Quality Progress Report (QPR)
For
Arizona
FFY 2022

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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, 2021 through September 30, 2022), 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, 2022.

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 network means a group of associated family child care providers who pool funds to share some operating costs and to pay for at least one staff person who helps the providers to manage their businesses and enhance quality.

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. Please enter N/A when necessary.

1.1 State or Territory Child Care Provider Population

Enter the total number of child care providers that operated in the state or territory as of September 30, 2022. These counts should include all child care providers, not just those serving children receiving CCDF subsidies. Please enter N/A when necessary.

- [x] Licensed center-based programs **2277**
    - [ ] N/A. Describe:
- [ ] License exempt center-based programs
    - [ ] N/A. Describe:
- [x] Licensed family child care homes **250**
    - [ ] N/A. Describe:
- [x] License-exempt family child care homes (care in providers' home) **816**
    - [ ] N/A. Describe:
- [x] In-home (care in the child's own home) **231**
    - [ ] N/A. Describe:
- [ ] Other. Explain:

1.2 Goals for Quality Improvement

Based on Question 7.1.2 from the FFY2022-2024 CCDF State and Territory Plan, please report progress on the lead agency's overarching goals for quality improvement during October 1, 2021 to September 30, 2022. Include any significant areas of progress that were not anticipated in the Plan as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible.

Arizona funded the expansion of Quality First - the state's QRIS for Birth-5 impacting an estimated 800 child care providers through June 30, 2024. As of the conclusion of SFY22, 129 sites have been enrolled with the Quality First program through this expansion funding. Arizona funded an accreditation program for school age, out of school time providers with the Arizona Center for Afterschool Excellence, impacting an estimated 2,000 child care providers through June 30, 2023. At the conclusion of SFY22, 6 sites have started their pathway to accreditation.

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. Please select N/A as appropriate.*

2.1 Lead Agency Progression of Professional Development

2.1.1 Did the lead agency use a workforce registry or professional development registry to track progression of professional development during October 1, 2021 to September 30, 2022?

[x] Yes. If yes, describe:
The Arizona Early Childhood Workforce Registry (azregistry.org) is used to track professional development training history for all early childhood professionals in the state.
[ ] 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 Are any teachers/providers required to participate?

[x] Yes. If yes, describe:
All CCDF-funded providers are required to utilize the Arizona Early Childhood Workforce Registry to track professional development training required by the Provider Registration Agreement with the Department. All non-CCDF funded providers and volunteers providing direct care or services to children can register and utilize the Arizona Early Childhood Workforce Registry to track professional development. Additionally individuals seeking college scholarships and wage enhancements through First Things First funding are required to register. Early childhood educators employed at regulated programs participating in Quality First, Arizona's Quality Improvement and Rating System, are also required to track their professional development in the Arizona Workforce Registry.
[ ] No. If no, describe:

2.1.3 Total number of participants in the registry as of September 30, 2022 **26101**

2.2 Workforce Development

2.2.1 What supports did the lead agency make available to teachers/providers to help them progress in their education, professional development, and career pathway between October 1, 2021 and September 30, 2022 (check all that apply)? If available, how many people received each type of support?

[x] Scholarships (for formal education institutions) **1796**
[x] Financial bonus/wage supplements tied to education levels **444**
[x] Career advisors, mentors, coaches, or consultants   **1796**
[ ] Reimbursement for training
[ ] Loans
[ ] Substitutes, leave (paid or unpaid)for professional development
[ ] Other. Describe:
[ ] N/A. Describe:

2.2.2 What compensation and benefits improvements did the lead agency support for teachers/providers between October 1, 2021 and September 30, 2022 (check all that apply)? If available, how many people received each type of support?

[ ] Financial bonuses (not tied to education levels)
[ ] Salary enhancements/wage supplements
[ ] Health insurance coverage
[ ] Dental insurance coverage
[ ] Retirement benefits
[ ] Loan Forgiveness programs
[ ] Mental Health/Wellness programs
[x] Other. Describe:
The Essential Workers Child Care Scholarship was made available to essential workers in Licensed/Certified child care settings. This program served a total of 7,019 families with 19% being Licensed/Certified Child Care Provider or Worker.
[ ] N/A. Describe:

For questions 2.3 to 2.4 please report on the number of staff by qualification level as of September 30, 2022. Count only the highest level attained by staff.

2.3 Licensed child care providers	Licensed child care center directors	Licensed child care center teachers	Licensed family child care providers	If N/A, explain
a. Total number:	3743	21336	146	
b. How many had a Child Development Associate (CDA)?	135	508	27	
c. How many had an Associate's degree in an early childhood education field (e.g., psychology, human development, education)?	99	318	10	
d. How many had a Bachelor's degree in an early childhood education field (e.g., psychology, human development, education)?	164	560	0	
e. How many had a State child care credential?	0	0	0	The State of Arizona does not offer its own child care credential for staff qualification.
f. How many had State infant and toddler credentials?	0	0	0	The State of Arizona does not offer its own child care credential for infant and toddler credentials.

2.3 Licensed child care providers	Licensed child care center directors	Licensed child care center teachers	Licensed family child care providers	If N/A, explain
g. How many had an "other" degree? Define "other" degree: **Associate's or Bachelor's degree in the following fields:** **1. Child and Family Studies** **2. Consumer Studies** **3. Developmental Psychology** **4. Elementary Education** **5. Home Economics / Family and Consumer Sciences** **6. Human Development** **7. Human Ecology** **8. Human Services** **9. Nursing** **10. Psychology** **11. Public Health** **12. Social Work** **13. Sociology** **14. Special Education**	**200**	**335**	**8**	

2.4 Licensed CCDF providers	Licensed child care center directors who serve children who receive CCDF subsidy	Licensed child care center teachers who serve children who receive CCDF subsidy	Licensed family child care providers who serve children who receive CCDF subsidy	If N/A, explain
a. Total number:	**2024**	**11883**	**302**	

2.4 Licensed CCDF providers	Licensed child care center directors who serve children who receive CCDF subsidy	Licensed child care center teachers who serve children who receive CCDF subsidy	Licensed family child care providers who serve children who receive CCDF subsidy	If N/A, explain
b. How many had a Child Development Associate (CDA)?	115	270	18	
c. How many had an Associate's degree in an early childhood education field (e.g., psychology, human development, education)?	67	123	7	
d. How many had a Bachelor's degree in an early childhood education field (e.g., psychology, human development, education)?	73	203	0	
e. How many had a State child care credential?	0	0	0	The State of Arizona did not offer its own child care credential for staff qualification.
f. How many had State infant and toddler credentials?	0	0	0	The State of Arizona does not offer its own child care credential for infant and toddler credentials..

2.4 Licensed CCDF providers	Licensed child care center directors who serve children who receive CCDF subsidy	Licensed child care center teachers who serve children who receive CCDF subsidy	Licensed family child care providers who serve children who receive CCDF subsidy	If N/A, explain
g. How many had an "other" degree? Define "other" degree: **Associate's or Bachelor's degree in the following fields:** **1. Child and Family Studies** **2. Consumer Studies** **3. Developmental Psychology** **4. Elementary Education** **5. Home Economics / Family and Consumer Sciences** **6. Human Development** **7. Human Ecology** **8. Human Services** **9. Nursing** **10. Psychology** **11. Public Health** **12. Social Work** **13. Sociology** **14. Special Education**	**132**	**96**	**1**	

2.5 How many providers received the following additional forms of professional development and/or technical assistance from October 1, 2021 to September 30, 2022?

