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Quality Progress Report (QPR)
For
Oklahoma
FFY 2023

QPR Status: Accepted as of 2024-02-22 22:38:39 GMT

The Quality Progress Report (QPR) collects information from states and territories (hereafter referred to as lead agencies) to describe investments to improve the quality of care available for children from birth to age 13. This report meets the requirements in the Child Care and Development Block Grant (CCDBG) Act of 2014 for lead agencies to submit an annual report that describes how quality funds were expended, including the activities funded and the measures used to evaluate progress in improving the quality of child care programs and services.

For purposes of simplicity and clarity, the specific provisions of applicable laws printed herein are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text. The lead agency acknowledges its responsibility to adhere to the applicable laws regardless of these modifications.

The contents of this document do not have the force and effect of law and are not meant to bind the public in any way. This document is intended only to provide clarity to the public regarding existing requirements under the law or agency policies.

QUALITY PROGRESS REPORT

The Quality Progress Report (QPR) collects information from lead agencies to describe investments to improve the quality of care available for children from birth to age 13. This report meets the requirements in the Child Care and Development Block Grant (CCDBG) Act of 2014 for lead agencies to submit an annual report that describes how quality funds were expended, including the activities funded and the measures used to evaluate progress in improving the quality of child care programs and services. Lead agencies are also required to report on their Child Care and Development Fund (CCDF) quality improvement investments through the CCDF Plan, which collects information on the proposed quality activities for a three-year period; and through the ACF-696, which collects quarterly expenditure data on quality activities.

The annual data provided by the QPR will be used to describe how lead agencies are spending a significant investment per year to key stakeholders, including Congress, federal, state and territory administrators, providers, parents, and the public.

Specifically, this report will be used to:

- Ensure accountability and transparency for the use of CCDF quality funds, including a set-aside for quality infant and toddler care and activities funded by American Rescue Plan (ARP) Act
- Track progress toward meeting state- and territory-set indicators and benchmarks for improvement of child care quality based on goals and activities described in CCDF Plans; and
- Understand efforts in progress towards all child care settings meeting the developmental needs of children
- Inform federal technical assistance efforts and decisions regarding strategic use of quality funds.

What Period Must Be Included: All sections of this report cover the federal fiscal year activities (October 1, 2022, through September 30, 2023), unless otherwise stated. Data should reflect the cumulative totals for the fiscal year being reported, unless otherwise stated.

What Data Should Lead Agencies Use: Lead agencies may use data collected by other government and nongovernment agencies (e.g., CCR&R agencies or other TA providers) in addition to their own data as appropriate. We recognize that lead agencies may not have all of the data requested initially but expect progress towards increased data capacity. The scope of this report covers quality improvement activities funded at least in part by CCDF in support of CCDF activities. Lead agencies must describe their progress in meeting their stated goals for improving the quality of child care as reported in their FFY 2022-2024 CCDF Plan.

How is the QPR Organized?

The first section of the QPR gathers basic data on the population of providers in the state or territory and goals for quality improvement and glossary of relevant terms. The rest of the report is organized according to the ten authorized uses of quality funds specified in the CCDBG Act of 2014:

- 1) Support the training and professional development of the child care workforce
- 2) Improve the development or implementation of early learning and development guidelines
- 3) Develop, implement, or enhance a quality rating improvement system for child care providers
- 4) Improve the supply and quality of child care for infants and toddlers
- 5) Establish or expand a lead agency wide system of child care resource and referral services
- 6) Support compliance with lead agency requirements for licensing, inspection, monitoring, training, and health and safety
- 7) Evaluate the quality of child care programs in the state or territory, including how programs positively impact children
- 8) Support providers in the voluntary pursuit of accreditation
- 9) Support the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development
- 10) Other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry.

The Office of Child Care (OCC) recognizes that quality funds may have been used to address the coronavirus 2019 (COVID-19) pandemic. These activities should be reflected in the relevant sections of the QPR.

Reporting Activities Related to ARP Act Child Care Stabilization Grants

The ARP Act included approximately \$24 billion for child care stabilization grants, representing an important opportunity to stabilize the child care sector and do so in a way that builds back a stronger child care system that supports the developmental and learning needs of children, meets parents' needs and preferences with equal access to high-quality child care, and supports a professionalized workforce that is fairly and appropriately compensated for the essential skilled work that they do. Lead agencies must spend stabilization funds as subgrants to qualified child care providers to support the stability of the child care sector during and after the COVID-19 public health emergency. Please refer to the information memorandum [ARP Act Child Care Stabilization Grants](#) (CCDF-ACF-IM-2021-02) for further guidance on the child care stabilization grants made available through the ARP Act.

While the OCC has established a new data collection form, the ACF-901 – American Rescue Plan (ARP) Stabilization Grants Provider-Level Data, as the primary data collection mechanism for reporting related to ARP stabilization grants, Section 13 of the QPR asks about activities related to stabilization grants made possible through ARP funding. The OCC will inform lead agencies if the data reported through the ACF-901 is complete enough to warrant skipping Section 13 of the QPR. The following information is requested in Section 13:

- If the lead agency ran more than one grant program;
- How stabilization grants were used to support workforce compensation; and
- Methods to eliminate fraud, waste, and abuse when providing stabilization grants

Section 13 should be used to report on ARP Stabilization Grants ONLY. Other child care sustainability or stabilization grant programs established or ongoing using other funding mechanisms (i.e., CCDF or other supplemental funding e.g., CARES, CRRSA, ARP Supplemental Discretionary Funds) should be reported in Section 11.

When is the QPR Due to ACF?

The QPR will be due to the Administration for Children and Families (ACF) by the designated lead agency no later than December 31, 2023.

Glossary of Terms

The following terms are used throughout the QPR. These definitions can also be found in section 98.2 in the CCDBG Act of 2014. For any term not defined, please use the lead agency definition of terms to complete the QPR.

Center-based child care provider means a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless in care in excess of 24 hours is due to the nature of the parent(s)' work. Associated terms include "child care centers" and "center-based programs."

Director means a person who has primary responsibility for the daily operations and management for a child care provider, which may include a family child care provider, and which may serve children from birth to kindergarten entry and children in school-age child care.

Family child care provider means one 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. Associated terms include "family child care homes."

In-home child care provider means an individual who provides child care services in the child's own home.

License-exempt means facilities that are not required to meet the definition of a facility required to meet the CCDF section 98.2 definition of “licensing or regulatory requirements.” Associated terms include “legally exempt” and “legally operating without regulation.”

Licensed means a facility required by the state to meet the CCDF section 98.2 definition of “licensing or regulatory requirements,” which explains that the facility meets “requirements necessary for a provider to legally provide child care services in a state of locality, including registration requirements established under state, local or tribal law.”

Programs refer generically to all activities under the CCDF, including child care services and other activities pursuant to §98.50 as well as quality activities pursuant to §98.43.

Provider means the entity providing child care services.

