

## **Guidance for Completing the FY2014 Quality Performance Report (QPR)**

Blue text is supplemental guidance added to the original form (black text) approved as Appendix 1 in the FY2014-2015 CCDF Plan. Guidance is intended to offer additional information to facilitate completion of the form and to correct errors in the form.

### Guiding Principles

- QPR's emphasis is reporting each State or Territory's progress on its child care quality improvement goals.
- Information collected in the QPR will align and build on existing child care quality improvement efforts.
- The QPR will provide an annual snapshot of State or Territory's child care quality indicators tied to the OCC framework for child care quality improvement.
- QPR acknowledges that child care quality improvement efforts vary across States and Territories – with varying activities, areas of emphasis and degree of coverage – and allows States and Territories to provide narrative information to support the data responses throughout the report.

## **APPENDIX 1**

### **QUALITY PERFORMANCE REPORT**

This annual report will be submitted to ACF no later than December 31, 2014 and will reflect the period October 1, 2013 through September 30, 2014 (this period is referred to as the last federal fiscal year throughout this Guidance).

In this report, Lead Agencies are asked about the State/Territory's progress in meeting its goals as reported in the FY 2014-2015 CCDF Plan, and provide available data on the results of those activities. At a minimum, Lead Agencies are expected to respond to the first question in each section of the Quality Performance Report (QPR) which asks for their progress toward meeting their goal(s) articulated in Part 2 and Part 3 of the CCDF Plan for this Biennium.

Because of the flexibility in administering the CCDF program, it is expected that Lead Agencies may not have information and data available to respond to all questions. A Describe box is provided for each question for Lead Agencies to provide descriptive context for data reported and narrative updates in each data section, including any plans for reporting data in the future, if actual data is not currently available or if specific questions are not applicable. Lead Agencies may use data collected by other agencies and entities (e.g., CCR&R agencies or other contractors) as appropriate. The term Lead Agency is used in questions when the data relate to a CCDF-specific activity, otherwise the term State/Territory is used when another entity may be responsible or involved with an activity (e.g., licensing).

## Attachment B – Appendix 1 – Quality Performance Report (FY2014) with Guidance

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

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

This report collects progress on the five goals identified in Part 2 and Part 3 of the Child Care and Development Fund (CCDF) Plan for FY2014-2015 along with key data in relation to the four components of child care quality used as a quality framework in Part 3 of the Child Care and Development Fund Plan for FY 2014-2015:

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

**GUIDANCE – Definitions to use throughout the report:**

- **Program** – refers to any type of care, regardless of setting or funding source. Can include center-based and home-based programs.
- **Child Care Center/Center/Center-based program** – a program licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a nonresidential setting, unless care in excess of 24 hours is due to the nature of the parent(s)' work (§98.2). Head Start/Early Head Start and school-based pre-kindergarten and school-age programs can be included here. Programs can be licensed or legally exempt from licensing.
- **Child care center teachers** - any individual working in a child care center directly providing education or care for children. This can include aides, assistant and lead teachers, and assistant directors or directors if they have teaching responsibilities.
- **Family child care home/Family child care program** – a program consisting of one individual who provides child care services for fewer than 24 hours per day per child, as the sole caregiver, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)'s work. Programs can be licensed or legally exempt from licensing (§98.2).

- **Family child care home provider/Family child care provider** – the individual caregiver providing care in a family child care home (§98.2).
- **Group child care home** - two or more individuals who provide child care services for fewer than 24 hours per day per child, in a private residence other than the child’s residence, unless care in excess of 24 hours is due to the nature of the parent(s)’ work (§98.2).
- **Homes/Home-based programs** – inclusive of both family child care homes and group child care homes. Programs can be licensed or legally exempt from licensing.
- **In-home provider** - an individual who provides child care services in the child’s own home (§98.2).
- **Licensed** – a program is considered licensed if it meets regulatory requirements, including registration or certification requirements established under State, local, or tribal law, necessary for a provider to legally operate and provide child care services in a State or locality (§98.2). This does not include registration or certification requirements solely for child care providers to be eligible to participate in the CCDF program.
- **License-exempt/Legally exempt** – This term applies to child care programs/providers/practitioners for whom the state had deemed that licensure is not needed in order for a program to operate legally. This term does not include providers who have been licensed and had their license revoked or suspended.

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

In this section, Lead Agencies provide information on the minimum health and safety standards and activities in effect over the past year as of September 30, 2014.

### A1.1 Progress on Overall Goals

#### **Guidance for Completing this Section:**

- N/A is not an acceptable response in this section. In describing progress, Lead Agencies can describe steps taken toward goal(s), what has been completed so far, what is still being worked on, and any challenges or unexpected issues encountered.

#### **Based on the goals described in the Lead Agency’s CCDF Plan at Section 3.1.7, please report your progress using the chart below.**

You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., revised licensing regulation to include elements related to SIDS prevention, lowered caseload of licensing staff to 1:50, or increased monitoring visits to twice annually for child care centers). If applicable, describe any barriers to implementing your planned goals.

<b>Goals Described in FY 2014-2015 CCDF Plan</b>	<b>Describe Progress – Include Examples and Numeric Targets where Possible</b>

**Note: If your licensing standards changed during this period, please provide a brief summary of the major changes and submit the updated regulations to the [National Resource Center for Health and Safety in Child Care](#).** \_\_\_\_\_

**A1.2 Key Data**

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

**A1.2.1 Number of Programs**

**Guidance for Completing this Section:**

- Fill in the blank with the number of programs across the entire state/territory that are both licensed and operating as of September 30<sup>th</sup> of the last federal fiscal year (October 1, 2013 through September 30, 2014).
- Check N/A if “data not applicable” (i.e., State/Territory does not license a particular category of care) or “data not available” (i.e., State/Territory licenses a particular category of care but does not have data). In the Describe box, indicate at a minimum whether “data not available” or “data not applicable” and if there are any plans to collect this data in the future.

a) How many licensed center-based programs operated in the State/Territory as of September 30 of the last federal fiscal year? \_\_\_\_\_

N/A

Describe:

Use this Describe box to provide:

- 1) contextual information to support the data reported (e.g., State/Territory regulatory system if called something other than licensing)
- 2) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 3) narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

b) How many licensed home-based programs operated in the State/Territory as of September 30 of the last federal fiscal year? \_\_\_\_\_

N/A

Describe:

Use this Describe box to provide:

- 1) contextual information to support the data reported (e.g., State/Territory regulatory system if called something other than licensing)
- 2) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 3) narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

c) Does the State/Territory have data on the number of programs operating in the State/Territory that are legally exempt from licensing? At a minimum, the Lead Agency should provide the number of legally exempt providers serving children receiving CCDF.

Yes. If yes, include the number of programs as of September 30 of the last federal fiscal year \_\_\_\_\_ and describe (Use the Describe Box to provide the universe of programs on which the number is based)

Describe (provide the universe of programs on which the number is based):

Use this Describe box to provide:

- 1) the universe of programs on which the number reported is based (at a minimum, the number of providers receiving CCDF)
- 2) any contextual information to support the data reported (e.g., differentiate home-based vs. center-based programs that are not subject to licensing regulations)
- 3) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)

4) narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

**No.**

Describe:

### **A1.2.2 Number and Frequency of Monitoring Visits**

#### **Guidance for Completing this Section:**

- For a, b, and c below, fill in the first blank with the number of unduplicated programs across the entire state or territory that received at least one monitoring visit between October 1<sup>st</sup>, 2013 and September 30<sup>th</sup>, 2014 (the last federal fiscal year).
- For a-1, b-1, and c-1, of the number reported in a, b and c, how many of those visits were unannounced.
- For a-2, b-2, c-2, of the number reported in a, b and c, how many of those visits were triggered by a complaint or identified risk.
- For a-3, b-3, c-3, based on the State/Territory and/or CCDF requirements for conducting monitoring visits, what percentage was completed during the last federal fiscal year. To calculate the percentage, the numerator is the number of visits conducted. The denominator is the number of programs required to be visited.
- For licensed programs check N/A if “data not applicable” (i.e., your State/Territory does not conduct monitoring visits with licensed providers) or “data not available” (i.e., your State/Territory does conduct monitoring visits with licensed providers but data on the number of visits is unavailable). In the Describe box, indicate at a minimum whether “data not available” or “data not applicable” and if there are any plans to collect this data in the future.
- For legally exempt providers, check N/A if “data not applicable” (i.e., your State/Territory does not conduct monitoring visits with legally exempt providers) or “data not available” (i.e., your State/Territory does conduct monitoring visits with legally exempt providers but data on the number of visits is unavailable). In the Describe box, indicate at a minimum whether “data not available” or “data not applicable” and if there are any plans to collect this data in the future.

For licensed programs, a monitoring visit is an onsite visit by department personnel to a licensed child care program with the goal of ensuring compliance with licensing regulations. This may include initial licensing determination visits, licensing renewal visits, periodic announced or unannounced visits, and visits made after a complaint is lodged. For legally exempt providers, a monitoring visit is an onsite visit to a child care program with the goal of ensuring compliance with health and safety standards as defined by CCDF and required for receipt of CCDF funds. Use the Describe box to provide your State/Territory monitoring visit requirement.