	Total	Licensed or registered center-based programs	License-exempt center-based programs	Licensed or registered family child care homes	License-exempt family child care homes (care in providers' home)	In-home (care in the child's own home)
a) Business practices	91	69	0	7	15	0
b) Mental health	995	886	30	57	22	0
c) Diversity, equity, and inclusion	365	327	4	22	12	0
d) Emergency Preparedness Planning	3777	3649	27	50	51	0
e) Other: **N/A**	0	0	0	0	0	0

2.6 Spending:

2.6.1 Did the lead agency spend funds from any of the following sources to support the **training and professional development** of the child care workforce during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	[x] Yes Amount spent $ **2796431.00** If yes, describe how funds were used: **Business Coaching (CTR054842)** **Professional Career Pathway Project (DI20-002268)** **Expulsion Prevention Service (ADES17-177951)** **CCDBG Topics Training (ADES17-172594)** [ ] No [ ] N/A Describe:

Funding source	Was this funding source used?
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	[ ] Yes Amount spent: $ If yes, describe source(s) of funding and how funds were used: [x] No [ ] N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:

2.7 Progress Update: Using the measures identified in 6.3.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to supporting the training and professional development of the child care workforce. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes:

During FFY2022, the Department provided access for child care providers to receive each of the following training and professional development opportunities. The data was collected through the required programmatic reports.

Health & Safety Training: 1028 trainings were offered supporting professional development for the CCDBG Health and Safety training topics. 12261 participants attended these training sessions. During the reporting period there was no change in trainings offered and an 8% increase in participants attending training from the previous fiscal year.

Health & Safety TA: 317 TA sessions were provided to support individuals and schools with the implementation of Health and Safety practices after attending Health and Safety training. During the reporting period there was a 223% increase in TA provided from the previous fiscal year.

Topic Specific Training: 351 trainings were offered supporting professional development related to a variety of early childhood education topics. 2302 participants attended these training sessions. During the reporting period there was a 21% decrease in training offered and a 36% decrease in participants attending training from the previous fiscal year.

Infant Toddler Training: 281 trainings were offered supporting professional development related to infant and toddler care. 1781 participants attended these training sessions. During the reporting period there was a 27% decrease in training offered and a 26% decrease in participants attending training from the previous fiscal year.

Infant Toddler TA: 28 TA sessions were provided to support individuals and schools that attended trainings related to infant and toddler care. During the reporting period there was a 21% increase in TA provided from the previous fiscal year.

Expulsion Prevention Training: 920 trainings were offered supporting professional development related to mental health wellness of children and adults. 14727 participants attended these training sessions. During the reporting period there was a 45% increase in

training offered and a 216% increase in participants attending trainings from the previous fiscal year.

Expulsion Prevention TA: 348 TA sessions were provided to support individuals and schools after attending trainings related to supporting mental health wellness of children and adults. During the reporting period there was a 6% decrease in TA provided from the previous fiscal year.

Professional Career Pathway Project: 728 scholarships were awarded in FFY2022 resulting in an 51% increase from the previous fiscal year.

Child Care Education Institute(CCEI) Training: Approximately 9,184 providers received access to complete health and safety training through CCEI.

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 Were any changes or updates made to the State or Territory's early learning and development guidelines during October 1, 2021 to September 30, 2022?

[ ] Yes. If yes, describe changes or updates:
[x] No
[ ] N/A   Describe:

3.2 Spending:

3.2.1 Did the lead agency spend funds from any of the following sources on the **development or implementation of early learning and development guidelines** during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	[ ] Yes Amount spent: $ If yes, describe source(s) of funding and how funds were used: [x] No [ ] N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:

Funding source	Was this funding source used?
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	[x] Yes Amount spent $ **13992479.00** If yes, describe how funds were used: **High Quality Early Learning (DS22-003410)** [ ] No [ ] N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:

3.3 Progress Update: Using the measures identified in section 6.4 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to improving early learning and development guidelines. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes:

The Arizona Department of Education provides synchronous and asynchronous training relative to the Early Learning Standards, Infant Toddler Developmental Guidelines, and Program Guidelines for High Quality Early Education. These trainings are offered free of charge statewide to all early childhood care and education providers. Approximately 5,400 participants were successfully trained during the period of October 1, 2021 through September 30, 2022.

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 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, 2021 to September 30, 2022?

[x] The lead agency QRIS is <u>operating state- or territory-wide.</u>
Please describe all QRIS tiers and which tiers are considered high quality care:
Quality First ratings are based on assessments from two tools:

Environment Rating Scales (ERS) are used to assess components of a program's learning environment such as arrangement of indoor and outdoor space, materials and activities, and use of language on a 1 to 7 scale. There are three ERS used in Quality First
> Early Childhood Environment Rating Scale-3 (ECERS-3rd Edition), which is used in center-based preschool aged classrooms;
> Infant-Toddler Environment Rating Scale-3 (ITERS-3rd Edition), which is used in center-based infant and toddler classrooms;
> Family Child Care Environment Rating Scale-3 (FCCERS-3rd Edition), which is used in family child care programs.

Classroom Assessment Scoring Systems™ (CLASS™) examines the quality of the interaction between teachers and children. Quality First uses:
> CLASS Pre-K in classrooms and family child care homes for 3- and 5-year-olds, which includes three domains: emotional support, classroom organization, and instructional support.
> CLASS Toddler in classrooms and family child care homes for toddlers 15 - 35 months, which includes two domains: emotional and behavior support.
> CLASS Infant in classrooms and family child care homes for infants birth - 18 months of age, which includes one domain, focusing on verbal and physical interactions between infants and caregivers, including during periods of routine care.

The Quality First Rating Scale is based on 5 distinct levels of quality, with a 3, 4, or 5 star denoting an achievement of quality.

The Quality First Rating Scale can be found on page 13 of the Quality First Participant Guide (https://qualityfirstaz.com/providers/wp-content/uploads/2022/07/Participant-Guide-SFY23.pdf)

[ ] The lead agency QRIS is <u>operating a pilot </u>(e.g., in a few localities, or only a few levels) but not fully operating state- or territory-wide.
   Please describe all QRIS tiers and which tiers are considered high quality care:

[ ] The lead agency is operating another system of quality improvement.
   Describe this system and your definition of high quality care, which may include assessment scores, accreditation, or other metrics:

[ ] The lead agency <u>does not have a QRIS or other system of quality improvement</u>.
   Please include your definition of high quality care:

4.2 What types of providers participated in the QRIS or other system of quality improvement during October 1, 2021 to September 30, 2022 (check all that apply)?

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

4.3 For each setting, indicate the number of providers eligible to participate in the QRIS or other system of quality improvement and the number of providers participating as of September 30, 2022?

	Licensed child care centers	License-exempt child care centers	Licensed family child care homes	License-exempt family child care homes	In-home (care in the child's own home)	Programs serving children who receive CCDF subsidy	Other, Describe:
a. Number of providers eligible for QRIS or other system of quality improvement	2365	120	256	35	0	1669	
b. Number of providers participating in QRIS or other system of quality improvement	1045	45	83	37	0	867	
c. N/A, describe							

4.4 Is participation in the QRIS or other system of quality improvement mandatory for any group of providers?

[ ] Yes (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:

[x] No.

