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Quality Progress Report (QPR)
For
Arizona
FFY 2024

QPR Status: Accepted as of 2025-04-18 14:45:00 GMT

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

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

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

QUALITY PROGRESS REPORT

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

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

Specifically, this report will be used to:

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

What Period Must Be Included: All sections of this report cover the federal fiscal year activities (October 1, 2023, through September 30, 2024), 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.

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, 2024.

Glossary of Terms

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

Center-based child care provider means a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless in

care in excess of 24 hours is due to the nature of the parent(s)' work. Associated terms include "child care centers" and "center-based programs."

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

Family child care provider means one or more individuals who provide child care services for fewer than 24 hours per day per child in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)' work. Associated terms include "family child care homes."

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

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

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

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

Provider means the entity providing child care services.

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

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

1) Overview

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

1.1 State or Territory Child Care Provider Population

1.1.1 Total Number of Licensed Providers:

Enter the total number of licensed child care providers that operated in the state or territory as of September 30, 2024. These counts should include all licensed child care providers, not just those serving children receiving CCDF subsidies.

Licensed center-based programs **2255**

Unable to provide number. Indicate reason:

Additional clarification: Based on most recent submission of the FY 2024 ACF-800 data there were 1296 licensed center-based programs receiving CCDF funding. Please report the number of ALL licensed center-based programs operating in the state here, regardless of receipt of CCDF funding.

Licensed family child care homes **284**

Unable to provide number. Indicate reason:

Additional clarification: Based on most recent submission of the FY 2024 ACF-800 data there were 186 licensed family child care homes receiving CCDF funding. Please report the number of ALL licensed family child care homes operating in the state here, regardless of receipt of CCDF funding.

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

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

2.1 Lead Agency Progression of Professional Development

2.1.1 Professional Development Registry:

Did the lead agency use a workforce registry or professional development registry to track progression of professional development during October 1, 2023 to September 30, 2024?

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 Participation in Professional Development Registry:

Are any teachers/providers required to participate?

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 Lead Agency. 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 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 Number of Participants in Professional Development Registry:

Total number of participants in the registry as of September 30, 2024 **42,264 Confirmed** this only includes active participants. The data was pulled using the same logic as the previous QPR.

2.1.4 Spending - Professional Development Registry:

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

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

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

No

2.2 Workforce Development

2.2.1 Professional Development and Career Pathways Support:

How did the lead agency help teachers/providers progress in their education, professional development, and/or career pathway between October 1, 2023 and September 30, 2024 (check all that apply)? If selected, how many staff received each type of support?

- Scholarships (for formal education institutions) **1996**
- Financial bonus/wage supplements tied to education levels **303**
- Career advisors, mentors, coaches, or consultants **1996**
- Reimbursement for training **443**
- Loans
- Substitutes, leave (paid or unpaid) for professional development **85**
- Other. Describe: **205 Technology Bundles (Laptop, Headphones, and Backpack, etc) were provided to CDA scholars and apprenticeship pathway participants.**
- N/A. Describe:

2.2.2 Spending - Professional Development and Career Pathways Support:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

2.3 Child Care Provider Qualifications

2.3.1 Number of Licensed Child Care Programs Qualifications:

Total number of staff in licensed child care programs with the following qualification levels as of September 30, 2024:

Child Development Associate (CDA) **725**

Associate's degree in an early childhood education field (e.g. psychology, human development, education) **457**

Bachelor's degree in an early childhood education field (e.g. psychology, human development, education) **654**

State child care credential

State infant/toddler credential

Unable to report this data. Indicate reason:

2.3.2 Number of Licensed CCDF Child Care Programs Qualifications:

Total number of staff in licensed CCDF child care programs with the following qualification levels as of September 30, 2024:

Child Development Associate (CDA) **435**

Associate's degree in an early childhood education field (e.g. psychology, human development, education) **218**

- Bachelor's degree in an early childhood education field (e.g. psychology, human development, education) **280**
- State child care credential
- State infant/toddler credential
- Unable to report this data. Indicate reason:

2.4 Technical Assistance for Professional Development

2.4.1 Technical Assistance Topics:

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

- Business Practices
- Mental health for children
- Emergency Preparedness Planning
- Other. Describe other technical assistance available to providers as part of the professional development system: **Expulsion Prevention- The Arizona Statewide Training and Technical Assistance for Expulsion Prevention (AZ STEPS) supports child care providers to prevent suspensions and expulsion while strengthening their ability to support all children. The AZ STEPS Expulsion Prevention Training offers preventing suspension and expulsion from child care settings, including understanding child development, attachment, trauma reaction and support of children's developing self-regulation skills, and many more topics. Individuals are encouraged to receive technical assistance after attending these training sessions to transfer their knowledge into everyday practice. The Professional Learning Communities are developed for child care staff focusing on those who are serving children involved with Arizona Department of Child Safety, Arizona's child protective services. These communities create opportunities for child care program leadership or classroom staff through site-specific or bringing staff together from multiple sites. The Wellness Support Groups for Child Care Staff is implemented through monthly virtual groups for child care staff that focus on topics related to but not limited to, stress reduction, mindfulness practices, and provision referrals with considerations of trauma-informed care and equity, diversity, and inclusion.**

Out-of-School Time Accreditation Support- Through the Arizona Center for Afterschool Excellence's Pathway to Accreditation, the Program Guides support out-of-school time professionals in learning about the Arizona Out of School Time quality standards,

conducting a reflective self-assessment, and generating a quality improvement plan. Additional coaching and professional development is provided on a case by case basis. Past topics have included conflict resolution, creating program mission statements and goals, and building relationships with youth.

2.4.2 Spending - Technical Assistance for Professional Development:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

2.5 Spending – Training and Professional Development

2.5.1 Spending – Training and Professional Development:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to support the training and professional development of the child care workforce during October 1, 2023 to September 30, 2024? **\$71469182**

Unable to report total amount spent. Indicate reason:

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

2.6 Progress Update

2.6.1 Progress Update – Training and Professional Development:

Supporting the training and professional development of the child care workforce

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

The State currently provides CCDF funds for 107 CCDBG training courses statewide offered both in person and virtually, an increase from the previous State Plan reporting period. The State is in the continuous process of approving additional high quality training monthly. These trainings have been developed by utilizing standard quality rubrics that align with Arizona Workforce Knowledge and Competencies, Arizona State Infant Toddler Guidelines, Arizona State Preschool Guidelines, Arizona State Program Guidelines, and NAEYC, to measure the quality of the professional development trainings provided to CCDF child care program staff, CCDF tribal providers, and state and tribal community members. These trainings assist the Arizona early childhood workforce in implementing quality strategies and program improvements to address quality initiatives within early childhood and child care programs.

