

**Iowa Community Empowerment
Annual Report, State Fiscal Year 2009
July 1, 2008 through June 30, 2009**

Date This Report Approved By The Local CEA Board: September 3, 2009

Name of Community Empowerment Area: **JOHNSON COUNTY EMPOWERMENT**

Counties/Area Served: **JOHNSON**

Website: **www.jcempowerment.com**

Current Board Chairperson: Sara Baird

Current Fiscal Agent: Terrence Neuzil

Signature: _____

Signature: _____

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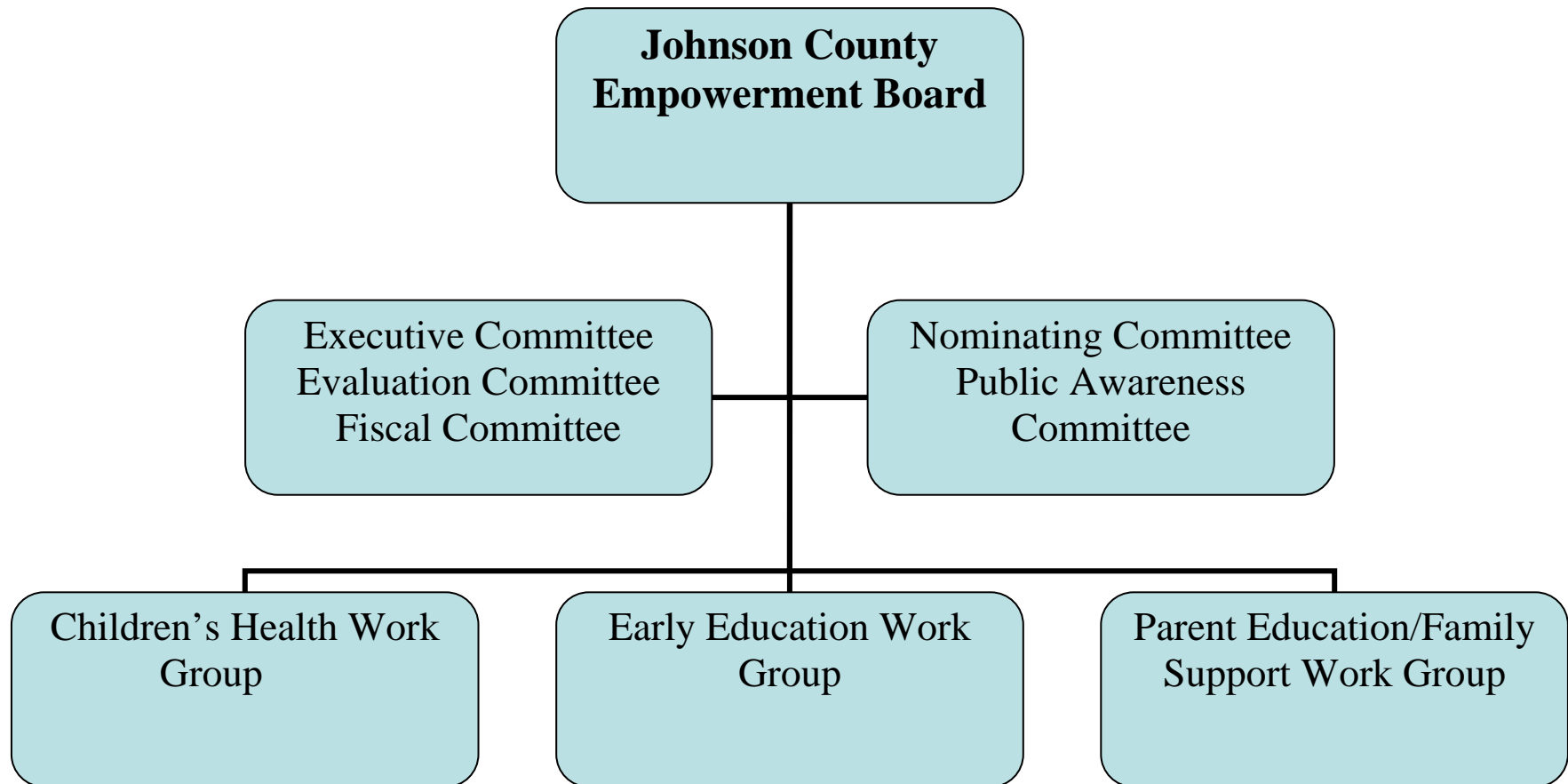
SECTION I –

a. **Current Community Empowerment Board Composition on September 15, 2009**

A. Number of Board Members (Board Size): **20**

Column 1 Name	Column 2 Representation	Column 3 Name of Employing Organization	Column 4 Member or Employing Organization receives CE Funds either directly or indirectly	Column 5 Citizen/Elected Representative
Chair: Sara Baird	<i>Required consumer</i>	Libraries, U of Iowa		Citizen
Vice Chair: Alice Atkinson		Retired		Citizen
Secretary: Cheryl Whitney	<i>Required human services</i>	Big Brothers/Big Sisters		Not Applicable per IA Code - Citizen
Treasurer: Sally Weyer	<i>Required business</i>	Weyer Law Firm, P.L.C.		Citizen
Fiscal Agent: Terrence Neuzil		Johnson County Board of Supervisors		Elected
Nadine Fisher	<i>Required health</i>	Johnson County Public Health		Not Applicable per IA Code - Citizen
Brenda Parker	<i>Required education</i>	Clear Creek Amana School District	School Ready Scholarships	Not Applicable per IA Code
Carol Nordquist	<i>Required faith</i>	Retired		Citizen
Lance Bolton		Information Systems, U of Iowa		Citizen
Nancy Chown		HACAP	Parent Education, Head Start	No
Jill Dodds		Child Development Home Provider		Citizen
Carlette Washington- Hoagland		Libraries, U of Iowa		Citizen
Terri McGraw		Grant Wood AEA	CART-JC	No
Janet Peterson		MECCA	Partners In Parenting	No
Justine Retz		4Cs CCR&R	Provider Supports, Home Ties	No
April Roe		Mercy Hospital Iowa City		Citizen
Ulrike Schultz		College of Public Health, U of Iowa		Citizen
Stephen Trefz		Mid-Eastern Iowa Community Mental Health Center		Citizen
Phyllis Tucker		Iowa City Community School District	Shared Visions Preschool & Wraparound, FSP, SVPP Wraparound	No
Corey Watt		DHS – Scott County Service Area		Citizen

b. **Organizational Structure**



The Johnson County Empowerment Board is organized into a **Board of Directors, Priority Area Work Groups, and Standing Committees.**

The purpose of the **Board of Directors** is to oversee and coordinate collaborative services for children and families in Johnson County. The initial emphasis is on the delivery of services to children age 0-5. The long term purpose will be to improve the efficiency and effectiveness of services in the areas of education, health, and human services for persons of all ages. The Board consists of a membership of twenty-one to thirty-one members and follows the rules of membership established by the Empowerment legislation.

The Johnson County Community Plan for Early Childhood includes four priority areas: children's health, early education, parent education/family support, and community wellness. **Priority Area Work Groups** have been established for the first three priorities to provide guidance and consultation to the Board regarding each of the specific areas of priority. Work Groups monitor community needs and make recommendations to the Board regarding the focus of Requests For Proposals (RFPs), then review program proposals and make recommendations to the Board regarding program funding. Work Groups provide ongoing program oversight, including reviewing quarterly reports and providing technical assistance to contracting agencies in implementing programs. Work group membership is comprised of Board members and other community members.

Standing Committees have been established to further assist the Board in its functioning. Committees include Executive, Evaluation, Fiscal, Nominating, and Public Awareness. The Executive Committee is chaired by the Board Chairperson and meets monthly, with the responsibilities of setting the agenda for Board meetings, making policy recommendations to the Board, and providing supervision to the Early Childhood Specialist. The Evaluation Committee meets monthly and acts as a resource to both the Board and to contracting agencies in evaluating programs and progress towards local indicators. The Fiscal Committee is chaired by the Board Treasurer and meets quarterly to provide fiscal oversight and monitoring information to the Board. The Fiscal Committee reviews the Board's fiscal policies and makes recommendations to the Board. The Nominating Committee is chaired by the Vice Chairperson and is responsible for recruitment of new Board members. The Nominating Committee monitors the composition of the board to ensure compliance with state legislation and local by-laws. The Public Awareness Committee is responsible for developing and distributing materials aimed at increasing public awareness of the work of the Empowerment Board and the issues related to families with children 0-5.

The Board contracts with Johnson County to employ a full-time **Early Childhood Specialist** and a half-time **Administrative Assistant**. These positions are both county employees and follow all of the county employment policies. Work direction is provided by the Chairperson and Executive Committee.

