

#	Attachment Title	Relevant Selection Criterion
1	The 2013 update on analysis and findings, Early Childhood Needs Assessment, Child & Family Policy Center	(A)(1)
2	ECI Structure and Descriptions	(A)(3)
3	MOU between the lead agency and the participating agencies	(A)(3)
4	Letters of Support	(A)(4)
5	QRS Application	(B)(1)
6	The QRS Rating Structures for Centers	(B)(1)
7	The QRS Rating Structures for Homes	(B)(1)
8	Guiding Principles and Practices for Delivery of Family Centered Services	(C)(4)
9	ECI Cultural Competencies	(C)(4)
10	Family Support Issue Brief	(C)(4)
11	Early Childhood Iowa professional development framework 2010	(D)(1)
12	Iowa Early Care and Education Framework for Teaching Roles	(D)(1)
13	Articulation summit implementation plan	(D)(2)
14	EAG-MOU	(E)(1)
15	GOLD Systems Data Final Report Presentation	(E)(2)



Early Childhood Needs Assessment  
**Update on analysis and findings**

Early Childhood Iowa Stakeholder Alliance

Anne Discher

May 14, 2013

# About the project

**Conduct a comprehensive needs assessment of Iowa’s children from birth to kindergarten entry, their families and access to quality services.**

- Deliverable 1
  - Document overall population trends in Iowa
  - Identify and define populations of young children with high needs
  - Identify and define “at-risk” communities in the state
- Deliverable 2
  - Document the current supply, capacity and quality of early-childhood services in Iowa
- Deliverable 3
  - “Gap analysis” based on Deliverables 1 and 2
- Deliverable 4
  - Final comprehensive report

# Today

- Quick review
- Gap analysis
- Further analysis of Central City Metropolitan and Regional Centers
- Preschool and 3rd grade reading proficiency
- Discussion

# Findings from Deliverable 1

- Relative to U.S., Iowa has seen modest growth
  - Iowa is older than U.S. as a whole, but now has the same proportion of young children
- Iowa is less diverse than the U.S., but growing more diverse at a faster rate
  - Young children are the state's most diverse group
  - Population growth among young children is driven by growth in communities of color and Hispanic/Latino descent
- Iowa has high rate of workforce participation among parents of young children and a growing proportion of single parents.
- There is a cluster of characteristics that constitute “need” among children and families:
  - Less-educated parents
  - Poverty/low-income status
  - Language/culture barriers
  - Identifiable child needs (physical, developmental, behavioral, environmental)
- Young children with high needs are not evenly distributed within Iowa, but there is no place where there's no opportunity to improve outcomes.

# Gap analysis

- Examines services in relation to needs in two ways
  - Define the population eligible for a service and calculate percentage actually being reached
  - Identify the counties with great needs for services
    - Needed more robust definition of “risk”
    - Based on degree of stress on specified variables

# Technique from Deliverable 1

- Analysis based on 8 variables:
  - Income
  - Single parenting
  - Parent education
  - Child abuse and neglect
  - High-school graduation
  - Low birthweight
  - Preschool participation
  - Unemployment
- Identified most stressed counties on each variable as “high risk”
- Added up “high risk” variables for each county
  - More than one standard deviation “worse” than state average

# New technique

- Analysis based on 12 variables:
  - Poverty (young children under 100%)
  - Poverty (young children 100% to 200%)
  - Single parenting
  - Maternal education
  - Children who speak English not well or not at all
  - Child abuse and neglect
  - High-school graduation\*
  - 4th grade reading proficiency\*
  - Low birthweight
  - Unemployment
  - Young children with all parents in the labor force
  - Teen births

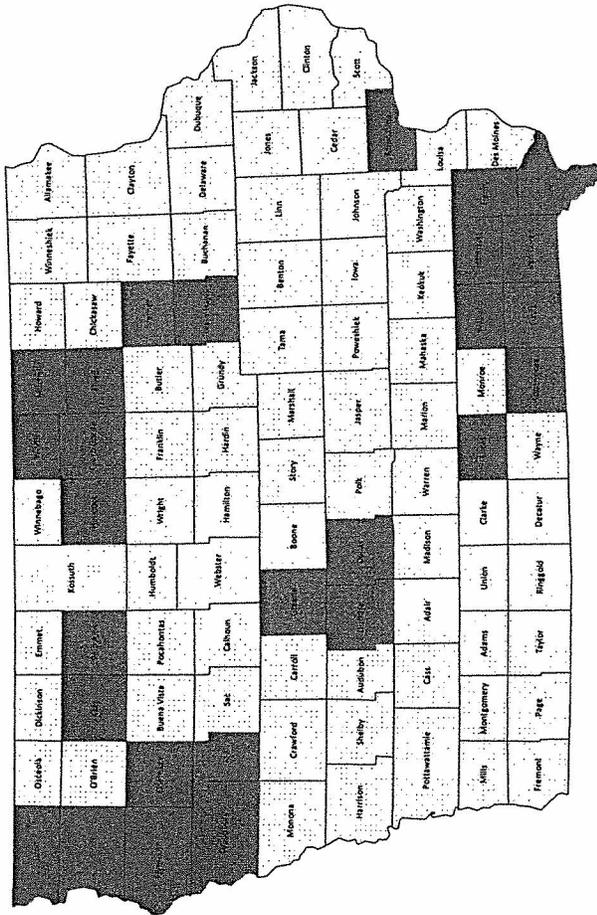
**Standard deviation** measures variation from the average in a data set. The more spread apart the data, the higher the deviation.

**A Z-score** indicates by how many standard deviations a value is above or below the mean (Z-score of 1 = 1 std dev. higher than average).

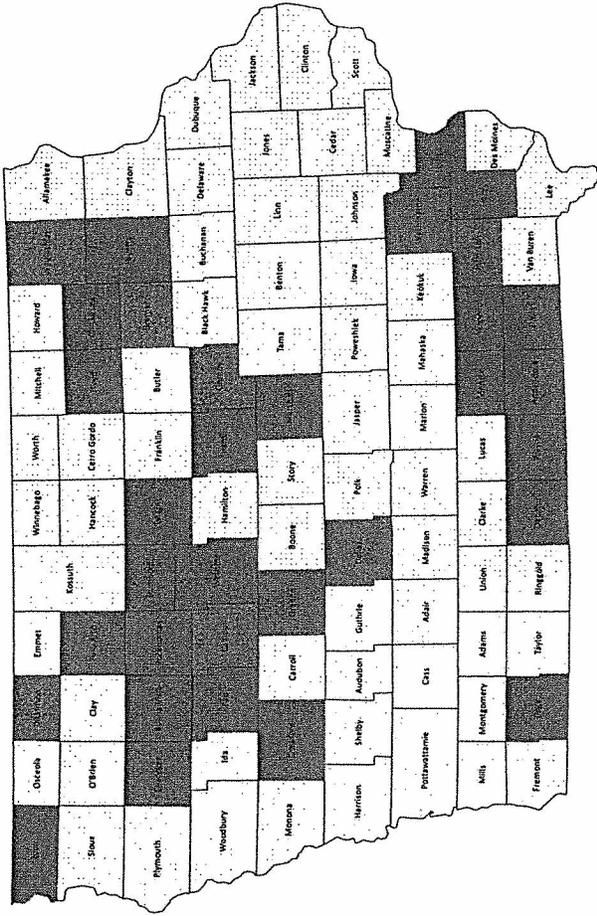
- Assigns each value a Z-score
- Calculates an average Z-score for each county and assigns each to one of five risk categories based on Z-score

\* Reversed Z-score used for analysis

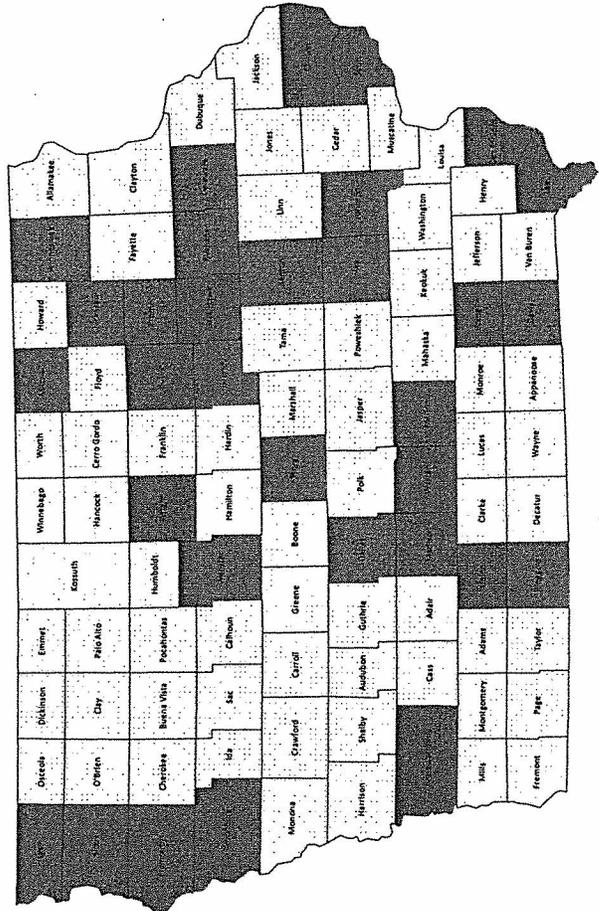
100 pct poverty



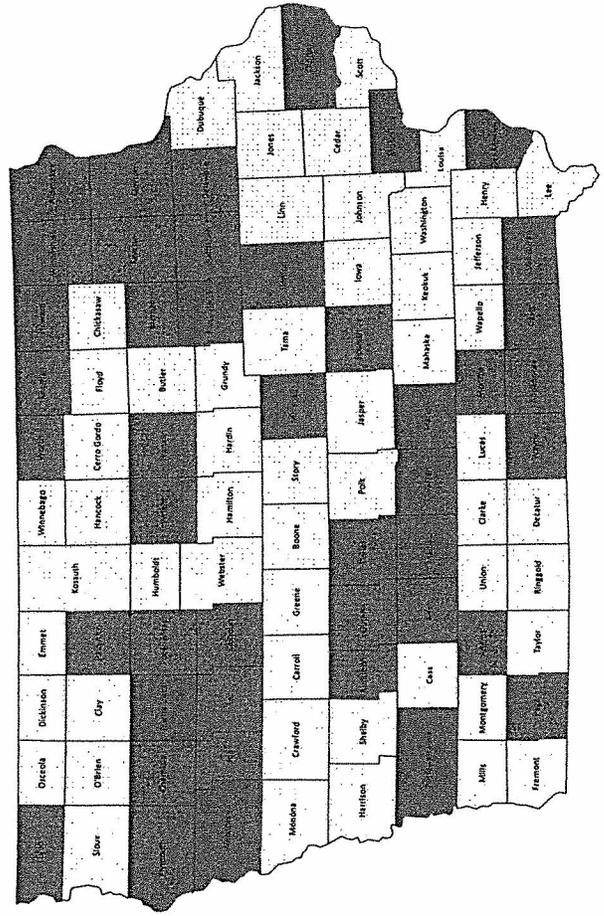
100-199 pct poverty



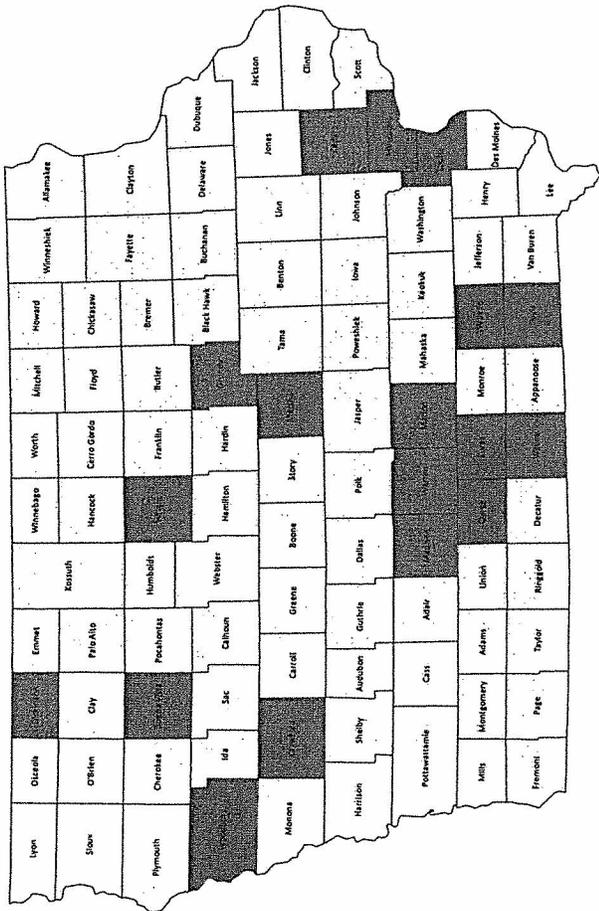
Single parenting



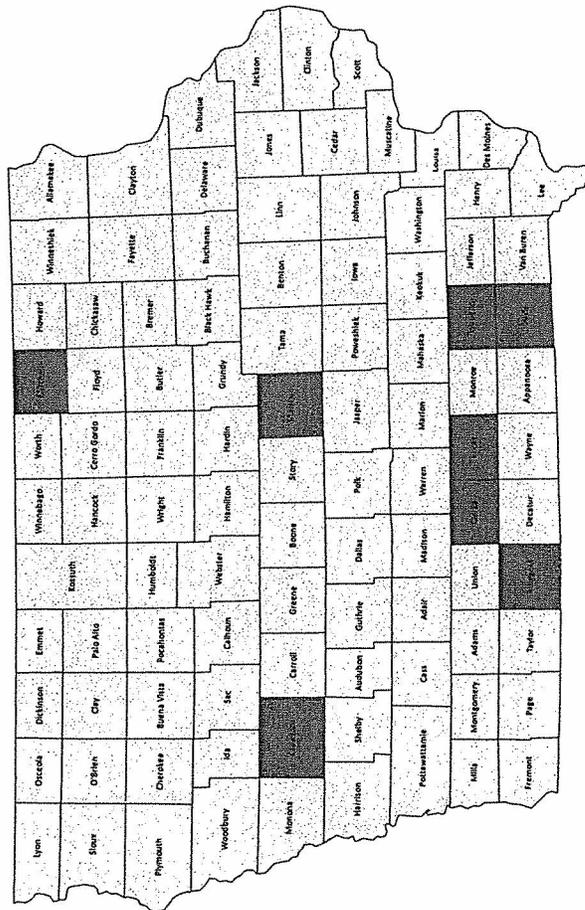
H.S. graduation



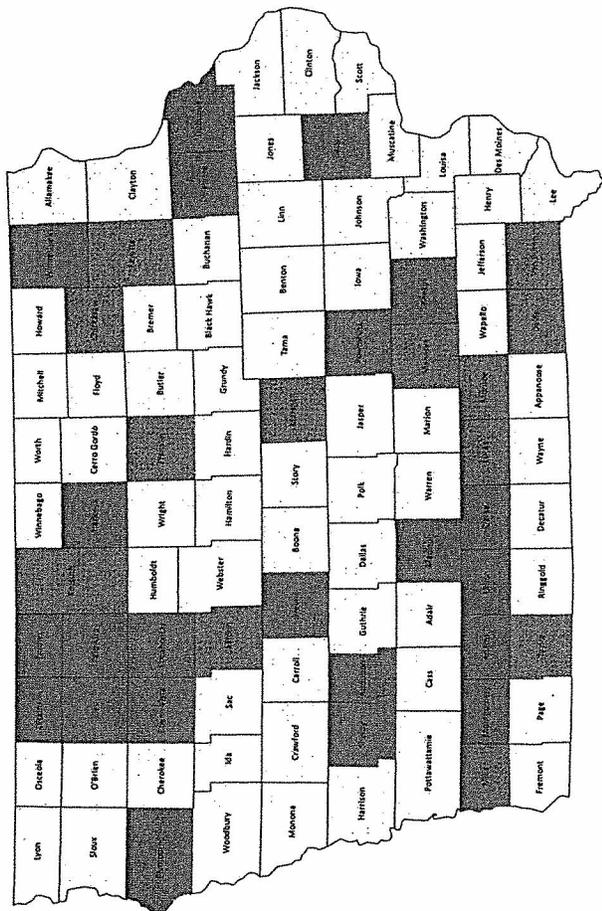
Females 25-44 w less than H.S.



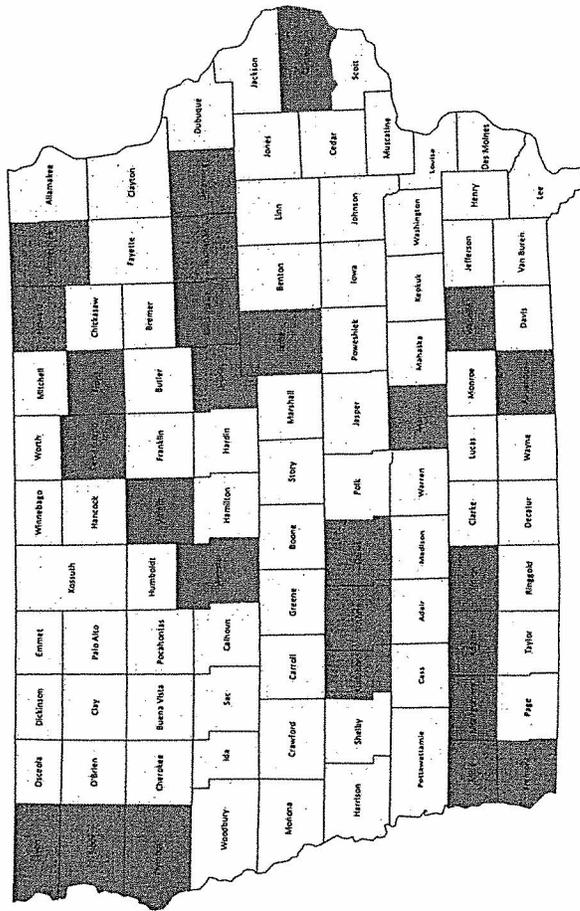
English not well or at all



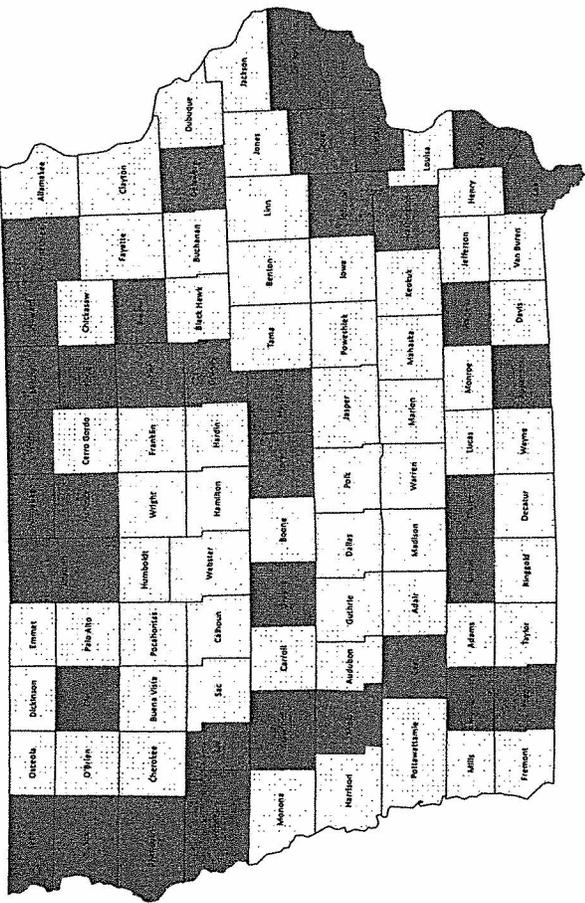
All parents in labor force



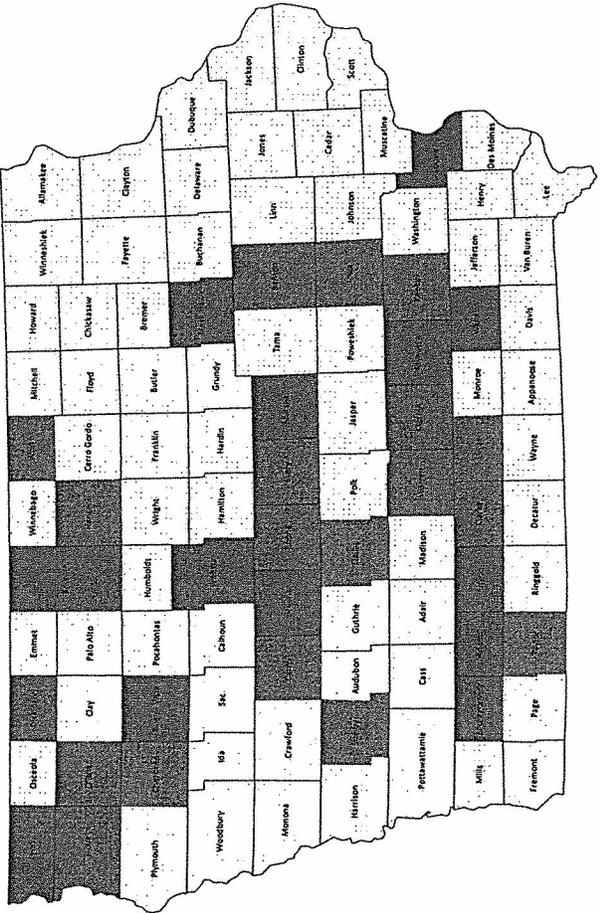
Child abuse and neglect



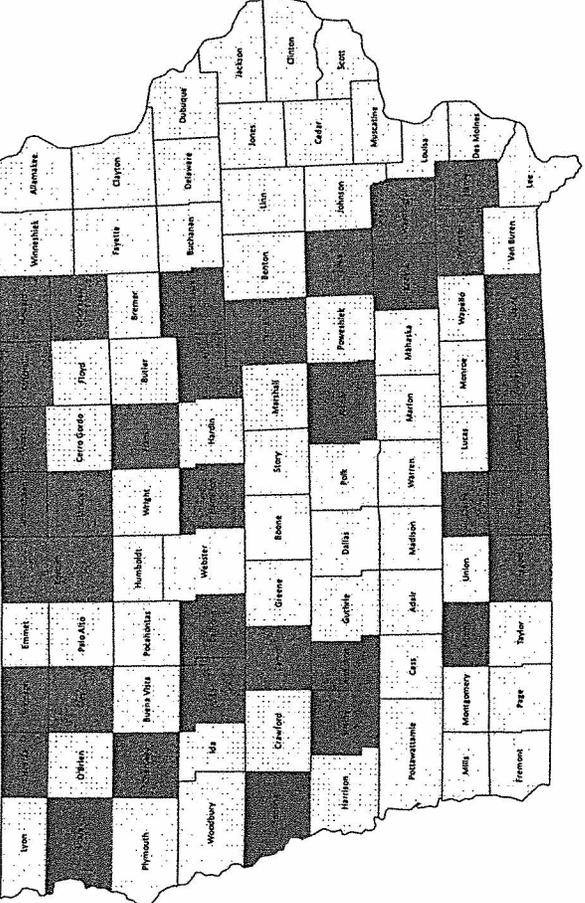
Teen births



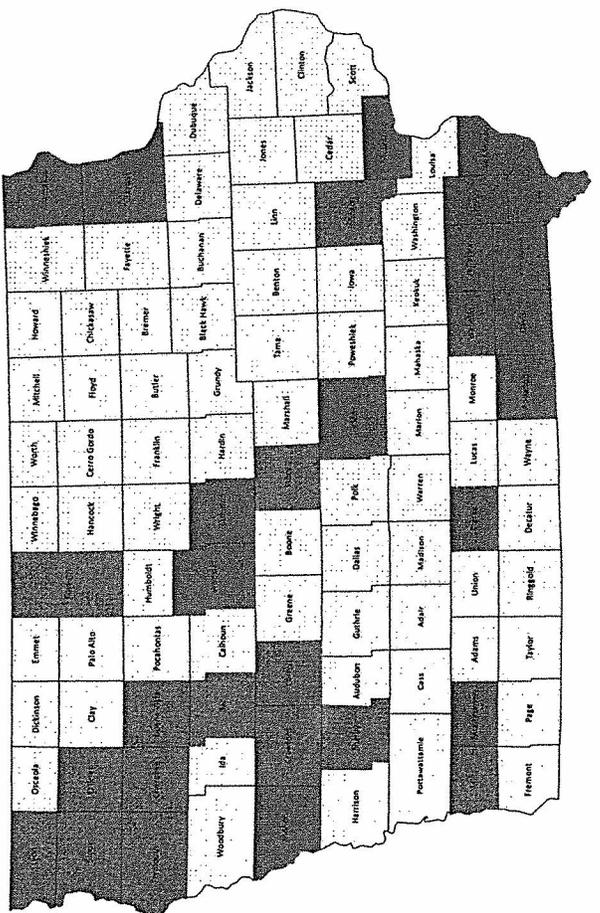
4th grade reading



Low birthweight

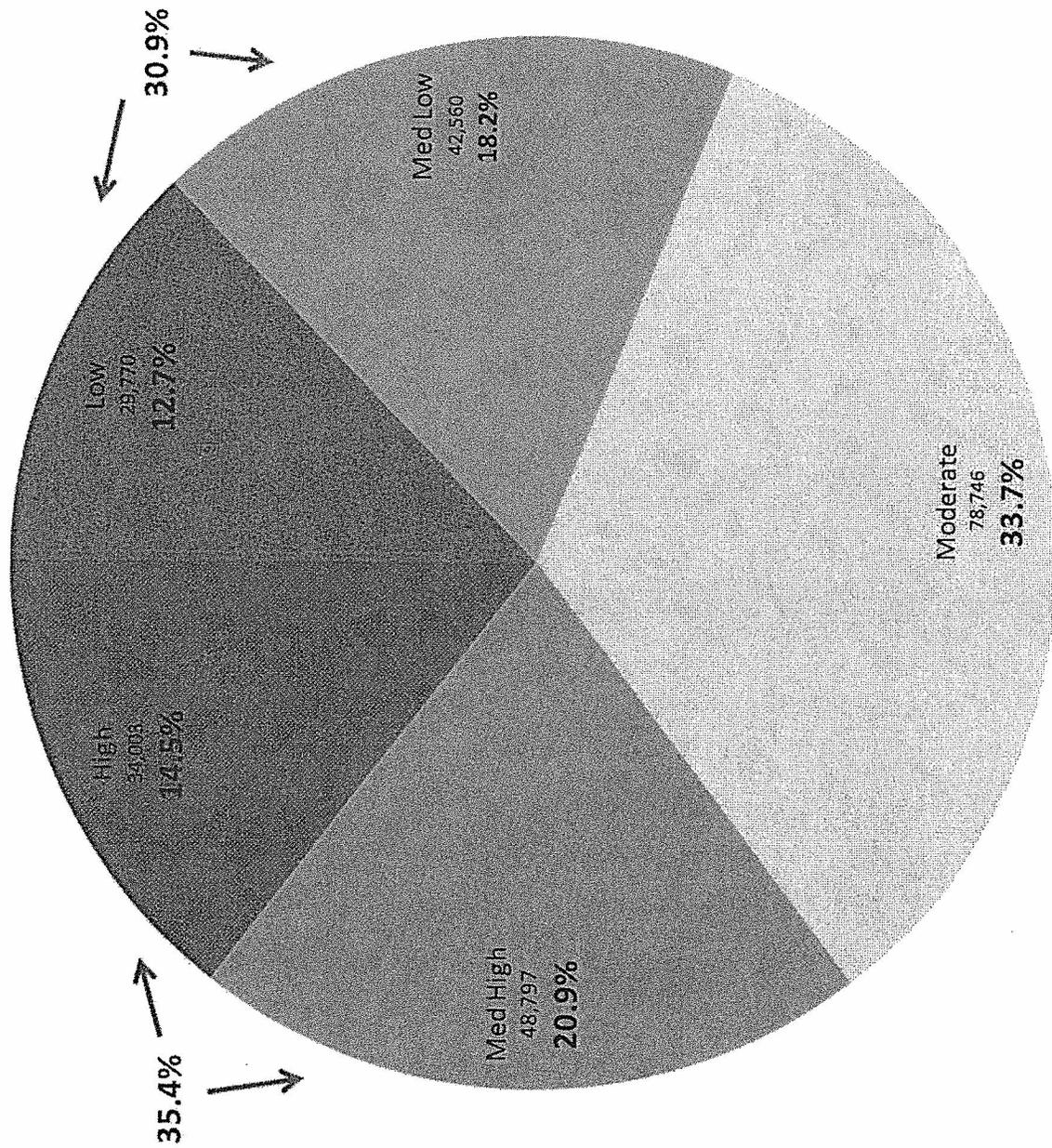


Unemployment

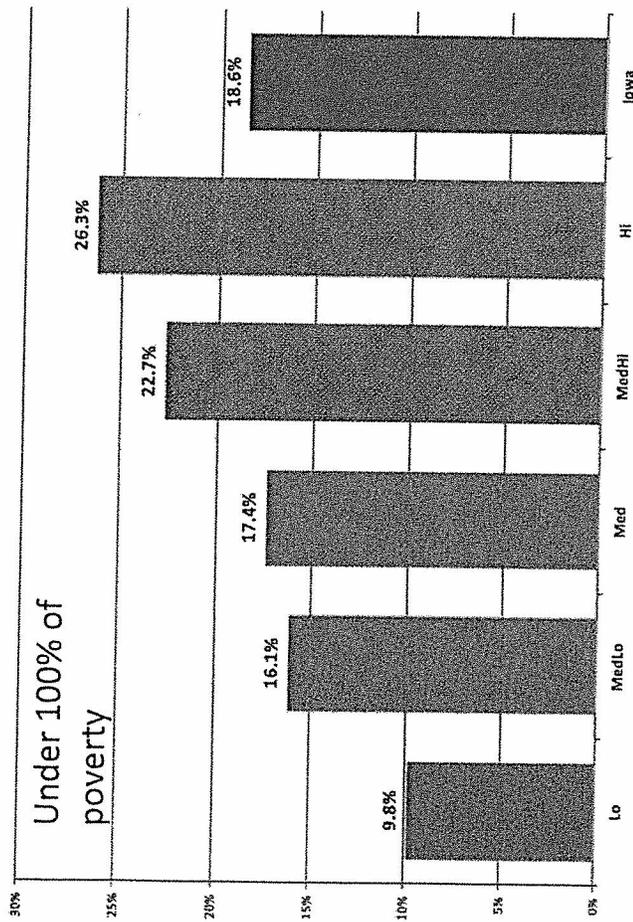




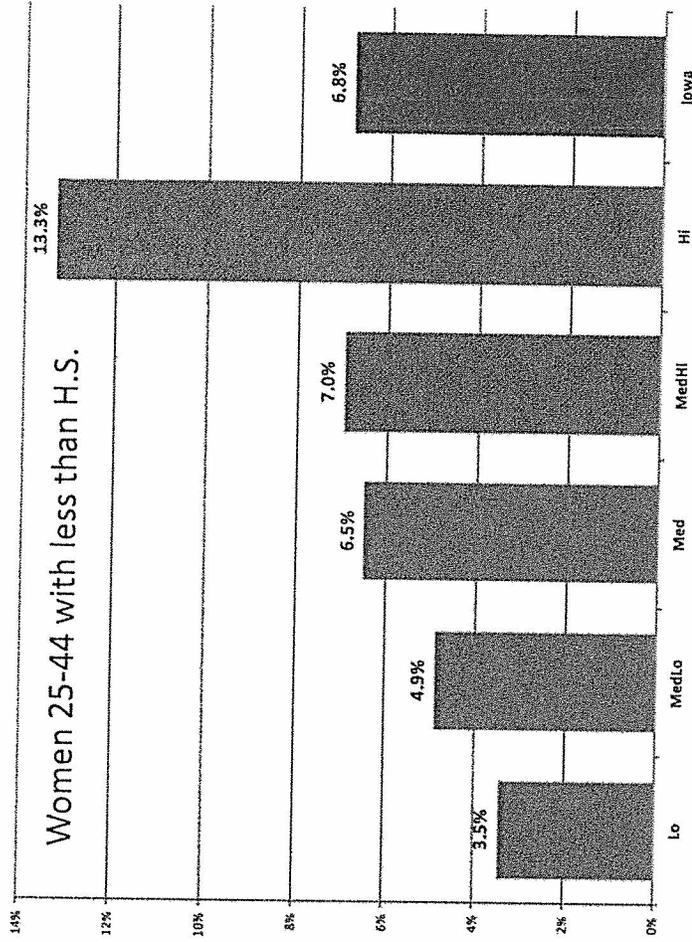
# Percent of Iowa population under age 6 by county risk groups



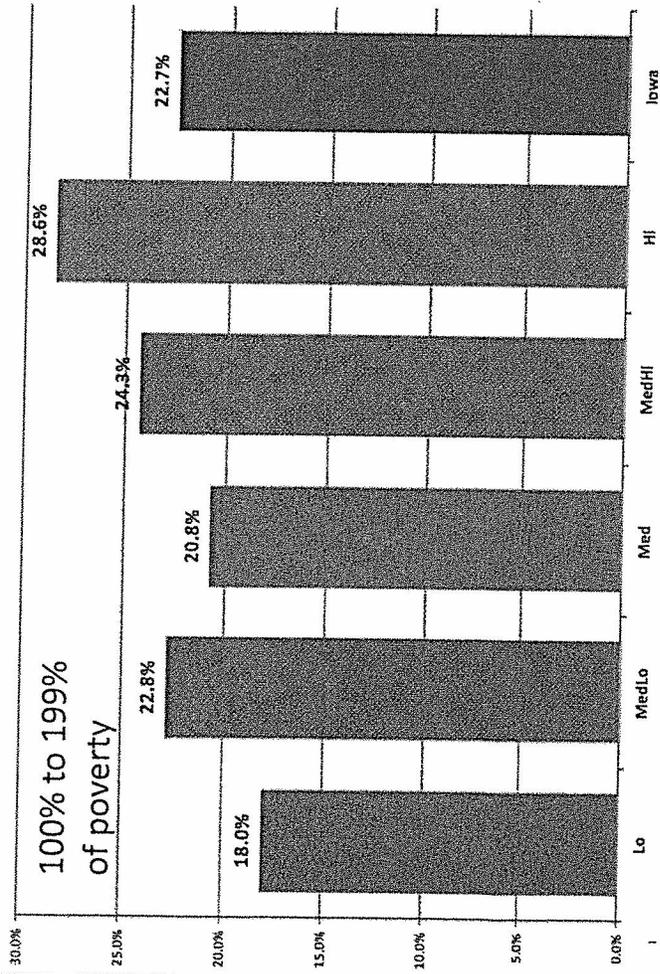
Under 100% of poverty



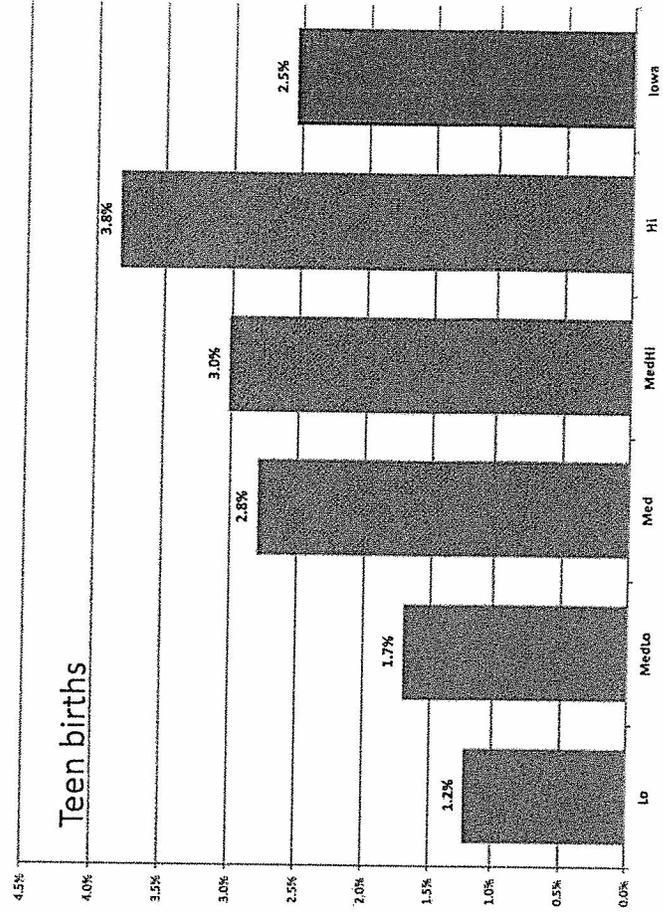
Women 25-44 with less than H.S.



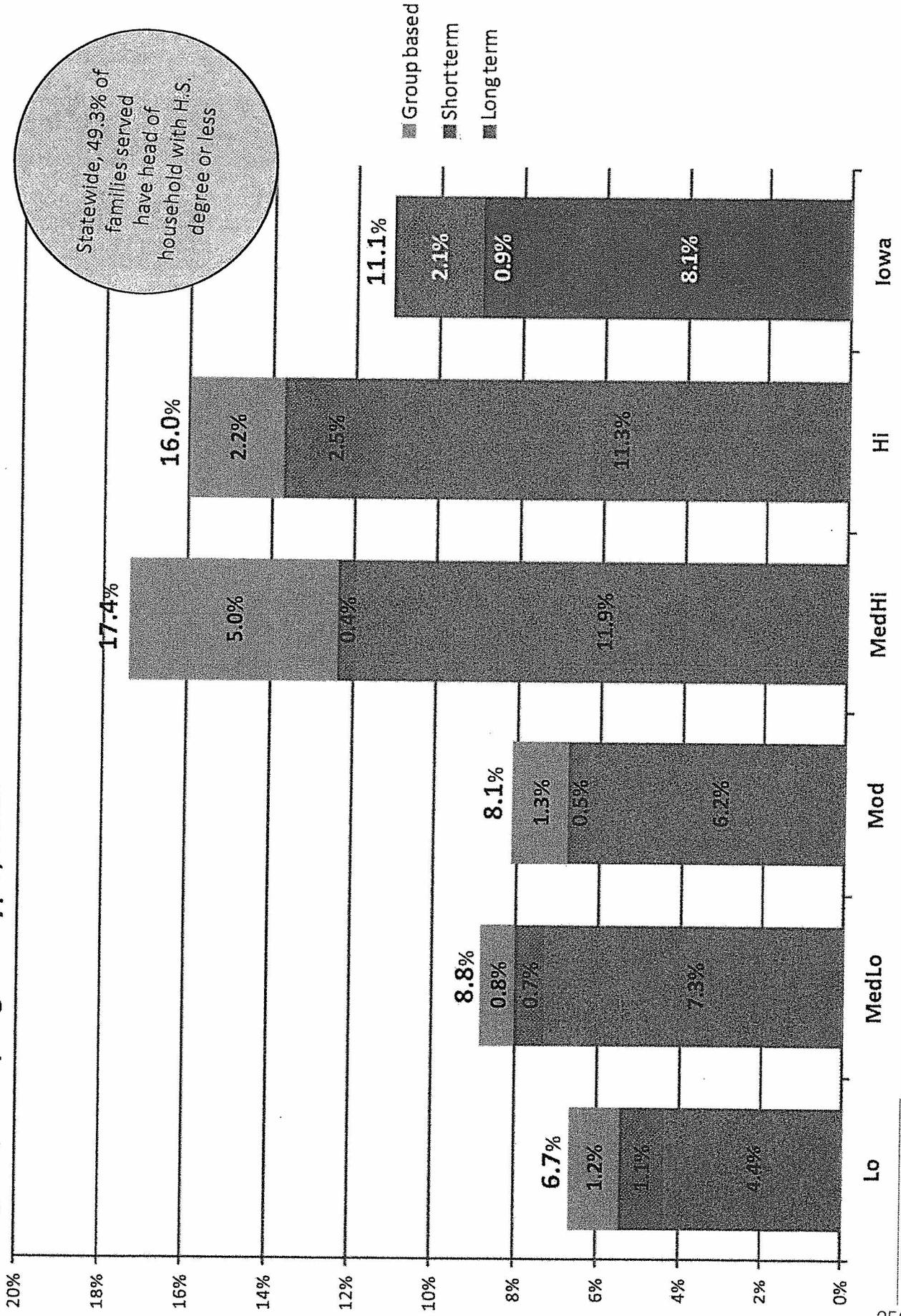
100% to 199% of poverty

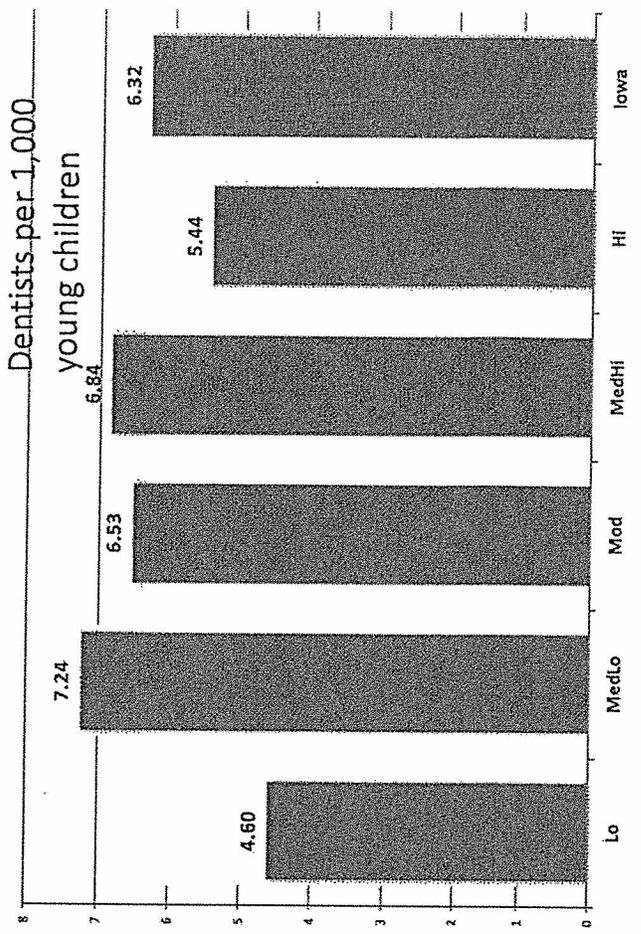
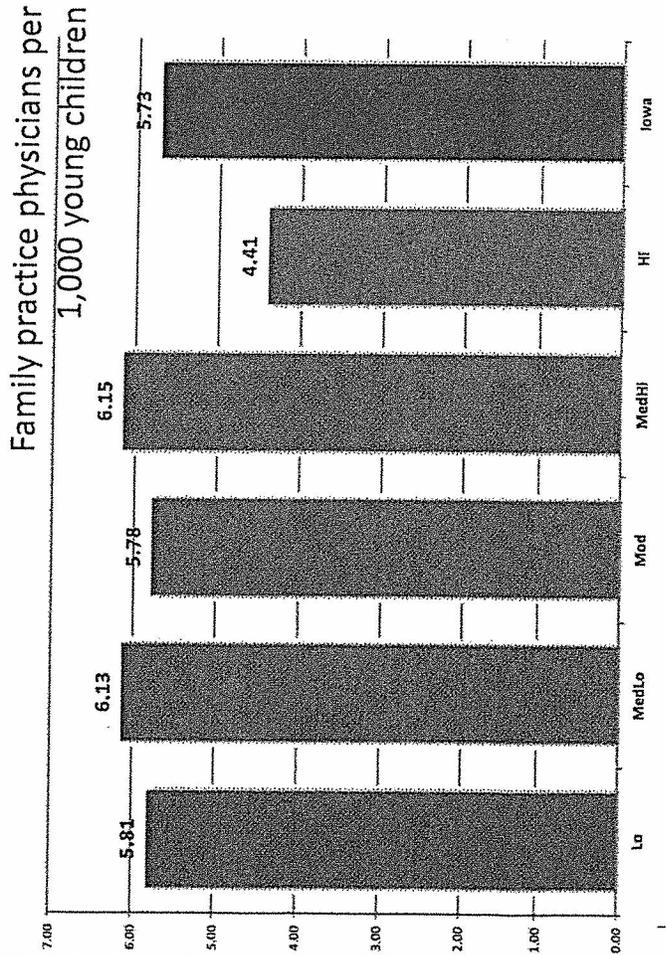
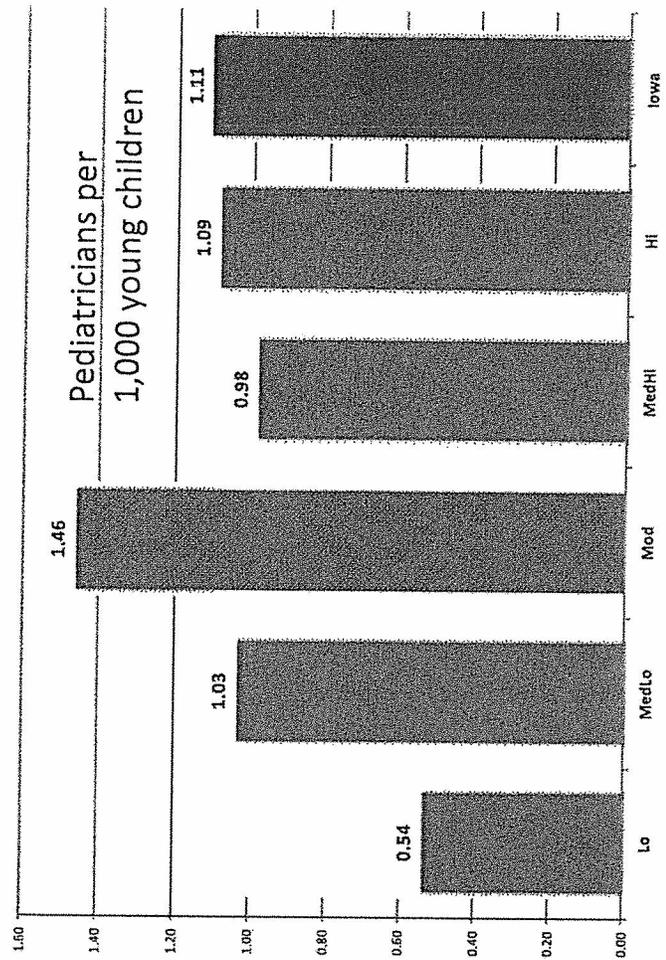
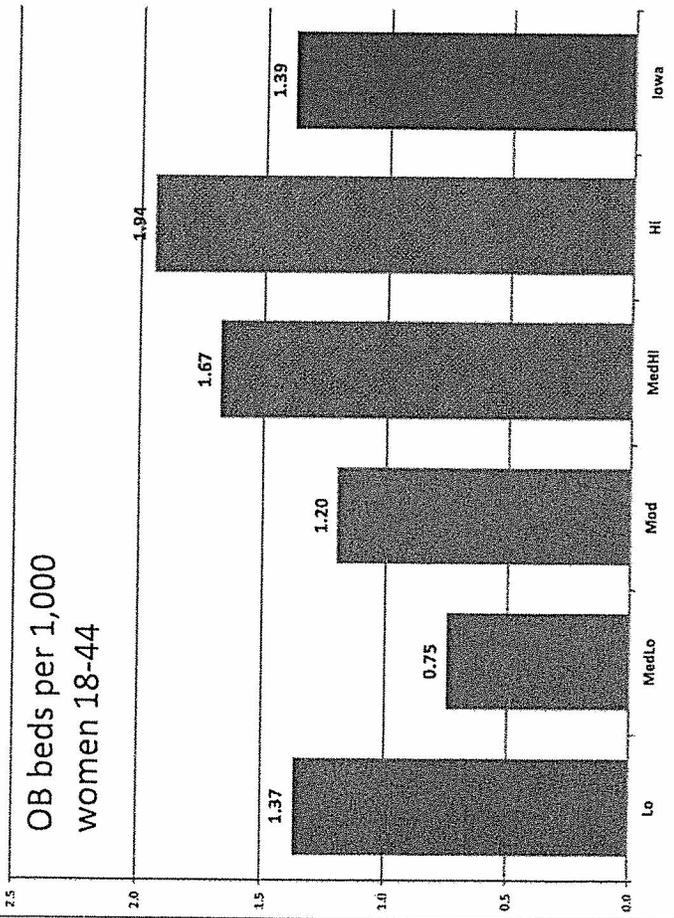


Teen births



# Share of families with young children served by family-support program, by county-risk group and program type, 2012

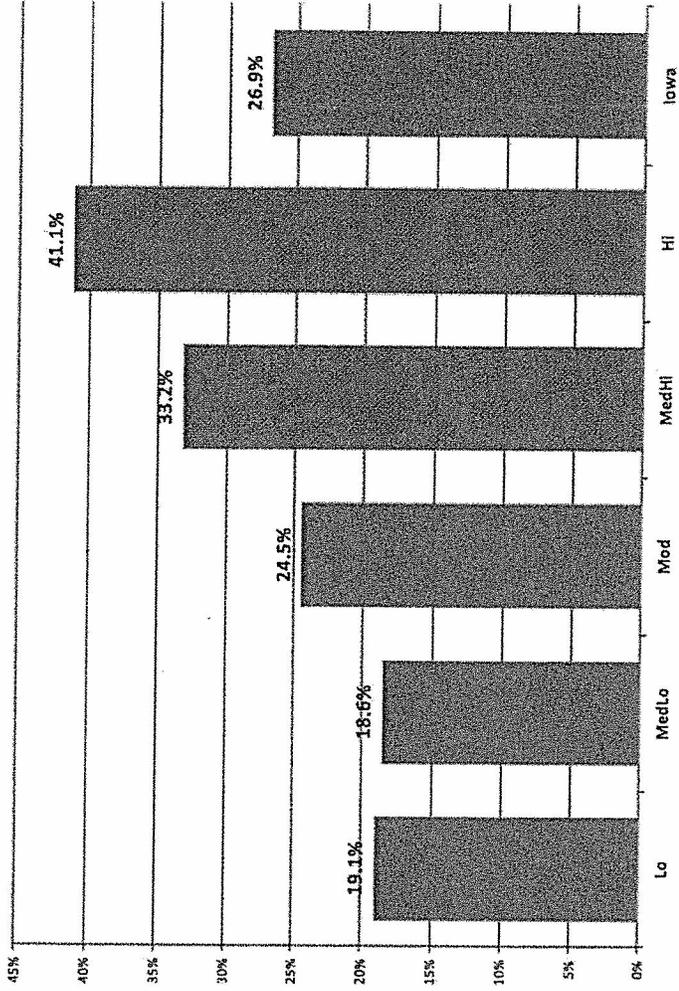




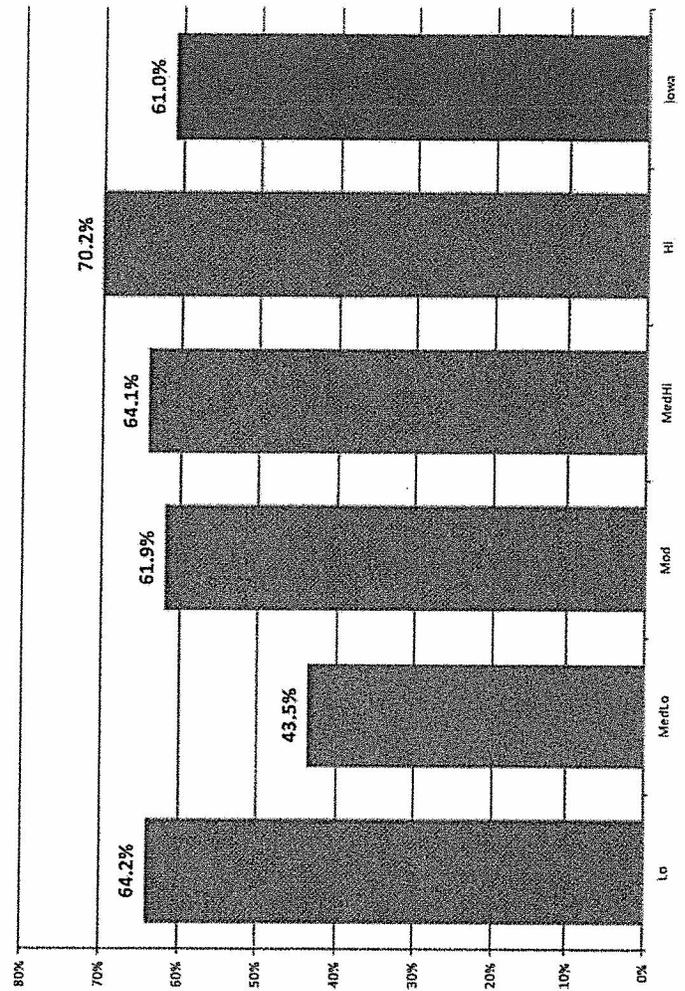
# Health and Nutrition WIC Participation

