

Quality Progress Report (QPR) For Louisiana FFY 2021

1) Overview

To gain an understanding of the availability of child care in the State/Territory please provide the following information on the total number of child care providers. Please enter N/A when necessary.

1.1 State or Territory Child Care Provider Population

Enter the total number of child care providers that operated in the state or territory as of September 30, 2021. These counts should include all child care providers, not just those serving children receiving CCDF subsidies. Please enter N/A when necessary.

Licensed center-based programs

1452

N/A.

Describe:

License exempt center-based programs

#

N/A.

Describe:

All centers in Louisiana are licensed.

Licensed family child care

#

N/A.

Describe:

Family child care are currently not licensed in Louisiana.

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

271

N/A.

Describe:

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

7

N/A.

Describe:

Other.

Explain

N/A

1.2 Goals for Quality Improvement

Based on Question 7.1.1 and 7.1.2 from the FFY2019-2021 CCDF State Plan, please report your progress on the State or Territory's overarching goals for quality improvement during October 1 to September 30 of the last federal fiscal year. You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible.

This year, Louisiana made significant progress in improving the quality of care and education for children in Louisiana. 930 individuals received their Early Childhood Ancillary Certificate this year, to bring Louisiana's total to 8698 individuals that have this qualifying credential for lead teachers in child care centers. During the 2020-2021 school year, 1,600 sites participated in Louisiana's unified quality rating system. During that year, 9,549 observations were conducted in 5,791 classrooms. Louisiana continued the implementation of a Site Improvement Planning process for struggling sites. Performance Ratings for sites participating in the Early Childhood Care and Education Accountability System during the 2020-2021 academic year were published in December 2021 on www.LouisianaSchools.com. As a result of 2020-2021 Performance Scores, providers' star ratings will update in January for the 2022 tax year. Due to COVID-19, BESE approved flexibilities for the 2020-2021 Performance Profiles. Sites with a higher Performance Score based on observations during the 2020-2021 school year received an updated Performance Profile based on 2020-2021 results; all other sites had the Performance Score published in Fall 2020 extended for one year.

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

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

2.1 Lead Agency Progression of Professional Development

2.1.1 Did the lead agency use a workforce registry or professional development registry to track progression of professional development during October 1 to September 30 of the last federal fiscal year?

Yes.

If yes, describe:

Yes, the LDOE contracts with Louisiana Pathways, the career registry for child care directors, teachers, assistants and approved trainers. To track the progression of the workforce, the database includes personnel demographics, training and education records, and experience of individuals in the child care field.

No.

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

2.1.2 Are any teachers/providers required to participate?

Yes.

If yes, describe:

No.

If no, describe:

Registration is voluntary with Louisiana Pathways, our Early Learning Center Career Development System to improve the quality of child care throughout the

State of Louisiana. This improvement is accomplished by supporting early child care professionals in furthering their careers. Pathways provides this support by offering scholarships for training and education, by tracking training received by child care professionals, and by recognizing their achievements. Louisiana Pathways also provides registration opportunities and maintains a database of training. Individuals enrolled in Louisiana Pathways report their current education level and employment location, providing the Department detailed information on the child care workforce.

2.1.3 Total number of participants in the registry as of September 30, 2021 # 14865

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

Scholarships (for formal education institutions)

1639

Financial bonus/wage supplements tied to education levels

4580

Career advisors, Mentors, Coaches, or Consultants

896

Reimbursement for training

#

Loans

#

Substitutes, sick/annual leave, release time, etc. for professional development

#

Other.

Describe:

N/A

Describe:

2.3 Please report on the number of staff by qualification level as of September 30, 2021. Count only the highest level attained by staff.

2.3 Licensed child care providers

a. Total number

Licensed child care center directors: #: 1370

Licensed child care center teachers: #: 7661

Licensed family child care center providers: #: 0

b. How many had a Child Development Associate (CDA)?

Licensed child care center directors: #: 280

Licensed child care center teachers: #: 2613

Licensed family child care center providers: #: 0

N/A

If N/A, explain:

Louisiana does not currently license family child care providers

c. How many had an Associate's degree in an early childhood education field (e.g., psychology, human development, education)?

Licensed child care center directors: #: 175

Licensed child care center teachers: #: 722

Licensed family child care center providers: #: 0

N/A

If N/A, explain:

The state does not currently license family child care providers

d. How many had a Bachelor's degree in an early childhood education field (e.g., psychology, human development, education)?

Licensed child care center directors: #: 301

Licensed child care center teachers: #: 836

Licensed family child care center providers: #: 0

N/A

If N/A, explain:

The state does not currently license family child care providers

e. How many had a State child care credential?

Licensed child care center directors: #: 0

Licensed child care center teachers: #: 0

Licensed family child care center providers: #: 0

N/A

If N/A, explain:

The State of Louisiana does not have an infant and toddler credential. However, when applying for a CDA, candidates will request an Infant/Toddler CDA or a Preschool CDA. 39% or 362 teachers received the Infant/Toddler CDA.

f. How many had State infant and toddler credentials?

Licensed child care center directors: #: 0

Licensed child care center teachers: #: 0

Licensed family child care center providers: #: 0

N/A

If N/A, explain:

The State of Louisiana does not have an infant and toddler credential. However, when applying for a CDA, candidates will request an Infant/Toddler CDA or a Preschool CDA. 39% or 362 teachers received the Infant/Toddler CDA.

g. How many had an "other" degree?

Define "other" degree:

The state does not define "other" degree

Licensed child care center directors: #: 0

Licensed child care center teachers: #: 0

Licensed family child care center providers: #: 0

N/A

If N/A, explain:

The state does not define "other" degree

2.4 Please report on the number of staff by qualification level as of September 30, 2021. Count only the highest level attained by staff.

2.4 Licensed CCDF providers

a. Total number

Licensed child care center directors who serve children who receive CCDF subsidy: #: 1370

Licensed child care center teachers who serve children who receive CCDF subsidy: #: 7661

Licensed family child care providers who serve children who receive CCDF subsidy: #: 0

b. How many had a Child Development Associate (CDA)?

Licensed child care center directors who serve children who receive CCDF subsidy: #: 280

Licensed child care center teachers who serve children who receive CCDF subsidy: #: 2613

Licensed family child care providers who serve children who receive CCDF subsidy: #: 0

N/A

If N/A, explain:

The state does not currently license family child care providers

c. How many had an Associate's degree in an early childhood education field (e.g., psychology, human development, education)?

Licensed child care center directors who serve children who receive CCDF subsidy: #: 175

Licensed child care center teachers who serve children who receive CCDF subsidy: #: 722

Licensed family child care providers who serve children who receive CCDF subsidy: #: 0

N/A

If N/A, explain:

The state does not currently license family child care providers

d. How many had a Bachelor's degree in an early childhood education field (e.g., psychology, human development, education)?

Licensed child care center directors who serve children who receive CCDF subsidy: #: 301

Licensed child care center teachers who serve children who receive CCDF subsidy: #: 836

Licensed family child care providers who serve children who receive CCDF subsidy: #: 0

N/A

If N/A, explain:

The state does not currently license family child care providers

e. How many had a State child care credential?

Licensed child care center directors who serve children who receive CCDF subsidy: #: 614

Licensed child care center teachers who serve children who receive CCDF subsidy: #: 3490

Licensed family child care providers who serve children who receive CCDF subsidy: #: 0

N/A

If N/A, explain:

The state does not currently license family child care providers

f. How many had State infant and toddler credentials?

Licensed child care center directors who serve children who receive CCDF subsidy: #: 0

Licensed child care center teachers who serve children who receive CCDF subsidy: #: 0

Licensed family child care providers who serve children who receive CCDF subsidy: #: 0

N/A

If N/A, explain:

The State of Louisiana does not have an infant and toddler credential. However, when applying for a CDA, candidates will request an Infant/Toddler CDA or a Preschool CDA. 39% or 362 teachers received the Infant/Toddler CDA.

g. How many had an "other" degree?

