Early Childhood Councils Quarterly Report Instructions and Glossary

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Instructions

Welcome to the Early Childhood Council's Quarterly Reporting Tool (QRT). This online reporting tool was created to quickly and easily collect information about Colorado's Early Childhood Councils. The information collected helps the State to:

- Track and report (to funders, legislators and other stakeholders) on the progress of the Early Childhood Councils initiative, statewide;
- Collect information about best practices that can be shared with other Councils;
- Develop technical assistance that is responsive to Council needs; and
- Monitor Council progress toward grant priorities.

The QRT is an easy-to-use, form-based system. Entering data is as simple as filling out an online form. And information rolls forward from one quarter to the next, so there is no need to re-enter any information that hasn't changed since the previous reporting period.

This Instruction Guide and Glossary gives you the information you need to be able to get into the system for the first time, use it effectively and submit reports. It will also give you some information on how to print and download your own report information for local use.

Report Submission Dates

Each Early Childhood Council is required to submit a quarterly report one month after the end of each quarter. The following table provides the specific submittal schedule.

Quarter	Time Period Covered by Report	Report Due Date
1st Quarter	July 1-September 30	October 31st
2nd Quarter	October 1-December 31	January 31st
3rd Quarter	January 1-March 31	April 30th
4th Quarter	April 1-June 30	July 31st

At the time of accepting a State grant for this work, each Council signed a form agreeing to submit quarterly reports by their due dates. If you need clarification on any of the specifics of that agreement, please refer back to that document, titled Early Childhood Council Quarterly Reporting Deadlines.

Getting Access to the System

All Council Coordinators have access to the online QRT via a username and password that are assigned by the State. Once a Coordinator has this access, they can use the tool to change their password (if desired) and to add other users for their own community.

To get an initial username and password, contact Meg Franko at the Colorado Department of Education (franko_m@cde.state.co.us) or 303-866-6536.

Once you have your username and password, you can enter the site from the following web address: https://secure.omni.org/quarterlyrptsv2. ***Please note: usernames and passwords are case-sensitive!***

If you need to change or add a user, there is a button available when you open each tab that's labeled "Manage User." When you click this tab, you will be taken to a form that will let you edit your own user information and/or add additional users for your Council. In addition, you can manage the access that other users from your Council have to different parts of the tool. So if you want a professional development coordinator to report on all of your EQ or School Readiness information, but not have access to the full reporting tool, this is the place where you can manage that access.

Using the System
Menu Items
The QRT is organized around a number of menu items, each of which asks specific, topical questions about your Council's work.

Because information from the previous quarter rolls forward to the open quarter, you will see that at least some fields in each form are already populated (filled in). This is a good thing! It means that you do not need to re-enter information that hasn't changed from the last quarter. However, if information has changed from the previous quarter, usually all you need to do to make changes is erase the old information from the field you want to change and re-populate it with your new information.

Currently, there are eleven menu tabs that all Councils will use to report their quarterly progress on systems-building activities:
- Report Menu
- Reporter Information
- Community Information
- Council Information
- Staffing
- Council Governance/Members
- Plans and Funding
- Building Foundations
- Quarterly Reflections
- Evaluation
- Data Collection

For Councils that get funding for the Enhancing Quality Infant/Toddler program, Ounce, Touchpoints, or the School Readiness Quality Improvement Program, additional menu items will be displayed to collect relevant information on the progress of these programs.

Each menu item displays a form with fields that you can either fill in or use to select an answer from a drop-down menu. If a field is shaded yellow, that information is required and you will not be able to save the page until you fill in the requested information.

Important!	**When you fill in information on a specific tab, you must select the "SAVE" button at the bottom of the page before moving onto a new tab, otherwise you will lose all of the information you have entered or changed.**

Some pages have more than one form associated with them. For instance, the Council Governance/Members page has one form for Council Governance and another for Members. When you open these pages, simply select the form you want to work with and it will expand to show all the fields.

Fields
On each page are fields that Councils should fill in to answer the questions on the screen. As mentioned earlier, information from previous quarters automatically roles forward into the new quarter, so you only need to change fields that have changed since the previous quarter.

There are several different types of fields:

Field Type	Functionality	Special Notes
Text boxes	Use to write narrative responses. Can include words, symbols and numbers.	Double-click text boxes to expand for easier data entry.
Drop-down menus	Use to select from a pre-determined list of choices.	Where noted, you may "Ctrl-click" to select multiple entries from the drop-down list.
Calendar/date fields	Use to enter dates in a consistent format.	Click on the calendar to expand and select a date.
Numeric boxes	Use to enter numbers only.	These fields have been formatted to only accept numbers and, in some cases, will only let you proceed if numbers add up to 100 (i.e., the Plan tab requires budget percentages to add to 100% in order to save the page and proceed to another tab).
Check boxes	Use to check a defined answer.	This type of field is typically a "yes" or "no" answer.

In addition to the field boxes, some pages begin with the option to add or edit an item (e.g., a Council member, a Council priority, a course, or a student). In these instances, please use the "add" selection to put new items (e.g., members, priorities, courses, students) in and use the "edit" selection to change an item that already exists. On some of the pages that do have this add/edit feature, there are filter boxes that look an awful lot like regular fields. You can tell they

are not field boxes because of the symbol next to the box that looks like a fancy "Y" or a high-tech antenna!

Tool Management Functions
At the left of each page, there are several buttons at the bottom of the menu that can help you to manage your use of the QRT. These buttons include the following options:
- Log Out
- Print Report
- Submit Report
- Manage User

Most of these options are self-explanatory. However, the "Submit Report" button requires a little explanation.

Important!	**Specifically, you will note that the "Submit Report" button is in red font. This is because once you submit your report, you cannot make any more changes for that quarter! You only want to use this button when you have completed making all changes and additions for the**

quarter and are ready to formally submit it to the State. If you are not ready to submit, do not use this button! Refer to the "Save" function instead.

Print and Download
The QRT has the capability to print and download your Council's report, so that you can use it for your own local purposes. To execute either one of these functions, click the "Print Report" button on the Tool Management menu (see previous section). This button allows you to view your report in a printer-friendly format. There is an export icon and a print icon on the left top corner of the print view screen.

Export options include:
- Crystal Reports
- PDF
- Excel
- Word
- Rich Text Format
- XML

It is recommended that you use **Excel** for exports, as this will give you optimal control over printing and will help insure that words are not cut off the page. It will also give you some opportunity to analyze your own data using Excel for fields that are quantifiable.

Glossary/Definition Guide
One of the most important factors in getting good data for reporting and analysis is having users consistently interpret and enter the information that is being requested. This glossary section is intended to help Councils to consistently and easily respond to the questions in the QRT. Please also use the Early Childhood Council Role Definitions document available on the online toolkit to refer to definitions related to Council roles (e.g., Creating Internal Capacity, Building Foundations, and Impacting Services).

This glossary is organized by menu items on the QRT so that you can follow along with this as you fill out your report. This section will be updated periodically to insure that the most current fields are being described. Please make sure you have the most recent version of this guide to help you complete your report.

