

Iowa Child Abuse Prevention Program



Fourth Quarter Service Report
July 1, 2014 – June 30, 2015

SFY 2015



Prevent Child Abuse
Iowa

Introduction to the Iowa Child Abuse Prevention Program

The mission of Prevent Child Abuse Iowa is to lead child abuse prevention efforts in the entire state of Iowa. Prevent Child Abuse Iowa administers the Iowa Child Abuse Prevention Program (ICAPP), which is funded through an annual legislative appropriation. The appropriated funds go to the Department of Human Services, which then contracts with a private agency to administer the program. DHS also contracts individually with grant recipients to administer ICAPP-funded services. Prevent Child Abuse Iowa has administered the program since 1982.

Prevent Child Abuse Iowa, in partnership with DHS, issues requests for proposals to over 65 local child abuse prevention councils seeking funds to provide services. These prevention councils are volunteer coalitions broadly representative of the governmental, business, service provider, consumer, and civic sectors of their communities. Each council assesses its community’s service and support needs and submits a proposal for funding up to three prevention programs. This assessment necessarily requires prioritization among the community’s needs, because councils can only request funds up to certain limits in order to ensure that state funds can reach as many counties in Iowa as possible.

An independent grant review committee evaluates council proposals and recommends how the funds should be distributed. Their recommendations go to an independent advisory council not affiliated with Prevent Child Abuse Iowa or a child abuse prevention council. The advisory council makes the final decisions, subject to DHS approval, on what funding councils receive. These decisions are always challenging because council requests far exceed available grant funds.

In fiscal year 2015, local child abuse prevention councils received grants totaling nearly \$1.2 million to develop and operate 105 projects in 78 counties. Councils provide service in one or more of five major areas: Community Development (\$3,800), Outreach and Follow-Up Services (\$184,247), Parent Development (\$524,707), Respite Care Services (\$214,463), and Sexual Abuse Prevention (\$256,823).

The table below details the services that local child abuse prevention councils provided in fiscal year 2015 (July 1, 2014 to June 30, 2015). Councils provided 53,234 hours of respite and crisis child care to 673 families with 1,176 children. A total of 3,048 parents attended parent development classes, and 789 participated in outreach and follow-up services. A total of 30,122 children and 5,826 adults attended sexual abuse prevention classes. Prevention services overall helped 36,810 children. Providing services utilized 28,309 hours of time from 1,285 volunteers.

TABLE 1
Child Abuse Prevention Services, Fiscal Year 2015

<i>Program</i>	<i>Funds Awarded</i>	<i>No. of Projects</i>	<i>Families Served</i>	<i>Parent/Adults Served</i>	<i>Children Served</i>	<i>Hours of Care</i>	<i>Volunteers</i>	<i>Volunteer Hours</i>
Community Development	\$3,800	2						
Outreach and Follow-Up Services	\$184,247	17	515	789	896		186	1,676
Parent Development	\$524,707	44	2,219	3,048	4,616		576	5,120
Respite Care Services	\$214,463	10	673	966	1,176	53,234	276	17,279
Sexual Abuse Prevention	\$256,823	31		5,826	30,122		247	4,234
TOTALS	\$1,190,848	105	3,407	10,629	36,810	53,234	1,285	28,309

Community Development (CD)

Community Development (CD) grants assist councils in generating awareness and action toward child abuse prevention goals in their communities. Grants can be used for council development, community needs assessment, program development, public awareness, community mobilization, collaboration, or network building. These grants make up a small percentage of the overall amount of ICAPP money awarded in FY 2015. Two councils received CD grants in FY 2015. A brief description of their activities follows:

Boone- The council planned and held a fundraiser on April 25th.

Progress. The council held its fundraiser, auctioning 26 furniture items as well as 10 donated gift cards from local businesses. The items were on display along with information about the council in the atrium of the Boone County hospital. In addition, an interview with the council president was aired on KWBG, explaining the council and programs. The council has had requests from 8 community members to assist with painting furniture for next year's auction.

Clarke- The Clarke council continued planning for the 4th of July play area and continued to focus on recruiting members from different community sectors.