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

Teacher means a lead teacher, teacher, teacher assistant or teacher aide who is employed by a child care provider for compensation on a regular basis, or a family child care provider, and whose responsibilities and activities are to organize, guide and implement activities in a group or individual basis, or to assist a teacher or lead teacher in such activities, to further the cognitive, social, emotional, and physical development of children from birth to kindergarten entry and children in school-age child care.

1) Overview

To gain an understanding of the availability of child care in the state or territory, please provide the following information on the total number of child care providers.

1.1 State or Territory Child Care Provider Population

1.1.1 Total Number of Licensed Providers:

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

Licensed center-based programs **1534**

Unable to provide number. Indicate reason:

Additional clarification: Based on most recent submission of the FY 2023 ACF-800 data there were 1133 licensed center-based programs receiving CCDF funding. Please report the number of ALL licensed center-based programs operating in the state here, regardless of receipt of CCDF funding.

Licensed family child care homes **1675**

Unable to provide number. Indicate reason:

Additional clarification: Based on most recent submission of the FY 2023 ACF-800 data there were 460 licensed family child care homes receiving CCDF funding. Please report the number of ALL licensed family child care homes operating in the state here, regardless of receipt of CCDF funding.

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

Goal: *Ensure the lead agency's professional development systems or framework provides initial and ongoing professional development and education that result in a diverse and stable child care workforce with the competencies and skills to support all domains of child development.*

2.1 Lead Agency Progression of Professional Development

2.1.1 Professional Development Registry:

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

Yes. If yes, describe: **The Lead Agency tracks education and professional development progress through the Oklahoma Professional Development Registry (OPDR). Licensed child care center personnel, and licensed family child care home primary caregiver and full-time assistant caregivers, have registry requirements within minimum licensing standards.**

Upon OPDR application, education and professional development information is collected. Updates are made to the individual registry account as additional professional development and formal education is obtained. Lead Agency licensing personnel used the OPDR registry information to determine program compliance with minimum licensing requirements as well as the state Quality Rating and Improvement System (QRIS) requirements. Data collected through the OPDR is used by the Lead Agency when determining future needs for the industry.

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

2.1.2 Participation in Professional Development Registry:

Are any teachers/providers required to participate?

Yes. If yes, describe: **Child care program directors are required to be members of the Oklahoma Professional Development Registry (OPDR) to determine that position specific qualifications and professional development requirements are met.**

Center based program personnel are required to register in the OPDR to determine when professional development and master teacher qualifications are being met.

Primary caregivers and full-time assistant caregivers in family child care homes are

required to participate in the OPDR to determine qualification and professional development requirements are met.

In addition, center-based programs are required to be registered as a Direct Care Organization (DCO) for use in determining that staff working within the program meet professional development requirements.

No. If no, describe:

2.1.3 Number of Participants in Professional Development Registry:

Total number of participants in the registry as of September 30, 2023 **26012**

2.1.4 Spending - Professional Development Registry:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

2.2 Workforce Development

2.2.1 Professional Development and Career Pathways Support:

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

Scholarships (for formal education institutions) **1962**

Financial bonus/wage supplements tied to education levels **8800**

Career advisors, mentors, coaches, or consultants **72**

Reimbursement for training

- Loans
- Substitutes, leave (paid or unpaid) for professional development
- Other. Describe:
- N/A. Describe:

2.2.2 Spending - Professional Development and Career Pathways Support:

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

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

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

No

2.3 Child Care Provider Qualifications

2.3.1 Number of Licensed Child Care Programs Qualifications:

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

- Child Development Associate (CDA) **2615**
- Associate’s degree in an early childhood education field (e.g. psychology, human development, education) **1732**
- Bachelor’s degree in an early childhood education field (e.g. psychology, human development, education) **2185**
- State child care credential
- State infant/toddler credential **65**
- Unable to report this data. Indicate reason:

2.3.2 Number of Licensed CCDF Child Care Programs Qualifications:

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

Child Development Associate (CDA) **1987**

Associate's degree in an early childhood education field (e.g. psychology, human development, education) **1182**

Bachelor's degree in an early childhood education field (e.g. psychology, human development, education) **1362**

State child care credential

State infant/toddler credential **49**

Unable to report this data. Indicate reason:

2.4 Technical Assistance for Professional Development

2.4.1 Technical Assistance Topics:

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

Business Practices

Mental health for children

Diversity, equity, and inclusion

Emergency Preparedness Planning

Other. Describe other technical assistance available to providers as part of the professional development system: **A multitude of topics for technical assistance is available through the Oklahoma Child Care Resource and Referral (OCCRRA). These topics include:**

Child Growth and Development

Child Observation and Assessment

Family and Community Partnerships

Learning Environments: Methods

Learning Environments: Creative Skills

Learning Environments: Language Arts

Learning Environments: Mathematics

Learning Environments: Health, Safety, Nutrition

Learning Environments: Science

Learning Environments: Social Skills

Learning Environments: Social Studies

**Interactions with Children
Program Planning, Development, and Evaluation
Professional Development and Leadership**

2.4.2 Spending - Technical Assistance for Professional Development:

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

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

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

No

2.5 Spending – Training and Professional Development

2.5.1 Spending – Training and Professional Development:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to support the training and professional development of the child care workforce during October 1, 2022 to September 30, 2023? **\$14263640**

Unable to report total amount spent. Indicate reason:

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

2.6 Progress Update

2.6.1 Progress Update – Training and Professional Development:

Supporting the training and professional development of the child care workforce

Measurable indicators of progress the state/territory reported in section 6.3.2 of the FFY 2022-2024 CCDF Plan.

Upon completion of a degree or credential, a survey is completed that helps to assess how the individual felt obtaining the education affected their job, work they perform, job satisfaction, and knowledge level in their chosen field. The survey results are provided to the Lead Agency quarterly and are then used in determining educational success. The Scholars for Excellence in Child Care program collects data from the community colleges and technology centers regarding credentials earned. Each semester, a grade report is submitted that includes the participants of the scholarship who complete a credential. The credentials tracked per semester include: PCC- Pathway Competency Certificate (Earned after completing the Pathway coursework and successfully passing the end of instruction exam at a 75% or higher) CoM- Certificate of Mastery (Earned after completing a total of 18 credit hours at the community college) AA/AS in CD- AAS in CD or CD Admin BA/BS Semi-annually the credentials are reported to The Lead Agency on the 2nd and 4th quarter report. Included in that report is any participant(s) who have earned more than one credential. Finally, every quarter the number of National CDA credentials are reported. On average the participants of the Scholars Program achieve per fiscal year: 20 PCC's 130 CoM's 40 AA/AS degrees 10 AAS degrees 5 BA/BS degrees 20-25 CDA Credentials. The Center for Early Childhood Professional Development tracks all professional development that is obtained throughout the state for all registry members. Reports are provided monthly with a completed annual report that tracks professional development hours offered, received, core competency content areas, degree and credentials received. These numbers are all compared to the previous data to determine progress, achievements and any additional needs.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.3.2 of the FFY 2022-2024 CCDF Plan: 2.6.1

The Lead Agency continues to make advances in educational and professional development goals for child care professionals within the state.

