	Early Childhood Iowa
Early Childhood IOWA (logo)	**Instructions for Completing** **ECI Statewide Performance Measures** **Tool P**

State-required program performance measures collect data for programs and services funded by Early Childhood Iowa Area (ECIA) boards. Performance measures provide a way for the ECIA board to review and determine the level of service provided, and assist with funding decisions. The ECI State Office recommends ECIA boards set program performance measure targets for contractors. Currently, the ECI State Board has not set targets for state-required program performance measures.

<u>**Using these Instructions:**</u>
The document is formatted to easily locate the state-required performance measures and corresponding instructions for each service type:

General Instructions (applicable to all service types)

Report each program performance measure for service types funded. Do not leave any fillable spaces blank. For example, enter '0' when there are no person, etc. that meets that program performance measure.

Each ECIA enters state-required program performance measures in IowaGrants annually. IowaGrants is an electronic database. The numbers used to calculate the percentages in each service type, build on each other across the measures. In an attempt to make this clear in the instructions, the instructions utilize superscripts to show which data elements are used in the calculations. In IowaGrants, these data elements autofill. **For example,** the total number of children (output) becomes the denominator for the quality/efficiency measure "cost per child." The output and this denominator in all service types that reports this data measure (i.e., car seats – page 5) are signified with ([1]) in the written instructions.

For every program/service funded, select the appropriate service type. This determines the program performance measures required for the funded program/service. The service types are:

DIRECT SERVICES
- Car Seat
- Crisis/Emergency Care
- Dental
- Early Care and Education Scholarships
- Early Care and Education Supportive Services
- Health Prevention
- Literacy
- Prenatal/Postnatal
- Transportation

INDIRECT SERVICES
- Child Care Nurse Consultant
- Coordinated Intake
- Infant and Early Childhood Mental Health Consultation
- Mental Health Supports: Early Childhood Positive Behavior Interventions and Supports (EC-PBIS)
- Quality Improvement for Early Learning
- Scholarship Coordination
- Professional Development – Credit-bearing
- Professional Development – Training
- Professional Development – Conferences
- Public Awareness/Child Fairs
- Technical Assistance: Consultation, Mentoring, Coaching
- WAGE$

NOTE: Administrative Staff (ECIA director, support staff, etc.), Family Support – Home Visitation and Family Support – Parent Education component forms in IowaGrant only collect program/service information and input data for the funds expended. For Family Support, programs continue to report output, quality/efficiency and outcomes data through the DAISEY database system.

Funding Multiple Programs of the Same Service Type –

For each service type funded, report the inputs, outputs, quality/efficiency and outcome measures as an aggregate, using only one form. In the Type of Service information, list all contractors that provided the service.

For example, if the board funds three (3) Child Care Nurse Consultant contractors complete *one* form for the service. Complete the description field for the service. It is most likely the same for all programs. If there are differences, describe those in that field. List all three contractors in the contractor field. Add together the funding as a total and report that amount in the appropriate funding categories. Likewise, add together all other program performance measures data (outputs, quality/efficiency, and outcome measures) and report each as a total.

Type of Service field –

In the appropriate spaces, insert the name of the program, the name of the contractor, and the description of the service. Provide enough information in the "Description" field so it is clear to the reader what specific activity or service is funded.

For example, if the board funds a literacy program, and the funding pays for the purchase of children's books, provide that information in the program description. **Sample description** of a literacy program to capture the ECIA board's investment: *"The literacy initiative delivers one developmentally appropriate book per month to each child in the program that are ages birth to 5 years. ECI funds support the purchase of the books."*

Link to Priority –

Identify the ECIA community plan priority(ies) the program/service addresses.

Input Measures –

Enter the total ECI dollar amount in each funding category expended to support the program/service. Categories include Administration and Program within both Early Childhood and School Ready (SR) funding. School Ready program funding is further broken down into the following categories: Quality Improvement and Other/Undesignated.

Report all ECI funds expended by funding category and the amounts must align with what is reported on the Early Childhood and School Ready financial statements by funding category.

It is also helpful if the contractor reports the total cost of providing the program/service. If the program/service is being supported by other funds (non-ECI), enter the dollar amount and source of funding (agency) in the "Optional: Other Funding Expended and Source" field. This helps provide an accurate picture of the total costs of providing the program/service.

> *Note: The output, quality/efficiency, and outcome measures must align with the total funding reported (inputs). For example, if you only report the ECI dollars (and do not include other non-ECI funding), then the program performance measures only include data from the services provided with ECI funding. On the other hand, if you report the other funding streams that support the program, the program performance measures data reflects the total amount reported.*

The remainder of this document provides **instructions specific to the service type funded.**

Car Seat – Direct Services

Output Measures -

# of children (unduplicated) **–** Report the total number of children served by age category when the child began the service in the current fiscal year: prenatal; children 0 to 1 year; children 1 to 2 years; children 2 to 3 years; children 3 to 4 years; children 4 to 5 years; and children 5 to 6 years. The form automatically totals the number of children. ([1])This number automatically fills as the denominator for the quality/efficiency measure for this service type.

> *Note: Report the total in each age category even when the number is zero.*

# of car seats checked – Report the total number of car seats checked by the safety technician. ([2])This number automatically fills as the denominator for the outcome measure for this service type.

Quality/Efficiency Measures -

Cost per child – Report the total cost of the program (numerator) and the number of children served [([1]) as reported in the output measures] (denominator). The form automatically calculates the cost per child for the service.

Outcome Measures –

> *Note: Outcome measures are only reported on an annual basis. More frequent reporting does not present a complete or accurate reflection of the outcomes achieved by the program.*

% of car seats that were not installed properly and corrected – Report the number of car seats that were not installed properly prior to the safety check (numerator) and the total number of car seats checked [([2]) as reported in the output measures] (denominator). The form automatically calculates the percentage.

Crisis/Emergency Care – Direct Services

Output Measures -

# of children (unduplicated) **–** Report the total number of children served by age category when the child begins the service in the current fiscal year: children 0 to 1 year; children 1 to 2 years; children 2 to 3 years; children 3 to 4 years; children 4 to 5 years; and children 5 to 6 years. The form automatically totals the number of children. ([1])This number automatically fills as the denominator for the first quality/efficiency measure for this service type.

> *Note: Report the total in each age category even when the number is zero.*

# of families (unduplicated) – Report the number of families served in the program. ([2])This number automatically fills as the denominator for the outcome measures for this service type.

Marital status of primary caregiver – Report the total number in each marital status category for the head of household when the service begins: married; single; partnered; separated; divorced; and widowed.

Household size – Report the total number of persons in the household in each category, as reported by the family, when the service begins: 2; 3; 4; 5; 6; and 7+.

Federal poverty level – Report the total number of families in each poverty level category when the service begins: 125% or lower, 126-185%, 186-200%, 201 and higher.

Education level of primary caregiver – Report the total number in each education level category when the service begins: middle school or lower; some high school; GED or high school diploma; trade/vocational training; some college; 2-year degree (associates); 4-year degree (bachelors); and Master's degree or higher.

Race of child – Report the total number in each race category for the children receiving the service: White; Black or African American; Asian; American Indian or Alaskan Native; and Native Hawaiian or other Pacific Islander.

> *Note: Refer to information available through the United States Census Bureau if you have questions about race categories and ethnicity.*
> https://www.census.gov/topics/population/race/about.html

Ethnicity of child (Hispanic/Latino) – Report the total number of children identified as Hispanic/Latino on the application or by the caregiver.

# of programs (unduplicated) – Report the total number of programs that received funding to provide crisis/emergency care. [3]This number automatically fills as the denominator for the second quality/efficiency measure for this service type.

# of programs meeting a quality initiative – Report the total number of programs that meet each of the following types of quality initiatives: NAEYC accredited; NAFCC accredited; Head Start Performance Standards; IQPPS; QRS Level 3; QRS Level 4; QRS Level 5; IQ4K Level 1; IQ4K Level 2; IQ4K Level 3; IQ4K Level 4; and IQ4K Level 5. *A program may be counted in more than one quality initiative.*

> *Note: "Quality initiative" is defined as the following quality benchmarks – QRS levels 3, 4, or 5; IQ4K levels 1, 2, 3, 4, 5; IQPPS; NAEYC or NAFCC accredited; and meeting Head Start Performance Standards.*
>
> *National accreditation and Head Start Performance Standards are comprehensive and include proven essential elements that create a high quality program.*
>
> *Achievement of QRS levels 3-5, IQ4K levels 1-5 or IQPPS are additional state recognized measures of program quality. See Tool CC.*

Quality/Efficiency Measures -

Cost per child – Report the total cost of the program (numerator) and the total number of children served [([1]) as reported in the output measures] (denominator). The form automatically calculates the cost per child for the service.

For example: You paid Busy Bees Child Care $3,000 and Sally's Home Child Care $1,000 to provide crisis child care. The total cost is $4,000. The two child care providers served 8 children; therefore, the cost per child is $500.00.

% of programs rating 3 or higher in the QRS system or rating 1 or higher in the IQ4K system (unduplicated) – Report the number of programs that receive funding for crisis/emergency care that are a Level 3 or higher in the QRS system or a Level 1 or higher in the IQ4K system (numerator) and the total number of programs that received funding for crisis/emergency care [([3]) as reported in the output measures] (denominator). The form automatically calculates the percentage.

> *Note: For this measure, program is defined as registered child development homes and licensed child care centers.*

Outcome Measures –

> *Note: Outcome measures are only reported on an annual basis. More frequent reporting does not present a complete or accurate reflection of the outcomes achieved by the program.*

% of families with decreased stress – Report the number of families that report decreased stress because of this program/service (numerator) and the total number of families participating in the crisis/emergency program [(^{2}) as reported in the output measures] (denominator). The form automatically calculates the percentage.

% of families connected to additional concrete supports – Report the number of families that report connections to additional concrete supports because of this program/service (numerator) and the total number of families participating in the crisis/emergency program [(^{2}) as reported in the output measures] (denominator). The form automatically calculates the percentage.

% of families participating in parent education opportunities – Report the number of families that participated in parent education opportunities (numerator) and the total number of families participating in the crisis/emergency program [(^{2}) as reported in the output measures] (denominator). The form automatically calculates the percentage.

NOTE: If law enforcement brings the child to the crisis/emergency care program, the program is not required to collect the following performance measures data: marital status of the primary caregiver; household size; federal poverty level; education level of the primary caregiver; race of child; ethnicity of child.

Dental – Direct Services

Output Measures -

# of children enrolled (unduplicated) – Report the total number of children enrolled in a program (i.e., Head Start, preschool, etc.) at the location(s) of service. (^{1})This number automatically fills as the denominator for the first quality/efficiency measure for this service type.

