

Appendix 1
Quality Performance Report
FFY 2013 (October 1, 2012 – September 30, 2013)

This second annual report will be submitted to ACF no later than December 31, 2013 and the first submittal will reflect the period October 1, 2012 through September 30, 2013. Lead Agencies will leave this report blank when the Plan is initially submitted.

In this report, Lead Agencies are asked about the State/Territory's progress in meetings its goals as reported in the FY 2012-2013 CCDF Plan, and provide available data on the results of those activities. At a minimum, Lead Agencies are expected to respond to the first question in each section of the Quality Performance Report (QPR) which asks for their progress toward meeting their goal(s) articulated in Part 3 of the CCDF Plan for this Biennium. Because of the flexibility in administering the CCDF program, it is expected that Lead Agencies may not have information and data available to respond to all questions. Lead Agencies may provide narrative updates in the subsequent data sections, including any plans for reporting data in the future, if actual data is not currently available.

The purpose of the QPR annual report is to capture State/Territory progress on improving the quality of child care. Specifically, this report will:

- Provide a national assessment of State's and Territory's progress toward improving the quality of child care, including a focus on program quality and child care workforce quality;
- Track State's and Territory's annual progress toward meeting high quality indicators and benchmarks, including those that they set for themselves in their CCDF Plans and those that are of interest to the U.S. Department of Health and Human Services in measuring CCDF program performance;
- Assist national and State/Territory technical assistance efforts to help States/Territories make strategic use of quality funds; and
- Assist with program accountability and compliance efforts tied to quality investments.

This report collects data in relation to the four components of child care quality used as a quality framework in Part 3 of the Child Care and Development Fund Plan for FY 2012-2013:

1. Ensuring health and safety of children through licensing and health and safety standards
2. Establishing early learning guidelines
3. Creating pathways to excellence for child care programs through program quality improvement activities
4. Creating pathways to an effective, well-supported child care workforce through professional development systems and workforce initiatives.

Ensuring the Health and Safety of Children (Component #1)

In this section, Lead Agencies provide information on the minimum health and safety standards and activities in effect over the past year as of September 30, 2013.

A1.1 Progress on Overall Goals

Based on the goals described in the Lead Agency's CCDF Plan at Section 3.1.7, please report your progress using the chart below. You may include any significant areas of progress that 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 (e.g., revised licensing regulation to include elements related to SIDS prevention, Lowered caseload of licensing staff to 1:50, or increased monitoring visits to twice annually for child care centers). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2012-2013 CCDF Plan	Describe Progress – Include Examples and Numeric Targets where Possible
<p>Goal #1: Conduct a comprehensive review of NYS's child care regulations.</p>	<p>OCFS completed its revisions to the family and group family day care regulations in June 2013. The Governor's Office staff reviewed and approved the start of a 45 day public comment period which ended August 12, 2013. A review of public comment was completed by OCFS and no substantive changes were made. The family and group family day care regulations were officially adopted on October 30, 2013 with an effective date of May 1, 2014.</p> <p>OCFS is now in the process of finalizing the day care center, school age child care and small day care center regulations. They were reviewed by the Governor's Office staff and OCFS is awaiting closure on one issue before posting these regulations for a 45 day public comment period.</p>
<p>Goal #2: Increase the number of routine announced inspections visits. The following benchmark was devised for this goal: By September 30, 2012,</p>	<p>Licensing staff did not meet this target. After the initial assessment was conducted, the target was modified for FFY2013 to reflect</p>

<p>75% of licensing staff will have conducted at least 6 inspections per week.</p>	<p>that 50% of licensing staff will have conducted at least 5 inspections per week. In FFY2013, 28% of licensors conducted 5 or more inspections per week. Office needs and individual caseload considerations have impacted our ability to meet this target. Regional office managers will continue to work with licensing staff to improve upon the number and percentage of inspections conducted by licensing staff.</p>
<p>Goal #3: Exempt Care: As part of a larger-scale review of New York State’s child care subsidy regulations and policies, conduct a targeted review of policies and regulations related to the legally-exempt child care providers.</p>	<p>In April 2013, OCFS met in conferences with an organization of family day care providers and with an organization of early childhood educators to obtain their review of and recommendations to improve the requirements related to legally exempt child care caregivers and to child care reimbursement rates under the child care subsidy program. Additionally, OCFS assessed the impact of the proposed rule for the Child Care and Development Fund issued by the federal Administration of Children and Families in May 2013. The proposed changes, if finalized, would have a significant impact on the administration and policy requirements of the child care subsidy program in New York State. OCFS will await further action on its initiative to improve its child care subsidy program until resolution of the federal proposed rule.</p>
<p>Goal #4: Develop a mandatory orientation session for prospective child care providers that will provide them with an overview of the regulatory requirements for operating child care in New York State.</p>	<p>The following modules are currently being developed by staff at the Professional Development Program (PDP) at the State University of New York:</p> <ul style="list-style-type: none"> • “Do I need to be Licensed or Registered to provide care in New York State Module is completed for all modalities of care. This is a 7 minute overview to help a

	<p>perspective applicant decide if they need to be registered or licensed.</p> <ul style="list-style-type: none">• “General Orientation for Providing Child Day Care in New York State” is a 29 minute module that is completed and ready for complementation. This is required before a perspective applicant can take a modality specific orientation module.• “Family Child Care’ is a 45 minute module that is completed and ready for implementation. Once completed, the perspective applicant will be able to request a Family Child Care application online. Produced in a video format, with "chapter" breaks to allow viewers to self-pace their experience, these modules will be available online. In addition to solo reviewing by prospective providers on their own, provisions will be made for group orientation sessions, such as those conducted by local child care resource and referral agencies or OCFS regional offices.• “Group Family Child Care” is a 45 minute module that is completed and ready for implementation. Once completed, the perspective applicant will be able to request a Group Family Child Care application on line. Produced in a video format, with "chapter" breaks to allow viewers to self-pace their experience, these modules will be available online. In addition to solo reviewing by prospective providers on their own, provisions will be made for group orientation sessions, such as those conducted by local child care resource and referral agencies or OCFS regional offices.• “Orientation for Day Care Centers” Currently in the script development phase. Several drafts of the script have been reviewed by the
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	<p>workgroup and development continues to ensure that all needed content is included in this piece. Once final script is approved, shooting and editing will begin. To be produced in a video format, with "chapter" breaks to allow viewers to self-pace their experience, these modules will be available online. In addition to solo reviewing by prospective providers on their own, provisions will be made for group orientation sessions, such as those conducted by local child care resource and referral agencies or OCFS regional offices. Figuring out just how to make that happen was one of the FFY 2013 tasks, along with the script development, shooting, and editing of the modules themselves.</p> <ul style="list-style-type: none"> • “Orientation for School Age Child Care Programs” <p>Currently in the script development phase. Once a final script is approved for Day Care Center Orientation, modifications will be made to the PDP internal draft of the School Age Orientation script and will then be submitted and reviewed by the workgroup. Then development will continue to ensure that all needed content is included in this piece. Once final script is approved, shooting and editing will begin. To be produced in a video format, with "chapter" breaks to allow viewers to self-pace their experience, these modules will be available online. In addition to solo reviewing by prospective providers on their own, provisions will be made for group orientation sessions, such as those conducted by local child care resource and referral agencies or OCFS regional offices. Figuring out just how to make that happen was</p>
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	<p>one of the FFY 2013 tasks, along with the script development, shooting, and editing of the modules themselves.</p> <p>Upcoming in FFY 2014: Continued production of the orientation module for day care centers and for school age child care, piloting of the whole package, and informing prospective providers of the new requirement that they complete the overview and at least one of the modality modules before they can be issued an application for a license or registration.</p> <p>IT Piece PDP is developing the user interface for potential providers and data link to CCFS. PDP is on track to complete this work by the end of March 2014. The CCFS team is developing the ability to receive data from PDP directly into the CCFS system to verify that a potential provider has taken the Orientation session. Their work is on track to begin testing at the end of January. Depending on the results of the testing, it could go 'live' in March.</p>
<p>Goal #5: Continue to work collaboratively with the NYS DOH concerning data sharing, lead poisoning in children, obesity prevention, and fetal alcohol spectrum disorders.</p>	<p>In FFY 2013:</p> <ul style="list-style-type: none"> • OCFS continues to meet quarterly with the NYS Lead Poisoning Prevention Advisory Council (led by the NYS Department of Health). OCFS works collaboratively with local Departments of Health when issues concerning lead are investigated. • As a result of its collaboration with the NYS Department of Health (DOH) and the Federal Centers for Disease Control and Prevention (Division of Nutrition), OCFS was successful in adding healthy beverage requirements, daily

