



# Johnson County Empowerment



## JOHNSON COUNTY

Contact for Area

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**Vision: Johnson County is a safe and healthy community in which to learn, work, and live.**

**Mission:** Johnson County Empowerment will lead the county in removing barriers to a safe and healthy community by: identifying needs in education, health, and human services; maintaining, expanding, and coordinating resources to address those needs; promoting and facilitating collaboration; and evaluating and continuously improving efforts to advance our vision.

The **Johnson County Empowerment Community Plan** for early childhood includes three primary components: early education, health, and parent education/family support. Priorities in each of the three primary component areas include:

**Early Education:** Improving availability, accessibility, and quality of early childhood environments.

**Health:** Increasing access to health services and health insurance for children. Early identification of health concerns, reducing health disparities, and providing consultation to child care providers.

**Parent Education/Family Support:** Encouraging safe, stable, nurturing home environments by providing neighborhood based services and building natural networks of support within neighborhoods. This includes community based parenting classes and individualized home visiting with the goals of increasing supportive parenting skills, enhancing parent/child relationships, and families utilizing quality early education environments.

The Board has identified additional **issues with significant community impact**. These affect the entire community. These issues are **1.** Limited English proficiency; **2.** Increasing minority population and cultural differences; **3.** Poverty impact and limited resources to address all needs; **4.** Impact if disabilities; **5.** Mental health, including children and parents; **6.** Substance abuse; **7.** Rural issues including isolation and service delivery.

Local Indicators include:

1. Rate of low birth weight births to teen mothers and teen birth rate
2. Percent of eligible children enrolled in state health insurance programs
3. Number of confirmed child abuse reports and incidence of abuse in early education settings
4. Number of Child In Need of Assistance (CINA) and Terminations of Parental Rights (TPR)
5. Child development home providers participating in training and improving FCCERS scores
6. Percent of kindergarten students who attended preschool
7. Number of regulated child care programs and number of regulated child care slots

How we are collaborating to impact the priorities:

Collaborations include Community Partnerships for Protecting Children, Decat, Prevent Child Abuse-Johnson County, Starting Smart, and partnerships with various community agencies and organizations

Identify services/programs funded by Community Empowerment:

Early Childhood Fund	Early Educator Training and Training Stipends, Iowa Quality Preschool Program Standards support, Iowa's Quality Rating System support, Home Ties Emergency Child Care, State Child Care Assistance & Promise Jobs Wraparound, ELL/GED child care support
School Ready Fund	Shared Visions Preschool and Wraparound; Head Start Match; Preschool Scholarships; Kindergarten PREP; Mental Health Consultation; Family Support Program (home visiting); parenting groups and classes including playgroups, support groups, and Family Books; PNP home visiting; Children's Health Insurance Outreach



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**Key Identified Need/Priority:** Improve the **health** of children through access to health care.

**Measurable Goal:** Increase the **number of children with health insurance coverage**, specifically participating in Medicaid and hawk-i.

**Why this is important:** Access to health care often begins with health insurance coverage. Families often cite inability to pay for care as a reason they do not seek health care, particularly preventive care. Poor health, including mental and dental health, can result in poor school performance.

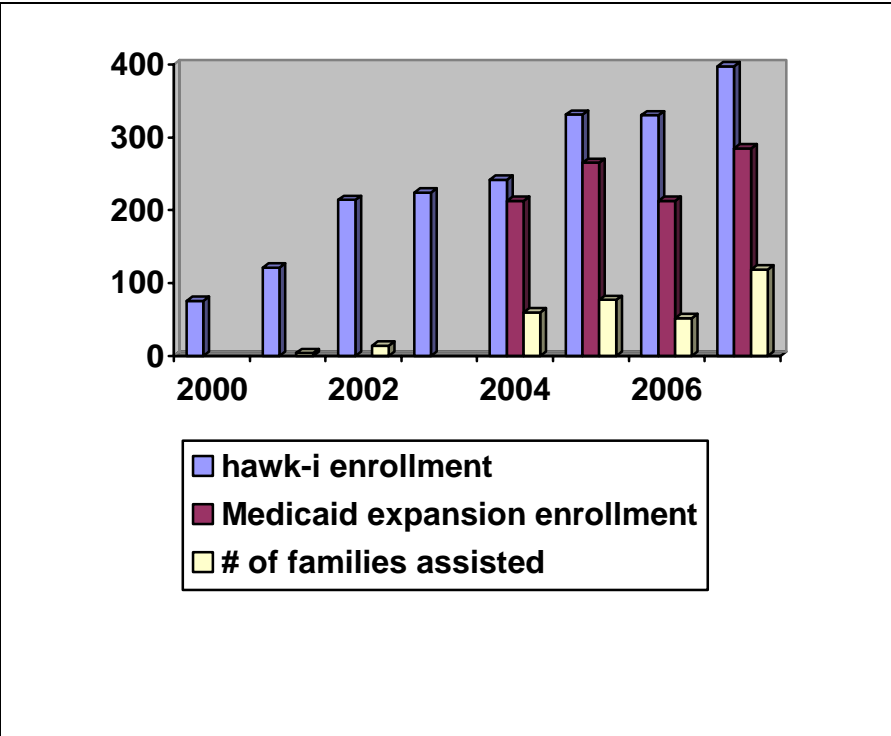
**State Result Linkage: Healthy Children**

Key Community Indicator(s): (Baseline and trend information)	FY2000	FY 2002	FY 2004	Current FY 2007
Number of eligible children with hawk-i	76	214	242	397
Number of eligible children with Medicaid	NA	NA	213	285

**Service, Product or Activity to impact the Key Need/Priority:** The Visiting Nurse Association employs a half-time **Children’s Health Insurance Outreach Coordinator** to identify eligible children and to assist families in applying for health insurance for their children. Coordinator activities include individual assistance as well as presentations to groups and participation in community-wide events.

Performance Measure(s) (Baseline and trend information)	FY 2004	FY 2005	FY 2006	Current FY 2007
# of families assisted	60	77	52	119

**Analysis of the Data/  
Factors affecting the data:**  
Johnson County 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 2007 enrollment increased by 85% (214-397). While additional children continue to be enrolled, we struggle with an almost equal number being disenrolled monthly. In Johnson County, families also encounter difficulty qualifying for state health insurance because of their status as state employees (University of Iowa) and their residency status within the United States.



**Iowa Community Empowerment  
Annual Report, State Fiscal Year 2007  
July 1, 2006 through June 30, 2007**

Date This Report Approved By Local CEA Board: September 6, 2007

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

Counties/Area Served: **JOHNSON**

Website: [www.icempowerment.org](http://www.icempowerment.org)

Current Board Chairperson: Alice Atkinson

Current Fiscal Agent: Larry Meyers

Signature: \_\_\_\_\_  
Address: 1150 5<sup>TH</sup> Street, Suite 261  
Coralville, IA 52241

Signature: \_\_\_\_\_  
Address: Johnson County Board of Supervisors  
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Iowa City, IA 52240

Email: [amatkinson@mchsi.com](mailto:amatkinson@mchsi.com)

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**SECTION I –**

**a. Current Community Empowerment Board Composition on September 15, 2007**

A. Number of Board Members (Board Size) **29**

B. Membership Identification. Complete the table below for members on the CEA Board

Column 1 – Name of each board member, starting with Chairperson. Identify any other officers (as determined by your CEA board bylaws.)

Column 2 – Identify the member’s representing the required membership. Note the Faith, Business or Consumer representative member may also qualify as citizen/elected.

Column 3 -- Name of employing organization of the member, occupation if self employed

Column 4 -- Name of services/program provided by CE funds

Column 5 -- Place a ‘X’ for the board members who qualify as citizen/elected according to the definitions of IAC for Community Empowerment, 349, Chapter I. (“Citizen” means a resident of the empowerment area, who is not an elected official or a required representative for education, health, and human services, or a paid staff member of an agency whose services fall under the plan or purview of the community board. A citizen representative may also represent faith, consumer or business.)

***If the board does not meet the membership representation criteria, attach the CEA board’s plan how they will meet requirements.***

<b>Column 1</b>	<b>Column 2</b>	<b>Column 3</b>	<b>Column 4</b>	<b>Column 5</b>
<b>Name</b>	<b>Representation</b>	<b>Name of Employing Organization</b>	<b>Provider of CE Services/Program</b>	<b>Citizen/Elected</b>
Chair: Alice Atkinson		N/A		X
Vice-Chair: Sara Baird	<i>Required consumer</i>	U of Iowa Libraries		X
Secretary: Cheryl Whitney		N/A		X
Treasurer: Sally Weyer	<i>Required business</i>	Weyer Law Firm, P.L.C.		X
Fiscal Agent: Larry Meyers		Johnson County Board of Supervisors		X
Joe Fleming	<i>Required human services</i>	DHS		Not Applicable
Nadine Fisher	<i>Required health</i>	Johnson County Public Health	HCCI Support	Not Applicable
Jim Behle	<i>Required education</i>	Iowa City Community Schools	Shared Visions Preschools, Family Support Program (FSP), Rural Parenting, Mann Scholarships	Not Applicable
Carol Nordquist	<i>Required faith</i>	N/A		X
Mary Aquilino		U of I College of Public Health		X
Nancy Chown		HACAP	HACAP Parent Education, Head Start	
Jill Dodds		Child Development		

		Home Provider		
Carol Hans		N/A		X
Lisa Haverkamp		Grant Wood AEA	IQPPS Support, Every Child Reads, CART-JC	
Suzanne Henry		Self-employed private practice of child psychiatry		X
Tom Immermann		N/A		X
LaDonna Johnson		Child Development Home Provider	Continue Care	
Jennifer Kindon		HACAP	HACAP Parent Education, Head Start	
Brian Loring		NCJC	FSP, PREP, Early Education Supports, ELL/GED, Latino Family Support, PALS	
Terri McGraw		Grant Wood AEA	IQPPS Support, Every Child Reads, CART-JC	
Martie Olson		N/A		X
Brenda Parker		Clear Creek Community Schools		X
George Phillips		Children's Hospital of Iowa		X
Justine Retz		4Cs CCR&R	Provider Services, QRS, Above & Beyond	
April Roe		Mercy Hospital Iowa City		X
Jeanne Saunders		University of Iowa		X
Mary Scamman		N/A		X
Stephen Trefz		Mid-Eastern Iowa Community Mental Health Center		X
Phyllis Tucker		Iowa City Community Schools	Shared Visions Preschools, FSP, Rural Parenting, Mann Scholarships	

**b. Organizational Structure** – Please describe:

- Your organizational structure;
- How the board functions, communicates, plans and interacts internally; and
- How the board functions, communicates, plans within the community.

