



ADMINISTRATION FOR  
**CHILDREN & FAMILIES**



# FFY 2023 Quality Progress Report (QPR)

October 11, 2023



# Help Desk

(during the webinar)

Email: [violeta.mora@icf.com](mailto:violeta.mora@icf.com)  
or message the Host

# Agenda

Overview of the QPR Key

Dates

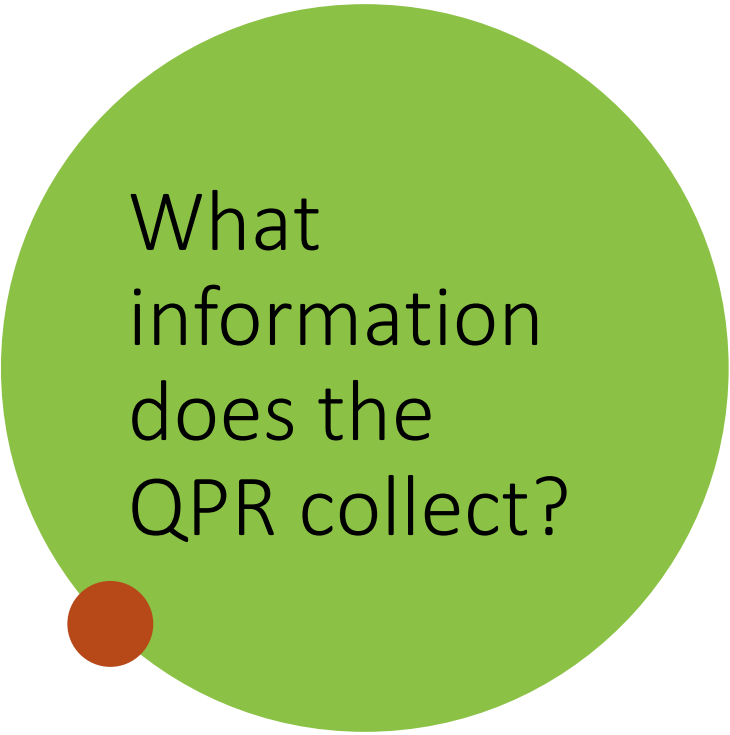

The Sections of the Report

CARS Submission

FAQs

# What is the Quality Progress Report (QPR)?

- A description of activities that were funded with quality expenditures
- A mechanism to evaluate progress in improving the quality of child care programs and services
- An **annual report** that describes how quality funds were expended as required by the Child Care and Development Block Grant (CCDBG) Act of 2014



## What information does the QPR collect?

- Basic **data** on the population of providers in the state or territory
- Specific information related to each of the **10 authorized uses** of quality funds
- Estimated **spending amounts** from CCDF and non-CCDF sources
- **Progress updates** on program goals since FFY 2022 QPR submission

## How will the QPR be used?

To ensure **accountability** for the use of CCDF quality funds, including the set-aside for quality infant and toddler care and COVID funding

To track **progress** toward meeting state- and territory-set indicators and benchmarks for improvement of child care quality based on what is described in their CCDF Plans

To inform federal **technical assistance** efforts and decisions regarding strategic use of quality funds

To understand efforts in progress towards all child care settings meeting the developmental needs of children

# How does the QPR fit in with other quality data Lead Agencies must submit?

CCDF Plan

- 10 authorized uses of quality funds
- Identify progress measures

QPR


- Data to show progress
- Quantify benefits of CCDF quality improvement funds
- Collect information on activities using COVID funding

ACF-901

- Collect provider-level information on ARP Stabilization Grants

ACF-696

- Identify how much is spent on quality activities



# What data should Lead Agencies use?

- Data from October 1, **2022** – September 30, **2023 (FFY2023)**
  - Cumulative totals for the fiscal year (unless otherwise stated)
- Data related to CCDF requirements and/or quality improvement activities
  - Lead Agency data
  - Data collected by other government (e.g., PDG) and non-government agencies (e.g., CCR&R agencies or other TA providers) as appropriate
- Progress Updates: Progress on goals specified in **FFY2022-2024 CCDF State Plan** achieved between October 1, 2022 and September 30, 2023



# Key Dates

October 2023

New Program Instruction (PI) and  
pre-print available online

QPR Content and Technical training

Submission site open (*tentative 10/13/23*)

December 2023

QPR Due 12/31/23

## *Introduction to the QPR*

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Discusses the purpose of the QPR, the data to be used and collected, how the QPR is organized, and timelines

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Includes a Glossary of Terms relevant for the report\*

\*If a term is not listed in the glossary, the state or territory definition should be used (and described where appropriate)

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## Introduction to the QPR

### Clarified definition of staffed family child care networks:

Programs with paid staff that offer a menu of ongoing services and resources to affiliated FCC educators. Network services may include individual supports (for example, visits to child care homes, coaching, consultation, warmlines, substitute pools, shared services, licensing TA, mental health services) and group supports (for example, training workshops, facilitated peer support groups)

# QPR Section Structure (Sections 2-11)



The diagram consists of three colored rectangular blocks arranged horizontally. Each block has a darker colored rounded rectangle on its left side and a lighter colored rounded rectangle on its right side. The text is centered in the lighter rectangles. The first block is green, the second is orange, and the third is teal.

Content  
Questions

Funds Spent  
on Allowable  
Activities

Progress  
Updates

# Alignment between the allowable uses of quality funds, the FFY2022-2024 Plan, and QPR Sections

Allowable uses of quality funds	FY2022-2024 Plan Section	QPR Section
1. Support the training and professional development of the child care workforce	Section 6 (6.3)	2
2. Improve the development or implementation of early learning and development guidelines	Section 6 (6.4)	3
3. Develop, implement, or enhance a quality rating and improvement system for child care providers	Section 7 (7.3)	4
4. Improve the supply and quality of child care for infants and toddlers	Section 7 (7.4)	5
5. Establish or expand a statewide system of child care resource and referral services	Section 7 (7.5)	6
6. Support compliance with State or Territory requirements for licensing, inspection, monitoring, training, and health and safety	Section 7 (7.6)	7
7. Evaluate the quality of child care programs in the State or Territory, including how programs positively impact children	Section 7 (7.7)	8
8. Support providers in the voluntary pursuit of accreditation	Section 7 (7.8)	9
9. Support the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development	Section 7 (7.9)	10
10. Other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry	Section 7 (7.10)	11

# Changes to FFY 2023 QPR

- Spending questions are incorporated throughout each section
- Progress Update questions were revised to more clearly show connection to the Lead Agency's goals in their CCDF State Plan
- Added new question on number of licensing inspectors in the state/territory
- Removed and clarified questions throughout the QPR

# The Sections of the QPR: Funds Spent on Allowable Activities

## FFY 2023 Update

- Spending questions have been updated throughout QPR
- For relevant questions, check off source of funding used for that activity

### 2.1.4 Spending - Professional Development Registry

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☐ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

**You must select at least one option**

☐ No

# The Sections of the QPR: Funds Spent on Allowable Activities

## FFY 2023 Update

- No longer reporting \$ amount by funding source – instead **total amount spent for the entire allowable use/topic across all funding sources** (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside)

## 2.5 Spending - Training and Professional Development

### 2.5.1 Spending - Training and Professional Development

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to support the training and professional development of the child care workforce during October 1, 2022 to September 30, 2023?

**Amount spent: \$**

☐ Unable to report total amount spent. Indicate reason:

**Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.**



# The Sections of the QPR: Progress Updates

Lead agencies must describe progress in achieving outcomes in each allowable use/topic determined by the measurable indicators specified in the 2022-2024 CCDF Plan.

*Note: CARS will show data from the 2022-2024 CCDF Plan to support responses*

## REMINDERS

- Include examples and numeric targets where possible or describe barriers to achieving outcomes.
- If activities or measurable indicators have changed since the 2022-2024 CCDF Plan, please describe the change and report outcomes based on new indicators.
- Only need to report progress if:
  - activities were reported in the 2022-2024 CCDF Plan,
  - if activities have changed since submission of the 2022-2024 CCDF Plan, and/or
  - if activities are reported in the QPR (otherwise can be blank)

# The Sections of the QPR: Progress Updates

## 3.2 Progress Update

### 3.2.1 Progress Update - Early Learning and Development Guidelines

Improving upon the development or implementation of early learning and development guidelines.

**Measurable indicators of progress the state/territory reported in section 6.4.3 of the FFY 2022-2024 CCDF Plan.**

**Note: The information displayed is from the most recent approved FFY 2022-2024 CCDF Plan.**

The state currently uses input indicators such as key partners, staff and stakeholder input, surveys, participant feedback, requiring professional development providers to submit an annual report documenting participant satisfaction, completion of tasks, products, and deliverables related to quality activities, products and deliverables. The state makes decisions on funding quality activities based on funding allocation and input indicators as described above. The state is currently developing standard and reliable measurable indicators in partnership with WestEd. The state has contracted with WestEd to conduct an evaluation of selected quality improvement activities for the purpose of establishing reliable common measurable indicators, tracking instruments, and determining the effectiveness and efficiency of quality improvement activities and programs to ensure quality funds are appropriately expended. In partnership with WestEd, the state will have indicators intended to be measured based on cost-savings, program effectiveness and sound research. Furthermore, the Master Plan for Early Learning and Care will offer the framework to ensure measurable indicators are in place.

**Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.4.3 of the FFY 2022-2024 CCDF Plan**

Data  
imported  
from the  
2022-2024  
CCDF Plan

Report progress  
or barriers here

# The Sections of the QPR: Progress Updates

- Data from the 2022-2024 Plan may appear blank if activities were not reported in the Plan

## 11.7 Progress Update

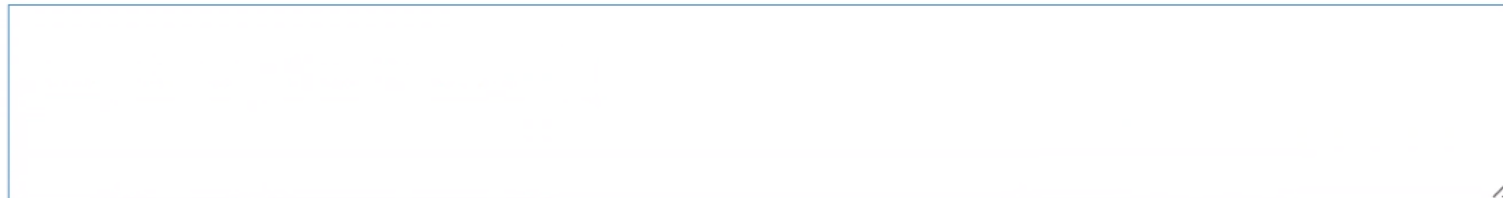
### 11.7.1 Progress Update - Other Activities to Improve the Quality of Child Care Services

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

**Measurable indicators of progress the state/territory reported in section 7.10.1 of the 2022-2024 CCDF Plan. Note: The information displayed is from the most recent approved FFY 2022-2024 CCDF Plan.**

N/A

**Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.10.1 of the 2022-2024 CCDF Plan**



# The Sections of the QPR: Progress Updates

- Lead agencies are strongly encouraged to report outcomes and/or numerical targets, but if no progress was made, describe barriers encountered.

## 3.2 Progress Update

### 3.2.1 Progress Update - Early Learning and Development Guidelines

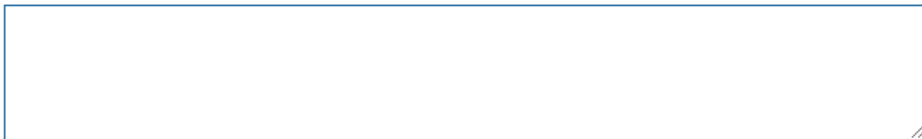
Improving upon the development or implementation of early learning and development guidelines.

**Measurable indicators of progress the state/territory reported in section 6.4.3 of the FFY 2022-2024 CCDF Plan.**

**Note: The information displayed is from the most recent approved FFY 2022-2024 CCDF Plan.**

The state currently uses input indicators such as key partners, staff and stakeholder input, surveys, participant feedback, requiring professional development providers to submit an annual report documenting participant satisfaction, completion of tasks, products, and deliverables related to quality activities, products and deliverables. The state makes decisions on funding quality activities based on funding allocation and input indicators as described above. The state is currently developing standard and reliable measurable indicators in partnership with WestEd. The state has contracted with WestEd to conduct an evaluation of selected quality improvement activities for the purpose of establishing reliable common measurable indicators, tracking instruments, and determining the effectiveness and efficiency of quality improvement activities and programs to ensure quality funds are appropriately expended. In partnership with WestEd, the state will have indicators intended to be measured based on cost-savings, program effectiveness and sound research. Furthermore, the Master Plan for Early Learning and Care will offer the framework to ensure measurable indicators are in place.

**Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.4.3 of the FFY 2022-2024 CCDF Plan**



### Example of describing barriers:

- Due to issues with our contracting mechanism, there have been delays in starting the evaluation of early learning and development guidelines. The contract has been executed now, so there will be outcomes to report for FFY 2024.

# The Sections of the QPR: Section 1

State or Territory Child Care Provider Population

## **Summary of Changes**

- Removed reporting on license-exempt and in-home providers
- Added ACF-800 data (in CARS) to support responses

# The Sections of the QPR: Section 1

## 1.1 State or Territory Child Care Provider Population

### 1.1.1 Total Number of Licensed Providers

Enter the total number of licensed child care providers that operated in the state or territory as of September 30, 2023. These counts should include all licensed child care providers, not just those serving children receiving CCDF subsidies.

☒ Licensed center-based programs

Additional clarification: Based on most recent submission of the FY 2022 ACF-800 data there were 5 licensed center-based programs receiving CCDF funding. Please report the number of ALL licensed center-based programs operating in the state here, regardless of receipt of CCDF funding.

Enter Number:

963

☐ Unable to provide number. Indicate reason:

☒ Licensed family child care homes

Additional clarification: Based on most recent submission of the FY 2022 ACF-800 data there were 10 licensed family child care homes receiving CCDF funding. Please report the number of ALL licensed family child care homes operating in the state here, regardless of receipt of CCDF funding.

Enter Number:

75

☐ Unable to provide number. Indicate reason:

- CARS will show ACF-800 information for reference
- Glossary definition of “licensed”- a facility required by the state to meet the CCDF section 98.2 definition of “licensing or regulatory requirements,” which explains that the facility meets “requirements necessary for a provider to legally provide child care services in a state of locality, including registration requirements established under state, local or tribal law.

Suggested Source(s):  
Regulated or Licensed provider database

# The Sections of the QPR: Section 2

## Supporting the Training and Professional Development of the Child Care Workforce

### Summary of Changes

- Moved question on Provider Compensation and Benefits to Section 11
- Streamlined questions on provider qualifications and removed reporting by provider type (i.e., center-based, family child care, license-exempt)



*Funding sources must be reported for:*

2.1.4 Professional Development Registry

2.2.2 Professional Development and Career Pathways Support

2.4.2 Technical Assistance for Professional Development

# The Sections of the QPR: Section 2

2.1.1 – if yes, describe who is included in the registry and what type of information the registry collects.

2.1.2 – if yes, please identify who is required to participate.

2.1.3 – This should be a count of the participants described in 2.1.2

May be called “workforce registry”

Report if any funds were spent on PD/workforce registry

## 2.1 Lead Agency Progression of Professional Development

### 2.1.1 Professional Development Registry

Did the lead agency use a workforce registry or professional development registry to track progression of professional development during October 1, 2022, to September 30, 2023?

☒ Yes. If yes, describe:

You must enter text

☐ No. If no, what alternative does the lead agency use to track the progression of professional development for teachers/providers serving children who receive CCDF subsidy? Describe:

### 2.1.2 Participation in Professional Development Registry

Are any teachers/providers required to participate?

☐ Yes. If yes, describe:

☒ No. If no, describe:

You must enter text

### 2.1.3 Number of Participants in Professional Development Registry

Total number of participants in the registry as of September 30, 2023

Enter Number:

You must enter text

### 2.1.4 Spending - Professional Development Registry

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes. If so which funding source(s) were used?

- ☐ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

You must select at least one option

☐ No



# The Sections of the QPR: Section 2

- Activities and numbers of teachers/providers reported here should be connected to professional development/career pathways;
- General provider compensation and benefits will be reported in Section 11

## Suggested Source(s):

- Professional Development/ Workforce registry
- Information from third parties (e.g., TEACH program, scholarships, financial institutions for loans)

Report if any funds were spent on PD and career pathways support

## 2.2 Workforce Development

### 2.2.1 Professional Development and Career Pathways Support

How did the lead agency help teachers/providers progress in their education, professional development, and/or career pathway between October 1, 2022 and September 30, 2023 (check all that apply)? If selected, how many staff received each type of support?

☒ Scholarships (for formal education institutions)

Enter Number:

You must enter text

☐ Financial bonus/wage supplements tied to education levels

☐ Career advisors, mentors, coaches, or consultants

☐ Reimbursement for training

☐ Loans

☐ Substitutes, leave (paid or unpaid) for professional development

☐ Other. Describe:

☐ N/A. Describe:

### 2.2.2 Spending - Professional Development and Career Pathways Support

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

☐ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

You must select at least one option

☐ No

# The Sections of the QPR: Section 2

- Looking for the total number of staff regardless of job title (e.g., director/teacher/etc.)
- 2.3.1 specific to ALL licensed programs
- 2.3.2 specific to licensed CCDF programs ONLY

## Suggested Source(s):

- Professional Development/ Workforce registry
- Information from third parties (e.g., TEACH program, scholarships, financial institutions for loans)

## 2.3 Child Care Provider Qualifications

### 2.3.1 Number of Licensed Child Care Programs Qualifications

Total number of staff in licensed child care programs with the following qualification levels as of September 30, 2023

☒ Child Development Associate (CDA)

Enter Number:

You must enter text

☐ Associate's degree in an early childhood education field (e.g. psychology, human development, education)

☒ Bachelor's degree in an early childhood education field (e.g. psychology, human development, education)

Enter Number:

You must enter text

☐ State child care credential

☐ State infant/toddler credential

☐ Unable to report this data. Indicate reason:

### 2.3.2 Number of Licensed CCDF Child Care Programs Qualifications

Total number of staff in licensed CCDF child care programs with the following qualification levels as of September 30, 2023

☐ Child Development Associate (CDA)

☐ Associate's degree in an early childhood education field (e.g. psychology, human development, education)

☐ Bachelor's degree in an early childhood education field (e.g. psychology, human development, education)

☐ State child care credential

☐ State infant/toddler credential

☐ Unable to report this data. Indicate reason:

You must select at least one option

# The Sections of the QPR: Section 2

- Check off the appropriate box if that type of technical assistance is available to providers
- If other is selected, a description is required.