	<p>physical activity and media reduction to its approved family-based regulations. These requirements will become effective May 1, 2014. It is the intention of OCFS to have these same standards become requirements in the proposed regulations for day care centers, small day care centers and school age child care regulations. In addition, the Office of Children and Family Services will require that all licensed day care center programs and school age child care programs be in compliance with CACFP meal patterns.</p> <ul style="list-style-type: none"> • OCFS is collaborating with the DOH to produce two training sessions related to Let's Move Child Care: Healthy Beverages and The CACFP Meal Pattern. In addition, the DOH is publishing a brochure on healthy eating habits for distribution to parents by their child care provider. <p>As noted in our FFY 2012 report, OCFS partnered with the NYS DOH and the Centers for Disease Control and Prevention (Division of Nutrition) to hold a “Train the Trainer” workshop on Let’s Move Child Care. The session, which was held in FFY 2013 (on 12/14/12), was attended by approximately 34 CCR&R agency staff and OCFS training contract staff. Four county CCR&R’s reported using the Train the Trainer workshop to train day care providers in their area of the state.</p> <ul style="list-style-type: none"> • OCFS continues to serve as co-chair on the NYS FASD interagency workgroup. Two principal initiatives are rolling out. The first is producing and sending email postcards to OBGYN’s, health clinics and mid-level para-professionals working with
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	<p>women in their child-bearing years. The postcards inform and remind recipients to talk to women about alcohol use during pregnancy and the risk of FASD. The second initiative is to train teachers in the OCFS Division of Juvenile Justice and Opportunities for Youth (DJJOY) on the issue of FASD. These “Train the Trainer” sessions were held in the Spring of 2013 and a number of teachers have integrated the training into current health curriculum at DJJOY facilities.</p>
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Note: If your licensing standards changed during this period, please provide a brief summary of the major changes and submit the updated regulations to the National Resource Center for Health and Safety in Child Care (www.nrckids.org.)

A1.2 Key Data

OCC is collecting this information as one part of our overall effort to better understand State/Territory activities to improve the quality of child care. OCC recognizes that the data requested in this report will only provide part of that picture because there are many factors which affect the data being collected here. Each State/Territory’s policy context and priorities and standards will play a role in the way that quality improvement activities are developed and implemented. For example, the number of programs with licensing violations will be affected by how stringent the licensing standards are. States with more stringent standards may be more likely to report more violations than those with less stringent licensing standards. OCC intends to work with the States/Territories to gather any additional contextual information necessary in order to fully understand the context of these data for any reporting activities involving this information.

A1.2.1 Number of licensed programs

a) How many licensed center-based programs operated in the State/Territory as of September 30, 2013? 6,751 or Data not available

Describe: The above figure includes both child care centers serving children birth to school-age (N=4,206) and center-based school-age child care programs (N=2,545). [Note that in New York State, regulated center based, school-age child care programs are classified as "registered," not licensed.]

b) How many licensed home-based programs operated in the State/Territory as of September 30, 2013? 14,606 or Data not available

Describe: Note that in New York State, regulated home-based programs are classified as "registered," not licensed.

c) Does the State/Territory have data on the number or percentage of programs (i.e., paid care provided on a regular basis by an unrelated caregiver outside of the child's own home) operating in the State/Territory that are not subject to licensing regulations?

- Yes. If yes, include the number/percentage of programs and describe
- No

Describe: In New York State, we have three types of license-exempt care:
Legally-exempt Family Child Care: (N=21,010 providers annually)

1. Child care for 1 or 2 unrelated children provided outside child's own home. Can care for up to 2 unrelated and up to 6 related for a maximum of 8 children.
2. Child care for more than 2 children provided outside child's own home, who provides such care for 3 hours or less per child per day.
3. Child care provided outside child's own home by a relative, such as a grandparent, aunt, uncle, sibling or cousin. When all children are related there is no established limit.

Legally-exempt In-Home Child Care: (N=17, 796 providers annually)
Child care furnished in the child's own home. Child's parent must provide the provider with all employment benefits required by law.

Legally-exempt Group Child Care: (N=372 programs annually that provide care for one or more subsidized children. They are indicated below. There are many more programs that do not have children in care receiving child care subsidies. Presently, our data system does not allow us to break out the different types of group care into subgroups; we only have data on about half of groups. OCFS has just completed a re-build of our database's legally-enrollment module. We project that once we are a year out from conversion; we should have information on all legally-exempt group programs that provide care to subsidized children).

In New York State, all license-exempt center-based care is referred to as legally-exempt group child care. Legally-exempt group programs enrolled to provide subsidized child care may be operating under the auspices of another government agency or not operating under the auspices of another government agency. In 2012, we added the ability to track legally-exempt group child care by program subtype.

Legally-exempt group programs operating under the auspices of another government agency include the following subtypes of programs:

1. Child care programs operated by public school district: pre-kindergarten and nursery school programs for children three years of age or older, and programs for school-age children conducted during non-school hours, operated by public school districts which provide elementary or secondary education or both in accordance with the compulsory

education requirements of the New York State (NYS) Education Law, provided that such pre-kindergarten, nursery school or school-age programs are located on the premises or campus where the elementary or secondary education is provided;

2. Summer day camps operated by non-profit agencies or organizations or private proprietary agencies in accordance with Subpart 7-2 of the State Sanitary Code

1. In New York City
2. Upstate New York State
3. Out of State

3. Federal child care programs: day care centers, family day care homes and other child care programs located on Federal property which are operated in compliance with the applicable Federal laws and regulations for such child care programs; and

4. Tribal Child Care programs: day care centers, family day care homes and other child care programs located on tribal property that are operated in compliance with the applicable tribal laws and regulations for such child care programs.

5. Nursery school programs (not operated by a public school district) voluntarily registered with the NYS Department of Education (NYSED): nursery schools and programs for pre-school-aged children operated by non-profit agencies or organizations or private proprietary agencies which provide services for three or less hours per day [Note: 143 nursery school programs have voluntarily registered with NYSED.]

