



HEAD START 2017 Annual Report

This annual report provides information on the federal review of the Fiscal 2017 Head Start Program administered by North Iowa Community Action Organization (NICAIO). The federal review for Environmental Health and Safety was conducted in May 2016. The information contained in this report also covers: community partnerships, parent engagement, funding sources, budgetary expenditures, enrollment, health, school readiness, education, and nutrition services in 2017.

Provision of these comprehensive services and supports strives to prepare the children enrolled in the program for the next stage of their formal educational development.

The 2017 report covers the 51st consecutive year that NICAIO has administered the Head Start Program in north central Iowa.

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Enrollment Reduction

There are always changes within Head Start. As a program that works with children and families who meet the 100% federal poverty guideline, we are charged with reviewing our needs and community assessments to see how we can best serve children and families within our communities while continuing to work with our partnerships.

In reviewing the waiting list for the entire nine counties our waiting list numbers were very low with only 27 children on the list, 52% of those on the waiting list were income eligible. The list had three 4-year-olds and twenty-four 3-year-olds; two of the four year olds found other preschool options and one was over income. This number is extremely low, and supports the fact that all four-year-old children in our service area are receiving some type of preschool service if they so choose.

In review of the community assessment we knew that there were changes to preschool programming in the 2017/2018 school year beginning in Aug 2017:

- Mason City School District converted one of the Head Start only classrooms into a collaboration classroom to serve the additional Early Childhood Special Education students. The district now has 1 Head Start only and 5 ECSE/Head Start collaboration rooms.
- Aplington-Parkersburg moved from our previous location at Kid Quest into the elementary school in Parkersburg, the make-up of the classroom remained the same
- Charles City TLC serves our 3-year-old children and expanded their instructional hours to 6 hours/day at 5 days/week.
- Charles City Washington is our 4-year-old program that collaborates with the school district and they changed their instructional hours to 7 hours/day at 4 days/week in order to align with the preschool program at the school.

All of the schools within our nine county region are serving 4-year-olds in their State Wide Voluntary Preschool Program; we know that with many of the 4-year-olds already being served, we will have a higher number of three year olds in our classrooms.

- The current enrollment for NICAO Head Start and Early Head Start at the beginning of the year was 243 federally funded children; 227 Head Start and 16 Early Head Start.
- The cost per child in Head Start was \$10,107 and the cost per child in Early Head Start was \$18,464.

Funding Sources

Federal Funding provides \$2,738,280 or (79%) of the Budget	
Dept. of Health and Human Services/Head Start	\$ 2,294,290
Dept. of Health and Human Services/EHS	\$ 295,430
Child and Adult Care Food Program	\$ 148,560

Local Sources of Funding provide \$708,944.61 or (20.5%) of the Budget	
Cerro Gordo-Hancock-Worth Empowerment	\$41,909.61
Winnebago Empowerment	\$4,000.00
Floyd, Mitchell, Chickasaw Early Childhood Iowa	\$13,766.00
Non-federal Share	\$649,269.00

Partnerships with state agencies provide additional funding that enables us to expand. The amount listed is the amount of money collected for providing monitoring services to the Mason City and Hampton State Wide Voluntary 4-year-old preschool programs.

State Funding provides \$ 17,500 or (.5%) of the Budget	
Child Development – Dept. of Education	\$ 17,500

Budgetary Expenditures

The Head Start budget provided comprehensive services to 243 children January – December from nine counties in north central Iowa. Nine general categories provide parameters for determining budget expenses. Salaries and fringe benefits including health insurance and IPERS for 57 staff compose the largest portion of the budget.

1. Travel includes trips to Kansas City and Des Moines for training at conferences and meetings organized by the regional office, as well as training by the Office of Head Start in Washington DC and WIPFLI in Las Vegas.
2. Supplies include classroom, office, custodial and postage.
3. Contractual expenses provided for transportation in Aplington, Forest City, Charles City, Clear Lake, Garner and Hampton.

4. Renovations to the new Head Start administrative office were required in fiscal 2017.
5. Other expenses included everything else needed to operate a quality program including health care for children, staff physicals, telephone, utilities, rent, liability insurance, bus maintenance and gasoline, staff mileage reimbursement, printing and copy costs.
6. Indirect funds provided human resource services, a payroll system, accounting and reporting services and general administrative oversight.
7. In addition to the general operating funds, training funds provide all staff and parents with opportunities to enhance their skills in curriculum, health and safety, parent engagement, mental wellness, technology, and other regulatory requirements.

HEAD START

The Power of Partnerships

Head Start is a comprehensive early childhood program for children age three to five years' old who meet enrollment criteria of age and income. Preschool services are provided in classroom settings with a teacher and teacher associate. Additional staff may be provided based on the make-up of the classroom and the collaborations built with school districts and Area Education Agency (AEA) staff. The preschool day is 3.5 to 6 hours long and the Early Head Start day is 6.5 hours long. Each program includes numerous opportunities for cognitive, literacy, math, gross and fine motor development and social/emotional development. Additional activities focus on dental, mental, and physical health as well as nutrition to assist families and children to be ready to learn. Parent engagement in the Head Start and Early Head Start Program provides parents opportunities to become involved in their child's education in a variety of ways as explained below. Transportation services are provided on a limited basis with support from local school districts and area Early Childhood Iowa groups.

