

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

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, 2007.
3. A completed and signed original report should be submitted to the following address **electronically** to the following email:
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 Local CEA Board: _____

Name of Community Empowerment Area:

Counties/Area Served:

Website:

Current Board Chairperson:

Current Fiscal Agent: Prairie Lakes Area Education Agency

Signature: _____

Signature: _____

Address:

Address:

Email:

Email: gloffman@aea8.k12.ia.us

Federal ID Number:

Contact Person for the Community Empowerment Area:

(if different from the Chairperson) Paige Hollinger

Address: 119 S. Jones St. Algona, IA 50511

Phone: (515) 295-7784

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E-mail: phollinger@aea8.k12.ia.us

SECTION I –

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

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 employing organization of the member, occupation if self employed

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

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

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

Column 1	Column 2	Column 3	Column 4	Column 5
Name	Representation	Name of Employing Organization	Provider of CE Services/Program	Citizen/Elected
Chair: Mike Orthel	<i>Required faith</i>	United Methodist	No	Citizen
Jack Plathe	County Supervisor	Farmer	No	Elected Official
Erv Rowland	<i>Required education</i>	Ruthven/Ayrshire school	No	Not Applicable
Ellen Picray	<i>Required human services</i>	Department of Human Services	No	Not Applicable
Dixie Meyer	<i>Required health</i>	Kossuth Regional Health Center	Yes – Healthy Families	Not Applicable
Roberta Anderson	<i>Health</i>	Palo Alto Hospital	Yes – Healthy Families	Not Applicable
Blair Redenius	<i>Education</i>	Algona Community Schools	No	Not Applicable
Keith Wirtz	<i>Required business</i>	Farmer	No	Citizen
Dini Anderson	<i>Required consumer/ Parent</i>	Not applicable	No	Citizen
Billie Wille	Citizen	Kossuth Conservation	No	Citizen
Marc Singer	School board	Prairie Lakes Area Education Agency	No	Elected
David VanOosbree	School board	Farmer	No	Elected
Nancy Clark	ISU Extension	ISU Extension	No	Not Applicable
Barb Grandstaff	Community College	Iowa Lakes	Yes – professional dev.	Not Applicable

Jerry Hofstad	County Supervisor	Palo Alto County	No	Elected
Sara Stevens	Parent	Palo Alto	No	Citizen
Arlet Johnson	Citizen	Retired educator –P A	No	Citizen

b. Organizational Structure – Please describe:

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

1. **Organizational Structure:**The PAK Empowerment board is made up of 17 board members (10 citizen/elected officials) who are encouraged and do maintain regular attendance to the monthly board meetings. Meetings are held every 4th Monday of the month alternating between the two counties.

2. **Internal functions:** The PAK Empowerment board is made up of citizens, elected officials and members of various community agencies. The board chair directs the meetings to assure that all board members have an equal voice. Board members abstain from voting on items where they have a conflict of interest. Although specific goals and programs are addressed at each meeting, yearly the board has a retreat where board members review our overall purpose and goals, weaknesses and strengths. We meet to access issues like board communication, meeting times, and whether our programs address the five Empowerment goals. The programs we support also report to the board bi-annually at monthly board meetings to share outcomes and a brief report of their program.

3. **Community**

The PAK Empowerment board makes it a priority to communicate, plan and interact within the community. The PAK Empowerment board places articles in local papers on a regular basis to shares news such as grant awards, mini-grant opportunities and awards, parent/child classes and activities and child care provider support groups. The PAK Empowerment board also puts out a newsletter bi-annually that is mailed out to over 200 families and sent out with preschool and childcare families. The newsletter informs the community of Empowerment sponsored events as well as resources and other activities pertaining to young families that are in the communities. A note worthy way we have reached out to the community is through events for 0-5yr olds and their families that are held twice a year. We have collaborated with local school districts to provide a fun activity for parents and children to attend. These activities have been very well attended and have provided families in our area with lots of information about Empowerment. A display is set up to showcase Empowerment activities and brochures containing contact and programming information available. Someone from PAK Empowerment shares with the group the programs Empowerment sponsors in our community. A display is also set up at the Northwest Early Childhood Conference. Ideas for activities for childcare providers and preschool teachers were given out along with books and literature about PAK Empowerment. Childcare Providers and Preschool Teachers were aware of this conference not only by local advertising by the college but from the every other month newsletter sent out to over 100 providers and teachers in Palo Alto and Kossuth counties.