6. In New York City, school-based child care programs for children ages three to five delineated in the NYC Health Code Article 43, and not licensed by NYC Department of Health and Mental Hygiene. Legally-exempt group programs not operating under the auspices of another government agency include the following subtypes of programs:

1. Child care programs operated by a private school or academy providing compulsory education: prekindergarten and nursery school programs for children three years of age or older, and programs for school-age children conducted during non-school hours, operated by public school districts or by private schools or academies which provide elementary or secondary education or both in accordance with the compulsory education requirements of the Education Law, provided that such prekindergarten, nursery school or school-age programs are located on the premises or campus where the elementary or secondary education is provided;

2. Nursery School Programs operated by non-profit or private agencies not registered with NYSED: nursery schools and programs for pre-school-aged children operated by non-profit agencies or organizations or private proprietary agencies which provide services for three or less hours per day.

[Note: This category exists only outside of New York City. In New York City, nursery schools are required to be licensed and are included the total number of licensed center-based programs in 1.2.1(a) above.]

3. Unaffiliated School-Age program –no more than six school age children cared for in a non-residence.

A1.2.2 What percentage of programs received monitoring visits, and at what frequency, for each provider category during the last fiscal year?

a) What percentage of licensed center-based programs were visited as of the end of the last fiscal year? 91.6%. What was the average number of visits? 3.5

b) What percentage of licensed family child care programs were visited as of the end of the last fiscal year? 87.6%. What was the average number of visits? 2.4

NOTE: The statutory target for registered family child care programs is a single visit for 50% of them: thus, actual practice exceeds statutory requirements.

c) What percentage of legally exempt providers, receiving CCDF were visited as of the end of the last fiscal year? 26%. What was the average number of visits? 1

Describe: The annual target for inspections of legally-exempt family child care providers receiving subsidy reimbursement is 20% of those who are not participating in the Child and Adult Care Food Program (which already receive 3 visits/year). Data are collected and submitted to OCFS by individual legally-exempt enrollment agencies (the Women's Housing and Economic Development Corporation [WHEDco] in New York City and child care resource & referral agencies elsewhere throughout the state).

Data not available

A1.2.3 How many programs had their licenses suspended or revoked due to licensing violations as defined in your State/Territory during the last fiscal year?

	Suspended	Revoked
Licensed Centers	0	5
Licensed Homes	3	101
<input type="checkbox"/> Data not available		

Describe: These numbers reflect programs that have exhausted all their due process rights. They do not reflect enforcement actions that are in process.

A1.2.4 How many programs were terminated from participation in CCDF subsidies due to failure to meet licensing or minimum CCDF health and safety requirements during the last fiscal year?

Child Care Centers 11
Group Child Care Homes 93
Family Child Care Homes 2,101
In-Home Providers 911
 Data not available

Describe: Child Care Centers: 11 programs: 3 licensed Day Care Centers, 4 registered School Age Child Care Programs, 4 previously enrolled legally-exempt group child care programs

Group Child Care Homes: 93 licensed Group Family Day Care providers

Family Child Care Homes: 2101 providers: 40 registered Family Day Care Providers, 2061 previously enrolled legally-exempt family child care providers

In-Home Providers: 911 previously enrolled legally-exempt in-home child care providers

A1.2.5 How many previously license-exempt providers were brought under the licensing system during the last fiscal year? N/A

Describe: When providers change status they are assigned a new provider ID number so there is no way to track their prior status(es).

A1.2.6 How many injuries as defined by the State/Territory occurred in child care during the last year? Please indicate the universe of programs on which the number is based (e.g., licensed providers, CCDF providers, or all providers). N/A

Describe: We do not have a standard definition of what constitutes a child “injury”. We do define in policy what is considered a “serious” injury. Serious injuries must be reported to OCFS per regulation and an unannounced inspection of the program is then scheduled. If the cause of the injury is the fault of the program and non-compliance with regulation, OCFS cites the violation and once substantiated, enforcement actions are considered. DCCS has records and counts of enforcement actions and violations but cannot filter out which occur as a result of an injury to a child.

OCFS has not begun to capture this information. The Office priority is making changes to the Child Care Facility System (CCFS) to capture the new regulations and new requirements set in regulation by May 1, 2014. This change will be revisited once that work has been completed.

A1.2.7 How many fatalities occurred in child care as of the end of the last year? Please indicate the universe of programs on which the number is based (e.g., licensed providers, CCDF providers, or all providers). N/A

Describe: As we reported last year, OCFS maintains data on child fatalities that occur in child care only if they are associated with a child protective case -- and then, the information is kept in the child welfare database, not in the child care regulatory database. In any event, the data do not include any child fatalities associated with Sudden Infant Death Syndrome, of which we know some occur.

The limitations of CCFS presently prevent OCFS from counting child care fatalities occurring in child care programs. While the investigation into the death of a child and any other child protective inquiries are recorded in CCFS, we lack the ability to filter out fatality information in a report because a data field marking the case as a fatality does not exist at this time. Last year, we designated this as an important area for consideration in building the enforcement application in CCFS, which we had hoped would begin in 2013.

Unfortunately, the enforcement build in CCFS has been delayed due to the need to update the CCFS system with new regulations and requirements of regulation before May 1, 2014. This is the date when the regulations become effective. In the meantime, the Bureau of Day care Law has been counting reports of fatalities in an excel file. To date there have been seven (7) reported fatalities. This includes both registered/licensed programs and illegal programs that should have been registered/licensed.

The Division is unable, at this time, to report the conclusions of CPS fatality investigations in illegally operating facilities because the Division has but one role in those investigations and that is to determine if the programs are operating illegally and to serve a Cease and Desist Order to the program if they are illegal. We have no additional authority in those cases. Fatalities that occur in regulated programs are investigated by both the local CPS agencies and the Division as a collaborative effort. In those cases, the Division's investigation serves to substantiate or unsubstantiate violations associated with the fatality and to take appropriate action as a result.

Establishing Early Learning Guidelines (Component #2)

A2.1 Progress on Overall Goals

A2.1.1 Did the State/Territory make any changes to its voluntary early learning guidelines (including guidelines for school-age children) as reported in 3.2 during the last fiscal year?

- Yes. Describe _____
 No

Describe: No, not in FFY 2013.

A2.1.2 Based on the goals described in the Lead Agency’s CCDF Plan at Section 3.2.8, please report your progress. You may include any significant areas of progress that 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 (e.g., Expanded the number of programs trained on using the ELG’s, Aligned the ELG’s with Head Start Outcomes Framework). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2012-2013 CCDF Plan	Describe Progress – Include Examples and Numeric Targets where Possible
<p>Goal #1: Revise the Early Learning Guidelines (ELG) subsequent to the review of stakeholders in the field.</p>	<p>This goal was achieved in FFY 2012.</p>
<p>Goal #2: Organize professional development activities to assist programs in understanding the appropriate ways to use the Early Learning Guidelines (ELG) for focused program improvement and as a means to document child progress.</p>	<p>During FFY2013, New York developed a standardized 6 hour course on the Early Learning Guidelines (ELG). The course is targeted to center-based staff and family child care providers and addresses the cycle of intentional teaching and how to use the Early Learning Guidelines to observe children, plan curriculum and differentiate for specific children and groups of children. The course and train the trainer was piloted with 20 trainers in the New York City metro area. Once finalized, the train the trainer will be delivered to approved trainers throughout the State. These trainers will then be able to train administrators, center-based staff, and family child care providers throughout the state on the Early Learning Guidelines in a consistent manner.</p> <p>Aspire, the state’s workforce registry, is designed to capture data on ELG training and will be able to report on this as providers join the registry, begin to participate in the training and as approved trainers use the registry’s training approval system to track the training they provide on the</p>

	Early Learning Guidelines.
Goal #3: Revise the draft standards for QUALITYstarsNY such that the new draft standards will include extra points for programs that implement the ELG and include a curriculum that has been aligned with the ELG.	This goal was achieved in FFY 2012.

