Annual Evaluation Report to the Iowa Department of Human Services

Fiscal Year 2013

Prevent Child Abuse Iowa

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CHAPTER ONE SUMMARY OF THE IOWA CHILD ABUSE PREVENTION PROGRAM

The mission of Prevent Child Abuse Iowa is to lead efforts to prevent child abuse in Iowa through Advocacy, Awareness, and Assistance. 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 (DHS), 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 2013, local child abuse prevention councils received grants totaling more than $1.26 million to develop and operate 119 projects in 83 counties. Councils provide service in one or more of five major areas: Community Development ($14,140), Outreach and Follow-Up Services ($170,233), Parent Development ($579,262), Respite Care Services ($208,709), and Sexual Abuse Prevention ($288,830).

The table below details services that local child abuse prevention councils provided in fiscal year 2013 (July 1, 2012 through June 30, 2013). Councils provided 55,428 hours of respite and crisis child care to 799 families with 1,389 children. A total of 3,834 parents attended parent development classes, and 824 participated in outreach and follow up services. Almost 37,000 children and 7,509 adults attended sexual abuse prevention classes. Prevention services overall helped 44,104 children. Providing services required 36,786 hours from 1,532 volunteers.

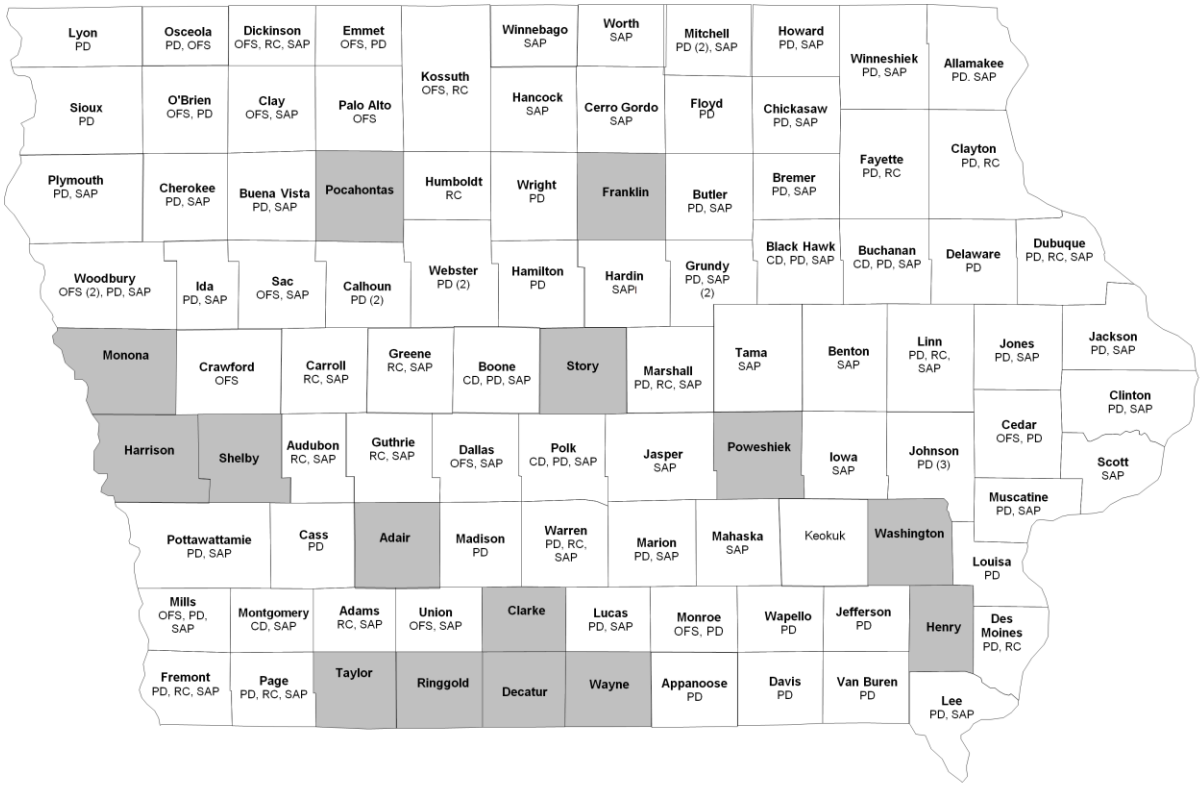
Table 1. Child Abuse Prevention Services, Fiscal Year 2013

Program	*Funds Awarded*	*No. of Counties*	*Families Served*	*Parents/ Adults Served*	*Children Served*	*Hours of Care*	*Volunteers*	*Volunteer Hours*
Community Development	$14,140	4						
Outreach/ Follow Up	$170,233	15	584	824	973		98	434
Parent Development	$579,262	49	2,907	3,834	4,767		845	6,811
Respite Care Services	$208,709	14	799	1,078	1,389	55,428	388	28,572
Sexual Abuse Prevention	$288,830	37		7,509	36,975		201	970
Total	**$1,261,174**	**119**	**4,290**	**13,245**	**44,104**	**55,428**	**1,532**	**36,786**

ICAPP grants provide a base of financial support for councils to offer prevention services and for community groups interested in preventing child abuse to pay the costs of starting new councils. As important as they are, the grants that councils receive are limited, averaging $10,588 per project and $15,011 per county in fiscal year 2013. Most projects need to supplement their ICAPP grants with significant local cash and in-kind support.

Figure 1 shows the location by county of the five types of programs and services for fiscal year 2013.

Figure 1. Counties with ICAPP-Funded Services in FY 2013



Key: CD = Community Development, OFS = Outreach/Follow-up, PD = Parent Development, RC = Respite Care, SAP = Sexual Abuse Prevention

Families Served by ICAPP

While the detailed demographics report was submitted to DHS separately, a brief summary of participant characteristics is useful in putting the evaluation results in context.

Demographic data in this report are based on surveys collected from July 2012 through early July 2013. The report represents information from program participants who voluntarily shared demographic information and responses to the protective factors questions. Statewide, 2,525 total surveys were analyzed, which includes1,418 enrollment surveys and 1,107 follow-up surveys.

Family Demographic Summary
80.5% women, 19.5% men
76% White, 12% Hispanic, 9% African American,
2% Native American or Alaskan Native
43% Married
17% Partnering
10% Separated or Divorced
30% Single
Housing Status
35% Own a home
42% Rent a home
21% Share housing or indicated temporary living situation
Employment & Education Status
49% Employed full or part time
14% Currently in school
32% Had a high school diploma or GED
24% Had some college or vocational training
12% Had an Associate's degree
11% Had a Bachelor's degree
3% Had a Master's degree or higher

Comparing the demographics of the families served to the 2010 US Census data and the 2012 Census estimates for Iowa (the most current available at the time of this report), there are some noticeable differences. For instance, statewide 91 percent of Iowans are White, and three percent are African American compared to 78 percent White and six percent African American among the families served. Five percent identify as Hispanic or Latino according to the Census, compared to 13 percent served by programs. Fewer caregivers are employed (49% among survey respondents compared to 64% in Iowa). More people in the general population have some college education including undergraduate and graduate degrees (57%) than those served (50%).

Thinking a little more about the families who access Iowa's prevention programs, it is helpful to look at household income. For those who completed surveys, statewide 56 percent earned $20,000 or less per year, (compared to the US Census data for 2010, just 14% earned less than $25,000); 14 percent had annual incomes between $20,000 and $30,000; eight percent earned $30,000 to $40,000; and 22 percent earned $40,000 or more, (again, the 2010 Census data showed that 60% of households in Iowa earned $50,000 or more per year).

In summary, families served by ICAPP are less likely to be employed and less likely to have college degrees. ICAPP served a greater proportion of single parents and male caregivers this year, and continued the trend of serving more Hispanic or Latino families.

