

PAK Empowerment

Counties in Area : Kossuth and Palo Alto

Contact for Area: Paige Hollinger, 119 S. Jones St. Algona, IA 50511
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Vision and Mission of CEA:

Partners in Palo Alto and Kossuth (PAK) Empowerment Area believe that developmental opportunities for children ages birth to five plays a critical role in establishing lifelong patterns. Children in this population group are ready to learn and develop the perceptual framework that will guide their lives. Along with the provision of basic needs such as food, shelter and safety qualities such as feeling of family support, positive identity, social competency and a nurturing environment

Did you Know? 299 Children receive family support services in FY '09.

Approximately 20% of children ages 0-4 receive family support services.

Insert local story A family in Kossuth County currently enrolled in the KIDS program has seen tremendous strides towards improvement with their parenting skills. When the home-visitor first entered the home mom and dad would sit on the couch and watch t.v. not participating or engaging in the visit activities for child development and showed no interest in learning or engaging in parenting. This family currently greets home-visitor at the door and actively participates in the visit activities along with seeking information for parenting skills. Dad has currently held a job for the past year and a half helping to support his family. This family has recently saved the money to purchase their first vehicle. We are excited to watch this family grow and succeed in their educational, emotional, and life long goals

Why are the programs we support important to reaching our vision and mission?

- Family Support programs with both home visitation and parent education groups provide families with information and resources to help homes to be secure and nurturing environments
- Childcare support helps provide locations with training and information to improve accessibility of quality childcare
- Preschool QPPS support and training provides preschools with information and materials to increase quality. Tuition assistance aids low income families to attend preschool.

COMMUNITY PLAN PRIORITIES:

1. Secure and nurturing environments for children.
2. Children will be school ready
3. Quality childcare will be accessible to all families
4. Healthy children

What services/programs/activities do we support?

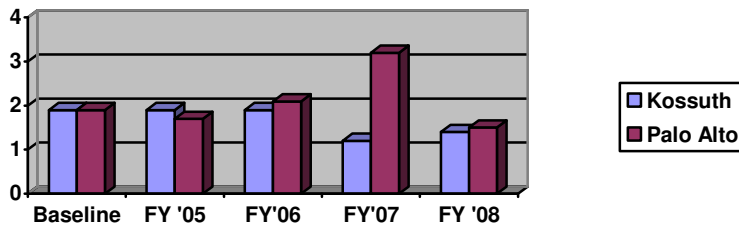
Family Support: KIDS, Palo Alto Growing Healthy Kids, Kossuth Growing Healthy Kids,(Home Visitation programs) Growing Together Parent education groups

Childcare: Childcare Consultant, Respite childcare, CDA support, Injury prevention mini-grants, Iowa Early Learning Standards training, monthly trainings

Preschool: QPPS Support, Tuition Assistance, Transportation Assistance, Creative Curriculum training, Preschool support stipends for quality improvements

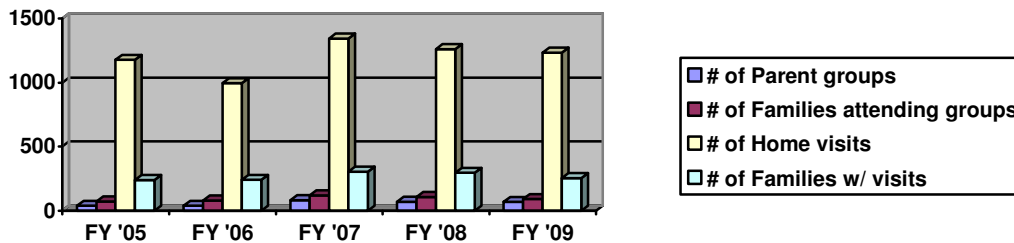
How do we measure our progress?

1. Indicator or Performance Measure the CEA is tracking
% of confirmed child abuse cases (unduplicated)



How are we doing? Although one county had a spike in 2007, overall, confirmed child abuse case numbers are decreasing.

2. Indicator or Performance Measure the CEA is tracking
of parent education groups and # of families attending



How are we doing?

The # of parent ed. groups and families attending have remained strong and have increased over the past 5 years. The average over the past 5 years was 59 classes with an average of 93 families attending

3. Indicator or Performance Measure the CEA is tracking
of home visits and # of families participating in family support/home visit programs
(see above chart)

How are we doing?

The # of home visits and # of families participating has remained strong over the past 5 years with an average of 1,202 visits made each year with an average of 267 families

Others within our community working on similar issues:

- **The Care Team in Kossuth county oversees respite nursery, and provides assistance to families in need. They work closely with PAK funded programs to provide the best support and resources to families in need**
- **CCR&R along with AEA are working with PAK to provide professional development to both childcare providers and preschool teacher for access to quality early childhood**

What can I do to help?

You can enrich the growth and development of children and families by providing involvement, time and your support of early childhood programs in your community. It is truly and investment for now and in the future.

**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: 8-24-09

Name of Community Empowerment Area: PAK Empowerment

Counties/Area Served: Palo Alto and Kossuth

Website: www.pakempowerment.com

Current Board Chairperson: Billie Wille

Signature: _____

Address: 27 Cassel Rd
Algona, IA 50511

E-mail: billiewille@hotmail.com

Current Fiscal Agent: Prairie Lakes Area Education Agency

Signature: _____

Address: 500 NE 6th St.
Pocahontas, IA 50574

E-mail: @aea8.k12.ia.us
Federal ID Number: 37-1464404

Contact Person for the Community Empowerment Area: Paige Hollinger
(if different from the Chairperson)

