Child Care Quality Expenditure & Activity Report Desk Aid


Revised: September 2024

Texas Workforce Commission | Child Care & Early Learning Division

Child Care Quality Expenditure and Activity Report Overview

The Child Care Quality Expenditure and Activity Report (CCQ Report) has four main components. This desk aid will walk staff through the completion of each component and provide some tips on how to ensure each Local Workforce Development Board (Board) is accurately reporting the activities and/or initiatives completed for the fiscal year (FY) with its Board Contract Year (BCY) funding.

Below is a graphic model of the four components and how this process is cyclical each FY.
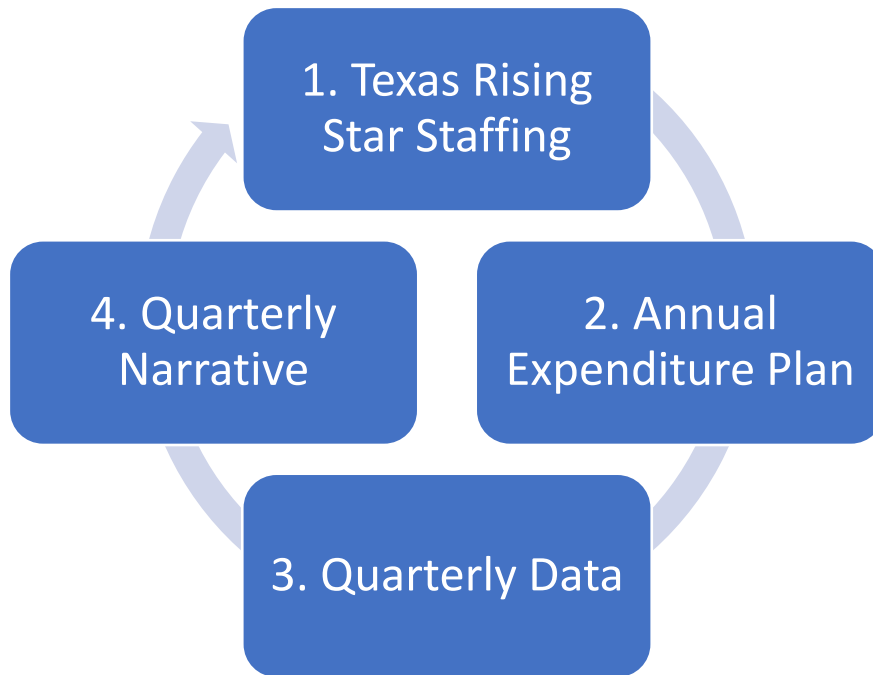
Select the following topics to access the component or specific tab within the CCQ Report for more information and tips:

- Instructions and Due Dates
- Examples and Definitions
- Texas Rising Star Staffing
- Annual Expenditure Plan
- Quarterly Data
- Quarterly Narrative

A webinar reviewing the CCQ Report is available for additional support and is accessible on the Texas Workforce Commission (TWC) YouTube channel.

Instructions Tab

In the **Instructions** tab, each Board is to select its Board name from the drop-down menu and place the correct FY within the **Annual Steps** section. By doing this, the information will auto-populate into applicable tabs.

Staff members who complete this report (as well as those who provide the data for this report) should read through the **Instructions** tab prior to completing each tab or report.

Below is a snapshot of a section of the **Instructions** tab.

INSTRUCTIONS	
Board Child Care Quality Expenditure & Activity Report	
Background:	CCDF federal regulation §98.53(f) requires states to annually prepare and submit a quality progress and expenditure report (QPR). The purpose of the annual QPR is to show Texas' progress on improving the quality of child care programs and services for children. The QPR is organized according to 10 allowable activities for the use of quality funds. The Texas Workforce Commission (TWC) is required to submit the QPR (ACF-218) by December 31 of each year. The report must include estimates of both state and local quality-related expenditures that occurred during the federal fiscal year.
References:	45 CFR §98.53
Annual Steps:	
Save As...	Beginning with each new fiscal year, save report as a new file: **"FFY [YYYY] Board CCQ Report - [Board Name]"**
Select Board (populates headers throughout):	Board (Select on Instructions tab)
Enter fiscal year [YYYY]:	2024
Step 1: Complete the *Texas Rising Star Staffing Log (TAB 3*)	
How often?	Annually and updated each quarter as applicable
When is it due?	Within 30 calendar days of the Board's CCQ grant award
What data do I enter?	Enter the Board's Texas Rising Star staffing information, to include budgeted and filled Texas Rising Star mentors and/or other role full-time equivalents (FTE). Information must include hire date, current job title/role, percentage of FTE job duties for that role, employed by information, email contact information, and termination date, as applicable. For employed by information, denote if the staff member is employed by the Board, the Board's child care contractor, self-employed (hourly) or self-employed (paid per assessment)

