Quality Progress Report (QPR)
For
Connecticut
FFY 2022

QPR Status: Accepted as of 2023-03-15 21:28:51 GMT

The Quality Progress Report (QPR) collects information from states and territories (hereafter referred to as lead agencies) to describe investments to improve the quality of care available for children from birth to age 13. This report meets the requirements in the Child Care and Development Block Grant (CCDBG) Act of 2014 for lead agencies to submit an annual report that describes how quality funds were expended, including the activities funded and the measures used to evaluate progress in improving the quality of child care programs and services.

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

The contents of this document do not have the force and effect of law and are not meant to bind the public in any way. This document is intended only to provide clarity to the public regarding existing requirements under the law or agency policies.

QUALITY PROGRESS REPORT

The Quality Progress Report (QPR) collects information from lead agencies to describe investments to improve the quality of care available for children from birth to age 13. This report meets the requirements in the Child Care and Development Block Grant (CCDBG) Act of 2014 for lead agencies to submit an annual report that describes how quality funds were expended, including the activities funded and the measures used to evaluate progress in improving the quality of child care programs and services. Lead agencies are also required to report on their Child Care and Development Fund (CCDF) quality improvement investments through the CCDF Plan, which collects information on the proposed quality activities for a three-year period; and through the ACF-696, which collects quarterly expenditure data on quality activities.

The annual data provided by the QPR will be used to describe how lead agencies are spending a significant investment per year to key stakeholders, including Congress, federal, state and territory administrators, providers, parents, and the public.

Specifically, this report will be used to:

- Ensure accountability and transparency for the use of CCDF quality funds, including a set-aside for quality infant and toddler care and activities funded by American Rescue Plan (ARP) Act
- Track progress toward meeting state- and territory-set indicators and benchmarks for improvement of child care quality based on goals and activities described in CCDF Plans; and
- Understand efforts in progress towards all child care settings meeting the developmental needs of children
- Inform federal technical assistance efforts and decisions regarding strategic use of quality funds.

What Period Must Be Included: All sections of this report cover the federal fiscal year activities (October 1, 2021 through September 30, 2022), unless otherwise stated. Data should reflect the cumulative totals for the fiscal year being reported, unless otherwise stated.

What Data Should Lead Agencies Use: Lead agencies may use data collected by other government and nongovernment agencies (e.g., CCR&R agencies or other TA providers) in addition to their own data as appropriate. We recognize that lead agencies may not have all of the data requested initially but expect progress towards increased data capacity. The scope of this report covers quality improvement activities funded at least in part by CCDF in support of

CCDF activities. Lead agencies must describe their progress in meeting their stated goals for improving the quality of child care as reported in their FFY 2022-2024 CCDF Plan.

How is the QPR Organized?

The first section of the QPR gathers basic data on the population of providers in the state or territory and goals for quality improvement and glossary of relevant terms. The rest of the report is organized according to the ten authorized uses of quality funds specified in the CCDBG Act of 2014:

1) Support the training and professional development of the child care workforce
2) Improve the development or implementation of early learning and development guidelines
3) Develop, implement, or enhance a quality rating improvement system for child care providers
4) Improve the supply and quality of child care for infants and toddlers
5) Establish or expand a lead agency wide system of child care resource and referral services
6) Support compliance with lead agency requirements for licensing, inspection, monitoring, training, and health and safety
7) Evaluate the quality of child care programs in the state or territory, including how programs positively impact children
8) Support providers in the voluntary pursuit of accreditation
9) Support the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development
10) 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.

The Office of Child Care (OCC) recognizes that quality funds may have been used to address the coronavirus 2019 (COVID-19) pandemic. These activities should be reflected in the relevant sections of the QPR.

Reporting Activities Related to ARP Act Child Care Stabilization Grants

The ARP Act included approximately $24 billion for child care stabilization grants, representing an important opportunity to stabilize the child care sector and do so in a way that builds back a stronger child care system that supports the developmental and learning needs of children, meets parents' needs and preferences with equal access to high-quality child care, and supports a professionalized workforce that is fairly and appropriately compensated for the essential skilled work that they do. Lead agencies must spend stabilization funds as subgrants to

qualified child care providers to support the stability of the child care sector during and after the COVID-19 public health emergency. Please refer to the information memorandum [ARP Act Child Care Stabilization Grants](#) (CCDF-ACF-IM-2021-02) for further guidance on the child care stabilization grants made available through the ARP Act.

While the OCC has established a new data collection form, the ACF-901 – American Rescue Plan (ARP) Stabilization Grants Provider-Level Data, as the primary data collection mechanism for reporting related to ARP stabilization grants, Section 13 of the QPR asks about activities related to stabilization grants made possible through ARP funding. The OCC will inform lead agencies if the data reported through the ACF-901 is complete enough to warrant skipping Section 13 of the QPR. The following information is requested in Section 13:

- If the lead agency ran more than one grant program;
- How stabilization grants were used to support workforce compensation; and
- Methods to eliminate fraud, waste, and abuse when providing stabilization grants

Section 13 should be used to report on ARP Stabilization Grants ONLY. Other child care sustainability or stabilization grant programs established or ongoing using other funding mechanisms (i.e., CCDF or other supplemental funding e.g., CARES, CRRSA, ARP Supplemental Discretionary Funds) should be reported in Section 11.

When is the QPR Due to ACF?

The QPR will be due to the Administration for Children and Families (ACF) by the designated lead agency no later than December 31, 2022.

Glossary of Terms

The following terms are used throughout the QPR. These definitions can also be found in section 98.2 in the CCDBG Act of 2014. For any term not defined, please use the lead agency definition of terms to complete the QPR.

Center-based child care provider means a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless in care in excess of 24 hours is due to the nature of the parent(s)' work. Associated terms include "child care centers" and "center-based programs."

Director means a person who has primary responsibility for the daily operations and management for a child care provider, which may include a family child care provider, and which may serve children from birth to kindergarten entry and children in school-age child care.

Family child care provider means one or more individuals who provide child care services for fewer than 24 hours per day per child in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)' work. Associated terms include "family child care homes."

In-home child care provider means an individual who provides child care services in the child's own home.

License-exempt means facilities that are not required to meet the definition of a facility required to meet the CCDF section 98.2 definition of "licensing or regulatory requirements." Associated terms include "legally exempt" and "legally operating without regulation."

Licensed means a facility required by the state to meet the CCDF section 98.2 definition of "licensing or regulatory requirements," which explains that the facility meets "requirements necessary for a provider to legally provide child care services in a state of locality, including registration requirements established under state, local or tribal law."

Programs refer generically to all activities under the CCDF, including child care services and other activities pursuant to §98.50 as well as quality activities pursuant to §98.43.

Provider means the entity providing child care services.

Staffed family child care network means a group of associated family child care providers who pool funds to share some operating costs and to pay for at least one staff person who helps the providers to manage their businesses and enhance quality.

Teacher means a lead teacher, teacher, teacher assistant or teacher aide who is employed by a child care provider for compensation on a regular basis, or a family child care provider, and whose responsibilities and activities are to organize, guide and implement activities in a group or individual basis, or to assist a teacher or lead teacher in such activities, to further the cognitive, social, emotional, and physical development of children from birth to kindergarten entry and children in school-age child care.

1) Overview

To gain an understanding of the availability of child care in the state or 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, 2022. These counts should include all child care providers, not just those serving children receiving CCDF subsidies. Please enter N/A when necessary.

[x] Licensed center-based programs **1376**
    [ ] N/A. Describe:
[x] License exempt center-based programs **660**
    [ ] N/A. Describe:
[x] Licensed family child care homes **1831**
    [ ] N/A. Describe:
[x] License-exempt family child care homes (care in providers' home) **2763**
    [ ] N/A. Describe:
[x] In-home (care in the child's own home) **339**
    [ ] N/A. Describe:
[x] Other. Explain: **Connecticut's Licensing Regulations allows informal care to be provided by neighbors but does not track the number of providers. Connecticut's Care 4 Kids Subsidy 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. 113-186andregulation, 45 CFR Part § 98.41 (a) as grandmother/grandfather, great grandmother/grandfather, aunt/ uncle, and sibling are eligible to receive a Care 4 Kids subsidy. 2,763 Unlicensed Relative Providers were serving Care 4 Kid children in the Provider's home - shown above as License-exempt family Child Care for this report. And, 339 Unlicensed Relative Care 4 Kids Providers providing care in the child's home, in FFY2022.**

1.2 Goals for Quality Improvement

Based on Question 7.1.2 from the FFY2022-2024 CCDF State and Territory Plan, please report progress on the lead agency's overarching goals for quality improvement during October 1, 2021 to September 30, 2022. 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. **In FFY 2022, Connecticut successfully**

launched "Elevate" a system that supports continuous improvement for programs, as well as, to build an early care and education system that promotes positive outcomes for Connecticut children.

Connecticut's QIS Division builds on and supports initiatives for early care and education providers professional growth, and professional learning opportunities. The Elevate system gives child care providers the tools and guidance they need to improve their programs over time. Additional Elevate details described later in this report. https://www.ctoec.org/elevate/

CT OEC continues to offer Accreditation Quality Improvement Support (AQIS); Core Knowledge and Competency Frameworks; Early Childhood Professional Registry to access training, scholarships, and helps track career progress; Program Leadership Initiative (PLI) college-credit coursework; and the Pyramid Model supporting Social-Emotional Competence in infants and young children. https://www.ctoec.org/professional-development-and-technical-assistance/

In FFY 2021, Connecticut reported being 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.

7.1.2 CCDF Plan: In November 2020, a user-friendly survey was distributed to 84 technical assistance providers throughout the State. The overall response rate was approximately 75% (with 63 individual respondents). The findings illustrate the needs of the TA providers' in areas such as professional growth and the design, delivery, and assessment of professional learning opportunities. These findings will inform modifications for technical assistance strategies for all OEC TA vendors and contractors.

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 as appropriate.*

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, 2021 to September 30, 2022?

[x] 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, 2022 the Registry had approximately 20,493 renewed accounts, with 32,550 accounts having activity from Oct 1, 2021 to Sept 30, 2022. 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 (though the latter is not required to submit all education).**

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 for individuals such as a requests for scholarship, licensing Head Teacher, incentives; as well as access to unlimited online training, a Resume Builder and Employment History. Program level tools wrap up data of all confirmed employees.

[ ] 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?

[x] 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 (though the latter is not required to submit all education. Registry participants include teaching staff, program administrators, trainers and consultants**

[ ] No. If no, describe:

2.1.3 Total number of participants in the registry as of September 30, 2022 **32550**

2.2 Workforce Development

2.2.1 What supports did the lead agency make available to teachers/providers to help them progress in their education, professional development, and career pathway between October 1, 2021 and September 30, 2022 (check all that apply)? If available, how many people received each type of support?

[x] Scholarships (for formal education institutions) **3558**
[x] Financial bonus/wage supplements tied to education levels **870**
[x] Career advisors, mentors, coaches, or consultants   **32550**
[ ] Reimbursement for training
[ ] Loans
[ ] Substitutes, leave (paid or unpaid)for professional development
[x] Other. Describe: **In total, in 2022, CCEI Training via the Registry use included 56,182 training hours by staff of 1,549 programs.**
Home-based childcare providers use professional development funds for classes. Licensed family child care provider in their program have free unlimited access via their OEC Registry account. In 2022: 3,671 hours of CCEI training via the Registry were completed by staff of 562 licensed family child care homes (multiple staff at some).

32,550 OEC Registry accounts had activity from Oct 1, 2021 to Sept 30, 2022. 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.

Scholarships and Financial Supports above:
$1,363,182 awarded in OEC Direct Scholarships were awarded. 3,558 OEC Scholarship applications were received.
$1,298,175 awarded to 870 Qualified Workforce Incentive applicants (tied to education attainment).