Suggested Source(s):

- Statewide TA network/resource
- CCR&R

Report if any funds were spent on technical assistance

## 2.4 Technical Assistance for Professional Development

### 2.4.1 Technical Assistance Topics

Technical assistance on the following topics is available to providers as part of the lead agency's professional development system (can be part of QRIS or other system that provides professional development to child care providers)

- ☐ Business Practices
- ☐ Mental health for children
- ☐ Diversity, equity, and inclusion
- ☐ Emergency Preparedness Planning
- ☒ Other. Describe other technical assistance available to providers as part of the professional development system:

You must enter text

### 2.4.2. Spending - Technical Assistance for Professional Development

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☐ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

You must select at least one option

☐ No

# The Sections of the QPR: Section 2

## 2.5 Spending - Training and Professional Development

### 2.5.1 Spending - Training and Professional Development

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to support the training and professional development of the child care workforce during October 1, 2022 to September 30, 2023?

**Amount spent: \$**

1987563

☐ Unable to report total amount spent. Indicate reason:

**Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.**

- How much was spent in total across all funding sources on training and professional development?
- If check yes in 2.1.4, 2.2.2, or 2.4.2, will be required to answer this question.
- If applicable, must indicate a reason why can't report an overall dollar amount
- A description of HOW funds were used is no longer required

# The Sections of the QPR: Section 2

## 2.6 Progress Update

### 2.6.1 Progress Update - Training and Professional Development

Supporting the training and professional development of the child care workforce

**Measurable indicators of progress the state/territory reported in section 6.3.2 of the FFY 2022-2024 CCDF Plan. Note: The information displayed is from the most recent approved FFY 2022-2024 CCDF Plan.**

OCFS collects and has a public facing dashboard sharing the county level data for total number of providers broken down by quality level and by age group. Child Care Choices has the levels of each provider available on their website for Parents seeking quality care. MRTQ PDN supports child care programs' increased quality by making trainings at little or no cost and TA is at no cost as well. Through the Lead Agency's partnership with MRTQ PDN, Quality Improvement Awards and Mini-Grants assists programs in moving up the QRIS levels. From 7/20-12/20, MRTQ PDN issued 40 Quality Improvement Awards and 45 Quality Improvement Mini-Grants. These indicators reflect programs having moved up the QRIS rating level or maintaining a QRIS Level 4.

**Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.3.2 of the FFY 2022-2024 CCDF Plan:**

Use data imported from the 2022-2024 CCDF Plan on measurable indicators to inform the outcomes achieved and progress made related to training and professional development.

Example of possible outcome/numerical target:

- We made it our goal to increase the number of staff receiving training or coaching. In FFY 2023, 679 staff received training or coaching, which is an increase of 10% over FFY 2022.

Lead Agencies should include a description of progress made or activities completed related to training and professional development.

# The Sections of the QPR: Section 3

## Improving Early Learning and Development Guidelines

### Summary of Changes

- Removed question on updates or changes to early learning and development guidelines
- Lead Agencies will still report on progress related to early learning and development guidelines



*Funding sources must be reported for:*

3.1.1 Improving Early Learning and Development Guidelines

# The Sections of the QPR: Section 3

## 3.1.1 Spending - Early Learning and Development Guidelines

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to improve early learning and development guidelines during October 1, 2022 to September 30, 2023?

☒ Yes, if so which funding source(s) were used?

☐ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

**You must select at least one option**

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on improving upon the development or implementation of early learning and development guidelines?

Amount spent: \$

☐ Unable to report total amount spent. Indicate reason:

**You must select this option.**

Optional: Use this space to tell us any additional information about how funds were spent that is not capture in the item already reported

☐ No

- If check yes, will be required to answer - How much was spent in total across all funding sources on early learning and development guidelines.
- If applicable, must indicate a reason why can't report an overall dollar amount
- A description of HOW funds were used is no longer required

# The Sections of the QPR: Section 3

## 3.2 Progress Update

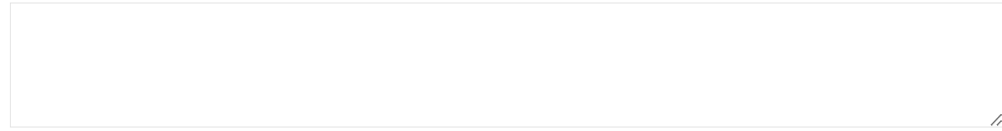
### 3.2.1 Progress Update - Early Learning and Development Guidelines

Improving upon the development or implementation of early learning and development guidelines.

**Measurable indicators of progress the state/territory reported in section 6.4.3 of the FFY 2022-2024 CCDF Plan. Note: The information displayed is from the most recent approved FFY 2022-2024 CCDF Plan.**

Child Care Choices reflects the QRIS Step level of each provider available on their website for Parents seeking quality care. MRTQ PDN supports child care programs' increased quality by making trainings at little or no cost and TA is at no cost as well. Through the Lead Agency's partnership with MRTQ PDN, Quality Improvement Awards and Mini-Grants assists programs in moving up the QRIS levels. From 7/20-12/20, MRTQ PDN issued 40 Quality Improvement Awards and 45 Quality Improvement Mini-Grants. These indicators reflect programs having moved up the QRIS rating level or maintaining a QRIS Level 4.

**Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.4.3 of the FFY 2022-2024 CCDF Plan**



CANCEL

GO BACK

RUN ERROR REPORT

SAVE

CONTINUE

RETURN TO MENU

Lead Agencies should include a description of progress made or activities completed related to the improvement or implementation of the early learning and development guidelines.

Use data imported from the 2022-2024 CCDF Plan on measurable indicators to inform the outcomes achieved and progress made on the improvement or implementation of the early learning and development guidelines.

Example of possible outcome/numerical target:

- To help programs implement early learning and development guidelines, we created a tip sheet that was sent to all licensed providers and 345 providers participated in the training on the tips.



# The Sections of the QPR: Section 4

## Developing, Implementing, or Enhancing a Quality Rating Improvement System and Other Transparent System of Quality Indicators

### Summary of Changes

- Lead Agencies will report number of tiers/levels in QRIS
- Combined questions on numbers of providers and children in high quality settings
- QRIS or other system of quality indicators benefits now only reported for licensed providers



*Funding sources must be reported for:*

4.1.2 QRIS status

4.3.2 QRIS Benefits

# The Sections of the QPR: Section 4

## 4.1 Quality Rating and Improvement System Status

### 4.1.1 QRIS or Other System of Quality Improvement Status

Indicate the status and include a description of the lead agency's quality rating and improvement system (QRIS) or other system of quality improvement during October 1, 2022 to September 30, 2023?

☒ The lead agency QRIS is operating state- or territory-wide

General description of QRIS

You must enter text

How many tiers/levels? [Insert number of tiers below as required and describe each tier and check off which are high quality]

You must enter a valid number

Total number of licensed child care centers meeting high quality definition: Enter Number

You must enter text

Total number of licensed family child care homes meeting high quality definition: Enter Number

You must enter text

Total number of CCDF providers meeting high quality definition: Enter Number

You must enter text

Total number of children served by providers meeting high quality definition: Enter Number

You must enter text

- Description of the tier/level should be brief and include a broad description of the criteria for each level (i.e., Tier 1 is licensed providers, Tier 2 includes credential information and program self-assessment, etc.)
- If numerical data is not available, indicate this in the corresponding number box.

### Suggested Source(s):

- Data from contractor or lead agency QRIS tracking system
- Licensing database (number of children)
- QRIS handbooks or guides

# The Sections of the QPR: Section 4

- ☐ The lead agency QRIS is operating state- or territory-wide
- ☐ The lead agency QRIS is operating a pilot (e.g., in a few localities, or only a few levels) but not fully operating state- or territory-wide.

- CARS will show boxes for description of tiers/levels based on the number indicated
- If a tier/level is considered “High Quality” please check the box

How many tiers/levels? [insert number of tiers below as required and describe each tier and check off which are high quality]

2

Tier/Level 1

You must enter text

☐ High Quality

Tier/Level 2

You must enter text

☐ High Quality

# The Sections of the QPR: Section 4

**4.1.1 QRIS or other system of quality improvement status:** Indicate the status and include a description of the lead agency's quality rating and improvement system (QRIS) or other system of quality improvement during October 1, 2022 to September 30, 2023?

- ☒ The lead agency QRIS is operating a pilot (e.g., in a few localities, or only a few levels) but not fully operating state- or territory-wide.

