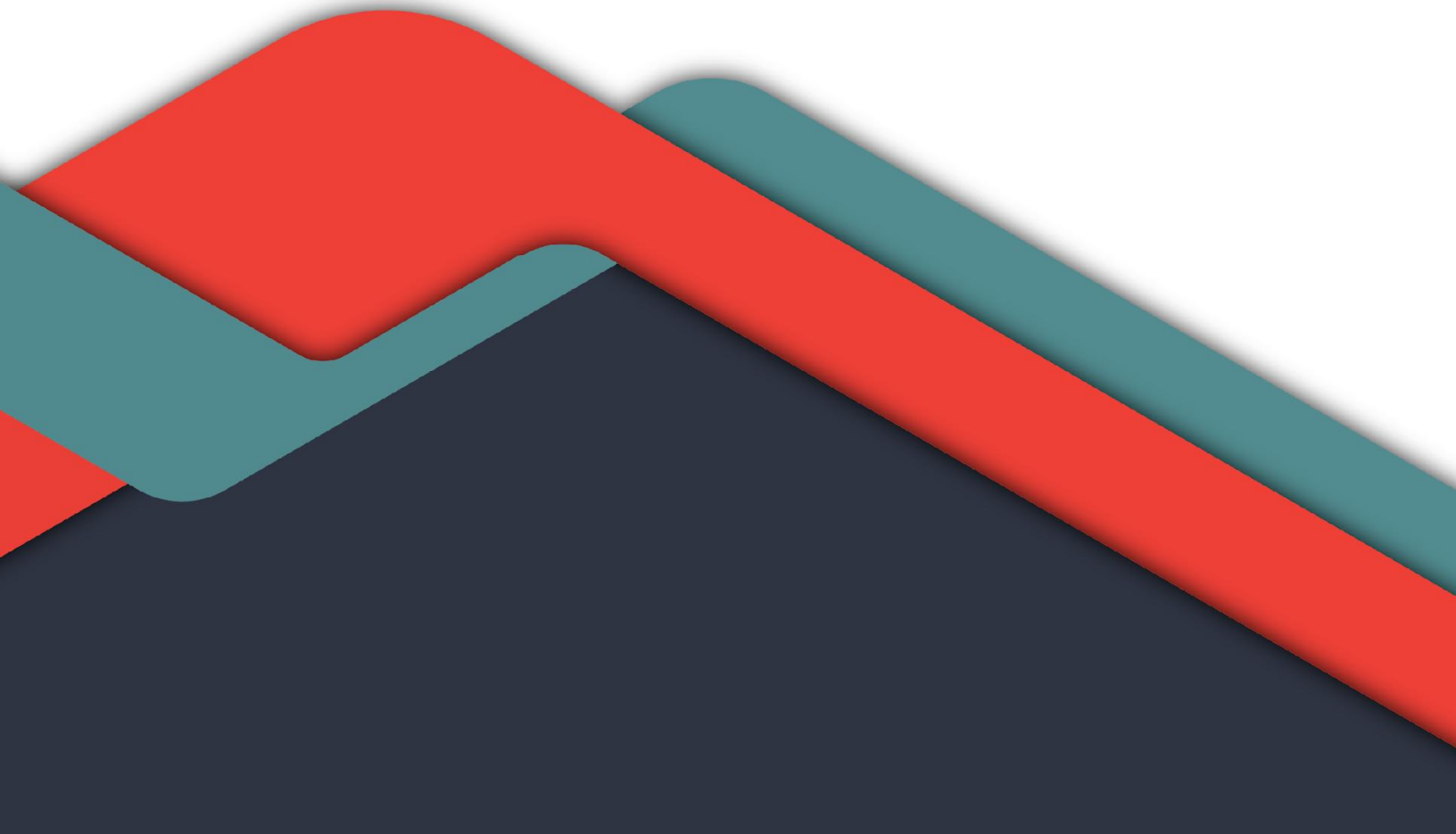


Fiscal Year 2025

**Child Development
Coordinating Council
Annual Legislative Report**



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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 Iowa Department of Education with administration and implementation of these programs.