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.)

We have modified our Community Indicators to better reflect the statistics gathered in our community. We have deleted the indicator “% of women receiving adequate prenatal care” as it was hard to measure community wide. We added the # of confirmed child abuse reports and the # of children tested for elevated lead levels to the % to give a better overall view of this statistic. The % of children tested for elevated lead was changed to “The % of children ages 12-35 mo. Tested for elevated lead levels”. This change enables us to get a better picture for the age range where it is most beneficial to test for elevated lead levels. In previous years we measured kindergarten readiness with a survey done by local kindergartens. Although this was a better measurement of overall kindergarten readiness, this has been changed to use dibels scores which is less subjective and covers more of our population.

Community Collaborative Efforts

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

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

- One of our strongest collaborative efforts has been in place since the beginning of our area receiving Empowerment funding. PAK Empowerment has worked with our family support programs to meet monthly in each county. Healthy Families, and the KIDS program (a home visitation family support) have worked together to meet the many needs by families in our community. Other agencies such as FADDs, respite nursery program, early access, and DHS have attended in the past to provide information and collaboration. Originally these meetings were set up to help prevent duplication of service while not letting those in need slip through the cracks, but over time these meetings have also allowed these agencies to collaborate in researching the various programs that are available for the families they serve. These agencies have also identified children who could not afford preschool and have referred them for preschool tuition assistance.

- Another strong collaboration effort has been with our local preschools. Our Empowerment area has sponsored parent education classes in the local preschools. In most cases the local teacher helps with these classes. All of the preschools involved in this program participated in QPPS this year. Iowa Lakes Community College and AEA partnered with us to provide training for area preschool teachers. Many of the skills they learned about language development and early literacy skills were then modeled and taught to parents during these classes.

SECTION III - Achieving Results

Community Plan Priorities

1. Secure and Nurturing Environments for children
- 2: Children will be equipped with the skills needed to learn to be ready to take advantage of educational opportunities and learn to the best of their ability.
- 3: Quality daycare will be accessible to all families
- 4: Healthy children

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

D. Children Ready to Succeed in School

B. Secure & Nurturing Families

E. Safe & Supportive Communities

C. Secure & Nurturing Child Care Environments

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 Source of data for each Indicator	Baseline Data (date & numerical value)		Sub-Subsequent Year's Data (Trend Line) Identify Year						Goal (numerical value & projected timeline)	Progress Update (Brief Analysis of data)
			PA	K	PA '05	K '05	PA '06	K '06	PA '07	K '07		
# of confirmed child abuse reports	B, E	Prevent Child Abuse Iowa Web site	59	72	38	69	52	70	N/A	N/A	To decrease the amount of confirmed abuse reports below baseline data	The most recent numbers are below our baseline.
% of confirmed child abuse reports			2.8%	1.9%	1.7%	1.8%	2.5%	1.9%				
Immunization rate	A	IDPH Web site	93%	96%	82%	91%	98%	97%	91%	97%	To achieve or maintain immunization rate at or above 90%	We are achieving this goal.
% receiving pre and/or post natal in home worker visits	A, B, E	Vital Statistics and Healthy Family reports	10%	19.7%	72%	47%	95%	38%	99%	36%	To maintain or increase the % of pre/post natal home visits	PA has made pre/post natal visits available to all families in county.
# of parent training sessions	A, B, D, E	Growing Tog. Program, and other classes offered in area	12	18	16	22	19	27	42	49	To maintain or increase the # of parenting opportunities annually	These #'s have increased greatly with added funding in this area
# of registered childcare providers	C	Department of Human Services	23	21	30	19	31	24	29	36	To maintain or increase the # of registered providers	These # have increased slightly
# of childcare providers in attendance at training	C	Childcare Coordinator/	25	10	35	27	31	36	37	43	To maintain or increase the # of	These # have increased

