

Quality Progress Report (QPR) For New York FFY 2020

1) Overview

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

1.1 State or Territory Child Care Provider Population

Enter the total number of child care providers that operated in the State/Territory as of September 30 of the last federal fiscal year. These counts should include all child care providers, not just those serving children receiving CCDF subsidies. Please enter N/A when necessary.

a. Licensed family child care # 10956

N/A

Describe:

b. Legally exempt family child care (care in providers' home) # 3637

N/A

Describe:

c. Licensed center-based programs # 7015

N/A

Describe:

d. Legally exempt center-based programs # 265

N/A

Describe:

e. In-home (care in the child's own home) # 4573

N/A

Describe:

f. Other (explain)

Data are not available on the numbers of legally-exempt providers/programs caring solely for privately funded children.

1.2 Goals for Quality Improvement

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

New York's goals/activities for funding quality improvement are:

- Developing, implementing, or enhancing a tiered quality rating and improvement system. Within the constraints of limited funding, OCFS continues to encourage participation: 8.2% of licensed child care centers and 1.6% of licensed family child care homes are now doing so. All of those programs were able to receive technical assistance and quality improvement resources related to the QRIS during FFY 2020, which contributes to quality. With regard to the rating of participating programs, 85% of programs either increased star level from their previous rating or sustained a high-quality rating of 3, 4 or 5 stars. The majority of programs that did not increase a star level still showed an increase in points within the current indicator level. In addition to the formal QRIS, NYS has also continued to take steps toward instituting a "shorthand" system of quality indicators that capture the elements of a child care program above and beyond regulatory compliance, and that encompasses differential monitoring of center-based and home-based programs.
- Improving the quality of professional development across the state, New York Association for the Education of Young Children (NYAEYC) manages the Training and Technical Assistance Professional (T-TAP) Credentials for Trainers & Coaches in collaboration with the Professional Development Institute. To date credentials have been awarded to 23 coaches and 19 new trainers during FFY 2020.
- To support quality improvement through trainer support and increase the number of trainers that pursue the T-TAP Credential, the T-TAP workgroup met to revise the existing process for PD Specialist trainers, adding scenario interviews emphasizing ethics, cultural competency and fluency in adult learning theory. The group also revised the scoring rubric. The group piloted 3 cohorts and obtained feedback from participants with 19 candidates successfully completing the process. Feedback from the interviews were used to revise the scenarios and rubric.
- To build capacity among trainers & coaches, The New York Association for the Education of Young Children (NYAEYC) facilitated various offerings of its 6-part Core

Body of Knowledge (CBK) training institute for trainers and four-part CBK training institute for coaches. To further emphasize the necessity for cultural and linguistic competence, NYAEYC, in cooperation with the Professional Development Institute, redesigned the series incorporating an anti-bias education component.

- Strengthening the leaderships skills of directors in the NYC region, the NY Early Childhood Professional Development Institute with private funding, launched a year-long monthly series of professional development by distributing 2200 copies of the NAEYC book, *From Survive to Thrive: A Director's Guide for Leading an Early Childhood Program*, sponsoring a kick-off conference for 250 people, and conducting monthly interactive webinars with an average of 90 participants.
- In 2019, OCFS opened a 97,000 square foot state-of-the-art training facility called the Human Services Training Center (HSTC). The training center houses five simulation environments, three of which are utilized in New Regulator Institute: a child care facility, a single-family home, and an apartment. These environments allow new regulators to practice simulations of initial inspections, complaint investigations, and routine monitoring inspections. The incorporation of simulation curriculum began at the beginning of 2019 and has significantly improved skill levels and consistency among regulatory staff. All newly hired and existing regulatory staff will participate in the redesigned New Regulator Institute. In 2020, a simulation based training for licensing/registration supervisors was developed. Due to the COVID-19 emergency, these sessions were unable to be delivered in person, but the curriculum development and pilot is complete.
- Supporting the training and professional development of the child care workforce continued during FFY 2020 in the form of two webcasts, one e-learning, a full library of on-demand online training:
 - School age media safety(elearning)
 - Supporting Children in Child Care during the COVID-19 Emergency(webcast)
 - "United in Hope: Caring for Children and Child Care Providers"(webcast)
 - Due to the COVID-19 emergency, several training sessions were delivered via web ex for child care programs to participate virtually. These sessions were called Guidance and Best Practices for Child Care Programs Operating During the COVID-19 Emergency
 - QUALITYstarsNY created professional learning virtual sessions ("Considerations for Reopening") attended by over 2,000 members of the child care workforce on reopening and operating their programs safely during the COVID-19 pandemic.
- Supporting providers in the voluntary pursuit of accreditation through the Educational Incentive Program. In FFY 2020, the SUNY Professional Development Program (PDP) awarded 6,973 scholarships totaling \$3,927,168 to date.
- OCFS funded no-cost Pyramid Model classroom training beginning in April 2019. Deliveries of the Pyramid Model Preschool Modules 1-3 and the Pyramid Model Infant and Toddler (I/T) Modules 1-3 were offered at various locations throughout New York State throughout the year. The Pyramid Model Infant and Toddler (I/T) training module supports social-emotional development and strives to reduce instances of suspension

and/or expulsion. Between April 2019 and March 2020, 121 trainings have been held. As in previous years, child care providers continue to receive Preschool and Infant Toddler training. From 2019 to 2020, there was an increase in the number of Family Child Care Module trainings. The number of Family Child Care Module 1 trainings increased by 49 and Module 2 trainings by 103. 20 additional Master Cadre trainers were added in 2020 to expand Pyramid Model training opportunities. Master Cadre trainers participated in advanced training and professional development. During the two-day training, Master Cadre trainers received additional training from their peers on techniques for training child care providers on the elements of the Pyramid Model modules, technical assistance on how to support Leadership teams and how to create supports in the classrooms. Included as part of the two-day training were presentations on how to use data (Teaching Pyramid Observation Tool/Teaching Pyramid Infant Toddler Observation Scale & Behavior Incident Report) to support classroom coaching needs. Three Pyramid Model Hubs were to implement the Pyramid Model, with the intent being to increase local coordination of services and build capacity that supports the early childhood community as well as support best practices.

- Supporting a statewide network of 35 CCR&R agencies, along with the Early Care and Learning Council, which is the membership organization for CCR&Rs in New York State.

New York's CCR&R agencies, along with the Early Care and Learning Council, offered the following:

- Two I/T Specialist summits were held through Zoom. One was in early June, and the other in late September.
- Twenty-three professional development opportunity events for CCR&R administrators, Health Care Consultants, trainers, data administrators and other CCR&R staff.
- One, half-day Leadership Summit was held for CCR&R administrators.
- 14 I/T Specialists attended PITC training
- Two 2-day CLASS training sessions
- ITERS training
- One 4-part training on the use of RBA
- Seven regional trainings on the use of Clear Impact Scorecard

- Improving the quality of child care programs and services for infants and toddlers by supporting seven Infant/Toddler Regional Resource centers throughout the state. Infant/Toddler Specialists provide onsite intensive technical assistance and program assessment utilizing evidence-based tools, coaching and quality enhancement strategies to enhance program quality and encourage best practices in home and center-based programs serving children birth-three years. There are currently 58 Infant/Toddler Specialists in the network.
- New York's seven Infant Toddler (I/T) Regions provided a total of 930 hours of training, 3,266 hours of I/T intensive technical assistance along with 5,692 hours of I/T phone technical assistance.

- Administered the Medication Administration Training (MAT) rebate program by reimbursing providers the cost of the MAT certification 591 rebates, totaling \$51,410.
- Other activities to improve the quality of child care services: NYS revised the Early Learning Guidelines originally published in 2012. Early Learning Guidelines (ELG) training sessions are being held as part of the work in the Federal Preschool Development Grant Birth through 5 (NYSB5). There were 8 virtual "Introduction to the Early Learning Guidelines" trainings with 123 participants in FFY 2020. The updated foundational text provides examples of children's development from birth through age 8 and has an increased focus on family engagement, emergent multilingual learners and culturally responsive and sustaining supports in the care of children to increase knowledge and quality.
- Facilitated the development of a training for information on coordination of Early intervention services for Infants and Toddlers in Child care programs. TOT presented to Infant toddler specialists at the October Infant Toddler Specialist virtual Fall retreat.

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

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

2.1 State/Territory Progression of Professional Development

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

Yes.

If yes, describe:

The Aspire Registry is New York's Registry for the Early Childhood and School Age Workforce. Launched in 2012, The Aspire Registry has over 80,000 user accounts that have been created across the state. The Aspire Registry tracks professional development for the early childhood workforce and generates live reports for Registry members to showcase their progression along with a summary of how their completed coursework, training and coaching align with the state Core Body of Knowledge areas and regulatory training requirements.

Professional Development opportunities are made available to the workforce via the

statewide training calendar also known as the Professional Development Finder through The Aspire Registry. In response to the COVID-19 crisis, Aspire instituted a provisional review process designed to support and promote high quality virtual training events offered via the Zoom conference platform. During this period, 632 approved virtual training events were held supporting 11,300 Early Childhood and School Age professionals.

