

# Early Childhood IOWA

2018  
*Annual Report*

*Every Child, Beginning at Birth, Will be Healthy and Successful*



# Letter from the Chair

Dear Governor Reynolds and members of the Iowa General Assembly:

It is my pleasure to share the Early Childhood Iowa 2018 Annual Report. Through collaborative work, Early Childhood Iowa partners are developing a strong early childhood system that supports children and families prior to children entering kindergarten. Working at state and local levels, government and non-government together are assessing the strengths, needs and gaps in services across Iowa communities. Through a growing awareness, more and more people are understanding the value of investing early.

There are almost 243,000 children under the age of six in Iowa today. Do you know how many of them have to be taken care of all day, every day by an adult? ALL of them. Who provides that care—and how well they do it—is the most overlooked, underestimated and potentially game-changing issue in our state.

There is overwhelming evidence from brain research so that we understand more about children's brains than ever before. With every new study, the incredible development happening in a child's early years becomes more and more apparent. For example, we now know that just the number of words a child hears before age three can vastly improve her school readiness. Isn't that simple fact truly amazing?

Over the last twenty years, a revolution in our understanding of early childhood has led to one, inescapable conclusion: the experiences we have in the first five years of life shape our brains and bodies in profound and lasting ways; it's no longer about "nature versus nurture," but how the two work together to shape who we become.

Interests in early childhood are not just a public issue. In SFY'18, the ECI State Board created a Private Public Partnership Committee. As a part of that work, we teamed up with the Iowa Women's Foundation and are focusing on the emerging issue of child care and its impact on Iowa businesses, as well as, Iowa communities.

We have identified that working parents miss work, drop shifts, are less engaged on the job, switch employers, or

leave the workforce altogether because of child care issues.

- Working parents are absent from work nearly two weeks per year because of child care issues
- 65% of working parents have their schedules affected 15 times a year on average causing them to be late or leave early because of problems with child care
- 63% of parents say child care costs influence their careers
- 83% of millennials say they would leave their jobs for one with more family-friendly benefits
- In Iowa because of child care issues: 17,915 parents quit a job, did not take a job or greatly changed their job (2016) and 12,773 women reported they could not accept a full-time work (2017).

Child care can be a valuable asset for our state to develop, grow, and sustain a reliable workforce.

- There is an estimated \$675M in unrealized annual GDP for the state of Iowa due to an employee shortfall
- U.S. businesses lose approximately \$4.4 billion annually due to employee absenteeism as the result of child care breakdowns
- When companies provide child care, employee absences decrease by up to 30% and job turnover declines as much as 60%

Research consistently shows that increasing parent's access to affordable, high-quality child care options isn't just a great perk for parents; it can have a positive impact to the bottom line of Iowa companies and plays a critical role in a strong workforce and economy.

Strategies to expand partnerships and build more awareness will continue. No one entity can tackle these issues. Early Childhood Iowa will do their part in building a stronger Iowa.

Respectfully,



Dave Arens, Board Chair

# What is Early Childhood Iowa?

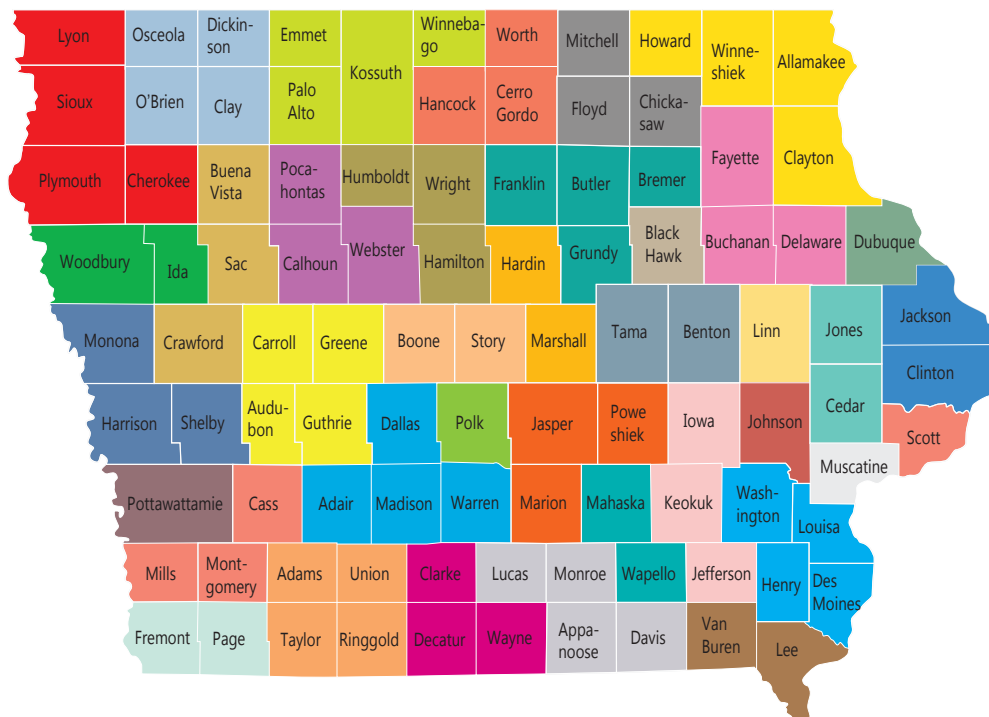
Early Childhood Iowa (ECI) is Iowa's early childhood system and includes a network of 38 local ECI area boards that serve all 99 Iowa counties. The Early Childhood Iowa State Board through the ECI State Office leads the initiative to ensure fiscal and programmatic accountability, and coordinates state-level early childhood systems work to create better outcomes for young children and their families.

Children are born ready to learn and extraordinary development happens from prenatal through age five. During this time of rapid brain growth, access to experiences and environments that foster healthy brain development happen through engaged parent-child interactions, quality child care, preschool and healthcare. At birth, a child's brain is not born fully built. It is constructed through interactive influences of his or her genes and experiences which form the bedrock for lifelong health, intellectual ability, emotional well-being, and social functioning. When we provide parents and families, child care

providers, preschool teachers, and communities with the tools and resources they need so that every child is nurtured and cared for beginning prenatally, we ensure quality early childhood learning opportunities and healthy brain development.

ECI brings communities together – parents; child care, human service and health care providers; educators; business people; and the faith community – to identify strengths, needs and gaps in services in the community. Through the identification of the community's gaps in services, ECI area boards provide tools and resources to fully engage young children in learning opportunities so they can grow to be healthy, productive and well-rounded students, parents, workers and leaders.

ECI's structure establishes a system for statewide governance and innovation with local inspiration that works in communities across our state.



Serving children prenatal through age five, ECI works across the state to strengthen families, increase access and raise the quality of child care and preschools, and improve child health and development. Some ECI area boards also make decisions related to other state, local and private funding such as Decategorization, Community Partnerships for Protecting Children, and community foundations.

*For ECI Area contact information click on the map.*

# How Early Childhood Iowa Works

So, what do we mean when we say “an early childhood system?” In general terms, a system is a set of interrelated parts that interact and function together to produce a common outcome. An early childhood system encompasses an array of separate, more targeted systems, including health, education and human services, which have the common goal of achieving better outcomes for children and families.

These systems have multiple programs, policies, and agencies at the state and local level. The goal of the early childhood system is to work collaboratively to help families get the care and support they need for their children in the most efficient and effective way possible.

ECI brings together perspectives from the Departments of Education, Health, Human Rights, Human Services, Workforce Development and the Iowa Economic Development Authority and the private sector in the continuous improvement process of strengthening Iowa’s early childhood system. The work is accomplished through component groups that include: governance, planning and administration; results accountability; professional development; quality services and programs; public engagement; and resources and funding. To learn more about the work of the ECI Component Groups [click here](#). To see a visualization of the ECI system structure [click here](#).

At the state level, ECI works to ensure data driven results and accountability for the entire system, as well as making sure that state investments are producing strong outcomes for young children. In addition, continuous fiscal and quality monitoring ensures effectiveness and continued innovation. This includes:

- Training ECI area board members and staff on their roles and responsibilities, data-informed decision making and board development
- Monitoring ECI area boards to ensure compliance with state laws, legislative mandates and state policies

- Guiding ECI area boards toward the selection and implementation of evidence-based, evidenced-informed or promising practices programs to achieve the best outcomes for children
- Reviewing programs at the local level to ensure services are targeting and addressing the unique community needs, and not duplicative of other investments
- Facilitating the sharing of resources, innovative ideas and solutions among ECI area boards so that boards benefit from a collective knowledge
- Collecting programmatic data that identifies performance of funded programs and services
- Disaggregating and providing county level data on measures of child well-being

In local communities, ECI area boards have the flexibility to use data-informed decision making to improve the health, development, and well-being of children based on the needs and resources in their communities. ECI area boards support the needs of families and children during a critical developmental period using state, and in some areas, local and private funds, to fund comprehensive services and programs that support and strengthen this early development by:

- Building awareness in the community about the critical period of development that happens prenatal through age five and the needs of young children
- Collaborating with partners in the community to identify community strengths, needs and gaps in services
- Supporting families with programs that improve parenting skills and promote involvement in their child’s development and education
- Increasing the availability of and access to high quality early learning environments which include child care and preschool
- Advancing child health and nutrition through child care and preschool programs

# Professional Development

The Professional Development component group addresses ongoing professional development and retention of a qualified, stable, and well-compensated early childhood workforce. Knowledge and skills of the workforce is the cornerstone of high quality early childhood programs. The group consists of the Executive Committee and the Early Learning, Family Support, and Health/Mental Health/Nutrition Leadership Teams. The teams include 65 statewide private and public sector representatives that meet a minimum of four times annually.

## Objectives include:

- Access by all children, including those with special needs, to quality early care and education opportunities in nurturing environments to learn what they need to succeed in school and life;
- Support for families to ensure children receive nurturing and stable relationships with caring adults; and
- Access by all families with young children to comprehensive health services including vision, hearing, nutrition, behavioral, oral, and medical concerns.

## 2018 Accomplishments:

- Completion of the Iowa Early Learning Standards – 3rd edition by a team of 70 Iowa early childhood professionals to provide a common understanding for what young children should know and be able to do.
- Development of a ‘single message – single training’ Iowa Early Learning Standards – 3rd edition Orientation in face-to-face and online formats for use statewide.
- Collaboration with the Iowa Department of Human Services for the [ecieducationpathway.org](http://ecieducationpathway.org) website to align personal professional development plans with the Iowa Child Care Provider Training Registry.

- Participation in an advisory role for the Institute for the Advancement of Family Support Professionals to develop the Family Support National Competency Framework for online preparation for the national assessment.
- Development of a Social Media Policy Guide for Iowa family support professionals.
- Participation in development of the Infant Toddler Mental Health Consultant credential.



# Quality Services and Programs

The Quality Services and Programs (QSP) component group is responsible for investigating and promoting quality practices for the Early Care, Health and Education system. Group responsibilities include:

- Expanding early learning environments and opportunities with attention to those meeting a minimum desired level of quality
- Creating and maintaining links with entities that support the development and improvement of services at a local, state and regional level as well as incorporating evidence-based knowledge for early care and education, family support programs, health services and other programs and services that serve young children and their families.

There are three committees under the QSP umbrella:

- State Child Care Advisory Committee (SCCAC)
- Early Childhood Positive Behavioral Interventions and Supports State Leadership Team (PBIS SLT)
- Family Support Leadership Group (FSLG)

QSP coordinates and communicates to the larger Early Childhood Iowa system the work of the three committees. Below is a year-in review of the committees' work.

*SCCAC* created two documents to educate the general public and advocate for strengthening the early care and early education system specifically focusing on child care assistance reimbursement rates and infant and toddler capacity. *SCCAC* developed their priority plan for 2019 which includes webinar opportunities for professional development, public awareness plans, recommendations to enhance the child care system, and partnerships to manage decreases in child development home providers. The committee finalized its' operational guidelines.

*PBIS* engaged with the largest number of cohort programs for Program Wide (PW) PBIS implementation in our history, 31 individual sites. PW PBIS training is occurring in Sioux City, Des Moines, Centerville and Cedar Rapids. The PBIS SLT met in July to review and update their strategic plan. PBIS SLT identified new

goals and objectives for the upcoming year. PBIS SLT divided into three small work groups to help guide the work of the strategic plan in the following areas: Integrated Marketing and Communication, Professional Development, Data and Family Engagement.

Early childhood PBIS continues to support Pyramid Model practices with professional learning opportunities in a myriad of ways. We have offered face-to-face trainings with virtual coaching calls with national experts to help with implementation of strategies offered during professional learning. Coaching support options with a national expert include: 1) Community of Practices 2) Peer Learning Groups and 3) Individual sessions. Each support category meets monthly to work on strength-based coaching practices. Stipends to attend the National Training Institute on Effective Practices: Addressing Challenging Behavior were awarded to 10 applicants. This is early childhood's PBIS conference.

*FSLG* focused on several projects including the Iowa Family Support Technical Assistance Network/Iowa Family Support Credential. This project is a 5-year cycle, and is currently in year "4" of the 2nd cycle. Eight-eight programs have received their credential and 25 programs are current on the alternate credential. Another project is the Iowa Family Support Impact project. More than 650 family support professionals reach over 12,000 families across Iowa through this project. Programs offer a voluntary service to work with parents who invest their time to strengthen and enrich their family. Family support programs serve families through home visiting and group-based models across the state. The workers advocate, assist in enhancing parenting skills, and help caregivers find needed resources. Three key areas of focus are: maternal and child health, school readiness, and strong families. Finally, the Institute for the Advancement of Family Support Professionals offers family support professionals everywhere the opportunity to learn new skills and grow their careers through engaging, online modules and a personalized learning map feature where professionals can take charge of their learning and advancement.

# Governance, Planning and Administration

The Governance, Planning and Administration component group addresses issues related to the governance, planning and administration of Iowa's Early Care, Health and Education System and is responsible for designing and overseeing the implementation of activities and structures that integrate the six system components to ensure that the results in the ECI Strategic Plan are achieved. The component Group supports items in the ECI Strategic Plan that are infrastructure in nature. Specifically, the group provided leadership on the planning for the Early Childhood Systems Summit that was planned during this fiscal year. The component group also created an online video that provides an overview of ECI. Policies and procedures have been developed for communication and workflows between the State Board and the Alliance. This committee coordinates the process for leadership for the Steering Committee. Through work this year, a systems presentation was developed and has been utilized at various events.

The component group has two committees: Equity Advisory Committee and Family Engagement Advisory Committee.