Parent Engagement

Head Start partnerships are many and varied. The most powerful of them is the one developed between the program staff and parents. Parents are the first and most important teacher for their child. They have a wealth of knowledge that they share about their child with the program staff. This information enables teachers to develop and provide education services that best meet the needs of each child. Parents are also involved in making decisions in the program. Local center committees discuss classroom activities and make recommendations about activities for their children. Elected representatives from each center committee serve on the Head Start Policy Council and work with the Program Coordinator to develop the best possible program for the children served each year.

Family engagement means building relationships with families that support family well-being, strong parent-child relationships, and on-going learning and development of parents and children alike. It refers to the beliefs, attitudes, behaviors and activities of

families that support their children’s positive development. Family engagement happens in the home, school and community. It is a shared responsibility with all those who support children’s learning.

NICAO Head Start encourages and promotes parent and family engagement. We want to build relationships with families that support family wellbeing, strong relationships between parents and their children and ongoing learning and development for both parents and children. Families will form connections with their community. We will provide many opportunities for engagement and some will include levels of decision-making.

- Goal 1: 85% of enrolled families will participate in parent education opportunities.
- Goal 2: 100% of enrolled families will participate in home visits/conference with teaching staff.
- Goal 3: 100% of enrolled families will participate in home visits with family services staff.
- Goal 4: 85% of enrolled families will participate in Head Start social events.
- Goal 5: 100% of enrolled families are connected to one or more community supports.
- Goal 6: 100% of Head Start Policy Council members reported that they are more knowledgeable about policies, procedures and advocacy.
- Goal 7: 85% of enrolled families will participate in family goal setting.

Parents also have opportunities to develop their own knowledge and skills through participation in a variety of training. Typical activities and events involving parents during the year include:

Art Education	EAGLE: Literacy Activities	Fall Festivals
Environmental Education	Fatherhood Events	Gardening Education
Grandparent Breakfast	Health Education: First Aid Kits	Mom and Me Events
Kindergarten Readiness	Kindergarten Transition	Nutrition Education
Nutrition Education	Healthy Snacks/Meal Planning	Literacy Nights

Parenting Education: Sibling Rivalry/Discipline; Strengthening Families
 Safety Education: Car Seat Safety
 I Am Moving I Am Learning: Obesity Prevention Initiative
 Positive Behavioral Interventions and Supports Education
 Parent Leadership Conference: Advocacy, Safety, Policy Council Expectations

Community Partnerships

The second type of partnership has evolved from our relationships with the local community school districts. The partnership activities range from transportation to shared classrooms and more as shown in the following chart.

School Partnership Activities						
School District	Child	Classroom/Space or	Staff	Meals	Transportation	Parent

	referrals	Students				Activities
Algona	X			X		
Allison	X					
Aplington	X	X	X	X	X	X
Central Springs	X					
Charles City	X	X	X	X	X	X
Clarksville	X		X			
Clear Lake					X	
Forest City	X	X	X	X	X	
Hampton	X	X	X	X	X	X
Mason City	X	X	X	X	X	X
Rockford	X	X	X	X	X	X

Community partners enable us to provide the family services needed as we assist families in gaining self-sufficiency and assisting their children to be healthy and ready to learn for success in their future. Our partners include:

- Local Dentists
- Local Physicians and Mercy Medical Center - North Iowa
- Local Mental Health Counselors, Psychologists and the Mental Health Center
- Senior Citizens and RSVP Program
- Child Care Resource and Referral
- Iowa State University Extension
- NIACC Adult Literacy Program (ABE/HSED)
- Local Grocery Stores
- Local Child Care Centers
- Iowa WORKS: Workforce Development
- Area Education Agencies: AEA 267 and Prairie Lakes AEA
- Local Vehicle Repair Shops and Gas Stations
- Family Development/Self Sufficiency (FaDSS) Staff
- Community Partners Self Sufficiency Development and Home Visitation Parent Education Program Staff
- Family Planning, Maternal and Child Health, and I-Smile Program Staff
- Women-Infants-Children Program (WIC) Staff
- Local Media

Enrollment

Funded enrollment provided center based services to 243 children through ACF (Administration for Children and Families).

- All Head Start children were served in center based settings with part day or full-day enrollment and Early Head Start children were served in center based settings with full day enrollment.
- Average monthly enrollment of 100% (243) or full enrollment was maintained.
- In Head Start, three-year-old children comprise (46%) of the total program enrollment and four year olds comprised (54%) of the total program enrollment.

- In Early Head Start, children under the age of one comprised (14%), one-year-old children comprised (62%), and two-year-old children comprised (24%) of the total program enrollment.

Although funded enrollment was (243), actual enrollment was (272). The difference is accounted for by children replacing children who moved away.

There were 99 students enrolled in the Head Start program for two years, 122 students were projected to be entering kindergarten in the following school year.