# of children screened (unduplicated) **–** Report the total number of children provided an oral screen per year of age at the time of service: prenatal; infants (under 1 year); children age 1; children age 2; children age 3; children age 4; and children age 5. The form automatically totals the number of children. *Unborn children are included in this count if pregnant women received services.* (^{2})This number automatically fills as the numerator first quality/efficiency measures and the denominator for the first and second outcome measure for this service type.

> *Note: Report the total in each age category even when the number is zero.*

# of children screened by payment source (unduplicated) – Report the number of children provided an oral screen per payment source of the service: DWP Kids (Title XIX), Hawki, Early Childhood Iowa, or Title V (I-Smile)

Quality/Efficiency Measures -

% of children screened – Report the number of children provided an oral screen [(^{2}) as reported in the output measure] (numerator) and the total number of children enrolled [(^{1}) as reported in the output measure] (denominator). The form automatically calculates the percentage.

For example: You provide oral screens for the Pre-K class at XYZ School. There are 30 children in the class and 20 received an oral screening; therefore, 67% of children were screened for caries.

% of children screened that were high risk – Report the total number of children identified as high risk (^{3}) (numerator) and the total number of children provided an oral screen [(^{2}) as reported in the output measure] (denominator). The form automatically calculates the percentage.

Outcome Measures –

Note: Outcome measures are only reported on an annual basis. More frequent reporting does not present a complete or accurate reflection of the outcomes achieved by the program.

% of children screened with decay – Report the number of children with decay (numerator) and the total number of children provided an oral screen [(^{2}) as reported in the output measure] (denominator). The form automatically calculates the percentage.

% of children screened with demineralization – Report the number of children with demineralization (numerator) and the total number of children provided an oral screen [(^{2}) as reported in the output measure] (denominator). The form automatically calculates the percentage.

% of high risk children that received dental care coordination – Report the number of high risk children that received dental care coordination (numerator) and the total number of high risk children [(^{3}) as reported in the quality/efficiency measure] (denominator). The form automatically calculates the percentage.

Early Care & Education Scholarships – Direct Services

Output Measures -

# of children (unduplicated) – Report the total number of children by age category when the child begins the service in the current fiscal year: children 0 to 1 year; children 1 to 2 years; children 2 to 3 years; children 3 to 4 years; children 4 to 5 years; and children 5 to 6 years. The form automatically totals the number of children. (^{1})This number automatically fills as the denominator for the first, second and fifth quality/efficiency measures for this service type.

> *Note: Report each age category even when the number is zero.*

Marital status of primary caregiver – Report the total number in each marital status category for the head of household when the service begins: married; single; partnered; separated; divorced; and widowed.

Household size – Report the total number in the household in each category, as reported by the family, when the service begins: 2; 3; 4; 5; 6; and 7+.

Federal poverty level – Report the total number of families in each poverty level category when the service begins: 125% or lower; 126-185%; 186-200%; and 201% or higher.

Education level of primary caregiver – Report the total number in each education level category when the service begins: middle school or lower; some high school; GED or high school diploma; trade/vocational training; some college; 2-year degree (associates); 4-year degree (bachelors); and Master's degree or higher.

Race of child – Report the total number in each race category of the child: White; Black or African American; Asian; American Indian or Alaskan Native; and Native Hawaiian or Pacific Islander.

Refer to information available through the United States Census Bureau if you have questions about race categories and ethnicity. https://www.census.gov/topics/population/race/about.html

Ethnicity of child (Hispanic/Latino) – Report the total number of children identified on the application or by the caregiver as Hispanic/Latino.

# of programs (unduplicated) – Report the total number of programs that received funding for a child that received a scholarship. (^{2})This number automatically fills as the denominator for the sixth quality/efficiency measure for this service type.

# of programs meeting a quality initiative – Report the total number of programs that meet each of the following types of quality initiatives: NAEYC accredited; NAFCC accredited; Head Start Performance Measures; IQPPS; QRS Level 3; QRS Level 4; QRS Level 5; IQ4K Level 1; IQ4K Level 2; IQ4K Level 3; IQ4K Level 4; and IQ4K Level 5. *A program may be counted in more than one quality initiative.*

> *Note: "Quality initiative" is defined as the following quality benchmarks – QRS levels 3, 4, or 5; IQ4K levels 1, 2, 3, 4 or 5; IQPPS; NAEYC or NAFCC accredited; and meeting Head Start Performance Standards.*

> *National accreditation and Head Start Performance Standards are comprehensive and include proven essential elements to create a high quality program.*

> *Achievement of QRS levels 3-5, IQ4K levels 1-5 and IQPPS are additional state recognized measures of program quality. See Tool CC.*

Education level of lead teachers – Report the total number of lead teachers that are at each of the following educational levels: GED; high school diploma; Child Development Associate (CDA); AA in early childhood or child development; AA in related field; BA/BS in early childhood or child development; BA/BS in a related field; holds teaching license with early childhood endorsement, 100, 103 or 106; and post graduate degree.

> *Note:* Report the teacher only once in the highest level achieved. (**For example,** if a teacher has a bachelor's degree *and* a teaching license with an endorsement, only count him/her in the teaching license category).

Quality/Efficiency Measures -

% of children screened with ASQ-3 – Report the total number of children screened with the ASQ-3 ([3]) (numerator) and the total number of children served [([1]) as reported in the output measures] (denominator). The form automatically calculates the percentage. ([3])This number automatically fills as the denominator for the third quality/efficiency measure and the first outcome measure for this service type.

% of children screened with ASQ:SE – Report the total number of children screened with the ASQ:SE ([4]) (numerator) and the total number of children served [([1]) as reported in the output measures] (denominator). The form automatically calculates the percentage. ([4])This number automatically fills as the denominator for the forth quality/efficiency measure and the second outcome measure for this service type.

The ASQ-3 and/or ASQ:SE screenings may or may not be provided by the funded program. **For example:** ASQ-3 screenings are provided for the Pre-K class at XYZ School. There are 30 children in the class and 20 receive the ASQ-3 screening; therefore, 67% of children were screened using the ASQ-3.

% of children screened with ASQ-3 and referred for follow up services/treatment – Report the total number of children screened with the ASQ-3 and referred for follow up services/treatment (numerator) and the total number of children screened with the ASQ-3 [([3]) as reported in the quality/efficiency measures] (denominator). The form automatically calculates the percentage.

% of children screened with ASQ:SE and referred for follow up services/treatment – Report the total number of children screened with the ASQ:SE and referred for follow up services/treatment (numerator) and the total number of children screened with the ASQ:SE [([4]) as reported in the quality/efficiency measures] (denominator). The form automatically calculates the percentage.

Cost per child – Report the total cost of the program (numerator) and the total number of children served [([1]) as reported in the output measures] (denominator). The form automatically calculates the cost per child for the service.

For example: You paid Busy Bees Preschool $3,000 and Sally's Home Child Care $1,000 for tuition assistance through a scholarship. The total amount paid to the providers was $4,000. The providers served a total of 8 children; therefore, the cost per child is $500.00.

% of programs rating a 3 or higher in the QRS system or a 1 or higher in the IQ4K system – Report the total number of programs that achieved a Level 3, 4 or 5 in the QRS system or a Level 1, 2, 3, 4 or 5 in the IQ4K system (numerator) and the total number of programs that received funding for a child that received a scholarship [([2]) as reported in the output measures] (denominator). The form automatically calculates the percentage.

> *Note: For this measure, a program is defined as registered child development homes, licensed child care centers or preschools, and DE license exempt preschool programs.*

Outcome Measures –

> *Note: Outcome measures are only reported on an annual basis. More frequent reporting does not present a complete or accurate reflection of the outcomes achieved by the program.*

% of children demonstrating age appropriate skills as assessed by the ASQ-3 – Report the total number of children demonstrating age appropriate skills as determined by the ASQ-3 screening tool (numerator) and the total number of children that were screened using the ASQ-3 [([3]) as reported in the quality/efficiency measures] (denominator). The form automatically calculates the percentage.

% of children demonstrating age appropriate skills as assessed by the ASQ:SE – Report the total number of children demonstrating age appropriate skills as determined by the ASQ:SE screening tool (numerator) and the total number of children that were screened using the ASQ:SE [([4]) as reported in the quality/efficiency measures] (denominator). The form automatically calculates the percentage.

Early Care & Education Supportive Services – Direct Services

Output Measures -

# of children (unduplicated) **–** Report the total number of children by age category when the child begins the service in the current fiscal year: children 0 to 1 year; children 1 to 2 years; children 2 to 3 years; children 3 to 4 years; children 4 to 5 years; children 5 to 6 years. The form automatically totals the number of children. ([1])This number automatically fills as the denominator for the first, second and fifth quality/efficiency measures for this service type.

> *Note: Report each age category even when the number is zero.*

# of programs (unduplicated) – Report the total number of programs that received supportive services. ([2])This number automatically fills as the denominator for the first and second outcome measures for this service type.

# of programs meeting a quality initiative – Report the total number of programs that meet each of the following types of quality initiatives: NAEYC accredited; NAFCC accredited; Head Start Performance Measures; IQPPS; QRS Level 3; QRS Level 4; QRS Level 5; IQ4K Level 1; IQ4K Level 2; IQ4K Level 3; IQ4K Level 4; and IQ4K Level 5. *A program may be counted in more than one quality initiative.*

> *Note: "Quality initiative" is defined as the following quality benchmarks – QRS levels 3, 4, or 5; IQ4K levels 1, 2, 3, 4, 5; IQPPS; NAEYC or NAFCC accredited; and meeting Head Start Performance Standards.*
>
> *National accreditation and Head Start Performance Standards are comprehensive and include proven essential elements to create a high quality program.*

Achievement of QRS levels 3-5, IQ4K levels 1-5 and IQPPS are additional state recognized measures of program quality. See Tool CC.

Quality/Efficiency Measures -

<u>% of children screened with ASQ-3</u> – Report the total number of children screened with the ASQ-3 (^{3}) (numerator) and the total number of children served [(^{1}) as reported in the output measures] (denominator). The form automatically calculates the percentage. (^{3})This number automatically fills as the denominator for the third quality/efficiency measure and the first outcome measure for this service type.

<u>% of children screened with ASQ:SE</u> – Report the total number of children screened with ASQ:SE (^{4}) (numerator) and the total number of children served [(^{1}) as reported in the output measures] (denominator). The form automatically calculates the percentage. (^{4})This number automatically fills as the denominator for the forth quality/efficiency measure and the second outcome measure for this service type.

