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

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

Date This Report Approved By The Local CEA Board: _____

Name of Community Empowerment Area: Boost4Families

Counties/Area Served: Cass/Mills/Montgomery

Website: www.boost4families.org

Current Board Chairperson: John Baker

Current Fiscal Agent: Loess Hills AEA 13

Signature: _____

Address: 2249 T Avenue
Villisca, IA 50864

Signature: _____

Address: Emily Nelson, chief Officer
PO Box 1109
Council Bluffs, IA 51502

E-mail: john@waubonsiemhc.com

E-mail: enelson@aea13.org
Federal ID Number: 42-1028417

Contact Person for the Community Empowerment Area: Contact John, till new coordinator is hired.
(if different from the Chairperson)

SECTION I –

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

A. Number of Board Members (Board Size):

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.

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

Column 1 Name	Column 2 Representation	Column 3 Name of Employing Organization	Column 4 Member or Employing Organization receives CE Funds either directly or indirectly	Column 5 Citizen/Elected Representative
Chair: John Baker	Villisca School District	Waubonsie Mental Health	No	Elected school board member
Vice Chair: Kimberlee Spillers	Cass County Parent/ Required business	Global Horizons/Owner of maidrite	No	Citizen
Tom Bouska	Required human services	DHS	No	Not Applicable per IA Code
Sheri Bowen-Financial Officer	Required health	Mills County Public Health	Yes	Not Applicable per IA Code
Cheri Minor	Required education	Griswold School District	Yes	Not Applicable per IA Code
Joanne Thomas	Required faith	First Christian Church	No	Citizen
Amber Dyer	Required consumer	Stay at home mom	No	Citizen (doesn't receive funds/services from Boost4Families)
Sherry Ford	Mills County parent	Stay at home mom	no	Citizen
Tamra Ruff	Montgomery County	Montgomery County	no	Citizen

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	parent	Hospital		
Laurine Price	Cass county parent	Home Daycare	yes	No
Ron Kohn	Mills County elected official	Board of Supervisors	no	Elected
Barb Mass	Mills County elected official	Retired CPA	no	Elected
Duane McFadden	Cass County elected official	Board of Supervisors	no	Elected
Pat Simmons	Cass County elected official	Cass County	no	Elected
Glen Benskin	Montgomery County elected official	Board of Supervisors	no	Elected
Carleen Bruning	Montgomery County elected official	Montgomery County	no	Elected
Matt Perkins	Nishna Valley School Board	Lozier	Yes – Nishna Valley preschool	Elected board member
Dave Warren	Glenwood School Board	Self employed	Yes- tuition grants	Elected board member
Becky Bell	Malvern School District	Unknown (new board member)	Yes- tuition grants	No
Kara Sherman	Red Oak School District	Red Oak school district	Yes- tuition grants	No
Dennis McClain	Stanton School District	Stanton school district	Yes – tuition grants	No
Margo Magill	Atlantic School District	Atlantic School District	Yes – tuition grants	No
Julie Williamson	Anita School District	Anita School District	Yes – tuition grants	Elected Board member
Dawn Witt	AEA 14	AEA 14	no	Citizen
Val Jensen	AEA 13	AEA 13	Yes –fiscal agent	No
Jacque Morrival	Mills County childcare	SW I Home Health	no	Citizen
Judy Kay	Cass County childcare	AEA 13	Yes- fiscal agent	No
Candace Johnson	Montgomery Co.childcare	Home daycare provider	Yes- Childcare specialist services	No
Nancy Gibson	Cass County health	Cass County Home Care Hospice	Yes- PAT	No
Mary Perkins	Montgomery Co. Health	Montgomery County PH	Yes- PAT	No

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

- Describe your organizational structure (optional chart may be attached).
- Describe how the board functions, communicates, plans and interacts as a decision-making board.
- Describe how the board functions, communicates and plans with partners in the community.

Boost4Families has provided a collaborative structure across our three county area for more than 11 years and continues to support the planning structure that provides a broad array of prevention programs for our rural area planning groups. Evidence of this collaborative effort includes: planning and program development between agencies, schools, and local providers: continued collaboration in providing prevention programs to our area: and continued momentum of the group as local resources are depleted due to an economic downturn in our economy. Boost4Families continues to annually assess the prevention needs for all children and families in our communities. Services supporting home visitation parent education opportunities, preschool services, early childhood, daycare services, before and after school programs have been identified by local planning groups as programs that are considered a high priority. Boost4Families remains actively involved in planning for Empowerment, child abuse prevention, community partnerships, and youth development.

Including the Board, approximately 90 individuals are actively involved in Boost4Families collaborative planning activities. Subcommittees and advisory groups are formed to address issues identified by the Local Planning Groups. Boost4Families has several active subcommittee/advisory groups, including:

- Preschool/Transpiration
- DECAT
- Parent Education
- Community Partnerships for Protecting Children
- Board make-up/By-laws
- Community Plan

Boost4Families is also involved with several interagency/community collation groups, Prevent Child Abuse Councils, SAFE, DEC (Drug Endangered Children).