In Connecticut, early childhood program receiving OEC funds are to assign an employee in the role of Teacher as a designated qualified staff member (DQSM) in every classroom (regardless of the classroom's funding) serving infants through preschoolers. In December of 2021, there were 388 state-funded programs serving any combination of infants through preschoolers in 1,637 classrooms. 52% of those programs met the benchmark for Qualified Staff Member. 1,270 (78%) classrooms, serving Infant-

Preschool, with DSQM. Data from Connecticut Early Childhood Professional Registry. Report dated Dec 2022.

The Workforce Pipeline Pilot grant funds will cover administrative costs and participant salary, travel, CPR training, 3 credit college course and materials.
OEC is investing currently operating workforce training programs in Connecticut that serve as entry ramps to careers in early childhood education. OEC wants to learn from existing models and help support participation and training options for participants by providing a grant to fund eligible programs that have the ability to expand. In FFY2022, PDG funding was spent on the Workforce Pipeline initiative.

[ ] N/A. Describe:

2.2.2   What compensation and benefits improvements did the lead agency support for teachers/providers between October 1, 2021 and September 30, 2022 (check all that apply)? If available, how many people received each type of support?

[ ] Financial bonuses (not tied to education levels)
[ ] Salary enhancements/wage supplements
[ ] Health insurance coverage
[ ] Dental insurance coverage
[ ] Retirement benefits
[ ] Loan Forgiveness programs
[ ] Mental Health/Wellness programs
[ ] Other. Describe:
[x] N/A. Describe: **2.2.1 Describes bonuses relates to workforce and educational opportunities. In addition, in FFY 2022, the Care 4 Kids child care subsidy program paid an additional bonus to 330 Accredited Center based programs that equated to a 20% increase to Child Care rates. Over $8 M was paid in the C4K accreditation bonuses to support programs needs.**

For questions 2.3 to 2.4 please report on the number of staff by qualification level as of September 30, 2022. Count only the highest level attained by staff.

2.3 Licensed child care providers	Licensed child care center directors	Licensed child care center teachers	Licensed family child care providers	If N/A, explain
a. Total number:	1413	11924	1352	
b. How many had a Child Development Associate (CDA)?	14	268	104	
c. How many had an Associate's degree in an early childhood education field (e.g., psychology, human development, education)?	121	781	34	
d. How many had a Bachelor's degree in an early childhood education field (e.g., psychology, human development, education)?	291	736	14	
e. How many had a State child care credential?	5	32	0	
f. How many had State infant and toddler credentials?	0	0	0	

2.3 Licensed child care providers	Licensed child care center directors	Licensed child care center teachers	Licensed family child care providers	If N/A, explain
g. How many had an "other" degree? Define "other" degree: **The were 13 Directors, 1 Center-based Teacher, and 1 Licensed Family provider that earned an ⬜Other⬜ related 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. The specific degrees of these 15 identified as "Other" were not available for this report.** **Connecticut Early Childhood Education (ECE) degrees must include study of the education or development of young children less than five years of age, and may include degrees in: Early Childhood Education and Child Studies, Child Development, Human Development and Family Relations, Early Childhood Special Education, or similar**	**13**	**1**	**1**	

2.3 Licensed child care providers	Licensed child care center directors	Licensed child care center teachers	Licensed family child care providers	If N/A, explain
majors with a concentration in ECE courses. Elementary Education (ElEd) / After School Education (ASE) degrees must include study of the education and/or development of children 5-12 years of age, and may include degrees in: Elementary Education, Special Education, Youth Studies, Recreation, Family Social Sciences. NOTE: The education qualifications noted in the questions above are as federally defined by the categories. This excludes many fields that CT does not count as related but other states may as elementary education, etc. Of the above, the following #s are a subset of above and relate to C4K (Subsidy) Licensed Providers, only: Center Director Center Teachers Family Child Care 2.3.b CDA 8 170				

2.3 Licensed child care providers	Licensed child care center directors	Licensed child care center teachers	Licensed family child care providers	If N/A, explain
93 2.3.c Assoc. ECE 85 515 27 2.3.d BA ECE or + 180 444 8 2.3.e CC Cred-B ECTC 1 24 0				

2.4 Licensed CCDF providers	Licensed child care center directors who serve children who receive CCDF subsidy	Licensed child care center teachers who serve children who receive CCDF subsidy	Licensed family child care providers who serve children who receive CCDF subsidy	If N/A, explain
a. Total number:	887	8146	1001	
b. How many had a Child Development Associate (CDA)?	8	170	93	
c. How many had an Associate's degree in an early childhood education field (e.g., psychology, human development, education)?	85	515	27	

2.4 Licensed CCDF providers	Licensed child care center directors who serve children who receive CCDF subsidy	Licensed child care center teachers who serve children who receive CCDF subsidy	Licensed family child care providers who serve children who receive CCDF subsidy	If N/A, explain
d. How many had a Bachelor's degree in an early childhood education field (e.g., psychology, human development, education)?	180	444	8	
e. How many had a State child care credential?	1	24	0	
f. How many had State infant and toddler credentials?				N/A Connecticut does not track an Infant/Toddler Credential

2.4 Licensed CCDF providers	Licensed child care center directors who serve children who receive CCDF subsidy	Licensed child care center teachers who serve children who receive CCDF subsidy	Licensed family child care providers who serve children who receive CCDF subsidy	If N/A, explain
g. How many had an "other" degree? Define "other" degree: **The were 5 Directors and 1 Center-based Teacher that earned an ▯Other▯ related 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. The specific degrees shown as "Other" for these 6 individuals, were not available for this report.** **Connecticut Early Childhood Education (ECE) degrees must include study of the education or development of young children less than five years of age, and may include degrees in: Early Childhood Education and Child Studies, Child Development, Human**	5	1	0	

2.4 Licensed CCDF providers	Licensed child care center directors who serve children who receive CCDF subsidy	Licensed child care center teachers who serve children who receive CCDF subsidy	Licensed family child care providers who serve children who receive CCDF subsidy	If N/A, explain
Development and Family Relations, Early Childhood Special Education, or similar majors with a concentration in ECE courses. Elementary Education (ElEd) / After School Education (ASE) degrees must include study of the education and/or development of children 5-12 years of age, and may include degrees in: Elementary Education, Special Education, Youth Studies, Recreation, Family Social Sciences. NOTE: The education qualifications noted in the questions above are as federally defined by the categories. This excludes many fields that CT does not count as related but other states may as elementary education, etc.				

2.5 How many providers received the following additional forms of professional development and/or technical assistance from October 1, 2021 to September 30, 2022?

	Total	Licensed or registered center-based programs	License-exempt center-based programs	Licensed or registered family child care homes	License-exempt family child care homes (care in providers' home)	In-home (care in the child's own home)
a) Business practices	507	118		389		1
b) Mental health						
c) Diversity, equity, and inclusion						
d) Emergency Preparedness Planning						

	Total	Licensed or registered center-based programs	License-exempt center-based programs	Licensed or registered family child care homes	License-exempt family child care homes (care in providers' home)	In-home (care in the child's own home)
e) Other: Another 47 providers served and received PD / TA, but could not easily categorize them in buckets provided. They are as follows: - Unknown license type: 45 - Aspiring provider: 1 - Youth Camp: 1 In Q 2.5 a) Of the 118 Center, 8 are Group Home						

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, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	**[x]** Yes Amount spent $ **1048919.48** If yes, describe how funds were used: **To support the training and professional development of the child care workforce on Scholarship, Business Supports (WBDC), Office of Early Childhood (OEC) Quality Improvement Division staffing and expenses, Connecticut Association for the Education of Young Children (CTAEYC) Connecticut (CT) Shares Resource 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.)	**[x]** Yes Amount spent: $ **2150000.00** If yes, describe source(s) of funding and how funds were used: **Preschool Development Grant Funding to ChildCare Education Institute (CCEI) was spent on the spent on the Qualified Workforce Incentive (QWI) to provide monetary incentives to remain in the field to state funded provider staff based upon their educational achievements.** [ ] No [ ] N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	**[x]** Yes Amount spent $ **587843.76** If yes, describe how funds were used: **To support the training and professional development of the child care workforce on Scholarship, Business Supports - Women's Business Development Council (WBDC) $500,000, Connecticut Association for the Education of Young Children (CTAEYC) Connecticut Shares Resource Program, National Association for the Education of Young Children (NAEYC) Accreditation Fees, Erikson Institute Summer Engagement program work. And, Connecticut (CT) Cares for Child Care Business program work.** [ ] No [ ] N/A Describe:

Funding source	Was this funding source used?
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	[x] Yes Amount spent $ **1008110.26** If yes, describe how funds were used: **To support the training and professional development of the child care workforce on Scholarship, Business Supports (WBDC), Registry & Office of Early Childhood (OEC) Workforce Registry & OEC Quality Improvement Division staffing, Connecticut Association for the Education of Young Children (CTAEYC), and EASTCONN Regional Educational Service Center (RESC) Alliance.** [ ] No [ ] N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	[x] Yes Amount spent $ **24016478.00** If yes, describe how funds were used: **To support training and professional development:** **$570,000 supports for two Lab School Initiative Project programs that did not meet the qualifications for ARPA Stabilization funding** **$1,330,000 Lab Schools Initiative Project with Connecticut State Colleges and Universities (CSCU) as the Intermediary** **$ 6,875 to a contractor for development of a technical assistance manual for National Association for the Education of Young Children (NAEYC)** **$21,211,603 for Child Care Stabilization (CCS)** **$898,000 Workforce Pipeline Workforce Pipeline improves opportunities for increase in a teacher / provider pay by helping build skills and qualifications for a more competitive edge toward improved wages and salaries.** [ ] No [ ] N/A Describe:

Funding source	Was this funding source used?
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: [x] No [ ] N/A Describe:

2.7 Progress Update: Using the measures identified in 6.3.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to supporting the training and professional development of the child care workforce. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes: Accreditations

The number of programs in CT achieving national accreditation between Oct 1, 2021 and Sept 30, 2022:

There are 127 accredited CT programs with a valid until date of October 1, 2026 – September 30, 2027. This means these programs began their accreditation term (either through renewal or through candidacy) between October 1, 2021 and September 30, 2022.

▪ NAEYC Accredited providers in CT: Total accredited CT programs: 468. And, total non-accredited CT programs = 205 (i.e., registered through candidate), as of 11/8/2022

▪ NAFCC Accredited Providers in CT = 50

Degrees and credentials earned during Oct 1 2021-Sept 30, 2022:

▪ CDA credential = 142

▪ Associate degree ECE = 54

▪ Bachelor's degree or higher ECE = 74

Online health and safety orientation completions:

completed Care4Kids Oct 1, 2021 to Sept 30, 2022 (=9,795)

▪ 849 FCC Owner in English / 253 FCC Owner in Spanish

▪ 4,369 Partial Required Topics in English / 116 Partial Required Topics in Spanish

▪ 4,069 All Required Topics in English /139 All Required Topics in Spanish

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completed Care4Kids total to date through Sept 30, 2022 (=29,253)

⦁ 2,170 FCC Owner in English / 581 FCC Owner in Spanish

⦁ 17,668 Partial Required Topics in English / 191 Partial Required Topics in Spanish

⦁ 8,441 All Required Topics in English /202 All Required Topics in Spanish

Scholarships = OEC Direct Scholarship $1,363,182 awarded; 3,558 OEC Scholarship applications

Financial bonus/wage supplements: 870 Qualified Workforce Incentive applications (tied to education attainment); $1,298,175 awarded

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

o 29,343 education and training entries by staff

o 40,954 documents (39,261 documents to individual accounts and 1,693 to program files)

o 455 OEC licensing head teacher applications

o 167 ECTC (Early Childhood Teacher Credential) applications

o 37,638 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)

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

o 29,343 education and training entries by staff

o 40,954 documents (39,261 documents to individual accounts and 1,693 to program files)

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o 37,638 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)

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)?