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 three priority areas: early education, health, and parent education/family support. **Priority Area Work Groups** have been established 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.

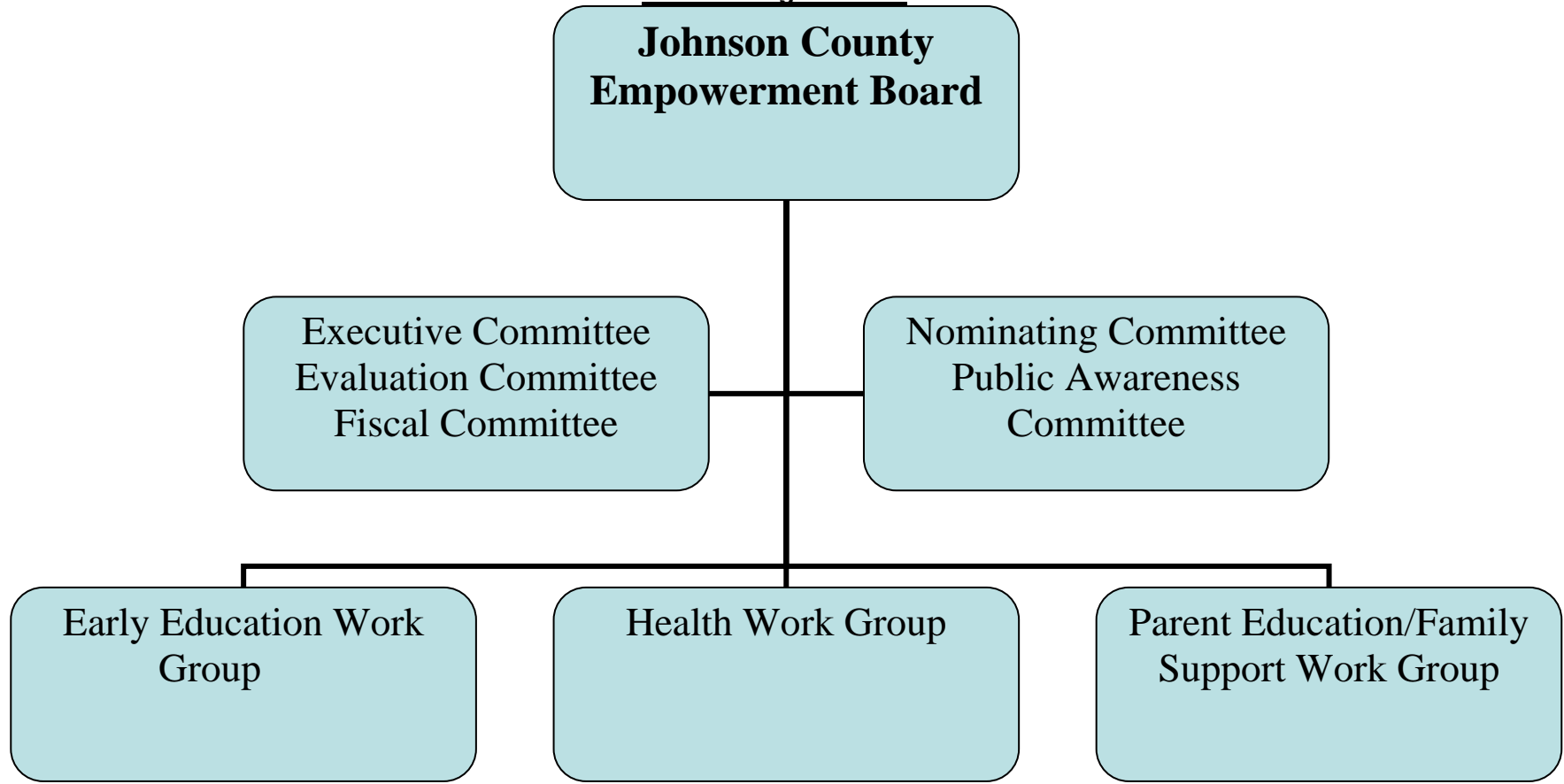
**Standing Committees** have been established to further assist the Board in its functioning. Committees include Executive, Evaluation, Fiscal, Nominating, and Public Awareness. The Executive Committee is chaired by the Board Chairperson and meets monthly, with the responsibilities of setting the agenda 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.

Minutes from the meetings of the 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.

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.

Table of Organization



## SECTION II – Community Plan and Collaborative efforts to Achieve Results

### Community Plan Updates

Provide a brief list or narrative of changes, *deletions, or revisions*, if any, to the community plan.

Other than to update statistics and to remove the Early Learning Opportunities Act Grant and update the Even Start Grant in the financial resources, the Community Plan has not changed since this area was redesignated in 2005. There has been discussion about a desire to revisit some of the local indicators and the Board plans to spend the next fiscal year doing a thorough review of the Community Plan in preparation for redesignation in 2008. Statewide events that will impact the local plan include the change in funding mechanisms from the state, including dollars earmarked for preschool education, and the new Statewide Voluntary Preschool for Four-Year-Olds.

### Community Collaborative Efforts

*Definition adopted by Iowa Empowerment Board: Collaboration involves parties who see different aspects of a problem. They engage in a process through which they constructively explore their differences and search for (and implement) solutions that go beyond their own limited vision of what is possible. (Gray, 1989). Relationships evolve toward commitment to the common mission, comprehensive communication and planning, pooled resources and shared risks and products. Authority is vested in the collaborative, rather than in individuals or an individual agency.*

Describe at least two (2) successful collaborative efforts within the Community Empowerment Area during the last year that promote healthy and successful children 0-5 and their families. The two examples chosen should reflect creative solutions, and a positive engagement and commitment of the community. For each collaborative effort describe the results and explain how each example strives to avoid duplication, enhance efforts, combine planning, and/or other progress.

1. 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 been working 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.

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 and Ms. Tracy Moran from the UIHC have 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. 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).

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.

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 38 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, over 100 childcare providers/early educators have participated in training.

2. During the 2006-2007 legislative session, the **Statewide Voluntary Preschool Program for Four-Year-Old Children** was created. The Empowerment coordinator in Johnson County began referring to this program as Preschool 4 All, shortened to P4All, just to provide a shorter name. On March 31 Johnson County Empowerment co-hosted the **League of Women Voters forum** in Iowa City. During that meeting, legislators in attendance were asked about the pending preschool legislation. On Friday April 6, the Johnson County Empowerment Early Childhood Specialist (ECS) attended a **Preschool Summit on the UNI** campus that included discussion about the pending legislation as well as best practices in implementing such a program. On April 12, the ECS sent **letters to each of the four main school districts** represented in Johnson County, providing a link to the Department of Education website with information about the preschool legislation and extending an invitation from Johnson County Empowerment to meet with local districts and **provide assistance in planning and submitting an application** for the funds. On April 16, the ECS began communicating with **key legislators regarding the pending legislation**.

**Clear Creek Amana School District (CCASD):** Since Fiscal Year 2007, Johnson County Empowerment (JCE) has provided scholarships to children attending a child care/preschool in Tiffin, located in CCASD. On April 25 Paula Vincent, CCA Superintendent; Brenda Parker, CCA elementary principal; Jim Behle, Iowa City Community School District associate superintendent; Alice Atkinson, JCE Board Chairperson; and the Early Childhood Specialist participated in an **initial planning meeting**. The decision to have a joint meeting came from the fact that both CCASD and ICCSD serve students from the communities of North Liberty and Coralville. CCASD has decided to wait in submitting their application for the preschool funds and JCE plans to continue to be involved in that planning process.

**Iowa City Community School District (ICCSA):** Johnson County Empowerment (JCE) has provided funding for many different preschool opportunities within ICCSD. JCE has funded preschool scholarships in school-based preschool as well as providing support and wraparound funds for the Shared Visions classrooms. JCE and ICCSD have engaged in **joint planning with cross-representation on the JCE Board and the ICCSD Early Childhood Task Force**. As noted above, there was an initial joint planning meeting regarding the preschool programming with CCASD on April 25. On May 31, ICCSD, along with CCA, hosted a meeting with local child care providers to **provide information and solicit input** about the district's plans. Alice Atkinson, Johnson County Empowerment Board Chairperson, and the ECS participated in that meeting. During the June 21 Grant Writing Seminar hosted by Grant Wood AEA, ICCSD and JCE engaged in additional **joint planning** around the preschool grant application. The Johnson County Community Plan for 0-5 was utilized in writing the grant application to assist in identifying local resources and needs. JCE provided a letter of support for the ICCSD grant application.

**Lone Tree School District (LTSD):** Johnson County Empowerment (JCE) has provided tuition scholarship funding for the Lone Tree Preschool (formerly Little Engine Preschool) since Fiscal Year 2002. The Johnson County Empowerment Early Childhood Specialist (ECS) went to Lone Tree School to meet with Michael Reeves, LTSD superintendent, and Denise Townsend, LTSD elementary principal, on May 24 to discuss how this program might operate in LTSD. During this meeting, the ECS provided **suggestions for grant development**. This included phoning 4Cs Child Care Resource and Referral to identify local providers of child care who are listed with 4Cs and suggesting that LTSD make personal contact with those providers to solicit their input and feedback regarding the local program. JCE wrote a letter of support for the LTSD application, but in the end LTSD decided to wait in submitting their application for the preschool funds and JCE plans to continue to be involved in that planning process.

