

**Iowa Community Empowerment
Annual Report, State Fiscal Year 2006
July 1, 2005 through June 30, 2006**

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, 2006.
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: Kossuth and Palo Alto

Website:

Current Board Chairperson: Jack Plathe

Current Fiscal Agent: Prairie Lakes AEA 8

Signature: _____

Signature: _____

Address:

Address:

Email:

Email:

Federal ID Number:

Contact Person for the Community Empowerment Area:

(if different from the Chairperson) Paige Hollinger

Address: 5253 2nd Street PO Box 38

Cylinder, Iowa 50528

Phone: 712-424-3211

FAX: 712-424-3314

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

SECTION I –

a. Current Community Empowerment Board Composition on September 15, 2006

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 Name	Column 2 Representation	Column 3 Name of Employing Organization	Column 4 Provider of CE Services/Program	Column 5 Citizen/Elected
Chair: Jack Plathe	County Supervisor	Farmer	No	Elected
Ron Graettinger	County Supervisor	Self - Employed	No	Elected
Ellen Picray	Human services	Department of Human Services	No	Not Applicable
Dixie Meyer	Health	Kossuth Regional Health Center	Healthy Families	Not Applicable
Roberta Anderson	Health	Palo Alto Hospital	Yes	Not Applicable
Mike Orthel	Faith	United Methodist	No	Citizen
Lannie Miller	Business	Farmer	No	Citizen
Sara Curtis	Consumer	Substitute teacher	No	Citizen
Hollie Anderson	Childcare Provider	Little Learners Daycare	Yes	Citizen
Mary Ann Brosnan	Childcare Provider	Porch Climbers Club	Yes	Citizen
Sara Stevens	Parent		No	Citizen
Blair Redenius	Education	Algona School District	No	Not Applicable
Nancy Clark	Extension	ISU Extension	No	Other
Marc Singer	School Board	AEA 8	No	Elected
Erv Rowlands	Education	Ruthven/Ayshire School	No	Not Applicable
Dini Anderson	Parent		No	Citizen

Barb Grandstaff	Community College	Iowa Lakes Community College	No	Other
-----------------	-------------------	------------------------------	----	-------

b. Organizational structure – please describe your structure and how the board functions, communicates, plans and interacts within the community.

1. Structure and Function of the board

The PAK Empowerment board is made up of 17 board members who are encouraged and do maintain regular attendance to the monthly board meetings. Meetings are held every 4th Monday of the month.

2. 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 share 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. Community events for 0-5yr olds and their families are held twice a year. 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

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.)

Please see attached copy

SECTION III. Indicators and Priorities from Community Plan

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

Definition: Indicators are measures that indirectly quantify the achievement of a result.

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**

Community Indicator(s)	Identify the State Results Linked to the Indicator by A, B, C, D, E
% of confirmed child abuse reports	B, E
% receiving adequate prenatal care	A, B
Immunization rate	A
% receiving pre and/or post natal in home visits	A, B, E
# of parent training sessions	A, B, D, E
# of registered childcare providers	C
# of childcare providers in attendance at trainings	C
% of children tested for elevated blood levels	A
% of children with kindergarten readiness skills	D

Based on the adopted indicators, please list the priorities identified in your community plan.

Priority 1. Secure and Nurturing Environments for children

Priority 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.

Priority 3: Quality daycare will be accessible to all families

Priority 4: Healthy children

SECTION IV – Community-Wide Indicators – CALCULATE ON THE TOTAL NUMBER OF 0-5 POPULATION IN THE CEA.

Definition: Indicators are measures that indirectly quantify the achievement of a result.

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

Identify the Community Empowerment Area Indicators	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 (Analysis)
		PA	K	PA '04	K '04	PA '05	K '05	PA '06	K '06		
% of confirmed child abuse reports	Prevent Child Abuse Iowa	59	72	46	62	38	69	NA	NA	To decrease the amount of confirmed abuse reports below baseline data	The most recent numbers are below our baseline when the trend across Iowa has been increasing.
% receiving adequate prenatal care	Healthy Families	85.3%	81.7%	100%	89.5%	97%	89%	75%	93%	To achieve or maintain adequate prenatal care at 73%	
Immunization Rate	Healthy Families	93%	96%	85%	99%	82%	91%	98%	97%	Achieve or maintain immunization rate at 90%	
% receiving pre and/or post natal in home visits	Healthy Families	10%	19.7%	97%	40%	72%	47%	95%	38%	To maintain or increase the % of pre/post natal home visits	
# of Parent training sessions	Early Childhood Services Coordinator	12	18	18	18	16	22	19	27	To maintain the # or parenting opportunities and increase the # annually	These #'s have increased slightly
# of Registered Providers	Dept. of Human Services	23	21	28	22	30	19	31	24	To maintain or increase the # of registered childcare providers	These #'s have increased slightly
# of childcare providers in	Childcare Coordinator and	25	10	38	54	35	27	31	36	To increase the # of providers attending	