In addition, the United Federation of Teachers (UFT), the union that represents New York City family-based child care providers, has launched the use of a comprehensive database that will process registration and track the progression of professional development courses taken through the UFT Providers Grant Programs, as well as send out automated reminders when a provider is due to take any regulatory courses. This work is funded with state General Fund, not CCDF.

No.

If no, what alternative does the State/Territory use to track the progression of professional development for teachers/providers serving CCDF eligible children?

Describe:

2.1.2 Are any teachers/providers required to participate?

Yes.

If yes, describe:

New York City regulations require participation of all licensed center-based staff as of July 1, 2019. Participation in The Aspire Registry is also required for programs participating in QUALITYstarsNY (New York's Quality Rating and Improvement System) this includes family child care homes and pre-k programs funded by NYSED.

While participation in The Aspire Registry is not yet required for the rest of the state, a significant number of programs and early childhood professionals have elected to fully participate in The Aspire Registry. Continued expansion is happening statewide due in part to funding from the Preschool Development Grant.

No.

If no, describe:

2.1.3 How many people were in the registry as of September 30 of the last federal fiscal year? # 80,018

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

- Scholarships (for formal education institutions)
5,268
- Financial bonus/wage supplements tied to education levels
#
- Career advisors, Mentors, Coaches, or Consultants
10
- Reimbursement for training
1,695
- Loans
#
- Other.

Describe:

New York City provides needs-based scholarships to potential and in-service early childhood educators to support a 12-credit Child Development Associate (CDA) (Infant/Toddler, Home-Based, and Preschool) and the state-recognized Children's Program Administrator Credential. These scholarships are funded by the City University of New York and private philanthropy funds.

In late 2019, the Governor and the City University of New York Chancellor announced an early childhood workforce scholarship for educators working 20 hours or more in licensed centers. A pilot was launched in September for 14 students and then 100 students were selected from a pool of more than 400 individuals in the Spring semester to pursue one or two courses, aligned to a degree, credential or certificate study plan, created by a Career Advisor affiliated with the NY Early Childhood Institute's Career Development Center. Each candidate met with an advisor through the semester and 99 successfully completed their coursework and are pursuing studies in the fall semester.

One of four major components of QUALITYstarsNY is Staff Qualifications and Experience and another is Management and Leadership. Both categories provide resources for staff to earn credentials, certificates, and degrees leading to career stability and mobility.

CCDF quality funds support a scholarship program called the Educational Incentive Program (EIP) for income-eligible teachers/caregivers in regulated programs throughout New York State. Over the past few years, credit-bearing and credential (CDA) trainings have been incentivized, such that in FFY 2020, 75% percent of EIP funds went to credit-bearing or credentialing activities. Specifically, 1,705 awards worth \$1.2M (or 30% of the total awarded) went to college-level, credit-bearing courses. CCDF Funds also support Quality Scholars which is not income-based but requires participation by regulated programs to be eligible for funds. These are scholarships available to support staff working in programs that participate with QUALITYstarsNY and align with Quality Improvement Plans designed to advance education and professional preparation.

In addition, UFT offers many free courses to registered, licensed and legally-exempt providers that are funded with state General Fund dollars, not CCDF. These include: 120-hour CDA accreditation course, 120-hour NAFCC accreditation course, Medication Administration Training (MAT), 15- hour Health and Safety training, Pyramid Model training, Devereux Early Childhood Assessment (DECA) and Family Child Care Environment Rating Scale (FCCERS) training. Additional course offerings include CPR, 30 Hour License Renewal, SMEYL Course (Science and Math Exploration for Young Learners), Provider Financial Literacy Series and Infant Toddler 3-Class Series. All courses are aligned with and cover one or more OCFS required training topic areas.

Also funded with State General Funds, not CCDF funds, the Civil Service Employees Association (CSEA), the union that represents family-based child care providers outside of New York City, offers the following training and grant opportunities:

- Since Infant/Child CPR & First Aid certification is a regulatory requirement, the demand for approved training has grown. CDC Releases Updated Guidance for Child Care Providers to expand the supply of training, CSEA uses a provider-based CPR/First Aid vendor network, including offering new Blended Online Learning CPR/First Aid & AED program to assist child care members along with

their assistants to receive training to remain in compliance. In FFY 2020, 1,747 persons received this training.

- The Child Care Tuition Assistance Program is offered to child care providers pursuing credit-bearing coursework leading to an AA or BA in Early Care Education. Providers can receive tuition vouchers (with no out-of-pocket expense) or reimbursements of tuition they have paid themselves for four benefits or vouchers or reimbursements with each voucher or reimbursement equal to \$1,220 or the equivalent of a four-credit course (not to exceed \$305 per credit for a maximum of 4 credits). In FFY 2020, 39 providers received tuition assistance.
- The online business-side child care courses offer approved non-credit bearing distance learning training that meets the criteria necessary to fulfill NYSOCFS child care training requirements in tax and record keeping, marketing, management and retirements, and legal and insurance issues. The courses provide supportive learning, access to training 24/7, and a user-friendly interface. In FFY 2020, 109 persons received this training. A Child Development Associate (CDA) credential scholarship up to \$3,000 is available for child care members seeking to complete or renew their CDA through direct contract with area training providers or reimbursement for out-of-pocket expense. In FFY 2020, 110 providers received CDA scholarships.
- Professional development is dedicated to expanding access to education and training programs by contracting with area training vendors to pay for training slots for professional development to assist child care members in meeting regulatory requirements with contracts extended to include new virtual training. In FFY 2020, 1,549 providers received financial assistance to pay for professional development training.
- The Topic Leadership Conferences offer the opportunity for family child care providers who do not typically participate in leadership or in-person training the chance to experience in depth high-quality training in a variety of demand topics. In FFY 2020, 1,005 providers received training in other topic areas.
- Lastly, CSEA's Quality Grant Program provides \$500 grants to registered family and licensed group family child care, and eligible legally-exempt providers. The program provides grants to maintain compliance with NYS regulations, to purchase computers to participate in the Child Care Time and Attendance System (CCTA) and comply with liability insurance requirements. The grants are also used to purchase educational materials and program equipment, curriculum, materials to assist providers to promote school readiness and nurture children to develop fine and gross motor, cognitive, math, language arts, social and emotional knowledge and skills. The program expanded to include hard to secure COVID supplies, as well address service and other business-related expenses. A child care provider website was built so that providers can track the status of their grants. CSEA contracts with Kaplan Learning Company and Becker School Supplies to offer grants with 20% and 15% discounts, respectively, and free shipping. Child care providers can meet their small business needs without

incurring out-of-pocket expenses by using the credit option. In FFY 2020, CSEA provided \$500 Quality Grants to 3,902 child care providers and 297 providers received grants to assist them with purchasing computer equipment and supplies.

NYS Early Care and Learning Council (ECLC) - CCDF Quality funds support training specifically targeted for directors of school age programs and child care centers. This training is offered at no cost to the participants of ECLC's Early Care Management Training, Director's Institute. Workshops support child care center directors in all counties across the state by training both new and experienced child care center directors in all topics essential to running a safe, high quality program.

Plans of Study - OCFS regulations set educational standards for persons applying for director and head teacher positions. Staff can fill these positions while in the process of meeting the regulatory requirements. This opportunity supports staff in their education and professional pathway.

N/A

Describe:

2.3 Did the State/Territory have other initiatives available to support professional development and the workforce during October 1 to September 30 of the last federal fiscal year? (e.g. Substitutes, sick/annual leave, release time, etc.)

Yes.

If yes, describe:

No.

For the questions 2.4 to 2.9 please report on the number of staff by qualification level as of September 30th of the last federal fiscal year. Count only the highest level attained by staff.

2.4 Licensed child care center director

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

Unknown

Describe:

This information is not available in the Lead Agency system of record.

#:

%:

b) How many had an Associate's degree in an early childhood education?

Unknown

Describe:

This information is not available in the Lead Agency system of record.

#:

%:

c) How many had a Bachelor's degree in an early childhood education?

Unknown

Describe:

This information is not available in the Lead Agency system of record.

#:

%:

d) How many had a State child care credential?

Unknown

Describe:

This information is not available in the Lead Agency system of record.

#:

%:

e) How many had State infant and toddler credentials?

Unknown

Describe:

This information is not available in the Lead Agency system of record.

#:

%:

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

Unknown

Describe:

This information is not available in the Lead Agency system of record.

#:

%:

2.5 Licensed child care center teachers

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

Unknown

Describe:

This information is not available in the Lead Agency system of record.

#:

%:

b) How many had an Associate's degree in an early childhood education?

Unknown

Describe:

This information is not available in the Lead Agency system of record.

#:

%:

c) How many had a Bachelor's degree in an early childhood education?

Unknown

Describe:

This information is not available in the Lead Agency system of record.

#:

%:

d) How many had a State child care credential?

Unknown

Describe:

This information is not available in the Lead Agency system of record.

#:

%:

e) How many had State infant and toddler credentials?

Unknown

Describe:

This information is not available in the Lead Agency system of record.

#:

%:

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

Unknown

Describe:

This information is not available in the Lead Agency system of record.

#:

%:

2.6 Licensed family child care providers

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

Unknown

Describe:

This information is not available in the Lead Agency system of record.

#:

%:

b) How many had an Associate's degree in an early childhood education?

Unknown

Describe:

This information is not available in the Lead Agency system of record.