The Boost4Families Community Empowerment Area Board was established to formalize a clear collaborative structure for Cass/Mills/Montgomery Counties. (See Appendix A – Organizational Structure).

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

The Coordinator uses an excel spreadsheet stating the amount of money each program was allocated, and then enters the amount paid on a monthly basis. Each month the bills are approved by the financial committee/advisory council, two council members sign off on each payment, and then they are submitted along with the minutes from the meeting, and monthly budget sheet, to AEA 13 for payment.

- 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.

The board went through the Results Based Accountability Training this year. This was really good information for new members, and great refresher for veteran board members. The board worked together looking at the priorities for Boost4Families. The group evaluated the current priorities, and through this training realized their priorities were still the same. Boost4Families' indicators were also addressed. By going through this training, the board was able to change and/or add new indicators, that are community wide, and will be easy to gain data to measure.

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.)

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, combine planning, and/or other progress.

1. A couple that joined the Cass County Circles4Success group in December, 2008 were lucky to receive an overdue cost free dream wedding. During one of the Circles meetings, it was shared that the couple would like to get married (the couple have been together for twelve years), but didn't have the resources to afford a wedding. It was a unanimous decision to give them a wedding. It turned out to be a community event with people donating their time, treasures and talents. Various individuals in the Circles group, local businesses, and community members donated the wedding cake, punch, food, photography, videotaping, music, decorations, and the serving at the reception. The wedding night was donated by a local bed and breakfast. The couple have experienced many challenges with the groom's serious illness, and the daughter having special needs. With the help of the Circles, JEL and community members, the couple was able to have their dream wedding at no cost. This was a very special day for the whole family.

2. The Mills County Parents as Teachers would like to share two stories:

This year we served a family that went through a life changing event. This family lost their father in a car accident. One of our educators was able to meet with the family immediately to give them education on how to explain the death to the children and to give them coping strategies as well as community resources.

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One of our educators was able to observe a possible delay in a child's development. Our educator made the referral to our local area education agency for further evaluation. They did also see the need for further services. This family would not actively sought out any help for their child without the help of their educator.

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.

Boost4Families focused on advocacy during the National Governor's Association Regional Meeting. Advocacy was put on the Advisory Council and Board Meeting Agendas. Having Every Child Counts come to our area to discuss advocacy has been discussed. We hope to have them come to a board meeting in October (2009) or March (2010). Also inviting Legislators to local meetings and board meetings was discussed. Boost4Families does attend Day on the Hill at the capital, and members of the board attend local Legislative coffee's to discuss Empowerment and Early Childhood in Iowa. Boost4Families will continue to do this, as it has been very successful getting to know the Cass/Mills/Montgomery County Legislators.

SECTION III – Achieving Results

Community Plan Priorities

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

1. Expand and create preschool opportunities, to support parents in better preparing children for school and which is a pre-cursor to long term school success and completion
2. Offer and support parent education opportunities (which could help decrease child abuse, and improve health indicators such as immunizations)
3. Improve the quality of child care available in our three county area (which is a vital support to working parents and which can also decrease parental stress)

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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:

- A. Healthy Children
- B. Secure & Nurturing Families
- C. Secure & Nurturing Child Care Environments
- D. Children Ready to Succeed in School
- E. Safe & Supportive Communities

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)			Goal (numerical value & projected timeline)	Progress Update (Brief Analysis of data)
				Identify the Year				
Measurement of skill level/readiness of children entering kindergarten	D	Local assessment tool for all kindergarten teachers/students in 3 counties (done in Nov)	1999 365 out of 471 students attended preschool 76%	2006 397 out of 461 students attended preschool 86%	2007 422 out of 469 students attended preschool 90%	2008 Out of Students attended preschool 89% 404 students out of 454 went to	To maintain or increase number of children with a preschool experience as they enter kindergarten	Kindergarten teachers in all 10 school districts continue to evaluate their students at the beginning of each year to determine if they are school ready. Preschool

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						preschool		grants/preschool transportation are given in all 10 school districts (plus a few in Fremont/Mills) to help children attend preschool
Immunization rate by age 2	A	Public Health offices	1999 79.1% (average of 3 counties)	2006 96.67% (avg. of 3 counties)	2007 99% (avg. of 3 counties)	2008 94% (avg. of 3 counties)	To maintain the immunization rate in the 90% range in the three county area	Emphasis on immunizations are given at all levels of care in the three counties
Number of licensed/registered child care slots	C	Iowa DHS and WCCA/CCR&R				Baseline 2008/09 4036 childcare slots in 3 counties	To maintain/increase Number of licensed/registered child care slots in the 3 counties	The way we measured it before, didn't give us the information we needed, so we started fresh in 2008
Quality Child care ratings	C	Iowa CCR&R			Baseline 2007/2008	2008/09 Rated 3 or higher 11 homes/centers	To increase the quality of the child care providers in the three counties	Provide a child care specialist that serves Cass/Mills/Mont. Co to help increase the quality of child care
Incidence of child abuse	B	Prevent Child Abuse Iowa				Baseline 2008 Based per 1,000 children Cass-20.7 Mills -13 Montgomery-22.5	To decrease the incidence of child abuse	Provide quality programs in the three counties to help parents reduce stress, hopefully causing less child abuse This is the first year we are using this as an indicator, so I will start with 2008 as baseline
Child poverty rate	E	Prevent Child abuse Iowa				Baseline 2008 Cass -19% Mills – 11.6% Montgomery-17.95	To decrease the child poverty rate	Provide quality programs that help families find a support system to help them deal with poverty, and/or help get themselves out of poverty This is the first year we are using this as an indicator, so I will

