

Quality Progress Report (QPR) For Iowa FFY 2019

1) Overview

To gain an understanding of the availability of child care in the State/Territory please provide the following information on the total number of child care providers. Please enter N/A when necessary.

1.1 State or Territory Child Care Provider Population

Enter the total number of child care providers that operated in the State/Territory as of September 30 of the last federal fiscal year. These counts should include all child care providers, not just those serving children receiving CCDF subsidies. Please enter N/A when necessary.

a. Licensed family child care # 2556

N/A

Describe:

b. Legally exempt family child care (care in providers' home) # 175

N/A

Describe:

c. Licensed center-based programs # 1534

N/A

Describe:

d. Legally exempt center-based programs # 0

N/A

Describe:

e. In-home (care in the child's own home) # 149

N/A

Describe:

f. Other (explain)

1.2 Goals for Quality Improvement

Based on Question 7.1.1 from the FFY2016-2018 CCDF State Plan for the FFY2018 QPR and Question 7.1.2 from the FFY2019-2021 CCDF State Plan for FFY2019-2021 QPRs, please report your progress on the State or Territory's overarching goals for quality improvement during October 1 to September 30 of the last federal fiscal year. 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.

Overarching lead agency goals included implementation, promotion and supporting provider participation in a new Quality Rating and Improvement System (QRIS) called Iowa Quality 4 Kids (IQ4K). The lead agency has made progress towards these goals through multiple systems enhancements including our registry update project; beginning the IQ4K on-line system build; form and process development for the new IQ4K and implementation of increased provider reimbursement rates. Lead Agency policy staff have been working in collaboration with the Lead Agency's IT department to develop an improved and updated workforce registry system. Iowa's current registry system tracks training that is entered into the system but is not able to track degrees or trainings that were taken outside of the system. The new system will include a more user-friendly interface as well as increased capabilities such as tracking employment and the ability to upload training and education information from outside of the system. These enhanced capabilities are integral to the new IQ4K system as providers will no longer have to send in paper copies and can keep all their employment, education and training documentation in one place that interacts with the new IQ4K system. The project is nearing completion with an anticipated roll out in early 2020.

Lead Agency staff are also beginning work on building an on-line system that can be used to submit applications for the new IQ4K system. This system will eliminate the bulky paper applications that are currently being used in the Iowa Quality Rating System (QRS). Initial conversations have outlined desired system capabilities as well as interactions with the updated registry system. The Lead Agency's IT staff will start development of the system after completion of the updated registry. The Lead Agency Quality Program Manager has also worked with CCR&RQRIS Specialists to develop guidance manuals for child care programs that assist them with what documentation is needed to meet criteria in the new

IQ4K system. Additionally the QRIS specialist have provided guidance to fellow CCR&R Consultants and child care providers on the new criteria so that providers will be prepared when the new system is ready to take applications.

Implementation of new Child Care Assistance (CCA) provider reimbursement rates on 01/01/2019 furthered the Lead Agency's overarching goals of implementation, promotion and supporting provider participation in the new IQ4K. The change in CCA rates created multiple levels for QRS rated programs to provide incentive to participate and move up the rating scale. Previously only providers with a level 5 rating (the highest rating possible) were eligible for higher CCA reimbursement rates. As of 01/01/2019 two additional payment levels were incorporated so that all providers with a current QRS rating are eligible for higher reimbursements than the base reimbursement rate; and the rates a program is eligible for increases as their QRS rating increases. The Lead Agency has already seen a significant increase in number of programs participating in the current QRS system and anticipates that this will be beneficial in motivating providers to continue participation in the new system.

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

Goal: Ensure the State/Territory's professional development systems or framework provides initial and ongoing professional development and education that result in a diverse and stable child care workforce with the competencies and skills to support all domains of child development. Please select N/A when necessary.

2.1 State/Territory Progression of Professional Development

2.1.1 Did the State/Territory use a workforce registry or professional development registry to track progression of professional development during October 1 to September 30 of the last federal fiscal year?

Yes.

If yes, describe:

The Iowa Child Care Provider Training Registry is an online system managed by the Lead Agency. Organizations that provide approved professional development opportunities to Iowa child care providers list their classes, series and conferences on the system. Accounts on the system are free and Child care providers enroll in the trainings through system. When participants complete each course the professional

development providing organization verifies their completion with attendance. A training history is comprised of all classes and series that were successfully completed and verified by the professional development providing organization.

No.

If no, what alternative does the State/Territory use to track the progression of professional development for teachers/providers serving CCDF eligible children?

Describe:

2.1.2 Are any teachers/providers required to participate?

Yes.

If yes, describe:

While teachers or providers are not required by regulation to have an account, staff that work in licensed centers, registered child development homes and non-registered homes that accept CCDF are required to have preservice/orientation training.

Enrollment for this training occurs on the Iowa child care provider registry and staff must have an account to enroll in the training.

No.

If no, describe:

2.1.3 How many people were in the registry as of September 30 of the last federal fiscal year? # 56435

2.2 What supports did the State/Territory make available to teachers/providers to help them progress in their education and professional pathway between October 1 and September 30 of the last federal fiscal year (check all that apply)? If available, how many people received each type of support?

Scholarships (for formal education institutions)

197

Financial bonus/wage supplements tied to education levels

77

Career advisors, Mentors, Coaches, or Consultants

53

Reimbursement for training

#

Loans

#

Other.

Describe:

N/A

Describe:

Scholarships: Through T.E.A.C.H. Early Childhood Iowa there were a total of 211 scholarship contracts issued with CCDF funds however some participants had more than one scholarship contract so the total number of participants was 197.