#:
%:

c) How many had a Bachelor's degree in an early childhood education?

[X] Unknown

Describe:

This information is not available in the Lead Agency system of record.

#:
%:

d) How many had a State child care credential?

[X] Unknown

Describe:

This information is not available in the Lead Agency system of record.

#:
%:

e) How many had State infant and toddler credentials?

[X] Unknown

Describe:

This information is not available in the Lead Agency system of record.

#:
%:

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

[X] Unknown

Describe:

This information is not available in the Lead Agency system of record.

#:
%:

2.7 Licensed child care center directors who serve CCDF children

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

Unknown

Describe:

This information is not available in the Lead Agency system of record.

#:

%:

b) How many had an Associate's degree in an early childhood education?

Unknown

Describe:

This information is not available in the Lead Agency system of record.

#:

%:

c) How many had a Bachelor's degree in an early childhood education?

Unknown

Describe:

This information is not available in the Lead Agency system of record.

#:

%:

d) How many had a State child care credential?

Unknown

Describe:

This information is not available in the Lead Agency system of record.

#:

%:

e) How many had State infant and toddler credentials?

Unknown

Describe:

This information is not available in the Lead Agency system of record.

#:
%:

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

Unknown

Describe:

This information is not available in the Lead Agency system of record.

#:
%:

2.8 Licensed child care center teachers who serve CCDF children

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

Unknown

Describe:

This information is not available in the Lead Agency system of record.

#:
%:

b) How many had an Associate's degree in an early childhood education?

Unknown

Describe:

This information is not available in the Lead Agency system of record.

#:
%:

c) How many had a Bachelor's degree in an early childhood education?

Unknown

Describe:

This information is not available in the Lead Agency system of record.

#:
%:

d) How many had a State child care credential?

Unknown

Describe:

This information is not available in the Lead Agency system of record.

#:

%:

e) How many had State infant and toddler credentials?

Unknown

Describe:

This information is not available in the Lead Agency system of record.

#:

%:

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

Unknown

Describe:

This information is not available in the Lead Agency system of record.

#:

%:

2.9 Licensed family child care providers who serve CCDF children

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

Unknown

Describe:

This information is not available in the Lead Agency system of record.

#:

%:

b) How many had an Associate's degree in an early childhood education?

Unknown

Describe:

This information is not available in the Lead Agency system of record.

#:

%:

c) How many had a Bachelor's degree in an early childhood education?

Unknown

Describe:

This information is not available in the Lead Agency system of record.

#:

%:

d) How many had a State child care credential?

Unknown

Describe:

This information is not available in the Lead Agency system of record.

#:

%:

e) How many had State infant and toddler credentials?

Unknown

Describe:

This information is not available in the Lead Agency system of record.

#:

%:

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

Unknown

Describe:

This information is not available in the Lead Agency system of record.

#:
%:

2.10 Spending

2.10.1. Did the State/Territory spend CCDF quality set aside funds to support the training and professional development of the child care workforce during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on supporting the training and professional development of the child care workforce

[checked] Yes.

If yes, %: 12.0

[] No

[] N/A

Describe:

2.10.2 Did the State/Territory use other non-CCDF funds to support the training and professional development of the child care workforce (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

[checked] Yes.

If yes, describe:

State General Funds of \$3,091,985

[] No

[] N/A

Describe:

2.10.3 Did the State/Territory spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 towards supporting the training and professional development of the child care workforce?

[checked] Yes.

If yes, describe:

To meet the ongoing training requirement

No

N/A

Describe:

2.10.4 Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 towards supporting the training and professional development of the child care workforce?

Yes.

If yes, describe:

CARES funds were used for temporary operating support and re-opening restructuring grants. These grants could be used for training and professional development including both the cost of the training as well as the staff time to attend training.

No

N/A

Describe:

2.11 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

Since 2008, CCDF funds have supported an annual evaluation of SUNY's general child care training, Educational Incentive Program, and Medication Administration Training. In addition to providing descriptive, comparative, and longitudinal analyses of demographic data so as to enhance and more effectively target future training, each year the evaluations have honed in on specific questions of policy-relevant interest.

As identified in the FFY 2019-2021 CCDF Plan, EIP continues to prioritize acquisition of the Child Development Associate (CDA), along with other early childhood credentials and college course work in early childhood education. In FFY 2019-2020, the number of CDA scholarships decreased by 833 scholarships totaling \$466,255 in comparison to last year. . In 2019-2020, 2,857 scholarships totaling \$1,982,819 were issued for CDA activities. In comparison, in FFY 2018-2019, 3,690 scholarships totaling \$2,449,074 were issued for CDA

activities. In 2019-2020, 86% of the EIP scholarship funds were issued to college and credential coursework, 53% went to CDA activities alone.

In 2019, OCFS sponsored Pyramid Model trainings across the state at no charge to child care program staff. OCFS also continued to promote and support other New York State Pyramid Model training activities. Federal Preschool Development Grant Birth through 5 (NYSB5) funds supported the Pyramid Model Implementation Data System (PIDS), Positive Solutions for Families (POS) parent workshops with "vulnerable populations" and dad groups. The POS is a six-session parent workshop series to help support positive behavior at home.

380 days of Pyramid Model training were provided to an additional 1,000 - 1,500 early childhood and education professionals (many weekend and evening sessions): Preschool Module 1-3, Infant Toddler Module 1-3. Birth to 5 101, Parents Interacting with Infants, Positive Solutions for Families. These trainings featured content related to trauma-informed care, race equity, physical ability, language translation and housing/food access.

Programs implementing Pyramid model training continue to report a decrease in frequency of challenging behavior in their classrooms since they took the training.

OCFS has also continued to support development and hosting of e-learning courses. Between October 1, 2019 and September 30, 2020, 440,573 course completions were recorded. This represents a 30% increase in utilization of these resources over the prior one-year period. There were 318,028 course completers who received training that supports the federal Health and Safety topic areas. The grand means for the fifteen (15) e-learning courses which support these areas ranged from a 4.39 to 4.71 out of a possible score of 5.00. These means show that the e-learning participants had very high and favorable ratings for the courses. The participants indicated high satisfaction for all aspects of the courses. The overwhelming majority of participants in each course agreed that the learning objectives were clearly stated and achieved. In addition, they agreed that they would recommend the courses to others.

During the FFY, PDP began developing 18 Level 2 evaluations for each e-learning course in the form of a post-test. The minimum passing grade to obtain a certificate is 70%; individuals have two chances to successfully obtain a 70% or higher score. Of those who completed the

online training and took the post-test, there was a range (within the eighteen courses) of 96.5% - 99.9% successful completions of the training(s).

QUALITYstarsNY quality standards are the measures used to analyze participant progress over time. Rating cycles are typically every three years, with an option to complete a re-rating as early as 18 months if a program decides it has made enough progress towards meeting quality standards before its current rating expires. As part of QUALITYstarsNY's approach to continuous quality improvement, all participants develop a Quality Improvement Plan, in consultation with an assigned Quality Improvement Specialist, with short- and long-term goals that are based on their rating or re-rating data. Goal completion is supported by Quality Improvement Specialists who individualize resources and technical assistance to meet the program's needs. During the period from October 2019 to September 2020, seven 1-2 Star programs increased two star levels when re-rated, demonstrating an outstanding commitment to quality improvement. Of our 3-5 Star, highest quality rated programs, 78% either maintained their high level rating or increased by one star level when re-rated. It is common for programs to earn higher points during the rating process but not enough to increase a star level.

3) Improving early learning and development guidelines

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

3.1. Describe any changes or updates to the State or Territory's early learning and development guidelines during October 1 to September 30 of the last federal fiscal year

The New York Early Childhood Professional Development Institute and New York Works for Children published the Revised New York State Early Learning Guidelines in December 2019 and distributed a book to every licensed child care center (approximately 7,500 copies) and to every early childhood higher education faculty member across the state.

The new Early Learning Guidelines provide examples of children's development at 0-9 months, 8-16 months, 15-24 months, 24-36 months, 3-years-old, 4-years-old, and 5-, 6-, 7- and 8-years-old. The revised Guidelines include increased supports for family engagement, emergent multilingual learners, and culturally responsive and sustaining supports. The

revised Guidelines also provide lists of books and learning materials for educators, as well as reproducible forms. They are intended to be used as a text for CDA instruction and teacher education programs at the two-year and four-year level, and as a daily resource and reflection tool for early childhood educators.

3.2 Spending

3.2.1. Did the State/Territory spend CCDF quality set aside funds during October 1 to September 30 of the last federal fiscal year on the development or implementation of early learning and development guidelines? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what was the percentage of CCDF quality dollars spent on the development or implementation of early learning and development guidelines?

Yes.

If yes, %:

No

N/A

Describe:

3.2.2. Did the State/Territory use other non-CCDF funds to develop or implement early learning and development guidelines (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

The Early Learning Guidelines revision and distribution costs were covered by the NY Early Childhood Professional Development Institute at the City University of New York (CUNY) and NYSB5 grant funds.

New York Association for the Education of Young Children (NYAEYC) offers a professional development series called Interest Driven Learning. There are three sessions, each a full day, that provide early childhood professionals with the knowledge necessary to create curriculum that embodies New York's "core beliefs." These sessions include foundational training on how to use the New York State Early

Learning Guidelines in day-to-day work providing care for children.

