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Quality Progress Report (QPR)
For
North Dakota
FFY 2024

QPR Status: Accepted as of 2025-04-03 13:32:32 GMT

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

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

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

QUALITY PROGRESS REPORT

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

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

Specifically, this report will be used to:

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

What Period Must Be Included: All sections of this report cover the federal fiscal year activities (October 1, 2023, through September 30, 2024), unless otherwise stated. Data should reflect the cumulative totals for the fiscal year being reported, unless otherwise stated.

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

How is the QPR Organized?

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

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

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

When is the QPR Due to ACF?

The QPR will be due to the Administration for Children and Families (ACF) by the designated lead agency no later than December 31, 2024.

Glossary of Terms

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

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

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

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

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

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

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

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

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

Provider means the entity providing child care services.

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

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

1) Overview

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

1.1 State or Territory Child Care Provider Population

1.1.1 Total Number of Licensed Providers:

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

Licensed center-based programs **487**

Unable to provide number. Indicate reason:

Additional clarification: Based on most recent submission of the FY 2024 ACF-800 data there were 454 licensed center-based programs receiving CCDF funding. Please report the number of ALL licensed center-based programs operating in the state here, regardless of receipt of CCDF funding.

Licensed family child care homes **667**

Unable to provide number. Indicate reason:

Additional clarification: Based on most recent submission of the FY 2024 ACF-800 data there were 133 licensed family child care homes receiving CCDF funding. Please report the number of ALL licensed family child care homes operating in the state here, regardless of receipt of CCDF funding.

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

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

2.1 Lead Agency Progression of Professional Development

2.1.1 Professional Development Registry:

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

Yes. If yes, describe: **The Growing Futures Registry is the North Dakota system for approving all training accepted for childcare licensing, tracking training and professional preparation for the early childhood workforce, and data specific to the qualifications of the workforce. Training attendance is tracked for all individuals who attend approved training. Additional services are provided for individuals who voluntarily join the Registry as a member. The numbers reported are those membership accounts that include verified education and employment data.**

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

2.1.2 Participation in Professional Development Registry:

Are any teachers/providers required to participate?

Yes. If yes, describe:

No. If no, describe: **Membership in the Growing Futures Registry is voluntary. However, everyone who attends approved training in the state has a Registry record to track and report training completion. Membership is required for participation in the state QRIS and various other initiative projects.**

2.1.3 Number of Participants in Professional Development Registry:

Total number of participants in the registry as of September 30, 2024 **7223**

2.1.4 Spending - Professional Development Registry:

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

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

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

No

2.2 Workforce Development

2.2.1 Professional Development and Career Pathways Support:

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

- Scholarships (for formal education institutions)
- Financial bonus/wage supplements tied to education levels
- Career advisors, mentors, coaches, or consultants
- Reimbursement for training **327**
- Loans
- Substitutes, leave (paid or unpaid) for professional development
- Other. Describe:
- N/A. Describe:

2.2.2 Spending - Professional Development and Career Pathways Support:

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

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

- CCDF quality funds

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

No

2.3 Child Care Provider Qualifications

2.3.1 Number of Licensed Child Care Programs Qualifications:

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

- Child Development Associate (CDA) **431**
- Associate’s degree in an early childhood education field (e.g. psychology, human development, education) **123**
- Bachelor’s degree in an early childhood education field (e.g. psychology, human development, education) **324**
- State child care credential
- State infant/toddler credential
- Unable to report this data. Indicate reason:

2.3.2 Number of Licensed CCDF Child Care Programs Qualifications:

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

- Child Development Associate (CDA) **431**
- Associate’s degree in an early childhood education field (e.g. psychology, human development, education) **123**
- Bachelor’s degree in an early childhood education field (e.g. psychology, human development, education) **324**
- State child care credential
- State infant/toddler credential
- Unable to report this data. Indicate reason:

