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Quality Progress Report (QPR)
For
Kentucky
FFY 2023

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

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

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

QUALITY PROGRESS REPORT

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

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

Specifically, this report will be used to:

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

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

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

How is the QPR Organized?

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

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

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

Reporting Activities Related to ARP Act Child Care Stabilization Grants

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

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

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

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

When is the QPR Due to ACF?

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

Glossary of Terms

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

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

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

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

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

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

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

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

Provider means the entity providing child care services.

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

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

1) Overview

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

1.1 State or Territory Child Care Provider Population

1.1.1 Total Number of Licensed Providers:

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

Licensed center-based programs **1814**

Unable to provide number. Indicate reason:

Additional clarification: Based on most recent submission of the FY 2023 ACF-800 data there were 1410 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 **203**

Unable to provide number. Indicate reason:

Additional clarification: Based on most recent submission of the FY 2023 ACF-800 data there were 146 licensed family child care homes receiving CCDF funding. Please report the number of ALL licensed family child care homes operating in the state here, regardless of receipt of CCDF funding.

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

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

2.1 Lead Agency Progression of Professional Development

2.1.1 Professional Development Registry:

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

Yes. If yes, describe: **The Early Care and Education Training Records Information System (ECE-TRIS) is a statewide registry system for the early childhood and afterschool workforce. ECE-TRIS began collecting data for Kentucky Division of Child Care (DCC) in 2006. The registry ensures accurate and quality data management and reporting services as well as access to training content.**

ECE-TRIS provides online access to training activities and information, support, and programming to assist in providing quality training for early care and education professionals to better serve the families and children of the Commonwealth of Kentucky. It is important that people who provide services to Kentucky's families and children have the training they need. ECE-TRIS provides a mechanism that enables child care owners and directors to track the training their professionals attend.

ECE-TRIS currently has the capacity to track and capture data on specific trainings, trainers, and participants through various processes provided within the system. ECE-TRIS continues to work with partners to strengthen the information collected by ECE-TRIS to support individual programs, partner agencies, and the industry.

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

2.1.2 Participation in Professional Development Registry:

Are any teachers/providers required to participate?

Yes. If yes, describe: **922 KAR 2:090 Child-care center licensure; Section 11 Staff Requirements; "(17) A staff person's compliance with training requirements of this section shall be verified through the cabinet-designated database maintained pursuant to 922 KAR 2:240". The cabinet designated database system/professional development registry is ECE-TRIS. This regulation applies to all staff members in a regulated child care setting. Teacher and provider training data in the registry is used by Kentucky's Division of Regulated Child Care (DRCC) surveyors to review annual training hours for licensing compliance.**

No. If no, describe:

2.1.3 Number of Participants in Professional Development Registry:

Total number of participants in the registry as of September 30, 2023 **169,129**

2.1.4 Spending - Professional Development Registry:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

2.2 Workforce Development

2.2.1 Professional Development and Career Pathways Support:

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

Scholarships (for formal education institutions) **677**

Financial bonus/wage supplements tied to education levels **Milestone Achievement Awards: 235**

Career advisors, mentors, coaches, or consultants **Child Care Aware of Kentucky Training and Professional Development Coaches: 2,385**

Reimbursement for training **Related Education Reimbursement: 101**

Loans

Substitutes, leave (paid or unpaid) for professional development

Other. Describe: "CDA-K" referred to the "KIDS NOW" initiative. CDA-K is still used in our application because it allows any applicant to participate, regardless of income. The other CDA application did require income guidelines.

KHEAA- Kentucky Higher Education Assistance Authority (listed under "Scholarships (for formal education institutions)") is the total number of scholarships awarded. The funding was expanded in 2021 and continues to be offered for Directors, Administrators, and other leadership roles to include Master's degree programs.

NCS-CCCC/NCS-CDA (Non-College Scholarship- Commonwealth Child Care Credential/Non-College Scholarship- Child Development Associate) is broken down into two separate scholarship awards, NCS-CCCC is the first 60 hours leading to the completion of the Commonwealth Child Care Credential. The second award is for completing 60 hours (Totaling 120 hours) for the Child Development Associate Credential through the Council for Professional Recognition.

Totals for both NCS-CCCC and NCS-CDA invoiced for distinct scholars: 483

Milestone Awards are granted to a scholar who has earned a certain level within their scholarship program. The employer pays 10% of the award total, and the state pays the remaining amount. Milestones Currently offered:

-CCCC Completion: -\$90.00 (Employer pays \$10)

-CDA Completion - \$225.00 (employer pays \$25)

-Associates Degree Completion -\$270.00 (employer pays \$30)

-Director's Credential Completion -\$270.00 (employer pays \$30)

-Bachelor's Degree Completion -\$450.00 (employer pays \$45)

N/A. Describe:

2.2.2 Spending - Professional Development and Career Pathways Support:

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

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

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

No

2.3 Child Care Provider Qualifications

2.3.1 Number of Licensed Child Care Programs Qualifications:

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

- Child Development Associate (CDA) **869**
- Associate's degree in an early childhood education field (e.g. psychology, human development, education) **701**
- Bachelor's degree in an early childhood education field (e.g. psychology, human development, education) **1049**
- State child care credential **1,582**
- 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, 2023:

- Child Development Associate (CDA) **604**
- Associate's degree in an early childhood education field (e.g. psychology, human development, education) **502**

Bachelor's degree in an early childhood education field (e.g. psychology, human development, education) **687**

State child care credential **1,245**

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

Diversity, equity, and inclusion

Emergency Preparedness Planning

Other. Describe other technical assistance available to providers as part of the professional development system: **Kentucky Division of Child Care maintained a contractual agreement with Child Care Aware of Kentucky for Professional Development, educational assistance. DCC also maintained a contractual agreement with Western Kentucky University to support the Family Child Care Network, which provides direct technical assistance and professional development opportunities to family child care providers.**

2.4.2 Spending - Technical Assistance for Professional Development:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

2.5 Spending – Training and Professional Development

2.5.1 Spending – Training and Professional Development:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to support the training and professional development of the child care workforce during October 1, 2022 to September 30, 2023? **\$4181104**

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. **Funding for KHEAA was expanded in 2021 and continues to be offered for Directors, Administrators, and other leadership roles to include Master's degree programs. Previously, degree programs were only included through a Bachelor's degree.**

ARP funds were also utilized to expand payments to training agencies that partner with the state in helping providers achieve their Commonwealth Child Care Credential and CDA. Those agencies are paid directly from DCC, on behalf of the provider, \$250.00 per 30 hours of training. This totals \$1000.00 paid to the agencies for each provider to obtain the necessary training to earn their CDA (120 hours of training). Prior to ARP funding, this amount was \$420.00.

