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NICAO HEAD START AND EARLY HEAD START 2018 Annual Report

This annual report provides information on the federal review of the Fiscal 2018 Head Start Program administered by North Iowa Community Action Organization (NICAO). The federal review for Focus Area 2 and CLASS was conducted during the week of March 19, 2018. 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 2018.

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 2018 report covers the 52nd consecutive year that NICAO has administered the Head Start Program in north central Iowa.

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Enrollment

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 low with only 52 children on the list, 21% of those on the waiting list were income eligible. The list had two 4-year-olds that were between 100-130% of the poverty levels, both of these children received programming through State-Wide Voluntary Preschool; the remaining children were 3-year-olds. 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 2018/2019 school year beginning in August 2018:

- Mason City School District converted the Head Start only classroom into a collaboration classroom to serve the additional Early Childhood Special Education students. They also added a smaller three-year-old Head Start/ECSE classroom to serve 12 children. The district now has 7 Head Start/ECSE collaborative classrooms.
- Aplington-Parkersburg School District is now providing the transportation for the Head Start and ECSE children before and after school. The Head Start students still attend 4.5 hours/day however, the start time is now at 9:30am to accommodate the special education students getting their services in the morning.
- Clear Lake Head Start extended their instructional hours to 6.5 hours/day with an early out on Wednesdays.
- Due to upcoming duration requirements, our collaboration with RRMR has ended. The school district provides preschool programming to three and four-year old children. Head Start had 8 slots, and at the time of application, there was only 1 eligible child.

- We received a state grant to provide Early Head Start Home Visitation for 12 families. This program provides services to pregnant women, along with children from birth to age three. Applications are completed and families are served based on the priority guidelines; this program serves all nine counties.

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 \$10,264 and the cost per child in Early Head Start was \$18,944.

Funding Sources

Federal Funding provides \$2,769,389 or (79%) of the Budget	
Dept. of Health and Human Services/Head Start	\$ 2,330,018
Dept. of Health and Human Services/EHS	\$ 303,111
Child and Adult Care Food Program	\$ 136,260

Local Sources of Funding provide \$723,009 or (20%) of the Budget	
Cerro Gordo-Hancock-Worth North Iowa Children’s Alliance	\$ 60,909
Floyd, Mitchell, Chickasaw Early Childhood Iowa	\$ 12,856
Non-federal Share	\$649,244

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 (1%) of the Budget	
Monitoring of Mason City and Hampton	\$ 17,500

Budgetary Expenditures

The Head Start budget provided comprehensive services to 243 children January – December 2018 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 62 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.
2. Supplies include classroom, office, custodial and postage.
3. Contractual expenses provided for transportation in Aplington and Forest City
4. No renovations were needed in 2018.
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 and Early Head Start encourage and promote 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

Community Partnerships

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

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

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: Central Rivers AEA 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 (42%) of the total program enrollment and four year olds comprised (58%) of the total program enrollment.
- In Early Head Start, children under the age of one comprised (5%), one-year-old children comprised (15%), and two-year-old children comprised (80%) of the total program enrollment.

Although funded enrollment was (243), actual enrollment was (277; 257 HS and 20 EHS). The difference is accounted for by children replacing children who moved away.

There were 104 students who were enrolled for two years and 3 students enrolled for 3 years in the Head Start program. One hundred thirty-three students were projected to be entering kindergarten in the following school year. In Early Head Start, 12 students were enrolled for their second year.

