

Quality Progress Report (QPR) For Iowa FFY 2020

1) Overview

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

1.1 State or Territory Child Care Provider Population

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

a. Licensed family child care # 2556

N/A

Describe:

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

N/A

Describe:

c. Licensed center-based programs # 1534

N/A

Describe:

d. Legally exempt center-based programs # 0

N/A

Describe:

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

N/A

Describe:

f. Other (explain)

1.2 Goals for Quality Improvement

Based on Question 7.1.1 and 7.1.2 from the FFY2019-2021 CCDF State Plan, please report your progress on the State or Territory's overarching goals for quality improvement during October 1 to September 30 of the last federal fiscal year. You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible.

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

Lead Agency staff are also continuing work on building an on-line system that can be used to submit applications for the new IQ4K system. This system will eliminate the bulky paper applications that are currently being used in the Iowa Quality Rating System (QRS). The Lead Agency's IT staff started development of the system after completion of the new i-PoWeR registry and has made significant progress toward both the application module for child care centers and child care homes and is currently working on the application module for school-age programs. The Lead Agency Quality Program Manager has also worked with CCR&R QRIS Specialists to develop policy and procedure documents for the new IQ4K

program and to develop guidance manuals for child care programs that assist them with what documentation is needed to meet criteria in the new IQ4K system.

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

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

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

2.1 State/Territory Progression of Professional Development

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

Yes.

If yes, describe:

Iowa's Early Childhood and School Age Professional Workforce Registry, know as i-PoWeR is an online system managed by the Lead Agency. Organizations that provide approved professional development opportunities to Iowa child care providers list their classes, series and conferences on the system. Accounts on the system are free and child care providers enroll in the trainings through system. When participants complete each course the professional development providing organization verifies their completion with attendance. A training history is comprised of all classes and series that were successfully completed and verified by the professional development providing organization.

No.

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

Describe:

2.1.2 Are any teachers/providers required to participate?

Yes.

If yes, describe:

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

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

No.

If no, describe:

2.1.3 How many people were in the registry as of September 30 of the last federal fiscal year? # 80014

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

Scholarships (for formal education institutions)

215

Financial bonus/wage supplements tied to education levels

80

Career advisors, Mentors, Coaches, or Consultants

58

Reimbursement for training

#

Loans

#

Other.

Describe:

54 CCR&R consultants receive funding from the Lead Agency and consult on a wide variety of topics including professional development

4.25 FTE consultants work with the T.E.A.C.H. and WAGE\$ programs and consult on T.E.A.C.H. scholarships and WAGE\$ stipends.

N/A

Describe:

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

Yes.

If yes, describe:

No.

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

2.4 Licensed child care center director

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

Unknown

Describe:

The Lead Agency is continuing to evaluate and validate data from our IT changes in the new i-PoWeR system so we are unable to answer this at this time.

#:

%:

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

Unknown

Describe:

The Lead Agency is continuing to evaluate and validate data from our IT changes in the new i-PoWeR system so we are unable to answer this at this time.

#:

%:

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

Unknown

Describe:

The Lead Agency is continuing to evaluate and validate data from our IT changes in the new i-PoWeR system so we are unable to answer this at this time.

#:

%:

d) How many had a State child care credential?

Unknown

Describe:

Iowa does not have a State child care credential.

#:

%:

e) How many had State infant and toddler credentials?

Unknown

Describe:

Iowa does not have a State infant and toddler credential.

#:

%:

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

Unknown

Describe:

The Lead Agency is continuing to evaluate and validate data from our IT changes in the new i-PoWeR system so we are unable to answer this at this time.

#:

%:

2.5 Licensed child care center teachers

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

Unknown

Describe:

The Lead Agency is continuing to evaluate and validate data from our IT changes in the new i-PoWeR system so we are unable to answer this at this time.

#:

%:

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

Unknown

Describe:

The Lead Agency is continuing to evaluate and validate data from our IT changes in the new i-PoWeR system so we are unable to answer this at this time.

#:

%:

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

Unknown

Describe:

The Lead Agency is continuing to evaluate and validate data from our IT changes in the new i-PoWeR system so we are unable to answer this at this time.