2.4 Technical Assistance for Professional Development

2.4.1 Technical Assistance Topics:

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

Business Practices

Mental health for children

Emergency Preparedness Planning

Other. Describe other technical assistance available to providers as part of the professional development system:

2.4.2 Spending - Technical Assistance for Professional Development:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

2.5 Spending – Training and Professional Development

2.5.1 Spending – Training and Professional Development:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to support the training and professional development of the child care workforce during October 1, 2023 to September 30, 2024? **\$545690**

Unable to report total amount spent. Indicate reason:

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

2.6 Progress Update

2.6.1 Progress Update – Training and Professional Development:

Supporting the training and professional development of the child care workforce

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

The Lead Agency supports workforce professional development through a contractual agreement that requires participant data and demographics. Quarterly reports of user experience and course content evaluations are made available to the Lead Agency for review and evaluation. Quarterly reports also tell the count of courses available by core competency, training completions by course title and training type, and drills to completion by attendee’s county of residence. During FFY 2020, Child Care Aware® of North Dakota offered over 250 hours of online, self-paced training. A total of 11442 courses were completed by individuals. Unique attendee count by quarter, QTR 1- 2601 individuals, QTR 2 - 4236 individuals, QTR 3- 2077 individuals, QTR 4- 1932 individuals. During QTR 2 FFY 2021, Growing Futures reported the number of Growing Futures Members in each of the following Career Pathway Categories: Category A = 3917, Category B = 222, Category C = 44, Category D = 77 and Category E (CDA) = 127.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.3.2 of the FFY 2022-2024 CCDF Plan: **At the end of QTR 3 FFY 2024 (Ending September 2024), ND EC Workforce Registry reported the number of members in each of the following Career Pathway Categories: Category A = 5479, Category B = 325, Category C= 89, Category D= 119 and Category E (CDA) = 232**

<https://www.ndgrowingfutures.org/files/pdf/ndgf-data-jobpreparation-career%20pathways-q3y24.pdf>

3) Improving early learning and development guidelines

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

3.1 Early Learning and Development Guidelines

3.1.1 Spending - Early Learning and Development Guidelines:

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

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

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

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

Unable to report total amount spent. Indicate reason

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

No

3.2 Progress Update

3.2.1 Progress Update - Early Learning and Development Guidelines:

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

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

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

N/A

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.4.3 of the FFY 2022-2024 CCDF Plan:

N/A

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

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

4.1 Quality rating and improvement system status

4.1.1 QRIS or other system of quality improvement status:

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

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

- General description of QRIS: **North Dakota's Quality Rating and Improvement System (QRIS), Bright & Early ND, is a systemic approach to assess, improve, and communicate the level of quality in early childhood programs. It was developed to help early childhood programs offer high-quality care that supports each child's learning and development. The QRIS is a framework designed to ensure that all children have high-quality early experiences that help them develop the skills they need to be successful in school, work, and life; support early childhood professionals to provide high-quality care by offering resources such as professional development opportunities, coaching, and financial supports; help families find high-quality early childhood programs that fit their needs by providing information about program quality. The QRIS uses a block system approach which includes four levels, or steps, to quality. Each step focuses on a component of quality care and must be demonstrated by the program before moving to the next step.**
- How many tiers/levels? **4** [insert number of tiers below as required and describe each tier and check off which are high quality]
 - **Tier/Level 1: Step 1 Quality Rated programs are meeting and maintaining child care licensing regulations, this is the foundation of Bright & Early ND. Licensed early childhood programs are required to maintain at least minimum standards related to; physical space, safety features, cleanliness, staff qualifications and staff-to-child ratios. Children need to be healthy and feel safe to learn and grow. It is the first step in preparing children to be ready for school, work, and life.**

