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## FY02 Budget News

Because of declining state revenues the Governor enacted a 4.3 percent across the board budget reduction for fiscal year 2002 (the current fiscal year). That means that all state appropriations are reduced equally by 4.3 percent.

Community Empowerment Area fiscal year 2002 grants will NOT be reduced. The Early Childhood grants are federal (TANF) dollars and no language allowing cuts to federal funds was enacted by the legislature during the special session held on November 8.

School Ready grants are state dollars and would have been subject to the 4.3 percent across the board reduction but the grants had already been distributed to communities before the reduction was announced. The state has no statutory authority to recover money once it has been awarded as a grant to communities.

This means that fiscal year 2002 Community Empowerment Area grants will remain at the original level and no repayment to the state will be necessary.

## State Networking Conference – Making Strides Rather than Steps

The State Networking Conference was a success. Thanks to those of you who

were able to attend, present exhibits or share messages through presentations. Your efforts paid off. The exhibits are getting better and better. More people are becoming aware of Community Empowerment and how it positively affects the lives of young children.

We hope everyone received useful information and had a good learning experience. Please share your thoughts and ideas with other community empowerment members that were unable to attend.

We appreciate your feedback. So, if you have any comments, feel free to send them to Shanell Wagler at [shanell.wagler@idom.state.ia.us](mailto:shanell.wagler@idom.state.ia.us) or by mail to: Shanell Wagler, Department of Management, State Capitol, Room 12, Des Moines, IA 50319.

## Empowerment Exhibit Fair

January 31, 2002

This date may seem a ways off, but actually, it is just around the corner. Please mark your calendar for our upcoming Empowerment Exhibit Fair to be held at the State Capitol. Although the basic format will be the same as last year, a few changes will be made to enhance the event. The hours will be 11:00 a.m. to 1:30 p.m.

## Emnowerment Tool

# Upcoming Events

### Empowerment Board Meeting Schedule

January 11, 2002  
 April 5, 2002  
 July 12, 2002  
 October 4, 2002  
 Urbandale Public Library,  
 Urbandale, IA

### Empowerment Advisory Council Meetings

March 14, 2002  
 June 13, 2002  
 September 12, 2002  
 Urbandale Public Library,  
 Urbandale, IA

### Contact/Coordinator Meetings

February 27, 2002  
 May 15, 2002  
 September 18, 2002  
 Ames Public Library, Ames, IA

### Internal Collaborative Functioning Scales

Instructions: Indicate how you feel the collaborative is functioning by circling the number on each scale that you feel is most descriptive of our collaborative.

<i>Shared Vision</i>						
We do not have a Shared vision	1	2	3	4	5	We have a shared and clearly understood vision
	1	2	3	4	5	7

<i>Goals and Objectives</i>						
Members do not understand goals and objectives	1	2	3	4	5	Members understand and agree on goals and objectives.
	1	2	3	4	5	7

<i>Responsibilities and Roles</i>						
Roles and responsibilities of members are not clear	1	2	3	4	5	Members are clear about their roles
	1	2	3	4	5	7

<i>Decision Making Procedures</i>						
We do not have effective decision making procedures	1	2	3	4	5	We have effective decision making procedures
	1	2	3	4	5	7

<i>Changing Membership</i>						
We do not have procedures for changing members	1	2	3	4	5	We have procedures for changing members
	1	2	3	4	5	7

<i>Conflict Management</i>						
Conflict keeps us from doing anything	1	2	3	4	5	We are able to successfully manage conflict
	1	2	3	4	5	7

<i>Leadership</i>						
Leadership is not shared and inadequate	1	2	3	4	5	Leadership is effective and shared when appropriate
	1	2	3	4	5	7

<i>Plans</i>						
We do not follow work plans	1	2	3	4	5	Plans are well developed and followed
	1	2	3	4	5	7

<i>Relationships/Trust</i>						
People don't trust each other	1	2	3	4	5	Members trust each other
	1	2	3	4	5	7

