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Quality Progress Report (QPR)
For
Minnesota
FFY 2023

QPR Status: Accepted as of 2024-03-08 15:16:10 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.

Licensed center-based programs **1839**

Unable to provide number. Indicate reason:

Additional clarification: Based on most recent submission of the FY 2023 ACF-800 data there were 1210 licensed center-based programs receiving CCDF funding. Please report the number of ALL licensed center-based programs operating in the state here, regardless of receipt of CCDF funding.

Licensed family child care homes **6066**

Unable to provide number. Indicate reason:

Additional clarification: Based on most recent submission of the FY 2023 ACF-800 data there were 1372 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?

Yes. If yes, describe: **The department supports Develop, Minnesota's Quality Improvement and Registry Tool, as its primary source of workforce information for the child care and early childhood field. Develop houses information on employment, training and educational attainment for participating individuals. Develop is Minnesota's workforce registry that tracks the early childhood education workforce's training, course work, and educational achievement. In addition, the registry aggregates important data which helps address questions related to workforce training.**

The department supports a grant contract with the Registry, Inc. to administer Achieve, The Minnesota Center for Professional Development (MNCPD) to provide a Career Lattice to recognize the professional development of early childhood and school-age practitioners as they move forward in their careers. Practitioners are awarded a Career Lattice Step based on a combination of approved training hours, credentials, college credits and degrees earned. Minnesota's Career lattice can be viewed on the Achieve--MNCPD website: <https://www.mncpd.org/wp-content/uploads/2018/02/MN-CareerLattice.pdf>.

Through a grant contract with Achieve, Minnesota also supports a Virtual Career Guide that provides information about professions in the early childhood and school age care field. The guide is organized by step on the Career Lattice and also provides information on training and job opportunities. More information can be found at <https://www.mncpd.org/resources/career-guide/>.

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

2.1.2 Participation in Professional Development Registry:

Are any teachers/providers required to participate?

Yes. If yes, describe: **Develop is a voluntary registry, with the following exceptions: all lead staff that participate in Parent Aware, Minnesota's Quality Rating and Improvement System, or receive financial supports such as T.E.A.C.H. (Teacher Education and Compensation Helps), R.E.E.T.A.I.N. (Retaining Early Educators Through Attaining Incentives Now) or CDA scholarships must participate in Develop.**

Lead teaching staff for each classroom or the lead family child care provider are required to participate in the Professional Development Registry if they have an active Parent Aware Rating or are in process of receiving a Parent Aware Rating. (Parent Aware is Minnesota's Quality Rating and Improvement System.) Staff taking training to meet the Regional Grant training requirement must have a current Develop Membership at the time of the application

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 **16,536**

2.1.4 Spending - Professional Development Registry:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

2.2 Workforce Development

2.2.1 Professional Development and Career Pathways Support:

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

Scholarships (for formal education institutions) **265**

Financial bonus/wage supplements tied to education levels **509**

Career advisors, mentors, coaches, or consultants **5,095**

Reimbursement for training **54**

Loans

Substitutes, leave (paid or unpaid) for professional development

Other. Describe: **The number of family child care providers and child care center directors earning grants for completion of Business Leadership Leadership cohorts offered by a grantee, First Children's Finance. This included 95 grants of \$1,000 to family child care providers; and 38 grants of \$2,500 awarded to Center Directors, for 133 Grants totaling \$190,000,**

Additional notes on data in this section:

- o Scholarships included 265 T.E.A.C.H. (Teacher Education and Compensation Helps) Scholarship program recipients for the time period of July 1, 2022 - June 30, 2023.
- o Financial bonuses include 509 recipients of Minnesota's R.E.E.T.A.I.N. (Retaining Early Educators Through Attaining Incentives Now) grants for the time period of July 1, 2022 - June 30, 2023.
- o Career advisors, mentors, coaches or consultants includes the number of persons included in attendance records of an Results Based Professional Development (RBPDP) Session. Note: It is not a requirement to take attendance for all types of RBPDP services. In SFY23, 199 RBPDP Specialists supported 2,285 child care programs with 26,333 hours of coaching,
- o Reimbursement for training includes training specific to obtaining a CDA. There were 54 awards related to CDA training.

More information on services can be found: Child care and early education: Training / Minnesota Department of Human Services (mn.gov) <https://mn.gov/dhs/partners-and->

providers/training-conferences/child-care-and-early-education/

N/A. Describe:

2.2.2 Spending - Professional Development and Career Pathways Support:

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

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

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

No

2.3 Child Care Provider Qualifications

2.3.1 Number of Licensed Child Care Programs Qualifications:

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

- Child Development Associate (CDA) **1,107**
- Associate's degree in an early childhood education field (e.g. psychology, human development, education) **2,562**
- Bachelor's degree in an early childhood education field (e.g. psychology, human development, education) **4,159**
- State child care credential **564**
- State infant/toddler credential
- Unable to report this data. Indicate reason: **While the department holds data on staff qualifications in its Professional Development Registry, participation in the Registry is voluntary, as described in 2.1.2. Therefore, the data does not reflect the total population of those working in this position. Degrees are not specific to Early Childhood, but to the degree level indicated. While it is possible to query for this level of specificity**

in the data, the time and effort are significant. DHS does not have the staff capacity to carry out this analysis.

The child care providers included are restricted to those individuals in these roles: Direct care (Teacher, Asst. Aide), Directors, and Direct Family Child Care Providers (Owner, Direct staff) who are directly connected to a child care program. The State Child Care Credential represents providers with any type of Certificate or Credential for Credit, but 162 persons do have a Minnesota Child Care Credential.

Others not included in this data include:

- 3,750 persons with less than a High School Diploma.
- 1,267 High School Diploma only
- 2,562 Some College
- 960 Graduate or Advanced Degree

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:

- Child Development Associate (CDA) **896**
- Associate's degree in an early childhood education field (e.g. psychology, human development, education) **1,534**
- Bachelor's degree in an early childhood education field (e.g. psychology, human development, education) **2,752**
- State child care credential **389**
- State infant/toddler credential
- Unable to report this data. Indicate reason: **While the department holds data on staff qualifications in its Professional Development Registry, participation in the Registry is voluntary, as described in 2.1.2. Therefore, the data does not reflect the total population of those working in this position. Degrees are not specific to Early Childhood, but to the degree level indicated. While it is possible to query for this level of specificity in the data, the time and effort are significant. DHS does not have the staff capacity to carry out this analysis.**

The child care providers included are restricted to those individuals in these roles: Direct care (Teacher, Asst. Aide), Directors, and Direct Family Child Care Providers (Owner, Direct staff) who are directly connected to a child care program. The State Child Care

Credential represents providers with any type of Certificate or Credential for Credit, but 162 persons do have a Minnesota Child Care Credential.

Others not included in this data include:

- 2,392 persons with less than a High School Diploma.
- 843 High School Diploma only
- 1,876 Some College
- 554 Graduate or Advanced Degree

2.4 Technical Assistance for Professional Development

2.4.1 Technical Assistance Topics:

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

- Business Practices
- Mental health for children
- Diversity, equity, and inclusion
- Emergency Preparedness Planning
- Other. Describe other technical assistance available to providers as part of the professional development system: **The grantee First Children's Finance offers Business Consulting Services.**
- The grantee Center for Inclusive Child Care offers Inclusion Consulting and other technical supports including coaching in Health & Safety Practices and Infant Toddler care.**

2.4.2 Spending - Technical Assistance for Professional Development:

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

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

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds

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

No

2.5 Spending – Training and Professional Development

2.5.1 Spending – Training and Professional Development:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to support the training and professional development of the child care workforce during October 1, 2022 to September 30, 2023? **\$16684278**

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. **Minnesota is unable to report spending by fiscal year as our state's financial system is set up as a state fiscal year, which is July 1 to June 30. The quality activities are inter-related so some expenditures may be counted in more than one response. Minnesota will work on creating a process to track expenditures by federal fiscal year for the next QPR.**

2.6 Progress Update

2.6.1 Progress Update – Training and Professional Development:

Supporting the training and professional development of the child care workforce

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

The Department of Human Services uses the following measures as indicators of progress. Minnesota's most recent performance measures are listed below (SFY20).

Trainers Approved: 724

Courses Approved 4,684

Training Events by KCF Area of Events approved and completed in Develop are listed below by Knowledge and Competency Framework area and include number of events held and attendees. The state suspended face to face training in March 2020, due to the COVID-19 Pandemic. From mid-March until June 30, 2020, only web or online events

were available.