As a complement to the CCDF funded training sessions, the Lead Agency supports the option for the workforce to receive TA which is requested by the participant upon completion of a specific training. The TA is tailored to the participant's individual goals and desired outcomes related to the specific professional development topic training that they attended. Monitoring of the training includes evaluations and observation of the training/TA provided. Training evaluations are completed by participants after receiving training/TA. The feedback gathered from the evaluations are then used to implement improvements to the professional development training. The evaluations are also used to ensure that the training is implemented/delivered to the participant with high quality professional development standards which include, but are not limited to, adult learning principles, theory-based and evidence-based. Training needs are also assessed in partnership with the Lead Agency contracts monitoring and certification units, to determine specialized training or TA needs to ensure compliance and best practices.

The Lead Agency also allocates CCDF funds for the PCPP which is a scholarship program for Early Childhood professionals to collaborate with community colleges, to identify an educational pathway, to pursue early childhood education coursework, and to accomplish their individual professional development goals. PCPP is available statewide through local community colleges which offer tuition coverage up to eighteen credits units per school year as well as textbook stipends. PCPP helps to increase the quality of child care programs by strengthening the working knowledge of early childhood

competencies.

Each of the contracts for training, technical assistance, and professional development include reporting measures which the Lead Agency use to track and measure progress. In addition, the Statewide Professional Development Workgroup is tasked with reviewing and updating any standards for the Arizona Workforce Knowledge and Competencies, Arizona State Infant Toddler Guidelines, Arizona State Preschool Guidelines, Arizona State Program Guidelines, based on state and national standards.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.3.2 of the FFY 2022-2024 CCDF Plan: During FFY2024, the Lead Agency provided access for child care providers to receive each of the following training and professional development opportunities. Training was completed through the Child Care Education Institute (CCEI). The data was collected through the CCEI and Arizona Early Childhood Workforce Registry.

Health & Safety Training: All required Health and Safety Courses were offered through CCEI supporting professional development for the CCDBG Health and Safety training topics. During this period online courses were available to all providers through their CCEI membership which was offered to all CCDF providers free of charge.

CCDBG Topic Specific Training: The full catalog of courses are available in CCEI. The courses cover health and safety topics, as well as child development, emergency preparedness, infants and toddlers, and strategies for supporting inclusion and children with special needs. In addition, the Lead Agency contracted with Arizona State University Center for Child Well-Being to conduct a statewide Training and TA Needs Assessment to identify gaps and opportunities for delivering Training and TA. The goal is to identify a mixed methods approach to professional development that is responsive to the needs of Arizona's diverse communities.

Professional Career Pathway Project: 1123 scholarships were awarded in FFY2024 resulting in a 26% decrease from the previous fiscal year.

Child Care Education Institute (CCEI) Training: Approximately 28,014 subscriptions provided access to complete health and safety training through CCEI.

Expulsion Prevention Training: 645 training sessions were provided to support professional development, particularly in the subject areas of preventing suspension

and expulsion, child development, attachment, trauma reaction and support of children's developing self-regulation skills, and mental health wellness of children and adults. 9539 participants attended these training sessions. During the reporting period there was a 16% increase in training offered and a .6% decrease in participants attending training from the previous fiscal year.

Expulsion Prevention Technical Assistance (TA): 657 hours of TA were provided to support individuals and schools after attending training related to supporting mental health wellness of children and adults. During the reporting period there was a 8.5% increase in TA provided from the previous fiscal year.

Expulsion Prevention Wellness Support Group: 14 Wellness Support Groups were provided to support 58 child care staff. The topics included stress reduction, mindfulness practices, trauma-informed care, and equity, diversity, and inclusion.

Expulsion Prevention Professional Learning Community:

25 Professional Learning Communities were provided to support 211 child care staff, with emphasis on providers serving children involved with the Department of Child Safety, Arizona's child protective services. These learning communities incorporated training, technical assistance, and support to all levels within a child care program, including leadership, classroom, and program staff.

Business Coaching Sessions: 160 providers received a total of 2868 coaching sessions during FFY2024. Coaching sessions are individualized to meet the business goals and needs of the program and all providers receive training in building a budget, enrollment to staffed capacity, full collection of fees, calculating cost of care, and automation.

Business Training Sessions: Each month participating providers are invited to attend business training sessions with their cohort. During the reporting period the following trainings were held and the number of providers who attended:

CCMS Introduction Training ☐ 18

Technology in Child Care ☐ 43

Bookkeeping ☐ 52

Diving into Financial Literacy (English/Spanish) ☐ 36

Hitting the Bullseye with marketing ☐ 11

Tackling Enrollment Challenges with the Iron Triangle (English/Spanish) ☐ 35

Heavy Lifting for the Win in Business Planning ¶ 11
How to Avoid or Correct False Starts & How Passing the Baton to Your Staff Creates a Positive Workplace Culture ¶ 23
Winning the Race with the AZToolkit (English/Spanish) ¶ 17
Health Care Marketing Place and Benefits ¶ 28
How to Choose a CCMS (English/Spanish) ¶ 34
Optimizing Workforce Dynamics ¶ 32
Business Banking ¶ 34

3) Improving early learning and development guidelines

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

3.1 Early Learning and Development Guidelines

3.1.1 Spending - Early Learning and Development Guidelines:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to improve early learning and development guidelines during October 1, 2023 to September 30, 2024?

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

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

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

Unable to report total amount spent. Indicate reason **Funding was allocated in the state's Department of Education's Preschool Development Grant B-5 to improve the Program Guidelines for High Quality Early Care and Education Birth through Kindergarten. The Lead Agency is not able to identify the specific amount spent on this activity as the work is being completed as a portion of ADE Specialists time and in collaboration with volunteers from state agencies and community partners throughout the state.**

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

No

3.2 Progress Update

3.2.1 Progress Update - Early Learning and Development Guidelines:

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

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

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

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.4.3 of the FFY 2022-2024 CCDF Plan:
The 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 Care and Education. These trainings are offered free of charge statewide to all early childhood care and education providers. Over 4,300 participants were successfully trained during FFY2024.

