

Quality Progress Report (QPR) For New York FFY 2021

1) Overview

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

1.1 State or Territory Child Care Provider Population

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

Licensed center-based programs

6988

N/A.

Describe:

License exempt center-based programs

392

N/A.

Describe:

Licensed family child care

10347

N/A.

Describe:

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

2480

N/A.

Describe:

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

2775

N/A.

Describe:

Other.

Explain

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

License-exempt providers/programs are only required to be enrolled if they care for one or more children whose care is paid with child care subsidy funding. License-exempt providers/programs that solely care for privately funded children are unknown because they do not have to become licensed, registered, permitted, or enrolled, and so we do not have data for them.

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N/A

1.2 Goals for Quality Improvement

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

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: While still modest overall, the past year saw a significant increase in participation: 21.8% of licensed child care centers (compared to 8.2% last year) and 1.1% of licensed family child care homes are now participating in QUALITYstarsNY. All of those programs were able to receive technical assistance and quality improvement resources related to the QRIS during FFY 2021, which contributes to quality. With regard to the rating of participating programs, 309 programs submitted their Standards Inventory and received a provisional rating of 3-5-

Stars. Provisionally rated programs of 3-5-Stars are required to complete an Environmental Rating Scale (ERS) observation that is calculated into the final rating and Star level. Of the 309 programs that received a 3-5-Star Provisional Rating, 63 were previously rated at either a 1-Star or 2-Star and 125 were previously rated 3-5-Stars. The provisional data does not represent the final rating but indicates the potential for point increases and Star level increases for 188 programs that underwent re-rating during the pandemic. Of the 309, 121 are newly enrolled programs receiving their first rating and provisionally, they are coming in with at least a 3-Star rating based on their Standards Inventory submission. Final ratings will be issued once the ERS observations are completed in 2022.

- Start with Stars (SwS) has been a critical component of quality improvement for programs needing intensive support. Programs that participate in SwS before transitioning into regular QUALITYstarsNY participation receive the same resources and support from a designated Quality Improvement Specialist. The in-person visits and other contact occur with more frequency in SwS and all goals for the 6-month intensive timeframe are developed in partnership with the program leader and are recorded and tracked in the Quality Improvement Plan. Current participation data shows that 22 center-based programs and 6 family child care programs are enrolled in SwS. As QUALITYstarsNY looks towards expansion, enrollment of more SwS programs is expected to meet the needs of newly opened UPK/3K classrooms and programs starting out in child care deserts.

- During the Pandemic, programs participating in QUALITYstarsNY were supported in many ways to meet the needs of families and children. Making sure that programs had ample materials to send home to maintain the level of interaction and productivity was important and efforts were successful and deeply appreciated by families. As programs were able to re-open, QUALITYstarsNY created professional learning virtual sessions ("Considerations for Reopening") attended by over 2,500 members of the child care workforce on reopening and operating their programs safely during the COVID-19 pandemic with a focus on health, safety, managing loss/social-emotional development, and building back to quality

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 1 new coach and 25 new trainers including 18 Professional development and 7 Content specialists during FFY 2021.

- To build capacity among trainers & coaches, The New York Association for the Education of Young Children (NYAEYC) continued to facilitate 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.

The NY Early Childhood Professional Development Institute's Career Development Center has continued to replicate satellite locations throughout the New York economic regions. Career Advisement has been provided to 4508 individuals throughout New York State. A variety of advisement topics include career and academic planning, study plans, scholarship sourcing, job search and resume writing, Doctorate degree exploration, Career Assessment, and teacher certification guidance.

- Due to the COVID-19 emergency, several training sessions were delivered via WebEx 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

- Supporting providers in the voluntary pursuit of accreditation through the Educational Incentive Program. In FFY 2021, the SUNY Professional Development Program (PDP) awarded 6,578 scholarships totaling \$4,588,051.00 to date. Additional scholarship awards were made in the amount of \$435,129 through QualityScholars funding.

- 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 virtually 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 2020 and March 2021, 2,033 trainings were held. As in previous years, child care providers continue to receive Preschool and Infant Toddler training. From 2020 to 2021, there was an increase in the number of Family Child Care Module trainings. 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 training sessions:

- February 2021 - I/TMHC Case Review
- May 2021 - From Idea to Action: Translating Goals to Strategies and Implementation
- August 2021 - Building a Stronger and Healthier new York with Evidence-Informed ITMHC
- Small Group Case Consultations
- Monthly Statewide I/TMHC Meetings
- Reflective Practice Groups
- DEI Learning Collaboratives
- Regular Regional Data and Evaluation Meetings
- RBA 101 training was held in September of 2021

- 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 53 Infant/Toddler Specialists in the network.

- Administered the Medication Administration Training (MAT) rebate program by reimbursing providers the cost of the MAT certification 1,140 rebates, totaling \$99,410.

- Other activities to improve the quality of child care services:

In FFY 2021, a comprehensive plan of professional development was developed to introduce the Revised Early Learning Guidelines to the workforce (training and technical assistance professionals, leaders, higher education faculty, and educators).

In FFY 2021, New York State's training and technical assistance professionals were invited to participate in intensive professional development on the shifts within the Revised New York State Early Learning Guidelines. This professional development opportunity, in which 55 credentialed training and technical assistance professionals participated, consisted of three full day sessions and a follow-up learning community. The series was offered three times in FFY 2021. The topics covered included:

- Understanding the developmental period from birth through age eight across the approaches to learning, physical, social and emotional, cognitive, and communication, language and literacy areas.
- Understanding and valuing each child as an individual, with particular attention to understanding and affirming each child's funds of knowledge, gender identity development, and linguistic development.
- Understand the ways that child development and the learning process occur within multiple contexts, including family, culture, language, community, and early learning settings as well as within a larger societal context that includes structural inequities.

Additionally, training on the shifts within the Revised Early Learning Guidelines was offered to higher education faculty (one session), early childhood leaders and coaches (8 sessions), regulators (15 sessions), and educators (34 sessions, 5 of which were in Spanish). A draft of a guide for using the Early Learning Guidelines to teach Child Development Associate courses was developed.

- Facilitated the development of a training for information on coordination of Early intervention services for Infants and Toddlers in Child care programs. In October, 23 Infant Toddler specialists began the next Program for Infant Toddler Care (PITC). This program highlights six essential program practices for relationship-based care. 10 Infant toddler specialists completed their New York State Association Infant Mental Health endorsement (NYSAIMH).

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

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

2.1 Lead Agency Progression of Professional Development

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

Yes.

If yes, describe:

The 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, 1,695 approved virtual training events were held supporting 22,862 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 lead agency use to track the progression of professional development for teachers/providers serving children who receive CCDF subsidy? Describe:

2.1.2 Are any teachers/providers required to participate?

Yes.

If yes, describe:

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, CRRSA and ARPA funds.

No.

If no, describe:

2.1.3 Total number of participants in the registry as of September 30, 2021 # 7248

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

Scholarships (for formal education institutions)

4791

Financial bonus/wage supplements tied to education levels

#

Career advisors, Mentors, Coaches, or Consultants

17

Reimbursement for training

1140

Loans

#

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

#

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 2020, the NY Early Childhood Professional Development Institute, with funding from the PDGB-5 grant, and through its Career Center expanded the Infant Toddler 12 credit-bearing CDA to include three additional community college sites and added three additional sites in 2021 - to make a dramatic increase in the number of prepared and credentialed members of the infant toddler workforce. Furthermore, each of these members of the workforce are encouraged to continue their higher education by articulating the credential earned to seek higher degrees.