General description of pilot QRIS (e.g., in a few localities, or only a few levels):

You must enter text

Which localities if not state/territory-wide?

You must enter text

How many tiers/levels? [insert number of tiers below as required and describe each tier and check off which are high quality]

You must enter a valid number

Total number of licensed child care centers meeting high quality definition: Enter Number

You must enter text

Total number of licensed family child care homes meeting high quality definition: Enter Number

You must enter text

Total number of CCDF providers meeting high quality definition: Enter Number

You must enter text

Total number of children served by providers meeting high quality definition: Enter Number

You must enter text

- Description of the tier/level should be brief and include a broad description of the criteria for each level (i.e., Tier 1 is licensed providers, Tier 2 includes credential information and program self-assessment, etc.)
- If numerical data is not available, indicate this in the corresponding number box.

## Suggested Source(s):

- Data from contractor or lead agency QRIS tracking system
- Licensing database (number of children)
- QRIS handbooks or guides

# The Sections of the QPR: Section 4

**4.1.1 QRIS or other system of quality improvement status:** Indicate the status and include a description of the lead agency's quality rating and improvement system (QRIS) or other system of quality improvement during October 1, 2022 to September 30, 2023?

☒ The lead agency is operating another system of quality improvement

General description of other system

You must enter text

Describe assessment scores, accreditation, or other metrics associated with this system

You must enter text

Describe how "high quality" is defined in this system?

You must enter text

Total number of licensed child care centers meeting high quality definition

You must enter text

Total number of licensed family child care homes meeting high quality definition: Enter Number

You must enter text

Total number of CCDF providers meeting high quality definition: Enter Number

You must enter text

Total number of children served by providers meeting high quality definition: Enter Number

- Total number of providers reported should connect to the description of "high quality" provided

# The Sections of the QPR: Section 4

## 4.1 Quality Rating and Improvement System Status

### 4.1.1 QRIS or Other System of Quality Improvement Status

Indicate the status and include a description of the lead agency's quality rating and improvement system (QRIS) or other system of quality improvement during October 1, 2022 to September 30, 2023?

- ☐ The lead agency QRIS is operating state- or territory-wide
- ☐ The lead agency QRIS is operating a pilot (e.g., in a few localities, or only a few levels) but not fully operating state- or territory-wide.
- ☐ The lead agency is operating another system of quality improvement
- ☒ The lead agency does not have a QRIS or other system of quality improvement

Do you have a definition of high quality care?

- ☐ Yes, define:
- ☐ No

You must select an option

- Information on development of QRIS can be provided in the Progress Update section

# The Sections of the QPR: Section 4

## 4.1.2 Spending - Quality Rating and Improvement System Status

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☐ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

**You must select at least one option**

☐ No

Report if any funds were spent on implementing or developing a QRIS or other system of quality improvement

# The Sections of the QPR: Section 4

## 4.2 Quality Rating and Improvement Systems Participation

### 4.2.1 QRIS or Other System of Quality Improvement Participation

What types of providers participated in the QRIS or other system of quality improvement during October 1, 2022 to September 30, 2023 (check all that apply)?

- ☐ Licensed child care centers
- ☐ Licensed family child care homes
- ☐ License-exempt providers
- ☐ Programs serving children who receive CCDF subsidy
- ☐ Early Head Start programs
- ☐ Head Start programs
- ☐ State Prekindergarten or preschool programs
- ☐ Local district-supported Prekindergarten programs
- ☐ Programs serving infants and toddlers
- ☐ Programs serving school-age children
- ☐ Faith-based settings
- ☐ Tribally operated programs
- ☐ Other. Describe

**You must select at least one option**

If “Other” is selected a description must be provided



# The Sections of the QPR: Section 4

**4.3.1 Quality Rating and Improvement Systems Benefits**

What types of financial incentives or technical assistance are available for providers related to QRIS or other system of quality improvement? Check as many as apply.

☒ One-time grants, awards or bonuses

Licensed child care centers: Enter Number

You must enter text

Licensed family child care homes: Enter Number

You must enter text

☐ On-going or periodic quality stipends

☐ Higher CCDF subsidy rates (including tiered rating)

☐ Ongoing technical assistance to facilitate participation in QRIS or improve quality of programs already participating in QRIS (or some other technical assistance tied to QRIS)

☐ Other. Describe

**4.3.2 Spending - Quality Rating and Improvement Systems Benefits**

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☐ Yes, if so which funding source(s) were used?

☒ No

- Examples of on-going or periodic quality stipends include annual participation bonuses, recurring bonuses for maintaining quality level, etc.
- “Higher CCDF subsidy rates” should only be checked if the lead agency implements differential or tiered rates based on participation in QRIS or other system of quality improvement

Report if any funds were spent on one-time grants, award, or bonuses, ongoing or periodic quality stipends, higher CCDF subsidy rates, ongoing technical assistance, or other benefits related to the QRIS or other system of quality improvement

# The Sections of the QPR: Section 4

## 4.4 Spending - Quality Rating and Improvement Systems

### 4.4.1 Spending - Quality Rating and Improvement Systems

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) related to QRIS or other quality rating systems during October 1, 2022 to September 30, 2023?

**Amount spent: \$**

☐ Unable to report total amount spent. Indicate reason:

**You must select this option.**

**Optional: Use this space to tell us any additional information about how funds were spent that is not capture in the item already reported**

- How much was spent in total across all funding sources on QRIS or other system of quality improvement?
- If check yes in 4.1.2 or 4.3.2, will be required to answer this question.
- If applicable, must indicate a reason why can't report an overall dollar amount
- A description of HOW funds were used is no longer required

# The Sections of the QPR: Section 4

## 4.5 Progress Update

### 4.5.1 Progress Update - Quality Rating and Improvement Systems

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

**Measurable indicators of progress the state/territory reported in section 7.3.6 of the FFY 2022-2024 CCDF Plan Note: The information displayed is from the most recent approved FFY 2022-2024 CCDF Plan.**

The Lead Agency has monthly reporting on how many providers are enrolled in QRIS by type of license and by QRIS step level to evaluate its progress in improving the quality of child care programs and services within the state and the data on the extent to which the state or territory has met these measures.

In addition, new licensing rules require all licensed child care providers to be enrolled in QRIS and their staff to be active members of the registry.

**Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.3.6 of the FFY 2022-2024 CCDF Plan**

|

Lead Agencies should include a description of progress made or activities completed related to the implementation or development of a QRIS or other system of quality improvement.

Use data imported from the 2022-2024 CCDF Plan on measurable indicators to inform the outcomes achieved and progress made on implementing or developing a QRIS or other system of quality improvement.

### Example of possible outcome/numerical target:

- We identified a goal of increasing the number of high-quality providers. In FFY 2023, 120 providers were rated 4 or 5 stars (our definition of high quality), which is an increase of 2% over FFY 2022.

# The Sections of the QPR: Section 5

## Improving the Supply and Quality of Child Care Programs for Infants and Toddlers

### **Summary of Changes**

- Lead Agencies will report on support provided by infant/toddler specialists
- Removed question on general developmentally appropriate services for infants and toddlers
- Combined questions on numbers of providers and children in high quality settings



*Funding sources must be reported for:*

5.1.3 Infant/Toddler Specialists

5.2.2 Staffed Family Child Care Networks

# The Sections of the QPR: Section 5

## 5.1 Infant/Toddler Specialists

### 5.1.1 Infant/Toddler Specialists

Did providers have access to infant/toddler specialists during October 1, 2022 to September 30, 2023?

☒ Yes

Number of specialists available to all providers: Enter Number

1

Number of specialists available to providers serving children who receive CCDF: Enter Number

1

Number of specialists available specifically trained to support family child care providers: Enter Number

1

Number of providers served: Enter Number

1

Total number of children reached: Enter Number

1

☐ No, there are no infant/toddler specialists in the state/territory

☐ N/A. Describe

- Please include any professionals that provide specialized services to support the care of infants and toddlers in your state or territory.
- If no data is available for the total number of children reached, use the corresponding number box to provide this information.

### Suggested Source(s):

- Licensing data for capacity (total number of children reached)

# The Sections of the QPR: Section 5

## 5.1.2 Infant/Toddler Specialists Supports Provided

If yes, what supports do the infant/toddler specialists provide?

- ☐ Relationship-caregiving practices (or quality caregiving/developmentally appropriate practices)
- ☐ On-site and virtual coaching
- ☐ Health and safety practices
- ☐ Individualized professional development consultation (e.g., opportunities for or awareness on career growth opportunities, degreed/credential programs)
- ☐ Group professional development
- ☐ Family engagement and partnerships
- ☐ Part C early intervention services
- ☐ Mental health of babies, toddlers, and families
- ☐ Mental health of providers
- ☐ Behavioral Health
- ☐ Other. Describe

- You only need to answer this question if you select “Yes” in 5.1.1
- Checkboxes represent common infant/toddler specialist activities.
- If “other” is checked you must describe.

