

Quality Progress Report (QPR) For Connecticut FFY 2021

1) Overview

To gain an understanding of the availability of child care in the State/Territory please provide the following information on the total number of child care providers. Please enter N/A when necessary.

1.1 State or Territory Child Care Provider Population

Enter the total number of child care providers that operated in the state or territory as of September 30, 2021. These counts should include all child care providers, not just those serving children receiving CCDF subsidies. Please enter N/A when necessary.

Licensed center-based programs

1392

N/A.

Describe:

License exempt center-based programs

647

N/A.

Describe:

Licensed family child care

1910

N/A.

Describe:

License-exempt family child care (care in providers' home)

1730

N/A.

Describe:

Connecticut's Licensing Regulations allows informal care to be provided by neighbors but does not track the number of providers. Connecticut's Care 4

KidsSubsidy Program does not allow any licensed exempt non-relatives to care for children. Only relatives who are related to the child by blood, marriage, or adoption and are at least 20 years or older. Relative is defined in Pub L. 113-186 and regulation, 45 CFR Part § 98.41 (a) as grandmother/grandfather, greatgrandmother/grandfather, aunt/ uncle, and sibling are eligible to receive a Care 4 Kids subsidy. 1730 Unlicensed Relative Providers were serving Care 4 Kid children in the Provider's home on 09/30/2021. We are showing these as License-exempt family Child Care for this report.

In-home (care in the child's own home)

430

N/A.

Describe:

430 Unlicensed Relative Providers were serving Care 4 Kid children in the child's home on 09/30/2021.

Other.

Explain

N/A

1.2 Goals for Quality Improvement

Based on Question 7.1.1 and 7.1.2 from the FFY2019-2021 CCDF State Plan, please report your progress on the State or Territory's overarching goals for quality improvement during October 1 to September 30 of the last federal fiscal year. You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible.

Connecticut is in the process of undertaking a significant statewide initiative to systemically improve the quality of early childhood programs serving children birth-5 years old. This quality improvement system will support continuous improvement to all provider settings, and provide families and communities evidence-based guidance about program quality when choosing a home-based or center-based setting. This system will be aligned with existing quality standards utilizing a streamlined infrastructure toward improving program quality and enhancing child and family outcomes. Connecticut will build on its robust licensing foundation

and collaborate with national systems to align to the top tier of national quality standards. The system will also articulate professional and compliance indicators to support programs toward accreditation. Connecticut's work includes a baseline program quality study to better understand how early care and education learning environments vary across the state and to help define program quality. Working with our research partner, the University of Connecticut, School of Social Work and NAEYC, we are identifying tools and measurement strategies to be utilized in the study. The OEC has expanded its staffing capacity for this development work and is prepared to deploy staff for analysis and program implementation as well as continued data collection purposes.

2) Supporting the training and professional development of the child care workforce

Goal: Ensure the lead agency's professional development systems or framework provides initial and ongoing professional development and education that result in a diverse and stable child care workforce with the competencies and skills to support all domains of child development. Please select N/A when necessary.

2.1 Lead Agency Progression of Professional Development

2.1.1 Did the lead agency use a workforce registry or professional development registry to track progression of professional development during October 1 to September 30 of the last federal fiscal year?

Yes.

If yes, describe:

The Office of Early Childhood administers the Early Childhood Professional Registry to track early childhood professionals and programs for young children. As of Sept 30, the Registry had approximately 15,643 renewed accounts, with 28,069 accounts having activity from Oct 1, 2020 to Sept 30, 2021. The Registry is not required of all staff; however, membership is required of all teaching and administrative staff of state funded programs and those funded by Care4Kids subsidy.

Registry participants include teaching staff, program administrators, trainers and consultants. Registry participants are able to build a profile of their employment and education. In addition, the Registry offers tools such as a Resume Builder, licensing Head Teacher Request, Employment History and Scholarship Request.

Total number of accounts for that timeframe (active and inactive; from Registry start in 2007 on) = 47,895. (Q 2.1.3)

No.

If no, what alternative does the lead agency use to track the progression of professional development for teachers/providers serving children who receive CCDF subsidy? Describe:

2.1.2 Are any teachers/providers required to participate?

Yes.

If yes, describe:

The Registry is not required of all staff; however, membership is required of all teaching and administrative staff of state funded programs and those funded by Care4Kids subsidy.

No.

If no, describe:

2.1.3 Total number of participants in the registry as of September 30, 2021 # 28,069

2.2 What supports did the lead agency make available to teachers/providers to help them progress in their education and professional pathway between October 1 and September 30 of the last federal fiscal year (check all that apply)? If available, how many people received each type of support?

Scholarships (for formal education institutions)

3630

Financial bonus/wage supplements tied to education levels

#

Career advisors, Mentors, Coaches, or Consultants

28069

Reimbursement for training

#

Loans

#

Substitutes, sick/annual leave, release time, etc. for professional development

#

Other.

Describe:

Scholarships = OEC Direct Scholarship \$1,383,918 awarded

Financial bonus / wage supplements:

Career advising / support: 3 full time education advisors, one full time temp, and one manager processed the following for individuals:

- 18,149 education and training entries (by staff)
- 19,764 documents (18,641 documents to individual accounts and 1,123 to program files)
- 3,630 OEC Scholarship applications
- 401 OEC licensing head teacher applications
- 160 ECTC applications
- 26,601 automatic uploads for successful training completions through partners: these include first aid / CPR / med admin / anaphylaxis med training completions through United Way for family providers accepting Care4Kids, and completions of online training via Registry accounts (Every confirmed staff member in a program has unlimited access to a full online training library which includes the Care4Kids health and safety trainings)
- 28,069 accounts had activity from Oct 1, 2020 to Sept 30, 2021. This number is shown as the number of people who had access to and/or may have received support from Career Advisors, Mentors, Coaches, or Consultants.

Measures used to evaluate progress to improve the quality of child care programs during October 1 and September 30 of the last federal fiscal year.

Between October 1, 2020 and September 30, 2021 the following trainings related to Standards, Curriculum, and Assessment were offered. These trainings focus on the Connecticut Early Learning and Development Standards and our framework for assessment based on the CT ELDS: the CT Documentation and Observation for Teaching System (CT DOTS). Below is a list of titles and numbers of participants.

Meaningful Curriculum: What is it? Why does it matter? 17

Using CT ELDS in the Cycle of Intentional Teaching: Introduction 80

Using CT ELDS in the Cycle of Intentional Teaching: Introduction Spanish 19

Using CT ELDS in the Cycle of Intentional Teaching: Intermediate 23

Using CT DOTS in the Cycle of Intentional Teaching: Introduction 6

Between October 1, 2020 and September 30, 2021 the following trainings related to Standards, Curriculum, and Assessment were offered. These trainings focus on the Connecticut Early Learning and Development Standards and our framework for assessment based on the CT ELDS: the CT Documentation and Observation for Teaching System (CT DOTS). Below is a list of titles and numbers of participants.

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Using CT ELDS in the Cycle of Intentional Teaching: Intermediate 23

Using CT DOTS in the Cycle of Intentional Teaching: Introduction 6

Using CT DOTS in the Cycle of Intentional Teaching: Intermediate 22

Family Engagement in the Cycle of Intentional Teaching 6

Supporting Diverse Learners 13

In addition, we offered a refresher training of trainers for approved CT ELDS and CT DOTS trainings in September of 2021, with an option for viewing recordings of the sessions and attesting to participation.

Connecticut has developed Core Knowledge and Competencies (CKC) for professionals working with children and their families. The CKCs are designed to address a variety of provider types and settings. They contain seven domains of knowledge, including health, safety and wellness; so that all professionals will be able to ensure children are safe and be able handle emergencies. These competencies incorporate the knowledge and application of Connecticut's ELDS and address practices aligned to the Pyramid Model for promoting social and emotional competence and providing intervention and support. The competencies provide a roadmap for professional learning design to serve diverse learners from career entry to mastery level. The CKCs are used as a basis for planning training requirements and approving trainers and trainings. In addition, CT's is piloting a QRIS. The current model (to be revised based upon the pilot data) includes training on the CT ELDS and on supporting children's social and emotional competence. Training on the Pyramid Model is being offered on an ongoing basis and CT will be holding a 2-day institute in order to develop guidance related to community planning and collaboration to ensure that programs and providers across settings are well equipped to support all children's social, emotional, and mental health needs.

N/A

Describe:

2.3 Please report on the number of staff by qualification level as of September 30, 2021. Count only the highest level attained by staff.

2.3 Licensed child care providers

a. Total number

Licensed child care center directors: #: 1274

Licensed child care center teachers: #: 10854

Licensed family child care center providers: #: 1156

b. How many had a Child Development Associate (CDA)?

Licensed child care center directors: #: 8

Licensed child care center teachers: #: 204

Licensed family child care center providers: #: 95

N/A

If N/A, explain:

c. How many had an Associate's degree in an early childhood education field (e.g., psychology, human development, education)?

Licensed child care center directors: #: 113

Licensed child care center teachers: #: 728

Licensed family child care center providers: #: 30

N/A

If N/A, explain:

d. How many had a Bachelor's degree in an early childhood education field (e.g., psychology, human development, education)?

Licensed child care center directors: #: 264

Licensed child care center teachers: #: 636

Licensed family child care center providers: #: 12

N/A

If N/A, explain:

e. How many had a State child care credential?

Licensed child care center directors: #: 5

Licensed child care center teachers: #: 34

Licensed family child care center providers: #: 0

N/A

If N/A, explain:

f. How many had State infant and toddler credentials?

Licensed child care center directors: #: 0

Licensed child care center teachers: #: 0

Licensed family child care center providers: #: 0

N/A

If N/A, explain:

Connecticut does not have an infant/toddler credential.

g. How many had an "other" degree?

Define "other" degree:

"Other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group or each of these providers and positions

Licensed child care center directors: #: 9

Licensed child care center teachers: #: 5

Licensed family child care center providers: #:

N/A

If N/A, explain:

Licensed Family Providers # <5 suppressed.

2.4 Please report on the number of staff by qualification level as of September 30,

2021. Count only the highest level attained by staff.

2.4 Licensed CCDF providers

a. Total number

Licensed child care center directors who serve children who receive CCDF subsidy: #:

1033

Licensed child care center teachers who serve children who receive CCDF subsidy: #:

9493

Licensed family child care providers who serve children who receive CCDF subsidy: #:

890

b. How many had a Child Development Associate (CDA)?

Licensed child care center directors who serve children who receive CCDF subsidy: #: 8

Licensed child care center teachers who serve children who receive CCDF subsidy: #:

180

Licensed family child care providers who serve children who receive CCDF subsidy: #:

91

N/A

If N/A, explain:

c. How many had an Associate's degree in an early childhood education field (e.g., psychology, human development, education)?

Licensed child care center directors who serve children who receive CCDF subsidy: #:

98

Licensed child care center teachers who serve children who receive CCDF subsidy: #:

603

Licensed family child care providers who serve children who receive CCDF subsidy: #:

22

N/A

If N/A, explain:

d. How many had a Bachelor's degree in an early childhood education field (e.g., psychology, human development, education)?

Licensed child care center directors who serve children who receive CCDF subsidy: #:

211

Licensed child care center teachers who serve children who receive CCDF subsidy: #:

509

Licensed family child care providers who serve children who receive CCDF subsidy: #: 6

N/A

If N/A, explain:

e. How many had a State child care credential?

Licensed child care center directors who serve children who receive CCDF subsidy: #:

Licensed child care center teachers who serve children who receive CCDF subsidy: #: 30

Licensed family child care providers who serve children who receive CCDF subsidy: #: 0

N/A

If N/A, explain:

Licensed CC Directors # <5 Suppressed

f. How many had State infant and toddler credentials?

Licensed child care center directors who serve children who receive CCDF subsidy: #: 0

Licensed child care center teachers who serve children who receive CCDF subsidy: #: 0

Licensed family child care providers who serve children who receive CCDF subsidy: #: 0

N/A

If N/A, explain:

Connecticut does not have an infant/toddler credential.

g. How many had an "other" degree?

Define "other" degree

* "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group or each of these providers and positions

NOTE: The education qualifications noted above are shown as federally defined by the categories. This excludes many fields that CT does not count as related but other states may such as elementary education, etc. If a category were added for ANY degree, particularly for directors/administrators, the report would be more robust.

Licensed child care center directors who serve children who receive CCDF subsidy: #: 6

Licensed child care center teachers who serve children who receive CCDF subsidy: #:

Licensed family child care providers who serve children who receive CCDF subsidy: #: 0

N/A

If N/A, explain:

Licensed Center Teachers # <5 suppressed.

2.5 How many providers received the following additional forms of professional development from October 1, 2020 to September 30, 2021?

a) Business practices

Total: 0

Licensed or registered center-based programs: 0

License-exempt center-based programs: 0

Licensed or registered family child care: 0

License-exempt family child care (care in providers' home): 0

In-home (care in the child's own home): 0

b) Mental health

Total: 0

Licensed or registered center-based programs: 0

License-exempt center-based programs: 0

Licensed or registered family child care: 0

License-exempt family child care (care in providers' home): 0

In-home (care in the child's own home): 0

c) Diversity, equity, and inclusion

Total: 0

Licensed or registered center-based programs: 0

License-exempt center-based programs: 0

Licensed or registered family child care: 0

License-exempt family child care (care in providers' home): 0

In-home (care in the child's own home): 0

d) Other:

Describe:

Connecticut did not have the data for Question 2.5 a-d. as of the date of submission of this report due to data collection methods that did not align with this section in the QPR and multiple reporting requirements for staff causing delays in ability to classify by number and program type. The numbers reported are shown as zeros to allow submission of the online report.

Total: 0
Licensed or registered center-based programs: 0
License-exempt center-based programs: 0
Licensed or registered family child care: 0
License-exempt family child care (care in providers' home): 0
In-home (care in the child's own home): 0

2.6 Spending:

2.6.1 Did the lead agency spend funds from any of the following sources to support the **training and professional development** of the child care workforce during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$ 673152

Comments related to dollar amount provided (optional):

The CT Child Care Workforce Registry, Provider supports and sytem workm Scholarships, Women's Business Development Corp support of programs as businesses, training and professional development support for family baesed providers through union supports.