Wage supplements: Through WAGE\$ Iowa 77 people received at least 1 stipend and some participants received more than one stipend.

Career advisors, Mentors, Coaches or Consultants: This number reflects the number of T.E.A.C.H. Early Childhood Iowa staff plus the number of CCR&R consultants there are throughout the State. The CCR&R consultants provide TA on various topics, including professional development. Many consultants have more than one funding stream supporting their position so it is difficult to say how many of these consultants are funded directly by CCDF funds.

2.3 Did the State/Territory have other initiatives available to support professional development and the workforce during October 1 to September 30 of the last federal fiscal year? (e.g. Substitutes, sick/annual leave, release time, etc.)

Yes.

If yes, describe:

No.

For the questions 2.4 to 2.9 please report on the number of staff by qualification level as of September 30th of the last federal fiscal year. Count only the highest level attained by staff.

2.4 Licensed child care center director

a) How many had a Child Development Associate (CDA)?

Unknown

Describe:

The Lead Agency currently does not have any systems that are capable of providing this information.

#:

%:

b) How many had an Associate's degree in an early childhood education?

Unknown

Describe:

The Lead Agency currently does not have any systems that are capable of providing this information.

#:

%:

c) How many had a Bachelor's degree in an early childhood education?

Unknown

Describe:

The Lead Agency currently does not have any systems that are capable of providing this information.

#:

%:

d) How many had a State child care credential?

Unknown

Describe:

Iowa does not have a State child care credential.

#:

%:

e) How many had State infant and toddler credentials?

Unknown

Describe:

Iowa does not have a State infant and toddler credential.

#:
%:

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

Unknown

Describe:

The Lead Agency currently does not have any systems that are capable of providing this information.

#:
%:

2.5 Licensed child care center teachers

a) How many had a Child Development Associate (CDA)?

Unknown

Describe:

The Lead Agency currently does not have any systems that are capable of providing this information.

#:
%:

b) How many had an Associate's degree in an early childhood education?

Unknown

Describe:

The Lead Agency currently does not have any systems that are capable of providing this information.

#:
%:

c) How many had a Bachelor's degree in an early childhood education?

Unknown

Describe:

The Lead Agency currently does not have any systems that are capable of providing

this information.

#:

%:

d) How many had a State child care credential?

Unknown

Describe:

Iowa does not have a State child care credential.

#:

%:

e) How many had State infant and toddler credentials?

Unknown

Describe:

Iowa does not have a State infant and toddler credential.

#:

%:

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

Unknown

Describe:

The Lead Agency currently does not have any systems that are capable of providing this information.

#:

%:

2.6 Licensed family child care providers

a) How many had a Child Development Associate (CDA)?

Unknown

Describe:

The Lead Agency currently does not have any systems that are capable of providing this information.

#:
%:

b) How many had an Associate's degree in an early childhood education?

Unknown

Describe:

The Lead Agency currently does not have any systems that are capable of providing this information.

#:
%:

c) How many had a Bachelor's degree in an early childhood education?

Unknown

Describe:

The Lead Agency currently does not have any systems that are capable of providing this information.

#:
%:

d) How many had a State child care credential?

Unknown

Describe:

Iowa does not have a State child care credential.

#:
%:

e) How many had State infant and toddler credentials?

Unknown

Describe:

Iowa does not have a State infant and toddler credential.

#:
%:

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

Unknown

Describe:

The Lead Agency currently does not have any systems that are capable of providing this information.

#:

%:

2.7 Licensed child care center directors who serve CCDF children

a) How many had a Child Development Associate (CDA)?

Unknown

Describe:

The Lead Agency currently does not have any systems that are capable of providing this information.

#:

%:

b) How many had an Associate's degree in an early childhood education?

Unknown

Describe:

The Lead Agency currently does not have any systems that are capable of providing this information.

#:

%:

c) How many had a Bachelor's degree in an early childhood education?

Unknown

Describe:

The Lead Agency currently does not have any systems that are capable of providing this information.

#:
%:

d) How many had a State child care credential?

[checked] Unknown

Describe:

Iowa does not have a State child care credential.

#:
%:

e) How many had State infant and toddler credentials?

[checked] Unknown

Describe:

Iowa does not have a State infant and toddler credential.

#:
%:

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

[checked] Unknown

Describe:

The Lead Agency currently does not have any systems that are capable of providing this information.

#:
%:

2.8 Licensed child care center teachers who serve CCDF children

a) How many had a Child Development Associate (CDA)?

[checked] Unknown

Describe:

The Lead Agency currently does not have any systems that are capable of providing this information.

#:
%:

b) How many had an Associate's degree in an early childhood education?

Unknown

Describe:

The Lead Agency currently does not have any systems that are capable of providing this information.

#:
%:

c) How many had a Bachelor's degree in an early childhood education?

Unknown

Describe:

The Lead Agency currently does not have any systems that are capable of providing this information.

#:
%:

d) How many had a State child care credential?

Unknown

Describe:

Iowa does not have a State child care credential.

#:
%:

e) How many had State infant and toddler credentials?

Unknown

Describe:

Iowa does not have a State infant and toddler credential.

#:
%:

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience

teaching appropriate age group?

Unknown

Describe:

The Lead Agency currently does not have any systems that are capable of providing this information.

#:

%:

2.9 Licensed family child care providers who serve CCDF children

a) How many had a Child Development Associate (CDA)?

Unknown

Describe:

The Lead Agency currently does not have any systems that are capable of providing this information.

#:

%:

b) How many had an Associate's degree in an early childhood education?

Unknown

Describe:

The Lead Agency currently does not have any systems that are capable of providing this information.