Recommendations

Based on review of program data, the CDCC submits the following recommendations to the Governor and the Iowa Legislature in accordance with Iowa Code section 256A.3(6). If implemented, these recommendations will increase the quality and impact of programs serving children and families with risk factors.

- Continue to support Shared Visions programs, as they represent a vital investment in Iowa's youngest learners, providing early learning and family support experiences for children who are at risk, birth to 5.
- Conduct a comprehensive needs assessment, with multiple-system data to help understand gaps in services specific to children and families with risk factors.
- Review and support policies and regulations that bolster efficient collaboration and inclusive practices within various partner locations.

Eligibility

Parent Support and Preschool Program criteria for enrollment:

Primary Eligibility

- Families meet 185% of the federal poverty guidelines (e.g. income for a family of three is \$49,302.50 or less).

Secondary Eligibility

- Resides in a household where a parent or guardian has not completed high school, has a substance use disorder or chronic mental illness, has low literacy skills, is incarcerated or has a history of child or spouse abuse.
- Has developmental delays, is in foster care, is homeless, is born with one or more factors that are established as high risk for developmental delay or born with a genetic disorder or is born to a parent under age 18.

Fiscal Year (FY) 2025 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. The second year of implementation of the web-based application ReadyRosie® began across Shared Visions programs. ReadyRosie® is designed to strengthen connections between the classroom and home. Participating families can utilize the program to build capacity in knowing how to foster learning for their children in language, literacy and many other areas of development.

ReadyRosie® Strengthens Family Relationships:

Our child thrives when it comes to learning new things. We would love to engage him at home with what he is learning at school. We look forward to watching the videos assigned to us so we can extend his learning at home.

Parent, Ottumwa Community School District

Comprehensive early childhood services, which are vital to children and families who are at risk, are provided across programs. As exemplified below, community collaborations offer access to needed resources and services.

An Example of Community Collaborative Relationships:

The Ethnic Minorities of Burma Advocacy and Resource Center (EMBARC) partnered with Iowa State University to introduce a new interactive program for mothers from Burma called “Small Talk.” This program uses an early talk curriculum to educate parents about the importance of communication at home. Over several weeks, participating parents were given a recording device they attached to a vest worn by their child. This device records the words spoken in the home and can distinguish between video and spoken words.

Each week, mothers were able to review data related to their home communication and learn about its impact on their child's development. This program, a first for the community, significantly enhanced the understanding of participating mothers. It was their first experience seeing how brain growth is stimulated and realizing that many relied more on technology-based input than on human spoken words. Following this initial success, EMBARC plans to offer the program again in the coming years.

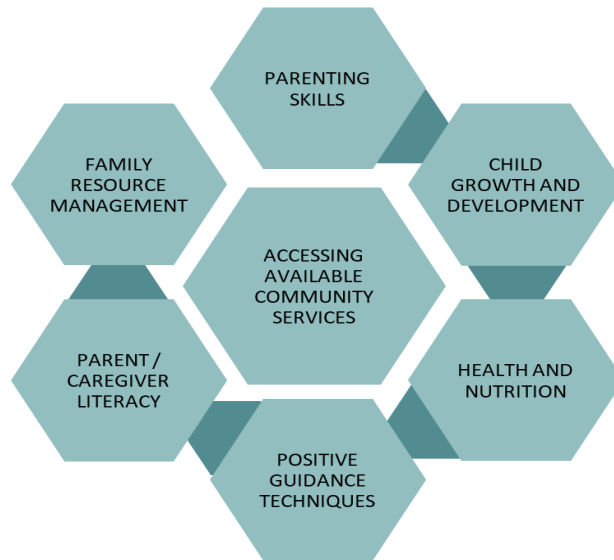
EMBARC

Shared Visions Parent Support Programs

FY25 was year five of a six-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 3. Data was reported in IowaGrants.gov and DAISEY by grantees.