Due Dates

Annual Expenditure Plan	Within 30 days of the grant
Texas Rising Star Staffing	Within 30 days of the grant, then with every quarter, as applicable
Quarterly Data and Narrative	Within 30 days of the end of the quarter. Quarterly report due dates are as follows: • Quarter 1—January 30 • Quarter 2—April 30 • Quarter 3—July 30 • Quarter 4—October 30

Errors and Revisions

If a Board realizes that there is an error in what was already submitted to TWC, or that Board would like to revise its Annual Expenditure Plan, it must do the following:

- **For errors:** Within the email that is sent to submit the quarter's report, indicate which line was modified for which tab and quarter. Place those revisions in RED TEXT.
- **For revisions to the plan:** Within the email that is sent to submit the quarter's report, indicate which line was modified for what category. Strikethrough any activity that was not conducted

with a brief explanation why and/or what will replace it and place new activities and revisions in RED TEXT.

- **For revisions in the Cash Draw and Expenditure Reporting (CDER) system:** If TWC identifies an error in the **Quarterly Narrative** tab regarding an activity placement, the Board must ensure that all funding placed in CDER is adjusted accordingly.

Examples and Definitions Tab

In the **Examples and Definitions** tab, definitions and examples of activities and measurable outcomes are given for each of the following Child Care and Development Fund categories within the CCQ Report:

- Infant & Toddler (Including Professional Development)
- Professional Development
- Texas Rising Star/Quality Improvement
- Supporting Health & Safety Standards
- Evaluation & Assessment
- Supporting National Accreditation
- Other Activities (Shared Services, Prekindergarten [Pre-K] Partnership Supports, and Other Supports to Child Care Providers)

Staff members who complete this report (as well as those who provide the data for this report) are encouraged to read through the **Examples and Definitions** tab prior to completing each tab and report.

Below is a snapshot of a section of the **Examples and Definitions** tab.

General guidance	
What if an activity crosses multiple categories?	When reporting activities and measurable outcomes, include the a row with Activity Type/Name for all affected Quality Categories. You may write descriptions for the activities and outcomes under one category, and refer to that description in the other categories.
What if my activity is not included in these examples?	The following are just that - *examples* . A Board may fund other activities that are included in these examples. If you are unsure if an activity is allowable using Quality funds, please send your questions to childcare.programassistance@twc.texas.gov.
What about Quality activities that are not funded with CCDF?	Some Child Care Quality activities may be funded through partnerships and other entities without the use of CCDF funds. Some of these activities funded by other sources may be integral to the Board's overall strategies for improving Child Care quality. You may describe such activities that are funded with non-CCDF dollars in the Annual Expenditure Plan and in the Quarterly Narrative. Indicate in the description how the activity was funded (for example, by a local coalition, local government, a private foundation, or a grant award). While Boards are not required to describe activities funded outside of CCDF, it is helpful to understand the full picture of quality improvement activities the Board participates in.
When reporting activities or outcomes related to Texas Rising Star, when does a program "count" as being Texas Rising Star?	Programs that the Boards are working with to become Texas Rising Star-certified may be counted in the Board's outcome measures. However, the Board must delineate those programs that are already certified or newly certified versus those that are not yet Texas Rising Star-certified but are in an initial certification phase.