Eligibility Status

Income below 100% of federal poverty line	154	57%
Receipt of public assistance such as TANF, SSI	41	15%
Status as a foster child	6	2%
Status as homeless	3	1%
Over income	22	9%
Ethnicity included 37 children (14%) of Hispanic or Latino origin.		
Enrollment by race:		
Asian	2	1%
Black or African American	15	6%
White	229	85%
American Indian or Alaska Native	2	1%
Biracial/Multiracial	19	7%

Health Services

Children need to be healthy to learn. Health care services include dental, mental health, nutrition and physical activities.

- All children and families are assisted in obtaining physicals and immunizations. (100%) of enrolled children maintained an ongoing source of continuous, accessible health care. (99% or 269 of 272) were up-to-date on a schedule of age-appropriate preventive measures and primary health care standards according to the EPSDT schedule for well child care.
- (99%) of the children were determined by a health care professional to be up-to-date on all immunizations appropriate for their age. Two children were determined to have received all immunizations possible, however had not received all immunizations appropriate for their age.

- Number of children diagnosed by a health care professional who received medical treatment for the following chronic health conditions:
 - Anemia 4
 - Asthma 6
 - Hearing Difficulties 4
 - Vision problems 29
 - High lead levels 1
 - Diabetes 0

- Dental care includes screenings, exams, fluoride, and dental education including tooth brushing after a meal at school. (100%) had continuous, accessible dental care provided by a dentist, (100%) received preventative dental care.

- Nutrition services provide enrolled children with at least 2/3 of their daily required nutritional needs through breakfast and lunch at school. Children in full day programs also receive snacks in the afternoon.

- Number of Head Start children who are in the following weight categories according to the 2000 CDC BMI-for-age growth charts:
 - Underweight (BMI < 5th percentile) 5 2%
 - Healthy Weight (BMI at or above 5th percentile) 139 56%
 - Overweight (BMI > 85th percentile below 95th percentile) 51 20%
 - Obese (BMI at or above 95th percentile) 56 22%

- Mental health services include positive behavioral interventions and supports in the classrooms, observations by mental health specialists, and referrals to appropriate services when needs are identified. Three families were provided Mental Health professional consultations about their child's behavior/mental health.

Seventy-one children (67 Head Start and 4 Early Head Start) were identified with special needs representing (28% of the total enrollment). Primary disabilities in Head Start served during the year included:

Emotional/behavioral disturbance	7
Speech or language impairments	36
Intellectual disabilities	1
Visual Impairment, including blindness	1
Non-categorical/developmental delay	21
Autism Diagnosis	1

Kindergarten Readiness

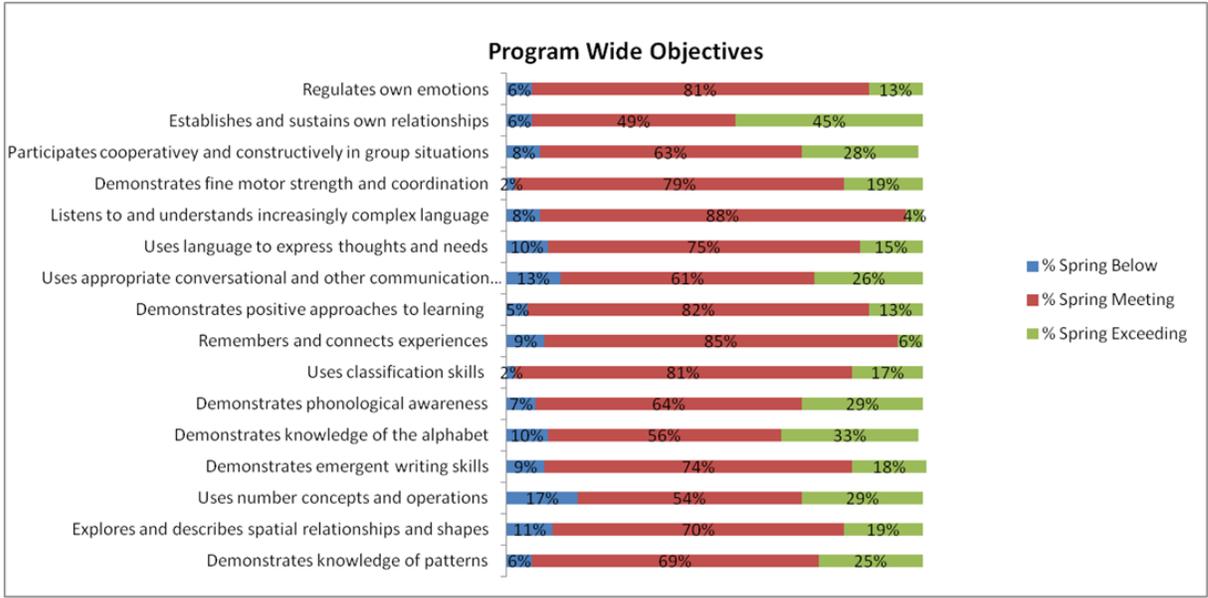
Provision of comprehensive services supports the development of children to be prepared for the next experience in their life, namely kindergarten. In addition to the health care discussed above, educational experiences provide activities individualized to meet each child’s developmental needs. The Creative Curriculum provides the broad parameters for teacher planning in social/emotional, physical, cognitive and language development. Head Start school readiness goals and child outcomes are monitored through utilization of the Creative Curriculum GOLD online system. Our goal is to move children from where they come into our program to meet or exceed widely held age expectations for their age level by the time they transition from Early Head Start to Head Start; and Head Start to kindergarten.

