



NICAO HEAD START & EARLY HEAD START

2022 Annual Report

Abstract

This annual report provides information on the federal review of the Fiscal 2022 Head Start Program administered by North Iowa Community Action Organization (NICAO). The information contained in this report covers: parent engagement, funding sources, budgetary expenditures, enrollment, health, school readiness, education, and nutrition services in 2022.

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 2022 report covers the 56th consecutive year that NICAO has administered the Head Start Program in north central Iowa.

Trena Cox
tcox@nicao-online.org

CONTENTS

Programming.....	2
Program Goals:.....	3
PFCE Goals:.....	3
Budgetary expenditures.....	4
Funding Sources.....	4
Federal Funding provides \$3,828,740.00 of the Budget.....	5
Local & State Sources of Funding.....	5
Parent Engagement.....	6
Enrollment.....	7
Eligibility Status.....	7
Ethnicity.....	8
Health Services.....	8
School Readiness.....	10
Head Start.....	11
Early Head Start.....	12
Audit (September 2022).....	12
Federal Review Results.....	12
Classroom Assessment Score System.....	13
CLASS: Domains.....	13
Class: Diminsions.....	14

PROGRAMMING

"We enrich the growth and development of children and families in a comprehensive and educational environment"

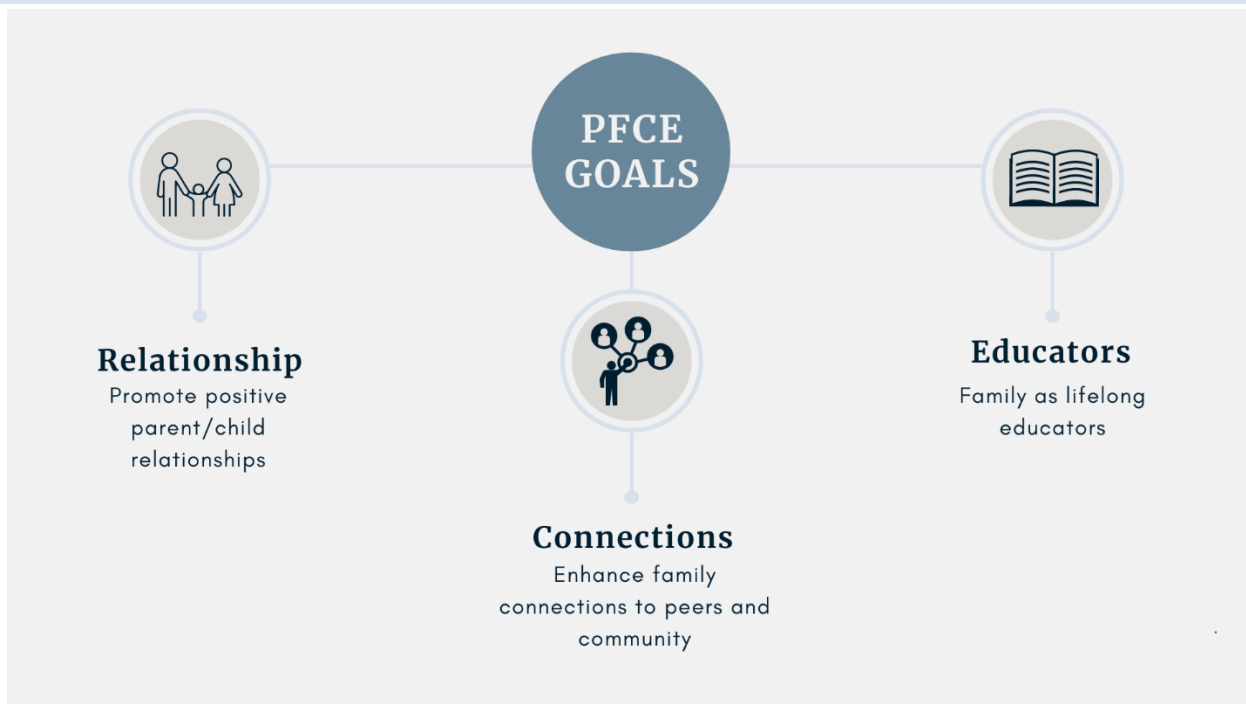


- Head Start/Early Head Start provides comprehensive services for pregnant women and children birth to five-year-old. We provide support to prepare families and children enrolled in the program for the next stage of the child's formal education.
- As a program that works with children and families who meet the 100% federal poverty guideline, NICAO is committed to reviewing our needs and community assessments to see how to best serve children and families.
- The preschool day is 4 to 6.5 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.
- Dental, mental, physical health and nutrition activities provided help families and children learn.
- Transportation services are limited with support from local school districts and area Early Childhood Iowa groups.
- The state funded Early Head Start Home Visitation program has been converted to Early Head Start Center based programming in Manly. This program serves 4 children.
- All the schools within our nine-county region are serving 4-year-olds in their Statewide 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-old children in our classrooms.
- 2022 was the fourth year of our new 5-year continuation grant. Our self-assessment and strategic planning lead to advancement in program and Parent, Family, Community Engagement (PFCE) goals. The goal areas are:

PROGRAM GOALS:



PFCE GOALS:



BUDGETARY EXPENDITURES



The Head Start/Early Head Start budget provided comprehensive services to 243 children and families from nine counties in North Central Iowa.