Technical assistance is provided during all inspections. The numbers listed below are for the number of routine inspections conducted at licensed or licensed exempt programs during this past year, and leads to improvement of their understanding and adherence to CCDF health and safety standards

New Licenses Issued This Year:
Child Care Centers=44
Group Child Care Homes=3
Family Child Care Homes=175
Youth Camps=41

New Licenses Issued Previous Year:
Child Care Centers=47
Group Child Care Homes=5
Family Child Care Homes=181
Youth Camps=42

a. Licensed center-based programs #: 2,189 (does not include camps)
b. License-exempt center-based programs #:   156 (does not include camps)
c. Licensed family child care homes #: 1,768
d. License-exempt family child care homes (care in providers' home) #:   Unknown by Licensing
e. In-home (care in the child's own home) #:   Unknown by Licensing
f. N/A   Describe: -

During this year, there were 19,075 violations cited during 4,113 licensing inspections (includes license-exempt programs and camps). During the previous year, there were 9,915 violations cited during 3,032 licensing inspections. This apparent increase in the number of violations can be attributed to the fact that the number of full inspections in FFY22 was nearly triple the number of full inspections conducted in FYY21. This was due to temporary changes in inspection policies and procedures in response to the COVID pandemic and inspections conducted in FYY21 were generally limited to an examination of enhanced COVID requirements.

Connecticut ECE providers have access to resources shared by the Office of Early Childhood. The current Quality Improvement Support (QIS) contract and the alignment to OEC supported efforts, such as the CCDF plan, NAEYC Power to the Profession initiative,

and NAEYC accreditation support for childcare settings and higher education programs. This below listing only represents QIS contracted activities. Other initiatives such as Pyramid Model, WIDA, Staffed Family Child Care Networks, etc. play an important role in OEC professional learning offerings. As we continue to develop an all-inclusive OEC professional development system, a more comprehensive guide to all OEC professional learning opportunities and alignment connections may be developed.

1. Accreditation Quality Improvement Support (AQIS) is to offer technical assistance to selected program and public assistance regarding the NAEYC process and the NAEYC ten standards for accreditation.
2. Environment Rating Scales Capacity Building
3. Standards, Curriculum and Assessment
4. Fiscal Management Training
5. Trauma & Insecure Housing Training
6. CT Core Knowledge and Competency Framework (CKCs)
7. Early Childhood Teacher Credential (ECTC) - Individual Review Route or via CT's ECTC Approved Institutions
8. Adult Learning theory and practices are the backbone competencies that support all professional learning design and implementation
9. Quality Assurance & Technical Assistance

The Connecticut Office of Early Childhood will create a quality improvement system that bridges licensing standards to accreditation standards, including accreditation standards for family childcare settings. In our system, we will not rate programs or classrooms, as many states do. Connecticut programs are licensed, accredited, or moving toward accreditation. The new system will focus on simplicity, accessibility and leveraging existing health, safety, and quality assurance. This will offer a supportive structure for programs, increase transparency and clarity for families, and reduce state overhead expenses.

Technical assistance providers engaged under the QIS contract should utilize the information presented here, and the resources offered in the provider support meetings, to:
▢ support connections across initiatives with program administrators so they may see these activities as inter-related and not singular events;
▢ promote reflective thinking with program staff to bring awareness to how their beliefs about their practice influence and shift over time toward enhanced competence and confidence. Coaching strategies used to compare their understandings about practice across concepts and between QIS activities supports seeing the bigger picture rather than

singular parts or events;

☐ engage all participants to think about their role in advancing the early childhood profession beginning with their learning experiences. Then, practice thinking about their impact on the systems they live within. For example, their impact on family, community, and state goals for all young children and families to be safe, healthy, learning and thriving. (See OEC vision, mission, and guiding principles). Their level of effort in their personal learning influences the quality of their practice, their program/setting, and beyond; and

☐ reflect upon your personal knowledge, as a technical assistance provider, on each activity to gain understanding of the various activities. This may spark awareness, connections and support your ability to seek opportunities to build bridges not previously constructed between technical assistance opportunities.

The main objective of Accreditation Quality Improvement Support (AQIS) is to offer technical assistance to selected program and public assistance regarding the NAEYC process and the NAEYC ten standards for accreditation

The use of environment rating scales are common tools to look at a setting using a common scale in order to gain perspective from a third party. The QIS contract allows for building Connecticut's capacity of reliable raters for the Early Childhood Environment Rating Scale (ECERS-3), Infant and Toddler Environment Rating Scale (ITERS-3), and the Family Child Care Environment Rating Scale (FCCERS-3).

The Standards, Curriculum and Assessment activity focuses on the CT Early Learning and Development Standards (CT ELDS) and the CT Documentation and Observation for Teaching System (CT DOTS). Technical assistance in the form of training and coaching provides center-based, family childcare, program administrators, and school-based settings with competency-based professional development that addresses standards, curriculum and assessment. This work directly aligns with the goals found across three NAEYC accreditation standards for programs serving young children, the CT CCDF plan, and CT Core Knowledge and Competency Framework (CKCs) for Professionals. This work supports the following criteria:

☐ NAEYC Standards: Curriculum, Teaching, Assessment of Child Progress
☐ CT CCDF Plan: Training on state early learning guidelines (CCDF 6.2.1), use of CCDF funds for early learning guidelines (CCDF 6.3.1(i)(iv)), state effort to maintain the use of early leaning guidelines (CCDF 6.4)
☐ CT CKCs: Domains 2 (Using Developmentally Effective Approaches for Facilitating Experiences), 3 (Building a Meaningful Planned Program of Learning and Development, & 4

(Observing, Documenting and Assessing).

Fiscal Management Training: The National Center for Quality Assurance provided a training of trainers to build Connecticut's knowledge and training capacity to deliver training for Care 4 Kids providers, state-funded programs, and family childcare homes. Newly trained personnel now train others in childcare fiscal management. The Women's Business Development Council also has resources that complement fiscal competence gained from the fiscal management training.

Trauma & Insecure Housing Training: This activity supports collaboration between McKinney-Vento liaisons and early childhood providers who receive Care 4 Kids funds. A training of trainer session yielded newly approved trainers to support providers in the identification and serving of children and families experiencing homelessness. Coaching, training and professional learning communities are offered to providers that include connections to OEC initiatives, specifically Pyramid Model training.

The CT Core Knowledge and Competency Framework (CKCs) for Professionals was written through an alignment lens with multiple sets of standards, including the NAEYC standards for programs serving young children and higher education accreditation standards. This activity supports the awareness and implementation of the CKCS as a reflection tool for practitioners, directors, and higher education faculty. Training and coaching are provided to classroom staff and directors. There is also an emphasis on Building CKC Knowledge Through Reflection geared for those in administrative roles. Highlighted throughout this work is the use of the CKCs as a Professional Development Planning Tool that supports individual goal setting and program goal setting when connected to quality improvement practices.

The CT Core Knowledge and Competency Framework (CKCs) Reporting Period: October 1, 2021 ▯ September 30, 2022
Programs experienced staff shortages and classroom reductions. The CKC training as designed yielded fewer than expected. The design began a shift from individual training to coaching as a companion to the Standards, Curriculum and Assessment activity in efforts to support competency development within the context of practice for both teachers and administrators. The reflective supervision website was developed and launched as a resource for administrators. There were 41 individuals who completed the CKC trainings during the reporting period. Evaluations are not collected at the state level but the contractor conducted evaluations to inform content and delivery which led to the change in direction to offer coaching connected to another activity.

The Early Childhood Teacher Credential (ECTC) has two pathways. The Individual Review Route is managed under the QIS contract and is specific to individuals who hold a non-early childhood associate or bachelor's degree but have at least 12 early childhood credits. Individuals wishing to meet the qualified staff member status for state-funded programs can qualify for the ECTC either through graduation from one of CT's ECTC Approved Institutions or through an application process and portfolio review using the ECTC Individual Review Route. The coordinator provides guidance, coaching, and works with independent portfolio reviewers to provide candidates with feedback on their portfolio work.

Early Childhood Teacher Credential (ECTC) Reporting Period: October 1, 2021 ▢ September 30, 2022
This reporting period focused on re-structuring the content as we adopted the revised NAEYC professional standards and competencies as the ECTC standards. During this process we conducted an inter-rater reliability training for portfolio reviewers and updated all documents. There were 6 completers during this reporting period and we have about 15 individuals engaged in the portfolio process. We added a learning management system element to the work where candidates can access resources, by standard, to support their ongoing learning while completing the portfolio task. Completers now meet the qualified staff member requirements and can seek employment or meet employment standards in state funded programs.

Adult learning theory and practices are the backbone competencies that support all professional learning design and implementation. The QIS contract supports the availability of an adult learning course each semester for our current, and soon open to our future, technical assistance providers. A small number of our current technical assistance providers have partial adult learning completion from the former three modules (Adult Learning 1, 2 or 3) and this contract is providing individualized professional learning to round out their experience.
The Core Knowledge and Competencies for Technical Assistance Providers and the companion Reflection Tool provide a starting point for technical assistance providers to learn more about Connecticut's expectations for adult learning competencies and ways to set learning goals.

Adult Learning Reporting Period: October 1, 2021 ▢ September 30, 2022
During this reporting period, 25 individuals completed the EDU 290 Adult Learning course and 23 are currently enrolled in the fall offering. There were 3 Adult Learning In-service

completers who participated in coaching and a professional learning community. It is our intention to offer EDU 290 across the community college system as we plan to open our TA provider approval process and prepare for incoming applications. Completers now meet the OEC criteria for approved TA provider to help build our capacity to deliver quality programming.

Quality Assurance & Technical Assistance

This activity is a combination of two efforts 1) to provide supports that enhance the confidence and competence of the technical assistance providers serving under the QIS contract and 2) to develop recommendations for monitoring and assessing the quality of technical assistance work. As Early Childhood Associates from Massachusetts helps to develop the second effort, all technical assistance providers under the QIS contract engage in activities offered to enhance their practice. Some activities include video sessions and live meetings addressing equity and connections to the QIS work, opportunities for coaches to engage in peer learning about their practice and to support each other with challenging coaching conversations, and coaching sessions for beginner coaches to learn and practice new skills. Grounding this work is the NAEYC/NACCRRA Early Childhood Professional Development Training and Technical Assistance Glossary and the CT Core Knowledge and Competencies for Technical Assistance Providers and the use of the CT Technical Assistance Provider Reflection Tool that can be utilized in setting learning goals and sharing those goals with the contractor tasked to provide individual and group supports. This work is a foundational aspect to developing a state professional development system.

Quality Assurance & Technical Assistance Reporting Period: October 1, 2021 ⯑ September 30, 2022

There are two efforts associated with the QA/TA activity:

1. Technical Assistance Provider supports: There are approximately 35 individuals engaged in training, coaching, and coordinating all the activities associated with the QIS contract. It is required that the TA providers who work most closely with programs attend quarterly meetings. The meetings provide updates regarding sentiment and participation in the field as COVID-19 has lingering effects, opportunities to delve deeper into equity practices, and sharing of strategies for professional learning design and delivery. There are about 10 new coaches among this group that voluntarily attend a coaching learning community once a month to learn new skills and share experiences. Evaluations are not collected at the state level but the contractor conducted evaluations to inform content and delivery which determines the topics discussed at the meetings and the direction of the monthly coaching meetings.

