

Guidance for Completing the Quality Performance Report (QPR)

Guiding Principles

- FY 2012 is the first ever data collected tied to CCDF quality funds – it is an introductory baseline year.
- 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 childcare quality indicators tied to the OCC framework for childcare quality improvement.
- QPR acknowledges that childcare 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, 2012 and the first submittal will reflect the period October 1, 2011 through September 30, 2012. Lead Agencies will leave this report blank when the Plan is initially submitted.

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

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

- 1) 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;
- 2) 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;
- 3) Assist national and State/Territory technical assistance efforts to help States/Territories make strategic use of quality funds; and
 - 4) Assist with program accountability and compliance efforts tied to quality investments.

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

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

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, 2012.

A1.1 Progress on Overall Goals

Based on the goals described in the Lead Agency's CCDF Plan at Section 3.1.7, please report your progress using the chart below. You may include any significant areas of progress that 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.

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



Goals Described in FY 2012-2013 CCDF Plan:

Goal #1:

Is Goal from 2012-2013 CCDF Plan? Yes No

Describe Progress – Include Examples and Numeric Targets where Possible:

[Click to Enter Another Goal](#)

A1.2 Key Data

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

A1.2.1 Number of licensed programs

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 30th, 2012.
- 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).

a) How many licensed center-based programs operated in the State/Territory as of September 30, 2012?

N/A

Describe:

Use this Describe box to provide:

- 1) any contextual information to support the data reported (e.g., State/Territory regulatory system if called something other than licensing), or
- 2) 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, 2012?

N/A

Describe:

Use this Describe box to provide:

- 1) any contextual information to support the data reported (e.g., State/Territory regulatory system if called something other than licensing), or
- 2) 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 or percentage of programs (i.e., paid care provided on a regular basis by an unrelated caregiver outside of the child's own home) operating in the State/Territory that are not subject to licensing regulations?

Yes.

If yes, include the number or percentage of programs:

Number: _____

Percentage: _____ %

Describe:

Use this Describe box to provide:

- 1) any contextual information to support the data reported (e.g., differentiate home-based vs. center-based programs that are not subject to licensing regulations), or
- 2) narrative updates, including any plans for reporting data in the future, if actual data are not currently available.

No

A1.2.2 What percentage of programs received monitoring visits, and at what frequency, for each provider category during the last fiscal year (October 1, 2011 through September 30, 2012)?

Definitions for Completing this Section:

• **Monitoring visit –**

- 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.

- 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).
- 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.
 - 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).

Guidance for Completing this Section:

- For a, b, and c below, fill in the first blank (percentage) with the percentage of unduplicated programs across the entire state or territory that received at least one monitoring visit between October 1st, 2011 and September 30th, 2012. To calculate percentage:
 - Numerator for a, b, and c: Number of programs across the entire state or territory that received at least one monitoring visit between October 1st, 2011 and September 30th, 2012.
 - Denominator for a and b: Total number of programs across the entire state or territory that were licensed at any point between October 1st, 2011 and September 30th, 2012, even if they have since lost their licensed status.
 - If you are unable to obtain that denominator, the second best option is to use the total number of licensed programs as of September 30th, 2012.
 - Denominator for c: The total number of legally exempt providers across the entire State/Territory that received any CCDF subsidy funds between October 1st, 2011 and September 30th, 2012.
- For a, b, and c, calculate the average number of visits by dividing the total number of monitoring visits made by the same denominator used in the first blank in a, b, or c (i.e., Of those programs visited in the last fiscal year, what is the average number of visits).

a) What percentage of licensed center-based programs were visited as of the end of the last fiscal year (October 1, 2011 through September 30, 2012)?

 %

What was the average number of visits?

N/A

Describe:

Use this Describe box to provide:

- 1) any contextual information to support the data reported (e.g., what constitutes a monitoring visit), or
- 2) narrative updates, including any plans for reporting data in the future, if actual data are not currently available

b) What percentage of licensed family child care programs were visited as of the end of the last fiscal year (October 1, 2011 through September 30, 2012)?