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

Phone: 515-295-7784 FAX: 515-295-3548

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

SECTION I –

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

A. Number of Board Members (Board Size): 17

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: Billie Wille	citizen	Kossuth County Conservation	no	Citizen
Vice Chair: Dini Anderson	citizen	none	no	Citizen
Ellen Picray	<i>Required human services</i>	DHS	no	Not Applicable per IA Code
Dixie Meyer	<i>Required health</i>	Kossuth Public Health	yes	Not Applicable per IA Code
Erv Rowlands	<i>Required education</i>	Ruthven/Ayrshire CSD	yes	Not Applicable per IA Code
Jon Dunbar	<i>Required faith</i>	Trinity Lutheran Church	yes	N/A
Keith Wirtz	<i>Required business</i>	Farmer/Co. Supervisor	no	Elected official
Jana Nelson	<i>Required consumer</i>	none	no	Citizen
Nancy Clark	ISU Extension	ISU Extension	yes	N/A
Barb Grandstaff	Citizen	Iowa Lakes	no	Citizen
Ted Erb	citizen	retired	no	Citizen
Linda Tienter	School board	retired	no	Elected
Marc Singer	School board	AEA	yes	Elected
Arlet Johnson	grandparent	Sentral CSD	yes	N/A

'09 CEA AR template
2/9/09

Jack Plathe	Kossuth Co. Supervisor	Co. Supervisor	no	Elected
Roberta Anderson	Health	Palo Alto Com. Health	yes	N/A
Julie Runksmeier	School	North Kossuth CSD	no	Citizen

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

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

The PAK Empowerment board is made up of 17 members from different areas including two county of board supervisors, two education representatives, two public health representatives, a faith, human services, business and consumer representative. The board attempts to gather citizen membership representative of various communities within the Empowerment area.

Board members are assigned annually to committees by the Board Chair. The board chair assigns committees based on board member desires, personal strengths, and with consideration of all possible conflicts of interest. Committees work to set up policies, to assess programs, to oversee financial information and to assess personnel and board membership issues. Committees have no authority to make decisions, but instead work to bring recommendations to the entire community Empowerment board.

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

The board meets on the 4th Monday of every month. (With the exception of Dec. and July). The board members act as a representative and liaison between the Empowerment board and the communities they represent with the overall goal to provide the best services for children and families within the Empowerment area. When selecting board members, considerations are made to geographic locations as well as population representation. An attempt is made to equally represent all geographic locations as well as to represent various groups within our Empowerment area. All meetings, both committee and full board meetings are open to the public and are subject to open meeting laws. PAK Empowerment hosts a website to inform public of meeting agendas, dates and times, and recorded minutes. Applications for funding and supported programs and contact information are also posted on website to allow for public access. Links to PAK Empowerment website have been made available on local school district websites as well as county and economic development sites. Board members were present at local preschool collaboration meetings, Decat meetings, and other early childhood collaboration meetings. Community needs assessments were also done with surveys to local schools, childcare providers and businesses. Annually our board holds a retreat to assess needs and review priorities and programming to meet outcomes. Our board as community representatives, reviews programs and priorities and uses this information to plan and fund programs that work toward Empowerment priorities and goals.

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

The Empowerment coordinator, as well as other board members, attend various community collaboration meetings to collaborate and communicate with community partners. Community partners such as Head Start, CCR&R and others receive monthly e-mails with board meeting agendas and are encouraged, and do occasionally, attend monthly board meetings. Family support meetings are held monthly in each county for agency/Empowerment collaboration. Childcare training/meetings are also held monthly in each county. Various community partners (extension, community health, AEA, CCR&R...) have presented at these meetings to inform childcare providers about their services as well as to get input from providers as to how they can best meet some of the childcare needs. Recently, CCR&R has been meeting with our area to form plans to better meet the childcare needs in our area and to encourage providers to participate in QRS.

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

The Empowerment coordinator presents expenditures monthly to the Community Empowerment board. These expenditures are recorded by the AEA on fund/audit sheets. The AEA keeps Empowerment funded categories (except for employee salaries and benefits) in separate accounts for easier tracking. The coordinator presents program expenses to date as well as program expenses made that month, and funding remaining to the board monthly. The financial committee meets occasionally to review budgets, expenditures and to oversee fiscal matters.

- 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 Empowerment board has programs report orally, along with outcome reports, to the board two times a year. The board questioned the accuracy of outcomes from one of the programs we support. Board representation clarified with the program the need for accurate results and followed up with further auditing of records. The program continues to hold to the accuracy of their results, but have been unable to substantiate them. The board has agreed not to fund them for FY '10 until the program provides substantiation of results, and provides outcomes that truly represent their purpose for the work they are providing. The board reviews outcomes annually to determine program impact. As a result, the board has worked with a lawyer to update contracts to include audits and the need for accurate outcomes into the program contract.

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.)

Our board revised the community plan based on results from our community needs assessment.

Please see revised/updated community plan

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. Preschool collaboration – Our Community Empowerment board met with 4 local school districts to promote a collaborative preschool plan. Collaborative partners included DHS, Head Start, parents, community health, local childcare center, home providers, 4 local preschools, AEA, CCR&R and Empowerment. Although this originated from a desire for the districts to receive Statewide funded 4yr old preschool, the results have impacted families community wide. Collaboration meeting have been held this summer even after receiving funding to help provide transportation to Head Start and other private (non-funded) preschools, as well as transportation to the local YMCA for childcare. Empowerment and other agencies are supporting this district to provide family support and parent education as well as access and availability of preschool to 3yr olds. Empowerment, Head Start, AEA and CCR&R are collaborating to provide professional development support to both the funded and non-funded preschools. These collaboration meetings have helped to form a comprehensive professional development plan for childcare providers, and preschool teachers and associates without duplicating services. The collaboration has also helped partners to see where funding needs for preschool are being met, and to assure that all children have access to a quality preschool location.

