Child Care Quality Expenditure & Activity Report Desk Aid

Issued: January 2022

Texas Workforce Commission | Child Care & Early Learning Division

Child Care Quality Expenditure and Activity Report Overview

The Child Care Quality Expenditure and Activity Report, also known as the CCQ Report, has five main components. This desk aid walks staff through the completion of each component and provides tips on how to ensure that the Board accurately reports the activities/initiatives completed for the fiscal year with their Board Contract Year funding.

Below is a graphic model of the five components and how this process is cyclical each fiscal year.

Click the links below 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
- ➢ Year-to-Date Summary

Instructions Tab

Within the Instructions tab, the Board is to select its Board name from the drop-down box menu and place the correct fiscal year within the Annual Steps section. By doing this, it will auto-populate this information into every tab, as applicable.

Any staff member completing this report, as well as those who provide the data for this report, should read through the Instructions tab prior to completing each tab/report.

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 Quarter 1 = January 30 Quarter 2 = April 30 Quarter 3 = July 30 Quarter 4 = October 30
Year-to-Date (End-of-Year Summary)	None—this is completed when Quarter 4 is submitted

Errors and Revisions

If the Board realizes that there has been an error or change in what has already been submitted to TWC, or if the Board would like to revise its Expenditure Plan, please do the following:

- Errors or Changes: within the email that is sent to submit the quarter's report, indicate what line was modified for what tab/quarter. Place those revisions in **red text**.
- Revisions to the Plan: within the email that is sent to submit the quarter's report, indicate what line was modified for what category. Strike through any activity that was not conducted with a brief explanation why and/or what will replace it, and place new activities/revisions in **red text**.

Examples & Definitions Tab

Within the Examples & Definitions tab, definitions and examples of activities and measurable outcomes are given for each of the following CCDF categories within the CCQ Report:

- Infant &Toddler (including PD)
- Professional Development
- Texas Rising Star/Quality Improvement
- Supporting Health & Safety Standards
- Evaluation & Assessment
- Supporting National Accreditation
- Other Activities (Shared Services, Pre-K Partnership Supports, Support to Child Care Providers in Response to the Impacts of COVID-19)

Any staff member completing this report, as well as those who provide the data for this report, should read through the Examples & Definititions tab prior to completing each tab/report.

General guidance	
What if an activity crosses multiple categories?	When reporting expenditures, if an activity crosses categories, prorate the funds expended across the categories based on the estimated relative impact to each category to the project. DO NOT double-report the expenditures - they should be under one category or divided among multiple if applicable. 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 application 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

| Instructions | Examples & Definitions | TRS Staffing | Annual Expenditure Plan | Quarterly Data | Quarterly Narrative | YTD Summary | ⊕ |

TRS Staffing Tab

Within the TRS Staffing tab, the Board will enter its Texas Rising Star staffing information, to include budgeted vacant and filled Texas Rising Star mentors, assessors, 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. Do not indicate vacant positions within the main table, as this information is placed in the Budgeted Vacant Positions table.

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

- To determine a staff member's FTE percentage, indicate how much the staff member's time is spent doing the following duties:
  - Mentor: Providing mentoring services to child care programs
  - Assessor: Conducting assessments of child care programs
  - Other: Duties that do not fall under assessing or mentoring; this could include provider services, supervisory, or administrative (completing TWC/Board required reports) duties
  - *Example: If a staff member is in a dual-role position, with equal distribution of duties, input 0.5 for mentor FTE and 0.5 for assessor FTE. It will automatically convert it to a percentage of 50 percent.*
- For employed by information, denote whether the staff member is:
  - employed by the Board;
  - employed by the Board's child care contractor;
  - self-employed (hourly); or
  - self-employed (paid per assessment).
- Termination Date:
  - Do not remove the staff member's information but instead zero out the FTE and input the termination date/last date of employment
- Budgeted Vacant Staff
  - Indicate the percentage of FTE that is vacant for each role.
  - *Example: if you are hiring a person in a dual role position with equal distribution, input 0.5 for mentor and 0.5 for assessor.*

Update this tab each quarter, as needed. When submitting the end-of-quarter report, indicate in the email whether the TRS Staffing tab has been updated.