Progress. A new member began attending representing mental health; however, the new member indicated she will be moving out of the area in a couple months. She indicated she will invite someone from her office to join the Child Abuse Council. There was also recruitment of a domestic violence representative; however the member had dates mixed up so was not able to attend the most recent meeting. The Council successfully completed outreach activities with two Easter egg hunts, as well as planted a pinwheel garden in the month of April. They also completed a community baby shower, donating supplies to the Clarke County Food Pantry.

Parent Development (PD) and Outreach and Follow-Up Services (OFS)

Parenting is a process of interactions designed to nourish, protect, and guide a new life through the course of development. The quality and consistency of parenting is a critical factor in how children develop and is a significant factor in child abuse. Parents who are able to meet successfully their own basic needs, have realistic expectations of children, and know of effective behavior management techniques are less likely to abuse their children. Consequently, most parent development and outreach and follow-up programs focus on issues such as communication skills, problem solving and stress management techniques, behavior management, and normal child development.

Parent Development programs (PD) and Outreach and Follow-Up Services (OFS) can be held in group classes, home-based sessions, or office meetings depending on the needs of the family and the community. The length of the programs also varies depending on the curriculum used and service provided. The *Nurturing Program* is a popular curriculum that generally meets on a weekly basis for several months. The *Parents as Teachers* curriculum is a home-based program that begins with parents with newborns or expectant parents and follows families until the child is five years of age.

Parent Development

Table 2 (below) presents service data for the local councils who received ICAPP support to fund 44 Parent Development programs in fiscal year 2015 (July 1, 2014 through June 30, 2015). (One project discontinued services in early FY 2015 and is not listed.) A total of 3,048 parents with 4,616 children received instruction in 6,941 in-home sessions and 1,988 group classes. A total of 576 volunteers dedicated 5,120 hours of service to the parent education programs.

TABLE 2
Parent Development Services, Fiscal Year 2015

<i>County / Council</i>	<i>Funds Awarded</i>	<i>Families Served</i>	<i>Parents Served</i>	<i>Children Served</i>	<i>Group Sessions</i>	<i>In-Home Sessions</i>	<i>Volunteers</i>	<i>Volunteer Hours</i>
Allamakee, Howard, Winneshiek	\$13,346	19	23	20	9	0	8	49
Black Hawk	\$16,650	46	66	89	9	695	1	119
Boone	\$15,941	54	87	1,115	63	0	2	97
Bremer	\$3,280	12	18	21	0	105	0	0
Buchanan	\$23,633	48	70	72	114	400	0	0
Butler	\$2,952	17	29	35	0	143	0	0
Cass	\$6,771	30	40	39	17	95	22	290
Chickasaw	\$7,238	24	45	65	0	328	0	0
Clinton	\$7,970	47	72	60	0	732	0	0
Davis	\$2,995	15	16	19	48	0	9	189
Delaware	\$34,650	151	213	240	14	1,130	0	0
Des Moines	\$12,604	33	49	49	121	0	14	235
Dubuque	\$14,369	21	26	41	0	230	0	0
Emmet	\$6,375	111	170	220	13	0	36	70
Fayette	\$14,496	14	25	22	0	158	3	108
Floyd/Mitchell	\$24,600	91	135	222	0	923	0	0
Floyd	\$8,205	31	36	37	36	0	24	158
Franklin In-Home	\$8,470	9	15	18	0	64	0	0
Franklin Strengthening Families	\$4,740	4	6	4	0	0	11	67
Fremont, Page	\$2,696	136	247	248	30	0	6	99

TABLE 2
Parent Development Services, Fiscal Year 2015 (continued)

