

**Iowa Community Empowerment  
Annual Report, State Fiscal Year 2009  
July 1, 2008 through June 30, 2009  
**Revised 12/23/09****

**INSTRUCTIONS:**

1. Please submit the following information utilizing the format provided. Additional pages and information may be included.
2. The annual report is due September 15, 2009.
3. A completed and signed original report should be submitted to the following address and **electronically** to the following e-mail:

Iowa Empowerment Board  
Attn: Shanell Wagler  
Office of Empowerment, Department of Management  
Room 12, Ground Floor  
State Capitol Building  
Des Moines, IA 50319  
[Shanell.wagler@iowa.gov](mailto:Shanell.wagler@iowa.gov)

Date This Report Approved By The Local CEA Board: September 14, 2009; **reviewed by state 12/17 and changes made 12/23/09**

Name of Community Empowerment Area: FMC Community Empowerment

Counties/Area Served: Floyd, Mitchell, Chickasaw

Website: www.fmcc empowerment.com

Current Board Chairperson: Robert Marreel

Current Fiscal Agent: Gloria Carr

Signature: \_\_\_\_\_

Address: P.O. Box 3, Nashua, IA 50658

E-mail: [fmc@rconnect.com](mailto:fmc@rconnect.com)

Signature: \_\_\_\_\_

Address: 101 South Main St., Suite 302  
Charles City, IA 50616

E-mail: [gcarr@floydcoia.org](mailto:gcarr@floydcoia.org)  
Federal ID Number: 426004361

Contact Person for the Community Empowerment Area: Laurie Kristiansen  
(if different from the Chairperson)

Address: P.O. Box 3  
Nashua, IA 50658

Phone: 641-435-4435      FAX: 641-435-4435

E-mail: [fmc@rconnect.com](mailto:fmc@rconnect.com)

**SECTION I –**

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

A. Number of Board Members (Board Size): **13 (thirteen) (all spots are filled)**

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 board members’ employer; list the occupation if self employed

Column 4 – Name of service or program which receives Community Empowerment (CE) funds

Column 5 – The three “Not Applicable” members per Iowa Code are already marked. All other members must be identified as “Citizen”, “Elected”, or “No” in column 5 according to the definitions of IAC for Community Empowerment, 349, Chapter 1. If elected, state to what office. (“Citizen” means a resident of the empowerment areas, 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.) For assistance in determining which members meet this definition, refer to Tool EE in the Empowerment Toolkit, [http://www.empowerment.state.ia.us/common/pdf/kit\\_tools/tool\\_ee.pdf](http://www.empowerment.state.ia.us/common/pdf/kit_tools/tool_ee.pdf).

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

<b>Column 1</b> <b>Name</b>	<b>Column 2</b> <b>Representation</b>	<b>Column 3</b> <b>Name of Employing Organization</b>	<b>Column 4</b> <b>Member or Employing Organization receives CE Funds either directly or indirectly</b>	<b>Column 5</b> <b>Citizen/Elected Representative</b>
Chair: Robert Marreel	Elected Official	Mitchell Co. Board of Supervisors	N/A	Elected
Vice Chair: Virgil Pickar	Elected Official	Chickasaw Co. Board of Supervisors	N/A	Elected
Secretary: Shannon Paulus	<i>Required human services</i>	Opportunity Village Area Coordinator	N/A	Not Applicable per IA Code
Debra Freeman, RN	<i>Required health</i>	Mitchell Co. Public Health/Home Health Care	Agency receives Empowerment funding	Not Applicable per IA Code
Mark Knudtson, Principal	<i>Required education</i>	Osage Community School District	No	Not Applicable per IA Code
Elayne Werges	<i>Required faith</i>	St. John Lutheran Church, Nashua, Director of Ministries	No	Citizen
Kae Courtney	<i>Required business</i>	Lincoln Savings Bank, Nashua, Assistant VP/Personal Banker	No	Citizen

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Kay Winkleman	<i>Required consumer</i>	Floyd Co. parent utilizes child care services	No	Citizen
Lori Jost	Preschool representative	Central Springs Community School District	School has preschool program and Head Start	
Carol Strike	Chickasaw County citizen	Retired educator	No	Citizen
Leo Staudt	Elected official	Floyd Co. Board of Supervisors	No	Elected
Bonnie Blake	Mitchell County Citizen	Self-employed, Curves franchise	No	Citizen
Kathy Herrick	Daycare Provider Representative	Self-employed child care provider	Takes part in CCR&R trainings	

b. **Organizational Structure** – (Based on the 5 bullets below...)

- Describe your organizational structure (optional chart may be attached).

The FMC Empowerment Board is comprised of the executive/fiscal management group, work groups, the whole board, and the staff (coordinator).

**Executive/fiscal management group:**

**Comprised of:** Chair, vice chair, secretary

**Role:** Investigate issues, review findings of work groups, and make recommendations to full board based on preliminary research

**Duties:** Meet as needed to review issues/make recommendations

**Financial Accountability:** Review of fiscal policies, make recommendations to full board regarding fiscal topics, budgets, trends; also review RFP's as a work group, make recommendations to full board, which discusses and then makes information-based decisions regarding grant funding for both SR and EC.

**Promotes Public Participation:** Ensures voting and member participation in board business

**Partnerships and Alliances:** Works to form alliances with other nonprofit, for-profit, or governmental organizations and when appropriate to improve the capability to advance the mission and serve the constituents and consumers.

**Staff Alliance:** Works closely with staff to review recommendations and meet objectives.

**Work groups:**

**Comprised of:** Board members and community partners. Work groups include: Executive/fiscal, education/preschool/Head Start/Early Head Start/Learning Connections, CCR&R, Public Health, EAGLE (early literacy), Families Together (parent ed/home visitation)

**Roles:** Review and investigate issues, partners, programs, fiscal topics

**Duties:** On an as-needed basis, keep in touch with trends and requirements

**Staff alliance:** Works closely with staff to review objectives, recommendations, and determine/implement action plans

**Reporting:** Reports back to whole board, may be called on by board chair to investigate topics of interest

**Interfaces:** Interfaces with constituents, consumers and partners in the CEA

**Empowerment Board:**

**Responsibilities include**

- Attending board and work group meetings and functions
- Staying informed about FMC Empowerment's missions, services, policies, and programs
- Reviewing agenda and supporting materials prior to board and committee meetings
- Serving on committees and task forces and offering to take on special assignments
- May choose to make contributions to the organization through in-kind
- Serving as spokespersons for the organization and informing the public about the CEA's activities
- Adhering to conflict of interest and confidentiality policies
- Assisting the board in carrying out fiduciary responsibilities
- Annually review RFP recommendations

**Staff:**

Staff for FMC Empowerment is comprised of local coordinator

**Role:** Serves as liaison between board, community, partners, collaborators and state; coordinates programs and carries out the board directives; supports the FMC CEA system building and partner collaborations, and additional collaborative functions as detailed in Tool I (B)

**Duties:** As instructed by the CEA

**Advisory:** Advises board on policies and directives from State Empowerment, the legislature, and current trends

- **Describe how the board functions, communicates, plans and interacts as a decision-making board.**

The FMC Community Empowerment board prescribes to the basic tenant for non-profit boards: governance and support. The board acts as the formal representative of the public, governing and providing oversight for the local empowerment organization. Board members also support the organization through their individual volunteerism, resident expertise, and advisory capacity. Overall, the board determines the local mission and purpose, overall strategies, policies and priorities of FMC Empowerment. Board members monitor program performance and impact, and ensure the maximum use of resources, provide financial oversight, and represent the interests of the community. Decisions are made through the standard democratic practice. Historically, the FMC Empowerment board has a strong working relationship with Empowerment collaborators and partners which results in successful programming in times of limited funding.

- **Describe how the board functions, communicates, and plans with partners in the community.**

Because the FMC Empowerment board represents the interests of the three county areas, board members also serve as ambassadors to each of those communities. Every FMC Empowerment board member knows the mission, purpose, goals and programs of the FMC area.

That knowledge transcribes into also being aware of the area's strengths and needs. Communication with program partners in the community is easily facilitated and relationship building and maintenance has become a mainstay in the FMC area since the organization's inception a decade ago. Constructive communication flows easily both within and outside of board meetings. In the face of declining budgets for FY 2010, each of the FMC partners worked together to ensure every entity was able to continue providing services.

- **Describe the process the Board utilizes to track expenditures for the Community Empowerment funding.**

The FMC Empowerment board utilizes the services of a fiscal agent through Floyd County. Floyd County uses an accounting software program developed by Solutions, Inc. that operates on an AS400 system. Two funds, one for Early Childhood and one for School Ready, have been established to manage revenue and expenses. The Iowa Chart of Accounts coding system is used to assign revenue and expense account codes to identify the purpose of incoming and outgoing dollars. The Auditor's office is responsible for entering all requests for expenses, proofing all entries before claims are paid, printing checks, maintaining records of claims and generating reports. Reports generated from the software include a report of claims on the second and fourth Tuesday of each month, monthly revenue, and expense reports, revenue and expense detail reports, budget worksheets and fund balance reports. The Treasurer's office is responsible for recording redeemed checks, depositing incoming revenues, investing funds and working with the Auditor's office staff to balance accounts at month end. The Solutions software is used by almost half of the counties in Iowa. Claims and reports are audited by an independent auditing firm as required for by county government. The current fiscal agent serves as a valuable and committed member of the FMC Empowerment team.

- **Describe a difficult situation or new process that the board experienced this year. Please include a summary as well as lessons learned by the board because of the situation or new process.**

Child care providers in the FMC Empowerment area have been increasingly affected by the reduction of funding and accompanying services through CCR&R. While expectations through the QPPS and QRS programs continue to escalate, it becomes more and more challenging to assist providers in attaining prescribed goals with limited resources. Providers are missing incentives and perks from previous years and there are fewer funds in training budgets. The FMC Empowerment board, working in close concert with CCR&R, has continued to meet these challenges head-on. Working with reduced funding sources has resulted in innovative responses, including teaming up with other areas for

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regional trainings. Increased collaborations have successfully eliminated boundaries, borders, and duplications. For the FMC Empowerment board, it has become a valuable lesson in creating opportunities in the face of rising adversity.

## 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.

(If you are seeking to be redesignated as a Community Empowerment Area at this time, please submit a copy of your up to date plan with your annual report.)