REPORTER INFORMATION			
Question/Field	**Definition**	**Type of Data Field**	**Example**
Name of person completing report	First and last name of the person actually filling in the report. If different sections of the report are being filled in by different people, please list the lead reporter here (this could be the person coordinating the reporting and/or the person doing the bulk of the reporting)	Text	Jane Smith
Role of person completing report	Title or organizational function of the person listed in the previous section	Text	Coordinator
Phone number of person completing report	Primary work phone, including area code.	Text	(719) 555-5555
Email of person completing report	Primary work email of the person listed above	Text	Jane.smith@eccouncil.org

COMMUNITY INFORMATION			
Question/Field	**Definition**	**Type of Data Field**	**Example**
Early Childhood Council	Official name of Early Childhood Council	Text	System for Kids Early Childhood Council
Date Funded	This field has been pre-populated. It reflects the date the Council was first funded by CDHS	Date	7/1/1997

COMMUNITY INFORMATION			
Question/Field	Definition	Type of Data Field	Example
	and CDE as either a Consolidated Child Care Pilot or an Early Childhood Council.		
Fiscal Agency	Official name of the entity that is acting as fiscal agent for the Early Childhood Council. If a Council is not an independent legal entity, it has a fiscal agent who formally applies for grants and receives and monitors funds on the Council's behalf. If the fiscal agent and the EC Council are one and the same, list the name of the Council again here.	Text	Great County United Way
Fiscal Agency Contact First Name	First name of primary contact at the fiscal agency	Text	Louise
Fiscal Agency Contact Last Name	Last name of primary contact at the fiscal agency	Text	Jones
Fiscal Agency Address	Legal address of the fiscal agency	Text	555 Toddler Court, Smalltown, CO 80555
Fiscal Agency Phone	Primary work phone for the fiscal agency contact listed above	Text	(719) 554-5554
Fiscal Agency Email	Primary work email of the fiscal agency contact	Text	Louise.jones@gcuw.org
Fiscal Agency Type	Legal structure of the fiscal agency, selected from the drop-down menu.	Text/Drop-down menu	Non-profit Organization

COMMUNITY INFORMATION			
Question/Field	**Definition**	**Type of Data Field**	**Example**
	If "other" is selected from the drop-down menu, use the field provided to write in the legal structure that is applicable for the fiscal agency.		

COUNCIL INFORMATION			
Question/Field	**Definition**	**Type of Data Field**	**Example**
Description of Community (ECC):	At a minimum, list the communities and counties served by the EC Council and the number of children birth-5 in that (those) county(ies). This should reflect the information from your Community Profile in your Council's Community Assessment. Additional information or data that gives a clear picture of your community may also be included here (e.g., poverty rate; teen birth rate; average educational levels; unemployment rate; number of child care providers; number of physicians/dentists; #'s on CHP+, CCCAP and TANF) ECC=Early Childhood Council	Text	Great County, Yahoo County, and OhBoy County, including Cityville and Smalltown, and the Lovely National Park. 12,558 children birth-5 (KidsCount 2007). 15% poverty rate. 11% teen birth rate. 1000 served by CCCAP as of 12/31/2008.

COUNCIL INFORMATION			
Question/Field	**Definition**	**Type of Data Field**	**Example**
Council Mission Statement (ECC):	Official mission statement adopted by the Early Childhood Council. If the Council has not yet formally approved a mission statement, include a concise description of the main purpose of the Council.	Text	System for Kids Early Childhood Council builds the foundation for a collaborative, seamless system of high quality services for children birth-8 in Great, Yahoo and OhBoy Counties, Colorado.
Counties Served by this Early Childhood Council	List the county(ies) served by the Council.	Text	Great County Yahoo County OhBoy County
Coordinator Name	First and last name of the Council Coordinator (in some communities, the actual job title may be different, e.g., Director, Manager). However, Coordinator refers to the lead staff person for the Early Childhood Council.	Text	Alison Jones
Coordinator Address	Mailing address for the Coordinator, listed above	Text	54321 W. Main Street, Suite 200
Coordinator City	City or town in which the Coordinator Address is located	Text	Cityville
Coordinator State	State in which the Coordinator City is located	Text	CO
Coordinator Zip Code	Zip code for Coordinator Address	Numeric	80001
Coordinator Phone Number	Phone number for the Council Coordinator listed above	Text	(719) 222-4444
Coordinator Email	Email address for the Coordinator listed	Text	Alison@sfkecc.org

COUNCIL INFORMATION			
Question/Field	**Definition**	**Type of Data Field**	**Example**
	above		
What are the top three responsibilities of the Coordinator?	From the option(s) on the drop-down menu, select the three that best describe the primary functions of the Coordinator. Use the Ctrl-select feature to select multiple options. Drop-down menu: - Budget development and oversight - Resource development - Strategic plan development - Internal staff and stakeholder communications - External communications/public outreach - Data collection and assessment - Staffing committees/meetings - Community organizing - Stakeholder education/engagement - Program administration - Training providers and/or families - Policy research - Event planning and implementation - Human resources/staff	Drop-down Menu	Fiscal oversight, Administrative functions, Coordination of the EC Council; Other

COUNCIL INFORMATION			
Question/Field	**Definition**	**Type of Data Field**	**Example**
	management • Meeting facilitation • Other		
Other Description	Use this field to report primary Coordinator responsibilities that are not listed in the drop-down menu	Text	Child Find Coordination

STAFFING			
Question/Field	**Definition**	**Type of Data Field**	**Example**
Do you have a coordinator or director for your EC Council?	Check the appropriate box ("Yes" or "No") to reflect whether your Council has a coordinator or director on staff. For the purposes of this Quarterly Reporting tool, the Coordinator is the lead staff person for your Council, whether that title is Coordinator, Director, Executive Director, or something else.	Check Box	Yes
If yes, when hired?	Select the date of hire for the Coordinator using the calendar function.	Date	10/15/2004
Please indicate the employment status of the Coordinator.	Some Council Coordinators are staff employees of the Council or its Fiscal Agent, while others are on contract with the Council or its Fiscal Agent. Use this field to indicate whether the Coordinator position for your Council is a contract position or an employee position.	Check Boxes	• Employee • Contractor
Is the Coordinator position braided with other responsibilities for the Council or	Use this field to indicate whether the Coordinator has other discrete jobs and related funding in addition to	Check Boxes	Yes

STAFFING			
Question/Field	**Definition**	**Type of Data Field**	**Example**
Fiscal Agent?	coordinating the Council. Examples might be a Coordinator who is also the Child Care Resources and Referral Director or a Coordinator who is also the County's Child Find Coordinator .		
If yes, please describe the braided responsibilities that accompany the Coordinator role.	Specify here what the additional responsibilities are that are braided together with the Coordinator position.	Text	County Child Welfare Coordinator
Select the Coordinator's work venue.	The work venue is the Coordinator's primary office space. Drop-down: • Stand-alone Council office space • Fiscal Agent's Office Space • Home Office • Other	Drop-down	Fiscal Agent's Office
Other description	Use this field to specify the type of office space the Coordinator works in, if "other" was selected above.	Text	Home office with "virtual office" rental (answering service, PO Box, conference room privileges).
Coordinator Education: Pick highest	Select the highest degree that the Coordinator has obtained, using the options from the drop-down menu	Drop-down	Masters degree
Coordinator degree/concentration	Use the drop-down menu to select the area in which the highest degree (listed above) was attained. If the exact area is not listed, but something close is there, please select the closest area (e.g., for planning,	Drop-down	Public Health

