

**BooSt Together for Children Board/Early Childhood Iowa Area  
FY 2015 Family Support Progress Report Format**

1. Please fill out a progress report for each program funded.
2. The report format is subject to change pending updates in reporting requirements from the Early Childhood Iowa Office and/or the BooSt Board.
3. All reports submitted must answer **all** required information and be in proper sequential order or will not be accepted as a completed progress report. If information requested is not applicable to the program, respond with "NA" or "Not Applicable".
4. Submit one (1) electronic version.
5. This report is due on or before the following dates: Second Quarter by **1/15/2015**, Third Quarter by **4/15/2014**, Fourth Quarter by **7/15/2014**
- 6.

**1. Lead Agency Name: Ames Community School District**

**2. Program Name: Northwood Preschool Center**

**3. Reporting Period:** \_\_\_\_\_ Second Quarter (Jul. 1, 2014 - Dec. 31, 2014)  
                          \_\_X\_\_ Third Quarter (Jul. 1, 2015 - Mar. 31, 2015)                    \_\_\_\_\_ Fourth Quarter (Jul. 1, 2015 - Jun. 30, 2015)

**4. Report Written By:** \_\_\_\_\_ Jody Klaver \_\_\_\_\_ Title/Position: \_\_\_\_\_ Principal \_\_\_\_\_  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**SECTION I. Program Summary**

- 1. Provide an overview of what has happened with the program to date. Identify successes experienced during this reporting period. Identify challenges or barriers encountered. Identify strategies implemented, or strategies that will be implemented, to address each challenge/barrier. Note if technical assistance is needed.**

Classes are progressing as planned. Northwood continues to meet high quality program standards as evidenced through the continuation of NAEYC accreditation. The annual NAEYC report has been submitted. In addition to the annual report, NAEYC required a site visit is every 5 years. Preparation is underway for the upcoming NAEYC site visit that will occur this fall.

Certified ECSE teachers continue to deliver the Creative Curriculum, a researched based curriculum. Teaching Strategies GOLD assessments are completed on-line for each child three times a year. In addition to the initial home visit, teachers have two scheduled parent teacher conferences. Parent teacher conferences were held in November again in February. Teachers and associates continue to participate in collaborative meetings and professional development weekly.

Raising Readers provide volunteers weekly through a program called Story Pals. The Story Pals meet with a small group of at-risk children weekly to read stories and build oral language skills through conversation and discussion of the story.

Registration materials for the 2015-16 school year will be available beginning in March.

Challenges: Bus services contracted through Durham Bussing got off to a rocky start at the beginning of the school year. Bus routes and times were not clearly communicated with parents. Through close work with the staff at Durham bussing and parents these problems have been resolved. Many of the difficulties stemmed from Durham's change in management prior to the start of school. Communication between Northwood and Durham will continue to occur regularly with a special emphasis in increased communication prior to the start of the upcoming school year.

2. **Identify changes or revisions made in the program during this reporting period. This would include changes in program staff.**  
No changes.
3. **Is this program on schedule for the fiscal year? If not, identify the reason(s) and action steps that will be implemented to get the program on schedule.**  
Yes.
4. **Describe a collaborative effort involving this program/service that is in progress or that has occurred within the Story County Community Empowerment/Early Childhood Iowa Area during the reporting period. This example should reflect creative solutions to promote healthy and successful children 0-5 and their families. Describe the result (or the anticipated result if the effort is in progress) and explain how it strives to avoid duplication, enhance efforts, combine planning, and/or other progress.**

Providing transportation for at-risk children to community childcare centers and homes is the biggest benefit of this program. There are many families that rely on the school bus as they do not have any other access to transportation due to lack of resources.

Other collaborations not related to transportation include the following:

- Ames Public Library visits classrooms monthly as a part of the Smyles program.
- Head Start collaborates with us to provide full day services for low SES families.
- Ames Lions Club will be visiting to provide the Kid Sight program for our children
- Homeward is a resource for our nurse to refer families to for children's vaccinations
- People Place is a resource to refer families to a family support program
- Community preschool programs participating in the SVPP program include: UCC, Formative Years, and ISU Lab School.