2/9/09

2. Family Support – Family Support programs in our area meet monthly for collaboration in each county to share information, to assess family needs. The goal is to collaborate together to avoid duplication of services while not letting families in need “slip through the cracks”. These collaborative meetings are attended by the AEA KIDS program, community health, Empowerment and the Care Team. It has been through these meetings that family support workers can access information about the best resources for families and how to best meet the family’s needs. Originally, when these meetings were started, these programs were outreaching the same population and were often competing with one another for families. Knowing that the need for families was great, early on a plan was developed for each agency to best work within their strengths and work together to best meet family needs. Community Health nurses work with families prenatally through age 1, and then often include a KIDS worker in on their last visits to encourage the family to continue on with the KIDS program. The Care Team offers support to families in Kossuth by helping link them to financial resources and resources to meet other needs. Occasionally in very high risk families, both programs remain in the home, but workers communicate to form a plan to best meet family needs, avoid duplication and work toward family goal.

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.

Our area has been struggling to measure school readiness using Dibels results for community wide indicators. Being a rural area, most of the school districts we work with do not have enough population for their numbers to be included. Measuring beginning letter recognition and sounds in one, possibly two of our districts are the measures being used to judge school readiness. Knowing that this is the measurement our legislators are seeing, part of our strategy has been to better inform our legislators on what this measurement truly represents. Another goal was to research further in hopes of getting a better picture of school readiness in our area to get a more accurate picture of where we are and where we need to go.

We have discussed with the state team the need for a better instrument to measure school readiness. When we were working on our community needs assessment, we included a survey for area kindergarten teachers to gather their thoughts on school readiness. Although the survey was subjective, based on teacher perception, it did include school readiness as a whole. Questions were asked based on readiness in all areas of development.

Part of our plan included informing legislators about school readiness. Our board invited our legislators to our board meeting and met with them before the meeting for a question and answer time. Two legislators met with our board and the board discussed school readiness and the need for a better tool to measure the whole child and to include rural schools in the results. Legislators were able to receive information on the programs Empowerment sponsors to make a difference in the lives of children and families.

SECTION III – Achieving Results

Community Plan Priorities

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

1. Secure and nurturing environments for children
2. Children will be school ready
3. Quality child care 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

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) Identify the Year						Goal (numerical value & projected timeline)	Progress Update (Brief Analysis of data)
			PA	K	PA '07	K '07	PA '08	K '08	PA '09	K '09		
# of confirmed child abuse cases (duplicated) (unduplicated) % of confirmed	B, E	Prevent Child Abuse Iowa website	PA	K	PA	K	PA	K	PA	K	Goal: Less than 50 duplicated, 40 unduplicated, 1.5%) in Palo Alto and less than 65	Child Abuse rates are below 1.5% for unduplicated cases. Child Abuse rates have decreased in our area
			59	72	73	54	35	67	N/A	N/A		
			41	69	68	43	32	55	N/A	N/A		

child abuse cases (duplicated)			2.8%	1.9%	3.5%	1.45%	1.7%	1.8%	N/A	N/A	duplicated, 55 unduplicated, 1.5%) in Kossuth by 2010	
(unduplicated)			1.9%	1.9%	3.2%	1.2%	1.5%	1.4%	N/A	N/A		
Immunization Rate	A	Iowa Dept. of Public Health	93%	96%	91%	97%	91%	91%	75%	80%	Greater than 90% immunization rate by 2010	Immunization Rates have gone down this year as a whole for the state of Iowa possibly due to the introduction of a new immunization this year.
# of Registered Childcare Providers	C	Department of Human Services Web site	23	21	29	36	29	28	26	28	Greater than 25 providers in Palo Alto and 35 providers in Kossuth by 2011	Accessibility of childcare meets goal in Palo Alto, Accessibility of childcare in Kossuth is still necessary
# of Children Tested for Elevated Lead Levels	A	Iowa Dept. of Public Health	52	112	147	264	184	329	N/A	N/A	Greater than 125 children in Palo Alto and 175 in Kossuth by 2011	Due to recent legislation there has been an increase in the # of children tested for elevated lead levels. Numbers will be expected to stabilize to closer represent birth rate
% of Children ages 9-35 mo. tested for elevated lead levels	A,D	Iowa Dept. of Public Health	31%	34%	54%	52%	68.6%	66.3%	N/A	N/A	Greater than 85% by 2011	Percents tested between 9-35 mo. have increased as parents are made aware of the importance of testing at this optimum age
% of Children with Kindergarten Readiness Skills (proficient in DIBELS test)	D	Department of Education	80.65%	Not a large enough sample to report			47.7%		52.4%		Greater than 70% by 2011	% represents only 2 school districts. Although baseline was initially very high, we continue to work to increase more recent scores.

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.

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)
Childcare Coordinator	3	\$33,569.95 This amount includes partial salary, benefits, mileage, office equipment, postage, copying, supplies and incentives for providers	24 provider support group/training meetings 6 Iowa Early Learning Standard Modules 160 Childcare visits to 25 locations with 63 adults serving 272 children Newsletter mailed to 90 locations 6x/yr.	76 providers/teachers attending from 42 locations. 46% of locations attending support group/trainings 28% of childcare location participated in childcare visits. The childcare coordinator spends an average of 1 hr/visit. 90 locations receiving information on best practices and training schedules 100% of known locations receiving newsletter \$238.56 cost per training/consultant visit	96% reported increased competency and confidence in caring for children 83% reported incorporating training knowledge into childcare practice 100% reported increased knowledge of childcare issues from trainings and best practice info. as a result of receiving newsletter

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

• **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.