Annual Expenditure Plan

Within the Annual Expenditure Plan tab, the Board will report the overall narrative and each activity, to include planned expenditures, measurable outcomes, and estimated reach within each applicable allowable category:

a. Infant & Toddler (including Professional Development)
b. Professional Development
c. Texas Rising Star/Quality Improvement (except PD; including Texas Rising Star personnel)
d. Supporting Health & Safety Standards (except professional development)
e. Evaluation & Assessment (tools to measure effective practice or child development/progress)
f. Supporting National Accreditation
g. Other Activities (Shared Services, Pre-K Partnership Supports, Supports to Child Care Providers in Response to COVID-19)

At the top of this report, Boards are required to 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 the LWDB Strategic Plan.

In addition to outlining the budget for each category, Boards will also describe each activity or project planned for its applicable category. Please include the activity type/name along with a detailed yet succinct description and its estimated reach (goal of participants served). Please note that the percentage of the total Planned Expenditures for each category will auto-calculate and should **not** be manually entered.

At the end of the Annual Expenditure Plan tab, the Total Planned amount will be automatically calculated. This amount should match the total amount the Board has planned to expend for the entire fiscal year.

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

- In the Texas Rising Star/Quality Improvement category, Boards must include Texas Rising Star staff funding/costs to include salaries, fringe benefits, and supporting costs (that is, the Board's additional staffing funding).
- All activities must have an estimated reach and measurable outcome or goal described.

Quarterly Data Tab

Within the Quarterly Data tab, Boards will enter expenditures and data related to the activities/initiatives they implemented within the applicable quarter. Imagine a line going down the middle of the Quarterly Data Tab (as shown below). Looking at the spreadsheet: the left side is to report money expended, and the right side is for reporting participants (individuals and/or providers) assisted in each quarter.

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

- Reporting by quarter:
  - Left side: quarters are organized row by row with an auto-calculated total.
  - Right side: quarters are organized within columns with an auto-calculated YTD total.
- Reporting by funding and fiscal year:
  - The first two columns are the previous fiscal year. Sometimes, TWC will allow Boards to carry over unspent funds, whether they are CCQ or CCM.
  - The next two columns are the current fiscal year, CCQ, and CCM respectively.
  - Input what was spent in total (for each category) for that specific funding "bucket"

See 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.

Board (Select on Instructions tab)
FFY 2022 Quarterly Data

Infant & Toddler (including PD)

Expenditures

Quarter	CCQ BCY '2021	CCM BCY '2021	CCQ BCY '2022	CCM BCY '2022	TOTAL
Oct-Dec 2021	$0	$0	$0	$0	$0
Jan-Mar 2022	$0	$0	$0	$0	$0
Apr-Jun 2022	$0	$0	$0	$0	$0
Jul-Sep 2022	$0	$0	$0	$0	$0
				TOTAL:	$0

Expansion of Texas Rising Star Availability for Infants & Toddlers

*New Slots Created Each Quarter (unduplicated)	Oct-Dec 2021	Jan-Mar 2022	Apr-Jun 2022	Jul-Sep 2022	YTD Total
New TRS infant slots generated	0	0	0	0	0
New TRS toddler slots generated	0	0	0	0	0
				TOTAL:	0

Professional Development

Expenditures (except infant/toddler PD expenditures—record above)

Quarter	CCQ BCY '2021	CCM BCY '2021	CCQ BCY '2022	CCM BCY '2022	TOTAL
Oct-Dec 2021	$0	$0	$0	$0	$0
Jan-Mar 2022	$0	$0	$0	$0	$0
Apr-Jun 2022	$0	$0	$0	$0	$0
Jul-Sep 2022	$0	$0	$0	$0	$0
				TOTAL:	$0

Financial Supports Provided to Individuals(including infant/toddler teachers)