_____ %

What was the average number of visits?

N/A

Describe:

Use this Describe box to provide:

- 1) any contextual information to support the data reported (e.g., what constitutes a monitoring visit), or
- 2) narrative updates, including any plans for reporting data in the future, if actual data are not currently available

c) What percentage of legally exempt providers, receiving CCDF were visited as of the end of the last fiscal year (October 1, 2011 through September 30, 2012)?

_____ %

What was the average number of visits?

N/A

Describe:

Use this Describe box to provide:

- 1) any contextual information to support the data reported, or
- 2) narrative updates, including any plans for reporting data in the future, if actual data are not currently available

A1.2.3 How many programs had their licenses suspended or revoked due to licensing violations as defined in your State/Territory during the last fiscal year (October 1, 2011 through September 30, 2012)?

Definitions for Completing this Section:

- **Suspended** – Suspension of license includes any enforcement action that requires the temporary suspension of child care services because of licensing violations.
 - 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., our state/territory does suspend licenses, but you cannot provide such data).
 - 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** – 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.
 - 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).

Guidance for Completing this Section:

- For each program type, fill in the first blank with the unduplicated number of programs across the entire state or territory that had their license suspended at least once between October 1st, 2011 and September 30th, 2012.
- For each program type, fill in the second blank with the unduplicated number of programs across the entire state or territory that had their license revoked at least once between October 1, 2011 and September 30th, 2012.
 - If a program experienced a suspension and a revocation in the same year, the program should be included in both counts.

Licensed Centers:

How many were **suspended**?

N/A

Describe:

Use this Describe box to provide:

- 1) any contextual information to support the data reported (i.e., other actions taken for licensing violations), or
- 2) narrative updates, including any plans for reporting data in the future, if actual data are not currently available

How many were **revoked**?

N/A

Describe:

Use this Describe box to provide:

- 1) any contextual information to support the data reported (i.e., other actions taken for licensing violations), or
- 2) narrative updates, including any plans for reporting data in the future, if actual data are not currently available

Licensed Homes:

How many were **suspended**? _____

N/A

Describe:

Use this Describe box to provide:

- 1) any contextual information to support the data reported (i.e., other actions taken for licensing violations), or
- 2) narrative updates, including any plans for reporting data in the future, if actual data are not currently available

How many were **revoked**? _____

N/A

Describe:

Use this Describe box to provide:

- 1) any contextual information to support the data reported (i.e., other actions taken for licensing violations), or
- 2) narrative updates, including any plans for reporting data in the future, if actual data are not currently available

A1.2.4 How many programs were terminated from participation in CCDF subsidies due to failure to meet licensing or minimum CCDF health and safety requirements during the last fiscal year (October 1, 2011 through September 30, 2012)?

Guidance for Completing this Section:

- Check N/A if “data not available” (i.e., if termination is possible in your state but you cannot provide any of these data).
- Fill in the blank with the unduplicated number of programs across the entire state or territory that were terminated from participation in CCDF subsidies at least once between October 1st, 2011 and September 30th, 2012, even if the program was later re-instated.

Child Care Centers: _____

N/A

Group Child Care Homes: _____

N/A

Family Child Care Homes:

N/A

In-Home Providers:

N/A

Describe:

Use this Describe box to provide:

- 1) any contextual information to support the data reported (i.e., other actions taken for failure to meet CCDF health and safety requirements), or
- 2) narrative updates, including any plans for reporting data in the future, if actual data are not currently available

A1.2.5 How many previously license-exempt providers were brought under the licensing system during the last fiscal year (October 1, 2011 through September 30, 2012)?

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 1st, 2011 and September 30th, 2012 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 fiscal year, then use provider id number, name and address to match a list of providers licensed in the past 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).

N/A

Describe:

Use this Describe box to provide:

- 1) any contextual information to support the data reported, or
- 2) narrative updates, including any plans for reporting data in the future, if actual data are not currently available

A1.2.6 How many injuries as defined by the State/Territory occurred in child care during the last year? Please indicate the universe of programs on

which the number is based (e.g., licensed providers, CCDF providers, or all providers).