Nationally, 35.1%  
of 0- to 4-year-  
olds participate in  
WIC

Percent of all children 0-4 participating in WIC by  
county risk group



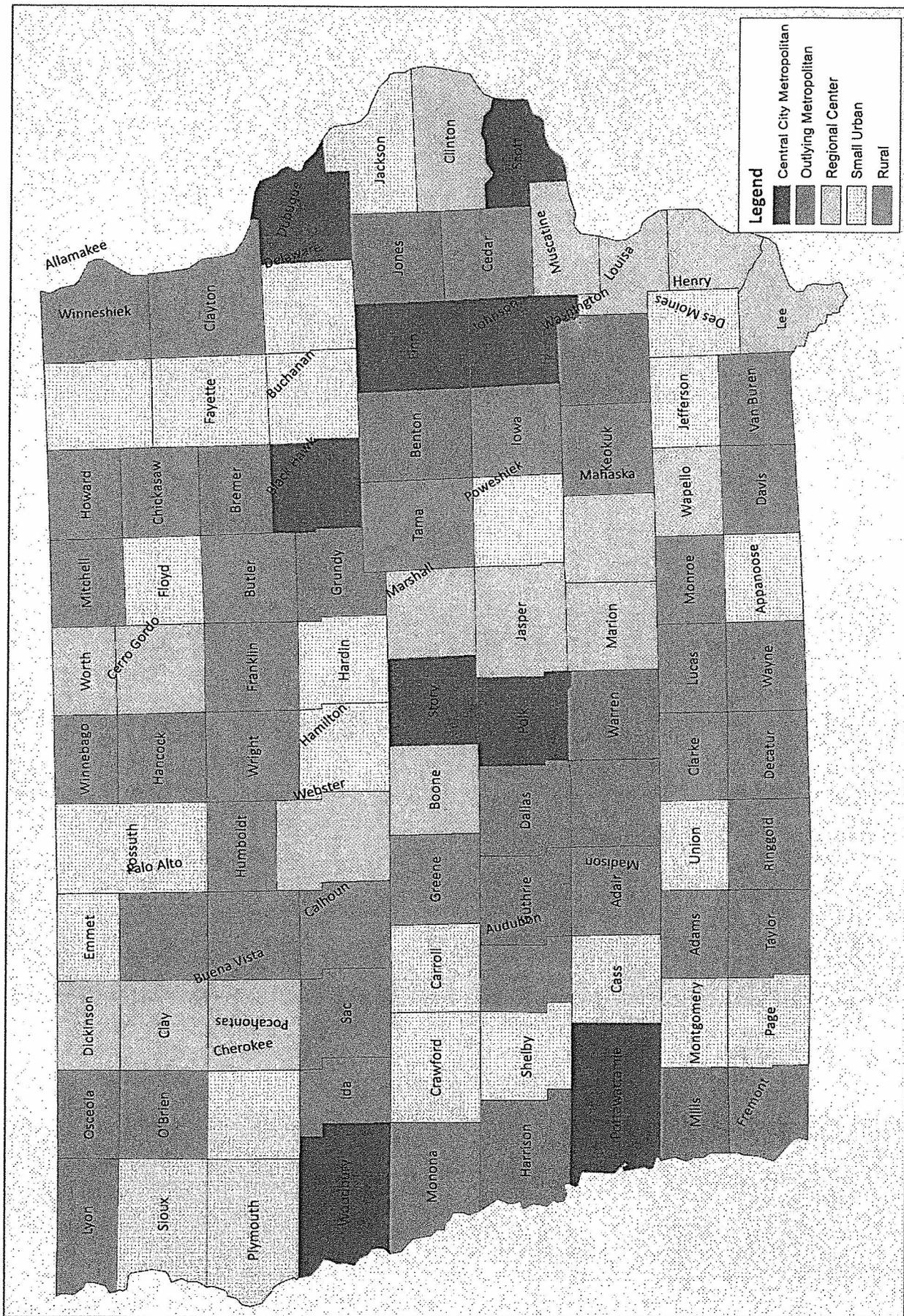
Percent of children 0-4 below 185 percent of FPL  
participating in WIC by county risk group



# Central City Metropolitan and Regional Centers

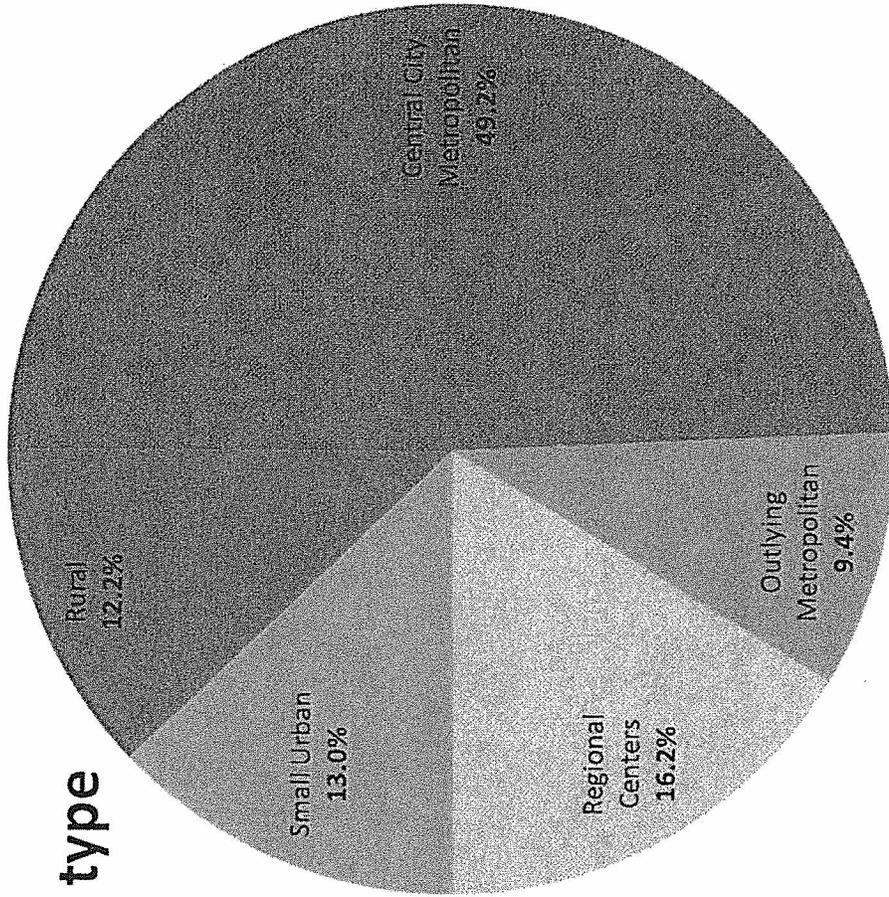
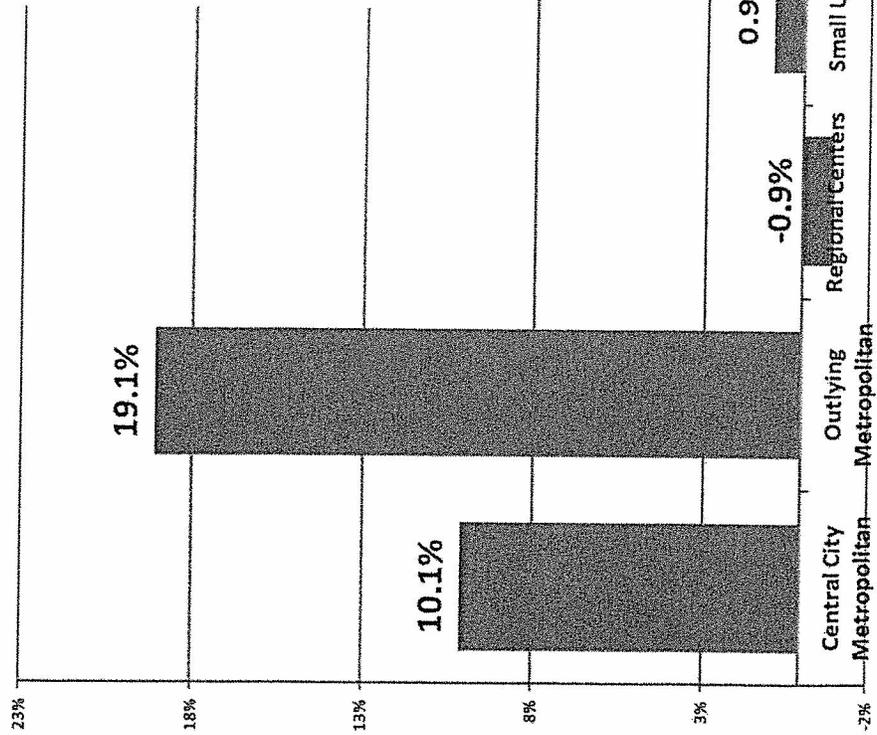
- **Central City Metropolitan (9)**
  - Contain urban core of at least 50,000
  - Most ethnically, educationally and socially diverse
  - *Areas of greatest affluence and greatest need (central city versus outlying areas)*
- **Regional Centers (17)**
  - Contain a core urban of at least 10,000 people or are adjacent to the urban core with a high degree of social and economic integration
  - Slow growing, less educated and less affluent
  - *Do these counties exhibit same patterns of disparities as Central City Metropolitan counties?*

# Iowa Counties Grouped by Size and Relationship to Major Cities



# Selected characteristics by county type

Percentage change in population under 6, 2000-2010

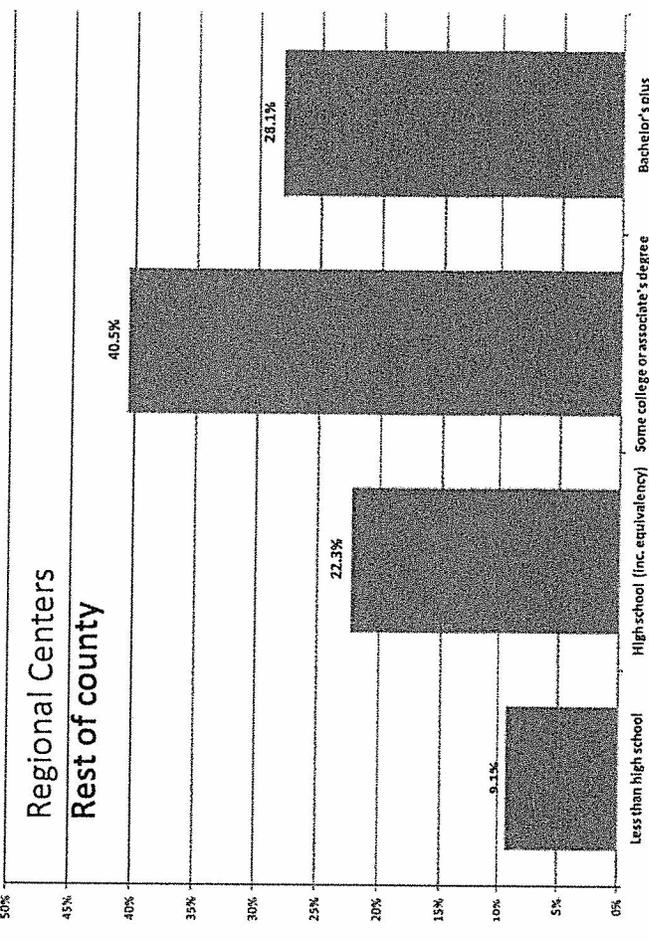
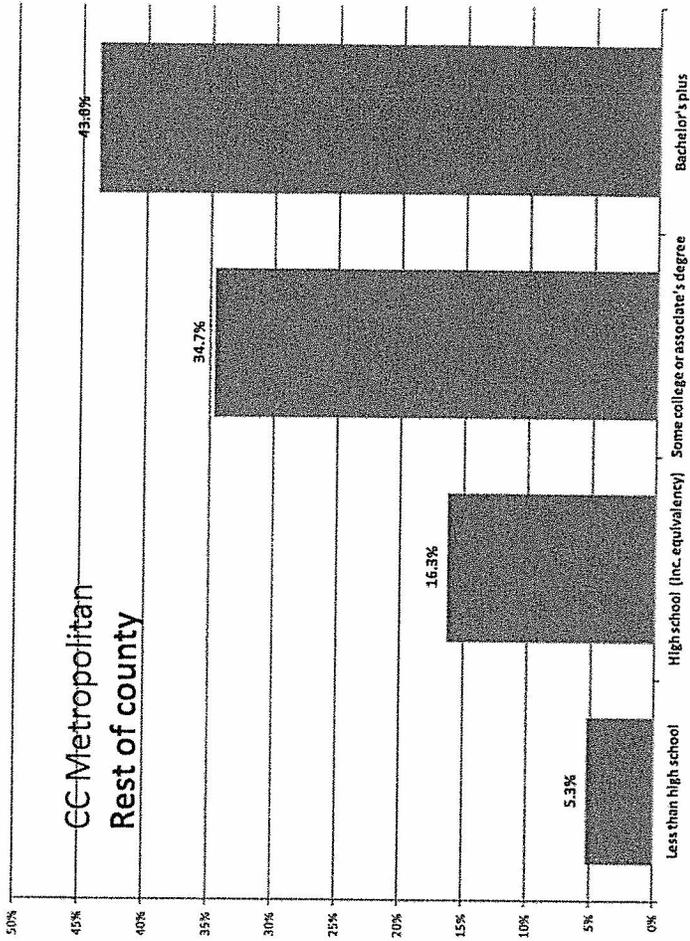


Percentage of the population under 6, 2010

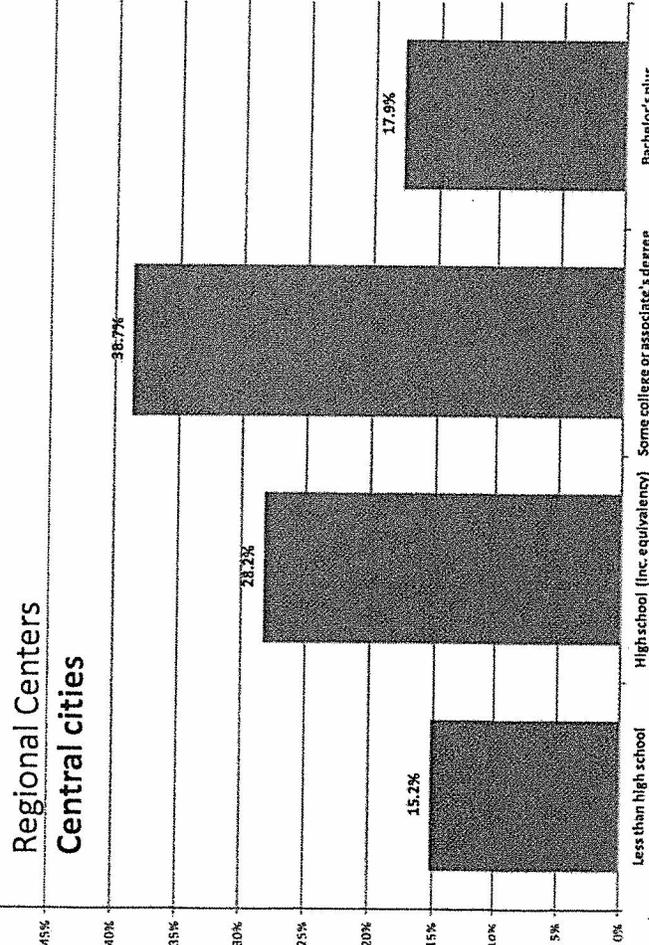
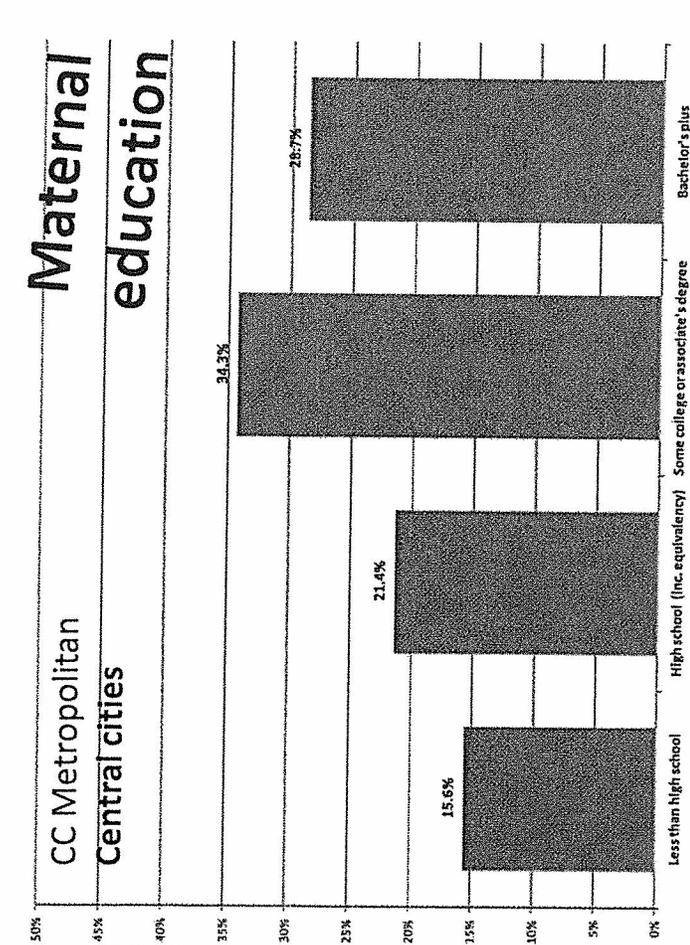
# Central places in each county

	CC Metropolitan counties	Regional Centers
Ames	Story County	Boone County
Cedar Rapids	Linn County	Des Moines County
Council Bluffs	Pottawattamie County	Clinton County
Davenport	Scott County	Lee County
Des Moines	Polk County	Lee County
Dubuque	Dubuque County	Marion County
Iowa City	Johnson County	Marion County
Sioux City	Woodbury County	Marshall County
Waterloo	Black Hawk County	Cerro Gordo County
		Muscatine County
		Jasper County
		Mahaska County
		Wapello County
		Clay County
		Dickinson County
		Buena Vista County
		Boone
		Burlington
		Clinton
		Fort Madison
		Keokuk
		Knoxville
		Pella
		Marshalltown
		Mason City
		Muscatine
		Newton
		Oskaloosa
		Ottumwa
		Spencer
		Spirit Lake
		Storm Lake

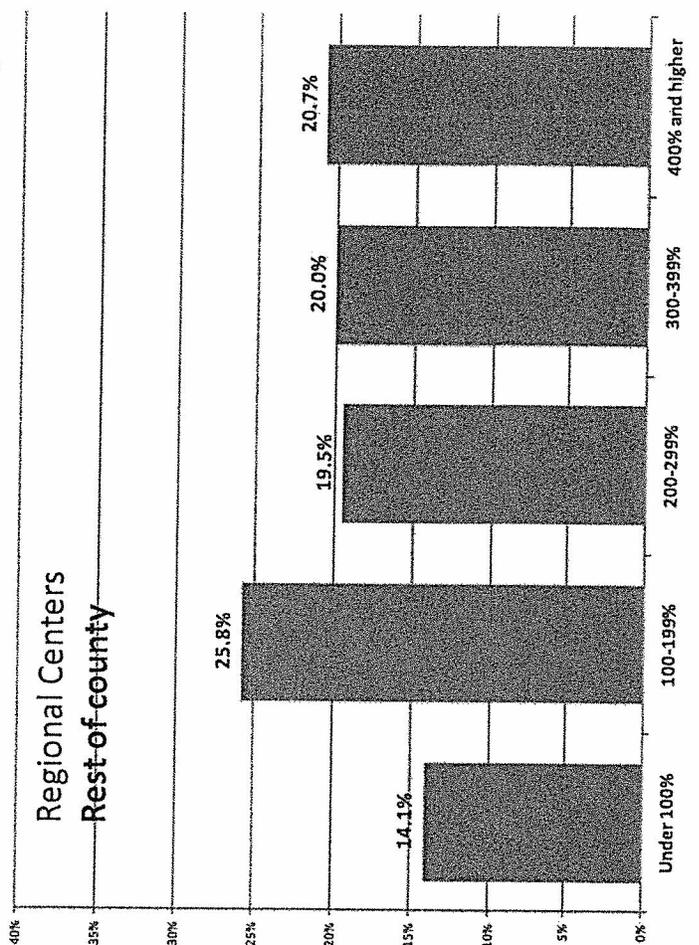
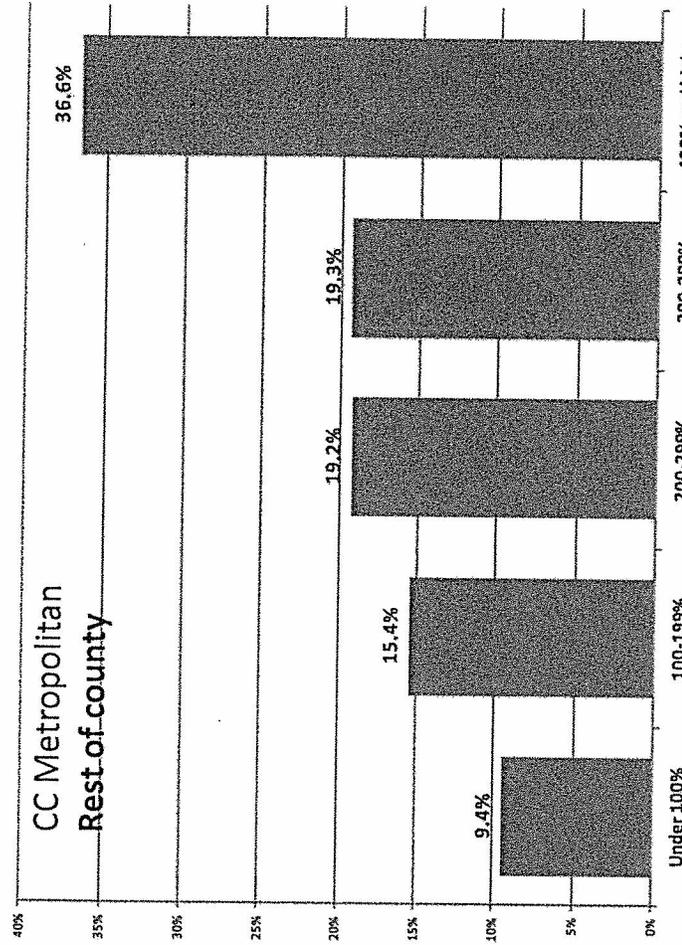
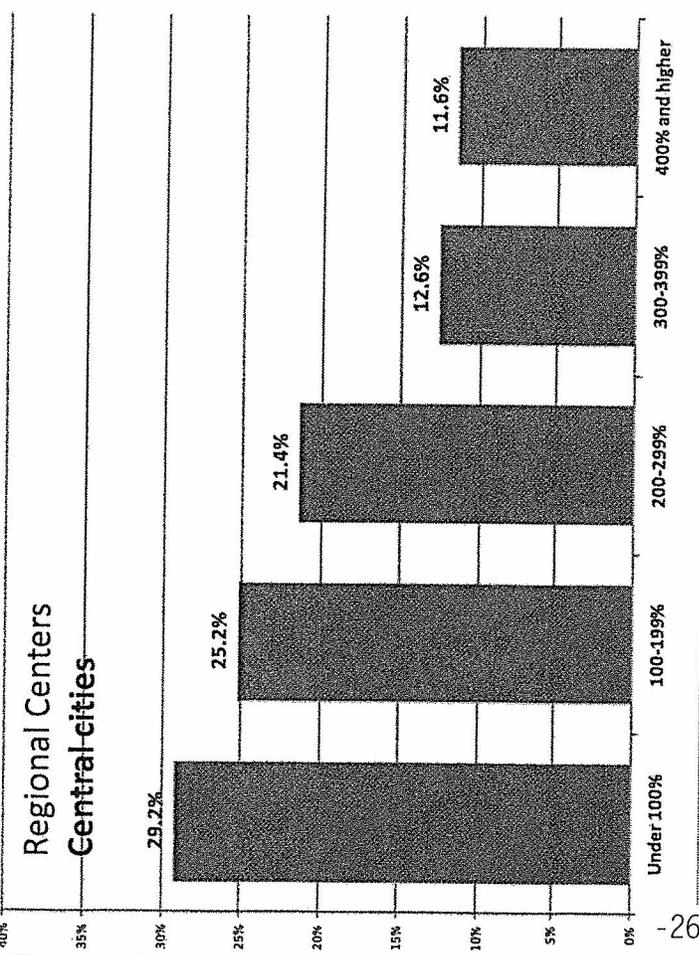
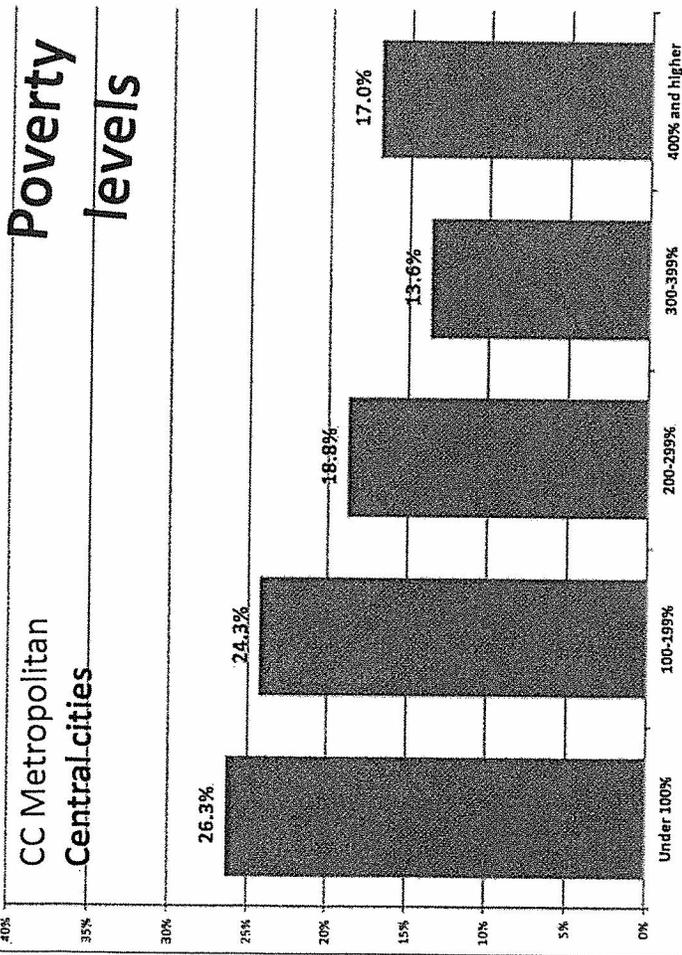
# Maternal education



# CC Metropolitan Central cities



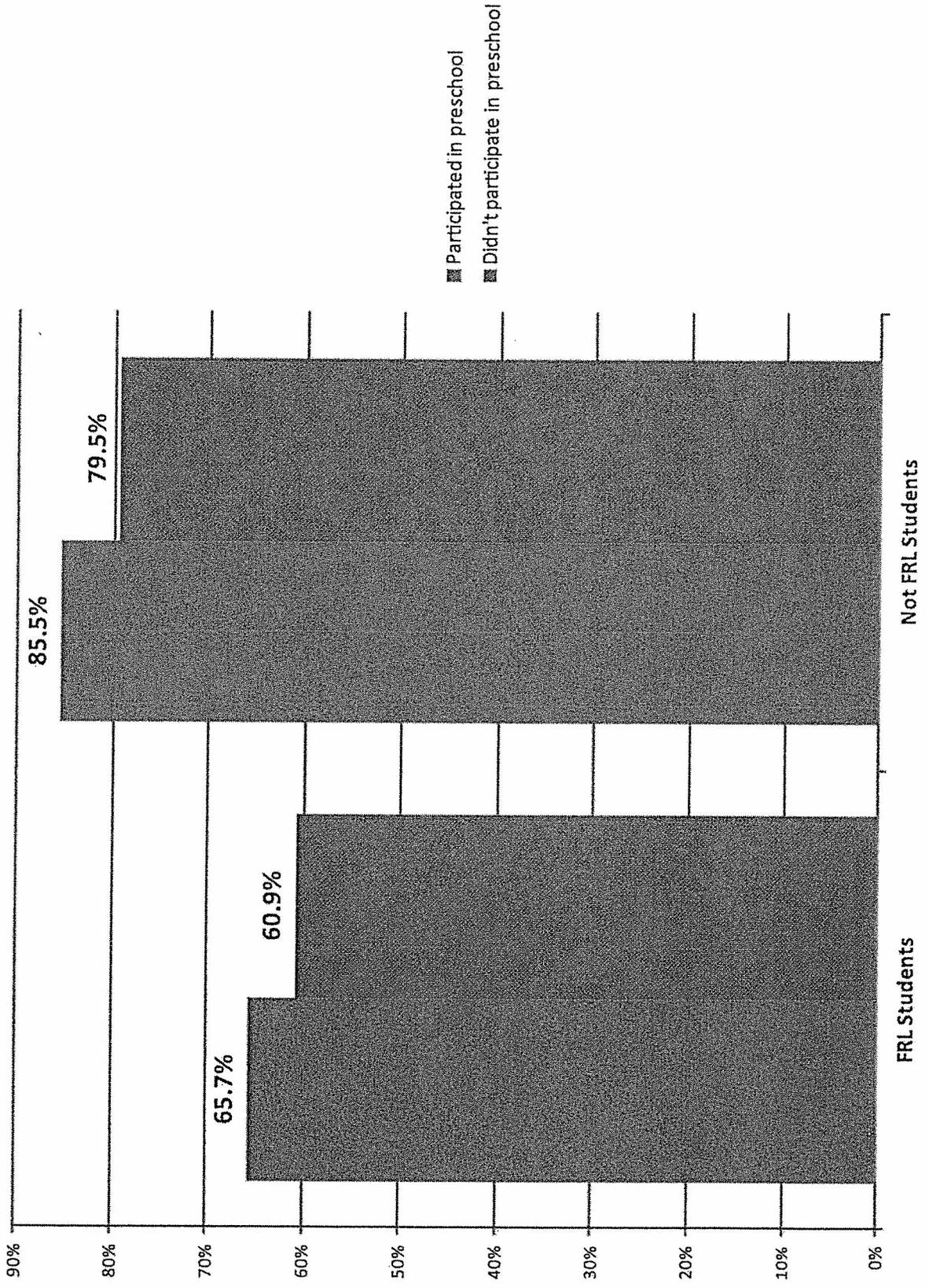
# Poverty levels



# Preschool & 3rd grade reading

- Children with reported preschool participation were more likely to be proficient than those without.
  - The difference—**5 percentage points**—existed four years after the preschool experience itself.
- But there is a roughly **15-point gap** between FRL and non-FRL students, whether or not they participated in preschool.
  - Suggests that preschool narrows, but does not close, the gap in educational performance of low-income and higher-income children.

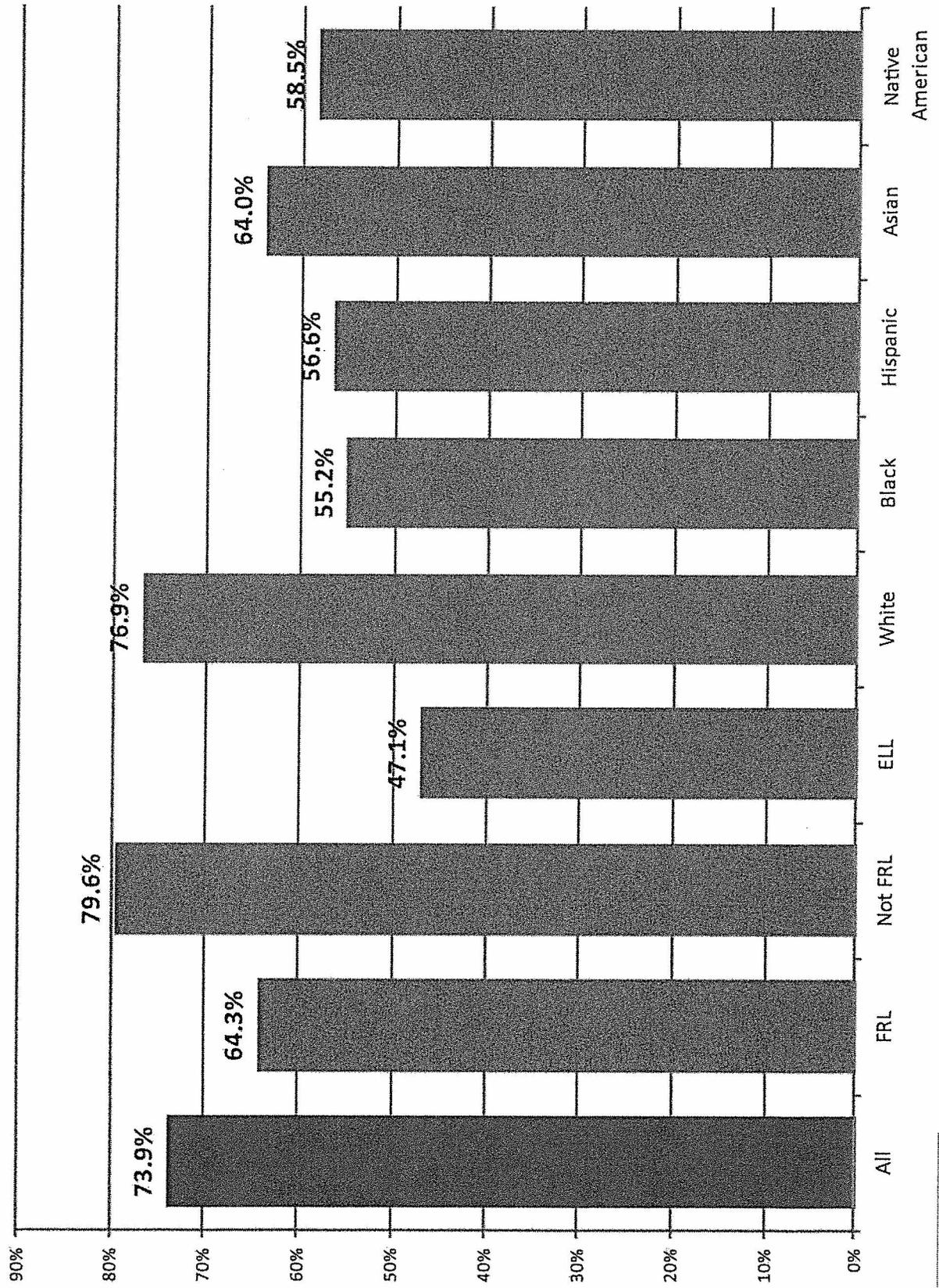
# Percent of third-grade students proficient in reading by free and reduced-price lunch status and preschool participation



# Great variation in preschool participation

- Participation rates among non-FRL children were roughly **15 percentage points** higher than for FRL children.
- Rates were as much as **20 points higher** for white students than those in other racial and ethnic groups
- Among groups analyzed, ELL students had lowest preschool participation rates

# Percent of third graders with parent-reported preschool experience, by free and reduced-price lunch and English Language Learner status and race/ethnicity



# Implications

- Parents reports include private as well as public preschool experiences.
  - More affluent parents more likely to enroll their children in preschool. Publicly supported preschool is designed, at least in part, to narrow that gap.
- Differences in participation suggest that greater attention needed to recruiting and enrolling low-income, minority and English-language learning students if preschool is to help “close the gap.”

# Preschool data to come

## Preschool experience of incoming kindergartners, fall 2012

	Total students	SVPP	Shared Visions	Part B	Title 1	Unduplicated (SVPP, SV, Part B, Title 1)	Parent reported preschool
County							
County type							
State							

# Early childhood through a policy lens

- The first five years of life have the most important effects on health and well-being (but are not where largest investments are currently being made).
- For the first time, young children face the prospect of growing up less healthy and less equipped to compete and lead in a world economy.
- Critical to changing this trajectory is to better identify and respond early to young children's developmental, behavioral and social concerns – in the context of family and community.
- There is a growing and powerful research base on how to do this, but these ideas have not yet been incorporated into mainstream practice.
- Young children are not current drivers of health care and social welfare costs, but addressing their needs while they are young is key to containing future costs in these areas and producing the greatest overall returns on investment – both for the children themselves and Iowa as a whole.

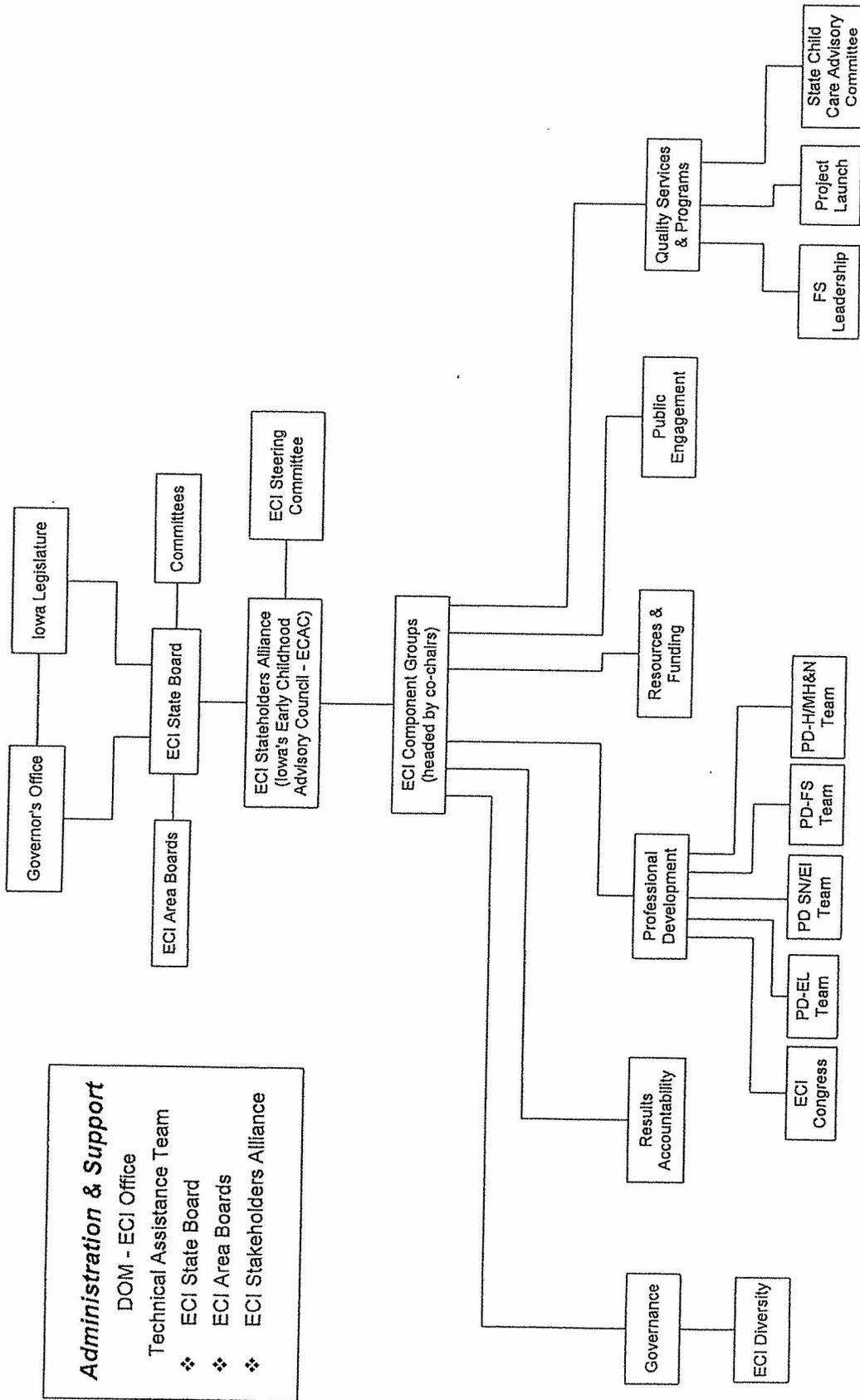
# Discussion

- What stood out or surprised you?
- What questions did the presentation raise? Concerns?
- How will you use the data from the needs assessment? How will your organization use it?
- Would you present this information in your community? What pieces would be most interesting and what format would you use?
- How might the ECI Stakeholders Alliance use the needs assessment?
- Who else should see and use it?



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# Early Childhood Iowa



## Early Childhood Iowa

### Description

The purpose of Early Childhood Iowa is to empower collaborative, systemic efforts to achieve these desired results: Health Children; Children Ready to Succeed in School; Safe and Supportive Communities; Secure and Nurturing Families; and Secure and Nurturing Early Learning Environments.

The Governor in 1998 signed legislation to create Community Empowerment to create a partnership between communities and the state to support young children and their families to achieve the vision, "All children, beginning at birth, will be healthy and successful. Signed legislation in 2010 transformed Community Empowerment into **Early Childhood Iowa (ECI)** and further established the Early Childhood Stakeholders as the State Early Childhood Advisory Council in compliance with the federal Head Start Reauthorization Act.

The **Iowa Legislature** created Community Empowerment and later Early Childhood Iowa along with the ECI Board and local ECI Area Boards to provide governance for planning and collaboration of services to support young children and their families. The legislature provides for a state appropriation and a TANF transfer to support efforts at the state and local levels

The **ECI State Board** provides oversight of the ECI Area Boards, includes citizen members appointed by the Governor, the directors (or designees) of the departments of Education, Economic Development Authority, Human Rights, Human Services, Public Health and Workforce Development, and ex-officio legislators.

**ECI Area Boards** are collaborative bodies consisting of citizens, elected officials, and representatives of education, health, human services, faith, business and consumers are charged to reach the desired results to improve the quality of life for young children and their families.

The **ECI Stakeholder Alliance/Iowa's Early Childhood Advisory Council (ECAC)** is a confederation of stakeholders in early care, health and education systems that affects young children in the State of Iowa. The purpose of the ECI Stakeholders Alliance includes: Overseeing/providing input into the development of a comprehensive, integrated early childhood system for Iowa that meets the needs of children 0-5 and families, and integrates the early learning; health, mental health and nutrition; family support and special needs/early intervention systems; Supporting the Early Childhood Iowa State Board in addressing the early care, health, and education systems that affect 0-5 children; and Advising the governor, general assembly, state board, and other public and private policy bodies and service providers in coordinating activities and policies related to Iowa's comprehensive early childhood system. A **Steering Committee** has been established to provide leadership, organize, manage, and coordinate the activities of the ECI SA and the component groups.

**ECI Component Groups and Committees** address key areas of the Iowa's early childhood system. These groups shall ensure that each component of the system is present and functioning as well as possible and shall work, as appropriate, on the implementation of specific strategies within the Early Childhood Iowa strategic plan. Currently the groups and committees focus on the essential elements of an early childhood system including Governance, planning and administration, Professional development, Public engagement, Quality services and programs, Resources and funding and Results accountability.

## **MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding (“MOU”) is entered into by and between Department of Education (“Lead Agency”) and Department of Human Services, Department of Management and Department of Public Health (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

### **I. ASSURANCES**

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
  - (a) A set of statewide Early Learning and Development Standards;
  - (b) A set of statewide Program Standards;
  - (c) A statewide Tiered Quality Rating and Improvement System; and
  - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

*(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)*

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the suspension and debarment regulations in 2 CFR Part 3485.