ARP funds allowed for the expansion of the CDA-K Mini Grant program to include providers renewing their CDA to have the \$125.00 renewal fee covered by DCC.

CRSSA funding was used during FFY 2023 to continue providing Pediatric CPR and First Aid certifications to child care providers.

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.

DCC conducts monthly and quarterly analysis of child care programs movement in Kentucky All STARS TQRIS to measure progress of movement in rating level based on review of the domains and standards accessed by providers. Weekly analysis displays the number of providers participating at each level of quality broken out by provider type. Quarterly analysis includes regional data.

Before the state of emergency due to Covid-19 Kentucky All STARS TQRIS system had met and was maintaining its contractual goal of 45% high quality participation in All STARS (providers operating at 3-5 stars). Targeted recruitment plans and special incentives have been put in place to help maintain and improve this participation

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: **Participation and level determination in the All STARS TQRIS takes into account education and experience level in our State ECE Professional Development Framework and Career Lattice. Training and Professional Development initiatives supported by the various funding methods mentioned previously, along with CCDF Quality Funds, assist providers in attaining higher corresponding levels on the ECE Career Lattice. Please refer to 4.5.1 for an expansion on this particular topic.**

Kentucky utilizes Child Care Aware of Kentucky Coaching/Technical Assistance (TA) Staff, Early Childhood Mental Health Consultants (CCHC), and Child Care Health Consultants to promote training and professional development in our Core Content Subject Areas. These areas support the Commonwealth Child Care Credential, the CDA, and higher education. Additionally, during FFY 2023, the Division of Child Care submitted to legislative review two new regulations for an Infant and Toddler Credential, and a School Aged Youth Development Credential. These will be added to the KY ECE PD Framework and Career Lattice to continue supporting quality efforts of providers as related to the All STARS program. One of the requirements for these credentials is a training developed in partnership with the Early Childhood Mental Health Specialist (ECMHS)- Kentucky Strengthening Families initiative on Trauma Informed Care.

The Division of Child Care hosted several "Training of Trainers" sessions with KY ECE Credentialed Trainers to promote quality content dispersion into the field, across the

state. Those topics included: "Early Intervention in the Infant and Toddler Classroom" and "Fatherhood Engagement in Early Childhood". These efforts sought to bring attention and information to providers related to early intervention and behavioral supports for young children, and engaging parents (specifically fathers) in the early childhood environment. Our initial goals in developing these TOT's were to get quality, evidence based information related to children with special needs to trainers, to then train/transfer into the field. One barrier that we have encountered with the TOT's is that we do not require trainers to use the content/information in one specific way. This means that trainers can give the training exactly as we trained it, or they can utilize parts of the training in their existing content as trainers. This makes the use of the content more difficult to track. The Fatherhood TOT did require a specific title and content taught to fidelity. We have 2 trainers that have created online modules for this content, and one trainer that has trained several in person sessions, totaling 17 participants (providers). Knowing this information is helping us re-evaluate methods of tracing the impacts of the TOT's, and we are currently working on qualitative and quantitative goals with tracking mechanisms in place. ECMHS continue to train on Connect the Dots and Kentucky Strengthening Families (and protective factors).

The Division of Child Care continued to offer expanded scholarship opportunities to providers in regulated/licensed child care settings through KHEAA at formal education institutions across the state. These programs are offered for credentials, such as the CDA and KY Director's Credential. They also cover full scholarships for Associate's, Bachelor's, and Master's programs in ECE, Interdisciplinary Early Childhood Education (IECE), or Child and Family Studies.

3) Improving early learning and development guidelines

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

3.1 Early Learning and Development Guidelines

3.1.1 Spending - Early Learning and Development Guidelines:

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

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

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

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

Unable to report total amount spent. Indicate reason

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

No

3.2 Progress Update

3.2.1 Progress Update - Early Learning and Development Guidelines:

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

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

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **Early Childhood Standards was completed in June 2003. The original document as well as subsequent updates represents the collaborative work and development process of work groups which include representatives from the Cabinet for Health and Family Services, the Kentucky Department of Education, Head Start and additional state stakeholders representing the needs of children from birth to age four.**

In 2007, these work groups were reconvened to start looking at revisions and a revised version of the Kentucky Early Learning Standards was completed and released in 2009. This first revision included changes to both content and format based on relevant recent research as well as input from early care and education professionals.

The most current revision of the KY Early Childhood Standards (2013) includes updates made to the document to ensure alignment with the Early Childhood Advisory Council (ECAC) vision, including the school readiness definition. In addition, these updates include alignment with the Head Start Child Development and Early Learning Framework.

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 Kentucky's Early Childhood Standards (KYEC Standards) were updated after the 2021 state plan was submitted that the FY2023 QPR has imported information from, however no activities were related to KYEC standards in FFY23.**

The KY Division of Child Care worked in partnership with the Governor's Office of Early Childhood (GOEC) to help provide input across various sections of the standards. The standards "describe the knowledge, skills and dispositions that Kentucky hopes children will gain during the years before kindergarten" and "help educators provide experiences for children that prepare them to meet Kentucky's definition of school readiness". The Kentucky Early Childhood Standards (KYEC Standards) contain two main domains covering Birth-Three, and Three-Four. Each standard contains a benchmark, a developmental continuum, and example behaviors. The standards can be utilized in any setting, for children with disabilities, and with children from diverse language and cultural backgrounds, making them ideal in promoting equity for all children in Kentucky. Lastly, a Family Guide Companion to the KYEC Standards was developed,

that uses family-friendly language to promote strategies and activities that families can use daily to encourage learning. The Governor's Office of Early Childhood partnered with Red7e on a marketing campaign for the distribution and promotion of the revised Family Guides. GOEC ran a media, radio, print and social media campaign throughout the entire state. Family Guides were also distributed through all Head Starts, Early Head Starts, Public Preschools, partners such as HANDS, First Steps, local pediatricians, Family Youth and Resource Service Centers, etc. To date GOEC has distributed over 130,000 copies throughout the Commonwealth.