<i>Internal Communication</i>						
Members do not communicate well	1	2	3	4	5	Members communicate well with each other
	1	2	3	4	5	7

<i>External Communication</i>						
We do not communicate well externally	1	2	3	4	5	Our external communication is open and timely
	1	2	3	4	5	7

<i>Evaluation</i>						
We never evaluate our performance	1	2	3	4	5	We have built evaluation into all our activities
	1	2	3	4	5	7

## Infant & Toddler Caregivers)

by Beth Beals Walling

Iowa cares about it's children and because research indicates that well-trained caregivers provide quality care for children, the state of Iowa has launched an exciting new training system for infant and toddler child care providers. The professional development training is based upon PITC (Program for Infant and Toddler Caregivers) from West Ed and the California Department of Education. The foundation for the PITC philosophy is that "healthy social-emotional development in infancy underlies all other learning and is dependent upon the child's close relationship with respectful, caring adults."

Since the infant/toddler caregiver has such a critical role in shaping and influencing the future course of a child's life, it is imperative that they be well-trained in the fundamentals of early development.

The PITC training is divided into four modules: Module I: Social-Emotional Growth and Socialization; Module II: Group Care; Module III: Learning and Development and Culture; Module IV: Family and Providers. Seventy-two early childhood specialists and partners from colleges and universities in Iowa recently underwent training in the first two modules.

Following approval of their certification papers on these modules, the trainers will begin community-based training in January 2002. Training in the last two modules is being offered in July 2002. Subsequent approval of those certification papers will result in trainings being offered in these subject areas in October 2002. Ultimately technical assistance will also be available. The West Ed PITC training system centers on a series of video presentations from which specific lessons may be adapted to the needs of the audience. Child development based resources in each module are also

## Imagination Library A Promising Practice for Creating New and Better Opportunities...

The *Imagination Library* was developed for children from ages birth to five. Each child receives one book per month delivered to their home via mail. The initiative provides a 60-volume home library and is completely free of charge. Each child enrolled will also receive a unique bookcase with train engine and caboose bookends that expand to hold the child's growing home library.

The Dollywood Foundation turned its primary program focus to early childhood development and the importance that reading regularly with children has for cognitive development and future school success.

In 1995, the Imagination Library was made available exclusively to preschoolers in Sevier County, Tennessee, Dolly Parton's Smoky Mountain homeland. In 1999, the opportunity to participate in the Imagination Library program was extended nationally.

On average, there are 2,500 births per year in both St. Luke's Regional Medical Center and Mercy Medical Center in Woodbury County, Iowa. Using an optimistic estimate of 1,700 families with a newborn signing up for the Imagination Library, the first year costs for this initiative are estimated to be \$65,000. Based on the number of participating families growing by 1,700 each additional year, the initiative will peak in its fifth year with an estimated annual cost of \$250,000. Local partners and other literacy initiatives are expected to also participate in cost sharing of this initiative.

Beginning in 2002, any family with an established Siouxland residence that has a child born in either St. Luke's or Mercy will be offered the opportunity to sign up for *Imagination Library*. United

Way of Siouxland hopes that every child's family will want to participate, but the program is completely voluntary.

Upon entering the program, each child will receive a gift of a bookcase with train engine and caboose bookends (one time cost: \$10.50 each). Upon enrollment in the program, each child will receive a gift of one new book each month (cost per year: \$27.00 for 12 books.)

United Way of Siouxland would like to incorporate this new literacy initiative with its 2001-2002 campaign. United Way's Board of Directors and Campaign Cabinet have endorsed the *Imagination Library* initiative.

While each community or organization must support their local effort, The Dollywood Foundation will provide technical assistance in setting up the program, assist with public relations, and leverage national money for local efforts; and convene the growing network to inspire, share, and innovate. The Foundation will also manage the composition of the *Imagination Library* and coordinate the ordering of the books to maximize cost effectiveness.

