Quality Progress Report (QPR)
For
Nevada
FFY 2023

QPR Status: Certified as of 2024-01-01 05:42:35 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, 2022, through September 30, 2023), unless otherwise stated. Data should reflect the cumulative totals for the fiscal year being reported, unless otherwise stated.

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

How is the QPR Organized?

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

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

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

Reporting Activities Related to ARP Act Child Care Stabilization Grants

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

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

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

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

When is the QPR Due to ACF?

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

Glossary of Terms

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

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

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

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

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

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

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

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

Provider means the entity providing child care services.

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

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

1) Overview

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

1.1 State or Territory Child Care Provider Population

1.1.1 Total Number of Licensed Providers:

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

[x] Licensed center-based programs **460**

    [ ] Unable to provide number. Indicate reason:

Additional clarification: Based on most recent submission of the FY 2023 ACF-800 data there were 312 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.

[x] Licensed family child care homes **205**

    [ ] Unable to provide number. Indicate reason:

Additional clarification: Based on most recent submission of the FY 2023 ACF-800 data there were 62 licensed family child care homes receiving CCDF funding. Please report the number of ALL licensed family child care homes operating in the state here, regardless of receipt of CCDF funding.

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

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

2.1 Lead Agency Progression of Professional Development

2.1.1 Professional Development Registry:

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

[x] Yes. If yes, describe: **All employees working in licensed child care facilities (and counted in ratios) are required to initially apply to The Nevada Registry within 90 days of employment and maintain an active membership on an annual basis.**

Notes: Though difficult to determine with absolute assurance, it is likely that we are closer to 100% compliance with the mandatory participation requirements of Child Care Licensing. Several factors contribute to this increase in membership: 1) Mandatory participation is written into the required criteria for Quality Rating Improvement System. 2) The launch of the Early Childhood Staff Stipend Incentive program in 2022 (currently in round three of that program) ⏹ tied to active Registry membership; and 3) The launch of the Telehealth Benefits Services program in February 2023, also tied to active Registry membership. Additionally, the Employee List feature of The Nevada Registry continues to allow facility Directors to update their staff lists by removing employees no longer employed and submitting new employees to be added. These lists are also used by Child Care Licensing and QRIS Coaches as part of the monitoring process to ensure compliance with mandatory participation for individuals working in licensed programs.

The Nevada Registry launched an attendance feature in 2020 allowing verified training attendance from in-person/virtual training sessions to be added to membership accounts within five days of completion. Data sharing partnerships are in place with twenty online training organizations to import coursework completion data on a weekly basis. These combined activities allow for real-time data tracking related to training and professional development. Previously, training was added to member's accounts

7

annually upon renewal, but only if the individual submitted training certificates. Active members also have access to view and download a transcript of all Registry-approved training on file.

Notes about tracking:
Membership accounts include documentation originally submitted by the individual (prior to March 2020) and training added to their account via the electronic attendance tracking feature and data imports with partnering online organizations. Previously, members were encouraged, but not required to submit certificates upon annual membership renewal. The new attendance feature is creating a more complete picture of professional development since all Registry-approved training is now electronically added to membership accounts and is no longer dependent on members submitting completed training documentation.

Data partnerships with all currently approved online training organizations further increases the collection of real-time data and creates even more accurate snapshots of completed professional development, including the completion of Child Care and Development Block Grant Health & Safety training. As of September 30, 2023, 106,045 online course completions have been imported into the accounts of active Registry members.

[ ] 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?
[x] Yes. If yes, describe: **All employees working in licensed child care facilities (and counted in ratios) are required to initially apply to The Nevada Registry within 90 days of employment and maintain an active membership on an annual basis.**
[ ] No. If no, describe:

2.1.3 Number of Participants in Professional Development Registry:

Total number of participants in the registry as of September 30, 2023 **8345 - Notes: 6,760 active Registry members work in licensed child care programs.   Of that total, 3,748 active Registry members work in CCDF child care programs.**

2.1.4 Spending - Professional Development Registry:

Were funds from <u>any sources</u> (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?

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

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

[ ] No

2.2 Workforce Development

2.2.1 Professional Development and Career Pathways Support:

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

[x] Scholarships (for formal education institutions) **152**
[x] Financial bonus/wage supplements tied to education levels **77**
[x] Career advisors, mentors, coaches, or consultants **2**
[ ] Reimbursement for training
[ ] Loans
[ ] Substitutes, leave (paid or unpaid) for professional development
[x] Other. Describe: **As a result of partnership with The Nevada Registry, ProSolutions Training continues to offer Child Care and Development Block Grant training courses at no charge to Nevada-based educators. Training includes the following required topics: Emergency Preparedness, Building and Physical Premises Safety, Shaken Baby Syndrome, Medication Administration and Transportation Safety. 90,287 individual courses have been completed by 19,806 distinct users in Nevada as of 9/30/23.**

Additionally, the University of Nevada Reno Extension office has developed a series of online training courses also available at no charge to help educators meet the initial training requirement of Child Care Licensing. Courses include Recognizing and Reporting

Child Abuse and Neglect, Signs and Symptoms of Illness with Bloodborne Pathogens, Sudden Infant Death Syndrome, Prevention of Shaken Baby Syndrome and Abusive Head Trauma, Wellness: Obesity, Nutrition and Physical Activity, Child Development: Birth to Three, Child Development: Three to Five, Positive Guidance, Emergency Preparedness and Transportation and Field Trip Safety. As of September 30, 2023, 19,387 online courses have been completed through the University of Nevada Reno, Extension by 6,578 unique Registry members.