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$

If yes, describe source(s) of funding:

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY
(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

2.7 Progress Update:

Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible.

Number of program achieving national accreditation: (e.g. NAEYC, NAFCC)

Accreditations

- NAEYC Accredited, total = 514 primary (plus satellites)
- NAFCC Accredited, total = 48

Number of individual achieving degrees or completions

Degrees and credentials earned during Oct 1 2020-Sept 30, 2021:

- CDA credential = 86

- Associate degree ECE = 42
- Bachelor's degree or higher ECE = 42

Online health and safety orientation completions:

completed Care4Kids Oct 1, 2020 to Sept 30, 2021 (=XXX)

2,081_ 2 hour English / 29_ 2 hour Spanish

335_ 5 hour English / 40_ 5 hour Spanish

829_ 18 hour English / 27_ 18 hour Spanish

completed Care4Kids total through Sept 30, 2021 (=XXX)

13,254__ 2 hour English / 74__ 2 hour Spanish

1,316__ 5 hour English / 324__ 5 hour Spanish

4,363__ 18 hour English /60__ 18 hour Spanish

Number of completions of Online Health and Safety Orientation

completed Care4Kids total through Sept 30, 2021 (=XXX)

13,254__ 2 hour English / 74__ 2 hour Spanish

1,316__ 5 hour English / 324__ 5 hour Spanish

4,363__ 18 hour English /60__ 18 hour Spanish

New Licenses Issued This Year:

Child Care Centers=47

Group Child Care Homes=5

Family Child Care Homes=181

Youth Camps=42

New Licenses Issued Previous Year:

Child Care Centers=64

Group Child Care Homes=1

Family Child Care Homes=118

Youth Camps=24

The COVID pandemic may have impacted the # of new licenses sought. Within this year, the OEC received funding to target efforts to increase the number of individuals obtaining family child care licenses. In the previous year, residential camps were prohibited from operating due to the COVID pandemic. This restriction was lifted for the 20-21 year.

During this year, there were 9,915 violations cited during 3,032 licensing inspections (includes license-exempt programs and camps). Violations of enhanced requirements imposed during the pandemic are also included. During the previous year, there were 9,083 violations cited during 4,219 licensing inspections.

3) Improving early learning and development guidelines

Goal: To ensure the lead agency has research-based early learning and development guidelines appropriate for children birth to age 12, including children with special needs and dual language learners that are used to inform practice and professional development.

3.1 Were any changes or updates made to the State or Territory's early learning and development guidelines during October 1, 2020 to September 30, 2021?

Yes.

If yes, describe changes or updates:

No

N/A

Describe:

3.2 Spending:

3.2.1 Did the lead agency spend funds from any of the following sources on the development or implementation of early learning and development guidelines during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$ 50000

Comments related to dollar amount provided (optional):

WIDA Early Years promotes equitable early care and education (ECE) opportunities for young multilingual children. In partnership with OEC, WIDA Early Years scheduled and facilitated a Statewide Planning Team Convening, two WIDA Promising Practices Kit Roll Out Events and two WIDA Early Years Partnership Kick Off Events. These events reached 60 early care and education providers and professionals, introducing and gathering input regarding future use of the WIDA Early Years resources in CT. Twenty-two participants completed the WIDA

Essential Institutes I and II Professional Learning Cohort. This intensive program prepares participants to facilitate local professional learning opportunities for early care and education audiences around the WIDA Early Years Essential Actions. Using a blended learning design that spans 4 months, this program engages participants in activities focused on enhanced facilitation techniques, as well as strategies for planning and evaluating effective professional learning.

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$

If yes, describe source(s) of funding:

No

N/A

Describe:

WIDA Early Years promotes equitable early care and education (ECE) opportunities for young multilingual children. In partnership with OEC, WIDA Early Years scheduled and facilitated a Statewide Planning Team Convening, two WIDA Promising Practices Kit Roll Out Events and two WIDA Early Years Partnership Kick Off Events. These events reached 60 early care and education providers and professionals, introducing and gathering input regarding future use of the WIDA Early Years resources in CT. Twenty-two participants completed the WIDA Essential Institutes I and II Professional Learning Cohort. This intensive program prepares participants to facilitate local professional learning opportunities for early care and education audiences around the WIDA Early Years Essential Actions. Using a blended learning design that spans 4 months, this program engages participants in activities focused on enhanced facilitation techniques, as well as

strategies for planning and evaluating effective professional learning.

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

3.3 Progress Update:

Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible.

Goal: To ensure the State/Territory has research-based early learning and development guidelines appropriate for children birth to age 12, including children with special needs and dual language learners that are used to inform practice, professional development, and families.

Between October 1, 2020 and September 30, 2021 the following trainings related to Standards, Curriculum, and Assessment were offered. These trainings focus on the Connecticut Early Learning and Development Standards and our framework for assessment based on the CT ELDS: the CT Documentation and Observation for Teaching System (CT DOTS). Below is a list of titles and numbers of participants.

Meaningful Curriculum: What is it? Why does it matter? 17

Using CT ELDS in the Cycle of Intentional Teaching: Introduction 80

Using CT ELDS in the Cycle of Intentional Teaching: Introduction Spanish 19

Using CT ELDS in the Cycle of Intentional Teaching: Intermediate 23

Using CT DOTS in the Cycle of Intentional Teaching: Introduction 6

Using CT DOTS in the Cycle of Intentional Teaching: Intermediate 22

Family Engagement in the Cycle of Intentional Teaching 6

Supporting Diverse Learners 13

In addition, we offered a refresher training of trainers for approved CT ELDS and CT DOTS trainings in September of 2021, with an option for viewing recordings of the sessions and attesting to participation.

Connecticut's Early Learning and Development Standards (CT ELDS) for children birth to age 5, which are aligned to the CT Core Standards (kindergarten through Grade 12) were released in 2013, following an extensive development process that included a content validation study conducted by NAEYC. The CT ELDS include a Dual Language Development Framework. In 2016, supplementary guidance regarding implementation of the CT ELDS was released, which includes strategies for supporting young children with special needs and dual language learners across the domains and strands in the CT ELDS. In addition, specific guidance documents were released addressing the broader considerations for implementing the CT ELDS to support children with special needs and Dual Language Learners. In addition to the documents, the intermediate CT ELDS training specifically addressing meeting the needs of Dual Language Learners.

In anticipation of future updates to the CT Early Learning and Development Standards, WIDA Early Years provided technical assistance to CT regarding potential revisions to ensure that equity was at the forefront and that the CT ELDS promote practices appropriate for young multilingual learners and their families.

As a part of the Preschool Development Grant, the OEC has partnered with WIDA Early Years to utilize their resources and conduct a Professional Learning Cohort of trainers around supporting multi-lingual learners. The goal is to integrate the WIDA Early Years resources with other efforts related to the CT ELDS.

4) Developing, implementing, or enhancing a quality rating and improvement system (QRIS) and other transparent system of quality indicator

Goal: To ensure the lead agency implements a quality rating and improvement system, or other quality rating system, to promote high-quality early care and education programs.

Please provide the lead agency's definition of high quality care, and how it relates to the tiers of the QRIS, including a description of all tiers and which are considered high quality (if applicable). This may include the high quality definition as part of the lead agency's Quality Rating and Improvement System (QRIS). If no QRIS exists describe other measures used to assess quality (may include assessment scores, accreditation, or other metric):

Connecticut defines high quality care by the providers valid accreditation status.

Connecticut recognizes four accreditations: National Association for the Education of Young Children (NAEYC), National Association for Family Child Care (NAFCC), Council on Accreditation (COA), and New England Association of School and Colleges (NEASC).

As of September 30, 2021, the Connecticut Office of Early Childhood had determined baseline definitions for the **Quality Improvement System (QIS)**, which is not a rating system but is a growth based approach to continuous improvement for programs to reach high-quality standards and for families to have access to information on high-quality programs. Tier / Level 1 (Connecticut **Licensed**, Child Care Providers) and Tier / Level 3, NAEYC accreditation, NAFCC accreditation, and/or Head Start approval. Details and requirements for Tier / Level 2 are not completed but, are in final development with a working team that includes the Connecticut Office of Early Childhood, in partnership with the University of Connecticut, NAEYC, and a QIS Workgroup, including parents and providers. This team is working to solidify the details for Tier / Level 2 with the intent of this tier to support programs in continuous improvement and advancement and workforce professional development, towards NAEYC/NAFCC accreditation.

4.1 Indicate the status of the lead agency's quality rating and improvement system (QRIS) during October 1, 2020 to September 30, 2021?

- The lead agency QRIS is operating state- or territory-wide
- The lead agency QRIS is now operating as a pilot, in a few localities, or only a few levels
- The lead agency is operating another system of quality improvement. Describe this system

Describe:

As of September 30, 2021, the Connecticut Office of Early Childhood had determined baseline definitions for the **Quality Improvement System (QIS)**, which is not a rating

system but is a growth based approach to continuous improvement. Tier / Level 1 (Connecticut **Licensed**, Child Care Providers) and Tier / Level 3, NAEYC accreditation, NAFCC accreditation, and/or Head Start approval. Details and requirements for Tier / Level 2 are not completed but, are in final development with a working team that includes the Connecticut Office of Early Childhood, in partnership with the University of Connecticut, NAEYC, and a QIS Workgroup, including parents and providers. This team is working to solidify the details for Tier / Level 2 with the intent of this tier to support programs in continuous improvement and advancement and workforce professional development, towards NAEYC/NAFCC accreditation.

The lead agency does not have a QRIS or other system of quality improvement.

4.2 What types of providers participated in the QRIS during October 1, 2020 to September 30, 2021 (check all that apply)?

- Licensed child care centers
- Licensed family child care homes
 - License-exempt providers
- Programs serving children who receive CCDF subsidy
- Early Head Start programs
- Head Start programs
- State Prekindergarten or preschool programs
- Local district-supported Prekindergarten programs
- Programs serving infants and toddlers
- Programs serving school-age children
- Faith-based settings
- Tribally operated programs
 - Other.

Describe:

The above provider types are all part of the statewide system for Child Care Licensing and /or accreditation. Though the system was not running in FFY 2021, as of September 30, 2021, the Connecticut Office of Early Childhood had determined baselines definitions for the **Quality Improvement System (QIS)**, which is not a rating system but is a growth based approach to continuous improvement for programs to reach high-quality standards and for families to have

access to information on high-quality programs. Tier / Level 1 (Connecticut **Licensed**, Child Care Providers) and Tier / Level 3, NAEYC accreditation, NAFCC accreditation, and/or Head Start approval. Details and requirements for Tier / Level 2 are not completely drafted but, are in final development with a working team that includes the Connecticut Office of Early Childhood, in partnership with the University of Connecticut, NAEYC, and a QIS Workgroup, including parents and providers. This team is working to solidify the details for Tier / Level 2 with the intent of this tier to support programs in continuous improvement and advancement and workforce professional development, towards NAEYC/NAFCC accreditation.

4.3 For each setting, indicate the number of providers eligible to participate in the QRIS and the number of providers participating in the QRIS as of September 30, 2021?

a. Number of providers eligible for QRIS:

Licensed child care centers: # 1392

License-exempt child care centers: # 647

Licensed family child care homes: # 1910

License-exempt family child care homes: # 1730

In-home (care in the child's own home): # 430

Programs serving children who receive CCDF subsidy: # 2032

Other: 0

Describe:

As of September 30, 2021, the Connecticut Office of Early Childhood had determined baselines definitions for the **Quality Improvement System (QIS)**, which is not a rating system but is a growth based approach to continuous improvement for programs to reach high-quality standards and for families to have access to information on high-quality programs. Tier / Level 1 (Connecticut **Licensed**, Child Care Providers) and Tier / Level 3, NAEYC accreditation, NAFCC accreditation, and/or Head Start approval. Details and requirements for Tier / Level 2 are not completely drafted but, are in final development with a working team that includes the Connecticut Office of Early Childhood, in partnership with the University of Connecticut, NAEYC, and a QIS Workgroup, including parents and providers. This team is working to solidify the details for Tier / Level 2 with the intent of this tier to support programs in continuous improvement and advancement and workforce professional development, towards NAEYC/NAFCC accreditation.

In FFY 2021, there were 2,160 Unlicensed Relative Providers serving children on 9/30/2021 in Care 4 Kids, the Connecticut's CCDF Child Care subsidy program and are shown in this section as pre-Tier Level 1, as the state encourages them to become Licensed Family providers. Of these, 430 provided care in the child's home and 1,730 in the relative providers home and shown as License-Exempt Family Child care homes. This provider type is specific to Care 4 Kids not included in Licensing regulations. The providers are required to take the Provider Orientation Program training but are not licensed nor accredited providers.

The 2032 programs in CCDF does not include the 1,730 shown as license exempt as that number was added later from a separate data source and are essentially pre-QRIS Level 1.

The above numbers are the number of active Licensed Child Care providers in Connecticut as of 09/30/2021. There were 1,370 Licensed Child Care Providers and a subset were also accredited or had Head Start approval, including 29- Care 4 Kids accredited providers; 246 License Exempt Accredited Center Based providers including 38 Care 4 Kids accredited providers; and 1,910 Licensed Child Care Homes with a subset of these, also accredited, including 63 Care 4 Kids accredited providers.

The #0 in Other is a place holder to allow the addition of this description.

b. Number of providers participating in QRIS:

Licensed child care centers: # 1392

License-exempt child care centers: # 647

Licensed family child care homes: # 1910

License-exempt family child care homes: # 1730

In-home (care in the child's own home): # 430

Programs serving children who receive CCDF subsidy: # 2032

Other: 0

Describe:

As of September 30, 2021, the Connecticut Office of Early Childhood had determined baselines definitions for the Quality Improvement System (QIS), which is not a rating system but is a growth based approach to continuous improvement for programs to

reach high-quality standards and for families to have access to information on high-quality programs. Tier / Level 1 (Connecticut **Licensed**, Child Care Providers) and Tier / Level 3, NAEYC accreditation, NAFCC accreditation, and/or Head Start approval. Details and requirements for Tier / Level 2 are not completely drafted but, are in final development with a working team that includes the Connecticut Office of Early Childhood, in partnership with the University of Connecticut, NAEYC, and a QIS Workgroup, including parents and providers. This team is working to solidify the details for Tier / Level 2 with the intent of this tier to support programs in continuous improvement and advancement and workforce professional development, towards NAEYC/NAFCC accreditation.