The following graphs indicate the percentage of children in the Head Start program who meet or exceed the widely held expectations for children of their age.

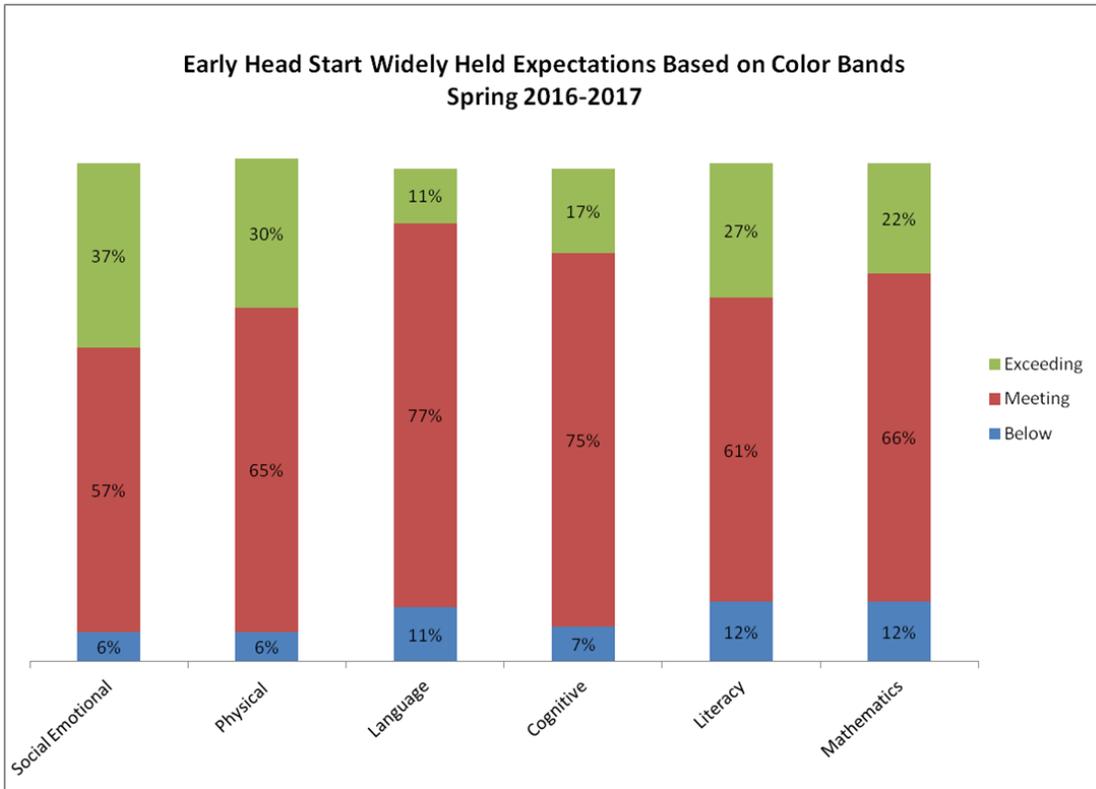
The Office of Head Start requires Head Start programs to create school readiness goals for all children in partnership with their parents. According to the National Office of Head Start (OHS) “The Head Start approach to school readiness means that children are ready for school, families are ready to support their children’s learning, and schools are ready for children.”

As we view the assessment of the children in the Head Start program using the Creative Curriculum GOLD tool, the following table and graph shows where the children are measured under each of the objectives. This information allows us to see what percentage of the children fall below the widely held expectations for their age or are meeting or exceeding the widely held expectations for their age. This information shows all children in the program age 3 and 4 years old and the widely held expectations for each of their respective ages.

