

Child Care Quality Expenditure & Activity Report Desk Aid



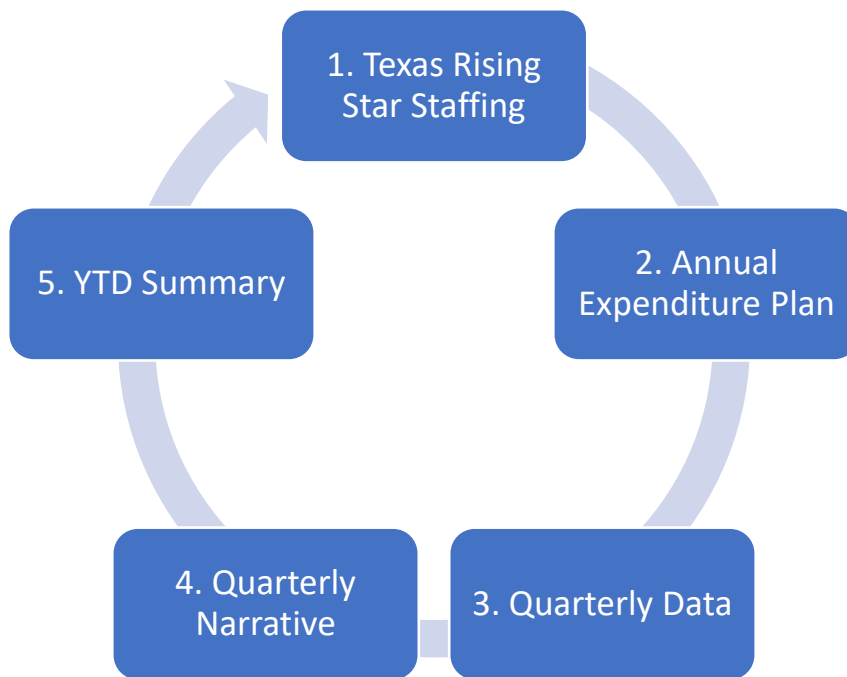
Revised: September 2023

Texas Workforce Commission | Child Care & Early Learning Division

Child Care Quality Expenditure and Activity Report Overview

The Child Care Quality Expenditure and Activity Report, also known as the CCQ Report, has five main components. This desk aid will walk staff through the completion of each component and provide some tips on how to ensure the Board is accurately reporting the activities/initiatives completed for the fiscal year (FY) with their Board Contract Year (BCY) funding.

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



Click the title below to access the component or specific tab within the CCQ Report for more information and tips:

- [Instructions and Due Dates](#)
- [Examples and Definitions](#)
- [Texas Rising Star Staffing](#)
- [Annual Expenditure Plan](#)
- [Quarterly Data](#)
- [Quarterly Narrative](#)

A webinar reviewing the CCQ Report is available for additional support and is accessible here: [CCEL Child Care Quality Plan and Report Webinar](#)

Instructions Tab

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

Staff completing this report, as well as those who provide the data for this report, are encouraged to read through the Instructions tab prior to completing each tab/report.

INSTRUCTIONS	
Board Child Care Quality Expenditure & Activity Report	
Background:	CCDF federal regulation §98.53(f) requires states to annually prepare and submit a quality progress and expenditure report (QPR). The purpose of the annual QPR is to show Texas' progress on improving the quality of child care programs and services for children. The QPR is organized according to 10 allowable activities for the use of quality funds. The Texas Workforce Commission (TWC) is required to submit the QPR (ACF-218) by December 31 of each year. The report must include estimates of both state and local quality-related expenditures that occurred during the federal fiscal year.
References:	45 CFR §98.53
Annual Steps:	
Save As...	Beginning with each new fiscal year, save report as a new file: "FFY [YYYY] Board CCQ Report - [Board Name]"
Select Board (populates headers throughout):	Board (Select on Instructions tab)
Enter fiscal year [YYYY]:	2024
Step 1: Complete the Texas Rising Star Staffing Log (TAB 3)	
How often?	Annually and updated each quarter as applicable
When is it due?	Within 30 calendar days of the Board's CCQ grant award
What data do I enter?	Enter the Board's Texas Rising Star staffing information, to include budgeted and filled Texas Rising Star mentors and/or other role full-time equivalents (FTE). Information must include hire date, current job title/role, percentage of FTE job duties for that role, employed by information, email contact information, and termination date, as applicable. For employed by information, denote if the staff member is employed by the Board, the Board's child care contractor, self-employed (hourly) or self-employed (paid per assessment)