Attachment B – Appendix 1 – Quality Performance Report (FY2014) with Guidance

a) How many licensed center-based programs received at least one monitoring visit between October 1 and September 30 of the last federal fiscal year? \_\_\_\_\_

a-1) Of those programs visited, how many were unannounced? \_\_\_\_\_

a-2) Of those programs visited, how many were triggered by a complaint or identified risk? \_\_\_\_\_

a-3) What percentage of required visits for licensed center-based program were completed? \_\_\_\_\_

N/A

Describe:

Use this Describe box to provide:

- 1) contextual information to support the data reported (e.g., explain the State/Territory or CCDF monitoring visit requirements)
- 2) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 3) narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

b) How many licensed family child care programs received at least one monitoring visit between October 1 and September 30 of the last federal fiscal year? \_\_\_\_\_

b-1) Of those programs visited, how many were unannounced? \_\_\_\_\_

b-2) Of those programs visited, how many were triggered by a complaint or identified risk? \_\_\_\_\_

b-3) What percentage of required visits for licensed family child care programs were completed? \_\_\_\_\_

N/A

Describe:

Use this Describe box to provide:

- 1) contextual information to support the data reported (e.g., explain the State/Territory or CCDF monitoring visit requirements)
- 2) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 3) narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

c) How many legally exempt providers receiving CCDF received at least one monitoring visit between October 1 and September 30 of the last federal fiscal year? \_\_\_\_\_ Of those,

c-1) Of those programs visited, how many were unannounced? \_\_\_\_\_

c-2) Of those programs visited, how many were triggered by a complaint or identified risk? \_\_\_\_\_

c-3) What percentage of required visits for legally exempt providers were completed? \_\_\_\_\_

N/A

Describe:

Use this Describe box to provide:

- 1) contextual information to support the data reported (e.g., explain the State/Territory or CCDF monitoring visit requirements)
- 2) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 3) narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

### **A1.2.3 Number of Licensing Suspensions, Licensing Revocations and Terminations from CCDF**

#### **Guidance for Completing this Section:**

- For each program type, fill in the unduplicated number of programs across the entire state or territory that had their license suspended at least once between October 1<sup>st</sup>, 2013 and September 30<sup>th</sup>, 2014 (the last federal fiscal year).
- For each program type, fill in the unduplicated number of programs across the entire state or territory that had their license revoked at least once between October 1<sup>st</sup>, 2013 and September 30<sup>th</sup>, 2014 (the last federal fiscal year).
  - If a program experienced a suspension and a revocation in the same year, the program should be included in both counts.
- For each program type, fill in the unduplicated number of programs across the entire state or territory that were terminated from participation in CCDF subsidies at least once between October 1<sup>st</sup>, 2013 and September 30<sup>th</sup>, 2014 (the last federal fiscal year), even if the program was later re-instated.
- **Suspended** – Check N/A if “data not applicable” (i.e., it is not possible in your state/territory for a program to have its license suspended due to licensing violations) or “data not available” (i.e., your state/territory does suspend licenses, but you cannot provide such data). In the Describe box, indicate at a minimum whether “data not available” or “data not applicable” and if there are any plans to collect this data in the future.
  - If your state does not distinguish between suspension and revocation, please check N/A and provide the number of programs that had their license suspended/revoked under the question, “How many were revoked?”
- **Revoked** – Check N/A if “data not applicable” (i.e., it is not possible in your state/territory for a program to have its license revoked due to licensing violations) or if “data not available” (i.e., license revocation is possible in your state/territory, but you cannot provide such data). In the Describe box, indicate

at a minimum whether “data not available” or “data not applicable” and if there are any plans to collect this data in the future.

- **Terminations** – Check N/A if “data not available” (i.e., if termination is possible in your state but you cannot provide any of these data). In the Describe box, indicate at a minimum whether “data not available” or “data not applicable” and if there are any plans to collect this data in the future.

Suspension of license includes any enforcement action that requires the temporary suspension of child care services because of licensing violations. Revocation of license includes termination or non-renewal of licensure and any other enforcement action that requires the closure of a program because of licensing violations. **Terminations of CCDF** includes any action taken to end the receipt of CCDF due to failure to meet licensing or minimum CCDF health and safety requirements established by the Lead Agency during the last federal fiscal year.

**Child Care Centers:**

How many programs had their licenses **suspended** due to licensing violations as defined in your State/Territory during the last federal fiscal year?

N/A

How many programs had their licenses **revoked** due to licensing violations as defined in your State/Territory during the last federal fiscal year?

N/A

How many were **terminated** from participation in CCDF due to failure to meet licensing or minimum CCDF health and safety requirements during the last federal fiscal year?

N/A

Describe:

Use this Describe box to provide:

- 1) contextual information to support the data reported (e.g., explain the State/Territory or CCDF monitoring visit requirements)
- 2) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 3) narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

**Group Child Care Homes:**

How many were **suspended** due to licensing violations as defined in your State/Territory during the last federal fiscal year?

N/A

Attachment B – Appendix 1 – Quality Performance Report (FY2014) with Guidance

How many were **revoked** due to licensing violations as defined in your State/Territory during the last federal fiscal year?

N/A

How many were **terminated** from participation in CCDF due to failure to meet licensing or minimum CCDF health and safety requirements during the last federal fiscal year?

N/A

Describe:

Use this Describe box to provide:

- 1) contextual information to support the data reported (e.g., State/Territory regulatory system if called something other than licensing)
- 2) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 3) narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

**Family Child Care Homes:**

How many were **suspended** due to licensing violations as defined in your State/Territory during the last federal fiscal year?

N/A

How many were **revoked** due to licensing violations as defined in your State/Territory during the last federal fiscal year?

N/A

How many were **terminated** from participation in CCDF due to failure to meet licensing or minimum CCDF health and safety requirements during the last federal fiscal year?

N/A

Describe:

Use this Describe box to provide:

- 1) contextual information to support the data reported (e.g., State/Territory regulatory system if called something other than licensing)
- 2) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 3) narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

**In-Home Providers:**

Attachment B – Appendix 1 – Quality Performance Report (FY2014) with Guidance

How many were **suspended** due to licensing violations as defined in your State/Territory during the last federal fiscal year?

N/A

How many were **revoked** due to licensing violations as defined in your State/Territory during the last federal fiscal year?

N/A

How many were **terminated** from participation in CCDF due to failure to meet licensing or minimum CCDF health and safety requirements during the last federal fiscal year?

N/A

Describe:

Use this Describe box to provide:

- 1) contextual information to support the data reported (e.g., State/Territory regulatory system if called something other than licensing)
- 2) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 3) narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

**A1.2.4 [Updated Number] How many previously license-exempt providers were brought under the licensing system during the last federal fiscal year (October 1 through September 30)? \_\_\_\_\_**

**Guidance for Completing this Section:**

- In the blank below, enter the number of providers that were brought under the licensing system (received their first license or certification) between October 1<sup>st</sup>, 2013 and September 30<sup>th</sup>, 2014 (last federal fiscal year) after having previously operated as a license-exempt provider. These may be, but are not limited to, providers previously recognized as a license-exempt provider receiving child care subsidies and then received a license or certification to operate as a center or home-based program. For example, you might use provider payment records to compile a list of all license-exempt providers who received subsidy payments in the past federal fiscal year, then use provider id number, name and address to match a list of providers licensed in the past federal fiscal year.
- Check N/A if “data not available” (i.e., you cannot provide data on the number of previously exempt providers brought under licensing). In the Describe box, indicate at a minimum whether “data not available” or “data not applicable” and if there are any plans to collect this data in the future.

N/A

Describe:

Use this Describe box to provide:

- 1) contextual information to support the data reported (e.g., State/Territory regulatory system if called something other than licensing)
- 2) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 3) narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

**A1.2.5 [Updated Number] How many injuries as defined by the State/Territory occurred in child care during the last federal fiscal year?**

Please provide your definition of injuries in the Describe box and indicate the universe of programs on which the number is based (e.g., licensed providers, CCDF providers, or all providers). \_\_\_\_\_

**Guidance for Completing this Section:**

- Enter the number of injuries as defined in your State/Territory that occurred in child care between October 1<sup>st</sup>, 2013 and September 30<sup>th</sup>, 2014 (last federal fiscal year).
- Provide the definition of “injury” and indicate the universe that this number is based on in the Describe box.
- Check N/A if “data not available” (i.e., you cannot provide data on the number of injuries that occurred in child care). In the Describe box, indicate at a minimum whether “data not available” or “data not applicable” and if there are any plans to collect this data in the future.

N/A

Describe:

Use this Describe box to provide:

- 1) your definition of injuries
- 2) the universe of programs on which the number is based (e.g., licensed providers, CCDF providers, or all providers)
- 3) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 4) narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

**A1.2.6 [Updated Number] How many fatalities occurred in child care or as the result of a child care accident or injury as of the end of the last year?**

Please indicate the universe of programs on which the number is based (e.g., licensed providers, CCDF providers, or all providers). \_\_\_\_\_

**Guidance for Completing this Section:**

- Enter the number of fatalities that occurred in child care between October 1<sup>st</sup>, 2013 and September 30<sup>th</sup>, 2014 (last federal fiscal year).