STAFFING			
Question/Field	**Definition**	**Type of Data Field**	**Example**
	social work, or public policy, choose "Social Sciences") Drop-down: • Public Health/Health Administration • Social Sciences • Physical Sciences • Management/Human Resources • Early Care and Education/Education Communications		
Other concentration	If your area of concentration for your highest degree earned is not listed in the drop-down menu above and none of the selections feel close enough to use, write in your area of educational concentration in this field. If you selected something from the drop-down, you do not need to include anything in this field.	Text	Theology
Please describe any relevant experience the Coordinator brings to this position	Use this field to BRIEFLY describe work experience that relates to the Coordinator's current position.	Text	Local health department CHP+ enrollment coordinator.
Annual Coordinator Pay	List the yearly salary for the Coordinator position. This should be the same amount that is on the Council's annual budget and should reflect *all* funding sources that go into paying this position.	Text	$44,390
Coordinator FTE	Use this field to report the staffing level of this position in terms of Full-Time Equivalent. A full-time, 40 hour per/week position should be reported at 1.00 FTE. A half-time, 20 hour	Numeric	.75

STAFFING			
Question/Field	**Definition**	**Type of Data Field**	**Example**
	per/week position should be reported as .50 FTE. Again, if this FTE is paid through multiple funding sources, reflect the total FTE used to staff the position, not simply what this grant funds.		
Who is the Coordinator Employed by?	In some instances, Coordinators are employed by an entity other than the Council itself (e.g., when the Council is not its own 501(c)(3)). Use this field to list the name of the actual employer of the Coordinator, whether that is the Council itself or another entity.	Text	Great County United Way
What other paid positions staff the Council?	For Councils that employ more positions than the Coordinator role, use this field to select additional positions staffing the Council.	Drop-down	Professional Development Coordinator; Other (please specify)
Other	Use this field to list any additional positions staffing the Council that are not included in the drop-down menu selections above.	Text	Data and Evaluation Coordinator
Based on your past quarter experiences, estimate how many hours weekly, on average, were used to perform systems building work in your community	This number should reflect the hours that all paid Council *staff* spent on systems-building activities (i.e., creating internal capacity; building foundations for a local system; impacting services). You should <u>not</u> include volunteer hours of Council partners here.	Numeric	55
If time and resources were not limited, how much time in an average week would you spend	Like the question above, focus your answer on the number of Council staff hours that would be needed weekly to do all the systems building work you would need to do to *fulfill your*	Numeric	120

STAFFING			
Question/Field	**Definition**	**Type of Data Field**	**Example**
performing system building work?	*Council's strategic plan*.		

COUNCIL GOVERNANCE			
Question/Field	**Definition**	**Type of Data Field**	**Example**
Does your Council meet the minimum membership requirements detailed in HB07-1062 (concerning the Creation of Early Childhood Councils)?	Answer "Yes" if you have at least 10 members on your Council representing at least these areas: • Local Government • Early Care and Education • Health Care • Parents • Mental Health Care • Resource and Referral Agencies • Family Support and Parent Education	Check Boxes	Yes
Does your Council have a formalized steering committee?	A steering committee refers to a smaller subset of your full Council that brings work forward to the full Council and/or assigns work to standing committees.	Check Boxes	No
Does the Council have bylaws?	Bylaws are formal agreements adopted by Councils that govern their internal affairs.	Check Boxes	Yes
Date bylaws established?	Use the calendar feature to select the date your bylaws were first adopted by your Council.	Date/Time	01/21/2004
Are there basic	Operating principles	Check Boxes	Yes

COUNCIL GOVERNANCE			
Question/Field	Definition	Type of Data Field	Example
operating principles that guide how the Council operates?	guide a Council's internal conduct as well as how it relates to the outside world.		
Date operating principles created:	Use the calendar feature to select the date your Council's operating principles were first adopted.	Date/Time	02/24/2004
What areas of the EC Council work do the operating principles address?	Select the types of conduct for which your Council's operating principles provide guidance. You may select one or multiple areas from a drop-down menu. Drop-down menu: • Communication protocols • Conflict of Interest policies • Meeting norms • Agenda development	Drop-down	Making decisions, Advocacy, Other
Other:	If you selected "other" from the previous drop-down menu, use this field to describe the type of conduct addressed that is not one of the defined menu options.	Text	Use of electronic devices during meetings.
Number of times Council/Stakeholder group met this quarter:	Use this field to report the number of times your full Council met during the quarter.	Numeric	3

COUNCIL GOVERNANCE			
Question/Field	**Definition**	**Type of Data Field**	**Example**
	If a smaller subset of your full Council is the primary decision-making and collaborative body for Council work AND it also meets the membership requirements of the legislation, you may report the number of meetings held by this Stakeholder group instead. This may be the case for some Councils formed as their own 501(c)(3) organizations where the Board of Directors fills the primary decision-making and collaborative role for the Council.		
List the names of your Council's standing committees	Specify the committees that your Council has established to implement the work outlined in its strategic plan.	Text	Public Engagement Quality Improvement Accountability Finance
What were the top three issues your Councils' working committees were charged with addressing this past quarter?	Please select the three options from the drop-down menu* that reflect the primary issues your committees worked on this past quarter.

The objective with this question is to understand the areas in which each | Drop-down | • Council Governance
• Build Public Engagement
• Quality |

COUNCIL GOVERNANCE			
Question/Field	**Definition**	**Type of Data Field**	**Example**
	Council is focusing its work.		

MEMBERSHIP			
Question/Field	**Definition**	**Type of Data Field**	**Example**
General Instructions	Select "Add new record" to enter information for a new Council member. Select the "Edit" button next to an existing Council member's name to edit their information		
First Name	First name of new member. You will enter this information for each Council member.	Text	Sarah
Last Name	Last name of new member. You will enter this information for each Council member.	Text	London
Organization Name	Enter the name of the organization which each Council member represents at the Council table.	Text	Great County Libraries
Organization Type	Use the drop-down menu to select the type of organization represented by each member's organization.	Drop-down	Library
Steering Committee Member?	If your Council has a Steering Committee (defined earlier in the Governance section), use this	Check Boxes	Yes

MEMBERSHIP			
Question/Field	**Definition**	**Type of Data Field**	**Example**
	option to indicate whether each Council member is also a member of the Steering Committee.		
Status	Status refers to whether the member is a current or past member of the Council. If the member is currently on the Council, select "Active." When they go off the Council, change their membership status to "Inactive." The system will not let you delete a former member, to insure we have an accurate historical record in the database. "Inactive" is the selection you should use to show that the member is no longer part of the Council.	Check Boxes	Inactive
Date of Last Status Change	This calendar option lets you track when each member joined and/or left the Council.	Date/Time	12/06/2008
Personal Note	Use this field to record any information about the specific member that may be useful to you and your Council.	Text	Board Treasurer 2007-2008
Please rank this member's level of	Please indicate how actively involved	Numeric	3

MEMBERSHIP			
Question/Field	**Definition**	**Type of Data Field**	**Example**
involvement this past quarter from 0 to 4.	this member is in implementing the Council's strategic plan. This may include, but is not limited to meeting attendance. 0=no active involvement at all 1=minimal involvement when asked only 2= occasional involvement 3=consistent involvement 4=proactive involvement and leadership		
Please rate this member's decision making role within their own organization from 0 to 3.	The ability of each member to *implement* shared decisions made at the Council table depends, in part, on their decision-making role within their own organizations. Use this field to indicate how much authority this member has to implement these shared decisions and strategies within their own organization. 0=no authority to implement shared decisions	Numeric	2

MEMBERSHIP			
Question/Field	**Definition**	**Type of Data Field**	**Example**
	1= minimal authority involving negotiating long processes and chains of command. 2=moderate authority (e.g., can make some decisions without further consultation, but not all) 3=complete decision-making authority (e.g., can make any decisions without further consultation).		