[ ] N/A Describe

4.5 Enter the number of programs that met the lead agency's high quality definition as of September 30, 2022:

    a) Licensed child care centers **940**
    b) License-exempt child care centers **0**
    c) Licensed family child care homes **112**
    d) License-exempt family child care homes (care in providers' home) **47**
    e) In-home (care in the child's own home) **0**
    f) Programs serving children who receive CCDF subsidy **651**
  [ ] N/A. Describe

4.6 Enter the number of CCDF children in high quality care by age grouping as of September 30, 2022:

  a. Total number of CCDF children in high quality care **13905**
    i. Infant **2522**

      Define age range: from **0** weeks [ ] months [x] years [ ] through **11** weeks [ ] months [x] years [ ]

    ii. Toddler **4417**

      Define age range: from **1** weeks [ ] months [ ] years [x] through **2** weeks [ ] months [ ] years [x]

    iii. Preschool **4286**
      Define age range: from **3** weeks [ ] months [ ] years [x] through **5** weeks [ ] months [ ] years [x]

    iv. School-age **2680**
      Define age range: from **6** weeks [ ] months [ ] years [x] through **13** weeks [ ] months [ ] years [x]

  b. Other. Describe
  c. N/A. Describe:

4.7 Did the lead agency provide one-time grants, awards or bonuses connected to (or related to) QRIS or other system of quality improvement during October 1, 2021 to September 30, 2022? If yes, how many were provided to the following types of programs during October 1, 2021 to September 30, 2022?

[ ] Yes, the following programs received grants.
- a. Licensed child care centers
- b. License-exempt child care centers
- c. Licensed family child care homes
- d. License-exempt family child care homes (care in providers' home)
- e. In-home (care in the child's own home)
- f. Programs serving children who receive CCDF subsidy

[x] No.

[ ] N/A. Describe:

4.8 Did the lead agency provide on-going or periodic quality stipends (e.g. annual participation bonus, recurring bonuses for maintaining quality level) connected to (or related to) QRIS or other system of quality improvement during October 1, 2021 to September 30, 2022? If yes, how many programs received on-going or periodic quality stipends connected to (or related to) QRIS or other system of quality improvement during October 1, 2021 to September 30, 2022?

[x] Yes, the following programs received stipends.
- a. Licensed child care centers **1013**
- b. License-exempt child care centers **45**
- c. Licensed family child care homes **83**
- d. License-exempt family child care homes (care in providers' home) **34**
- e. In-home (care in the child's own home) **0**
- f. Programs serving children who receive CCDF subsidy **860**

[ ] No.

[ ] N/A. Describe:

4.9 Did the lead agency provide higher subsidy rates (included tiered rates) related to the QRIS or other quality rating system during October 1, 2021 to September 30, 2022? If so, how many programs received higher subsidy payment rates due to their QRIS rating during October 1, 2021 to September 30, 2022?

[x] Yes, the following programs received higher subsidy rates.
- a. Licensed child care centers **513**
- b. License-exempt child care centers **0**
- c. Licensed family child care homes **74**
- d. License-exempt family child care homes (care in providers' home) **38**
- e. In-home (care in the child's own home) **0**
- f. Programs serving children who receive CCDF subsidy **625**

[ ] No.

[ ] N/A. Describe:

4.10   Did the lead agency provide ongoing technical assistance related to the QRIS or other quality rating system during October 1, 2021 to September 30, 2022? If so, how many programs received ongoing technical assistance during October 1, 2021 to September 30, 2022?

[x] Yes, the following programs received ongoing technical assistance.
   a. Licensed child care centers **1013**
   b. License-exempt child care centers **45**
   c. Licensed family child care homes **83**
   d. License-exempt family child care homes (care in providers' home) **34**
   e. In-home (care in the child's own home) **0**
   f. Programs serving children who receive CCDF subsidy **860**

[ ] No.

[ ] N/A. Describe:

4.11   Spending:

4.11.1 Did the lead agency spend funds from any of the following sources to support **QRIS or other quality rating systems** during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	[ ] Yes Amount spent: $ If yes, describe source(s) of funding and how funds were used: [x] No [ ] N/A Describe:

Funding source	Was this funding source used?
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	[x] Yes Amount spent $ **5091548.00** If yes, describe how funds were used: **First Things First Quality First Expansion Activities (CTR056165)** [ ] No [ ] N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:

4.12   Progress Update: Using the measures identified in section 7.3.6 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to Developing, implementing, or enhancing a quality rating and improvement system (QRIS) and other transparent system of quality indicator. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes.

Arizona funded the expansion of Quality First - the state's QRIS from birth to 5 impacting 395 regulated child care providers through September 2022. This number includes any program that was funded for any part of that federal fiscal year. Some programs declined, while some programs were subsequently funded through other sources. Excluding the declined programs and those that were switched to other funding available, a total of 200 child care providers are enrolled and another 83 are moving through the enrollment process.

5) Improving the supply and quality of child care programs 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 Provide the total number of state or territory-funded infant toddler specialists available to providers during October 1, 2021 to September 30, 2022.

[ ] Yes, specialists are available.
   a. Number of specialists available to all providers
   b. Number of specialists available to providers serving children who receive CCDF
   c. Number of specialists available specifically trained to support family child care providers
   d. Number of providers served
   e. Total number of children reached

[ ] No, there are no funded specialists.

[x] N/A. Describe:

There is no data available for specific coaching related to infant and toddler practices. The Quality First model includes on-site coaching that is inclusive of infant and toddler care and education. In addition to on-site coaching, ECE programs enrolled in Quality First receive classroom assessments focused on infants and toddlers including the Infant Toddler Environment Rating Scale, CLASS Infant, and CLASS Toddler. Each assessment is conducted by a reliable assessor and a formal written report is provided to the program and Quality First coach.

5.2 Please provide the total number of programs receiving state or territory-funded on-site coaching in infant and toddler practice and the percentage of these programs that served CCDF children.

	Licensed child care centers	License-exempt child care centers	Licensed family child care homes	License-exempt family child care homes	In-home (care in the child's own home) providers
a. Number of programs receiving on-site coaching	0	0	0	0	0

	Licensed child care centers	License-exempt child care centers	Licensed family child care homes	License-exempt family child care homes	In-home (care in the child's own home) providers
b. Percent of total programs receiving on-site coaching that served children who receive CCDF	0%	0%	0%	0%	0%
c. N/A, describe					

5.3 How did the lead agency promote and expand child care providers' ability to provide developmentally appropriate services for infants and toddlers during October 1, 2021 to September 30, 2022?

[x] Infant/toddler health consultants available. Describe:

While not explicit to Infants and Toddlers, all ECE programs participating in Quality First (QRIS) have access to a Child Care Health Consultant that provides training and technical assistance.

[x] Infant/toddler mental health consultants available. Describe:

While not explicit to Infants and Toddlers, ECE programs in 15 regions across the state have access to an Early Childhood Mental Health Consultant that provides training and technical assistance.

[x] Coordination with early intervention specialists providing services under Part C of the Individuals with Disabilities Education Act. Describe:

The Arizona Early Intervention Program (AzEIP) within the Lead Agency has established its Interagency Coordinating Council (ICC) for Infants and Toddlers. The ICC advises and assists AzEIP and its partner agencies to administer, promote, coordinate, and improve early intervention for families and professionals. The ICC and the Lead Agency collaborate in the following areas: 1) The full participation, coordination, and cooperation of all appropriate public agencies involved with early intervention; 2) Seeking information about any federal, state, or local policies that facilitate and/or impede timely service delivery and taking steps to ensure problems are resolved; and 3) Preparation and submission of the annual report to the Governor and the Secretary on the status of early intervention service programs operated within the state.

[ ] Other. Describe:

[ ] N/A. Describe:

5.5 Provide the number of staffed family child care networks supported by CCDF funds through direct agreement with a centralized hub or community-based agency during October 1, 2021 to September 30, 2022.