<i>County / Council</i>	<i>Funds Awarded</i>	<i>Families Served</i>	<i>Parents Served</i>	<i>Children Served</i>	<i>Group Sessions</i>	<i>In-Home Sessions</i>	<i>Volunteers</i>	<i>Volunteer Hours</i>
Grundy	\$2,984	33	38	42	27	0	12	43
Hamilton, Humboldt, Wright	\$22,633	48	58	117	24	137	110	513
Henry	\$6,469	12	12	23	39	0	0	0
Jackson	\$6,199	34	54	60	0	472	0	0
Jefferson, Wapello	\$8,419	142	228	179	258	0	20	142
Johnson	\$5,636	29	33	25	41	0	0	0
Johnson	\$9,633	45	45	36	75	0	8	146
Jones	\$7,380	28	50	32	0	399	0	0
Lee	\$15,236	38	49	71	89	0	35	450
Linn	\$4,547	110	110	194	25	0	0	0
Louisa	\$19,849	70	75	187	96	0	14	564
Lucas	\$14,045	51	51	139	43	0	8	105
Marion	\$5,404	9	9	18	16	0	11	20
Marshall	\$16,538	35	65	93	0	383	35	213
Mills	\$17,732	20	24	26	12	175	2	12
Monroe	\$7,933	126	141	177	267	0	39	125
Muscatine	\$27,184	123	123	96	130	0	3	780
Pottawattamie	\$7,814	37	47	85	22	0	5	25
Ringgold	\$7,641	64	80	75	12	272	0	0
Sac	\$7,504	11	15	22	7	0	1	3
Story	\$6,162	40	46	44	28	0	5	234
Van Buren	\$24,788	53	86	91	35	0	32	62
Warren	\$10,047	19	29	18	48	0	84	136
Woodbury	\$30,949	129	192	130	220	100	16	68
Total	\$524,707	2,219	3,048	4,616	1,988	6,941	576	5,120

Service Reports

Buchanan

A couple entered the program after seeking assistance because they were homeless, new to the county, and had two young children with another on the way. The parents had been sleeping in their vehicle, and the children were staying the nights with a friend. Their family had recently moved to Iowa from another state and had very limited local supports. They were enrolled in the program and received assistance and support from their home visitor to set goals, gain employment, get an apartment, and acquire a medical home and insurance. They have been grateful and continue to work hard and follow through with home visitation meetings.

Butler

A single mother of three children came into the Families Together II Program with concerns about the oldest child's head lice, as well as managing behaviors and providing appropriate discipline. The main focus of the first two months was eliminating the head lice of the oldest child. The caseworker provided information on head lice elimination and assisted in checking and combing the child's hair. Mom also got a strong prescription shampoo, and the caseworker helped her to apply it to the child's hair, as well as get items to sterilize combs and brushes and get the child a haircut. The child is now free from head lice. In addition, the parent expressed feeling stressed and overwhelmed with the children's behaviors. The caseworker is working with mom to identify coping

skills for when she is feeling overwhelmed, as well as how to implement age appropriate consequences, both positive and negative, to target behaviors. The caseworker is using information from the *Nurturing Parenting* curriculum, and plans to discuss family rules as well as increasing praise among the family. The caseworker has helped the family develop a routine this summer while the kids are out of school and all three children participated in the summer library reading program. The family is also accessing other services, such as Behavioral Health Intervention Services (BHIS), individual counseling, and Public Health services.

Jones

A family started working with the *Parents as Teachers* program shortly after moving to the area a year ago. When the parent educator met the family, they noticed little interaction between mom and the toddler. The toddler had been diagnosed with an intellectual disability. During initial visits, the mother seldom interacted with her child. The parent educator noticed grandma would step in and try to push mom to interact and talk with the child, but not much progress was noted. As more time passed and the family moved, the educator began to see positive changes at each home visit. The parent educator stressed positive nurturing and brought activities that encouraged loving and bonding. The educator noticed the child is in mom's lap more often; mom reads books and has started participating in activities with parent educator during visits. Now, great progress has been made and mom has begun using positive reinforcement when the child does anything good.

Pottawattamie

In our Spanish language class we have a young mom with a 6-year-old, 1 year-old, and newborn. Mom did not have an adequate support system and was fairly isolated. She began attending the Spanish language parenting class/support group at our center on a regular basis. Through this experience, she was able to build up her support system. There are also some developmental concerns with her one year-old, and, through the program, he has been referred for assessment for developmental delays. Mom meets regularly with the class instructor to work on goals she has with her parenting and for community resource help.

Outreach and Follow-Up Services

Table 3 (below) presents service data for the local councils who received ICAPP support for 17 Outreach and Follow-Up Services projects in fiscal year 2015 (July 1, 2014 to June 30, 2015). A total of 789 parents with 896 children received instruction. Dallas County taught 183 parents. Programs provided parenting instruction in 3,850 in-home sessions and 267 group classes. Clarke, Monroe, and Osceola/O'Brien, counties held more than 500 in-home sessions each. A total of 186 volunteers dedicated 1,676 hours of service to the programs.