[ ] N/A. Describe:

2.2.2 Spending - Professional Development and Career Pathways Support:

Were funds from <u>any sources</u> (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?

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

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

[ ] No

2.3 Child Care Provider Qualifications

2.3.1 Number of Licensed Child Care Programs Qualifications:

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

[x] Child Development Associate (CDA) **387**
[x] Associate's degree in an early childhood education field (e.g. psychology, human development, education) **236**
[x] Bachelor's degree in an early childhood education field (e.g. psychology, human development, education) **237**

[ ] State child care credential
[ ] State infant/toddler credential
[x] Unable to report this data. Indicate reason: **using this space for notes:**

Notes: An additional 66 members working in licensed programs possess a Masters degree in ECE and 749 members possess a Non-ECE Associates, Bachelors, Masters or Doctorate degree.
Psychology is not defined as an ECE degree in Nevada. Any degree with less than 30 Early Childhood Education credits is considered an ⬛other' degree. All degrees become ⬛related' when 30 Early Childhood Education credits are found within coursework, regardless of degree major.

2.3.2 Number of Licensed CCDF Child Care Programs Qualifications:

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

[x] Child Development Associate (CDA) **249**
[x] Associate's degree in an early childhood education field (e.g. psychology, human development, education) **131**
[x] Bachelor's degree in an early childhood education field (e.g. psychology, human development, education) **109**
[ ] State child care credential
[ ] State infant/toddler credential
[x] Unable to report this data. Indicate reason: **Using this section for notes:**
Notes: An additional 18 members working in CCDF child care programs possess a Masters degree in ECE and 344 members possess a Non-ECE Associates, Bachelors, Masters or Doctorate degree.
Psychology is not defined as an ECE degree in Nevada. Any degree with less than 30 Early Childhood Education credits is considered an ⬛other' degree. All degrees become ⬛related' when 30 Early Childhood Education credits are found within coursework, regardless of degree major.

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):

[x] Business Practices
[x] Mental health for children
[ ] Diversity, equity, and inclusion
[x] Emergency Preparedness Planning
[x] Other. Describe other technical assistance available to providers as part of the professional development system: **Family, Friend and Neighbor (FFN) providers are contacted four times a year to offer assistance with training, health & safety requirements, materials and curriculum, and support toward licensure. If onsite support is requested, that support is provided in the area the provider needs assistance. Community Health Workers (CHW) with an Early Childhood focus have a case load of licensed child care providers. CHWs provide onsite support for the workforce to access physical and mental health supports and provide close-loop referrals to other support services (e.g., rental assistance, food pantries, utility assistance, clothing, dental care).**

2.4.2 Spending - Technical Assistance for Professional Development:

Were funds from <u>any sources</u> (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?

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

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

[ ] No

2.5 Spending – Training and Professional Development

2.5.1 Spending – Training and Professional Development:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to support the training and professional development of the child care workforce during October 1, 2022 to September 30, 2023? $**2422787**

[ ] 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.
Indicators: Number of trainings and how many hours; number of participants broken into participant types; and a survey on how much knowledge did you have before the trainings (scale of 1-5) and after the trainings (scale of 1-5) ; lastly, how effective was your trainer (scale of 1-5).

98.8% of participants who attended QRIS related trainings in 2020-beginning of 2021 agreed or strongly agreed that the training they attended was effective.

98.0% of participants who attended QRIS related trainings in 2020 ⬚ beginning of 20201 agreed or strongly agreed that the training added to their knowledge on the topic.

98.8% of participants who attended QRIS related trainings in 2020 ⬚ beginning of 20201 agreed or strongly agreed that they gained new methods and strategies about this topic from the training.

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: **The University of Nevada, Reno Extension offers programs for educators of young children to gain the educational coursework required to prepare for the Preschool, Family Child Care, or Infant/Toddler Child Development Associate (CDA) Credential.**

Programs are offered twice each year, beginning in January and August. Participants must be working directly with children ages 0-35 months in a licensed center to qualify for the Infant/Toddler CDA Credential. Participants must be working directly with children ages 3 to 5 years old in a licensed center to qualify for the Preschool CDA Credential or in a Family Child Care licensed by the state of Nevada to qualify for the Family Child Care CDA Credential. There were 40 participants in the first cohort and 31 in the second.

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

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

> [x] 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? $**202125**

> [ ] 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.
Nevada's early childhood educators rely on the Nevada Pre-K Content Standards to provide a framework and guidance for curriculum development. The Nevada Pre-K Content Standards were developed based on child development research and developmentally appropriate practices for 4 year-old children. Through the PDG B-5 grant, NDE worked with SRI Inc. to embark upon the beginning phases of standards revisions. Work for the next two years will focus on finalizing the standards revisions to resume statewide training and support to the ECE workforce.

Director and Program Administrator:

Director Perspective training are offered for ECE program directors and administrators to gain more comprehensive information on the use of the Pre-KStandards and Infant and Toddler Guidelines. In addition, they receive information and resources that include The Nevada Registry, T.E.A.C.H.® Early Childhood Nevada, TACSEI, Pre-K to K transitions and QRIS.This information provides program directors and administrators with the knowledge to promote professional development for their staff and to improve program quality and introduces them to other agencies that support their programs.

Parent Education:

The Parent Perspective training is offered and provided to parents about the use of standards.These trainings are available in English and Spanish and parents learn about the Nevada Pre-K Standards and developmentally appropriate strategies on how to support learning at home. They receive an overview of what typically developing 4-year-old children should know and be able to do before they enter kindergarten.They have an opportunity to participate in a variety of activities with their child based on the Nevada Pre-K Content Standards. Parent and family engagement activities are essential, and we recognize that parents are their child's first teacher. Supporting and helping families understand about school readiness skills with easily replicated activities helpsto foster the importance of the home school connection for their child.

