

A young child with light-colored hair is shown in profile, blowing bubbles. The child is smiling and looking upwards. The background is a soft, greenish-yellow color with many bubbles floating around. The text is overlaid on the left side of the image.

Johnson County Empowerment Area Board

Contractor Orientation

A young child with light-colored hair is shown in profile, blowing bubbles. The child's mouth is open, and several bubbles are visible near their face. The background is a soft, out-of-focus green with many more bubbles floating around. The overall mood is joyful and hopeful.

What is Community Empowerment?

Iowa Community Empowerment
Overview



Iowa Community Empowerment

Vision:

Every child, beginning at birth, will be healthy and successful.

Mission:

The Iowa Empowerment Board supports communities by demonstrating and facilitating leadership and the process towards collaboration to build a comprehensive and integrated system of supports and services to achieve results for children (0-5) and their families.



Community Empowerment Boards

Overview/Role:

- **Promote and demonstrate community collaboration**
- **Community assessment**
- **Coordinate Planning**
- **Establish priorities**
- **Develop a system for comprehensive services to support families and communities**
- **Coordinate program/funding to meet needs and priorities**



Anticipated Results

By the end of the year 2005, every community in Iowa will have developed the capacity and commitment for achieving these results:

- **Healthy Children (Birth to 5)**
- **Children Ready to Succeed in School**
- **Safe and Supportive Communities**
- **Secure and Nurturing Families**
- **Secure and Nurturing Child Care Environments**



Community Collaboration

Empowerment areas encourage and facilitate collaborative efforts within the community empowerment area including actions to avoid duplication, enhance efforts, combine planning, and/or other steps to best meet the needs of families. Empowerment areas are specifically interested in collaborating with the following grant programs:



Community Collaboration

- Healthy Families Iowa (HOPES) funded through the Iowa Department of Public Health;
- Parent education programs funded through the Child Development Coordinating Council
- Pre-school at-risk programs (Shared Visions funded through the Child Development Coordinating Council);
- Home visitation and parent support through child abuse prevention grants;
- Home visitation and parent support funded through the Department of Human Services safe and stable families grant programs.



Community Collaboration

Empowerment areas are specifically interested in collaborating with the following planning boards:

- **Decat**
- **Child Abuse Council**
- **Early ACCESS**



Community Collaboration

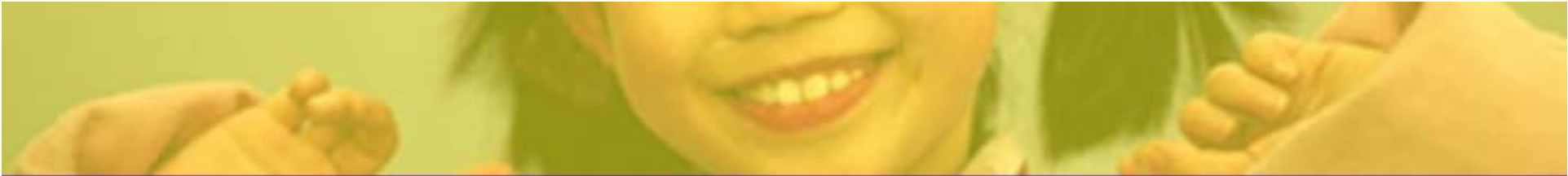
Many Empowerment areas also collaborate with other initiatives such as:

- **Every Child Reads**
- **Iowa Public Television's Ready To Learn**
- **outreach for hawk-i (state children's health insurance)**
- **Iowa's Quality Rating System**

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What does it look
like locally?

Johnson County Empowerment
Overview



Establishment of Johnson County Empowerment

The Johnson County Empowerment Board was established to oversee and coordinate collaborative services for children and families in Johnson County. The initial emphasis was to be 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.



Establishment of Johnson County Empowerment

The Johnson County Empowerment Area Plan addresses early childhood environments for children prenatal to age five years.