# The Sections of the QPR: Section 5

## 5.1.3 Spending - Infant/Toddler Specialists

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☐ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

**You must select at least one option**

☐ No

Funds should be reported if activities are described in 5.1.1/5.1.2

# The Sections of the QPR: Section 5

## 5.2.1 Number and Description of Staffed Family Child Care Networks

How many staffed family child care networks operated during October 1, 2022 to September 30, 2023?

☒ Number of staffed family child care networks

Enter Number:

You must enter a valid number

Describe what the network/hub provides to participating family child care providers

You must enter text

☐ No staffed family child care networks operate in state/territory

## 5.2.2 Spending - Staffed Family Child Care Networks

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

☐ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report, Indicate reason:

You must select at least one option

☐ No

- Refer to definition of staffed family child care networks in glossary
- Include networks that are run by external partners in the state/territory – we are looking for the total number of networks that support family child care providers

Report on funds spent to support staffed family child care networks in the state/territory



# The Sections of the QPR: Section 5

## 5.3 Spending - Programs and Services for Infants and Toddlers

### 5.3.1 Spending - Programs and Services for Infants and Toddlers

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside), above and beyond 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, 2022 to September 30, 2023?

Amount spent: \$

You selected Yes in 5.1.3 or 5.2.2, you must enter value greater than 0

☐ Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not capture in the item already reported

- How much was spent in total across all funding sources above and beyond the required 3% infant/toddler set-aside on programs and services for infants/toddlers?
- If check yes in 5.1.3 or 5.2.2, will be required to answer this question.
- If applicable, must indicate a reason why can't report an overall dollar amount
- A description of HOW funds were used is no longer required

# The Sections of the QPR: Section 5

## 5.4 Progress Update

### 5.4.1 Progress Update - Programs and Services for Infants and Toddlers

Improving the supply and quality of child care programs and services for infants and toddlers.

**Measurable indicators of progress the state/territory reported in section 7.4.2 of the FFY 2022-2024 CCDF Plan. Note: The information displayed is from the most recent approved FFY 2022-2024 CCDF Plan.**

With MRTQ PDN's DC positions, statewide and in each region, Providers are given the TA and resources needed to improve programs and services for infants and toddlers. Prior to TA taking place, a Provider agrees to the terms of TA with the intent of building knowledge and skill level in order for generalization and long-term success and overall quality. These agreements are then a working document to build off of for additional TA and resources as needed. MRTQ PDN tracks quality improvement through the Registry. All consultations are tied to the Quality for standards and indicators. Once the consultation is open standards and indicators are chosen that best align with the consultation request. Goals and action steps are developed and evaluated throughout the consultation process. After the consultation, the process is evaluated by the consultant and consultee and the standards are rated as not started, not met or met. Reasons for "not started" include the consultee deciding not to move forward with consultation or choosing a different standard. Reasons for "not met" include changes within the program such as staffing, accreditation status, or lack of consultee follow through. Due to the COVID-19 pandemic, did not see the increase of providers as in the previous two years. continues to work to stabilize child care in through efforts consisting of covering the cost of licensing fees for new and renewal programs through 07/22, providing stabilizing grants with the CCDF COVID relief funds, and by the QRIS mini-grants and awards through MRTQ PDN.

**Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.4.2 of the FFY 2022-2024 CCDF Plan**

I

Lead Agencies should include a description of progress made or activities completed related to programs and services for infants and toddlers.

Use data imported from the 2022-2024 CCDF Plan on measurable indicators to inform the outcomes achieved and progress made related to programs and services for infants and toddlers.

### Examples of possible outcome/numerical target:

- We identified a goal of increasing the number of programs serving infants and toddlers. In FFY 2023, 256 providers served infants and toddlers, which is an increase of 5% over FFY 2022.
- To improve services to providers serving infants and toddlers, we hired an additional 5 infant toddler specialists in FFY 2023, over the 3 that were employed in FFY 2022.

# The Sections of the QPR: Section 6

## Establishing, Expanding, Modifying, or Maintaining a Statewide System of Child Care Resource and Referral Services

### Summary of Changes

- Removed question on supporting a statewide system of child care resource and referral
- Lead Agencies will still report on progress related to a statewide system of child care resource and referral



*Funding sources must be reported for:*

6.1.1 Child Care Resource and Referral Services

# The Sections of the QPR: Section 6

## 6.1 Spending - Child Care Resource and Referral Services

### 6.1.1 Spending - Child Care Resource and Referral Services

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to establish, expand, modify, or maintain a statewide CCR&R during October 1, 2022, to September 30, 2023?

☒ Yes, if so which funding source(s) were used?

☐ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to establish, expand, modify, or maintain a statewide CCR&R during October 1, 2022 to September 30, 2023?

Amount spent: \$

☐ Unable to report total amount spent. Indicate reason:

**You must select this option.**

Optional: Use this space to tell us any additional information about how funds were spent

☐ No

Report funds spent on any activities related to child care resource and referral services

- If check yes, will be required to answer - How much was spent in total across all funding sources on implementing child care resource and referral services.
- If applicable, must indicate a reason why can't report an overall dollar amount
- A description of HOW funds were used is no longer required

# The Sections of the QPR: Section 6

## 6.2 Progress Update

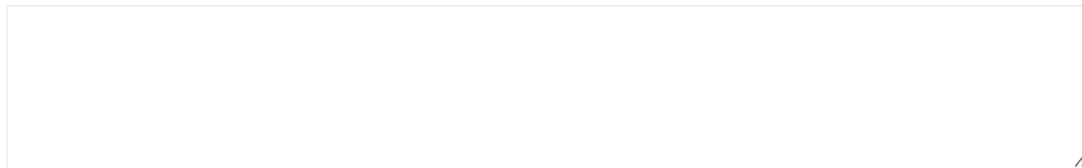
### 6.2.1 Progress Update - Child Care Resource and Referral Services

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

Measurable indicators of progress the state/territory reported in section 7.5.2 of the FFY 2022-2024 CCDF Plan. Note: The information displayed is from the most recent approved FFY 2022-2024 CCDF Plan.

N/A

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.5.2 of the FFY 2022-2024 CCDF Plan



Lead Agencies should include a description of progress made or activities completed related to implementing child care resource and referral services.

Use data imported from the 2022-2024 CCDF Plan on measurable indicators to inform the outcomes achieved and progress made related to implementing child care resource and referral services.

### Examples of possible outcome/numerical target:

- We track the number of referrals made by CCR&Rs. In FFY 2023, 2,367 families were referred to care, which is an increase of 6% over FFY 2022.
- We hired 4 additional bi-lingual staff in FFY 2023 to better serve families whose primary language is not English.

# The Sections of the QPR: Section 7

## Facilitating Compliance with Lead Agency Requirements for Inspection, Monitoring, Health and Safety Standards and Training, and Lead Agency Licensing Standards

### Summary of Changes

- Removed question on alignment of health and safety standards
- Removed multiple questions on provider complaints and inspections
- Added question on number licensing inspectors



*Funding sources must be reported for:*

7.1.2 Complaints about providers

7.2.2 Licensing staff

7.3.2 Coaching or technical assistance on health and safety standards as a result of inspection

# The Sections of the QPR: Section 7

## 7.1 Complaints about Providers

### 7.1.1 Number of Complaints about Providers

How many complaints were received regarding providers during October 1, 2022 to September 30, 2023? Enter Number:

### 7.1.2 Spending - Complaints about Providers

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity (including maintaining a hotline)?

☒ Yes, if so which funding source(s) were used?

- ☐ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

☐ No

Report total number of provider complaints.

- Report funds spent on supporting provider complaints.
- Funds reported here may be to support a complaint hotline and/or staff that manage complaints.

# The Sections of the QPR: Section 7

## 7.2 Licensing Staff

### 7.2.1 Number of Licensing Staff

How many licensing staff positions were there in the state or territory during October 1, 2022, to September 30, 2023? Number of staff

You must enter text

### 7.2.2 Spending - Licensing Staff

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

☐ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

You must select at least one option

☐ No

Number reported should represent the total number of licensing staff in the field conducting routine inspection visits.

Report if any funds were spent to support licensing staff positions.  
*Note: CCDF funds that support licensing staff positions but are not counted as quality expenditures do not need to be reported here.*



# The Sections of the QPR: Section 7

## 7.3 Health and Safety Standards Coaching and Technical Assistance

### 7.3.1 Coaching or Technical Assistance on Health and Safety Standards as a Result of Inspection

How many child care programs received coaching or technical assistance to improve their understanding and adherence to CCDF health and safety standards as a result of an inspection or violation during October 1, 2022, to September 30, 2023? Enter Number:

You must enter text

### 7.3.2 Spending - Coaching or Technical Assistance on health and safety standards

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☐ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

You must select at least one option

☐ No

Only report programs that received coaching or technical assistance as a result of an inspection or violation

Report if any funds were spent to provide coaching or technical assistance on health and safety standards resulting from an inspection or violation.

# The Sections of the QPR: Section 7

## 7.4 Spending - Compliance with Health, Safety, and Licensing Standards

### 7.4.1 Spending - Compliance with Health, Safety, and Licensing Standards

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on facilitating compliance with lead agency requirements for inspections, monitoring, health and safety standards and training, and lead agency licensing standards during October 1, 2022 to September 30, 2023?