## **II. PROJECT ADMINISTRATION**

### **A. PARTICIPATING STATE AGENCY RESPONSIBILITIES**

In assisting the Lead Agency in implementing the tasks and activities described in the State’s Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;

- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

#### **B. LEAD AGENCY RESPONSIBILITIES**

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with the Participating State Agency and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

#### **C. JOINT RESPONSIBILITIES**

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

#### **D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM**

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or

initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

**III. MODIFICATIONS**

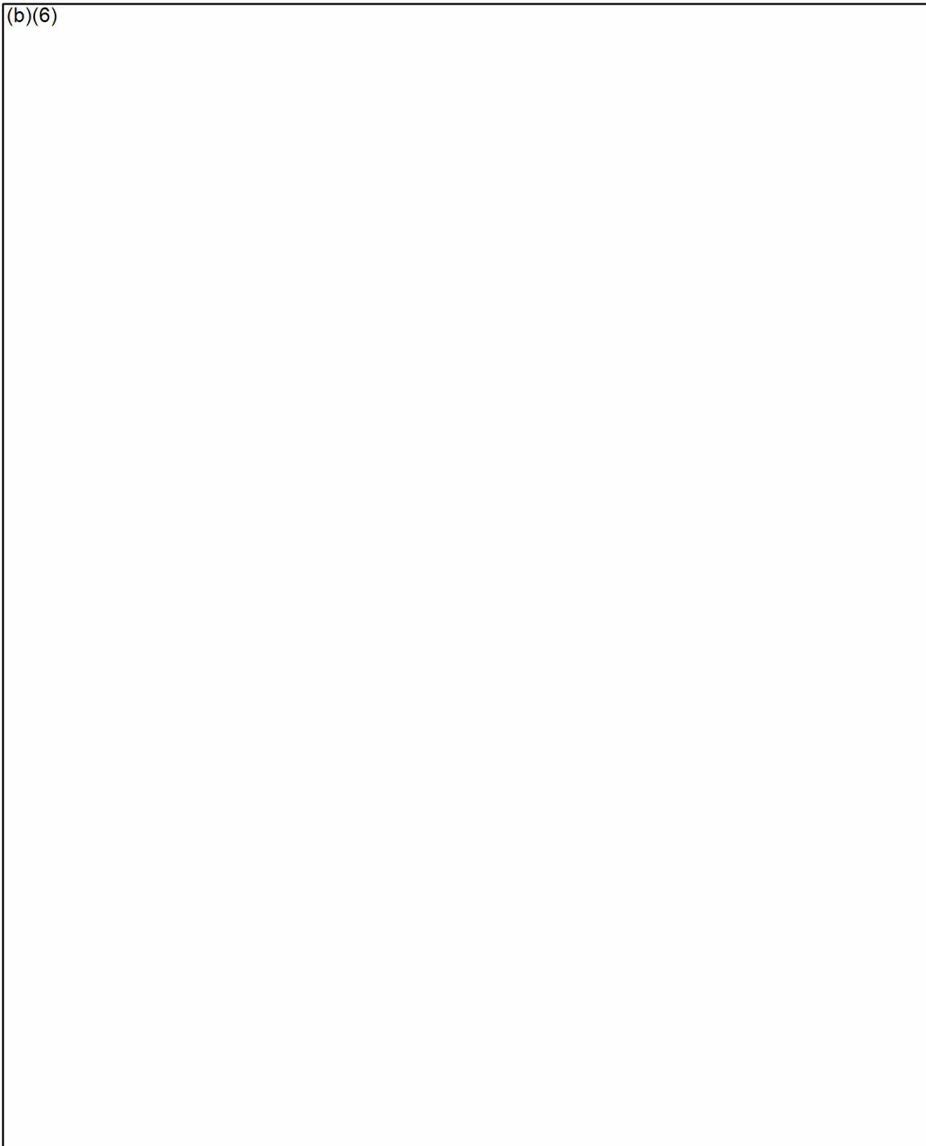
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

**IV. DURATION**

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

**V. SIGNATURES**

(b)(6)



## EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
<p><b>(B)(1)</b> Goal:</p> <ul style="list-style-type: none"> <li>• Establish a comprehensive QRS that supports participation and improvements across the full array of early learning and development programs.</li> </ul>	<p>Department of Human Services</p>	<p>Key Activity:</p> <ul style="list-style-type: none"> <li>• Reassess and redesign the QRS to incorporate the optimal quality improvement elements to improve sustainable quality and improved outcomes for children of the highest need.</li> </ul>
<p><b>(B)(2)</b> Goal:</p> <ul style="list-style-type: none"> <li>• To expand the supply of high quality early learning and development programs to children in low-income families.</li> </ul>	<p>Department of Human Services</p>	<p>Key Activities:</p> <ul style="list-style-type: none"> <li>• Intentional effort to engage early learning and development providers serving Children with High Needs (CHN) to participate in the QRS by expanding CCR&amp;R consultants. The focus of CCR&amp;R consultants is primarily to serve as “QRS case managers” to increase the number of and provide ongoing support to rated providers. Estimates for expanded number of consultants and geographic placement of the FTE’s will be estimated by or factor in variables such as provider counts within the CCR&amp;R regions, lower ratio for centers, center classroom vs. programs, etc. (as addressed in B3).</li> <li>• Ensure expanded training, self-assessment work, are available to all participating early learning and development programs.</li> <li>• To incentivize provider participation and increase access for families of lower income by revising the QRS stipend structure.</li> <li>• Explore requiring recipients of other state quality improvement efforts to participate in the QRS</li> </ul>
<p><b>(B)(3)</b> Goal:</p> <ul style="list-style-type: none"> <li>• Increase monitoring and availability of program information.</li> </ul>	<p>Department of Education</p>	<p>Key Activity:</p> <ul style="list-style-type: none"> <li>• Support a state-level infrastructure to use the CLASS as a monitoring tool.</li> </ul>

Selection Criterion	Participating Party	Type of Participation
<p><b>(B)(3)</b> Goal:</p> <ul style="list-style-type: none"> <li>• Increase monitoring and availability of program information.</li> </ul>	<p>Department of Human Services</p>	<p>Key Activities:</p> <ul style="list-style-type: none"> <li>• Re-determine appropriate assessments and corresponding training/self-assessments to be required or available at Levels 3-5 to provide opportunities for learning and improvement along the continuum of quality.</li> <li>• Increase accountability/integrity of the QRS by supporting state-level QRS Quality Assurance staff to provide audits on-site.</li> <li>• Establish a marketing campaign to increase public awareness of the value and distinction QRS.</li> <li>• Link CCR&amp;R parent services with proposed CCDF requirement for expanded consumer education provided to parents receiving Child Care Assistance.</li> </ul>
<p><b>(B)(4)</b> Goal:</p> <ul style="list-style-type: none"> <li>• Promote access to high quality ELDPs by expanding, particularly in rural areas, the number of financially secure center-based providers participating in the QRS.</li> </ul>	<p>Department of Human Services</p>	<p>Key Activities:</p> <ul style="list-style-type: none"> <li>• Based on participation levels and resources, a structure will be developed to provide a targeted stipend beyond the base for rated providers serving an established number or percent of CHN.</li> <li>• To increase families in rural Iowa having access to higher quality providers, expand First Children's Finance's Growth Fund to western Iowa.</li> </ul>
<p><b>(B)(5)</b> Goal:</p> <ul style="list-style-type: none"> <li>• Validate the effectiveness of QRS.</li> </ul>	<p>Department of Human Services.</p>	<p>Key Activity:</p> <ul style="list-style-type: none"> <li>• Iowa could collect new data to more thoroughly examine the 3rd third aspect of validation (i.e., do the ratings meaningfully differentiate programs in quality) and the 4th fourth aspect of validation (are the ratings related to measures of children's outcomes).</li> </ul>

Selection Criterion	Participating Party	Type of Participation
<p>(C)(2) Goals:</p> <ul style="list-style-type: none"> <li>• Develop and implement a Comprehensive Assessment System for early care and education providers across all early childhood settings.</li> <li>• Establish standardized assessment instrument usage protocols and administration requirements and provide professional development on purpose and protocols.</li> <li>• Build capacity of early care and education providers to establish and maintain relationships.</li> <li>• Work with ELPS to promote the broad use of assessment tools.</li> </ul>	<p>Department of Education</p>	<p>Key Activities:</p> <ul style="list-style-type: none"> <li>• Convene a committee of diverse stakeholders to determine and implement appropriate assessment instruments for screening children birth through 5 in Iowa.</li> <li>• Convene a committee of diverse stakeholders to determine appropriate formative assessment system for children aged birth through Kindergarten across all the domains of Iowa's Early Learning Standards.</li> <li>• Convene a committee of diverse stakeholders to determine appropriate measures of environmental quality and measures of quality adult interaction.</li> <li>• Organize a collaborative working group with diverse representation to link assessment instruments with standardized protocols.</li> <li>• Adapt the Collaborating for Iowa's Kids or C4K framework to provide professional development in assessment purpose and protocols.</li> <li>• Provide professional development to increase assessment literacy among providers.</li> <li>• Provide professional development and supports on measures of environmental quality and on program quality standards.</li> <li>• Establish guidelines and provide resources to assist early care and education providers in sharing assessment data/results with families.</li> <li>• Establish guidance for helping families to be aware of and access resources to address identified issues</li> <li>• Design protocols for engagement families in the development of plans.</li> <li>• Identify first round of "early adopters" with a priority for those serving high needs children, and ensure they have priority in professional development activities in Goal 3 (c.f., activities 3-5).</li> </ul>
<p>(C)(3) Goal:</p> <ul style="list-style-type: none"> <li>• Utilize the Early Childhood Mental Health certification (ECMHC) to ensure high needs children have access to high quality social/emotional support to promote school readiness.</li> </ul>	<p>Department of Education</p>	<p>Key Activity:</p> <ul style="list-style-type: none"> <li>• Research and adopt tools and resources to support social/emotional needs of high needs children.</li> </ul>

Selection Criterion	Participating Party	Type of Participation
<p><b>(C)(3)</b> Goals:</p> <ul style="list-style-type: none"> <li>• Build statewide infrastructure for 1st Five Healthy Development in all Title V agencies in the 99 counties in Iowa. Integrate other early childhood programs into the model.</li> <li>• Improve efforts to ensure CHN are screened, referred, and receive appropriate services including expanding 1st Five.</li> <li>• Expand access for early childhood mental health professions by developing an Infant and Early Childhood Mental Health training (and expanding telehealth services) to ensure high needs children have access to high quality social/emotional support to promote school readiness</li> <li>• Increase awareness of Adverse Childhood Experiences (ACEs) and how they impact early childhood brain development and school readiness by utilizing a Trauma Informed Care (TIC) approach.</li> </ul>	<p>Department of Public Health</p>	<p>Key Activities:</p> <ul style="list-style-type: none"> <li>• Partner with the AAP and other training entities to provide education to primary care providers (pediatricians and family practice) on the importance of developmental screening, early childhood brain development, school readiness, and other early childhood topics.</li> <li>• Develop protocols for including Early ACCESS and home visiting programs into the 1st Five model.</li> <li>• Provide community planning and implementation funding to Title V agencies not currently participating in the current pilot project.</li> <li>• Develop plans to integrate and sustain the 1st Five model within the existing Title V structure.</li> <li>• Use lessons learned through the ECCS grant on infusing developmental screening in child care.</li> <li>• Provide outreach to Early ACCESS and other programs that serve high needs children to promote participation in the ECMHT.</li> <li>• Partner with institutes of higher education to develop and infuse ECMHT into pre-service training.</li> <li>• Explore the development of an early childhood mental health consultation model to serve providers of high needs children.</li> <li>• Develop a telehealth infrastructure grant program</li> <li>• Establish a statewide ACEs Steering committee, utilizing lessons learned from the Central Iowa ACEs Steering Committee.</li> <li>• Recommend policies to promote knowledge around ACEs and TIC into the child welfare system.</li> <li>• Partner with Child Guidance Center for the annual psychological trauma conference to support a track for early childhood professionals.</li> <li>• Collect ACEs data through the BRFSS survey to inform policy recommendations.</li> <li>• Continue to provide education around ACEs, TIC, risk and resiliency to early learning providers and other providers that have an impact on school readiness.</li> </ul>

Selection Criterion	Participating Party	Type of Participation
<p><b>(C)(4)</b> Goals:</p> <ul style="list-style-type: none"> <li>• Establishing a progression of culturally and linguistically appropriate standards for family engagement.</li> <li>• Develop a community of practice.</li> <li>• Implement family engagement standards.</li> <li>• Strengthen Iowa's family support system.</li> <li>• Use family engagement to promote better transitions to kindergarten.</li> </ul>	<p>Department of Education</p>	<p>Key Activities:</p> <ul style="list-style-type: none"> <li>• Gather stakeholders that include the Family Support Leadership Group, SEAP, Early ACCESS Council, and the State Child Care Advisory Committee, SVPP, Head Start.</li> <li>• Ensure appropriate standards are aligned the ECI Cultural Competences for organizations.</li> <li>• Structure standards as a continuum of practices so they have, at a minimum, measurable implementation milestones and concrete family outcomes data.</li> <li>• Identify membership and establish COP.</li> <li>• Explore and utilize best practices for COP engagement.</li> <li>• Maintain COP as vehicle to accomplish Goals 3 and 4 throughout project.</li> <li>• Develop a series of professional development opportunities for early learning and development providers that provide them with knowledge of the parent engagement practices and skills in implementing effective parent engagement practices.</li> <li>• Establish culturally competent practices within current family support standards and among practices of agencies participating in the COP.</li> <li>• Direct COP to identify or create family engagement implementation fidelity checklists or measures, and include family well-being measures (e.g., Life Skills Progression, PEP, etc.).</li> <li>• From COP leaders, create a network of practitioners willing to provide coaching and mentoring support to family support professionals and early learning and development providers.</li> <li>• Use COP to build on current work with Early ACCESS (Part C) and MIECHV to address a coordinated, no wrong door intake process for Early ACCESS and other programs.</li> <li>• Expand family mentor programs by developing more parent mentors who can assist other programs as a strategy to improve practices.</li> <li>• Develop RFP to local communities with school buildings or districts which have been on state watch lists for the longest period of time.</li> <li>• Select round one grantees and provide 2-day training on effective and research-based transition practices.</li> <li>• Monitor transition plan development and the implementation of those plans.</li> <li>• Evaluation round one experiences.</li> </ul>

Selection Criterion	Participating Party	Type of Participation
<p><b>(C)(4)</b> Goals:</p> <ul style="list-style-type: none"> <li>• Strengthen Iowa's family support system.</li> <li>• Use family engagement to promote better transitions to kindergarten.</li> </ul>	<p>Department of Education</p>	<ul style="list-style-type: none"> <li>• Convene partners from across the grantee sites to form a "learning community" as planning and engage in round two.</li> <li>• Create a review panel of parents to evaluate programs successes in implementing the progressive standards for early learning and development programs in family engagement.</li> </ul>
<p><b>(D)(1)</b> Goals:</p> <ul style="list-style-type: none"> <li>• Work with IHEs and other PD providers to support workforce knowledge and competency framework.</li> <li>• Develop credentialing--linked to competencies--to measure progress along career pathway.</li> </ul>	<p>Department of Education</p>	<p>Key Activities:</p> <ul style="list-style-type: none"> <li>• Revise early childhood and early childhood special education teacher licenses and endorsements to align with teaching role competencies.</li> <li>• Align higher education coursework with approved competencies.</li> <li>• Support Early Childhood Associate Degree Accreditation.</li> <li>• Develop and execute MOUs between IHEs and relevant state agencies or boards (e.g., BOEE) to link coursework to competencies and support articulation agreements.</li> <li>• Designate a lead agency for administering credentialing process or overseeing credentialing contractors.</li> </ul>

Selection Criterion	Participating Party	Type of Participation
<p><b>(D)(1)</b> Goals:</p> <ul style="list-style-type: none"> <li>• Develop, approve and implement a plan to link workforce knowledge and competency frameworks for all primary roles to approved training and career pathways.</li> <li>• Develop credentialing--linked to competencies--to measure progress along career pathway.</li> <li>• Improve the quality of provided training and in-service professional development for workforce who work with children/families with high needs.</li> </ul>	<p>Department of Management</p>	<p>Key Activities:</p> <ul style="list-style-type: none"> <li>• Approve and adopt competencies for primary roles in workforce --linked to progressing, skilled and mastery level practitioners.</li> <li>• Adopt (by ECI) knowledge and competency frameworks with clear career pathways for primary roles in workforce.</li> <li>• Develop plan to link the workforce knowledge and competency framework for all primary roles in workforce to approved training.</li> <li>• Create credentials based on the competencies and link to professional development opportunities and higher education for primary roles in workforce.</li> <li>• Develop a verification/awards process for credentials that would include competency assessment, portfolio development, observations, and interviews.</li> <li>• Create an adult educator/trainer credential based on the approved competencies for all approved trainers in the state.</li> <li>• Set up a trainer/training approval process to support credentialing.</li> <li>• Ensure the commonly used training curriculums support program quality standards (LINK to B), align with Early Learning Standards and Workforce Competencies and are delivered in a manner consistent with adopted professional development quality measures.</li> </ul>

Selection Criterion	Participating Party	Type of Participation
<p><b>(D)(2)</b> Goals:</p> <ul style="list-style-type: none"> <li>• Create an integrated consultation systems (combining coaching/mentoring/technical assistance offered by Head Start, AEA, ISU Extension and CCRR), and link to specific skills-oriented training targeted at the workforce who work with children with high needs and their families.</li> <li>• Improve access to and availability of high quality professional development offered to workforce, especially those at the beginning stages of the career pathway and who are serving children of high needs and their families.</li> <li>• Reward professional growth and effective teaching, directing, and family support with clear career pathways, increased leadership opportunities including serving as a coach/mentor, and increased compensation to impact retention.</li> </ul>	<p>Department of Education</p>	<p>Key Activities:</p> <ul style="list-style-type: none"> <li>• Support the development of coaching/mentoring to support Family Support Supervisors, EC-PBIS, PITC, Creative Curriculum, ERS and CLASS in early learning programs serving children with high needs.</li> <li>• Support continuation of DMM for Early Intervention.</li> <li>• Expand the Distance Mentoring Model to home visitation and early learning settings.</li> <li>• Provide 10 scholarships annually to K-3 grade teachers at Schools in Need of Assistance (SINA) have an EC Endorsement.</li> </ul>
<p><b>(D)(2)</b> Goals:</p> <ul style="list-style-type: none"> <li>• Improve access to and availability of high quality professional development offered to workforce, especially those at the beginning stages of the career pathway and who are serving children of high needs and their families.</li> </ul>	<p>Department of Human Services</p>	<p>Key Activities:</p> <ul style="list-style-type: none"> <li>• Develop original or new entry level courses and consultation support for FFN providers, beginning providers or providers at the lower levels of quality who are serving children with high needs, tailored to meet the unique needs of these providers. Ensure courses are evidence-informed and research-based, reflecting needs of the workforce and/or the high needs children and families they serve. Also supports putting courses online.</li> </ul>

Selection Criterion	Participating Party	Type of Participation
<p><b>(D)(2)</b> Goals:</p> <ul style="list-style-type: none"> <li>• Assess knowledge, skills and abilities of workforce serving children with high needs and their families.</li> <li>• Improve access to and availability of high quality professional development offered to workforce, especially those at the beginning stages of the career pathway and who are serving children of high needs and their families.</li> <li>• Reward professional growth and effective teaching, directing, and family support with clear career pathways, increased leadership opportunities including serving as a coach/mentor, and increased compensation to impact retention.</li> </ul>	<p>Department of Management</p>	<p>Key Activities:</p> <ul style="list-style-type: none"> <li>• Conduct workforce study to assess its education levels, retention, compensation, knowledge, skills and abilities to establish baseline measures, and compare with program auspice, local communities, and child outcomes.</li> <li>• Set targets for improving knowledge, skills, and abilities above baseline of each sector of workforce working with children with high needs, and fund scalable models for local ECI areas to support the most high needs providers and those with diversity matching the children in their communities.</li> <li>• Ensure targeted programs serving a minimum percentage of children with high needs have priority access to high quality professional development, including coaching, consultation, and mentoring.</li> <li>• Offer an enhanced T.E.A.C.H. scholarship model for staff serving high needs children.</li> <li>• Offer 40 scholarships annually to child care center program administrators in centers serving HN children for EC associates' or bachelors' degrees, Taking Charge of Change program administrator's training, and/or Aim4Excellence.</li> </ul>

Selection Criterion	Participating Party	Type of Participation
<p><b>(E)(1)</b> Goals:</p> <ul style="list-style-type: none"> <li>• Develop and implement a Kindergarten Entry Assessment that addresses all populations including dual language learners, disability as well as other populations of children in high need.</li> <li>• Develop and implement a K-3 formative assessment addressing all areas of development.</li> <li>• Monitor and support ongoing use of assessment data to guide instruction, ensuring administrators and teachers demonstrate ability to administer and use data to understand the status of high needs children at kindergarten entry and use the data to provide appropriate and adequate instruction with an end result of narrowing achievement gaps between high needs and non-high needs children.</li> </ul>	<p>Department of Education</p>	<p>Key Activities:</p> <ul style="list-style-type: none"> <li>• Participate in the Enhanced Assessment Grant (EAG) consortium to develop a Kindergarten Entry Assessment (KEA).</li> <li>• Analyze and ensure an adequate degree of alignment between the Iowa Early Learning Standards and the Early Learning and Development Standards.</li> <li>• Analyze and ensure KEA aligned with the standards and addressing high need populations including disability, DLL, and poverty.</li> <li>• Test and validate the KEA with Iowa population-- including teacher input through focus groups-- ensuring test samples include a variety of high needs child populations.</li> <li>• Develop and implement a professional development plan to train teachers and other professionals to administer the KEA and analyze the data that results.</li> <li>• Develop a K-3 formative assessment.</li> <li>• Develop a professional development plan to train teachers and other professionals to administer and analyze data from the KEA and K-3 formative assessment.</li> <li>• Develop a cadre of AEA and LEA external and internal coaches to support the implementation of KEA and K-3 assessment.</li> <li>• Provide professional development to cadre, supported by regularly scheduled conference calls and webinars to build its capacity to train and K-3 teachers in data based decisions to inform instruction using KEA and K-3 assessments.</li> </ul>

Selection Criterion	Participating Party	Type of Participation
<p><b>(E)(2)</b> Goals:</p> <ul style="list-style-type: none"> <li>• Build capacity of current systems to collect and report data relevant to early learning development.</li> <li>• Analyze participating agencies data systems for Essential Data Elements, Common Education Data Standards, and Data System Oversight Requirements.</li> <li>• Design and produce Proof of Concept on interoperable data system.</li> </ul>	<p>Department of Management</p>	<p>Key Activities:</p> <ul style="list-style-type: none"> <li>• Issue RFP for contracted IT personnel.</li> <li>• Issue RFP for contracted project coordinator/technical writer.</li> <li>• Project schedule plan is developed for the project analysis, design, development, implementation lifecycle.</li> <li>• Identify data elements to include in Proof of Concept.</li> <li>• Analyze current systems for the Essential Data Elements including gaps in current systems, data collection system capacity and interoperability.</li> <li>• Develop data inventory and data definitions for current systems.</li> <li>• Establish Data Share and Exchange Agreements, as needed.</li> <li>• Identify security and privacy policies, user groups and roles.</li> <li>• Develop quality assurance and data integrity policies.</li> <li>• Identify and prioritize Results, Indicators and Outcomes objectives for the system.</li> <li>• Determine business requirements for meeting essential data elements.</li> <li>• Develop business requirements for data collection modules to fill gaps, interoperability and reporting.</li> <li>• Develop business requirements for security and privacy policies, user groups and roles.</li> <li>• Develop and execute RFI for system business requirements for data collection module, record matching algorithm and processes, interoperability, reporting and user friendly data mining, and system maintenance.</li> <li>• Develop and execute RFP for system design, testing (piloting), user training and implementation.</li> </ul>

(b)(6)

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Signature (Authorized Representative of Department of Education)      Date

(b)(6)

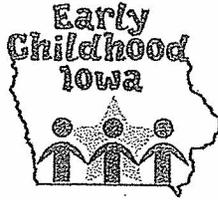
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Signature (Authorized Representative of Department of Human Services)      Date

(b)(6)

Signature (*Authorized Representative of Department of Management*)    Date

(b)(6)

Signature (*Authorized Representative of Department of Public Health*)    Date



## Early Childhood Iowa

*Our Vision: Every child, beginning at birth, will be healthy and successful.*

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September 26, 2013

(b)(6) Director  
Iowa Department of Education  
Grimes State Office Building  
400 14<sup>th</sup> Street  
Des Moines, Iowa 50319

Dear Director (b)(6)

On behalf of the Early Childhood Iowa (ECI) Stakeholder Alliance, we wish to express our support and commitment of Iowa's Race to the Top Early Learning Challenge Grant application. Serving as the Governor-designated Early Childhood Advisory Council, the purpose of the Early Childhood Stakeholder Alliance includes: overseeing/providing input into the development of a comprehensive, integrated early childhood system; supporting the Early Childhood Iowa State Board and; advising (as the legislated State Early Childhood Advisory Council) the governor, general assembly, state ECI board, and other public and private policy bodies and service providers.

Over 300 early childhood stakeholders and advocates from the public and private sector work collaboratively, often in work groups, known as Component groups to uphold the mission of the Alliance to assure all children age five and younger, and their families, have access to a continuum of essential, effective and high quality services by promoting a comprehensive, integrated system for Iowa's children, families and communities.

The ECI Stakeholder Alliance has provided much of the foundation on which the activities of this grant are built. Our alliance members worked with a contractor to complete a broad needs assessment that helped us identify high needs counties and communities in the state will support grant activities aimed at identifying and targeting high needs children. Our alliance members worked to implement our Early Childhood Professional Development framework has taken us far down the road in creating Iowa's version of a "workforce knowledge and competency framework. Our alliance members worked with a contractor to develop a plan for a comprehensive, interoperable data system for early childhood in Iowa. Our alliance members came together and revised our early learning standards so they better addressed the needs of Iowa's growing diversity and aligned to the priorities of our members. Our alliance members has been active in defining cultural competency practices and embedding those in training across the state, including working with local ECI boards in addressing diversity in local board leadership.

In many ways, the Alliance is the mechanism by which a lot of system-level work happens in our state. So we are pleased to express our support in being a key partner with your department in the implementation of the grant, helping to gather and mobilize strategic stakeholders, determining effective

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c/o Iowa Department of Management State Capitol Room 13 Des Moines IA 50319

(b)(6)



strategies to embed the innovative practices and policies in this grant into our state system. We envision if the State receives the grant, several of the organization's Component workgroups, including Professional Development, Quality Services and Programs, Results Accountability and Public Engagement; will provide valuable input in moving the High Quality Plans forward.

This will not be new work for us, but really a continuation of what we already had planned. The ECI Stakeholder Alliance recently adopted a new strategic plan the in many ways mirrors the Race to the Top Early Learning Challenge grant objects: to provide leadership to develop a collaborative early childhood system across Iowa; to provide leadership to develop quality programs and services for young children and their families across Iowa and; to provide intentional leadership to ensure At-Risk and High Needs Children have access to quality services across Iowa.

We are pleased again to be a partner with Department of Education in working together ensure that every child in Iowa, beginning at birth, is healthy and successful.

Sincerely,

(b)(6)

(b)(6) Co-Chair  
Child and Family Policy Center

(b)(6)

(b)(6) Co-Chair  
Iowa Department Management

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c/o Iowa Department of Management, State Capitol, Room 13, Des Moines, IA 50319

(b)(6)

Web Page: [www.earlychildhoodiowa.org](http://www.earlychildhoodiowa.org)



1915 Grand Avenue, Des Moines, IA 50309

September 20, 2013

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Dr. Brad Buck  
Iowa Department of Education  
Grimes State Office Building  
Des Moines, IA 50319

Dear Dr. Buck,

The Community Foundation of Greater Des Moines is pleased to hear that the Iowa Department of Education is applying for The Race to the Top-Early Learning Challenge Grant (RTT-ETC). The Community Foundation is committed to improving the quality of life throughout the region, and often leads efforts to leverage funds and relationships to advance identified community priorities.

For more than 40 years, the Community Foundation has been working closely with donors, local leaders and hundreds of nonprofit organizations to identify and support important community needs. We utilize a strategic Leadership Agenda to focus and guide our work around the needs identified by our community. Education is one of those identified focus areas and we work to leverage projects that encompass the following targeted educational outcomes:

- **Education**  
Collaboration for Academic Achievement: Promote collaborative initiatives to improve academic achievement, particularly for children and youth identified as low-income, at-risk of dropping out or falling behind educational benchmarks or are from minority populations.

It is encouraging to know that the goals and direction of the proposed Iowa Department of Education's application for the RTT-ETC falls in line with our community's priorities and initiatives and we fully support the Iowa Department of Education in their application for this Grant. We look forward working with you on this project. Thank you for your leadership on behalf of children in Iowa.

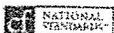
Sincerely,

(b)(6)

President

1915 Grand Avenue  
Des Moines, Iowa 50309  
ph. 515.883.2626  
fx. 515.309.0704

www.desmoinesfoundation.org



Confirmed in Compliance with  
National Standards  
for U.S. Community Foundations



Dr. Brad Buck  
Director  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14th Street  
Des Moines, IA 50319

Dear Dr. Buck:

As the Executive Director of the Child and Family Policy Center, I am pleased to write this letter of support for the Iowa Department of Education's application for the Race to the Top Early Learning Challenge grant. With strong leadership and an array of state and community organizations prepared to support this initiative, Iowa is well-positioned to take on the challenge of improving outcomes for our youngest children.

CFPC itself has a long history of involvement in research, policy, and advocacy related to young children and, in particular, efforts to build a strong early-childhood system in Iowa. Our organization strongly supports the initiatives outlined in Iowa's application and its focus on children with high needs.

In recent years, Iowa has taken concrete steps to strengthen its early-childhood system, and in particular to identify and reach out to children with high needs. We know that these children and their families are more likely to live in certain communities—counties, cities and town located throughout Iowa—but that there are families in every Iowa community who could use extra support in raising young children who are ready for school and beyond.

This proposal outlines key strategies for addressing the needs of children with high needs in areas of assessment, an expanded QRS, health, mental health, family engagement, workforce development and data systems. These strategies build on past innovations and investments moving the state's comprehensive early childhood system ahead.

The Child and Family Policy Center has played a collaborative role in planning and working towards a comprehensive high quality early childhood system. We look forward to continuing that collaboration and enthusiastically support these efforts supporting Iowa's youngest children.

(b)(6)

Executive Director



October 4, 2013

Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14th Street  
Des Moines, IA 50319

Dear Dr. Buck,

On behalf of the members of the Iowa Council of Foundations membership, we are pleased to submit this letter of support for the Iowa Department of Education's application for the Race to the Top-Early Learning Challenge (RTT-ELC) program.

The Iowa Council of Foundations (ICoF), designated as the state's lead philanthropic entity, is a membership association for grantmakers. We are the only professional organization convening the funding community on a statewide basis with a mission to promote philanthropy and effective grantmaking in Iowa. Our membership is a diverse mix of Iowa community, private, family, and corporate foundations as well as corporate giving programs. Collectively, our members represent over \$1.7 billion in foundation assets and distribute more than \$120 million in grants each year to support local nonprofits and causes. According to a recent member survey, nearly 70 percent of our members identify education as a key grantmaking priority.

This commitment to education is perhaps best evidenced by the efforts of the ICoF Education Funders Network, a learning circle among our members. This group of seasoned grantmakers represents a variety of foundation types and asset sizes, including private, corporate, and community foundations – all who are committed to making world-class learning a reality for every Iowa student. The Network shares information on promising practices, trends, and resources, connecting with state and national experts in the education field, including representatives from the Iowa Department of Education. While specific educational interests and strategies vary among its members, the Network understands the role of philanthropy in educational change can be catalytic: helping large systems to take risks and to change. The Network recently embarked on a co-funding initiative and has identified the campaign for grade-level reading as an issue to explore together – a topic that aligns with the RTT-ELC program.

On behalf of all our members, we want to ensure that philanthropy is at the table during critical discussions about education and other key topics in Iowa. Therefore, the Iowa Council of Foundations, including the Education Funders Network, are supportive of the Iowa Department of Education's efforts to further enhance and improve our state's K-12 education system across both the core and focused investment areas of the RTT-ELC program. As the convener of the Education Funders Network and Iowa's grantmaking community overall, the Iowa Council of Foundations stands ready to support these efforts by providing the Department of Education with a platform to share information about their efforts and progress toward the goals of the RTT-ELC program with Iowa's philanthropic community; a forum with the potential to lead to shared action.

Best wishes for the success of this effort.

Sincerely,

(b)(6)

Jerry Mathiasen  
ICoF Board Chair  
Senior Vice President,  
Iowa West Foundation

(b)(6)

Laura Sauser  
ICoF President

Laura Sauser  
*ICoF President*

**Board of Directors**  
Jerry Mathiasen  
*Chair*

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Leah Rodenberg  
*Treasurer*

Julie Gosselink

Brad Little

Susan Skora

Stacy Van Gorp

Cc: Stacy Van Gorp, Chair, ICoF Education Funders Network & Director, RJ McElroy Trust

IOWA STATE UNIVERSITY  
OF SCIENCE AND TECHNOLOGY

College of Human Sciences  
Department of Human Development  
and Family Studies  
4380 Palmer Building, Room 2330  
Ames, Iowa 50011-4380  
515 294-6316  
FAX 515 294-2502  
<http://www.hdfs.hs.iastate.edu/>

October 1, 2013

Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14th Street  
Des Moines, IA 50319

Dear Dr. Buck,

The Human Development and Family Studies Department (HDFS), along with the School of Education (SOE), administer the Early Childhood Education – Unified (ECE-U) licensure program at Iowa State University. As the Early Childhood Education Program Coordinator, I work with faculty and staff who train future teachers and conduct research focusing on supporting the option development of young children and their families. I am pleased to write a letter of support on behalf of our department for Iowa's application for the Race to the Top – Early Learning Challenge (RTT-ELC) grant.

Research has shown that the first few years of life are crucial to healthy brain development, forming positive relationships that support children's mental and physical health, and establishing patterns of learning. Our work in preparing high quality early care and education providers has shown the importance of training to build a highly effective workforce to meet children's needs. HDFS faculty have participated in many of the goal areas outlined in the RTT-ELC grant. They have participated in the committee that identified state standards for kindergarten entry assessments, helped write and revise state early learning standards (for children birth through age 5), and are currently working with the Iowa Department of Public Health and the new state early childhood mental health association to identify core competencies that practitioners in various professions should have to support mental health of young children and their families. Our department's Child Welfare Research and Training Project also works closely with the Iowa Department of Human Services to develop professional development and assesses the quality and technical assurance for many Department of Human Services programs. In addition, the CWRTP also conducts research with data collected through these efforts.

In response to national priorities and a strong state need, our department has recently developed a graduate certificate in Infant and Early Childhood Mental Health. The classes will provide practitioners who work in a variety of settings the knowledge and skills that will help them address the mental health and behavioral needs of young children and their families. The

certificate is designed to meet the needs of teachers, childcare providers, parent educators (including home visitors), supervisors, and other professionals who work daily with children and families.

Faculty and staff in our department strongly support improved services for young children and their families. We look forward to continued collaborations with the Iowa Departments of Education, Human Services, and Public Health on training and research projects to support positive development of young children and their families in Iowa. I wish you the best as you move forward with this grant.

Respectfully Submitted,

(b)(6)

Associate Professor  
ECE Program Coordinator  
Human Development and Family Studies Dept.  
2361B Palmer Hall  
Iowa State University  
Ames, IA 50011  
Phone: 515-294-4045  
Fax: 515-294-2502  
Email: [gluze@iastate.edu](mailto:gluze@iastate.edu)



Dr. Brad Buck  
Iowa Department of Education  
Grimes State Office Building  
400 East 14<sup>th</sup> Street  
Des Moines, IA 50319

October 1, 2013

Dear Dr. Buck:

As head of the Department of Curriculum and Instruction at the University of Northern, and on behalf of the division of Early Childhood Education and the Regents' Center for Early Developmental Education, I would like to express support for Iowa's Race to the Top (RTTT) proposal. If funded, this project will build the infrastructure that will assure that all of Iowa's youngest citizens, but particularly the highest need children, will receive the preparation they desperately need to succeed in school and life. The early childhood faculty and the Regents' Center for Early Developmental Education stand ready to support the state in addressing these pressing needs.

Faculty from UNI participated in the development of the Iowa Early Learning Standards, the Quality Rating System, the Iowa Quality Preschool Program Standards, and the Statewide Voluntary Preschool Program; the selection of Teaching Strategies GOLD as the statewide pre-k comprehensive assessment system; the creation of the unified early Childhood/Early Childhood Special Education teacher license; and the development of the early childhood workforce competencies and career lattice, and recently, the revised Iowa Early Learning Standards. The history and expertise of the UNI early childhood faculty will be vital in implementing the goals of 1) enhancing the state system so that it is sustainable; 2) improving the Quality Rating System so that it will promote high quality in all early learning and development programs; 3) promoting early learning outcomes for high-need students through the use of Early Learning Standards, a comprehensive assessment system, health promotion, and parent engagement; 4) developing a Workforce Competency Framework that will lead to a highly skilled early childhood workforce at all levels; and 5) using appropriate assessments and a comprehensive data system that will make it possible to measure and track child outcomes and improve instruction to meet the needs of all children.

Specific expertise that the UNI early childhood faculty bring to this project include the following:

1. A deep knowledge of what constitutes high-quality early learning and development programs for children birth through age 5.
2. Training and expertise in the *Program for Infant and Toddler Care* (PITC), with content integrated into the Early Childhood Education program's coursework.
3. Training in and extensive use of the *Classroom Assessment Scoring System* (CLASS) in

research and professional development.

4. Experience conducting professional development for teachers in a wide variety of topics, including STEM, social development, and language and literacy.

5. Training and extensive use of *Positive Behavior Interventions and Supports* (PBIS)

In conclusion, the early childhood faculty at UNI stand ready to assist the state in creating an early childhood system that truly meets the needs of children and families, particularly for those that are most in need. If I can be of any further assistance, please do not hesitate to contact me at [jill.uhlenberg@uni.edu](mailto:jill.uhlenberg@uni.edu).

Sincerely,

(b)(6)

(b)(6) Ph.D.

Head, Department of Curriculum and Instruction

cc (b)(6) Dean, College of Education



## IOWA COMMUNITY COLLEGES Early Childhood Education Alliance

Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes Office Building  
400 E. 14<sup>th</sup> Street  
Des Moines, Iowa 50319

This letter is from the Iowa Community College Early Childhood Education Alliance. The mission of the Alliance is to support and advocate for early childhood programs at Iowa Community Colleges that provide pre-service and in-service professional development to those who teach and care for young children from birth to 8.

The Iowa Community Colleges Early Childhood Education Alliance supports the intent to develop a cohesive professional development plan for Iowa. Our efforts and engagement in developing workforce knowledge and competency have been ongoing. Since our inception in 2005 Iowa ECE Alliance members have collaborated to design and deliver early childhood core courses aligned with the National Association for the Education of Young Children (NAEYC) standards and guidelines for professional development. Since that time we have revised the core competencies to reflect the updated NAEYC standards and an increased emphasis on the role of culture, language and ability in early childhood settings. In addition, we've identified a standardized set of core courses to meet the requirements of the Child Development Associate (CDA) credential that are part of our diploma and associate programs.

The Iowa Community College Early Childhood Alliance efforts demonstrate our commitment to supporting a workforce knowledge and competencies framework and progression of credentials that support early childhood educators in improving their knowledge, skills and abilities.

Sincerely,

(b)(6)

Vice President, Iowa Community College Early Childhood Alliance

Alliance member colleges:

Des Moines Area Community College  
Eastern Iowa Community College District  
Hawkeye Community College  
Iowa Lakes Community College  
Iowa Valley Community College District  
Iowa Western Community College

Indian Hills Community College  
Kirkwood Community College  
Northeast Iowa Community College  
North Iowa Area Community College  
Southwestern Community College  
Western Iowa Tech Community College



LORAS COLLEGE

1450 Alta Vista Street | Dubuque, IA 52001 | (563) 588.7100 | www.loras.edu

Loras College Division of Education  
1450 Alta Vista St.  
Dubuque, IA 52001  
October 1, 2013

Dr. Brad Buck  
Director  
Iowa Department of Education  
400 E. 14<sup>th</sup> St.  
Des Moines, IA 50319

Dear Dr. Buck:

On behalf of Loras College's Division of Education, we are writing a letter of support for Iowa's application for the Race to the Top Early Learning Challenge Grant (RTT-ELC).

As an institution committed to personnel preparation of early childhood teachers preparing to support young children with high needs, we feel the RTT-ELC has the potential to build a much-needed infrastructure for the early childhood care and education system in Iowa. Within this infrastructure, it is critical that our state continues to seek improvement in higher education programs, as well as the workforce to which our students will be entering. Additionally, a strong higher education infrastructure for early childhood would support our graduates in entering the workforce prepared to meet the needs of each and every child.

The development of a Workforce Knowledge and Competency Framework would provide common language and standards that are desperately needed in aligning coursework and experiences of students in higher education institutions with workforce expectations. Ultimately, this alignment would benefit infants and toddlers with high needs as high quality care and education efforts become unified across institutions of higher education and community programs.

If the State of Iowa is awarded the RTT-ELC, the Loras College Division of Education would support the state-wide efforts in adopting state-wide competencies as they relate to our coursework. We would gladly accept an invitation to be included in the efforts to improve Iowa's early care and education system.

Sincerely,

(b)(6)

(b)(6) Associate Professor of Education  
Division Chair

(b)(6)

(b)(6) Assistant Professor of Education



1330 Elmhurst Drive NE  
Cedar Rapids, Iowa 52402-4797  
319-363-8213  
www.mtmercy.edu

September 27, 2013

Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14<sup>th</sup> Street  
Des Moines, IA 50319

Dear Dr. Buck,

I am writing to express Mount Mercy University's support for Iowa's Race to the Top Early Learning Challenge Grant proposal. As an institution with a long commitment to excellence in teacher preparation, along with a heritage that challenges us to address the needs of underserved populations, Mount Mercy values Iowa's ongoing efforts to improve well-being and promote learning opportunities benefiting all our state's young children, their families, and the workforce serving them. We are pleased that one of our faculty members, a highly regarded specialist in early childhood education, has been able to contribute actively to ongoing statewide initiatives aimed at achieving these crucial goals.

Iowa's Race to the Top application addresses a number of essential aspects for achieving the desired outcomes for young children and those who nurture and educate them. These include strengthened infrastructure initiatives, cross-sector linkages, and resource allocations that will measurably advance Iowa's widely articulated vision calling for 'every child, beginning at birth, to be healthy and successful.' Proposed initiatives leading to a more diverse and qualified early childhood work force will complement Iowa's existing efforts to improve elementary and secondary education by addressing both learner and teacher needs.

As an institution that includes early childhood pre-service preparation in its undergraduate Education degree program, Mount Mercy University is committed to NAEYC's framework for professional preparation programs, to incorporating Iowa adult competencies and early learning standards for children, and to infusing work especially targeted to "high-need" children in Iowa. We hope to continue a productive articulation agreement with our local community college, welcome transfers from other community colleges and four year institutions in the state, and contribute to state efforts to develop a progression of early childhood credentials, endorsements, and degrees.

A comprehensive and well integrated early childhood system, thoughtfully aligned with an improved K-3 system in the state, will benefit all Iowans. Iowa's Race to the Top- Early Learning Grant application promises to help achieve that effective alignment and improve learning outcomes, and the University supports these initiatives as it prepares teachers, collaborates with other institutions, and advocates on behalf of young students, families, teachers, and schools.

Best regards,

(b)(6)

A rectangular box with a black border, containing the text "(b)(6)" in the top left corner. The rest of the box is empty, indicating that the signature has been redacted.

Provost

 **BUENA VISTA**  
**UNIVERSITY**  
*Bold vision. Bright futures.*

September 23, 2013

Dr. Brad Buck  
Director, Iowa Department of Education  
Grimes State Office Bldg.  
400 E, 14<sup>th</sup> Street  
Des Moines, IA 50319

Dear Director Buck,

I'm writing to support the department's bid for an Early Learning Challenge Grant as part of the federal Race to the Top Initiative. My name is Paul Theobald, and I serve as the Dean of the School of Education at Buena Vista University. Located in Storm Lake, we are surrounded by large numbers of children with high needs. As a university, we are looking for more and better ways to reach out to the families of these children in an attempt to make a difference in their lives, and increase the likelihood that they will perform well in our schools. As a consequence, we would very much like to be a part of the effort to create and utilize the state's Workforce Knowledge and Competency Framework, as well as be a provider for competency-based coursework for Iowans working in the early childhood field.

Though we are small, we are nevertheless a comprehensive university, and cross-campus efforts abound here. We can easily bring departments such as social work and psychology into our conversations about how best to maximize the impact of an Early Learning Challenge Grant.

As you know, there are no public universities in the large expanse of northwest Iowa. We are uniquely positioned to serve this portion of the state as an advocate of informed early childhood policy and as a purveyor of competency-based training. Please don't hesitate to contact me if there is more I can do in support of this grant initiative.

Sincerely,

(b)(6)

Dean, School of Education  
712-749-2269

800.383.2821  
712.749.2400  
fax 712.749.2037

[www.bvu.edu](http://www.bvu.edu)

610 W. Fourth Street  
Storm Lake, Iowa 50588



DORDT COLLEGE

September 30, 2013

Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14<sup>th</sup> Street  
Des Moines, IA 50319

Director Buck,

On behalf of Dordt College, I would like to express our institution's support for the Early Learning Challenge Grant. As an institution that offers the Early Childhood Endorsement as well as owns/operates our own preschool, Dordt College is very excited about the potential these funds would bring to assure that high needs children are ready for school and early childhood programs are well-supported.

Dordt College stands ready to assist this effort in whatever ways and means we are equipped to do so. Whether our assistance is in the form of the adoption of the statewide competencies or providing opportunities for continuing education to current workforce participants, Dordt College is most willing to participate in this critical endeavor.

As previously mentioned, Dordt College purchased two private preschools in 2011 in our efforts to provide high-quality early childhood education for families in the Sioux Center community, as well as allowing our early childhood majors an incredible and authentic learning lab for their own education. We currently have 110 four-year old students enrolled and anticipate additional students next year due to our successful application to the Statewide Preschool Program. We have quickly discovered the need for improvements on the identified items on the high quality plan that is being developed.

Dordt College appreciates the efforts being made by the Iowa Association of Young Children, the Governor's Office, and the Department of Education to further early childhood education in Iowa. We fully support your efforts and are ready to assist as needed.

Sincerely,

(b)(6) Chair

(b)(6)

**Teacher Education Program**

498 Fourth Avenue NE Sioux Center, Iowa 51250-1606 Phone 712-722-6215



## Early Childhood Iowa

*Our Vision: Every child, beginning at birth, will be healthy and successful.*

---

September 26, 2013

Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 14<sup>th</sup> Street  
Des Moines, Iowa 50319

Dear Director Buck:

On behalf of the Early Childhood Iowa (ECI) State Board, I wish to express our support and commitment of Iowa's Race to the Top Early Learning Challenge Grant application. The ECI State Board is comprised of 16 citizen members, 6 state agency directors including (Economic Development Authority, Education, Human Rights, Human Services, Public Health and Workforce Development), and four state legislators. The board's mission is to build and maintain community capacity to deliver a comprehensive and integrated early care, health and education system.

In its role, the ECI State Board is created to promote a vision for a comprehensive early care, education, health and human services system in this state. The Board's role includes providing oversight of state and local efforts. Responsibilities include strategic planning, funding identification, guidance, tracking, and reporting the data on the ECI Results and Indicators; advocacy; and public awareness of the importance of early childhood. Through this role, the ECI State Board will offer any assistance to Iowa's efforts for the Race to the Top Grant.

As a decision-making body in Iowa's early childhood system, we will provide any assistance to the State of Iowa in order for a successful completion of this grant should it be awarded. Receiving this grant offers the ECI State Board an opportunity to continue Iowa's current efforts for early childhood system building. We look forward to this wonderful opportunity.

(b)(6)

(b)(6)

Chair

ECI State Board

---

c/o Iowa Department of Management, State Capitol, Room 13, Des Moines, IA 50319

Shanell Wagler (515) 281-4321 Debra Scrowther (515) 281-4537

Jeffrey Anderson (515) 242-5895

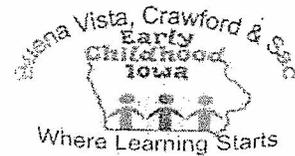
FAX: (515) 281-4225

Web Page: [www.earlychildhoodiowa.org](http://www.earlychildhoodiowa.org)

BUCS Early Childhood Iowa  
116 South State Street, Suite A  
Sac City, IA 50583

Phone: 712-662-3880 email: [abosterbuc3@frontiernet.net](mailto:abosterbuc3@frontiernet.net)

Website: [www.bucsempowerment.com](http://www.bucsempowerment.com)



September 30, 2013

Iowa Department of Education

Re: Race to the Top-Early Learning Challenge

To Department of Education:

The Buena Vista, Crawford and Sac Early Childhood Iowa Area express commitment and support for efforts in obtaining the Race to the Top-Early Learning Challenge. Investing in building the infrastructure to assure high needs children in the state are ready for school, not only provides improvement to current systems, but promotes Iowa will have an educated work force for the early childhood field. Promoting Iowa's Quality Rating System to assist families in identifying what a quality early learning environment can provide and the benefits to their children in preparation for establishing lifelong learning. Measuring progress using a comprehensive data system and kindergarten entry assessment will provide families and schools, tools to assist in meeting a child's needs.

Buena Vista, Crawford, Sac Early Childhood Iowa Area 3-County Board is the governing entity for Buena Vista, Crawford, and Sac Counties. Our mission is to improve the quality of life for children and families by strongly supporting safe environments, lifelong learning and facilitating a coordinated system for community services. The board endows programs that support children prenatal through age five and their families.

Buena Vista, Crawford, Sac Early Childhood Iowa Area will support programs implemented through the Race to the Top-Early Learning Challenge to best of our ability. Support from our area may be serving on state committees, promoting the Quality Rating System, in-home family support parent education program, and support to early care and education programs.

The Buena Vista, Crawford and Sac Early Childhood Iowa Area express support to the Department of Education for the five key areas identified in the grant.

Sincerely,

(b)(6)

(b)(6)

Board Chair

(b)(6)

Sac Early Childhood Iowa Area



Kids First Communities Early Childhood Iowa Area  
Serving Clarke, Decatur and Wayne Counties

September 27, 2013

Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14<sup>th</sup> Street  
Des Moines, IA 50319

The Kids First Communities Early Childhood Iowa Area (consisting of Clarke, Decatur and Wayne Counties in Iowa) supports Iowa's Race to the Top Early Learning Challenge Grant.

The 2012 Early Childhood Iowa Annual Report states "The current reality in Iowa is that programs, policies, and systems that serve young children are inadequate to meet the changing needs of children and families." With many of these needs meeting the definition of "high needs", the Early Childhood Iowa Initiative plan to address these changing needs is framed around five achievable result areas: Healthy children; Children ready to succeed in school; Safe and supportive communities; Secure and nurturing families; and Secure and nurturing early learning environments.

The Race to the Top Early Learning Challenge Grant will support the Early Childhood Iowa Initiative that will in turn will benefit the local Early Childhood Iowa Areas. Through common vision, *"Every child, beginning at birth, will be healthy and successful"*, successful state systems will assist local areas in enhancing and improving their programs by promoting sustainable strategies; a quality early childhood education workforce; QRS; Iowa Learning Standards and comprehensive assessment systems.

Sincerely,

(b)(6)

Chairperson – Board of Directors  
Kids First Communities Early Childhood Iowa Area



## HAWC Partnerships for Children

"An Early Childhood Iowa/Decat Area"  
Hawkeye Plaza  
1111 Paine St, Suite H  
Decorah, IA 52101

(563) 382-4447 Phone  
(563) 382-1870 Fax  
[hawcmb@neitel.net](mailto:hawcmb@neitel.net)  
[www.hawc-iowa.com](http://www.hawc-iowa.com)

October 1, 2013

Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14th Street  
Des Moines, IA 50319

Re: Letter of Support: Race to the Top – Early Learning Challenge

Dr. Buck,

On behalf of the Allamakee, Clayton, Howard and Winneshiek County Early Childhood Iowa area, I offer a letter of support for Iowa's application for a *Race to the Top – Early Learning Challenge* grant. Iowa has an opportunity to build on its past efforts and successes involving the Early Childhood Iowa Alliance and established local Early Childhood Iowa areas.

As a local advocate for early childhood, I support Iowa's efforts to support and enhance high-quality learning programs to serve more low-income and disadvantaged children in our local communities. Iowa children and families will be well served in implementing an integrated system of high-quality early learning programs and services. The improvements made in Iowa should conform to national expectations for early childhood.

Through the leadership of Early Childhood Iowa and the Early Childhood Alliance, Iowa has been effective in building collaboration among state departments and local area representatives of education, human services and public health to address the needs of children. Each local area incorporates the involvement of local elected officials, business and faith community representation. Additionally, and most importantly, local areas involve representatives of family members of children served.

Iowa can use the *Race to the Top – Early Learning Challenge* to build on our past successes, utilize accountable programs, incorporate early learning standards, enhance our early childhood workforce, and measure our outcomes and progress.

Very truly yours,

(b)(6)

Cc: (b)(6) Director, Early Childhood Iowa



Dr Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 14<sup>th</sup> Street  
Des Moines, Iowa 50319

September 24, 2013

Dear Director Buck,

Partnerships 4 Families the Early Childhood Iowa (ECI) Area for Audubon, Carroll, Greene and Guthrie counties supports the application for Iowa's Race to the Top Early Learning Challenge Grant. As a local ECI we support ECI as the successful state system we work within through active engagement in ECI Stakeholder Alliance and we have developed goals and objectives that align to the ECI strategic goals. We also hold your board and its programs accountable to achieve the common outcomes of ECI.

As a local system we promote the usage of the Early Learning Standards by assuring their curriculum, assessment and instruction is aligned to the standards. We engage in efforts to identify and target high needs children in your area and assure them access to and enrollment in high quality early development and learning programs. As an area we recognize the work that our programs have done in achieving the Iowa Family Support Credential and support others in our state to achieve that status.

The Race to the Top Early Learning Challenge Grant would allow the state of Iowa to continuing moving our early childhood system forward and build on the work that has been accomplished the last three years. We look forward to working with the Early Childhood Alliance now and in the future.

On behalf of the Partnerships 4 Families Board,

(b)(6)



POLK COUNTY  
EARLY CHILDHOOD IOWA

September 25, 2013

Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14th Street  
Des Moines, IA 50319

Dear Dr. Buck,

The Board of Polk County Early Childhood Iowa strongly supports Iowa's application for the *Race To The Top – Early Learning Challenge Grant*. Early Childhood Iowa is our successful state system for the provision of comprehensive services to meet the statewide mission: Every child, beginning at birth, will be healthy and successful. Receipt of this grant would provide the opportunity to build on our existing systems of family support, early learning, health and human services and to move forward more quickly in meeting the needs of our children with high needs.

A collaborative system of supports for Iowa's youngest children is in place. The state legislature and the state's citizens support investment in early childhood development. Examples of state-funded investment in early childhood development and education include 2007 legislation establishing Iowa's Statewide Voluntary Preschool Program, with state funding of the program intended to be equitable and sustainable. Another example is the Iowa Reading Research Center, established and funded during the 2012 legislative session to provide literacy resources for educators, care providers and families of children from birth through grade 12. Iowa's Early Learning Standards have been revised and released this year. Iowa has a strong system of early childhood higher education programs and child care workforce development and support programs.

Iowa's education, health and human services initiatives work in tandem with the existing infrastructure of local Early Childhood Iowa areas to support all of Iowa's children. Early Childhood Iowa areas receive annual state funding for "School Ready" programs to support Iowa's at-risk children, those from low-income families or otherwise in need of special assistance and support. A significant share of Iowa families and their children face economic stress. More than 40 percent of Iowa's young children live in households below 200 percent of poverty. Nearly 19 percent of these families live below 100 percent of poverty. A significant share of Iowa children have special health needs with 21 percent of Iowa children four months to five years of age at moderate to high risk of developmental, behavioral or social delays.