PROCESS QUALITY – **to be launched in 2010**			
Question/Field	**Definition**	**Type of Data Field**	**Example**
This will be a new tab that will be automated to annually collect form Council members the results of the Process Quality/Working Together tool (Carl Larson/Darrin Hicks)	This tool will provide a quantitative measurement of each Council's collaboration that can be analyzed longitudinally after the first year and potentially correlated with child outcome measures. The survey that Council members get will have a demographic question upfront that asks people to select which Council they are a member of (some members may sit on more than one Council and would need to take the	Automated Survey sent via Omni tool annually	This survey tool is a valid and reliable instrument that has previously been used to evaluation Nurse-Family Partnership collaborations.

	survey once annually for each Council they participate on).		

PLANS AND FUNDING

Question/Field	Definition	Type of Data Field	Example
Does your EC Council have a current community assessment?	An EC Council's community assessment collects information on the current strengths, gaps, and conditions of children and families within the Council's service area. It is used to help design a strategic plan for the Council. A community assessment is current and up-to-date if it has been completed within the last three years.	Check Boxes	Yes
If yes, when created:	Use the calendar function to select the date when the **most recent** community assessment was finalized. If you do not have an exact date, please estimate by selecting a date in the month and year your assessment was completed.	Date/Time	08/12/08
Does your EC Council have a current strategic plan?	A strategic plan defines the direction of the Council's work. Typically, a strategic plan defines the Council's vision, mission, and goals, how these will be	Check Boxes	Yes

PLANS AND FUNDING			
Question/Field	**Definition**	**Type of Data Field**	**Example**
	accomplished, by whom, and expected outcomes and timelines of proposed efforts. A strategic plan is current if it has been updated within the last 3-5 years.		
If yes, when created:	Use the calendar function to select the date when the **most recent** strategic plan was finalized.	Date/Time	12/15/08
What % of Council members participated in the development of the most recent strategic plan?	List the percent of Council members with active membership status at the time who participated in development of the strategic plan. This can include those who attended related meetings and/or those who helped at some level "behind the scenes" (e.g., reviewing drafts; forwarding suggestions by email). To calculate percent, count the number participating and divide by the total number of active members, then convert this decimal to a percentage. The result can be anywhere between 0-	Text	76%

PLANS AND FUNDING			
Question/Field	**Definition**	**Type of Data Field**	**Example**
	100%.		
Do you have a current resource development plan for diversifying and sustaining funding streams for your Early Childhood Council?	A resource development plan is a document that specifies how the Council will attain sufficient resources to accomplish its strategic goals. Typically, a resource development plan addresses what kind of funding the Council has access to, potential sources for additional funding, and timelines, responsibilities and processes for developing those resources. Resource development plans address how the Council will insure a diversity of funding sources that will make it sustainable over time. A resource development plan is current if it has been created within the last 3-5 years.	Check Boxes	Yes
If yes, when created?	Use the calendar function to select the date when the **most recent** resource development plan was adopted by the Council.	Date/Time	02/14/09
Add New Funding Source:	Use this function identify the sources	Text	• County Department of Human Services

PLANS AND FUNDING			
Question/Field	**Definition**	**Type of Data Field**	**Example**
See definitions of each funding type described below: **Local:** *Local public entities* **State:** *State public entities* **Federal:** *Federal public entities* **Foundation:** *Philanthropic grants.* **Service or Product Revenue:** *trainings/events or products that generate revenue* **Membership Contributions:** *revenue raised for your Council by charging membership fees (either of its Council partners or individuals and businesses that support the Council through individual or corporate memberships)* **Other:** *any revenue sources not covered by the others listed specifically in this section*	that fund your Council's systems-building activities. If a fund originates at the Federal level (e.g., Child Care Development Block Grant funds), but you receive them from a State or Local source (e.g., CDE) you will need to indicate both in your listing. DO include funds that the Council itself has fiscal control over and responsibility for and that it uses to: • Create Internal Capacity • Build Foundations of the Local System • Impact Services (refer to the Role of EC Councils document and related definitions for more details). DO NOT include funds that are under the fiscal control of your Council partners/members.		
Fund Origination:	Check the box that indicates where this funding source **originates**. This applies primarily to public dollars, where	Check box	• Federal

PLANS AND FUNDING			
Question/Field	**Definition**	**Type of Data Field**	**Example**
	funding can begin at a federal source, but be controlled by a state or local entity.		
Direct Funding Source:	Check the box that indicates what kind of entity the Council received the funding from -- that is, what type of entity is the actual check coming from? Sometimes this is the same as the fund origination, but sometimes it will be different.	Check box	• Local
Please identify the percent of your Council budget that this particular funding source represents:	This table allows you to list the percentage of the Council budget that comes from several sources. Enter the percentage as a whole number (e.g., 43) in this box for each funding source you add. The total of all funding sources will be automatically calculated by the computer and MUST equal 100% in order to submit your report. You will see a notice in the upper right hand corner of the screen notifying you if the total of your funding sources does not yet equal 100%.	Numeric	
Who is	Select one or	Drop-down	Officer of Fiscal Agent

PLANS AND FUNDING			
Question/Field	Definition	Type of Data Field	Example
responsible for tracking revenue for your Early Childhood Council?	multiple positions from within your Council and/or Fiscal Agency that are responsible for maintaining the Council's budget (revenue and expenditures).		Director/Coordinator Other: please describe
Other description:	Use this field to specify the "other" responsible for tracking revenue, if this option was selected above.	Text	Chair of the Finance Committee
Does your Early Childhood Council have a professional development plan?	A professional development plan details the strategies a Council plans to use to improve the quality of early childhood professionals in their community. Some Councils incorporate their professional development planning into their strategic plan, while others create a separate, often more detailed, plan around professional development efforts of the Council.	Check Boxes	Yes
If yes, when created:	Use this calendar tool to record the month and year the Council's **most recent** professional development plan was finalized.	Date/Time	03/09/2009

PLANS AND FUNDING

Question/Field	Definition	Type of Data Field	Example
Does your Early Childhood Council have a public engagement plan?	A public engagement plan details the strategies a Council plans to use to inform and engage specific audiences in the work of the Early Childhood Council. Some Councils incorporate their public engagement planning into their strategic plan, while others create a separate, often more detailed, plan around the public engagement efforts of the Council.	Check Boxes	Yes
If yes, when created:	Use this calendar tool to record the month and year the Council's **most recent** public engagement plan was finalized.	Date/Time	02/14/2008
If additional financial support could be provided to your project, what would these resources be used for?	List one to three top unfunded strategies, programs or supports related to your Council's strategic plan that your Council would implement if it had more funding.	Text	Implement business engagement campaign Hire data coordinator/analyst

BUILDING FOUNDATIONS

Question/Field	Definition	Type of Data Field	Example
What activities did the Council engage in or support to	If applicable, select one or more activities that your Council used	Drop-down	• Staff attended a leadership capacity-building training

