

**Quality Performance Report (QPR)  
For**

Iowa  
FFY 2014

<b>Appendix 1 Quality Performance Report</b>
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## **Ensuring the Health and Safety of Children (Component #1)**

In this section, Lead Agencies provide information on the minimum health and safety standards and activities in effect over the past year as of September 30.

### **A1.1 Progress on Overall Goals**

**Based on the goals described in the Lead Agency's CCDF Plan at Section 3.1.7, please report your progress using the chart below.** You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible ( e.g., revised licensing regulation to include elements related to SIDS prevention, lowered caseload of licensing staff to 1:50, or increased monitoring visits to twice annually for child care centers). If applicable, describe any barriers to implementing your planned goals.

**Note: If your licensing standards changed during this period, please provide a brief summary of the major changes and submit the updated regulations to the National Resource Center for Health and Safety in Child Care ([www.nrckids.org](http://www.nrckids.org).)**

The primary rule change was to the immunization requirement previously in place for home providers (but not center staff). The new requirement expands the physical examination for all child care staff to include any necessary testing for communicable diseases (if need determined by examining physician) and will include a discussion regarding current ACIP recommended vaccinations. Other rule revisions have been primarily focused on clarifying existing rules (e.g. posting requirements, required form for proof of pet vaccinations, etc.)

### **Goals #1:as described in FY 2014-2015 CCDF Plan:**

Goal 1 - Decrease injuries in child care settings by the following strategy: 1) ensure reporting strategies are developed by Healthy Child Care Iowa (HCCI) and DHS to provide a method of tracking injuries/deaths that occur in regulated child care settings.\*

### **Describe Progress - Include Examples and Numeric Targets where Possible:**

The Lead Agency and our Dept. of Public Health/Healthy Child Care Iowa partner currently lack an electronic venue for reporting. The Lead Agency initially requested our HCCI's office assistance in researching and making recommendations regarding injury reporting methodologies that might be implemented for child care providers. Other state's approaches have been researched and compiled and conversations are ongoing to determine an appropriate method for Iowa, including the possibility of a pilot effort. No further significant progress has been made to-date.

**Goals #2:as described in FY 2014-2015 CCDF Plan:**

Goal 2 - Increase public information regarding Child Development Homes (CDH's) by standardizing the monitoring visit process for CDH's.\*

**Describe Progress - Include Examples and Numeric Targets where Possible:**

A Kaizen event took place in the Spring of 2013 to address consistency and regulation of child development homes. To continue standardizing the monitoring visit process, a new Child Development Home Safety Plan and a new Complaint form have been created for documentation purposes. Policy staff have also convened monthly conference calls with help desk staff, field workers, and supervisory staff.

The monitoring process for Child Development Homes has also been standardized through the efforts to obtain 100% monitoring of homes per state fiscal year. As a part of that effort, complaints are followed up on with an unannounced visit. If a full compliance visit has not been completed for the fiscal year at the time a complaint is received, the entire compliance visit is also completed at this time.

**Goals #3:as described in FY 2014-2015 CCDF Plan:**

Goal 3 - Increase public information regarding the compliance history of Child Development Homes by posting regulatory reports online.\*

**Describe Progress - Include Examples and Numeric Targets where Possible:**

Licensed child care centers' most recent compliance report is available on the KinderTrack Client Portal through the use of a search engine. Complaints are uploaded to another section of the DHS website.

The Lead Agency is also transitioning to an automatic upload (vs. current manual effort) of all Child Development Home compliance reports and completed complaint reports to the agency website.

The Lead Agency is also taking steps to assure newly registered providers are added timely to the website and that those that discontinue providing child care are removed immediately upon notification that care has ceased.

As a companion to this information, the Lead Agency, Early Childhood Iowa, and other partners are working together on a Choosing Quality Child Care project. The purpose of this project is to raise awareness in the community on how to locate and identify appropriate child care.

**Goals #4:as described in FY 2014-2015 CCDF Plan:**

Goal 4 - Increase the number of center and home providers who have had training on safe sleep and medication administration and the number of center staff who have achieved the ServSafe certification for appropriate food preparation and handling.

**Describe Progress - Include Examples and Numeric Targets where Possible:**

Under a contract with Iowa State University, 102 providers ( both home and center providers) received training in ServSafe from October 2013 to September 2014.

From the providers that could be identified via the Training Registry:

Safe Sleep:

60 Center Staff

55 home Providers

Medication Administration:

74 Center Staff

67 home Providers

## A1.2 Key Data

### A1.2.1 Number of Programs

a) How many licensed center-based programs operated in the State/Territory as of September 30th of the last federal fiscal year? 1301

N/A

Describe:

Centers are licensed facilities serving 7 or more children.

b) How many licensed home-based programs operated in the State/Territory as of September 30 of the last federal fiscal year? 3514

N/A

Describe:

Homes are required to be registered if serving 6 or more children.

c) Does the State/Territory have data on the number of programs operating in the State/Territory that are legally exempt from licensing? At a minimum, the Lead Agency should provide the number of legally exempt providers serving children receiving CCDF.

Yes

If yes, include the number of programs as of September 30 of the last federal fiscal year:

Number:

Describe (provide the universe of programs on which the number is based):

No

## Describe:

In the context of licensing, legally exempt in Iowa would be defined as our school-based, school-operated program. The number of these programs is unknown. However, new efforts began in the Fall of 2014 by the Iowa Dept. of Education to identify these programs. Data should be reportable in the next report.

The number of legally operating but not regulated providers (which does not equate in Iowa to legally exempt from licensing) paid under the subsidy program was 1,546. This reflects our non-registered, legally operating home providers.

### **A1.2.2 Number and Frequency of Monitoring Visits**

a) How many licensed center-based programs received at least one monitoring visit between October 1 and September 30 of the last federal fiscal year? **1328**

a-1) Of those programs visited, how many were unannounced? **1328**

a-2) Of those programs visited, how many were triggered by a complaint or identified risk? **Unknown**

a-3) What percentage of required visits for licensed center-based program were completed? **100**

N/A

## Describe:

All licensed programs have an annual visit-either their relicensing visit or an "off year" unannounced visit. The number of complaint visits cannot be extracted from the data system. In addition, multiple visits may result from a licensing or complaint to oversee progress on correction action plans.