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								start with 2008 as baseline
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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

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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. They are as follows:

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

For each service listed, in the first column, please include a category from 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)
Child care Development Specialist (WCCA/CCR&R)	Improve the quality of child care available in our three county area (which is vital support t working parents and which can also decrease parental stress)	<p>\$95,407.76 Early childhood funds 1 FTE (2088 hours) \$13,000 – Step-up for homes \$12,600- Step-up for centers/preschools \$12,976- infant incentive grants for homes \$10,360- infant incentive grants for centers/preschools</p>	<p>Completed on site consultation visits YTD by the CCR&R Specialist: 206</p> <p>Cass County- 89 visits/44% to non-registered and registered providers 12 visits/100% to licensed centers 7 visits/75% to licensed preschools 0 visits/100% to Dept. of Ed. Preschools 0 visits/100% to Head Start preschools</p> <p>108 visits/46% to Cass County Providers- Total of 42 program</p> <p>Mills County- 33 visits/22% of identified active non-registered and registered child</p>	<p>\$476 per program</p> <p>212 programs eligible 4036 children eligible</p> <p>37 home providers in Cass Co. visited and 367 children served</p> <p>5 licensed centers in Cass Co. visited and 212 children served</p> <p>13 home providers in Mills Co. visited and 140 children served</p> <p>7 licensed centers in Mills Co. visited and 383 children served</p> <p>13 home providers in Mont. Co visited and 144 children served</p> <p>2 licensed centers in Mont. Co. visited and 170 children served</p> <p>*First time programs served</p>	<p>Iowa QRS</p> <p>Cass Co. : 43 registered homes 2 (5%) of homes achieving level 1 3 (7%) of homes achieving level 2 5 (12%) of homes achieving level 3 2 (5%) of homes achieving level 4 0(0%) of homes achieving level 5</p> <p>9 centers 1 (11%) of centers achieving level 1 0 (0%) of centers achieving level 2 1 (11%) of centers achieving level 3 1 (11%) of centers achieving level 4 0 (0%) of centers achieving level 5</p> <p>Mills Co. : 26 registered homes 2 (8%) of homes achieving level 1 3 (12%) of homes achieving level 2 0 (0%) of homes achieving level 3 0 (0%) of homes achieving level 4 0 (0%) of homes achieving level 5</p> <p>9 Centers 1 (11%) of centers achieving level 1 2 (22%) of centers achieving level</p>

		<p>care providers 12 visits/100% of licensed centers 2 visits/25% of licensed preschools 1 visit/100% to Dept. of Ed. Preschool 2 visits/100% to Head Start preschools</p> <p>50 visits/29% to Mills County Providers- Total of 20 programs</p> <p>Montgomery County 42 visits/32% of identified active non-registered & registered child care providers 3 visits/100% if licensed centers 0 visits and 0% of licensed preschools 0 visits/100% of Dept. of Ed. Preschools 0 visits/0% of Head Start preschools</p> <p>45 visits/30% of Montgomery County Providers- Total of 15</p> <p>Overall on-site: 203 visits/77% programs and 36%</p>	<p>with Consultation visits: 24 homes and 31% of programs served</p> <p>Cost per visit: 490 Cost per program visited \$1,311.69 (\$101,000 divided by 77)</p> <p>Total of 77 providers in CMM visited or 36% and 1416 children served or 35%</p> <p>Step up grants completed/awarded</p> <p>Cass Co. homes- 13 for a total of \$7300 at a cost of \$562 per home Cass Co. centers- 4 for a total of \$6000 at a cost of \$1500 per program</p> <p>Mills Co. homes- 7 for a total of \$2900 at a cost of \$414 per home Mills Co. centers- 4 for a total of \$5200 at a cost of \$1300 per program</p> <p>Mont. Co. homes- 6 for a total of \$2800 at a cost of \$467 per home Mont. Co. centers- 1 for a total of \$1400</p> <p>Total Step up grants for homes is:26 \$500 per home, 285 children served Total Step up grants for centers: 9</p>	<p>2 0 (0%) of centers achieving level 3 0 (0%) of centers achieving level 4 0 (0%) of centers achieving level 5</p> <p>Montgomery Co. : 16 registered homes 0 (0%) of homes achieving level 1 2 (13%) of homes achieving level 2 1 (6%) of homes achieving level 3 0 (0%) of homes achieving level 4 0 (0%) of homes achieving level 5</p> <p>10 Centers 0 (0%) of centers achieving level 1 0 (0%) of centers achieving level 2 1(10%) of centers achieving level 3 0 (0%) of centers achieving level 4 0 (0%) of centers achieving level 5</p> <p>15 out of 85 or 18% of CMM homes and 6 out of 18 or 33% of CMM centers/preschools continuing in the Step up project</p>
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			<p>of CMM providers</p> <p>Incomplete appointments: 3</p> <p>Step up grants – enrolled Cass Co. homes - 18 Cass Co. centers- 4</p> <p>Mills Co. homes- 9 Mills Co. centers- 4</p> <p>Montg. Co homes- 8 Montg. Co. centers- 1</p> <p>Total enrollment in Step up grants: 32</p> <p>Infant Incentive Cass Co. homes- 9 Cass Co. centers- 0</p> <p>Mills Co. homes- 3 Mills Co. centers- 2</p> <p>Montg. Co. homes- 5 Montg. Co. centers- 1</p>	<p>\$1400 per program, 539 children served</p> <p>Total infant incentive 17 homes at \$763 per program, 91 infants served at \$143 per infant 3 centers at \$3454 per program, 81 infants served at \$128 per infant</p>	
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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. 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.*