The above numbers are the number of active Licensed Child Care providers in Connecticut as of 09/30/2021. There were 1,392 Licensed Child Care Providers and a subset were also accredited or had Head Start approval, including 29- Care 4 Kids accredited providers; 246 License Exempt Accredited Center Based providers including 38 Care 4 Kids accredited providers, and 1,910 Licensed Child Care Homes with a subset of these, also accredited, including 63 Care 4 Kids accredited providers.

The number of providers shown serving children in CCDF = 2,032 does not include the 1,730 shown as license -exempt family child care. 1,991 Licensed programs including 357 with Accreditation. Plus, 41 Accredited, License Exempt programs. The 1,730 shown as license exempt as that number was added later and from a separate data source and are essentially pre-QRIS Level 1.

The 0 in Other is only a place holder to allow the addition of this description. It should not be added to the total.

c. N/A:

Licensed child care centers: #

.

License-exempt child care centers: #

.

Licensed family child care homes: #

.

License-exempt family child care homes: #

.

In-home (care in the child's own home): #

.

Programs serving children who receive CCDF subsidy: #

.

Other, describe:

Above N/A

4.4 Is participation in the QRIS mandatory for any group of providers?

- Yes (check all that apply).
- Licensed child care centers
- Licensed family child care homes
- License-exempt providers
- Programs serving children who receive CCDF subsidy
- Early Head Start programs
- Head Start programs
- State Prekindergarten or preschool programs
- Local district-supported Prekindergarten programs
- Programs serving infants and toddlers
- Programs serving school-age children
- Faith-based settings
- Tribally operated programs
- Other

Describe:

No

N/A

Describe:

The rules for compliance / mandatory participation were not finalized by the end of FFY2021. As of September 30, 2021, the Connecticut Office of Early Childhood had determined baselines definitions for the **Quality Improvement System (QIS)**, which is not a rating system but is a growth based approach to continuous improvement for programs to reach high-quality standards and for families to have access to information on high-quality programs. Tier / Level 1 (Connecticut **Licensed**, Child Care Providers) and Tier / Level 3, NAEYC accreditation, NAFCC accreditation, and/or Head Start approval. Details and requirements for Tier / Level 2 are not completely drafted but, are in final development with a working team that includes the Connecticut Office of Early Childhood, in partnership with the University of Connecticut, NAEYC, and a QIS Workgroup, including parents and providers. This team is working to solidify the details for Tier / Level 2 with the intent of this tier to support programs in continuous improvement and advancement and workforce professional development, towards NAEYC/NAFCC accreditation.

4.5 Enter the number of programs that met the lead agency's high quality definition as of September 30, 2021:

- a) Licensed family child care # 41
- b) Legally exempt family child care (care in providers' home) # 0
- c) Licensed center-based programs # 350
- d) Legally exempt center-based programs # 246
- e) In-home (care in the child's own home) # 0
- f) Programs serving children who receive CCDF subsidy # 391

N/A

Describe:

- a) National Assoc. for Family Child Care (NAFCC)
- b) *There are no legally exempt family child care providers*
- c & d) National Assoc. for the Education of Young Children (NAEYC), Council on Accreditation (COA) , New England Assoc. of Schools and Colleges (NEASC)
- e) *There is no accreditation for in-home care.*
- f) *The number of programs serving children in CCDF are dupliactive of those shown in a) c) and d)*

4.6 Enter the number of CCDF children in high quality care by age grouping as of September 30, 2021:

a. Total number of CCDF children in high quality care # 6758

i. Infant # 510

Define age range: Birth to 12 Months as Infants

ii. Toddler # 1833

Define age range: 12 to 35 Months as Toddlers

iii. Preschool # 3510

Define age range: 3 years in Age to Kindergarten

iv. School-age # 905

Define age range: Post Kindergarten entry

b. Other. Describe:

There were 2,343 CCDF children in (accredited) high quality care in the Infant/Toddler age range in FFY2021. Infant/Toddler age range is defined as Birth to 35 Months in age. Of the 2,343 children, 22% were Birth-12 mos (Infants) and 78% were 12 to 35 months in age (Toddlers). Where duplicates in age due to timing for service month, the infants = 510, and toddlers are shown as 1,833, as the difference of unduplicated Infant/Toddlers = 2,343 minus Infants.

Provides child count uniqueness by age group. If a child changed age groups during the fiscal year 2021, they would be counted within each age group they were a part of during FY 2021.

High Quality Care = National Accreditation from NAEYC, NAFCC, NEASC and COA.

Percent in High Quality Care:

Birth to 35 months: $2343/9544 = 25\%$

3 years up to Kindergarten: $3510/10671 = 33\%$

School Age (Post Kindergarten): $905/8377 = 11\%$

c. N/A. Describe:

4.7 Did the lead agency provide one-time grants, awards or bonuses connected to (or related to) QRIS during October 1, 2020 to September 30, 2021? If yes, how many were provided to the following types of programs during October 1, 2020 to September 30, 2021?

- Yes, the following programs received grants..
- a. Licensed child care centers # 0
 - b. License-exempt child care centers # 0
 - c. Licensed family child care homes # 21
 - d. License-exempt family child care (care in providersâ home) # 0
 - e. In-home (care in the childâs own home) # 1
 - f. Programs serving children who receive CCDF subsidy # 0

No

N/A

Describe:

Connecticut was not operating a Quality Improvement System (QIS) in FFY2021, but had Accreditation / Quality Bonus for Accredited providers with Care 4 Kids Subsidies.

Code CDA (one time CDA credential) \$500 Qty (13) 12 Licensed Family Child Care & 1 Unlicensed Relative

Code NFP (one time NAFCC accreditation) \$750 Qty (5) Licensed Family Child Care

Code SR (one time family child care bonus Unlicensed Relative to Licensed Family Child Care) \$500 Qty (4) Licensed Family Child Care

4.8 Did the lead agency provide on-going or periodic quality stipends connected to (or related to) QRIS during October 1, 2020 to September 30, 2021? If yes, how many programs received on-going or periodic quality stipends connected to (or related to) QRIS during October 1, 2020 to September 30, 2021?

- Yes, the following programs received stipends.
- a. Licensed child care centers # 290
 - b. License-exempt child care centers # 38
 - c. Licensed family child care homes # 63
 - d. License-exempt family child care (care in providersâ home) # 0
 - e. In-home (care in the childâs own home) # 0
 - f. Programs serving children who receive CCDF subsidy # 0

No

N/A

Describe:

Connecticut was not operating a Quality Improvement System (QIS) in FFY2021, but had Accreditation / Quality Bonus for Accredited providers with Care 4 Kids Subsidies. In addition, 4 In-home care providers received additional funds for quality improvement from Unlicensed Care to Licensed Family Provider, as part of the Care 4 Kids program.

4.9 Did the lead agency provide ongoing technical assistance related to the QRIS or other quality rating system during October 1, 2020 to September 30, 2021? If so, how many programs received ongoing technical assistance during October 1, 2020 to September 30, 2021?

Yes, the following programs received ongoing technical assistance.

- a. Licensed child care centers #
- b. License-exempt child care centers #
- c. Licensed family child care homes #
- d. License-exempt family child care (care in providersâ home) #
- e. In-home (care in the childâs own home) #
- f. Programs serving children who receive CCDF subsidy #

No

N/A

Describe:

Technical Assitance and Quality Improvement System supports were provided throughout FFY 2021. The total unduplicated # of providers that received technical assistance support throughout the year is unknow as of the date of this submission due to multiple funding provided and various reporting requirements.

4.10 Did the lead agency provide higher subsidy rates related to the QRIS or other quality rating system during October 1, 2020 to September 30, 2021? If so, how many programs received higher subsidy payment rates due to their QRIS rating during October 1, 2020 to September 30, 2021?

Yes, the following programs received higher subsidy rates.

- a. Licensed child care centers # 290
- b. License-exempt child care centers # 41
- c. Licensed family child care homes # 63

- d. License-exempt family child care (care in providersâ home) # 38
- e. In-home (care in the childâs own home) # 4
- f. Programs serving children who receive CCDF subsidy # 395

No

N/A

Describe:

High quality = NAEYC, NEASC, NAFCC and COA accreditation. In addition, 4 In-home care providers received additional funds for quality improvement from Unlicensed Care to Licensed Family Provider, as part of the Care 4 Kids program.

4.11 Spending:

4.11.1 Did the lead agency spend funds from any of the following sources to support QRIS or other quality rating systems during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$ 579775

Comments related to dollar amount provided (optional):

OEC Quality Improvement support for development of a QIS system.

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$

If yes, describe source(s) of funding:

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

4.12 Progress Update:

Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible.

Number of programs that maintain compliance with licensing standards

- During this year, 55% of inspections conducted (1,661 out of 3,032 total) had no violations found. In the previous year, 64% of inspections conducted (2,716 out of 4,219 total) had no violations found. These numbers include license exempt providers and camps. Violations of enhanced requirements imposed during the pandemic are included.

5) Improving the supply and quality of child care programs for infants and toddlers

Goal: Ensure adequate and stable supply of high quality child care with a qualified, skilled workforce to promote the healthy development of infants and toddlers. Please report on all activities funded by quality dollars and infant toddler set-aside.

5.1 Provide the total number of state or territory-funded infant toddler specialists available to providers during October 1, 2020 to September 30, 2021.

Yes, specialists are available.

- a) Number of Specialists available to all providers #
- b) Number of specialists available to providers serving children who receive CCDF#
- c) Number of specialists available specifically trained to support family child care providers #
- d) Number of providers served #
- e) Total number of children reached #

No, there are no funded specialists.

N/A

Describe:

Connecticut does not have a credential or certificate for Infant Toddler Specialist.

Connecticut's early childhood teacher credential has an infant/toddler endorsement.

5.2 Please provide the total number of programs receiving state or territory-funded on-site coaching in infant and toddler practice and the percentage of these programs that served CCDF children.

a. Number of programs receiving on-site coaching:

Licensed child care centers: # 0

License-exempt child care centers: # 0

Licensed family child care homes: # 0

License-exempt family child care homes: # 0

In-home (care in the child's own home) providers: # 0

b. Percent of total programs receiving on-site coaching that served children who receive CCDF:

Licensed child care centers: % 0

License-exempt child care centers: % 0

Licensed family child care homes: % 0

License-exempt family child care homes: % 0

In-home (care in the child's own home) providers: % 0

c. N/A:

Licensed child care centers, describe:

No specific on-site coaching in infant and toddler practices were provided.

License-exempt child care centers, describe:

No specific on-site coaching in infant and toddler practices were provided.

Licensed family child care homes, describe:

No specific on-site coaching in infant and toddler practices were provided.

License-exempt family child care homes, describe:

No specific on-site coaching in infant and toddler practices were provided.

In-home (care in the child's own home) providers, describe:

No specific on-site coaching in infant and toddler practices were provided.

5.3 Provide the total number of state or territory funded infant and toddler health consultants in the state or territory during October 1, 2020 to September 30, 2021.

Consultants available

#

Consultants available to providers serving CCDF children

#

No funded infant and toddler health consultants.

N/A

Describe:

This data is not collected. Connecticut does not designate health consultants with an infant and toddler endorsement. All health consultants are approved and support programs serving children birth - 12 years.

However, Connecticut's Birth to Three program does provide coaching support in Connecticut Early Care Environments, with the majority of supports provided in the child's home, either in person or on a virtual platform. These coaching supports include the following. These are part of the Connecticut's Birth to Three program and are not funded by CCDF.

- training by Rush and Shelden once per year
- provide 6+ months of technical assistance for groups of providers to reach fidelity in practice
- hold scheduled Community of Practice to support Mentor Coaches who are in turn supporting family coaches within their program
- through Professional Development grant, we support programs with Mentor Coaches to provide internal TA to their providers seeking fidelity at family coach level

- through Professional Development grant, we support programs in doing fidelity checks with their staff who've already gone through initial technical assistance and have met fidelity previously to avoid slippage in practice
- Connecticut has 2 nationally certified Fidelity coaches, and 1 Fidelity coach in training, at the Lead Agency to provide system support in quality of coaching

5.4 Did the lead agency conduct an analysis of supply and demand for infant toddler slots to identify areas of focus to build supply during October 1, 2020 to September 30, 2021?

Yes

Describe (include link to analysis if available):

Connecticut, in response to COVID supply and demand issues for early care and education, maintained information through the Resource and referral agency and the CT Office of Early Childhood, and performed analysis to understand where and how to build supply in state and Federal FY 2021. This included Infant and Toddler care, as well as Preschool and School Age.

No

N/A

Describe:

5.5 Provide the number of staffed family child care networks supported by CCDF funds through direct agreement with a centralized hub or community-based agency during October 1, 2020 to September 30, 2021.

Number of staffed family child care networks:

11

Describe what the hub provides to participating family child care providers:

Eleven (11) Networks.

Family Child Care Networks are one of OEC's key quality improvement supports for family child care programs. These community initiatives have paid staff with expertise helping family child care providers and they offer ongoing support services and resources.

OEC is supporting 11 networks across the state, they serve and developed to meet the specific needs of their community. Networks work closely with local

providers and families. Staffed Family Child Care Networks (SFCCN) supports for providers include:

- Coaching and consultation
- Ongoing contact with network staff by phone and email
- Access to health consultations provided by nurse consultants
- Access to behavioral health experts from the Early Childhood Consultation Partnership (ECCP) and Connecticut's Talk It Out line
- Professional development
- Licensing support

The Staffed Family Child Care Networks (SFCCN) also help licensed providers reduce the amount of time and effort they spend managing their business, so they can focus more on learning and communicating with children and families. These shared service agreements offer access to:

- Group purchasing
- Tax preparation
- Access to Health Consultations

No staffed family child care networks supported by CCDF funds.

N/A

Describe:

5.6 Spending:

5.6.1 Did the lead agency spend funds from any of the following sources, in addition to the 3% infant and toddler set-aside, to improve the supply and quality of child care programs and services for infants and toddlers during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$ 1538412

Comments related to dollar amount provided (optional):

Family Child Care Networks provider and family supports.