The number of programs visited may be higher than that reported in A.1.2.1 as the latter is a point in time response. The response indicated in this section reflects the aggregate number of centers across the year.

b) How many licensed family child care programs received at least one monitoring visit between October 1 and September 30 of the last federal fiscal year? **3050**

b-1) Of those programs visited, how many were unannounced? **unknown**

b-2) Of those programs visited, how many were triggered by a complaint or identified risk? **unknown**

b-3) What percentage of required visits for licensed family child care programs were

completed? 87.8

N/A

Describe:

In Iowa family child care is registered, not licensed, with a monitoring target of 100%. The number of visits conducted as unannounced as well as complaint visits cannot be extracted from the data system. The data reflects the state fiscal year 2014 (July 1, 2013-June 30<sup>th</sup>, 2014).

c) How many legally exempt providers receiving CCDF received at least one monitoring visit between October 1 and September 30 of the last federal fiscal year?

c-1) Of those programs visited, how many were unannounced?

c-2) Of those programs visited, how many were triggered by a complaint or identified risk?

c-3) What percentage of required visits for legally exempt providers were completed?

N/A

Describe:

Iowa does not complete monitoring visits on legally exempt providers. In this context, our non-registered homes paid under the subsidy program.

### **A1.2.3 Number of Licensing Suspensions, Licensing Revocations and Terminations from CCDF**

#### **Child Care Centers:**

How many were **suspended** due to licensing violations as defined in your State/Territory during the last federal fiscal year? 0

N/A

How many were **revoked** due to licensing violations as defined in your State/Territory during the last federal fiscal year? 1

N/A

How many were **terminated** from participation in CCDF due to failure to meet licensing or minimum CCDF health and safety requirements during the last federal fiscal year? 1

N/A

Describe:

The state does not have a “suspended status” for licensed child care centers or registered child development homes.

### Group Child Care Homes:

How many were **suspended** due to licensing violations as defined in your State/Territory during the last federal fiscal year?

N/A

How many were **revoked** due to licensing violations as defined in your State/Territory during the last federal fiscal year?

N/A

How many were **terminated** from participation in CCDF due to failure to meet licensing or minimum CCDF health and safety requirements during the last federal fiscal year?

N/A

Describe:

The state does not have a “suspended status” for licensed child care centers or registered child development homes.

The data system does not allow for revocation data to be extracted for homes.

Provider agreements can be revoked but such action is not tracked in the current subsidy tracking system.

### Family Child Care Homes:

How many were **suspended** due to licensing violations as defined in your State/Territory during the last federal fiscal year?

N/A

How many were **revoked** due to licensing violations as defined in your State/Territory during the last federal fiscal year?

N/A

How many were **terminated** from participation in CCDF due to failure to meet licensing or minimum CCDF health and safety requirements during the last federal fiscal year?

N/A

Describe:

The state does not have a "suspended status" for licensed child care centers or registered child development homes.

The data system does not allow for revocation data to be extracted for homes.

Provider agreements can be revoked but such action is not tracked in the current subsidy tracking system.

### **In-Home Providers:**

How many were **suspended** due to licensing violations as defined in your State/Territory during the last federal fiscal year?

N/A

How many were **revoked** due to licensing violations as defined in your State/Territory during the last federal fiscal year?

N/A

How many were **terminated** from participation in CCDF due to failure to meet licensing or minimum CCDF health and safety requirements during the last federal fiscal year?

N/A

Describe:

The state does not have a "suspended" status or revocation process for in-home providers.

Provider agreements for subsidy can be revoked but such action is not tracked in the current subsidy tracking system.

**A1.2.4 How many previously license-exempt providers were brought under the licensing system during the last federal fiscal year (October 1 through September 30)?**

N/A

Describe:

“Licensed exempt” in this context for Iowa = school-based, school-operated programs currently not required to be licensed by the Lead Agency. This information is not tracked in the child care licensing information system

We do not track the number of non-registered home providers who become registered. The # of new Child Development Home registrations issued were 2,040 during SFY2014. However, the system will not allow a query to distinguish between new registrations or renewals, or whether the provider offered care prior as a non-registered provider prior to becoming registered.

### **A1.2.5 How many injuries as defined by the State/Territory occurred in child care during the last federal fiscal year?**

Please provide your definition of injuries in the Describe box and indicate the universe of programs on which the number is based (e.g., licensed providers, CCDF providers, or all providers).

N/A

Describe:

The Lead Agency does not yet have either a regulatory definition for injury nor does it have an injury reporting system for child care. This data is not available.

### **A1.2.6 How many fatalities occurred in child care or as the result of a child care accident or injury as of the end of the last federal fiscal year?**

Please indicate the universe of programs on which the number is based (e.g., licensed providers, CCDF providers, or all providers).

1

N/A

Describe:

The universe = licensed, registered and non-registered paid under the subsidy program. There was 1 child death in a non-registered child care home that resulted in a founded child abuse or neglect report. There were no fatalities in a registered facility that were identified as the result of abuse or neglect. There were no identified child deaths that occurred in a licensed child care center during this reporting period.



## Establishing Early Learning Guidelines (Component #2)

### A2.1 Progress on Overall Goals

**A2.1.1 Did the State/Territory make any changes to its voluntary early learning guidelines (including guidelines for school-age children) as reported in 3.2 during the last federal fiscal year?**

Yes

No

N/A

Describe:

[Iowa last revised it's IELG's in 2012.](#)

**A2.1.2 Based on the goals described in the Lead Agency's CCDF Plan at Section 3.2.8, please report your progress.** You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Expanded the number of programs trained on using the ELGs, Aligned the ELGs with Head Start Outcomes Framework). If applicable, describe any barriers to implementing your planned goals.