No

N/A

Describe:

3.2.3. Did the State/Territory spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 on developing or implementing early learning and development guidelines?

Yes.

If yes, describe:

No

N/A

Describe:

3.2.4. Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 on developing or implementing early learning and development guidelines?

Yes.

If yes, describe:

No

N/A

Describe:

3.3 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

Early Learning Guidelines (ELG) training sessions are being held as part of the work in the federal PDG B-5 grant. There were 8 virtual "Introduction to the Early Learning Guidelines" trainings with 123 participants in FFY 2020.

In addition, in FFY 2020, 300 faculty members at 91 colleges and universities were sent copies of the newly-revised ELG and the Core Body of Knowledge. These colleges and universities are using the ELG as part of their Early Childhood degree programs.

In 2019, the NYS Council on Children and Families (CCF) used federal NYSB5 grant funds to revise and reprint the ELG document in English and Spanish. CCF has shipped the books to child care sites and plans to send them to prekindergarten sites in early 2021. There have been challenges with getting the sets to schools because some schools are only doing remote learning and are not receiving mail on a regular basis due to the COVID pandemic.

Through a subcontract with NYAEYC, CCF is providing trainings on the revised ELG and the Core Body of Knowledge. During parts of 2020, these trainings were conducted virtually.

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

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

Please provide your State/Territory's definition of high quality care, and how it relates to the tiers of your QRIS (if applicable). *This may include the State/Territory's RTT-ELC definition of high quality or high quality definition as part of the State/Territory's Quality Rating Improvement System (QRIS). If no QRIS exists describe other measures used to assess quality (may include assessment scores, accreditation, or other metric):*

Programs distinguished by a dedicated and trained staff demonstrating knowledge and competence in family engagement, child development, positive guidance strategies, and culturally-competent and strength-based, child-centered practices. The top three levels of New York's five-tiered QRIS are considered to be reflective of high-quality care.

4.1 Did the status of your State/Territory quality rating and improvement system (QRIS) change during October 1 to September 30 of the last federal fiscal year?

- Yes, the State/Territory QRIS is now operating
State/Territory-wide

Yes, the State/Territory QRIS is now operating as a pilot, in a few localities, or only a few levels

Yes, the State/Territory is now operating another system of quality improvement.

Describe:

Yes, the State/Territory no longer has a QRIS.

No, the status of the State/Territory QRIS has not changed as of September 30th of the last federal fiscal year.

4.2 Did the types of providers included in the State/Territory QRIS change during October 1 to September 30 of the last federal fiscal year? If yes, check which types of providers were added or removed (check all that apply):

Yes

Added licensed family child care

Removed licensed family child care

Added legally exempt family child care (care in providers' home)

Removed legally exempt family child care (care in providers' home)

Added licensed center-based programs

Removed licensed center-based programs

Added legally exempt center-based programs

Removed legally exempt center-based programs

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

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

Other.

Describe:

No

4.3 Is participation in the State/Territory QRIS mandatory for any group of providers?

Yes

Describe;

QRIS participation was only required for sites that were funded by the first NYSB5 grant in 4 communities; grant end date was December 31, 2019. After this grant ended, state funds were used to maintain all of the additional slots.

Also, rule CFR 1302.53(b)(2), all Head Start programs (with limited exceptions) are required to participate in the state's Quality Rating and Improvement System (QRIS) & the recent Federal Register release of an action item to the Final Rule stated a "delay in compliance date" in regards to the QRIS participation requirement, updated the compliance date to September 30, 2021.

Despite the fact that QUALITYstarsNY participation is not required in New York, over 800 programs are currently participating and actively working to improve their quality in all ten regions across the state.

No

N/A

Describe;

4.4 Enter the number of programs that met the State's high quality definition as of September 30 the last fiscal year:

- a) Licensed family child care # 32
- b) Legally exempt family child care (care in providers' home) # 0
- c) Licensed center-based programs # 0
- d) Legally exempt center-based programs # 0
- e) In-home (care in the child's own home) # 0

N/A

Describe:

The 32 licensed family child care providers are 3-5 star rated. The 277 licensed center-based programs are 3-5 star rated; there are also 35 school-based programs that are 3-5 star rated.

Legally-exempt and in-home care providers are not eligible for QRIS participation. however the NY Early Childhood Professional Development Institute operates a training project for license-exempt family child care providers, known as CARE, that combines a 6-week training program with home coaching to support the implementation of what is taught on the weekend in the family child care environment over each week. This project served over 50 providers during the year and has been evaluated to determine the impact of improvement in the quality of interaction between provider and children and has shown to be highly effective.

4.5 Enter the number of CCDF children in high quality care by age grouping as of

September 30 of the last federal fiscal year:

- a) Birth to 35 months #
- b) 3 years up to kindergarten entry #
- c) School Aged (post kindergarten entry) #
- d) Other. Describe:

N/A

Describe:

Multiple, separate data systems/tables track quality ratings, provider licensing/registration data, child care subsidy payments, and child demographic data. As a result, a manual matching process would be required to match providers with high quality ratings to CCDF providers to CCDF children. Additionally, that manual process would have to be done separately for upstate and NYC. It is not feasible to identify all such programs and children for the year. The ACF-801 sample data can be used to calculate rough estimates. However, given the difficulties of matching, as well as the very low number of quality-rated programs in general (due, in large part, to the low availability of NY's QRIS, QUALITYstarsNY -- resource constraints hold down the total number of QUALITYstarsNY participants), statewide projections from the ACF-801 sample should be used cautiously. For FFY 2019-20 Q3, 1.0% of children birth-to-35 months who were receiving child care subsidies (or 0.3% of children receiving subsidies) were in high quality care programs (QUALITYstarsNY rated 3-5 stars); 3.1% of children 3 through 5.99 years of age receiving child care subsidies (or 1.1% of children receiving subsidies) were in high quality care programs; and no children 6 years of age or older receiving child care subsidies were in programs with high QUALITYstarsNY ratings. Projected to the entire CCDF population, there were an estimated 250 infants and toddlers and 950 preschoolers in high quality care per month, or 350 and 1400 children annually unduplicated, respectively. It should be noted that these estimates may not be representative because the number of children in child care and receiving child care subsidies declined substantially during FFY 2019-20 Q3 due to the COVID-19 pandemic.

4.6 Provide the percentage of CCDF children in high quality care by age grouping as of September 30 of the last federal fiscal year:

- a) Birth to 35 months %

- b) 3 years up to kindergarten entry %
- c) School Aged (post kindergarten entry) %
- d) Other. Describe:

N/A

Describe:

Multiple, separate data systems/tables track quality ratings, provider licensing/registration data, child care subsidy payments, and child demographic data. As a result, a manual matching process would be required to match providers with high quality ratings to CCDF providers to CCDF children. Additionally, that manual process would have to be done separately for upstate and NYC. It is not feasible to identify all such programs and children for the year. The ACF-801 sample data can be used to calculate rough estimates. However, given the difficulties of matching as well as the very low number of quality-rated programs in general (due, in large part, to the low availability of NY's QRIS, QUALITYstarsNY -- resource constraints hold down the total number of QUALITYstarsNY participants), statewide projections from the ACF-801 sample should be used cautiously. For FFY 2019-20 Q3, 1.0% of children birth-to-35 months who were receiving child care subsidies (or 0.3% of children receiving subsidies) were in high quality care programs (QUALITYstarsNY rated 3-5 stars); 3.1% of children 3 through 5.99 years of age receiving child care subsidies (or 1.1% of children receiving subsidies) were in high quality care programs; and no children 6 years of age or older receiving child care subsidies were in programs with high QUALITYstarsNY ratings. Projected to the entire CCDF population, there were an estimated 250 infants and toddlers and 950 preschoolers in high quality care per month, or 350 and 1400 children annually unduplicated, respectively. It should be noted that these estimates may not be representative because the number of children in child care and receiving child care subsidies declined substantially during FFY2019-20 Q3 due to the COVID-19 pandemic.

4.7 Provide the number of programs that participated in the State/Territory's QRIS in the last fiscal year.

4.7.1 What is the total number of *eligible* child care settings for QRIS or other transparent system of quality indicators?

i. Licensed Child Care Centers:

7414

N/A

Describe:

ii. Licensed Family Child Care Homes:

12182

N/A

Describe:

iii. License-Exempt Providers:

#

N/A

Describe:

Legally-exempt providers are not eligible for QRIS participation.

4.7.2 Of the total number eligible, what is the total number and percentage of child care settings in the State/Territory that participated in the QRIS or other transparent system of quality indicators?

i. Licensed Child Care Centers:

N/A

Describe:

607

% 8.2

ii. Licensed Family Child Care Homes:

N/A

Describe:

200

% 1.6

iii. License-Exempt Providers:

N/A

Describe:

Legally-exempt and in-home care providers are not eligible for QRIS participation.

#

%

4.8 Did the State/Territory provide one-time grants, awards or bonuses connected to (or related to) QRIS during October 1 to September 30 of the last federal fiscal year? If yes, how many were provided to the following types of programs during October 1 to September 30 of the last federal fiscal year?