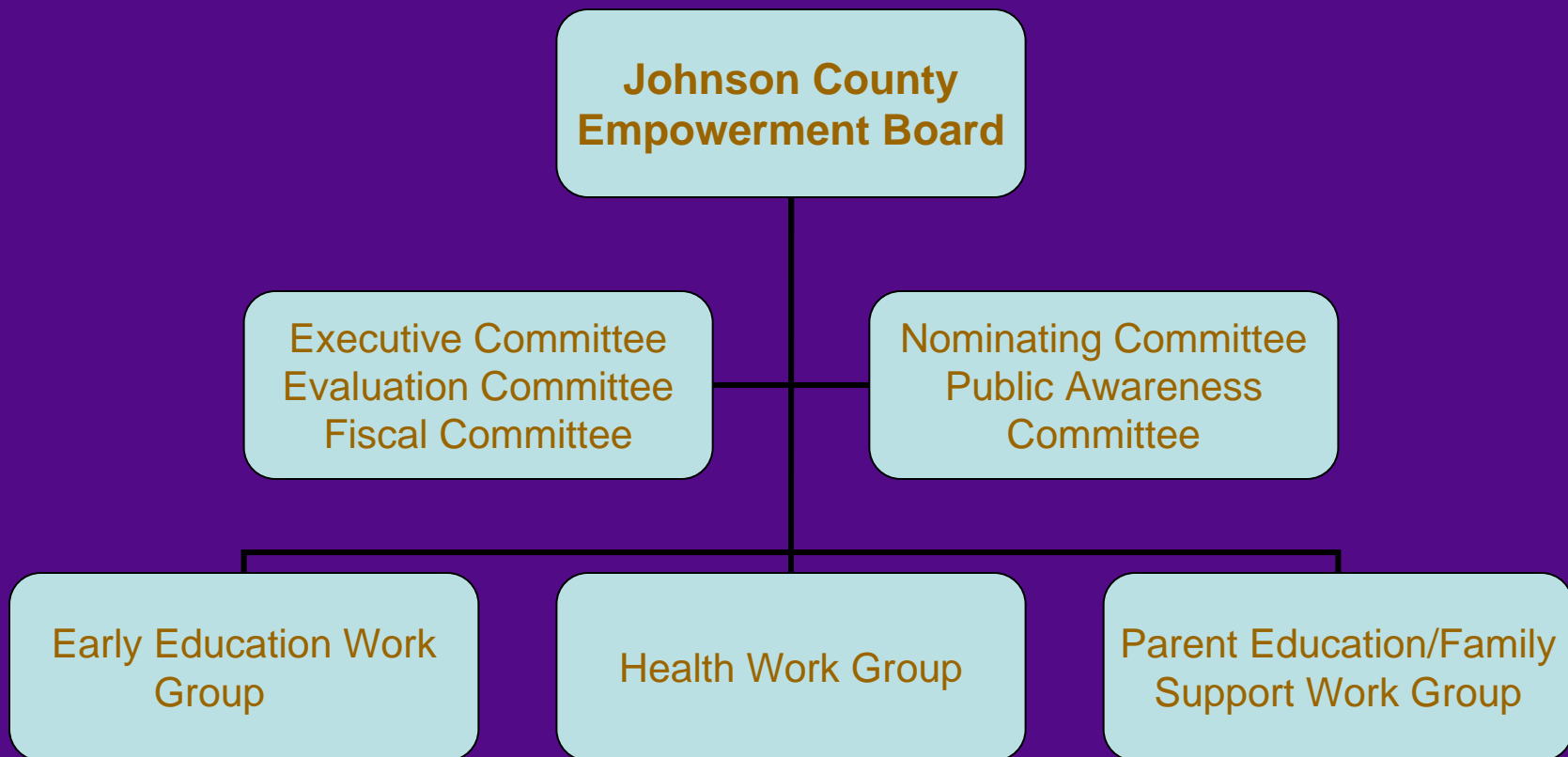
The Plan includes four primary components:

- 1. Children's Health**
- 2. Early Education**
- 3. Parent Education/Family Support**
- 4. Community Wellness**

Community Work Groups have been designated for the first three areas of the Plan to develop and support implementation strategies. An Early Childhood Specialist provides consultation and training to families, early education providers, participating staff at family resource centers, Community Work Groups, and the general public



Table of Organization



Johnson County Empowerment Board



Vision and Mission

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

Johnson County Empowerment will lead the community 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.**



Community Plan

The Community Plan is to be used as a roadmap to direct the Board in their decision-making.

The Community Plan will assist the Board in fulfilling their responsibilities as a Board and as individual Board members.



Overview of Community Plan

The Johnson County Empowerment Area Plan addresses early childhood environments for children prenatal to age five years.