Eligibility Status

Income below 100% of federal poverty line	162	58%
Receipt of public assistance such as TANF, SSI	41	15%
Status as a foster child	10	4%
Status as homeless	2	1%
Over income	23	8%
Ethnicity included 48 children (17%) of Hispanic or Latino origin.		
Enrollment by race:		
Asian	0	0%
Black or African American	15	5%
White	190	69%
American Indian or Alaska Native	1	1%
Biracial/Multiracial	21	8%

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. Of the 277 children, 276 children (99.6%) 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. One child was 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	3
○ Asthma	3
○ Hearing Difficulties	4
○ Vision problems	23
○ High lead levels	1
○ Diabetes	0
- Dental care includes screenings, exams, fluoride, and dental education including tooth brushing after a meal at school. (93%) had continuous, accessible dental care provided by a dentist, (98%) 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 < 5 th percentile)	6	2%
○ Healthy Weight (BMI at or above 5 th percentile)	138	54%
○ Overweight (BMI > 85 th percentile below 95 th percentile)	59	23%
○ Obese (BMI at or above 95 th percentile)	54	21%
- 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-six children (70 Head Start and 6 Early Head Start) were identified with special needs representing (27% of the total enrollment). Primary disabilities in Head Start served during the year included:

Emotional/behavioral disturbance	4
Speech or language impairments	25
Visual Impairment, including blindness	1
Non-categorical/developmental delay	40

Kindergarten Readiness

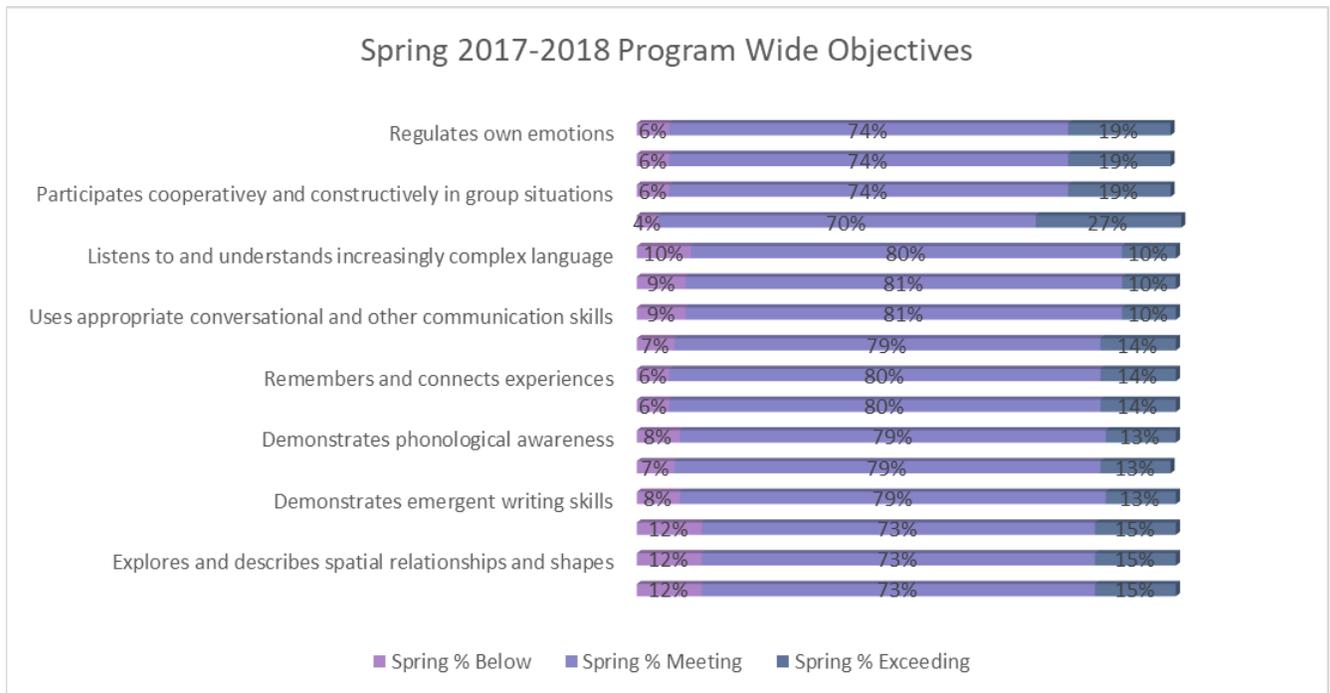
Provision of comprehensive services supports the development of children to be prepared for the next experience in their life, namely kindergarten. In addition to the health care discussed above, educational experiences provide activities individualized to meet each child’s developmental needs. The Creative 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.”