## Attachment B – Appendix 1 – Quality Performance Report (FY2014) with Guidance

- Provide the universe that this number is based on in the Describe box.
- Check N/A if “data not available” (i.e., you cannot provide data on the number of fatalities that occurred in child care). In the Describe box, indicate at a minimum whether “data not available” or “data not applicable” and if there are any plans to collect this data in the future.

N/A

Describe:

Use this Describe box to provide:

- 1) the universe of programs on which the number is based (e.g., licensed providers, CCDF providers, or all providers)
- 2) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 3) narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

### Establishing Early Learning Guidelines (Component #2)

#### A2.1 Progress on Overall Goals

##### **Guidance for Completing this Section:**

- Check YES – If your State/Territory had already established early learning guidelines as of September 30<sup>th</sup>, 2013 (the previous federal fiscal year) and made any changes to these ELGs between October 1<sup>st</sup>, 2013 and September 30<sup>th</sup>, 2014 (the last federal fiscal year).
- Check YES - If your State/Territory did not have early learning guidelines as of September 30<sup>th</sup>, 2013 (the previous federal fiscal year) but has since established early learning guidelines. Briefly describe the process by which these ELGs were established in the Describe Box.
- Check NO – If your State/Territory had already established early learning guidelines as of September 30<sup>th</sup>, 2013 (the previous federal fiscal year) but did not make any changes to these ELGs between October 1<sup>st</sup>, 2013 and September 30<sup>th</sup>, 2014 (the last federal fiscal year).
- Check N/A if your State/Territory did not have early learning guidelines as of September 30, 2013 (the previous federal fiscal year) and still does not have early learning guidelines as of September 30<sup>th</sup>, 2014 (the last federal fiscal year).

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

- Yes.  
 No  
 N/A

Describe:

Use this Describe box to briefly describe the process by which these ELGs were established if your State/Territory did not have early learning guidelines as of September 30<sup>th</sup>, 2013 of the previous federal fiscal year but has since established early learning guidelines.

**A2.1.2 Based on the goals described in the Lead Agency’s CCDF Plan at Section 3.2.8, please report your progress.**

You may include any significant areas of progress that that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Expanded the number of programs trained on using the ELG’s, Aligned the ELG’s with Head Start Child Development and Early Learning Framework). If applicable, describe any barriers to implementing your planned goals.

**Guidance for Completing this Section:**

- N/A is not an acceptable response in this section. In describing progress, Lead Agencies can describe steps taken toward goal(s), what has been completed so far, what is still being worked on, and any challenges or unexpected issues encountered.

<b>Goals Described in FY 2014-2015 CCDF Plan</b>	<b>Describe Progress – Include Examples and Numeric Targets where Possible</b>

**A2.2 Key Data**

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

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

Responses to this question should be consistent with information provided in question 3.2.3 in the CCDF Plan.

**Guidance for Completing this Section:**

In Section 3.2 of the CCDF Plan, you reported on which ELGs have been established in your state/territory. This information does not need to be repeated here.

To determine number of teachers/practitioners/providers trained on ELGs:

- A teacher/practitioner/provider is considered to be “trained on the ELGs” if the director or lead provider in the program has received at least two hours of training between October 1<sup>st</sup>, 2013 and September 30<sup>th</sup>, 2014 (the last federal fiscal year) specifically on the ELGs. This can include an introductory training on the ELGs as well as portions of a multi-session training that include coverage of ELGs.
  - If your State/Territory uses a different definition for determining when a teacher/practitioner/provider has been trained on the ELGs, enter the number of teachers/practitioners/providers that meet this definition in the blanks and provide your definition of what makes a teacher/practitioner/provider “trained on the ELGs” in the Describe box.
- Check N/A if you do not have ELGs for a particular age group or if your State/Territory has ELGs but you do not have data on the number of teachers/practitioners/providers that are trained on the ELGs.
- If you can provide data for some but not all program types, enter the data that you have. Check N/A for those categories for which you cannot provide data and use the Describe box to explain.
- If you have ELGs for children Birth-to-Five (rather than distinct ELGs for Birth-to-Three and Three-to-Five), please enter the number of teachers/practitioners/providers trained on these ELGs in the Three-to-Five category. Do not double count teachers/practitioners/providers by also entering them under the Birth-to-Three category.

<b><u>Center-based Programs:</u></b>  <b>Early Learning Guidelines (ELGs)</b>	<b>How many teachers/practitioners in center-based programs were trained on ELGs over the past year? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)</b>	<b>N/A</b>
Birth-to-Three ELGs	_____	<input type="checkbox"/>
Three-to-Five ELGs	_____	<input type="checkbox"/>
Five and Older ELGs	_____	<input type="checkbox"/>
Describe:	Use this Describe box to provide: 1) your definition of what makes a teacher/practitioner “trained	

Attachment B – Appendix 1 – Quality Performance Report (FY2014) with Guidance

<p><b><u>Center-based Programs:</u></b></p> <p><b>Early Learning Guidelines (ELGs)</b></p>	<p><b>How many teachers/practitioners in center-based programs were trained on ELGs over the past year? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)</b></p>	<p>N/A</p>
	<p>on the ELGs” if different from the definition above.</p> <p>2) any contextual information to support the data reported (e.g., explain which types of programs do and do not have data available if these practitioner data are available for some program types but not others)</p> <p>3) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)</p> <p>4) narrative updates, including any plans for reporting data in the future, if actual data are not currently available</p>	

<p><b><u>Family Child Care Programs:</u></b></p> <p><b>Early Learning Guidelines (ELGs)</b></p>	<p><b>How many family child care providers were trained on ELGs over the past year? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)</b></p>	<p>N/A</p>
<p>Birth-to-Three ELGs</p>	<p>_____</p>	<p><input type="checkbox"/></p>
<p>Three-to-Five ELGs</p>	<p>_____</p>	<p><input type="checkbox"/></p>
<p>Five and Older ELGs</p>	<p>_____</p>	<p><input type="checkbox"/></p>
<p>Describe:</p>	<p>Use this Describe box to provide:</p> <p>1) your definition of what makes a provider “trained on the ELGs” if different from the definition above.</p> <p>2) any contextual information to support the data reported (i.e., explain which types of programs do and do not have data available if these data are available for some program types but not others)</p> <p>3) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)</p> <p>4) narrative updates, including any plans for reporting data in the future, if actual data are not currently available</p>	

<p><b><u>Legally Exempt Providers:</u></b></p> <p><b>Early Learning Guidelines (ELGs)</b></p>	<p><b>How many legally exempt providers were trained on ELGs over the past year?</b></p> <p><b>Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)</b></p>	<p>N/A</p>
<p>Birth-to-Three ELGs</p>	<p>_____</p>	<p><input type="checkbox"/></p>
<p>Three-to-Five ELGs</p>	<p>_____</p>	<p><input type="checkbox"/></p>
<p>Five and Older ELGs</p>	<p>_____</p>	<p><input type="checkbox"/></p>
<p>Describe:</p>	<p>Use this Describe box to provide:</p> <ol style="list-style-type: none"> <li>1) your definition of what makes a provider “trained on the ELGs” if different from the definition above.</li> <li>2) any contextual information to support the data reported (i.e., explain which types of programs do and do not have data available if these data are available for some program types but not others)</li> <li>3) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)</li> <li>4) narrative updates, including any plans for reporting data in the future, if actual data are not currently available</li> </ol>	

**A2.2.1b How many children are served in programs implementing the ELG’s?**

**Guidance for Completing this Section:**

- When reporting on the **number of children served** in programs implementing the ELGs, if possible, provide an unduplicated count of children who are served by at least one program that is implementing ELGs (rather than double counting children that are in multiple programs).
- If possible, provide the number of children served in these programs by age group.
- If you have ELGs for children Birth-to-Five (rather than distinct ELGs for Birth-to-Three and Three-to-Five), please enter the number of infants and toddlers cared for in programs that are implementing these ELGs in the first row and the number of preschoolers cared for in programs that are implementing these ELGs in the second row.
- Check N/A if you do not have ELGs for a particular age group or if your State/Territory has ELGs but you do not have data on the number of children served in programs implementing the ELGs.

Attachment B – Appendix 1 – Quality Performance Report (FY2014) with Guidance

- If you can provide data for some but not all program types, enter the data that you have. Check N/A for those categories for which you cannot provide data and use the Describe box to explain.

Refer to question 3.2.4 in the CCDF Plan for examples of how ELG’s can be implemented in programs. Program capacity can be used as an estimate of children served.