The Plan includes four primary components:

- 1. Children's Health**
- 2. Early Education**
- 3. Parent Education/Family Support**
- 4. Community Wellness**

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Show me the
money

Funding for Johnson County
Empowerment



Funding

- State Early Childhood (TANF) Funding
- State School Ready Funding
- County Funding



Early Childhood (TANF) Funding Distribution Formula

- ❖ **Percentage of the average number of monthly statewide Family Investment Program (FIP) cases for families with children 0-3 in the preceding state fiscal year.**



Early Childhood (TANF) Funding

- ❖ **Program Funds**
- ❖ **5% administration funds**



Early Childhood (TANF) Program Funds

- **Capacity Building**
- **Quality Improvement**



Early Childhood (TANF) Funding

Capacity Building – examples of allowable activities

- Increase access to infant, 2nd and 3rd shift, and inclusive child care through provider recruitment and support
- Increase children's access to Head Start, Early Head Start, and other evidence-based child development and child care programs, through provider support
- In partnership with Child Care Resource & Referral, provide information to help parents select quality child care environments (comprehensive consumer education)



Early Childhood (TANF) Funding

Quality Improvement – examples of allowable activities

Recruitment of and assistance to home- and center-based child care providers in meeting registration, licensure, and quality rating system or accreditation standards. Examples includes, but are not limited to:

- Home- and center-based child care consultants
- Child care nurse consultants
- The completion of self-assessments and program improvement plans
- Limited equipment purchases and minor facility remodeling to meet health and safety standards required by licensing or registration, e.g. purchase of cribs for infants, installing egress windows



Early Childhood (TANF) Funding

Quality Improvement – examples of allowable activities

Provide training and professional development opportunities for home-and center-based child care and preschool providers with community partners such as Child Care Resource and Referral, community colleges, and ISU Extension. Examples include, but are not limited to:

- Health and safety training
- Use of developmentally appropriate practices, discipline and curriculums
- Integrating inclusive and culturally competent practices
- Program for Infant and Toddler Caregivers (PITC)



Early Childhood (TANF) Funding

Quality Improvement – examples of allowable activities

Partner with T.E.A.C.H. Iowa to provide tuition assistance to home- and center-based child care and preschool providers to enroll in early childhood education coursework at community colleges.



Early Childhood (TANF) Funding

Restrictions

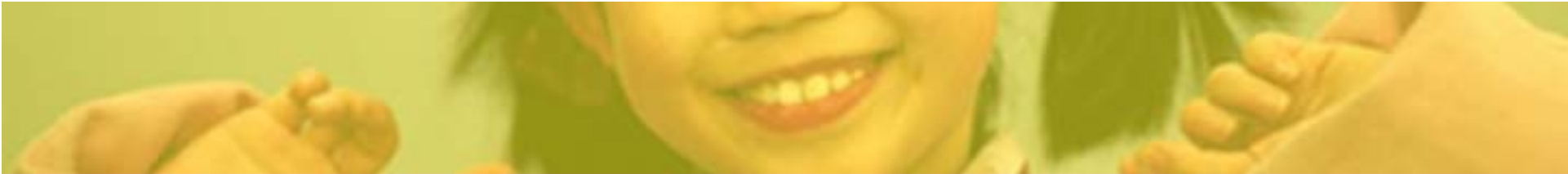
- These funds cannot be used to supplant state child care assistance (subsidy) to eligible recipients.
- When funding child care scholarships, the family's income must be between 146-185% of the Health and Human Services Poverty Guidelines, although this is not encouraged due to potential federal reporting requirements.
- Best practice is to not enter into contracts with contractors or providers until the Department of Human Services approves the CEA's Early Childhood Budget.



Early Childhood (TANF) Funding

Time Limitations

Must be expended within two state fiscal years.



School Ready Funding distribution formula

- ❖ 45% is allocated based on the percent of the population that is age 0-5 and at or below 185% of the poverty level.
- ❖ 35% is allocated based on the percent of the population that is age 0-5.
- ❖ 20% is distributed equally among the 58 areas.