16

The Infant and Toddler Guidelines are available for parents as a frame of reference for their child's development. Supportive activities are included so parents can foster learning at home. Infants and toddlers grow and develop rapidly so it is important to mention that different milestones can occur at different times and stages in a child's development can change quickly. Parents receive a copy of the "Ready for K" book that provides detailed information about the Pre-K Standards and how they can track their child's development and mastery of new skills.

For State Fiscal Year 2019/20 - WCSD Standards Office provided 120 trainings, equaling 458 hours, to 641 participants. Those participants included center-based staff, family child care providers, FFN providers, after school staff, school district staff, and parents. They did 12 TA visits around standards. They provided 20 orientations (which is different than trainings) for 220 participants. They distributed 7,528 materials which included books, periodicals, packets and toys.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.4.3 of the FFY 2022-2024 CCDF Plan: The Washoe County School District was contracted by Nevada Department of Education to develop the revised Nevada Pre-K Standards that describe appropriate indicators and outcomes for young children to reach by the end of their preschool experience prior to entering kindergarten. They worked with an external vendor to outline the new standards based on recommendations from the steering committee work groups. The standards were formally released in Nov 2023 and will be implemented in programs during the 2024/2025 school year.

17

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

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

4.1 Quality rating and improvement system status

4.1.1 QRIS or other system of quality improvement status:

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

[x] The lead agency QRIS is operating state- or territory-wide.
- General description of QRIS: **Nevada Silver State Stars QRIS is a statewide Quality Rating and Improvement System that was piloted in 2009 and then implemented statewide in 2013. It is composed of five levels and uses a hybrid rating structure to evaluate quality in the participating programs every 2 calendar years. Licensed center-based programs that are registered with the Subsidy program apply, and ratings are determined by a set of required criteria for each level as well as an in-person Environment Rating Scale assessment. Previously, ratings were also based on additional quality indicators, beyond the required criteria. This changed in 2021 to reduce the administrative burden on the QRIS programs and encourage participation.**

  The Family Child Care model launched in Southern Nevada in 2016 and statewide in 2017. The Family Child Care model is similar to the Center model with five levels, required criteria at each level, and an Environment Rating Scale assessment.

  The Local Education Agency (LEA or District) Model includes the district schools that manage state Pre-K classrooms. The LEA model is also a five-level, hybrid model with required criteria and an Environment Rating Scale assessment.
- How many tiers/levels? **5** [insert number of tiers below as required and describe each tier and check off which are high quality]
  - Tier/Level 1: **1 star programs = Committed to quality improvement. Licensed programs that do not meet the QRIS group size and ratios in at least 25% of their classrooms will be placed at 1 star level. Likewise, if all**

18

staff members are not registered with the Nevada Registry the program will also be assigned a one-star rating. Nevada Registry membership is complimentary and entails a simple email sign-up process. Additionally, licensing mandates the fulfillment of an annual requirement of 24 hours of Nevada Registry Training. Therefore QRIS is streamlining this effort to elevate the quality of Nevada's workforce. No Environment Rating Scale assessment score is required for QRIS 1 and 2 star levels.

[ ] High Quality

- Tier/Level 2: **2 star programs = Approaching quality standards. Programs are required to meet the QRIS group size & and ratio in at least 25% of the classrooms, and 100% of the staff should be active Nevada Registry members. No Environment Rating Scale assessment score is required for QRIS 1 and 2 star levels.**

[ ] High Quality

- Tier/Level 3: **3 star programs = Meet quality standards . Programs are required to meet the QRIS group size & and ratio in at least 50% of the classrooms, and 100% of the staff should be active Nevada Registry members. To attain a three-star rating, the average Environment Rating Scale assessment score should be at least 3.5, with no individual classroom scoring below 3.0.**

[x] High Quality

- Tier/Level 4: **4 star programs = Exceed quality standards. Programs are required to meet the QRIS group size & and ratio in at least 75% of the classrooms, and 100% of the staff should be active Nevada Registry members. To attain a four-star rating, the average Environment Rating Scale assessment score should be at least 4.0, with no individual classroom scoring below 3.5. The program also must have a suspension and expulsion policy in place that aligns with Nevada Department of Education's guidelines.**

[x] High Quality

- Tier/Level 5: **5 star programs= High quality. Programs are required to meet the QRIS group size & and ratio in at least 100% of the classrooms, and 100% of the staff should be active Nevada Registry members. To attain a five-star rating, the average Environment Rating Scale assessment score should be at least 4.5, with no individual classroom scoring below 4.0. The program also must have a suspension and expulsion policy in place that aligns with Nevada Department of**

Education's guidelines. Furthermore, obtaining national accreditation or being affiliated with Head Start is an additional prerequisite for achieving a five-star rating.

> [x] 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: **128**
- Total number of licensed family child care homes meeting high quality definition: **21**
- Total number of CCDF providers meeting high quality definition: **149**
- Total number of children served by providers meeting high quality definition: **11,268**

[ ] 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 <u>any sources</u> (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?

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

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

[ ] No

4.2 Quality Rating and Improvement Systems participation

4.2.1 QRIS or other system of quality improvement participation:

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

    [x] Licensed child care centers
    [x] Licensed family child care homes
    [ ] License-exempt providers
    [x] Programs serving children who receive CCDF subsidy
    [x] Early Head Start programs
    [x] Head Start programs
    [x] State Prekindergarten or preschool programs
    [x] Local district-supported Prekindergarten programs
    [x] Programs serving infants and toddlers
    [x] Programs serving school-age children
    [x] 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.