Due Dates

Annual Expenditure Plan	Within 30 days of the grant
Texas Rising Star Staffing	Within 30 days of the grant, then with every quarter, as applicable
Quarterly Data and Narrative	Within 30 days of the end of the quarter Quarter 1 = January 30 Quarter 2 = April 30 Quarter 3 = July 30 Quarter 4 = October 30
Year-to-Date (End of year Summary)	None – this is completed when Quarter 4 is submitted

Errors and Revisions

If the Board realizes that there is an error in what was already submitted to TWC, or the Board would like to revise their Expenditure Plan, please do the following:

- **Errors:** within the email that is sent to submit the quarter's report, indicate what line was modified for what tab/quarter. Place those revisions in RED TEXT.
- **Revisions to the Plan:** within the email that is sent to submit the quarter's report, indicate what line was modified for what category. Strikethrough any activity that was not conducted with a brief explanation why and/or what will replace it and place new activities/revisions in RED TEXT.
- **Revisions in CDER:** If TWC identifies an error in the Quarterly Narrative tab regarding an activity placement, Boards will need to ensure that all funding placed in CDER is adjusted accordingly.

Examples and Definitions Tab

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

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

Staff completing this report, as well as those who provide the data for this report, are encouraged to read through the Examples and Definitions tab prior to completing each tab/report.

General guidance	
What if an activity crosses multiple categories?	When reporting activities and measurable outcomes, include the a row with Activity Type/Name for all affected Quality Categories. You may write descriptions for the activities and outcomes under one category, and refer to that description in the other categories.
What if my activity is not included in these examples?	The following are just that - <i>examples</i> . A Board may fund other activities that are included in these examples. If you are unsure if an activity is allowable using Quality funds, please send your questions to childcare.programassistance@twc.texas.gov .
What about Quality activities that are not funded with CCDF?	Some Child Care Quality activities may be funded through partnerships and other entities without the use of CCDF funds. Some of these activities funded by other sources may be integral to the Board's overall strategies for improving Child Care quality. You may describe such activities that are funded with non-CCDF dollars in the Annual Expenditure Plan and in the Quarterly Narrative. Indicate in the description how the activity was funded (for example, by a local coalition, local government, a private foundation, or a grant award). <i>While Boards are not required to describe activities funded outside of CCDF, it is helpful to understand the full picture of quality improvement activities the Board participates in.</i>
When reporting activities or outcomes related to Texas Rising Star, when does a program "count" as being Texas Rising Star?	Programs that the Boards are working with to become Texas Rising Star-certified may be counted in the Board's outcome measures. However, the Board must delineate those programs that are already certified or newly certified versus those that are not yet Texas Rising Star-certified but are in an initial certification phase.
Quality Category: Infant & Toddler (including PD)	
Activities that improve the quality of and supply of infant and toddler early learning programs and services	
Definitions	Slots: New slots (not previously available) added during the quarter at Texas Rising Star programs. A new slot may or may not be filled by a child receiving subsidy. If the Board helps develop slots that are not in Texas Rising Star (either benefitting subsidy or the broader community), those activities should be included in expenditures as applicable and described in the Board's Quarterly Narrative. However, non-Texas Rising Star slots must NOT be counted as "slots" in the Quarterly Data tab.
Examples of Activities	Establishing or expanding high-quality early learning programs to serve infants and/or toddlers Providing professional development for early learning program staff and/or training on specific infant/toddler developmentally appropriate practices Providing materials, equipment, and resources specific to infant and toddler development, including, but not limited to, cribs, changing tables, tables, chairs, high chairs, adult rocking chairs, and curriculum Coordinating with early intervention specialists who provide services for infant/toddlers with disabilities Providing support to individuals to become Infant/Toddler Specialists (such as through CLI or Zero-to-Three) Providing health and safety training specific to infants and toddlers, including, but not limited to, safe sleep practices, first aid, cardiopulmonary resuscitation (CPR), early brain development, shaken baby syndrome, and sudden infant death syndrome.
Example Measurable Outcomes	- increase in the number of infant/toddler slots available among Texas Rising Star programs - increase in the number of referrals to ECI or health care - increases in children's language development or SEL competencies (as measured by a validated tool)