School Ready Funding

❖ Program Funds

- ✓ Family Support and Parent Education Prenatal – Age 3 (13%)
- ✓ Family Support and Parent Education Prenatal – Age 5 (29%)
- ✓ Preschool Support for Low Income Families (26%)
- ✓ Quality Improvement Funds (8%)
- ✓ Other Programs/Services (21%)

❖ 3% administration funds



School Ready Funding

Family Support Prenatal through Three examples of allowable activities

Community Empowerment Board are strongly encouraged to support programs implementing evidence-based family support and parent education practices. All programs funded through Family Support Prenatal through Three **must have a home visitation component.**

Required Performance Measures are necessary for each activity.



School Ready Funding

Family Support Prenatal through Five examples of allowable activities

Community Empowerment Board are strongly encouraged to support programs implementing evidence-based family support and parent education practices.

Required Performance Measures are necessary for each activity.



School Ready Funding

Preschool Programming Support for Low Income Families examples of allowable activities

This categorical funding was legislated to assist low-income parents with tuition for preschool and other supportive services for children ages three, four, and five who are not attending kindergarten in order to increase the basic family income eligibility requirement to not more than 200 percent of federal poverty level; and for preschool program expenses not covered under chapter 256C (Statewide Voluntary Preschool Program for Four-Year-Old Children). In addition, if sufficient funding is available after addressing the needs of those who meet the basic income eligibility requirement, a community empowerment area board may provide for eligibility for those with a family income in excess of the basic income eligibility requirement through use of a sliding scale or other copayment provision.

Required Performance Measures are necessary for each activity.



School Ready Funding

Quality Improvement Funds examples of allowable activities

These funds are used to improve the quality of early care, health, and education projects and programs that:

- o Support quality improvement efforts
- o Are evidence-based, quality practices and services, that have been proven to positively affect outcomes for children
- o Produce and document expected performance outcomes
- o Align with the community plan and identified CEA priorities



School Ready Funding

Other Funds examples of allowable activities

These funds do not have categorical requirements, however, they must:

- o Be used to support early care, health, and education for children and families prenatal through age five.
- o Demonstrate effectiveness through documented and reported performance measures.
- o Not be used for administrative costs (legal fees, fiscal agent fees, insurance, or the role of coordinator when doing board administrative functions, etc.)



School Ready Funding

Restrictions

- School Ready funds are awarded to Community Empowerment boards on an annual basis (pending funding availability and Designation). Receipt of funding is subject to submission of the required Annual Report (due September 15) documenting progress toward the results identified in the community plan.
- As per the Iowa Empowerment Board, October 9, 1999, meeting “Local Empowerment Boards shall not use Empowerment funds to purchase real property that would be subject to taxes.”
- Best practice is to not enter into contracts with contractors or providers until the Department of Education approves the CEA’s School Ready budget.
- Areas must be mindful not to supplant other state and federal funds.



School Ready Funding

Time Limitations

For fiscal years beginning July 1, 2008, empowerment areas reporting a carryover balance of school ready funds in excess of 20% of the current year's allocation will receive a reduction equal to the excess amount above the 20% in their next year's school ready allocation, based on accrual reporting.

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Are we making a
difference?

Evaluating the Community
Empowerment Area



School Ready Funding

Family Support Prenatal through Three and through Five required performance measures

- ✓ Unduplicated # of **children** ages 0-5 participating in program
- ✓ Unduplicated # of **families** participating in program
- ✓ # of **face-to-face visits** completed
- ✓ # of **group** parent education meetings offered



School Ready Funding

Family Support Prenatal through Three and through Five required performance measures

- ✓ **Ethnicity** of head of household
- ✓ Household **size**
- ✓ Annual family **income**
- ✓ **Educational level** of head of household



School Ready Funding

Family Support Prenatal through Three and through Five required performance measures

- ✓ # and % of children, prenatal – 5 years old, **screened** for developmental delays
- ✓ # of those children screened who were **referred** to Early Intervention services
- ✓ # and % of direct service staff with **Bachelor's** level education or higher (health, human services, or education related field)
- ✓ # and % of programs that have a national or state **credential** or have been accepted into the process



School Ready Funding

**Family Support Prenatal through Three and through Five
required performance measures**

Percent of participating families that:

- ✓ improve or maintain **healthy family functioning, problem solving and communication**
- ✓ increase or maintain **social supports**
- ✓ are connected to additional **concrete supports**
- ✓ increase knowledge about **child development and parenting**
- ✓ improve **nurturing and attachment** between parent(s) and child(ren)



