

FY22

**Child Development
Coordinating Council
Annual Legislative Report**

November 17, 2022

Contents

Introduction	3
Primary Eligibility	3
Secondary Eligibility	3
Recommendations	3
FY22 State Funding	4
Program Outcomes	4
Shared Visions Parent Support Programs	5
Services in FY22	5
Services Offered	5
In-Kind Support	6
Challenges Reported by Grantees	6
Shared Visions Preschool Programs	7
Services in FY22	7
Programming and Enrollment Hours	7
Assessment	8
In-Kind Support	9
Challenges Reported by Grantees	9

Introduction

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 composed of state and local agency representatives, advises and assists the Department of Education regarding the administration and implementation of these programs.

NOTE: Data included in this report was submitted by grantees through Iowa Grants Online and DAISEY unless otherwise noted.

Primary Eligibility

Parent Support Program:

- Families meet 125% of the federal poverty guidelines (e.g. income for a family of three is \$28,788 or less).

Preschool Program:

- Families meet 130% of the federal poverty guidelines (e.g. income for a family of three is \$29,939 or less).

Secondary Eligibility

Secondary eligibility for both programs includes:

- The child residing in a household where a parent or guardian has not completed high school, has a substance use disorder, chronic mental illness, low literacy skills, a history of child or spousal abuse, or is incarcerated.
- 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.

Recommendations

The CDCC recognizes the value and benefits of providing services to children and families who are most at risk in the state of Iowa. The CDCC also recognizes the vulnerability of programs implementing this comprehensive early childhood program. Grantees utilize a mixed delivery system and various funding sources to maintain high quality comprehensive services. Based on review of program data, the CDCC submits the following recommendations to the Governor and General Assembly in accordance with Iowa Code Section 256A.3(6).

- 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 individual family needs.
- Improve services for families and children to address Iowa's growing diversity.
- Increase administrative capacity and awareness for early childhood leadership and advocacy.
- Strengthen Area Education Agencies' connections to support all types of programs.

FY22 State Funding

Program	Appropriation
Shared Visions Parent Support Program	\$702,818
Shared Visions Preschool Program	\$6,391,823
Total	\$7,094,641

Program Outcomes

Shared Visions Programs make an impact on families and their children’s growth and learning. Comprehensive early childhood services, which are vital to children and families who are at risk, are provided. As exemplified below, community collaborations offer access to needed resources and services.

An Example of Program Impact:

The Shared Visions Preschool classroom shines with collaborative community relationships which allow for comprehensive services to be provided to all students. The program collaborates with a county health service agency to assist families in accessing dental screenings for their preschool-aged child. Other local partnerships allow the program to assist all families in accessing a free hearing and vision screener for their child. In addition, the classroom partners with a local agency to assist families in accessing on-site, affordable before and after school childcare.

Shared Visions Parent Support Programs

FY22 was year two of a five-year grant cycle. Five Shared Visions Parent Support Programs were awarded grants to provide services in six counties. Priority was given to programs supporting families with children ages birth to three years.

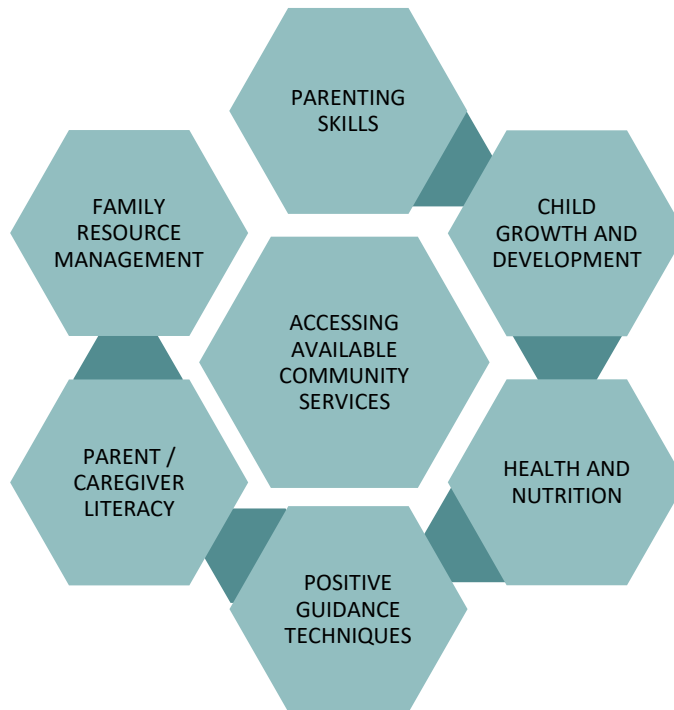
Services in FY22

- served 625 families
- conducted 3,776 home visits
- offered 1,182 group-based parent education meetings
- of children receiving early childhood services through an IFSP (Individualized Family Service Plan) or IEP (Individualized Education Plan), 63% were identified after program enrollment

Note: Totals may also include services supported through additional funding sources.