BUILDING FOUNDATIONS			
Question/Field	**Definition**	**Type of Data Field**	**Example**
build leadership capacity in the last quarter:	in the past quarter to increase the capacity of staff or Council members to improve services for children and families.		• Council member(s) attended a leadership capacity-building training • Staff participated in speakers' bureau • Council member(s) participated on speakers' bureau • Staff advocated to elected officials • Council member(s) advocated to elected officials • Staff joined a committee of a partner or potential partner organization • Council member(s) joined a committee of a partner or potential partner organization • Staff made a presentation at a conference, forum or other event • Council member(s) made a presentation at a conference, forum or other event • Staff received a leadership award • Council member(s) received a leadership award
Other description:	Use this field to specify the "other" activity used by your Council to increase leadership capacity.	Text	Held a half-day information exchange with local newspaper's editorial staff and Council members to

BUILDING FOUNDATIONS			
Question/Field	**Definition**	**Type of Data Field**	**Example**
			inform editors about early childhood and to teach members about media relations.
Has your Council demonstrated or been recognized for being particularly knowledgeable about or skilled in a specific sytems-building area over the past quarter?	Answer yes if your Council has demonstrated (e.g., through implementation of a particular strategy or program; or publication of an article or brief) or been recognized (e.g., award; invitation to present/speak; invitation to partner of a particular activity; funding award) this past quarter for particular knowledge or skills around early childhood systems development. Please refer to the "Role of Early Childhood Councils" concentric circles document and related definitions for guidance on possible areas of knowledge or skill development.	Check Boxes	Yes
If yes, in what areas has your Council been recognized as being particularly knowledgeable or skilled?	Use the drop down menu* to select one or more areas from the "Roles of Early Childhood Councils" where your Council has demonstrated or been recognized for its expertise during this	Drop-down	Share Accountability Fund & Invest

BUILDING FOUNDATIONS			
Question/Field	**Definition**	**Type of Data Field**	**Example**
	past quarter. Please use the examples above to define demonstration or recognition of an expertise.		
Please specify how these skills were acknowledged or demonstrated this past quarter:	Use this field to describe specifically how your Council's skill(s), as marked in the questions above, was demonstrated or recognized.	Text	Implemented a strategy to link investments and procedures of local health department and human services around WIC and TANF enrollment.
How many bills, rules or policies has your Council taken a formal position on this past quarter?	Bills, policies and rules refer to any formal policy action that can be taken by a local, state or federal agency or elected body. A formal position taken by your Council may include (but is not limited to): • a policy statement adopted by the Council, • an informational letter sent by the Council to stakeholders or elected officials, • a rule waiver request, • a mutually agreed-upon public comment at a public meeting of the policy making body, or	Numeric	3

BUILDING FOUNDATIONS			
Question/Field	**Definition**	**Type of Data Field**	**Example**
	• an informational meeting between Council members or staff and a local, state or federal agency or elected body.		
Please describe the formal position(s) taken by your Council on the bills, rules or policies specified in the previous question.	Use this field to specify what policy positions your Council took, which agency/elected body those positions were directed to, and why your Council felt this position would improve the local early childhood system	Text	• Our Council Chair made a presentation to the County Commissioners on behalf of our Council to request a change in CCCAP reimbursement rates. • Our Council adopted a position statement supporting HB10-XXXX. • We submitted a waiver request to CDHS to ask for a rule waiver related to CCCAP eligibility.
Enter the number of formal partnerships developed between Council members during this past quarter.	A formal partnership is a written or otherwise formalized agreement between two or more Council partners to work together on an activity to promote improved systems collaboration, and/or improved service quality, access or equity. This formal partnership may involve written Memorandums of Understanding, or they may be based on more	Numeric	2

BUILDING FOUNDATIONS			
Question/Field	**Definition**	**Type of Data Field**	**Example**
	informal, but mutually agreed upon, understandings of partnership. Please only count those partnerships that were developed during this past quarter.		
Please describe the formal partnerships specified in the previous question.	Use this field to specify: • the form of the partnership established (MOU or more informal), • who the partners included, and • what issue(s) the partnership is trying to address	Text	• The local Department of Human Services and the local Department of Health have begun a formal process to align their applications for CCCAP and WIC so that families only need to fill out one application to determine eligibility for both programs. • The local Mental Health Center has developed an MOU with three of our county's largest early childhood education providers to establish on-call consultation services for children and families who need more intense care and support.
Did your Council facilitate the implementation of any cross-system alignments during this past quarter?	Cross system alignments refer to the coordination of similar or possibly duplicative activities that were previously taking place within separate organizations that have now been coordinated	Check Boxes	Yes

BUILDING FOUNDATIONS			
Question/Field	**Definition**	**Type of Data Field**	**Example**
	or aligned between two or more organizations within the early childhood support system. Examples might be the adoption of professional competencies or skill standards for early childhood professionals across domains; the coordination and alignment of eligibility forms for families to receive a variety of human service supports; or cross system training.		
If yes, please specify the type of cross-system alignment that your Council facilitated this past quarter.	Use the drop-down menu to select the type of alignment or coordination between system partners that your Council helped make possible. Your choices are: • Aligned professional competencies or skill standards • Coordinated eligibility assessments/forms • Aligned cross-system training(s)/professional development activity(ies) • Aligned cross-	Drop-down	Coordinated eligibility assessments/forms

BUILDING FOUNDATIONS			
Question/Field	**Definition**	**Type of Data Field**	**Example**
	system referrals • Integrated programs or services • Other (please specify below)		
"Other" description	Use this field to specify the "other" type of cross-system alignment your Council facilitated this past quarter.		
Describe in one or two sentences the cross-system alignment that your Council facilitated.	Use this field to provide more details about the kind of cross-system alignment that your Council facilitated over this past quarter.	Text	The local Department of Human Services and the local Department of Health have adopted one form to be used by both agencies to allow families to apply for CCCAP and WIC. Now families only have to submit one application to become eligible for both programs, saving them time, insuring they get the help they need, and connecting the services delivered by different parts of the system.

QUARTERLY REFLECTIONS			
Question/Field	**Definition**	**Type of Data Field**	**Example**
What has been your most significant accomplishment this past quarter? Please provide a brief description of the accomplishment and why you feel it	Describe an accomplishment your Council has made this past quarter to: • Create Internal Capacity; • Build Foundations of a Local System;	Text	Our Council agreed to the development of a shared data system that will be housed by the Council and into which each partner agency will voluntarily enter program service information. We believe this data system will help us to share

QUARTERLY REFLECTIONS			
Question/Field	**Definition**	**Type of Data Field**	**Example**
is significant.	and/or • Impact Services for young children and/or their families		accountability across domains for improved services to young children and families in the community.
Please identify the most significant lesson learned over this past quarter. Please provide a brief description of how the lesson learned will impact your future planning:	Describe something you learned from your Council's work this past quarter that will change your approach to early childhood systems development in the future.	Text	One of our Committee chairs and the Council Coordinator met with a potential funder over lunch this past quarter. This was the first time we had reached out to a funder in person (rather than just through a grant application). We feel we have a much better understanding of the funding requirements for this foundation now and so can tailor our proposal to better meet their vision and goals. In the future, we will now continue to do extensive research and relationship development with potential funders to increase our potential for successful funding applications.
What has been your most significant challenge this past quarter? Please provide a brief description of the challenge and what kind of technical assistance (if any) you need to address this challenge.	Describe a challenge, hurdle or difficulty that your Council faced in developing or enhancing the Early Childhood System in your community this past quarter.	Text	A disagreement among the Council membership over whether to approach County Commissioners about changing CCCAP eligibility requirements was a huge hurdle this past quarter. We would welcome some examples of how other Councils have approached CCCAP eligibility policies in their communities.