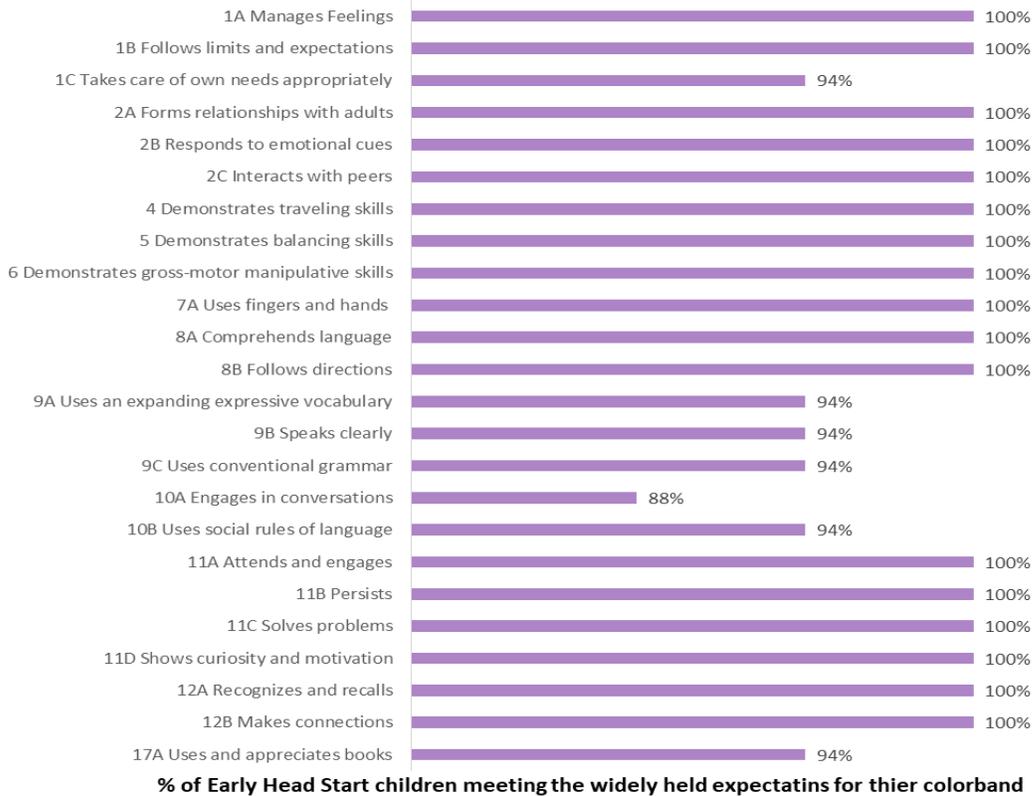
As we view the assessment of the children in the Head Start program using the Creative Curriculum GOLD tool, the following table and graph shows where the children are measured under each of the objectives. This information allows us to see what percentage of the children fall below the widely held expectations 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 2017			Winter 2017-2018			Spring 2017-2018		
Objective		% Below	% Meeting	% Exceeding	% Below	% Meeting	% Exceeding	% Below	% Meeting	% Exceeding
1	Regulates own emotions	14%	85%	0%	6%	91%	2%	6%	74%	19%
2	Establishes and sustains own relationships	17%	82%	1%	9%	77%	14%	6%	74%	19%
3	Participates cooperatively and constructively in group situations	15%	84%	0%	9%	88%	3%	6%	74%	19%
7	Demonstrates fine motor strength and coordination	8%	92%	0%	3%	89%	8%	4%	70%	27%
8	Listens to and understands increasingly complex language	14%	85%	0%	7%	90%	2%	10%	80%	10%
9	Uses language to express thoughts and needs	23%	76%	0%	10%	88%	2%	9%	81%	10%
10	Uses appropriate conversational and other communication skills	19%	78%	2%	8%	83%	9%	9%	81%	10%
11	Demonstrates positive approaches to learning	15%	84%	0%	8%	90%	2%	7%	79%	14%
12	Remembers and connects experiences	36%	61%	3%	8%	91%	0%	6%	80%	14%
13	Uses classification skills	10%	90%	0%	4%	92%	4%	6%	80%	14%
15	Demonstrates phonological awareness	25%	74%	1%	11%	86%	3%	8%	79%	13%
16	Demonstrates knowledge of the alphabet	36%	61%	3%	15%	67%	17%	7%	79%	13%
19	Demonstrates emergent writing skills	31%	68%	1%	11%	85%	4%	8%	79%	13%
20	Uses number concepts and operations	56%	43%	0%	28%	67%	5%	12%	73%	15%
21	Explores and describes spatial relationships and shapes	28%	72%	0%	15%	82%	3%	12%	73%	15%
23	Demonstrates knowledge of patterns	17%	81%	2%	9%	81%	10%	12%	73%	15%