During this reporting period, the Center for Early Childhood Professional Development (CECPD) saw an increase in professional development registry participants of over 18% from 22997 to 27278 for FY 23. Total hours of professional development increased from a total of 702231 in FY 22 to 874440 in FY 23 for a total increase of almost twenty five percent. Overall increases were verified in the following professional development areas: Entry Level Child Care Training From 4294 to 5174 participants, Leadership Academy for those working as director and assistant director in child care center based

programs saw a graduate increase from thirteen to eighteen. The Family Child Care Home Leadership Academy saw an increase of thirteen graduates between the two years. The lead agency continues to invest in free Pyramid Model Framework for Oklahoma module trainings for all registry participants showing an increase of 20720 participants. Along this same vein, the lead agency has launched Spanish language Pyramid Model trainings. Expectations to fill a gap within the state of offering multi-language courses.

The Lead Agency continues investment in formalized education by increasing opportunities to earn college degrees by participation in the state Scholars for Excellence in Education (SECC) through the Oklahoma State Regents for Higher Education. Participation in the SECC program continues to grow from a high enrollment of 845 students enrolled in college coursework, and 216 students enrolled in the Oklahoma Pathway to CDA program. One additional university was added to the Bachelor Degree program with current participation of 63 scholars. During this reporting period, three Bachelor Degree, fifty-seven Associate Degree, ninety-five Director Certificate of Competency, 158 Certificate of Competency and twenty-five national CDA credentials were earned.

During this reporting period, Quality Rating and Improvement System (QRIS) participation requirement has been removed as a requirement to participate in the Stipend and Oklahoma Child Care Wage Supplement programs managed through the professional development contract with the Center for Early Childhood Professional Development (CECPD). The removal of this barrier led to an overall increase in the stipend program (where individuals working in licensed child care receive a certificate of achievement and may receive a monetary bonus for completing targeted professional development in areas outlined by the lead agency). This increase went from 3343 in FY 22 to 3471 in FY 23. The Wages program saw an increase for Teacher and Family Child Care Home provider scale payment issued from 4671 to 7353 in FFY 23 and for the Director Scale, an increase from 926 to 1346 for FFY 23. These programs help stabilize the industry resulting in greater continuity of care.

3) Improving early learning and development guidelines

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

3.1 Early Learning and Development Guidelines

3.1.1 Spending - Early Learning and Development Guidelines:

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

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

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

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on improving upon the development or implementation of early learning and development guidelines? **\$18165**

Unable to report total amount spent. Indicate reason

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

No

3.2 Progress Update

3.2.1 Progress Update - Early Learning and Development Guidelines:

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

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

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **The Center for Early Childhood Professional Development is responsible for the Lead Agency's professional development registry. Through this, the CECPD tracks all professional development completed within the state by registry members and this data is used as measurable indicators for progress in quality care for children through the ELGs. During this last reporting year, 930 individuals received ELG training from a total of 355 licensed programs with a potential impact on 11,142 children within the state. Each year the Lead State sets professional development achievement goals for licensed programs within the state and these include ELG trainings. These benchmarks set with an increase on 200 hours each year and are consistently met.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.4.3 of the FFY 2022-2024 CCDF Plan: **The Lead Agency continues supporting the Oklahoma Early Learning Guidelines (ELG) by providing technical assistance around ELG implementation and use in programs as well as through professional development by requiring ELG completion to be classified as a master teacher. Master teacher designation is required based on the program capacity for center based programs to meet minimum licensing requirements, and programs participating in Oklahoma's Quality Rating and Improvement Systems (QRIS). Oklahoma Child Care Resource and Referral technical assistance specialist, child care services quality coaches, and licensing specialist assist programs in meeting this requirement. Online and in-person Early Learning Guidelines for Infants, Toddlers, and Twos; Early Learning Guidelines for Ages Three to Five; and Learning Guidelines for School-Age Children courses continue to be offered working to meet the course demand. FFY 23 saw an increase of over twenty percent as ELG participants increased by 880 overall from FFY 22. The largest number of participants continues to be in the online format for Infants, Toddlers and Two's and ELG for 3- to 5-year-old. There were no updates to Oklahoma ELG during this reporting period although they are reviewed annually to determine if there is a need to do so. During FFY 23, \$18,165 was spent on in-person ELG courses.**

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

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

4.1 Quality rating and improvement system status

4.1.1 QRIS or other system of quality improvement status:

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

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

- General description of QRIS: **The Stars Program is Oklahoma's Quality Rating and Improvement System and operates state-wide. Maintaining compliance at the higher Star levels is accomplished by satisfactorily meeting minimum licensing requirements and Star criteria through a minimum of three licensing monitoring visits and three QRIS criteria reviews per year.**
- How many tiers/levels? **5** [insert number of tiers below as required and describe each tier and check off which are high quality]
 - Tier/Level 1: **At this level programs are on a permit or license and meet and maintain minimum licensing requirements.**
 High Quality
 - Tier/Level 2: **Programs meet all 1 Star criteria plus quality criteria such as staff have enhanced education and training in child development and other topics related to their work with children and offering ways for families to join in their child's education and development, including partnering with families to plan for individual children's needs.**
 High Quality
 - Tier/Level 3: **Programs meet all 1 & 2 Star criteria and additional quality criteria such as providing rich, hands-on activities and equipment that interest the children and sharing this information with families.**
 High Quality
 - Tier/Level 4: **Programs meet 1, 2 & 3 Star criteria and additional quality criteria such as lesson plans that meet the interests and developmental needs for each child and providing regular program-wide activities that promote basic skills and higher-level thinking.**

High Quality

- Tier/Level 5: **Programs meet 1, 2, 3 & 4 Star criteria and additional quality criteria such as adding their choice of five or more program-wide practices which could include child and family orientation, daily playground safety checks, and working with schools (with parental permission) about children’s health and wellness.**

High Quality

- Tier/Level 6:
 High Quality
- Tier/Level 7:
 High Quality
- Tier/Level 8:
 High Quality
- Tier/Level 9:
 High Quality
- Tier/Level 10:
 High Quality

- Total number of licensed child care centers meeting high quality definition: **1343**
- Total number of licensed family child care homes meeting high quality definition: **1273**
- Total number of CCDF providers meeting high quality definition: **2096**
- Total number of children served by providers meeting high quality definition: **110734**

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

- General description of pilot QRIS (e.g., in a few localities, or only a few levels):
- Which localities if not state/territory-wide?
- How many tiers/levels? [insert number of tiers below as required and describe each tier and check off which are high quality
 - Tier/Level 1:
 High Quality
 - Tier/Level 2:
 High Quality
 - Tier/Level 3:
 High Quality
 - Tier/Level 4:

- High Quality
- Tier/Level 5:
 High Quality
- Tier/Level 6:
 High Quality
- Tier/Level 7:
 High Quality
- Tier/Level 8:
 High Quality
- Tier/Level 9:
 High Quality
- Tier/Level 10:
 High Quality

- Total number of licensed child care centers meeting high quality definition:
- Total number of licensed family child care homes meeting high quality definition:

- Total number of CCDF providers meeting high quality definition:
- Total number of children served by providers meeting high quality definition:

The lead agency is operating another system of quality improvement.