2. Quality Assurance Framework: Prior to this reporting period, a report was submitted to OEC by the contractor to consider quality assurance measures to both support and assess the quality of our technical assistance providers. The report included rubrics for measuring the TA provider's ability to: utilize adult learning principles, provide quality feedback, utilize collaborative and relationship-based approaches, and use research to inform practice. Work continued during this reporting period to pilot two rubrics and interview TA providers as well as program administrators or staff in order to inform OEC's decision on how to measure the quality of our TA providers and their effectiveness. The final report is due in December 2022, however, early indications point to those that utilize their trainer and coach are able to connect their work to standards, whether the Early Learning Standards and/or the NAEYC program standards. OEC will make a determination regarding whether to utilize the rubrics, interviews, surveys, and desk audits as a framework to gather effectiveness information that could inform our work.

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, 2021 to September 30, 2022?

[ ] Yes. If yes, describe changes or updates:
[x] 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, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	[x] Yes Amount spent: $**19979.12** If yes, describe source(s) of funding and how funds were used: **State funds were spent on ELDS work through NWI Global. In addition, CT OEC QIS Division Education Consultant supported ELDS, DOT, curriculum and assessment work and coordination efforts, as part of their responsibilities - this expense is not shown in the total.** [ ] No [ ] N/A Describe:

Funding source	Was this funding source used?
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] 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: [x] No [ ] N/A Describe:

3.3 Progress Update: Using the measures identified in section 6.4 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to improving early learning and development guidelines. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes:
A work plan to update the CT Early Learning and Development Standards (CT ELDS) will be developed in early 2023, with work anticipated to start in fall of 2023.

Through CT's membership with WIDA Early Years, input was sought regarding how the CT ELDS and supplementary guidance on the CT ELDS address dual language learners. The input from WIDA Early Years will be used during the revision process to guide potential revisions/updates.

Improvement efforts focused on providing ongoing training and coaching to programs, including both center-based and family child care providers, related to standards, curriculum, and assessment practices. Training opportunities included specific sessions on the CT ELDS, and the CT Documentation and Observation for Teaching System (CT DOTS), which serves as an authentic, observation-based assessment tool based on the CT ELDS. Data regarding participants and feedback from this professional development is listed below:

A total of 68 programs received coaching between 10/1/2021 and 9/30/2022, with 12 of those programs beginning their coaching in the fall of 2022

35 programs received on site trainings related to standards, curriculum, and assessment for their program staff. The required minimum number of participants per training was 10 individuals.

Training Title: Participants	Trainings offered
Using CT ELDS in the Cycle of Intentional Teaching: Introduction: Spanish __ 64 participants	7 (6 in English, 1 in
Using CT ELDS in the Cycle of Intentional Teaching: Intermediate: participants	6 __ 49
Using CT DOTS in the Cycle of Intentional Teaching: Introduction: Spanish) __ 128 participants	7 (6 in English, 1 in
Using CT DOTS in the Cycle of Intentional Teaching: Intermediate: participants	4 __ 34
CT ELDS for Family Childcare: 2 (1 in English, 1 in Spanish) __ 68 participants	

Training Feedback:
90% of the responses the following evaluation statements were ⬚agree⬚ or ⬚strongly agree⬚
- Expectations and/or goals of the training were shared throughout the training
- The trainer was knowledgeable about the topic
- The experience throughout the training supported my learning

- Feedback about the content and/or experiences was sought during the session to check our understanding and learning needs
- I gained strategies or ideas that are meaningful to me
- The training provided opportunities for interaction and active engagement

Quotes from participants:

⬚I have only been working in child care for a little over a month, I feel that I'm learning many new things relatively quickly and I'm eager to begin implementing them within the classroom⬚

⬚I was really impressed with the knowledge both of the trainers conveyed and how I now have concrete planning ideas to take back to the classroom and share with my peers.⬚

⬚I appreciated the two 1.5 hour sessions format, the time was spent purposefully.⬚

⬚It was a very good overview. Would like a class on each domain with hands on activities.⬚

⬚I will practice including the CT DOTS in the classroom. Incorporating more workshops and having a coach come on sight periodically will encourage consistency and strengthen skills.⬚

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.

4.1 Indicate the status and include a description of the lead agency's quality rating and improvement system (QRIS) or other system of quality improvement during October 1, 2021 to September 30, 2022?

[x] The lead agency QRIS is <u>operating state- or territory-wide.</u>
Please describe all QRIS tiers and which tiers are considered high quality care: **Elevate is the Office of Early Childhood's (OEC) quality improvement system for licensed and license-exempt child care programs in family, group, and center-based settings. Our system gives child care providers the tools and guidance they need to improve their programs over time.**

With Elevate, we don't evaluate or rate providers. Instead, we meet you where you are and help you grow your program however you want.

Elevate builds on Connecticut's licensing requirements and links to national accreditation standards. It also brings together OEC's existing technical assistance and professional development opportunities with exciting new resources. Choose goals and set your own pace.

Get customized support from our Service Navigators: Service Navigators are the core of our system. They're experienced guides who can talk about your program's needs and direct you to resources.

Plan your progress as an Elevate member: Elevate offers 3 levels of engagement ⏷ Member, Member+, and Member Accredited. As you work toward your goals, you can showcase your hard work and commitment to families.

Explore an Elevate focus area: How do you want to improve your program? Refresh your curriculum? Hire new staff? Upgrade your classroom? We've grouped our resources into 7 focus areas.

Build your team: No matter the size of your program, recruiting staff and building skills are key to its success.

Connect with families: Families are at the heart of your work as a child care provider. Find ways to communicate and resources you can share.

Enhance your environment: Explore ways to make sure your facility is safe, offer healthy meals, enrich the environment, and more.

Find resources for children and families: Sometimes families and children need support beyond what your program offers ▯ like help with developmental delays or mental health issues.

Get accredited: OEC strongly encourages programs to become nationally accredited. It means you're aiming for the highest level of quality in the care you provide.

Manage your business: Child care programs are businesses ▯ and we want to help yours succeed.

Support child development: Elevate offers resources that will deepen your understanding of how children learn and grow. You'll also learn practical approaches you can apply right now in your classroom.

[ ] The lead agency QRIS is operating a pilot (e.g., in a few localities, or only a few levels) but not fully operating state- or territory-wide.
    Please describe all QRIS tiers and which tiers are considered high quality care:
[ ] The lead agency is operating another system of quality improvement.
    Describe this system and your definition of high quality care, which may include assessment scores, accreditation, or other metrics:
[ ] The lead agency does not have a QRIS or other system of quality improvement.
    Please include your definition of high quality care:

4.2 **What types of providers participated in the QRIS or other system of quality improvement during October 1, 2021 to September 30, 2022 (check all that apply)?**

[x] Licensed child care centers
[x] Licensed family child care homes
[x] License-exempt providers
[x] Programs serving children who receive CCDF subsidy
[x] Early Head Start programs
[x] Head Start programs
[x] State Prekindergarten or preschool programs

[x] Local district-supported Prekindergarten programs

[x] Programs serving infants and toddlers

[x] Programs serving school-age children

[x] Faith-based settings

[x] Tribally operated programs

[x] Other. Describe: **Connecticut ECE providers have access to resources shared by the Office of Early Childhood. The current Quality Improvement Support (QIS) contract and the alignment to OEC supported efforts, such as the CCDF plan, NAEYC Power to the Profession initiative, and NAEYC accreditation support for childcare settings and higher education programs. This below listing only represents QIS contracted activities. Other initiatives such as Pyramid Model, WIDA, Staffed Family Child Care Networks, etc. play an important role in OEC professional learning offerings. As we continue to develop an all-inclusive OEC professional development system, a more comprehensive guide to all OEC professional learning opportunities and alignment connections may be developed.**

1. Accreditation Quality Improvement Support (AQIS) is to offer technical assistance to selected program and public assistance regarding the NAEYC process and the NAEYC ten standards for accreditation.
2. Environment Rating Scales Capacity Building
3. Standards, Curriculum and Assessment
4. Fiscal Management Training
5. Trauma & Insecure Housing Training
6. CT Core Knowledge and Competency Framework (CKCs)
7. Early Childhood Teacher Credential (ECTC) - Individual Review Route or via CT's ECTC Approved Institutions
8. Adult Learning theory and practices are the backbone competencies that support all professional learning design and implementation
9. Quality Assurance & Technical Assistance

4.3   For each setting, indicate the number of providers eligible to participate in the QRIS or other system of quality improvement and the number of providers participating as of September 30, 2022?

	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: Note: 2,097 of Licensed Centers, Licensed-Exempt Centers, Licensed Group and Licensed Family Child Care Home Providers Licensed in Connecticut that provided Care 4 Kids subsidy services in FFY2022 and participating in QRIS. In addition, 3,102 Unlicensed Relative providers are shown to be participa

							ting in C4K required Provider Orientation training as other system of quality improvement. All Care 4 Kids providers are required to have some level of health, safety and standards required as part of CCDF and therefore are shown to participate in the state's quality improvement initiatives and system. (Below

							shown as 0. User "Other" section for this notation).
a. Number of providers eligible for QRIS or other system of quality improvement	1376	660	1831	2763	339	5199	0
b. Number of providers participating in QRIS or other system of quality improvement	924	129	1034	2763	339	5199	0
c. N/A, describe				Unlicensed Relative Care Providers in C4K required to participate in Provider Orientation Training and Health and Safety training.	In home Care Providers in C4K required to participate in Provider Orientation Training and Health and Safety training.		

4.4 Is participation in the QRIS or other system of quality improvement mandatory for any group of providers?

[x] 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
   [x] Other. Describe: **CCDF based Licensed and Licensed Exempt Care 4 Kid providers are required to maintain health and safety standards, and maintain license and or Accreditation to be paid at the licensed or accredited rates. Unlicensed Relative Providers participate in Provider Orientation.**

Elevate is the Office of Early Childhood's (OEC) quality improvement system for licensed and license-exempt child care programs in family, group, and center-based settings. Our system gives child care providers the tools and guidance they need to improve their programs over time.

Elevate builds on Connecticut's licensing requirements and links to national accreditation standards. It also brings together OEC's existing technical assistance and professional development opportunities with exciting new resources.

   [ ] No.
   [ ] N/A Describe

4.5 Enter the number of programs that met the lead agency's high quality definition as of September 30, 2022:

   a) Licensed child care centers **324**
   b) License-exempt child care centers **241**
   c) Licensed family child care homes **39**

    d) License-exempt family child care homes (care in providers' home) **0**

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

    f) Programs serving children who receive CCDF subsidy **398**

[ ] N/A. Describe

4.6 Enter the number of CCDF children in high quality care by age grouping as of September 30, 2022:

    a. Total number of CCDF children in high quality care **8356**

        i. Infant **1200**

        Define age range: from **0** weeks [ ] months [x] years [ ] through **17** weeks [ ] months [x] years [ ]

        ii. Toddler **1972**

        Define age range: from **18** weeks [ ] months [ ] years [x] through **35** weeks [ ] months [x] years [ ]

        iii. Preschool **4192**

        Define age range: from **3** weeks [ ] months [ ] years [x] through **4** weeks [ ] months [ ] years [x]

        iv. School-age **992**

        Define age range: from **5** weeks [ ] months [ ] years [x] through **12** weeks [ ] months [ ] years [x]

    b. Other. Describe **Note 1: High Quality Care = National Accreditation from NAEYC, NAFCC, NEASC, COA and LF's with associate degree.**

    Note 2: Infant/Toddler in Accredited Settings unduplicated count =3,172 (UWC ImpaCT). Shown as = 1,200 Infants and 1,972 Toddlers (OEC ImpaCT Ad Hoc 12/1/22. If a service month if FFY as an Infants, then Toddlers shown only as difference from unduplicated count of 3,172 Infant/Toddlers)

    c. N/A. Describe:

4.7 Did the lead agency provide one-time grants, awards or bonuses connected to (or related to) QRIS or other system of quality improvement during October 1, 2021 to September 30, 2022? If yes, how many were provided to the following types of programs during October 1, 2021 to September 30, 2022?