#### **Goals #1:as described in FY 2014-2015 CCDF Plan:**

[Goal 1 - Implement strategies as appropriate to the Lead Agency from the Iowa Early Learning Standards implementation plan to be developed by the Early Childhood Iowa Professional Development Executive Committee.](#)

#### **Describe Progress - Include Examples and Numeric Targets where Possible:**

[Beyond continuing to ensure that training approvals and trainings posted on the Training Registry incorporate the IELS, no additional activities have been undertaken by the Lead Agency. Under a state-system effort, the IELS will be translated to Spanish. A state-system website of resources is maintained at: \[http://www.state.ia.us/earlychildhood/EC\\\_resources/early\\\_learning\\\_standards.html\]\(http://www.state.ia.us/earlychildhood/EC\_resources/early\_learning\_standards.html\)](#)

### A2.2 Key Data

A2.2.1a How many individuals were trained on early learning guidelines (ELGs) or standards over the last federal fiscal year?

Responses to this question should be consistent with information provided in question 3.2.3 in the CCDF Plan.

<p><b><u>Center-based Programs:</u></b> <b>Early Learning Guidelines (ELGs)</b></p>	<p><b>How many teachers/practitioners in center-based programs were trained on ELGs over the past year?</b> <b>Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)</b></p>	<p>N/A</p>
<p>Birth to Three ELGs</p>		<p><input checked="" type="checkbox"/></p>
<p>Three-to-Five ELGs</p>		<p><input checked="" type="checkbox"/></p>
<p>Five and Older ELGs</p>		<p><input checked="" type="checkbox"/></p>
<p>Describe:</p>	<p>The provider training registry collects information about each professional development opportunity that incorporates the ELG (Iowa Early Learning Standards). The registry is not able to extract the requested data. This information requires a state system response and is not information solely maintained by the Lead Agency. The Lead Agency partnered with the Dept of Education and many stakeholders in the initial development and 2012 revision of ELG's for both the birth-3 and 3-5 populations. The ELG's have not been viewed as a static curriculum to be delivered as a training. Rather, there is an expectation that training across an allowable array of topics incorporate the ELG's. As such, the Lead Agency is not able to report on the number of providers who received training on the ELG's or the number of children cared for in those programs. However, implementation plans include availability of a targeted curriculum appropriate for child care providers. This may lend to improved reporting in the future.</p>	
<p><b><u>Family Child Care Programs:</u></b> <b>Early Learning Guidelines (ELGs)</b></p>	<p><b>How many family child care providers were trained on ELGs over the past year?</b> <b>Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)</b></p>	<p>N/A</p>
<p>Birth to Three ELGs</p>		<p><input checked="" type="checkbox"/></p>
<p>Three-to-Five ELGs</p>		<p><input checked="" type="checkbox"/></p>
<p>Five and Older ELGs</p>		<p><input checked="" type="checkbox"/></p>
<p>Describe:</p>	<p>The provider training registry collects information about each professional development opportunity that incorporates the ELG (Iowa Early Learning Standards). The registry is not able to extract the requested data. This information requires a state system response and is not information solely maintained by the Lead Agency. The Lead Agency partnered with the Dept of Education and many stakeholders in the initial development and 2012 revision of ELG's for both the birth-3 and 3-5 populations. The ELG's have not been viewed as a static curriculum to be delivered as a training. Rather, there is an expectation that training across an allowable array of topics incorporate the ELG's. As such, the Lead Agency is not able to report on the number of providers who received training on the ELG's or the number of children cared for in those programs. However, implementation plans include availability of a targeted curriculum appropriate for child care providers. This may lend to improved reporting in the future.</p>	

<p><b><u>Legally Exempt Providers:</u></b></p> <p><b>Early Learning Guidelines (ELGs)</b></p>	<p><b>How many legally exempt providers were trained on ELGs over the past year?</b></p> <p><b>Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)</b></p>	<p><b>N/A</b></p>
<p>Birth to Three ELGs</p>		<p><input checked="" type="checkbox"/></p>
<p>Three-to-Five ELGs</p>		<p><input checked="" type="checkbox"/></p>
<p>Five and Older ELGs</p>		<p><input checked="" type="checkbox"/></p>
<p>Describe:</p>	<p>The provider training registry collects information about each professional development opportunity that incorporates the ELG (Iowa Early Learning Standards). The registry is not able to extract the requested data. This information requires a state system response and is not information solely maintained by the Lead Agency. The Lead Agency partnered with the Dept of Education and many stakeholders in the initial development and 2012 revision of ELG's for both the birth-3 and 3-5 populations. The ELG's have not been viewed as a static curriculum to be delivered as a training. Rather, there is an expectation that training across an allowable array of topics incorporate the ELG's. As such, the Lead Agency is not able to report on the number of providers who received training on the ELG's or the number of children cared for in those programs. However, implementation plans include availability of a targeted curriculum appropriate for child care providers. This may lend to improved reporting in the future.</p>	

**A2.2.1b How many children are served in programs implementing the ELGs?**

Refer to question 3.2.4 in the CCDF Plan for examples of how ELGs can be implemented in programs. Program capacity can be used as an estimate of children served.

<p><b><u>Center-based Programs:</u></b></p> <p><b>Early Learning Guidelines (ELGs)</b></p>	<p><b>How many children are served in center-based programs implementing the ELGs? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)</b></p>	<p><b>N/A</b></p>
<p>Birth to Three ELGs</p>		<p><input checked="" type="checkbox"/></p>
<p>Three-to-Five ELGs</p>		<p><input checked="" type="checkbox"/></p>
<p>Five and Older ELGs</p>		<p><input checked="" type="checkbox"/></p>
<p>Describe:</p>	<p>The Lead Agency is not able to report on the total number of children cared for in programs implementing the ELG. The provider training registry collects information about each professional development opportunity that incorporates the ELG (Iowa Early Learning Standards). The registry is not able to extract the requested data. "Implementing the ELG's" requires a state system response and is not information solely maintained by the Lead Agency. The Lead Agency partnered with the Dept of Education and many stakeholders in the initial development and 2012 revision of ELG's for both the birth-3 and 3-5 populations. The ELG's have not been viewed as a static curriculum to be delivered as a training. Rather, there is an expectation that training across an allowable array of topics incorporate the ELG's. As such, the Lead Agency is not able to report on the number of providers who received training on the ELG's or the number of children cared for in those programs. However, implementation plans include availability of a targeted curriculum appropriate for child care providers. This may lend to improved reporting in the future.</p>	