-KCF area I. Child Development & Learning: 767 training events, 9,332 attendees

-KCF Area II.A. Creating Positive Learning Experiences: 482 training events, 4,794 attendees

-KCF Area II.B. Promoting Cognitive Growth: 344 training events, 3,562 attendees

-KCF Area II.C. Promoting Social & Emotional Growth: 1,142 training events, 12,704 attendees

-KCF Area II.D. Promoting Physical Activity: 148 training events, 1,888 attendees

-KCF Area II.E. Promoting Creative Development: 66 training events, 872 attendees

-KCF Area III. Relationships with Families: 574 training events, 5,056 attendees

-KCF Area IV.A. Observing, Recording & Assessing Development: 523 training events, 4,144 attendees

-KCF Area IV.B. Assessing & Using Information to Plan: 170 training events, 1,014 attendees

-KCF Area IV.C. Assessing & Using information to Enhance & Maintain Program Quality: 158 training events, 1,469 attendees

-KCF Area V. Historical & Contemporary Development Of Early Childhood Education: 62 training events, 911 attendees

-KCF Area VI. Professionalism: 708 training events, 6,558 attendees

-KCF Area VII.A. Establishing Health Practices: 551 training events, 7,022 attendees

-KCF Area VII.B. Ensuring Safety: 2,069 training events, 18,839 attendees

-KCF Area VII.C. Proving Health Nutrition: 204 training events, 2,576 attendees

Coaching/Consulting by Type, including number of programs and total hours of support. Due to COVID-19, all coaching and consulting pivoted to virtual types of coaching by April 2020.

Mental Health: 120 programs, 2,224 total hours of support

Inclusive Coaching Supports: 121 programs, 1,336 total hours of support

Health & Safety Supports: 74 programs, 1,069 total hours of support

Infant/Toddler Supports: 94 programs, 841 total hours of support

Professional Development Advisors: 1,783 programs, 3,169 total hours of support

Parent Aware (Quality): 1,533 programs, 18,577 total hours of support

Business Consultants: 45 programs, 151 total hours of support

Financial Supports:

-Number of T.E.A.C.H Grants: 178

-Number of R.E.E.TA.I.N. Grants: 57

-Number of CDA Scholarships: 47

-Number of Foreign Credential Evaluation Scholarships: 7

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: **Supporting the training and professional development of the child care workforce**. The Department of Human Services uses the following measures as indicators of progress.

Minnesota's most recent performance measures are listed below (SFY23).

- Trainers Approved: 639

- Courses Approved 4,865

Training Events by KCF Area of Events approved and completed in Develop are listed below by Knowledge and Competency Framework area and include number of event

held and attendees. This year Minnesota added two new areas to the Framework related to Trauma Informed Care and Working with Multilingual Preschoolers and their families. Data on events and attendees by KCF is also available on Develop, Numbers at Glance-Fast Facts.

- KCF area I. Child Development & Learning: 647 training events, 16,147 attendees
- KCF Area I.D. Cultural Responsibility and Practice: 2 training events, 28 attendees
- KCF Area II.A. Creating Positive Learning Experiences: 373 training events, 5,770 attendees
- KCF Area II.B. Promoting Cognitive Growth: 286 training events, 5569 attendees
- KCF Area II.C. Promoting Social & Emotional Growth: 1,018 training events, 23,959 attendees
- KCF Area II.D. Promoting Physical Activity: 120 training events, 3,112 attendees
- KCF Area II.E. Promoting Creative Development: 48 training events, 813 attendees
- KCF Area III. Relationships with Families: 405 training events, 9,899 attendees
- KCF Area III.D Cultural Responsibility and Practice: 6 training events, 51 attendees
- KCF Area IV.A. Observing, Recording & Assessing Development: 323 training events, 6,899 attendees
- KCF Area IV.B. Assessing & Using Information to Plan: 81 training events, 1,675 attendees
- KCF Area IV.C. Assessing & Using information to Enhance & Maintain Program Quality: 115 training events, 2,400 attendees
- KCF Area IV. D. Cultural Responsibility and Practice: 4 training events, 100 attendees
- KCF Area V. Historical & Contemporary Development of Early Childhood Education: 40 training events, 837 attendees
- KCF Area VI. Professionalism: 544 training events, 12,754 attendees
- KCF Area VI.C. Cultural Responsibility and Practice 1 training event, 2 attendees
- KCF Area VII.A. Establishing Health Practices: 437 training events, 11,601 attendees
- KCF Area VII.B. Ensuring Safety: 1,668 training events, 49,976 attendees
- KCF Area VII.C. Proving Health Nutrition: 165 training events, 5,422 attendees
- KCF Area VII.D. Cultural Responsibility and Practice: 1 Events, 2 attendees
- KCF Area VIII. Application through Clinical Experience: 0 Events
- KCF Area IX. Trauma Informed Care: 35 training events 1,695 attendees
- KCF Area X. Working with Multilingual Preschoolers and Their Families: 13 training events 406 attendees

Trainer/Course Writer Content Area I. Professionalism and Ethical Practices: 17 training

events, 438 attendees.

Trainer/Course Writer Content Areas II. Adult Learning Principals: 5 training events, 62 attendees

Trainer/Course Writer Content Areas III. The Learning Environment: 5 training events, 62 attendees

Trainer/Course Writer Content Area IV. Facilitating Learning: 11 training events, 125 attendees

Trainer/Course Writer Content Area V: Assessing and Evaluating Training: 5 training events, 54 attendees

Trainer/Course Writer Content Area VI: Instructional Design: 27 training events, 309 attendees.

Trainer/Course Writer Content Area VII. Technology Based Training 1 training events, 10 attendees

Coaching/Consulting by Type , including number of programs and total hours of support. Coaching may occur virtually or in person. Minnesota offers the following types of consulting/coaching supports for child care programs.

- Mental Health: 79 programs, 1,509.25 total hours of support
- Inclusive Coaching Supports: 126 programs, 1,021.5 total hours of support
- Health & Safety Supports: 135 programs, 973.75 total hours of support
- Infant/Toddler Supports: 133 programs, 540.75 total hours of support
- Professional Development Advisors: 1,764 programs, 3,019.25 total hours of support
- Parent Aware (Quality): 1,525 programs, 16,282.5 total hours of support
- Business Consultants: 155 programs, 500.75 total hours of support
- Accreditation Supports: 12 programs, 29 hours of support
- Wayfinder:
 - Expansion: 13 programs with 27.75 hours of support
 - Retention: 37 programs with 63.75 hours of support
 - Start Up: 78 programs with 666.5 hours of support

Financial Supports:

- Number of T.E.A.C.H Grants: 265
- Number of R.E.E.TA.I.N. Grants: 509
- Number of CDA Scholarships: 54
- Number of Foreign Credential Evaluation Scholarships: 5

Notes:

- ☐ T.E.A.C.H. (Teacher Education And Compensation Helps) Early Childhood
 - ☐ R.E.E.T.A.I.N Program: Retaining Early Educators through Attaining Incentives
- Now**

3) Improving early learning and development guidelines

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

3.1 Early Learning and Development Guidelines

3.1.1 Spending - Early Learning and Development Guidelines:

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

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

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

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on improving upon the development or implementation of early learning and development guidelines? **\$7904271**

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: **In addition to the information listed in 3.2.1, funds were used to provide mental health consultation which integrates early learning guidelines into the provision of this consultation. Minnesota is unable to report spending by federal fiscal year as our state's financial system is set up as a state fiscal year, which is July 1 to June 30. The quality activities are inter-related so some expenditures may be counted in more than one response. Minnesota will work on creating a process to track expenditures by federal fiscal year for the next QPR.**

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.

Quality funds are used to help child care programs implement the early learning guidelines through training, coaching, and consultation. Minnesota's early learning guidelines are the framework used across all quality improvement initiatives funded with CCDF funds. The guidelines are used by trainers, coaches and consultants to help early educators understand developmentally-appropriate expectations for children. For example, the guidelines are used whenever training, coaching or consultation addresses one of the following topics: child development, how to choose a curriculum, how to choose an assessment tool, how to plan lessons.

Parent Aware, Minnesota's Quality Rating and Improvement System, is the statewide program for improving child care and early childhood program quality across Minnesota. It encourages and incents programs to use the early learning guidelines in lesson planning, to choose a curriculum or assessment that is aligned with the early learning guidelines, and to receive training on child development and how to use the early learning guidelines. The department's measures progress by monitoring the number and percent of programs holding a Parent Aware Rating, both the overall percent Rated, as well as those Highly Rated (with either a Three- or Four-Star Rated. As of the end of SFY20: Of the 10,134 programs eligible to be Rated: 2,821 or 28 percent were Rated. Of those Rated, 2,089 or 74 percent were Highly Rated.