**Solon School District (SSD):** On April 25, Brad Manard, SSD superintendent; Marilee McConnell, SSD elementary principal; Alice Atkinson, the Johnson County Empowerment Board Chairperson; and the Early Childhood Specialist met to discuss how this program might look in SSD. A plan for proceeding was developed and Empowerment agreed to participate in future meetings. On May 17 the ECS participated in a meeting with SSD staff, local child care providers, and parents from Solon to discuss the districts thoughts about a possible grant application and to solicit public input. SSD has decided to wait in submitting their application for the preschool funds and JCE plans to continue to be involved in that planning process.

On May 23, the ECS attended an **informational meeting hosted by a group of local early educators** in Johnson County, with Representative Mary Mascher as the guest speaker. The ECS participated in the **June 5 ICN session hosted by the Department of Education** to clarify the rules and to review the grant application format. That session was also attended by representatives from ICCSD and CCASD. On June 12 the ECS forwarded follow-up information from that ICN to the four local school districts, including an internet link to the PowerPoint presentation. The Johnson County Empowerment Early Childhood Specialist participated in the **June 21 Preschool Grant Writing Seminar hosted by Grant Wood AEA**. As only the ICCSD had representation there, the Early Childhood Specialist requested the PowerPoint presentation in electronic format and forwarded it to CCASD, LTSD, and SSD. Along with those materials, the ECS resent copies of the **Johnson County Community Plan for Children 0-5** and suggested it might be useful in developing an application. Iowa City Community School District submitted an application for funds and Johnson County Empowerment provided a **letter of support** for the application for 2007. The Early Childhood Specialist participated as a **grant reader** for the state for these preschool funds.

**SECTION III - Achieving Results**

**Community Plan Priorities**

1. Early Education: Improving availability, accessibility, and quality of early childhood environments outside of the home.
2. Children’s Health: Increasing access to quality health care for children, early identification of health concerns, increasing accessibility of health insurance for children, reducing health disparity among different populations, and providing consultation to child care providers.
3. Parent Education & Family Support: Encouraging safe, stable, nurturing home environments by providing neighborhood based services and building natural networks of support within neighborhoods. This includes supportive parenting skills, enhancing parent/child relationships, and families utilizing quality early education environments.
4. Additional issues with significant community impact that include limited English proficiency, increasing cultural diversity, families in poverty, impact of disabilities, mental health needs of children and parents, substance abuse, and rural issues.

**Community Plan Indicators**

Identify the indicators as determined by the CEA Board and how the indicators are linked to the State Results.

*Definition: Indicators are measures that quantify the achievement of a result and your priorities.*

*Definition: Goals are broad measurable statements of intent to set a future direction.*

**Codes for Identifying state results for Indicators:**

- |  |   |
|--|---|
| <b>A. Healthy Children</b>                               | <b>D. Children Ready to Succeed in School</b> |
| <b>B. Secure &amp; Nurturing Families</b>                | <b>E. Safe &amp; Supportive Communities</b>   |
| <b>C. Secure &amp; Nurturing Child Care Environments</b> |   |

**FOR EACH INDICATOR, CALCULATE ON THE TOTAL NUMBER OF 0-5 POPULATION IN THE CEA.**

**If actual data is not available, please insert NA and provide an explanation in the Progress Update column.**

**Community Plan Indicators - Continued**

Community Empowerment Area Indicators	Identify the State Results Linked to the Indicator by A, B, C, D, E	Identify Source of data for each Indicator	Baseline Data (date & numerical value)	Sub-Subsequent Year's Data (Trend Line) Identify Year			Goal (numerical value & projected timeline)	Progress Update (Brief Analysis of data)
Teen birth rate (per 1,000 population 15-17 years)	A	FACITS	1998 9.7 (IA 22.3)	2001 8 (IA 16.6)	2002 4.3 (IA 9.1)	2003 3.4 (IA 7.5)	Maintain 3.5 or less and continue less than state rate.	Slight increase in 1999 and 2000 (12.5 and 13.2) but decrease since then. Johnson County rates have remained relatively stable, and below state rates, for past 6 years. Previous goal was to decrease to 4.0 by 2005. This goal was met.
Rate of low birth weight births to teen mothers (birth weight <2500 grams, per 1,000 live births)	A	FACITS	1999 ***Rate too low to calculate (4/21)	2000 *** (1/23)	2001 *** (4/15)	NA	Less than state rate	This indicator was added during FY04. FACITS website does not provide current information. Need to review as rates are consistently too low to report and information is out of date.
# of eligible children enrolled in state health insurance programs (0-17)	A	DHS	1999 2152 TXIX  2000 2391 TXIX Aug. hawk-i 76  2000 had 9% of enrollment goal (94/1075)	2005 3,972 TXIX 331 hawk-i (45%) 265 Medicaid expansion	2006 4,279 TXIX 330 hawk-I (45%) 213 Medicaid expansion	2007 397 hawk-I (54%) 285 Medicaid expansion	Increase hawk-i enrollment to 75% of goal by 2008 (75% of goal is 547 children in FY06)	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 2007 enrollment increased by 85% (214-397). While additional children continue to be enrolled, we struggle with an almost equal number being disenrolled monthly.

**Community Plan Indicators – Continued**

Community Empowerment Area Indicators	Identify the State Results Linked to the Indicator by A, B, C, D, E	Identify Source of data for each Indicator	Baseline Data (date & numerical value)	Sub-Subsequent Year's Data (Trend Line) Identify Year			Goal (numerical value & projected timeline)	Progress Update (Brief Analysis of data)
# of confirmed child abuse reports (per 10,000 population)  (per 1,000 age 0-17)	B	DHS	Calendar Year 1998 239 (12.4 rate)	2004 - victims 333; confirmed incidents 210	2005 – victims 346; confirmed incidents 216	2006 - victims 376; confirmed incidents 214	Decrease rate to 11.75 (5%) by 2005 – goal and reported stats don't match	Difficulty in defining rates, i.e. by victim, perpetrator, report and also between confirmed and founded.
# of Child In Need of Assistance (CINAs) and Terminations of Parental Rights (TPRs)	B	Johnson County Attorney's Office	Calendar Year 1998 99 CINA 19 TPR	2004 99 CINA 39 TPR	2005 154 CINA 24 TPR	2006 161 CINA 52 TPR	Decrease CINA to 146 and TPR to 23 by 2010.	Previous goal was to decrease CINA to 95 and TPR to 17 by 2005. The DHS redesign mandates CINA in certain circumstances where there may have been previous discretion. This may contribute to rising rates. CINA and TPR have increased since 1991. Johnson County has a new county attorney as of January 2007.
Incidence of child abuse in early education settings	C	DHS	Calendar Year 2001 49 reports 22 confirmed	2004 28 reports 9 confirmed	2005 45 reports 14 confirmed	2006 44 reports 25 confirmed	Decrease the number of confirmed incidents to 18 by 2009.	Met previous goal to decrease to 20 confirmed by 2005. Have discussed eliminating this indicator as the numbers are relatively small and can fluctuate a lot.
# of child development home providers participating in training	C	4Cs Child Care Resource & Referral	FY 2001 419	2005 1,126	2006 1,111	2007 2,338	Increase to 1,129 by 2007. Goal met in 2007 – new goal needed.	Previous goal to increase to 503 (20%) by 2005. Goal was met. Numbers of training participants have increased annually, with a 458% increase since 2001.

**Community Plan Indicators – Continued**

Community Empowerment Area Indicators	Identify the State Results Linked to the Indicator by A, B, C, D, E	Identify Source of data for each Indicator	Baseline Data (date & numerical value)	Sub-Subsequent Year's Data (Trend Line) Identify Year			Goal ( <u>numerical value</u> & projected timeline)	Progress Update (Brief Analysis of data)
				2005	2006	2007		
% of child development homes that make improvement in two areas of the Family Child Care Rating Scale (FCCRS)	C	4Cs Child Care Resource & Referral	FY 2004 100%	2005 95%	2006 100%	2007 100%	100% of providers will make improvements.	This indicator was added during FY04.
% of kindergarten students who attend preschool	D	School districts in Johnson County (Clear Creek, Iowa City, Lone Tree, Solon) 1990 & 2000 Census	1990 56.5% county  00-01 LT 67% 03-04 ICCS 75.1% Solon 87.5%	2004-2005  ICCS 75% LT 82%	2005-2006 Combined 82%; ICCS 81% (757/935) LT 80% from LP (24/30) Solon 97% (84/87) Clear Creek Amana not provided	2006-2007 Combined 65%; ICCS 62% (610/987) LT 75% from LP (30/40) Solon 95% (91/96) Clear Creek Amana 63% (49/78)	All areas will have 75% of kindergarteners with preschool experience by 2005. This goal is increased to 85% by 2009.	Lone Tree attendance has increased significantly, especially since implementing Empowerment scholarships in FY03 (02-03 school year). Difficulty getting numbers from some districts. Question whether we are just counting children in "preschool" or if we are also capturing children who have had some sort of early education experience (i.e. Head Start).
% of children who maintain or gain total protective factors as measured on Devereux Early Childhood Assessment (DECA)	D	Early education environments	FY2004 91.2%	2005 86.11%	2006 83%	2007 96%	95% of children ages 2-5 will gain or maintain Total Protective Factors. This is a rolling goal, since the children are different each year.	This indicator was added during FY04. So far, only 8 early education programs in Johnson County have utilized the DECA. We are having difficulty keeping staff trained to use DECA, but have not found another good qualitative measure.

**Community Plan Indicators – Continued**

Community Empowerment Area Indicators	Identify the State Results Linked to the Indicator by A, B, C, D, E	Identify Source of data for each Indicator	Baseline Data (date & numerical value)	Sub-Sequential Year's Data (Trend Line) Identify Year			Goal (numerical value & projected timeline)	Progress Update (Brief Analysis of data)
				2005	2006	2007		
# of regulated child care programs	E	Johnson County Social Services and 4Cs Child Care Resource & Referral	2001 Homes 399  2004 87 centers 191 homes	2005 88 centers; 181 homes	2006 6 preschool, 84 centers, 176 registered homes; 33 listed w/4Cs	2007 6 preschool, 82 centers, 170 registered homes; 42 listed w/4Cs	Increase homes to 288 and centers to 88 by 2008	This indicator was added during FY04. Also during FY04 DHS changed rules regarding home registration.
# of regulated child care slots (licensed, registered, and listed)	E	Johnson County Social Services and 4Cs Child Care Resource & Referral	2001 Licensed 1,403 Registered 761 <b>Total 2,164</b>	2005 Licensed 4,433 Registered 1,448 Total 5,881	2006 Licensed 4,743 Registered 1,252 (listed w/4Cs 1,076) Total 5,995	2007 Licensed 4,747 Registered 1,732 (listed w/4Cs 1,132) <b>Total 6,479</b>	Increase total to 6,395 by 2008	Previous goal to increase to 2,275 by 2003 was met (6,089 total). There was some decrease during 2004 perhaps due to new DHS rules regarding home registration. Have since seen steadily increasing numbers and new goal was met in 2007.