Quality Category: Infant & Toddler (including PD)	
Activities that improve the quality of and supply of infant and toddler early learning programs and services	
Definitions	Slots: New slots (not previously available) added during the quarter at Texas Rising Star programs. A new slot may or may not be filled by a child receiving subsidy. If the Board helps develop slots that are not in Texas Rising Star (either benefitting subsidy or the broader community), those activities should be included in expenditures as applicable and described in the Board's Quarterly Narrative. However, non-Texas Rising Star slots must NOT be counted as "slots" in the Quarterly Data tab.
Examples of Activities	Establishing or expanding high-quality early learning programs to serve infants and/or toddlers Providing professional development for early learning program staff and/or training on specific infant/toddler developmentally appropriate practices Providing materials, equipment, and resources specific to infant and toddler development, including, but not limited to, cribs, changing tables, tables, chairs, high chairs, adult rocking chairs, and curriculum Coordinating with early intervention specialists who provide services for infant/toddlers with disabilities Providing support to individuals to become Infant/Toddler Specialists (such as through CLI or Zero-to-Three) Providing health and safety training specific to infants and toddlers, including, but not limited to, safe sleep practices, first aid, cardiopulmonary resuscitation (CPR), early brain development, shaken baby syndrome, and sudden infant death syndrome
Example Measurable Outcomes	- increase in the number of infant/toddler slots available among Texas Rising Star programs - increase in the number of referrals to ECI or health care - increases in children's language development or SEL competencies (as measured by a validated tool)

Texas Rising Star Staff Tab

In the **Texas Rising Star Staff** tab, each Board will enter its Texas Rising Star staffing information, including budgeted vacant and filled Texas Rising Star mentors and/or other full-time equivalents (FTEs).

For each employee, this information must include:

- hire date;
- current job title and/or role;
- percentage of FTE job duties for that role;
- "employed by" information;
- email contact information; and
- termination date, as applicable.

Staffing reported in this tab should also include the Board's Texas Early Childhood Professional Development System (TECPDS) subject matter expert and/or the designated Infant Toddler Specialist(s). Boards must **not** indicate vacant positions within the main table, as this information is placed in the "Budgeted Vacant Positions" table.

The following are some quick tips for reporting the data needed on this tab:

- To determine staff's FTE percentage, Boards indicate how much of the staff member's time is spent doing the following duties:
  - ➢ **Mentor**—providing mentoring services to child care programs
  - ➢ **Other**—performing duties that do not fall under assessing or mentoring
    Note: "Other" could include provider services, supervisory activities, or administrative tasks such as completing TWC- or Board-required reports.
  (For example, if a staff member is dual role with an equal distribution of duties, Boards would input 0.5 for "Mentor FTE" and 0.5 for "Other FTE." This will automatically convert the data to a percentage of 50 percent.)
- For "employed by" information, Boards denote if the staff member is employed by one of the following options:
  - ➢ the Board
  - ➢ the Board's child care contractor
  - ➢ self-employed (hourly)
  - ➢ self-employed (paid per assessment)
- If a termination date is applicable, Boards do not remove the staff member's information but instead zero out their FTE and input the termination date and/or last date of employment.
- In the "Budgeted Vacant Positions" table, Boards indicate the percentage of FTE that is vacant for each role.
  (For example, if a Board is hiring a dual role employee with an equal distribution of duties, input 0.5 for "Mentor FTE" and 0.5 for "Other FTE.")

Boards update this tab each quarter as needed to indicate the staffing **as of the date the report is submitted** (not the quarter time frame). When submitting the end-of-quarter report, Boards indicate in their emails if the **Texas Rising Star Staff** tab has been updated.

Below is a snapshot of the **Texas Rising Star Staff** tab in its entirety.

Board (Select on Instructions tab)
FFY 2024 Texas Rising Star Staff

Staff Name	Job Title or Role	Date of Hire	Mentor FTE	Other FTE*	Employed By (select from options)	Email Contact	Termination Date
Example: Jane Doe	Mentor	5/1/2018	0%	0%	Board's Child Care Contractor	JaneDoe@WFSBoard.com	
Total FTEs	n/a	n/a	0.00	0.00			

Budgeted Vacant Staff	
Type of Role	Number of Vacancies
Texas Rising Star Mentor	0.00
Texas Rising Star Other	0.00
Total	0.00

Annual Expenditure Plan Tab

In the **Annual Expenditure Plan** tab, Boards will report the overall narrative and each activity, including the type of funding to be used, estimated planned expenditures, the quarter the activity will begin, and measurable outcomes and estimated reach, within each applicable allowable category for the following:

- Infant & Toddler (Including Professional Development)
- Professional Development
- Texas Rising Star/Quality Improvement (Except Professional Development; Including Texas Rising Star Personnel)
- Supporting Health & Safety Standards (Except Professional Development)
- Evaluation & Assessment (Tools to Measure Effective Practice or Child Development/Progress)
- Supporting National Accreditation
- Other Activities (Shared Services, Pre-K Partnership Supports, Supports for Child Care Providers in Response to COVID-19)

At the top of this report, Boards must complete an overall narrative of their year's plan. This narrative must include how the needs were assessed or determined, how success will be measured for the plan as a whole, and how this plan aligns with each Board's Strategic Plan.