[x] One-time grants, awards or bonuses
- o Licensed child care centers **55**
- o Licensed family child care homes **13**

[ ] On-going or periodic quality stipends
- o Licensed child care centers
- o Licensed family child care homes

[x] Higher CCDF subsidy rates (including tiered rating)
- o Licensed child care centers **284**
- o Licensed family child care homes **39**

[x] 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)

[x] Other. Describe **As of September 30, 2023, there are 240 child care centers and 36 family child care programs actively participating in QRIS. Each enrolled program benefits from the guidance of a dedicated QRIS coach, who provides technical assistance to enhance the overall quality of the programs' services. These coaches also facilitate professional development opportunities, enabling QRIS providers to accumulate approved training hours approved by the Nevada Registry.**

Following each two-year rating cycle, QRIS programs have access to materials grants, the amount of which is determined based on the program's licensed capacity and the duration of QRIS participation. These grants enable programs to purchase furniture and/or learning materials. QRIS coaches play a pivotal role in assessing and identifying the appropriate materials for each classroom, and training teachers on their effective use to enhance children's developmental skills.

In recognition of their improvement efforts, QRIS programs are eligible for a Star Rating Advancement bonus. This bonus serves as a celebration of the program's achievement in elevating its rating. The bonus amount is determined by the program's license capacity and increasing the QRIS stars at least by one level. Furthermore, QRIS supports participating programs by reimbursing them for accreditation fees, encouraging them to pursue and maintain national high-quality standards.

Currently, 60 Local Education Agency (LEA) programs are receiving coaching support within QRIS, although no grants are provided to those LEA programs.

Our waitlisted programs, numbering 69, do not receive coaching support during the waiting period. However, upon the hiring of a coach, the waitlisted programs are removed from the list and transition into the Steps to Stars phase after completing the required introductory QRIS trainings.

It's important to note that while on the waitlist, programs remain eligible for some QRIS benefits. This includes access to the Early Childhood Support Network (ECSN) substitute program, Teacher Education and Compensation Helps (T.E.A.C.H.) Early Childhood Nevada Scholarships, participation in the Department of Welfare and Supportive Services (DWSS) programs and initiatives, subsidy reimbursement, and participation in various training opportunities.

Notably, two waitlisted programs were provided with online training modules through QRIS, aiming to enhance their quality and offering them an opportunity to participate in DWSS's enhanced Infant/Toddler subsidy reimbursement rates.

4.3.2   Spending - Quality Rating and Improvement Systems Benefits:

Were funds from <u>any sources</u> (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?

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

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

[ ] No

4.4   Spending – Quality Rating and Improvement Systems

4.4.1   Spending – Quality Rating and Improvement Systems:

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

Stabilization 10% set-aside) related to **QRIS or other quality rating systems** during October 1, 2022 to September 30, 2023? $**4814464**

[ ] 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. **Indicators of Progress for QRIS:**

Assessment scales - assessment scores and scale of indicators, for example group size and ratio, percentage of children screened, membership in the perfessional registry (NV Registry). Also, the star rating acheived reflects the impact of coaching and support by QRIS.

Results: 51.5% of QRIS participating programs achieved between 3 and 5 star levels after coaching. Nevada has surpasssed our QRIS State Plan goal for 30% of participating providers to achieve either 4 or 5 stars; 33% of providers achieved 4 or 5 stars. The next goal is to have 60% of all programs meet between 3 and 5 star ratings.

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:
As of 9/30/2023 the QRIS indicators are:
- 100% of staff are currently active members of Nevada Registry to ensure the ongoing professional development of the ECE professionals.
- Advancement in achieving the QRIS group size ratio is defined based on a specific percentage of the program's classrooms corresponding to the 2 to 5 star level. Further details can be found in section 4.1.1.

25

- The threshold score for the ERS assessment within the 3 to 5 star levels is clarified in section 4.1.1.
- The 4 and 5 star level programs are required to implement a suspension and expulsion that aligns with Nevada Department of Education.
- 5 Star level programs must acquire national accreditation and QRIS would reimburse the accreditation fees.

As of 9/30/2023 the QRIS star ratings are:
- 52 programs are participating but not rated yet, out of 337 participating programs = 15%
- 11 programs are at 1 star level out of 337 participating programs = 3%
- 85 programs are at 2 star level out of 337 participating programs = 25%
- 59 programs are at 3 star level out of 337 participating programs = 18%
- 88 programs are at 4 star level out of 337 participating programs = 26%
- 42 programs are at 5 star level out of 337 participating programs = 13%
- 189 high-quality programs (3-5 stars) out of 285 rated programs= 66%

Tribal Quality Improvement Model is another project that is currently in a pilot phase. We are currently in the initial phase, introducing the Tribal program and facilitating the programs to sign a coaching Memorandum of Agreement (MOA) with the Children's Cabinet. The Children's Cabinet Started working on designing this program and working with the tribal community in the spring of 2022, then Office of Early Learning Development (OELD) collaborated with The Children's Cabinet to roll out the program to tribal programs in September 2023. This model is different from the others as it does not include a star rating. The Tribal Model is based on self-assessment and coaching with a goal of continuous quality improvement that is culturally responsive to the providers and families. The Tribal model is funded with CCDF ARP Discretionary Funding, but it is hoped to be funded by CCDF Quality in the future.