- General description of other system:
- Describe assessment scores, accreditation, or other metrics associated with this system:
- Describe how “high quality” is defined in this system?
- Total number of licensed child care centers meeting high quality definition:
- Total number of licensed family child care homes meeting high quality definition:

- Total number of CCDF providers meeting high quality definition:
- Total number of children served by providers meeting high quality definition:

The lead agency does not have a QRIS or other system of quality improvement.

- Do you have a definition of high quality care?
 Yes, define:
 - Total number of licensed child care centers meeting high quality definition:
 - Total number of licensed family child care homes meeting high quality definition:
 - Total number of CCDF providers meeting high quality definition:

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

No

4.1.2 Spending - Quality rating and improvement system status:

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

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

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

No

4.2 Quality Rating and Improvement Systems participation

4.2.1 QRIS or other system of quality improvement participation:

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

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

Other. Describe:

4.3 Quality Rating and Improvement Systems Benefits

4.3.1 Quality Rating and Improvement Systems Benefits:

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

One-time grants, awards or bonuses

- Licensed child care centers **1204**
- Licensed family child care homes **999**

On-going or periodic quality stipends

- Licensed child care centers **1295**
- Licensed family child care homes **1579**

Higher CCDF subsidy rates (including tiered rating)

- Licensed child care centers
- Licensed family child care homes

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

Other. Describe

4.3.2 Spending - Quality Rating and Improvement Systems Benefits:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

4.4 Spending – Quality Rating and Improvement Systems

4.4.1 Spending – Quality Rating and Improvement Systems:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) related to QRIS or other quality rating systems during October 1, 2022 to September 30, 2023? **\$31409642**

Unable to report total amount spent. Indicate reason

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported. **Quality Rating and Improvement System (QRIS) payments, developmentally appropriate supply and equipment kits for programs that applied during the Lead Agency QRIS relaunch, QRIS personnel salaries.**

4.5 Progress Update

4.5.1 Progress Update – Quality Rating and Improvement Systems:

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

Measurable indicators of progress the state/territory reported in section 7.3.6 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **The Lead Agency monitors individual program QRIS compliance three times per year. Programs may be reduced at any time to a lower Star level if found to be non-compliant with QRIS requirements. QRIS certifications and reduction in Star level are compared to determine changes in QRIS participation. Lead Agency reports on the number of child care personnel that have increased the level of education. This is tracked through the Center for Early Childhood Professional Development, CECPD, and the Scholars for Excellence in Child Care, as different levels of degrees and certifications are earned. A specialized program for Directors of Child Care Programs and Family Child Care Homes related to business management and leadership is offered through CECPD’s Leadership Academy. The attendees of Leadership Academy receive pre and post Program Administrator Scales and Business Administrator Scales and are able to compare score improvement. Surveys are conducted with recipients of Certificates of Achievement to determine if areas of concentration impacted programs. Results of monitoring of QRIS compliance could result in a program being reduced to a lower star level if found to be non-compliant with QRIS requirements. QRIS certifications and reduction in Star level can be compared.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.3.6 of the FFY 2022-2024 CCDF Plan: **The Lead Agency Quality Rating and Improvement System (QRIS) saw an overall increase in participation of programs from FFY 22 to FFY 23. Increases during this reporting period show that licensed Child Care Center programs increased by just over 20% from 1117 to 1343. Family Child Care Home increased by over 119% from 579 in FFY 22 to 1273 in FFY 23. Children served in high quality programs increased to 110734 in FFY 23 from 33608 in FFY 22 reflecting a 229 % increase. The large increase in participation multiple supports were offered as incentive to participate in the state QRIS system. These supports included coaching and technical assistance wrapped in quality criteria, materials supporting play for children, and financial awards as well. The Lead Agency continues to support quality improvement in programs through various methods. Formal education and degree obtainment is offered through the Scholars for Excellence in Child Care (SECC). This program currently has over 1,100 individuals enrolled in College and CDA courses and 499 degrees and credentials earned during this reporting period. In comparison FFY 22 saw 638 individuals enrolled in College and CDA courses with 340 degrees and credentials earned.**

Coaching and technical assistance is provided to programs through internal coaches and contracted partners. During this reporting period, the Child Care Services Coaches provided coaching to 529 programs supporting the re-launch of the state QRIS program and since the re-launch, has working with coaching in an additional 415 programs. The CCS coaches have also provided 1,325 hours of professional development supporting quality criteria in child care. In support of the state QRIS program, the Oklahoma Child Care Resource and Referral Association (OCCRRA) through regional technical assistance specialist provided support to a total of 312 programs which included 975 visits, providing 1047 hours of professional development. This was exclusive to the support of the state QRIS program.

In addition, the Center for Early Childhood Professional Development saw an increase in Oklahoma Professional Development Registry (OPDR) participants grow from 22,100 estimated active participants in FFY 22 to 26,315 in FFY 23.

All of these supports offered by the Lead Agency go to improving the overall quality of care within the state.

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

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

5.1 Infant/Toddler Specialists

5.1.1 Infant/Toddler Specialists:

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

Yes

- Number of specialists available to all providers **8**
- Number of specialists available to providers serving children who receive CCDF **8**
- Number of specialists available specifically trained to support family child care providers **8**
- Number of providers served **312**
- Total number of children reached **13514**

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

N/A. Describe:

5.1.2 Infant/Toddler Specialists Supports Provided:

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

Relationship-caregiving practices (or quality caregiving/developmentally appropriate practices)

On-site and virtual coaching

Health and safety practices

Individualized professional development consultation (e.g., opportunities for or awareness on career growth opportunities, degreed/credential programs)

Group professional development

Family engagement and partnerships

Part C early intervention services

Mental health of babies, toddlers, and families

Mental health of providers

Behavioral Health

Other. Describe

5.1.3 Spending – Infant/Toddler Specialists:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

5.2 Staffed Family Child Care Networks

5.2.1 Number and Description of Staffed Family Child Care Networks:

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

Number of staffed family child care networks: **9**

- o Describe what the network/hub provides to participating family child care providers: **The Lead Agency supports staffed family child care home network through the Oklahoma Child Care Resource and Referral Agency (OCCRRA) and is known as Thrive Oklahoma. Among the activities surrounded the project are: Monthly Professional Development Hours, Monthly in-person Networking Meeting, Bright Wheel Child Care Management Software License, Telehealth & Teletherapy for self & all dependents in the household, National Association of Family Child Care (NAFCC) membership, and NAFCC Self-Study Kit. The participants also have access to regional Business Consultant & SFCCN Ambassador as a coach/mentor.**

No staffed family child care networks operate in state/territory

5.2.2 Spending - Staffed Family Child Care Networks:

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

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

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

No

5.3 Spending - Programs and services for infants and toddlers

5.3.1 Spending - Programs and services for infants and toddlers:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside), above and beyond to the 3% infant and toddler set-aside, to improve the supply and quality of child care programs and services for infants and toddlers during October 1, 2022 to September 30, 2023? **\$1936532**

