Quality Progress Report (QPR)
For
Iowa
FFY 2022

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The Quality Progress Report (QPR) collects information from states and territories (hereafter referred to as lead agencies) to describe investments to improve the quality of care available for children from birth to age 13. This report meets the requirements in the Child Care and Development Block Grant (CCDBG) Act of 2014 for lead agencies to submit an annual report that describes how quality funds were expended, including the activities funded and the measures used to evaluate progress in improving the quality of child care programs and services.

For purposes of simplicity and clarity, the specific provisions of applicable laws printed herein are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text. The lead agency acknowledges its responsibility to adhere to the applicable laws regardless of these modifications.

The contents of this document do not have the force and effect of law and are not meant to bind the public in any way. This document is intended only to provide clarity to the public regarding existing requirements under the law or agency policies.

QUALITY PROGRESS REPORT

The Quality Progress Report (QPR) collects information from lead agencies to describe investments to improve the quality of care available for children from birth to age 13. This report meets the requirements in the Child Care and Development Block Grant (CCDBG) Act of 2014 for lead agencies to submit an annual report that describes how quality funds were expended, including the activities funded and the measures used to evaluate progress in improving the quality of child care programs and services. Lead agencies are also required to report on their Child Care and Development Fund (CCDF) quality improvement investments through the CCDF Plan, which collects information on the proposed quality activities for a three-year period; and through the ACF-696, which collects quarterly expenditure data on quality activities.

The annual data provided by the QPR will be used to describe how lead agencies are spending a significant investment per year to key stakeholders, including Congress, federal, state and territory administrators, providers, parents, and the public.

Specifically, this report will be used to:

- Ensure accountability and transparency for the use of CCDF quality funds, including a set-aside for quality infant and toddler care and activities funded by American Rescue Plan (ARP) Act
- Track progress toward meeting state- and territory-set indicators and benchmarks for improvement of child care quality based on goals and activities described in CCDF Plans; and
- Understand efforts in progress towards all child care settings meeting the developmental needs of children
- Inform federal technical assistance efforts and decisions regarding strategic use of quality funds.

What Period Must Be Included: All sections of this report cover the federal fiscal year activities (October 1, 2021 through September 30, 2022), unless otherwise stated. Data should reflect the cumulative totals for the fiscal year being reported, unless otherwise stated.

What Data Should Lead Agencies Use: Lead agencies may use data collected by other government and nongovernment agencies (e.g., CCR&R agencies or other TA providers) in addition to their own data as appropriate. We recognize that lead agencies may not have all of the data requested initially but expect progress towards increased data capacity. The scope of this report covers quality improvement activities funded at least in part by CCDF in support of

CCDF activities. Lead agencies must describe their progress in meeting their stated goals for improving the quality of child care as reported in their FFY 2022-2024 CCDF Plan.

How is the QPR Organized?

The first section of the QPR gathers basic data on the population of providers in the state or territory and goals for quality improvement and glossary of relevant terms. The rest of the report is organized according to the ten authorized uses of quality funds specified in the CCDBG Act of 2014:

1) Support the training and professional development of the child care workforce
2) Improve the development or implementation of early learning and development guidelines
3) Develop, implement, or enhance a quality rating improvement system for child care providers
4) Improve the supply and quality of child care for infants and toddlers
5) Establish or expand a lead agency wide system of child care resource and referral services
6) Support compliance with lead agency requirements for licensing, inspection, monitoring, training, and health and safety
7) Evaluate the quality of child care programs in the state or territory, including how programs positively impact children
8) Support providers in the voluntary pursuit of accreditation
9) Support the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development
10) Other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry.

The Office of Child Care (OCC) recognizes that quality funds may have been used to address the coronavirus 2019 (COVID-19) pandemic. These activities should be reflected in the relevant sections of the QPR.

Reporting Activities Related to ARP Act Child Care Stabilization Grants

The ARP Act included approximately $24 billion for child care stabilization grants, representing an important opportunity to stabilize the child care sector and do so in a way that builds back a stronger child care system that supports the developmental and learning needs of children, meets parents' needs and preferences with equal access to high-quality child care, and supports a professionalized workforce that is fairly and appropriately compensated for the essential skilled work that they do. Lead agencies must spend stabilization funds as subgrants to

qualified child care providers to support the stability of the child care sector during and after the COVID-19 public health emergency. Please refer to the information memorandum [ARP Act Child Care Stabilization Grants](#) (CCDF-ACF-IM-2021-02) for further guidance on the child care stabilization grants made available through the ARP Act.

While the OCC has established a new data collection form, the ACF-901 – American Rescue Plan (ARP) Stabilization Grants Provider-Level Data, as the primary data collection mechanism for reporting related to ARP stabilization grants, Section 13 of the QPR asks about activities related to stabilization grants made possible through ARP funding. The OCC will inform lead agencies if the data reported through the ACF-901 is complete enough to warrant skipping Section 13 of the QPR. The following information is requested in Section 13:

- If the lead agency ran more than one grant program;
- How stabilization grants were used to support workforce compensation; and
- Methods to eliminate fraud, waste, and abuse when providing stabilization grants

Section 13 should be used to report on ARP Stabilization Grants ONLY. Other child care sustainability or stabilization grant programs established or ongoing using other funding mechanisms (i.e., CCDF or other supplemental funding e.g., CARES, CRRSA, ARP Supplemental Discretionary Funds) should be reported in Section 11.

When is the QPR Due to ACF?

The QPR will be due to the Administration for Children and Families (ACF) by the designated lead agency no later than December 31, 2022.

Glossary of Terms

The following terms are used throughout the QPR. These definitions can also be found in section 98.2 in the CCDBG Act of 2014. For any term not defined, please use the lead agency definition of terms to complete the QPR.

Center-based child care provider means a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless in care in excess of 24 hours is due to the nature of the parent(s)' work. Associated terms include "child care centers" and "center-based programs."

Director means a person who has primary responsibility for the daily operations and management for a child care provider, which may include a family child care provider, and which may serve children from birth to kindergarten entry and children in school-age child care.

Family child care provider means one or more individuals who provide child care services for fewer than 24 hours per day per child in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)' work. Associated terms include "family child care homes."

In-home child care provider means an individual who provides child care services in the child's own home.