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$

If yes, describe source(s) of funding:

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

5.7 Progress Update:

Describe the measures used and progress made during October 1, 2020 to September 30, 2021.

Include examples and numeric targets where possible.

During the COVID-19 emergency, the OEC expanded the Staffed Family Child Care Networks (SFCCN) to provide statewide support for family child care providers. Currently the OEC funds 11 Staffed Family Child Care Networks (SFCCN)

The overall vision for the Networks is ensure that:

- 1) more Family Child Care (FCC) providers become licensed in their regions;
- 2) existing Family Child Care (FCC) providers continue to operate their programs; and,
- 3) Family Child Care (FCC) providers in their regions access the specialized services that they need in order to improve and maintain program quality.

Each of the funded networks offers providers services in a Tiered Service delivery model. Tier 1 Services are offered by all Networks. All Networks are expected to grow, retain and engage members. Networks are expected to support interested individuals in attaining licensure as Family Child Care (FCC) providers, and to support existing FCC members to maintain licensure. Networks are expected to offer training and coaching designed to support quality improvement, and to make their members aware and refer members to a myriad of more intensive state wide business and pedagogical services.

The Networks had the option to contract for additional Tier 2 and 3 services. These services focus on supporting providers in a shared services model. The networks that choose to offer these additional services are to develop a service delivery model and support their local members. Each Network participate in community of practice to learn from each other and to use that learning to replicate and scale what work in each of these tier 2/3 service areas.

Active SFCCN member: 485

Active membership defined as:

- signed an MOU describing interest in and commitment to participating in the Network
- attended at least one Network meeting or been in telephone contact with the Network at least once during the quarter
- attended at least one Network training in the past two quarters
- created an account in the OEC's Early Childhood Professional Registry (www.ccacregistry.org)
- created an account in [CtShares](#)

Number of provider members referred for nurse consultation: 517

Number of provider members referred to Early Childhood Consultation Partnership: 547

Number of provider members referred for business support: 876

Number of provider members who became licensed: 18

Number of provider members who enrolled in CACFP: 66

Number of provider members who enrolled in National Association for Family Child Care (NAFCC) self-study process: 85

6) Establishing, expanding, modifying, or maintaining a statewide system of child care resource and referral services

Goal: Lead agency provides: services to involve families in the development of their children, information on a full range of child care options, and assistance to families in selecting child care that is appropriate for the family's needs and is high quality as determined by the State/Territory.

6.1 Describe how CCDF quality funds were used to establish, expand, modify, or maintain a statewide system of child care resource and referral services during October 1, 2020 to September 30, 2021.

- Replaced and enhanced existing 211 Child Care database system allowing ability to provide real time supply and demand data as well as aiding in helping parents find child care available openings
- Sparkler - mobile friendly tracking tool to monitor children's development
- Health and Safety Trainings - Planned and offered OEC approve health and safety trainings for certification in First Aid, CPR and Medication Administration
- Provider Orientation Training - Planned and offered mandatory orientation to home based subsidy providers. These sessions focus on health and safety, child development, and provides an overview of Care 4 Kids subsidy procedures.
- Fingerprinting Services - Planned and offered fingerprinting services statewide. 211 Child Care created fingerprinting records and securely transmitted to DESPP for OEC background check requirements.

6.2 Spending:

6.2.1 Did the lead agency spend funds from any of the following sources to **establish, expand, modify, or maintain a statewide CCR&R** during October 1, 2020 to September 30, 2021?

- a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$ 412245

Comments related to dollar amount provided (optional):

Help me Grow, United Way of Connecticut Child Care Resource & Referral and Consumer Education.

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$ 0

If yes, describe source(s) of funding:

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

6.3 Progress Update:

Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible..

- Replaced and enhanced existing 211 Child Care database system allowing ability to provide real time supply and demand data as well as aiding in helping parents find child care available openings
- Sparkler - mobile friendly tracking tool to monitor children's development
- Health and Safety Trainings - Planned and offered OEC approve health and safety trainings for certification in First Aid, CPR and Medication Administration.
- Provider Orientation Training - Planned and offered mandatory orientation to home based subsidy providers. These sessions focus on health and safety, child development, and provides an overview of Care 4 Kids subsidy procedures. This information is tracked by United Way of Connecticut for the Care 4 Kids program and incorporated in the Registry and Inpact data systems
- Fingerprinting Services - Planned and offered fingerprinting services statewide. 211 Child Care created fingerprinting records and securely transmitted to DESPP for OEC background check requirements.
- The BCIS is the new system that manages all OEC background checks - and it's designed to support both child care facility managers and current and prospective staff. The data points help track turnaround time for providers to have fingerprints and background checks, use by location can be compared to the number of providers in an area / region / town and ease of access.

Connecticut's Early Childhood Professional Registry will monitor progress and achievement of NAEYC and NAFCC accreditation. The data tracked includes benchmarks such as submission of required documents, achievement of staff qualifications requirements in each system and for CT's qualifications requirements, and the number of individuals who have achieved compliance with CCDF Professional Development Requirements. The Registry also tracks data for compliance with the Health & Safety trainings and requirements for programs and staff for the Care 4 Kids Health & Safety compliance. This information is shared with the Child Care Subsidy data system and analyzed for compliance and details related to Active Care 4 Kid providers.

The United Way of Connecticut reports the following numbers for sessions held and participants in Health and Safety efforts to support state funded early care and education programs..

October 1st 2020-September 30th 2021

Fingerprinting

Number of off-site sessions held - 185

Number of providers fingerprinted - 3,107

POP

Number of sessions held - 87

Number of participants completed - 1,216

First Aid/CPR

Number of sessions held - 74

Number of participants Completed - 267

Medication Administration

Number of sessions held - 34

Number of participants completed - 197

Anaphylaxis and Emergency Medication

Number of Sessions held - 30

Number of Participants Completed - 149

An example of FY2020 data tracked and compared to prior years include the following details for Child Care Information and Referral resources. Data for FY2021 was not available as of the date of this report.

Help Me Grow / Child Development Info Line - 2,743 Help Me Grow referrals; 14,160 CDI calls; 1,651 new Ages and Stages Questionnaire (ASQ) enrollments: 9,837 total ASQ enrollment in FY2020. (UWC 1/27/2021)

211 Child Care - fulfills the Child Care Resource and Referral mandate and handles child care referrals and requests. In SFY 2020 - 58,710 Service Request Referrals including and pertaining to: 23,204 Infant, 11,831 Toddler, 15,082 Preschool, 8,888 School Age Child Care; 9,339 Covid-19 Supports (Financial, PPE, Child Care Placement); 7,630 Provider Training; 1,944 Child Care Subsidies; 755 Internet Information Resources; 670 Licensing/Certification/ Accreditation requests; and 1,190 other service referrals. (UWC 1/27/2021)

7) Facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency

licensing standards

Goal: To ensure child care providers maintain compliance with lead agency licensing, inspection, monitoring, and health and safety standards and training.

7.1. Has the lead agency aligned health and safety standards with the following:

a. Licensing standards

Yes.

No.

If not, describe why:

b. Caring for Our Children Basics

Yes.

No.

If not, describe why:

Inspection, monitoring and Health and Safety standards align with Connecticut Licensing and CCDF Requirements.

c. Head Start

Yes.

No.

If not, describe why:

Inspection, monitoring and Health and Safety standards align with Connecticut Licensing and CCDF Requirements.

d. State pre-k

Yes.

No.

If not, describe why:

Inspection, monitoring and Health and Safety standards align with Connecticut Licensing and CCDF Requirements.

7.2 Complaints regarding child care providers received during October 1, 2020 to September 30, 2021

7.2.1 How many complaints were received regarding providers during October 1, 2020 to September 30, 2021?

- a) Licensed providers # 750
- b) Licensed-exempt providers # 7

7.2 Complaints regarding child care providers received during October 1, 2020 to September 30, 2021

7.2.2 What was the average length of time between receiving the complaint and taking steps to respond to a complaint during October 1, 2020 to September 30, 2021? Complaints involving allegations of abuse or neglect receive an initial response in 48-72 hours. All other complaints average an initial response in 3-5 days.

7.2 Complaints regarding child care providers received during October 1, 2020 to September 30, 2021

7.2.3 How many complaints received an on-site follow-up inspection during October 1, 2020 to September 30, 2021? # 755

7.2 Complaints regarding child care providers received during October 1, 2020 to September 30, 2021

7.2.4 How many of the complaints resulted in one or more *substantiated* violations in the program or provider site identified during October 1, 2020 to September 30, 2021? # 614

7.2 Complaints regarding child care providers received during October 1, 2020 to September 30, 2021

7.2.5 How many child care providers had CCDF funding revoked as a result of an inspection during October 1, 2020 to September 30, 2021?# 0

7.2 Complaints regarding child care providers received during October 1, 2020 to September 30, 2021

7.2.6 How many child care providers closed as a result of an inspection during October 1, 2020 to September 30, 2021? # 5

7.2 Complaints regarding child care providers received during October 1, 2020 to September 30, 2021

7.2.7 Please provide any additional information regarding health and safety complaints and inspections in the state or territory during October 1, 2020 to September 30, 2021

Many complaints received contained allegations of non-compliance with enhanced

requirements put in place during the COVID pandemic.

Close to 100% of complaints that were reported pre-COVID received an on-site visit. (Shown in response as 757 of 757). During some periods of the COVID pandemic when positivity rates were high, only complaints containing serious allegations (i.e. abuse, neglect, serious injury, supervision, ratio, etc.) received an on-site inspection.

Complaints involving allegations of abuse or neglect receive an initial response in 48-72 hours. All other complaints average an initial response in 3-5 days.

A total of 614 violations were substantiated in response to the complaints filed during this year (includes youth camps and license-exempt programs). Violations of enhanced requirements imposed during the pandemic are included. Violations cited also include those that were not related to the allegations contained in the initial complaint report.

5 licensed providers had their license revoked or voluntarily surrendered due to disciplinary issues related to an inspection. This does not include those providers who decided not to renew or voluntarily closed.

73 complaints regarding illegal operation were received during this year. 28 illegal complaints were substantiated during this year (includes youth camps).

(Q. 2.11)

New Licenses Issued This Year:

Child Care Centers=47

Group Child Care Homes=5

Family Child Care Homes=181

Youth Camps=42

New Licenses Issued Previous Year:

Child Care Centers=64

Group Child Care Homes=1

Family Child Care Homes=118

Youth Camps=24

The COVID pandemic may have impacted the # of new licenses sought. Within this year, the

OEC received funding to target efforts to increase the number of individuals obtaining family child care licenses. In the previous year, residential camps were prohibited from operating due to the COVID pandemic. This restriction was lifted for the 20-21 year.

During this year, there were 9,915 violations cited during 3,032 licensing inspections (includes license-exempt programs and camps). Violations of enhanced requirements imposed during the pandemic are also included. During the previous year, there were 9,083 violations cited during 4,219 licensing inspections.

(Q. 4.13): During this year, 55% of inspections conducted (1,661 out of 3,032 total) had no violations found. In the previous year, 64% of inspections conducted (2,716 out of 4,219 total) had no violations found. These numbers include license exempt providers and camps. Violations of enhanced requirements imposed during the pandemic are included.

There were no deaths occurring in licensed, licensed exempt or illegal programs reported during this year. There were 60 serious injuries reported during this year. 2 occurred in license exempt programs receiving CCDF. Of the 60 serious injuries, 44 occurred at youth camps and 50 injuries were self-reported. All self-reported camp incidents were reviewed by a licensed nurse and it was determined that there were no concerns that would warrant a need for a site visit or further review.

In March 2021, revisions to the family child care home regulations became effective. Such regulations now specify that serious injuries that result in a diagnosed fracture, diagnosed second or third degree burn, diagnosed concussion and admission to a hospital must be reported to the OEC.

7.3 How many child care programs received coaching or technical assistance to improve their understanding and adherence to CCDF health and safety standards (as a result of an inspection or violation) during October 1, 2020 to September 30, 2021?

- a. Licensed center-based programs #
- b. License-exempt center-based programs #
- c. Licensed family child care #
- d. License-exempt family child care (care in providers' home) #
- e. In-home (care in the child's own home) #

f. N/A

Describe:

Number of program achieving national accreditation: (e.g. NAEYC, NAFCC)

Accreditations

- NAEYC Accredited, total = 514 primary (plus satellites)
- NAFCC Accredited, total = 48

Number of individual achieving degrees or completions

Degrees and credentials earned during Oct 1 2020-Sept 30, 2021:

- CDA credential = 86
- Associate degree ECE = 42
- Bachelor's degree or higher ECE = 42

Online health and safety orientation completions:

completed Care4Kids Oct 1, 2020 to Sept 30, 2021 (=XXX)

2,081__ 2 hour English / 29__ 2 hour Spanish

335__ 5 hour English / 40__ 5 hour Spanish

829__ 18 hour English /27__ 18 hour Spanish

completed Care4Kids total through Sept 30, 2021 (=XXX)

13,254__ 2 hour English / 74__ 2 hour Spanish

1,316__ 5 hour English / 324__ 5 hour Spanish

4,363__ 18 hour English /60__ 18 hour Spanish

Number of completions of Online Health and Safety Orientation

completed Care4Kids total through Sept 30, 2021 (=XXX)

13,254__ 2 hour English / 74__ 2 hour Spanish

1,316__ 5 hour English / 324__ 5 hour Spanish

4,363__ 18 hour English /60__ 18 hour Spanish

New Licenses Issued This Year:

Child Care Centers=47

Group Child Care Homes=5

Family Child Care Homes=181

Youth Camps=42

New Licenses Issued Previous Year:

Child Care Centers=64
Group Child Care Homes=1
Family Child Care Homes=118
Youth Camps=24

The Division of Licensing oversees licensing programs for child care centers, group child care homes, family child care homes, and youth camps. The CT Office of Early Childhood, is committed to promoting the health, safety, and welfare of Connecticut's children. During Inspections, the Licenseing staff work to ensure that all licensed child care programs and youth camps meet state regulations and provide technical assistance and guidance for issues found out of compliance. During this year, there were 9,915 violations cited during 3,032 licensing inspections (includes license-exempt programs and camps). Violations of enhanced requirements imposed during the pandemic are also included.

