

ANNUAL REPORT FISCAL YEAR 2019 (7/1/2020 – 6/30/2021)

Our Mission: SHIP provides leadership in response to identified community needs and collaboratively provides for the delivery of health, human services, education, and public safety in Siouxland.

Early Childhood Vision: Every child, beginning at birth, will be healthy and successful.

Preschool and Early Learning

- * SHIP's Early Childhood Iowa funds helped 37 (52 FY2020) children aged 3-5, from 34 (52 FY2020) low-income families, gain access to 12 high quality preschool programs through scholarship assistance
- * The average cost per scholarship was \$1,782.25
- * 97% of these children displayed age-appropriate skills by the end of the year

Family Support Programs

- * SHIP's Early Childhood Iowa funds served 358 children aged 0-5 from 388 at-risk families through 5 family support programs (4 of which are nationally accredited, 1 of which is a state-accredited Family Resource Center)
- * 3,324 home visits were provided to the families and children that these programs serve.

Stories of Success

Mackenzie has been enrolled in Lutheran Services in Iowa HOPES program with Kellie Collins, Family Support Worker, since Mackenzie became a mom at age 15. Mackenzie met Kellie through LSI's Teen Parenting Group when she was pregnant with Rowen. Around 2 years of age, Rowen was *incredibly* intelligent – he knew his numbers, colors, ABCs, shapes and more. Rowen also quickly and easily learned math, reading, and spelling. In addition to this, Kellie noticed signs and symptoms of sensory issues. When Kellie suggested a referral to AEA, the family chose to continue working on personal-social skills in the home instead. When the COVID-19 pandemic hit, the family stayed highly engaged in services through virtual visits with Kellie. When Mackenzie's concerns grew over Rowen's sensory struggles and lack of social skills, Mackenzie requested a referral for an evaluation. Kellie completed the referral and subsequently, Rowen received a diagnosis of Autism Spectrum Disorder. Kellie provided verbal support and reassurance, information on ASD and suggested activities and set up additional services in the community the family could access. Mackenzie has been active in reaching out to multiple sources for support but grew increasingly frustrated with the circle she was being sent in via multiple providers. Kellie was able to advocate and find resources on Mackenzie's behalf. Mackenzie and Rowen are finally getting the services they feel they need to be successful. Mackenzie is now 19 years old. She is doing a phenomenal job parenting Rowen and continuously seeks information from her home visitor, Kellie on what she can do to better support Rowen in his development. Rowen is going to Pre-K this fall, is working with AEA, and is on the waiting list for the local ASD specialty clinic. There is no doubt that the family will have a bright future together. Without Kellie's guidance and support, Mackenzie and Rowen potentially wouldn't have gotten the valuable information and support they needed to maneuver the system and receive the best resources possible. - LSI

Services, programs and activities we support:

- * Quality Preschool and wrap-around Scholarships to Low-Income Families
- * On-site Quality Child Care Center for Teenage Parents obtaining a High School Diploma
- * On-site Quality Child Care Center for Women in Drug/Alcohol treatment and Housing
- * Evidence-Based, Nationally Accredited In-Home Family Support Programs for At-Risk families
- * Full-time I-Smile Oral Health Collaborative Program to Provide Screenings, Referrals, and Fluoride Varnishes to Children aged 0-5
- * State-Accredited Family Resource Center with In-Home Visits and Parenting Classes
- * Annual Kids Fest Health Fair for Ida County Children & Families
- * Western Iowa Tech Community College Early Childhood Education Scholarships for Child Care Providers working in Ida or Woodbury County
- * 2-Year-Old Preschool Classroom at Native American Child Care Center
- * 3-Year-Old Preschool Classroom for families living in Ida County
- * Investment Program to support child care businesses in Ida and Woodbury Counties

Oral Health & Developmental Delay Screenings

SHIP's Early Childhood Iowa funds have supported the Oral Health Program at Siouxland District Health Department since SHIP was designated an Early Childhood Iowa area in 1999. Now called the I-Smile Oral Health Program, the program provides dental screenings and fluoride varnishes, as well as dental health education to children 0-5 at child care centers, preschools, and kindergarten registrations in Woodbury County. This year, 319 (1,460 FY19) children were served. Of those 319, nearly 50 (251 FY19) needed follow-up dental care. 39% (31% FY19) of those children needing treatment were later verified to have received treatment by a dentist. 84% (83% FY19) of the children screened were cavity-free. Additionally, 375 (2,049 FY19) were educated. The total average cost for these screenings is very low: only \$201.18 (\$53.30 FY19) per child. *FY2021 #'s - due to COVID-19*

The Early Childhood Iowa Committees mandated all children in centers receiving ECI funds, would be screened for developmental delays using the Ages and Stages Questionnaire. 552 total children were screened, 92% of all children served in all 12 programs. 57 of the children screened were referred on for critical services including; AEA, mental health, head start, medical specialists, dentists, ophthalmologists. audiologists. family health practitioners. and Individual Education Plans.

Siouxland Human Investment Partnership is committed to increasing the quality and accessibility of services for families with young children. SHIP has been able to do this through collaboration with dozens of quality Early Childhood Programs including:



Community Plan Updates in SFY'2021

Name of Early Childhood Area: **Siouxland Human Investment Partnership**

Iowa Code chapter 256I requires that local ECIA boards report progress toward and achievement of desired results identified in the Community Plan.

Provide a narrative of the ECIA's progress in the last year towards the priorities and strategies identified in the most recent Community Plan. Success and/or challenges to meeting the ECIA goals may also be included.

Developmental Delays Screenings: The sixth indicator under the Healthy Children Priority - *% of children screened for developmental delays that are referred on for additional services* was fully developed by the end of fiscal year 2017 and contractually mandated on all fiscal year 2018 contracts. The sub-committee established screenings, re-screens, screening tools, who scores, referrals, target population for program pilot, training of screeners, and monitoring by Child Care Nurse Consultant. The Ages and Stages Questionnaire was selected by the sub-committee to fulfill the required outcomes and measurements for developmental delay screens. ASQ screens began in the fall of 2017 (fiscal year 2018) mandating that all centers receiving ECI funds would screen every child attending their center (both scholarship and non-scholarship children). FY2021 outcomes were recorded in the providers' mid-year and annual reports. 35 (51 FY20) (65 FY19) scholarship children and 548 (619 FY2020) (892 FY19) non-scholarship children were screened. 4 (7 FY2020) (9 FY19) scholarship children and 20 (23 FY2020) (48 FY19) non-scholarship children were referred to AEA, Mental Health, Head Start, Medical Specialists, Dental Care, Eye Doctors, Audiologists, Family Physicians, Ear Nose and Throat Specialists, Speech Therapists, Able Kids, SLPs, Special Education, and IEPs. 1 scholarship parent and 4 non-scholarship parents refused the referrals in FY2021. No parents refused the referrals in FY2020 and only (2 scholarship parents and 0 non-scholarship parents refused the referrals FY19) proving that ECI dollars can go a lot further than just scholarship families when the community works together. *FY2021 #'s are much lower than previous years - due to COVID-19*

Lectio Institute: The 4th indicator under Accessible, Affordable Quality Preschool - *% of preschoolers ready for Kindergarten* - SHIP, Siouxland Community Foundation, Sioux City Community School District (SCCSD), Siouxland District Health Department, and the Comprehensive Strategy Council members attended the 2017 (FY18) and the 2018 (FY19) Lectio Institute to gain knowledge to guide community stakeholders through a comprehensive analysis of our literacy programs and services, to focus our goals, design, desired outcomes, and resource allocations. The ultimate goal is to achieve Grade Level by Eight with a 3 Prong Approach: Early Literacy, Chronic Absenteeism, and Summer Literacy. SCCSD's Associate Superintendent, Dr. Kim Buryanek, approached the Comprehensive Strategy Council with shocking statistics; only 16.58% of preschool students in the district were meeting benchmarks on Fall IGDI's and only 45.44% were meeting benchmarks on Fall FAST Data, well below the state and national averages. This is when the Comprehensive Strategy Council narrowed their literacy focus to ages 0-5. They invited the Ida/Woodbury ECI Director to join the council to focus on community engagement to increase Kindergarten readiness with a literacy campaign that would ultimately narrow its focus to ages 0-3. Matt Ohman and Kerri Hall have both participated in the Lectio Institute and are on the Lectio Leadership Team which continues to meet monthly to guide the work of the Grade Level Reading Campaign efforts as well as the 0-3 Prime Age To Engage Initiative. *Due to Covid-19 the Team met virtually in FY2021*

Grade Level Reading Campaign (GLR): The 4th indicator under Accessible, Affordable Quality Preschool - *% of preschoolers ready for Kindergarten* - Since attending the first Lectio Institute SHIP, Siouxland Community Foundation, and the Sioux City Community School District have been involved in the GLR

Campaign in an effort to close the achievement GAP here within the largest school district in the area. In June of 2017 the Siouxland Community Foundation sent the Ida/ Woodbury Co. ECI Director (Kerri Hall) to the GLR Conference in Denver Colorado to explore strategies that could be implemented in this community. The information that was obtained has been invaluable to the Comprehensive Strategy Council, applied to collaborative efforts, and the community has since be recognized for many National Grade Level Reading Campaign Pace Setter Awards at the All America City Awards Celebration in Washington D.C. (Moved to online due to Covid-19). Kerri Hall attended the Ralph Smith State Pacesetter Luncheon at the Capitol, the Iowa GLR Gathering in Des Moines, and presented at the Early Childhood Iowa Systems Summit GLR Breakout Session and the GLR Gathering at the Early Childhood Brain Science Conference in Des Moines. Matt Ohman and Kerri Hall are also both part of the GLR Commons online discussions platform. Board of Director Dr. Kim Buryanek, as well as Matt Ohman and Kerri Hall continue to attend these meetings online. *Due to Covid-19 all GLR meetings were convened online in FY2021. SHIP's*

0-3: Prime Age to Engage: The 4th indicator under Accessible, Affordable Quality Preschool - % of preschoolers ready for Kindergarten - SHIP, Growing Community Connections, Siouxland Community Foundation, Sioux City Community School District, Comprehensive Strategy Council (now identified as Source for Siouxland), Siouxland District Health Department, the United Way of Siouxland, along with 70+ community partners are continually moving the 0-3: Prime Age to Engage literacy campaign (which is the result of efforts put forth by the Lectio Leadership Group and Grade Level Reading Campaign involvement) forward. The initiative now has five focus groups of community leaders dedicated to this initiative. Matt Ohman (SHIP's Executive Director), JoAnne Gieselman (Director of Growing Community Connections through SHIP serving as the backbone agency), and Kerri Hall (SHIP's Early Childhood Iowa Director) have been a part of this initiative since it took on this early childhood 0-3, early literacy focus. *Due to Covid-19 Action Teams met online in FY2021 (there were a few meetings held in person during the Summer of 2021 but were moved back to online because of the uptick in cases.)*

The five action teams are;

Early Learning Environments (Convened by Kerri Hall and co-facilitated by Kerri Hall and the Sioux City Community School District's Associate Superintendent, Dr. Kim Buryanek). The Early Learning Environments' group (ELE) objective is to focus on early learning environments including but not limited to; educating child care providers on 0-5 brain development and the importance of quality early learning environments for life readiness, identify non-traditional early learning environments where children gather, and to create opportunities for adults and young adults to engage in literacy opportunities with children 0-3. This group's activities are; to increase provider understanding and knowledge of quality language and vocabulary practices in early learning environments and to raise the quality of language and vocabulary in early learning environments by increasing the number of interactive conversations between adults and children. The ELE group visited as many of the 250 child care centers and in-home child cares in the area within the first year to deliver brochures and recruit involvement in the initiative. In year two they began providing follow up visits to those same child care providers providing signage and posters with reminders to be constantly and always talking, playing, reading, and singing. *In person visits have been halted due to Covid-19.* The Crittenton Center, in conjunction with SHIP, SCCSD, and Iowa State University, held the first Lena Start pilot group class in Sioux City in the Spring of 2019. Eight families were enrolled and seven completed the curriculum. Overall, families started around the 40th percentile for Adult Words spoken to their children and ended around the 70th percentile while participating in the LENA Start program. In terms of the parent's reports of their children's language ability, the children started around the 20th percentile and progressed to the 50th percentile by the end of sessions. This could be attributed to positive change in many

of the domains that are important for positive child development and a big boost in child-directed speech because of the Lena Start class. Another percentage that increased greatly from pre-post was awareness of child development, which is a goal of Crittenton Center's Resource Center. Community Action Agency of Siouxland - Early Head Start program began LENA Home in the Spring of 2019. An overall goal for the Head Start and Early Head Start program has been to increase the literacy skills of children. LENA Home has a coaching guide for home visitors to follow when working with the family in the home. The coaching guide provides a step by step approach along with videos and parent resources to support the facilitation of language development within the home. In addition, the program provided participants with a children's book for each week they participated. Eleven families were able to complete the program, 13 LENA Home lessons and a minimum of 6 valid recordings. The aggregated data shows all families had a 13% gain from the initial recording to their final recording and a 4% increase in conversational turns. For lower talk families, the data reflects a 21% gain for adult words and a 13% gain in conversational turns from the first to final recording. Children with an identified or suspected language delay showed a 32% gain in adult words and a 10% gain for conversational turns. This group partnered with Iowa State Extension to assist in the pilot year (SFY2019) for Lena Start in the Resource Center/Home Visitation program within the Crittenton Center as well as Lena Home in the Early Head Start Program within Community Action Agency (CAA) of Siouxland in Sioux City. CAA's second cohort of LENA Home finalized in March 2020. There were 12 participants in this cohort with 184 valid recordings completed. The aggregated data is showing adult words increased by 19% for all families and by 23% for lower talk families. The amount of adult child conversational turns increased by 7% for all families and by 9% for lower talk families. Developmental snapshot reports show a 20% growth for all children and a 6% growth for lower talk children. The home visitors and their supervisor meet throughout the completion of this cohort to focus on LENA coaching guides, to evaluate data and graphs, and discuss successes and challenges. Early Head Start completed one virtual cohort for LENA Home with 4 families completing in FY2021. The data showed significant increase in adult words with a 41% increase between the first and final LENA day and an increase in the child's snapshot data by 5%. Daily reading minutes increased by 45 minutes per day by the end of the cohort. In a survey of LENA Home participants, 100% of participants agreed that the LENA Home reports encouraged them to talk more to their child and that LENA Home made them recognize that conversational turns affect their child's language development. Currently, Early Head Start is gearing up to start the Fall Cohort in FY2022. Feedback for Crittenton Resource Center (CRC) Lena Start group from all of the families and the Family Support Workers was very positive. The Family Support Workers kept in contact with the majority of families and they are still utilizing what they learned from the course regarding the importance of reading to their children, talking to them more, and less screen time. From the data, we learned the results were better when the children were older than newborn age. Despite the fact that reading and talking to newborns is important, they don't respond back "number of turns" because they do not yet coo or make other sounds in response to parents engaging them that can be tracked by the device. Older babies and toddlers responded back more frequently. CRC had another LENA Start group scheduled to begin in March of 2020 but due to Covid-19, the class was rescheduled for later in the fiscal year, or possibly pushed into FY2021, but funding cuts inevitably shut the program down completely. This is very unfortunate as the class was going to be taught in Spanish (by CRC's Spanish speaking Family Support Worker). CRC had 10 families register right away and additional families already on a waiting list. All families who registered were willing to wait for the class to be held in the future. CRC had already ordered books and some of the toys for the families that go along with each class. The data chart is available upon request. The Early Learning Environments group will continue to search for the funding to continue the project with CRC as well as funding to add the LENA Grow program to our community. Prior to Covid-19 our initiative was on track to have all three programs (LENA Start, LENA Home, and LENA Grow) running simultaneously - making Siouxland only the second community in the country to do so with Nashville Tennessee being the first and only. In expanding LENA Home, the MIEHV home visitation programs have partnered with Early Head Start to provide the program to MIECHV funded participants. The programs are in the process of finalizing the first cohort and moving onto the next cohort. The group added, at least one, permanent StoryWalk (two are to be completed in FY2021) and a

Mobile Story walk (completed in FY2020) to their action plan. To date, two locations for a permanent StoryWalk have been identified. Growing Community Connections (GCC), a local non-profit that has been a partner of the initiative since its planning stages, recently unveiled its Mobile StoryWalk at National Night Out. The StoryWalk featured the book *If You Give a Mouse a Cookie* and every child received both a book and a cookie when they completed the walk. GCC and Rotary Club of Sioux City are sponsoring the two permanent StoryWalk's that will run along the Missouri River – one on the Iowa side and one on the Nebraska side. The Early Learning Environments group has completed work on a Legal Toolkit (similar to the Medical Toolkit) to provide to those in the legal profession who work with families of young children. The legal toolkit was to be made accessible to judges, attorneys, clerk of courts, and all those working in the juvenile justice system. The team is working on getting a class scheduled to offer Continuing Legal Education (CLEs) credit to those who attend. *Due to Covid-19 there has been a delay in getting these out but the team is hopeful we will have these distributed before the end of the calendar year.*

Early Literacy (co-facilitated by Matt Ohman and the SCCSD's Associate Superintendent Dr. Kim Buryanek) The Early Literacy group created book-rich environments in public agencies where children and families gather. Now in its fourth year, the committee has placed 24 bookshelves out into the community at businesses, doctor's offices, schools, non-profit organizations and public service agencies. The initial 7 bookshelves were built and donated by the Homebuilder's Association, and the majority of the rest were built and donated by the Carpenter's Union, with a few shelves built by students at the Boys and Girls Club of Siouxland. The Carpenter's Union also expanded the shelf type by building and installing three outdoor bookshelves in 2021. Children's books were donated by a business, D2 Worldwide, that does an annual Books for Budding Brains book drive.

Children and families visiting agencies with bookshelves are able to read together in the lobby, and families can take the books home with them to keep after the visit is over. Additionally, three 12-minute videos developed by the Sioux City Community School District have been shared with agencies to help staff talk to families about the importance of reading during visits. In some lobbies, the videos may play on a loop. D2 continues to supply books through their book drive (nearly 5,000 collected in 2019) and even delivers books to replenish shelves. Additionally, a mobile "bookshelf" (wagon) was purchased with donations, and is taken out to community events, including health fairs, free school breakfast and lunch sites, and summer program sites. Students attending Sioux City Community School District's Career Academy's graphic design class furnished 0-3 posters and stickers to be placed on and near the bookshelves to further promote literacy and family engagement.

Health Action Team (Convened by Siouxland District Health Department's Health Promotions and Planning Coordinator Michelle Lewis and facilitated by Michelle) The Health and Medical Connections group is working with medical providers and encouraging them to promote literacy by participating in the Reading Prescription Program. Five different physicians' offices continue to participate in the Reading Prescription program. Practitioners provide a physical prescription that requests parents and care givers read to their children 15 minutes, twice daily, along with a free age-appropriate book and literacy education, during well child exams. The focus of year two includes working with prenatal programs, OBGYN offices and a birthing hospital. One prenatal program (Centering on Pregnancy) held at the Federally Qualified Health Center now incorporates a session on the importance of literacy within their curriculum. Participants in the program receive a free book at the completion of that day's session. One OBGYN office is very interested in the program and is in the process of ordering books to be given to their patients. One birthing hospital is also

participating in sharing information of early childhood literacy. All new moms had been receiving a registration form for the Dolly Parton Imagination Library, but due to capacity with the program have now had to stop. The hospital is currently looking into the process of providing a new book to each baby. Books supplied to the physician offices and prenatal program are available at the Siouxland District Health Department's Book Depot. These books are donated books from a book drive held in partnership with D2 of North Sioux City, SD and the United Way of Siouxland. There are currently 6,000 books available at the Depot. *Due to Covid-19 meetings were convened virtually in FY2021*

Media and Outreach (Convened and facilitated by the Comprehensive Strategy Council including SHIP's Matt Ohman, and Kerri Hall) The Media and Outreach group hired Bass Advertising to create an identity for the campaign: 0 – 3 Prime Age to Engage. SHIP has worked closely with Chatterkick, a social media and marketing firm, to create a website that contains the links that parents, caregivers, and providers can utilize for all their early literacy needs. Thanks to a focus grant awarded by United way of Siouxland, billboards were displayed in five locations around Siouxland, and radio spots began in August 2018 on KISS, KQNU and KSUX. The three stations were chosen because they have the greatest reach with women between the ages of 18 and 34. The radio spots are 60 seconds long. The stations have each matched the paid spots to double the coverage. The campaign officially launched with a press conference on July 30, 2018 and is currently in year two. Two billboards are still in their original locations in neighborhoods that house the most at risk youth and the other billboards rotate when there is a slot vacancy. The radio spots are now on the public service announcement rotation. A press release was held in March of 2019 to unveil the 0-3 Prime Age to Engage posters that were created by the Sioux City Community School District's Career Academy. The mobile bookshelf was also unveiled at the press release.

READY! for Kindergarten: (Convened and facilitated by the Sioux City Community School District's Director of Elementary Education Dr. Brian Burnight) The READY! for Kindergarten program delivers workshops and take-home student materials, to inspire and support parents while helping their young children develop strong brain connections to support success as students transition into Preschool and Kindergarten. Parents and caregivers attend a series of workshops each year, based on their child's age. They learn new skills and helpful tips to nurture development in ways that foster academic skills and personal behaviors to boost children's motivation, perseverance, and engagement in learning. READY! Facilitates interactions and active learning by using movement, play, exploration, communication and all of a child's senses - seeing, hearing, smelling, touching and tasting. The READY! for Kindergarten curriculum is designed around 26 Age Level Targets[®], or measurable skills, that most highly correlate to success in school. The Sioux City Community School District has doubled participation of families in the program in the initial two years and anticipates supporting more than 100 families from high poverty schools the 2021-2022 school year.

While each action team has their own individual focus, the overall common agenda is to improve literacy to narrow the achievement gap. There are many collaborations in the works that have not been referred to in this update as many details have not yet been finalized. The initiative is rapidly growing with new ideas coming in every day. All goals and objectives written into the Year One Action Plans were successfully completed by all Action Teams. Year Two Action Plans are well underway, and goals and objectives are anticipated to be completed by the end of the calendar year.

Community Child Care Solutions: All indicators under Accessible, Affordable Quality Child Care - % of providers with QRS Level 3 or higher, % of regulated programs / providers, and % of average median

income that parents pay for child care – SHIP's Matt Ohman, Kerri Hall, and JoAnn Gieselman, have partnered with the Iowa Woman's Foundation, and many other local agencies and businesses to become part of the Building Community Child Care Solutions initiative. SHIP's Executive Director and Early Childhood Iowa Director are the contractors for Ida County. Kerri facilitates and convenes the Businesses and Child Care/Child Care Entrepreneurs group while Matt convenes and facilitates the Before and After School Care group. Matt and Kerri both facilitated a business informational luncheon for 50 CEOs and Presidents of Woodbury County's largest employers. Since the meeting, solutions groups have been created and Matt and Kerri are in the same groups, Matt is with Before and After School Programing while Kerri and JoAnn(convener/facilitator) are with Businesses and Child Care/Entrepreneurs/2nd & 3rd Shift Child Care/College and Child Care. In Sioux City every time the Community Child Care Solutions team gets together it brings them closer to some great solutions. Together they are looking at ways to improve the availability and accessibility of quality, affordable childcare in our community. Teams were identified to work on solutions and now four of those team have joined up to make up the Siouxland CCC Solutions group. They are comprised of: #1 Business and Child Care, #2 2nd and 3rd Shift Child Care, and #3 Child Care Entrepreneurs, and #4 College and Child Care. They have had many great discussions on the need for high quality child care in the area, the concern about having enough early Childhood staff to fill positions especially with the pay and benefits for those positions being so low and many other topics. They now know that businesses are open to ideas for supporting working families. There were so many great directions that could have been taken. Through guided facilitation three goals were determined for the year and considered at the heart of these solutions is the importance of partnering with businesses: The goals being developed include- A.) A presentation to share with businesses to increase awareness of the importance of high quality, affordable childcare. B.) An elevator speech for all business to have when they meet with Legislators- there needs to be a consistent message C.) Establish Safety net spots at different child cares with businesses. One example; the business would pay for two, year-round slots at a child care and whenever they need a spot for their employee's child, they could call the child care and there would be a place for them. The child care would staff their facility as if the children were always there. In Ida County, another luncheon was held September 3, 2019 to determine next steps. The Iowa Women's Foundation launched CAREforce for our WORKforce campaign statewide chose Sioux City as one of six communities to highlight efforts as more targeted awareness. The ECI Director has been working very hard to distribute materials throughout the community after the Press Release in July. The distribution was challenging due to Covid-19 but all signs found a home and were displayed. *Due to Covid-19, these groups did not convene in FY2021.*

All of these updates are ongoing and will continue to strengthen as they gain momentum in the community.



Status Report

361367-SHIP (Ida & Woodbury counties) SFY2021

Early Childhood Iowa

Award Year: 2021 **Status:** Submitted
Contract Number: 361367
Status Report Number: 03
Submitted By: Kerri Ann Hall
Submitted Date: 09/14/2021
Status Report Type: Annual Report
Title:
Report Period 07/01/2020 06/30/2021
From Date To Date

Primary Contact and Organization

Primary Contact

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City* Sioux City Iowa 51106
City State/Province Postal Code/Zip
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Phone Ext.
Program Area of Interest* Early Childhood Iowa
Fax: 712-222-6216

Organization Information

Organization Name:* Siouxland Human Investment Partnership
Organization Type:* County Government
DUNS: 02-625-8553
Organization Website: www.siouxlandship.org
Address: 1520 Morningside Avenue

City Sioux City Iowa 51106
City State/Province Postal Code/Zip
Phone: 712-251-6553
Ext.
Fax: 712-222-6216

Board and Contact Information

Area and Counties Served

Name of Early Childhood Area: Siouxland Human Investment Partnership
Website: <https://siouxlandship.org/>
Counties in ECIA: Ida, Woodbury

Current Board Chairperson

Current Board Chairperson Name: Mark Monson
Board Chairperson Address: 1520 Morningside Avenue Suite 200
Board Chairperson City: Sioux City
Board Chairperson State: Iowa
Board Chairperson Zipcode: 51106
Board Chairperson Phone: 712-204-1015
Board Chairperson E-mail: mark@mudflap.com

Current Fiscal Agent

Current Fiscal Agent Name: Siouxland Human Investment Partnership
Fiscal Agent Address: 1520 Morningside Avenue Suite 200
Fiscal Agent City: Sioux City
Fiscal Agent State: Iowa
Fiscal Agent Zipcode: 51106

Fiscal Agent E-mail: khall@siouxlandship.org

Contact Person for the Local ECI Board

Contact Person Name: Kerri Ann Hall
 Contact Address: 1520 Morningside Avenue Suite 200
 Contact City: Sioux City
 Contact State: Iowa
 Contact Zipcode: 51106
 Contact Phone: 712-574-2793
 Contact E-mail: khall@siouxlandship.org

[Click here to download the Board Matrix template.](#)

Board Matrix Attachment* SHIP Board Matrix FY 20-21 1.xlsx

[Click here to download the Community Plan Updates template.](#)

Community Plan Updates* Community Plan Updates in SFY2021.docx

[Click here to download the Executive Summary template.](#)

Executive Summary Attachment SHIP Executive Summary FY2021.docx

Car Seat - Direct Service

Name of Program or Service

List the name of each contractor funded.