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.

This project was extended through the Fall 2020 semester and then, funding from the PDGB-5 grant was used to extend the scholarship support throughout the state in January 2021, using the SUNY and CUNY schools at the 2-year, 4-year, and graduate levels to increase credentials for the early childhood workforce. This project increases the number of courses an individual in the workforce can take each semester, expediting their completion of credentials, degrees, certificates, and teacher certification. Each participant meets with a Career Advisor located in one of 10 statewide Career Centers to create a study plan and to monitor progress and mitigate barriers to success.

Since January 1, 2021, 785 individuals have applied and been screened to access the scholarship. Individuals first must exhaust eligible EIP funds and then apply for the B5 portion of the scholarship for a potential opportunity to access a total of \$4000 for the calendar year. Individuals are in various stages of application and status, including college application, exhausting the EIP portion of the scholarship, pursuing Job searches and skill building to join the workforce which is a requirement of the scholarship. Participants are required to attend a minimum of three career advisement sessions including a goal setting meeting, mid-semester check-in and an end of semester report out. The career advisors support each member in decisions regarding course work, scholarship application supports, accessing and connecting students to resources on campus such as tutors and student services, linking students to various services at the career center such as the lecture series. A common theme this past

year was the need to provide information to students on time management. The scholarship has been meaningful in bringing students closer to completion of a certificate, credential, degree and teacher certification is a shorter amount of time with less personal debt.

The NY Early Childhood Professional Development Institute's Career Development Center has continued to replicate satellite locations throughout the New York economic regions. Career Advisement has been provided to 4508 individuals throughout New York State. A variety of advisement topics include career and academic planning, study plans, scholarship sourcing, job search and resume writing, Doctorate degree exploration, Career Assessment, and teacher certification guidance.

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 2021, 81% percent of EIP funds went to credit-bearing or credentialing activities. Specifically, 6,546 awards totaling \$4.19M were paid and 8,947 applications totaling \$5M were processed for college-level, credit-bearing courses. In FFY 2021, 728 individuals received scholarship funding for the CDA Credential fee, 4 individuals received scholarship funding for the Children's Program Administrator Credential of New York State, and 75 individuals received scholarship funding for the New York State School-Age Care Credential fee.

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, and Adverse Childhood Experiences (ACES101). 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 2021, 1,569 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 2021, 88 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 2021, 93 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 2021, 138 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 2021, 2,845 providers received 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 2021, 355 providers received training in other topic areas.

Lastly, CSEA's Quality Grant Program provides \$1,000 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 2021, CSEA provided \$1,000 Quality Grants to 3,780 child care providers, CARE Course bundles to 2,734 providers and Chromebooks to 3,129 providers.

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.

*Note: for the checkboxes above, please see below:

Scholarships (for formal education institutions) # 4,791 people received a total of \$4,190,068 in scholarships for training and educational activities

Career advisors, mentors, coaches, or consultants # 17 individuals received EIP scholarship support of \$13,913 (included in number above)

Reimbursement for training # 1,140 people received a total of \$99,410 in reimbursements for Medication Administration Training (MAT)

N/A

Describe:

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

2.3 Licensed child care providers

a. Total number

Licensed child care center directors: #: 4791

Licensed child care center teachers: #: 160649

Licensed family child care center providers: #: 26043

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

Licensed child care center directors: #: n/a

Licensed child care center teachers: #: n/a

Licensed family child care center providers: #: n/a

N/A

If N/A, explain:

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

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

Licensed child care center directors: #: n/a
Licensed child care center teachers: #: n/a
Licensed family child care center providers: #: n/a

N/A

If N/A, explain:

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

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

Licensed child care center directors: #: n/a
Licensed child care center teachers: #: n/a
Licensed family child care center providers: #: n/a

N/A

If N/A, explain:

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

e. How many had a State child care credential?

Licensed child care center directors: #: n/a
Licensed child care center teachers: #: n/a
Licensed family child care center providers: #: n/a

N/A

If N/A, explain:

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

f. How many had State infant and toddler credentials?

Licensed child care center directors: #: n/a
Licensed child care center teachers: #: n/a
Licensed family child care center providers: #: n/a

N/A

If N/A, explain:

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

g. How many had an "other" degree?

Define "other" degree:

n/a

Licensed child care center directors: #: n/a

Licensed child care center teachers: #: n/a

Licensed family child care center providers: #: n/a

N/A

If N/A, explain:

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

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

2.4 Licensed CCDF providers

a. Total number

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

n/a

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

n/a

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

n/a

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

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

n/a

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

n/a

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

n/a

N/A

If N/A, explain:

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

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

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

n/a

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

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

N/A

If N/A, explain:

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

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

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

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

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

N/A

If N/A, explain:

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

e. How many had a State child care credential?

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

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

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

N/A

If N/A, explain:

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

f. How many had State infant and toddler credentials?

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

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

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

N/A

If N/A, explain:

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

g. How many had an "other" degree?

Define "other" degree

n/a

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

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

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

N/A

If N/A, explain:

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

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

a) Business practices

Total: 207473

Licensed or registered center-based programs: 141717

License-exempt center-based programs: 6362

Licensed or registered family child care: 47766

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

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

b) Mental health

Total: 32175

Licensed or registered center-based programs: 20500

License-exempt center-based programs: 246

Licensed or registered family child care: 10269

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

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

c) Diversity, equity, and inclusion

Total: 67840

Licensed or registered center-based programs: 46201

License-exempt center-based programs: 1322

Licensed or registered family child care: 16899

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

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

d) Other:

Describe:

Note: for a), b) and c) - License- exempt family child care (care in providers' home) and In-home (care in the child's own home) are included in the total number for License-exempt center- based programs.

Total: 147504

Licensed or registered center-based programs: 100809

License-exempt center-based programs: 3811

Licensed or registered family child care: 36199

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

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

2.6 Spending:

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

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

Yes.

Amount spent: \$ 16451247

Comments related to dollar amount provided (optional):

These funds are expended via contracts with our Training vendors (SUNY Professional Development Program and CUNY Professional Development Institute.)

No

N/A

Describe:

Â

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

Yes.

Amount spent: \$ 6041513

If yes, describe source(s) of funding:

State General Funds through contracts with CSEA and UFT (the unions representing family child care providers in New York State) to provide additional Professional Development opportunities to family child care providers in New York State

No

N/A

Describe:

Â

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

Yes.

Amount spent: \$

If yes, describe how funds were used:

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No

N/A

Describe:

Training was an allowable expense, but providers' uses of CARES funding was

not systematically tracked.

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

Yes.

Amount spent: \$

If yes, describe how funds were used:

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No

N/A

Describe:

Â

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

Yes.

Amount spent: \$

If yes, describe how funds were used:

Â

No

N/A

Describe:

Â

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

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

Yes.

Amount spent: \$

If yes, describe how funds were used:

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No

N/A

Describe:

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2.7 Progress Update:

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

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.