The COVID pandemic may have impacted the # of new licenses sought. Within this year, the OEC received funding to target efforts to increase the number of individuals obtaining family child care licenses. In the previous year, residential camps were prohibited from operating due to the COVID pandemic. This restriction was lifted for the 20-21 year.

Note: 211 Child Care did not provide targeted coaching or TA to improve understanding and adherence to health and safety standards (as a result of an inspection) during the Oct 1 2020 to September 30 2021 timeframe.

7.4 How many providers received virtual monitoring from October 1, 2020 to September 30, 2021?

Total

#

Licensed or registered center-based programs

#

License-exempt center-based programs.

#

Licensed or registered family child care

#

License-exempt family child care (care in providers' home)

#

In-home (care in the child's own home).

#

Programs serving children who receive CCDF subsidy

#

7.5 Spending:

7.5.1 Did the lead agency spend funds from any of the following sources on **facilitating compliance with lead agency requirements for inspections, monitoring, health and safety standards and training, and lead agency licensing standards** during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$ 3182836

Comments related to dollar amount provided (optional):

Health and Safety Compliance & Training, First Aid/CPR Training, Background Checks, Provider Orientation, Child Care Public Health Campaign, Licensing support and monitoring,

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$

If yes, describe source(s) of funding:

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

7.6 Progress Update:

Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible

In March 2021, revisions to the family child care home regulations became effective. Such regulations now specify that serious injuries that result in a diagnosed fracture, diagnosed second or third degree burn, diagnosed concussion and admission to a hospital must be reported to the OEC.

New Licenses Issued This Year:

Child Care Centers=47

Group Child Care Homes=5

Family Child Care Homes=181

Youth Camps=42

New Licenses Issued Previous Year:

Child Care Centers=64

Group Child Care Homes=1

Family Child Care Homes=118

Youth Camps=24

The COVID pandemic may have impacted the # of new licenses sought. Within this year, the OEC received funding to target efforts to increase the number of individuals obtaining family child care licenses. In the previous year, residential camps were prohibited from operating due to the COVID pandemic. This restriction was lifted for the 20-21 year.

Close to 100% of complaints that were reported pre-COVID received an on-site visit. During some periods of the COVID pandemic when positivity rates were high, only complaints containing serious allegations (i.e. abuse, neglect, serious injury, supervision, ratio, etc.) received an on-site inspection.

Many complaints received contained allegations of non-compliance with enhanced requirements put in place during the COVID pandemic.

Complaints involving allegations of abuse or neglect receive an initial response in 48-72 hours. All other complaints average an initial response in 3-5 days.

A total of 614 violations were substantiated in response to the complaints filed during this year (includes youth camps and license-exempt programs). Violations of enhanced requirements imposed during the pandemic are included. Violations cited also include those that were not related to the allegations contained in the initial complaint report.

5 licensed providers had their license revoked or voluntarily surrendered due to disciplinary issues related to an inspection. This does not include those providers who decided not to renew or voluntarily closed.

73 complaints regarding illegal operation were received during this year. 28 illegal complaints were substantiated during this year (includes youth camps).

The COVID pandemic may have impacted the # of new licenses sought. Within this year, the OEC received funding to target efforts to increase the number of individuals obtaining family child care licenses. In the previous year, residential camps were prohibited from operating due to the COVID pandemic. This restriction was lifted for the 20-21 year.

During this year, there were 9,915 violations cited during 3,032 licensing inspections

(includes license-exempt programs and camps). Violations of enhanced requirements imposed during the pandemic are also included. During the previous year, there were 9,083 violations cited during 4,219 licensing inspections.

During this year, 55% of inspections conducted (1,661 out of 3,032 total) had no violations found. In the previous year, 64% of inspections conducted (2,716 out of 4,219 total) had no violations found. These numbers include license exempt providers and camps. Violations of enhanced requirements imposed during the pandemic are included.

There were no deaths occurring in licensed, licensed exempt or illegal programs reported during this year. There were 60 serious injuries reported during this year. 2 occurred in license exempt programs receiving CCDF. Of the 60 serious injuries, 44 occurred at youth camps and 50 injuries were self-reported. All self-reported camp incidents were reviewed by a licensed nurse and it was determined that there were no concerns that would warrant a need for a site visit or further review.

8) Evaluating the quality of child care programs in the Lead agency, including evaluating how programs positively impact children

Goal: Lead agency investment in effective quality improvement strategies using reliable data from evaluation and assessment

8.1 What measure(s) or tool(s) and studies did the lead agency use to evaluate and assess the quality of programs and effective practice in center-based programs during October 1, 2020 to September 30, 2021?

To measure program quality,

describe:

Licensing and Accreditation

Connecticut defines high quality care by the providers valid accreditation status.

Connecticut recognizes four accreditations: National Association for the Education of Young Children (NAEYC), National Association for Family Child Care (NAFCC), Council on Accreditation (COA), and New England Association of School and Colleges (NEASC).

As of September 30, 2021, the Connecticut Office of Early Childhood had determined baseline definitions for the **Quality Improvement System (QIS)**, which is not a rating

system but is a growth based approach to continuous improvement for programs to reach high-quality standards and for families to have access to information on high-quality programs. Tier / Level 1 (Connecticut **Licensed**, Child Care Providers) and Tier / Level 3, NAEYC accreditation, NAFCC accreditation, and/or Head Start approval. Details and requirements for Tier / Level 2 are not completed but, are in final development with a working team that includes the Connecticut Office of Early Childhood, in partnership with the University of Connecticut, NAEYC, and a QIS Workgroup, including parents and providers. This team is working to solidify the details for Tier / Level 2 with the intent of this tier to support programs in continuous improvement and advancement and workforce professional development, towards NAEYC/NAFCC accreditation.

To measure effective practice

describe:

To measure age appropriate child development.

describe:

Other

describe:

Connecticut is in the process of undertaking a significant statewide initiative to systemically improve the quality of early childhood programs serving children birth-5 years old. This quality improvement system will support continuous improvement to all provider settings, and provide families and communities evidence-based guidance about program quality when choosing a home-based or center-based setting. This system will be aligned with existing quality standards utilizing a streamlined infrastructure toward improving program quality and enhancing child and family outcomes. Connecticut will build on its robust licensing foundation and collaborate with national systems to align to the top tier of national quality standards. The system will also articulate professional and compliance indicators to support programs toward accreditation. Connecticut's work includes a baseline program quality study to better understand how early care and education learning environments vary across the state and to help define program quality. Working with our research partner, the University of Connecticut, School of Social Work and NAEYC, we are identifying tools and measurement strategies to be utilized in the study. The OEC has expanded its staffing capacity for this development

work and is prepared to deploy staff for analysis and program implementation as well as continued data collection purposes.

N/A

describe:

8.2 What measure(s) or tool(s) and studies did the lead agency use to evaluate and assess the quality of programs and effective practice in family child care programs during October 1, 2020 to September 30, 2021?

To measure program quality,

describe:

Family Child Care Environmental Rating Scale (FCCERS) **due to increased safety precautions related to the pandemic**, _ funded OEC Staffed Family Child Care Networks used the FCCERS rating tool.

To measure effective practice

describe:

Business Administration Scale (BAS) used by _ of the OEC funded Staffed FamilyChild Care Networks.

To measure age appropriate child development.

describe:

This data was not collected.

Other

describe:

During the COVID-19 emergency, the OEC expanded the Staffed Family Child Care Networks to provide statewide support for family child care providers. Currently the OEC funds 11 SFCCN.

The overall vision for the Networks is ensure that:

- 1) more FCC providers become licensed in their regions;
- 2) existing FCC providers continue to operate their programs; and,
- 3) FCC providers in their regions access the specialized services that they need in order

to improve and maintain program quality.

Each of the funded networks offers providers services in a Tiered Service delivery model. Tier 1 Services are offered by all Networks. All Networks are expected to grow, retain and engage members. Networks are expected to support interested individuals in attaining licensure as FCC providers, and to support existing FCC members to maintain licensure. Networks are expected to offer training and coaching designed to support quality improvement, and to make their members aware and refer members to a myriad of more intensive state wide business and pedagogical services.

The Networks had the option to contract for additional Tier 2 and 3 services. These services focus on supporting providers in a shared services model. The networks that choose to offer these additional services are to develop a service delivery model and support their local members. Each Network participate in community of practice to learn from each other and to use that learning to replicate and scale what work in each of these tier 2/3 service areas.

Active SFCCN member: 485

Active membership defined as:

- signed an MOU describing interest in and commitment to participating in the Network
- attended at least one Network meeting or been in telephone contact with the Network at least once during the quarter
- attended at least one Network training in the past two quarters
- created an account in the OEC's Early Childhood Professional Registry (www.ccacregistry.org)
- created an account in [CtShares](#)

Number of provider members referred for nurse consultation: 517

Number of provider members referred to Early Childhood Consultation Partnership: 547

Number of provider members referred for business support: 876

Number of provider members who became licensed: 18

Number of provider members who enrolled in CACFP: 66

Number of provider members who enrolled in NAFCC self-study process: 85

N/A

describe:

8.3 Spending:

8.3.1 Did the lead agency spend funds from any of the following sources on evaluating and assessing the quality of child care programs, practice, or child development during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$ 14230

Comments related to dollar amount provided (optional):

Professional development and coaching management and educator evaluation software and supports.

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$

If yes, describe source(s) of funding:

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

8.4 Progress Update:

8.4 Progress Update: Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible.

Licensing and Accreditation

Connecticut defines high quality care by the providers valid accreditation status.

Connecticut recognizes four accreditations: National Association for the Education of Young Children (NAEYC), National Association for Family Child Care (NAFCC), Council on Accreditation (COA), and New England Association of School and Colleges (NEASC).

Licensing is tracked and documented in Connecticut's eLicense online system by Child Care provider type - Center Based, Group Family Home, Family Home and Youth Camps.

Accreditation status is documented and tracked in the individual Accreditation sites NAEYC, NEASC, NAFCC, COA. As well as Head Start. Data related to state funded early care and education programs and Care 4 Kids are documented in the Registry and data for Care 4 Kids data is transferred and tracked by the Care 4 Kids program. Accredited programs receive a higher payemtn rate in Care 4 Kids.

As of September 30, 2021, the Connecticut Office of Early Childhood had

determined baselines definitions for the **Quality Improvement System (QIS)**, which is not a rating system but is a growth based approach to continuous improvement for programs to reach high-quality standards and for families to have access to information on high-quality programs. Tier / Level 1 (Connecticut **Licensed**, Child Care Providers) and Tier / Level 3, NAEYC accreditation, NAFCC accreditation, and/or Head Start approval. Details and requirements for Tier / Level 2 are not completed but, are in final development with a working team that includes the Connecticut Office of Early Childhood, in partnership with the University of Connecticut, NAEYC, and a QIS Workgroup, including parents and providers. This team is working to solidify the details for Tier / Level 2 with the intent of this tier to support programs in continuous improvement and advancement and workforce professional development, towards NAEYC/NAFCC accreditation.

9) Supporting providers in the voluntary pursuit of accreditation

Goal: Support child care programs and FCCs in the voluntary pursuit of accreditation by a national accrediting body with demonstrated, valid, and reliable program standards of quality

9.1 How many providers did the lead agency support in their pursuit of accreditation during October 1, 2020 to September 30, 2021?

- Yes, providers were supported in their pursuit of accreditation
- a. Licensed center-based programs # 514
 - b. License-exempt center-based programs # 0
 - c. Licensed family child care # 48
 - d. License-exempt family child care (care in providers' home) # 0
 - e. Programs serving children who receive CCDF subsidy # 391
- No lead agency support given to providers in their pursuit of accreditation.
- N/A.

Describe:

The above numbers are the number of programs that maintained and /or achieved accreditation during the FFY 514 NAEYC Accredited and 48 NAFCC Accredited. Of these 391 Providers served Care 4 Kids CCDF Funded children.

Accreditations

- NAEYC Accredited, total = 514 primary (plus satellites)
- NAFCC Accredited, total = 48

The total number of providers supported in PURSUIT of Accreditation and funding

amount for pursuit of accreditation is a subset of the number of programs supported by staff in the OEC Quality Improvement Division and contractors supporting this work, including the United Way of Connecticut. Spending for this activity may be a subset shown in other expenditures shown in other questions in this report.

9.2 Spending:

9.2.1 Did the lead agency spend funds from any of the following sources on accreditation during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$ 0

Comments related to dollar amount provided (optional):

The total number of providers supported in PURSUIT of Accreditation and funding amount for pursuit of accreditation is a subset of the number of programs supported by staff in the OEC Quality Improvement Division and contractors supporting this work, including the United Way of Connecticut. Spending for this activity may be a subset shown in other expenditures shown in other questions in this report.

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$

If yes, describe source(s) of funding:

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY
(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

9.3 Progress Update:

Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible.

Connecticut's Early Childhood Professional Registry will monitor progress and achievement of NAEYC and NAFCC accreditation. The data tracked includes benchmarks such as submission of required documents, achievement of staff qualifications requirements in each system and for CT's qualifications requirements, and the number of individuals who have achieved compliance with CCDF Professional Development Requirements.

Accreditations

- NAEYC Accredited, total = 514 primary (plus satellites)
- NAFCC Accredited, total = 48
- **Degrees and credentials earned during Oct 1 2020-Sept 30, 2021:**
 - CDA credential = 86
 - Associate degree ECE = 42
 - Bachelor's degree or higher ECE = 42

391 CCDF Providers had Accreditation in FFY2022.

Online health and safety orientation completions:

completed Care4Kids Oct 1, 2020 to Sept 30, 2021 (=XXX)

2,081_ 2 hour English / 29_ 2 hour Spanish

335_ 5 hour English / 40_ 5 hour Spanish

829_ 18 hour English /27_ 18 hour Spanish

completed Care4Kids total through Sept 30, 2021 (=XXX)

13,254_ 2 hour English / 74_ 2 hour Spanish

1,316_ 5 hour English / 324_ 5 hour Spanish

4,363_ 18 hour English /60_ 18 hour Spanish

10) Supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development

Goal: Assist programs to meet high-quality comprehensive program standards relating to health, mental health, nutrition, physical activity, and physical development

10.1 Quality Indicators: Does the lead agency have quality improvement standards that include indicators covering the following areas beyond what is required for licensing?

