

# Maternal, Infant, Early Childhood Home Visiting and iPad Guide

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## Training and Access

In order to receive access to REDCap, new employees will need to:

1. Register for a HawkID: <https://redcap.icts.uiowa.edu/redcap/surveys/?s=djERmF>  
(There can be up to a week lag time between registering for the REDCap ID and receiving access so please register early).
2. Watch the online REDCap Orientation webinar (<https://www.youtube.com/watch?v=OFsjrsDj6yg&feature=youtu.be>) & read this guide in its entirety (some quiz questions will come directly from this guide!).
3. Score 80% or higher on the REDCap Orientation quiz: <https://redcap.icts.uiowa.edu/redcap/surveys/>  
Quiz Access Code: DKDWHRXXA

When a professional with REDCap access leaves their agency, programs must use the feedback protocol to inform the state office within 10 days of the change in employment. The former employees' access to REDCap will then be withdrawn.

## Background and Introduction

### The Maternal Iowa Home Visiting Program Goals and Objectives

The Iowa Home Visiting Program brings together early childhood systems for children 0-5. Early Learning, Family Support, Health, Mental Health, Nutrition, -Special Needs and Early Intervention are integral parts of the program. The ECI Alliance serves as the advisory board. There are five goals of the home visitation program:

*Goal One: Further advance the five result areas of Iowa's Strategic Plan (Healthy Children, Children Ready to Succeed in School, Safe and Supportive Communities, Secure and Nurturing Families and Secure and Nurturing Early Care and Education Environments.)*

Objective 1: Develop protocols for home visiting programs to use consistently for screening and referral of program participants for:

- Developmental Delays,
- Perinatal Depression,
- Substance Abuse,
- Mental Health,
- Domestic Violence.

Objective 2: Develop and nurture partnerships between home visiting programs and the medical community to ensure that home visiting providers are reinforcing healthy behaviors and are promoting communication and collaboration between the home visiting program and the family's medical home.

Objective 3: Create a sustainable infrastructure for the Iowa Family Support Credentialing process to support family support and parent education evidence-based practices.

Objective 4: Explore creative methods of providing and funding "virtual" home visiting services targeted at low risk families that are not deemed to be at risk but still desire guidance and support.

*Goal Two: Strengthen leadership, collaboration and coordination of early childhood partners for the integration of a comprehensive Early Care, Health and Education system.*

Objective 1: Sustain an effective organizational structure for the Family Support Leadership Group (FSLG) that is reflective of the family support community and has the authority and resources to bring the positive changes for young children identified in the FSLG's strategic plan within the context of the Early Childhood Iowa system.

Objective 2: Create a long term strategic plan to guide the work of the Family Support Leadership Group and the Home Visiting Program Staff.

Objective 3: Establish formalized partnership agreements between state departments that invest in home visiting as a strategy to ensure that funding streams, program resources and polices are aligned and support effective system integration.

Objective 4: Support the Early Childhood Iowa Stakeholders Alliance (formerly the Early Childhood Iowa Council) as a catalyst in the development of the Early Care, Health and Education system through an increase in home visiting stakeholders involved in Early Childhood Iowa.

*Goal Three: Informed decision making for program development, public policy and fiscal management at the state and local levels through use of results accountability data.*

Objective 1: Establish a home visiting web-based data system to collect and analyze data for program improvement and reflective supervision that is aligned with the ECI data collection system and meets the needs of the MIECHV program.

Objective 2: Explore a cooperative agreement with the Iowa Department of Education to assign a unique student identifier to each child enrolled in the MIECHV program in order to track their progress through completion of their public school education.

Objective 2: Increase the number of home visiting programs in Iowa that meet the Iowa definition of an evidence based or promising program.

Objective 3: Create efficiencies in the intake and referral process utilizing the Central Intake Guide developed by the Quality Services and Programs Component Group.

Objective 4: Implement a continuous quality improvement process for implementation of the Family Support Strategic Plan through an annual updating process of the plan.

*Goal Four: Iowa Home Visiting supervisors and direct service staff possess the core competencies required to be effective in their positions.*

Objective 1: Demonstrate a commitment to the vital role that supervisors have in the success of the program by prioritizing quality professional development opportunities for family support supervisors.

Objective 2: Identify mandatory core professional development for all direct service staff aligned with the ECI Professional Development strategic plan.

Objective 3: Reduce high risk behavior for program participants through comprehensive screening, referral and provision of support services for perinatal depression, domestic violence, mental health and substance abuse completed by competent and trained staff.

Objective 4: Ensure direct service staff are recruited and retained in the home visiting field that are professionally skilled, academically prepared and possess the personal attributes for success in home visiting.

*Goal Five: Ensure that Iowa's at risk families are partners in planning and implementing home visiting services.*

Objective 1: Explore multiple venues for families to provide feedback and home visiting program guidance

Objective 2: Ensure that all program participants in the MIECHV program understand their rights and responsibilities and know how to make a complaint if they feel the program is in violation of their rights.



## REDCap

REDCap (Research Electronic Data Capture) is a secure web application designed for data collection and research studies. Users are able to create and manage online data templates (also known as data dictionaries). There are many options available when creating data systems such as the typical radio buttons and text fields as well as more advanced options such as pictures, branching logic, and calculated fields. If one is familiar with Microsoft Excel and the use of a data dictionary a system can be created through the use of Excel and imported to REDCap.

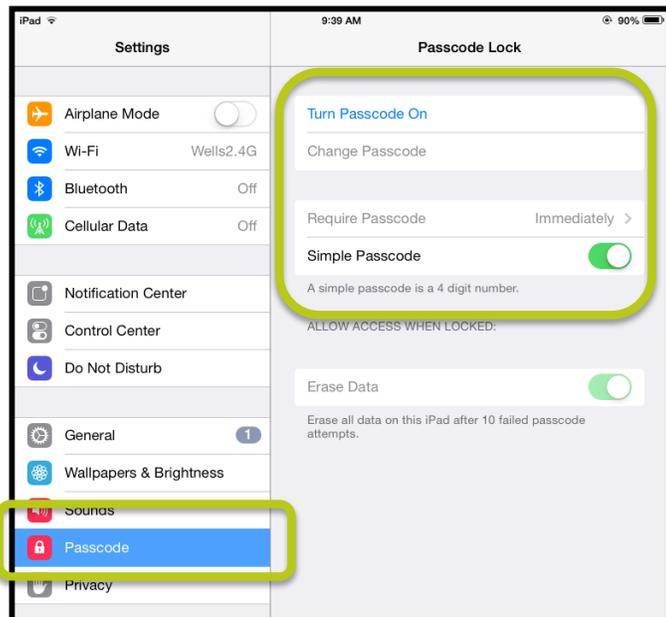
Data input can be performed in a variety of ways. A link to input information can be used, similar to online surveys such as Survey Monkey, or the data input function through REDCap can be a manual process similar to standard data input from other hardcopy information. At any point during the data collection it is possible to convert current data to Excel, SPSS, or SAS. Basic reports can also be produced within REDCap.