#:

%:

c) How many had a Bachelor's degree in an early childhood education?

Unknown

Describe:

The Lead Agency currently does not have any systems that are capable of providing this information.

#:

%:

d) How many had a State child care credential?

Unknown

Describe:

Iowa does not have a State child care credential.

#:

%:

e) How many had State infant and toddler credentials?

Unknown

Describe:

Iowa does not have a State infant and toddler credential.

#:

%:

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

Unknown

Describe:

The Lead Agency currently does not have any systems that are capable of providing this information.

#:

%:

2.10 Spending

2.10.1. Did the State/Territory spend CCDF quality set aside funds to support the training and professional development of the child care workforce during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on supporting the training and professional development of the child care workforce

Yes.

If yes, %: 9.7

No

N/A

Describe:

2.10.2 Did the State/Territory use other non-CCDF funds to support the training and professional development of the child care workforce (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

In Iowa there are 38 local Early Childhood Iowa boards that expend funds in their local area based on a needs assessment of their local area. Many of these boards expend funds to support professional development opportunities for the child care workforce however we are unable to determine an exact amount.

No

N/A

Describe:

2.10.3 Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 towards supporting the training and professional development of the child care workforce?

Yes.

If yes, describe:

The Lead Agency used some of the increased CCDF funds in our contract for T.E.A.C.H. scholarships due to increased costs at institutions of higher education. The Lead Agency is also using some CCDF funds to support work on an updated and improved workforce registry with increased functionality to store educational and training information on the early childhood and school-age workforce.

No

N/A

Describe:

2.11 Progress Update:

Describe the measures the State/Territory used to evaluate progress to improve the quality of child care programs during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

The Lead Agency funds multiple contracts that include providing training to child care program staff and uses measures from those contracts to evaluate progress.

CCR&R CCR&R's are located throughout the state and offer multiple trainings to providers. All CCR&R regions offer the following trainings: ChildNet; Iowa Early Learning Standards (IELS) Overview; Nutrition and Physical Activity Self-Assessment in Child Care (NAP SACC); Quality School-Age Care (QSAC) or the new version School-Age Matters(SAM); Program for Infant Toddler Care (PITC); Early Childhood Positive Behavioral Interventions and Supports (EC-PBIS) for Preschool; EC-PBIS for Infants and Toddlers; and EC-PBIS for Family Child Care. ChildNet is 25 hours and intended for family child care providers. It was offered 27 times and a total of 136 participants completed the entire series (many more completed some but not all of the modules). The IELS training is a two-hour overview of the IELS and was offered 23 times by CCR&R with a total of 287 participants trained. NAP SACC is a health and nutrition training which was offered 20 times with a total of 221 providers completing the training. QSAC or SAM are trainings focused on caring for school-age children, these trainings were offered a total of 6 times with 43 providers completing the training. PITC is offered per module with each module being 10 hours of training. PITC module 1 was offered 13 times with a total of 89 participants completing the module. PITC module 2 was offered 14 times with a total of 84 participants completing the module. PITC module 3 was offered 12 times with a total of 70 participants completing the module. PITC module 4 was offered 12 times with a total of 62 participants completing the module. EC-PBIS for Preschool was offered 20 times. EC-PBIS for Infants and Toddlers was offered 7 times. EC-PBIS for Family Child Care was offered 14 times.

Healthy Child Care Iowa (HCCI): Certified Child Care Nurse consultants provided 221 health and safety trainings throughout the state, which trained a total of 2721 individuals.

Iowa State University Extension and Outreach: Training staff offered a total of 42 Environment Rating Scale trainings using both on line and face-to-face formats. As of September 30, 2019, 369 participants had completed those trainings. A participant has completed an ERS training once they have attended all 4 classes of the series AND

completed all 4 out-of-class activities. More than 369 participants had completed the classes however some of those participants had not yet completed the out-of-class activities.

3) Improving early learning and development guidelines

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

3.1. Describe any changes or updates to the State or Territory's early learning and development guidelines during October 1 to September 30 of the last federal fiscal year

The 3rd Edition of the Iowa Early Learning Standards was released in December of 2018. A subcommittee of stakeholders that worked on the update of the standards developed a two-hour introductory training to help early childhood staff become familiar with the new standards. This class is offered for free on-line and face-to-face. Additionally, through Iowa's Preschool Development Grant stakeholders are working on a coaching process to accompany the introductory training.

3.2 Spending

3.2.1. Did the State/Territory spend CCDF quality set aside funds during October 1 to September 30 of the last federal fiscal year on the development or implementation of early learning and development guidelines? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what was the percentage of CCDF quality dollars spent on the development or implementation of early learning and development guidelines?

Yes.

If yes, %:

No

N/A

Describe:

3.2.2. Did the State/Territory use other non-CCDF funds to develop or implement early learning and development guidelines (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

Funds from Iowa's Preschool Development Grant were used to print paper copies of the updated Iowa Early Learning Standards and are being distributed for free to early childhood staff through Child Care Resource & Referral as well as other technical assistance providers in the State.

No

N/A

Describe:

3.2.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 on developing or implementing early learning and development guidelines

Yes.

If yes, describe:

No

N/A

Describe:

3.3 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

N/A

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

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

Please provide your State/Territory's definition of high quality care, and how it relates to the tiers of your QRIS (if applicable). *This may include the State/Territory's RTT-ELC definition of high quality or high quality definition as part of the State/Territory's Quality Rating Improvement System (QRIS). If no QRIS exists describe other measures used to assess quality (may include assessment scores, accreditation, or other metric):*

The State defines high quality child care as a programs that have a level 3 through 5 rating on Iowa's Quality Rating System (QRS).