06 CEA AR Draft 2
February 2, 2006

attendance at trainings	CCR&R									training.	
% of children tested for elevated blood levels	Healthy Families	10%	9.8 %	16.7%	14.5%	15.3 %	18.3%	N/A	N/A	To increase the number of children tested for elevated blood levels.	
% of children with kindergarten readiness skills *for Emp. area	Kindergarten Readiness surveys		81 %		84 %		86 %		87 %	To increase or maintain the % of children with kindergarten readiness skills	We survey local school districts with individual surveys for each child – The numbers have increased slightly

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

SECTION V – 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.

- PAK Empowerment has been attending local meetings with Healthy Families, the KIDS program, Respite Nursery program, and early access. These meetings have been held monthly in each county to discuss caseloads and other shared information. Originally these meetings were set up to help prevent duplication of service while not letting those in need slip through the cracks. These agencies have also identified children who could not afford preschool and have referred them for preschool tuition assistance. Other agencies such as FADDs and DHS have attended in the past to provide information and collaboration. Quarterly the two counties meet together to share ideas between the various programs.
- Local schools have hosted early childhood enrichment events sponsored by PAK Empowerment, such as “Little Picassos” – Painting day. School personnel and RSVP members were volunteers to help set up, run the event and read books to children. One event was also held at the community college. Local schools have also hosted “Growing Together” classes, sharing their classroom space and resources with some preschool teachers participating in working with the children and their parents.

SECTION VI – Performance Measures: Community Empowerment Early Childhood Funds

- 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.

Early Childhood Services Provided (Coincide w/ Budget Line Items)	How Much Was Invested? (Input Measures)	How Much Was Done or Produced? (Output Measures)	How Well Did We Do It? (Quality/ Efficiency Measures)	What Was the Change In Conditions for Those We Served? (Outcome Measures)
Fiscal Agent Fee	1,719.75			
Childcare Coordinator (2/3 time from SR – 1/3 time from EC)	28824.71 (Includes salary, Fica, Ipers, benefits, mileage, incentives and books	22 support group meetings, 31 QPPS trainings, 178 literacy promotion visits .	The childcare coordinator served 100 providers/teachers from 54 locations. The childcare coordinator spends an average of 1 hour per visit, 1 hours per training and 2 hours per QPPS training visit.	49% of child care locations working with childcare coordinator. 50%of preschools working with childcare coordinator and/or receiving Empowerment support 50% of preschools working with QPPS 100%locations exposed to training schedules and best practice information.
Mini- grants (75% offered from SR – 25% offered from EC)	\$4936.20 – offered mini-grants to childcare providers and preschools	9 Home providers, 5 childcare centers and 9 preschools received grants	The mini – grants reached over 380 children.	21%of preschools and childcare providers received new equipment, safety equipment, educational toys or books to enhance the quality of childcare.

SECTION VII – Performance Measures: Community Empowerment School Ready funds (Other than required measures)

All columns should have quantitative or numerical data.

School Ready Services Provided (Coincide w/ Budget Line Items)	How Much Was Invested? (Input Measures)	How Much Was Done or Produced? (Output Measures)	How Well Did We Do It? (Quality/ Efficiency Measures)	What Was the Change In Conditions for Those We Served? (Outcome Measures)
Insurance, Board Expenses and fiscal agent fee	\$11055.55			
Growing Together Program	\$13272.39	40 classes offered 81 parents attended 98 children attended	Classes average 1hr 15 min. 30 min are spent on developmentally appropriate activities with children, 45 min on parent education.	100% of parents indicated increased knowledge of emergent literacy skills 100% of parents indicated increased knowledge of young children’s brain development. 100% of families exhibit increased understanding of developmentally appropriate activities
Loving Hands Nursery	\$4000	78 program days offered 94 children attended 3 parenting classes offered 23 parents attending	78 program days with average 2 ½ hrs each. Parent classes average 1 ½ hrs each.	100% of parents indicated increased knowledge of emergent literacy and parenting skills . 95% of parents indicated relief of family stress.
Empowerment and Events Coordinator	\$19,821.42 Salary, fica, ipers, mileage, equipment, supplies, newletter printing	2 days/week 70 Families attended special events	1125 newsletters went out 2x yr to households, preschools and childcare locations. 4 special events averaging 2 hrs each.	100% of known families of 0 – 5 yr olds receive newsletter with Empowerment and resource information.