Texas Rising Star Staff Tab

In the Texas Rising Star Staff tab, the Board will enter their Texas Rising Star staffing information, to include budgeted vacant and filled Texas Rising Star mentors and/or other role full-time equivalents (FTE).

Information must include hire date, current job title/role, percentage of FTE job duties for that role, employed by information, email contact information, and termination date, as applicable. Do not indicate vacant positions within the main table as this information is placed in the “Budgeted Vacant Positions” table.

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

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

Update this tab each quarter, as needed, to indicate the staffing **as of the date the report is submitted** (not the quarter time frame). When submitting the end of quarter report, indicate in the email if the “Texas Rising Star Staff” tab has been updated.

Board (Select on Instructions tab)							
FFY 2024 Texas Rising Star Staff							
Staff Name	Job Title or Role	Date of Hire	Mentor FTE	Other FTE*	Employed By (select from options)	Email Contact	Termination Date
<i>Example: Jane Doe</i>	<i>Mentor</i>	<i>5/1/2018</i>	<i>0%</i>	<i>0%</i>	<i>Board's Child Care Contractor</i>	<i>JaneDoe@WFSBoard.com</i>	
Total FTEs	<i>n/a</i>	<i>n/a</i>	0.00	0.00			

Budgeted Vacant Staff	
Type of Role	Number of Vacancies
Texas Rising Star Mentor	0.00
Texas Rising Star Other	0.00
Total	0.00

Annual Expenditure Plan

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

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

At the top of this report, Boards are required to complete an overall narrative of their year’s plan. This narrative must include how the needs were assessed or determined, how success will be measured for the plan as a whole, and how this plan aligns with the Board’s Strategic Plan.

Boards will select who implements the 4 percent CCQ funds (the Board, the Board’s Contractor, or Both) from the drop-down menu. If the Board’s response is “Both,” the Board will describe in the applicable field how they coordinate the implementation of funds between them and their contractor.

Boards will describe each activity or project planned for its applicable category. Please include the activity type/name along with a detailed yet succinct description and its estimated reach (goal of participants served). All activities need to have an estimated reach and measurable outcome, or goal described.

Board (Select on Instructions tab)	
FFY 2024 Annual Expenditure Plan	
Narrative description of Board's overall plan and strategies for Child Care quality activities:	
Overall narrative must address: <ul style="list-style-type: none"> • How needs were assessed/determined • How success will be measured • Alignment with LWDB Strategic Plan 	
Who administers the 4% CCQ funds?	select ↓
If the Board selects "Both" from above, describe in detail how this is coordinated.	
Infant & Toddler (including PD)	
Activity Type/Name	Narrative Description of Planned Activities <i>Description must include estimated number of reach and type of participant, alignment to what need or Board strategy, and measurable outcome</i>

Quarterly Data Tab

In the Quarterly Data tab, Boards will enter data related to the activities/initiatives implemented within the applicable quarter. Quarters are organized in columns with an auto-calculated YTD total.