Contractor

Description

Link to Which Comm. Plan Priority or Priorities

How much was invested (Input measures)

Source		Amount
	Early Childhood Program	\$0.00
	Early Childhood Admin	\$0.00
	School Ready-Quality	\$0.00
	School Ready-Other/Undesignated	\$0.00
	School Ready-Admin	\$0.00
	Total	\$0.00

Optional: Other Funding Expended and Source

Source	Amount
	\$0.00

Total Funding

Total \$0.00

How much was done or produced (Output Measures)

Output Measures	# done or produced
Prenatal	
Children 0 to 1 Year	
Children 1 to 2 Years	
Children 2 to 3 Years	
Children 3 to 4 Years	
Children 4 to 5 Years	
Children 5 to 6 Years	
Total	0

How much was done or produced? (Output Measures)

Number of Car Seats Checked # Seats Checked

How well did we do it (Quality/Efficiency Measures)

Cost per Child for the service	\$0.00	0	\$0.00
	Total Cost	# of Children	

What Was the Change in Conditions for Those We Served (Outcome Measures)

% of car seats safely installed prior to the car seat safety check as reported by the car seat safety technician	# Achieved Measure	0	# of Car Seats Checked	0%
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Crisis/Emergency Care - Direct Services

Name of Program or Service Little Inspirations CC; West High Infant Center
List the name of each contractor funded.

Contractor Rosecrance Jackson Recovery Centers; Crittenton Center

Description Provide a quality on-site child care center for children ages 0-5 while there mothers are participating in educational or substance abuse treatment programming and living in transitional housing; serving infants 0-24 months at an on site child care center at West High School for parents seeking to continue their high school education.

Link to Which Comm. Plan Priority or Priorities Accessible, Affordable Quality Child Care & Healthy Children

How much was invested (Input measures)

Source	Early Childhood Program	\$106,069.89
	Early Childhood Admin	\$0.00
	School Ready-Quality	\$0.00
	School Ready-Other/Undesignated	\$0.00
	School Ready-Admin	\$0.00
	Total	\$106,069.89

Optional: Other Funding Expended and Source

Source	Amount
private pay, state block grant, Dept of Ed, Childcare assistance/CACFP, RJC supplemented operating funds, Covid Supplement	\$259,739.04
	\$259,739.04

Total Funding

Total \$365,808.93

How much was done or produced (Output measures)

Output Measures	# done or produced
Prenatal	
Children 0 to 1 Year	28
Children 1 to 2 Years	23
Children 2 to 3 Years	17
Children 3 to 4 Years	10
Children 4 to 5 Years	6
Children 5 to 6 Years	3
Total	87

How much was done or produced (Output measures)

Total # Familles Served	61
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Marital Status - Head of Household (Output measures)

Married	11
Single	40
Widowed	
Partnered	5
Divorced	4
Separated	1

Household Size (Output measures)

2 People	32
3 People	17
4 People	8
5 People	4
6 People	
Greater than 6 People	

Federal Poverty Level (Output Measures)

100% or Below FPL	41
101 - 150% FPL	11
151 - 200% FPL	1
201 - 299% FPL	4
300% or Greater FPL	4

Education Level of Head of Household (Output Measures)

Middle School or Lower	
Some High School	10
High School Diploma	23
GED	3
Trade or Vocational Training	4
2-Year College Degree	11
4-Year College Degree	10
Master's Degree or Higher	

Race of Head of Household (Output Measures)

Native American or Alaskan Native	14
Native Hawaiian or Pacific Islander	
African American	9
Asian	
White	37
Multiracial	1

Ethnicity - Hispanic/Latino (Output Measure)

Hispanic/Latino 6

How much was done or produced (Output measures)

Number of programs that received funding for crisis/emergency care 2

Programs Meeting Quality Initiatives (Output Measures)

NAEYC Accredited
 NAFCC Accredited
 Head Start
 IQPPS Verified
 QRS Level 3 1
 QRS Level 4
 QRS Level 5 1

Education Level of Lead Teacher (Output Measures)

GED
 High School Diploma 2
 CDA
 AA in Early Childhood or Child Development
 AA In Related Field
 BA/BS in Early Childhood or Child Development
 Holds a Teaching License with an Early Childhood Endorsement
 Post Graduate Degree

How well did we do it (Quality/Efficiency Measures)

Children Screened for	Developmental Delays (ASQ)	87	87	100.0%
	Type of Screening Completed	# Achieved Measure	# Possible	%
Of those Children Screened, % referred on for additional services or treatment	17	87	19.54%	
	# Achieved Measure	# Possible	%	
Cost per Child for the service	\$365,808.93	87	\$4,204.70	
	Total Cost	# of Children	\$	

What Was the Change in Conditions for Those We Served (Outcome Measures)

% of families that report decreased stress	80	61	131.15%
	# Achieved Measure	# Possible	%
% of families that are connected to additional concrete supports	61	61	100.0%
	# Achieved measure	# Possible	%
% of families that participate in parent education opportunities	61	61	100.0%
	# Achieved measure	# Possible	%
% of programs with a rating of 3 or higher in the QRS system	2	2	100.0%
	# Achieved	# Possible	%

Dental - Direct Services

Name of Program or Service	Oral Health Program
<i>List the name of each contractor funded.</i>	
Contractor	Siouxland District Health Department
Description	Dental Screenings, fluoride applications and dental education for children.
Link to Which Comm. Plan Priority or Priorities	Healthy Children

How much was invested (Input measures)

Source		
	Early Childhood Program	\$0.00
	School Ready-Quality	\$0.00
	School Ready-Other/Undesignated	\$63,175.15
	School Ready-Admin	\$0.00
	Total	\$63,175.15

Optional: Other Funding Expended and Source

Source	Amount
Maternal Child Adolescent Health Grant/Medicaid Revenue	\$1,000.00
	\$1,000.00

Total Funding

Total	\$64,175.15
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How much was done or produced (Output measures)

Output Measures	# done or produced	
	Prenatal	
	Children 0 to 1 Year	57
	Children 1 to 2 Years	61
	Children 2 to 3 Years	45
	Children 3 to 4 Years	36
	Children 4 to 5 Years	49
	Children 5 to 6 Years	71
	Total	319

How well did we do it (Quality/Efficiency Measures)

Children Screened for	Oral Health - decay	319	319	100.0%
	Type of Screening Completed	# Achieved Measure	# Possible	%
Of those Children Screened, % referred on for additional services or treatment	50	319	15.67%	
	# Achieved Measure	# Possible	%	
Cost per Child for the service	\$64,175.15	319	\$201.18	
	Total Cost	# of Children	\$	

What Was the Change in Conditions for Those We Served (Outcome Measures)

% of children who need dental treatment that went to a dentist	20	50	40.0%
	# Achieved Measure	# Possible	%
% of children who are cavity free	269	319	84.33%
	# Achieved measure	# Possible	%

Early Care & Education Scholarships - Direct Services

Name of Program or Service	Preschool Scholarships
<i>List the name of each contractor funded.</i>	
Contractor	Apple Tree Morningside; Apple Tree North; BB's Preschool and Child Care; Building Blocks North; Building Blocks Sgt. Bluff; Calico Kids Preschool; Mary Elizabeth Child Care and Preschool; Mary J. Treglia Community House Preschool; Native American Child Care Center; River Valley Preschool; Stella Sandford Preschool; St. Paul's Lutheran Church - Wee Wisdom Preschool; St. Paul's - Sioux City; Bluff's Little Thinkers - Child Care and Preschool
Description	Preschool - Scholarship assistance to low income families (200% of poverty guidelines and below)
Link to Which Comm. Plan Priority or Priorities	Quality Child Care and Quality Preschool

How much was invested (Input measures)

Source		
	Early Childhood Program	\$0.00
	Early Childhood Admin	\$0.00
	School Ready-Quality	\$0.00
	School Ready-Other/Undesignated	\$56,598.93
	School Ready-Admin	\$0.00
	Total	\$56,598.93

Optional: Other Funding Expended and Source

Source	Amount
Private Pay, United Way, Parent Co-pay, Donations	\$62,232.31
	\$62,232.31

Total Funding

Total	\$118,831.24
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How much was done or produced (Output measures)

Output Measures	# done or produced
Prenatal	
Children 0 to 1 Year	0
Children 1 to 2 Years	
Children 2 to 3 Years	
Children 3 to 4 Years	19
Children 4 to 5 Years	16
Children 5 to 6 Years	2
Total	37

Marital Status - Head of Household (Output Measures)

Married	11
Single	13
Widowed	
Partnered	6
Divorced	3
Separated	1

Household Size (Output Measures)

2 People	8
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3 People	7
4 People	9
5 People	6
6 People	3
Greater than 6 People	1

Federal Poverty Level (Output Measures)

100% or Below FPL	10
101 - 150% FPL	12
151 - 200% FPL	10
201 - 299% FPL	2
300% or Greater FPL	

Educational Level of Head of Household (Output Measures)

Middle School or Lower	1
Some High School	
High School Diploma	15
GED	
Trade or Vocational Training	6
2-Year College Degree	5
4-Year College Degree	7
Master's Degree or Higher	

Race of Head of Household (Output Measures)

Native American or Alaskan Native	1
Native Hawaiian or Pacific Islander	
African American	3
Asian	
White	25
Multiracial	

Ethnicity - Hispanic/Latino (Output Measure)

Hispanic/Latino	15
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How much was done or produced (Output Measures)

Number of programs that received funding for a scholarship	12
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Programs Meeting Quality Initiatives (Output Measures)

NAEYC Accredited	1
NAFCC Accredited	
Head Start	
IQPPS Verified	3
QRS Level 3	
QRS Level 4	8

Education Level of Lead Teacher (Output Measures)

GED	
High School Diploma	2
CDA	5
AA in Early Childhood or Child Development	1
AA in Related Field	1
BA/BS in Early Childhood or Child Development	6
Holds a Teaching License with an Early Childhood Endorsement	1
Post Graduate Degree	1

How well did we do it (Quality/Efficiency Measures)

Children Screened for	Developmental Delays - Ages and Stages Questionnaire	35	37	94.59%
	Type of Screening Completed	# Achieved Measure	# Possible	%
Of those Children Screened, % referred on for additional services or treatment	4	35	11.43%	
	# Achieved Measure	# Possible	%	
Cost per Child for the service	\$118,831.24	37	\$3,211.66	
	Total Cost	# of Children	\$	

What Was the Change in Conditions for Those We Served (Outcome Measures)

% of children demonstrating age appropriate skills	34	35	97.14%
	# Achieved	# Possible	%

Assessments for Determining Age Appropriate Skills

Gold	8
Creative Curriculum	10
Brigance	
ASQ	12
IGDIs	5
High Scope	1
Ireton Developmental Checklist	
Saxon Math	
Locally Developed	2

What Was the Change in Conditions for Those We Served (Outcome Measures)

% of programs with a rating of 3 or higher in the QRS system	11	12	91.67%
	# Achieved Measure	# Possible	%

Early Care & Education Supportive Services - Direct Services

Name of Program or Service	Preschool Programs
<i>List the name of each contractor funded.</i>	
Contractor	Mary J. Treglia Community House; Mid-Sioux Opportunity; Native American Child Care 2YO Classroom; Stella Child Development Center Extended Access

Description	Educating and empowering English language-learning preschool children and parent/child together activities while their parents take English classes; Ida County 3-Year-Old Preschool
Link to Which Comm. Plan Priority or Priorities	Quality Preschool / Healthy Children

How much was invested (Input measures)

Source	Early Childhood Program	\$67,408.61
	Early Childhood Admin	\$0.00
	School Ready-Quality	\$0.00
	School Ready-Other/Undesignated	\$99,899.15
	School Ready-Admin	\$0.00
	Total	\$167,307.76

Optional: Other Funding Expended and Source

Source	Amount
Head Start; United Way; Parent Tuition, DHS Stipend, Scholarship Assistance	\$168,216.33
	\$168,216.33

Total Funding

Total	\$335,524.09
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How much was done or produced (Output measures)

Output Measures	# done or produced
Prenatal	
Children 0 to 1 Year	
Children 1 to 2 Years	
Children 2 to 3 Years	6
Children 3 to 4 Years	21
Children 4 to 5 Years	16
Children 5 to 6 Years	
Total	43

How much was done or produced (Output Measures)

# of Programs	4
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Programs Meeting Quality Initiatives (Output Measures)

NAEYC Accredited	1
NAFCC Accredited	
Head Start	1
IQPPS Verified	
QRS Level 3	
QRS Level 4	4
QRS Level 5	

How well did we do it (Quality/Efficiency Measures)

Children Screened for	Developmental Delays (ASQ)	40	43	93.02%
	Type of Screening Completed	# Achieved Measure	# Possible	%
Of those Children Screened, % referred on for additional	8	40	20.0%	

services or treatment	# Achieved Measure	# Possible	%
Cost per Child for the service	\$335,524.09	43	\$7,802.89
Total Cost		# of Children	

What Was the Change in Conditions for Those We Served (Outcome Measures)

% of children demonstrating age appropriate skills	37	40	92.5%
	# Achieved	# Possible	%

Assessments for Determining Age Appropriate Skills

Gold	4
Creative Curriculum	3
Brigance	
ASQ	4
IGDIs	2
High Scope	1
Ireton Developmental Checklist	
Saxon Math	
Locally Developed	

What Was the Change in Conditions for Those We Served (Outcome Measures)

% of programs with a rating of 3 or higher in the QRS system	4	4	100.0%
	# Achieved Measure	# Possible	%

Health Prevention - Direct Service

Name of Program or Service
 List the name of each contractor funded.
 Contractor
 Description
 Link to Which Comm. Plan Priority or Priorities

How much was invested (Input measures)

Source		
	School Ready-Quality	\$0.00
	School Ready-Other/Undesignated	\$0.00
	School Ready-Admin	\$0.00
	Total	\$0.00

Optional: Other Funding Expended and Source

Source	Amount
	\$0.00

Total Funding

Total	\$0.00
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How much was done or produced (Output measures)

Output Measures

Prenatal	
Children 0 to 1 Year	
Children 1 to 2 Years	
Children 2 to 3 Years	
Children 3 to 4 Years	
Children 4 to 5 Years	
Children 5 to 6 Years	
Total	0

How well did we do it (Quality/Efficiency Measures)

Children Screened for		0	0%
Type of Screening Completed	# Achieved Measure	# Possible	%
Of those Children Screened, % referred on for additional services or treatment	0	0%	
# Achieved Measure	# Possible	%	
Cost per Child for the service	\$0.00	0	\$0.00
Total Cost	# of Children	\$	

What Was the Change in Conditions for Those We Served (Outcome Measures)

% screened that needed follow up services/treatment that received the service	0	0%
# Achieved Measure	# Possible	%

Literacy - Direct Services

Name of Program or Service
List the name of each contractor funded.
Contractor
Description
Link to Which Comm. Plan Priority or Priorities

How much was invested (Input measures)

Source		
	Early Childhood Program	\$0.00
	Early Childhood Admin	\$0.00
	School Ready-Quality	\$0.00
	School Ready-Other/Undesignated	\$0.00
	School Ready-Admin	\$0.00
	Total	\$0.00

Optional: Other Funding Expended and Source

Source	Amount
	\$0.00

Total Funding

Total	\$0.00
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How much was done or produced (Output measures)

Output Measures	# done or produced
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Prenatal	
Children 0 to 1 Year	
Children 1 to 2 Years	
Children 2 to 3 Years	
Children 3 to 4 Years	
Children 4 to 5 Years	
Children 5 to 6 Years	
Total	0

Output Measures

Total # Families Served

How well did we do it (Quality/Efficiency Measures)

Cost per Child for the service	\$0.00	0	\$0.00
	Total Cost	# of Children	

What Was the Change in Conditions for Those We Served (Outcome Measures)

% of parents that report an increase in reading to their children each day	# Achieved Measure:	0	# Possible	0%
% of parents that report an increase in talking to their children about new words in stories	# Achieved Measure:	0	# Possible	0%

Prenatal/Postnatal - Direct Services

Name of Program or Service
 List the name of each contractor funded.
 Contractor
 Description
 Link to Which Comm. Plan Priority or Priorities

How much was invested (Input measures)

Source	School Ready-Quality	\$0.00
	School Ready-Other/Undesignated	\$0.00
	School Ready-Admin	\$0.00
	Total	\$0.00

Optional: Other Funding Expended and Source

Source	Amount
	\$0.00

Total Funding

Total	\$0.00
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How much was done or produced (Output measures)

Output Measures	# done or produced
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Prenatal	
Children 0 to 1 Year	
Children 1 to 2 Years	
Children 2 to 3 Years	
Children 3 to 4 Years	
Children 4 to 5 Years	
Children 5 to 6 Years	
Total	0

How well did we do it (Quality/Efficiency Measures)

Children Screened for		0	0%
Type of Screening Completed	# Achieved Measure	# Possible	%
Of those Children Screened, % referred on for additional services or treatment	0	0%	
# Achieved Measure:	# Possible	%	
Cost per Child	\$0.00	0	\$0.00
Total Cost	# of Children	\$	

What Was the Change in Conditions for Those We Served (Outcome Measures)

% screened that needed follow up services/treatment that received the service	0	0%
# Achieved Measure:	# Possible	%

Transportation - Direct Services

Name of Program or Service
List the name of each contractor funded.

Contractor

Description

Link to Which Comm. Plan Priority or Priorities

How much was invested (Input measures)

Source		
	Early Childhood Program	\$0.00
	Early Childhood Admin	\$0.00
	School Ready-Quality	\$0.00
	School Ready-Other/Undesignated	\$0.00
	School Ready-Admin	\$0.00
	Total	\$0.00

Optional: Other Funding Expended and Source

Source	Amount
	\$0.00

Total Funding

Total	\$0.00
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How much was done or produced (Output measures)

Output Measures	# done or produced
Prenatal	
Children 0 to 1 Year	

Children 1 to 2 Years	
Children 2 to 3 Years	
Children 3 to 4 Years	
Children 4 to 5 Years	
Children 5 to 6 Years	
Total	0

How much was done or produced (Output measures)

of days transportation was provided # of Days

How well did we do it (Quality/Efficiency Measures)

Cost per Child for the service	\$0.00	0	\$0.00
	Total Cost	# of Children	\$

What Was the Change in Conditions for Those We Served (Outcome Measures)

% of days that children attended preschool that were provided transportation	0	0%
# Achieved Measure	# Possible	%

Business Investment Program - Indirect Services

Name of Program or Service Business Investment Program
List the name of each contractor funded.

Contractor Child Care Resource and Referral Northwest Iowa

Description Business Investment Program (BIP) is designed to assist/support a child care business with: startup costs; business, educational, health and safety improvements and the new Iowa Quality 4 Kids (IQ4K) categories.

Link to Which Comm. Plan Priority or Priorities Accessible, Affordable Quality Child Care

How much was invested (Input measures)

Source		
	Early Childhood Program	\$0.00
	Early Childhood Admin	\$0.00
	School Ready-Quality	\$0.00
	School Ready-Other/Undesignated	\$1,000.00
	School Ready-Admin	\$0.00
	Total	\$1,000.00

Optional: Other Funding Expended and Source

Source	Amount
	\$0.00

Total Funding

Total	\$1,000.00
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How much was done or produced (Outputs Measures)

Non-Registered
 Non-Registered that become

DHS Registered	
DHS Registered	1
DHS Licensed	3

How much was done or produced (Output measures)

QRS Level 1	
QRS Level 2	
QRS Level 3	1
QRS Level 4	
QRS Level 5	
IQ4K level 1	
IQ4K level 2	
IQ4K level 3	
IQ4K level 4	
IQ4K level 5	

How much was done or produced (Output Measures)

Non-Registered
Non-Registered that become DHS Registered
DHS Registered
DHS Licensed

How much was done or produced (Output Measures)

Non-Registered
Non-Registered that become DHS Registered
DHS Registered
DHS Licensed

How well did we do it (Quality/Efficiency Measures)

% of businesses that received at least one incentive by category

Non-Registered		0	0%
	# Achieved	# Possible	%
Non-Registered to DHS Registered		0	0%
	# Achieved	# Possible	%
DHS Registered	1	1	100.0%
	# Achieved	# Possible	%
DHS Licensed	3	3	100.0%
	# Achieved	# Possible	%

What Was the Change in Conditions for Those We Served (Outcome Measures)

% of businesses that increased or maintained the highest level in the QRS or QRIS system	0	4	0%
	# Achieved	# Possible	%

Child Care Nurse Consultant - Indirect Services

Name of Program or Service Child Care Nurse Consultant

List the name of each contractor funded.

Contractor	Community Action Agency of Siouxland
Description	Provide a full time Child Care Nurse Consultant to Early Childhood providers in Ida and Woodbury Counties
Link to Which Comm. Plan Priority or Priorities	Healthy Children / Quality Child Care / Quality Preschool

How much was invested (Input measures)

Source		
	Early Childhood Program	\$82,418.37
	Early Childhood Admin	\$0.00
	School Ready-Quality	\$0.00
	School Ready-Other/Undesignated	\$0.00
	School Ready-Admin	\$0.00
	Total	\$82,418.37

Optional: Other Funding Expended and Source

Source	Amount
Community Services Block Grant (CSBG) and Siouxland District Health Department	\$14,684.18
	\$14,684.18

Total Funding

Total	\$97,102.55
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Output Measures

The total number of visits the child care nurse consultant makes to early learning programs.

# of visits by a nurse consultant	91
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The total number of programs that participate with the child care nurse.

# of early learning programs participating in child care nurse consultant activities (unduplicated)	117
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How much was done or produced (Output measures)

Non-Registered	10
DHS Registered	46
DHS Licensed	59
DE Regulated (licensed exempt from DHS)	2
QRS Level 1	9
QRS Level 2	4
QRS Level 3	9
QRS Level 4	25
QRS Level 5	7

How much was done or produced (Output Measures)

The total number of children that have special health care needs. If there were no children with special health care needs, enter '0.'

# of children with special health care needs	25
---	----

The total number of direct technical assistance contacts provided to programs by the nurse consultant, other than in-person visits which are reported separately.

# of technical assistance contacts	876
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How well did we do it (Quality/Efficiency Measures)

% of programs rating a 3 or higher in the QRS system	41	117	35.04%
	<small># Achieved Measure</small>	<small># Possible</small>	<small>%</small>
Cost per Program for the service	\$97,102.55	117	\$829.94
	<small>Total Cost</small>	<small># of Programs</small>	<small>\$</small>

What Was the Change in Conditions for Those We Served (Outcome Measures)

% of children with special health care needs with a special needs care plan in place at the child care facility (program)	23	25	92.0%
	<small># Achieved Measure</small>	<small># Possible</small>	<small>%</small>
% of programs receiving onsite assessment and consultation that improve health and safety conditions in their early learning environments	110	117	94.02%
	<small># Achieved Measure</small>	<small># Possible</small>	<small>%</small>

Coordinated Intake - Indirect Service

Name of Program or Service

List the name of each contractor funded.

Contractor

Description

Link to Which Comm. Plan Priority or Priorities

How much was invested (Input measures)

Source		
	School Ready-Quality	\$0.00
	School Ready-Other/Undesignated	\$0.00
	School Ready-Admin	\$0.00
	Total	\$0.00

Optional: Other Funding Expended and Source

Source	Amount
	\$0.00

Total Funding

Total	\$0.00
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Output Measures

The total number of coordinated intake requests processed.

of Intakes Processed

The number of families that received a referral in the coordinated intake service.

of Families (unduplicated)

How well did we do it (Quality/Efficiency Measures)

Cost per Intake	\$0.00	0	\$0.00
	<small>Total Cost</small>	<small># of Intakes</small>	<small>\$</small>

% intakes referred to a program or service	0	0%
<small># Achieved Measure</small>	<small># Possible</small>	<small>%</small>

What Was the Change in Conditions for Those We Served (Outcome Measures)

% of families that received a referral that enrolled in a local program	0	0%
<small># Achieved Measure</small>	<small># Possible</small>	<small>%</small>
Families that received a referral that did not enroll in a local program. List the reasons:	0	0%
	<small># Achieved Measure</small>	<small># Possible</small> <small>%</small>

hawk-I - Indirect Service

Name of Program or Service
List the name of each contractor funded.

Contractor

Description

Link to Which Comm. Plan Priority or Priorities

How much was invested (Input measures)

Source		
	School Ready-Quality	\$0.00
	School Ready-Other/Undesignated	\$0.00
	School Ready-Admin	\$0.00
	Total	\$0.00

Optional: Other Funding Expended and Source

Source	Amount
	\$0.00

Total Funding

Total	\$0.00
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Output Measures

of Applications Submitted

How well did we do it (Quality/Efficiency Measures)

Cost per Application	\$0.00	0	\$0.00
	<small>Total Cost</small>	<small># of Applications</small>	<small>\$</small>

What Was the Change in Conditions for Those We Served (Outcome Measures)

% of children applying for hawk-i who actually enroll in the program	0	0%
<small># Achieved Measure</small>	<small># Possible</small>	<small>%</small>

Quality Improvement for Early Learning - Indirect Services

Name of Program or Service

List the name of each contractor funded.

Contractor

Description

**Link to Which Comm. Plan
Priority or Priorities**

How much was invested (Input measures)

Source		Amount
	Early Childhood Program	\$0.00
	Early Childhood Admin	\$0.00
	School Ready-Quality	\$0.00
	School Ready-Other/Undesignated	\$0.00
	School Ready-Admin	\$0.00
	Total	\$0.00

Optional: Other Funding Expended and Source

Source	Amount
	\$0.00

Total Funding

Total	\$0.00
-------	--------

Output Measures

of early learning programs
participating in quality
improvement activities
(unduplicated)

QRS Participation (Output Measures)

- QRS Level 1
- QRS Level 2
- QRS Level 3
- QRS Level 4
- QRS Level 5

How well did we do it (Quality/Efficiency Measures)

% of programs rating a 3 or higher in the QRS system	0	0	0%
	<small># Achieved Measure</small>	<small># Possible</small>	<small>%</small>

What Was the Change in Conditions for Those We Served (Outcome Measures)

% of programs that improve or maintain at the highest level their rating in a quality initiative	0	0	0%
	<small># Achieved Measure</small>	<small># Possible</small>	<small>%</small>

Preschool Scholarship Coordination - Indirect Services

Name of Program or Service	Scholarship Coordination
<i>List the name of each contractor funded.</i>	
Contractor	SHIP
Description	Qualifying programs and families for eligibility for preschool scholarships.
Link to Which Comm. Plan Priority or Priorities	Quality Preschool

How much was invested (Input measures)

Source		
	Early Childhood Program	\$0.00
	Early Childhood Admin	\$0.00
	School Ready-Quality	\$0.00
	School Ready-Other/Undesignated	\$16,500.00
	School Ready-Admin	\$0.00
	Total	\$16,500.00

Optional: Other Funding Expended and Source

Source	Amount
	\$0.00

Total Funding

Total	\$16,500.00
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Output Measures

The total number of tuition assistance applications completed.

# of scholarships processed	48
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The total number of programs in which children received direct tuition assistance.

# of programs (unduplicated)	12
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QRS Participation (Output Measures)

QRS Level 3	1
QRS Level 4	8
QRS Level 5	3

How well did we do it (Quality/Efficiency Measures)

Cost per application	\$16,500.00	48	\$343.75
	<small>Total Cost</small>	<small># of applications</small>	<small>\$</small>

What Was the Change in Conditions for Those We Served (Outcome Measures)

% of children applying for preschool scholarships who actually receive the scholarship	37	48	77.08%
	<small># Achieved Measure</small>	<small># Possible</small>	<small>%</small>
Children applying for a	did not have enough information to process and attempts to obtain info were unsuccessful	11	48 22.92%

scholarship that did not receive it. List the reasons:

% of programs rating a 3 or higher in the QRS system

Over income
12
Achieved Measure

12
Possible

# Achieved Measure	# Possible	%
12	12	100.0%

Professional Development: Conferences - Indirect Services

Name of Program or Service

List the name of each contractor funded.