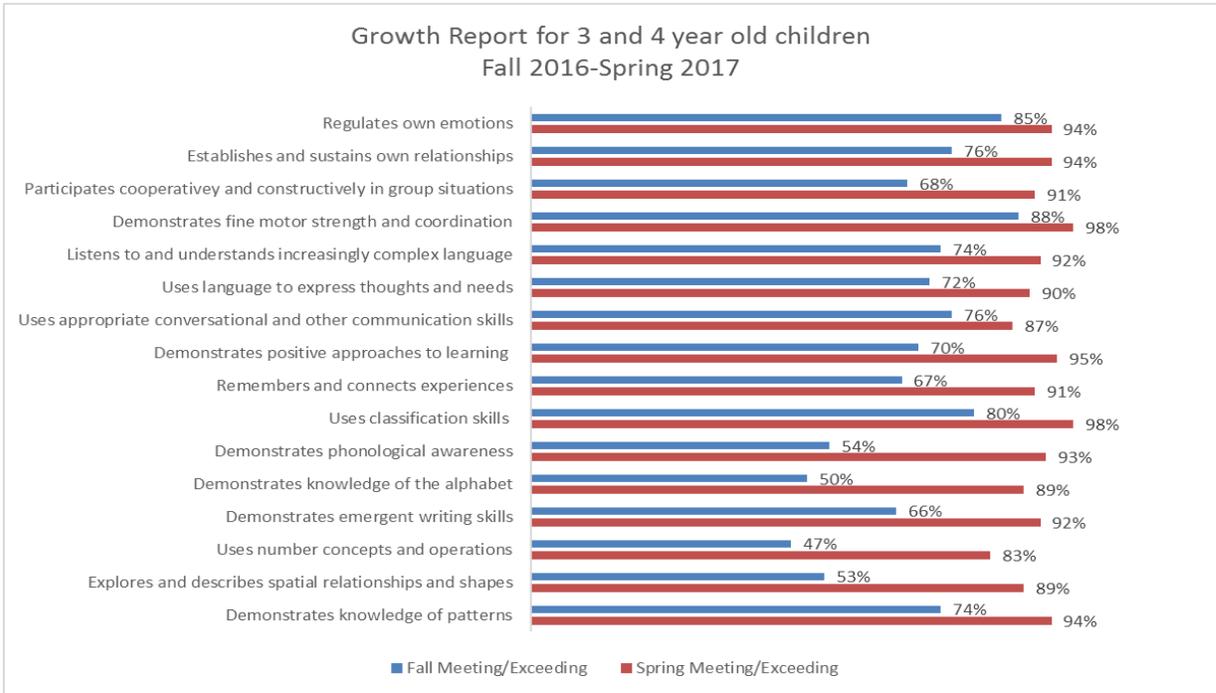
Widely Held Expectations: 3 and 4 year olds		Fall 2016			Winter 2016-2017			Spring 2016-2017		
Objective		% Below	% Meeting	% Exceeding	% Below	% Meeting	% Exceeding	% Below	% Meeting	% Exceeding
1	Regulates own emotions	15%	84%	1%	9%	84%	7%	6%	81%	13%
2	Establishes and sustains own relationships	24%	67%	9%	12%	60%	28%	6%	49%	45%
3	Participates cooperatively and constructively in group situations	32%	65%	3%	14%	74%	12%	8%	63%	28%
7	Demonstrates fine motor strength and coordination	12%	83%	5%	6%	91%	4%	2%	79%	19%
8	Listens to and understands increasingly complex language	26%	74%	0%	13%	86%	2%	8%	88%	4%
9	Uses language to express thoughts and needs	28%	71%	1%	19%	73%	8%	10%	75%	15%
10	Uses appropriate conversational and other communication skills	24%	72%	4%	18%	68%	14%	13%	61%	26%
11	Demonstrates positive approaches to learning	30%	68%	2%	14%	80%	6%	5%	82%	13%
12	Remembers and connects experiences	33%	67%	0%	17%	83%	0%	9%	85%	6%
13	Uses classification skills	17%	80%	3%	8%	83%	9%	2%	81%	17%
15	Demonstrates phonological awareness	46%	51%	3%	15%	73%	11%	7%	64%	29%
16	Demonstrates knowledge of the alphabet	50%	44%	6%	18%	61%	21%	10%	56%	33%
19	Demonstrates emergent writing skills	33%	65%	1%	13%	76%	11%	9%	74%	18%
20	Uses number concepts and operations	53%	42%	5%	29%	58%	13%	17%	54%	29%
21	Explores and describes spatial relationships and shapes	47%	50%	3%	21%	73%	5%	11%	70%	19%
23	Demonstrates knowledge of patterns	26%	70%	4%	11%	78%	11%	6%	69%	25%



Our Early Head Start school readiness goals are based on age according to the color bands in Creative Curriculum GOLD. Children are automatically moved into the next color band as they reach their next birthday. For the spring checkpoint period, we had 5 children in the orange color band (1-2 years old); 10 children in the yellow color band (2-3 years old); and 1 child in the green color band (3 years old). The following chart shows the children in Early Head Start meeting/exceeding the color band expectation.



The chart below shows the growth from the fall reporting period to the spring reporting period for all children age 3 and 4 years old in the program.



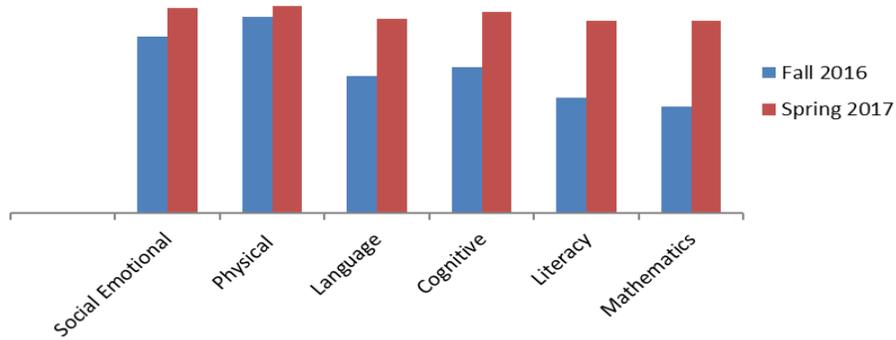
Spring 2016-2017 Reporting Period February 27, 2017 – May 26, 2017

The charts on this page shows the percentage of children separated out by age that are below, meeting or exceeding the widely held expectations for their age utilizing the Gold assessment tool. The charts and graphs show growth from the fall grading period to the spring grading period.