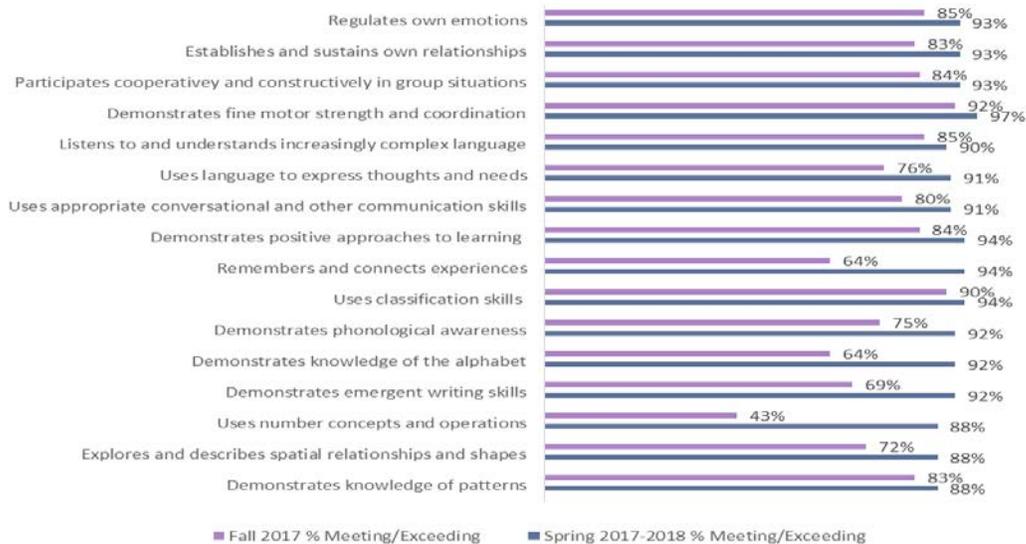
Our Early Head Start school readiness goals are based on age according to the color bands in Creative Curriculum GOLD. Children are automatically moved into the next color band as they reach their next birthday. For the spring checkpoint period, we had 2 children in the orange color band (1-2 years old); 14 children in the yellow color band (2-3 years old); and 0 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.

Spring 2017-2018 Early Head Start School Readiness Report



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.