*New Individuals Assisted Each Quarter (unduplicated)	Oct-Dec 2021	Jan-Mar 2022	Apr-Jun 2022	Jul-Sep 2022	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 2021	Jan-Mar 2022	Apr-Jun 2022	Jul-Sep 2022	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 PD)

Expenditures (Mentor & Assessor + 2% Quality)

	CCQ BCY	CCM BCY	CCQ BCY	CCM BCY	

Texas Rising Star Mentor/Assessor Staffing

	Oct-Dec	Jan-Mar	Apr-Jun	Jul-Sep	YTD

| Instructions | Examples & Definitions | TRS Staffing | Annual Expenditure Plan | Quarterly Data | Quarterly Narrative | YTD Summary | ⊕ |

Infant & Toddler (including professional development)

Within the Infant & Toddler section of the Quarterly Data tab, Boards will report the following:

- Expenditures:
  - Funds expended each quarter specifically on Infant & Toddler initiatives
  - This includes all activities specific to infants and toddlers such as specific professional development, materials and equipment, and expansion grants.
  - Be sure to denote which funding "bucket" expenditures came from (CCQ or CCM) and which year (previous or current).
  - Totals will auto-generate within the Total column.
- Expansion of Texas Rising Star Availability for Infants & Toddlers:
  - New slots (not previously available) that were added during the quarter within Texas Rising Star programs
  - Infant is 0–17 months and 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 PD)

Expenditures

Quarter	CCQ BCY '2021	CCM BCY '2021	CCQ BCY '2022	CCM BCY '2022	TOTAL
Oct-Dec 2021	$0	$0	$0	$0	$0
Jan-Mar 2022	$0	$0	$0	$0	$0
Apr-Jun 2022	$0	$0	$0	$0	$0
Jul-Sep 2022	$0	$0	$0	$0	$0
				TOTAL:	$0

Expansion of Texas Rising Star Availability for Infants & Toddlers

*New Slots Created Each Quarter (unduplicated)	Oct-Dec 2021	Jan-Mar 2022	Apr-Jun 2022	Jul-Sep 2022	YTD Total
New TRS infant slots generated	0	0	0	0	0
New TRS toddler slots generated	0	0	0	0	0
				TOTAL:	0

Professional Development

Within the Professional Development (PD) section of the Quarterly Data tab, Boards will report the following:

- Expenditures:
  - Funds expended each quarter on professional development (PD) activities/initiatives
  - This does **not** include any PD specific to infants and toddlers (as reported in the Infant & Toddler section) or specified Health and Safety PD (as reported in the Health & Safety section).
  - Be sure to denote which funding "bucket" expenditures came from (CCQ or CCM) and which year (previous or current).
  - Totals will auto-generate within the Total column.
- Financial supports provided to individuals (unduplicated for each type of support):
  - Number of **scholarships** awarded to individuals to support obtainment of higher education such as a CDA, an associate's degree, or a bachelor's degree (This can include apprenticeship scholarships.)
  - Number of **bonuses or wage supplements** tied to education achieved awarded to individuals.
  - Number of individuals who received a **reimbursement for training costs** (This is strictly for those who were reimbursed.)
  - Number of individuals who received **paid release time or substitute coverage** to support the obtainment of higher education or participation in PD
- Please note: Financial supports provided to individuals receiving specific Infant & Toddler PD are **not** to be reported within this category. Please report these individuals in the Infant & Toddler category.
- Individuals receiving Board-funded PD (this **does** include infant and toddler specific PD as well as PD provided to the Board's Texas Rising Star staff):
  - These numbers may contain duplicated individuals for each type.
  - Number of individuals who participated in a **Board-funded conference**
  - Number of individuals who participated in a **Conference hosted by a third-party** (conference was hosted by an entity other than the Board, but registration or fees for participants was 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**.)
  - Number of individuals who participated in a Board-funded **training class/course that was live, in-person delivery**
  - Number of individuals who participated in a Board-funded **training class/course that was live, virtual delivery**
  - Number of individuals who participated in a Board-funded **PLC/CoP**
    - Professional Learning Communities: a team of educators learning together in a supportive environment.
    - Community of Practice: a team of educators who share ideas, best practices, successes/challenges in the field to enhance their teaching practices.