<b><u>Center-based Programs:</u></b> <b>Early Learning Guidelines (ELGs)</b>	<b>How many children are served in center-based programs implementing the ELGs? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)</b>	<b>N/A</b>
<b>Birth-to-Three ELGs</b>	_____	<input type="checkbox"/>
<b>Three-to-Five ELGs</b>	_____	<input type="checkbox"/>
<b>Five and Older ELGs</b>	_____	<input type="checkbox"/>
<b>Describe:</b>	<p>Use this Describe box to:</p> <ol style="list-style-type: none"> <li>1) your definition of what makes a provider “trained on the ELGs” if different from the definition above</li> <li>2) indicate if the child count is unduplicated or if duplication may have occurred</li> <li>3) any contextual information to support the data reported (i.e., explain which types of programs do and do not have data available if these data are available for some program types but not others)</li> <li>4) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)</li> <li>5) narrative updates, including any plans for reporting data in the future, if actual data are not currently available.</li> </ol>	

<b><u>Family Child Care Programs:</u></b> <b>Early Learning Guidelines (ELGs)</b>	<b>How many children are served in family child care programs implementing the ELGs? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)</b>	<b>N/A</b>
<b>Birth-to-Three ELGs</b>	_____	<input type="checkbox"/>
<b>Three-to-Five ELGs</b>	_____	<input type="checkbox"/>
<b>Five and Older ELGs</b>	_____	<input type="checkbox"/>

Attachment B – Appendix 1 – Quality Performance Report (FY2014) with Guidance

<p><b>Family Child Care Programs:</b></p> <p><b>Early Learning Guidelines (ELGs)</b></p>	<p><b>How many children are served in family child care programs implementing the ELGs? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)</b></p>	<p>N/A</p>
<p><b>ELGs</b></p>		
<p>Describe:</p>	<p>Use this Describe box to:</p> <ol style="list-style-type: none"> <li>1) your definition of what makes a provider “trained on the ELGs” if different from the definition above</li> <li>2) indicate if the child count is unduplicated or if duplication may have occurred</li> <li>3) any contextual information to support the data reported (i.e., explain which types of programs do and do not have data available if these data are available for some program types but not others)</li> <li>4) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)</li> <li>5) narrative updates, including any plans for reporting data in the future, if actual data are not currently available.</li> </ol>	

<p><b>Legally Exempt Providers:</b></p> <p><b>Early Learning Guidelines (ELGs)</b></p>	<p><b>How many children are served in legally-exempt programs implementing the ELGs? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)</b></p>	<p>N/A</p>
<p><b>Birth-to-Three ELGs</b></p>	<p>_____</p>	<p><input type="checkbox"/></p>
<p><b>Three-to-Five ELGs</b></p>	<p>_____</p>	<p><input type="checkbox"/></p>
<p><b>Five and Older ELGs</b></p>	<p>_____</p>	<p><input type="checkbox"/></p>
<p>Describe:</p>	<p>Use this Describe box to:</p> <ol style="list-style-type: none"> <li>1) your definition of what makes a provider “trained on the ELGs” if different from the definition above</li> <li>2) indicate if the child count is unduplicated or if duplication may have occurred</li> <li>3) any contextual information to support the data reported (i.e., explain which types of programs do and do not have data available if these data are available for some program types but not others)</li> <li>4) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus</li> </ol>	

<p><b>Legally Exempt Providers:</b></p> <p><b>Early Learning Guidelines (ELGs)</b></p>	<p><b>How many children are served in legally-exempt programs implementing the ELGs? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)</b></p>	<p>N/A</p>
<p>on CCDF funds now, etc.)</p> <p>5) narrative updates, including any plans for reporting data in the future, if actual data are not currently available.</p>		

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

**A3.1 Progress on Overall Goals**

**Guidance for Completing this Section:**

- N/A is not an acceptable response in this section. In describing progress, Lead Agencies can describe steps taken toward goal(s), what has been completed so far, what is still being worked on, and any challenges or unexpected issues encountered.

**A3.1.1 Based on the goals described in the Lead Agency’s CCDF Plan at Section 3.3.9, please report your progress.**

You may include any significant areas of progress that that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Expanded the number of programs included in the QRIS, Aligned the QRIS standards with Head Start performance standards, or expanded the number of programs with access to an on-site quality consultant). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2014-2015 CCDF Plan	Describe Progress – Include Examples and Numeric Targets where Possible

**A3.2 Key Data**

OCC is collecting this information as one part of our overall effort to better understanding State/Territory activities to improve the quality of child care. OCC recognizes that the data requested in this report will only provide part of that picture because there are many factors which affect the data being collected here. Each State/Territory’s policy context and priorities and standards will play a role in the way that quality improvement activities are developed and implemented. OCC intends to

work with the States/Territories to gather any additional contextual information necessary in order to fully understand the context of these data for any reporting activities involving this information.

### **A3.2.1 Number of Program Receiving Targeted Technical Assistance**

#### **Guidance for Completing this Section:**

- Targeted TA can be counted if any instance of the targeted TA occurred between October 1<sup>st</sup>, 2013 and September 30<sup>th</sup>, 2014 (the last federal fiscal year).
- Check N/A if you cannot report on this measure at the program level but can report at the practitioner level. Please do not enter any numbers into these cells. Question A4.2.5 asks about practitioner receipt of technical assistance, so do not provide practitioner level data here.
- Check N/A if “data not applicable” (i.e., if your State/Territory does not provide any targeted technical assistance even if you provide general-purpose technical assistance or if your State/Territory provides targeted technical assistance, but does not track the content of the TA).
- Check N/A if “data not available” (i.e., if your State/Territory provides targeted technical assistance and tracks the content of the technical assistance but uses different domains/areas than those provided below).
- Ideally, each State/Territory would be able to provide an unduplicated count of the number of programs in which targeted TA was provided. Use this Describe box to indicate whether your count is unduplicated.
- If you are able to provide the number of programs by type, please do so. If you cannot, please simply enter the total number of programs.
- If these data are available for some program types but not for others, please enter the available data into the appropriate cell(s) in the table and Use this Describe box to explain which types of programs do and do not have data available. If a particular program type was not eligible for one type of TA or did not receive any of that type of TA, please enter a zero in the appropriate cell.

Targeted technical assistance is technical assistance (coaching, mentoring and consultation) that is designed to address a particular domain/area of quality. Responses in this section should be consistent with responses provided in question 3.3.2 in the CCDF Plan which focuses on targeted technical assistance to programs (rather than practitioners) that is intended for moving programs to higher levels of quality.

- a) How many programs received targeted technical assistance during the last federal fiscal year (October 1 through September 30)?   
 N/A  
Describe:
- b) If possible, report the number of programs who received targeted technical assistance in the following areas:  
Health and safety \_\_\_\_\_  
Infant and toddler care \_\_\_\_\_

School-age care \_\_\_\_\_  
Inclusion \_\_\_\_\_  
Teaching dual language learners \_\_\_\_\_  
Understanding developmental screenings and/or observational  
assessment tools for program improvement purposes \_\_\_\_\_  
Mental health \_\_\_\_\_  
Business management practices \_\_\_\_\_  
 N/A

Describe:

Use this Describe box to:

- 1) Provide the categories you use/the types of targeted TA you provide, and, if possible, the data you have about how many programs have received targeted TA in this domain/area
- 2) indicate whether your count of programs is unduplicated
- 3) any contextual information to support the data reported (i.e., explain which types of programs do and do not have data available if these data are available for some program types but not others)
- 4) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 5) narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

### A3.2.2 Number of Programs Receiving Financial Supports

Responses to this question should be consistent with responses provided in question 3.3.3 of the CCDF Plan. **Financial supports** must be intended to reward, improve, or sustain quality. They can include grants, cash, reimbursements, gift cards, or purchases made to benefit a program. This includes tiered reimbursements for CCDF subsidies. **One-time grants, awards, or bonuses** include any kind of financial support that a program can receive only once. **On-going or periodic quality stipends** include any kind of financial support intended to reward, improve, or sustain quality that a program can receive more than once.

#### Guidance for Completing this Section:

- **One-time grants, awards, or bonuses:**
  - Check N/A if “data not applicable” (i.e., your State/Territory does not provide any one-time financial supports) or if “data not available” (i.e., your State/Territory does provide some one-time financial supports but is unable to report on the number of programs that received these supports).
  - Ideally, each State/Territory would be able to provide an unduplicated count of the number of programs that received a one-time financial support that was processed between October 1<sup>st</sup>, 2013 and September 30<sup>th</sup>, 2014 (the last federal fiscal year). Use this Describe box to indicate whether your count is unduplicated.
  - Enter a zero in the blank only if programs are eligible for supports but no programs have actually received supports.

Attachment B – Appendix 1 – Quality Performance Report (FY2014) with Guidance

- If your State/Territory provides one-time financial supports only to certain types of programs (i.e., licensed programs), please explain in the Describe box which program types are eligible to receive supports.
- **On-going or periodic quality stipends:**
  - Check N/A if “data not applicable” (i.e., your State/Territory does not provide any on-going or periodic financial supports) or “data not available” (i.e., your State/Territory does provide some on-going or periodic financial supports but is unable to report on the number of programs that received these supports).
  - If your State/Territory provides tiered reimbursements as part of CCDF subsidies, count only those programs that receive a tiered reimbursement rate because the program has achieved a particular quality level.
  - Ideally, each State/Territory would be able to provide an unduplicated count of programs that received an ongoing or periodic financial support that was processed between October 1<sup>st</sup>, 2013 and September 30<sup>th</sup>, 2014 (the last federal fiscal year). Use this Describe box to indicate whether your count is unduplicated.
  - Enter a zero in the blank only if programs are eligible for on-going or periodic financial supports but no programs have actually received supports.
  - If your State/Territory provides on-going or periodic financial supports only to certain types of programs (i.e., licensed programs), please explain in the Describe box which program types are eligible to receive which supports.

a) How many programs received one-time, grants, awards or bonuses:

Child Care Centers: \_\_\_\_\_

Family Child Care Homes: \_\_\_\_\_

N/A

Describe:

Use the Describe box to:

- 1) indicate whether your count of programs is unduplicated
- 2) any contextual information to support the data reported (i.e., explain which types of programs do and do not have data available if these data are available for some program types but not others)
- 3) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 4) narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

b) How many programs received on-going or periodic quality stipends:

Child Care Centers: \_\_\_\_\_

Family Child Care Homes: \_\_\_\_\_

N/A

Describe:

Use the Describe box to:

- 1) indicate whether your count of programs is unduplicated
- 2) any contextual information to support the data reported (i.e., explain which types of programs do and do not have data available if these data are available for some program types but not others)
- 3) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 4) narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

### Guidance for the Following Questions

The next four questions – A3.2.3 through A3.2.7 – are a related series to better understand the participation rate in your QRIS or other quality improvement system(s). It may help to read all five questions before responding. Question A3.2.3 asks about the total number of eligible programs for your QRIS or other quality improvement system(s). Question A3.2.4 asks about the number of programs participating in your QRIS or other quality improvement system. Question A3.2.5 asks about the number of programs at each level of quality. Question A3.2.6 asks about participating programs movement up and down quality levels. Question A3.2.7 asks about the number of children cared for in participating programs.

