concerning children's development and meaningful parent and family engagement, and</li> <li>4. Information on developmental screenings.</li> </ol> <p style="text-align: right;">Collect and disseminate data, including annual reports of,</p> <ol style="list-style-type: none"> <li>1. Child care costs by state and county,</li> <li>2. Extent child care capacity meets potential demand, and</li> </ol> <p>3. Coordination of services and supports, including services under Section 619 and Part C of the Individuals with Disabilities Education Act.</p> <p>Disseminate information on early childhood services quality and options for families through participation in community and statewide events.</p> <p style="text-align: right;">Maintain a parent referral system available to parents online and by telephone.</p> <p style="text-align: right;">Training:</p> <ol style="list-style-type: none"> <li>1. Provide pre-service training in accordance with CCDF requirements to providers. Training must be made available in multiple formats.</li> <li>2. Provide ongoing training opportunities for providers that:             <ul style="list-style-type: none"> <li>- Aligns with the N.D. Early Learning Guidelines, <a href="http://www.nd.gov/dhs/services/childcare/guidelines.html">http:// www.nd.gov/dhs/services/childcare/guidelines.html</a>,</li> <li>- Meets approval within the N.D. Growing Futures Professional Development System, <a href="http://www.ndgrowingfutures.org">http:// www.ndgrowingfutures.org</a>,</li> <li>- Leads to progressive professional development, including the Child Development Associate or pursuit of postsecondary education,                 <ul style="list-style-type: none"> <li>- Reflects current research in early childhood education, and</li> <li>- Is appropriate for providers of varied cultures and learning styles.</li> </ul> </li> </ul> </li> </ol> <p>Collaborate with other entities, as appropriate, to ensure a wide variety of meaningful training opportunities, which are accessible to all providers. The program will focus on the development of the early childhood workforce, quality improvement of early childhood programs, technical assistance for early childhood providers and staff members, and building the capacity of early childhood programs, as provided for in N.D.C.C. § 50-11.1-14.1.</p> <p>Technical Assistance: Provide consultation and resources to providers on health and safety, child care business practices, child development, emergency preparedness, and maintaining licensing compliance.</p> <p style="text-align: right;">Workforce development, to include:</p> <ol style="list-style-type: none"> <li>1- Progressive training and technical assistance opportunities leading to the Child Development Associate or upward movement on the Career Pathways.</li> <li>2- The training delivery shall include a combination of online courses, face-to-face training, featured events, and series classes.</li> <li>3- Implementation of the Growing Futures Professional Development Registry, <a href="http://www.ndgrowingfutures.org">www.ndgrowingfutures.org</a>.             <ul style="list-style-type: none"> <li>- Marketing of system to potential members, trainers, and training organizations,</li> <li>- Providing technical assistance to potential members of the system, and</li> <li>- Maintenance of the registry database and other technology associated with the system.</li> </ul> </li> <li>4- Grants and scholarships to early childhood providers and staff members to encourage participation in Growing Futures and upward movement on the Career Pathways.</li> <li>5- Collaboration with other agencies when possible.</li> </ol> <p style="text-align: right;">Quality improvement, to include:</p> <ol style="list-style-type: none"> <li>1- Implementation of Bright &amp; Early ND, <a href="http://www.brightnd.org">www.brightnd.org</a>.             <ul style="list-style-type: none"> <li>- Effectiveness of the quality improvement project must be evaluated using pre-project and post-project data obtained from reliable assessment tools, such as the Classroom Assessment Scoring System (CLASS), Program Administration Scale (PAS), School-age Care Environmental Rating Scale (SACERS), the Family Child Care Environmental Rating Scale (FCCERS), the Infant Toddler Environmental Rating Scale (ITERS), and the Early Childhood Environmental Rating Scale (ECERS).                 <ul style="list-style-type: none"> <li>- Work with a statewide QRIS committee to receive guidance and feedback on implementation of Bright &amp; Early ND.</li> <li>- Provide statewide training and promotion on Bright &amp; Early ND for providers.</li> </ul> </li> </ul> </li> <li>2- Peer coaching or mentoring program to assist with technical assistance to new providers and providers enrolled in the quality improvement projects.             <ul style="list-style-type: none"> <li>- Peer coaching component must include training of interested and qualified providers or other early childhood professionals.</li> <li>- Peer coaches must receive stipends for their services, reimbursement for a substitute for their program, and reimbursement for mileage, if appropriate.</li> </ul> </li> <li>3- Other quality improvement projects as determined through ongoing assessment of need.</li> </ol> <p style="text-align: right;">Recruitment and capacity building, to include:</p> <ol style="list-style-type: none"> <li>1. Assisting communities in addressing local child care needs and promoting local collaborations to meet child care needs.</li> <li>2. Incentive grants, training, and technical assistance to newly licensed providers or providers who are able to expand their current capacity.</li> </ol>
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<p>How the website ensures the widest possible access to services for families that speak languages other than English</p>	<p>The Lead Agency contracts with Child Care Aware of North Dakota (CCA) to provide a consumer education website. The Lead Agency and CCA work together to provide a website that is consumer-friendly. This is done for example, by allowing multiple ways to search for providers. CCA consumer website has information that defines terms for licensed and exempt care, offering frequently asked questions, and includes a description of licensing or regulatory requirements for child care providers. The website itself is not accessible in multiple languages because the state has not been able to identify an additional language that more than 1% of the states populations speaks. However, there are strategies that are in place to overcome language barriers with families. The approaches used to assist parents regarding discussions about child care options and rules vary across the state depending on demographics, languages spoken, and resources available in and to each county. They include but are not limited to: requests for translators; working with friends, family members, or neighbors; using a website for translation (such as <a href="http://www.freetranslation.com/">http://www.freetranslation.com/</a>); using the language software available through Microsoft. For hearing impaired clients, CCA parent resources specialists may write their conversations out, use relay North Dakota for telephone contacts, or contact the ND School for the Deaf for resource support. If an individual is visually impaired the ND School for the Blind may be contacted for resource support.</p>
<p>How the website ensures the widest possible access to services for persons with disabilities</p>	<p>If the individual seeking information isn't receiving case management services via another State entity, the Lead Agency and/or Child Care Aware will assist the individual in accessing information contained on the website. The Lead Agency is currently exploring enhancements that can be made to the website to make it more accessible, such as hover/audio capabilities, etc. Individuals may also use Relay North Dakota for telephone contacts or contact the ND School for the Deaf for resource support. If an individual is visually impaired, the ND School for the Blind may be contacted for resource support.</p>

Source(s): U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care. (2019). Report 2.3.1, 2.3.1, and 2.3.3: Consumer Education Website. ACF-118 Data Submission Center.

## FOOTNOTES

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- ECE Program Participation - Pre-kindergarten Participation
  - National Institute for Early Education Research. (2021). The 2020 state of preschool yearbook. <https://nieer.org/state-preschool-yearbooks/yearbook2020>
- ECE Program Participation - IDEA Part C Participation
  - IDEA Data Accountability Center. (2021). Table C1-1: Number of infants and toddlers ages birth through 2 and 3

and older, and percentage of population, receiving early intervention services under IDEA, Part C, by age and state: 2020-2021. <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html#cccs>

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