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

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

- **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.

- **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.

- **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.

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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	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)
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<p>Cass County Parents as Teachers</p>		<p><i>Amount expended:</i> Empowerment \$108,710 (0-5 funding \$60,910) (0-3 funding \$27,093.33) (other funding \$20,706.67) IAPP- \$3,000 CBCAP- \$5,000 Donations - \$205.00 In kind- \$3,017</p>	<p>Number of children (ages 0 – 5) participating in family support/parent education program (unduplicated) Cass-135 Mills-153 Montgomery-160</p>	<p># and % of children, prenatal –5 years old, screened for developmental delays Cass-91 children and 67% screened Mills-70 children and 46% screened Montgomery-90 children and 56% screened</p>	<p>% of participating families that improve or maintain healthy family functioning, problem solving and communication Cass-92% Mills-98% Montgomery-96.7%</p>
<p>Mills County Parents as Teachers</p>		<p>Empowerment \$96,000 (0-5 funding \$60,910) (0-3 funding \$27,093.33) (other funding \$7,996.67) IAPP- \$10,000 CBCAP- \$5,000 In kind - \$12,750</p>	<p>Number of families participating in family support/parent education program (unduplicated) Cass-93 Mills-105 Montgomery-112</p>	<p># of those children screened that were referred to Early Intervention services Cass- 17 referred on Mills-2 Montgomery-7</p>	<p>% of participating families that increase or maintain social supports Cass-93% Mills-100% Montgomery-97.8%</p>
<p>Montgomery County Parents as Teachers</p>		<p>Empowerment \$115,750 (0-5 funding \$60,910) (0-3 funding \$27,093.34) (other funding \$27,746.67) CBCAP- \$5,000 In-kind- \$5,000</p>	<p>Number of face-to-face visits completed Cass-757 Mills-615 Montgomery-806</p>	<p># and % of direct service staff with Bachelor’s level education or higher (health, human services, or education related field) Cass- Mills- Montgomery -2 (66%)</p>	<p>% of participating families that are connected to additional concrete supports Cass-64% Mills-100% Montgomery-97%</p>
			<p>Number of group parent education meetings offered Cass-20 Mills-20 Montgomery-4</p> <p>The following is a total of all three counties put together Ethnicity of head of household A-Native American-1 B-Native Hawaiian-0 C-African American-0 D-Multi-racial-7 E-Hispanic/Latino-19 F-Asian-0 G- White-255 E-Other-0</p> <p>Household size A-2 -27 B-3 - 86 C-4 - 82 D-5 - 51 E-6 - 27 F- greater than 6 - 9</p>	<p># and % of programs that have a national or state credential or have been accepted into the process Cass-0 (0%) Mills-0 (0%) Montgomery- 0 (0%)</p>	<p>% of participating families that Increase knowledge about child development and parenting Cass-59% Mills-95% Montgomery- 48.3%*</p> <p>% of participating families that improve nurturing and attachment between parent(s) and child(ren) Cass-36% Mills-92% Montgomery- 40.6%**</p>
				<p>All three counties are working together toward the credentialing process . They wrote a policy handbook together as a three county PAT program. Next they plan to apply for state credentialing</p>	<p>*98.9% of families showed an increase or maintained their knowledge about child development and parenting (only 48.3% of those has Life Skills Progression done at least twice throughout the year, the rest answered questions on the PAT survey)</p> <p>**100% of families improved or maintained nurturing and attachment between parents and children (40.6% of those families had Life Skills Progress ion done at least</p>