<b>Family Child Care Programs:</b>  <b>Early Learning Guidelines (ELGs)</b>	<b>How many children are served in family child care programs implementing the ELGs? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)</b>	<b>N/A</b>
<b>Birth to Three ELGs</b>		<input checked="" type="checkbox"/>
<b>Three-to-Five ELGs</b>		<input checked="" type="checkbox"/>
<b>Five and Older ELGs</b>		<input checked="" type="checkbox"/>
<b>Describe:</b>	<p>The Lead Agency is not able to report on the total number of children cared for in programs implementing the ELG. The provider training registry collects information about each professional development opportunity that incorporates the ELG (Iowa Early Learning Standards). The registry is not able to extract the requested data. "Implementing the ELG's" requires a state system response and is not information solely maintained by the Lead Agency. The Lead Agency partnered with the Dept of Education and many stakeholders in the initial development and 2012 revision of ELG's for both the birth-3 and 3-5 populations. The ELG's have not been viewed as a static curriculum to be delivered as a training. Rather, there is an expectation that training across an allowable array of topics incorporate the ELG's. As such, the Lead Agency is not able to report on the number of providers who received training on the ELG's or the number of children cared for in those programs. However, implementation plans include availability of a targeted curriculum appropriate for child care providers. This may lend to improved reporting in the future.</p>	
<b>Legally Exempt Providers:</b>  <b>Early Learning Guidelines (ELGs)</b>	<b>How many children are served in legally exempt programs implementing the ELGs? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)</b>	<b>N/A</b>
<b>Birth to Three ELGs</b>		<input checked="" type="checkbox"/>
<b>Three-to-Five ELGs</b>		<input checked="" type="checkbox"/>
<b>Five and Older ELGs</b>		<input checked="" type="checkbox"/>
<b>Describe:</b>	<p>The Lead Agency is not able to report on the total number of children cared for in programs implementing the ELG. The provider training registry collects information about each professional development opportunity that incorporates the ELG (Iowa Early Learning Standards). The registry is not able to extract the requested data. "Implementing the ELG's" requires a state system response and is not information solely maintained by the Lead Agency. The Lead Agency partnered with the Dept of Education and many stakeholders in the initial development and 2012 revision of ELG's for both the birth-3 and 3-5 populations. The ELG's have not been viewed as a static curriculum to be delivered as a training. Rather, there is an expectation that training across an allowable array of topics incorporate the ELG's. As such, the Lead Agency is not able to report on the number of providers who received training on the ELG's or the number of children cared for in those programs. However, implementation plans include availability of a targeted curriculum appropriate for child care providers. This may lend to improved reporting in the future.</p>	

# Pathways to Excellence for Child Care Programs through Program Quality Improvement Activities (Component #3)

## A3.1 Progress on Overall Goals

**A3.1.1 Based on the goals described in the Lead Agency's CCDF Plan at Section 3.3.9, please report your progress.** You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Expanded the number of programs included in the QRIS, Aligned the QRIS standards with Head Start performance standards, or expanded the number of programs with access to an on-site quality consultant). If applicable, describe any barriers to implementing your planned goals.

### **Goals #1:as described in FY 2014-2015 CCDF Plan:**

Goal 1 - Increase Quality Rating System (QRS) participation through efforts to 1) reinstate the full QRS award when maintaining a level 2-5\*; 2) explore implementing a proportionately higher bonus for providers achieving a Level 5; and 3) adopt protocols for funding of quality projects that support participation in QRS (i.e., require all wraparound grantees to participate, direct TEACH funds to center staff working in QRS-rated programs, etc.)

### **Describe Progress - Include Examples and Numeric Targets where Possible:**

The State Child Care Advisory Committee has encouraged legislative action to reinstate the full QRS award but to-date no bill has been offered. The Lead Agency has incorporated into the contracts under its control an expectation that providers under quality initiatives, participate to the degree reasonable, in the state's QRS. Following an evaluation of the QRS, the Lead Agency has undertaken a review with the QRS Oversight Workteam of the QRS with intent to 'recalibrate' within the next 12-18 months. Among the many areas of consideration are strategies to more meaningfully compensate providers for their achievements.

### **Goals #2:as described in FY 2014-2015 CCDF Plan:**

Goal 2 - Assure the integrity of the QRS rating by developing strategies and recommendations, under the leadership of the QRS Oversight Team, for validating or evaluating the QRS.

### **Describe Progress - Include Examples and Numeric Targets where Possible:**

The Lead Agency partnered with the Regional Education Laboratory (REL) Midwest to develop and administer a survey focused on assessing the quality improvement efforts of current QRS participants. In addition, the Lead Agency is developing an internal quality assurance review of rating determinations, and will be addressing additional strategies for program integrity under the recalibration review.

## A3.2 Key Data

### **A3.2.1 Number of Program Receiving Targeted Technical Assistance**

Targeted technical assistance is technical assistance (coaching, mentoring and consultation) that is designed to address a particular domain/area of quality. Responses in this section should be consistent with responses provided in question 3.3.2 in the CCDF Plan which focuses on targeted technical assistance to programs (rather than practitioners) that is intended for moving programs to higher levels of quality.

**a) How many programs received targeted technical assistance during the last federal fiscal year (October 1 through September 30)?** 3167

N/A

Describe:

The programs received consultation from Child Care Resource and Referral staff, primarily on quality improvement activities related to QRS.

**b) If possible, report the number of programs who received targeted technical assistance in the following areas:**

Health and safety:

Infant and toddler care:

School-age care:

Inclusion:

Teaching dual language learners:

Understanding developmental screenings and/or observational assessment tools for program improvement purposes:

Mental health:

Business management practices:

N/A

Describe:

The Lead Agency is unable to provide data for the technical assistance delivered under its control/contracts to this level of detail. Data can be provided for: number of programs receiving TA, the number receiving on-site TA, and total number of on-site visits completed

### **A3.2.2 Number of Programs Receiving Financial Supports**

Responses to this question should be consistent with responses provided in question 3.3.3 of the CCDF Plan. **Financial supports** must be intended to reward, improve, or sustain quality. They can include grants, cash, reimbursements, gift cards, or purchases made to benefit a program. This includes tiered reimbursements for CCDF subsidies. **One-time grants, awards, or bonuses** include any kind of financial support that a program can receive only once. **On-going or periodic quality stipends** include any kind of financial support intended to reward, improve, or sustain quality that a program can receive

more than once.

a) How many programs received one-time, grants, awards or bonuses?