EIP continues to prioritize the acquisition of the Child Development Associate (CDA) Credential, along with other early childhood credentials and college coursework in early childhood education. In FFY 2021, 81% of the total funds issued were for college and credential coursework; 4,307 scholarships totaling \$3,410,010 were issued. This is an increase over FFY 2019, when 4,084 scholarships totaling \$3,195,643 were issued for college and credential coursework.

Specific to CDA activities, 47% of the total funds issued in FFY 2021 were for CDA activities: 2,784 scholarships totaling \$ 1,983,882 were issued.

OCFS continued to fund no-cost Pyramid Model Module Training. Deliveries of the Pyramid Model Preschool Modules 1-3, Infant Toddler (I/T) Modules 1-2, Family Child Care Modules 1-2, Parents Interacting with Infants (PIWI), Positive Solutions for Families, as well as Pyramid Model Review sessions were offered virtually throughout the year. Between April 2020 and March 2021, 258 Modules were delivered, an increase of 137 from the previous year. In June of 2021, the 20 new Master Cadre trainers (including 4 bilingual (Spanish)

speakers) were fully trained and able to start to offer all of the modules, classroom coaching and for those who had tested reliable, the Pyramid Infant Toddler Observation Scale (TPITOS) and Teaching Pyramid Observation Tool (TPOT). The TPITOS and TPOT are classroom observation tools that focus on the implementation of teaching and behavior support practices that are associated with implementing the Pyramid Model to fidelity.

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, 2020 and September 30, 2021, 392,561 course completions were recorded. There were 285,431 course completers who received training that supports the federal Health and Safety topic areas. The grand means for the nineteen (19) e-learning courses which support these areas ranged from a 4.38 to 4.57 out of a possible score of 5.00. These means show that the e-learning participants had 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 continued to support 22 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 twenty-two 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 2020 to September 2021, 309 programs submitted their Standards Inventory and received a provisional rating of 3-5-Stars.

Provisionally rated programs of 3-5-Stars are required to complete an Environmental Rating Scale (ERS) observation that is calculated into the final rating and Star level. Of the 309 programs that received a 3-5-Star Provisional Rating, 63 were previously rated at either a 1-Star or 2-Star and 125 were previously rated 3-5-Stars. The provisional data does not represent the final rating but indicates the potential for point increases and Star level increases for 188 programs that underwent re-rating during the pandemic. Of the 309, 121 are newly enrolled programs receiving their first rating and provisionally, they are coming in with at least a 3-Star rating based on their Standards Inventory submission. Final ratings will be issued once the ERS observations are completed in 2022.

Response is related to 2.3 a-e - Programs are required to hire staff that meet the minimum educational qualifications outlined in Regulation. We do capture information regarding staff education when their role requires it (e.g. Director of SACC or DCC) and that information is entered in the system of record. We do not record education qualifications that exceed the minimum that is required. As such, we currently do not have the education information on the majority of our child care staff.

Response is related to 2.4.a-e - Programs are required to hire staff that meet the minimum educational qualifications outlined in Regulation. We do capture information regarding staff education when their role requires it (e.g. Director of SACC or DCC) and that information is entered in the system of record. We do not record education qualifications that exceed the minimum that is required. As such, we currently do not have the education information on the majority of our child care staff.

3) Improving early learning and development guidelines

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

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

Yes.

If yes, describe changes or updates:

No

N/A

Describe:

3.2 Spending:

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

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

Yes.

Amount spent: \$

Comments related to dollar amount provided (optional):

No

N/A

Describe:

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

Yes.

Amount spent: \$

If yes, describe source(s) of funding:

No

N/A

Describe:

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

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

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

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

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

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

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

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative

expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

3.3 Progress Update:

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

Early Learning Guidelines (ELG) training sessions are being held as part of the work in the federal PDG B-5 grant. The New York State Early Learning Guidelines, Birth to 8, is a child development resource for all early childhood educators working with children from birth through age eight, across all early learning settings. The Guidelines describe how children develop and provide strategies that educators can use to promote child development. Through a subcontract with NYAEYC, Council on Children and Families (CCF) is providing trainings on the revised ELG and the Core Body of Knowledge. During parts of 2020, these trainings were conducted virtually. There were 3 virtual "Introduction to the Early Learning Guidelines" trainings delivered for childcare providers.

There were 8 trainings delivered to a total of 121 regulatory staff. These training sessions provides an overview of the Revised New York State Early Learning Guidelines. Participants were trained on how to use the Revised Guidelines to support educators in understanding child development and responding to children's needs with specific instructional, environmental and family engagement strategies. Regulators reflected on the ways in which the understanding of child development is a protective factor, and they practiced linking regulations to specific developmental areas in the Early Learning Guidelines.

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

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

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

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

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

Describe:

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

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

- Licensed child care centers
- Licensed family child care homes
- License-exempt providers

- Programs serving children who receive CCDF subsidy
- Early Head Start programs
- Head Start programs
- State Prekindergarten or preschool programs
- Local district-supported Prekindergarten programs
- Programs serving infants and toddlers
- Programs serving school-age children
- Faith-based settings
- Tribally operated programs
- Other.
Describe:

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

a. Number of providers eligible for QRIS:

- Licensed child care centers: # 6988
- License-exempt child care centers: # 0
- Licensed family child care homes: # 10347
- License-exempt family child care homes: # 0
- In-home (care in the child's own home): # 0
- Programs serving children who receive CCDF subsidy: # 0
- Other: n/a
- Describe:
n/a

b. Number of providers participating in QRIS:

- Licensed child care centers: # 609
- License-exempt child care centers: # 0
- Licensed family child care homes: # 204
- License-exempt family child care homes: # 0
- In-home (care in the child's own home): # 0
- Programs serving children who receive CCDF subsidy: # 0
- Other: 52
- Describe:
Public School PreK Classrooms

c. N/A:

Licensed child care centers: #

n/a

License-exempt child care centers: #

n/a

Licensed family child care homes: #

n/a

License-exempt family child care homes: #

n/a

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

n/a

Programs serving children who receive CCDF subsidy: #

n/a

Other, describe:

n/a

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

- Yes (check all that apply).
- Licensed child care centers
- Licensed family child care homes
- License-exempt providers
- Programs serving children who receive CCDF subsidy
- Early Head Start programs
- Head Start programs
- State Prekindergarten or preschool programs

- Local district-supported Prekindergarten programs
- Programs serving infants and toddlers
- Programs serving school-age children
- Faith-based settings
- Tribally operated programs
- Other

Describe:

The NYSB5 grant was renewed through 2022. This grant continues to fund sites and requires QRIS participation with a goal to recruit 100 additional programs. All participating programs received support from their assigned Quality Improvement Specialist and based upon the program's quality improvement plan programs receive funding support for career development, professional development, educational materials and equipment, family engagement resources and more.

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. In 2021, 77 Head Start programs were enrolled in QUALITYstarsNY and 53 of those submitted their Standards Inventory so far earning at least a 3-Star and are awaiting the Environmental Rating Scale (ERS) observation to receive their final rating in 2022. Head Start programs continue to apply to QUALITYstarsNY and recruitment sessions are consistently available for program leaders to learn more about participation.

Despite the fact that QUALITYstarsNY participation is not required in New York, over 850 programs are currently participating and actively working to improve their quality in all ten regions across the state.

- No
- N/A

Describe:

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

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

N/A

Describe:

There are 30 licensed family child care providers at the 3-5 star level. The 247 licensed center-based programs are 3-5 star rated; there are also 29 school-based programs that are 3-5 star rated. Onsite assessments for all participating programs could not be performed during this time period due to the pandemic.