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

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

4.1 Quality rating and improvement system status

4.1.1 QRIS or other system of quality improvement status:

Indicate the status and include a description of the lead agency's quality rating and improvement system (QRIS) or other system of quality improvement during October 1, 2023 to September 30, 2024?

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

- General description of QRIS: **Arizona First Things First Quality First Program helps regulated early care and education providers improve the quality of their programs through professional development and coaching, specialized assistance and funding to improve their facilities and learning materials and recognize staff.**

Update: Confirmed that the numbers provided below are correct. We will continue to use the logic used in the data request we created for FFY24 to report this data in the same way in the future.

- How many tiers/levels? **5** [insert number of tiers below as required and describe each tier and check off which are high quality]
 - Tier/Level 1: **Tier/Level 1: Rising Star. Programs at this level have achieved an average score of 1.0 - 1.99 on the ERS-3**
 High Quality
 - Tier/Level 2: **Tier/Level 2: Progressing Star. Programs at this level have achieved an average score of 2.0 - 2.99 on the ERS-3**
 High Quality
 - Tier/Level 3: **Tier/Level 3: Quality. Programs at this level have achieved an average score of 3.0-3.99 on the ERS-3 with no individual classroom score below a 2.5 AND CLASS average scores of 4.5 (Emotional Support), 4.5 (Classroom Organization), 2.0 (Instructional Support) with no**

individual classroom below 4.25 (Emotional Support), 4.25 (Classroom Organization), 2.0. (Instructional Support).

High Quality

- Tier/Level 4: Tier/Level 4: Quality Plus. Programs at this level have achieved an average score of 4.0-4.99 on the ERS-3 with no individual classroom score below a 3.0 AND CLASS average scores of 5.0 (Emotional Support), 5.0 (Classroom Organization), 2.5 (Instructional Support) with no individual classroom below 4.75 (Emotional Support), 4.75 (Classroom Organization), 2.25. (Instructional Support).

High Quality

- Tier/Level 5: Tier/Level 5: Highest Quality. Programs at this level have achieved an average score of 5.0 and above on the ERS-3 with no individual classroom score below a 4.0 AND CLASS average scores of 6.0 (Emotional Support), 6.0 (Classroom Organization), 3.0 (Instructional Support) with no individual classroom below 5.0 (Emotional Support), 5.0 (Classroom Organization), 2.75. (Instructional Support).

High Quality

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

- Total number of licensed child care centers meeting high quality definition: **705**
- Total number of licensed family child care homes meeting high quality definition: **144**
- Total number of CCDF providers meeting high quality definition: **979**
- Total number of children served by providers meeting high quality definition: **43,698** We are only able to report the number of DES contracted children

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

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

- Which localities if not state/territory-wide?
- How many tiers/levels? [insert number of tiers below as required and describe each tier and check off which are high quality
 - Tier/Level 1:
[] High Quality
 - Tier/Level 2:
[] High Quality
 - Tier/Level 3:
[] High Quality
 - Tier/Level 4:
[] High Quality
 - Tier/Level 5:
[] High Quality
 - Tier/Level 6:
[] High Quality
 - Tier/Level 7:
[] High Quality
 - Tier/Level 8:
[] High Quality
 - Tier/Level 9:
[] High Quality
 - Tier/Level 10:
[] High Quality
- Total number of licensed child care centers meeting high quality definition:
- Total number of licensed family child care homes meeting high quality definition:
- Total number of CCDF providers meeting high quality definition:
- Total number of children served by providers meeting high quality definition:
- [] The lead agency is operating another system of quality improvement.
 - General description of other system:
 - Describe assessment scores, accreditation, or other metrics associated with this system:
 - Describe how “high quality” is defined in this system?
 - Total number of licensed child care centers meeting high quality definition:
 - Total number of licensed family child care homes meeting high quality definition:
 - Total number of CCDF providers meeting high quality definition:

- Total number of children served by providers meeting high quality definition:
- The lead agency does not have a QRIS or other system of quality improvement.
- Do you have a definition of high quality care?
 - Yes, define:
 - Total number of licensed child care centers meeting high quality definition:
 - Total number of licensed family child care homes meeting high quality definition:
 - Total number of CCDF providers meeting high quality definition:
 - Total number of children served by providers meeting high quality definition:
 - No

4.1.2 Spending - Quality rating and improvement system status:

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

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

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

No

4.2 Quality Rating and Improvement Systems participation

4.2.1 QRIS or other system of quality improvement participation:

What types of providers participated in the QRIS or other system of quality improvement during October 1, 2023 to September 30, 2024 (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: **Programs that are serving school-age children only were not included in the QRIS.**

4.3 Quality Rating and Improvement Systems Benefits

4.3.1 Quality Rating and Improvement Systems Benefits:

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

- One-time grants, awards or bonuses
 - Licensed child care centers
 - Licensed family child care homes
- On-going or periodic quality stipends
 - Licensed child care centers **1216**
 - Licensed family child care homes **169**
- Higher CCDF subsidy rates (including tiered rating)
 - Licensed child care centers **809**
 - Licensed family child care homes **170**
- Ongoing technical assistance to facilitate participation in QRIS or improve quality of programs already participating in QRIS (or some other technical assistance tied to QRIS)
- Other. Describe

4.3.2 Spending - Quality Rating and Improvement Systems Benefits:

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

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

CCDF quality funds

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

No

4.4 Spending – Quality Rating and Improvement Systems

4.4.1 Spending – Quality Rating and Improvement Systems:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) related to QRIS or other quality rating systems during October 1, 2023 to September 30, 2024? **\$11394612**

Unable to report total amount spent. Indicate reason

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

4.5 Progress Update

4.5.1 Progress Update – Quality Rating and Improvement Systems:

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

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

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **FTF launched Quality First to partner with child care and preschool programs around the State to improve the quality of early learning in Arizona. Quality First provides each enrolled program with coaching and funding, and the program’s leadership and staff provides the dedication and hard work. The quality of each program is assessed using valid and reliable tools that focus on what research shows are the key components of quality early care, including adult-child interactions, learning environments and staff qualifications. Based On these assessments, each program is given a Quality First Star Rating, ranging from one to five stars. Quality First is about**

continuous quality improvement. The standards are high and reaching the quality levels is often a long-term process. Programs achieving Star Ratings in the quality levels (three stars and above) have met these standards. All Participating programs are committed to quality and are making improvements that help prepare kids for school and life. Programs are assessed every one or two years, depending on their previous rating, and receive a new Star Rating with each assessment. Star Ratings Help guide the improvement process by providing both an objective measure of each program's quality and a goal to achieve. Quality early learning settings build on basic health and safety to include teachers who know how to work with young children, learning environments that nurture the development of every child, and positive, consistent relationships, and interactions that give children the individual attention they need. Participation in Quality First is voluntary, and all programs enrolled in Quality First have made a commitment to improvements that research shows help young children thrive. Since the inception of Quality First, programs achieving the quality levels have increased from 25 percent in SFY 2013 to 79 percent in SFY 2020.