Child Care Centers: 318

N/A

Describe:

The data reflects those programs who received an achievement bonus issued by the Lead Agency upon receipt of a Quality Rating System certificate. This is fiscal year data as of 9-30-14. Centers include school based and operated programs.

Family Child Care Homes: 326

N/A

Describe:

The data reflects those programs who received an achievement bonus issued by the Lead Agency upon receipt of a Quality Rating System certificate. This is fiscal year data as of 9-30-14.

b) How many programs received on-going or Periodic quality stipends?

Child Care Centers:

N/A

Describe:

The Lead Agency does not issue on-going stipend support.

Family Child Care Homes:

N/A

Describe:

The Lead Agency does not issue on-going stipend support.

### **A3.2.3 Number of Eligible Programs for State/Territory QRIS or Other Quality Improvement System**



a) What is the total number of eligible child care centers:

QRIS: 1301

Or

Other Quality Improvement System:

N/A

Describe:

Eligible providers include licensed centers, preschools and school-based programs under the jurisdiction of the Dept. of Education.

b) What is the total number of eligible family child care homes:

QRIS: 3514

Or

Other Quality Improvement System:

N/A

Describe:

Eligible homes included registered Child Development Homes.

c) What is the total number of eligible license-exempt providers:

QRIS:

Or

Other Quality Improvement System:

N/A

Describe:

In this context we define as our school-based, school-operated programs. The number of these programs is unknown. However, new efforts began in the Fall of 2014 by the Iowa Dept. of Education to identify these programs. Data should be reportable in the next report.

### **A3.2.4 Number and Percentage of Programs Participating in State/Territory QRIS or Other Quality Improvement System**



a) Of total number eligible as reported in A3.2.3, what is the total number and percentage of child care center programs in the State/Territory that participate in the State/Territory QRIS or other quality improvement system for programs over the last federal fiscal year?

Child Care Centers:

QRIS:

Number: 650

Percentage: 50

Or

Other Quality Improvement System:

Number:

Percentage:

N/A

Describe:

Data reflects participation as of 9-30-14. Centers include school based and operated programs.

b) Of total number eligible as reported in A3.2.3, what is the total number and percentage of family child care programs in the State/Territory that participate in the State/Territory QRIS or other quality improvement system for programs over the last federal fiscal year?

Family Child Care Homes:

QRIS:

Number: 638

Percentage: 18

Or

Other Quality Improvement System:

Number:

Percentage:

N/A

Describe:

Data reflects participation as of 9-30-14.

c) Of total number eligible as reported in A3.2.3, what is the total number and percentage of license-exempt programs in the State/Territory that participate in the State/Territory QRIS or other quality improvement system for programs over the last federal fiscal year?

License-Exempt Providers:

QRIS:

Number:

Percentage:

Or

Other Quality Improvement System:

Number:

Percentage:

N/A

Describe:

In this context we define as our school-based, school-operated programs. The number of these programs is unknown. However, new efforts began in the Fall of 2014 by the Iowa Dept. of Education to identify these programs. Data should be reportable in the next report.

**A3.2.5 Number of programs at Each Level of Quality?**

For each type of care, provide the total number of quality levels and the number of programs at that level of the total number of participating as reported in A3.2.4. Describe metric if other than QRIS, such as accreditation.

Child Care Centers:

Please provide the total number of Child Care Center quality levels (if available):

N/A

Quality Level	Number of Programs at this level
1	10
2	135
3	145
4	292
5	68

Describe:

Data reflects participation as of 9-30-14. Centers include school based and operated programs (aka "licensed exempt" = school-based, school-operated). Quality levels range from Level 1 through Level 5, with Level 1 being the lowest and Level 5 being the highest level of quality.

Family Child Care Homes:

Please provide the total number of Family Child Care Home quality levels (if available):

N/A

Quality Level	Number of Programs at this level
1	51
2	334
3	87
4	148
5	18

Describe:

Data reflects participation as of 9-30-14. Quality levels range from Level 1 through Level 5, with Level 1 being the lowest and Level 5 being the highest level of quality.

License-Exempt Providers:

Please provide the total number of License&#45Exempt Provider quality levels (if available):

N/A

Quality Level	Number of Programs at this level
---------------	----------------------------------

Describe:

Data reflects participation as of 9-30-14. Centers include school based and operated programs (aka "licensed exempt" = school-based, school-operated).

**A3.2.6 Number of Programs Who Moved Up or Down within QRIS**

If the quality threshold is something other than QRIS, describe the metric used, such as accreditation. These numbers ARE NOT expected to total the number of participating programs in the QRIS as reported in A3.2.4.

Child Care Centers:

How many moved up within the QRIS:

How many moved down within the QRIS:

N/A

Describe:

Current data tools do not allow an analysis for programs that move up within the QRS or those that may have had legitimate reasons for achieving a lower rating at reapplication. The Lead Agency believes that if tracking is to occur, it should also legitimize those providers who are able to maintain a rating, for that often requires a tremendous amount of effort and resources by the provider but often goes unacknowledged by the public.

Family Child Care Homes:

How many moved up within the QRIS:

How many moved down within the QRIS:

N/A

Describe:

Current data tools do not allow an analysis for programs that move up within the QRS or those that may have had legitimate reasons for achieving a lower rating at reapplication. The Lead Agency believes that if tracking is to occur, it should also legitimize those providers who are able to maintain a rating, for that often requires a tremendous amount of effort and resources by the provider but often goes unacknowledged by the public.

License-Exempt Providers:

How many moved up within the QRIS:

How many moved down within the QRIS:

N/A

Describe:

Current data tools do not allow an analysis for programs that move up within the QRS or those that may have had legitimate reasons for achieving a lower rating at reapplication. The Lead Agency believes that if tracking is to occur, it should also legitimize those providers who are able to maintain a rating, for that often requires a tremendous amount of effort and resources by the provider but often goes unacknowledged by the public.