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. This work was remote throughout FY 2021.

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

- a. Total number of CCDF children in high quality care # see below
 - i. Infant # see below

Define age range: see below

- ii. Toddler # see below

Define age range: see below

- iii. Preschool # see below

Define age range: see below
iv. School-age # see below

Define age range: see below
b. Other. Describe:
see below

c. 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 2020-21 Q2, 1.3% 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); 1.7% of children 3 through 5.99 years of age receiving child care subsidies (or 0.7% of children receiving subsidies) were in high quality care programs; and 2.3% of 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 200 infants and toddlers and 450 preschoolers in high quality care per month, or 300 and 600 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 2020-21 due to the COVID-19 pandemic.

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

2021?

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

No

N/A

Describe:

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

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

No

N/A

Describe:

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

- Yes, the following programs received ongoing technical assistance.
 - a. Licensed child care centers # 609
 - b. License-exempt child care centers # n/a
 - c. Licensed family child care homes # 204
 - d. License-exempt family child care (care in provider's home) # n/a

e. In-home (care in the child's own home) # n/a

f. Programs serving children who receive CCDF subsidy # n/a

No

N/A

Describe:

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

Yes, the following programs received higher subsidy rates.

a. Licensed child care centers #

b. License-exempt child care centers #

c. Licensed family child care homes #

d. License-exempt family child care (care in provider's home) #

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

f. Programs serving children who receive CCDF subsidy #

No

N/A

Describe:

Quality ratings are only available for a small number of providers. Subsidy payment rates are not tiered based on quality rating. However, local districts have the option to pay a differential payment rate of up to 15% for nationally accredited child care programs. 13 out of 58 local districts currently opt to pay a higher rate for accredited programs.

4.11 Spending:

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

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

Yes.

Amount spent: \$ 411000

Comments related to dollar amount provided (optional):

No

N/A

Describe:

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

Yes.

Amount spent: \$ 2400000

If yes, describe source(s) of funding:

\$2.4M is PDGB-5 funding and \$5M is State budget Allocation

No

N/A

Describe:

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

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

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

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

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

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

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

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

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

4.12 Progress Update:

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

QUALITYstarsNY's most recent report (2019-2020) shows that 85% of re-rated programs either maintained a high level of quality or increased one or multiple star levels. Due to the pandemic, updated data is not available as onsite rating observations did not occur. 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 or territory-funded infant toddler specialists available to providers during October 1, 2020 to September 30, 2021.

Yes, specialists are available.

a) Number of Specialists available to all providers # 53

b) Number of specialists available to providers serving children who receive CCDF# 53

c) Number of specialists available specifically trained to support family child care providers # 53

d) Number of providers served # 1505

e) Total number of children reached # 29579

No, there are no funded specialists.

N/A

Describe:

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

a. Number of programs receiving on-site coaching:

Licensed child care centers: # 477

License-exempt child care centers: # n/a

Licensed family child care homes: # 371

License-exempt family child care homes: # 25

In-home (care in the child's own home) providers: # 12

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

Licensed child care centers: % 60

License-exempt child care centers: % n/a

Licensed family child care homes: % 60

License-exempt family child care homes: % 60

In-home (care in the child's own home) providers: % 60

c. N/A:

Licensed child care centers, describe:

n/a

License-exempt child care centers, describe:

n/a

Licensed family child care homes, describe:

n/a

License-exempt family child care homes, describe:

n/a

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

n/a

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

Consultants available

33

Consultants available to providers serving CCDF children

#

No funded infant and toddler health consultants.

N/A

Describe:

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

Yes

Describe (include link to analysis if available):

OCFS, in partnership with the Council on Children and Families, conducted a preliminary child care desert supply analysis in May of 2021 using pre COVID-19 pandemic data on child care slots available per population for children birth to 5. Child care availability was mapped at the census tract level and used for planning purposes for a new child care deserts initiative that is under development. This assessment included preschool age groups and specific Infant toddler information is not available

No

N/A

Describe:

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

Number of staffed family child care networks:

49

Describe what the hub provides to participating family child care 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 networks (FCCNs), funded in part with CCDF dollars.

NYCDOE) FCCNs are operated by independent, community-based organizations to support licensed and registered affiliated family child care providers throughout NYC.

NYCDOE FCCNs:

- are embedded in the community allowing for the opportunity to develop close relationships with families and the community.
- offer flexibility and mission-driven programming with a strong early childhood and community support focus, tailoring its unique services to our city's youngest children and their families.
- are typically small, close-knit environments that afford staff an opportunity to collaborate, brainstorm, and learn and grow as a team.
- provide opportunities for professional development and leadership for all Network staff members.

NYCDOE FCCNs support and services offered to affiliated providers and the families enrolled in programs include, but are not limited to the following...

- High quality professional learning opportunities for affiliated providers tailored to the needs of their community.
- Intensive coaching from Education Specialists to enhance mixed-age group interactions using the NYCDOE created Let's Play! curriculum and/or other approved resources.
- Monthly visits from health and safety monitors to ensure all NYCDOHMH health and safety practices.
- Support family enrollment and engagement through a variety of mechanisms including engaging providers and families in collaborative activities.
- NYCDOE social workers to work alongside Networks, providers, and families to provide mental health consultation.

No staffed family child care networks supported by CCDF funds.

N/A

Describe:

5.6 Spending:

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

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

Yes.

Amount spent: \$ 4275108

Comments related to dollar amount provided (optional):

Funds flowed through contracts to our Regional Infant/Toddler Resource Centers to provide additional support to programs serving Infants and Toddlers

No

N/A

Describe:

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

Yes.

Amount spent: \$

If yes, describe source(s) of funding:

No

N/A

Describe:

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

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

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

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

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

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

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

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

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

5.7 Progress Update:

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

Include examples and numeric targets where possible.

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 Infant and Toddler (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.

ECLC's Director of Child Care Supply continues to work with CCRRs across the network to address the need for increased supply.

The ECLC has provided a rich collection of PD opportunities to the network of I/T Specialists and Infant and Toddler Mental Health (ITMH) Consultants whom we support-a detailed summary can be found below.

Training for providers continues to be a high priority. COVID-19 has impacted the work of both the I/T Specialists and I/TMH Consultants. Throughout the year, because of fluctuating infection rates and concerns about maintaining physical safety, much of the training and technical assistance took place virtually, in lieu of in-person contact. The infant I/TMH Consultants grew to a network of 33 consultants strong. 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 continue to receive 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 five cohorts of I/TMH Consultants receiving reflective supervision, and the total number of consultants statewide is 33.

2021 Professional Development Offerings for Infant Toddler Specialists

Monthly meetings of the IT Specialists to support their work across the state, 12 sessions total were made available for full network of IT Specialists-each meeting included a facilitated DEI activity; peer to peer training was also a key focus throughout the year, topics included: social emotional development of infants and toddlers, supporting providers during COVID; best practices for virtual trainings, and more.

The Spring Infant Toddler Retreat took place in June 2021, with representation from all seven regions, and over 60 I/T Specialists and I/TMH Consultants in attendance and included this two-day of virtual learning/PD, including: an Intercultural Diversity Inventory (IDI) activity; StrengthsFinder training: Conscious Discipline training "Finding Calm in the Chaos with Conscious Discipline."