See the following pages for each category’s specific reporting tips.

Because the CCQ report is cumulative, all quarters must be entered within the SAME report when submitting it quarterly. This eliminates the need for an end-of-year report.

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

Board (Select on Instructions tab)					
FFY 2024 Quarterly Data					
Infant & Toddler (including professional development)					
Expansion of Texas Rising Star Availability for Infants & Toddlers					
*New Slots Created Each Quarter (unduplicated)	Oct-Dec 2023	Jan-Mar 2024	Apr-Jun 2024	Jul-Sep 2024	YTD Total
New Texas Rising Star infant slots generated	0	0	0	0	0
New Texas Rising Star toddler slots generated	0	0	0	0	0
TOTAL:					0
Professional Development					
Financial Supports Provided to Individuals (including infant/toddler teachers)					
*New Individuals Assisted Each Quarter (unduplicated)	Oct-Dec 2023	Jan-Mar 2024	Apr-Jun 2024	Jul-Sep 2024	YTD Total
Scholarships	0	0	0	0	0
Bonuses/wage supplements tied to educational level	0	0	0	0	0
Reimbursement for training costs	0	0	0	0	0
Release time/substitute coverage for PD	0	0	0	0	0
TOTAL:					0
Individuals Receiving Board-Funded PD (including infant/toddler-specific PD and TRS staff PD)					
*Individuals Trained Each Quarter (may be duplicated)	Oct-Dec 2023	Jan-Mar 2024	Apr-Jun 2024	Jul-Sep 2024	YTD Total
Conference(s) - Board-hosted	0	0	0	0	0
Conference(s) - Third-party-hosted	0	0	0	0	0
Training class/course - live, in-person delivery	0	0	0	0	0
Training class/course - live, virtual delivery	0	0	0	0	0
PLCs/CoPs	0	0	0	0	0
TOTAL:					0

Infant & Toddler (including professional development)

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

- Expansion of Texas Rising Star Availability for Infants & Toddlers
 - New slots (not previously available) that were added during the quarter within Texas Rising Star programs
 - Infant is 0–17 months and Toddler is 18–35 months
 - Totals will auto-generate within the “YTD Total” column

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

Below is a snapshot of the Infant & Toddler section in its entirety.

Infant & Toddler (including professional development)					
Expansion of Texas Rising Star Availability for Infants & Toddlers					
*New Slots Created Each Quarter (unduplicated)	Oct-Dec 2023	Jan-Mar 2024	Apr-Jun 2024	Jul-Sep 2024	YTD Total
New Texas Rising Star infant slots generated	0	0	0	0	0
New Texas Rising Star toddler slots generated	0	0	0	0	0

Professional Development

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

- Financial supports provided to individuals (unduplicated for each type of support and **excluding** the Board's Texas Rising Star staff)
 - Number of **scholarships** awarded to individuals to support obtainment of higher education such as a CDA credential, or an associate's or bachelor's degree; this can include apprenticeship scholarships
 - Number of **bonuses or wage supplements** tied to education achieved awarded to individuals
 - Number of individuals who received a **reimbursement for training costs**; this is strictly for those who were reimbursed
 - Number of individuals who received **paid release time or substitute coverage** to support the obtainment of higher education or participation in PD
- Please note: Financial supports provided to individuals receiving specific Infant/Toddler PD and Health & Safety PD (as described in the respective sections) are NOT to be reported within this category. Please report these individuals in the Infant & Toddler category and the Health & Safety category, as applicable.
- Individuals receiving Board-funded PD (this **does** include infant/toddler specific PD)
 - These numbers may contain duplicated individuals for each type
 - Number of individuals who participated in a **Board-funded conference**
 - Number of individuals who participated in a **conference hosted by a third party** (conference was hosted by an entity other than the Board, but registration or fees for participants was funded by the Board); this does not include those who were reimbursed, as that is reported in the financial support type: **reimbursement for training costs**
 - Number of individuals who participated in a Board-funded **training class/course that was live, in-person delivery**
 - Number of individuals who participated in a Board-funded **training class/course that was live, virtual delivery**
 - Number of individuals who participated in a Board-funded **PLCs/CoPs**
 - Professional Learning Communities: a team of educators learning together in a supportive environment.
 - Community of Practice: a team of educators who share ideas, best practices, successes/challenges in the field to enhance their teaching practices.
- PD provided to the Board's Texas Rising Star staff are not reported in this category's Quarterly Data tab, but must be included in the Quarterly Narrative.