License-exempt means facilities that are not required to meet the definition of a facility required to meet the CCDF section 98.2 definition of "licensing or regulatory requirements." Associated terms include "legally exempt" and "legally operating without regulation."

Licensed means a facility required by the state to meet the CCDF section 98.2 definition of "licensing or regulatory requirements," which explains that the facility meets "requirements necessary for a provider to legally provide child care services in a state of locality, including registration requirements established under state, local or tribal law."

Programs refer generically to all activities under the CCDF, including child care services and other activities pursuant to §98.50 as well as quality activities pursuant to §98.43.

Provider means the entity providing child care services.

Staffed family child care network means a group of associated family child care providers who pool funds to share some operating costs and to pay for at least one staff person who helps the providers to manage their businesses and enhance quality.

Teacher means a lead teacher, teacher, teacher assistant or teacher aide who is employed by a child care provider for compensation on a regular basis, or a family child care provider, and whose responsibilities and activities are to organize, guide and implement activities in a group or individual basis, or to assist a teacher or lead teacher in such activities, to further the cognitive, social, emotional, and physical development of children from birth to kindergarten entry and children in school-age child care.

1) Overview

To gain an understanding of the availability of child care in the state or 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 or territory as of September 30, 2022. These counts should include all child care providers, not just those serving children receiving CCDF subsidies. Please enter N/A when necessary.

[x] Licensed center-based programs **1499**
   [ ] N/A. Describe:
[ ] License exempt center-based programs
   [ ] N/A. Describe:
[x] Licensed family child care homes **2178**
   [ ] N/A. Describe:
[x] License-exempt family child care homes (care in providers' home) **78**
   [ ] N/A. Describe:
[x] In-home (care in the child's own home) **45**
   [ ] N/A. Describe:
[ ] Other. Explain:

1.2 Goals for Quality Improvement

Based on Question 7.1.2 from the FFY2022-2024 CCDF State and Territory Plan, please report progress on the lead agency's overarching goals for quality improvement during October 1, 2021 to September 30, 2022. 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. **The Lead Agency has the overarching goals of increasing the availability and quality of child care slots throughout the State and working with stakeholders throughout the State to find solutions to adequately compensate and provide benefits to the child care workforce. The Lead Agency has made progress in all of these areas.**
Start-up/Expansion Grants: Partnerships with Iowa Workforce Development and Child Care Resource and Referral have allowed the Lead Agency to offer start-up and expansion grants to increase the numbers of child care slots available throughout the state. The projects span multiple years including FFY 21, 22 and 23 but the projects funded are slated to add approximately an additional 10,000 slots.

New Quality Rating and Improvement System (QRIS): On 4/1/22 the Lead Agency transitioned to a new QRIS called Iowa Quality for Kids (IQ4K). The new system will provide a more consistent and balanced approach for consumers to make educated choices regarding quality of child care services. The legacy QRS was a ⯑menu⯑ system in which providers could choose a number of options to earn points in different categories (e.g. Health & Safety, Professional Development or Environments). While at least 1 point was required in each category providers could choose to collect a significant number of points in one or two categories and have very few in other categories. This meant that not all programs rated at the same level were implementing the same requirements, which made it difficult for consumers to compare programs based on the QRS rating. The new IQ4K system requires providers to meet a standard set of requirements in all categories as well as well as updated the requirements based on the latest research. (Note: the requirements are differentiated by settings so home-based settings and center-based settings have requirements tailored to their setting. There are also special tracks for School-age programs and HeadStart Programs) This will allow consumers to more easily compare programs and assure that all programs have met base requirements in each category.

WAGE$: The Lead Agency has continued to fund the WAGE$ program statewide which provides education-based financial stipends to the child care workforce in order to improve retention, compensation and education levels. Ninety-four percent of participants state the WAGE$ program eases financial stress and 92% of those participating in the program were retained.

Recruitment & Retention Bonus Program: In February of 2022 the Lead Agency started a Recruitment and Retention Bonus program which allows members of the child care workforce to apply for a $1,000 recruitment bonus after 90 days of work and retention bonuses at six-month intervals. Between February and September 2022 11,828 individuals were awarded bonuses to support recruitment and retention of the child care workforce.

Iowa Navigator Information: the Lead Agency coordinated information and webinars for child care providers with Iowa Navigator, which helps individuals explore health insurance coverage options including support to apply for Medicaid or coverage on the ACA marketplace.

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

Goal: *Ensure the lead agency'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 as appropriate.*

2.1 Lead Agency Progression of Professional Development

2.1.1 Did the lead agency use a workforce registry or professional development registry to track progression of professional development during October 1, 2021 to September 30, 2022?

[x] 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 lead agency use to track the progression of professional development for teachers/providers serving children who receive CCDF subsidy? Describe:

2.1.2 Are any teachers/providers required to participate?

[x] 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 Total number of participants in the registry as of September 30, 2022 **92637**

2.2 Workforce Development

2.2.1   What supports did the lead agency make available to teachers/providers to help them progress in their education, professional development, and career pathway between October 1, 2021 and September 30, 2022 (check all that apply)? If available, how many people received each type of support?

[x] Scholarships (for formal education institutions) **248**
[x] Financial bonus/wage supplements tied to education levels **248**
[x] Career advisors, mentors, coaches, or consultants   **55**
[ ] Reimbursement for training
[ ] Loans
[ ] Substitutes, leave (paid or unpaid)for professional development
[ ] Other. Describe:
[ ] N/A. Describe:

2.2.2   What compensation and benefits improvements did the lead agency support for teachers/providers between October 1, 2021 and September 30, 2022 (check all that apply)? If available, how many people received each type of support?

[x] Financial bonuses (not tied to education levels) **11828**
[x] Salary enhancements/wage supplements **1448**
[ ] Health insurance coverage
[ ] Dental insurance coverage
[ ] Retirement benefits
[ ] Loan Forgiveness programs
[ ] Mental Health/Wellness programs
[ ] Other. Describe:
[ ] N/A. Describe:

For questions 2.3 to 2.4 please report on the number of staff by qualification level as of September 30, 2022. Count only the highest level attained by staff.