Guidance for Completing this Section:

- In the blank below, enter the number of injuries as defined in your State/Territory that occurred in child care between October 1st, 2011 and September 30th, 2012. 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).

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

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

Guidance for Completing this Section:

- In the blank below, enter the number of fatalities that occurred in child care between October 1st, 2011 and September 30th, 2012. 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).

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) and
- 2) 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 30th, 2011 and made any changes to these ELGs between October 1st, 2011 and September 30th, 2012.
- Check YES - If your State/Territory did not have early learning guidelines as of September 30th, 2011 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 30th, 2011 but did not make any changes to these ELGs between October 1st, 2011 and September 30th, 2012.
- Check N/A if your State/Territory did not have early learning guidelines as of September 2011 and still does not have early learning guidelines as of September 30th, 2012.

A2.1.1 Did the State/Territory make any changes to its voluntary early learning guidelines (including guidelines for school-age children) as reported in 3.2 during the last fiscal year (October 1, 2011 through September 30, 2012)?

Yes.

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 30th, 2011 but has since established early learning guidelines.

No

N/A

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 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 ELGs, Aligned the ELGs with Head Start Outcomes Framework). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2012-2013 CCDF Plan:

Goal #1:

Is Goal from 2012-2013 CCDF Plan? Yes No

Describe Progress – Include Examples and Numeric Targets where Possible:

[Click to Enter Another Goal](#)

A2.2 Key Data

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

A2.2.1 How many programs were trained on early learning guidelines (ELGs) or standards over the last fiscal year (October 1, 2011 through September 30, 2012)?

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 programs trained on ELGs:

- A program 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 1st, 2010 and September 30th, 2012) 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 program has been trained on the ELGs, enter the number of programs that meet this definition in the blanks and provide your definition of what makes a program “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 programs that are trained on the ELGs.
- Check N/A if you can provide data for some but not all program types and enter the data that you have.
- 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 programs trained on these ELGs in the Three-to-Five category. Do not double count programs by also entering them under the Birth to Three category.

<p><u>Center-based Programs:</u></p> <p>Early Learning Guidelines (ELGs)</p>	<p>How many center-based programs were trained on ELGs over the past year?</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"> 1) your definition of what makes a program “trained on the ELGs” if different from the definition above. 2) the number of practitioners that have been trained (rather than on the unduplicated number of programs that have been trained) 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) narrative updates, including any plans for reporting data in the future, if actual data are not currently available 	

<p><u>Family Child Care Programs:</u></p> <p>Early Learning Guidelines (ELGs)</p>	<p>How many family child care programs were trained on ELGs over the past year?</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><u>Family Child Care Programs:</u></p> <p>Early Learning Guidelines (ELGs)</p>	<p>How many family child care programs were trained on ELGs over the past year?</p>	<p>N/A</p>
<p>Describe:</p>	<p>Use this Describe box to provide:</p> <ol style="list-style-type: none"> 1) your definition of what makes a program “trained on the ELGs” if different from the definition above. 2) the number of practitioners that have been trained (rather than on the unduplicated number of programs that have been trained) 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) narrative updates, including any plans for reporting data in the future, if actual data are not currently available 	

<p><u>Legally Exempt Providers:</u></p> <p>Early Learning Guidelines (ELGs)</p>	<p>How many legally exempt providers were trained on ELGs over the past year?</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"> 1) your definition of what makes a program “trained on the ELGs” if different from the definition above. 2) the number of practitioners that have been trained (rather than on the unduplicated number of programs that have been trained) 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) narrative updates, including any plans for reporting data in the future, if actual data are not currently available 	

How many children are served in programs implementing the ELGs? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)

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 it is possible to provide the number of children served in these programs by age group, please do so.
- 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.
- Check N/A if you can provide data for some but not all program types and enter the data that you have.