TABLE 3
Outreach and Follow-Up Services, Fiscal Year 2015

<i>County / Council</i>	<i>Funds Awarded</i>	<i>Families Served</i>	<i>Parents Served</i>	<i>Children Served</i>	<i>Group Sessions</i>	<i>In-Home Sessions</i>	<i>Volunteers</i>	<i>Volunteer Hours</i>
Adair	\$7,017	3	4	5	0	40	51	205
Clarke	\$7,359	48	87	63	0	504	0	0
Clay	\$5,148	23	26	30	0	198	1	176
Crawford	\$15,176	8	14	22	0	112	0	0
Dallas	\$28,989	131	183	209	105	72	28	98
Dickinson	\$4,495	14	25	20	0	198	1	183
Emmet	\$5,018	26	42	54	0	192	1	138
Kossuth	\$4,841	21	35	41	0	410	1	168
Madison	\$10,000	5	7	7	0	46	0	0
Mills	\$17,066	56	80	68	24	138	48	137
Monroe	\$23,208	35	63	80	0	608	0	0
O'Brien, Osceola	\$10,075	48	85	100	0	619	2	289
Sac	\$7,114	6	11	10	0	185	0	0
Story	\$6,162	27	45	53	55	0	2	77
Union	\$10,938	7	12	10	0	152	51	205
Woodbury (Crittenton)	\$13,141	51	64	118	83	263	0	0
Woodbury (HOPES)	\$8,500	6	6	6	0	113	0	0
Total	\$184,247	515	789	896	267	3,850	186	1,676

Service Reports

Clarke

Over a year ago, we began serving a family of a single dad and his son. When we started working with the family, Dad was unemployed and struggling to make ends meet. We were able to help the father in getting required paperwork to gain employment; and child care assistance, so his son could be in a safe place while he worked; and assistance getting on his feet. Dad is now working full time at a stable job and providing for the needs of his family.

Dallas

We had a mother attending our Perry series of *Great Beginnings for Families* who had two young children. At the beginning of the first class, she stated that her biggest struggle is with her youngest, who is less than 18 months old. He doesn't listen to her, follow directions, behave, or get along and play with others well. During the first class, we focused on child development and what parents can reasonably expect of their children at different ages. She discovered that much of the way he was behaving was very common for his age developmentally and that she had some unrealistic expectations. Additionally, in later weeks we discussed positive guidance along with building relationships and getting along. She was able to implement many of the techniques and approaches we discussed and was happy to report that they were helping tremendously! Plus, having realistic expectations as a parent has reduced her stress and concern greatly. This in turn was having a positive effect on her kids' relationships and behavior.

Dickinson

The KIDS program has been working with a mom and her infant son for two months. The mom was not expecting to become a parent and had not planned on having children. Mom is on medication for depression, and the nurse reports mom has been more stable since starting medication. Mom and the son's father have recently separated after living together, having a very unstable relationship. She now sees that he was verbally and emotionally abusive to her. She is living with her father and working at his business and also sometimes weekends at a different job. She began to receive child care assistance as well as WIC and food assistance. Mom expresses she doesn't know anything about children and has no previous experience with them. She welcomes any information given to her. At the same time she is very adamant about how she wants to raise her son and how she wants to do things. She is very open about herself and her situation past and present. She asks questions during visits and is eager to tell the worker about all the changes she sees in her son and the new things he does.

Woodbury

The program serves a single mom who enrolled prenatally, delivering a healthy baby in March. Originally from Guatemala, she has a second grade education and some barriers with language. Initially, the family support worker had difficulty engaging her and developing a "positive relationship." The mom initially did not always seem open to the information given to her. Despite this, she demonstrates very good interaction with her baby. She plays with the infant on the floor, which is not always practiced by the mothers the family support worker serves. Mom seems to be more accepting of the modeling and visual activities than written information. She recognizes and responds to baby's cues. The HOPES program model emphasizes the importance of culture, family values and experiences, and the importance of approaching families individually, including different learning styles. The baby is on track with development and current with well-child visits and immunizations.

Respite Care Services (RC)

Nurturing a child requires parents who have taken the time to meet their own needs. Parents who do not take time to nurture themselves can become overly tired, rundown, or stressed in their parenting role. When this occurs, parents are much more likely to take their frustration out on their children.

Respite care services (RC) provide parents with a break from parenting. Parents can do whatever they choose while their children are in respite care. Some parents attend medical appointments or counseling sessions, run errands, or simply rest. Respite care services have been found to reduce feelings of tension, anxiety, depression, anger, hostility and overall stress levels in parents.