The *Race To The Top – Early Learning Challenge Grant* would allow Iowa to build on the momentum of recent state investment in early childhood development and to more fully implement existing, sustainable and effective systems of support for our most at-risk children. The opportunity to enhance and improve our state systems of support for families and children with high needs is exciting and one that we, as the Board of Polk County Early Childhood Iowa, fully support.

With warm regards,

(b)(6)

(b)(6) Polk County Early Childhood Iowa

1000 WEST 24th Street, Room 100  
Des Moines, IA 50319



*Mailed 10/2/13*

Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14<sup>th</sup> Street  
Des Moines, Iowa 50319

Dear Dr. Buck,

The Scott County Kids Early Childhood Iowa Board supports the 2013 Race to the Top-Early Learning Challenge Grant being submitted on behalf of children in the state of Iowa.

The grant would promote early learning development outcomes for high needs children, as defined by our newly revised Early Learning Standards, measured by comprehensive assessment systems and supported with health promotion and strong parent engagement.

The Scott County Kids Early Childhood Iowa Board strongly supports these efforts now, at a local level, and looks forward to additional funds and activities from the Race to the Top-Early Learning Challenge Grant to advance these important issues through coordinated state and local efforts.

Sincerely,

(b)(6)

(b)(6) Chairperson

Scott County Kids Early Childhood Iowa



Quad Counties 4 Kids  
Early Childhood Area Board  
807 W. Columbus Street  
Mount Ayr, IA 50854

September 30, 2013

Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14th Street  
Des Moines, IA 50319

Dear Dr. Buck:

I am writing on behalf of the Quad Counties 4 Kids Early Childhood Area Board, as its Director, in support of the department's Race to the Top-Early Learning Challenge Grant Application. Our area serves families in Adams, Ringgold, Taylor and Union Counties with children ages 0-5 years.

The 2012 Early Childhood Iowa Annual Report states "The current reality in Iowa is that programs, policies, and systems that serve young children are inadequate to meet the changing needs of children and families." Many of these needs meet the definition of "high needs." The area that we serve has a large population that would also meet this definition. A large number of these children are not served due to continued cuts to our budget. The Early Childhood Iowa Initiative plan to address these changing needs is focused around five achievable result areas: Healthy children; Children ready to succeed in school; Safe and supportive communities; Secure and nurturing families; and Secure and nurturing early learning environments.

The Race to the Top Early Learning Challenge Grant will support the Early Childhood Iowa Initiative that will in turn will benefit families in local Early Childhood Iowa Areas. Through common vision, "Every child, beginning at birth, will be healthy and successful", successful state systems will assist local areas in enhancing and improving their programs by promoting sustainable strategies; a quality early childhood education workforce; QRS; Iowa Learning Standards and comprehensive assessment systems.

Sincerely,

(b)(6)

(b)(6) Director

For the Quad Counties 4 Kids Area Board

# BooSt Together for Children

*Early Childhood Iowa*

900 W. 3<sup>rd</sup>, Boone, IA 50036

September 19, 2013

Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14th Street  
Des Moines, IA 50319

Dear Dr. Buck,

I am writing in support of the Race to the Top, Early Learning proposal. BooSt Together for Children helps fund care and early education services to families with children between the ages of birth to five years in Boone and Story Counties.

There is growing body of research that shows how young children benefit from quality early learning experiences. Local Early Childhood Iowa boards are in a great position to target funding to the local needs of children and families. But we need the help of a statewide system that supports our efforts by establishing clear guidelines for quality care, training programs for care providers, and standardized assessments so we can tell how we are doing.

The Race to the Top grant will help Iowa strengthen current efforts to build a statewide system of early care and education that will enable children to enter school ready to learn and be successful. A quality early education system will benefit all children but it will especially benefit the children who are at risk due to low income, developmental delays or family challenges.

Sincerely,

(b)(6)

(b)(6)

Board Chair  
BooSt Together for Children ECI

RECEIVED

SEP 23 2013

IOWA DEPT. OF  
MANAGEMENT

Vision: Every child will have access to quality services empowering them to be healthy and successful.



Linn County Early Childhood Iowa Governance Board  
1240 26<sup>th</sup> Avenue Court SW, Cedar Rapids, Iowa 52404  
Telephone: (319) 892-5721 Fax: (319) 892-5619  
Web: [www.linncountyearlychildhoodiowa.org](http://www.linncountyearlychildhoodiowa.org)

October 1, 2013

Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 East 14<sup>th</sup> Street  
Des Moines, Iowa 50319

Dear Dr. Buck,

The Linn County Early Childhood Iowa Board enthusiastically submits its support for Iowa's application for the 2013 Race To The Top-Early Learning Challenge (RTT-ELC) grant. Indeed the very future of education reform in Iowa is linked to this opportunity. Without increased investment in and support of the early childhood system we reduce the academic, economic and social achievement of generations of Iowa's children. Thank you and the grant writing team for their efforts to include Iowa in the RTT-ELC!

Early Childhood Iowa (ECI) has been a key element of the early childhood system for over 15 years and exists in every county in Iowa. This federal grant will build upon this network of local systems and provide enhanced opportunities for Early Childhood Iowa to support RTT-ELC strategies that will include:

- Implementing the Iowa ECI Strategic Plan which places a high priority on serving high-needs children and families.
- Expanding efforts to increase childcare provider participation in Iowa's Quality Rating System.
- Increasing our ability to collect and report standardized data.
- Supporting local efforts to offer professional development opportunities to early childhood workers.
- Increasing implementation of Early Learning Standards within programs currently funded by ECI.
- Aligning existing efforts to enhance quality of child care environments.
- Providing new resources to identify & enroll high-needs children and families in effective ECI programs.

In summary, Iowa already has a system to efficiently funnel federal funds to state, county, and local efforts that will build the essential infrastructure for high needs children to excel- Early Childhood Iowa. What is missing is the level of investment necessary to enable the State and Early Childhood Iowa to fully develop a best-in-the nation early childhood system.

The Linn County Early Childhood Iowa Board is pleased to share its strong support of and commitment to implementation of RTT-ELC strategies.

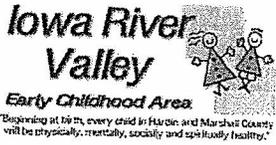
(b)(6)

(b)(6) Linn County ECI Board Chair

(b)(6)

(b)(6) Linn County ECI Director

*Mission: To provide and support quality education, health and social services through community partnerships and collaborations, for children prenatal-age 5 and their families, resulting in healthy, safe, school ready children.*



September 30, 2013

Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 E 14<sup>th</sup> St  
Des Moines, IA 50319

Dear Dr. Buck,

The Iowa River Valley Early Childhood Area Board, which serves Hardin and Marshall County, is proud to support the submission of the *Race To The Top – Early Learning Challenge Grant*. Our local ECI Board, alongside the Early Childhood Iowa Board, is committed to providing children with high needs in our area access to quality early learning environments. If awarded the grant, it would provide an opportunity to build on current systems of family support, early learning, health and human services and more.

This grant will have the following impacts for our county and the state, as well:

- Build and strengthen our current state system, including governance and sustainability strategies.
- Enhance, improve and strengthen our QRS into an expanded tiered quality rating and improvement system that will assist us in promoting the importance of a quality early learning and development environments.
- Promote early learning development outcomes for high needs children, as defined by our newly revised Early Learning Standards, which is measured by comprehensive assessment systems and supported with health promotion and strong parent engagement.
- Encourage a great early childhood education workforce.
- Measure board outcomes and processes using a new comprehensive data system and kindergarten entry assessments.

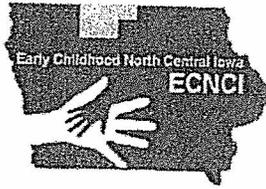
Please support us in our efforts to sustain opportunities for children in Iowa. We need to continue promoting the importance of early childhood development by creating a sustainable and effective system, and we can only do that with your help.

Thank you for your careful consideration.

Sincerely,

(b)(6)

(b)(6)



Early Childhood North Central Iowa  
119 S. Jones St.  
Algona, Iowa 50511

October 1, 2013

Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14th Street  
Des Moines, IA 50319

Dear Dr. Buck:

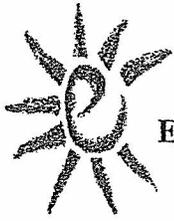
This letter is in support of Iowa's Race to the Top Early Learning Challenge Grant. As an Early Childhood Iowa area we affirm the state vision for every child beginning at birth to be healthy and successful. Receiving the Race to the Top Early Learning Challenge Grant would help the state system with improvement and enhancements including governance models and sustainability strategies. Other improvements and enhancements would include expanding QRS. By expanding the QRS system with additional tiers and quality rating it will help to promote high quality in all early learning and development programs.

Our area would also support using the grant to promote early learning development outcomes for high needs children. This support would be defined by Early Learning Standards, measured by comprehensive assessment systems and supported with health promotion and strong parent engagement. The Early Childhood Iowa system is designed to promote quality services for families. As a primarily rural area, access to needed services can sometimes be difficult for families. The Early Childhood Iowa system helps identify gaps in services and helps form a plan to meet needs.

Thank You,

(b)(6)

Board Chair  
Early Childhood North Central Iowa



*Cedar/Jones*  
Early Childhood Iowa

September 19<sup>th</sup>, 2013

Attn: Iowa Department of Education

Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14<sup>th</sup> Street  
Des Moines, IA 52319

Dear Mr. Buck:

Cedar/Jones Early Childhood Iowa has been actively involved in the development of child care services in Cedar and Jones counties for many years now. It is through our State and Federal funding that we receive that we support children 0-5 years of age and their families whom are deemed high risk. While all levels of funding provide benefit, funds awarded through this grant would allow our state to enhance and improve our Early Childhood System, taking a good system to even greater levels.

This grant would allow for improvement in Iowa's Quality Rating System. Cedar/Jones strongly supports and promotes participation in QRS to child care providers and offers support as programs work to enhance quality in their programs while also realizing there are barriers to participation. Barriers could be removed with improvement in our current system.

This grant would also promote a greater early childhood education workforce. An educated, well compensated, and qualified early childhood workforce can often be a difficult combination to obtain and maintain, particularly in small, rural areas such as ours.

Finally, this grant would enhance our system for measuring and evaluating our children's readiness for kindergarten through a comprehensive data system. Accountability and outcomes is our main indicator of success for our children. To continue to strive to meet the needs of our youngest children, we need to be able to consistently, effectively, and accurately show the benefits and rewards of our early childhood system at work.

We strongly support and applaud the efforts of our Early Childhood partners in their application for Iowa's Race to the Top Early Learning Challenge grant. What a wonderful gift to our children.

Best regards,

(b)(6)

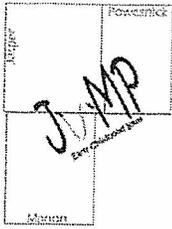
(b)(6)

Chairperson

(b)(6)

(b)(6)

Director



JMP Early Childhood Iowa Area  
Nicole Brua-Behrens, Director  
PO Box 344  
Grinnell, Iowa 50112  
(641) 236-5518, ext 222  
nicole@greaterpcf.org

October 1, 2013

Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14th Street  
Des Moines, IA 50319

Dear Director Buck:

This letter is in support of the State of Iowa's Race to the Top-Early Learning Challenge Grant application. Iowa is in prime position to quickly roll out programming for high need families with young children due to the fact that the state has an established early childhood education system in place in two divisions of government: the Iowa Department of Education and the Early Childhood Iowa. These divisions work closely together to ensure there is not duplication of services.

The JMP Early Childhood Iowa Area is regional component of Iowa's early childhood system. The JMP board funds preschool scholarships for children attending a "quality preschool program", funds training opportunities for early care and education teachers/providers, funds a childcare consultant and childcare nurse consultant to work with centers and preschools on their quality rating system goals, and funds intensive, accredited home visit programming as well as public health services and literacy activities with a focus on at-risk families with children ages 0-5 in three counties in Iowa: Jasper, Marion and Poweshiek counties.

The State of Iowa and local early childhood areas fund programs that are addressing the Race to the Top key areas including encouraging early care and education programs to enter into the Quality Rating System and use the Early Learning Standards. The State of Iowa's early childhood system is ready to receive a Race to the Top Early Learning Challenge Grant with a seamless system in place that covers several key areas of early childhood learning. Thank you for considering this proposal.

Sincerely,

(b)(6)

JMP Director



**Clinton/Jackson Early Childhood Iowa**  
Jenny Kreiter, Director

September 26 , 2013

Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14th Street  
Des Moines, IA 50319

Dear Dr. Buck;

The Clinton/Jackson Early Childhood Iowa Board supports the submission of the Race To The Top grant. Our local ECI Board is committed to providing our children with high needs access to quality early learning experiences.

This grant will:

- Enhance and improve our state system including governance models and sustainability strategies
- Enhance and improve our QRS into an expanded tiered quality rating and improvement system that will promote high quality in all early learning and development programs
- Promote early learning development outcomes for high needs children, as defined by our newly revised Early Learning Standards, measured by comprehensive assessment systems and supported with health promotion and strong parent engagement
- Promote a great early childhood education workforce, as defined by our competency framework
- Measuring broad outcomes and progress using a new comprehensive data system and kindergarten entry assessments

The Clinton/Jackson Early Childhood Iowa Board is committed to the state system and will continue to work towards achieving the common outcomes of Early Childhood Iowa.

Sincerely

(b)(6)

(b)(6) Clinton/Jackson Early Childhood Iowa  
Board Chair

CDCC

CHILD DEVELOPMENT COORDINATING COUNCIL

September 18, 2013

Brad Buck, State Director  
Iowa Department of Education  
Grimes State Office Building  
400 East 14<sup>th</sup> Street  
Des Moines, IA 50319

The Child Development Coordinating Council (CDCC) supports the Iowa Department of Education, in partnership with the Departments of Human Services, Management (Early Childhood Iowa) and Public Health, regarding Iowa's Race to the Top Early Learning Challenge grant application. The CDCC is a Governor-appointed early childhood constituent group of state agency, university, and early childhood stakeholders, who advises the Department of Education regarding the implementation of Iowa's state funded Shared Visions preschool and parent support programs. These two legislatively financed programs have supported children with high needs since 1989. The CDCC is committed to working with state partners to build a more unified early childhood system in order to support young children and their families through increasing access and quality and to ensure that children enter kindergarten with the skills, knowledge and experiences needed to be successful.

One of the priorities of CDCC and Iowa's Race to the Top Early Learning Challenge grant proposal is to promote early learning development outcomes for children of high needs, as defined by the newly revised Iowa Early Learning Standards, measured by comprehensive assessment systems and supported with health promotion and strong parent engagement. The Shared Visions Preschool Programs are currently implementing the Iowa Early Learning Standards; participating in the comprehensive assessment of children, ages three to five years by using the Teaching Strategies GOLD assessment administered annually by teachers for fall, winter, and spring measures; and integrating strong parent engagement with the parent support programs. These program experiences will be instrumental in statewide implementation of Iowa's Comprehensive Race to the Top Early Learning Plan.

The CDCC appreciates the opportunity to support the early childhood system changes within Iowa's Race to the Top Early Learning Challenge Grant proposal and looks forward to the implementation of Iowa's Plan. If you need further information, please contact me (712-222-6122 or [mgroen@Nwaea.com](mailto:mgroen@Nwaea.com)).

Sincerely,

(b)(6)

Child Development Coordinating Council  
Northwest Area Education Agency  
1520 Morningside Avenue  
Sioux City, IA 51106



THE FLORIDA STATE UNIVERSITY  
COLLEGE OF COMMUNICATION & INFORMATION

Dear Dr. Buck,

I am very pleased to write a letter of support for Iowa's Race to the Top Early Learning Challenge proposal. The Distance Mentoring Model (DMM) is a professional development initiative addressing the implementation of family centered services in the natural environment with a focus on supports to young children and their families eligible for Part C of IDEA including many children and families of high need. Iowa's Early ACCESS state team leaders have identified routines based intervention and family coaching as priorities for professional development to their interdisciplinary service provider teams using the DMM framework. DMM incorporates the scientific evidence base for professional development, family guided routines based intervention, family coaching and the use of technology in early intervention and actively contributes to the expansion of the evidence base for early intervention through research and publication. The content of the professional development is aligned with the Recommended Practices of the Division of Early Childhood (DEC) of the Council for Exceptional Children (CEC). Further, DMM applies the principles and frameworks of Implementation Science throughout the activities at multiple levels of participation including State level cross sector agency collaboration and local community implementation teams.

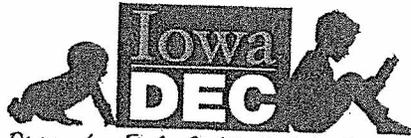
DMM provides coaching for early intervention providers via low cost and easily accessible technology. Integrating technology use in early intervention service delivery has the potential to increase the accomplishment of child and family outcomes through expanded resources, more frequent contacts, and as evidenced in research, by coaching caregivers in context and at times when supports are needed most. Traditional early intervention occurs on a consistent schedule of weekly or monthly home visits. However, children learn through routines and activities typical to the family that occur throughout the day and week. Using technology can increase the opportunities for coaching anytime and anywhere that will enhance parent child interactions.

The DMM goals and objectives are very much in line with those identified throughout the RTT-ELC proposal. Florida State University faculty associated with DMM offer their enthusiastic support for the proposal and will be pleased to collaborate if funded. The coordination and continuity of services and supports for families and children of Iowa described in this proposal would truly make a difference for all.

Sincerely,

(b)(6)

Professor and Director  
Communication and Early Childhood Research and Practice Center  
Associate Dean of Research College of Communication and Information



*Iowa Subdivision of the Division for Early Childhood of the Council for Exceptional Children*

October 1, 2013

Dr. Brad Buck  
Director  
Iowa Department of Education  
400 E 14<sup>th</sup> Street  
Des Moines, IA 50319

Dear Dr. Buck:

On behalf of the Iowa Subdivision of the Division for Early Childhood of the Council for Exceptional Children (Iowa DEC), we are writing in support of Iowa's application for the Race to the Top-Early Learning Challenge Grant (RTT-ELC). In our roles as advocates and practitioners, we encourage the early childhood agencies around our state to be ever-mindful of best practices in the field of Early Childhood Special Education.

As an organization committed to the needs of families of all children, including those with disabilities and developmental delays, the inclusive practices that encourage the integration of all children in all early childhood programs is a high priority for our group. We are supportive of the efforts to include the assessment of inclusive program practices as our state reviews the Quality Rating and Improvement System (QRIS). A second priority for Iowa DEC is the preparation of personnel in the field and we feel the RTT-ELC has the potential to build a much-needed infrastructure for the early childhood care and education system in Iowa. Within this infrastructure, it is critical that our state continues to seek improvement in the initial and advanced licensure requirements as they relate to Early Childhood, Early Intervention (Early ACCESS), and Early Childhood Special Education. It is hoped that the RTT-ELC would provide a needed opportunity in examining and updating the early childhood endorsements in our state. The development of a Workforce Knowledge and Competency Framework would provide common language and standards that are desperately needed in aligning efforts across programs, both in the workforce and higher education.

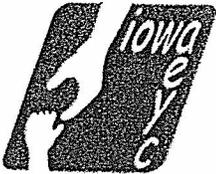
Should the State of Iowa be awarded the RTT-ELC, the Iowa DEC will support the state-wide development and maintenance of a Workforce Knowledge and Competency Framework. We are very willing to accept an invitation to be included in the efforts to improve Iowa's early care and education system.

Iowa DEC is pleased to be among the supporters of this initiative to benefit the children of Iowa.

Respectfully,

(b)(6)

President of Iowa DEC  
Assistant Professor, Early Childhood Education  
St. Ambrose University  
518 W. Locust Street  
Davenport, IA 52803  
JeansLaurieM@sau.edu



# Iowa Association for the Education of Young Children

Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14th Street  
Des Moines, IA 50319

September 25, 2013

Dear Director Buck:

It is with great pleasure that the Iowa Association for the Education of Young Children (Iowa AEYC) supports the Early Learning Challenge Fund grant being submitted on behalf of the State of Iowa by the Department of Education. As the professional association for the field of early childhood education, we represent all practitioners in the field of early care and education, birth to age eight. We are affiliated with the National Association for the Education of Young Children (NAEYC) and our mission is to serve and act on behalf of the early childhood profession. Our role, with our members and through state-wide efforts, is to support developmentally appropriate, best practices in early childhood education, at the teacher level, at the policy level, and at the leadership level.

The importance of early childhood education and appropriate professional development for this workforce, both in-service and pre-service, in ensuring school success cannot be over-emphasized. The delivery system for services for children ages birth to kindergarten in our state includes multiple partners, including public educators, private child care providers and preschools, Head Start programs, health and family support service providers, parents, families and communities. We applaud the inclusion in this plan to offer high quality professional development for all providers supporting children with high needs and their families. College credits leading to degrees from effective higher education institutions will allow those in our current workforce to become qualified and earn the appropriate credentials that will support fair and appropriate compensation.

As leaders in Early Childhood Iowa's professional development work, we at Iowa AEYC will work closely with the state departments of Education, Human Services, Public Health and Management in completing the requirements of this grant. In particular, we plan to closely support implementation of the goals of D-A Great Early Childhood Education Workforce. We plan to work collaboratively with our partners in Head Start, public schools, Child Care Resource & Referral, ISU Extension, and early care and learning programs across the state, to implement this grant. It will allow us to improve the quality of offered professional development and training, and to ensure staff at programs serving children with the most high needs are able to access this quality training. Our T.E.A.C.H. Early Childhood® IOWA program, with ten years' of outcome data, is prepared to support the needs of the current workforce to move forward on a knowledge and skills framework and earn college credits, aligned with professional competencies. Only through these efforts will every child, beginning at birth, be healthy and successful, and every child arrives at kindergarten ready to learn.

We pledge our full support, accessing our network of state and national (NAEYC) partners and expertise, to assist the Iowa Department of Education with implementation of this plan. We encourage the Department's consideration of the accepted standards, developed by NAEYC, to guide your planning. (Go to <http://www.naeyc.org/positionstatements>)

(b)(6)

Executive Director

(b)(6)

Governing Board President

Iowa Association of  
School Boards  
6000 Grand Avenue  
Des Moines, Iowa 50312-1417  
(515) 288-1991  
1-800-795-IASB (4272)  
E-mail: iasb@ia-sb.org  
www.ia-sb.org



**IASB**

**OFFICERS AND DIRECTORS**

September 27, 2013

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Patti Fields  
5 Modern Way  
Iowa City 52240

**PRESIDENT-ELECT**  
Jeff Anderson  
205 Story Street  
Boone 50036

**TREASURER**  
Roger Shaffer  
1306 Whitetail Avenue  
Sumner 50674

**PAST PRESIDENT**  
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108 W. Indiana  
George 51237

**DISTRICT 2**  
Jon Rowen  
3019 Highway 17  
Eagle Grove 50533

**DISTRICT 3**  
Kevin Powell  
12942 338th Street  
Strawberry Point 52076

**DISTRICT 4**  
Michael Sexton  
2202 Ogden Avenue  
Rockwell City 50579

**DISTRICT 5a**  
Dan Woodin  
2206 Ironwood Court  
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**DISTRICT 5b**  
Julie Walter  
6089 Foxboro Road  
Johnston 50131

**DISTRICT 6a**  
David Law  
1560 Pleasantview Dr.  
Marion, IA 52302

**DISTRICT 6b**  
Keith J. Westercamp  
3612 Timberline Drive NE  
Cedar Rapids 52402

**DISTRICT 7**  
Bill Grove  
6 Grenville Court  
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**DISTRICT 8**  
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Darrell Determann  
P.O. Box 473  
Eagle Grove 50533

**EXECUTIVE DIRECTOR**  
Thomas J. Downs

**DEPUTY EXECUTIVE DIRECTOR**  
Galen Howsare

Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14th Street  
Des Moines, IA 50319

Dr. Buck:

The Iowa Association of School Boards represents over 2,000 citizens who serve as community and education leaders through their work as school board members. These people are the local officials elected by their communities to provide vision and leadership for schools and educational programs, so that we can offer the best possible educational experiences for Iowa youth. Together, we work to build and enhance excellence and equity in public education.

IASB is supportive of the Iowa Department of Education in its endeavor to obtain a Race to the Top Early Learning Challenge Grant. We all know those children who enter kindergarten ready to learn are more successful in school than their peers who have not had the early learning needed to enter school ready to learn. Children with higher needs are at an even greater disadvantage if they enter kindergarten not ready to learn as it will take more effort and energy on behalf of the student, parents and educators to assist that child.

IASB is also supportive of the five goals of the grant as we move towards increased accountability in the early childhood system as well as ensuring all of our earliest learners get the best education, and start, possible. And, of course, we must have well-educated, committed workforce to work with our early learners and with this grant, we are optimistic we can make great strides in achieving this goal.

Iowa has been a leader in education and can continue to lead the way with positive reforms and an eye on the future. We do believe that the Race to the Top grant would be a valuable asset to the state as it works to improve our early learning system. We will continue to be available and look forward to contributing to the grant application process, so that together we can move education forward in Iowa. Should you need any assistance in grant development, implementation or evaluation, please know that we are here to provide whatever support you may need.

Sincerely,

(b)(6)

President



# STATE OF IOWA

GOVERNOR TERRY E. BRANSTAD  
LT. GOVERNOR KIM REYNOLDS

BOARD OF EDUCATIONAL EXAMINERS  
DUANE T. MAGEE, EXECUTIVE DIRECTOR

Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14th Street  
Des Moines, IA 50319

Dear Dr. Buck,

Please consider this letter of support from the Iowa Board of Educational Examiners for the Race to the Top Early Learning Challenge for the State of Iowa.

The mission of the Iowa Board of Educational Examiners is to establish and enforce rigorous standards for Iowa educational practitioners to effectively address the needs of students. Our organization serves over 35,000 actively-licensed practitioners throughout the state by establishing and upholding licensure policies, maintaining ethical standards for educators, and reviewing teacher preparation requirements to ensure alignment and rigor.

In Iowa, early childhood education has been identified as an area of need for additional highly-qualified practitioners. Promoting a great early childhood workforce will increase the number of highly-qualified early childhood teachers in Iowa, thus meeting this established need.

The Iowa Board of Educational Examiners has established a state-wide task group to revise the requirements for early childhood teacher preparation. This task group will study national standards, national education policy recommendations, requirements in other states and our current requirements. We will study the need for additional coursework in infant and toddler care, family collaboration, special education, field experiences, and dedicated early childhood instructional strategies through grade three. The group is expected to make recommendations for teacher preparation changes by the spring of 2014. These changes will also assist to promote a great early childhood workforce.

Please do not hesitate to contact our office if you have any questions.

(b)(6)



Director

Iowa Board of Educational Examiners

cor/jt



# Iowa Child Care Resource & Referral Network

*Our Mission:*

*Iowa Child Care Resource and Referral provides resources, education and advocacy to support quality child care.*

*CCR&R is committed to ensure that Iowa's vision is met:  
"All children, beginning at birth, will be healthy and successful."*

CCR&R of NW Iowa	CCR&R of NE Iowa	CCR&R of SW Iowa	CCR&R of Central Iowa	CCR&R of SE Iowa
Mid-Sioux Opportunity, Inc. 418 S. Marion Street Remsen, IA 51050	Exceptional Persons, Inc. 3675 University Ave Waterloo, IA 50704	West Central Community Action Agency 701 10 <sup>th</sup> St. Harlan, IA 51537	Orchard Place 808 5 <sup>th</sup> Ave Des Moines, IA 50309	Community Action of Eastern Iowa 500 E 59 <sup>th</sup> St Davenport, IA 528

October 3, 2013

Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14th Street  
Des Moines, IA 50319

Dear Dr. Buck,

The Iowa Child Care Resource & Referral Network, comprised of five regional agencies, writes in support of Iowa's application to the Race to the Top – Early Learning Challenge.

Child Care Resource & Referral (CCR&R) is a program to support quality child care throughout the State of Iowa. CCR&R is available to assist families in selecting child care providers who best meet the needs of a child and their family. Child Care Consultants provide on-site consultation to licensed preschools, centers, non-registered home providers, and Child Development Home providers. CCR&R is also an approved training organization and is responsible for data collection. One of CCR&R's key performance measures is to increase Quality Rating System participation.

CCR&R will help enhance and improve Iowa's Quality Rating System that will promote high quality in all early learning and development programs by:

- Assisting in revising the current Quality Rating System
- Providing consultation to assist providers in improving their quality and completing the Quality Rating System applications
- Promoting access to high-quality early learning and development programs for children with high needs

The five CCR&R agencies will also promote a quality early childhood education workforce by:

- Offering professional development opportunities that align with Iowa's Early Learning Standards and competencies.
- Providing follow-up onsite consultation that supports implementation of the professional development offered

The CCR&R Network, through contracts with the Department of Human Services, is held accountable with performance measures to promote and implement statewide programs related to quality. Each of the five agencies already has a strong Challenge application.

Sincerely,

(b)(6)

Director – NW IA

Director – NE IA

Director – SW IA

Director – Central IA

Director – SE IA



Iowa Head Start Association

Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14th Street  
Des Moines, IA 50319

September 18, 2013

Dr. Buck:

It is with great pleasure that we write this letter of support for the Iowa application for Race to the Top-early childhood. The Iowa Head Start Association (IHSA) fully supports this application. We are the association that represents the 19 Head Start grantees in the state. Because we represent the 19 grantees, we also represent the staff, families, and children served in Head Start and Early Head Start throughout the state of Iowa. During the 2012-2013 program year, we served approximately 9,525 high needs children and their families.

Below we have listed the key areas of this application that we fully support and the reasons IHSA can stand behind, promote, and participate in the following key areas of this application:

- Promote early learning development outcomes for high needs children, as defined by our newly revised Early Learning Standards, measured by comprehensive assessment systems, and supported with health promotion and strong family engagement.
  - IHSA sees families as the best teacher for their children. We embrace families as decision makers and incorporate family outcomes as well as child outcomes in our programs and services.
  - IHSA will promote and share cultural competencies and linguistic standards that make up an important portion of our programs and services.
  - IHSA is willing to take the lead in assuring a respectful and encouraging environment is the standard in our state for families of high needs populations.
- Promote a great early childhood education workforce, as defined by our competency framework.
  - The Head Start and Early Head Start grantees in this state are required to build a competent work force. IHSA contributes to the competency framework by embedding competencies and requirements from the Head Start Act of 2007, the Head Start Performance Standards and Department of Human Services licensing standards as a minimum in to that competency framework.
  - IHSA embraces the improvement in teacher preparation programs to improve the concept, strategies and practices of engaging families in the early learning system. This is particularly important to the high needs populations that we represent.
- Measuring broad outcomes and progress using a comprehensive data system and kindergarten entry assessments.



Iowa Head Start Association

- IHSA fully supports the state system of assessments. IHSA has been the leader in non-school related programs participating in the state early childhood assessment system and the unique identifier for early childhood participants. We look forward to moving this system forward for all venues of early childhood programs and services.
- Kindergarten Readiness is at the forefront of the Head Start and Early Head Start programs throughout the state.
- IHSA brings grantees together to share best practice, to learn from one another and to explore ways to make our high needs population not only ready for Kindergarten, but ready to succeed in the school system.

Dr. Buck, we look forward to moving this exciting project forward and want to commend you for the work already accomplished and the vision to continue to move forward in serving high needs children throughout our state.

Sincerely,

(b)(6)

President, Iowa Head Start Association



# Iowa Reading Research Center

---

4401 Sixth Street SW  
Cedar Rapids, Iowa 52404  
[www.iowareadingresearch.org](http://www.iowareadingresearch.org)

Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14th Street  
Des Moines, IA 50319

Dear Dr. Buck:

As the director of the Iowa Reading Research Center (IRRC), I am writing to support Iowa's application for Race To The Top-Early Learning Challenge grant (RTT-ETC). In 2012, the Iowa Legislature established the IRRC to apply current research on literacy to the instructional needs of Iowa's children. The IRRC develops and disseminates guidance on evidence-based strategies that support reading, reading comprehension, and writing for students prekindergarten through grade 3. Those strategies include assessments to help identify struggling students, models for effective school-community partnerships, and professional development. What excites me about the Race to the Top grant is its ability to support our purposes for our earliest learners, and build strong foundations on which true reading proficiency rests.

The IRRC endorses the activities expressed in Iowa's application to develop a comprehensive assessment system based on work IRRC did in collaboration with the department through the Collaboration 4 Kids or C4K initiative. This initiative's focus on selecting high quality assessments and developing standardized responses to children based on assessment data, is echoed in the grant application's proposal for expanding universal screening and ensuring the results of those screenings inform decisions for future interventions. We know this works in Iowa because of what the Iowa Department of Public Health has accomplished through 1st Five for children in their first year of life. We also know this approach has guided Head Start work with high needs children.

Assessment data also helps inform us about which programs are achieving results for children and which ones are not. I am impressed with the application and the efforts being made to measure program quality. This is a critical step to ensure accountability related to child outcomes.

As director of the IRRC, I commit the center to support these efforts by working with other experts and stakeholders across the state in identifying high quality universal screening and

progress monitoring tools across developmental domains. Establishing criteria based on research will aid in selecting instruments for a comprehensive assessment system. This will also help the state move toward common assessments, which in turn aids common collection methods and meaningful data aggregation.

This work is critical to the success of each and every child in Iowa. It is my pleasure and honor to support Iowa's application for Race To The Top-Early Learning Challenge grant (RTT-ETC).

Sincerely,

(b)(6)



12199 Stratford Drive, Clive, Iowa 50325 • phone 515.267.1115 • fax 515.267.1066 • www.sai-iowa.org

September 26, 2013

Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14<sup>th</sup> Street  
Des Moines, IA 50319

Dear Dr. Buck:

I am the executive director of the School Administrators of Iowa (SAI). SAI is an association that represents Iowa's elementary and secondary school administrators, central office administrators, and superintendents.

SAI supports the application of the Iowa Department of Education for a Race to the Top-Early Learning Challenge Grant. SAI believes this grant would enhance educational opportunities for young children in Iowa and address four goals:

- Enhance and improve our Quality Rating System into an expanded tiered quality rating and improvement system that will promote high quality in all early learning and development programs;
- Promote early learning development outcomes for high needs children, as defined by our newly revised Early Learning Standards, measured by comprehensive assessment systems and supported with health promotion and strong parent engagement;
- Promote a great early childhood education workforce, defined by our competency framework; and
- Measuring broad outcomes and progress using a new comprehensive data system and kindergarten entry assessments.

SAI will remain engaged with the implementation of the grant. We will provide ongoing consultation and communication about the opportunities provided by the grant. We would also provide meeting space on an as needed basis.

Sincerely,

(b)(6)

Executive Director

DS/dw



# STATE OF IOWA

TERRY BRANSTAD, GOVERNOR  
KIM REYNOLDS, LT. GOVERNOR

DEPARTMENT OF EDUCATION  
BRAD A. BUCK, DIRECTOR

Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14th Street  
Des Moines, IA 50319

Re: Iowa's application for Race to the Top-Early Learning Challenge Grant (RTT-ELC) (CFDA 84.412)

Dr. Buck:

Iowa's Special Education Advisory Panel (SEAP) strongly supports the Iowa Department of Education's application for the RTT-ELC grant. The SEAP membership looks forward to serving in an advisory capacity to assist in the success of the proposed project through offering recommendations, feedback and statewide networking/messaging support regarding this important work. The SEAP enthusiastically supports all of Iowa's Race to the Top initiative's goals, and plans to assist with the goals relative to section D(2) Improving Knowledge, Skills and Abilities of the High Quality Plan. Those goals include:

1. Assess knowledge, skills and abilities of workforce serving children with high needs and their families.
2. Scale up supports for coaching/mentoring/technical assistance linked to training targeted at the workforce who work with children with high needs and their families.
3. Improve access to and availability of high quality professional development offered to workforce, especially those serving children of high needs and their families.
4. Reward professional growth and effective teaching, directing, and family support with clear career pathways, increased leadership opportunities including serving as a coach/mentor, and increased compensation to impact retention.
5. Increase diversity of the workforce through targeted outreach to diverse communities and increased cultural competence of hiring agencies and of the workforce.

The intended impact of Iowa's proposal is: *To improve the quality of early learning and development, and close the achievement gap for children with high needs.* This impact aligns with the SEAP's June, 2012 report to Iowa's Director of Education, in which we identified recommended priorities for eliminating the Achievement Gap for Iowa students with disabilities. The work proposed in Iowa's RTT-ELC application is critical if we are to realize the SEAP's Vision: *All children of Iowa, as members of communities, shall receive opportunities and needed supports for meaningful lives and quality education experiences.*

On behalf of the SEAP, it is my privilege to provide this letter of support for the Iowa Department of Education's application for the RTT-ELC to the U.S. Department of Education.

Keeping Our Kids First,

(b)(6)

Iowa Special Education Advisory Panel

Grimes State Office Building - 400 E 14th St - Des Moines IA 50319-0146

PHONE (515) 281-5294 FAX (515) 242-5988

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www.earlychildhoodiowa.org

September 30, 2013

Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 East 14<sup>th</sup> Street  
Des Moines, IA 50319

Dear Director Buck:

We are writing this letter on behalf of Iowa's State Child Care Advisory Committee. As co-chairs of this committee, we strongly support Iowa's application for the Race to the Top Early Learning Challenge Grant. As an advisory body to improve child care in our state, we are very excited about the opportunity that this grant offers to families in Iowa.

The State Child Care Advisory Committee is legislated to provide advice to those state agencies that provide government support to environments of child care and preschool. Iowa has a high percentage of both parents of young children working outside of the home. With this grant, Iowa can continue and actually address sooner the plans for improving the quality of environments where those children are being served. The State Child Care Advisory Committee will support the state agencies of Education, Human Services, Management, and Public Health through this period as items outlined in the grant are addressed and fulfilled.

Specifically, sections in the grant that promote a more cohesive infrastructure of supports for child care providers, encouraging involvement of families while their children are in someone else's care, and foundational supports to children of high need are integral to this committee's work. We will do whatever we can as a committee to assure a successful outcome should Iowa be awarded this grant.

Sincerely,

(b)(6)

(b)(6)

(b)(6) Co Chair  
Child Care Resource and Referral

(b)(6) Co-Chair



IOWA STATE UNIVERSITY  
Extension and Outreach

Debra M. Sellers  
Associate Dean and Director of  
Human Sciences Extension and Outreach  
101 MacKay Hall  
Ames, IA 50011-1122  
Phone 515-294-2312; Fax 515-294-1040  
Email: [dsellers@iastate.edu](mailto:dsellers@iastate.edu)

October 4, 2013

Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14th Street  
Des Moines, IA 50319

Dear Dr. Buck,

Human Sciences Extension and Outreach is pleased to support the Iowa application for the Race-to-the-Top Early Learning Challenge funding sponsored by the U.S. Department of Education and the U.S. Department of Health and Human Services. Human Sciences Extension and Outreach educators work closely with professionals who serve children and families with high needs, particularly those living in rural settings or low-income communities. We recognize this proposal as a tremendous opportunity to improve the quality of Iowa early childhood programming.

Human Sciences Extension and Outreach has a long history of productive relationships with state partners involved in this application. Our multi-disciplinary expertise in early childhood education, parenting, nutrition, health, and family finance provides significant opportunities to leverage university resources and build sustainable systems to meet the needs of children and families.

Human Sciences Extension and Outreach is an active partner in the many of the foundational endeavors and requirements referenced in the grant application. Human Sciences Extension and Outreach currently provides leadership for assessment of early childhood environment quality for programs participating in the Iowa Quality Rating System. Our campus faculty and regional education specialists have made significant contributions in the development of Iowa Early Learning Standards and professional competencies for early childhood educators. We have also worked closely with state partners to develop I-Consult, a coaching and credential system for early childhood consultants. Human Sciences Extension and Outreach educators use these standards, competencies and credentials to inform our work and practice as we educate thousands of early childhood educators each year. We enthusiastically endorse opportunities to strengthen, expand and build upon this framework.

Human Sciences Extension and Outreach offers our endorsement and support for the Iowa application for the Early Learning Challenge Grant. We look forward to working with you on this important collaboration.

Sincerely,

(b)(6)

Associate Dean  
Director of Human Sciences Extension and Outreach  
Iowa State University



# Iowa Family Child Care Association

6323 Mandan Court  
Asbury Iowa 52002 9669  
[www.iowafamilychildcare.org](http://www.iowafamilychildcare.org)



**RECEIVED**  
SEP 29 2013  
DEPARTMENT OF  
EDUCATION

Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14th Street  
Des Moines, IA 50319

Director Buck:

The Iowa Family Child Care Association is the state's only recognized state wide association specific to family child care. We have both individual and local association level members. We work with local association's to promote quality in Iowa's family child care homes. We serve both registered and non-registered family child care providers, striving to keep programs informed on the newest initiatives in Iowa and nationally, through our affiliation with the National Association of Family Child Care (NAFCC).

We support a tiered Quality Rating System that recognizes the financial burden on family child care providers to maintain a quality early childhood learning environment. While the current QRIS system is a good first step, it does not, adequately, recognize the efforts and financial contributions incurred by family child care providers to achieve and maintain the higher levels of our current 5-star system. We would lend our support in implementing such a system through local association contacts, our annual convention, monthly sponsored trainings, newsletter and web site.

We support embedding the Iowa Early Learning Standards in professional development events, programming standards, and any assessment system used to document children's learning and progress. The Iowa Early Learning Standards were authored using the latest resources and research; they provide a sound framework within which both families and ECE teachers/caregivers can find guidance in supporting the early learning and developmental needs of children birth-age 5. Promoting the Iowa Early Learning Standards across ECE settings will give our state a common language that all supportive adults can use to better understand and support a child's growth and development.

We support creating a system for tracking assessment data on Iowa's young children to better provide early interventions and to show outcomes from the grant's efforts. We want to be a part of any assessment system used to track the growth and development of the children in our care. Many of our members currently use a research based curriculum in our program, but additional coaching and training would be very useful to ensure fidelity of implementation. We could support and assist with recruiting potential family child care providers to participate in this process.

Sincerely,

(b)(6)



Governor Terry E. Branstad  
Lt. Governor Kim Reynolds  
San Wong, Director

October 2, 2013

Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14th Street  
Des Moines, IA 50319

Dear Dr. Buck:

My name is Heidi Smith and I am the Deputy Director and Community Advocacy and Services (CAS) Division Administrator within the Iowa Department of Human Rights. The CAS Division represents the following seven underrepresented populations through the following offices:

- Office for Latino Affairs
- Office of Asian and Pacific Islanders
- Office of Native Americans Affairs
- Office on the Status of African Americans
- Office of Deaf Services
- Office of Persons with Disabilities
- Office on the Status of Women

CAS is a unique division within the State of Iowa as it streamlines access to services offered by the State of Iowa for specific underserved populations. It is a vital connection between Iowa's diverse communities and the programs, events and information that can provide understanding and equality. CAS partners with public and private agencies, institutions and groups to enable more people to participate fully and make living in Iowa a richer experience.

The CAS Division supports the five key areas of the grant by continuing to be involved in the Early Childhood Iowa Diversity Advisory Group, providing input and data regarding diversity education and training for early childhood educators. One way the department has done this is by sharing information from the recent Iowa Department of Human Rights Outreach project. These 13 meetings were conducted across the state of Iowa. This Outreach effort was designed to discuss the barriers of underrepresented populations with key local community stakeholders. One of the questions that were asked at the Outreach meeting related to barriers to success in school. The results of this question varied from community to community, but common themes arose around students with language barriers, lack of parental involvement, instability in the home environment, students living in poverty and the cultural competency of educational institutions. By sharing this information it was a first step in concretely identifying these barriers shared by many underrepresented communities across Iowa. Through our work of information and referral in the

various offices as well as our Outreach effort, the CAS Division supports the five key areas the grant addresses, which are:

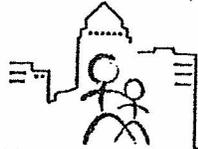
- Enhance and improve our state system including governance models and sustainability strategies
- Enhance and improve our QRS into an expanded tiered quality rating and improvement system that will promote high quality in all early learning and development programs
- Promote early learning development outcomes for high needs children, as defined by our newly revised Early Learning Standards, measured by comprehensive assessment systems and supported with health promotion and strong parent engagement
- Promote a great early childhood education workforce, as defined by our competency framework
- Measuring broad outcomes and progress using a new comprehensive data system and kindergarten entry assessments

Again, the work of the CAS Division will continue to uncover ongoing issues related to early childhood as it works one on one and systematically with each constituent group. As these issues come to light, our division will continue to share this information and work collaboratively as appropriate to address them at a systems level with early childhood educators and leaders. The children with high needs in the state of Iowa have a great variety of barriers to success, but with our continued partnership, we will be better able to address these barriers with professionals in the education system to better prepare them to support early childhood success.

Please let me know if you have any further questions regarding this letter of support for the RTT-ETC grant. Thanks for your time and have a great day.

(b)(6)

Deputy Director/Division Administrator  
DHR-Community Advocacy and Services  
Lucas State Office Building, 2nd Floor  
321 E. 12th  
Des Moines, IA 50319  
P: 515-725-2816  
C: 515-782-4485  
F: 515-242-6119



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Resources, Inc.

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www.herdsrn.org

Fax: (515)282-0260

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September 27, 2013

Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 East 14<sup>th</sup> Street  
Des Moines, IA 50319

Dear Dr. Buck,

I write to you to provide a letter of support for the State of Iowa's application for the Race To The Top- Early Learning Challenge Grant. I am the director of Hispanic Educational Resources and our agency provides educational programming for children and families with a tradition of serving the needs of the Latino Community in the Des Moines area. Our primary program is focused on early learning and is called Conmigo Early Education Center where we provide a high quality, bilingual early childhood learning experience for children ages 2-5. Our mission: We are a premier Latino early childhood learning center specializing in bilingual, culturally affirming educational programming and experiences for children and families. We position children to thrive in school, community, and life. Our Conmigo program is open to the public regardless of primary language and we serve 130 families living in 15 different zip codes in the Des Moines area per year. This program has been in existence for 18 years and is a state licensed child care center. Typically, 89% of our families qualify for Child Care Assistance funding through Iowa Department of Human Services, 88% speak Spanish as the primary language in the home, 96% of the children were born in Iowa while 4% were born in other U.S. states. Our center serves children and families that are Hispanic but from diverse backgrounds; we have families who came from a variety of Spanish speaking countries and the parents are either first generation American born or their children are. Our efforts include parent involvement as we require parents to participate in conferences twice each year, parent meetings and Family Literacy Events to learn the skills that support their child's emerging literacy skills. I, personally, serve on several committees including the Urban Core Early Childhood Committee, Early Childhood Advisory Committee with Des Moines Public Schools, Iowa Stakeholders Alliance and served on the committee to review the Iowa Early Learning Standards. In addition, I serve on a forum dedicated to serve the needs of the Latino Community in Des Moines called the Latino Forum and serve as Committee Chair for the Latino Forum Education Committee working with Des Moines Public Schools and the Early Childhood Consortium with United Way of Central Iowa. Finally, I mentor Latino youth in a program called Latinas/Latinos Al Exito. As you can see, my work is focused on serving the high needs population of children that are Hispanic, second language learners and come from low income families.

I support the key areas of the RTTT-ELC Grant because there are definite needs in our state for change and improvement. State demographics show a continued increase in the Hispanic population over the next 20 years and the state of Iowa will need to be prepared to promote early learning development outcomes for high needs children as defined by our newly revised Early Learning Standards, measured by comprehensive assessment systems and supported with health promotion and strong parent engagement. In order to prepare our high needs children we will need to prepare and promote a great early childhood workforce. Early childhood education requires a very specific skill-requiring specialized training for adults working with this age group

that now will also require cultural competency due to the rapidly changing demographics in our state. We will need to measure broad outcomes and student progress using a new comprehensive data system and kindergarten assessments to ensure that all children are being monitored for progress and will ultimately meet standards so they are ready for school. Also, the state needs to enhance or improve the Quality Rating System in to an expanded tiered quality rating and improvement system that will promote high quality in all learning and development programs. Greater participation in a quality rating system will also be instrumental to ensuring access to quality for high needs populations. Finally, our state needs to enhance and improve our state system including governance models and sustainability strategies. I support the key areas of the RTTT-ELC Grant because they are very closely aligned with the work that I do at Conmigo Early Education Center.

In the meantime, my center can support several of these areas. Conmigo currently participates in Iowa's Quality Rating System and has reached the highest level of quality earning 5 stars this year but we will continue to seek ways to improve the service we provide. Our teachers are required to complete professional development trainings and several are making progress toward completion of the Child Development Associate credential. Funding from TEACH scholarships through IAIEYC have been an incredible opportunity that has helped our teachers meet professional development goals. Our center is part of the United Way of Central Iowa Early Childhood Coalition and benefits from many supports for our children and families. Some of those supports include a developmental screening for every child enrolled, lead, dental, and vision screenings as well as consultations with developmental therapists from Orchard Place to address any possible behavioral or developmental delays. The children in our center benefit from the use of Creative Curriculum in the classrooms and we monitor/assess progress using Creative Curriculum's Gold Assessment. Our parents participate in parent/teacher conferences, attend parent meetings and literacy events to support their child's progress. I will continue my work with early childhood committees and support of Latino/Hispanic youth in my community because their future and mine in Iowa depend on it. Thank you for your time and consideration.

Respectfully submitted,

(b)(6)



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September 30, 2013

Dr. Jason Glass  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14<sup>th</sup> Street  
Des Moines, IA 50319

Dear Dr. Glass,

Since 2008, TMC has been providing Migrant Seasonal Head Start (MSHS) services, addressing the early education needs of the children of migrant and seasonal farm workers in Iowa. On behalf of TMC, I wish to express our support for Iowa's Race to the Top Early Learning Challenge Grant proposal.

TMC has always been committed to providing effective and efficient quality educational services to the families in the states we operate in. The families in the communities we serve benefit greatly by the comprehensive services offered by each of our programs. As the only Migrant Season Head Start Program operating in Iowa, we share the goal that each and every child, should receive high quality services to start school ready to learn and on a sound trajectory for a future of academic success.

TMC is an active member of the Iowa Head Start Association and continues to work closely with many state agencies and local organizations ensuring the alignment of standards, assessments and professional development with other early childhood programs in the state.

We look forward to assisting the Department of Education with Race to the Top and will continue to provide opportunities to enhance Iowa children's home and learning environment while strengthening family values. If you have any questions, please feel free to contact me at 956.722.5174.

Sincerely,

(b)(6)

President & CEO



Governor Terry E. Branstad  
Lt. Governor Kim Reynolds  
San Wong, Director

September 26, 2013

Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
Des Moines, IA 50319

Dear Dr. Buck:

On behalf of the Division of Community Action Agencies (DCAA) at the Iowa Department of Human Rights, I am writing to express our support for the Iowa Department of Education's application for the Race to the Top Early Learning Challenge Grant.

The DCAA administers a variety of anti-poverty initiatives in partnership with a statewide network of community action agencies and other community-based organizations. These cooperative efforts include family support programs, case management services, health, education, housing, child care, emergency services, and information and referral services that reached over 136,000 low-income families in Iowa last year.