Seven categories provide parameters for determining budget expenses.

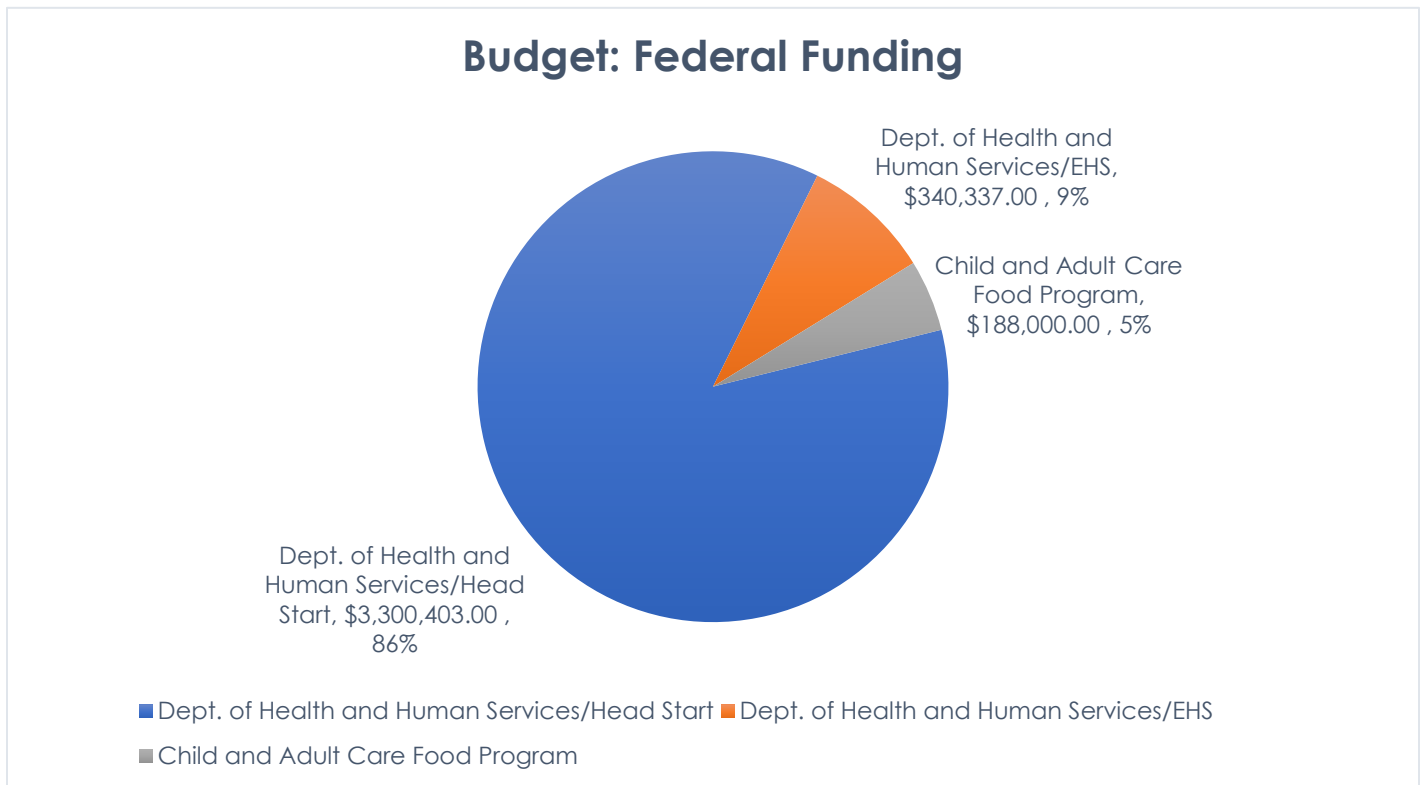
1. Personnel salaries for 70 staff.
2. Fringe benefits include IPERS, Social Security, state unemployment insurance, worker's compensation, paid time off, health, dental, and life insurance.
3. Travel includes in state and out of state conferences and meetings organized by the Office of Head Start.
4. Supplies include classroom, office, custodial and postage.
5. Contractual expenses provided for transportation in Aplington, CAL, and Forest City.
6. 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.
7. Indirect charges provided human resource services, a payroll system, accounting and reporting services and general administrative oversight.

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.