		CCR&R									childcare providers in attendance at trainings	
# of children tested for elevated lead levels	A	IDPH	52	112	90	173	120	196	N/A	N/A	To maintain or increase the # of children tested for elevated lead levels	The # of children tested has increased each yr.
% of children ages 12-35 mo tested for elevated lead levels	A	IDPH	30.9 %	33.5 %	45.2 %	55.3 %	73.3 %	54.3 %	N/A	N/A	To maintain or increase the % of children tested for elevated lead levels between 12-35 mo of age	This percent has increased from baseline
% of children with kindergarten readiness skills (proficient in dibels test)	D	Department of Education Report	80.65%		80.65%		66.39%		N/A		To maintain or increase proficiency in dibel scores	This percent went down slightly in 2006, but \above state average.

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

Report program performance measures using the following language:

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

All columns should have quantitative or numerical data.

SECTION IV – Performance Measures: Community Empowerment Early Childhood Funds
All columns should have quantitative or numerical data.

Early Childhood Funds

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

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

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

Early Childhood Services Provided	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 fiscal part of this report</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)
Fiscal Agent Fee		\$1,706.55			
Childcare Coordinator (Approx 2/3 time from EC – 1/3 time from SR)	1, 3	\$32,211.37 (Includes salary, Fica, Ipers, benefits, mileage, and incentives and books for providers)	24 provider support group meetings 14 schools training with QPPS 117 literacy promotion visits to 31 providers serving 281 children Newsletter mailed to 137 locations 6x/yr	73 providers/teachers attending from 47 locations The childcare coordinator spent 20 hrs with each participating preschool on QPPS The childcare coordinator spends an average of 1hr/visit 137 providers receiving information on best practices and training schedules	34% of locations attended trainings (including group trainings and on-site trainings) 64% of preschools participated in QPPS 23% of locations participating in literacy promotion visits 100% of known locations receiving newsletter

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

School Ready Funds

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

- **Preschool Support for Low Incomes Families**

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

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

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

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

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

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

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

- **Quality Improvement Funds**

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

- **Other Programs/Services**

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

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

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

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

Name of Family Support Program	Link to Which Comm. Plan Priority or Priorities (as noted in Section III)	How Much Was Invested? (Input Measures) Note: Fiscal Investments must coincide with fiscal report in Family Support prenatal through three	How Much Was Done or Produced? (Output Measures)	How Well Did We Do It? (Quality/ Efficiency Measures)	What Was the Change In Conditions for Those We Served? (Outcome Measures)
(Include with the name the model, i.e. HOPES, PAT, etc. if applicable) Kossuth Healthy Families (HOPES like) Palo Alto Healthy Families	1,4	Amount expended: \$55,360 (1/3 from Family Support 2/3 from 0-3 family support)	Number of children participating in the family support program utilizing a home visiting service delivery model (Unduplicated): 141 Number of families participating in the family support program utilizing a home visitation service delivery model (Unduplicated): 244 Number of face to face visits completed: 562	Percent of children, 0 –3 years old, while enrolled in the program, who are referred for Early ACCESS services: 4.25% Other local-generated data as applicable.	(Insert any child or family outcome measures reported by the program) Percent of parents with increased parent confidence and competence in their parenting abilities Kossuth 100% Palo Alto 100% Percent of families with an increase of healthy informal support systems Kossuth 50% Palo Alto 100% Percent of families able to enhance the health, growth, and development of their children Kossuth 100% Palo Alto 100% 99.5% of families have a medical home 93.8% of pregnant women receive adequate prenatal care 97.2% of children have health insurance 80.6% of children are age appropriately immunized.