## *ECI Equity Advisory Committee*

The committee has completed its final draft of the Early Childhood Iowa Equity Guiding Principles. Prior to seeking formal approval from the ECI Stakeholders and the ECI Board, the committee has decided to engage in a number of community dialogues about the principles and their implications for early childhood services and practices, as well as for the ECI system overall. The process follows recommendations from the Racial Equity Theory of Change work in the State of Washington. The committee has been working on a number of presentation tools including an extended PowerPoint presentation/discussion on the guiding principles and a theory of change for Iowa. The committee piloted a discussion at the Early Care and Education Fall Institute in October. Two other workgroups from the committee have been working

on setting up discussion events and seeking funding for equity projects. The committee also worked on an unsuccessful Project HOPE grant that addressed early childhood health equity issues through the Nemors Foundation. Iowa was one of five state finalists. As a step to support the ECI Strategic plan, the committee is working to increase its membership and engagement with various communities of color across Iowa.

## *ECI Family Engagement Advisory Committee*

This group has recently gained traction and is meeting regularly (typically monthly). The group formally adopted a mission and value statements in July 2018 and began to break down goals in the work plan created. The group is specifically focusing on breaking down Goal 1, "Making the Case" for family engagement and family leadership into more specific objectives and concrete action steps. The group is currently doing some information gathering around how "family engagement" values and concepts are tied into the existing Iowa Family Support Standards. Members are also exploring the idea of creating a brief presentation on using common language around family engagement and the "continuum of family engagement" for stakeholders. The group is also looking to survey stakeholders to gather a baseline measure of knowledge, attitudes, and beliefs around family involvement in the early childhood system at all levels (i.e., practice, policy, and evaluation). The survey will help in determining the system's "readiness" for more purposeful action.

# Results Accountability

The role of the Results Accountability component group is to ensure the Early Care, Health and Education system is aligned around a clear set of indicators and is using those indicators as a guide for doing its work and improving on results for children and families in Iowa. The group gathers necessary data to report on system progress and to make that data available to the entire Early Care, Health and Education system.

The Results Accountability Component Group's responsibilities:

- To define appropriate results and indicators, and serve as a resource for consistent definitions of result and performance measures among programs.
- To serve as a clearinghouse for national, state and regional data using existing data bases and publications to assure consistency in demographic and indicator data.
- To serve in a consultative capacity to provide feedback on proposed results indicators and service, product, activity performance measures, including definitions, collection methods and reporting formats.

## *2018 Accomplishments and Activities*

The primary focus of the workgroup had been on collaborating with ISU and State of Iowa department heads to create an early childhood integrated data system (IDS). The purpose of IDS is to use administrative data from multiple services to evaluate the impact of services and help guide policy improvement. Iowa is making progress on developing a governance structure, obtaining data sharing agreements, establishing security protocols and identifying funding sources.

Workgroup members have worked closely with the Department of Human Rights on a Two Generation Grant that seeks to coordinate service delivery for children and parents. The goal is to identify policy and practice improvements for both state and federal partners.

The workgroup is also engaged in reviewing ECI progress indicators to determine if any current indicators are not useful, need modification or if new indicators should be added. It is hoped that this review will be ready for the ECI state board in the spring of 2019.





# Public Engagement

The Public Engagement component group is responsible for to increase private, non-public support for promoting the early childhood system. The component group partnership shares a passion for early childhood to thrive in Iowa along with skills to create intentional pathways of communication and influence that ensure underrepresented groups are informed.

The Public Engagment Component Group's responsibilities:

- To partner with community, government and business entities to foster commitment to Iowa's Early Care, Health and Education system.
- To increase advocacy for supportive child and family policies.
- To support parents as effective consumers of early childhood services.

## *2018 Accomplishments and Activities:*

Public Engagement lead the development of the ECI Annual Report highlighting anecdotal stories from across the early childhood system.

Planning and development of partnerships for the 2018 Early Childhood Day on the Hill. EC DoH had a focus on continued support of child care in the state of Iowa and the Child Care Development Block Grant. Many organizations and indiviudal citizens were represented the day and met with policy makers to discuss issues within the Early Childhood System in Iowa.

Partnered with the Early Childhood Iowa State Office and State Board as well as other partner organizations to plan and conduct an ECI Summit. The Summit brought together individuals interested in the well-being of children 0-5 in Iowa to share emerging issues and best practices across the state. The Summit also celebrated ECI's 20th anniversary.

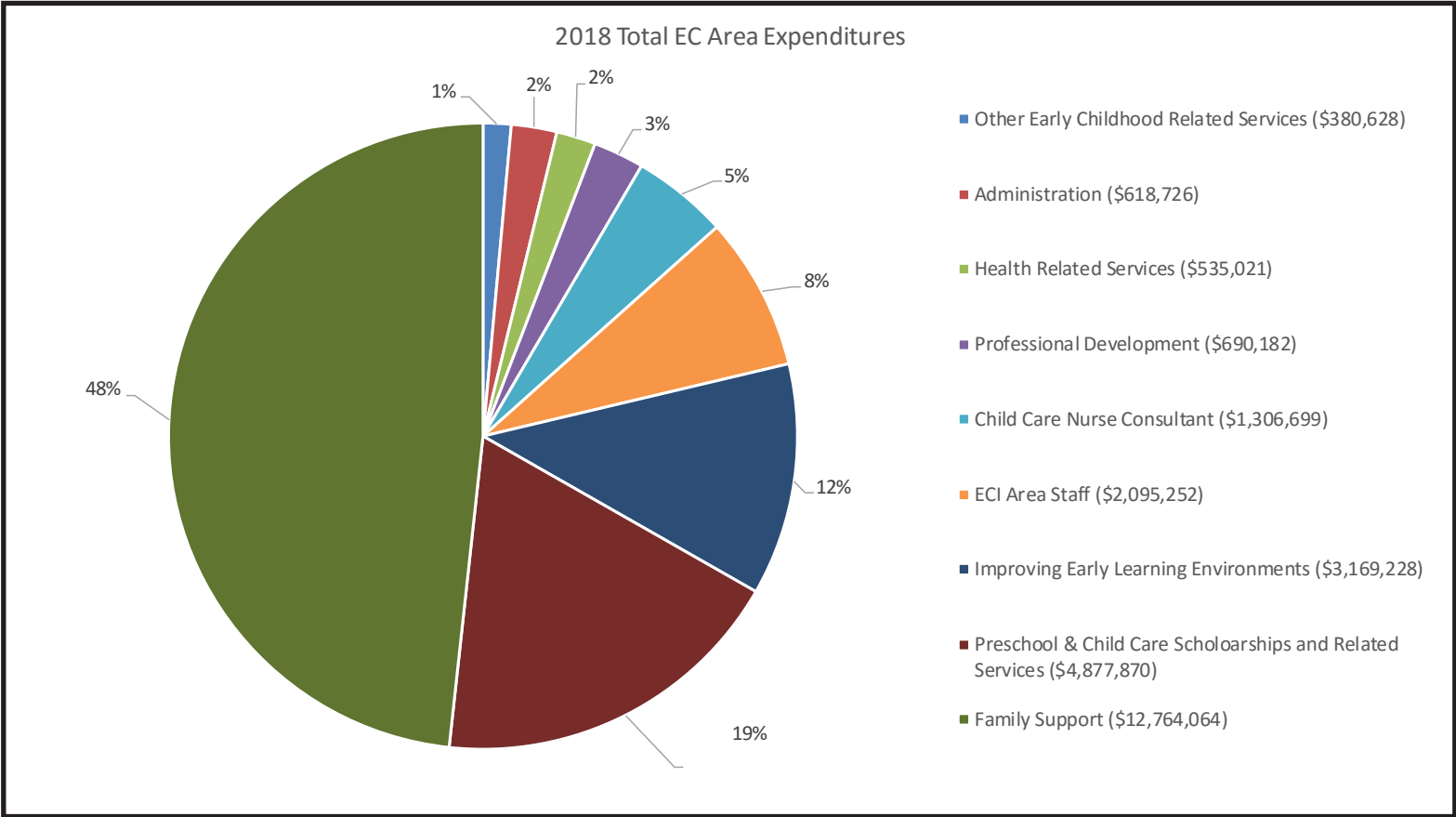
The Public Engagement component groups is excited to announce the addition of new colunteers with a background in marketing to the group. The 2019-2022 ECI Strategic Plan includes many public awareness campaigns to inform, educate and actively engage parents, communities and businesses in the value of the First 2,000 Days as the most critical state of the human lifecycle, so that young children can be healthy and successful.



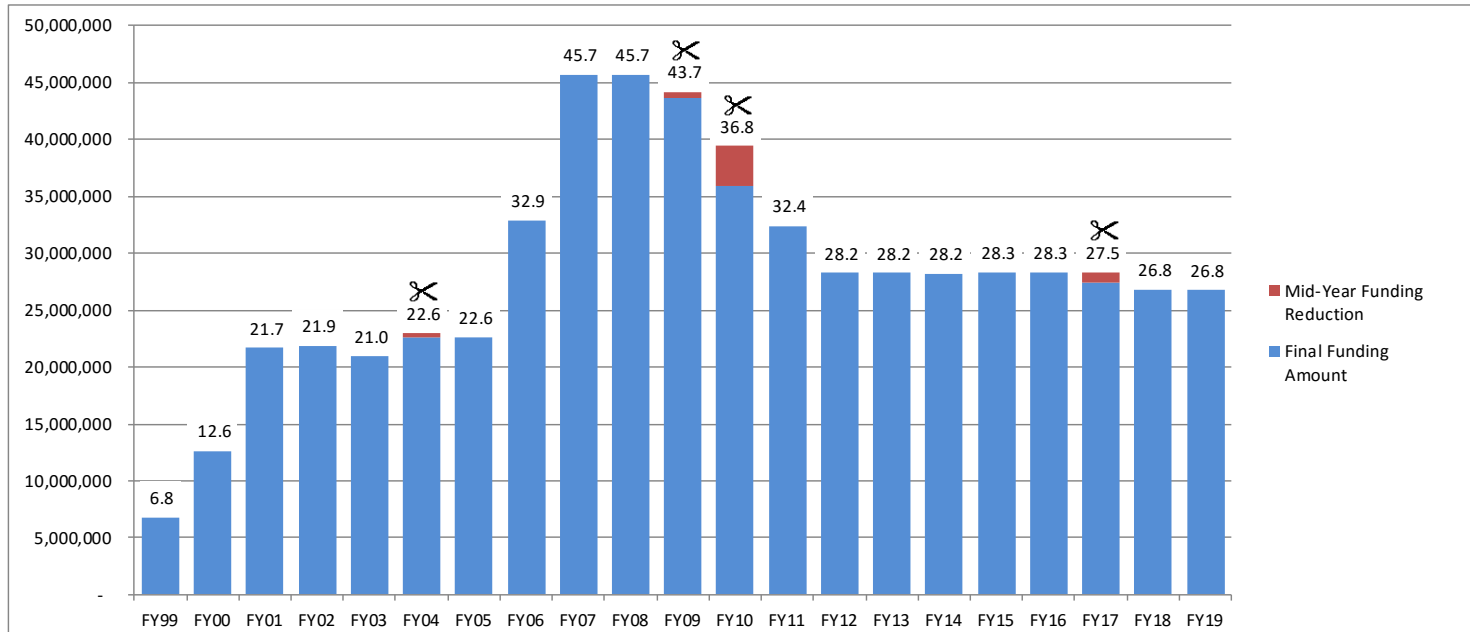
# Early Childhood Iowa Funding

In SFY'18, ECI area board expenditures totaled over \$26.4 million in state funds. ECI area boards also reported over \$7.9 million in additional public and private dollars expended to support programs, services and staff. State-level ECI Office expended \$1,151,875. Of this amount, \$26,156 was expended for office expenditures, \$9,607 in travel expenses and \$291,082 for staff salary and benefits. The staff salary and benefits were for two full time and a part time administrative staff person in the ECI State Office. The staff salary and benefits also included \$55,000 from the Early Childhood appropriation to support a part time staff person to the ECI State Technical Assistance (TA) Team from the Department of Human Services (DHS). In addition to the one TA Team member from DHS, the Iowa Department of Public Health contributes a quarter time staff person and the Department of Education contributes a part time staff person.

The remaining amount of funds expended was for state-level professional development. ECI receives funding at the state-level to support and move forward efforts to strengthen the early childhood's professional development system. The ECI State Office receives input from the ECI Professional Development Component Group to determine investments in the professional development system. Funds are primarily targeted for projects that would not otherwise happen on their own. In FY '18, the allocated funding was \$825,030. Funded projects included the Iowa Family Support Credential; Infant and Toddler Mental Health; Early Childhood Positive Behavior Intervention and Supports; T.E.A.C.H. IOWA Scholarships and Child Development Associate (CDA) Support; WAGES® IOWA Project; Shaken Baby Prevention; as well as other projects designed to strengthen the quality of services delivered to young children and their families.



# Early Childhood Iowa Funding History



SFY'99 - 29 counties funded

SFY'00 - 98 counties funded

SFY'01 - 99 counties funded

SFY'04 - 2.5% mid-year across the board reduction in School Ready funding; .25% funding restored before the end of the fiscal year (adjusted decrease in funding of \$294,305.50)

SFY'09 - 1.5% mid-year across the board reduction in School Ready funding (decrease in funding of \$524,135.60)

SFY'10 - \$500,000 mid-year reduction in Early Childhood funding; 10% mid-year reduction in School Ready funding (decrease in funding of \$3,015,369)

SFY'11 - At the close of the 2010 legislative session, SF2366 signed into law making appropriations to backfill SFY'10 School Ready Preschool funding

SFY'15 - Early Childhood funds - DHS reduced the amount withheld from the appropriation for the TA team member

SFY'17 - 3.75% mid-year across the board reduction in School Ready funding (decrease in funding of \$824,994)

# Evaluating Results through Data

ECI uses the Results-Based Accountability™ (RBA) framework for evaluating the results of the initiative. In Iowa law, the ECI Initiative has five desired results for improving the quality of life in Iowa for young children and their families.

These ‘result areas’ are:

- Healthy children
- Children ready to succeed in school
- Safe and supportive communities
- Secure and nurturing families
- Secure and nurturing early learning environments

## *Community-Wide Indicators*

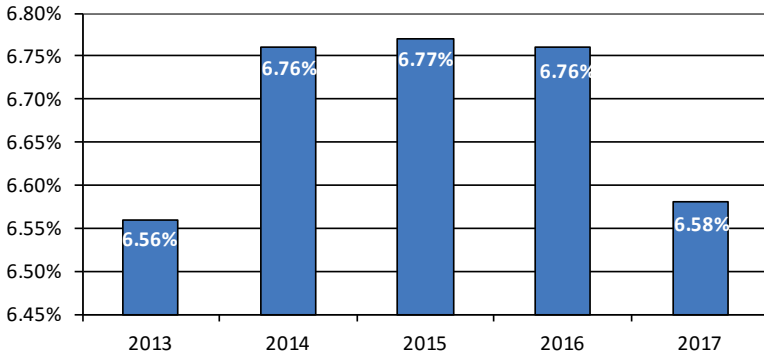
ECI uses measures, called community-wide indicators, to determine progress made toward achieving the result areas. Community-wide indicators are population measurements and are usually collected by public agencies. Both the ECI State Board and ECI area boards select community-wide indicators to evaluate progress toward the five state result areas.