Boards will select who implements the CCQ funds (the Board, the Board's contractor, or both) from the drop-down menu. If a Board's response is "both," the Board will describe in the applicable field how it coordinates the implementation of funds with its contractor.

Below is a snapshot of a section of the **Annual Expenditure Plan** tab.

Boards will describe each activity or project planned for its applicable category. Boards will:

- include the activity type and name;
- select the type(s) of funding that will be utilized for the activity ("CCQ 2 percent," "CQF 4 percent," "CCM," or "other");
- indicate the estimated planned expenditures amount;
- indicate the quarter the Board anticipates the activity to begin; and
- provide a detailed, yet succinct, description and the activity's estimated reach (the goal for participants served).
  Note: All activities need to have an estimated reach and measurable outcome or goal described.

Below is a snapshot of a section of the **Annual Expenditure Plan** tab.

Professional Development

Activity Type/Name	Type of Funding (Check all that apply)	Planned Estimated Expenditures	Anticipated Quarter Start	Narrative Description of Planned Activities *Description must include estimated number of reach and type of participant, alignment to what need or Board strategy, which quarter(s) the activity will be implemented and measurable outcome*
	☐ CCQ 2% ☐ CQF 4% ☐ CCM ☐ OTHER			
	☐ CCQ 2% ☐ CQF 4% ☐ CCM ☐ OTHER			
Total Planned Estimated Expenditures		$ -		

Quarterly Data Tab

In the **Quarterly Data** tab, Boards will enter data related to the activities and/or initiatives implemented within the applicable quarter. Quarters are organized in columns with an auto-calculated year-to-date (YTD) total.

Refer to the following pages for each category's specific reporting tips.

Because the CCQ Report is cumulative, all quarters must be entered within the **same** report when submitting it quarterly. This eliminates the need for an end-of-year report.

Any and all data reported on this tab must also be reported within the **Quarterly Narrative** tab.

Below is a snapshot of a section of the **Quarterly Data** tab.

Board (Select on Instructions tab)

FFY 2024 Quarterly Data

Infant & Toddler (including professional development)					
Expansion of Texas Rising Star Availability for Infants & Toddlers					
*New Slots Created Each Quarter (unduplicated)	Oct-Dec 2023	Jan-Mar 2024	Apr-Jun 2024	Jul-Sep 2024	**YTD Total**
New Texas Rising Star infant slots generated	0	0	0	0	0
New Texas Rising Star toddler slots generated	0	0	0	0	0
				TOTAL:	0
Professional Development					
Financial Supports Provided to Individuals (including infant/toddler teachers)					
*New Individuals Assisted Each Quarter (unduplicated)	Oct-Dec 2023	Jan-Mar 2024	Apr-Jun 2024	Jul-Sep 2024	**YTD Total**
Scholarships	0	0	0	0	0
Bonuses/wage supplements tied to educational level	0	0	0	0	0
Reimbursement for training costs	0	0	0	0	0
Release time/substitute coverage for PD	0	0	0	0	0
				TOTAL:	0
Individuals Receiving Board-Funded PD (including infant/toddler-specific PD and TRS staff PD)					
*Individuals Trained Each Quarter (may be duplicated)	Oct-Dec 2023	Jan-Mar 2024	Apr-Jun 2024	Jul-Sep 2024	**YTD Total**
Conference(s) - Board-hosted	0	0	0	0	0
Conference(s) - Third-party-hosted	0	0	0	0	0
Training class/course - live, in-person delivery	0	0	0	0	0
Training class/course - live, virtual delivery	0	0	0	0	0
PLCs/CoPs	0	0	0	0	0
				TOTAL:	0

Infant & Toddler (Including Professional Development)

In the **Infant & Toddler** section of the **Quarterly Data** tab, Boards will report the expansion of Texas Rising Star availability for infants and toddlers, including new (not previously available) slots that were added during the quarter within Texas Rising Star programs. **Note:** "Infant" is considered 0–17 months, while "Toddler" is 18–35 months.