2.3 Licensed child care providers	Licensed child care center directors	Licensed child care center teachers	Licensed family child care providers	If N/A, explain
a. Total number:	1096	4710	2048	

2.3 Licensed child care providers	Licensed child care center directors	Licensed child care center teachers	Licensed family child care providers	If N/A, explain
b. How many had a Child Development Associate (CDA)?	5	14	1	
c. How many had an Associate's degree in an early childhood education field (e.g., psychology, human development, education)?	31	53	17	
d. How many had a Bachelor's degree in an early childhood education field (e.g., psychology, human development, education)?	73	89	16	
e. How many had a State child care credential?				Iowa does not have a State child care credential
f. How many had State infant and toddler credentials?				Iowa does not have a State I/T credential
g. How many had an "other" degree? Define "other" degree: **Other includes: ECE Diploma (1-year), Masters degree in an ECE related field or Doctorate in an ECE related field.**	352	4554	1250	

2.4 Licensed CCDF providers	Licensed child care center directors who serve children who receive CCDF subsidy	Licensed child care center teachers who serve children who receive CCDF subsidy	Licensed family child care providers who serve children who receive CCDF subsidy	If N/A, explain
a. Total number:				
b. How many had a Child Development Associate (CDA)?				We are only able to break down education information based on what role the individual has (i.e. center director, center teacher, family child care provider) we cannot break it down by if the program they work at serves children on CCA.

2.4 Licensed CCDF providers	Licensed child care center directors who serve children who receive CCDF subsidy	Licensed child care center teachers who serve children who receive CCDF subsidy	Licensed family child care providers who serve children who receive CCDF subsidy	If N/A, explain
c. How many had an Associate's degree in an early childhood education field (e.g., psychology, human development, education)?				We are only able to break down education information based on what role the individual has (i.e. center director, center teacher, family child care provider) we cannot break it down by if the program they work at serves children on CCA.

2.4 Licensed CCDF providers	Licensed child care center directors who serve children who receive CCDF subsidy	Licensed child care center teachers who serve children who receive CCDF subsidy	Licensed family child care providers who serve children who receive CCDF subsidy	If N/A, explain
d. How many had a Bachelor's degree in an early childhood education field (e.g., psychology, human development, education)?				We are only able to break down education information based on what role the individual has (i.e. center director, center teacher, family child care provider) we cannot break it down by if the program they work at serves children on CCA.
e. How many had a State child care credential?				Iowa does not have a State child care credential/
f. How many had State infant and toddler credentials?				Iowa does not have a State I/T credential.

2.4 Licensed CCDF providers	Licensed child care center directors who serve children who receive CCDF subsidy	Licensed child care center teachers who serve children who receive CCDF subsidy	Licensed family child care providers who serve children who receive CCDF subsidy	If N/A, explain
g. How many had an "other" degree? Define "other" degree:				We are only able to break down education information based on what role the individual has (i.e. center director, center teacher, family child care provider) we cannot break it down by if the program they work at serves children on CCA.

2.5 How many providers received the following additional forms of professional development and/or technical assistance from October 1, 2021 to September 30, 2022?

		Total	Licensed or registered center-based programs	License-exempt center-based programs	Licensed or registered family child care homes	License-exempt family child care homes (care in providers' home)	In-home (care in the child's own home)
a)	Business practices	127	66	0	61	0	0
b)	Mental health	452	389	0	59	4	0

	Total	Licensed or registered center-based programs	License-exempt center-based programs	Licensed or registered family child care homes	License-exempt family child care homes (care in providers' home)	In-home (care in the child's own home)
c) Diversity, equity, and inclusion						
d) Emergency Preparedness Planning	55	34	0	21	0	0
e) Other:						

2.6 Spending:

2.6.1 Did the lead agency spend funds from any of the following sources to support the **training and professional development** of the child care workforce during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	[x] Yes Amount spent $ **9988839.00** If yes, describe how funds were used: **Funds were used to provide training opportunities to providers free of charge and T.E.A.C.H. scholarships.** [ ] No [ ] N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	[ ] Yes Amount spent: $ If yes, describe source(s) of funding and how funds were used: [x] No [ ] N/A Describe:

Funding source	Was this funding source used?
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:

2.7 Progress Update: Using the measures identified in 6.3.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to supporting the training and professional development of the child care workforce. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes: In FFY 22 248 individuals received T.E.A.C.H. scholarships funded by the Lead Agency. These TEACH participants earned a total of 1,347 college credits and had an average GPA of 3.5. Additionally, participants completed 31 CDA credentials, 2 Associate

Degrees, 8 Bachelor Degrees and 2 Early Childhood Endorsements to teaching licenses. Numerous other professional development opportunities including training, coaching and consultation were offer through HHS contracts with CCR&R. Overall CCR&R offered 3,234 face-to-face training hours and 1,121 virtual training hours. They also provided 6,390 in-person consultation/coaching visits and 1,141 virtual consultation/coaching visits.

3) Improving early learning and development guidelines

Goal: To ensure the lead agency 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 and professional development.

3.1   Were any changes or updates made to the State or Territory's early learning and development guidelines during October 1, 2021 to September 30, 2022?

[ ] Yes. If yes, describe changes or updates:
[x] No
[ ] N/A   Describe:

3.2   Spending:

3.2.1   Did the lead agency spend funds from any of the following sources on the **development or implementation of early learning and development guidelines** during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	[ ] Yes Amount spent: $ If yes, describe source(s) of funding and how funds were used: [x] No [ ] N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:

Funding source	Was this funding source used?
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:

3.3 Progress Update: Using the measures identified in section 6.4 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to improving early learning and development guidelines. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes: N/A

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

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

4.1 **Indicate the status and include a description of the lead agency's quality rating and improvement system (QRIS) or other system of quality improvement during October 1, 2021 to September 30, 2022?**

[x] The lead agency QRIS is <u>operating state- or territory-wide.</u>
Please describe all QRIS tiers and which tiers are considered high quality care: **Iowa released our new QRIS system called Iowa Quality for Kids (IQ4K) on 4/1/22. As of 4/1/22 programs can only apply to that new system however programs that had a valid quality rating in our legacy Iowa Quality Rating System (QRS) will keep their rating until it's expiration date. IQ4K contains 5 levels, and each successive level indicates a higher level of requirements were met. To obtain a quality rating a program must meet all requirements in the level as well as all the lower levels. For example if a program applies for a level 3 they must meet all requirements at level 3 but also all requirements for levels 1 & 2. The state considers QRS and IQ4K quality ratings of 3-5 high quality care.**