Services Offered

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



Service Results in FY25

- Shared Visions Parent Support programs served 795 families.
- Shared Visions Parent Support programs conducted 3,737 home visits.
- Three of the five Shared Visions Parent Support grantees offered group-based parent education.
- Of children receiving individualized special education services through an IFSP (Individualized Family Service Plan) or IEP (Individualized Education Program), 75% were identified after Shared Visions Parent Support program enrollment.

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

In-Kind Support

Grantees reported a total of \$405,582 as in-kind support during the FY25 grant year. These additional funds were used to maintain quality programming and cover expenses such as salaries, parent education and other services not covered by the grant. Sources of in-kind support varied and included community support, federal dollars and other state funding sources. In-kind support was a 60% match to the total state appropriation.

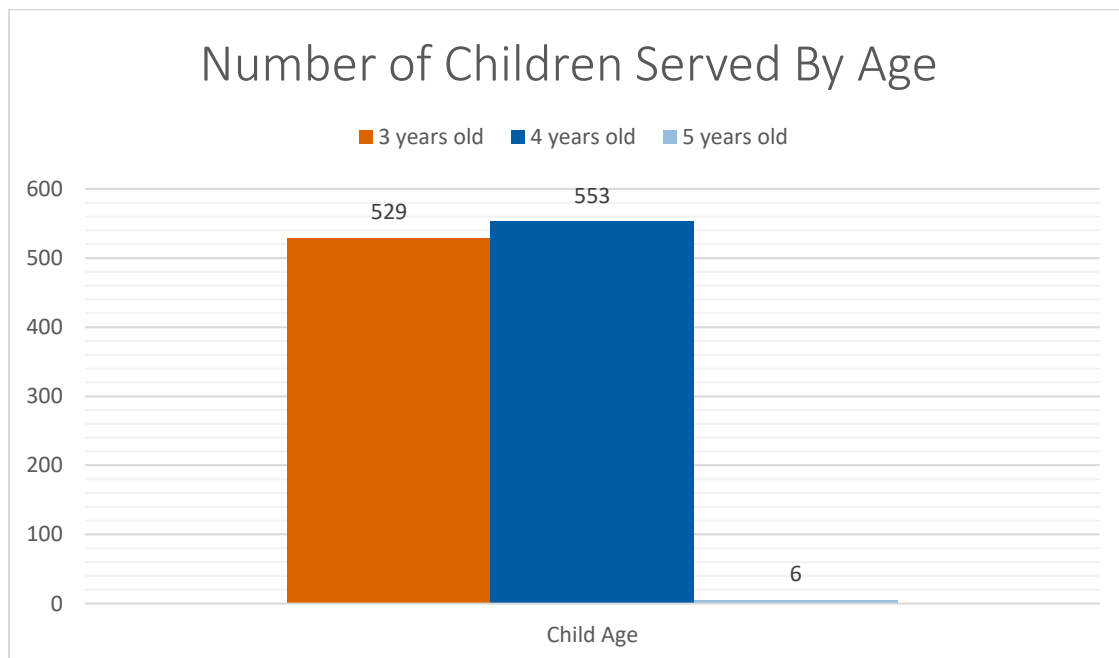
An Example of Program Impact

Coordinated intake self-referrals have been on the rise. This demonstrates how coordinated intake has become a valuable asset to Muscatine County. New mothers have positive experiences getting connected to resources in our community. One new mother stated, "I thank you for your kindness and being so helpful in getting me connected to resources with my first-born child." The community partnerships are a big reason why coordinated intake has been successful. Another big achievement this year was combining the Healthy Pregnancy Coordinated Care program with coordinated intake.

Muscatine Community School District

Shared Visions Preschool Programs

FY25 was year five of a six-year grant cycle. A total of 48 grants were awarded across 29 counties to provide high-quality, comprehensive services to children with risk factors ages 3 to 5. Unique to Shared Visions grants is the ability to fund 3-year-old children as well as older preschoolers. The demand for services was evident with 492 total children on waiting lists, equivalent to 45% of total enrollment. Data was reported in IowaGrants by grantees.