## Apple iPad\* Setup and Tips

### Security

It is important to secure the iPad. This helps keep all personal information safe and adds a second layer of protection to REDCap. To setup the security go to *Settings* and then *Passcode*. Tap *Turn Passcode On* and a prompt to enter a password appears.

Figure 1– General Settings, Security



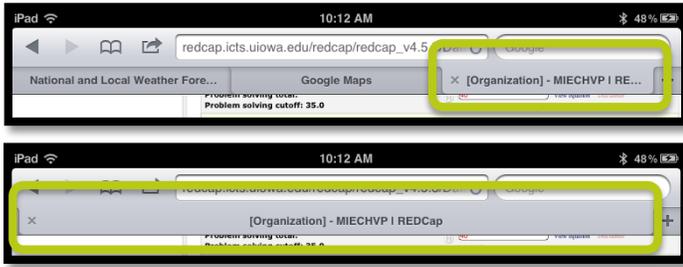
Next, choose how long the iPad may remain idle before requiring a passcode. Tap *Require Passcode* to set the passcode timer to *Immediately* or a variety of times. A simple passcode (e.g., a 4-digit number) or a more complex passcode can be chosen. To select a simple passcode slide the *Simple Passcode* bar to *On*.

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\* The setup in this guide is specific to the Apple iPad; however, it can be modified for other tablets with internet access.

When finished in REDCap it is important to logout. REDCap automatically logs out after approximately 10 minutes of idle time; however, it is best to log out when finished. Closing the browser *will not* log you out. To log out you must close the individual “tab” within Safari or tap *Log Out* within REDCap.

Figure 2 – Closing Tabs



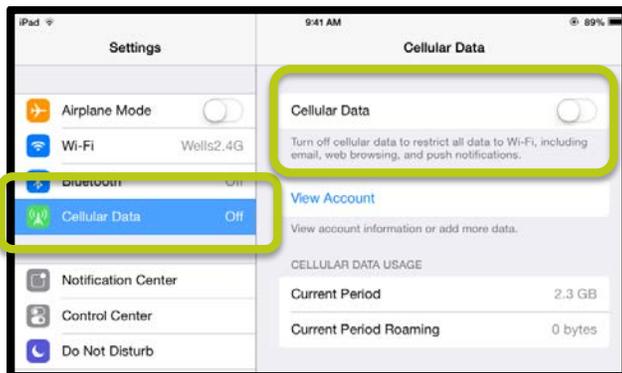
## Tips and Tricks

### Wi-Fi versus Cellular Data

Either Wi-Fi or cellular data (3G/4G) are necessary to access email and web browsing, including REDCap, on the iPad. Wi-Fi may be publicly available in bookstores, coffee shops, airports and other locations and some families have Wi-Fi networks setup in their home. An iPad is capable of connecting to any Wi-Fi network as long as the user has the network password or the Wi-Fi does not require a password. Most bookstores and coffee shops have free Wi-Fi that does not require a password whereas most businesses and families protect their Wi-Fi from being used by outsiders with the use of a password.

If your iPad cannot connect to Wi-Fi it will automatically use cellular data. Cellular data works the same as Wi-Fi; however, it is provided by cellular phone company at a cost per month. Cellular data may be turned off by tapping on *Settings* and then *Cellular Data*.