Define "other" degree

The state does not define "other" degree

Licensed child care center directors who serve children who receive CCDF subsidy: #: 0

Licensed child care center teachers who serve children who receive CCDF subsidy: #: 0

Licensed family child care providers who serve children who receive CCDF subsidy: #: 0

N/A

If N/A, explain:

The state does not define "other" degree

2.5 How many providers received the following additional forms of professional development from October 1, 2020 to September 30, 2021?

a) Business practices

Total: 21

Licensed or registered center-based programs: 21

License-exempt center-based programs: 0

Licensed or registered family child care: 0

License-exempt family child care (care in providers' home): 0

In-home (care in the child's own home): 0

b) Mental health

Total: 106

Licensed or registered center-based programs: 91

License-exempt center-based programs: 0

Licensed or registered family child care: 0

License-exempt family child care (care in providers' home): 15

In-home (care in the child's own home): 0

c) Diversity, equity, and inclusion

Total: 0

Licensed or registered center-based programs: 0

License-exempt center-based programs: 0

Licensed or registered family child care: 0

License-exempt family child care (care in providers' home): 0

In-home (care in the child's own home): 0

d) Other:

Describe:

N/A

Total: 0

Licensed or registered center-based programs: 0

License-exempt center-based programs: 0

Licensed or registered family child care: 0

License-exempt family child care (care in providers' home): 0

In-home (care in the child's own home): 0

2.6 Spending:

2.6.1 Did the lead agency spend funds from any of the following sources to support the **training and professional development** of the child care workforce during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$ 7983180

Comments related to dollar amount provided (optional):

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$ 226890

If yes, describe source(s) of funding:

PDG

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$ 620086

If yes, describe how funds were used:

Outdoor Learning Enhancement Opportunity to include physical activity and development training, technical assistance, and provision of outdoor learning

materials; business and financial strategies training and technical assistance; provision of social/emotional learning and trauma informed training; CPR/PFA training

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$ 1,952,804.70

If yes, describe how funds were used:

To ensure that child care providers are able to offer high-quality care as they recover from the financial impacts of COVID-19, the Louisiana Department of Education funded supplemental training and technical assistance

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative

expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

2.7 Progress Update:

Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible.

All child care centers in the state that are eligible to enroll children funded by CCDF are required to participate in the state's unified quality rating system, which measures the quality of teacher-child interactions in every classroom each semester using CLASS observations. With such robust data on the performance of each site, the LDOE is able to measure the progress each site has made to improve the quality of their program.

Of the 630 child care centers that received a Performance Score and Rating in both 2019-2020 and 2020-2021, 402--approximately 64%--received a higher overall score in the results published most recently.

3) Improving early learning and development guidelines

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

3.1 Were any changes or updates made to the State or Territory's early learning and development guidelines during October 1, 2020 to September 30, 2021?

Yes.

If yes, describe changes or updates:

A committee was established to review Louisiana's current Early Learning and

Development Standards (ELDS). The first meeting of the ELDS Review Committee was held April 1, 2021. The state is anticipating releasing updated, revised standards by Spring 2022.

No

N/A

Describe:

3.2 Spending:

3.2.1 Did the lead agency spend funds from any of the following sources on the development or implementation of early learning and development guidelines during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$ 16,617

Comments related to dollar amount provided (optional):

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$

If yes, describe source(s) of funding:

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

3.3 Progress Update:

Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible.

A committee was established to review Louisiana's current Early Learning and Development Standards (ELDS). Work groups were established based on current standards domains. The first meeting of the ELDS Review Committee was held April 1, 2021. Bi-weekly meetings were subsequently held with workgroups to collaborate on standard revisions. The state is anticipating releasing updated, revised standards by Spring 2022.

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

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

Please provide the lead agency's definition of high quality care, and how it relates to the tiers of the QRIS, including a description of all tiers and which are considered high quality (if applicable). This may include the high quality definition as part of the lead

agency's Quality Rating and Improvement System (QRIS). If no QRIS exists describe other measures used to assess quality (may include assessment scores, accreditation, or other metric):

The Louisiana Department of Education promotes high quality early care and education programs through the Early Childhood Accountability System outlined in Bulletin 140, which functions as the state's Quality Rating and Improvement System. In a typical year, sites that participate in Louisiana's early childhood Quality Rating and Improvement System receive at least two observations per classroom using the CLASS observation tool. This is a nationally-recognized rubric that captures the quality of teacher-child interactions, an element of children's experience that research shows has an impact on later academic performance. Based on the observations conducted at a site, the Department publishes an annual Performance Score and Rating based on the following table:

Measure of Classroom Quality

6.00-7.00 -Excellent

5.25-5.99-High Proficient

4.50-5.24-Proficient

3.00-4.49-Approaching Proficient

1.00-2.99-Unsatisfactory

Performance Scores for an academic year determine the sites' star rating for the following calendar year, and sites scoring Proficient or higher are eligible for school readiness tax credits as well as quality bonus payments. Sites scoring below a 3.75 are required to participate in Site Improvement Planning facilitated by the Department. In addition to Performance Scores and Ratings, the Department publishes informational metrics of best practices such as the use of a high-quality assessment, the use of a high-quality curriculum, and teacher:child ratios. As a result of the impacts of COVID-19, the Board of Elementary and Secondary Education has provided flexibilities in how Performance Scores for the 2019-2020 and 2020-2021 school years were published.

4.1 Indicate the status of the lead agency's quality rating and improvement system (QRIS) during October 1, 2020 to September 30, 2021?

- The lead agency QRIS is operating state- or territory-wide
- The lead agency QRIS is now operating as a pilot, in a few localities, or only a few levels
- The lead agency is operating another system of quality improvement. Describe this system

Describe:

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

4.2 What types of providers participated in the QRIS during October 1, 2020 to September 30, 2021 (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 For each setting, indicate the number of providers eligible to participate in the QRIS and the number of providers participating in the QRIS as of September 30, 2021?

a. Number of providers eligible for QRIS:

- Licensed child care centers: # 1056
- License-exempt child care centers: # 0
- Licensed family child care homes: # 0

License-exempt family child care homes: # 0
In-home (care in the child's own home): # 0
Programs serving children who receive CCDF subsidy: # 1763
Other: 707

Describe:

Schools & Head Start Centers

b. Number of providers participating in QRIS:

Licensed child care centers: # 1056
License-exempt child care centers: # 0
Licensed family child care homes: # 0
License-exempt family child care homes: # 0
In-home (care in the child's own home): # 0
Programs serving children who receive CCDF subsidy: # 1763
Other: 707

Describe:

Schools & Head Start Centers

c. N/A:

Licensed child care centers: #
All licensed centers participate in the QRIS

License-exempt child care centers: #
Louisiana does not have license exempt child care centers

Licensed family child care homes: #
Louisiana does not have licensed family child care homes

License-exempt family child care homes: #
Louisiana is pursuing policy changes that would allow for license-exempt family child care providers to opt into the QRIS system, but they currently do not have the option to participate (although many participate in unofficial CLASS observations in the family child care pilot).

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

Policy does not currently allow in-home providers to participate in QRIS.

Programs serving children who receive CCDF subsidy: #

All programs serving children who receive CCDF participate in the QRIS

Other, describe:

N/A

4.4 Is participation in the QRIS mandatory for any group of providers?

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

Describe:

No

N/A

Describe:

4.5 Enter the number of programs that met the lead agency's high quality definition as of September 30, 2021:

- a) Licensed family child care # 535
- b) Legally exempt family child care (care in providers' home) # 0
- c) Licensed center-based programs # 0
- d) Legally exempt center-based programs # 0
- e) In-home (care in the child's own home) # 0
- f) Programs serving children who receive CCDF subsidy # 535

N/A

Describe:

4.6 Enter the number of CCDF children in high quality care by age grouping as of September 30, 2021:

a. Total number of CCDF children in high quality care # 16940

i. Infant # 1303

Define age range: less than 1 year old

ii. Toddler # 5341

Define age range: 1 and 2 year olds

iii. Preschool # 5275

Define age range: 3 and 4 year olds

iv. School-age # 5021

Define age range: age 5 and older

b. Other. Describe:

c. N/A. Describe:

4.7 Did the lead agency provide one-time grants, awards or bonuses connected to (or related to) QRIS during October 1, 2020 to September 30, 2021? If yes, how many were provided to the following types of programs during October 1, 2020 to September 30, 2021?