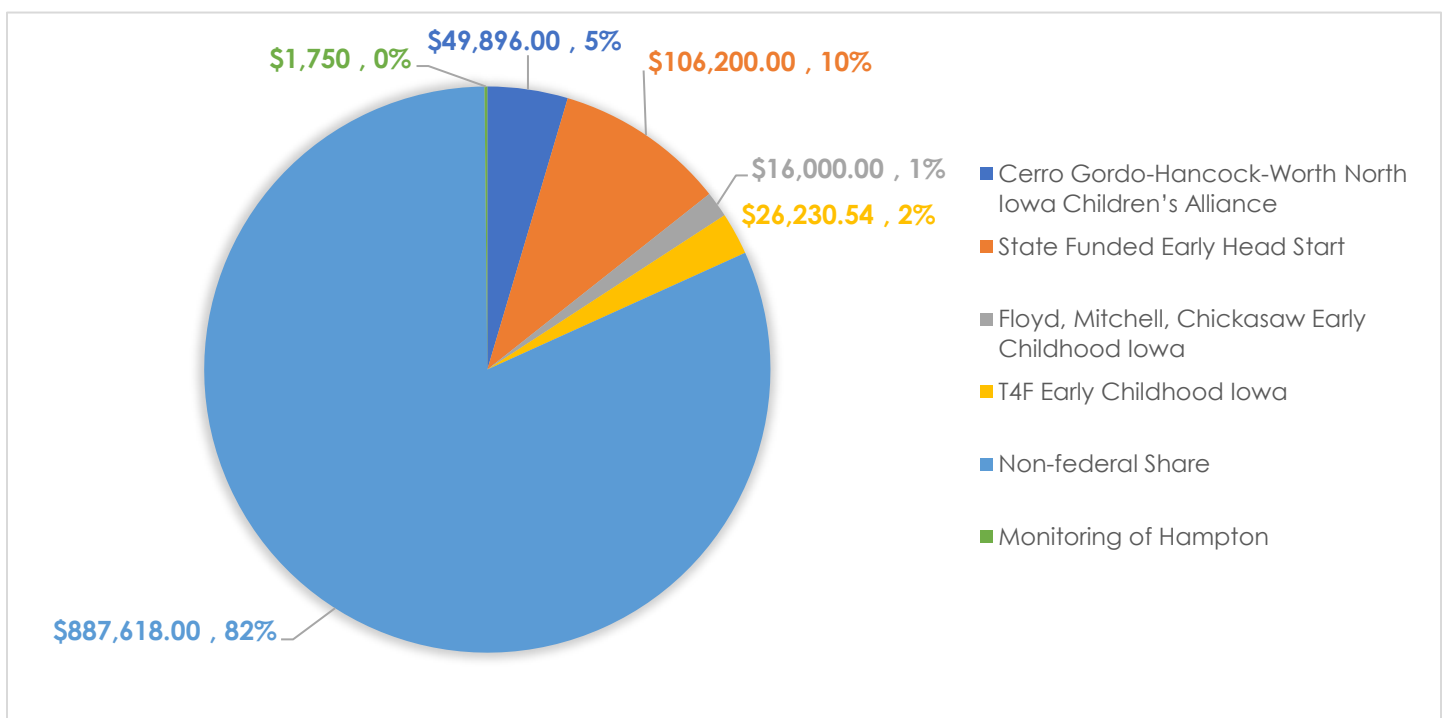
FUNDING SOURCES

Providing quality services to children and families could not be done without a variety of funding sources. In addition to the funds, we receive from the Department of Health and Human Services, we also receive funds from state and local Early Childhood Iowa funds, the Child, and Adult Care Food Program (CACFP), and local school districts. The breakdown of funding is provided below:

FEDERAL FUNDING PROVIDES \$3,828,740.00 OF THE BUDGET



LOCAL & STATE SOURCES OF FUNDING TOTALS \$1,087,694.54



PARENT ENGAGEMENT



Parents are the first and most important teachers for their child. Parents are 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 and families 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. Family engagement is a shared responsibility with all those who support children's learning.

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:

Nurturing Families

Health Education

Fatherhood
Activities

Creative
Curriculum

Pedestrian Safety

Transitions for EHS

Building a Social
Network

School Readiness

Child
Development/
Milestone
Tracking

Early Childhood
Screenings

Mental
Health/Social
Emotional

Kindergarten
Transitions

Budgeting/Finan
cial Literacy

Nutrition
Activities

ENROLLMENT



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

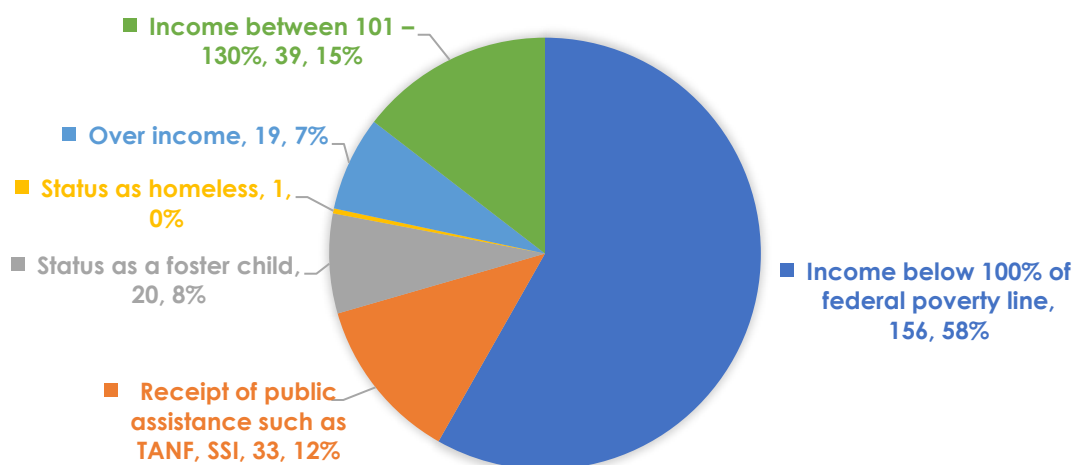
- All Head Start children were served in center-based settings with part day or full-day enrollment and Early Head Start children were served in center-based settings with full day enrollment.
- Average monthly enrollment of 100% (243) or full enrollment was maintained.
- In Head Start and Early Head Start, two-year-old and younger children comprise 55 (20.5%), three-year-old children comprise 117 (43.6%) of the total program enrollment and four-year-old children comprise 96 (35.8%) of the total program enrollment.

Although funded enrollment was 243, actual enrollment was 268; 241 HS (Head Start) and 27 EHS (Early Head Start). The difference is accounted for by children replacing children who moved away.

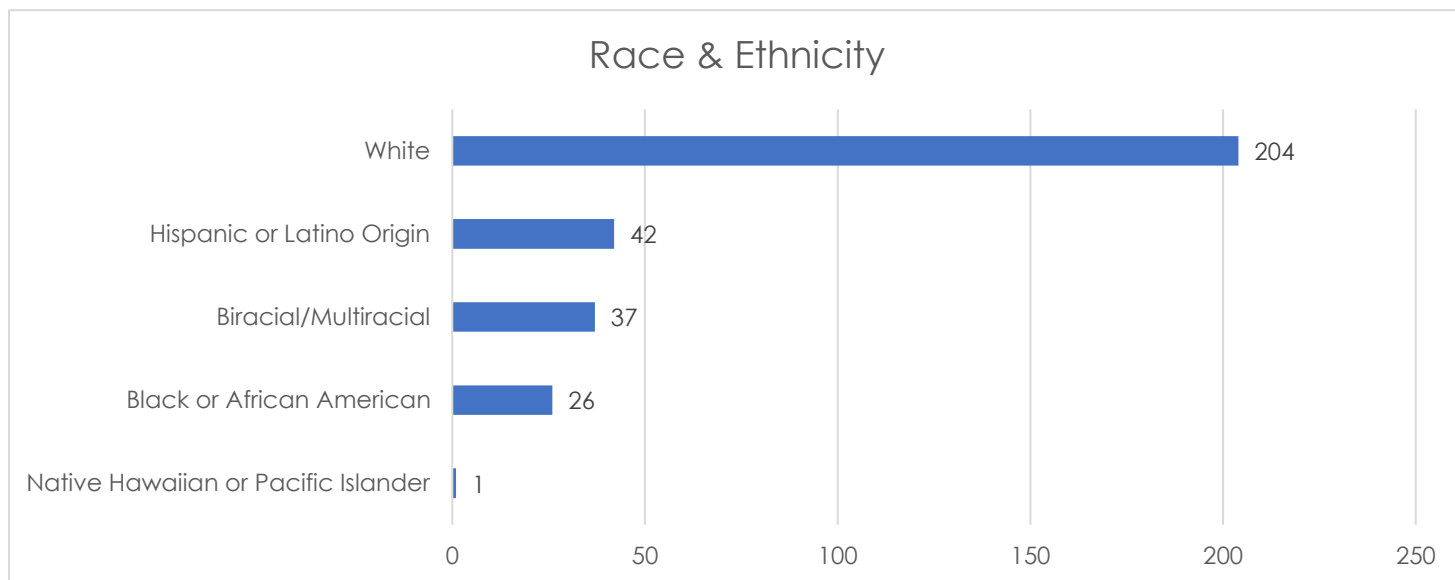
There were 64 students enrolled for two years, and 4 students enrolled for 3 years in the Head Start program. One hundred seven students were projected to be entering kindergarten in the following school year. In Early Head Start, 6 students were enrolled for their second year and 4 for their third year.