Unable to report total amount spent. Indicate reason:

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

5.4 Progress Update

5.4.1 Progress Update - Programs and services for infants and toddlers:

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

Measurable indicators of progress the state/territory reported in section 7.4.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

The Lead Agency will measure the technical assistance provided to programs on ITT care. The number of infant and toddler care professional development training hours completed and the Infant Toddler Certificate of Achievement numbers completed.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.4.2 of the FFY 2022-2024 CCDF Plan: The Lead Agency continues to support quality in infant and toddler care through a variety of methods. Through the Center for Early Childhood and Professional Development (CECPD), formal professional development topics are offered to increase the quality of IT care. Pyramid Model Framework for Oklahoma continues to be offered free of charge to those professionals working in child care throughout the state. During this reporting period, 6634 individuals completed Pyramid Model for Infants and Toddlers. This is an increase of over 218% from FFY 23 data. Infant and Toddler Certificate of Achievement Award recipients rose from 1165 in FFY 22 to 1493 in FFY 23, as well as 6493 individuals completed safe sleep training during this current reporting period.

Support services for infants and toddlers are also offered through the Oklahoma Child Care Resource and Referral (OCCRA), Infant Toddler regional specialist. There are eight regionals specialist located throughout the state offering services specifically targeted to improving care for infants and toddlers. Support is offered to licensed center based programs and family child care home through a variety of methods based around the Pyramid Model framework by offering technical assistance, professional development and resources at no charge. Using the Pyramid Model lays a foundation to develop social and emotional competence in infants and toddler by working with those caring for them on developing nurturing and supportive relationships. During this reporting period, OCCRA worked with a total of 312 programs making a total of 975 visits as well as providing 1,047 professional development hours focused on infants and toddlers exclusively.

Also funded to support infant and toddler care is the Oklahoma Child Care Warmline consultants through the Oklahoma State Department of Health. The Warmline consultants provide mental health supports to licensed programs throughout the state. During FFY 23, 209 Infant Toddler Supports were provided throughout the state with fifteen referrals made for Early Childhood Mental Health Consultations those the ages of those children are not reportable at this time.

A project funded through the Oklahoma Clearing House for Early Childhood Success includes one to support the expansion of infant and early childhood mental health services in an area of the state identified as lacking in mental health supports. The project, Expanding Infant and Early Childhood Mental Health Services NW Oklahoma, will provide intervention consultation services to early childhood centers as well as professional development to child care providers. This training will help early childcare professionals recognize, regulate, and decrease

disruptions from social and emotional disorders.

In addition, Oklahoma Child Care Services Coaches provided coaching to fifty eight programs affecting the care of 494 children surrounding the social-emotional, interaction and Learning Environment domains.

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

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

6.1 Spending – Child Care Resource and Referral Services

6.1.1 Spending – Child Care Resource and Referral Services:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to **establish, expand, modify, or maintain a statewide CCR&R** during October 1, 2022 to September 30, 2023? **\$6628252**

Unable to report total amount spent. Indicate reason:

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

No

6.2 Progress Update

6.2.1 Progress Update – Child Care Resource and Referral Services:

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

Measurable indicators of progress the state/territory reported in section 7.5.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **Through CCR&R technical assistance, self-assessments are utilized to identify areas for improvement and progress in program change and improvement. Assistance is often given to providers in improving their Quality Rating Improvement Level. Changes in Star levels are tracked.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.5.2 of the FFY 2022-2024 CCDF Plan: **The Lead Agency has contracted with Oklahoma Child Care Resource and Referral Association (OCCRRA) since 1999 for statewide child care referral services for families, child care referrals, family and community education and advocacy. Through Provider Services, Community Services, Hispanic Services, Data Services, Infant Toddler Specialists, Child Care Referral Specialists, and added this year Business Consultants, the work of OCCRRA has continued and expanded to meet the needs of children, families, and child care providers. OCCRRA continues to work collaborative with OKDHS Child Care Services and other early care and education agencies and partners throughout the state.**

During FFY 23, OCCRRA reported that the Child Care Specialist collectively provided 1901 hours of onsite technical assistance and the Infant Toddler Specialist provided an additional 1187 hours onsite. The regions combined provided a total of 786 hours of professional development to a total 15,948 verified attendees and responded to 9,082 client requests.

Oklahoma Child Care Resource and Referral was also tasked with managing the Lead Agency's first Staffed Family Child Care Home Network named Thrive Oklahoma. The Thrive Network operates in each of the eight regions with an additional Spanish language network operating in the central part of the state. The Thrive Network offers Oklahoma's Family Child Care Home (FCCH) providers a variety of quality improvement services and supports, including technical assistance and professional development delivered by paid staff members at no cost to participants. A monthly network meeting offers local FCCH providers the opportunity for professional development and network time to build relationships with their peers and ongoing interactions with regional Child Care Resource & Referral staff; including a dedicated Business Consultant. Additional benefits available to Thrive members include:

- National Accreditation for Family Child Care (NAFCC) - Executive Membership**
- NAFCC Self Study Kit & mentorship through the process.**
- 1-3yr license to Brightwheel Child Care Management System**
- Ok Shared Services Membership**
- Free Telemedicine & Teletherapy benefits for providers & all dependents in the**

household

In addition, seven participants in the program received national accreditation. There is currently 293 active Thrive Network members with meetings and events occurring weekly throughout the state in each region.

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

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

7.1 Complaints about providers

7.1.1 Number of Complaints about providers:

How many complaints were received regarding providers during October 1, 2022 to September 30, 2023? **1041, 168 Family Child Care Home complaints, 873 Child Care Center programs.**

7.1.2 Spending - Complaints about providers:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

7.2 Licensing Staff

7.2.1 Number of Licensing Staff:

How many licensing staff positions were there in the state or territory during October 1, 2022, to September 30, 2023? Number of staff **140**

7.2.2 Spending – Licensing Staff:

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

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

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

No

7.3 Health and Safety Standards Coaching and Technical Assistance

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

How many child care programs received coaching or technical assistance to improve their understanding and adherence to CCDF health and safety standards as a result of an inspection or violation during October 1, 2022, to September 30, 2023? **7477**

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

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

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

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

No

7.4 Spending - Compliance with health, safety, and licensing standards

7.4.1 Spending - Compliance with health, safety, and licensing standards:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on facilitating compliance with lead agency requirements for inspections, monitoring, health and safety standards and training, and lead agency licensing standards during October 1, 2022 to September 30, 2023? **\$9158091**

Unable to report total amount spent. Indicate reason:

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

7.5 Progress Update

7.5.1 Progress Update - Compliance with health, safety, and licensing standards:

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

Measurable indicators of progress the state/territory reported in section 7.6.3 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **The Lead Agency uses various methods to improve compliance with state licensing requirements and QRIS program. Programs are monitored for compliance with minimum requirements three times annually as well as three times annually for QRIS criteria. With each non-compliance documented or criteria not met, a plan of correction is established with the program with a follow-up made to verify correction. These methods are measured for effectiveness through improved compliance, reduction in monitoring frequency plan, reduced complaint allegations, increase/reduction in QRIS level, and closure of the program.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.6.3 of the FFY 2022-2024 CCDF Plan: **The Lead Agency continues to monitor licensed child care programs within the state a minimum of three times annually to determine that minimum licensing requirements are being met. This includes monitoring of required CCDF health and safety requirements. Violations of minimum licensing requirements are reported to child care licensing specialist. These reports may be made anonymously. When it has been determined that a report would be a violation of requirements, a complaint investigation is initiated. During this reporting period 1041**

complaints were received by licensing, 873 for center-based programs and 168 for family child care homes. The Lead Agency is currently in the process of amending policy to include policies to screen out duplicate complaints.