Services Offered

A variety of services are available to help families access available resources:



In-Kind Support

Grantees reported a total of \$440,280 as in-kind support during the FY22 grant year. These additional funds were used to maintain quality programming and cover the expenses such as salaries, parent education, and other services not covered by the grant. Sources of in-kind varied and included community support, federal dollars, and other state funding sources. This was a 63% match to the total state appropriation.

Challenges Reported by Grantees

Grantees reported a variety of challenging experiences during the program year. Examples include:

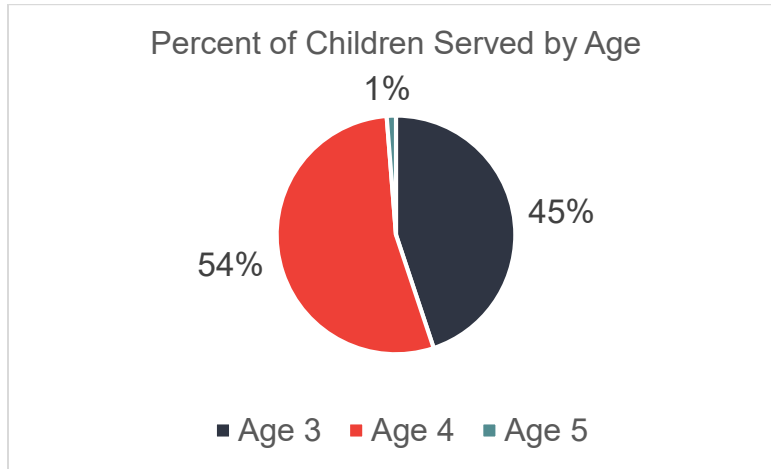
- reduction in services available throughout the community
- continued concerns related to COVID
- increased cancellations of appointments by families
- increased need for mental health services

An Example of Program Impact:

A young mom-to-be started working with a family support worker in the young parent program. At 17, she was carrying twins and had faced bouts of homelessness. Quickly building rapport, the family support worker was invited to a doctor's appointment to support the expectant mother in asking about prenatal vitamins, viewing the ultrasound, and advocating for her preferred birthing plan. That was a huge step for the young mom-to-be, who felt safe with her family support worker. This young person has continued to show tremendous growth with her prenatal care and is happy with the support she is receiving from her family support worker during her prenatal journey.

Shared Visions Preschool Programs

FY22 was year two of a five-year grant cycle. A total of 49 grants were awarded across 37 counties to provide high quality, comprehensive services to children with risk factors who are ages 3-5 years.

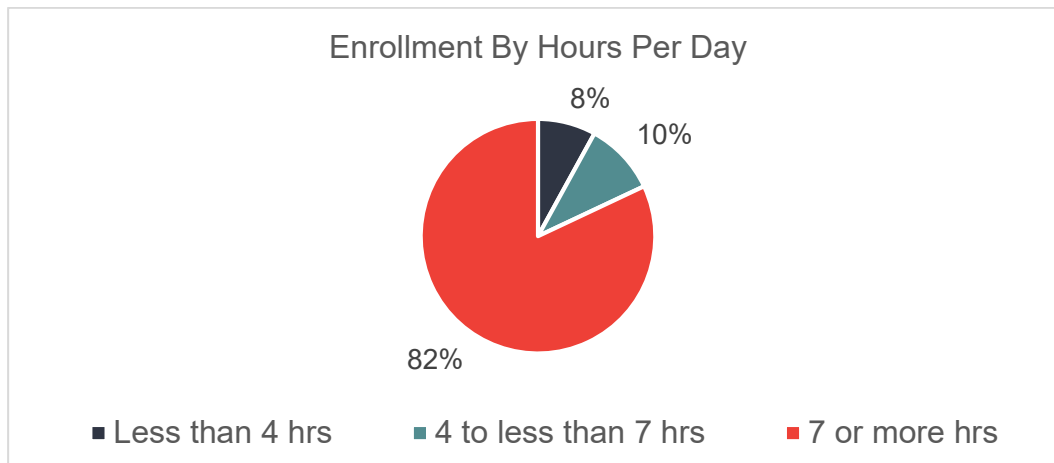


Services in FY22

- 1057 children were served; 95% of these children qualified based on income level.
- Of children receiving early childhood education services through an IEP, 43% were identified after program enrollment.