**SECTIONS IV and V - Programs/Services to Support the Priorities - including Program/Services Performance Measures**

**Report program performance measures using the following language:**

- Input** - what has been invested in financial and non-financial resources? (dollars invested, number of staff, etc)
- Output** - what was produced or changed as an effect of the effort put forth? (number served or trained, number of events, number meeting program outcome, etc)
- Quality** - How qualified and efficiently was the activity or service delivered? (percent of qualified staff, percent of customers satisfied, cost or rate per unit, ratio of staff to children, etc)
- Outcome** - What was the change in conditions for the people served? (percent meeting the outcome, percent gaining knowledge, percent making change in condition, etc)

**All columns should have quantitative or numerical data.**

**SECTION IV – Performance Measures: Community Empowerment Early Childhood Funds**

**All columns should have quantitative or numerical data.**

**Early Childhood Funds**

*These categories align with the funding parameters identified in Tool G of the Community Empowerment Tool Kit, [http://www.empowerment.state.ia.us/common/pdf/kit\\_tools/toolG.pdf](http://www.empowerment.state.ia.us/common/pdf/kit_tools/toolG.pdf). The categories are as follows:*

- Capacity Building/Access to Child Care or Preschools
- Quality Improvement Support/Incentives
- Extended hours/2nd or 3rd shift care/infant care/mildly ill care
- Home or Center Child Care Consultants
- Child Care Nurse Consultants
- Provider Training/Professional Development/Materials
- Other Services

**For each service listed, in the first column, please include a category from bulleted list above as well as a brief description of the program being supported. Items should align with the corresponding lines on the financial statement.)**

**SECTION IV – Performance Measures: Community Empowerment Early Childhood Funds**

<b>Early Childhood Services Provided</b>	<b>Link to Which Comm. Plan Priority or Priorities (as noted in Section III)</b>	<b>How Much Was Invested? (Input Measures)</b>  <i>Note: Fiscal Investments must coincide with fiscal part of this report</i>	<b>How Much Was Done or Produced? (Output Measures)</b>	<b>How Well Did We Do It? (Quality/ Efficiency Measures)</b>	<b>What Was the Change In Conditions for Those We Served? (Outcome Measures)</b>
Capacity Building/Access to Child Care or Preschools  <i>Programs:</i>  <i>Home Ties Emergency Child Care</i>  <i>ELL (English Language Learners)/GED childcare support</i>  <i>NCJC TXX/PJ Wraparound</i>	1. Early Education  3. Parent Education & Family Support	<b>\$ 85,288.30 Empowerment</b>  \$75,000.00 Johnson County \$62,477.50 SCCA \$19,206.00 SCCA/Promise Jobs \$18,000 Mennonite Church In-Kind \$16,772.86 NCJC \$15,832.42 CACFP	<b>73 children</b> from 53 families were provided no-cost emergency child care while parents searched for employment or housing  <b>36 children</b> participated in NAEYC accredited childcare while their parents attended ELL or GED classes  <b>29 children</b> participated in full-time NAEYC accredited childcare by wrapping part-day SCCA and PJ funds	<b>100 children were screened</b> with the Ages & Stages Questionnaires (ASQ)  <b>65 children were screened</b> with the Ages & Stages: Social-Emotional Questionnaires (ASQ:SE)	As a result of ASQ & ASQ:SE screenings, there were <b>28 referrals</b> to Grant Wood AEA and <b>11 children received services</b> for a delay or concerns  <b>100%</b> (4/4) of children gained Total Protective Factors as measured on DECA  <b>93%</b> (93/100) of families participated in continuing education, employment, or housing search

**SECTION IV – Performance Measures: Community Empowerment Early Childhood Funds – CONTINUED**

<b>Early Childhood Services Provided</b>	<b>Link to Which Comm. Plan Priority or Priorities (as noted in Section III)</b>	<b>How Much Was Invested? (Input Measures)</b>  <i>Note: Fiscal Investments must coincide with fiscal part of this report</i>	<b>How Much Was Done or Produced? (Output Measures)</b>	<b>How Well Did We Do It? (Quality/ Efficiency Measures)</b>	<b>What Was the Change In Conditions for Those We Served? (Outcome Measures)</b>
Quality Improvement Support/Incentives  <u>Programs:</u>  QRS Supports  IQPPS Support	1. Early Education	<b>\$ 20,805.12 Empowerment</b>  \$3750 4Cs support hours \$1932 providers (CDA app. fees) \$638.40 Grant Wood AEA in-kind staff time \$100.00 GWAEA in-kind print costs	<b>4 centers</b> began the IQPPS self assessment process  <b>5 centers</b> participated in on-site consultation/training related to center’s IQPPS Quality Improvement Plan  4 QRS workshops 26 QRS home visits 17 QRS center visits 3 CDA workshops 20 CDA home visits	<b>90% of participating centers</b> (9/10) completed the IQPPS self-assessment process and completed a Quality Improvement Plan  <b>300 3-4 year old children</b> were served in IQPPS classrooms  <b>29%</b> (5/17) of home based QRS participants submitted to the state <b>67%</b> (2/3) are Tier II or higher <b>64%</b> (7/11) of center QRS participants submitted to the state and 5 received certificates	<b>89% of IQPPS centers</b> report incorporating learning into policy and practice  <b>92% of QRS participants</b> have strengthened the health and emergency policies of their program
Extended Hours/Infant Care					
Home or Center Child Care Consultant  <u>Programs:</u>  4Cs Provider Supports	1. Early Education	<b>\$ 12,474.00 Empowerment</b>	<b>155 visits</b> were provided to <b>81</b> to child development homes	<b>74%</b> of homes listed with CCR&R are registered with DHS	<b>Of participating child development homes:</b>  <b>100%</b> made gains in at least 2 areas of the Family Child Care Rating Scale

**SECTION IV – Performance Measures: Community Empowerment Early Childhood Funds – CONTINUED**

<p><b>Early Childhood Services Provided</b></p>	<p><b>Link to Which Comm. Plan Priority or Priorities (as noted in Section III)</b></p>	<p><b>How Much Was Invested? (Input Measures)</b></p> <p><i>Note: Fiscal Investments must coincide with fiscal part of this report</i></p>	<p><b>How Much Was Done or Produced? (Output Measures)</b></p>	<p><b>How Well Did We Do It? (Quality/ Efficiency Measures)</b></p>	<p><b>What Was the Change In Conditions for Those We Served? (Outcome Measures)</b></p>
<p>Provider Training/Professional Development/Materials</p> <p><i>Programs:</i> 4Cs Provider Supports</p> <p>Every Child Reads</p> <p>Training Stipends</p>	<p>1. Early Education</p>	<p><b>\$ 22,592.31 Empowerment</b></p> <p>\$21,460 class fees \$15,825 Iowa East Central TRAIN \$13,300 U of I \$1,000 Kirkwood Community College in-kind \$861.48 GWAEA staff in-kind \$350 donations \$150 GWAEA printing costs</p>	<p>Over <b>160 hours</b> of free trainings</p> <p><b>2 series</b> of Every Child Reads</p> <p><b>9 providers</b> are able to attend higher level training</p>	<p><b>1,405 home providers</b> attended workshops (2,338 total providers)</p> <p><b>99%</b> improved professionalism (4Cs)</p> <p><b>100%</b> presenter effectiveness (4Cs)</p> <p><b>83%</b> (12/13) of ECR participants completed 24 hours of ECR</p>	<p><b>100%</b> improved in areas of Early Reading and Early Childhood Environment (4Cs)</p> <p><b>99%</b> improved in areas of Responsive Caregiving, Guidance &amp; Discipline, Curriculum and DAP</p> <p><b>96%</b> improved Health &amp; Safety</p> <p><b>95%</b> improved in Diverse Cultures</p> <p><b>100%</b> ECR participants report incorporating learning into policy and practice</p> <p><b>100%</b> of programs are more individualized to meet the needs of every child</p>
<p>Other Early Childhood Specialist</p>	<p>1. Early Education</p>	<p><b>\$20,072.48 Empowerment</b></p>	<p>Facilitated workshops for <b>31</b> early educators in the use of the Ages &amp; Stages Questionnaires (ASQ) and Ages &amp; Stages: Social-Emotional (ASQ:SE)</p> <p>Participated in planning meetings for Environmental Rating Scales, Healthy Child Care Iowa, and local activities around child care quality and monitoring</p>	<p><b>31 early educators</b> received training in the ASQ and ASQ:SE for implementation in their program</p> <p>Provided program oversight, implementation, and evaluation for Training Stipends</p> <p>Monitored <b>8 programs</b> for fiscal accountability and performance</p>	<p><b>99%</b> of ASQ &amp; ASQ:SE participants will encourage children to try new activities to increase their skills</p> <p><b>99%</b> of ASQ &amp; ASQ:SE participants' programs are more individualized to meet the needs of every child</p> <p>Increased collaboration in community planning (See Section II Community Collaborative Efforts)</p>

**SECTION V – Performance Measures: Community Empowerment School Ready Funds**  
**All columns should have quantitative or numerical data.**

**School Ready Funds**

*These categories align with the funding parameters identified in Tool G of the Community Empowerment Tool Kit, [http://www.empowerment.state.ia.us/common/pdf/kit\\_tools/toolG.pdf](http://www.empowerment.state.ia.us/common/pdf/kit_tools/toolG.pdf). The categories are as follows:*