A2.2 Key Data

OCC is collecting this information as one part of our overall effort to better understanding State/Territory activities to improve the quality of child care. OCC recognizes that the data requested in this report will only provide part of that picture because there are many factors which affect the data being collected here. Each State/Territory’s policy context and priorities and standards will play a role in the way that quality improvement activities are developed and implemented. OCC intends to work with the States/Territories to gather any additional contextual information necessary in order to fully understand the context of these data for any reporting activities involving this information.

A2.2.1 (a) & (b) How many programs were trained on early learning guidelines (ELG’s) or standards over the last fiscal year?

Provider Categories	Birth to Three ELG’s	Three-to-Five ELG’s	Five and Older ELG’s
How many center-based programs were trained on ELG’s over the past year?	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
How many children are served in program implementing the ELG’s? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<p>OCFS does not keep data on programs' usage of the ELG, although this information will be tracked by NYS's emerging workforce registry, Aspire. Although still in its infancy, Aspire is being piloted by participants in NYS's QRIS, QUALITYstarsNY.</p> <p>Although OCFS cannot break out family-based versus center-based programs: 2% of NYS child care providers were trained on the ELG for infants and toddlers (birth to 3) 3% of NYC child care provides were trained on the ELG for preschool-aged (3-5) children</p>			
How many family child care programs were trained on ELG’s over the past year?	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>

Provider Categories	Birth to Three ELG's	Three-to-Five ELG's	Five and Older ELG's
How many children are served in program implementing the ELG's? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<p>OCFS does not keep data on programs' usage of the ELG, although this information will be tracked by NYS's emerging workforce registry, Aspire. Although still in its infancy, Aspire is being piloted by participants in NYS's QRIS, QUALITYstarsNY.</p> <p>Although OCFS cannot break out family-based versus center-based programs: 2% of NYS child care providers were trained on the ELG for infants and toddlers (birth to 3) 3% of NYC child care provides were trained on the ELG for preschool-aged (3-5) children</p>			
How many legally exempt providers were trained on ELG's over the past year?	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
How many children are served in programs implementing the ELG's? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<p>OCFS does not keep data on programs' usage of the ELG, although this information will be tracked by NYS's emerging workforce registry, Aspire. Although still in its infancy, Aspire is being piloted by participants in NYS's QRIS, QUALITYstarsNY.</p> <p>Although OCFS cannot break out family-based versus center-based programs: 2% of NYS child care providers were trained on the ELG for infants and toddlers (birth to 3) 3% of NYC child care provides were trained on the ELG for preschool-aged (3-5) children</p>			
<input checked="" type="checkbox"/> Data not available			

Pathways to Excellence for Child Care Programs through Program Quality Improvement Activities (Component #3)

A3.1 Progress on Overall Goals

A3.1.1 Based on the goals described in the Lead Agency's CCDF Plan at Section 3.3.9, please report your progress. You may include any significant areas of progress that 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 (e.g., Expanded the number of programs included in the QRIS, Aligned the QRIS standards with Head Start performance standards, or expanded the number of programs with access to an on-site quality consultant). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2012-2013 CCDF Plan	Describe Progress – Include Examples and Numeric Targets where Possible
Goal #1: Revise QUALITYstarsNY standards	This goal was achieved in FFY 2012.
Goal #2: Develop a system of professional development to assist programs; and continue to align the technical assistance support offered to programs via multiple sources and auspices.	Programs that participate in QUALITYstarsNY are eligible for targeted professional development and technical assistance on topics such as conducting Environmental Rating Scale, classroom organization, and dealing with disruptive behavior among other issues. Technical assistance and professional development opportunities are coordinated by the eleven Quality Improvement Specialists (QI Specialists) and aligned with the Quality Improvement Plans (QIPs). Funds are available to support the action plans outlined in the QIPs. Local training organizations and some national trainers are contracted to provide professional development aligned to the QIPs. The work of the Quality Improvement Specialists is supervised by the Quality Improvement Manager. Additionally, the Quality Improvement Specialists coordinate their work with other technical assistance experts who also work with programs on quality improvement issues, such as the SED Special Education Quality Assurance Coaches.

A3.2 Key Data

OCC is collecting this information as one part of our overall effort to better understanding State/Territory activities to improve the quality of child care. OCC recognizes that the data requested in this report will only provide part of that picture because there are many factors which affect the data being collected here. Each State/Territory's policy context and priorities and standards will play a role in the way that quality improvement activities are developed and implemented. OCC intends to work with the States/Territories to gather any additional contextual information necessary in order to fully understand the context of these data for any reporting activities involving this information.

A3.2.1 How many programs received targeted technical assistance in the following areas during the last fiscal year?

Health and safety 4,134

Infant and toddler care 4,524

School-age care 1,071

Inclusion 64

Teaching dual language learners 203

Understanding developmental screenings and/or observational assessment tools for program improvement purposes 1,062

Mental health 422

Business management practices 3,265

Data not available

NOTE: This is not an unduplicated count.

Describe: The above numbers refer ONLY to targeted technical assistance provided by the Civil Service Employees Association and the United Federation of Teachers to regulated family child care and group family child care providers and targeted technical assistance provided by the Early Care and Learning Council to regulated family child care, group family child care and day care center providers. They do not include 3,948 inspections performed by OCFS licensing staff, registrars, or fire/safety representatives, that had "technical assistance" listed as a primary or secondary reason for the inspection since that information cannot be disaggregated to determine number of unduplicated programs that received technical assistance. Nor is the information categorized by content area except in a narrative field in the State's regulatory database. In addition, the above figures do not include technical assistance provided by local child care resource and referral (CCR&R) agencies, who provide technical assistance to regulated providers (all modalities) within their catchment areas. Technical assistance provided by CCR&Rs can take the form of "basic technical assistance," which includes short, question-specific information primarily through phone and email; or "intensive technical assistance," which is provided primarily on the provider's site and is more in depth and typically includes the development of a quality improvement plan. The tracking of technical assistance is done according to "service unit" rather than by program and/or content area. New York State's contracts with CCR&Rs are performance-based. Payment is based on the meeting of specific milestones; the pricing of which has been determined by a functional cost analysis conducted by an outside consultant.

In FFY 2013, CCR&Rs provided 39,841 units of basic technical assistance (for which they were paid, in aggregate \$3,115,656 and 13,303 units of intensive technical assistance (for which they were paid \$2,012,664). It is important to note in the 2012 CCR&R RFP the milestone units costs for basic technical assistance and intensive technical assistance were updated. CCR&Rs increased their technical assistance focusing on quality activities for child care providers.