### **A3.2.7 Number of CCDF Subsidized Children Served in Programs Participating in the State/Territory Quality Improvement System**

**Note. If the State/Territory does not have a formal QRIS, the State/Territory may define another quality indicator and report it here.**

a) What percentage of CCDF children were served in participating programs during the last federal fiscal year? 34 %

b) What percentage of CCDF children were served in high quality care as defined by the State/Territory? 23 %

Provide the definition of high quality care in the Describe box. This may include assessment scores, accreditation, or other metric, if no QRIS.

N/A

Describe:

Data reflects participation as of 9-30-14. High quality care is defined as QRS Levels 3 - 5.

# Pathways to Excellence for the Child Care Workforce: Professional Development Systems and Workforce Initiatives (Component #4)

## A4.1 Progress on Overall Goals

**A4.1.1 Based on the goals described in the Lead Agency's CCDF Plan at Section 3.4.7, please report your progress.** You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Implement a wage supplement program, Develop articulation agreements). If applicable, describe any barriers to implementing your planned goals.

### **Goals #1:as described in FY 2014-2015 CCDF Plan:**

Goal 1 - Increase participation rates by all training organizations in their use of the Department's Child Care Provider Training Registry, specifically targeting strategies to engage under-utilizing organizations. An increase in the number of training organizations listing their training opportunities and the number of providers using the registry to enroll in and track their training would maximize the value of this data system.

### **Describe Progress - Include Examples and Numeric Targets where Possible:**

Since the last reporting period, participation has increased from 49 to 55 organizations linked in the registry to list their approved professional development opportunities and verify attendance. The number of participants using the registry to enroll in and track their professional development completion has increased from 18,953 to 19,428. The number of providers using the registry increased from 8,776 to 10,354.

### **Goals #2:as described in FY 2014-2015 CCDF Plan:**

Goal 2 - Increase in the number of Child Development Homes (CDH's) who have completed ChildNet certification. ChildNet certification is achieved by CDH's who have completed 25 hours of training and had a certification visit completed by CCR&R staff. ChildNet certification assures an increased level of health, safety, quality and monitoring, as compliance with regulations, participation in CACFP, liability insurance, etc. are all required to achieve certification.

### **Describe Progress - Include Examples and Numeric Targets where Possible:**

The number of home providers who achieved Childnet certifications increased from 20% to 21% (as reported on July 31<sup>st</sup> of 2013 and 2014)

### **Goals #3:as described in FY 2014-2015 CCDF Plan:**

Goal 3 - Increase in the number of Child Care Resource and Referral (CCR&R) consultants who have 1) completed the I-Consult training and 2) achieved the I-Consult credential: The I-Consult training developed by Iowa State University provides a common framework for consistent consultation competencies across the pool of CCR&R consultants. Achievement of the I-Consult credential offers a measure of integrity to the work and is building a peer-mentor infrastructure.

**Describe Progress - Include Examples and Numeric Targets where Possible:**

In SFY14, 7 consultants completed the Level 1 training. 9 consultants completed I-Consult Level 2 training and achieved their I-Consult Credential. There were 3 consultants that completed I-Consult Level 3 training and all three achieved their mentoring credential.



## A4.2 Key Data

### **A4.2.1a Number of Teachers/Caregivers and Qualification Levels**

a) What is the total number of child care center teachers in the State/Territory as September 30 of the last federal fiscal year?

N/A

Describe:

The Lead Agency collects information about individuals when they use the registry. The full scope of data reporting requires a state system response and is not information solely maintained by the Lead Agency. While the Lead Agency does operate a Child Care Provider Training Registry (TR), the use of the TR is not mandatory across all provider types (including Head State and programs under the jurisdiction of the Dept. of Education). While some of the information is collected in the TR, it is primarily self-report.

### **A4.2.1b Number of Teachers/Caregivers and Qualification Levels**

b) What is the total number of family child care providers in the State/Territory as September 30 of the last federal fiscal year?

N/A

Describe:

The Lead Agency collects information about individuals when they use the registry. The full scope of data reporting requires a state system response and is not information solely maintained by the Lead Agency. While the Lead Agency does operate a Child Care Provider Training Registry (TR), the use of the TR is not mandatory across all provider types (including Head State and programs under the jurisdiction of the Dept. of Education). While some of the information is collected in the TR, it is primarily self-report.

c) What is the number of center teachers and family child care providers by qualification level as of the end of the last fiscal year? Count only the highest level of education attained.

## A4.2.1c Number of Teachers/Caregivers and Qualification Levels

### Child Care Center Teachers:

How many had a Child Development Associate (CDA)?

N/A

Describe:

The Lead Agency collects information about individuals when they use the registry. The full scope of data reporting requires a state system response and is not information solely maintained by the Lead Agency. While the Lead Agency does operate a Child Care Provider Training Registry (TR), the use of the TR is not mandatory across all provider types (including Head State and programs under the jurisdiction of the Dept. of Education). While some of the information is collected in the TR, it is primarily self-report. The Lead Agency does collect credentials and degrees but the Lead Agency does not verify the self-reported credential/degree. The TR does not allow the Lead Agency to filter education by job category.

How many had State/Territory Credentials?

N/A

Describe:

The Lead Agency collects information about individuals when they use the registry. The full scope of data reporting requires a state system response and is not information solely maintained by the Lead Agency. While the Lead Agency does operate a Child Care Provider Training Registry (TR), the use of the TR is not mandatory across all provider types (including Head State and programs under the jurisdiction of the Dept. of Education). While some of the information is collected in the TR, it is primarily self-report. The Lead Agency does collect credentials and degrees but the Lead Agency does not verify the self-reported credential/degree. The TR does not allow the Lead Agency to filter education by job category.

How many had an Associate's degree?

N/A

Describe:

The Lead Agency collects information about individuals when they use the registry. The full scope of data reporting requires a state system response and is not information solely maintained by the Lead Agency. While the Lead Agency does operate a Child Care Provider Training Registry (TR), the use of the TR is not mandatory across all provider types (including Head State and programs under the jurisdiction of the Dept. of Education). While some of the information is collected in the TR, it is primarily self-report. The Lead Agency does collect credentials and degrees but the Lead Agency does not verify the self-reported credential/degree. The TR does not allow the Lead Agency to filter education by job

category.