Educators have identified preschool reading and parent involvement as among the most important steps toward a child's success in school. The *Imagination Library* is a proactive approach to help children achieve success in education and in life. The *Imagination Library* supports each of United Way of Siouxland's branding initiatives of Nurturing Independence, Strengthening Families, and Valuing Children. The *Imagination Library* will also play an integral part in our current **Success By 6** initiative.

*Thanks to John Calhoun, for submitting this information.*

## The Iowa PITC Training Network (WestEd Program for

available to support the various handouts and activities.

The Iowa Department of Human Services, with the support of Region VII Head Start Bureau and the Iowa Head Start Collaboration Project, has been instrumental in bringing this project to the state. A State Coordinator, Beth Beals Walling, has been hired as well as five Infant Toddler Specialists who are working through the regional Child Care Resource and Referral (CCR&R) agencies in Iowa. The five CCR&Rs have service delivery areas, which are commonly referred to as "SDAs," (the geographical areas in which they assist parents in finding child care, provide training on various early childhood issues, recruit providers and assist with other relevant services).

The Infant Toddler Specialists will be setting up PITC training sessions in each of these SDAs. They will also coordinate with colleges and universities to provide classes, which are appropriate for individuals seeking to earn their Child Development Associate (CDA).

Iowa joins six other states (CA, MN, MO, IL, KS, ND) in adopting a statewide initiative aimed at improving the quality of infant and toddler care. This project was proposed through the Iowa State Child Care Advisory Council. Iowa Governor Vilsack is quoted as saying, "We know that 85 percent of Iowa's youngest kids are in child care. We know that there is a child care supply crisis in Iowa. We know that quality child care is out of the reach of many working families."

It is widely recognized that consistent care in the first three years of life is critical to a child's development. Yet according to The Governor's Child Care and Early Education Task Force 2000 Report, the average Iowa child care worker earned \$11,620.00 in 1996. Staff turnover in family-home child care averages 27% and is as high as 54% in some counties.

The 1999-2000 Child Care Status Report, issued by Iowa CCR&R and Iowa Child Care & Early Education Network, states that Iowa ranks second in the country for the number of working parents with young children (79%). They also report a 55% gap in the supply of child care for children five years and younger.

A major key to quality care is the education and training of the care provider. Ultimately that needs to be linked to higher compensation levels to reduce turnover. From the young child's perspective it is critical that we provide them with the type of nurturing environments from which they can reach their full potential. Research supports the importance of caregiver training and it also warns us that the absence of appropriate training can even cause negative effects (Arnett, 1989; Phillips & Howes, 1987; Whitebook, et al., 1989; Galinsky, et al., 1994, 1995; Helburn, et al., 1995).

The Iowa PITC Training Network will strive to bring the philosophy and concrete examples of how to accommodate and nurture the unique needs of our very youngest children.

You may find additional information on PITC, the Iowa Network, the five SDAs and their contact information, as well as that of the State Coordinator at this web site: [www.dhs.state.ia.us](http://www.dhs.state.ia.us) access through the pull down menu on "How to find child care."

## Nominations Sought For Iowa Empowerment Board

The state Empowerment Board will have three vacancies in April. The three vacancies are citizen members and the Governor Thomas Vilsack must make appointments from recommendations from community empowerment boards. If you know of potential candidates, please send a letter of nomination to the

Appointments Coordinator in the Governor's Office. Please contact the Empowerment Office if you need more information.

## Meet State Empowerment Board Member



State Senator, Nancy Boettger

Senator Nancy Boettger is in her second term in the Iowa Senate. She was instrumental in the passage of the Empowerment bill and has served on the Iowa Empowerment Board since it began.

Senator Boettger has also worked on other key legislation and was instrumental in the passage of Hawk-I Insurance for Kids Bill, the Senior Living Bill, and the Student Achievement/Teacher Compensation Bill.

Nancy earned a Bachelor of Science degree in Sociology from Iowa State University and a Bachelor of Arts degree in Education from Buena Vista University. She has taught in both public and parochial schools. For 13 years she was the Director of Education and Resource Development at Myrtle Memorial Hospital in Harlan.