- **Preschool Support for Low Incomes Families**

*The FY 07 School Ready funds to assist low-income families with preschool services must be used for families at or below **200%** of the federal poverty level. However, if sufficient funds are available to meet the needs of families meeting this requirement, the CEA Board may use a sliding scale or other co-payment provision for families above this federal poverty level.*

- **Family Support and Parent Education – Prenatal through age 3**

*The FY 07 School Ready funds that support Family Support and Parent Education Programs for families with children ages prenatal through age 3 **must** have a home visitation component.*

- **Family Support and Parent Education – Prenatal through age 5**

*In FY 07 the legislature designated that after allocation of all funds designated for other purposes, the CE board shall commit 60% of the remaining funds to provide family support services and parent education for children ages prenatal through 5. A home visitation component is not necessary.*

- **Professional Development Activities w/ AEA, Community Colleges**

*The SR funds for the purpose of Professional Development that were designated last year (FY 06) will not be a requirement for the use of FY 07 SR funding. However, any carry forward funds from FY 06 that were designated for this purpose must be expended on Professional Development activities.*

- **Quality Improvement Funds**

*In FY 07 these funds were appropriated to improve quality of the early care, health and education programs. Areas will report performance measures data regarding funded projects.*

- **Other Programs/Services**

*Programs/services that are providing other services. Examples of other services may include professional development for child care and preschool providers, nutrition, health and dental services, consultation services for early care, health and education providers, and quality improvements for early childhood programs.*

**The total amount expended in each section (Family Support prenatal-3, Family Support prenatal-5, Preschool Tuition, Professional Development, Quality Improvement, and Other) should align with the corresponding lines on the financial statement.**

**For each service listed, in the first column, please include a category from bulleted list above as well as a brief description of the program being supported. Items should coincide with budget line items.)**

**Family Support Performance Measures (use one row for each funded program) – Refer to Tool FF  
PRENATAL THROUGH AGE 3 funding – must include a home visitation component.**

Name of Family Support Program	Link to Which Comm. Plan Priority or Priorities (as noted in Section III)	How Much Was Invested? (Input Measures)  Note: Fiscal Investments must coincide with fiscal report in Family Support prenatal through three	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><b>UAY Pediatric Nurse Practitioner Home Visitation</b></p> <p>Home visitation from a pediatric nurse practitioner with a focus on healthy pregnancy and healthy infants</p>	<p>3. Parent Education &amp; Family Support</p>	<p><b>\$12,967.50 Empowerment</b></p> <p>\$6,200 Transitional Living Program</p>	<p>Number of children participating in the family support program utilizing a home visiting service delivery model (Unduplicated): <b>30</b></p> <p>Number of families participating in the family support program utilizing a home visitation service delivery model (Unduplicated): <b>30</b></p> <p>Number of face to face visits completed: <b>258</b></p>	<p>Percent of children, 0 –3 years old, while enrolled in the program, who are referred for Early ACCESS services: <b>0%</b> (babies are only followed until their first birthday)</p> <p><b>100%</b> satisfaction in nurse home visitor effectiveness</p>	<p>Percent of parents with increased parent confidence and competence in their parenting abilities: <b>100%</b></p> <p>Percent of families with an increase of healthy informal support systems:</p> <p>Percent of families able to enhance the health, growth, and development of their children: <b>96%</b></p> <p>Other outcomes: <b>100%</b> of teen home health participants delivered a <b>healthy birth weight baby</b></p> <p><b>5%</b> of participating teens had a <b>subsequent birth</b></p> <p><b>100%</b> of participating PNP home visiting children were up to date on <b>immunizations</b>, had <b>health insurance</b>, and had a <b>primary health care provider</b></p>

**Family Support Performance Measures *PRENATAL THROUGH AGE 3 funding* - CONTINUED**

Name of Family Support Program	Link to Which Comm. Plan Priority or Priorities (as noted in Section III)	How Much Was Invested? (Input Measures) Coincide with fiscal report in Family Support prenatal through three	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><b>Prenatal through age 3</b></p> <p><b>Empowerment Family Support Programs:</b></p> <p><b>UAY Teen Parents</b></p> <p><b>NCJC Latino Families</b></p> <p>Home visitation with a focus on the parent/child relationship. Specifically for teen parents and Spanish-speaking families.</p> <p>(includes Bavolek Nurturing Program, Healthy Families San Angelo, Parents As Teachers, and Partners For A Healthy Baby curricula)</p>	<p>3. Parent Education &amp; Family Support</p>	<p><b>Amount expended: \$117,836.00 Empowerment</b></p>	<p>Number of children participating in the family support program utilizing a home visiting service delivery model (Unduplicated): <b>82</b></p> <p>Number of families participating in the family support program utilizing a home visitation service delivery model (Unduplicated): <b>79</b></p> <p>Number of face to face visits completed: <b>1,128</b></p>	<p>Percent of children, 0 –3 years old, while enrolled in the program, who are referred for Early ACCESS services: <b>10%</b></p> <p>Participants reported high rates of satisfaction with <b>Counselor effectiveness 100%</b> said the family support worker talked at a level they could understand <b>100%</b> said the family support worker was very knowledgeable <b>100%</b> said they felt comfortable asking the worker any questions</p> <p><b>102 Ages &amp; Stages Questionnaires</b> were completed on <b>67 children</b>; of those children, 6 (9%) were referred to the AEA for further evaluation and of those, 1 (17%) received services for a delay</p> <p><b>36 Ages &amp; Stages: Social-Emotional Questionnaires</b> were completed on <b>36 children</b>; of those children, 1 (3%) was referred to the AEA for further evaluation and of those, 1 (100%) received services for a delay or concern</p>	<p>Percent of parents with increased parent confidence and competence in their parenting abilities <b>99%</b></p> <p>Percent of families with an increase of healthy informal support systems <b>97%</b></p> <p>Percent of families able to enhance the health, growth, and development of their children <b>97%</b></p> <p><u>Overall, participants reported increases in:</u></p> <p><b>Parent-child interactions (98%)</b>  <b>100%</b> have more ideas about how to discipline their child  <b>95%</b> are more likely to use positive discipline with their child  <b>92%</b> use discipline based on their child's development  <b>100%</b> know more what to expect of their child at his/her age  <b>97%</b> feel they are more realistic about what to expect of their child at this age  <b>97%</b> are more likely to sit down and read to their child  <b>100%</b> encourage their child to try new activities to increase his/her skills  <b>100%</b> are more likely to follow a schedule with their child</p> <p><b>Building social support &amp; decreasing stress (98%)</b>  <b>100%</b> have more emotional energy to give to their child  <b>97%</b> feel less stressed in caring for their child  <b>97%</b> feel they have more emotional support from others  <b>100%</b> are more confident about their parenting skills</p> <p><b>Identifying needed resources (99%)</b>  <b>100%</b> know where to turn for help when they need it  <b>100%</b> have discovered new resources in the community to use</p>

**Family Support Performance Measures - *PRENATAL THROUGH AGE 5 funding***

Name of Family Support Program (Coincide w/ Budget Line Items)	Link to Which Comm. Plan Priority or Priorities (as noted in Section III)	How Much Was Invested? (Input Measures) Coincide with fiscal report in prenatal through five	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><b>Empowerment Family Support Programs:</b></p> <p><b>ICCS</b>  <b>ICCSD Coralville</b>  <b>ICCSD Hills</b>  <b>ICCSD North</b>  <b>Liberty</b>  <b>NCJC</b></p> <p>(includes Bavolek Nurturing Program, Healthy Families San Angelo, Parents As Teachers, and Partners For A Healthy Baby curricula)</p>	<p>3. Parent Education &amp; Family Support</p>	<p><b>\$ 219,161.71 Empowerment</b></p>	<p>Number of children participating in the family support program utilizing a home visiting service delivery model (Unduplicated): <b>320</b></p> <p>Number of families participating in the family support program utilizing a home visitation service delivery model (Unduplicated): <b>204</b></p> <p>Number of face to face visits completed: <b>2,618</b></p>	<p>Percent of children, 0 –3 years old, while enrolled in the program, who are referred for Early ACCESS services: <b>12%</b></p> <p>Participants reported high rates of satisfaction with <b>Counselor effectiveness 100%</b> said the family support worker talked at a level they could understand <b>100%</b> said the family support worker was very knowledgeable <b>100%</b> said they felt comfortable asking the worker any questions</p> <p><b>588 Ages &amp; Stages Questionnaires</b> were completed on <b>244 children</b>; of those children, 48 (20%) were referred to the AEA for further evaluation and of those, 24 (44%) received services for a delay</p> <p><b>95 Ages &amp; Stages: Social-Emotional Questionnaires</b> were completed on <b>95 children</b>; of those children, 25 (26%) were referred to the AEA for further evaluation and of those, 20 (80%) received services for a delay or concern</p>	<p>Percent of parents with increased parent confidence and competence in their parenting abilities <b>99%</b></p> <p>Percent of families with an increase of healthy informal support systems <b>97%</b></p> <p>Percent of families able to enhance the health, growth, and development of their children <b>99%</b></p> <p>Percent of families better able to utilize community resources <b>99%</b></p> <p><u>Overall, participants reported increases in:</u>  <b>Parent-child interactions (99%)</b>  <b>99%</b> have more ideas about how to discipline their child  <b>99%</b> are more likely to use positive discipline with their child  <b>99%</b> use discipline based on their child's development  <b>100%</b> know more what to expect of their child at his/her age  <b>100%</b> feel they are more realistic about what to expect of their child at this age  <b>98%</b> are more likely to sit down and read to their child  <b>100%</b> encourage their child to try new activities to increase his/her skills  <b>98%</b> are more likely to follow a schedule with their child</p> <p><b>Building social support &amp; decreasing stress (98%)</b>  <b>99%</b> have more emotional energy to give to their child  <b>96%</b> feel less stressed in caring for their child  <b>98%</b> feel they have more emotional support from others  <b>98%</b> are more confident about their parenting skills</p> <p><b>Identifying needed resources (99%)</b>  <b>100%</b> know where to turn for help when they need it  <b>98%</b> have discovered new resources in the community to use</p>