The FMC Empowerment area has no changes to the community plan for the 2009 FY. Redesignation is scheduled for the fall of 2010. In the Fall/Winter season of FY 2009 the FMC board members reviewed strategies and timelines prior to the end of FY 2009 to ensure that the Plan was being adhered to and continued to be a viable document. There were no significant changes to note at that time. Between September 16, 2009 and September 15, 2010 the board will be undergoing the redesignation process which includes a review and update of the 3-year community plan (2007-2010). Interested persons can request a hard copy of the 2007-2010 plan from the FMC Empowerment coordinator or it may also be viewed online at:

<http://www.fmcempowerment.com>

### 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 positive engagement and commitment of the community.

For each collaborative effort describe

- the results the effort was able to achieve, and
- explain how each example strives to avoid duplication, enhance efforts, and combine planning, and/or other progress.

**1. Early Childhood Cadre:** FMC Community Empowerment has played an integral role in bringing together the New Hampton Community School District, a local faith-based school system, service providers, and an entire community in the formation of the group, "The New Hampton Early Childhood Cadre". Originally formed to help facilitate and move through the processes necessary for the 4-year old preschool grant application process, this organization evolved into a community-wide collaboration, with one of the end-results being an Early Childhood Fair held in New Hampton in the spring of 2009. While FMC Empowerment did not invest any funds, the groups that came together as a result of this community partnership completed a successful fund-raising campaign. FMC Empowerment also assisted the school district with writing a community foundation grant, which did bring in funding to help support the Early Childhood Fair. The deciding factor in whether or not this endeavor was successful was the scheduling of another fair in the fall of 2009 and the ensuing positive community response.

**2. Learning Connections:** The Learning Connections program in the FMC CEA is a shared effort between the local Empowerment area, two public school districts (Charles City and St. Ansgar CSD's), community libraries, and local YMCA. In a strong collaboration, a family support program was created, with weekly parent education classes offered to families in the community with young children. All the entities provide space, staff, materials and supplies for the program. Additional collaborators that lend support to the program include public health, AEA 267, North Iowa Child Abuse Prevention Council, Crisis Intervention, EAGLE (early literacy), North Iowa Community Action, and ISU Extension. These organizations provided information and support to parents. The Learning Connections Mission is to "enhance children's development during the early years of life, while strengthening families through the education and support of all parents by encouraging the healthy growth and development of their children, and assist in the prevention of child abuse and neglect." During the FY 2009 period, the Learning Connection served 118 children and 86 adults in the FMC CEA. After participating in the program, families showed improved protective factors ranging from 50 to 95%. The program has been accepted into the peer mentoring program for the Family Support Credential.

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

FMC Empowerment identified the following points at the NGAR meeting held in Charles City on September 4, 2008:

**One month priority:** Investigate a free web site for interpretive services and access already existing service through Head Start interpreters:

**Results:** NICA Head Start utilizes an interpreter to translate handbooks and other written material into Spanish for the Head Start program. An interpreter also accompanies staff on home visits when needed for translation services. Translation sites were also discussed and the option of using a "free site". One popular translation website is:

[www.appliedlanguage.com/translation\\_resources/free\\_translation.aspx?](http://www.appliedlanguage.com/translation_resources/free_translation.aspx?)

*\*Note: since the NGAR meetings were held, there has been a demographic shift in the FMC area, and translation services across the three-county area are not as significant as they were prior to one year ago.*

**Additional FMC areas of focus:**

1. Maintain the capacity of registered child development homes while exploring opportunities to expand the # of registered homes and slots:

**Results:** The CCR&R Resource Development Coordinator participated in community and public awareness opportunities such as early childhood fairs and radio spots/programs. (*\*audio samples available*) These events gave the Resource Development Coordinator the opportunity to recruit new and assist existing child care providers. Existing providers can also move up through the different registration categories which would allow their capacity to increase.

2. Increase the # of preschools, child care centers, child development homes that have achieved a rating through QRS:

**Results:** There are a total of 19 providers in the FMC area who have achieved a QRS rating between 1 and 5. Data indicates a baseline increase of 35% from FY 07 to FY 09. Data also indicates an increase of 5.5% from FY 08 to FY 09. (*\*Data source: CCR&R Data Resource Center, Regional Office, Waterloo, IA 8/09*)

3. Investigate how best to overcome the language barrier as pertains to child care information for minority populations.

**Results:** This item reflects back to item "1" listed above. Again, the demographic shift in the minority population base has reduced the need for translated items in the FMC area. When translation services are required, a translator is available through NICA.

**SECTION III – Achieving Results**

**Community Plan Priorities**

*Definition: An established order of importance or urgency based on an analysis of strengths, gaps, and opportunities for improvements*

1. Healthy Children (A)
2. Children Ready to Succeed in School (D)
3. Safe and Supportive Communities (E)
4. Secure and Nurturing Families (B)
5. Secure and Nurturing Child Care Environments (C)

**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 Empowerment Area Indicators	Identify the State Results Linked to the Indicator by A, B, C, D, E	Identify the Source of data for each Indicator	Baseline Data (date & numerical value)	Subsequent Year's Data (Trend Line) Identify the Year			Goal (numerical value & projected timeline)	Progress Update (Brief Analysis of data)
				FY 06	FY 07	FY 09		
<b>Healthy Children</b> # of children immunized by age 2	A	State of IA 2009 Public Immunization Assessment by County; IDPH Immunization program	FY 05 86%	FY 06 89%	FY 07 96.3%  FY 08 93.5%	FY 09 Mitchell: 85% Chick: 76% Floyd: 18%  Avg: 60%	State average is 73% of age 2 kids immunized; <b>Time line:</b> strive to state average, FY 2010	FMC area average: 60%, 13 points lower than the state average of 73%. Scoring lower due to Floyd Co. population demographics

<p><b>Children Ready to Succeed in School</b></p> <p>DIBELS assessment</p> <p>Student Reading Test Scores, % of students proficient in reading on the ITBS, 4<sup>th</sup> grade level</p>	<p>D</p>	<p>Source: IA Dept of Ed, Bureau of Planning, Research, Development and Evaluation, Project Easier, Fall 08</p> <p>IA Dept of Education, 9/2009 Results IA Accountability for IA, <a href="http://www.resultsiowa.org/educ.html">http://www.resultsiowa.org/educ.html</a></p>	<p>DIBELS assessment: Percent Proficient: 04-05: 70.55%</p> <p>4<sup>th</sup> grade 2003 FMC area reading scores: 78%</p>	<p>05-06: 59.68%</p> <p>4<sup>th</sup> grade 2006 FMC area reading scores: 84%</p>	<p>07-08 58.36%</p> <p>Scores not available</p>	<p>08-09 61.95%</p> <p>Scores not available</p>	<p>Proficiency level sees increase, decrease, then increase over 5 year span of time</p> <p><b>Time line:</b> FY 2010 maintain rise within 2 points</p> <p>State 4<sup>th</sup> grade average: 03: 75.9%; 06: 78.4%; change: 3.3% FMC 03 avg: 78% FMC 06 avg: 84%</p> <p><b>Time line:</b> maintain rate of increase from 06-09</p>	<p>Avg of 3.6% rise from 07 to 09</p> <p>State 4<sup>th</sup> grade avg change from 03 to 06: 3.3% FMC 4<sup>th</sup> grade avg change from 03 to 06: 7.4% Difference in state avg from FMC average: from 03 to 06: FMC 4.1 higher than state avg.</p>
<p><b>Safe and Supportive Communities And Secure and Nurturing Families</b></p> <p>Avg rate of confirmed cases of child abuse in FMC area, birth to age 5 (FMC area totals)</p>	<p>A, E, B</p>	<p>IA Dept. of Human Services <a href="http://www.dhs.state.ia.us/partners/reports/PeriodicReports/Abuse/child.htm">http://www.dhs.state.ia.us/partners/reports/PeriodicReports/Abuse/child.htm</a> June, 2009</p> <p>Prevent Child Abuse Iowa, <a href="http://www.pcaiowa.org">www.pcaiowa.org</a></p>	<p>FMC area: FY 05 Floyd: 108 Mitchell: 42 Chickasaw: 47</p>	<p>FY 06 Floyd: 128 Mitchell: 37 Chickasaw: 68</p>	<p>FY 07 Floyd: 143 Mitchell: 38 Chickasaw: 61</p>	<p>FY 08 Floyd: 118 Mitchell: 34 Chickasaw: 27</p> <p><i>Source: PCA website 9/10/09</i></p>	<p>Statewide rate for Child abuse from 2005-2008: Floyd: 32.3 Mitchell: 13.89 Chickasaw: 16.63</p> <p><i>Source: PCA website 9/10/09</i></p> <p><b>Time line:</b> Maintain established relationships with organizations dealing with child abuse issues throughout FY 2010-strive to improve % of change</p>	<p>Percent of change from 2005 to 2008: Floyd: 9.3% Mitchell: -19.0% Chickasaw: -42.6%</p> <p><i>Source: PCA website 9/10/09</i></p>
<p><b>Secure and Nurturing Child Care Environments</b></p>	<p>C</p>	<p>Child Care Resource &amp; Referral <i>*Source: CCR&amp;R Data Resource Center, Waterloo Office, DHS, 8/09</i></p>	<p>Measure capacity of registered</p>	<p>FY 02 69 RCDH FY 02</p>	<p>FY 04 RCDH 76 Capacity</p>	<p>FY 08 RCDH 75 Capacity</p>	<p>Maintain quality of child care homes in</p>	<p>1999 capacity: 858 2000 capacity: 1002</p>

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# of registered child development homes			child development homes, and child care centers in FMC FY 99 Capacity: 858 FY 00 Capacity: 1002 FY 01 RDCH 64 Capacity: 1547	Capacity: 1379 FY 03: RCDH 74 Capacity: 1570	1747 FY 05 RCDH 76 Capacity: 1920 FY 06 RCDH 76 Capacity 2139 FY 07 RCDH 74 Capacity 1988	1806 FY 09 RCDH 69 Capacity 1394	FMC—support QRS <b>Time line:</b> Continue to maintain levels through FY 2010	2001 capacity 1547 2002 capacity 1379 2003 capacity 1570 2004 capacity 1747 2005 capacity 1920 2006 capacity 2139 2007 capacity 1988 2008 capacity 1806 2009 capacity 1394 (all registered and licensed full time child care programs in FMC-nonregistered programs no longer included)
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**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.)

To accurately reflect costs of a service provided, include all funding sources that support the activity and the other data elements.

All columns should have quantitative or numerical data.