Family Support Performance Measures Prenatal through 5 (use one row for each funded program) – Refer to Tool FF

Name of Family Support Program (Coincide w/ Budget Line Items)	Link to Which Comm. Plan Priority or Priorities (as noted in Section III)	How Much Was Invested? (Input Measures) Note: Fiscal Investments must coincide with fiscal report in prenatal through five	How Much Was Done or Produced? (Output Measures)	How Well Did We Do It? (Quality/ Efficiency Measures)	What Was the Change In Conditions for Those We Served? (Outcome Measures)
<p>(Include with the name the model, i.e. HOPES, PAT, etc. if applicable)</p> <p>Kossuth Healthy Families (HOPES like)</p> <p>Palo Alto Healthy Families (HOPES Like)</p>	<p>1, 4</p>	<p>Amount expended: \$27,386.60 (1/3 from Family Support 2/3 from 0-3 family support)</p>	<p>Number of children participating in the family support program utilizing a home visiting service delivery model (Unduplicated): 141</p> <p>Number of families participating in the family support program utilizing a home visitation service delivery model (Unduplicated): 244</p> <p>Number of face to face visits completed: 562</p>	<p>Percent of children, 0 –3 years old, while enrolled in the program, who are referred for Early ACCESS services: 4.25%</p> <p>Other local-generated data as applicable.</p>	<p>(Insert any child or family outcome measures reported by the program)</p> <p>Percent of parents with increased parent confidence and competence in their parenting abilities Kossuth 100% Palo Alto 100%</p> <p>Percent of families with an increase of healthy informal support systems Kossuth 50% Palo Alto 100%</p> <p>Percent of families able to enhance the health, growth, and development of their children Kossuth 100% Palo Alto 100%</p> <p>(Report any other applicable outcomes)</p> <p>99.5% of families have a medical home</p> <p>93.8% of pregnant women receive adequate prenatal care</p> <p>97.2% of children have health insurance</p> <p>80.6% of children are age appropriately immunized.</p>
<p>KIDS (AEA home visit - parents as Teachers like program)</p>	<p>1, 2, 4</p>	<p>Amount expended: \$51,870.42</p>	<p>Number of children participating in the family support program</p>	<p>Percent of children, 0 –3 years old, while enrolled in the program, who are referred for Early ACCESS services: 15%</p>	<p>80% of parents reported increased parent confidence and competence in their parenting abilities</p> <p>94% of families with an increase of</p>

			<p>utilizing a home visiting service delivery model (Unduplicated): 120</p> <p>Number of families participating in the family support program utilizing a home visitation service delivery model (Unduplicated): 60</p> <p>Number of face to face visits completed: 781</p> <p>Number of referrals to appropriate community resources: 112</p>	<p>Parents' rating of KIDS services: 4.7 (5=excellent; 1=poor)</p> <p>Average caseload per family support worker: 24 families</p>	<p>healthy informal support systems -</p> <p>94% of families able to enhance the health, growth, and development of their children</p> <p>88% of parents reported improving their parent-child interactions</p> <p>100% reported improved family relationships</p>
Growing Together Program	1, 2	Amount Expended: \$30,988.10 (1/3 of Early Childhood services Coordinator salary, fica, ipers, mileage, equipment, supplies, 2/3 of Family Resource Coordinator salary, fica, ipers, mileage, equipment and supplies, stipends for participating preschool teachers and parent educators)	<p>classes offered: 82</p> <p>Number of parents attending (unduplicated): 119</p> <p>Number of children attending (unduplicated): 130</p>	<p>Classes average 1 hr 15min. 30 minutes are spent on developmentally appropriate activities with children, 45 minutes on parent education</p>	<p>100% of parents with increased parent confidence and competence in their parenting abilities</p> <p>100% of families with an increase of healthy informal support systems</p> <p>100% of families able to enhance the health, growth, and development of their children</p> <p>100% of parents indicated increased knowledge of emergent literacy skills</p>