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><i>AEA KIDS program – Parents as Teachers</i></p>	<p>1,2,4</p>	<p><i>Amount expended:</i> \$64,370.43</p> <p>Dept. of Ed - \$28,706 PCAI - \$10,241 Early Access - \$2,780.56</p> <p>Total of all grants: \$106,098.44</p>	<p>Number of children (ages 0 – 5) participating in family support/parent education program (unduplicated) 88 children</p> <p>Number of families participating in family support/parent education program (unduplicated) 64 families</p> <p>Number of face-to-face visits completed 733 total 1-3 visits – 9 4-6 visits –5 7-12 visits –19 13-16 visits – 15 17-24 visits – 12 25-36 visits - 4</p> <p>Number of group parent education meetings offered 1 group offered – 2 2-4 groups offered – 3 5-8 groups offered – 7</p> <p>*12 groups offered total</p> <p>Ethnicity of head of household White - 59 Native American -0</p>	<p>76 # screened – 86% of children, prenatal –5 years old, screened for developmental delays (14% of children were already receiving Early Intervention Services)*</p> <p>24 referred – 32% of those children screened that were referred to Early Intervention services</p> <p>3 staff – 75% of direct service staff with Bachelor’s level education or higher (health, human services, or education related field)</p> <p>1 # and 100% of programs that have a national or state credential or have been accepted into the process Awarded the Iowa Family Support Program credential May 2009</p> <p>\$144.75 cost per home visit</p>	<p>86% of participating families that improve or maintain healthy family functioning, problem solving and communication</p> <p>79% of participating families that increase or maintain social supports</p> <p>98% of participating families that are connected to additional concrete supports</p> <p>74% of participating families that Increase knowledge about child development and parenting</p> <p>84% of participating families that improve nurturing and attachment between parent(s) and child(ren)</p>
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			<p>African American -0 Asian - 0 Multi-Racial – 4 Hispanic or Latino – 1</p> <p>Household size 2 members – 13 3 members - 17 4 members - 18 5 members - 9 6 members - 4 Greater than 6 - 3</p> <p>Annual family income \$0 – 10,000 - 18 \$10,001-20,000 – 17 \$20,001–30,000 – 15 \$30,001- 40,000 – 5 \$40,001–50,000 – 6 \$50,001- 60,000 – 2 +\$60,001 – 1</p> <p>Marital status Married – 23 Partnered – 21 Single – 18 Divorced – 1 Separated - 1</p> <p><i>Educational level of head of household</i> Some high school – 1 High School Diploma/GED – 40 Trade or Voc.Training –2 Some college - 16 2 year college degree –1 4 year college degree –4</p>		
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<p><i>Palo Alto Growing Healthy Kids – Hopes Like program</i></p>	<p>1,2,4</p>	<p><i>Amount expended:</i> \$46,817.43</p> <p>(\$32,644.50 from SR 0-3 funding) (\$14,172.93 from SR 0-5 family support/parent ed.)</p>	<p>Number of children (ages 0 – 5) participating in family support/parent education program (unduplicated) 183 children</p> <p>Number of families participating in family support/parent education program (unduplicated) 173 families</p> <p>Number of face-to-face visits completed 287</p> <p>Number of group parent education meetings offered 7</p> <p>Ethnicity of head of household White -167 Native American – 2 African American – 1 Asian – 2 Multi-Racial – 1 Hispanic - 0</p> <p>Household size 2 members – 21 3 members - 57 4 members - 49 5 members - 27 6 members - 12 Greater than 6 - 7</p>	<p># and % of children, prenatal –5 years old, screened for developmental delays 75 screened – 52%</p> <p># of those children screened that were referred to Early Intervention services 2 referred</p> <p># and % of direct service staff with Bachelor’s level education or higher (health, human services, or education related field) 1 staff – 33%</p> <p># and % of programs that have a national or state credential or have been accepted into the process 1 and 100% of programs have been accepted into the process.</p> <p>\$163.13 cost per home visit</p>	<p>81% of participating families that improve or maintain healthy family functioning, problem solving and communication</p> <p>88%of participating families that increase or maintain social supports</p> <p>38% of participating families that are connected to additional concrete supports</p> <p>33% of participating families that Increase knowledge about child development and parenting</p> <p>42% of participating families that improve nurturing and attachment between parent(s) and child(ren)</p>
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			<p>Annual family income \$0 – 10,000 - 17 \$10,001-20,000 – 26 \$20,001–30,000 – 41 \$30,001- 40,000 – 28 \$40,001–50,000 – 14 \$50,001- 60,000 – 23 \$+60,001 – 24</p> <p>Marital status Married – 104 Partnered – 14 Single – 49 Divorced – 4 Separated - 2</p> <p><i>Educational level of head of household</i></p> <p>Elementary or middle school – 1 Some high school – 11 High School Diploma/GED – 46 Trade or Voc.Training –8 Some college - 40 2 year college degree – 28 4 year college degree – 34 Master’s Degree or above - 5</p>		
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<p><i>Kossuth Growing Healthy Kids – Hopes Like program</i></p>	<p>1,2,4</p>	<p><i>Amount expended:</i> \$52,319.53</p> <p>(\$32,644.50 from SR 0-3 funding)</p> <p>(\$19, 675.03 from SR 0-5 family support/parent ed.)</p>	<p>Number of children (ages 0 – 5) participating in family support/parent education program (unduplicated) 28 children</p> <p>Number of families participating in family support/parent education program (unduplicated) 43 families (including outreach visits)</p> <p>17 families (enrolled in program)</p> <p>Number of face-to-face visits completed 214 visits</p> <p>Number of group parent education meetings offered N/A</p> <p>Ethnicity of head of household White - 41 Native American – 0 African American – 0 Asian – 0 Multi-Racial – 0 Hispanic - 2</p> <p>Household size 2 members – 1 3 members - 14 4 members - 16 5 members - 6</p>	<p># and % of children, prenatal –5 years old, screened for developmental delays 16 screened – 100%</p> <p># of those children screened that were referred to Early Intervention services 3 referred</p> <p># and % of direct service staff with Bachelor’s level education or higher (health, human services, or education related field) 1 staff – 50%</p> <p># and % of programs that have a national or state credential or have been accepted into the process 1 and 100% of programs have been accepted into the process.</p> <p>\$244.48 cost per home visit</p>	<p>% of participating families that improve or maintain healthy family functioning, problem solving and communication 29%</p> <p>% of participating families that increase or maintain social supports 14%</p> <p>% of participating families that are connected to additional concrete supports 71%</p> <p>% of participating families that Increase knowledge about child development and parenting 43%</p> <p>% of participating families that improve nurturing and attachment between parent(s) and child(ren) 14%</p>
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			<p>6 members - 2 Greater than 6 - 4</p> <p>Annual family income \$0 – 10,000 - 7 \$10,001-20,000 – 9 \$20,001–30,000 – 6 \$30,001- 40,000 – 8 \$40,001–50,000 – 4 \$50,001- 60,000 – 5 \$+60,001 – 3 (1 refused)</p> <p>Marital status Married – 17 Partnered – 9 Single – 16 Divorced –1 Separated - 0</p> <p><i>Educational level of head of household</i></p> <p>Elementary or middle school – 0 Some high school – 6 High School Diploma/GED – 16 Trade or Voc.Training –0 Some college - 9 2 year college degree –6 4 year college degree –5 Master’s Degree or above - 1</p>		
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<p><i>Growing Together – Parents as Teachers Model</i></p>	<p>1,2,4</p>	<p><i>Amount expended:</i> \$29,248 includes partial salary, benefits, supplies for family resource coordinator and stipends for teacher and parent educators</p>	<p>Number of children (ages 0 – 5) participating in family support/parent education program (unduplicated) 131 children</p> <p>Number of families participating in family support/parent education program (unduplicated) 90 families attended Demographics are based on 79 families</p> <p>Number of face-to-face visits completed 0</p> <p>Number of group parent education meetings offered 68 group meetings</p> <p>Ethnicity of head of household White - 79 Native American – 0 African American – 0 Asian – 0 Multi-Racial – 0 Hispanic - 0</p> <p>Household size 2 members – 1 3 members - 14 4 members - 41 5 members - 16</p>	<p># and % of children, prenatal –5 years old, screened for developmental delays 0 screened – 0%</p> <p># of those children screened that were referred to Early Intervention services 0 referred</p> <p># and % of direct service staff with Bachelor’s level education or higher (health, human services, or education related field) 1 staff – 100% (coordinator) 9 staff – 82% (teachers)</p> <p>Combined 10 staff – 83%</p> <p># and % of programs that have a national or state credential or have been accepted into the process 0 and 0% have a national credential</p>	<p>% of participating families that improve or maintain healthy family functioning, problem solving and communication 56%</p> <p>% of participating families that increase or maintain social supports 68%</p> <p>% of participating families that are connected to additional concrete supports 35%</p> <p>% of participating families that Increase knowledge about child development and parenting 47%</p> <p>% of participating families that improve nurturing and attachment between parent(s) and child(ren) 21%</p>
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			<p>6 members - 5 Greater than 6 - 2</p> <p>Annual family income \$0 – 10,000 - 1 \$10,001-20,000 – 2 \$20,001–30,000 – 1 \$30,001- 40,000 – 4 \$40,001–50,000 – 16 \$50,001- 60,000 – 10 \$+60,001 – 37 (8 refused to answer)</p> <p>Married – 71 Partnered – 3 Single – 3 Divorced –1 Separated - 1</p> <p>Educational level of head of household</p> <p>Elementary or middle school – 0 Some high school – 0 High School Diploma/GED – 5 Trade or Voc.Training –3 Some college - 13 2 year college degree – 17 4 year college degree – 32 Master’s Degree or above - 9</p>		
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Preschool Programming Support For Low Income Families Performance Measures – Refer to Tools CC(A) & CC(B)