Nancy and her husband, Dave, have been married for 36 years. They have four grown children and four grandchildren and are expecting more. Together, Dave and Nancy raise corn and soybeans on their century farm in Shelby County where they also host a Bed and Breakfast.

## Early ACCESS Coordination Efforts

The Northeast Iowa Council for Early ACCESS has set a goal for this year to expand the Early ACCESS system by training additional home visitors to be service coordinators for Early ACCESS. Several Council members are coordinators for home visiting programs that are funded through empowerment dollars.

“We are training home visitors in all three empowerment areas in our area and will have them ready to do service coordination by the end of this school year,” says, Joane Amick, region 1 coordinator for Early ACCESS. “I began training with 6 home visitors and their administrator and coordinator from HAWK empowerment and have set up additional trainings in other areas. The enthusiasm for this collaborative effort is invigorating.”

Other home visiting programs that are interested in providing service coordination through Early ACCESS, along with Keystone AEA 1, are Early Head Start, Parent Share and Support, and Parents as Teachers programs. Conversations with Child Health Specialty Clinics and Dubuque Decategorization Project are also occurring.

One of the challenges will be to work out the financial arrangements. The program coordinators interested in expanding their services to include service coordination for Early ACCESS will work with Keystone AEA to work out the details.

## Southeast Iowa Regional Empowerment Networking Conference

After many months of planning, thirteen counties from Southeast Iowa hosted an all-day conference on October 22, in Fairfield entitled, “Community

Mobilization-Engaging the Public.” Counties participating in the event included: Appanoose, Davis, Lucas, Monroe, Wapello, Mahaska, Jefferson, Keokuk, Henry, Des Moines, Louisa, Lee & Van Buren.

The guest speaker for the day was Dr. L. Carol Scott, President of LC Associates from Bunker, Missouri. Dr. Scott holds an MA degree in Early Childhood Education and a Ph.D. in Developmental & Child Psychology, both from the University of Kansas.

All participants received “The 7 Lessons of Public Engagement” and “Ten Tips for Getting & Keeping Business Involved: An Illustrated Guide for Early Childhood Leaders.” Dr. Scott provided participants with other relevant handouts, as well, throughout the daylong event.

Dr. Scott proved to be a valuable source for a variety of relevant Web Sites that can be accessed for additional information. Some of which included: [www.nccic.org](http://www.nccic.org), [www.zerotothree.org](http://www.zerotothree.org) and [www.familiesandwork.org](http://www.familiesandwork.org). All three of these sites have a ton of information, which includes free publications, data information, early childhood trends and much more!

One of the focuses for the event was learning how to bring new members into our Empowerment initiatives. Engaging others requires more than just public awareness, although convincing others that there is a public problem is necessary to engage them. It is more than public education. Informing the public about how to solve the problem is equally necessary. Engagement entails taking action, addressing problems, and



creating solutions that lead to a public good.

It is important that people not only know about something,

but that they care about it as well. If they are really engaged, they will take the next step and do something about it! Effective early childhood public engagement: increases public understanding of the importance of the early years of life; demonstrates why it is in the public’s interest to invest in the positive development of young children; and engages diverse stakeholders or *public* into action that achieves results.

One very helpful bit of information that Dr. Scott shared that day was specifically how to provide concrete direction for how people in all walks of life can help improve and expand early childhood programs and services. Often, a first action step leads to more action steps and more engagement. As individuals learn more about early childhood issues through their involvement, they typically come up with more ideas for how they can help.

Dr. Scott encouraged us to be ready and able to answer the question, “What do you want me to do?” when asked by potential stakeholders. Any of the suggestions below can be adopted or adapted or spark creative thinking about how to improve early childhood programs and services in your area. Specific examples of how to engage certain populations into your efforts included:

- *Business/Employers*-inform employees about the importance of the first years of life and provide parenting information using a wide variety of communication vehicles, such as bulletin boards, in-house newsletters, electronic networks, or literature in paycheck envelopes.
- *Colleges & Universities*-Provide courses and education programs for child care providers and other early childhood service providers at convenient times and places.
- *Faith Communities*- Adopt a local early childhood program, offering financial support and other resources, the use of facilities, and/or volunteers from your congregation.