Contractor

Description

Link to Which Comm. Plan Priority or Priorities

How much was invested (Input measures)

Source	Amount
Early Childhood Program	\$0.00
Early Childhood Admin	\$0.00
School Ready-Quality	\$0.00
School Ready-Other/Undesignated	\$0.00
School Ready-Admin	\$0.00
Total	\$0.00

Optional: Other Funding Expended and Source

Source	Amount
	\$0.00

Total Funding

Total \$0.00

How much was done or produced (Output Measures)

The total number of individuals that were funded to attend a conference(s). NOTE: This measure is required only if individuals were provided registration or stipends to attend. If funding was provided to generally sponsor the event, not per person funding, report zero for this measure.

of participants at the conference (if funded per person only)

of conferences funded

The total number of conferences funded, either with general funding or per person.

How much was done or produced (Output Measures)

- Early Learning
- Family Support
- Special Needs
- Health, Mental Health and Nutrition

How well did we do it (Quality/Efficiency Measure)

Early Learning	# Achieved Measure	# Possible	%
	0	0	0%

Family Support	0	0	0%
	# Achieved Measure	# Possible	%
Special Needs	0	0	0%
	# Achieved Measure	# Possible	%
Health, Mental Health and Nutrition	0	0	0%
	# Achieved Measure	# Possible	%

Professional Development: Credit-bearing - Indirect Services

Name of Program or Service	Early Childhood Professional Scholarships
<i>List the name of each contractor funded.</i>	
Contractor	Western Iowa Tech Community College Foundation
Description	Awarding of scholarships to make post-secondary education in Child Care Development more accessible to current providers, with the intent of increasing their educational attainment levels: the project will enhance the quality of early childhood programs in Ida and Woodbury Counties, which includes child care centers and in-home child care.
Link to Which Comm. Plan Priority or Priorities	Quality Child Care / Quality Preschool

How much was invested (Input measures)

Source		
	Early Childhood Program	\$1,988.50
	Early Childhood Admin	\$0.00
	School Ready-Quality	\$0.00
	School Ready-Other/Undesignated	\$0.00
	School Ready-Admin	\$0.00
	Total	\$1,988.50

Optional: Other Funding Expended and Source

Source	Amount
	\$0.00

Total Funding

Total	\$1,988.50
--------------	------------

How much was done or produced (Output Measures)

The total number of individuals receiving academic credit.

of participants (unduplicated) 3

The total number of classes attended for academic credit.

of classes attended for academic credit 11

How much was done or produced (Output Measures)

Early Learning	11
Family Support	
Special Needs	
Health, Mental Health and Nutrition	

How well did we do it (Quality/Efficiency Measure)

Early Learning	11	11	100.0%
	# Achieved Measure	# Possible	%
Family Support	0	11	0%
	# Achieved Measure	# Possible	%
Special Needs	0	11	0%
	# Achieved Measure	# Possible	%
Health, Mental Health and Nutrition	0	11	0%
	# Achieved Measure	# Possible	%
<i>Cost per Participant:</i>			
Cost per Participant	\$1,988.50	3	\$662.83
	Total Cost	# of Participants	Cost per participant

Professional Development: Training - Indirect Services

Name of Program or Service

List the name of each contractor funded.

Contractor

Description

Link to Which Comm. Plan Priority or Priorities

How much was invested (Input measures)

Source		
	Early Childhood Program	\$0.00
	Early Childhood Admin	\$0.00
	School Ready-Quality	\$0.00
	School Ready-Other/Undesignated	\$0.00
	School Ready-Admin	\$0.00
	Total	\$0.00

Optional: Other Funding Expended and Source

Source	Amount
	\$0.00

Total Funding

Total	\$0.00
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How much was done or produced (Output Measures)

The total number of trainings funded:

of trainings

How much was done or produced (Output Measures)

Early Learning

Family Support

Special Needs

Health, Mental Health and Nutrition

How well did we do it (Quality/Efficiency Measure)

Early Learning	0	0	0%
	<small># Achieved Measure</small>	<small># Possible</small>	<small>%</small>
Family Support	0	0	0%
	<small># Achieved Measure</small>	<small># Possible</small>	<small>%</small>
Special Needs	0	0	0%
	<small># Achieved Measure</small>	<small># Possible</small>	<small>%</small>
Health, Mental Health and Nutrition	0	0	0%
	<small># Achieved Measure</small>	<small># Possible</small>	<small>%</small>
<i>Cost per Training:</i>			
Cost per Training	\$0.00	0	\$0.00
	<small>Total Cost</small>	<small># of Trainings</small>	<small>%</small>

Public Awareness/Child Fairs - Indirect Services

Name of Program or Service

List the name of each contractor funded.

Contractor

Description

Link to Which Comm. Plan Priority or Priorities

How much was invested (Input measures)

Source		
	Early Childhood Program	\$0.00
	Early Childhood Admin	\$0.00
	School Ready-Quality	\$0.00
	School Ready-Other/Undesignated	\$0.00
	School Ready-Admin	\$0.00
	Total	\$0.00

Optional: Other Funding Expended and Source

Source	Amount
	\$0.00

Total Funding

Total	\$0.00
--------------	--------

Output Measures

The total number of activities funded.

of activities provided

The number of families that participated in the awareness activities or child fairs.

of families participating

The number of people the public awareness activities are estimated to reach.

of estimated reach

How well did we do it (Quality/Efficiency Measures)

Cost per Activity	\$0.00	0	\$0.00
	<small>Total Cost</small>	<small># of Activities</small>	<small>%</small>

What Was the Change in Conditions for Those We Served (Outcome Measures)

% of parents with an increased awareness of ECI and early childhood services available to their child	# Achieved Measure	0	# Possible	0%	%
---	--------------------	---	------------	----	---

Resource Libraries - Indirect Services

Name of Program or Service

List the name of each contractor funded.

Contractor

Description

Link to Which Comm. Plan Priority or Priorities

How much was invested (Input measures)

Source		
	Early Childhood Program	\$0.00
	Early Childhood Admin	\$0.00
	School Ready-Quality	\$0.00
	School Ready-Other/Undesignated	\$0.00
	School Ready-Admin	\$0.00
	Total	\$0.00

Optional: Other Funding Expended and Source

Source	Amount
	\$0.00

Total Funding

Total	\$0.00
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Output Measures

The total number of times that resource materials were checked out within the fiscal year.

of times materials are checked out

The number of programs that utilized the resource library by checking out items. Note: Each program is counted once in the unduplicated count. For example, XYZ Child Development Center, Sally's in-home child care program and 2 different teachers from Busy Bee Preschool all checked out items from the resource library. Report (3) for the # of programs.

of participating programs (unduplicated)

How well did we do it (Quality/Efficiency Measures)

Cost per Checkout	\$0.00	0		\$0.00	
	<small>Total Cost</small>	<small># of Times Materials Checked Out</small>			

What Was the Change in Conditions for Those We Served (Outcome Measures)

% of programs that increased their knowledge of early childhood growth and development because of the resource library	# Achieved Measure	0	# Possible	0%	%
--	--------------------	---	------------	----	---

Technical Assistance: Consultation, Mentoring, Coaching - Indirect Services

Name of Program or Service

List the name of each contractor funded.

Contractor

Description

**Link to Which Comm. Plan
Priority or Priorities**

How much was invested (Input measures)

Source		Amount
	Early Childhood Program	\$0.00
	Early Childhood Admin	\$0.00
	School Ready-Quality	\$0.00
	School Ready-Other/Undesignated	\$0.00
	School Ready-Admin	\$0.00
	Total	\$0.00

Optional: Other Funding Expended and Source

Source	Amount
	\$0.00

Total Funding

Total \$0.00

Output Measures

The total number of visits the consultant, mentor or coach makes to programs. (This may be a duplicate count.)

of visits completed

**# of programs participating
(unduplicated)**

How much was done or produced (Output measures)

- Non-Registered
- DHS Registered
- DHS Licensed
- DE Regulated (licensed exempt from DHS)
- QRS Level 1
- QRS Level 2
- QRS Level 3
- QRS Level 4
- QRS Level 5

How much was done or produced (Output measure)

The total number of direct technical assistance contacts the consultant, mentor or coach provided to the programs, other than in-person visits which are reported separately.

**# of technical assistance
contacts**

How well did we do it (Quality/Efficiency Measures)

Early Learning Programs	0	0%
# Achieved Measure	# Possible	%
Family Support Programs	0	0%
# Achieved Measure	# Possible	%
Special Needs	0	0%
# Achieved Measure	# Possible	%
Health, Mental Health and Nutrition	0	0%
# Achieved Measure	# Possible	%

How well did we do it (Quality/Efficiency Measures)

% of programs rating a 3 or higher in the QRS system	0	0%
# Achieved Measure	# Possible	%
Cost per Program	\$0.00	\$0.00
Total Cost	# of Programs	\$

What Was the Change in Conditions for Those We Served (Outcome Measures)

The number of programs that met the goals that were jointly established by the program and the consultation, mentoring or coaching activity.

% of programs that meet the goals established for the service	0	0%
# Achieved Measure	# Possible	%

WAGE\$ Program - Indirect Services

Name of Program or Service

List the name of each contractor funded.

Contractor

Description

Link to Which Comm. Plan Priority or Priorities

How much was invested (Input measures)

Source		
	Early Childhood Program	\$0.00
	Early Childhood Admin	\$0.00
	School Ready-Quality	\$0.00
	School Ready-Other/Undesignated	\$0.00
	School Ready-Admin	\$0.00
	Total	\$0.00

Optional: Other Funding Expended and Source

Source	Amount
	\$0.00

Total Funding

Total	\$0.00
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How much was done or produced - Output Measures

The total number of recipients

of recipients

The total number of recipients who retained employment in their early learning program.

of recipients who retained employment in their early learning program

The total number of recipients at temporary award levels.

of recipients at temporary award levels

The total number of recipients at temporary award levels who earned additional college credits.

of recipients at temporary award levels who earned additional college credits

The number of six-month supplements issued

of six-month financial supplements

The total number of recipients who received at least one six-month financial supplement.

of recipients who received at least one six-month financial supplement (unduplicated)

The total dollar amount of six-month financial supplements issued.

Cost of six-month financial supplements issued \$0.00

The total number of early learning programs with at least one WAGES recipient.

of early learning programs with at least one WAGES recipient

How much was done or produced (Output measures)

- QRS Level 1
- QRS Level 2
- QRS Level 3
- QRS Level 4
- QRS Level 5

How much was done or produced - Output Measures

- NAEYC Accredited
- NAFCC Accredited
- Head Start
- IQPPS Verified

How well did we do it (Quality/Efficiency Measures)

Average monthly amount of a six-month financial supplement	\$0.00	0	\$0.00
	Total Cost	# Possible	Dollars
Cost per recipient in the program	\$0.00	0	\$0.00
	Total cost	# of Recipients Receiving a Supplement	Dollars
% of programs rating a 3 or higher in the QRS system	0	0	0%
	# Achieved Measure	# of Programs	%

What Was the Change in Conditions for Those We Served (Outcome Measures)

% of recipients who retained employment in their early learning program	0	0	0%
	# Achieved Measure	# Possible	%
% of recipients at temporary award levels who earned additional college credit	0	0	0%
	# Achieved Measure	# Possible	%

Family Support - Home Visitation

Name of Program or Service	HOPES/Early Head Start
Contractor	HOPES - Siouxland District Health Department; Subcontracted - Crittenton Center/Lutheran Services of Iowa
Description	EHS - Providing weekly home visits to prenatal women and infants and toddlers up to 3 years of age. HOPES - Providing the Healthy Families America (HOPES) Program to eligible pregnant women and families in Ida and Woodbury Counties. EHS - Providing weekly home visits to prenatal women and infants and toddlers up to 3 years of age.
Link to Which Comm. Plan Priority or Priorities	Healthy Children Linked to all ECI Area priorities.

How much was invested (Input measures)

Source		
	School Ready-Quality	\$0.00
	School Ready-Other/Undesignated	\$407,455.84
	School Ready-Admin	\$0.00
	Total	\$407,455.84

Optional: Other Funding Expended and Source

Source	Amount
	\$0.00

Total Funding

Total	\$407,455.84
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Daisey Report

Daisey Report	HOPES- EHS DAISEY FY2021 .pdf
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Family Support - Parent Education

Name of Program or Service	Resource Center
Contractor	Crittenton Center
Description	Providing a family resource center for all families with children 0-5 residing in Woodbury and Ida Counties; 50% of services provided via in-home visits.
Link to Which Comm. Plan Priority or Priorities	Healthy Children Linked to all ECI Area priorities.

How much was invested (Input measures)

Source		
	School Ready-Quality	\$0.00
	School Ready-Other/Undesignated	\$185,062.00
	School Ready-Admin	\$0.00
	Total	\$185,062.00

Optional: Other Funding Expended and Source

Source	Amount
	\$0.00

Total Funding

Total \$185,062.00

Daisey Report

Daisey Report CRC Daisey Report FY2021.pdf

Administrative Staff (service coordination and collaboration)

Name(s) of Administrative Staff Kerri Hall; Kim Jenkins

Employer of Record SHIP

How much was invested (Input measures)

Source	Early Childhood Admin	\$0.00
	School Ready-Quality	\$64,614.00
	School Ready-Other/Undesignated	\$0.00
	School Ready-Admin	\$0.00
	Total	\$64,614.00

Optional: Other Funding Expended and Source

Source	Amount
	\$0.00

Total Funding

Total \$64,614.00

Administrative Expenses - Early Childhood Funds

Early Childhood Expenses/Fees	Fiscal Agent Fees	\$0.00
	Liability Insurance Fees	\$2,000.00
	Financial Audit Fees	\$2,000.00
	Board Expenses	\$3,500.00
	Other (non program) describe below	\$5,322.20
	Total	\$12,822.20

Description

Early Childhood Other (non-program) Description Administrative Staff

Administrative Expenses - School Ready Funds

School Ready Funds Expenses/Fees	Admin	Quality	Other/Undesignated	Total
Fiscal Agent Fees	\$0.00	\$0.00	\$0.00	\$0.00
Liability Insurance fees	\$6,000.00	\$0.00	\$0.00	\$6,000.00
Financial Audit fees	\$6,000.00	\$0.00	\$0.00	\$6,000.00
Board Expenses	\$7,000.00	\$0.00	\$0.00	\$7,000.00
Other (non-program) describe below	\$6,786.00	\$0.00	\$0.00	\$6,786.00
Total	\$25,786.00	\$0.00	\$0.00	\$25,786.00

Description

School Ready Other (non-program) Description Administrative Staff

Confirmation_question

Did you complete all the required forms?* Yes

Early Childhood State Program

Funding	Direct Services	Indirect Services	Total Expended
Early Childhood State Program	\$173,478.50	\$84,406.87	\$257,885.37

Early Childhood State Admin

Funding	Direct Services	Indirect Services	Administrative Staff	Administrative Expenses	Total Expended
Early Childhood State Admin	\$0.00	\$0.00	\$0.00	\$12,822.20	\$12,822.20

Early Childhood Funds Total

Early Childhood Funds Total \$270,707.57

Confirmation_question

Did you complete all the required forms?* Yes

School Ready - Quality

Funding	Direct Services	Indirect Services	Administrative Staff	Administrative Expenses	Total Expended
School Ready - Quality	\$0.00	\$0.00	\$64,614.00	\$0.00	\$64,614.00

School Ready- Other/Undesignated

Funding	Direct Services	Indirect Services	Administrative Staff	Administrative Expenses	Total Expended
School Ready- Other/Undesignated	\$812,191.07	\$17,500.00	\$0.00	\$0.00	\$829,691.07

School Ready- Admin

Funding	Direct Services	Indirect Services	Administrative Staff	Administrative Expenses	Total Expended
School Ready- Admin	\$0.00	\$0.00	\$0.00	\$25,786.00	\$25,786.00

School Ready Funds Total

School Ready Funds Total \$920,091.07

Confirmation_question

Did you complete all the required forms?* Yes

Other Funding

Funding	Direct Services	Indirect Services	Administrative Staff	Administrative Expenses	Total Expended
Other Funding	\$491,187.68	\$14,684.18	\$0.00	\$0.00	\$505,871.86

TOTAL ECI Funding

Funding	Direct Services	Indirect Services	Administrative Staff	Administrative Expenses	Total Expended
TOTAL ECI Funding	\$985,669.57	\$101,906.87	\$64,614.00	\$38,608.20	\$1,190,798.64

Total Expended

Funding	Direct Services	Indirect Services	Administrative Staff	Administrative Expenses	Total Expended
Total Expended	\$1,476,857.25	\$116,591.05	\$64,614.00	\$38,608.20	\$1,696,670.50

Percent of Other Funds Expended

Percent of Other Funds Expended	29.82%
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SFY18-21 Financial Statement Attachment

Attachment	Description	File Name	File Size	Type
Early Childhood Financial Statement (Excel version)	EC Financial Summary FY2021	ECFinancialStatement_SFY21.xlsx	xlsx	22 KB
Certified Early Childhood Financial Statement (signed PDF version)	Signed EC Financial Summary FY2021	EC Financial Statement FY2021.pdf	pdf	634 KB
School Ready Financial Statement (Excel version)	SR Financial Summary FY2021	SRFinancialStatement_SFY21.xlsx	xlsx	18 KB
Certified School Ready Financial Statement (signed PDF version)	Signed SR Financial Summary FY2021	SR Financial Statement FY2021.pdf	pdf	665 KB



FSSD Report - Output Measures

Reporting Period: Full Year, 2020-2021

Reporting Year
July 2020 to June 2021

Reporting Period
Full Year

Organization Name
All

Program Name
All

County
Multiple values

Participants
All

Target Child?
All

Children & Families Served



Children 0-5



Families

Services Provided

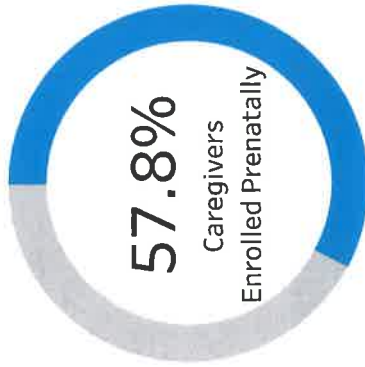


Home Visits

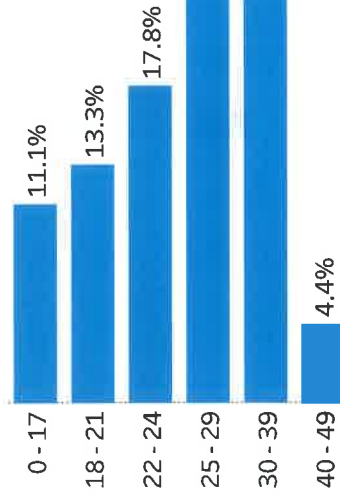


Group-Based
Parent Education
Meetings

Pregnancy Status at Enrollment



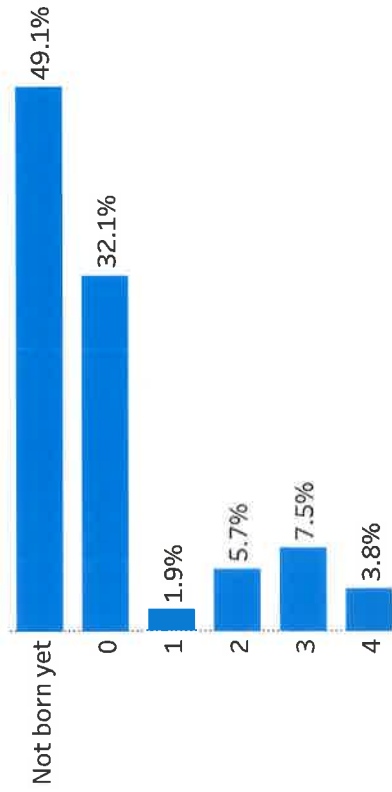
Mom's Age at Enrollment



Average
Age



Child's Age at Enrollment



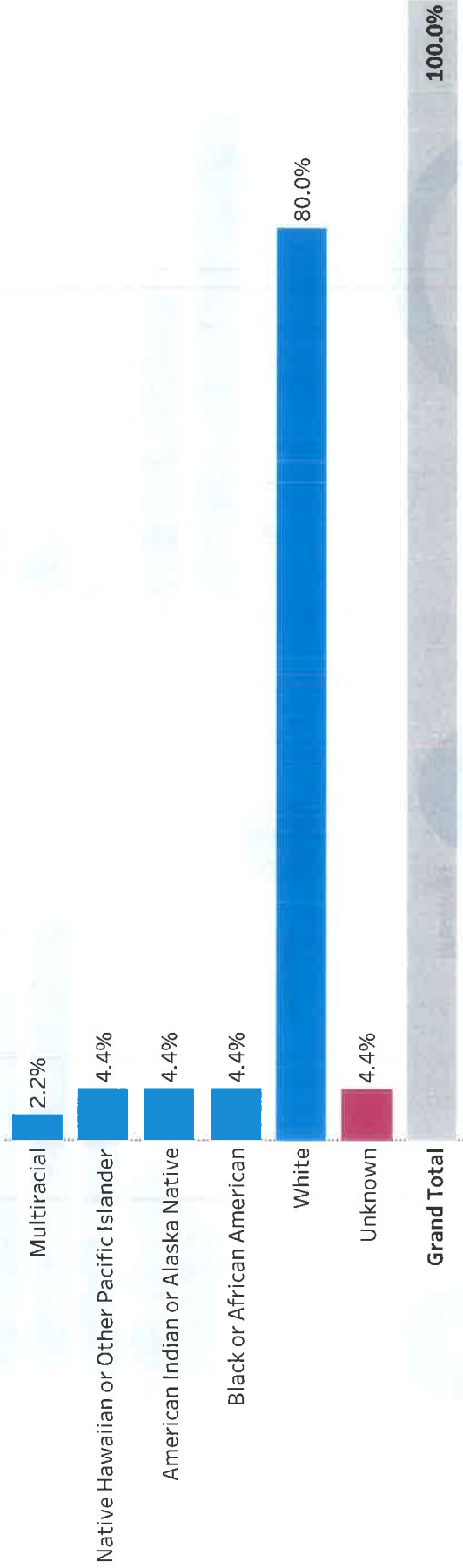
Primary Caregiver & Household Demographics

Reporting Period: Full Year, 2020-2021

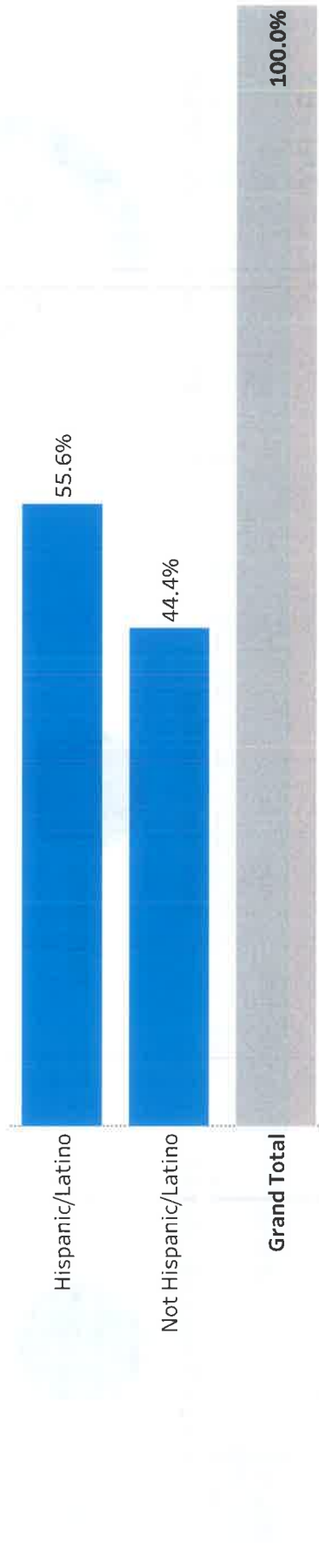


Reporting Year	Reporting Period	Organization Name	Program Name	County	Participants
July 2020 to June 2021	Full Year	All	All	Multiple values	All

Primary Caregiver Race



Primary Caregiver Ethnicity



If you have questions about these reports, please visit <http://daisy.iowa.daisysolutions.org/> or contact the Iowa Help Desk at daisy.iowa@ku.edu.



Primary Caregiver & Household Demographics

Reporting Period: Full Year, 2020-2021

Reporting Year
July 2020 to June 2021

Reporting Period
Full Year

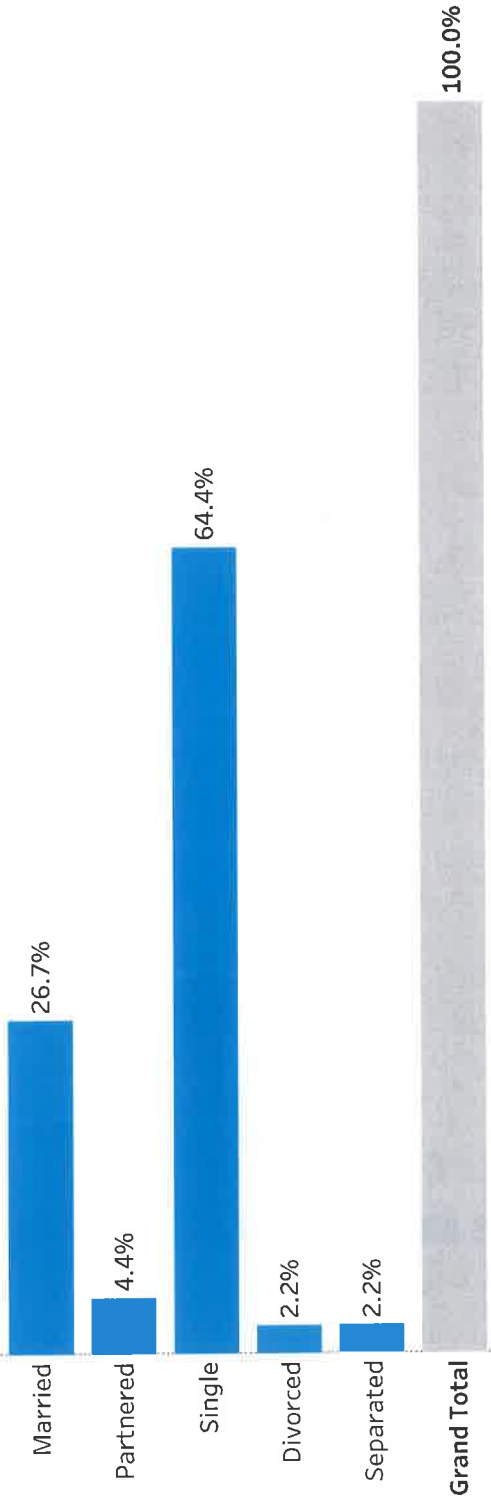
Organization Name
All

Program Name
All

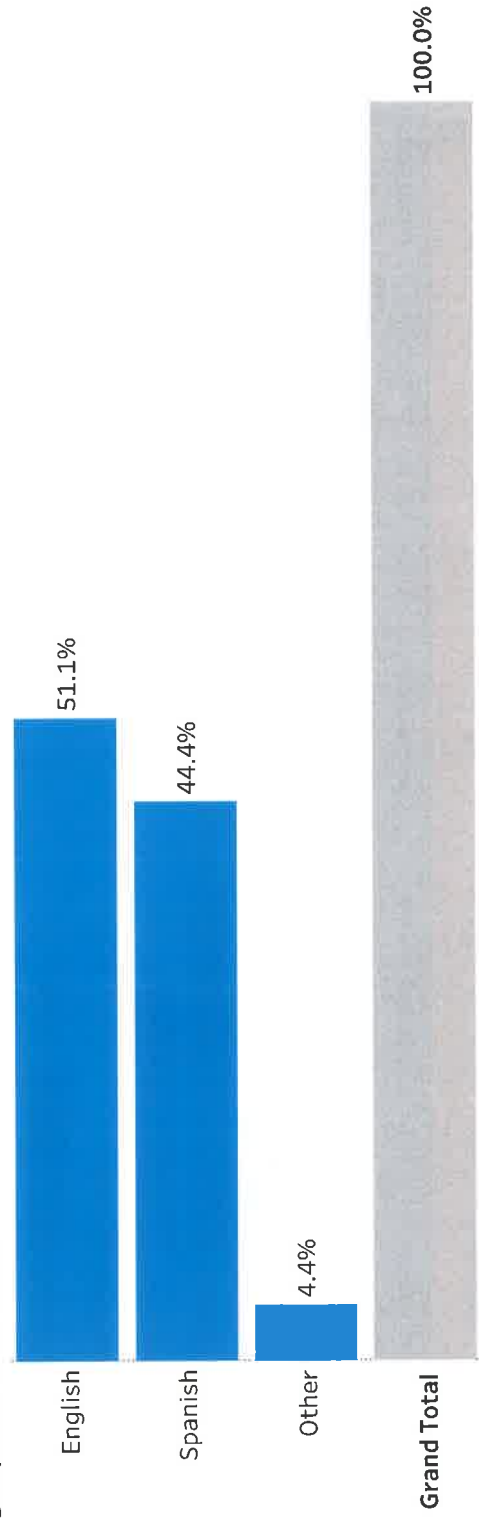
County
Multiple values

Participants
All

Primary Caregiver Marial Status



Primary Langaue Spoken in the Home



If you have questions about these reports, please visit <http://daiseyiowa.daiseysolutions.org/>, or contact the Iowa Help Desk at daisey.iowa@ku.edu.