Totals will auto-generate within the "YTD Total" column.

Any and all data reported in this section must also be reported within the **Quarterly Narrative** tab.

Below is a snapshot of the **Infant & Toddler** section in its entirety.

Infant & Toddler (including professional development)					
Expansion of Texas Rising Star Availability for Infants & Toddlers					
*New Slots Created Each Quarter (unduplicated)	Oct-Dec 2023	Jan-Mar 2024	Apr-Jun 2024	Jul-Sep 2024	YTD Total
New Texas Rising Star infant slots generated	0	0	0	0	0
New Texas Rising Star toddler slots generated	0	0	0	0	0

Professional Development

In the **Professional Development** section of the **Quarterly Data** tab, Boards will report the following:

- Financial supports provided to individuals (unduplicated for each type of support and **excluding a Board's Texas Rising Star staff**), including:
    - the number of **scholarships** awarded to individuals to support attainment of higher education such as:
        - a Child Development Associate credential;
        - an associate's degree; or
        - a bachelor's degree.

        Note: This can include apprenticeship scholarships.
    - the number of **bonuses or wage supplements** tied to education achieved awarded to individuals;
    - the number of individuals who received a **reimbursement for training costs** (this is strictly for those who were reimbursed); and
    - the number of individuals who received **paid release time or substitute coverage** to support the obtainment of higher education or participation in professional development.

    Note: Financial supports provided to individuals receiving specific infant and toddler professional development and health and safety professional development (as described in the respective sections) are **not** to be reported within this category. Instead, Boards report these individuals in the **Infant & Toddler** category and the **Health & Safety** category, as applicable.
- Individuals receiving Board-funded professional development (this **does include** infant and toddler-specific professional development), such as:
    - the number of individuals who participated in a **Board-funded conference;**
    - the number of individuals who participated in a **conference hosted by a third party** (for example, a conference was hosted by an entity other than a Board, but registration or fees for participants were funded by the Board; this does not include those who were reimbursed, as that is reported in the financial support type "**reimbursement for training costs**");
    - the number of individuals who participated in a Board-funded **training class/course that was live (in-person delivery);**
    - the number of individuals who participated in a Board-funded **training class/course that was live (virtual delivery);**
    - the number of individuals who participated in Board-funded **Professional Learning Communities (PLCs) and Communities of Practice (CoPs),** as follows:
        - A PLC is a team of educators learning together in a supportive environment.
        - A CoP is a team of educators who share ideas, best practices, and successes and/or challenges in the field to enhance their teaching practices.

    Note: These numbers may contain duplicate individuals for each type.
- Professional development provided to a Board's Texas Rising Star staff is not reported in this category's **Quarterly Data** tab but must be included in the **Quarterly Narrative**.

Totals will auto-generate within the "YTD Total" column.

Any and all data reported in this section must also be reported within the **Quarterly Narrative** tab.

Below is a snapshot of the **Professional Development** section in its entirety.

Professional Development					
Financial Supports Provided to Individuals (including infant/toddler teachers)					
*New Individuals Assisted Each Quarter (unduplicated)	Oct-Dec 2023	Jan-Mar 2024	Apr-Jun 2024	Jul-Sep 2024	YTD Total
Scholarships	0	0	0	0	0
Bonuses/wage supplements tied to educational level	0	0	0	0	0
Reimbursement for training costs	0	0	0	0	0
Release time/substitute coverage for PD	0	0	0	0	0
				TOTAL:	0
Individuals Receiving Board-Funded PD (including infant/toddler-specific PD and TRS staff PD)					
*Individuals Trained Each Quarter (may be duplicated)	Oct-Dec 2023	Jan-Mar 2024	Apr-Jun 2024	Jul-Sep 2024	YTD Total
Conference(s) - Board-hosted	0	0	0	0	0
Conference(s) - Third-party-hosted	0	0	0	0	0
Training class/course - live, in-person delivery	0	0	0	0	0
Training class/course - live, virtual delivery	0	0	0	0	0
PLCs/CoPs	0	0	0	0	0
				TOTAL:	0

Texas Rising Star/Quality Improvement (Except Professional Development)

In the **Texas Rising Star/Quality Improvement** section of the **Quarterly Data** tab, Boards will **only** report what was executed each quarter.