**Family Support Performance Measures - PRENATAL THROUGH AGE 5 funding – Continued**

<b>Name of Family Support Program (Coincide w/ Budget Line Items)</b>	<b>Link to Which Comm. Plan Priority or Priorities (as noted in Section III)</b>	<b>How Much Was Invested? (Input Measures)</b>  Note: Fiscal Investments must coincide with fiscal report in prenatal through five	<b>How Much Was Done or Produced? (Output Measures)</b>	<b>How Well Did We Do It? (Quality/ Efficiency Measures)</b>	<b>What Was the Change In Conditions for Those We Served? (Outcome Measures)</b>
<b>UIHC Mental Health Consultation to Empowerment Family Support Program participants</b>	3. Parent Education & Family Support	<b>\$25,730.61 Empowerment</b>  \$350 UIHC Dept. of Psychiatry in-kind  \$450 United Way meeting room in-kind  \$450 ICCSD meeting room in-kind	<b>Training to 19 home visitors</b> regarding standardized screening/ assessment of early childhood mental health problems, parenting problems, and/or maladaptive child-parent relationships  <b>Consultation to home visitors regarding 14 children/families</b> where specific early childhood mental health problems have been identified	<b>89%</b> rated consultation as quite or very helpful in identifying problems in socio-emotional development and/or early childhood mental health problems  <b>75%</b> rated consultation as quite or very helpful in identifying parenting problems and/or maladaptive child-parent relationships  <b>88%</b> rated consultation as quite or very helpful in accessing quality mental health services to address early childhood mental health	<b>9 in-home consultations</b> with home visitors to 3 children/families  <b>4 facilitated mental health referrals</b> to 2 children/families

**Family Support Performance Measures - PRENATAL THROUGH AGE 5 funding – Continued**

Name of Family Support Program (Coincide w/ Budget Line Items)	Link to Which Comm. Plan Priority or Priorities (as noted in Section III)	How Much Was Invested? (Input Measures)  Note: Fiscal Investments must coincide with fiscal report in prenatal through five	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><b>Parent Education</b></p> <p><i>Programs:</i>                      -HACAP Family Education                      -Hills Family Books                      -MECCA Parenting and Child Wellness                      -NCJC Latino Family Support/ Education                      -North Liberty Playgroups                      -Regency Playgroups                      -UAY Rural Parenting</p>	<p>3. Parent Education &amp; Family Support</p>	<p><b>\$ 73,466.60 Empowerment</b></p> <p>\$5,000 ICCSD NL in-kind</p> <p>\$2,000 UAY Rural in-kind</p> <p>\$1,780 Iowa Public Television</p>	<p><b>168 parent education sessions total</b></p> <p>45 sessions of family education HACAP</p> <p>9 Family Book Groups</p> <p>4 six-session series of Partners in Parenting</p> <p>3 five-session Parent Skills workshops</p> <p>10 Child Wellness classes</p> <p>41 Playgroups through ICCSD</p> <p>24 Parents And Children Together (PACT) workshops</p> <p>Served <b>351 unduplicated families</b> and <b>1,079 duplicated families</b></p>	<p><b>Cost per family averages \$68</b> per duplicated family and <b>\$209</b> per unduplicated family</p> <p><b>Cost per event averages \$437</b> per group</p> <p><b>Presenter effectiveness</b> was rated with <b>99% satisfaction</b> in three areas:  <b>99%</b> said the facilitator talked at a level they could understand  <b>100%</b> said the facilitator was very knowledgeable  <b>99%</b> said they felt comfortable asking the facilitator any questions they had</p>	<p><b>Outcomes reported by participants:</b></p> <p><b>94%</b> increased parent confidence and competence  <b>98%</b> increased healthy informal support systems  <b>91%</b> enhanced their child's health, growth, and development</p> <p><b>100%</b> know more about how children grow and develop  <b>97%</b> know more ways to help their child learn  <b>100%</b> are more likely to use positive discipline with their child  <b>100%</b> know more ways to prevent behavior problems before they happen  <b>96%</b> feel more confident about their parenting skills  <b>100%</b> will use class activities at home  <b>97%</b> know more ways to improve their child's early and pre-reading skills  <b>100%</b> feel more connected to their child's school</p>

**Family Support Performance Measures - PRENATAL THROUGH AGE 5 funding – Continued**

Name of Family Support Program (Coincide w/ Budget Line Items)	Link to Which Comm. Plan Priority or Priorities (as noted in Section III)	How Much Was Invested? (Input Measures)  Note: Fiscal Investments must coincide with fiscal report in prenatal through five	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><b>Family Support &amp; Networking</b></p> <p><u>Programs:</u></p> <p><i>Arc Manantial</i></p> <p><i>UAY Teen Parent Support</i></p>	<p>3. Parent Education &amp; Family Support</p>	<p><b>\$13,207.63 Empowerment</b></p> <p>\$33,490 Shared Visions/DOE UAY</p> <p>\$1,000 Table To Table</p> <p>\$875 Iowa Children’s Museum in-kind</p> <p>\$5,573 Arc in-kind</p>	<p><b>24 support groups</b> for Spanish-speaking families with a child with a disability</p> <p><b>201 duplicated</b> support group contacts with teen parents</p> <p><b>39 unduplicated</b> families served</p> <p><b>272 duplicated</b> families served</p>	<p>Participants reported high rates of satisfaction with <b>Counselor effectiveness</b></p> <p><b>100%</b> said the facilitator talked at a level they could understand</p> <p><b>100%</b> said the facilitator was very knowledgeable</p> <p><b>100%</b> said they felt comfortable asking the facilitator any questions</p> <p><b>100%</b> said the facilitator was supportive of them</p>	<p><b>100%</b> increased parent confidence and competence</p> <p><b>99%</b> increased healthy informal support systems</p> <p><b>100%</b> enhanced their child’s health, growth, and development</p> <p><b>Outcomes reported by participants:</b></p> <p><b>100%</b> encourage their child to try new activities to increase his/her skills</p> <p><b>100%</b> understands more why their child does the things he/she does at this age</p> <p><b>100%</b> feel more confident about their parenting skills</p> <p><b>100%</b> have more activity ideas to use at home with their child</p> <p><b>100%</b> have discovered new resources in the community</p> <p><b>100%</b> felt they have more emotional support from others</p> <p><b>100%</b> know where to turn for help</p> <p><b>99%</b> had a chance to meet and talk with other parents</p> <p><b>99%</b> feel less stressed in caring for their child</p> <p><b>100%</b> learned how to take better care of themselves</p>

**Preschool Programming (Tuition) Support for Low-Income Families - Performance Measures - Refer to Tool CC (B)  
(2006 Professional Development Funds that were carried forward into this fiscal year.)**

Programs Funded	Link to Which Comm. Plan Priority or Priorities (as noted in Section III)	How Much Was Invested? (Input Measures) Note: Fiscal Investments must coincide with fiscal report	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>Total number of preschool programs/centers receiving Preschool Support: <b>17</b></p> <p>Number of funded Programs meeting the following standards:</p> <p>NAEYC Accreditation: <b>7</b></p> <p>Shared Visions: <b>3</b></p> <p>Head Start: <b>3</b></p> <p>ECERS average score of 5 (with no subscale score under 2): <b>1</b></p> <p>Participating in QPPS process: <b>18</b></p> <p>QRS rating of 3, 4 or 5: <b>1</b></p> <p>In process for completing any of the above quality standards:</p> <p>Meeting comparable standard (also identify standard):</p>	<p>1. Early Education</p> <p><i>INCLUDES:</i>  <i>Busy Bees</i>  <i>HACAP Head Start</i>  <i>Expansion</i>  <i>Hills &amp; Twain</i>  <i>Shared Visions</i>  <i>Mann</i>  <i>Scholarships</i>  <i>Lone Tree</i>  <i>Preschool</i>  <i>NCJC Head Start Match</i>  <i>PREP</i>  <i>School Ready</i>  <i>Scholarships</i></p>	<p><b>Amount expended: \$258,209.10 Empowerment</b></p> <p>Other            \$1,930 parent tuition (LTP)            \$37,612.50 parent tuition (Busy Bees)            \$25,890 Head Start NCJC            \$49,623.76 Head Start HACAP            \$94,635 Shared Visions ICCSD            \$35,944 ICCSD            \$7,252.50 Johnson County Social Services            \$8,566 NCJC</p> <p>Educational Level of Head Teacher(s) (Total number of each):</p> <p>GED: <b>0</b>            High School Diploma: <b>1</b>            Child Development Associate: <b>1</b>            AA Degree in EC or child development: <b>3</b>            AA Degree in related field: <b>1</b>            BA/BS in EC or child development: <b>9</b>            BA/BS in related field: <b>3</b>            Post Graduate Degree: <b>4</b></p> <p>Number of funded programs utilizing a Child Care Nursing Consultant for technical assistance: <b>10</b></p> <p>Curriculum(s) used by funded programs:            Breakthrough to Literacy            Creative Curriculum            Handwriting Without Tears            Houghton Mifflin Pre-K Curriculum            Hugs and Tugs            Incredible Years            Project Approach            Second Step</p>	<p><b>For Children Supported with these funds:</b></p> <p>Total Number of children (Unduplicated): <b>109</b></p> <p>Number of children by age (Unduplicated):            3 Year Olds: <b>24</b>            4 Year Olds: <b>72</b>            5 Year Olds: <b>13</b></p> <p>Number of children by Gender (Unduplicated):            Female: <b>49</b>            Male: <b>60</b></p> <p>Number of children by Race (Unduplicated)            White: <b>69</b>            Black/African American: <b>26</b>            American Indian: <b>1</b>            Asian: <b>0</b>            Native Hawaiian/Pacific Islander: <b>0</b>            More than one race reported: <b>1</b>            Other/Unknown: <b>12</b></p> <p>Number of children by ethnicity (Unduplicated):            Hispanic/Latino: <b>27</b>            Not Hispanic/Latino: <b>82</b></p> <p>Number of children with health insurance: <b>87</b></p> <p>Number of children with age appropriate skills: <b>86</b></p>	<p><b>For Children Supported with these funds:</b></p> <p>Percent of Children with health insurance: <b>80%</b></p>	<p><b>For Children Supported with these funds:</b></p> <p>Percent of children demonstrating age appropriate skills: <b>79</b></p> <p>(Identify the assessment tool(s) used to determine the children's development)            Ages &amp; Stages Questionnaires (ASQ)            Ages &amp; Stages: Social-Emotional Brigance            Child Check            Child Development Chart–First Five Years            Creative Curriculum assessment tools            DECA            Denver Developmental Scale            Get It, Got It, Go            Helpful Entry Level Checklist Skills            ICCSD Early Childhood Standards &amp; Benchmarks            LAP-R            Work Sampling</p> <p><b>96% (27/28) of children assessed with DECA both Fall and Spring gained or maintained Total Protective Factors</b></p> <p><b>32 children assessed with ASQ and of those, 19 were also assessed with ASQ:SE.</b></p> <p><b>28% (9/32) were referred</b> for additional assessment/services as a result of an ASQ and/or ASQ:SE screen</p>