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

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

5.1 Infant/Toddler Specialists

5.1.1 Infant/Toddler Specialists:

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

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

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

[x] N/A. Describe: **There are currently no infant/toddler specialists in our state. We are in the process of developing an RFP for innovative projects focused on Infant/toddler's which may include a specialist type position.**

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 <u>any sources</u> (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:

[x] No

5.2 Staffed Family Child Care Networks

5.2.1 Number and Description of Staffed Family Child Care Networks:

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

[ ] Number of staffed family child care networks:
    o Describe what the network/hub provides to participating family child care providers:

[x] No staffed family child care networks operate in state/territory

5.2.2 Spending - Staffed Family Child Care Networks:

Were funds from <u>any sources</u> (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:

[x] 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 <u>improve the supply and quality of child care programs and services for infants and toddlers</u> during October 1, 2022 to September 30, 2023? $**1888371**

[ ] 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. **Infant Toddler Child Development Associate program $322,419.00**

Infant/Toddler Slots Amount $1,079,652
Infant/Toddler Quality Improvement Grants Amount $486,220.
The Child Care & Development Program, in collaboration with multiple partners such as The Children's Cabinet, The Las Vegas Urban League Early Childhood Connections, and The Office of Early Learning and Development's Quality Rating and Improvement System, developed a pilot program aimed at increasing the availability/capacity of infant and toddler slots statewide and providing a higher reimbursement rate for these slots. These slots also had a Quality Improvement Grant available (via online application) targeting providers awarded slot(s) with improving their quality and health/safety in their infant and toddler classrooms. This pilot program launched in Early November 2022 and remains on-going until the liquidation date of the ARPA Discretionary Funding (September 30, 2024).

We have set aside funds this year for an RFP to identify potential new projects to support this population.

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. **CCDP will collect data on number of infants/toddlers being served before and after implementation of slot agreements; additionally, CCDP will track the number of infants/toddlers alloted nonstandard hour slots by providers. Providers will be surveyed on how the slot funding and support have impacted their business and their families.**

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: **Before this infant and toddler slot program, Nevada did not have any infants and toddlers being served by a slot agreement. After implementation in November 2022, 701 infant/toddler slots were awarded through September 30, 2023.**

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

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

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

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to **establish, expand, modify, or maintain a statewide CCR&R** during October 1, 2022 to September 30, 2023? $**26224928**

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

Optional: Use this space to tell us any additional information about how funds were spent
Activities included:
Establishment of business sites and program staffing for Child Care Resource and Referral (CCRR) agencies, which provide: child care subsidy, resource & referral for families, provide training and other resources
Establishment of Child Care Service Centers north and south to serve as a hub supporting child care businesses (shared services sites)
Create and/or maintain CCRR informational websites to help families locate quality child

care, and to support the child care workforce (providers)

Funding outreach activities and materials to inform the public of child care subsidy services available and to recruit new child care providers to decrease child care deserts.

Funding for new comprehensive data system to track parent and provider data for services accessed through the CCRR agencies.

Funding travel expenses for CCRR staff to attend state and national conferences to inform best practices for ECE services in Nevada

Funding was also used to increase the number of subsidy-eligible families served and to increase provider reimbursements for subsidy enrolled children, thereby stabilizing the child care industry to sustain available slots in NV communities.

CRRSA funds were used to cover background check fees for child care providers to remove barriers to participation for small Family, Friend, and Neighbor (FFN) providers. Funds were used to increase compensation for FFN providers who served subsidy-eligible families from May 2022-December 2022, prior to the FFN rate increase.

ARPA funds were used to support partners working with CCRR agencies, including Candelen and Wonderschool, to recruit and train new FFN providers

ARPA Funds were used to increase subsidized infant and toddler slots in high need areas and to provide them with Quality Improvement Grants (QIG) to increase the quality of these care settings as assessed by QRIS coaches (** Please note this last item was also reported previously in the section related to Infant and Toddlers**)

[ ] 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.
Accreditation support is offered to child care centers and family home providers who have achieved a four-star QRIS rating. Measurement of progress: # of centers and family home providers who achieve national accreditation (new) and # of centers and family home providers maintain national accreditation (renewal. The latest numbers are that there are 40 childcare

centers and 2 family childcare centers for a total of 42 programs nationally accredited. It is the belief that all of these have been renewals in this past year.

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: Child Care Services Center serves as a hub for child care providers offering on-site services from Las Vegas Urban League, Children's Cabinet, Wonderschool and Candelen. The hub provides training, resources & referrals, assistance with licensing costs, a lending/resource library, and other support for child care businesses.
CCRR conducted 276 home safety visits for Family Friend Neighbor (FFN) providers to ensure safety and health standards are being maintained
620 providers received payments for background check and training costs and stabilization grants to sustain our FFN provider community.
FFN rates were increased to reflect the cost of providing care in this setting.
The childcarelv.org, childrenscabinet.org, and NevadaChildCare.org sites provided CCRR consumer education for parents and providers.
Work on eLogic Genesis comprehensive data system for subsidy and CCRR data management is ongoing. Anticipated to be complete March 2025.

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

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

7.1 Complaints about providers

7.1.1 Number of Complaints about providers:

How many complaints were received regarding providers during October 1, 2022 to September 30, 2023? **820**

7.1.2 Spending - Complaints about providers:

Were funds from <u>any sources</u> (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)?

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

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

[ ] No

7.2 Licensing Staff

7.2.1 Number of Licensing Staff:

How many licensing staff positions were there in the state or territory during October 1, 2022, to September 30, 2023? Number of staff **22**

7.2.2 Spending – Licensing Staff:

Were funds from <u>any sources</u> (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?

