

Quality Progress Report (QPR) For Connecticut FFY 2019

1) Overview

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

1.1 State or Territory Child Care Provider Population

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

a. Licensed family child care # 1909

N/A

Describe:

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

N/A

Describe:

Connecticut's Licensing Regulations allows informal care to be provided by neighbors but does not track the number of providers. Connecticut's Care 4 Kids Subsidy Program does not allow any licensed exempt non-relatives to care for children. Only relatives who are related to the child by blood, marriage, or adoption and are at least 20 years or older. Relative is defined in Pub L. 113-186 and regulation, 45 CFR Part § 98.41 (a) as grandmother/grandfather, great grandmother/grandfather, aunt/ uncle, and sibling are eligible to receive a Care 4 Kids subsidy.

c. Licensed center-based programs # 1400

N/A

Describe:

d. Legally exempt center-based programs # 653

N/A

Describe:

e. In-home (care in the child's own home) # 3083

N/A

Describe:

f. Other (explain)

NA

1.2 Goals for Quality Improvement

Based on Question 7.1.1 from the FFY2016-2018 CCDF State Plan for the FFY2018 QPR and Question 7.1.2 from the FFY2019-2021 CCDF State Plan for FFY2019-2021 QPRs, please report your progress on the State or Territory's overarching goals for quality improvement during October 1 to September 30 of the last federal fiscal year. You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible.

Connecticut is undertaking a significant statewide initiative to systemically improve the quality of early childhood programs serving children birth - 5 years old. We have established partnerships with national experts and foundations to explore the development of a simplified, three-tiered quality improvement structure, informed by national research on the impact of quality improvement systems on child and program outcomes. The proposed system will reach all provider settings, support continuous improvement, and give families and communities data-informed guidance about program quality when choosing a home-based or center-based setting for their child.

This system will not duplicate existing quality standards and will rely on a strong and streamlined infrastructure toward improved program quality and better child and family outcomes. We plan to collaborate with NAEYC, NAFCC and Head Start to align the top tier to these national quality standards.

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

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

2.1 State/Territory Progression of Professional Development

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

Yes.

If yes, describe:

The Office of Early Childhood administers the Early Childhood Professional Registry to track early childhood professionals and programs for young children. The Registry has over 14,962 registered participants (accounts where the individual has completed the annual renewal; this number reflects a significant decrease from last year, mainly attributed to new accounts opened prior to the Sept 30, 2018 and then not renewed) Registry participants include teaching staff, program administrators, trainers and consultants. Registry participants are able to build a profile of their employment and education. In addition, the Registry offers tools such as the Resume Builder, licensing Head Teacher Request, Employment History and Scholarship Request.

No.

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

Describe:

2.1.2 Are any teachers/providers required to participate?

Yes.

If yes, describe:

All programs that receive state-funds including child care subsidy (Care 4 Kids) are required to enroll all teaching staff and administrators.

No.

If no, describe:

2.1.3 How many people were in the registry as of September 30 of the last federal fiscal year? # 14962

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

Scholarships (for formal education institutions)

449

Financial bonus/wage supplements tied to education levels

17

Career advisors, Mentors, Coaches, or Consultants

3

Reimbursement for training

#

Loans

#

Other.

Describe:

N/A

Describe:

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

Yes.

If yes, describe:

No.

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

2.4 Licensed child care center director

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

Unknown

Describe:

1,369 (total #) licensed child care center directors, 13 had a CDA.

Qualification / limitations: Only certain providers in CT are required to have OEC Registry accounts and, of those, only some are required to submit education qualifications; Care 4 Kids providers are required to have accounts but are not required to submit education earned.

#: 13

%.95

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

Unknown

Describe:

1,369 (total #) licensed child care center directors, 101 had an Associate's Degree in early childhood education.

Qualification / limitations: Only certain providers in CT are required to have OEC Registry accounts and, of those, only some are required to submit education qualifications; Care 4 Kids providers are required to have accounts but are not required to submit education earned.

#: 101

%.7.38

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

Unknown

Describe:

1,369 (total #) licensed child care center directors, 306 had a Bachelor's Degree in early childhood education.

Qualification / limitations: Only certain providers in CT are required to have OEC Registry accounts and, of those, only some are required to submit education qualifications; Care 4 Kids providers are required to have accounts but are not required to submit education earned.

#: 306

#: 22.35

d) How many had a State child care credential?

Unknown

Describe:

1,369 (total #) licensed child care center directors, 30 had a State child care credential.

Qualification / limitations: Only certain providers in CT are required to have OEC Registry accounts and, of those, only some are required to submit education qualifications; Care 4 Kids providers are required to have accounts but are not required to submit education earned.

#: 30

#: 2.19

e) How many had State infant and toddler credentials?