Overview of the Iowa Family Survey

PCA Iowa's role is to support the community agencies administering prevention services by overseeing program operations (practices and policies), providing training and technical assistance, assisting with evaluation and providing helpful feedback about the successes and challenges of the councils' efforts. PCA Iowa hired Hornby Zeller Associates, Inc. (HZA) to assist with the evaluation component and in particular to measure the protective factors in families participating in Outreach and Follow up, Respite Care and Crisis Nurseries, and Parent Development programs and services. HZA researched an adaptable tool to be used across most programs (with the exception of child sexual abuse prevention programs, which typically use a separate method of evaluation), to collect demographic information and measure the degree of change in protective factors of program participants. For the last two years, PCA Iowa has used the protective factors survey developed by FRIENDS National Resource Center for Community- Based Child Abuse Prevention and the University of Kansas Institute for Educational Research and Public Service, through funding provided by the US Department of Health and Human Services. This instrument is flexible in that it can be used with the majority of prevention projects, and can be given on paper or through the web. The survey in its current form, including additional sections that ask basic demographic questions and services received by participants is called the *Iowa Family Survey*. For fiscal year 2013, participants of ICAPP-funded programs were not required to answer an additional five questions (inquiring about history of substance abuse, domestic violence, child abuse and neglect mental illness and adolescent pregnancy), though these questions were required by DHS previously. Going forward, these questions will be included for all ICAPP grantees in order for the evaluation team to complete more complex analyses of the change in protective factors in relation to the health history (and risk factors) according to participants' responses.

Iowa's prevention program grantees are required to use the *Iowa Family Survey* as part of their evaluation and continuous quality improvement process. By measuring the same variables across all programs, communities can get useful feedback that is relevant and immediately applicable to their work with children and families.

Programs can use their survey results to understand what changes have occurred in the individuals and families they serve. The *Iowa Family Survey* helps programs to:

- Describe the population(s) they serve;
- Assess the changes in any of the targeted protective factors; and
- Consider the protective factors and areas of programming that need more focus.

Considering the research questions and measurable objectives of this project, part of the methodology includes assuring the instrument accurately collects the desired data, answers the questions posed, and is as simple as possible for the majority of programs to complete. To that end, a great deal of effort was put into administering a survey that would give program staff confidence in the self-evaluation process.

Training and technical assistance webinars were provided to participating councils required to use the *Iowa Family Survey.* They were advised of possible pitfalls and helpful tips to avoid those pitfalls prior to administering the survey to families. Staff members were made aware that their role was to facilitate understanding and cooperation, not to tell participants how to answer questions, and were reminded that it was critical that the survey be presented in a consistent way to all participants. The survey was administered to all participating families in 78 programs representing four program types across 67 counties in the state between July 2012 and early July 2013.

This report includes service data and results of the *Iowa Family Survey* (protective factors survey) for each of the major program areas in fiscal year 2013. To compile the service delivery data, PCA Iowa uses information from quarterly reports listing services provided, program participation, and volunteer contributions. The protective factors questions were asked as part of the *Iowa Family Survey* which was administered by three of the five program types. Child sexual abuse prevention programs were excluded from this survey since curricula used for those prevention efforts typically have their own evaluation forms. These questions were designed to be given to adult caregivers of children rather than children themselves or teachers who, in this case, received information about child sexual abuse prevention. Councils that were listed as part of the Community Development category were also excluded from the *Iowa Family Survey*.

The five protective factors are addressed by 20 questions, asking adult caregivers to make a self-assessment of each at enrollment and after participating in a program. Using a Likert-style agreement scale, participants rated a series of statements about their family, connection to the community, their parenting practices and perceived relationship with their child(ren). The scores for each domain are calculated based on a range from one as the lowest through seven as the highest possible. The responses to these statements provide a way to measure the protective factors in children's lives and can be examined all together as a group, compiled into five components, or interpreted separately, question by question. The table below, created by FRIENDS National Resource Center, provides a brief summary of the protective factors covered in the survey.

Table 2. Definitions of Protective Factors by FRIENDS NRC

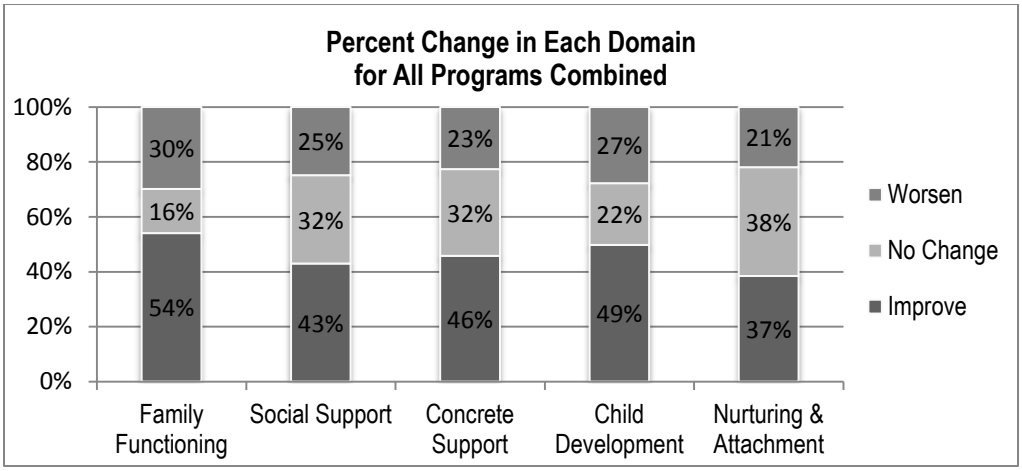
Protective Factors Survey Components	
Domain	***Definition***
Family Functioning and Resiliency	Having adaptive skills and strategies to persevere in times of crisis. Family's ability to openly share positive and negative experiences and mobilize to accept, solve and manage problems.
Social Emotional Support	Perceived informal support (from family, friends and neighbors) that helps provide for emotional needs.
Concrete Support	Perceived access to tangible goods and services to help families cope with stress, particularly in times of crisis or intensified need.
Child Development and Knowledge of Parenting	Understanding and utilizing effective child management techniques and having age-appropriate expectations for children's abilities.
Nurturing and Attachment	The emotional tie along with a pattern of positive interaction between the parent and child that develops over time.

ICAPP Protective Factors Results

To help understand the program's impact in the community and determine whether or not services and activities are making a difference in the areas they were intended, HZA looked at the average scores in each domain at the beginning of program enrollment (pretest) and after program involvement (post test). The study examines the aggregate scores of all participants involved in the current funding cycle, that is, the group of participants that took the survey at enrollment and the group that took the survey at follow up, which could be different people completing the version that they were eligible for at the time the surveys were offered. The total number of valid surveys in fiscal year 2013 was 2,525.

Knowing that some participants could have completed an enrollment survey during the 2012 fiscal year, HZA searched for pretest matches to anyone completing a post test this year. This methodology is employed to determine the change in protective factors in the same group of participants from enrollment to follow-up, which allows for a true comparison of pre to post results rather than an aggregate. Expanding the comparison group in this way allowed for 421 surveys to be matched. Results for the matched group are shared here in Figure 2.

Figure 2. Change in Protective Factors for All Programs Combined, Matched Comparison Group



The survey responses from the state's matched group (illustrated in the Figure 2 above), reflected that the percentage of individuals showing a positive change exceeded those that expressed either no change or a negative change in four out of five domains. Similar to last year, the greatest gains were in the domains for Family Functioning and Child Development while the least improvement by far was in the Nurturing and Attachment domain. Based on this group of 421 surveys, participants overall indicated that they did not improve in three out of five domains; thus when comparing these results to last year, this group is slightly less positive.