QUARTERLY REFLECTIONS			
Question/Field	**Definition**	**Type of Data Field**	**Example**
Please select your first technical assistance need for the upcoming quarter:	Choose the technical assistance need from the drop-down menu* that is most pressing for your Council at this time.	Drop-down	Fundraising & grant writing
Please select your second technical assistance need for the upcoming quarter:	Choose the second most pressing technical assistance need your Council has at this time.	Drop-down	Evaluation/data analysis
Please select your third technical assistance needfor the upcoming quarter:	Choose the third most pressing technical assistance need your Council has at this time.	Drop-down	Other
Other:	If you selected "Other" for any of the three previous questions about technical assistance needs, please use this field to specify the technical assistance need you have that is not covered by one of the provided answers in the drop-down menu.	Text	We need some content expertise around CCCAP eligibility policies in Colorado.
What do you think were the two most important tasks associated with systems building work for your Council?	Use this field to list two activities you engaged in over the past quarter that most helped your Council to: • Create Internal Capacity; • Build Foundations of the Local System; and/or • Impact Services for young	Text	Shared Accountability Resource Development & Sustainability

QUARTERLY REFLECTIONS			
Question/Field	**Definition**	**Type of Data Field**	**Example**
	children and their families (Refer to the "Role of Early Childhood Councils" concentric circles graphic and related definitions for more guidance on the above bullets).		

EVALUATION			
Question/Field	**Definition**	**Type of Data Field**	**Example**
General Instructions	Select "Add new record" to enter information for a new Priority Area. Select the "Edit" button next to an existing Priority Area to edit the information for that Priority.		
Priority Area	A priority area is a goal from the Council's strategic plan that the Council identifies as one of the top 3-5 most important goals or strategies for the Council to implement. Please note: DO NOT list every goal, strategy, and/or activity in your strategic plan!!! Simply list those 3 to	Text	Develop a data collection system for the Council to track local early childhood system activities in the communities served by the Council.

EVALUATION			
Question/Field	**Definition**	**Type of Data Field**	**Example**
	5 goals that are your Council's top priorities for implementation right now. Once you complete these priorities, you can always add new ones later. You will also have the opportunity to cancel a priority if it turns out to be inappropriate or unfeasible for your Council at some later time (see implementation status, below).		
Implementation Status	This field allows you to indicate where your Council is in implementing this priority. Your choices are: • Not started • In-process • Completed • Cancelled	Drop-down	In-process
Describe work performed in support of this goal in the last quarter:	Briefly articulate the steps you took over the past quarter to implement this priority.	Text	• Formed a task force to research and review options for data collection • Task force drafted a data-sharing protocol for review by all participating partners • Viewed spreadsheets, Access databases and purchased databases used by other Councils to see how each might fit our

EVALUATION			
Question/Field	Definition	Type of Data Field	Example
			needs
Describe any major learnings you had in relation to this goal in the last quarter:	Briefly list one or two lessons learned over the past quarter that will change your approach to implementing this or other related priorities in the future.	Text	The data-sharing protocol has taken much longer than anticipated. In the future, we will borrow similar existing protocols as a starting point AND we will add more time into the process for review and approval by our partners.
Describe any major barriers you experienced in relation to this goal in the last quarter:	Briefly specify anything your Council encountered to slow or stop this priority from being implemented in the past quarter.	Text	One of our key agency partners has not been able to get approval for data sharing from their agency director.
Describe any major successes you had in relation to this goal in the last quarter:	Briefly articulate anything that has facilitated implementation of this priority for your Council over the past quarter.	Text	To help gain the approval for data sharing from the previously referenced agency director, the heads of other participating agencies met directly with this person to encourage her agency's participation.
Success Indicator:	A success indicator should be a succinct and _measurable_ statement that articulates how the Council will know it has achieved this priority.

If you cannot measure it, you probably need a different indicator!

Use your Data Collection Guide and | Text | 75% of the partners around the table are sharing data through the Council's selected data collection system |

EVALUATION			
Question/Field	**Definition**	**Type of Data Field**	**Example**
	Template to get you started and work with your lead state staff (or the Councils' Evaluator at CDE) to help you develop an indicator if you need assistance with this.		
Progress Indicator:	Use this field to indicate your Council's progress on this indicator. Because some priorities have many steps along the way that do not directly relate to the measurable indicator, you may be reporting on progress early on in implementing this strategy that does not directly measure your indicator from above. This is okay as long as you can show how the progress you've made relates to how you will achieve this priority. Eventually, however, you should be collecting the data needed to show progress on this indicator.	Text	60% of Council partners have reviewed and approved the data-sharing protocol developed by the task force.
Domains	Use the check boxes in this section to select which of the four domains are being impacted by implementation of this strategy.	Check Boxes	• Early Care and Education • Health • Mental Health • Family Support and Education

EVALUATION			
Question/Field	**Definition**	**Type of Data Field**	**Example**
Council Functions	Use the check boxes* in this section to select which of the Council functions your Council is employing to implement this strategy.	Check Boxes	Fund and Invest Change Policy Strategic Planning

DATA COLLECTION			
Question/Field	**Definition**	**Type of Data Field**	**Example**
Did your Council collect data in the past quarter?	Please indicate whether your Council collected any data over the past quarter. Data collection can range from keeping track of members and their attendance at meetings/committees to complex data collection from projects/partners requiring a database.	Check Boxes	Yes

Please select what kinds of data your Council collects (select all that apply)	Use the check boxes to indicate the types of data your Council collects:
	• *Systems outcome data:* This would be data that indicates movement on any of the elements of the "Role of Councils" under
	   o Create Internal Capacity OR
	   o Build
		Check-Boxes	• Program outcome data
			• Child outcome data

DATA COLLECTION			
Question/Field	Definition	Type of Data Field	Example
	Foundations of Local System • ***Program outcome data:*** this refers to data specifically connected to individual programs you or your Council partners are implementing. For instance, if you are implementing EQIT, the information you collect about EQIT students is program data. Similarly, if a Council partner is conducting an immunizations drive at early childhood centers, the information they collect about the number of immunizations they give is program data. • ***Service provider data:*** Service providers are any entity that provides direct service to young children and their families. If you have a spreadsheet or		

DATA COLLECTION			
Question/Field	**Definition**	**Type of Data Field**	**Example**
	database on EC Centers & homes, pediatricians, dentists, or family resource centers, you are collecting service provider data. • ***Child outcome data:*** This would include Results Matter child assessment data, CSAP student assessment data, birth weight statistics, immunization rates – anything that tracks the wellbeing or progress of young children and their families.		
How does your Council collect data?	Use this section to indicate the tools your Council uses to track the data it collects. Here are some standard definitions: • ***Resource & Referral (NACCRRA-ware):*** This is a specific database used by Resource and Referral agencies to collect information about child care	Check-Boxes	✓ Other formalized data collection software