**EXAMPLE**

Services Provided	Link to Which Community Plan Priority or Priorities (as noted in Section III)	How Much Was Invested? (Input Measures) <i>Note: Fiscal Investments must coincide with early childhood financial statement)</i>	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)
Oral Health Reimbursement Program Funds to provide oral health services to children and pregnant women with no other payment source <u>Collaborative partners include</u> County Health Dept, child care sites, WIC, local dental professionals	2	Amount Expended: \$3,758.04 ( <i>SR Quality funds</i> )  \$271.00 ( <i>in-kind Public Health</i> )  Total Cost: \$4029.04	18 vouchers issued for oral health services (one child required multiple visits)  Breakdown of services by age:  3 two-year olds 2 three-year olds 7 four-year olds 2 five-year olds 1 prenatal	99% of funding utilized was for <u>direct services</u> to children  \$275.55 cost per child served	94% children served (age birth through five) received necessary oral health care services (some extensive) who would otherwise have been left untreated  100% of children receiving services are more likely to be successful in school as a result of oral health screens and treatment

**SECTION IV - Performance Measures: Community Empowerment Early Childhood Funds**  
**All columns must have quantitative or numerical data.**

**Early Childhood Funds**

*These examples of services align with the funding parameters identified in Tool G (A) of the Community Empowerment Tool Kit, [http://www.empowerment.state.ia.us/tool\\_kit\\_tools.asp](http://www.empowerment.state.ia.us/tool_kit_tools.asp). They are as follows:*

- Capacity Building/Access to Child Care or Preschools
- Quality Improvement Support/Incentives
- Extended hours/2<sup>nd</sup> or 3<sup>rd</sup> 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 the bulleted list above, the name of the provider, and a brief description of the program being supported. Items must align with the corresponding lines on the financial statement.

Early Childhood Services Provided	Link to Which Community Plan Priority or Priorities (as noted in Section III)	How Much Was Invested? (Input Measures) <i>Note: Fiscal Investments must coincide with early childhood financial statement)</i>	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)																														
	Capacity Building/Access to Child Care or Preschools C and D	NA	NA	NA	NA																														
	Quality Improvement Support/Incentives (C)	NA	NA	NA	NA																														
	Extended hours/2 <sup>nd</sup> or 3 <sup>rd</sup> shift care/infant care/mildly ill care (C) and (A)	NA	NA	NA	NA																														
<b>Contractor:</b> <b>Child Care Resource and Referral (CCR&amp;R)</b> <u>Program Description:</u> Provide assistance/support to child care providers/centers	Home or Center Child Care Consultants (C)	<b>Invested:</b> <b>\$48,871.00</b> 1 full-time employee (resource development coordinator)	73 checklist visits completed 776 technical assistance contacts	% compliance for registered homes in FMC: 1 <sup>st</sup> visit: 90% 2 <sup>nd</sup> visit: 98% 3 <sup>rd</sup> visit: 98% 4 <sup>th</sup> visit: 97.35% Average is 95.825% compliance	15 Child Net certified providers in FMC; Increase in QRS participation shown: <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>FY 06</th> <th>FY 07</th> <th>FY 08</th> <th>FY 09</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>0</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>Level 2</td> <td>0</td> <td>12</td> <td>14</td> <td>10</td> </tr> <tr> <td>Level 3</td> <td>0</td> <td>1</td> <td>3</td> <td>7</td> </tr> <tr> <td>Level 4</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>Level 5</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>		FY 06	FY 07	FY 08	FY 09	Level 1	0	1	1	1	Level 2	0	12	14	10	Level 3	0	1	3	7	Level 4	0	0	0	1	Level 5	0	0	0	0
	FY 06	FY 07	FY 08	FY 09																															
Level 1	0	1	1	1																															
Level 2	0	12	14	10																															
Level 3	0	1	3	7																															
Level 4	0	0	0	1																															
Level 5	0	0	0	0																															
	Child Care Nurse Consultants (C) and (A)	NA	NA	NA	NA																														
<b>Contractor:</b> <b>Child Care Resource and Referral (CCR&amp;R)</b> <u>Program Description:</u> Provide training opportunities/coordination materials/supplies to	Provider Training and Professional Development Materials for Providers (C)	<b>Invested:</b> <b>\$7,000.02</b> Training/supplies/ associated costs	31 training opportunities offered  76.5 hours of classroom training	142 unduplicated providers attended an average of 4.58 training opportunities 205 hours of training accessed through	73% of all registered homes in FMC accessed trainings offered through CCR&R  100% of registered homes in FMC had access to business																														

<p>FMC-area providers</p>			<p>offered  40 providers accessed scholarship to attend a non-CCR&amp;R/FMC sponsored conference or training</p>	<p>scholarship to attend a non-CCR&amp;R/FMC sponsored conference or training  100% of training participants received resources and materials related to quality curriculum at the session. Maintained 100% level</p>	<p>and safety materials to increase the % of compliance on the DHS checklist: from FY 08 maintained 100%</p>
<p><b>Contractor:</b> <b>Floyd Co.</b> <b>Service offered:</b> System building/support of CEA Early Childhood initiatives through 3-year community plan</p>	<p><b>Other</b> Coordination Services  A, B, C, D, E</p>	<p><b>Invested:</b> <b>\$5,140.40</b> Support of FMC CEA Early Childhood system-building and supporting partner collaboratives as outlined in Tool 1(B)</p>	<p>Monitor/assist w/ early childhood programs in collaboration w/ CCR&amp;R for service and financial accountability; info referral; research/report on policy issues/trends; manage contract w/ CCR&amp;R; claim management; new public relations efforts successfully launched in support of EC in FY 09</p>	<p>100% of annual report regarding Early Childhood grant completed/submitted on time 100% EC budgets and financials completed/submitted on time 100% of Early Childhood claims in FMC area reviewed/processed in timely fashion, most within 15 days of submission 100% of funded projects have contracts, completed prior to release of 1<sup>st</sup> quarter funds from state</p>	<p>Completed review of FY 08 EC financial and annual report; 100% successful completion of recommended changes from state team reviewer Tami Foley; completed within deadline, March 2009; recommendations carried into FY 09 report  100% successful completion 2<sup>nd</sup>/3<sup>rd</sup> year review of EC portion of Community Plan and beginning Phase one of 3-year redesignation/community plan, 2010.</p>

## **SECTION V – Performance Measures: Community Empowerment School Ready Funds**

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

### **School Ready Funds**

*These categories align with the funding parameters identified in Tool G (B) of the Community Empowerment Tool Kit, [http://www.empowerment.state.ia.us/tool\\_kit\\_tools.asp](http://www.empowerment.state.ia.us/tool_kit_tools.asp). The categories are as follows:*

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

*The FY 09 SR funds that support Family Support and Parent Education Programs for families with children ages prenatal through age 3 **must** have a home visitation component. For guidance on the use and reporting of these funds, refer to Tool FF in the Community Empowerment Tool Kit, [http://www.empowerment.state.ia.us/common/pdf/kit\\_tools/tool\\_ff.pdf](http://www.empowerment.state.ia.us/common/pdf/kit_tools/tool_ff.pdf).*

- **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 fro children ages prenatal through 5. A home visitation component is not necessary. Programs should be listed separately. For guidance on the use and reporting of these funds, refer to Tool FF in the Community Empowerment Tool Kit, [http://www.empowerment.state.ia.us/common/pdf/kit\\_tools/tool\\_ff.pdf](http://www.empowerment.state.ia.us/common/pdf/kit_tools/tool_ff.pdf).*

- **Preschool Support for Low Income Families**

*The FY 09 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. For guidance on the use and reporting of these funds, refer to Tool CC (A) and Tool CC (B) in the Community Empowerment Tool Kit, [http://www.empowerment.state.ia.us/tool\\_kit\\_tools.asp](http://www.empowerment.state.ia.us/tool_kit_tools.asp).*

- **Quality Improvement Funds**

*These funds must be used to improve quality of the early care, health and education programs. For guidance on the use and reporting of these funds, refer to Tool II in the Community Empowerment Tool Kit, [http://www.empowerment.state.ia.us/common/pdf/kit\\_tools/tool\\_ii.pdf](http://www.empowerment.state.ia.us/common/pdf/kit_tools/tool_ii.pdf).*

- **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, Quality Improvement, and Other) must 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, the name of the provider, and a brief description of the program being supported.

**Family Support Performance Measures (use one row for each funded program) – Refer to Tool FF and Tool FF (A) Prenatal Through Age 3 funding – must include a home visitation component and Prenatal through 5.**

Name of Family Support Program <i>(include with the name the model, i.e. Healthy Families America, Parents as Teachers, etc. if applicable)</i>	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><u>Contractor:</u></b> Lutheran Services of IA/Families Together <b><u>Model:</u></b> Healthy Families America and PAT</p>	<p>A, D, E, B</p>	<p><b>Amount expended:</b> \$47,539.58 (0-3) \$85,940.00 (0-5) <b>Total: \$133,479.58</b></p>	<p>Number of children (ages 0 – 5) participating in family support/parent education program (unduplicated) <b>136 age 0-5</b></p> <p>Number of children 0-5 served: <b>136</b></p> <p>Sex of children: <b>110: M</b> <b>127: F</b> <b>2: prenatal</b></p> <p>Number of families participating in family support/parent education program (unduplicated) <b>113</b></p> <p>Number of face-to-face visits completed <b>1371</b></p> <p>Number of group parent education meetings offered <b>21</b></p> <p>Ethnicity of head of household <b>0</b> Native American or Alaskan Native</p>	<p># and % of children, prenatal – 5 years old, screened for developmental delays <b>109 children; 89%</b></p> <p># of those children screened that were referred to Early Intervention services <b>19</b></p> <p># and % of direct service staff with Bachelor’s level education or higher (health, human services, or education related field) <b>4, 100%</b></p> <p># and % of programs that have a national or state credential or have been accepted into the process <b>1 program, 100%</b></p>	<p>% of participating families that improve or maintain healthy family functioning, problem solving and communication <b>87.5%</b></p> <p>% of participating families that increase or maintain social supports <b>92.2%</b></p> <p>% of participating families that are connected to additional concrete supports <b>99%</b></p> <p>% of participating families that Increase knowledge about child development and parenting <b>91.25%</b></p> <p>% of participating families that improve nurturing and attachment between parent(s) and child(ren) <b>91.25%</b></p>