<p>Childcare Coordinator (2/3 time from SR – 1/3 time from EC)</p>	<p>28824.71 (Includes salary, Fica, Ipers, benefits, mileage, incentives and books)</p>	<p>22 support group meetings, 31 QPPS trainings, 178 literacy promotion visits .</p>	<p>The childcare coordinator served 100 providers/teachers from 54 locations. The childcare coordinator spends an average of 1 hour per visit, 1 hours per training and 2 hours per QPPS training visit.</p>	<p>49% of child care locations working with childcare coordinator. 50%of preschools working with childcare coordinator and/or receiving Empowerment support 50% of preschools working with QPPS 100%locations exposed to training schedules and best practice information.</p>
<p>Mini- grants (75% offered from SR – 25% offered from EC)</p>	<p>\$10201.65 – offered mini-grants to childcare providers and preschools</p>	<p>9 Home providers, 5 childcare centers and 9 preschools received grants</p>	<p>The mini – grants reached over 380 children.</p>	<p>21%of preschools and childcare providers received new equipment, safety equipment, educational toys or books to enhance the quality of childcare.</p>

06 CEA AR Draft 2

February 2, 2006

Home Visitation Performance Measures (use one row for each funded program) – Refer to Tool FF

Name of Home Visitation Program (Coincide w/ Budget Line Items)	How Much Was Invested? (Input Measures)	How Much Was Done or Produced? (Output Measures)	How Well Did We Do It? (Quality/ Efficiency Measures)	What Was the Change In Conditions for Those We Served? (Outcome Measures)
<p>Healthy Families (HOPES –like)</p> <p>Kossuth Healthy Families</p> <p>Palo Alto Healthy Families</p> <p>(Include with the name the model, i.e. HOPES, PAT, etc. if applicable)</p>	<p>Amount expended: \$82,657.60</p>	<p>Number of children participating in the family support program utilizing a home visiting service delivery model (Unduplicated): Kossuth – 40 Palo Alto - 56</p> <p>Number of families participating in the family support program utilizing a home visitation service delivery model (Unduplicated): Kossuth – 45 Palo Alto - 155</p> <p>Number of face to face visits completed: Kossuth – 223 Palo Alto - 310</p>	<p>Percent of children, 0 –3 years old, while enrolled in the program, who are referred for Early Access services:</p> <p>Kossuth – 5% Palo Alto – 15%</p>	<p>(Insert any child or family outcome measures reported by the program)</p> <p>Kossuth – 100 % of children have a medical home</p> <p>100% receive adequate prenatal care</p> <p>90% are appropriately immunized</p> <p>Palo Alto – 84% of children have a medical home</p> <p>75% receive adequate prenatal care</p> <p>75% are appropriately immunized</p>
<p>KIDS – AEA Parents as Teacher like model</p>	<p>\$25,964.26</p>	<p>Number of children participating in the family support program utilizing a home visiting service delivery model (Unduplicated): 70</p> <p>Number of families participating in the family support program utilizing a home visitation</p>	<p>5%</p>	<p>86% of parents improved their parent child interactions</p> <p>97% of parents reported increased parenting knowledge</p> <p>%70 of parents reported increased confidence and competence</p>

		<p>service delivery model (Unduplicated): 40</p> <p>Number of face to face visits completed: 463</p>		
<p>Early Access Coordinator/ Family Resource Coordinator</p>	<p>\$19,262.53</p>	<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): 5</p> <p>Number of face to face visits completed: 29</p>	<p>%100</p>	<p>%100 of the families have health insurance</p>

Preschool Programming (Tuition) Support for Low-Income Families - Performance Measures - Refer to Tool CC (B)