High Quality

- Tier/Level 2: **Step 2 Quality Rated** programs are on the path to continuous quality improvement. They continue to meet the requirements of Step 1 and provide a safe, responsive, and engaging environment that sets the stage for optimal early childhood experiences. An intentionally designed environment allows opportunities for children to experiment, practice their skills, analyze, socialize and problem solve. When the environment supports children’s learning and development, they are better prepared for school, work, and life.
 High Quality
- Tier/Level 3: **Step 3 Quality Rated** programs continue to meet the requirements of Steps 1 and 2 and provide meaningful activities and experiences that build upon children's strengths and development. Using a curriculum to plan activities and guide teaching practices which align to the North Dakota Early Standards. In addition, they conduct observation-based assessments to ensure children are making progress toward the goals outlined in their curriculum. When children have meaningful experiences, they are better prepared for school, work, and life.
 High Quality
- Tier/Level 4: **Step 4 Quality Rated** programs continue to meet the requirements of Steps 1-3 and foster relationships that support and emphasize children’s interests, motivations, and points of view. All children benefit from being in warm, supportive environments where they can take risks, learn new things, and develop strong relationships with their caregivers and peers. When children experience high-quality interactions, they are better prepared for school, work, and life.
 High Quality
- Tier/Level 5:
 High Quality
- Tier/Level 6:
 High Quality
- Tier/Level 7:
 High Quality
- Tier/Level 8:
 High Quality
- Tier/Level 9:
 High Quality
- Tier/Level 10:

High Quality

- Total number of licensed child care centers meeting high quality definition: **9**
- Total number of licensed family child care homes meeting high quality definition: **9**
- Total number of CCDF providers meeting high quality definition: **18**
- Total number of children served by providers meeting high quality definition: **639**

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

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

- Tier/Level 1:
 High Quality
- Tier/Level 2:
 High Quality
- Tier/Level 3:
 High Quality
- Tier/Level 4:
 High Quality
- Tier/Level 5:
 High Quality
- Tier/Level 6:
 High Quality
- Tier/Level 7:
 High Quality
- Tier/Level 8:
 High Quality
- Tier/Level 9:
 High Quality
- Tier/Level 10:
 High Quality

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

- Total number of children served by providers meeting high quality definition:
- The lead agency is operating another system of quality improvement.
- General description of other system:
 - Describe assessment scores, accreditation, or other metrics associated with this system:
 - Describe how “high quality” is defined in this system?
 - Total number of licensed child care centers meeting high quality definition:
 - Total number of licensed family child care homes meeting high quality definition:
- Total number of CCDF providers meeting high quality definition:
 - Total number of children served by providers meeting high quality definition:
- The lead agency does not have a QRIS or other system of quality improvement.
- Do you have a definition of high quality care?
 - Yes, define:
 - Total number of licensed child care centers meeting high quality definition:
 - Total number of licensed family child care homes meeting high quality definition:
 - Total number of CCDF providers meeting high quality definition:
 - Total number of children served by providers meeting high quality definition:
 - No

4.1.2 Spending - Quality rating and improvement system status:

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

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

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

No

4.2 Quality Rating and Improvement Systems participation

4.2.1 QRIS or other system of quality improvement participation:

What types of providers participated in the QRIS or other system of quality improvement during October 1, 2023 to September 30, 2024 (check all that apply)?

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

4.3 Quality Rating and Improvement Systems Benefits

4.3.1 Quality Rating and Improvement Systems Benefits:

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

- One-time grants, awards or bonuses
 - Licensed child care centers
 - Licensed family child care homes
- On-going or periodic quality stipends
 - Licensed child care centers **107**
 - Licensed family child care homes **58**
- Higher CCDF subsidy rates (including tiered rating)
 - Licensed child care centers
 - Licensed family child care homes
- Ongoing technical assistance to facilitate participation in QRIS or improve quality of programs already participating in QRIS (or some other technical assistance tied to QRIS)
- Other. Describe

4.3.2 Spending - Quality Rating and Improvement Systems Benefits:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

4.4 Spending – Quality Rating and Improvement Systems

4.4.1 Spending – Quality Rating and Improvement Systems:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) related to QRIS or other quality rating systems during October 1, 2023 to September 30, 2024? **\$2340509**