Expanding into more complex levels of analysis, HZA then looked at the effects of certain demographic characteristics on protective factors to determine if there were specific groups of people who made greater gains than others. For instance, do families with certain living situations score better in the areas of Social Support? Do more highly-educated individuals score better on Knowledge of Child Development? In general, the results showed that the prevention programs in Iowa are effective for a wide variety of demographic groups. There was very little difference in outcomes across domains when looking at income levels with the exception of the lowest income group ($0-$10,000

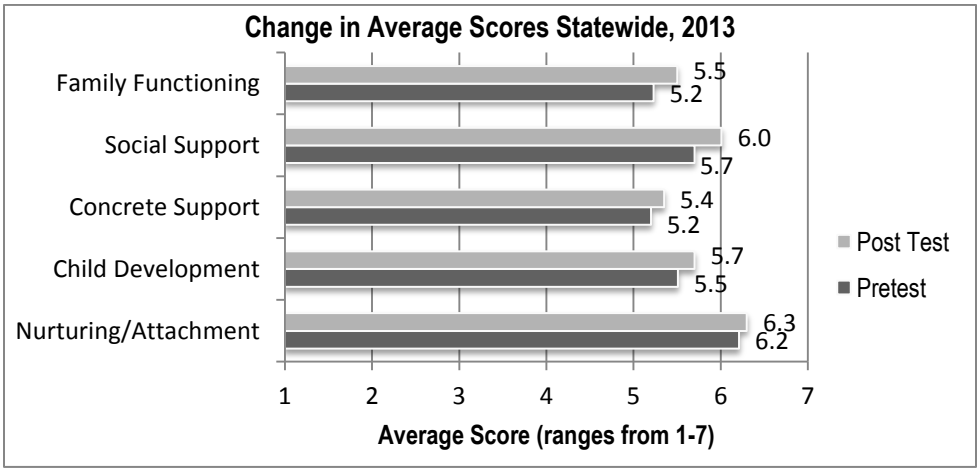
earners) reporting the most positive change in the Nurturing and Attachment domain. Though a small percentage of participants had Master's Degrees, those individuals were significantly more likely than those at any other education level to report 'no change' in any of the five domains. On the contrary, participants with the lowest education level had the most declines in average scores for the Family Functioning and Child Development domains.

Other findings of note from the matched comparison group are summarized here:

- Women were more likely than men to report 'no change' in both Child Development and Nurturing and Attachment domains (though both genders mostly indicated there was positive change in their child development knowledge);
- Those who were unemployed, receiving WIC and Supplemental Nutrition Assistance were most likely to report a positive change in their knowledge of child development, when compared to those employed full or part time;
- Participants who were divorced were most likely to show decline in Social Support and Concrete Support scores;
- Those who received any of the various benefits such as Medicaid, SSI, TANF, WIC and SNAP were much more likely to show a positive change in Concrete Support and Social Support, but not for the other three domains;
- Current students were more likely to show positive changes in Concrete Support, Family Functioning and Nurturing and Attachment;
- Participants with the lowest education level had the most negative change in Family Functioning and Child Development.

Figure 3 illustrates a second way to analyze results, by looking at the average scores from all of this year's pre and post tests in each protective factor domain. (These results will be described further by program type within the program's chapter throughout this report.) Looking at the overall results of the 2013 survey, all of the average scores at enrollment have a fairly high rating – ranging from 5.2 as the lowest to 6.2 as the highest, which is about the same as last year's data. It is easy to see here, too, that the average score in all five factors increases, with the greatest increase in the area of Family Functioning. Nurturing and Attachment is the domain that starts with the highest average score (6.2) and increases to the highest average score (6.3) out of all five domains.

Figure 3. Average Protective Factors Scores for ICAPP Participants (N=2,525)



When looking more closely at average score by program type, there was a similar trend in participants' responses. Since there are so few programs that offer care through Crisis Nurseries exclusively, those results are combined with Respite Care in Table 3. Results for the two programs are reviewed separately in the following chapters of this report. All four program types: Respite Care and Crisis Nurseries (combined in the table as Respite and Crisis Care), Parent Development, and Outreach and Follow up had fairly high average scores at enrollment, almost all of which increased after participating in services or activities. The average scores for each program type are displayed here. The only score that does not change is in Nurturing and Attachment from Respite and Crisis Care participants; and although the change is fractional, all other scores improved even if slightly. This year there was an even greater difference in both the Concrete and Social Support domains for the Respite and Crisis Care programs.

Table 3. Statewide Average Scores for Each Domain by Program Type, 2013

Protective Factors	Average Scores in Each Domain, Fiscal Year 2013					
	Respite & Crisis Care		Parent Development		Outreach & Follow up	
	Pre	Post	Pre	Post	Pre	Post
Family Functioning & Resiliency	5.5	5.8	5.1	5.3	5.4	5.5
Social Emotional Support	5.7	6.2	5.7	6.0	5.6	5.8
Concrete Support	5.3	5.9	5.2	5.3	5.1	5.2
Child Development & Parenting	5.7	5.9	5.5	5.6	5.4	5.6
Nurturing & Attachment	6.3	6.3	6.2	6.3	6.2	6.3

In summary, the results of the *Iowa Family Survey* show that programs are having a positive impact on their participants. Overall, the greatest positive change is seen in the Social Support followed by the Child Development and Family Functioning domains. Of the major program types that participated in the survey, the Respite and Crisis Care participants had the highest scores of all, in fact higher than the statewide averages in all five domains. These services are offered in a variety of settings, depending on the community's identified need, and are generally targeted to a specific population. The results of this survey are very positive for PCA Iowa because they are consistent with the national research on prevention programs showing that programs designed to meet the unique needs of families through carefully structured curricula delivered in a variety of settings, and targeting the highest risk populations see the greatest positive change in protective factors (Barth, 2009; Gomby, 2005; Karoly et al., 2005.)

CHAPTER TWO CRISIS NURSERIES

Family stress is a well-documented and significant factor in child abuse. Research shows very stressed parents are at higher risk of abusing their children; as the number of stresses increases, so does the risk of child abuse. Crisis nursery (CN) programs are intended to provide care and support at high stress times and, therefore, are a critical component of formal social support interventions deemed necessary to prevent child abuse and neglect. Their goal is to provide care for children and support for the family until the emergency situation is remedied. Support services may include parenting information and information regarding other community resources and agencies.

The Iowa crisis nursery programs were initiated in 1989, thanks to a federal demonstration grant that established several pilot sites. Crisis nursery projects funded by ICAPP provide a temporary, safe environment for children aged birth through 12 years whose parents are unable to meet their needs due to overwhelming circumstances or an emergency in their lives. These projects must use child care providers that meet state child care licensing or registration guidelines.

Crisis nursery services are available to families under stress 24 hours per day, seven days per week. Families may utilize the services for up to 72 hours at a time. Program staff conduct intake interviews, provide placement for the children, and offer advice and support to parents. Programs provide transportation to care when requested and will travel to pick up children if necessary.

Table 4 lists the crisis care services provided under the Respite Care Services category in fiscal year 2013 (July 1, 2012 through June 30, 2013). A total of 237 families with 475 children received 21,338 hours of crisis child care. Marshall County provided 8,730 hours of care to 130 children and Linn County 4,883 hours to 113 children. The services received 21,740 hours of help from 79 volunteers.

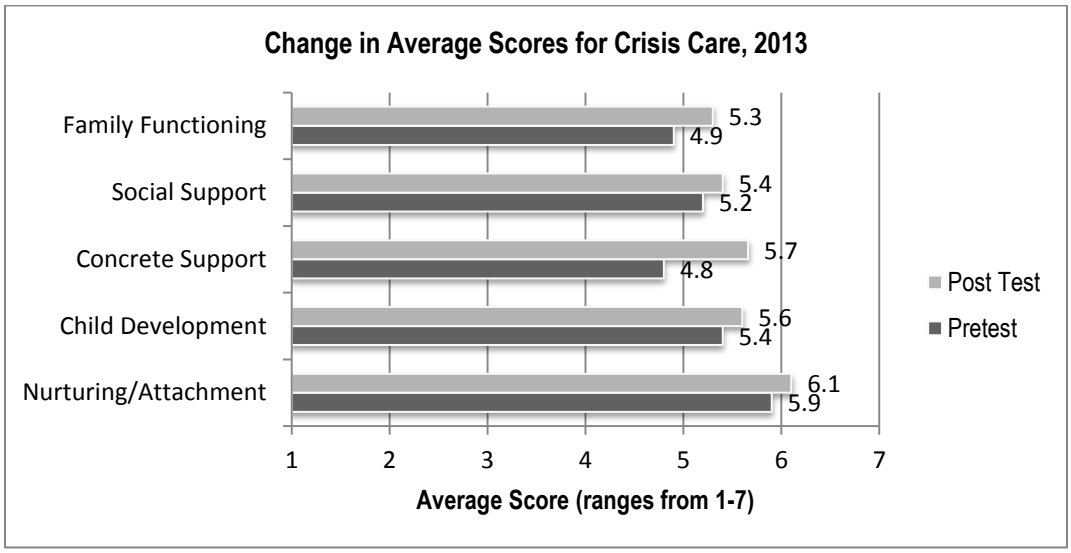
Table 4. Crisis Nursery Services, Fiscal Year 2013