- Yes, check which indicators the lead agency has established:
- Health, nutrition, and safety of child care settings
- Physical activity and physical development in child care settings
- Mental health of children
- Mental health for staff/employees
- Learning environment and curriculum
- Ratios and group size
- Staff/provider qualifications and professional development
- Teacher/provider-child relationships
- Teacher/provider instructional practices
- Family partnerships and family strengthening
- Other

Describe:

The OEC has standards, information and Professional Development and Technical Assistance to guide help programs and staff in all of the above practices including but not limited to the following:

- **Core Knowledge and Competency Frameworks** -Core knowledge and competencies are expectations for what the workforce should know and be able to do in their role in the early childhood profession. Whether you work with children and families or provide technical assistance and support to teachers and administrators, CT has a tool for you to consider next steps in your professional growth.
- **Early Childhood Professional Registry** - The OEC's Registry is a free workforce resource for all early childhood settings. Through the OEC Registry, you can access training, track your career progress, find out about OEC scholarships, and discover other supports and resources.
- **Early Childhood Teacher Credential (ECTC)** - The ECTC is a competency-based credential issued by OEC for child care providers.
- **Pyramid Model** - The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children is a framework that helps programs and teachers implement key evidence-based recommendations to better support children and families.

Educational Campaigns have been developed by the OEC and its partners develop campaigns and initiatives to educate the public and help children in Connecticut stay healthy and safe. These include but are not limited to Help Me Grow, Learn How to Be Chill When Babies Cry, Little Wonders, Safe Sleep for Babies, Trusted Licensed Care (TLC), and the Child and Adult Care Food Program (CACFP).

Required Training for CCDF

Child Care Directors and all teaching staff counted in the Office of Early Childhood's (OEC) licensing ratios must complete the Care 4 Kids' Health & Safety Orientation within 90 days of employment. Staff not counted in the ratio, such as parent and community volunteers, bus drivers, janitors, and cooks, must meet an orientation requirement set by each individual program. All assistants and substitutes working in licensed family child care homes must complete the Care 4 Kids' Health & Safety Orientation and other training requirements.

- Provider Orientation Program s a 4-hour pre-service training delivered by 211 Child Care
- First Aid, CPR, & Med Admin Certifications
- 2-hour online Health & Safety Basics Training CTOEC100***5-hour online Health & Safety CTOEC101 is available through your CT Early Childhood Professional Registry under Courses: Course Catalog. You can refer to the available directions for accessing training through your Registry account.
- 18-hour online Health & Safety is available through your CT Early Childhood Professional Registry under Courses: Certificates and Pathways. You can refer to the available directions for accessing training through your Registry account.

Program Improvement and Supports

- Accreditation Quality Improvement Support (AQIS) - offers licensed centers, group homes, and license-exempt child care programs access to experts in the framework of the National Association for the Education of Young Children (NAEYC). Supports include study groups, professional development, and individualized long-term support.
- Business Support: Women's Business Development Council (WBDC) partnership - offer answers to your questions, business training, and individualized long-term business support.
- The OEC is building a Quality Improvement System (QIS). Our goal is to bridge licensing standards to accreditation standards for center and home-based providers.
- Staffed Family Child Care Networks (SFCCN) - these community initiatives - with paid staff - are available to all licensed family child care providers. They offer professional development, coaching and consultation, and business and administrative supports

No

10.2 Spending:

10.2.1 Did the lead agency spend funds from any of the following sources on supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)



Yes.

Amount spent: \$ 3099049

Comments related to dollar amount provided (optional):

The Early Childhood Consultation Partnership (ECCP®) is a strengths-based, mental health consultation program, developed to meet the social/emotional needs of children birth to five. Pyramid Coordination, Accreditation financial support for accredited providers serving CCDF children,

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$

If yes, describe source(s) of funding:

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

10.3 Progress Update:

Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible.

The OEC has standards, information and Professional Development and Technical Assistance to guide help programs and staff in all of the following practices. Professional Development and Technical Assistance supports are measures by the variety, validity, and use of the workshops, training materials, supports and assistance, as well as by the number

of programs and individuals that participate in the professional development and technical assistance opportunities. The Quality Improvement Division at the Office of Early Childhood collects and tracks data related to this in various reporting format according to the specific information and training. Health and Safety training, licensing and accreditation status is documented in the Registry when required for program compliance of state funded programs.

- **Core Knowledge and Competency Frameworks** - Core knowledge and competencies are expectations for what the workforce should know and be able to do in their role in the early childhood profession. Whether you work with children and families or provide technical assistance and support to teachers and administrators, CT has a tool for you to consider next steps in your professional growth.
- **Early Childhood Professional Registry** - The OEC's Registry is a free workforce resource for all early childhood settings. Through the OEC Registry, you can access training, track your career progress, find out about OEC scholarships, and discover other supports and resources.
- **Early Childhood Teacher Credential (ECTC)** - The ECTC is a competency-based credential issued by OEC for child care providers.
- **Pyramid Model** - The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children is a framework that helps programs and teachers implement key evidence-based recommendations to better support children and families.

Educational Campaigns have been developed by the OEC and its partners develop campaigns and initiatives to educate the public and help children in Connecticut stay healthy and safe. These include but are not limited to Help Me Grow, Learn How to Be Chill When Babies Cry, Little Wonders, Safe Sleep for Babies, Trusted Licensed Care (TLC), and the Child and Adult Care Food Program (CACFP).

Required Training for CCDF - Directors and all teaching staff counted in the Office of Early Childhood's (OEC) licensing ratios must complete the Care 4 Kids' Health & Safety Orientation within 90 days of employment. Staff not counted in the ratio, such as parent and community volunteers, bus drivers, janitors, and cooks, must meet an orientation requirement set by each individual program. All assistants and substitutes working in licensed family child care homes must complete the Care 4 Kids' Health & Safety Orientation and other training requirements.

- Provider Orientation Program s a 4-hour pre-service training delivered by 211 Child Care
- First Aid, CPR, & Med Admin Certifications
- 2-hour online Health & Safety Basics Training CTOEC100***5-hour online Health & Safety CTOEC101 is available through your CT Early Childhood Professional Registry

under Courses: Course Catalog. You can refer to the available directions for accessing training through your Registry account.

- 18-hour online Health & Safety is available through your CT Early Childhood Professional Registry under Courses: Certificates and Pathways. You can refer to the available directions for accessing training through your Registry account.

Program Improvement and Supports

- Accreditation Quality Improvement Support (AQIS) - offers licensed centers, group homes, and license-exempt child care programs access to experts in the framework of the National Association for the Education of Young Children (NAEYC). Supports include study groups, professional development, and individualized long-term support.
- Business Support: Women's Business Development Council (WBDC) partnership - offer answers to your questions, business training, and individualized long-term business support.
- The OEC is building a Quality Improvement System (QIS). Our goal is to bridge licensing standards to accreditation standards for center and home-based providers.
- Staffed Family Child Care Networks (SFCCN) - these community initiatives - with paid staff - are available to all licensed family child care providers. They offer professional development, coaching and consultation, and business and administrative supports

11) Other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry

Goal: To improve the quality of child care programs and services related to outcomes measuring improved provider preparedness, child safety, child well-being, or kindergarten-entry

11.1 Did the state or territory set up a grant program (NOT including American Rescue Plan Act stabilization grants) designed to sustain the child care supply or provide sustainability funding to child care providers due to the COVID-19 pandemic?

Yes.

If yes, describe it :

and check which types of providers were eligible and number served:

Licensed center-based programs

#

Legally exempt center-based programs

#

Licensed family child care

#

Legally exempt family child care (care in providers' home)

#

In-home (care in the child's own home)

#

Other

(explain)

No

N/A

Describe:

The state support to sustain the supply of high quality child care services is demonstrated through Quality Bonus paid to CCDF Care 4 Kids accredited, center-based child care providers starting in the Spring of 2021. These payments are not grants but are relational to and 20% above the regular cost of care / certificate payment rates for accredited center-based providers. Payments in FFY 2021 were made from Rescue funds from the end of May 2021 through September 30, 2021, and will continue into the next fiscal year(s). This funding is intended to help to support and sustain quality care and activities that these accredited center-based providers deem necessary. They may include child well-being, kindergarten-entry, child safety, provider preparedness, or other early care and education best practices. The amount spent for Quality Bonus payments in FFY2021 = \$2.6M for 310 providers (276 Licensed Center Based + 34 License Exempt).

Other activities that improve the quality of child care services supported by outcome measures that help to improve provider preparedness, child safety, child well-being, or kindergarten-entry include the implementation and improvement to the services for families and children and support, training and continuum of growth and training for the early childhood field through the work of OEC staff, contractors and resources including: OEC standards, information and Professional Development and Technical Assistance to guide help programs and staff in the following:

- **Core Knowledge and Competency Frameworks** - Core knowledge and competencies are expectations for what the workforce should know and be able to do in their role in the early childhood profession. Whether you work with children and families or provide technical assistance and support to teachers and administrators, CT has a tool for you to consider next steps in your professional growth.

- **Early Childhood Professional Registry** - The OEC's Registry is a free workforce resource for all early childhood settings. Through the OEC Registry, you can access training, track your career progress, find out about OEC scholarships, and discover other supports and resources.
- **Early Childhood Teacher Credential (ECTC)** - The ECTC is a competency-based credential issued by OEC for child care providers.
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Required Training for CCDF providers - Directors and all teaching staff counted in the Office of Early Childhood's (OEC) licensing ratios must complete the Care 4 Kids' Health & Safety Orientation within 90 days of employment. Staff not counted in the ratio, such as parent and community volunteers, bus drivers, janitors, and cooks, must meet an orientation requirement set by each individual program. All assistants and substitutes working in licensed family child care homes must complete the Care 4 Kids' Health & Safety Orientation and other training requirements.

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- 18-hour online Health & Safety is available through your CT Early Childhood Professional Registry under Courses: Certificates and Pathways. You can refer to the available directions for accessing training through your Registry account.

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- Business Support: Women's Business Development Council (WBDC) partnership - offer answers to your questions, business training, and individualized long-term business support.
- The OEC is building a Quality Improvement System (QIS). Our goal is to bridge licensing

standards to accreditation standards for center and home-based providers.

- Staffed Family Child Care Networks (SFCCN) - these community initiatives - with paid staff - are available to all licensed family child care providers. They offer professional development, coaching and consultation, and business and administrative supports

11.2 Did the lead agency provide cleaning supplies and/or personal protective equipment (PPE) to child care providers either through funding or directly in-kind due to the COVID-19 pandemic?

Yes.

If yes, describe :

CTCARES for Business Supply Subsidy:This funding helped cover the added costs of maintaining a healthy environment for children, families, and staff - including cleaning supplies, personal protective equipment (PPE), and nurse/medical consultation during COVID-19

OEC has been working closely with the State's Emergency Operations Center to secure health and cleaning supplies for use by open licensed child care providers. OEC communicates directly with open providers regarding distribution locations. PPE (masks and gloves) are available at the supply locations until further notice. Cleaning supplies and thermometers are available until the stock is completely used. Supplies may be purchased through vendors vetted by the Dept. of Administrative Services

and check which types of providers were eligible:

- Licensed center-based programs
- Legally exempt center-based programs
- Licensed family child care
- Legally exempt family child care (care in providers' home)
- In-home (care in the child's own home)
- Other

(explain)

Youth Camps

No

N/A

Describe:

11.3 Did the state/territory invest in data systems to support equitable access to child care (e.g., modernizing and maintaining systems; technology upgrades and data governance improvements to provide more transparent and updated information to parents; a workforce registry; updated QRIS systems; CCR&R updates; monitoring systems) from October 1, 2020 to September 30, 2021?

Yes.

If yes, describe:

Significant investments and improvements have been made in FFY2021, and are continuous for the Workforce Registry, Quality Improvement System, CCR&R (new system), and monitoring systems, including but not limited to, the ImpaCT Child Care system - the Care 4 Kids (CCDF Subsidy) Eligibility, Provider payment and reporting system, as well as the Early Care and Education - ECE Reporter System that providers submit child, family and program level data for state-funded Child Day Care, School Readiness, Smart Start and State Head Start programs.

Connecticut's Care 4 Kids Child Care subsidy program developed a new Online Application - parent Portal to allow families an easier means to submit applications from an online format that includes uploading of verifications and documentation. It launched in September 2021 with high rate of use by new applicants (over 1,000 online applications received in the first 6 weeks).

No.

11.4 Did the state/territory conduct an analysis of supply and demand or other needs assessment to identify areas of focus to build supply or target funding from October 1, 2020 to September 30, 2021?

Yes.

Describe findings:

The Connecticut Office of Early Childhood in partnership with United Way of Connecticut, the University of Connecticut, Social Finance and the Governor's Workforce Subcommittee, have been developing and implementing survey tool, analyzing data, reporting, literature, and working to provide analysis of supply and

demand for child care in Connecticut. This includes looking at issues for access and equity and includes publically and proviately funded providers as compared to demand.

No.

11.5 Describe how supply building grants were used with a lens towards DEI?:

Though specific supply building 'grants' are not included in this report, the Connecticut Office of Early Childhood's commitment to Diversity, Equity and Inclusion is shown in the OEC Statement on Racial Equity:

OEC believes that advancing equity is a priority for the health and development of all young children and those who love them. We will assertively remove barriers and build upon the strengths of historically disenfranchised people and communities to ensure fair access to OEC resources. While doing so, we will intentionally work to dismantle any systemic racism that may be embedded within policies and practices affecting all aspects of early childhood.

Our approach to dismantling these inequities requires partnerships with historically disenfranchised communities: listening to families, providers, and community stakeholders to identify what works, what doesn't, and what is needed. We will elevate these community voices and apply what we learn to improve current policies, practices, programs and resources.

We are driven to ensure parents and providers have the tools they need to raise inclusive, empathetic children who are knowledgeable about issues of race . Long lasting benefits can be achieved across generations when these tools and supports are provided as early as possible, even prenatally.