How Star Ratings are Calculated:

Quality First Star Ratings are based on assessments of each early care and education program enrolled in Quality First. A highly-trained assessor visits each program to conduct classroom observations and teacher interviews and scores each program using valid and reliable assessment tools. A total of 1/3 of the number of classrooms at a program are included in the assessment process. Scores are combined to determine the program's Quality First Star Rating. The standards and scales used are based on research and developed with input from educators and experts. The end result is a valid, objective measure of the quality of an early care and education program.

Five Stars: Far exceeds quality standards;

Four Stars: Exceeds quality standards;

Three Stars: Meets quality standards;

Two Stars: Approaching quality standards;

One Star: Committed to quality improvement

No Rating: Program is enrolled in Quality First but does not yet have a public rating.

Criteria Include: Health and safety practices that promote children’s basic well-being; Staff qualifications, including experience working with infants, toddlers, and preschoolers as well as training or college coursework in early childhood development and education; Teacher-child interactions that are positive, consistent, and nurture healthy development and learning; Learning environments, including age-appropriate books, toys and learning materials that promote emotional, social, language, and cognitive development; Lessons that follow state requirements or recommendations for infants, toddlers and preschoolers; Group Sizes that give young children the individual attention they need; and Child assessment and parent communication that keeps families regularly informed of their child’s development.

Assessment 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. Classroom Assessment Scoring Systems™(CLASS™) examines the quality of the interaction between teachers and children in three domains: emotional support, classroom organization and instructional support.

The Quality First Points Scale is a tool designed by FTF to assess three additional evidence-based components of quality: staff qualifications, administrative practices and curriculum, and child assessment.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.3.6 of the FFY 2022-2024 CCDF Plan: Arizona significantly increased participation in Quality First through state funding and ARP funding in FFY 2023. The ARP funded participants continued participation through June 2024 when the contract ended. The state has enrolled 57% of eligible regulated child care providers in Quality First. Of those enrolled, 83% have achieved a quality level rating (3-, 4-, and 5-star), which equates to 46% of the state’s total eligible regulated providers.

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

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

5.1 Infant/Toddler Specialists

5.1.1 Infant/Toddler Specialists:

Did providers have access to infant/toddler specialists during October 1, 2023 to September 30, 2024?

Yes

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

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

N/A. Describe:

5.1.2 Infant/Toddler Specialists Supports Provided:

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

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

On-site and virtual coaching

Health and safety practices

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

Group professional development

Family engagement and partnerships

Part C early intervention services

Mental health of babies, toddlers, and families

Mental health of providers

Behavioral Health

Other. Describe

5.1.3 Spending – Infant/Toddler Specialists:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

5.2 Staffed Family Child Care Networks

5.2.1 Number and Description of Staffed Family Child Care Networks:

How many staffed family child care networks operated during October 1, 2023 to September 30, 2024?

Number of staffed family child care networks:

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

No staffed family child care networks operate in state/territory

5.2.2 Spending - Staffed Family Child Care Networks:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

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

No

5.3 Spending - Programs and services for infants and toddlers

5.3.1 Spending - Programs and services for infants and toddlers:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside), above and beyond to the 3% infant and toddler set-aside, to improve the supply and quality of child care programs and services for infants and toddlers during October 1, 2023 to September 30, 2024? **\$24269873**

Unable to report total amount spent. Indicate reason:

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

Update: Confirmed this dollar amount. The reason for the increase is the increased quality rate for infants and toddlers.

We do a calculation to make sure we are excluding the 3% set-aside, we have high quality rates, a higher number of quality providers/children, and an educator workforce scholarship program which resulted in serving more children. This funding is not duplicated elsewhere in the QPR.

5.4 Progress Update

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

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

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

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

The Quality First rating includes infants through preschool, and services provided for infants and toddlers contributes to the quality of the child care program.

Training contracts established under the Quality Set Aside funds are monitored extensively through training and Technical Assistance oversight. Tools are utilized and reported back to the contractor with any findings or issues discovered.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.4.2 of the FFY 2022-2024 CCDF Plan: **Arizona increased participation in Quality First through state funding and ARP funding in FFY 2023. The ARP funded participants continued participation through June 2024 when the contract ended. The state has enrolled 57% of eligible regulated child care providers in Quality First. Of those enrolled, 83% have achieved a quality level rating (3-, 4-, and 5-star), which equates to 46% of the state's total eligible regulated providers.**

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

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

6.1 Spending – Child Care Resource and Referral Services

6.1.1 Spending – Child Care Resource and Referral Services:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to establish, expand, modify, or maintain a statewide CCR&R during October 1, 2023 to September 30, 2024?

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

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

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to **establish, expand, modify, or maintain a statewide CCR&R** during October 1, 2023 to September 30, 2024? **\$944811**

Unable to report total amount spent. Indicate reason:

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

No

6.2 Progress Update

6.2.1 Progress Update – Child Care Resource and Referral Services:

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

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

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **The Lead Agency and CCR&R collect data and track outcomes in each service delivery area related to: number of families seeking child care (consumers) served through its website and call center; support for families seeking child care and providers related to expulsion prevention support; number of registered providers; registered provider orientations held; strategies used to assist registered providers to become ADES certified or ADES contracted; supportive services for non-certified relative providers including peer to peer support groups; community outreach and networking events; marketing and advertising; and website operations and improvements. During 2021, the Lead Agency and CCR&R worked with the OCC Projects Child Care State Capacity Building Center, for additional support related to improving the quality of child care and services through the CCR&R**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.5.2 of the FFY 2022-2024 CCDF Plan: **During FFY2024, the CCDF quality funds were used to maintain and grow the activities provided by Child Care Resource & Referral statewide, which includes an updated consumer education website, child care information line (toll-free number), community education and engagement services, and providing other resources and education to the public.**

CCRR's website provided 153,000 individuals information on child care services and early childhood education. Through the CCR&R information line, 1,008 individuals were provided information and referrals about child care services. CCR&R supported 677 families seeking assistance related to expulsion prevention services.