Minutes from the meetings of the Board of Directors, Priority Work Groups and Standing Committees are included in the monthly packet prepared for each Board meeting. Meeting minutes can also be found online on the Johnson County Empowerment website on the Meeting Minutes page. Agendas for all Board, Priority Work Group, and Standing Committee meetings are posted on the website and e-mailed to ten individuals within five communities for posting on public bulletin boards.

Johnson County Empowerment is actively involved in **efforts to provide formal communication and broad coordination of all community planning efforts**. Participants in this effort include Youth Development, Juvenile Crime Prevention, Decat, United Way, Johnson County Board of Supervisors, and Johnson County Council of Governments. It is through participation in the various community planning efforts that the fourth priority of community wellness is addressed.

The **Early Childhood Specialist participates in many community planning initiatives** and provides a link between the work of the Board and other community groups. Activities have included the Iowa City Community Schools Early Childhood Task Force, United Way's Starting Smart planning group, Prevent Child Abuse Johnson County, the Johnson County Coalition Against Domestic Violence, the Johnson County Early Learning Initiative, the Iowa City Housing Authority Program Coordinating Committee, Community Partnerships for Protecting Children, Decat planning, the Drug-Free Communities grant, and Youth Development.

There are several layers to expenditure tracking for the Board. Johnson County Empowerment has a half-time Administrative Assistant who is responsible for processing all invoices and generating vouchers.

Agencies send invoices and all supporting documentation to Administrative Assistant either monthly or quarterly (agency choice). Administrative Assistant ensures that all billed expenses are supported by the contract and are appropriately substantiated with documentation, then prepares vouchers on county forms. Copies of all forms and documentation are kept in a file in the Empowerment Office. Administrative Assistant gives the batch of vouchers to the Johnson County Social Services (JCSS) Coordinator for review and signature. JCSS gives the vouchers to the County Auditor's office. Staff in the auditor's office reviews for accuracy and completeness of documentation, and processes for payment. County Auditor's office pays claims according to county policies. All claims are paid by the county and then the county receives one monthly reimbursement from Empowerment.

The Johnson County Auditor's Office provides monthly reports of revenues, approved claims, and checks cleared. The Empowerment Early Childhood Specialist provides monthly bank statements.

The Administrative Assistant reconciles:

- claims submitted with approved claims reports
- revenue reports with bank statement deposits
- checks cleared reports with bank statement withdrawals

The Board Treasurer reconciles:

- revenue reports with bank statement deposits
- checks cleared reports with bank statement withdrawals
- calculates the interest earned distribution among funding sources

During FY 2009, the board has had many situations arise regarding **local contracts**. Over the course of the year, the board dealt with or discussed contract verbiage for multiple situations with local providers. The importance of clear and precise language was acknowledged, even as the board gave rulings on slightly ambiguous language. In general, clarification of the language was easily documented (via meeting minutes and notes) and incorporated where appropriate in recent contracts. Also addressed were questions of contract compliance and resulting board action. Contract enforcement is a new issue for the board and the interpretation of when contract terms should be imposed and when there is room for discretion was unclear. There are rules and regulations which are important to guide the process, but which are often not necessarily enabling the board to bring about change and improve services for children and their families. The board has acknowledged that local contracts and enforcement policies should be reviewed.

SECTION II – Community Plan and Collaborative efforts to Achieve Results

Community Plan Updates

The Community Plan was revised December 2008 to include more description about the role of the Healthy Child Care Iowa Child Care Nurse Consultant and to include specific dollar amounts in the Funding Assessment. Other than those changes, the Plan remains the same as it was last year.

Community Collaborative Efforts

1. Mental Health Needs

When the Johnson County Community Plan for Children 0-5 was revised in 2005, **mental health needs** were identified as an issue with significant community impact. When discussing mental health needs, it is often difficult to “tease out” the issues. Specifically, is it a parent issue (i.e., maternal depression), a relationship issue (i.e., attachment disorder), a child issue (i.e., behavior problem), an environmental issue (i.e., chaotic, non-nurturing, developmentally inappropriate), or a combination of factors that is causing the problem? Often it is a combination of those factors, though the systems for addressing them are often separate. The Johnson County Empowerment Early Childhood Specialist has been working with **4Cs Child Care Resource & Referral, Grant Wood Area Education Agency, the Iowa City Community School District, Neighborhood Centers of Johnson County, United Action for Youth, the University of Iowa Department of Psychology, and the University of Iowa Hospitals and Clinics Department of Psychiatry** to address the various aspects of mental health needs in the county and to help to provide a more integrated approach to mental health needs. The specific aspects addressed this year include maternal depression, infant mental health, and preschool behavioral issues.

In the area of **maternal depression**, Empowerment has worked collaboratively with providers of home visitation services through Iowa City Community School District (ICCS), Neighborhood Centers of Johnson County (NCJC), and United Action for Youth (UAY) along with the University of Iowa Department of Psychology to provide more widespread screening for maternal depression. It is estimated in the literature that 40% of low income women experience postpartum depression and that postpartum depression is under detected and under treated. The families served by the Empowerment Family Support Program (home visitation) often experience many of the risk factors for postpartum depression, including inadequate social support, lower socio-economic status, stressful life events, and childcare related stressors to name a few. The Empowerment Early Childhood Specialist worked with Dr. Lisa Segre from the University of Iowa to develop a training series that was specific to the Empowerment home visitation staff regarding the use of the Edinburgh Postnatal Depression Screening. Empowerment’s role has been to act as the “connector” between the service agencies and the mental health professionals by organizing the training session, developing the screening protocols, identifying community partners to which to refer families, and providing the materials so that the agencies can implement the screening tool. During 2008, Empowerment contracted with Mid-Eastern Iowa Community Mental Health Center to provide training to 17 home visitation staff on the use of the “Parenting Well When You’re Depressed” resource guide for families. Staff from five agencies received 16 hours of training about how parental mental illness

impacts the entire family, strategies for working with parents with mental health concerns, and identifying parenting strengths in parents with mental health concerns.

The Johnson County Empowerment Family Support Program (ICCSA, NCJC, UAY) and the University of Iowa Hospitals and Clinics Department of Psychiatry began a partnership to address infant mental health needs in the family. Dr. Beth Troutman from the UIHC has partnered with Empowerment to provide **infant mental health training and consultation** to home visitation staff, with a goal of increasing effectiveness of home visiting services by 1) enhancing family support workers' knowledge of early childhood mental health, 2) improving early identification of mental health problems, and 3) facilitating access to appropriate mental health services. Program activities have included training, individualized consultation, and home-based technical assistance. In the first phase of the project, in Fall 2006, nineteen home visitors participated in a training by Dr. Troutman and Ms. Tracy Moran about early childhood mental health problems, parenting problems, and maladaptive child-parent relationships. Information was also provided about assessment tools, copies of articles on infant mental health, and a list of infant mental health resources. The second phase of the project is to provide individualized consultation in a group-based setting. Brainstorming regarding case conceptualization and problem solving across all those in attendance is encouraged. The consultants model reflective practice by discussing their reactions to the cases and how these reactions might influence their conceptualization and practice. Pertinent resources in the area are discussed. Possibilities for measurement, consultation, and further treatment are outlined. A third aspect is the in-home consultation. Although the primary focus of this program is early childhood mental health, one of the tenets of early childhood mental health is the importance of addressing factors that may impact a family's ability to support the social-emotional development of young children. Thus, it is often necessary to make facilitated referrals for other services that could meet the additional needs of the family (e.g., adult mental health services, couples therapy, daycare, labor/delivery support). In order to not overwhelm the family, it is sometimes necessary to prioritize the greatest needs and develop a plan to address them over time rather than referring them to several services at once (e.g., referring the mother for treatment of depression immediately and parent-child therapy to address her child's mental health problems two months later). In 2007, a fourth component was added to the program. Advanced Mental Health Seminars are provided monthly to provide information about topics such as working with parents with insecure attachments, interventions to address disruptive behavior, interventions to address insecure infant-caregiver attachments in children less than one year of age and in 1-3 year olds, and working with families who are being investigated for child abuse or neglect. In June, the JCE Early Childhood Specialist attended an **Early Childhood Mental Health Consultation Workshop** along with individuals from UIHC, Grant Wood AEA, and ICCSD. The meeting addressed developing a system of consultation and there was discussion about how such a system could work in Johnson County.