#:

%:

d) How many had a State child care credential?

Unknown

Describe:

Iowa does not have a State child care credential.

#:

%:

e) How many had State infant and toddler credentials?

Unknown

Describe:

Iowa does not have a State infant and toddler credential.

#:
%:

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

Unknown

Describe:

The Lead Agency is continuing to evaluate and validate data from our IT changes in the new i-PoWeR system so we are unable to answer this at this time.

#:
%:

2.6 Licensed family child care providers

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

Unknown

Describe:

The Lead Agency is continuing to evaluate and validate data from our IT changes in the new i-PoWeR system so we are unable to answer this at this time.

#:
%:

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

Unknown

Describe:

The Lead Agency is continuing to evaluate and validate data from our IT changes in the new i-PoWeR system so we are unable to answer this at this time.

#:
%:

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

Unknown

Describe:

The Lead Agency is continuing to evaluate and validate data from our IT changes in

the new i-PoWeR system so we are unable to answer this at this time.

#:

%:

d) How many had a State child care credential?

Unknown

Describe:

Iowa does not have a State child care credential.

#:

%:

e) How many had State infant and toddler credentials?

Unknown

Describe:

Iowa does not have a State infant and toddler credential.

#:

%:

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

Unknown

Describe:

The Lead Agency is continuing to evaluate and validate data from our IT changes in the new i-PoWeR system so we are unable to answer this at this time.

#:

%:

2.7 Licensed child care center directors who serve CCDF children

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

Unknown

Describe:

The Lead Agency is continuing to evaluate and validate data from our IT changes in the new i-PoWeR system so we are unable to answer this at this time.

#:
%:

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

Unknown

Describe:

The Lead Agency is continuing to evaluate and validate data from our IT changes in the new i-PoWeR system so we are unable to answer this at this time.

#:
%:

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

Unknown

Describe:

The Lead Agency is continuing to evaluate and validate data from our IT changes in the new i-PoWeR system so we are unable to answer this at this time.

#:
%:

d) How many had a State child care credential?

Unknown

Describe:

Iowa does not have a State child care credential.

#:
%:

e) How many had State infant and toddler credentials?

Unknown

Describe:

Iowa does not have a State infant and toddler credential.

#:
%:

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

Unknown

Describe:

The Lead Agency is continuing to evaluate and validate data from our IT changes in the new i-PoWeR system so we are unable to answer this at this time.

#:

%:

2.8 Licensed child care center teachers who serve CCDF children

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

Unknown

Describe:

The Lead Agency is continuing to evaluate and validate data from our IT changes in the new i-PoWeR system so we are unable to answer this at this time.

#:

%:

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

Unknown

Describe:

The Lead Agency is continuing to evaluate and validate data from our IT changes in the new i-PoWeR system so we are unable to answer this at this time.

#:

%:

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

Unknown

Describe:

The Lead Agency is continuing to evaluate and validate data from our IT changes in the new i-PoWeR system so we are unable to answer this at this time.

#:
%:

d) How many had a State child care credential?

Unknown

Describe:

Iowa does not have a State child care credential.

#:
%:

e) How many had State infant and toddler credentials?

Unknown

Describe:

Iowa does not have a State infant and toddler credential.

#:
%:

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

Unknown

Describe:

The Lead Agency is continuing to evaluate and validate data from our IT changes in the new i-PoWeR system so we are unable to answer this at this time.

#:
%:

2.9 Licensed family child care providers who serve CCDF children

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

Unknown

Describe:

The Lead Agency is continuing to evaluate and validate data from our IT changes in the new i-PoWeR system so we are unable to answer this at this time.

#:
%:

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

Unknown

Describe:

The Lead Agency is continuing to evaluate and validate data from our IT changes in the new i-PoWeR system so we are unable to answer this at this time.

#:
%:

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

Unknown

Describe:

The Lead Agency is continuing to evaluate and validate data from our IT changes in the new i-PoWeR system so we are unable to answer this at this time.

#:
%:

d) How many had a State child care credential?

Unknown

Describe:

Iowa does not have a State child care credential.