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			<p>Annual family income A-0-10,00 -45 B- 10,001-20,000- 66 C- 20,001-30,000- 34 D-30,001-40,000- 35 E- 40,001-50,000- 25 F- 50,001-60,000- 28 G- Greater than 60,000-48</p> <p>Marital status A-married -177 B-partnered -30 C-single -58 D- divorced -8 E-widowed- 1 F- separated -8</p> <p><i>Educational level of head of household</i> A-Elementary/Middle- 16 B- Some High School-22 C-High School Grad/GED- 87 D-Trade/Vocational- 5 E-Some College-48 F-2 year College (Associates) - 33 G-4 year College (Bachelors) -61 H-Masters – 11</p>		twice throughout the year, the rest answered questions on the PAT survey)
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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: 14</p> <p>2. Number of funded Programs meeting the following standards:</p> <ul style="list-style-type: none"> o NAEYC Accreditation:2 o NAFCC Accreditation:0 o Head Start Preschool Program Standards:0 o QPPS Verification Process:4 <p>3. Number of funded programs evidencing quality through:</p> <ul style="list-style-type: none"> o ECERS or FCCRS average score of 5 (with no subscale score under 2):3 o QRS rating of 3, 4, or 5:2 <p>4. Number of funded programs by category (mark all that apply):</p>	<p>Expand and create preschool opportunities, to support parents in better preparing children for school and which is a per-cursor to long term school success and completion</p>	<p>1. Amount of funds expended on tuition: \$97,102.50</p> <p>2. Amount of funds expended on transportation: \$57,262.60</p> <p>3. Amount of funds expended on other (Refer to Tool CC(B):NA</p> <p>4. Highest Educational Level of Lead Teacher(s) (Total number of each):</p> <ul style="list-style-type: none"> o GED: 0 o High School Diploma: 1 o CDA: 2 o AA Degree in EC or child development:1 o AA Degree in related field: 1 o BA/BS in EC or child development: 3 o BA/BS in related field: 2 o Post Graduate Degree: 2 <p>5. Total number of lead teacher(s) who hold a valid practitioner’s license issued by the Board of Educational Examiners (BOEE) and hold an endorsement from the BOEE that includes preschool or kindergarten: 6</p> <p>6. Curriculum (curricula) used by funded programs</p>	<p>For Children Supported with Part A funds:</p> <p>1. Total Number of children who received scholarships (Unduplicated):165</p> <p>2. Number of children by age (Unduplicated):these are approximations due to students leaving and coming to school throughout school year</p> <ul style="list-style-type: none"> o 3 Year Olds: 150 o 4 Year Olds: 185 o 5 Year Olds:75 <p>3. Number of children by Race/ Ethnicity (Unduplicated)</p> <ul style="list-style-type: none"> o Native American or Alaskan Native: 0 o African American:1 o Hispanic or Latino:7 o White:397 o Native Hawaiian/ Pacific Islander:5 o Multi-racial:0 	<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: 165 or 40%</p> <p>2. Number and percent of children referred to AEA for possible special education determination:30 (7%)</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: 404 students and 89% of children attended preschool, giving them the skills to succeed in school.</p> <p>2. The assessment tool(s) used to determine the children’s development: Local assessment done now for eleven years, through AEA 13- All Kindergarten teachers complete an assessment on every kindergartner.</p> <p>3. Report any other applicable outcomes:</p>

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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)
<ul style="list-style-type: none"> o School district-operated programs:3 o Private, for-profit programs:1 o Not-for-profit programs:7 o Shared Visions programs: o Head Start programs: o Faith-based programs:3 <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: 2</p>		<p>High Scope-1 Creative Curriculum -7 Combination of Iowa State, High scope, and creative curriculum -1 Combination of high scope and early childhood -1 Lutheran – 1 Montessori -1 Other -2</p> <p>5 were accepted this year so for 2010 there will be 7 Statewide Voluntary Preschool Programs in CMM.</p>	<ul style="list-style-type: none"> o Asian: o Other: <p>4. Number of children who received transportation:118</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.