RC services also benefit the children. RC services provide a safe environment for children by utilizing licensed and/or registered day care providers. Children often enjoy and learn from interacting and socializing with other children, as well as participating in fun games and activities.

This funding category also includes services provided on an emergency basis through crisis care/crisis nursery programs. Crisis care programs are a critical component of formal social support interventions deemed necessary to prevent child abuse. Research has consistently shown that parents who are highly stressed are at a higher risk of abusing their children. At the most basic level, crisis care programs provide parents under stress with a safe child care alternative. These services are available to families 24 hours a day, 7 days a week. Families may utilize the services for up to 72 hours at one time.

Staff from the local crisis care sites complete an initial screening to determine the family's needs and make referrals to appropriate community resources. Parents may also receive parenting information, support, and positive role modeling while their children are in crisis care.

Table 4 (following) summarizes the data from the six respite care projects in fiscal year 2015 (July 1, 2014 to June 30, 2015). A total of 422 families with 700 children received 29,838 hours of respite child care. A total of 213 volunteers provided 3,306 hours of service. Warren County provided 9,296 hours of care, Dubuque County 5,587 hours, and the Audubon group 5,177 hours.

TABLE 4
Respite Care Services, Fiscal Year 2015

<i>County</i>	<i>Funds Awarded</i>	<i>Families Served</i>	<i>Parents Served</i>	<i>Children Served</i>	<i>Hours of Care</i>	<i>Volunteers</i>	<i>Volunteer Hours</i>
Audubon, Carroll, Greene, Guthrie	\$40,723	128	204	236	5,117	22	2,100
Dickinson	\$17,303	54	54	76	3,686	32	96
Dubuque	\$26,547	22	22	40	5,587	10	42
Humboldt	\$8,420	35	70	62	2,620	6	36
Kossuth	\$7,872	35	67	58	3,532	11	246
Warren	\$34,659	148	225	228	9,296	132	786
Totals	\$169,096	422	642	700	29,838	213	3,306

Table 5 (next page) lists the crisis care services provided under the Respite Care Services category in fiscal year 2015. A total of 251 families with 476 children received 23,396 hours of crisis child care. Marshall County provided 10,916 hours of care to 151 children and Linn County 5,793 hours to 153 children. The services received 13,973 hours of help from 63 volunteers.

**TABLE 5
Crisis Nursery Services, Fiscal Year 2015**

<i>County</i>	<i>Funds Awarded</i>	<i>Families Served</i>	<i>Parents Served</i>	<i>Children Served</i>	<i>Hours of Care</i>	<i>Volunteers</i>	<i>Volunteer Hours</i>
Audubon, Carroll, Greene, Guthrie	\$40,723	44	57	95	4,495	15	2,225
Buchanan	\$20,933	21	25	37	1,051	0	0
Fayette	\$5,230	21	33	40	1,141	2	54
Linn	\$33,572	86	98	153	5,793	22	5,075
Marshall	\$19,204	79	111	151	10,916	24	6,619
Total	\$119,662	251	324	476	23,396	63	13,973

Service Reports

Audubon, Carroll, Greene, Guthrie

A call came in from a father who is a stay-at-home dad. He was scheduled to have emergency surgery and was in a panic because he was unable to care for his young children. He could not do any lifting for a few days. Family Resource Center was able to provide hours for a few days to help him out. He was able to get the rest he needed after surgery.

Buchanan

This quarter our program provided some services to a grandparent who has custody of her grandchild, who has a severe behavioral disability. The grandparent was stressed out due to the child’s behaviors and was near the point of relinquishing custody of the child to DHS. The program was able to provide crisis care for the child, giving the grandparent a break and allowing her time to access additional resources. One of the resources the grandparent is now receiving is additional support through Medicaid. The assistance has given the grandparent the confidence to continue to parent her grandchild.

Linn

This quarter we placed three children, ages 6 months, 3 years, and 5 years. Their mother had been badly beaten by her significant other and needed to be seen by a doctor. Our provider picked the children up at their home, and drove mom to the emergency room. Mom’s doctors treated her injuries, and found she was suffering from viral meningitis. She had to be hospitalized for several days. We were able to place the children and also enlist the support of one of mom’s friends to ensure the children were well cared for until mom was released. In addition, we accessed Homeless Children’s Trust Fund to purchase diapers and worked with DHS to get formula.