The information that follows provides trend data for community-wide indicators adopted by the ECI State Board.

RESULT	COMMUNITY-WIDE INDICATORS
Healthy children	<ul style="list-style-type: none"> <li>• Low birth weight</li> <li>• Immunized children</li> <li>• Dental services</li> </ul>
Children ready to succeed in school	<ul style="list-style-type: none"> <li>• Percent of kindergarten students proficient by kindergarten literacy assessment</li> <li>• Percent of students entering kindergarten who have no obvious dental problems</li> <li>• Educational attainment of women age 15-50 with a birth in the last 12 months</li> </ul>
Safe and supportive communities	<ul style="list-style-type: none"> <li>• Serious crime/juvenile arrests</li> <li>• Child deaths due to unintentional injuries</li> <li>• Unemployment rate</li> </ul>
Secure and nurturing families	<ul style="list-style-type: none"> <li>• Percent of children under age 6 living in poverty</li> <li>• Incidence of child abuse</li> <li>• Teen births</li> <li>• Domestic violence rate</li> </ul>
Secure and nurturing early learning environments	<ul style="list-style-type: none"> <li>• Percent of accredited family support programs in Iowa</li> <li>• Quality early learning environments</li> <li>• Availability of child care</li> <li>• Percent of households with children under age six with all parents in the workforce</li> </ul>

# Result Area: Healthy Children

## Low Birth Weight (Live Births of less than 2,500 grams)



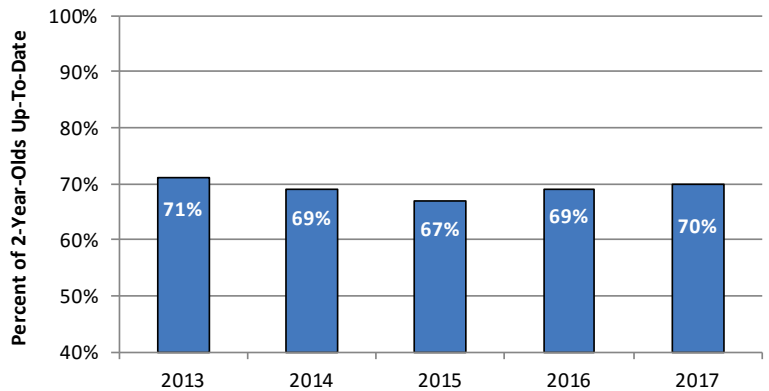
Live Births of less than 2,500 grams

Source: Iowa Department of Public Health, Vital Statistics of Iowa Report

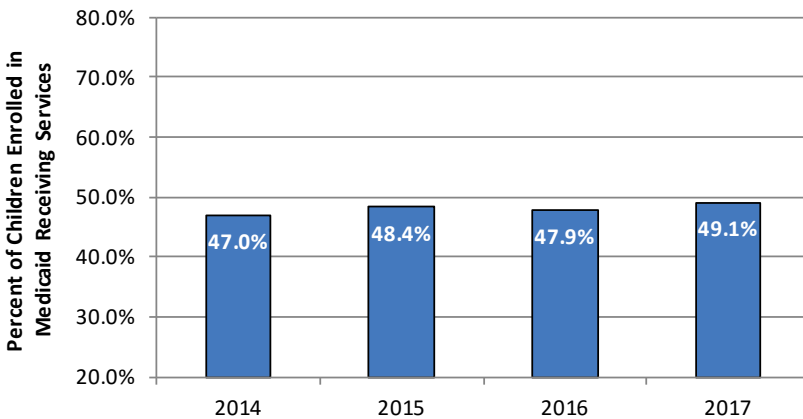
Rate of Iowa's children immunized by age two (2)

Source: Iowa Department of Public Health, Iowa Immunization Program Annual Report

## Immunized Children



## Dental Services

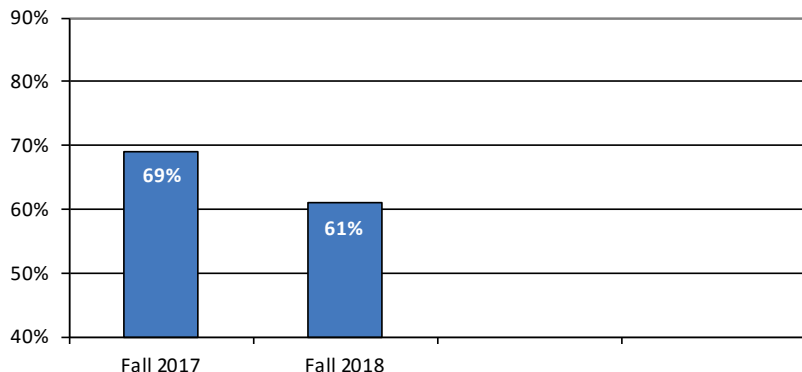


Medicaid-enrolled children ages 0-5 who receive dental services

Source: Iowa Department of Public Health via CMS 416 data

## Result Area: Children Ready to Succeed in School

**Percent of Students in Kindergarten At or Above Benchmark in Beginning Reading Skills**



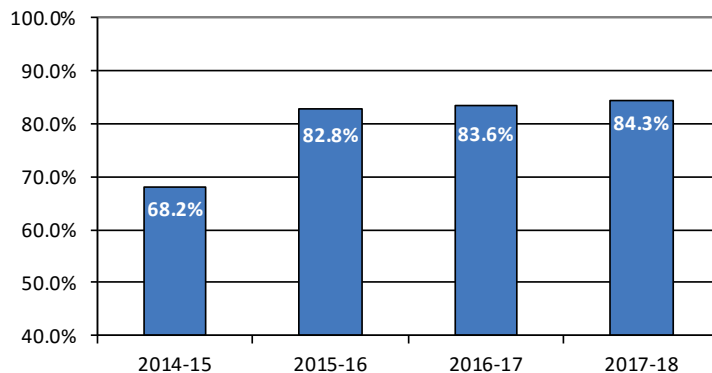
Percent of kindergarten students proficient by kindergarten literacy assessment

Source: Iowa Department of Education, Annual Condition of Education Report

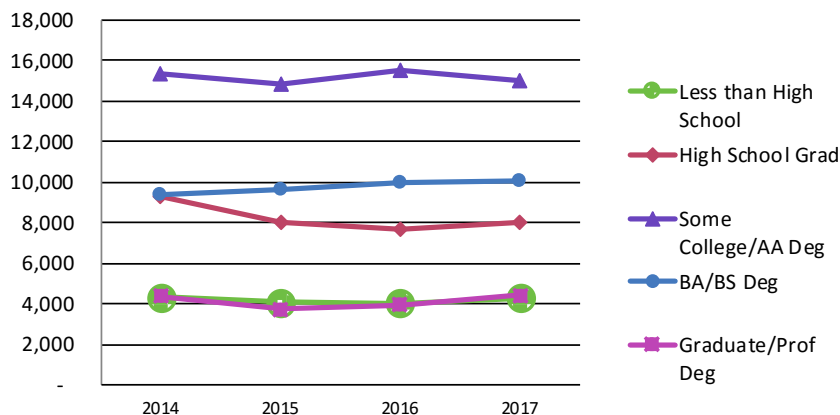
Percent of children entering kindergarten who have no obvious dental problems

Source: Iowa Department of Education, Iowa School Dental Screening Audit Report

**Percent of Students Entering Kindergarten Who Have No Obvious Dental Problems**



**Educational Attainment of Women age 15-50 with a birth in the past 12 months**



Women age 15-50 with a birth in the past 12 months by educational attainment

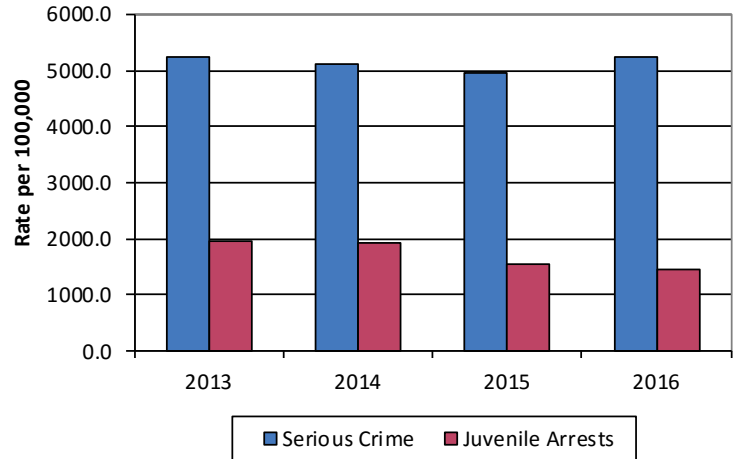
Source: U.S. Census Bureau, American Community Survey 4-Year Estimates

## Result Area: Safe and Supportive Communities

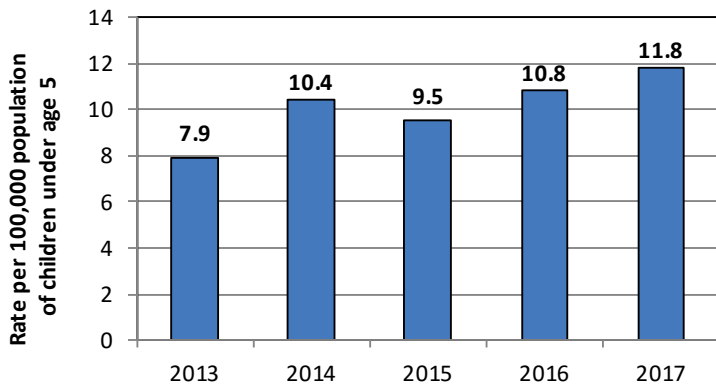
Rate of serious crime per 100,000 population and rate of juvenile arrests per 100,000 population

Source: Iowa Department of Public Safety, Incidence Based Crime Reporting System

### Serious Crime/Juvenile Arrests



### Child Deaths due to Unintentional Injuries



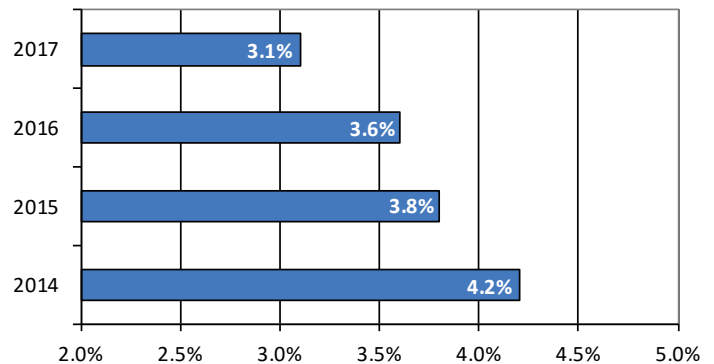
Child deaths due to accidents

Source: Iowa Department of Public Health, Vital Stats of Iowa Report

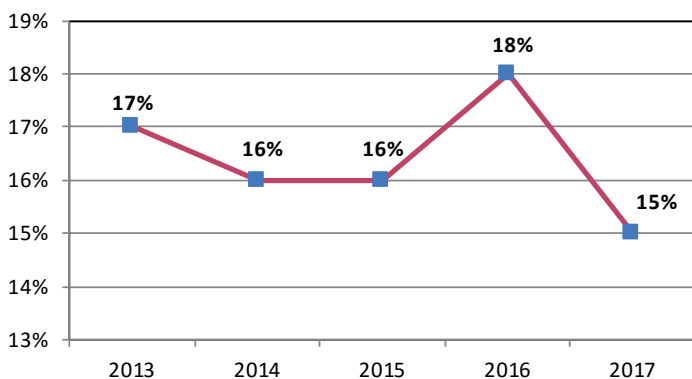
Percent of unemployed individuals

Source: Iowa Workforce Development, Annual Report and website

### Unemployment Rate



### Percent of Children under age 6 in Poverty



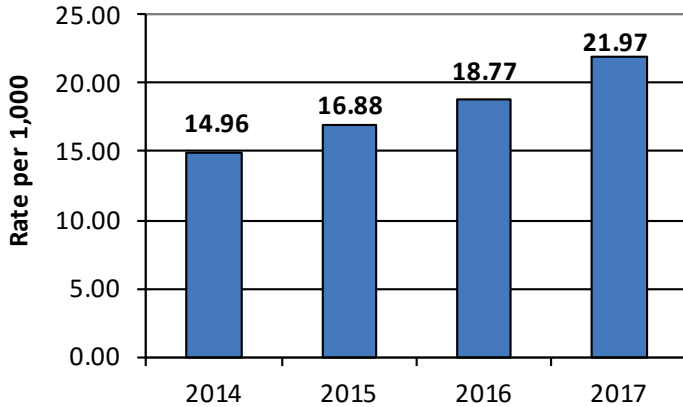
Percent of children under six years old living in poverty

Source: Kids Count Data Center

Fiscal Year  
2018

*Result Area: Secure and Nurturing Families*

**Incidence of Child Abuse  
(Children 0-5 years old)**

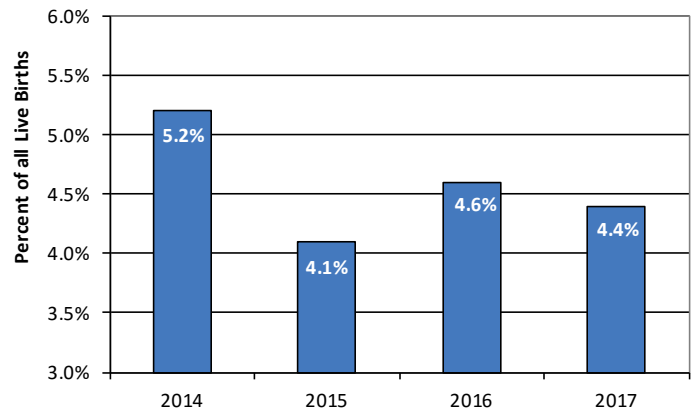


Child abuse incidence rate for children five (5) years and under

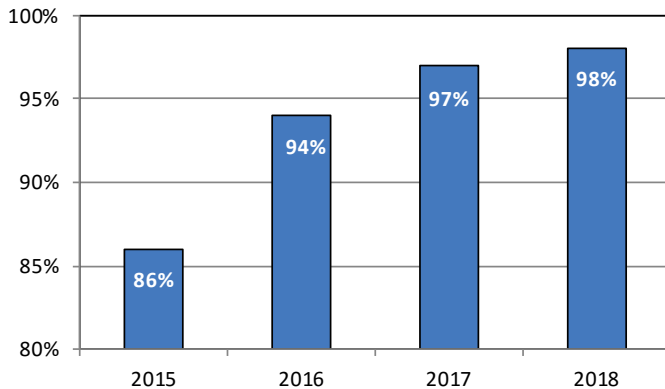
Source: Iowa Department of Human Services, Child Welfare Data Report