[x] Number of staffed family child care networks: **0**

> o   Describe what the hub provides to participating family child care providers:
> **We do not have staffed family child care networks supported by CCDF funds in Arizona.**

[x] No staffed family child care networks supported by CCDF funds.

[ ] N/A. Describe:

5.6 Spending

5.6.1 Did the lead agency spend funds from any of the following sources, in addition to the 3% infant and toddler set-aside, to <u>improve the supply and quality of child care programs and services for infants and toddlers</u> during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	[x] Yes Amount spent $ **6889434.00** If yes, describe how funds were used: **The funds were used for infant/toddler training and quality enhanced rates that were in excess of the required 3%.** [ ] No [ ] N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	[x] Yes Amount spent: $ **6896554.00** If yes, describe source(s) of funding and how funds were used: **The funds were used by First Things First for Quality First Scholarships.** [ ] No [ ] N/A Describe:

Funding source	Was this funding source used?
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	[x] Yes Amount spent $ **224329.00** If yes, describe how funds were used: **The funds were used for quality rates/tiered reimbursement for infants/toddlers in the child care for essential workers and the returning workers programs.** [ ] No [ ] N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:

5.7 Progress Update: Using the measures identified in section 7.4.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to improving the supply and quality of child care programs for infants and toddlers. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes.

Arizona funded the expansion of Quality First - the state's QRIS from birth to 5 impacting 395 regulated child care providers through September 2022. This number includes any program that was funded for any part of that federal fiscal year. Some programs declined, while some programs were subsequently funded through other sources. Excluding the declined programs and those that were switched to other funding available, a total of 200 child care providers are enrolled and another 83 are moving through the enrollment process.

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 Describe how CCDF quality funds were used to establish, expand, modify, or maintain a statewide system of child care resource and referral services during October 1, 2021 to September 30, 2022.

During FFY2022, the CCDF quality funds were used to maintain and continue building the capacity for and supporting the activities provided by Child Care Resource & Referral statewide, which includes consumer education website, child care information line (toll-free number), community education and engagement services, and providing other resources to the public.

Child Care Information Line (CCIL):
The CCR&R made an investment in new technology, Verizon's Contact Center Hub, which tailors better to a more mobile workforce. The Verizon system went live in April 2022. The Verizon Contact Center Hub provides the CCIL Specialists more flexibility to work from remote locations allowing them to immediately assist more families with their child care needs.

In-person Services at local Department of Economic Security (DES) Offices:
The CCR&R Community Engagement Specialists serve the CCDF eligible families and general public in person at DES Division of Child Care offices in Flagstaff, Casa Grande, Sierra Vista, and Yuma. The Specialists work with the DES office staff to look for collaboration opportunities on a regular basis.

CCR&R Provider Database & Website Enhancements and Improvements:
The following enhancements were implemented for the CCR&R website online search engine: 1) hyperlink child care provider business names directly to their website; and 2) adding the ability to search by days of the week to the Advanced Search Criteria. The enhancements improved the efficacy of the online search tool. In the provider database, the field where elementary schools are listed has now been alphabetized by city and school name. This provides great ease of locating schools for the CCR&R staff when updating provider's profiles to ensure that the information is current, thus providing

families with up-to-date information.

Community Partnerships:
The CCR&R partnered with the Pima County government to track centers and homes that receive Pima Early Education Program Scholarships. This helped CCR&R to connect with families in the County with children ages three, four, or five years and with a child care program that offers the scholarships. The CCR&R also partnered with Children's Action Alliance (CAA), the United Way of Tucson Southern Arizona, and YWCA of Tucson to conduct research on family child care support groups for Spanish speaking providers. The goal was to identify barriers and challenges in the family child care system and for CAA to make policy recommendations to support family child care homes in Arizona.

Outreach to Providers:
The CCR&R conducted outreach to providers to raise awareness and provide support in getting them connected with the Child Care Stabilization Grants and Workforce Recruitment and Retention Grants.

Social Media and Marketing:
A new marketing campaign called ⬛Little Moments. Big Impact.⬛ was launched this year to prioritize access to quality child care focused on strengthening our DES Certified Family Child Care Provider network, and draw attention to the incredible work of Arizona's child care professionals. The campaign reached the public through radio, printed ads, billboards, and social media such as Facebook, Instagram, and Twitter in addition to Arizona's CCR&R website.

Recruitment Strategies for CCR&R Registered Providers to become DES Certified:
The CCR&R Registered Providers are not eligible to care for CCDF eligible children. Continuing efforts are made to recruit them to become DES certified so that they can serve CCDF children.

6.2 Spending

6.2.1 Did the lead agency spend funds from any of the following sources to **establish, expand, modify, or maintain a statewide CCR&R** during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	[x] Yes Amount spent $ **1078016.00** If yes, describe how funds were used: **The funds were used for the CCR&R contract.** [ ] No [ ] N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	[ ] Yes Amount spent: $ If yes, describe source(s) of funding and how funds were used: [x] No [ ] N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:

Funding source	Was this funding source used?
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:

6.3 Progress Update: Using the measures identified in section 7.5.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to establishing, expanding, modifying, or maintaining a statewide system of child care resource and referral services. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes.

In addition to the narrative description of how the funds were used to establish, expand, modify, or maintain the CCR&R services provided in Section 6.1, the following data is collected to monitor the progress of activities provided by CCR&R.

25,194 individuals seeking child care services were served through the CCR&R website.
2,379 individuals seeking child care services were served through the CCR&R call center.
425 expulsion prevention support requests were received through the CCR&R website.
52 registered providers are currently listed in the CCR&R database.
13 registered provider orientations were held.
190 community outreach and networking events were held.

Through the events, the Community Engagement Specialist spoke with 6,032 attendees and raised awareness of CCR&R and its services.

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 **Has the lead agency aligned CCDF health and safety standards with the following?**

a. Licensing standards

   [x] Yes.

   [ ] No. If not, describe why:

b. Caring for Our Children Basics

   [x] Yes.

   [ ] No. If not, describe why:

c. Head Start

   [ ] Yes.

   [x] No. If not, describe why:

The lead agency and Head Start both utilize and have aligned their health and safety training with the caring for our children basics. No further alignment has been completed thus far.

d. State pre-k

   [ ] Yes.

   [x] No. If not, describe why:

Not all pre-k programs in Arizona are required to be licensed by the Arizona Department of Health Services. If programs are licensed, their health and safety standards are aligned with CCDF health and safety standards. All pre-k programs that are funded through the State CCDF are aligned with CCDF health and safety standards.

7.2 **Complaints regarding child care providers received during October 1, 2021 to September 30, 2022**

7.2.1 How many complaints were received regarding providers during October 1, 2021 to September 30, 2022?

a. Licensed providers **676**

b. License-exempt providers **7**

7.2.2 What was the average length of time between receiving the complaint and taking steps to respond to a complaint during October 1, 2021 to September 30, 2022?
   The average length of time between receiving the complaint and taking steps to

respond to a complain for licensed child care providers was 16 days; and for license-exempt child care providers was 1 day.