The ASQ-3 and/or ASQ:SE screenings may or may not be provided by the funded program. **For example:** ASQ-3 screenings are provided for the Pre-K class at XYZ School. There are 30 children in the class and 20 receive the ASQ-3 screening; therefore, 67% of children were screened using the ASQ-3.

<u>% of children screened with ASQ-3 and referred for follow up services/treatment</u> – Report the total number of children screened with the ASQ-3 and referred for follow up services/treatment (numerator) and the total number of children screened with the ASQ-3 [(^{3}) as reported in the quality/efficiency measures] (denominator). The form automatically calculates the percentage.

<u>% of children screened with ASQ:SE and referred for follow up services/treatment</u> – Report the total number of children screened with the ASQ:SE and referred for follow up services/treatment (numerator) and the total number of children screened with ASQ:SE [(^{4}) as reported in the quality/efficiency measures] (denominator). The form automatically calculates the percentage.

<u>Cost per child</u> – Report the total cost of the program (numerator) and the number of children served [(^{1}) as reported in the output measures] (denominator). The form automatically calculates the cost per child for the service.

For example: Busy Bees Preschool received $3,000 and Sally's Home Child Care received $1,000 to support teacher salaries. The total amount paid to providers was $4,000. The providers served a total of 8 children; therefore, the cost per child was $500.00.

<u>% of programs rating a 3 or higher in the QRS system or a 1 or higher in the IQ4K system</u> – Report the total number of programs that achieved a Level 3, 4 or 5 in the QRS system or Level 1, 2, 3, 4 or 5 in the IQ4K system (numerator) and the total number of programs that received supportive services [(^{2}) as reported in the output measures] (denominator). The form automatically calculates the percentage.

> *Note: For this measure, a program is defined as registered child development homes, licensed child care centers and preschools, and DE license exempt preschool programs.*

Outcome Measures –

> *Note: Outcome measures are only reported on an annual basis. More frequent reporting does not present a complete or accurate reflection of the outcomes achieved by the program.*

<u>% of children demonstrating age appropriate skills as assessed by the ASQ-3</u> – Report the total number of children demonstrating age appropriate skills as determined by the ASQ-3 screening tool (numerator) and the total number of children that were screened using the ASQ-3 [(^{3}) as reported in the quality/efficiency measures] (denominator). The form automatically calculates the percentage.

% of children demonstrating age appropriate skills as assessed by the ASQ:SE – Report the total number of children demonstrating age appropriate skills as determined by the ASQ:SE screening tool (numerator) and the total number of children that were screened using the ASQ:SE [(^{4}) as reported in the quality/efficiency measures] (denominator). The form automatically calculates the percentage.

Health Services – Direct Services

Output Measures -

<u># of children</u> (unduplicated) **–** Report the total number of children served by age category when the child begins the service in the current fiscal year: prenatal; children 0 to 1 year; children 1 to 2 years; children 2 to 3 years; children 3 to 4 years; children 4 to 5 years; and children 5 to 6 years. The form automatically totals the number of children. *Unborn children are included in this count.* (^{1})This number automatically fills as the denominator for the first and third quality/efficiency measures for this service type.

> ***Note:*** *Report each age category even when the number is zero.*

Quality/Efficiency Measures -

<u>% of children screened for</u>: -- Report the total number of children screened (^{2}) (numerator) and the total number of children served [(^{1}) as reported in the output measures] (denominator). The form automatically calculates the percentage. (^{2})This number automatically fills as the denominator for the second quality/efficiency measure for this service type. **Also**, identify the type of screening completed (e.g., vision, lead, developmental delays, etc.).

The screenings may or may not be provided by the funded program. **For example:** The contractor provides lead screenings to the Pre-K class at XYZ School. There are 30 children in the class and 20 receive a lead screening test; therefore, 67% of children were screened for high levels of lead.

<u>% of children screened and referred for follow up services/treatment</u> – Report the total number of children screened and referred for follow up services/treatment (^{3}) (numerator) and the total number of children that were screened [(^{2}) as reported in the quality/efficiency measures] (denominator). The form automatically calculates the percentage. (^{3})This number automatically fills as the denominator for the outcome measure for this service type.

<u>Cost per child</u> – Report the total cost of the program (numerator) and the number of children served [(^{1}) as reported in the output measures] (denominator). The form automatically calculates the cost per child for the service.

For example: The contractor was paid $500 to provide lead screenings tests. There were 8 children screened; therefore, the cost per child was $62.50.

Outcome Measures –

> *Note: Outcome measures are only reported on an annual basis. More frequent reporting does not present a complete or accurate reflection of the outcomes achieved by the program.*

% of children referred and received follow up services/treatment – Report the total number of children referred and received follow up services/treatment (numerator) and the number of children referred for follow up services/treatment [([3]) as reported in the quality/efficiency measures] (denominator). The form automatically calculates the percentage.

Literacy – Direct Services

Output Measures -

# of children (unduplicated) **–** Report the total number of children served by age category when the child begins the service in the current fiscal year: prenatal; children 0 to 1 year; children 1 to 2 years; children 2 to 3 years; children 3 to 4 years; children 4 to 5 years; and children 5 to 6 years. The form automatically totals the number of children. *Unborn children are included in this count if pregnant women received services.* ([1])This number automatically fills as the denominator for the quality/efficiency measure for this service type.

> *Note: Report each age category even when the number is zero.*

# of families (unduplicated) – Report the total number of families participating in the program. ([2])This number automatically fills as the denominator for the outcome measures for this service type.

Quality/Efficiency Measures -

Cost per child – Report the total cost of the program (numerator) and the total number of children receiving the service [([1]) as reported in the output measures] (denominator). The form automatically calculates the cost per child for the service.

Outcome Measures –

> *Note: Outcome measures are only reported on an annual basis. More frequent reporting does not present a complete or accurate reflection of the outcomes achieved by the program.*

% of families that report an increase in reading to their child each day – Report the total number of families that report an increase in reading to their child (numerator) and the total number of families participating in the literacy program [([2]) as reported in the output measures] (denominator). The form automatically calculates the percentage.

% of families that report an increase in talking with their child about new words in stories – Report the total number of families that report an increase in talking with their child about new words in stories (numerator) and the total number of families participating in the literacy program [([2]) as reported in the output measures] (denominator). The form automatically calculates the percentage.

Prenatal/Postnatal – Direct Services

Output Measures -

# of children (unduplicated) – Report the total number of children served ages 0 to 1 year. ([1])This number automatically fills as the denominator for the first quality/efficiency measure for this service type.

# of mothers (unduplicated) – Report the total number of mothers that received prenatal and/or postpartum services. [2]This number automatically fills as the denominator for the third quality/efficiency measure for this service type.

# of families – Report the total number of families that received prenatal and/or postpartum services. [3]This number automatically fills as the denominator for the fifth quality/efficiency measure for this service type.

Quality/Efficiency Measures -

% of children screened for: – Report the total number of children screened [4] (numerator) and the total number of children served [[1] as reported in the output measures] (denominator). The form automatically calculates the percentage. [4]This number automatically fills as the denominator for the second quality/efficiency measure for this service type.

Also, identify the type of screening completed (e.g., vision, lead, developmental delays using the ASQ-3 screening tool, etc.).

The screening may or may not be provided by the funded program. **For example:** The program provides new baby visits to families with a newborn(s) to provide services, i.e., newborn screenings, weight checks, etc. The contractor completes visits with 30 infants and all 30 receive an ASQ-3 developmental screening; therefore, 100% of infants received a developmental screening.

% children screened and referred for follow up services/treatment – Report the total number of children screened and referred for follow up services/treatment [5] (numerator) and the total number of children screened [[4] as reported in the quality/efficiency measures] (denominator). The form automatically calculates the percentage. [5]This number automatically fills as the denominator for the first outcome measure for this service type.

% mothers screened for postpartum depression – Report the total number of mothers screened for postpartum depression [6] (numerator) and the total number of mothers served [[2] as reported in the output measures] (denominator). The form automatically calculates the percentage. [6]This number automatically fills as the denominator for the forth quality/efficiency measure for this service type.

% mothers screened and referred for follow up services/treatment – Report the total number of mothers screened and referred for follow up services/treatment [7] (numerator) and the total number of mothers screened [[6] as reported in the quality/efficiency measures] (denominator). The form automatically calculates the percentage. [7]This number automatically fills as the denominator for the second outcome measure for this service type.

Cost per family – Report the total cost of the program (numerator) and the total number of families served [[3] as reported in the output measures] (denominator). The form automatically calculates the cost per family for the service.

Outcome Measures –

Note: Outcome measures are only reported on an annual basis. More frequent reporting does not present a complete or accurate reflection of the outcomes achieved by the program.

% of children referred and received follow up services/treatment – Report the total number of children referred and received follow up services/treatment (numerator) and the total number of children referred [[5] as reported in the quality/efficiency measures] (denominator). The form automatically calculates the percentage.

% of mothers referred and received follow up services/treatment – Report the total number of mothers referred and received follow up services/treatment (numerator) and the total number of mothers referred [[7] as reported in the quality/efficiency measures] (denominator). The form automatically calculates the percentage.

Transportation – Direct Services

Output Measures -

<u># of children</u> (unduplicated) **–** Report the total number of children served by age category when the child begins the service in the current fiscal year: children 2 to 3 years; children 3 to 4 years; children 4 to 5 years; and children 5 to 6 years. The form automatically totals the number of children. ([1])This number automatically fills as the denominator for the quality/efficiency measure for this service type.

> *Note: Report each age category even when the number is zero.*

<u># of days transportation provided</u> – Report the total number of days transportation was provided multiplied by the total number of children served. ([2])This number automatically fills as the denominator for the outcome measure for this service type.

For example: There were 108 days transportation was provided to preschool for nine (9) children. The # of days transportation provided = 972 (108 days x 9 children = 972)

Quality/Efficiency Measures -

<u>Cost per child</u> – Report the total cost of the program (numerator) and the total number of children receiving transportation services [([1]) as reported in the output measures] (denominator). The form automatically calculates the cost per child for the service.

Outcome Measures –

> *Note: Outcome measures are only reported on an annual basis. More frequent reporting does not present a complete or accurate reflection of the outcomes achieved by the program.*

<u>% of days children attended preschool and transportation provided</u> – Report the total number of days that children attended preschool that were provided transportation (numerator) and the total number of days transportation was provided [([2]) as reported in the output measures] (denominator). The form automatically calculates the percentage.

For example: Nine (9) children received transportation to attend preschool three days a week for nine months (108 days x 9 children = 972 total days). Four (4) of the children attended only 90 days out of the 108 possible days (108 days x 5 children + 90 days x 4 children = 900). Therefore, the children were provided transportation 92.5% of the days (900/972).