Yes, the following programs received grants..

a. Licensed child care centers #

b. License-exempt child care centers #

c. Licensed family child care homes #

d. License-exempt family child care (care in providers' home) #

- e. In-home (care in the child's own home) #
- f. Programs serving children who receive CCDF subsidy #

No

N/A

Describe:

4.8 Did the lead agency provide on-going or periodic quality stipends connected to (or related to) QRIS during October 1, 2020 to September 30, 2021? If yes, how many programs received on-going or periodic quality stipends connected to (or related to) QRIS during October 1, 2020 to September 30, 2021?

Yes, the following programs received stipends.

- a. Licensed child care centers # 837
- b. License-exempt child care centers # 0
- c. Licensed family child care homes # 0
- d. License-exempt family child care (care in provider's home) # 0
- e. In-home (care in the child's own home) # 0
- f. Programs serving children who receive CCDF subsidy # unavailabl

No

N/A

Describe:

4.9 Did the lead agency provide ongoing technical assistance related to the QRIS or other quality rating system during October 1, 2020 to September 30, 2021? If so, how many programs received ongoing technical assistance during October 1, 2020 to September 30, 2021?

Yes, the following programs received ongoing technical assistance.

- a. Licensed child care centers # 545
- b. License-exempt child care centers # 0
- c. Licensed family child care homes # 0
- d. License-exempt family child care (care in provider's home) # 0
- e. In-home (care in the child's own home) # 0
- f. Programs serving children who receive CCDF subsidy # unavailabl

No

N/A

Describe:

4.10 Did the lead agency provide higher subsidy rates related to the QRIS or other quality rating system during October 1, 2020 to September 30, 2021? If so, how many programs received higher subsidy payment rates due to their QRIS rating during October 1, 2020 to September 30, 2021?

- Yes, the following programs received higher subsidy rates.
- a. Licensed child care centers #
 - b. License-exempt child care centers #
 - c. Licensed family child care homes #
 - d. License-exempt family child care (care in providersâ home) #
 - e. In-home (care in the childâs own home) #
 - f. Programs serving children who receive CCDF subsidy #

No

N/A

Describe:

4.11 Spending:

4.11.1 Did the lead agency spend funds from any of the following sources to support QRIS or other quality rating systems during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$ 1705987

Comments related to dollar amount provided (optional):

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$

If yes, describe source(s) of funding:

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

4.12 Progress Update:

Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible.

Between October 2020 and September 30, 2021 sites across Louisiana continued to receive observations using the CLASS tool as well as report informational metrics on the use of best practices. Observational results show that between the Fall 2019 Observation Period (the last complete period before observations were suspended due to COVID-19) and the 2020-2021 school year, the average of the observed dimensions across Louisiana increased from 5.22 to 5.39 on a 7.00 point scale. The percentage of teachers with Louisiana certifications increased from 62% to 65% in the data published between October 1, 2020 (based on a snapshot from the 2019-2020 school year) and the identical snapshot one year later.

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

toddlers

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

5.1 Provide the total number of state or territory-funded infant toddler specialists available to providers during October 1, 2020 to September 30, 2021.

Yes, specialists are available.

a) Number of Specialists available to all providers # 50

b) Number of specialists available to providers serving children who receive CCDF# 47

c) Number of specialists available specifically trained to support family child care providers # 4

d) Number of providers served # 545

e) Total number of children reached # N/

No, there are no funded specialists.

N/A

Describe:

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

a. Number of programs receiving on-site coaching:

Licensed child care centers: # 545

License-exempt child care centers: # 0

Licensed family child care homes: # 0

License-exempt family child care homes: # 53

In-home (care in the child's own home) providers: # 0

b. Percent of total programs receiving on-site coaching that served children who receive CCDF:

Licensed child care centers: % 62

License-exempt child care centers: % 0

Licensed family child care homes: % 0

License-exempt family child care homes: % 0

In-home (care in the child's own home) providers: % 0

c. N/A:

Licensed child care centers, describe:

See above for numbers

License-exempt child care centers, describe:

Louisiana does not have license exempt child care centers

Licensed family child care homes, describe:

Louisianana does currently license family child care homes

License-exempt family child care homes, describe:

the percentage is not currently available

In-home (care in the child's own home) providers, describe:

In-home care providers do not participate in QRIS.

5.3 Provide the total number of state or territory funded infant and toddler health consultants in the state or territory during October 1, 2020 to September 30, 2021.

Consultants available

#

Consultants available to providers serving CCDF children

#

No funded infant and toddler health consultants.

N/A

Describe:

Health consultants are not specified to only infants and toddlers

5.4 Did the lead agency conduct an analysis of supply and demand for infant toddler slots to identify areas of focus to build supply during October 1, 2020 to September 30, 2021?

Yes

Describe (include link to analysis if available):

No

N/A

Describe:

5.5 Provide the number of staffed family child care networks supported by CCDF funds through direct agreement with a centralized hub or community-based agency during October 1, 2020 to September 30, 2021.

Number of staffed family child care networks:

4

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

Using PDG funding, the LDOE implemented a family child care (FCC) pilot to gather information about the quality of children's experiences in 50 FCC provider homes from regions across the state. Pilot participants were observed using the CLASS® and the FCCERS® environmental rating scale and received one-on-one coaching, monthly training opportunities, and support from local infant-toddler mental health consultants and participated in FCC Network meetings facilitated by their regional CCR&Rs. CCDF funds were used to purchase environmental enhancements for these family child care providers to improve the quality of care and education.

No staffed family child care networks supported by CCDF funds.

N/A

Describe:

5.6 Spending:

5.6.1 Did the lead agency spend funds from any of the following sources, in addition to the 3% infant and toddler set-aside, to **improve the supply and quality of child care programs and services for infants and toddlers** during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$ 4,760,947.20

Comments related to dollar amount provided (optional):

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$ 6,801,114.20

If yes, describe source(s) of funding:

PDG

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$ 6196254

If yes, describe how funds were used:

Grants were provided to community networks to help stabilize the child care industry by providing workforce incentives, direct payments to sites for regular operating costs, PPE and sanitation materials, and enrollment supports.

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$ 811649

If yes, describe how funds were used:

Grants were provided to help communities build local capacity to support new child care supply and to increase access to high-quality early childhood care and education. Funds were used to conduct a local needs assessment. Additionally networks were allocated funding to place seats for infants and toddlers in high-quality Type III centers.

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

5.7 Progress Update:

Describe the measures used and progress made during October 1, 2020 to September 30, 2021.

Include examples and numeric targets where possible.

Beginning in fall of 2020, infant classrooms are fully incorporated into the unified quality rating system, and observations in those classrooms began to contribute to sites' Performance Ratings. This means that the state has fully implemented a statewide unified quality rating system inclusive of all infant, toddler, and pre-K classrooms in the accountability system.

The observation data collected from CLASS observations is used to create a site Performance Profile and Rating, which can be found on www.LouisianaSchools.com. Each site's Performance Profile displays the site's performance by age group, so specific information about infant and toddler quality is made available to families utilizing the public website.

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 State/Territory.

6.1 Describe how CCDF quality funds were used to establish, expand, modify, or maintain a statewide system of child care resource and referral services during October 1, 2020 to September 30, 2021.