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Family Resource Coordinator	1, 2, 4	Amount Expended: \$6865.76 (1/3 of Family Resource Coordinator salary, fica, ipers, mileage, equipment and supplies)	<p>Number of children participating in the family support program utilizing a home visiting service delivery model (Unduplicated): 7</p> <p>Number of families participating in the family support program utilizing a home visitation service delivery model (Unduplicated): 6</p> <p>Number of face to face visits completed: 13</p>	<p>Number of Developmental Screenings: 7</p> <p>100% of children in program have health insurance</p>	<p>14% of families achieved program goals.</p> <p>83% of families were satisfied with services.</p>
Palo Alto Nursery	1,2,3	Amount Expended: \$9,097.71	<p>Number of children participating in the family support program (Unduplicated): 53</p> <p>Number of families participating in the family support program (Unduplicated): 60</p> <p>Number of parent ed. Classes offered: 15</p> <p>Number of</p>	<p>Percent of children, 0 –3 years old, while enrolled in the program, who are referred for Early ACCESS services: 33%</p>	<p>85% of parents with increased parent confidence and competence in their parenting abilities</p> <p>90% of families with an increase of healthy informal support systems</p> <p>100% of families able to enhance the health, growth, and development of their children</p> <p>74% of families have indicated stress was decreased in their family due to Nursery services</p>

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			parents receiving parent education and training: 52		
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Loving Hands Nursery	1,2,3	Amount Expended: \$8,000	<p>Number of children participating in the family support program (Unduplicated): 83</p> <p>Number of families participating in the family support program (Unduplicated): 52</p> <p>Number of parents receiving parent education and training: 29</p> <p>Number of parent education classes offered: 6</p>	<p>Percent of children, 0 –3 years old, while enrolled in the program, who are referred for Early ACCESS services: 10%</p>	<p>85% of parents with increased parent confidence and competence in their parenting abilities</p> <p>90% of families with an increase of healthy informal support systems</p> <p>95% of families able to enhance the health, growth, and development of their children</p> <p>95% of parents indicated that they have experienced a reduction in their stress levels by using our program</p> <p>85% of the parents indicated that their child experienced a respite from family stress by attending out program</p> <p>95% of families indicate an increase in their child's positive social skills</p>
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Preschool Programming (Tuition) Support for Low-Income Families - Performance Measures - Refer to Tool CC (B)

Programs Funded	Link to Which Comm. Plan Priority or Priorities (as noted in Section III)	How Much Was Invested? (Input Measures) Note: Fiscal Investments must coincide with fiscal report	How Much Was Done or Produced? (Output Measures)	How Well Did We Do It? (Quality/Efficiency Measures)	What Was the Change In Conditions for Those We Served? (Outcome Measures)
<p>Total number of preschool programs/centers receiving Preschool Support: 15</p> <p>Number of funded Programs meeting the following standards:</p> <p>NAEYC Accreditation: 0</p> <p>Shared Visions: 0</p> <p>Head Start: 1</p> <p>ECER average score of 5 (with no subscale score under 2): 0</p> <p>Participating in QPPS process: 14</p> <p>QRS rating of 3, 4 or 5</p> <p>In process for completing any of the above quality standards:</p> <p>Meeting comparable standard (also identify standard):</p>	<p>1, 2</p>	<p>Amount expended: \$98,861.38</p> <p>Educational Level of Head Teacher(s) (Total number of each):</p> <p>GED:</p> <p>High School Diploma: 1</p> <p>Child Development Associate: 2</p> <p>AA Degree in EC or child development: 4</p> <p>AA Degree in related field:</p> <p>BA/BS in EC or child development: 1</p> <p>BA/BS in related field: 4</p> <p>Post Graduate Degree: 1</p> <p>Number of funded programs utilizing a Child Care Nursing Consultant for technical assistance: 4</p> <p>Curriculum(s) used by funded programs:</p> <p>Creative Curriculum: 5</p> <p>Thematic: 10</p> <p>Church based: 4</p>	<p>For Children Supported with these funds:</p> <p>Total Number of children (Unduplicated): 109</p> <p>Number of children by age (Unduplicated):</p> <p>3 Year Olds: 12</p> <p>4 Year Olds: 79</p> <p>5 Year Olds: 18</p> <p>Number of children by Gender (Unduplicated):</p> <p>Female: 60</p> <p>Male: 48</p> <p>Number of children by Race (Unduplicated)</p> <p>White: 107</p> <p>Black/African American: 1</p> <p>Asian: 1</p> <p>Native Hawaiian/Pacific Islander: 1</p> <p>More than one race reported: 1</p> <p>Other/Unknown:</p> <p>Number of children by ethnicity (Unduplicated):</p> <p>Hispanic/Latino: 1</p> <p>Not Hispanic/Latino: 108</p> <p>Number of children with health insurance: 102</p> <p>Number of children with age appropriate skills 64</p>	<p>For Children Supported with these funds:</p> <p>Percent of Children with health insurance: 95%</p> <p>Other local-generated data as applicable.</p>	<p>For Children Supported with these funds:</p> <p>Percent of children demonstrating age appropriate skills 59%</p> <p>(Identify the assessment tool(s) used to determine the children's development) Child Development Inventory</p> <p>(Report any other applicable outcomes) Parents of children scoring significantly low were informed of options of referral to AEA for further testing.</p>