[ ] Yes, the following programs received grants.

      a.   Licensed child care centers

      b.   License-exempt child care centers

      c.   Licensed family child care homes

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

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

      f.   Programs serving children who receive CCDF subsidy

[ ] No.

[x] N/A. Describe:

4.8   **Did the lead agency provide on-going or periodic quality stipends (e.g. annual participation bonus, recurring bonuses for maintaining quality level) connected to (or related to) QRIS or other system of quality improvement during October 1, 2021 to September 30, 2022? If yes, how many programs received on-going or periodic quality stipends connected to (or related to) QRIS or other system of quality improvement during October 1, 2021 to September 30, 2022?**

[x] Yes, the following programs received stipends.

      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 homes (care in providers' home) **0**

      e.   In-home (care in the child's own home) **0**

      f.   Programs serving children who receive CCDF subsidy **0**

[ ] No.

[ ] N/A. Describe:

4.9   **Did the lead agency provide higher subsidy rates (included tiered rates) related to the QRIS or other quality rating system during October 1, 2021 to September 30, 2022? If so, how many programs received higher subsidy payment rates due to their QRIS rating during October 1, 2021 to September 30, 2022?**

[x] Yes, the following programs received higher subsidy rates.

      a.   Licensed child care centers **286**

      b.   License-exempt child care centers **0**

      c.   Licensed family child care homes **64**

      d.   License-exempt family child care homes (care in providers' home) **48**

      e.   In-home (care in the child's own home) **0**

      f.   Programs serving children who receive CCDF subsidy **0**

[ ] No.

[ ] N/A. Describe:

4.10 Did the lead agency provide ongoing technical assistance related to the QRIS or other quality rating system during October 1, 2021 to September 30, 2022? If so, how many programs received ongoing technical assistance during October 1, 2021 to September 30, 2022?

[ ] 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 homes (care in providers' home)
   e. In-home (care in the child's own home)
   f. Programs serving children who receive CCDF subsidy

[ ] No.

[x] N/A. Describe: **Ongoing Technical Assistance was provided during FFY 2022. In addition the launch of ELEVATE occurred. Elevate is the Office of Early Childhood's (OEC) quality improvement system for licensed and license-exempt child care programs in family, group, and center-based settings. Our system gives child care providers the tools and guidance they need to improve their programs over time.**

Elevate builds on Connecticut's licensing requirements and links to national accreditation standards. It also brings together OEC's existing technical assistance and professional development opportunities with exciting new resources.

4.11 Spending:

4.11.1 Did the lead agency spend funds from any of the following sources to support <u>QRIS or other quality rating systems</u> during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:

Funding source	Was this funding source used?
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	[x] Yes Amount spent: $ **0.00** If yes, describe source(s) of funding and how funds were used: **Specific expenditures for the work on QRIS - now ELEVATE are not identified in the line items in this section. Some of the work is blended with other meetings, work products and initiatives described throughout this QPR. OEC QIS, ECE, Licensing, and leadership staff, as well as other state and community program staff and directors, family based providers, and experts helped develop and launch the Elevate quality improvement system in Connecticut in FFY2022.** [ ] No [ ] N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	[x] Yes Amount spent $ **215328.00** If yes, describe how funds were used: **Accreditation Support** [ ] No [ ] N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:

Funding source	Was this funding source used?
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] 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: [x] No [ ] N/A Describe:

4.12 Progress Update: Using the measures identified in section 7.3.6 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to Developing, implementing, or enhancing a quality rating and improvement system (QRIS) and other transparent system of quality indicator. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. Elevate is the Office of Early Childhood's (OEC) quality improvement system for licensed and license-exempt child care programs in family, group, and center-based settings. Our system gives child care providers the tools and guidance they need to improve their programs over time. With Elevate, we don't evaluate or rate providers. Instead, we meet you where you are and help you grow your program however you want

Number of programs in Connecticut achieving national accreditation in the Fall of 2022 = 468 programs had NAEYC Accreditation. and NAFCC = 50 programs.

During this year, 45% of licensing inspections conducted (1,867 out of 4,113 total) had no violations found. In the previous year, 55% of inspections conducted (1,661 out of 3,032 total) had no violations found. These numbers include license exempt providers and camps. Technical assistance is provided during all inspections leading to program / provider improvement opportunities.

Accreditation Quality Improvement Support (AQIS)

The main objective of Accreditation Quality Improvement Support (AQIS) is to offer technical assistance to selected program and public assistance regarding the NAEYC process and the NAEYC ten standards for accreditation

- Relationships
- Curriculum
- Teaching
- Assessment of Child Progress
- Health
- Staff Competencies, Preparation, and Support
- Families
- Community Relationships
- Physical Environment
- Leadership and Management

Technical assistance for this activity take on many forms, such as, training, study groups, consultation, and coaching. While the ten NAEYC standards provide an anchor to ground the majority of the QIS contract activities, other key initiatives also provide a foundation for quality improvement such as CT's CCDF plan where AQIS is connected to the CCDF plan regarding: CT CCDF Plan: improving the quality of childcare (CCDF 4.1.8), the use of CCDF funds toward accreditation support (CCDF 7.2.1(h)), and section 7.8 of the CCDF plan for pursuit of accreditation.

Rating Scales Capacity Building:

The use of environment rating scales are common tools to look at a setting using a common scale in order to gain perspective from a third party. The QIS contract allows for building Connecticut's capacity of reliable raters for the Early Childhood Environment Rating Scale (ECERS-3), Infant and Toddler Environment Rating Scale (ITERS-3), and the Family Child Care Environment Rating Scale (FCCERS-3). Funds allow for building a cadre, remaining reliable through practice across programs, and overviews for early childhood programs on the scales. This work supports the following criteria:

- NAEYC Standards: Physical Environment, Curriculum
- CT CCDF Plan: Systems of quality improvement (CCDF 7.3)

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, 2021 to September 30, 2022.

   [ ] 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

   [x] No, there are no funded specialists.
   [ ] N/A. Describe:

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.

	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) providers
a. Number of programs receiving on-site coaching					
b. Percent of total programs receiving on-site coaching that served children who receive CCDF	%	%	%	%	%

	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) providers
c. N/A, describe	No specific on-site coaching in infant and toddler practices were provided.	No specific on-site coaching in infant and toddler practices were provided.	No specific on-site coaching in infant and toddler practices were provided.	No specific on-site coaching in infant and toddler practices were provided.	No specific on-site coaching in infant and toddler practices were provided.

5.3   How did the lead agency promote and expand child care providers' ability to provide developmentally appropriate services for infants and toddlers during October 1, 2021 to September 30, 2022?

[ ] Infant/toddler health consultants available. Describe:

[ ] Infant/toddler mental health consultants available. Describe:

[ ] Coordination with early intervention specialists providing services under Part C of the Individuals with Disabilities Education Act. Describe:

[x] Other. Describe: **The establishment of the Staffed Family Child Care Networks (SFCCN) supports Infant/Toddler care and spaces with opportunities for improved access to developmentally appropriate services for Infants and Toddlers.**

Family Child Care Networks are one of OEC's key quality improvement supports for family child care programs. The Office of Early Childhood has contracted with local nonprofit organizations to organize and operate eleven regional, community-based family child care networks. The Staffed Family Child Care Networks (SFCCN) are an identified strategy the OEC is using to increase the supply of infant and toddler care; improve the quality of licensed home-based child care; and expand the child care options available to working parents. These community initiatives have paid staff with expertise helping family child care providers and they offer ongoing support services and resources.

The eleven SFCCN regional networks work closely with local providers and families. SFCCNs 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

[ ] 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, 2021 to September 30, 2022.

[x] Number of staffed family child care networks: **11**
      o Describe what the hub provides to participating family child care providers: **Family Child Care Networks are one of OEC's key quality improvement supports for family child care programs. The Office of Early Childhood has contracted with local nonprofit organizations to organize and operate eleven regional, community-based family child care networks. The Staffed Family Child Care Networks (SFCCN) are an identified strategy the OEC is using to increase the supply of infant and toddler care; improve the quality of licensed home-based child care; and expand the child care options available to working parents. These community initiatives have paid staff with expertise helping family child care providers and they offer ongoing support services and resources.**
The eleven SFCCN regional networks work closely with local providers and families. SFCCNs 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 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, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	**[x]** Yes Amount spent $ **2112805.78** If yes, describe how funds were used: **Supports for Supply and Quality support for Infant /Toddler Spaces and the Family Child Care Network. EastConn RESC Alliance work - Accreditation Quality Improvement Support** **[ ]** 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 and how funds were used: **[x]** No **[ ]** N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	**[x]** Yes Amount spent $ **1000.00** If yes, describe how funds were used: **$1000 was spent on Stipends for Masks** **[ ]** No **[ ]** N/A Describe:

Funding source	Was this funding source used?
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	[x] Yes Amount spent $ **344860.00** If yes, describe how funds were used: **Infant /Toddler support through the Family Child Care Network** [ ] 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: [x] No [ ] N/A Describe:

5.7 Progress Update: Using the measures identified in section 7.4.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to improving the supply and quality of child care programs for infants and toddlers. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. The Staffed Family Child Care Networks are one of OEC's key quality improvement supports for family child care programs. 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.

The networks supported:

- ⬜ 441 Active SFCCN members Active membership defined as: signed an MOU describing interest in and commitment to participating in the SFCCN by:
  - attended at least one Network meeting,
  - been in telephone contact with the Network at least once during the quarter, and
  - 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
- ⬜ 1585 provider members referred for nurse consultation.
- ⬜ 2385 provider members referred to Early Childhood Consultation Partnership.
- ⬜ 3431 provider members referred for business support.
- ⬜ 89 provider members who became licensed.

As the networks continue to mature, and as network operators scale-up their membership and service offerings, the OEC remains committed to ensuring that the overall SFCCN system develops equitably and consistently. To that end, in September 2021, the OEC released a competitive Request for Proposal process to select a contractor to provide leadership in building out and strengthening this infrastructure of staffed family child care networks. The contractor serves as the ⬜Hub,⬜ an intermediary organization that operates as the superstructure for SFCCN service delivery system. United Way of Connecticut (UWC) was selected as the contractor and the contract was executed in April 2022. The UWC is responsible for augmenting, scaling, and coordinating the services of the regional staffed family child care networks; and for managing the performance of this system and the individual networks.

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 lead agency.

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, 2021 to September 30, 2022. ⬚ 211 Child Care Resource and Referral provides Real time supply and demand data, aiding in helping families find available openings in child care program. ⬚ 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, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	[x] Yes Amount spent $ **554193.82** If yes, describe how funds were used: **Marketing, communication and OEC outreach and website work through the Odonnell Company expenses are included.** [ ] No [ ] N/A Describe:

Funding source	Was this funding source used?
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	**[x]** Yes Amount spent: $ **2849181.00** If yes, describe source(s) of funding and how funds were used: **$404,763 in Expenditures for the Help Me Grow Program were spent through State funds.** **In addition,** **$1,522,190 was spent on 211 Child Care Resource and Referral and Fingerprint Support Services for Child Care providers, though State funding.** **$ 922,228 was spent on Health and Safety Training, with State funds. * (May need to be added to 7.5.1b, instead.)** **[ ]** No **[ ]** N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	**[x]** Yes Amount spent $ **859519.32** If yes, describe how funds were used: **United Way of Connecticut Child Care Resource and Referral System, Sparkler and other system supports.** **[ ]** No **[ ]** N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	**[ ]** Yes Amount spent $ If yes, describe how funds were used: **[x]** No **[ ]** N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	**[x]** Yes Amount spent $ **232968.00** If yes, describe how funds were used: **Sparkler Learning expenses are shown above.** **[ ]** No **[ ]** N/A Describe:

Funding source	Was this funding source used?
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: [x] No [ ] N/A Describe:

6.3   Progress Update: Using the measures identified in section 7.5.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to establishing, expanding, modifying, or maintaining a statewide system of child care resource and referral services. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. ⬜   Connecticut's CCR & R provides a robust website which provides information to families and providers on a large array of resources aligned to CCDF requirements and other statewide relevant activities and topics.