[ ] The lead agency QRIS is <u>operating a pilot </u>(e.g., in a few localities, or only a few levels) but not fully operating state- or territory-wide.
Please describe all QRIS tiers and which tiers are considered high quality care:

[ ] The lead agency is operating another system of quality improvement.
Describe this system and your definition of high quality care, which may include assessment scores, accreditation, or other metrics:

[ ] The lead agency <u>does not have a QRIS or other system of quality improvement</u>.
Please include your definition of high quality care:

4.2 **What types of providers participated in the QRIS or other system of quality improvement during October 1, 2021 to September 30, 2022 (check all that apply)?**

[x] Licensed child care centers
[x] Licensed family child care homes
[x] License-exempt providers
[x] Programs serving children who receive CCDF subsidy
[x] Early Head Start programs
[x] Head Start programs
[x] State Prekindergarten or preschool programs

[x] Local district-supported Prekindergarten programs

[x] Programs serving infants and toddlers

[x] Programs serving school-age children

[x] Faith-based settings

[ ] Tribally operated programs

[ ] Other. Describe:

4.3 **For each setting, indicate the number of providers eligible to participate in the QRIS or other system of quality improvement and the number of providers participating as of September 30, 2022?**

	Licensed child care centers	License-exempt child care centers	Licensed family child care homes	License-exempt family child care homes	In-home (care in the child's own home)	Programs serving children who receive CCDF subsidy	Other, Describe:
a. Number of providers eligible for QRIS or other system of quality improvement	1499		2178			3166	
b. Number of providers participating in QRIS or other system of quality improvement	600		540			1101	

	Licensed child care centers	License-exempt child care centers	Licensed family child care homes	License-exempt family child care homes	In-home (care in the child's own home)	Programs serving children who receive CCDF subsidy	Other, Describe:
c. N/A, describe		School district preschools that are not licensed but overseen by the Department of Education can apply but numbers are included with licensed center numbers and not able to be separated.		License-exempt family child care homes are not eligible for Iowa's QRIS.	In-home providers are not eligible for Iowa's QRIS.		None

4.4 Is participation in the QRIS or other system of quality improvement mandatory for any group of providers?

[ ] Yes (check all that apply).

[ ] Licensed child care centers

[ ] Licensed family child care homes

[ ] License-exempt providers

[ ] Programs serving children who receive CCDF subsidy

[ ] Early Head Start programs

[ ] Head Start programs

[ ] State Prekindergarten or preschool programs

[ ] Local district-supported Prekindergarten programs

[ ] Programs serving infants and toddlers

[ ] Programs serving school-age children

[ ] Faith-based settings

[ ] Tribally operated programs

[ ] Other. Describe:

[x] No.

[ ] N/A Describe

4.5 **Enter the number of programs that met the lead agency's high quality definition as of September 30, 2022:**

a) Licensed child care centers **440**

b) License-exempt child care centers **0**

c) Licensed family child care homes **167**

d) License-exempt family child care homes (care in providers' home) **0**

e) In-home (care in the child's own home) **0**

f) Programs serving children who receive CCDF subsidy **506**

[ ] N/A. Describe

4.6 **Enter the number of CCDF children in high quality care by age grouping as of September 30, 2022:**

a. Total number of CCDF children in high quality care **5185**

i. Infant **2357**

Define age range: from **2** weeks [x] months [ ] years [ ] through **35** weeks [ ] months [x] years [ ]

ii. Toddler

Define age range: from weeks [ ] months [ ] years [ ] through weeks [ ] months [ ] years [ ]

  iii. Preschool **1705**

    Define age range: from **3** weeks [ ] months [ ] years [**x**] through **6** weeks [ ] months [ ] years [**x**]

  iv. School-age **1123**

    Define age range: from **6** weeks [ ] months [ ] years [**x**] through **13** weeks [ ] months [ ] years [**x**]

b. Other. Describe

c. N/A. Describe: **Iowa defines Infant/Toddler as from 2 weeks -35 months so there are not separate numbers for toddlers.**

4.7 **Did the lead agency provide one-time grants, awards or bonuses connected to (or related to) QRIS or other system of quality improvement during October 1, 2021 to September 30, 2022? If yes, how many were provided to the following types of programs during October 1, 2021 to September 30, 2022?**

 [**x**] Yes, the following programs received grants.

  a. Licensed child care centers **608**

  b. License-exempt child care centers **0**

  c. Licensed family child care homes **286**

  d. License-exempt family child care homes (care in providers' home) **0**

  e. In-home (care in the child's own home) **0**

  f. Programs serving children who receive CCDF subsidy **0**

 [ ] No.

 [ ] N/A. Describe:

4.8 **Did the lead agency provide on-going or periodic quality stipends (e.g. annual participation bonus, recurring bonuses for maintaining quality level) connected to (or related to) QRIS or other system of quality improvement during October 1, 2021 to September 30, 2022? If yes, how many programs received on-going or periodic quality stipends connected to (or related to) QRIS or other system of quality improvement during October 1, 2021 to September 30, 2022?**

 [ ] Yes, the following programs received stipends.

  a. Licensed child care centers

  b. License-exempt child care centers

  c. Licensed family child care homes

  d. License-exempt family child care homes (care in providers' home)

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

      f.   Programs serving children who receive CCDF subsidy

[x] No.

[ ] N/A. Describe:

4.9 Did the lead agency provide higher subsidy rates (included tiered rates) related to the QRIS or other quality rating system during October 1, 2021 to September 30, 2022? If so, how many programs received higher subsidy payment rates due to their QRIS rating during October 1, 2021 to September 30, 2022?

[x] Yes, the following programs received higher subsidy rates.

      a.   Licensed child care centers **482**

      b.   License-exempt child care centers **0**

      c.   Licensed family child care homes **529**

      d.   License-exempt family child care homes (care in providers' home) **0**

      e.   In-home (care in the child's own home) **0**

      f.   Programs serving children who receive CCDF subsidy **1101**

[ ] No.

[ ] N/A. Describe:

4.10 Did the lead agency provide ongoing technical assistance related to the QRIS or other quality rating system during October 1, 2021 to September 30, 2022? If so, how many programs received ongoing technical assistance during October 1, 2021 to September 30, 2022?

