

# Child Development Coordinating Council Annual Report

## Fiscal Year 2020

This report is submitted to the Governor and General Assembly in accordance with Iowa Code Section 256A.3(8).

Shared Visions Programs are state-funded, high-quality programs for children with risk factors and their families. The Child Development Coordinating Council (CDCC), which is comprised of state and local agency representatives, advises and assists the Department of Education regarding the administration and implementation of these programs. Program eligibility is determined as follows:

Primary Eligibility	Secondary Eligibility
<ul style="list-style-type: none"> <li>• <b>Parent Support Programs:</b> families meet <b>125%</b> of the federal poverty guidelines                             <ul style="list-style-type: none"> <li>• Income for a family of 3 is \$27,150 or less</li> </ul> </li> <li>• <b>Preschool Programs:</b> families meet <b>130%</b> of the federal poverty guidelines                             <ul style="list-style-type: none"> <li>• Income for a family of 3 is \$32,580 or less</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The child resides in a household where a parent or guardian has not completed high school; has been identified as a substance abuser or chronically mentally ill; is illiterate, incarcerated, or an abuser</li> <li>• The child has developmental delays, is in foster care, is homeless, is born with a biological risk or with a diagnosed medical disorder, or is born to a parent under age 18.</li> </ul>

FY20 STATE FUNDING	Amount
<b>Total Appropriation</b>	<b>\$7,094,641</b>
<b>Shared Visions Parent Support</b>	<b>\$695,401</b>
<b>Shared Visions Preschool</b>	<b>\$6,399,240</b>

\* While no reduction of funds occurred during FY20, grantees experienced a 17% reduction in funds over the course of the five-year grant cycle.

### Impact of COVID-19 on Grantees

- Parent Educators met with families virtually and provided virtual group events weekly
- 100% of parent support grantees suspended in-home visits and offered virtual services
- Preschool teachers set up virtual weekly meetings for the entire class and met with each child virtually on a weekly basis
- 89% of preschool grantees offered virtual learning opportunities; 61% delivered educational packets
- Families were provided with voluntary weekly learning packets. An example, "*Families were mailed individual science kits to participate in a science experience. They were given seeds to plant a garden together. During the weekly class time, teachers discussed the garden.*"
- 54% of preschool programs offered meal delivery or pick-up

## PROGRAM OUTCOMES

**Data show Shared Visions Programs make an impact on families and their children’s growth and learning. Comprehensive early childhood services vital to children and families who are at risk are provided; community collaborations offer access to needed resources and services. One family’s experience with a Shared Visions program is below.**

*A mother of three received services from our program. After overcoming addiction, she was nervous about parenting her children in healthy and positive ways. She wanted to be a better parent, so she took parenting classes with one of our family support professionals. She gained confidence in her abilities as a mother by demonstrating positive communication, discipline, and connection with her children. She felt like she was back on her feet again and said, "This program gave me a second chance to parent my toddler differently than my other two children." Through our Resource Center, this mom was able to rekindle her relationship with her older kids and learn much more about positive parenting. She said, "My kids noticed the difference in me, and my son said he loves the mom I am now." She also stated, "My life was hectic and chaotic, but then I met my family support professional and there was stillness. She cares about me and my kids."*

— Crittenton Center, Family Support Program Staff

## SHARED VISIONS PARENT SUPPORT PROGRAMS

“THE HIGHEST RETURNS ARE ACHIEVED WHEN INVESTMENTS START AT BIRTH – 13% FOR EVERY DOLLAR INVESTED IN CHILDREN WHO COULD OTHERWISE NOT ATTEND A HIGH-QUALITY PROGRAM.”

– Heckman, 2019

Shared Visions Parent Support Programs provide services for families with:

- an income below **125 percent of the poverty level**, and
- children with risk factors and **ages birth to five**, with priority given to programs serving families with children ages birth to three.

In FY20, six Shared Visions Parent Support Programs were awarded grants in five counties. All grantees were validated through external evaluation to meet standards of high quality by earning the Iowa Family Support Credential.

### SERVICES IN FY20

- Served **1,077** families with **1,243** children
- Conducted **5,627** home visits
- Offered **2,488** group-based parent education meetings

\*Reported totals may also include services supported through additional funding sources.