The DCAA is uniquely positioned to contribute to the success of Iowa's Race to the Top Early Learning Challenge Grant proposal by partnering with state agencies and local communities to 1) engage and support families of high-need children in order to promote school readiness, and 2) create a professional development plan that addresses workforce capacity, skill and knowledge.

The Division of Community Action Agencies is committed to the full participation and success of Iowa's low-income families and children in their communities and schools. We look forward to the implementation of the early childhood system changes within Iowa's Race to the Top Early Learning Challenge Grant proposal.

Sincerely,

(b)(6)

Administrator

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*Mission: Improve the lives of families at risk of long-term welfare dependency or family instability by creating opportunities for self-sufficiency.*

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September 23, 2013

Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14th Street  
Des Moines, IA 50319

Dear Dr. Buck:

As the Chairperson of the Family Development and Self-Sufficiency (FaDSS) Council, I am pleased to write a letter of support for the Iowa Department of Education's application for the Race to the Top Early Learning Challenge Grant.

The FaDSS Council's duties are policy-making and advisory with respect to the Family Development and Self-Sufficiency (FaDSS) program administered by the Division of Community Action Agencies (DCAA) at the Iowa Department of Human Rights. The FaDSS program serves Iowa families that are receiving FIP and at risk of long-term economic and family instability to assist them in moving to self-sufficiency. The program provided comprehensive services through certified Family Development Specialists to over 3,020 Iowa families with 3441 children aged 0-5 last year. The DCAA contracts with seventeen grantees to provide services in all of Iowa's 99 counties.

The FaDSS Council membership includes representation from state agencies, the three state universities, and private citizens. There are also four ex officio members, two from each chamber of the General Assembly.

The FaDSS Council supports Iowa's Race to the Top Early Learning Challenge Grant proposal and will partner with state agencies to implement Iowa's high quality Early Childhood Plan. The Council has a particular interest in working with partners to implement:

- A system to engage and support families of high-need children in order to promote school readiness, and
- A Professional Development plan that addresses workforce capacity, skills and knowledge.

The FaDSS Council is excited about the potential early childhood system changes within Iowa's Race to the Top Early Learning Challenge Grant proposal and looks forward to the implementation of Iowa's Plan.

(b)(6)

Chair



I C A A

Proudly Serving all 99 Iowa Counties

Iowa Community Action Assoc.

1620 Pleasant St. Suite 214  
Des Moines, IA 50314 -1677

Phone: 515-244-0328 or 0307

Fax: 515-280-3377

E-mail: [llross@iowacaa.com](mailto:llross@iowacaa.com)

September 30, 2013

Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14th Street  
Des Moines, IA 50319

Dr. Buck,

Iowa Community Action Association (ICAA) is honored to write this letter of support for the Iowa application for Race to the Top – Early Learning Challenge. ICAA is a 501(c)6 trade association and our member agencies are the 18 Community Action Agencies (CAAs) located throughout Iowa's 99 counties, with a targeted interest in eliminating poverty and improving the conditions in which low income people live. Our mission is to be a forceful advocate in support of policies and services that address the needs of individuals and families striving for economic security. With a vision to be the premier force ensuring those with less achieve more, this application for Race to the Top – Early Learning Challenge does just that by improving the quality of early learning and development and closing the achievement gap for children with high needs.

There is a natural alignment of the Iowa Community Action Network with this project in regards to helping identify and target high need children living in poverty. Iowa Community Action Agencies deliver a wide range of services to individuals and families with a low income. With almost 50 years of experience, CAAs are skilled at engaging in relationships with individuals that produce positive results. In FY2012, more than 333,000 Iowans received a variety of services from the 18 CAAs – of which 52,267 were low-income children ages birth to five. CAAs provide emergency services (i.e. food pantries, crisis child care, utility assistance, etc.) as well as self-sufficiency services (i.e. Head Start and Early Head Start programs, financial literacy, Special Supplemental Nutrition Program for Women, Infants, and Children, housing services, etc.). ICAA and the CAAs have the capacity to identify and target high needs children that come through the doors of Community Action every day connecting them with the Race to the Top project.

ICAA supports the Iowa Race to the Top – Early Learning Challenge application with emphasis on these key areas:

- Enhance and improve our state system including governance models and sustainability strategies
- Enhance and improve our QRS into an expanded tiered quality rating and improvement system that will promote high quality in all early learning and development programs
- Promote early learning development outcomes for high needs children, as defined by our newly revised Early Learning Standards, measured by comprehensive assessment systems and supported with health promotion and strong parent engagement
- Promote a great early childhood education workforce, as defined by our competency framework
- Measuring broad outcomes and progress using a new comprehensive data system and kindergarten entry assessments

You will see that ICAA's shared values and beliefs also align with this Race to the Top – Early Learning Challenge project. We are committed to serving the best interests of people striving for economic security, thereby serving the best interests of everyone; we believe all people can learn and increase their skills and knowledge; that people and communities will respond when provided with opportunity for growth; that every person and every community has potential that has not yet been realized; Community Action staff strive for professional excellence through a foundation of evidence and research based practices; we

value new and innovative approaches to strengthen individuals, families and communities; and we believe in being held to a high standard of excellence and accountability.

Because of this close alignment, Community Action Agencies will assist in many of the strategies outlined in Iowa's Race to the Top – Early Learning Challenge application, such as developing and using a high-quality learning standards, supporting comprehensive assessment systems, improving school readiness of children with high needs, engaging and supporting families, supporting early childhood educators in improving their knowledge, skills and abilities.

ICAA looks forward to partnering in the success of this project with the goal of increasing access to, and quality services for, children with high needs throughout Iowa.

(b)(6)

Executive Director, Iowa Community Action Association



# Prevent Child Abuse Iowa

505 Fifth Avenue, Suite 900 | Des Moines, IA 50309  
P: (515) 244.2200 | F: (515) 280.7835  
www.pcaiowa.org

A chapter of Prevent Child Abuse America

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September 23, 2013

Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14th Street  
Des Moines, IA 50319

Dear Dr. Buck,

Since 1975, Prevent Child Abuse Iowa has led child abuse prevention efforts in Iowa by: (1) assisting local community groups in 90-plus counties on child abuse prevention program efforts, (2) advocating for expanded child abuse prevention services, and (3) enhancing awareness of child abuse and how to prevent it. The primary goal of all this work is ensuring parents receive services and support to build what are called "protective factors" – characteristics that buffer children from the possibility of abuse.

Prevent Child Abuse Iowa has been part of the planning process for the application you are currently drafting. We support this effort and are particularly committed to supporting the grant's effort to early learning goals through improved efforts to engage and support families.

Through its statewide networks of child abuse prevention and family support projects, Prevent Child Abuse Iowa is uniquely positioned to serve as a catalyst for promoting integration of best practices around family engagement within these existing community resources. We can also be a resource to the State of Iowa in supporting connections between early childhood educators and resources within their communities that provide support to families by increasing protective factors, such as home visitation and group-based parenting education programs, crisis and respite child care services, and child sexual abuse prevention programs geared towards adults and children.

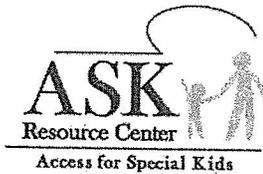
Thank you for the opportunity to support this application.

Sincerely,

(b)(6)

Executive Director

ASK Resource Center  
5665 Greendale Road, Ste. D  
Johnston, Iowa 50131



Phone: 515-243-1713  
Fax: 515-243-1902  
www.askresource.org

September 23, 2013

Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14th Street  
Des Moines, IA 50319

Re: Iowa's application for Race to the Top-Early Learning Challenge Grant (RTT-ELC) (CFDA 84.412)

Dr. Buck:

I am pleased to convey support for the Iowa Department of Education's application for the RTT-ELC grant. The application proposes to achieve the goal of improving the quality of early learning and development, and close the achievement gap for children with high needs. The Access for Special Kids Resource Center, Inc., known as ASK Resource Center, Inc., is Iowa's federally-designated Parent Training and Information Center (PTIC) under the Individuals with Disabilities Education Act. The ASK Resource Center, Inc. also serves as Iowa's federally-designated Family-to-Family Health Information Center (F2F HIC) under the Affordable Care Act. Collaboration between the Iowa Department of Education and ASK Resource Center, Inc. is strong, and crosses many content areas relevant to children with high needs due to disability and other special health care needs. As a statewide training, information and advocacy center for families of children, youth and adults with disabilities, the ASK Resource Center, Inc. encourages a strong commitment to addressing barriers to academic achievement through engaging and supporting families of children with disabilities as proposed in the Iowa Race to the Top application.

The ASK Resource Center, Inc. agrees to the following activities relative to Iowa's RTT-ELC proposal:

1. To serve as a member of a Community of Practice (COP) of related organizations representing Iowa families and dedicated to providing aligned and culturally competent, best practice service delivery for family engagement including coordinated intake and training/resource development and delivery.
2. To participate in aligning culturally competent, family engagement standards among membership of the COP in Iowa.
3. To participate in family training and family mentoring activities as developed throughout the course of this project.

The ASK Resource Center, Inc. looks forward to continued and increased collaboration with the Iowa Department of Education in general, and specifically in regard to Iowa's RTT-ELC project.

(b)(6)

Executive Director

*ASK Resource Center Board of Directors*

*President - Mary Jankowski, Vice President - Fred Venable III, Treasurer - Lisa Arechavaleta, Secretary - Jena Luksetich Garcia, Liuda Biermann, Kathleen Saleh, Marci Douty, Kurtis Broeg, Jolene Neely, Brenda Hummel*



September 24, 2013

Dr. Brad Buck, Director  
 Iowa Department of Education  
 Grimes State Office Building  
 400 E. 14th Street  
 Des Moines, IA 50319

Dear Dr. Buck:

As the chair of the Iowa Council on Homelessness, I am pleased to write this letter of support on behalf of the council for your application for Race To The Top-Early Learning Challenge grant (RTT-ETC). Our council is dedicated to promoting the welfare of children and families experiencing homelessness, so I am especially pleased that the focus of this grant is on high needs children which are defined in the grant as including those experiencing homelessness.

The Council supports the aim of the RTT-ETC to challenges states to build essential infrastructure that assure high needs children in the state are ready for school. Further, we support the goals to improve the well-being of children in our state experiencing homeless by:

- expanding our Quality Rating System so they receive preschool services there is some assurance that it will be of high quality.
- developing a comprehensive assessment system will make sure these children receive comprehensive screening to identify problems early and refer them to needed services
- improving the competence of our early childhood workforce so they are better able to address the unique needs of these children
- developing a Kindergarten Entry Assessment to measure how well these children are ready for school and Interoperable Data System to track their progress over time.

Because the Council feels strongly about the importance of this grant, we commit ourselves to help children in shelters or otherwise identified by our network of providers become included in various efforts in the grant to target children of high needs. We also will work to ensure shelter care can also take advantage of program quality improvement efforts. In general, we will work to ensure that children experiencing homelessness benefit from all the changes and improvement this grant promises for our state.

(b)(6)

- Theresa Armstrong  
Iowa Department of Human Services
- Blair Avitt  
Consumer Representative
- Alan Areen, Chair  
Hawkeye Area Community Action Program (retired)
- Jeremy Babcock  
Iowa Economic Development Authority
- Zebulon Boile-McCallum, Secretary  
Iowa Coalition Against Domestic Violence
- David Binzer  
Wells Fargo
- David Boss  
Northwest Iowa Community Action Corp
- Bill Brand  
Iowa Department of Human Rights
- Anné Brown  
Iowa Department of Corrections
- Bob Brownell  
Iowa State Association of Counties
- Ben Brustern  
Cedar Valley Friends of the Family
- Christina Canginielli  
Shelter House
- Ann Davidson  
YWCA-Fort Dodge
- Carrie Durnwald  
Cedar Valley Friends of the Family
- Jani Erickson  
Iowa Department on Aging
- Rebecca Falck  
SIEDA Community Action
- Marilyn Fisher  
Community Housing Initiatives
- Jeff Gronstal  
Iowa Department of Public Health
- David Hagen  
Hawkeye Area Community Action Program
- Kristina Harris  
Consumer Representative
- Ann Hearn  
Linn County Community Services
- Clifton Hochman  
VA Medical Center
- Sandra Johnson  
Iowa Department of Education
- Rhonda Jordan  
Family Alliance for Veterans of America
- Barb Kellogg  
North Iowa Community Action Organization
- Tom Lampe  
Iowa Department of Public Safety
- Stefania Munsterman-Robinson  
Family Promise of Linn County
- Wes Peterson  
Iowa Finance Authority
- Donna Phillips, Vice-Chair  
Iowa Office of the Attorney General
- Amy Rawhouser  
Consumer Representative
- Reginald Schmitt  
Iowa League of Cities
- Nancy Schulze  
Heartland Family Services
- Ashley Schwalm  
Family Resources
- Michelle South  
Consumer Representative
- Bob Steben  
Iowa Department of Veterans Affairs
- Anthony Timm  
Central Iowa Shelter and Services
- Tim Wilson  
Wells Daily Emergency Shelter
- Michael Witt  
Iowa Workforce Development

800.432.7230

515.725.4900

2015 Grand Avenue  
 Des Moines, Iowa 50312

*Committed to ensuring all Iowans have access to safe, decent and affordable housing, health care and education.*

**Board of Directors**

October 7, 2013

**Scott Crane**  
*Chair*  
UW of Quad Cities

**Dr. Brad Buck**  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14<sup>th</sup> Street  
Des Moines, IA 50319

**Tim Stiles**  
*Vice Chair*  
UW of East Central IA

**Desiree Johnson**  
*Past Chair*  
UW of Wapello Co.

Dear Dr. Buck,

**Sheila Baird**  
Cedar Valley UW

The United Ways of Iowa enthusiastically support Iowa's application for the *Race to the Top – Early Learning Challenge Grant*. Our association includes nearly 30 United Ways throughout Iowa focused on improving education, income and health outcomes for all families.

**Elisabeth Buck**  
UW of Central IA

A particular area of focus of our education initiatives is school success, primarily through efforts to improve school readiness in children 0-5 and ensuring grade-level reading for all 3<sup>rd</sup> graders. United Ways of Iowa believes that kindergarten readiness begins at birth. A child has many opportunities acquire the building blocks for learning prior to entering kindergarten. Our members support critical programming for children prior to kindergarten to provide a strong foundation for future learning and achievement of grade-level reading.

**Jennifer Kammeyer**  
UW of North Central IA

**Jean Kresse**  
UW of Story County

**Cheryl McCulloh**  
UW of Clinton Co.

A strong statewide coalition exists to support Iowa's youngest citizens. Our state has made tremendous investment in a variety of programs to encourage success in school. These include voluntary preschool, Early Childhood Iowa, the Iowa Reading Research Center and the establishment of early learning standards. United Ways in Iowa are integral parts of the communities in which children benefit from these investments. We believe that continued integration of high-quality early learning programs and services will improve outcomes for Iowa's at-risk children.

**Christine Scheetz**  
UW of Johnson Co.

**Nancy Steveson**  
Marshalltown Area UW

**Christophe Trappe**  
UW of East Central IA

As fast as Iowa is working to put supports in place, a large percentage of at-risk families struggle to prepare their children for school. Nearly 19 percent of Iowa's families live below 100 percent of the poverty line, with up to 40 percent below 200 percent of this line. *The Race to the Top – Early Learning Challenge Grant* would allow our state to strengthen existing, effective systems and continue to work toward school success for all our students.

(b)(6)

Executive Director



## PARENTING WAY<sup>INC.</sup>

October 9, 2013

Dr. Brad Buck  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14<sup>th</sup> Street  
Des Moines, IA 50319

### Letter of Support – Race to the Top-Early Learning Challenge Grant

Dear Dr. Buck:

Parenting Way, Inc. is pleased to submit this Letter of Support to your Department in its application for the Race to the Top-Early Learning Challenge Grant. Parenting Way, Inc. provides Parent Education classes, Early Childhood Maternal Home Visitation services and Family Support programming in Iowa. In our work with parents and families we have identified a high need to expand linkages between home and school during the key years transitioning from kindergarten to first grade. We believe that engaging parents at this level will set a precedent for continued parent involvement in their child's education and achievement goals throughout their school career. Our agency serves primarily families with children who are assessed as high need and at-risk.

The RTT Grant provides resources across the state to **Engage and Support Families – section C (4)**. Parenting Way has established collaborations and partnerships with Headstart, Early Childhood Learning Centers and public school systems. We believe that engaging with parents and building parent involvement and leadership can be addressed by providing Parent Education and Family Support within our schools. This is especially true for schools with high proportions of diverse students and students with high needs. A ten-week piloted program offered at Des Moines Capitol View Elementary school in 2010, showed a 95% increase among participants in their child's education goals, teacher communication and school support.

Parenting Way, Inc. is pleased to offer our reassurance to the Department of Education in our interest and ability to provide quality services in accordance with engaging and supporting families in our schools. We would support your efforts by implementing essential programs necessary to build parent skill levels, parent communication and parent engagement during critical child development years. We are further willing to confirm the high quality of education in our state and the Iowa Department of Education's commitment to families and students.

We wholeheartedly extend our strong support and commitment to the Iowa Race to the Top-Early Learning Challenge Grant.

Sincerely,

(b)(6)  
(b)(6)

Parenting Way, Inc.

*Educating Parents for the Health, Safety and Success of Children and Youth*

1211 Vine Street . Suite 2140 . West Des Moines, IA 50265  
Phone: 515.255.9490 Fax: 515.279.5163 . www.parentingway.org

# United States Senate

WASHINGTON, DC 20510-1502

September 27, 2013

COMMITTEES:  
HEALTH, EDUCATION,  
LABOR, AND PENSIONS, CHAIR

APPROPRIATIONS

AGRICULTURE

SMALL BUSINESS

The Honorable Arne Duncan,  
US Department of Education  
400 Maryland Avenue SW  
Washington, DC 20202-1510

Dear Secretary Duncan:

I am writing to express my support for a grant application submitted by the Iowa Department of Education. The Department is asking for \$37.5 million over four years for funding under the Race to the Top-Early Learning Challenge program.

Funding will focus on improving early learning and development for high needs children to ensure they are ready for school. To address the readiness gap, the Administration has identified areas which will strengthen the quality of early learning and development and increase access to high-quality early learning programs for all children.

What especially excites me about Iowa's application is how effectively it builds off of past work in the state. It helps in developing a quality rating and improvement system, expanding on assessment systems to assure our children are growing and learning in healthy and successful ways, and grounding our early childhood professional development system in clear competencies so we have the highest quality workforce and using our recent analysis of Iowa's early childhood data systems to propose an expanded, interoperable one. The effective leveraging of federal dollars with state resources and innovation is what good policy and good federalism is all about.

As a U. S. Senator, it is what I most want to see as the outcome of my work. As chairman of the Senate Health, Education, Labor and Pensions Committee, I led our committee through a recent mark-up of the Child Care and Development Fund reauthorization. Iowa's Race to the Top Early Learning Challenge Grant is planning ahead by using activities from the grant to help prepare the state to address new regulations that have been proposed by the Office of Child Care. Our committee will also be considering reauthorization of the Elementary and Secondary Education Act in the future.

I believe that the foundation of any successful educational system is high quality early learning and development programs that give children the start they need in life. The grant's emphasis on improving the quality of early childhood programs is well placed because such programs have been proven to promote better outcomes for children in the areas of health, social emotional development, cognitive development, school readiness and closes the school readiness

gap for high needs children. If we are to realize the purposes of the ESEA, we must start early and Iowa is doing that with this grant.

I hope you will give every consideration to this project. Please direct and correspondence regarding this matter to my grants office in Cedar Rapids. Thank you for the opportunity to express my views.

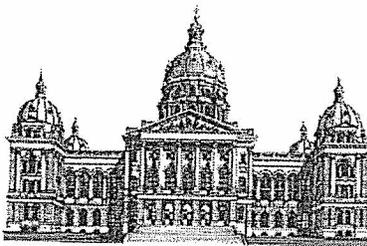
(b)(6)

United States Senator

(b)(6)

**MIKE GRONSTAL**  
STATE SENATOR  
*Eighth District*  
Pottawattamie County  
Office: (515) 281-4610  
Fax: (515) 281-3361

HOME ADDRESS  
220 Bennett Avenue  
Council Bluffs, Iowa 51503  
Home: (712) 328-2808  
michael.gronstal@legis.state.ia.us



**SENATE**  
**MAJORITY LEADER**

Rules & Administration, *Chair*

## The Senate

State of Iowa  
*Eighty-fifth General Assembly*  
STATEHOUSE  
Des Moines, Iowa 50319

September 30, 2013

Arne Duncan, Secretary  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Kathleen Sebelius, Secretary  
U.S. Department of Health & Human Services  
200 Independence Avenue, S.W.  
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

I am writing to express my support for Iowa's application for the Race to the Top-Early Learning Challenge grant. I share our state's goal of ensuring high quality prenatal and early childhood services for all children and families. As Senate Majority Leader, I believe that members of both parties share a common vision of the importance and impact of quality early childhood care and education, including family support and parent education.

The emphasis on starting early to nurture the growth of young children 0-5 is informed by scientific research and evidence-based public policy. It is critically important that we pay attention to the quality of the environments young children spend time in, including their home environment and help parents be their child's first and best teacher. We need to look for creative ways to support families where a caregiver stays home with the children whether that person is a father, mother, grandparent or relative. It is also important that we provide early and periodic screening of young children to assure they are developing and growing in healthy ways. Such practices can help lead us to the goal shared by legislators and the State Board of Education that all children enter school ready to learn.

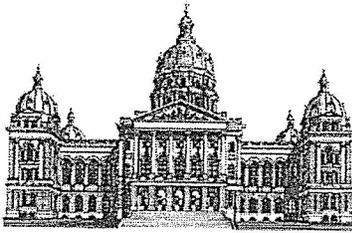
If you have any questions about my support, please feel free to contact me.

Sincerely,

(b)(6)

Iowa Senate Majority Leader

**Pam Jochum**  
STATE SENATOR  
*Fiftieth District*  
Dubuque County  
Statehouse: (515) 281-3371



**PRESIDENT OF THE SENATE**

**COMMITTEES**

Human Resources  
Ways & Means

Rules & Administration, *Vice-Chair*  
State Government, *Vice-Chair*

Home Address  
2368 Jackson Street  
Dubuque, Iowa 52001  
Home: (563) 556-6530  
pam.jochum@legis.state.ia.us

**The Senate**  
State of Iowa  
*Eighty-fifth General Assembly*  
STATEHOUSE  
Des Moines, Iowa 50319

September 30, 2013

Arne Duncan, Secretary  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Kathleen Sebelius, Secretary  
U.S. Department of Health & Human Services  
200 Independence Avenue, S.W.  
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

I am writing to express my support for Iowa's application for the Race to the Top-Early Learning Challenge grant. This grant provides a unique opportunity to align Iowa's programs that address the needs of young children and their families, assure we have a common focus, and avoid duplication to reach our goals.

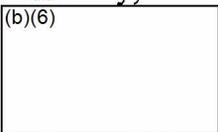
Iowa is known for its historic commitment to educating all children. For example, Iowa had equal access to public education for African-American children almost 100 years before Brown vs. the Board of Education. We have led the nation in educational innovation and achievement. We are also known as a state of small towns, where taking care of your neighbor and looking out for one another is just the way we live our lives.

The Race to the Top-Early Learning Challenge will provide Iowa the ability to provide programs that will provide an incentive to achieve high quality standards. This grant will help Iowa build a system of comprehensive assessments to inform practices and to identify children earlier in their academic career who are in need of additional help. Furthermore, this grant will help Iowa build a system of workforce preparation that promotes appropriate levels of competency for the many roles in the field of early childhood.

Iowa's commitment to education combined with our small town values where each and every child, regardless from which side of the tracks he or she may come, is precious and their success a matter of mutual concern.

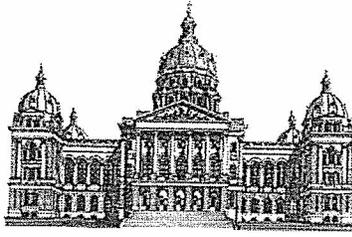
If you have any questions about my support, please feel free to contact me.

Sincerely,

(b)(6)  


Iowa Senate President

**Sharon Steckman**  
STATE REPRESENTATIVE  
*Fifty-Third District*  
Statehouse: (515) 281-3221  
e-mail – sharon.steckman@legis.iowa.gov



**COMMITTEES**  
Education, *Ranking Member*  
Environmental Protection  
State Government

**HOME ADDRESS**  
1038 15<sup>th</sup> St., NE  
Mason City, Iowa 50401  
Home: 641-424-9362

**House of Representatives**  
State of Iowa  
*Eighty-Fifth General Assembly*  
STATEHOUSE  
Des Moines, Iowa 50319

**APPROPRIATIONS SUBCOMMITTEE**  
Education

October 1, 2013

Arne Duncan, Secretary  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Kathleen Sebelius, Secretary  
U.S. Department of Health and Human Services  
200 Independence Avenue, S.W.  
Washington, D.C. 20201

I would like to recommend Iowa's application for the Race to the Top-Early Learning Challenge grant. This will be an outstanding opportunity for Iowa to strengthen early childhood professional development and identify higher quality early learning providers that will prepare Iowa children for kindergarten and beyond.

The grant will allow for early identification of those children who need extra support and provide the avenues to address those issues. Additionally, this information can help families identify and access resources to help their children succeed. Through engagement statewide and leveraging other existing resources such as; home visiting programs, family resource centers, family support networks, and other family-serving agencies, local programs can be developed for school readiness.

I am excited with the opportunity Iowa has been given through this grant process, and I am confident, if given the chance, that we will be able to deliver and improve upon existing programs for early childhood development. If I can help in anyway by providing information or if you have questions regarding my support of Iowa's application, do not hesitate to contact me.

Sincerely,

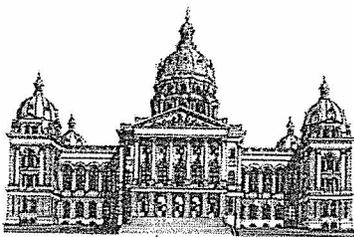
(b)(6)

State Representative  
House District Fifty-Three

(b)(6)

**Mark Smith**  
STATE REPRESENTATIVE  
*Seventy-First District*  
Statehouse: (515) 281-3221  
emark.smith@legis.iowa.gov

HOME ADDRESS  
816 Roberts Terrace  
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Home: (641) 750-9278  
Office: (641) 752-5421  
representativemarksmith@gmail.com



House of Representatives  
State of Iowa  
*Eighty-Fifth General Assembly*  
STATEHOUSE  
Des Moines, Iowa 50319

MINORITY LEADER

COMMITTEES  
Administration and Rules  
Legislative Council

October 1, 2013

Arne Duncan, Secretary  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Kathleen Sebelius, Secretary  
U.S. Department of Health and Human Services  
200 Independence Avenue, S.W.  
Washington, D.C. 20201

I am writing to recommend Iowa's application for the Race to the Top-Early Learning Challenge grant. Like you, I strongly believe in the benefits of early childhood education and we want to be a strong partner with you.

The grant will allow Iowa to improve its strengths in early childhood education by ensuring health and behavioral screenings occur as well as the necessary follow-up. It will also promote healthy eating habits, improve nutrition, expand physical activity and provide information and guidance to families to promote healthy habits at home.

Too many children in my district and other parts of Iowa still don't get the proper nutrition and encouragement for exercise, and thus, fall behind their peers. The Early Challenge Grant will help more Iowa kids be successful starting in school to their first job to raising their own children.

Iowa has always been a leader in education, and I look forward to working with your agencies to improve our commitment to Iowa's children. If you wish to discuss Iowa's application with me, please feel free to contact me.

Sincerely,

(b)(6)



Iowa House Minority Leader  
District 71

(b)(6)



Dr. Brad Buck Director  
Iowa Department of Education  
400 E. 14th Street  
Des Moines, IA 50319

Dear Dr. Buck:

As the Director of Every Child Counts, an advocacy initiative of the Child and Family Policy Center, I am pleased to write this letter of support for the Iowa Department of Education's application for the Race to the Top Early Learning Challenge grant.

We believe that Iowa is well-positioned to take on the challenge of improving outcomes for our youngest children.

Every Child Counts has a strong reputation at the Iowa Capitol and around the state as a voice for Iowa's children and their families. We pay particular attention to the most at risk children in our state. We have a membership of well over 4,000 individuals who support our mission and legislative agenda. Our organization strongly supports the initiatives outlined in Iowa's application and its focus on children with high needs.

In recent years, we have advocated for increases in the child care provider reimbursement rate. Through work with a coalition of over 15 organizations, we have been successful in getting five rate increases over the last nine years. We have also advocated for increases in our at risk preschool program, Shared Visions and were successful in getting a 17% increase this past legislative session. We will continue to advocate for a strong early care and education system for the 2014 legislative session that begins on January 9<sup>th</sup>.

We look forward to continuing our strong collaboration with all those who play a key role in strengthening Iowa's early care, health and education system. In particular, we welcome the opportunity to work with those involved in implementing this grant proposal and moving our system forward.

Sincerely,

(b)(6)

Director, Every Child Counts



Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 East 14<sup>th</sup> Street  
Des Moines, IA 50319

Dear Director Buck,

Mid-Iowa Health Foundation (MIHF), a private grant-making foundation with the mission "to serve as a catalyst and partner for improving the health of vulnerable people in greater Des Moines", is pleased to support the Iowa Department of Education's application for the Race to the Top-Early Learning Challenge program. We understand that good health is a balance of physical, social, and emotional states; and that social, economic, environmental, and cultural factors shape health access and outcomes. Like the Race to the Top, we target our work towards those members of our community that are most vulnerable.

We applaud all the goals of the Race to the Top, and are particularly invested in those that address early learning development outcomes for our most vulnerable children and families, and provide the training and support for our early childhood education workforce.

Through our grantmaking have supported and continue to recognize the importance of early developmental screening and systematic approaches to care coordination to ensure referrals to quality services happen, that there are effective follow-up services. The MIHF staff is committed to continue active participation in collaborative planning to align resources, policies and practices that promote high quality early learning, especially for those most vulnerable children in Iowa.

(b)(6)

Suzanne Minko  
*President*  
Deuse Swartz  
*Senior Program Officer*

Betsy Miles-Polke  
*Chair*

Bob Hayes  
*Vice Chair*

Cheryl Hardinge  
*Secretary/Treasurer*

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Mollen Conroy

Mike Harvey, JD, D.S.

Tilly Jacobs

Thomas A. Jeschke, Ed. D.

Matt McGarvey

John A. Vogel, C.F.A.

Scott Wilson

*Directors Emeritus*

Don Green, M.D.

Sally Reinisch

J. Ward Phillips

October 7, 2013



Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 East 14<sup>th</sup> Street  
Des Moines, IA 50319

Dr. Buck:

The Iowa Primary Care Association (Iowa PCA) is pleased to offer this letter in support of your application for the Race to the Top grant opportunity. As the member association for the 14 Federally Qualified Health Centers (FQHCs), the Iowa PCA is fully supportive of the Department of Education's grant proposal.

The Iowa PCA provides technical assistance, training and support to the Iowa FQHCs. In 2012 the Iowa FQHCs provided comprehensive healthcare to about 180,000 uninsured and/or otherwise underserved residents. As the state's largest safety net provider network, the FQHCs understand the importance of factors, often referred to as the Social Determinants of Health, that affect the long term health and wellbeing of children and families impacted by poverty, cultural issues, violence and abuse, as well as other challenges. Successfully addressing these Social Determinants of Health can have a greater impact on a person's health outcomes than the health care they receive. It is in recognition of this that we offer our support of this application.

Making key investments in early childhood education and preparedness for school, particularly for those children considered to be at high risk, will pay dividends for the state for many years and to generations of families. A highly skilled workforce will be key to the success of this work, so we are pleased to see the emphasis on early childhood education in this workforce through advancement of a competency framework. As we identify risk in the children and families our FQHCs provide healthcare for, it will be satisfying to know the early childhood system is gearing up to address those risks and challenges.

The proposed work seems well thought out and on target. We look forward to learning more about the outcome of this proposal as we work as we work together to provide supportive environments for Iowa's vulnerable populations.

Sincerely,

(b)(6)

Theodore J. Boesen, Jr.

CEO

# IOWA MATERNAL AND CHILD HEALTH ADVISORY COUNCIL

Chair, Allison Schroeder, Parent

## Council Membership

Parent  
Allison Schroeder, Chair

Parent  
Karen Thompson, Vice  
Chair

Parent  
Stephanie Peters

Congenital and Inherited  
Disorders Advisory  
Committee  
Lori Murphy-Stokes, MA,  
RN

Iowa Dental Association  
Dr. Valerie Peckosh

American Academy of  
Family Physicians - Iowa  
Chapter  
Dr. Brian Melthaus

American College of  
Obstetricians and  
Gynecologists, Iowa  
Chapter  
Dr. William Maxon

American Academy of  
Pediatricians - Iowa  
Chapter  
Dr. Bill Howard

Iowa Academy of Nutrition  
and Dietetics  
Jennifer DeWall, RD, LD

Adolescent Health  
Cissa Schneider, PNP

Women's Health  
Becky Parrish

Insurance (Private Sector)  
Jonette Brandsgard

Child Care  
Amy Zuck

Child Advocate  
Michelle Stover Wright

Children's Mental Health  
Dave Stout

Social Services  
Jan Mackey, LSW

Iowa Senate  
Senator Pam Jochum

MCH/FP Grantees  
Kari Prescott

DHS, Medical Services  
Division  
Sally Nadolsky

Child Health Specialty  
Clinics  
Dr. Debra Waldron

Department of Education,  
Student and Family  
Support Services  
Deb Samson

October 1, 2013

Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14th Street  
Des Moines, IA 50319

Dear Director Buck:

With great interest the Iowa Maternal and Child Health Advisory Council commits support to the Iowa Department of Education's Race to the Top-Early Learning Challenge Grant application (RTT-ETC). It is our understanding that this grant challenges states to build infrastructure that assures high need children in the state are ready for school.

The functions of the Maternal and Child Health Advisory Council include, among others, advising and assisting the Director and the Department of Public Health in designing and implementing Maternal and Child Health Services across Iowa. We are especially supportive of the Department of Education's RTT-ETC application as it relates to the promotion of health among parents and families as one of the five key areas that the grant will address.

Specifically, we are supportive of the proposed work to expand the 1<sup>st</sup> Five Health Development Initiative and increasing parent engagement to identify and address the health, behavioral, and developmental needs of Children with High Needs to improve school readiness and engage and support families.

I am pleased to send this letter on the Council's behalf. The Council pledges to working with the Department of Education's RTT-ETC project to review data and provide feedback and recommendations to this project and increase advocacy efforts for Children with High Needs in Iowa.

(b)(6)

Iowa Maternal and Child Health Advisory Council



National Alliance on Mental Illness

**NAMI**

# Greater Des Moines

*Empowering individuals, families and community by providing hope and education about brain disorders.*

Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14th Street  
Des Moines, IA 50319

October 3, 2013

RE: Race to the Top – Early Learning Challenge Grant  
Letter of Support from National Alliance on Mental Illness of Greater Des Moines

Dear Dr. Buck,

The National Alliance on Mental Illness (NAMI) of Greater Des Moines enthusiastically provides this letter of support for the grant application – *“Race to the Top – Early Learning Challenge Grant”*.

Our non-profit organization of volunteers provides education opportunities, support and advocacy for children, adolescents, parents, adults, communities and organizations touched by mental illness. Our website is [www.namigdm.org](http://www.namigdm.org) and contains extensive information. NAMI has 3 levels of organization – NAMI National [www.nami.org](http://www.nami.org), a state organization in each state (i.e. NAMI Iowa) and a number of local affiliates within each state (i.e. NAMI Greater Des Moines). We are the largest grass roots organization in the nation focused on mental illness issues.

We support the five key areas of the grant application:

- Enhance and improve our state system including governance models and sustainability strategies  
*We and numerous other organizations are advocating for legislation to create the framework of a children's mental health system as indicated in the attached legislative priority document. Our concern is for children of all ages. Early intervention and prevention strategies are key to helping high needs children to be able to participate in learning and development programs at all developmental levels.*
- Enhance and improve our QRS into an expanded tiered quality rating and improvement system that will promote high quality in all early learning and development programs  
*Attached is the array of children's services depending on the severity of the mental illness. Paying attention to the individual needs of each child and the environment they need to be able to learn is essential.*
- Promote early learning development outcomes for high needs children, as defined by our newly revised Early Learning Standards, measured by comprehensive assessment systems and supported with health promotion and strong parent engagement  
*We are open to a partnership with the educational system at all levels to help parents and caregivers become informed participants through our NAMI Basics program and other tools in the Child and Adolescent Action Center [www.nami.org/caac](http://www.nami.org/caac). The assessment of high needs children at the earliest possible time and implementing effective strategies helps to propel each child toward success in the learning community.*
- Promote a great early childhood education workforce, as defined by our competency framework  
*It is essential to have an adequately trained workforce to deliver effective services.*
- Measuring broad outcomes and progress using a new comprehensive data system and kindergarten entry assessments – *The last attachment to this letter of recommendation shows the outcomes for many children with mental illness. We want to reduce the adverse impact to their lives. The outcomes and progress goals for high needs children in their early years helps to set the foundation for better outcomes later in life, too.*

It would be a privilege for our organization to work with the education system to identify and implement strategies to help children, adolescents, parents and caregivers, teachers and staff to understand mental illness. We want everyone to succeed.

NAMI Greater Des Moines heartily recommends the "Race to the Top – Early Learning Challenge Grant" application.

Sincerely,

(b)(6)

2013 NAMI Greater Des Moines President  
2013 Iowa Mental Health Planning Council Chairperson  
League of Women Voters Metro Des Moines Board member  
AMOS Mental Health and Substance Abuse Workgroup member  
[tbomhoff@mchsi.com](mailto:tbomhoff@mchsi.com)  
515-284-6876

Attachments:

2014 legislative priorities  
NAMI Array of children's services  
Raising Mental Health Awareness – the Facts



**Iowa Department of Public Health**  
Promoting and Protecting the Health of Iowans

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Mariannette Miller-Meeks, B.S.N., M.Ed., M.D.  
Director

Terry E. Branstad  
Governor

Kim Reynolds  
Lt. Governor

October 10, 2013

Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14th Street  
Des Moines, IA 50319

Dear Director Buck:

With sincere interest the Iowa Special Supplemental Nutrition Program for Women, Infants and Children (WIC) commits support to the Iowa Department of Education's Race to the Top-Early Learning Challenge Grant application (RTT-ETC). We understand that this grant challenges states to build the infrastructure that will assure high need children in our state are ready to go to school.

The mission of the Special Supplemental Nutrition Program for Women, Infants and Children is to safeguard the health of low-income women, infants and children up to age 5 who are at nutritional risk through nutrition education, referrals, and nutritious foods to supplement diets. Our referrals help ensure access to health care and other social service programs which help connect families to the services they need. We are especially supportive of the Department of Education's RTT-ETC application as it relates to promoting early learning development outcomes for high needs children, the same population that we serve, through health promotion and strong parent engagement.

Specifically, we are supportive of the proposed work to identify and address the health, behavioral, and developmental needs of the children, parents, and families as one of the five key areas the grant will address. WIC will work with Head Start by providing our families with referrals to Head Start to make sure families are connected to high quality early learning and development programs.

I am pleased to send this letter on WIC's behalf.

Sincerely,

(b)(6)

State WIC Director

100 Hawkins Drive  
247-A CDD  
Iowa City, IA 52242  
319-356-1117  
319-356-3715 (fax)

**Director and  
Chief Medical Officer**  
Debra Waldron, MD, MPH

**Regional Centers**

Bettendorf

Carroll

Clinton

Council Bluffs

Creston

Decorah

Dubuque

Fort Dodge

Iowa City

Mason City

Oelwein

Ottumwa

Sioux City

Spencer

October 10, 2013

Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14th Street  
Des Moines, IA 50319

Dear Dr. Buck:

As the Director of Child Health Specialty Clinics (CHSC), I want to express my support for your department's application for Race to the Top-Early Learning Challenge. A child's ability to achieve their optimal health is an essential component to school readiness.

CHSC, in the Division of Child and Community Health at the University of Iowa, administers the Title V program in Iowa for children with special healthcare needs (CYSHCN). CHSC's innovative System of Care assures that these children have access to family-to-family support, care coordination, and direct clinical services when they are not available in their home community. CHSC's Infrastructure Building division continually strives to assure that the System of Care addresses the needs of all CYSHCN and their families.

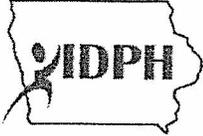
The grant provides a comprehensive approach to assuring school readiness for children with high needs including quality improvement strategies, a comprehensive assessment system, workforce enrichment, and an interoperable data system. I am particularly enthusiastic about the parent engagement component, as it is critical to success and the positive effects will extend well beyond the education sector. The emphasis on expanded early identification of health, behavioral, and developmental needs is also very exciting.

In support of this program, CHSC will continue to provide care coordination and family support for CYSHCN. CHSC will assure that applicable staff members participate in training for Iowa's Early Learning Standards and early brain development. CHSC will also utilize the interoperable data system to streamline the communication process with other sectors and greatly improve the quality of care for Iowa's CYSHCN.

It is exciting to see what is in store for our youngest and most vulnerable Iowans, and I am proud to be part of making that a reality.

(b)(6)

Director, Division of Child and Community Health  
Chief Medical Officer of Child Health Specialty Clinics/  
Center for Child Health Improvement and Innovation



**Iowa Department of Public Health**  
Promoting and Protecting the Health of Iowans

---

Mariannette Miller-Meeks, B.S.N., M.Ed., M.D.  
Director

Terry E. Branstad  
Governor

Kim Reynolds  
Lt. Governor

October 10, 2013

Dr. Brad Buck  
Iowa Department of Education  
1305 E. Walnut St.  
Des Moines, Iowa 50319-0114

Dear Dr. Buck,

I am offering this letter in support of Iowa's application for the Race to the Top-Early Learning Challenge Grant (RTT-ETC). As the Director of the Maternal, Infant, and Early Childhood Home Visiting (MIECHV) program in Iowa, I fully support Iowa's continuing efforts to assure all high needs children in our state are healthy and ready for school.

Iowa's MIECHV program focuses on empowering parents to raise healthier, more successful children. MIECHV serves pregnant women and families with children through kindergarten entry and provides home visiting services across the state.

MIECHV strongly supports the goals of the RTT-ETC grant. The MIECHV program has been aligning its efforts with those of the overall early childhood system in Iowa and supports the strong focus on early learning. Many of the clients MIECHV serves are high needs, so working to improve early learning development outcomes for that population is one of MIECHV's main goals. MIECHV centers on engaging and supporting families and sees that as an effective method for improving the health, behavioral, and developmental outcomes of children with high needs. We have been incorporating Iowa's Early Learning Standards into the work of MIECHV and support their continued use across the state.

MIECHV is committed to helping carry out the goals of the RTT-ETC grant. We plan to incorporate the work of the already existing Family Support Leadership Group with the development of the family support Community of Practice addressed in the RTT-ETC grant. We recognize the need to develop a competent early childhood workforce and have already begun activities to this end. MIECHV is currently developing a competency assessment and endorsements for Iowa's family support professionals that will ensure the workforce is competent and effective when interacting with Iowa families and children. We are creating online learning modules to train more competent family support professionals. MIECHV would be happy to share these modules with all of Iowa's early childhood professionals to promote an overall workforce that is more competent at engaging and supporting families. The MIECHV Family Support Leadership Group will participate in an early learning community of practice with the goal of developing a supportive network of early learning professionals

in Iowa. We would also be willing to explore linking MIECHV's data system with the new early learning data system proposed.

I am confident in Iowa's ability to successfully carry out the goals of the RTT-ETC grant. Please contact me if I can be of further assistance.

Sincerely,

(b)(6)

State Home Visitation Director  
Iowa Department of Public Health  
515-954-0647  
Janet.Horras@idph.iowa.gov



Iowa Association for Infant & Early  
**Childhood Mental Health**

100 Hawkins Drive \* Room 247 CDD \* Iowa City, IA 52242

Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14th Street  
Des Moines, IA 50319

October 1, 2013

Dear Dr. Buck,

As the President of the Iowa Association for Infant and Early Childhood Mental Health (IAIECMH), and the State Young Child Wellness Expert for Iowa's Project LAUNCH initiative, I am pleased to submit this letter of support for Iowa's Race to the Top – Early Learning Challenge Grant application. The potential opportunities embedded within this grant could propel Iowa forward in our efforts to ensure high needs children enter school with the resources, knowledge and skills they need to be successful.

The IAIECMH and Project LAUNCH seek to promote young children's social, emotional and behavioral health, and build infrastructure that supports children's healthy mental development through implementation of evidence-based practices. If funded, this grant would significantly enhance Iowa's capacity to serve the mental health needs of young children and their families through enhanced and comprehensive screening and assessment practices; increased awareness and engagement of families and communities; increased capacity for data-driven decision making; and a knowledgeable and competent workforce.

Specifically, the IAIECMH and Project LAUNCH commit to furthering the work outlined in the grant application related to expansion of Iowa's 1<sup>st</sup> Five Healthy Mental Development initiative, developing an infant/early childhood mental health credentialing process, selecting and promoting the use of standardized assessment tools and protocols, and increasing awareness of Adverse Childhood Experiences and Trauma-Informed Care. Although Iowa has a solid early childhood structure in place, it is exciting to consider how this funding could strengthen and enhance that structure with a specific focus on serving high needs children, including integration of social, emotional and behavioral health into a larger and more comprehensive child wellness system.

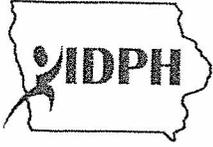
The IAIECMH and Iowa's Project LAUNCH initiative strongly support this application and commit to working as a partner in achieving the identified goals. If I can provide any additional information or clarification, don't hesitate to contact me at 515-281-4926 or [Rhonda.Rairden@idph.iowa.gov](mailto:Rhonda.Rairden@idph.iowa.gov).

Respectfully,

(b)(6)

President, Iowa Association for Infant and Early Childhood Mental Health  
Project LAUNCH State Young Child Wellness Expert

*Mission: The Iowa Association for Infant and Early Childhood Mental Health strives to promote optimal social, emotional development of infants, young children and their families by fostering a competent workforce which values nurturing child/caregiver relationships and promotes community awareness of the importance of early childhood development.*



**Iowa Department of Public Health**  
Promoting and Protecting the Health of Iowans

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Mariannette Miller-Meeks, B.S.N., M.Ed., M.D.  
Director

Terry E. Branstad  
Governor

Kim Reynolds  
Lt. Governor

October 1, 2013

Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14th Street  
Des Moines, IA 50319

Dear Dr. Buck:

As the State Dental Director, I want to express my support for your department's application for Race to the Top- Early Learning Challenge. We have known for some time that oral health is a necessary component to school readiness, and so I have made a priority to ensure that all children on Medicaid in the state have a dental home. Iowa has one of the highest percentages of children with health insurance thanks to both Medicaid and Hawk-I, Iowa's State Children's Health Insurance Program (SCHIP). And because of our innovative system of support we built here in Iowa called I-Smile (<http://www.ismiledentalhome.iowa.gov/>), these children have access to a regular and continual source of dental care. These supports help ensure Iowa's high needs children have access to essential oral health services.

The grant provides a comprehensive approach to assuring school readiness for children with high needs including program quality strategies, comprehensive assessment system, workforce enrichment and a data system. What interests me most in the grant is section C(3) which asks states to address the health, behavioral, and developmental needs of children with high needs to improve school readiness. While this section was optional to write for, I am gratified you decided to because it can build on our past work with the state's surveillance and treatment systems to include all key areas of health. Specifically, our I-Smile system will help ensure that more children with high needs meet the EPSDT expectations for oral health screening. We also include parent education in the areas of healthy eating habits, improving nutrition and providing information to promote healthy oral health habits at home. In fact, we developed in partnership with the Iowa Head Start Association and the University of Iowa's School of Dentistry materials to help train parents to be the first line of defense against early childhood caries.

What we would like to do to support your efforts is to develop improved coordination with MCH screening efforts to ensure oral health screening and examinations aligned to EPSDT occur as part of the dental home I-Smiles provides. We know there will be an expansion of screening and care coordination as 1<sup>st</sup> Five expands to more counties in the state and we want to be part of that.

It is exciting to see what is in store for our youngest and most vulnerable lowans, and I am proud to be part of making that a reality.

Sincerely,

(b)(6)

IDPH Public Health Dental Director  
Chief, Bureau of Oral & Health Delivery Systems



# American Academy of Pediatrics

DEDICATED TO THE HEALTH OF ALL CHILDREN™



## Iowa Chapter

October 8, 2013

Dr. Brad Buck, Director  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14th Street  
Des Moines, IA 50319

RE: Race To The Top – Early Learning Challenge (CFDA Number 84.412A)

Dear Dr. Buck:

As the Executive Director of the Iowa Chapter of the American Academy of Pediatrics (Iowa AAP), I am pleased to write this letter of support for Iowa's application for the Race to the Top – Early Learning Challenge (CFDA Number 84.412A).

Iowa AAP represents nearly 350 pediatricians and allied health care providers across Iowa. We know that a child's wellbeing is largely affected by social determinants of health such as the availability of and quality of early childhood programs. Our members have a strong interest in ensuring Iowa has the strongest possible early childhood system in place. This is particularly important given the many rural pockets across Iowa, as well as the changing demographics of the state.

As a member of Early Childhood Iowa Stakeholder Alliance, Iowa AAP recognizes the important role Race to the Top funding will have in moving Iowa's early childhood system forward. Iowa is particularly well situated to develop and expand a number of key areas important to the grant. Specifically, Iowa has a strong cross-disciplinary alliance in place with the Early Childhood Iowa Stakeholders groups. Iowa has done important foundational work that will both enhance and improve our Quality Rating System in ways that will promote high quality in all early learning and development programs. Iowa AAP also serves as the Fiscal Agent for the Infant/Early Childhood Mental Health Association, focused on addressing the competency and sufficiency of the workforce.

Iowa AAP is thrilled to have the opportunity to support the Race to the Top – Early Learning Challenge application from the State of Iowa. The Early Childhood Iowa system has shown great vision and leadership in developing this application and will look forward to supporting its implementation.