⬜   The CCR & R tracks website traffic and updates information based on views and history.

⬜   The CCR & R also supports family childcare providers through training and technical assistance on licensing and health and safety standards.

⬜   The CCR & R providers statewide data on the number of providers who receive the technical assistance and other related health and safety training supports.

⬜   In addition, monthly internal meetings are held with OEC program managers to review the CCR&R activities they are directly involved with, the expectation of the activities and deliverables. Program managers provide a detailed account of progress and performance. Monthly external meetings with the CCR&R are then held where all activities of the UCOA are reviewed including deliverables

The OEC 2022 "Overview " Report shows:
 - Help Me Grow/Child Development Info Line: 2,656 Help Me Grow referrals, 16,782 CDI calls, 957 new Ages and Stages Questionnaire (ASQ) enrollments (8,763 total ASQ enrollments)
 - 211 Child Care: fulfills the Child Care Resource and Referral mandate and handles child care referrals and requests ⬜ 75,858 service request referrals including and pertaining to: Infant (24,765), toddler (12,678), preschool (14,569), and school-age (15,348) child care;

COVID-19 supports (2,313), provider training (63), child care subsidies (1,751), internet information resources (716), licensing/certification/accreditation (526), and other service referrals (3,129).

The exact number of family child care providers that received technical assistance was not available at the time of this report submission.

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 CCDF health and safety standards with the following?

a. Licensing standards

[x] Yes.

[ ] No. If not, describe why:

b. Caring for Our Children Basics

[ ] Yes.

[x] No. If not, describe why: **Inspection, monitoring and Health and Safety standards align with Connecticut Licensing and CCDF Requirements.**

c. Head Start

[ ] Yes.

[x] No. If not, describe why: **Inspection, monitoring and Health and Safety standards align with Connecticut Licensing and CCDF Requirements.**

d. State pre-k

[ ] Yes.

[x] 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, 2021 to September 30, 2022

7.2.1 How many complaints were received regarding providers during October 1, 2021 to September 30, 2022?

a. Licensed providers **914**
b. License-exempt providers **14**

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, 2021 to September 30, 2022? **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.**

7.2.3 How many complaints received an on-site follow-up inspection during October 1, 2021 to September 30, 2022? **819**

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, 2021 to September 30, 2022? **412**

7.2.5 How many child care providers had CCDF funding revoked as a result of an inspection during October 1, 2021 to September 30, 2022? **8**

7.2.6 How many child care providers closed as a result of an inspection during October 1, 2021 to September 30, 2022? **0**

7.2.7 Please provide any additional information regarding health and safety complaints and inspections in the state or territory during October 1, 2021 to September 30, 2022:

7.2.1 Response numbers include camps.

7.2.5. C4K Programs were discontinued no valid license due to voluntary surrender or revocation of license. CC ⬚ OEC Regulatory Action Report ⬚ Final Regulatory Action. (6) Licensed Family Child Care Homes + (2) Licensed Center Based Programs

7.2.6 Response shown as 0 but the # is Unknown by Licensing / 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, 2021 to September 30, 2022?**

a. Licensed center-based programs **2189**

b. License-exempt center-based programs **156**

c. Licensed family child care homes **1768**

d. License-exempt family child care homes (care in providers' home) **0**

e. In-home (care in the child's own home) **0**

f. **[x]** N/A   Describe: **Technical assistance is provided during all inspections. The numbers listed below are for the number of routine inspections conducted at licensed or licensed exempt programs during this past year.**

a. 2,189 (does not include camps)

b. 156 (does not include camps)

c. 1,768

d. unknown by Licensing

e. unknown by licensing

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, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	[x] Yes Amount spent $ **2434737.03** If yes, describe how funds were used: **Staff and compliance effort for inspections, background checks, monitoring, health and safety standards and training,** [ ] 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 and how funds were used: [x] No [ ] N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	[x] Yes Amount spent $ **1262336.75** If yes, describe how funds were used: **Staff and compliance effort for inspections, background checks, monitoring, health and safety standards and training,** [ ] No [ ] N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	[x] Yes Amount spent $ **298068.17** If yes, describe how funds were used: **Staff and compliance effort for inspections, background checks, monitoring, health and safety standards and training,** [ ] No [ ] N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:

Funding source	Was this funding source used?
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: [x] No [ ] N/A Describe:

7.6 Progress Update: Using the measures identified in section 7.6.3 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. New Licenses Issued This Year:
  - Child Care Centers= 44
  - Group Child Care Homes= 3
  - Family Child Care Homes= 175
  - Youth Camps= 41

During this year, 45% of inspections conducted (1,867 out of 4,113 total) had no violations found. In the previous year, 55% of inspections conducted (1,661 out of 3,032 total) had no violations found. These numbers include license exempt providers and camps.

Note: Responses to 7.3.d "0" and 7.3.e. "0" are shown as "0" to reflect that they # is unknown to OEC Licensing.

8) Evaluating and assessing the quality of child care programs in the state or territory, 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, 2021 to September 30, 2022?

[x] To measure program quality, describe: **Elevate (https://www.ctoec.org/elevate) is the Office of Early Childhood's (OEC) quality improvement system for licensed and license-exempt child care programs in center-based settings, as well as licensed family and group child care homes. Our system gives child care providers the tools and guidance they need to examine and reflect upon their program's current state and level of quality as well as support plans to improve the quality of their programs over time.**

Meeting our state's standards for licensing is one measurement of quality, while meeting and maintaining NAEYC Accreditation Standards is another measurement of quality.

In addition, programs have the opportunity for using self-reflection tools to evaluate their program's quality and effectiveness. The Office of Early Childhood (OEC) worked with NAEYC (National Association for the Education of Young Children) to develop a number of these self-reflection tools. They included:
For center-based programs
 Curriculum Planning: How your program supports children's learning
 Program Professional Development Plan: Your professional growth plans
 Connecting with Families: How your program communicates with families
 Facility: Your space and setting
For family child care providers
 Curriculum Planning: How you support children's learning
 Connecting with Families: How you communicate with families
 Facility: Your space and setting

 The Connecticut Office of Early Childhood Curriculum Self-Assessment Tool (formerly known as the CT Office of Early Childhood Curriculum Development Guide), available in Appendix A Building on existing infrastructure including the Accreditation Quality Improvement Supports (AQIS).

Our CT OEC Service Navigators are experienced guides work with programs to help complete the self reflection tools and use the information from them to determine the quality and effectiveness of the programs and develop program quality improvement plans.

[x] To measure effective practice, describe: **Elevate (https://www.ctoec.org/elevate) is the Office of Early Childhood's (OEC) quality improvement system for licensed and license-exempt child care programs in center-based settings, as well as licensed family and group child care homes. Our system gives child care providers the tools and guidance they need to examine and reflect upon their program's current state and level of quality as well as support plans to improve the quality of their programs over time.**

Meeting our state's standards for licensing is one measurement of quality, while meeting and maintaining NAEYC Accreditation Standards is another measurement of quality.

In addition, programs have the opportunity for using self-reflection tools to evaluate their program's quality and effectiveness. The Office of Early Childhood (OEC) worked with NAEYC (National Association for the Education of Young Children) to develop a number of these self-reflection tools. They included:

For center-based programs
⬜ Curriculum Planning: How your program supports children's learning
⬜ Program Professional Development Plan: Your professional growth plans
⬜ Connecting with Families: How your program communicates with families
⬜ Facility: Your space and setting

For family child care providers
⬜ Curriculum Planning: How you support children's learning
⬜ Connecting with Families: How you communicate with families
⬜ Facility: Your space and setting

⬜ The Connecticut Office of Early Childhood Curriculum Self-Assessment Tool (formerly known as the CT Office of Early Childhood Curriculum Development Guide), available in Appendix A Building on existing infrastructure including the Accreditation Quality Improvement Supports (AQIS).

Our CT OEC Service Navigators are experienced guides work with programs to help complete the self reflection tools and use the information from them to determine the quality and effectiveness of the programs and develop program quality improvement plans.

[x] To measure age appropriate child development, describe: **Connecticut's Documentation & Observation for Teaching System (CT DOTS) is a framework to guide early care and education providers in a process of monitoring children's progress on the developmentally appropriate**

skills, abilities, and behaviors in the Connecticut Early Learning and Development Standards (CT ELDS).

Used in conjunction with the CT ELDS, CT DOTS is a foundation for:

⯀ Gathering data about children's skills, abilities, and behaviors

⯀ Planning additional supports (e.g., curriculum, instruction, professional development, family activities, adult support)

⯀ Summarizing evidence of children's progress

⯀ Communicating around common goals

CT DOTS supports early care and education providers to:

⯀ Observe children in naturally occurring situations

⯀ Plan engaging experiences for children and observe their behavior and skills

⯀ Partner with families to share information about their children

⯀ Plan additional supports (e.g., curriculum, instruction, professional development, family activities, adult support)

⯀ Communicate about common goals for children

[x] Other, describe: **CT OEC also encourages programs and families to download and access Sparkler, a mobile app that helps parents to check in on how their child is doing against key milestones ⯀ and provides activities to spark their early learning. https://www.ctoec.org/sparkler/**

[ ] 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, 2021 to September 30, 2022?

[x] To measure program quality, describe: **Family Child Care Environmental Rating Scale (FCCERS) funded OEC Staffed Family Child CareNetworks used the FCCERS rating tool.**

[x] To measure effective practice, describe: **Business Administration Scale (BAS) used by the OEC funded Staffed Family Child Care Networks**

[ ] To measure age appropriate child development, describe:

[x] Other, describe: **The Staffed Family Child Care Networks are one of OEC's key quality improvement supports for family child care programs. 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.
The networks supported:
▢   441 Active SFCCN members Active membership defined as: signed an MOU describing interest in and commitment to participating in the SFCCN by:
   - attended at least one Network meeting,
   - been in telephone contact with the Network at least once during the quarter, and
   - 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
▢   1585 provider members referred for nurse consultation.
▢   2385 provider members referred to Early Childhood Consultation Partnership.
▢   3431 provider members referred for business support.
▢   89 provider members who became licensed

As the networks continue to mature, and as network operators scale-up their membership and service offerings, the OEC remains committed to ensuring that the overall SFCCN system develops equitably and consistently. To that end, in September 2021, the OEC released a competitive Request for Proposal process to select a contractor to provide leadership in building out and strengthening this infrastructure of staffed family child care networks. The contractor serves as the ▢Hub,▢ an intermediary organization that operates as the superstructure for SFCCN service delivery system. United Way of Connecticut (UWC) was selected as the contractor and the contract was executed in April 2022. The UWC is responsible for augmenting, scaling, and coordinating the services of the regional staffed family child care networks; and for managing the performance of this system and the individual networks.