Unknown

Describe:

Connecticut does not have an infant/toddler credential.

#:

#:

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

Unknown

Describe:

1,369 (total #) licensed child care center directors, 8 had an "other" degree in the field related to early childhood education or course work.

Qualification / limitations: Only certain providers in CT are required to have OEC Registry accounts and, of those, only some are required to submit education qualifications; Care 4 Kids providers are required to have accounts but are not required to submit education earned.

#: 8
%: .58

2.5 Licensed child care center teachers

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

Unknown

Describe:

9,601 (total #) licensed child care center teachers, 349 had a CDA.

Qualification / limitations: Only certain providers in CT are required to have OEC Registry accounts and, of those, only some are required to submit education qualifications; Care 4 Kids providers are required to have accounts but are not required to submit education earned.

#: 349
%: 3.64

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

Unknown

Describe:

9,601 (total #) licensed child care center teachers, 791 had an Associate's Degree in early childhood education.

Qualification / limitations: Only certain providers in CT are required to have OEC Registry accounts and, of those, only some are required to submit education qualifications; Care 4 Kids providers are required to have accounts but are not required to submit education earned.

#: 791

#: 8.24

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

Unknown

Describe:

9,601 (total #) licensed child care center teachers, 1042 had a Bachelor's Degree in early childhood education.

Qualification / limitations: Only certain providers in CT are required to have OEC Registry accounts and, of those, only some are required to submit education qualifications; Care 4 Kids providers are required to have accounts but are not required to submit education earned.

#: 1042

#: 10.85

d) How many had a State child care credential?

Unknown

Describe:

9,601 (total #) licensed child care center teachers, 294 had a State child care credential.

Qualification / limitations: Only certain providers in CT are required to have OEC Registry accounts and, of those, only some are required to submit education qualifications; Care 4 Kids providers are required to have accounts but are not required to submit education earned.

#: 294

#: 3.06

e) How many had State infant and toddler credentials?

Unknown

Describe:

Connecticut does not have an infant/toddler credential.

#:

%:

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

Unknown

Describe:

9,601 (total #) licensed child care center teachers, 3 had an "other" degree in the field related to early childhood education or coursework.

Qualification / limitations: Only certain providers in CT are required to have OEC Registry accounts and, of those, only some are required to submit education qualifications; Care 4 Kids providers are required to have accounts but are not required to submit education earned.

#: 3

%. .03

2.6 Licensed family child care providers

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

Unknown

Describe:

586 (total #) licensed family child care providers, 83 had a CDA.

Qualification / limitations: Only certain providers in CT are required to have OEC Registry accounts and, of those, only some are required to submit education qualifications; Care 4 Kids providers are required to have accounts but are not required to submit education earned.

#: 83

%. 14.16

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

Unknown

Describe:

586 (total #) licensed family child care providers 16 had an Associate's degree in early

childhood education.

Qualification / limitations: Only certain providers in CT are required to have OEC Registry accounts and, of those, only some are required to submit education qualifications; Care 4 Kids providers are required to have accounts but are not required to submit education earned.

#: 16

#: 2.73

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

Unknown

Describe:

586 (total #) licensed family child care providers 10 had a Bachelor's degree in early childhood education.

Qualification / limitations: Only certain providers in CT are required to have OEC Registry accounts and, of those, only some are required to submit education qualifications; Care 4 Kids providers are required to have accounts but are not required to submit education earned.

#: 10

#: 1.71

d) How many had a State child care credential?

Unknown

Describe:

586 (total #) licensed family child care providers 1 had a State child care credential.

Qualification / limitations: Only certain providers in CT are required to have OEC Registry accounts and, of those, only some are required to submit education qualifications; Care 4 Kids providers are required to have accounts but are not required to submit education earned.

#: 1

#: .17

e) How many had State infant and toddler credentials?

Unknown

Describe:

Connecticut does not have an infant/toddler credential.

#:

#:

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

Unknown

Describe:

586 (total #) licensed family child care providers 1 had an "other" degree in a field related to early childhood education or course work.

Qualification / limitations: Only certain providers in CT are required to have OEC Registry accounts and, of those, only some are required to submit education qualifications; Care 4 Kids providers are required to have accounts but are not required to submit education earned.

#: 1

#: .17

2.7 Licensed child care center directors who serve CCDF children

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

Unknown

Describe:

753 (total #) Licensed child care center directors who serve CCDF children 8 had a CDA.

Qualification / limitations: Only certain providers in CT are required to have OEC Registry accounts and, of those, only some are required to submit education qualifications; Care 4 Kids providers are required to have accounts but are not required to submit education earned.

#: 8

#: 1.06

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

Unknown

Describe:

753 (total #) Licensed child care center directors who serve CCDF 72 had an Associate's in early childhood education.