School Ready Funding

Family Support Prenatal through Three and through Five state required evaluation forms:

- ✓ Johnson County Demographic Survey
- ✓ Protective Factors Survey (for group based programs)
- ✓ Life Skills Progression Modified (for home visitation programs)



School Ready Funding

Preschool Programming Support required performance measures

- ✓ Whether programs meet quality standards through NAEYC accreditation, NAFCC accreditation, Head Start Preschool Program Standards, or QPPS Verification Process.
- ✓ Whether programs evidence quality through ECERS or FCCRS minimum scores or QRS rating of 3, 4, or 5.
- ✓ Program category (i.e. school-district operated; private, for-profit; not-for-profit; Shared Visions; Head Start; faith-based).
- ✓ Total number of Statewide Voluntary Preschool Programs for Four-Year-Old Children (includes school districts and school district partners)



School Ready Funding

Preschool Programming Support required performance measures

- ✓ Highest education level of lead teacher(s)
- ✓ Total number of lead teacher(s) who hold a valid practitioner's license issued by the Board of Educational Examiners (BOEE) and hold an endorsement from the BOEE that includes preschool or kindergarten.
- ✓ Curriculum (curricula) used in funded classrooms.



School Ready Funding

Preschool Programming Support required performance measures

- ✓ Total number of children who received scholarships (unduplicated)
- ✓ Number of children by age when they first received the scholarship
- ✓ Number of children by race/ethnicity
- ✓ Number and percent of children whose families are at or below 200% poverty level
- ✓ Number and percent of children referred to AEA for possible special education determination



School Ready Funding

Preschool Programming Support required performance measures

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School Ready Funding

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School Ready Funding

Preschool Programming Support required performance measures

- ✓ Number and percent of children demonstrating age appropriate skills
- ✓ The assessment tool(s) used to determine the children's development



General Performance Measures

- ✓ Input Measures: how much was invested
- ✓ Output Measures: how much was done or produced
- ✓ Quality/Efficiency Measures: how well did we do it
- ✓ Outcome Measures: what was the change in conditions for those we served



General Performance Measures

Input Measures: What has been invested

The financial and nonfinancial resources invested, used, or spent for programs, activities, or services.

Examples: Amount of Empowerment funding, amount of other funding, in-kind amounts



General Performance Measures

Output Measures: What has been provided or produced

A quantification of the programs, activities, or services produced or provided.

Examples: Number of events, hours of programming, materials developed and/or distributed



General Performance Measures

Quality, Efficiency, and Customer Satisfaction Measures: How well the services, products, or activities have been delivered

Measures of the quality, speed, accuracy, cost, unit cost, or productivity associated with a given program, activity or service.

Examples: Participant satisfaction surveys, percentage of children screened, per class cost, per family cost



General Performance Measures

Outcome Measures: How did conditions change for the young children and families served or what difference did the work of the provider make on its customers

The measurable effects on customers, clients, the environment, roads, etc., of a program, activity, or service. In other words, what difference did the program make for those served?

Examples: Percent of families experiencing positive changes, percent of children making gains

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Billing & Reimbursement

Submitting invoices and documentation



Invoices

Send to:

Empowerment Administrative Assistant

1150 5th Street, Suite 261

Coralville, IA 52241

Can be submitted monthly or quarterly

Utilize the same line items and amounts
as the contracted budget

Include documentation for all expenses



Invoices

Submission requirements:

Include original receipts and detailed documentation for all expenditures

Paperclip all documentation to the invoice; do not staple



Invoices

Deadlines:

Invoices received by 9:00 am on a Thursday will be paid the Friday two weeks later

Invoices for 1st and 2nd quarters (July – December) must be received by January 20

Final invoices must be received by July 15.

Final invoices will be held in the Empowerment office pending the receipt of a complete, accurate, on-time report which demonstrates compliance with the contract terms.



Requesting Changes

Cumulative line item changes of up to \$100 are at the agency's discretion but you must notify Empowerment of the changes, either prior to or with your invoice

This is a total of \$100 during the contract period and does not represent any change in overall budget amount.

Line item changes of more than \$100 but less than \$3,000 or 10% of program budget (whichever is less) require prior approval from the Empowerment Chairperson, Treasurer, and Early Childhood Specialist

Changes of more than \$3,000 or 10% of program budget (whichever is less) and any change to the total budgeted amount require prior approval from the Empowerment Board.