Grant Wood Area Education Agency (GWAEA) provides support for **preschool children with behavioral needs** in the classroom through their Childcare Alliance Response Team (CART) program. An issue was identified locally that children were being asked to leave childcare settings because their behaviors were unmanageable by childcare staff and there were limited resources available to programs to address behavior concerns. The purpose of the CART program is to maintain the childcare placement and improve the social/emotional assets of children ages 0-5 with intense behavior challenges. Activities to achieve that goal include 1) providing intensive, behavioral support for children who have not yet been labeled as having special education needs, but who have been referred by childcare providers or parents for extremely challenging behavior; 2) providing assistance and modeling in implementing the behavior strategies; and 3) developing program improvement plans based on

Iowa's Quality Preschool Program Standards assessment results to benefit all children in the program. With an approach that addresses both the child and the environment, changes can be made that will have a lasting impact. In April, the JCE Early Childhood Specialist attended the Prevent Child Abuse Iowa conference. During the conference, she met with Dr. Walter Gilliam from the Yale Child Study Center. Dr. Gilliam provided some suggestions as well as additional evaluation materials for use in the CART program. CART staff will begin to use the **Preschool Expulsion Risk Measure** and the **Preschool Mental Health Climate Scale** during FY 2010.

A final component in the community-wide efforts to address mental health concerns includes **early screening for social-emotional concerns**. The Johnson County Empowerment Early Childhood Specialist provides training to community-based providers of services to families in the use of the Ages & Stages Questionnaires (ASQ; a developmental screening tool) and the Ages & Stages Questionnaires: Social-Emotional (the social-emotional counterpart to the ASQ). The ASQ and ASQ:SE were chosen because the ASQ is the first tool used by the Grant Wood Area Education Agency when they receive a referral from a family with a concern about a child's development. The ASQ & ASQ:SE are also among the screening tools being recommended by the statewide ABCDii Early Childhood Healthy Mental Development advisory councils, of which the Early Childhood Specialist has been a member. By utilizing the same tool as other organizations and health care providers, it allows us facilitated referral and communication between agencies. The ASQ & ASQ:SE are a part of the empowerment funded home visitation program and 42 home visitors at ICCSD, NCJC, and UAY have been trained in their use. In cooperation with Johnson County Public Health, 15 maternal and child health staff have received training in early screening for developmental and social/emotional concerns. Through the 4Cs Child Care Resource & Referral child care provider professional development programs, this training is made available to center- and home-based child care providers. To date, the JCE Early Childhood Specialist has provided training to over **130** childcare providers/early educators, **27 of those during FY 2009**.

2. Quality in Parent Education and Family Support Programs

As local parent education and family support programs continue to adapt to meet local family needs, they are also adapting to the increased need to demonstrate quality. Community Empowerment Boards are strongly encouraged to support programs implementing **evidence-based family support and parent education practices** and **utilizing standardized curricula** in order to make the best investment possible with public funds. Community Empowerment Boards are also strongly encouraged to support programs that meet, or are diligently working toward meeting, the **Iowa Family Support Credentialing** process that utilizes the Iowa Family Support Standards. It can often be difficult to balance time spent on providing direct services to families with time spent on documentation and quality demonstration.

During FY 2009, programs funded with Empowerment Parent Education & Family Support Funds were required to use one of two evaluation tools identified by the state, the **Life Skills Progression Modified** and the **Protective Factors Survey**. In order to facilitate the implementation of these new required tools, Johnson County Empowerment initiated and hosted an informational meeting, facilitated by the State Technical Assistance Team and attended by contracting agencies. JCE also purchased copies of the user's guide for the *Life Skills Progression* and provided them to each contracting agency that is using the tool. JCE

worked with Neighborhood Centers of Johnson County, which provided staff in-kind, to develop a computerized data analysis tool to assist in reporting outcomes.

Johnson County Empowerment has committed support for **state credentialing** for each of the three agencies contracting to provide the Empowerment Family Support Program. The Early Childhood Specialist has attended peer review/credentialing meetings with agencies and is working with agencies to modify local paperwork, reporting requirements, and program structure to implement suggestions from the peer review/credentialing process.

During FY 2010, programs funded with Empowerment Parent Education & Family Support Funds must utilize **standardized curricula**. Again, this is a change for many of the JCE funded programs. JCE hosted a resource sharing meeting for the current parent education/family support program contractors. During this meeting, local agencies shared with each other curricula that they have used as well as brainstorming possible materials for use in Empowerment funded programs. The Empowerment Early Childhood Specialist shared curricula from the empowerment office and consulted with agencies to identify appropriate curricula for their audience and purpose as well as assisting in modifying program design to meet funding requirements. JCE purchased several curricula for programs that were not currently utilizing standardized curricula. Materials included the *Building a Healthy Start Parent Educator's Manual for the I Am Your Child* video series and *The Health & Wellness Program-A Parenting Curriculum for Families at Risk*. It is the goal that 100% of programs that receive Empowerment Parent Education & Family Support funds utilize a standardized curriculum.

As state and local requirements for parent education and family support programs have changed, there has been quite a bit of local discussion about program design and **reimbursement structure**. Johnson County Empowerment has initiated several meetings with empowerment and contracting agencies to discuss streamlining paperwork, identifying appropriate paperwork, and revising the reimbursement structure for home visitation programs. For FY 2010, the reimbursement structure was changed to address changes in program implementation expectations. The new structure was developed as part of a collaboration between the Empowerment Board and current contractors.

3. Quality in Early Education Programs

As local early education programs continue to adapt to meet local family and child needs and respond to the current economic crisis, they are also adapting to the increased need to demonstrate quality. Community Empowerment Boards are strongly encouraged to support the implementation of **evidence-based, quality practices and services** with proven positive outcomes for children. For many early educators, this is a new way of thinking about their programs. Often, there is little external incentive for a provider or program to improve or demonstrate quality in their program.

Curriculum used in preschools that receive funds through Community Empowerment should be research-based or evidence-based and developmentally appropriate. It can be difficult for providers to identify, purchase, and receive training regarding implementation of a research-based or evidence-based curriculum. For providers receiving Preschool Programming Support funds that were not utilizing a research- or evidence-based curriculum, Johnson County Empowerment purchased the **Creative Curriculum for Preschool** for use in their classrooms. For programs already implementing research- or evidence-based

curriculum, Johnson County Empowerment purchased the ***Creative Curriculum Study Starters*** as additional incentives for the use of the curriculum. It is the goal that 100% of programs that receive Preschool Programming Support funds implement a research- or evidence-based curriculum in FY 2010.

In order to determine if children are at age-appropriate levels, a required performance measure, children should be assessed using a research and evidenced-based measurement. Performance Measures reported in the Preschool Programming Support for Low-Income Families section of the CEA Annual Report require programs to report the number/percent of children at age-appropriate levels. This determination must be accomplished through the use of a reliable, published tool. For providers receiving Preschool Programming Support funds that were not utilizing a reliable published tool, Johnson County Empowerment purchased the program's choice of the ***Creative Curriculum Developmental Continuum*** or the ***Ages & Stages Questionnaires Third Edition (ASQ-3)***. When requested, Johnson County Empowerment also purchased the ***Ages & Stages Questionnaires: Social-Emotional (ASQ:SE)***. Programs that were already utilizing the ASQ were provided with the newly revised edition of the ASQ-3. Programs that were already utilizing the *Creative Curriculum Developmental Continuum* were offered the *Creative Curriculum Study Starters* as additional incentives for implementing the full curriculum. Johnson County Empowerment also provided no-cost training in the use of the ASQ and ASQ:SE and will facilitate training in the ASQ-3 in FY 2010. It is the goal that 100% of programs that receive Preschool Programming Support funds utilize a research and evidence-based measure to assess children's development in FY 2010.

Update on the early childhood system strategies that were developed in your empowerment area through the Early Childhood Iowa/National Governor's Association Regional meetings.

Note: During this meeting, the information we were given for the exercise was not accurate or up-to-date. We were told that this was simply an exercise in the process of identifying priorities and working on plans. We were told the purpose was to practice the process so that we could use that process later within the Board and community to identify actual local priorities.

1. Identify local champions within community
Local champions have been identified.
2. Dolly Parton Imagination Library
There is information in the Empowerment Office, but no action has been taken.
3. Community awareness of activities that are already happening
The Board continues to try to revitalize the Community Awareness Committee. This has been difficult as the Board has been reacting to legislative, fiscal, and contractual issues; leaving less time for community awareness.