Qualification / limitations: Only certain providers in CT are required to have OEC Registry accounts and, of those, only some are required to submit education qualifications; Care 4 Kids providers are required to have accounts but are not required to submit education earned.

#: 72

#: 9.56

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

Unknown

Describe:

753 (total #) Licensed child care center directors who serve CCDF 163 had a Bachelor's degree in early childhood education.

Qualification / limitations: Only certain providers in CT are required to have OEC Registry accounts and, of those, only some are required to submit education qualifications; Care 4 Kids providers are required to have accounts but are not required to submit education earned.

#: 163

#: 21.65

d) How many had a State child care credential?

Unknown

Describe:

753 (total #) Licensed child care center directors who serve CCDF 21 had a State

child care credential.

Qualification / limitations: Only certain providers in CT are required to have OEC Registry accounts and, of those, only some are required to submit education qualifications; Care 4 Kids providers are required to have accounts but are not required to submit education earned.

#: 21

#: 2.79

e) How many had State infant and toddler credentials?

Unknown

Describe:

Connecticut does not have an infant/toddler credential.

#:

%:

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

Unknown

Describe:

753 (total #) Licensed child care center directors who serve CCDF 2 had "other" degree in a field related to early childhood education or course work.

Qualification / limitations: Only certain providers in CT are required to have OEC Registry accounts and, of those, only some are required to submit education qualifications; Care 4 Kids providers are required to have accounts but are not required to submit education earned.

#: 2

#: .27

2.8 Licensed child care center teachers who serve CCDF children

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

Unknown

Describe:

6,234 (total #) Licensed child care center teachers who serve CCDF 240 had a CDA.

Qualification / limitations: Only certain providers in CT are required to have OEC Registry accounts and, of those, only some are required to submit education qualifications; Care 4 Kids providers are required to have accounts but are not required to submit education earned.

#: 240

#: 3.85

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

Unknown

Describe:

6,234 (total #) Licensed child care center teachers who serve CCDF 500 had an Associate's degree in early childhood education.

Qualification / limitations: Only certain providers in CT are required to have OEC Registry accounts and, of those, only some are required to submit education qualifications; Care 4 Kids providers are required to have accounts but are not required to submit education earned.

#: 500

#: 8.02

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

Unknown

Describe:

6,234 (total #) Licensed child care center teachers who serve CCDF 410 had a Bachelor's degree in early childhood education.

Qualification / limitations: Only certain providers in CT are required to have OEC Registry accounts and, of those, only some are required to submit education qualifications; Care 4 Kids providers are required to have accounts but are not required to submit education earned.

#: 410
%: 6.58

d) How many had a State child care credential?

Unknown

Describe:

6,234 (total #) Licensed child care center teachers who serve CCDF 191 had a State child care credential.

Qualification / limitations: Only certain providers in CT are required to have OEC Registry accounts and, of those, only some are required to submit education qualifications; Care 4 Kids providers are required to have accounts but are not required to submit education earned.

#: 191
%: 3.06

e) How many had State infant and toddler credentials?

Unknown

Describe:

Connecticut does not have an infant/toddler credential.

#:
%:

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

Unknown

Describe:

6,234 (total #) Licensed child care center teachers who serve CCDF 0 had an "other" degree in a field related to early childhood education or coursework.

Qualification / limitations: Only certain providers in CT are required to have OEC Registry accounts and, of those, only some are required to submit education qualifications; Care 4 Kids providers are required to have accounts but are not required to submit education earned.

#: 0
%: 0

2.9 Licensed family child care providers who serve CCDF children

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

Unknown

Describe:

402 (total #) Licensed family child care providers who serve CCDF 74 had a CDA.

Qualification / limitations: Only certain providers in CT are required to have OEC Registry accounts and, of those, only some are required to submit education qualifications; Care 4 Kids providers are required to have accounts but are not required to submit education earned.

#: 74
%: 18.41

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

Unknown

Describe:

402 (total #) Licensed family child care providers who serve CCDF 11 had an Associate's degree in early childhood education.

Qualification / limitations: Only certain providers in CT are required to have OEC Registry accounts and, of those, only some are required to submit education qualifications; Care 4 Kids providers are required to have accounts but are not required to submit education earned.

#: 11
%: 2.74

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

Unknown

Describe:

402 (total #) Licensed family child care providers who serve CCDF 1 had a Bachelor's

degree in early childhood education.

Qualification / limitations: Only certain providers in CT are required to have OEC Registry accounts and, of those, only some are required to submit education qualifications; Care 4 Kids providers are required to have accounts but are not required to submit education earned.

#: 1

%.25

d) How many had a State child care credential?

Unknown

Describe:

402 (total #) Licensed family child care providers who serve CCDF 1 had a State child care credential.