[ ] 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, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	[x] Yes Amount spent: $ **0.00** If yes, describe source(s) of funding and how funds were used: **The OEC can not document the exact amount of Expenditures documented in this section of the QPR related to the development and launch of Elevate, self reflection tools, Family Child Care Environmental Rating Scale and Business Administration Scale costs are not shown specifically as they are included in Administrative costs for the Office of Early Childhood and are a subset of the time and work by CT Office of Early Childhood staff and partners organizations and may be included in as a subset of vendor expenditures.** [ ] No [ ] N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:

Funding source	Was this funding source used?
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] 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: [x] No [ ] N/A Describe:

8.4 Progress Update: Using the measures identified in section 7.7.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to evaluating and assessing the quality of child care programs in the state or territory, including evaluating how programs positively impact children. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. Evaluation and assessment of quality of ECE programs in Connecticut continues to progress and be refined. ELEVATE - CT's Quality Improvement System gives child care providers tools and guidance build on understanding where providers are and helping evaluate what they need. Additional measures of impact and analysis of provider types, size, licensure and/or accreditation status are reviewed to measure and evaluate quality.

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. Data is not available for this report due to timing of changes in OEC Research and Data Division

Business Administration Scale (BAS) used by the OEC funded Staffed Family Child Care Networks. Data is not available for this report due to timing of changes in OEC Research and Data Division

The Staffed Family Child Care Networks are one of OEC's key quality improvement supports for family child care programs. 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.

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, 2021 to September 30, 2022?

[x] Yes, providers were supported in their pursuit of accreditation
  a. Licensed center-based programs **205**
  b. License-exempt center-based programs **0**
  c. Licensed family child care homes **0**
  d. License-exempt family child care homes (care in providers' home) **0**
  e. Programs serving children who receive CCDF subsidy **0**

[ ] No lead agency support given to providers in their pursuit of accreditation.

[ ] N/A. Describe:

9.2 Spending

9.2.1 Did the lead agency spend funds from any of the following sources on **accreditation** during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	[x] Yes Amount spent $ **2388460.00** If yes, describe how funds were used: **Shown in other categories in this report - Expenditures on Accreditation Supports ($10,000) and Direct Services ($2,378,460) in C4K Accredited Programs 5% rate adjustment.** [ ] 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 and how funds were used: [x] No [ ] N/A Describe:

Funding source	Was this funding source used?
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	**[x]** Yes Amount spent $ **215328.00** If yes, describe how funds were used: **Accreditation Fees ($215,328)** [ ] No [ ] N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	[ ] Yes Amount spent $ If yes, describe how funds were used: **[x]** No [ ] N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	**[x]** Yes Amount spent $ **8692639.00** If yes, describe how funds were used: **Care 4 Kids 20% Accreditation Bonus ($8,692,639) to Accredited Center-based providers in FFY2022 in federal APRA Discretionary funding** [ ] 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: **[x]** No [ ] N/A Describe:

9.3 Progress Update: Using the measures identified in section 7.8.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to supporting providers in the voluntary pursuit of accreditation. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. Higher Education NAEYC Accreditation Project. Project start date: November 2021
Goals of the project: This project seeks to support the unification of CT's early childhood higher education programming to engage in NAEYC higher education accreditation

processes. By doing so, will ensure that students are obtaining competency under the nationally recognized set of early childhood standards and that higher education early childhood programs engage in accountability practices; such as adequate staffing, appropriate outcome measures, aligned coursework experiences, and partnerships with community early childhood providers.

During this reporting period, the OEC partnered with NAEYC to pay annual accreditation fees on behalf of our 12 accredited community colleges and pay for the entire accreditation process on behalf of 7 bachelor level colleges offering early childhood programs and/or creating a program.

The OEC is offering faculty support funds for release time or hiring an accreditation support person, providing two mentors to assist programs through the accreditation process, engaging NAEYC to deliver technical assistance, and providing funds for our CT State one-college system to engage in a one-college accreditation process with NAEYC.

To date, institutions are engaged in revising their key assessments, attending technical assistance sessions, and preparing for release time next semester to submit accreditation applications in the spring.

Accreditation Quality Improvement Support (AQIS)

The main objective of Accreditation Quality Improvement Support (AQIS) is to offer technical assistance to selected program and public assistance regarding the NAEYC process and the NAEYC ten standards for accreditation

- Relationships
- Curriculum
- Teaching
- Assessment of Child Progress
- Health
- Staff Competencies, Preparation, and Support
- Families
- Community Relationships
- Physical Environment
- Leadership and Management

Technical assistance for this activity take on many forms, such as, training, study groups, consultation, and coaching. While the ten NAEYC standards provide an anchor to ground the majority of the QIS contract activities, other key initiatives also provide a foundation for quality improvement such as CT's CCDF plan where AQIS is connected to the CCDF plan

regarding:

⬚ CT CCDF Plan: improving the quality of childcare (CCDF 4.1.8), the use of CCDF funds toward accreditation support (CCDF 7.2.1(h)), and section 7.8 of the CCDF plan for pursuit of accreditation.

Adult learning theory and practices are the backbone competencies that support all professional learning design and implementation. The QIS contract supports the availability of an adult learning course each semester for our current, and soon open to our future, technical assistance providers. A small number of our current technical assistance providers have partial adult learning completion from the former three modules (Adult Learning 1, 2 or 3) and this contract is providing individualized professional learning to round out their experience.

The Core Knowledge and Competencies for Technical Assistance Providers and the companion Reflection Tool provide a starting point for technical assistance providers to learn more about Connecticut's expectations for adult learning competencies and ways to set learning goals. This work supports the following criteria:

⬚ NAEYC Standards: Staff Competencies, Preparation, and Support; Leadership and Management
⬚ NAEYC Code of Ethical Conduct Supplement for Early Childhood Adult Educators
⬚ CT CCDF Plan: Professional Development Framework ⬚ professional standards and competencies (CCDF 6.1)

Quality Assurance Technical Assistance:
This activity is a combination of two efforts 1) to provide supports that enhance the confidence and competence of the technical assistance providers serving under the QIS contract and 2) to develop recommendations for monitoring and assessing the quality of technical assistance work. As Early Childhood Associates from Massachusetts helps to develop the second effort, all technical assistance providers under the QIS contract engage in activities offered to enhance their practice. Some activities include video sessions and live meetings addressing equity and connections to the QIS work, opportunities for coaches to engage in peer learning about their practice and to support each other with challenging coaching conversations, and coaching sessions for beginner coaches to learn and practice new skills. Grounding this work is the NAEYC/NACCRRA Early Childhood Professional Development Training and Technical Assistance Glossary and the CT Core Knowledge and Competencies for Technical Assistance Providers and the use of the CT Technical Assistance Provider Reflection Tool that can be utilized in setting learning goals

and sharing those goals with the contractor tasked to provide individual and group supports. This work is a foundational aspect to developing a state professional development system and is connected to the following criteria:

▢ CCDF Plan: Engagement of training and professional development providers (CT CCDF 6.1.1b(ii))
▢ NAEYC Build it Better PD System : Principle 2: PD Quality Assurance

In support of Early Childhood Teachers and building competencies, Connecticut provides: The Early Childhood Teacher Credential (ECTC) has two pathways. The Individual Review Route is managed under the QIS contract and is specific to individuals who hold a non-early childhood associate or bachelor's degree but have at least 12 early childhood credits. Individuals wishing to meet the qualified staff member status for state-funded programs can qualify for the ECTC either through graduation from one of CT's ECTC Approved Institutions or through an application process and portfolio review using the ECTC Individual Review Route. The coordinator provides guidance, coaching, and works with independent portfolio reviewers to provide candidates with feedback on their portfolio work. This works supports the following criteria:

▢ NAEYC Standards: Staff Competencies and Preparation Support
▢ NAEYC Higher Education Preparation Standards
▢ CT CCDF Plan: Professional Development Framework ▢ professional standards and competencies (CCDF 6.1)

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?

[x] Yes, check which indicators the lead agency has established:

[x] Health, nutrition, and safety of child care settings

[x] Physical activity and physical development in child care settings

[x] Mental health of children

[x] Mental health for staff/employees

[x] Learning environment and curriculum

[x] Ratios and group size

[x] Staff/provider qualifications and professional development

[x] Teacher/provider-child relationships

[x] Teacher/provider instructional practices

[x] Family partnerships and family strengthening

[x] 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 within90 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 childcare 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 ChildCare
- 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, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	**[x]** Yes Amount spent $ **3116663.32** If yes, describe how funds were used: **Supports for Pyramid $116,663 and $3M in Accreditation Direct Services** **[ ]** No **[ ]** N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	**[x]** Yes Amount spent: $ **0.00** If yes, describe source(s) of funding and how funds were used: **Work with Connecticut's Core Knowledge and Competency Framework (CKC) and other quality improvement standards are integral to OEC QIS and ECE staff work and other initiatives and program supports described in the QPR. Specific expenditures are not shown.** **[ ]** No **[ ]** N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	**[ ]** Yes Amount spent $ If yes, describe how funds were used: **[x]** No **[ ]** N/A Describe:

Funding source	Was this funding source used?
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	[x] Yes Amount spent $ **974548.00** If yes, describe how funds were used: **~$1M funding for the Department of Children and Families (DCF) Early Childhood Consultation Partnership (ECCP). The ECCP Program supports the mental and emotional health of children, their parents, and teachers and staff in programs.** **Included in 11.8 is ~$8M in the 20% Accreditation Bonus for C4K Center-based Accredited Programs.** [ ] 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: [x] No [ ] N/A Describe:

10.3 Progress Update: Using the measures identified in section 7.9.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. CT Core Knowledge and Competency Framework (CKCs) for Professionals

Reporting Period: October 1, 2021 ⬚ September 30, 2022

Programs experienced staff shortages and classroom reductions. The CKC training as

designed yielded fewer than expected. The design began a shift from individual training to coaching as a companion to the Standards, Curriculum and Assessment activity in efforts to support competency development within the context of practice for both teachers and administrators. The reflective supervision website was developed and launched as a resource for administrators. There were 41 individuals who completed the CKC trainings during the reporting period. Evaluations are not collected at the state level but the contractor conducted evaluations to inform content and delivery which led to the change in direction to offer coaching connected to another activity.

Early Childhood Teacher Credential (ECTC)
Reporting Period: October 1, 2021 � September 30, 2022
This reporting period focused on re-structuring the content as we adopted the revised NAEYC professional standards and competencies as the ECTC standards. During this process we conducted an inter-rater reliability training for portfolio reviewers and updated all documents. There were 6 completers during this reporting period and we have about 15 individuals engaged in the portfolio process. We added a learning management system element to the work where candidates can access resources, by standard, to support their ongoing learning while completing the portfolio task. Completers now meet the qualified staff member requirements and can seek employment or meet employment standards in state funded programs.

Adult learning theory and practices
Reporting Period: October 1, 2021 ⏡box September 30, 2022
During this reporting period, 25 individuals completed the EDU 290 Adult Learning course and 23 are currently enrolled in the fall offering. There were 3 Adult Learning In-service completers who participated in coaching and a professional learning community. It is our intention to offer EDU 290 across the community college system as we plan to open our TA provider approval process and prepare for incoming applications. Completers now meet the OEC criteria for approved TA provider to help build our capacity to deliver quality programming.

Technical Assistance Provider supports & 2.   Quality Assurance Framework
Reporting Period: October 1, 2021 ⏡box September 30, 2022
There are two efforts associated with this activity:
1. Technical Assistance Provider supports: There are approximately 35 individuals engaged in training, coaching, and coordinating all the activities associated with the QIS contract. It is required that the TA providers who work most closely with programs attend quarterly meetings. The meetings provide updates regarding sentiment and participation in the field

as COVID-19 has lingering effects, opportunities to delve deeper into equity practices, and sharing of strategies for professional learning design and delivery. There are about 10 new coaches among this group that voluntarily attend a coaching learning community once a month to learn new skills and share experiences. Evaluations are not collected at the state level but the contractor conducted evaluations to inform content and delivery which determines the topics discussed at the meetings and the direction of the monthly coaching meetings.