Our partners at Prevent Child Abuse NY held Communities of Practice and Teachback sessions throughout the year to support the specialists who had gone through the "Healthy Sexual Development for Infants and Toddlers" 101 TOT in 2020.

Our partners at New York Association for Infant Mental Health held monthly zoom sessions to support our network of I/T Specialists in securing their NYS AIMH Endorsement-16 I/T Specialists completed their certification in 2021.

ECLC was able to support over 20 I/T Specialists in enrolling in the Program for Infant and Toddler Care (PITC) virtual learning program offered through WestEd. This gold-standard training for I/T Specialists will run through May of 2022.

Our partners at NY Association for the Education of Young Children (NYAEYC) delivered a variety of training to the Infant Toddler Specialists within our NY network, including: the New York State Core Body of Knowledge Training Series (Days 1-6); Interest Driven Learning Framework - Coaching Practices; Coaching Communities of Practice; Interest Driven

Learning Framework (Infant and Toddler Sessions).

Training in CLASS and ITERS were also made available in 2021-much of the work around ITERS has had to be postponed multiple times, as the training to Reliability requires classroom visits with a small cohort of specialists and an expert trainer, that have not been possible under COVID.

I/TS, partnering agencies, and OCFS worked in collaboration with Romina M. Barros, MD, FAAP, Developmental Behavioral Pediatrician CDC Act Early Ambassador to New York State, to develop a workplan for NYACTS Early. The workplan and goals of phase one were completed including the development of ITS TOT on Monitoring Developmental Milestones. All 35 CCR&R's received free resources and books related to the topic through Birth to Five funding and the Council on Children and Families. The TOT was delivered to the I/TS. The specialists are now training providers, licensors, I/TMH Consultants, families, LE staff and others within their regions with an effort to reach as many people as possible within their communities.

The upcoming Child Care Desert RFA includes bonus funding for programs who plan on opening slots specifically for infants and toddlers to incentivize care across the state. All providers will be participating in QUALITYStarsNY as well as receiving additional technical assistance on operating infant/toddler programs.

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

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

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

The CCR&R network has played an instrumental role in New York's expenditure of federal CARES funds. Federal child care funds have supported this network since 1982. OCFS contracts with CCRRs throughout New York State to provide a variety of services. The most

recent contracts began October 1, 2018. More information on the specific services provided can be found in Section 6.3.

6.2 Spending:

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

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

Yes.

Amount spent: \$ 13629040

Comments related to dollar amount provided (optional):

OCFS contracts with CRRs in 5-year increments to provide a variety of services for New York's children, families and child care providers. The most recent contracts began 10/1/2018.

No

N/A

Describe:

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

Yes.

Amount spent: \$

If yes, describe source(s) of funding:

No

N/A

Describe:

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

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

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

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

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

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

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

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative

expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

6.3 Progress Update:

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

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.

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 25 percent 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 lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards

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

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

a. Licensing standards

Yes.

No.

If not, describe why:

b. Caring for Our Children Basics

Yes.

No.

If not, describe why:

c. Head Start

Yes.

No.

If not, describe why:

d. State pre-k

Yes.

No.

If not, describe why:

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

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

- a) Licensed providers # 1768
- b) Licensed-exempt providers # 700

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

7.2.2 What was the average length of time between receiving the complaint and taking steps to respond to a complaint during October 1, 2020 to September 30, 2021? 4.1 days

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

7.2.3 How many complaints received an on-site follow-up inspection during October 1, 2020 to September 30, 2021? # 2388

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

September 30, 2021

7.2.4 How many of the complaints resulted in one or more *substantiated* violations in the program or provider site identified during October 1, 2020 to September 30, 2021? # 821

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

7.2.5 How many child care providers had CCDF funding revoked as a result of an inspection during October 1, 2020 to September 30, 2021?# 29

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

7.2.6 How many child care providers closed as a result of an inspection during October 1, 2020 to September 30, 2021? # 63

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

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

Note: Responses for 7.2.1 - 7.2.6 includes complaint data about programs under the regulatory authority of the Lead Agency only. Thus, they do not include New York City Day Care Centers.

Re: 7.2.1 - 2468 complaints received total (1905 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: 7.2.2 - 4.1 days from complaint receipt to earliest documented response (earliest date of inspection or inspection attempt). If inspection date precedes complaint, set to zero days. 6 LE facilities that were still open/enrolled had not had an inspection or attempt yet, these were calculated using the date the data were pulled, October 28, 2021. A small number of providers did not have an inspection/attempt recorded in the 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: 7.2.3 - Of 2468 complaints that were received during FFY20-21, 14 had no inspection/attempt for various reasons. 2388 inspection/attempts in FFY20-21

Re: 7.2.4 - 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: 7.2.5 - n=29 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 29 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 139 enrolled legally-exempt providers had their status changed to Closed: Terminated during the year.

Re: 7.2.6 - n=1594 providers that closed in FFY20-21. Of those, 63 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.

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

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

f. N/A

Describe:

There is no way to determine if staff received training/TA specifically based on an inspection.

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

Total
176

Licensed or registered center-based programs

66

License-exempt center-based programs.

53

Licensed or registered family child care

57

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

#

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

#

Programs serving children who receive CCDF subsidy

#

7.5 Spending:

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

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

Yes.

Amount spent: \$ 38559172

Comments related to dollar amount provided (optional):

Funds expended here are for salaries related to OCFS Licensing, Monitoring and Oversight staff, as well as contracted Registrars.

No

N/A

Describe:

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

Yes.

Amount spent: \$ 750000

If yes, describe source(s) of funding:

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 2021 was \$750,000.

No

N/A

Describe:

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

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

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

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

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

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

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

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

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

7.6 Progress Update:

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

Due to the ongoing impacts of the COVID-19 pandemic, OCFS had federal waivers in place through September 30, 2021 in the areas of background checks, annual inspections and training. Notwithstanding, OCFS completed approximately 45,723 comprehensive background checks during this reporting timeframe.

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

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

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

To measure program quality,

describe:

QUALITYstarsNY uses research-based 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.

To measure effective practice

describe:

QUALITYstarsNY uses the Environmental Rating Scales for each participating site. The standards used in the rating system also provide detailed information about effective practice and each site's Quality Improvement Specialist uses the rating results, observations, and discussions with program staff to build individualized quality improvement plans to build effective practice.

To measure age appropriate child development.

describe:

The QUALITYstarsNY standards call for research-based screening and periodic authentic assessment. Professional development training and the purchase of screening and assessment materials is funded by QUALITYstarsNY when these are identified in the Quality Improvement Plan.

Other

describe:

N/A

describe:

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

To measure program quality,

describe:

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 designed specifically for family child care sites. 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.

To measure effective practice

describe:

Quality Improvement Specialists make regular visits to participating family child care programs and observe practice. This is one of the major inputs for the Quality Improvement Plan that then generates funding to make changes.

To measure age appropriate child development.

describe:

Quality Improvement Specialists support the family child care providers to use appropriate screening and assessment tools to measure and plan for age appropriate learning activities and interactions.

Other

describe:

N/A

describe:

8.3 Spending:

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

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

Yes.

Amount spent: \$ 411000

Comments related to dollar amount provided (optional):

No

N/A

Describe:

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

Yes.