The Lead Agency offers supports to meet and maintain these minimum licensing requirements. Licensing Specialist assigned to monitoring programs provided a combined total of 7477 technical assistance visits to programs. Of those reported, 3563 were the Family Child Care Home programs and 3914 to Child Care Center based programs. These number provide an increase in overall technical assistance visits made from FFY 22 by 214%. The number of licensing visits have not increased to this same number, this is likely due to a greater focus on compliance assistance by the Lead Agency field staff.

Licensing Specialist also provided training on these minimum requirements a total of 75 times for a culmination of 171 professional development hours.

Oklahoma Child Care Resource and Referral (OCCRRA) provided 75 hours of technical assistance supporting minimum health and safety requirements.

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

Goal: Lead agency investment in effective quality improvement strategies using reliable data from evaluation and assessment

8.1 Evaluation and assessment of center-based programs

8.1.1 Evaluation and assessment of center-based programs:

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

QRIS

CLASS

ERS

FCCERS

ITERS

State evaluation tool. Describe **Oklahoma Quality Child Care Program Scale: Self-Assessment is completed annually for programs participating in the state Quality Rating and Improvement System (QRIS).**

Oklahoma Quality Out-of-School Time Program Scale: Self-Assessment is completed annually for Out-of-School Time programs participating in QRIS.

Core Knowledge and Competency Framework

Other. Describe **The Lead Agency through its contracted partnership with the Center for Early Childhood Professional Development (CECPD), fund programs for advanced professional development Child Care Center directors. As part of this course, a pre-Program Administrator Scale (PAS) is administered to all participants. Upon successful completion, a post PAS is completed. Both pre and post results are reviewed thoroughly by participant and educator with goals established for improvement.**

Do not evaluate and assess quality and effective practice

8.1.2 Spending - Evaluation and assessment of center-based programs:

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

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

CCDF quality funds

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

No

8.2 Evaluation and assessment of family child care programs

8.2.1 Evaluation and assessment of family child care programs:

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

QRIS

CLASS

ERS

FCCERS

ITERS

State evaluation tool. Describe **Oklahoma Quality Child Care Program Scale: Self-Assessment is completed annually for programs participating in state Quality Rating and Improvement System (QRIS).**

Core Knowledge and Competency Framework

Other. Describe **The Lead Agency through its contracted partnership with the Center for Early Childhood Professional Development (CECPD), fund programs for advanced professional development for family child care home primary. As part of this course, a pre-Benchmark Assessment Scale (BAS) is administered to all participants. Upon successful completion, a post BAS completed. Both pre and post results are reviewed thoroughly by participant and educator with goals established for improvement.**

Do not evaluate and assess quality and effective practice

8.2.2 Spending - Evaluation and assessment of family child care programs:

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

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

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

No

8.3 Spending - Evaluation and assessment of child care programs

8.3.1 Spending - Evaluation and assessment of child care programs:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on evaluating and assessing the quality of child care programs, practice, or child development during October 1, 2022 to September 30, 2023?
\$9158091

Unable to report total amount spent. Indicate reason:

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

8.4 Progress Update

8.4.1 Progress Update - Evaluation and assessment of child care programs:

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

Measurable indicators of progress the state/territory reported in section 7.7.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **The Lead Agency utilizes a variety of actions to improve compliance with state standards; plans of correction follow up phone calls, letters, and monitoring visits; increased monitoring frequency plan; and referrals to other services. These methods are measured for effectiveness through improved compliance, reduction in monitoring frequency plan, reduced complaint allegations, increase/reduction in QRIS level, and closure of the program.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.7.2 of the FFY 2022-2024 CCDF Plan: **Through professional development contracted partner, Center for Early Childhood Professional Development (CECPD), Leadership Academy is conducted for Program Directors and Primary Caregivers. Attendees will receive and pre and post assessment of the Program Administrator Scale (PAS) or the Benchmark Assessment Scale (BAS). These scales are administered through the CECPD with results shared and used in determining program goals and technical assistance through all contracted partners. During this reporting period, CECPD staff administered 31 Pre PAS assessments and 13 Post PAS assessments. Thirty-two Pre BAS and 12 Post BAS scales were administered. The results showed an overall increase of over 18% in the PAS scale, and 41% increase in the BAS scale of over 41%. This indicates an increase in the quality of child care programs and services positively impacting children.**

In addition to this, each program participating in the state Quality Rating and Improvement System (QRIS) completes an annual assessment which the Licensing Specialist reviews. These self-assessment results are used to request coaching from the Child Care Services Quality Coaches and the Oklahoma Child Care Resource and Referral (OCCRA) Specialist.

Other assessments completed include those through the Scholars for Excellence in Child Care (SECC). Scholars completing a degree or credential, receive a survey to complete indicating the effectiveness of the education that they received. With over 1,100 individuals enrolled in College and CDA courses and 499 degrees and credentials earned during this reporting period, all individuals completing the survey indicated an increase in areas affecting outcomes for improving the quality of care for children within the state.

9) Supporting child care providers in the voluntary pursuit of accreditation

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

9.1 Accreditation Support

9.1.1 Accreditation Support:

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

Yes, providers were supported in their pursuit of accreditation

- a. Licensed center-based programs **9**
- b. License-exempt center-based programs **0**
- c. Licensed family child care homes **37**
- d. License-exempt family child care homes (care in providers' home) **0**
- e. Programs serving children who receive CCDF subsidy **46**

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

N/A. Describe:

9.1.2 Spending – Accreditation Support:

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

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

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

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on accreditation during October 1, 2022 to September 30, 2023? **\$373361**

Unable to report total amount spent. Indicate reason:

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

No

9.2 Progress Update

9.2.1 Progress Update – Accreditation Support:

Supporting providers in the voluntary pursuit of accreditation.