[x] Yes, the following programs received ongoing technical assistance.

      a.   Licensed child care centers **984**

      b.   License-exempt child care centers **0**

      c.   Licensed family child care homes **904**

      d.   License-exempt family child care homes (care in providers' home) **0**

      e.   In-home (care in the child's own home) **0**

      f.   Programs serving children who receive CCDF subsidy **0**

[ ] No.

[ ] N/A. Describe:

4.11 Spending:

    4.11.1 Did the lead agency spend funds from any of the following sources to support <u>QRIS or other quality rating systems</u> during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	[x] Yes Amount spent $ **1914187.00** If yes, describe how funds were used: **Funds were used to support CCR&R work related to the QRIS, for QRIS bonus payments and for tiered reimbursement related to QRIS levels.** [ ] No [ ] N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	[ ] Yes Amount spent: $ If yes, describe source(s) of funding and how funds were used: [x] No [ ] N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:

Funding source	Was this funding source used?
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	[x] Yes Amount spent $ **133936.00** If yes, describe how funds were used: **Funds were used for bonuses for programs that achieved ratings in the new IQ4K system.** [ ] No [ ] N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:

4.12 Progress Update: Using the measures identified in section 7.3.6 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to Developing, implementing, or enhancing a quality rating and improvement system (QRIS) and other transparent system of quality indicator. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. The Lead Agency tracks the number of QRS/IQ4K rated providers. Programs rated under Iowa's legacy Quality Rating System may keep their rating until it expires. Therefore there will be a 2-year transition period where the Lead Agency will be tracking both QRS and IQ4K ratings. At the start of FFY 2022 there were 719 Child Development Homes (CDHs) and 766 centers with a current QRS rating. At the end of FFY 2022 there were a total of 583 CDHs (550 QRS/33 IQ4K) and 657 centers (624 QRS/33 IQ4K) with a current rating. While this is a decline from the previous year this is not unexpected with the roll out of the new IQ4K system happening on 4/1/22. The legacy QRS was a ⬜menu⬜ system in which providers could choose a number of options to earn points in different categories (e.g. Health & Safety, Professional Development or Environments). While at least 1 point was required in each category providers could choose to collect a significant number of points in one or two categories and have very few in other categories. The new IQ4K system requires providers to meet a standard set of requirements in all categories as well as the addition of new

categories such as Teaching and Learning. It was anticipated that it would take some time for adjustment to the updated requirements. The Lead Agency is encouraged that within the first six months of the IQ4K system rolling out there were 66 programs rated in that new system and many more with applications in process.

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 or territory-funded infant toddler specialists available to providers during October 1, 2021 to September 30, 2022.**

[ ] Yes, specialists are available.
   a. Number of specialists available to all providers
   b. Number of specialists available to providers serving children who receive CCDF
   c. Number of specialists available specifically trained to support family child care providers
   d. Number of providers served
   e. Total number of children reached

[x] No, there are no funded specialists.

[ ] N/A. Describe:

5.2 **Please provide the total number of programs receiving state or territory-funded on-site coaching in infant and toddler practice and the percentage of these programs that served CCDF children.**

	Licensed child care centers	License-exempt child care centers	Licensed family child care homes	License-exempt family child care homes	In-home (care in the child's own home) providers
a. Number of programs receiving on-site coaching	115	0	85	0	0
b. Percent of total programs receiving on-site coaching that served children who receive CCDF	%	0%	%	0%	0%

	Licensed child care centers	License-exempt child care centers	Licensed family child care homes	License-exempt family child care homes	In-home (care in the child's own home) providers
c. N/A, describe	Unable to determine which programs that received on-site coaching were also received CCDF		Unable to determine which programs that received on-site coaching were also received CCDF		

5.3 How did the lead agency promote and expand child care providers' ability to provide developmentally appropriate services for infants and toddlers during October 1, 2021 to September 30, 2022?

[ ] Infant/toddler health consultants available. Describe:

[ ] Infant/toddler mental health consultants available. Describe:

[ ] Coordination with early intervention specialists providing services under Part C of the Individuals with Disabilities Education Act. Describe:

[x] Other. Describe: **Provided training and TA related to infant/toddler recommended practices. Training included: 20 Program for Infant Toddler Care (PITC) modules, 15 training series for the Pyramid Model specific to the Infant/Toddler age group (EC-PBIS IT) and 11 Infant Toddler Environmental Rating Scale (ITERS) training series. In addition to the on-site coaching noted in 5.2 CCR&R also provided off-site technical assistance (phone, email, zoom) for 516 child care programs regarding infant/toddler practices.**

[ ] N/A. Describe:

5.5 Provide the number of staffed family child care networks supported by CCDF funds through direct agreement with a centralized hub or community-based agency during October 1, 2021 to September 30, 2022.

[ ] Number of staffed family child care networks:
   o Describe what the hub provides to participating family child care providers:

[x] No staffed family child care networks supported by CCDF funds.

[ ] N/A. Describe:

5.6 Spending

5.6.1 Did the lead agency spend funds from any of the following sources, in addition to the 3% infant and toddler set-aside, to <u>improve the supply and quality of child care programs and services for infants and toddlers</u> during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	[x] Yes Amount spent $ **3690297.00** If yes, describe how funds were used: **The above number is total CCDF quality spending on I/T activities. The amount in excess of the required 3% is $704,492. These funds were spent on a variety of professional development opportunities, CCR&R consultation related to I/T practices and tiered reimbursement for the I/T age group.** [ ] No [ ] N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	[x] Yes Amount spent: $ **2314000.00** If yes, describe source(s) of funding and how funds were used: **Funds from state initiative called Early Childhood Iowa that support early development and school readiness activities. The amount above assumes that of the total ECI funds spent 2 out of every 5 children served were in the Infant/Toddler category.** [ ] No [ ] N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:

Funding source	Was this funding source used?
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	[x] Yes Amount spent $ **7961231.00** If yes, describe how funds were used: **Funds were used for stipends to child care providers, start-up/expansion grants and the WAGE$ program. A pro-rated portion of these activities were categorized as Infant/Toddler based on average enrollment.** [ ] No [ ] N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	[x] Yes Amount spent $ **6677032.00** If yes, describe how funds were used: **Funds were used for IQ4K bonuses, Start-up/expansion grants and recruitment/retention bonuses. A pro-rated portion of these activities were categorized as Infant/Toddler based on average enrollment.** [ ] No [ ] N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:

5.7 Progress Update: Using the measures identified in section 7.4.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to improving the supply and quality of child care programs for infants and toddlers. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. During this reporting period CCR&R offered 20 PITC modules with a total of 91 participants completing the training. They also offered the Infant/Toddler version of EC-PBIS (aka Pyramid Model training) 15 times with a total of 94 participants completing the training. In addition to these trainings that are specific to infant/toddler best practices CCR&R also offered technical assistance (consultation or coaching) in recommended

practices for infants/toddlers, with a total of 298 centers, 394 licensed home providers and 28 license-exempt homes receiving services.   The Lead Agency also contracts with Iowa State University Extension and Outreach (ISU-EO) to offer trainings on infant/toddler recommended practices. ISU-EO offered 11 trainings on the Infant Toddler Environment Rating Scale (ITERS) with a total of 184 individuals completing the training. They also offered a series of trainings for center staff with a module on Infant & Toddler Development. A total of 1704 individuals completed that I/T Development module.