Primary Caregiver & Household Demographics

Reporting Period: Full Year, 2020-2021

Reporting Year
July 2020 to June 2021

Reporting Period
Full Year

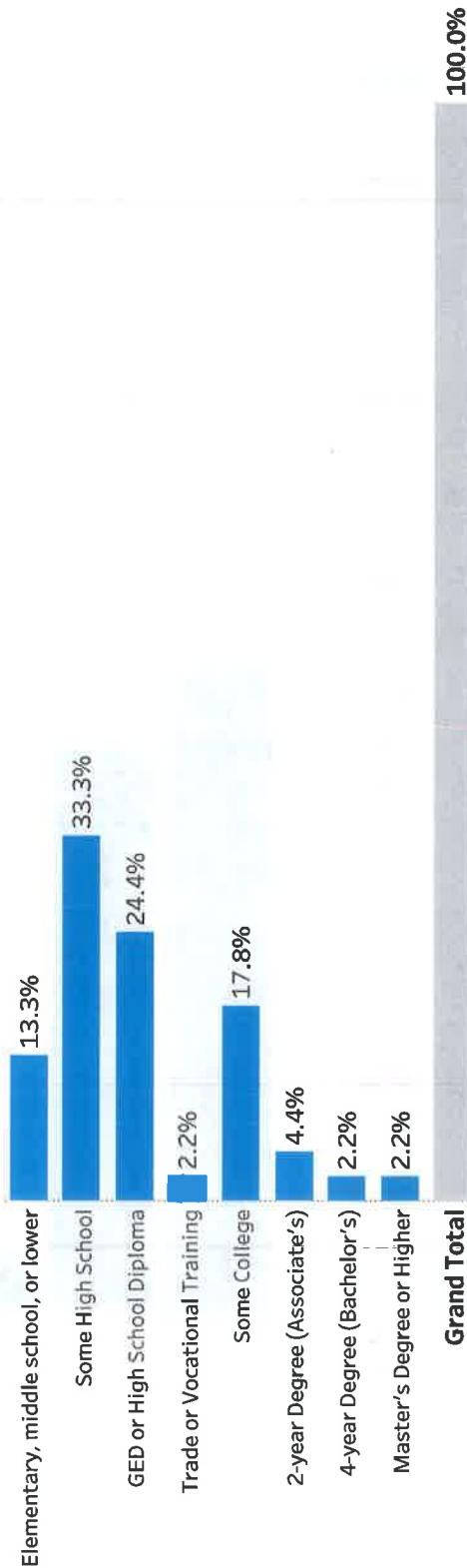
Organization Name
All

Program Name
All

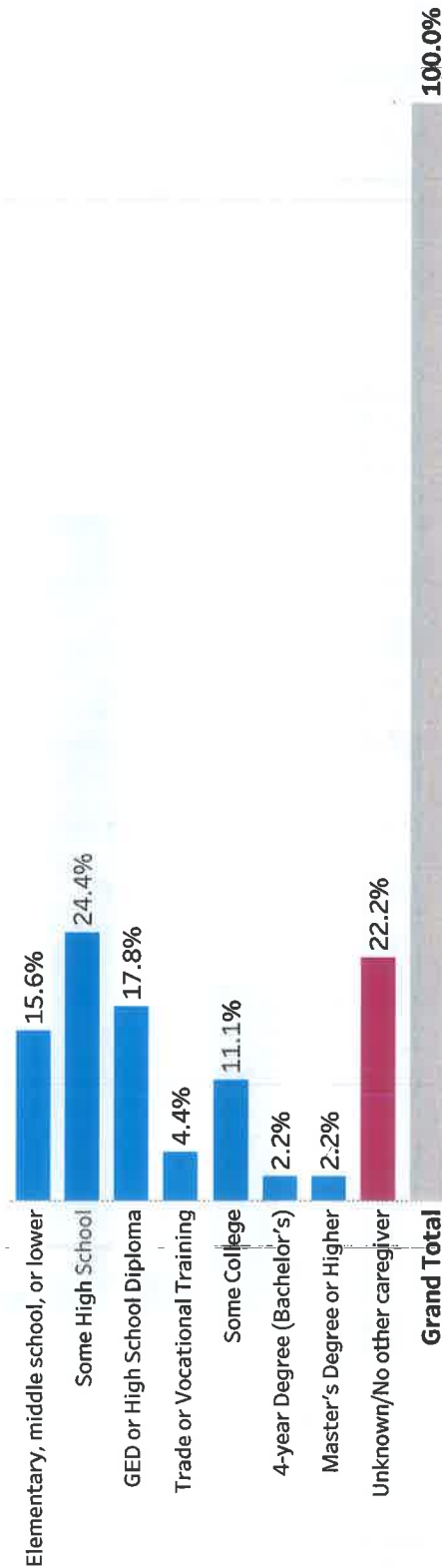
County
Multiple values

Participants
All

Primary Caregiver Education



Other Caregiver Education





FSSD Report - Other Demographic Questions

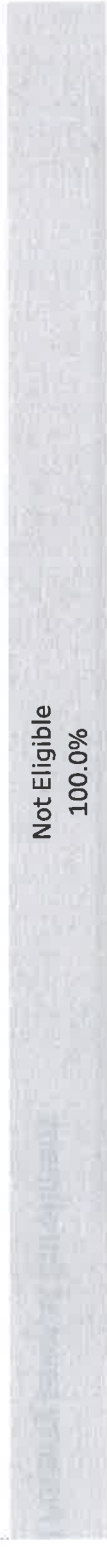
Reporting Period: Full Year, 2020-2021

Reporting Year	Reporting Period	Organization Name	Program Name	County	Participants	Target Child?
July 2020 to June 2021	Full Year	All	All	Multiple values	All	All

Of Families Enrolled This Period:



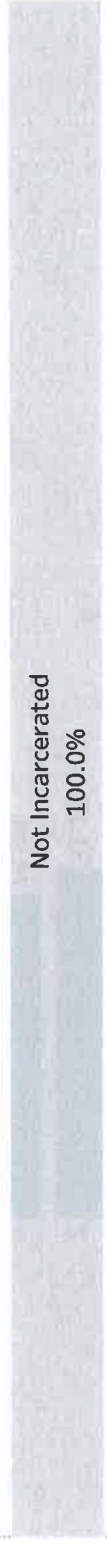
Of Families Enrolled This Period Who Do Not Meet Shared Vision's Primary Requirement:



Of Families Enrolled This Period:



Of Families Served This Period:



Of Female Primary Caregivers Served This Period:



If you have questions about these reports, please visit <http://daiseyiowa.daiseysolutions.org/> or contact the Iowa Help Desk at daisey.iowa@ku.edu.



Primary Caregiver & Household Demographics

Reporting Period: Full Year, 2020-2021

Reporting Year
July 2020 to June 2021

Reporting Period
Full Year

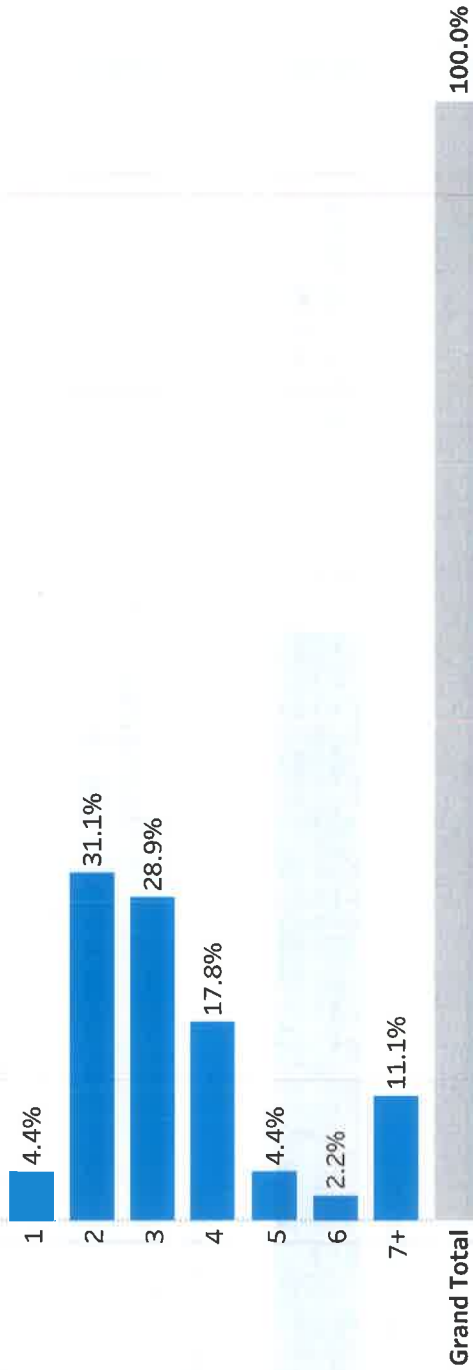
Organization Name
All

Program Name
All

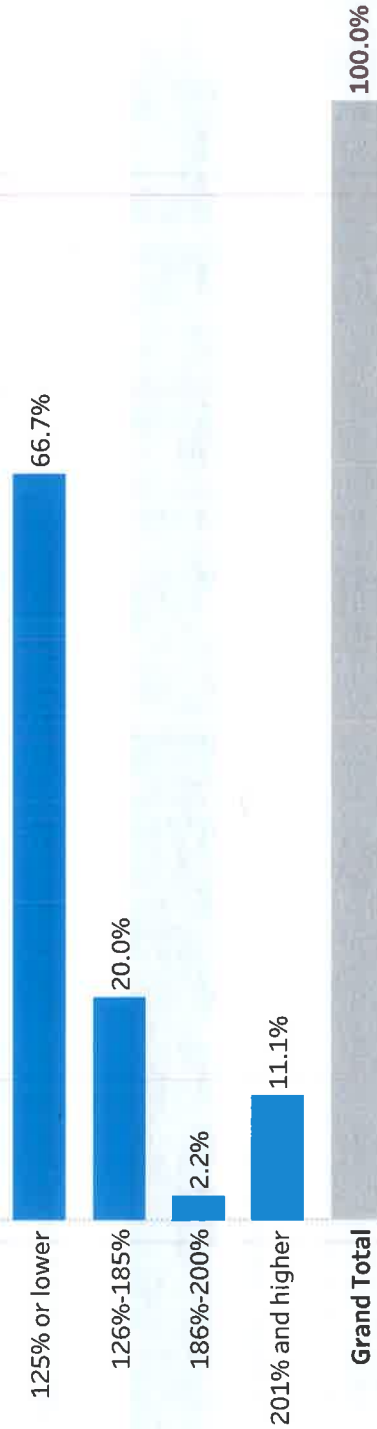
County
Multiple values

Participants
All

Household Size at Enrollment



Federal Poverty Level at Enrollment



If you have questions about these reports, please visit <http://daisy.iowa.daisysolutions.org/> or contact the Iowa Help Desk at daisy.iowa@ku.edu.



Edinburgh Postnatal Depression Scale (EPDS) Report

Reporting Period: Full Year, 2020-2021

Reporting Year	Reporting Period	Organization Name	Program Name	County	Participants	Target Child?
July 2020 to June 2021	Full Year	All	All	Multiple values	All	All

Mothers (pregnant or with an infant ≤1)	Screened	Screened Positive	Referred	Already in Services
33	31	10	7	2

Of mothers who were pregnant or had an infant <1:



Of mothers screened with the EPDS:



Of mothers with a positive EPDS:



ASQ-3 Screenings for Age Eligible Children

Reporting Period: Full Year, 2020-2021



Reporting Year	Reporting Period	Organization Name	Program Name	County	Participants	Target Child?
July 2020 to June 2021	Full Year	All	All	Multiple values	All	All

All age-eligible children
 49 Screened 35 Screened Positive 3 Referred 3

Of children who are age-eligible for ASQ-3 screening:



Of children who received ASQ-3 screening:



Of children who screened positive:



ASQ:SE Screenings for Age Eligible Children

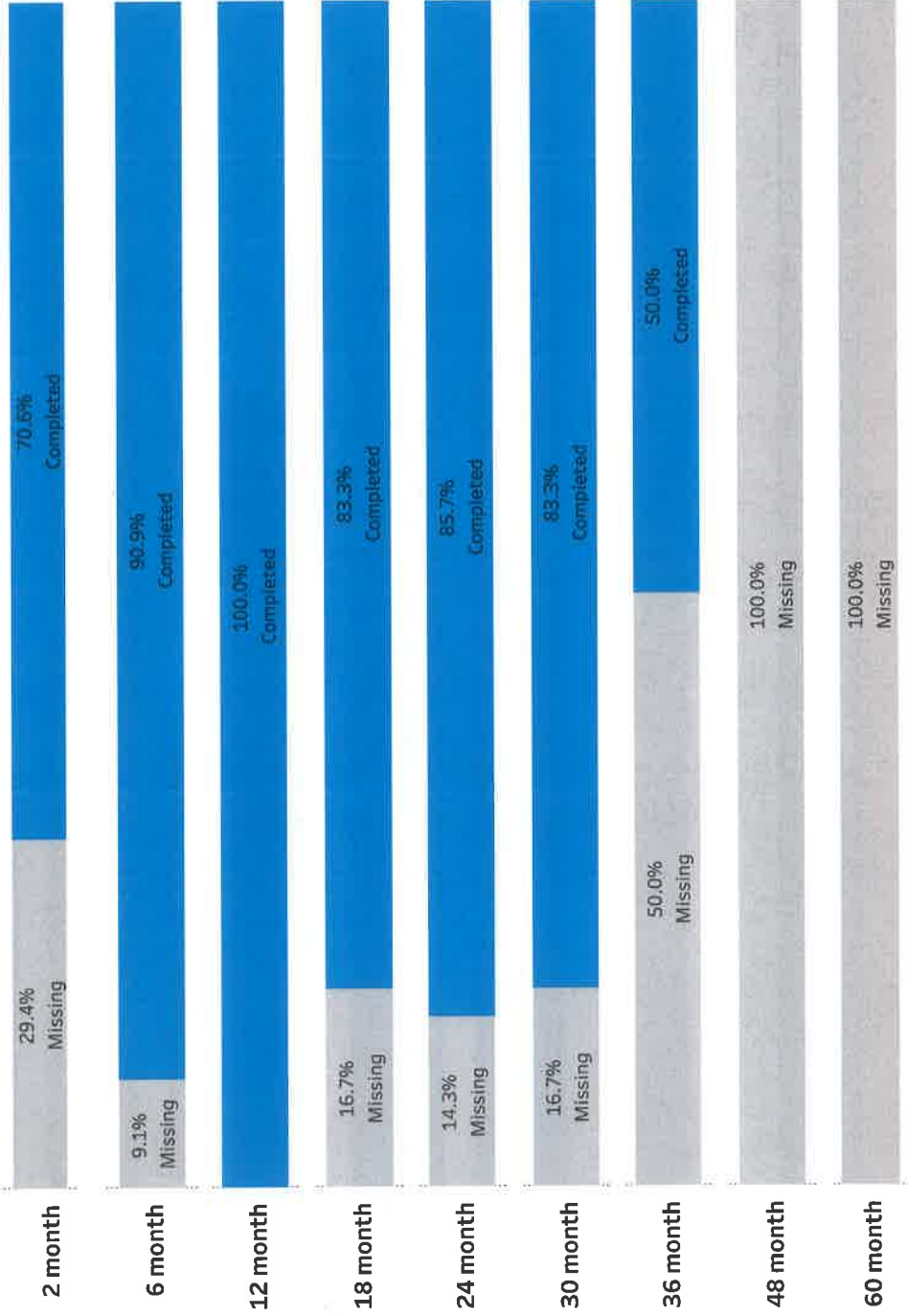
Reporting Period: Full Year, 2020-2021



Reporting Year July 2020 to June 2021	Reporting Period Full Year	Organization Name All	Program Name All	County Multiple values	Participants All	Target Child? All
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Completed Completed outside of range Missing

This dashboard includes both ASQ:SE and ASQ:SE-2 assessment forms. Use of the ASQ:SE-2 began on 4/1/19.



This report combines the ASQ:SE and ASQ:SE-2. If you have questions about these reports, please visit <http://daiseyiowa.daiseysolutions.org/> contact the Iowa Help Desk at daisey.iowa@ku.edu.

FSSD Report - Life Skills Progression Annual Outcome Measures

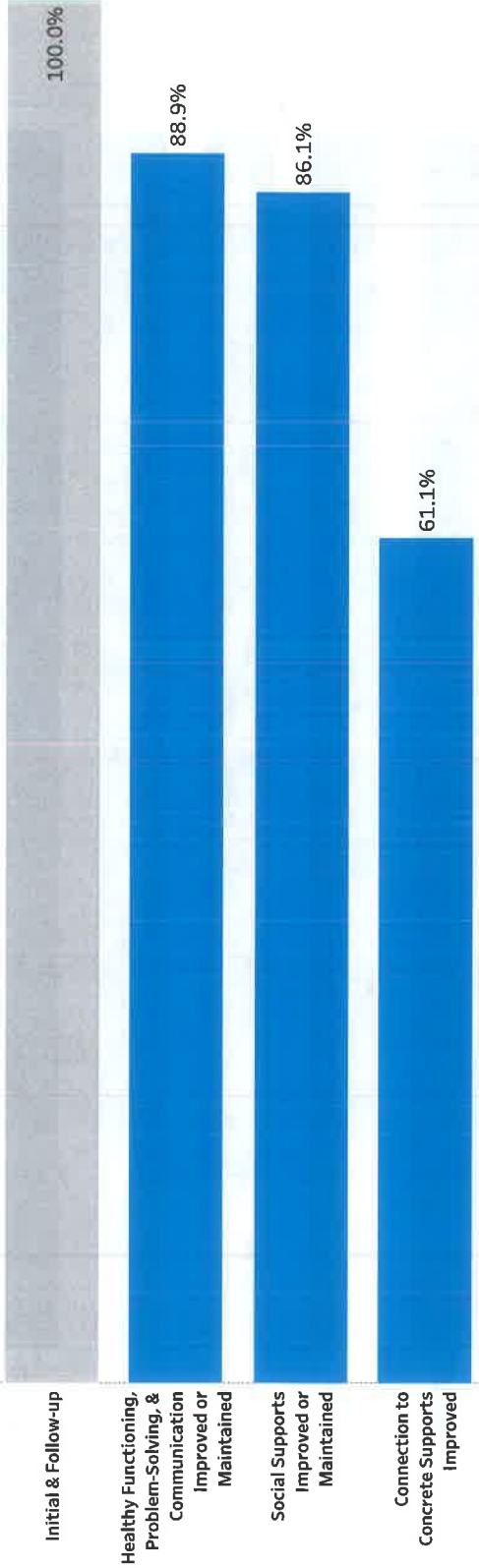
Reporting Period: Full Year, 2020-2021



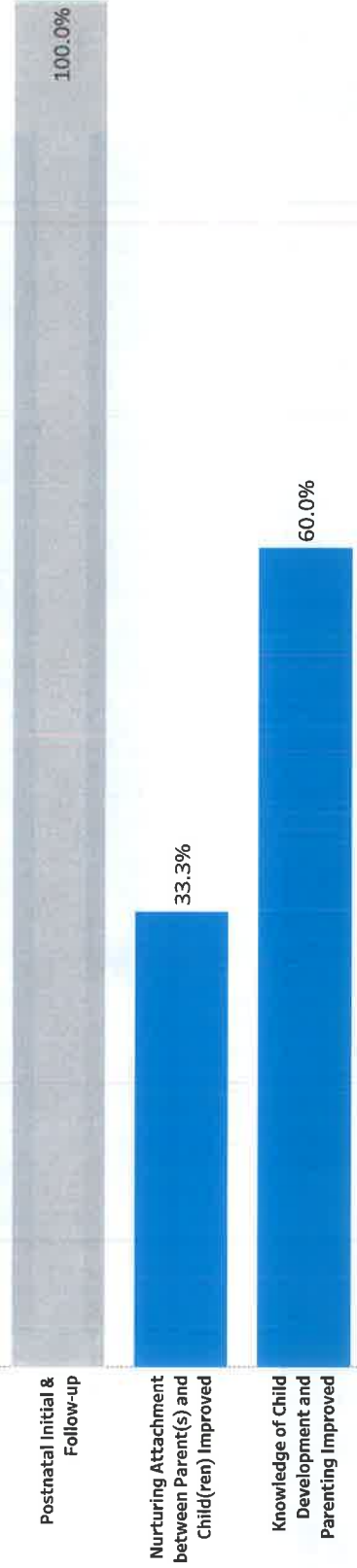
DAISEY

Reporting Year	Reporting Period	Organization Name	Program Name	County	Participants
July 2020 to June 2021	Full Year	All	All	Multiple values	All

Outcome Measures based on Life Skills Progression (LSP)



Outcome Measures based on Life Skills Progression (LSP)



Note: ECI long-term home visiting & IDPH HOPES programs are required to complete the LSP.

If you have questions about these reports, please visit <http://daiseyiowa.daisysolutions.org/> or contact the Iowa Help Desk at daisey.iowa@ku.edu.



FSSD Report - Protective Factors Survey Annual Outcome Measures

Reporting Period: Full Year, 2020-2021

Reporting Year July 2020 to June 2021	Reporting Period Full Year	Organization Name All	Program Name All	County Multiple values	Participants All
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Outcome Measures based on Protective Factors Survey (PFS)

Outcome Measures based on Protective Factors Survey (PFS)

Note: ECI group-based parent education and short-term home visiting are required to complete the PFS.

Edinburgh Postnatal Depression Scale (EPDS) Report

Reporting Period: Full Year, 2020-2021



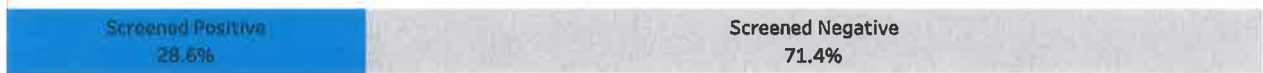
Reporting Year	Reporting Period	Organization Name	Program Name	County	Participants	Target Child?
July 2020 to June 2021	Full Year	All	HOPE-HFI- Woodbury	All	All	All

Mothers (pregnant or with an infant ≤1)	Screened	Screened Positive	Referred	Already in Services
12	7	2	0	2

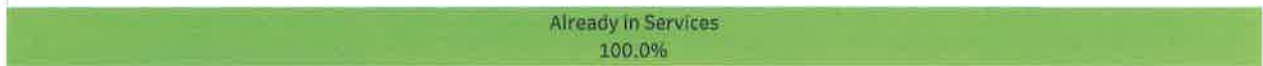
Of mothers who were pregnant or had an infant <1:



Of mothers screened with the EPDS:



Of mothers with a positive EPDS:



If you have questions about these reports, please visit <http://daisyiowa.daisy-solutions.org/> contact the Iowa Help Desk at daisy.iowa@ku.edu

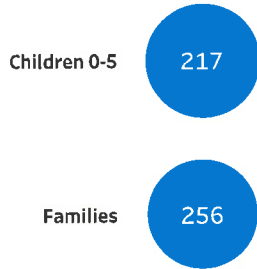
FSSD Report - Output Measures

Reporting Period: Full Year, 2020-2021

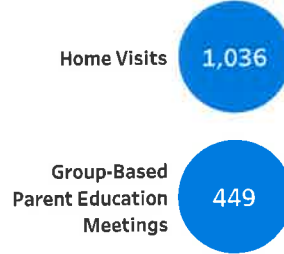


Reporting Year	Reporting Period	Organization Name	Program Name	County	Participants	Target Child?
July 2020 to June 2021	Full Year	Crittendon Center	Resource Center	All	All	All

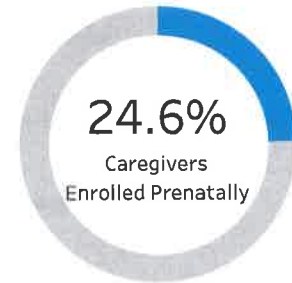
Children & Families Served



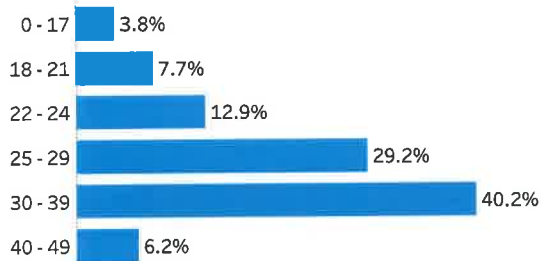
Services Provided



Pregnancy Status at Enrollment

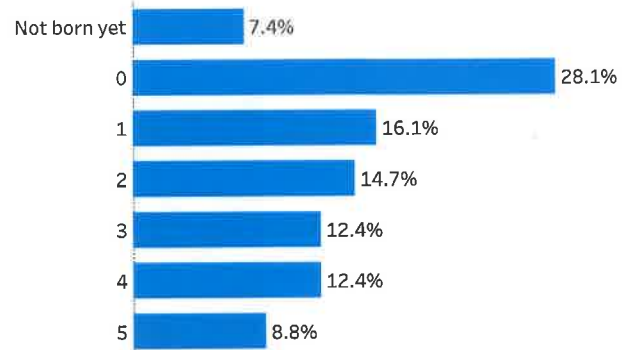


Mom's Age at Enrollment



Average Age: 29.42

Child's Age at Enrollment



If you have questions about these reports, please visit <http://dalsey.iowa.dalseysolutions.org/> or contact the Iowa Help Desk at dalsey.iowa@ku.edu.