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

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

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

Programs Funded	Link to Which Comm. Plan Priority or Priorities (as noted in Section III)	How Much Was Invested? (Input Measures) <i>Note: Fiscal investments must coincide with financial statement Preschool Support line item</i>	How Much Was Done or Produced? (Output Measures)	How Well Did We Do It? (Quality/ Efficiency Measures)	What Was the Change In Conditions for Those We Served? (Outcome Measures)
<p>1 Total number of preschool programs/ centers receiving preschool tuition or transportation support: 15</p> <p>2. Number of funded Programs meeting the following standards:</p> <ul style="list-style-type: none"> o NAEYC Accreditation: 0 o NAFCC Accreditation: 0 o Head Start Preschool Program Standards: 1 o QPPS Verification Process: 14 <p>3. Number of funded programs evidencing quality through:</p> <ul style="list-style-type: none"> o ECERS or 	<p>1,2</p>	<p>1. Amount of funds expended on tuition: \$137,182.50</p> <p>2. Amount of funds expended on transportation: \$1,174</p> <p>3. Amount of funds expended on other (Refer to Tool CC(B): 0</p> <p>4. Highest Educational Level of Lead Teacher(s) (Total number of each):</p> <ul style="list-style-type: none"> o GED: o High School Diploma: 1 o CDA: 1 o AA Degree in EC or child development: 1 o AA Degree in related field: o BA/BS in EC or child development: 9 o BA/BS in related field: 1 o Post Graduate Degree: 2 <p>5. Total number of lead</p>	<p>For Children Supported with Part A funds:</p> <p>1. Total Number of children who received scholarships (Unduplicated):174</p> <p>2. Number of children by age (Unduplicated):</p> <ul style="list-style-type: none"> o 3 Year Olds:56 o 4 Year Olds:98 o 5 Year Olds:10 <p>3. Number of children by Race/ Ethnicity (Unduplicated)</p> <ul style="list-style-type: none"> o Native American or Alaskan Native: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: 129 – 74%</p> <p>2. Number and percent of children referred to AEA for possible special education determination:: 16 – 9%</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: 153 – 88%</p> <p>2. The assessment tool(s) used to determine the children's development: Ireton – Early Childhood Development Inventory</p> <p>3. Report any other applicable outcomes:</p>