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

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

Professional Development

Expenditures (except infant/toddler PD expenditures—record above)

Quarter	CCQ BCY '2021	CCM BCY '2021	CCQ BCY '2022	CCM BCY '2022	TOTAL
Oct-Dec 2020	$0	$0	$0	$0	$0
Jan-Mar 2021	$0	$0	$0	$0	$0
Apr-Jun 2021	$0	$0	$0	$0	$0
Jul-Sep 2021	$0	$0	$0	$0	$0
				TOTAL:	$0

Financial Supports Provided to Individuals(including infant/toddler teachers)

*New Individuals Assisted Each Quarter (unduplicated)	Oct-Dec 2021	Jan-Mar 2022	Apr-Jun 2022	Jul-Sep 2022	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 2021	Jan-Mar 2022	Apr-Jun 2022	Jul-Sep 2022	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)

Within the Texas Rising Star/Quality Improvement section of the Quarterly Data tab, Boards will report **only** the following:

- Expenditures:
  - Funds expended each quarter on Texas Rising Star/Quality initiative activities
  - This does **not** include any professional development, as it is reported in the Professional Development section.
  - This **does** include expenditures related to Texas Rising Star staff, such as salaries, fringe benefits and travel costs.
  - Be sure to denote which funding "bucket" expenditures came from (CCQ or CCM) and which year (previous or current).
  - Totals will auto-generate within the Total column.

For the Texas Rising Star Staffing portion, these fields are auto-populated based on the data the Board input into the TRS Staffing tab. Boards should **review this section** and make any updates to the TRS Staffing tab.

- Budgeted FTEs: The number of staff members the Board plans to support (This includes vacant positions.)
- Filled FTEs: The number of staff members the Board currently supports (This does not include vacant positions.)

Reminder: Unlike other sections of the Quarterly Data tab, the calculated YTD column is an average of each quarter's FTEs, rather than a total.

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 PD) section in its entirety.

Texas Rising Star/Quality Improvement (except PD)											
Expenditures (Mentor & Assessor + 2% Quality)						**Texas Rising Star Mentor/Assessor Staffing**					
Quarter	CCQ BCY '2021	CCM BCY '2021	CCQ BCY '2022	CCM BCY '2022	TOTAL	*Snapshot of Staffing Level Each Quarter	Oct-Dec 2021	Jan-Mar 2022	Apr-Jun 2022	Jul-Sep 2022	YTD Average
Oct-Dec 2021	$0	$0	$0	$0	$0	Budgeted Texas Rising Star Assessor FTEs	0.00	0.00	0.00	0.00	0
Jan-Mar 2022	$0	$0	$0	$0	$0	Budgeted Texas Rising Star Mentor FTEs	0.00	0.00	0.00	0.00	0
Apr-Jun 2022	$0	$0	$0	$0	$0	Filled Texas Rising Star Assessor FTEs	0.00	0.00	0.00	0.00	0
Jul-Sep 2022	$0	$0	$0	$0	$0	Filled Texas Rising Star Mentor FTEs	0.00	0.00	0.00	0.00	0
				TOTAL:	$0					Budgeted M&A Staff:	0
										Filled M&A Staff:	0

Supporting Health & Safety Standards (except professional development)

Within the Supporting Health & Safety Standards section of the Quarterly Data tab, Boards will report the following:

- Expenditures:
    - Funds expended each quarter on Supporting Health & Safety Standards activities/initiatives or professional development that is specific only to First Aid/CPR, food handlers, or transportation
    - This does **not** include any other professional development, as it is reported in the Professional Development section.
    - Be sure to denote which funding "bucket" expenditures came from (CCQ or CCM) and which year (previous or current).
    - Totals will auto-generate within the Total column.
- Providers Receiving Health and Safety Supports (unduplicated):
    - The number of new providers that received **defibrillators** (AED machines)
    - The number of new providers that received **security systems, cameras, or coded entry** systems
    - The number of new providers that received a **support that does not fit into the types above (other)** and is not professional development