In SFY24, there were 46 CCR&R license exempt registered providers in the CCR&R database. CCR&R's staff held 5 registered provider orientation sessions in FFY2024.

Strategies used to assist registered providers to become ADES certified or ADES contracted: To assist registered providers become ADES contracted providers, the lead agency moved the management of registered providers from the CCR&R contract to the ADES Provider Network and Support (PNS) team on July 1, 2024. This will allow PNS staff to have direct contact with the registered provider network to allow for ease of transition to becoming an ADES provider. When the registered providers were transitioned, a welcome letter was sent to all the registered providers to introduce them to the CCDF Family Child Care Certification - Recruitment and Onboarding team. During provider orientations, individuals are provided with

marketing materials about becoming an ADES provider.

Supportive services for non-certified relative providers including peer to peer support groups: The ADES Provider Network and Support department supports non-certified relative providers through technical assistance, a designated child care eligibility specialist, and funds to cover the cost of a fingerprint clearance card.

Child care eligibility specialists provide NCRPs with additional resources such as food programs and other free materials.

Community outreach and networking events: 1,509 community outreach and networking events were held by the CCR&R Community Engagement team which includes 7 Service Delivery Areas throughout Arizona. Through the events, the Community Engagement Specialists spoke with 17,924 attendees to raise awareness of CCR&R and its services.

CCR&R continued to hold DES Certified Family Child Care Support Groups throughout FY24, phasing in a new service delivery area each quarter. These networking events assisted ADES home providers to connect with CCR&R Community Engagement Specialists, ADES staff and community partners to gain information on home provider Best Practices, Safe Sleep, Child Abuse Awareness/Mandated Reporting, Social and Emotional Development, Early Intervention, Home Safety, Quality First, Business Management, and Childhood Nutrition. During the 22 events, 88 unduplicated ADES home providers attended.

Marketing and advertising: To market CCR&R to ADES clients, Community Engagement Specialists regularly hosted information tables at ADES offices in Phoenix, Flagstaff, Casa Grande, Sierra Vista, and Yuma to serve the CCDF eligible families and general public with information about CCR&R.

CCR&R utilizes social media to connect with consumers about its services. ADES PIO and CCR&R staff regularly cross post on Instagram and Facebook to engage consumers, promote community resources, and recruit ADES providers. Currently, CCR&R has 3,500 followers on Facebook and 875 followers on Instagram.

A new marketing campaign called **“Work With People You Love”** was launched during FFY2024 to prioritize access to quality child care focused on strengthening Arizona's license-exempt family child care network, and draw attention to the incredible work of Arizona's child care professionals. The campaign reached the public through radio, print ads, billboards, and social

media such as Facebook, Instagram, and Twitter in addition to Arizona's CCR&R website. The campaign resulted in 2,397 inquiries about becoming a home provider.

Website operations and improvements: In FY24, the CCR&R consumer website went through a renovation that included a new design, improved accessibility, and consumer-friendly content. The renovation provided the website with a modern look that has improved functionality and ease of navigation. The CCR&R website is mobile-friendly to match consumer use of smartphones to visit websites. The website includes clear calls to actions such as search for child care, become a provider, file a complaint, and file a request for expulsion services. Included in the website revamp was transitioning the site to be fully ADA compliant and providing language translation.

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

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

7.1 Complaints about providers

7.1.1 Number of Complaints about providers:

How many complaints were received regarding providers during October 1, 2023 to September 30, 2024? **840**

7.1.2 Spending - Complaints about providers:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

7.2 Licensing Staff

7.2.1 Number of Licensing Staff:

How many licensing staff positions were there in the state or territory during October 1, 2023 to September 30, 2024? Number of staff **66**

7.2.2 Spending – Licensing Staff:

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

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

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

No

7.3 Health and Safety Standards Coaching and Technical Assistance

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

How many child care programs received coaching or technical assistance to improve their understanding and adherence to CCDF health and safety standards as a result of an inspection or violation during October 1, 2023 to September 30, 2024? **182**

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

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

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

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

No

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

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

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on facilitating compliance with lead agency requirements for inspections, monitoring, health and safety standards and training, and lead agency licensing standards during October 1, 2023 to September 30, 2024? **\$6668002**

Unable to report total amount spent. Indicate reason:

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

7.5 Progress Update

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

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

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

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **The Arizona Early Childhood Workforce Registry (Registry) will ensure that professional development is aligned with the Workforce Knowledge and Competencies and is taught by an instructor or Technical Assistance (TA) provider that meets the State requirements and standards.**

Arizona Certified Family Child Care Home and In-Home Providers:

According to the 6 A.A.C. 5, Article 52 Certification and Supervision of Family Child Care Home Providers, all ADES (Department) certified family child care providers are monitored at least twice a year through on-site visits. Providers are also required to submit the sign in/out sheets for all children in care to the CCDF Lead Agency by the fifth day following the end of each month for monitoring purposes. The certification specialists use a tool called Article 52 Compliance Review, which is a seven-page document consisting of compliance items that are checked during each compliance visit. If a child care provider is found to be in non-compliance, the provider is generally given ten days to rectify the non-compliance issue(s). If the provider is still in non-compliance after ten days, the provider is placed on probation. Article 52 has a specific section that describes the adverse actions. Technical Assistance is always available to certified family child care home and in-home providers through CCDF Lead Agency staff as well

as through contractors. Qualified mentors are also available to assist family child care providers in improving the quality of child care programs and services in the State.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.6.3 of the FFY 2022-2024 CCDF Plan: **All licensed centers and home based child care providers received an annual unannounced inspection visit.**

The license-exempt family child care providers received three monitoring visits during their first certification year to include a 90 day visit, an unannounced visit and an annual inspection visit to ensure their compliance with the state regulations including health and safety requirements. After the first year of certification providers received two visits, an unannounced visit and an annual announced visit each year. Monitoring visits regarding complaints were assessed and completed within a 24 hour investigation timeframe or 72 hour investigation timeframe.