Programs Funded	Link to Which Comm. Plan Priority or Priorities (as noted in Section III)	How Much Was Invested? (Input Measures) <i>Note: Fiscal investments must coincide with financial statement Preschool Support line item</i>	How Much Was Done or Produced? (Output Measures)	How Well Did We Do It? (Quality/Efficiency Measures)	What Was the Change In Conditions for Those We Served? (Outcome Measures)
<p>FCCRS average score of 5 (with no subscale score under 2): 0</p> <ul style="list-style-type: none"> ○ QRS rating of 3, 4, or 5: 0 <p>4. Number of funded programs by category (mark all that apply):</p> <ul style="list-style-type: none"> ○ School district-operated programs: 5 ○ Private, for-profit programs: 1 ○ Not-for-profit programs: 0 ○ Shared Visions programs: 0 ○ Head Start programs: 1 ○ Faith-based programs: 8 <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: 0</p>		<p>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: 12</p> <p>Curriculum (curricula) used by funded programs Creative Curriculum/theme based</p>	<ul style="list-style-type: none"> ○ African American:4 ○ Hispanic or Latino:7 ○ White:144 ○ Native Hawaiian/Pacific Islander:0 ○ Multi-racial:4 ○ Asian:0 ○ Other:1 <p>4. Number of children who received transportation: 4</p>		

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)
Childcare Coordinator	3	Amount expended: \$15,557.89 (includes partial salary, benefits, mileage, supplies)	<p>24 provider support group/training meetings</p> <p>6 Iowa Early Learning Standard Modules</p> <p>160 Childcare visits to 25 locations with 63 adults serving 272 children</p> <p>Newsletter mailed to 90 locations 6x/yr.</p>	<p>76 providers/teachers attending from 42 locations.</p> <p>46% of locations attending support group/trainings</p> <p>28% of childcare location participated in childcare visits.</p> <p>The childcare coordinator spends an average of 1hr/visit.</p> <p>90 locations receiving information on best practices and training schedules</p> <p>100% of known locations receiving newsletter</p> <p>\$238.56 cost per training/consultant visit</p>	<p>96% reported increased competency and confidence in caring for children</p> <p>83% reported incorporating training knowledge into childcare practice</p> <p>100% reported increased knowledge of childcare issues from trainings and best practice info. as a result of receiving newsletter</p>

<p>Family Resource Coordinator</p>	<p>1,2</p>	<p>Amount expended: \$12,321.38 (includes partial salary, benefits, mileage, supplies)</p>	<p>16 schools participated in QPPS with Family Resource Coordinator</p> <p>176 # of visits were made to area preschools</p> <p>18 # of area preschools receiving monthly visits</p> <p>311# of children impacted in area preschools</p>	<p>95% of area preschool locations working with Family Resource Coordinator</p> <p>95% of preschools using QPPS standards/head start standards</p> <p>95% of area preschools receiving monthly visits</p> <p>95% of preschool locations with exposure and modeling of developmentally appropriate preschool practices</p> <p>\$70 per preschool visit</p>	<p>100% of preschools reporting increased competence and quality in their preschool program</p> <p>311 # of children receiving improved quality in area preschools</p> <p>100% of preschools reporting an increased knowledge of developmentally appropriate preschool practices</p>
<p>Injury Prevention Mini-Grants</p>	<p>1, 3, 4</p>	<p>Amount expended: \$7,155.28</p>	<p>11 # of providers working with Childcare Nurse Consultant</p> <p>139 # of children impacted by injury prevention mini-grants</p>	<p>12% of childcare locations working with childcare nurse consultant</p>	<p>100% of childcare locations working with nurse consultant that have increase health and safety</p>

Web Site	1,2,3,4	Amount expended: \$304.20	<p>31 sets of Minutes and agendas posted on web site</p> <p>8 program descriptions are posted on website</p> <p>Newsletters are posted on website 2x/yr for families 6x/yr for childcare providers</p>	<p>100% of minutes and agendas posted on website</p> <p>Program descriptions advertise for 100% of PAK funded programs</p>	<p>100% of meetings comply with open meetings law due to posting of agenda on website more than 24 hrs. prior to meeting</p>
Creative Curriculum Class	1,2	Amount expended: \$2802.94	<p>10 # of teachers participating in class</p> <p>12 # of associates participating in class</p>	<p>53% of teachers participating in class</p> <p>43% of associates participating in class</p>	<p>100% of participants who report plans of incorporating learning into policy or practice</p> <p>100% of participants completed implementation checklist</p> <p>100% of participants who report an increased knowledge of activities to enhance growth and development of young children.</p>
Early Learning Standards Class	1,2,3	Amount expended: \$2,076.29	<p>9 # of childcare providers participating in class</p>	<p>10% of childcare providers participating in class</p>	<p>100% of childcare providers who report incorporating learning into policy or practice:</p> <p>100% of childcare providers who report an increased knowledge of activities to enhance growth and development of young children</p>

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)
Empowerment Coordinator	1,2,4	\$31,703.36	<p>4 # school districts collaborated with PAK Empowerment on Community Plan in applying for voluntary 4yr. preschool funding</p> <p>15 preschools participated in tuition assistance Monitored by coordinator</p> <p>174 children received tuition assistance Monitored by coordinator</p> <p>22 collaboration meetings with family support programs</p> <p>3 family support programs have completed/ or in process with Iowa Family Support Credentialing</p>	<p>44% of school districts collaborated with PAK Empowerment in applying for voluntary 4yr old preschool</p> <p>79% of preschools participate in tuition assistance</p> <p>100% of Pak funded family support programs participate in monthly collaboration meetings</p> <p>75% of family support programs participate/ or have completed the Iowa Family Support Credential</p>	<p>3 #, 75% of districts who applied for statewide funded preschool received funding for FY'10</p> <p>100% of family support programs report an increase in meeting the needs of families in the community as a result of collaboration.</p> <p>25% of family support programs have received the Iowa Family Support Credential</p>