The Lead Agency contracted with six child care resource and referral agencies (CCR&Rs) that served the eleven regions of the state. As part of their contract with the Lead Agency, CCR&Rs were required to provide the following services:

- 1. Consumer Education and Referral Services: Provide families with information**

- about all early care and education options through referral and Community Network common enrollment activities;
2. **Foundational Learning Opportunities:** Support providers to build knowledge and skills through training related to: - Louisiana Birth to Kindergarten Early Learning and Development Standards (Standards) - The importance of teacher-child interactions (including use of Classroom Assessment and Scoring System (CLASS)) - Using child assessment information to adjust instruction (including use of Teaching Strategies GOLD (TS GOLD)); and
 3. **Technical Assistance and Coaching:** Support teachers and leaders, through targeted technical assistance and coaching, to implement the Standards, CLASS, and TS GOLD in order to improve quality.
 4. **Respite Care:** as needed to support areas with emergency shelters providing care to children evacuated due to natural disasters

During the October 1, 2020 to September 30, 2021 timeframe CCR&Rs expanded their professional development services by:

- providing whole group training focused on the implementation of Tier 1 curriculum within early childhood classrooms
- delivering Louisiana Early Childhood Key Training Modules which are a set of accessible, high-quality trainings designed by experts on best practices in the field of early childhood.
- attending LDOE trainings focused on research-aligned best practices for coaching, inclusive of a state-developed coaching model, and then implementing this model and related best practices in their work with child care sites.

Additionally, two CCR&Rs participated in a coaching pilot focused on improving coaching practices that was led by Bank Street College of Education and began implementing strategies presented in their interactions with teachers.

Using PDG Renewal funding, four CCR&Rs also participated in a Family Child Care pilot which reached over 50 family child care providers. Pilot participants were observed using the CLASS® and the FCCERS® environmental rating scale and received one-on-one coaching, monthly training opportunities, and support from local infant-toddler mental health consultants and participated in FCC Network meetings facilitated by their regional CCR&Rs.

During the October 1, 2020 to September 30, 2021 timeframe, CCR&Rs also expanded their professional development and other services in response to the COVID-19 pandemic and multiple natural disasters (hurricanes, flooding, and other severe storm events) including:

- providing trainings to child care providers focused on trauma-informed practices

- partnering with the Louisiana Department of Health to provide training entitled "Let's Be Healthy" to encourage outdoor learning and play during the pandemic
- providing PPE, sanitation supplies, and information to limit the spread of the COVID-19
- providing additional CPR and PFA training for child care sites within their regions
- providing training, support, and technical assistance related to business practices in an effort to help sites continue to provide services, often at a reduced capacity, during the pandemic.

6.2 Spending:

6.2.1 Did the lead agency spend funds from any of the following sources to **establish, expand, modify, or maintain a statewide CCR&R** during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$ 3,431,910.84

Comments related to dollar amount provided (optional):

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$ 574,762

If yes, describe source(s) of funding:

PDG

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$ 408860

If yes, describe how funds were used:

Provision of training and technical assistance in response to increased reports of the use of inappropriate discipline of young children and inadequate supervision as a result of the COVID-19 pandemic; increase in group training for CPR/PFA; increase in coaching to support quality; increase in ELRC services, provision of social/emotional and trauma-informed training of trainers sessions in response to the COVID-19 pandemic; respite care in response to Hurricane Delta

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$ 2274634

If yes, describe how funds were used:

Outdoor Learning Enhancement Opportunity to include physical activity and development training, technical assistance, and provision of outdoor learning materials;

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

6.3 Progress Update:

Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible..

The state continuously monitors and conducts performance-based measurements of CCR&Rs' implementation and execution of required deliverables and activities. Benchmarks are set for the amount of coaching, technical assistance, and group training that is provided to child care sites. The State contracted with 6 CCR&Rs throughout the state from October 1 to September 30, and each agency was allocated a number of units (1 unit = 45 minutes for coaching and TA, for example) to provide the above services. During this time period 603 child care sites received coaching and

technical assistance. Beyond performance-based measurement, the state also measures outcomes. The state continues to measure how programs that participate in CCDF-funded support programs perform on the unified quality rating and improvement system. Programs scoring below 3.75 on the CLASS assessment are required to participate in Site Improvement Planning which includes the local CCR&R, the site, and members of the LDOE site improvement and field support team. In regard to the specific expanded activities executed by CCR&Rs during the October 1, 2020 to September 30, 2021 timeframe managers and/or coaches from all CCR&R agencies, or 100% of CCR&Rs, participated in all activities listed in Section 6.1 above.

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

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

7.1. Has the lead agency aligned health and safety standards with the following:

a. Licensing standards

Yes.

No.

If not, describe why:

b. Caring for Our Children Basics

Yes.

No.

If not, describe why:

c. Head Start

Yes.

No.

If not, describe why:

d. State pre-k

Yes.

No.

If not, describe why:

7.2 Complaints regarding child care providers received during October 1, 2020 to September 30, 2021

7.2.1 How many complaints were received regarding providers during October 1, 2020 to September 30, 2021?

a) Licensed providers # 683

b) Licensed-exempt providers # 0

7.2 Complaints regarding child care providers received during October 1, 2020 to September 30, 2021

7.2.2 What was the average length of time between receiving the complaint and taking steps to respond to a complaint during October 1, 2020 to September 30, 2021? 23 business days

7.2 Complaints regarding child care providers received during October 1, 2020 to September 30, 2021

7.2.3 How many complaints received an on-site follow-up inspection during October 1, 2020 to September 30, 2021? # 291

7.2 Complaints regarding child care providers received during October 1, 2020 to September 30, 2021

7.2.4 How many of the complaints resulted in one or more *substantiated* violations in the program or provider site identified during October 1, 2020 to September 30, 2021? # 119

7.2 Complaints regarding child care providers received during October 1, 2020 to September 30, 2021

7.2.5 How many child care providers had CCDF funding revoked as a result of an inspection during October 1, 2020 to September 30, 2021?# 1

7.2 Complaints regarding child care providers received during October 1, 2020 to September 30, 2021

7.2.6 How many child care providers closed as a result of an inspection during October 1, 2020 to September 30, 2021? # 0

7.2 Complaints regarding child care providers received during October 1, 2020 to September 30, 2021

7.2.7 Please provide any additional information regarding health and safety complaints and inspections in the state or territory during October 1, 2020 to September 30, 2021

Complaints and incidents received are prioritized by severity and must be completed within 23 business days. If the complaint or incident is severe, it is identified as a Priority 1 and is completed within 5 business days. If the complaint or incident is identified as a Priority 2, it is completed within 10 business days. If any of the serious deficiencies are cited, a follow-up inspection is scheduled to be completed within 23 business days

7.3 How many child care programs received coaching or technical assistance to improve their understanding and adherence to CCDF health and safety standards (as a result of an inspection or violation) during October 1, 2020 to September 30, 2021?

- a. Licensed center-based programs # 367
- b. License-exempt center-based programs # 0
- c. Licensed family child care # 0
- d. License-exempt family child care (care in providers' home) # 0
- e. In-home (care in the child's own home) # 0

f. N/A

Describe:

7.4 How many providers received virtual monitoring from October 1, 2020 to September 30, 2021?

Total

33

Licensed or registered center-based programs

31

License-exempt center-based programs.

0

Licensed or registered family child care

0

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

0

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

0

Programs serving children who receive CCDF subsidy

2

7.5 Spending:

7.5.1 Did the lead agency spend funds from any of the following sources on **facilitating compliance with lead agency requirements for inspections, monitoring, health and safety standards and training, and lead agency licensing standards** during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$ 2622021

Comments related to dollar amount provided (optional):

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$

If yes, describe source(s) of funding:

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$ 173105

If yes, describe how funds were used:

CPR and PFA training

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

7.6 Progress Update:

Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible

Between October 1, 2020 and September 30, 2021, 1,053 publicly funded centers received at least an annual inspection. These inspections may be conducted up to three months in advance of the center's renewal expiration. 239 inspections were conducted at license-exempt providers who receive public funds. License-exempt providers receive at least two inspections a year, once prior to being certified to care for children and once prior to the expiration of the certification. In addition, once certified, the license-exempt provider receives one announced and one unannounced visit per year.