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

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

[ ] No

7.3 Health and Safety Standards Coaching and Technical Assistance

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

How many child care programs received coaching or technical assistance to improve their understanding and adherence to CCDF health and safety standards as a result of an inspection or violation during October 1, 2022, to September 30, 2023? **617**

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?

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

　　[x] 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 <u>facilitating compliance with lead agency requirements for inspections, monitoring, health and safety standards and training, and lead agency licensing standards</u> during October 1, 2022 to September 30, 2023? $**2224228**

[ ] 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.
TACSEI - reduce number of challenging behaviors, # of providers who have improved their program policies that address childhood obesity, physical activity, nutrition, and breastfeeding, number of providers who enroll in CACFP training and technical assistance.

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:
TACSEI (Nevada Pyramid Model): 38 children reported to be asked to leave program due to challenging behaviors.

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

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

8.1 Evaluation and assessment of center-based programs

8.1.1 Evaluation and assessment of center-based programs:

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

[x] QRIS
[ ] CLASS
[x] ERS
[ ] FCCERS
[x] ITERS
[ ] State evaluation tool. Describe
[ ] Core Knowledge and Competency Framework
[ ] Other. Describe
[ ] Do not evaluate and assess quality and effective practice

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

Were funds from <u>any sources</u> (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?

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

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

[ ] No

8.2 Evaluation and assessment of family child care programs

8.2.1 Evaluation and assessment of family child care programs:

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

[ ] QRIS
[ ] CLASS
[ ] ERS
[x] FCCERS
[ ] ITERS
[ ] State evaluation tool. Describe
[ ] Core Knowledge and Competency Framework
[ ] Other. Describe
[ ] Do not evaluate and assess quality and effective practice

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

Were funds from <u>any sources</u> (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?

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

    [x] CCDF quality funds
    [ ] Non-CCDF funds
    [ ] CARES funds
    [x] 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 <u>evaluating and assessing the quality of child care programs, practice, or child development</u> during October 1, 2022 to September 30, 2023? $**2997983**

[ ] 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. **Nevada is working to align all outcomes as part of program evaluation and moving towards evidence-based planning. Outcomes will be aligned with the Department of Education's goals and CCDF state plan.**

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: **State of Nevada conducted 458 semi-inspections plus 449 annual inspections for a total of 907 onsite visits. State of Nevada Child Care Licensing conducts multiple inspection visits (a semi, annual and follow ups) to licensed child care facilities to help ensure compliance with NAC/NRS 432A. The NAC and NRS codes were built to provide the state with minimum standards of quality and equity in the early care and education of children within licensed facilities. These multiple inspection visits are utilized to evaluate and assess each licensed program individually and determine progress while also compelling compliance with NAC/NRS432A.**

The QRIS measurable indicators for each quality tier are explained in 4.1.1

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

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

9.1 Accreditation Support

9.1.1 Accreditation Support:

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

[x] Yes, providers were supported in their pursuit of accreditation
    a. Licensed center-based programs **3**
    b. License-exempt center-based programs **0**
    c. Licensed family child care homes **0**
    d. License-exempt family child care homes (care in providers' home) **0**
    e. Programs serving children who receive CCDF subsidy **3**
[ ] No lead agency support given to providers in their pursuit of accreditation.
[ ] N/A. Describe:

9.1.2 Spending – Accreditation Support:

Were funds from <u>any sources</u> (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?

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

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

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on **accreditation** during October 1, 2022 to September 30, 2023? $**2725**

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

Optional: Use this space to tell us any additional information about how funds were spent
Three programs were reimbursed for their accreditation fees during October 1, 2022, to September 30, 2023 a total amount of $2,725.

[ ] 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.
Accreditation support is offered to child care centers and family home providers who have achieved a four-star QRIS rating. Measurement of progress: # of centers and family home providers who achieve national accreditation (new) and # of centers and family home providers maintain national accreditation (renewal).

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:
QRIS collected information from 38 programs that confirmed their accreditation status when undergoing rating process. The documentation and requirements review of our QRIS programs takes place every two years from their last rating, whereas accreditation bodies such as National Accreditation Commission (NAC), National Association for the Education of Young Children (NAEYC) , National Associated for Family Child Care (NAFCC), and National Early Childhood Program Accreditation (NECPA) usually grant accreditation for a span of 3-5 years. During the biennial rating process, we verify the accreditation letter or certificate for each program that is aiming for a 5-star rating. However, for programs targeting a rating lower than 5 stars, the submission of accreditation proof is considered optional.
Specifically:
Three programs hold accreditation from NAC.
Twenty programs are accredited by NAEYC.
One program has obtained accreditation from NAFCC.
Fourteen programs carry accreditation from NECPA.

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

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

10.1 High-Quality Program Standards

10.1.1 High-Quality Program Standards:

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

[x] QRIS, check which indicators the lead agency has established:
    [x] Health, nutrition, and safety of child care settings
    [x] Physical activity and physical development in child care settings
    [x] Mental health of children
    [x] Learning environment and curriculum
    [x] Ratios and group size
    [x] Staff/provider qualifications and professional development
    [x] Teacher/provider-child relationships
    [x] 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 <u>any sources</u> (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?