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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>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"> o NAEYC Accreditation: o NAFCC Accreditation: o Head Start Preschool Program Standards: o QPPS Verification Process: <p>2. Number of funded programs evidencing quality through:</p> <ul style="list-style-type: none"> o ECERS or FCCRS average score of 5 (with no subscale score under 2): o QRS rating of 3, 	<p>Expand and create preschool opportunities, to support parents in better preparing children for school and which is a per-cursor to long term school success and completion</p>	<p>Family Support and Parent Education – Follows Tool FF Expended amount:</p> <p>Description: NA</p>	<p>Number of children (ages 0 – 5) participating in family support/parent education program (unduplicated)</p> <p>Number of families participating in family support/parent education program (unduplicated)</p> <p>Number of face-to-face visits completed</p> <p>Number of group parent education meetings offered</p> <p>Ethnicity of head of household</p> <p>Household size</p> <p>Annual family income</p> <p>Marital status</p> <p>Educational level of head of household</p>	<p>Number and percent of children, prenatal –5 years old, screened for developmental delays</p> <p>Number of those children screened that were referred to Early Intervention Services.</p> <p>Number and percent of direct service staff with Bachelor’s level education or higher (health, human services, or education related field)</p> <p>Number and percent of programs that have a national or state credential or have been accepted into the process</p>	<p>Percent of participating families that improve or maintain healthy family functioning, problem solving and communication</p> <p>Percent of participating families that increase or maintain social supports</p> <p>Percent of participating families that are connected to additional concrete supports</p> <p>Percent of participating families that Increase knowledge about child development and parenting</p> <p>Percent of participating families that improve nurturing and attachment between parent(s) and child(ren)</p>

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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>4, or 5:</p> <p>3. Number of funded programs by category:</p> <ul style="list-style-type: none"> o School district-operated programs: o Private, for-profit programs: o Not-for-profit programs: o Shared Visions programs: o Head Start programs: o Faith-based programs: <p>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, private preschool, school district etc.) that received Community Empowerment funding in this category:</p>	<p>Expand and create preschool opportunities, to support parents in better preparing children for school and which is a per-cursor to long term school success and completion</p>	<p>Child Care Nurse Consultant (CCNC) expended amount: Mills-\$6,482 Cass - \$6,482 Montgomery - \$3,036</p> <p>Description: Each county has a different agency that is in charge of the CCNC program. They work with our childcare specialist to improve the quality of preschool & childcare in the three counties</p>	<p>Number of funded programs utilizing a Child Care Nurse Consultant: (Preschools) 7 are utilizing a nurse consultant 2 has nurse on site 5 do not have any contact with a nurse at this time 73 child care providers</p>	<p>An average of \$230 cost per provider</p> <p>92% of providers contacted</p> <p>25 partnership agreements done 20 director surveys 10 injury prevention checklists 12 child record reviews 1 health and safety assessments 251 contacts made 94 onsite visits</p>	<p>100% of providers in Cass Co corrected safety issues</p> <p>Questions answered about: Head lice Lead testing QRS Un-immunized children First aid kits Special needs for foster children Chicken pox Playground surfacing Eye testing</p>
	<p>Expand and create preschool opportunities, to support parents in better preparing children for school and which is a per-cursor to long term school success and completion</p>	<p>Dental Services expended amount: \$2,401</p> <p>Description: Cass County only at this point</p>	<p>Number of children screened: 110</p> <p>Number of children screened who were given treatment referrals: 110</p> <p>Number of parents reporting this was child's first screening: 30</p> <p>Number of centers participating in dental screening (optional): 8</p> <p>Other locally-generated data, as applicable</p>	<p>6 out 8 (75%) in preschool/Head Starts utilized services</p> <p>27 out of 110 (25%) of children have no dental insurance</p> <p>\$26.17 cost per child served</p>	<p>100% of children were referred to a dental provider</p> <p>27% of children had no previous contact with a dentist</p> <p>100% of change assessments were completed</p> <p>100% of change in dental referrals</p> <p>100% of change in fluoride varnish applications</p> <p>100% of change in families utilizing care coordination services</p>

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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)
		Mental Health Services expended amount: NA Description:	Number of children who received treatment that were expelled: Number of children observed: Number of children identified for mental health services: Number of children who received services and enter kindergarten on a behavior plan (optional): Number of centers participating in mental health services (optional): Other locally-generated data, as applicable:		
		Preschool Coordinator expended amount (may include making progress on any of the quality standards/levels): NA Description: If quality support is not included (i.e. QPPS facilitation, curriculum support, etc.), mark N/A:	Number of family applications processed: Number of preschools that the coordinator assisted in increasing quality standards: Other locally-generated data, as applicable:		

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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)
	Expand and create preschool opportunities, to support parents in better preparing children for school and which is a per-cursor to long term school success and completion	Little Lambs Preschool \$7,000	These funds helped pay for an extra teacher, in order to serve 21 additional children. 40 students total served in the preschool	\$333 per child	Parents felt: <ul style="list-style-type: none"> ➤ This preschool experience helped with kindergarten readiness skills ➤ This preschool experience helped their child better interact socially ➤ The teacher was a positive role model for their child
	Expand and create preschool opportunities, to support parents in better preparing children for school and which is a per-cursor to long term school success and completion	Pooh Corners Preschool \$6,000	These funds helped keep the preschool open one more year. The preschool served approx. 20 students	\$300 per child	The school district applied and received the Universal 4 year old funding this year, so the school district has taken this preschool over.