Yes

- a) Licensed center-based programs: #
- b) Licensed Family Child Care Homes: #
- c) Legally exempt care in providers home: #
- d) Legally exempt center-based programs: #
- e) In-home (care in the child's own home): #

No

N/A

Describe:

4.9 Did the State/Territory provide on-going or periodic quality stipends connected to (or related to) QRIS during October 1 to September 30 of the last federal fiscal year? If yes, how many programs received on-going or periodic quality stipends connected to (or related to) QRIS during October 1 to September 30 of the last federal fiscal year?

Yes

- a) Licensed center-based programs: #
- b) Licensed Family Child Care Homes: #
- c) Legally exempt care in providers home: #
- d) Legally exempt center-based programs: #
- e) In-home (care in the child's own home): #

No

N/A

Describe:

4.10 Did the State/Territory provide ongoing technical assistance related to the QRIS or other quality rating system during October 1 to September 30 of the last federal fiscal year? If so, how many programs received ongoing technical assistance during October 1 to September 30 of the last federal fiscal year?

Yes

- a) Licensed center-based programs: # 607
- b) Licensed Family Child Care Homes: # 200
- c) Legally exempt care in providers home: # 0
- d) Legally exempt center-based programs: # 0
- e) In-home (care in the child's own home): # 0

No

N/A

Describe:

Legally-exempt and in-home providers are not eligible for QRIS participation.

4.11 Did the State/Territory provide higher subsidy rates related to the QRIS or other quality rating system during October 1 to September 30 of the last federal fiscal year? If so, how many programs received higher subsidy payment rates due to their QRIS rating during October 1 to September 30 of the last federal fiscal year?

Yes

- a) Licensed center-based programs: #
- b) Licensed Family Child Care Homes: #
- c) Legally exempt care in providers home: #
- d) Legally exempt center-based programs: #
- e) In-home (care in the child's own home): #

No

N/A

Describe:

4.12 Spending

4.12.1 Did the State or Territory use CCDF quality set aside funds to support QRIS or other quality rating system during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent supporting QRIS or other quality related improvements?

Yes.

If yes, %: 0.1

No

N/A

Describe:

4.12.2 Did the State or Territory use other non-CCDF funds to support QRIS or other quality rating system (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, %:

State General Funds of approximately \$5 million.

No

N/A

Describe:

4.12.3 Did the State/Territory spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to support QRIS or other quality rating systems?

Yes.

If yes, describe :

No

N/A

Describe:

4.12.4 Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 to support QRIS or other quality rating systems?

Yes.

If yes, describe :

No

N/A

Describe:

4.13 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

QUALITYstarsNY's most recent report shows that 85% of re-rated programs either maintained a high level of quality or increased one or multiple star levels. It is common for programs to increase their rating points at the indicator level while not advancing a star level. Since programs are typically re-rated every three years, these data account for approximately 23% of participating programs. Progress for programs that are newly enrolled or have completed their first rating is tracked in their individual Quality Improvement Plans. Programs that are in their second or third rating cycle that were not rated during this period are also working on their goals in their Quality Improvement Plans. These significant gains and progress show the effectiveness of QUALITYstarsNY to improve and sustain the quality of early childhood programs across the state. It should also be noted that while almost all participating programs continued to focus on their quality improvement plans throughout the pandemic, program ratings were put on hold in March 2020 due to the onset of the COVID-19 pandemic. Ratings will proceed once assessors are again allowed on-site and the assessment tool (ERS) has again been approved for use.

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 funded Infant Toddler Specialists available to providers during October 1 to September 30 of the last federal fiscal year.

- a) Number of Specialists available to all providers # 55
- b) Number of Specialists available to providers serving CCDF children # 55
- c) Number of infant toddler specialists available specifically trained to support FCC providers # 55
- d) Number of providers served # 0
- e) Total number of children reached # 0

N/A

Describe:

5.2. Provide the number of professionals receiving any State- funded on-site coaching in infant and toddler practice during October 1 to September 30 of the last federal fiscal year.

- a) Number of licensed center-based teachers #
- b) Number of licensed family child care providers #
- c) Number of license-exempt providers of care in their home #
- d) Number of center directors #

N/A

Describe:

This information is not available in the Lead Agency system of record. Last year, a poll was sent out to gather this data. This was not done this fiscal year.

5.3. Of the number of professionals listed in question 5.2, what percentage served CCDF children during October 1 to September 30 of the last federal fiscal year?

- a) Number of licensed center-based teachers #
- b) Number of licensed family child care providers #
- c) Number of license-exempt providers of care in their home #
- d) Number of center directors #

N/A

Describe:

This information is not available in the Lead Agency system of record.

5.4. Provide the total number of State funded infant and toddler health consultants in the State or Territory during October 1 to September 30 of the last federal fiscal year.

- a) Consultants available in State # 58
- b) Consultants available to providers serving CCDF children # 58

N/A

Describe:

5.5. Did the State/Territory conduct an analysis of supply and demand for infant toddler slots and to identify areas of focus to build supply during October 1 to September 30 of the last federal fiscal year?

Yes

(please provide link)

<https://ccaoa.maps.arcgis.com/apps/MapSeries/index.html?appid=a7cace10038a41f283dd06705a2e612e>

No

N/A

Describe:

5.6. Provide the number of staffed FCC networks supported by the CCDF funds through direct agreement with a centralized hub or community-based agency during October 1 to September 30 of the last federal fiscal year.

a) Number of staffed FCC networks: # 49

Describe what the hub provides to participating FCC providers:

The Lead Agency does not have a direct agreement with either a centralized hub or community-based agency to support staffed family child care networks. However, the New York City Department of Education (NYCDOE) contracts with 29 community-based agencies that operate 49 borough-based family child care (FCC) networks, funded in part with CCDF dollars.

NYCDOE contracted FCC networks are established public or private non-profit or for-profit entities or organizations that provide instructional support, one-on-one coaching, and specialized supports to affiliated family child care programs.

N/A

Describe:

5.7 Spending

5.7.1. Did the State or Territory use CCDF quality set aside funds 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 to September 30 of the last federal fiscal year? If so, what estimated percentage of CCDF quality dollars was spent supporting the quality and supply of infant and toddler care? The State or Territory should not include the 3% infant and toddler set-aside in the estimated percentage.

Yes.

If yes, %:

No

N/A

Describe:

5.7.2. Did the State or Territory use other non-CCDF funds to improve the supply and quality of child care programs and services for infants and toddlers (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

No

N/A

Describe:

5.7.3. Did the State/Territory spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to improve the supply and quality of child care programs and services for infants and toddlers?

Yes.

If yes, describe:

New York continues to research how best to program expenditures for this activity. Current plans include, but are not limited to, enhanced subsidy rates for providers who provide high-quality care for infants & toddler, enhancing training opportunities to these providers and providing materials/supplies to providers of infant/toddler care.

No

N/A

Describe:

The CCDBG Act of 2014 included changes targeted at improving the supply and quality of infant-toddler care. Lead Agencies are encouraged to systematically assess and improve the overall quality of care infants and toddlers receive, the systems in place or needed to support and enhance the quality of infant and toddler providers and the capacity of the infant and toddler workforce to meet the unique needs of very young children, and the methods in place to increase the proportion of infants and toddlers in higher quality care.

5.7.4. Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 to improve the supply and quality of child care programs and services for infants and toddlers?

Yes.

If yes, describe:

No

N/A

Describe:

The CCDBG Act of 2014 included changes targeted at improving the supply and quality of infant-toddler care. Lead Agencies are encouraged to systematically assess and improve the overall quality of care infants and toddlers receive, the systems in place or needed to support and enhance the quality of infant and toddler providers and the capacity of the infant and toddler workforce to meet the unique needs of very young children, and the methods in place to increase the proportion of infants and toddlers in higher quality care.

5.8 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

The seven Infant Toddler Regions continue to meet and work on planning activities to improve the supply and quality of infant care.

The lead agencies of I/T networks are currently providing technical assistance, resources and training to legally-exempt providers, family child care providers and family group providers with the goal of increasing the number of children cared for and improving the services offered. Example: a legally-exempt provider currently cares for two children and

after receiving training, technical assistance and resources, becomes a family child care provider who is now caring for five children, including an infant and a toddler. With lower tuition rates and subsidy dollars, low-income families now have access to higher quality child care slots across the state.

ECLC has hired a Director of Child Care Supply. The ECLC also provided Program for Infant/Toddler Care (PITC) training for 12 Infant Toddler Specialists, 1-2 from each Region; and training on adverse childhood experiences (ACEs) for more than 50% of its network of I/T Specialists; 20 I/T Specialists also enrolled in the New York State Association for Infant Mental Health(NYSAIMH) program to attain their Endorsement.

Training for providers continues to be a high priority. COVID-19 has impacted the work of both the I/T Specialists and I/T Mental Health Consultants. From March through the end of the year, much of their training and technical assistance needed to take place virtually, since in-person contact was not possible.

The first infant toddler mental health (I/TMH) consultants were hired in 2020. They attended a number of trainings held with Kadija Johnston, Amy Hunter, and Gil Foley, who are experts in the area of early childhood mental health consultation. They also received training on the Toddler Classroom Assessment Scoring System (CLASS). In addition, all I/T mental health consultants attended a number of sessions on data collection and reporting. There are now two cohorts of I/TMH consultants, and the total number of consultants statewide is 25.