Marshall

A father of five children contacted Crisis Child Care after his youngest child was hospitalized out of town. Crisis Child Care was able to provide a place for the four older siblings to stay so both parents could be with the baby while in the hospital.

Sexual Abuse Prevention Programs (SAP)

Given the secrecy surrounding sexual abuse, prevention experts thought the best way to reduce the risk was to educate children. As a result, teaching children to protect themselves remains a core component of prevention programs today. Using this approach, sexual abuse prevention (SAP) programs attempt to reach children to stop abuse before it occurs, with programming most often occurring in a preschool/school setting.

Research on sexual abuse prevention indicates the following components are critical for effective child-focused programs:

- Teaching children a wide variety of concepts, including: defining sexual abuse; identifying potential perpetrators, including abuse by relatives, family friends and others known to the family; and describing the range of sexually abusive behaviors
- Assuring children that abuse is never the child's fault
- Developing self-protection skills - such as assertiveness, communication, problem-solving, saying no, and telling an adult - that will protect children in a variety of situations
- Customizing presentations to match children's age, developmental, educational, cultural and cognitive level
- Using behavioral skills training format: instruction, modeling, rehearsal and feedback
- Providing multiple sessions a year for several years to reinforce knowledge and skill building
- Educating and involving teachers, school personnel and parents when developing, implementing and evaluating programs

The majority of ICAPP-funded SAP programs address children from preschool through the sixth grade. Some counties purchase specific sexual abuse prevention curricula, while others have designed their own. A few counties offer programming designed specifically for children with special needs, given the greater risk of victimization these children face.

Two curricula used by ICAPP programs are *Ready, Set, Know* (an Iowa State University Extension self-protection program for children pre-school through third grade) and *Care for Kids* (a comprehensive program that provides early educators, parents and other professionals with information, materials and resources to communicate positive messages about healthy sexuality to young children).

In addition to educating children, prevention programs are increasing their efforts to teach adults how to keep children safe from abuse. ICAPP-funded programs teach adults by including sexual abuse prevention information in home visiting programs, group-based parent education programs, and public awareness activities. One often used curriculum is *Nurturing Healthy Sexual Development* which teaches participants the scope of sexual abuse, the sexual development of children, how to respond to children's sexual behaviors and questions, and the connection between healthy sexuality and child sexual abuse prevention. Some councils are using an nationally recognized adult-focused program called *Stewards of Children*. This program focuses on teaching adults the prevalence of sexual abuse and how to reduce risks to children by avoiding 1:1 adult/children situations and other risk factors, and what signs to watch for in children and potential perpetrators. *Stewards of Children* calls on each adult to be responsible for children's safety by speaking up if there is a concerning situation and by influencing policies at child-serving organizations.

ICAPP funds supported 31 SAP projects, with some councils providing services in multiple counties. The following tables present the data reported in fiscal year 2015 (July 1, 2014 to June 30, 2015). Table 6 provides information on councils' child-focused instruction, and Table 7 summarizes adult-focused instruction service data. Twenty-three projects reported making 3,678 child-focused presentations, which 30,122 children and 2,079 adults attended. Twenty-eight projects reported providing adult-focused child sexual abuse instruction or public awareness presentations, which reached 3,747 adults through 179 adult education sessions and 349 public awareness presentations. Providing support for projects required the help of 247 volunteers contributing 4,234 volunteer hours (not in a table).

TABLE 6
Sexual Abuse Prevention Services for Children, Fiscal Year 2015

<i>County</i>	<i>Funds Awarded</i>	<i>Number of Presentations</i>	<i>Children Attending</i>	<i>Adults Attending</i>
Allamakee, Howard, Winneshiek	\$8,073	42	113	15
Benton	\$6,032	43	110	9
Black Hawk	\$18,308	383	8,297	816
Boone	\$8,211	4	68	11
Bremer	\$12,319	75	1,334	111
Butler	\$3,280	18	291	38
Chickasaw	\$6,757	50	931	72
Dallas	\$7,872	75	453	32
Decatur, Ringold	\$5,554	68	394	0
Dubuque	\$4,184	7	21	21
Fayette	\$3,607	27	170	25
Grundy	\$4,583	30	606	33
Hardin, Marshall, Tama	\$38,018	797	3,822	163
Jackson	\$9,215	124	826	0
Jones	\$6,606	15	52	6
Linn	\$7,216	44	177	6
Madison	\$7,051	49	532	0
Mahaska, Marion	\$11,665	245	4,147	217
Mills	\$13,494	100	641	53
Pottawattamie	\$17,523	260	5,197	299
Scott	\$11,449	304	367	0
Story	\$7,650	674	1,368	152
Warren	\$3,611	244	205	0
Total	\$222,278	3,678	30,122	2,079