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

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

4.1 Quality rating and improvement system status

4.1.1 QRIS or other system of quality improvement status:

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

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

- General description of QRIS: **Kentucky All STARS is Kentucky's expanded five-star quality rating and improvement system serving all early care and education programs including childcare centers, Head Start and public preschool that receive public funding. The unified system is based on Kentucky's Early Childhood Standards and research-based indicators of quality.**

Kentucky All STARS recognizes programs that have made a commitment to continuous quality improvement and provides programs with additional support including training, technical assistance and coaching.

Programs earn their rating on the expanded five-star scale entering the rating system at All STARS level one by meeting regulatory requirements. Kentucky All STARS level two is obtained by completing a set of required domains and standards. Kentucky All STARS level three through five feature a range of points programs must meet in order to move up on the rating scale. While there are required domains for these three STARS levels, programs can choose from a menu of standards to fulfill the requirements. When the provider obtains a level of 3 or higher they will have also completed the requirements for the previous level. For example, if a provider meets level 4 on the ERS scales during a rating visit, they have exceeded the other levels. Of course they also must meet the All STARS requirements as it on the Standards of Quality Verification Checklist (requirements of Level 2).

ERS tools are not based on level but age group served/ provider type. TYPE I

providers are observed with the ITERS-R for infants and toddlers, ECERS-3 for early childcare (3-5), SACERS-U for school-age (5-onward). Type II and Certified providers are observed using the FCCERS-R tool.

- 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: **All child care providers with a regular or preliminary license in good standing are automatically enrolled at a Level 1. Programs with a preliminary license must remain at a Level 1.**
 High Quality
 - Tier/Level 2: **Provider meets the following required standards around teacher trainings for developmental screening, professional learning in curriculum, instructional practices and/or teaching and learning or has an approved early childhood credential or degree.**

The following standards are required for Level 2 providers:

- 50 percent of teaching staff have professional learning activities in developmental screening.
- Complete an environmental self-assessment using a valid and reliable tool appropriate for ages/settings of children served.
- Program/site administrator/director receives 10 hours of professional learning in curriculum, instructional practices and/or teaching and learning or has an approved early childhood credential or degree.
- 50 percent of teaching staff receives 10 hours of professional learning in curriculum, instructional practices and/or teaching and learning or have an approved early childhood credential or degree.

No additional points are required for a Level 2 rating.

High Quality

- Tier/Level 3: **All required standards as outlined for Level 2, in addition providers must also compile 21-30 points from the four Standards of Quality Domains Classroom and Instructional, Family and Community Engagement, Staff Qualifications and Professional Development, Administrative and Leadership Practices.**
-Participate in an environmental observation on a valid and reliable tool.
No minimum required score.

4 Standards of Quality Domains:

8 points from Classroom and Instructional Quality domain
2 points from Family and Community Engagement domain
2 points from Staff Qualifications and Professional Development domain
2 points from Administrative and Leadership Practices domain
At least 7 points from any domain.

High Quality

- Tier/Level 4: All required standards as outlined for Level 2, in addition providers must also compile 31-40 points from the four Standards of Quality Domains Classroom and Instructional, Family and Community Engagement, Staff Qualifications and Professional Development, Administrative and Leadership Practices. Participate in an environmental observation on a valid and reliable tool.
Minimum required score or 4.0 must be achieved for all rated classrooms.

4 Standards of Quality Domains:

8 points from Classroom and Instructional Quality domain
2 points from Family and Community Engagement domain
2 points from Staff Qualifications and Professional Development domain
2 points from Administrative and Leadership Practices domain
At least 17 points from any domain

High Quality

- Tier/Level 5: All required standards as outlined for Level 2, in addition providers must also compile 41-50 points from the four Standards of Quality Domains Classroom and Instructional, Family and Community Engagement, Staff Qualifications and Professional Development, Administrative and Leadership Practices. Participate in an environmental observation on a valid and reliable tool.
Minimum required score or 5.0 must be achieved for all rated classrooms.

4 Standards of Quality Domains:

8 points from Classroom and Instructional Quality domain
2 points from Family and Community Engagement domain
2 points from Staff Qualifications and Professional Development domain

2 points from Administrative and Leadership Practices domain

At least 27 points from any domain

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: **655**
- Total number of licensed family child care homes meeting high quality definition: **30**
- Total number of CCDF providers meeting high quality definition: **614**
- Total number of children served by providers meeting high quality definition: **13,776**

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

- General description of pilot QRIS (e.g., in a few localities, or only a few levels):
- Which localities if not state/territory-wide?
- How many tiers/levels? [insert number of tiers below as required and describe each tier and check off which are high quality
 - Tier/Level 1:
 High Quality
 - Tier/Level 2:
 High Quality
 - Tier/Level 3:
 High Quality
 - Tier/Level 4:
 High Quality
 - Tier/Level 5:
 High Quality
 - Tier/Level 6:

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

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

The lead agency is operating another system of quality improvement.

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

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

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

No

4.1.2 Spending - Quality rating and improvement system status:

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

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

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

No

4.2 Quality Rating and Improvement Systems participation

4.2.1 QRIS or other system of quality improvement participation:

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

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

4.3 Quality Rating and Improvement Systems Benefits

4.3.1 Quality Rating and Improvement Systems Benefits:

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

One-time grants, awards or bonuses

- Licensed child care centers
- Licensed family child care homes

On-going or periodic quality stipends

- Licensed child care centers **777**
- Licensed family child care homes **54**

Higher CCDF subsidy rates (including tiered rating)

- Licensed child care centers **655**
- Licensed family child care homes **30**

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

Other. Describe

4.3.2 Spending - Quality Rating and Improvement Systems Benefits:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

4.4 Spending – Quality Rating and Improvement Systems

4.4.1 Spending – Quality Rating and Improvement Systems:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP

Stabilization 10% set-aside) related to QRIS or other quality rating systems during October 1, 2022 to September 30, 2023? \$4701360

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. **DCC conducts weekly and quarterly analysis of child care programs movement in Kentucky All STARS TQRIS to measure progress of movement in rating level based on review of the domains and standards accessed by providers. Weekly analysis displays the number of providers participating at each level of quality broken out by provider type. Quarterly analysis includes regional data.**

Before the state of emergency due to Covid-19 Kentucky All STARS TQRIS system had met and was maintaining it's contractual goal of 45% high quality participation in All STARS (providers operating at 3-5 stars). Targeted recruitment plans and special incentives have been put in place to help maintain and improve this participation.