### SERVICES NEEDED

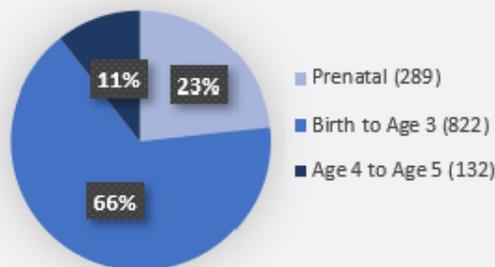
- 107** eligible families remained on a waiting list
- Equal to **10%** of total families served

### IN-KIND SUPPORT

Grantees reported a total of **\$306,276** as in-kind support during the FY20 grant year. These additional funds were used to maintain quality programming and cover the costs of items such as salaries, parent education, and other services not covered by the grant. Sources of in-kind varied and included community supports, federal dollars, and other state funding sources. This is a **44% match** to the total grant.

### AGE OF CHILDREN SERVED

Percent of Children Served By Age in FY20



Shared Visions Parent Support Programs also assisted in **identifying children in need of early intervention services** provided through Iowa’s Early ACCESS system.

- A total of **51** children received early intervention/early childhood special education services
- **53%** of children were identified after program enrollment

### SERVICES OFFERED



*“Through our Shared Visions Group Parent Education Program, a mom learned about medical care, nutrition, child development, and positive discipline (PBIS). She was also referred to services in the community such as WIC, the Abbe Center, and the Center for Worker Justice. Today, her child is developmentally on track, and mom is able to more confidently parent and provide for him.”*

*— Neighborhood Centers of Johnson County, Family Support Program Staff*

## SHARED VISIONS PRESCHOOL PROGRAMS

“BENEFITS OF EARLY EDUCATION WERE FOUND TO PERSIST FOR YEARS, BOLSTERING GRADUATION, REDUCING RETENTION, AND REDUCING SPECIAL EDUCATION PLACEMENTS.”

— Walsh, 2017

Providing high quality, comprehensive services to children with risk factors is a distinguishing characteristic of Shared Visions Preschool Programs. Eligible children are:

- members of a family with an income below **130 percent of the poverty level**, or identified as having **other risk factors**, and
- **ages three to five years.**

### SERVICES IN FY20

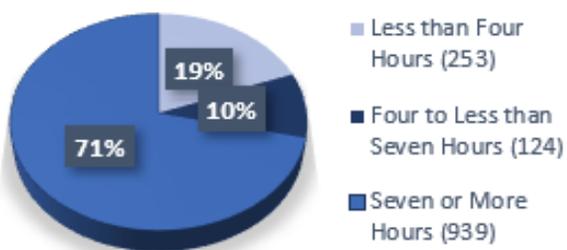
- **67** grants awarded across **37** counties
- Enrolled **1,316** children; **94%** qualified based on income level
- **12%** of children received early childhood education services through an IEP, **46%** were identified after enrollment
- **100%** of grantees maintained NAEYC accreditation, the national standard of highest quality for early childhood programs

### SERVICES NEEDED

- 504** eligible children remained on a waiting list
- Equal to **38%** of total enrollment

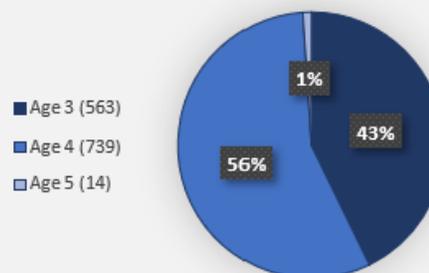
Most children received **seven or more hours** of programming per day due to collaborative relationships in the community which included extended preschool services or wrap-around child care.

### Enrollment By Hours Per Day



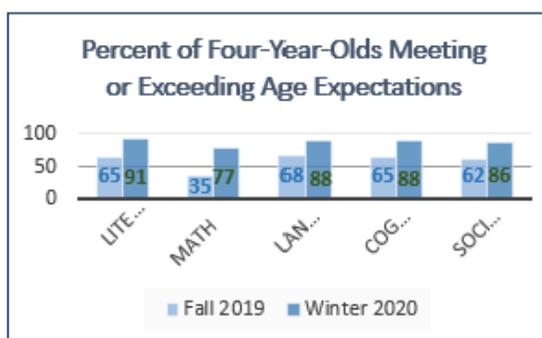
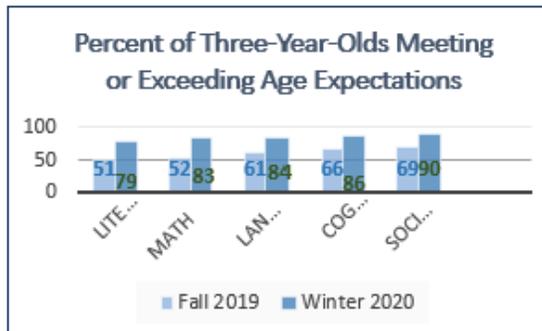
### AGE OF CHILDREN SERVED

Percent of Children Served By Age



### ASSESSMENT

Due to program closures in response to COVID-19, Spring 2020 assessment data was not available. Based on the reported data below, increases in child growth and development were evident.