#:
%:

e) How many had State infant and toddler credentials?

Unknown

Describe:

Iowa does not have a State infant and toddler credential.

#:
%:

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

teaching appropriate age group?

Unknown

Describe:

The Lead Agency is continuing to evaluate and validate data from our IT changes in the new i-PoWeR system so we are unable to answer this at this time.

#:

%:

2.10 Spending

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

Yes.

If yes, %: 6.3

No

N/A

Describe:

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

Yes.

If yes, describe:

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

No

N/A

Describe:

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

Yes.

If yes, describe:

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

No

N/A

Describe:

2.10.4 Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 towards supporting the training and professional development of the child care workforce?

Yes.

If yes, describe:

No

N/A

Describe:

2.11 Progress Update:

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

The Lead Agency funds CCR&R agencies to provide professional development to child care programs at no cost to child care providers. Contract performance measures from the CCR&R contracts are used to evaluate progress. CCR&R's are located throughout the state and offer multiple trainings to providers. All CCR&R regions offer the following core trainings: ChildNet; Iowa Early Learning Standards(IELS) Overview; Nutrition and Physical Activity Self-Assessment in Child Care (NAP SACC); Quality School-Age Care (QSAC) or School-Age Matters(SAM); Program for Infant Toddler Care (PITC); Early Childhood Positive Behavioral Interventions and Supports(EC-PBIS) for Preschool; EC-PBIS for Infants and Toddlers; and EC-PBIS for Family Child Care.

ChildNet is 25 hours and intended for family child care providers. It was offered 17 times and a total of 139 participants completed the entire series (many more completed some but not all of the modules). The IELS training is a two-hour overview of the IELS and was offered 14 times by CCR&R with a total of 179 participants trained. NAP SACC is a health and nutrition training which was offered 8 times with a total of 94 providers completing the training. QSAC or SAM are trainings focused on caring for school-age children, these trainings were offered a total of 12 times with 180 providers completing the training. PITC is a 40 hour series for caregivers that serve infants and toddlers and was offered 13 times with a total of 73 participants completing the training series. EC-PBIS is what Iowa calls it's Pyramid Model trainings. Iowa has 3 different versions based on the age-group or setting that a caregiver is working with. EC-PBIS for Preschoolers was offered 11 times with a total of 117 participants completing the series. EC-PBIS for Infants and Toddlers was offered 8 times with a total of 150 participants completing the series. EC-PBIS for Family Child Care was offered a total of 5 times with 56 participants completing the series.

Additionally CCR&R offers coaching and consultation to support provider's professional development. They provide an evidence-based coaching model to support implementation of best practices contained in the above core trainings. During the reporting period 22 center-based programs and 36 Child Development Homes participated in coaching to increase implementation of practices learned in these training series. They also offer consultation to support providers on specific issues. In FFY 20 CCR&R provided 2852 hours of consultation to center based programs, 2926 hours of consultation to child development homes and 506 hours of consultation to licensed-exempt programs that accept CCDF funds.

3) Improving early learning and development guidelines

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

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

There were no changes to Iowa's Early Learning Standards in FFY 2020.

3.2 Spending

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

Yes.

If yes, %:

No

N/A

Describe:

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

Yes.

If yes, describe:

No

N/A

Describe:

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

Yes.

If yes, describe:

No

N/A

Describe:

3.2.4. Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 on developing or implementing early learning and development guidelines?

Yes.

If yes, describe:

No

N/A

Describe:

3.3 Progress Update:

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

N/A

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

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

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

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

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

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

Describe:

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

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

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

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

Describe:

No

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

Yes

Describe;

No

N/A

Describe;

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

- a) Licensed family child care # 234
- b) Legally exempt family child care (care in providers' home) # 0
- c) Licensed center-based programs # 609
- d) Legally exempt center-based programs # 0
- e) In-home (care in the child's own home) # 0

N/A

Describe:

Numbers for d are included in c; b and e are not eligible for QRS in Iowa.