			<p><b>6</b> African American  <b>4</b> Hispanic or Latino/a  <b>102</b> White  <b>0</b> Native Hawaiian or Pacific Islanders  <b>1</b> Multi-racial  <b>0</b> Asian  <b>0</b> Other</p> <p>Household size  <b>22</b> 2 in HH  <b>31</b> 3 in HH  <b>31</b> 4 in HH  <b>18</b> 5 in HH  <b>6</b> 6 in HH  <b>5</b> Greater than 6 in HH</p> <p>Annual family income  <b>3</b> declined info (noted)  <b>35</b> 0-\$10,000  <b>25</b> \$10,000 to \$20,000  <b>26</b> \$20,001 to \$30,000  <b>13</b> \$30,001 to \$40,000  <b>5</b> \$40,001 to \$50,000  <b>6</b> \$50,001 to \$60,000</p> <p>Marital status  <b>41</b> Married  <b>26</b> Partnered  <b>9</b> Divorced  <b>1</b> Widowed  <b>29</b> Single  <b>7</b> Separated</p> <p>Educational level of head of household  <b>1</b> Elementary or middle  <b>27</b> Some high school  <b>37</b> High school/GED  <b>14</b> Trade/Voc training  <b>14</b> Some college  <b>9</b> Associate's degree  <b>11</b> BA/BS degree  <b>0</b> MA or above</p>		
<p><b>Contractor:</b>  NICAO: Head  Start/Floyd/Mitchell  North IA  Community Action  Organization</p>	A, D, E, B	<p><b>Amount Expended:</b>  <b>\$24,176.72</b>  (0-3 line item)</p>	<p>Number of children (ages 0 – 5) participating in family support/parent education program (unduplicated): <b>24</b></p> <p>Number of families</p>	<p># and % of children, prenatal –5 years old, screened for developmental delays  <b>20 children, 83%</b></p> <p># of those children screened</p>	<p>% of participating families that improve or maintain healthy family functioning, problem solving and communication  <b>39%</b></p>

<p>Mason City service center <b>Model:</b> Early Head Start</p>			<p>participating in family support/parent education program (unduplicated) <b>17</b></p> <p>Number of face-to-face visits completed <b>582</b></p> <p>Number of group parent education meetings offered: <b>20 (203 persons attended)</b></p> <p>Ethnicity of head of household</p> <p><b>0</b> Native American or Alaskan native</p> <p><b>0</b> Native Hawaiian or Pacific Islander</p> <p><b>2</b> African American</p> <p><b>0</b> Multi-racial</p> <p><b>1</b> Hispanic or Latino</p> <p><b>0</b> Asian</p> <p><b>14</b> White</p> <p><b>0</b> Other</p> <p>Household Size:</p> <p>2 members: <b>3</b></p> <p>3 members: <b>3</b></p> <p>4 members: <b>4</b></p> <p>5 members: <b>3</b></p> <p>6 members: <b>3</b></p> <p>Greater than 6: <b>1</b></p> <p>Annual family income</p> <p>0-\$10,000: <b>6</b></p> <p>\$10,001-\$20,000: <b>4</b></p> <p>\$20,001-\$30,000: <b>4</b></p> <p>\$30,001-\$40,000: <b>2</b></p> <p>\$40,001-\$50,000: <b>1</b></p> <p>\$50,001-\$60,000: <b>0</b></p> <p>Over \$60,000: <b>0</b></p> <p>Marital status</p> <p>Married: <b>7</b></p> <p>Partnered: <b>1</b></p> <p>Single: <b>7</b></p> <p>Divorced: <b>1</b></p> <p>Widower: <b>0</b></p> <p>Separated: <b>1</b></p>	<p>that were referred to Early Intervention services: <b>2, 8%</b></p> <p># and % of direct service staff with Bachelor's level education or higher (health, human services, or education related field): <b>2, 67%</b></p> <p># and % of programs that have a national or state credential or have been accepted into the process: <b>1, 100% (accepted)</b></p>	<p>% of participating families that increase or maintain social supports <b>50%</b></p> <p>% of participating families that are connected to additional concrete supports: <b>56%</b></p> <p>% of participating families that increase knowledge about child development and parenting: <b>22%</b></p> <p>% of participating families that improve nurturing and attachment between parent(s) and child(ren): <b>33%</b></p>
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			<p><b>Educational level of head of household</b>          Elementary or middle: <b>0</b>          Some High School: <b>2</b>          High School/GED: <b>6</b>          Trade/Vocational: <b>1</b>          Some college: <b>5</b>          AA: <b>2</b>          BA: <b>1</b>          MA/above: <b>0</b></p>		
<p><b>Contractor:</b>          Floyd County          Public Health,          Home Health Care</p> <p><b>Model:</b>          Best Practices</p>	A, B	<p><b>Amount Expended:</b>  <b>\$5,000.00</b>          (0-3 line item)</p>	<p>Number of children (ages 0 – 5) participating in family support/parent education program (unduplicated): <b>23</b></p> <p>Number of families participating in family support/parent education program (unduplicated): <b>13</b></p> <p>Number of face-to-face visits completed: <b>53</b></p> <p>Number of group parent education meetings offered: <b>12</b></p> <p>Ethnicity of head of household  <b>0</b> Native American or Alaskan native  <b>0</b> Native Hawaiian or Pacific Islander  <b>0</b> African American  <b>2</b> Multi-racial  <b>0</b> Hispanic or Latino  <b>0</b> Asian  <b>11</b> White  <b>0</b> Other</p> <p>Household Size:          2 members: <b>1</b>          3 members: <b>5</b>          4 members: <b>6</b>          5 members: <b>1</b>          6 members: <b>0</b>          Greater than 6: <b>0</b></p> <p>Annual family income          0-\$10,000: <b>1</b></p>	<p># and % of children, prenatal – 5 years old, screened for developmental delays: <b>23, 100%</b></p> <p># of those children screened that were referred to Early Intervention services: <b>0</b></p> <p># and % of direct service staff with Bachelor’s level education or higher (health, human services, or education related field) <b>1 nurse w/ BSN; RNs saw children; 0% w/ BSN saw children</b></p> <p># and % of programs that have a national or state credential or have been accepted into the process  <b>0, 0%</b></p>	<p>% of participating families that improve or maintain healthy family functioning, problem solving and communication <b>4.6%</b></p> <p>% of participating families that increase or maintain social supports <b>100%</b></p> <p>% of participating families that are connected to additional concrete supports <b>100%</b></p> <p>% of participating families that increase knowledge about child development and parenting <b>50%</b></p> <p>% of participating families that improve nurturing and attachment between parent(s) and child(ren) <b>3.1%</b></p> <p>(provider note pertaining to J. Gartin bullet number 2 in review: “Gail Arjes, PH Director, says: this is not odd, as some families grasp certain concepts better than others”.)</p>

			<p>\$10,001-\$20,000: <b>3</b>                  \$20,001-\$30,000: <b>5</b>                  \$30,001-\$40,000: <b>3</b>                  \$40,001-\$50,000: <b>1</b>                  \$50,001-\$60,000: <b>0</b>                  Over \$60,000: <b>0</b></p> <p>Marital status                  Married: <b>3</b>                  Partnered: <b>0</b>                  Single: <b>10</b>                  Divorced: <b>0</b>                  Widower: <b>0</b>                  Separated: <b>0</b></p> <p><b>Educational level of head of household</b>                  Elementary or middle: <b>0</b>                  Some High School: <b>3</b>                  High School/GED: <b>8</b>                  Trade/Vocational: <b>1</b>                  Some college: <b>1</b>                  AA: <b>0</b>                  BA: <b>0</b>                  MA/above:</p>		
<p><b>Contractor:</b>                  Chickasaw County                  Public Health,                  Home Health Care</p> <p><b>Model:</b>                  Best Practices                  Changed on                  12/09</p>	A, B	<p><b>Amount Expended:</b>  <b>\$4,000.00</b>                  (0-3 line item)</p>	<p>Number of children (ages 0 – 5) participating in family support/parent education program (unduplicated): <b>9</b></p> <p>Number of families participating in family support/parent education program (unduplicated): <b>9</b></p> <p>Number of face-to-face visits completed: <b>11</b></p> <p>Number of group parent education meetings offered: <b>2</b></p> <p>Ethnicity of head of household  <b>0</b> Native American or Alaskan native  <b>0</b> Native Hawaiian or Pacific Islander  <b>0</b> African American  <b>0</b> Multi-racial  <b>0</b> Hispanic or Latino</p>	<p># and % of children, prenatal – 5 years old, screened for developmental delays  <b>8, 7.2%</b></p> <p># of those children screened that were referred to Early Intervention services: <b>5</b></p> <p># and % of direct service staff with Bachelor’s level education or higher (health, human services, or education related field) <b>1 nurse w/ BA; 2%</b></p> <p># and % of programs that have a national or state credential or have been accepted into the process  <b>0, 0%</b></p>	<p>% of participating families that improve or maintain healthy family functioning, problem solving and communication <b>4.5%</b></p> <p>% of participating families that increase or maintain social supports <b>2.7%</b></p> <p>% of participating families that are connected to additional concrete supports <b>3.0%</b></p> <p>% of participating families that Increase knowledge about child development and parenting <b>7.2%</b></p> <p>% of participating families that improve nurturing and attachment between parent(s) and child(ren) <b>6.3%</b></p>

			<p>0 Asian 9 White 0 Other</p> <p>Household Size: 2 members: 2 3 members: 3 4 members: 4 5 members: 1 6 members: 3 Greater than 6: 0</p> <p>Annual family income 1 decline (noted) 0-\$10,000: 0 \$10,001-\$20,000: 3 \$20,001-\$30,000: 3 \$30,001-\$40,000: 2 \$40,001-\$50,000: 0 \$50,001-\$60,000: 0 Over \$60,000: 0</p> <p>Marital status Married: 3 Partnered: 2 Single: 3 Divorced: 1 Widower: 0 Separated: 0</p> <p><b>Educational level of head of household</b> Elementary or middle: 0 Some High School: 0 High School/GED: 5 Trade/Vocational: 2 Some college: 1 AA: 0 BA: 1 MA/above: 0</p>		
<p><b>Contractor:</b> Mitchell County Public Health, Home Health Care</p> <p><b>Model:</b> Mitchell County Public Health Best Practices</p>	A, B	<p><b>Amount expended:</b> <b>\$2,677.50</b> (0-3 line item)</p>	<p>Number of children (ages 0 – 5) participating in family support/parent education program (unduplicated): 6</p> <p>Number of families participating in family support/parent education program (unduplicated): 4</p> <p>Number of face-to-face visits completed: 19</p>	<p># and % of children, prenatal – 5 years old, screened for developmental delays <b>6, 100%</b></p> <p># of those children screened that were referred to Early Intervention services: <b>4 referred (66%)</b></p> <p># and % of direct service staff with Bachelor's level education</p>	<p>% of participating families that improve or maintain healthy family functioning, problem solving and communication <b>75%</b></p> <p>% of participating families that increase or maintain social supports <b>100%</b></p> <p>% of participating families that are connected to additional concrete</p>