Figure 3 – Cellular Data

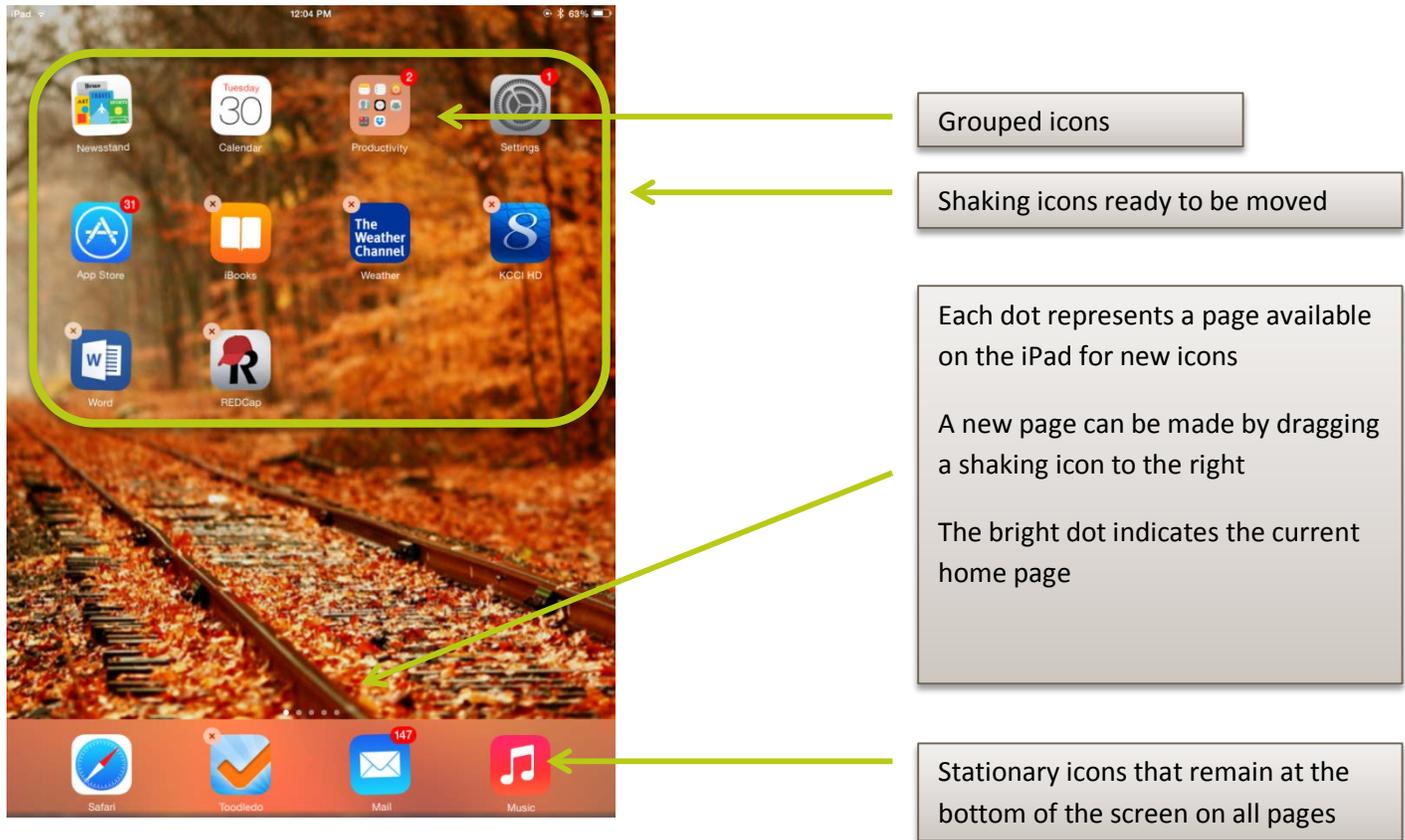


### Moving Icons

It is easy to customize iPads to suit individual needs. Tap and hold an icon to make them movable – they will begin to shake. Once shaking, drag any icon to the bottom of the screen to make it a larger, more prominent icon or move it to a new location on the main screen. Dragging an icon to the side will setup a second home screen. (Note: the icons at the bottom will never change even when flipping from one home screen to another.) To group icons drag one icon to the top of another. A black box will then appear and those icons will be grouped together. An option of naming your new group of icons is made available at this point.



Figure 4 – Moving Icons



### Conserving Battery

Conserve battery by adjusting the brightness on the iPad. To do this tap *Settings* and then *Brightness & Wallpaper*. A good starting point is to turn *Auto-Brightness* on and leave the brightness bar in the middle. Turn the brightness all the way down to conserve the battery charge. This is helpful when running low on battery power.

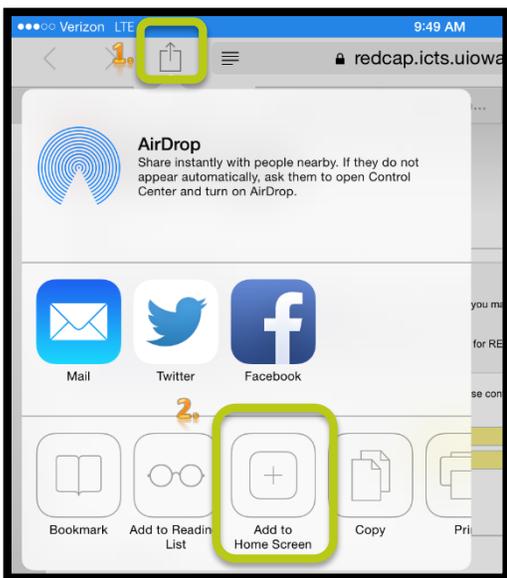
Figure 5 – Brightness & Wallpaper



### Adding REDCap to the Home Screen

Open REDCap in *Safari* to add an icon to the home screen of your iPad. (The Safari icon should be one of the stationary icons at the bottom of the home screen.) Once open tap the icon to the left of the address bar that looks like a square with an arrow. Next, tap *Add to Home Screen*. An icon, such as the one in the picture below and to the right, will appear on the home screen and there are options given for naming the icon.

Figure 6 – REDCap Icon on the Home Screen



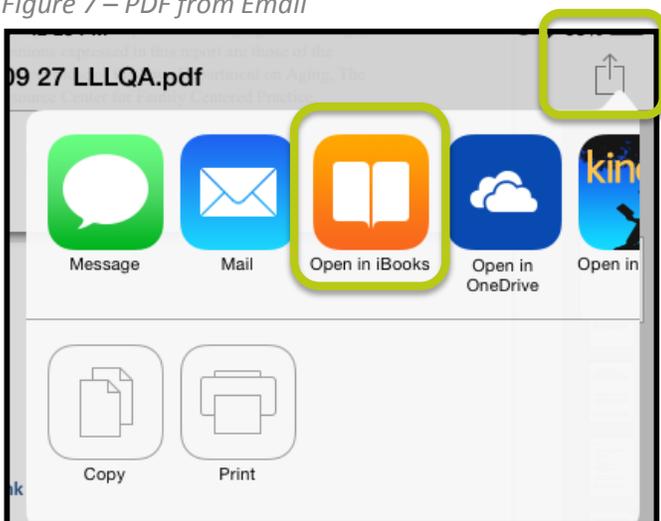
### iBooks and PDFs

iBooks is an application that does not come on the iPad; however, it is free and easy to access. Go to the App store and search for iBooks. Once downloaded it allows the user to view PDFs on the iPad. The PDF can be many pages long which means helpful documents, such as your company's policies and procedures, pamphlets for your clients, or contacts can be stored.

### PDFs from Email

Email yourself any PDF attachment to view it on your iPad. After opening the attachment in your email the PDF attachment may be opened in "iBooks." Once the PDF has been opened in iBooks it is saved and will be accessible later. Many PDFs can also be opened in the free Kindle app. (Note: The Kindle app can be downloaded in the same manner as iBooks.)