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: **Division of Child Care (DCC) conducts weekly and quarterly analysis of child care programs movement in Kentucky All STARS TQRIS to measure progress of movement in rating level based on review of the domains and standards accessed by providers. Weekly analysis displays the number of providers participating at each level of quality broken out by provider type. Quarterly analysis includes regional data.**

Before the state of emergency due to Covid-19 Kentucky All STARS TQRIS had met and was maintaining it's contractual goal of 45% high quality participation in All STARS (providers operating at 3-5 stars).

Targeted recruitment plans and special incentives have been put in place to help maintain and improve this participation. As of 9/30/23 we have 35% of our programs at high quality. We've been able to maintain the 35% due largely to our in place support measures which included over 4 million dollars in quality incentives that providers could use to invest into their program for staff trainings and quality of care items. We're continuing to work with targeted TA to various child care programs. This measure will be a primary focus moving forward to help increase our current level of high quality programs.

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

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

5.1 Infant/Toddler Specialists

5.1.1 Infant/Toddler Specialists:

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

Yes

- Number of specialists available to all providers
- 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: **At this time, the Lead Agency has one full-time infant and toddler specialist. This specialist is responsible for the management of the Kentucky Infant and Toddler Specialist Network, developing training content on infant and toddler related information and serves on a number of committees devoted to the birth-to-three age group. In addition to the Lead Agency Infant and Toddler Specialist, DCC has partnered with other agencies to provide support to infant toddler teachers. These specialists are not designated infant toddler specialists, but are still accessible to providers as needed.**

5.1.2 Infant/Toddler Specialists Supports Provided:

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

- Relationship-caregiving practices (or quality caregiving/developmentally appropriate practices)
- On-site and virtual coaching
- Health and safety practices

- Individualized professional development consultation (e.g., opportunities for or awareness on career growth opportunities, degreed/credential programs)
- Group professional development
- Family engagement and partnerships
- Part C early intervention services
- Mental health of babies, toddlers, and families
- Mental health of providers
- Behavioral Health
- Other. Describe **Early Childhood Mental Health Program (ECMHP) provides consultation, training and evaluation services for children from birth to age 5 and their families with a focus on social, emotional and behavioral issues. Also, the Child Care Health Consultation for Healthy Start in Child Care programs, through the Department for Public Health, provides training and technical assistance to child care providers.**

Kentucky Child Care Health Consultants (CCHC) also provide training and TA on nutrition and physical activity for the child care providers and children. Training called "Nutrition 101". Go NAPSACC. Color me Healthy Curriculum and 5210 Curriculum.

5.1.3 Spending – Infant/Toddler Specialists:

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

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

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

No

5.2 Staffed Family Child Care Networks

5.2.1 Number and Description of Staffed Family Child Care Networks:

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

[x] Number of staffed family child care networks: **1**

- o Describe what the network/hub provides to participating family child care providers: **The Family Child Care Network (FCCN) of Kentucky is operating to provide training and technical assistance to family child care (FCC) programs throughout KY. The FCCN contract is held by the Western Kentucky University. There are a total of four sub-contracts with regional agencies in order to ensure direct services are offered in all child care regions of the state**

The Family Child Care Network of KY has eight objectives:

- 1. Establish systems and protocols for recruiting family child care providers in each region. (Registered, Certified, Type II).**
- 2. Recruit registered child care providers, including outreach to Kinship Care and Fictive Kin providers, to become part of the registered provider system.**
- 3. Provide Technical assistance for registered providers in the provider's home or in the home of the family.**
- 4. Provide Technical assistance for certified and Type II family child care homes in the provider's home.**
- 5. Create and implement training specifically targeted for family child care providers.**
- 6. Provide networking opportunities and resources for family child care homes.**
- 7. Support family child care homes with appropriate business practices and needs including, but not limited to:**
 - a. tuition billing,**
 - b. compliance with the Child and Adult Federal Food Program,**
 - c. tax preparation**
- 8. Be the liaison between community businesses and child care programs attempting to establish the child care network model as an employee benefit for the business.**

In addition, FCCN offers the following services, as noted in the I/T section previously:

- Relationship-caregiving practices (or quality caregiving/developmentally appropriate practices)**
- On-site and virtual coaching**
- Health and safety practices**

- Individualized professional development consultation (e.g., opportunities for or awareness on career growth opportunities, degreed/credential programs)
- Group professional development
- Family engagement and partnerships

No staffed family child care networks operate in state/territory

5.2.2 Spending - Staffed Family Child Care Networks:

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

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

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

No

5.3 Spending - Programs and services for infants and toddlers

5.3.1 Spending - Programs and services for infants and toddlers:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside), above and beyond to the 3% infant and toddler set-aside, to improve the supply and quality of child care programs and services for infants and toddlers during October 1, 2022 to September 30, 2023? **\$6840880**

Unable to report total amount spent. Indicate reason:

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

5.4 Progress Update

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

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

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

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **The Kentucky Early Care and Education Training Records Information System (ECE-TRIS) provides detailed reports of the number of providers trained in early learning standards, infant and toddler and related topics, number of trainings offered, and number of active trainers across the state. The Kentucky Integrated Child Care System identifies and tracks all staff working in a licensed, certified child care facility.**

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: **At this time, the Lead Agency has one full-time infant and toddler specialist. This specialist is responsible for the management of the Kentucky Infant and Toddler Specialist Network, developing training content on infant and toddler related information and serves on a number of committees devoted to the birth-to-three age group. In addition to the Lead Agency Infant and Toddler Specialist, Division of Child Care (DCC) has partnered with other agencies to provide support to infant toddler teachers. These specialists are not designated infant toddler specialists, but are still accessible to providers as needed.**

Family Child Care Network of Kentucky (FCCN) is a statewide staffed network that is partnered with DCC to provide support for infant and toddler teachers of Family Child Care programs in Kentucky. FCCN currently has 14 specialist available to all providers. These 14 specialist are all available to provider serving children who receive CCDF funding. FCCN's data tracking methods were established on Oct 1, 2022 and continue to improve as they grow in their role to support our providers. While they do not only serve Infant and Toddler providers, most family child care homes they do serve have at least one infant and toddler in their care. Between October 1, 2022 to June 30, 2023: 182 Certified Family Child Care providers were served with 2653 contacts. 30 Type II Family Child Care home providers were served with 447 different contacts. These contacts varied from email, meeting at the person's home or in the community, phone calls, text messages, or meetings virtually.