Unable to report total amount spent. Indicate reason

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

4.5 Progress Update

4.5.1 Progress Update – Quality Rating and Improvement Systems:

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

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

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **The Lead Agency used the following data as the measurable indicators of progress: Number of programs with a current Bright & Early ND Quality Rating: 169 (August 1st, 2021), Number of programs Quality Rated at the highest tier: 15 (August 1st, 2021), Number of programs whose Quality Rating increased over time: 104 (FFY2019-2021), Number of programs with a current and verified program accreditation: 6 (August 1st, 2021).**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.3.6 of the FFY 2022-2024 CCDF Plan: **The Lead Agency used the following data as the measurable indicators of progress: Number of programs with a current Bright & Early ND Quality Rating: 957 (As of September 1st, 2024), Number of programs Quality Rated at the highest tier: 18 (As of September 1st, 2024), Number of programs whose Quality Rating increased over time: 122 (October 1st, 2023-September 30th, 2024), Number of programs with a current and verified program accreditation: 8 (As of September 1st, 2024).**

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

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

5.1 Infant/Toddler Specialists

5.1.1 Infant/Toddler Specialists:

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

Yes

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

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

N/A. Describe:

5.1.2 Infant/Toddler Specialists Supports Provided:

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

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

On-site and virtual coaching

Health and safety practices

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

Group professional development

Family engagement and partnerships

Part C early intervention services

Mental health of babies, toddlers, and families

Mental health of providers

Behavioral Health

Other. Describe

5.1.3 Spending – Infant/Toddler Specialists:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

5.2 Staffed Family Child Care Networks

5.2.1 Number and Description of Staffed Family Child Care Networks:

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

Number of staffed family child care networks:

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

No staffed family child care networks operate in state/territory

5.2.2 Spending - Staffed Family Child Care Networks:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

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

No

5.3 Spending - Programs and services for infants and toddlers

5.3.1 Spending - Programs and services for infants and toddlers:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside), above and beyond to the 3% infant and toddler set-aside, to improve the supply and quality of child care programs and services for infants and toddlers during October 1, 2023 to September 30, 2024? **\$318155**

Unable to report total amount spent. Indicate reason:

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

5.4 Progress Update

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

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

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

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

In North Dakota’s Early Learning Standards, developmental progress in key learning areas for infants and toddlers is presented in three age groups: birth to 9 months, 8 to 18 months, and 16 to 36 months. These age groups reflect common shifts or transitions in development. The overlapping months recognize that infants and toddlers grow and develop at different rates. The Standards also provide specific skills, behaviors, and concepts that children should demonstrate by 36 months.

The Lead Agency ensures that programs participating in Bright & Early ND, to qualify for a Step

3 or Step 4 Quality Rating, must use research based assessment tools specific to infants and toddlers if the program is serving this age group.

Licensing regulations includes a section titled specialized types of care and minimum requirements. Infant Care components include environment and interactions, feeding, diapering, and sleeping. Any early childhood services provider caring for children under the age of one are required to annually complete a Department approved SIDS course. Staff must certify within 90 days of employment and prior to unsupervised access to children, in infant and pediatric CPR and the use of an automated defibrillator and first aid by a program approved by the Department.

The Lead Agency coordinates with Child Care Aware of ND's Health/Safety and Inclusion Specialists. The Lead Agency's measurable indicators are as listed below, including current data on how the state has met the following:

Number of individuals receiving Infant/Toddler focused Coaching: (154)

Number of Infant/Toddler focused coaching events conducted: (357)

Number of SIDS online training completion: (5793).

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.4.2 of the FFY 2022-2024 CCDF Plan:

Number of individuals receiving Infant/Toddler focused Coaching: 178

Number of Infant/Toddler focused coaching events conducted: 203

Number of SIDS online training completion: 6707

The Lead Agency's contracted vendors offer coaching on multiple subject areas, one of which is Infant/Toddler care. During this reporting period, there were no specific Infant/Toddler initiatives.