Figure 7 – PDF from Email



### REDCap Data Input and Tips

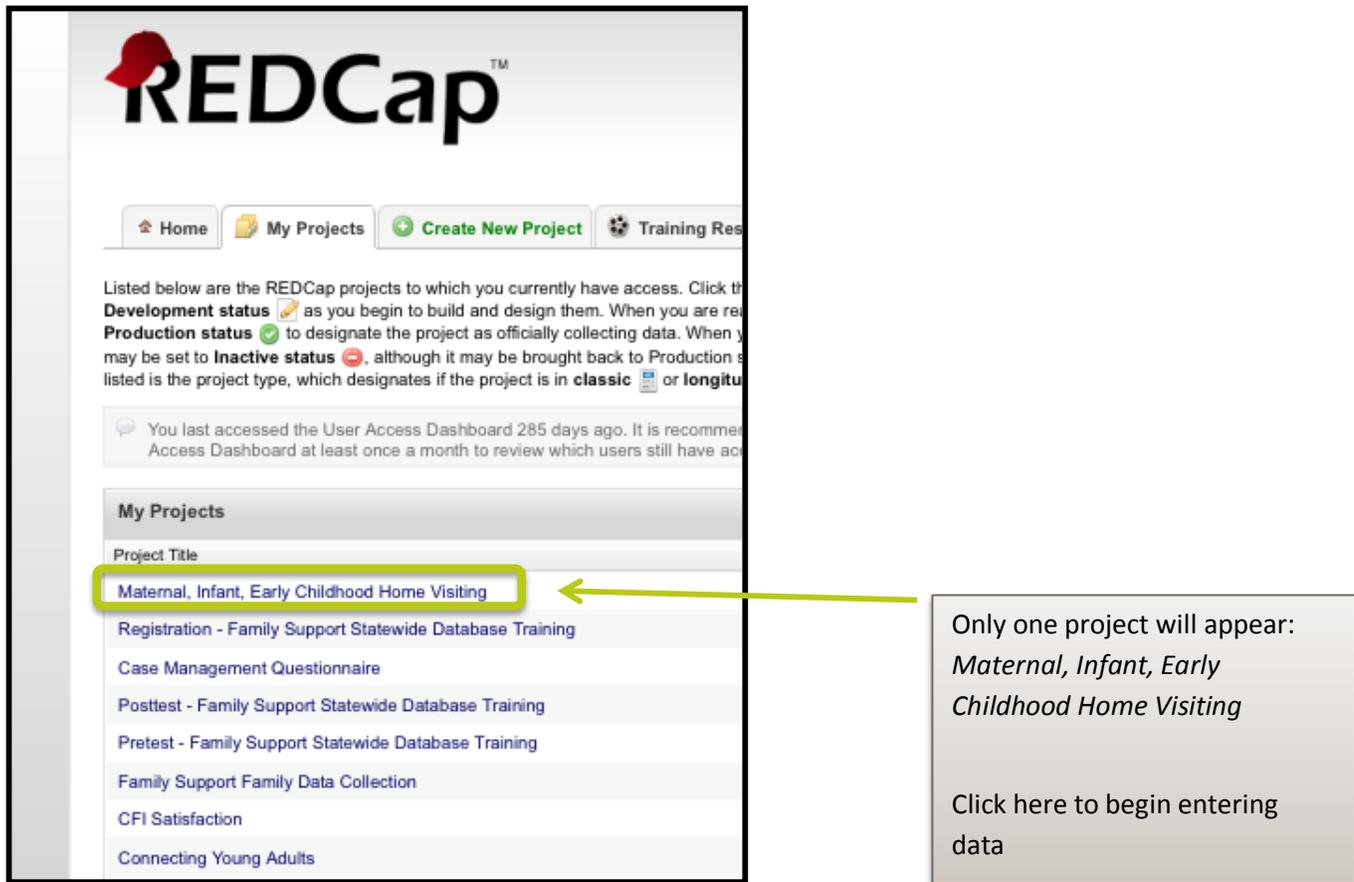
To access REDCap and begin data input go to the following URL link: <https://redcap.icts.uiowa.edu/redcap/>  
A HawkID assigned through the University and a Password are required to access REDCap.

## Data Input

### Getting Started

Upon logging into REDCap a page with text about REDCap will appear. This page provides general REDCap information. It also has six tabs under the main header; tap *My Projects* to begin. The following screenshot illustrates what will appear.

Figure 8 – My Projects



The screenshot shows the REDCap interface. At the top, there is a navigation bar with tabs: Home, My Projects, Create New Project, and Training Res. Below the navigation bar, there is a section titled "My Projects" which contains a list of project titles. The first project, "Maternal, Infant, Early Childhood Home Visiting", is highlighted with a yellow box. A yellow arrow points from this box to a text box on the right. The text box contains the following text:

Only one project will appear:  
*Maternal, Infant, Early Childhood Home Visiting*

Click here to begin entering data

The only project visible will be *Maternal, Infant, Early Childhood Home Visiting*. Click on this project to begin entering data.

### Adding a New Record

To add a new record you will tap *Add/Edit Records* from under the *Data Collection* header. Next, tap in the box next to *Enter a new or existing Participant ID* and enter a new participant ID. This opens the *Demographics* instrument for data entry. The Participant ID will be used for all additional instruments. Once the instrument is completed, change the status of the instrument to *Complete, Unverified, or Incomplete* and *Save Record*. You must tap *Save Record (Save and continue or Save and go to next form)* to enter data in the other instruments. **If this is not done your data will be lost.**