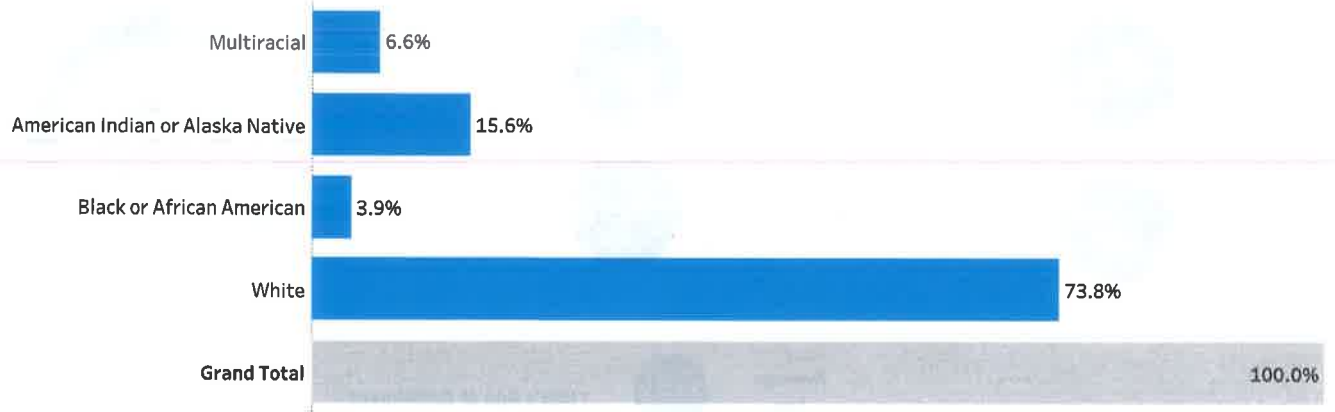
Primary Caregiver & Household Demographics

Reporting Period: Full Year, 2020-2021

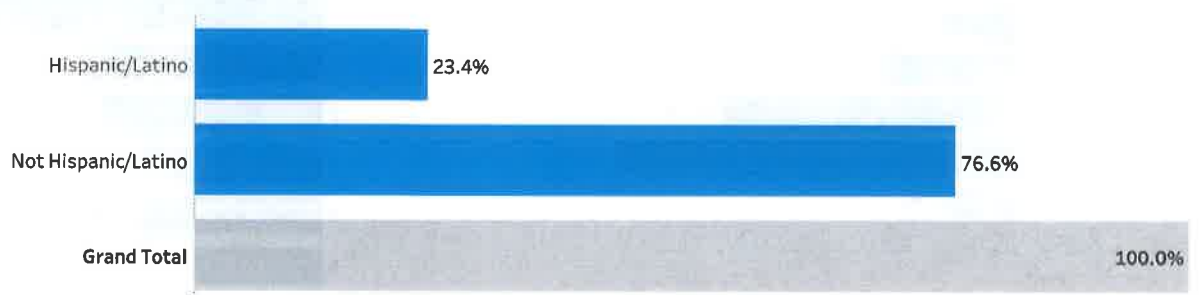


Reporting Year	Reporting Period	Organization Name	Program Name	County	Participants
July 2020 to June 2021	Full Year	Crittendon Center	Resource Center	All	All

Primary Caregiver Race



Primary Caregiver Ethnicity



If you have questions about these reports, please visit <http://daisy.iowa.daisysolutions.org/> or contact the Iowa Help Desk at daisy.iowa@ku.edu.

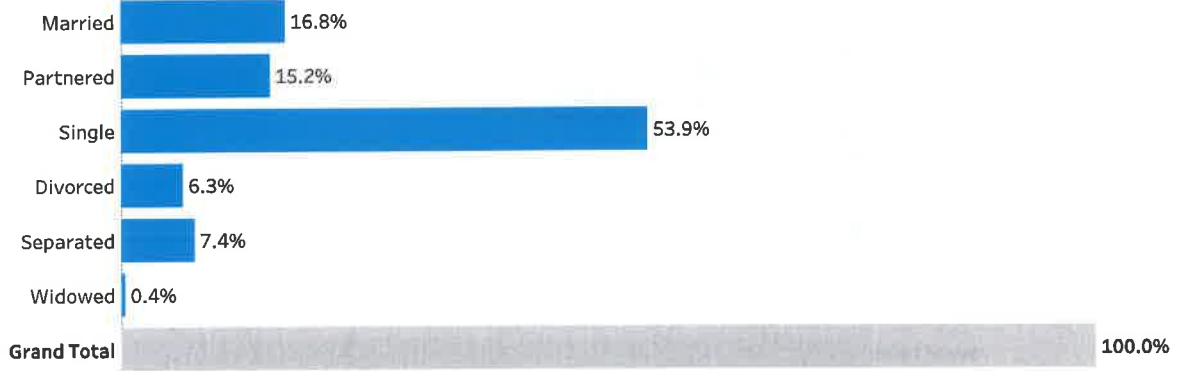
Primary Caregiver & Household Demographics

Reporting Period: Full Year, 2020-2021



Reporting Year	Reporting Period	Organization Name	Program Name	County	Participants
July 2020 to June 2021	Full Year	Crittanton Center	Resource Center	All	All

Primary Caregiver Marial Status



Primary Language Spoken in the Home



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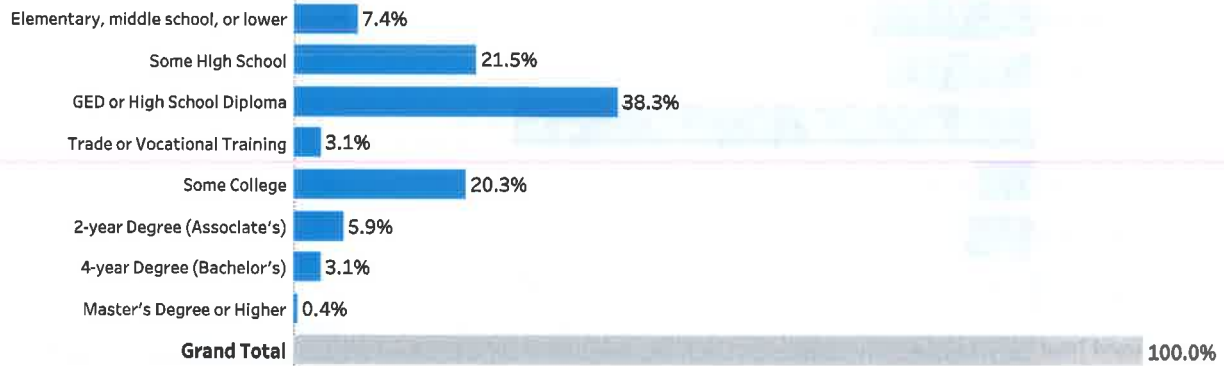
Primary Caregiver & Household Demographics

Reporting Period: Full Year, 2020-2021



Reporting Year	Reporting Period	Organization Name	Program Name	County	Participants
July 2020 to June 2021	Full Year	Crittendon Center	Resource Center	All	All

Primary Caregiver Education



Other Caregiver Education



If you have questions about these reports, please visit <http://daiseyiowa.daiseysolutions.org/> or contact the Iowa Help Desk at daisey.iowa@ku.edu.

FSSD Report - Other Demographic Questions

Reporting Period: Full Year, 2020-2021



Reporting Year	Reporting Period	Organization Name	Program Name	County	Participants	Target Child?
July 2020 to June 2021	Full Year	Crittendon Center	Resource Center	All	All	All

Of Families Enrolled This Period:



Of Families Enrolled This Period Who Do Not Meet Shared Vision's Primary Requirement:



Of Families Enrolled This Period:



Of Families Served This Period:



Of Female Primary Caregivers Served This Period:



If you have questions about these reports, please visit <http://daiseyiowa.daiseysolutions.org/> or contact the Iowa Help Desk at daisey.iowa@ku.edu.

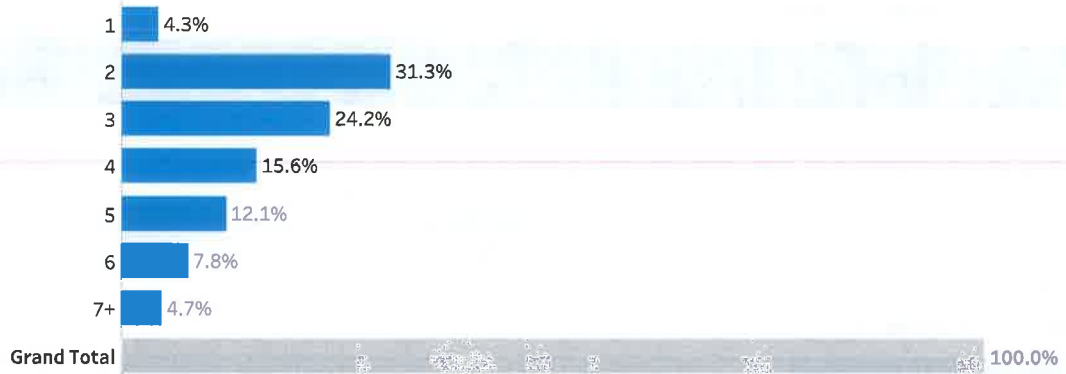
Primary Caregiver & Household Demographics

Reporting Period: Full Year, 2020-2021

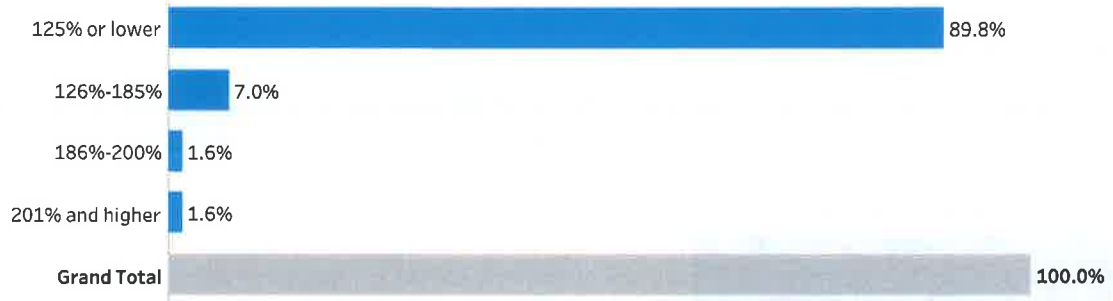


Reporting Year	Reporting Period	Organization Name	Program Name	County	Participants
July 2020 to June 2021	Full Year	Crittendon Center	Resource Center	All	All

Household Size at Enrollment



Federal Poverty Level at Enrollment



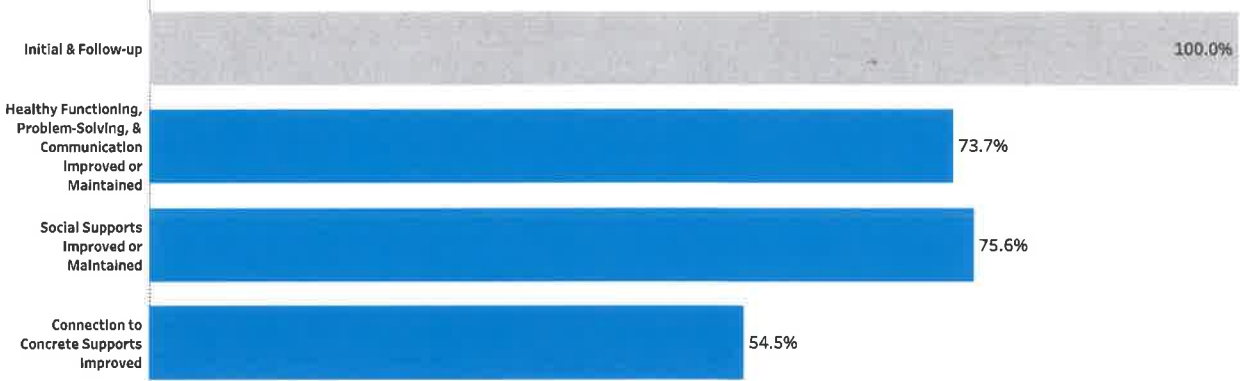
If you have questions about these reports, please visit <http://daisy.iowa.daisysolutions.org/> or contact the Iowa Help Desk at daisy.iowa@ku.edu.

FSSD Report - Protective Factors Survey Annual Outcome Measures
 Reporting Period: Full Year, 2020-2021

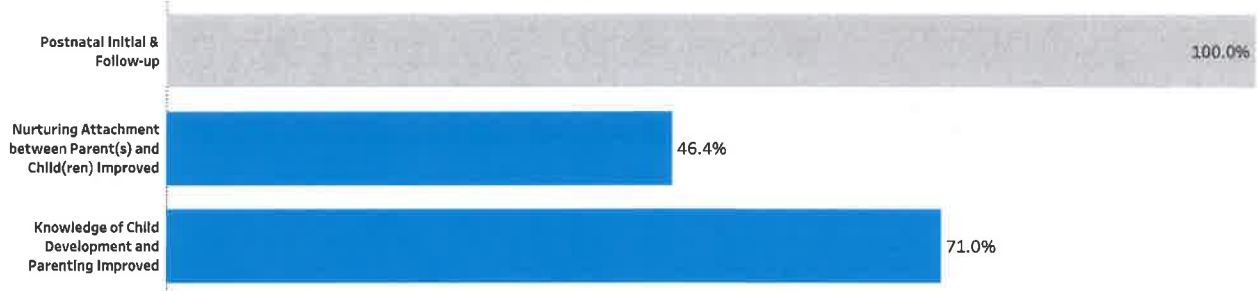


Reporting Year	Reporting Period	Organization Name	Program Name	County	Participants
July 2020 to June 2021	Full Year	Crittanton Center	Resource Center	All	All

Outcome Measures based on Protective Factors Survey (PFS)



Outcome Measures based on Protective Factors Survey (PFS)



Note: ECI group-based parent education and short-term home visiting are required to complete the PFS.

If you have questions about these reports, please visit <http://dalsey.iowa.dalseysolutions.org/> or contact the Iowa Help Desk at dalsey.iowa@ku.edu.

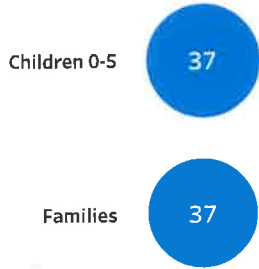
FSSD Report - Output Measures

Reporting Period: Full Year, 2020-2021

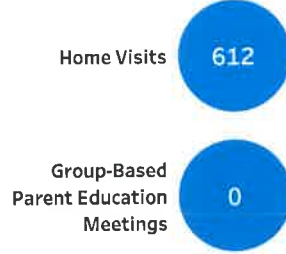


Reporting Year	Reporting Period	Organization Name	Program Name	County	Participants	Target Child?
July 2020 to June 2021	Full Year	Crittenton Center	Crittenton Center HOPES	All	All	Yes

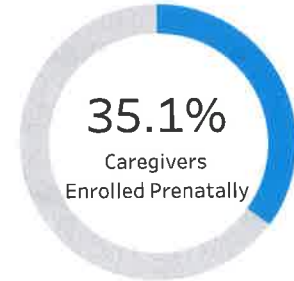
Children & Families Served



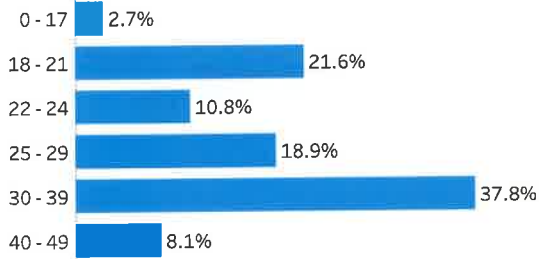
Services Provided



Pregnancy Status at Enrollment

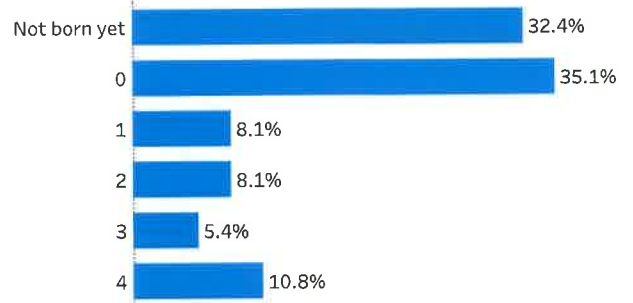


Mom's Age at Enrollment



Average Age: 28.21

Child's Age at Enrollment



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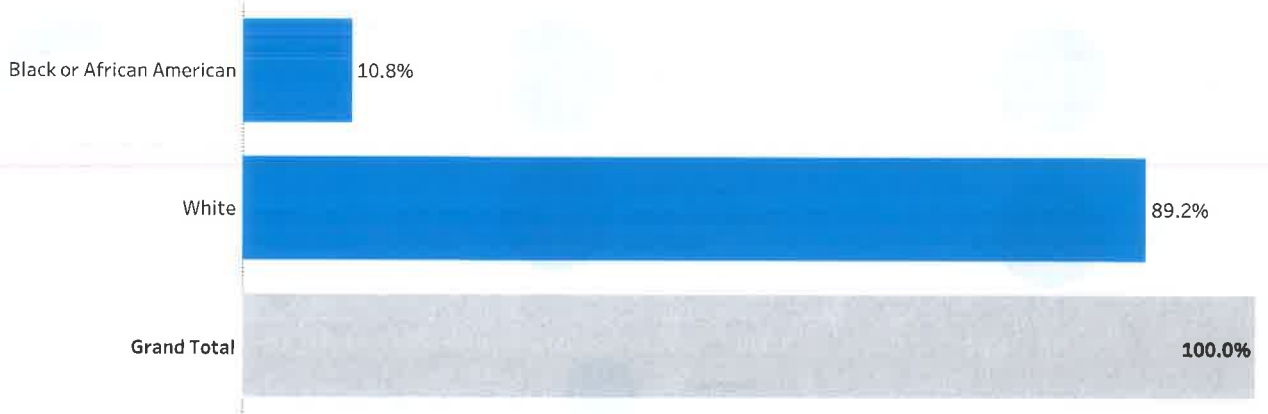
Primary Caregiver & Household Demographics

Reporting Period: Full Year, 2020-2021

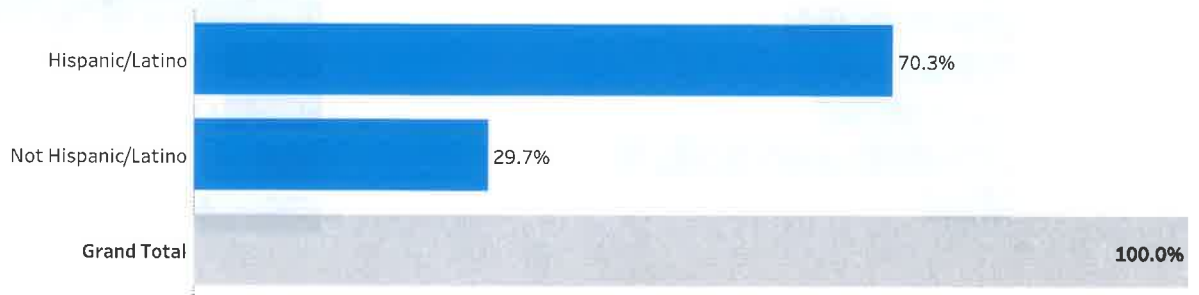


Reporting Year	Reporting Period	Organization Name	Program Name	County	Participants
July 2020 to June 2021	Full Year	Crittenton Center	Crittenton Center HOPES	All	All

Primary Caregiver Race



Primary Caregiver Ethnicity



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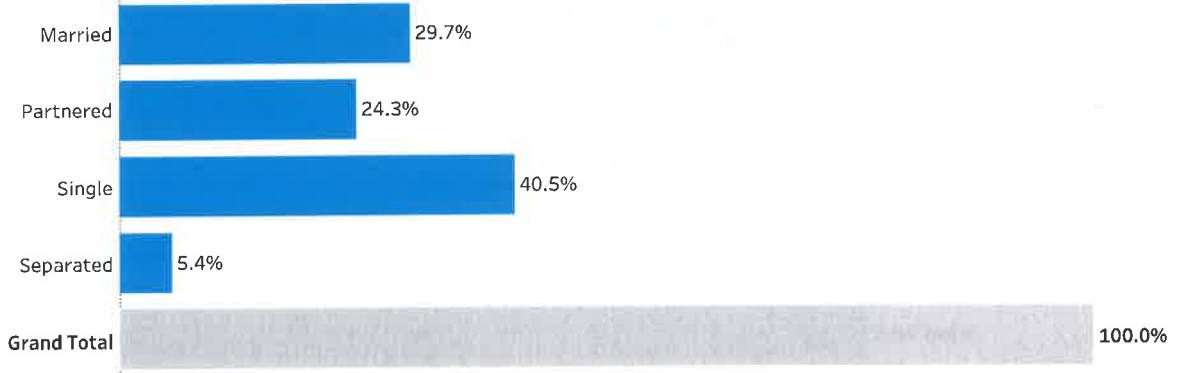
Primary Caregiver & Household Demographics

Reporting Period: Full Year, 2020-2021

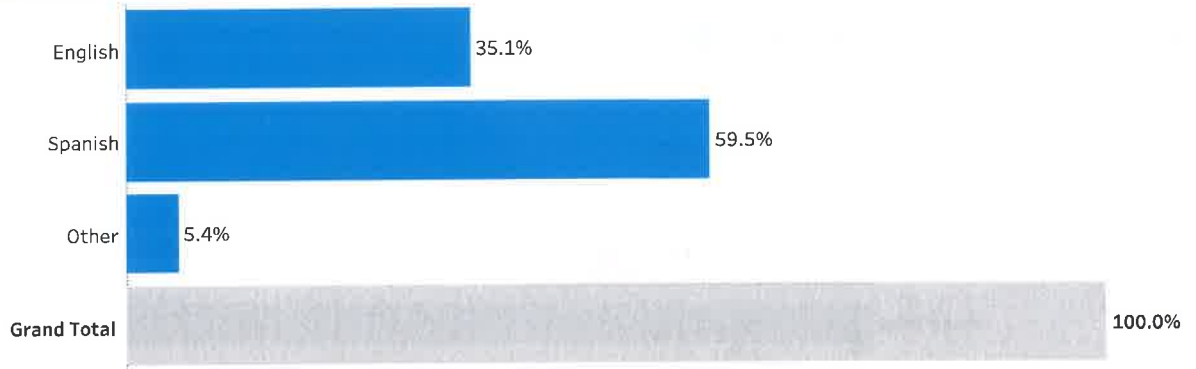


Reporting Year	Reporting Period	Organization Name	Program Name	County	Participants
July 2020 to June 2021	Full Year	Crittenton Center	Crittenton Center HOPES	All	All

Primary Caregiver Marial Status



Primary Language Spoken in the Home



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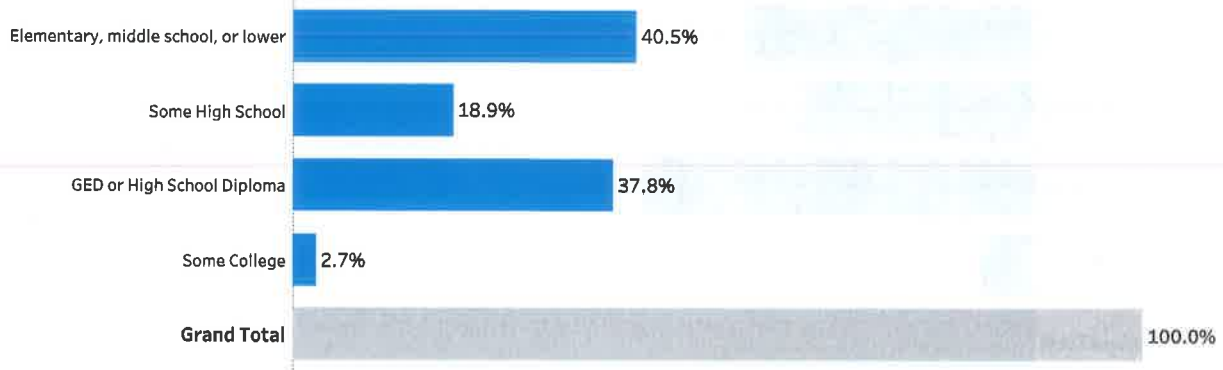
Primary Caregiver & Household Demographics

Reporting Period: Full Year, 2020-2021

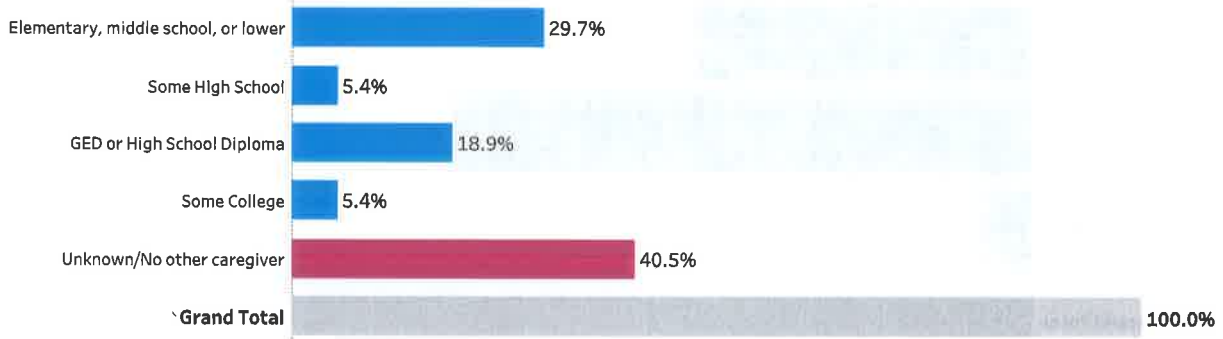


Reporting Year	Reporting Period	Organization Name	Program Name	County	Participants
July 2020 to June 2021	Full Year	Crittendon Center	Crittendon Center HOPES	All	All

Primary Caregiver Education



Other Caregiver Education



If you have questions about these reports, please visit <http://daisyiowa.daisysolutions.org/> or contact the Iowa Help Desk at daisy.iowa@ku.edu.

FSSD Report - Other Demographic Questions

Reporting Period: Full Year, 2020-2021



Reporting Year	Reporting Period	Organization Name	Program Name	County	Participants	Target Child?
July 2020 to June 2021	Full Year	Crittenton Center	Crittenton Center HOPES	All	All	Yes

Of Families Enrolled This Period:



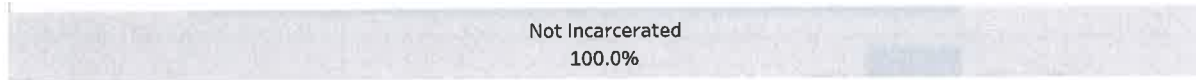
Of Families Enrolled This Period Who Do Not Meet Shared Vision's Primary Requirement:



Of Families Enrolled This Period:



Of Families Served This Period:



Of Female Primary Caregivers Served This Period:



If you have questions about these reports, please visit <http://daiseyiowa.daiseysolutions.org/> or contact the Iowa Help Desk at daisey.iowa@ku.edu.