Kentucky also partners with the Kentucky Child Care Health Consultants (CCHC) which has ten (10) specialist available to all providers and providers receiving CCDF. CCHC has served 2000 providers during this time and reached 1200 children with their services.

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

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

6.1 Spending – Child Care Resource and Referral Services

6.1.1 Spending – Child Care Resource and Referral Services:

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

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

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

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to **establish, expand, modify, or maintain a statewide CCR&R** during October 1, 2022 to September 30, 2023? **\$1967589**

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.

Data analysis assists in identification of trends and progress in program areas to assist management with regulatory and programing decisions. Data analyzed for trends and measures of progress may include number of families and children served by type of provider, review of demographic location, type of care such as non-traditional hours and care for special needs. Census data may also be used in conjunction with provider data to determine areas of greatest need for recruitment of additional child care providers. Measurable outcomes can be established based on identified needs, and progress toward outcome attainment then measured accordingly.

Kentucky captures data from various sources such as: Kentucky Integrated Child Care System

kynect ☑ Assistance & Support Programs for Kentuckians

Kentucky Early Care and Education Training Records Information System (ECE-TRIS)

eMARS - Enhanced Management Administrative Reporting System

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.5.2 of the FFY 2022-2024 CCDF Plan: **The Division of Child Care continuously monitors data from monthly CCAP enrollment reports, All STARS participation, ECE-TRIS, and licensing and survey reports to identify areas for improvement within the child care system. The Division of Child Care holds monthly meetings with the CCR&R as well as other stakeholders to identify gaps and develop action plans to address those gaps. The CCR&R also provides a quarterly report that contains the following metrics/information:**

Consumer education efforts including the types of materials distributed (14,564), attendance at meetings (402), number of consultations provided (128), and the number of events/presentation given (133)and how many were in attendance (12,387);

Expansion of Child Care Services through:

- 1.) Technical assistance to potential providers including the number of initial consultations (141), walk-throughs (146), background check guidance (19), and technology support (35);**
- 2.) Number of Getting Started sessions provided (82) complete with the provider type as well**

as total number of attendees (131) and satisfaction survey results summary;

3.) Tracking Potential Providers who have withdrawn (87) from the licensing process by provider type and reason for withdrawal;

Technical assistance offered to support Continuous Quality Improvement (11,869) measured by provider type and contact methods.

1.) Information is also broken down into the Top 10 TA Areas in re: regulatory compliance which includes General Administration, Training Hours and PD, Background Checks, Plan of Correction Assistance, Director/Staff Requirements, Employee Records, Technology Assistance, Building Premises, Walk-Throughs, and Policies and Procedures;

2.) Top 5 TA Areas in re: KY All STARS (TQRIS) which includes AQRs, Training Hours, Space & Furnishings, Activities, and Interactions;

3.) Top 4 TA Areas of Professional Development which includes ECE-TRIS, Recruitment, Training Hours and Professional Development Plans.

4.) Targeted TA Efforts by age group (Infants:292, Toddler:453, Preschool:630, OST:225), as well as those with LEP, experiencing homelessness, and those with special needs (8);

5.) Directed Plan of Correction (DPOC) Trainings including number of trainings conducted (125)
Training Efforts

1.) Total TA provided to individual trainers (547) broken down by content category;

2.) Number of Trainer Connections meetings (7) held along with the number of attendees (153);
Professional Development Efforts:

1.) Total TA provided to individual scholars (1,838) and the content category;

2.) Number of PD presentations held (21) along with the number of attendees (316);

3.) Approval and renewal of various scholarships broken down by category

ERS Support/Reliability which captures the efforts from Quality TA Specialists focused on coaches and raters to include the number of training sessions provided (15) and who attended; the number of individual consultations(136); and the ERS Reliability by Staff Person by Scale.

The report also provides an update about any additional efforts the CCR&R has completed that is not listed in the above metrics.

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

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

7.1 Complaints about providers

7.1.1 Number of Complaints about providers:

How many complaints were received regarding providers during October 1, 2022 to September 30, 2023? **1805**

7.1.2 Spending - Complaints about providers:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

7.2 Licensing Staff

7.2.1 Number of Licensing Staff:

How many licensing staff positions were there in the state or territory during October 1, 2022, to September 30, 2023? Number of staff **32**

7.2.2 Spending – Licensing Staff:

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

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

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

No

7.3 Health and Safety Standards Coaching and Technical Assistance

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

How many child care programs received coaching or technical assistance to improve their understanding and adherence to CCDF health and safety standards as a result of an inspection or violation during October 1, 2022, to September 30, 2023? **34**

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

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

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

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

No

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

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

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on facilitating compliance with lead agency requirements for inspections, monitoring, health and safety standards and training, and lead agency licensing standards during October 1, 2022 to September 30, 2023? **\$5355915**

[] 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.

Measurable indicators of progress relevant to the use of funds for technical assistance and coaching would include analysis of licensing data regarding deficiencies, and progress of providers in increasing quality level in the state's QRIS.

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: **During this time DRCC issued 34 Directed Plans of Correction (DPOC). Each time a DPOC is issued, technical assistance is requested from either Child Care Aware of Kentucky or the Family Child Care Network. This technical assistance provides coaching specific to areas of concern that have been identified by DRCC through inspections.**

As part of regular Technical Assistance (TA) provided by our partners with Child Care Aware of Kentucky (CCA). In the reporting time, Child Care Aware of Kentucky provided TA visits to 2,489 recipients and 1,415 programs. The total amount of TA coaching hours relating to the topic of Health and Safety provided by Child Care Aware of Kentucky was approximately 7,838 hours. In addition to CCA, the Family Child Care Network (FCCN) provided TA for certified providers. Through the reporting period there was a total of 166 certified providers that received coaching in the related topic of Health and Safety. For the certified providers that had areas of concern 122 contacts were made, and of the 6 certified providers with DPOC's during this time 45

contacts were made for coaching purposes.