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

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

6.1. Describe how CCDF quality funds were used to establish or expand a statewide system of child care resource and referral services during October 1 to September 30 of the last federal fiscal year.

If based solely on amount expended during the reporting period, it would appear that services delivered by CCR&Rs declined (expenditures of approximately \$5M in FFY 2020 vs. \$11.8M in FFY 2019). The reality is that much of this was due to timing. All expenditures were delayed due to additional levels of approval needed in response to New York State's budget deficit issues arising from the COVID-19 pandemic. The CCR&R network has been instrumental in New York's expenditure of federal CARES funds. Federal child care funds have supported this network since 1982.

6.2. Did the State/Territory change its use of symbols or simple icons, such as stars or

levels, to communicate levels of quality for child care programs beyond what may be communicated to parents about licensing status and compliance during October 1 to September 30 of the last federal fiscal year?

Yes

Describe:

No

N/A

Describe:

6.3 Spending

6.3.1. Did the State or Territory use CCDF quality set aside funds to establish or expand a statewide CCR&R during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent to establish or expand a statewide CCR&R?

Yes.

If yes, %: 5.4

No

N/A

Describe:

6.3.2. Did the State or Territory use other non-CCDF funds to establish or expand a statewide CCR&R (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

No

N/A

Describe:

6.3.3. Did the State/Territory spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to establish or expand a statewide CCR&R?

Yes.

If yes, describe:

No

N/A

Describe:

6.3.4. Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 to establish or expand a statewide CCR&R?

Yes.

If yes, describe:

No

N/A

Describe:

6.4. Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

Continued funding and monitoring of annual measurable milestone numbers reflect a reasonable level of service for each proposed county within the available funding allocated per county. There are core functions that include activities and services not captured in the measurable milestones but remain services that CCR&Rs are contractually required to provide. The CCR&R contractors are also to see that quality services are provided.

Challenges were minimal until COVID in March.

There are defined measurable milestones with associated unit costs to be used for payment purposes to the Child Care Resource & Referral agencies. The milestone numbers that an

agency proposes yearly due to the changing nature associated with child care needs and level of services for each county within the available funding allocated per county The CCR&R contracts are not only to establish measurable performance standards, but also to see that quality services are provided. OCFS places a priority on quality improvement and, with CCDF funds, has supported development of the NY Standards of Excellence (NYSOE).

Milestone No. 1

Information/Referral: is a service that assists families in making appropriate child care arrangements. This service is provided through in-take and consulting/counseling that leads to the development of an appropriate child care plan. This will include referrals to child care programs/providers that meet the family's needs (regulated care) and/or assistance in the development of a child care plan using parental care, legally-exempt care, in-home agencies or camps or a combination of care options. Information provided will include but not be limited to: quality indicators, financial assistance, health/safety requirements and complaint policies. In addition, families will be provided with resource materials on how to choose appropriate child care, and referrals to other human services, as appropriate. The CCR&R staff is required to collect data on the family's income eligibility for subsidy assistance and, when appropriate, families will be referred to the local agency administering subsidy. For data reporting requirements, families of low income are defined as having an income of 200 percent of state poverty guidelines or below the county income eligibility (whichever amount is higher). For non-subsidy eligible family information/referral services not supported by OCFS funds, fees may be charged to the family. The information referral service can be provided by phone, e-mail, real-time web-based conversation (live chat, Skype, etc.) or in person. A CCR&R may serve and count a family more than once per quarter if the family requests significantly new information and/or referral services.

The unit cost includes: intake, consultation, referrals, follow-up surveys of 20 percent of families served, material development, data base administration and maintenance and related administrative costs. Payment is based on the number of information/referrals made.

Milestone No. 2

•On-line Referral: is a service that allows families the ability to generate referrals on-line. Referral services must include access to information including, but not limited to: quality indicators, financial assistance, health/safety requirements and complaint policies. In addition, families will be provided with resource materials on choosing appropriate child care

referrals and referrals to other human services, as appropriate. Families must request referrals for services to be counted as a milestone. Sufficient information must be collected from the on-line user to ensure proper documentation of service provision and, to the extent possible, demographic information is needed for the quarterly data report. A CCR&R may serve and count a family more than once per quarter if the family requests significantly new information and/or referral services.

The unit cost includes: database usage costs, data update, software, hardware and internet costs, Online Referral Module (ORM) verification and follow-up surveys of 20 percent of all on-line referrals. Payment is based on the number of complete and documented on-line referrals provided.

Milestone No. 3

Basic Technical Assistance to Regulated Providers and Legally-exempt Providers: is a service for which a CCR&R provides information specific to a provider/program on such topics as, but not limited to, best practices for providing child care, indicators of quality child programs, information on business administration practices, health issues that are not part of health care consultancy services and regulations governing program compliance issues specific to that program. All individuals working in these programs are eligible for this service. Technical assistance is provided through all modes of written and verbal communication such as phone, email, and fax, as well as in person.

The unit cost includes intake and consultation, research, material development if appropriate and related administrative costs. Payment is based on the number of basic technical assistance service units provided.

Milestone No. 4

Intensive Technical Assistance to Regulated Providers and Legally-exempt Providers Who Are in the Process of Becoming Regulated Family Child Care Providers: is a service for which a CCR&R provides information specific to a child care provider/program on such topics as, but not limited to: best practices for providing child care; indicators of quality child programs; providing services that programs need to achieve the goals of their QUALITYstarsNY Quality Improvement Plan; and information on business administration practices and regulations governing program compliance issues specific to that program. Technical assistance is provided in person and is for a duration of at least one hour in length.

The unit cost includes: intake, preparation time, travel time and expenses and consultation, research, material development if appropriate, and related administrative costs. Payment is based on the number of contact hours of intensive technical assistance provided, regardless of the number of people served.

Milestone No. 5

Health Care Consultancy Services: To help child care providers/programs maintain compliance with the regulations concerning Health Care Plan requirements such as the administration of medication, the care of infants and toddlers, and the care of mildly or moderately ill children. All licensed and registered providers/programs, prospective programs/providers and legally-exempt programs/providers requiring health care consultant approval are eligible for this service. Services must be conducted by a person meeting health care consultant qualifications. The CCR&R may employ such a person and/or enter into a consulting agreement with a qualified person. Services may include: technical assistance, site visits, training on the requirements of a health care plan, plan approval and plan renewal.

Unit cost for health care plan approval includes any and all required services that pertain to OCFS approval or renewal of a Health Care Plan and related administrative costs. Services may include site visits to the program during the certification period and unlimited technical assistance post plan approval. Site visits may include: review of health care policies and procedures, review of all documentation of medication practices within the program and a review of staff records of those authorized to administer medication to ensure that all requirements are met. Payment is based on the number of approved health care plans.

It is recognized that there are times when a health care plan approval or renewal is unable to be completed. Therefore, when one or more of the following health care services is provided and documented, the service level and unit costs set forth below may be applied under the health care consultancy milestone.

Unit cost for each service must pertain to the development or renewal of a Health Care Plan and include related administrative costs as defined in the service plan.

Initial Plan Consultation - this includes all technical assistance to a provider/program in the development or renewal of a Health Care Plan. Unit cost set at \$250.00

Site Visit - includes a site visit to the program/provider's site and consultation during the visit. The site visit must include: review of health care policies and procedures, review of all documentation of medication practices within the program and a review of staff records of those authorized to administer medication to ensure that all requirements are met. Unit cost set at \$375.00

Health Care Plan Review - includes the review of a provider/program's health care plan and feedback of the plan sent to the provider/program. Unit cost based on remaining funds determined for county.

In addition, the CCR&R must submit a fee structure that the CCR&R has established for health care consultancy services and the percentage of cost that is offset by the funds provided by OCFS. Services may be available for free, reduced or full cost.

Quality Child Care Community-Specific Strategies: are the services the CCR&R will design for community-specific strategies for improving the quality of care in legally-exempt family and in-home child care, licensed child day care centers and registered school-age child care programs. The strategies may include costs of intensive technical assistance, incentive payments to providers to participate in technical assistance services and meet quality improvement goals, small grants to meet health and safety standards to become enrolled/registered/licensed or maintain such approval, and other locally defined strategies. Grants for day care centers and school-age child care programs will be allowed. Grants up to \$1,500 are only available to child care programs that have 25percent of their child care slots committed to subsidized children.

The CCR&R must establish unit costs for each of the strategies it develops under this category. The unit costs may be distinct unit costs for different strategies. If strategies include small grants for the purchase of equipment or other materials for the provider, then the grant portion of the reimbursement will be limited to the actual funds granted to the provider.

7) Facilitating compliance with State/Territory requirements for inspection, monitoring, health and safety standards and training, and State/Territory licensing standards

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

7.1. Has the State/Territory aligned health and safety standards with the following:

a) Caring for Our Children Basics

Yes.

No.

If not, describe:

b) Head Start

Yes.

No.

If not, describe:

These programs comply with NYS child care regulations as well as federal Office of Head Start performance standards.

c) State pre-k

Yes.

No.

If not, describe:

Those pre-K programs that operate in licensed/permitted child care centers comply with NYS child care regulations.