Finally, the above figures do not include technical assistance provided to programs that are participating in QUALITYstarsNY, which is NYS's QRIS, because the relevant database uses different categorizations for technical assistance activities. QUALITYstarsNY has historically used the broader category of "Professional Development" to capture technical assistance support. Beginning in FY 2013 QUALITYstarsNY has amended its data system to begin to capture technical assistance support as a separate category. To date, no data has been captured under the "Technical Assistance" category.

QUALITYstarsNY currently captures Technical Assistance data according to the following categories:

- Child Observation & Assessment
- Curriculum Planning and Implementation
- Governance Development
- Business Practices
- Family Engagement Resources

In addition, listed below are Technical Assistance activities provided by ECLC in 2013 that do not fall into the categories above:

Superstorm Sandy Social Services Block Grant 10
Save the Children Sandy Grant 19
Health Care Consult 31
Marketing 200
Nutrition 28
Emergency Preparedness 6
Child Development 140
Guidance & Supervision 7
Startup 362
Literacy 64
Anti-Bullying 2
Family Engagement 6
NYS OCFS Regulations 894
Program Development 790
Quality Improvement - Learning Environment 220
Home inspections and informational meetings 8
Professionalism - Professional Development 296
TOTAL “other” = 3083

NOTE: This is not an unduplicated count.

A3.2.2 How many programs received financial support to achieve and sustain quality during the last fiscal year?

- a) One-time, grants, awards or bonuses:
- Child Care Centers 9
 - Family Child Care Homes 15,710
 - Data not available

Describe: The quality grants for family-based providers were awarded by the two unions elected to represent home-based providers in NYS. UFT in NYC and CSEA in the rest of the state. UFT grants ended 6/30/13 and the CSEA grants end 2/28/14.

For FFY 2013, local CCR&R agencies provided quality grants to 1,457 family home based providers for a total amount of \$532,700 and CCR&Rs were able to use CCDF funds to provide grants of up to \$1,000 for centers if they so choose. This resulted in 9 grants being given for a total of \$3,383 for this reporting period.

162 Providers were reimbursed for Professional Development Expenses (CDA and First Aid/CPR).

b) On-going or Periodic quality stipends:

Child Care Centers 211

Family Child Care Homes 115

Data not available

Describe: All QUALITYstarsNY participating sites received financial support to achieve and sustain quality during the last fiscal year. All sites received at least \$500 to purchase materials to enhance the learning environment. In total, \$179,000 was provided to sites to enhance the learning environments.

In addition, participants in QUALITYstarsNY, NYS's QRIS, are eligible for awards for the following quality-enhancement activities (in FFY 2013, these awards, which are awarded per site, not individual, totaled \$450,000):

1. Noncredit/Conference/Workshop
2. Credential/Accreditation Fee
3. College Credit
4. Consultation/Technical Assistance
5. Coursework leading to a Credential

A3.2.3 What is the participation rate (number and percentage) in the State/Territory QRIS or other quality improvement system for programs over the last fiscal year? When reporting the percentages, please indicate the universe of programs on which the percentage is based (e.g., licensed providers, CCDF providers, or all providers).

Child Care Centers QRIS 218/5.2% or Other Quality Improvement System 286/6.8%

Describe: The denominator for the above: Total N of regulated child care centers: 4,206. The “other” quality improvement system: NAEYC accreditation.

Family Child Care Homes QRIS 145/1% or Other Quality Improvement System 36/.2%

Describe: The denominator for the above: Total N of regulated family child care and group family child care homes: 14,606. The “other” quality improvement system: National Association for Family Child Care.

License-Exempt Providers QRIS _____ or Other Quality Improvement System

Data not available

Describe: License-exempt providers are not eligible to participate in New York State QRIS.

A3.2.4 How many programs moved up or down within the QRIS or achieved another quality threshold established by the State/Territory over the last fiscal year? If quality threshold is something other than QRIS, describe the metric used, such as accreditation.

Child Care Centers _____
Family Child Care Homes _____
License-Exempt Providers _____
 Data not available

Describe: FFY 2013 activities included recruitment of additional programs to QUALITYstarsNY. Recruited sites completed an orientation process and were assigned a Quality Improvement Specialist. With the support of the Quality Improvement Specialist, sites completed the standard self-study process that consisted of submitting portfolio of documentation. A team of Rating Reviewers analyzed the submitted documentation and determined if points should be awarded. Sites were then issued a Provisional Rating based on the analysis of the submitted documentation. Meanwhile, an independent team of Environment Rating Scale (ERS) observers visited programs to assess the quality of the learning environments. At least 50% of center classrooms were observed and each family home. The ERS scores were sent to programs so that results could be incorporated into the Quality Improvement Plans. Further, ERS scores are being factored into the soon-to-be released Active Ratings (FFY 2014).

A3.2.5 How many programs are at each level of quality? Describe metric if other than QRIS, such as accreditation.

Child Care Centers:
Star One: 35
Star Two: 33
Star Three: 58
Star Four: 92
Star Five: 0

Describe: Sites have only been Provisionally Rated. Full, Active Ratings that incorporate the Environment Rating Scale results will be issued in FFY 2014. These ratings will change when the ERS scores are factored into the calculation.

A program/provider's star rating is determined using a point system. There are a total of 360 possible points associated with the standards for centers, family/home providers and school-based programs. Participants receive points for meeting standards in each of four categories: Learning Environment, Family Engagement, Qualifications and Experience, and Management and Leadership. At least 10% of the total possible points must be earned in each category.

The maximum percentages of points that can be earned in each category are:

Learning Environment	30%
Family Engagement	20%
Qualifications and Experience	25%
Management and Leadership	25%
Total	100%

All sites can earn up to 290 possible points before receiving points for the on-site Environmental Rating Scale (ERS) observations for programs with provisional ratings of 3, 4, or 5 stars; up to 50 points based on the ERS observation scores; and up to 20 possible points depending on which of the standards that apply only under certain conditions are applicable to the site, if any. These conditions include:

- Serving infants
- Serving toddlers/preschoolers
- Serving children with special needs
- Serving children whose home language is not English

To calculate a program's star rating, the number of points earned in the independent ERS observation is added to the points earned in the Provisional Rating, and then divided by the total possible points, now including total possible ERS points, and multiplied by 100, to yield the following:

Regulated program - One Star "meeting regulatory requirements"
10% - 39% points - Two Stars "satisfactory quality"
40% - 59% points - Three Stars "good quality"
60% - 84% points – Fours Stars “very good quality”
85% - 100% points – Five Stars “excellent quality”

Family Child Care Homes:

Star One 69
Star Two 25
Star Three 17
Star Four 5
Star Five 0

Describe: Sites have only been Provisionally Rated. Full, Active Ratings that incorporate the Environment Rating Scale results will be issued in FFY 2014. These ratings will change when the ERS scores are factored into the calculation.

A program/provider's star rating is determined using a point system. There are a total of 360 possible points associated with the standards for centers, family/home providers and school-based programs. Participants receive points for meeting standards in each of four categories: Learning Environment, Family Engagement, Qualifications and Experience, and Management and Leadership. At least 10% of the total possible points must be earned in each category.