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

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

6.1 Spending – Child Care Resource and Referral Services

6.1.1 Spending – Child Care Resource and Referral Services:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to **establish, expand, modify, or maintain a statewide CCR&R** during October 1, 2023 to September 30, 2024? **\$1518650**

Unable to report total amount spent. Indicate reason:

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

No

6.2 Progress Update

6.2.1 Progress Update – Child Care Resource and Referral Services:

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

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

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

The consumer education resource and referral contract includes written statements outlining good/services to be produced by the project and identifies intended recipients of the goods/services. Performance standards and data tracking includes, but is not limited to, number of families requesting child care referrals and volume of times referral specialists update child care program profiles. In the first two quarters of FFY 21, Referral Specialists made 4103 entries to update child care profiles and conducted 9339 referrals. In the first two quarters of FFY21, Building Quality coaches responded to 62 requests for technical assistance to start licensed child care and supported 92 + QTR 2 individuals that requested individualized support and technical assistance via a web intake form. In addition to the COVID support calls in the first two quarters of FFY21, Child Care Health Consultants provided general technical assistance to 374 programs, supported 34 providers starting licensed child care, 17 programs participating in QRIS, and 1 accredited program. Online, self-paced courses have been completed 8068 in the first two quarters of FFY 21. Child Care Aware continues to review the evaluations of user experience, course content, and has conversations with the department on ways to improve training to advance the quality of child care programming. In the first two quarters of FFY 21, 12 CDA Scholarships and seven Aim 4 Excellence scholarships were awarded.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.5.2 of the FFY 2022-2024 CCDF Plan:

The consumer education resource and referral contract include written statements outlining good/services to be produced by the project and identifies intended recipients of the goods/services. Performance standards and data tracking includes, but is not limited to, number of families requesting child care referrals and volume of times referral specialists update child care program profiles. Referral Specialists made 6468 entries to update child care profiles and referrals totaled 109,751 (online and specialist performed). Quality Coaches conducted 217 technical assistance events to 54 programs seeking assistance starting a licensed child care program. Child Care Health Consultants conducted 138 technical assistance events to 47 programs seeking assistance with general health and safety support. In addition, 494 face-to-face and 3370 online, self-paced courses offered by the resource and referral vendor have been completed.

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

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

7.1 Complaints about providers

7.1.1 Number of Complaints about providers:

How many complaints were received regarding providers during October 1, 2023 to September 30, 2024? **250**

7.1.2 Spending - Complaints about providers:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

7.2 Licensing Staff

7.2.1 Number of Licensing Staff:

How many licensing staff positions were there in the state or territory during October 1, 2023 to September 30, 2024? Number of staff **26**

7.2.2 Spending – Licensing Staff:

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

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

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

No

7.3 Health and Safety Standards Coaching and Technical Assistance

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

How many child care programs received coaching or technical assistance to improve their understanding and adherence to CCDF health and safety standards as a result of an inspection or violation during October 1, 2023 to September 30, 2024? **8**

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

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

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

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

No

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

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

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on facilitating compliance with lead agency requirements for inspections, monitoring, health and safety standards and training, and lead agency licensing standards during October 1, 2023 to September 30, 2024? **\$1933206**

Unable to report total amount spent. Indicate reason:

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

7.5 Progress Update

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

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

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

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **Child Care Aware provides documentation through e-mail of each visit throughout the compliance plan to ensure communication between child care operator/director/staff, licensing specialist, and licensing supervisor. The Licensing specialist is responsible for verifying that the provider made the corrections to be in compliance with the regulations. When non-compliant licensed child care providers require consultation, Child Care Aware and licensing staff will follow the Child Care Compliance Referral Process. The Referral Process will assist Child Care Aware and licensing staff to: establish a clear understanding of the nature of the provider's non-compliance, determine the resources available to address the issues, and determine the best course of action and due dates to be met for compliance. 16 programs participated in a child care licensing compliance plan during FFY 2019 - 2021. The Lead Agency will monitor inspection reports to identify areas of noncompliance with program standards. Technical assistance will be offered to providers via licensing specialists or Child Care Aware of ND for those areas identified as areas of concern. North Dakota Century Code and Administrative Rules for each ND license type are available to providers. Providers who have non-compliances that result in a Correction Order will receive at least one re-inspection by the Licensing Specialist to ensure necessary corrections resulting in quality improvement have been made. During FFY 2019, 275 Correction Orders were issued, 253 were issued in FFY 2020 and 271 in FFY 2021.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.6.3 of the FFY 2022-2024 CCDF Plan: **263 Correction Orders were issued during FFY2024, 8 programs participated in Compliance Plans due to repetitive correction orders and severity of non-compliances. As part of the Compliance Plan the 8 programs received coaching or technical assistance from their Licensing Specialists and Child Care Aware Coaching staff. As a result, 8 programs improved their practices and are still licensed. Child Care Aware Coaching Staff provided 157 total hours of technical assistance to 8 programs participating in Compliance Plans.**

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

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

8.1 Evaluation and assessment of center-based programs

8.1.1 Evaluation and assessment of center-based programs:

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

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

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

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

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

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

No

8.2 Evaluation and assessment of family child care programs

8.2.1 Evaluation and assessment of family child care programs:

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

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

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

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

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

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

- No

8.3 Spending - Evaluation and assessment of child care programs

8.3.1 Spending - Evaluation and assessment of child care programs:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on evaluating and assessing the quality of child care programs, practice, or child development during October 1, 2023 to September 30, 2024?
\$305857

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

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

8.4 Progress Update

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

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

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

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

The Lead Agency used the following data as the measurable indicators of progress:

Environment Rating Scale Averages (FFY2019-2021)

ITERS-3 Overall Program Score: 4.31

ECERS-3 Overall Program Score: 3.97

FCCERS-3 Overall Program Score: 4.76

CLASS Averages (FFY2019-2021)

Infant CLASS:

Responsive Caregiving: 5.34

Toddler CLASS:

Emotional and Behavioral Support: 5.83

Engaged Support For Learning: 3.39

Pre-K CLASS:

Emotional Support: 6.26
Classroom Organization: 5.69
Instructional Support: 3.13

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.7.2 of the FFY 2022-2024 CCDF Plan:
The Lead Agency used the following data as the measurable indicators of progress for observations conducted between October 1st, 2023-September 30th, 2024:

ITERS-3 Average Score: 3.66

ECERS-3 Average Score: 3.17

FCCERS-3 Average Score: 3.79

Infant CLASS Average Score - Responsive Caregiving: 6.42

Toddler CLASS Average Score - Emotional and Behavioral Support: 6.80; Engaged Support for Learning: 5.67

Pre-K CLASS Average Score - Emotional Support: 6.67; Classroom Organization: 6.39; Instructional Support: 4.25

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

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

9.1 Accreditation Support

9.1.1 Accreditation Support:

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

- Yes, providers were supported in their pursuit of accreditation
- a. Licensed center-based programs
 - b. License-exempt center-based programs
 - c. Licensed family child care homes
 - d. License-exempt family child care homes (care in providers' home)
 - e. Programs serving children who receive CCDF subsidy
- No lead agency support given to providers in their pursuit of accreditation.
- N/A. Describe:

9.1.2 Spending – Accreditation Support:

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

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

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

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

Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent
 No

9.2 Progress Update

9.2.1 Progress Update – Accreditation Support:

Supporting providers in the voluntary pursuit of accreditation.