> *Note: The number of days all children were provided transportation will be a large number; however, the % is what we are measuring.*

Business Investment Program – Indirect Services

> *Note: Refer to Tool M, Investing in the Business Investment Program Operated by Iowa Child Care Resource and Referral*

Output Measures -

<u># of businesses that submitted an application</u> (unduplicated) – Report the total number of businesses that submitted an application for the Business Investment Program in each category: non-registered; non-registered that became DHS registered; DHS registered; and DHS licensed. ([1])This number automatically fills as the denominator for the first quality/efficiency measure for this service type.

# of businesses awarded a grant (unduplicated) – Report the total number of businesses awarded a Business Investment Program grant in each category: non-registered; non-registered that became DHS registered; DHS registered; and DHS licensed. (^{2})This number automatically fills as the numerator for the first quality/efficiency measure for this service type.

# of business participating in the QRS and IQ4K systems – Report the total number of business participating at each QRS and IQ4K level: QRS level 1; QRS level 2; QRS level 3; QRS level 4; QRS level 5; IQ4K level 1; IQ4K level 2; IQ4K level 3; IQ4K level 4; and IQ4K level 5.

# of start-up businesses – Report the total number of businesses participating in start-up activities in each category: non-registered; non-registered that became DHS registered; DHS registered; and DHS licensed.

# of expansion businesses – Report the total number of businesses participating in expansion activities in each category: non-registered; non-registered that became DHS registered; DHS registered; and DHS licensed.

# of businesses participating in quality improvement activities – Report the total number of businesses participating in quality improvement activities in each category: non-registered; non-registered that became DHS registered; DHS registered; and DHS licensed.

Quality/Efficiency Measures -

% of applications awarded – Report the total number of businesses awarded a grant in each category: non-registered; non-registered that became DHS registered; DHS registered; and DHS licensed [(^{2}) as reported in the output measures] (numerator) and the number of businesses that submitted an application in each category [(^{1}) as reported in the output measures] (denominator). The form automatically calculates the percentage for each category.

% of businesses that received at least one incentive – Report the total number of businesses that received at least one incentive in each category: non-registered; non-registered that became DHS registered; DHS registered; and DHS licensed (numerator) and the total number of businesses awarded a grant in each category [(^{2}) as reported in the output measures] (denominator). The form automatically calculates the percentage for each category.

Outcome Measures –

> ***Note:*** *Outcome measures are only reported on an annual basis. More frequent reporting does not present a complete or accurate reflection of the outcomes achieved by the program.*

% of businesses that submitted a reimbursement claim – Report the total number of business that submitted a claim in each category: non-registered; non-registered that became DHS registered; DHS registered; and DHS licensed (numerator) and the total number of businesses awarded a grant in each category [(^{2}) as reported in the output measures] (denominator). The form automatically calculates the percentage for each category.

Child Care Nurse Consultant (CCNC) – Indirect Services

Output Measures -

# of visits – Report the total number of visits the child care nurse consultant (CCNC) made to early learning programs. Early learning programs are defined as child care homes (non-registered); child development homes (registered); child care centers and preschools (licensed); DE license exempt programs. This may be a duplicate count.

For example, if the CCNC visits 3 child care centers in September and visits the same 3 child care centers in December, count 6. This measure is capturing the actual number of visits made.

# of programs (unduplicated) – Report the total number of programs that received CCNC services by category: child care homes (non-registered); child development homes (registered); child care centers and preschools (licensed); DE licensed exempt programs. The total number of programs ([1]) automatically fills as the denominator for the second quality/efficiency measure for this service type.

Examples of "CCNC services": visits, consultation, special needs care planning, etc. This performance measure also includes CCNC activities where the consultant is working on specific activities/assessments/consultation with a provider to improve quality.

# of programs participating in QRS or IQ4K rating systems – Report the total number of programs receiving CCNC services and participating in each QRS or IQ4K rating system category: QRS level 1; QRS level 2; QRS level 3; QRS level 4; QRS level 5; IQ4K Level 1, IQ4K Level 2, IQ4K Level 3, IQ4K Level 4, and IQ4K Level 5.

# of special health care needs – Report the total number of special health care needs in the following categories: asthma; allergies (including anaphylaxis); diabetes; IEP/IFSP; seizures; other (identify the type). The form automatically totals the number of special health care needs. ([2])This total number of special health care needs automatically fills as the denominator for the first outcome measure for this service type.

> *Note: If there are no special health care needs, report zero.*

# of technical assistance contacts – Report the total number of direct technical assistance contacts provided to programs by the CCNC, other than in-person visits which are reported separately. Technical assistance (TA) is defined as the provision of information to address an identified need utilizing 'best practices' via telephone or e-mail by a person with known expertise and skill in a specific area. TA delivery is short in duration (two or fewer contacts) and customized to meet the needs of the provider and offers specific solutions to a specific issue.

> *Note: Technical assistance contacts do not include newsletters, mass emails to providers, health fairs, etc.*

# of programs that improved health and safety conditions in their early learning environments – Report the total number of programs receiving CCNC services that improved health and safety conditions in their early learning environments. ([3])The total programs automatically fills as the numerator for the second outcome measure for this service type.

# of Healthy Child Care Iowa DHS approved trainings provided by the CCNC – Report the total number of Healthy Child Care Iowa (HCCI) DHS approved trainings provided by the CCNC.

# of participants attending HCCI trainings – Report the total number of participants attending HCCI DHS approved trainings. ([4])The total number of participants automatically fills as the denominator for the third outcome measure for this service type.

Quality/Efficiency Measures -

Cost per program – Report the total cost of the CCNC service (numerator) and the total number of programs participating [([1]) as reported in the output measures] (denominator). The form automatically calculates the cost per program.

% of programs rating a 3 or higher in the QRS system or a 1 or higher in the IQ4K system – Report the total number of programs that received CCNC services that have achieved a Level 3, 4 or 5 in the QRS system or a Level 1, 2, 3, 4 or 5 in the IQ4K system (numerator) and the total number of programs [([1]) as reported in the output measures] (denominator). The form automatically calculates the percentage.

Outcome Measures –

> *Note: Outcome measures are only reported on an annual basis. More frequent reporting does not present a complete or accurate reflection of the outcomes achieved by the program.*

<u>% of special needs health care plans in place</u> – Report the total number of special health care needs plans in place (numerator) and the total number of special health care needs [(^{2}) as reported in the output measures] (denominator). The form automatically calculates the percentage.

> *Note: If there are no special health care plans in place, report zero.*

<u>% of programs receiving CCNC services that improve health and safety conditions in their early learning environments</u> – Report the number of programs that received CCNC services that improved health and safety conditions in their early learning environments [(^{3}) as reported in the output measures] (numerator) and the total number of programs that received CCNC services [(^{1}) as reported in the output measures] (denominator). The form automatically calculates the percentage.

<u>% of participants that report increased knowledge as a result of HCCI trainings</u> – Report the total number of participants that report an increase in knowledge as a result of HCCI trainings (numerator) and the total number of participants that attended HCCI trainings [(^{4}) as reported in the outputs measure] (denominator). The form automatically calculates the percentage.

Coordinated Intake – Indirect Services

Output Measures -

<u># of family intakes processed</u> – Report the total number of family intake requests processed. (^{1})This number automatically fills as the denominator for the quality/efficiency measures for this service type.

Quality/Efficiency Measures -

<u>% of families referred to a program or service</u> – Report the number of families referred to a program or service (^{2}) (numerator) and the total number of intake requests processed [(^{1}) as reported in the output measures] (denominator). The form automatically calculates the percentage.

<u>Cost per family</u> – Report the total cost of the service (numerator) and the number of family intakes processed [(^{1}) as reported in the output measures] (denominator). The form automatically calculates the cost per intake for the service.

Outcome Measures –

> *Note: Outcome measures are only reported on an annual basis. More frequent reporting does not present a complete or accurate reflection of the outcomes achieved by the program.*

<u>% of families referred that enrolled in a family support program</u> – Report the number of families that received a referral and enrolled in a family support program (numerator) and the total number of families that received a referral [(^{2}) as reported in the quality/efficiency measures] (denominator). The form automatically calculates the percentage.

For example: 75 families are referred to services and 70 families enroll in a family support program as a result; therefore, 93% of the families that received a referral enrolled in a family support program.

% of families referred that did not enroll in a family support program – Report the number of families that received a referral and did NOT enroll in a family support program (numerator) and the total number of families that received a referral [(^{2}) as reported in the quality/efficiency measures] (denominator). The form automatically calculates the percentage.

For example: 75 families are referred to services and 5 families did NOT follow through and enroll in the family support program; therefore, 7% of the families that received a referral did NOT enroll in the program.

Also, list all reasons why families did not enroll in the family support program.

Infant and Early Childhood Mental Health Consultation – Indirect Services

Output Measures -

# of consultants – Report the total number of consultants providing infant and early childhood mental health consultation. (^{1})This number automatically fills as the denominator for the third quality/efficiency measure for this service type.

# of hours of consultation services – Report the total number of hours the consultants provided consultation services.

# of staff – Report the total number of staff receiving services from the infant and early childhood mental health consultant. Include staff that received services during the fiscal year and are no longer employed with the program. (^{2})This number automatically fills as the denominator for the first and second quality/efficiency measures and the first, second, third and fourth outcome measures for this service type.

# of individual case consultation sessions – Report the total number of individual case consultation sessions.

# of group consultation sessions – Report the total number of group consultation sessions.

# of staff training sessions – Report the total number of staff training sessions.

# of parent or community training sessions – Report the total number of parent or community training sessions.

# of referrals to mental health-related services – Report the total number of referrals to mental health-related services.

Quality/Efficiency Measures -

% of staff reporting that the consultant makes time for them when they have a question or concern – Report the total number of staff that report that the consultant makes time for them when they have a question or concern (numerator) and the total number of staff [(^{2}) as reported in the output measures] (denominator). The form automatically calculates the percentage.

% of staff reporting that the consultant is knowledgeable about children's typical and atypical developmental progress – Report the total number of staff that report that the consultant is knowledgeable about children's typical and atypical developmental progress (numerator) and the total number of staff [(^{2}) as reported in the output measures] (denominator). The form automatically calculates the percentage.

% of consultants endorsed (or in the process of becoming endorsed) in Iowa's Culturally Sensitive, Relationship-Focused Practice Promoting Infant Mental Health Endorsement – Report the total number of consultants endorsed (or in the process of becoming endorsed) in Iowa's Culturally Sensitive, Relationship-Focused Practice Promoting Infant Mental Health Endorsement (numerator) and the total number of consultants [(^{1}) as reported in the output measures] (denominator). The form automatically calculates the percentage.