SECTION III – Achieving Results**Community Plan Priorities**

1. Children's Health
 - Health promotion, including healthy nutrition
 - Increase accessibility of health insurance for children
 - Increase access to quality pediatric health and dental care
 - Early identification and treatment of health, development, and behavioral concerns
2. Early Education
 - Increase the availability of quality early education
 - Increase the accessibility and affordability of quality early education
 - Improve quality in early education
3. Parent Education & Family Support, supporting families to:
 - Strengthen supportive parenting skills
 - Enhance parent/child relationships
 - Provide safe, stable, nurturing home environments
 - Increase healthy informal networks of support
 - Utilize appropriate community resources
 - Address parental issues of health, mental health, disability, and substance abuse needs
4. Community Wellness
 - Build culturally competent systems of care to address the impact of:
 - Multiple languages
 - Multiple cultures
 - Rural issues
 - Address family issues such as:
 - Poverty
 - Community safety
 - Transportation

Community Plan Indicators

Codes for Identifying state results for Indicators:

A. Healthy Children

B. Secure & Nurturing Families

C. Secure & Nurturing Child Care Environments

D. Children Ready to Succeed in School

E. Safe & Supportive Communities

Community Empowerment Area Indicators	State Result to which indicator is linked	Identify the Source of data for each Indicator	Baseline Data	Subsequent Year's Data (Trend Line) Identify the Year			Goal	Progress Update
# of children enrolled in state health insurance programs (0-17)	A	DHS	<u>1999</u> 2,152 TXIX	<u>2005</u> 3,972 TXIX 331 hawk-i (42%)	<u>2007</u> 4,743 TXIX 397 hawk-i (54%)	<u>2009</u> 5,461 TXIX 372 hawk-i (51%) (104 are age 1-5 yrs)	Increase hawk-i enrollment to 75% of goal by 2011 (75% of goal is 547 children) This goal was originally set for 2008 but not achieved.	Received DHS funding for outreach in FY00 and Empowerment began funding staff for outreach during FY03. hawk-i began tracking stats Aug. 2000. From April 2002 to April 2009 enrollment has increased 74% (214-372). While additional children continue to be enrolled, we struggle with an almost equal number being disenrolled monthly. This year there were problems with outdated or unavailable enrollment forms.
			<u>2000</u> 2,391 TXIX	<u>2006</u> 4,279 TXIX	<u>2008</u> 4,986 TXIX	Enrollment in state health insurance programs has increased 27% from last year		
			Aug. hawk-i 76	330 hawk-i (45%)	403 hawk-i (55%)			

Community Plan Indicators

Community Empowerment Area Indicators	State Result to which indicator is linked	Identify the Source of data for each Indicator	Baseline Data	Subsequent Year's Data (Trend Line) Identify the Year			Goal	Progress Update
# of confirmed child abuse reports (per 10,000 population) OR Per (1,000 age 0-17)	B	DHS	<u>1998</u> 239 (12.4 rate) <u>2003</u> 230 confirmed/founded 311 children 157<6 yrs old (45%)	<u>2005</u> 248 conf/found 355 children 206<6 yrs old (56%)	<u>2007</u> 211 conf/found 312 children 160<6 yrs old (51.3%)	<u>2008</u> 201 conf/found 290 children 170<6 yrs old (58.6%)	Decrease to less than 200 confirmed/founded reports and less than 270 children.	Difficulty in defining rates, i.e. by victim, perpetrator, report and also between confirmed and founded. Goal is difficult to set.
# and % of early education environments meeting quality standards of NAEYC, NAFCC, or QRS	C	DHS 4Cs NAEYC NAFCC	<u>Baseline FY06</u> 0% Homes (0/176) 7% Centers (6/90) QRS: 0% Homes (0) 0% Centers (0) NAEYC 7% Centers (6) NAFCC 0% Homes (0)	<u>FY07</u> 2% Homes (3/170) 12% Centers (11/89) QRS: 2% Homes (3) 6% Centers (5) NAEYC 7% Centers (6) NAFCC 0% Homes (0)	<u>FY08</u> 4% Homes (9/203) 16% Centers (14/85) QRS: 4% Homes (9) (2 in upper levels) 12% Centers (10) (4 in upper levels) NAEYC 5% Centers (4) NAFCC 0% Homes (0)	<u>FY09</u> 8% Homes (18/224) 21% Centers (18/85) QRS: 8% Homes (18) (6 in upper levels) 15% Centers (13) (8 in upper levels) NAEYC 7% Centers (6) NAFCC 0% Homes	Increase to 15% of Homes and 25% of Centers by 2010	The QRS was created by the 2005 Iowa Legislature. Empowerment has provided funding to 4Cs beginning in FY06 to increase the number of programs participating in QRS. Empowerment provided funding to 2 Child Development Homes in FY08 to support NAFCC accreditation. Empowerment offered funding for NAEYC accreditation in FY03, but had no participants. In FY09, 3 home providers and 3 centers dropped out of the QRS.

Community Plan Indicators

Community Empowerment Area Indicators	State Result to which indicator is linked	Identify the Source of data for each Indicator	Baseline Data	Subsequent Year's Data (Trend Line) Identify the Year			Goal	Progress Update
% of kindergarten students who attend preschool	D	School districts in Johnson County (Clear Creek Amana, Iowa City, Lone Tree, Solon) 1990 & 2000 Census	1990 56.5% county	2005-2006 82% Combined 81% ICCSD (757/935) 80% LT from LP (24/30) 97% Solon (84/87) CCA not provided	2007-2008 71% Combined (809/1137) 69% ICCSD (642/930) 72% LT (28/39) 90% Solon (77/86) 76% CCA (62/82)	2008-2009 76% Combined (982/1287) 76% ICCSD (783/1035) 80% LT (31/39) 94% Solon (75/80) 70% Clear Creek Amana (93/133)	All areas will have 85% of kindergarteners with preschool experience by 2009. Will increase to 90% by 2011-2012, given the SVPP legislation.	Lone Tree attendance significantly increased since implementing Empowerment scholarships in 2002-2003. ICCSD received SVPP funding in 2007-2008. Lone Tree will receive SVPP funding in 2009-2010.
# of regulated child care slots (licensed, registered, and listed with CCR&R)	E	Johnson County Social Services and 4Cs Child Care Resource & Referral	2001 2,164 Total 1,403 Licensed 761 Registered	2005 5,995 Total 4,433 Licensed 1,488 Registered	2007 6,479 Total 4,747 Licensed 1,732 Registered (1,132 listed w/4Cs)	2008 6,708 Total (1,294 ages 0-5) 4,736 Licensed 134 Preschool 1,838 Registered (1,060 listed w/4Cs) 2009 1189 w/4Cs	Increase total to 6,700 by 2011.	Previous goals met in 2003 and 2007.
# of regulated child care programs	E	Johnson county Social Services and 4Cs Child Care Resource & Referral	2001 339 homes 2004 87 centers 191 homes	2006 90 centers (6 preschools) 176 registered homes 33 unregistered listed w/4Cs	2008 85 centers (5 preschools) 203 registered homes 21 unregistered listed w/4Cs	2009 85 centers 224 registered homes 36 unregistered listed w/4Cs	Increase centers to 88 and homes to 288 by 2009	This indicator was added during FY04. Also during FY04 DHS changed rules regarding home registration.

SECTIONS IV and V – Programs/Services to Support the Priorities – including Program/Services Performance Measures
SECTION IV - Performance Measures: Community Empowerment Early Childhood Funds

Early Childhood Funds

Early Childhood Services Provided	Link to Which Community Plan Priority or Priorities	How Much Was Invested? (Input Measures)	How Much Was Done or Produced? (Output Measures)	How Well Did We Do It? (Quality/Efficiency Measures)	What Was the Change In Conditions for Those We Served? (Outcome Measures)
<p>Capacity Building/Access to Child Care or Preschools <i>Increase access to infant care</i> -4Cs Home Ties emergency child care for children who are homeless or at risk for homelessness</p>	<p>2. Early Education</p>	<p>Amount expended: \$39,714 Empowerment \$75,000 Johnson County Social Services \$57,680 First Mennonite Church \$55,548.65 child care fees \$15,303.08 donations/grants \$13,744.49 CACFP/Food Program</p>	<p>29 infants/toddlers received quality early childhood programming</p>	<p>12 DECAs; 2 referrals 15 ASQ; 17 ASQ:SE; 0 referrals</p>	<p>59% of children received a developmental screen 0 children removed from home</p>
<p><i>Increase children's access to Head Start and other evidence-based child development and child care programs</i> - NCJC PREP intensive summer kindergarten preparation program</p>	<p>2. Early Education</p>	<p>Amount expended: \$18,355.95 Empowerment \$4,687.02 SCCA \$2,321.52 CACFP \$1,658.31 Local Funds</p>	<p>14 at-risk preschool students participated in evidence-based child development program</p>	<p>100% of participating children received a developmental screening 100% of children received at least one home visit; 71% received at least 2 home visits and a conference</p>	<p>45% (5/14) demonstrated age appropriate skills; 8 children referred for evaluation; 0 children received services</p>
<p><i>Increase children's access to Head Start and other evidence-based child development and child care programs</i> - AEA Childcare Alliance Response Team (CART); behavioral supports for child care</p>	<p>2. Early Education</p>	<p>Amount expended: \$34,198.63 Empowerment Early Childhood \$33,170 Empowerment SR Quality Improvement \$20,680.02 GWAEA in-kind</p>	<p>See outcomes under School Ready Quality Improvement</p>	<p>See outcomes under School Ready Quality Improvement</p>	<p>See outcomes under School Ready Quality Improvement</p>