Amount spent: \$ 7582689

If yes, describe source(s) of 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 PDGB5 funds; and \$180,000 from private philanthropy. Total invested in QUALITYstarsNY: \$7,582,689, which includes funding for assessment and evaluation. (These funds do not include \$411,000 of CCDF funding which is

used to improve quality through training and technical assistance.)

No

N/A

Describe:

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

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

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

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

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

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

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

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

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

8.4 Progress Update:

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

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 was 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. In FFY 2021, other priorities took precedence, and

no further progress was made. 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. OCFS has requested technical assistance in the hopes that New York can benefit from strategies implemented by other states that universally capture indicators of quality in child care.

9) Supporting providers in the voluntary pursuit of accreditation

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

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

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

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

N/A.

Describe:

The Family Child Care Association of New York State (FCCANYS) was not able to provide the needed response to c.), licensed family child care.

9.2 Spending:

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

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

Yes.

Amount spent: \$

Comments related to dollar amount provided (optional):

No

N/A

Describe:

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

Yes.

Amount spent: \$

If yes, describe source(s) of funding:

No

N/A

Describe:

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

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

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

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

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

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

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

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

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

9.3 Progress Update:

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

New York State Network for Youth Success (NYSNYS) 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 can be

found on the NYS website here: <https://networkforyouthsuccess.org/accreditation/>.

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

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

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

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

Describe:

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 was 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. In FFY 2021, other priorities

took precedence, and no further progress was made. 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. OCFS has requested technical assistance in the hopes that New York can benefit from strategies implemented by other states that universally capture indicators of quality in child care.

No

10.2 Spending:

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

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

Yes.

Amount spent: \$

Comments related to dollar amount provided (optional):

No

N/A

Describe:

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

Yes.

Amount spent: \$ 97727

If yes, describe source(s) of funding:

OCFS contracts with a vendor to expand the number of child care programs enrolled in the CACFP program. The figure above is expenditures by the contractor reimbursed during the time period.

No

N/A

Describe:

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

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

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

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

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

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

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

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

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

10.3 Progress Update:

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

- Accreditation for SACC programs: Thirty-seven programs are currently accredited in NYS.
- OCFS offers an Educational Incentive Program (EIP) that issues scholarships to child care staff to help pay 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. In FFY 2021, 728 individuals received scholarship funding for the CDA Credential fee, 4 individuals received scholarship funding for the Children's Program Administrator Credential of New York State, and 75 individuals received scholarship funding for the New York State School-Age Care Credential fee.

Participation in credit-bearing and credential (CDA) training is incentive in EIP through eligibility for larger scholarships annual. In FFY 2021, 81% of the total funds issued were for

college and credential coursework. 47% of the total funds issued were specifically for CDA activities.

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

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

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

Yes.

If yes, describe it :

OCFS distributed Temporary Operating Assistance and one-time Restructuring/Reopening Grants to 3,108 programs statewide. This came in the second and third iteration of grant opportunities offered through the CARES act. OCFS also administered an Essential Worker Scholarship (EWS) to programs across the state. Utilizing CARES and CRRSA funding, OCFS also administered an Essential Worker Scholarship (EWS) to programs across the state. The ~~Essential Worker Scholarship (EWS)~~ funded tuition for thousands of children. There was a total of 4,878 programs that participated in the opportunity to assist children of essential workers

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

Licensed center-based programs

CARES: 1199, EWS: 2162

Legally exempt center-based programs

CARES: 276, EWS: 2468

Licensed family child care

CARES: 1633, EWS: 2468

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

#

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

#

Other

(explain)

License exempt programs (center-based and Family Child Care/ In-home) CARES: 276.

No

N/A

Describe:

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

Yes.

If yes, describe it :

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

OCFS made available \$48.6 million for the third installment of CARES funding to support child care programs and the families who need child care services. The grants were to incentivize reopening of closed programs, restructuring of programs to support remote learning and expansion of child care program capacity. All modalities were eligible to apply. PPE was an allowable spending category under the CARES grant. OCFS contracted with a fiscal agent to distribute funding to successful applicants, consistent with the OCFS-approved applications.

Proportional amounts of grant funds were designated by region of the state for distribution to qualifying programs based on modality of care. All modalities of care could apply for these grants including Day Care Center (DCC), Family Day Care (FDC), Group Family Day Care (GFDC), School Age Child Care (SACC), Small Day Care Center (SDCC), Legally Exempt (LE) and NYC DOHMH licensed DCC.

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)

License exempt programs (center-based and Family Child Care/ In-home) 316.

No

N/A

Describe:

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

Yes.

If yes, describe:

The Parent Portal, funded by the PDG B-5 is a one-stop, digital parent portal for information on parenting, child care options, concerns about child development and how to talk and work together with your child's teachers.

The Council on Children and Families worked closely with its member agencies, including OCFS to develop each of these main resources:

- Every Student Present
- Multiple Systems Navigator
- NYS Parent Guide
- NYS Child Care and After School Care Locator
- An 8-minute video Your Child Care Options describes different settings for child care in New York State. This video is from the NYS Office of Children and Family Services.

No.

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

Yes.

Describe findings:

OCFS, in partnership with the Council on Children and Families, conducted a preliminary child care desert supply analysis in May of 2021 using pre COVID-19 pandemic data on child care slots available per population for children birth to 5. Child care availability was mapped at the census tract level and used for planning purposes for a new child care deserts initiative that is under development. This analysis confirmed the Center for American Progress assessment for New York showing that approximately 60% of census tracts were child care deserts at a threshold of 3 or more children under 5 years of age per available child care slot.

No.

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

OCFS did not provide supply building grants during FY 2021, but OCFS is positioned for next year to provide \$100M in funding to target those parts of the state that are child care deserts. NYS is building a funding opportunity targeting not just areas of the state that are lacking supply, but also prioritizing those regions with the least capacity for investment. The funding also prioritizes areas of the state with a high Diversity Index, which is an ESRI tool mapping census tracts with high racial/ethnic diversity. Programs applying to serve these areas will gain higher point values. The RFA also includes a commitment to racial equity and an acknowledgement that the majority of child care providers in NYS are women of color, and the investment to start new programs represents an opportunity to partner with communities of color across the state to ensure these funds reach the areas and the providers who are providing care to NYS families.

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

a. Increased rates:

Total: 0

Licensed or registered center-based programs: 0

License-exempt center-based programs: 0

Licensed or registered family child care: 0

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

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

b. Increased wages:

Total: 0

Licensed or registered center-based programs: 0

License-exempt center-based programs: 0

Licensed or registered family child care: 0

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

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

c. Benefits health insurance:

Total: 0

Licensed or registered center-based programs: 0

License-exempt center-based programs: 0

Licensed or registered family child care: 0

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

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

d. Mental health supports:

Total: 0

Licensed or registered center-based programs: 0

License-exempt center-based programs: 0

Licensed or registered family child care: 0

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

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

e. Start-up funds:

Total: 0

Licensed or registered center-based programs: 0

License-exempt center-based programs: 0

Licensed or registered family child care: 0

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

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

f. Other:

Describe:

OCFS was unable to track a) thru e).