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Management and Leadership	25%
Total	100%

All sites can earn up to 290 possible points before receiving points for the on-site Environmental Rating Scale (ERS) observations for programs with provisional ratings of 3, 4, or 5 stars; up to 50 points based on the ERS observation scores; and up to 20 possible points depending on which of the standards that apply only under certain conditions are applicable to the site, if any. These conditions include:

- Serving infants
- Serving toddlers/preschoolers
- Serving children with special needs
- Serving children whose home language is not English

To calculate a program's star rating, the number of points earned in the independent ERS observation is added to the points earned in the Provisional Rating, and then divided by the total possible points, now including total possible ERS points, and multiplied by 100, to yield the following:

Regulated program - One Star "meeting regulatory requirements"
 10% - 39% points - Two Stars "satisfactory quality"
 40% - 59% points - Three Stars "good quality"
 60% - 84% points – Fours Stars “very good quality”
 85% - 100% points – Five Stars “excellent quality”

License-Exempt Providers _____
 Data not available

Describe: License-exempt programs are not eligible to participate in NYS’s QRIS.

A3.2.6 What percentage of CCDF subsidized children were served in a program participating in the State or Territory’s quality improvement system during the last fiscal year? What percentage are in high quality care as defined by the State/Territory?

Note. If the State/Territory does not have a formal QRIS, the State/Territory may define another quality indicator and report it here.

Percentage of CCDF children served in participating programs 2.5%
 Percentage of CCDF children served in high quality care .9% (May define with assessment scores, accreditation, or other metric, if no QRIS.)

Data not available

Describe: QUALITYstarsNY defines high quality care as sites rated at the Star 4 and Star 5 levels.

QUALITYstarsNY standards are above and beyond our State’s regulations. NYS regulations have been rated “very high” according to the February, 2013 Child Care Aware America, “*We Can Do Better 2013 Update*” report.

Pathways to Excellence for the Child Care Workforce: Professional Development Systems and Workforce Initiatives (Component #4)

A4.1 Progress on Overall Goals

A4.1.1 Based on the goals described in the Lead Agency’s CCDF Plan at Section 3.4.7, please report your progress. 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 (e.g., Implement a wage supplement program, Develop articulation agreements). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2012-2013 CCDF Plan	Describe Progress – Include Examples and Numeric Targets where Possible
<p>Goal #1: Complete the “Core Body of Knowledge” and begin to make it the foundation for professional development across settings.</p>	<p>NYS’s revised “Core Body of Knowledge” is complete. It was released in April 2012.</p> <p>During FFY2013, New York developed a 2 day workshop for trainers in the State about how to use the Core Body of Knowledge to plan their professional development activities and establish accurate alignment with its 7 Core Competency Areas. The course has been piloted with 50 trainers in the New York City metro area. In addition, New York has piloted a training approval process, of which an integral and required component is accurate alignment of training content and objectives with the Core Body of Knowledge Competency Areas. The following chart demonstrates how the training events tracked by the registry have been coded:</p> <p>Core Knowledge Area # Roster Entries</p> <ol style="list-style-type: none"> 1. Child Growth and Development 2,040 2. Family and Community Relationships 646 3. Observation and Assessment 452 4. Environment and Curriculum 3,215 5. Health, Safety and Nutrition 3,233 6. Professionalism and Leadership 1,644 7. Administration and Management 1,081