For the **Texas Rising Star Staffing** portion, these fields auto-populate based on the data a Board enters into the **Texas Rising Star Staff** tab. Boards must review this section and make any updates to the **Texas Rising Star Staff** tab.

"Budgeted Texas Rising Star Mentor FTEs" represents the number of staff a Board plans to support; this includes vacant positions.

"Filled Texas Rising Star Mentor FTEs" represents the number of staff the Board currently supports and does not include vacant positions.

Reminders for Boards to complete this tab are as follows:

- Unlike other sections of the **Quarterly Data** tab, the calculated YTD column is an average of each quarter's FTEs, rather than a total.
- This section does NOT include any professional development, as that is reported in the **Professional Development** section.

Any and all data reported in this section must also be reported within the **Quarterly Narrative** tab.

Below is a snapshot of the **Texas Rising Star/Quality Improvement** (except professional development) section in its entirety.

Texas Rising Star/Quality Improvement (except professional development)					
Texas Rising Star Staffing					
*Snapshot of Staffing Level Each Quarter	Oct-Dec 2023	Jan-Mar 2024	Apr-Jun 2024	Jul-Sep 2024	YTD Average
Budgeted Texas Rising Star Mentor FTEs	0.00	0.00	0.00	0.00	0
Filled Texas Rising Star Mentor FTEs	0.00	0.00	0.00	0.00	0
				Budgeted TRS Staff:	0
				Filled TRS Staff:	0

Supporting Health & Safety Standards (Including Health & Safety–Specific Training)

In the **Supporting Health & Safety Standards** section of the **Quarterly Data** tab, Boards will report the "Providers Receiving Health and Safety Supports" (unduplicated), including:

- the number of new providers that received **defibrillators** (AED machines);
- the number of new providers that received **security systems, cameras, or coded entry** systems; and
- the number of new providers that received a **support that does not fit into the types above (other)** and is **not** professional development.

Reminders for Boards to complete this tab are as follows:

- This section does NOT include reporting any professional development, as that is reported in the **Professional Development** section.
- Professional development that is reported under this category within the **Quarterly Narrative** tab **only** includes professional development that is specific to first aid and/or CPR, food handlers, or transportation.

Totals will auto-generate within the "YTD Total" column.

Any and all data reported in this section must also be reported within the **Quarterly Narrative** tab.

Below is a snapshot of the **Supporting Health & Safety Standards** (except professional development) section in its entirety.

Supporting Health & Safety Standards (except professional development)					
Providers Receiving Health and Safety Supports					
*New Providers Assisted Each Quarter (unduplicated)	Oct-Dec 2023	Jan-Mar 2024	Apr-Jun 2024	Jul-Sep 2024	YTD Total
Defibrillators	0	0	0	0	0
Security systems, cameras, coded entry	0	0	0	0	0
Other (except training)	0	0	0	0	0
				TOTAL:	0

Evaluation & Assessment

(tools to measure effective practice or to measure age-appropriate child development)

In the **Evaluation & Assessment** section of the **Quarterly Data** tab, Boards will report "Evaluation/Assessment Tools Used."

From the drop-down menu, Boards select which evaluation or assessment tool was purchased or used **and** indicate the number of new providers that were supported with this tool. The following tools may be selected:

- Environmental Rating Scales (ERS), such as the Infant and Toddler ERS (ITERS), Early Childhood ERS (ECERS), or School-Age ERS (SCERS)
- "Other Evaluation Tool," which includes The Classroom Assessment Scoring System (CLASS), Program Administration Scale (PAS) or Business Administration Scale (BAS), and Language Environment Analysis (LENA)
- Teaching Strategies Gold (TS Gold)
- Ages and Stages Questionnaire (ASQ)
- "Other Child Assessment Tool," which includes the Devereux Early Childhood Assessment (DECA)

Note: This does **not** include any professional development, as that is reported in the **Professional Development** section.

Totals will auto-generate within the "YTD Total" column.

Any and all data reported in this section must also be reported within the **Quarterly Narrative** tab.

Below is a snapshot of the **Evaluation & Assessment** (tools to measure effective practice to measure age-appropriate child development) section in its entirety.