Qualification / limitations: Only certain providers in CT are required to have OEC Registry accounts and, of those, only some are required to submit education qualifications; Care 4 Kids providers are required to have accounts but are not required to submit education earned.

#: 1

%.25

e) How many had State infant and toddler credentials?

Unknown

Describe:

Connecticut does not have an infant/toddler credential.

#:

%.

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

Unknown

Describe:

402 (total #) Licensed family child care providers who serve CCDF 0 had an "other" degree in a field related to early childhood education or coursework.

Qualification / limitations: Only certain providers in CT are required to have OEC Registry accounts and, of those, only some are required to submit education qualifications; Care 4 Kids providers are required to have accounts but are not required to submit education earned.

#: 0

#: 0

2.10 Spending

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

Yes.

If yes, %: 17

No

N/A

Describe:

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

Yes.

If yes, describe:

\$894,000 of Quality Improvement Funds are provided to state funded early care and education programs, PDG grantees were provided funds for supporting social and emotional development and children with challenging behaviors. State funds are provided to supplement federally funded Head Start grantees for quality improvement

and innovation.

No

N/A

Describe:

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

Yes.

If yes, describe:

No

N/A

Describe:

2.11 Progress Update:

Describe the measures the State/Territory used to evaluate progress to improve the quality of child care programs during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

Connecticut is undertaking a significant statewide initiative to systemically improve the quality of early childhood programs serving children birth - 5 years old. We have established partnerships with national experts and foundations to explore the development of a simplified, three-tiered quality improvement structure, informed by national research on the impact of quality improvement systems on child and program outcomes. The proposed system will reach all provider settings, support continuous improvement, and give families and communities data-informed guidance about program quality when choosing a home-based or center-based setting for their child.

This system will not duplicate existing quality standards and will rely on a strong and streamlined infrastructure toward improved program quality and better child and family outcomes. We plan to collaborate with NAEYC, NAFCC and Head Start to align the top tier to these national quality standards.

Number and capacity of programs achieving licensure:

313 new licenses issued (includes 70 youth camps). As of 9/30/18, the capacity of 1,412 licensed centers/groups was 100,277 and the capacity of 1,941 family child care homes was 17,231.

As of 9/30/19, the capacity of 1,402 licensed centers/groups was 100,625 and the capacity of 1,909 family child care homes was 16,996.

Decrease in numbers of licensing violations:

From 10/1/17 to 9/30/18 there were 25,988 violations from licensing visits.

From 10/1/18 to 9/30/19, there was a decrease to 21,795 violations from licensing visits.

These numbers include youth camps and license-exempt programs.

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

- Thirteen (13) early childhood programs were awarded NAEYC initial accreditation.
- Seventeen (17) family child care programs were awarded NAFCC

Number of individual achieving degrees or credentials:

- Associate degree: 76
- Bachelor degree: 148
- Master degree or higher: 41
- College credits: 708
- Number of completions of Online Health and Safety Orientation: 4706

3) Improving early learning and development guidelines

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

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

Changes have not been made to Connecticut's Early Learning and Development Standards (ELDS). In September 2018, CT developed and disseminated the Connecticut Documentation and Observation for Teaching System (CT DOTS), an assessment

framework to guide early care and education providers in the process of monitoring children's progress on the skills, abilities and behaviors aligned to the CT ELDS.

3.2 Spending

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

Yes.

If yes, %:

No

N/A

Describe:

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

Yes.

If yes, describe:

No

N/A

Describe:

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

Yes.

If yes, describe:

No

N/A

Describe:

3.3 Progress Update:

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

Changes have not been made to Connecticut's Early Learning and Development Standards (ELDS). In September 2018, CT developed and disseminated the Connecticut Documentation and Observation for Teaching System (CT DOTS), an assessment framework to guide early care and education providers in the process of monitoring children's progress on the skills, abilities and behaviors aligned to the CT ELDS.

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

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

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

Connecticut defines high quality care by the providers valid accreditation status. Connecticut recognizes four accreditations: National Association for the Education of Young Children (NAEYC), National Association for Family Child Care (NAFCC), Council on Accreditation (COA), and New England Association of School and Colleges (NEASC).

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

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

- Yes, the State/Territory QRIS is now operating as a pilot, in a few localities, or only a few levels
- Yes, the State/Territory is now operating another system of quality improvement.

Describe:

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

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

- Yes
 - Added licensed family child care
 - Removed licensed family child care
 - Added legally exempt family child care (care in providers' home)
 - Removed legally exempt family child care (care in providers' home)
 - Added licensed center-based programs
 - Removed licensed center-based programs
 - Added legally exempt center-based programs
 - Removed legally exempt center-based programs
 - Added in-home (care in the child's own home)
 - Removed in-home (care in the child's own home)
 - Other.