## **SECTION II. Fiscal Reporting**

1. **Use Attachment A: Budget Expenditures Summary to provide detailed information on Empowerment/Early Childhood Iowa (ECI) funds expended during the reporting period and other funding support sources of this program.**

**2. Will/have all ECI funds allocated to support this program/service be/been expended by 6/30/2015?**

Yes       No; what amount of funds won't be spent **by 6/30/15**: \$ \_\_\_\_\_

Provide a brief explanation if a portion of funds **won't be spent**: \_\_\_\_\_

**SECTION III. Performance Measures**

**1. Performance Measures-** Programs/services must report on **all** performance measures outlined in the FY12 program/service contract with the Story County Empowerment Board/Early Childhood Iowa Area as applicable to each funded program/service component (as identified by the State ECI Board for performance measure tracking). Use the table(s) below to provide updates on performance measures data. *All columns should have quantitative or numerical data. Refer to the program/service contract information for performance measures for the program.*

| Program/<br>Service<br>Component                     | Performance Measure   | 2 <sup>nd</sup> Quarter Data  | 3 <sup>rd</sup> Quarter Data  | 4 <sup>th</sup> Quarter Data              | FY15 Totals                               |
|--|---|---|---|---|---|
| Preschool Transportation Program /Service Components | # of children served by age (child age as of September 15; unduplicated counts)             | # 3 yr olds ---12<br># 4 yr olds ---61<br># 5 yr olds   | # 3 yr olds --11<br># 4 yr olds --61<br># 5 yr olds   | # 3 yr olds<br># 4 yr olds<br># 5 yr olds | # 3 yr olds<br># 4 yr olds<br># 5 yr olds |
|  | # of families served as represented in count of children served (unduplicated)              | 72  | 72  |   |   |
|  | # of services provided (i.e., days of preschool transportation)                             | Sept-Dec.<br>56 days  | Jan.-March<br>43 days   |   |   |
|  | # of children that complete/maintain enrollment through the school year                     | 68  | 65  |   |   |
|  | # and % of children served whose families are at or below 200% of the Federal poverty level | 73 children<br>100% of families   | 74<br>100%  |   |   |
|  | Cost per child for the service  | \$1266.55 per year<br>\$140.72 monthly<br>School per month--<br>\$110.72<br>ECI per month--\$30 | \$1266.55 per year<br>\$140.72 monthly<br>School per month--<br>\$110.72<br>ECI per month--\$30 |   |   |
|  | # and % of days that children attended preschool that were                                  | 3219 out of 3744  | 2476 out of 3096  |   |   |

| Program/<br>Service<br>Component | Performance Measure  | 2 <sup>nd</sup> Quarter Data        | 3 <sup>rd</sup> Quarter Data        | 4 <sup>th</sup> Quarter Data | FY15 Totals |
|----------------------------------|--|-------------------------------------|-------------------------------------|------------------------------|-------------|
|                                  | provided transportation<br>(cumulative for all children<br>served by transportation) | 86%                                 | 84%                                 |                              |             |
|                                  | What tool was used to assess<br>developmental progress?                              | Teaching Strategies<br>GOLD on-line | Teaching Strategies<br>GOLD on-line |                              |             |

#### SECTION IV. Other

**1. Please identify any other comments or questions that you have at this time.**

Please feel free to contact me if there are any questions, Marion Kresse 515-433-4892; e-mail: [mkresse@boonecounty.iowa.gov](mailto:mkresse@boonecounty.iowa.gov)  
 Submit completed reports to: BooSt together for Children, 900 W 3<sup>rd</sup> St, Boone, Iowa 50036; e-mail electronic copy to [mkresse@boonecounty.iowa.gov](mailto:mkresse@boonecounty.iowa.gov)

**\*We reserve the right to change the progress report, as needed.**