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

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

8.1 Evaluation and assessment of center-based programs

8.1.1 Evaluation and assessment of center-based programs:

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

QRIS

CLASS

ERS

FCCERS

ITERS

State evaluation tool. Describe

Core Knowledge and Competency Framework

Other. Describe **We currently use the E-3, ECERS-3, Early childhood Environmental Rating Scale Third Edition:**

The Third Edition of ECERS is a major revision that introduces innovations in both the content and administration of the scale while retaining the continuity of the two principal characteristics of the ECERS, namely its comprehensive or global definition of quality and the reliance on observation as the primary source of information on which to base assessment of classroom quality. The E-3 continues to maintain a comprehensive view of early childhood development that includes physical, social-emotional, and cognitive domains, as well as children's health and safety. The E-3 sees the physical environment, children's relationships with one another and with significant adults, and instruction as intertwined. Much of the teaching is done during the course of the day as teachers interact with children at play and during routines.

Division of Child Care also uses the (SACERS) school aged environmental rating scale based on ECERS-3 format for school aged settings.

Do not evaluate and assess quality and effective practice

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

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

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

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

No

8.2 Evaluation and assessment of family child care programs

8.2.1 Evaluation and assessment of family child care programs:

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

- QRIS
- CLASS
- ERS
- FCCERS
- ITERS
- State evaluation tool. Describe
- 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, 2022 to September 30, 2023?
\$4736671

Unable to report total amount spent. Indicate reason:

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

8.4 Progress Update

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

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

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

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **DCC conducts weekly and quarterly analysis of child care programs movement in Kentucky All STARS TQRIS to measure progress of movement in rating level based on review of the domains and standards accessed by providers. Weekly analysis displays the number of providers participating at each level of quality broken out by provider type. Quarterly analysis includes regional data.**

Before the state of emergency due to Covid-19 Kentucky All STARS TQRIS system had met and was maintaining it's contractual goal of 45% high quality participation in All STARS (providers operating at 3-5 stars). Targeted recruitment plans and special incentives have been put in place to help maintain and improve this participation.

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: Targeted recruitment plans and special incentives have been put in place to help maintain and improve this participation. As of 9/30/23 we have 35% of our programs at high quality. We've been able to maintain the 35% due largely to our in place support measures which included over 4 million dollars in quality incentives that providers could use to invest into their program for staff trainings and quality of care items. We're continuing to work with targeted TA to various child care programs. This measure will be a primary focus moving forward to help increase our current level of high quality programs.

The Division of Child Care encourages providers to receive the reports from our rating tools and work in conjunction with their Quality Coaches on review and next steps for both maintaining and improving upon the quality work their programs do. The Division of Child Care can then monitor in the coming years with the data provided by the CCR&R (Child Care Aware of Kentucky) how their next rating score appears and if they've then made improvements.

The Kentucky All STARS Program was not entered into Kentucky regulations and regulated through the Division of Child Care until 2018 with a planned cycle of 3 years for renewal of STARS levels. In 2021, due to COVID-19 these 3 year renewal periods were granted extensions of 2 years to 2023. DCC has compiled 2023's data and is working to analyze the data for outcomes to demonstrate the outcomes of the various quality evaluation tools used for quality programming. The percentages of providers that are in each quality level that uses these tools can be included in the 23-24 QPR data as a baseline for future quality monitoring.

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

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

9.1 Accreditation Support

9.1.1 Accreditation Support:

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

Yes, providers were supported in their pursuit of accreditation

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

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

N/A. Describe: **The Division of Child Care offers several supports as grants to providers in their pursuit of accreditation: National After-School Association/COA grant, NAEYC grant, and the NAFCC mini-grants.**

The COA grant pays up to \$900 on accreditation fees (to include the fee and the visit) to the COA for KY licensed school age programs.

The NAEYC grant covers the on-site validation fee paid directly to NAEYC on the program's behalf for KY Licensed Type 1 centers.

The NAFCC mini-grant pays up to \$500.00 for the accreditation fee to the NAFCC on the program's behalf for KY Licensed Type 2 homes and Certified Family Child Care Homes.

While these are offered, the Division of Child Care had no applicants and no payments made during FFY 2023.

9.1.2 Spending – Accreditation Support:

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

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

CCDF quality funds

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

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

- 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. **With the integration of All STARS data into the Kentucky Integrated Child Care System (KICCS), the Lead Agency is able to study adopted standards of practice in relation to other measures of quality tracked within the system.**

Before the state of emergency due to Covid-19 Kentucky All STARS TQRIS system had met and was maintaining it’s contractual goal of 45% high quality participation in All STARS (providers operating at 3-5 stars). Targeted recruitment plans and special incentives have been put in place to help maintain and improve this participation.

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: **DCC administers grants to support programs seeking accreditation from the Council on Accreditation (partnered with the National After-School Association, National Association for**

the Education of Young Children (NAEYC), and the National Association for Family Child Care (NAFCC). During the time period for FFY2023, DCC did not support any providers with accreditation and therefore have no progress data available. DCC would like for centers interested in achieving or maintaining accreditation to utilize the grant/funding opportunities. This information could be shared on our ListServ and in our monthly newsletters, so that centers remember this is a resource to them.

Child Care Aware of Kentucky (CCAKY) Quality coaches are available on an ongoing and consistent basis to provide technical assistance to child care programs preparing for accreditation. Professional Development Coaches with CCAKY may also assist programs in completing the applications for the grants and facilitate communication with DCC.