County	*Funds Awarded*	*Families Served*	*Parents Served*	*Children Served*	*Hours of Care*	*Volunteers*	*Volunteer Hours*
Audubon, Carroll, Greene, Guthrie	$38,081	42	60	91	4,101	16	3,500
Buchanan	$19,926	26	29	51	1,531	19	7,048
Fayette	$4,428	41	49	90	2,094	2	103
Linn	$31,365	67	81	113	4,883	15	4,537
Marshall	$17,577	61	80	130	8,730	27	6,552
Total	**$111,376**	**237**	**299**	**475**	**21,338**	**79**	**21,740**

As is apparent in the table above, there are relatively few programs in Iowa that provide services through the Crisis Nurseries exclusively; most combine with Respite Care or other forms of support and service to the community, which are discussed in subsequent chapters. For 2013, four out of five Crisis Nurseries submitted 113 surveys administered to their participants. The average score of all surveys submitted were examined to get some idea of participants' assessment of their protective factors (regardless of when they accessed services throughout the year). As illustrated in Figure 4; scores improve in all five domains, with the most noticeable increase in the Concrete Support average score from 4.8 at enrollment compared to 5.7 at follow up.

Since the Crisis Nurseries are similar to services provided through Respite Care, the two groups of results were also combined for analysis in chapter one.

Figure 4. Average Protective Factors Scores for Crisis Care Services



CHAPTER THREE RESPITE CARE

ICAPP-funded respite care (RC) programs provide parents with temporary relief from parenting responsibilities to reduce stress. Programs offer services through site- or home-based care. Service may be available at designated times or on short notice for crises. Staff members at the local sites complete an initial screening to determine the family's needs and make referrals to appropriate community resources while preparing for the care for the child.

However offered, RC programs benefit parents and children alike. Respite care services provide parents with a break from parenting. Parents can do whatever they choose while their children are safely 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.

Respite services provided by licensed and/or registered child care providers benefit children by assuring a safe and comforting environment for them. Children often enjoy and learn from interacting and socializing with other children, as well as through participating in fun games and activities in a nurturing place. Parents may also receive parenting information, support, and positive role modeling while their children are in respite or crisis care.

Table 5 summarizes the data from the 11 respite care projects for fiscal year 2013. A total of 562 families with 914 children received 34,090 hours of respite child care. More than 300 volunteers provided 6,832 hours of service. Warren County provided 10,360 hours of care, the Audubon group 6,490 hours, and Dubuque 5,762 hours.

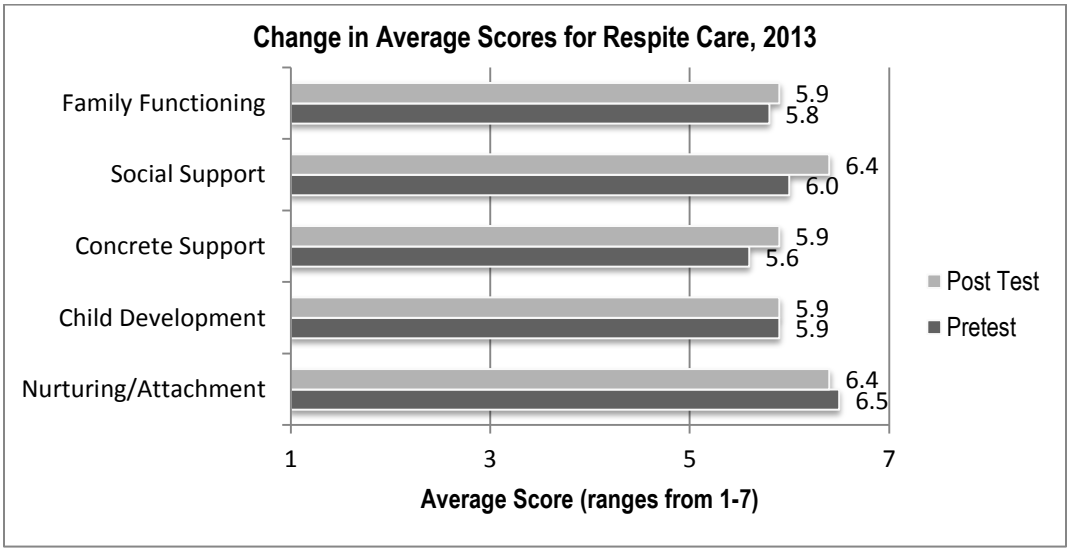
Table 5. Respite Care Services, Fiscal Year 2013

County	*Funds Awarded*	*Families Served*	*Parents Served*	*Children Served*	*Hours of Care*	*Volunteers*	*Volunteer Hours*
Adams*	$1,100	7	11	10	122	7	54
Audubon, Carroll, Greene, Guthrie	$38,081	190	252	309	6,490	30	4,000
Clayton	$4,168	24	27	51	835	15	168
Des Moines	$1,385	22	29	35	369	0	0
Dickinson	$15,913	45	45	59	4,339	97	291
Dubuque	$25,830	28	28	60	5,762	10	29
Fremont, Page	$1,846	4	5	9	221	1	54
Humboldt*	$7,139	36	72	58	1,905	8	275
Kossuth	$7,872	29	56	41	3,000	3	170
Linn	$31,365	27	30	48	688	9	872
Warren	$32,080	150	224	234	10,360	129	919
Total	**$166,779**	**562**	**779**	**914**	**34,090**	**309**	**6,832**

*May 2013 figures; council did not submit timely June 2013 report

Eight out of eleven Respite Care programs submitted a total of 349 surveys. The average scores for pretest and post test are illustrated in Figure 5; scores improve in three out of five domains, with a slight decrease in the Nurturing and Attachment average score from 6.5 at enrollment compared to 6.4 at follow up, similar to last year's results. Compared to 2012, the 2013 data also showed a higher average score in both the Concrete Support and Social Support domains for those taking the follow-up survey.

Figure 5. Average Protective Factors Scores for Respite Services



CHAPTER FOUR PARENT DEVELOPMENT AND EDUCATION

The quality and consistency of parenting significantly affects the possibility of child abuse and is a critical factor child development. Parents who can meet their own basic needs successfully, have realistic expectations of children, and have knowledge of effective behavior management techniques are less likely to abuse their children. Consequently, most parent development (PD) and outreach and follow up programs focus on issues such as: communication skills, problem solving and stress management techniques, behavior management, and typical child development.

Prevention programs can be effective in reducing the incidence of child abuse and neglect. Because there is such diversity in the types of programs offered and service delivery options suggested, it is difficult to know precisely which components or strategies are most effective in parent support programs. What is known, however, based on research to date, is that programs that target the highest risk populations see the greatest positive effect (Gonzalez & MacMillan, 2008; Huebner, 2002). According to a meta-analysis of prevention programs targeted to work with parents with young children, "the greatest benefits are seen in programs that begin prenatally or at birth, and provide services for more than six months," or for home visiting: a minimum of twelve visits (MacLeod & Nelson, 2000 as cited in Huebner, 2002). Parenting programs 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 program varies depending on the curriculum used and service provided. For example, the *Nurturing Parenting Program* is a popular curriculum that generally meets on a weekly basis for several months, while the *Parents as Teachers* curriculum is a home-based program that targets parents with newborns and follows each family until the child is five years of age.