Outcome Measures –

> *Note: Outcome measures are only reported on an annual basis. More frequent reporting does not present a complete or accurate reflection of the outcomes achieved by the program.*

<u>% of staff reporting an increase in competency and self-confidence in addressing children's social and emotional development</u> – Report the total number of staff reporting increased competency and self-confidence in addressing children's social and emotional development (numerator) and the total number of staff [(^{2}) as reported in the output measures] (denominator). The form automatically calculates the percentage.

<u>% of staff reporting an increase in job satisfaction</u> – Report the total number of staff reporting an increase in job satisfaction (numerator) and the total number of staff [(^{2}) as reported in the output measures] (denominator). The form automatically calculates the percentage.

<u>% of staff reporting that the consultant works as a partner to help meet children's needs</u> – Report the total number of staff reporting that the consultant works as a partner to help meet children's needs (numerator) and the total number of staff [(^{2}) as reported in the output measures] (denominator). The form automatically calculates the percentage.

<u>% of staff retained in the program</u> – Report the total number of staff retained in the program during the fiscal year (numerator) and the total number of staff [(^{2}) as reported in the output measures] (denominator). The form automatically calculates the percentage.

<u>% of reduction in behavior incident reports</u> – Report the total number of behavior incident reports during the fiscal year (numerator) and the yearly average number of behavioral incident reports reported for the past five years (denominator). The form automatically calculates the percentage.

> *Note: This measure is only applicable in classroom-based settings.*

Mental Health Supports:
Early Childhood – Positive Behavior Interventions and Supports (EC-PBIS) – Indirect Services

Output Measures -

<u># of EC-PBIS-trained coaches</u> – Report the total number of EC-PBIS-trained coaches.

<u># of hours of EC-PBIS coaching</u> – Report the total number of hours of EC-PBIS coaching.

<u># of staff</u> – Report the total number of staff receiving EC-PBIS coaching. Include staff that received services during the fiscal year and are no longer employed with the program. (^{1})This number automatically fills as the denominator for the first and second quality/efficiency measures and the outcome measure for this service type.

<u># of programs</u> – Report the total number of programs participating in on-going EC-PBIS coaching. (^{2})This number automatically fills as the denominator for the third quality/efficiency measure for this service type.

<u># of behavioral incident reports</u> – Report the total number of behavioral incident reports.

Quality/Efficiency Measures -

<u>% of staff reporting that the coach makes time for them when they have a question or concern</u> – Report the total number of staff that report that the coach makes time for them when they have a question or concern (numerator) and the total number of staff [(^{1}) as reported in the output measures] (denominator). The form automatically calculates the percentage.

% of staff reporting that the coach is knowledgeable about children's typical and atypical developmental progress – Report the total number of staff that report that the coach is knowledgeable about children's typical and atypical developmental progress (numerator) and the total number of staff [(^{1}) as reported in the output measures] (denominator). The form automatically calculates the percentage.

Cost per program – Report the total cost of the service (numerator) and the total number of programs [(^{2}) as reported in the output measures] (denominator). The form automatically calculates the percentage.

Outcome Measures –

> ***Note:*** *Outcome measures are only reported on an annual basis. More frequent reporting does not present a complete or accurate reflection of the outcomes achieved by the program.*

% of staff reporting an increase in competency and self-confidence to support children with EC-PBIS supports/strategies – Report the number of staff that report an increase in competency and self-confidence to support children with EC-PBIS supports/strategies (numerator) and the total number of staff [(^{1}) as reported in the output measures] (denominator). The form automatically calculates the percentage.

Professional Development: Conferences – Indirect Services

Output Measures -

# of participants – Report the total number of individuals funded to attend a conference.

Note: *This measure is required only if individuals were provided registration or stipends to attend. If funding was provided to generally sponsor the event, not per person, report zero for this measure.*

# of conferences – Report the total number of conferences funded, either with general sponsorship funding or per person funding. (^{1})This number automatically fills as the denominator for the quality/efficiency measure for this service type.

# of conferences by category – Report the total number of conferences in each of the following categories: early learning; family support; special needs; and health, mental health and nutrition.

> ***Note:*** *Choose the category that best describes the majority of workshops at the conference. This is reported as a whole event. Do no split out conferences by the content of the workshops offered. If the conference was cancelled, do not count the conference in this measure.*

Quality/Efficiency Measures -

% of conferences by category (unduplicated) – Report the total number of conferences by category (numerator) and the total number of conferences [(^{1}) as reported in the output measures] (denominator). *The denominator is the same for each category.* The form automatically calculates the percentage per category.

> ***Note:*** *This measure is at the full conference level; report by the best category in which it fits. The four options are: early learning; family support; special needs; health, mental health, nutrition.*

Professional Development: Credit-bearing – Indirect Services

Note: Use these measures when funding classes for the accrual of academic credit from an accredited institution only.

Output Measures -

<u># of participants</u> (unduplicated) – Report the total number of individuals receiving academic credit. ([1])This number automatically fills as the denominator for the second quality/efficiency measure for this service type.

<u># of courses attended for academic credit</u> – Report the total number of courses attended for academic credit. ([2])This number automatically fills as the denominator for the first quality/efficiency measure for this service type.

<u># of credit-bearing courses by category</u> – Report the total number of courses attended for academic credit in each of the following categories: early learning; family support; special needs; and health, mental health, nutrition. ([3])These numbers automatically fill as the numerators for the first quality/efficiency measure for this service type.

> *Note: This is determined by the overall topic/content of the course. It is possible that a course fits more than one category and therefore, report the course in the most appropriate category.*

Quality/Efficiency Measures -

<u>% of credit-bearing courses by category</u> (unduplicated) – Report the number of courses attended for academic credit by category (numerator) and the total number of courses attended for academic credit [([2]) as reported in the output measures] (denominator). *The denominator is the same for each category.* The form automatically calculates the percentage per category.

<u>Cost per participant</u> – Report the total cost of credit-bearing professional development (numerator) and the total number of individuals receiving academic credit [([1]) as reported in the output measures] (denominator). The form automatically calculates the cost per participant.

Professional Development: Training – Indirect Services

> *Note: Use these measures when funding training opportunities. These opportunities may be a one-shot training/workshop or provided as a series, such as ChildNet. For this category, a series is counted as one training opportunity.*

Output Measures -

<u># of trainings</u> – Report the total number of trainings funded. If the training was offered more than once in the fiscal year, count the training each time it was offered. ([1])This number automatically fills as the denominator for the first quality/efficiency measure for this service type.

<u># of trainings by category</u> (unduplicated) – Report the total number of trainings funded in each of the following categories: early learning; family support; special needs; and health, mental health, nutrition. ([2])These numbers fill as the numerators for the first quality/efficiency measure for this service type.

> *Note: This is determined by the overall topic/content of the training. It is possible that one contractor provides training in multiple categories and therefore, should report the different training opportunities in the appropriate category.*

For example, CCR&R provided the following trainings in the fiscal year: "Dealing with Head Lice", "How to Maximize Play", and the "ChildNet" series. While the ChildNet series has different training topics within the 10 weeks (one of which is health related) the majority of the content is related to early learning environments. Therefore, CCR&R would report these trainings as: 2 - early learning; 1 – health, mental health and nutrition.

Quality/Efficiency Measures -

% of trainings by category (unduplicated) – Report the total number of trainings by category [(^{2}) as reported in the output measures] (numerator) and the total number of trainings that were offered [(^{1}) as reported in the output measures] (denominator). *The denominator is the same for each category.* The form automatically calculates the percentage for each category.

Cost per training – Report the total cost of the trainings (numerator) and the total number of trainings provided [(^{1}) as reported in the output measures] (denominator). The form automatically calculates the cost per training.

Public Awareness/Child Fairs – Indirect Services

Output Measures -

# of activities – Report the total number of activities funded. (^{1})This number automatically fills as the denominator for the quality/efficiency measure for this service type.

# of families – Report the number of families that participated in the awareness activity or the child fair. (^{2})This number automatically fills as the denominator for the outcome measure for this service type.

# of estimated reach – Report the estimated number of people the public awareness campaign/event reached.

For example, if an article was placed into the local newspaper, report the number the paper estimates for its reach. If the funded activity is a child fair, report the estimated number of attendees at the event.

Quality/Efficiency Measures -

Cost per activity – Report the total cost of the activity(ies) (numerator) and the number of public awareness/child fairs funded [(^{1}) as reported in the output measures] (denominator). The form automatically calculates the cost per activity.

Outcome Measures –

> *Note: Outcome measures are only reported on an annual basis. More frequent reporting does not present a complete or accurate reflection of the outcomes achieved by the program.*

% of families with an increased awareness of ECI and early childhood services available to their child – Report the total number of families that report an increase in awareness based on the public awareness event (numerator) and the total number of families participating in the activity [(^{2}) as reported in the output measures] (denominator). The form automatically calculates the percentage.

> *Note: If a marketing campaign or a newsletter was funded, this measure is not applicable and report zero.*

Quality Improvement for Early Learning – Indirect Services

Output Measures -

<u># of programs</u> (unduplicated) – Report the total number of programs participating in quality improvement activities in each category: non-registered; non-registered that became DHS registered; DHS registered; DHS licensed; DE license exempt programs. ([1])This number automatically fills as the denominator for the quality/efficiency measure and outcome measure for this service type.

<u># of programs meeting a quality initiative</u> – Report the total number of programs that meet each of the following types of quality initiatives: NAEYC accredited; NAFCC accredited; Head Start Performance Measures; IQPPS; QRS Level 3; QRS Level 4; QRS Level 5; IQ4K Level 1; IQ4K Level 2; IQ4K Level 3; IQ4K Level 4; and IQ4K Level 5. *A program may be counted in more than one quality initiative.*

> *Note: "Quality initiative" is defined as the following quality benchmarks – QRS levels 3, 4, or 5; IQ4K levels 1, 2, 3, 4, 5; IQPPS; NAEYC or NAFCC accredited; and meeting Head Start Performance Standards.*

> *National accreditation and Head Start Performance Standards are comprehensive and include proven essential elements to create a high quality program.*

> *Achievement of QRS levels 3-5, IQ4K levels 1-5 and IQPPS are additional state recognized measures of program quality. See Tool CC.*

Quality/Efficiency Measures -

<u>% of programs rating a 3 or higher in the QRS system or a 1 or higher in the IQ4K system</u> – Report the number of programs that achieved a Level 3, 4 or 5 in the QRS system or a Level 1, 2, 3, 4 or 5 in the IQ4K system (numerator) and the total number of programs participating in the quality improvement activities [([1]) as reported in the output measures] (denominator). The form automatically calculates the percentage.

