

FY23

**Child Development  
Coordinating Council  
Annual Legislative Report**

December 31, 2023

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# Introduction

Shared Visions Programs are state-funded, high-quality programs for children with risk factors and their families. The Child Development Coordinating Council (CDCC), which is composed of state and local agency representatives, advises and assists the Department of Education regarding the administration and implementation of these programs. This report was approved by the CDCC on November 28, 2023.

## Recommendations

Challenges early childhood education face include staff shortages and diminishing community partnerships. Due to these challenges, Shared Visions grantees specifically reported interruption in services, reduced enrollment, and increased waitlists. Based on review of program data, the CDCC submits the following recommendations to the Governor and General Assembly in accordance with Iowa Code Section 256A.3(6). If implemented, these recommendations will increase quality and impact of programs serving children and families with risk factors:

- Reinstatement of the state appropriation to provide full funding to at-risk programming.
- Support incentives to grow and retain the early childhood workforce. The Council encourages consideration of the recommendations put forth in the Executive Summary of the 2023 Iowa Child Care Workforce Study.
- Review and support policies and regulations that bolster efficient collaboration and inclusive practices within various partner locations.

## Primary Eligibility

Parent Support Program criteria for enrollment:

- Families meet 125% of the federal poverty guidelines (e.g. income for a family of three is \$31,075 or less).

Preschool Program criteria for enrollment:

- Families meet 130% of the federal poverty guidelines (e.g. income for a family of three is \$32,318 or less).

## Secondary Eligibility

Enrollment criteria for both programs includes:

- The child residing in a household where a parent or guardian has not completed high school, has been identified as a substance abuser or chronically mentally ill, is illiterate, incarcerated, or an abuser.
- The child has developmental delays, is in foster care, is homeless, is born with a biological risk or with a diagnosed medical disorder, or is born to a parent under age 18.

## FY23 State Funding

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

## Program Outcomes

Shared Visions Programs make an impact on families and their children's growth and learning. In the spring of FY23, implementation of the web-based application ReadyRosie® began across Shared Visions Programs. ReadyRosie® is designed to strengthen connections between the classroom and home. Participating families are able to utilize the program to build capacity in knowing how to foster learning for their children in language, literacy, and many other areas of development.

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

### An Example of Program Impact:

*“Collaborative relationships with community agencies greatly enhance services provided to enrolled children and families. All students attending the program have access to the food bank located in our school. The community liaison assigned to our building works with the Food Bank of Iowa to coordinate deliveries and communicate with families to assess how to meet their individual needs. The school nurse works with a variety of service agencies to ensure all students have access to vaccines, health providers, vision, and dental providers. A dental hygienist came to the classroom twice during the year to evaluate student dental health and to refer students for any necessary dental work. Six students received needed dental work as a result of the evaluation and referral. Lastly, a variety of community members that specialize in different arts provided support for the classroom and demonstrated different forms of art for all students.”*

*Des Moines Community School District*

# Shared Visions Parent Support Programs

FY23 was year three of a five-year grant cycle. Five Shared Visions Parent Support Programs were awarded grants to provide services in six counties. Priority was given to programs supporting families with children ages birth to three years.