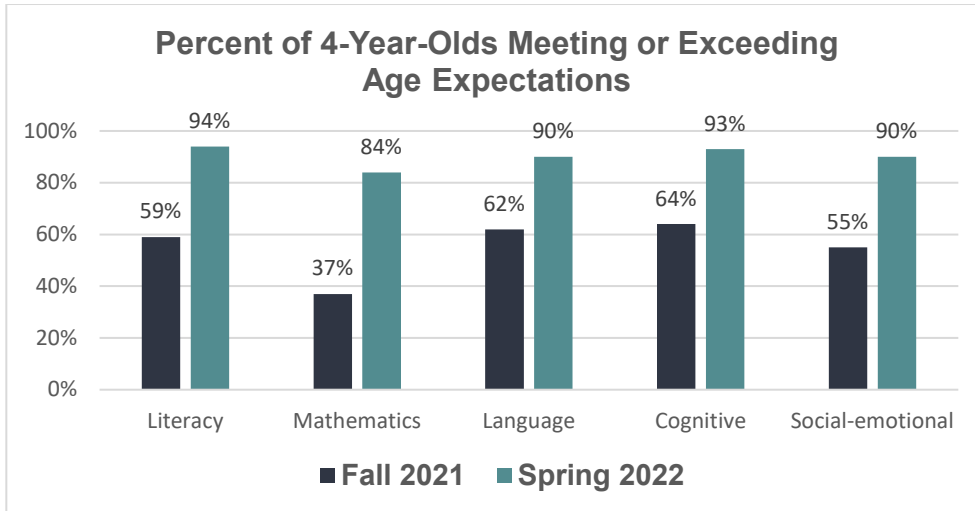
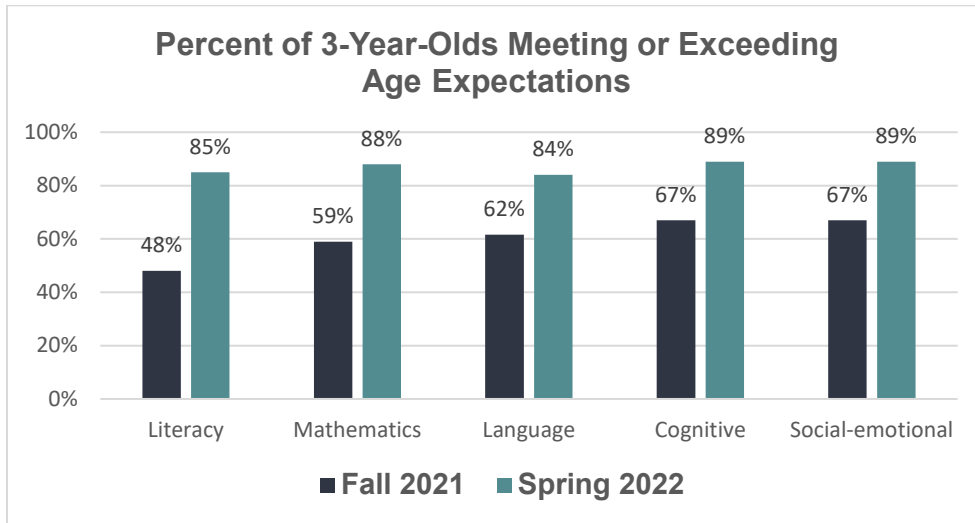
Programming and Enrollment Hours

Most children received seven or more hours of programming per day due to collaborative relationships in the community. This programming included extended preschool services or wrap-around child care, in addition to the Shared Visions Preschool Program.



Assessment

During FY22 children’s knowledge, skills, and behaviors met the range of expected growth. Additionally, the percent of children who met or exceeded expectations greatly increased over the course of the year. The following data are taken from Teaching Strategies GOLD®, an ongoing observational system for assessing children:



In-Kind Support

Grantees reported \$3,428,544 as in-kind support used to support expenses 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 54% match to the total state appropriation.

Challenges Reported by Grantees

Grantees reported a variety of challenging experiences during the program year. Examples include:

- interruption of services and increased waiting lists caused by staff services
- delays in enrollment due to continued family concerns related to COVID
- limited access to buildings for families due continued health protocols
- reduction in access to community resources
- increase in student absences due to illness

An Example of Program Impact:

One of our students had never been to a childcare or preschool program. The child didn't attend when he was three years old because of family concerns related to COVID and he had very limited language skills when he enrolled in the fall. The teachers worked with him on building vocabulary and repeating words, and offered him many opportunities to talk and sing with peers. His vocabulary increased, and communication skills improved. When he was identified with learning delays, in addition to his speech needs, his mother supported whatever he needed to be successful. He is now on an IEP with both speech and academic goals that will support him as he transitions to other programming this fall. The child and his mom needed the Shared Visions program to help him get started on a successful learning journey.