7.2.3 How many complaints received an on-site follow-up inspection during October 1, 2021 to September 30, 2022? **560**

7.2.4 How many of the complaints resulted in one or more *substantiated* violations in the program or provider site identified during October 1, 2021 to September 30, 2022? **198**

7.2.5 How many child care providers had CCDF funding revoked as a result of an inspection during October 1, 2021 to September 30, 2022? **1**

7.2.6 How many child care providers closed as a result of an inspection during October 1, 2021 to September 30, 2022? **7**

7.2.7 Please provide any additional information regarding health and safety complaints and inspections in the state or territory during October 1, 2021 to September 30, 2022: **The Lead Agency does not have any additional information regarding health and safety complaints or inspections in the State or territory during FFY2022.**

7.3 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, 2021 to September 30, 2022?

a. Licensed center-based programs **0**
b. License-exempt center-based programs **0**
c. Licensed family child care homes **0**
d. License-exempt family child care homes (care in providers' home) **84**
e. In-home (care in the child's own home) **1**
f. **[x]** N/A   Describe:
    Please note all licensed center-based and licensed family child care programs receive technical assistance during the on-site inspection visits to ensure adherence and understanding to the health and safety standards. The license-exempt family childcare and in-home providers only receive technical assistance if a violation is observed.

7.5 Spending:

7.5.1 Did the lead agency spend funds from any of the following sources on facilitating compliance with lead agency requirements for inspections, monitoring, health and safety standards and training, and lead agency licensing standards during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	[x] Yes Amount spent $ **2609372.00** If yes, describe how funds were used: **The funds were used to support licensing through the Arizona Department of Health Services and various health and safety training contracts.** [ ] No [ ] N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	[x] Yes Amount spent: $ **3788900.00** If yes, describe source(s) of funding and how funds were used: **The funds were used to support child care licensing costs under Arizona Department of Health Services.** [ ] No [ ] N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	[x] Yes Amount spent $ **1266015.00** If yes, describe how funds were used: **The funds were used to support child care licensing costs under Arizona Department of Health Services.** [ ] No [ ] N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:

Funding source	Was this funding source used?
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	[ ]Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:

7.6 Progress Update: Using the measures identified in section 7.6.3 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes.

All licensed center and home based child care providers receive an annual inspection visit. All license-exempt family child care homes and in-home providers receive biennial inspections to ensure their compliance with the state regulations including health and safety requirements. Any findings resulting from the inspection are available to the public on the CCR&R website. The Lead Agency continues to collaborate with the Arizona Early Childhood Workforce Registry to develop tools to monitor health and safety training compliance. The Mapping data that was developed in the previous year has been helpful in illustrating the status of compliance with the health and safety training requirements by the CCDF child care providers and individuals working for the CCDF programs. In addition, a new report to track ongoing training requirements was developed this year. The report will not only show the compliance status but also contains the up-to-date training hours for each individual that make it easy for the monitoring agencies to assess trends and detect possible future non-compliance. The data is also used by the Lead Agency and training contractors to inform strategies that support child care providers with health and safety training compliance in addition to any actions necessary to enforce adherence for the Provider Registration Agreement.

8) Evaluating and assessing the quality of child care programs in the state or territory, 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 **What measure(s) or tool(s) and studies did the lead agency use to evaluate and assess the quality of programs and effective practice in center-based programs during October 1, 2021 to September 30, 2022?**

[x] To measure program quality, describe:

There are two assessment tools used to measure the quality of programs in the state which are listed below.

Environment Rating Scales 3 - (ERS - 3rd Edition) - The Environment Rating Scales (https://ers.fpg.unc.edu/environment-rating-scales) are observational tools used to assess the quality of the environment in early care settings. Observations using the Environment Rating Scales provide a brief snapshot of the classroom environment, as well as the children's experiences in that classroom.

There are two versions of the Environment Rating Scales utilized by Quality First for center-based programs, each designed to assess a specific age group and early care setting.
Early Childhood Environment Rating Scale (ECERS) This scale is designed to assess the quality of preschool environments (children 2 ½ - 5 years of age) located in center-based child care settings.
Infant Toddler Environment Rating Scale (ITERS) This scale is designed to assess the quality of care environments serving children birth to 30 months of age and is used in infant and toddler center-based child care settings.

Assessors are trained to reliability in using the tool to fidelity. All assessors have ongoing reliability checks to ensure fidelity drift has not occurred. If an assessor falls below the reliability threshold (85% reliable) they are removed from conducting assessments until they achieve the expected reliability.

Classroom Assessment Scoring System (CLASS) - The Classroom Assessment Scoring System (CLASS Pre-K; Pianta, La Paro, & Hamre, 2005) is a system for observing and assessing the quality of interactions between teachers and students in infant, toddler and preschool classrooms.

The Classroom Assessment Scoring System (CLASS) is used when the ERS average program score is 3.0 or above, with no individual classroom scoring below a 2.5, or when a program is currently accredited by a national accrediting organization or federally recognized as a Head

Start program. The Classroom Assessment Scoring System (CLASS Pre-K; Pianta, La Paro, & Hamre, 2005) is a system for observing and assessing the quality of interactions between teachers and students in infant, toddler and preschool classrooms. The CLASS examines social-emotional and instructional interactions that contribute to students' social competence and academic achievement in center and home-based programs serving children from birth to 5 years of age.

There are three versions of the Classroom Assessment Scoring System that Quality First currently uses.
CLASS Pre-K: This scale is designed to assess the quality of interactions within preschool environments (children 3 - 5 years of age) located in center-based and family childcare settings.
CLASS Toddler: This scale is designed to assess the quality of interactions within toddler environments (children 15 - 35 months of age) located in center-based and family child care settings.
CLASS Infant: This scale is designed to assess the quality of interactions within infant environments (children birth -18 months of age) located in center-based and family child care settings.

Assessors are trained to reliability in using the tool to fidelity. All assessors have ongoing reliability checks to ensure fidelity drift has not occurred. If an assessor falls below the reliability threshold (80% reliable) they are removed from conducting assessments until they achieve the expected reliability.

Upon completion of the classroom observations, a program's scores are calculated and result in a Quality First Star Rating. The Quality First Rating Scale can be found on page 13 of the Quality First Participant Guide (https://qualityfirstaz.com/providers/wp-content/uploads/2022/07/Participant-Guide-SFY23.pdf)

   [x] To measure effective practice, describe:
There are two assessment tools used to measure the quality of programs in the state which are listed below.

Environment Rating Scales 3 - (ERS - 3rd Edition) - The Environment Rating Scales (https://ers.fpg.unc.edu/environment-rating-scales) are observational tools used to assess the quality of the environment in early care settings. Observations using the Environment Rating Scales provide a brief snapshot of the classroom environment, as well as the children's experiences in that classroom.

There are three versions of the Environment Rating Scales utilized by Quality First for center-based programs, each designed to assess a specific age group and early care setting.
Early Childhood Environment Rating Scale (ECERS) This scale is designed to assess the quality of preschool environments (children 2 ½ - 5 years of age) located in center-based child care settings.
Infant Toddler Environment Rating Scale (ITERS) This scale is designed to assess the quality of care environments serving children birth to 30 months of age and is used in infant and toddler center-based child care settings.
Family Child Care Environment Rating Scale (FCCERS) This scale is designed to assess family child care programs conducted in a provider's home serving children from birth through school age.

Assessors are trained to reliability in using the tool to fidelity. All assessors have ongoing reliability checks to ensure fidelity drift has not occurred. If an assessor falls below the reliability threshold (85% reliable) they are removed from conducting assessments until they achieve the expected reliability.

Classroom Assessment Scoring System (CLASS) - The Classroom Assessment Scoring System (CLASS Pre-K; Pianta, La Paro, & Hamre, 2005) is a system for observing and assessing the quality of interactions between teachers and students in infant, toddler and preschool classrooms.