Sincerely,

(b)(6)

Executive Director  
Iowa Chapter, American Academy of Pediatrics

**Iowa Chapter  
Executive Committee**

**President**  
Debra B. Waldron, MD, MPH, FAAP  
Child Health Specialty Clinics  
100 Hawkins Drive, CDD247  
Iowa City, IA 52242  
Phone: (319) 467-5009  
Fax: (319) 356-3715  
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**Executive Director**  
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**Chapter Web site**  
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**AAP Headquarters**  
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Phone: 847/434-4000  
Fax: 847/434-8000  
E-mail: [kidsdocs@aap.org](mailto:kidsdocs@aap.org)  
[www.aap.org](http://www.aap.org)



Quality Rating System Application for Licensed Centers,  
Preschools, and School-Based Programs

**Program Information**

Date: \_\_\_\_\_

This program is a (select only one):

- Licensed center/preschool  
 Program name (as it appears on DHS Certificate of License) \_\_\_\_\_  
 License number (as it appears on DHS Certificate of License) \_\_\_\_\_
- School program  
 Name of district or non-public school \_\_\_\_\_  
 Program name (if applicable) \_\_\_\_\_  
 Administrator's name \_\_\_\_\_  
 Administrator's license number \_\_\_\_\_  
 Administrator's endorsement numbers \_\_\_\_\_

Location of program

Street	City	State	Zip Code
County	Phone Number		E-mail address

Director of child care/preschool program

Name	Title
------	-------



Quality Rating System Level Applying for:

- Level 1 – Complete only the information for Level 1.
- Level 2 – Complete the information for Level 1 and Level 2. All requirements for Level 1 must be met before your program may receive a Level 2 rating.
- Level 3-5 – Complete all the information listed below. All requirements for both Level 1 and Level 2 must be met before your program may receive a Level 3, 4, or 5 rating. You must earn at least one point in each category.
  - Level 1 • Environment
  - Level 2 • Family and Community Partnerships
  - Professional Development • Leadership/Administration
  - Health and Safety
- Level 5 only – in order to receive a QRS Level 5, you must earn the minimum number of points listed below and also receive an Environment Rating Scale (ERS) score of at least 5.0 in each assessed classroom. The assessment must be completed by Iowa State University (ISU).
  - o Your application will be reviewed by DHS to determine if enough points have been earned to achieve a Level 5 rating.
  - o If enough points are earned, DHS will notify your CCR&R consultant and ISU.
  - o Your CCR&R consultant will contact you with information about contacting ISU to schedule your ERS assessment
  - o Once you contact ISU, they will complete the assessment and send results to DHS and you.
  - o If your assessment score is a minimum of 5.0 in every assessed classroom, DHS will issue QRS Level 5 certificate
  - o If your assessment score is lower than 5.0, DHS will issue QRS Level 4 certificate

The following amount of points are required from the menu below to reach Levels 3 – 5:

At least one point must be earned from each category.	
Level	Minimum Points Required
3	17 - 26
4	27 - 33
5	34 and Environment Rating Scale assessment score of 5.0 or greater. The assessment must be completed by Iowa State University.

By signing this application for participation in the Quality Rating System (QRS), I verify:

- That all the information provided in this application is accurate and true.
- That any of the information provided in this application may be checked by the DHS or an agency they approve to review applications. If the information is found to be false, the rating will be re-determined using the correct information.
- That the rating received will be posted on the DHS/QRS website.
- That all documents which support this application will be kept and be available for review by DHS or an agency they approve to review applications and supporting documentation. This includes but is not limited to the following: verification of DHS license or registration, copies of any forms referred to in the Application, verification of hours children are in attendance, training certificates, Environment Rating Scales assessments, accreditation/class size documentation, professional organization membership documentation, credential and licensure verification, and copies of all staff academic degrees and credentials.

Center Director

Date

### Right to Appeal

You must appeal in writing. Send or take your appeal to the Department of Human Services (DHS) office in your county or you may submit it directly to the Department of Human Services, Appeals Section, 5<sup>th</sup> Floor, Des Moines, IA 50319-0114. You may also file an appeal at <https://dhssecure.dhs.state.ia.us/forms/AppealRequest.htm>

. There is no fee or charge for an appeal. Your county DHS office will help you file an appeal if you ask them.

# Application Instructions

## READ THESE INSTRUCTIONS CAREFULLY.

Any licensed child care center, licensed preschool, program operating under the authority of an accredited school district or nonpublic school, or registered child development home may apply to participate in QRS.

The application for QRS includes a cover page, one page for Level 1, one page for Level 2, and individual pages for each of the categories in which points can be earned for Levels 3-5. Make sure you attach any supporting documentation (explained in the application). No other documents, binders, or presentation materials are needed.

The application must be signed at the bottom of the cover page. Applications without a signature will not be processed. A person who is responsible for the daily operation or the administration of the program must sign this application. If there are questions about QRS, the application or the materials needed to submit with the application, Child Care Resource and Referral staff are available throughout the state. Their contact information is listed below.

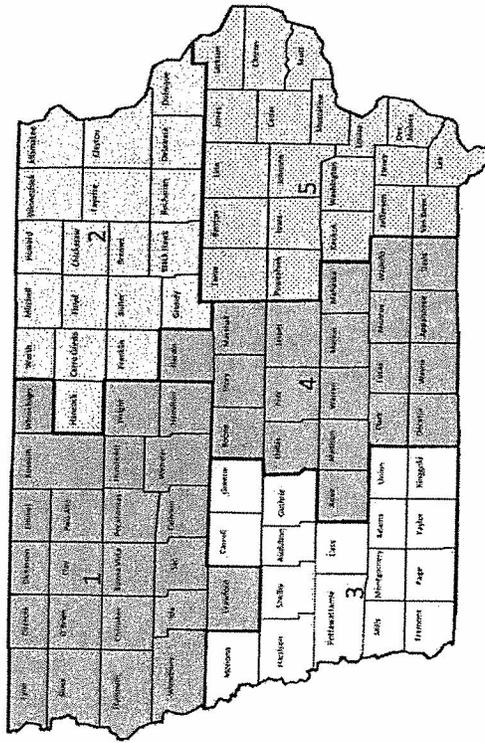
1. Child Care Resource & Referral of Northwest Iowa  
Mid-Sioux Opportunity, Inc.  
418 Marion Street  
Remsen, IA 51050  
(712) 786-2001 or (800) 859-2025

2. Child Care Resource & Referral of Northeast Iowa  
Exceptional Persons, Inc./CCR&R  
3675 University Ave.  
PO Box 4090  
Waterloo, IA 50704  
(319) 233-0804 or (800) 475-0804

3. Child Care Resource & Referral of Southwest and South Central Iowa  
West Central Community Action  
701 10<sup>th</sup> Street  
PO Box 709  
Harlan, IA 51537  
(712) 755-7381 or (800) 945-9778

4. Child Care Resource & Referral of Central Iowa  
Orchard Place Child Guidance Center  
808 5<sup>th</sup> Avenue  
Des Moines, IA 50309  
(515) 246-3560 or (800) 722-7619

5. Child Care Resource & Referral of Southeast Iowa  
Community Action of Eastern Iowa  
500 East 59<sup>th</sup> Street  
Davenport, IA 52807  
(563) 324-3236 or (866) 324-3236



If you are applying for Level 1 – Complete only the information for Level 1.  
If you are applying for Level 1 – Complete only the information for Level 1.

If you are applying for Level 2 – Complete the information for Level 1 and Level 2. All requirements for Level 1 must be met before your program may receive a Level 2 rating.

If you are applying for Level 3, 4, or 5 (Level 3-5) – Complete all the information listed below. All requirements for both Level 1 and Level 2 must be met before your program may receive a Level 3, 4, or 5 rating. You must earn at least one point in each category in order to be rated a Level 3, 4, or 5.

- Level 1
- Level 2
- Professional development
- Health and Safety
- Environment
- Family and Community Partnerships
- Leadership/Administration

**Level 1**

Check the box next to each of the following criteria that apply to your program. Make sure you include the required documentation for each criteria. Incomplete applications will not be processed and will be returned.

Criteria	Required Documentation
<p>Check the box that applies to your program:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Full child care center license or a provisional license with no action to revoke or deny</li><li><input type="checkbox"/> Program operates under the authority of an accredited school district or nonpublic school</li></ul>	<p>Check the box to verify that the documentation is attached.</p> <p>Licensed center:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Copy of child care center certificate of license</li></ul> <p>School-based program:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Letter verifying accredited district or nonpublic school identification number</li></ul>

## Level 2

Check the box next to each of the following criteria that apply to your program. Make sure you attach the required documentation for each criteria. **The program must meet all of the criteria to receive a Level 2 rating.** Incomplete applications will not be processed and will be returned.

Criteria	Required Documentation
<p>Check each box that applies to your program. All criteria must be met to receive a Level 2 rating.</p> <p><input type="checkbox"/> Full DHS center license licensing with no action to revoke or deny.</p> <p><input type="checkbox"/> Program operates under the authority of an accredited school district or nonpublic school.</p> <p><input type="checkbox"/> Program participates in the Child and Adult Care Food Program (CACFP).</p> <p><input type="checkbox"/> Children are in attendance less than four hours per day and the program does not serve meals.</p> <p><input type="checkbox"/> Each room has at all times at least one staff member present who has completed training in mandatory reporting of child abuse, universal precautions and infectious disease control, cardiopulmonary resuscitation, and first aid.</p> <p><input type="checkbox"/> Basic orientation is completed for all staff prior to beginning work. All staff complete Basic Employee Orientation Checklist (470-4307) prior to beginning work.</p> <p><input type="checkbox"/> Completed self-assessments of director and all staff (470-4234).</p> <p><input type="checkbox"/> Completed Child Care Center Self-Assessment (470-4233).</p>	<p>Documentation you must submit with this application or maintain on file (if applicable):</p> <p>School-based program:</p> <p><input type="checkbox"/> Letter verifying accredited district or nonpublic school identification number.</p> <p><input type="checkbox"/> Attach certification from CACFP sponsor that program participates in CACFP, or</p> <p><input type="checkbox"/> Attach letter from program verifying that children are in attendance less than 4 hours per day and meals are not served.</p> <p><input type="checkbox"/> Training certificates are on file in the facility.</p> <p><input type="checkbox"/> Basic Employee Orientation Checklist is on file in the facility for each staff member.</p> <p><input type="checkbox"/> Child Care Center Staff Self-Assessment (470-4234) is on file in the facility for the director and each staff member.</p> <p><input type="checkbox"/> Copy of Child Care Center Self-Assessment (470-4233).</p>

**Levels 3 - 5**

**Health and Safety Category**

Criteria	Required Documentation	Maximum No. of Points	No. of Points Awarded (For QRS staff use only)
<p>Check only one box per criteria. All visits must be completed by a child care nurse consultant.</p>	<p>Documentation you must submit with this application or maintain on file (if applicable). Check each document that is attached to the application.</p>		
<p><input type="checkbox"/> Completion of 3 semester hour Health, Safety, and Nutrition class through community or 4-year college (must have been completed within the past 5 years)</p>	<p><input type="checkbox"/> Transcript</p>	5	
<p><input type="checkbox"/> Other approved health and safety training option (must have been completed within the past 2 years)</p>	<p>Copy of either of the following:</p> <p><input type="checkbox"/> Transcript</p> <p><input type="checkbox"/> Training certificate</p>	2	
<p><input type="checkbox"/> Development and implementation of an emergency preparedness plan</p>	<p><input type="checkbox"/> Copy of completed Center Emergency Preparedness Plan and required documentation listed on the plan.</p>	2	
<p><input type="checkbox"/> Development and implementation of enhanced health and safety policies</p>	<p><input type="checkbox"/> Copy of completed QRS Hazard Mitigation Plan – Enhanced Health and Safety Policies and required documentation listed on the policy document.</p>	2	
<p><i>Injury prevention checklist:</i></p> <p><input type="checkbox"/> Visit completed – 1 point</p> <p><input type="checkbox"/> Starting process of making recommended corrections – 2 points</p> <p><input type="checkbox"/> All corrections completed – 3 points</p>	<p><input type="checkbox"/> Verification from child care nurse consultant of progress.</p>	3	



Criteria	Required Documentation (Check each document that is attached to the application)	Maximum No. of Points	No. of Points Awarded (For QRS staff use only)
<i>Child record review:</i> <input type="checkbox"/> Visit completed – 1 point <input type="checkbox"/> Development of a plan of action to secure health services for children – 2 points	<input type="checkbox"/> Verification from child care nurse consultant of progress.	2	
<i>Health and safety assessment:</i> <input type="checkbox"/> Visit completed – 1 point <input type="checkbox"/> Development of a plan of action to correct deficiencies – 2 points <input type="checkbox"/> All corrections completed – 3 points	<input type="checkbox"/> Verification from child care nurse consultant of progress	3	
<b>Total Health and Safety Points Awarded</b>			

## Environment Category

Criteria	Required Documentation (Check each document that is attached to the application)	Maximum No. of Points	No. of Points Awarded (For QRS staff use only)
<p>Check each box that applies to your program.</p>	<p>Documentation you must submit with this application or maintain on file (if applicable). Check each document that is attached to the application.</p>		
<p><input type="checkbox"/> Center director or asst. director completes Iowa State University Environment Rating Scale (ERS) training appropriate to the ages of children in care.</p>	<p><input type="checkbox"/> Copy of training certificate from Environment Rating Scale training.</p>	2	
<p><input type="checkbox"/> After completing approved ERS training, the facility director or assistant director completes a self-assessment of at least one third of the facility's classrooms, including at least one classroom in each age group served by the facility using the appropriate environmental rating scale.</p>	<p><input type="checkbox"/> Copies of ERS completed self-assessment(s) and score sheet(s).</p>	2	
<p><input type="checkbox"/> After completing approved ERS training, the facility director or assistant director completes Form 470-4288, Child Care Center Improvement Plan, for each room in which a self-assessment was completed.</p>	<p><input type="checkbox"/> Copy of completed Child Care Center Improvement Plan(s) 470-4288.</p>	2	

Criteria	Required Documentation (Check each document that is attached to the application)	Maximum No. of Points	No. of Points Awarded (For QRS staff use only)
<input type="checkbox"/> After completing Iowa Quality Preschool Program Standards (IQPPS) training, center director or assistant director completes IQPPS self-assessment and develops quality improvement plan.	<input type="checkbox"/> Copy of IQPPS training certificate, self-assessment, and quality improvement plan (may provide documentation from IQPPS facilitator that the self-assessment and quality improvement plan were completed)	3	
<input type="checkbox"/> Meets accreditation standards for group/class size appropriate to setting (only for programs that are not accredited by NAEYC, Council on Accreditation (afterschool or 8 <sup>th</sup> edition standards), NAA , or National Early Childhood Program Accreditation	<input type="checkbox"/> Complete Accreditation/Class size document and attach to this application	3	
<input type="checkbox"/> Accreditation self-assessment approved by NAEYC (only for programs that are not accredited by NAEYC)	<input type="checkbox"/> Copy of self-assessment approval letter	5	
<b>Accreditation - Programs may receive points for one of the three options below:</b>			
<input type="checkbox"/> Program is verified by IQPPS	<input type="checkbox"/> Copy of valid verification certificate.	5	
<input type="checkbox"/> Compliance with Head Start Program Performance Standards	<input type="checkbox"/> Copy of letter from Head Start regional office verifying compliance with Head Start Program Performance Standards and other Regulations	6	
<input type="checkbox"/> Accreditation by NAEYC, Council on Accreditation (afterschool or 8 <sup>th</sup> edition standards), NAA , or National Early Childhood Program Accreditation	<input type="checkbox"/> Copy of valid accreditation certificate from approved accrediting body	18	
<b>Total Environment Points Awarded</b>			

## Family and Community Partnerships Category

Criteria	Required Documentation	Maximum No. of Points	No. of Points Awarded (For QRS staff use only)
Check each box that applies to your program.	Documentation you must submit with this application or maintain on file (if applicable). Check each document that is attached to the application.		
<input type="checkbox"/> Program or director is a member of a professional organization specific to age group for whom care is provided	<input type="checkbox"/> Copy of valid membership certificate.	1	
<input type="checkbox"/> Annual conferences are held with parents	<input type="checkbox"/> Copy of schedule of conference dates from the past 12 months.	1	
<input type="checkbox"/> At least one group parent meeting is held annually.	<input type="checkbox"/> Minutes from group parent meeting, including who attended, topics discussed, and decisions made (if applicable).	1	
<input type="checkbox"/> Parent advisory board meets quarterly.	<input type="checkbox"/> Minutes from parent advisory board meetings for the past 12 months, including who attended, topics discussed, and decisions made.	2	
<input type="checkbox"/> Annual parent surveys are collected and results are used to inform program practices.	<input type="checkbox"/> Copy of blank survey document <input type="checkbox"/> Summary of responses to survey <input type="checkbox"/> Explanation of how the information will be used to improve the child care program.	2	

<input type="checkbox"/> Orientation provided for new parents	<p>Copy of parent policies and procedures, including policies regarding the following:</p> <table border="1"> <thead> <tr> <th data-bbox="228 646 302 1297">Criteria</th> <th data-bbox="228 646 302 821">Handbook page #</th> </tr> </thead> <tbody> <tr> <td data-bbox="302 646 380 1297"><input type="checkbox"/> Fees and when they are due</td> <td data-bbox="302 646 380 821"></td> </tr> <tr> <td data-bbox="380 646 431 1297"><input type="checkbox"/> Hours of service</td> <td data-bbox="380 646 431 821"></td> </tr> <tr> <td data-bbox="431 646 483 1297"><input type="checkbox"/> Attendance policies</td> <td data-bbox="431 646 483 821"></td> </tr> <tr> <td data-bbox="483 646 535 1297"><input type="checkbox"/> Illness policies</td> <td data-bbox="483 646 535 821"></td> </tr> <tr> <td data-bbox="535 646 607 1297"><input type="checkbox"/> Number and ages of children allowed in care.</td> <td data-bbox="535 646 607 821"></td> </tr> <tr> <td data-bbox="607 646 1008 1297"> <input type="checkbox"/> Philosophy and child development approaches used in the program (educational philosophy, discipline policy, description of activities).         </td> <td data-bbox="607 646 1008 821"></td> </tr> <tr> <td data-bbox="1008 646 1242 1297"> <input type="checkbox"/> Staff has ensured that all parents can access information and clearly understand the content (translations, reading assistance, etc. provided if needed).         </td> <td data-bbox="1008 646 1242 821"></td> </tr> <tr> <td data-bbox="1242 646 1323 1297"> <input type="checkbox"/> Explain how orientation is conducted with prospective families.         </td> <td data-bbox="1242 646 1323 821"></td> </tr> </tbody> </table>	Criteria	Handbook page #	<input type="checkbox"/> Fees and when they are due		<input type="checkbox"/> Hours of service		<input type="checkbox"/> Attendance policies		<input type="checkbox"/> Illness policies		<input type="checkbox"/> Number and ages of children allowed in care.		<input type="checkbox"/> Philosophy and child development approaches used in the program (educational philosophy, discipline policy, description of activities).		<input type="checkbox"/> Staff has ensured that all parents can access information and clearly understand the content (translations, reading assistance, etc. provided if needed).		<input type="checkbox"/> Explain how orientation is conducted with prospective families.		1	
Criteria	Handbook page #																				
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<input type="checkbox"/> Staff has ensured that all parents can access information and clearly understand the content (translations, reading assistance, etc. provided if needed).																					
<input type="checkbox"/> Explain how orientation is conducted with prospective families.																					
<b>Total Family and Community Partnerships Points Awarded</b>																					

## Leadership and Administration Category

Criteria	Required Documentation	Maximum No. of Points	No. of Points Awarded (For QRS staff use only)
Check each box that applies to your program.	Documentation you must submit with this application or maintain on file (if applicable). Check each document that is attached to the application.		
<input type="checkbox"/> All staff receive yearly written evaluation.	<input type="checkbox"/> Blank staff evaluation form. <input type="checkbox"/> Summarize all evaluations and explain how evaluation information is used to improve over-all program quality.	2	
<input type="checkbox"/> Development and annual updating of an overall center improvement plan	<input type="checkbox"/> Copy of Child Care Center Improvement Plan (470-4235).	1	
<input type="checkbox"/> All staff have completed professional development plans with the center's overall skill needs in mind	<input type="checkbox"/> Professional Development Plan for each staff must be on file in your facility (470-4236).	1	
<input type="checkbox"/> All staff that has direct contact with children completes the Iowa State University Extension New Staff Orientation (NSO) training within four months of starting employment.	<input type="checkbox"/> Copy of director's New Staff Orientation training certificate. Training certificates for each staff must be on file in your facility.	3	
<b>Total Leadership and Administration Points Awarded</b>			

## Professional Development Category

Criteria	Required Documentation	Maximum No. of Points	No. of Points Awarded (For QRS staff use only)
<p>Check each box that applies to your program.</p>	<p>Documentation you must submit with this application or maintain on file (if applicable). Check each document that is attached to the application.</p>		
<p>Center director has one of the following:</p> <ul style="list-style-type: none"> <li>• Valid National Administrator Credential (NAC)</li> <li>• Valid Aim4Excellence credential</li> <li>• Valid license as a Pre-Kindergarten principal issued by the Board of Educational Examiners</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Staff has completed the Head Start Management Acceleration Program (MAP)</li> </ul>	<p>Copy of one of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> NAC – Valid credential</li> <li><input type="checkbox"/> Aim4Excellence – Valid credential</li> <li><input type="checkbox"/> Principal – Valid license</li> <li><input type="checkbox"/> MAP – training certificate</li> </ul>	5	

Education, experience, and training –

- Copy the Staff Professional Development page and complete one page for each staff responsible for care of children in the classroom. Do not list more than one staff member per page.
- Refer to the table below and attach the required documentation to the individual staff member's page.
- Staff may only receive points for one criteria.

Criteria	Required Documentation	Maximum No. of Points
15 hours of annual approved training beyond regulatory requirements	Copy of training certificates	2
30 hours of annual approved training beyond regulatory requirements and at least five years of experience working in a child care facility or a program operating under the authority of an accredited school district or nonpublic school	Copy of training certificates and letter(s) from employer(s) documenting years of experience.	4
At least 9 college credit hours in education specific to age group for whom care is provided	College transcript	5
Iowa Board of Educational Examiners paraeducator certificate at Level 2, early childhood, plus two years of experience in early childhood education under the supervision of a licensed early childhood teacher	Copy of valid paraeducator certificate Letter from employer verifying experience and supervision	6
Child Development Associate (CDA) credential	Copy of valid CDA certificate	6
Apprenticeship certificate	Copy of valid apprenticeship certificate	7
1 year diploma in early childhood education	Copy of either of the following: Transcript that specifies diploma Diploma	8
An associate's degree in education specific to age group for whom care is provided	Copy of either of the following: Transcript that specifies degree Degree	10
A bachelor's degree in education specific to age group for whom care is provided	Copy of any of the following: Transcript that specifies degree Degree Teacher license	20
A master's degree in education specific to age group for whom care is provided	Copy of either of the following: Transcript that specifies degree Degree	25

<i>For QRS staff use only</i>	
Number of staff _____	Total Education, Experience, and Training Points _____
Education, Experience, and Training Points (total points divided by number of staff)	
Credentialed Points	
Total Professional Development Points Awarded	

Staff Professional Development

Name of Employee:

Title or Position:

Employment Status

- Less than 20 hours per week
- 20 hours or more per week

Classroom and Age Group of Children in Care:

Professional Development

Qualifications (indicate the highest criteria met)

- Masters degree
- Major \_\_\_\_\_
- Bachelors degree
- Major \_\_\_\_\_
- Associates degree
- Major \_\_\_\_\_
- One year diploma in early childhood
- Apprenticeship certificate
- Child Development Associate (CDA) credential
- Iowa Board of Educational Examiners paraeducator certificate at Level 2, early childhood, plus two years of experience in early childhood education under the supervision of a licensed early childhood teacher
- Nine college credit hours in education specific to the age group for whom care is provided
- 30 hours of annual approved training beyond regulatory requirements and at least 5 years of experience
- 15 hours of annual approved training beyond regulatory requirements

No. of Points Awarded (For QRS staff use only)

## Verification of Group Size and Staff/Child Ratio

All classrooms in your facility must meet a group size and the corresponding staff/child ratio listed in the table below.

Programs serving children 0 – kindergarten:

**Teacher<sup>1</sup> – Child Ratios Within Group Size**

For further clarification, please also see notes below.	Group Size										
	6	8	10	12	14	16	18	20	22	24	
Age of Children											
Birth to 15 months <sup>2</sup>	1:3	1:4									
12 – 28 months	1:3	1:4	1:4 <sup>3</sup>	1:4							
21 – 36 months	1:4	1:4	1:5	1:6							
2.5 year olds – 3 year olds (30 – 48 months)	1:6	1:7	1:7	1:7	1:8	1:9	1:10				
4 year olds	1:6	1:8	1:8	1:8	1:8	1:8	1:9	1:10			
5 year olds	1:6	1:8	1:8	1:8	1:8	1:8	1:9	1:10			
Kindergartners	1:6	1:8	1:10	1:10	1:10	1:10	1:10	1:10	1:11	1:12	

<sup>1</sup>Includes teachers, assistant teachers/teacher aides.

<sup>2</sup>These age ranges are approximate and tentative pending further consideration by the NAEYC Academy for Early Childhood Program Accreditation.

<sup>3</sup>Group sizes of 10 for this age group would require an additional adult

A group is defined as a number of children assigned to a staff member or team of staff members occupying an individual classroom or well-defined space, with clear physical barriers that prevent intermingling of children, within a larger room. Please complete the following information for each group of children:

- Group name.
- Age group (please use the age which makes up the majority of the group).
  - Infants – birth to 12 months
  - Toddlers – 13 months to 35 months
  - Preschoolers – 3 – 5 years
  - Kindergartners – Children attending public or private kindergarten
  - School-agers – Children attending 1<sup>st</sup> grade or beyond who are participating in a before- and/or after-school program. A majority of the school-agers in the program should be 8 years old or younger.
- Total number of children enrolled in the group each day.



Group Name (e.g. Giraffe Room) \_\_\_\_\_

**Number of Children in Each Hour**

Weekday	6 AM	7 AM	8 AM	9 AM	10 AM	11 AM	12 PM	1 PM	2 PM	3 PM	4 PM	5 PM	6 PM	7 PM
Mon														
Tue														
Wed														
Thu														
Fri														

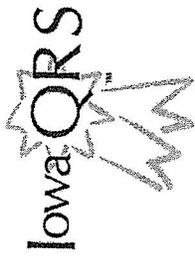
**Number of Staff in Each Hour**

Weekday	6 AM	7 AM	8 AM	9 AM	10 AM	11 AM	12 PM	1 PM	2 PM	3 PM	4 PM	5 PM	6 PM	7 PM
Mon														
Tue														
Wed														
Thu														
Fri														

**Staffing Hours for Each Group**

Please write the time each staff member starts and finishes. For staff members who have breaks, please reflect those breaks, such as: 7:00 am – 12:00 pm, 1:00 pm – 3:00 pm.

Staff Name	Monday	Tuesday	Wednesday	Thursday	Friday



**Iowa Child Care Quality Rating System**  
**Licensed Child Care Centers, Preschools, and School-Based Programs**

(Effective 2-1-11)

**Quality Levels 1 and 2**

**Level 1**

- Full licensing OR a provisional license with no action to revoke or deny OR operates under the authority of an accredited school district or nonpublic school
- 

**Level 2**

- Full licensing only with no action to revoke or deny OR the program operates under authority of an accredited school district or nonpublic school
- If eligible, participation in federal food program (Child and Adult Care Food Program - CACFP)
- Each room has at all times at least one staff member present who has completed mandatory reporting of child abuse, universal precautions and infectious disease control, cardiopulmonary resuscitation, and first aid
- Basic orientation for all staff prior to beginning work
- Director and staff perform self-assessments of each individual's skills and one of the center overall

Quality Levels 3-5

The following amount of points from the menu below are required to reach Levels 3-5:

**At least one point must be earned from each category.**

Level	Points required
3	17 - 26
4	27 - 33
5	Minimum of 34 points and minimum Environment Rating Scale (ERS) assessment score of 5.0 in each assessed room. The assessment must be completed by Iowa State University.

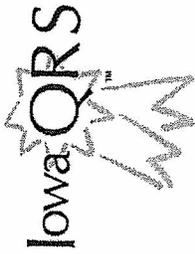
Professional Development Maximum points = 30		Points
<i>Credentialed - programs may earn a maximum of 5 points</i>		Points
Center director has one of the following:		5
<ul style="list-style-type: none"> <li>• Valid National Administrator Credential (NAC)</li> <li>• Valid Aim4Excellence credential</li> <li>• Valid license as a Pre-Kindergarten principal issued by the Board of Educational Examiners OR</li> <li>• Staff has completed the Head Start Management Acceleration Program (MAP)</li> </ul>		
<i>Education and experience - programs may earn a maximum of 25 points - Each staff member shall indicate the highest applicable education and experience qualification and the total points of all staff will be divided by the number of staff.</i>		Points
15 hours of annual approved training beyond regulatory requirements		2
30 hours of annual approved training beyond regulatory requirements and at least five years of experience working in a child care facility or a program operating under the authority of an accredited school district or nonpublic school		4
At least 9 college credit hours in education specific to age group for whom care is provided		5
Iowa Board of Educational Examiners paraeducator certificate at Level 2, early childhood, plus two years of experience in early childhood education under the supervision of a licensed early childhood teacher		6
Child Development Associate (CDA) credential		6
Apprenticeship certificate		7
1 year diploma in early childhood education		8
An associate's degree in education specific to age group for whom care is provided		10
A bachelor's degree in education specific to age group for whom care is provided		20
A master's degree in education specific to age group for whom care is provided		25

Health and Safety		Points
Maximum points = 19		
Director, assistant director, or on-site supervisor completes 3 semester hour Health, Safety, and Nutrition class through community or 4-year college (must have been completed within the past 5 years)		5
Other approved health and safety training option (must have been completed within the past 2 years)		2
Development and implementation of an emergency preparedness plan		2
Development and implementation of enhanced health and safety policies		2
Completion of injury prevention checklist with child care nurse consultant		1-3
<ul style="list-style-type: none"> <li>• Visit completed – 1 point</li> <li>• Starting process of making recommended corrections –2 points</li> <li>• All corrections completed –3 points</li> </ul>		
Completion of child record review with child care nurse consultant		1-2
<ul style="list-style-type: none"> <li>• Visit completed – 1 point</li> <li>• Development of a plan of action to secure health services for children –2 points</li> </ul>		
Completion of health and safety assessment with child care nurse consultant		1-3
<ul style="list-style-type: none"> <li>• Visit completed – 1 point</li> <li>• Development of a plan of action to correct deficiencies - 2 points</li> <li>• All corrections completed - 3 points</li> </ul>		

Environment		Points
Maximum points = 27		
<i>Training and self-assessment - programs may earn a maximum of 9 points</i>		
Center director or asst. director completes Iowa State University Extension Environment Rating Scale (ERS) training appropriate to the ages of children in care		2
After completing ERS training, the facility director or assistant director completes a self-assessment and score sheet for at least one third of the facility's classrooms, including at least one classroom in each age group served by the facility		2
After completing ERS training, the facility director or assistant director completes a child care center improvement plan for each room in which the self-assessment was completed		2
After completing Iowa Quality Preschool Program Standards (IQPPS) training, center director or assistant director completes IQPPS self-assessment and develops quality improvement plan		3
<i>Enhanced Ratios - programs may earn a maximum of 3 points</i>		
Meets NAEYC or NAA standards for group/class size appropriate to setting (only for programs not accredited by NAEYC or NAA)		3
<i>Accreditation preparation - programs may earn a maximum of 5 points</i>		
Accreditation self-assessment approved by NAEYC (only for programs not accredited by NAEYC)		5
<i>Accreditation - programs may earn a maximum of 18 points. Programs may receive points for one of the three options below:</i>		
Program is verified by IQPPS		5
Compliance with Head Start Program Performance Standards		6
Accreditation by NAEYC, Council on Accreditation (afterschool or 8 <sup>th</sup> edition standards), or NAA		18

Family & Community partnerships Maximum points = 8		Points
Program or director is a member of a professional organization specific to age group for whom care is provided		1
Orientation provided for new parents		1
Annual conferences are held with parents		1
At least one group parent meeting is held annually		1
Parent advisory board meets quarterly		2
Annual parent surveys are collected and results are used to inform program practices		2

Leadership/Administration Maximum points = 7		Points
All staff receive yearly written evaluation		2
Development and annual updating of an overall center improvement plan		1
All staff have completed professional development plans with the center's overall skill needs in mind		1
All staff who have direct contact with children complete the Iowa State University Extension New Staff Orientation (NSO) training within four months of starting employment		3



# Iowa Child Care Quality Rating System

## Child Development Homes

(Effective 2-1-11)

Quality Levels 1 and 2	
<b>Level 1</b>	Provider is registered with the Department of Human Services
<b>Level 2</b>	The provider: <ul style="list-style-type: none"><li>• Is registered with the Department of Human Services</li><li>• Completes and maintains ChildNet certification</li><li>• Participates in federal food program (Child and Adult Care Food Program - CACFP)</li><li>• Completes a self-assessment of own professional development</li><li>• Writes professional development plan</li></ul>

Quality Levels 3-5

The following amount of points from the menu below are required to reach Levels 3-5:

**At least one point must be earned from each category.**

Level	Points required
3	14-18
4	19-24
5	Minimum of 25 and Family Child Care Environment Rating Scale – Revised (FCCERS-R) assessment score of 5.0 or greater. The assessment must be completed by Iowa State University.

Professional Development Maximum points = 34		Points
<i>Experience and training - programs may earn a maximum of 4 points</i>		
At least 2 years of child care experience and 10 hours additional approved training per year beyond regulatory requirements		2
At least five years of child care experience and 20 hours additional approved training per year beyond regulatory requirements		4
<i>Additional professional development - programs may earn a maximum of 5 points</i>		
Completion of Positive Behavioral Intervention and Supports training, Module 1 and 2 (minimum of 12 hours training)		2
Completion of Program for Infant and Toddler Care modules 1-4		3
<i>Education - programs may earn a maximum of 25 points - points will only be awarded for one of the following criteria</i>		
At least 9 college credit hours in education specific to age group for whom care is provided		5
Child Development Associate (CDA) credential		6
Apprenticeship certificate		7
1 year diploma in early childhood education		8
An associate's degree in education specific to age group for whom care is provided		10
A bachelor's degree in education specific to age group for whom care is provided		20
A master's degree in education specific to age group for whom care is provided		25

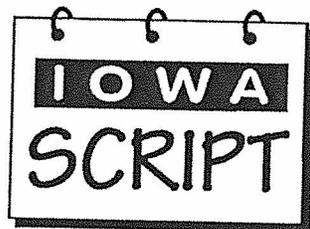
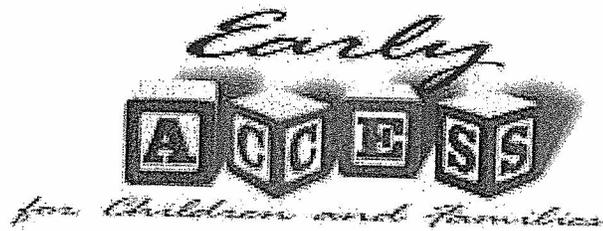
Health and Safety Maximum points = 19		Points
Completion of 3 semester hour Health, Safety, and Nutrition class through community or 4-year college (must have been completed within the past 5 years)		5
Other approved health and safety training option (must have been completed within the past 2 years)		2
Development and implementation of an emergency preparedness plan		2
Development and implementation of enhanced health and safety policies		2
Completion of injury prevention checklist with child care nurse consultant		1-3
<ul style="list-style-type: none"> <li>• Visit completed – 1 point</li> <li>• Starting process of making recommended corrections –2 points</li> <li>• All corrections completed –3 points</li> </ul>		
Completion of child record review with child care nurse consultant		1-2
<ul style="list-style-type: none"> <li>• Visit completed – 1 point</li> <li>• Development of a plan of action to secure health services for children –2 points</li> </ul>		
Completion of health and safety assessment with child care nurse consultant		1-3
<ul style="list-style-type: none"> <li>• Visit completed – 1 point</li> <li>• Development of a plan of action to correct deficiencies - 2 points</li> <li>• All corrections completed - 3 points</li> </ul>		

Environment Maximum points = 23		Points
Completes Iowa State University Extension training on Family Child Care Rating Scale- Revised (FCCERS-R)		2
After completing approved training on how to use the FCCERS-R , completes self-assessment & score sheet using FCCERS-R		2
After completing approved training on how to use the FCCERS-R completes child development home improvement plan based on FCCERS-R self-assessment		2
No more than two children under age 2 are in care at any one time and no more than six children total are in care at any one time, including the provider's own children under school age		2
Accreditation by the National Association for Family Child Care		15

Family & Community partnerships Maximum points = 6		Points
Membership in a professional organization specific to age group for whom care is provided		1
Orientation provided for new parents		1
Annual conferences are held with parents		1
At least one group parent meeting is held annually.		1
Annual parent surveys are collected and results are used to inform program practices		2

# Family Centered Services

## Guiding Principles and Practices for Delivery of Family Centered Services



*Iowa's Early ACCESS is a collaborative effort between the Departments of Education, Human Services, and Public Health, the Child Health Specialty Clinics, and parent organizations.*

*Iowa SCRIPT (Supporting Changes and Reform in Interprofessional Pre-service Training in Iowa) is designed as a community-based, interactive personnel preparation model that features strong family and interprofessional involvement and promotes system change through planning, implementation, and evaluation.*

Developed jointly for

Iowa's  
Early ACCESS  
and  
Iowa SCRIPT

by

the Iowa Script team

Developed:  
January 2000

Revised:  
March 2004

## Assumptions Behind Family Centered Principles or Practices:

- *All people are basically good.*
- *All people have strengths.*
- *All people need support and encouragement.*
- *All people have different but equally important skills, abilities, and knowledge.*
- *All families have hopes, dreams, and wishes for their children.*
- *Families are resourceful, but all families do not have equal access to resources.*
- *Families should be assisted in ways that help them maintain their dignity and hope.*
- *Families should be equal partners in the relationship with service providers.*
- *Providers work for families.*

## Iowa's Early ACCESS/IDEA Part C

### GUIDING PRINCIPLES AND PRACTICES FOR DELIVERY OF FAMILY CENTERED SERVICES

Family Centered Services is a way of organizing and delivering assistance and support to families based upon some distinct, interconnected beliefs, attitudes and behaviors. Formal, yet differing, definitions of *Family-Centered Services* exist in the fields of social services, child welfare, developmental disabilities, children's health care, early childhood special education/early intervention, physical and occupational therapy, and mental health. Common words found in these definitions include such descriptors as "strengths-based, consumer driven, family systems, partnerships, empowerment, enhancement, interdependence, proactive, capacity building and collaborative relationships." (See Allen, R.I. and Petr.C., *Family Centered Service Delivery: A Cross Disciplinary Literature Review and Conceptualization*. Beach Center on Family and Disabilities, University of Kansas, 1995, for a complete listing of definitions.)

The information on the following page shares eight principles selected to guide programs delivering services. Each principle is then illustrated with examples of desirable behaviors for staff working with families. These principles and practices are the foundation for designing and delivering family centered services by all Early ACCESS partners.

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## In Memoriam

*This document is dedicated to the memory of Dr. Susan McBride who was a professor of Early Childhood Special Education at Iowa State University in Ames, Iowa and a member of the Iowa SCRIPT team. Susan both taught and demonstrated the importance of family centered services. Her insight and input will be greatly missed not only by the Iowa SCRIPT team, but also by the children and families of Iowa for whom she worked so diligently.*

# Principles and Examples for Those Providing Services to Families

**PRINCIPLE 1** — *The overriding purpose of providing family-centered help is family empowerment, which in turn benefits the well being and development of the child.*

**For example, providers:**

- are skilled in the use of effective help giving practices;
- help families to feel hopeful;
- assist families to identify and successfully use their abilities and capabilities;
- assist families to make their own choices and decisions;
- actively support *family decision making* and *self-determination*;
- assist families to create a vision and plan for the future;
- credit families for successful outcomes;
- assist families to recognize that a mutual exchange of ideas is essential for success.

**PRINCIPLE 2** — *Mutual trust, respect, honesty, and open communication characterize the family-provider relationship.*

**For example, providers:**

- use active/reflective listening skills;
- keep confidences;
- respectfully share with families, in response to their concerns, complete and unbiased information;
- effectively use communication skills of dialogue and discussion;
- demonstrate care and concern for families;
- treat all families as responsible, trustworthy people;
- follow through in a timely manner;
- are knowledgeable and credible in their actions;
- suspend their judgment of families.

**PRINCIPLE 3** — *Families are active participants in all aspects of decision making. They are the ultimate decision-makers in the amount, type of assistance, and the support they seek to use.*

**For example, providers:**

- recognize families may need greater support and resources at certain times;
- plan interventions that actively involve families at a level of participation they choose;
- identify and use specific family strengths as a resource for actively meeting identified needs;
- support and encourage family decisions;
- use elements of partnership relations and coaching techniques in their work with families;
- function in a variety of roles.

**PRINCIPLE 4** — *The ongoing work between families and providers is about identifying family concerns (priorities, hopes, needs, goals, or wishes), finding family strengths, and the services and supports that will provide necessary resources to meet those needs.*

**For example, providers:**

- use problem solving strategies and techniques;
- listen to conversation and understand the relationship between expressed concerns and the real needs the family identifies;
- understand the differences among agencies and the resources they provide;
- help families understand their own informal support networks and the potential resources these can provide;
- identify individual family strengths and build upon these strengths to meet family needs;
- use adult teaching/mentoring strategies to assist families to learn new strengths and abilities;
- provide encouragement, feedback and guidance in helpful ways to families.

**PRINCIPLE 5** — *Efforts are made to build upon and use families' informal community support systems before relying solely on professional, formal services.*

**For example, providers:**

- understand the importance of natural networks of support in the health and well being of families;
- assist families to identify what resources their informal support networks can provide to meet specific needs/concerns;
- understand and model the practices of reciprocity as a way to build networks;
- facilitate contacts between families and their communities in order to build informal capacity;
- share information about all community services and the resources they might provide;
- help agencies and formal services clearly identify what resources they offer.

**PRINCIPLE 6** — *Providers across all disciplines collaborate with families to provide resources that best match what the family needs.*

**For example, providers:**

- have the skills to work across agencies and across disciplines;
- include and consider families equal team members;
- are comfortable with role release and can function using a variety of consulting techniques;
- can work collaboratively and clearly understand each agency's resources;
- present options of services and resources to families for their choices.

**PRINCIPLE 7** — *Support and resources need to be flexible, individualized and responsive to the changing needs of families.*

**For example, providers ensure:**

- program or agency procedures are simple and easily understood by families and providers;
- programs and/or agencies have few, if any, obstacles to prevent families from receiving immediate assistance;
- agencies/programs create a welcoming atmosphere for families
- provider contacts with families happen frequently and assist in developing a relationship between a particular provider and a family;
- providers' visits with families match family schedules and expectations;
- provider paperwork is reflective of the frequently changing needs and concerns of families;
- the family and provider work together to individually design each specific intervention plan of action;
- families evaluate the success of all intervention outcomes.

**PRINCIPLE 8** — *Providers are cognizant and respectful of families' culture, beliefs, and attitudes as they plan and carry out all interventions.*

**For example, providers:**

- understand how discrimination, oppression and stereotyping impact the provision of services;
- recognize that values, norms, customs, history, and institutions of groups of people vary by ethnicity, gender, religion, sexual orientation, and ability;
- recognize areas of comfort and discomfort when working with families from similar or different cultural backgrounds;
- seek reliable and accurate information relative to specific cultures when needed;
- recognize the diversity within cultural groups (i.e., spirituality, views on health, child rearing, help seeking, and family structure).

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## IOWA'S VISION:

*Every child, beginning at birth, will be healthy & successful.*

### Early Childhood Iowa Stakeholder's Alliance Cultural Competencies

#### Introduction:

Two guiding principles of ECI are broad-based representation and respect. These principles require a commitment to embracing diversity and being intentional about fostering diversity. We are working to promote success for all children and families and to build an early childhood system that is responsive to all families and children in Iowa.

Diversity includes the characteristics that make each individual unique. It includes differences such as the following:

- Age
- Culture
- Disabilities
- Education
- Family Mobility (transient, military, migrant)
- Family Structure (same sex couples, single, adoptive, grandparents)
- Gender
- Languages
- Multi-racial
- Race/Ethnicity
- Regionality
- Religion
- Socio-economic Status/Class
- Talented and Gifted

Culture is the values, beliefs, linguistics, customs, practices, expression, and patterns of thinking and styles of communication that shape our behaviors, expectations and reactions. It is shared by a group of people and expressed through behaviors in response to the specific needs of its members. It goes beyond race and color to include the diversity characteristics listed above, physical characteristics and groups with similar values, experiences and orientations/preferences.

Cultural competence is "a set of congruent practice skills, attitudes, policies and structures, which come together in a system, agency, or among professionals and enable that system, agency, or those professionals to work effectively in the context of cultural difference" (Cross, 1998).

We affirm the five elements of cultural competence for both individuals and organizations (Cross, 1998):

**Individual:**

1. Awareness and acceptance of differences
2. Awareness of own cultural values
3. Understanding dynamics of differences
4. Development of cultural knowledge
5. Ability to adapt practice to the cultural context of children and families

**Organizational:**

1. Valuing diversity
2. Cultural self-assessment
3. Managing the dynamics of differences
4. Institutionalization of cultural knowledge
5. Adaptation to diversity in policies, values, structure and service

ECl also affirms the eight components of culturally competent work (Chaisson-Cardenas, 2004):

1. **Knowledge of Self:** Awareness of one's own cultural background and how it influences the perception of what is "normal" and what is not is the first and most important step in becoming culturally competent. It is also important that organizations, and the individuals within them, know where their assets, biases and blind spots are.
2. **Knowledge of Community:** Awareness of the respective cultural groups, how they differ from the dominant culture, how they differ internally, and how they differ from non-mainstream cultural groups. Therefore, history, cultural beliefs, vulnerabilities, strengths, demographics, and contextual realities are a central focus.
3. **Personal Involvement:** To what degree a professional demonstrates reciprocity to a given ethnic, racial or cultural community. Much of the cross-cultural literature considers personal involvement as one of the highly effective methods of both learning about and showing respect to communities with diverse populations.
4. **Resources and Linkages:** To what extent an organization has the ability to effectively utilize both formal and informal networks within a given cultural, racial or ethnic community. Such linkages with the various resources are often vital outlets for personnel recruitment, community education, and for obtaining demographic, theoretical, or philosophical perspectives of a given cultural community. Moreover, with the shrinking of formal service systems over recent years, natural networks are often necessary to provide a more individualized array of services to more completely meet the needs of a given client.
5. **Staffing:** The organization works on its recruitment and retention of a diverse staff population and the preparation of existing staff. Training activities are convened by the organization, and the various activities are generally sanctioned by the organization to keep staff abreast of cultural issues in their service area.
6. **Service Delivery, Intervention and Investigation:** The professional is aware of and uses appropriate language and culturally relevant methodology.

7. **Organizational Policies and Procedures:** The organization practices written policies which reflect culturally competent principles. (These culturally progressive efforts are often a result of a given leadership style, staff personalities, or even fads which can change or erode over time. Therefore, one important aspect of policy is to uphold good individual and administrative practices.)
8. **Reaching Out to Communities:** The organization conducts outreach efforts that may prove helpful to communities with diverse populations. When appropriately engaged, culturally-sanctioned helpers, information brokers, leaders, supports, and ultimately networks can comprise highly effective systems of intervention.