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)

Expenditures						Providers Receiving Health and Safety Supports					
Quarter	CCQ BCY '2021	CCM BCY '2021	CCQ BCY '2022	CCM BCY '2022	TOTAL	*New Providers Assisted Each Quarter (unduplicated)	Oct-Dec 2022	Jan-Mar 2022	Apr-Jun 2022	Jul-Sep 2022	YTD Total
Oct-Dec 2022	$0	$0	$0	$0	$0	Defibrillators	0	0	0	0	0
Jan-Mar 2022	$0	$0	$0	$0	$0	Security systems, cameras, coded entry	0	0	0	0	0
Apr-Jun 2022	$0	$0	$0	$0	$0	Other (except training)	0	0	0	0	0
Jul-Sep 2022	$0	$0	$0	$0	$0					TOTAL:	0
				TOTAL:	$0						

Evaluation & Assessment
(tools to measure effective practive or to measure age-appropriate child development)

Within the Evaluation & Assessment section of the Quarterly Data tab, Boards will report the following:

- Expenditures:
    - Funds expended each quarter on Evaluation & Assessment activities/initiatives
    - This does **not** include any professional development, as it is reported in the Professional Development section.
    - Be sure to denote which funding "bucket" expenditures came from (CCQ or CCM) and which year (previous or current.)
    - Totals will auto-generate within the Total column.
- Evaluation and Assessment Tools Used:
    - From the drop-down box menu select the evaluation or assessment tool that was purchased or used **and** indicate the number of new providers that were supported with this tool.
        - Environmental Rating Scales (ERS) such as ITERS (infant/toddler), ECERS (early childhood) or SCERS (school-age)
        - Other Evaluation Tool includes CLASS, Program Administration Scale (PAS) or Business Administration Scale (BAS), Language Environment Analysis (LENA)
        - Teaching Strategies Gold (TS Gold)
        - Ages and Stages Questionnaire (ASQ)
        - Other child assessment tools

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)										
Expenditures					**Evaluation/Assessment Tools Used**					
Quarter	CCQ BCY '2021	CCM BCY '2021	CCQ BCY '2022	CCM BCY '2022	TOTAL	*New Providers Assisted Each Quarter (unduplicated)	Oct-Dec 2021	Jan-Mar 2022	Apr-Jun 2022	Jul-Sep 2022	YTD Total
Oct-Dec 2021	$0	$0	$0	$0	$0	select ↓	0	0	0	0	0
Jan-Mar 2022	$0	$0	$0	$0	$0		0	0	0	0	0
Apr-Jun 2022	$0	$0	$0	$0	$0		0	0	0	0	0
Jul-Sep 2022	$0	$0	$0	$0	$0		0	0	0	0	0
				TOTAL:	$0					TOTAL:	0

Supporting National Accreditation

Within the Supporting National Accreditation section of the Quarterly Data tab, Boards will report the following:

- Expenditures:
    - Funds expended each quarter on Supporting National Accreditation activities/initiatives
    - This does **not** include any professional development, as it is reported in the Professional Development section.
    - Be sure to denote which funding "bucket" expenditures came from (CCQ or CCM) and which year (previous or current).
    - Totals will auto-generate within the Total column.
- Providers assisted in pursuit or maintenance of national accreditation:
    - The number of new **licensed child care center** providers assisted in pursuit or maintaining of national accreditation
    - The number of new **licensed or registered child care home** providers assisted in pursuit or maintaining of national accreditation