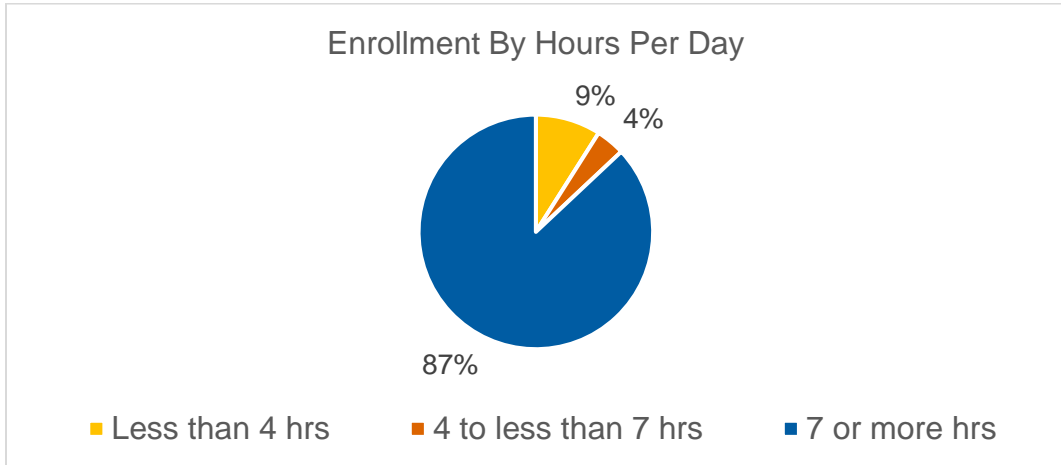


Service Results in FY25

- In FY25, 1,088 children were served. Of those children, 94% qualified based on income level or primary eligibility.
- Of children receiving individualized special education services through an IEP, 44% were identified after program enrollment.