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

- a) Birth to 35 months # 1122
- b) 3 years up to kindergarten entry # 2909
- c) School Aged (post kindergarten entry) # 2761
- d) Other. Describe:

N/A

N/A

Describe:

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

- a) Birth to 35 months % 17
- b) 3 years up to kindergarten entry % 43
- c) School Aged (post kindergarten entry) % 40
- d) Other. Describe:

N/A

N/A

Describe:

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

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

i. Licensed Child Care Centers:

1624

N/A

Describe:

ii. Licensed Family Child Care Homes:

2791

N/A

Describe:

iii. License-Exempt Providers:

#

N/A

Describe:

License-Exempt Providers are not eligible for Iowa's QRS.

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

i. Licensed Child Care Centers:

N/A

Describe:

814

% 50

ii. Licensed Family Child Care Homes:

N/A

Describe:

802

% 29

iii. License-Exempt Providers:

N/A

Describe:

This represents district-based programs which operate under the authority of the Iowa Department of Education. We are not able to assess the total number of programs and therefore cannot offer a percentage.

45

%

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

Yes

a) Licensed center-based programs: # 751

- b) Licensed Family Child Care Homes: # 477
- c) Legally exempt care in providers home: # 0
- d) Legally exempt center-based programs: # 45
- e) In-home (care in the child's own home): # 0

No

N/A

Describe:

c and e are not eligible to participate in Iowa's QRS.

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

Yes

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

No

N/A

Describe:

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

Yes

- a) Licensed center-based programs: # 618
- b) Licensed Family Child Care Homes: # 552
- c) Legally exempt care in providers home: #
- d) Legally exempt center-based programs: # 0
- e) In-home (care in the child's own home): # 0

No

N/A

Describe:

c and e are not eligible to receive a QRS rating. Numbers for d are not able to be

seperated from a and are included in that number.

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

Yes

- a) Licensed center-based programs: # 814
- b) Licensed Family Child Care Homes: # 802
- c) Legally exempt care in providers home: # 0
- d) Legally exempt center-based programs: # 0
- e) In-home (care in the child's own home): # 0

No

N/A

Describe:

c and e are not eligible for Iowa's QRS. d are district-based programs that do not accept child care subsidy payments.

4.12 Spending

4.12.1 Did the State or Territory use CCDF quality set aside funds to support QRIS or other quality rating system during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent supporting QRIS or other quality related improvements?

Yes.

If yes, %: 40.6

No

N/A

Describe:

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

Yes.

If yes, %:

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

No

N/A

Describe:

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

Yes.

If yes, describe :

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

No

N/A

Describe:

4.12.4 Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 to support QRIS or other quality rating systems?

Yes.

If yes, describe :

No

N/A

Describe:

4.13 Progress Update:

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

The Lead Agency tracks number of QRS rated providers. At the start of FFY 2020 there were 646 Child Development Homes (CDHs) and 747 centers with a current QRS rating. At the end of FFY 2020 there were 730 CDHs and 767 centers with a current QRS rating. This is an increase of 84 CDHs and 20 centers. However it must be noted that from March 2020 through the end of the reporting period the Lead Agency provided extensions to QRS ratings due to COVID-19. Programs were able to send in applications if they wanted a new rating but were not required to. Additionally the Lead Agency hypothesizes we are still seeing increases due to the implementation of new provider maximum reimbursement rates on 01/01/2019. Before 01/01/2019 only providers with a current level 5 QRS rating were eligible to receive an increased provider reimbursement rate. Starting 01/01/2019 the Lead Agency implemented a system of fully tiered provider reimbursement rates in which all levels of QRS rated providers were eligible for reimbursement rates above the base rate.

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

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

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

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

N/A

Describe:

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

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

- a) Number of licensed center-based teachers # 73
- b) Number of licensed family child care providers # 70
- c) Number of license-exempt providers of care in their home #
- d) Number of center directors #

N/A

Describe:

1. The data system that captures on-site coaching does not have the ability to capture per person only per program. Therefore the numbers above represent the number of programs that recieved on-site consultation not the number of individuals.
2. There were also 2 center programs and 5 family child care programs that received virtual coaching on infant and toddler practices. This was due to safety concerns during the COVID-19 pandemic.