Quality Preschool Support	1,2	\$41,080.18	<p>16 preschool locations received mini-grants and stipends to offset quality preschool costs (identified by Quality Improvement Plan)</p> <p>16 preschools completed QPPS portfolios</p> <p>12 locations received ASQ screening tools</p>	<p>100% of preschools participating in QPPS received funding to aid with Quality Improvement Plan</p> <p>100% of preschools participating in QPPS completed portfolios</p>	<p>84% of preschools will increase quality in FY '10 by receiving needed materials as identified in their Quality Improvement Plan</p>
QPPS Evaluator and Support	1,2	\$4725.00	<p>16 preschools received QPPS evaluations</p>	<p>84% of preschools worked with QPPS evaluator</p>	<p>100% of locations completed a quality improvement plan for increased quality in FY '10</p>
CDA Support	1,2	\$1,597.52	<p>4 teacher associates received funding to complete CDA training</p>	<p>20% of teacher associates received training</p>	<p>100% completed CDA training hours</p>
Palo Alto Nursery	1,3	<p>\$7,000</p> <p>Other funding: \$9,000 from Prevent Child Abuse Iowa</p>	<p>87 # nursery sessions offered</p> <p>52 # of children attending (unduplicated)</p> <p>46 # of children attending who do not receive regular childcare at another childcare location</p>	<p>7.2 % of children in are use nursery services</p> <p>74% children attend monthly</p> <p>55% of parents attend parent training regularly (75% of classes attended)</p>	<p>83% of parents reporting a need for drop off childcare.</p> <p>88% of parents reporting a decrease in family stress with participation in nursery program.</p> <p>74% of parents that report an increase in knowledge of child development and pre-literacy skills</p>

			<p>5 # of towns served (represented by children attending)</p> <p>Average 18 # of children per session</p> <p>11 # of parenting classes</p> <p>Average 15 # of parents attending per class</p>		
Loving Hands Nursery	1,3	<p>\$7,000</p> <p>Other funding: \$5,000 from United Way</p> <p>\$6,000 from Prevent Child Abuse Iowa</p>	<p>93 # of Nursery sessions offered</p> <p>51# children attending (unduplicated)</p> <p>15# children attending do not receive regular childcare at another childcare or location (home or center)</p> <p>3# towns served (represented by children attending)</p> <p>Average 19 # children per session</p> <p>5# parenting</p>	<p>5.5 % of children in area that use nursery services</p> <p>76.5 % of children attend monthly</p> <p>9.25 % of parents attend parent training regularly (more than 75% of classes attended)</p>	<p>100% of parents reported a need for drop off childcare</p> <p>100% of parents reported a decrease in family stress with participation in nursery program</p> <p>7.5% of parents report an increase in knowledge of child development and pre-literacy skills</p>

			classes offered Average 4# parents attending per class		
Lead Screening	2,4	\$2,610	156 children received a lead screening	10.9% of 0-4 population received PAK Funding for lead screening	100% of children screened will decrease risk of lead based health problems by addressing lead issues in early childhood

A	B	D	E	F
	EARLY CHILDHOOD FUNDS UNDER EMPOWERMENT			
	Community Empowerment Area:	FY08	FY09	FY10
	Revenues (Reporting Year)			
	Current allocation for Admin. (not to exceed 5% of total award) for Reporting Year	\$1,518.60	\$2,025.05	
	Program/Service Funds	\$28,853.40	\$38,475.95	
	<i>Subtotal current award (Sum Lines 1 and 2)</i>	\$30,372.00	\$40,501.00	\$0.00
	Carry-forward from Previous Years available for current reporting year			
	Brought Forward-Administration	\$0.00	\$0.00	
	Brought Forward -- Program/Service Funds	\$2,347.14	\$275.10	
	Interest (Must be used in Program and not Administration)			
	<i>Subtotal carryover funds (Sum Lines 4 through 6)</i>	\$2,347.14	\$275.10	\$0.00
	Total Available funds (Line 3 + 7)	\$32,719.14	\$40,776.10	\$0.00
	Current Year Available Funds (Current Allocation plus Carry-forward) by Category			
	Administration (not to exceed 5% of total award)	\$1,518.60	\$2,025.05	
	Program/Service Funds includes Carry-forward Interest	\$31,200.54	\$38,751.05	
	Interest Earned During Current Fiscal Year			
	Total Available funds by category including Interest Earned in Reporting Year (Sum Lines 10 + 11 + 12)	\$32,719.14	\$40,776.10	\$0.00
	Expenditures (Reporting Year)			
	Administrative Expenditures (not to exceed 5% of total award)			
	Fiscal Agent fees	\$1,518.60	\$2,025.05	
	Liability Insurance fees			
	Board Expenses			
	Coordinator Support			
	Other			
	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	\$30,925.44	\$33,569.95	
	Child Care Nurse Consultants			
	Provider Training/Professional Development/Materials			
	Other Services			
	Total Expenditures Reporting Year (Lines 15 through 22)	\$32,444.04	\$35,595.00	\$0.00
	Unexpended Balance of Funds (Reporting Year)			
	Administration	\$0.00	\$0.00	\$0.00
	Program/Service Funds	\$275.10	\$5,181.10	\$0.00
	Unexpended Balance of Funds for Reporting Year (Carry-forward to next year)	\$275.10	\$5,181.10	\$0.00
	I hereby verify that the information contained in this financial statement is true.			