Outcome Measures –

> *Note: Outcome measures are only reported on an annual basis. More frequent reporting does not present a complete or accurate reflection of the outcomes achieved by the program.*

<u>% of programs that increased or maintained at the highest level in the QRS or IQ4K system</u> – Report the number of programs that increased their rating as defined below, or that maintained the highest level rating (numerator) and the total number of programs [([1]) as reported in the output measures] (denominator). The form automatically calculates the percentage.

For example, if the program was a QRS level 3 at the end of the previous fiscal year and they are still a QRS level 3 at the end of the current fiscal year, they would be counted as maintained.

Scholarship Coordination – Indirect Services

Output Measures -

<u># of applications processed</u> – Report the total number of scholarship applications processed. ([1])This number automatically fills as the denominator for the first quality/efficiency measure and the outcome measures for this service type.

<u># of programs</u> (unduplicated) – Report the total number of programs with a scholarship awarded to a child attending the program. ([2])This number automatically fills as the denominator for the second quality/efficiency measure for this service type.

# of programs meeting a quality initiative – Report the total number of programs with a scholarship awarded to a child attending the program that meet each of the following types of quality initiatives: NAEYC accredited; NAFCC accredited; Head Start Performance Measures; IQPPS; QRS Level 3; QRS Level 4; QRS Level 5; IQ4K Level 1; IQ4K Level 2; IQ4K Level 3; IQ4K Level 4; and IQ4K Level 5. *A program may be counted in more than one quality initiative.*

> **Note:** *"Quality initiative" is defined as the following quality benchmarks – QRS levels 3, 4, or 5; IQ4K levels 1, 2, 3, 4, 5; IQPPS; NAEYC or NAFCC accredited; and meeting Head Start Performance Standards.*
>
> *National accreditation and Head Start Performance Standards are comprehensive and include proven essential elements to create a high quality program.*
>
> *Achievement of QRS levels 3-5, IQ4K levels 1-5 and IQPPS are additional state recognized measures of program quality. See Tool CC.*

Quality/Efficiency Measures -

Cost per application – Report the total cost of the service (numerator) and the number of applications processed [(^{1}) as reported in the output measures] (denominator). The form automatically calculates the cost per application for the service.

% of programs rating a 3 or higher in the QRS system or a 1 or higher in the IQ4K system – Report the total number of programs that achieved a Level 3, 4 or 5 in the QRS system or a Level 1, 2, 3, 4 or 5 in the IQ4K system (numerator) and the total number of programs [(^{2}) as reported in the output measures] (denominator). The form automatically calculates the percentage.

Outcome Measures –

> **Note:** *Outcome measures are only reported on an annual basis. More frequent reporting does not present a complete or accurate reflection of the outcomes achieved by the program.*

% of scholarships awarded – Report the number of scholarships awarded (numerator) and the total number of applications processed [(^{1}) as reported in the output measures] (denominator). The form automatically calculates the percentage.

For example: 75 scholarship applications were processed and 70 scholarships were awarded; therefore, 93% of applications submitted received a scholarship.

% of scholarships not awarded because of – Report the number of applications that were not awarded a scholarship (numerator) and the total number of applications processed [(^{1}) as reported in the output measures] (denominator). The form automatically calculates the percentage.

Also, list all reasons scholarships were not awarded.

Technical Assistance: Consultation, Mentoring and Coaching – Indirect Services

Note: Use these measures when funding individuals to work with programs in consultation, mentoring or coaching roles. Examples may include: child care center/home consultants; early learning coordinators; etc.

Output Measures -

# of hours of consultation, mentoring or coaching – Report the total number of hours of consultation, mentoring or coaching to early care and education programs. (^{1})This number automatically fills as the numerator for the third quality/efficiency measure for this service type.

"**Coaching**" means a form of Technical Assistance as defined by the National Association for the Education of Young Children (NAEYC) and Child Care Aware of America (CCAoA) as a relationship-based process led by an expert with specialized and adult learning knowledge and skills, who often serves in a different professional role than the recipient(s). Coaching is designed to build capacity for specific professional dispositions, skills, and behaviors and is focused on goal-setting and achievement for an individual or group. More information can be found at https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/our-work/public-policy-advocacy/glossarytraining_ta.pdf

"**Consultation**" means a form of technical assistance as defined by NAEYC and CCAoA as a collaborative, problem-solving process between an external consultant with specific expertise and adult learning knowledge and skills and an individual or group from one program or organization. Consultation facilitates the assessment and resolution of an issue-specific concern—a program-/organizational-, staff-, or child-/family-related issue—or addresses a specific topic. More information can be found at https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/our-work/public-policy-advocacy/glossarytraining_ta.pdf

"**Mentoring**" means a form of technical assistance as defined by NAEYC and CCAoA as a relationship-based process between colleagues in similar professional roles, with a more-experienced individual with adult learning knowledge and skills, the mentor, providing guidance and example to the less-experienced protégé or mentee. Mentoring is intended to increase an individual's personal or professional capacity, resulting in greater professional effectiveness. More information can be found at https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/our-work/public-policy-advocacy/glossarytraining_ta.pdf

For example, if the consultant works with one provider for 45 minutes (or .75 hrs.) three (3) times in the contract/fiscal year and another provider one (1) hour four (4) times in the contract/fiscal year, enter 6.25.

<u># of programs</u> (unduplicated) – Report the total number of programs that participate with the consultant, mentor or coach in each of the following categories: child care homes (non-registered); child development homes (registered); child care centers and preschools (licensed); DE licensed exempt programs. The form automatically total the number of programs. ([2])This number automatically fills as the denominator for the first, second and third quality/efficiency measure for this service type.

Examples of "participating" with a consultant, mentor or coach: provider visits, mentoring/ coaching, etc. This performance measure also includes activities where the consultant/mentor/coach is working on specific activities/assessments/consultation with a provider to improve quality. (See definitions above.) "Participating" does not include newsletters, mass emails to providers, health/child fairs, etc.

<u># of programs meeting a quality initiative</u> – Report the total number of programs that meet each of the following types of quality initiatives: NAEYC accredited; NAFCC accredited; Head Start Performance Standards; IQPPS; QRS Level 3; QRS Level 4; QRS Level 5; IQ4K Level 1; IQ4K Level 2; IQ4K Level 3; IQ4K Level 4; and IQ4K Level 5. ([3])This number automatically fills as the denominator for the second quality/efficiency measure for this service type. *A program may be counted in more than one quality initiative.*

> *Note: "Quality initiative" is defined as the following quality benchmarks – QRS levels 3, 4, or 5; IQ4K levels 1, 2, 3, 4, 5; IQPPS; NAEYC or NAFCC accredited; and meeting Head Start Performance Standards.*
>
> *National accreditation and Head Start Performance Standards comprehensive and include proven essential elements to create a high quality program.*

Achievement of QRS levels 3-5, IQ4K levels 1-5 and IQPPS are additional state recognized measures of program quality. See Tool CC.

# of programs that set a goal – Report the total number of programs that jointly set goals with the consultant, mentor or coach. (^{4})This number automatically fills as the denominator for the outcome measure for this service type.

> ***Note:*** *The goals are specific to the activity and/or the individual needs of the program participating in the consultation, mentoring or coaching service. Goals are established based on the desired outcome of the service. Goals are not determined at the state or local board level.*

Quality/Efficiency Measures -

Cost per program – Report the total cost of the technical assistance services (numerator) and the total number of programs participating [(^{2}) as reported in the output measures] (denominator). The form automatically calculates the cost per program.

% of programs rating a 3 or higher in the QRS system or 1 or higher in the IQ4K system – Report the total number of programs that achieved a Level 3, 4 or 5 in the QRS system or a Level 1, 2, 3, 4 or 5 in the IQ4K system [(^{3}) as reported in the output measures] (numerator) and the total number of programs [(^{2}) as reported in the output measures] (denominator). The form automatically calculates the percentage.

For example: The consultant works with 10 child care centers and 7 are at either a level 3, 4, or 5 in QRS. 70% of the programs would be at QRS level 3 or higher.

Average time spent with a program – Report the total number of hours of consultation, mentoring or coaching [(^{1}) as reported in the output measures] (numerator) and the total number of programs participating [(^{2}) as reported in the output measures] (denominator). The form automatically calculates the average time spent with a program.

Outcome Measures –

> ***Note:*** *Outcome measures are only reported on an annual basis. More frequent reporting does not present a complete or accurate reflection of the outcomes achieved by the program.*

% of programs that meet the goals set – Report the total number of programs that met the goals that were jointly established by the program and the consultant, mentor or coach (numerator) and the total number of programs that set a goal [(^{4}) as reported in the output measures] (denominator). The form automatically calculates the percentage.

For example, *when the child care consultant begins working with a child care center or child development home, individualized goals are set with the program or provider based on determined needs.* ***Examples*** *of items that may be identified for improvement might include: curriculum/DAP; health and safety practices; or participation in the QRS. For example, in working with an infant program, the goal established is to improve the program's diapering practices in the infant room. At the end of the year, the program established a safe and healthy diapering area and developed written policies and procedures to ensure the practice. In this case, the goal is reported as met for this program.*

WAGE$ – Indirect Services

Output Measures -

# of recipients – Report the total number of recipients. (^{1})This number automatically fills as the denominator for the first outcome measure for this service type.

<u># of recipients who retained employment in their program</u> – Report the total number of recipients who retained employment in their early learning program. ([2])This number automatically fills as the numerator for the first outcome measure for this service type.

<u># of recipients at temporary award levels</u> – Report the total number of recipients at temporary award levels. ([3])This number automatically fills as the denominator for the second outcome measure for this service type.

<u># of recipients at temporary award levels who earned additional college credits</u> – Report the total number of recipients at temporary award levels who earned additional college credits. ([4])This number automatically fills as the numerator for the second outcome measure for this service type.

<u># of six-month financial supplements issued</u> – Report the total number of six-month financial supplements issued. ([5])This number automatically fills as the denominator for the first quality/efficiency measure for this service type.

<u>Cost of six-month financial supplements issued</u> – Report the total dollar amount of the six-month financial supplements issued. ([6])This number automatically fills as the numerator for the first quality/efficiency measure for this service type.

<u># of programs with at least one WAGE$ recipient</u> – Report the total number of early learning programs with at least one WAGE$ recipient. ([7])This number automatically fills in as the denominator for the second quality/efficiency measure for this service type.