Totals will auto-generate within the "YTD Total" column.

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

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

Professional Development					
Financial Supports Provided to Individuals (including infant/toddler teachers)					
*New Individuals Assisted Each Quarter (unduplicated)	Oct-Dec 2023	Jan-Mar 2024	Apr-Jun 2024	Jul-Sep 2024	YTD Total
Scholarships	0	0	0	0	0
Bonuses/wage supplements tied to educational level	0	0	0	0	0
Reimbursement for training costs	0	0	0	0	0
Release time/substitute coverage for PD	0	0	0	0	0
TOTAL:					0
Individuals Receiving Board-Funded PD (including infant/toddler-specific PD and TRS staff PD)					
*Individuals Trained Each Quarter (may be duplicated)	Oct-Dec 2023	Jan-Mar 2024	Apr-Jun 2024	Jul-Sep 2024	YTD Total
Conference(s) - Board-hosted	0	0	0	0	0
Conference(s) - Third-party-hosted	0	0	0	0	0
Training class/course - live, in-person delivery	0	0	0	0	0
Training class/course - live, virtual delivery	0	0	0	0	0
PLCs/CoPs	0	0	0	0	0
TOTAL:					0

Texas Rising Star/Quality Improvement (except professional development)

In the Texas Rising Star/Quality Improvement section of the Quarterly Data tab, Boards will ONLY report what was executed each quarter.

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

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

Reminders:

- Unlike other sections of the Quarterly Data tab, the calculated YTD column is an average of each quarter's FTEs, rather than a total.
- This does NOT include any professional development, as it is reported in the Professional Development section.

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

Below is a snapshot of the Texas Rising Star/Quality Improvement (except PD) section in its entirety.

Texas Rising Star/Quality Improvement (except professional development)					
Texas Rising Star Staffing					
*Snapshot of Staffing Level Each Quarter	Oct-Dec 2023	Jan-Mar 2024	Apr-Jun 2024	Jul-Sep 2024	YTD Average
Budgeted Texas Rising Star Mentor FTEs	0.00	0.00	0.00	0.00	0
Filled Texas Rising Star Mentor FTEs	0.00	0.00	0.00	0.00	0
				Budgeted TRS Staff:	0
				Filled TRS Staff:	0

Supporting Health & Safety Standards (including Health & Safety–specific training)

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

- Providers Receiving Health and Safety Supports (unduplicated)
 - The number of new providers that received **defibrillators** (AED machines)
 - The number of new providers that received **security systems, cameras, or coded entry** systems
 - The number of new providers that received a **support that does not fit into the types above (other)** and is **not** professional development

Reminders:

- This section does NOT include reporting any professional development, as it is reported in the Professional Development section.
- Professional development that is reported under this category, within the Quarterly Narrative tab, **only** includes professional development that is specific to First Aid/CPR, food handlers, or transportation.

Totals will auto-generate within the “YTD Total” column.

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

Below is a snapshot of the Supporting Health & Safety Standards (except professional development) section in its entirety.