The Classroom Assessment Scoring System (CLASS) is used when the ERS average program score is 3.0 or above, with no individual classroom scoring below a 2.5, or when a program is currently accredited by a national accrediting organization or federally recognized as a Head Start program. The Classroom Assessment Scoring System (CLASS Pre-K; Pianta, La Paro, & Hamre, 2005) is a system for observing and assessing the quality of interactions between teachers and students in infant, toddler and preschool classrooms. The CLASS examines social-emotional and instructional interactions that contribute to students' social competence and academic achievement in center and home-based programs serving children from birth to 5 years of age.

There are three versions of the Classroom Assessment Scoring System that Quality First currently uses.
CLASS Pre-K: This scale is designed to assess the quality of interactions within preschool environments (children 3 - 5 years of age) located in center-based and family childcare settings.
CLASS Toddler: This scale is designed to assess the quality of interactions within toddler environments (children 15 - 35 months of age) located in center-based and family child care

settings.

CLASS Infant: This scale is designed to assess the quality of interactions within infant environments (children birth-18 months of age) located in center-based and family child care settings.

Assessors are trained to reliability in using the tool to fidelity. All assessors have ongoing reliability checks to ensure fidelity drift has not occurred. If an assessor falls below the reliability threshold (80% reliable) they are removed from conducting assessments until they achieve the expected reliability.

Upon completion of the classroom observations, a program's scores are calculated and result in a Quality First Star Rating. The Quality First Rating Scale can be found on page 13 of the Quality First Participant Guide (https://qualityfirstaz.com/providers/wp-content/uploads/2022/07/Participant-Guide-SFY23.pdf

[x] To measure age appropriate child development, describe:
As an addition to the program assessment and environmental rating tools described in the above sections, the Arizona Kindergarten Entry Assessment (KEA) was launched in FY22 to measure age appropriate child development. The KEA is currently in the baseline year, which includes training for practitioners and the ability to access the tool. Districts will be assessing 25% of kindergarten students during the baseline year and all Kindergarten students in 2023-24 school year. Teaching Strategies Gold (TSG) is currently required for all Arizona Department of Education funded High Quality Early Learning Programs (HQEL) as well as public school district early childhood special education programs. We do not have TSG data for HQEL programs during FFY2022.

[ ] Other, describe:
[ ] N/A. Describe:

8.2   What measure(s) or tool(s) and studies did the lead agency use to evaluate and assess the quality of programs and effective practice in family child care programs during October 1, 2021 to September 30, 2022?

[x] To measure program quality, describe:
There are two assessment tools used to measure the quality of family child care programs in the state which are listed below.

Environment Rating Scales 3 - (ERS - 3rd Edition) - The Environment Rating Scales (https://ers.fpg.unc.edu/environment-rating-scales) are observational tools used to assess the

quality of the environment in early care settings. Observations using the Environment Rating Scales provide a brief snapshot of the classroom environment, as well as the children's experiences in that classroom.

There is one version of the Environment Rating Scales utilized by Quality First for home-based programs, each designed to assess a specific age group and early care setting.
Family Child Care Environment Rating Scale (FCCERS) This scale is designed to assess family child care programs conducted in a provider's home serving children from birth through school age.

Assessors are trained to reliability in using the tool to fidelity. All assessors have ongoing reliability checks to ensure fidelity drift has not occurred. If an assessor falls below the reliability threshold (85% reliable) they are removed from conducting assessments until they achieve the expected reliability.

Classroom Assessment Scoring System (CLASS) - The Classroom Assessment Scoring System (CLASS Pre-K; Pianta, La Paro, & Hamre, 2005) is a system for observing and assessing the quality of interactions between teachers and students in infant, toddler and preschool classrooms.

The Classroom Assessment Scoring System (CLASS) is used when the ERS average program score is 3.0 or above, with no individual classroom scoring below a 2.5, or when a program is currently accredited by a national accrediting organization or federally recognized as a Head Start program. The Classroom Assessment Scoring System (CLASS Pre-K; Pianta, La Paro, & Hamre, 2005) is a system for observing and assessing the quality of interactions between teachers and students in infant, toddler and preschool classrooms. The CLASS examines social-emotional and instructional interactions that contribute to students' social competence and academic achievement in center and home-based programs serving children from birth to 5 years of age.

There are three versions of the Classroom Assessment Scoring System that Quality First currently uses.
CLASS Pre-K: This scale is designed to assess the quality of interactions within preschool environments (children 3 - 5 years of age) located in center-based and family childcare settings.
CLASS Toddler: This scale is designed to assess the quality of interactions within toddler environments (children 15 - 35 months of age) located in center-based and family child care settings.
CLASS Infant: This scale is designed to assess the quality of interactions within infant

environments (children birth-18 months of age) located in center-based and family child care settings.

Assessors are trained to reliability in using the tool to fidelity. All assessors have ongoing reliability checks to ensure fidelity drift has not occurred. If an assessor falls below the reliability threshold (80% reliable) they are removed from conducting assessments until they achieve the expected reliability.

Upon completion of the classroom observations, a program's scores are calculated and result in a Quality First Star Rating. The Quality First Rating Scale can be found on page 13 of the Quality First Participant Guide (https://qualityfirstaz.com/providers/wp-content/uploads/2022/07/Participant-Guide-SFY23.pdf)

[x] To measure effective practice, describe:
There are two assessment tools used to measure the quality of family child care programs in the state which are listed below.

Environment Rating Scales 3 - (ERS - 3rd Edition) - The Environment Rating Scales (https://ers.fpg.unc.edu/environment-rating-scales) are observational tools used to assess the quality of the environment in early care settings. Observations using the Environment Rating Scales provide a brief snapshot of the classroom environment, as well as the children's experiences in that classroom.

There is one version of the Environment Rating Scales utilized by Quality First for home-based programs, each designed to assess a specific age group and early care setting.
Family Child Care Environment Rating Scale (FCCERS) This scale is designed to assess family child care programs conducted in a provider's home serving children from birth through school age.

Assessors are trained to reliability in using the tool to fidelity. All assessors have ongoing reliability checks to ensure fidelity drift has not occurred. If an assessor falls below the reliability threshold (85% reliable) they are removed from conducting assessments until they achieve the expected reliability.

Classroom Assessment Scoring System (CLASS) - The Classroom Assessment Scoring System (CLASS Pre-K; Pianta, La Paro, & Hamre, 2005) is a system for observing and assessing the quality of interactions between teachers and students in infant, toddler and preschool classrooms.

The Classroom Assessment Scoring System (CLASS) is used when the ERS average program score is 3.0 or above, with no individual classroom scoring below a 2.5, or when a program is currently accredited by a national accrediting organization or federally recognized as a Head Start program. The Classroom Assessment Scoring System (CLASS Pre-K; Pianta, La Paro, & Hamre, 2005) is a system for observing and assessing the quality of interactions between teachers and students in infant, toddler and preschool classrooms. The CLASS examines social-emotional and instructional interactions that contribute to students' social competence and academic achievement in center and home-based programs serving children from birth to 5 years of age.

There are three versions of the Classroom Assessment Scoring System that Quality First currently uses.
CLASS Pre-K: This scale is designed to assess the quality of interactions within preschool environments (children 3 - 5 years of age) located in center-based and family childcare settings.
CLASS Toddler: This scale is designed to assess the quality of interactions within toddler environments (children 15 - 35 months of age) located in center-based and family child care settings.
CLASS Infant: This scale is designed to assess the quality of interactions within infant environments (children birth-18 months of age) located in center-based and family child care settings.

Assessors are trained to reliability in using the tool to fidelity. All assessors have ongoing reliability checks to ensure fidelity drift has not occurred. If an assessor falls below the reliability threshold (80% reliable) they are removed from conducting assessments until they achieve the expected reliability.