<u># of programs participating in QRS and IQ4K rating systems</u> – Report the total number of early learning programs with at least one WAGE$ recipient in each QRS or IQ4K rating systems category: QRS level 1; QRS level 2; QRS level 3; QRS level 4; QRS level 5; IQ4K Level 1; IQ4K Level 2; IQ4K Level 3; IQ4K Level 4; and IQ4K Level 5.

<u># of programs nationally accredited</u> – Report the total number of programs with at least one WAGE$ recipient that are either NAEYC or NAFCC accredited.

Quality/Efficiency Measures -

<u>Average amount of six-month financial supplement</u> – Report the total amount of six-month financial supplements issued [([6]) as reported in the output measures] (numerator) and the total number of six-month financial supplements issued [([5]) as reported in the output measures] (denominator). The form automatically calculates the average amount of the six-month financial supplement.

<u>% of programs rating a 3 or higher in the QRS system or a 1 or higher in the IQ4K system</u> – Report the total number of early learning programs that achieved a Level 3, 4 or 5 in the QRS system and had at least one WAGE$ recipient (numerator) and the total number of early learning programs that had at least one WAGE$ recipient [([7]) as reported in the output measures] (denominator). The form automatically calculates the percentage.

Outcome Measures:

<u>% of recipients who retained employment in their program</u> – Report the total number of recipients who retained employment in their early learning program [([2]) as reported in the output measures] (numerator) and the total number of recipients [([1]) as reported in the output measures] (denominator). The form automatically calculates the percentage.

<u>% of recipients at temporary award levels who earned additional college credit</u> – Report the total number of recipients at temporary award levels who earned additional college credits [([4]) as reported in the output measures] (numerator) and the total number of recipients at temporary award levels [([3]) as reported in the output measures] (denominator). The form automatically calculates the percentage.

Family Support Home Visitation and Parent Education

Use the following link to access the data dictionary for the state-required program performance measures for family support home visitation and parent education.

https://daiseyiowa.daiseysolutions.org/articles/iowa-data-dictionary/

Appendix A – Data Collection Templates

Car Seat Data

_____ **Amount of ECIA funding expended**

_____ **Amount of other funding expended (include amount and source of funding)**

Children (# served by category)
_____ Prenatal
_____ Children ages 0 to 1 year
_____ Children ages 1 to 2 years
_____ Children ages 2 to 3 years
_____ Children ages 3 to 4 years
_____ Children ages 4 to 5 years
_____ Children ages 5 to 6 years

_____ **# of car seats checked**

_____ **# of car seats that were not installed properly and corrected**

Crisis/Emergency Care Data

_____ **Amount of ECIA funding expended**

_____ **Amount of other funding expended (include amount and source of funding)**

Children (# served by category)
- _____ Children ages 0 to 1 year
- _____ Children ages 1 to 2 years
- _____ Children ages 2 to 3 years
- _____ Children ages 3 to 4 years
- _____ Children ages 4 to 5 years
- _____ Children ages 5 to 6 years

_____ **# of families**

Marital status (# by category)
- _____ Married
- _____ Single
- _____ Partnered
- _____ Separated
- _____ Divorced
- _____ Widowed

Household size (# by category)
- _____ 2 people
- _____ 3 people
- _____ 4 people
- _____ 5 people
- _____ 6 people
- _____ 7+ people

Federal poverty level (# by category)
- _____ 125% or lower
- _____ 126 – 185%
- _____ 186 – 200%
- _____ 201% or higher

Education level of primary caregiver (# by category)
- _____ Middle school or lower
- _____ Some high school
- _____ GED or high school diploma
- _____ Trade/vocational training
- _____ Some college
- _____ 2-year degree (Associates)
- _____ 4-year degree (Bachelors)
- _____ Master's degree or higher

Race of child (# by category)
- _____ White
- _____ Black or African American
- _____ Asian
- _____ American Indian or Alaskan Native
- _____ Native Hawaiian or other Pacific Islander

_____ **# of children Hispanic/Latino**

_____ **# of programs**

Programs meeting quality initiatives (# by category)
- _____ NAEYC accredited
- _____ NAFCC accredited
- _____ Head Start Performance Standards
- _____ IQPPS
- _____ QRS Level 3
- _____ QRS Level 4
- _____ QRS Level 5
- _____ IQ4K Level 1
- _____ IQ4K Level 2
- _____ IQ4K Level 3
- _____ IQ4K Level 4
- _____ IQ4K Level 5

_____ **# of families that report decreased stress**

_____ **# of families that report connections to additional concrete supports**

_____ **# of families that report participating in parent education opportunities**

NOTE: If law enforcement brings the child to the crisis/emergency care program, the program is not required to collect the following performance measures data: marital status of the primary caregiver; household size; federal poverty level; education level of the primary caregiver; race of child; ethnicity of child.

Dental Data

_____ **Amount of ECIA funding expended**

_____ **Amount of other funding expended
(include amount and source of funding)**

Children (# served by category)
- _____ Prenatal
- _____ Infants (under 1 year)
- _____ Children age 1
- _____ Children age 2
- _____ Children age 3
- _____ Children age 4
- _____ Children age 5

_____ **# of children screened**

_____ **# of children provided an oral screen by
payment source**
- _____ DWP Kids (Title XIX)
- _____ Hawki
- _____ Early Childhood Iowa
- _____ Title V (I-Smile)

_____ **# of children screened that were high risk**

_____ **# of children screened with decay**

_____ **# of children screened with
demineralization**

_____ **# of high risk children that received
dental care coordination**

Early Care & Education Scholarships Data

_____ **Amount of ECIA funding expended**

_____ **Amount of other funding expended (include amount and source of funding)**

Children (# served by category)
- _____ Children ages 0 to 1 year
- _____ Children ages 1 to 2 years
- _____ Children ages 2 to 3 years
- _____ Children ages 3 to 4 years
- _____ Children ages 4 to 5 years
- _____ Children ages 5 to 6 years

Marital status (# by category)
- _____ Married
- _____ Single
- _____ Partnered
- _____ Separated
- _____ Divorced
- _____ Widowed

Household size (# by category)
- _____ 2 people
- _____ 3 people
- _____ 4 people
- _____ 5 people
- _____ 6 people
- _____ 7+ people

Federal poverty level (# by category)
- _____ 125% or lower
- _____ 126 – 185%
- _____ 186 – 200%
- _____ 201% or higher

Education level of primary caregiver (# by category)
- _____ Middle school or lower
- _____ Some high school
- _____ GED or high school diploma
- _____ Trade/vocational training
- _____ Some college
- _____ 2-year degree (Associates)
- _____ 4-year degree (Bachelors)
- _____ Master's degree or higher

Race of child (# by category)
- _____ White
- _____ Black or African American
- _____ Asian

Race of child, cont.
- _____ American Indian or Alaskan Native
- _____ Native Hawaiian or other Pacific Islander

_____ **# of children Hispanic/Latino**

_____ **# of programs**

Programs meeting quality initiatives (# by category)
- _____ NAEYC accredited
- _____ NAFCC accredited
- _____ Head Start Performance Standards
- _____ IQPPS
- _____ QRS Level 3
- _____ QRS Level 4
- _____ QRS Level 5
- _____ IQ4K Level 1
- _____ IQ4K Level 2
- _____ IQ4K Level 3
- _____ IQ4K Level 4
- _____ IQ4K Level 5

Education level by lead teacher (# by category)
- _____ GED
- _____ High school diploma
- _____ Child Development Associate (CDA)
- _____ AA in early childhood or child development
- _____ AA in a related field
- _____ BA/BS in early childhood or child development
- _____ BA/BS in a related field
- _____ Holds a teaching license with an early childhood endorsement, 100, 103 or 106
- _____ Post graduate degree

_____ **# of children screened with ASQ-3**

_____ **# of children screened with ASQ:SE**

_____ **# of children screened with ASQ-3 and referred for follow up services/treatment**

_____ **# of children screened with ASQ:SE and referred for follow up services/treatment**

_____ **# of children demonstrating age appropriate skills as assessed by the ASQ-3**

_____ **# of children demonstrating age appropriate skills as assessed by the ASQ:SE**

Early Care & Education Supportive Services Data

_____ **Amount of ECIA funding expended**

_____ **Amount of other funding expended (include amount and source of funding)**

Children (# served by category)
_____ Children ages 0 to 1 year
_____ Children ages 1 to 2 years
_____ Children ages 2 to 3 years
_____ Children ages 3 to 4 years
_____ Children ages 4 to 5 years
_____ Children ages 5 to 6 years

_____ **# of programs**

Programs meeting quality initiatives (# by category)
_____ NAEYC accredited
_____ NAFCC accredited
_____ Head Start Performance Standards
_____ IQPPS
_____ QRS Level 3
_____ QRS Level 4
_____ QRS Level 5
_____ IQ4K Level 1
_____ IQ4K Level 2
_____ IQ4K Level 3
_____ IQ4K Level 4
_____ IQ4K Level 5

_____ **# of children screened with ASQ-3**

_____ **# of children screened with ASQ:SE**

_____ **# of children screened with ASQ-3 and referred for follow up services/treatment**

_____ **# of children screened with ASQ:SE and referred for follow up services/treatment**

_____ **# of children demonstrating age appropriate skills as assessed by the ASQ-3**

_____ **# of children demonstrating age appropriate skills as assessed by the ASQ:SE**

Health Services Data

_____ **Amount of ECIA funding expended**

_____ **Amount of other funding expended (include amount and source of funding)**

Children (# served by category)
_____ Prenatal
_____ Children ages 0 to 1 year
_____ Children ages 1 to 2 years
_____ Children ages 2 to 3 years
_____ Children ages 3 to 4 years
_____ Children ages 4 to 5 years
_____ Children ages 5 to 6 years

_____ **# of children screened**

_____ **Identify the type of screenings completed**

_____ **# of children screened and referred for follow up services/treatment**

_____ **# of children referred and received services/treatment**

Literacy Data

_____ **Amount of ECIA funding expended**

_____ **Amount of other funding expended (include amount and source of funding)**

Children (# served by category)
- _____ Prenatal
- _____ Children ages 0 to 1 year
- _____ Children ages 1 to 2 years
- _____ Children ages 2 to 3 years
- _____ Children ages 3 to 4 years
- _____ Children ages 4 to 5 years
- _____ Children ages 5 to 6 years