Some examples of these types of parent development programs in Iowa that administered the *Iowa Family Survey* to measure protective factors include: *Love and Logic*, the *Incredible Years, Active Parenting*, and *Systematic Training for Effective Parenting (STEP).*

Table 6 (below and onto the next page) presents service data for the local councils who received ICAPP support to fund 49 Parent Development programs in fiscal year 2013. A total of 3,834 parents with 4,767 children received instruction in 7,154 in-home sessions and 2,470 group classes. A total of 845 volunteers dedicated 6,811 hours of service to the parent education programs.

Table 6. Parent Development Services, Fiscal Year 2013

County	Funds Awarded	Families Served	Parents Served	Children Served	In-Home Sessions	Group Sessions	Volunteers	Volunteer Hours
Allamakee, Howard, Winneshiek	$14,829	30	41	59	24	0	38	127
Appanoose, Monroe	$7,589	138	170	193	294	0	39	212
Black Hawk	$20,812	145	163	184	61	560	3	66
Boone	$17,712	86	135	150	55	21	14	167
Bremer	$3,280	17	27	42	0	205	0	0
Buchanan	$22,926	35	54	70	20	180	9	285
Buena Vista, Cherokee, Ida	$6,478	16	22	24	6	0	0	0
B.V., Cherokee, Ida, Plymouth, Sioux	$17,388	126	178	247	79	0	24	104
Butler	$2,952	21	31	47	0	250	0	0
Calhoun	$4,463	65	65	137	29	0	0	0
Calhoun, Webster	$8,369	50	49	84	49	0	4	68
Cass	$7,523	36	46	40	13	87	42	150

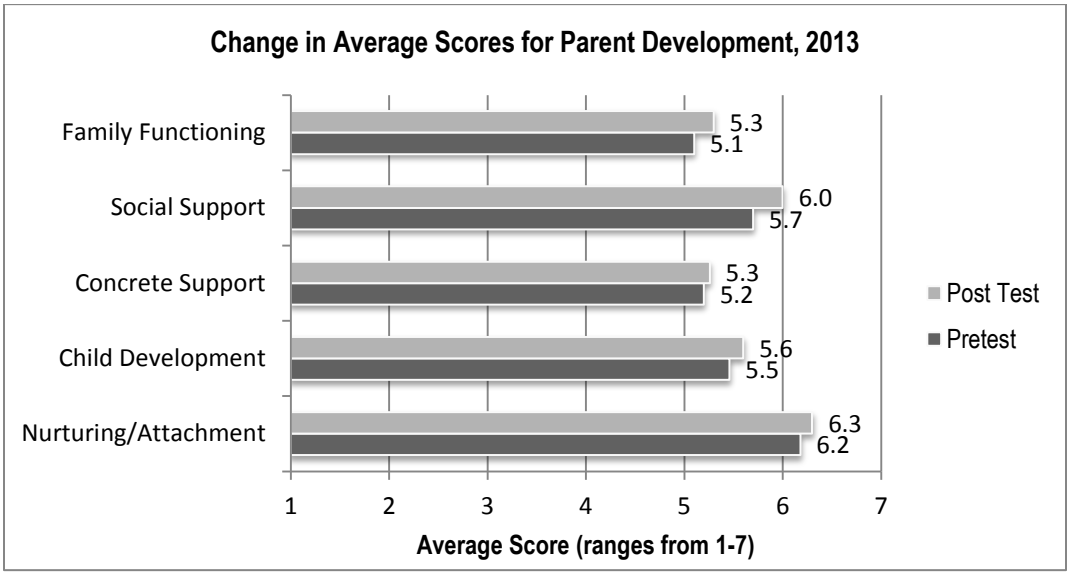
Table 6. Parent Development Services, Fiscal Year 2013

County	Funds Awarded	Families Served	Parents Served	Children Served	In-Home Sessions	Group Sessions	Volunteers	Volunteer Hours
Cedar	$4,342	26	37	50	0	198.03	0	0
Chickasaw	$7,380	50	88	120	12	421	5	152
Clayton	$2,280	12	12	41	18	0	13	171
Clinton	$8,856	47	74	59	0	703	0	0
Davis	$2,867	21	26	27	47	0	12	144
Delaware	$28,722	32	47	46	0	510	1	4.6
Des Moines	$12,604	47	72	88	191	0	34	558
Dubuque	$11,956	22	31	41	0	223	4	4
Emmet	$6,975	117	173	219	12	0	36	180
Fayette	$13,120	24	35	30	11	273	3	114
Floyd and Mitchell (North IA group)	$17,284	63	69	104	87	0	8	111
Floyd (Floyd and Mitchell)	$24,600	82	107	185	0	947	1	330
Fremont, Page	$2,668	232	307	365	30	0	6	100
Grundy	$2,984	37	39	43	28	0	10	16
Hamilton, Wright	$14,694	70	83	137	61	110	70	253
Jackson	$8,856	39	55	42	0	774	0	0
Jefferson, Wapello	$8,419	100	200	191	235	0	23	259
Johnson-UAY	$9,633	31	31	29	74	0	16	163
Johnson-Nest	$8,511	31	37	21	40	0	36	83
Johnson - Children's Center	$6,262	12	13	24	31	0	2	92
Jones	$7,380	20	33	27	0	257	6	13
Lee	$15,236	53	77	82	81	0	58	405
Linn	$5,684	75	75	121	49	0	2	5
Louisa	$19,849	82	100	161	123	0	18	549
Lucas	$14,045	65	87	151	49	0	12	165
Madison	$10,000	5	9	6	0	34	0	0
Marion	$6,755	57	60	42	13	0	2	2
Marshall	$16,264	36	69	102	0	403	50	202
Mills	$17,480	20	28	29	11	139	0	0
Muscatine	$26,152	157	160	136	229	0	3	774
O'Brien, Osceola	$1,181	18	21	15	19	0	87	249.25
Polk	$15,521	125	125	290	61	0	21	120
Pottawattamie	$7,814	36	45	71	30	0	5	26
Van Buren	$27,542	141	203	220	30	739	27	52
Warren	$9,988	28	42	19	46	0	83	198
Webster	$10,089	17	17	51	5	0	2	35
Woodbury	$30,949	112	166	105	217	120	16	103
Total	**$579,262**	**2,907**	**3,834**	**4,767**	**2,470**	**7,154**	**845**	**6,811**

There were 1,624 surveys submitted by the programs listed in the tables above. The average scores for PD participants are reflected in Figure 6; as shown, increases are observed in every domain. The 2012 data showed increases in almost every domain though this year's results showed a greater difference from the group that took enrollment surveys compared to those that took follow-up surveys. The greatest change observed here is in the

Social Support domain. Again this year, these scores were very similar to the statewide averages discussed in chapter one, with a slightly lower than average score at post test in Family Functioning (5.3 for PD compared to 5.5 statewide).

Figure 6. Average Protective Factors Scores for Parent Development and Education



CHAPTER FIVE OUTREACH AND FOLLOW UP SERVICES

Outreach and Follow up programs are largely community-based and typically part of a continuum of services and can be similar in design and intent to parent development programs. They are most effective when part of a network of providers or agencies. Families who access outreach services may need support or assistance with basic needs, health services, family issues or crisis intervention, and information about social service programs (to name a few). Many times outreach services are delivered through home visitation and may be offered universally or by targeting specific populations. Gomby cautions in her comprehensive review of home visiting (2005), that "simply targeting services to the neediest or highest risk families (e.g., teens, women with low coping skills) is not sufficient. Program services and curricula must also help the families they serve change the underlying risk factors." Home visiting is widely recognized as a model designed to promote the protective factors of the family system while preventing child abuse and neglect. The federal Health Resources and Services Administration (HRSA) has identified seven evidence-based models that have been found to meet criteria of effectiveness. In Iowa, the models currently used that meet these criteria are: Parents as Teachers (PAT) and Healthy Families America (HFA), though other outreach services are in place as well.