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

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

N/A

Describe:

The data system that tracks on-site coaching does not have the ability to capture data per person and therefore we are not able to give percentages.

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

- a) Consultants available in State #
- b) Consultants available to providers serving CCDF children #

N/A

Describe:

The state has Child Care Nurse Consultants but these consultants work with programs

that serve all ages including but not limited to infants and toddlers.

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

Yes

(please provide link)

No

N/A

Describe:

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

a) Number of staffed FCC networks: #

Describe what the hub provides to participating FCC providers:

N/A

Describe:

There are no staffed FCC networks in the State.

5.7 Spending

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

Yes.

If yes, %:

No

N/A

Describe:

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

Yes.

If yes, describe:

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

No

N/A

Describe:

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

Yes.

If yes, describe:

No

N/A

Describe:

5.7.4. Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 to improve the supply and quality of

child care programs and services for infants and toddlers?

Yes.

If yes, describe:

Some of the CARES Act funds were used to provide sustainability stipends to child care programs and to pay unlimited absences for children on subsidy. This undoubtedly contributed to supply of child care for infants and toddlers however this was available for all child care programs not just those serving infants and toddlers.

No

N/A

Describe:

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

5.8 Progress Update:

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

The Lead Agency has strategies imbedded into contracts to assist with the supply and quality of infant-toddler care. The lead agency's contracts with CCR&R includes training and consultation specific to best practices for infant and toddler care. CCR&R offered training on Modules 1-4 of the Program for Infant/Toddler Care (PITC) 13 times with a total of 73 participants completing the trainings. They offered Early Childhood-Positive Behavioral Interventions and Supports for Infants and Toddlers 8 times with a total of 150 participants completing the training series. Additionally they provided consultation to 75 center-based programs and 75 child development homes on infant/toddler best practices.

The Lead Agency also contracts to offer WAGE\$ stipends to infant/toddler staff in 20 high poverty counties. During this reporting period stipends were provided to 80 infant/toddler staff.

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

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

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

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

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

Yes

Describe:

No

N/A

Describe:

6.3 Spending

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

Yes.

If yes, %: 30.2

No

N/A

Describe:

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

Yes.

If yes, describe:

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

No

N/A

Describe:

6.3.3. Did the State/Territory spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to establish or expand a statewide CCR&R?

Yes.

If yes, describe:

When the Lead Agency reprocured the contracts for CCR&R services in 2018 new strategies and services were added which required additional funding for the contracts. Services added in 2018 were continued in the 2019 and 2020 CCR&R contracts.

No

N/A

Describe:

6.3.4. Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 to establish or expand a statewide CCR&R?

Yes.

If yes, describe:

No

N/A

Describe:

6.4. Progress Update:

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

CCR&R provides a variety of services to child care providers. During this reporting period they:

Assisted 294 family child care providers in completing application paperwork and preparing for pre-inspection to become registered Child Development Homes (Iowa's term for licensed family child care)

Assisted 61 licensed-exempt family child care providers in the processes of becoming CCDF eligible.

Assisted 556 providers to meet criteria and submit application paperwork to receive a rating in Iowa's Quality Rating System.

Facilitated 198 peer support group meetings for child care providers.

Provided a total of 43,573 technical assistance contacts. Technical assistance contacts are defined as when a child care provider has a question or concern that can be addressed through email or phone call as opposed to needing a virtual or in-person consultation visit. As part of their contract CCR&R sends surveys to providers to determine satisfaction with services. Of the 1,228 providers that responded to the survey 97% were satisfied with the services provided.

CCR&R also provides many professional development opportunities for child care providers including training, coaching and consultaion. Information about these professional development services provided by CCR&R was included in the professional development

measures discussed in section 2.11

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

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

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

a) Caring for Our Children Basics

Yes.

No.

If not, describe:

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

b) Head Start

Yes.

No.

If not, describe:

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

c) State pre-k

Yes.

No.