Awareness, accountability, and responsibility are at the heart of OEC's commitment to advance equity and take a firm anti-racism stance within all aspects of our early childhood partnerships, policies, and programs. As such, OEC has diverse committees within the organization that engage in both internal and external work to achieve these goals. **This focused effort will ensure OEC can achieve its vision, that ALL young children in Connecticut are safe, healthy, learning, and thriving community members.**

11.6 How many providers received the following from October 1, 2020 to September 30, 2021?

a. Increased rates:

Total: 2160

Licensed or registered center-based programs: 0

License-exempt center-based programs: 0

Licensed or registered family child care: 0

License-exempt family child care (care in providers' home): 1730

In-home (care in the child's own home): 430

b. Increased wages:

Total: 0

Licensed or registered center-based programs: 0

License-exempt center-based programs: 0

Licensed or registered family child care: 0

License-exempt family child care (care in providers' home): 0

In-home (care in the child's own home): 0

c. Benefits health insurance:

Total: 0

Licensed or registered center-based programs: 0

License-exempt center-based programs: 0

Licensed or registered family child care: 0

License-exempt family child care (care in providers' home): 0

In-home (care in the child's own home): 0

d. Mental health supports:

Total: 0

Licensed or registered center-based programs: 0

License-exempt center-based programs: 0

Licensed or registered family child care: 0

License-exempt family child care (care in providers' home): 0

In-home (care in the child's own home): 0

e. Start-up funds:

Total: 0

Licensed or registered center-based programs: 0

License-exempt center-based programs: 0

Licensed or registered family child care: 0

License-exempt family child care (care in providers' home): 0

In-home (care in the child's own home): 0

f. Other:

Describe:

This information was not available on the date of submission of this report. #s are shown as zeros except for the 2,160 Care 4 Kids CCDF subsidy Unlicensed family providers that receive an 7.7% increase in rates as of August 1, 2021 to keep in pace with the percent change minimum wage changes in Connecticut.

- Total: 0
- Licensed or registered center-based programs: 0
- License-exempt center-based programs: 0
- Licensed or registered family child care: 0
- License-exempt family child care (care in providers' home): 0
- In-home (care in the child's own home): 0

11.7 How many providers received the following technical assistance from October 1, 2020 to September 30, 2021?

a. Business practices:

- Total: 0
- Licensed or registered center-based programs: 0
- License-exempt center-based programs: 0
- Licensed or registered family child care: 0
- License-exempt family child care (care in providers' home): 0
- In-home (care in the child's own home): 0

b. Emergency preparedness planning:

- Total: 0
- Licensed or registered center-based programs: 0
- License-exempt center-based programs: 0
- Licensed or registered family child care: 0
- License-exempt family child care (care in providers' home): 0
- In-home (care in the child's own home): 0

c. Other:

The Women's Business Development Council (WBDC) supports economic prosperity for women and strengthens communities through entrepreneurial and financial education services. Collaboration with OEC to improve our offerings. WBDC knows business and OEC knows child care - and together we're working to make sure that providers are getting the business and finance training they need to run their programs effectively. WBDC reviews our offerings across contracts and helps us identify what to offer and in what order - making sure to sequence technology training and business training to build

the best skill sets.

Although the distinct numbers by provider type and categories in this question, for FFY 2021. The Women's Business Development Council (WBDC) has reported on the website the following success that includes the 12 months of FFY 2021 plus 6 additional months. <https://ctwbdc.org/childcare-business/> 01/26/2022.

By The Numbers

A look at our impact on child care service providers in Connecticut over the past 18 months.

859 clients Providers Trained & Counseled

\$1.95 million WBDC Grants Awarded

4,430 slots Supported & Maintained

\$37 million Annual Revenue Generated

3,330 jobs Created & Supported

The Connecticut Child Care Emergency Plan was developed to guide the actions of the Office of Early Childhood during times of emergency, and to identify the resources and supports available to providers of child care services in the event of an emergency. Providers will find resources below to support planning and response in settings where children are served, with additional supports on the website for the [CT Child Emergency Preparedness Committee \(CEPC\)](#) a subcommittee of the Division of Emergency Management and Homeland Security (DEMHS) Statewide Emergency Management and Homeland Security Advisory Council.

#s are shown as zeros as this information was not available on the date of submission of this report.

Total: 0

Licensed or registered center-based programs: 0

License-exempt center-based programs: 0

Licensed or registered family child care: 0

License-exempt family child care (care in providers' home): 0

In-home (care in the child's own home): 0

11.8 Spending:

11.8.1 Did the lead agency spend funds from any of the following sources on [other](#)

activities to improve the quality of child care services during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$ 552620

Comments related to dollar amount provided (optional):

Systems work to create online application portal for subsidy program, for families ease of applying and submission of verification, improve tracking and between parents, providers, and Care 4 Kids program.

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$

If yes, describe source(s) of funding:

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

11.9 Progress Update: Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible:

Continued implementation and improvement to the supports for families and children and support, training and continuum of growth and training for the early childhood field through the work of OEC staff, contractors and resources including: OEC standards, information and Professional Development and Technical Assistance to guide help programs and staff in all of the above practices including but not limited to the following:

- **Core Knowledge and Competency Frameworks** - Core knowledge and competencies are expectations for what the workforce should know and be able to do in their role in the early childhood profession. Whether you work with children and families or provide technical assistance and support to teachers and administrators, CT has a tool for you to consider next steps in your professional growth.
- **Early Childhood Professional Registry** - The OEC's Registry is a free workforce resource for all early childhood settings. Through the OEC Registry, you can access training, track your career progress, find out about OEC scholarships, and discover other supports and resources.
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Educational Campaigns have been developed by the OEC and its partners develop campaigns and initiatives to educate the public and help children in Connecticut stay healthy and safe. These include but are not limited to Help Me Grow, Learn How to Be Chill When Babies Cry, Little Wonders, Safe Sleep for Babies, Trusted Licensed Care (TLC), and the Child and Adult Care Food Program (CACFP).

Required Training for CCDF providers - Directors and all teaching staff counted

in the Office of Early Childhood's (OEC) licensing ratios must complete the Care 4 Kids' Health & Safety Orientation within 90 days of employment. Staff not counted in the ratio, such as parent and community volunteers, bus drivers, janitors, and cooks, must meet an orientation requirement set by each individual program. All assistants and substitutes working in licensed family child care homes must complete the Care 4 Kids' Health & Safety Orientation and other training requirements.

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Program Improvement and Supports

- Accreditation Quality Improvement Support (AQIS) - offers licensed centers, group homes, and license-exempt child care programs access to experts in the framework of the National Association for the Education of Young Children (NAEYC). Supports include study groups, professional development, and individualized long-term support.
- Business Support: Women's Business Development Council (WBDC) partnership - offer answers to your questions, business training, and individualized long-term business support.
- The OEC is building a Quality Improvement System (QIS). Our goal is to bridge licensing standards to accreditation standards for center and home-based providers.
- Staffed Family Child Care Networks (SFCCN) - these community initiatives - with paid staff - are available to all licensed family child care providers. They offer professional development, coaching and consultation, and business and administrative supports

- Replaced and enhanced existing 211 Child Care database system allowing ability to provide real time supply and demand data as well as aiding in helping parents find child care available openings
- Sparkler - mobile friendly tracking tool to monitor children's development
- Health and Safety Trainings - Planned and offered OEC approve health and safety trainings for certification in First Aid, CPR and Medication Administration.
- Provider Orientation Training - Planned and offered mandatory orientation to

- home based subsidy providers. These sessions focus on health and safety, child development, and provides an overview of Care 4 Kids subsidy procedures. This information is tracked by United Way of Connecticut for the Care 4 Kids program and incorporated in the Registry and Inpact data systems
- Fingerprinting Services - Planned and offered fingerprinting services statewide. 211 Child Care created fingerprinting records and securely transmitted to DESPP for OEC background check requirements.
 - The BCIS is the new system that manages all OEC background checks - and it's designed to support both child care facility managers and current and prospective staff. The data points help track turnaround time for providers to have fingerprints and background checks, use by location can be compared to the number of providers in an area / region / town and ease of access.

Connecticut's Early Childhood Professional Registry monitors achievement of NAEYC and NAFCC accreditation. The data tracked includes benchmarks such as submission of required documents, achievement of staff qualifications requirements in each system and for CT's qualifications requirements, and the number of individuals who have achieved compliance with CCDF Professional Development Requirements. The Registry also tracks data for compliance with the Health & Safety trainings and requirements for programs and staff for the Care 4 Kids Health & Safety compliance. This information and information from the United Way of Connecticut that offers training coordination, is shared with the Child Care Subsidy data system and analyzed for compliance and details related to Active Care 4 Kid providers.

The United Way of Connecticut reports the following numbers for sessions held and participants in Health and Safety efforts to support state funded early care and education programs..

October 1st 2020-September 30th 2021

Fingerprinting

Number of off-site sessions held - 185

Number or providers fingerprinted - 3,107

POP

Number of sessions held - 87

Number of participants completed - 1,216

First Aid/CPR

Number of sessions held - 74

Number of participants Completed - 267

Medication Administration

Number of sessions held - 34

Number of participants completed - 197

Anaphylaxis and Emergency Medication

Number of Sessions held - 30

Number of Participants Completed - 149

An example of FY2020 data tracked and compared to prior years include the following details for Child Care Information and Referral resources. Data for FY2021 was not available as of the date of this report.

Help Me Grow / Child Development Info Line - 2,743 Help Me Grow referrals; 14,160 CDI calls; 1,651 new Ages and Stages Questionnaire (ASQ) enrollments; 9,837 total ASQ enrollment in FY2020. (UWC 1/27/2021)

211 Child Care - fulfills the Child Care Resource and Referral mandate and handles child care referrals and requests. In SFY 2020 - 58,710 Service Request Referrals including and pertaining to: 23,204 Infant, 11,831 Toddler, 15,082 Preschool, 8,888 School Age Child Care; 9,339 Covid-19 Supports (Financial, PPE, Child Care Placement); 7,630 Provider Training; 1,944 Child Care Subsidies; 755 Internet Information Resources; 670 Licensing/Certification/ Accreditation requests; and 1,190 other service referrals. (UWC 1/27/2021)

12) Lead agencies must submit an annual report, as required at 45 CFR Â§ 98.53(f) (4), describing any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on an annual review and assessment of serious child injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible.

12.1 Describe the annual review and assessment of serious injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to

the extent possible.

There were no deaths occurring in licensed, licensed exempt or illegal programs reported during this year. There were 60 serious injuries reported during this year. 2 occurred in license exempt programs receiving CCDF. Of the 60 serious injuries, 44 occurred at youth camps and 50 injuries were self-reported. All self-reported camp incidents were reviewed by a licensed nurse and it was determined that there were no concerns that would warrant a need for a site visit or further review.

12.2 Describe any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on the annual review and assessment.

In March 2021, revisions to the family child care home regulations became effective. Such regulations now specify that serious injuries that result in a diagnosed fracture, diagnosed second or third degree burn, diagnosed concussion and admission to a hospital must be reported to the OEC.

13) American Rescue Plan (ARP) Act Child Care Stabilization Grants

Did your state/territory begin **paying providers (funds were dispersed by the state/territory to providers) prior to December 1, 2021**?

Yes.

No.

13.1 When did you start accepting applications? Enter Date: May 2021

13.2 When did the first grants go out to providers? Enter Date: July 2021

13.3 How many stabilization grants were awarded?

Total

2576

Licensed or registered center-based programs

1163

License-exempt center-based programs

54

Licensed or registered family child care

1359

License-exempt family child care (care in providers' home)
#

In-home (care in the child's own home)
#

Programs already serving children who receive CCDF subsidy at time of application
1904

13.4 What are the minimum, maximum, and average provider stabilization grant award amounts and average number of awards made to the same provider? Round amounts to the nearest dollar.

a. Minimum provider award amount:

Total: 607

Licensed or registered center-based programs: 4752

License-exempt center-based programs: 607

Licensed or registered family child care: 1485

License-exempt family child care (care in providers' home):

In-home (care in the child's own home):

b. Maximum provider award amount:

Total: 500000

Licensed or registered center-based programs: 500000

License-exempt center-based programs: 184320

Licensed or registered family child care: 12600

License-exempt family child care (care in providers' home):

In-home (care in the child's own home):

c. Average provider award amount:

Total: 42159

Licensed or registered center-based programs: 80926

License-exempt center-based programs: 43133

Licensed or registered family child care: 8870

License-exempt family child care (care in providers' home):

In-home (care in the child's own home):

d. Average number of awards made to the same provider during the fiscal year:

Total: 1

Licensed or registered center-based programs: 1

License-exempt center-based programs: 1

Licensed or registered family child care: 1
License-exempt family child care (care in providers' home):
In-home (care in the child's own home):

13.5 What is the licensed or identified capacity by age group that providers awarded stabilization grants served? States/Territories should use their own definition of age groups as provided in the CCDF Plan.

a. Total:

Total: 105005
Licensed or registered center-based programs: 89562
License-exempt center-based programs: 3362
Licensed or registered family child care: 12081
License-exempt family child care (care in providers' home):
In-home (care in the child's own home):

b. Infants:

Total:
Licensed or registered center-based programs:
License-exempt center-based programs:
Licensed or registered family child care:
License-exempt family child care (care in providers' home):
In-home (care in the child's own home):

c. Toddlers:

Total:
Licensed or registered center-based programs:
License-exempt center-based programs:
Licensed or registered family child care:
License-exempt family child care (care in providers' home):
In-home (care in the child's own home):

d. Preschool:

Total:
Licensed or registered center-based programs:
License-exempt center-based programs:
Licensed or registered family child care:
License-exempt family child care (care in providers' home):
In-home (care in the child's own home):

e. School-age:

Total: 3965

Licensed or registered center-based programs:
License-exempt center-based programs:
Licensed or registered family child care: 3965
License-exempt family child care (care in providers' home):
In-home (care in the child's own home):

f. Mixed age (combination of more than one age group):

Total: 101040
Licensed or registered center-based programs: 89562
License-exempt center-based programs: 3362
Licensed or registered family child care: 8116
License-exempt family child care (care in providers' home):
In-home (care in the child's own home):

13.6 What is the number of stabilization grants awarded to providers who are operating in high need areas? OCC will be providing these FIPS codes for each jurisdiction.