### A3.2.3 Number of Eligible Programs for State/Territory QRIS or Other Quality Improvement System

#### Guidance for Completing this Section:

- Eligible programs means the total potential number of programs could participate in QRIS (i.e., how many are eligible to participate). For example, if your state does not allow FCC to participate in QRIS and only licensed centers, then the number eligible would be the number of licensed centers. Likewise, if only providers in a certain area can participate in QRIS, then the number eligible would be the number of programs in those areas.

a) What is the total number of eligible child care centers for QRIS \_\_\_\_\_ OR Other Quality Improvement System? \_\_\_\_\_

N/A

Describe:

Use the Describe box to:

- 1) indicate which initiative is included for programs participating in other Quality Improvement Systems including describing if more than one Quality Improvement initiative is included in the count
- 2) provide any contextual information to support the data reported (i.e., explain which types of programs do and do not have data available if these data are available for some program types but not others)
- 3) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 4) narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

b) What is the total number of eligible family child care homes for QRIS \_\_\_\_\_  
OR Other Quality Improvement System? \_\_\_\_\_

N/A

Describe:

Use the Describe box to:

- 1) indicate which initiative is included for programs participating in other Quality Improvement Systems including describing if more than one Quality Improvement initiative is included in the count
- 2) provide any contextual information to support the data reported (i.e., explain which types of programs do and do not have data available if these data are available for some program types but not others)
- 3) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 4) narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

c) What is the total number of eligible license-exempt providers for QRIS \_\_\_\_\_  
OR Other Quality Improvement System? \_\_\_\_\_

N/A

Describe:

Use the Describe box to:

- 1) indicate which initiative is included for programs participating in other Quality Improvement Systems including describing if more than one Quality Improvement initiative is included in the count
- 2) provide any contextual information to support the data reported (i.e., explain which types of programs do and do

not have data available if these data are available for some program types but not others)

- 3) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 4) narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

### **A3.2.4 Number and Percentage of Programs Participating in State/Territory QRIS or Other Quality Improvement System**

#### **Definitions for Completing this Section:**

- **Participation in the State/Territory QRIS** – All programs that currently have a rating as of September 30<sup>th</sup>, 2014 (the last federal fiscal year) are considered to be participating in the QRIS. Programs that have agreed to be rated but have not yet been issued a rating are also considered to be participating in the QRIS. For example, some states provide quality improvement supports for a number of months before the program is rated. Programs receiving these pre-rating supports are considered QRIS participants. Please provide numbers as of September 30<sup>th</sup>, 2014 (the last federal fiscal year).
- **Participation in Other Quality Improvement System** – Programs that do not have a QRIS rating (because they are not participating OR because a state/territory does not have a QRIS) but are participating in a quality improvement initiative as of September 30<sup>th</sup>, 2014 (the last federal fiscal year) should be counted here. This might include programs that have achieved accreditation. Use this Describe box to note which initiative is included. If more than one Quality Improvement initiative is included in this count, please make a note in the Describe box. Programs should only be counted as participating in one quality improvement initiative

#### **Guidance for Completing this Section:**

- Check N/A if “data not available” (i.e., your State/Territory does have a QRIS or other quality improvement system as defined in section 3.3.6 of the CCDF Plan but is unable to report on the number of participating programs) or “data not applicable” (i.e., your State/Territory does not have a QRIS or other quality improvement system as defined in section 3.3.6 of the CCDF Plan).
- **To compute the percentage:** Use as the numerator the number of participating programs reported below. Use as the denominator the total number of programs eligible to participate in the QRIS or other Quality Improvement System as reported in A3.2.3.
  - a) Of the total number eligible as reported in A3.2.3, what is the total number and percentage of child care center programs in the State/Territory that participate in the State/Territory QRIS or other quality improvement system for programs over the last federal fiscal year?

Attachment B – Appendix 1 – Quality Performance Report (FY2014) with Guidance

Child Care Centers QRIS:

Number: \_\_\_\_\_

Percentage: \_\_\_\_\_ %

or Other Quality Improvement System:

Number: \_\_\_\_\_

Percentage: \_\_\_\_\_ %

N/A

Describe:

Use the Describe box to:

- 1) indicate which initiative is included for programs participating in other Quality Improvement Systems including describing if more than one Quality Improvement initiative is included in the count
- 2) provide any contextual information to support the data reported (i.e., explain which types of programs do and do not have data available if these data are available for some program types but not others)
- 3) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 4) narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

b) Of the total number eligible as reported in A3.2.3, what is the total number and percentage of family child care programs in the State/Territory that participate in the State/Territory QRIS or other quality improvement system for programs over the last federal fiscal year?

Family Child Care Homes QRIS:

Number: \_\_\_\_\_

Percentage: \_\_\_\_\_ %

or Other Quality Improvement System:

Number: \_\_\_\_\_

Percentage: \_\_\_\_\_ %

N/A

Describe:

Use the Describe box to:

- 1) indicate which initiative is included for programs participating in other Quality Improvement Systems including describing if more than one Quality Improvement initiative is included in the count
- 2) provide any contextual information to support the data reported (i.e., explain which types of programs do and do not have data available if these data are available for some program types but not others)
- 3) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 4) narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

- c) Of the total number eligible as reported in A3.2.3, what is the total number and percentage of license-exempt programs in the State/Territory that participate in the State/Territory QRIS or other quality improvement system for programs over the last federal fiscal year?

License-Exempt Providers QRIS:

Number: \_\_\_\_\_

Percentage: \_\_\_\_\_ %

or Other Quality Improvement System:

Number: \_\_\_\_\_

Percentage: \_\_\_\_\_ %

N/A

Describe:

Use the Describe box to:

- 1) provide the universe of programs on which the percentage is based (total eligible programs)
- 2) indicate which initiative is included for programs participating in other Quality Improvement System including describing if more than one Quality Improvement initiative is included in the count
- 3) provide any contextual information to support the data reported (i.e., explain which types of programs do and do not have data available if these data are available for some program types but not others)
- 4) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 5) narrative updates, including any plans for reporting data in the future,

if actual data are not currently available.

**A3.2.5. Number of Programs at Each Level of Quality**

**Guidance for Completing this Section:**

- For each cell, please provide the number of programs that had this rating as of September 30<sup>th</sup>, 2014 (the last federal fiscal year).
- The numbers in these cells should sum to be the number of participating programs as provided in A3.2.4.
- Check N/A if “data not applicable” (i.e., you do not have a QRIS or other quality improvement system or if the program type is not eligible to participate in the QRIS) or “data not available” (i.e., you have a QRIS or other quality improvement system and the program type is eligible, but you cannot provide the requested data).

For each type of care, provide the total number of quality levels and the number of programs at that level of the total number of participating as reported in A3.2.4. Describe metric if other than QRIS, such as accreditation.

Child Care Centers:

Please provide the total number of Child Care Center quality levels (if available):

Enter number of levels - a table will appear below with rows for each level identified here

For example, if your state has 4 levels of quality, a table with 4 rows will appear on the screen.

N/A

Quality Level	Number of Programs at this level
1	
2	
3	
4	

Describe:

Use this Describe box to provide:

- 1) a description of the quality levels or other metric of quality
- 2) any contextual information to support the data reported (i.e., explain which types of programs do and do not have data available if these data are available for some program types but not others)
- 3) explanation for any significant change (e.g., more than 10% increase)

Attachment B – Appendix 1 – Quality Performance Report (FY2014) with Guidance

or decrease)from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)

4) narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

**Family Child Care Homes:**

Please provide the total number of Family Child Care Home quality levels (if available):

Enter number of levels – a table will appear below with rows for each level identified here

For example, if your state has 4 levels of quality, a table with 4 rows will appear.

N/A

<b>Quality Level</b>	<b>Number of Programs at this level</b>
1	
2	
3	
4	

**Describe:**

Use this Describe box to provide:

- 1) a description of the quality levels or other metric of quality
- 2) any contextual information to support the data reported (i.e., explain which types of programs do and do not have data available if these data are available for some program types but not others)
- 3) explanation for any significant change (e.g., more than 10% increase or decrease)from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 4) narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

**License-Exempt Providers:**

Please provide the total number of License-Exempt Provider quality levels (if available):

Enter number of levels – a table will appear below with rows for each level identified here

For example, if your state has 4 levels of quality, a table with 4 rows will appear.