8) Evaluating the quality of child care programs in the Lead agency, including evaluating how programs positively impact children

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

8.1 What measure(s) or tool(s) and studies did the lead agency use to evaluate and assess the quality of programs and effective practice in center-based programs during October 1, 2020 to September 30, 2021?

To measure program quality,

describe:

Louisiana's statewide unified quality rating system is based on CLASS® observations conducted in every classroom at each site eligible to serve children with public funding. Local observers conduct CLASS® observations in every classroom in the state, and third-party observers from the University of Louisiana at Lafayette Picard Center conduct CLASS® observations in at least 50% of classrooms at each site, which allows for a check on local reliability. The scores from these observations are used to calculate a Performance Score (on a 1.00-7.00 scale) and a Performance Rating (Unsatisfactory, Approaching Proficient, Proficient, High Proficient, or Excellent) for each publicly-funded site.

To measure effective practice

describe:

In addition to the state's robust unified quality rating system, the LDOE also reports informational metrics on each site's Performance Profile. One of the informational metrics reported is the curriculum quality used at the site. All early childhood curricula are tiered (Tier 1, Tier 2, Tier 3, or Not Rated), and those tiers correspond to curriculum ratings (3 stars, 2 stars, 1 star, or 0 stars), which are published on each site's Performance Profile. Other informational metrics include teacher educational attainment and certification information, as well as teacher to child ratio

To measure age appropriate child development.

describe:

Another informational metric reported on the early childhood site Performance Profiles is a site assessment rating. Every site is required to assess their publicly-funded children three times yearly, using Teaching Strategies GOLD®. This assessment rates child growth and performance along developmental progression bands and is aligned to the Louisiana Early Learning and Development Standards. Sites that fail to assess 80% or more of their publicly-funded children using Teaching Strategies GOLD® receive fewer than 3 stars on their assessment rating. Upon entry into kindergarten, all children in Louisiana participate in a kindergarten entry assessment.

Other

describe:

N/A

describe:

8.2 What measure(s) or tool(s) and studies did the lead agency use to evaluate and assess the quality of programs and effective practice in family child care programs during October 1, 2020 to September 30, 2021?

To measure program quality,

describe:

To measure effective practice

describe:

To measure age appropriate child development.

describe:

Other

describe:

N/A

describe:

Family child care providers were not eligible to participate in the state's unified quality rating system during this reporting period. Louisiana has implemented a family child care pilot to learn about quality measurement in the family child care setting, and Louisiana is pursuing policy changes that would allow for license-exempt family child care providers to opt into the unified quality rating system in future.

8.3 Spending:

8.3.1 Did the lead agency spend funds from any of the following sources on evaluating and assessing the quality of child care programs, practice, or child development during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$ 501849

Comments related to dollar amount provided (optional):

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$ 47498

If yes, describe source(s) of funding:

PDG

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

8.4 Progress Update:

8.4 Progress Update: Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible.

Between October 2020 and September 30, 2021 sites across Louisiana continued to receive observations using the CLASS® tool as well as report informational metrics on the use of best practices. During the Fall 2020 Observational Period, local lead agencies across Louisiana dealt with challenging circumstances due to COVID-19 as well as catastrophic hurricanes Laura, Marco, and Delta, which presented numerous challenges to conducting observations and ensuring teachers received feedback using a variety of innovative approaches such as virtual observations. In Fall 2020, local observers in Louisiana conducted CLASS® observations of 4,922 (82%) of all classrooms receiving public funding compared with 99.7% of classrooms in Fall 2019. Moreover, as a result of group size restrictions, the Board of Elementary and Secondary Education waived the shadow-scoring requirement of local observers, and 5% of observations were shadow-scored in Fall 2020 compared with 20% in Fall 2019. In order to ensure lead agencies had the capacity to observe all classrooms, the Board of Elementary and Secondary Education approved an emergency rule that stipulated classrooms scoring Proficient or higher (4.50 or higher) would not be required to receive a second observation in the Spring.

9) Supporting providers in the voluntary pursuit of accreditation

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

9.1 How many providers did the lead agency support in their pursuit of accreditation during October 1, 2020 to September 30, 2021?

- 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 #
 - d. License-exempt family child care (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:

Louisiana does not currently provide support in pursuit of accreditation for centers or family child care programs.

9.2 Spending:

9.2.1 Did the lead agency spend funds from any of the following sources on accreditation during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

- Yes.
Amount spent: \$
Comments related to dollar amount provided (optional):

No

N/A

Describe:

Louisiana does not currently provide support in pursuit of accreditation for centers or family child care programs.

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$

If yes, describe source(s) of funding:

No

N/A

Describe:

Louisiana does not currently provide support in pursuit of accreditation for centers or family child care programs.

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

Louisiana does not currently provide support in pursuit of accreditation for centers or family child care programs.

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

Louisiana does not currently provide support in pursuit of accreditation for centers or family child care programs.

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

Louisiana does not currently provide support in pursuit of accreditation for centers or family child care programs.

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

Louisiana does not currently provide support in pursuit of accreditation for centers or family child care programs.

9.3 Progress Update:

Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible.

N/A Louisiana does not currently provide support in pursuit of accreditation for centers or family child care programs.

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

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

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

- Yes, 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
 - Mental health for staff/employees
 - 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:

- No

10.2 Spending:

10.2.1 Did the lead agency spend funds from any of the following sources on **supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development** during October 1, 2020 to September 30, 2021?

- a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$ 2341805

Comments related to dollar amount provided (optional):

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$

If yes, describe source(s) of funding:

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$ 2341805

If yes, describe how funds were used:

Emergency mental health supports and trainings in response to COVID 19 for child care providers.

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$ 2274634

If yes, describe how funds were used:

Emergency mental health supports and trainings in response to COVID 19 for child care providers.

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

10.3 Progress Update:

Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible.

The Louisiana Department of Education contracted with Tulane Early Mental Health Consultation to provide professional development focused on mental health for early childhood professionals, and mental health consultation to child care centers, early childhood professionals, children and families.

These services were provided to, and through partnerships, with:

- 468 small child care centers
- 144 large child care centers

Additionally, due to the Covid-19 pandemic, these services were expanded to include:

- mental health consultation for family child care providers,
- additional consultation to ECE professionals, including early childhood mental health consultant services support child care directors', teachers', and parent's abilities to foster the social and emotional development of young children during the trauma and stress of COVID-19.
- social skills lessons for groups of children,
- enhanced family support
- social and emotional screening of children, and
- remote mental health consultation for child care workers, parents, and ECE professionals.

Mental health consultants were also available to all centers to refer for treatment and/or design interventions for young children exhibiting challenging behaviors due to the stress related to the COVID-19 pandemic.

These services were provided to an additional:

- 468 small child care centers
- 37 large child care centers

2000 remote consultation sessions were also conducted.

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

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

11.1 Did the state or territory set up a grant program (NOT including American Rescue

Plan Act stabilization grants) designed to sustain the child care supply or provide sustainability funding to child care providers due to the COVID-19 pandemic?

Yes.

If yes, describe it :

To offset some of the financial burdens experienced by child care providers during the COVID-19 crisis its aftermath, the Department funded 6 grant opportunities for child care providers to help ensure that the early childhood field could rehabilitate during and after this crisis and continue offering high-quality care that helps to prepare children for kindergarten. CARES and CRRSA federal dollars were used for these grants. Please see below for the name of the grant (the funding); the eligibility criteria; and the application window.