<p>Goal #2: Complete the Career Lattice (now called the Career Ladder); review the Pathways work; and disseminate to the field.</p>	<p>The Career Ladder is complete.</p> <p>New York has also developed a companion document to the Career Ladder called the Positions at a Glance tool. It outlines the various positions in early childhood education that one might hold across all programs types at each level of the Career Ladder. The Career Ladder and the Positions at a Glance tool can be found at www.nyworksforchildren.org/career choices.</p> <p>There are currently 3,607 providers in the workforce registry. This number includes center based staff, family child care providers, and trainers. All providers have been assigned a level on the NYS Early Childhood Career Ladder based on verified education and credential information and self-reported data on their experience.</p> <p>The following chart shows the break out of active registry members by Career Ladder Level.</p> <p>Level Name # of Registry Participants</p> <ul style="list-style-type: none"> Career Ladder Level 1 149 Career Ladder Level 1A 53 Career Ladder Level 1B 91 Career Ladder Level 1C 61 Career Ladder Level 2 176 Career Ladder Level 2A 129 Career Ladder Level 2B 209 Career Ladder Level 3 21 Career Ladder Level 3A 48 Career Ladder Level 3B 92 Career Ladder Level 3C 121 Career Ladder Level 4 397 Career Ladder Level 4A 41 Career Ladder Level 4B 20 Career Ladder Level 4C 13 Career Ladder Level 5 35 Career Ladder Level 5A 178 Career Ladder Level 5C 3 Career Ladder Level 6 322
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<p>Goal #3: Roll out the Early Learning Trainer Credential, such that by the end of the next biennium , NYS will have a critical mass of experts registered and approved in the system, so as to set the stage for requiring that the training hours needed by providers to meet their regulatory training requirement (30 hours over two years) be obtained only from credentialed trainers or approved trainings.</p>	<p>New York has continued to grow its cadre of quality trainers through the Early Learning Training Credential. As of 11/30/2013, 183 trainers have successfully completed the credential and an additional 100 are in process. 260 have been approved as Verified Trainers (those who have successfully completed a training-of-trainer) to provide at least one of the approved curriculums and hold active Aspire (New York’s registry) profiles.</p> <p>In 2013, criteria and a process were developed for a Content Specialist. This designation is for those that have expertise outside of early childhood but provide critical knowledge and expertise to the field (e.g. accountants, health care providers, etc.). As of 11/30/2013, 7 individuals have been approved as Content Specialist and one is in process.</p> <p>Beginning in 2014, in order for trainers to be eligible to provide training that will be paid for by the Education Incentive Program (a scholarship program supported by funding from New York’s CCDF quality set aside) the trainer must hold the appropriate approved trainer type for the content being provided.</p>
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<p>Goal #4: In support of the quality-improvement activities of the two unions that were elected to represent family based child care providers State general funds have been authorized to support a Professional Development Child Care Grant Program, a key component of which is a Train-the-Trainer Program to develop a training base of providers that will work regionally to offer on-going child care workshops for legally-exempt providers to facilitate the completion of 10 hours or more of training annually.</p>	<p>The Civil Service Employees Association (CSEA) rolled out legally-exempt enhanced rate training modules in nine locations across New York State (outside NYC). (Buffalo, Rochester, Syracuse, White Plains, Albany, Binghamton, Commack, East Meadow, and Jamestown). Successful outreach was conducted by mail (postcards) and phone to all legally-exempt providers in the county and nearby counties where the training was conducted. CSEA sponsored four free Saturday morning training modules in each location, covering the 10 hour Enrolled Legally-Exempt Training Curriculum and an additional module on Best Business Practices designed by Tom Copeland (including information on CACFP and CCTA – New York’s automated time and attendance).</p> <p>Attendance in large urban areas exceeded expectations. Over-all, participants reported that holding the training for free on Saturday mornings in central locations facilitated participation. Many participants followed up with CSEA trainers and staff to request special assistance with County DSS parent eligibility and payment issues. CSEA will deliver the training modules again in October / November 2013. On completion of 10 hours training, legally-exempt providers were eligible for a reimbursement increase of 5 to 10% depending on the county in which s/he resides.</p> <p>CSEA trainers (regulated providers who completed the TOT) reported that they gained knowledge about legally-exempt care and providers. Valuable connections and networks of legally-exempt and regulated providers were established that continue beyond the training. Legally-exempt participants requested training on additional topics such as working with children with special needs.</p> <p>CSEA identified a need for Spanish translation of participant binders to facilitate a Spanish-only training option for legally-exempt providers. Translation was completed in late summer 2013 and Spanish-only training modules will be offered next year in targeted locations.</p>
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<p>Goal #4: (continued)</p>	<p>The United Teachers Federation's (UFT) legally-exempt training program assisted providers in the completion of 10 hours or more of training annually in topics of introductions to legally exempt care, infant care, toddlers and preschoolers, keeping a safe place, healthy spaces and keeping kids and providers healthy. Classes were offered in five-hour sessions. All classes were offered on Saturdays between the hours of 10 AM and 3 PM. Flyers were mailed to all legally exempt providers in all five boroughs Each class had a minimum of two trainers. The trainers were licensed or registered providers approved organizationally after participating in a TOT training offered by OCFS for legally exempt training (this training was described in the FFY 2012 QPR). Each participant was provided materials during classes. The noted successes were an overwhelming interest in the training and the receptive nature of the legally exempt providers. For the period October 2012 thru December 2013, UFT offered 17 classes in various topics with a total of 513 legally-exempt providers attending. One of the drawbacks subsequent to the trainings was that in the city providers who had completed ten hours of training who were eligible for an enhanced child care subsidy rate were in fact not paid the higher rate of pay by the NYC Administration for Children's Services (resolving this is a priority issue for OCFS for FFY 2014). UFT believes that this is the reason for the decline in the number of participants from 2011 through 2013.</p> <p>The UFT Teacher Center offers professional development classes to licensed, registered and legally exempt providers in the 9 topics required by NYS child care regulations. All instructors are NYC Department of Education teachers who are certified in Early Childhood Development. The classes were offered September thru June in each calendar year. Classes are offered in English and, upon participant request, are provided with Spanish or Russian translators. Classes are also offered upon request for the hearing impaired and sign language interpreters are provided. Professional Development classes are three hours</p>
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<p>Goal #4: (continued)</p>	<p>in length and a registration fee of ten dollars per class is assessed. From September 2012 thru June 2013, 17 Professional Development training classes were offered with a total of 768 licensed/registered providers attending. In calendar year 2013, a total of five Professional Development training classes (two with a focus on nutrition and three with a focus on child development) were offered with a total of 192 legally-exempt providers attending.</p>
<p>Goal #5: To expand availability and access to training, the CSEA will utilize CSEA WORK Institute’s online learning center to expand course content to include child care provider business record maintenance and management modules. The online course will provide a supportive learning environment that promotes access to training by offering access 24/7. The UFT will customize its professional development program by including the management of a training voucher program and the design, development, and presentation of video training sessions, web-based training, classroom training and a coaching mentoring model that will serve to support the implementation of a research-based early childhood curriculum.</p>	<p>CSEA rolled out on-line business training Family Child Care Business Management Training developed by national expert Tom Copeland in January 2013. As of October 31, 2013, 241 modules were completed, each counting as 1.5 OCFS approved training credit hours. More than CSEA has marketed the program via mail (newspapers sent to all registered family and licensed group family child care providers); e-mail; and website. Approximately 10% of the providers who completed the training contacted Tom Copeland directly for direct assistance with business matters. CSEA continues to market availability of the training via direct and electronic mail and social media.</p> <p>In September 2014, CSEA hired a bi-lingual Resource Associate to staff its Child Care Resource Center full-time. CSEA’s free Child Care Resource Center fields over a hundred calls each week from registered family, licensed group family, and enrolled legally-exempt providers requesting information about regulations and enrollment; professional development resources and opportunities; DSS parent eligibility and payments; CACFP and CCTA (automated time and attendance).</p> <p>In addition, the UFT offers CPR, AED and Basic First Aid classes on Saturdays for licensed, registered and legally exempt providers within all five boroughs. Classes are four hours in length and are offered based on a 1 to 10 trainer to student ratio. All trainers are ASHI certified and are</p>

<p>Goal #5: (continued)</p>	<p>licensed, registered or legally exempt providers who are ASHI certified to certify others in CPR, AED and Basic First Aid for Infants, children and adults. Classes are offered in English and in Spanish. Certification is issued based upon skill demonstrated competency. During the period of October 2012 thru December 2013, UFT held 34 CPR/AED and First Aid training classes with a total of 768 licensed/registered providers attending. In addition, in calendar year 2013, two CPR classes were held with a total of 46 legally-exempt providers attending.</p>
<p>Goal #6: Provide extensive training and orientation activities to child care and early education staff so that they become more knowledgeable about the observation tools and self-assessment opportunities that exist in conjunction with QUALITYstarsNY, NYS's QRIS.</p>	<p>QUALITYstarsNY engaged new sites in FFY 2013. Participants engaged in a mandatory orientation where they were informed of the various observation tools and self-assessment opportunities. Resources were provided to support Environment Rating Scale training and self-assessment on the tools.</p> <p>The 11 Quality Improvement Specialists were provided with Environment Rating Scale on-line training so that they could improve their coaching on the tools.</p>

A4.2 Key Data

OCC is collecting this information as one part of our overall effort to better understanding State/Territory activities to improve the quality of child care. OCC recognizes that the data requested in this report will only provide part of that picture because there are many factors which affect the data being collected here. Each State/Territory’s policy context and priorities and standards will play a role in the way that quality improvement activities are developed and implemented. OCC intends to work with the States/Territories to gather any additional contextual information necessary in order to fully understand the context of these data for any reporting activities involving this information.

A4.2.1 How many teachers/caregivers had the following qualifications as of the end of the last fiscal year?

	Child Care Center Teachers	Family Child Care Providers
Child Development Associate (CDA)	166	6
<p>Child Care Center Teachers Describe: Data included is from Aspire, the state’s workforce registry. New York has included the following positions with the Child Care Center Teachers data: Teacher (74), teaching assistant (87), teacher’s aide (3), education coordinator (1), and school age care/afterschool provider (1). Directors/administrators, assistant directors/administrators, and non-teaching staff were excluded. Presently, 1878 center staff are included in Aspire.</p> <p>Family Child Care Providers Describe: New York has included the following positions with the Family Child Care Provider data: Family Child Care Provider (5), Assistant Family Child Care Provider(1). Presently, 137 family child care home providers are included in Aspire.</p>		
State/Territory Credential	351	3
<p>Child Care Center Teachers Describe: NYS Teaching Certification: 350 NYC Children’s Program Administrator Credential: 0 NYS Family Child Care Credential: 0 NYS Infant-Toddler Credential:1 NYS School Age Care Credential:0</p> <p>Data included is from Aspire, the state’s workforce registry. New York has included the following positions with the Child Care Center Teachers data: Assistant Teacher, Teacher, Education Coordinator, Special Education Teacher, Special Education Paraprofessional, and Teacher’s Aide, and School Age Care/Afterschool Provider. Directors/administrators, assistant directors/administrators, and non-teaching staff were excluded. Presently, 1878 center staff are included in Aspire.</p>		