Early Childhood Funds

Early Childhood Services Provided	Link to Which Community Plan Priority or Priorities	How Much Was Invested? (Input Measures)	How Much Was Done or Produced? (Output Measures)	How Well Did We Do It? (Quality/Efficiency Measures)	What Was the Change In Conditions for Those We Served? (Outcome Measures)
<p><i>Increase children's access to Head Start and other evidence-based child development and child care programs</i> - ICCSD Shared Visions Core Preschool Program and Wraparound Child Care</p>	<p>2. Early Education</p>	<p>Amount expended: \$40,852.00 Empowerment \$198,223 Other</p>	<p>32 children participated in school-day, school-year Shared Visions preschool programming</p>	<p>88% of children demonstrated age-appropriate development (28/32)</p>	<p>4 (12%) children referred for additional evaluation; of those 4 (100%) are receiving special education services</p>
<p>Home Child Care Consultant <i>Assistance to home-based child care providers in meeting registration requirements and quality rating system standards</i> -4Cs Provider Supports CDH home visitation consultation</p>	<p>2. Early Education</p>	<p>Amount expended: \$12,728.00 Empowerment \$15,000 CCR&R</p>	<p>136 home visits --40 start-up visits --41 FCCERS visits --55 technical assistance visits</p>	<p>94% of participants consider themselves to be a child care professional</p>	<p>100% (16/16) of participants showed improvement in at least 2 areas of the FCCERS 78% of CCR&R listed homes are also registered with DHS</p>

Early Childhood Funds

Early Childhood Services Provided	Link to Which Community Plan Priority or Priorities	How Much Was Invested? (Input Measures)	How Much Was Done or Produced? (Output Measures)	How Well Did We Do It? (Quality/Efficiency Measures)	What Was the Change In Conditions for Those We Served? (Outcome Measures)
<p>Provider Training/Professional Development <i>Training and professional development opportunities for home- and center-based child care providers</i> AEA IQPPS Support – technical assistance and support for programs to participate in IQPPS AEA Every Child Reads (ECR) – Every Child Reads workshops 4Cs Education & Training and Above & Beyond – training for child care providers Training Stipends – stipends for child care providers to participate in college courses, state, and national conferences Early Childhood Specialist (ASQ) – program support and coordination; training for child care providers to utilize an evidence-based developmental screening tool</p>	<p>2. Early Education</p>	<p>Amount expended: \$65,287.07 Empowerment</p> <p>\$13,500 University of Iowa \$20,525 Class fees \$14,638 Conference registrations \$4,532 Kirkwood College \$1,000 donations \$1,944.39 GWAEA in-kind \$2,296 CCR&R \$1,380 Associations in-kind \$320 CACFP</p>	<p>6 centers received IQPPS coaching and consultation</p> <p>1 series of 5 three-hour Every Child Reads workshops</p> <p>112 hours of free classes offered through CCR&R</p>	<p>6 (100%) centers continuing IQPPS self-study process (100%) 6 (100%) centers developed and are implementing an IQPPS Quality Improvement Plan</p> <p>12 child care providers (3 home-based and 9 center-based) participated in ECR workshops 9 (75%) participants completed all 24 hours of the series; the other 3 each completed at least 12 hrs</p> <p>1,177 home providers attended classes (duplicated)</p> <p>27 additional providers trained to utilize ASQ & ASQ:SE</p>	<p>100% of IQPPS centers have “absolutely” incorporated learning into policy and/or practice at their center</p> <p>100% of ECR participants report incorporating learning into practice or policy 100% of ECR participants report they learned more about language and early literacy strategies 90% of ECR participants know more ways to improve children’s language and pre-reading skills</p> <p>78% of CCR&R listed homes are also registered with DHS 99% know more about guidance & discipline 91% know more about curriculum and developmentally appropriate practice</p>

SECTION V – Performance Measures: Community Empowerment School Ready Funds

Family Support Performance Measures

Prenatal Through Age 3 funding and Prenatal through 5

Name of Family Support Program	Link to Which Comm. Plan Priority or Priorities	How Much Was Invested? (Input Measures)	How Much Was Done or Produced? (Output Measures)	How Well Did We Do It? (Quality/Efficiency Measures)	What Was the Change In Conditions for Those We Served? (Outcome Measures)
<p>Empowerment Family Support Program: Parents As Teachers</p> <p>ICCSA Hills PAT – home visitation</p> <p>ICCSA Coralville PAT – home visitation</p> <p>ICCSA North Liberty PAT – home visitation</p> <p>NCJC PAT – home visitation</p> <p>NCJC Latino PAT – home visitation and group-based parent education for Spanish-speaking families</p> <p>UAY Teen PAT – home visitation and group-based parent education and support for teen parents</p>	<p>3. Parent Education & Family Support</p>	<p>Amount expended:</p> <p>\$350,035.40 Empowerment</p> <p>Of this;</p> <p>\$123,478 is 0-3 and \$226,557.40 is 0-5</p> <p>\$36,517.15 UAY Teen \$2,698 local funds</p>	<p>Number of children (ages 0 – 5) participating in family support/parent education program (unduplicated) 413</p> <p>Number of families participating in family support/parent education program (unduplicated) 280</p> <p>Number of face-to-face visits completed 2,938</p> <p>Number of group parent education meetings offered 151 We fund groups for NCJC Latino and UAY Teen.</p> <p>Ethnicity of head of household 0 Native American or Alaskan Native 0 Native Hawaiian/Pacific Islanders 91 African American 4 Multi-racial 65 Hispanic/Latino 7 Asian 64 White 43 Other</p> <p>Marital status Married – 106 Partnered – 59 Single – 99 Divorced – 3 Widowed – 1 Separated – 6</p>	<p># and % of children, prenatal –5 years old, screened for developmental delays 348/403 for 86%</p> <p># of those children screened that were referred to Early Intervention services 38</p> <p># and % of direct service staff with Bachelor’s level education or higher (health, human services, or education related field) 19/19 for 100%</p> <p># and % of programs that have a national or state credential or have been accepted into the process Accepted into state: 5/5 for 100%</p>	<p>% of participating families that improve or maintain healthy family functioning, problem solving and communication: 80%</p> <p>% of participating families that increase or maintain social supports: 85%</p> <p>% of participating families that are connected to additional concrete supports: 56%</p> <p>% of participating families that increase knowledge about child development and parenting: 52%</p> <p>% of participating families that improve nurturing and attachment between parent(s) and child(ren): 33%</p> <p><u>Participant reported outcomes</u></p> <p>98% are more likely to use positive discipline with their child 99% feel they have more emotional energy to give to their child(ren) 98% know more about what they can expect of their child at this age 99% know where to turn for help when they need it 95% feel less stressed in caring for their child 98% have more ideas about how to discipline their child 98% feel they are more realistic about what to expect of their child at this age 99% have discovered new resources in the community to use</p>

			<p>Household size 1-<u>2</u> 2-<u>48</u> 3-<u>65</u> 4-<u>75</u> 5-<u>46</u> >5 - <u>38</u></p> <p>Annual family income \$0-10,000 - <u>148</u> 10,001-20,000 - <u>87</u> 20,001-30 000 - <u>29</u> 30,001-40,000 - <u>7</u> 40,001-50,000 - <u>3</u> 50,001-60,000 - <u>0</u> 60,001+ - <u>0</u></p> <p>Educational level of head of household Elem/middle - <u>29</u> Some HS - <u>94</u> Diploma/GED - <u>72</u> Trade/Voc - <u>3</u> Some college - <u>47</u> 2 yr degree (AA) - <u>3</u> 4 yr degree (BA/BS) - <u>125</u> Masters or + - <u>1</u></p>		<p>99% encourage their child more to try new activities to increase his/her skills 98% feel they have more emotional support from others 98% are more likely to follow a schedule with their child(ren) 98% are more likely to use discipline based on their child's development 98% are more likely to sit down and read to their child(ren) 99% are more confident about their parenting skills</p>
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Family Support Performance Measures
Prenatal Through Age 3 funding and Prenatal through 5