Evaluation & Assessment (tools to measure effective practice or to measure age-appropriate child development)					
Evaluation/Assessment Tools Used					
*New Providers Assisted Each Quarter (unduplicated)	Oct-Dec 2023	Jan-Mar 2024	Apr-Jun 2024	Jul-Sep 2024	YTD Total
select ↓	0	0	0	0	0
select ↓	0	0	0	0	0
select ↓	0	0	0	0	0
select ↓	0	0	0	0	0
				TOTAL:	0

Supporting National Accreditation

In the **Supporting National Accreditation** section of the **Quarterly Data** tab, Boards will report "Providers Assisted in Pursuit or Maintenance of National Accreditation," including:

- the number of new **licensed child care center providers** assisted in pursuit or maintenance of national accreditation; and
- the number of new **licensed or registered child care home providers** assisted in pursuit or maintenance of national accreditation.

Note: This does **not** include any professional development, as that is reported in the **Professional Development** section, or any membership fees to national organizations, as that is reported in the **Texas Rising Star** section.

Totals will auto-generate within the "YTD Total" column.

Any and all data reported in this section must also be reported within the **Quarterly Narrative** tab.

Below is a snapshot of the **Supporting National Accreditation** section in its entirety.

Supporting National Accreditation					
Providers Assisted in Pursuit or Maintaining of National Accreditation					
*New Providers Assisted Each Quarter (unduplicated)	Oct-Dec 2023	Jan-Mar 2024	Apr-Jun 2024	Jul-Sep 2024	YTD Total
Licensed child care centers	0	0	0	0	0
Licensed or registered child care homes	0	0	0	0	0
				TOTAL:	0

Other Activities

(Shared Services, Pre-K Partnership Supports, Other Supports to Child Care Providers)

In the **Other Activities** section of the **Quarterly Data** tab, Boards will report the following:

- New formal partnerships (unduplicated), including:
  - ➤ the number of new formal partnerships developed in a Pre-K setting; and
  - ➤ the number of new formal partnerships developed in a Head Start (HS)/Early Head Start (EHS) setting.
- Shared Services, including the number of unduplicated providers supported with Shared Services
- Other supports, including:
  - ➤ the number of new unduplicated providers that received wage supports for child care program staff;
  - ➤ the number of new unduplicated providers that received mental health supports;
  - ➤ the number of new unduplicated providers that received start-up funding for new programs; and
  - ➤ the number of new unduplicated providers that received stabilization or supply-building stipends.

Note: This does NOT include any professional development, as that is reported in the **Professional Development** section.

Totals will auto-generate within the "YTD Total" column.

Any and all data reported in this section must also be reported within the **Quarterly Narrative** tab.

Below is a snapshot of the **Other Activities** (Shared Services, Pre-K Partnership Supports, and Other Supports to Child Care Providers) section in its entirety.

Other Activities (Pre-K Partnership Supports and Other Supports)					
Providers Assisted by Other Activities					
*New Formal Partnerships Formed Each Quarter (unduplicated)	Oct-Dec 2023	Jan-Mar 2024	Apr-Jun 2024	Jul-Sep 2024	**YTD Total**
New formal partnerships developed - Pre-K	0	0	0	0	0
New formal partnerships developed - HS/EHS	0	0	0	0	0
				TOTAL:	0
Other Supports					
*New Providers assisted Each Quarter (unduplicated)	Oct-Dec 2023	Jan-Mar 2024	Apr-Jun 2024	Jul-Sep 2024	**YTD Total**
Wage supports for child care program staff	0	0	0	0	0
Mental health supports	0	0	0	0	0
Start-up funds for new programs	0	0	0	0	0
Stabilization/supply-building stipends	0	0	0	0	0
Shared Services	0	0	0	0	0
				TOTAL:	0

Quarterly Narrative Tab

All numbers documented in the **Quarterly Data** tab must be reported in the **Quarterly Narrative** tab. The **Quarterly Narrative** tab serves as a check and balance against what has been reported in the **Quarterly Data** tab.

Therefore, for each quarter, Boards must transfer the participants' supported information for each activity within this tab. For example, if there are 27 people assisted with scholarships in Quarter 1, a narrative regarding 27 people being assisted with scholarships should be included in the quarterly narrative for Quarter 1.

Additionally, for each category, any activities that were completed for their applicable quarter and **not** captured in the specified data sections of the **Quarterly Data** tab are to be reported here.