If not, describe:

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

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

the following:

- Licensing Standards
- Ongoing health and safety training or education
- Monitoring Protocols
- N/A

Describe:

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

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

- a) Licensed providers # 953
- b) Licensed-exempt providers # 122

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

unable to determine

7.3.3 How many complaints received an on-site follow-up inspection during October 1 to September 30 of the last federal fiscal year ? # 559

7.3.4 How many of the complaints resulted in one or more substantiated violations in the program or provider site identified during October 1 to September 30 of the last federal fiscal year ? # 272

7.3.5 How many child care providers had CCDF funding revoked as a result of an inspection during October 1 to September 30 of the last federal fiscal year? # 27

7.3.6 How many child care providers closed as a result of an inspection during October 1 to September 30 of the last federal fiscal year? # 27

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

For 7.3.4 numbers are for licensed centers. We are unable to determine the number of licensed family child care and licensed-exempt family child cares with substantiated violations in relation to a complaint.

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

federal fiscal year?

- a) Licensed child care center staff: # 57
- b) Licensed family child care staff: # 112
- c) Licensed exempt child care staff: # 0
- d) Licensed exempt family child care staff: # 12
- e) N/A

Describe:

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

7.5 Spending

7.5.1 Did the State or Territory spend CCDF quality set aside funds on facilitating compliance with State/Territory requirements for inspections, monitoring, health and safety standards and training, and State/Territory licensing standards during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriations years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on facilitating compliance with State/Territory requirements?

Yes.

If yes, %: 2.3

No

N/A

Describe:

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

Yes.

If yes, describe:

\$54,593 was used from the state Child Care Facility Fund to support part of the cost of background checks.

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

No

N/A

Describe:

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

Yes.

If yes, describe:

No

N/A

Describe:

7.5.4. Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 to facilitate compliance with State/Territory requirements for inspections, monitoring, health and safety standards and training, and State/Territory licensing standards?

Yes.

If yes, describe:

The Lead Agency offered Rejuvenation Grants so that child care providers that closed due to COVID-19 could purchase supplies needed to clean and meet health and safety recommendations to reopen during the COVID-19 pandemic.

No

N/A

Describe:

7.6 Progress Update:

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

For child care centers the Lead Agency's licensing supervisor tracks annual compliance visits in FFY 20 all center received annual compliance visits. For child development homes and legally exempt child care homes the Lead Agency tracks compliance visits per calendar year so the percentages reported are based on January 2020-September 2020. As of September 2020, compliance workers for home child cares had completed annual checks on 67.2% of registered child development homes and 37.7% of legally exempt child care homes. The Lead Agency would also note that we submitted and the Office of Child Care approved a temporary waiver for annual compliance visits due to the COVID-19 pandemic.

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

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

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

a) To measure program quality, describe:

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

b) To measure effective practice, describe:

N/A

c) To measure age appropriate child development, describe:

N/A

d) Other, describe:

N/A

N/A

Describe:

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

a) To measure program quality, describe:

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

b) To measure effective practice, describe:

N/A

c) To measure age appropriate child development, describe:

N/A

d) Other, describe:

N/A

N/A

Describe:

8.3 Spending

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

Yes.

If yes, %:

No

N/A

Describe:

Funds spent on the ERS assessments are included in section 4 as the assessments

are part of the Iowa QRS.

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

Yes.

If yes, describe:

No

N/A

Describe:

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

Yes.

If yes, describe:

No

N/A

Describe:

8.3.4. Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 on evaluating the quality of child care programs in their state?

Yes.

If yes, describe:

No

N/A

Describe:

8.4 Progress Update:

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

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

9) Supporting providers in the voluntary pursuit of accreditation

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

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

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

N/A

Describe:

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

9.2 Spending

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

Yes.

If yes, %:

No

N/A

Describe:

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

Yes.

If yes, describe:

No

N/A

Describe:

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

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

Yes.

If yes, describe:

No

N/A

Describe:

9.2.4. Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 to support accreditation for child care providers?

Yes.

If yes, describe:

No

N/A

Describe:

9.3 Progress Update:

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

N/A

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

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

10.1 Quality Indicators

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

Yes.