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: **For SFY23, the department reports the following data as the measurable indicators of Minnesota progress.**

The department measures progress by monitoring the number and percent of programs holding a Parent Aware Rating, both the overall percent Rated, as well as those Highly Rated (with either a Three- or Four-Star Rated.)

At of the end of SFY23: Of the 8,705 programs eligible to be Rated: 2,779 or 32% percent were Rated. Of those Rated, 2,316 or 83% percent were Highly Rated.

Minnesota is unable to report spending by federal fiscal year as our state's financial system is set up as a state fiscal year which is July 1 to June 30.

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?

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

- **General description of QRIS: Parent Aware provides a common set of program standards for participating programs with a flexible model that offers four pathways with different eligibility, training and documentation requirements to earn a Parent Aware Star Rating. These four Pathways to Rating align with the State's Knowledge and Competency Frameworks for Early Childhood Professionals and are designed to meet the different needs of public school-based prekindergarten programs, Head Start programs, and family child care homes and child care centers that are licensed by the state of Minnesota or by a Tribal government.**

The Parent Aware Rating Guide and Quality Documentation Portfolio for the Full-Rating Pathway's cohort model most used by family child care programs and child care centers describes flexible evidence options to demonstrate kindergarten readiness best practices. It is not a checklist or a "one-size-fits-all" approach and instead provides a flexible framework to encourage innovation, creativity, and continuous quality improvement. Three other pathways, known as Accelerated, Automatic, and Expedited offer streamlined processes to Rating that recognize aligned quality standards of accredited licensed programs, public school-based programs, Head Start programs and multi-site center programs that already hold a high quality Rating in at least one location.

Programs participating in the Parent Aware Star Rating process volunteer for extra training and relationship-based professional development beyond basic health and safety licensing requirements.

Participating programs can earn a One-, Two-, Three-, or Four-Star Rating. Parent Aware Ratings are based on demonstrated use of research-based practices that prepare children for school and life. Each Rating level builds on the previous one, helping families easily identify which practices the program is using.

- How many tiers/levels? **4** [insert number of tiers below as required and describe each tier and check off which are high quality]
 - Tier/Level 1: **These programs have demonstrated these best practices::**
Uses consistent routines to support children; Talks with children and families to better understand interests and culture; Shares important community resources with families; Learns about each individual child by observing and taking notes; Commits to and maintains professional ethics in the early learning field.
 High Quality
 - Tier/Level 2: **These programs have demonstrated all the One-Star practices, and:** **Evaluates learning activities, materials, classroom and health-related practices to set goals for growth; Plans school-readiness activities for children; Guides families through their children’s transition to kindergarten; Shares information with families in ways that meet their unique needs; Plans for continued learning and professional growth.**
 High Quality
 - Tier/Level 3: **These programs have demonstrated all One- and Two-Star practices, AND:**
 - Uses a curriculum aligned with Minnesota’s early learning standards
 - Teaches in a way that is organized, challenging and warm
 - Helps children transition between activities and stay engaged
 - Uses approved tools to track children’s development
 - Commits to ongoing quality improvement by using **SOME** of these best practices:
 - o Responds to unique cultural customs and needs of children and families
 - o Offers activities that encourage family participation and help children transition to kindergarten
 - o Gives families opportunities to provide feedback about the program
 - o Shares child development updates with families to set goals

together

- o Makes accommodations for children with special needs and their families
- o Has highly-qualified and trained leadership staff, teachers, and providers
- o Creates a program-wide professional development plan
- o Encourages healthy living through nutrition and physical activity, always evaluating to set goals for growth

High Quality

- Tier/Level 4: These programs have demonstrated all One-, Two-, and Three-Star practices, AND commits to ongoing quality improvement by using MOST of these best practices:

Responds to unique cultural customs and needs of children and families

Offers activities that encourage family participation and help children transition to kindergarten

Gives families opportunities to provide feedback about the program

Shares child development updates with families to set goals together

Makes accommodations for children with special needs and their families

Has highly-qualified and trained leadership staff, teachers, and providers

Creates a program-wide professional development plan

Encourages healthy living through nutrition and physical activity, always evaluating to set goals for growth

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: **899**
- Total number of licensed family child care homes meeting high quality definition: **625**
- Total number of CCDF providers meeting high quality definition: **1.311**
- Total number of children served by providers meeting high quality definition: **49,460 with 23,200 served by High Quality CCDF Providers**

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

- General description of pilot QRIS (e.g., in a few localities, or only a few levels):
- Which localities if not state/territory-wide?
- How many tiers/levels? [insert number of tiers below as required and describe each tier and check off which are high quality
 - Tier/Level 1:
 - High Quality
 - Tier/Level 2:
 - High Quality
 - Tier/Level 3:
 - High Quality
 - Tier/Level 4:
 - High Quality
 - Tier/Level 5:
 - High Quality
 - Tier/Level 6:
 - High Quality
 - Tier/Level 7:
 - High Quality
 - Tier/Level 8:
 - High Quality
 - Tier/Level 9:
 - High Quality
 - Tier/Level 10:
 - High Quality

- Total number of licensed child care centers meeting high quality definition:

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

4.1.2 Spending - Quality rating and improvement system status:

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

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

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

4.2 Quality Rating and Improvement Systems participation

4.2.1 QRIS or other system of quality improvement participation:

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

Licensed child care centers

Licensed family child care homes

License-exempt providers

Programs serving children who receive CCDF subsidy

Early Head Start programs

Head Start programs

State Prekindergarten or preschool programs

Local district-supported Prekindergarten programs

Programs serving infants and toddlers

Programs serving school-age children

Faith-based settings

Tribally operated programs

Other. Describe: **Licensed programs must be in good standing with the State or Licensing agency.**

License-exempt providers must be one of the following: a public school prekindergarten program meeting School Readiness program requirements (Minn. Stat. § 124D.15, Subd. 3) or voluntary prekindergarten standards (Minn. Stat. § 124D.151); a charter school early learning program officially recognized by the Minnesota Department of Education; a Head Start or center-based Early Head Start program partnering with a legal-exempt school district program, serving children receiving CCDF Subsidy.

Programs serving children who receive CCDF subsidy must be a licensed (Tribal/state) child care center or family child care program; or, if license exempt, meet the requirements stated above and become certified by the Department's licensing division.

Faith-based settings must be a licensed center or family child care program. Licensed

programs with a Parent Aware Rating may also be serving school age children, but that part of the program is not Rated.

4.3 Quality Rating and Improvement Systems Benefits

4.3.1 Quality Rating and Improvement Systems Benefits:

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

One-time grants, awards or bonuses

- Licensed child care centers **303 programs received 352 grants during the fiscal year**
- Licensed family child care homes **696 programs received 817 grants during the fiscal year**

On-going or periodic quality stipends

- Licensed child care centers
- Licensed family child care homes

Higher CCDF subsidy rates (including tiered rating)

- Licensed child care centers **85 child care centers received a 15% quality differential payments for Three-Star Parent Aware Rated providers and providers with certain verified accreditations; 698 child care centers received a 20% quality differential payments for Four-Star Rated providers.**
- Licensed family child care homes **219 family child care programs received a 15% quality differential payments for Three-Star Parent Aware Rated providers and providers with certain verified accreditations; 204 family child care programs received a 20% quality differential payments for Four-Star Rated providers.**

Ongoing technical assistance to facilitate participation in QRIS or improve quality of programs already participating in QRIS (or some other technical assistance tied to QRIS)

Other. Describe **Additional data from "Ongoing technical assistance" above:**

Family child care 823 received Technical Assistance during the Parent Aware Rating Process, and creating goals, spending grants.

Child care centers 343 received Technical Assistance during the Parent Aware Rating Process, and creating goals, spending grants.

Description of Other:

Relationship Based Quality Coaching; professional development all; other coaching offered for improving services by the department, and access to serve children receiving Early Learning Scholarships through the Minnesota Department of Education.

Licensed child care centers

RBPD (Relationship-based Professional Development) Services not as Technical Assistance: 580 centers received coaching supports to improve services.

Early Learning Scholarships: 595 centers received ELS funds.

Licensed family child care homes

RBPD Services not as Technical Assistance: 808 family child care received coaching supports to improve services.

Early Learning Scholarships: 240 family child care received ELS Funds.