Boards will report **ALL** activities implemented by doing the following:

1. Select the correlating activity type in the first column. (There is a drop-down menu for selection.)
2. Describe the activity. Boards must include enough details to adequately describe what activity took place and how it was conducted. The more details, the better.
3. Indicate the project's status at the time of reporting. This helps TWC understand that an activity may roll over into another quarter but have new participants.
4. Indicate the number of participants. Numeric values are preferred, as the description of the activity will indicate if the participants are individuals, staff members, parents, or child care programs. If the number is unknown or not applicable, Boards must denote N/A.
5. Place the measurable outcomes for the activity within the last column. This is how each Board will measure success when analyzing data prior to, during, and at the conclusion of an activity.

Note: It may be more efficient for Boards to report within the **Quarterly Data** tab, and then immediately describe the activity being reported within the **Quarterly Narrative** tab, thus ensuring each activity is accounted for.

Below is a snapshot of the **Quarterly Narrative** tab for one quarter listing a few examples of activities provided by a Board.

FFY 2022 Quarterly Narrative

1st Quarter (Oct 2022 - Dec 2022)

Activity Category	Activity Description: Enter detailed description of the activity or grouping of activities. What was the reach and impact of the activity? Has the Board made adjustments from the original Expenditure Plan?	Project Status	Number of Participants (if applicable)	Measurable Outcome(s)
Infant & Toddler	5 Texas Rising Star Four-Star programs were provided with new cribs, adult rocking chairs, and diaper changing stations to support the expansion of 50 infant slots	Completed	5	Increase in the number of infant/toddler slots available amoung Texas Rising Star programs
Professional Development	15 teachers received a scholarship for obtaining their CDA	Completed	15	Increase the number of early childhood program educators attaining CDA or college degrees in ECE
Texas Rising Star/QRIS (except PD)	Provided 100 equipment grants to support outdoor learning environments to programs working towards or currently certified as Texas Rising star	Completed	100	Increase in Texas Rising Star star-level certification, specifically increase in scores for Category 4
Health & Safety (except PD)	Provided First Aid and CPR training to 50 early childhood educators	Completed	50	decrease the number of licensing deficiencies cited by CCR specific to First Aid and CPR training and increase the number of educators certified in the field
Evaluation & Assessment	Supported 5 mentors in achieving CLASS observer certification to support the 100 Texas Rising Star programs. Mentors conduct bi-yearly observations	Ongoing	100	Increase in Texas Rising Star star-level certification, specifically increase in scores for Category 2
National Accreditation	Reimbursed national accreditation fees for 5 programs (NAEYC) and 2 homes (NAFCC)	Completed	7	maintain or increase the number of Four-Star Texas Rising Star programs
Other (Shared Services, Pre-K Partnerships, COVID Supports)	Provided back-office software (ProCare) to 6 new child care programs	Completed	6	decrease in number of licensing deficiencies cite by CCR specific to paperwork/office duties

For more examples of activities and measurable outcomes by category, Boards may review the **Examples and Definitions** tab.

Quantitative Data To Be Reported

The chart below provides a quick reference guide to what type of data should be reported in the data fields on the **Quarterly Data** tab, as well as the number of participants in the **Quarterly Narrative** tab, for the type of activity conducted.

Each Board may choose to capture additional data for the activity, such as number of classrooms supported or number of children impacted, and this data can be reported within the narrative portion of the activity description.

Activity Category	Quantitative Data Reported
Infant & Toddler	**Slots generated:** number of children **Professional development:** number of individual participants **Equipment & materials:** number of early learning programs served
Professional Development	number of individual participants
Texas Rising Star/Quality Improvement	**Equipment & materials:** number of early learning programs served
Health & Safety	**First aid and/or CPR training:** number of individual participants **Equipment & materials:** number of early learning programs served
Evaluation & Assessment	**Assessment tools purchased:** number of early learning programs served **Classroom assessments conducted:** number of early learning programs served
National Accreditation	number of early learning programs served
Other Activities (Shared Services, Pre-K Partnership Supports)	**New formal partnerships developed—Pre-K:** number of individual partnerships developed **New formal partnerships developed—HS/EHS:** number of individual partnerships developed **Wage supports for child care program staff:** number of individuals awarded wage supports **Mental health supports:** number of individual participants **Start-up funds for new programs:** number of early learning programs served **Stabilization and/or supply-building stipends:** number of programs awarded stipend **Shared Services:** number of programs given supports with Shared Services