Measurable indicators of progress the state/territory reported in section 7.8.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.
No accreditation support is provided by the Lead Agency.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.8.2 of the FFY 2022-2024 CCDF Plan:
The Lead Agency invested in accreditation supports during reporting period FFY 23. Through the Oklahoma Clearinghouse for Early Childhood Success, the Quality Enhancement Initiative was initiated through a regional Oklahoma Child Care Resources and Referral (OCCRRA) regional office. The project provided comprehensive training and technical assistance that sought to improve the quality of care in Family Child Care Homes within the state. Caregivers were assisted in obtaining the national Child Development Associate (CDA) and pursue national accreditation. As a result of this project, thirty homes received accreditation through National Association Family Child Care. Also, through the OCCRRA staffed family child care home Thrive Network supports, an additional seven homes received this same national accreditation. OCCRRA regional offices provided technical assistance and supports that resulted in nine child care center based programs receive National Association Education of Young Children accreditation.

Although the Lead Agency does not track the number of programs pursuing national accreditation, currently there are 188 programs participating in the state professional development registry with active current national accreditation.

NAEYC 50

NAFCC 40

NECPA 56

NAC 41

APPLE 1

Total 188

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

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

10.1 High-Quality Program Standards

10.1.1 High-Quality Program Standards:

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

QRIS, check which indicators the lead agency has established:

Health, nutrition, and safety of child care settings

Physical activity and physical development in child care settings

Mental health of children

Learning environment and curriculum

Ratios and group size

Staff/provider qualifications and professional development

Teacher/provider-child relationships

Teacher/provider instructional practices

Family partnerships and family strengthening

Other. Describe:

Early Learning Guidelines

State Framework. Describe

Core Knowledge and Competencies

Other. Describe

N/A – did not help provider develop or adopt high quality program standards

10.1.2 Spending - High-Quality Program Standards:

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

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

CCDF quality funds

Non-CCDF funds

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

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to support providers in the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development during October 1, 2022 to September 30, 2023? **\$883036**

- Unable to report total amount spent. Indicate reason:

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

- No

10.2 Progress Update

10.2.1 Progress Update - High-Quality Program Standards:

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

Measurable indicators of progress the state/territory reported in section 7.9.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **The Lead Agency will monitor progress as programs meet increased QRIS criteria as of quality improvement indicators and provide TA to increase level of participation. Increased program participation will be compared and an indicator of progress.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.9.2 of the FFY 2022-2024 CCDF Plan: **The Lead Agency Quality Rating and Improvement System (QRIS) saw an overall increase in participation of programs from FFY 22 to FFY 23. Increases during this reporting period show that licensed Child Care Center programs increased by just over 20% from 1117 to 1343. Family Child Care Home increased by over 119% from 579 in FFY 22 to 1273 in FFY 23. Children served in high quality programs increased to 110734 in FFY 23 from 33608 in FFY 22 reflecting a 229 % increase.**

The large increase in participation multiple supports were offered as incentive to participate in the state QRIS system. These supports included coaching and technical assistance wrapped in quality criteria, materials supporting play for children, and financial awards as well.

The Lead Agency continues to offer support focus areas as indicated in this section. The Center for Early Childhood Professional Development (CECPD) offered professional development supports. During this reporting period, through the CECPD, 158,753 hours of professional development was received by professionals in the field supporting the Oklahoma Core Competency area of Health, Safety and Nutrition, while an additional 24,872 hours were received in Child Observation and Assessment. 572 individual professionals attended Trauma Informed Classroom, and 88 participated in Childhood Resiliency training. For the Oklahoma Registry Certificate of Achievement offered through the CECPD, 51 awards were issued in Cultivating Growth and Development, another 94 issued in the content area of Healthy Children.

The Oklahoma Child Care Resource and Referral (OCCRRA) regions supported 400 hours of technical assistance in these areas. 200 hours in physical development, 125 hours in physical activity, 75 hours in health and safety & nutrition.

Child Care Licensing Specialist provided 390 technical assistance visits supporting Health, Safety and Nutrition.

Oklahoma Child Care Warmline provided support to 747 callers focusing on overall mental & physical health of children in licensed child care throughout the state.

11) Other activities to improve the quality of child care services

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

11.1 Sustainability funding to child care providers

11.1.1 Sustainability funding to child care providers:

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

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

Licensed center-based programs

License-exempt center-based programs

Licensed family child care homes

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

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

Other (explain)

No.

N/A. Describe:

11.1.2 Spending – Sustainability funding to child care providers:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

11.2 Data Systems Investment

11.2.1 Data Systems Investment:

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

Yes. Describe: **The lead agency upgraded the current database to allow provider access when applying for the state Quality Rating and Improvement System (QRIS) and a child care license. A website was developed to allow providers to apply for all subgrants. Additionally, the lead agency enhanced and created a more user-friendly child care locator. This provides a more in-depth view of monitoring information for child care programs.**

No

11.2.2 Spending - Data Systems Investment:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

11.3 Supply and Demand Analysis

11.3.1 Supply and Demand Analysis:

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

- Yes. Describe findings:
 No

11.3.2 Spending - Supply and Demand Analysis:

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

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

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

- No

11.4 Supply and Demand Initiatives

11.4.1 Supply and Demand Initiatives:

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

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

11.4.2 Spending - Supply and Demand Initiatives:

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

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

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

No

11.5 Provider Compensation and Benefits

11.5.1 Spending - Provider Compensation and Benefits:

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

- Financial bonuses (not tied to education levels)
- Salary enhancements/wage supplements **8240**
- Health insurance coverage
- Dental insurance coverage
- Retirement benefits
- Loan Forgiveness programs
- Mental Health/Wellness programs
- Start up funds
- Other. Describe: **2877 Professional Development Stipends, 72 Leadership Academy (include Leadership Academy and Family Child Care Home Leadership Academy). Free child care for licensed Child Care center and Family Child Care Home employees' children was provided to 806 child care staff.**
- N/A. Describe:

11.5.2 Spending - Provider Compensation and Benefits:

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

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

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

No

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

11.6.1 Spending – Other Activities to Improve the Quality of Child Care Services:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on other activities to improve the quality of child care services during October 1, 2022 to September 30, 2023? **\$22349148**

Unable to report total amount spent. Indicate reason:

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

11.7 Progress Update

11.7.1 Progress Update – Other Activities to Improve the Quality of Child Care Services:

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

Measurable indicators of progress the state/territory reported in section 7.10.1 of the 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **Scholars for Excellence in Childcare: Oklahoma State Regents for Higher Education (OSRHE) manages the scholarship program that helps students achieve academic success while working**