**Collaborative Professional Development – Performance Measures – Refer to tool DD (B)**

**Note:** Required measures to be reported are in bold.

Collaborators	Link to Which Comm. Plan Priority or Priorities (as noted in Section III)	How Much Was Invested? (Input Measures) <b>Note:</b> Fiscal Investments must coincide with fiscal report	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>Please list the collaborative partners involved in the professional Development Activities and briefly describe the activities.</p> <p>Community Empowerment, 4Cs Child Care Resource &amp; Referral, Grant Wood AEA, and Kirkwood Community College participated in planning.</p> <p><i>Programs funded:</i></p> <p><i>Every Child Reads</i></p>	<p><b>1. Early Education</b></p>	<p><b>Amount Expended:</b></p> <p><b>\$3,849.96 Empowerment</b> (this is carry-forward)</p> <p>Also listed under Early Childhood Funds Provider Training/Professional Development/Materials on page 18</p> <p><b>2 series of the Every Child Reads educational program</b></p>	<p><b><u>Total number of participants by:</u></b></p> <p><b>Number of Administrators/Directors: 3</b></p> <p><b>Number of Teachers/Early Childhood Providers: 7</b></p> <p><b>Number of Assistant Teachers: 2</b></p>	<p><b><u>Percent of all participants completing coursework by:</u></b></p> <p><b>Percent of Administrators/Directors: 100%</b></p> <p><b>Percent of Teachers/Early Childhood Providers: 100%</b></p> <p><b>Percent of Assistant Teachers: 100%</b></p> <p><b>Average cost per participant: \$533.06</b></p>	<p><b>Percent of participants who report incorporating learning into policy or practice: 100%</b></p> <p># of 3-5 year olds in classrooms participating in ECR: <b>238</b></p>

**Quality Improvement Funds – Performance Measures.**

Collaborators	Link to Which Comm. Plan Priority or Priorities (as noted in Section III)	How Much Was Invested? (Input Measures) Note: Fiscal Investments must coincide with fiscal report	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>Please list the collaborative partners involved in the quality early care, health, and education programs and describe program or activity</p> <p><b>1. JCPH HCCI CCNC:</b> equipment incentives for programs to complete Injury Prevention Checklist to participate in QRS</p> <p><b>2. NCJC PALS:</b> social skills and behavioral support training for classroom teachers and support staff</p> <p><b>3. 4Cs ERS:</b> Train 5 providers in the use of the Environmental Rating Scales (ITERS, ECERS, and FCCERS) and those providers mentor other programs</p>	<p>1. Early Education</p> <p>2. Children’s Health</p> <p>3. Parent Education &amp; Family Support</p>	<p><b>Amount Expended: \$72,690.95 Empowerment</b></p> <p>1. \$5,291.51 (JCPH)</p> <p>2. \$28,230 (NCJC)</p> <p>3. \$35,079.27 (4Cs ERS)</p> <p>4. \$1,062.83 (4Cs A&amp;B)</p> <p>5. \$1,158.04 (Maternal Depression)</p> <p>6. \$1,869.30 (Other curricula/materials)</p> <p><u>Other:</u> \$24,545 in-kind</p>	<p><b>1. HCCI: 10 Caring for Children books</b> available for check-out; purchase of <b>cribs and evacuation frames; rubber surfacing mats; and mulch</b></p> <p><b>2. PALS:</b> One <b>4-day training</b> on PALS and one <b>follow-up session.</b></p> <p><b>3. ERS: 5 providers</b> trained in the use of <b>each of the Environmental Rating Scales</b> for a <b>total of 15 providers</b> trained Assessment of an additional <b>387 programs</b> using ERS</p>	<p><b>1. HCCI: 8 Injury Prevention Checklists</b> were completed with providers</p> <p><b>2. PALS: 30 early childhood teachers and 19 support partners</b> participated in training. <b>12 partners</b> participated in follow-up.</p> <p><b>3. ERS:</b> The <b>15 providers trained</b> in the ERS provided training and <b>consultation to an additional 28 providers</b> in the use of the ERS. <b>An additional 38 programs were assessed</b> using ERS.</p>	<p><b>1. HCCI: 100%</b> of participating provides improved health and safety in their programs</p> <p><b>2. PALS: 71%</b> of partners feel they are more effective in supporting teachers in using inclusive interventions in the classroom; <b>100%</b> of partners assist more in providing enhanced services with children with behavioral challenges <b>100%</b> of teachers have implemented new behavior strategies in their classroom <b>71%</b> of teachers have consulted with one of the support partners</p> <p><b>3. ERS:</b> <b>100%</b> (38/38) of programs participating in consultation showed quality improvement on pre/post consultation ERS scores. <b>6 new programs</b> entered the state QRS program following ERS mentoring (5 centers and 1 child development home)</p>

**Quality Improvement Funds – Performance Measures - Continued**

Collaborators	Link to Which Comm. Plan Priority or Priorities (as noted in Section III)	How Much Was Invested? (Input Measures) Note: Fiscal Investments must coincide with fiscal report	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><b>4. 4Cs Above &amp; Beyond:</b> 5 workshop series focusing on special issues of development</p> <p><b>5. Edinburgh Postnatal Depression Scale (EPDS) Mental Health Maternal Depression Screening:</b> stipends for home visitors to receive training in use of the EPDS</p> <p><b>6. Other:</b> curricula and materials distributed to agencies</p>	<p>1. Early Education</p> <p>2. Children’s Health</p> <p>3. Parent Education &amp; Family Support</p>	<p>See previous page</p>	<p><b>4. A&amp;B: 5 workshops</b> provided</p> <p><b>5. EPDS: one introductory workshop</b> on the Edinburgh Postnatal Depression Scale; <b>8 copies of “Perinatal Mental Health”</b> distributed to agencies</p> <p><b>6. Other: 5 copies of “Issues in Working With Teen Parents Guides”</b> available to home visitation programs; <b>4 “Creative Curriculum for Preschool”</b> books, 1 <b>“Trainer’s Guide to the Creative Curriculum for Preschool”</b> and 1 <b>“Connecting Content, Teaching, and Learning”</b> book provided to Grant Wood AEA; 1 <b>“Creative Curriculum for Family Child Care”</b> provided to 4Cs Child Care Resource &amp; Referral</p>	<p><b>4. A&amp;B:</b> 11 participants attended all five workshops, 8 attended four workshops, with <b>31 unduplicated participants</b> <b>99%</b> satisfaction with presenter effectiveness</p> <p><b>5. EPDS:</b> 14 home visitors <b>received training in use of EPDS</b></p> <p><b>6. Other:</b> Curriculum that does not require expensive training and materials is available for use within home visitation programs</p>	<p><b>4. Above &amp; Beyond:</b> <b>100%</b> know more ways to teach children how to solve their own problems <b>100%</b> know more ways to help children control their anger and calm themselves <b>98%</b> know more ways to prevent behavior problems before they happen</p> <p><b>5. EPDS:</b> 34 women were screened with the EPDS</p> <p><b>6. Other:</b> More families are able to be served by a home visitation program that utilizes a curriculum that is appropriate for their family’s individual needs</p>

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

For each service listed, in the first column, please provide a brief description of the program being supported.

School Ready Services Provided including a brief description of the program or activity (Coincide w/ Budget Line Items)	Link to Which Priority or Priorities	How Much Was Invested? (Input Measures)  Note: Fiscal Investments must coincide with fiscal report	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><b>Childcare Support Programs</b></p> <p>Busy Bees Infants/Toddler</p>	<p>1. Early Education</p>	<p><b>\$ 17,250 Empowerment</b></p> <p>\$37,612.50 other tuition</p>	<p><b>11 additional childcare slots</b> for low-income children were created</p>	<p>This new program is participating in the IQPPS. During the last year, <b>enrollment increased by 35 students; with 29% utilizing scholarships.</b></p>	<p><b>11 children</b> received assistance in paying for quality child care</p>
<p><b>Continue Care</b></p> <p>Include above under childcare? Includes 10.25 postage</p>	<p>1. Early Education</p>	<p><b>\$ 61,127.46 Empowerment</b></p> <p>\$ 7,252.50 Johnson County Social Services</p>	<p><b>72 children</b> were able to remain in consistent care in spite of funding challenges</p>	<p><b>16 child care centers and 7 child development homes</b> participated in the program</p> <p><b>100%</b> of programs would participate again</p>	<p><b>82%</b> of child participants remained in their current care after Continue Care funding ended</p> <p><b>75%</b> of child participants remained with the same care provider 3 months after funding ended</p>