4.1 Did the status of your State/Territory quality rating and improvement system (QRIS) change during October 1 to September 30 of the last federal fiscal year?

- Yes, the State/Territory QRIS is now operating State/Territory-wide
- Yes, the State/Territory QRIS is now operating as a pilot, in a few localities, or only a few levels
- Yes, the State/Territory is now operating another system of quality improvement.

Describe:

- Yes, the State/Territory no longer has a QRIS.
- No, the status of the State/Territory QRIS has not changed as of September 30th of the last federal fiscal year.

4.2 Did the types of providers included in the State/Territory QRIS change during October 1 to September 30 of the last federal fiscal year? If yes, check which types of providers were added or removed (check all that apply):

- Yes
 - Added licensed family child care
 - Removed licensed family child care
 - Added legally exempt family child care (care in providers' home)
 - Removed legally exempt family child care (care in providers' home)
 - Added licensed center-based programs

- Removed licensed center-based programs
- Added legally exempt center-based programs
- Removed legally exempt center-based programs
- Added in-home (care in the child's own home)
- Removed in-home (care in the child's own home)
- Other.

Describe:

No

4.3 Is participation in the State/Territory QRIS mandatory for any group of providers?

Yes

Describe;

No

N/A

Describe;

4.4 Enter the number of programs that met the State's high quality definition as of September 30 the last fiscal year:

- a) Licensed family child care # 238
- b) Legally exempt family child care (care in providers' home) # 0
- c) Licensed center-based programs # 596
- d) Legally exempt center-based programs # 0
- e) In-home (care in the child's own home) # 0

N/A

Describe:

For c) this number includes both licensed center-based programs and legally exempt center-based programs.

4.5 Enter the number of CCDF children in high quality care by age grouping as of September 30 of the last federal fiscal year:

- a) Birth to 35 months # 1377

- b) 3 years up to kindergarten entry # 3301
- c) School Aged (post kindergarten entry) # 3083
- d) Other. Describe:

N/A

Describe:

The Lead Agency's records are based on different age ranges than those listed above. The numbers reported above reflect the following age ranges:

- a) children birth to 24 months
- b) children 2 years to kindergarten entry
- c) School Aged (post kindergarten entry)

4.6 Provide the percentage of CCDF children in high quality care by age grouping as of September 30 of the last federal fiscal year:

- a) Birth to 35 months % 18
- b) 3 years up to kindergarten entry % 42
- c) School Aged (post kindergarten entry) % 40
- d) Other. Describe:

N/A

Describe:

The Lead Agency's records are based on different age ranges than those listed above. The percentages reported above reflect the following age ranges:

- a) children birth to 24 months
- b) children 2 years to kindergarten entry
- c) School Aged (post kindergarten entry)

4.7 Provide the number of programs that participated in the State/Territory's QRIS in the last fiscal year.

4.7.1 What is the total number of *eligible* child care settings for QRIS or other transparent system of quality indicators?

- i. Licensed Child Care Centers:

1613

N/A

Describe:

ii. Licensed Family Child Care Homes:

2915

N/A

Describe:

iii. License-Exempt Providers:

0

N/A

Describe:

Preschools that are under the authority of the Iowa Department of Education are eligible to participate in the QRIS but the Lead Agency does not have data on the number of eligible programs.

4.7.2 Of the total number eligible, what is the total number and percentage of child care settings in the State/Territory that participated in the QRIS or other transparent system of quality indicators?

i. Licensed Child Care Centers:

N/A

Describe:

797

% 49

ii. Licensed Family Child Care Homes:

N/A

Describe:

758

% 25

iii. License-Exempt Providers:

N/A

Describe:

57 preschool programs that are under the authority of the Iowa Department of Education participate in Iowa's QRS. We are not able to determine the percentage as we do not know the total number of eligible programs.

#

%

4.8 Did the State/Territory provide one-time grants, awards or bonuses connected to (or related to) QRIS during October 1 to September 30 of the last federal fiscal year? If yes, how many were provided to the following types of programs during October 1 to September 30 of the last federal fiscal year?

Yes

- a) Licensed center-based programs: # 753
- b) Licensed Family Child Care Homes: # 522
- c) Legally exempt care in providers home: # 0
- d) Legally exempt center-based programs: # 57
- e) In-home (care in the child's own home): # 0

No

N/A

Describe:

4.9 Did the State/Territory provide on-going or periodic quality stipends connected to (or related to) QRIS during October 1 to September 30 of the last federal fiscal year? If yes, how many programs received on-going or periodic quality stipends connected to (or related to) QRIS during October 1 to September 30 of the last federal fiscal year?

Yes

- a) Licensed center-based programs: #
- b) Licensed Family Child Care Homes: #
- c) Legally exempt care in providers home: #
- d) Legally exempt center-based programs: #
- e) In-home (care in the child's own home): #

No

N/A

Describe:

4.10 Did the State/Territory provide ongoing technical assistance related to the QRIS or other quality rating system during October 1 to September 30 of the last federal fiscal year? If so, how many programs received ongoing technical assistance during October 1 to September 30 of the last federal fiscal year?

Yes

- a) Licensed center-based programs: # 779
- b) Licensed Family Child Care Homes: # 706
- c) Legally exempt care in providers home: # 0
- d) Legally exempt center-based programs: # 0
- e) In-home (care in the child's own home): # 0

No

N/A

Describe:

4.11 Did the State/Territory provide higher subsidy rates related to the QRIS or other quality rating system during October 1 to September 30 of the last federal fiscal year? If so, how many programs received higher subsidy payment rates due to their QRIS rating during October 1 to September 30 of the last federal fiscal year?