The graphs show the growth of children who are meeting and or exceeding the widely held expectations for their age from the fall to spring grading periods.

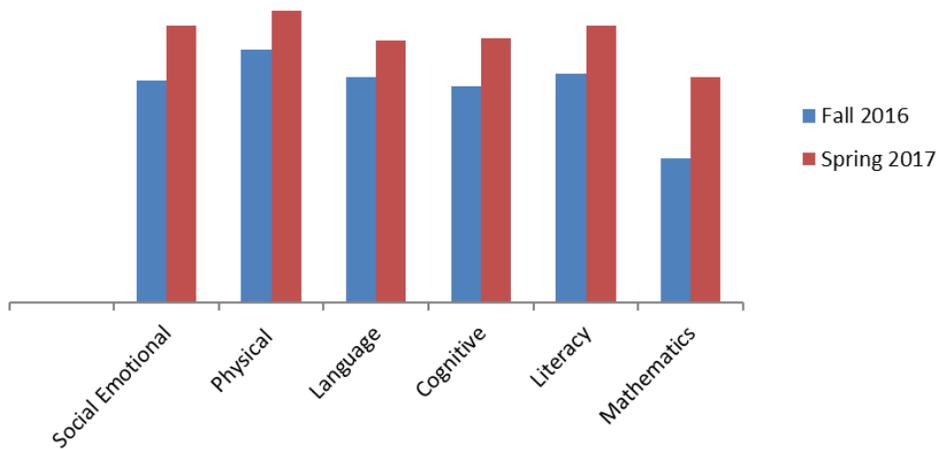
Comparative Report: 3 year olds		
	Fall 2016	Spring 2017
	Meeting/Exceeding	Meeting/Exceeding
Social Emotional	81%	94%
Physical	90%	95%
Language	63%	89%
Cognitive	67%	92%
Literacy	53%	88%
Mathematics	49%	88%

**Comparative Report Widely Held Expectations Fall to Spring 2016/2017
3 year old Children**



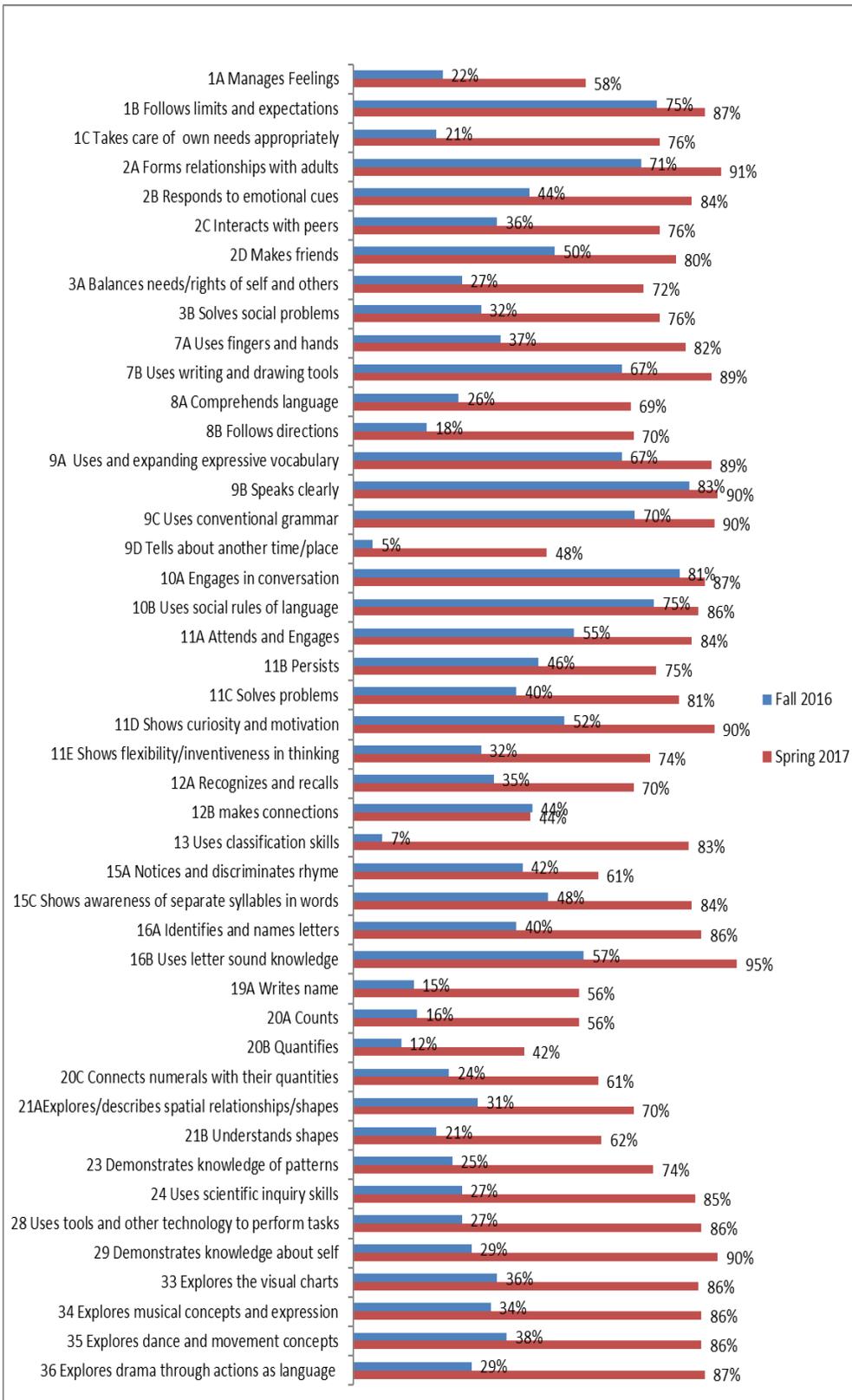
Comparative Report: 4 year olds		
	Fall 2016	Spring 2017
	Meeting/Exceeding	Meeting/Exceeding
Social Emotional	74%	92%
Physical	84%	97%
Language	75%	87%
Cognitive	72%	88%
Literacy	76%	92%
Mathematics	48%	75%