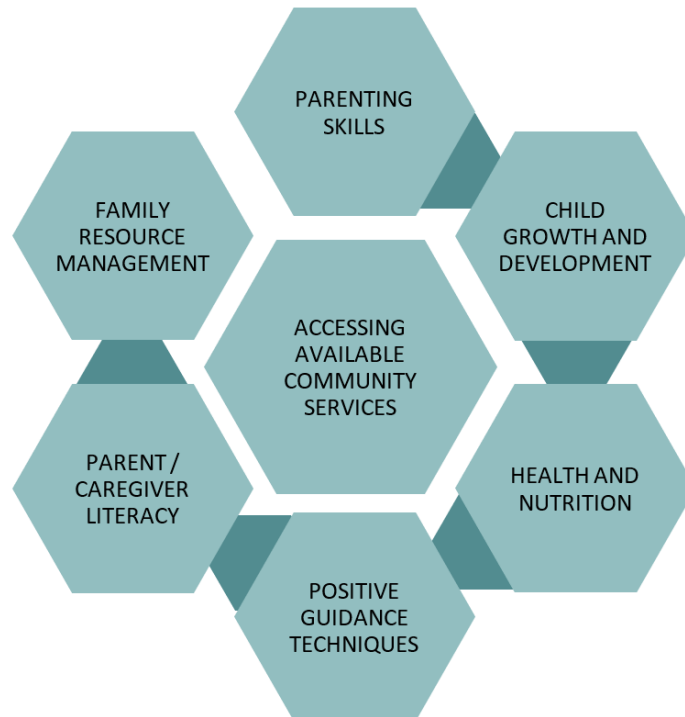
## Services in FY23

- served 709 families
- conducted 3,326 home visits
- offered 1,494 group-based parent education meetings
- of children receiving individualized early childhood services through an IFSP (Individualized Family Service Plan) or IEP (Individualized Education Plan), 75% were identified after program enrollment

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

## Services Offered

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



## In-Kind Support

Grantees reported a total of \$321,013 as in-kind support during the FY23 grant year. These additional funds were used to maintain quality programming and cover expenses such as salaries, parent education, and other services not covered by the grant. Sources of in-kind varied and included community support, federal dollars, and other state funding sources. This was a 46% match to the total state appropriation.

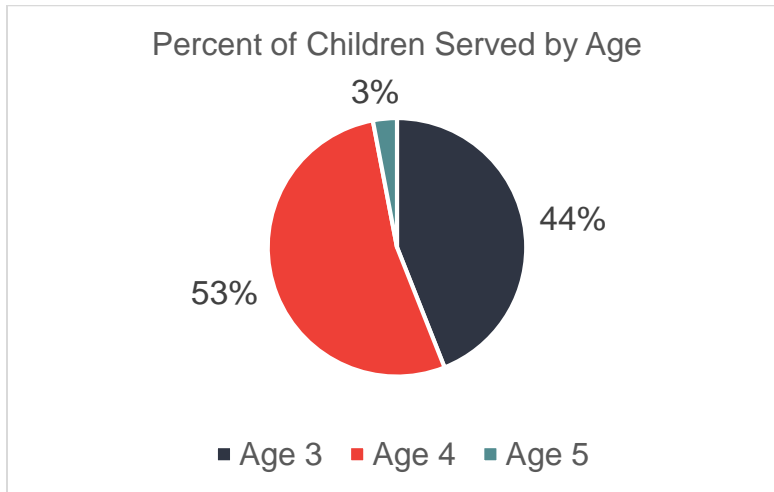
### An Example of Program Impact:

*“The program was able to help a young father move into his own home. A significant barrier he had was having no rental history. Through perseverance and consistent honest communication, housing was acquired for him through the Housing Fellowship. This was a significant improvement in his situation after being in a very unsafe, unstable, and triggering living environment that contributed to his daily struggles. The move has literally been life-changing. In addition, this young father put forth significant effort, with coaching, into creating and maintaining a budget for grocery shopping, planning, and cooking meals. After realizing how much was spent on takeout and considering the impact it made on his family's health and budget, he now regularly makes shopping and meal plans and helps with cooking.”*

*United Action for Youth*

# Shared Visions Preschool Programs

FY23 was year three of a five-year grant cycle. A total of 49 grants were awarded across 37 counties to provide high quality, comprehensive services to children with risk factors who are ages 3-5 years. The demand for services was evident in the number of children that were income eligible on the Shared Visions Preschool program waitlist which increased by 27% from the previous year.