TABLE 7
Sexual Abuse Prevention Services for Adults, Fiscal Year 2015

<i>County</i>	<i>Funds Awarded</i>	<u>Adult Education</u>		<u>Public Awareness</u>	
		<i>Number of Presentations</i>	<i>Adults Attending</i>	<i>Number of Presentations</i>	<i>Adults Attending</i>
Allamakee, Howard, Winneshiek	\$8,073	5	92	18	268
Audubon, Carroll, Greene, Guthrie	\$7,642	7	52	6	138
Benton	\$6,032	5	14	0	0
Black Hawk	\$18,308	20	216	16	292
Boone	\$8,211	11	89	16	85
Bremer	\$12,319	2	61	1	18
Cherokee, Ida	\$11,826	24	100	70	120
Chickasaw	\$6,757	2	23	0	0
Clay	\$2,296	12	38	50	92
Dallas	\$7,872	0	0	5	104
Decatur, Ringgold	\$5,554	0	0	22	198
Dickinson	\$1,743	12	114	45	66
Dubuque	\$4,184	1	9	0	0

TABLE 7
Sexual Abuse Prevention Services for Adults, Fiscal Year 2015 (Continued)

<i>County</i>	<i>Funds Awarded</i>	<u>Adult Education</u>		<u>Public Awareness</u>	
		<i>Number of Presentations</i>	<i>Adults Attending</i>	<i>Number of Presentations</i>	<i>Adults Attending</i>
Fayette	\$3,607	2	2	1	5
Hardin, Marshall, Tama	\$38,018	5	78	1	29
Henry*	\$1,127	7	52	7	99
Jasper	\$1,085	1	37	1	16
Jones	\$6,606	3	13	0	0
Linn	\$7,216	3	48	0	0
Madison	\$7,051	3	32	0	0
Mahaska, Marion	\$11,665	6	41	0	0
Mills	\$13,494	3	21	11	77
Muscatine	\$6,617	4	45	1	10
Pottawattamie	\$17,523	1	5	4	20
Sac	\$2,209	12	40	48	120
Scott	\$11,449	13	184	7	169
Story	\$7,650	0	0	19	183
Warren	\$3,611	15	233	0	0
Total	\$239,745	179	1,638	349	2,109

*Data submitted through March 2015

Service Reports

Dickinson

One church hosted two *Stewards of Children* trainings so that all their volunteers and staff who have any contact with children would be trained. It was great to have a pastor so excited about this training and the members of his congregation cared enough about kids to come.

Dubuque

Comments from *Care for Kids* sessions included that one adult liked “learning ways to talk to my children about their bodies and privacy.” Another commented “I loved the new info. I learned mostly that we should tell people about this program because talking about that can prevent my children from becoming victims.” Another indicated, “I really enjoyed this program! It helped us learn new ways to talk to our kids about their bodies and proper and improper touches and was structured in a way that the kids stayed interested as well.”

Sac

One public health nurse that attended *Stewards for Children* found the training very beneficial and asked if she could try to get Head Start and day care staff to do it. She was very enthusiastic about it. I welcomed her talking to anybody she wanted.

Story

There was a female *Talking About Touching* student who reported to me on the last day of class that three males (boys two years older than her) had “broken the touching rule” on the playground after school. Youth and Shelter Services staff asked her if she was okay and what she did to handle the situation. She motioned that she pushed them away and said she told her mom. Staff asked if those boys had been talked to. She said that the principal had talked to them. The staff told her that she was very brave for using her “assertive” voice and telling right away when it happened. The classroom teacher was listening to the conversation and reported that the student explained it accurately. The staff followed up to ensure that all parties involved were contacted. This was a little girl that is somewhat quiet, yet she knew what to do because of the *Talking about Touching* program.

Together for Prevention

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