Any findings resulting from the inspection are available to the public on the CCR&R website. The Lead Agency continued to collaborate with the Arizona Early Childhood Workforce Registry to develop tools to monitor health and safety training compliance. The Mapping data continued to be 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.

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

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

8.1 Evaluation and assessment of center-based programs

8.1.1 Evaluation and assessment of center-based programs:

What measure(s) or tool(s) were used to evaluate and assess the quality of and effective practice in center-based programs during October 1, 2023 to September 30, 2024?

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

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

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

- Yes, if so which funding source(s) were used?
 - CCDF quality funds
 - Non-CCDF funds
 - CARES funds
 - CRRSA Funds
 - ARP Supplemental Discretionary
 - ARP Stabilization 10% set-aside
 - Unable to report. Indicate reason:
- No

8.2 Evaluation and assessment of family child care programs

8.2.1 Evaluation and assessment of family child care programs:

What measure(s) or tool(s) were used to evaluate and assess the quality of and effective practice in family child care programs during October 1, 2023 to September 30, 2024?

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

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

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

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

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

- No

8.3 Spending - Evaluation and assessment of child care programs

8.3.1 Spending - Evaluation and assessment of child care programs:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on evaluating and assessing the quality of child care programs, practice, or child development during October 1, 2023 to September 30, 2024?
\$24938632

[] Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported. **This year we only included the HQEL grants from ADE in this amount. Quality First Assessment (QRIS) was included in this section in FY23 and is now in 4.1-4.4 for FY24.**

8.4 Progress Update

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

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

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

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **First Things First (State Advisory Council)**

Child care providers receive technical assistance in a variety of ways. They may receive technical assistance from a coach in the Quality First system through FTF. The programs are assessed through ongoing assessments using the Early Childhood Environment Rating Scale (ECERS) and the Classroom Assessment Scoring System (CLASS) appropriate for the age of the classroom. Results are shared with the director and teachers. Action plans for improvement that may include direct technical assistance are written and implemented.

Arizona Department of Education

If the program is not participating in Quality First, they may receive technical assistance through the professional development provided by the ADE - Early Childhood Education (ADE-ECE) unit and the program specialists that provide the Professional Development and Technical Assistance in the area as needed or requested. The program specialists work with the director of the program to evaluate the ongoing needs of the various classrooms and create a plan that may include professional development and technical assistance.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.7.2 of the FFY 2022-2024 CCDF Plan: **Arizona Department of Education - Early Childhood Education (ADE-ECE) unit and the program specialists offer professional development and technical assistance to over 200 public/charter**

schools, private, for-profit programs, non-profit programs, faith-based, family childcare, Head Start, and tribal programs. The ADE-ECE unit and the program specialists provide targeted professional development and technical assistance to 104 High Quality Early Learning (HQEL) and Preschool Development Grantees. The HQEL program sunsetted on September 30th, 2024.

Each program that participates in the HQEL or Preschool Development Grant program is required to facilitate an Early Childhood Quality Improvement Process. ECQUIP is a self-assessment intended to provide programs working with young children a framework for evaluating program effectiveness and designing strategies for continuous quality improvement through a rubric and indicators. Programs must also implement ongoing reflective practices that continuously assess the quality and effectiveness of their programs and engage in an ongoing process of monitoring and child assessment. The HQEL program sunsetted on September 30th, 2024.

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

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

9.1 Accreditation Support

9.1.1 Accreditation Support:

How many providers did the lead agency support in their pursuit of accreditation (e.g., financial incentives, technical assistance with the accreditation process, coaching/mentoring by accredited programs) during October 1, 2023 to September 30, 2024?

Yes, providers were supported in their pursuit of accreditation

- a. Licensed center-based programs **69**
- b. License-exempt center-based programs **14**
- c. Licensed family child care homes **2**
- d. License-exempt family child care homes (care in providers' home) **0**
- e. Programs serving children who receive CCDF subsidy **69**

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

N/A. Describe:

9.1.2 Spending – Accreditation Support:

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

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

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

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on accreditation during October 1, 2023 to September 30, 2024? **\$161800**

Unable to report total amount spent. Indicate reason:

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

No

9.2 Progress Update

9.2.1 Progress Update – Accreditation Support:

Supporting providers in the voluntary pursuit of accreditation.

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

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **ADES, CCDF Lead Agency maintains the Arizona Early Childhood Workforce Registry (Registry) database that includes the status of accreditation. The accreditation organization and date of expiration is captured for each early care and education provider that is accredited. Upon the expiration of accreditation, the Registry system includes the program in a report and FTF reviews the accreditation organization's public list of accredited programs to update the Registry information.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.8.2 of the FFY 2022-2024 CCDF Plan: **The Arizona Center for Afterschool Excellence has expanded its Pathway to Accreditation Program, demonstrating remarkable growth and impact in FFY 2024. The program continues to provide targeted support to child care providers pursuing voluntary accreditation, contributing to a significant increase in participation and success. The Pathway to Accreditation Program, supported by a team of 14 Pathway to Accreditation Guides, has provided tailored mentorship and resources to providers. This hands-on approach has enabled continued progress and the achievement of key milestones.**

58 additional child care providers have expressed interest in accreditation.

31 sites successfully achieved accreditation, reflecting a 287.5% growth from FFY 2023, when only 8 sites were accredited.

Feedback from post-accreditation surveys reflects substantial progress in quality improvement: 90% of participants reported a significantly better understanding of program quality, up 5% from the previous year.

95% of participants found the program essential in helping them move toward higher quality standards, an increase from 92% in FFY 2023.

93% noted that the program effectively connected them with critical resources and tools, up

5% from last year.

98% emphasized the value of personalized guidance and feedback from the Pathway to Accreditation Guides, a slight increase from 95% in FFY 2023.

Key Outcomes from Participation:

Programs that completed the accreditation process reported several key improvements:

82% improved internal systems for tracking children’s enrollment, up from 75% last year.

89% effectively used quality assessment tools, an increase from 85% in the previous year.

88% reported stronger alignment with state quality standards, better positioning their programs for ongoing improvement.