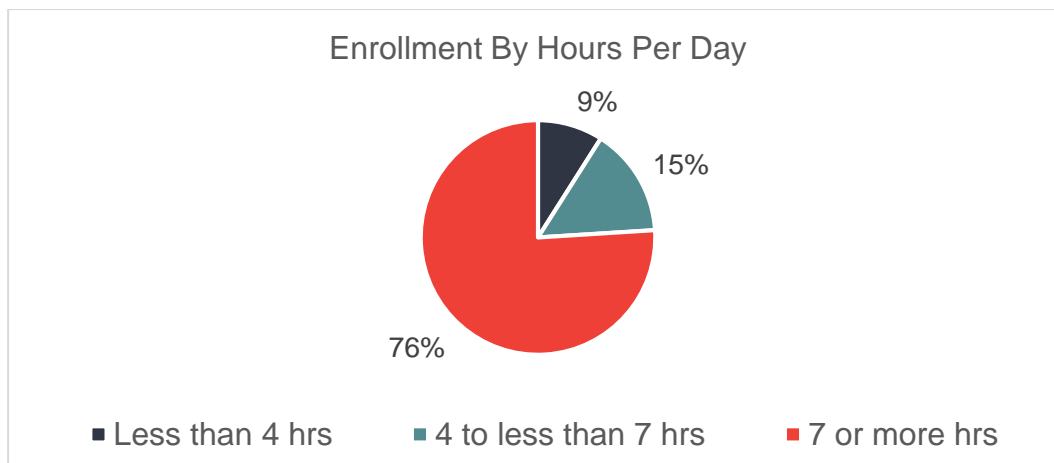


## Services in FY23

- 1,106 children were served; 92% of these children qualified based on income level, or primary eligibility.
- of children receiving individualized early childhood education services through an IEP, 33% were identified after program enrollment.