Figure 9 – Add/Edit Records and Enter a new or existing Participant ID

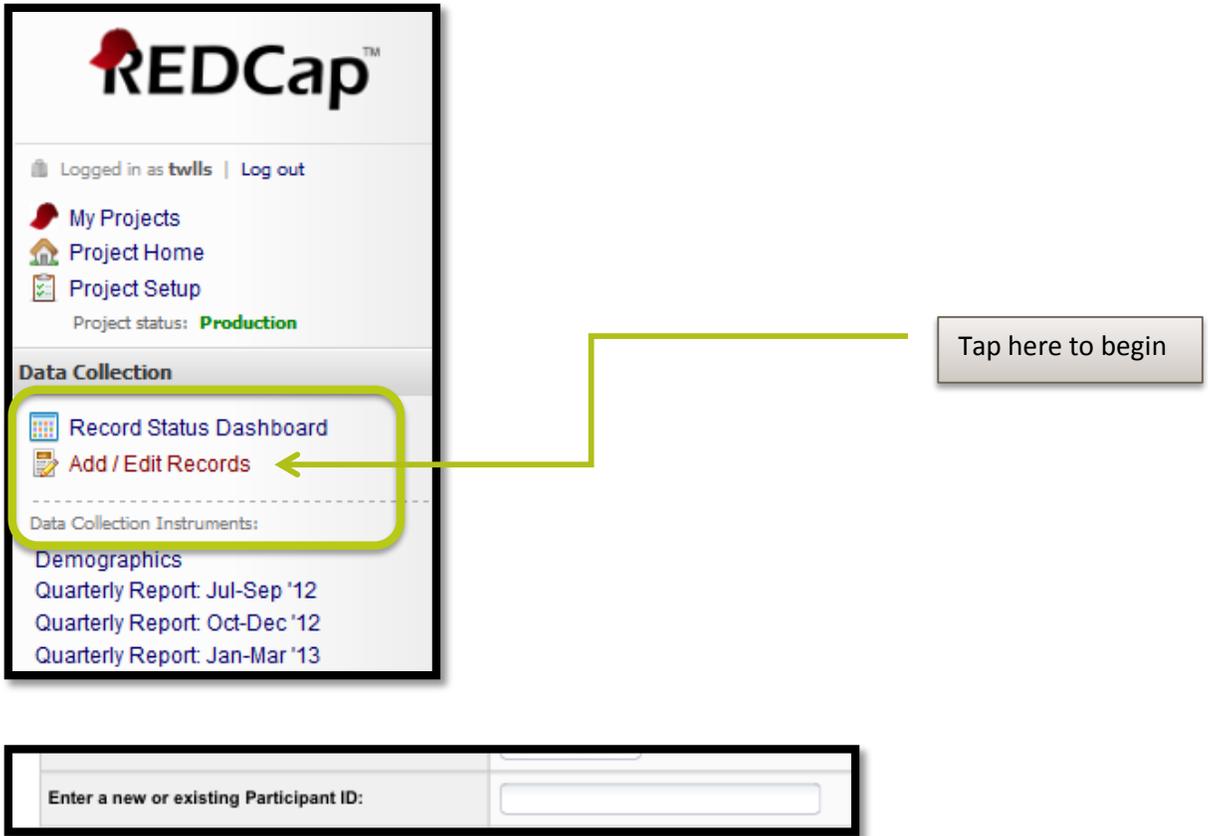
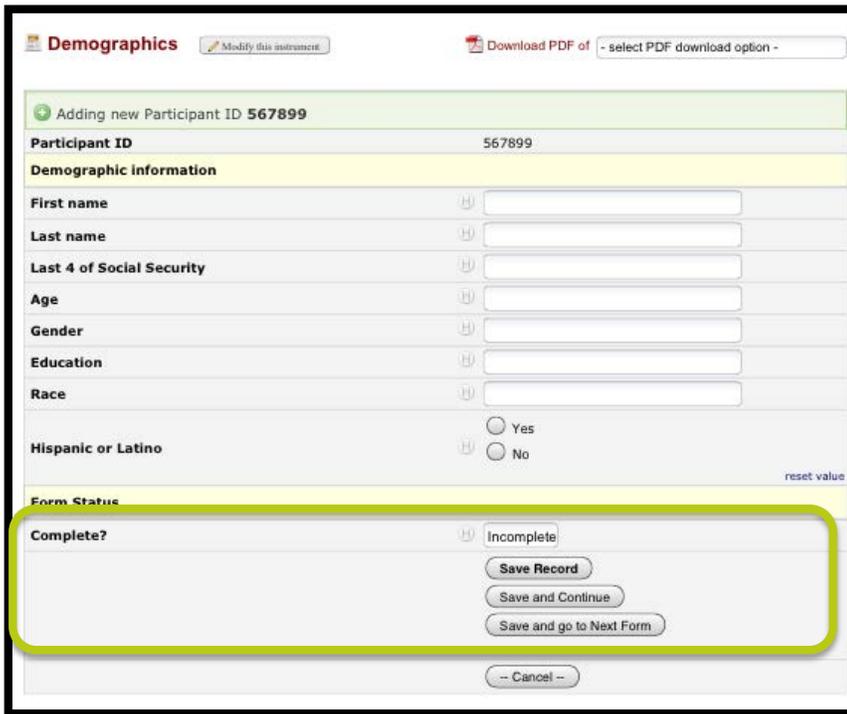


Figure 10 – Save Record



## Editing a Record

To view or edit a record tap *Add/Edit Records* from under the *Data Collection* header. Next, select the Participant ID from *Incomplete Records*, *Unverified Records*, or *Complete Records*. A record can be edited once it is marked complete.

Figure 11 – Editing a Record

Total records: 218	
Incomplete Records (129)	-- select record --
Unverified Records (1)	-- select record --
Complete Records (88)	-- select record --
<a href="#">Hide Unverified Records drop-down</a>	

## Navigation

Once a record is created a set of icons will appear next to each instrument. A complete record will have a green icon; an incomplete record will have a red icon; and an unverified record will have a yellow icon. To move to another record tap *Add/Edit Records* again or *Select other record*.

Figure 12 – Icons

Case Identifier: [Select other record](#)

Data Collection Instruments:

- Demographics
- Quarterly Report: Jul-Sep '12
- Quarterly Report: Oct-Dec '12
- Quarterly Report: Jan-Mar '13
- Quarterly Report: Apr-Jun '13
- Quarterly Report: Jul-Sep '13
- Quarterly Report: Oct-Dec '13
- Quarterly Report Jan-Mar '14
- Quarterly Report Apr-Jun '14
- Quarterly Report Jul-Sep '14
- Quarterly Report Oct-Dec '14
- Edinburgh Perinatal Depression Scale 10 Weeks

## Instruments

Below you will find the instruments available in REDCap.

### Demographics

To add or edit data in the *Demographics* instrument first make sure the correct Participant ID is selected by tapping *Add/Edit Records* from under the *Data Collection* header. Once the correct ID is selected, tap *Demographics* from under the *Data Collection* header.

The Demographics instrument should be completed for every family on enrollment. The child's birth date may be entered later if the family enrolled prenatally.

### **Case Activity**

Tap *Case Activity* from under the *Data Collection* header to enter data for the *Case Activity* instrument. To view or edit a different record tap *Add/Edit Records* from under the *Data Collection* header.

When finished, change the form status to *Complete* and then save the record as for the *Demographics* instrument.

Case Activity should be completed for each family on enrollment, if any changes are made to primary family support worker, or if services are discontinued for any reason.

### **Quarterly Services Report**

Tap *Quarterly Services Report* from under the *Data Collection* header to enter data for the *Quarterly Services Report* instrument. To view or edit a different record tap *Add/Edit Records* from under the *Data Collection* header.

When finished, change the form status to *Complete* and then save the record as for the *Demographics* instrument.

The Quarterly Services Report should be completed at the end of each quarter in which a family is enrolled. If a family was enrolled in February 2012, the October-December 2011 Quarterly Services Report section should be left blank and the Quarterly Services Report section for January-March 2012 should be filled out along with all subsequent quarters.

### **Alcohol and Other Drug (AOD) Screening**

Tap *Alcohol and Other Drug* from under the *Data Collection* header to enter data for the *Alcohol and Other Drug* instrument. To view or edit a different record tap *Add/Edit Records* from under the *Data Collection* header.

When finished, change the form status to *Complete* and then save the record as for the *Demographics* instrument.