Additional information on 15% and 20% differential policy:

- **Not all those registered could have had a child that they received payment for (as not all children receive CCAP) FCC only serve 8-12 children- could happen for a year.**
- **Not all those registered could have received a payment, due to the policy regarding how the differentials are applied.**

4.3.2 Spending - Quality Rating and Improvement Systems Benefits:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

4.4 Spending – Quality Rating and Improvement Systems

4.4.1 Spending – Quality Rating and Improvement Systems:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) related to QRIS or other quality rating systems during October 1, 2022 to September 30, 2023? **\$17960579**

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. **Minnesota is unable to report spending by federal fiscal year as our state's financial system is set up as a state fiscal year of July 1 to June 30. The quality activities are inter-related so some expenditures may be counted in more than one response. Minnesota will work on creating a process to track expenditures by federal fiscal year for the next QPR.**

4.5 Progress Update

4.5.1 Progress Update – Quality Rating and Improvement Systems:

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

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

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **The Department of Human Services uses the following data as the measurable indicators of progress: Percent of Eligible programs rated (n=10,134) is 28%. Percent of Highly Rated programs (n=2,763) is 74%. Percent of Racially/ethnically diverse rated programs (n = 374) is 37% (SFY19) Percent of Linguistically diverse rated programs (n = 409) is 48% (SFY19).**

Percent of Programs whose rating increased over time is 48%.

Quality coaching

Parent Aware Coaching: 1,037 programs, 6,415 hours

-Building Quality: 530 programs,9,024 hours

-Quality Improvement: 791 programs, 2,174 hours

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: For SFY23, the department reports the following data as the measurable indicators of Minnesota progress:

- ☐ **Number and Percent of Programs Rated (N = 8,705 2,779) 32%**
- ☐ **Number of Highly Rated Programs (N = 2,779) 2,316 83% of those Rated**
- ☐ **Percent of Programs whose rating increased over time is 56%.**

- ☐ **Quality coaching**
 - o **Parent Aware Coaching: 997 programs, 5,232.5 hours**
 - o **Building Quality: 473 programs, 8,330.75 hours**

 - o **Quality Improvement: 790 programs, 1,731.25 hours**

Minnesota is unable to report spending by federal fiscal year as our state's financial system is set up as a state fiscal year, which is July 1 to June 30. Minnesota will work on creating a process to track expenditures by federal fiscal year for the next QPR.

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 **17**
- Number of specialists available to providers serving children who receive CCDF **17**
- Number of specialists available specifically trained to support family child care providers **17**
- Number of providers served **133**
- Total number of children reached **1,759**

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

N/A. Describe:

5.1.2 Infant/Toddler Specialists Supports Provided:

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

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

On-site and virtual coaching

Health and safety practices

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

Group professional development

Family engagement and partnerships

Part C early intervention services

Mental health of babies, toddlers, and families

Mental health of providers

Behavioral Health

Other. Describe

5.1.3 Spending – Infant/Toddler Specialists:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

5.2 Staffed Family Child Care Networks

5.2.1 Number and Description of Staffed Family Child Care Networks:

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

Number of staffed family child care networks: **2**

- o Describe what the network/hub provides to participating family child care providers: **A grantee, Lake & Prairies Community Action Program, introduced a subsidized substitute pool for providers located in Becker County and White Earth Nation, granting providers access to an online membership platform for alliance enrollment and data collection for program evaluation. Providers could utilize an online scheduling platform to book substitutes when needed. The grantee took charge of recruitment and hiring of substitutes including completing background checks and training for all substitutes before being placed in a provider's program.**

A grantee, WomenVenture, offered a structured approach to enhance accounting and financial management knowledge and skills, aiming to support sustainability of child care programs across Minnesota. This program offered

access to a child care management software, Wonderschool, which streamlined various administrative tasks, including revenue and expense tracking, attendance monitoring, parent communication and marketing. Providers gained access to bookkeepers for financial assistance and budgeting, a business consultant to support the programmatic aspects of their business, Wonderschool with free training and technical assistance, and ongoing peer engagement sessions to foster connection and enhance their knowledge.

Both networks, also referred to as hubs, were offered exclusively to DHS or Tribal licensed family child care providers or soon-to-be licensed family child care providers.

No staffed family child care networks operate in state/territory

5.2.2 Spending - Staffed Family Child Care Networks:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

5.3 Spending - Programs and services for infants and toddlers

5.3.1 Spending - Programs and services for infants and toddlers:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside), above and beyond to the 3% infant and toddler set-aside, to improve the supply and quality of child care programs and services for infants and toddlers during October 1, 2022 to September 30, 2023? **\$1300824**

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. **N/A**

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. **The department's measurable indicators are as listed below, including current data on how the state has met these performance to date (SFY20)**

Percent of Grants (T.E.A.C.H., R.E.E.T.A.I.N.) n = 235 to Infant/Toddler workforce members 59%

Number of Unique persons attending MNITCDA Trainings: 44

Number of programs receiving Infant/Toddler Coaching: 94

Number of Coaching Hours received: 841

Number of children impacted: 3,826 Number of Consultant Calls (family/provider): 112

Number of Podcasts created (family/provider): 8 with 4,587 accessing

Number of Tip Sheets created family/provider): 1, with 1,610 accessing

Number of new slots created or maintained: 308

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: **For SFY23, the department reports the following data as the measurable indicators of Minnesota progress:**

**Percent of Grants (T.E.A.C.H.) n = 128 to Infant/Toddler workforce (48% of grant pool)
(T.E.A.C.H. = Teacher Education and Compensation Helps)**

Number of programs receiving Infant/Toddler Coaching: 133

Number of Coaching Hours received: 540.75

Number of Infants/Toddlers impacted: 5,282

Number of Consultant Calls (family/provider): 388

Number of Podcasts created (family/provider): 22 new podcasts

Number of Tip Sheets created family/provider: 7 new tipsheets

Additional efforts to increase infant and toddler capacity through First Children's Finance, includes data on slots created or maintained through its work. In SFY22,

☒ Number of new slots created : Infants: 241, Toddlers, 340

☒ Number of slots maintained: Infants 1334; Toddlers 2244

Minnesota is unable to report spending by federal fiscal year as our state's financial system is set up as a state fiscal year, which is July 1 to June 30. Minnesota will work on creating a process to track expenditures by federal fiscal year for the next QPR.

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

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

6.1 Spending – Child Care Resource and Referral Services

6.1.1 Spending – Child Care Resource and Referral Services:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to **establish, expand, modify, or maintain a statewide CCR&R** during October 1, 2022 to September 30, 2023? **\$25857893**

Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent
Minnesota is unable to report spending by federal fiscal year as our state's financial system is set up as a state fiscal year, which is July 1 to June 30. The quality activities are inter-related so some expenditures may be counted in more than one response. Minnesota will work on creating a process to track expenditures by federal fiscal year for the next QPR.

No

6.2 Progress Update

6.2.1 Progress Update – Child Care Resource and Referral Services:

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

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

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. The department's measurable indicators are as listed below, including current data on how the state has met these performance to date: (SFY20):

Coaching -

Programs receiving coaching services: 2,016

- Hours of Coaching: 21,746

Training

-Training events: 2,170

-Attendees: 52,874

-Unique Attendees: 17,984

Grants

Number of T.E.A.C.H., R.E.E.T.A.I.N., CDA Grants: 282

-Number of Regional Grants: 900

Consumer Education Site

-Number of Unique site visitors to ParentAware.org: 97,977

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:

For SFY23, the Department reports the following data as the measurable indicators of Minnesota progress:

- ☒ Coaching -- Programs receiving coaching services: 2,072; Hours of Coaching: 20,776.50
- ☒ Training events: 2,125 ; Attendees: 63,832 ; Unique Attendees: 18,027
- ☒ Grants Number of T.E.A.C.H., R.E.E.T.A.I.N., CDA Grants:828
- ☒ Number of Regional Grants, Start Up and Expansion: 634
- ☒ Consumer Education Site: Number of Unique site visitors to ParentAware.org: 121,000

T.E.A.C.H. = Teacher Education and Compensation Helps

R.E.E.T.A.I.N. = Retaining Early Educators Through Attaining Incentives Now

Minnesota is unable to report spending by federal fiscal year as our state's financial system is set up as a state fiscal year which is July 1 to June 30. Minnesota will work on creating a process to track expenditures by federal fiscal year for the next QPR.