Yes

- a) Licensed center-based programs: # 779
- b) Licensed Family Child Care Homes: # 729
- c) Legally exempt care in providers home: # 0
- d) Legally exempt center-based programs: # 0
- e) In-home (care in the child's own home): # 0

No

N/A

Describe:

4.12 Spending

4.12.1 Did the State or Territory use CCDF quality set aside funds to support QRIS or other quality rating system during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal

year. If so, what estimated percentage of CCDF quality dollars was spent supporting QRIS or other quality related improvements?

Yes.

If yes, %: 35.3

No

N/A

Describe:

4.12.2 Did the State or Territory use other non-CCDF funds to support QRIS or other quality rating system (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, %:

In Iowa there are 38 local Early Childhood Iowa boards that expend funds in their local area based on a needs assessment of their local area. Many of these boards expend funds to support participation in the Iowa QRS system however we are unable to determine an exact amount.

No

N/A

Describe:

4.12.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to support QRIS or other quality rating systems?

Yes.

If yes, describe :

Child Care Assistance provider rates were increased and tiered for all levels of the QRS starting 1/1/2019.

No

N/A

Describe:

4.13 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

The Lead Agency tracks number of QRS rated providers. At the start of FFY 2019 there were 457 Child Development Homes (CDHs) and 646 centers with a current QRS rating. At the end of FFY 2019 there were 646 CDHs and 747 centers with a current QRS rating. This is an increase of 189 CDHs and 93 centers. The Lead Agency hypothesizes much of this increase is due to the implementation of new provider maximum reimbursement rates on 01/01/2019. Before 01/01/2019 only providers with a current level 5 QRS rating were eligible to receive an increased provider reimbursement rate. Starting 01/01/2019 the Lead Agency implemented a system of fully tiered provider reimbursement rates in which all levels of QRS rated providers were eligible for reimbursement rates above the base rate.

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

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

5.1. Provide the total number of State funded Infant Toddler Specialists available to providers during October 1 to September 30 of the last federal fiscal year.

- a) Number of Specialists available to all providers #
- b) Number of Specialists available to providers serving CCDF children #
- c) Number of infant toddler specialists available specifically trained to support FCC providers #
- d) Number of providers served #
- e) Total number of children reached #

N/A

Describe:

Iowa does not have specialists that are state funded specifically to work with only infant toddler providers. State funded consultants work with programs that serve all ages including but not limited to infants and toddlers.

5.2. Provide the number of professionals receiving any State- funded on-site coaching in infant and toddler practice during October 1 to September 30 of the last federal fiscal year.

- a) Number of licensed center-based teachers # 9
- b) Number of licensed family child care providers # 4
- c) Number of license-exempt providers of care in their home #
- d) Number of center directors #

N/A

Describe:

1. The data system that captures on-site coaching does not have the ability to capture data per person only per program. The numbers listed above are based on the number of programs that recieved on-site coaching not the number of individuals.
2. The data system that captures on-site coaching does not have a specific category for infant/toddler practice. The system does capture on-site visits that are based on Program for Infant Toddler Care (PITC) practices so the numbers reported above are the number of child care center programs and the number of registered family child care programs that received an on-site visit on PITC practices.

5.3. Of the number of professionals listed in question 5.2, what percentage served CCDF children during October 1 to September 30 of the last federal fiscal year?

- a) Number of licensed center-based teachers # 89
- b) Number of licensed family child care providers # 25
- c) Number of license-exempt providers of care in their home #
- d) Number of center directors #

N/A

Describe:

The data system that captures on-site coaching does not have the ability to capture data per person only per program. The percentages listed above are based on programs that recieved on-site coaching not the individuals.

5.4. Provide the total number of State funded infant and toddler health consultants in the State or Territory during October 1 to September 30 of the last federal fiscal year.

- a) Consultants available in State #

b) Consultants available to providers serving CCDF children #

N/A

Describe:

The state has Child Care Nurse Consultants but these consultants work with programs that serve all ages including but not limited to infants and toddlers.

5.5. Did the State/Territory conduct an analysis of supply and demand for infant toddler slots and to identify areas of focus to build supply during October 1 to September 30 of the last federal fiscal year?

Yes

(please provide link)

No

N/A

Describe:

5.6. Provide the number of staffed FCC networks supported by the CCDF funds through direct agreement with a centralized hub or community-based agency during October 1 to September 30 of the last federal fiscal year.

a) Number of staffed FCC networks: #

Describe what the hub provides to participating FCC providers:

N/A

Describe:

There are no staffed FCC networks supported by CCDF funds in the state.

5.7 Spending

5.7.1. Did the State or Territory use CCDF quality set aside funds in addition to the 3% infant and toddler set-aside to improve the supply and quality of child care programs and services for infants and toddlers during October 1 to September 30 of the last federal fiscal year? If so, what estimated percentage of CCDF quality dollars was spent supporting the quality and supply of infant and toddler care? The State or Territory should not include the 3% infant and toddler set-aside in the estimated percentage.

Yes.

If yes, %:

No

N/A

Describe:

5.7.2. Did the State or Territory use other non-CCDF funds to improve the supply and quality of child care programs and services for infants and toddlers (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

A portion of the state funds used for Early Childhood Iowa for children ages birth to 5 supports infants and toddlers. However we are unable to determine an exact amount that goes specifically to infant/toddler quality activities. Additionally 38 local Early Childhood Iowa boards expend funds in their local area based on a needs assessment of their local area. Many of these boards expend funds to support children ages 0-3 however we are not able to determine an exact dollar amount.