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

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **The Lead Agency will review document activities and outputs, specifically the number of programs who have become accrediting accredited during the year against the number of programs that were that were accredited in the state previously. These numbers are reviewed to see if the number of programs that are accredited are increasing or decreasing. The Lead Agency does not track programs working towards accreditation.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.8.2 of the FFY 2022-2024 CCDF Plan: **In FFY2024, there were 8 accredited programs (2 NAFCC and 6 NAEYC).**

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

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

10.1 High-Quality Program Standards

10.1.1 High-Quality Program Standards:

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

QRIS, check which indicators the lead agency has established:

Health, nutrition, and safety of child care settings

Physical activity and physical development in child care settings

Mental health of children

Learning environment and curriculum

Ratios and group size

Staff/provider qualifications and professional development

Teacher/provider-child relationships

Teacher/provider instructional practices

Family partnerships and family strengthening

Other. Describe:

Early Learning Guidelines

State Framework. Describe

Core Knowledge and Competencies

Other. Describe

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

10.1.2 Spending - High-Quality Program Standards:

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

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

CCDF quality funds

Non-CCDF funds

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

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

Unable to report total amount spent. Indicate reason: **The funding for 10.1.2 is reported under section in 4.4.1. The Lead Agency currently utilizes the QRIS to support providers in the adoption of high-quality programs standards related to health, nutrition, and child development. At this time, there is no other initiative that supports the additional development or adoption of standards related to mental health, physical activity, or physical development.**

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

No

10.2 Progress Update

10.2.1 Progress Update - High-Quality Program Standards:

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

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

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **The Lead Agency used the following data as the measurable indicators of progress: Number of programs with a current Bright & Early ND Quality Rating: 169 (August 1st, 2021), Number of programs Quality Rated at the highest tier: 15 (August 1st, 2021), Number of Infants and Toddlers Impacted: 2,227 (Capacity as of August 1st, 2021), Number of Preschoolers Impacted: 1173 (Capacity as of August 1st, 2021). QRIS standards currently encompass birth-5, therefore indicators of progress related to school-age children are evaluated by assessing compliance with ND child care licensing requirements.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.9.2 of the FFY 2022-2024 CCDF Plan: **The Lead Agency used the following data as the measurable indicators of progress: Number of programs with a current Bright & Early ND Quality Rating: 957 (as of September 1, 2024), Number of programs Quality Rated at the highest tier: 18 (as of September 1, 2024).** Due to changes in our data systems, we are unable to reliably pull enrollment data for this reporting period. The QRIS Quality Standards currently encompass birth-5, therefore indicators of progress related to school-age children are evaluated by assessing compliance with ND child care licensing requirements.

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

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

11.1 Sustainability funding to child care providers

11.1.1 Sustainability funding to child care providers:

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

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

Licensed center-based programs

License-exempt center-based programs

Licensed family child care homes

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

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

Other (explain)

No.

N/A. Describe:

11.1.2 Spending – Sustainability funding to child care providers:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

11.2 Data Systems Investment

11.2.1 Data Systems Investment:

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

Yes. Describe: **The Lead Agency maintains a data system that powers child care licensing, a data system that powers child care referrals, a data system that powers the workforce registry, learning management system, QRIS, and other quality initiatives, and a data system that supports the Child Care Assistance Program.**

No

11.2.2 Spending - Data Systems Investment:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

11.3 Supply and Demand Analysis

11.3.1 Supply and Demand Analysis:

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

Yes. Describe findings: **The Lead Agency does a point-in-time child care desert and potentially constrained county map, utilizing the Center for American Progress definition. It**

was found that 6 counties met the child care desert definition where there are 3 or more children for every child care slot and 9 counties that were potentially constrained (2 children for every child care slot).