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

    [x] CCDF quality funds
    [ ] Non-CCDF funds

[ ] CARES funds

[ ] CRRSA Funds

[x] ARP Supplemental Discretionary

[ ] ARP Stabilization 10% set-aside

[ ] Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to **support providers in the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development** during October 1, 2022 to September 30, 2023? $**4530219**

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

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

[ ] No

10.2 Progress Update

10.2.1 Progress Update - High-Quality Program Standards:

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

Measurable indicators of progress the state/territory reported in section 7.9.2 of the FFY 2022-2024 CCDF Plan:
Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.
TACSEI - reduce number of challenging behaviors, number of providers who have improved their program policies that address childhood obesity, physical activity, nutrition, and breastfeeding, number of providers who enroll in CACFP training and technical assistance.

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 Child Care Consultation Program focus on providing support to young children experiencing social emotional and or other behavior challenges. Services are provided free of charge by DCFS Early Childhood Mental Health Specialists for early childhood educators who care for children from birth through kindergarten. These children need to be enrolled in a program participating in the Nevada Quality Rating and Improvement System (QRIS).

43

The consultants provide trainings that are customized to meet the specific needs of the early care providers and caregivers. The trainings are all Nevada Registry Approved and are conducted by a certified Mental Health Specialist and are provided Statewide.
There were 16 Pyramid Model Implementation sites in FY23. These implementation sites received 268 coaching visits to implement pyramid model to support children's social emotional development and reduce challenging behaviors. In the Fall 2022 (pre), 5% of children in these programs had ASQ SE scores at or above the cutoff, In Spring 2023 (post), none of the children had scores at or above the cutoff.

In addition to Pyramid Model Implementation sites, Pyramid model program specialists fielded 379 support calls to providers struggling with challenging behaviors. 405 providers received a visit from a Pyramid Model specialist to provide onsite support to implement foundational social-emotional development support tools. 72 providers were issued an ePyramid module training codes and 36 of these providers completed all of the modules.

Across all sites receiving various levels of Pyramid Model support, 14 children on the Subsidy program were reported to be expelled from their child care program in FY2023, whereas 7 children were reported to be expelled in 2022.

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

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

11.1 Sustainability funding to child care providers

11.1.1 Sustainability funding to child care providers:

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

[x] Yes. If yes, describe and check which types of providers were eligible and number served. **Emergency grants reported here.**

    [x] Licensed center-based programs **3**
    [x] License-exempt center-based programs **620**
    [x] Licensed family child care homes **13**
    [ ] 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 <u>any sources</u> (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?

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

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

[ ] No

11.2 Data Systems Investment

11.2.1 Data Systems Investment:

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

[x] Yes. Describe: **Center for Applied Management Practices (CAMP) Project to provide software, training, data system integration and COVID19 situational analysis, data analysis and impact reporting. CAMP is developing Subsidy Case Management Module, Provider Monitoring & Compliance (includes Learning Management System-LMS), Resource & Referral, Attendance and Payments Module, Eligibility to provide real time subsidy spending, caseload and compliance. CAMP is also providing International Accreditors for Continuing Education and Training (IACET) accreditation support to ensure all modules in the LMS are Nevada Registry approved for licensing required hours. Project is divided up and billed across the project areas indicated in section 11.2.2 below**
[ ] No

11.2.2 Spending - Data Systems Investment:

Were funds from <u>any sources</u> (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?

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

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

[ ] No

11.3 Supply and Demand Analysis

11.3.1 Supply and Demand Analysis:

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

[x] Yes. Describe findings: **Analyzed licensed care capacity in most at risk zip codes in Nevada to inform Care NV project target areas and infant/toddler slot target areas. Clark County Zip Codes for initial Care NV Project were:**
Clark County: 89030, 89101, 89102, 89103, 89104, 89106, 89107, 89108, 89110, 89115, 89119, 89121, 89122, 89169
Zip Codes for initial infant/toddler slots selected:
Clark County: 89030, 89101, 89102, 89103, 89104, 89106, 89107, 89108, 89110, 89115, 89119, 89121, 89122, 89169
Washoe and Carson: 89431, 89501, 89502, 89509, 89512, 89706
Rural and Surrounding Areas: 89048, 89447
[ ] No

11.3.2 Spending - Supply and Demand Analysis:

Were funds from <u>any sources</u> (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?

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

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

[ ] No

11.4 Supply and Demand Initiatives

11.4.1 Supply and Demand Initiatives:

Did the state/territory implement initiatives designed to address supply and demand issues related to child care deserts and/or vulnerable populations (such as infants and toddlers, children with disabilities, English language learners, and children who need

child care during non-traditional hours) during October 1, 2022 to September 30, 2023? Check all that apply.

[x] Child care deserts
[x] Infants/toddlers
[x] Children with disabilities
[ ] English language learners
[x] Children who need child care during non-traditional hours
[ ] Other. Describe:

11.4.2 Spending - Supply and Demand Initiatives:

Were funds from <u>any sources</u> (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?

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

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

[ ] No

11.5 Provider Compensation and Benefits

11.5.1 Spending - Provider Compensation and Benefits:

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

[x] Financial bonuses (not tied to education levels) **5808**
[ ] Salary enhancements/wage supplements
[x] Health insurance coverage **1779 enrolled in Telemedicine and 717 enrolled in Vision through the Nevada Registry**
[x] Dental insurance coverage **723 enrolled in Dental through the Nevada Registry**

[ ] Retirement benefits

[ ] Loan Forgiveness programs

[x] Mental Health/Wellness programs **1941**

[x] Start up funds **58**

[ ] Other. Describe:

[ ] N/A. Describe:

11.5.2 Spending - Provider Compensation and Benefits:

Were funds from <u>any sources</u> (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?