Table 7 presents service data for the local councils who received ICAPP support for 15 Outreach and Follow-Up Services projects in fiscal year 2013 (July 1, 2012 through June 30, 2013). A total of 824 parents with 973 children received instruction. Four projects served more than 100 parents: Dallas County (148 parents), Woodbury County-Crittenton (142), Mills County (111), and O'Brien-Osceola counties (108). Programs provided parenting instruction in 3,673 in-home sessions and 370 group classes. The O'Brien-Osceola and Monroe projects held 659 and 645 in-home parenting sessions, respectively. Woodbury County-Crittenton held 266 group classes (as well as 379 in-home sessions). Almost 100 volunteers dedicated 434 hours of service to the programs..

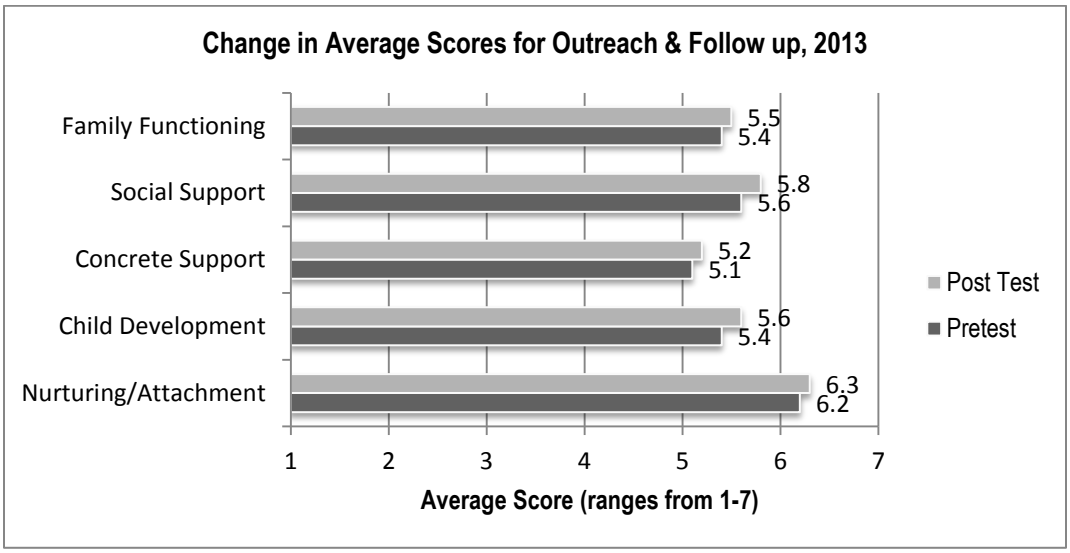
Table 7. Outreach and Follow up Services, Fiscal Year 2013

County	*Funds Awarded*	*Families Served*	*Parents Served*	*Children Served*	*In-Home Sessions*	*Group Sessions*	*Volunteers*	*Volunteer Hours*
Cedar	$5,995	14	21	37	0	15	5	5
Clay	$5,109	21	34	34	0	201	1	14
Crawford	$15,176	9	15	14	0	91	0	0
Dallas	$37,378	130	148	181	81	98	27	94
Dickinson	$4,383	25	46	42	0	212	1	14
Emmet	$5,018	26	38	47	0	346	1	14
Kossuth	$4,551	17	28	40	0	246	1	7
Mills	$16,332	84	111	84	23	148	25	86
Monroe	$21,042	41	65	93	0	645	0	0
O'Brien, Osceola	$10,000	69	108	97	0	659	1	14
Palo Alto	$4,767	21	32	38	0	272	1	14
Sac	$7,904	5	9	8	0	113	0	0
Union	$10,938	18	22	26	0	137	35	172
Woodbury-HOPES	$8,500	5	5	4	0	111	0	0
Woodbury-Crittenton	$13,141	99	142	228	266	379	0	0
Total	**$170,233**	**584**	**824**	**973**	**370**	**3,673**	**98**	**434**

There were 439 surveys submitted by the Outreach and Follow up programs listed in the table above, a significant increase over the total submitted in 2012. The respondents in Outreach and Follow up programs scored higher than statewide averages in Family Functioning, but this year slightly lower than state averages in Social Support, Concrete Support and Child Development domains.

In Figure 7 it is easy to see there is improvement in average scores for Outreach and Follow up participants in all five domains. Compared to the 2012 data, these results are very similar. For example, last year Nurturing and Attachment had a very high initial score, which left little room for increase; the average scores this year followed the same trend. This year's Child Development scores were slightly lower than last, though had the same level of change. Comparing average scores for fiscal year 2013 to last year, there was a smaller increase in three domains (Family Functioning, Social Support and Concrete Support), though the differences are subtle and not significant.

Figure 7. Average Protective Factors Scores for Outreach and Follow up Services



CHAPTER SIX SEXUAL ABUSE PREVENTION

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; and
- 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. The curriculum most often used 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*.

ICAPP funds supported 37 SAP projects, with several councils providing services in multiple counties. The tables on the next two pages present the data reported for fiscal year 2013. Table 7 (next page) provides information on councils' child-focused instruction, and Table 8 on page 20 summarizes adult-focused instruction service data. A total of 2,439 adults and 36,975 children received information about sexual abuse prevention through more than 3,038

presentations to children. Almost 5,100 adults received instruction about sexual abuse prevention through 164 adult education sessions and 159 public awareness presentations. Providing support for projects required the help of 560 volunteers contributing 8,293 volunteer hours (not in a table).

Table 8. Sexual Abuse Prevention Services for Children, Fiscal Year 2013

County / Council	*Funds Awarded*	*Number of Sessions*	*Children Attending*	*Adults Attending*
Allamakee, Howard, Winneshiek	$8,073	44	140	16
Audubon, Carroll, Greene, Guthrie	$7,380	1	9	0
Benton	$5,904	20	75	8
Black Hawk	$15,569	418	8,033	647
Boone	$7,347	15	311	35
Bremer	$12,319	73	1,628	73
Buena Vista, Cherokee, Ida, Plymouth	$13,140	142	2,970	217
Butler	$3,280	36	695	52
Cerro Gordo, Hancock, Mitchell, Winnebago, Worth	$11,598	11	197	0
Chickasaw	$6,757	67	987	76
Clay	$2,296	45	985	58
Clinton	$10,505	29	642	22
Dallas	$7,872	85	432	0
Dickinson	$2,179	10	378	19
Dubuque	$4,649	14	29	25
Grundy	$4,711	61	1,468	31
Grundy	$4,562	46	897	66
Hardin, Marshall, Tama (Marshall)	$36,523	753	3,794	264
Iowa	$5,740	16	45	4
Jackson	$10,239	25	462	25
Jasper	$1,550	45	942	102
Jones	$6,560	18	59	7
Linn	$7,216	20	93	13
Lucas	$5,192	16	292	36
Mahaska, Marion	$11,665	205	4,238	247
Mills	$12,771	92	551	45
Montgomery-Ready Set Know	$2,476	47	410	0
Pottawattamie	$15,025	233	4,830	259
Sac	$2,209	59	925	92
Scott	$11,449	186	262	0
Warren	$3,591	206	196	0
Total	**$260,347**	**3,038**	**36,975**	**2,439**

Table 9. Sexual Abuse Prevention Services for Adults, Fiscal Year 2013

County	Funds Awarded	Adult Education		Public Awareness	
		Number of Sessions	Adults Attending	Number of Presentations	Adults Attending
Allamakee, Howard, Winneshiek	$8,073	11	90	0	0
Audubon, Carroll, Greene, Guthrie	$7,380	9	158	6	73
Benton	$5,904	2	10	0	0
Black Hawk	$15,569	31	435	11	733
Boone	$7,347	10	107	14	243
Bremer	$12,319	1	16	0	0
Buena Vista, Cherokee, Ida, Plymouth	$13,140	2	32	0	0
Cerro Gordo, Hancock, Mitchell, Winnebago, Worth	$11,598	2	39	0	0
Clinton	$10,505	0	0	21	614
Dallas	$7,872	0	0	41	558
Dubuque	$4,649	5	24	0	0
Fremont, Page	$340	2	33	0	0
Grundy	$4,711	0	0	1	20
Hardin, Marshall, Tama (Marshall)	$36,523	10	30	2	16
Iowa	$5,740	2	11	0	0
Jackson	$10,239	4	37	7	66
Jasper	$1,550	10	29	1	0
Jones	$6,560	2	10	0	0
Lee	$4,229	2	23	0	0
Linn	$7,216	2	2	2	28
Lucas	$5,192	4	75	1	100
Mahaska, Marion	$11,665	8	144	3	47
Mills	$12,771	0	0	13	59
Montgomery-Ready Set Know	$2,476	0	0	7	38
Muscatine	$6,617	4	52	1	19
Polk	$2,475	7	136	0	0
Pottawattamie	$15,025	0	0	11	475
Scott	$11,449	18	97	16	202
Warren	$3,591	16	201	1	11
Total	**$252,726**	**164**	**1,791**	**159**	**3,302**

ICAPP projects asked adults attending child-focused instruction to evaluate the instruction they observed.