Primary Caregiver & Household Demographics

Reporting Period: Full Year, 2020-2021

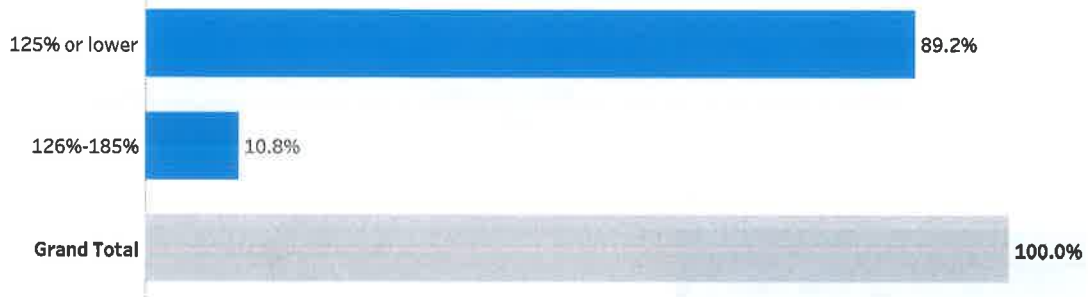


Reporting Year July 2020 to June 2021	Reporting Period Full Year	Organization Name Crittenton Center	Program Name Crittenton Center HOPES	County All	Participants All
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Household Size at Enrollment



Federal Poverty Level at Enrollment



If you have questions about these reports, please visit <http://daisyiowa.daisysolutions.org/> or contact the Iowa Help Desk at daisy.iowa@ku.edu.

ASQ-3 Screenings for Age Eligible Children

Reporting Period: Full Year, 2020-2021



Reporting Year	Reporting Period	Organization Name	Program Name	County	Participants	Target Child?
July 2020 to June 2021	Full Year	Crittenton Center	Crittenton Center HOPES	All	All	Yes

All age-eligible children	Screened	Screened Positive	Referred
35	21	4	0

Of children who are age-eligible for ASQ-3 screening:



Of children who received ASQ-3 screening:



Of children who screened positive:



If you have questions about these reports, please visit <http://daiseyiowa.daiseysolutions.org/> contact the Iowa Help Desk at daisey.iowa@ku.edu

ASQ:SE Screenings for Age Eligible Children

Reporting Period: Full Year, 2020-2021

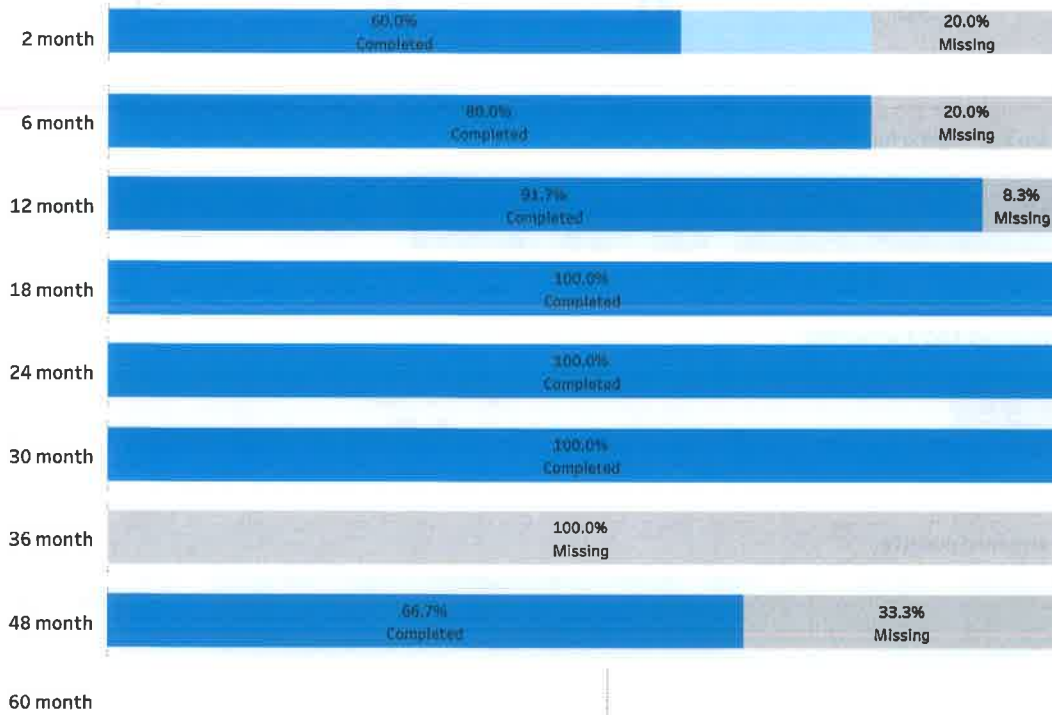
Child Care Program



Reporting Year	Reporting Period	Organization Name	Program Name	County	Participants	Target Child?
July 2020 to June 2021	Full Year	Crittendon Center	Crittendon Center HOPEs	All	All	Yes

Completed Completed outside of range Missing

This dashboard includes both ASQ:SE and ASQ:SE-2 assessment forms. Use of the ASQ:SE-2 began on 4/1/19.



This report combines the ASQ:SE and ASQ:SE-2.

If you have questions about these reports, please visit <http://daiseyiowa.daiseysolutions.org/> contact the Iowa Help Desk at daisey.iowa@ku.edu.

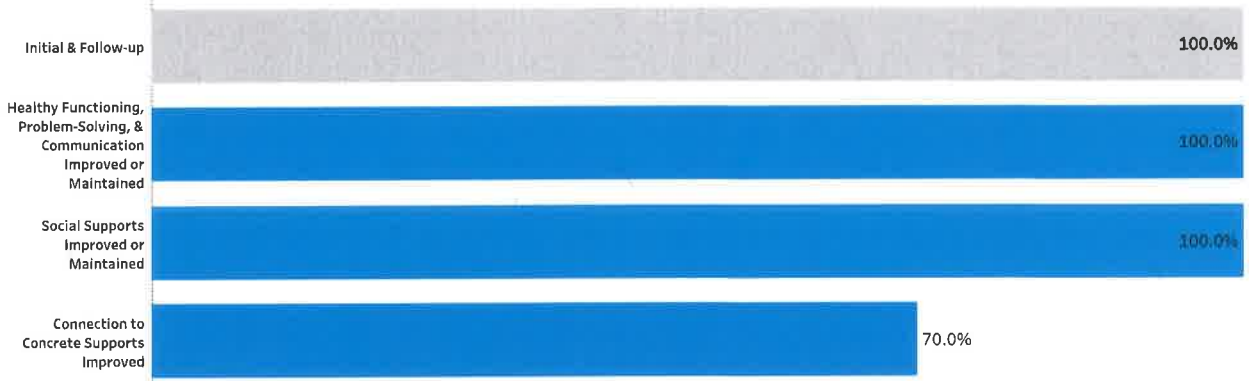
FSSD Report - Life Skills Progression Annual Outcome Measures

Reporting Period: Full Year, 2020-2021

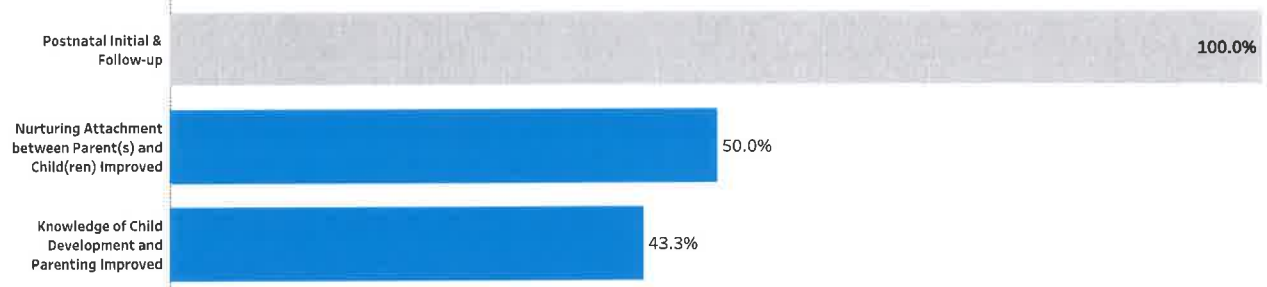


Reporting Year	Reporting Period	Organization Name	Program Name	County	Participants
July 2020 to June 2021	Full Year	Crittanton Center	Crittanton Center HOPEs	All	All

Outcome Measures based on Life Skills Progression (LSP)



Outcome Measures based on Life Skills Progression (LSP)



Note: ECI long-term home visiting & IDPH HOPEs programs are required to complete the LSP.

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Edinburgh Postnatal Depression Scale (EPDS) Report

Reporting Period: Full Year, 2020-2021



Reporting Year	Reporting Period	Organization Name	Program Name	County	Participants	Target Child?
July 2020 to June 2021	Full Year	All	Crittendon Center HOPES	Woodbury	All	All

Mothers (pregnant or with an infant ≤1)	Screened	Screened Positive	Referred	Already in Services
23	21	6	4	2

Of mothers who were pregnant or had an infant <1:



Of mothers screened with the EPDS:



Of mothers with a positive EPDS:



If you have questions about these reports, please visit <http://daiseyiowa.daiseysolutions.org/> contact the Iowa Help Desk at daisey.iowa@ku.edu

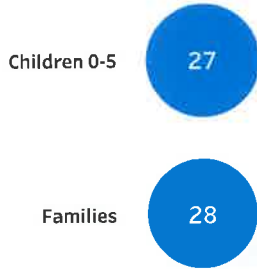
FSSD Report - Output Measures

Reporting Period: Full Year, 2020-2021

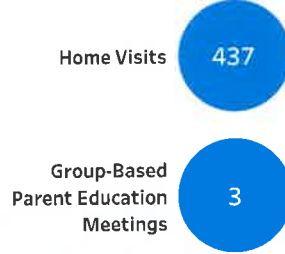


Reporting Year	Reporting Period	Organization Name	Program Name	County	Participants	Target Child?
July 2020 to June 2021	Full Year	All	HOPES-HFI-Woodbury	All	All	Yes

Children & Families Served



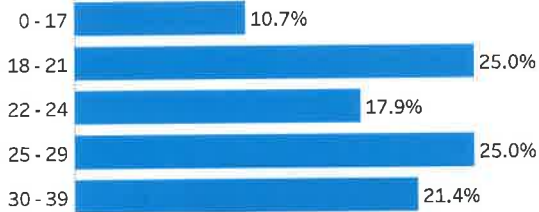
Services Provided



Pregnancy Status at Enrollment



Mom's Age at Enrollment



Average Age: 25.15

Child's Age at Enrollment



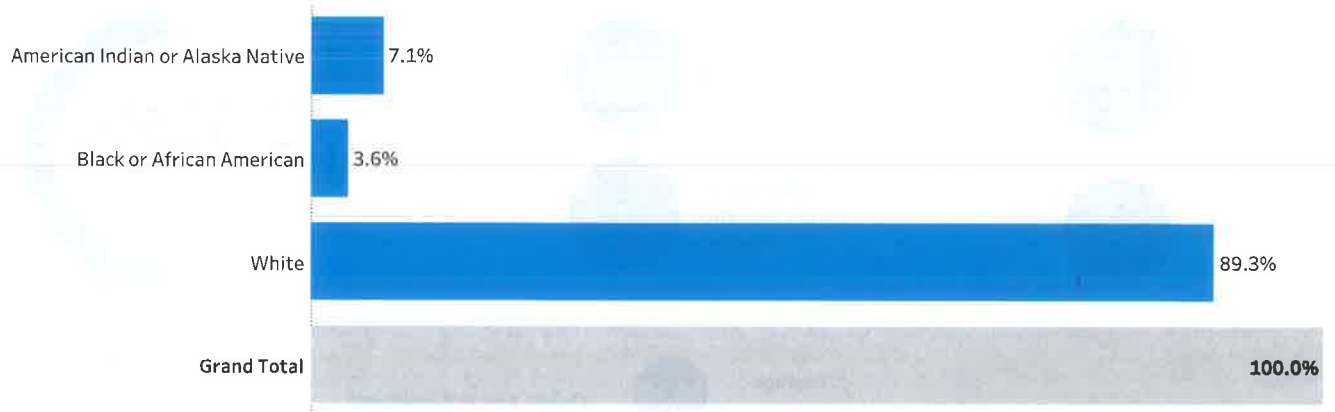
If you have questions about these reports, please visit <http://daiseyiowa.daiseysolutions.org/> or contact the Iowa Help Desk at daisey.iowa@ku.edu.

Primary Caregiver & Household Demographics

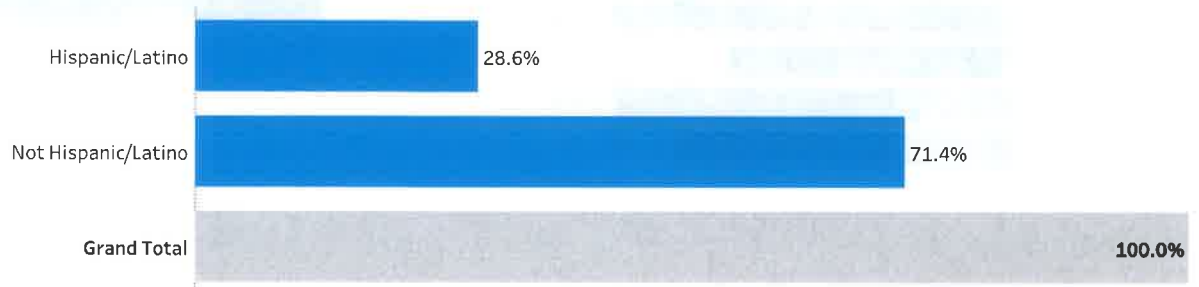
Reporting Period: Full Year, 2020-2021

Reporting Year	Reporting Period	Organization Name	Program Name	County	Participants
July 2020 to June 2021	Full Year	All	HOPES-HFI-Woodbury	All	All

Primary Caregiver Race



Primary Caregiver Ethnicity



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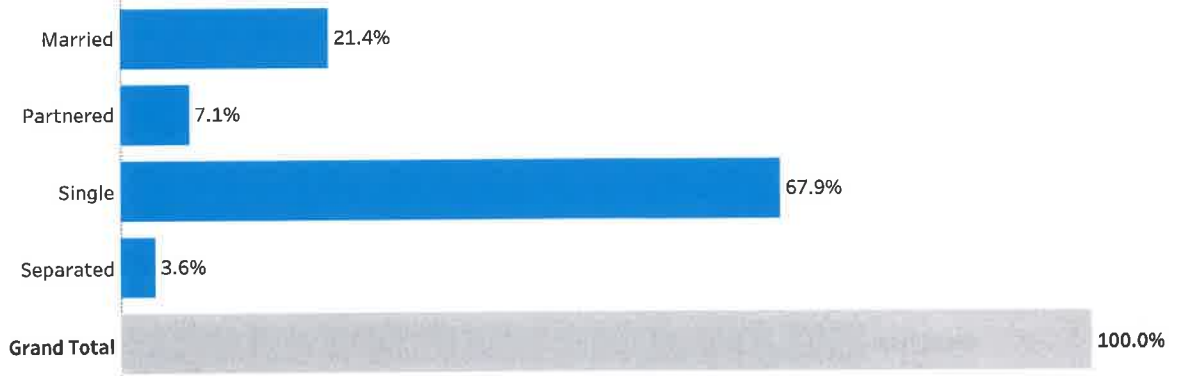
Primary Caregiver & Household Demographics

Reporting Period: Full Year, 2020-2021



Reporting Year	Reporting Period	Organization Name	Program Name	County	Participants
July 2020 to June 2021	Full Year	All	HOPES-HFI- Woodbury	All	All

Primary Caregiver Marial Status



Primary Language Spoken in the Home



If you have questions about these reports, please visit <http://dalseylowa.dalseysolutions.org/> or contact the Iowa Help Desk at dalsey.lowa@ku.edu.

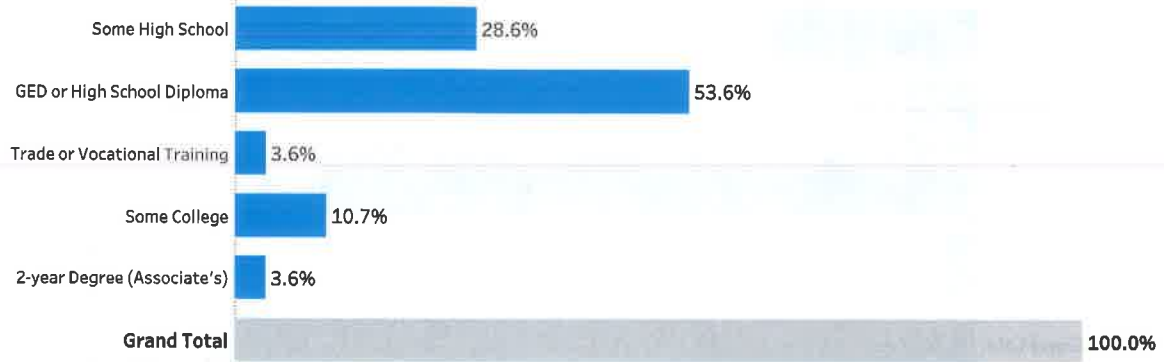
Primary Caregiver & Household Demographics

Reporting Period: Full Year, 2020-2021

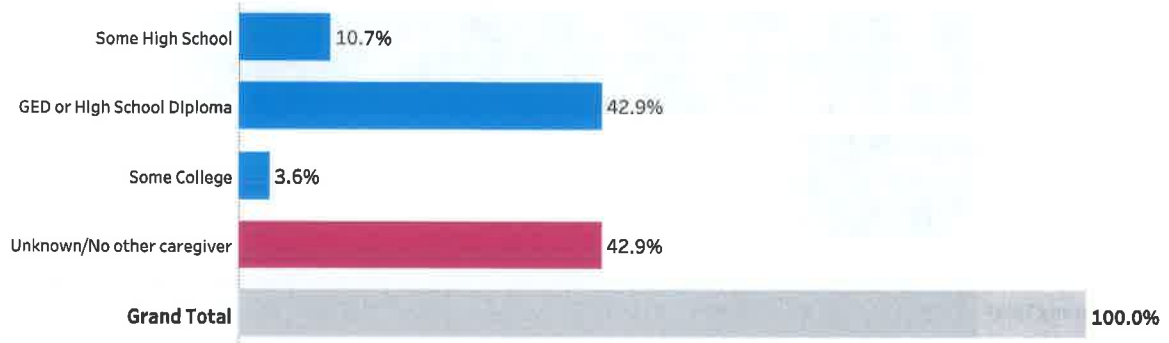


Reporting Year	Reporting Period	Organization Name	Program Name	County	Participants
July 2020 to June 2021	Full Year	All	HOPES-HFI-Woodbury	All	All

Primary Caregiver Education



Other Caregiver Education



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FSSD Report - Other Demographic Questions

Reporting Period: Full Year, 2020-2021



Reporting Year	Reporting Period	Organization Name	Program Name	County	Participants	Target Child?
July 2020 to June 2021	Full Year	All	HOPES-HFI- Woodbury	All	All	Yes

Of Families Enrolled This Period:



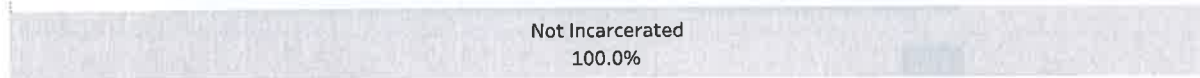
Of Families Enrolled This Period Who Do Not Meet Shared Vision's Primary Requirement:

Vertical text on the left side of the chart area.

Of Families Enrolled This Period:



Of Families Served This Period:



Of Female Primary Caregivers Served This Period:



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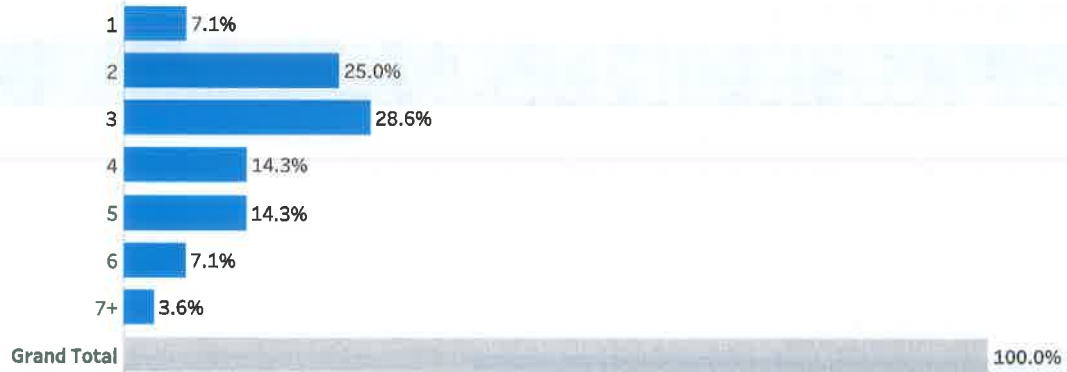
Primary Caregiver & Household Demographics

Reporting Period: Full Year, 2020-2021



Reporting Year	Reporting Period	Organization Name	Program Name	County	Participants
July 2020 to June 2021	Full Year	All	HOPES-HFI- Woodbury	All	All

Household Size at Enrollment



Federal Poverty Level at Enrollment



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ASQ-3 Screenings for Age Eligible Children

Reporting Period: Full Year, 2020-2021



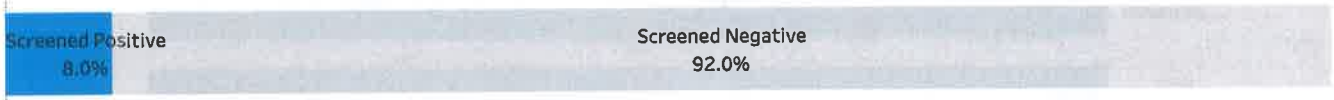
Reporting Year	Reporting Period	Organization Name	Program Name	County	Participants	Target Child?
July 2020 to June 2021	Full Year	All	HOPES-HFI-Woodbury	All	All	Yes

All age-eligible children	Screened	Screened Positive	Referred
27	25	2	1

Of children who are age-eligible for ASQ-3 screening:



Of children who received ASQ-3 screening:



Of children who screened positive:



If you have questions about these reports, please visit <http://daiseyiowa.daiseysolutions.org/> contact the Iowa Help Desk at daisey.iowa@ku.edu

ASQ:SE Screenings for Age Eligible Children

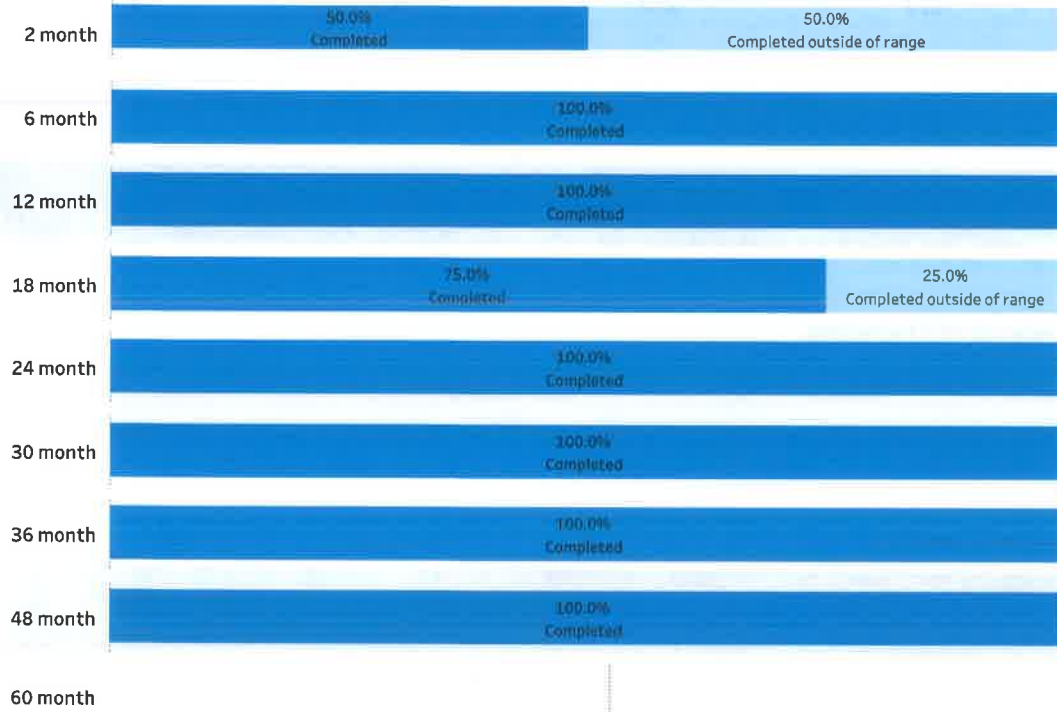
Reporting Period: Full Year, 2020-2021



Reporting Year	Reporting Period	Organization Name	Program Name	County	Participants	Target Child?
July 2020 to June 2021	Full Year	All	HOPES-HFI- Woodbury	All	All	Yes

Completed Completed outside of range Missing

This dashboard includes both ASQ:SE and ASQ:SE-2 assessment forms. Use of the ASQ:SE-2 began on 4/1/19.



This report combines the ASQ:SE and ASQ:SE-2.
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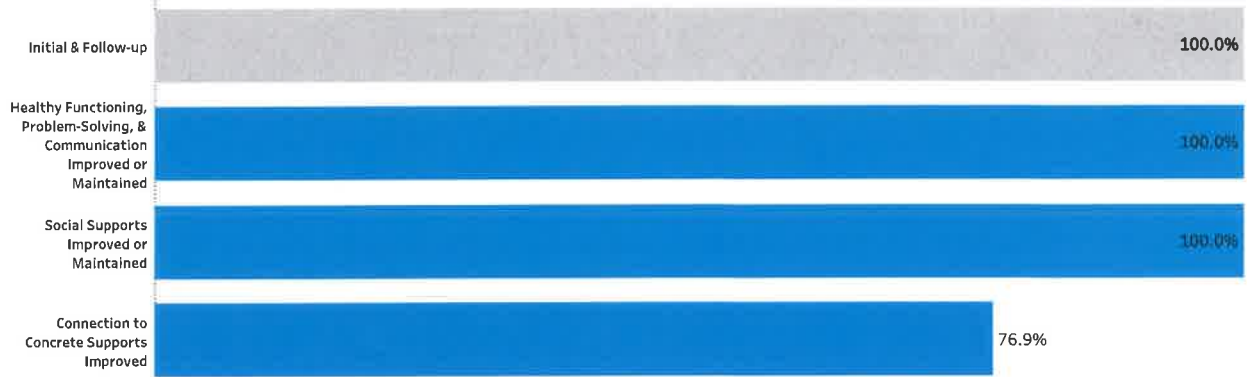
FSSD Report - Life Skills Progression Annual Outcome Measures

Reporting Period: Full Year, 2020-2021

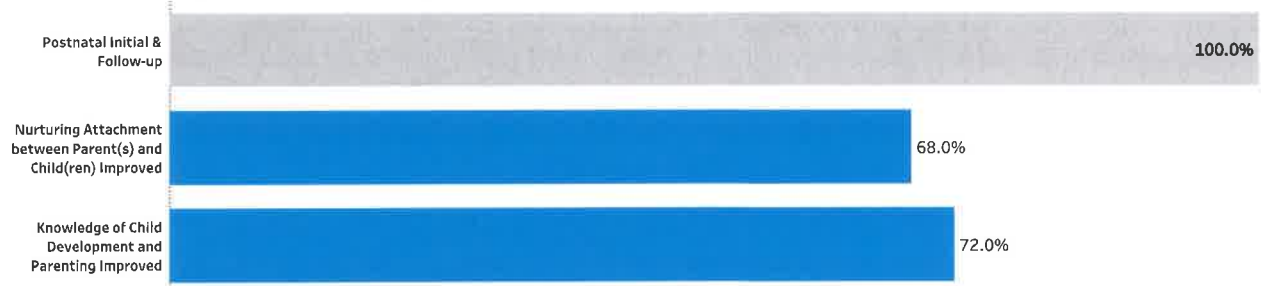


Reporting Year	Reporting Period	Organization Name	Program Name	County	Participants
July 2020 to June 2021	Full Year	All	HOPES-HFI- Woodbury	All	All

Outcome Measures based on Life Skills Progression (LSP)



Outcome Measures based on Life Skills Progression (LSP)



Note: ECI long-term home visiting & IDPH HOPEs programs are required to complete the LSP.