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Program Reporting

Quarterly and Final Reports and Budgets



Report Due Dates

Reports are due:

1 st quarter	November 1
2 nd quarter	February 1
3 rd quarter	May 1
4 th quarter/Final	August 1

Must submit both a paper copy and electronic copy of the reports.

Family Support Program reports are due February 1 and August 1.



Report Forms

There are separate report formats for Preschool Tuition for Low Income Families, Parent Education & Family Support, the Empowerment Family Support Program, and a General Format.

If you do not know which to use, please ask Laurie.



Report Requirements

The report format must be used for all reports.

All reports should include page numbers

The Summary Table on the cover sheet must be completed.

Always refer back to the original grant proposal and 4.0 Scope of Services from the contract.



Report Requirements

Appendix A Reporting Sheet is required, with every program completing the Overall section.

Must complete the Report Checklist

Must utilize the Excel budget pages.

Summary Table

Contract Budget and Amount Spent Year To Date	Target Audience and Goals	Scope of Services	Performance Measures	Outcomes (from Scope of Services and Performance Measures)
Laurie provides Contract Budget Programs complete Amount Spent Year To Date	Laurie provides Target Audience & Goals	Laurie provides Scope of Services	Laurie provides Performance Measures	Programs complete Outcomes

At the beginning of the contract year, Laurie provides each program with a template for the Summary Table and includes preliminary information. All information comes from the Grant Proposal and Contract. This must be completed as provided and on the first page of the report.



Quarterly Report Budgets

Quarterly Report Budgets include:

- Contracted budget amounts
- Quarterly Empowerment Expenditures
- Year-To-Date Empowerment Expenditures
- Total Year-To-Date Expenditures



Total Program Budgets

Final Program Budgets must include:

- Contracted Budget Amounts
- Total Empowerment Expenditures
- Total Other Expenditures
- Total Year-To-Date Expenditures

Detail Chart A: Other Revenue must be complete.



Report Checklist

Each item on this checklist must be initialed by the person completing the report.

- Report format has been followed
- Summary Table is complete and accurate as provided by Empowerment
- All state required outcomes including Inputs, Outputs, Quality/Efficiency Measures, and Outcome Measures are being tracked and reported
- Budget is complete and accurate
- Appendix A is complete and accurate
- Report is submitted by the deadline



Performance Measure Tools

www.empowerment.state.ia.us

- Tool Kit Tool J for evaluation terms
- Tool Kit Tool CC(A) for Preschool Programming rules
- Tool Kit Tool CC(B) and CC(Matrix) for Preschool Performance Measure Requirements
- Tool Kit Tool FF for Family Support rules
- Tool Kit Tool FF(A) for Family Support Performance Measure Requirements
- Tool Kit Tool II for Quality Improvement activities



3rd Quarter Report

For programs seeking a **contract renewal**, the **3rd quarter report must include both quarterly and year-to-date information.**

The **3rd quarter report must be accompanied by a renewal application.**

The 3rd quarter report will be used to make contract renewal decisions. An incomplete report will make it difficult to recommend continued funding.



Final Report

The Final Report is a **combination of quarterly and year-end reports.**

An electronic copy of the **Excel database** into which evaluation surveys were entered must accompany the Final Report.

The Final Report will include **two budget pages**, a quarterly budget and a total program budget.



Preschool Program Reports

For **preschool reports**, in the Implementation Section:

Service and Preschool Information is about only the **specific classrooms serving children who receive funding support**

Child information is about only the **specific children who received funding support**



Family Support Program Reports

For family support reports:

Demographic Survey: report basic demographics and the number and percent of families completing a Demographic Survey quarterly; report full demographics at the end of the year

Protective Factors Survey and Life Skills

Progression: report the number and percent of families for which there are completed surveys quarterly; report results of these tools at the end of the year



Duplicated vs. Unduplicated

Duplicated example: There are three classes. Attendance is 10 at the first, 9 at the second, and 12 at the third. There are **31 duplicated families** ($10 + 9 + 12$)

Unduplicated example: If you make a list of all of the families who have attended at least one of the three classes, but list each family only once, there are 14 names on your list. There are **14 unduplicated families.**



Empowerment Office & Staff

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