Describe:

- No

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

- Yes

Describe;

- No

N/A

Describe:

Connecticut is currently not operating a QRIS.

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

- a) Licensed family child care # 30
- b) Legally exempt family child care (care in providers' home) # 0
- c) Licensed center-based programs # 350
- d) Legally exempt center-based programs # 251
- e) In-home (care in the child's own home) # 0

N/A

Describe:

There are no legally exempt family child care providers in Connecticut.

4.5 Enter the number of CCDF children in high quality care by age grouping as of September 30 of the last federal fiscal year:

- a) Birth to 35 months # 2188
- b) 3 years up to kindergarten entry # 3483
- c) School Aged (post kindergarten entry) # 880
- d) Other. Describe:

NA

N/A

Describe:

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

- a) Birth to 35 months % 23
- b) 3 years up to kindergarten entry % 35
- c) School Aged (post kindergarten entry) % 11
- d) Other. Describe:

1. Birth to 35 months Of the 9,465 (total #) CCDF children birth to 35 months, 2,188 (23%) were served in high quality settings
2. 3 years up to kindergarten entry 35% Of the, 9,956 (total #) CCDF children 3 years up to kindergarten entry 3483 (35%) were served in high quality settings.

3. School Aged (post kindergarten entry) 11% Of the, 8,127 (total #) CCDF children School Aged (post kindergarten entry) 880 (11%) were served in a high quality setting.

Qualification/ limitations: Unique count of children is per age group. If a child changed age groups during the FFY they were counted within each age group they were a part of during the FFY.

N/A

Describe:

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

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

i. Licensed Child Care Centers:

#

N/A

Describe:

Connecticut is currently not operating a QRIS.

ii. Licensed Family Child Care Homes:

#

N/A

Describe:

Connecticut is currently not operating a QRIS.

iii. License-Exempt Providers:

#

N/A

Describe:

Connecticut is currently not operating a QRIS.

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

i. Licensed Child Care Centers:

N/A

Describe:

Connecticut is currently not operating a QRIS.

#

%

ii. Licensed Family Child Care Homes:

N/A

Describe:

Connecticut is currently not operating a QRIS.

#

%

iii. License-Exempt Providers:

N/A

Describe:

Connecticut is currently not operating a QRIS.

#

%

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

Yes

- a) Licensed center-based programs: # 0
- b) Licensed Family Child Care Homes: # 36
- c) Legally exempt care in providers home: # 0
- d) Legally exempt center-based programs: # 0

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

No

N/A

Describe:

The bonuses provided to licensed family providers were one-time bonuses for completion of CDA, Licensing, and NAFCC accreditation. The bonuses are not related to the QRIS. Those that received NAFCC bonus also received the 5% accreditation reimbursement incentives.

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

Yes

a) Licensed center-based programs: #

b) Licensed Family Child Care Homes: #

c) Legally exempt care in providers home: #

d) Legally exempt center-based programs: #

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

No

N/A

Describe:

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

Yes

a) Licensed center-based programs: #

b) Licensed Family Child Care Homes: #

c) Legally exempt care in providers home: #

d) Legally exempt center-based programs: #

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

No

N/A

Describe:

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

Yes

- a) Licensed center-based programs: # 282
- b) Licensed Family Child Care Homes: # 30
- c) Legally exempt care in providers home: # 0
- d) Legally exempt center-based programs: # 57
- e) In-home (care in the child's own home): # 0

No

N/A

Describe:

4.12 Spending

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

Yes.

If yes, %: 19

No

N/A

Describe:

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

Yes.

If yes, %:

15% of state School Readiness Quality Improvement Funds were used to support state-funded early care and education programs in efforts related to accreditation.

No

N/A

Describe:

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

Yes.

If yes, describe :

No

N/A

Describe:

4.13 Progress Update:

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

The OEC's Division of Licensing monitored progress towards the following outcomes:

1. Number programs that achieve licensing-

From 10/1/18 to 9/30/19, **313** were newly licensed programs.

For the previous year, 10/1/17 to 9/30/18, **255** were newly licensed programs including licensed youth camps.

2. Number of programs that maintain compliance with licensing standards-

Of the **3,855** licensed programs (including youth camps), 3,799 programs maintained compliance with licensing standards in that they had no formal discipline taken against their license.

3. Newly accredited in FY19

NAEYC Accredited: 13

NAFCC Accredited: 17

Total number accredited programs in FY19

NAEYC Accredited: 350

NAFCC Accredited: 30

Programs who received NAFCC or NAEYC accreditation received higher subsidy reimbursement rates.

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

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

5.1. Provide the total number of State funded Infant Toddler Specialists available to providers during October 1 to September 30 of the last federal fiscal year.