			<p>Number of group parent education meetings offered: <b>4</b></p> <p>Ethnicity of head of household</p> <ul style="list-style-type: none"> <li><b>0</b> Native American or Alaskan native</li> <li><b>0</b> Native Hawaiian or Pacific Islander</li> <li><b>0</b> African American</li> <li><b>0</b> Multi-racial</li> <li><b>0</b> Hispanic or Latino</li> <li><b>0</b> Asian</li> <li><b>4</b> White</li> <li><b>0</b> Other</li> </ul> <p>Household Size:</p> <ul style="list-style-type: none"> <li>2 members: <b>1</b></li> <li>3 members: <b>0</b></li> <li>4 members: <b>1</b></li> <li>5 members: <b>0</b></li> <li>6 members: <b>2</b></li> <li>Greater than 6: <b>0</b></li> </ul> <p>Annual family income</p> <ul style="list-style-type: none"> <li>0-\$10,000: <b>1</b></li> <li>\$10,001-\$20,000: <b>1</b></li> <li>\$20,001-\$30,000: <b>1</b></li> <li>\$30,001-\$40,000: <b>0</b></li> <li>\$40,001-\$50,000: <b>1</b></li> <li>\$50,001-\$60,000: <b>0</b></li> <li>Over \$60,000: <b>0</b></li> </ul> <p>Marital status</p> <ul style="list-style-type: none"> <li>Married: <b>2</b></li> <li>Partnered: <b>1</b></li> <li>Single: <b>1</b></li> <li>Divorced: <b>0</b></li> <li>Widower: <b>0</b></li> <li>Separated: <b>0</b></li> </ul> <p><b>Educational level of head of household</b></p> <ul style="list-style-type: none"> <li>Elementary or middle: <b>0</b></li> <li>Some High School: <b>0</b></li> <li>High School/GED: <b>3</b></li> <li>Trade/Vocational: <b>0</b></li> <li>Some college: <b>1</b></li> <li>AA: <b>0</b></li> <li>BA: <b>1</b></li> </ul>	<p>or higher (health, human services, or education related field) <b>2, 50% (4 provided services, 2 (50%) have BA degrees Provide service by geographic area</b></p> <p># and % of programs that have a national or state credential or have been accepted into the process <b>0, 0%</b></p>	<p>supports <b>75%</b></p> <p>% of participating families that Increase knowledge about child development and parenting <b>75%</b></p> <p>% of participating families that improve nurturing and attachment between parent(s) and child(ren) <b>95% parents improved knowledge</b></p>
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			MA/above: <b>0</b>		
<p><b>Contractor:</b> NICA0: North IA Comm Action Organization: Head Start Floyd/Mitchell</p> <p><b>Model:</b> National Head Start</p>	A, D, B	<p><b>Amount Expended:</b> <b>\$55,191.00</b> (0-5 line item)</p>	<p>Number of children (ages 0 – 5) participating in family support/parent education program (unduplicated): <b>65</b></p> <p>Number of families participating in family support/parent education program (unduplicated): <b>64</b></p> <p>Number of face-to-face visits completed: <b>279</b></p> <p>Number of group parent education meetings offered: <b>22</b></p> <p>Ethnicity of head of household  <b>0</b> Native American or Alaskan native  <b>0</b> Native Hawaiian or Pacific Islander  <b>4</b> African American  <b>5</b> Multi-racial  <b>4</b> Hispanic or Latino  <b>2</b> Asian  <b>49</b> White  <b>0</b> Other</p> <p>Household Size:                  2 members: <b>5</b>                  3 members: <b>16</b>                  4 members: <b>13</b>                  5 members: <b>13</b>                  6 members: <b>10</b>                  Greater than 6: <b>7</b></p> <p>Annual family income                  0-\$10,000: <b>18</b>                  \$10,001-\$20,000: <b>24</b>                  \$20,001-\$30,000: <b>10</b>                  \$30,001-\$40,000: <b>7</b>                  \$40,001-\$50,000: <b>5</b>                  \$50,001-\$60,000: <b>0</b>                  Over \$60,000: <b>0</b></p> <p>Marital status                  Married: <b>29</b>                  Partnered: <b>10</b></p>	<p># and % of children, prenatal – 5 years old, screened for developmental delays <b>65, 100%</b></p> <p># of those children screened that were referred to Early Intervention services <b>65</b></p> <p># and % of direct service staff with Bachelor's level education or higher (health, human services, or education related field) <b>5, 100%</b></p> <p># and % of programs that have a national or state credential or have been accepted into the process <b>1, 100% (accepted)</b></p>	<p>% of participating families that improve or maintain healthy family functioning, problem solving and communication <b>42%</b></p> <p>% of participating families that increase or maintain social supports <b>30%</b></p> <p>% of participating families that are connected to additional concrete supports <b>43%</b></p> <p>% of participating families that increase knowledge about child development and parenting <b>26%</b></p> <p>% of participating families that improve nurturing and attachment between parent(s) and child(ren) <b>35%</b></p>

			<p>Single: <b>18</b> Divorced: <b>7</b> Widower: <b>0</b> Separated: <b>0</b></p> <p><b>Educational level of head of household</b> Elementary or middle: <b>0</b> Some High School: <b>5</b> High School/GED: <b>17</b> Trade/Vocational: <b>0</b> Some college: <b>27</b> AA: <b>9</b> BA: <b>6</b> MA/above: <b>0</b></p>		
<p><b>Contractor:</b> St. Ansgar Community School District/Learning Connections</p> <p><b>Model:</b> The Learning Connection Program has been accepted into the peer mentoring program for the Family Support Credential</p>	D, E, B	<p><b>Amount Expended:</b> <b>\$15,490.21</b> (0-5 line item)</p>	<p>Number of children (ages 0 – 5) participating in family support/parent education program (unduplicated): <b>55</b></p> <p>Number of families participating in family support/parent education program (unduplicated): <b>37</b></p> <p>Number of face-to-face visits completed: <b>236 (is actually # attending group sessions...for board info only)</b></p> <p>Number of group parent education meetings offered: <b>41</b></p> <p>Ethnicity of head of household <b>0</b> Native American or Alaskan native <b>0</b> Native Hawaiian or Pacific Islander <b>0</b> African American <b>0</b> Multi-racial <b>0</b> Hispanic or Latino <b>0</b> Asian <b>37</b> White <b>0</b> Other</p> <p>Household Size: 2 members: <b>0</b></p>	<p># and % of children, prenatal – 5 years old, screened for developmental delays <b>30, 55%</b></p> <p># of those children screened that were referred to Early Intervention services <b>1</b></p> <p># and % of direct service staff with Bachelor’s level education or higher (health, human services, or education related field) <b>5, 63%</b></p> <p># and % of programs that have a national or state credential or have been accepted into the process <b>1, 100% (accepted)</b></p> <p><b>Additional information:</b> % of staff met requirements for job: 100%</p> <p>% of parents surveyed expressed satisfaction w/ the Learning Connections Program: Fall program: 100% Winter program: 100% Spring program: 97% Average satisfaction: 99%</p>	<p>% of participating families that improve or maintain healthy family functioning, problem solving and communication <b>64% improved</b></p> <p>% of participating families that increase or maintain social supports <b>64% increased</b></p> <p>% of participating families that are connected to additional concrete supports <b>86%</b></p> <p>% of participating families that Increase knowledge about child development and parenting <b>100%</b></p> <p>% of participating families that improve nurturing and attachment between parent(s) and child(ren) <b>50%</b></p> <p>Additional data: % of children demonstrating age appropriate skills: (required assessment tool used to determine the children’s development Ages and Stages) 30 of the 55 children had the Ages and Stages Assessment completed. Of those children 29 or 97% demonstrated age-appropriate skills</p>

			<p>3 members: <b>3</b>  4 members: <b>20</b>  5 members: <b>6</b>  6 members: <b>4</b>  Greater than 6: <b>0</b></p> <p>Annual family income  0-\$10,000: <b>0</b>  \$10,001-\$20,000: <b>1</b>  \$20,001-\$30,000: <b>2</b>  \$30,001-\$40,000: <b>4</b>  \$40,001-\$50,000: <b>4</b>  \$50,001-\$60,000: <b>19</b>  Over \$60,000: <b>0</b></p> <p>Marital status  Married: <b>35</b>  Partnered: <b>0</b>  Single: <b>0</b>  Divorced: <b>2</b>  Widower: <b>0</b>  Separated: <b>0</b></p> <p><b>Educational level of head of household</b>  Elementary or middle: <b>0</b>  Some High School: <b>0</b>  High School/GED: <b>2</b>  Trade/Vocational: <b>1</b>  Some college: <b>4</b>  AA: <b>14</b>  BA: <b>5</b>  MA/above: <b>4</b></p>		<p>% of children participating in the Kindergarten Connection classes who enter Kindergarten Ready to Learn: In the Fall of 2008 the Kindergarten teachers conducted a survey to determine whether or not the students who attended the Kindergarten Connection class in the spring of 2008 display the 14 indicators that determine readiness in school. The results showed that the students who attended the Kindergarten Connection classes displayed 96% of the readiness indicators.</p>
<p><b>Contractor:</b>  <b>Charles City Community School District, Learning Connections</b></p> <p><b>Model:</b> The Learning Connection Program has been accepted into the peer mentoring program for the Family Support Credential</p>	<p>D, B</p>	<p><b>Amount Expended:</b>  <b>\$38,378.22</b>  (0-5 line item)</p>	<p>Number of children (ages 0 – 5) participating in family support/parent education program (unduplicated): <b>63</b></p> <p>Number of families participating in family support/parent education program (unduplicated): <b>49</b></p> <p>Number of face-to-face visits completed: <b>300</b>  (is actually # attending group sessions...for board info only)</p> <p>Number of group parent education meetings offered: <b>78</b></p>	<p># and % of children, prenatal – 5 years old, screened for developmental delays <b>27, 43%</b></p> <p># of those children screened that were referred to Early Intervention services <b>0</b>  (children screened that showed delays were already connected to services)</p> <p># and % of direct service staff with Bachelor's level education or higher (health, human services, or education related field) <b>8, 80%</b></p> <p># and % of programs that have</p>	<p>% of participating families that improve or maintain healthy family functioning, problem solving and communication <b>37% improved</b></p> <p>% of participating families that increase or maintain social supports <b>32% improved</b></p> <p>% of participating families that are connected to additional concrete supports <b>95% connected</b></p> <p>% of participating families that Increase knowledge about child development and parenting <b>89%</b></p> <p>% of participating families that</p>