Total: 0

Licensed or registered center-based programs: 0

License-exempt center-based programs: 0

Licensed or registered family child care: 0
License-exempt family child care (care in providers' home): 0
In-home (care in the child's own home): n/a

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

a. Business practices:

Total: 803
Licensed or registered center-based programs: 322
License-exempt center-based programs: 0
Licensed or registered family child care: 481
License-exempt family child care (care in providers' home): 0
In-home (care in the child's own home): n/a

b. Emergency preparedness planning:

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

c. Other:

0

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

11.8 Spending:

11.8.1 Did the lead agency spend funds from any of the following sources on other activities to improve the quality of child care services during October 1, 2020 to September 30, 2021?

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

Yes.

Amount spent: \$

Comments related to dollar amount provided (optional):

No

N/A

Describe:

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

Yes.

Amount spent: \$

If yes, describe source(s) of funding:

No

N/A

Describe:

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

Yes.

Amount spent: \$ ~~49090~~113698479

If yes, describe how funds were used:

Short term rental assistance for SACC programs- Temporary Operating Assistance and one-time Restructuring/Reopening Grants: and,

Essential Worker Scholarship (EWA)

No

N/A

Describe:

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

Yes.

Amount spent: \$ 23422071

If yes, describe how funds were used: Essential Worker Scholarships

No

N/A

Describe:

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

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

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

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

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

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

As part of the Child Care Stabilization grant TA project, 35 CCR&Rs were funded to conduct outreach to ensure providers applied for the grant as well as provide business practice and recordkeeping trainings for all providers. Union and other key stakeholder organizations were also funded to conduct these trainings. Over 200 trainings took place after September 2021 focused on business practices and recordkeeping and those trainings will continue into 2022, focusing on tax preparation, audit preparation and best practices for documentation.

Due to impacts of the COVID-19 pandemic, local districts were allowed to submit requests to waive specific regulations in order to address the local needs, this included the authority to exceed the number of absent or closure days as established in regulation. The intent of these waivers was to provide financial stability for families and programs, and encourage decision making that focused on child safety and promoted continuity of care despite the unpredictable impacts of the pandemic. In total, 46 districts elected to pay for increased absences and 31 allowed payment for additional program closure days.

As explained in question 11.5, OCFS did not provide supply building grants during FFY 2021 , but OCFS is positioned for next year to provide \$100M in funding to target those parts of the state that are child care deserts. NYS is building a funding opportunity targeting not just areas of the state that are lacking supply, but also prioritizing those regions with the least capacity for investment. The funding also prioritizes areas of the state with a high Diversity Index, which is an ESRI tool mapping census tracts with high racial/ethnic diversity. Programs applying to serve these areas will gain higher point values. The RFA also includes a commitment to racial equity and an acknowledgement that the majority of child care providers in NYS are women of color, and the investment to start new programs represents an opportunity to partner with communities of color across the state to ensure these funds reach the areas and the providers who are providing care to NYS families.

In 2021, OCFS worked with diverse stakeholders and providers to collect input on the upcoming funding opportunity to ensure it will achieve the goal of building child care supply. OCFS also conducted outreach to the ten economic development councils statewide to engage business leaders on the upcoming opportunity and collect their feedback on regional needs. OCFS worked with another state agency

to create a child care desert map that show every census tract in the state as well as their percentage of desert.

Response is related to 11.6f. OCFS provided pandemic funding to licensed, registered, and enrolled license-exempt programs. However, after funding was issued, programs had discretion on how to use those funds. Increasing wages, offering health benefits, mental health supports, or re-start up funds were all options for how funds could be utilized. OCFS allowed reimbursement for spending in those areas and issued guidance on how programs could use the funds. Although OCFS reviewed receipts and other documentation for use of CARES funding, and have alerted providers that we will be monitoring use of ARPA funds, we did not track the specific uses those funds supported. Thus, OCFS has no specific data on spending or prevalence totals.

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

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

OCFS conducts on-going review of reported serious injuries and fatalities in all child care programs and takes appropriate action when warranted. In addition, OCFS annually posts aggregate data reflecting serious injuries and fatalities that occurred in child care programs during the prior calendar year, separated by program type. 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.

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

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 regulations that provide 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.

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

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

Yes.

No.

13.1 When did you start accepting applications? Enter Date: 8/3/2021 (Note two pilot applications were processed on 8/2/2021)

13.2 When did the first grants go out to providers? Enter Date: 8/13/2021

13.3 How many stabilization grants were awarded?

Total

14159

Licensed or registered center-based programs

5235

License-exempt center-based programs

118

Licensed or registered family child care

8806

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

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

Programs already serving children who receive CCDF subsidy at time of application
6855

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

a. Minimum provider award amount:

Total: 2903

Licensed or registered center-based programs: 5467

License-exempt center-based programs: 2903

Licensed or registered family child care: 3217

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

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

b. Maximum provider award amount:

Total: 135333

Licensed or registered center-based programs: 135333

License-exempt center-based programs: 74652

Licensed or registered family child care: 50600

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

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

c. Average provider award amount:

Total: 33037

Licensed or registered center-based programs: 47234

License-exempt center-based programs: 21069

Licensed or registered family child care: 24757

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

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

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

Total: 1

Licensed or registered center-based programs: 1

License-exempt center-based programs: 1

Licensed or registered family child care: 1
License-exempt family child care (care in providers' home): 0
In-home (care in the child's own home): 0

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

a. Total:

Total: 585795
Licensed or registered center-based programs: 467538
License-exempt center-based programs: 0
Licensed or registered family child care: 118257
License-exempt family child care (care in providers' home): n/a
In-home (care in the child's own home): n/a

b. Infants:

Total: 14776
Licensed or registered center-based programs: 14776
License-exempt center-based programs: 0
Licensed or registered family child care: 0
License-exempt family child care (care in providers' home): n/a
In-home (care in the child's own home): n/a

c. Toddlers:

Total: 29403
Licensed or registered center-based programs: 29403
License-exempt center-based programs: 0
Licensed or registered family child care: 0
License-exempt family child care (care in providers' home): n/a
In-home (care in the child's own home): n/a

d. Preschool:

Total: 193859
Licensed or registered center-based programs: 193859
License-exempt center-based programs: 0
Licensed or registered family child care: 0
License-exempt family child care (care in providers' home): n/a
In-home (care in the child's own home): n/a

e. School-age:

Total: 245983

Licensed or registered center-based programs: 218978
License-exempt center-based programs: 0
Licensed or registered family child care: 27005
License-exempt family child care (care in providers' home): n/a
In-home (care in the child's own home): n/a

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

Total: 101774
Licensed or registered center-based programs: 10522
License-exempt center-based programs: 0
Licensed or registered family child care: 91252
License-exempt family child care (care in providers' home): n/a
In-home (care in the child's own home): n/a

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

FIPS Code 1: 36005

Total number of stabilization grants awarded: 2520
Number of stabilization grants awarded to licensed or regulated center-based programs: 397
Number of stabilization grants awarded to license-exempt center-based programs: 0
Number of stabilization grants awarded to licensed or regulated family child care: 2123
Number of stabilization grants awarded to license-exempt family child care: n/a
Number of stabilization grants awarded to in-home (care in the child's home): n/a

FIPS Code 2: 36047

Total number of stabilization grants awarded: 2145
Number of stabilization grants awarded to licensed or regulated center-based programs: 871
Number of stabilization grants awarded to license-exempt center-based programs: 103
Number of stabilization grants awarded to licensed or regulated family child care: 1171
Number of stabilization grants awarded to license-exempt family child care: n/a
Number of stabilization grants awarded to in-home (care in the child's home): n/a