Supporting Health & Safety Standards (except professional development)					
Providers Receiving Health and Safety Supports					
*New Providers Assisted Each Quarter (unduplicated)	Oct-Dec 2023	Jan-Mar 2024	Apr-Jun 2024	Jul-Sep 2024	YTD Total
Defibrillators	0	0	0	0	0
Security systems, cameras, coded entry	0	0	0	0	0
Other (except training)	0	0	0	0	0
TOTAL:					0

Evaluation & Assessment

(tools to measure effective practice or to measure age-appropriate child development)

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

- Evaluation and Assessment Tools Used
 - From the drop-down menu select which evaluation or assessment tool that was purchased or used **and** indicate the number of new providers that were supported with this tool.
 - Environmental Rating Scales (ERS) such as ITERS (infant/toddler), ECERS (early childhood) or SCERS (school age)
 - Other Evaluation Tool includes CLASS, Program Administration Scale (PAS) or Business Administration Scale (BAS), Language Environment Analysis (LENA)
 - Teaching Strategies Gold (TS Gold)
 - Ages and Stages Questionnaire (ASQ)
 - Other child assessment tool includes DECA

Reminder: This does NOT include any professional development, as it is reported in the Professional Development section. Totals will auto-generate within the “YTD Total” column.

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

Below is a snapshot of the Evaluation & Assessment (tools to measure effective practice to measure age-appropriate child development) section in its entirety.

Evaluation & Assessment (tools to measure effective practice or to measure age-appropriate child development)					
Evaluation/Assessment Tools Used					
*New Providers Assisted Each Quarter (unduplicated)	Oct-Dec 2023	Jan-Mar 2024	Apr-Jun 2024	Jul-Sep 2024	YTD Total
<i>select</i> ↓	0	0	0	0	0
<i>select</i> ↓	0	0	0	0	0
<i>select</i> ↓	0	0	0	0	0
<i>select</i> ↓	0	0	0	0	0
TOTAL:					0

Supporting National Accreditation

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

- Providers assisted in pursuit or maintenance of national accreditation
 - The number of new **licensed child care center** providers assisted in pursuit or maintaining of national accreditation
 - The number of new **licensed or registered child care home** providers assisted in pursuit or maintaining of national accreditation.

Reminder: This does NOT include any professional development, as it is reported in the Professional Development section, or any membership fees to national organizations, as it is reported in the Texas Rising Star section.

Totals will auto-generate within the “YTD Total” column.

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

Below is a snapshot of the Supporting National Accreditation section in its entirety.

Supporting National Accreditation					
Providers Assisted in Pursuit or Maintaining of National Accreditation					
*New Providers Assisted Each Quarter (unduplicated)	Oct-Dec 2023	Jan-Mar 2024	Apr-Jun 2024	Jul-Sep 2024	YTD Total
Licensed child care centers	0	0	0	0	0
Licensed or registered child care homes	0	0	0	0	0
				TOTAL:	0

Other Activities

(Shared Services, Pre-K Partnership Supports, Other Supports to Child Care Providers)

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

- **New Formal Partnerships (unduplicated)**
 - The number of new formal partnerships developed in a prekindergarten (Pre-K) setting
 - The number of new formal partnerships developed in a Head Start (HS)/Early Head Start (EHS) setting
- **Shared Services**
 - The number of unduplicated providers supported with Shared Services
- **Other Supports**
 - The number of new unduplicated providers that received wage supports for child care program staff
 - The number of new unduplicated providers that received mental health supports
 - The number of new unduplicated providers that received start-up funding for new programs
 - The number of new unduplicated providers that received stabilization or supply-building stipends

Reminder: This does NOT include any professional development, as it is reported in the Professional Development section.

Totals will auto-generate within the “YTD Total” column.

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

Below is a snapshot of the Other Activities (Shared Services, Pre-K Partnership Supports and Other Supports to Child Care Providers) section in its entirety.