Programs Funded	How Much Was Invested? (Input Measures)	How Much Was Done or Produced? (Output Measures)	How Well Did We Do It? (Quality/ Efficiency Measures)	What Was the Change In Conditions for Those We Served? (Outcome Measures)
<p>Number of funded Programs meeting the following standards:</p> <p>NAEYC Accreditation:0</p> <p>Shared Visions:0</p> <p>Head Start:0</p> <p>ECER average score of 5 (with no subscale score under 2):0</p> <p>Completed QPPS process: 11</p> <p>In process for completing any of the above quality standards:0</p> <p>Meeting comparable standard (also identify standard):0</p>	<p>Amount expended:</p> <p>Educational Level of Head Teacher(s) (Total number of each):</p> <p>GED:0 High School Diploma:0 Child Development Associate:0 AA Degree in EC or child development:6 AA Degree in related field:0 BA/BS in EC or child development:2 BA/BS in related field:2 Post Graduate Degree:1</p> <p>Number of funded programs utilizing a Child Care Nursing consultant for technical assistance:0</p> <p>Curriculum(s) used by funded programs:7 Thematic curriculum 1 creative curriculum 1 none 2 did not answer</p>	<p>For Children Supported with these funds:</p> <p>Total Number of children (Unduplicated):62</p> <p>Number of Children by age (Unduplicated): 3 Year Olds:11 4 Year Olds:36 5 Year Olds:7</p> <p>Number of Children by Gender (Unduplicated): Female:28 Male:26</p> <p>Number of Children by Race (Unduplicated) White:53 Black/African American:0 Asian:1 Native Hawaiian/Pacific Islander:0 More than one race reported:0 Other/Unknown:0</p> <p>Number of Children by ethnicity (Unduplicated): Hispanic/Latino:0 Not Hispanic/Latino:54</p> <p>Number of Children with health insurance:47</p> <p>Number of Children with age appropriate skills:</p>	<p>For Children Supported with these funds:</p> <p>Percent of Children with health insurance: 87%</p>	<p>For Children Supported with these funds:</p> <p>Percent of Children demonstrating age appropriate skills: 98%</p> <p>(Identify the assessment tool(s) used to determine the children's development) Child Development Inventory</p> <p>(Report any other applicable outcomes)</p>

06 CEA AR Draft 2

February 2, 2006

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

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

Collaborators	How Much Was Invested? (Input Measures)	How Much Was Done or Produced? (Output Measures)	How Well Did We Do It? (Quality/ Efficiency Measures)	What Was the Change In Conditions for Those We Served? (Outcome Measures)
<p>Please list the collaborative partners involved in the professional Development Activities and briefly describe the activities.</p> <p>Kathy Poelker Training *Iowa Lakes Community College *Prairie Lakes AEA *Childcare Resource and Referral *Lakes Area, Emmet and PAK</p> <p>Every Child Reads Training *Prairie Lakes AEA (In addition to provide for additional students</p> <p>QPPS Incentive and Recognition</p>	<p>Amount Expended: \$1095.60</p> <p>\$510</p> <p>\$3522.95</p>	<p>Total number of participants by:</p> <p>Number of Administrators/Directors: 3</p> <p>Number of Teachers/Early Childhood Providers: 10</p> <p>Number of Assistant Teachers: 5</p> <p>Foster Care and College Students: 10</p> <p><u>Report as applicable:</u></p> <p>Total number of credits earned: (Kathy Poelker) - *5 DHS (ECR)*24 DHS or *2 College credits (QPPS) - *</p> <p>Average number of credits earned by participants: 2</p> <p>Number of participants working toward CDA: 8</p> <p>Number of participants working toward associate degree: 0</p> <p>Number of participants working toward bachelor degree: 2</p> <p>Total number of participant hours logged: 178</p> <p>Total number of CEU's earned:</p>	<p>Percent of all participants completing coursework by:</p> <p>Percent of Administrators/Directors: 10%</p> <p>Percent of Teachers/Early Childhood Providers: 46%</p> <p>Percent of Assistant Teachers: 13%</p> <p>Foster Care and College Students: 26%</p> <p>Average cost per participant: \$131.50</p> <p><u>Report as applicable:</u></p> <p>Average cost per credit hour:</p> <p>Percent of participants completing associate degree:</p> <p>Percent of participants completing bachelor degree:</p>	<p>Percent of participants who report incorporating learning into policy or practice:</p> <p>100% of Every Child Reads participants report that they incorporated learning into policy or practice</p>

SECTION VIII –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.*

Source	Cash Value	Source	In-Kind Cash Value
Local School Districts	\$2000		Classroom space for Growing together classes
Board Member traveling expenses	\$1331		
TOTAL	\$3331	TOTAL	