- Hospitals & Health Care Professionals-collaborate with other community partners to expand and improve locally available health, parenting and family support and early care and education programs.
- Libraries-Provide meeting space to community groups working to improve the quality and availability of programs and services that support families with young children.
- Media-Create and broadcast programming that informs the public about the importance of the early years.
- Seniors & Retirees-Volunteer to read to young children at libraries, hospitals, schools, early care and education programs and family resource centers.
- Unions & Worker Associations- Sponsor local speakers to offer parenting and child development seminars at work sites.
- Youth- Work through youth service groups (Girl Scouts, Boy Scouts, Campfire Girls and Boys Club, 4H Youth Development Groups, etc.) to volunteer at area early care and education, health and parenting and family support programs.

The Southeast Iowa Regional Empowerment Partners who were instrumental in putting this conference together were Linda Albright, Jane (Hittner) Carr, Sandy Dockendorf, Jack Maletta, Beth Mohrfeld and Sandy Jo Stever.



## Planning an Agenda on “hawk-i Coordination”

As Iowans face leaner times, job layoffs, and rising health care costs, child health advocates can play the

critical role of ensuring that families never have to face the difficult decision between putting dinner on the table or taking their child to the doctor.

Yes, many families still do not know that *hawk-i* is available to help. A recent Iowa report shows that 56.5% of families did not know about *hawk-i*, 6% of Iowa children do not have health insurance, and 12% of families reported having no health insurance sometime last year. One way Community Empowerment can increase *hawk-i* awareness among families is by coordinating *hawk-i* outreach in communities. As mentioned in the previous Covering Kids in Iowa (CKI) article, the first step involves assessing who is already involved in *hawk-i* outreach and enrollment activities. After a community assessment is done, the next step involves convening a “*hawk-i* coordination” community meeting.

The meeting agenda could look something like this:

- **Purpose**  
To clarify the role of agencies involved in hawk-i outreach and coordinate outreach initiatives in an effort to maximize shrinking resources
- **Welcome and Introductions**  
Member’s names, who they represent, and what industry/organization they primarily focus on for *hawk-i* outreach
- **List Existing *hawk-i* Outreach Initiatives**
- **Brainstorm ways to coordinate current outreach**  
A suggestion would be to categorize outreach initiatives by type, such as school outreach, child care outreach, business outreach, physician outreach, etc.
- **Prioritize strategies & create timelines for each outreach initiative**
- **Next Steps**  
Next meeting date, time, location. Volunteers needed to help plan and lead next meeting.

For questions or comments about this article, contact Sonni Vierling at (515) 281-4516 or [svierlin@idph.state.ia.us](mailto:svierlin@idph.state.ia.us).

## Color MY World!

*From Making the Early Years Count: Enhancing Your Child’s Brain Development*  
By Richard Allington

Colors enhance brain functions. Pale yellow, beige, and off-white are optimal colors for learning. Brighter colors like red, orange and yellow will spark energy and creativity. Darker colors like blue, green and purple lower stress and increase feelings of peacefulness.

Light greens and blues appear to be calming. Red is an engaging and emotive color. Think about how many times you see red in restaurants.

Infants distinguish red, blue, and green at about three months of age. They recognize yellow and white somewhere close to the fifth or sixth month of life.

### Tips for using colors:

1. Buy infants and toddlers brightly colored toys for play areas and toys with more subdued colors for rest areas.
2. Think about color as you decorate children’s rooms. Brighter colors will stimulate play and learning. The lights are off at night so the brighter colors shouldn’t affect rest.
3. Colors affect the appetite of children of all ages. If you are trying to stimulate appetite, remember to use bright colors. Brightly colored napkins and plates may do the trick.

## THE “THINK COMPETENCE!” PROJECT: A UNIQUE OPPORTUNITY

One of the most significant barriers people with disabilities face is the common stereotype that says people

with disabilities aren't competent to make decisions about their own lives.