Births to women under age 20  
Source: Iowa Department of Public Health, Iowa Vital Stats Report

**Teen Births**



**Percent of Accredited Family Support Programs in Iowa**



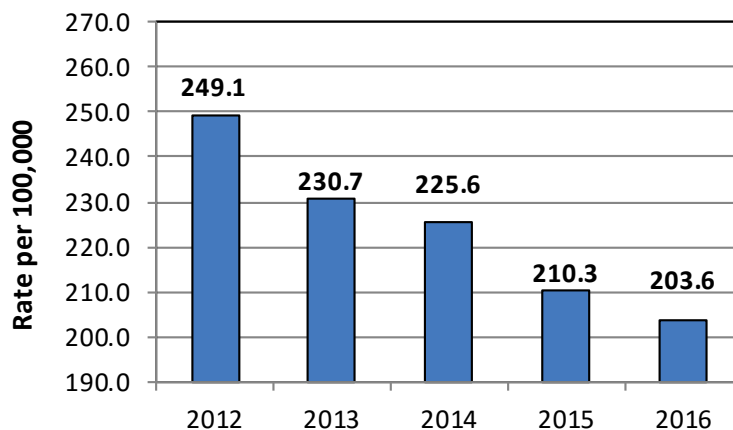
Programs that have demonstrated adherence to quality standards as determined by an external review

Source: Iowa Department of Public Health, Iowa Family Support Program





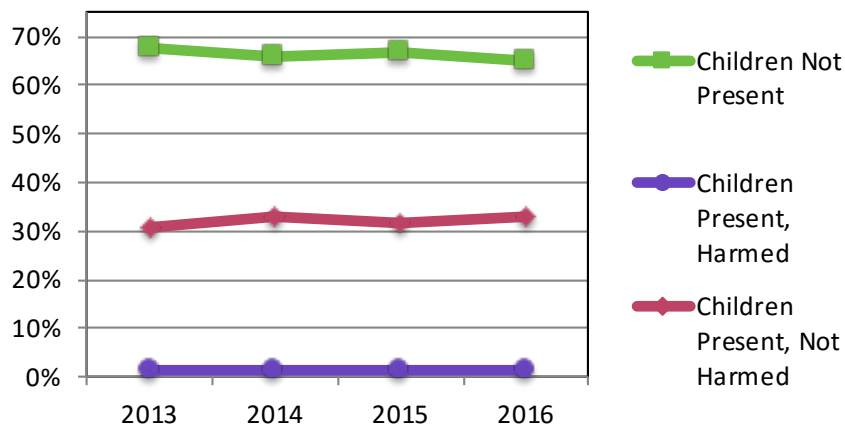
### Domestic Violence Rate



Domestic abuse rate and domestic abuse rate where children were present

Source: Iowa Department of Public Safety

### Domestic Abuse Incident Characteristics

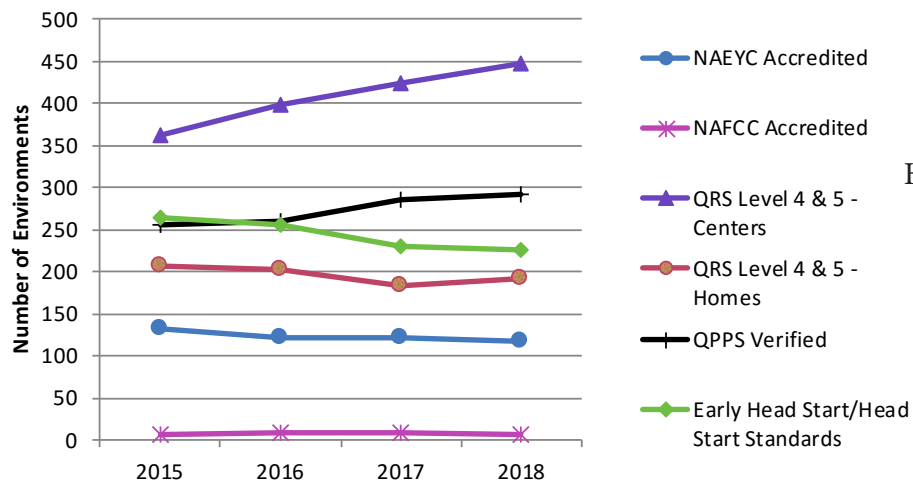


Domestic abuse rate and domestic abuse rate where children were present

Source: Iowa Department of Public Safety

## Result Area: Secure and Nurturing Early Learning Environments

### Quality Early Learning Environments



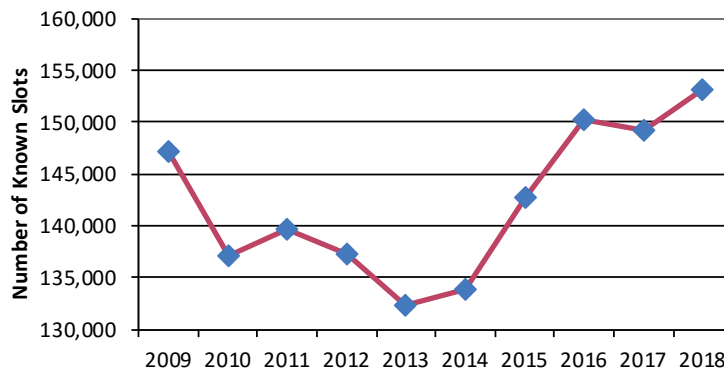
Quality early learning environments that are NAEYC (National Association for the Education of Young Children) or NAFCC (National Association of Family Child Care) and/or meet Head Start program performance standards, and/or verified IQPPS (Iowa Quality Preschool Program Standards), and/or have achieved QRS (Quality Rating System) level 4-5

Source: NAEYC, NAFCC, Iowa Department of Education, Iowa Department of Human Services

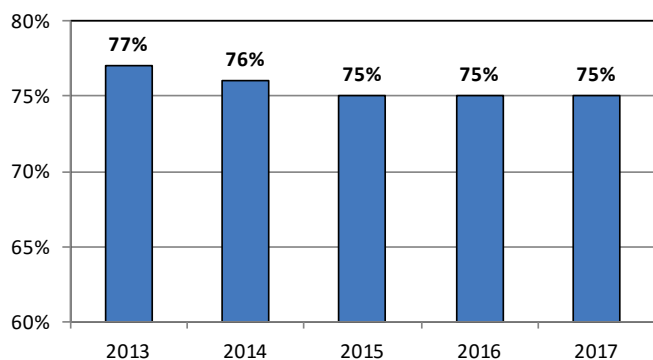
Number of 'slots' or 'spaces' potentially available for a child in a licensed or registered setting

Source: Iowa Department of Human Services, KinderTrack Data System

### Availability of Child Care



### Percent of Households with Children under Age 6 and All Parents in the Workforce



Children under six (6) years of age with all parents in the household in the workforce

Source: U.S. Census, American Community Survey

# Evaluating Results through Data

## *Performance Measures*

To measure the results of programs and services, the ECI State Board established state-required performance measures for programs and services ECI area boards' fund. Performance measures focus on whether customers are better off as a result of the programs and services. These performance measures also look at the quality and efficiency of the programs and services. Results-Based Accountability™ asks three simple questions to get at the most important performance measures.

- How much did we do?
- How well did we do it?
- Is anyone better off?

Programs and services funded by ECI area boards are identified as 'service types' and classified under two categories, "direct services" and "indirect services." The direct services category includes service types that directly impact the child or family. Indirect servcategory includes services types that indirectly impact the child or family. Below is a list of service types under each category. The information that follows provides 3-year trend data for state-required performance measures for each service type. For descriptions of each state-required performance measures, [click here](#).

### Direct Services

- Car Seats
- Crisis/Emergency Care
- Dental
- Early Care and Education Scholarships
- Early Care and Education Supportive Services
- Family Support/Parent Education
- Health Prevention
- Literacy
- Prenatal/Postnatal
- Transportation

### Indirect Services

- Child Care Nurse Consultant
- Coordinated Intake
- Quality Improvement for Early Learning
- Preschool Scholarship Coordination
- Professional Development – Conferences
- Professional Development – Credit-bearing
- Professional Development - Training
- Public Awareness/Child Fairs
- Resource Libraries
- Technical Assistance: Consultation, Mentoring, Coaching
- WAGE\$

## DIRECT SERVICES

### Car Seats

Funding in this category was used to purchase new car seats for families that did not have an appropriate car seat and fund a certified car seat technician to install or verify that the car seats were installed correctly. Funding expended in in the fiscal years identified below also included the purchase of baby sleep boxes, cribs and pack-n-plays for infants and providing safe sleep educational services to families. Note: The measure of ‘Number of car seats checked’ and “Percentage of car seats safely installed...” also includes the assessment of safe sleep equipment available for an infant.

	SFY'16	SFY'17	SFY'18
Number of children served.	<b>106</b> children at an average cost of <b>\$128</b> per child	<b>143</b> children at an average cost of <b>\$106</b> per child	<b>229</b> children at an average cost of <b>\$54</b> per child
Number of children in each age category.	<b>39</b> prenatal <b>24</b> ages birth to 1 <b>18</b> ages 1 to 2 <b>11</b> ages 2 to 3 <b>11</b> ages 3 to 4 <b>2</b> ages 4 to 5 <b>1</b> ages 5 to 6	<b>39</b> prenatal <b>28</b> ages birth to 1 <b>32</b> ages 1 to 2 <b>15</b> ages 2 to 3 <b>16</b> ages 3 to 4 <b>9</b> ages 4 to 5 <b>4</b> ages 5 to 6	<b>43</b> prenatal <b>49</b> ages birth to 1 <b>53</b> ages 1 to 2 <b>27</b> ages 2 to 3 <b>21</b> ages 3 to 4 <b>15</b> ages 4 to 5 <b>21</b> ages 5 to 6
Number of car seats checked.	<b>101</b> car seats checked	<b>137</b> car seats checked	<b>226</b> car seats checked
Percent of car seats safely installed prior to the safety check as reported by the car seat safety technician.	<b>8%</b> car seats safely installed prior to the safety check	<b>2%</b> of car seats safely installed prior to the safety check	<b>64%</b> of car seats safely installed prior to the safety check
Number of ECI area boards funding this program.	<b>4</b> ECI area boards expended <b>\$12,899</b>	<b>3</b> ECI area boards expended <b>\$14,485</b>	<b>4</b> ECI area boards expended <b>\$12,284</b>

### Crisis/Emergency Care

Funding supports short term child care during a family crisis or emergency; for parents in an educational or substance abuse treatment program and living in transitional housing; and for teen parents continuing their high school education. **Note:** Data was not collected for all families based on the circumstances for why the child was placed in care.

	SFY'16	SFY'17	SFY'18
Number of children.	<b>350</b> children served in <b>21</b> programs at an average cost of <b>\$1,642</b> per child	<b>376</b> children served in <b>15</b> programs at an average cost of <b>\$1,127</b> per child	<b>255</b> children served in <b>24</b> programs at an average cost of <b>\$1,957</b> per child

**Crisis/Emergency Care, cont.**

Number of children in each age category.	<b>69</b> ages birth to 1 <b>56</b> ages 1 to 2 <b>74</b> ages 2 to 3 <b>69</b> ages 3 to 4 <b>48</b> ages 4 to 5 <b>34</b> ages 5 to 6	<b>54</b> ages birth to 1 <b>85</b> ages 1 to 2 <b>72</b> ages 2 to 3 <b>68</b> ages 3 to 4 <b>65</b> ages 4 to 5 <b>32</b> ages 5 to 6	<b>53</b> ages birth to 1 <b>57</b> ages 1 to 2 <b>43</b> ages 2 to 3 <b>42</b> ages 3 to 4 <b>38</b> ages 4 to 5 <b>22</b> ages 5 to 6
Number of families served in the program.	<b>246</b> families served	<b>246</b> families served	<b>182</b> families served
Number of households by category of the marital status of the head of household.	<b>42</b> Married <b>118</b> Single <b>2</b> Widowed <b>17</b> Partnered <b>11</b> Divorced <b>9</b> Separated	<b>46</b> Married <b>142</b> Single <b>2</b> Widowed <b>22</b> Partnered <b>14</b> Divorced <b>6</b> Separated	<b>28</b> Married <b>81</b> Single <b>1</b> Widowed <b>10</b> Partnered <b>8</b> Divorced <b>4</b> Separated
Number of households in each of the household size categories.	<b>67</b> 2 people <b>53</b> 3 people <b>41</b> 4 people <b>27</b> 5 people <b>16</b> 6 people <b>4</b> Greater than 6 people	<b>98</b> 2 people <b>58</b> 3 people <b>37</b> 4 people <b>28</b> 5 people <b>16</b> 6 people <b>4</b> Greater than 6 people	<b>45</b> 2 people <b>33</b> 3 people <b>29</b> 4 people <b>14</b> 5 people <b>2</b> 6 people <b>7</b> Greater than 6 people
Number of households in each of the federal poverty level categories.	<b>153</b> 100% or below <b>32</b> 101-150% <b>9</b> 151-200% <b>9</b> 201-299% <b>2</b> 300% or greater	<b>183</b> 100% or below <b>29</b> 101-150% <b>18</b> 151-200% <b>9</b> 201-299% <b>0</b> 300% or greater	<b>86</b> 100% or below <b>28</b> 101-150% <b>5</b> 151-200% <b>6</b> 201-299% <b>6</b> 300% or greater
Number of households by category of the education level of the head of household.	<b>4</b> Middle school or lower <b>19</b> Some high school <b>127</b> High school diploma <b>16</b> GED <b>21</b> Trade or vocational training <b>12</b> 2-year college <b>6</b> 4-year college <b>0</b> Master's degree or higher	<b>4</b> Middle school or lower <b>36</b> Some high school <b>87</b> High school diploma <b>5</b> GED <b>8</b> Trade or vocational training <b>18</b> 2-year college <b>17</b> 4-year college <b>2</b> Master's degree or higher	<b>0</b> Middle school or lower <b>15</b> Some high school <b>69</b> High school diploma <b>13</b> GED <b>7</b> Trade or vocational training <b>8</b> 2-year college <b>7</b> 4-year college <b>4</b> Master's degree or higher