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

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

10.1 High-Quality Program Standards

10.1.1 High-Quality Program Standards:

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

QRIS, check which indicators the lead agency has established:

Health, nutrition, and safety of child care settings

Physical activity and physical development in child care settings

Mental health of children

Learning environment and curriculum

Ratios and group size

Staff/provider qualifications and professional development

Teacher/provider-child relationships

Teacher/provider instructional practices

Family partnerships and family strengthening

Other. Describe:

Early Learning Guidelines

State Framework. Describe

Core Knowledge and Competencies

Other. Describe

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

10.1.2 Spending - High-Quality Program Standards:

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

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

CCDF quality funds

Non-CCDF funds

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

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to support providers in the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development during October 1, 2022 to September 30, 2023? **\$4716168**

- Unable to report total amount spent. Indicate reason:

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

- No

10.2 Progress Update

10.2.1 Progress Update - High-Quality Program Standards:

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

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

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **With the integration of All STARS data into the Kentucky Integrated Child Care System (KICCS), the Lead Agency is able to study adopted standards of practice in relation to other measures of quality tracked within the system.**

Before the state of emergency due to Covid-19 Kentucky All STARS TQRIS system had met and was maintaining it's contractual goal of 45% high quality participation in All STARS (providers operating at 3-5 stars). Targeted recruitment plans and special incentives have been put in place to help maintain and improve this participation.

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: **Targeted recruitment plans and special incentives have been put in place to help maintain and improve this participation. As of 9/30/23 we have 35% of our programs at high quality. We've been able to maintain the 35% due largely to our in place support measures which included over 4 million dollars in quality incentives that providers could use to invest into their program for staff trainings and quality of care items. We're continuing to work with targeted TA to various child care programs. This measure will be a primary focus moving forward to help increase our current level of high quality programs.**

The Kentucky All STARS Program was not entered into Kentucky regulations and regulated through the Division of Child Care until 2018 with a planned cycle of 3 years for renewal of STARS levels. In 2021, due to COVID-19 these 3 year renewal periods were granted extensions of 2 years to 2023. DCC has compiled 2023's data and is working to analyze the data for qualitative outcomes of the high quality program standards. The KY All STARS 2023 data will be published as a baseline of data in the 2023-2024 QPR with the plan for continued monitoring of the quality standards in the following years.

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

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

11.1 Sustainability funding to child care providers

11.1.1 Sustainability funding to child care providers:

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

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

Licensed center-based programs

License-exempt center-based programs

Licensed family child care homes

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

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

Other (explain)

No.

N/A. Describe:

11.1.2 Spending – Sustainability funding to child care providers:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

11.2 Data Systems Investment

11.2.1 Data Systems Investment:

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

Yes. Describe: **During the reporting period the Division of Child Care used ARP-Act funding to provide technology grants to providers. These grants helped to assist Kentucky Child Care Centers and Family Child Care Providers in increasing access to technology to support the sustainability of their business. Each applicant can apply for up to \$1000 to enhance their technology for their business.**

During the reporting time DCC was beginning the planning phases to bring the Brightwheel app to providers in Kentucky. No funds were spent during this planning phase. More information and data will be provided during the 2024 QPR.

No

11.2.2 Spending - Data Systems Investment:

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

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

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

No

11.3 Supply and Demand Analysis

11.3.1 Supply and Demand Analysis:

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

Yes. Describe findings: **As part of the contract with Child Care Aware of Kentucky, the Human Development Institute (HDI) conducted a Kentucky Child Care Narrow Cost Analysis during the reporting time. The analysis evaluated the gap between costs and payment rates in regulated child care. This report provides a more accurate estimate of how current payment rates compare to the actual cost of providing care. In summary the narrow cost analysis provides the baseline for our future work to address the regional differences in price of child care (urban vs.rural). Kentucky's next phase of cost modeling will gather data to assess whether or not there are also regional differences in cost. To view the detailed report, please visit: <https://www.childcareawareky.org/wp-content/uploads/2023/02/Kentucky-Narrow-Cost-Analysis-UK-HDI-CCA-1-27-2023-revised.pdf>**

During the reporting period Division of Child Care also worked with Deloitte to create a Child Care Dashboard tableau. The dashboards allowed Division of Child Care to monitor different aspects across the state including Provider Staff Training, Child Care Providers, and Background checks. These data dashboards also allow DCC to watch for trends like child care dessert areas, rural child care areas and accessible training opportunities across the state over periods of time through the filtering tool.

No

11.3.2 Spending - Supply and Demand Analysis:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

11.4 Supply and Demand Initiatives

11.4.1 Supply and Demand Initiatives:

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

Child care deserts

Infants/toddlers

Children with disabilities

English language learners

Children who need child care during non-traditional hours

Other. Describe: **During the reporting period the Division of Child Care (DCC) developed the following initiatives to address supply and demand issues related to child care:**

Employee Child Care Assistance Partnership Program: HB 499 from the 2022 Regular Session established the Employee Child Care Assistance Partnership (ECCAP) Program. Through ECCAP, the cost of child care is shared by you, your employer, and Kentucky's Cabinet for Health and Family Services (CHFS). The amount contributed by the Cabinet is based upon your family's size and income level. This incentive builds the workforce by supporting families with child care cost needs, and supporting the growing of child care businesses throughout the state.

Pilot Project: Intergenerational Care Pilot Project- In this pilot project Division of Child Care (DCC) provided financial support, up to \$250,000, for up to four new child care programs across the state. This grant opportunity would support communities to focus on creating high-quality child care service that partners with local senior citizen centers in areas that lack regulated, high quality services.

Family Child Care Provider Grants- The Division of Child Care provided a limited number of one-time grants, up to \$5000 to assist in paying fees and purchasing items needed to establish and open and regulated family child care home. Funds will help new providers care for children in a regulated environment ensuring child safety and security.

Child Care Staff being a protected population through CCAP Eligibility: Starting October 21, 2022 the Division of Child Care added a new provision for Child Care employees that are applying for CCAP. Those employees in child care that meet all of the requirements for CCAP and have verified their employment in a Cabinet for Health and Family Services (CHFS) regulated (licensed or certified) child care program are eligible to have all of their household income excluded from the Child Care Assistance Program (CCAP) application process. This eliminated income barriers for our regulated child care providers who may not have been eligible for CCAP previously.

ECE-Insider- The Division of Child Care produces a monthly newsletter for child care providers to stay current on information from Division of Child Care, important health and safety reminders and family engagement ideas. During the reporting period DCC has provided the ECE-Insider translated into Spanish to have more accessible communication for Spanish speaking providers.