Growth from Fall to Spring for 3 and 4-year-old children

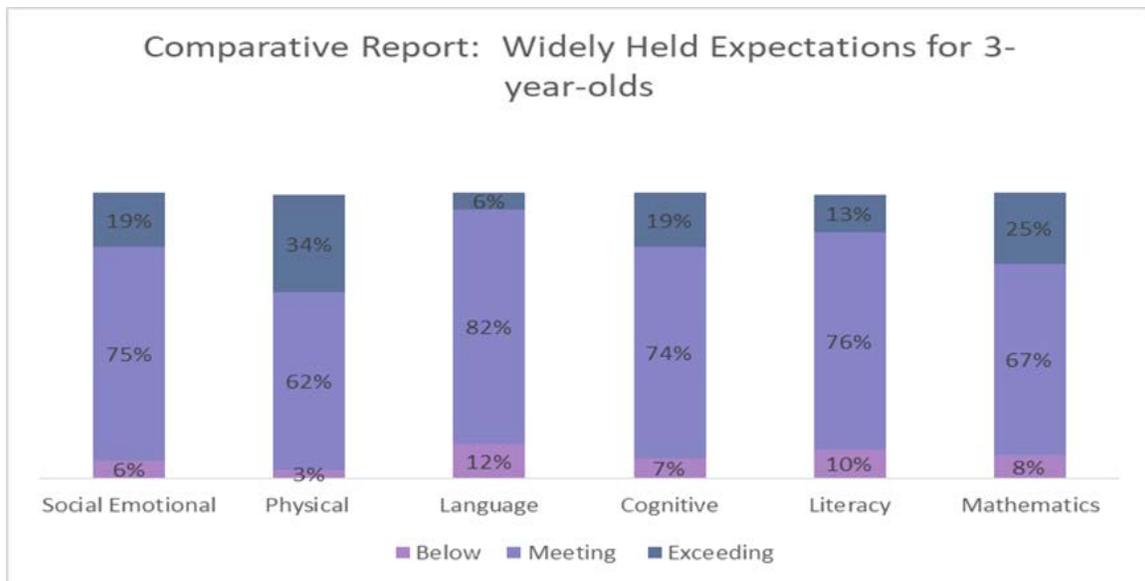


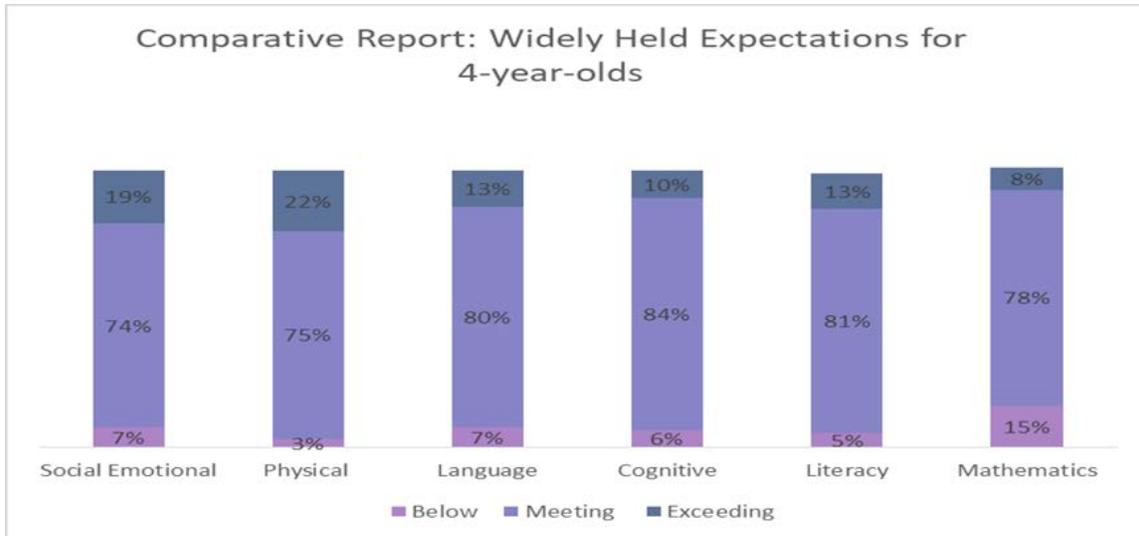
**Spring 2017-2018:
Reporting Period February 26, 2018 – May 28, 2018**