**Crisis/Emergency Care, cont.**

Number of households by category of the race of the head of household.	<b>9</b> Native American or Alaskan Native <b>0</b> Native Hawaiian or Pacific Islander <b>24</b> Black or African American <b>2</b> Asian <b>164</b> White <b>4</b> Multiracial	<b>10</b> Native American or Alaskan Native <b>2</b> Native Hawaiian or Pacific Islander <b>29</b> Black or African American <b>3</b> Asian <b>192</b> White <b>2</b> Multiracial	<b>6</b> Native American or Alaskan Native <b>0</b> Native Hawaiian or Pacific Islander <b>32</b> Black or African American <b>0</b> Asian <b>88</b> White <b>7</b> Multiracial
Number of children that received crisis/emergency care that were identified on the application or by the parent as Hispanic/Latino.	<b>16</b> children identified as Hispanic/Latino	<b>22</b> children identified as Hispanic/Latino	<b>20</b> children identified as Hispanic/Latino
Number of programs meeting a quality initiative. (Note: A program may be counted in more than one quality initiative.)	<b>1</b> NAEYC <b>0</b> NAFCC <b>1</b> Head Start/Early Head Start <b>2</b> IQPPS <b>4</b> QRS Level 3 <b>9</b> QRS Level 4 <b>0</b> QRS Level 5	<b>1</b> NAEYC <b>0</b> NAFCC <b>2</b> Head Start/Early Head Start <b>2</b> IQPPS <b>2</b> QRS Level 3 <b>6</b> QRS Level 4 <b>0</b> QRS Level 5	<b>1</b> NAEYC <b>0</b> NAFCC <b>0</b> Head Start/Early Head Start <b>0</b> IQPPS <b>3</b> QRS Level 3 <b>5</b> QRS Level 4 <b>2</b> QRS Level 5
Number of lead teachers in each educational level category.	<b>16</b> GED <b>0</b> High school diploma <b>3</b> CDA <b>11</b> AA in early childhood or child development <b>2</b> AA in related field <b>5</b> BA/BS in early childhood or child development <b>0</b> Holds teaching license with Early Childhood endorsement <b>0</b> Post graduate degree	<b>5</b> GED <b>2</b> High school diploma <b>0</b> CDA <b>5</b> AA in early childhood or child development <b>3</b> AA in related field <b>1</b> BA/BS in early childhood or child development <b>0</b> Holds teaching license with Early Childhood endorsement <b>0</b> Post graduate degree	<b>13</b> GED <b>0</b> High school diploma <b>0</b> CDA <b>1</b> AA in early childhood or child development <b>1</b> AA in related field <b>4</b> BA/BS in early childhood or child development <b>0</b> Holds teaching license with Early Childhood endorsement <b>0</b> Post graduate degree

## Crisis/Emergency Care, cont.

Percent of children screened for developmental delays. (Comprehensive programs, such as Head Start, also screen for vision, hearing, and dental)	<b>43%</b> of children screened of which <b>12%</b> of those children were referred for additional services	<b>46%</b> of children screened of which <b>36%</b> of those children were referred for additional services	<b>25%</b> of children screened of which <b>54%</b> of those children were referred for additional services
Percent of families that report decreased stress.	<b>64%</b> of families reported decreased stress	<b>73%</b> of families reported decreased stress	<b>51%</b> of families reported decreased stress
Percent of families that are connected to additional concrete supports.	<b>87%</b> of families connected to additional concrete supports	<b>70%</b> of families connected to additional concrete supports	<b>95%</b> of families connected to additional concrete supports
Percent of families that participate in parent education opportunities.	<b>73%</b> of families participated in parent education opportunities	<b>52%</b> of families participated in parent education opportunities	<b>31%</b> of families participated in parent education opportunities
Number of early care programs that are a QRS Level 3 or higher.	<b>62%</b> of programs were a QRS Level 3 or higher	<b>53%</b> of programs were a QRS Level 3 or higher	<b>42%</b> of programs were a QRS Level 3 or higher
Number of ECI area boards funding this program.	<b>4</b> ECI area boards expended <b>\$574,672</b>	<b>4</b> ECI area boards expended <b>\$423,706</b>	<b>4</b> ECI area boards expended <b>\$499,045</b>

## Dental Services

Dental service programs provide oral health education, screenings, referrals for dental treatment, fluoride varnish applications, and support and supplies for conducting on-site tooth brushing dental disease prevention programs.

	SFY'16	SFY'17	SFY'18
Number of children receiving dental services.	<b>15,191</b> children served by the program at an average cost of <b>\$41</b> per child	<b>18,237</b> children served by the program at an average cost of <b>\$34</b> per child	<b>18,010</b> children served by the program at an average cost of <b>\$33</b> per child
Number of children screened for cavities and decay.	<b>93%</b> of children screened of which <b>15%</b> of those children were referred for additional services	<b>97%</b> of children screened of which <b>10%</b> of those children were referred for additional services	<b>91%</b> of children screened of which <b>11%</b> of those children were referred for additional services
Percent of children who needed dental treatment that went to a dentist.	<b>50%</b> of children needing treatment saw a dentist	<b>50%</b> of children needing treatment saw a dentist	<b>42%</b> of children needing treatment saw a dentist

## Dental services, cont.

Percent of children that were cavity free.	<b>90%</b> children were cavity free	<b>87%</b> children were cavity free	<b>88%</b> children were cavity free
Number of ECI area boards funding this service.	<b>22</b> ECI area boards expended <b>\$619,129</b>	<b>22</b> ECI area boards expended <b>\$611,386</b>	<b>19</b> ECI area boards expended <b>\$595,303</b>

## Early Care and Education Scholarships

Funding supports preschool tuition scholarships and child care scholarships.

	<b>SFY'16</b>	<b>SFY'17</b>	<b>SFY'18</b>
Number of children.	<b>2,618</b> children served in <b>409</b> programs at an average cost of <b>\$1,127</b> per child	<b>2,377</b> children served in <b>401</b> programs at an average cost of <b>\$1,265</b> per child	<b>2,177</b> children served in <b>390</b> programs at an average cost of <b>\$2,300</b> per child
Number of children in each age category.	<b>21</b> ages birth to 1 <b>23</b> ages 1 to 2 <b>100</b> ages 2 to 3 <b>1,641</b> ages 3 to 4 <b>746</b> ages 4 to 5 <b>87</b> ages 5 to 6	<b>10</b> ages birth to 1 <b>17</b> ages 1 to 2 <b>74</b> ages 2 to 3 <b>1,425</b> ages 3 to 4 <b>758</b> ages 4 to 5 <b>93</b> ages 5 to 6	<b>8</b> ages birth to 1 <b>16</b> ages 1 to 2 <b>28</b> ages 2 to 3 <b>1,351</b> ages 3 to 4 <b>680</b> ages 4 to 5 <b>94</b> ages 5 to 6
Number of households by category of the marital status of the head of household.	<b>1,346</b> Married <b>743</b> Single <b>33</b> Widowed <b>111</b> Partnered <b>193</b> Divorced <b>107</b> Separated	<b>1,198</b> Married <b>718</b> Single <b>16</b> Widowed <b>129</b> Partnered <b>147</b> Divorced <b>92</b> Separated	<b>1,120</b> Married <b>644</b> Single <b>10</b> Widowed <b>106</b> Partnered <b>176</b> Divorced <b>79</b> Separated
Number of households in each of the household size categories.	<b>353</b> 2 people <b>461</b> 3 people <b>727</b> 4 people <b>584</b> 5 people <b>272</b> 6 people <b>148</b> Greater than 6 people	<b>283</b> 2 people <b>473</b> 3 people <b>671</b> 4 people <b>466</b> 5 people <b>276</b> 6 people <b>130</b> Greater than 6 people	<b>252</b> 2 people <b>425</b> 3 people <b>640</b> 4 people <b>446</b> 5 people <b>224</b> 6 people <b>139</b> Greater than 6 people
Number of households in each of the federal poverty level categories.	<b>774</b> 100% or below <b>867</b> 101-150% <b>712</b> 151-200% <b>165</b> 201-299% <b>25</b> 300% or greater	<b>710</b> 100% or below <b>686</b> 101-150% <b>782</b> 151-200% <b>116</b> 201-299% <b>29</b> 300% or greater	<b>687</b> 100% or below <b>576</b> 101-150% <b>726</b> 151-200% <b>121</b> 201-299% <b>17</b> 300% or greater



## Early Care and Education Scholarships, cont.

Number of households by category of the education level of the head of household.	<b>70</b>	Middle school or lower	<b>45</b>	Middle school or lower	<b>42</b>	Middle school or lower
	<b>173</b>	Some high school	<b>111</b>	Some high school	<b>120</b>	Some high school
	<b>1,065</b>	High school diploma	<b>957</b>	High school diploma	<b>896</b>	High school diploma
	<b>128</b>	GED	<b>114</b>	GED	<b>109</b>	GED
	<b>214</b>	Trade or vocational training	<b>237</b>	Trade or vocational training	<b>145</b>	Trade or vocational training
	<b>436</b>	2-year college	<b>402</b>	2-year college	<b>409</b>	2-year college
	<b>347</b>	4-year college	<b>329</b>	4-year college	<b>329</b>	4-year college
	<b>80</b>	Master's degree or higher	<b>62</b>	Master's degree or higher	<b>71</b>	Master's degree or higher
Number of households by category of the race of the head of household.	<b>25</b>	Native American or Alaskan Native	<b>29</b>	Native American or Alaskan Native	<b>26</b>	Native American or Alaskan Native
	<b>8</b>	Native Hawaiian or Pacific Islander	<b>3</b>	Native Hawaiian or Pacific Islander	<b>5</b>	Native Hawaiian or Pacific Islander
	<b>133</b>	Black or African American	<b>115</b>	Black or African American	<b>116</b>	Black or African American
	<b>49</b>	Asian	<b>48</b>	Asian	<b>52</b>	Asian
	<b>2,205</b>	White	<b>1,995</b>	White	<b>1,843</b>	White
	<b>32</b>	Multiracial	<b>68</b>	Multiracial	<b>45</b>	Multiracial
Number of children that received a scholarship that were identified on the application or by the parent as Hispanic/Latino.	<b>319</b>	children identified as Hispanic/Latino	<b>229</b>	children identified as Hispanic/Latino	<b>208</b>	children identified as Hispanic/Latino
Number of programs meeting a quality initiative. (Note: A program may be counted in more than one quality initiative.)	<b>31</b>	NAEYC	<b>29</b>	NAEYC	<b>25</b>	NAEYC
	<b>1</b>	NAFCC	<b>0</b>	NAFCC	<b>0</b>	NAFCC
	<b>16</b>	Head Start/Early Head Start	<b>13</b>	Head Start/Early Head Start	<b>13</b>	Head Start/Early Head Start
	<b>164</b>	IQPPS	<b>177</b>	IQPPS	<b>169</b>	IQPPS
	<b>59</b>	QRS Level 3	<b>56</b>	QRS Level 3	<b>43</b>	QRS Level 3
	<b>136</b>	QRS Level 4	<b>154</b>	QRS Level 4	<b>139</b>	QRS Level 4
	<b>41</b>	QRS Level 5	<b>59</b>	QRS Level 5	<b>50</b>	QRS Level 5

## Early Care and Education Scholarships, cont.

Number of lead teachers in each educational level category.	<b>127</b> GED <b>67</b> High school diploma <b>42</b> CDA <b>87</b> AA in early childhood or child development <b>14</b> AA in related field <b>226</b> BA/BS in early childhood or child development <b>220</b> Holds teaching license with Early Childhood endorsement <b>48</b> Post graduate degree	<b>114</b> GED <b>64</b> High school diploma <b>33</b> CDA <b>70</b> AA in early childhood or child development <b>11</b> AA in related field <b>190</b> BA/BS in early childhood or child development <b>205</b> Holds teaching license with Early Childhood endorsement <b>49</b> Post graduate degree	<b>109</b> GED <b>86</b> High school diploma <b>38</b> CDA <b>71</b> AA in early childhood or child development <b>17</b> AA in related field <b>237</b> BA/BS in early childhood or child development <b>192</b> Holds teaching license with Early Childhood endorsement <b>56</b> Post graduate degree
Percent of children screened for developmental delays. (Comprehensive programs, such as Head Start, also screen for vision, hearing, and dental)	<b>95%</b> of children screened of which <b>8%</b> of those children were referred for additional services	<b>93%</b> of children screened of which <b>9%</b> of those children were referred for additional services	<b>90%</b> of children screened of which <b>12%</b> of those children were referred for additional services
Number of programs using each type of assessment.	<b>350</b> GOLD <b>223</b> Creative Curriculum <b>30</b> Brigance <b>66</b> ASQ <b>31</b> IGDIs <b>16</b> High Scope <b>0</b> Ireton Developmental Checklist <b>1</b> Saxton Math <b>72</b> Locally Developed assessment tool	<b>246</b> GOLD <b>187</b> Creative Curriculum <b>21</b> Brigance <b>67</b> ASQ <b>56</b> IGDIs <b>13</b> High Scope <b>3</b> Ireton Developmental Checklist <b>1</b> Saxton Math <b>102</b> Locally Developed assessment tool	<b>234</b> GOLD <b>165</b> Creative Curriculum <b>27</b> Brigance <b>106</b> ASQ <b>50</b> IGDIs <b>1</b> High Scope <b>3</b> Ireton Developmental Checklist <b>0</b> Saxton Math <b>82</b> Locally Developed assessment tool
Percent of children demonstrating age appropriate skills.	<b>92%</b> of children demonstrated age appropriate skills	<b>89%</b> of children demonstrated age appropriate skills	<b>93%</b> of children demonstrated age appropriate skills

## Early Care and Education Scholarships, cont.

Number of early care programs that are a QRS Level 3 or higher.	<b>58%</b> of programs were a QRS Level 3 or higher	<b>67%</b> of programs were a QRS Level 3 or higher	<b>59%</b> of programs were a QRS Level 3 or higher
Number of ECI area boards funding this program.	<b>35</b> ECI area boards expended <b>\$2,950,114</b>	<b>36</b> ECI area boards expended <b>\$3,006,668</b>	<b>36</b> ECI area boards expended <b>\$2,575,623</b>

## Early Care and Education Supportive Services

Funding supports a variety of programs and services such as, providing additional staff support in preschool or child care facilities; expanding the length of the day and/or the number of months offered for programs such as Early Head Start, Head Start, Shared Visions Preschool and the Statewide Voluntary Preschool Program for Four-Year-Old Children; and a Spanish translator.