Community Partnership grant- DCC provided a grant opportunity for up to 10 programs designed to increase high-quality early education services by providing matching grant funds for Community Partnership Early Education Services in Kentucky. This grant opportunity aimed to address the decline in programs in communities across the state by providing support to non-profit organizations and community partners to start new child care programs with matching funds up to \$100,000 per program.

Preschool Partnership Grant- DCC provided a grant to incentivize cooperative public/private partnerships between public school districts and child care providers to develop full-day, high-quality programs for at-risk children. The incentive grant program represented an opportunity for school districts and child care providers to improve the quality of services in their communities.

11.4.2 Spending - Supply and Demand Initiatives:

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

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

CCDF quality funds

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

No

11.5 Provider Compensation and Benefits

11.5.1 Spending - Provider Compensation and Benefits:

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

- Financial bonuses (not tied to education levels)
- Salary enhancements/wage supplements
- Health insurance coverage
- Dental insurance coverage
- Retirement benefits
- Loan Forgiveness programs
- Mental Health/Wellness programs
- Start up funds 45
- Other. Describe: **Between October 1, 2022 and September 30, 2023 DCC awarded 45 recipients to receive the Family Child Care start-up grant for \$5000 each. The total awarded during this time was \$225,000 for recipients to start a new Family Child Care Program.**

Starting October 21, 2022 the Division of Child Care added a new provision for Child Care employees that are applying for CCAP. Those employees in child care that meet all of the requirements for CCAP and have verified their employment in a Cabinet for Health and Family Services (CHFS) regulated (licensed or certified) child care program are eligible to have all of their household income excluded from the Child Care Assistance Program (CCAP) application process. This eliminated income barriers for our regulated child care providers who may not have been eligible for CCAP previously. During the time of October 1, 2022, and September 30, 2023, families were eligible to use this employee income exclusion program. 3301 Families/Child Care Employees

received CCAP using the employee income exclusion provision.

N/A. Describe:

11.5.2 Spending - Provider Compensation and Benefits:

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

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

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

No

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

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

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on other activities to improve the quality of child care services during October 1, 2022 to September 30, 2023? **\$1478684**

Unable to report total amount spent. Indicate reason:

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

11.7 Progress Update

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

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

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

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

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.10.2 of the 2022-2024 CCDF Plan: **The Division of Child Care had a focus of providing supports for the current workforce employees and centers by providing stabilization payments in a tiered system through ARP Act Funding. The Division of Child Care’s partnerships with KHEAA provide opportunities for childcare employees to increase their education level through improved scholarship regulations and funding. The ECCAP and Child Care Employee Exclusion for CCAP have increased the accessibility for childcare employees to receive CCAP funding.**

With the funded Family Child Care Network (FCCN) and the grant opportunity for Family Child Care Providers to start up a new facility we increased the safety and well-being for children being cared for in Family Child Care homes. The grant money assisted in paying for fees and purchasing items needed to establish and open a regulated Family Child Care Home. Having a regulated environment helps to ensure that children are in a safe and secure program. It provides enough financial stability to get childcare facilities established and it allows for providers to focus on high-quality services and initiate a functional childcare structure in their community. The Division of Child Care awarded 104 individuals with start-up grant funding during the FY23 reporting period. The changes to the Regulated Relative Child Care provider also increased our numbers of certified providers. In the fall of 2023, we had approximately 44 registered child care providers in the state of Kentucky. The reg change that switched this group to only being able to care for relative children was a smooth one, as the majority were already caring for relative children. Of the 7 registered providers that were not caring for relative children, 3 have become certified and 4 will potentially work towards it this spring.

Within DCC we have utilized the Deloitte Dashboards to look closely at the landscape of childcare and what potential barriers we are facing. The Deloitte Dashboard reports out monthly and gives us a clear map of Kentucky’s Available Providers, Training, and Desert Areas. Along with this data, Child Care Aware of Kentucky did complete a Kentucky Child Care Narrow Cost Analysis allowing us to see potential gaps in pay for providers and regions of the state. For communication DCC has a monthly newsletter that is distributed via our Listserv and has been translating this into Spanish for Spanish speaking providers. We began the planning phase for Brightwheel Platform to be paid for all providers and look forward to reporting on our successes in next year’s QPR. Overall the Brightwheel app will help programs with automating billing and payments, sending messages to staff and families, managing attendance records,

streamlining paperwork, monitoring staff, writing lesson plans and tracking state specific observations.

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. **Division of Regulated Child Care (DRCC) has implemented a Peer Review Procedure wherein the Director, Assistant Director, and Regional Program Managers meet specifically to assess situations that have occurred which prompted an action against a provider's license. These situations often include incidents of serious injury and at times, fatalities. The Peer Review Procedure includes a systematic evaluation of these cases and their related processes including inspection, investigation, and identification of specific violations. The Peer Review also will assess the criteria used when actions are taken against a provider's license.**

DRCC is also in the process of implementing the Campaign for Child Care which focuses on children in unregulated or illegal child care settings. This campaign seeks to cut down on injuries and fatalities in unapproved settings and increase the number of approved caregivers. The campaign will use a proactive approach and focuses on education of community members.

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. **The Division of Child Care (DCC) made changes to the Registered Relative Provider regulations during this reporting time. As a result of these regulation changes some providers who were previously Registered providers were now eligible to be certified providers. This regulation change**

increased our number of certified providers which is a type of regulated child care monitored by Division of Regulated Child Care (DRCC).

The fatality referenced in the response was in an illegal (unapproved) child care setting and was not the result of enforcement or issues with rules. DRCC has initiated legal action against the individual. In addition, DRCC is pursuing the use of monetary penalties as a measure to deter illegal child care operators. In most cases of injuries, there were existing rules in place for prevention. However, additional rules that encourage the providers to conduct more internal safety monitoring could be beneficial. DCC and our partners are committed to examining how additional monitoring can be amended in the future to prompt a more proactive response on behalf of the providers and decrease the number of injuries.

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

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

13.1 Multiple Grant Programs

13.1.1 ARP Act Stabilization multiple grant programs:

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

Yes. Describe:

No

13.2 ARP Act Stabilization Grants workforce compensation

13.2.1 ARP Act Stabilization Grant strategies for workforce compensation:

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

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

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

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

Other (Describe):