**Culture, Diversity and Equity (California Early Childhood Educator Project, 2009)**

Key concepts	<ul style="list-style-type: none"> <li>• Culture shapes values, beliefs, world view, experiences, and behavior</li> <li>• Cultural values and beliefs influence child-rearing practices, teaching practices, and family-school interactions</li> <li>• Culturally responsive practices provide meaningful learning experiences and support a sense of identity, belonging, and self esteem</li> </ul>
Dispositions	<ul style="list-style-type: none"> <li>• Is aware of how one's values, beliefs, and world view influence one's perceptions of the values, beliefs, and world views of others</li> <li>• Attends to and respects cultural and family beliefs, values, and practices, and diverse perspectives and values related to all differences</li> <li>• Strives for effective, respectful, and culturally responsive communication and practices with children and their families</li> </ul>
Performance Areas	<ul style="list-style-type: none"> <li>A. Respect for All Differences</li> <li>B. Culturally Responsive Approaches</li> <li>C. Culture and Language Learning and Development Foundations</li> <li>D. Inclusive Learning Environments</li> <li>E. Observation and Assessment of Young Dual-Language Learners</li> </ul>

**A. Respect for All Differences**

Topics	Teachers, Direct Care and Other Front Line Workers	Management and Professional Development Staff	Early Childhood Leaders and Policy Makers
Includes all families' cultures	<ul style="list-style-type: none"> <li>Attends to the culturally diverse needs of children and families.</li> <li>Works proactively to help children and families transition to early childhood setting; communications with family members to ensure that both their children and they have the tools and information to be full participants.</li> </ul>	<ul style="list-style-type: none"> <li>Develops and facilitates the implementation of policies and practices that promote the inclusion of all children and families in the program and facilitates accommodations to address the unique cultural perspectives and needs of all families.</li> </ul>	<ul style="list-style-type: none"> <li>Advocates in the broader community for the inclusion of the full range of diversity found in children and families in early childhood programs.</li> </ul>
Involves family members in planning	<ul style="list-style-type: none"> <li>Participates in the planning of learning activities that are inclusive and respectful of all families.</li> <li>Plans curriculum and activities collaboratively with all families.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitates the participation of all families and staff in curriculum planning throughout a program.</li> <li>Collaborates with families and staff to determine policies that support the inclusion of families and staff in planning program services.</li> </ul>	<ul style="list-style-type: none"> <li>Provides and explains rationale for policies, practices, and procedures that are representative and inclusive of all families in the early childhood setting.</li> </ul>
Receptive to all family concerns	<ul style="list-style-type: none"> <li>Reports family concerns in a timely manner to supervisor</li> <li>Communicates with family members regularly to understand each family's current concerns</li> <li>Is sensitive and responsive to issues or special circumstances that may arise</li> </ul>	<ul style="list-style-type: none"> <li>Works with family when the family is in need of special assistance and partners with culturally and linguistically appropriate outside support services to ensure that the family receives needed services.</li> </ul>	<ul style="list-style-type: none"> <li>Works to create service partnerships for families, ensuring that families have culturally and linguistically appropriate, comprehensive support services available to them.</li> </ul>

Topics	Teachers, Direct Care and Other Front Line Workers	Management and Professional Development Staff	Early Childhood Leaders and Policy Makers
Formalize family feedback system	<ul style="list-style-type: none"> <li>Encourages family members to engage in formal feedback process.</li> <li>Gathers input and feedback from families, following the program's formal procedures for collecting such information.</li> <li>Learns to work with interpreters/translators.</li> </ul>	<ul style="list-style-type: none"> <li>Develops and facilitates implementation of protocols for families to provide formal input and feedback to the program.</li> </ul>	<ul style="list-style-type: none"> <li>Guides educators in early childhood programs on culturally and linguistically appropriate processes for collecting and using input and feedback from families.</li> <li>Evaluates the effectiveness with which programs gather and use information from families.</li> </ul>
Staff preparation	<ul style="list-style-type: none"> <li>Participates in staff orientation sessions to develop skills and knowledge in being respectful to diverse families.</li> <li>Applies skills and knowledge gained from orientation sessions in order to be respectful to all families.</li> </ul>	<ul style="list-style-type: none"> <li>Provides orientation for early childhood educators that address organizational commitment to respect and inclusively serve all families.</li> <li>Creates professional development activities for programs in how to prepare staff to be respectful and inclusive of diverse families in early childhood settings.</li> </ul>	

**B. Culturally Responsive, Gender Fair Approaches**

Topics	Teachers, Direct Care and Other Front Line Workers	Management and Professional Development Staff	Early Childhood Leaders and Policy Makers
Language adaptation	<ul style="list-style-type: none"> <li>Assists with the use of interpreters and translators, as appropriate.</li> <li>Uses interpreters and translators effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Promotes the effective use of interpreters or translators in the early childhood program.</li> </ul>	<ul style="list-style-type: none"> <li>Designs, recommends, and implements training for interpreters and translators in early childhood settings.</li> <li>Ensures that translations are accurate.</li> </ul>

Topics	Teachers, Direct Care and Other Front Line Workers	Management and Professional Development Staff	Early Childhood Leaders and Policy Makers
Family involvement	<ul style="list-style-type: none"> <li>• Interacts with families in a way that encourages their participation.</li> <li>• Obtains information about families' child rearing practices and goals for children and shares that information with staff.</li> <li>• Promotes the participation of families in the program.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures that all parents are provided with complete and accurate information as well as discuss options that affect their children.</li> <li>• Uses family information to guide the development of program policies.</li> <li>• Promotes the participation of families in the program.</li> <li>• Provides opportunities for family members to be involved and learn about ways to support their child at home.</li> <li>• Guides early educators in strategies to gather information from families and apply that information to practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops and mandates translation certification (medical, legal, etc.).</li> <li>• Develop program designs that facilitate participation of all families in early childhood settings.</li> </ul>
Family area welcoming and inclusive	<ul style="list-style-type: none"> <li>• Welcomes all families during visits and at drop off and pick up times.</li> <li>• Sets up the learning environment as a welcoming place for families.</li> <li>• Is consistently available to all families to engage in conversations and listen to their concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops program policies and practices that create a welcoming atmosphere for all families.</li> <li>• Invites family members to plan and carry out activities that reflect their home and culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates to the broader community the importance of inclusion and involvement of all families in early childhood settings.</li> </ul>

Topics	Teachers, Direct Care and Other Front Line Workers	Management and Professional Development Staff	Early Childhood Leaders and Policy Makers
Communication practices	<ul style="list-style-type: none"> <li>• Communicates respectfully with families.</li> <li>• Demonstrates the understanding of the cultural implications of roles and expectations for early educator and family relationships.</li> <li>• Adapts to families' culturally based communication practices.</li> <li>• Articulates and implements concepts on intercultural communication, including nonverbal communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides support and feedback on ways to engage in communication practices and design environments that help all families feel welcome and comfortable in the early childhood settings.</li> </ul>	
Family-teacher relationships	<ul style="list-style-type: none"> <li>• Communicates respectfully with families.</li> <li>• Demonstrates the understanding of the cultural implications of roles and expectations for early educator and family relationships.</li> <li>• Adapts to families' culturally based communication practices.</li> <li>• Articulates and implements concepts on intercultural communication, including nonverbal communication.</li> <li>• Attends and contributes to family-teacher meetings.</li> <li>• Uses multiple strategies for building relationships with families. For example, sharing observations and documentation with families or being available to meet when requested.</li> </ul>	<ul style="list-style-type: none"> <li>• Promotes policies and practices that invite open communication with all families.</li> <li>• Promotes and solicits input from all families.</li> <li>• Researches and teaches early educators about cultural differences in communication and practices ways to engage families in open, respectful communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops program policies and practices that foster the development of effective family-teacher relationships.</li> </ul>

Topics	Teachers, Direct Care and Other Front Line Workers	Management and Professional Development Staff	Early Childhood Leaders and Policy Makers
Inclusive family cultural representation	<ul style="list-style-type: none"> <li>Assists with designing a family and culturally welcoming environment.</li> <li>Interacts with families formally and informally to ensure that the overall learning environment reflects the cultural and linguistic diversity of the families and children.</li> </ul>	<ul style="list-style-type: none"> <li>Instructs and guides early educators on how to facilitate warm and informative family-teacher relationships that form the basis for the open exchange of cultural information.</li> <li>Collaborates with early child educators and families to design ways to reflect the families' culture and languages in the governance of the program.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitates conversations among early educators on how to create programs that reflect the cultures and languages of the families and the children served.</li> <li>Promotes understanding about the importance of cultural connections in early childhood settings for young children and their families.</li> </ul>

**C. Culture and Language for Learning and Development Foundations**

Topics	Teachers, Direct Care and Other Front Line Workers	Management and Professional Development Staff	Early Childhood Leaders and Policy Makers
Learning differences	<ul style="list-style-type: none"> <li>Follows children's lead in supporting learning.</li> <li>Uses widely recognized, developmentally, culturally, and linguistically appropriate strategies for addressing learning differences.</li> </ul>	<ul style="list-style-type: none"> <li>Develops and promotes developmentally, culturally, and linguistically appropriate strategies for addressing learning differences.</li> </ul>	

Topics	Teachers, Direct Care and Other Front Line Workers	Management and Professional Development Staff	Early Childhood Leaders and Policy Makers
Interpretation of development within cultural context	<ul style="list-style-type: none"> <li>Assists with practices that reflect the cultural context(s) and experiences of the children.</li> <li>Uses knowledge of children's cultural and linguistic backgrounds and experiences to facilitate interactions and learning.</li> </ul>	<ul style="list-style-type: none"> <li>Researches, teaches, and mentors early childhood educators on strategies that appropriately and effectively meet the diverse learning needs of young children.</li> <li>Designs program strategies that incorporate knowledge of children's cultural and linguistic backgrounds and experiences into the curriculum.</li> <li>Teaches and mentors early childhood educators to incorporate knowledge of children's cultural and linguistic backgrounds and experiences into curriculum.</li> </ul>	
Reflective cultural awareness	<ul style="list-style-type: none"> <li>Is aware that all early educators and families are individuals who come from different backgrounds and have different beliefs and values.</li> <li>Reflects on influence of own cultural background and experiences on teaching.</li> <li>Communicates with early educators and families to understand diverse cultural and linguistic backgrounds and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Designs overall programmatic approach that allows early childhood educators to explore their own cultural perspectives and strengths of the children, families, and community they serve.</li> <li>Advocates and provides opportunities to early childhood educators.</li> </ul>	

Topics	Teachers, Direct Care and Other Front Line Workers	Management and Professional Development Staff	Early Childhood Leaders and Policy Makers
Children's identity development	<ul style="list-style-type: none"> <li>• Responds positively to the children's communication about family and self.</li> <li>• Provides experiences that promote positive identity development in young children.</li> <li>• Uses understanding of individual children's life experiences to promote healthy identity formation.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops curriculum that promotes children's sense of identity by integrating home culture and language in learning activities and environments.</li> <li>• Informs early childhood educators on the importance of young children's positive identity development.</li> </ul>	<ul style="list-style-type: none"> <li>• Fosters understanding that home culture and language are central to young children's identity development.</li> </ul>
Community cultural input	<ul style="list-style-type: none"> <li>• Assists with activities that focus on children's cultural and linguistic experiences in the community.</li> <li>• Provides experiences that focus on children's cultural and linguistic experiences in the community and encourages children's families to share roles in the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops curriculum that focuses on children's cultural and linguistic experiences in the community and encourages children's families to share their community roles.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitors and supports early childhood programs on how to develop curriculum that focuses on children's cultural and linguistic experiences in the community and encourages children's families to share their community roles.</li> </ul>
Anti-bias communication and practices	<ul style="list-style-type: none"> <li>• Follows guidelines on how to engage in anti-bias communication and practices with young children and their families.</li> <li>• Models the implementation of practices to engage and intervene in anti-bias communication with young children and their families.</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitates the implementation of policies that promote anti-bias communication and practices in the program.</li> <li>• Arranges training opportunities for program staff to learn about anti-bias communication and practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides resources to early childhood professionals in anti-bias communication and practices and helps develop a process of self-reflection to inform and support the application.</li> </ul>

Topics	Teachers, Direct Care and Other Front Line Workers	Management and Professional Development Staff	Early Childhood Leaders and Policy Makers
		<ul style="list-style-type: none"> <li>Monitors the effectiveness of efforts to promote anti-bias communication.</li> </ul>	

**D. Inclusive Learning Environments**

Topics	Teachers, Direct Care and Other Front Line Workers	Management and Professional Development Staff	Early Childhood Leaders and Policy Makers
Visual representation of diversity	<ul style="list-style-type: none"> <li>Assists with placing pictures and other materials in the classroom, including non-traditional gender roles that reflect the diversity of the children.</li> <li>Identifies and uses pictures, books, recordings, food, and other materials that reflect the diversity of children.</li> </ul>	<ul style="list-style-type: none"> <li>Creates resource list of materials that offer developmentally and culturally appropriate recommendations of diversity in early childhood settings.</li> <li>Promotes the use of materials in the program.</li> <li>Assesses the visual representation of diversity in the program.</li> <li>Teaches early childhood professionals about developmentally and culturally appropriate strategies for visually representing young children and families in early education environments.</li> </ul>	<ul style="list-style-type: none"> <li>Provides support and resources to program staff to ensure they are inclusive and welcoming.</li> </ul>

Topics	Teachers, Direct Care and Other Front Line Workers	Management and Professional Development Staff	Early Childhood Leaders and Policy Makers
Language diversity	<ul style="list-style-type: none"> <li>Is responsive to children and families who use their home language to communicate.</li> <li>Creates a learning environment that supports children and families' communication in their home language(s) as well as in English.</li> <li>Communicates to the children and their families the importance and benefits of learning more than one language.</li> </ul>	<ul style="list-style-type: none"> <li>Develops and facilitates the implementation of program policies and practices that honor and promote communication in the home language of children and families.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates with the larger community and informs early childhood educators about the importance of the home language in the learning and development of young dual-language learners.</li> </ul>
Individualized developmental expectations	<ul style="list-style-type: none"> <li>Assists with supporting the learning and development of individual children.</li> <li>Plans and implements curriculum to support the learning and development of individual children.</li> <li>Understands the stages of dual language acquisition and scaffolds children's learning.</li> <li>Integrates different ways of learning and different cultural perspectives into curriculum and instruction through the use of hands-on, visual, and active learning to meet the needs of individual children.</li> </ul>	<ul style="list-style-type: none"> <li>Creates program policies and practices that promote responsiveness to the learning strengths, interests, and needs of individual children.</li> <li>Facilitates implementation of developmentally, individually, culturally, and linguistically appropriate early childhood practices.</li> <li>Guides early childhood professionals in developmentally appropriate practice that is responsive to the learning strengths, interests, and needs of individual children.</li> </ul>	<ul style="list-style-type: none"> <li>Builds awareness in the broader community of the importance of developmentally, individually, culturally, and linguistically appropriate early childhood practice.</li> </ul>

Topics	Teachers, Direct Care and Other Front Line Workers	Management and Professional Development Staff	Early Childhood Leaders and Policy Makers
	<ul style="list-style-type: none"> <li>Identifies and uses resources to increase knowledge and understanding of the impact of socioeconomic status, race, religion, class, national origin, disability and gender on children's learning.</li> <li>Uses a variety of performance-based assessment tools (e.g., children's work samples, classroom observation, dictation, interviews, parent input, video clips, audio,) to monitor the progress of each child.</li> </ul>		
Assessments of environments	<ul style="list-style-type: none"> <li>Contributes to the assessment process to determine how environments can be enhanced with an understanding of cultures and languages of the children and families.</li> <li>Explains to the parents and staff the importance of assessing environments on an ongoing basis to ensure that the cultures and languages of families are reflected.</li> </ul>	<ul style="list-style-type: none"> <li>Supports staff to use the assessment data to continually enhance the environment to reflect the languages and cultures of families.</li> <li>Builds staff composition reflective of families and community.</li> </ul>	<ul style="list-style-type: none"> <li>Seeks appropriate resources and engages families to ensure appropriate application of the knowledge gathered through the assessment of the environment.</li> </ul>

**E. Observation and Assessment of Young Dual-Language Learners**

Topics	Teachers, Direct Care and Other Front Line Workers	Management and Professional Development Staff	Early Childhood Leaders and Policy Makers
Language and literacy assessment instruments	<ul style="list-style-type: none"> <li>Becomes familiar with some language and literacy assessment instruments, recognizing the importance of assessing young dual-language learners in both the home language and in English.</li> <li>Participates in planning based on individual assessment information.</li> <li>Communicates with families in their home language (through an interpreter if needed) and specialist service providers about the interpretation of observation or assessment data, as appropriate.</li> <li>Provides information to families in their home languages regarding parental consent and confidentiality.</li> <li>Reflects on personal perspectives or biases when interpreting children's behavior and learning.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborates with staff to assess young children's knowledge and skills in language and literacy in both the home language and English and plan based on individual assessment information.</li> <li>Uses designated assessment instruments with an understanding of some of the advantages and limitations.</li> <li>Communicates with families about the value of assessment and its role in supporting children's learning and development; shares assessment information about individual children with families.</li> <li>Incorporates input from program staff and families, as appropriate, in the selection of developmentally appropriate, culturally sensitive, valid, and effective language and literacy assessment instruments.</li> </ul>	<ul style="list-style-type: none"> <li>Advocates in the community and facilitates discussions among early childhood education professionals and families to develop guidelines for the developmentally appropriate and culturally sensitive assessment and transition process of young dual- language learners in early education settings.</li> <li>Informs early childhood educators on how to use assessment information in planning learning opportunities for individual children.</li> <li>Provides staff development and conducts ongoing program improvement based on language and literacy assessment information.</li> </ul>

Topics	Teachers, Direct Care and Other Front Line Workers	Management and Professional Development Staff	Early Childhood Leaders and Policy Makers
	<ul style="list-style-type: none"> <li>• Uses assessments that are developmentally, culturally, and linguistically appropriate; focused on all domains of development; conducted over time; and used for the purpose for which it was designed.</li> </ul>	<ul style="list-style-type: none"> <li>• Promotes collaborative planning based on individual assessment information.</li> <li>• Communicates with families about the program's approach to assessment.</li> <li>• Informs early childhood educators on how to use assessment information in planning learning opportunities for individual children.</li> </ul>	

**Resources**

- Iowa Civil Rights Commission
- Iowa Department of Human Rights, Division of Community and Advocacy Services

**Works Cited**

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# Family Support

ISSUE BRIEF 4

This issue brief is the fourth in a series developed by Early Childhood Iowa – Quality Services and Programs Component Group. The issue brief is developed to inform policy makers about the importance of family support.

## Family Support through Home Visiting

Families, in all the diverse patterns, sizes, creeds, and colors they come in; are the heart and soul of our society. The condition of children's lives largely reflects the well-being of their families. Parents have the greatest impact on their child's development and success, but many need support in learning how to nurture and teach their child. Every day children learn about life and who they are through interactions with and observations of their parents and other primary caregivers. Effective home visiting offers family support that recognizes and respects the special role that parents play in shaping the lives of their children.

## Family Support through Home Visiting: What is it?

Family support is an array of community-based services designed to enable and empower families by building on individual and family capabilities that support and strengthen parenting capabilities and overall family functioning. Home visiting is a strategy for delivering family support services. Different programs that use home visiting as a delivery method can have very different goals e.g., preventing child abuse, school readiness, parent involvement, and advocacy. Iowa currently has a patchwork of family support programs operating at various levels of effectiveness that vary in goals, program models they follow, funding levels, and training and support for staff.

## What Makes an Effective Family Support Program?

Family support programs are defined as community-based services to promote the well-being of children and families.

Family support programs have the following characteristics:

- Family driven, meaning there is a true partnership with families
- Comprehensive, flexible, and individualized to each family based on their culture, needs, values, and preferences
- Builds on strengths to increase the stability of family members and the family unit
- Utilizes informal and formal family supports

## Why is Family Support Important?

Effective family support programs delivered through home visits play a critical part in helping prepare children for school and for life. Home visiting programs can assist parents early on in developing knowledge and skills critical to helping their children succeed in school and in life. For at-risk children, family support is especially important as they often begin preschool or kindergarten playing "catch-up." Family support programs coupled with and embedded in quality child care, preschool and kindergarten will help children get the best start in life.

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## What are Iowa's key challenges in developing a Family Support System?

In order to make a difference in the support we give to children and their families, two key strategies must be

1. **Maximize resources** to better **align with the families' needs** to the programs primary purpose.
2. Assure **fidelity** to the family support program model. Evidence-based program models have been thoroughly researched and evaluated and have produced positive results for children and families. When programs drift from the model we don't get the same results.

## Family Support System Building Recommendations

### Recommendations

In order to fully develop a comprehensive family support system to meet the needs of families the following strategies are recommended:

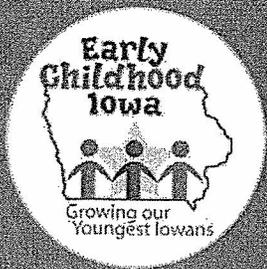
1. Develop a set of basic standards for family support programs. The standards would be the first step towards improving the effectiveness of family support programs. Standards should address four critical components:
  - a. Solid program adherence and organizational capacity to provide the program.
  - b. Family engagement by forming an established relationship for a sufficient period of time to accomplish meaningful change in parent knowledge and skills.
  - c. Competencies for home visitor including cultural competence between the family and provider.
  - d. Rigorous supervision at the local level.
2. Develop and implement a comprehensive training system for early care, health, and education providers.
  - a. Continuing education and training strategies are needed for family support providers.
  - b. Training strategies are also needed for family support supervisors. Research emphasizes the importance of having a highly qualified, trained supervisor promoting the program fidelity.
3. Continue support for the state level Family Support Coordinator providing a mechanism to provide technical assistance and training to family support programs. Technical assistance moves the programs toward evidence-based models.

### Summary

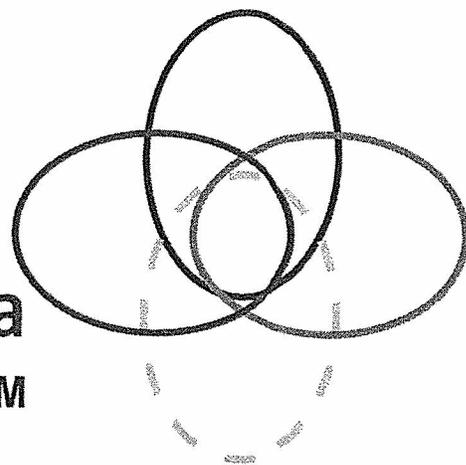
Iowa is poised to infuse statewide evidence-based home visiting methods that can be incorporated into existing family support programs and tailor made to fit individual program goals. Therefore, Iowa needs to continue to direct resources toward the enhancement of effective family support services through the home visiting method. Research clearly states that the key to effective family support programming lies in the quality of the services. Fidelity to a program model can significantly increase the effectiveness of the service. Only the effective family support programs delivered through home visiting will have the ability to benefit Iowa children and their families!

#### Resources:

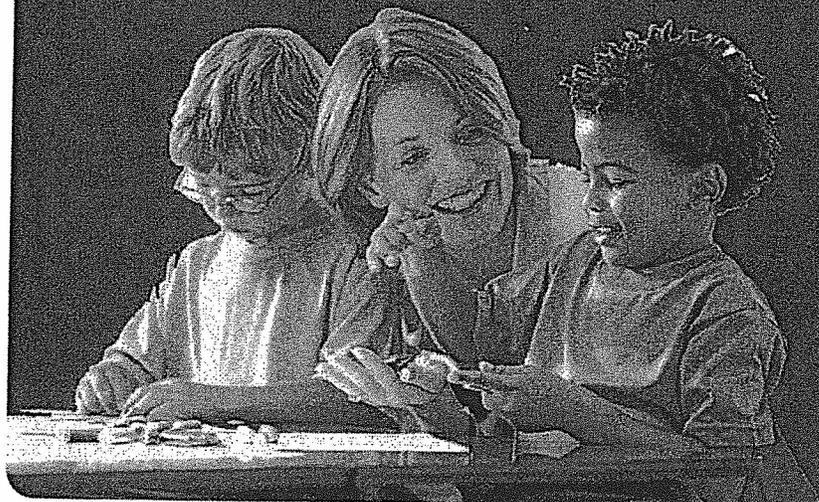
Bilukha, O., Hahn, R., Crosby, A., Fullilove, M., Liberman, A., Moscicki, E., Snyder, S., Tuma, F., Corso, F., Schofield, A., Briss, P., (2005). The effectiveness of early childhood visitation in preventing violence. *American Journal of Preventive Medicine*, 28, 11-39.  
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Hebbler, Kathleen, Gerlach-Downies, Suzanne (2002) Inside the black box of home visiting: a qualitative analysis of why intended outcomes were achieved. *Early Childhood Quarterly*.



# A POLICY FRAMEWORK for an Early Childhood Iowa PROFESSIONAL DEVELOPMENT SYSTEM



A framework to empower early childhood professionals to improve  
the quality of services provided to young children and their families



## INTRODUCTION

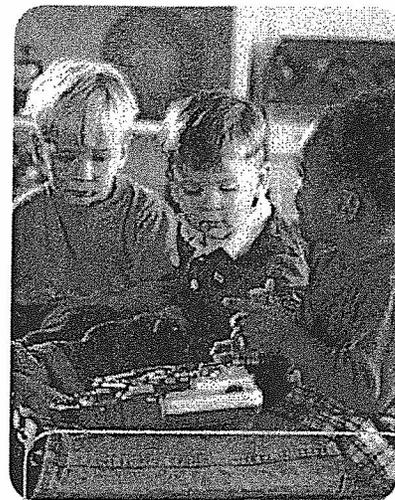
Iowa's Early Childhood Professional Development System is fragmented, duplicative and lacks essential resources. This framework addresses these weaknesses by focusing on policies that connect professional development activities to support effective implementation of a coordinated system. **Iowa's Early Childhood Professional Development System will be a system of integrated supports for early childhood professionals that empower them to improve the quality of services provided to young children and their families.** This framework highlights the principles and policy areas that will build and sustain an integrated, comprehensive system uniting the early childhood sectors<sup>1</sup> of early learning, family support, special needs/early intervention and health, mental health and nutrition – and addresses the needs of children ages 0 to 5 and their families. This framework is addressed to policy makers, stakeholders and early childhood professionals.

**Early childhood professionals need preparation, ongoing development and support to ensure that Iowa's youngest children and their families have quality early childhood experiences.** In turn, Iowa's professional development system needs the support of public policies to offer this essential development.

As defined by the National Association for the Education of Young Children's *Workforce Designs* initiative, the principles and policy areas look beyond the status quo; they intentionally promote building and supporting an efficient cross-sector system that decreases duplication and increases accountability and sustainability.<sup>2</sup> **The integrated policies are aimed at the development and retention of a qualified, stable and well-compensated early childhood workforce.**<sup>3</sup> Research points to the knowledge and skills of an early childhood workforce as the cornerstone of high quality early childhood programs.<sup>4</sup>

This policy framework provides a roadmap to create a comprehensive professional development system; addressing professional standards, career pathways, articulation, leadership, evaluation and financing by its delineation of results and performance measures.

<sup>1</sup> See Appendix for definition of Iowa's four early childhood sectors. <sup>2</sup> Policy concepts, direct excerpts, and graphics throughout are used by permission of the National Association for the Education of Young Children (NAEYC), LeMoine, S. (2008). *Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems*. Washington, DC: NAEYC. <sup>3</sup> Iowa's Early Childhood workforce is defined as those individuals in direct service roles (working directly with young children and their families) and in non-direct service roles (working on behalf of children and their families in training, resource and other administrative roles). <sup>4</sup> Shonkoff & Phillips 2000.



Professional development is facilitated teaching and learning experiences that are designed to support the acquisition of professional knowledge, skills, and dispositions, as well as the application of this knowledge in practice.

# PRINCIPLES FOR POLICYMAKING



The following four principles make it possible for Early Childhood Iowa (ECI) to build and support a comprehensive, integrated professional development system. The principles are aimed at the development and retention of a sustained early childhood workforce.

## *Integration*

Through the existing structure of ECI, an integrated professional development system that crosses the early childhood sectors will be developed. Policies will be created to promote the building and support of an efficient cross-sector system that decreases duplication of efforts and increases sustainability. Policies will be embedded into the early childhood system with appropriate rules, regulations and statutes with leadership across state agencies. Policies will also be embedded in other cross-sector activities that touch the workforce. For example, policies may be embedded in or have linkages to state partners and state initiatives.

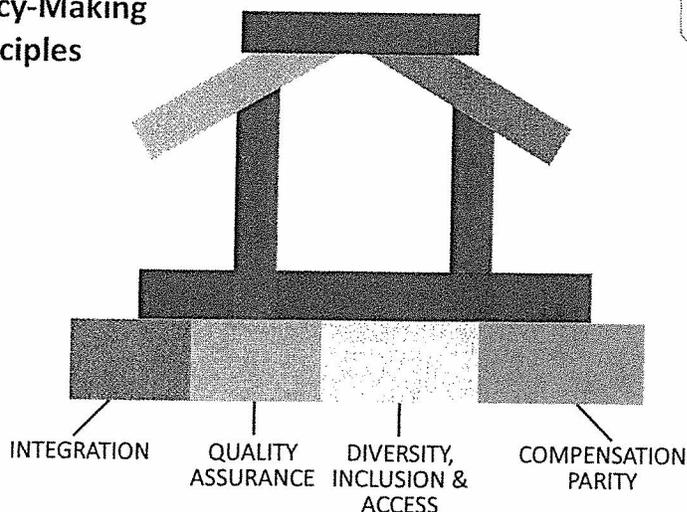
ECI supports consistent practice and integration of professional development policies and regulations across state agencies.

## *Quality Assurance*

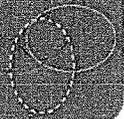
Through ECI, mechanisms and processes will be in place to ensure accountability for Iowa's investment in quality professional development that produces positive outcomes. In addition to fiscal accountability, there will be accountability to the early childhood workforce and young children and their families. Quality assurance processes, including ongoing evaluations at the individual, program, and system level, will be built into systems.

ECI programs will be expected to show evaluation results indicating positive outcomes for children and will be monitored for fiscal responsibility.

## Policy-Making Principles



## PRINCIPLES FOR POLICYMAKING



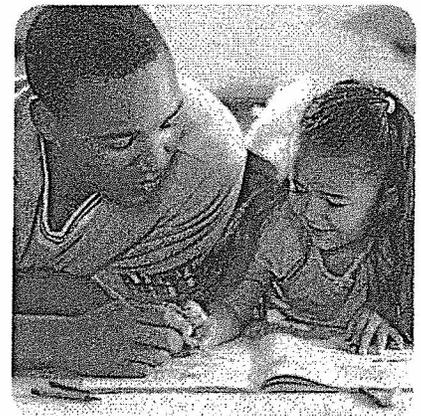
### *Diversity, Inclusion and Access*

**Diversity** in Iowa is multidimensional. One part of diversity is the human aspect reflecting the varied demographics of Iowa's children, families and practitioners along the dimensions of age, gender, race, ethnicity, language, ability, sexual orientation, socio-economic status, and first and second language development. ECI has created a Diversity Taskforce to serve in an advisory role for the early childhood system and will address diversity gaps.

ECI supports policies that advance the recruitment, development and retention of a diverse workforce.

The goal of Iowa's integrated professional development system is to encourage diversity but minimize discrepancies in individual and sector access to resources and opportunities, providing equal access to the early childhood workforce. **Access** is the how of addressing diversity and inclusion. It includes offering a variety of mechanisms for both background information on Iowa's professional development system and related activities. The early childhood workforce should have access to equitable, high quality professional development.

Attention to **diversity**, **inclusion** and **access** issues—like those of integration and quality assurance—is a crucial part of Iowa's professional development policies. Iowa will create policies that support the recruitment, development and retention of a workforce that includes professionals who reflect the diversity of the children and families served and that is also prepared to work with children and families of diverse cultures and abilities.



### *Compensation Parity*

Compensation parity means that compensation is equal or equivalent to other similar fields and the status of the work and individual's education, experience and responsibilities are recognized and rewarded appropriately. Setting standards for what the early childhood workforce should know and can do must go hand-in-hand with compensation parity, or the field will be unable to compete not only with other sectors but also with other industries in which workers have comparable credentials but are better compensated.

ECI supports compensation parity for the early childhood workforce.

## SIX ESSENTIAL POLICY AREAS



Iowa's Early Childhood Professional Development System requires supportive policies to ensure its goals are attainable and successful. The following six essential policy areas make it possible to build and support a comprehensive professional development system. To be effective, each of these policies must be integrated, attending to the early childhood sectors, include quality assurance mechanisms, support diversity, and provide sufficient and sustainable funding. **This framework provides the current status of each early childhood sector in Iowa and defines opportunities and next steps for advancing Iowa's Early Childhood Professional Development System.**

This framework provides the current status of each early childhood sector in Iowa and defines opportunities and next steps for advancing Iowa's Early Childhood Professional Development System.

### **POLICY AREA 1: Professional Standards**

Professional standards guide the content of professional preparation and continuing education including qualifications across roles and settings. Professional standards in some cases are determined by program standards. Iowa's early childhood professions require staff to demonstrate their preparedness to successfully fulfill their job duties and to keep their knowledge and skills up to date. Iowa policies will specify qualifications that address levels and content of education as well as ongoing development.

#### **Early Learning**

##### **In Iowa's Current System**

The roles and professional positions in the Early Learning sector are vast and extend among many different types of settings. Iowa's early childhood professionals include those working directly with young children and families as well as those working to support the provision of early childhood services to young children and their families. These early childhood professional roles require different types and levels of competencies<sup>5</sup> but share a common core centered in early childhood education. Current Iowa competencies need ongoing review and revision to ensure implementation of ever changing best practices. These revised competencies will form the basis for career pathways and early childhood training and coursework.

#### **Next Steps**

- Develop, implement and revise competencies and levels utilizing nationally and/or state recognized professional preparation standards.
- Link professional development to competencies and outcomes.
- Incorporate competencies into teacher licensure, endorsements and regulatory requirements.
- Explore creating a credentialing system.

<sup>5</sup> Core competencies are defined as a demonstration of observable skills based on dispositions and knowledge

# SIX ESSENTIAL POLICY AREAS



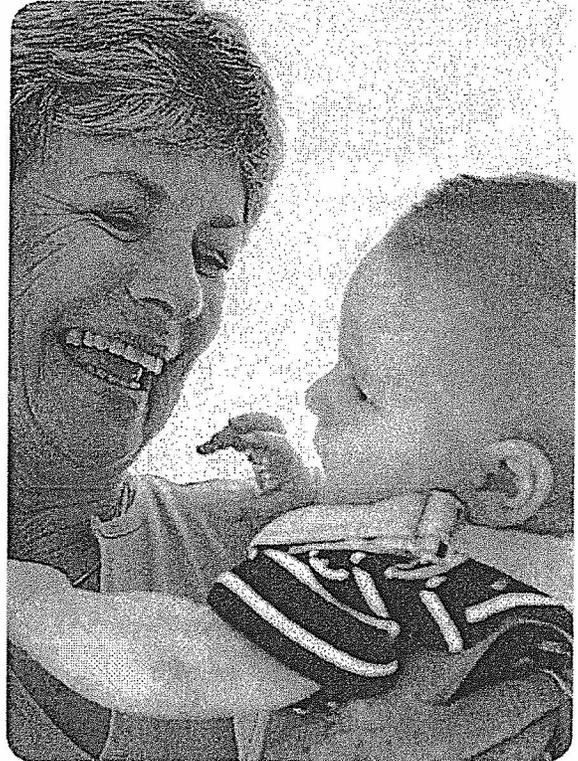
## Special Needs/ Early Intervention

### In Iowa's Current System

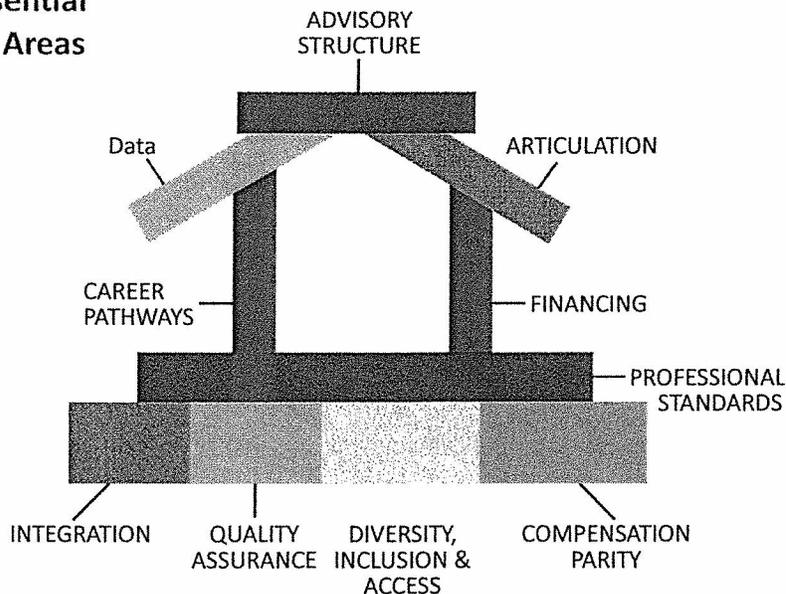
Iowa's early childhood professionals include those working directly with young children with disabilities and their families as well as those working to support the provision of early intervention services. Current Iowa standards need ongoing review and revision to ensure implementation of ever changing best practices. The revised competencies will form the basis for career pathway and early intervention training and course work.

### Next Steps

- Identify, develop, implement and revise competencies and levels utilizing nationally and/or state recognized professional preparation standards.
- Offer professional development addressing special needs/early intervention across programs and roles.



## Six Essential Policy Areas



## SIX ESSENTIAL POLICY AREAS

### Family Support

#### In Iowa's Current System

Family Support direct service provider and Family Support Supervisor are the two primary professional positions in the Family Support sector. The direct service providers have different job titles depending upon the organization and the program model; these include Parent Educator, Family Development Specialist and Family Advocate. Over 90% of family support staff have a B.A. degree. Major courses of study include education (secondary, elementary and early childhood), health (Registered Nurse), and social work (social work, human services, psychology, sociology, and human development).

The University of Iowa and Iowa State University offer a certification in Family Development. The classes provided last approximately eight days over several months. This type of course assists in providing a baseline of common knowledge to persons entering the family support workforce. The course assists in filling any gaps that may exist in pre-service course work. Relatively few program models, except for Family Development and Self Sufficiency (FaDSS), mandate successful completion of the certification program.

The University of Iowa also offers a comprehensive certification program for Family Support Supervisors that is approximately the same duration as the Family Development Specialist certification course. Currently, no program model mandates completion of the supervisor certification.

The Iowa Family Support Standards<sup>6</sup> contain professional standards for both direct service providers and supervisors. The standards were expanded to create best practice guidelines for Family Support Professional Development.

The Iowa Family Support Standards contain professional standards for both direct service care providers and supervisors. The standards were expanded to create best practice guidelines for Family Support Professional Development.

#### Next Steps

- Implement the Family Support Best Practice Guidelines for Professional Development<sup>7</sup>.
- Develop additional best practice recommendations for training content and providers.
- Explore requiring family support certification for direct service providers and supervisors.

<sup>6</sup> Iowa Family Support Standards: [www.empowerment.state.ia.us/files/family\\_support/iowaFamilySupportStandards7-09.pdf](http://www.empowerment.state.ia.us/files/family_support/iowaFamilySupportStandards7-09.pdf)

<sup>7</sup> Iowa Family Support Best Practice Guidelines for Professional Development: [www.empowerment.state.ia.us/files/family\\_support/iowa%20FamilySupportPDbestpracticesrecommendationsfinal.pdf](http://www.empowerment.state.ia.us/files/family_support/iowa%20FamilySupportPDbestpracticesrecommendationsfinal.pdf)

## SIX ESSENTIAL POLICY AREAS

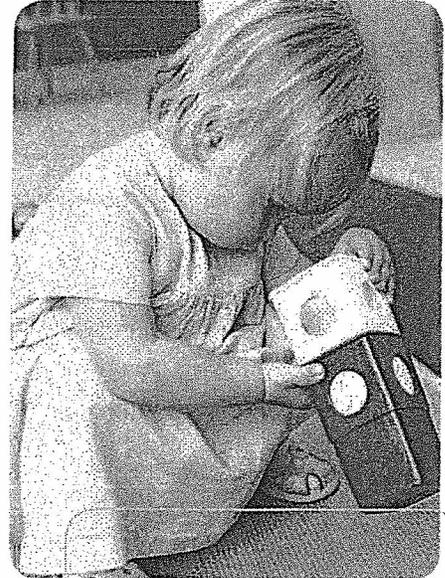
### Health, Mental Health & Nutrition

#### In Iowa's Current System

There are a variety of early childhood health professional roles that require different types and levels of knowledge and skills but share a common purpose centered in early childhood well-being. Iowa's health professionals include those working directly with young children and families as well as those working to support the provision of early childhood services to young children and their families. National and state standards are in place but additional standards are needed to assure health professionals are well-educated, receive ongoing professional development and possess the ability to implement evidence-based practices. There is a need for an early childhood certification because of the lack of early childhood-specific curriculum/training for health professionals.

#### Next Steps

- Design and implement an early childhood certification to enhance the knowledge of all the health disciplines that impact children.
- Determine an authoritative body to issue the certification.
- Implement a mental health certification to provide services for children ages 0 to 5.
- Develop a set of core competencies to address health, mental health and nutrition.



There is a need for an early childhood certification because of the lack of early childhood-specific curriculum/training for health professionals.

### INTEGRATED PROFESSIONAL STANDARDS GOAL:

As each early childhood sector determines professional standards, some common core competencies may surface. Policies may need to be developed that ensure cross-sector coordination to better align the precise nature of the competencies themselves and any professional development activities.

## SIX ESSENTIAL POLICY AREAS

### *POLICY AREA 2: Career Pathways*

Career pathways support the continuous professional development progress of individuals through clearly defined and easily recognizable pathways. Early childhood professionals need to be able to plan and sequence the achievement of increased qualifications, understand the professional possibilities resulting from such acquisitions, and be appropriately compensated. Policies will recognize and support individuals who change roles within the field and will be linked to appropriate compensation.

#### *Early Learning*

##### **In Iowa's Current System**

There are a variety of career pathways depending on individual roles in the Early Learning sector. For example, Iowa's child care system has a pathway that emphasizes community-based training over formal education, while some preschool programs require a pathway to teacher licensure with an early childhood endorsement. There are often unclear connections between the two pathways. Some of the existing pathways in the Early Learning sector are not rigorous and relevant enough to impact quality. The lack of standardized professional development leads to an undervalued workforce for some roles in this sector. The Early Learning sector needs pathways for professionals that provide supportive services and program administration. Iowa's professional development system should define clear bridges between these pathways.

##### **Next Steps**

- Design career pathway policies aligned with job opportunities that reward investments in professional advancement with compensation.
- Include continuing education and mentoring support as part of all career pathways.
- Design and implement a comprehensive and progressive early childhood credentialing system for all roles within the early learning sector.

#### *Special Needs/ Early Intervention*

##### **In Iowa's Current System**

There are no consistent pathways that can be defined by both education and experience. Some roles within the Special Needs/Early Intervention sector have specific career educational requirements currently in place.

##### **Next Steps**

- Identify professional roles, competencies and career pathways that are already available and identify gaps.
- Design and implement competencies for various levels of positions to assure appropriate career pathways across sectors.

## SIX ESSENTIAL POLICY AREAS

### Special Needs/ Early Intervention

#### Next Steps *continued*

- Design career pathway policies aligned with job opportunities that reward investments in professional advancement with compensation.
- Include mentoring, coaching and continuing education as part of all career pathways.

### Family Support

#### In Iowa's Current System

There are a limited number of supervisory job openings which limits direct service staff moving into management positions. Direct service staff can, however, be encouraged to specialize in some aspect of the field. Individual formal preparation may include CEU expectations, such as social work licensure or nursing licensure. Supervisors should support opportunities for direct service staff to participate in leadership and advocacy activities for their growth and development.

#### Next Steps

- Implement the curricula for Family Support supervisors.
- Design career pathway policies aligned with job opportunities that reward investments in professional advancement with compensation.
- Engage management to support opportunities for direct service staff to participate in leadership and advocacy activities for their professional growth and development.

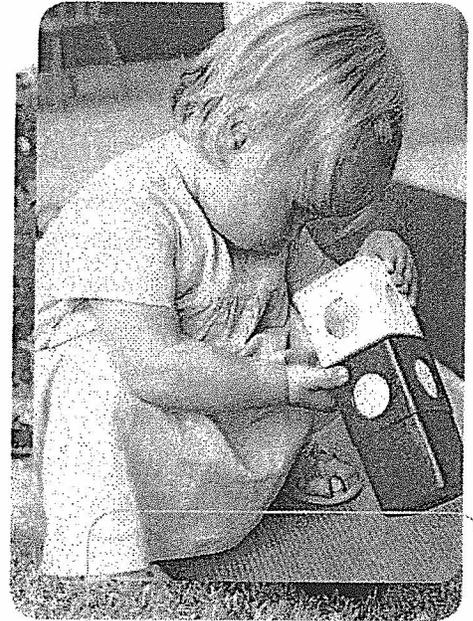
### Health, Mental Health & Nutrition

#### In Iowa's Current System

There are a variety of health, mental health and nutrition sector identified career pathways.

#### Next Steps

- Design career pathway policies aligned with job opportunities that reward investments in professional advancement with compensation.



Supervisors should support opportunities for direct service staff to participate in leadership and advocacy activities for their growth and development.

## SIX ESSENTIAL POLICY AREAS

### POLICY AREA 3: Articulation

Articulation is the transfer of professional development credentials, courses, credits, degrees and student performance-based competencies from one program or institution to another, ideally without a loss of credits. Developing and implementing policies around articulation assists in creating career pathways and building capacity to meet required professional standards. Iowa colleges and universities need to form articulation agreements that assist early childhood professionals in moving seamlessly through and across undergraduate and graduate degree programs. Grants or specific directions for resource allocations need to be attached to articulation policies; colleges and universities will need fiscal support to change or augment long-standing, institutionalized processes.

Grants or specific directions for resource allocations need to be attached to articulation policies; colleges and universities will need fiscal support to change or augment long-standing, institutionalized processes.

**Early Learning**

and

**Special Needs/  
Early Intervention**

#### In Iowa's Current System

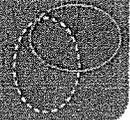
The Early Learning and Special Needs/Early Intervention sectors have similar challenges as articulation agreements are limited statewide. The majority of Iowa community colleges have endorsed the four Child Development Associate (CDA) credential courses that have been selected for statewide consistency. However, two-year early childhood course credit does not typically transfer into the early childhood or special education programs within four-year institutions. Also, professional development trainings offered by community-based training organizations have not yet been developed to meet the criteria for college credit.

#### Next Steps

- Adopt and endorse statewide the Iowa Community College Alliance's common core of courses<sup>8</sup> between the community colleges and four-year colleges and universities. Standardize the number of credits that should be articulated for child care workers who have a CDA credential through non-credit methods.
- Develop strategies to promote articulation agreements among community colleges and institutions of higher education, including securing state funding for community college and four-year college/university early childhood programs to become nationally accredited by NAEYC and NCATE, respectively.
- Make mechanisms that transform diverse training and learning experiences into academic credit, such as assessment of experiential learning, readily accessible to early childhood practitioners.

<sup>8</sup> See Appendix for the Iowa Community College Alliance's common core of courses.

## SIX ESSENTIAL POLICY AREAS



### *Family Support*

#### **In Iowa's Current System**

Because of the high percentage of staff that are hired with a B.A. degree, articulation is less of an issue for the Family Support sector at this time. Articulation could become more of an issue if the federal government expands the Nurse Family Partnership program, which requires the family support direct service provider to be a bachelor's prepared registered nurse (Bachelor of Science in Nursing, B.S.N.). Iowa is currently lacking in the availability of B.S.N.s which would make implementation challenging if not impossible.

#### **Next Steps**

- Explore implementing standards for trainers and curriculum.
- Explore developing a plan to increase the number of bachelor prepared nurses in partnership with the Iowa Department of Public Health.

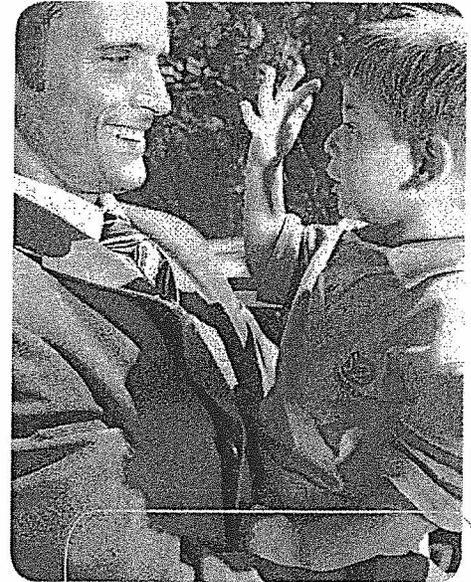
### *Health, Mental Health & Nutrition*

#### **In Iowa's Current System**

Articulation issues may vary based upon individual program and institution for the Health, Mental Health and Nutrition sector. Articulation agreements are limited statewide.

#### **Next Steps**

- Continue to focus on articulation and partnerships.



Articulation could become more of an issue if the federal government expands the Nurse Family Partnership program, which requires the family support direct service provider to be a bachelor's prepared registered nurse (Bachelor of Science in Nursing, B.S.N.). Iowa is currently lacking in the availability of B.S.N.s which would make implementation challenging if not impossible.

## SIX ESSENTIAL POLICY AREAS

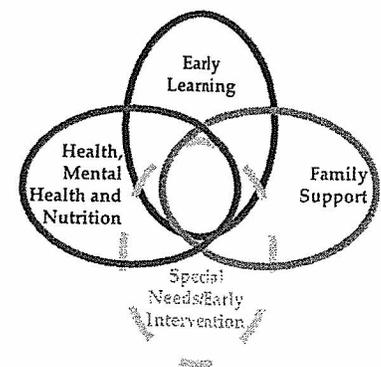
### **POLICY AREA 4: Advisory Structure**

Advisory Structure is the coordination mechanism for an integrated early childhood professional development system, which is the Early Childhood Iowa Council, codified in Iowa's 2008 legislative session. The ECI Council was established to oversee the development of a comprehensive, integrated early care, health and education system by encouraging collaboration around desired results. The Council serves as an alliance of stakeholders for the early care, health, and education systems that affect children ages 0 to 5 and their families. The ECI Council has authority to examine needs and provide policy recommendations for the systems. The ECI structure has a number of component groups serving as working committees, implementing projects and providing expertise in a particular area. The Professional Development (PD) Component Group and its leadership, the Professional Development Steering Committee, are key to the work of implementation of professional development. The PD Steering Committee is the author of this framework. A new structure has been developed as the steering committee implements this framework. Using the four sectors of the early childhood system (early learning, special needs/early intervention, family support, and health, mental health, and nutrition), Iowa is creating four professional development leadership teams, one for each sector. These teams will design, implement and share information about the professional development requirements and opportunities within each sector, creating opportunities for cross-sector integration and collaborations. Two representatives from each leadership team, plus additional at large members, make up the Professional Development Steering Committee. The two co-chairs of this committee also serve as co-chairs for the PD Component Group.

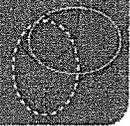
The ECI Council was established to oversee the development of a comprehensive, integrated early care, health and education system by encouraging collaboration around desired results.

#### **Next Steps**

- Support a lead agency to provide infrastructure and funding to coordinate an Early Childhood Professional Development system in Iowa.
- Expand Early Childhood Iowa Council and Professional Development Component Group membership to be more representative from early learning, family support, special needs/early intervention and health, mental health and nutrition sectors including public and private stakeholders.
- Develop mechanisms for improved communication between ECI workgroups and local level programs.
- Support the implementation of the professional development framework.



## SIX ESSENTIAL POLICY AREAS



### **POLICY AREA 5: Data**

Data are essential to gauge impacts and systems change, as well as to inform planning, evaluation, quality assurance and accountability. Data to be collected will assist systems planning, identify needed improvements and assess how the system entities and their delivery are changing to be more effective. Iowa policies will specify the methods and collection of specific data and also require nonduplication of efforts, cross-sector data collection, sharing, and alignment. Policies will require comprehensive workforce studies at regular intervals and ongoing collection of professional development utilization and improvement indicators.

Iowa policies will include specific requirements for disaggregated data by type of setting, demographics, and primary financing source(s). Data about Iowa's workforce and how its professional development system is working assists the advisory structure (Early Childhood Iowa Council) and other administrators to assess how individuals are benefiting and how system entities are changing to improve efficiency.

#### **Early Learning**

##### **In Iowa's Current System**

Individual entities collect some professional development and workforce data. Agencies collect data on the number of early childhood staff who attends the trainings offered.

Community colleges and institutions of higher education collect data on retention in early childhood programs, success at transfer institutions, graduation, placement rates and employer surveys. Quantitative data is collected, but qualitative data, including outcomes on community needs assessment indicators, is needed.

#### **Next Steps**

Collect, analyze and disseminate the following data:

- Early childhood workforce data including compensation, benefits, educational attainment, availability, access and barriers to training, turnover and diversity.
- Outcomes for professional development trainings and educational offerings.

#### **Special Needs/ Early Intervention**

##### **In Iowa's Current System**

A variety of tracking and monitoring systems exist collecting broad data. State agencies collect basic provider information and results of individual evaluations, strategic plans, self assessments and other observation tools.

#### **Next Steps**

Collect, analyze and disseminate the following data:

- Data needed regarding the workforce that links to outcome-based results for children with special needs.
- Outcomes for professional development trainings and educational offerings.

## SIX ESSENTIAL POLICY AREAS



### *Family Support*

#### **In Iowa's Current System**

The Family Support Leadership group has endorsed the data collection of five outcome measures<sup>9</sup> and corresponding performance measures to be collected across all family support programming by the year 2010. Community Empowerment and the HOPES-HFI programs were fully adopted in 2009. This data is currently collected by the Office of Empowerment and the Iowa Department of Public Health. In addition, effective July 2009, the Office of Empowerment began collecting data regarding the availability of quality family support programming in Iowa.

#### **Next Steps**

Collect, analyze and disseminate the following data:

- Number of Family Support programs in the state.
- Data from parents regarding the types of supports that are the most valuable and if they are receiving the services they need most.