FIPS Code 1: 09001

Total number of stabilization grants awarded: 651
Number of stabilization grants awarded to licensed or regulated center-based programs: 333
Number of stabilization grants awarded to license-exempt center-based programs: 14
Number of stabilization grants awarded to licensed or regulated family child care: 304
Number of stabilization grants awarded to license-exempt family child care: 0
Number of stabilization grants awarded to in-home (care in the child's home): 0

FIPS Code 2: 09003

Total number of stabilization grants awarded: 636
Number of stabilization grants awarded to licensed or regulated center-based programs: 282
Number of stabilization grants awarded to license-exempt center-based programs: 14
Number of stabilization grants awarded to licensed or regulated family child care: 340
Number of stabilization grants awarded to license-exempt family child care: 0
Number of stabilization grants awarded to in-home (care in the child's home): 0

FIPS Code 3: 09005

Total number of stabilization grants awarded: 78
Number of stabilization grants awarded to licensed or regulated center-based programs: 52
Number of stabilization grants awarded to license-exempt center-based programs: 1
Number of stabilization grants awarded to licensed or regulated family child care: 25
Number of stabilization grants awarded to license-exempt family child care: 0
Number of stabilization grants awarded to in-home (care in the child's home): 0

FIPS Code 4: 09007

Total number of stabilization grants awarded: 108

Number of stabilization grants awarded to licensed or regulated center-based programs:
60

Number of stabilization grants awarded to license-exempt center-based programs: 2

Number of stabilization grants awarded to licensed or regulated family child care: 46

Number of stabilization grants awarded to license-exempt family child care: 0

Number of stabilization grants awarded to in-home (care in the child's home): 0

FIPS Code 5: 09009

Total number of stabilization grants awarded: 805

Number of stabilization grants awarded to licensed or regulated center-based programs:
309

Number of stabilization grants awarded to license-exempt center-based programs: 19

Number of stabilization grants awarded to licensed or regulated family child care: 477

Number of stabilization grants awarded to license-exempt family child care: 0

Number of stabilization grants awarded to in-home (care in the child's home): 0

FIPS Code 6: 09011

Total number of stabilization grants awarded: 141

Number of stabilization grants awarded to licensed or regulated center-based programs:
68

Number of stabilization grants awarded to license-exempt center-based programs: 1

Number of stabilization grants awarded to licensed or regulated family child care: 72

Number of stabilization grants awarded to license-exempt family child care: 0

Number of stabilization grants awarded to in-home (care in the child's home): 0

FIPS Code 7: 09013

Total number of stabilization grants awarded: 80

Number of stabilization grants awarded to licensed or regulated center-based programs:
37

Number of stabilization grants awarded to license-exempt center-based programs: 0

Number of stabilization grants awarded to licensed or regulated family child care: 43

Number of stabilization grants awarded to license-exempt family child care: 0

Number of stabilization grants awarded to in-home (care in the child's home): 0

FIPS Code 8: 09015

Total number of stabilization grants awarded: 77

Number of stabilization grants awarded to licensed or regulated center-based programs:
22

Number of stabilization grants awarded to license-exempt center-based programs: 3

Number of stabilization grants awarded to licensed or regulated family child care: 52

Number of stabilization grants awarded to license-exempt family child care: 0

Number of stabilization grants awarded to in-home (care in the child's home): 0

FIPS Code 9:

Total number of stabilization grants awarded:

Number of stabilization grants awarded to licensed or regulated center-based programs:

Number of stabilization grants awarded to license-exempt center-based programs:
Number of stabilization grants awarded to licensed or regulated family child care:
Number of stabilization grants awarded to license-exempt family child care:
Number of stabilization grants awarded to in-home (care in the child's home):

FIPS Code 10:

Total number of stabilization grants awarded:
Number of stabilization grants awarded to licensed or regulated center-based programs:
Number of stabilization grants awarded to license-exempt center-based programs:
Number of stabilization grants awarded to licensed or regulated family child care:
Number of stabilization grants awarded to license-exempt family child care:
Number of stabilization grants awarded to in-home (care in the child's home):

13.7 How many grants were provided with the following specific uses? (check all that apply and include number of grants provided)

- Mortgage/rent:** : Rent, mortgage, utilities, facility maintenance or improvements, insurance
1305
- Personnel costs:** Personnel costs including any sole proprietor or independent contractor-- employee benefits, premium pay, or costs for employee recruitment and retention
1607
- Supplies and services:** Personal protective equipment cleaning and sanitization supplies and services, or training and professional development related to health and safety practices
1231
- Purchases/Updates:** Purchases of or updates to equipment and supplies to respond to the COVIDâ19 public health emergency
1281
- Goods and services:** Goods and services necessary to maintain or resume child care services
1107
- Mental health supports:** Mental health supports for children and employees
230

13.8 Did you run more than one grant program? If so, list the number of separate grant programs and describe their uses.

Yes.

Describe:

*All programs who applied for stabilization funds received one award amount split into three payments.

Note for Q.13.4: The numbers shown for minimum, maximum and average award amounts are based on the total grant award amounts for each provider and provider type.

Note for Q.13.13.1: The numbers totaling 77, shown in "d. No Response" include Non-Binary with a total that is suppressed for small cell size and the balance being responses received as "Do not wish to voluntarily report."

No.

13.9 Check which of the following methods were used for implementing stabilization grants? (check all that apply)

- Prioritizing small child care programs
- Recurring subgrants
 - Employing multiple subgrant programs
- Providing bonuses or supplemental funding for providers meeting certain needs of families
- Encouraging wage increases through stabilization grants (e.g., bonuses going directly to staff or requirement that a percentage of the grant be used for personnel)
- Other.

Describe:

Q. 13.9

- Prioritizing small child care programs: **The agency awarded grants to all providers in the system, including family child care providers who typically operate small programs.**
- Providing bonuses or supplemental funding for providers meeting certain needs of families: **Programs that accepted our state child care subsidy, Care 4 Kids, were awarded a bonus in the grant formula calculation.**
- Encouraging wage increases through stabilization grants (e.g., bonuses going directly to staff or requirement that a percentage of the grant be used for personnel): **Programs that opted in to use of grants for Staff Compensation received preference in the grant formula calculation.**
- Other (Describe): **The grant formula awarded a bonus ("equity bonus") for programs located in census tracts where the CDC's Social Vulnerability Index indicated a high state of need.**

Q. 13.4 **All programs who applied for stabilization funds received one aware amount split into three payments.**

Q. 13.7 **Showed Unduplicated = 1,607.** Personnel costs including any sole proprietor or independent contractor-- employee benefits, premium pay, or costs for employee recruitment and retention

1,061 programs reported they have Already Spent," "Planned to Spend," or "Spent Some and Planned to Spend More" on Wages

1,607 programs reported they have Already Spent," "Planned to Spend," or "Spent Some and Planned to Spend More" on Bonuses

13.10 Check which of the following were available to providers related to applying for stabilization grants? (check all that apply)



Applications for subgrants are widely available in plain language and multiple languages



A staffed helpline or chat function to provide real time assistance for completing applications available in multiple languages



Support for collecting documentation showing operating expenses



Used a cost estimation model or survey to estimate operating expenses for or already collected operating expenses from providers as part of an earlier application or relief effort instead of requiring new information from applicants



Acceptance of a variety of types of documentation of operating expenses



Resources such as frequently asked questions to help with the completion of the applications available in multiple languages



Partnerships with culturally relevant organizations and trusted messengers to support a diverse range of child care providers in navigating the application process



Other.

Describe:

Notes:

Support for collecting documentation showing operating expenses: **The Women's Business Development Council (WBDC) provided support on an individual basis for programs who requested support.**

Used a cost estimation model or survey to estimate operating expenses...: **The Women's Business Development Council (WBDC) provided support for programs who needed guidance in the financial modeling.**

Partnerships with culturally relevant organizations and trusted messengers...: **United Way of Connecticut, WBDC, Stakeholder engagement, Service**

Employees International Union (SEIU)

13.11 Check which of the following supports were available to providers after they received stabilization grants? (check all that apply)

- A staffed helpline or chat function to provide real time assistance available in multiple languages
- Support for providers related to following certain health and safety guidelines
 - Support for providers related to continuing to pay full compensation to staff
- Support for providers related to recruiting and retaining existing and former child care workers and strengthening the diversity of the workforce to meet children and families' needs
- Support for providers related to providing relief from copayments and tuition for parents struggling to afford child care
- Support for providers in making facilities improvements needed to comply with safety guidance in the context of developmentally appropriate practice and a welcoming environment for children and families
- Support for providers in making facilities improvements that make child care programs inclusive and accessible to children with disabilities and family members with disabilities
- Support for background checks and health and safety training for providers who were previously ineligible for CCDF subsidies because they had not completed the health and safety requirements in the CCDBG Act
- Support for providers to find personal protective equipment (PPE), cleaning and sanitization supplies
- Support for providers related to finding mental health services and supports
 - Other.

Describe:

13.12 Describe the methods used to eliminate fraud, waste, and abuse when providing stabilization grants (e.g., validated identity through the lead agency licensing system or conducted identity verification through a data match with state tax records):

Only license and license exempt programs accepting the state's child care subsidy were permitted to apply. The application process included verification of the program open/closed status and attestation that they would return funds if their

program closed. In addition, Programs were verified by the state's office of the comptroller as vendors of the state and were subject to verification in that process.

Note for Q. 13.13.2:Race and Ethnicity: Shown are 320 Hispanic or Latino by Race and 1,439 Not Hispanic or Latino by Race. Not shown are 15 Providers with Race and Ethnicity #s suppressed for small cell size. 168 Selected "Did not wish to voluntarily report" Ethnicity. 324 Providers selected "Other" for Ethnicity and, for those that Selected Ethnicity as "Other", Race was shown for 12 Asian, 10 Biracial or multi-racial; 52 Black or African American; 221 White: and 29 as Other, or suppressed for small cell size or "Did not wish to Report", American Indian, or Native Hawaiian/Pacific Islander. There are 296 providers that Reported Ethnicity as Hispanic or Latino and Race as "Other" and 14 providers that "Do not wish to voluntarily report" race.

13.13.1 What is the number of stabilization grants awarded by gender of center director or family child care owner?

a. Female:

Total 2418

Licensed or registered center-based programs: # 1044

License-exempt center-based programs: # 54

Licensed or registered family child care: # 1320

License-exempt family child care (care in providers' home): #

In-home (care in the child's own home): #

b. Male:

Total 81

Licensed or registered center-based programs: # 58

License-exempt center-based programs: # 0

Licensed or registered family child care: # 23

License-exempt family child care (care in providers' home): #

In-home (care in the child's own home): #

c. Non-Binary:

Total 0

Licensed or registered center-based programs: #

License-exempt center-based programs: #

Licensed or registered family child care: #
License-exempt family child care (care in providers' home): #
In-home (care in the child's own home): #

d. No response:

Total 77

Licensed or registered center-based programs: # 61
License-exempt center-based programs: # 0
Licensed or registered family child care: # 16
License-exempt family child care (care in providers' home): #
In-home (care in the child's own home): #

13.13.2 What is the number of stabilization grants awarded by race and ethnicity of the center director or family child care owner?

a) Ethnicity: Hispanic, Race: American Indian or Alaskan Native

Total 6

Licensed or registered center-based programs: #
License-exempt center-based programs: #
Licensed or registered family child care: # 6
License-exempt family child care (care in providers' home): #
In-home (care in the child's own home): #

b) Ethnicity: Hispanic, Race: Asian

Total 0

Licensed or registered center-based programs: #
License-exempt center-based programs: #
Licensed or registered family child care: #
License-exempt family child care (care in providers' home): #
In-home (care in the child's own home): #

c) Ethnicity: Hispanic, Race: Black or African American

Total 48

Licensed or registered center-based programs: # 8
License-exempt center-based programs: # 4
Licensed or registered family child care: # 36
License-exempt family child care (care in providers' home): #
In-home (care in the child's own home): #

d) Ethnicity: Hispanic, Race: Native Hawaiian or Pacific Islander

Total

Licensed or registered center-based programs: #

License-exempt center-based programs: #
Licensed or registered family child care: #
License-exempt family child care (care in providers' home): #
In-home (ccare in the child's own home): #

e) Ethnicity: Hispanic, Race: White

Total 226
Licensed or registered center-based programs: # 44
License-exempt center-based programs: #
Licensed or registered family child care: # 182
License-exempt family child care (care in providers' home): #
In-home (care in the child's own home): #

f) Ethnicity: Hispanic, Race: Multi-Racial

Total 40
Licensed or registered center-based programs: # 7
License-exempt center-based programs: #
Licensed or registered family child care: # 33
License-exempt family child care (care in providers' home): #
In-home (care in the child's own home): #

g) Ethnicity: Non-Hispanic, Race: American Indian or Alaskan Native

Total
Licensed or registered center-based programs: #
License-exempt center-based programs: #
Licensed or registered family child care: #
License-exempt family child care (care in providers' home): #
In-home (care in the child's own home): #

h) Ethnicity: Non-Hispanic, Race: Asian

Total 22
Licensed or registered center-based programs: # 16
License-exempt center-based programs: #
Licensed or registered family child care: # 6
License-exempt family child care (care in providers' home): #
In-home (care in the child's own home): #

i) Ethnicity: Non-Hispanic, Race: Black or African American

Total 268
Licensed or registered center-based programs: # 105
License-exempt center-based programs: # 10
Licensed or registered family child care: # 153

License-exempt family child care (care in providers' home): #
In-home (care in the child's own home): #

j) Ethnicity: Non-Hispanic, Race: Native Hawaiian or Pacific Islander

Total

Licensed or registered center-based programs: #

License-exempt center-based programs: #

Licensed or registered family child care: #

License-exempt family child care (care in providers' home): #

In-home (care in the child's own home): #

k) Ethnicity: Non-Hispanic, Race: White

Total 1134

Licensed or registered center-based programs: # 695

License-exempt center-based programs: # 27

Licensed or registered family child care: # 412

License-exempt family child care (care in providers' home): #

In-home (care in the child's own home): #

l) Ethnicity: Non-Hispanic, Race: Multi-racial

Total 13

Licensed or registered center-based programs: # 8

License-exempt center-based programs: #

Licensed or registered family child care: # 5

License-exempt family child care (care in providers' home): #

In-home (care in the child's own home): #