<p><u>Center-based Programs:</u></p> <p>Early Learning Guidelines (ELGs)</p>	<p>How many children are served in programs implementing the ELGs? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)</p>	<p>N/A</p>
<p>Infants and toddlers in programs implementing the Birth to Three ELGs</p>	<p>_____</p>	<p><input type="checkbox"/></p>
<p>Preschoolers in programs implementing the Three-to-Five ELGs</p>	<p>_____</p>	<p><input type="checkbox"/></p>
<p>School-age children in programs implementing the Five and Older ELGs</p>	<p>_____</p>	<p><input type="checkbox"/></p>
<p>Describe:</p>	<p>Use this Describe box to:</p> <ol style="list-style-type: none"> 1) provide an explanation of how your State/Territory determines if a program is “implementing the ELGs.” Examples of how ELGs might be incorporated into the child care system were provided in Question 3.2.4. of the CCDF Plan 2) indicate if the child 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) 	

Center-based Programs: Early Learning Guidelines (ELGs)	How many children are served in programs implementing the ELGs? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	N/A
4) provide narrative updates, including any plans for reporting data in the future, if actual data are not currently available		

Family Child Care Programs: Early Learning Guidelines (ELGs)	How many children are served in programs implementing the ELGs? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	N/A
Infants and toddlers in programs implementing the Birth to Three ELGs	_____	<input type="checkbox"/>
Preschoolers in programs implementing the Three-to-Five ELGs	_____	<input type="checkbox"/>
School-age children in programs implementing the Five and Older ELGs	_____	<input type="checkbox"/>
Describe:	Use this Describe box to: 1) provide an explanation of how your State/Territory determines if a program is “implementing the ELGs.” Examples of how ELGs might be incorporated into the child care system were provided in Question 3.2.4. of the CCDF Plan 2) indicate if the child 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) provide narrative updates, including any plans for reporting data in the future, if actual data are not currently available	

Legally Exempt Providers: Early Learning Guidelines (ELGs)	How many children are served in programs implementing the ELGs? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	N/A
Infants and toddlers	_____	<input type="checkbox"/>

<u>Legally Exempt Providers:</u> Early Learning Guidelines (ELGs)	How many children are served in programs implementing the ELGs? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	N/A
in programs implementing the Birth to Three ELGs		
Preschoolers in programs implementing the Three-to-Five ELGs	_____	<input type="checkbox"/>
School-age children in programs implementing the Five and Older ELGs	_____	<input type="checkbox"/>
Describe:	Use this Describe box to: <ol style="list-style-type: none"> 1) provide an explanation of how your State/Territory determines if a program is “implementing the ELGs.” Examples of how ELGs might be incorporated into the child care system were provided in Question 3.2.4. of the CCDF Plan 2) indicate if the child 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) provide narrative updates, including any plans for reporting data in the future, if actual data are not currently available 	

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

A3.1 Progress on Overall Goals

A3.1.1 Based on the goals described in the Lead Agency’s CCDF Plan at Section 3.3.9, please report your progress. You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Expanded the number of programs included in the QRIS, Aligned the QRIS standards with Head Start performance standards, or expanded the number of programs with access to an on-site quality consultant). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2012-2013 CCDF Plan:

Goal #1:

Is Goal from 2012-2013 CCDF Plan? Yes No

Describe Progress – Include Examples and Numeric Targets where Possible:

[Click to Enter Another Goal](#)

A3.2 Key Data

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

A3.2.1 How many programs received targeted technical assistance in the following areas during the last fiscal year (October 1, 2011 through September 30, 2012)?

Definitions for Completing this Section:

- **Targeted technical assistance** is technical assistance (coaching, mentoring, and consultation) that is designed to address a particular domain/area of quality. This would not include the provision of technical assistance aimed at helping programs navigate the QRIS (for example, completing paperwork) or other QI system (for example, preparing accreditation portfolios). This also would not include general purpose (multi-topic) TA. In order for the domain/area to be covered, there must be at least one TA session that is solely devoted to (and intentionally devoted to) this domain/area.

- Targeted TA can be counted if any instance of the targeted TA occurred between October 1st, 2011 and September 30th, 2012.