2. Quality Assurance Framework: Prior to this reporting period, a report was submitted to OEC by the contractor to consider quality assurance measures to both support and assess the quality of our technical assistance providers. The report included rubrics for measuring the TA provider's ability to: utilize adult learning principles, provide quality feedback, utilize collaborative and relationship-based approaches, and use research to inform practice. Work continued during this reporting period to pilot two rubrics and interview TA providers as well as program administrators or staff in order to inform OEC's decision on how to measure the quality of our TA providers and their effectiveness. The final report is due in December 2022, however, early indications point to those that utilize their trainer and coach are able to connect their work to standards, whether the Early Learning Standards and/or the NAEYC program standards. OEC will make a determination regarding whether to utilize the rubrics, interviews, surveys, and desk audits as a framework to gather effectiveness information that could inform our work.

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 within90 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 childcare 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 ChildCare
- 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) ELEVATE. 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 during October 1, 2021 to September 30, 2022?

[x] Yes. If yes, describe

The Women's Business Development Council (WBDC) set up multiple grant programs, funded by an OEC contract, to financially assist providers in starting, sustaining, or growing their business. As part of this, providers received pre-grant technical assistance (classes & advising sessions) to assist them in applying; awardees received post-grant technical assistance to managing the funds; and ineligible providers received other business development support. The data below reflects all providers that received WBDC grant program technical assistance and/or received a grant.

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

> [x] Licensed center-based programs **87**
> [ ] License-exempt center-based programs
> [x] Licensed family child care homes **300**
> [ ] License-exempt family child care homes (care in providers' home)
> [x] In-home (care in the child's own home) **1**
> [x] Other (explain) **Another 21 providers received grant-related technical**

assistance: 19 with unknown license type, 1 aspiring provider, and 1 youth camp.
And of the 87 shown as Licensed center-based, 9 are Group Home CC. Of the 300 Licensed Family, 1 license is pending.

[ ] No.
[ ] N/A.   Describe:

11.2 Did the lead agency provide supports and resources in response to any of the following emergent health and safety needs of children and/or providers either through funding or directly in-kind during October 1, 2021 to September 30, 2022 (check all that apply)?

[ ] COVID-19 vaccinations. Describe:
[ ] COVID-19 testing. Describe:

[ ] Access to infant formula. Describe:

[ ] Cleaning supplies and/or personal protective equipment (PPE). Describe:

[ ] Post-disaster recovery efforts. Describe:

[x] Other. Describe: **The OEC continues to support through coordination, communication and messaging, access for providers and families to health and safety supplies, vaccines, testing, and other precautions needs related to COVID and other health emergencies.**

$16,000 in stipends for Masks was made available to child care.

Information for providers and families included:
Attending child care during COVID-19
Keeping children healthy and safe
Wearing masks
When your child is sick
How can I find child care during COVID-19?

Frequently Asked Questions about COVID-19.
Learn how families can access financial resources and get parenting support.

[ ] 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, 2021 to September 30, 2022?**

[x] Yes. Describe: **Changes and/or upgrades were made to Connecticut systems including but not limited to ImpaCT (Child Care Subsidy Eligibility and payment system), the Workforce Registry, Background Check Information System, ECE Reporter, CCR&R, P20WIN Governance, OEC Care 4 Kids Subsidy Parent (includes online applications) and Provider online portals , and ongoing supports to the CT OEC Home Visiting ECIS system.**

[ ] 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, 2021 to September 30, 2022?**

[ ] Yes. Describe findings:

[x] No

11.5 Did the state/territory fund initiatives designed to address supply and demand issues related to child care deserts and/or vulnerable populations (such as infants and toddlers, children with disabilities, English language learners, and children who need child care during non-traditional hours) during October 1, 2021 to September 30, 2022? Check all that apply.

[ ] Child care deserts
[x] Infants/toddlers
[ ] Children with disabilities
[ ] English language learners
[ ] Children who need child care during non-traditional hours
[ ] Other. Describe:

11.6 Did the state/territory integrate Diversity, Equity, and Inclusion (DEI) practices into quality initiatives during October 1, 2021 to September 30, 2022? Check all that apply.

[x] Reviewing policies/program design using DEI assessment tools
[ ] Development of DEI assessment tools
[ ] Incorporate into QRIS
[x] Incorporate into PD Framework
[x] Strategic planning
[x] Supply building efforts
[ ] Strengthened outreach/communication to better understand diverse community needs and assets
[x] Other. Describe: **CT OEC gained input on addressing multilingual learners in the CT ELDS from WIDA Early Years, which will guide our work on upcoming updates to the CT ELDS. The establishment of a Parent cabinet supports and strengthens outreach/communication to better understand diverse community needs and assets.**

11.7 How many providers received the following from October 1, 2021 to September 30, 2022?

	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)

a) Increased rates	**330**	**285**	**45**	**0**	**0**	**0**
b) Increased wages	**0**	**0**	**0**	**0**	**0**	**0**
c) Benefits: health insurance	**0**	**0**	**0**	**0**	**0**	**0**
d) Mental health supports	**0**	**0**	**0**	**0**	**0**	**0**
e) Start-up funds	**32**	**4**	**0**	**28**	**0**	**0**

f) Other: Business Incentive Grants (including Technology Grants): Total 36 = 8 Center + 28 Licensed Family Emergency Grants: Total 26 = 8 Center + 18 Licensed Family Expansion Grants: Total 42 = 22 Center + 20 Licensed Family Emergency Facilities Grants: Total 30 = 8 Center + 22 Licensed Family Below total is the highest # by provider type from the 4 "Other" Grants shown. The Unduplicate	92	42	22	28	0	0

d count of providers across all 4 grant types is not available at the time of this report.						

11.7a Describe: **A 20% Accreditation Bonus was paid above the Care 4 Kids Child Care Subsidy rate was paid to Accredited Center-based programs, above the regular 5% Accreditation incentive.**

11.7b Describe:

11.7c Describe:

11.7d Describe:

11.7e Describe:

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, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	**[x]** Yes Amount spent $ **8261584.26** If yes, describe how funds were used: **$8,255,879.48 in the 20% Accreditation (Quality) Bonus through the ARPA Discretionary funds was paid to 330 Center-based programs in FFY2022** **$5,705 Supports including postage, technical connections, etc.** [ ] No [ ] N/A Describe:

Funding source	Was this funding source used?
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	**[x]** Yes Amount spent: $ **1500000.00** If yes, describe source(s) of funding and how funds were used: **$1,500,000 in State funding was spent on child care business support from the Women's Business Development Council (WBDC) in FFY2023.** **The OEC can not document the exact amount of Expenditures for Health and Safety, Infant/Toddler supply building, DEI Initiatives, provider benefits, and other activities described in "Other Activities" in this section of the QPR, as they are included in Administrative costs for the Office of Early Childhood and are a subset of the time and work by CT Office of Early Childhood staff and partners organizations and may be included in as a subset of vendor expenditures.** [ ] No [ ] N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	[ ] Yes Amount spent $ If yes, describe how funds were used: **[x]** No [ ] N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	**[x]** Yes Amount spent $ **58316.76** If yes, describe how funds were used: **Supports including postage, technical connections, etc.** [ ] No [ ] N/A Describe:

Funding source	Was this funding source used?
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] 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: [x] No [ ] N/A Describe:

11.9 **Progress Update:** Using the measures identified in section 7.10.1 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to 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. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. **FFY 2022 Connecticut completed a Narrow Cost Analysis Reports for Center Based and Family Based settings, as well as the 2022 Market Rate Survey. Statewide conversation were held to discuss the implications and needs demonstrated by the studies, and to work out best approach for system changes to support providers and help maintain equal access to quality care for families.**

This report details the narrow cost analysis performed by the University of Connecticut School of Social Work (UConn) in cooperation and consultation with the Office of Early Childhood (OEC). For the first time, a narrow cost analysis (NCA) is a required part of the Child Care and Development Fund (CCDF) Plan. This cost analysis used existing Connecticut-specific data sources and the Provider Cost of Quality Calculator (PCQC) to estimate the cost of child care by child age. This report reviews this method in detail, including the inputs to the PCQC model, how they were derived, and the outcomes. This report focuses on Licensed Center-Based Child Care (CBCs). A separate report is available for the NCA of Licensed Family Child Cares (FCCs).

In addition, grants and program supports were provided across the state to continue to address supply and demand issues, health and safety, quality supports, workforce retention, payment supports, such as the 20% Accreditation Bonus to Accredited Center based CCDF C4K Providers.

Support also included:
  Business Incentive Grants (including Technology Grants): Total 36 = 8 Center + 28 Licensed Family
  Emergency Grants: Total 26 = 8 Center + 18 Licensed Family
  Expansion Grants: Total 42 = 22 Center + 20 Licensed Family
  Emergency Facilities Grants: Total 30 = 8 Center + 22 Licensed Family

12) Lead agencies must submit an annual report, as required at 45 CFR § 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 65 serious injuries reported during this year. 1 occurred in a license exempt program receiving CCDF. Of the 65 serious injuries, 52 occurred at youth camps and 60 injuries were self-reported. All self-reported camp incidents were reviewed by a licensed registered nurse.

There was one death that occurred in a licensed family child care home and one death that occurred in an illegal operating child care program reported during this year.

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. The Licensing Division did not report any changes.

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

Goal: To ensure the lead agency implements an equitable stabilization grant program. The American Rescue Plan (ARP) Act included approximately $24 billion for child care stabilization grants, representing an important opportunity to stabilize the child care sector and do so in a way that builds back a stronger child care system that supports the developmental and learning needs of children, meets parents' needs and preferences with equal access to high-quality child care, and supports a professionalized workforce that is fairly and appropriately compensated for the essential skilled work that they do. Lead agencies must spend most stabilization funds as subgrants to qualified child care providers to support the stability of the child care sector during and after the COVID-19 public health emergency. Section 13 should be used to report on ARP Stabilization Grants ONLY.

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

    [x] Yes. Describe:
Connecticut's Quality based initiatives with ARP Stabilization funds in FFY2022 Include the following:

Child Care Stabilization (CCS)
Connecticut State Colleges and Universities (CSCU) Intermediary for Lab School Initiative Project Workforce Pipeline with the goal to address the current workforce shortage through recruitment and on the job training.

    [ ] No

13.2 Which of the following methods were used to support workforce compensation (e.g., bonuses, stipends, increased base wages, or employee benefits) with stabilization grants? (check all that apply)

    [ ] Targeted grants to support workforce compensation (no other allowable uses)
    [ ] Providing bonus funds to providers that increased child care staff compensation through stabilization grants
    [x] Requiring a specific percentage or amount of stabilization grant funding go toward child care staff compensation increases. Percent or amount for staff compensation: **25%**
    [x] Other (Describe): **Workforce Pipeline improves opportunities for increase in a teacher / providers pay by helping build skills and qualifications for a more competitive edge toward improved wages and salaries. $898,000 was spent in FFY2022**

13.3 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):

As a condition of receiving ARPA and CRRSA funding, the recipients of the funds must agree to the Terms and Conditions of the of receipt of these monies which outlines the authorized use of these funds and permits the OEC, for audit purposes, to require documentation regarding the expenditure of these funds. This language can be found on the applications or in contract language. To date, the legal division of the OEC works with the program manager to require any agency or provider to submit documentation for review by OEC staff and leadership. If warranted, a request for the return of funds is issued.

The OEC is also currently working with our sister agency, the CT Department of Education, to design and implement an auditing process that is similar across agencies and where possible leverages the same resources to ensure a more robust auditing process.