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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)
		Professional Development expended amount: NA List professional development provided (names of trainings):	Total number of participants:	Of the total number of participants: Number and percent of Administrators/Directors: Number and percent of Teachers/Early Childhood Providers: Number and percent of Assistant Teachers:	Percent of those reporting they will incorporate learning into policy or practice: Percent of those reporting that information was valuable to their profession: Other locally-generated data, as applicable:

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)
Resource Coordinator	All three Community Plan Priorities	Amount expended: Other \$31,489.40 Admin \$3,510.6 (Report any other applicable input measures):	-facilitate LPG meetings every other month -prepare minutes, agendas, contracts, - issue RFP's -prepare reports -prepare budgets -attend meetings/conferences for all funding streams - attend interagency meetings	<i>Cass/Mills/Montgomery Counties are very proud to have a combined area of DECAT, CPPC, CJPJ, and Empowerment, all served by one governing board and one person to coordinate all funding streams together. All funding streams are discussed equally at meetings.</i> Coordinator attends 100% of Empowerment Coordinators meetings. The funds for allocated for the coordinator also include travel, holidays, and vacation days, and IPERS	Overall implementation of Cass/Mills/ Montgomery Decat/Empowerment Project
Professional Development mini-grants	Expand and create preschool opportunities, to support parents in better preparing children for school and which is a per-cursor to long term school	\$4,584	10 mini grants given to providers to receive professional development to help improve the quality of their childcare/preschool setting	The amount ranged from \$75 to \$250 per person depending on the type of professional development needed.	Providers participated in: CPR First aid Extreme Makeover Early Childhood Institute

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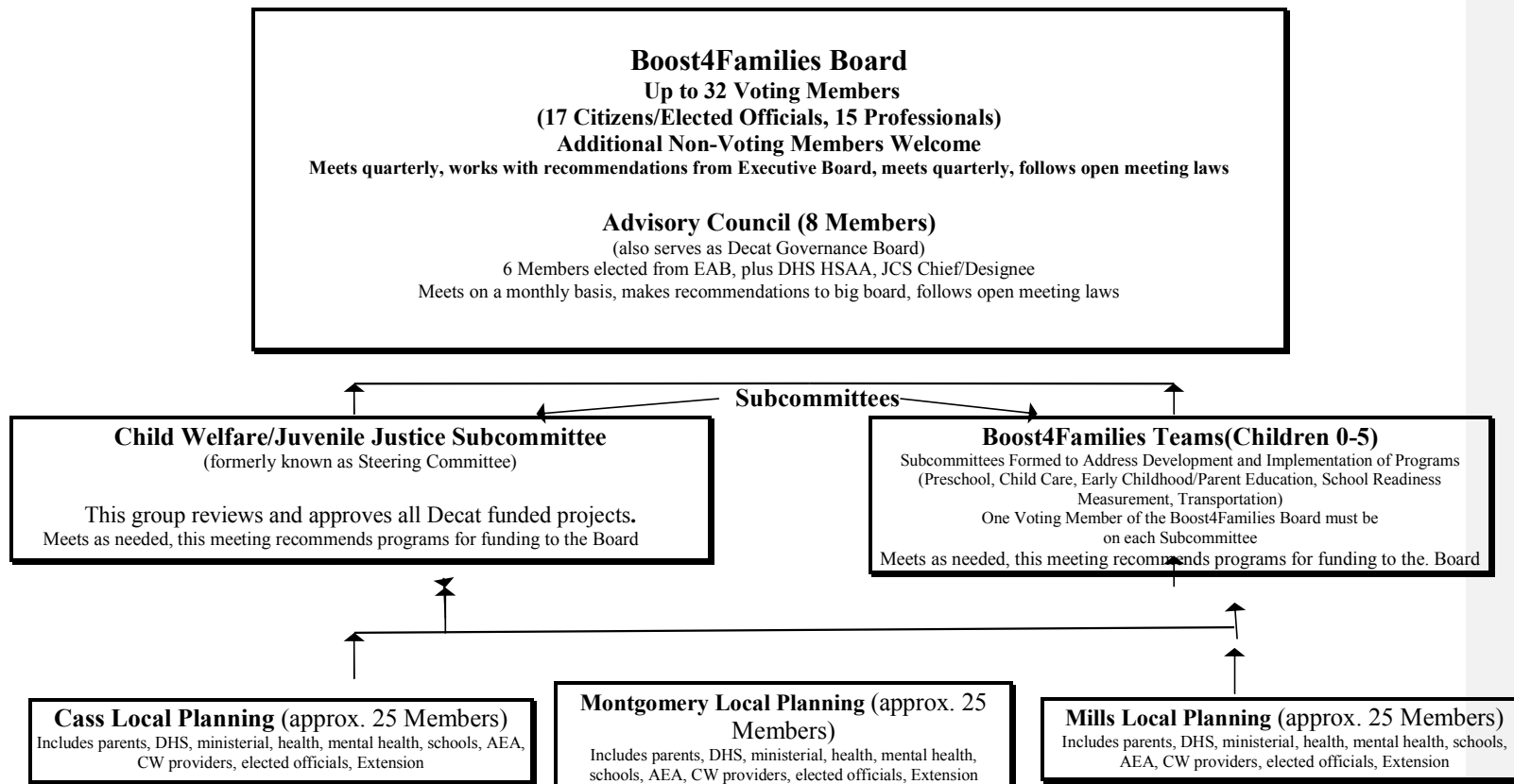
	success and completion				
Nishna Valley Preschool	Expand and create preschool opportunities, to support parents in better preparing children for school and which is a per-cursor to long term school success and completion	QI \$45,000 Other- \$4,000	18 children, ages 3-4 served, from a variety of social backgrounds and developmental levels	These funds helped keep the preschool open. It is the only preschool in this rural area	The school district received the four year old funding this year, so Boost4Families will only be helping with 3 year olds from now on, This school doesn't receive tuition grants