Upon completion of the classroom observations, a program's scores are calculated and result in a Quality First Star Rating. The Quality First Rating Scale can be found on page 13 of the Quality First Participant Guide (https://qualityfirstaz.com/providers/wp-content/uploads/2022/07/Participant-Guide-SFY23.pdf)

   [x] To measure age appropriate child development, describe:
As an addition to the program assessment and environmental rating tools described in the above sections, the Arizona Kindergarten Entry Assessment (KEA) was launched in SFY22 to measure age appropriate child development. The KEA is currently in the baseline year, which includes training for practitioners and the ability to access the tool. Districts will be assessing 25% of kindergarten students during the baseline year and all Kindergarten students in 2023-24

school year. Arizona currently does not have any assessment tools in place to measure age appropriate child development for home-based child care providers.

[ ] Other, describe:
[ ] N/A. Describe:

8.3 Spending:

8.3.1 Did the lead agency spend funds from any of the following sources on **evaluating and assessing the quality of child care programs, practice, or child development** during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	[ ] Yes Amount spent $ If yes, describe how funds were used: **[x]** No [ ] N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	**[x]** Yes Amount spent: $ **10588869.00** If yes, describe source(s) of funding and how funds were used: **The funds were used for quality coaching, quality assessment, and quality academy through First Things First.** [ ] No [ ] N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	[ ] Yes Amount spent $ If yes, describe how funds were used: **[x]** No [ ] N/A Describe:

Funding source	Was this funding source used?
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:

8.4 Progress Update: Using the measures identified in section 7.7.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to evaluating and assessing the quality of child care programs in the state or territory, including evaluating how programs positively impact children. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes.

The number of quality providers serving CCDF funded children as of September 2022 was 672, which was a 17% increase compared to FFY2021. Arizona funded the expansion of Quality First - the state's QRIS for Birth-5 impacting an estimated 800 child care providers through June 30, 2023. As of September 30, 2022, 409 childcare providers have been selected to enter the Quality First program through this expansion funding.

9) Supporting 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 How many providers did the lead agency support in their pursuit of accreditation during October 1, 2021 to September 30, 2022?

[x] Yes, providers were supported in their pursuit of accreditation
   a. Licensed center-based programs **6**
   b. License-exempt center-based programs **0**
   c. Licensed family child care homes **0**
   d. License-exempt family child care homes (care in providers' home) **0**
   e. Programs serving children who receive CCDF subsidy **0**

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

[ ] N/A. Describe:

9.2 Spending

9.2.1 Did the lead agency spend funds from any of the following sources on **accreditation** during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	[ ] Yes Amount spent: $ If yes, describe source(s) of funding and how funds were used: [x] No [ ] N/A Describe:

Funding source	Was this funding source used?
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	[x] Yes Amount spent $ **800.00** If yes, describe how funds were used: **Start of the state-level accreditation process for the school age program through Arizona Center for Afterschool Excellence.** [ ] No [ ] N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:

9.3 Progress Update: Using the measures identified in section 7.8.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to supporting providers in the voluntary pursuit of accreditation. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes.

The contract to support child care providers in the voluntary pursuit of accreditation that are targeted school age programs was awarded to the Arizona Center for Afterschool

Excellence, impacting an estimated 2,000 child care providers through June 30, 2023. The contract was executed at the end of FFY2021. During the FFY2022, the contractor spent the first six months developing and implementing the accreditation program, recruiting additional staff, and marketing and outreach activities to school-age programs. The following achievements were made as of September 30, 2022:

> 2228 school-age programs have been contacted

> 51 programs completed an interest form

> 28 programs attended the information sessions

> 6 programs applied for accreditation

> 4 programs have started their accreditation process

10) Supporting 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   Quality Indicators: Does the lead agency have quality improvement standards that include indicators covering the following areas beyond what is required for licensing?

[x] Yes, check which indicators the lead agency has established:
- [x] Health, nutrition, and safety of child care settings
- [x] Physical activity and physical development in child care settings
- [x] Mental health of children
- [ ] Mental health for staff/employees
- [x] Learning environment and curriculum
- [x] Ratios and group size
- [x] Staff/provider qualifications and professional development
- [x] Teacher/provider-child relationships
- [x] Teacher/provider instructional practices
- [x] Family partnerships and family strengthening
- [ ] Other. Describe:

[ ] No

10.2   Spending

10.2.1 Did the lead agency spend funds from any of the following sources on supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:

Funding source	Was this funding source used?
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	**[x]** Yes Amount spent: $ **2244246.00** If yes, describe source(s) of funding and how funds were used: **The funds were used for quality improvement covering the areas in Section 10.1 through First Things First.** [ ] No [ ] N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	[ ] Yes Amount spent $ If yes, describe how funds were used: **[x]** No [ ] N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	[ ] Yes Amount spent $ If yes, describe how funds were used: **[x]** No [ ] N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	[ ] Yes Amount spent $ If yes, describe how funds were used: **[x]** No [ ] N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	[ ] Yes Amount spent $ If yes, describe how funds were used: **[x]** No [ ] N/A Describe:

10.3 Progress Update: Using the measures identified in section 7.9.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes.

In support of the high-quality program standards to accelerate school readiness and early literacy, Arizona Department of Education (ADE) expanded access to high-quality early learning sites in high-need areas. In order to demonstrate the impact of high-quality early learning for young children, ADE will be using the state board approved ongoing progress monitoring and assessment tool, Teaching Strategies GOLD (TSG) starting FFY2023. TSG is both a norm and criterion referenced authentic observational assessment system that measures all areas of learning with a focus and emphasis on performance-assessment task for selected predictors of school success, known as widely held expectations (WHE). WHEs refer to the knowledge, skills, and abilities that children of a particular age typically demonstrate over a year of life. These WHEs are based on the latest research in early childhood education. Within-year growth data and spring assessment data for those children supported by High Quality Early Learning funding will be captured to demonstrate the impact of high-quality early learning.

11) 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

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 Did the state or territory set up a grant program (NOT including American Rescue Plan Act stabilization grants) designed to sustain the child care supply or provide sustainability funding to child care providers due to the COVID-19 pandemic during October 1, 2021 to September 30, 2022?

> **[x]** Yes. If yes, describe

COVID-19 Emergency Lump Sum Payment: A new COVID-19 emergency lump sum payment for each provider will be calculated using the calendar year 2019 monthly average of units, reimbursed at the current reimbursement and tiered incentive rates and subtracting the parent copays. Providers were paid the greater of actual utilization or the lump sum amount. Exceptions to this calculation were only made for providers who were not DES contracted in calendar year 2019.

and check which types of providers were eligible and number served.

> > **[x]** Licensed center-based programs $ **978**
> > **[x]** License-exempt center-based programs **2**
> > **[x]** Licensed family child care homes **134**
> > **[x]** License-exempt family child care homes (care in providers' home) **156**
> > **[x]** In-home (care in the child's own home) **1**
> > **[ ]** Other (explain)

> **[ ]** No.
> **[ ]** N/A.   Describe:

11.2 Did the lead agency provide supports and resources in response to any of the following emergent health and safety needs of children and/or providers either through funding or directly in-kind during October 1, 2021 to September 30, 2022 (check all that apply)?

> **[ ]** COVID-19 vaccinations. Describe:
> **[ ]** COVID-19 testing. Describe:
> **[ ]** Access to infant formula. Describe:
> **[ ]** Cleaning supplies and/or personal protective equipment (PPE). Describe:
> **[ ]** Post-disaster recovery efforts. Describe:
> **[ ]** Other. Describe:

[x] N/A. Describe:

The lead agency did not provide supports and resources for any of the health and safety needs listed above.