Name of Family Support Program	Link to Which Comm. Plan Priority or Priorities	How Much Was Invested? (Input Measures)	How Much Was Done or Produced? (Output Measures)	How Well Did We Do It? (Quality/Efficiency Measures)	What Was the Change In Conditions for Those We Served? (Outcome Measures)
<p>UAY Rural Parenting Skills</p> <p><i>Great Beginnings for Families and Parents As Teachers</i></p> <p>Parent Education workshop series for families in hard to serve rural areas</p>	<p>3. Parent Education & Family Support</p>	<p>Amount expended:</p> <p>\$10,247.91 Empowerment Prenatal through 5</p>	<p>Number of children (ages 0 – 5) participating in family support/parent education program (unduplicated) 20</p> <p>Number of families participating in family support/parent education program (unduplicated) 18</p> <p>Number of face-to-face visits completed 0</p> <p>Number of group parent education meetings offered 15</p> <p>Ethnicity of head of household 0 Native American or Alaskan Native 1 Native Hawaiian/Pacific Islanders 1 African American 0 Multi-racial 1 Hispanic/Latino 0 Asian 15 White 0 Other</p> <p>Marital status Married – 6 Partnered – 4 Single – 7 Divorced – 0 Widowed – 0 Separated – 1</p> <p>Household size 1- 2 2- 6 3- 7</p>	<p># and % of children, prenatal –5 years old, screened for developmental delays 0</p> <p># of those children screened that were referred to Early Intervention services 0</p> <p># and % of direct service staff with Bachelor’s level education or higher (health, human services, or education related field) 1/1 (100%)</p> <p># and % of programs that have a national or state credential or have been accepted into the process Accepted into state: 1/1 (100%)</p>	<p>% of participating families that improve or maintain healthy family functioning, problem solving and communication: 50%</p> <p>% of participating families that increase or maintain social supports: 57%</p> <p>% of participating families that are connected to additional concrete supports: 71%</p> <p>% of participating families that Increase knowledge about child development and parenting: 58%</p> <p>% of participating families that improve nurturing and attachment between parent(s) and child(ren): 17%</p> <p><u>Parent reported outcomes:</u></p> <p>100% report knowing more about how children grow and develop 100% understand more why their child does the things he/she does at this age 100% have more ideas about how to discipline their child 100% will use class activities at home 100% have discovered new resources in the community to use 100% had a chance to meet and talk with other parents</p>

			<p>4- <u>2</u> 5- <u>0</u> >5 - <u>1</u></p> <p>Annual family income \$0-10,000 - <u>3</u> 10,001-20,000 - <u>3</u> 20,001-30 000 - <u>1</u> 30,001-40,000 - <u>5</u> 40,001-50,000 - <u>0</u> 50,001-60,000 - <u>2</u> 60,001+ - <u>4</u></p> <p>Educational level of head of household Elem/middle - <u>0</u> Some HS - <u>4</u> Diploma/GED - <u>3</u> Trade/Voc - <u>0</u> Some college - <u>5</u> 2 yr degree (AA) - <u>1</u> 4 yr degree (BA/BS) - <u>4</u> Masters or + - <u>1</u></p>		
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Family Support Performance Measures
Prenatal Through Age 3 funding and Prenatal through 5

Name of Family Support Program	Link to Which Comm. Plan Priority or Priorities	How Much Was Invested? (Input Measures)	How Much Was Done or Produced? (Output Measures)	How Well Did We Do It? (Quality/Efficiency Measures)	What Was the Change In Conditions for Those We Served? (Outcome Measures)
<p>HACAP Parent Education</p> <p>Waterfront</p> <p>Bloomington/ Coral Ridge/ First Christian</p> <p>Group-based parent education for families with young children</p>	<p>3. Parent Education & Family Support</p>	<p>Amount expended:</p> <p>\$12,616.62</p> <p>Empowerment Prenatal through 5</p>	<p>Number of children (ages 0 – 5) participating in family support/parent education program (unduplicated) 297</p> <p>Number of families participating in family support/parent education program (unduplicated) 173</p> <p>Number of face-to-face visits completed 0</p> <p>Number of group parent education meetings offered 47</p> <p>Ethnicity of head of household 0 Native American or Alaskan Native 0 Native Hawaiian/Pacific Islanders 58 African American 17 Multi-racial 24 Hispanic/Latino 4 Asian 59 White 7 Other</p> <p>Marital status Married – 58 Partnered – 17 Single – 68 Divorced – 13 Widowed – 0 Separated – 13</p> <p>Household size 1- 1 2- 41</p>	<p># and % of children, prenatal –5 years old, screened for developmental delays 0</p> <p># of those children screened that were referred to Early Intervention services 0</p> <p># and % of direct service staff with Bachelor’s level education or higher (health, human services, or education related field) 6/7 (85%)</p> <p># and % of programs that have a national or state credential or have been accepted into the process Accepted into state: We are a nationally credentialed program for Parent Education through the Head Start parent support program.</p>	<p>% of participating families that improve or maintain healthy family functioning, problem solving and communication: 68%</p> <p>% of participating families that increase or maintain social supports: 77%</p> <p>% of participating families that are connected to additional concrete supports: 16%</p> <p>% of participating families that Increase knowledge about child development and parenting: 42%</p> <p>% of participating families that improve nurturing and attachment between parent(s) and child(ren): 99%</p> <p><u>92 families did Protective Factor Surveys</u></p> <p><u>Parent reported outcomes</u></p> <p>95% have discovered new resources in the community to use 98% know more ways to help their child learn 96% spend more time playing with their child 93% read more often to their child 97% feel more confident about their parenting skills</p>

			<p>3- <u>44</u> 4- <u>53</u> 5- <u>16</u> >5 - <u>12</u></p> <p>Annual family income \$0-10,000 - <u>83</u> 10,001-20,000 - <u>52</u> 20,001-30 000 - <u>22</u> 30,001-40,000 - <u>10</u> 40,001-50,000 - <u>1</u> 50,001-60,000 - <u>0</u> 60,001+ - <u>0</u></p> <p>Educational level of head of household Elem/middle - <u>5</u> Some HS - <u>22</u> Diploma/GED - <u>50</u> Trade/Voc - <u>1</u> Some college - <u>50</u> 2 yr degree (AA) - <u>17</u> 4 yr degree (BA/BS) - <u>13</u> Masters or + - <u>10</u></p>		
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Family Support Performance Measures
Prenatal Through Age 3 funding and Prenatal through 5

Name of Family Support Program	Link to Which Comm. Plan Priority or Priorities	How Much Was Invested? (Input Measures)	How Much Was Done or Produced? (Output Measures)	How Well Did We Do It? (Quality/Efficiency Measures)	What Was the Change In Conditions for Those We Served? (Outcome Measures)
<p>The Arc of Southeast Iowa, The Children's Center for Therapy</p> <p>Hispanic Parent Education and Support Group, <u>Manantial</u></p> <p>Group-based education and support for Spanish-speaking families who have a child with a disability</p>	<p>3. Parent Education & Family Support</p>	<p>Amount expended:</p> <p>\$6,938.12 Empowerment Prenatal through 5</p> <p>\$3,960 Other</p>	<p>Number of children (ages 0 – 5) participating in family support/parent education program (unduplicated) 29</p> <p>Number of families participating in family support/parent education program (unduplicated) 30</p> <p>Number of face-to-face visits completed 0</p> <p>Number of group parent education meetings offered 24</p> <p>Ethnicity of head of household <u>0</u> Native American or Alaskan Native <u>0</u> Native Hawaiian/Pacific Islanders <u>0</u> African American <u>0</u> Multi-racial <u>29</u> Hispanic/Latino <u>0</u> Asian <u>1</u> White <u>0</u> Other</p> <p>Marital status Married – <u>8</u> Partnered – <u>8</u> Single – <u>6</u> Divorced – <u>4</u> Widowed – <u>2</u> Separated – <u>2</u></p> <p>Household size 1- <u>0</u> 2- <u>3</u> 3- <u>13</u></p>	<p># and % of children, prenatal –5 years old, screened for developmental delays <u>0</u></p> <p># of those children screened that were referred to Early Intervention services <u>0</u></p> <p># and % of direct service staff with Bachelor's level education or higher (health, human services, or education related field) <u>1/2 (50%)</u></p> <p># and % of programs that have a national or state credential or have been accepted into the process Accepted into state: <u>0</u></p>	<p>% of participating families that improve or maintain healthy family functioning, problem solving and communication: 84%</p> <p>% of participating families that increase or maintain social supports: 90%</p> <p>% of participating families that are connected to additional concrete supports: 40%</p> <p>% of participating families that increase knowledge about child development and parenting: 90%</p> <p>% of participating families that improve nurturing and attachment between parent(s) and child(ren): <u>94%</u></p> <p>93% identified Spanish as primary language in household 6% identified both English and Spanish</p> <p><u>Parent reported outcomes:</u></p> <p>96% feel less stressed in caring for their child 99% discovered new resources in the community to use 100% feel more confident about their parenting skills 100% understand more why their child does the things he/she does</p>