No. Skip to 10.2

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

Health, nutrition, and safety of child care settings

Physical activity and physical development in child care settings

Mental health of children

Learning environment and curriculum

Ratios and group size

Staff/provider qualifications and professional development

Teacher/provider-child relationships

Teacher/provider instructional practices

Family partnerships and family strengthening

Other

Describe:

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

10.2 Spending

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

Yes.

If yes, %:

No

N/A

Describe:

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

Yes.

If yes, describe:

No

N/A

Describe:

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

Yes.

If yes, describe:

No

N/A

Describe:

10.2.4 Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 to support the development or adoption of high-quality program standards?

Yes.

If yes, describe:

No

N/A

Describe:

10.3 Progress Update:

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

N/A

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

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

11.1 Progress Update:

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

The Wrap Around Child Care Program's purpose is to provide continuity of services to children who are attending eligible core programs. Core programs include Head Start Programs, Early Head Start Programs, Iowa Department of Education at-risk programs(Shared Visions), Title I Preschools (including Even Start), or an early childhood special education program. Contractors of Wrap Around services provide continuity of services to children who attend core programs by expanding services to a full day, full week, and full year. Contractors also limit the frequency of transitions by providing a stable environment, staff, and services for children attending the core program. In FFY 20, 847 slots served children that attended a core program.

11.1.1 Did the State/Territory set up a grant program designed to sustain the child care supply or provide sustainability funding to child care providers due to Coronavirus Disease 2019 (COVID-19) pandemic?

Yes.

If yes, describe it :

The Lead Agency offered monthly stipends to child care providers to support sustainability. While the Lead Agency has data on number of stipends awarded each month we are not able to unduplicated those numbers to determine the total number of child care programs that received at least one stipend. The numbers below are an average of the number of programs that received a monthly stipend in any given month.

and check which types of providers were eligible and number served:

Licensed center-based programs

636

Legally exempt center-based programs

#

Licensed family child care

1654

Legally exempt family child care (care in providers' home)

#

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

#

Other

(explain)

No

N/A

Describe:

11.1.2 Did the State/Territory provide cleaning supplies and/or personal protective equipment (PPE) to child care providers either through funding or directly in-kind due to Coronavirus Disease 2019 (COVID-19) pandemic?

Yes.

If yes, describe it :

The Lead Agency provided a total of \$61,241 in CARES funds to CCR&R so that they could purchase and deliver cleaning supplies and necessary health and safety items such as thermometers to child care programs.

The Lead Agency also purchased hand sanitizer and partnered with CCR&R to deliver to child care programs.

and check which types of providers were eligible:

Licensed center-based programs

Legally exempt center-based programs

Licensed family child care

Legally exempt family child care (care in providers' home)

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

Other

(explain)

No

N/A

Describe:

11.2 Spending:

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

Yes.

If yes, %: 20.6

No

N/A

Describe:

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

Yes.

If yes, describe:

Early Childhood Iowa (ECI) is comprised of state-level systems as well as 38 local area boards. Both the state-level systems and the local boards are funded with state funds.

The Local area boards use funds based on needs assessment of their area.

No

N/A

Describe:

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

Yes.

If yes, describe:

No

N/A

Describe:

11.2.4 Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 on other activities to improve the quality of child care services as long as outcome measures relating to improved provider preparedness, child safety, child well-being, or kindergarten-entry are possible?

Yes.

If yes, describe:

No

N/A

Describe:

12) Lead Agencies must submit an annual report, as required at 45 CFR Â§ 98.53(f)(4), describing any changes to State/Territory regulations, enforcement mechanisms, or other State/Territory policies addressing health and safety based on an annual review and assessment of serious child injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible.

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

Child care providers are required to submit an incident report for any serious injury or death occurring in their facility. Any reports of abuse or neglect that also include a concern of a serious injury or death are captured as a complaint intake. If the incident is potentially the result of a regulatory violation, DHS accepts the complaint intake and conducts a follow-up visit. We had 43 reports of serious injuries, 31 of which were rejected as either "not a regulatory violation" or "duplicate record". No child deaths occurred during the reporting period in licensed/regulated facilities. The Lead Agency's Regulatory Program Manager

reviews all of these complaints to determine trends or patterns.

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

No changes have occurred during the reporting period.