**Amount spent: \$**

987654

☐ Unable to report total amount spent. Indicate reason:

**Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported**

- How much was spent in total across all funding sources on compliance with health, safety, and licensing standards?
- If check yes in 7.1.2, 7.2.2, or 7.3.2, will be required to answer this question.
- If applicable, must indicate a reason why can't report an overall dollar amount
- A description of HOW funds were used is no longer required

# The Sections of the QPR: Section 7

## 7.5 Progress Update

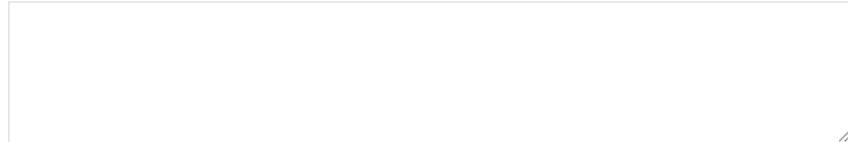
### 7.5.1 Progress Update - Compliance with Health, Safety, and Licensing Standards

Facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards.

**Measurable indicators of progress the state/territory reported in section 7.6.3 of the FFY 2022-2024 CCDF Plan. Note: The information displayed is from the most recent approved FFY 2022-2024 CCDF Plan.**

Through competitive bidding process the OEC awarded contracts for Quality Improvement Supports to assist in the building of our quality improvement system. Licensing requirements and enforcement are the foundation in our system and used as an indicator of base-line level of health and safety. The three levels of the QIS will identify the amount and level of engagement providers have with the system and track access and use of supports as progress of continuous improvement. The data collected during onsite licensing monitoring and inspection and the data collected from programs as they participate in quality improvement supports will be utilized to measure progress in improving program quality. In addition OEC tracks the contractors' ability to manage this work through regular reporting on the implementation of contract activities, quarterly fiscal reports on expenditures, and bi-monthly face-to-face meetings to review data on all components of the contract and make necessary mid-course adjustments.

**Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.6.3 of the FFY 2022-2024 CCDF Plan**



Lead Agencies should include a description of progress made or activities completed related to facilitating compliance with health, safety, and licensing standards.

Use data imported from the 2022-2024 CCDF Plan on measurable indicators to inform the outcomes achieved and progress made related to facilitating compliance with health, safety, and licensing standards.

Example of possible outcome/numerical target:

- Licensors worked with providers to help address violations. In FFY 2023, 45 providers were cited for violations, which is a reduction of 2% over FFY 2022
- In FFY 2023, 500 staff were trained on state licensing standards, which is an increase of 4% over FFY 2022

# The Sections of the QPR: Section 8

Evaluating and Assessing the Quality of Child Care Programs in the State or Territory, Including Evaluating How Programs Positively Impact Children

## **Summary of Changes**

- Checkboxes added to clarify the measures or tools used to evaluate and assess child care programs



*Funding sources must be reported for:*

8.1.2 Evaluation and assessment of center-based programs

8.2.2 Evaluation and assessment of family child care programs

# The Sections of the QPR: Section 8

- Check all that apply
- If ECERS or SACERS are used please check “ERS”
- If tools are used as part of QRIS please check all that apply
- If check State evaluation tool, please describe.
- If check other, must provide a description.

Report funds spent on any activities related to evaluating and assessing quality and effective practice in center-based programs.

## 8.1 Evaluation and Assessment of Center-Based Programs

### 8.1.1 Evaluation and Assessment of Center-Based Programs

What measure(s) or tool(s) were used to evaluate and assess the quality of and effective practice in center-based programs during October 1, 2022 to September 30, 2023?

- ☐ QRIS
- ☐ CLASS
- ☐ ERS
- ☐ FCCERS
- ☐ ITERS
- ☐ State evaluation tool. Describe
- ☐ Core Knowledge and Competency Framework
- ☐ Other. Describe
- ☐ Do not evaluate and assess quality and effective practice

### 8.1.2 Spending - Evaluation and Assessment of Center-Based Programs

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☐ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

**You must select at least one option**

☐ No

# The Sections of the QPR: Section 8

- Check all that apply
- If tools are used as part of QRIS please check all that apply
- If check State evaluation tool, please describe.
- If check other, must provide a description.

Report funds spent on any activities related to evaluating and assessing quality and effective practice in family child care programs.

## 8.2 Evaluation and Assessment of Family Child Care Programs

### 8.2.1 Evaluation and Assessment of Family Child Care Programs

What measure(s) or tool(s) were used to evaluate and assess the quality of and effective practice in family child care programs during October 1, 2022 to September 30, 2023?

- ☐ QRIS
- ☐ CLASS
- ☐ ERS
- ☐ FCCERS
- ☐ ITERS
- ☐ State evaluation tool. Describe
- ☐ Core Knowledge and Competency Framework
- ☐ Other. Describe
- ☐ Do not evaluate and assess quality and effective practice

### 8.2.2 Spending - Evaluation and Assessment of Family Child Care Programs

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☐ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

**You must select at least one option**

☐ No

# The Sections of the QPR: Section 8

## 8.3 Spending - Evaluation and Assessment of Child Care Programs

### 8.3.1 Spending - Evaluation and Assessment of Child Care Programs

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on evaluating and assessing the quality of child care programs, practice, or child development during October 1, 2022 to September 30, 2023?

Amount spent: \$

You selected Yes in 8.1.2 or 8.2.2, you must enter value greater than 0

☐ Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported

- How much was spent in total across all funding sources on evaluation and assessment of child care programs?
- If check yes in 8.1.2 or 8.2.2, will be required to answer this question.
- If applicable, must indicate a reason why can't report an overall dollar amount
- A description of HOW funds were used is no longer required

# The Sections of the QPR: Section 8

## 8.4 Progress Update

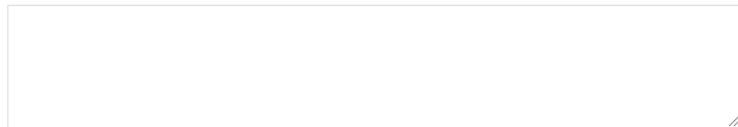
### 8.4.1 Progress Update - Evaluation and Assessment of Child Care Programs

Evaluating and assessing the quality of child care programs and services, including evaluating how programs positively impact children.

**Measurable indicators of progress the state/territory reported in section 7.7.2 of the FFY 2022-2024 CCDF Plan. Note: The information displayed is from the most recent approved FFY 2022-2024 CCDF Plan.**

The OECs Quality Improvement System includes the development of a logic model to define inputs, outputs and outcomes, grounded in our definition of quality as it is operationalized at the system, program, classroom and provider levels. With the logic model finalized, our evaluation will begin by honing in on program quality at the system level. Evaluation of program quality will be aimed at the features that represent each of the three levels: Level 1- Licensing Status; Level 2 - Benchmarks of Quality; and Level 3 -Accreditation Status. Our Quality Improvement System will focus on empowering and training providers, staff, and program leaders to engage in continuous improvement around monitoring children's learning and development and adult-child interactions. Data collection on the quality and variability of individual classrooms will not be monitored at the state level. Initially, we will evaluate the overall system of early care and education quality through descriptive analyses of program quality at the state level. We believe this is important foundational work for evaluating system quality. Once this foundation is established, the OEC will incorporate data systems integration, compliance monitoring systems, and evaluation of the use of state funds, in addition to the alignment of early learning and development standards to early childhood assessment.

**Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.7.2 of the FFY 2022-2024 CCDF Plan**



You must enter text

Lead Agencies should include a description of progress made or activities completed related to the evaluation and assessment of child care programs.

Use data imported from the 2022-2024 CCDF Plan on measurable indicators to inform the outcomes achieved and progress made related to the evaluation and assessment of child care programs.

Example of possible outcome/numerical target:

- In FFY 2023, 343 programs were assessed using CLASS, which is an increase of 4% over FFY 2022
- We contracted with the university to evaluate the quality of licensed programs. Assessments indicated that children in QIS programs showed higher (30%) kindergarten readiness.



# The Sections of the QPR: Section 9

## Supporting Providers in the Voluntary Pursuit of Accreditation

### **Summary of Changes**

— No changes made to this section



*Funding sources must be reported for:*  
9.1.2 Accreditation Support

# The Sections of the QPR: Section 9

## 9.1.1 Accreditation Support

How many providers did the lead agency support in their pursuit of accreditation (e.g., financial incentives, technical assistance with the accreditation process, coaching/ mentoring by accredited programs) during October 1, 2022 to September 30, 2023?

☒ Yes, providers were supported in their pursuit of accreditation

Licensed center-based programs: Enter Number

You must enter text

License-exempt center-based programs: Enter Number

You must enter text

Licensed family child care homes: Enter Number

You must enter text

License-exempt family child care homes (care in providers' home): Enter Number

You must enter text

Programs serving children who receive CCDF subsidy: Enter Number

You must enter text

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

☐ N/A. Describe

- Looking for the total number of providers by program type
- Check “yes” if at least one of type of provider was supported
- Enter “did not support this provider type” if a particular group did not receive accreditation support

Suggested Source(s):

- Information from NAEYC/NAFCC

# The Sections of the QPR: Section 9

**9.1.2 Spending - Accreditation Support**

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☐ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

**You must select at least one option**

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on accreditation during October 1, 2022 to September 30, 2023?