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				Comparative Report: 4 year olds			
Spring 2017-2018				Spring 2017-2018			
	Below	Meeting	Exceeding		Below	Meeting	Exceeding
Social Emotional	6%	75%	19%	Social Emotional	7%	74%	19%
Physical	3%	62%	34%	Physical	3%	75%	22%
Language	12%	82%	6%	Language	7%	80%	13%
Cognitive	7%	74%	19%	Cognitive	6%	84%	10%
Literacy	10%	76%	13%	Literacy	5%	81%	13%
Mathematics	8%	67%	25%	Mathematics	15%	78%	8%

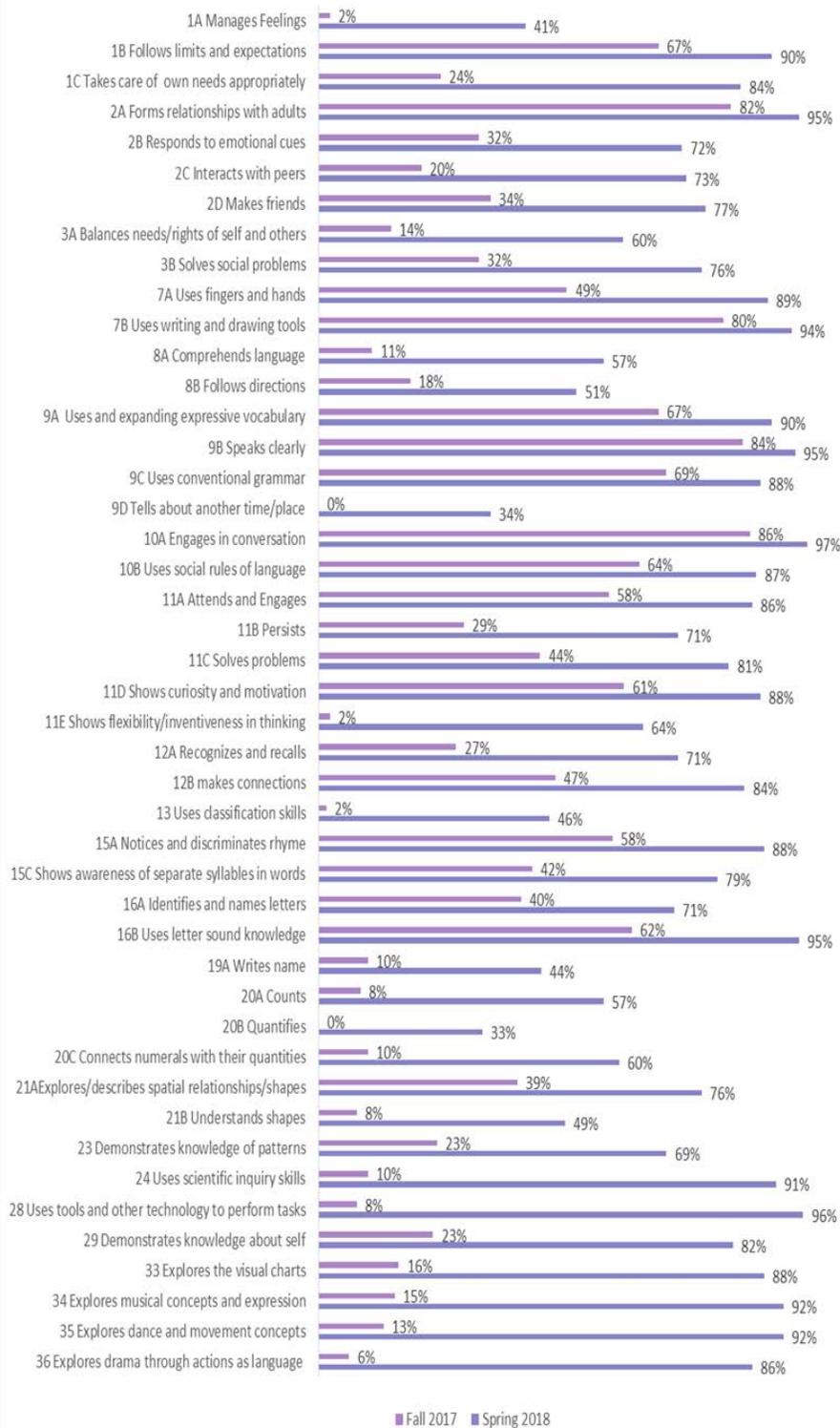




Along with looking at the outcomes for all children, the Head Start program focuses on School Readiness. With the implementation of the Creative Curriculum GOLD assessment tool, we are able to gather data on the progress of children in the program. School readiness goals were also established in December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

Spring 2017-2018 School Readiness Report % of 4-Year-Old Children Meeting/Exceeding School Readiness Goals



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 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. The daily interactions that teacher have with children is extremely important. It is those interactions that promote 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, 2017

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 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. 93.568: Low Income Home Energy Assistance Program and Weatherization Inventory Contract

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 2018 Focus Area 2 Federal Review

Federal Review: The on-site monitoring review was conducted by the Administration for Children and Families (ACF) May 19-22, 2018 for the Focus Area 2. A group of three individuals conducted a series of interviews, and visited select classrooms to determine that our program was meeting all performance standards and key indicators. Our final report determined that all areas are in compliance and our CLASS scores were: Emotional Support 6.241; Classroom Organization 6.0238; and Instructional Support 3.71.

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 were reviewed for CLASS.

Low range score 1-2

Middle range score 3-4-5

High range score 6-7

Fiscal Year 2018 Federal Review CLASS Scores

During our review, two individuals reviewed 14 of the 16 Head Start classrooms to conduct CLASS observations, the chart below shows the results of our CLASS review. NICAO conducts CLASS observations in all Head Start classrooms twice per year, by doing this, 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. Along with professional development, CLASS results help guide us in providing practice based coaching to classroom staff.