DATA COLLECTION			
Question/Field	Definition	Type of Data Field	Example
	providers. It is housed in R&R agencies. • ***Other formalized data collection software:*** This refers to any database your Council keeps to collect information about its systems building and programmatic activities. Examples include any Microsoft Access database you've created for this purpose or a purchased program, such as IMPACT or MOSAIC/GEMS • ***Ongoing, but low-tech data collection:*** This refers to systems other than databases that you use to collect data on a consistent, ongoing basis (e.g., monthly, quarterly). Examples include Excel spreadsheets or paper tracking systems. • ***Non-formalized data collection***		

DATA COLLECTION			
Question/Field	**Definition**	**Type of Data Field**	**Example**
	on an as-needed basis: This is data collection that you do specific to an event or one-time activity, but that you do not keep regular records for. Examples would be a registration list for a community event; or a one-time survey of the business community around early childhood issues.		
Percent of Council membership that regularly shares data with the Council	Calculate the number of organizations that are Council members that consistently share data with the Council and divide by the total membership number. Consistent sharing of data may take the form of a formal data sharing agreement, or may be more informal, but the organization regularly (e.g., monthly, quarterly, annually) delivers mutually agreed-upon information to the Council for tracking progress toward shared strategic goals.	Numeric	17

EQ INITIATIVE GENERAL INFORMATION			
Question/Field	**Definition**	**Type of Data Field**	**Example**
Name of responder	List the full name of the individual completing the EQ section of this quarterly report.	Text	Joy Darling
Phone number of responder	List the phone number of the individual completing the EQ section of this quarterly report.	Text	(555) 555-5555
Number of EQIT Courses funded for this fiscal year	This information will be pre-populated for you by the state and will reflect the number of courses being funded for your Council for the current fiscal year that began July 1 and ends June 30.	Numeric	3
Number of EQIT coaching hours funded for this fiscal year.	This information will be pre-populated for you by the state and will reflect the number of coaching hours being funded for your Council for the current fiscal year that began July 1 and ends June 30.	Numeric	60
Number of Ounce courses funded for this fiscal year	This information will be pre-populated for you by the state and will reflect the number of courses being funded for your Council for the current fiscal year that began July 1 and ends June 30.	Numeric	1
Number of Ounce coaching hours	This information will be pre-populated for	Numeric	20

EQ INITIATIVE GENERAL INFORMATION			
Question/Field	**Definition**	**Type of Data Field**	**Example**
funded this fiscal year	you by the state and will reflect the number of coaching hours being funded for your Council for the current fiscal year that began July 1 and ends June 30.		
Number of Touchpoints Individual Level Training courses funded for this fiscal year	This information will be pre-populated for you by the state and will reflect the number of courses being funded for your Council for the current fiscal year that began July 1 and ends June 30.		
Number of Touchpoints coaching hours funded for this fiscal year	This information will be pre-populated for you by the state and will reflect the number of coaching hours being funded for your Council for the current fiscal year that began July 1 and ends June 30.		
In thinking about your EQ Initiative activities, what have you done this quarter that is making the most significant positive difference for infants, toddlers, and their families in your community?	Briefly describe any specific steps you took this past quarter in relation to your Council's EQ activities that were particularly successful.	Text	We provided a $50 stipend to individuals who completed EQIT. This resulted in a 10% higher completion rate than we have previously experienced.
What has been your most significant	Briefly articulate the aspects of implementing EQ	Text	We had a hard time getting people to sign up for coaching and, as a

EQ INITIATIVE GENERAL INFORMATION			
Question/Field	**Definition**	**Type of Data Field**	**Example**
challenge in your EQ initiative work this quarter? Please provide a brief description of the challenge and what kind of technical assistance or support (if any) you need to address this challenge:	activities this past quarter that were most difficult for your Council.		result, have not fulfilled all of our funded coaching hours this past quarter. We need some technical assistance from the State around strategies to either encourage or require coaching for each student taking EQIT.

EQIT, Ounce Scale Assessment and/or Touchpoints			
Note: these instructions apply to the data entry pages for all three courses in the EQ initiative			
Question/Field	**Definition**	**Type of Data Field**	**Example**
Add New Course	Click the green button with the white cross next to the words "Add new Course" to create a new course. If you are editing an existing course, instead click the underlined Edit next to the course code on this page. When you click either one of these options, another data entry page will open up in front of this page.	Link	+ Add new Course
Course Code	This field will automatically populate when you create a new course. You do not need to enter anything here.	Text	E07-1
Course Begin Date	Use the calendar	Calendar	January 6, 2009

EQIT, Ounce Scale Assessment and/or Touchpoints			
Note: these instructions apply to the data entry pages for all three courses in the EQ initiative			
Question/Field	**Definition**	**Type of Data Field**	**Example**
	function to enter the date that the course is scheduled to begin.		
Course End Date	Use the calendar function to enter the date that the course is scheduled to end.	Calendar	March 13, 2009
Names of Instructors:	Use this function to select the names of each instructor teaching this particular course. You can select multiple instructors by holding down the ctrl key while you click each name.	Drop-Down Menu	Suzanne Sommers Roxanne Roberts Britney Bowles
Please describe any additional EQIT activities (or Ounce Scale or Touchpoints activities, as appropriate):	Please select the type of additional course-related activities your Councils offered this past quarter.	Drop-down menu	Director's Seminar
Other	Use this field to describe any additional course-related strategies, other than a Director's Seminar, Follow-up Training, or Orientation that you used this past quarter.	Text	Monthly coffee chats/support group with former EQIT students to provide ongoing support and networking.
Is college credit offered to participants for this course?	Use the provided check boxes to indicate the availability of college credit for this course.	Check boxes	Yes

EQIT, Ounce Scale Assessment and/or Touchpoints
Note: these instructions apply to the data entry pages for all three courses in the EQ initiative

Question/Field	Definition	Type of Data Field	Example
Colleges offering course credit (please specify)	List all colleges that offered credit for this course in the field provided.	Text	Community College of Oz; Sugar Plum Junior College
Course Title	If a college is offering credit for this course, please use this field to write in the name that the college has given the course.	Text	ECE 111 "Infant Toddler Theory and Practice"
Add New Student	Once you have created a course, an option will become available to begin adding students to the course. To access this option, click the white "expand" button (**>**) next to the <u>Edit</u> link (beside the course code on the main course page). Once you click this "expand" button, then you will see a white **+** in a green circle next to the words Add New Student. Click this to begin adding students!	Link	**>** <u>Edit</u> **+** Add New Student
Student Unique Identifier Number	Each student will be assigned a unique identifying number. The database will generate this number automatically, so the	Numeric	0000134

EQIT, Ounce Scale Assessment and/or Touchpoints			
Note: these instructions apply to the data entry pages for all three courses in the EQ initiative			
Question/Field	**Definition**	**Type of Data Field**	**Example**
	reporter does not need to enter anything in this field.		
Student First Name	Enter the first name of the student in this field.	Text	Mary
Student Last Name	Enter the last name of the student in this field	Text	Mack
Address (work)	Enter the complete work address (street name and number, city, and zip code) for the student in this field.	Text	15 Yellow Brick Lane, Greatcity, CO 80777
Phone Number (work)	Enter the 10 digit work phone number for the student.	Numeric	(303)558-5588
Email	Enter the primary email address for the student.	Text	mary.mack@ozecc.org
Address (home)	Enter the student's complete home address (street name and number, city and zip code).	Text	9000 Happy Trails Road, Smalltown, CO 82828
Phone Number (home)	Enter the 10 digit home number for the student.	Numeric	(779)993-5599
Employer	Use this field to identify the full name of the student's place of employment.	Text	Little Penguin Preschool
Employer Type	Select the type of early childhood business the employer falls into.	Drop-down menu	Center based
Other	If you selected "other" as an employer type in the previous field, please	Text	Home Visitor – Parents as Teachers