**Collaborative Professional Development – Performance Measures – Refer to tool DD (B)
 (2006 Professional Development Funds that were carried forward into this fiscal year.)**

Note: Required measures to be reported are in bold.

Collaborators	Link to Which Comm. Plan Priority or Priorities (as noted in Section III)	How Much Was Invested? (Input Measures) Note: Fiscal Investments must coincide with fiscal report	How Much Was Done or Produced? (Output Measures)	How Well Did We Do It? (Quality/Efficiency Measures)	What Was the Change In Conditions for Those We Served? (Outcome Measures)
<p>Please list the collaborative partners involved in the professional Development Activities and briefly describe the activities.</p> <p><i>Sharon Krull training at Early Childhood Conference</i> *Iowa Lakes Community College *CCR&R *Prairie Lakes Area Education Agency *Lakes Area, Emmet and PAK Empowerment</p> <p><i>Creative Curriculum Training</i> *Prairie Lakes Area Education Agency *Iowa Lakes Community College</p>	<p>2, 3</p>	<p>Amount Expended:\$4,452.14</p> <p>(Report any other applicable input measures)</p>	<p><u>Total number of participants by:</u></p> <p>Number of Administrators/Directors: 7</p> <p>Number of Teachers/Early Childhood Providers: 41</p> <p>Number of Assistant Teachers: 7</p> <p>Total number of credits earned: 5 DHS for Early Childhood Conference 8 DHS for Creative Curriculum Training</p> <p>Total number of participant hours logged: 31 @ 5hrs =155hrs</p>	<p><u>Percent of all participants completing coursework by:</u></p> <p>Percent of Administrators/Directors: 100%</p> <p>Percent of Teachers/Early Childhood Providers: 100%</p> <p>Percent of Assistant Teachers: 100%</p> <p>Average cost per participant: \$80.95</p>	<p>Percent of participants who report incorporating learning into policy or practice:</p> <p>92% - Early Childhood Conference</p> <p>(Creative Curriculum Training completed in May – 100% indicated they will incorporate this into their 2007-2008 program)</p>

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Quality Improvement Funds – Performance Measures.