**Amount spent: \$**

☐ Unable to report total amount spent. Indicate reason:

**You must select this option.**

**Optional: Use this space to tell us any additional information about how funds were spent**

☐ No

- If check yes, will be required to answer - How much was spent in total across all funding sources on supporting accreditation.
- If applicable, must indicate a reason why can't report an overall dollar amount
- A description of HOW funds were used is no longer required

Report funds spent on any activities related to supporting accreditation

# The Sections of the QPR: Section 9

## 9.2 Progress Update

### 9.2.1 Progress Update - Accreditation Support

Supporting providers in the voluntary pursuit of accreditation.

**Measurable indicators of progress the state/territory reported in section 7.8.2 of the FFY 2022-2024 CCDF Plan. Note: The information displayed is from the most recent approved FFY 2022-2024 CCDF Plan.**

Through partnership with MRTQ PDN, during FFY 20, 20 center-based programs (including Head Start and School Age Programs) received support toward accreditation. During FFY 20, 11 family child care programs received support to work towards accreditation. Based upon 15 active on-site/virtual consultations, MRTQ/PDN staff reported 47 deliveries of accreditation support to programs broken down as follows: 12 deliveries to FCC programs, 29 deliveries to center-based programs (including school age programs), and 6 deliveries to Head Start programs during FFY 20. In addition to on-site/virtual consultations, MRTQ/PDN Staff provided 166 phone and email TA supports to: 63 FCC, 66 Centers, 1 School Age, 3 Head Start programs. New accreditation cohorts for NAFCC and NAEYC Accreditation began in 2020, including the following number of programs per type of accreditation: 7 Family Child Care programs pursuing NAFCC Accreditation, 9 Center based programs pursuing NAEYC Accreditation During FFY 20, 3 FCC programs were awarded NAFCC Accreditation, 6 center-based care programs received NAEYC Accreditation, and 4 School Age programs were awarded accreditation through the Council on Accreditation (COA). It should be noted that actual numbers of programs of all types accredited during FFY 20, have been impacted by COVID-19, and the limits of observation/verification visits allowed by external guests by the program, as well as limitations by the accrediting bodies in allowing their staff to travel, and visit programs.

**Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.8.2 of the FFY 2022-2024 CCDF Plan**

Text

Lead Agencies should include a description of progress made or activities completed related to supporting accreditation.

Use data imported from the 2022-2024 CCDF Plan on measurable indicators to inform the outcomes achieved and progress made related to supporting accreditation.

Example of possible outcome/numerical target:

- The LA expected an increase of 10% of programs pursuing accreditation. However, participation decreased 2% this FFY23 due to an increased demand to pursue QIS in lieu. The LA will work with the CCR&R and FCC Networks to develop campaigns to better support accreditation.

# The Sections of the QPR: Section 10

Supporting the Development or Adoption of High-quality Program  
Standards Related to Health, Mental Health, Nutrition, Physical  
Activity, and Physical Development

## Summary of Changes

- Checkboxes were added to clarify the high-quality program standards developed or adopted by Lead Agencies



*Funding sources must be reported for:*  
10.1.2 High-Quality Program Standards

# The Sections of the QPR: Section 10

## 10.1 High-Quality Program Standards

### 10.1.1 High-Quality Program Standards

How did the state or territory help providers develop or adopt high quality program standards during October 1, 2022, to September 30, 2023?

☒ QRIS, check which indicators the lead agency has established

- ☐ Health, nutrition, and safety of child care settings
- ☐ Physical activity and physical development in child care settings
- ☐ Mental health of children
- ☐ 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

**You must select at least one option**

- ☐ Early Learning Guidelines
- ☐ State Framework. Describe
- ☐ Core Knowledge and Competencies
- ☐ Other. Describe
- ☐ N/A - did not help provider develop or adopt high quality program standards

- If QRIS is checked, at least one related option must be checked.
- If “State Framework” is checked a description of the framework is required.
- If “other” is checked a description must be provided.

# The Sections of the QPR: Section 10

## 10.1.2 Spending - High-Quality Program Standards

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

☒ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to support providers in the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development during October 1, 2022 to September 30, 2023?

**Amount spent: \$**

1

☐ Unable to report total amount spent. Indicate reason:

**Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported**

☐ No

Report funds spent on any activities related to developing or implementing high-quality program standards for child care programs

- If check yes, will be required to answer - How much was spent in total across all funding sources on high-quality program standards.
- If applicable, must indicate a reason why can't report an overall dollar amount
- A description of HOW funds were used is no longer required

# The Sections of the QPR: Section 10

## 10.2 Progress Update

### 10.2.1 Progress Update - High-Quality Program Standards

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

**Measurable indicators of progress the state/territory reported in section 7.9.2 of the FFY 2022-2024 CCDF Plan. Note: The information displayed is from the most recent approved FFY 2022-2024 CCDF Plan.**

The Lead Agency has nearly 30 consultants in the Program Quality Implementation Offices and 15 analysts in the Governance and Administration Unit who monitor direct-service programs under contract with the Lead Agency statewide. These consultants review the program's annual self-evaluation documents as well as conduct onsite monitoring reviews to validate quality in the programs. Additionally, the consultants provide Technical Assistance (TA) to help providers with continuous improvement. With guidance from the Quality Counts state support team, the local are transforming into sustainable systems. The Lead Agency will be able to measure progress as more centers and family child care homes move to higher rated levels of quality and as more sites participate in quality improvement activities. In addition to current monitoring efforts, proposes to solicit ongoing feedback from programs regarding the use and effectiveness of the state's infant/toddler, preschool, family child care, and out-of-school-time guidelines. Feedback would help increase understanding of how program standards contribute to the state's goal for equitable quality improvement systems. may leverage data collection efforts through the state's workforce registry and Professional Development Platform to inform future decisions regarding the program standards design and implementation.

**Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.9.2 of the FFY 2022-2024 CCDF Plan**



Lead Agencies should include a description of progress made or activities completed related to developing or adopting high-quality program standards.

Use data imported from the 2022-2024 CCDF Plan on measurable indicators to inform the outcomes achieved and progress made related to developing or adopting high-quality program standards.

Example of possible outcome/numerical target:

- The joint campaign with our local CCAFP program to enroll additional providers was successful. In FFY 2023 we enrolled 45 additional providers in the program over FFY 2022.



# The Sections of the QPR: Section 11

## Other Activities to Improve the Quality of Child Care Services

### Summary of Changes

- Includes question on compensation and benefits for child care staff that was previously in Section 2
- Removed the following questions:
  - Previous question 11.2 on Emergent Health and Safety Needs
  - Previous question 11.6 on Diversity, Equity, and Inclusion (DEI) practices
  - Previous question 11.7 on Provider Supports



*Funding sources must be reported for:*

11.1.2 Sustainability funding to child care providers

11.2.2 Data Systems Investment

11.3.2 Supply and Demand Analysis

11.4.2 Supply and Demand Initiatives

11.5.2 Provider Compensation and Benefits

# The Sections of the QPR: Section 11

- Do not report on activities funded with ARP Stabilization grant funds
- When you select provider types, you must enter a number
- If you can't provide a number, explain why in the describe box under the "Yes" option

- Report funds spent on stabilization grants (not ARP) to child care providers

## 11.1 Sustainability Funding to Child Care Providers

### 11.1.1 Sustainability Funding to Child Care Providers

Did the state or territory continue to provide stabilization grants to child care providers using funds other than the American Rescue Plan (ARP) Act Stabilization funds during October 1, 2022 to September 30, 2023?

☒ Yes. If yes, describe and check which types of providers were eligible and number served

**You must enter text**

☒ Licensed center-based programs

Enter Number:

**You must enter a valid number**

☐ License-exempt center-based programs

☐ Licensed family child care homes

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

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

☐ Other (explain)

☐ No

☐ N/A. Describe

### 11.1.2 Spending - Sustainability Funding to Child Care Providers

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

☐ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

**You must select at least one option**

☐ No

# The Sections of the QPR: Section 11

Examples of data systems that may be included here:

- Child care subsidy systems
- Professional Development/workforce registries
- QRIS data systems
- Child care search/provider information data systems
- Comprehensive Background Check systems
- Systems with data on child care supply

Report if funds were spent on investments in data systems.

## 11.2 Data Systems Investment

### 11.2.1 Data Systems Investment

Did the state/territory invest in data systems to support equitable access to child care (e.g., modernizing and maintaining systems; technology upgrades and data governance improvements to provide more transparent and updated information to parents; a workforce registry; updated QRIS systems; CCR&R updates; monitoring systems) from October 1, 2022 to September 30, 2023?

☒ Yes. Describe

You must enter text

☐ No

### 11.2.2 Spending - Data Systems Investment

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☐ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

You must select at least one option

☐ No

# The Sections of the QPR: Section 11

- Report if an analysis of supply and demand was completed.
- The analysis can be limited in scope – e.g. an analysis of availability of infant/toddler slots

Report if funds were spent on the supply and demand analysis.