FIPS Code 3: 36057

Total number of stabilization grants awarded: 20
Number of stabilization grants awarded to licensed or regulated center-based programs: 8
Number of stabilization grants awarded to license-exempt center-based programs: 0
Number of stabilization grants awarded to licensed or regulated family child care: 12
Number of stabilization grants awarded to license-exempt family child care: n/a
Number of stabilization grants awarded to in-home (care in the child's home): n/a

FIPS Code 4: 36109

Total number of stabilization grants awarded: 72

Number of stabilization grants awarded to licensed or regulated center-based programs:
35

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

Number of stabilization grants awarded to licensed or regulated family child care: 37

Number of stabilization grants awarded to license-exempt family child care: n/a

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

FIPS Code 5: 36033

Total number of stabilization grants awarded: 44

Number of stabilization grants awarded to licensed or regulated center-based programs:
15

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

Number of stabilization grants awarded to licensed or regulated family child care: 29

Number of stabilization grants awarded to license-exempt family child care: n/a

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

FIPS Code 6: 36081

Total number of stabilization grants awarded: 1468

Number of stabilization grants awarded to licensed or regulated center-based programs:
572

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

Number of stabilization grants awarded to licensed or regulated family child care: 895

Number of stabilization grants awarded to license-exempt family child care: n/a

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

FIPS Code 7: 36061

Total number of stabilization grants awarded: 1088

Number of stabilization grants awarded to licensed or regulated center-based programs:
526

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

Number of stabilization grants awarded to licensed or regulated family child care: 562

Number of stabilization grants awarded to license-exempt family child care: n/a

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

FIPS Code 8: 36029

Total number of stabilization grants awarded: 439

Number of stabilization grants awarded to licensed or regulated center-based programs:
271

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

Number of stabilization grants awarded to licensed or regulated family child care: 168

Number of stabilization grants awarded to license-exempt family child care: n/a

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

FIPS Code 9: 36055

Total number of stabilization grants awarded: 577

Number of stabilization grants awarded to licensed or regulated center-based programs:
152

Number of stabilization grants awarded to license-exempt center-based programs: 7
Number of stabilization grants awarded to licensed or regulated family child care: 418
Number of stabilization grants awarded to license-exempt family child care: n/a
Number of stabilization grants awarded to in-home (care in the child's home): n/a

FIPS Code 10: 36103

Total number of stabilization grants awarded: 667

Number of stabilization grants awarded to licensed or regulated center-based programs: 295

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

Number of stabilization grants awarded to licensed or regulated family child care: 372

Number of stabilization grants awarded to license-exempt family child care: n/a

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

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

Mortgage/rent: : Rent, mortgage, utilities, facility maintenance or improvements, insurance
13028

Personnel costs: Personnel costs including any sole proprietor or independent contractor-- employee benefits, premium pay, or costs for employee recruitment and retention
12722

Supplies and services: Personal protective equipment cleaning and sanitization supplies and services, or training and professional development related to health and safety practices
12372

Purchases/Updates: Purchases of or updates to equipment and supplies to respond to the COVID-19 public health emergency
11710

Goods and services: Goods and services necessary to maintain or resume child care services
11224

Mental health supports: Mental health supports for children and employees
6694

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

Yes.

Describe:

No, NYS only ran one Stabilization Grant program.

No.

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

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

Describe:

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

- Applications for subgrants are widely available in plain language and multiple languages
- A staffed helpline or chat function to provide real time assistance for completing applications available in multiple languages
 - Support for collecting documentation showing operating expenses
- Used a cost estimation model or survey to estimate operating expenses for or already collected operating expenses from providers as part of an earlier application or relief effort instead of requiring new information from applicants
 - Acceptance of a variety of types of documentation of operating expenses
- Resources such as frequently asked questions to help with the completion of the applications available in multiple languages
 - Partnerships with culturally relevant organizations and trusted messengers to support a diverse range of child care providers in navigating the application process
 - Other.

Describe:

Partner with other state and city agencies to address Stabilization impact on other public benefits, such as Medicaid and housing benefits like HUD-funded Section 8.

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

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

Describe:

Funding for Child Care Resource and Referral agency staff to offer trainings and support on allowable expenses and good business practices locally.

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

The online grant portal was linked to existing licensing systems to validate all applicants' information prior to their accessing the system. All providers Tax ID

numbers were pre-validated prior to launching the online portal, and if a provider could not be validated, they were required to enter their information which was then submitted to a validation service. Within the online portal, multi-factor authentication was used to complete an application well as make changes to any application, to ensure limited access to any grant information.

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

a. Female:

Total 12900

Licensed or registered center-based programs: # 4472

License-exempt center-based programs: # 32

Licensed or registered family child care: # 8396

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

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

b. Male:

Total 1171

Licensed or registered center-based programs: # 708

License-exempt center-based programs: # 85

Licensed or registered family child care: # 378

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

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

c. Non-Binary:

Total 34

Licensed or registered center-based programs: # 21

License-exempt center-based programs: # 0

Licensed or registered family child care: # 13

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

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

d. No response:

Total 54

Licensed or registered center-based programs: # 34

License-exempt center-based programs: # 1

Licensed or registered family child care: # 19

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

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

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

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

Total 100

Licensed or registered center-based programs: # 7

License-exempt center-based programs: # 0

Licensed or registered family child care: # 93

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

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

b) Ethnicity: Hispanic, Race: Asian

Total 2

Licensed or registered center-based programs: # 0

License-exempt center-based programs: # 0

Licensed or registered family child care: # 2

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

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

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

Total 985

Licensed or registered center-based programs: # 80

License-exempt center-based programs: # 0

Licensed or registered family child care: # 905

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

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

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

Total 114

Licensed or registered center-based programs: # 6

License-exempt center-based programs: # 0

Licensed or registered family child care: # 108

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

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

e) Ethnicity: Hispanic, Race: White

Total 1724

Licensed or registered center-based programs: # 238

License-exempt center-based programs: # 0

Licensed or registered family child care: # 1486

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

f) Ethnicity: Hispanic, Race: Multi-Racial

Total 1447

Licensed or registered center-based programs: # 258

License-exempt center-based programs: # 0

Licensed or registered family child care: # 1189

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

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

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

Total 28

Licensed or registered center-based programs: # 8

License-exempt center-based programs: # 1

Licensed or registered family child care: # 19

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

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

h) Ethnicity: Non-Hispanic, Race: Asian

Total 598

Licensed or registered center-based programs: # 336

License-exempt center-based programs: # 0

Licensed or registered family child care: # 262

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

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

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

Total 3232

Licensed or registered center-based programs: # 982

License-exempt center-based programs: # 5

Licensed or registered family child care: # 2245

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

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

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

Total 17

Licensed or registered center-based programs: # 6

License-exempt center-based programs: # 0

Licensed or registered family child care: # 11

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

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

k) Ethnicity: Non-Hispanic, Race: White

Total 5603

Licensed or registered center-based programs: # 3151

License-exempt center-based programs: # 111

Licensed or registered family child care: # 2341

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

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

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

Total 299

Licensed or registered center-based programs: # 163

License-exempt center-based programs: # 1

Licensed or registered family child care: # 135

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

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