11.3   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, 2021 to September 30, 2022?

[x] Yes. Describe:

The lead agency contracted with KinderSystems in January 2021 to develop and implement a new Child Care Electronic System (CCES) for collecting and submitting attendance and billing data. The CCES will allow authorized users to document attendance for payment processing for children eligible for state or federally funded child care subsidies. DCC will also utilize this solution to document attendance of all children enrolled in DCC licensed or certified child care facilities, including children who are not eligible for state funded child care subsidies. The State's goal is to implement a standardized, automated solution to: 1) improve the timeliness and accuracy of time and attendance tracking through the use of automation; 2) lessen the burden of manual processes for child care providers; 3) incentive child care providers to utilize Child Care Management Software, which helps to stabilize their operations; 4) decrease the administrative burden on state agency staff; 5) enhance child safety and improve location efforts in child care settings in the event of a disaster or other emergency; 6) enhance monitoring of child to staff ratios in licensed child care facilities; and 7) increase fiscal accountability, including enhancing fraud prevention efforts.

The lead agency also contracted with Arizona Department of Health Services (DHS) for its DHS Licensing Modernization: Capitalizing on reusable frameworks and project momentum to develop licensing functionality for child care services presents the opportunity to provide better access to data and services, modernize manual processes, improve collaboration, and provide better constituent support with fewer resources. ADHS launched the new system in March of 2021.

[ ] No

11.4   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, 2021 to September 30, 2022?

[x] Yes. Describe findings:

Through multiple data points, including the Child Care Gap analysis (childcaregap.org), Arizona Child Care Stabilization Grant (CCSG) reporting, and Arizona's 2022 Market Rate Survey the lead agency developed a contract with the Local Initiatives Support Corporation (LISC) to support the stabilization of the child care sector after the COVID-19 public health emergency, specifically to carry out activities to increase the supply of child care with a focus on areas of the greatest need. In addition, a marketing and outreach campaign was launched in May 2022, with a focus on increasing the number of certified family home child care providers.

[ ] No

11.5   Did the state/territory fund 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, 2021 to September 30, 2022? Check all that apply.

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

11.6   Did the state/territory integrate Diversity, Equity, and Inclusion (DEI) practices into quality initiatives during October 1, 2021 to September 30, 2022? Check all that apply.

[ ] Reviewing policies/program design using DEI assessment tools
[ ] Development of DEI assessment tools
[ ] Incorporate into QRIS
[ ] Incorporate into PD Framework
[ ] Strategic planning
[ ] Supply building efforts
[ ] Strengthened outreach/communication to better understand diverse community needs and assets
[x] Other. Describe:

The lead agency contracted with the Arizona State University Children's Equity Project (ASU/CEP) to conduct an evaluation of Arizona's Child Care Recovery Plan initiatives in order to assess impact and inform future investments, to preserve access to child care for Arizona's working families and build a continuum of supports and services throughout Arizona's child

care network. Through this partnership and contract, ASU/CEP is also completing an equity analysis with recommendations for advancing equity in Arizona's child care network, including through Arizona's Child Care Recovery Plan investments, aligned with the Start With Equity framework developed by the Children's Equity Project and the Bipartisan Policy Center.

11.7 How many providers received the following from October 1, 2021 to September 30, 2022?

	Total	Licensed or registered center-based programs	License-exempt center-based programs	Licensed or registered family child care	License-exempt family child care (care in providers' home)	In-home (care in the child's own home)
a) Increased rates	2087	1162	2	146	581	196
b) Increased wages	0	0	0	0	0	0
c) Benefits: health insurance	0	0	0	0	0	0
d) Mental health supports	0	0	0	0	0	0
e) Start-up funds	5	0	0	0	5	0
f) Other:						

11.8 Spending:

> 11.8.1 Did the lead agency spend funds from any of the following sources on <u>other activities to improve the quality of child care services</u> during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	**[x]** Yes Amount spent $ **21321539.00** If yes, describe how funds were used: **The funds were used for quality initiatives, non-infant/toddler quality rates, tiered reimbursement, quality rates, and for child care at homeless/residential shelters.** [ ] No [ ] N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	**[x]** Yes Amount spent: $ **11810281.00** If yes, describe source(s) of funding and how funds were used: **The funds were used for Quality & Access Inclusion of Children with Special Needs and Quality First Scholarships implemented by First Things First.** [ ] No [ ] N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	[ ] Yes Amount spent $ If yes, describe how funds were used: **[x]** No [ ] N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	**[x]** Yes Amount spent $ **1013038.00** If yes, describe how funds were used: **The funds were used for the child care reimbursement rates, incentive payments to child care providers for participating in a market rate survey, and child care for returning workers and essential workers child care relief programs.** [ ] No [ ] N/A Describe:

Funding source	Was this funding source used?
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:

11.9   **Progress Update:** Using the measures identified in section 7.10.1 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to 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. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes.

Quality First Scholarship Expansion:
The agreement for an estimated 2,350 new Quality First scholarships at the cost of quality for qualifying Quality First expansion sites that are 3, 4, and 5 star rated programs and providing child care services for CCDF eligible families went into effect in September 2022. The number of scholarships could increase by approximately 250 to 500 scholarships for Arizona State Fiscal Years 2023 and 2024, if all Quality First expansion sites become contracted to serve CCDF eligible families.

Increase of Child Care Reimbursement Rates:
The Lead Agency increased child care reimbursement rates for pre-school and school age children from the 50th to the 75th percentile of the 2018 Market Rate Survey. The rates are effective November 2, 2022 through June 30, 2024, though all existing CCDF child care providers received one-time payment of the difference of the rates starting July 1, 2022.

Enhanced Quality Rates:

In addition to the increase of child care reimbursement rates, the enhanced quality (tiered) reimbursement rate was adjusted for all nationally accredited CCDF child care providers from 35% to 50%, and for CCDF child care providers who have CDA from 20% to 35% through June 30, 2024.

Incentive Payment for Market Rate Survey:

The Market Rate Survey was conducted in April 2022. The Lead Agency compensated child care providers that completed the online survey by including a one-time increase in participating providers' Child Care Stabilization Grant payments. The licensed child care centers received $750; licensed family child care providers received $500; and license-exempt child care providers received $250. The response rates by those child care providers were 5-10% higher compared to the previous Market Rate Survey conducted in 2018 as a result.

12) 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   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.

The Lead Agency, in partnership with the Arizona Department of Health Services (DHS) and the Child Care Resource & Referral, tracks reports of serious injuries or fatalities that occur in CCDF child care programs. If a serious injury or death occurs, the DHS licensing agency or Department of Economic Security Certification Unit investigates the incident, and takes action according to licensing or certification rules and policy.

12.2   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.

The Lead Agency did not make any changes during FFY2022.

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

[ ] Yes. Describe:
[x] No

13.2   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)

[x] Targeted grants to support workforce compensation (no other allowable uses)
[x] 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):

13.3   Describe the methods used to eliminate fraud, waste, and abuse when providing stabilization grants (e.g., validated identity through the lead agency licensing system or conducted identity verification through a data match with state tax records):

Grantees are all validated through the Arizona Department of Economic Security's system, Arizona Department of Health Services licensing list, or through the tribal entity. All provider's tax id must be matched through the IRS Tin match system. During this period, the lead agency conducted a randomized request for documentation of Child Care Stabilization Grant spending, allowing the lead agency to identify concerns and develop strategies for a more efficient auditing process to be implemented in 2023.