<p>Family Child Care Providers Describe: NYS Teaching Certification: 1 NYC Children’s Program Administrator Credential: 0 NYS Family Child Care Credential:2 NYS Infant-Toddler Credential: 0 NYS School Age Care Credential: 0</p> <p>New York has included the following positions with the Family Child Care Provider data: Family Child Care Provider, Assistant Family Child Care Provider. Presently, 137 family child care home providers are included in Aspire.</p>		
Associate’s degree	171	9
<p>Child Care Center Teachers Describe: Data included is from Aspire, the state’s workforce registry. New York has included the following positions with the Child Care Center Teachers data: Assistant Teacher, Teacher, Education Coordinator, Special Education Teacher, Special Education Paraprofessional, and Teacher’s Aide, and School Age Care/Afterschool Provider. Directors/administrators, assistant directors/administrators, and non-teaching staff were excluded. Presently, 1878 center staff are included in Aspire.</p>		
<p>Family Child Care Providers Describe: New York has included the following positions with the Family Child Care Provider data: Family Child Care Provider, Assistant Family Child Care Provider. Presently, 137 family child care home providers are included in Aspire.</p>		
Bachelor’s degree	328	21
<p>Child Care Center Teachers Describe: Data included is from Aspire, the state’s workforce registry. New York has included the following positions with the Child Care Center Teachers data: Assistant Teacher, Teacher, Education Coordinator, Special Education Teacher, Special Education Paraprofessional, and Teacher’s Aide, and School Age Care/Afterschool Provider. Directors/administrators, assistant directors/administrators, and non-teaching staff were excluded. Presently, 1878 center staff are included in Aspire.</p>		
<p>Family Child Care Providers Describe: New York has included the following positions with the Family Child Care Provider data: Family Child Care Provider, Assistant Family Child Care Provider. Presently, 137 family child care home providers are included in Aspire.</p>		
Graduate/Advanced degree	329	5
<p>Child Care Center Teachers Describe: Data included is from Aspire, the state’s workforce registry. New York has included the following positions with the Child Care Center Teachers data: Assistant Teacher, Teacher, Education Coordinator, Special Education Teacher, Special Education Paraprofessional, and Teacher’s Aide, and School Age Care/Afterschool Provider. Directors/administrators, assistant directors/administrators, and non-teaching staff were excluded. Presently, 1878 center staff are included in Aspire.</p>		

Family Child Care Providers

Describe: New York has included the following positions with the Family Child Care Provider data: Family Child Care Provider, Assistant Family Child Care Provider. Presently, 137 family child care home providers are included in Aspire.

Data not available

A4.2.2 How many teachers/caregivers were included in the State/Territory’s professional development registry during the last fiscal year?

Staff in child care centers 1,878
Family child care home providers 137
License-exempt practitioners 0
 Data not available

Describe: Aspire, the workforce registry does not collect data on License Exempt Providers at this time.

A4.2.3 How many teachers/caregivers received credit-based training and/or education as defined by the State/Territory during the last fiscal year?

Staff in child care centers 92
Family child care home providers 17
License-exempt practitioners 0
 Data not available

Describe:

Aspire, the workforce registry does not collect data on License Exempt Providers at this time. Credit-based training was defined as credit bearing coursework completed at an accredited institution of higher education.

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) training, observation, and advisement have been incentivized, such that in FFY 2013, 78% percent of EIP funds went to credit-bearing or credentialing activities. Specifically, 1,823 awards worth \$1.7M (or 28% of the total) went to college-level, credit-bearing courses; this is a proportionate increase of 8% from FFY 2012. During the course of a year, individuals could receive more than one award.

A4.2.4 How many credentials and degrees were awarded during the last fiscal year? If possible, list the type of credential or degree and in what type of setting the practitioner worked.

Setting	Type of Credential	Type of Degree
Staff in child care centers	List and provide number : Child Development Associate (CDA): <u>0</u> State/Territory Credentials: <u>38</u>	List and provide number : Associates: <u>7</u> Bachelors: <u>16</u> Graduate/Advanced Degree: <u>1</u> Other: <u>0</u>
Family child care home providers	List and provide number : Child Development Associate (CDA): <u>0</u> State/Territory Credentials: <u>1</u>	List and provide number : Associates: <u>0</u> Bachelors: <u>0</u> Graduate/Advanced Degree: <u>3</u> Other: <u>0</u>
License-exempt practitioners	List and provide number: <u>N/A</u> Describe: Aspire, the workforce registry, does not collect data on License Exempt Providers at this time.	List and provide number: <u>N/A</u> Describe: Aspire, the workforce registry, does not collect data on License Exempt Providers at this time.
<input type="checkbox"/> Data not available		

A4.2.5 How many teachers or other professionals received technical assistance such as coaching, mentoring or consultation during the last fiscal year? Describe any data you track on coaching, mentoring, or specialist consultation. If possible, include in what type of setting the practitioner worked.

Setting	Type of Technical Assistance
Staff in child care centers	List and provide number: <u>3,847</u> Type of Technical Assistance: ITA, Quality, Behavior Management, Health & Safety, Observation, ECERS, coaching, mentoring, learning environment, accreditation, Quality Stars At Program Location: Center, Head Start, UPK, School Age
Family child care home providers	List and provide number <u>4,927</u> Type of Technical Assistance: ITA, coaching, mentoring, assessment, consultation, accreditation, program development, business management, quality improvement, FCCRS On site at Family Care Provider Homes
License-exempt	List and provide number <u>1,222</u>

practitioners	Type of Technical Assistance: ITA, modeling, Inspections, coaching, mentoring, consultation, health & safety, equipment In Legally Exempt Home
<input type="checkbox"/> Data not available	

A4.2.6 What financial supports were funded over the past fiscal year to support teachers and caregivers in meeting and maintaining standards and qualifications as of the end of the last fiscal year?

- Scholarships. How many teachers received? _____
- Reimbursement for Training Expenses. How many teachers received? _____
- Loans. How many teachers received? _____
- Wage supplements. How many teachers received? _____
- Other. Describe
- Data not available

Describe: As noted in A4.2.3, 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. These funds reimburse teachers and caregivers for training expenses as well as pay for credit-bearing and credential (CDA) training, observation, and advisement. During the course of a year, individuals can receive more than one award.

In calendar year 2013, funds were distributed as follows:

	N of Awards (N= 11,296)		Award Amt Issued (\$6,116,899)	
		%		%
CDA Advisement	210	1.9%	\$70,316	1.1%
CDA Assessment	998	8.8%	\$326,452	5.3%
CDA Observation	211	1.8%	\$18,387	0.3%
CDA Training	2,063	18.2%	\$2,418,681	39.5%
College Credit	1,823	16.1%	\$1,712,502	27.9%
Credential Fee	61	0.5%	\$43,460	0.7%
Individualized Training Program	82	0.7%	\$22,617	0.3%
Non Credit Bearing	4,607	40.7%	\$1,241,872	20.3%
Non Credit Distance Learning	808	7.1%	\$31,676	0.5%
Non Credit for Credential	372	3.3%	\$213,255	3.4%
Non Credit for Credential Distance Learning	61	0.5%	\$17,681	0.2%