			<p>4- <u>8</u> 5- <u>2</u> >5 - <u>4</u></p> <p>Annual family income \$0-10,000 - <u>13</u> 10,001-20,000 - <u>7</u> 20,001-30 000 - <u>2</u> 30,001-40,000 - <u>6</u> 40,001-50,000 - <u>0</u> 50,001-60,000 - <u>2</u> 60,001+ - <u>0</u></p> <p>Educational level of head of household Elem/middle - <u>17</u> Some HS - <u>1</u> Diploma/GED - <u>10</u> Trade/Voc - <u>1</u> Some college - <u>1</u> 2 yr degree (AA) - <u>0</u> 4 yr degree (BA/BS) - <u>0</u> Masters or + - <u>0</u></p>		
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Family Support Performance Measures
Prenatal Through Age 3 funding and Prenatal through 5

Name of Family Support Program	Link to Which Comm. Plan Priority or Priorities	How Much Was Invested? (Input Measures)	How Much Was Done or Produced? (Output Measures)	How Well Did We Do It? (Quality/Efficiency Measures)	What Was the Change In Conditions for Those We Served? (Outcome Measures)
<p>MECCA</p> <p><i>Partners In Parenting</i></p> <p>Partners in Parenting workshop series for families with a history of substance abuse</p>	<p>3. Parent Education & Family Support</p>	<p>Amount expended:</p> <p>\$17,158.93</p> <p>Empowerment Prenatal through 5</p>	<p>Number of children (ages 0 – 5) participating in family support/parent education program (unduplicated) <u>76</u></p> <p>Number of families participating in family support/parent education program (unduplicated) <u>30</u></p> <p>Number of face-to-face visits completed <u>185</u></p> <p>Number of group parent education meetings offered <u>24</u></p> <p>Ethnicity of head of household <u>0</u> Native American or Alaskan Native <u>0</u> Native Hawaiian/Pacific Islanders <u>9</u> African American <u>2</u> Multi-racial <u>3</u> Hispanic/Latino <u>1</u> Asian <u>14</u> White <u>1</u> Other</p> <p>Marital status Married – <u>10</u> Partnered – <u>8</u> Single – <u>12</u> Divorced – <u>0</u> Widowed – <u>0</u> Separated – <u>0</u></p> <p>Household size</p>	<p># and % of children, prenatal –5 years old, screened for developmental delays <u>0</u></p> <p># of those children screened that were referred to Early Intervention services <u>0</u></p> <p># and % of direct service staff with Bachelor's level education or higher (health, human services, or education related field) <u>2/2 (100%)</u></p> <p># and % of programs that have a national or state credential or have been accepted into the process Accepted into state: <u>0</u></p>	<p>% of participating families that improve or maintain healthy family functioning, problem solving and communication: <u>90%</u></p> <p>% of participating families that increase or maintain social supports: <u>80%</u></p> <p>% of participating families that are connected to additional concrete supports: <u>97%</u></p> <p>% of participating families that increase knowledge about child development and parenting: <u>100%</u></p> <p>% of participating families that improve nurturing and attachment between parent(s) and child(ren): <u>100%</u></p> <p><u>Parent reported outcomes:</u></p> <p><u>100%</u> are more realistic about what to expect of their child at this age <u>100%</u> are more likely to use positive discipline with their child <u>100%</u> know more ways to prevent behavior problems before they happen <u>100%</u> feel more confident about their parenting skills <u>96%</u> discovered new resources in the community to use</p>

			<p>1- <u>3</u> 2- <u>10</u> 3- <u>8</u> 4- <u>3</u> 5- <u>2</u> >5 - <u>4</u></p> <p>Annual family income \$0-10,000 - <u>22</u> 10,001-20,000 - <u>7</u> 20,001-30 000 - <u>0</u> 30,001-40,000 - <u>1</u> 40,001-50,000 - <u>0</u> 50,001-60,000 - <u>0</u> 60,001+ - <u>0</u></p> <p>Educational level of head of household Elem/middle - <u>1</u> Some HS - <u>1</u> Diploma/GED - <u>13</u> Trade/Voc - <u>0</u> Some college - <u>12</u> 2 yr degree (AA) - <u>2</u> 4 yr degree (BA/BS) - <u>1</u> Masters or + - <u>0</u></p>		
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Preschool Programming Support For Low Income Families Performance Measures

Part A: Tuition and Transportation

Programs Funded	Link to Which Comm. Plan Priority or Priorities	How Much Was Invested? (Input Measures)	How Much Was Done or Produced? (Output Measures)	How Well Did We Do It? (Quality/Efficiency Measures)	What Was the Change In Conditions for Those We Served? (Outcome Measures)
<p>1 Total number of preschool programs/ centers receiving preschool tuition or transportation support: 18 programs with 28 classrooms</p> <p>2. Number of funded Programs meeting the following standards:</p> <ul style="list-style-type: none"> o NAEYC Accreditation:4 o NAFCC Accreditation:0 o Head Start Preschool Program Standards: 2 o QPPS Verification Process: 14 <p>3. Number of funded programs evidencing quality through:</p> <ul style="list-style-type: none"> o ECERS or FCCRS average score of 5 (with no subscale score under 2): 0 o QRS rating of 3, 4, or 5: 10 <p>4. Number of funded programs by category (mark all that apply):</p> <ul style="list-style-type: none"> o School district-operated programs: 4 o Private, for-profit programs: 6 o Not-for-profit programs: 8 o Shared Visions 	<p>2. Early Education</p>	<p>1. Amount of funds expended on tuition: \$250,661 Empowerment SR Preschool \$61,067.33 Empowerment SR Other</p> <p>\$2,812.50 Parent Tuition \$51,034 Head Start \$26,790.36 Shared Visions</p> <p>2. Amount of funds expended on transportation: \$0</p> <p>3. Amount of funds expended on other (Refer to Tool CC(B): \$0</p> <p>4. Highest Educational Level of Lead Teacher(s) (Total number of each):</p> <ul style="list-style-type: none"> o GED: 0 o High School Diploma: 2 o CDA: 0 o AA Degree in EC or child development:6 o AA Degree in related field: 0 o BA/BS in EC or child development: 8 o BA/BS in related field: 8 o Post Graduate Degree: 4 <p>5. Total number of lead teacher(s) who hold a valid practitioner's license issued by the Board of Educational Examiners (BOEE) and hold an endorsement from the BOEE that includes preschool or kindergarten: 12</p> <p>6. Curriculum (curricula) used by funded programs <u>Creative Curriculum</u> <u>Everyday Math</u> <u>Handwriting Without Tears</u></p>	<p>For Children Supported with Part A funds:</p> <p>1. Total Number of children who received scholarships (Unduplicated): 145</p> <p>2. Number of children by age (Unduplicated):</p> <ul style="list-style-type: none"> o 3 Year Olds: 22 o 4 Year Olds: 99 o 5 Year Olds: 24 <p>3. Number of children by Race/ Ethnicity (Unduplicated)</p> <ul style="list-style-type: none"> o Native American or Alaskan Native: 0 o African American: 44 o Hispanic or Latino: 23 o White: 65 o Native Hawaiian/ Pacific Islander: 0 o Multi-racial: 3 o Asian: 5 o Other: 9 <p>4. Number of children who received transportation: 0</p>	<p>For Children Supported with Part A funds:</p> <p>1. Number and percent of children whose families are at or below 200% poverty level: 143 (99%)</p> <p>2. Number and percent of children referred to AEA for possible special education determination: 23 (16%)</p> <p>3. Other locally-generated data, as applicable:</p> <p>83% of programs utilized an evidence-based curriculum</p> <p>94% of programs utilized a standardized assessment tool</p> <p>94% (17/18) of programs evidenced quality through one of the listed measures</p>	<p>For Children Supported with transportation and tuition funds:</p> <p>1. Number and percent of children demonstrating age appropriate skills: 112 (77%)</p> <p>2. The assessment tool(s) used to determine the children's development: <u>Ages & Stages Questionnaires</u> <u>Ages & Stages: Social-Emotional Creative Curriculum Developmental Continuum</u></p> <p>3. Report any other applicable outcomes: <u>Lone Tree Preschool was awarded a SVPP grant for 2009-2010.</u> <u>Busy Bees was recertified at Level 5 of QRS and is beginning the NAEYC accreditation process.</u></p>

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<p>programs: <u>2</u></p> <ul style="list-style-type: none"> o Head Start programs: <u>2</u> o Faith-based programs: <u>0</u> <p>5. Total number of Statewide Voluntary Preschool Programs for Four-Year-Old Children school districts that receive funding from this category. School district partners (private preschools, Head Start, etc.) are included in the school district count: <u>1</u></p>					