Question/Field	Definition	Type of Data Field	Example
	define the student's "other" employer type here. This category may be appropriate for students who work in early childhood, but not necessarily as an early care and education teacher or director. Examples might be parents, home visitors, nurse consultants, or mental health professionals.		
Additional activity hours this student received this quarter	Use this field to list the number of additional hours of support this student received for this quarter only (not including coaching hours, which will be tracked separately). Additional activity hours might include orientation, director's trainings or other support mechanisms outside of the regular course and related coaching.	Numeric	2
Home many infants and toddlers are served by this student? (unduplicated count)	Please enter the number of infants and toddlers that this teacher serves in their work as an early childhood professional. If this student is	Numeric	10

EQIT, Ounce Scale Assessment and/or Touchpoints
Note: these instructions apply to the data entry pages for all three courses in the EQ initiative

EQIT, Ounce Scale Assessment and/or Touchpoints
Note: these instructions apply to the data entry pages for all three courses in the EQ initiative

Question/Field	Definition	Type of Data Field	Example
	taking the class with a co-worker who serves the same infants and toddlers (i.e., they are co-teachers in a classroom together), **do not count the same children twice**! Instead, either assign all the infants and toddlers they serve together to just one of the students OR split the number between the two students.		
Course Completed?	Use these check boxes AT THE END OF THE COURSE to indicate whether the student completed the course by the end of the modules. If the modules have not all been taught by the end of the quarter, you do not need to check either box until the course actually completes. You will be able to fill in course and student information at any time, not just at the end of each quarter, so make sure you use these pages as an ongoing tool to track courses,	Check Boxes	Yes

EQIT, Ounce Scale Assessment and/or Touchpoints
Note: these instructions apply to the data entry pages for all three courses in the EQ initiative

Question/Field	Definition	Type of Data Field	Example
	students and coaching hours.		
Date student completed course	Use the calendar function to select the date the student completed the course.	Calendar	11/12/09
If participant did not complete the course, please specify reason for non-completion.	Enter a short description of why the student did not complete the course.	Text	Family illness
Course Credit Earned	Mark this check-box if the student took this course for college credit.	Check-box	✓
Track coaching hours	Once you have entered at student into the system for the first time and have selected "update" at the bottom of the student page, a link will become available on the student page the next time you open it. This link will allow you to track coaching hours for this particular student. To do this, click on the underlined track coaching hours link on the students' page. Next, click Edit next to the coaching hours for the	Link Numeric	track coaching hours Edit 4.00

EQIT, Ounce Scale Assessment and/or Touchpoints			
Note: these instructions apply to the data entry pages for all three courses in the EQ initiative			
Question/Field	**Definition**	**Type of Data Field**	**Example**
	appropriate quarter. A numeric field will open into which you will type the number of hours this student was coached during the quarter.		

SCHOOL READINESS			
Question/Field	**Definition**	**Type of Data Field**	**Example**
Name of responder	List the name of the individual completing the EQIT section of this quarterly report.	Text	Joy Darling
Phone number of responder	List the phone number of the individual completing the EQIT section of this quarterly report.	Text	555-555-5555
Percent of budget in quarter used to support strategy: Coaching/mentoring	Provide the percent of your School Readiness budget that is directed at strategies to coach or mentor program participants	Numeric	45%
Percent of budget in quarter used to support strategy: Professional Development	Provide the percent of your School Readiness budget that is directed at professional development strategies for participating School Readiness sites	Numeric	25%
Percent of budget in quarter used to support strategy:	Provide the percent of your School Readiness budget	Numeric	30%

SCHOOL READINESS			
Question/Field	Definition	Type of Data Field	Example
Resources	that is directed at strategies to provide School Readiness sites with resources to improve quality		
What one strategy was most effective in the quarter when assisting facilities to make improvements?	Choose the primary strategy that has demonstrated the greatest impact on improving the quality of School Readiness sites.	Drop-down	Resources
In the last quarter, please indicate what strategies you employed based on the star rating of the facility you were working with(check all that apply).	Use the provided grid to indicate what types of strategies your Council used for providers in each of the star-rating categories.	Check boxes	1 Star: Coaching Mentoring Resources
Are there any other differences in your approach based on whether facilities were rated low (0-2)or high ((3-4) on the Qualistar ratings **Describe the differences in approach for each of the three strategy types in the text boxes provided.**	Use the provided text boxes to describe the different types of strategies you used to support facilities with varying star ratings.	Text	Coaching is provided to all sites, but is more intensive for lower rated sites
What top three barriers have you faced in implementing your project's strategies?	Rank the following possible barriers to implementing strategies. Drop-down for rankings will include:	Drop-down	1. Spreading Resources too thin 2. Meeting needs of diverse providers 3. Staff turnover

SCHOOL READINESS			
Question/Field	**Definition**	**Type of Data Field**	**Example**
	• Defining roles and responsibilities • Staff turnover • Spreading resources too thin • Creating time for providers to learn • Meeting needs of diverse providers • Other (please identify barrier)		
Other description	Use this field to describe other barriers you faced that were not listed in the drop-down menu of the previous question	Text	Provider closed their doors due to economic downturn.
Please describe how you have addressed the barriers you indicated in the previous section.	Use the provided text box to detail the solutions you have utilized to overcome identified barriers.	Text	We have begun to offer scholarships to staff at participating sites who stay in their positions for more than one year.
Please describe any strategies you changed in the last quarter and why you made these changes?	Write about any strategies that your Council changed or altered. Your description should describe the change in the strategy as well as give information about why the change was necessary.	Text	We have clarified the availability of resource dollars and what they may be used to purchase. Previously, a number of sites were using these dollars for consumable items such as crayons and markers.
Please describe your project's most significant accomplishment this	Use the text box to highlight any accomplishments your School	Text	We raised two sites from one to three stars focusing primarily on coaching strategies. This

SCHOOL READINESS			
Question/Field	**Definition**	**Type of Data Field**	**Example**
quarter. Provide a brief description of the accomplishment and why/how it is significant to your School Readiness project.	Readiness program has achieved this past quarter. Include information about why you consider this event to be an accomplishment.		coaching approach was a shift from a previous emphasis on resources.
Additional comments / Other:	Use this field to highlight any other changes, improvements, issues or concerns you experienced during the quarter in implementing your Council's School Readiness program.	Text	We are having a hard time getting our fiscal agent to make timely reimbursements to School Readiness participants.

* Drop-down menu has the following categories:
Create Internal Capacity
- Council Governance
- Communication Mechanisms
- Assessment
- Strategic Planning
- Resource Development/Sustainability
- Fiscal Management

Build Foundation of Local System
- Build & Support Partnerships
- Fund & Invest
- Change Policy
- Build Public Engagement
- Share Accountability
- Generate Education and Leadership Opportunities

Impact Services
- Quality
- Access
- Equity