	<b>SFY'16</b>	<b>SFY'17</b>	<b>SFY'18</b>
Number of children receiving supportive services.	<b>2,608</b> children served in <b>131</b> programs at an average cost of <b>\$2,852</b> per child	<b>2,359</b> children served in <b>64</b> programs at an average cost of <b>\$3,287</b> per child	<b>2,022</b> children served in <b>61</b> programs at an average cost of <b>\$3,466</b> per child
Number of children in each age category.	<b>12</b> prenatal <b>121</b> ages birth to 1 <b>105</b> ages 1 to 2 <b>164</b> ages 2 to 3 <b>677</b> ages 3 to 4 <b>1,413</b> ages 4 to 5 <b>116</b> ages 5 to 6	<b>31</b> prenatal <b>109</b> ages birth to 1 <b>95</b> ages 1 to 2 <b>99</b> ages 2 to 3 <b>632</b> ages 3 to 4 <b>1,358</b> ages 4 to 5 <b>35</b> ages 5 to 6	<b>0</b> prenatal <b>118</b> ages birth to 1 <b>81</b> ages 1 to 2 <b>91</b> ages 2 to 3 <b>628</b> ages 3 to 4 <b>1,021</b> ages 4 to 5 <b>83</b> ages 5 to 6
Number of programs meeting a quality initiative. (Note: A program may be counted in more than one quality initiative.)	<b>14</b> NAEYC <b>0</b> NAFCC <b>21</b> Head Start/Early Head Start <b>30</b> IQPPS <b>13</b> QRS Level 3 <b>19</b> QRS Level 4 <b>6</b> QRS Level 5	<b>14</b> NAEYC <b>0</b> NAFCC <b>23</b> Head Start/Early Head Start <b>22</b> IQPPS <b>8</b> QRS Level 3 <b>14</b> QRS Level 4 <b>4</b> QRS Level 5	<b>17</b> NAEYC <b>0</b> NAFCC <b>26</b> Head Start/Early Head Start <b>17</b> IQPPS <b>12</b> QRS Level 3 <b>10</b> QRS Level 4 <b>4</b> QRS Level 5
Percent of children screened for developmental delays. (Comprehensive programs, such as Head Start, also screen for vision, hearing, and dental)	<b>94%</b> of children screened of which <b>8%</b> of those children were referred for additional services	<b>91%</b> of children screened of which <b>15%</b> of those children were referred for additional services	<b>93%</b> of children screened of which <b>18%</b> of those children were referred for additional services

## Early Care and Education Supportive Services, cont.

Number of programs using each type of assessment.	<b>50</b> GOLD <b>39</b> Creative Curriculum <b>10</b> Brigance <b>27</b> ASQ <b>16</b> IGDIs <b>2</b> High Scope <b>5</b> Ireton Developmental Checklist <b>1</b> Saxton Math <b>3</b> Locally Developed assessment tool	<b>48</b> GOLD <b>43</b> Creative Curriculum <b>15</b> Brigance <b>28</b> ASQ <b>17</b> IGDIs <b>1</b> High Scope <b>0</b> Ireton Developmental Checklist <b>0</b> Saxton Math <b>2</b> Locally Developed assessment tool	<b>50</b> GOLD <b>27</b> Creative Curriculum <b>18</b> Brigance <b>30</b> ASQ <b>10</b> IGDIs <b>0</b> High Scope <b>0</b> Ireton Developmental Checklist <b>0</b> Saxton Math <b>3</b> Locally Developed assessment tool
Percent of children demonstrating age appropriate skills.	<b>82%</b> of children demonstrated age appropriate skills	<b>94%</b> of children demonstrated age appropriate skills	<b>93%</b> of children demonstrated age appropriate skills
Number of early care programs that are a QRS Level 3 or higher.	<b>29%</b> of programs were a QRS Level 3 or higher	<b>41%</b> of programs were a QRS Level 3 or higher	<b>43%</b> of programs were a QRS Level 3 or higher
Number of ECI area boards funding this program.	<b>22</b> ECI area boards expended <b>\$7,439,225</b>	<b>22</b> ECI area boards expended <b>\$7,753,161</b>	<b>21</b> ECI area boards expended <b>\$7,007,879</b>

## Family Support/Parent Education

Funding supports group-based parent education or home visiting programs that are designed to strengthen protective factors, including parenting skills, increasing parental knowledge of child development, and increasing family functioning and problem solving skills. Family support programs may be an early intervention strategy to improve birth outcomes, parental knowledge, family economic success, the home learning environment, family and child involvement with others, and coordination with other community resources. Some programs may have a specific focus on preventing child maltreatment or ensuring children are safe, healthy, and ready to succeed in school.

	<b>SFY'16</b>	<b>SFY'17</b>	<b>SFY'18</b>
Number of children.	<b>12,858</b> children served in <b>9,915</b> families	<b>12,059</b> children served in <b>9,228</b> families	<b>10,957</b> children served in <b>8,565</b> families
Number of home visits completed.	<b>79,501</b> home visits completed	<b>72,698</b> home visits completed	<b>68,802</b> home visits completed
Number of attendees at group parent education meetings.	<b>20,710</b> attendees at group parent meetings	<b>17,238</b> attendees at group parent meetings	<b>15,627</b> attendees at group parent meetings

## Family Support/Parent Education, cont.

Percent of households by category of the marital status of the head of household.	<b>43%</b> Married <b>29%</b> Single <b>0%</b> Widowed <b>23%</b> Partnered <b>2%</b> Divorced <b>3%</b> Separated	<b>43.4%</b> Married <b>28.9%</b> Single <b>.2%</b> Widowed <b>21.5%</b> Partnered <b>2.7%</b> Divorced <b>2.8%</b> Separated <b>.4%</b> Unknown	<b>44.4%</b> Married <b>29.2%</b> Single <b>.3%</b> Widowed <b>20.3%</b> Partnered <b>2.7%</b> Divorced <b>2.8%</b> Separated <b>.3%</b> Unknown
Percent of households in each of the household size categories.	<b>0%</b> 1 person <b>16%</b> 2 people <b>33%</b> 3 people <b>25%</b> 4 people <b>15%</b> 5 people <b>7%</b> 6 people <b>4%</b> Greater than 6 people	<b>.66%</b> 1 person <b>16.42%</b> 2 people <b>32.11%</b> 3 people <b>25.55%</b> 4 people <b>14.09%</b> 5 people <b>6.81%</b> 6 people <b>3.70%</b> Greater than 6 people <b>.67%</b> Unknown	<b>1%</b> 1 person <b>16.3%</b> 2 people <b>32.1%</b> 3 people <b>25.5%</b> 4 people <b>14.6%</b> 5 people <b>6.6%</b> 6 people <b>3.7%</b> Greater than 6 people <b>.3%</b> Unknown
Percent of households in each of the federal poverty level categories.	<b>61%</b> 100% or below <b>17%</b> 101-150% <b>7%</b> 151-200% <b>7%</b> 201-299% <b>7%</b> 300% or higher	<b>68.9%</b> 125% or below <b>12.5%</b> 126-185% <b>2.0%</b> 186-200% <b>14.4%</b> 201% or higher <b>2.2%</b> Unknown	<b>68.6%</b> 125% or below <b>12.7%</b> 126-185% <b>1.9%</b> 186-200% <b>15.7%</b> 201% or higher <b>1.1%</b> Unknown%
Percent of households by category of the education level of the head of household.	<b>8%</b> Middle school or lower <b>14%</b> Some high school <b>33%</b> High school diploma <b>5%</b> GED <b>4%</b> Trade or vocational training <b>12%</b> Some college <b>6%</b> 2-year college <b>12%</b> 4-year college <b>5%</b> Master's degree or higher	<b>8.3%</b> Middle school or lower <b>17.0%</b> Some high school <b>33.3%</b> High school diploma or GED <b>3.0%</b> Trade or vocational training <b>17.1%</b> Some college <b>7.1%</b> 2-year college <b>10.3%</b> 4-year college <b>3.2%</b> Master's degree or higher <b>.7%</b> Unknown	<b>8%</b> Middle school or lower <b>16.2%</b> Some high school <b>34.6%</b> High school diploma or GED <b>3.3%</b> Trade or vocational training <b>16%</b> Some college <b>7.3%</b> 2-year college <b>10.7%</b> 4-year college <b>3.6%</b> Master's degree or higher <b>.4%</b> Unknown

**Family Support/Parent Education, cont.**

Percent of households by category of the race of the head of household.	<p><b>1%</b> American Indian or Alaskan Native</p> <p><b>0%</b> Hawaiian or Pacific Islander</p> <p><b>10%</b> Black or African American</p> <p><b>7%</b> Asian</p> <p><b>81%</b> White</p> <p><b>1%</b> Multiracial</p>	<p><b>.9%</b> American Indian or Alaskan Native</p> <p><b>.3%</b> Hawaiian or Pacific Islander</p> <p><b>11.1%</b> Black or African American</p> <p><b>7.3%</b> Asian</p> <p><b>77.9%</b> White</p> <p><b>1.2%</b> Multiracial</p> <p><b>.4%</b> Unknown</p>	<p><b>.7%</b> American Indian or Alaskan Native</p> <p><b>.2%</b> Hawaiian or Pacific Islander</p> <p><b>11.3%</b> Black or African American</p> <p><b>7.9%</b> Asian</p> <p><b>77.8%</b> White</p> <p><b>1.2%</b> Multiracial</p> <p><b>.8%</b> Unknown</p>
Percent of households that identified the head of household as Hispanic/Latino.	<b>16%</b> identified as Hispanic/Latino	<b>15.8%</b> identified as Hispanic/Latino	<b>15.1%</b> identified as Hispanic/Latino
Number and percent of children screened for developmental delays.	<b>6,221</b> children screened (or 53%) of which <b>1,228</b> children (or 20%) were referred for additional services	<b>6,155</b> children screened (or 62%) of which <b>377</b> children (or 6%) were referred for additional services	<b>5,740</b> children screened (or 67%) of which <b>369</b> children (or 6%) were referred for additional services
Percent of participating families that improved or maintain healthy family functioning, problem solving and communication.	<b>77%</b> of families improved or maintained healthy family functioning, problem solving and communication	<b>93%</b> of families improved or maintained healthy family functioning, problem solving and communication	<b>93.6%</b> of families improved or maintained healthy family functioning, problem solving and communication
Percent of participating families that increase or maintain social supports.	<b>75%</b> of families increased or maintained social supports	<b>87.7%</b> of families increased or maintained social supports	<b>88.3%</b> of families increased or maintained social supports
Percent of participating families that are connected to additional concrete supports.	<b>39%</b> of families connected to additional concrete supports	<b>72.4%</b> of families connected to additional concrete supports	<b>70.7%</b> of families connected to additional concrete supports
Percent of participating families that increase knowledge about child development and parenting.	<b>56%</b> of families increased knowledge about child development and parenting	<b>60.7%</b> of families increased knowledge about child development and parenting	<b>59%</b> of families increased knowledge about child development and parenting

## Family Support/Parent Education, cont.

Percent of participating families that that improve nurturing and attachment between parent and child.	<b>40%</b> of families improved nurturing and attachment between parent and child	<b>47.4%</b> of families improved nurturing and attachment between parent and child	<b>47.3%</b> of families improved nurturing and attachment between parent and child
Number of ECI area boards funding this program.	<b>38</b> ECI area boards expended <b>\$15,006,088</b>	<b>38</b> ECI area boards expended <b>\$14,126,203</b>	<b>38</b> ECI area boards expended <b>\$12,693,449</b>

## Health Prevention

Funding supports a variety of health prevention programs and services such as, sending vaccination recall letters to families with children ages 0-36 months that are under-immunized; conducting developmental assessments, lead screenings, hemoglobin tests, vision and hearing screenings; maternal depression screenings; and support to expand the 1<sup>st</sup> Five Program.

	SFY'16	SFY'17	SFY'18
Number of children receiving health prevention services.	<b>16,823</b> children served by the program at an average cost of <b>\$25</b> per child	<b>37,649</b> children served by the program at an average cost of <b>\$6</b> per child	<b>35,557</b> children served by the program at an average cost of <b>\$4</b> per child
Number of children in each age category.	<b>270</b> prenatal <b>2,632</b> ages birth to 1 <b>5,495</b> ages 1 to 2 <b>4,156</b> ages 2 to 3 <b>1,364</b> ages 3 to 4 <b>1,885</b> ages 4 to 5 <b>1,021</b> ages 5 to 6	<b>291</b> prenatal <b>8,073</b> ages birth to 1 <b>14,430</b> ages 1 to 2 <b>10,327</b> ages 2 to 3 <b>1,446</b> ages 3 to 4 <b>1,998</b> ages 4 to 5 <b>1,084</b> ages 5 to 6	<b>0</b> prenatal <b>6,757</b> ages birth to 1 <b>14,535</b> ages 1 to 2 <b>9,569</b> ages 2 to 3 <b>1,376</b> ages 3 to 4 <b>2,102</b> ages 4 to 5 <b>1,218</b> ages 5 to 6
Number of children screened.	<b>100%</b> of children screened of which <b>29%</b> of those children were referred for additional services	<b>99.9%</b> of children screened of which <b>11%</b> of those children were referred for additional services	<b>100%</b> of children screened of which <b>9%</b> of those children were referred for additional services
Percent of children that needed follow up services/treatment that received the service/treatment.	<b>54%</b> of children needing treatment received treatment	<b>42%</b> of children needing treatment received treatment	<b>29%</b> of children needing treatment received treatment
Number of ECI area boards funding this program.	<b>9</b> ECI area boards expended <b>\$426,743</b>	<b>7</b> ECI area boards expended <b>\$217,838</b>	<b>5</b> ECI area boards expended <b>\$126,172</b>

## Literacy

Funding supports a variety of literacy programs and services such as, providing books and services to families enrolled through WIC Clinics and literacy-based activities/kits and educational supports for families and child care providers.