The AOD Screening instrument should be completed one time annually for each family.

### **Life Skills Progression (LSP)**

Tap *LSP* from under the *Data Collection* header to enter data for the *LSP* instrument. To view or edit a different record tap *Add/Edit Records* from under the *Data Collection* header.

The LSP was designed to be completed outside the family home by the family support worker. This instrument does not need to be completed in the home with the family. The LSP should be completed at enrollment and every six months thereafter until end of enrollment.

When finished, change the form status to *Complete* and then save the record as for the *Demographics* instrument.

### **Edinburgh Perinatal Depression Scale**

Tap *Edinburgh Perinatal Depression Scale* from under the *Data Collection* header to enter data for the *Edinburgh Perinatal Depression Scale* instrument. To view or edit a different record tap *Add/Edit Records* from under the *Data Collection* header.

When finished, change the form status to *Complete* and then save the record as for the *Demographics* instrument.

The Edinburgh Perinatal Depression Scale must be completed and entered into REDCap at 10 weeks postpartum. However, the tool can be used more frequently if desired. If the tool is used at other intervals, responses should not be recorded in REDCap but can be saved in other ways as determined by each agency.

### **Adverse Childhood Experience (ACE)**

Tap *Adverse Childhood Experience* from under the *Data Collection* header to enter data for the *Adverse Childhood Experience* instrument. To view or edit a different record tap *Add/Edit Records* from under the *Data Collection* header.

When finished, change the form status to *Complete* and then save the record as for the *Demographics* instrument.

### **CHDR**

Tap *CHDR* from under the *Data Collection* header to enter data for the *CHDR* instrument. To view or edit a different record tap *Add/Edit Records* from under the *Data Collection* header.

When finished, change the form status to *Complete* and then save the record as for the *Demographics* instrument.

The CHDR should be completed at intervals in conjunction with the CDC recommended schedule for well child exams. Appropriate intervals are outlined in REDCap.

### **Relationship Assessment**

Tap *Relationship Assessment* from under the *Data Collection* header to enter data for the *Relationship Assessment* instrument. To view or edit a different record tap *Add/Edit Records* from under the *Data Collection* header.

When finished, change the form status to *Complete* and then save the record as for the *Demographics* instrument.

The Relationship Assessment should be completed at child's birth, 3 months, 6 months, and 12 months.

### **Relationship Assessment Home Visitors**

Tap *Relationship Assessment Home Visitors* from under the *Data Collection* header to enter data for the *Relationship Assessment Home Visitors* instrument. To view or edit a different record tap *Add/Edit Records* from under the *Data Collection* header.

When finished, change the form status to *Complete* and then save the record as for the *Demographics* instrument.

The Relationship Assessment Home Visitors instrument should be completed at child's birth, 3 months, 6 months, and 12 months in conjunction with the Relationship Assessment instrument.

### **Ages and Stages Questionnaires (ASQ)**

Tap *Ages and Stages Questionnaires (ASQ)* from under the *Data Collection* header to enter data for the *ASQ* instrument. To view or edit a different record tap *Add/Edit Records* from under the *Data Collection* header.

When finished, change the form status to *Complete* and then save the record as for the *Demographics* instrument.

The ASQ should be administered according to recommended guidelines in the ASQ handbook. Children should be screened initially at 2 and 4 months if enrolled at that time or otherwise initially at enrollment; then at 4-month intervals until they are 24 months old; and at 6-month intervals until they reach 5 years. Children who are referred and found eligible for EI/ECSE services should not receive further screening. Children who do score below the cutoffs and are referred for a more comprehensive assessment but do not qualify for services should continue to be screened regularly.

### **ASQ Summaries**

The information summary at the end of each hard copy ASQ will not be immediately available for review with families. However, each section (communication, gross motor, fine motor, etc.) has a summary built into the REDCap data collection tool. Each section has a place to add up the child's score and enter it into the questionnaire. The box below

the space to enter the score has the cutoff and instructions from the information summary as well as the child's score (from the box above) in red.

Figure 13 – Information Summary in REDCap

The screenshot shows a REDCap form with several sections. At the top, question 6 asks, "When in front of a large mirror, does your baby smile or coo at herself?" with radio buttons for Yes, Sometimes, and Not yet. Below this is a section labeled "6a." with a text input field containing the number "30". To the left of this field, it says "YES = 10", "SOMETIMES = 5", and "NOT YET = 0". Below the input field, there is a red "30" in a box, with a "View equation" link and a "Disclaimer" link. The disclaimer text reads: "\*If the child's score falls above the cutoff, the child appears to be doing well in this area at this time. \*If the child's total score falls under the cutoff, talk with a professional. The child may need further evaluation." Below this, it states "Personal-social cutoff: 33.0". At the bottom of the form, there are three more questions: "1. Do you think your child hears well?", "2. Does your baby use both hands equally well?", and "3. When you help your baby stand, are his feet flat on the surface most of the time?". Each question has radio buttons for Yes and No. A yellow box highlights the "6a." section and the score/cutoff area.

It is possible to print a screenshot of the scores from a desktop computer.

### Agas and Stages Questionnaire – Social Emotional (ASQ-SE)

Tap *Agas and Stages Questionnaires – Social Emotional (ASQ-SE)* from under the *Data Collection* header to enter data for the ASQ – SE instrument. To view or edit a different record tap *Add/Edit Records* from under the *Data Collection* header.

The ASQ-SE should be administered at 6, 12, 18, 24, 30, 36, 48 and 60 months. These intervals are outlined in REDCap.

When finished, change the form status to *Complete* and then save the record as for the *Demographics* instrument.

### Additional Instruments

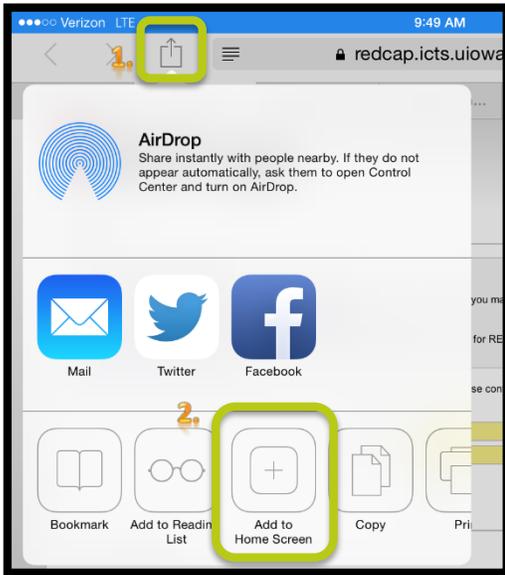
Additional instruments may be added and revisions may be made to the current instruments. Any additional instruments will be accessed and completed in the same way as those described above.