**Comparative Report Widely Head Expectations Fall to Spring 2016/2017
4 year old Children**



Along with looking at the outcomes for all children, the Head Start program focuses on School Readiness. With the implementation of the Creative Curriculum GOLD assessment tool we are able to gather data on the progress of children in the program. School readiness goals were also established in December of 2011, the Creative Curriculum GOLD allows teachers to track the progress of children, individualize for children and ensure their goals are met, or the best advancements are achieved by children to obtain the school readiness goals.

NICAO School Readiness goals are aligned with the Head Start Framework, Iowa Learning Standards and then measured utilizing Creative Curriculum GOLD. Each element is aligned with objectives in GOLD, then measured based on the level that meets the school readiness goal. The chart below shows the objectives and how they are assessed in Creative Curriculum GOLD and then the percentage of children that are meeting that objective in the fall and spring assessment periods to show the children's growth.



This chart shows the percentage of 4-year-old children who meet and/or exceed the School Readiness levels of the NCAO Head Start program. In many cases these levels are higher than the widely held expectations as viewed in previous charts. We are looking at children to be moving into the expectations of a child who is age 5 and ready for kindergarten. We should see these percentages increase as the year progresses.

Other supports being implemented in the classroom include *CLASS (Classroom Assessment Scoring System)* which is an observation tool that focuses on the effectiveness of classroom interactions among teachers and children. We understand the importance of the daily interactions that teachers have with children and it is those interactions that promotes children's social and cognitive development. The information we receive from using the CLASS tool is utilized to develop and provide appropriate staff development. Classrooms are videotaped twice a year; teachers are able to watch themselves work with the students. Mentors then work with the teachers to provide feedback, input and education to enhance student and teacher relationships. *I Am Moving I Am Learning* activities are implemented daily to encourage active movement throughout the day for obesity prevention. *PBIS (Positive Behavioral Interventions and Supports)* provides teachers with knowledge and skills for working with the social/emotional development of their children. As part of the social/emotional (S/E) screening, *the Ages and Stages Questionnaire* tool is now being used with parents completing the questionnaire for their child.

Results of the most recent Audit

NICAO Schedule of findings and questions for the year ended September 30, 2016

Part I: Summary of the Independent Auditors' Results

Financial Statements

1. Type of auditor's report: unqualified opinion to fairness of presentation
2. Internal Control over financial reporting:
 - No material weaknesses identified.
 - No significant deficiencies identified that were considered to be material weaknesses.
3. The audit did not disclose any noncompliance which is material to the financial statements.

Federal Awards

1. Internal Control over major federal programs:
 - No material weaknesses identified.
 - No significant deficiencies identified that were not considered to be material weaknesses.
2. The audit did not disclose any noncompliance which is material to the financial statements.
3. An unmodified auditor's report was issued on compliance for each major federal program.
4. The audit did not disclose any audit findings which are required to be reported in accordance with 2 CFR 200.516(a).
5. Major programs were as follows:
 - CFDA No. 10.557: Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)
 - CFDA No. 93.600: Head Start

6. The dollar threshold used to distinguish between Type A and Type B programs was \$750,000.
7. North Iowa Community Action Organization was determined to be a low-risk auditee pursuant to 2 CFR 200.520.

Part II: Findings Related to the Financial Statements

Instances of Noncompliance: No matters were noted.

Part III: Findings and Questioned Costs for Federal Award Programs

Instances of Noncompliance: No matters were noted.

