

Iowa Community Empowerment Professional Development and Preschool Tuition Assistance for Low-Income Families

Implementation Progress Report to the Health and Human Service Appropriations Sub-Committee

February 15, 2006

The following information is based upon information provided by Community Empowerment Areas between January 12 and January 27, 2006.

A request was sent to all areas to **voluntarily** provide information on progress made toward implementing the following:

1. The 2005 General Assembly passed the Education Appropriations bill (HF 816) with statutory requirements for the use of School Ready (SR) Funds that are distributed to the Community Empowerment Areas. Of the amount appropriated for the SR funds, **\$1,000,000 must be used to collaborate with Area Education Agencies and Community Colleges or both to provide child care and preschool providers with access to high-quality professional development** [Chapter 28.9(e)].
2. The 2005 General Assembly included statutory requirements for the use of School Ready (SR) Funds in the Education Appropriations bill (HF 816). Of the amount appropriated for the School Ready funds, **\$4,650,000 shall be used to assist low-income parents with preschool tuition.** [Chapter 28.9(d)]

The following report is a report to the Health and Human Service Appropriations Sub-Committee. All 58 Empowerment Areas were asked to voluntarily report the information. 46 of the 58 areas responded to the survey, but not all 46 areas responded to every question.

Professional Development Projects

Collaborative Partners

Organizations the local boards have collaborated with to implement high-quality professional development opportunities for child care and preschool providers (most areas have collaborated with more than one organization):

Organization	Percent of Areas Reporting Collaboration (out of 42 areas responding)
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Community College	83.33%
Area Education Agency (AEA)	97.62%
ISU Extension Service	35.71%
Iowa Child Care and Early Education Network (ICCEEN)	11.90%
Child Care Resource and Referral (CC R&R)	69.05%
Other *(see page 5 for examples)	30.95%

Brief Analysis:
Most reporting areas are working with multiple partners to develop or expand existing professional development activities. Some other partners have included local association of education for young children, Head Start, preschool and child care providers and TEACH (a program of ICCEEN)

Data Collection

(Refer to Attachment – Tool DD (B):

Actual or Anticipated Project Start date

Start Month	Number/Percent out of 36 areas responding
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July 2005	4/11.11%
August 2005	2/5.56%
September 2005	2/5.56%
October 2005	6/16.67%
November 2005	1/2.78%
December 2005	5/13.89%
January 2006	10/27.78%
February 2006	1/2.78%
March 2006	5/13.89%
April 2006	0/0%
May 2006	0/0%
June 2006	0/0%

Brief Analysis:
One half of the areas reporting were able to get the professional development activities underway by December, or six months into the fiscal year.
By the end of the third quarter, all areas reporting anticipate the projects or activities will begin.

Overview of Planning and Implementation

Areas were also asked to provide a brief narrative to describe the planning and implementation process that they underwent in order to fulfill the legislation. Generally, it appeared that areas developed new relationships, identified common priorities, identified successful strategies to working with providers, and also looked at ways to link current activities.

Preschool Tuition Assistance for Low-income Families

Collaborative Partners

Organizations the local boards have collaborated with to implement preschool tuition assistance (some/most areas have collaborated with more than one organization):

Organization	Percent of Areas Reporting Collaboration (out of 37 areas responding)
Not-for-profit preschool	78.38%
Not-for-profit child care center	59.46%
For-profit preschool	56.76%
For-profit child care center	48.65%
Faith-based preschool	72.97%
Faith-based child care center	40.54%
Head Start	75.68%
Shared Visions Program	27.03%
School District	72.97%
Other *(see page 5 for examples)	37.84%

Brief Analysis:
 Most areas report working with multiple partners to support children in low-income families. While not-for-profit preschools are the most frequently mentioned, faith based organizations, Head Start programs and school-based programs are fairly consistent partners across the areas. Other partners include transportation agencies to assist children getting to centers. AEA, extension and CC R&R are also mentioned to assist with the quality criteria.

Quality Standards

Quality standards local boards have used as criteria for the distribution of preschool tuition assistance funds (some/most have used multiple standards):

Standard	Percent of Areas Reporting use of Standard (out of 38 areas responding)
NAEYC accreditation	42.10%
Shared Visions services	26.32%
Head Start services	47.37%
Early Childhood Environment Scale (ECERS-R)	42.10%
Iowa Quality Preschool Program Standards	73.68%
Other *(see page 5 for examples)	18.42%

Brief Analysis:
 All areas report some condition of quality standards for programs receiving the funds. Some areas report that Head Start is the only program meeting some form of standard this year, but anticipate more centers will be used as they begin to work toward some standard. One area reports that the providers self-determine which standard they will work toward.

Children to be served

4,142 children are anticipated to be served the with preschool tuition assistance funds, with 38 areas responding.

Data Collection

(Refer to Attachment – Tool CC (B):

Actual or Anticipated Preschool Tuition Assistance Start date

Start Month	Number/Percent out of 38 areas responding
July 2005	13/34.2%
August 2005	9/23.7%
September 2005	4/10.5%
October 2005	5/13.2%
November 2005	2/5.3%
December 2005	2/5.3%
January 2006	1/2.6%
February 2006	1/2.6%
March 2006	1/2.6%
April 2006	0/0%
May 2006	0/0%
June 2006	0/0%

Brief Analysis:

Many of the areas already had some form of tuition assistance available prior to FY '06, thus most areas were able to get the projects going before the end of the calendar year. However, it did take more negotiation with providers to implement locally determined quality standards for receiving the funds.

Additional Information

Professional Development - Collaborative Partners

Organizations the local boards have collaborated with to implement high-quality professional development opportunities for child care and preschool providers (most areas have collaborated with more than one organization):

Other Organizations:

- Home and center providers
- Childcare Advisory Board
- TEACH
- Quad City Association for the Education of Young Children
- Head Start, 5 preschool and child care providers, neighboring CEA Head Start,
- Headstart, TEACH, local providers of daycare/preschools
- Kid Kare of Iowa County Association (KKIC)
- Polk County Preschool Providers and United Way Women's Leadership Connection;
- Pre-School and Child Care Providers Pre-School and Child Care Providers
- Empowerment Child Care Project
- childcare providers
- Regional School Districts

Preschool Tuition Assistance - Collaborative Partners

Organizations the local boards have collaborated with to implement preschool tuition assistance (some/most areas have collaborated with more than one organization):

Other Organizations:

- All licensed preschools in Linn County were contacted about the project.
- Mahaska County Child Care Resource & Referral
- AEA 4 and 12; CCR&R
- I.S.U. Extension
- CCR&R
- Child Care Nurse Consultant
- Keystone AEA, ISU Extension
- AEA staff
- Marion County Human Service Providers Group
- ISU Extension, Madison County Public Transportation, Early Childhood Committee
- 1015 Transit Services 1015 Transit Services
- AEA and CCR&R

Quality Standards

Quality standards local boards have used as criteria for the distribution of preschool tuition assistance funds (some/most have used multiple standards):

Other Standards:

- individual assessments
- It is open to all school districts at this time
- we state that applicants must be working towards meeting one of these or other recognized standards.
- they are striving towards accreditation they are striving towards accreditation
- Family Day Care Rating Scale (FDCRS)
- We would accept others but none of the preschools are quite that far yet with the exception of Head Start. Maybe next year!
- All centers are required to go through the Ages & Stages or Denver Developmental training also. All centers are required to go through the Ages & Stages or Denver Developmental training also.