No

N/A

Describe:

5.7.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to improve the supply and quality of child care programs and services for infants and toddlers?

Yes.

If yes, describe:

No

N/A

Describe:

The CCDBG Act of 2014 included changes targeted at improving the supply and quality of infant-toddler care. Lead Agencies are encouraged to systematically assess and improve the overall quality of care infants and toddlers receive, the systems in place or needed to support and enhance the quality of infant and toddler providers and the capacity of the infant and toddler workforce to meet the unique needs of very young children, and the methods in place to increase the proportion of infants and toddlers in higher quality care.

5.8 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

The Program for Infant and Toddler Care (PITC) training is required to be offered in all 5 CCR&R regions as part of their annual training plan. PITC module 1 was offered 13 times with a total of 89 participants completing the module. PITC module 2 was offered 14 times with a total of 84 participants completing the module. PITC module 3 was offered 12 times with a total of 70 participants completing the module. PITC module 4 was offered 12 times with a total of 62 participants completing the module.

Infant Toddler Environment Rating Scale trainings are offered through a contract with Iowa State University Extension and Outreach (ISU-EO). The training was offered 14 times in FFY 19 and 159 participants completed the class. Completion of this class includes attending all 4 classes as well as completion of 4 out-of-class activities.

The Lead Agency also supports WAGE\$ stipends for infant/toddler caregivers in counties with a high concentration of families in poverty to support skilled caregivers staying in their child care position. Of the 70 participants 59 stayed in their position. Of those that received the WAGE\$ stipend, 33 child development home providers and 24 center staff increased their educational qualifications.

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

Goal: State/Territory provides: services to involve families in the development of their children, information on a full range of child care options, and assistance to families in

selecting child care that is appropriate for the family's needs and is high quality as determined by the State/Territory.

6.1. Describe how CCDF quality funds were used to establish or expand a statewide system of child care resource and referral services during October 1 to September 30 of the last federal fiscal year.

CCDF quality funds were used to maintain contracts for services with the five CCR&R regions. No major changes were made to the contracts since the last QPR.

6.2. Did the State/Territory change its use of symbols or simple icons, such as stars or levels, to communicate levels of quality for child care programs beyond what may be communicated to parents about licensing status and compliance during October 1 to September 30 of the last federal fiscal year?

Yes

Describe:

No

N/A

Describe:

6.3 Spending

6.3.1. Did the State or Territory use CCDF quality set aside funds to establish or expand a statewide CCR&R during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent to establish or expand a statewide CCR&R?

Yes.

If yes, %: 34.1

No

N/A

Describe:

6.3.2. Did the State or Territory use other non-CCDF funds to establish or expand a statewide CCR&R (for example, TANF funds spent directly on quality, Preschool

Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

In Iowa there are 38 local Early Childhood Iowa boards that expend funds in their local area based on a needs assessment of their local area. Many of these boards expend funds to support CCR&R activities however we are unable to determine an exact amount.

No

N/A

Describe:

6.3.3. Does the State/Territory expect to spend at least some of the increased CCDF funds to establish or expand a statewide CCR&R?

Yes.

If yes, describe:

When the Lead Agency reprocured the contracts for CCR&R services in 2018 new strategies and services were added which required additional funding for the contracts. Services added in 2018 were continued in the 2019 CCR&R contracts.

No

N/A

Describe:

6.4. Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

Parent Referral: In FFY 19, CCR&R completed 3,292 referrals for parents looking for child care. Of the parents that completed the survey, 87% were satisfied with referral services provided.

Provider Services: CCR&R consultants provided 11,833.5 hours of on-site consultation for

child care providers and 21,596 technical assistance contacts to child care providers during FFY 19.

CCR&R assisted 393 individuals in completing all the required documentation to submit an application to become a Registered Child Development Home or a license except home that accepts CCDF funds.

CCR&R supported 25 license-exempt home providers in becoming Registered Child Development Homes.

CCR&R assisted 845 providers to meet criteria and submit application paperwork to receive a rating in Iowa's Quality Rating System.

Of providers that received services and responded to the survey 96% were satisfied with the services provided.

CCR&R also provides many training opportunities for child care providers however measures on CCDF funded trainings provided by CCR&R was included in the professional development measures discussed in section 2.11

7) Facilitating compliance with State/Territory requirements for inspection, monitoring, health and safety standards and training, and State/Territory licensing standards

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

7.1. Has the State/Territory aligned health and safety standards with the following:

a) Caring for Our Children Basics

Yes.

No.

If not, describe:

The lead agency utilizes CFOC Basics as a best practice standard. Many of Iowa's regulations are similar to CFOC Basics recommended standards but may not meet them in entirety.

b) Head Start

Yes.

No.

If not, describe:

While standards may complement one another, they are not directly aligned.

c) State pre-k

Yes.

No.

If not, describe:

State PreK is under the Iowa Department of Education and falls under different state code requirements.

7.2. Check if pre-service/ongoing (or both) training is provided to child care staff on the following:

Licensing Standards

Ongoing health and safety training or education

Monitoring Protocols

N/A

Describe:

The term child care staff was not defined. Since the glossary used the term "provider" to refer to those providing direct care to children we assumed this term is referring to our lead agency child care staff and answered the question in that manner.

7.3 Complaints regarding child care providers received during October 1 to September 30 of the last federal fiscal year

7.3.1 How many complaints were received regarding providers during October 1 to September 30 of the last federal fiscal year?

a) Licensed providers # 1178

b) Licensed-exempt providers # 8

7.3.2 What was the average length of time between receiving the complaint and taking steps to respond to a complaint during October 1 to September 30 of the last federal fiscal year?