## 11.3 Supply and Demand Analysis

### 11.3.1 Supply and Demand Analysis

Did the state/territory conduct an analysis of supply and demand or other needs assessment to identify areas of focus to build supply or target funding from October 1, 2022 to September 30, 2023?

☒ Yes. Describe findings

You must enter text

☐ No

### 11.3.2 Spending - Supply and Demand Analysis

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☐ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

You must select at least one option

☐ No

# The Sections of the QPR: Section 11

- Check the relevant box if supply/demand initiatives supported any of the listed populations.
- If other is checked, you must describe.

Report if funds were spent on supply and demand initiatives.

## 11.4 Supply and Demand Initiatives

### 11.4.1 Supply and Demand Initiatives

Did the state/territory implement initiatives designed to address supply and demand issues related to child care deserts and/or vulnerable populations (such as infants and toddlers, children with disabilities, English language learners, and children who need child care during non-traditional hours) during October 1, 2022 to September 30, 2023? Check all that apply.

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

### 11.4.2 Spending - Supply and Demand Initiatives

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☐ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

**You must select at least one option**

☐ No

# The Sections of the QPR:

## Section 11

- This question was moved from Section 2 in the FFY22 QPR.
- If boxes are checked the number of teachers/providers must be reported. If data is not available use the number box to indicate “Data is not available.”
- If “other” or “N/A” are checked, description must be provided

Report if funds were spent on provider compensation and benefits.

### 11.5.1 Provider Compensation and Benefits

What compensation and benefits improvements did teachers/providers receive between October 1, 2022 and September 30, 2023 (check all that apply)? If indicated, how many providers received?

☒ Financial bonuses (not tied to education levels)

Enter Number:

You must enter text

- ☐ Salary enhancements/wage supplements
- ☐ Health insurance coverage
- ☐ Dental insurance coverage
- ☐ Retirement benefits
- ☐ Loan Forgiveness programs
- ☐ Mental Health/Wellness programs
- ☐ Start up funds
- ☐ Other. Describe
- ☐ N/A. Describe

### 11.5.2 Spending - Provider Compensation and Benefits

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☐ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

You must select at least one option

☐ No

# The Sections of the QPR: Section 11

## 11.6 Spending - Other Activities to Improve the Quality of Child Care Services

### 11.6.1 Spending - Other Activities to Improve the Quality of Child Care Services

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on other activities to improve the quality of child care services during October 1, 2022 to September 30, 2023?

Amount spent: \$

You selected Yes in 11.1.2, 11.2.2, 11.3.2, 11.4.2 or 11.5.2, you must enter value greater than 0

☐ Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported

- How much was spent in total across all funding sources on other activities to improve the quality of child care services?
- If check yes in 11.1.2, 11.2.2, 11.3.2, 11.4.2, or 11.5.2, will be required to answer this question.
- If applicable, must indicate a reason why can't report an overall dollar amount
- A description of HOW funds were used is no longer required

# The Sections of the QPR: Section 11

## 11.7 Progress Update

### 11.7.1 Progress Update - Other Activities to Improve the Quality of Child Care Services

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

**Measurable indicators of progress the state/territory reported in section 7.10.1 of the 2022-2024 CCDF Plan. Note: The information displayed is from the most recent approved FFY 2022-2024 CCDF Plan.**

OEC has partnered with WIDA Early Years to improve the quality of child care for young multilingual learners and their families in  This initiative has included providing a training-of-trainers, and statewide access to online learning modules and resources. In addition, the OEC is working with WIDA Early Years to develop a logic model to include measurable goals related to supporting young multilingual learners and their families.

**Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.10.1 of the 2022-2024 CCDF Plan**

Lead Agencies should include a description of progress made on activities completed related to the quality of child care services.

Use data imported from the 2022-2024 CCDF Plan on measurable indicators to inform the outcomes achieved and progress made on activities completed related to the quality of child care services.



# The Sections of the QPR: Section 12

## Annual Reporting

### **Summary of Changes**

— No changes made to this section



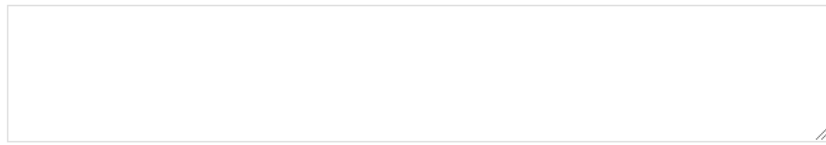
*No Spending reported in this section*

# Section 12 – Annual Report and Changes

## 12.1 Annual Report and Changes

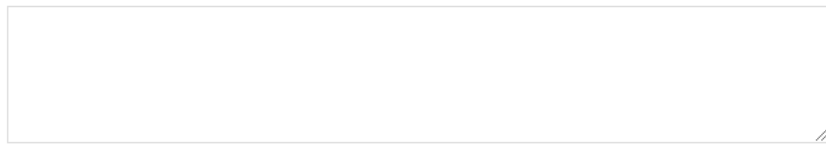
### 12.1.1 Annual Report

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.



### 12.1.2 Annual Report Changes

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



### Considerations:

- Is there a process that reviews data to consider possible enforcement actions, regulation changes, or policies based on the data?
- Is data reviewed? If so, how often?
- Who is involved? What changes were made because of the reviews?

### Suggested Source(s):

Those responsible for investigating incidents; processing enforcement actions; promulgating regulations, policy changes

# The Sections of the QPR: Section 13

## ARP Act Stabilization Grants

### **Summary of Changes**

- Removed question on methods used to eliminate fraud, waste, and abuse



*No Spending reported in this section*

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

## 13.1 Multiple Grant Programs

13.1.1 ARP Act Stabilization Multiple Grant Programs

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

☒ Yes. Describe

You must enter text

☐ No

- Clearly describe all grant programs run using ARP Stabilization funding.
- Descriptions can include multiple rounds of a grant program or multiple distinct grant programs.

Suggested Source(s):  
Bi-monthly Interview  
Dashboards

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

### 13.2 ARP Act Stabilization Grants Workforce Compensation

#### 13.2.1 ARP Act Stabilization Grants Strategies for Workforce Compensation

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

- ☒ Targeted grants to support workforce compensation (no other allowable uses)
- ☒ Providing bonus funds to providers that increased child care staff compensation through stabilization grants
- ☒ Requiring a specific percentage or amount of stabilization grant funding go toward child care staff compensation increases. Percent or amount for staff compensation

**You must enter text**

☐ Other (Describe)

Report any strategies used specifically to support workforce compensation with ARP Stabilization funding



Suggested Source(s):  
Bi-monthly Interview Dashboards

# General Guidance

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- Remember, the FFY 2023 QPR covers quality activities from October 1, 2022 through September 30, 2023
- In Sections 2-11, report on all CCDF and non-CCDF funding sources **other than** the 90% ARP Act Stabilization Grants
- Please spell out all acronyms
- The QPR is submitted via the CARS submission site

# General Guidance – Submission in CARS

Click "Sign in" to CARS if you accept the disclaimer below. Click on disclaimer to get to "Forgot password" link to reset password.


Username

☐ Remember me

Next

 HOME  REPORTS  RESOURCES

## Child Care Automated Reporting System

**CARS**  
Child Care Automated Reporting System

See separate presentation on CARS found on the OCC Website: <https://www.acf.hhs.gov/occ/report/acf-218-annual-quality-progress-report-qpr>

# Frequently Asked Questions (FAQs)

## How is the FFY 2023 QPR different from the FFY 2022 QPR?

- Added one new question in Section 7 (number of licensing inspectors) and removed no longer applicable items.
- Progress Update questions were revised to better show connection to the FFY 2022-2024 CCDF Plan
- Spending questions have been restructured
  - Questions on spending by funding stream are incorporated throughout each section
  - Lead Agencies will report total amount of funds spent across all sources on allowable activities for each topic



# Frequently Asked Questions (FAQs)

## Should I only report CCDF Lead Agency data?

- No. QPR is not limited to CCDF data sources only.
- Lead Agencies may use data collected by other government and nongovernment agencies (e.g., CCR&R agencies or other TA providers) as appropriate. Allow time to gather what is needed. For example, licensing or early learning guideline (ELG) info may come from another agency.

# Frequently Asked Questions (FAQs)

Should I only report on activities that have been funded by CCDF?

- No. QPR is not limited to CCDF funding sources only.
- States should report activities funded with non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds) in each section regardless of whether or not the funds were administered by the CCDF Lead Agency.

# Frequently Asked Questions (FAQs)

Are states/territories required to report exact spending amounts?

- No. These amounts are estimates, however, they should be close to the actual amount spent.

What if I only have partial data for an item?

- When in doubt, **report it!** Use the available text boxes for that item to explain your data.

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## If the QPR asks for a number can I enter text?

- Please do not enter text unless you do not have a number to report. If numerical data is not available, you should briefly (i.e., no more than one sentence) tell us why you do not have a number to report.
- There will be areas in the QPR that will only accept numerical entries. In this instance if numerical data is not available leave the field blank and use the “Unable to Report Data” or available describe box to provide an explanation.

Questions?

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