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

Expenditures						Providers Assisted in Pursuit or Maintaining of National Accreditation					
Quarter	CCQ BCY '2021	CCM BCY '2021	CCQ BCY '2022	CCM BCY '2022	TOTAL	*New Providers Assisted Each Quarter (unduplicated)	Oct-Dec 2021	Jan-Mar 2022	Apr-Jun 2022	Jul-Sep 2022	YTD Total
Oct-Dec 2021	$0	$0	$0	$0	$0	Licensed child care centers	0	0	0	0	0
Jan-Mar 2022	$0	$0	$0	$0	$0	Licensed or registered child care homes	0	0	0	0	0
Apr-Jun 2022	$0	$0	$0	$0	$0					TOTAL:	0
Jul-Sep 2022	$0	$0	$0	$0	$0						
				TOTAL:	$0						

Other Activities

(Shared Services, Pre-K Partnership Supports, Supports to Child Care Providers in Response to the Impacts of COVID-19)

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

- Expenditures:
  - Funds expended each quarter on Other Activities, specific to Shared Services, Pre-K Partnership Supports, and/or Supports to Child Care Providers in Response to the Impacts of COVID-19 activities/initiatives
  - This does **not** include any professional development, as it is reported in the Professional Development section.
  - Be sure to denote which funding "bucket" expenditures came from (CCQ or CCM) and which year (previous or current).
  - Totals will auto-generate within the Total column.
- New Formal Partnerships (unduplicated):
  - The number of new **formal partnerships developed in a prekindergarten (Pre-K)** setting
  - The number of new **formal partnerships developed in a Head Start (HS)/Early Head Start (EHS)** setting
- New COVID-19 Supports:
  - The number of new unduplicated providers that received cleaning materials, foggers, personal protective equipment (PPE), or health-related services
  - 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
  - The number of new unduplicated providers that received stabilization or supply-building stipends

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 Supports to Child Care Providers in Response to the Impacts of COVID-19) section in its entirety.

Other Activities (Shared Services, Pre-K Partnership Supports and Supports to Child Care Providers in Response to the Impacts of COVID-19)

Expenditures

Quarter	CCQ BCY '2021	CCM BCY '2021	CCQ BCY '2022	CCM BCY '2022	TOTAL
Oct-Dec 2022	$0	$0	$0	$0	$0
Jan-Mar 2022	$0	$0	$0	$0	$0
Apr-Jun 2022	$0	$0	$0	$0	$0
Jul-Sep 2022	$0	$0	$0	$0	$0
				TOTAL:	$0

Providers Assisted by Other Activities

*New Formal Partnerships Formed Each Quarter (unduplicated)	Oct-Dec 2022	Jan-Mar 2022	Apr-Jun 2022	Jul-Sep 2022	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

COVID-19 Supports

*New Providers assisted with COVID-19 Supports Each Quarter (unduplicated)	Oct-Dec 2022	Jan-Mar 2022	Apr-Jun 2022	Jul-Sep 2022	YTD Total
PPE, cleaning supplies, other health-related services/supplies	0	0	0	0	0
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
				TOTAL:	0

End of Worksheet Totals

At the bottom of the Quarterly Data tab, totals for each quarter for each funding year will auto-generate.

Please do **not** attempt to manipulate these cells, as these totals will auto-populate in the Year-to-Date (YTD) Summary Tab.

Due to these totals auto-generating, there is no longer a need for End-of-Year Reports (EOY).

Boards can use this as a quick glance at the total amounts expended to ensure they match what is being reported in TWC's Cash Draw & Expenditure Reporting system (CDER) and to verify that spending is on track for the year.

Total by Grant	CCQ BCY '2021	CCM BCY '2021	CCQ BCY '2022	CCM BCY '2022
Oct-Dec 2021	$0	$0	$0	$0
Jan-Mar 2022	$0	$0	$0	$0
Apr-Jun 2022	$0	$0	$0	$0
Jul-Sep 2022	$0	$0	$0	$0
TOTAL	$0	$0	$0	$0
End of Worksheet				

Quarterly Narrative

All numbers documented on the right side of 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 (to include both the left and right sides).