7.2. Check if pre-service/ongoing (or both) training is provided to child care staff on the following:

Licensing Standards

Ongoing health and safety training or education

Monitoring Protocols

N/A

Describe:

7.3 Complaints regarding child care providers received during October 1 to September 30 of the last federal fiscal year

7.3.1 How many complaints were received regarding providers during October 1 to September 30 of the last federal fiscal year?

- a) Licensed providers # 1981
- b) Licensed-exempt providers # 840

7.3.2 What was the average length of time between receiving the complaint and taking steps to respond to a complaint during October 1 to September 30 of the last federal fiscal year?

3.4 days

7.3.3 How many complaints received an on-site follow-up inspection during October 1 to September 30 of the last federal fiscal year ? # 2572

7.3.4 How many of the complaints resulted in one or more substantiated violations in the program or provider site identified during October 1 to September 30 of the last federal fiscal year ? # 947

7.3.5 How many child care providers had CCDF funding revoked as a result of an inspection during October 1 to September 30 of the last federal fiscal year? # 42

7.3.6 How many child care providers closed as a result of an inspection during October 1 to September 30 of the last federal fiscal year? # 137

7.3.7 Please provide any additional information regarding health and safety complaints and inspections in the State or territory during October 1 to September 30 of the last federal fiscal year:

Note: Responses for 7.3.1 - 7.3.6 includes only data about programs under the regulatory authority of the Lead Agency. Thus, they do not include New York City day care centers.

Re: 7.3.1 - 2821 complaints received total (2,184 facilities with one or more complaints).

Licensed providers defined based on facility status in Closed, Licensed, Registered, Revoked/Suspended/Renewal Denied. LE providers defined based on facility status: Application (Received, Requested, Withdrawn, Denied, i.e. had never reached the status of L/R) or Illegal, or based on modality code LE, which is a new database capability.

Re: 7.3.2 - 3.4 days from complaint receipt to earliest documented response (earliest date of inspection or inspection attempt). 4.3 days from complaint to inspection date.

Re: 7.3.3 - NOTE: Of 2,821 complaints that were received during FFY19-20, 2,805 also received an attempted on-site inspection specifically associated with that complaint, 2,776 in FFY19-20 and 29 in FFY 20-21. Sixteen providers did not have an on-site inspection recorded in the Child Care Facility System (CCFS) database because the program closed within days of the complaint, too little information was received to locate the provider for

inspection, the provider was already in an enforcement status, or another inspection or complaint investigation was also associated with the provider at that time.

Re: 7.3.4 - data reports only provide complaint allegations that were substantiated or not, and do not identify other violations that may have been cited as part of the inspection.

Re: 7.3.5 - n=42 licensed and registered providers who entered a suspended status during the year. During a suspended status, providers cannot care for children and would therefore not be eligible to receive CCDF funds. However, it is not possible to determine the reasons these 42 child care providers were suspended because New York's system of record for child care licensing/registration/enrollment has only limited linkage to the child care subsidy payment system. An additional 358 enrolled legally-exempt providers had their status changed to Closed: Terminated during the year.

Re: 7.3.6 - n=1489 providers that closed in FFY19-20. Of those, 137 providers closed from an enforcement status. It is possible that additional providers closed due to the results of an inspection without going into an enforcement status.

7.4 How many child care staff, including caregivers, teachers, and directors, received coaching or TA to improve their understanding and adherence to health and safety standards (as a result of an inspection) during October 1 to September 30 of the last federal fiscal year?

- a) Licensed child care center staff: #
- b) Licensed family child care staff: #
- c) Licensed exempt child care staff: #
- d) Licensed exempt family child care staff: #

e) N/A

Describe:

OCFS tracks inspection results, including whether or not there is a corrective action plan, but there would be no way to tell the total number of staff that received technical assistance based on inspection results, with the possible exception of family child care providers, which are typically a single person providing child care. Technical assistance is an integral part of the inspection process and provided regularly during inspections.

7.5 Spending

7.5.1 Did the State or Territory spend CCDF quality set aside funds on facilitating compliance with State/Territory requirements for inspections, monitoring, health and safety standards and training, and State/Territory licensing standards during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriations years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality

dollars was spent on facilitating compliance with State/Territory requirements?

Yes.

If yes, %: 54.2

No

N/A

Describe:

7.5.2 Did the State or Territory use other non-CCDF funds (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) on facilitating compliance with State/Territory requirements for inspections, monitoring, health and safety standards and training, and State/Territory licensing standards during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

Preschool Development funds, state funds, and private philanthropy are used to support Start with Stars, a component of QUALITYstarsNY that works to facilitate regulatory compliance for inspections, monitoring, health and safety standards and training, and State/Territory licensing standards. Approximate combined total funding for Federal FFY 2020 was \$750,000.

No

N/A

Describe:

7.5.3. Did the State/Territory spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to facilitate compliance with State/Territory requirements for inspections, monitoring, health and safety standards and training, and State/Territory licensing standards?

Yes.

If yes, describe:

New York did spend CCDF funds to comply with CCDBG Health & Safety components during FFY 2020 and intends to do the same during FFY 2021.

No

N/A

Describe:

7.5.4. Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 to facilitate compliance with State/Territory requirements for inspections, monitoring, health and safety standards and training, and State/Territory licensing standards?

Yes.

If yes, describe:

CARES funds were used for training additional staff to increase or meet ratios.

No

N/A

Describe:

7.6 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

OCFS implemented new regulations in September 2019 to support legislation that was enacted in April 2019. This focus of the regulatory and statutory changes was to support implementation and alignment of CCDBG requirements around background checks, annual inspections and training. While OCFS already had existing standards and rules in these areas, they were not fully aligned with the CCDBG requirements. Upon implementation of these regulations, OCFS subsequently implemented the CCDBG requirements around background checks, annual inspections, and training throughout FFY 2020. There have been impacts to the ongoing implementation of these requirements as a result of the COVID-19 pandemic. OCFS has received federal waivers in these areas as a result of these challenges.

8) Evaluating the quality of child care programs in the State/Territory, including evaluating how programs positively impact children

Goal: State/Territory investment in effective quality improvement strategies using reliable data from evaluation and assessment

8.1. What assessment tool(s) did the State/Territory use in center based programs during October 1 to September 30 of the last federal fiscal year?

a) To measure program quality, describe:

QUALITYstarsNY uses standards developed by leading experts in the field of early childhood development and learning across New York State to provide a common framework for the elements of high quality in early care and education programs. There are 75 standards organized into four categories: Learning Environment, Family Engagement, Qualifications and Experience and Management and Leadership. A program's rating is determined using a point system based on the 75 different indicators, resulting in a one- to five-star rating with "five stars" denoting highest quality. To augment the rigor of the point system, an independent evaluation of a site's classrooms or a provider's home using the Environmental Rating Scale (ERS) tool is used.

b) To measure effective practice, describe:

N/A

c) To measure age appropriate child development, describe:

N/A

d) Other, describe:

N/A

N/A

Describe:

8.2. What assessment tool(s) did the State/Territory use to measure quality of program and effective practice in family child care programs during October 1 to September 30 of the last federal fiscal year?

a) To measure program quality, describe:

QUALITYstarsNY uses standards developed by leading experts in the field of early childhood development and learning across New York State to provide a common framework for the elements of high quality in early care and education programs. There are 75 standards organized into four categories: Learning Environment, Family

Engagement, Qualifications and Experience and Management and Leadership.
A program's rating is determined using a point system based on the 75 different indicators, resulting in a one- to five-star rating with "five stars" denoting highest quality. To augment the rigor of the point system, an independent evaluation of a site's classrooms or a provider's home using the Environmental Rating Scale (ERS) tool is used.

b) To measure effective practice, describe:

N/A

c) To measure age appropriate child development, describe:

N/A

d) Other, describe:

N/A

N/A

Describe:

8.3 Spending

8.3.1. Did the State or Territory spend CCDF quality set aside funds on evaluating the quality of child care programs, practice, or child development during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on evaluating child care programs, practice, or child development?

Yes.

If yes, %:

No

N/A

Describe:

8.3.2 Did the State or Territory use other non-CCDF funds development (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to evaluate the quality of child care programs, practice, or child development during October 1

to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

In addition to \$411,000 of CCDF funding, QUALITYstarsNY, the state's quality rating and improvement system, is funded with \$5M of state general fund dollars administered by the State Education Department; \$2,402,689 of Federal PDG B-5 funds: and \$210,000 from private philanthropy. Total invested in QUALITYstarsNY: \$8,023,689.

No

N/A

Describe:

8.3.3 Did the State/Territory spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 on evaluating the quality of child care programs in their state?

Yes.

If yes, describe:

No

N/A

Describe:

8.3.4. Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 on evaluating the quality of child care programs in their state?

Yes.

If yes, describe:

No

N/A

Describe:

8.4 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

Until New York's quality rating and improvement system, QUALITYstarsNY, is universally available, New York State has the goal of creating a "shorthand" system of quality indicators that capture the elements of a child care program's characteristics above and beyond regulatory compliance. Foundational to New York's approach is that the indicators under development can be assessed during a program inspection by staff who may not have a background in early childhood, and that the indicators encompass differential monitoring between center-based and home-based programs. A draft set of indicators focused on health and mental health has been created in consultation with the New York State Department of Health and the New York State Office of Mental Health. Due to competing demands, most especially the fallout of COVID-19 in the period February 2020 through the end of FFY 2020, progress was halted. Still to come is work to incorporate indicators from other domains, and the launching of a pilot study of their use during a standard monitoring inspection.