in the child care field full-time. OSRHE is responsible for collecting data on student success and reporting this to the Lead Agency quarterly and a cumulative annual report. Students receive certificates and degrees based upon the course of study in early childhood education. On average, 225 individuals achieve credential and degreed success through this program that works to continue moving the field to a higher professional level with greater outcomes for children. Center for Early Childhood and Professional Development (CECPD): CECPD is the partner the Lead Agency contracts with to collect and track professional development achievements within the state and administer educational achievement rewards for registry members. During the last reporting period, 576,398 hours of professional development was received by providers within the state. Free professional development opportunities have begun being offered with 1,269 individuals receiving this training within the first few months of the program. Oklahoma Certificate of Achievement Professional Development Stipends are offered to registry member who achieve targeted professional development in infant toddler, pre-school, out-of-school time, quality child care and childhood resiliency. These professional development achievements work to move the field forward with targeted areas of care needs within the state with \$781,000 awarded to individuals through this program during the last year. Oklahoma Child Care Wage Supplement Program: The CECPD manages a new program initiated by the Lead Agency. Registry members receive financial bonuses based on registry level and years of experience within the same child care program. This helps stabilize the industry with financial income supports while encouraging continuity of care to children within the same program. Data is being collected on this program. One hundred twenty-three Spanish language events are conducted within the last year. The CECPD provides monthly dashboards and an annual report to the Lead Agency.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.10.2 of the 2022-2024 CCDF Plan: **The Lead Agency has established goals that include enhancement of a high-quality workforce and improving the quality of child care in the state. Much of this is accomplished through activities of our contracted partners. The Lead Agency continues to support formal education through the Oklahoma State Regents for Higher Education (OSRHE) Scholars for Excellence in Child Care (SECC) beginning in the year 2000. The program is worked by Scholar Coordinators located throughout the state within twelve local community colleges with a primary workforce consisting of thirteen Scholar Coordinators and six Coordinator Assistants. There are agreements with three four year universities to offer courses that lead to a Bachelor Degree. The scholar coordinators work to help individuals working within the child care industry be successful in obtaining formal education, leading to a degree that supports employment in the early child care industry. During this reporting period, scholar coordinators reported 6070 technical assistance and recruitment contacts throughout the state.**

Participation in the SECC program continues to grow from a high enrollment of 845 students enrolled in college coursework, and 216 students enrolled in the Oklahoma Pathway to CDA program. One additional university was added to the Bachelor Degree program with current participation of 63 scholars. During this reporting period, three Bachelor Degree, fifty-seven Associate Degree, ninety-five Director Certificate of Competency, 158 Certificate of Competency and twenty-five national CDA credentials were earned. Overall, within this program 1,962 scholarships were awarded with The FFY23 credentials earned resulting in \$637,700 paid to scholars who earned a Certificate of Mastery (\$800 per credential), a Director's Certificate of Mastery or Director's Certificate of Completion (\$1,000), an associate degree (\$1,500 per credential), and a bachelor's degree (\$2,000 per credential).

The Lead Agency provides supports stabilize the industry and provide continuity of care for children by offering the Oklahoma Child Care Wage Supplement Program. This program awards financial bonuses to individuals currently working in a licensed program within the state who are current members of the Oklahoma Professional Development Registry (OPDR). Award amounts are based on OPDR level (which is obtained by formal education and professional development) and is awarded twice annually. During this reporting period, \$4,204,205. was awarded to 8,240 recipients.

The Oklahoma Registry Certificate of Achievement and Stipend Program awards OPDR registry members a monetary bonus upon completion of targeted professional development identified by the Lead Agency to assist in meeting established goals. This program awarded stipend bonuses to 2,949 recipients for sum of \$1,768,500. (It should be noted that during FFY23, 3471 total Certificate of Achievement certificates were awarded though all of these did not qualify for the monetary bonus)

Also during this reporting period, the Lead Agency provided support to the Oklahoma Child Care Clearinghouse for Early Childhood Success funding multiple projects leading to the overall increase in quality of care throughout the state, these projects funded for FFY 23 include: Conscious Discipline - Provide childcare providers with a strong social-emotional foundation by training over 480 teachers, caregivers childcare providers and mental health professionals across Oklahoma with Conscious Discipline training.

The Lead Agency continues investment into free monthly courses available on line and in person through the Center for Early Childhood Professional Development (CECPD). Course topics vary each monthly and represent various areas of the Oklahoma Core Competencies. Pyramid Model online modules continue to be offered free of charge to all Oklahoma Professional Registry (OPDR) members with Spanish Language classes being added for the next reporting period.

New professional development opportunities continue being created with new courses being

created through the CECPD and review of current courses for enhancement and improvements. A new stipend Certificate of Achievement is scheduled to launch in early 2024 focused of behavior and guidance of young children.

Data system updates: In an effort to modernize our practices. Our monitoring database is being continually updated to allow providers to submit required paperwork, request for license, and update program information. This will allow programs to take more ownership in their business practices.

Supply/demand initiatives for child care deserts and children with disabilities: Child care desert grant was implemented to increase supply of child care slots within the identified desert areas. 348 programs received funding (43mil) to created approximately 8,000 new slots. 132 programs received funding (1.8mil) to obtain equipment to serve children with exceptional needs.

During this reporting period, 86 child care employees received free child care benefits. Challenges have been found as the child care industry has been appreciative of the support to provide free child care which is not sustainable with current CCDF funding. Also, the number of professional development stipends were doubled during this reporting period and were also supported well by the industry. This continuation of this is not supported by current funding levels.

12) Annual Report

Lead agencies must submit an annual report, as required at 45 CFR § 98.53(f) (4), describing any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on an annual review and assessment of serious child injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible.

12.1 Annual Report and Changes

12.1.1 Annual Report:

Describe the annual review and assessment of serious injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible. **After each child death or serious injuries, the Lead Agency leadership review the incidents to determine any actions required. Of the zero child deaths and eight serious injury occurrences during this reporting period; no changes were made to Lead Agency policies or enforcement.**

12.1.2 Annual Report Changes:

Describe any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on the annual review and assessment. **During this reporting period, there were no child deaths reported. There were eight serious injuries that occurred to children while in care of a licensed child care program. One of these was due to caregiver misconduct with the other seven being the results of accidents. Licensing reviewed each of the eight serious injury situations to determine a course of action with the program. An appropriate plan of correction was obtained as needed. Child Care Services leadership review these situations to determine any policy or requirement changes that could mitigate the occurrence of future accidents or serious incidents from occurring. Based on these reviews and assessments, no changes were made to Lead Agency policy or requirements during this reporting period.**

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

Goal: To ensure the lead agency implements an equitable stabilization grant program. The American Rescue Plan (ARP) Act included approximately \$24 billion for child care stabilization grants, representing an important opportunity to stabilize the child care sector and do so in a way that builds back a stronger child care system that supports the developmental and learning needs of children, meets parents' needs and preferences with equal access to high-quality child care, and supports a professionalized workforce that is fairly and appropriately compensated for the essential skilled work that they do. Lead agencies must spend most stabilization funds as subgrants to qualified child care providers to support the stability of the child care sector during and after the COVID-19 public health emergency. Section 13 should be used to report on ARP Stabilization Grants ONLY.

13.1 Multiple Grant Programs

13.1.1 ARP Act Stabilization multiple grant programs:

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

Yes. Describe:

No

13.2 ARP Act Stabilization Grants workforce compensation

13.2.1 ARP Act Stabilization Grant strategies for workforce compensation:

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

Targeted grants to support workforce compensation (no other allowable uses)

Providing bonus funds to providers that increased child care staff compensation through stabilization grants

Requiring a specific percentage or amount of stabilization grant funding go toward child care staff compensation increases. Percent or amount for staff compensation:

Other (Describe):