### Tips and Tricks

#### Adding REDCap to the Home Screen

Open REDCap in *Safari* to add an icon to the home screen of your iPad. (The Safari icon should be one of the stationary icons at the bottom of the home screen.) Once open tap the icon to the left of the forward arrow that looks like an open book. Next, tap *Add to Home Screen*. An icon, such as the one in the picture below and to the right, will appear on the home screen and there are options given for naming the icon.

Figure 14 – REDCap Icon on the Home Screen



### Hard Copies of ASQ

There are sections of the ASQ that require the child to trace lines or look at shapes. While these photos are available to view in REDCap it is advisable to bring a hard copy of the ASQ for the child to draw on or view. It is also safe practice to bring a hard copy of all the forms you will be using for the day as backup in case the battery or cellular data fails.

## **Appendix A: Benchmark Plan**

## **Appendix B: Demographics, Case Activity, and Quarterly Service Report Explanations**

Instrument	Question	Explanation
Demographics	Participant ID:	Can be any combination of your agency's choosing. This is to help your agency identify each participant.
Demographics	Family ID:	Can be a combination of your agency's choosing but must be numeric value only and must be identical across all family members.
Demographics	Case no:	Must be numbers in subsequent order only. Your agency's first participant=1, second participant=2 and so on.
Demographics	Date of Enrollment:	Enter the date of enrollment. Date should be written mm-dd-yyyy only.
Demographics	Is this participant part of the MIECHV 1 grant?	Mark yes if the family is being served through the MIECHV 1 grant. Mark no if the family is served through the MIECHV 2 grant or if the family is not served through either MIECHV grant.
Demographics	Is this participant part of the MIECHV 2 grant?	Mark yes if the family is being served through the MIECHV 2 grant. Mark no if the family is served through the MIECHV 1 grant or if the family is not served through either MIECHV grant.
Demographics	Model type:	Select Early Head Start, Healthy Families America, or Nurse Family Partnership.
Demographics	Target child?	Select yes or no. Only one child in each family can be the target child. Primary caregiver information should be collected in the same participant ID as the target child and should not be recorded in all child files in REDCap. For twins or multiple births, target child can be randomly assigned.
Demographics	Household size:	Enter the self-reported number of individuals in the household.
Demographics	County where services are provided:	Enter the county where services are provided.
Demographics	Is any adult in the household in the military, reserves, or national guard?	Of those reported to be in the household, mark yes or no if any adult is in the military, reserves, or national guard.
Demographics	Household's primary language:	Select primary language from the dropdown menu or select other.
Demographics	Household's primary language (other):	If other was selected for primary language, enter the primary language.
Demographics	Annual income for family:	Enter the self-reported annual household income. Income is defined as estimated earnings from work plus other sources of cash support. These sources may be private, e.g. rent from tenants/borders, cash assistance from friends or relatives, or they may be linked to public system, i.e. child support payments, TANF, Social Security, and Unemployment Insurance.

Instrument	Question	Explanation
Demographics	Age of primary caregiver at enrollment:	Select the age of the primary caregiver from the dropdown.
Demographics	Birthdate of primary caregiver:	Enter the birthdate of the primary caregiver. Date should be written mm-dd-yyyy only.
Demographics	Gender of primary caregiver:	Enter male or female.
Demographics	Race of primary caregiver:	Select all that apply.
Demographics	Hispanic or Latino (for primary caregiver):	Select yes or no.
Demographics	Marital status of primary caregiver:	Select the self-reported marital status of the primary caregiver.
Demographics	Age of child at enrollment:	Select the age of the child at enrollment from the dropdown.
Demographics	Birthdate of child:	Enter the birthdate of the child. If child was enrolled prenatally, leave this section blank at enrollment and enter the correct date after the child is born. Date should be written mm-dd-yyyy only.
Demographics	Gender of child:	Select male or female.
Demographics	Race of child:	Select all that apply.
Demographics	Hispanic or Latino (for child):	Select yes or no.
Case Activity	Date:	Enter the date the Case Activity section was completed. Date written mm-dd-yyyy only.
Case Activity	Agency:	Select your agency from the dropdown.
Case Activity	Is this participant part of the MIECHV 1 grant?	Mark yes if the family is being served through the MIECHV 1 grant. Mark no if the family is served through the MIECHV 2 grant or if the family is not served through either MIECHV grant.
Case Activity	Is this participant part of the MIECHV 2 grant?	Mark yes if the family is being served through the MIECHV 2 grant. Mark no if the family is served through the MIECHV 1 grant or if the family is not served through either MIECHV grant.
Case Activity	When did the participant enter the program?	This date should match the enrollment date. Date should be written mm-dd-yyyy only.
Case Activity	If services have been discontinued, when did the participant leave the program?	Enter the date services ended. Date should be written mm-dd-yyyy only. If services have not ended, leave this section blank.
Case Activity	Why did the participant leave the program?	Describe the reason or reasons why the participant left the program.
Case Activity	Other notes:	Include any other notes on the family.
Case Activity	Primary worker 1:	Enter the name of the primary family support worker.

Instrument	Question	Explanation
Case Activity	Primary worker 2:	If the primary family support worker changes, enter the name of the new primary family support worker.
Case Activity	Primary worker 3:	If the primary family support worker changes again, enter the name of the new primary family support worker.
Case Activity	Reason for change in workers:	Describe the reason or reason(s) why the family support worker changed. Provide a description for each change made if more than one change is made.
Quarterly Service Report	Today's Date:	Enter today's date written mm-dd-yyyy only.
Quarterly Service Report	MIECHV 1 family?	Mark yes if the family is being served through the MIECHV 1 grant. Mark no if the family is served through the MIECHV 2 grant or if the family is not served through either MIECHV grant.
Quarterly Service Report	MIECHV 2 family?	Mark yes if the family is being served through the MIECHV 2 grant. Mark no if the family is served through the MIECHV 1 grant or if the family is not served through either MIECHV grant.
Quarterly Service Report	Mother is currently pregnant	Select yes if mother is currently pregnant in this quarter or no if she is not currently pregnant in this quarter.
Quarterly Service Report	<p>Mother is at risk for an unplanned pregnancy</p> <p>Definition: She is capable of pregnancy, but not currently pregnant and has not been sterilized</p> <p>*If no, skip the following two questions (preconception care and inter-birth intervals)</p>	Select yes if mother is at risk for an unplanned pregnancy in this quarter. Select no if mom is currently pregnant, if she has been sterilized, or if for some other reason mom is not capable of becoming pregnant in this quarter.
Quarterly Service Report	Information was provided about preconception care.	Select yes if information was provided about preconception care in this quarter. Select no if information was not provided about preconception care. Only answer this question if mom is at risk for an unplanned pregnancy and you selected yes for the previous question.