N/A

Quality Level	Number of Programs at this level
1	
2	
3	
4	

**Describe:**

Use this Describe box to provide:

- 1) a description of the quality levels or other metric of quality
- 2) any contextual information to support the data reported (i.e., explain which types of programs do and do not have data available if these data are available for some program types but not others)
- 3) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 4) narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

**A3.2.6 Number of Programs Who Moved Up or Down within QRIS**

**Definitions for Completing this Section:**

- **Moved up in the QRIS:** Programs that have been rated at least twice in the QRIS and whose most recent rating issued between October 1<sup>st</sup>, 2013 and September 30<sup>th</sup>, 2014 (the last federal fiscal year) was higher than the program’s most immediately prior rating (regardless of when that earlier rating was issued).
- **Moved down in the QRIS:** Programs that have been rated at least twice in the QRIS and whose most recent rating issued between October 1<sup>st</sup>, 2013 and September 30<sup>th</sup>, 2014 (the last federal fiscal year) was lower than the program’s most immediately prior rating (regardless of when the earlier rating was issued).

**Guidance for Completing this Section:**

- **Not every program in the QRIS will fit one of these categories.** It is expected that some programs in the QRIS were rated at the same quality level as in a previous rating. If ratings last more than one year, some programs would not have been eligible to receive a rating between October 1<sup>st</sup>, 2013 and September 30<sup>th</sup>, 2014 (the last federal fiscal year). These numbers are NOT expected to sum to the total number of participating programs in the QRIS.
- Check N/A if “data not applicable” (i.e., your State/Territory does not have a QRIS or other QI system, or if the program type is not eligible to participate in the QRIS) or if “data not available” (i.e., your State/Territory has a QRIS or other

Attachment B – Appendix 1 – Quality Performance Report (FY2014) with Guidance

QI system and the program type is eligible, but you cannot provide the requested data).

- If you can provide some of the information, but not all, please enter the information you can and Use this Describe box to provide additional contextual information such as the number of programs that joined the QRIS or other QI system, the number of programs that exited the QRIS or other QI system, or that achieved another quality threshold (such as accreditation).

If quality threshold is something other than QRIS, describe the metric used, such as accreditation. These numbers ARE NOT expected to total the number of participating programs in the QRIS as reported in A3.2.4.

Child Care Centers:

How many moved up within the QRIS: \_\_\_\_\_

How many moved down within the QRIS: \_\_\_\_\_

N/A

Describe:

Use the Describe box to provide:

- 1) any contextual information to support the data reported (i.e., explain which types of programs do and do not have data available if these data are available for some program types but not others)
- 2) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 3) narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

Family Child Care Homes:

How many moved up within the QRIS: \_\_\_\_\_

How many moved down within the QRIS: \_\_\_\_\_

N/A

Describe:

Use the Describe box to provide:

- 1) any contextual information to support the data reported (i.e., explain which types of programs do and do not have data available if these data are available for some program types but not others)
- 2) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 3) narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

License-Exempt Providers:

How many moved up within the QRIS: \_\_\_\_\_

How many moved down within the QRIS: \_\_\_\_\_

N/A

**Describe:**

Use the Describe box to provide:

- 1) any contextual information to support the data reported (i.e., explain which types of programs do and do not have data available if these data are available for some program types but not others)
- 2) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 3) narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

**A3.2.7 Number of CCDF Subsidized Children Served in Programs Participating in the State/Territory Quality Improvement System**

**Definitions for Completing this Section:**

- **CCDF subsidized children** – Ideally, each State/Territory would be able to provide the total unduplicated number of children that received any subsidies/child care assistance between October 1<sup>st</sup>, 2013 and September 30<sup>th</sup>, 2014 (the last federal fiscal year), counting each child assisted only once (even if a child has exited and re-entered the program). Use this Describe box to indicate whether your count is unduplicated.
- **Participation in the State/Territory QRIS** – Programs that have a rating as of September 30<sup>th</sup>, 2014 (the last federal fiscal year), that have agreed to be rated but for whom a rating has not yet been issued, and programs receiving pre-rating quality improvement supports for a number of months before the program is rated are all considered to be participating in the QRIS.
- **High quality care** – Please indicate in the Describe box how your State/Territory defines “high quality” care. This may include using assessment scores, accreditation, or another metric, if no QRIS.

**Guidance for Completing this Section:**

- Check N/A if “data not applicable” (i.e., your State/Territory has no Quality Improvement System, or no way to define high quality care ) or if “data not available” (i.e., your State/Territory cannot link subsidy data to QRIS data to determine which programs were participating in the QRIS or at what level of quality).
- If the last known provider was participating in the QRIS at the time of the last subsidy payment, then the child is **counted as being served in a participating program**.
  - If you cannot determine whether the provider was participating in the QRIS at the time of the last subsidy payment, then report on whether the

Attachment B – Appendix 1 – Quality Performance Report (FY2014) with Guidance

provider was participating in the QRIS as of September 30<sup>th</sup>, 2014 (the last federal fiscal year) and note this in the Describe box.

- If the last known provider met the criteria for high quality care at the time of the last subsidy payment, then the child is counted as being **served in high quality care**.
  - If you cannot determine whether the provider met the criteria for high quality care at the time of the last subsidy payment, then report on whether the provider met the criteria for high quality care as of September 30, 2014 (the last federal fiscal year) and note this in the Describe box.
- **To compute the percentage of CCDF children served in participating programs:** Divide the number of subsidized children served in participating programs by the total number of children served via CCDF subsidies.
- **To compute the percentage of CCDF children served in high quality care:** Divide the number of subsidized children served in high quality programs by the total number of children served via CCDF subsidies.

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

- a) What percentage of CCDF children were served in participating programs during the last federal fiscal year? \_\_\_\_\_
- b) What percentage of CCDF children were served in high quality care as defined by the State/Territory? \_\_\_\_\_ Provide the definition of high quality care in the Describe box. This may include assessment scores, accreditation, or other metric, if no QRIS.

N/A

Describe:

Use this Describe box to provide:

- 1) your State/Territory's definition of high quality care (e.g., using assessment scores, accreditation, or another metric if no QRIS)
- 2) indicate if the child count is unduplicated or if duplication may have occurred
- 3) any contextual information to support the data reported (i.e., explain which types of programs do and do not have data available if these data are available for some program types but not others)
- 4) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 5) narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

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

**A4.1 Progress on Overall Goals**

**Guidance for Completing this Section:**

- N/A is not an acceptable response in this section. In describing progress, Lead Agencies can describe steps taken toward goal(s), what has been completed so far, what is still being worked on, and any challenges or unexpected issues encountered.

**A4.1.1 Based on the goals described in the Lead Agency’s CCDF Plan at Section 3.4.7, please report your progress.**

You may include any significant areas of progress that that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Implement a wage supplement program, Develop articulation agreements). If applicable, describe any barriers to implementing your planned goals.

<b>Goals Described in FY 2014-2015 CCDF Plan</b>	<b>Describe Progress – Include Examples and Numeric Targets where Possible</b>

**A4.2 Key Data**

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

**A4.2.1 Number of Teachers/Caregivers and Qualification Levels**

**Guidance for Completing this Section:**

- Fill in the blank with the number of teachers/providers as of September 30<sup>th</sup>, 2014.

Attachment B – Appendix 1 – Quality Performance Report (FY2014) with Guidance

- a) What is the total number of child care center teachers in the State/Territory as of September 30 of the last federal fiscal year? \_\_\_\_\_  
 N/A  
Describe: \_\_\_\_\_
- b) What is the total number of family child care providers in the State/Territory as of September 30 of the last federal fiscal year? \_\_\_\_\_  
 N/A  
Describe: \_\_\_\_\_
- c) What is the number of center teachers and family child care providers by qualification level as of the end of the last federal fiscal year? Count only the highest level of education attained.

**Definitions for Completing this Section:**

- **CDA** – Child Development Associate, as defined by the Council for Professional Recognition. Please provide the number of practitioners who with a CDA as of September 30, 2014 (the last federal fiscal year).
- **State/Territory Credential** – Your State/Territory may issue any number of credentials for the ECE and SAC workforce, such as an Infant-Toddler Credential, a School-Age Credential, a Director’s credential, or a Family Child Care Credential. Please enter the title of up to four credentials in the top row of the table. Please provide the number of practitioners (of each type) with the credential as of September 30, 2014 (the last federal fiscal year).
- **Degrees** – this includes associate degrees, bachelor degrees, master’s degrees, and Ph.Ds. Please provide the number of practitioners with a degree as of September 30, 2014 (the last federal fiscal year).