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

Collaborators 07 CEA AR Shell Revised 2/22/07	Link to Which Comm. Plan Priority or Priorities (as noted in Section III)	How Much Was Invested? (Input Measures) Note: Fiscal Investments must coincide with fiscal report	How Much Was Done or Produced? (Output Measures)	How Well Did We Do It? (Quality/Efficiency Measures)	What Was the Change In Conditions for Those We Served? (Outcome Measures)
<p>Please list the collaborative partners involved in the quality early care, health, and education programs and describe program or activity</p> <p><u>QPPS and QRS Reimbursements</u> *Local Preschools *Local Childcare</p> <p><u>Mini-Grants</u> *Local Preschools *Local Childcare</p> <p><u>Stipends for Quality Preschool or Childcare</u> *Local Preschools *Local Childcare</p> <p><u>PAK Web Site</u> *Healthy Families *Prairie Lakes Area Education Agency *Respite Programs</p> <p><u>Expansion of Quality Childcare</u> *YMCA *Wolverine Den *Local Schools *City Council *USDA</p>	1,2,3	<p>Total Amount Expended: \$42,164.79</p> <p>Amount Expended: \$8,817.66</p> <p>Amount Expended: \$8,919.33</p> <p>Amount Expended: \$7,000 (14% of stipends from Quality Improvement - 86% from SR other)</p> <p>Amount Expended: \$1,249.40</p> <p>Amount Expended: \$16,178.40 (The city council also gave \$10,000 to one location to expand childcare in the community, Local school districts have given space for both centers)</p>	<p>14 schools participated in QPPS, 2 childcare locations participated in QRS</p> <p>34 locations received mini-grants</p> <p>14 Schools and 1 childcare location received quality stipends</p> <p>YMCA – 50 new childcare slots</p> <p>Wolverine Den- 8 new infant/toddler slots</p>	<p>Participants were reimbursed at \$20/hr for QPPS or QRS training</p> <p>Over -----# of children had access to developmentally appropriate materials.</p> <p>Participants needed to complete QPPS or receive a rating of 3 or higher in QRS</p> <p>Website allows for better collaboration and community access to Empowerment programs</p> <p>1,500 hours of care for 50 children per week</p> <p>400 hours of care for 8 children per week</p>	<p>64% of preschools participated in QPPS</p> <p>26% of childcare locations received mini-grants</p> <p>291 students attended schools participating in QPPS</p> <p>Approximate 20% increase in childcare slots for community</p> <p>Approximately 30% increase in childcare slots at that location.</p>

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

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

School Ready Services Provided including a brief description of the program or activity (Coincide w/ Budget Line Items)	Link to Which Priority or Priorities	How Much Was Invested? (Input Measures) Note: Fiscal Investments must coincide with fiscal report	How Much Was Done or Produced? (Output Measures)	How Well Did We Do It? (Quality/Efficiency Measures)	What Was the Change In Conditions for Those We Served? (Outcome Measures)
Early Childhood Services Coordinator	1,2	Amount Expended: \$15,669.70 2/3 of time (Includes salary, Fica, Ipers, benefits, mileage and supplies)	71 Families attended special events 10 collaboration meetings with family support programs	3 events were held at an average of 2hrs each 1,200 Newsletters were distributed to families 2x/yr Collaboration meetings are held monthly in each county	100% of known families receive newsletter with Empowerment and resource information 83% of family support programs participate in Collaboration meeting
Childcare Coordinator (approx. 1/3 from SR 2/3 from EC)	2,3	Amount Expended: \$17,994.99 (Includes salary, Fica, Ipers, benefits, mileage, and incentives and books for providers)	24 provider support group meetings 14 schools training with QPPS 117 literacy promotion visits to 31 providers serving 281 children Newsletter mailed to 137 locations 6x/yr	73 providers/teachers attending from 47 locations The childcare coordinator spent 20 hrs with each participating preschool on QPPS The childcare coordinator spends an average of 1hr/visit 137 providers receiving information on best practices and training schedules	34% of locations attended trainings (including group trainings and on-site trainings) 64% of preschools participated in QPPS 23% of locations participating in literacy promotion visits 100% of known locations receiving newsletter
Stipends for Quality Preschool	1,2,3	Amount Expended: \$42,965.95 (86% of stipends from SR other-14% from Quality Improvement)	14 Schools and 1 childcare location received quality stipends	Participants needed to complete QPPS or receive a rating of 3 or higher in QRS	291 students attended schools participating in QPPS

SECTION VII –Other Community Investment and Support

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

Please refer to OMB circular A110 for more information regarding local match and in-kind www.whitehouse.gov/omb/circulars/a110/a110.html#23

Source	Cash Value	Source	In-Kind Cash Value
Algona City Council to YMCA for childcare expansion	\$10,000	Local School Districts – building space for childcare	10,000
		Local School Districts – building space for Growing Together groups and special events	4,500
		Iowa Lakes Community College – building space for Growing Together, Special events, and board meetings	\$500
		First United Methodist Church – building space for board meetings	\$210
TOTAL	\$10,000	TOTAL	\$15,210