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

Additionally, for each category, any activities that were completed for its applicable quarter and **not** captured in the specified data sections (right side 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. This should include enough details to adequately describe what activity took place and how it was conducted. More details are better than fewer.
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 whether the participants are individuals, staff members, parents, or child care programs. If the number is unknown or not applicable, denote N/A.
5) Place the measurable outcomes for the activity within the last column. This is how the Board will measure success when analyzing data prior to, during, and at the conclusion of the activity.

Tip: 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 to ensure that each activity is accounted for.

Below is a snapshot of the Quarterly Narrative for one quarter that lists a few examples of activities provided by a Board.

Board (Select on Instructions tab)				
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, please review the Examples & Definitions tab.

Year-to-Date (YTD) Summary Tab

In the Year-to-Date (YTD) Summary tab, shown below, totals will auto-populate based on what is reported within the Quarterly Data tab.

Boards are not to manipulate or report any data in this tab. This tab is meant to be read-only and available for Boards to review totals at a glance and ensure accuracy across quarters.

Areas to note while reviewing the YTD Summary tab:

- **Expended YTD**: This column will auto-calculate totals, quarter over quarter, showing up-to-date amounts Boards have expended for each specific category.
- **YTD % of Total Expended:** This column will auto-calculate the total percentage expended for each category as a total of all expenditures. Boards should view this to note whether any category is showing higher than expected percentage totals and possibly reevaluate their plan or budget.
- **% Planned for Year:** This column will allow Boards to see what percentage of planned funds for the fiscal year have been spent. Boards should be mindful to note what the current quarter is, and what percentage of the budget has/has not been expended, to ensure that they stay on budget.
- **% Planned vs YTD % Expended:** This column will allow Boards to easily see the difference in the amount planned and the YTD expended. Some things to watch for include, if a there is a high percentage expended in the first quarter, Boards will want to investigate the reason and ensure that they are on track for the remaining quarters. Conversely, if a Board notes a low percentage of the total expended during the third quarter, the Board may need to adjust its plan accordingly.

Board (Select on Instructions tab)

FFY 2022 Year-to-Date Summary

Year-to-Date Expenditures by Quality Category

Category	Expended Q1	Expended Q2	Expended Q3	Expended Q4	Expended YTD	YTD % of Total Expended	% Planned for Year	% Planned vs YTD % Expended
Infant & Toddler	$0	$0	$0	$0	$0	#DIV/0!	#DIV/0!	#DIV/0!
Professional Development	$0	$0	$0	$0	$0	#DIV/0!	#DIV/0!	#DIV/0!
QRIS/Texas Rising Star	$0	$0	$0	$0	$0	#DIV/0!	#DIV/0!	#DIV/0!
Health & Safety	$0	$0	$0	$0	$0	#DIV/0!	#DIV/0!	#DIV/0!
Evaluation & Assessment	$0	$0	$0	$0	$0	#DIV/0!	#DIV/0!	#DIV/0!
National Accreditation Support	$0	$0	$0	$0	$0	#DIV/0!	#DIV/0!	#DIV/0!
Other Activities	$0	$0	$0	$0	$0	#DIV/0!	#DIV/0!	#DIV/0!
TOTAL	**$0**	**$0**	**$0**	**$0**	**$0**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**

Year-to-Date Expenditures by Board Grant

Board Contract	Expended Q1	Expended Q2	Expended Q3	Expended Q4	YTD Expended	% of Total Expended
CCQ BCY 2021	$0	$0	$0	$0	$0	#DIV/0!
CCM BCY 2021	$0	$0	$0	$0	$0	#DIV/0!
CCQ BCY 2022	$0	$0	$0	$0	$0	#DIV/0!
CCM BCY 2022	$0	$0	$0	$0	$0	#DIV/0!
TOTAL	**$0**	**$0**	**$0**	**$0**	**$0**	**#DIV/0!**

End of Worksheet

| Instructions | Examples & Definitions | TRS Staffing | Annual Expenditure Plan | Quarterly Data | Quarterly Narrative | YTD Summary |