Part B: Preschool Other – no programs funded

Quality Improvement Funds Performance Measures

Programs Funded	Link to Which Comm. Plan Priority or Priorities	How Much Was Invested? (Input Measures)	How Much Was Done or Produced? (Output Measures)	How Well Did We Do It? (Quality/Efficiency Measures)	What Was the Change in Conditions for Those We Served? (Outcome Measures)
<p>4Cs QRS Assistance Program – home visitation and technical assistance for providers to participate in QRS and obtain their CDA credential</p>	<p>2. Early Education</p>	<p>Amount expended: \$14,923.86 Empowerment \$4,683 CCR&R \$1,932 TEACH Iowa \$960 Kirkwood College/GWAEA</p>	<p>24 QRS center consultations 26 QRS home consultations 5 CDA Workshops (24 participants) 35 CDA consultations</p>	<p>6 participants have received their CDA credential; 5 have completed the work and submitted their applications</p>	<p>100% of participating providers reported increased knowledge in Curriculum, Early Reading and Professionalism</p>
<p>Preschool Contractor Curriculum & Assessment – evidence-based curricula and assessment tools for providers to meet new state requirements for receiving Preschool Program Funds or as incentives for those already utilizing quality tools</p>	<p>2. Early Education</p>	<p>Amount expended: \$5,972.49 Empowerment</p>	<p>19 early education programs received a reliable, published assessment tool and/or an evidence-based curriculum</p>	<p>3 programs received the Creative Curriculum 14 programs received the Creative Curriculum Study Starters 10 childcare programs received the new ASQ3; 4 of those also received the ASQ:SE 2 programs received the Creative Curriculum Developmental Continuum</p>	<p>100% of programs receiving Empowerment funds for Preschool Tuition in FY10 are utilizing reliable, published assessment tools and evidence-based curricula</p>

Quality Improvement Funds Performance Measures

Programs Funded	Link to Which Comm. Plan Priority or Priorities	How Much Was Invested? (Input Measures)	How Much Was Done or Produced? (Output Measures)	How Well Did We Do It? (Quality/Efficiency Measures)	What Was the Change in Conditions for Those We Served? (Outcome Measures)
<p>Grant Wood AEA Childcare Alliance Response Team (CART) – behavioral supports for child care; consultation and intervention to address challenging behaviors in the classroom</p>	<p>2. Early Education</p>	<p>Amount expended: \$33,170 Empowerment SR Quality Improvement \$34,198.63 Early Childhood \$20,680.02 GWAEA in-kind</p>	<p>Consultation and implementation of behavioral supports for 41 children attending 16 center-based (including 2 SVPP) and 2 home-based early education programs</p>	<p>5 children (71%; 5/7) are transitioning into kindergarten with Positive Behavior Support Plans in place</p> <p>1 (3%) child was discharged from the program by parent choice and is doing well in the new program</p>	<p>90% of participating children increased protective factors and decreased behavior concerns as measured on the DECA</p> <p>10% of participating children maintained protective factors and behavior concerns within normal limits as measured on the DECA</p> <p>25 children were discharged from the program: 6 (24%) children discharged successfully without the need for continued service 11 (44%) children were recommended for special education services; of those, 5 (45%) were staffed into early childhood special education (ECSE) classrooms 5 (45%) were able to remain in their childcare settings as least restrictive environment (LRE) sites and are being served by an itinerant ECSE teacher 1 (9%) parent declined special education services</p>

Quality Improvement Funds Performance Measures

Programs Funded	Link to Which Comm. Plan Priority or Priorities	How Much Was Invested? (Input Measures)	How Much Was Done or Produced? (Output Measures)	How Well Did We Do It? (Quality/Efficiency Measures)	What Was the Change in Conditions for Those We Served? (Outcome Measures)
<p>UIHC Infant Mental Health Consultation – Advanced training in research-based evaluations and interventions for early childhood mental health problems; consultation to home visitation staff about specific children and families where mental health concerns have been identified; facilitated referral for mental health services when indicated by consultation</p>	<p>3. Parent Education & Family Support</p>	<p>Amount expended: \$10,805.67 Empowerment</p>	<p>12 training sessions with 19 unduplicated participants and 67 duplicated contacts</p> <p>Consultation for 32 children in 19 families served by 7 family support counselors (unduplicated); duplicated numbers are 61 children in 33 families and 47 family support worker contacts</p>	<p>9 training sessions were rated as good or excellent by 100% of participants 2 training sessions were rated as good or excellent by 90% of participants</p> <p>100% of consultations were rated as helpful</p>	<p>13 families received mental health evaluations: PIR-GAS: 100% rated as having features of a disordered relationship CGAS: 50% of children rated as having moderate interference in functioning; 50% rated as having some difficulty in a single area GAF: 100% of parents rated as having moderate symptoms</p> <p>2 families (11%) received facilitated mental health referrals</p>

Other Services (other than targeted School Ready funds) Performance Measures

School Ready Services Provided including a brief description of the program or activity	Link to Which Comm. Plan Priority or Priorities	How Much Was Invested? (Input Measures)	How Much Was Done or Produced? (Output Measures)	How Well Did We Do It? (Quality/ Efficiency Measures)	What Was the Change in Conditions for Those We Served? (Outcome Measures)
Busy Bees Rural Infant/Toddler Scholarships	2. Early Education	Amount expended: \$27,228 Empowerment	13 children received scholarships	13 children (100%) screened on both ASQ and ASQ:SE 0 referrals to Early Access	100% demonstrated age appropriate skills
Continue Care – child care tuition assistance for families experiencing a temporary crisis and at risk of losing child care	2. Early Education	Amount expended: \$54,993.07 Empowerment	72 children received tuition assistance	10 child care centers and 6 child development homes cared for children receiving assistance	100% of participating children were able to continue in their current child care program despite loss of state funding and/or other family crisis
NCJC Child Care Wraparound – wrap part-time State Child Care Assistance and Promise Jobs funds into full-time child care for infants and toddlers	2. Early Education	Amount expended: \$41,738.97 Empowerment \$41,738.97 State Child Care Assistance \$5,733 local funds	45 children received wraparound child care 1 yr olds – 23 2 yr olds – 9 3 yr olds – 13 African American/Black: 36 Caucasian/White: 8 Hispanic/Latino: 1	41 children (91%) screened on both ASQ and ASQ:SE; 14 children indicated possible delays; 10 were referred to early intervention and 3 received early intervention services	66% demonstrated age appropriate skills 24% of participating children were referred for early intervention services 100% of participating children had health insurance 100% of participating children’s families at or below 200% of poverty
ICCSA Hills Family Books – family books program	3. Parent Education & Family Support	Amount expended: \$1,513.62 Empowerment \$1,835 ICCSD staff/facilities in-kind \$1,300 IPTV staff	9 monthly Family Book events	55 families with 80 children participated in Family Book events	Participants report: 100% read more often to their child 91% know more about how children learn to read 100% know how to improve early and pre-reading skills 100% of children spend more time looking at books

Other Services (other than targeted School Ready funds) Performance Measures

School Ready Services Provided including a brief description of the program or activity	Link to Which Comm. Plan Priority or Priorities	How Much Was Invested? (Input Measures)	How Much Was Done or Produced? (Output Measures)	How Well Did We Do It? (Quality/Efficiency Measures)	What Was the Change in Conditions for Those We Served? (Outcome Measures)
<p>VNA Children’s Health Insurance Outreach Program – individualized and community outreach to enroll additional children in hawk-i and/or Medicaid</p>	<p>1. Children’s Health</p>	<p>Amount expended: \$11,439.80 Empowerment \$7,991.03 Johnson County Public Health hawk-i outreach</p>	<p>Facilitated 155 hawk-i/Medicaid applications</p>	<p>One additional dentist accepting hawk-i Brochures/applications available at 13 additional businesses/organizations</p>	<p>50% of applicants receive hawk-i or Medicaid Enrollment in state children’s health insurance programs increased 27% from FY08 to FY09.</p>
<p>Community Planning and System Building – staff to provide community planning and coalition building, other collaborative activities, public education, and program support; materials necessary to support programs</p>	<p>4. Community Wellness</p>	<p>Amount expended: \$27,189 Empowerment</p>	<p>Worked with 2 school districts to apply for SVPP funds Working with 3 parent education & family support providers to become credentialed through the Iowa Family Support Credential Program</p>	<p>1 additional school district received SVPP funds</p>	<p>50% of school districts have SVPP funds 100% of parent education/family support programs will utilize standardized curriculum in FY10 100% of preschool tuition support programs will implement research- or evidence-based curriculum in FY10 100% of preschool tuition programs will utilize a research- or evidence-based measure to assess children’s development</p>