			<p>Ethnicity of head of household  <b>0</b> Native American or Alaskan native  <b>0</b> Native Hawaiian or Pacific Islander  <b>1</b> African American  <b>3</b> Multi-racial  <b>3</b> Hispanic or Latino  <b>1</b> Asian  <b>41</b> White  <b>0</b> Other</p> <p>Household Size:                  2 members: <b>4</b>                  3 members: <b>8</b>                  4 members: <b>10</b>                  5 members: <b>16</b>                  6 members: <b>2</b>                  Greater than 6: <b>3</b></p> <p>Annual family income                  0-\$10,000: <b>4</b>                  \$10,001-\$20,000: <b>4</b>                  \$20,001-\$30,000: <b>4</b>                  \$30,001-\$40,000: <b>7</b>                  \$40,001-\$50,000: <b>6</b>                  \$50,001-\$60,000: <b>25</b>                  Over \$60,000: <b>0</b></p> <p>Marital status                  Married: <b>31</b>                  Partnered: <b>3</b>                  Single: <b>4</b>                  Divorced: <b>3</b>                  Widower: <b>0</b>                  Separated: <b>1</b></p> <p><b>Educational level of head of household</b>                  Elementary or middle: <b>0</b>                  Some High School: <b>3</b>                  High School/GED: <b>5</b>                  Trade/Vocational: <b>1</b>                  Some college: <b>4</b>                  AA: <b>4</b>                  BA: <b>19</b>                  MA/above: <b>4</b></p>	<p>a national or state credential or have been accepted into the process  <b>1, 100%</b> (<i>accepted into the credential process</i>)</p> <p>Additional information:                  % of staff met requirements for job: <b>100%</b></p> <p>% of parents surveyed expressed satisfaction w/ the Learning Connections Program: <b>100%</b></p> <p><i>*some families declined to complete all the information</i></p>	<p>improve nurturing and attachment between parent(s) and child(ren)  <b>58% improved; 42% maintained</b></p> <p>Additional data:                  % of children participating in the Kindergarten Connection classes who enter Kindergarten Ready to Learn:                  In the Fall of 2008 the Kindergarten teachers conducted a survey to determine whether or not the students who attended the Kindergarten Connection class in the spring of 2008 display the 14 indicators that determine readiness in school. The results showed that the students who attended the Kindergarten Connection classes displayed 91% of the readiness indicators.</p>
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**Preschool Programming Support For Low Income Families Performance Measures – Refer to Tools CC (A) & CC (B)**

There are two separate parts for reporting money spent for Preschool Programming Support for Low Income Families. In Part A, report performance measures for tuition and transportation. In Part B, report performance measures for other projects/activities that support preschool.

**Part A: Tuition and Transportation** (also include field trips, extended day, summer kindergarten preparation – Refer to Tool CC(B))

In Part A, Tuition and Transportation, report data for all state-required and locally-determined performance measures for tuition and transportation. When completing this section, add the data together for all programs funded.

Programs Funded	Link to Which Comm. Plan Priority or Priorities (as noted in Section III)	How Much Was Invested? (Input Measures) <i>Note: Fiscal investments must coincide with financial statement Preschool Support line item</i>	How Much Was Done or Produced? (Output Measures)	How Well Did We Do It? (Quality/ Efficiency Measures)	What Was the Change In Conditions for Those We Served? (Outcome Measures)
<p>1 Total number of preschool programs/ centers receiving preschool tuition or transportation support: <b>18 (14 preschool and 4 HS Centers)</b></p> <p>2. Number of funded Programs meeting the following standards:  <b>0</b> NAEYC Accreditation:  <b>0</b> NAFCC Accreditation:  <b>4</b> Head Start Preschool Program Standards:  <b>17</b> QPPS Verification Process: (4 HS/13 Preschool)</p> <p>3. Number of funded programs evidencing quality through:  <b>0</b> ECERS or FCCRS average score of 5 (with no subscale score under 2):  <b>2</b> QRS rating of 3, 4, or 5:</p> <p>4. Number of funded programs by category (mark all that apply):  <b>4</b> School district-</p>	<p>D, A</p>	<p>1. Amount of funds expended on tuition:  <b>Head Start: Chickasaw: \$23,272.00</b>  <b>Head Start Floyd Mitchell: \$27,327.00</b>  <b>Tuition Not Head Start (scholarships): \$114,979.25</b>  <b>Total: \$165,578.25</b></p> <p>2. Amount of funds expended on transportation: 0</p> <p>3. Amount of funds expended on other (Refer to Tool CC(B): \$3,000.00</p> <p>4. Highest Educational Level of Lead Teacher(s) (Total number of each):  <b>0</b> GED:  <b>0</b> High School Diploma:  <b>6</b> CDA:  <b>5</b> AA Degree in EC or child development:  <b>3</b> AA Degree in related field:  <b>12</b> BA/BS in EC or child development:  <b>3</b> BA/BS in related field:  <b>3</b> Post Graduate Degree:</p> <p>5. Total number of lead teacher(s) who hold a valid practitioner's license issued by the Board of Educational Examiners (BOEE) and hold an endorsement from the BOEE that includes preschool or</p>	<p>For Children Supported with Part A funds:</p> <p>1. Total Number of children who received scholarships(Unduplicated):  HS Chick: 21  HS F/M: 65  Preschools not Head Start: 214  Grand total: 300</p> <p>2. Number of children by age (Unduplicated):  o 3 Year Olds: HS 34/68  o 4 Year Olds: HS 51/133  o 5 Year Olds: HS 1/13</p> <p>3. Number of children by Race/ Ethnicity (Unduplicated)  <b>0</b> Native American or Alaskan Native  <b>13</b> African American:  <b>18</b> Hispanic or Latino:  <b>257</b> White  <b>0</b> Native Hawaiian/Pacific Islander  <b>8</b> Multi-racial:  <b>3</b> Asian Other: 1</p>	<p>For Children Supported with Part A funds:</p> <p>1. Number and percent of children whose families are at or below 200% poverty level:  HS Chick: 21: 100%  HS Floyd/Mitchell: 65, 100%  Preschool: 213, 0.5%  Total all: 300, 0.3%</p> <p>2. Number and percent of children referred to AEA for possible special education determination:.  HS CH: 5: 25%  HS FM: 22, 34%  Preschool 16 out of 214, 7.5%  Total: 43 out of 300, 14.3%</p> <p>3. Other locally-generated data, as applicable:</p>	<p>For Children Supported with transportation and tuition funds:</p> <p>1. Number and percent of children demonstrating age appropriate skills:  HS Chick: 21 out of 21, 100%  HS, FM: 49 out of 65, 75%  Preschool: 192 out of 300, 64%  Total: 220 out of 300, 73.3%</p> <p>2. The assessment tool(s) used to determine the children's development:</p> <ul style="list-style-type: none"> <li>• Creative Curriculum Developmental List</li> <li>• Brigance</li> <li>• IGD1</li> <li>• Continuum Developmental Checklist</li> <li>• DECA</li> <li>• Get Ready to Read</li> <li>• Early Learning Standards</li> </ul> <p>3. Report any other applicable outcomes:</p>

Programs Funded	Link to Which Comm. Plan Priority or Priorities (as noted in Section III)	How Much Was Invested? (Input Measures) <i>Note: Fiscal investments must coincide with financial statement Preschool Support line item</i>	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>operated programs:  <b>0</b> Private, for-profit programs:  <b>3</b> Not-for-profit programs:  <b>0</b> Shared Visions programs:  <b>4</b> Head Start programs:  <b>7</b> Faith-based programs:</p> <p>5. Total number of Statewide Voluntary Preschool Programs for Four-Year-Old Children school districts that receive funding from this category. School district partners (private preschools, Head Start, etc.) are included in the school district count:  <b>FY 2009: 0 districts</b></p>		<p>kindergarten: <b>10</b>          6. Curriculum (curricula) used by funded programs</p> <ul style="list-style-type: none"> <li>• Creative Curriculum</li> <li>• Houghton Mifflin PreK Literacy</li> <li>• Every Day Math</li> <li>• Letter Person Program</li> <li>• Alphatales</li> <li>• Number Tales</li> <li>• Faith-based curriculums</li> <li>• Handwriting Without Tears</li> </ul>	<p>4. Number of children who received transportation: <b>0</b></p>		

**Part B: Preschool Other**

In Part B, Preschool Other, report data for all state-required and locally-determined performance measures for activities and services that support preschool. Some activities and services with state-required performance measures include: child care nurse consultant; dental services; mental health services; preschool coordination; and professional development.

In the first column, Programs Funded, add the data together for all activities and services funded to support preschool environments (do not include any data from Tuition and Transportation). For the remaining columns, report performance measures based on the activity or service funded.

Do not report data for any activity or service in this section that you do not fund.

**Note:** You may report the same program twice in the first column in both Part A and Part B. For example, a preschool may receive tuition reimbursement and participate in a dental services program.

Programs Funded	Link to Which Comm. Plan Priority or Priorities (as noted in Section III)	How Much Was Invested? (Input Measures) <i>Note: Fiscal investments must coincide with financial statement Preschool Support line item</i>	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>Contractor:</b> <b>ISU Extension, Chickasaw Co.</b></p> <p><b>EAGLE</b> (Exploring Avenues of Getting Literate Early)</p> <p><b>Service:</b> Facilitation of professional development trainings for North IA Area Comm College and ISU/PENN State Ext.</p> <p><i>Promising Practice</i></p> <p><i>*IA State University is recognized by DHS as an approved training entity, re: email Lesia Oesterreich, Family Life Extension Specialist, ISU (515-294-0363) Email dated: 8/17/09</i></p> <p>For each preschool program reported to receive funding in this area (Part B only, not including transportation and tuition), provide the following:</p> <p>1. Number of funded Programs meeting the following standards:</p> <ul style="list-style-type: none"> <li>o NAEYC Accreditation:</li> </ul>	<p>D</p>	<p><b>Professional Development expended amount: \$3,000.00</b></p> <p>List professional development provided (names of trainings):</p> <ol style="list-style-type: none"> <li>1. Soaring and Exploring Conference, North IA Community College, Mason City, Sept 08 Course title: "Making Learning Fun with Book Bags"</li> <li>2. EAGLE facilitated four "Better Kid Care" training sessions in cooperation with ISU Extension and Penn State Extension. The training standard was the Iowa Learning Standards. Trainings included: <ul style="list-style-type: none"> <li>• What does "time" mean to children? (reflects ILS: Area 9, Social and Emotional Development; 9.2 Self Regulation)</li> <li>• I want! I want! I want! (reflects ILS: Area 9, Social and Emotional Development; 9.2 Self Regulation)</li> <li>• Art Appreciation 101 for Young Children (reflects Area 12 Creative Arts 12.1 Art)</li> <li>• Sparking KIDS' Curiosity (reflects Area 8, Approaches to Learning, 8.1 Curiosity and Learning)</li> </ul> </li> </ol>	<p><b>Total number of participants:</b></p> <p>Conference total: <b>295</b> Course participants: <b>75</b></p> <p>Total number of participants: <b>50</b></p>	<p><b>Of the total number of participants:</b></p> <p>Number and percent of Administrators/Directors: <b>2, 3%</b> Number and percent of Teachers/Early Childhood Providers: <b>50, 67%</b></p> <p>Number and percent of Assistant Teachers: <b>23, 30%</b></p> <p><b>Of the total number of participants:</b></p> <p>Number and percent of Administrators/Directors: <b>0, 0%</b></p> <p>Number and percent of Teachers/Early Childhood Providers: <b>42, 84%</b></p> <p>Number and percent of Assistant Teachers: <b>8, 16%</b></p>	<p>Percent of those reporting they will incorporate learning into policy or practice: <b>96%</b></p> <p>Percent of those reporting that information was valuable to their profession: <b>97%</b></p> <p>Other locally-generated data, as applicable:</p> <p><b>97%</b> of participants reported the training gave them resources/new ideas/methodologies which positively impact school readiness preparation for students</p> <p><i>The training methods reflect the IA Learning Standards*, 2006, IA Dept of Ed/IA Dept of HS, Area 10, Communication, Language, and Literacy 10.2 Early Literacy</i></p> <p>Percent of those reporting they will incorporate learning into policy or practice: <b>99%</b></p> <p>Percent of those reporting that information was valuable to their profession: <b>99%</b></p> <p><i>The training methods reflect the IA Learning Standards, 2006, IA Dept of Ed/IA Dept of HS</i></p> <p><i>IA Early Learning Standards Information on the Web:</i> <a href="http://www.iowachildnetwork.org">*www.iowachildnetwork.org</a></p>