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

N/A

Describe:

Connecticut does not have a credential or certificate for Infant Toddler Specialist.
Connecticut's early childhood teacher credential has an infant/toddler endorsement.

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

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

N/A

Describe:

No specific on-site coaching in infant and toddler practice was provided.

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

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

N/A

Describe:

This data is not collected.

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

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

N/A

Describe:

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

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

Yes

(please provide link)

No

N/A

Describe:

5.6. Provide the number of staffed FCC networks supported by the CCDF funds

through direct agreement with a centralized hub or community-based agency during October 1 to September 30 of the last federal fiscal year.

a) Number of staffed FCC networks: # 7

Describe what the hub provides to participating FCC providers:

The OEC extended funding for seven pilot Staffed Family Child Care Networks. The funding for these pilot networks is to increase the supply of infant and toddler care, and to reduce administrative costs of family childcare providers through technical assistance, training and back office support.

N/A

Describe:

5.7 Spending

5.7.1. Did the State or Territory use CCDF quality set aside funds in addition to the 3% infant and toddler set-aside to improve the supply and quality of child care programs and services for infants and toddlers during October 1 to September 30 of the last federal fiscal year? If so, what estimated percentage of CCDF quality dollars was spent supporting the quality and supply of infant and toddler care? The State or Territory should not include the 3% infant and toddler set-aside in the estimated percentage.

Yes.

If yes, %: 40

No

N/A

Describe:

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

Yes.

If yes, describe:

\$1.3 million of state funds were used to support infants and toddlers enrolled in CTs three federally funded Early Head Start - Child Care Partnership programs.

No

N/A

Describe:

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

Yes.

If yes, describe:

Care 4 Kids Subsidy rate increases and incentives for family child care program accreditation and staff degree attainment.

No

N/A

Describe:

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

5.8 Progress Update:

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

The Staffed Family Child Care Network pilot project is overseen by OEC with the guidance of two key national leaders in this area. A major focus of the Network activities center around shared services concepts that support business practices for family child care providers. The OEC works closely Opportunities Exchange (OppEx), the national organization leading this effort. The design of each Family Child Care Network is unique to its participants, but all share the goal of strengthening business and pedagogical (teaching and learning) leadership across participating sites by creating structures that enable sharing of staff, information and

resources. Each Network's activities, including shared services, are defined through the assistance of an evaluation consultant, whose expertise is in the areas of logic model development and evaluation.

Noted outcomes and progress of the funded Staffed Family Child Care Networks during this period:

- 700 providers are members of a Staffed Family Child Care Network;
- 18 family child care providers are completing the Connecticut Association for Infant Mental Health Endorsement (IMH) link to website: <https://www.ct-aimh.org/endorsement-2/endorsement-overview/> ;
- 6 family child care providers became licensed adding 36 newly licensed child care spaces;
- 61 family child care providers completed the Family Child Care Environmental Rating Scale (FCCERS);
- 20 family child care providers were trained in the Ages and Stages Developmental screening tool and
- 30 family child care providers completed the Business Administration Scale (BAS)

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

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

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

-Produced and published the Annual Capacity and Availability Enrollment Report which provides a snap shot of the availability of child care in Connecticut and number of children served.

- Enhanced 211 Child Care search engine to better inform parents on child care options in their community and consumer education resources to assist them in selecting a quality program.

- Developed and maintained public calendar of training and technical assistance offerings.

- Developed and disseminated materials for a multi-strategy mass media campaign including TV, radio and billboard ads for statewide campaign on Safe Sleep and Trusted Licensed Care.

Solicited feedback and input from families and providers on the Care 4 Kids Subsidy Program through statewide focus groups, electronic surveys and social media outlets.

6.2. Did the State/Territory change its use of symbols or simple icons, such as stars or levels, to communicate levels of quality for child care programs beyond what may be communicated to parents about licensing status and compliance during October 1 to September 30 of the last federal fiscal year?

Yes

Describe:

No

N/A

Describe:

6.3 Spending

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

Yes.

If yes, %: 7

No

N/A

Describe:

6.3.2. Did the State or Territory use other non-CCDF funds to establish or expand a statewide CCR&R (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last

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

Yes.

If yes, describe:

\$100,000 of State funds support OEC staff who provide expertise and oversight on enhancement of CCR&R activities.

No

N/A

Describe:

6.3.3. Does the State/Territory expect to spend at least some of the increased CCDF funds to establish or expand a statewide CCR&R?

Yes.