Part IV: Other Findings Related to Statutory Reporting

None.

Fiscal 2016 Environmental Health and Safety Review

Federal Review: The on-site monitoring review was conducted by the Administration for Children and Families (ACF) May 3-5, 2016 in the area of Environmental Health and Safety. An individual reviewed each classroom to determine that all performance standards and key indicators are being met. On May 12, 2016, we received the final report that we were compliant in all 16 compliance measures of the review.

Classroom Assessment Scoring System

The Pre-K Classroom Assessment Scoring System (CLASS) scores were also received from the federal review. The CLASS tool looks at three domains and ten dimensions of teacher-child interactions and measures those observed on a seven-point scale. The scores are an average of all 16 classrooms that were reviewed for CLASS.

Low range score 1-2

Middle range score 3-4-5

High range score 6-7

2017 CLASS Scores

The chart below shows the scores of classrooms completed in the spring of 2017. This shows the average score of all 16 classrooms reviewed. We continually review the data to evaluate the type of professional development that is needed to ensure teachers create a nurturing, well managed classroom that provides frequent and engaging opportunities for children to learn.

NICAO CLASS Scores Spring 2017

DOMAIN	Score	DOMAIN	Score	DOMAIN	Score
Emotional Support	5.73	Classroom Organization	5.02	Instructional Support	3.46
DIMENSIONS					
Positive Climate	5.88	Behavior Management	5.38	Concept Development	3.31
Negative Climate	1.19	Productivity	5.13	Quality of Feedback	3.44
Teacher Sensitivity	5.38	Instructional Learning Support	4.56	Language Modeling	3.63
Regard for Student Perspectives	4.88				

Below are the national scores or the lowest 10% that will require a Head Start program to re compete for their grant if your program was reviewed in fiscal year 2016. Also provided is the average score nationally in 2016.

Lowest 10% National CLASS Scores 2016

DOMAIN	Score	DOMAIN	Score	DOMAIN	Score
Emotional Support	5.60	Classroom Organization	5.25	Instructional Support	2.22

National Average CLASS Scores 2016

DOMAIN	Score	DOMAIN	Score	DOMAIN	Score
Emotional Support	6.00	Classroom Organization	5.73	Instructional Support	2.83
DIMENSIONS					
Positive Climate	5.93	Behavior Management	5.95	Concept Development	2.33
Negative Climate	1.06	Productivity	6.05	Quality of Feedback	2.80
Teacher Sensitivity	5.82	Instructional Learning Support	5.20	Language Modeling	3.35
Regard for Student Perspectives	5.30				

Fiscal 2017 Summary of Head Start Program Achievements:

Curriculum

- Creative curriculum GOLD online assessment is used in all classrooms and collaborations. Children's progress is measured utilizing all objectives in the GOLD assessment.
- All Head Start teachers and teacher assistants have achieved reliability status in Creative Curriculum GOLD assessment.
- 74% of Teachers have a BA degree in Early Childhood Education or a related field of study
- Positive Behavioral Interventions and Supports is utilized in all classrooms.
- Second Step, a social emotional tool is used to assist children.

- Ages and Stages Social Emotional Screen, and Ages and Stages 3 used program wide as the developmental screening in the beginning of the year increased parent involvement in education
- Parent engagement activities are sent home monthly (BLUE activities).

Changes that were made:

- Area Managers were trained as coaches using Practice Based Coaching Model in order to provide intensive coaching to education staff.

Technology:

- Utilization of the NICAO webpage, to include all Head Start policy and procedures and all forms are located on the intranet for easy access to Head Start staff.
- Use of the NICAO webpage allows for all information be provided securely to Policy Council members, eliminating the use of paper copies.
- NICAO Head Start face book page continues to increase the number of followers.
- Web based computer tracking system of program data (Child Plus). This program allowed Family Workers on the spot access to needed information, as well as Teachers and Area Managers while working in classrooms.
- Utilization of child plus data system to minimize the need for paper documentation and copies as the use of scanning is utilized.
- IPADS are utilized in all classrooms to enhance the GOLD assessment and assist with individualization of teaching.
- IPADS are used by Area Mangers and Family Workers to provide on the spot needed information.

Collaborations:

- Collaboration with Aplington-Parkersburg school for special education staff.
- Collaboration with Charles City Community Schools to combine Head Start, State Wide Voluntary Preschool children, and Early Childhood Special Education children.
- Hampton collaboration combining Head Start, State Wide Voluntary Preschool children and Early Childhood Special Needs children.
- Collaboration with Mason City Schools combining Head Start, and Early Childhood Special Needs children.
- Collaboration with Rockford, combining Head Start, State Wide Voluntary Preschool children and Early Childhood Special Needs children.
- Collaboration with Clear Lake and Forest City to assist with transportation services to Head Start children.
- Collaboration with Algona Public Schools to provide meals to Head Start Children.

- NCAO Head Start provides monitoring to the Hampton and Mason City State Wide Voluntary Preschool program to ensure they are meeting the QPPS standards.

State Wide Voluntary Preschool Program:

- Head Start served children in Charles City and Hampton.