<b>Programs Funded</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 financial statement Preschool Support line item</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>
<p> <b>0</b> NAFCC Accreditation:  <b>2</b> Head Start Preschool Program Standards:  <b>7</b> QPPS Verification Process:                       2. Number of funded programs evidencing quality through:  <b>0</b> ECERS or FCCRS average score of 5 (with no subscale score under 2):  <b>1</b> QRS rating of 3, 4, or 5:                       3. Number of funded programs by category:  <b>2</b> School district-operated programs:  <b>0</b> Private, for-profit programs:  <b>2</b> Not-for-profit programs:  <b>0</b> Shared Visions programs:  <b>2</b> Head Start programs:  <b>2</b> Faith-based programs:                       4. Report the total number of classrooms that are Statewide Voluntary Preschool Program for Four-Year-Old Children (include all locations i.e. child care center,                 </p>					

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<b>Programs Funded</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 financial statement Preschool Support line item</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>
private preschool, school district etc.) that received Community Empowerment funding in this category: <b>0</b>					

**Quality Improvement Funds Performance Measures - Refer to Tool II**

Please briefly describe the project or projects used with this funding.

Programs Funded	Link to Which Comm. Plan Priority or Priorities (as Noted in Section III)	How Much Was Invested? (Input Measures) <i>Note: Fiscal investments must coincide with financial statement line item</i>	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>Contractor:</b> <b>NICAO: Early Head Start</b> (North IA Community Action Organization) (Floyd Co., Mason City service center)</p> <p><b>Service:</b> Home visitation services to pregnant moms and children birth to three; comprehensive services</p> <p><i>Evidence Based</i></p>	A, D, B	<p><b>Amount expended:</b> <b>\$21,666.00</b></p> <p>(Report any other applicable input measures):</p>	<p># children serving since beginning of project: <b>24</b></p> <p># pregnant women served: <b>2</b></p> <p># families served: <b>17</b></p> <p># child care partners: <b>1</b></p> <p># children w/ complete individualized written plan: <b>24</b></p>	<p>100% of children have individualized written plans</p> <p>30% of families are attending socializations</p> <p>100% of families have partnership agreements</p>	<p>85% of the families achieved at least one goal</p> <p>75% of family goals set were met</p> <p>85% of child goals set were met</p>
<p><b>Contractor:</b> Floyd County Public Health/Home Health Care</p> <p><b>Service:</b> Public Health services improve quality of early care and health of 0-5; nurse visits, education, training, incentives, supplies</p> <p><i>Promising Practice</i></p>	A, B, D, E	<p><b>Amount expended:</b> <b>\$3,000.00</b></p>	<p># Early Head Start chart audits: 12</p> <p># PH partners: 12</p> <p># conferences attended: 1: HOPES refresher 1 PH conference</p> <p># collaborative meetings w/ other providers: 24</p> <p># Adoption trainings: 2</p> <p># Vaccination Clinics: 52</p> <p># Seasonal flu clinics: 2</p> <p>Monthly PR radio PSA Health Fair for PreK: 1</p>	<p>Average cost per visit: \$110.00</p> <p># Nurse home visits: 53</p> <p># Families receiving nurse home visits: 23</p>	<p>Immunization rate: 18%</p> <p>Late up to date percent: 48% (means "after the age of 24 months)</p> <p># staff trained w/ resulting increase in home visitations, improved home safety measures, and connections to other service providers: 6</p>
<p><b>Contractor:</b> Chickasaw County Public Health/Home Health Care</p> <p><b>Service:</b> Public Health services improve quality of early care and health of 0-5; nurse visits, education,</p>	A, B, D, E	<p><b>Amount expended:</b> <b>\$2,700.00</b></p>	<p># meetings w/ collaborating agencies: Head Start/Early Head Start: 12</p> <p># conferences participated in: 1</p> <p># New Hampton School Cadre meetings/partnerships: 6</p> <p># Maternal Depression</p>	<p>Average cost per visit: \$125</p> <p># Nurse/home visits: 12</p> <p># families served: 10</p> <p># children served 0-5: 16</p> <p># children drug screens related to abuse, age 0-3: 3, FY 09</p>	<p># staff trained w/ resulting increase in home visitations, improved home safety measure, connections to other service providers: 12</p> <p>% increase of # staff trained over FY 08: 1.2%</p> <p># of unduplicated 0-5 age children w/ a medical home: 07-08: 231</p>

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training, incentives, supplies			Screenings: 2 # Vaccinations administered to 0-5: 616 # Lead Screens: 71 # drug	% of increase, FY 07-08: 6.6%	# of unduplicated 0-5 age children w/ a medical home: 08-09: 241 % of change (increase): 4.3%  % of change in reported drug abuse or drug incidents: increase of 20% from 08 to 09.
<b>Contractor:</b> Child Care Resource and Referral (CCR&R)  <b>Service:</b> Provider support of QRS in the FMC CEA	C	<b>Amount expended:</b> <b>\$21,341.46</b>	61 providers accessed CPR vouchers 53 providers accessed First Aid vouchers 1 Child Record Review completed 6 injury prevention checklists completed w/ a child care nurse consultant	244 hours of CPR training accessed  106 hours of First Aid training accessed  246 children in environments where quality was improved by participation in the injury prevention checklist  Unsafe items identified: 1 crib, 7 high chairs, 1 safety gate, 5 programs not using helmets for riding toys, 1 changing table issue, 2 unsafe electrical cords, 25 uncapped electrical outlets, and 2 problems w/ chemicals being accessible  Health vouchers for providers: 31 physicals accessed 23 flu shots 5 Hep B 0 MMR 10 Tdap 28 TB	37% of registered homes in FMC accessed a voucher to attend a CPR training  23% of registered homes in FMC accessed a voucher to attend First Aid training  87.5% of Child Net Certified providers in FMC have completed an injury prevention checklist to date.  100% of providers participating in an injury Prevention Checklist did make or will make the recommended corrections by recorded goal date.  100% of participating providers in an injury checklist received assistance in replacing unsafe items through CCR&R and FMC Empowerment
<b>Contractor:</b> Floyd County <b>Service:</b> System building/support of CEA School Ready initiatives through 3-year community plan <i>Note: cross reference this section with "Quality section" for system building/support</i>	A, B, C, D, E	<b>Amount expended:</b> <b>\$8,831.54</b>	See "Other" section for narrative. Continuation of system building/support for FMC area  <i>Note: cross reference this section with "Quality section" for system building/support</i>	See "Other" section for narrative. Continuation of system building/support for FMC area  <i>Note: cross reference this section with "Quality section" for system building/support</i>	See "Other" section for narrative. Continuation of system building/support for FMC area  <i>Note: cross reference this section with "Quality section" for system building/support</i>

**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	Link to Which Comm. Plan Priority or Priorities (as Noted in Section III)	How Much Was Invested? (Input Measures) <i>Note: Fiscal investments must coincide with financial statement Other line item</i>	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>Contractor:</b> Floyd Co. Medical Health Center</p> <p><b>Service:</b> Speech Pathology services for children birth to 5</p> <p>Purpose of the service is to provide speech therapy to children with communication impairments in order to: 1. improve development of speech production and/or language skills 2. Improve school readiness</p> <p><i>Promising Practice</i></p>	<p>A, D</p>	<p><b>Amount expended:</b> <b>\$4,136.26</b></p>	<ul style="list-style-type: none"> <li>4 children received direct services</li> <li>A total of 38 direct speech therapy sessions were completed for a total of 38 hours of service</li> </ul> <p>Averages per month:</p> <ul style="list-style-type: none"> <li>Two children receive direct monthly services. The other children were provided sessions as determined appropriate for their communicative assessment and treatment needs.</li> </ul>	<ul style="list-style-type: none"> <li>Successfully diagnosed communication for each child served.</li> <li>Treatment plan and home programming completed for each child served.</li> <li>100% of children served demonstrated significant gains in level of communication functioning</li> <li>Parent education completed with 100% of families involved in direct services.</li> <li>High level of parent satisfaction with services provider per parent survey results.</li> </ul> <p>*On a scale of 1-5 (1 being not satisfied and 5 being highly satisfied) 100% of parents replying indicated they were highly satisfied w/ services received)</p> <ul style="list-style-type: none"> <li>100% of parents felt the services had a significant impact on their child's speech and language development</li> <li>*On a scale of 1-5 (1 treatment did not alter child's readiness for preschool/kindergarten and 5 treatment resulted in significant improvement in readiness for preschool/kindergarten) 100% of parents indicated the provision of services resulted in significant improvement in their child's school readiness.</li> </ul>	<p>Change in condition for those served</p> <ul style="list-style-type: none"> <li>Improved speech intelligibility to at least a 75% level reached for 100% of patients receiving direct service</li> <li>Improved language functioning for language goal of meeting developmental guidelines for length of utterances demonstrated for 100% of patients receiving direct services in this area</li> <li>Improved functional and social communication skills as reported by parents and preschool staff for 100% of patients receiving direct services.</li> <li>Decreased levels of frustration for child and family members per parent and preschool teacher report for 100% of patients receiving direct services.</li> <li>Improved readiness for preschool or kindergarten per parent and preschool teacher report for 100% of patients receiving direct services.</li> </ul>