Guidance for Completing this Section:

- **Responses to this section should be consistent with responses provided in question 3.3.2 in the CCDF Plan which focuses on technical assistance to programs (rather than practitioners) that is intended for moving programs towards higher levels of quality.**
- 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.

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

A3.2.2 How many programs received financial support to achieve and sustain quality during the last fiscal year (October 1, 2011 through September 30, 2012)?

Definitions for Completing this Section:

- **Financial support** – 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:** any kind of financial support that a program can receive only once. For example, a program might receive a bonus upon reaching a new level of quality, but cannot get another bonus for remaining at that level.
- **On-going or periodic quality stipends:** any kind of financial support intended to reward, improve, or sustain quality that a program can receive more than once. For example, in some states, programs can apply more than once to receive a grant to improve their quality of care or programs participating in the QRIS may automatically receive financial supports as an incentive to stay in the QRIS.

Guidance for Completing this Section:

- **Responses to this question should be consistent with responses provided in Part 3.3.3 of the CCDF Plan.**
- **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 1st, 2011 and September 30th, 2012. 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.

- 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 1st, 2011 and September 30th, 2012. 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) 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) 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) provide narrative updates, including any plans for reporting data in the future, if actual data are not currently available

b) 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) 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) provide 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 A3.2.6 – 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 four questions before responding. Question A3.2.3 asks about the participation rate of eligible programs in your QRIS or other quality improvement system(s). Question A3.2.4 asks about participating programs movement up and down quality levels. Question A3.2.5 asks about the number of programs at each level of quality. Question A3.2.6 asks about the number of children cared for in participating programs.

A3.2.3 What is the participation rate (number and percentage) in the State/Territory QRIS or other quality improvement system for programs over the last fiscal year (October 1, 2011 through September 30, 2012)?

When reporting the percentages, please indicate the universe of programs on which the percentage is based (e.g., licensed providers, CCDF providers, or all providers).

Definitions for Completing this Section:

- **Participation in the State/Territory QRIS** – All programs that currently have a rating (as of September 30th, 2012) 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 30th, 2012.
- **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 30th, 2012 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. Use as the denominator the total number of programs eligible to participate in the QRIS or other Quality Improvement System.

Child Care Centers 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 Systems 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) provide narrative updates, including any plans for reporting data in the future, if actual data are not currently available

Family Child Care Homes 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 Systems 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) provide narrative updates, including any plans for reporting data in the future, if actual data are not currently available

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

A3.2.4 How many programs moved up or down within the QRIS or achieved another quality threshold established by the State/Territory over the last fiscal year (October 1, 2011 through September 30, 2012)? If

the quality threshold is something other than QRIS, describe the metric used, such as accreditation.

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 1st, 2011 and September 30th, 2012) 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 1st, 2011 and September 30th, 2012) 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 1st, 2011 and September 30th, 2012. 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 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).

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

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

Guidance for Completing this Section:

- For each cell, please provide the number of programs that had this rating as of September 30th, 2012.
- The numbers in these cells should sum to be the number of participating programs as provided in A3.2.3.
- 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).

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 show up below.

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) 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 show up below.

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) 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 show up below.

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

A3.2.6 What percentage of CCDF subsidized children were served in a program participating in the State or Territory's quality improvement system during the last fiscal year (October 1, 2011 through September 30, 2012)? What percentage are in high quality care as defined by the State/Territory? **Note.** If the State/Territory does not have a formal QRIS, the State/Territory may define another quality indicator and report it here.

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 1st, 2011 and September 30th, 2012, 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 30th, 2012, 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 provider was participating in the QRIS as of September 30th, 2012 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 30,2012 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.