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? **1,525**

7.1.2 Spending - Complaints about providers:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

7.2 Licensing Staff

7.2.1 Number of Licensing Staff:

How many licensing staff positions were there in the state or territory during October 1, 2022, to September 30, 2023? Number of staff **192**

7.2.2 Spending – Licensing Staff:

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

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

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

No

7.3 Health and Safety Standards Coaching and Technical Assistance

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

How many child care programs received coaching or technical assistance to improve their understanding and adherence to CCDF health and safety standards as a result of an inspection or violation during October 1, 2022, to September 30, 2023? **0** **State statute requires that licensors for licensed family child care programs and licensed child care centers, offer the license holder an exit interview to discuss violations or potential violations of law or rule observed during the inspection and offer technical assistance on how to comply with applicable laws and rule. Additionally, all providers are required to respond to each citation on a correction order with information on how the violation has been corrected and how compliance will be maintained in the future. Each licensor receives the response information, evaluates the response, seeks further clarification if needed, and/or provides additional technical assistance.**

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

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

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

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds

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

No

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

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

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on facilitating compliance with lead agency requirements for inspections, monitoring, health and safety standards and training, and lead agency licensing standards during October 1, 2022 to September 30, 2023? **\$474225**

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. **Minnesota is unable to report spending by federal fiscal year as our state's financial system is set up as state fiscal year, which is July 1 to June 30. The quality activities are inter-related so some expenditures may be counted in more than one response. Minnesota will work on creating a process to track expenditures by federal fiscal year for the next QPR.**

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. **The department's measurable indicators are listed below, as well as current data on performance when available. (SFY20)**

Health & Safety Coaching

-Health & Safety: 74 Programs, 1,069 hours

Knowledge & Competency Training

-KCF Area VII.A. Establishing Health Practices: 551 training events, 7,022 attendees

-KCF Area VII.B. Ensuring Safety: 2,069 training events, 18,839 attendees

-KCF Area VII.C. Proving Health Nutrition: 204 training events, 2,576 attendees

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: **For SFY23, the department reports the following data as the measurable indicators of Minnesota progress:**

Minnesota's most recent data are listed below for the time-period of 7/1/22-6/30/23.

-Number of programs receiving Health and Safety Consultation: 135 programs received 973.75 hours of consultation

Training Events Offered and Number of Attendees by Knowledge and Competency Framework (KCF) Areas:

-VII.A. Establishing Health Practices: 437 events, 11,601 attendees

-VII.B. Ensuring Safety: 1,668 events, 49,975 attendees

-VII.C. Providing Healthy Nutrition: 165 events, 5,422 attendees

-VII.D Culture Responsibility and Practice: 1 event, 2 Attendees

Minnesota is unable to report spending by federal fiscal year as our state's financial system is set up as a state fiscal year which is July 1 to June 30. Minnesota will work on creating a process to track expenditures by federal fiscal year for the next QPR.

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?

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

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

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

No

8.2 Evaluation and assessment of family child care programs

8.2.1 Evaluation and assessment of family child care programs:

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

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

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

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

- No

8.3 Spending - Evaluation and assessment of child care programs

8.3.1 Spending - Evaluation and assessment of child care programs:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on evaluating and assessing the quality of child care programs, practice, or child development during October 1, 2022 to September 30, 2023?

\$18205612

[] 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. **Minnesota is unable to report spending by federal fiscal year as our state's financial system is set up as a state fiscal year, which is July 1 to June 30. The quality activities are inter-related so some expenditures may be counted in more than one response. Minnesota will work on a process to track expenditures by federal fiscal year for the next QPR.**

8.4 Progress Update

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

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

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

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **The department's measurable indicators are as listed below, including current data on how the state has met these performance measures to date. Indicators of progress: (SFY20)**

CLASS Score Averages of current centers with either a Parent Aware Three- or Four-Star Rating

-Emotional Support 6.52

-Classroom Organization: 6.22

-Instructional Support: 3.30

Parent Aware Rated Programs (n = 10,134)

-Number of programs Rated 2,821

- Number of programs Highly Rated 2,089

-Programs increasing scores over time (n = 822) 48%

Number of region/metro area counties with at least 25% of child care slots in Parent Aware Rated Programs: (n=19) (SFY 19)

-7 of 12 regions in Greater Minnesota and

-7 of 7 metro county areas

Children in Child Care Assistance receiving care in Parent Aware Rated programs

-Percent of children 0-5 receiving services in any level of Parent Aware Rated programs: 68%

-Percent of children ages 0-5 receiving services in Parent Aware Highly Rated programs: 62%

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:

For SFY23, the department reports the following data as the measurable indicators of Minnesota progress:

.

CLASS Assessments for center-based programs were suspended during the pandemic, returning in SFY 23. .Note: Minnesota's QRIS uses the CLASS only for center-based programs pursuing a 3 or 4 Star Rating and as indicated in 8.1.1. CLASS is not a tool used for Family Child Care Programs and thus is not checked in 8.2.1.)

CLASS Score Averages of current centers with either a Parent Aware Three- or Four-Star Rating

-Emotional Support 6.33

-Classroom Organization: 5.99

-Instructional Support: 2.75

Parent Aware Rated Programs (n = 8,705)

-Number of programs Rated 2,779 (32%)

- Number of programs Highly Rated 2,316 (83% of those rated)

-Programs increasing scores over time 56%

Children in Child Care Assistance receiving care in Parent Aware Rated programs:

-Percent of children 0-5 receiving services in any level of Parent Aware Rated programs: 71%, of which 97% attend a program with either a Three- or Four-Star Rating.

Children in Child Care Assistance receiving care in Three- or Four-Star Rated programs, by race/ethnicity:

- ☒ Black/African-American: 53%**
- ☒ Native American: 1%**
- ☒ Asian/Pacific Islander: 1%**
- ☒ Hispanic/Latino: 7%**
- ☒ Multiracial: 8%**
- ☒ White: 19%**
- ☒ Unknown: 10%**

Minnesota is unable to report spending by federal fiscal year as our state’s financial system is set up as a state fiscal year which is July 1 to June 30. Minnesota will work on creating a process to track expenditures by federal fiscal year for the next QPR.

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?

Yes, providers were supported in their pursuit of accreditation

- a. Licensed center-based programs **99**
- 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 **95**

No lead agency support given to providers in their pursuit of accreditation.

N/A. Describe:

9.1.2 Spending – Accreditation Support:

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

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

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

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on accreditation during October 1, 2022 to September 30, 2023? **\$154969**

Unable to report total amount spent. Indicate reason:

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

No

9.2 Progress Update

9.2.1 Progress Update – Accreditation Support:

Supporting providers in the voluntary pursuit of accreditation.

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

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

The department’s measurable indicators are as listed below, including current data on how the state has met these performance measures to date: (SFY20)

-Number of accredited programs: 523 programs

-Number of programs with fees reimbursed: 80

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:

For SFY23, the department reports the following data as the measurable indicators of Minnesota progress:

Number of accredited programs: 478

Number of programs with fees reimbursed: 99

Minnesota is unable to report spending by federal fiscal year as our state’s financial system is set up as a state fiscal year which is July 1 to June 30. Minnesota will work on creating a process to track expenditures by federal fiscal year for the next QPR. Minnesota will work on creating a process to track expenditures by federal fiscal year for the next QPR.

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?

QRIS, check which indicators the lead agency has established:

- Health, nutrition, and safety of child care settings
- Physical activity and physical development in child care settings
- Mental health of children
- Learning environment and curriculum
- Ratios and group size
- Staff/provider qualifications and professional development
- Teacher/provider-child relationships
- Teacher/provider instructional practices
- Family partnerships and family strengthening
- Other. Describe:

Early Learning Guidelines

State Framework. Describe

Core Knowledge and Competencies

Other. Describe **Through the grantee Center for Inclusive Child Care, coaches mentor programs to build better practices to support children in the following topics: Health and Safety, Infant & Toddler and supporting inclusive care, including behaviors via the Inclusion Coaching model. More can be found on their webpage: <https://www.inclusivechildcare.org/coaching>.**

Additionally, the department's Children's Mental Health unit has supported child care programs (not inclusive of licensed or certified entities) with coaching and training offered statewide.