NICAO Federal Review CLASS Scores Spring 2018

DOMAIN	Score	DOMAIN	Score	DOMAIN	Score
Emotional Support	6.2411	Classroom Organization	6.0238	Instructional Support	3.5833
DIMENSIONS					
Positive Climate	6.11	Behavior Management	6.50	Concept Development	3.00
Negative Climate	1.07	Productivity	6.32	Quality of Feedback	3.86
Teacher Sensitivity	6.29	Instructional Learning Support	5.25	Language Modeling	3.89
Regard for Student Perspectives	5.64				

Below are the national scores or the lowest 10% that will require a Head Start program to recomplete for their grant if your program was reviewed in fiscal year 2018. Also provided is the average score nationally in 2018.

Lowest 10% National CLASS Scores 2018

DOMAIN	Score	DOMAIN	Score	DOMAIN	Score
Emotional Support	5.6641	Classroom Organization	5.2803	Instructional Support	2.3125

National Average CLASS Scores 2018

DOMAIN	Score	DOMAIN	Score	DOMAIN	Score
Emotional Support	6.09	Classroom Organization	5.82	Instructional Support	2.89
DIMENSIONS					
Positive Climate	6.04	Behavior Management	5.99	Concept Development	2.44
Negative Climate	1.06	Productivity	6.10	Quality of Feedback	2.98
Teacher Sensitivity	5.90	Instructional Learning Support	5.29	Language Modeling	3.46
Regard for Student Perspectives	5.44				

Fiscal 2018 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 classrooms utilize the Teaching Strategies Units of Study in their classrooms.
- All Head Start teachers and teacher assistants have achieved reliability status in Creative Curriculum GOLD assessment.
- 65% 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 and the Education Specialist were trained as coaches using Practice Based Coaching Model in order to provide intensive coaching to education staff.
- A pilot team was developed to be trained and start using Reflective Supervision.

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 all information to 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 Managers and Family Workers to provide on the spot needed information.
- Use of Google Docs has allowed for quick access to forms, policies, and other documentation.

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 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.
- NICAO 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.