ELIGIBILITY STATUS

ELIGIBILITY STATUS



ETHNICITY

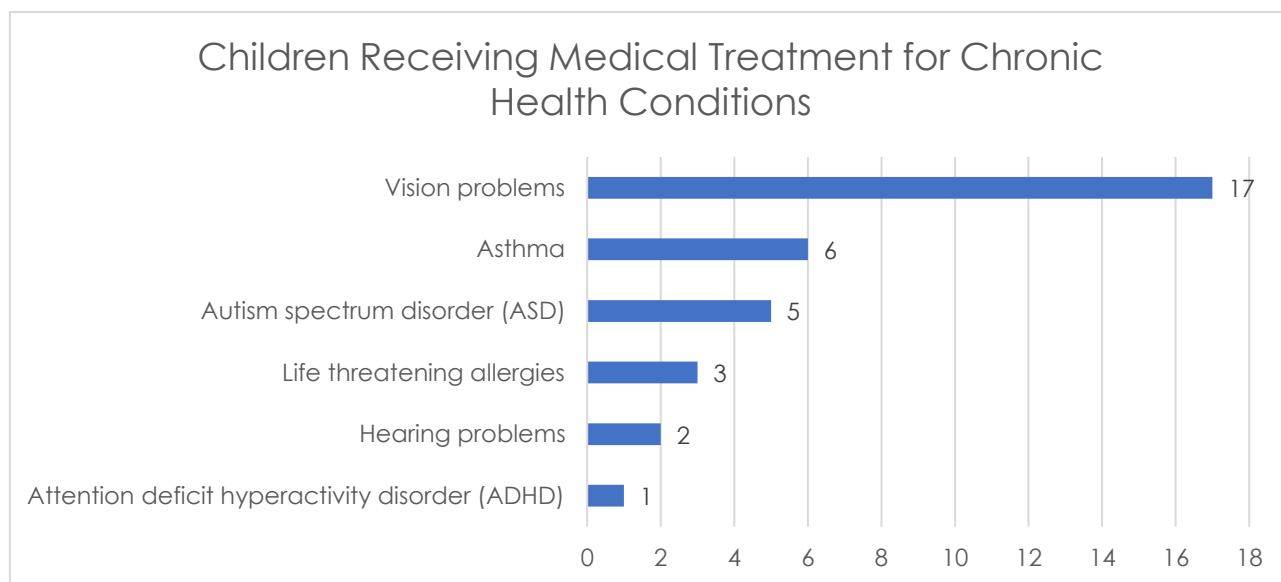


HEALTH SERVICES

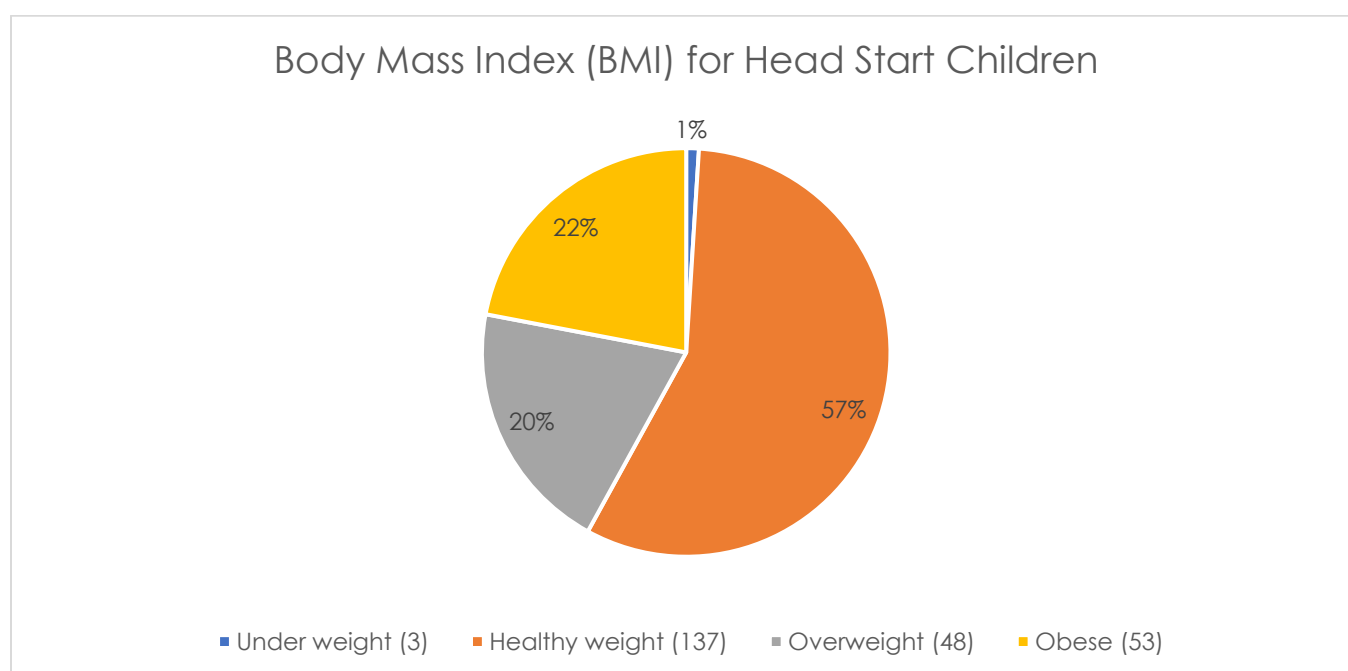
Children's health impacts their learning. Health care services include dental, mental health, nutrition, and physical activities.