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

10.1.2 Spending - High-Quality Program Standards:

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

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

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

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to support providers in the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development during October 1, 2022 to September 30, 2023? **\$18640579**

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. **Minnesota is unable to report spending by federal fiscal year as our state's financial system is set up as state fiscal year, which is July 1 to June 30. The quality activities are inter-related so some expenditures may be counted in more than one response. Minnesota will work on creating a process to track expenditures by federal fiscal year for the next QPR.**

No

10.2 Progress Update

10.2.1 Progress Update - High-Quality Program Standards:

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

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

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. The department's measurable indicators are as listed below, including current data on how the state has met these performance measures to date:

Training Events by KCF Area of Events approved and completed in Develop are listed below by Knowledge and Competency Framework area and include number of events held and attendees. The state suspended Face to Face training in March 2020, due to the COVID-19 Pandemic. From mid-March until June 30, 2020, only web or online events were available. -
KCF area I. Child Development & Learning: 767 training events, 9,332 attendees

-KCF Area II.A. Creating Positive Learning Experiences: 482 training events, 4,794 attendees

-KCF Area II.B. Promoting Cognitive Growth: 344 training events, 3,562 attendees

-KCF Area II.C. Promoting Social & Emotional Growth: 1,142 training events, attendees

-KCF Area II.D. Promoting Physical Activity: 148 training events, 1,888 attendees

-KCF Area II.E. Promoting Creative Development: 66 training events, 872 attendees

-KCF Area III. Relationships with Families: 574 training events, 5,056 attendees

-KCF Area IV.A. Observing, Recording & Assessing Development: 523 training events, 4,144 attendees

-KCF Area IV.B. Assessing & Using Information to Plan: 170 training events, 1,014 attendees

-KCF Area IV.C. Assessing & Using information to Enhance & Maintain Program Quality: 158 training events, 1,469 attendees

-KCF Area V. Historical & Contemporary Development Of Early Childhood Education: 62 training events, 911 attendees

-KCF Area VI. Professionalism: 708 training events, 6,558 attendees

-KCF Area VII.A. Establishing Health Practices: 551 training events, 7,022 attendees

-KCF Area VII.B. Ensuring Safety: 2,069 training events, 18,839 attendees

-KCF Area VII.C. Proving Health Nutrition: 204 training events, 2,576 attendees

Coaching/Consulting by Type, including number of programs and total hours of support. Due to COVID-19, all coaching and consulting pivoted to virtual types of coaching by April 2020.

Mental Health: 120 programs, 2,224 total hours of support

Inclusive Coaching Supports: 121 programs, 1,336 total hours of support

Health & Safety Supports: 74 programs, 1,069 total hours of support

Infant/Toddler Supports: 94 programs, 841 total hours of support

Professional Development Advisors: 1,783 programs, 3,169 total hours of support

Parent Aware (Quality): 1,533 programs, 18,577 total hours of support

Business Consultants: 45 programs, 151 total hours of support

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: For SFY23, the department reports the following data as the measurable indicators of Minnesota progress:

Training Events by KCF Area of Events approved and completed in Develop are listed below by Knowledge and Competency Framework area and include number of event held and attendees. This year Minnesota added two new areas to the Framework related to Trauma Informed Care and Working with Multilingual Preschoolers and their families.

Data on events and attendees by KCF is also available on Develop, Numbers at Glance-Fast Facts.

<https://www.developoolmn.org/numbers-at-a-glance/index.jsp>

- KCF area I. Child Development & Learning: 647 training events, 16,147 attendees
- KCF Area I.D. Cultural Responsibility and Practice: 2 training events, 28 attendees
- KCF Area II.A. Creating Positive Learning Experiences: 373 training events, 5,770 attendees
- KCF Area II.B. Promoting Cognitive Growth: 286 training events, 5,569 attendees
- KCF Area II.C. Promoting Social & Emotional Growth: 1,018 training events, 23,959 attendees
- KCF Area II.D. Promoting Physical Activity: 120 training events, 3,112 attendees
- KCF Area II.E. Promoting Creative Development: 48 training events, 813 attendees
- KCF Area III. Relationships with Families: 405 training events, 9,899 attendees
- KCF Area III.D Cultural Responsibility and Practice: 6 training events, 51 attendees
- KCF Area IV.A. Observing, Recording & Assessing Development: 323 training events, 6,899 attendees
- KCF Area IV.B. Assessing & Using Information to Plan: 81 training events, 1,675 attendees
- KCF Area IV.C. Assessing & Using information to Enhance & Maintain Program Quality: 115 training events, 2,400 attendees
- KCF Area IV. D. Cultural Responsibility and Practice: 4 training events, 100 attendees
- KCF Area V. Historical & Contemporary Development Of Early Childhood Education: 40 training events, 837 attendees
- KCF Area VI. Professionalism: 544 training events, 12,754 attendees
- KCF Area VI.C. Cultural Responsibility and Practice 1 training event, 2 attendees
- KCF Area VII.A. Establishing Health Practices: 437 training events, 11,601 attendees
- KCF Area VII.B. Ensuring Safety: 1,668 training events, 49,976 attendees
- KCF Area VII.C. Proving Health Nutrition: 165 training events, 5,422 attendees
- KCF Area VII.D. Cultural Responsibility and Practice: 1 Event, 2 attendees
- KCF Area VIII. Application through Clinical Experience: 0 Events
- KCF Area IX. Trauma Informed Care: 35 training events 1,695 attendees
- KCF Area X. Working with Multilingual Preschoolers and Their Families: 13 training events, 406 attendees

Trainer/Course Writer Content Area I. Professionalism and Ethical Practices: 17 training events, 438 attendees.

Trainer/Course Writer Content Areas II. Adult Learning Principals: 5 training events, 62 attendees

Trainer/Course Writer Content Areas III. The Learning Environment: 5 training events, 62 attendees

Trainer/Course Writer Content Area IV. Facilitating Learning: 11 training events, 125 attendees

Trainer/Course Writer Content Area V: Assessing and Evaluating Training: 5 training events, 54 attendees

attendees

Trainer/Course Writer Content Area VI: Instructional Design: 27 training events, 309 attendees.

Trainer/Course Writer Content Area VII. Technology Based Training 1 training event, 10 attendees

Coaching/Consulting by Type , including number of programs and total hours of support.

Coaching may occur virtually or in person. Minnesota offers the following types of consulting/coaching supports for child care programs.

- Mental Health: 79 programs, 1,509.25 total hours of support
- Inclusive Coaching Supports: 126 programs, 1,021.5 total hours of support
- Health & Safety Supports: 135 programs, 973.75 total hours of support
- Infant/Toddler Supports: 133 programs, 540.75 total hours of support
- Professional Development Advisors: 1,764 programs, 3,019.25 total hours of support
- Parent Aware (Quality): 1,525 programs, 16,282.5 total hours of support
- Business Consultants: 155 programs, 500.75 total hours of support
- Accreditation Supports: 12 programs, 29 hours of support
- Wayfinder:
 - Expansion: 13 programs with 27.75 hours of support
 - Retention: 37 programs with 63.75 hours of support
 - Start Up: 78 programs with 666.5 hours of support

Minnesota is unable to report spending by federal fiscal year as our state's financial system is set up as a state fiscal year which is July 1 to June 30. Minnesota will work on creating a process to track expenditures by federal fiscal year for the next QPR.

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?

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

Licensed center-based programs

License-exempt center-based programs

Licensed family child care homes

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

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

Other (explain)

No.

N/A. Describe:

11.1.2 Spending – Sustainability funding to child care providers:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

11.2 Data Systems Investment

11.2.1 Data Systems Investment:

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

Yes. Describe: **1. Develop**

In Develop, Minnesota's Registry and Quality Rating Data System, improvements were made to enhance areas of the system to be more equitable. Below is a list of improvements:

Added two new Trainer and Training Evaluation Tool (TETT) surveys for attendees who attended online training events for Virtual Self-Paced and Virtual Instructor-Led. This was an addition to the current TETT that Minnesota had for In-Person training events. With the new online TETT surveys, new reports were also created for trainers and/or the Training Sponsor Organization learn about the feedback from attendees about content delivery and environment. This was made available in Develop in late February of 2023.

Added enhancements to the grant module that was made available in the system in late February of 2023:

- Created a process in the system to record calculated scores for programs and for Grant Administrators to view scores in a report. This helps to determine eligibility.

- Added functionality for Grant Administrators to view Grant Reviewer's scores

- Added functionality for Grant Reviewers to add notes during the scoring process

- Added functionality to make uploading documents to expenditures as optional

- Added functionality to allow applicants to make changes to their expenditures submissions until the grant status reaches under review.

- Created a new workflow drop-down option and quick count for Expenditures Pending Verification to the data dashboard to simplify metrics displayed for Grant Administrators.

- Removed the requirement to enter a dollar amount for the 12 hours of professional development training that was required for programs, which was listed as an expenditure. This was not a true expenditure in the system and was a barrier for Grant Administrators during the review process.

- Created a new user access type in the system to view Individual Learning Records. This was completed in late December of 2022.

- Created a new data exchange for Develop and the new DHS Child Care Licensing system (Sale Force) for employment history for individuals.

- Created a new data exchange for Develop and the Child Care Wayfinder program which

is part of the new DHS Child Care Licensing system (Sales Force). This allows Sales Force to import Relationship-based Professional Development Coaching event data into Develop.