**Other Services (other than targeted School Ready funds) - Performance Measures – Continued**

School Ready Services Provided including a brief description of the program or activity	Link to Which 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)
<b>CART-JC</b>	1. Early Education	<b>\$49,979.57 Empowerment</b>	<b>41 children</b> from <b>20 child care</b> centers were served	<b>9 children (22%)</b> required consultation only <b>100%</b> participant satisfaction	<b>100%</b> (6/6) of children completing the program improved Total Protective Factors as measured on DECA
<b>Children's Health Insurance Outreach</b>	2. Children's Health	<b>\$ 11,053.77 Empowerment</b>  \$7,997.88 Public Health hawk-i outreach	<b>64 families</b> received individualized assistance in applying for hawk-i and/or Medicaid	Enrollment has <b>increased by 20%</b> in the past year from April 2006 (330) to April 2007 (397)	<b>28 additional children</b> were enrolled in hawk-i and Medicaid
<b>Early Childhood Specialist</b>	1. Early Education  2. Children's Health  3. Parent Education & Family Support	<b>\$ 24,385.06 Empowerment</b>	<b>3</b> new home visitor training sessions for <b>6</b> counselors. Training for <b>15</b> home visitors to be trained in use of Edinburgh Postnatal Depression Screening (EPDS). Training for <b>19</b> home visitors to better understand infant mental health and utilize consultation from UIHC  Publication of The More You Know (TMYK), a compilation of some of the child/family/parenting/adult education classes happening in Johnson County. (See <a href="http://www.icempowerment.org">www.icempowerment.org</a> or <a href="http://www.pcajc.org">www.pcajc.org</a> then click on Programs then The More You Know)	<b>100%</b> positive ratings of presenter effectiveness  TMYK is distributed quarterly to <b>72 community contacts</b> and contains an average of <b>20 events</b> per quarter.  Monitored <b>33 programs</b> for fiscal accountability and performance  Provided program planning and oversight to the home visitation programs.	Number of <b>TMYK</b> events has <b>increased by 64%</b> ; from 14 in July 2006 to 23 in June 2007.  Increased collaboration in community planning (See Section II Community Collaborative Efforts)  Oversight of grants and projects allows increased efficiency in blending funding streams  Meetings with state staff allow expanded networking and provides information about our area to outside resources

**SECTION VII –Other Community Investment and Support**

Identify and briefly describe other funding or support (as appropriate) the community empowerment area has been successful in obtaining and applying toward the community plan. *Identify funds (actual cash amount) that come directly to and flow through the community empowerment area to support the community plan. Identify value of in-kind as calculated according to usual and customary accounting principles (convert to cash value) that supports the community empowerment area's community plan.*

Please refer to OMB circular A110 for more information regarding local match and in-kind [www.whitehouse.gov/omb/circulars/a110/a110.htm#23](http://www.whitehouse.gov/omb/circulars/a110/a110.htm#23)

<b>Source</b>	<b>Cash Value</b>	<b>Source</b>	<b>In-Kind Cash Value</b>
Johnson County for administration	15,496.45	Johnson County for administration	4,232.00
		Mercy (rooms and food)	12,828.00
		JCCOG (evaluation and posting)	368.26
<u>Already shown in Performance Measures</u>		Board and Work Group members (for meetings)	20,750.00
Child & Adult Care Food Program	15,832.42	Board Chairperson (in addition to regular meetings)	972.00
Head Start Funds	75,513.76	Board Treasurer (in addition to regular meetings)	810.00
Iowa East Central TRAIN	15,825.00		
Johnson County for Home Ties	75,000.00	<u>Already shown in Performance Measures</u>	
Public Health hawk-i outreach	7,997.88	Iowa Public Television Family Books Program	1,780.00
Shared Visions grants	128,125.00	Johnson County Social Services	14,505.00
State Child Care Assistance/Promise Jobs	81,683.50		
Additional reflected in performance measures	246,422.74		
<b>TOTAL</b>	<b>\$ 661,896.75</b>	<b>TOTAL</b>	<b>\$ 56,245.26</b>

A	B	C	D	E
	<b>EARLY CHILDHOOD FUNDS UNDER EMPOWERMENT</b>			
	<b>Community Empowerment Area:</b>	<b>FY06</b>	<b>FY07</b>	<b>FY08</b>
<b>#</b>				
	<b>Revenues ( Reporting Year)</b>			
1	Current allocation for Admin. ( not to exceed 5% of total award) for Reporting Year	\$8,128.00	\$9,666.00	
2	Program/Service Funds	\$154,443.00	\$183,672.00	
3	<i>Subtotal current award (Sum Lines 1 and 2)</i>	<b>\$162,571.00</b>	<b>\$193,338.00</b>	<b>\$0.00</b>
	<b>Carry-forward from Previous Years available for current reporting year</b>			
4	Brought Forward-Administration	\$0.00	\$0.00	
5	Brought Forward -- Program/Service Funds	\$3,654.78	\$7,522.79	
6	Interest (Must be used in Program and not Administration)	\$0.00	\$0.00	
7	<i>Subtotal carryover funds (Sum Lines 4 through 6)</i>	<b>\$3,654.78</b>	<b>\$7,522.79</b>	<b>\$0.00</b>
8	<b>Total Available funds ( Line 3 + 7)</b>	<b>\$166,225.78</b>	<b>\$200,860.79</b>	<b>\$0.00</b>
9	<b>Current Year Available Funds (Current Allocation plus Carry-forward) by Category</b>			
10	Administration ( not to exceed 5% of total award)	\$8,128.00	\$9,666.00	\$0.00
11	Program/Service Funds includes Carry-forward Interest	\$158,097.78	\$191,194.79	\$0.00
12	Interest Earned During Current Fiscal Year	\$1,672.03	\$1,544.28	
13	<b>Total Available funds by category including Interest Earned in Reporting Year (Sum Lines 10 + 11 + 12)</b>	<b>\$167,897.81</b>	<b>\$202,405.07</b>	<b>\$0.00</b>
14	<b>Expenditures ( Reporting Year)</b>			
15	Admin. expenditures ( not to exceed 5% of total award)	\$8,128.00	\$9,666.00	
16	Capacity Building/Access to Child Care or Preschools	\$62,648.00	\$85,288.30	
17	Quality Improvement Support/Incentives	\$0.00	\$20,805.12	
18	Extended hours/2nd or 3rd shift care/infant care/mildly ill care	\$22,901.50	\$0.00	
19	Home or Center Child Care Consultants	\$11,696.03	\$12,474.00	
20	Child Care Nurse Consultants	\$0.00	\$0.00	
21	Provider Training/Professional Development/Materials	\$20,024.24	\$22,592.31	
22	Other Services	\$34,977.25	\$20,072.48	
23	<b>Total Expenditures Reporting Year (Lines 15 through 22)</b>	<b>\$160,375.02</b>	<b>\$170,898.21</b>	<b>\$0.00</b>
24	<b>Unexpended Balance of Funds (Reporting Year)</b>			
25	Administration	\$0.00	\$0.00	\$0.00
26	Program/Service Funds	\$7,522.79	\$31,506.86	\$0.00
27	<b>Unexpended Balance of Funds for Reporting Year (Carry-forward to next year)</b>	<b>\$7,522.79</b>	<b>\$31,506.86</b>	<b>\$0.00</b>
	<b>I hereby verify that the information contained in this financial statement is true.</b>			
	Fiscal Agent Signature	Date		
	On behalf of:			

	<b>Community Empowerment Area:</b> Iowa Community Empowerment 2007 Annual Report	<b>FY06</b>	<b>FY07</b>	<b>FY08</b>
	Early Childhood Financial Statement			
	Name of Community Empowerment Area Represented			

Iowa Community Empowerment 2007 Annual Report -  
School Ready Financial Statement

<b>SCHOOL READY FUNDS UNDER EMPOWERMENT</b>			
<b>Community Empowerment Area: Johnson County</b>	<b>FY 06</b>	<b>FY 07</b>	<b>FY 08</b>
<b>Revenues (Reporting Year)</b>			
Current allocation for Administration (not to exceed 3% of total award) for Reporting Year	\$20,013.00	\$27,463.00	
Family Support and Parent Education	\$400,274.00	\$295,267.00	
Preschool Support for Low Incomes Families	\$120,082.00	\$265,211.00	
Professional Development Activities w/ AEA, Community Colleges	\$26,685.00		
Family Support and Parent Education (0-3 Funds)		\$130,646.00	
Quality Improvement Funds (Received through application process)		\$77,858.02	
Other Programs/Services	\$100,068.00	\$196,844.00	
<i>Subtotal current award (Sum Lines 1 through 7)</i>	<b>\$667,122.00</b>	<b>\$993,289.02</b>	<b>\$0.00</b>
<b>Carryforward from Previous Years: Available for Current Reporting Year</b>			
Brought Forward - Administration	\$0.00	\$0.00	
Brought Forward - Family Support and Parent Education	\$0.00	\$63,362.43	
Brought Forward - Preschool Support for Low Incomes Families		\$5,179.69	
Brought Forward - Professional Development Activities w/ AEA, Community Colleges		\$3,849.96	
Brought Forward - Family Support and Parent Education (0-3 Funds)			
Brought Forward - Quality Improvement Funds			
Brought Forward - Other Programs/Services	\$51,438.88	\$106,182.35	
Interest (Must be used in Program and not Administration)	\$0.00	\$0.00	
<i>Subtotal Carryforward funds (Sum Lines 9 thru 16)</i>	<b>\$51,438.88</b>	<b>\$178,574.43</b>	<b>\$0.00</b>
Less Carryforward in excess of allowable (30%)			
<b>Total Available funds (Line 8 + 17, less line 18)</b>	<b>\$718,560.88</b>	<b>\$1,171,863.45</b>	<b>\$0.00</b>
<b>Total Available Funds for Reporting Year (Current Allocation plus Allowable Carryforward and Interest Earned in Reporting Year)</b>			
Administration (not to exceed 3% of total award)	\$20,013.00	\$27,463.00	\$0.00
Family Support and Parent Education	\$400,274.00	\$358,629.43	\$0.00
Preschool Support for Low Incomes Families	\$120,082.00	\$270,390.69	\$0.00
Professional Development Activities w/ AEA, Community Colleges	\$26,685.00	\$3,849.96	\$0.00
Family Support and Parent Education (0-3 Funds)		\$130,646.00	\$0.00
Quality Improvement Funds		\$77,858.02	\$0.00
Other Programs/Services	\$151,506.88	\$303,026.35	\$0.00
Interest Accrued in Current Fiscal Year (Must be used in Program and not Administration)	\$14,116.01	\$22,900.73	
<b>Grand Total Budget for Reporting Year</b>	<b>\$732,676.89</b>	<b>\$1,194,764.18</b>	<b>\$0.00</b>