### *Health, Mental Health & Nutrition*

#### **In Iowa's Current System**

Currently, there is no systematic collection of workforce data. Individual agencies and professional associations collect quantitative data of representatives from their workforce. Additionally, the professional development needs of the workforce are not known.

#### **Next Steps**

Collect, analyze and disseminate the following data:

- Demographics, including age, educational level, expertise and retention of the workforce.
- Workforce data including distribution of the workforce vs. the concentration of children.
- Disease prevalence of children in geographic areas vs. the concentration of the workforce.

### **INTEGRATED DATA GOAL:**

Comprehensive early childhood workforce data will allow ECI to identify the current status of the workforce, examine the quality of early childhood programs, determine baseline measures, and set objectives for the future. The four early childhood sectors will explore developing a comprehensive data system that reduces duplication and disparities in data collection.

<sup>9</sup> See Appendix for the five Family Support outcome measures.

## SIX ESSENTIAL POLICY AREAS



### ***POLICY AREA 6: Financing***

Financing is defined as appropriate funding to operate Iowa's Early Childhood Professional Development System. The professional development system requires funding for operation and implementation of ECI framework goals. Policies will incorporate specificity so that funds are used to do the needed or newly required work, as presented in this framework, in order to move the system forward. This is especially important in the early childhood field where resources are scarce.

Funds available for professional development activities are built into the annual budget of some local programs, but what is budgeted is not enough to cover actual costs.

#### **In Iowa's Current System**

Financing for Iowa's Early Childhood Professional Development System is limited.

Funds available for professional development activities are built into the annual budget of some local programs, but what is budgeted is not enough to cover actual costs. Typically, funding for professional development activities is allocated within a specific sector and training opportunities are not always opened across sectors.

#### **Next Steps**

When financing sources allow, Iowa's financing policies will support the financing of an integrated professional development system through the following actions:

- **Secure ongoing funding for the early childhood workforce** to increase access to education and ongoing professional development.
- **Explore the creation of a virtual training center** to better align professional development opportunities and reduce duplication.
- **Support incentives and compensation parity** for attainment of additional education and development. Other financing mechanisms such as higher reimbursement rates and grants that reflect the cost of quality do not always take into account or sufficiently address the cost of compensation parity.
- **Secure sustainable funding for the ECI professional development system infrastructure**, which may be linked and/or embedded in the Iowa's larger early childhood system. Infrastructure pieces that require financing may include the advisory body, data systems, support to higher education institutions and training systems, quality assurance processes and support for professional development system planning efforts and implementation of this framework.
- **Design and implement marketing and public relations campaigns** to build relationships with public and private organizations.

## PRIORITIES & OPPORTUNITIES

***Priorities for Iowa's Professional Development System*** - As this framework was being drafted, more than 75 individuals provided input on priorities and the key policies needed to support Iowa's integrated Early Childhood Professional Development System. Participants provided insights through questionnaires and focus groups. **The following five top priorities were identified for advancing Iowa's professional development system:**

1. **Support a lead agency/office and provide infrastructure and funding** to coordinate an Early Childhood Professional Development system in Iowa.
2. **Support adequate compensation** linked to professional development outcomes for practitioners.
3. **Develop and implement pathways, competencies and levels** utilizing nationally or state recognized professional preparation standards.
4. **Link professional development to increased standards, competencies and outcomes.**
5. **Support the implementation of the Iowa Professional Development Model.**

The Professional Development Steering Committee will develop an implementation plan addressing the top priorities, including short and long-term goals for Iowa's professional development system, and integration efforts. Additionally each of the four early childhood sectors will have an individual implementation plan that will identify key players, activities, timelines and resources. Implementation plan activities will be implemented through newly developed early childhood system leadership teams. Leadership teams will report progress and solicit input at Professional Development Steering Committee, PD Component Group and ECI Council meetings.

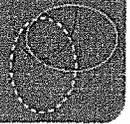
***Opportunities for Iowa's Professional Development System*** - Opportunities exist for Iowa's Early Childhood Professional Development System that will lead to and sustain an integrated, comprehensive system. There must be greater public understanding of and support for the critical importance of the early years and also for the specialized skills and knowledge needed to work effectively with young children and their families.

**Opportunities for Iowa's system include:**

- Assimilation of state policies to support an integrated system
- Overarching state policies
- A common definition of outcomes that is applied by all sectors
- Decisions regarding resources that ensure accountability and positive outcomes for children and their families
- A new structure of professional development that supports policies and moves the system forward

Effective integration requires intentionality, which in turn requires organization. If we work independently, without a well-defined vision and capacity to act and react to changing political, social and economic contexts, we will not make the progress that is needed. **If we work together strategically, we can cause changes that we seek for children, families and professionals in the field.**

## CONCLUSION



This framework highlighted four policy-making principles (integration, quality assurance, diversity, inclusion and access, and compensation parity) and six policy areas (professional standards, career pathways, articulation, advisory structure, data, and financing) that will build and sustain an integrated Early Childhood professional development system in Iowa. The principles and policy areas look beyond the status quo to the development and retention of a competent and stable early childhood workforce that address all four sectors. The framework addresses Iowa's Early Childhood Professional Development System weaknesses of fragmentation, duplication and lack of essential resources by focusing on policies that connect professional development activities to support effective implementation of an integrated, coordinated system.

**Early childhood professionals need preparation, ongoing development and support to ensure that Iowa's youngest children and their families have quality early childhood experiences.**

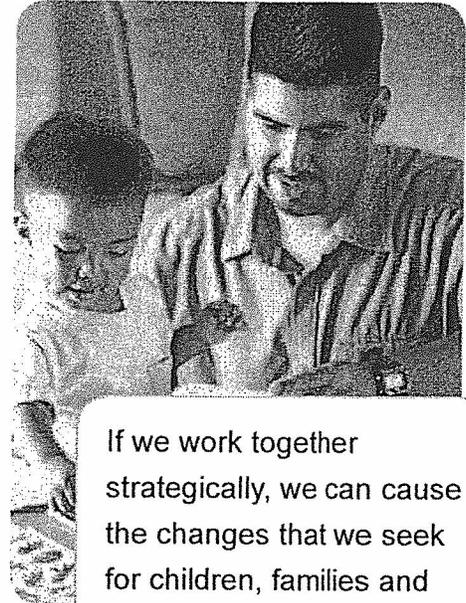
In turn, Iowa's professional development system needs the support of public policies to offer this essential development. To build and sustain a competent early childhood workforce, these policies must address the four sectors of the field: early learning, family support, special needs/early intervention and health, mental health and nutrition. The policies should also address all service roles, direct and non-direct, pre-service and in-service, in each sector. Iowa needs competent professionals who know how to do their job but also have an awareness and appreciation for how children are whole individuals and need support from all sectors for their growth and development. The entire system of sectors must work together to ensure that every child, beginning at birth, is healthy and successful.

Research indicates that children who engage in high-quality early childhood programs are more likely to be ready for school and for life.<sup>10</sup> A consistent, skilled, diverse and appropriately compensated early childhood workforce is key to providing such quality services.<sup>11</sup> Iowa will work to build and retain this workforce by planning and implementing a professional developmental system from predominantly fragmented activities and programs.

**Now is a time of opportunity for Iowa to move integrated early childhood system efforts forward.**

<sup>10</sup> Berrueta-Clement et al. 1992; Ramey & Campbell 1999; Reynolds 2000.

<sup>11</sup> Phillips 2008.



If we work together strategically, we can cause the changes that we seek for children, families and professionals in the field.

## APPENDIX

*Early Childhood Sectors (Created by the Early Childhood Systems Workgroup, an ad hoc group of over a dozen national organizations and experts, 2006.)*

1. **Early Learning** - All children should have access to early care and education opportunities in nurturing environments where they can learn what they need to succeed in school and life.
2. **Special Needs/Early Intervention** - All children with special needs should be identified as early as possible, assessed and receive appropriate services.
3. **Family Support** - All families should have economic and parenting supports to ensure all children have nurturing and stable relationships with caring adults.
4. **Health, Mental Health and Nutrition** - All children need comprehensive health services that address vision, hearing, nutrition, behavioral and oral health as well as medical health needs.

## IOWA COMMUNITY COLLEGE ALLIANCE'S COMMON CORE OF COURSES

- Introduction to Early Childhood Education
- Child Health, Safety, and Nutrition
- Early Childhood Curriculum I
- Early Childhood Curriculum II
- Child Growth and Development
- Infant/Toddler Care and Education
- Early Childhood Guidance
- Early Childhood Field Experience

## FAMILY SUPPORT OUTCOME MEASURES

1. Percent of participating families that improve or maintain healthy family functioning, problem solving and communication
2. Percent of participating families that increase or maintain social supports
3. Percent of participating families that are connected to additional concrete supports
4. Percent of participating families that increase knowledge about child development and parenting
5. Percent of participating families that improve nurturing and attachment between parent(s) and child(ren)

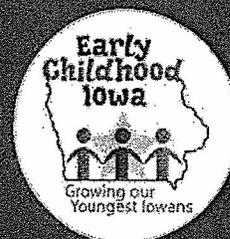
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**STEERING COMMITTEE:** A 14-member Steering Committee provided guidance on the development of this framework:

Tammy Bormann	Community College Alliance, Staff and Consultant
Dawn Collins	Iowa Dept. of Human Services, Child Care & Community Services Bureau
Nancy Dunn	Child Care Resource & Referral, Training Coordinator
Janet Gartin	Iowa Dept. of Management, Family Support
Gretchen Hageman	Iowa Dept. of Public Health, Early Childhood Iowa
Sheila Hansen	Child & Family Policy Center, Policy Analyst
Barb Merrill	Iowa Association for the Education of Young Children, T.E.A.C.H.
Lisa Oesterreich	Iowa State University Extension, Family Life
Tom Rendon	Iowa Head Start State Collaboration Office
Mary Schertz	Iowa Dept. of Education, Early Childhood
Cathy Swackhamer	Iowa Head Start State-based Training & Technical Assistance
Shanell Wagler	Iowa Dept. of Management, Office of Empowerment
<b>Staff</b>	Lindsay Miller, Iowa Dept. of Public Health
<b>Facilitator</b>	Kevin Pokorny, Private Consultant

This Policy Framework is adapted from the National Association for the Education of Young Children's (NAEYC) *Workforce Designs* initiative, LeMoine, S. (2008). *Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems*. Washington, DC: NAEYC. The full report of *Workforce Designs* is available online at [www.naeyc.org/policy/ecwsl](http://www.naeyc.org/policy/ecwsl). Additional resources used in development of the Policy Framework are available on the Early Childhood Web site at [www.earlychildhoodiowa.org](http://www.earlychildhoodiowa.org). Iowa's Professional Development System planning work is funded by Iowa Community Empowerment.



Iowa Early Care and Education Knowledge and Competency Framework For Teaching Roles\*

Stages of Education	Pre-service	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8	
<b>Career Options</b>	Everyone**	1. Child Care Associate 2. Preschool Associate 3. CD Home Assistant 4. Family, Friend and Neighbor Care	1. Child Care Associate 2. Preschool Associate 3. CD Home Assistant 4. Family, Friend and Neighbor Care	1. Child Care Teacher, Assistant or Associate 2. Preschool Teacher, Assistant or Associate 3. CD Home Teacher or Assistant 4. Head Start Assistant 5. SWPPP Assistant 6. Shared Visions Assistant 7. NAEYC Acc. Preschool or Center Assistant 8. Para-Educator 9. Family, Friend and Neighbor Care	1. Child Care Teacher, Assistant or Associate 2. Preschool Teacher, Assistant or Associate 3. CD Home Teacher or Assistant 4. Head Start Assistant 5. SWPPP Assistant 6. Shared Visions Assistant 7. NAEYC Acc. Preschool or Center Assistant 8. Para-Educator	1. Child Care Teacher, Assistant or Associate 2. Preschool Teacher, Assistant or Associate 3. CD Home Teacher or Assistant 4. Head Start Assistant 5. SWPPP Assistant 6. Shared Visions Assistant 7. NAEYC Acc. Preschool or Center Assistant 8. Para-Educator	1. Child Care Teacher, Assistant or Associate 2. Preschool Teacher, Assistant or Associate 3. CD Home Teacher or Assistant 4. Head Start Assistant 5. SWPPP Assistant 6. Shared Visions Assistant 7. NAEYC Acc. Preschool or Center Assistant 8. Para-Educator	1. Child Care Teacher 2. Preschool Teacher 3. CD Home Teacher 4. Head Start Teacher 5. SWPPP Teacher 6. Shared Visions Teacher 7. NAEYC Acc. Preschool or Center Teacher 8. K-3 Teacher 9. ECE Teacher	1. Child Care Teacher 2. Preschool Teacher 3. CD Home Teacher 4. Head Start Teacher 5. SWPPP Teacher 6. Shared Visions Teacher 7. NAEYC Acc. Preschool or Center Teacher 8. K-3 Teacher 9. ECE Teacher	
<b>Education Details</b>	<b>PRE-SERVICE TRAINING:</b> (30-40 hours)  Center: 1. New Staff Orientation 2. Welcome to Child Care  CD Home/Child Net:  School – see teachers: Quality School Age Care  SWPPP: Quality Preschool Program Standards  All Teachers: 1. First Aid 2. Universal Precautions 3. CPR 4. Mandatory Child Abuse Reporter Training 5. Other recommended Health and Safety Training such as: AIDS or Medication Administration or as adopted through the Federal Child Care Bureau.	<b>STEP 1 – (40 hours)</b>  Competencies addressed include:  Promoting Child Development and Learning Competencies*** (This includes competencies regarding Health and Safety)  Becoming a Professional Competencies***  Examples of Trainings might include: 1. Program for Infant/Toddler Care Scales 2. Environmental Rating Scales 3. Iowa Early Learning Standards	<b>STEP 2 – (40 hours)</b>  Competencies addressed include:  Building Family and Community Relationships Competencies***  Using Developmentally Effective Approaches to Connect with Children and Families Competencies***  Examples of Trainings might include: 1. Early Childhood Positive Behavior Interventions and Supports 2. Cultural Competencies 3. Classroom Assessment Scoring System	<b>STEP 3 – (40 hours)</b>  Competencies addressed include:  Using Content Knowledge to Build Meaningful Curriculum Competencies***  Observing, Documenting and Assessing to Support Young Children and Families Competencies***  Examples of Trainings might include: 1. Every Child Reads 2. Evidence-Based Curriculum 3. Evidence-Based Assessment	CDA Through Credit OR ECE Para-Educator Through Credit Hours	ECE Community College Diploma Associate degree (less than 12 EC credits)	Associate Degree in ECE or including 24 EC credits	Bachelor's Degree in ECE Bachelor's Degree in Child Development Bachelor's Degree in Human Development and Family Studies – Child Option Bachelor's Degree in Early Childhood Administration Bachelor's Degree plus or including 24 EC credits Credentials specific to adult educator, program administration, etc. will align here.	BOEE License with Teaching License (MA/MIS in ECE)	Master's Degree with Teaching License (MA/MIS in ECE)
<b>Competency Level Fully Met</b>	3	LEVEL 1 2	LEVEL 1	LEVEL 2-4 3, 4	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 5-6	LEVEL 6	
<b>WIAGES Levels</b>		LEVEL 1	LEVEL 1	LEVEL 2-4 3, 4	LEVEL 3	LEVEL 4	LEVEL 5-6	LEVEL 5-6	LEVEL 6	
<b>Credential #</b>				5	5	5	5	10, 11	10, 11	

\* Other pathways are available for consideration for program administrators, consultants, and adult educators.

\*\* Anyone beginning work in centers or preschools licensed by DHS or in a registered CD Home must have pre-service training before beginning work. Pre-service training must be taken by all new employees unless prior training can be verified.

\*\*\* Competencies are available at... [http://www.state.ia.us/earlychildhood/files/state\\_system/professional\\_development/PLC\\_Task\\_Force\\_Final\\_Report\\_Final.pdf](http://www.state.ia.us/earlychildhood/files/state_system/professional_development/PLC_Task_Force_Final_Report_Final.pdf)

\*\*\*\* Teachers who enter the Career Pathway at Stage 3 or above should acquire the Iowa Foundation Knowledge in Steps 1-3 based on the requirements of the employing auspice's professional development requirements.

# Mission: Create success for our Iowa EC workforce as they move throughout professional development

Proposal from a work group of the T.E.A.C. H. Advisory Committee of Iowa AEYC from the National Articulation Summit in North Carolina in April 2013.

Iowa's Articulation Project Team (APT-I): Marietta Rives, Department of Education; Nancy Merryman, Mount Mercy University; Johnna Haggarty, Indian Hills Community College; Brandy Smith, CCR&R of NE Iowa; Terry Wangberg, Southwestern Community College; Tom Rendon, Head Start State Collaboration Office; Pam Ellis, T.E.A.C.H. Early Childhood® IOWA; Barb Merrill, Iowa AEYC.

## I. Goal One: Strengthen relationships and trust among stakeholders, including key IHE leadership, to address the needs of students and children.

**Objective 1. Support the development of a higher education leadership network on behalf of the early childhood workforce.**

Action Steps	Timelines	Person/group responsible
1.1.1 Complete and approve goals and submit our plan to CCSA.	May 2013 DONE	Barb Merrill & APTI
1.1.2 Present information learned at the TEACH Articulation Summit and plan to the ECI PD Executive Committee, the T.E.A.C.H. Advisory Committee, the ECI PD Early Learning Committee, and Early Childhood Community College Alliance.	May-June 2013 DONE	Members of APTI who are attending these meetings
1.1.3 Define/identify key stakeholders who are serving the workforce including ECI PD component group leadership.	Summer 2013	ECI PD Exec Committee APTI
1.1.4 Develop recommendations and present to ECI PD Early Learning leadership team to adjust/incorporate into their implementation plan.	June 27, 2013 DONE? RESULTS	APTI, Barb, Johnna, Tammy
1.1.5 Present approved plan to ECI PD Executive committee, and strategically meet with leaders and policy makers.	Summer 2013	Iowa AEYC leadership with APTI and ECI PD leaders
1.1.6 Send invitations for a high-level summit and regular meetings focused around field experience (student teaching and practicum) placements, and education reform.	Fall 2013 (See 4.1.1)	Iowa AEYC leadership with APTI and ECI PD leadership
1.1.7 Convene summit, intentionally develop trust and relationships using strategies and facilitation, encourage on-going meetings (2-3 times a year?) as a subgroup of ECI PD-EL.	Feb. or March 2014 (See 4.1.5)	Iowa AEYC leadership with APTI and ECI PD leaders
1.1.8 Develop an enhanced communication plan share findings, vision and plan with key stakeholders.	Ongoing beginning at end of May 2013 (See 1.2.6)	APTI with ECI PD leadership

**Objective 2. Increase the higher education leadership group’s knowledge of the needs of the early childhood workforce, child impacts, etc.**

Action Steps	Timelines	Person/Group responsible
1.2.1 Identify and collect needed data (workforce education and compensation, accreditation of IHEs, current articulation agreements, graduation #s and licenses, identify transfer successes between 2 year and 4 year degree completion, BOEE, DE, and Community College Early Childhood Alliance data, higher education faculty availability and qualifications, diversity data, their use of cultural and practitioner competencies, their use of the IELS, traditional/non-traditional data, Financial Aid and Admission information ). Transfer successes between 2-4 year completion. Real stories and successes. Add questions to T.E.A.C.H. college directory update.	Summer & Fall 2013	Iowa AEYC/T.E.A.C.H. Iowa
1.2.2 Review data, identify gaps and weakness areas.	Summer 2014	ECI PD
1.2.3 Build upon/re-draft vision for articulation and ECE workforce for Iowa. Ensure everything is built on previous work and success.	Spring 2014	ECI PD leadership
1.2.4 Create, adopt and implement an updated strategic plan for articulation for the workforce in Iowa, adjusting timelines as needed.	Fall 2014	APTI with ECI PD – EL
1.2.5 Identify needed funding to address the identified gaps/weakness include identifying possible public and private sources of funding.	Fall 2014	APTI with ECI PD - EL
1.2.6 Apply for funding.	2015	ECI
1.2.7 Develop an enhanced communication plan share findings, vision and plan with key stakeholders vision	Ongoing beginning at end of May 2013  (See 1.1.8)	APTI with ECI PD Ex

**II. Goal Two: Identify and design pathways based on standards, benchmarks, and competencies to best address the needs of the early childhood workforce and children.**

**Objective 1. Develop uniform understanding and agreement on competencies that will define our pathways, informed by standards national accreditation of 2-year and 4-year institutions.**

Action Steps	Timelines	Person/Group responsible
2.1.1 Define pathways for teaching roles in early learning	Summer 2013	ECI PD EL
2.1.2 Define pathways across the workforce (ex. Family support, director)	Fall 2013	ECI PD leadership teams
2.1.3 Offer to assist BOEE as they re-consider/update the four early childhood teaching endorsements, taking into consideration adopted competencies	Fall 2013	APT-I, T.E.A.C.H. Advisory, and ECI PD EL
2.1.3 Establish mile markers that occur along all pathways, taking into account existing mile markers. Consider current and future BOEE licensure, certifications, and degrees, and screenings (Praxis) as mile markers. Include real stories and experiences.	Fall 2013	ECI PD leadership teams
2.1.4 Create a framework in which successful articulation can continue to occur.	Summer 2014	APT-I with higher education leadership, ECI PD leadership

**Objective 2. Make recommendations for policy impact**

Action Steps	Timelines	Person/Group responsible
2.2.1 White paper prepared and disseminated to leaders and legislators including a deeper analysis of the issues, with recommendations for changes that will alleviate identified problems.	Summer 2014	APT-I
2.2.2 Press release prepared and distributed stating case for change and any recommendations for future legislative platforms. Include in 2014 public policy priorities and agendas.	Fall 2014	Iowa AEYC
2.2.3 Host legislative session and highlight recommendations.	Winter 2015	Iowa AEYC ECI

**III. Goal Three: Ensure pathways are sustainable through system development and legislation.**

**Objective 1. Adopt pathway definitions for roles in the field**

Action Steps	Timelines	Person/Group responsible
3.1.1 Identify funding to educate stakeholders – field, businesses, etc.	2014	ECI Steering or PE or R & F
3.1.2 Propose alternative BOEE licensure/endorsements (or from appropriate agency for other entities like family support).	2014 (see 2.1.3)	T.E.A.C.H. Advisory Committee with APTI assisting BOEE and ECI-PD
3.1.3 Identify and adopt evaluation plan and data needed.	2014	ECI PD
3.1.4 Collect data, complete report and share with stakeholders.	2015	APTI through ECI PD

**Objective 2. Put into policy**

Action Steps	Timelines	Person/Group responsible
3.2.1 Work with leaders to determine what might be needed in policy or legislation.	Fall 2014	ECI – PD, APT-I, higher education leadership, Iowa AEYC
3.2.2 Find Champions in business, legislature and IHE and provide them with the needed information.	Fall 2014 (see 2.2.3)	ECI, Iowa AEYC
3.2.3 Propose Legislation to impact rules.	Winter 2015	Legislative champion

**IV. Goal Four: Strengthen and enhance the capacity of higher education institutions to prepare the early childhood workforce.**

**Objective 1. Identify standards and measurement by which we will measure IHE capacity**

Action Steps	Timelines	Person/Group responsible
4.1.1 Conduct a needs assessment on early childhood IHE capacity.	Fall 2013 (See 1.2.1)	APTI, Iowa AEYC/T.E.A.C.H. Iowa through college directory survey

4.1.2 Define quality practicum sites.	Fall 2013	Tom R with APTI
4.1.3 Survey IHEs and Community Colleges regarding practicum site requirements.	Fall 2013	Tom
4.1.4 Collect data on sufficient availability, accessibility, and quality of practicum sites. Include information regarding the current use of Head Start classrooms by IHEs and how many Head Starts have staff with appropriate licenses to accommodate 4 yr. students.	Fall 2013	Tom
4.1.5 Do a summit to assess practicum availability, accessibility, and quality.	Feb or March 2014  (See 1.1.7)	ECI – PD, APTI, HSSCO, T.E.A.C.H.

**Objective 2. Support capacity for IHEs based on employer needs and child/family outcomes.**

Action Steps	Timelines	Person/Group responsible
4.2.1 Implement family support T.E.A.C.H scholarship.	Summer 2013	Iowa AEYC/T.E.A.C.H./IDPH
4.2.1 Identify core course work to support expanded early childhood degree access.	Summer 2013	T.E.A.C.H./IDPH
4.2.3 Identify funding to support Community College Program Accreditation.	2014	ECI
4.2.4 Identify funding to support additional distance learning options for early childhood coursework.	2014	ECI with higher education leadership

**Memorandum of Understanding (MOU)**  
**Consortium: KEA within K–3 Formative Assessment System**  
**Enhanced Assessment Instruments Grants Program, CFDA 84.368A**

The lead State of North Carolina and the partner State of Iowa hereby provide assurance that, as a condition of remaining in the consortium under the Enhanced Assessment Instruments Grants Program – Kindergarten Entry Assessment, we consent and agree to the following:

**I. Purpose**

The States of North Carolina and Iowa are entering into this Agreement to:

- a) enhance the kindergarten entry assessment (KEA) initially developed by North Carolina in the context of a K–3 formative assessment system;
- b) adopt, or have a plan to adopt, the common KEA portion of this K–3 formative assessment system enhanced under this priority no later than the end of the project period; and
- c) adopt, or have a plan to adopt, a core set of early learning and development standards upon which the KEA is based.

**II. Lead State Duties**

The State of North Carolina is the Lead State in this consortium and as such will file the grant application and act as fiscal agent as provided in section VI.

**III. State Obligations**

All Consortium States agree to follow all applicable rules, laws, and policies as required under the assurances made upon applying for the U.S. Department of Education’s Enhanced Assessment Instruments Grant, CFDA 84.368A, incorporated herein by reference. The States agree to carry out all activities as described in the grant application, Scope of Work, attached hereto as Exhibit A.

**IV. Governance Structure**

Under the Consortium Governance structure, all member states share in the efforts and rewards of a collaborative team environment, where decisions on matters of policy, finance, or design are determined in a consensus manner. The Consortium will provide a representative governance structure that ensures a strong voice for State administrators, policymakers, school practitioners, and expert advisors to achieve an optimum balance of assessment quality, efficiency, costs, and time. Representatives from each State in the Consortium will be responsible for implementing plans that are consistent with this MOU, but may make changes as necessary through a formal adoption process. A Terms of Reference document, subject to periodic review and revision, will be executed by all Consortium States, describing specifically how the states will work together.

**V. Project Management**

North Carolina has contracted with a Project Management Partner to assist with management, organization, logistics, planning, and assessment enhancement on behalf of the Consortium, and to monitor the progress of deliverables under the proposal for the U.S. Department of Education.

## **VI. Funds Accountability**

The Consortium States agree to utilize funds in accordance with Federal regulations applicable under the grant. No state shall be required to contribute funds to another participant state and each state is solely responsible for its financial obligations under the grant.

Each agency shall maintain fiscal records necessary for full accountability, follow generally accepted accounting principles, and account for all receipts and disbursements of funds transferred or expended pursuant to this Agreement.

The State of North Carolina shall act as fiscal agent on the grant and disburse funds based on the terms of the grant and invoices received from the participating States. Should funding for the grant be reduced, North Carolina will prorate reimbursements to the participating States. No funds will be dispersed to a state without a written invoice from the State.

Payment shall be made within a reasonable time after requests for payment and supporting documentation have been received by North Carolina.

At the end of the grant period, the Consortium States must ensure that each has submitted all documentation of expenses to North Carolina as the fiscal agent.

## **VII. Sufficient Funding**

The Consortium States understand and agree that because the Lead State is a governmental entity, this MOU shall in no way bind or obligate the State of North Carolina beyond the terms of the Grant Award appropriation of funds by the U.S. Department of Education. North Carolina reserves the right to terminate the MOU, in whole or in part, if the U.S. Department of Education does not appropriate sufficient funds as may be required for North Carolina to continue payment of funds to the participating states, or if the U.S. Department of Education requires North Carolina to return funds to the federal government. North Carolina may also terminate this MOU if the executive branch of the U.S. Department of Education mandates any cuts in or holdbacks of funding. North Carolina may terminate under this provision by providing the States 30 days written notice of termination.

## **VIII. No Authority to Bind Other States**

One State under this Agreement shall have no authority to enter into contracts or agreements on behalf of the other States. All contracts or agreements shall be entered on behalf of the executing State or executed by all participating States. No third party or other State entity may rely on this MOU. Any failure of the participating States to follow any or all terms of the MOU or Grant, or any future amendment or modification of the Grant, shall not establish any liability of the individual States to any third party or other entity.

## **IX. Limitations**

This MOU does not create or give the participating States any powers they would otherwise not have. Rather, this MOU is only to provide for the exercise of existing powers so as to achieve a more efficient operation of government. For this reason, this MOU sets forth the understanding of the States in achieving a common purpose, and is not intended to provide a basis for legal action upon breach of any of its provisions.

## **X. Data Use Agreements and Reporting**

The Consortium States shall make student-level data that result from any assessments or other assessment-related instruments developed or enhanced under a grant from this competition

available on an ongoing basis for research, including for prospective linking, validity, and EAG program improvement studies. Eligible applicants awarded a grant under this program must comply with the Family Educational Rights and Privacy Act (FERPA) and 34 CFR Part 99, as well as state and local requirements regarding privacy when reporting the results of any KEA and incorporating such data into a State's SLDS (Statewide Longitudinal Data System) and early learning data system.

#### **XI. Period of Performance**

The period of performance of this agreement shall be a period of four years, and shall commence upon date of award.

#### **XII. Copyright**

There will be considerable collaboration between and among the States, however, each state will obtain some work products specifically designed to meet their particular needs including but not limited to: frameworks, blueprints, exemplars, essences, sample items, and operational items. Although some of these items may not be compatible with curriculum standards or other educational aspects of each of the States, the States agree that each state will have a right to non-commercial use of any product or deliverable resulting from this project. Furthermore, the States agree that any such work products or deliverables will be available for public domain usage including usage by states that were not original member States of this agreement.

#### **XIII. Termination**

Any party to this agreement may, without cause, terminate this agreement by notifying the others in writing at least 30 calendar days prior to intended date of termination.

In the event that federal or state laws are amended or judicially interpreted so as to render the fulfillment of the agreement unnecessary or impractical as a result of such amendments or judicial interpretation, all parties to this agreement shall be discharged from further obligations under its terms, except of the completion of work commenced prior to the date of termination and the equitable settlement of compensation due for such work.

#### **XIV. Changes in Consortium Membership**

This consortium has flexibility in developing protocols for member States to change roles in the consortium, for member States to leave the consortium, and for new States to join the consortium. However, because changes in State membership in a consortium may affect the scope of the project for which a grant award has been made, North Carolina must submit to the U.S. Department of Education a written request for approval of any changes to the membership of the consortium.

#### **XV. Amendment**

This agreement shall not be altered, changed or amended except by an instrument in writing executed by the parties hereto.

#### **XVI. Scope of Agreement**

This agreement incorporates all the agreements, covenants, and understandings between the parties of this agreement concerning the subject matter hereof. No prior agreement or understanding, verbal or otherwise, of parties or their agents shall be valid or enforceable unless embodied in this agreement.

**XVII. Dispute Resolution**

Any disputes arising out of work performed and/or products or services delivered under this agreement will be subject to the laws of the State of North Carolina and the United States.

**XVIII. Authority**

This memorandum must be signed by the chief state school officer and by the State agency official who has authority to adopt early learning and development standards for the State, if that is a different official.

In signing this Agreement on behalf of my state, I certify that:

1. I am authorized to do so;
2. This Agreement does not conflict with any applicable law or regulation to which my state is subject;
3. This document may be executed in counterparts.

As the Consortium lead state, I have read and understand the roles and responsibilities of States and agree to be bound by the statements and assurances made in this application.	
I further certify in the continuing capacity of a lead State I am fully committed to the goals and objectives of the grant application and support its implementation.	
State Name: NORTH CAROLINA	
Chief State School Officer: _____ (Printed Name):	Date
Authorized Agent, Early Learning and Development Standards: _____ (Printed Name):	Date

As a Consortium member state, I have read and understand the roles and responsibilities of States and agree to be bound by the statements and assurances made in this application.	
I further certify in the continuing capacity of a member State I am fully committed to the goals and objectives of the grant application and support its implementation.	
State Name: Iowa	
Chief State School Officer: _____ (Printed Name):	Date
Authorized Agent, Early Learning and Development Standards: _____ (Printed Name):	Date



## Every Iowa Child: Beginning at Birth







## Introduction to the Project

- Business Need
- Data Requirements, Uses and Users
- Existing Data, Collection Methods, Data Linking
- Recommendations for
  - Data Framework Model
  - Governance of the Framework Development
  - Architecture, Major Features, Components



## Project Outcome

- Confirmation of the Business Need
- Proven Data Framework Model
- Governance components
- Framework Architecture components
- Information to to identify next steps



## Discovery

- Stakeholders
- Existing Iowa Systems
- Data linking initiatives nationwide



## ECI Stakeholder Discovery

Are we providing the right services to the right children at the right time?




## Findings: Data Needs

- To provide services effectively
  - Identifying at-risk children
  - Care coordination and referral management
  - Adequate follow-through
- To evaluate program outcomes
  - Did programs meet their objectives?
  - Determine cost effectiveness
  - Identify program and workforce successes



## Findings: Existing Data

- Data collected on individual children
- Existing data systems
- Access to existing data
- Survey data: available and useful, but . . .



## Existing Iowa Data Linking Discovery

- EdInsight Longitudinal Data System
- Iowa Public Health Information Network
- DHS Data Warehouse
- Vital Records



## Findings: Systems Development

- Medicaid Integrated Data Administration Solution (MIDAS)
- Eligibility Integrated Application Solution (ELIAS)
- Family Health Bureau Integrated System



## Nationwide EC Data Linking Efforts

- Interviewed State EC Representatives
- Researched State initiatives
- Data Quality Campaign
- Early Childhood Education Collaborative



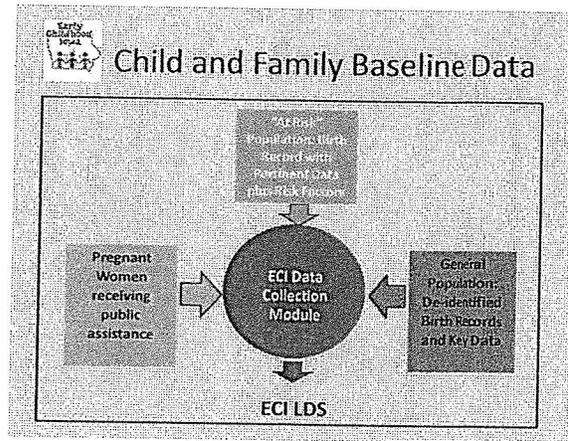
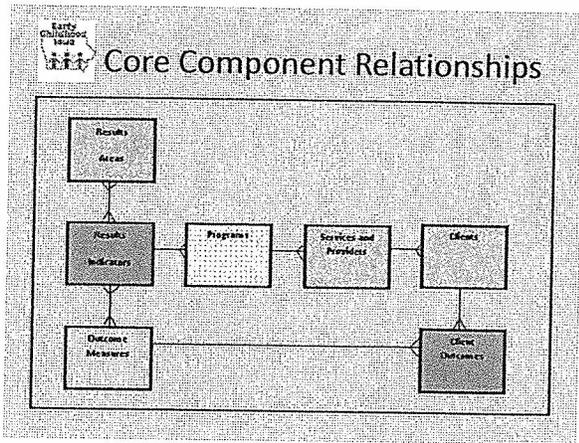
## Findings: Nationwide Trends

- Trend in longitudinal data systems
- Several states are underway
- Precedent is being set
- Challenging but feasible

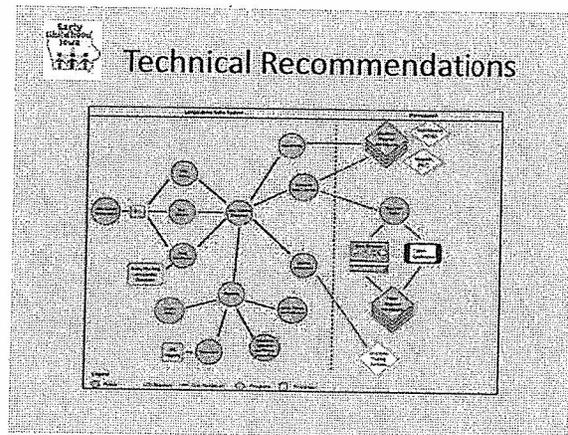


## IA ECI LDS Nine Core Components

1. Data security and privacy
2. Governance
3. Unique, statewide master person index
4. Child-level demographic and program data
5. Family demographics and program data
6. Workforce unique ID and attributes
7. Program unique identifier with links to children, workforce
8. Matching and integrating child-level data
9. Alignment of outcomes and outcome measures

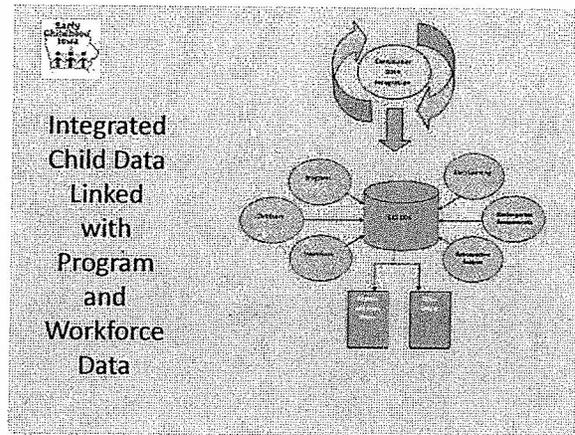
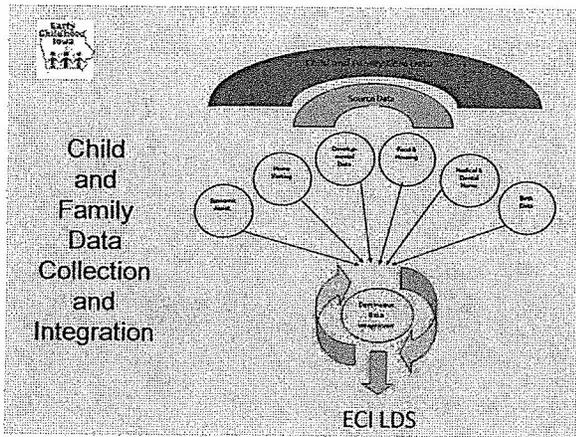
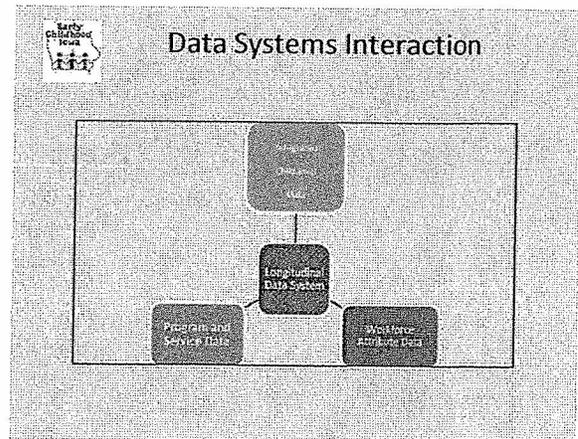
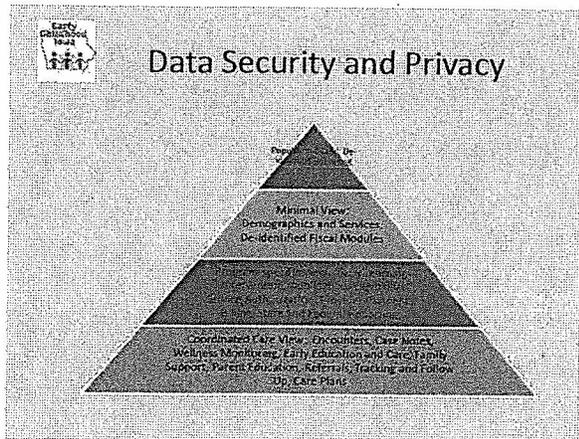


- ### Recommended Governance Workgroups
- ECI LDS Oversight Governance
  - Executive, Legislative and Legal Support Governance
  - Privacy and Security Governance
  - Data Inventory and Standards Governance
  - Data Collection, Sharing and Exchange
  - Aligning and Refining Results and Outcome Measures
  - Technical Solution Options
  - Marketing and Public Relations
  - Data Quality
  - Objectives and Outcomes Refinement and Alignment

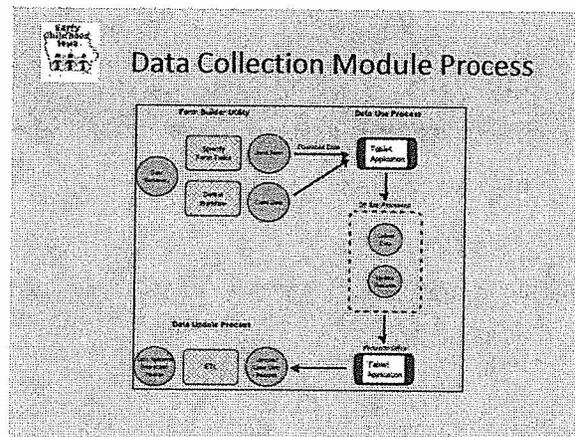


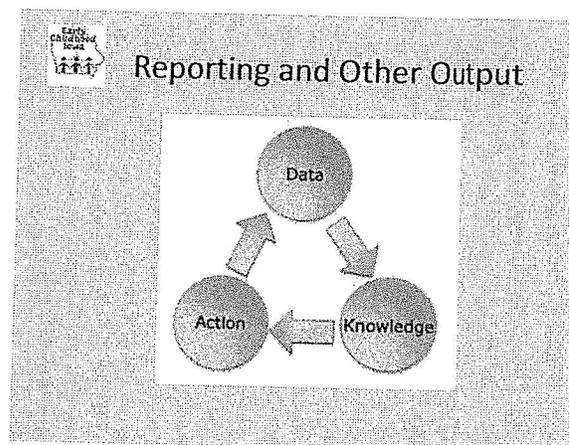
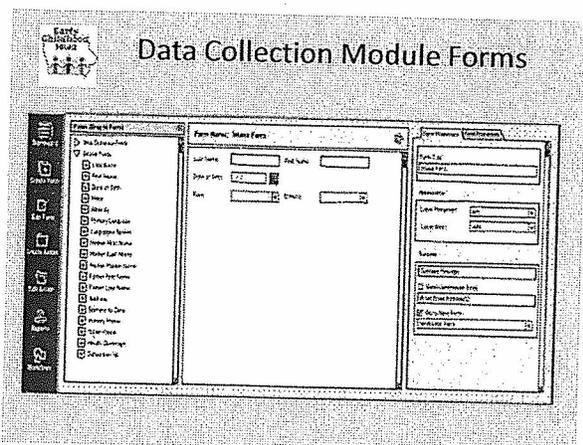
- ### Architectural Components
- Data System Infrastructure
  - Data Systems Interaction
  - Data Linking
  - Data Collection Module
  - Reporting and other Output

- ### Data System Infrastructure
- Database Architecture and Model
  - Security and Privacy
  - Programming Languages
  - Reporting tools



- ### Data Linking
- ETL Processing
  - Client-level Record Matching
  - Linking Child Data with Program and Workforce Data





- ### Secure Report Access
- Client-specific and client-identified reports
  - Population-Based, de-identified Reports
  - Workforce Reports
  - Program Reports
  - Ad Hoc Reporting

### Phase One

Governance	Data Collection
Form the Oversight Governance Workgroup and prioritize the objectives.	
Form the Executive, Legislative and Legal group; prioritize and tackle objectives.	As permitted, initiate a data linking proof-of-concept to use as evidence for future buy-in and funding
Form the Data Inventory and Standards group; begin data inventory and data definitions	As permitted, implement a proof-of-concept data collection module. The data set would be limited to obvious data elements but could expand into a pilot project as the mandatory data set and data definitions are determined.
Form the Data Collection and Exchange group; identify priority users for the data collection module.	
Form the Public Relations group; prioritize and tackle objectives	
Form the Technical Framework Group; begin discussion of technology and tools options	

### Phase Two

Governance	Data Framework Architecture
Form Security and Privacy group; begin to identify policies, user groups and roles	Data System Infrastructure: Data Model, Privacy and Security
Data Collection and Exchange group formulates formal and informal data share and exchange agreements per findings of Executive, Legislative and Legal Workgroup	Data System Infrastructure: Methods for Accessing System, preliminary data schema
	Data Share and Exchange pilot

### Phase Three

**Governance**

At this point in the process, enough work should be completed to assist in the development of an RFP that spells out the technical requirements outlined in the Recommendations report and discovered through the first two phases.



## Phase Four

Governance	Data Framework Architectural
Form Quality Assurance group, prioritize and tackle objectives	User interface design concepts, report requirement details, processing details
Form Results, Indicators and Outcomes group; prioritize and tackle objectives	Create data collection module designs
Data Collection and Exchange workgroup finalizes the order in which the data collection module and the ECI LDS	



## Conclusion

Are we ensuring that all children are healthy and successful?




## Thank You

Teri Gee  
 Gold Systems, Inc.  
 2121 South McLelland Street, Suite 204  
 Salt Lake City, UT 84106  
 801-456-6110  
[www.goldsystems.com](http://www.goldsystems.com)



**APPLICATION ASSURANCES AND CERTIFICATIONS**  
**Race to the Top – Early Learning Challenge**  
**(CFDA No. 84.412)**

<b>Legal Name of Applicant</b> <b>(Office of the Governor):</b> <input type="text" value="(b)(6)"/> Governor	<b>Applicant's Mailing Address:</b> Office of the Governor 1007 East Grand Ave. Des Moines, Iowa 50319
<b>Employer Identification Number:</b> 90-0743434	<b>Organizational DUNS:</b> 80346555
<b>Lead Agency:</b> Iowa Department of Education <b>Contact Name:</b> <input type="text" value="(b)(6)"/> <i>(Single point of contact for communication)</i>	<b>Lead Agency Contact Phone:</b> 515-281-7844 <b>Lead Agency Contact Email Address:</b> <input type="text" value="(b)(6)"/>
<p>Required Applicant Signatures <i>(Must include signatures from an authorized representative of each Participating State Agency. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):</i></p> <p>To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation:</p>	
<b>Governor or Authorized Representative of the Governor (Printed Name):</b> <input type="text" value="(b)(6)"/> Governor	<b>Telephone:</b> 515-281-5211
<b>Signature of Governor or Authorized Representative of the Governor:</b> <input type="text" value="(b)(6)"/>	<b>Date:</b> <input type="text" value="(b)(6)"/>
<b>Lead Agency Authorized Representative (Printed Name):</b> <input type="text" value="(b)(6)"/>	<b>Agency Name:</b> Department of Education
<b>Signature of Lead Agency Authorized Representative:</b> <input type="text" value="(b)(6)"/>	<b>Date:</b> <input type="text" value="(b)(6)"/>
<b>Participating State Agency Authorized Representative (Printed Name):</b> <input type="text" value="(b)(6)"/>	<b>Agency Name:</b> Department of Public Health
<b>Signature of Participating State Agency Authorized Representative:</b> <input type="text" value="(b)(6)"/>	<b>Date:</b> <input type="text" value="(b)(6)"/>

Participating State Agency Authorized Representative (Printed Name): <input type="text" value="(b)(6)"/> Director	Agency Name: Department of Human Services
Signature of Participating State Agency Authorized Representative: <input type="text" value="(b)(6)"/>	Date: <input type="text" value="(b)(6)"/>
Participating State Agency Authorized Representative (Printed Name): <input type="text" value="(b)(6)"/> Director	Agency Name: Department of Management
Signature of Participating State Agency Authorized Representative: <input type="text" value="(b)(6)"/>	Date: <input type="text" value="(b)(6)"/>
Participating State Agency Authorized Representative (Printed Name):	Agency Name:
Signature of Participating State Agency Authorized Representative:	Date:

### State Attorney General Certification

State Attorney General or Authorized Representative of the Attorney General Certification

I certify that the State's description of, and statements and conclusions in its application concerning, State law, statute, and regulation are complete and accurate, and constitute a reasonable interpretation of State law, statute, and regulation:

State Attorney General or Authorized Representative of the Attorney General (Printed Name):	(b)(6)	Telephone:	(b)(6)
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Signature of the State Attorney General or Authorized Representative of the Attorney General :	(b)(6)	Date:	(b)(6)
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### Accountability, Transparency, and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards, including Davis-Bacon prevailing wages; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; and with the debarment and suspension regulations found at 2 CFR Part 3485.

Governor or Authorized Representative of the Governor (Printed Name):	
(b)(6)	Governor
(b)(6)	Date: (b)(6)

## V. ELIGIBILITY REQUIREMENTS

*The State must meet the following requirements to be eligible to compete for funding under this program:*

(a) The State has not previously received an RTT-ELC grant.

(b) The Lead Agency must have executed with each Participating State Agency a Memorandum of Understanding (MOU) or other binding agreement that the State must attach to its application, describing the Participating State Agency's level of participation in the grant. (See section XIII.) At a minimum, the MOU or other binding agreement must include an assurance that the Participating State Agency agrees to use, to the extent applicable--

- (1) A set of statewide Early Learning and Development Standards;
- (2) A set of statewide Program Standards;
- (3) A statewide Tiered Quality Rating and Improvement System; and
- (4) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

List of Participating State Agencies:

*The applicant should list below all Participating State Agencies that administer public funds related to early learning and development, including at a minimum: the agencies that administer or supervise the administration of CCDF, the section 619 of part B of IDEA and part C of IDEA programs, State-funded preschool, home visiting, Title I of ESEA, the Head Start State Collaboration Grant, and the Title V Maternal and Child Care Block Grant, as well as the State Advisory Council on Early Childhood Education and Care, the State's Child Care Licensing Agency, and the State Education Agency.*

*For each Participating State Agency, the applicant should provide a cross-reference to the place within the application where the MOU or other binding agreement can be found. Insert additional rows if necessary. The Departments will determine eligibility.*

<b>Participating State Agency Name (Indicate the Lead Agency)</b>	<b>MOU Location in Application</b>	<b>Funds/Program(s) administered by the Participating State Agency</b>
Iowa Department of Education (Lead Agency)	Page 272	\$8,932,542
Iowa Department of Human Services	Page 272	\$21,612,603
Iowa Department of Management	Page 272	\$6,833,753
Iowa Department of Public Health	Page 272	\$1,945,102

(c) There must be an active Maternal, Infant, and Early Childhood Home Visiting (MIECHV) program in the State, either through the State under section 511(c) of Title V of the Social Security Act, as added by section 2951 of the Affordable Care Act of 2010 (Pub. L. 111-148), or through an eligible non-profit organization under section 511(h)(2)(B).

*The State certifies that it has an active MIECHV program in the State, either through the State or through an eligible non-profit organization. The Departments will determine eligibility.*

Yes

No