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.

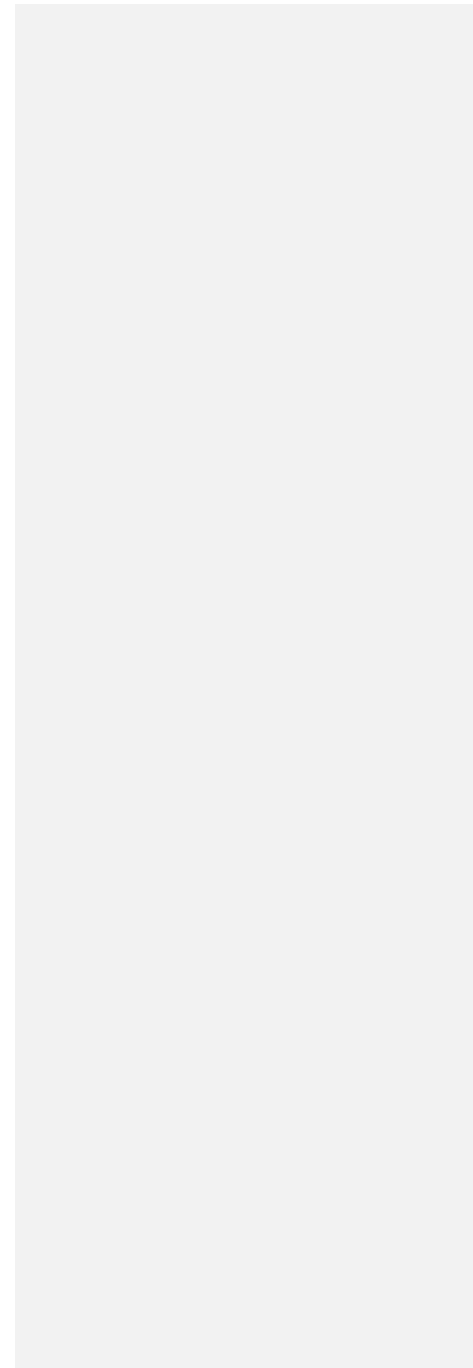
School Ready Services Provided including a brief description of the program or activity	Link to Which Comm. Plan Priority or Priorities (as Noted in Section III)	How Much Was Invested? (Input Measures) <i>Note: Fiscal investments must coincide with financial statement Other line item</i>	How Much Was 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)
Circles4Success (Mills)	Offer and support parent education opportunities (which could help decrease child abuse, and improve health indicators such as immunizations)	\$15,010	An average of 5 children per meeting and an average of 20 families/community members per meeting	Approx. \$247 per person	This program is linked to numerous community supports such as: <ul style="list-style-type: none"> ➤ Qwest Center donated free tickets to the Cheetah Girls, and Jonas Brothers to Mills Co. Circles members ➤ Henry Doorly Zoo donated session pass to the Circles group ➤ Panara Bread donates two loaves of bread month ➤ Mills Co. Churches provide the facility and monthly meals ➤ Angel Food Ministries had donated monthly food vouchers ➤ A local church donates \$100 a month for program needs
Circles4Success (Cass)	Offer and support parent education opportunities (which could help decrease child abuse, and improve health indicators such as immunizations)	\$13,732.78	An average of 5 children per meeting and an average of 20 families/community members per meeting	Approx. \$247 per person	Many people involved in this program, have given back to the community by being involved with: <ul style="list-style-type: none"> ➤ Coats & totes –raising money/gathering coats and supplies to give to families in need ➤ Hilley Park project – refurbishing a local park, so kids can safely play ➤ Book project- providing young children's books to waiting rooms, such as Doctors/Dentists offices, so parents/children can spend quality time reading together while waiting for their appointment ➤ No cost wedding for family in the Circles group

CASS/MILLS/MONTGOMERY BOOST4FAMILIES GOVERNANCE STRUCTURE



Appendix C

Boost4Families School Readiness Graph



Appendix D

**Boost4Families
Financial Statements
For FY09**

Appendix B

Boost4Families School Readiness Measurement Tool

Appendix A

Boost4Families Governance Structure

Boost4Families Kindergarten Assessment

