

The Redesignation Self-Evaluation form is a tool that reflects or assesses your empowerment area's strengths and weaknesses and measures your collaborative efforts and progress. Items required by Iowa law are in bold. The self-evaluation tool is a way to measure the progress of your community empowerment area, guide future planning and identify areas for continuous improvement.

This tool does not need to be submitted to the Office of Empowerment as part of the Redesignation materials.



Iowa Community Empowerment Re-designation Self Evaluation

Date: _____

Name of Community Empowerment Area: _____

Items in **BOLD** are legislated Community Empowerment requirements. This self- assessment is an opportunity to review and evaluate your community empowerment area's progress.

| Components to be self-evaluated prior to re-designation | Yes | No | In process | Comments by Community Empowerment Area (CEA) and Board |
|---|-----|----|------------|--|
| Part I: Assessment of Community (Process) | | | | |
| 1. A Community Assessment was completed for children 0-5 and their families. | | | | |
| 2. CEA Board coordinated with local public/private organizations regarding other existing community assessments. | | | | |
| 3. Identify community assessment tool(s) utilized. | | | | |
| 4. Assessment of community identifies current community financial assets and resources including existing federal, state and local funding/resources available for providing services. | | | | |
| 5. The assessment identifies community needs and gaps for children and families as identified through on-going assessments. | | | | |
| 6. The assessment was used to develop priorities and indicators. | | | | |

| Components to be self-evaluated prior to re-designation | Yes | No | In process | Comments by Community Empowerment Area (CEA) and Board |
|--|------------|-----------|-------------------|---|
| Part II: Community-wide Indicators | | | | |
| 1. Community-wide indicators have been identified and support the CEA priorities. | | | | |
| 2. Community-wide indicators are related to the state-wide results. | | | | |
| 3. Community-wide indicators have been updated based on the needs assessment. | | | | |
| 4. Funding decisions are based upon priorities and indicators. | | | | |
| 5. Measures for the indicators are calculated on the total 0-5 population for the CEA. | | | | |
| 6. Community-wide indicators are not specific to a program or service. | | | | |

| Components to be self-evaluated prior to re-designation | Yes | No | In process | Comments by Community Empowerment Area (CEA) and Board |
|---|------------|-----------|-------------------|---|
| Part III: Programs/Services for strategies | | | | |
| 1. Funded programs and services support the priorities and indicators. | | | | |
| 2. A consistent and standard process has been implemented to determine awards for CE funds. | | | | |
| 3. The CEA board has a standard process in place for dissemination of funds. | | | | |
| 4. Funded programs and services are evidence-based. | | | | |
| 5. Funded programs and services report performance measures to the CEA board, including statewide required measures. | | | | |
| 6. The CEA board has a process to collect and report program performance measures. | | | | |
| 7. The CEA board reviews and analyzes program performance measures. | | | | |

| Components to be self-evaluated prior to re-designation | Yes | No | In process | Comments by Community Empowerment Area (CEA) and Board |
|--|------------|-----------|-------------------|---|
| Part IV: CEA Board Structure & Operation | | | | |
| 1. By-laws are adopted for board structure and function. | | | | |
| 2. The board reviews by-laws annually. | | | | |
| 3. Board members understand the purpose of community empowerment. | | | | |
| 4. The board understands and fulfills its responsibilities. | | | | |
| 5. The Board meets the membership requirements as defined in legislation. | | | | |
| 6. The Board Chair is an elected official/citizen member. | | | | |
| 7. The vice chair meets the definition of citizen/elected official. | | | | |
| 8. The Board has established a mission and vision based on community input. | | | | |
| 9. Board members know the vision and mission of their CEA. | | | | |
| 10. The board has endorsed the statewide Early Care Health & Education (ECHE) unified vision. | | | | |
| 11. There is a structure in place to ensure community input. | | | | |
| 12. A written agreement/contract is in place with a legally recognized fiscal agent. | | | | |
| 13. Board liability/insurance has been secured. | | | | |
| 14. There is compliance with the open meetings law. | | | | |
| 15. There is compliance with the open records law. | | | | |
| 16. Board members receive orientation and ongoing training. | | | | |
| 17. Board members have access to the CE Newsletter. | | | | |
| 18. Board members utilize the State Empowerment website. | | | | |
| 19. At least one meeting/retreat annually focuses on planning to move the CE process forward in the community. | | | | |

| | | | | |
|--|--|--|--|--|
| 20. Board activities and accomplishments are reported to the community/public. | | | | |
| 21. A designated contact or coordinator supports the CE process and supports the CEA Board. | | | | |
| 22. CEA coordinator, board member or designee regularly attends quarterly statewide technical assistance meetings. | | | | |
| 23. Board coordinates with the decategorization board. | | | | |
| 24. Board committees exist to support the CEA Board and CE process. | | | | |

| Components to be self-evaluated prior to re-designation | Yes | No | In process | Comments by Community Empowerment Area (CEA) and Board |
|--|------------|-----------|-------------------|---|
| Part V: Collaboration (Community Partners, Communication, Commitment) | | | | |
| 1. CEA functions as a coordinating body for collaboration, and alignment of funds. | | | | |
| 2. Funds are used collaboratively. | | | | |
| 3. A CEA vision and mission is known and supported by community partners. | | | | |
| 4. Empowerment is seen as a leader in the community for children ages 0-5 and their families | | | | |
| 5. Tools and activities exist to educate the public about community empowerment. | | | | |
| 6. Community involvement reflects the diversity of the community. | | | | |

Part V. Continued

Describe community empowerment partnerships:

Complete the tool below to assess your level of collaboration within the community. This matrix is designed to enhance your self assessment of current levels of collaboration and to identify where collaboration within your community could be enhanced.

The following definitions are to be used in completing the table below.

Partners - the people, agencies, organizations (both public and private) who could have a role to play in affecting a result.

Communication - There is a process for the exchange of information and common understanding.

Contribution - There are mutual exchanges through which partners help each other by providing some of the resources and support needed to reach their independent goals.

Coordination - There is a deliberate, joint, often formalized relationship among partners involving communication, planning and division of roles, and longer term goals.

Cooperation - There is a defined relationship in which partners plan together, negotiate mutual roles and share resources to achieve joint goals.

Collaboration - Partners engage in a process through which they constructively build an interdependent system which includes a common mission, comprehensive communication and planning, pooled resources, and shared risks and products.

List below all partners (entities) with whom your area works. Based on the above definitions, after each partner (entity), indicate your perception of the level of collaboration that currently exists. Examples of partners include: local business, school districts, community action agencies, faith organizations, community organizations, and health and human service organizations.

| Partner (Entity) | Communication ↘ | Contribution ↘ | Coordination ↘ | Cooperation ↘ | Collaboration ↘ | Comments |
|------------------|--------------------|-------------------|-------------------|------------------|--------------------|----------|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