If yes, describe:

No

N/A

Describe:

6.4. Progress Update:

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

The OEC solicited feedback and input from families and providers on the Connecticut Care 4 Kids Subsidy Program through statewide focus groups, electronic surveys and social media outlets. The OEC received a total of 445 oral comments and 353 online write-in comments. Valuable insights were shared regarding the Care 4 Kids Program and the subsidy eligibility determination processes. Families and providers identified concerns about receiving timely communication related to application document submission and final eligibility approvals. Suggestions included using strategies such as email and text when documents are received or eligibility approval is granted. The OEC is using this feedback to streamline and improve communication channel with providers and families.

Trusted Licensed Campaign (TLC) and Safe Sleep Campaign was launch in 2017; the OEC

continues to promote these campaigns through google ads, video ads, and Facebook posts. Analytics track user engagement with the content.

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

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

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

a) Caring for Our Children Basics

Yes.

No.

If not, describe:

b) Head Start

Yes.

No.

If not, describe:

Connecticut does not follow Head Start standards.

c) State pre-k

Yes.

No.

If not, describe:

Connecticut does not follow Connecticut State pre-k standards.

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

Licensing Standards

- Ongoing health and safety training or education
- Monitoring Protocols
- N/A

Describe:

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

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

- a) Licensed providers # 825
- b) Licensed-exempt providers # 19

7.3.2 What was the average length of time between receiving the complaint and taking steps to respond to a complaint during October 1 to September 30 of the last federal fiscal year? Complaints involving allegations of abuse or neglect receive an initial response in 48-72 hours. The average time for all other complaints is 3-5 days.

7.3.3 How many complaints received an on-site follow-up inspection during October 1 to September 30 of the last federal fiscal year ? # 844

7.3.4 How many of the complaints resulted in one or more substantiated violations in the program or provider site identified during October 1 to September 30 of the last federal fiscal year ? # 1065

7.3.5 How many child care providers had CCDF funding revoked as a result of an inspection during October 1 to September 30 of the last federal fiscal year? # 10

7.3.6 How many child care providers closed as a result of an inspection during October 1 to September 30 of the last federal fiscal year? # 23

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

138 complaints regarding illegal operation were received during this year. 55 illegal complaints were substantiated during this year (includes youth camps).

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

- a) Licensed child care center staff: # 8

- b) Licensed family child care staff: # 9
- c) Licensed exempt child care staff: # 0
- d) Licensed exempt family child care staff: # 0

e) N/A

Describe:

7.5 Spending

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

Yes.

If yes, %: 17

No

N/A

Describe:

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

Yes.

If yes, describe:

\$1.2 Million of State funds for support OEC staff who provide expertise and oversight on development and implementation of quality activities.

No

N/A

Describe:

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

Yes.

If yes, describe:

Criminal Background System updates

No

N/A

Describe:

7.6 Progress Update:

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

The OEC's Division of Licensing monitored progress towards the following outcomes:

1. Number programs that achieve licensing: From 10/1/18 to 9/30/19, 313 were newly licensed programs. For the previous year, 10/1/17 to 9/30/18, 255 were newly licensed programs including licensed youth camps.

2. Number of programs that maintain compliance with licensing standards: Of the 3,855 licensed programs (including youth camps), 3,799 programs maintained compliance with licensing standards in that they had no formal discipline taken against their license.

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

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

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

a) To measure program quality, describe:

ERS (ECERS-3, ITERS-3, and the SACERS-U) and Program Administration Scale (PAS) were used for monitoring non-accredited programs receiving state early care and education funding.

b) To measure effective practice, describe:

NA

c) To measure age appropriate child development, describe:

In September 2018, CT developed and disseminated the Connecticut Documentation and Observation for Teaching System (CT DOTS), an assessment framework to guide early care and education providers in the process of monitoring children's progress on the skills, abilities and behaviors aligned to the CT ELDS. No data regarding child development is collected at the state level.

d) Other, describe:

NA

N/A

Describe:

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

a) To measure program quality, describe:

Family Child Care Environmental Rating Scale (FCCERS) were used by four of the seven funded OEC Staffed Family Child Care Networks.

b) To measure effective practice, describe:

Business Administration Scale (BAS) used by two of the OEC funded Staffed Family Child Care Networks.

c) To measure age appropriate child development, describe:

Ages and Stages Developmental Screening Tool was used by two of the funded Staffed Family Child Care Networks.

d) Other, describe:

NA

N/A

Describe:

8.3 Spending

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

Yes.

If yes, %:

No

N/A

Describe:

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

Yes.

If yes, describe:

No

N/A

Describe:

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

Yes.

If yes, describe:

No

N/A

Describe:

8.4 Progress Update:

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

Staffed Family Child Care Networks:

- 700 providers are members of a Staffed Family Child Care Network;
- 61 family child care providers completed the Family Child Care Environmental Rating Scale (FCCERS);
- 20 family child care providers were trained in the Ages and Stages Developmental screening tool and
- 30 family child care providers completed the Business Administration Scale (BAS)

Center-Based:

ERS (ECERS-3, ITERS-3, and the SACERS-U) and Program Administration Scale (PAS) were used for monitoring non-accredited programs receiving state early care and education funding. The tools were used to develop quality improvement plans and support non-accredited programs to achieve accreditation.