To combat this stereotype, the Center for Disabilities and Development, a component of University of Iowa Health Care in Iowa City, is spearheading "THINK COMPETENCE!" This project, funded by the Iowa Governor's Developmental Disabilities Council, will work with 70 community strategy teams (CSTs) throughout Iowa to develop social marketing campaigns to increase self-determination for people with disabilities.

Each project year, teams in 35 communities will get training in social marketing techniques. These 35 teams can then apply for additional technical assistance and compete for one of ten grant awards of up to \$5,000 to develop and carry out their social marketing plan. CSTs will document their performance targets and outcomes. Success is defined as people with disabilities participating in the life of their communities as a result of increased options created by the CSTs.

People with disabilities along with city and county officials, superintendents of schools and school principals, religious leaders, Chamber of Commerce members, employers, and disability service directors will be recruited to serve on the Community Strategy Teams.

By the end of the project, 70 community teams will have received training and technical assistance on how to conduct a social marketing campaign to affect attitudinal change. At least 20 communities will have successfully carried out their projects and evaluated them. A publication will be created that describes the projects and their successes and failures, as well as a "how to" guide for distribution both in the state and nationally.

To learn more about THINK COMPETENCE!, contact Robert Bacon, Project Director at 319-356-1335 or [robert-bacon@uiowa.edu](mailto:robert-bacon@uiowa.edu).

## Links to Empowerment Web sites

State:

[www.empowerment.state.ia.us](http://www.empowerment.state.ia.us)

Buchanan Delaware Fayette:

[www.bdfempowerment.org](http://www.bdfempowerment.org)

Cherokee, Lyon, Plymouth Sioux:

[www.northwestiowa.org](http://www.northwestiowa.org)

Floyd, Chickasaw, Mitchell:

[www.fmccom.org](http://www.fmccom.org)

HAWC (Howard, Allamakee,

Winneschick):

[www.HAWC-Iowa.com](http://www.HAWC-Iowa.com)

Humboldt, Hamilton, Wright

[www.buildingfamilies.net](http://www.buildingfamilies.net)

Linn:

[www.linnempowerment.homes](http://www.linnempowerment.homes)

[tead.com/homepage.html](http://tead.com/homepage.html)

Marshall:

[www.youthandviolence.org](http://www.youthandviolence.org)

Pocahontas, Calhoun and

Webster:

[www.linking-families.com](http://www.linking-families.com)

Polk:

[www.humanservicesplanningal](http://www.humanservicesplanningal)

[liance.org](http://liance.org)

Scott:

[www.scottcountyempowermen](http://www.scottcountyempowermen)

[t.org/](http://t.org/)

Story:

[http://www.storycountyfamily.](http://www.storycountyfamily)

[org](http://org)

Washington:

[www.empowerwashington.org](http://www.empowerwashington.org)

Woodbury:

[www.siouxlandship.org](http://www.siouxlandship.org)

Send us your web site address and we'll include it in the next newsletter.

## Other Activities

**Iowa Early Childhood Care and Education Congress**  
March 4 and 5, 2002  
Day on the Hill  
March 6, 2002  
*Holiday Inn Airport, Des Moines, IA*

**Prevent Child Abuse Annual Conference**  
April 30-May 1, 2002  
*Downtown Marriott, Des Moines, IA*

**2001-2002 ECR,B-K Building Trainer Capacity**  
December 11, February 6, April 9  
*Public Library, Fort Dodge, IA*

December 4, February 5, April 16  
*Southwestern Comm. College, Creston, IA*

November 20, January 29, April 3  
*Coral Ridge Mall, Iowa City, IA*

December 13, February 7, April 18  
*AEA 7, Waterloo, IA*

### PARENT TALES FROM DRAGON TALES

Parent Tales from Dragon Tales, a show for parents that explains practical solutions to some troubling parenting issues like getting kids to pay attention, setting up effective bedtime routines, helping children cope with the stresses and strains of busy lives when both parents work. This show will air three times in