Unable to determine

7.3.3 How many complaints received an on-site follow-up inspection during October 1 to September 30 of the last federal fiscal year ? # 729

7.3.4 How many of the complaints resulted in one or more substantiated violations in the program or provider site identified during October 1 to September 30 of the last federal fiscal year ? # 406

7.3.5 How many child care providers had CCDF funding revoked as a result of an inspection during October 1 to September 30 of the last federal fiscal year? # 21

7.3.6 How many child care providers closed as a result of an inspection during October 1 to September 30 of the last federal fiscal year? # 14

7.3.7 Please provide any additional information regarding health and safety complaints and inspections in the State or territory during October 1 to September 30 of the last federal fiscal year:

N/A

7.4 How many child care staff, including caregivers, teachers, and directors, received coaching or TA to improve their understanding and adherence to health and safety standards (as a result of an inspection) during October 1 to September 30 of the last federal fiscal year?

- a) Licensed child care center staff: # 104
- b) Licensed family child care staff: # 249
- c) Licensed exempt child care staff: # 0
- d) Licensed exempt family child care staff: # 53

e) N/A

Describe:

Lead Agency regulatory staff must refer certain compliance issues to CCR&R but can refer providers with any compliance issue to their local CCR&R consultant. These numbers only include providers that were required to be referred to CCR&R based on regulatory compliance issue at an inspection.

For a) this number is actually the # of programs that received coaching or TA as current data collection systems are not able to track the # of individual staff members per program that received coaching or TA.

7.5 Spending

7.5.1 Did the State or Territory spend CCDF quality set aside funds on facilitating compliance with State/Territory requirements for inspections, monitoring, health and safety standards and training, and State/Territory licensing standards during October 1 to September 30 of the

last federal fiscal year? This includes CCDF funds from all available appropriations years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on facilitating compliance with State/Territory requirements?

Yes.

If yes, %: 3.1

No

N/A

Describe:

Â

7.5.2 Did the State or Territory use other non-CCDF funds (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) on facilitating compliance with State/Territory requirements for inspections, monitoring, health and safety standards and training, and State/Territory licensing standards during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

\$72,680 was used from the state Child Care Facility Fund to support part of the cost of background checks.

Additionally, some of the 38 local Early Childhood Iowa boards expend funds related to health and safety in child care. Examples include helping providers purchase fire extinguishers or smoke detectors or supporting Child Care Nurse Consultant positions. An exact dollar amount is not available.

No

N/A

Describe:

7.5.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 facilitate compliance with State/Territory requirements for inspections, monitoring, health and safety standards and training, and State/Territory licensing standards?

Yes.

If yes, describe:

No

N/A

Describe:

7.6 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

For child care centers the Lead Agency's licensing supervisor tracks annual compliance visits, in FFY 19 all centers received their annual compliance visit. For child development homes and legally exempt child care homes the Lead Agency tracks compliance visits per calendar year. As of September of 2019, compliance workers for homes had completed annual checks on 82.2% of registered child development homes and 48.4% legally exempt child care homes.

Additionally the Lead Agency measures progress in facilitating compliance with regulatory requirements through data and performance measures that are a part of the CCR&R regional contracts. Lead Agency regulatory staff must refer certain compliance issues to CCR&R but can refer providers with any compliance issue to their local CCR&R consultant. In FFY 19, 480 providers were referred to CCR&R based on a regulatory compliance issue that was required to be referred. Of those providers referred 478 were offered services by CCR&R and 406 of them received technical assistance or on-site consultation to assist with regulatory compliance.

8) Evaluating the quality of child care programs in the State/Territory, including evaluating how programs positively impact children

Goal: State/Territory investment in effective quality improvement strategies using reliable data from evaluation and assessment

8.1. What assessment tool(s) did the State/Territory use in center based programs during October 1 to September 30 of the last federal fiscal year?

a) To measure program quality, describe:

The ITERS-R, ECERS-R and SACERS assessment tools were used for programs that are applying for a Level 5 in the Iowa QRS.

b) To measure effective practice, describe:

N/A

c) To measure age appropriate child development, describe:

N/A

d) Other, describe:

N/A

N/A

Describe:

8.2. What assessment tool(s) did the State/Territory use to measure quality of program and effective practice in family child care programs during October 1 to September 30 of the last federal fiscal year?

a) To measure program quality, describe:

The FCCERS-R was used for programs applying for a level 5 in the Iowa QRS.

b) To measure effective practice, describe:

N/A

c) To measure age appropriate child development, describe:

N/A

d) Other, describe:

N/A

N/A

Describe:

8.3 Spending

8.3.1. Did the State or Territory spend CCDF quality set aside funds on evaluating the quality of child care programs, practice, or child development during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on evaluating child care programs, practice, or child development?

Yes.

If yes, %:

No

N/A

Describe:

Funds spent on the ERS assessments are included in section 4 as the assessments are part of the Iowa QRS.

8.3.2 Did the State or Territory use other non-CCDF funds development (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to evaluate the quality of child care programs, practice, or child development during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

No

N/A

Describe:

8.3.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 on evaluating the quality of child care programs in their state?

Yes.

If yes, describe:

No

N/A

Describe:

8.4 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

Iowa evaluates the quality of programs through our QRS so would use the same measures as indicated in section 4.13 of this report.

9) Supporting providers in the voluntary pursuit of accreditation

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

9.1. How many providers did the State or Territory support in their pursuit of accreditation during October 1 to September 30 of the last federal fiscal year?

- a) Number of licensed center based providers #
- b) Number of licensed FCC providers #
- c) Number of center based providers that serve CCDF children #
- d) Number of FCC providers that serve CCDF children #

N/A

Describe:

The Lead Agency does not expend CCDF quality funds on the voluntary pursuit of accreditation.