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

Goal: Lead agency 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 lead agency.

6.1 Describe how CCDF quality funds were used to establish, expand, modify, or maintain a statewide system of child care resource and referral services during October 1, 2021 to September 30, 2022. CCDF quality funds were used to maintain contracts with the five CCR&R regions during FFY 22. The contracts continued to fund the same services as the previous year with the exception that two statewide curriculum specialists were added that focus on Social, Emotional, Behavioral, Mental Health (SEBMH) evidence-based practices.

6.2 Spending

6.2.1 Did the lead agency spend funds from any of the following sources to **establish, expand, modify, or maintain a statewide CCR&R** during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	**[x]** Yes Amount spent $ **4280520.00** If yes, describe how funds were used: **Funds were used to maintain contracts with the five CCR&R regions for providers services, parent services and community services.** [ ] No [ ] N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	[ ] Yes Amount spent: $ If yes, describe source(s) of funding and how funds were used: **[x]** No [ ] N/A Describe:

Funding source	Was this funding source used?
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	[x] Yes Amount spent $ **5975122.00** If yes, describe how funds were used: **Funds were used to provide start-up and expansion grants to providers.** [ ] No [ ] N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:

6.3 Progress Update: Using the measures identified in section 7.5.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to establishing, expanding, modifying, or maintaining a statewide system of child care resource and referral services. In addition, describe outcomes achieved, including

examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. Iowa CCR&R supports families, communities and child care providers throughout our state to help ensure that Iowa's children are receiving quality child care services. Note: The CCR&R contract is run on a State Fiscal Year (SFY) of July 1st through June 30th.   Multiple CCR&R performance measures changed in the contract that started on July 1, 2022 which means it was not possible to pull consistent performance measures for the QPR time period of 10/1/21-9/30/22. Therefore the data in this progress update question is from the SFY 22 CCR&R contract performance measures covering the time period of 7/1/21-6/30/22. In SFY 22 CCR&R provided 4,027 referrals to families looking for child care services. The referral provides not only child care options in the family's local area but also consumer education about understanding quality child care. Additionally CCR&R added a new text campaign to increase awareness and add another option for parents to easily access referral services (704 texts sent). CCR&R supports communities by making up-to-date data on child care available to local communities, presenting at community events or fairs and working with community leaders interested in the quality or accessibility of child care in their community. In SFY 22 CCR&R offer 396 presentations to community groups as well as attended 256 community events to provide information or their expertise on child care matters. CCR&R services for child care providers included training and technical assistance. Throughout SFY 22 CCR&R offered both virtual and face-to-face training options with a total of 4,355 hours of training offered. A total of 7,531 technical assistance visits with providers were done (6,390 in-person; 1,141 virtual). Topics covered a wide range of areas including basic health and safety and regulation information to recommended practices and quality improvement initiatives. Additionally CCR&R supported the supply of child care by helping individuals interested in starting their own family child care through the registration process. A total of 284 applications were supported and sent to the lead agency.

7) Facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards

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

7.1 Has the lead agency aligned CCDF health and safety standards with the following?

    a. Licensing standards

        [ ] Yes.

        [x] No. If not, describe why: **The majority of licensing standards align with CCDF health and safety but we have not yet implemented out of state record checks nor NCIC checks.**

    b. Caring for Our Children Basics

        [ ] Yes.

        [x] No. If not, describe why: **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.**

    c. Head Start

        [ ] Yes.

        [x] No. If not, describe why: **While standards may complement one another, they are not directly aligned.**

    d. State pre-k

        [ ] Yes.

        [x] No. If not, describe why: **State PreK is under the Iowa Department of Education and falls under different state code requirements.**

7.2 Complaints regarding child care providers received during October 1, 2021 to September 30, 2022

    7.2.1 How many complaints were received regarding providers during October 1, 2021 to September 30, 2022?

        a. Licensed providers **1203**

        b. License-exempt providers **14**

    7.2.2 What was the average length of time between receiving the complaint and taking steps to respond to a complaint during October 1, 2021 to September 30, 2022? **unable to determine**

7.2.3 How many complaints received an on-site follow-up inspection during October 1, 2021 to September 30, 2022? **628**

7.2.4 How many of the complaints resulted in one or more *substantiated* violations in the program or provider site identified during October 1, 2021 to September 30, 2022? **386**

7.2.5 How many child care providers had CCDF funding revoked as a result of an inspection during October 1, 2021 to September 30, 2022? **16**

7.2.6 How many child care providers closed as a result of an inspection during October 1, 2021 to September 30, 2022? **16**

7.2.7 Please provide any additional information regarding health and safety complaints and inspections in the state or territory during October 1, 2021 to September 30, 2022: **For 7.2.4 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.**

7.3 How many child care programs received coaching or technical assistance to improve their understanding and adherence to CCDF health and safety standards (as a result of an inspection or violation) during October 1, 2021 to September 30, 2022?

a. Licensed center-based programs **127**
b. License-exempt center-based programs **0**
c. Licensed family child care homes **93**
d. License-exempt family child care homes (care in providers' home) **14**
e. In-home (care in the child's own home) **0**
f. **[ ]** N/A   Describe:

7.5 Spending:

7.5.1 Did the lead agency spend funds from any of the following sources on facilitating compliance with lead agency requirements for inspections, monitoring, health and safety standards and training, and lead agency licensing standards during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	[x] Yes Amount spent $ **887541.00** If yes, describe how funds were used: **Funds were used for preservice/orientation training and record check expenses.** [ ] No [ ] N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	[x] Yes Amount spent: $ **147858.00** If yes, describe source(s) of funding and how funds were used: **Source of funding is licensing fees and funds were used to support regulation activities.** [ ] No [ ] N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:

Funding source	Was this funding source used?
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	[ ]Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:

7.6 Progress Update: Using the measures identified in section 7.6.3 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. The Essentials preservice/orientation training consists of 12 modules offered either online or in-person. A total of 100,079 modules were completed this year. That is approximately 8,500 individuals per module (ranging from 8,930 completing Module 1 to 8,014 completing Module 11). A total of 234 providers received technical assistance from CCR&R based on a referral from licensing inspectors. The TA focused on facilitating compliance with regulation.