How many had a Bachelor's degree?

N/A

Describe:

The Lead Agency collects information about individuals when they use the registry. The full scope of data reporting requires a state system response and is not information solely maintained by the Lead Agency. While the Lead Agency does operate a Child Care Provider Training Registry (TR), the use of the TR is not mandatory across all provider types (including Head State and programs under the jurisdiction of the Dept. of Education). While some of the information is collected in the TR, it is primarily self-report. The Lead Agency does collect credentials and degrees but the Lead Agency does not verify the self-reported credential/degree. The TR does not allow the Lead Agency to filter education by job category.

How many had a Graduate/Advanced degree?

N/A

Describe:

The Lead Agency collects information about individuals when they use the registry. The full scope of data reporting requires a state system response and is not information solely maintained by the Lead Agency. While the Lead Agency does operate a Child Care Provider Training Registry (TR), the use of the TR is not mandatory across all provider types (including Head State and programs under the jurisdiction of the Dept. of Education). While some of the information is collected in the TR, it is primarily self-report. The Lead Agency does collect credentials and degrees but the Lead Agency does not verify the self-reported credential/degree. The TR does not allow the Lead Agency to filter education by job category.

### **Family Child Care Providers:**

How many had a Child Development Associate (CDA)?

N/A

Describe:

The Lead Agency collects information about individuals when they use the registry. The full scope of data reporting requires a state system response and is not information solely maintained by the Lead Agency. While the Lead Agency does operate a Child Care Provider Training Registry (TR), the use of the TR is not mandatory across all provider types (including Head State and programs under the jurisdiction of the Dept. of Education). While some of the information is collected in the TR, it is primarily self-report. The Lead Agency does collect credentials and degrees but the Lead Agency does not verify

the self-reported credential/degree. The TR does not allow the Lead Agency to filter education by job category.

How many had State/Territory Credentials?

N/A

Describe:

The Lead Agency collects information about individuals when they use the registry. The full scope of data reporting requires a state system response and is not information solely maintained by the Lead Agency. While the Lead Agency does operate a Child Care Provider Training Registry (TR), the use of the TR is not mandatory across all provider types (including Head State and programs under the jurisdiction of the Dept. of Education). While some of the information is collected in the TR, it is primarily self-report. The Lead Agency does collect credentials and degrees but the Lead Agency does not verify the self-reported credential/degree. The TR does not allow the Lead Agency to filter education by job category.

How many had an Associate's degree?

N/A

Describe:

The Lead Agency collects information about individuals when they use the registry. The full scope of data reporting requires a state system response and is not information solely maintained by the Lead Agency. While the Lead Agency does operate a Child Care Provider Training Registry (TR), the use of the TR is not mandatory across all provider types (including Head State and programs under the jurisdiction of the Dept. of Education). While some of the information is collected in the TR, it is primarily self-report. The Lead Agency does collect credentials and degrees but the Lead Agency does not verify the self-reported credential/degree. The TR does not allow the Lead Agency to filter education by job category.

How many had a Bachelor's degree?

N/A

Describe:

The Lead Agency collects information about individuals when they use the registry. The full scope of data reporting requires a state system response and is not information solely maintained by the Lead Agency. While the Lead Agency does operate a Child Care Provider Training Registry (TR), the use of the TR is not mandatory across all provider types (including Head State and programs under the jurisdiction of the Dept. of Education). While some of the information is collected in the TR, it is primarily self-report. The Lead Agency does collect credentials and degrees but the Lead Agency does not verify the self-reported credential/degree. The TR does not allow the Lead Agency to filter education by job category.

How many had a Graduate/Advanced degree?

N/A

Describe:

The Lead Agency collects information about individuals when they use the registry. The full scope of data reporting requires a state system response and is not information solely maintained by the Lead Agency. While the Lead Agency does operate a Child Care Provider Training Registry (TR), the use of the TR is not mandatory across all provider types (including Head State and programs under the jurisdiction of the Dept. of Education). While some of the information is collected in the TR, it is primarily self-report. The Lead Agency does collect credentials and degrees but the Lead Agency does not verify the self-reported credential/degree. The TR does not allow the Lead Agency to filter education by job category.

#### **A4.2.2 Number of Individuals Included in State/Territory's Professional Development Registry during Last Federal Fiscal Year (October 1 through September 30)**

Teachers in child care centers: 4873

Family child care home providers: 4101

License-exempt providers: 23

N/A

Describe:

The data reflects individuals who make use of the Provider Training Registry.

#### **A4.2.3 Number of Individuals Receiving credit-based training and/or education as defined by the State/Territory during the last federal fiscal year (October 1 through September 30)?**

Teachers in child care centers:

Family child care home providers:

License-exempt providers:

N/A

Describe:

Neither the Iowa Child Care Provider Training Registry nor the Child Care Resource and Referral agencies track credit-based training.

**A4.2.4 Number of credentials and degrees awarded during the last federal fiscal year** If possible, list the type of credential or degree and in what type of setting the practitioner worked

**Type of Credential:**

How many credentials were awarded to teachers in child care centers?

Please list and provide number:

Child Development Associate (CDA):

State/Territory Credentials:

Other:

N/A

Describe:

The Lead Agency does not verify the self-reported credential/degree of those providers who use the registry. The registry does not collect degrees by the date awarded.

The only data available to the Lead Agency would be from those staff participating in Iowa T.E.A.C.H. It is not included here as it is not reflective of all providers and credentials/degrees awarded.

The requested information is not tracked in a formalized data system by the Lead Agency. Data collection effort is larger than the Lead Agency, and would require a systemic response across the early childhood system, including not only the lead agency but other entities such as community and 4-year colleges and universities.

How many credentials were awarded to family child care home providers?

Please list and provide number:

Child Development Associate (CDA):

State/Territory Credentials:

Other:

N/A

Describe:

The Lead Agency does not verify the self-reported credential/degree of those providers who use the registry. The registry does not collect degrees by the date awarded.

The only data available to the Lead Agency would be from those staff participating in Iowa T.E.A.C.H. It is not included here as it is not reflective of all providers and credentials/degrees awarded.