Questions asked if:

- The information matched the students' developmental level;
- The program used behavioral skills training and a variety of presentation methods;
- The instruction adequately covered information about sexual abuse;
- The students seemed to understand the concepts taught;
- The students had the time to practice the skills taught.

PCA Iowa received 874 surveys concerning child-focused SAP instruction. The next two tables summarize participant responses to these questions.

Table 10 (below) summarizes responses regarding aspects of the instruction offered. The first question asked if the program was appropriately designed to match the students' developmental levels. A total of 636 respondents (72%) said they *strongly agreed*, and 238 (27%) *agreed*. Six respondents (0.7%) *disagreed* and five *strongly disagreed* (0.6 percent). The second question asked if the program used behavioral skills training. A total of 592 respondents (71%) said they *strongly agreed*, while 238 (28%) *agreed*. Six respondents (0.7%) *disagreed*, and four (0.5%) *strongly disagreed*. A third question asked if the program used a variety of presentation methods. This question received more negative responses. Almost half (423) of respondents said they *strongly agreed*, while forty-three respondents (5%) *disagreed* and 17 *strongly disagreed* (2 %).

Table 10. Instructional Level, Skill Development, and Presentation Methods, Fiscal Year 2013

	Program matched developmental level				Program used behavioral skills training				Used variety of presentation methods			
County	*SA*	*A*	*D*	*SD*	*SA*	*A*	*D*	*SD*	*SA*	*A*	*D*	*SD*
Allamakee, Howard, Winneshiek	1	1	0	0	2	1	0	0	1	1	0	0
Benton	2	2	0	0	3	2	0	0	1	2	1	0
Boone	4	4	0	0	3	4	0	0	4	3	1	0
Bremer	58	24	0	0	57	24	0	0	46	33	1	0
Buena Vista, Cherokee, Ida, Plymouth	48	29	0	0	44	29	0	0	35	41	0	0
Butler	34	10	0	0	36	10	0	0	27	17	0	0
Chickasaw	38	6	0	0	36	6	0	0	32	11	0	0
Clay	7	6	0	0	4	6	0	0	3	10	0	0
Clinton	21	2	0	0	5	2	0	0	10	5	5	0
Dickinson	2	0	0	0	1	0	0	0	0	2	0	0
Dubuque	7	3	0	0	7	3	0	0	7	3	0	0
Hardin, Marshall, Tama	37	26	1	0	31	26	1	0	15	44	3	2
Iowa	3	4	4	4	4	4	4	3	5	0	0	0
Jackson	8	6	0	0	4	6	0	0	7	7	0	0
Jasper	26	4	0	0	28	4	0	0	15	14	0	0
Jones	6	0	0	0	5	0	0	0	6	0	0	0
Linn	4	2	0	0	4	2	0	0	3	2	1	0
Lucas	32	26	0	0	36	26	0	0	11	30	10	5
Mahaska, Marion	173	55	0	1	163	55	0	1	85	113	17	3
Pottawattamie	113	4	0	0	110	4	0	0	101	16	0	0
Sac	10	11	0	0	7	11	0	0	7	13	0	0
Scott	2	11	1	0	1	11	1	0	1	2	4	7
Woodbury	0	2	0	0	1	2	0	0	1	1	0	0
Total	**636**	**238**	**6**	**5**	**592**	**238**	**6**	**4**	**423**	**370**	**43**	**17**

SA= Strongly agree; A = Agree; D= Disagree; SD = Strongly disagree

Table 11 (below) summarizes responses from adults regarding student understanding and skill development. One question asked if the program adequately covered useful and understandable information about sexual abuse. Two-thirds of respondents (578) said they *strongly agreed*, while 293 (33%) *agreed*. Seven respondents (0.8%) *disagreed*, and none *strongly disagreed*. A second question asked if students seemed to understand the concepts being taught. A total of 515 respondents (59%) said they *strongly agreed*, while 351 (40%) *agreed*. Three respondents (0.3%) *disagreed* and none *strongly disagreed*. A third question asked if respondents thought the students had the opportunity to practice what they were taught. A total of 516 respondents (61%) said they *strongly agreed*, and 308 (36%) agreed. Twenty-eight respondents (3%) *disagreed*, and one (0.1%) *strongly disagreed*.

Table 11. Adequacy of Information, Student Understanding and Opportunity to Practice, Fiscal Year 2013

	Program adequately covered useful and understandable info				Students understand concepts				Students practice skills taught			
County	*SA*	*A*	*D*	*SD*	*SA*	*A*	*D*	*SD*	*SA*	*A*	*D*	*SD*
Allamakee, Howard, Winneshiek	1	1	0	0	0	2	0	0	2	0	0	0
Benton	1	2	1	0	2	1	1	0	2	1	0	0
Boone	5	3	0	0	5	3	0	0	1	7	0	0
Bremer	53	29	0	0	51	31	0	0	50	31	0	0
Buena Vista, Cherokee, Ida, Plymouth	43	34	0	0	42	35	0	0	42	32	0	0
Butler	33	11	0	0	25	19	0	0	23	20	1	0
Chickasaw	40	4	0	0	39	5	0	0	38	6	0	0
Clay	8	5	0	0	9	4	0	0	4	9	0	0
Clinton	14	8	1	0	10	12	0	0	4	6	10	1
Dickinson	2	0	0	0	2	0	0	0	1	1	0	0
Dubuque	7	3	0	0	9	1	0	0	8	2	0	0
Hardin, Marshall, Tama	34	30	0	0	31	33	0	0	23	38	1	0
Iowa	0	0	0	0	0	0	0	0	0	0	0	0
Jackson	8	4	0	0	7	7	0	0	2	12	0	0
Jasper	23	7	0	0	19	10	0	0	19	11	0	0
Jones	6	0	0	0	6	0	0	0	1	5	0	0
Linn	3	3	0	0	4	1	1	0	4	0	2	0
Lucas	28	30	0	0	26	33	0	0	15	35	6	0
Mahaska, Marion	154	75	2	0	128	101	0	0	162	59	4	0
Pottawattamie	105	11	0	0	91	26	0	0	108	9	0	0
Sac	8	12	0	0	7	14	0	0	4	14	1	0
Scott	1	10	3	0	1	12	1	0	2	9	3	0
Woodbury	1	1	0	0	1	1	0	0	1	1	0	0
Total	**578**	**283**	**7**	**0**	**515**	**351**	**3**	**0**	**516**	**308**	**28**	**1**

SA= Strongly agree; A = Agree; D= Disagree; SD = Strongly disagree

ICAPP projects also asked those attending adult-focused child sexual abuse prevention instruction to state whether the instruction improved their abilities in several areas. The next series of tables summarize the participant responses to questions about whether instruction improved their abilities to:

- Identify appropriate or inappropriate sexual behaviors;
- Understand grooming behaviors of potential perpetrators;
- Talk to their child(ren) about sexual abuse;
- Protect their child(ren) from sexual abuse;
- Get help for a child if sexual abuse is suspected.