	SFY'16	SFY'17	SFY'18
Number of children served.	<b>1,825</b> children at an average cost of <b>\$32</b> per child	<b>1,467</b> children at an average cost of <b>\$39</b> per child	<b>1,555</b> children at an average cost of <b>\$39</b> per child
Number of children in each age category.	<b>0</b> prenatal <b>58</b> ages birth to 1 <b>115</b> ages 1 to 2 <b>163</b> ages 2 to 3 <b>438</b> ages 3 to 4 <b>585</b> ages 4 to 5 <b>466</b> ages 5 to 6	<b>8</b> prenatal <b>165</b> ages birth to 1 <b>93</b> ages 1 to 2 <b>128</b> ages 2 to 3 <b>305</b> ages 3 to 4 <b>543</b> ages 4 to 5 <b>225</b> ages 5 to 6	<b>19</b> prenatal <b>164</b> ages birth to 1 <b>78</b> ages 1 to 2 <b>123</b> ages 2 to 3 <b>440</b> ages 3 to 4 <b>464</b> ages 4 to 5 <b>267</b> ages 5 to 6
Number of families served.	<b>1,503</b> families served	<b>1,371</b> families served	<b>1,355</b> families served
Percentage of families that report an increase in reading to their children each day.	<b>96%</b> of families report an increase in reading to their children each day	<b>47%</b> of families report an increase in reading to their children each day	<b>62%</b> of families report an increase in reading to their children each day
Percentage of families that report an increase in talking with their children about new words in stories.	<b>94%</b> of families report an increase in talking with their children about new words in stories	<b>43%</b> of families report an increase in talking with their children about new words in stories	<b>75%</b> of families report an increase in talking with their children about new words in stories
Number of ECI area boards funding this program.	<b>5</b> ECI area boards expended <b>\$57,545</b>	<b>4</b> ECI area boards expended <b>\$56,672</b>	<b>3</b> ECI area boards expended <b>\$52,952</b>

## Prenatal/Postnatal

Funding supports a variety of prenatal and postnatal programs and services such as, screening and referring pregnant and postpartum women for depression and newborn home visits to provide education and screenings, assist with breastfeeding issues and provide referral services for both the new mother and infant. One ECI area board funds a program that provides outreach to families with children age prenatal through age five to promote optimal health and development.

	SFY'16	SFY'17	SFY'18
Number of children receiving prenatal/postnatal services.	<b>364</b> children served at an average cost of <b>\$185</b> per child	<b>550</b> children served at an average cost of <b>\$116</b> per child	<b>352</b> children served at an average cost of <b>\$185</b> per child



## Prenatal/Postnatal, cont.

Number of children in each age category.	<b>231</b> prenatal <b>111</b> ages birth to 1 <b>8</b> ages 1 to 2 <b>6</b> ages 2 to 3 <b>5</b> ages 3 to 4 <b>2</b> ages 4 to 5 <b>1</b> ages 5 to 6	<b>237</b> prenatal <b>285</b> ages birth to 1 <b>14</b> ages 1 to 2 <b>6</b> ages 2 to 3 <b>5</b> ages 3 to 4 <b>2</b> ages 4 to 5 <b>1</b> ages 5 to 6	<b>222</b> prenatal <b>109</b> ages birth to 1 <b>9</b> ages 1 to 2 <b>6</b> ages 2 to 3 <b>3</b> ages 3 to 4 <b>2</b> ages 4 to 5 <b>1</b> ages 5 to 6
Number of mothers/children screened.	<b>98%</b> of mothers/children screened of which <b>31%</b> of those mothers/children were referred for additional services	<b>61%</b> of mothers/children screened of which <b>20%</b> of those mothers/children were referred for additional services	<b>72%</b> of mothers/children screened of which <b>35%</b> of those mothers/children were referred for additional services
Percent of mothers/children that needed follow up services/treatment that received the service/treatment.	<b>68%</b> of children needing treatment received treatment	<b>98%</b> of children needing treatment received treatment	<b>93%</b> of children needing treatment received treatment
Number of ECI area boards funding this program.	<b>5</b> ECI area boards expended <b>\$67,242</b>	<b>5</b> ECI area boards expended <b>\$63,856</b>	<b>5</b> ECI area boards expended <b>\$65,245</b>

## Transportation

Transportation services provide funding to transport a child between the child's home or child care facility to a preschool program such as, Head Start, Shared Visions, the Statewide Voluntary Preschool Program or a private preschool program. Funding is also used to purchase replacement safety harnesses (a requirement of federal Head Start Performance Standards) for buses to transport children safely and transport moms with children ages birth through age five to a community college to complete their education or begin employment.

	<b>SFY'16</b>	<b>SFY'17</b>	<b>SFY'18</b>
Number of children receiving transportation services.	<b>671</b> children at an average cost of <b>\$641</b> per child	<b>656</b> children at an average cost of <b>\$599</b> per child	<b>531</b> children at an average cost of <b>\$561</b> per child
Number of children in each age category receiving transportation.	<b>0</b> ages birth to 1 <b>0</b> ages 1 to 2 <b>2</b> ages 2 to 3 <b>337</b> ages 3 to 4 <b>332</b> ages 4 to 5 <b>0</b> ages 5 to 6	<b>0</b> ages birth to 1 <b>0</b> ages 1 to 2 <b>2</b> ages 2 to 3 <b>307</b> ages 3 to 4 <b>345</b> ages 4 to 5 <b>2</b> ages 5 to 6	<b>0</b> ages birth to 1 <b>0</b> ages 1 to 2 <b>0</b> ages 2 to 3 <b>303</b> ages 3 to 4 <b>227</b> ages 4 to 5 <b>1</b> ages 5 to 6
Number of days transportation provided.	<b>44,752</b> days transportation provided	<b>40,914</b> days transportation provided	<b>29,831</b> days transportation provided
Percent of days transported based on the total days needing transportation.	<b>88%</b> of the days children received transportation	<b>87%</b> of the days children received transportation	<b>84%</b> of the days children received transportation

## Transportation, cont.

Number of ECI area boards funding this service.	<b>19</b> ECI area boards expended <b>\$430,041</b>	<b>15</b> ECI area boards expended <b>\$393,221</b>	<b>14</b> ECI area boards expended <b>\$297,684</b>
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## INDIRECT SERVICES

### Child Care Nurse Consultant Services

Child Care Nurse Consultation is an evidence-based practice that positively impacts child health outcomes and the quality of child care programs. The Child Care Nurse Consultant Program supports child care providers in meeting the health and safety needs of children in their care by providing outreach, on-site assessment, education, training, referral, special health care needs planning, and Quality Rating System (QRS) assessment tools. The Child Care Nurse Consultants are registered nurses.

	SFY'16	SFY'17	SFY'18
Number of consultation visits to an early care program.	<b>3,535</b> consultation visits to <b>1,461</b> early care programs at an average cost of <b>\$861</b> per program	<b>3,881</b> consultation visits to <b>1,457</b> early care programs at an average cost of <b>\$931</b> per program	<b>3,804</b> consultation visits to <b>1,670</b> early care programs at an average cost of <b>\$796</b> per program
Number of programs receiving services by category. (Note: A program may be counted in more than one category.)	<b>71</b> Non-registered <b>714</b> DHS registered <b>672</b> DHS licensed <b>107</b> DE regulated/ license exempt <b>14</b> QRS Level 1 <b>128</b> QRS Level 2 <b>169</b> QRS Level 3 <b>282</b> QRS Level 4 <b>90</b> QRS Level 5	<b>119</b> Non-registered <b>643</b> DHS registered <b>676</b> DHS licensed <b>108</b> DE regulated/ license exempt <b>36</b> QRS Level 1 <b>92</b> QRS Level 2 <b>151</b> QRS Level 3 <b>323</b> QRS Level 4 <b>91</b> QRS Level 5	<b>64</b> Non-registered <b>504</b> DHS registered <b>794</b> DHS licensed <b>112</b> DE regulated/ license exempt <b>29</b> QRS Level 1 <b>65</b> QRS Level 2 <b>117</b> QRS Level 3 <b>310</b> QRS Level 4 <b>81</b> QRS Level 5
Number of children with special health care needs.	<b>635</b> children had a special health care need	<b>796</b> children had a special health care need	<b>808</b> children had a special health care need
Number of technical assistance contacts provided to programs.	<b>8,715</b> technical assistance contacts	<b>8,304</b> technical assistance contacts	<b>8,089</b> technical assistance contacts
Percent of children with special health care needs with a special needs care plan in place at the facility.	<b>81%</b> of children with special health care needs had a special health care plan in place	<b>84%</b> of children with special health care needs had a special health care plan in place	<b>87%</b> of children with special health care needs had a special health care plan in place
Percent of programs receiving onsite assessment and consultation that improve health and safety conditions in their early learning environment.	<b>86%</b> of programs improved health and safety conditions	<b>86%</b> of programs improved health and safety conditions	<b>95%</b> of programs improved health and safety conditions

## Child Care Nurse Consultant Services, cont.

Number of early care programs that are a QRS Level 3 or higher.	<b>37%</b> of programs were a QRS Level 3 or higher	<b>39%</b> of programs were a QRS Level 3 or higher	<b>30%</b> of programs were a QRS Level 3 or higher
Number of ECI area boards funding this service.	<b>32</b> ECI area boards expended <b>\$1,258,497</b>	<b>33</b> ECI area boards expended <b>\$1,357,304</b>	<b>33</b> ECI area boards expended <b>\$1,329,816</b>

## Coordinated Intake

Coordinated intake is a service that provides families with a single entry point to family support and parent education services. The service connects families with services that best fit their needs, reduces duplication of services, and works collaborative with partners to identify voids in services and combine resources.

Some reasons why families that were referred to a family support program did not enroll included: the family was not interested in the program, parent felt they already had enough knowledge/good understanding of parenting, family was too busy/lack of time to commit to program, family moved out of the area or was unable to locate/could not be reached (changed phone numbers), program was full, and family did not meet income eligibility guidelines.

	<b>SFY'16</b>	<b>SFY'17</b>	<b>SFY'18</b>
Number of intakes processed.	<b>1,718</b> intake requests at an average cost of <b>\$86</b> per request	<b>1,510</b> intake requests at an average cost of <b>\$128</b> per request	<b>1,157</b> intake requests at an average cost of <b>\$119</b> per request
Number of families that received a referral.	<b>1,477</b> families	<b>1,301</b> families	<b>1,004</b> families
Percent of intake requests that received a referral.	<b>86%</b> of received a referral	<b>87%</b> of received a referral	<b>85%</b> of received a referral
Percent of families that received a referral and enrolled in a local program.	<b>62%</b> of families referred enrolled in a program	<b>63%</b> of families referred enrolled in a program	<b>56%</b> of families referred enrolled in a program
Percent of families that received a referral and did NOT enroll in a local program.	<b>38%</b> of families referred did NOT enroll in a program	<b>37%</b> of families referred did NOT enroll in a program	<b>44%</b> of families referred did NOT enroll in a program
Number of ECI area boards funding this program.	<b>6</b> ECI area boards expended <b>\$101,525</b>	<b>7</b> ECI area boards expended <b>\$166,410</b>	<b>6</b> ECI area boards expended <b>\$137,722</b>

## Quality Improvements for Early Learning

Funding supports a variety of quality improvement activities in early learning environments such as, quality enhancement, incentive and mini grants to improve health and safety to meet regulatory requirements and increase the quality of the early learning program; professional development for staff; peer networking opportunities; environmental rating scale evaluations.

	SFY'16	SFY'17	SFY'18
Number of programs.	<b>877</b> programs	<b>733</b> programs	<b>606</b> programs
Number of programs at each QRS level participating.	<b>15</b> QRS Level 1	<b>7</b> QRS Level 1	<b>16</b> QRS Level 1
	<b>172</b> QRS Level 2	<b>130</b> QRS Level 2	<b>67</b> QRS Level 2
	<b>109</b> QRS Level 3	<b>78</b> QRS Level 3	<b>50</b> QRS Level 3
	<b>210</b> QRS Level 4	<b>180</b> QRS Level 4	<b>170</b> QRS Level 4
	<b>56</b> QRS Level 5	<b>45</b> QRS Level 5	<b>38</b> QRS Level 5
Number of early care programs that are a QRS Level 3 or higher.	<b>43%</b> of programs were a QRS Level 3 or higher	<b>41%</b> of programs were a QRS Level 3 or higher	<b>43%</b> of programs were a QRS Level 3 or higher
Percent of programs that improved or maintained at the highest level their QRS rating.	<b>60%</b> of programs increased or maintained highest level in QRS	<b>56%</b> of programs increased or maintained highest level in QRS	<b>50%</b> of programs increased or maintained highest level in QRS
Number of ECI area boards funding this program.	<b>29</b> ECI area boards expended <b>\$1,491,449</b>	<b>31</b> ECI area boards expended <b>\$1,406,816</b>	<b>27</b> ECI area boards expended <b>\$986,119</b>

## Preschool Scholarship Coordination

Funding supports a variety of activities to support preschool scholarship coordination such as, creating/updating the scholarship application; promotion of scholarships available; processing applications; notifying families and preschools of children's eligibility; reviewing/processing tuition claims for reimbursement; and providing support and technical assistance to preschool administrators. Some reasons why children did not receive a scholarship included: family did not meet income eligibility, child did not meet age eligibility, family moved or unable to locate, family did not complete the application process/return income verification information, child was eligible for another program, family declined the scholarship, and preschool did not meet eligibility requirements.

	SFY'16	SFY'17	SFY'18
Number of scholarship applications processed.	<b>2,347</b> applications processed at an average cost of <b>\$110</b> per applications	<b>2,050</b> applications processed at an average cost of <b>\$125</b> per applications	<b>1,986</b> applications processed at an average cost of <b>\$97</b> per applications
Number of programs that enrolled children that received tuition assistance.	<b>374</b> programs that enroll children that receive scholarships	<b>295</b> programs that enroll children that receive scholarships	<b>273</b> programs that enroll children that receive scholarships

## Preschool Scholarship Coordination, cont.

Number of programs at a QRS level 3 or higher.	<b>54</b> QRS Level 3 <b>107</b> QRS Level 4 <b>30</b> QRS Level 5	<b>42</b> QRS Level 3 <b>112</b> QRS Level 4 <b>42</b> QRS Level 5	<b>26</b> QRS Level 3 <b>97</b> QRS Level 4 <b>35</b> QRS Level 5
Percent of children applying for a preschool scholarship who actually received a scholarship.	<b>78%</b> of children received a scholarship	<b>71%</b> of children received a scholarship	<b>72%</b> of children received a scholarship
Percent of children applying for a preschool scholarship that did NOT receive a scholarship.	<b>22%</b> of children did NOT receive a scholarship	<b>29%</b> of children did NOT receive a scholarship	<b>28%</b> of children did NOT receive a scholarship
Percent of programs rating a QRS Level 3 or higher.	<b>51%</b> of programs were a QRS Level 3 or higher	<b>66%</b> of programs were a QRS Level 3 or higher	<b>58%</b> of programs were a QRS Level 3 or higher
Number of ECI area boards funding this program.	<b>24</b> ECI area boards expended <b>\$257,430</b>	<b>23</b> ECI area boards expended <b>\$255,178</b>	<b>20</b> ECI area boards expended <b>\$192,898</b>

## Professional Development - Conferences

Funding supports professional development of service providers and staff in Iowa's early childhood system such as, funding keynote speakers at early childhood conferences, hosting an early childhood conference, and providing stipends to providers/staff to attend conferences.