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Edinburgh Postnatal Depression Scale (EPDS) Report

Reporting Period: Full Year, 2020-2021



Reporting Year	Reporting Period	Organization Name	Program Name	County	Participants	Target Child?
July 2020 to June 2021	Full Year	All	HOPES-HFI- Woodbury	All	All	All

Mothers (pregnant or with an infant ≤1)	Screened	Screened Positive	Referred	Already in Services
12	7	2	0	2

Of mothers who were pregnant or had an infant <1:



Of mothers screened with the EPDS:



Of mothers with a positive EPDS:



If you have questions about these reports, please visit <http://daisy.iowa.daiseysolutions.org/>, contact the Iowa Help Desk at daisey.iowa@ku.edu

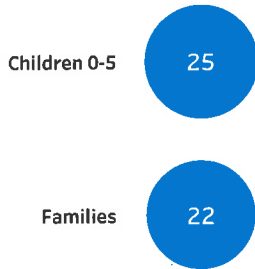
FSSD Report - Output Measures

Reporting Period: Full Year, 2020-2021

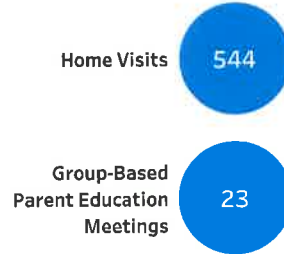


Reporting Year	Reporting Period	Organization Name	Program Name	County	Participants	Target Child?
July 2020 to June 2021	Full Year	All	All	All	All	All

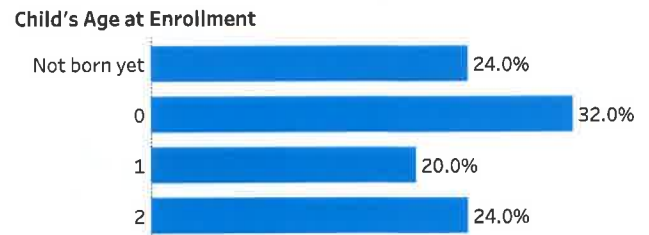
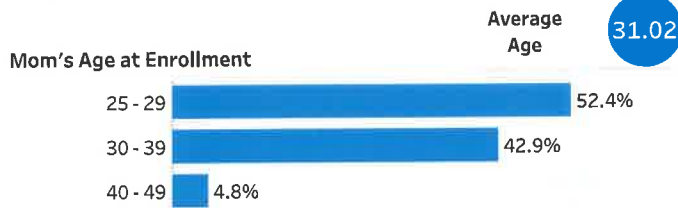
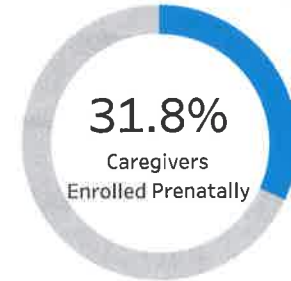
Children & Families Served



Services Provided



Pregnancy Status at Enrollment



If you have questions about these reports, please visit <http://daiseyiowa.daiseysolutions.org/> or contact the Iowa Help Desk at daisey.iowa@ku.edu.

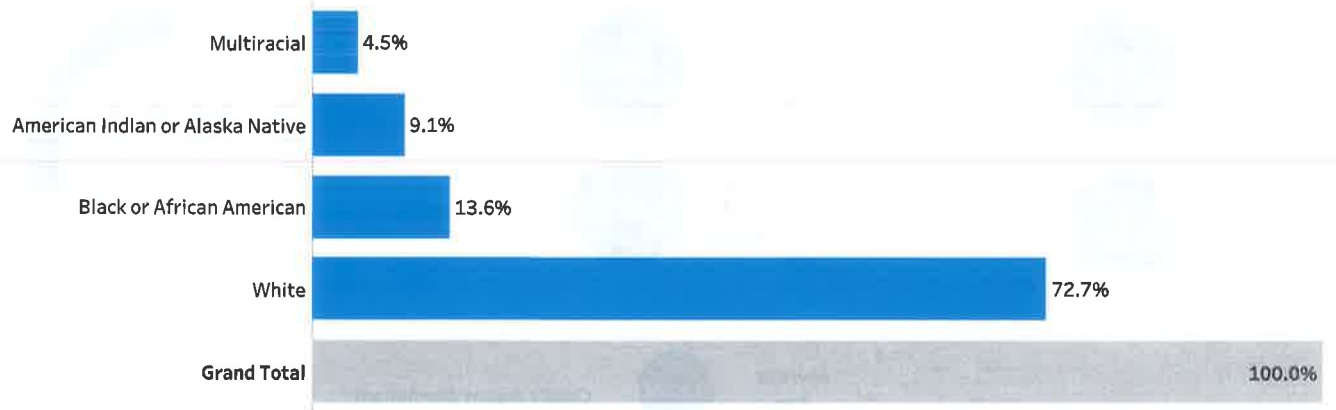
Primary Caregiver & Household Demographics

Reporting Period: Full Year, 2020-2021

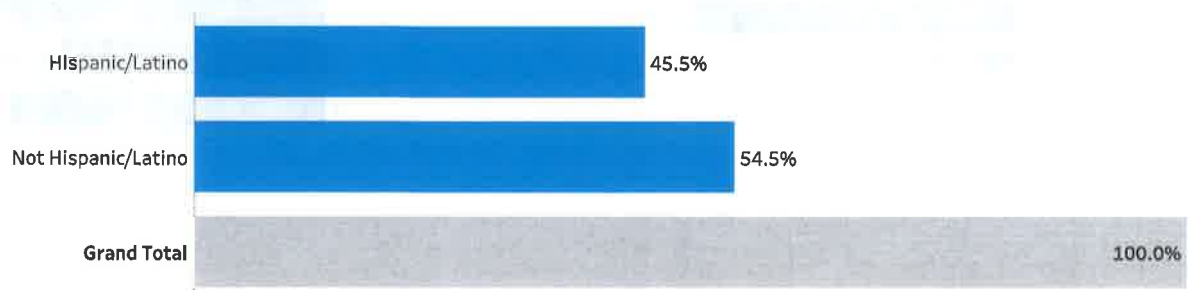


Reporting Year	Reporting Period	Organization Name	Program Name	County	Participants
July 2020 to June 2021	Full Year	All	All	All	All

Primary Caregiver Race



Primary Caregiver Ethnicity



If you have questions about these reports, please visit <http://daiseyiowa.daiseysolutions.org/> or contact the Iowa Help Desk at daisey.iowa@ku.edu.

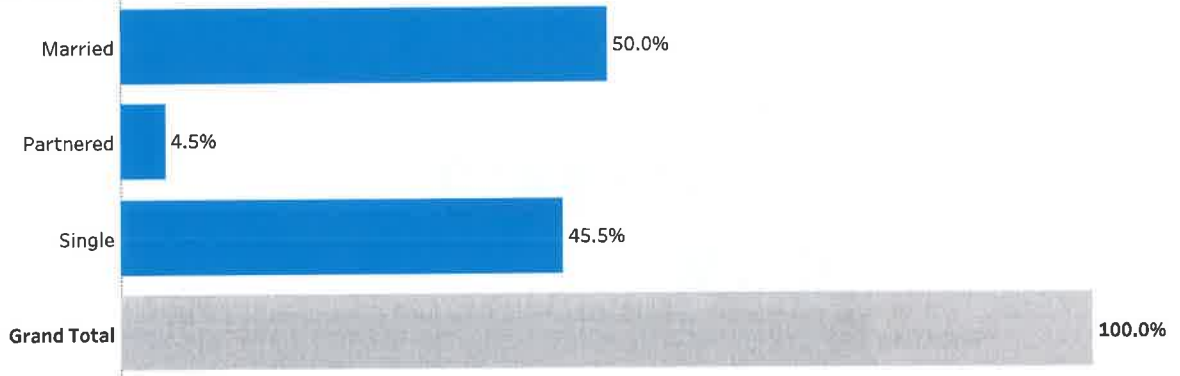
Primary Caregiver & Household Demographics

Reporting Period: Full Year, 2020-2021

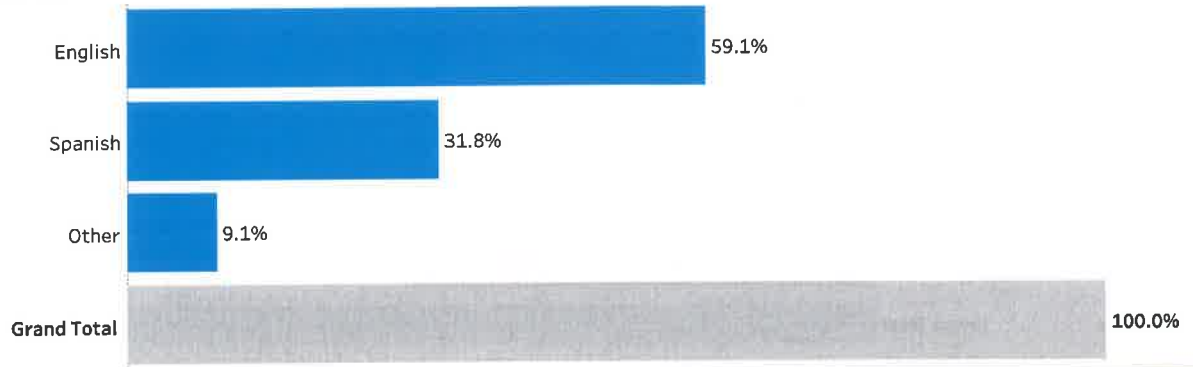


Reporting Year	Reporting Period	Organization Name	Program Name	County	Participants
July 2020 to June 2021	Full Year	All	All	All	All

Primary Caregiver Marial Status



Primary Language Spoken in the Home



If you have questions about these reports, please visit <http://daiseyiowa.daiseysolutions.org/> or contact the Iowa Help Desk at daisey.iowa@ku.edu.

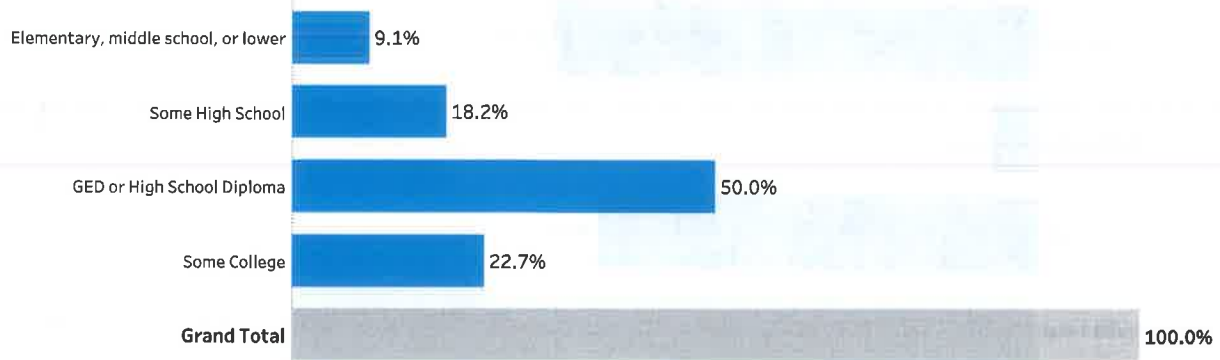
Primary Caregiver & Household Demographics

Reporting Period: Full Year, 2020-2021

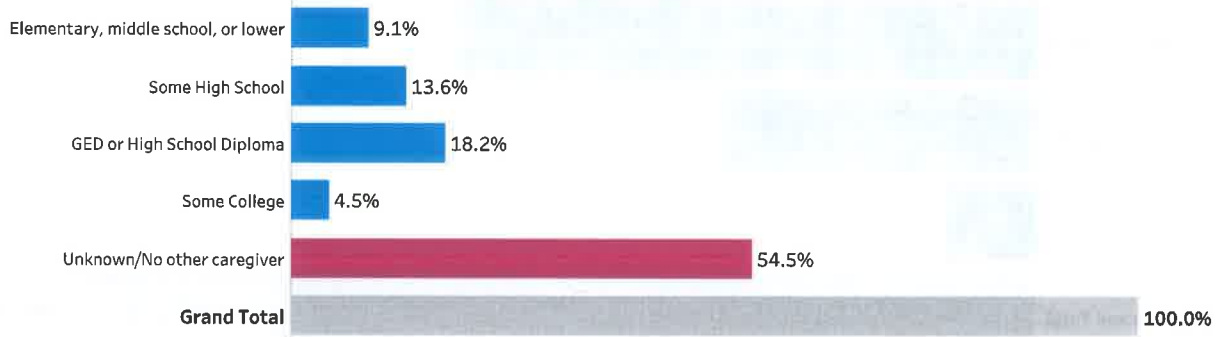


Reporting Year	Reporting Period	Organization Name	Program Name	County	Participants
July 2020 to June 2021	Full Year	All	All	All	All

Primary Caregiver Education



Other Caregiver Education



If you have questions about these reports, please visit <http://daisey.iowa.daiseysolutions.org/> or contact the Iowa Help Desk at daisey.iowa@ku.edu.

FSSD Report - Other Demographic Questions

Reporting Period: Full Year, 2020-2021



Reporting Year	Reporting Period	Organization Name	Program Name	County	Participants	Target Child?
July 2020 to June 2021	Full Year	All	All	All	All	All

Of Families Enrolled This Period:



Of Families Enrolled This Period Who Do Not Meet Shared Vision's Primary Requirement:



Of Families Enrolled This Period:



Of Families Served This Period:



Of Female Primary Caregivers Served This Period:



If you have questions about these reports, please visit <http://daisey.iowa.daiseysolutions.org/> or contact the Iowa Help Desk at dalsey.iowa@ku.edu.

Primary Caregiver & Household Demographics

Reporting Period: Full Year, 2020-2021

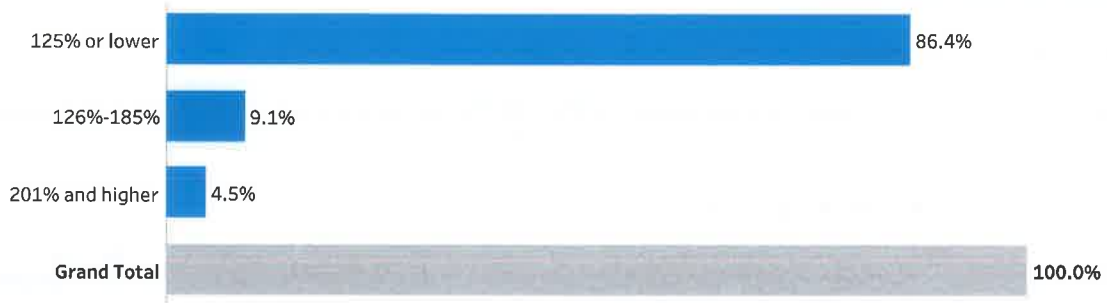


Reporting Year	Reporting Period	Organization Name	Program Name	County	Participants
July 2020 to June 2021	Full Year	All	All	All	All

Household Size at Enrollment



Federal Poverty Level at Enrollment



If you have questions about these reports, please visit <http://daisylowa.daiseysolutions.org/> or contact the Iowa Help Desk at daisey.iowa@ku.edu.

Edinburgh Postnatal Depression Scale (EPDS) Report

Reporting Period: Full Year, 2020-2021



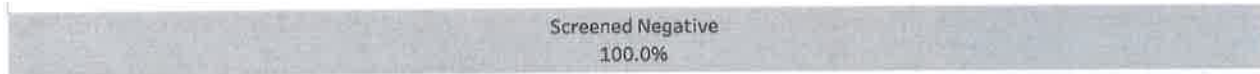
Reporting Year	Reporting Period	Organization Name	Program Name	County	Participants	Target Child?
July 2020 to June 2021	Full Year	All	All	All	All	All

Mothers (pregnant or with an infant ≤1)	Screened	Screened Positive	Referred	Already in Services
10	8	0	0	0

Of mothers who were pregnant or had an infant <1:



Of mothers screened with the EPDS:



Of mothers with a positive EPDS:



If you have questions about these reports, please visit <http://daiseyiowa.daisysolutions.org/> contact the Iowa Help Desk at daisey.iowa@ku.edu

ASQ-3 Screenings for Age Eligible Children

Reporting Period: Full Year, 2020-2021



Reporting Year	Reporting Period	Organization Name	Program Name	County	Participants	Target Child?
July 2020 to June 2021	Full Year	All	All	All	All	All

All age-eligible children	Screened	Screened Positive	Referred
25	23	6	4

Of children who are age-eligible for ASQ-3 screening:



Of children who received ASQ-3 screening:



Of children who screened positive:



If you have questions about these reports, please visit <http://daisyiowa.daisysolutions.org/> contact the Iowa Help Desk at daisy.iowa@ku.edu

ASQ:SE Screenings for Age Eligible Children

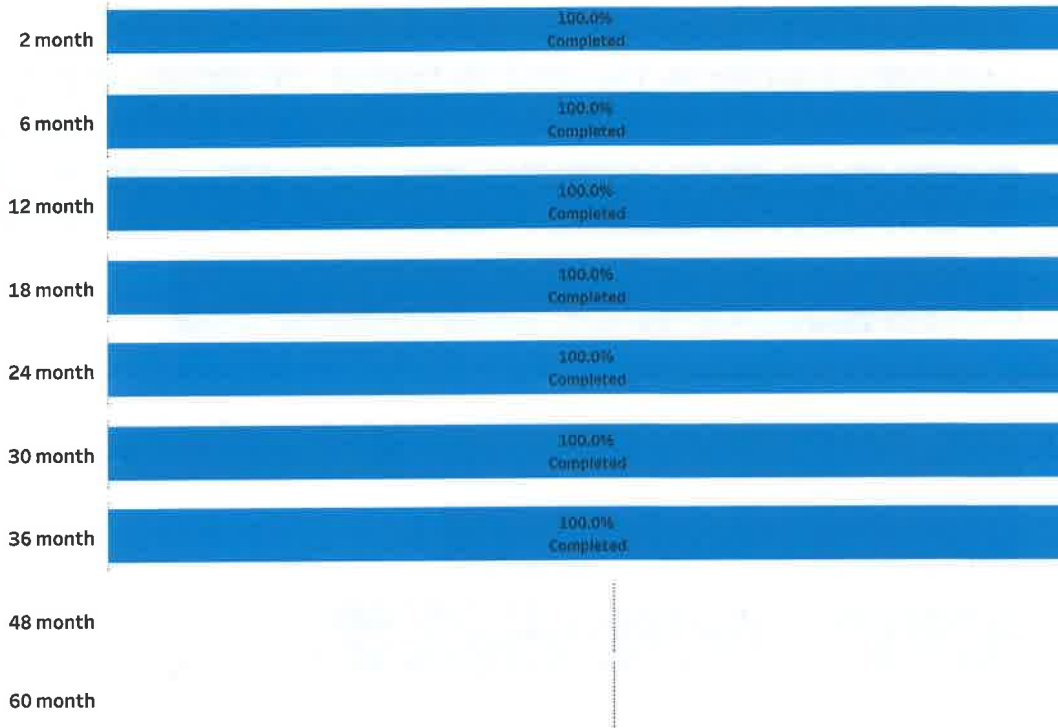
Reporting Period: Full Year, 2020-2021



Reporting Year	Reporting Period	Organization Name	Program Name	County	Participants	Target Child?
July 2020 to June 2021	Full Year	All	All	All	All	All

Completed Completed outside of range Missing

This dashboard includes both ASQ:SE and ASQ:SE-2 assessment forms. Use of the ASQ:SE-2 began on 4/1/19.



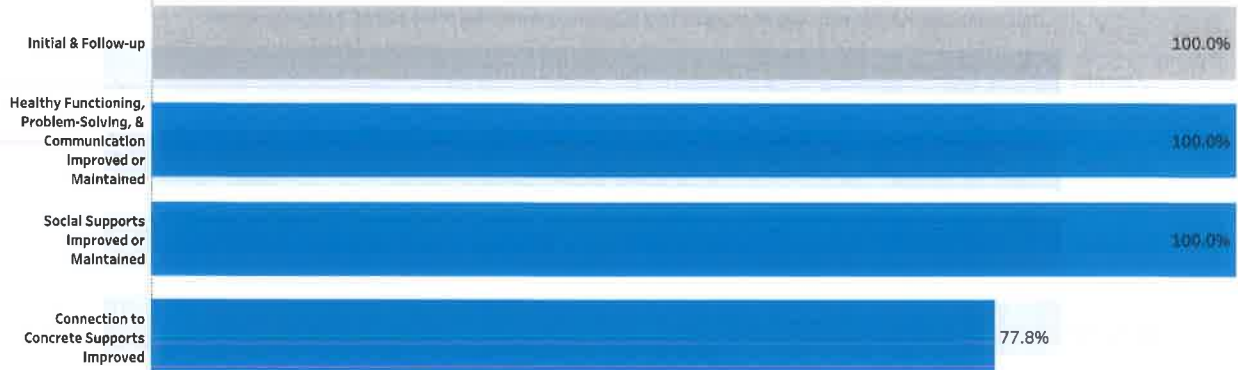
This report combines the ASQ:SE and ASQ:SE-2.
If you have questions about these reports, please visit <http://daiseyiowa.daiseysolutions.org/> contact the Iowa Help Desk at daisey.iowa@ku.edu.

FSSD Report - Life Skills Progression Annual Outcome Measures
 Reporting Period: Full Year, 2020-2021

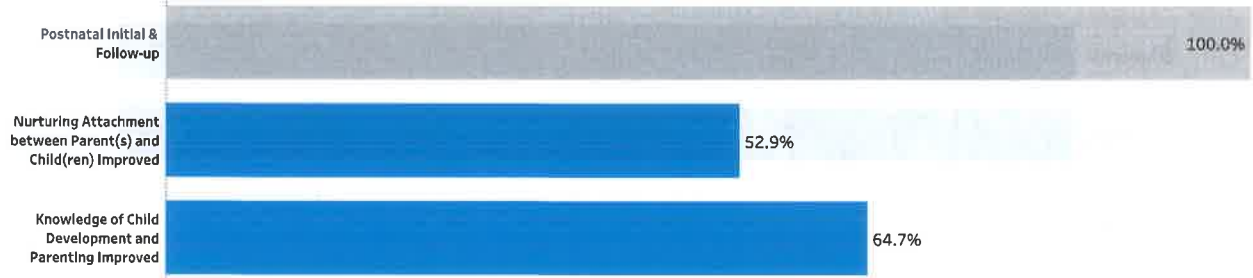


Reporting Year	Reporting Period	Organization Name	Program Name	County	Participants
July 2020 to June 2021	Full Year	All	All	All	All

Outcome Measures based on Life Skills Progression (LSP)



Outcome Measures based on Life Skills Progression (LSP)



Note: ECI long-term home visiting & IDPH HOPEs programs are required to complete the LSP.

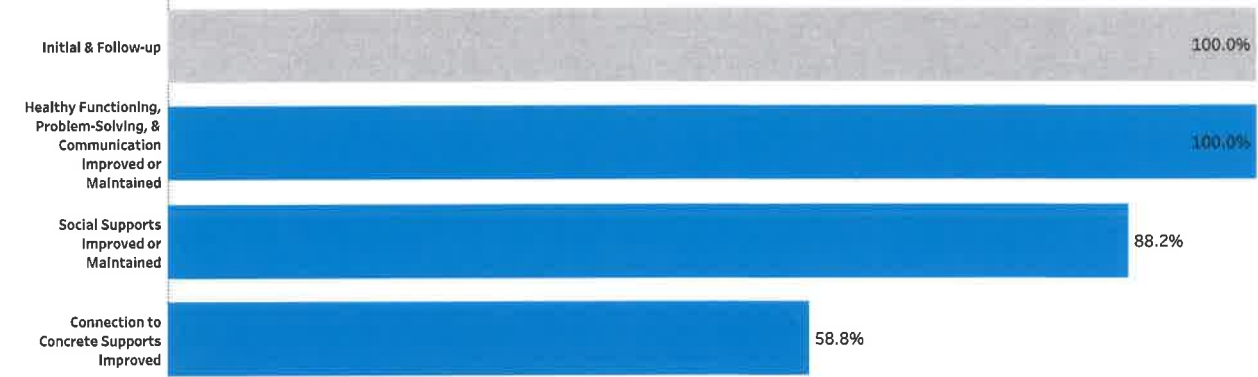
If you have questions about these reports, please visit <http://daiseyiowa.daiseysolutions.org/> or contact the Iowa Help Desk at daisey.iowa@ku.edu.

FSSD Report - Protective Factors Survey Annual Outcome Measures
 Reporting Period: Full Year, 2020-2021

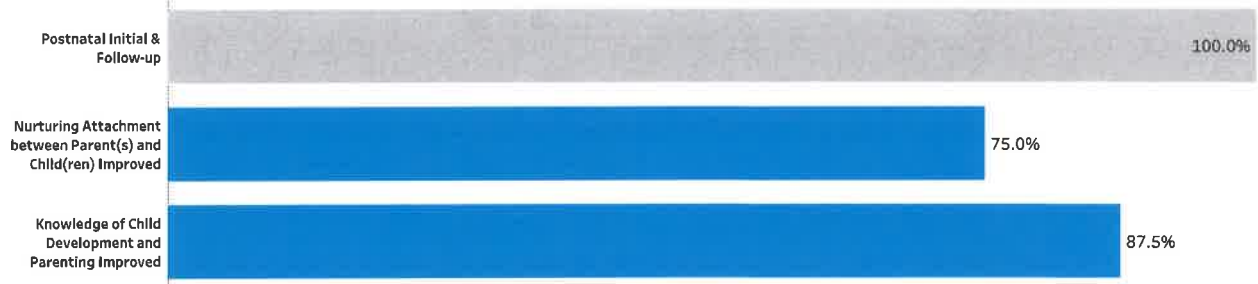


Reporting Year	Reporting Period	Organization Name	Program Name	County	Participants
July 2020 to June 2021	Full Year	All	All	All	All

Outcome Measures based on Protective Factors Survey (PFS)



Outcome Measures based on Protective Factors Survey (PFS)



Note: ECI group-based parent education and short-term home visiting are required to complete the PFS.

If you have questions about these reports, please visit <http://daiseyiowa.daiseysolutions.org/> or contact the Iowa Help Desk at daisey.iowa@ku.edu.

Early Head Start Family Support Success Stories – June 2021

Note: Due to staff turnover families were just recently enrolled into the program.

Mom contacted the program to receive services for her new baby. The home visitor worked with Mom to complete the enrollment process, beginning with the application, where the home visitor shared all the benefits of the Early Head Start home visitation program. Mom was eager to enroll her newborn and learn developmentally appropriate activities to do with this baby as her oldest child is now 8. Mom stated that she is excited and she cannot wait to learn and try new things with her baby.

At time of enrollment, Mom she was expecting her first child within a week. Mom was homeless and unemployed, Dad was incarcerated, and the family was involved with Department of Human Services. The family would benefit greatly from the comprehensive services that the Early Head Start home visitation program had to offer them. Mom had a safe and healthy delivery of a baby boy! Mom has since found an apartment. Mom and baby moved into the apartment and Dad moved in shortly after. The families' case has been closed from DHS as well. Mom has made many great changes in the past months and engages in the visits to support her baby's development and the family's overall well-being.