Other Activities (Pre-K Partnership Supports and Other Supports)					
Providers Assisted by Other Activities					
*New Formal Partnerships Formed Each Quarter (unduplicated)	Oct-Dec 2023	Jan-Mar 2024	Apr-Jun 2024	Jul-Sep 2024	YTD Total
New formal partnerships developed - Pre-K	0	0	0	0	0
New formal partnerships developed - HS/EHS	0	0	0	0	0
TOTAL:					0
Other Supports					
*New Providers assisted Each Quarter (unduplicated)	Oct-Dec 2023	Jan-Mar 2024	Apr-Jun 2024	Jul-Sep 2024	YTD Total
Wage supports for child care program staff	0	0	0	0	0
Mental health supports	0	0	0	0	0
Start-up funds for new programs	0	0	0	0	0
Stabilization/supply-building stipends	0	0	0	0	0
Shared Services	0	0	0	0	0
TOTAL:					0

Quarterly Narrative

All numbers documented in the Quarterly Data tab must be reported in the Quarterly Narrative tab. The Quarterly Narrative tab serves as checks and balances against what has been reported in the Quarterly Data tab.

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

Additionally, for each category, any activities that were completed for its applicable quarter and **not** captured in the specified data sections of the Quarterly Data tab are to be reported here.

Boards will report **ALL** activities implemented by doing the following:

- 1) Selecting the correlating activity type in the first column. There is a drop-down menu for selection.
- 2) Describing the activity. Include enough details to adequately describe what activity took place and how it was conducted. The more details the better.
- 3) Indicating the project's status at the time of reporting. This helps TWC understand that an activity may roll over into another quarter but have new participants.
- 4) Indicating the number of participants. Numeric values are preferred as the description of the activity will indicate if the participants are individuals, staff, parents, or child care programs. If the number is unknown or not applicable, denote N/A.
- 5) Placing the measurable outcomes for the activity within the last column. This is how the Board will measure success when analyzing data prior to, during, and at the conclusion of the activity.

Tip: It may be more efficient for Boards to report within the Quarterly Data tab and then immediately describe the activity being reported within the Quarterly Narrative tab, thus ensuring each activity is accounted for.

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

Board (Select on Instructions tab)				
FFY 2022 Quarterly Narrative				
1st Quarter (Oct 2022 - Dec 2022)				
Activity Category	Activity Description: <small>Enter detailed description of the activity or grouping of activities. What was the reach and impact of the activity? Has the Board made adjustments from the original Expenditure Plan?</small>	Project Status	Number of Participants (if applicable)	Measurable Outcome(s)
Infant & Toddler	5 Texas Rising Star Four-Star programs were provided with new cribs, adult rocking chairs, and diaper changing stations to support the expansion of 50 infant slots	Completed	5	Increase in the number of infant/toddler slots available among Texas Rising Star programs
Professional Development	15 teachers received a scholarship for obtaining their CDA	Completed	15	Increase the number of early childhood program educators attaining CDA or college degrees in ECE
Texas Rising Star/QRIS (except PD)	Provided 100 equipment grants to support outdoor learning environments to programs working towards or currently certified as Texas Rising star	Completed	100	Increase in Texas Rising Star star-level certification, specifically increase in scores for Category 4
Health & Safety (except PD)	Provided First Aid and CPR training to 50 early childhood educators	Completed	50	decrease the number of licensing deficiencies cited by CCR specific to First Aid and CPR training and increase the number of educators certified in the field
Evaluation & Assessment	Supported 5 mentors in achieving CLASS observer certification to support the 100 Texas Rising Star programs. Mentors conduct bi-yearly observations	Ongoing	100	Increase in Texas Rising Star star-level certification, specifically increase in scores for Category 2
National Accreditation	Reimbursed national accreditation fees for 5 programs (NAEYC) and 2 homes (NAFCC)	Completed	7	maintain or increase the number of Four-Star Texas Rising Star programs
Other (Shared Services, Pre-K Partnerships, COVID Supports)	Provided back-office software (ProCare) to 6 new child care programs	Completed	6	decrease in number of licensing deficiencies cite by CCR specific to paperwork/office duties

For more examples of activities and measurable outcomes by category, please review the Examples and Definitions tab.