LaCAP 1 (CARES); Type III centers, CCAP-certified family child care and in-home providers; April 23, 2020 to April 30, 2020

LaCAP 2 (CARES); Type III centers, CCAP-certified family child care and in-home providers who are operational by June 1, 2020; May 13, 2020 to May 20, 2020

LaCAP 3 (CARES); Type III centers, CCAP-certified family child care and in-home providers who are operational and serving children by August 1, 2020; July 17, 2020 to July 24, 2020.

LaCAP 4 (CARES); Type III centers, CCAP-certified family child care and in-home providers who are operational and serving children by November 1, 2020; October 15, 2020 to October 22, 2020.

LaCAP 5 (CRRSA); Type III centers, CCAP-certified family child care and in-home providers operational and serving children by March 11, 2021. March 4, 2021 to March 11, 2021

LaCAP 6 (CRRSA); Type III centers, CCAP-certified family child care and in-home providers operational and serving children by July 1, 2021; June 3, 2021 to June 10, 2021

LaCAP Type I & II Round 1 (CRRSA); Type I, II, and registered family homes not certified for CCAP that were operational and serving children by March 11, 2021; March 3, 2021 to March 11, 2021

LaCAP Type I & II Round 2 (CRRSA); Type I, II, and registered family homes not certified for CCAP that were operational and serving children by July 1, 2021.; June 3, 2021 to June 20, 2021

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

Licensed center-based programs

1146

Legally exempt center-based programs

#

Licensed family child care

#

Legally exempt family child care (care in providers' home)

299

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

16

Other

(explain)

No

N/A

Describe:

11.2 Did the lead agency provide cleaning supplies and/or personal protective equipment (PPE) to child care providers either through funding or directly in-kind due to the COVID-19 pandemic?

Yes.

If yes, describe â€¦ :

We provided supplies via our CCR&Rs and provided grants that would allow providers to purchase any above mentioned supplies

and check which types of providers were eligible:

Licensed center-based programs

Legally exempt center-based programs

Licensed family child care

Legally exempt family child care (care in providers' home)

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

Other

(explain)

No

N/A

Describe:

11.3 Did the state/territory invest in data systems to support equitable access to child care (e.g., modernizing and maintaining systems; technology upgrades and data governance improvements to provide more transparent and updated information to parents; a workforce registry; updated QRIS systems; CCR&R updates; monitoring systems) from October 1, 2020 to September 30, 2021?

Yes.

If yes, describe:

As part of the EdLink data system modernization LDOE has revamped louisianaschools.com to make searching for child care easier, and we have added new pages to understand the impacts of COVID-19. LDOE has also begun gathering system requirements to build a new early childhood workforce registry that will include professional development tools, scholarship information, and School Readiness tax credit information

No.

11.4 Did the state/territory conduct an analysis of supply and demand or other needs assessment to identify areas of focus to build supply or target funding from October 1, 2020 to September 30, 2021?

Yes.

Describe findings:

No.

11.5 Describe how supply building grants were used with a lens towards DEI?:

11.6 How many providers received the following from October 1, 2020 to September 30, 2021?

a. Increased rates:

Total: 1235

Licensed or registered center-based programs: 998
License-exempt center-based programs: 0
Licensed or registered family child care: 230
License-exempt family child care (care in providers' home): 0
In-home (care in the child's own home): 7

b. Increased wages:

Total: 0
Licensed or registered center-based programs: 0
License-exempt center-based programs: 0
Licensed or registered family child care: 0
License-exempt family child care (care in providers' home): 0
In-home (care in the child's own home): 0

c. Benefits health insurance:

Total: 0
Licensed or registered center-based programs: 0
License-exempt center-based programs: 0
Licensed or registered family child care: 0
License-exempt family child care (care in providers' home): 0
In-home (care in the child's own home): 0

d. Mental health supports:

Total: 106
Licensed or registered center-based programs: 91
License-exempt center-based programs: 0
Licensed or registered family child care: 15
License-exempt family child care (care in providers' home): 0
In-home (care in the child's own home): 0

e. Start-up funds:

Total: 0
Licensed or registered center-based programs: 0
License-exempt center-based programs: 0
Licensed or registered family child care: 0
License-exempt family child care (care in providers' home): 0
In-home (care in the child's own home): 0

f. Other:

Describe:

N/A

Total: 0
Licensed or registered center-based programs: 0
License-exempt center-based programs: 0
Licensed or registered family child care: 0
License-exempt family child care (care in providers' home): 0
In-home (care in the child's own home): 0

11.7 How many providers received the following technical assistance from October 1, 2020 to September 30, 2021?

a. Business practices:

Total: 875
Licensed or registered center-based programs: 875
License-exempt center-based programs: 0
Licensed or registered family child care: 0
License-exempt family child care (care in providers' home): 0
In-home (care in the child's own home): 0

b. Emergency preparedness planning:

Total: 0
Licensed or registered center-based programs: 0
License-exempt center-based programs: 0
Licensed or registered family child care: 0
License-exempt family child care (care in providers' home): 0
In-home (care in the child's own home): 0

c. Other:

N/A

Total: 0
Licensed or registered center-based programs: 0
License-exempt center-based programs: 0
Licensed or registered family child care: 0
License-exempt family child care (care in providers' home): 0
In-home (care in the child's own home): 0

11.8 Spending:

11.8.1 Did the lead agency spend funds from any of the following sources on other activities to improve the quality of child care services during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$ 1407857

Comments related to dollar amount provided (optional):

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$

If yes, describe source(s) of funding:

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$ 214755

If yes, describe how funds were used:

Group training for CPR/PFA, increase in coaching to support quality, and respite care for Hurricane Delta

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

11.9 Progress Update: Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible:

As part of its multi-year effort to unify early childhood, Louisiana has established one statewide rating and improvement system for all publicly-funded early childhood programs. This system helps ensure every child has access to a classroom with high-quality interactions and instruction, by using the research-based CLASS® system as the primary measure and by informing families of quality via individualized program Performance Profiles. In the Fall of 2021, early childhood Performance Profiles were released based on the implementation of the unified quality rating system during the 2020-2021 school year. These profiles were published on an interactive, family-friendly website (www.louisianaschools.com). Due to the impact of COVID-19, BESE adopted flexibilities in publishing Performance Scores and Ratings. The Department has published Performance Scores based on 2020-2021 data when these scores were higher than Performance Scores published in Fall 2020. In all other cases, the Department extended 2019-2020 Performance Scores.

As a result of Louisiana's unified quality rating system, families and programs across the state are able to measure and discuss quality for every provider in a consistent, developmentally-appropriate and rigorous manner. The state reports on quality, including both the CLASS® measure and classroom best practices (e.g., use of aligned curriculum and assessment, ratios, teacher preparation, family engagement) through Performance Profiles for each site and community network. By reporting on critical features of high-quality care, parents and families are able to make the best choice in selecting a provider that will support child safety, child well-being, and child preparedness to succeed in kindergarten.

Additionally, in the Fall of 2021 Louisiana continued the implementation of a Site Improvement Planning process for struggling sites. Sites that scored

below 3.75 on their previous year's observational data were required to participate in this improvement process. Additional groups were targeted for support and recommended to participate. This year-long improvement planning process required that sites engage in goal-setting, on-site coaching, and routine progress monitoring.

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

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

The Lead Agency continuously reviews regulations in an effort to ensure the health, safety, and well-being of children. In March of 2021, the Lead Agency reviewed the regulations and determined changes needed to be made to be aligned with the CCDF requirements. The draft regulation changes were brought before the Early Childhood Care and Education Advisory Council and then to the State Board of Elementary and Secondary of Education for approval. The Lead Agency has regularly scheduled meetings where serious cases, including those that involve serious child injuries and deaths, are discussed and a course of action based on the Lead Agency's regulations is decided upon. These meetings include the Division of Licensing staff, LDOE legal staff, and LDOE Executive Staff.