The requested information is not tracked in a formalized data system by the Lead Agency. Data collection effort is larger than the Lead Agency, and would require a systemic response across the early childhood system, including not only the lead agency but other entities such as community and 4-year colleges and universities.

How many credentials were awarded to license-exempt providers?

Please list and provide number:

Child Development Associate (CDA):

State/Territory Credentials:

Other:

N/A

Describe:

The Lead Agency does not verify the self-reported credential/degree of those providers who use the registry. The registry does not collect degrees by the date awarded.

The only data available to the Lead Agency would be from those staff participating in Iowa T.E.A.C.H. It is not included here as it is not reflective of all providers and credentials/degrees awarded.

The requested information is not tracked in a formalized data system by the Lead Agency. Data collection effort is larger than the Lead Agency, and would require a systemic response across the early childhood system, including not only the lead agency but other entities such as community and 4-year colleges and universities.

### **Type of Degree:**

How many **degrees** were awarded to teachers **in child care centers?**

Please list and provide number:

Associates:

Bachelors:

Graduate/Advanced Degree:

Other:

N/A

Describe:

The Lead Agency does not verify the self-reported credential/degree of those providers who use the registry. The registry does not collect degrees by the date awarded.

The only data available to the Lead Agency would be from those staff participating in Iowa T.E.A.C.H. It is not included here as it is not reflective of all providers and credentials/degrees awarded.

The requested information is not tracked in a formalized data system by the Lead Agency. Data collection effort is larger than the Lead Agency, and would require a systemic response across the early childhood system, including not only the lead agency but other entities such as community and 4-year colleges and universities.

How many degrees were awarded to family child care home providers?

Please list and provide number:

Associates:

Bachelors:

Graduate/Advanced Degree:

Other:

N/A

Describe:

The Lead Agency does not verify the self-reported credential/degree of those providers who use the registry. The registry does not collect degrees by the date awarded.

The only data available to the Lead Agency would be from those staff participating in Iowa T.E.A.C.H. It is not included here as it is not reflective of all providers and credentials/degrees awarded.

The requested information is not tracked in a formalized data system by the Lead Agency. Data collection effort is larger than the Lead Agency, and would require a systemic response across the early childhood system, including not only the lead agency but other entities such as community and 4-year colleges and universities.

How many degrees were awarded to license-exempt providers?

Please list and provide number:

Associates:

Bachelors:

Graduate/Advanced Degree:

Other:

N/A

Describe:

The Lead Agency does not verify the self-reported credential/degree of those providers who use the registry. The registry does not collect degrees by the date awarded.

The only data available to the Lead Agency would be from those staff participating in Iowa T.E.A.C.H. It is not included here as it is not reflective of all providers and credentials/degrees awarded.

The requested information is not tracked in a formalized data system by the Lead Agency. Data collection effort is larger than the Lead Agency, and would require a systemic response across the early



childhood system, including not only the lead agency but other entities such as community and 4-year colleges and universities.

**A4.2.5 Number of Individuals receiving technical assistance during the last federal fiscal year** Describe any data you track on coaching, mentoring, or specialist consultation. If possible, include in what type of setting the practitioner worked. Responses to this question should be consistent with information provided in question 3.4.4e of the CCDF Plan.

**Type of Technical Assistance:**

How many teachers in child care centers received technical assistance?

N/A

Please list type of technical assistance and provide number:

The Lead Agency does not collect the number of staff who received TA. The Lead Agency can only report on the number of programs receiving TA.

How many family child care home providers received technical assistance?

N/A

Please list type of technical assistance and provide number:

The Lead Agency does not collect the number of staff who received TA. The Lead Agency can only report on the number of programs receiving TA.

How many license-exempt providers received technical assistance?

N/A Please list type of technical assistance and provide number:

The Lead Agency does not collect the number of staff who received TA. The Lead Agency can only report on the number of programs receiving TA.

**A4.2.6 Type of Financial Supports Provided and Number of Teachers/Providers Receiving as of End of Last Federal Fiscal Year?**

- Scholarships. How many teachers/providers received?
- Reimbursement for Training Expenses. How many teachers/providers received?
- Loans. How many teachers/providers received?
- Wage supplements. How many teachers/providers received?
- Other.

Describe:

- N/A

Describe:

The requested information is not tracked in a formalized data system by the Lead Agency. Data collection effort is larger than the Lead Agency, and would require a systemic response across the early childhood system. Support may also be available to providers through the Dept. of Education or Early Childhood Iowa Areas, but varies from area to area across the state. The financial supports outlined in the 1415 State Plan addressed only the achievement award received by QRS participants.

## **Building Subsidy Systems that Increase Access to High Quality Care**

In this section, Lead Agencies provide progress on their subsidy administration goals over the past year as of September 30.

### **A5.1 Progress on Overall Goals**

**Based on the goals described in the Lead Agency's CCDF Plan at Section 2.8, please report your progress using the chart below.** You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., established copayment policies that sustain income and sustain quality, or established eligibility policies that promote continuity of care). If applicable, describe any barriers to implementing your planned goals.

#### **Goals #1:as described in FY 2014-2015 CCDF Plan:**

Revise the basis for special needs child care assistance rates so the rates better align with actual costs and special education eligibility standards.\*

#### **Describe Progress - Include Examples and Numeric Targets where Possible:**

The State Child Care Advisory Committee has been advocating for an increase in overall market rates. The Lead Agency continues to review technical assistance provided to the state on alternative approaches, including costs to implement.

#### **Goals #2:as described in FY 2014-2015 CCDF Plan:**

Reduce improper payments and increase program integrity by implementing at least 2 strategies identified from the Internal Controls Self-Assessment tool and the May 2013 federal technical assistance visit.

#### **Describe Progress - Include Examples and Numeric Targets where Possible:**

To improve program integrity 2 strategies were developed and implemented: 1) Based on CCA billings, capacity reports were developed that provide an alert to field if capacity to billing appears high based on ratios. The effort provides a tool to ensure that a provider is not serving or billing more children at any one time than is allowed by regulation. 2) A monthly report is generated to the Department of Inspection and Appeals (agency that conducts fraud investigations) of the top 10 providers paid subsidy. This allows an opportunity for a preliminary review for potential overpayments.