	Community Empowerment Area:	FY08	FY09	FY10
	Iowa Community Empowerment 2009 Annual Early Childhood Financial Statement			
	Fiscal Agent Signature			
	<i>On behalf of:</i>			
	Name of Community Empowerment Area Represented			

Iowa Community Empowerment 2009 Annual Report -
School Ready Financial Statement

SCHOOL READY FUNDS UNDER EMPOWERMENT			
Community Empowerment Area:	FY 08	FY 09	FY 10
Revenues (Reporting Year)			
Current allocation for Administration (not to exceed 3% of total award) for Reporting Year	\$13,127.00	\$15,056.00	
Family Support and Parent Education (0-5)	\$127,954.00	\$146,780.00	
Preschool Support for Low-Income Families	\$115,555.00	\$132,536.00	
Family Support and Parent Education (0-3 Funds)	\$56,924.00	\$65,289.00	
Quality Improvement Funds	\$49,615.00	\$48,435.00	
Other Programs/Services	\$74,394.00	\$93,778.00	
<i>Subtotal current award</i>	\$437,569.00	\$501,874.00	\$0.00
1.5% Reduction in Funding (Reporting Year)			
Administration			
Family Support and Parent Education (0-5)		\$7,106.36	
Preschool Support for Low-Income Families			
Family Support and Parent Education (0-3 Funds)			
Quality Improvement Funds			
Other Programs/Services			
<i>Subtotal reduction</i>		\$7,106.36	\$0.00
<i>Total current award</i>		\$494,767.64	\$0.00
Carry-forward from Previous Years: Available for Current Reporting Year			
Brought Forward - Administration	\$641.86	\$684.59	
Brought Forward - Family Support and Parent Education (0-5 Funds)	\$15,389.72	\$18,970.77	
Brought Forward - Preschool Support for Low Incomes Families	\$13,519.62	\$6,789.28	
Brought Forward - Family Support and Parent Education (0-3 Funds)	\$0.00	\$0.00	
Brought Forward - Professional Development Funds	\$1,736.19		
Brought Forward - Quality Improvement Funds	\$10,695.23	\$3,078.05	
Brought Forward - Other Programs/Services (includes interest applied)	\$14,821.22	\$15,624.52	
<i>Subtotal Carry-forward funds</i>	\$56,803.84	\$45,147.21	\$0.00
Total Available funds	\$494,372.84	\$539,914.85	\$0.00
Total Available Funds for Reporting Year (Current Allocation minus 1.5% reduction plus Allowable Carry-forward and Interest Earned in Reporting Year)			
Administration (not to exceed 3% of total award)	\$13,768.86	\$15,740.59	\$0.00
Family Support and Parent Education (0-5 Funds)	\$143,343.72	\$158,644.41	\$0.00
Preschool Support for Low Incomes Families	\$129,074.62	\$139,325.28	\$0.00
Family Support and Parent Education (0-3 Funds)	\$56,924.00	\$65,289.00	\$0.00

Iowa Community Empowerment 2009 Annual Report -
 School Ready Financial Statement

Community Empowerment Area:	FY 08	FY 09	FY 10
Professional Development Funds	\$1,736.19		
Quality Improvement Funds	\$60,310.23	\$51,513.05	\$0.00
Other Programs/Services	\$89,215.22	\$109,402.52	\$0.00
Interest Accrued in Current Fiscal Year (Must be used in Program and not Administration)			
<i>Grand Total Budget for Reporting Year</i>	\$494,372.84	\$539,914.85	\$0.00

Iowa Community Empowerment 2009 Annual Report -
School Ready Financial Statement

Community Empowerment Area:	FY 08	FY 09	FY 10
<i>Expenditures (Reporting Year)</i>			
Administration Expenditures (not to exceed 3% of total award)			
Fiscal Agent fees	\$8,481.40	\$7,974.95	
Liability Insurance fees	\$1,753.00	\$1,711.00	
Board Expenses	\$802.41	\$724.52	
Coordinator Support	\$2,047.46	\$4,375.64	
Other	\$0.00		
Family Support and Parent Education (0-5 Funds)	\$124,372.95	\$127,466.39	
Preschool Support for Low Incomes Families	\$122,285.34	\$138,356.50	
Family Support and Parent Education (0-3 Funds)	\$56,924.00	\$65,289.00	
Professional Development Funds	\$1,736.19		
Quality Improvement Funds	\$57,232.18	\$40,217.98	
Other Programs/Services includes Interest Applied	\$73,590.70	\$95,716.06	
<i>Grand Total Expenditures for Reporting Year</i>	\$449,225.63	\$481,832.04	\$0.00
<i>Unexpended Balance of Funds for Reporting Year (Becomes Carry-forward in 1st succeeding year)</i>			
Administration (not to exceed 3% of total award)	\$684.59	\$954.48	\$0.00
Family Support and Parent Education (0-5 Funds)	\$18,970.77	\$31,178.02	\$0.00
Preschool Support for Low Incomes Families	\$6,789.28	\$968.78	\$0.00
Family Support and Parent Education (0-3 Funds)	\$0.00	\$0.00	\$0.00
Professional Development Funds	\$0.00		
Quality Improvement Funds	\$3,078.05	\$11,295.07	\$0.00
Other Programs/Services includes Interest Applied	\$15,624.52	\$13,686.46	\$0.00
<i>Unexpended Balance of Funds (Reporting Year)</i>	\$45,147.21	\$58,082.81	\$0.00
FY'08 Amount over 30% into FY'09			
Amount subject to FY'08 Carryforward Policy	\$45,147.21	\$58,082.81	
Maximum Allowable Carry-forward to next year (20% of total current award)	\$131,270.70	\$98,953.53	\$0.00
Overage (Reduced from second succeeding year payments)	-\$86,123.49	\$0.00	\$0.00
I hereby verify that the information contained in this financial statement is true.			
Fiscal Agent Signature			
On behalf of:			

Iowa Community Empowerment 2009 Annual Report -
School Ready Financial Statement

	Community Empowerment Area:	FY 08	FY 09	FY 10
	Name of Community Empowerment Area Represented			