12.2 Describe any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on the annual review and assessment.

Upon review of serious child injuries and any deaths occurring in children in programs receiving CCDF, and in other licence-exempt child care, the Lead Agency determined changes needed to made to be more aligned with CCDF regulations. The following changes were made: The addition of 3 self-paced,

online trainings

- Key Orientation Training Module trainings provided by the Department for new early learning staff that address early childhood professionalism, health and safety, licensing, hazards, child development, early learning and development standards (ELDS), learning activities, teacher-child interaction, child guidance, and classroom management
- Requirement of a minimum of two staff members when more than four children are present in licensed sites.
- Requirement of all staff members to annually complete the online child abuse and neglect Mandated Reporter Training by provided by DCFS
- Requirement that all staff members on the premises of a center and accessible to children shall have current certification in infant, child, and adult CPR and pediatric first aid.

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

Did your state/territory begin **paying providers (funds were dispersed by the state/territory to providers) prior to December 1, 2021**?

Yes.

No.

13.1 When did you start accepting applications? Enter Date: August 5.2021

13.2 When did the first grants go out to providers? Enter Date: September 13, 2021

13.3 How many stabilization grants were awarded?

Total

1191

Licensed or registered center-based programs

979

License-exempt center-based programs

#

Licensed or registered family child care

208

License-exempt family child care (care in providersâ home)

#

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

4

Programs already serving children who receive CCDF subsidy at time of application

769

13.4 What are the minimum, maximum, and average provider stabilization grant award amounts and average number of awards made to the same provider? Round amounts to the nearest dollar.

a. Minimum provider award amount:

Total: 8968

Licensed or registered center-based programs: 20423

License-exempt center-based programs: 0

Licensed or registered family child care: 8968

License-exempt family child care (care in providers' home): 0

In-home (care in the child's own home): 10362

b. Maximum provider award amount:

Total: 784246

Licensed or registered center-based programs: 784246

License-exempt center-based programs: 0

Licensed or registered family child care: 11040

License-exempt family child care (care in providers' home): 0

In-home (care in the child's own home): 10776

c. Average provider award amount:

Total: 115919

Licensed or registered center-based programs: 136744

License-exempt center-based programs: 0

Licensed or registered family child care: 10136

License-exempt family child care (care in providers' home): 0

In-home (care in the child's own home): 10541

d. Average number of awards made to the same provider during the fiscal year:

Total: 1

Licensed or registered center-based programs: 1

License-exempt center-based programs: 0

Licensed or registered family child care: 1

License-exempt family child care (care in providers' home): 0

In-home (care in the child's own home): 1

13.5 What is the licensed or identified capacity by age group that providers awarded stabilization grants served? States/Territories should use their own definition of age

groups as provided in the CCDF Plan.

a. Total:

Total: 82975

Licensed or registered center-based programs: 81703

License-exempt center-based programs: 0

Licensed or registered family child care: 1248

License-exempt family child care (care in providers' home): 0

In-home (care in the child's own home): 24

b. Infants:

Total:

Licensed or registered center-based programs:

License-exempt center-based programs:

Licensed or registered family child care:

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

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

c. Toddlers:

Total:

Licensed or registered center-based programs:

License-exempt center-based programs:

Licensed or registered family child care:

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

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

d. Preschool:

Total:

Licensed or registered center-based programs:

License-exempt center-based programs:

Licensed or registered family child care:

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

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

e. School-age:

Total:

Licensed or registered center-based programs:

License-exempt center-based programs:

Licensed or registered family child care:

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

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

f. Mixed age (combination of more than one age group):

Total:
Licensed or registered center-based programs:
License-exempt center-based programs:
Licensed or registered family child care:
License-exempt family child care (care in providers' home):
In-home (care in the child's own home):

13.6 What is the number of stabilization grants awarded to providers who are operating in high need areas? OCC will be providing these FIPS codes for each jurisdiction.

FIPS Code 1: 22035

Total number of stabilization grants awarded: 3
Number of stabilization grants awarded to licensed or regulated center-based programs: 0
Number of stabilization grants awarded to license-exempt center-based programs: 0
Number of stabilization grants awarded to licensed or regulated family child care: 3
Number of stabilization grants awarded to license-exempt family child care: 0
Number of stabilization grants awarded to in-home (care in the child's home): 0

FIPS Code 2: 22065

Total number of stabilization grants awarded: 1
Number of stabilization grants awarded to licensed or regulated center-based programs: 1
Number of stabilization grants awarded to license-exempt center-based programs: 0
Number of stabilization grants awarded to licensed or regulated family child care: 0
Number of stabilization grants awarded to license-exempt family child care: 0
Number of stabilization grants awarded to in-home (care in the child's home): 0

FIPS Code 3: 22107

Total number of stabilization grants awarded: 0
Number of stabilization grants awarded to licensed or regulated center-based programs: 0
Number of stabilization grants awarded to license-exempt center-based programs: 0
Number of stabilization grants awarded to licensed or regulated family child care: 0
Number of stabilization grants awarded to license-exempt family child care: 0
Number of stabilization grants awarded to in-home (care in the child's home): 0

FIPS Code 4: 22027

Total number of stabilization grants awarded: 0
Number of stabilization grants awarded to licensed or regulated center-based programs: 0
Number of stabilization grants awarded to license-exempt center-based programs: 0
Number of stabilization grants awarded to licensed or regulated family child care: 0
Number of stabilization grants awarded to license-exempt family child care: 0
Number of stabilization grants awarded to in-home (care in the child's home): 0

FIPS Code 5: 22069

Total number of stabilization grants awarded: 11

Number of stabilization grants awarded to licensed or regulated center-based programs: 9

Number of stabilization grants awarded to license-exempt center-based programs: 0

Number of stabilization grants awarded to licensed or regulated family child care: 2

Number of stabilization grants awarded to license-exempt family child care: 0

Number of stabilization grants awarded to in-home (care in the child's home): 0

FIPS Code 6: 22071

Total number of stabilization grants awarded: 28

Number of stabilization grants awarded to licensed or regulated center-based programs: 24

Number of stabilization grants awarded to license-exempt center-based programs: 0

Number of stabilization grants awarded to licensed or regulated family child care: 4

Number of stabilization grants awarded to license-exempt family child care: 0

Number of stabilization grants awarded to in-home (care in the child's home): 0

FIPS Code 7: 22033

Total number of stabilization grants awarded: 48

Number of stabilization grants awarded to licensed or regulated center-based programs: 36

Number of stabilization grants awarded to license-exempt center-based programs: 0

Number of stabilization grants awarded to licensed or regulated family child care: 12

Number of stabilization grants awarded to license-exempt family child care: 0

Number of stabilization grants awarded to in-home (care in the child's home): 0

FIPS Code 8: 22051

Total number of stabilization grants awarded: 86

Number of stabilization grants awarded to licensed or regulated center-based programs: 81

Number of stabilization grants awarded to license-exempt center-based programs: 0

Number of stabilization grants awarded to licensed or regulated family child care: 5

Number of stabilization grants awarded to license-exempt family child care: 0

Number of stabilization grants awarded to in-home (care in the child's home): 0

FIPS Code 9: 22017

Total number of stabilization grants awarded: 49

Number of stabilization grants awarded to licensed or regulated center-based programs: 46

Number of stabilization grants awarded to license-exempt center-based programs: 0

Number of stabilization grants awarded to licensed or regulated family child care: 3

Number of stabilization grants awarded to license-exempt family child care: 0

Number of stabilization grants awarded to in-home (care in the child's home): 0

FIPS Code 10: 22055

Total number of stabilization grants awarded: 28

Number of stabilization grants awarded to licensed or regulated center-based programs: 24

Number of stabilization grants awarded to license-exempt center-based programs: 0

Number of stabilization grants awarded to licensed or regulated family child care: 4

Number of stabilization grants awarded to license-exempt family child care: 0

Number of stabilization grants awarded to in-home (care in the child's home): 0

13.7 How many grants were provided with the following specific uses? (check all that apply and include number of grants provided)

Mortgage/rent: : Rent, mortgage, utilities, facility maintenance or improvements, insurance
0

Personnel costs: Personnel costs including any sole proprietor or independent contractor-- employee benefits, premium pay, or costs for employee recruitment and retention
0

Supplies and services: Personal protective equipment cleaning and sanitization supplies and services, or training and professional development related to health and safety practices
0

Purchases/Updates: Purchases of or updates to equipment and supplies to respond to the COVIDâ19 public health emergency
0

Goods and services: Goods and services necessary to maintain or resume child care services
951

Mental health supports: Mental health supports for children and employees
0

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

Yes.