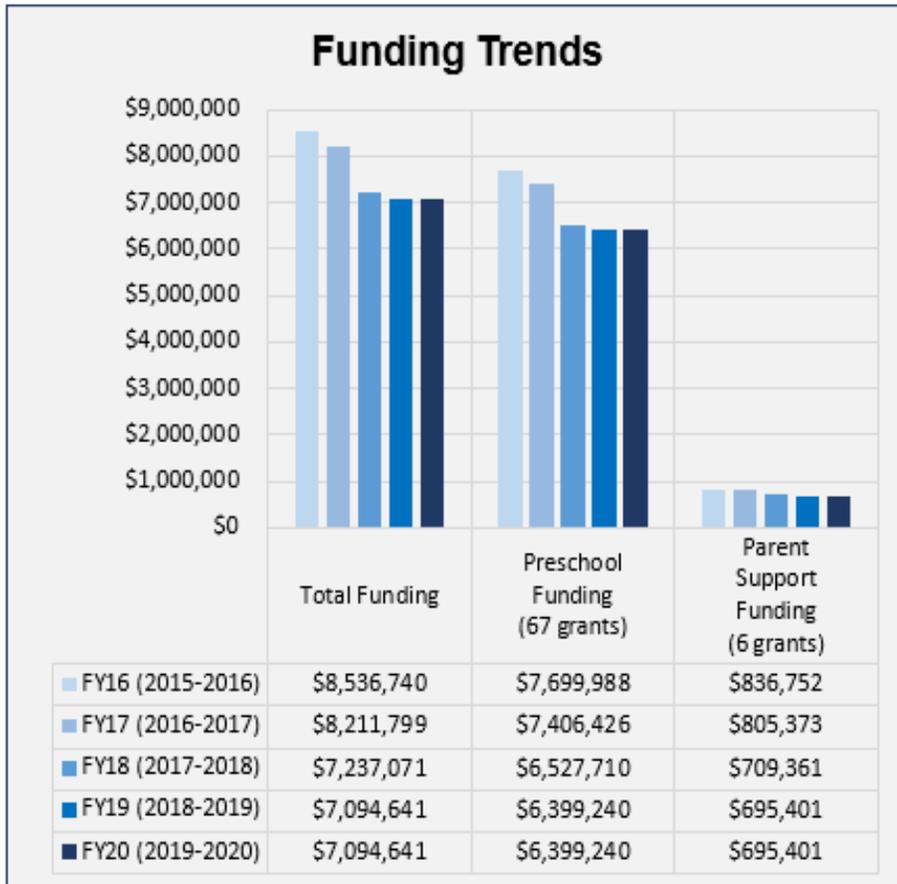


### IN-KIND SUPPORT

Grantees reported **\$6,420,075** as in-kind support used to support costs not covered by the grant such as salaries, operational costs, and staff training. Sources of in-kind were vast and included community donations, federal dollars, and other state funding. This is more than a **100% match** to the total grant.

“This child has flourished in the Shared Visions classroom. He went from not speaking or playing with others to becoming, over time, articulate and loving to share his great sense of humor.”  
 — Council Bluffs CSD, Shared Visions Preschool Staff

## DOWNWARD FUNDING TRENDS



## IMPACT

- Fewer children and families who are at risk received services
- Waiting lists increased by 21% during one year of the grant cycle
- Loss of positions or reduction in staff hours and salaries
- Reduced number of hours and days of service
- Fewer comprehensive services provided such as transportation, parent education, and community referrals
- Fewer funds for instructional materials and equipment
- Fewer opportunities for professional learning and staff training

## RECOMMENDATIONS

In review of the program data and the reported impact from reduced funding, the Child Development Coordinating Council recommends the following:

- Restore programming to full capacity as aligned with the original grant awards
- Increase access and duration of services for families and children with risk factors to improve child and family outcomes
- Support community partnerships to provide diverse program options to better meet individualized family needs
- Improve services for diverse families and children to address Iowa's growing diversity
- Maintain accreditation status to enhance overall program quality
- Increase administrative capacity and awareness for leadership and advocacy in early childhood programming and services
- Strengthen Area Education Agencies' connections to support all types of programs

Heckman, J. (2019). *Perry Preschool: Intergenerational Effects Research Summary*. Retrieved from [The Heckman Equation website](#).

Walsh, B. (2017). The Lasting Payoff of Early Education. Retrieved from the [Harvard Graduate School of Education website](#).