Instrument	Question	Explanation
Quarterly Service Report	Information was provided on inter-birth intervals	Select yes if information was provided on inter-birth intervals in this quarter. Select no if information was not provided on inter-birth intervals. Only answer this question if mom is at risk for an unplanned pregnancy and you selected yes for being at risk for an unplanned pregnancy.
Quarterly Service Report	Number of times child received health care in an emergency room of a hospital	Enter the number of times a child received health care in an emergency room of a hospital in this quarter. Enter numeric value only.
Quarterly Service Report	Number of times mother received health care in an emergency room of the hospital	Enter the number of times mother received health care in an emergency room of the hospital in this quarter. Enter numeric value only.
Quarterly Service Report	Number of injuries that required medical treatment from a recognized medical professional	Enter the number of injuries that required medical treatment from a recognized medical professional in this quarter. Enter numeric value only.
Quarterly Service Report	Number of reports to Department of Human Services for Suspected maltreatment	Enter the number of reports to Department of Human Services for Suspected maltreatment in this quarter. Enter numeric value only.
Quarterly Service Report	Number of enrolled children 0-kindergarten in family who are reported first time victims of maltreatment	Enter the number of enrolled children 0-kindergarten in family who are reported first time victims of maltreatment. Enter numeric value only.
Quarterly Service Report	Number of substantiated maltreatment reports by Department of Human Services	Enter the number of substantiated maltreatment reports by Department of Human Services in this quarter. Enter numeric value only.
Quarterly Service Report	How many referrals were provided in this quarter?	Enter the number of referrals that were provided in this quarter. Enter numeric value only.
Quarterly Service Report	How many referrals were acted upon by the family in this quarter?	Enter the number of referrals that were acted upon by the family in this quarter. Enter numeric value only.
Quarterly Service Report	Number of home visits in this quarter:	Enter the number of home visits this quarter. Enter numeric value only.
Quarterly Service Report	Mother has given birth	Select yes if mother has given birth in this quarter. Select no if she is currently pregnant or did not give birth in this quarter.
Quarterly Service Report	Mother is parenting a newborn	Select yes if mother is parenting a newborn. Newborn, for this purpose, is defined as an infant 6 months or less. Select no if mother is not parenting a newborn.
Quarterly Service Report	Mother has breastfed any length of time	Select yes if mother has breastfed any length of time, including trying once in the hospital or at home. Select no if mother has never tried breastfeeding any length of time.

Instrument	Question	Explanation
Quarterly Service Report	Mother is still breastfeeding at 6 months	Select yes if mother is still breastfeeding at 6 months after child's birth. Select no if mother is not breastfeeding 6 months after child's birth. If child is not 6 months in this quarter, this question does not need to be filled out.
Quarterly Service Report	Child has turned 1 year old this quarter	Select yes if child had a 1 year birthday in this quarter. Select no if child did not have a 1 year birthday in this quarter.
Quarterly Service Report	Child is in compliance with CDC recommended immunization schedule	Select yes if child is in compliance with all CDC recommended immunizations for their age. Select no if child is not in compliance with all CDC recommended immunizations for their age.
Quarterly Service Report	Type of insurance for primary caregiver:	Select type of insurance from the options listed.
Quarterly Service Report	Type of insurance for child:	Select type of insurance from the options listed.
Quarterly Service Report	Primary caregiver's educational attainment:	Select primary caregiver's highest level of educational attainment from the options listed.
Quarterly Service Report	Primary caregiver's education/training status:	Select whether the primary caregiver is a student/trainee or not.
Quarterly Service Report	Primary caregiver's employment status:	Select primary caregiver's employment status from the options listed.
Quarterly Service Report	Did this family receive injury prevention information?	Select yes or no.
Quarterly Service Report	Family has been offered information on Positive Behavior Intervention Supports - Parent Modules	Select yes or no.
Quarterly Service Report	Child is up to date with well-child exams?	Select yes if child is up to date with all recommended EPSDT well-child exams for their age. Select no if child is not up to date with all recommended EPSDT well-child exams for their age.
Quarterly Service Report	Income	Enter self-reported annual income for the household. Income is defined as estimated earnings from work, plus other sources of cash support. These sources may be private, e.g. rent from tenants/borders, cash assistance from friends or relatives, or they may be linked to public system, i.e. child support payments, TANF, Social Security, and Unemployment Insurance.

Instrument	Question	Explanation
Quarterly Service Report	Value of benefits	Enter self-reported annual benefits for the household. Benefits include non-cash benefits such as nutritional assistance program (e.g. SNAP and WIC), energy assistance, housing vouchers, etc., and could be estimated as the value of the benefit received. If family is unaware of the estimated value of the benefit, these benefits can be estimated based on state averages.

## **Appendix C: Instrument Timelines**

<b>Instrument</b>	<b>When to enter in REDCap</b>
<b>Demographics</b>	With each family on enrollment and once child is born (if enrolled prenatally)
<b>Case Activity</b>	With each family on enrollment, if any changes are made to primary family support worker, or if services are discontinued for any reason.
<b>QSR</b>	Four times annually: 1) Oct/Nov/Dec 2) Jan/Feb/Mar 3) Apr/May/Jun 4) Jul/Aug/Sept)
<b>AOD Screening</b>	Once annually
<b>LSP</b>	On enrollment and every 6 months after
<b>EPDS</b>	10 weeks postpartum
<b>ACE</b>	TBD- be aware of this but no required use at this time
<b>CHDR</b>	According to recommended well-child visit schedule
<b>Relationship Assessment</b>	Birth, 3mo, 6mo, 12mo
<b>ASQ III</b>	According to ASQ recommendations: at child's 2 and 4 month or at enrollment. Every 4 months thereafter until 24 months. From 24 months on, every 6 months.
<b>ASQ:SE</b>	As prescribed intervals by child's birth date