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

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

10.1 High-Quality Program Standards

10.1.1 High-Quality Program Standards:

How did the state or territory help providers develop or adopt high quality program standards during October 1, 2023 to September 30, 2024?

QRIS, check which indicators the lead agency has established:

Health, nutrition, and safety of child care settings

Physical activity and physical development in child care settings

Mental health of children

Learning environment and curriculum

Ratios and group size

Staff/provider qualifications and professional development

Teacher/provider-child relationships

Teacher/provider instructional practices

Family partnerships and family strengthening

Other. Describe:

Early Learning Guidelines

State Framework. Describe **In collaboration with Arizona State System partners, early care and education programs, professional organizations, and other community stakeholders, the Lead Agency secured a contractor to facilitate the revision of the 2013 Building Arizona Early Childhood Professional Development System framework and the new framework, Arizona Professional Development Roadmap for the Early Care and Education Workforce, was completed in FFY24.**

The new Roadmap and companion documents will complement ongoing updates to the Arizona Early Childhood Workforce Registry to include Professional Identity Documents, Educator Designations, and a new Professional Profile in the Registry. In accordance with Arizona's CCDF State Plan requirements, the new framework promotes a shared understanding of the current professional development system to create a collaborative and equitable vision for the future. Components will accelerate the creation of career

pathways, increase the implementation of professional standards and competencies into professional development opportunities, utilize workforce data to support decision making, and amplify partnerships to advocate for and support a well-prepared, adequately compensated workforce. The framework will also support the development of aligned professional pathways to early childhood certificates, credentials, and degrees.

A state agency team composed of leaders from the Lead Agency, Department of Health Services Child Care Licensing Bureau, Arizona Department of Education Division of Early Childhood, and First Things First led the development of the framework in collaboration with the Early Childhood Professional Development Advisory Committee.

The advisory committee will begin implementing working groups and a suite of materials and resources will be developed in FFY25 to support the ECE workforce in utilizing and understanding the new Roadmap.

Core Knowledge and Competencies

Other. Describe The Arizona Infant and Toddler Developmental Guidelines document recognizes the importance of shared responsibility and accountability to achieve positive outcomes for all children. This document, like its companions, the Arizona Early Learning Standards 4th edition (for all children 3 to 5 years of age) and the Program Guidelines for High Quality Early Care and Education: Birth through Kindergarten (3rd edition), stresses the importance of collective efforts among families, early care and education professionals, health care professionals, family support providers, community members and policymakers in supporting the learning and development of young children.

These guidelines describe expectations about what infants and toddlers should know (understand) and do (competencies and skills) across multiple domains of development during specific age ranges, as well as what adults can do to support children's optimal learning and development. The document was developed with three goals in mind:

1. To help parents, families and other caregivers understand the appropriate development of infants and toddlers.
2. To promote healthy growth and development for infants and toddlers, both in their own homes and in high quality childcare and education settings.
3. To promote the development of comprehensive and coordinated services which utilize the Infant Toddler Developmental Guidelines framework to benefit infants, toddlers and their families.

Arizona's Infant and Toddler Developmental Guidelines are intended to be a resource to

support the learning and development of Arizona’s infants and toddlers, while promoting high quality early childhood education and health programs.

Arizona’s Infant and Toddler Developmental Guidelines are divided into five domains that reflect the full range of child development.

Social and Emotional Development

Approaches to Learning

Language Development and Communication

Cognitive Development

Physical Development and Health

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

10.1.2 Spending - High-Quality Program Standards:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to **support providers in the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development** during October 1, 2023 to September 30, 2024? \$

Unable to report total amount spent. Indicate reason: **The funds under this category were not able to be tracked during FFY2024.**

Funding was allocated in the state’s Department of Education Preschool Development Grant B-5 to improve the Program Guidelines for High Quality Early Care and Education Birth through Kindergarten. The Lead Agency is not able to identify the specific amount

ADE spent on this activity as the work was completed as a portion of ADE Specialist's time and in collaboration with volunteers from state agencies and community partners throughout the state.

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

[] No

10.2 Progress Update

10.2.1 Progress Update - High-Quality Program Standards:

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

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

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **ADE School districts and child care providers serving children ages three through five through funding from FTF, Title I, and the Individuals with Disabilities Education Act are required to use Teaching Strategies GOLD, a web-based assessment instrument, to monitor the progress of child development throughout their participation in these programs. Teaching Strategies GOLD is currently aligned to the Arizona Early Learning Standards. Teaching Strategies GOLD, the state-approved assessment instrument for children ages three through five, provides local and State level access to an alignment report, reflecting children's attainment of the Arizona Early Learning Standards.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.9.2 of the FFY 2022-2024 CCDF Plan: **Arizona Department of Education (ADE) continues to expand access to high-quality early learning sites in high need areas. ADE uses the state board approved ongoing progress monitoring and assessment tool, Teaching Strategies GOLD (TSG) to demonstrate the impact of high-quality learning for young children. All children participating in the High Quality Early Learning and Preschool Development Grants are assessed utilizing the TSG ongoing progress monitoring and assessment tool across several domains. Data collected through TSG helps to inform instruction and lesson planning as well as provides information routinely to address individual needs of children. This information assists educators in identifying where a child is at in relation to their widely held expectations.**

All schools that served kindergarten students for the beginning of the 23/24 school year were required to use TSG to assess their kindergarten students within the first 45 calendar days of enrollment.

Head Start preschools are required to use an ongoing progress monitoring system to assess enrolled children. The majority of Head Start preschools in Arizona utilize TSG.

Beginning on October 30, 2023, districts were allowed to choose TSG as the tool used for monitoring progress and collecting child outcomes data.

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

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

11.1 Sustainability funding to child care providers

11.1.1 Sustainability funding to child care providers:

Did the state or territory continue to provide stabilization grants to child care providers using funds other than the American Rescue Plan (ARP) Act Stabilization funds during October 1, 2023 to September 30, 2024?

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

Licensed center-based programs

License-exempt center-based programs

Licensed family child care homes

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

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

Other (explain)

No.

N/A. Describe:

11.1.2 Spending – Sustainability funding to child care providers:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

11.2 Data Systems Investment

11.2.1 Data Systems Investment:

Did the state/territory invest in data systems to support equitable access to child care (e.g., modernizing and maintaining systems; technology upgrades and data governance improvements to provide more transparent and updated information to parents; a workforce registry; updated QRIS systems; CCR&R updates; monitoring systems) from October 1, 2023 to September 30, 2024?