9) Supporting providers in the voluntary pursuit of accreditation

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

9.1. How many providers did the State or Territory support in their pursuit of accreditation during October 1 to September 30 of the last federal fiscal year?

- a) Number of licensed center based providers # 33
- b) Number of licensed FCC providers # 0
- c) Number of center based providers that serve CCDF children # 19
- d) Number of FCC providers that serve CCDF children # 0

N/A

Describe:

9.2 Spending

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

Yes.

If yes, %:

No

N/A

Describe:

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

Yes.

If yes, describe:

No

N/A

Describe:

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

Yes.

If yes, describe:

No

N/A

Describe:

9.3 Progress Update:

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

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

NAEYC Accredited: 13

NAFCC Accredited: 17

Online Health and Safety Orientation Training

2 hour Training - English 212 completions

2 hour Training - Spanish 21 completions

5 Hour Training - English 3028 completions

5 Hour Training - Spanish 17 completions

18 Hour Training- English 1423 completions

18 Hour Training- Spanish 5 completions

Total trainings completed: 4706

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

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

10.1 Quality Indicators

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

- Yes.
- No. Skip to 10.2

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

- Health, nutrition, and safety of child care settings
- Physical activity and physical development in child care settings
- Mental health of children
- Learning environment and curriculum
- Ratios and group size
- Staff/provider qualifications and professional development
- Teacher/provider-child relationships
- Teacher/provider instructional practices
- Family partnerships and family strengthening
- Other

Describe:

10.2 Spending

10.2.1. Did the State or Territory spend CCDF quality set aside funds on supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on these standards?

- Yes.

If yes, %: 1

- No
- N/A

Describe:

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

Yes.

If yes, describe:

\$210,800 of funds were used to support social emotional learning and development in Pre-K programs through training on the Pyramid Model.

No

N/A

Describe:

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

Yes.

If yes, describe:

No

N/A

Describe:

10.3 Progress Update:

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

OEC used funding from the Preschool Development Grant to support social emotional learning and development in prek programs through training on the Pyramid Model. The OEC offered scholarships for the ePyramid Online Preschool Modules to all early childhood providers in state-funded preschool programs, early childhood community preschool programs, Head Start, Family Resource Centers, and public school districts. The OEC also

supported a state-wide conference entitled *Childhood Conversations/ Together We Will Conference*. The focus of the conference was on social and emotional health.

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

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

11.1 Progress Update:

Based on the State/Territory's response to Question 7.9.1 of the FFY2016-2018 CCDF Plan for FFY2018 QPR and Question 7.11 of the FFY2019-2021 CCDF Plan for FFY2019-2021 QPRs describe progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible. If the State or Territory is using measures not described in the current State Plan to evaluate please also describe:

NA

11.2 Spending:

11.2.1 Did the State or Territory spend CCDF quality set aside funds on other activities to improve the quality of child care services during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of the CCDF quality dollars was spent on these standards?

Yes.

If yes, %:

No

N/A

Describe:

11.2.2 Did the State or Territory use other non-CCDF funds development (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to improve the quality of child care services during October 1 to September 30 of the

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

Yes.

If yes, describe:

No

N/A

Describe:

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

Yes.

If yes, describe:

No

N/A

Describe:

12) Lead Agencies must submit an annual report, as required at 45 CFR Â§ 98.53(f)(4), describing any changes to State/Territory regulations, enforcement mechanisms, or other State/Territory policies addressing health and safety based on an annual review and assessment of serious child injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible. (Note: This requirement is effective FFY 2019. States/Territories do not have to include this report with the FFY 2018 QPR submission.)

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

There were no deaths reported during this year. There were 202 serious injuries reported during this year. Only 4 occurred in license -exempt programs receiving CCDF. Of the 202 serious injuries, 139 occurred at youth camps and all but 4 of the youth camp injuries were self-reported. All 135 self-reported camp incidents were reviewed by a licensed nurse and it was determined that there were no concerns that would warrant a need for a site visit or

further review.

In response to 9 deaths in 2016-2017, the agency released this past year a Safe Sleep campaign to increase safe sleep practices and a Trusted Licensed Care campaign to educate parents of the benefits of licensed child care. Additionally, free "This Side Up" sleep sacks were distributed to licensed providers to support their adherence to safe sleep practices.

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

Draft revisions to CT's family and center licensing regulations include stricter safe sleep requirements. Follow-up on-site visits are now conducted whenever any violation of safe sleep is cited.