- ☒ Currently working Minnesota is working on upgrading the Quality Rating and Improvement System and Grant modules of Develop to align with the rest of the system. This is to help improve user experience and functionality for programs. Minnesota plans to roll these changes out in fall of 2024

2. National Data System 2

A grantee, Child Care Aware of Minnesota, shifted from NACCRRAware to a new data system called National Data System 2 (NDS2) in 2019. NDS2 holds information on child care and early education program and is used to assist families looking for child care. Child Care Aware of Minnesota made the improvements to NDS2 during the reporting period and as described below. Some improvements support Minnesota's collection of Child Care Assistance Program rates to determine average rates (Market Rate Survey, or MRS) that began October 2023, and others improve provider reporting and data collection.

- ☒ Pop up questions added for MRS
- ☒ Multiple auto-populated Action Logs have been added to accommodate the MRS
- ☒ Auto-populated Rates Updated Date
- ☒ Any changes to the Deposit or Registration fields will trigger an auto-populated Fees Updated date
- ☒ Desired Capacity entered by age group by the provider now automatically adds up and populates that total in the Desired Enrollment field
- ☒ Total Openings entered by age group by the provider now automatically adds up and populates that total in the Full-time Openings field
- ☒ A new user role was created with a different level of user permissions for the local sites
- ☒ Increased the number of programs listed on a referral

3. Provider Hub: Child Care Assistance Program

Minnesota's child care systems transformation initiative, launched in 2022, continued during the reporting year. In spring of 2024 (estimated), child care providers will use the Salesforce Provider Hub to register and maintain their Minnesota Child Care Assistance Program registration. Registration allows providers to serve children receiving child care assistance. Offering online registration and maintenance on the same platform providers use to apply for and manage their child care license reduces barriers for a provider to participate in the Child Care Assistance Program. It also gives providers the opportunity to easily register with multiple Child Care Assistance Program agencies, make updates, and manage their Child Care Assistance Program notifications. This replaces a paper-based

process that occurred over mail or email. The online process allows for quicker processing, more accurate data, and more integration and validation with child care licensing data. The Child Care Assistance Program worked with child care licensing under the child care systems transformation initiative to complete this work.

4. Provider Hub: Licensing

The first phase of the new provider and agency hub for child care licensing was released in April 2023 for approximately 600 Certified Child Care Centers. The second phase was completed in November 2023 to include nearly 1,800 Licensed Child Care Centers, and a third phase will be complete for around 6,000 Family Child Care providers in early 2024.

The provider hub allows child care providers to apply for licensure or certification, update and review their information, and receive notifications through an online portal. The agency hub is the internal portal that allows DHS and county staff to review and approve program changes, issue notifications and licensing actions, and schedule licensing reviews among other licensing processes. These systems modernization efforts increase efficiency by replacing many paper-based processes, allows providers more access to their program information and uses standardized workflows to help guide them through the application process and change requests, and facilitates more timely communication between providers and licensors.

The provider and agency hubs also collect more detailed data on licensed programs and licensing processes. These data will allow DHS to better understand licensing trends and improve processes to make them more efficient and straight forward for providers and licensors alike.

These new systems will also allow for new planned functionality through the online portal such as a Child Care Assistance Program registration process, incident and maltreatment reporting, a Great Start Compensation Support Payment Program application, and attendance tracking. These planned functionality additions, in concert with integrations with other DHS systems, such as Develop and Wayfinder are being designed to provide a more seamless, one stop shop for licensed and certified child care providers to interact with DHS and its programs.

5. Provider Hub: Wayfinder

Child Care Wayfinder, launched July 2022, is a one-stop navigation network for starting and growing child care programs. This network is staffed by local Child Care Startup and

Retention Navigators at regional Child Care Aware agencies and Minnesota Tribal Resources for Early Childhood Care. Local Navigators help individuals in their communities create, sustain, and expand family child care and child care center programs by acting as resource guides to connect to necessary organizations and supports.

The goal for this program is to increase access to child care for families by maintaining and increasing the number of spaces for children. Using a data -driven approach, a goal was set for agencies to collaborate and increase family access to child care by at least 20 percent.

Functionality was incorporated into the provider hub to provide Wayfinder navigators with a case management system beginning June 2023.

The Wayfinder case management system supports integration of child care program data such that navigators can share specific dataenhance the experience for all. Leveraging the collection of consistent and reliable data in this system helps navigators build strong partnerships, refine local strategy, and better understand the successes and challenges encountered when starting, sustaining, and expanding licensed child care programs. The new Wayfinder system will help to tell a holistic story through the data that is being gathered and reports that will be created and shared. Data from the data system collected on RBPD services, flows into Develop.

6. Help Me Connect

Help Me Connect helps expectant families, families with young children and those working with families connect to services. The site averages 17,000 unique visitors each month, with the highest monthly visitors of 20,558 in October and provided information to 170,000 unique visitors from all regions of MN and neighboring states. The top key word searches are autism, diapers, transportation, mental health, housing, ECFE and food and the most popular categories (out of the 12 primary topics) included Basic Needs, Early Learning and Child Care, Developmental and Behavior Concerns.

During the fiscal year:

▣ A robust social media ad campaign was held between August and December 2023, which generated 3,921,616 messages/advertisements across Facebook, Instagram, Tik Tok, Snap Chat, YouTube, Twitter/X, and Google Search. Users between the ages 25-34 generated the most engagement. Radio ads were delivered in a variety of languages on three local radio stations during the month of October.

Help Me Connect outreach materials were redesigned and printed in December 2023 and will be available for professionals to order at no cost. These include a rack card, poster, flyer and business card. A new video will also be available at the end of December that shares stories from local providers who are using Help Me Connect to help families navigate services in their communities.

7. Child Care Stabilization Grant Application

A department data system supported on-line submission of monthly applications from child care providers to access Child Care Stabilization Grants through Sept 2023. The same system supports the new Great Star Compensation Support Payment Program until its transition to the Provider Hub in 2024.

No

11.2.2 Spending - Data Systems Investment:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

11.3 Supply and Demand Analysis

11.3.1 Supply and Demand Analysis:

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

[x] Yes. Describe findings: **Minnesota Access for Families to Child Care Measure**

The department (DHS) has a longstanding partnership with several faculty members at the University of Minnesota who study the economics of child care. These researchers have developed a novel approach to measuring families' access to child care, the Family Access Measure. This measure uses U.S. Census data to estimate the locations of families across the state and then measures the amount of child care available within a 20-minute driving radius of each family (for more information, visit www.childcareaccess.org). This addresses several challenges with an approach that simply compares the number of children in a geographic area to the number of child care slots; this common approach does not account for the uneven distribution of families with young children across the state, the fact that families' searches for care are not constrained by administrative boundaries, or the fact that families are often searching for care near where they live. This new methodology attempts to address these concerns in a more nuanced way. publicly See www.childcareaccess.org, (<http://www.childcareaccess.org/>).

In SFY23, DHS hired a Data and Policy Analyst to focus primarily on analysis related to family access to child care. This analyst worked throughout the fiscal year with research partners at the University of Minnesota to learn and understand the methodology used, including creating a simpler way to reproduce the results with updated data. Work is also underway to ensure that this process will continue to work with new data sources. These efforts will ensure that DHS has the ability to update this child care supply analysis on a regular basis to inform the department's planning and evaluation efforts as data on other services will be overlaid to best understand impact of current programming.

While efforts are underway to update the Family Access Measure data, Minnesota is already using the existing version of the data to inform policy work in several ways.

☑ This measure is the yardstick for the Governor's One Minnesota goal related to early care and education: All Minnesota families have access to child care so business and community can thrive.

☑ The Department used the Family Access Measure, in combination with additional U.S. Census data, to develop a 2023 legislative proposal that makes child care providers eligible for a higher payment amount if they are located in higher-needs geographic areas for the new Great Start Compensation Support Payment Program.

☑ The Department has also added a metric based on the Family Access Measure to its strategic plan and is using this data to assess the geographic impacts of some of its programs, such as Child Care Wayfinder, with the intention to expand this type of analysis in SFY24.

First Children's Finance Access Measure

A grantee, First Children's Finance, supports child care growth in rural Minnesota, annually creating an analysis of supply for the state, comparing slots available by region to a measure of need based on U.S. Census Bureau data. Data by geographic areas are available from 2018 to 2023 (<https://www.ruralchildcare.org/data>)

Detailed reports can be accessed with more information program type and zip code. The grantee's Rural Child Care Innovation Program (RCCIP) addresses the challenges of rural child care through the lens of economic development. The RCCIP uses a community engagement process designed to identify right-sized solutions to increase the supply of high quality affordable child care in rural communities. By mobilizing community members and empowering the creation of community-based solutions, rural communities are able to preserve existing child care businesses and add new child care slots.