8) Evaluating and assessing the quality of child care programs in the state or territory, including evaluating how programs positively impact children

Goal: Lead agency investment in effective quality improvement strategies using reliable data from evaluation and assessment

8.1 What measure(s) or tool(s) and studies did the lead agency use to evaluate and assess the quality of programs and effective practice in center-based programs during October 1, 2021 to September 30, 2022?

[ ] To measure program quality, describe:
[ ] To measure effective practice, describe:
[ ] To measure age appropriate child development, describe:
[ ] Other, describe:

[x] N/A. Describe: **The lead agency uses our QRIS called IQ4K which is described in section 4. IQ4K has a center-based application with program quality requirements that are specifically related to centers.**

8.2   What measure(s) or tool(s) and studies did the lead agency use to evaluate and assess the quality of programs and effective practice in family child care programs during October 1, 2021 to September 30, 2022?

[ ] To measure program quality, describe:

[ ] To measure effective practice, describe:

[ ] To measure age appropriate child development, describe:

[x] Other, describe: **The lead agency uses our QRIS called IQ4K which is described in section 4. IQ4K has a family child care application with program quality requirements that are specifically related to family child care.**

[ ] N/A. Describe:

8.3   Spending:

8.3.1   Did the lead agency spend funds from any of the following sources on **evaluating and assessing the quality of child care programs, practice, or child development** during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	[ ] Yes Amount spent $ If yes, describe how funds were used: **[x]** No [ ] N/A Describe:

Funding source	Was this funding source used?
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	[ ] Yes Amount spent: $ If yes, describe source(s) of funding and how funds were used: [x] No [ ] N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:

8.4 Progress Update: Using the measures identified in section 7.7.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to evaluating and assessing the quality of child care programs in the state or territory, including evaluating how programs positively impact children. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. N/A

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 lead agency support in their pursuit of accreditation during October 1, 2021 to September 30, 2022?

[ ] Yes, providers were supported in their pursuit of accreditation
   a. Licensed center-based programs
   b. License-exempt center-based programs
   c. Licensed family child care homes
   d. License-exempt family child care homes (care in providers' home)
   e. Programs serving children who receive CCDF subsidy

[x] No lead agency support given to providers in their pursuit of accreditation.

[ ] N/A. Describe:

9.2 Spending

9.2.1 Did the lead agency spend funds from any of the following sources on **accreditation** during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	[ ] Yes Amount spent: $ If yes, describe source(s) of funding and how funds were used: [x] No [ ] N/A Describe:

Funding source	Was this funding source used?
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:

9.3 Progress Update: Using the measures identified in section 7.8.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to supporting providers in the voluntary pursuit of accreditation. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. 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: Does the lead agency have quality improvement standards that include indicators covering the following areas beyond what is required for licensing?

[ ] Yes, check which indicators the lead agency has established:
- [ ] Health, nutrition, and safety of child care settings
- [ ] Physical activity and physical development in child care settings
- [ ] Mental health of children
- [ ] Mental health for staff/employees
- [ ] 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:

[x] No

10.2 Spending

10.2.1 Did the lead agency spend funds from any of the following sources 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, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:

Funding source	Was this funding source used?
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	[ ] Yes Amount spent: $ If yes, describe source(s) of funding and how funds were used: [x] No [ ] N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:

10.3 Progress Update: Using the measures identified in section 7.9.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. N/A

11) Other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry

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 Did the state or territory set up a grant program (NOT including American Rescue Plan Act stabilization grants) designed to sustain the child care supply or provide sustainability funding to child care providers due to the COVID-19 pandemic during October 1, 2021 to September 30, 2022?

[ ] Yes. If yes, describe and check which types of providers were eligible and number served.

        [ ] Licensed center-based programs
        [ ] License-exempt center-based programs
        [ ] Licensed family child care homes
        [ ] License-exempt family child care homes (care in providers' home)
        [ ] In-home (care in the child's own home)
        [ ] Other (explain)

[x] No.
[ ] N/A.   Describe:

11.2 Did the lead agency provide supports and resources in response to any of the following emergent health and safety needs of children and/or providers either through funding or directly in-kind during October 1, 2021 to September 30, 2022 (check all that apply)?

[ ] COVID-19 vaccinations. Describe:
[ ] COVID-19 testing. Describe:
[ ] Access to infant formula. Describe:
[ ] Cleaning supplies and/or personal protective equipment (PPE). Describe:
[ ] Post-disaster recovery efforts. Describe:
[ ] Other. Describe:
[x] N/A. Describe: **The Lead Agency did not provide supports or resources in these areas during the time period of 10/1/21-9/30/22**

11.3 Did the state/territory invest in data systems to support equitable access to child care (e.g., modernizing and maintaining systems; technology upgrades and data governance improvements to provide more transparent and updated information to parents; a

workforce registry; updated QRIS systems; CCR&R updates; monitoring systems) from October 1, 2021 to September 30, 2022?

[x] Yes. Describe: **The lead agency continued to invest in our new IQ4K system where programs can save and submit the required documentation for an IQ4K rating. The lead agency also procured two contracts for Child Care Management Systems (CCMS) as part of our shared services project.**

[ ] No

11.4 Did the state/territory conduct an analysis of supply and demand or other needs assessment to identify areas of focus to build supply or target funding from October 1, 2021 to September 30, 2022?

[ ] Yes. Describe findings:

[x] No

11.5 Did the state/territory fund initiatives designed to address supply and demand issues related to child care deserts and/or vulnerable populations (such as infants and toddlers, children with disabilities, English language learners, and children who need child care during non-traditional hours) during October 1, 2021 to September 30, 2022? Check all that apply.