No

11.3.2 Spending - Supply and Demand Analysis:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

11.4 Supply and Demand Initiatives

11.4.1 Supply and Demand Initiatives:

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

Child care deserts

Infants/toddlers

Children with disabilities

English language learners

Children who need child care during non-traditional hours

Other. Describe:

11.4.2 Spending - Supply and Demand Initiatives:

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

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

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

No

11.5 Provider Compensation and Benefits

11.5.1 Spending - Provider Compensation and Benefits:

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

- Financial bonuses (not tied to education levels)
- Salary enhancements/wage supplements **3603**
- Health insurance coverage
- Dental insurance coverage
- Retirement benefits
- Loan Forgiveness programs
- Mental Health/Wellness programs
- Start up funds **16**
- Other. Describe: **361 providers received the Child Care Workforce Benefit**
- N/A. Describe:

11.5.2 Spending - Provider Compensation and Benefits:

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

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

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

No

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

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

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on other activities to improve the quality of child care services during October 1, 2023 to September 30, 2024? **\$18331988**

Unable to report total amount spent. Indicate reason:

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

11.7 Progress Update

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

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

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

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **Quarterly child care health and safety data is available from Child Care Aware of North Dakota, which is used to determine what consumer and provider education activities need to be conducted along with any revisions that the Lead Agency needs to consider when determining future training and technical assistance needs, not only for itself, but also for providers and families, specifically in relation to provider preparedness, child safety and well-being, along with kindergarten entry.**

Start Child Care, is a quality initiative offered by Child Care Aware of North Dakota, to provide technical assistance and expertise to help individuals discern opening a child care business all the way through the first year of licensure. Number of programs participating in Start Child Care. Targeted, customized support is available to help a program develop or strengthen processes around the above program standard areas.

The Lead Agency contracts for inclusion support. Inclusion support is made available through state funds. The Inclusion Support Program makes grant funding and technical assistance available to licensed early childhood service providers in North Dakota who care for children with special needs ages birth through 12 years old. The program is designed to help home and center-based providers create and maintain an inclusive environment that supports children with disabilities or developmental delays to learn, grow, play, and develop alongside their classmates in a natural setting. The screenings that are completed and entered will be able to be shared and viewed with the child care program and parents. This measure will be reviewed and plans will be developed by the child care program, inclusion coaches, and parents on how to best support the development of the child.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.10.2 of the 2022-2024 CCDF Plan: **The Lead Agency contracts with Southeast Education Cooperative (SEEC) to provide training and technical assistance that improves provider preparedness, child safety, and child well-being. For this reporting period Child Care Health Consultants conducted 138 technical assistance events, impacting 47 programs, seeking assistance with general health and safety support. The Lead Agency conducts quarterly contract monitoring visits and biannual training plan meetings to determine needs.**

In addition, the Lead Agency contracts with Southeast Education Cooperative (SEEC) to provide universal technical assistance to potential child care providers on how to effectively start a child care business. This initiative is designed to support the participant's ability to achieve and maintain an active child care license, as needed. For this reporting period, Quality Coaches conducted 217 technical assistance events, impacting 54 programs, seeking assistance starting a licensed child care program.

The Lead Agency contracts with USpire ND for The Inclusion Support Program. This program is

made available through state funds. The Inclusion Support Program makes technical assistance available to licensed early childhood service providers in North Dakota who care for children with special needs ages birth through 11 years old. The program is designed to help home and center-based providers create and maintain an inclusive environment that supports children with disabilities or developmental delays to learn, grow, play, and develop alongside their peers in a natural setting. USpire ND makes ASQ and ASQ-SE developmental screenings available to child care programs and assists providers in the development of care plans. For this reporting period USpireND provided two training opportunities to 44 individuals. There were 526 ASQ screenings completed.

12) Annual Report

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

12.1 Annual Report and Changes

12.1.1 Annual Report:

Describe the annual review and assessment of serious injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible. **Providers report any serious injuries or deaths of children occurring in child care to a Licensing Specialist, who in turn adds the information into the child care licensing system. The Lead Agency is able to obtain aggregate data from the child care licensing system. The data is reviewed annually and reported publicly. The Early Childhood Licensing Administrator reviews the data for patterns, cause, and non-compliance.**

12.1.2 Annual Report Changes:

Describe any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on the annual review and assessment. **No changes were made to State regulations, enforcement mechanisms or other State policies based on the most recent annual review and assessment.**