**Guidance for Completing this Section:**

- Please report on the number of teachers/caregivers with at least a CDA as of September 30<sup>th</sup>, 2014 (the last federal fiscal year). The teacher/caregiver may also hold other degrees or credentials.
- Please report on the number of teachers/caregivers with a State/Territory-issued Credential as of September 30<sup>th</sup>, 2014 (the last federal fiscal year). The teacher/caregiver may also hold other degrees or credentials.
  - If the State/Territory offers more than one Credential, provide an unduplicated count of teachers/providers with any State/Territory-issued credential.
- Please provide an unduplicated count of teachers/caregivers whose highest level of education attained is an Associate’s degree, bachelor’s degree and graduate/advanced degree as of September 30<sup>th</sup>, 2014 (the last federal fiscal year). **Count only the highest degree attained** for each teacher/caregiver.

**Child Care Center Teachers:**

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

N/A

**Describe:**

Use this Describe box to:

- 1) explain where the number of teachers/caregivers with a CDA was obtained (the registry, QRIS rating information, licensing, NACCRRAware, etc.) and which teachers/caregivers are included and excluded from the count, and whether the data are verified or self-reported.
- 2) provide any contextual information to support the data reported (i.e., explain which types of programs do and do not have data available if these data are available for some program types but not others; or, explain if the these data are only available for degrees in ECE or child development)
- 3) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 4) provide narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

How many had State/Territory Credentials? \_\_\_\_\_

N/A

**Describe:**

Use this Describe box to:

- 1) explain where the number of teachers/caregivers with a state-issued credential was obtained (the registry, QRIS rating information, licensing, NACCRRAware, etc.) and which teachers/providers are included and excluded from the count, and whether the data are verified or self-reported
- 2) provide any contextual information to support the data reported (i.e., explain which types of programs do and do not have data available if these data are available for some program types but not others; or, explain if the these data are only available for degrees in ECE or child development)
- 3) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 4) provide narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

How many had an Associate's degree? \_\_\_\_\_

N/A

Attachment B – Appendix 1 – Quality Performance Report (FY2014) with Guidance

Describe:

Use this Describe box to:

- 1) explain where the number of teachers/caregivers with an Associate's degree was obtained (the registry, QRIS rating information, licensing, NACCRRAware, etc.) and which teachers/providers are included and excluded from the count, and whether the data are verified or self-reported
- 2) provide any contextual information to support the data reported (i.e., explain which types of programs do and do not have data available if these data are available for some program types but not others; or, explain if the these data are only available for degrees in ECE or child development)
- 3) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 4) provide narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

How many had a Bachelor's degree? \_\_\_\_\_

N/A

Describe:

Use this Describe box to:

- 1) explain where the number of teachers/caregivers with a Bachelor's degree was obtained (the registry, QRIS rating information, licensing, NACCRRAware, etc.) and which teachers/providers are included and excluded from the count, and whether the data are verified or self-reported
- 2) provide any contextual information to support the data reported (i.e., explain which types of programs do and do not have data available if these data are available for some program types but not others; or, explain if the these data are only available for degrees in ECE or child development)
- 3) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 4) provide narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

How many had a Graduate/Advanced degree? \_\_\_\_\_

N/A

Describe:

Use this Describe box to:

- 1) explain where the number of teachers/caregivers with a Graduate/Advanced degree was obtained (the registry, QRIS rating information, licensing, NACCRRAware, etc.) and which teachers/providers are included and excluded from the count, and whether the data are verified or self-reported
- 2) provide any contextual information to support the data reported (i.e., explain which types of programs do and do not have data available if these data are available for some program types but not others; or, explain if the these data are only available for degrees in ECE or child development)
- 3) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 4) provide narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

**Family Child Care Providers:**

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

N/A

Describe:

Use this Describe box to:

- 1) explain where the number of teachers/caregivers with a CDA was obtained (the registry, QRIS rating information, licensing, NACCRRAware, etc.) and which teachers/providers are included and excluded from the count, and whether the data are verified or self-reported
- 2) provide any contextual information to support the data reported (i.e., explain which types of programs do and do not have data available if these data are available for some program types but not others; or, explain if the these data are only available for degrees in ECE or child development)
- 3) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 4) provide narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

How many had State/Territory Credentials? \_\_\_\_\_

N/A

Describe:

Use this Describe box to:

- 1) explain where the number of teachers/caregivers with a state-issued credential was obtained (the registry, QRIS rating information, licensing, NACCRRAware, etc.) and which teachers/providers are included and excluded from the count, and whether the data are verified or self-reported
- 2) provide any contextual information to support the data reported (i.e., explain which types of programs do and do not have data available if these data are available for some program types but not others; or, explain if the these data are only available for degrees in ECE or child development)
- 3) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 4) provide narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

How many had an Associate's degree? \_\_\_\_\_

N/A

Describe:

Use this Describe box to:

- 1) explain where the number of teachers/caregivers with an Associate's degree was obtained (the registry, QRIS rating information, licensing, NACCRRAware, etc.) and which teachers/providers are included and excluded from the count, and whether the data are verified or self-reported
- 2) provide any contextual information to support the data reported (i.e., explain which types of programs do and do not have data available if these data are available for some program types but not others; or, explain if the these data are only available for degrees in ECE or child development)
- 3) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 4) provide narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

How many had a Bachelor's degree? \_\_\_\_\_

N/A

Describe:

Use this Describe box to:

- 1) explain where the number of teachers/caregivers with a Bachelor's degree was obtained (the registry, QRIS rating information, licensing, NACCRRAware, etc.) and which teachers/providers are included and excluded from the count, and whether the data are verified or self-reported
- 2) provide any contextual information to support the data reported (i.e., explain which types of programs do and do not have data available if these data are available for some program types but not others; or, explain if the these data are only available for degrees in ECE or child development)
- 3) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 4) provide narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

How many had a Graduate/Advanced degree? \_\_\_\_\_

N/A

Describe:

Use this Describe box to:

- 1) explain where the number of teachers/caregivers with a Graduate/Advanced degree was obtained (the registry, QRIS rating information, licensing, NACCRRAware, etc.) and which teachers/providers are included and excluded from the count, and whether the data are verified or self-reported
- 2) provide any contextual information to support the data reported (i.e., explain which types of programs do and do not have data available if these data are available for some program types but not others; or, explain if the these data are only available for degrees in ECE or child development)
- 3) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 4) provide narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

**A4.2.2 Number of Individuals Included in State/Territory's Professional Development Registry during Last Federal Fiscal Year (October 1 through September 30)**

**Guidance for Completing this Section:**

- **All responses should be consistent with the information provided in Question 3.4.6 of the CCDF Plan.**
- Check N/A if “data not applicable” (i.e., your State/Territory does not have a professional development/workforce registry) or if “data not available” (i.e., your State/Territory has a professional development/workforce registry but you are unable to provide these data).
- In this question, “staff” refers to teachers/caregivers - any individual working in a child care center directly providing education or care for children. This can include aides, assistant and lead teachers, and assistant directors or directors if they have teaching responsibilities.
- Please provide the number of workers in each program type that were included in the professional development registry (also known as a workforce registry) in the last federal fiscal year.
  - One option is to include any worker who had an active account with the registry as of September 30<sup>th</sup>, 2014 (the last federal fiscal year).
  - Another option is to include any caregiver who had logged in to the registry at any point between October 1<sup>st</sup>, 2013 and September 30<sup>th</sup>, 2014 (the last federal fiscal year).

Teachers in child care centers \_\_\_\_\_

Family child care home providers \_\_\_\_\_

License-exempt providers \_\_\_\_\_

N/A

Describe:

Use this Describe box to:

- 1) explain what constitutes a caregiver’s inclusion in the professional development registry/workforce registry
- 2) provide any contextual information to support the data reported (i.e., explain which types of programs do and do not have data available if these data are available for some program types but not others; or, explain if the these data are only available for degrees in ECE or child development)
- 3) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 4) provide narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

#### **A4.2.3 Number of Individuals Receiving Credit-Based Training and/or Education as defined by State/Territory during the last federal fiscal year (October 1 through September 30)**

##### **Guidance for Completing this Section:**

- Please provide the number of workers in each program type that received credit-based training and/or education in the last federal fiscal year.
  - One option is to include any worker who entered such credit-based training or education into the registry

Teachers in child care centers \_\_\_\_\_

Family child care home providers \_\_\_\_\_

License-exempt providers \_\_\_\_\_

N/A

Describe:

Use this Describe box to:

- 1) explain how your State/Territory defines credit-based training and/or education (e.g., are CEU's counted as credit-bearing courses) and how you determine whether a worker received such training between October 1<sup>st</sup>, 2013 and September 30<sup>th</sup>, 2014 (the last federal fiscal year)
- 2) provide any contextual information to support the data reported (i.e., explain which types of programs do and do not have data available if these data are available for some program types but not others; or, explain if the these data are only available for degrees in ECE or child development)
- 3) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 4) provide narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

#### **A4.2.4 Number of Credentials and Degrees Awarded during Last Federal Fiscal Year**

If possible, list the type of credential or degree and in what type of setting the practitioner worked.