9.2 Spending

9.2.1 Did the State or Territory spend CCDF quality set aside funds on accreditation during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on evaluating child care programs, practice, or

child development?

Yes.

If yes, %:

No

N/A

Describe:

9.2.2 Did the State or Territory use other non-CCDF funds development (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to support accreditation during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

No

N/A

Describe:

In Iowa there are 38 local Early Childhood Iowa boards that expend funds in their local area to support the children and families, it is possible that some local boards have chosen to support accreditation efforts.

9.2.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to support accreditation for child care providers?

Yes.

If yes, describe:

No

N/A

Describe:

9.3 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

N/A

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

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

10.1 Quality Indicators

10.1.1 Does the State/Territory have quality improvement standards that include indicators covering the following areas beyond what is required for licensing?

- Yes.
- No. Skip to 10.2

10.1.2 If yes, check which indicators, the State/Territory has established.

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

Describe:

The current Iowa QRS allows programs to pick from a menu of quality standards to meet. The standards are grouped into the areas of Professional Development, Health & Safety, Environment, Family & Community Partnerships and Leadership Administration. To receive a rating programs must earn the number of points required per level and must obtain at least one point in each area.

10.2 Spending

10.2.1. Did the State or Territory spend CCDF quality set aside funds on supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on these standards?

Yes.

If yes, %:

No

N/A

Describe:

10.2.2 Did the State or Territory use other non-CCDF funds development (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to support the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

No

N/A

Describe:

10.2.3 Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to support the development or adoption of high-quality program standards?

Yes.

If yes, describe:

No

N/A

Describe:

10.3 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

Quality improvement standards beyond licensing are found in the Iowa QRS however current IT capabilities do not allow the lead agency to track information on the individual standards that the program completed to receive their QRS rating.

11) Other activities to improve the quality of child care services as long as outcome measures relating to improved provider preparedness, child safety, child well-being, or kindergarten-entry are possible

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

11.1 Progress Update:

Based on the State/Territory's response to Question 7.9.1 of the FFY2016-2018 CCDF Plan for FFY2018 QPR and Question 7.11 of the FFY2019-2021 CCDF Plan for FFY2019-2021 QPRs describe progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible. If the State or Territory is using measures not described in the current State Plan to evaluate please also describe:

The Wrap Around Child Care Program's purpose is to provide continuity of services to children who are attending eligible core programs. Core programs include Head Start Programs, Early Head Start Programs, Iowa Department of Education at-risk programs (Shared Visions), Title I Preschools (including Even Start), or an early childhood special education program. Contractors of Wrap Around services provide continuity of services to children who attend core programs by expanding services to a full day, full week, and full year. Contractors also limit the frequency of transitions by providing a stable environment, staff, and services for children attending the core program. In FFY 19, 847 slots served children that attended a core program.

11.2 Spending:

11.2.1 Did the State or Territory spend CCDF quality set aside funds on other activities to improve the quality of child care services during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of the CCDF quality dollars was spent on these standards?

Yes.

If yes, %: 17.8

No

N/A

Describe:

11.2.2 Did the State or Territory use other non-CCDF funds development (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to improve the quality of child care services during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

Early Childhood Iowa (ECI) is comprised of state-level systems as well as 38 local area boards. Both the state-level systems and the local boards are funded with state funds. The Local area boards use funds based on needs assessment of their area.

Iowa Women's Foundation (IWF) surveyed women throughout the state and found that access to quality, affordable child care was a significant barrier to economic self-sufficiency. IWF developed the Building Community Child Care Solutions Collaborative (BCCCS) with ECI, Child Care Resource and Referral (CCR&R) and other local partners. The BCCCS has been working in several communities to improve the availability of quality affordable child care through increased awareness and feasible community-specific solutions. Efforts have included establishing the Child Care Solutions Fund (CCSF) to offer financial resources for innovative and sustainable strategies/solutions. As a foundation IWF funds often come from donations.

January 1, 2019 Iowa received a Preschool Development Grant (PDG) award which has supported work on a comprehensive needs assessment and strategic plan as well as supported further development of our integrated data system.

No

N/A

Describe:

11.2.3 Does the State/Territory expect to use at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 on other activities to improve the quality of child care services as long as outcome measures relating to improved provider preparedness, child safety, child well-being, or kindergarten-entry are possible?

Yes.

If yes, describe:

No

N/A

Describe:

12) Lead Agencies must submit an annual report, as required at 45 CFR Â§ 98.53(f)(4), describing any changes to State/Territory regulations, enforcement mechanisms, or other State/Territory policies addressing health and safety based on an annual review and assessment of serious child injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible. (Note: This requirement is effective FFY 2019. States/Territories do not have to include this report with the FFY 2018 QPR submission.)

a) Describe the annual review and assessment of serious injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible.

Child care providers are required to submit an incident report for any serious injury or death occurring in their facility. Any reports of abuse or neglect that also include a concern of a serious injury or death are captured as a complaint intake. If the incident is potentially the result of a regulatory violation, DHS accepts the complaint intake and conducts a follow up

visit. We had 80 reports of a serious injury, 53 of which were rejected as either "not a regulatory violation" or "duplicate record". Three child deaths occurred during the reporting period in licensed/regulated facilities. The Lead Agency's Regulatory Program Manager reviews all of these complaints to determine trends or patterns.

b) Describe any changes to State regulations, enforcement mechanisms, or other States policies addressing health and safety based on the annual review and assessment.

No changes have occurred during the reporting period.