Mom had reached out to our agency in a time of need due to being homeless and living in a domestic shelter. Mom was pregnant at that time and has a 2-year-old child. Prior to enrolling in our program, Mom felt she has never had anyone she could turn to for support. She expressed how much help she needed and that she was excited to have the Early Head Start program in her life. Shortly after enrolling into the program, Mom found an apartment and started a job at a local restaurant. Mom has attended virtual socializations where she is excited to share with other parents in the group and learn about her children's development. Mom is engaged in visits and eager to try new ideas from the Parents as Teachers curriculum. Mom stated that she is thankful for all the great resources that have been provided from the program.



Crittenton Success Stories

Year- End FY21

1. I have been working with a father who has recently been released from prison. He was concerned about being able to take care of a baby since he has never had experience with being a parent, nor has he been able to be around baby until now. His significant other has been there to help him learn how to do basics like change a diaper and feeding her, but he wanted to learn as much as he possibly could to make sure that he was doing the right things as a dad. We started by covering topics like baby/child development, what is typical behavior for infants and toddlers and how to encourage positive self-esteem and connection with feelings as the child grows. We practiced how to pay attention to cues through cries, smiles, coos and body movements and how to respond to them. While we were practicing them, he talked about how there always is something that is helpful that he uses with his daughter after each of our meetings. He also talked about how he feels like he is on the right track when I reiterate things that he is already doing.

2. A father was referred to CRC by his attorney because he wants to gain custody of his five-month-old baby daughter. He shared that he was not with the baby's mother when she was born, but the mother has four other children and feels overwhelmed and is willing to give him full custody of their daughter. He is happy and excited but also nervous and insecure about his parenting skills.

The Family Support Worker (FSW) taught him Circle of Security plus some one topic sessions dealing with general infant care. Joseph admitted that his daughter was already doing many of the things taught, he just had not realized it before. Once he learned about the circle, he said his reactions changed for the better and he will be more prepared as she grows into the toddler stages. He said he had no clue about most of what was taught prior to taking classes and he found the information very helpful, and he feels more confident as a parent. He asked questions about playing with babies and child proofing and where he could get the items. The next visit he was excited to share that he bought items to baby proof his home and looked around his home at the baby's viewpoint. The FSW helped him sign up for free books to be delivered to his home and taught him tips on reading to children.

During one of the visits, this father shared that he did not feel his factory job where he works four to seven nights per week, was good for a dad with a baby. He said it will not help me "develop a bond, like the curriculum says". He is currently looking for a different job and also looking for high quality childcare. The FSW gave him information on Childcare Resource and Referral. He said he is going to take more classes at CRC as his daughter grows and changes, so he can be the best dad he can be.

3. We are providing in-home parent education sessions to a mother of five girls. She was in a physically and emotionally abusive relationship with her husband for years and decided to leave him. She is now a single parent for the first time and is dealing with many behavioral issues of her daughters since her husband was the disciplinarian. Her daughters were very resistant to her as a parent since her husband did not allow her to "parent" before. She said that she resorted to yelling or ordering her daughters around, which caused more issues. She reported that after only four sessions, she learned and utilizes more positive discipline, talks, and listens to her children, gives choices, and gives them praise and appreciation. She said this has helped immensely and she looks forward to learning new skills during each new home visit.

Crittenton Center End of the Year

FY21-ECI

Mom fled to The United States from El Salvador due to being afraid for her life as well as her family's life. Mom had close relatives that were murdered or had gone missing due to the rampant gang violence in El Salvador. Mom said that her daughter was a victim of an attempted kidnapping. She was terrified for her life and she had to escape. Mom came to the United States and applied for a work visa. Mom had no connections to local resources and did not even know where to begin to receive help. We received Mom's referral and began working with her right way to connect her to local resources that could help relieve some of the burdens she had. We were able to connect her to a therapist that does in home therapy. We were also able to help mom apply for Medicaid for her baby. We connected mom to local food banks and other resources for clothes and baby needs. The family support specialist worked closely with mom on parenting education and child development. Mom was worried about her right here in the US, so we helped connect her to an immigration lawyer and provide her with education on her rights as an immigrant. Mom now has a work visa and works full time. Mom also has a safer apartment due to referrals on an apartment we gave her. Mom gets transportation for her kids to get to school after we helped her apply for this. Mom is continuing to make personal growth due to the therapy she is receiving. Through the HOPES program Mom will continue to move forward with her life and continue to get the much-needed support she needs.

Lutheran Services in Iowa Woodbury HOPES

ECI/SHIP Year End Report FY21

7/8/2021

Success Story #1

Kaylie has been in the HOPES program with Kellie Collins, the family's HOPES Family Support Worker, since Kaylie became a mom at age 15. Kaylie met Kellie through Kellie's Teen Parenting Group when she was pregnant.

Around 2 years of age, Tanner was *incredibly* intelligent – he knew his numbers, colors, ABCs, shapes that even Kellie felt she wouldn't have named correctly (i.e. naming a color magenta versus pink) . Tanner also picked up on learning math, reading, and spelling very easily and quickly. In addition to this, Kellie noticed some signs and symptoms of sensory issues; however, when Kellie attempted to suggest referring the family to AEA, the family chose to continue working on personal-social skills in the home instead to see if they could make any movement forward. When the COVID-19 pandemic hit, the family stayed highly engaged and continued doing virtual visits with Kellie. When Kaylie's concerns started to grow over some of Tanner's sensory struggles and lack of social skills, Kaylie requested a referral for an evaluation. Kellie completed the referral and subsequently, Tanner did receive a diagnosis of Autism Spectrum Disorder. Kellie was there to provide verbal support and reassurance, information on ASD and suggested activities and set up additional services in the community the family could access. Kaylie has been active in reaching out to multiple sources for support, but she grew increasingly frustrated in the circle she was being sent in via multiple providers. Kellie was able to step in and help Kaylie sort it out, advocate and find resources on Kaylie's behalf. Kaylie and Tanner are now getting the major services they feel they need to be successful. Kaylie is now 19 years old. She is doing a phenomenal job parenting Tanner and continuously seeks information from her home visitor, Kellie on what she can do to better support Tanner in his development. Tanner is going to Head Start this fall and is also working with AEA on skill building in addition to on the waiting list for the ASD specialty clinic here in Siouxland. There is no doubt that they will do amazing things together in their bright future. Without Kellie's guidance and support, Kaylie and Tanner potentially wouldn't have gotten the valuable information and support they needed to maneuver the system and get in contact with the best resources possible.

SDHD ECI End of the Year Success Story FY21

During the COVID-19 pandemic this past year, we had to think “out of the box” for our family activity. It was planned to read the book *If You Give a Mouse a Cookie* and pair it with a chocolate chip cookie recipe for all our families. During one of the visits to read this book, one mom stands out. As I was reading the book to the toddler (since the visit occurred via FaceTime), I noticed mom pointing out objects, the mouse and the boy and asking the toddler questions. I had to pay very close attention so I didn’t turn the page too soon! The child responded to mom and sat on mom’s lap the entire time the book was read! This was a wonderful sight to see and interaction to hear, all through a virtual visit!

Siouxland District Health Department

NARRATIVE:

The SDHD I-Smile™ Oral Health Program has seen a boost in the number of direct services being provided through the program since January 2021. Direct care services are currently being provided at SDHD, Head Starts and a few daycares. At this time, no services are being provided in either the public preschools or Kindergartens as I-Smile™ has served in the past. With the pandemic hopefully coming to an end, these locations will be restarted as soon as our partners are comfortable with services resuming.

SUCCESS STORIES:

Our I-Smile™ Coordinator, April L. Yusten, DH BS, has been working with Linsey Gilbert, BSN, Childcare Nurse Consultant for Woodbury county in order to ensure daycare centers are understanding of the need to reopen I-Smile™ direct care services and the precautions involved to ensure the safety and health of all involved. Together, an email message was constructed and distributed to show support for I-Smile™ in reopening services to daycare centers. As a result, there have been 3 daycares completed since May 2021 and many more who are ready to schedule a clinic date. Partnerships like these make it possible to spread a consistent and strong message about the oral health needs of Woodbury county and the need for children to start being screened again

Mary J. Treglia Parent-Child Program

NARRATIVE:

Our program was able to remain open during the whole school year and now into the summer through the pandemic. We currently filled our summer program with 13 students. Our head teacher will be completing her Early Childhood endorsement with student teaching in the fall in which we aim to have 18 students in the classroom (if COVID-19 regulations allow). With adding students again, we plan to hire a part-time aide. The three children that did not show age-appropriate skills joined our summer preschool just now in June. This is the first time they are attending a preschool.

SUCCESS STORIES:

Use this space to share at least one success story from your project. Please note this section may be shared with the SHIP Board of Directors, as well as on the SHIP website or Facebook page. Please change names to protect confidentiality of children or families. (You may also request that this information is not shared)

With the necessary funding we received (lower number of students to socially distance, less parent fees, more staff time needed for cleaning, extra cleaning supplies etc.) we were able to remain open throughout the pandemic. Our preschool classroom followed guidelines and allowed 10 students to enroll when the school year began. We were able to continue with this small number in order to keep our classroom safe, which our families greatly appreciated. During this time, we referred a student to the AEA for minor behavioral and social challenges. The consultants at the AEA applauded our small class size and noted the classroom was perfect for the needs of the student, and encouraged the family to keep the student at our preschool.

Mary J. Treglia Preschool Scholarships

NARRATIVE:

Use this space to share any changes or news about this project.

SHIP's preschool scholarship has proven to be extremely helpful. We have several families that do not qualify for DHS childcare assistance, and still cannot afford paying full price.

SUCCESS STORIES:

Use this space to share at least one success story from your project. Please note this section may be shared with the SHIP Board of Directors, as well as on the SHIP website or Facebook page. Please change names to protect confidentiality of children or families. (You may also request that this information is not shared)

One of our benefitting families consists of our student and her single mother. The mother was very grateful to receive the scholarship to lower her copay and enroll her child. With the help of the scholarship, the student was able to stay enrolled the whole school year and is ready for the next school year now.

Crittenton Child Development Center Extended Access Program

NARRATIVE:

Use this space to share any changes or news about this project.

It goes without saying this past year has been a challenge for children and families. Many of our families are trying to make ends meet with only partial paychecks, reduced salaries and unpredictable schedules. Being able to provide families with a consistent schedule is as crucial as learning social emotional and cognitive skills.

SUCCESS STORIES:

Use this space to share at least one success story from your project. Please note this section may be shared with the SHIP Board of Directors, as well as on the SHIP website or Facebook page. Please change names to protect confidentiality of children or families. (You may also request that this information is not shared)

A mother of a three-year-old developed severe anxiety through the pandemic. She struggled to leave the home, keep working, or even talk to us about her daughter. With this grant, we were able to set up supports for mom, and a schedule that created a predictable schedule for the three-year-old. Over the course of several months' mom is in therapy, back to work and her child is having a wonderful time in "school".

Crittenton Center West High Infant Center Program

NARRATIVE:

Use this space to share any changes or news about this project.

Supporting families is such an essential part of what we do. This past year has highlighted the role providers play in the lives of our families. We continue to support our foster families who are receiving infants into their home emergency/crisis situations. There is a consistent shortage of infant care which is devastating to foster families trying to take on these additional responsibilities. We

SUCCESS STORIES:

Use this space to share at least one success story from your project. Please note this section may be shared with the SHIP Board of Directors, as well as on the SHIP website or Facebook page. Please change names to protect confidentiality of children or families. (You may also request that this information is not shared)

The two student parents were able to graduate from high school. This is significantly reducing barriers for these parents.

Crittenton Center Preschool Scholarships

NARRATIVE:

Use this space to share any changes or news about this project.

So many things have changed this year and our program has had to completely alter how we provide service. Parents and children are under so much stress that no two days are ever alike. At the beginning of this grant cycle this year we were still operating under restricted room numbers, additional safety measures and focusing on serving essential workers that were on the front line. Navigating through new requirements, reduced revenue, caring for teaching staff have taken real adjustment for the entire program.

SUCCESS STORIES:

Use this space to share at least one success story from your project. Please note this section may be shared with the SHIP Board of Directors, as well as on the SHIP website or Facebook page. Please change names to protect confidentiality of children or families. (You may also request that this information is not shared)

These four families we were able to have on scholarship, were all health care and mental health care workers. While fear was taking over the nation, these moms kept going to work, feeling secure in the early childhood early learning environment their child spent each day at.

Community Action Agency of Siouxland Child Care Nurse Consultant

1. NARRATIVE:

Worked with 39 child care programs to help them achieve, maintain or increase their Quality Rating System (QRS) score. In the Quality Rating System there are 3 assessments and 1 training that only the CCNC can help programs receive points in and these include: Injury Prevention Checklist, Child Record Review, and Health and Safety Assessment. All 3 of these assessments help child care programs increase quality and promote best practice. I completed 4 Injury Prevention Checklists and 14 Child Record Reviews. The nurse consultant also teaches the Medication Administration Training and I had 37 different programs achieve/renew their Medication Administration Certification.

I taught 1 Injury Prevention Training with a total of 15 child care providers in attendance. This class teaches child care providers about the importance of safety in the child care environment and how to prevent injuries before they happen. The class addresses safe sleep, playground safety, shaken baby prevention, poisoning prevention, equipment safety and much more. I also certified 154 child care providers in Adult and Pediatric CPR, First Aid, AED and Epi-Pen Anaphylaxis Training.

I taught 2 virtual Medication Administration classes with a total of 20 participants. Also completed 28 Medication Administration test-outs to help providers maintain their certification. This class gives child care providers the knowledge and hands-on experience to safely administer medications to children in their care. These providers are now comfortable in medication administration and are able to provide better quality care to the children they serve.

This year I provided 876 technical assistance contacts to child care providers in Woodbury and Ida counties which include phone calls, emails and text messages. Of these 876 TA contacts, 705 of them were COVID-19 related. I provided guidance to programs on illness exclusion as it relates to COVID-19 and helped them with contact tracing and illness mitigation. Since the beginning of the COVID-19 pandemic in March of 2020, I have provided a total of 925 COVID-19 related technical assistance contacts.

2. SUCCESS STORIES:

A child care center called me to state that they have a child that wants to start their program but has been newly diagnosed with Type 1 Diabetes. They had many questions and concerns on caring for this child as they were not familiar with diabetes and its associated symptoms and treatments. I first coordinated with the child's mother and got all of the information needed to set up diabetic education for the child care center. After gathering info and care plans from the parents, I then set up Diabetic Education through Mercy Medical Center for the

child care staff members. I coordinated schedules between myself, the family and the child care provider to come up with a date that worked for everyone. I made sure the child had a detailed care plan with specific physician's instructions to help the child care provide the best care possible for this child.

I gave the child care many resources and handouts regarding diabetes and how to care for a child with this diagnosis. I facilitated questions and came up with a scenarios and possible complications that could arise. We work on carb counting and insulin ratios. Together we outlined what a typical day would look like, modified diet and menus, set glucose parameters, defined emergency situations and solutions and educated the child care providers on how to use a glucometer and administer insulin safely.

I was able to give the child care all of the tools to get this child started in their care. After the initial diabetic education, I coordinated for the diabetic educator from Mercy to come to the child care and provide even further education on the child's first day of the program. The diabetic educator was able to give the child care additional resources as well as sharps containers to dispose safely of any needles used throughout the day. The child care was given every resource available to make this transition for the child, family and staff members as easy as possible. The child care staff members were very thankful for the education they received as without it they would not have been able to continue to provide care for this child. The child's parents are now able to send their child to this child care program with peace of mind that their child is receiving the best possible care with staff members that are fully educated on diabetes and its implications.

Mid-Sioux Ida County 3-Year-Old Preschool Program

NARRATIVE:

Use this space to share any changes or news about this project.

There are no major changes with the program. We are in the process of renewing the QRIS application. The building received a grant for new siding and windows.

SUCCESS STORIES:

Use this space to share at least one success story from your project. Please note this section may be shared with the SHIP Board of Directors, as well as on the SHIP website or Facebook page. Please change names to protect confidentiality of children or families. (You may also request that this information is not shared)

My experience has been great. My son would cry every time I left. He now smiled and laughs when I drop him off. He loved school. He has learned so much even with having time off due to COVID. I appreciate every single one of the teachers for being awesome!

Native American Child Care Center 2-Year-Old Classroom

NARRATIVE:

Use this space to share any changes or news about this project.

This project was very helpful due to the COVID situation from this year and the previous year. There were numerous regulations which had to be followed by children and staff. Our count on our children was very low due to it being the 1st year available for a 2-year-old classroom.

SUCCESS STORIES:

Use this space to share at least one success story from your project. Please note this section may be shared with the SHIP Board of Directors, as well as on the SHIP website or Facebook page. Please change names to protect confidentiality of children or families. (You may also request that this information is not shared)

We had one family with 3 children. Two which were twins in the 2-year-old classroom. With the screenings and observations that we complete on the children, we noticed that the twins needed some help. AEA was called and we began the process of collecting more information and the children were put on an IEP. The mother wants the children to be in different classrooms next year so unfortunately they will not be returning to our daycare/preschool but we are happy that we got the twins on the right track for future learning.

Native American Child Care Center Preschool Scholarships

NARRATIVE:

Use this space to share any changes or news about this project.

Several children referred for speech services and qualified. Other children were put on an IEP for cognitive/behavioral and put in the Bachelor Degree Teacher's 4 yr. old room.

SUCCESS STORIES:

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One child was transferred to us here at Native American March 1, 2021 into our 3 yr. old room. Right away grandma wanted someone to come in because of issue at the other school. With testing and observations, this little boy was put on an IEP and transferred to the 4 yr. old room with the Bachelor Degreed Teacher. With COVID in the 3 yr. room, this little boy could not start in the 4 yr. old room until May 13th. The transfer was good but we ended school on May 26th, 2021. The good thing is that this little boy is in place to start the new school year with his IEP/goals and plans already set.

Rosecrance Jackson Centers Little Inspirations Preschool

NARRATIVE:

Use this space to share any changes or news about this project.

We continue to experience lower numbers of both women and children since the onset of COVID. Brianna Steffe continues as the program coordinator with no major changes to the program noted.

SUCCESS STORIES:

Use this space to share at least one success story from your project. Please note this section may be shared with the SHIP Board of Directors, as well as on the SHIP website or Facebook page. Please change names to protect confidentiality of children or families. (You may also request that this information is not shared)

When three year old Austin came to daycare, his only way to communicate with us was through fits of rage, crying, and tantrums. His eating habits consisted of total junk food diet with little or no eating skills. The first step was to communicate with Austin, so we introduced him to sign language used for infants to age 2. I contacted AEA to start services immediately and was told they were already starting to evaluate him as a special needs child. I met often with his mother to discuss our concerns and try to show her ways to communicate with him. It took about a month and Austin started responding in return with sign language. His fits of rage and crying became less frequent, and he has matured so much this past month. He is starting to participate in circle time with other kids his age and is becoming more verbal when wanting to eat or drink at snacks and meals. Austin²⁷ is starting to try new foods and eating healthier with his friends. He no longer points to the vending machine at meals and eats what his friends eat. His mom told us that she has never gotten him to take a nap so we started with soft music, a quiet area, a back rub and eventually he would fall asleep on his own. He will be starting special education at AEA this fall and working with teachers who specialize in autism. He has many characteristics of the autism spectrum so I feel that getting him to where he is now is a great accomplishment.

BBs Preschool

NARRATIVE:

Use this space to share any changes or news about this project.

We appreciate the support from ECI. Our I student on a scholarship comes from a single family home, there are 4 children in the family. His mom was not able to pay full tuition therefore she was very grateful that ECI SHIP was able to help her child receive a quality preschool experience.

SUCCESS STORIES:

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Western Iowa Tech Community College Foundation Scholarships

NARRATIVE:

We have awarded students all of our allotted contract amount in Fall 2020, and as you can see above, two students in particular could have used significantly more support. One of the students was enrolled in our certificate program and was not eligible for other federal aid.

We did not have any additional funds to award in the Spring and Summer 2021 terms. All three students that we supported in the Fall 2020 term would have applied for continued assistance if it had been available.

SUCCESS STORIES:

One of the scholarships supported a new student who is employed at a local program. She is the only one in her household who is working because her husband is on medical leave, and she needs the credential to maintain her employment.

Another student earned the diploma last semester, and she is continuing her educational journey one step at a time toward the Associate of Applied Science degree.

In the spring term, two of the students we supported in the fall semester were able to earn certificates in Child Development-Infant/Toddler, and one of the students also earned the Child Development-Preschool certificate. One of the students who earned the Infant/Toddler certificate was supported in meeting the credential requirements for her place of employment.

Mid-Sioux Opportunities Child Care Business Investment Program

NARRATIVE:

Use this space to share any changes or news about this project.

The FY21 SHIP Business Investment Program (BIP) was offered to eligible child care programs by way of the Child Care Resource & Referral Child Care Consultant for the SHIP service area in January 2021. There were 4 child care programs that participated in SHIP BIP this fiscal year.

Of those 4 child care programs allocated funding, 1 is a registered home and 3 are licensed centers. All 4 programs participating are in Ida county (3 in Holstein and 1 in Ida Grove). Of the 4 total participating child care programs, 1 is currently QRS rated at a QRS Level 3.

As of June 30, 2021, all 4 participating child care programs have submitted claims for a total of \$1,000.00 claimed or 100% of allocated funding. Items and activities reimbursed through the SHIP Business Investment Program include: table for classroom; child sized chairs; smoke alarms; step stool; safety gate; glider and ottoman; high chairs; building supplies: waffle blocks, magnetic building sticks; music supplies: egg shakers, boom boxes; dramatic play supplies: dolls; art supplies: dot markers; marble run; playground materials and labor for play equipment; door hooks; storage and bookshelf.

SUCCESS STORIES:

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While the number of participating programs in this fiscal year's SHIP Business Investment Program (BIP) was limited, the effect was still substantial and impactful. For instance, this funding was able to help a veteran child care program who has been in business for over 20 years update some of her basic health and safety equipment, including smoke alarms, safety gates and step stools. These items might appear to be minor but are major pieces to running a safe child care business.

The COVID-19 pandemic left many child care programs with a new normal which resulted in necessary adjustments to program operations. This SHIP BIP funding was able to support those child care programs in reimbursing items that were helpful to their specific program needs and didn't add further barriers to their world. For example, a licensed center in Holstein was able to add another table to a classroom and a licensed center in Ida Grove was able to add a glider and ottoman to their center in addition to updating high chairs with SHIP BIP funds. We are thankful that the Siouxland Human Investment Partnership recognized the individualized needs and barriers of area child care programs and the ability of BIP to help alleviate barriers and encourage quality growth within those child care programs.

Apple Tree Preschool and Learning Center Preschool Scholarships

NARRATIVE:

Use this space to share any changes or news about this project.

Our center continues to work on the quality of our center with our participation in the program- Wide PBIS. Staff are learning and implementing many strategies to use in the classrooms with behaviors that arise. Staff have also gained information and knowledge to better assist the children in their classroom from their PBIS training and coaching.

SUCCESS STORIES:

Use this space to share at least one success story from your project. Please note this section may be shared with the SHIP Board of Directors, as well as on the SHIP website or Facebook page. Please change names to protect confidentiality of children or families. (You may also request that this information is not shared)

We have on little one that mom was having a hard time keeping up with on her weekly tuition. With her scholarship she was able to go to work and parent her little one with less stress. THANKS SHIP!

Building Blocks Preschool and Child Care

NARRATIVE:

Our center continues to work on the quality of our center with our participation in the program- Wide PBIS. Staff are learning and implementing many strategies to use in the classrooms with behaviors that arise. Staff have also gained information and knowledge to better assist the children in their classroom from their PBIS training and coaching.

SUCCESS STORIES:

Without the help of SHIP we have one little one that's mom that would have had to quit her job or stay home or find a family member or friend to watch him. The SHIP money that she received each week made it possible for him to receive preschool and his mom to continue work and provide for the family! Thanks SHIP!

Calico Kids Preschool

NARRATIVE:

2020-21 was a challenging year for Calico Kids Preschool. The COVID pandemic caused many changes in the typical routines in the preschool. All children were checked for fever every day; extra cleaning, masks, and social distancing of the children was needed to keep the children safe and healthy. There were two times that required the preschool to shut down for a few days when someone was exposed to the virus. The teachers went to extraordinary lengths to maintain contact with the children and families during these times. Children were contacted through various media, and packets of preschool activities were provided to the parents.

Calico Kids Preschool started the year with five families qualifying for SHIP scholarships. One scholarship child dropped out of the preschool in November. The remaining four completed the whole school year.

Because of the pandemic, numbers in the preschool were significantly less than in previous years. Early registrations for 2021-22 are more encouraging.

At the end of the school year, our teacher assistant resigned. Having completed her BA in education, she took a job as a full time elementary teacher. An assistant has been hired for the 21-22 school year.

SUCCESS STORIES:

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At the beginning of the school year, one of the children was an English language learner. He started the school year very quiet and shy. We hardly heard him talk at all. By the end of the year, his confidence had grown not only in his language skills but also in his sense of belonging in the classroom. He had started talking so much more with the teachers and his peers.

At the beginning of the year two children were low on the ASQ. Through extra support, they were able to raise their scores to acceptable levels.

Calico Kids Preschool

NARRATIVE:

Due to Covid 19 and the extreme lack of qualified staff ...our enrollment has been low. 6 out of the 20 children were also ESL, so scores overall may be lower due to some difficult communication.

SUCCESS STORIES:

Due to the affordability of preschool, Edna has been able to attend every day.

St. Paul's Lutheran Preschool Sioux City

NARRATIVE:

We have reduced the number of students to 12 because of COVID concerns and space. We also received our Quality Rating Scale of 5 this year. We are working to ensure we offer high quality Preschool so that we can compete with other Preschools and serve our families. We also have National certification through the National Lutheran Schools Accreditation. We will renew this certification next year. We hope to increase our number to 16 next year.

SUCCESS STORIES:

We had a special needs student who could only speak 10-15 words when he entered our Preschool. He now has a large vocabulary. He knows all his letters by recognition and shapes and colors and many sounds of the letters. He still has trouble with communication but can clearly express his desire. His parents denied services until next year as he was progressing above their expectations for him at our Preschool. Next year he will have shared services with Irving and St. Paul's Lutheran School.

St. Paul's Lutheran Wee Wisdom Preschool Holstein, Iowa

NARRATIVE:

We were thankful to be able to continue in-person services throughout the academic year.

SUCCESS STORIES:

I continue to add activities and special moments and pictures on our private Facebook page so that parents can still be involved with the school year even though they could not come into the classroom. Again, grateful for a complete year of students in the classroom.

Bluff's Little Thinkers Educational and Child Care Center

NARRATIVE:

Use this space to share any changes or news about this project.

BLT has overcome a lot in 2020/2021 due to covid. We have had 15 cases here within the center between staff and children since the pandemic started. We have unfortunately had multiple closures that were a result of the number of staff in quarantine. We do all we can to remain open so we also will have reduced hours sometimes as a result of covid cases and staffing issues.

SUCCESS STORIES:

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The mother of the child who receives this scholarship is an early childhood provider and has been for 6 years. Mom was needing some help paying for care after her second child. Having this scholarship meant a center was able to continue to have a qualified teacher on staff in a pandemic instead of losing one due to inability to pay childcare. As other area child care centers directly in our area had to close because lack of staff this was so very important to us to keep her on staff. The mother and myself the Director are very thankful.