Yes. Describe: **The Lead Agency continues implementation of the Child Care Electronic System (CCES) to develop the capacity to conduct business with child care providers in a digital environment, streamline and improve important business processes and practices for providers and DES, and build resources for parents with comprehensive access to child care information and services. The first component of the CCES is electronic attendance tracking implemented through the awarded vendor, KinderSystems®. During this time period the Lead Agency tested 5 Child Care Management Software programs with 95 child care providers and enrolled 65 non certified relative providers in the CCES.**

The Lead Agency prepared for the launch of A to Z Arizona, an online secure portal to connect to Arizona services. With A-to-Z Arizona, a client can learn about state services, apply for programs, and manage benefits all in one place. Child Care Assistance was the first program to launch with A to Z Arizona allowing clients to apply for child care assistance through an online application.

In FY24, CCR&R and the ADES technology systems team started the process of automating the provider data collected in AZCCATS, the Lead Agency's child care database, to update the data in the CCR&R database. The project began in September 2023 with phase one of the automation project going live in June 2024. The automation project eliminates the majority of manual edits by the CCR&R staff into the child care database. CCR&R and ADES staff no longer have to communicate provider changes via email that included a staff generated change form. This process has streamlined provider database changes, making the consumer facing CCR&R database search more accurate. The online provider search feature was enhanced by hyperlinking the business name of programs to their website, giving consumers direct access to the program's information beyond what is listed on the provider's CCR&R profile.

No

11.2.2 Spending - Data Systems Investment:

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

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

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

No

11.3 Supply and Demand Analysis

11.3.1 Supply and Demand Analysis:

Did the state/territory conduct an analysis of supply and demand or other needs assessment to identify areas of focus to build supply or target funding from October 1, 2023 to September 30, 2024?

Yes. Describe findings: **Data was collected through multiple data points, including the Child Care Gap analysis (childcaregap.org), Arizona Child Care Stabilization Grant reporting, the Arizona State University Children’s Equity Project ongoing evaluation of ARPA funds, and the Start with Equity Arizona study. A supply building action plan was established in alignment with the Lead Agency’s strategic plan to map child care deserts. A new marketing campaign “Work With People You Love” was launched during FFY2024 to prioritize access to quality child care focused on strengthening Arizona’s license-exempt family child care network, and draw attention to the incredible work of Arizona’s child care professionals. The campaign reached the public through radio, print ads, billboards, and social media such as Facebook, Instagram, and Twitter in addition to Arizona’s CCR&R website.**

No

11.3.2 Spending - Supply and Demand Analysis:

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

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

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

No

11.4 Supply and Demand Initiatives

11.4.1 Supply and Demand Initiatives:

Did the state/territory implement initiatives designed to address supply and demand issues related to child care deserts and/or vulnerable populations (such as infants and toddlers, children with disabilities, English language learners, and children who need child care during non-traditional hours) during October 1, 2023 to September 30, 2024? Check all that apply.

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

11.4.2 Spending - Supply and Demand Initiatives:

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

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

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary

- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

11.5 Provider Compensation and Benefits

11.5.1 Spending - Provider Compensation and Benefits:

What compensation and benefits improvements did teachers/providers receive between October 1, 2023 and September 30, 2024 (check all that apply)? If indicated, how many providers received each type of support?

- Financial bonuses (not tied to education levels)
- Salary enhancements/wage supplements **171**
- Health insurance coverage
- Dental insurance coverage
- Retirement benefits
- Loan Forgiveness programs
- Mental Health/Wellness programs
- Start up funds **23**
- Other. Describe: **Arizona Child Care Assistance Provider Grant: One-time payment supporting DES contracted child care programs and DES certified family child care providers who serve children eligible for DES Child Care Assistance. Funds could be used for personnel costs. DES Certified Family Child Care and DES Contracted DHS Group Homes that do not have staff could also use the funds for rent/mortgage, and utilities expenditures. Funding is for expenses that incurred from October 1, 2023 - June 30, 2024. 1,419 providers received the AZCAP Grants.**
- N/A. Describe:

11.5.2 Spending - Provider Compensation and Benefits:

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

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

- CCDF quality funds
- Non-CCDF funds
- CARES funds

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

No

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

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

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on other activities to improve the quality of child care services during October 1, 2023 to September 30, 2024? **\$197719832**

Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported. **Response: Confirmed the amount is correct, the significant increase is due to the implementation of provider support strategies to fully expend remaining federal funds.**

11.7 Progress Update

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

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

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

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

Quality funds are not used to develop, maintain or implement early learning and development guidelines, as the Arizona Early Learning Standards are developed and maintained by the ADE. In collaboration with ADE, FTF has provided support for the Arizona Infant and Toddler Developmental Guidelines and the Guidelines for Comprehensive Early Education Programs. The Center for Afterschool Excellence has developed school-age standards and self-assessment in meeting those standards.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.10.2 of the 2022-2024 CCDF Plan: **In FFY2024, the Lead Agency in partnership with Central Arizona College, continued with the first cohort of the Arizona Early Educator Apprenticeship Pathway. This is a structured pathway for an individual to obtain foundational professional development and education that leads to the completion of the Federal Child Care Development Specialist credential. The two-year pathway utilizes a combination of on the job learning, community based and online professional development opportunities, formal academic coursework, and on-site support and mentoring. The Apprenticeship Pathway current enrollment is 59 Apprentices and 39 Journeyworkers across 23 programs throughout the State.**

12) Annual Report

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

12.1 Annual Report and Changes

12.1.1 Annual Report:

Describe the annual review and assessment of serious injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible. **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.**

The state conducts an annual review of the aggregate data by the Quality and Systems Building Team and Child & Community Service Division Leadership Administrators. The Lead Agency assigns a Program Development Specialist to gather all of the data annually from the Department of Health Services (DHS) and the Provider Network and Support (PNS) Division. Information on DHS licensed facilities is sent monthly to the PNS administrator for review to alert the Lead Agency of major injuries/fatalities. The PNS administrator is alerted by the PNS team of any injuries/fatalities by team members upon the occurrence.

12.1.2 Annual Report Changes:

Describe any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on the annual review and assessment. **There were no changes made during FFY2024.**