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

[ ] CCDF quality funds

[ ] Non-CCDF funds

[ ] CARES funds

[x] 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 <u>other activities to improve the quality of child care services</u> during October 1, 2022 to September 30, 2023? $**11173587**

[ ] 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:

49

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. **Nevada has implemented statewide use of the Brigance Early Childhood Screen III as the Kindergarten Entry Assessment (KEA). To align with the KEA, the Brigance is also required for children receiving subsidy services in family, friend, and neighbor care as well as a requirement of the QRIS. Results of the Brigance are being collected in the Curriculum Associates Online Management System. In addition, children receiving subsidy will be entered into Infinite Campus which is Nevada's student information system. They will be receiving their student unique identifier that will be used through grade 12.**

COVID-19 Activities: Quality funds were used to establish an emergency stipend for COVID related supplies for child care providers.

- CARES Act funds were used to establish a competitive grant program to cover operating costs of child care providers. The grant application requires the submission of an annual budget, a "steps-to-sustainability" plan, and a marketing plan to be evaluated by a Grant Evaluation Committee established from a pool of subject matter experts. Also, CRRSA and ARP funds will be used to provide grants to child care providers to assist with operation costs.

- The CRRSA funds are earmarked for all licensed FCCs and Centers in Nevada aside from Head Start as well as earmarked for subsidized Out of School Time programs. The grants cover 2 months of operating costs at 75% capacity based on the Simon Workman calculator. The application consists of questions to gather data; the grant is not competitive. Any eligible providers that do not complete an application will be contacted and provided TA.

- The ARP grant process is still being developed.

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: **In July 2022, the contract with Curriculum Associates for the Brigance Early Childhood Screen III (Brigance) ended due to a lack of funding. The Brigance was the primary method of measuring the impact of quality and child progress in Nevada Ready!Pre-K (NR!PK). Access to the Online**

Management System, which housed screening data for NR!PK subgrantees, childcare centers, and charter schools, was shut down after a final backup of child assessment data was downloaded by the NR!PK team on July 1, 2022. Without the funding or the ability to complete another Request for Proposal (RFP) within the timeframe, the NR!PK team transitioned to collect comprehensive assessment data from each subgrantee instead. The new NV Kindergarten Entry Assessment KEA project is in the RFP development phase that will roll out in the fall of 2024 with the first year of funding through the Nevada Department of Education (NDE) ARP ESSER 3 funds. Once in place we will look to find an opportunity to sustain the project under Child Care Development Fund (CCDF).

In FY 23, 51 Emergency grants were awarded to licensed child care providers. These funds are specifically awarded to providers to address child care licensing violations. In addition to CCDF Quality set-aside, CRRSA funds were used to address licensing violations totaling $951,624.40 CARES grants were expended prior to this reporting period.

323 CRRSA grants/stipends were issued to licensed providers and Out of School Time Programs representing 56% of all providers. $38,469,913 in CRRSA funds were issued as stipends to these providers.

ARP Grand process was fully developed in FY2021. This rolling application process was open to all CCDF-eligible providers including licensed, Out of School Time, and Family, Friend and Neighbor Providers. 637 Payments totaling $128,410,673 were issued in FY22 and 551 Payments totaling $84,287,058, continued in FY 23. All ARP Stabilization funds were issued to providers as of 6/30/2023. Providers had until 10/15/2023 to submit all backup documentation for stabilization funds including a narrative report outlining the impact of the funding. All narrative reports are currently being summarized and a final impact report is targeted for March/April 2024.

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. **State Child Care is administered by DWSS; they provide child care licensing for all counties in Nevada aside from Washoe County. The Washoe County Human Service Agency conducts child care licensing in Washoe County**

Washoe County Licensing requires that facilities report any serious injuries that occur at the facilities. These injuries are tracked and submitted as part of annual reporting to State Child Care Licensing. Based on those reports, the nature of the injury, the child's status, and provider response we determine if an investigation is necessary. Upon investigation we determine if the injury was accidental, preventable, or the result of caregiver negligence and make recommendations based upon the findings of the investigation, including provider education and up to suspension or revocation. For unlicensed providers, law enforcement or child welfare typically notify Washoe Child Care Licensing of any injuries that occur and we conduct a thorough unlicensed investigation and make similar recommendations and determinations.

State of Nevada Child Care Licensing per Nevada Administrative Code (NAC)/Nevada Revised Statute (NRS) 432A requires that all facilities report any serious injuries up to and including any fatalities within a licensed child care facility. These incidents are individually investigated to determine severity and facility negligence/accountability. When investigating serious injuries and/or fatalities, these investigations can be conducted jointly between multiple agencies depending on the injury type. If a incident of this caliber occurs within an unlicensed facility, licensing will investigate on if the

facility should have been licensed per NRS432A while also work jointly with law enforcement to determine severity and facility negligence/accountability.

All reported incidents of serious injury and/or fatalities within licensed facilities are tracked and reported accordingly.

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 during GY23**

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

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

13.1 Multiple Grant Programs

13.1.1 ARP Act Stabilization multiple grant programs:

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

[ ] Yes. Describe:
[x] No

13.2 ARP Act Stabilization Grants workforce compensation

13.2.1 ARP Act Stabilization Grant strategies for workforce compensation:

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

[ ] Targeted grants to support workforce compensation (no other allowable uses)
[ ] Providing bonus funds to providers that increased child care staff compensation through stabilization grants
[x] Requiring a specific percentage or amount of stabilization grant funding go toward child care staff compensation increases. Percent or amount for staff compensation: **20% was to be used toward workforce bonus, increase wages and/or benefits.**
[x] Other (Describe): **620 providers for background checks and training.**