Table 12 (below) summarizes whether participants agreed that the training improved their abilities to identify appropriate or inappropriate sexual behaviors of children and the behavior of potential perpetrators. Participants responded similarly to both questions, with almost all saying they *strongly agreed* or *agreed* that the training improved their abilities to identify appropriate or inappropriate sexual behaviors of children. No more than seven respondents to either question stated they *disagreed* or *strongly disagreed*. Table 12 also summarizes answers as to whether participants thought the instruction improved their understanding of the grooming behaviors of potential perpetrators. Half of the respondents (217) *strongly agreed*, and 195 (45%) *agreed* with the question, while 19 respondents (4%) marked that they *disagreed* and two (0.5%) noted they *strongly disagreed*.

Table 12. Improvement in Ability to Identify Behaviors, Fiscal Year 2013

	Identify appropriate sexual behaviors				Identify inappropriate sexual behaviors				Understand grooming behaviors of potential perpetrators			
County	*SA*	*A*	*D*	*SD*	*SA*	*A*	*D*	*SD*	*SA*	*A*	*D*	*SD*
Allamakee, Howard, Winneshiek	44	17	1	0	42	20	0	0	34	28	0	0
Audubon, Carroll, Greene, Guthrie	46	43	0	0	45	43	0	0	45	40	4	0
Benton	1	7	0	0	1	7	0	0	3	2	2	1
Boone	12	8	0	1	13	8	0	0	8	11	2	0
Dallas	0	2	0	0	1	1	0	0	2	0	0	0
Fremont, Page	9	24	1	0	18	16	0	0	25	9	0	0
Hardin, Marshall, Tama	7	15	0	0	6	16	0	0	5	16	0	0
Iowa	4	7	0	0	4	6	1	0	3	4	4	0
Jones	3	6	0	0	3	6	0	0	3	6	0	0
Linn	3	5	0	0	4	4	0	0	4	4	0	0
Lucas	10	11	0	0	11	10	0	0	7	13	1	0
Mahaska, Marion	18	19	0	0	18	19	0	0	17	19	1	0
Muscatine	19	8	0	0	17	9	0	0	20	8	0	0
Polk	40	39	1	2	41	34	3	3	41	35	5	1
Total	**216**	**211**	**3**	**3**	**224**	**199**	**4**	**3**	**217**	**195**	**19**	**2**

SA= Strongly agree; A = Agree; D= Disagree; SD = Strongly disagree

Table 13 (below) summarizes the responses as to whether participants agreed that the training improved their abilities to talk to their child about sexual abuse, protect a child from sexual abuse, or get help if she or he suspects a child has been sexually abused. A total of 254 (59%) of respondents *strongly agreed* that the training improved their ability to talk to a child abuse sexual abuse, and 174(41%) *agreed*. Two respondents (0.4%) noted they either *disagreed* or *strongly disagreed*. A total of 286 (66%) of respondents *strongly agreed* that the training improved their ability to protect children from sexual abuse, and 146 (34%) *agreed*. Only one respondent *disagreed* or *strongly disagreed*. A total of 307 respondents (71%) *strongly agreed* that the training improved their ability to protect children from sexual abuse and to get help for a child suspected of being sexually abused. Only three respondents (0.7%) either *disagreed* or *strongly disagreed*.

Table 13. Improvement in Ability of Adult Participant to Talk About and Protect Children from Sexual Abuse, Fiscal Year 2013

	Talk to child about sexual abuse				Protect children from sexual abuse				Get help for a child suspected of being sexually abused			
County	*SA*	*A*	*D*	*SD*	*SA*	*A*	*D*	*SD*	*SA*	*A*	*D*	*SD*
Allamakee, Howard, Winneshiek	42	20	0	0	47	15	0	0	50	12	0	0
Audubon, Carroll, Greene, Guthrie	60	28	0	0	63	25	0	0	69	20	0	0
Benton	3	5	0	0	3	5	0	0	3	5	0	0
Boone	10	11	0	0	13	8	0	0	18	3	0	0
Dallas	1	1	0	0	1	1	0	0	2	0	0	0
Fremont, Page	12	20	0	0	25	9	0	0	27	7	0	0
Hardin, Marshall, Tama	9	13	0	0	7	15	0	0	8	14	0	0
Iowa	4	7	0	0	5	6	0	0	7	4	0	0
Jones	3	6	0	0	5	4	0	0	5	4	0	0
Linn	4	4	0	0	4	4	0	0	5	0	0	0
Lucas	12	9	0	0	11	10	0	0	9	12	0	0
Mahaska, Marion	22	15	0	0	23	14	0	0	22	15	0	0
Muscatine	24	4	0	0	24	4	0	0	23	4	1	0
Polk	48	32	1	1	55	26	0	1	59	20	0	2
Total	**254**	**175**	**1**	**1**	**286**	**146**	**0**	**1**	**307**	**120**	**1**	**2**

SA= Strongly agree; A = Agree; D= Disagree; SD = Strongly disagree

CHAPTER SEVEN COMMUNITY DEVELOPMENT EFFORTS

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 (1.1%) of the overall amount of ICAPP money awarded in FY 2013.

Four councils received CD grants in FY 2013. A brief description of their activities is as follows:

Black Hawk County – This project expanded a Baby Safety Program to include services to reduce Shaken Baby Syndrome (SBS). The project provided training for individuals to make community presentations on SBS prevention. The project also used social marketing to enhance awareness of SBS.

Progress: Family and Children's Council staff members presented fifteen Shaken Baby presentations throughout the Cedar Valley this year to 354 participants. Staff members continue to receive requests from throughout the community for Shaken Baby presentations.

During this quarter, the council presented to the YWCA's Parents Achieving Success with Support program. During the presentation a mother disclosed she knows that she shouldn't shake a baby, so she shakes a doll instead. In response to an astonished participant, she replied, "Just kidding." We had her shake the simulator to see how quickly damage can occur to a baby's brain. She was surprised how little force it actually takes to cause Shaken Baby Syndrome. Hopefully, this mother received the education necessary to prevent this from happening to her child. The program coordinator saw that this mother has additional needs and would benefit from support and follow up.

Boone County – This project continues for a second year a Shared Leadership in Action program, which teaches parents new leadership skills and enhances partnerships with parents.

Progress: The Boone Council had a very successful year, both in reaching families through evidence-based and effective child abuse prevention programs and services and in reaching out to the community to build awareness and interest in the efforts and success of the council. The council received good media coverage of all events and raised over $2,500 in its Annual Charity Event and Auction in April.

The Boone council hosted a community-wide celebration honoring past and present council members and the work they do to prevent child abuse in Boone County. The event was held at the Boone Historical Building and there were displays depicting the history of the council in the community beginning in 1983. Over 25 people attended the celebration along with 20 past and present council members and advocates. Several community members offered to work on scanning all the pictures and newspaper articles into a computer to preserve the history electronically. We plan to make this available by the end of FY14.

Montgomery County – This project supported the council's work on organizing *Circles 4 Support* meetings, where families and community members developed new community connections and informal supports.

Progress: *Circles 4 Support* grew through the first three quarters of the year, reaching a peak of 17 people attending in March. The April and May numbers declined to seven at each meeting.

Polk County – The *HOPE! Drama Troupe* was a group of high school students that helped raise community awareness of child abuse by providing presentations to school-age students and others in the Des Moines area.

Progress: The drama troupe had 28 members and was led by a new director, Jamaal Allan, who teaches Theatre Arts and is the Director of Theatre at Des Moines' East High School. He also has masters' degrees in both theatre and education. During August, seven community agencies provided facilitators to talk with the troupe about abuse and neglect. In September and October, the troupe wrote the script for presentations and in November and December, finalized the script and rehearsed several times a week. In January and February, the troupe performed at East High School, DMACC, and North High School. In the spring, the troupe returned to the three schools for presentations before several classes. There were challenges scheduling the troupe with local high schools because many administrators were unwilling to give up class time for the *HOPE! Drama Troupe* to perform.

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