[x] Child care deserts
[ ] Infants/toddlers
[ ] Children with disabilities
[ ] English language learners
[ ] Children who need child care during non-traditional hours
[ ] Other. Describe:

11.6 Did the state/territory integrate Diversity, Equity, and Inclusion (DEI) practices into quality initiatives during October 1, 2021 to September 30, 2022? Check all that apply.

[ ] Reviewing policies/program design using DEI assessment tools
[ ] Development of DEI assessment tools
[x] Incorporate into QRIS
[ ] Incorporate into PD Framework
[ ] Strategic planning
[ ] Supply building efforts
[ ] Strengthened outreach/communication to better understand diverse community needs and assets

[ ] Other. Describe:

11.7 How many providers received the following from October 1, 2021 to September 30, 2022?

	Total	Licensed or registered center-based programs	License-exempt center-based programs	Licensed or registered family child care	License-exempt family child care (care in providers' home)	In-home (care in the child's own home)
a) Increased rates	1101	482	0	529	0	0
b) Increased wages	0	0	0	0	0	0
c) Benefits: health insurance	0	0	0	0	0	0
d) Mental health supports	0	0	0	0	0	0
e) Start-up funds	67	47	0	20	0	0
f) Other:						

11.7a Describe:

11.7b Describe:

11.7c Describe:

11.7d Describe:

11.7e Describe:

11.8 Spending:

11.8.1 Did the lead agency spend funds from any of the following sources on **other activities to improve the quality of child care services** during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	[x] Yes Amount spent $ **3299887.00** If yes, describe how funds were used: **Funds were used for wraparound grants, business/financial services to providers and IT expenses for the IQ4K online application system.** [ ] No [ ] N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	[x] Yes Amount spent: $ **3471000.00** If yes, describe source(s) of funding and how funds were used: **Funds from state initiative called Early Childhood Iowa that support early development and school readiness activities. The amount above assumes that of the total ECI funds spent 3 out of every 5 children served were in the Preschool age category** [ ] No [ ] N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	[ ] Yes Amount spent $ If yes, describe how funds were used: [x] No [ ] N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	[x] Yes Amount spent $ **25349360.00** If yes, describe how funds were used: **Funds were used for stipends to child care providers, start-up/expansion grants and the WAGE$ program.** [ ] No [ ] N/A Describe:

Funding source	Was this funding source used?
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	**[x]** Yes Amount spent $ **15151282.00** If yes, describe how funds were used: **Funds were used for start-up and expansion grants and recruitment/retention bonuses.** **[ ]** No **[ ]** N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	**[x]** Yes Amount spent $ **242959.00** If yes, describe how funds were used: **Funds were used for a shared services project.** **[ ]** No **[ ]** N/A Describe:

11.9 **Progress Update:** Using the measures identified in section 7.10.1 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. **The Wrap Around Child Care Program provides before and/or after care for ECE programs that are not full day/full week. The purpose is to provide continuity of services to children who are attending eligible core programs. The Wrap Around Child Care Program provided 890 slots to children in core programs to reduce transitions and provide a stable environment. The Recruitment and Retention Bonus program provided bonuses to 11,828 individuals to support recruitment and retention of the child care workforce. During this reporting period the Lead Agency in collaboration with Early Childhood Iowa (ECI) completed many foundational tasks to build a system for Shared Services throughout the State.   In October 2021 a contract was procured for technical assistance with Opportunities Exchange to provide guidance to the Shared Services project. In January- July 2022 the project leads facilitated a co-design team with stakeholders in the child care industry which culminated in the release of a report on recommendations regarding shared services for Iowa child care providers. In February 2022 a contract for Financial Management Consultants (FMC) was procured to provide technical assistance to child care providers on how to effectively use Child Care**

Management System (CCMS) software to improve financial practices and optimize financial resources. In September 2022 the State successfully contracted with 2 CCMS companies to offer free initial subscriptions and to create APIs with the State's child care subsidy system.

12) Lead agencies must submit an annual report, as required at 45 CFR § 98.53(f) (4), describing any changes to lead agency regulations, enforcement mechanisms, or other lead agency 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.

12.1 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. The Lead Agency requires that all serious injuries and deaths are documented on a reporting form and sent to the lead agency. These are then captured as a complaint for tracking purposes. Anecdotally, we can report that injuries primarily occur on playgrounds or through falls.

12.2 Describe any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on the annual review and assessment. None at this time.

13) American Rescue Plan (ARP) Act Child Care Stabilization Grants

Goal: To ensure the lead agency implements an equitable stabilization grant program. The American Rescue Plan (ARP) Act included approximately $24 billion for child care stabilization grants, representing an important opportunity to stabilize the child care sector and do so in a way that builds back a stronger child care system that supports the developmental and learning needs of children, meets parents' needs and preferences with equal access to high-quality child care, and supports a professionalized workforce that is fairly and appropriately compensated for the essential skilled work that they do. Lead agencies must spend most stabilization funds as subgrants to qualified child care providers to support the stability of the child care sector during and after the COVID-19 public health emergency. Section 13 should be used to report on ARP Stabilization Grants ONLY.

13.1 Did you run more than one grant program? If so, list the number of separate grant programs and describe their uses.

[ ] Yes. Describe:
[x] No

13.2 Which of the following methods were used to support workforce compensation (e.g., bonuses, stipends, increased base wages, or employee benefits) with stabilization grants? (check all that apply)

[ ] Targeted grants to support workforce compensation (no other allowable uses)
[ ] Providing bonus funds to providers that increased child care staff compensation through stabilization grants
[ ] Requiring a specific percentage or amount of stabilization grant funding go toward child care staff compensation increases. Percent or amount for staff compensation:
[x] Other (Describe): **None, programs were allowed to use stabilization grant funds on any of the six categories of expenses outlined in the ARP Act.**

13.3 Describe the methods used to eliminate fraud, waste, and abuse when providing stabilization grants (e.g., validated identity through the lead agency licensing system or conducted identity verification through a data match with state tax records):

Child care programs that applied for stabilization grants were required to provided their state provider ID number and that number was verified through the state system, KinderTrack. All payments were made through the State of Iowa accounting system and the provider must have a valid account in the system to receive payment. As part of creating a valid account with the State of Iowa, the provider must submit a W9 and information is checked to assure it matches with IRS records.