- All children and families are assisted in obtaining physicals and immunizations. (100%) of enrolled children maintained an ongoing source of continuous, accessible health care. Children in the programs, 248(93%) were up to date on a schedule of age-appropriate preventive measures and primary health care standards according to the EPSDT (Early and Periodic Screening, Diagnostic, and Treatment) schedule for well childcare.
- Of the 268 children, 262 (98%) were determined by a health care professional to be up to date on all immunizations appropriate for their age. Three children (1%) were determined to have received all immunizations possible, however had not received all immunizations appropriate for their age. Three children (1%) met the state requirement for an exemption from immunizations.

- Number of children diagnosed by a health care professional who received medical treatment for the following chronic health conditions:

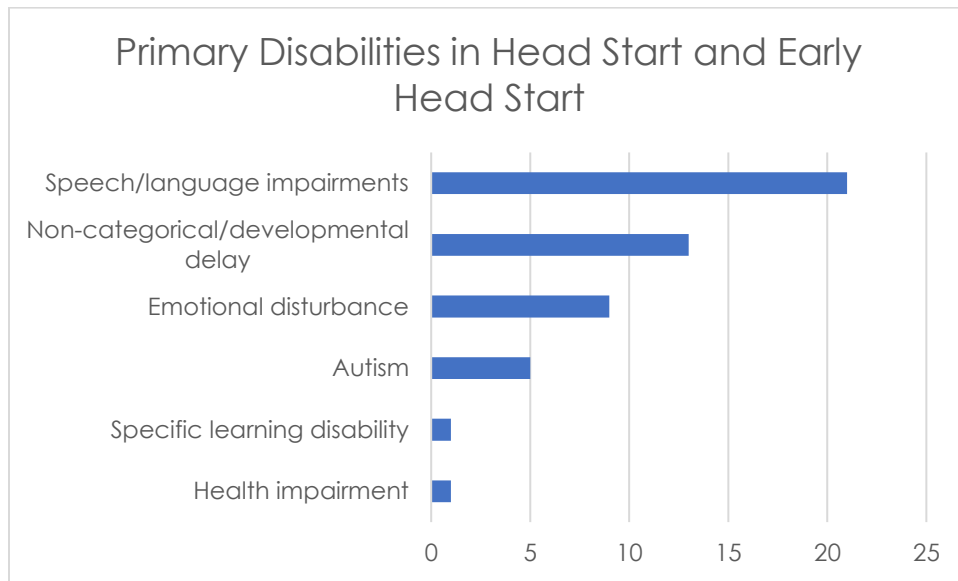


- Dental care includes screenings, exams, fluoride, and dental education including tooth brushing after a meal at school. Out of 268 children, 266 (99%) had continuous, accessible dental care provided by a dentist, and 232 (87%) received preventative dental care.
- Nutrition services provide enrolled 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 (Centers for Disease Control) BMI-for-age growth charts.



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

Fifty-eight children (50 Head Start and 8 Early Head Start) were identified with special needs representing 22% of the total enrollment. Primary disabilities in Head Start served during the year included:



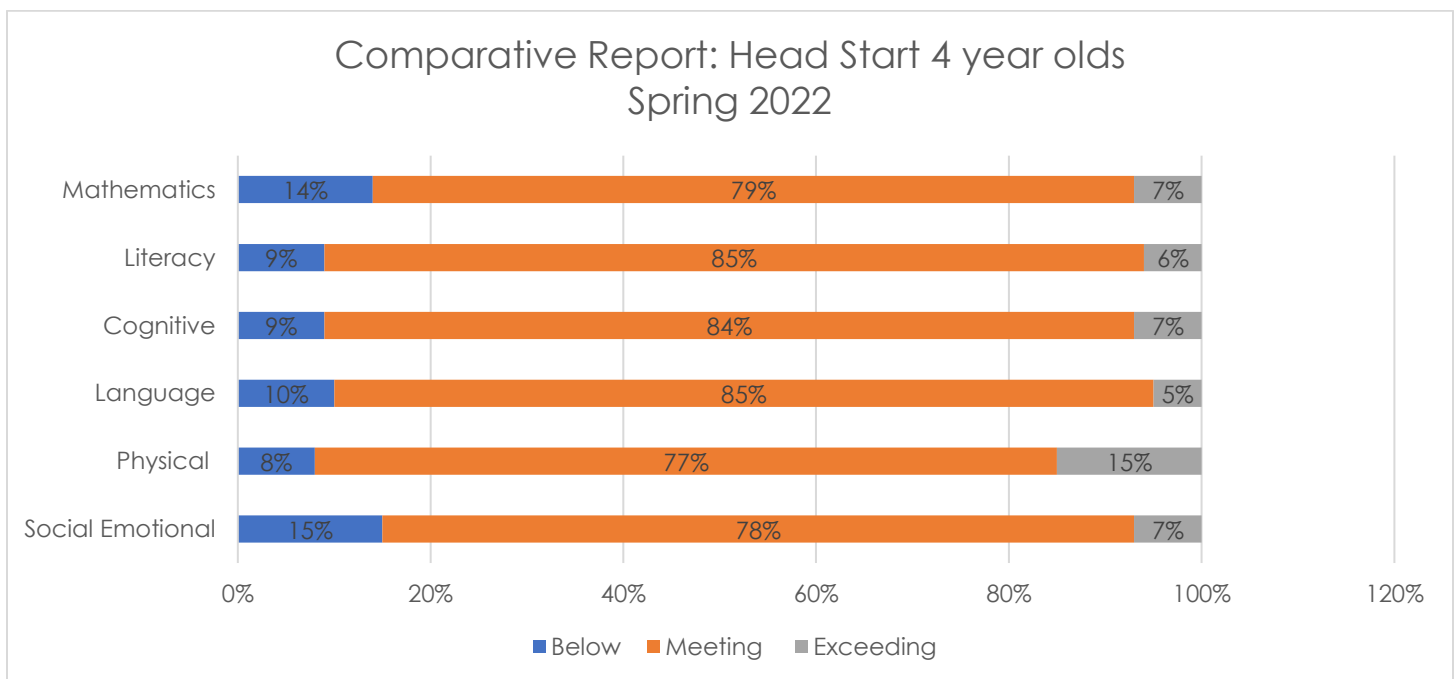
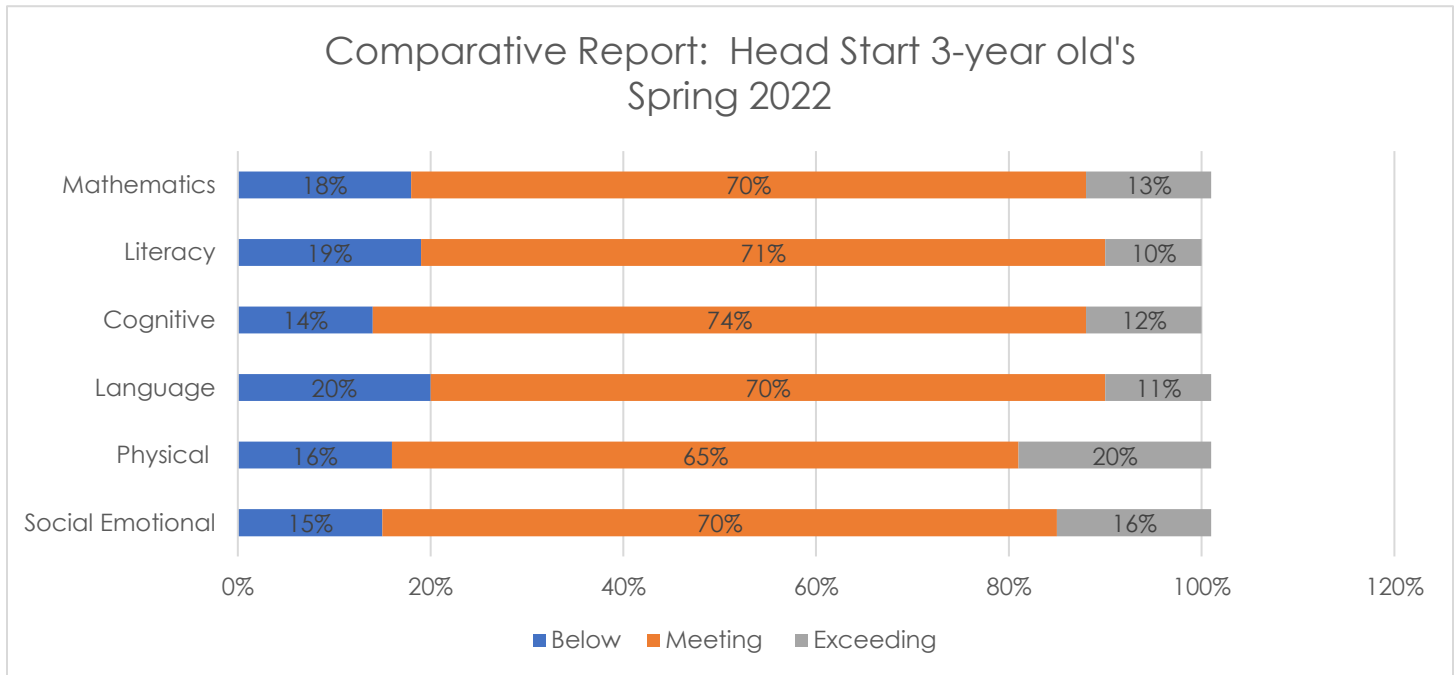
SCHOOL READINESS

"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."