Describe:

No.

13.9 Check which of the following methods were used for implementing stabilization grants? (check all that apply)

- Prioritizing small child care programs
- Recurring subgrants
 - Employing multiple subgrant programs
- Providing bonuses or supplemental funding for providers meeting certain needs of families
- Encouraging wage increases through stabilization grants (e.g., bonuses going directly to staff or requirement that a percentage of the grant be used for personnel)
 - Other.

Describe:

The funding formula for the ARPA stabilization grant also prioritized providers caring for infants and toddlers, dual language learners, and special needs children as well as providers operating during nontraditional hours and those operating in high-risk communities (as measured by the SVI).

13.10 Check which of the following were available to providers related to applying for stabilization grants? (check all that apply)

- Applications for subgrants are widely available in plain language and multiple languages
- A staffed helpline or chat function to provide real time assistance for completing applications available in multiple languages
 - Support for collecting documentation showing operating expenses
- Used a cost estimation model or survey to estimate operating expenses for or already collected operating expenses from providers as part of an earlier application or relief effort instead of requiring new information from applicants
 - Acceptance of a variety of types of documentation of operating expenses
- Resources such as frequently asked questions to help with the completion of the applications available in multiple languages
 - Partnerships with culturally relevant organizations and trusted messengers to support a diverse range of child care providers in navigating the application process
 - Other.

Describe:

Provided office hours, conducted webinars, and provided a grant estimation calculator

13.11 Check which of the following supports were available to providers after they received stabilization grants? (check all that apply)

- A staffed helpline or chat function to provide real time assistance available in multiple languages
- Support for providers related to following certain health and safety guidelines
 - Support for providers related to continuing to pay full compensation to staff
- Support for providers related to recruiting and retaining existing and former child care workers and strengthening the diversity of the workforce to meet children and families' needs
- Support for providers related to providing relief from copayments and tuition for parents struggling to afford child care
- Support for providers in making facilities improvements needed to comply with safety guidance in the context of developmentally appropriate practice and a welcoming environment for children and families
- Support for providers in making facilities improvements that make child care programs inclusive and accessible to children with disabilities and family members with disabilities
- Support for background checks and health and safety training for providers who were previously ineligible for CCDF subsidies because they had not completed the health and safety requirements in the CCDBG Act
- Support for providers to find personal protective equipment (PPE), cleaning and sanitization supplies
- Support for providers related to finding mental health services and supports
 - Other.

Describe:

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

Records were validated through licensing system, signed assurances, and internal review. Additionally, the state contracted with auditing firm to conduct a survey and randomized audit.

13.13.1 What is the number of stabilization grants awarded by gender of center director or family child care owner?

a. Female:

Total 1115
Licensed or registered center-based programs: # 904
License-exempt center-based programs: # 0
Licensed or registered family child care: # 207
License-exempt family child care (care in providers' home): # 0
In-home (care in the child's own home): # 4

b. Male:

Total 75
Licensed or registered center-based programs: # 74
License-exempt center-based programs: # 0
Licensed or registered family child care: # 1
License-exempt family child care (care in providers' home): # 0
In-home (care in the child's own home): # 0

c. Non-Binary:

Total 0
Licensed or registered center-based programs: # 0
License-exempt center-based programs: # 0
Licensed or registered family child care: # 0
License-exempt family child care (care in providers' home): # 0
In-home (care in the child's own home): # 0

d. No response:

Total 8
Licensed or registered center-based programs: # 8
License-exempt center-based programs: # 0
Licensed or registered family child care: # 0
License-exempt family child care (care in providers' home): # 0
In-home (care in the child's own home): # 0

13.13.2 What is the number of stabilization grants awarded by race and ethnicity of the center director or family child care owner?

a) Ethnicity: Hispanic, Race: American Indian or Alaskan Native

Total 0
Licensed or registered center-based programs: # 0

License-exempt center-based programs: # 0
Licensed or registered family child care: # 0
License-exempt family child care (care in providers' home): # 0
In-home (care in the child's own home): # 0

b) Ethnicity: Hispanic, Race: Asian

Total 0
Licensed or registered center-based programs: # 0
License-exempt center-based programs: # 0
Licensed or registered family child care: # 0
License-exempt family child care (care in providers' home): # 0
In-home (care in the child's own home): # 0

c) Ethnicity: Hispanic, Race: Black or African American

Total 3
Licensed or registered center-based programs: # 3
License-exempt center-based programs: # 0
Licensed or registered family child care: # 0
License-exempt family child care (care in providers' home): # 0
In-home (care in the child's own home): # 0

d) Ethnicity: Hispanic, Race: Native Hawaiian or Pacific Islander

Total 0
Licensed or registered center-based programs: # 0
License-exempt center-based programs: # 0
Licensed or registered family child care: # 0
License-exempt family child care (care in providers' home): # 0
In-home (ccare in the child's own home): # 0

e) Ethnicity: Hispanic, Race: White

Total 11
Licensed or registered center-based programs: # 11
License-exempt center-based programs: # 0
Licensed or registered family child care: # 0
License-exempt family child care (care in providers' home): # 0
In-home (care in the child's own home): # 0

f) Ethnicity: Hispanic, Race: Multi-Racial

Total 0
Licensed or registered center-based programs: # 0
License-exempt center-based programs: # 0
Licensed or registered family child care: # 0

License-exempt family child care (care in providers' home): # 0
In-home (care in the child's own home): # 0

g) Ethnicity: Non-Hispanic, Race: American Indian or Alaskan Native

Total 5
Licensed or registered center-based programs: # 4
License-exempt center-based programs: # 0
Licensed or registered family child care: # 1
License-exempt family child care (care in providers' home): # 0
In-home (care in the child's own home): # 0

h) Ethnicity: Non-Hispanic, Race: Asian

Total 5
Licensed or registered center-based programs: # 5
License-exempt center-based programs: # 0
Licensed or registered family child care: # 0
License-exempt family child care (care in providers' home): # 0
In-home (care in the child's own home): # 0

i) Ethnicity: Non-Hispanic, Race: Black or African American

Total 618
Licensed or registered center-based programs: # 426
License-exempt center-based programs: # 0
Licensed or registered family child care: # 179
License-exempt family child care (care in providers' home): # 0
In-home (care in the child's own home): # 15

j) Ethnicity: Non-Hispanic, Race: Native Hawaiian or Pacific Islander

Total 1
Licensed or registered center-based programs: # 1
License-exempt center-based programs: # 0
Licensed or registered family child care: # 0
License-exempt family child care (care in providers' home): # 0
In-home (care in the child's own home): # 0

k) Ethnicity: Non-Hispanic, Race: White

Total 416
Licensed or registered center-based programs: # 412
License-exempt center-based programs: # 0
Licensed or registered family child care: # 4
License-exempt family child care (care in providers' home): # 0
In-home (care in the child's own home): # 0

I) Ethnicity: Non-Hispanic, Race: Multi-racial

Total 19

Licensed or registered center-based programs: # 18

License-exempt center-based programs: # 0

Licensed or registered family child care: # 1

License-exempt family child care (care in providers' home): # 0

In-home (care in the child's own home): # 0