<p><b>Contractor:</b> Floyd Co. Public Health</p> <p><b>Service:</b> Improve quality of health for 0-5 children/families with Public Health services and education</p> <p><i>Promising Practice</i></p>	A, B, D	<p><b>Amount expended:</b> <b>\$9,000.00</b></p>	<p>Total # Lead Screenings: 215 Total # immunization clinics held: 51 Total # preschool immunization charts audited: 344</p>	<p>Prenatal and maternal health education assists in Floyd County low birth weight average at 4.0%</p> <p>Prenatal and maternal nutrition education result in 25.2% of children receiving WIC benefits</p> <p>Maternal health: 2 breast pumps available at no fee to new moms</p>	<p>51 immunization clinics held with an average of 35 immunization per clinic Total 1,798 immunizations to 0-5 age group</p>
<p><b>Contractor:</b> Chickasaw Co. Public Health</p> <p><b>Service:</b> Improve quality of health for 0-5 children/families with Public Health services and education</p> <p><i>Promising Practice</i></p>	A, B, D	<p><b>Amount expended:</b> <b>\$9,000.00</b></p>	<p>Total # Lead Screenings: 37 Total # car seat inspections: 5 % of improvement in child and parent health education: 80% # families at WIC clinic in Chickasaw County: Avg 50/month Average # children 0-5 served at WIC clinics per month: 45</p>	<p>Percent of families report improved knowledge, increased awareness of resources and needs met: 80% # providers (6) reporting average of 80% increase in knowledge/confidence w/ use of Denver Developmental skills assessment # moms receiving prenatal care: 8 Avg birth weight: 6.7# Avg infant mortality rate: 0.6%</p>	<p>Maternal/infant care: 90% participants report increased confidence in delivery, breast feeding, ease in asking for PH assistance 100% report increase in knowledge of medications/labor/delivery 75% report increase in parent knowledge 75% improvement in consistency of assessment tool</p>
<p><b>Contractor:</b> Mitchell County Public Health/Home Health Care</p> <p><b>Service:</b> Improve quality of health for 0-5 children/families with Public Health services and education</p>	A, B, D	<p><b>Amount expended:</b> <b>\$5,500.00</b></p>	<p>Total hours childbirth classes: 4 classes, 17 Hours; 20 parents</p> <p>Lead Screens: 11 Car Seat Inspections: NA</p> <p>Child care providers received vaccinations: 29 Children 0-5 received vaccinations: 53</p> <p>Immunization charts audited: 247 21 RN Home Visits: 0-3 year olds: 19 4-5 year olds: 2</p>	<p>Percent of participants (families) report improved knowledge, increased awareness of resources and needs met: <b>100%</b></p> <p># of parents participating in education classes: <b>12</b></p> <p># of topics: <b>1 (First Aid)</b></p> <p># children affected: <b>20</b></p> <p>Avg. birth weight: <b>7# 9.6 oz FY 08</b> Low birth weight average: <b>4.7%</b> (2007 data latest available)</p> <p>Ag infant mortality rate: NA (data too low to include— Mitchell Co. PH)</p>	<p>Maternal/infant care: <b>100%</b> of participants report increased confidence in delivery, breast feeding, ease in asking for assistance</p> <p><b>100%</b> report increase in knowledge of meds/labor/delivery</p> <p><b>100%</b> report increase in parenting knowledge</p> <p>Mitchell Co. low birth weight 2007: <b>4.6%</b> State low birth weight average 2007: <b>6.9%</b> Difference: Mitchell County <b>2.3%</b> lower than state average</p>

<p><b>Contractor:</b> ISU Extension/ Chickasaw Co. Program title: <b>EAGLE</b> (Exploring Avenues of Getting Literate Early)</p> <p><b>Service:</b> EAGLE is a Literacy Resource program for individuals working with 0-5 year old children. EAGLE provides age-appropriate programming to enhance school readiness skills outlined in the IA Learning Standards</p> <p><i>IA Early Learning Standards Information on the Web:</i> <a href="http://www.iowachildnetwork.org">*www.iowachildnetwork.org</a></p> <p><i>Promising Practice</i></p>	<p>D</p>	<p><b>Amount expended:</b> <b>\$51,759.39</b></p>	<p>Total # library programs held: FY 08: 42 FY 07: 37 FY 09: 45</p> <p><i>*note: child #'s are unduplicated</i></p> <p>Total # children attending library programs FY 07: 522 FY 08: 603 FY 09: 614</p> <p>Total # adults attending EAGLE programs: FY 07: 268 FY 08: 278 FY 09: 313</p> <p>Total # preschool and parent night programs: FY 08: 18 FY 09: 19</p> <p>Total # children attending preschool/ preschool parent night FY 08: 367 FY 09: 350</p> <p>Total # adults attending preschool/preschool parent night: FY 08: 125 FY 09: 145</p> <p><b>Book bags:</b> Participated in book bag rotations (centers, preschools, Head Start): FY 08: 19 FY 09: 18</p> <p><b>Daycare Crate Rotations:</b> Total providers daycares/centers participating; # children FY 08: 20 providers/ 115 children FY 09: 23 providers/ 234 children <i>(added centers and preschools together)</i></p>	<p>% of increase of total family library programs held over FY 08: <b>7%</b></p> <p>% of increase of total # children attending EAGLE family library programs over FY 08: <b>2%</b></p> <p>% of increase of total # of adults attending an EAGLE family library program over FY 08: <b>13%</b></p> <p>% of increase of preschool/parent night programs from FY 08 to FY 09: <b>5.6%</b></p> <p>% of decrease of children attending preschool or preschool parent night from FY 08 to FY 09: <b>4%</b> <i>(winter weather factored into attendance at evening events)</i></p> <p>% increase in number parents attending preschool/parent night events FY 08 to FY 09: <b>16%</b></p> <p><b>100%</b> of families attending reporting satisfaction with connections made FY 09</p> <p>% change of # of centers/ preschools/Head Start participating in book bag rotations from FY 08 to FY 09: <b>5.3% change</b></p> <p>% of change in # providers participating in daycare crate rotations from FY 08 to FY 09: <b>15%</b></p> <p>% of change in # children affected by crates from FY 08 to FY 09: <b>103% increase</b></p>	<p>% of parents indicating EAGLE library Programs increase a child's socialization skills: <b>94%</b></p> <p>% of parents indicating that EAGLE programs aid in their children's development of school readiness objectives: <b>85%</b></p> <p>% of parents w/ increased parent confidence in early literacy and school readiness skills at home: <b>91%</b></p> <p>% of parents reporting that EAGLE aids in providing them w/ literacy enrichment activities: <b>88%</b></p> <p>% of parents indicating that EAGLE library and preschool programs are a quality way to spend time w/ their child: <b>97%</b></p> <p>% of change of parent/child interaction through use of book bags: <b>88%</b></p> <p>% providers reporting increased resources to aid in promoting Early Literacy and School Readiness Skills, as a result of daycare crates and book bag resources and aides, raising quality of care for children <b>98%</b></p>
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<p><b>Contractor:</b> Floyd County</p> <p><b>Service:</b> System building/support of CEA School Ready initiatives through 3-year community plan. Includes</p> <ul style="list-style-type: none"> <li>• Maintain communication w/ State Office of Empowerment</li> <li>• Promote best practices, research, and evidence based services</li> <li>• Facilitate outreach meetings in the community to share info on early care, health, education</li> <li>• Build community commitment to support children 0-5 and families</li> <li>• Build/maintain strong working relationships w/ community partners</li> <li>• Build capacity of local leadership to sustain support for 0-5 and families</li> <li>• Facilitate the collaborative process to ensure that all community resources work together to accomplish the FMC 3 year community plan</li> <li>• Promote seamless transitions between the system of Early Care, Health, Education, and the K-12 Ed system</li> </ul> <p>Source: Tool I(B) Note: cross reference this section with "Quality section" for system building/support</p>	<p>Results assist CEA in achieving A, B, C, D, E in all areas</p>	<p><b>Amount expended:</b> <b>\$50,150.14</b></p>	<p>Coordination of CEA activities for system building and CEA initiatives outlined in the 3 year community plan. Includes but not limited to: Monitor/assist 11 programs for service/financial accountability; monitor/assist 14 preschools for the same; oversee overall coordination/support for Empowerment processes in the FMC CEA; serve as info source for programs; research/report on policy issues; maintain required records/files; prepare, organize/distribute materials for board and adhere to open records law; committee project updates; partner updates and meetings during 12 months of regular meetings of various organizations; representative on various committees/DECAT; prep and payment of 244 plus claims; reconcile all w/fiscal agent; completed annual review of 3 year community plan, in 2<sup>nd</sup> year; state meetings; regional meetings; serve on AEA teams; ongoing relationship with UNI Institute of Decision Making; completion of 2008 annual report; 2 budgets, 2 financial reports, executive report; development/administration of RFP's; data collection agent for all programs and services <b>Preschool:</b> Coordinate/administrate preschool scholarships processing 126 claims for scholarships through school year; review process applications; serve</p>	<p>100% of annual report completed on time and submitted to state prior to deadline 100% of community plan 2<sup>nd</sup> year review completed, in cooperation with UNI Institute of Decision Making 100% of SR and EC budgets completed and submitted in timely fashion 100% SR and EC financial statements completed on time w/aid of fiscal agent and submitted before deadline 100% of 244 submitted claims in FMC area reviewed and processed in timely fashion, most within 7-14 days of submission (not including preschool claims) 100% of board positions are filled 100% of executive officers chose to serve for another term, citing the desire to continue working with the FMC CEA, which results in stability in the local Empowerment board. 100% of persons able to re-enlist for another term, did so, citing commitment and desire to continue positive result-oriented programs/services 100% of board has signed documents of conflict of interest 100% of all funded projects have contracts that are reviewed yearly for accuracy and continuity of programming and services.</p> <p>Through successful negotiations w/ Floyd Co. Board of Supervisors and Floyd Co. Auditor, reduced the contractual amount FMC will pay for fiscal agent fees in FY 2010.</p> <p>Note: cross reference this section with "Quality section" for system building/support</p>	<p>After review of 08 annual report and fiscal materials, Board is 100% compliant</p> <p>Reduction of fiscal agent fees will result in estimated 60 to 65% percent savings from FY 2009 to FY 2010</p> <p>Note: cross reference this section with "Quality section" for system building/support</p>
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