##### **Definitions and Guidance for Completing this Section:**

- **CDA** – Child Development Associate, as defined by the Council for Professional Recognition. Please provide the number of practitioners who were awarded a CDA between October 1, 2013 and September 30, 2014 (the last federal fiscal year).
- **State/Territory Credential** – Your State/Territory may issue any number of credentials for the ECE and SAC workforce, such as an Infant-Toddler Credential, a School-Age Credential, a Director's credential, or a Family Child Care Credential. Please enter the title of up to four credentials and provide the number of practitioners (of each type) that earned the credential between October 1, 2013 and September 30, 2014 (the last federal fiscal year).
- **Degrees** – this includes associate degrees, bachelor degrees, master's degrees, and Ph.Ds. Please provide the number of practitioners who were awarded a degree between October 1, 2013 and September 30, 2014 (the last federal fiscal year).
- In this question, "staff" refers to teachers/caregivers - any individual working in a child care center directly providing education or care for children. This can include aides, assistant and lead teachers, and assistant directors or directors if they have teaching responsibilities.

Attachment B – Appendix 1 – Quality Performance Report (FY2014) with Guidance

- If your State/Territory is only reporting on degrees earned in particular content areas, please explain this in the Describe box.

**Type of Credential:**

How many credentials were awarded to teachers in child care centers?

Please list and provide number:

Child Development Associate (CDA): \_\_\_\_\_

State/Territory Credentials: \_\_\_\_\_

Other: \_\_\_\_\_

Use this Describe box to:

- 1) explain if your State/Territory is only reporting on degrees earned in particular content areas
- 2) provide any contextual information to support the data reported (i.e., explain which types of programs do and do not have data available if these data are available for some program types but not others; or, explain if the these data are only available for degrees in ECE or child development)
- 3) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 4) provide narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

N/A

How many credentials were awarded to family child care home providers?

Please list and provide number:

Child Development Associate (CDA): \_\_\_\_\_

State/Territory Credentials: \_\_\_\_\_

Other: \_\_\_\_\_

Use this Describe box to:

- 1) explain if your State/Territory is only reporting on degrees earned in particular content areas
- 2) provide any contextual information to support the data reported (i.e., explain which types of programs do and do not have data available if these data are available for some program types but not others; or, explain if the these data are only available for degrees in ECE or child development)

- 3) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 4) provide narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

N/A

How many credentials were awarded to license-exempt practitioners?

Please list and provide number:

Child Development Associate (CDA): \_\_\_\_\_

State/Territory Credentials: \_\_\_\_\_

Other: \_\_\_\_\_

- Use this Describe box to:
- 1) explain if your State/Territory is only reporting on degrees earned in particular content areas
  - 2) provide any contextual information to support the data reported (i.e., explain which types of programs do and do not have data available if these data are available for some program types but not others; or, explain if these data are only available for degrees in ECE or child development)
  - 3) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
  - 4) provide narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

N/A

**Type of Degree:**

How many **degrees** were awarded to staff **in child care centers**?

Please list and provide number:

Associates: \_\_\_\_\_

Bachelors: \_\_\_\_\_

Graduate/  
Advanced  
Degree: \_\_\_\_\_

Attachment B – Appendix 1 – Quality Performance Report (FY2014) with Guidance

Other: \_\_\_\_\_

Describe:

Use this Describe box to:

- 1) explain if your State/Territory is only reporting on degrees earned in particular content areas
- 2) provide any contextual information to support the data reported (i.e., explain which types of programs do and do not have data available if these data are available for some program types but not others; or, explain if the these data are only available for degrees in ECE or child development)
- 3) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 4) provide narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

N/A

How many **degrees** were awarded to **family child care home providers**?

Please list and provide number:

Associates: \_\_\_\_\_

Bachelors: \_\_\_\_\_

Graduate/  
Advanced  
Degree: \_\_\_\_\_

Other: \_\_\_\_\_

Describe:

Use this Describe box to:

- 1) explain if your State/Territory is only reporting on degrees earned in particular content areas
- 2) provide any contextual information to support the data reported (i.e., explain which types of programs do and do not have data available if these data are available for some program types but not others; or, explain if the these data are only available for degrees in ECE or child development)
- 3) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)

4) provide narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

N/A

How many **degrees** were awarded to **license-exempt practitioners**?

Please list and provide number:

Associates: \_\_\_\_\_

Bachelors: \_\_\_\_\_

Graduate/  
Advanced  
Degree: \_\_\_\_\_

Other: \_\_\_\_\_

Describe:

Use this Describe box to:

- 1) explain if your State/Territory is only reporting on degrees earned in particular content areas
- 2) provide any contextual information to support the data reported (i.e., explain which types of programs do and do not have data available if these data are available for some program types but not others; or, explain if the these data are only available for degrees in ECE or child development)
- 3) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 4) provide narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

N/A

#### **A4.2.5 Number of Individuals Receiving Technical Assistance during Last Federal Fiscal Year**

Describe any data you track on coaching, mentoring, or other specialist consultation. If possible, include in what type of setting the practitioner worked. Responses to this question should be consistent with information provided in question 3.4.4e of the CCDF Plan.

#### **Guidance for Completing this Section:**

- Please provide a description of each type of TA your State/Territory offered between October 1<sup>st</sup>, 2013 and September 30<sup>th</sup>, 2014 (the last federal fiscal year).

Attachment B – Appendix 1 – Quality Performance Report (FY2014) with Guidance

- For each type of TA, please provide an unduplicated count of the number of teachers or other professionals (of each type) that received that form of TA if possible. If you are unable to report by practitioner type, just enter a total number of practitioners. Use this Describe box to indicate if the count is unduplicated.

**Type of Technical Assistance:**

How many teachers or other professional staff in child care centers received technical assistance?

Please list type of technical assistance and provide number:

N/A

Use this Describe box to:

- 1) Explain each type of TA your State/Territory offered
- 2) indicate if the count is unduplicated or if duplication may have occurred
- 3) provide any contextual information to support the data reported (i.e., explain which types of programs do and do not have data available If these data are available for some program types but not others)
- 4) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 5) provide narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

How many family child care home providers received technical assistance?

Please list type of technical assistance and provide number:

N/A

Use this Describe box to:

- 1) Explain each type of TA your State/Territory offered
- 2) indicate if the count is unduplicated or if duplication may have occurred
- 3) provide any contextual information to support the data reported (i.e., explain which types of programs do and do not have data available If these data are available for some program types but not others)
- 4) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 5) provide narrative updates, including any plans for reporting data

in the future, if actual data are not currently available.

How many license-exempt providers received technical assistance?

Please list type of technical assistance and provide number:

N/A

Use this Describe box to:

- 1) Explain each type of TA your State/Territory offered
- 2) indicate if the count is unduplicated or if duplication may have occurred
- 3) provide any contextual information to support the data reported (i.e., explain which types of programs do and do not have data available If these data are available for some program types but not others)
- 4) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 5) provide narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

#### **A4.2.6 Type of Financial Supports Provided and Number of Teachers/Providers Receiving as of End of Last Federal Fiscal Year?**

##### **Guidance for Completing this Section:**

- All of these supports should benefit individual practitioners (not programs), should be related to participation in or completion of education or training, and should have been awarded between October 1<sup>st</sup>, 2013 and September 30<sup>th</sup>, 2014 (the last federal fiscal year).
- Check N/A if “data not applicable” (i.e., you do not offer this form of financial support) or “data not available” (i.e., you offer this form of financial support but do not have data on the number of practitioners that received the support).
- **Please provide an unduplicated count of providers.** A practitioner that receives two scholarships should only be counted once as receiving a scholarship. A practitioner that receives a loan and a wage supplement may be counted in both columns.
  - If you are unable to report by practitioner type, you may enter a total number of practitioners in Other and describe.

Scholarships. How many teachers/providers received? \_\_\_\_\_

Reimbursement for Training Expenses. How many teachers/providers received? \_\_\_\_\_

Loans. How many teachers/providers received? \_\_\_\_\_

Wage supplements. How many teachers/providers received? \_\_\_\_\_

Other.

Describe:

Use this Describe box to:

- 1) provide a description of each financial support for which you have provided data (e.g., tax incentives)
- 2) explain the number of practitioners provided
- 3) provide any contextual information to support the data reported (i.e., explain which types of programs do and do not have data available If these data are available for some program types but not others)
- 4) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 5) provide narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

N/A

Describe:

Use this Describe box to:

- 1) provide a description of each financial support for which you have provided data
- 2) provide any contextual information to support the data reported (i.e., explain which types of programs do and do not have data available If these data are available for some program types but not others)
- 3) explanation for any significant change (e.g., more than 10% increase or decrease) from number reported in previous QPR (e.g., changed data source, no longer funding activity, focus on CCDF funds now, etc.)
- 4) provide narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

### **Building Subsidy Systems that Increase Access to High Quality Care**

In this section, Lead Agencies provide progress on their subsidy administration goals over the past year as of September 30 of the last federal fiscal year.

#### **Guidance for Completing this Section:**

- N/A is not an acceptable response in this section. In describing progress, Lead Agencies can describe steps taken toward goal(s), what has been completed so far, what is still being worked on, and any challenges or unexpected issues encountered.

#### **A5.1 Progress on Overall Goals**

**Based on the goals described in the Lead Agency’s CCDF Plan at Section 2.8, please report your progress using the chart below.** You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., established copayment policies that sustain income and sustain quality, or established eligibility policies that promote continuity of care). If applicable, describe any barriers to implementing your planned goals.

<b>Goals Described in FY 2014-2015 CCDF Plan</b>	<b>Describe Progress – Include Examples and Numeric Targets where Possible</b>