	<b>SFY'16</b>	<b>SFY'17</b>	<b>SFY'18</b>
Number of participants at the conference.	<b>625</b> participants funded to attend a conference	<b>190</b> participants funded to attend a conference	
Number of conferences supported (either general funding or person attending).	<b>21</b> conferences funded	<b>11</b> conferences funded	
Number of conferences funded by category.	<b>19</b> Early Learning <b>0</b> Family Support <b>0</b> Special Needs <b>2</b> Health, Mental Health, Nutrition	<b>10</b> Early Learning <b>0</b> Family Support <b>0</b> Special Needs <b>1</b> Health, Mental Health, Nutrition	
Percent of conferences funded by category.	<b>90%</b> Early Learning <b>0%</b> Family Support <b>0%</b> Special Needs <b>10%</b> Health, Mental Health, Nutrition	<b>91%</b> Early Learning <b>0%</b> Family Support <b>0%</b> Special Needs <b>9%</b> Health, Mental Health, Nutrition	
Number of ECI area boards funding this program.	<b>12</b> ECI area boards expended <b>\$90,880</b>	<b>10</b> ECI area boards expended <b>\$49,698</b>	<b>0</b> ECI area boards expended <b>\$0</b>

### Professional Development – Credit-bearing

Funding supports professional development of service providers and staff in Iowa’s early childhood system such as, Child Development Associate (CDA) credential classes; T.E.A.C.H. Iowa scholarships and other direct community college scholarships; and leadership training, where participants receive college credit.

	SFY’16	SFY’17	SFY’18
Number of participants.	<b>46</b> participants received academic credit at an average cost of <b>\$3,176</b> per participant	<b>37</b> participants received academic credit at an average cost of <b>\$3,721</b> per participant	<b>42</b> participants received academic credit at an average cost of <b>\$2,158</b> per participant
Number of classes attended for academic credit.	<b>119</b> classes attended	<b>86</b> classes attended	<b>93</b> classes attended
Number of credit-bearing classes attended for academic credit by category.	<b>115</b> Early Learning <b>3</b> Family Support <b>1</b> Special Needs <b>0</b> Health, Mental Health, Nutrition	<b>74</b> Early Learning <b>8</b> Family Support <b>1</b> Special Needs <b>3</b> Health, Mental Health, Nutrition	<b>91</b> Early Learning <b>0</b> Family Support <b>0</b> Special Needs <b>2</b> Health, Mental Health, Nutrition
Percent of credit-bearing classes attended for academic credit by category.	<b>96%</b> Early Learning <b>3%</b> Family Support <b>1%</b> Special Needs <b>0%</b> Health, Mental Health, Nutrition	<b>87%</b> Early Learning <b>9%</b> Family Support <b>1%</b> Special Needs <b>3%</b> Health, Mental Health, Nutrition	<b>98%</b> Early Learning <b>0%</b> Family Support <b>0%</b> Special Needs <b>2%</b> Health, Mental Health, Nutrition
Number of ECI area boards funding this program.	<b>3</b> ECI area boards expended <b>\$146,077</b>	<b>3</b> ECI area boards expended <b>\$137,670</b>	<b>2</b> ECI area boards expended <b>\$90,653</b>

### Professional Development – Training

Funding supports professional development of service providers and staff in Iowa’s early childhood system such as, DHS-approved trainings to meet child care provider professional development hours for registration or licensure which includes ChildNet classes, CPR, First Aid, and classes on health, nutrition, safety and child development; trauma informed care training; and training for family support workers. Note: Some trainings may be counted under more than one training category when multiple areas of content are covered.

	SFY’16	SFY’17	SFY’18
Number of trainings.	<b>608</b> trainings at an average cost of <b>\$1,107</b> per training	<b>455</b> trainings at an average cost of <b>\$978</b> per training	<b>433</b> trainings at an average cost of <b>\$967</b> per training

## Professional Development – Training, cont.

Number of trainings by category.	<b>417</b> Early Learning <b>13</b> Family Support <b>9</b> Special Needs <b>167</b> Health, Mental Health, Nutrition	<b>311</b> Early Learning <b>5</b> Family Support <b>4</b> Special Needs <b>135</b> Health, Mental Health, Nutrition	<b>249</b> Early Learning <b>34</b> Family Support <b>28</b> Special Needs <b>125</b> Health, Mental Health, Nutrition
Percent of trainings by category.	<b>70%</b> Early Learning <b>2%</b> Family Support <b>1%</b> Special Needs <b>27%</b> Health, Mental Health, Nutrition	<b>68%</b> Early Learning <b>1%</b> Family Support <b>1%</b> Special Needs <b>30%</b> Health, Mental Health, Nutrition	<b>57%</b> Early Learning <b>8%</b> Family Support <b>6%</b> Special Needs <b>29%</b> Health, Mental Health, Nutrition
Number of ECI area boards funding this program.	<b>34</b> ECI area boards expended <b>\$672,955</b>	<b>30</b> ECI area boards expended <b>\$445,158</b>	<b>25</b> ECI area boards expended <b>\$418,547</b>

## Public Awareness/Child Fairs

Funding supports activities to increase the public’s awareness of the importance of early childhood, as well as, programs and services available in the community. Activities funded include, child fairs/preschool parent nights, radio and television ads, direct marketing, social media, and printed materials.

	<b>SFY’16</b>	<b>SFY’17</b>	<b>SFY’18</b>
Number of activities.	<b>230</b> activities at an average cost of <b>\$451</b> per activity	<b>1,701</b> activities at an average cost of <b>\$217</b> per activity	<b>2,545</b> activities at an average cost of <b>\$137</b> per activity
Number of families.	<b>9,466</b> families participated	<b>6,392</b> families participated	<b>6,246</b> families participated
Number of individuals the public awareness activity reached (estimated).	<b>124,137,115</b> individuals reached	<b>136,514,457</b> individuals reached	<b>136,561,429</b> individuals reached
Percent of families with an increased awareness of ECI and early childhood services available to their child.	<b>93%</b> families with increased awareness of ECI and early childhood services	<b>25%</b> families with increased awareness of ECI and early childhood services	<b>70%</b> families with increased awareness of ECI and early childhood services
Number of ECI area boards funding this program.	<b>6</b> ECI area boards expended <b>\$103,835</b>	<b>6</b> ECI area boards expended <b>\$369,678</b>	<b>6</b> ECI area boards expended <b>\$347,913</b>

## Resource Libraries

Funding supports resource libraries that have books, theme kits, toys and educational materials that early care providers can check out and use in their programs.

	SFY'16	SFY'17	SFY'18
Number of times resource materials were checked out.	<b>36</b> materials checked out at an average cost of <b>\$56</b> per checkout	<b>41</b> materials checked out at an average cost of <b>\$26</b> per checkout	
Number of programs that utilized the resource library by checking out materials.	<b>16</b> programs checked out materials	<b>17</b> programs checked out materials	
Percent of programs that increased their knowledge of early childhood growth and development because of the resource library.	<b>88%</b> programs increased their knowledge	<b>94%</b> programs increased their knowledge	
Number of ECI area boards funding this program.	<b>1</b> ECI area boards expended <b>\$2,007</b>	<b>1</b> ECI area boards expended <b>\$1,073</b>	<b>0</b> ECI area boards expended <b>\$0</b>

## Technical Assistance: Consultation, Mentoring and Coaching

Funding supports a variety of consultation, mentoring and coaching services such as, child care consultant services to improve the quality, health and safety in child care and preschool environments; and providing behavioral interventionist services or Positive Behavioral Intervention Support (PBIS) consultation and coaching for children with behavioral challenges in early childhood environments.

	SFY'16	SFY'17	SFY'18
Number of consultation visits to an early care program.	<b>9,314</b> consultation visits to <b>3,474</b> early care programs at an average cost of <b>\$758</b> per program	<b>7,762</b> consultation visits to <b>3,748</b> early care programs at an average cost of <b>\$688</b> per program	<b>8,095</b> consultation visits to <b>3,428</b> early care programs at an average cost of <b>\$707</b> per program
Number of programs participating by category. (Note: A program may be counted in more than one category.)	<b>432</b> Non-registered <b>2,039</b> DHS registered <b>847</b> DHS licensed <b>154</b> DE regulated/license exempt <b>38</b> QRS Level 1 <b>160</b> QRS Level 2 <b>136</b> QRS Level 3 <b>307</b> QRS Level 4 <b>76</b> QRS Level 5	<b>643</b> Non-registered <b>1,949</b> DHS registered <b>889</b> DHS licensed <b>131</b> DE regulated/license exempt <b>46</b> QRS Level 1 <b>141</b> QRS Level 2 <b>161</b> QRS Level 3 <b>342</b> QRS Level 4 <b>74</b> QRS Level 5	<b>489</b> Non-registered <b>1,825</b> DHS registered <b>833</b> DHS licensed <b>99</b> DE regulated/license exempt <b>27</b> QRS Level 1 <b>111</b> QRS Level 2 <b>121</b> QRS Level 3 <b>324</b> QRS Level 4 <b>89</b> QRS Level 5



## Technical Assistance: Consultation, Mentoring and Coaching, cont.

Number of technical assistance contacts.	<b>17,734</b> technical assistance contacts	<b>13,192</b> technical assistance contacts	<b>11,746</b> technical assistance contacts
Percent of programs receiving technical assistance by category.	<b>100%</b> Early Learning <b>0%</b> Family Support <b>0%</b> Special Needs <b>0%</b> Health, Mental Health, Nutrition	<b>100%</b> Early Learning <b>0%</b> Family Support <b>0%</b> Special Needs <b>0%</b> Health, Mental Health, Nutrition	<b>99.85%</b> Early Learning <b>0.06%</b> Family Support <b>0.09%</b> Special Needs <b>0 %</b> Health, Mental Health, Nutrition
Percent of programs that participated that met the goals established for the service.	<b>62%</b> of programs met their goals	<b>63%</b> of programs met their goals	<b>42%</b> of programs met their goals
Percent of early care programs that are a QRS Level 3 or higher.	<b>15%</b> of programs were a QRS Level 3 or higher	<b>15%</b> of programs were a QRS Level 3 or higher	<b>16%</b> of programs were a QRS Level 3 or higher
Number of ECI area boards funding this service.	<b>28</b> ECI area boards expended <b>\$2,632,197</b>	<b>26</b> ECI area boards expended <b>\$2,579,207</b>	<b>28</b> ECI area boards expended <b>\$2,423,654</b>

## WAGE\$ IOWA Program

WAGE\$<sup>®</sup> IOWA (WAGE\$<sup>®</sup>) is a salary supplement program. As with T.E.A.C.H. IOWA, WAGE\$<sup>®</sup> is a licensed program of Child Care Services Association. WAGE\$<sup>®</sup> offers salary supplements (also called stipends) to the early care and education workforce, based on the individual's level of formal education and commitment to their program. To be eligible to receive a WAGE\$<sup>®</sup> stipend, the individual must work in an eligible early care and education program in a funded county, earn below the income cap (this varies by county, the standard cap is \$15/hour), have one of the educational levels listed in the supplement scale from a regionally accredited school, work at least six months in the same child care program and be employed at the same child care program when a final confirmation has been completed.

	<b>SFY'16</b>	<b>SFY'17</b>	<b>SFY'18</b>
Number of recipients participating in the WAGE\$ Program.	<b>146</b> recipients in <b>61</b> early care programs	<b>158</b> recipients in <b>83</b> early care programs	<b>143</b> recipients in <b>73</b> early care programs
Number and percent of recipients that retained employment at the same early care program.	<b>135</b> or <b>92%</b> of recipients remained employed	<b>131</b> or <b>83%</b> of recipients remained employed	<b>117</b> or <b>82%</b> of recipients remained employed
Number of recipients at temporary award levels.	<b>72</b> recipients	<b>75</b> recipients	<b>48</b> recipients

## WAGE\$ IOWA Program, cont.

Number and percent of recipients at temporary award levels that earned additional college credits.	<b>17 or 24%</b> of recipients earned additional college credits	<b>20 or 27%</b> of recipients earned additional college credits	<b>15 or 31%</b> of recipients earned additional college credits
Number of six-month stipends paid.	<b>222</b> six-month stipends paid	<b>254</b> six-month stipends paid	<b>263</b> six-month stipends paid
Number of recipients that received at least one six-month stipend.	<b>143</b> recipients received at least one stipend at an average cost of <b>\$1,368</b> per stipend	<b>157</b> recipients received at least one stipend at an average cost of <b>\$1,827</b> per stipend	<b>152</b> recipients received at least one stipend at an average cost of <b>\$1,281</b> per stipend
Total cost of the six-month stipends paid.	<b>\$195,569</b>	<b>\$191,134</b>	<b>\$194,678</b>
Average cost per recipient for the WAGE\$ program.	<b>\$1,801</b> average cost per recipient for the program	<b>\$1,827</b> average cost per recipient for the program	<b>\$2,210</b> average cost per recipient for the program
Number of programs at each QRS level participating.	<b>2</b> QRS Level 1 <b>5</b> QRS Level 2 <b>1</b> QRS Level 3 <b>45</b> QRS Level 4 <b>5</b> QRS Level 5	<b>2</b> QRS Level 1 <b>5</b> QRS Level 2 <b>9</b> QRS Level 3 <b>58</b> QRS Level 4 <b>4</b> QRS Level 5	<b>2</b> QRS Level 1 <b>9</b> QRS Level 2 <b>7</b> QRS Level 3 <b>50</b> QRS Level 4 <b>5</b> QRS Level 5
Number of programs meeting other quality initiatives. (Note: A program may be counted in more than one quality initiative.)	<b>11</b> NAEYC <b>1</b> NAFCC <b>0</b> Head Start/Early Head Start <b>0</b> IQPPS	<b>10</b> NAEYC <b>1</b> NAFCC <b>0</b> Head Start/Early Head Start <b>1</b> IQPPS	<b>8</b> NAEYC <b>0</b> NAFCC <b>0</b> Head Start/Early Head Start <b>0</b> IQPPS
Number of early care programs that are a QRS Level 3 or higher.	<b>84%</b> of programs were a QRS Level 3 or higher	<b>86%</b> of programs were a QRS Level 3 or higher	<b>85%</b> of programs were a QRS Level 3 or higher
Number of ECI area boards funding this program.	<b>5</b> ECI area boards expended <b>\$262,988</b>	<b>8</b> ECI area boards expended <b>\$288,738</b>	<b>8</b> ECI area boards expended <b>\$316,016</b>