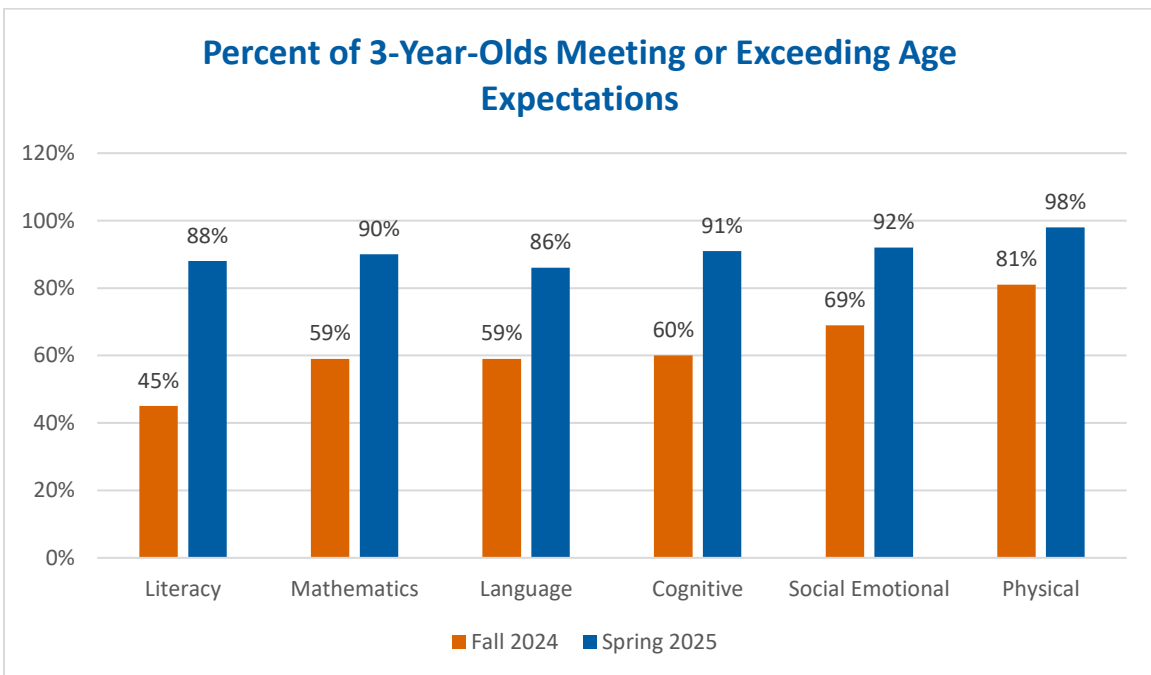
Programming and Enrollment Hours

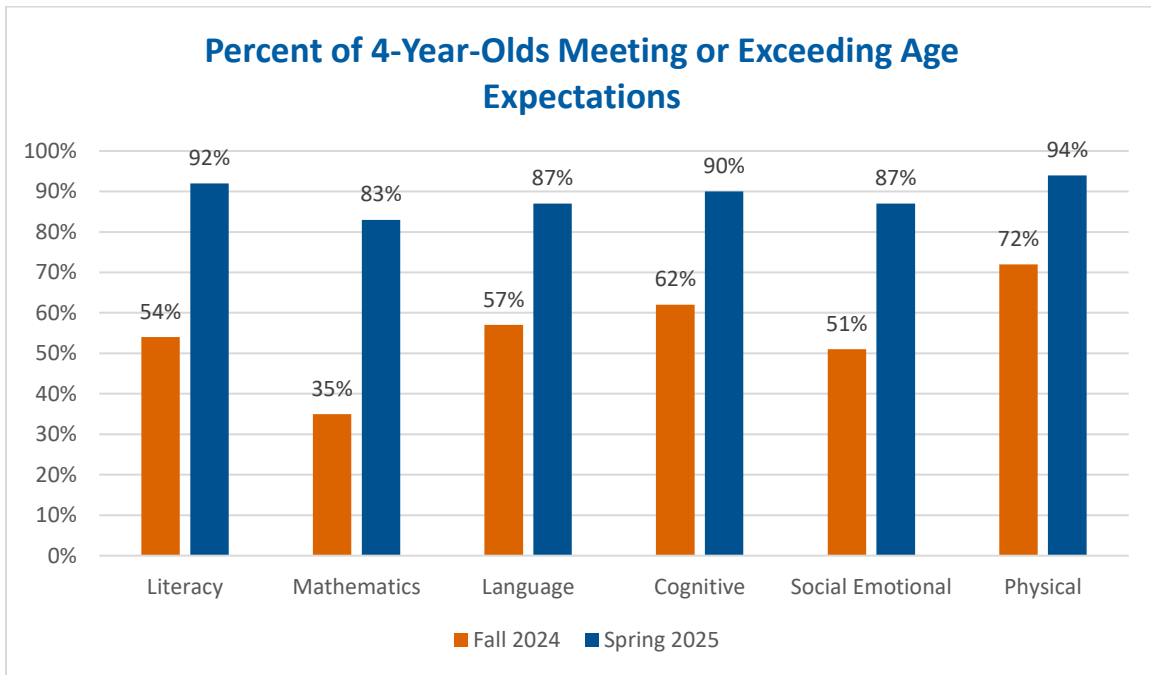
Eighty-seven percent of the children served received seven or more hours of programming per day due to collaborative relationships in the community. Programming included extended preschool services in addition to the Shared Visions Preschool Program.



Assessment

During FY25 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 \$5,013,852 as in-kind support used to address expenses not covered by the grant such as salaries, operational costs and staff training. Sources of in-kind support were vast and included community donations, federal dollars and other state funding. In-kind support is more than a 78% match to the total state appropriation.

An Example of Program Impact

A four-year-old has been diagnosed with autism. When he started last fall, he was non-verbal and was not showing any interest at all in interacting with his peers. After spending the school year in a language-rich classroom with access to visuals and other accommodations, this child's language has skyrocketed. He is beginning to speak using phrases and complete sentences. He has also become adept at using visual communication cards to state his needs when he is unable to express himself verbally. He is now noticing his peers, seeking them out during play time and accepting hugs from them to calm him when he is upset. Also, he has made tremendous growth academically and has started reading.

His mother is pursuing a degree in nursing while being the sole care provider for both him and his grandmother, who is disabled. The full-day program we provide has given the mother an opportunity to continue her education, knowing her child is well cared for.

Linn County Child Development Center