_____ **# of families**

_____ **# of families that report an increase in reading to their child each day**

_____ **# of families that report an increase in talking with their child about new words in stories**

Prenatal/Postnatal Data

_____ **Amount of ECIA funding expended**

_____ **Amount of other funding expended (include amount and source of funding)**

_____ **# of children ages 0 to 1 year**

_____ **# of mothers**

_____ **# of families**

_____ **# of children screened**

_____ **Identify the type of child screenings completed**

_____ **# of children screened and referred for follow up services/treatment**

_____ **# of mothers screened for postpartum depression**

_____ **# of mothers screened and referred for follow up services/treatment**

_____ **# of children referred and received follow up services/treatment**

_____ **# of mothers referred and received follow up services/treatment**

Transportation Data

_____ **Amount of ECIA funding expended**

_____ **Amount of other funding expended (include amount and source of funding)**

Children (# served by category)
     _____ Children ages 2 to 3 years
     _____ Children ages 3 to 4 years
     _____ Children ages 4 to 5 years
     _____ Children ages 5 to 6 years

_____ **# of days transportation provided**

_____ **# of days children attended preschool and transportation provided**

Business Investment Program Data

_____ **Amount of ECIA funding expended**

_____ **Amount of other funding expended (include amount and source of funding)**

Businesses that submitted an application (# by category)
- _____ Non-registered
- _____ Non-registered that became DHS registered
- _____ DHS registered
- _____ DHS licensed

Businesses awarded a grant (# by category)
- _____ Non-registered
- _____ Non-registered that became DHS registered
- _____ DHS registered
- _____ DHS licensed

Businesses participating in the QRS and IQ4K rating systems (# by category)
- _____ QRS Level 1
- _____ QRS Level 2
- _____ QRS Level 3
- _____ QRS Level 4
- _____ QRS Level 5
- _____ IQ4K Level 1
- _____ IQ4K Level 2
- _____ IQ4K Level 3
- _____ IQ4K Level 4
- _____ IQ4K Level 5

Start-up businesses (# by category)
- _____ Non-registered
- _____ Non-registered that became DHS registered
- _____ DHS registered
- _____ DHS licensed

Expansion businesses (# by category)
- _____ Non-registered
- _____ Non-registered that became DHS registered
- _____ DHS registered
- _____ DHS licensed

Businesses participating in quality improvement activities (# by category)
- _____ Non-registered
- _____ Non-registered that became DHS registered
- _____ DHS registered
- _____ DHS licensed

Businesses that received at least one incentive (# by category)
- _____ Non-registered
- _____ Non-registered that became DHS registered
- _____ DHS registered
- _____ DHS licensed

Businesses that submitted a reimbursement claim (# by category)
- _____ Non-registered
- _____ Non-registered that became DHS registered
- _____ DHS registered
- _____ DHS licensed

Child Care Nurse Consultant Data

_____ **Amount of ECIA funding expended**

_____ **Amount of other funding expended (include amount and source of funding)**

_____ **# of visits**

Programs participating (# by category)
- _____ Child care homes (non-registered)
- _____ Child development homes (registered)
- _____ Child care centers and preschools (licensed)
- _____ DE license exempt programs

Programs participating in QRS or IQ4K rating systems (# by category)
- _____ QRS Level 1
- _____ QRS Level 2
- _____ QRS Level 3
- _____ QRS Level 4
- _____ QRS Level 5
- _____ IQ4K Level 1
- _____ IQ4K Level 2
- _____ IQ4K Level 3
- _____ IQ4K Level 4
- _____ IQ4K Level 5

Special health care needs (# by category)
- _____ Asthma
- _____ Allergies (including anaphylaxis)
- _____ Diabetes
- _____ IEP/IFSP
- _____ Seizures
- _____ Other (identify the type)

_____ **# of technical assistance contacts**

_____ **# of programs that improve health and safety conditions in their early learning environments**

_____ **# of Healthy Child Care Iowa (HCCI) DHS approved trainings provided by the CCNC**

_____ **# of participants attending HCCI trainings**

_____ **# of special needs health care plans in place**

_____ **# of participants that report increased knowledge as a result of the HCCI training**

Coordinated Intake Data

_____ **Amount of ECIA funding expended**

_____ **Amount of other funding expended (include amount and source of funding)**

_____ **# of family intakes processed**

_____ **# of families referred to a program or service**

_____ **# of families referred that enrolled in a family support program**

_____ **# of families referred that did not enrolled in a family support program**

_____ **Identify all reasons why families did not enroll in a family support program**

Infant and Early Childhood Mental Health Consultation Data

_____ **Amount of ECIA funding expended**

_____ **Amount of other funding expended (include amount and source of funding)**

_____ **# of consultants**

_____ **# of hours of consultation services**

_____ **# of staff receiving services from the infant and early childhood mental health consultant**

_____ **# of individual case consultation sessions**

_____ **# of group consultation sessions**

_____ **# of staff training sessions**

_____ **# of parent or community training sessions**

_____ **# of referrals to mental health-related services**

_____ **# of staff reporting that the consultant makes time for them when they have a question or concern**

_____ **# of staff reporting the consultant is knowledgeable about children's typical and atypical developmental progress**

_____ **# of consultants endorsed (or in the process of becoming endorsed) in Iowa's Culturally Sensitive, Relationship-Focused Practice Promoting Infant Mental Health Endorsement**

_____ **# of staff reporting an increase in competency and self-confidence in addressing children's social and emotional development**

_____ **# of staff reporting an increase in job satisfaction**

_____ **# of staff reporting that the consultant works as a partner to help meet children's needs**

_____ **# of staff retained in the program**

_____ **# of behavior incidents reported during the fiscal year**

_____ **Yearly average number of behavioral incident reports reported for the past five years**

Mental Health Supports:
Early Childhood Positive Behavior Intervention and Supports (EC-PBIS) Data

_____ Amount of ECIA funding expended

_____ Amount of other funding expended (include amount and source of funding)

_____ # of EC-PBIS-trained coaches

_____ # of hours of EC-PBIS coaching

_____ # of staff receiving EC-PBIS coaching

_____ # of programs participating in on-going EC-PBIS coaching

_____ # of behavior incident reports

_____ # of staff reporting that the coach makes time for them when they have a question or concern

_____ # of staff reporting the consultant is knowledgeable about children's typical and atypical developmental progress

_____ # of staff reporting an increase in competency and self-confidence to support children with EC-PBIS supports/strategies

Professional Development: Conferences Data

_____ **Amount of ECIA funding expended**

_____ **Amount of other funding expended (include amount and source of funding)**

_____ **# of participants**

_____ **# of conferences**

Conferences by type (# by category)
- _____ Early learning
- _____ Family support
- _____ Special needs
- _____ Health, mental health and nutrition

Professional Development: Credit-bearing Data

_____ **Amount of ECIA funding expended**

_____ **Amount of other funding expended (include amount and source of funding)**

_____ **# of participants**

_____ **# of courses attended for academic credit**

Credit-bearing courses by type (# by category)
- _____ Early learning
- _____ Family support
- _____ Special needs
- _____ Health, mental health and nutrition

Professional Development: Training Data

_____ **Amount of ECIA funding expended**

_____ **Amount of other funding expended (include amount and source of funding)**

_____ **# of trainings**

Trainings by type (# by category)
- _____ Early learning
- _____ Family support
- _____ Special needs
- _____ Health, mental health and nutrition

Public Awareness/Child Fairs Data

_____ **Amount of ECIA funding expended**

_____ **Amount of other funding expended (include amount and source of funding)**

_____ **# of activities**

_____ **# of families**

_____ **# of estimated people reached**

_____ **# of families that report an increased awareness of ECI and early childhood services available to their child**

Quality Improvement for Early Learning Data

_____ **Amount of ECIA funding expended**

_____ **Amount of other funding expended (include amount and source of funding)**

Programs (# by category)
_____ Non-registered
_____ Non-registered that became DHS registered
_____ DHS registered
_____ DHS licensed
_____ DE licensed exempt programs

Programs meeting quality initiatives (# by category)
_____ NAEYC accredited
_____ NAFCC accredited
_____ Head Start Performance Standards
_____ IQPPS
_____ QRS Level 3
_____ QRS Level 4
_____ QRS Level 5
_____ IQ4K Level 1
_____ IQ4K Level 2
_____ IQ4K Level 3
_____ IQ4K Level 4
_____ IQ4K Level 5

_____ **# of programs that increased or maintained the highest level in the QRS or IQ4K system**

Scholarship Coordination Data

_____ **Amount of ECIA funding expended**

_____ **Amount of other funding expended (include amount and source of funding)**

_____ **# of scholarships processed**

Programs meeting quality initiatives (# by category)

_____ NAEYC accredited
_____ NAFCC accredited
_____ Head Start Performance Standards
_____ IQPPS
_____ QRS Level 3
_____ QRS Level 4
_____ QRS Level 5
_____ IQ4K Level 1
_____ IQ4K Level 2
_____ IQ4K Level 3
_____ IQ4K Level 4
_____ IQ4K Level 5

_____ **# of scholarships awarded**

_____ **Identify all reasons why scholarships were not awarded**

Technical Assistance: Consultant, Mentoring, Coaching Data

_____ **Amount of ECIA funding expended**

_____ **Amount of other funding expended (include amount and source of funding)**

_____ **# of hours of consultation, mentoring or coaching**

# of programs (# by category)
- _____ Child care homes (non-registered)
- _____ Child development homes (registered)
- _____ Child care centers and preschools (licensed)
- _____ DE license exempt programs

Programs meeting quality initiatives (# by category)
- _____ NAEYC accredited
- _____ NAFCC accredited
- _____ Head Start Performance Standards
- _____ IQPPS
- _____ QRS Level 3
- _____ QRS Level 4
- _____ QRS Level 5
- _____ IQ4K Level 1
- _____ IQ4K Level 2
- _____ IQ4K Level 3
- _____ IQ4K Level 4
- _____ IQ4K Level 5

_____ **# of programs that set a goal**

_____ **# of programs that met the goals set**

WAGE$ Data

_____ **Amount of ECIA funding expended**

_____ **Amount of other funding expended (include amount and source of funding)**

_____ **# of recipients**

_____ **# of recipients who retained employment in their program**

_____ **# of recipients at temporary award levels**

_____ **# of recipients at temporary award levels who earned additional college credits**

_____ **# of six-month financial supplements issued**

_____ **Cost of six-month financial supplements issued**

_____ **# of programs with at least one WAGE$ recipient**

Programs participating in QRS or IQ4K rating systems (# by category)
- _____ QRS Level 1
- _____ QRS Level 2
- _____ QRS Level 3
- _____ QRS Level 4
- _____ QRS Level 5
- _____ IQ4K Level 1
- _____ IQ4K Level 2
- _____ IQ4K Level 3
- _____ IQ4K Level 4
- _____ IQ4K Level 5

Programs nationally accredited (# by category)
- _____ NAEYC
- _____ NAFCC