RCCIP is a two-year program, with the first year comprising the formation of a local Core Team; a Provider Appreciation event to recognize child care providers already serving the community; a Town Hall to inform the community about the child care supply gap and begin to elicit potential solutions to that gap; and the development of a Community Solutions Action Plan.

For more information, <https://www.firstchildrensfinance.org/for-communities/rural-child-care-innovation-program/> and <https://www.ruralchildcare.org/>.

Highlights from SFY23 include:

☐ Nine communities were selected for the initiative in FY23, with 1,408 hours of assistance given.

☐ Community Solutions Action Plans for Cook County, Houston County, Madelia, Ortonville, Montevideo, Alexandria, Fergus Falls, and Hutchinson were completed during this reporting period and can be found below:

[https://www.ruralchildcare.org/Cook County](https://www.ruralchildcare.org/Cook%20County)

<https://www.ruralchildcare.org/Madelia>

<https://www.ruralchildcare.org/Ortonville>

<https://www.ruralchildcare.org/montevideo>

<https://www.ruralchildcare.org/alexandriaarea>

<https://www.ruralchildcare.org/fergusfalls>

<https://www.ruralchildcare.org/hutchinson>

<https://www.ruralchildcare.org/houstoncounty>

First Children's Finance also provides community consulting, including those not eligible for the RCCIP Project.

22 communities received 721.25 hours of community consultation services

127 communities received 125 hours of technical assistance

No

11.3.2 Spending - Supply and Demand Analysis:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

11.4 Supply and Demand Initiatives

11.4.1 Supply and Demand Initiatives:

Did the state/territory implement initiatives designed to address supply and demand issues related to child care deserts and/or vulnerable populations (such as infants and toddlers, children with disabilities, English language learners, and children who need child care during non-traditional hours) during October 1, 2022 to September 30, 2023? Check all that apply.

Child care deserts

Infants/toddlers

Children with disabilities

English language learners

Children who need child care during non-traditional hours

Other. Describe:

11.4.2 Spending - Supply and Demand Initiatives:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

11.5 Provider Compensation and Benefits

11.5.1 Spending - Provider Compensation and Benefits:

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

Financial bonuses (not tied to education levels)

Salary enhancements/wage supplements **The R.E.E.T.A.I.N wage bonus program served 509 individuals with wage bonuses between July 1, 2022 and June 30, 2023.**

Health insurance coverage

Dental insurance coverage

Retirement benefits

Loan Forgiveness programs

Mental Health/Wellness programs **3,347 individuals received Mental Health Consultation Services**

Start up funds **824 persons received Wayfinder Start-Up Support Services, with 221 receiving vouchers..**

Other. Describe: **Other includes:**

The number of family child care providers and child care center directors earning

grants for completion of Business leadership cohorts offered by First Children’s Finance includes 95 grants of \$1,000 to family child care providers; and 38 grants of \$2,500 awarded to Center Directors, for 133 Grants totaling \$190,000

Through a shared services alliance, 12 licensed family child care providers received 442 substitute or assistance caregiver hours at a subsidized rate of \$5/hour for a collective savings of more than \$4,400. On average, providers saved 7-9 hours per week on administrative tasks by being able to complete needed tasks during the day.

A second shared services alliance provided 14 licensed or soon-to-be licensed family child care programs with 241 hours of support related to various business and programmatic topics, free bookkeeping and accounting support and training, and a free one-year subscription to a child care management software (\$1800 value) with the second year subscription costing \$2 per child per month.

Individual Financial Grants not included above elsewhere: 324

N/A. Describe:

11.5.2 Spending - Provider Compensation and Benefits:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

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

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

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on other activities to improve the quality of child care services during October 1, 2022 to September 30, 2023? **\$2138037**

[] 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. **Minnesota implemented a comprehensive approach to improving the capacity of child care providers in the state. Funds were used for Whole Family Systems grants to improve and bring stability and wellbeing to children and their families especially in communities that have faced ☐ and still face ☐ significant adversity and disparities. These grantees lift up experiences and knowledge of communities and families, and co-create solutions that reduce, and ultimately remove, systemic barriers.**

In addition, funds were granted to 11 community organizations who work with families experiencing homelessness in finding quality child care and accessing Child Care Assistance Program.

11.7 Progress Update

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

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

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

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

Quality funds are used to help child care programs implement the early learning guidelines through training, coaching, and consultation. Minnesota’s early learning guidelines are the framework used across all quality improvement initiatives funded with CCDF funds. The guidelines are used by trainers, coaches and consultants to help early educators understand developmentally-appropriate expectations for children. For example, the guidelines are used whenever training, coaching or consultation addresses one of the following topics: child development, how to choose a curriculum, how to choose an assessment tool, how to plan lessons. Parent Aware, Minnesota’s Quality Rating and Improvement System, is the statewide program for improving child care and early childhood program quality across Minnesota. It encourages and incents programs to use the early learning guidelines in lesson planning, to choose a curriculum or assessment that is aligned with the early learning guidelines, and to receive training on child development and how to use the early learning guidelines.

The department's measurable indicators are listed below, including current data on how the State has met these performance measures: (SFY20)

Parent Aware Rated Programs: (n Value = 10,134)

Rated (#/%): 2,821/28 percent

Highly Rated(#/%): 2,089/74 percent of those Rated

The state of Minnesota prioritizes families experiencing homelessness to access child care via the Child Care Assistance Program (CCAP). CCDF Quality Dollars are being used in conjunction with prioritization and eligibility changes to better support families experiencing homelessness to enroll their child in a child care program and pay for childcare, including establishing CCAP eligibility. Activities such as outreach, meeting specific documentation needs required for CCAP eligibility, and supporting the mental and physical wellbeing of families who have a child care need are included in the services offered by grantees. The Department of Human Services CCAP partners with community based organizations to administer grant funds to support this population.

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: For SFY23, the department reports the following data as the measurable indicators of Minnesota progress:

- ☑ Number and Percent of Programs Rated (N = 8,705) 2,779 32%
- ☑ Number of Highly Rated Programs (N = 2,779) 2,316 83% of those Rated

The state of Minnesota prioritizes families experiencing homelessness to access child care via the Child Care Assistance Program (CCAP). CCDF Quality Dollars are being used in conjunction with prioritization and eligibility changes to better support families experiencing homelessness to enroll their child in a child care program and pay for childcare, including establishing CCAP eligibility. Activities such as outreach, meeting specific documentation needs required for CCAP eligibility, and supporting the mental and physical wellbeing of families who have a child care need are included in the services offered by grantees.

The Department of Human Services and CCAP partners with 11 community-based organizations to utilize grant funds to support this population, with 1,475 children from 969 families who are identified as being homeless receiving CCAP services in June 2023. Families qualify for these services by selecting the Homeless selections for the Living Situation question on the CCAP application. Those selections include: living with family/friends due to economic hardship; hotel/motel; emergency shelter; and place not meant for housing.

Minnesota is unable to report spending by federal fiscal year as our state's financial system is set up as a state fiscal year which is July 1 to June 30. Minnesota will work on creating a process to track expenditures by federal fiscal year for the next QPR.

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 law requires programs to report instances of death and serious injuries for all licensed providers, whether or not they are receiving CCDF and for any license-exempt providers that are receiving CCDF. As serious injuries are reported the information is documented, assessed and investigated, as needed. Maltreatment investigation information is tracked and assessed.**

When trends occurred, information highlighting areas where the Division of Licensing has seen injury or harm to children and suggestions on prevention are posted to the website and sent to providers. Additionally, aggregated data is reported on the states' consumer education website.

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. **None**

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: **Base Grants:** Were available to all eligible child care providers for monthly grant awards. To be eligible for a Base Grant, providers were required to be licensed, certified or registered, in good standing with the Minnesota Department of Human Services or their tribe, and be open, operating and serving children during the funding period, in addition to other requirements. At the start of each monthly application period, eligible providers received an email with a link to a personalized application form. At least 70% of these funds were required to be used to increase compensation, benefits or premium pay for staff regularly caring for children. 6,968 child care programs received Child Care Stabilization Base Grants between Oct 1, 2022 and June 30, 2023. The Base Grants are described in 13.1.1. An estimated 47,458 individuals who regularly care for children benefited from this support.

Financial Hardship Grants: These were available to child care programs experiencing extreme financial hardship. Each of Minnesota's four child care provider types -- Licensed Family Child Care, Licensed Child Care Centers, Certified Child Care Centers, and Legal Unlicensed home-based providers serving children receiving subsidies -- had specific criteria in order to qualify for the grants.

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
- Requiring a specific percentage or amount of stabilization grant funding go toward child care staff compensation increases. Percent or amount for staff compensation: **70%**
- Other (Describe):