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 State or Territory support in their pursuit of accreditation during October 1 to September 30 of the last federal fiscal year?

- a) Number of licensed center based providers # 0
- b) Number of licensed FCC providers # 3
- c) Number of center based providers that serve CCDF children # 0
- d) Number of FCC providers that serve CCDF children # 0

N/A

Describe:

9.2 Spending

9.2.1 Did the State or Territory spend CCDF quality set aside funds on accreditation during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated

percentage of CCDF quality dollars was spent on evaluating child care programs, practice, or child development?

Yes.

If yes, %: CCDF Funds were used to provide EIP Scholarships to 4 Family Child Care providers/programs in the amount of \$5,000 for Family Child Care Accreditation

No

N/A

Describe:

9.2.2 Did the State or Territory use other non-CCDF funds development (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to support accreditation during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

No

N/A

Describe:

9.2.3. Did the State/Territory spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to support accreditation for child care providers?

Yes.

If yes, describe:

No

N/A

Describe:

9.2.4. Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 to support accreditation for child care providers?

Yes.

If yes, describe:

No

N/A

Describe:

9.3 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

New York State Network for Youth Success (NYSNYS), formerly AfterSchool Works! NY, offers a rigorous program accreditation for School-Age Child Care (SACC) programs that is available statewide. Thirty-seven programs are currently accredited in NYS. Information on the accreditation, including the manual, standards, etc. can be found on the NYS website here: <http://networkforyouthsuccess.org/wp-content/uploads/2018/08/2018-Manual-9.10.18.pdf>

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

10.1.1 Does the State/Territory have quality improvement standards that include indicators covering the following areas beyond what is required for licensing?

Yes.

No. Skip to 10.2

10.1.2 If yes, check which indicators, the State/Territory has established.

Health, nutrition, and safety of child care settings

Physical activity and physical development in child care settings

- Mental health of children
- Learning environment and curriculum
- Ratios and group size
- Staff/provider qualifications and professional development
- Teacher/provider-child relationships
- Teacher/provider instructional practices
- Family partnerships and family strengthening
- Other

Describe:

Until New York's quality rating and improvement system, QUALITYstarsNY, is universally available, New York State has the goal of creating a "shorthand" system of quality indicators that capture the elements of a child care program's characteristics above and beyond regulatory compliance. Foundational to New York's approach is that the indicators under development can be assessed during a program inspection by staff who may not have a background in early childhood, and that the indicators encompass differential monitoring between center-based and home-based programs. A draft set of indicators focused on health and mental health has been created in consultation with the New York State Department of Health and the New York State Office of Mental Health. Due to competing demands, most especially the fallout of COVID-19 in the period February 2020 through the end of FFY 2020, progress was halted. Still to come is work to incorporate indicators from other domains, and the launching of a pilot study of their use during a standard monitoring inspection.

10.2 Spending

10.2.1. Did the State or Territory spend CCDF quality set aside funds 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 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on these standards?

Yes.

If yes, %:

No

N/A

Describe:

10.2.2 Did the State or Territory use other non-CCDF funds development (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to support the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

State funds, Preschool Development funds, and private philanthropy have been used to support the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development during the last federal fiscal year. The approximate total amount for Federal FFY 2020 was \$7,402,690.

No

N/A

Describe:

10.2.3 Did the State/Territory spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to support the development or adoption of high-quality program standards?

Yes.

If yes, describe:

No

N/A

Describe:

10.2.4 Did the State/Territory spend at least some of the CCDF funds from the Coronavirus

Aid, Relief, and Economic Security (CARES) Act, 2020 to support the development or adoption of high-quality program standards?

Yes.

If yes, describe:

No

N/A

Describe:

10.3 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

- Accreditation for SACC programs: Thirty-seven programs are currently accredited in NYS.
- OCFS offers an Educational Incentive Program (EIP) that reimburses child care staff for training expenses taken to meet child care topics listed in regulation. The EIP program, however, prioritizes those training dollars toward course work completed to meet the requirements of the Child Development Associate (CDA) Credential, the New York State Children's Program Administrator Credential, School-Age Child Care Credential, Infant and Toddler Child Care and Education Credential or the Infant Toddler Child Development Associate Credential, as well as Family Child Care Accreditation administered by the National Association for Family Child Care, and the National Administrator Credential. Over the past few years, credit-bearing and credential (CDA) training have been incentivized. In 2019-2020, 86% of the EIP scholarship funds were issued to college and credential coursework (increase from 81% in 2018-2019), 53% went to CDA activities alone (increase from 47% in 2018-2019). This represents another year of growth in this area. QUALITYstarsNY standards in the Learning Environment category specifically focus on physical wellbeing and health, including obesity prevention. There are currently 801 participating programs throughout the state. In April 2020, the New York State Legislature and Governor Cuomo worked together to pass the New York State budget for state fiscal year 2020-2021 (FY 21) amidst the COVID-19 crisis. We are pleased to share that the enacted FY 21 budget maintains the state's \$5 million annual funding for QUALITYstarsNY.

11) Other activities to improve the quality of child care services as long as outcome measures relating to improved provider preparedness, child safety, child well-being, or kindergarten-entry are possible

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 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible:

We have no other activities to report. That said, OCFS has relationships with various advocacy groups and organizations that are able to offer professional development and conference opportunities for school-age providers as well as develop targeted technical assistance to further meet the needs of providers. We do not, however, assess the progress of those organizations.

11.1.1 Did the State/Territory set up a grant program designed to sustain the child care supply or provide sustainability funding to child care providers due to Coronavirus Disease 2019 (COVID-19) pandemic?

Yes.

If yes, describe it :

In mid-August, OCFS awarded \$50 million in CARES 2 funds to nearly 4,000 providers in every region of the State: \$5 million in re-opening/restructuring grants to support supplies and materials needed to support social distancing (PPE, room dividers, individual art kits); and, \$45 million in temporary operating support to support program bringing classrooms/groups online.

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

Licensed center-based programs

1288

Legally exempt center-based programs

14

Licensed family child care

2373

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

294

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

#

Other

(explain)

No

N/A

Describe:

11.1.2 Did the State/Territory provide cleaning supplies and/or personal protective equipment (PPE) to child care providers either through funding or directly in-kind due to Coronavirus Disease 2019 (COVID-19) pandemic?

Yes.

If yes, describe :

NYS child care providers were provided with hand sanitizer, masks and gloves distributed by our CCR&R partners.

and check which types of providers were eligible:

Licensed center-based programs

Legally exempt center-based programs

Licensed family child care

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

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

Other

(explain)

Licensed center-based programs # 1288

Licensed family child care # 2373

No

N/A

Describe:

11.2 Spending:

11.2.1 Did the State or Territory spend CCDF quality set aside funds on other activities to improve the quality of child care services during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that

were spent during the fiscal year. If so, what estimated percentage of the CCDF quality dollars was spent on these standards?

Yes.

If yes, %: 15.75 This percentage includes CARES expenditures for direct services (Essential Worker Scholarships) that we aren't able to differentiate from CARES Quality expenditures.

No

N/A

Describe:

11.2.2 Did the State or Territory use other non-CCDF funds development (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to improve the quality of child care services during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

\$2.4M of funds from PDG B-5 were used to support QUALITYstarsNY.

No

N/A

Describe:

11.2.3 Did the State/Territory use at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 on other activities to improve the quality of child care services as long as outcome measures relating to improved provider preparedness, child safety, child well-being, or kindergarten-entry are possible?

Yes.

If yes, describe:

No

N/A

Describe:

11.2.4 Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 on other activities to improve the quality of child care services as long as outcome measures relating to improved provider preparedness, child safety, child well-being, or kindergarten-entry are possible?

Yes.

If yes, describe:

No

N/A

Describe:

12) Lead Agencies must submit an annual report, as required at 45 CFR Â§ 98.53(f)(4), describing any changes to State/Territory regulations, enforcement mechanisms, or other State/Territory 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.

a) 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.

OCFS conducts on-going review of reported serious injuries and fatalities in all child care programs and takes appropriate action when warranted. Instances of reported serious injuries and fatalities result in a complaint investigation and/or site visit to the program for assessment and subsequent enforcement action, if warranted. OCFS also assesses trends in enforcement data and has historically used this information to make regulatory and policy changes to improve the health and safety of children in care.

b) Describe any changes to State regulations, enforcement mechanisms, or other States policies addressing health and safety based on the annual review and assessment.

OCFS has existing regulatory authority to respond to health and safety issues and take enforcement action, if warranted. Assessment is done at the time that incidents occur.

OCFS has also added regulations that provides the authority to impose a safety plan while investigating allegations against a program, so that immediate measures can be taken to

safeguard children, when warranted, pending the outcome of an investigation. A safety plan is a written strategy in which the Office imposes restrictions on a licensed or registered child care program when allegations of risk of harm to child(ren) exist in the program or are made against a person working, volunteering, visiting or living at the site of the child care program.