Percentage of CCDF children served in participating programs:
_____ %

Percentage of CCDF children served in high quality care:

_____ %

(May define with 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) 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

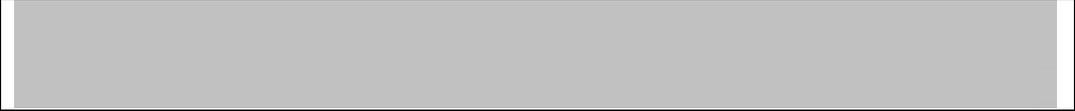
A4.1.1 Based on the goals described in the Lead Agency's CCDF Plan at Section 3.4.7, please report your progress. You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Implement a wage supplement program, Develop articulation agreements). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2012-2013 CCDF Plan:

Goal #1:

Is Goal from 2012-2013 CCDF Plan? Yes No

Describe Progress – Include Examples and Numeric Targets where Possible:



[Click to Enter Another Goal](#)

A4.2 Key Data

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

A4.2.1 How many teachers/caregivers had the following qualifications as of the end of the last fiscal year (as of September 30, 2012)?

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, 2012.
- **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, 2012
- **Degrees** – this includes associate degrees, bachelor degrees, master's degrees, and Ph.D.s. Please provide the number of practitioners with a degree as of September 30, 2012.

Guidance for Completing this Section:

- Please report on the number of teachers/caregivers with at least a CDA as of September 30th, 2012. 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 30th, 2012. 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 30th, 2012. **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) 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) 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) 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) 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) 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) 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) 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) 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) 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) provide narrative updates, including any plans for reporting data in the future, if actual data are not currently available

A4.2.2 How many teachers/caregivers were included in the State/Territory’s professional development registry during the last fiscal year (October 1, 2011 through September 30, 2012)?

Guidance for Completing this Section:

- 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).
- **All responses should be consistent with the information provided in Question 3.4.6 of the CCDF Plan.**
- 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 fiscal year.
 - One option is to include any worker who had an active account with the registry as of September 30th, 2012.
 - Another option is to include any caregiver who had logged in to the registry at any point between October 1st, 2011 and September 30th, 2012.

Staff in child care centers: _____

Family child care home providers: _____

License-exempt practitioners: _____

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

A4.2.3 How many teachers/caregivers received credit-based training and/or education as defined by the State/Territory during the last fiscal year (October 1, 2011 through September 30, 2012)?

Guidance for Completing this Section:

- 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 received credit-based training and/or education in the last fiscal year.
 - One option is to include any worker who entered such credit-based training or education into the registry

Staff in child care centers: _____

Family child care home providers: _____

License-exempt practitioners: _____

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 1st, 2011 and September 30th, 2012
- 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) provide narrative updates, including any plans for reporting data in the future, if actual data are not currently available

A4.2.4 How many credentials and degrees were awarded during the last fiscal year (October 1, 2011 through September 30, 2012)? 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, 2011 and September 30, 2012
- **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, 2011 and September 30, 2012

- **Degrees** – this includes associate degrees, bachelor degrees, master’s degrees, and Ph.D.s. Please provide the number of practitioners who were awarded a degree between October 1, 2011 and September 30, 2012
- 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.
- 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 staff 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) 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) 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 the these data are only available for degrees in ECE or child development)
3) 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: _____
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) 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) 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) provide narrative updates, including any plans for reporting data in the future, if actual data are not currently available

N/A

A4.2.5 How many teachers or other professionals received technical assistance such as coaching, mentoring or consultation during the last fiscal year (October 1, 2011 through September 30, 2012)? Describe any data you track on coaching, mentoring, or specialist consultation. If possible, include in what type of setting the practitioner worked.

Guidance for Completing this Section:

- All responses should be consistent with the information provided in Question 3.4.4e of the CCDF Plan.
- Please provide a description of each type of TA your State/Territory offered between October 1st, 2011 and September 30th, 2012.
- 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) 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) provide narrative updates, including any plans for reporting data in the future, if actual data are not currently available

How many license-exempt practitioners 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) provide narrative updates, including any plans for reporting data in the future, if actual data are not currently available

A4.2.6 What financial supports were funded over the past fiscal year to support teachers and caregivers in meeting and maintaining standards and qualifications as of the end of the last fiscal year (October 1, 2011 through September 30, 2012)?

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 1st, 2011 and September 30th, 2012.**
- 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 received? _____

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

Reimbursement for Training Expenses.

How many teachers received? _____

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

Loans. How many teachers received? _____

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

Wage supplements. How many teachers received? _____

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

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

N/A