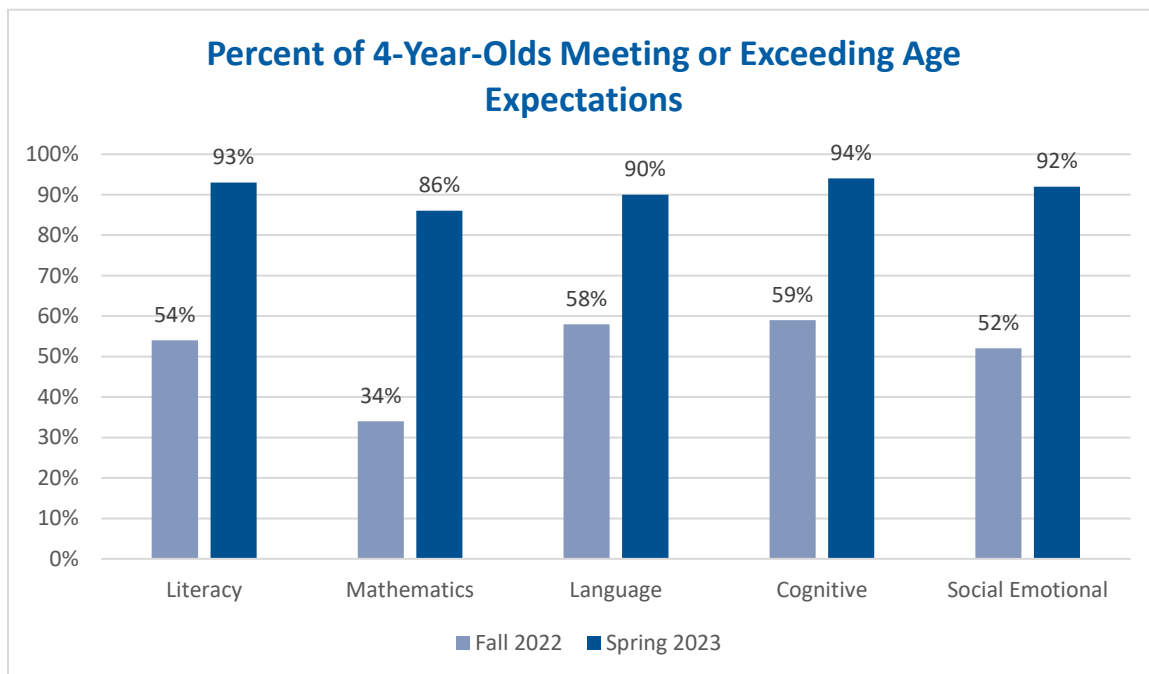
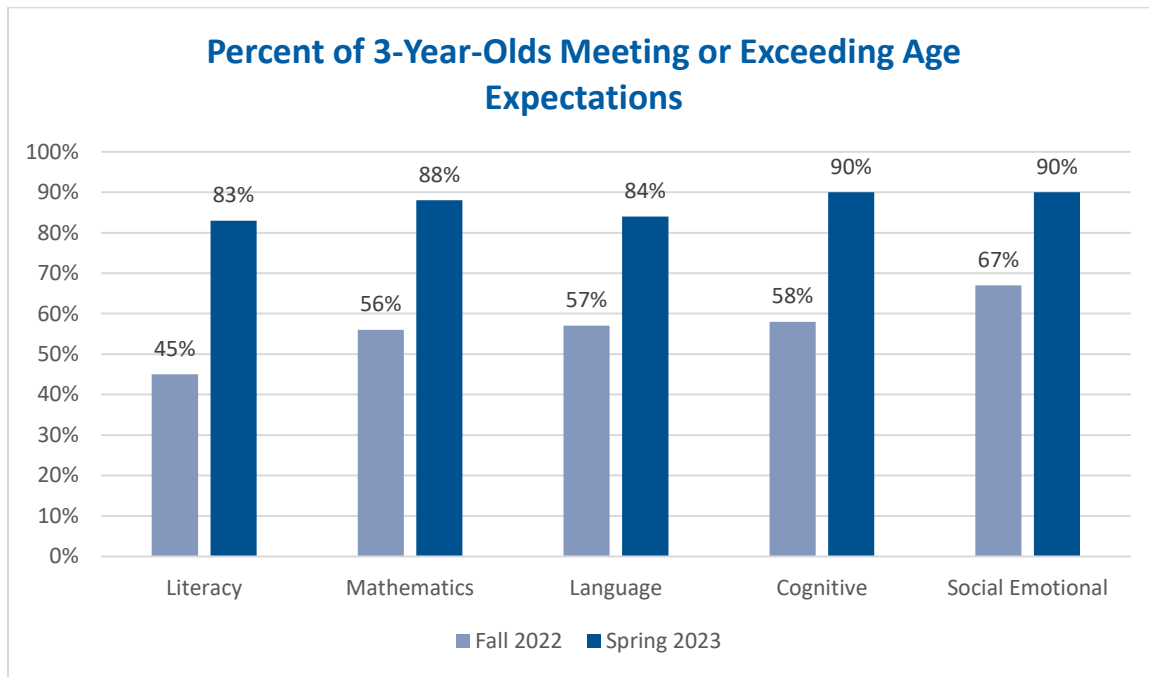
## Programming and Enrollment Hours

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



## Assessment

During FY23 children’s knowledge, skills, and behaviors met the range of expected growth. Additionally, the percent of children who met or exceeded expectations greatly increased over the course of the year. The following data are taken from Teaching Strategies GOLD®, an ongoing observational system for assessing children:





## **In-Kind Support**

Grantees reported \$3,280,020.34 as in-kind support used to address expenses not covered by the grant such as salaries, operational costs, and staff training. Sources of in-kind were vast and included community donations, federal dollars, and other state funding. This is more than a 51% match to the total state appropriation.

## **An Example of Program Impact**

*“A student attended our preschool preview day and was extremely disruptive. Her father was embarrassed and left with her, stating he didn't think she was ready for preschool. After a phone call from the preschool administrator, the father was assured that the program would be able to meet her needs and the center was the best place for her. The student made slow bits of growth at first, then with facilitation from staff, an evaluation was completed and the family received a diagnosis through the University of Iowa. Throughout the year, the family gained an understanding of their child's individual needs and the student made tremendous growth leaving the program with an Individualized Education Plan (IEP) outlining services to support continued success.”*

*uscatine Community School District*