Provision of comprehensive services supports the development of children to be prepared for the next experience in their life, namely kindergarten. Educational experiences provide individualized activities to meet each child's developmental needs. Our goal is to move children from where they come into our program to meet or exceed widely held expectations for their age level by the time they transition from Early Head Start to Head Start; and Head Start to kindergarten.

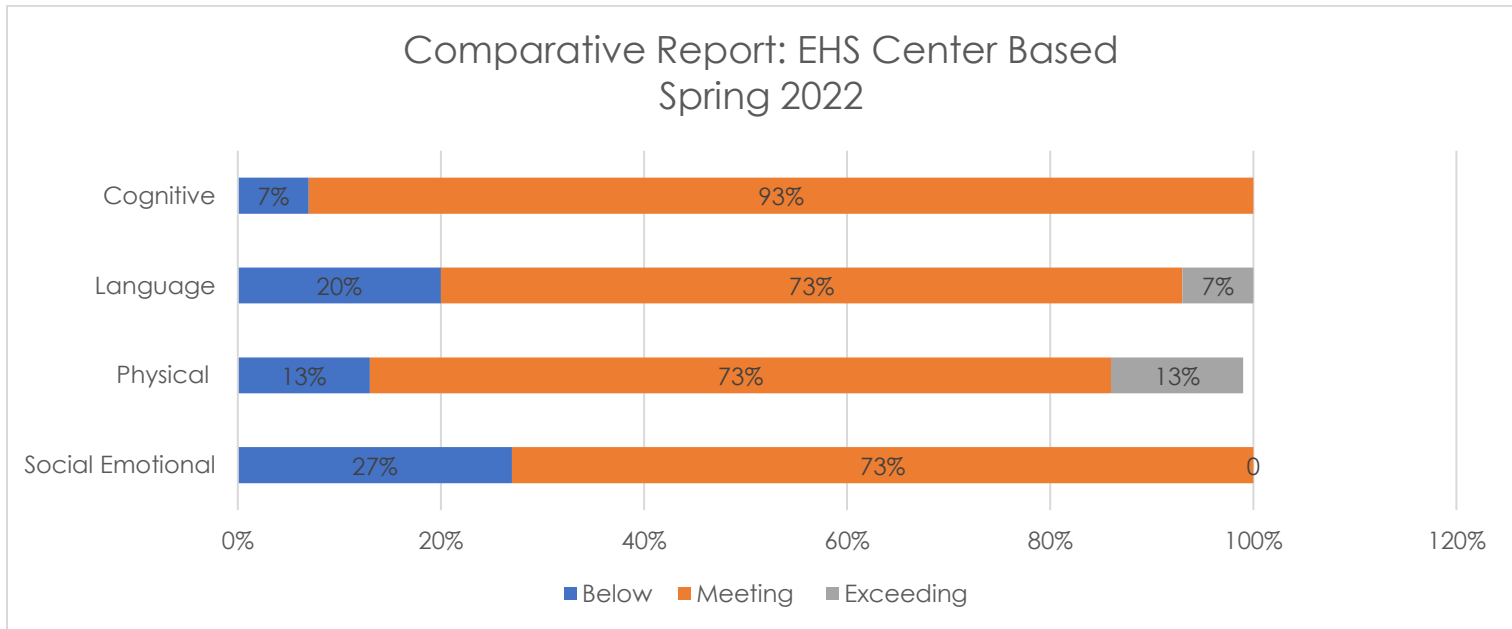
This information allows us to see what percentage of the children fall below the widely held expectations for their age or are meeting or exceeding the widely held expectations for their age.

HEAD START



EARLY HEAD START

Early Head Start focuses on four component areas of development to assess children. Social-Emotional, Physical, Language, and Cognitive development is extremely important for children, the curriculum provides staff with a variety of engaging activities to help assess the children and staff work with parents to set and work on individual goals. The following chart is broken down by children who are below, meeting, or exceeding the widely held expectation for their age.



AUDIT (SEPTEMBER 2022)

The [Independent Auditors report](#) for the Fiscal Year September 30, 2021, and 2020 issued an unqualified opinion and reported no audit findings or questioned costs.

FEDERAL REVIEW RESULTS

NICAO Head Start/Early Head Start completed [Focus Area 2](#) during the 2022-2023 school year, this was conducted through a series of zoom meetings and on-site classroom exploration. All areas met expectations.

CLASSROOM ASSESSMENT SCORE SYSTEM

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 reviewed using the CLASS tool.

1	2	3	4	5	6	7
Low		Middle			High	

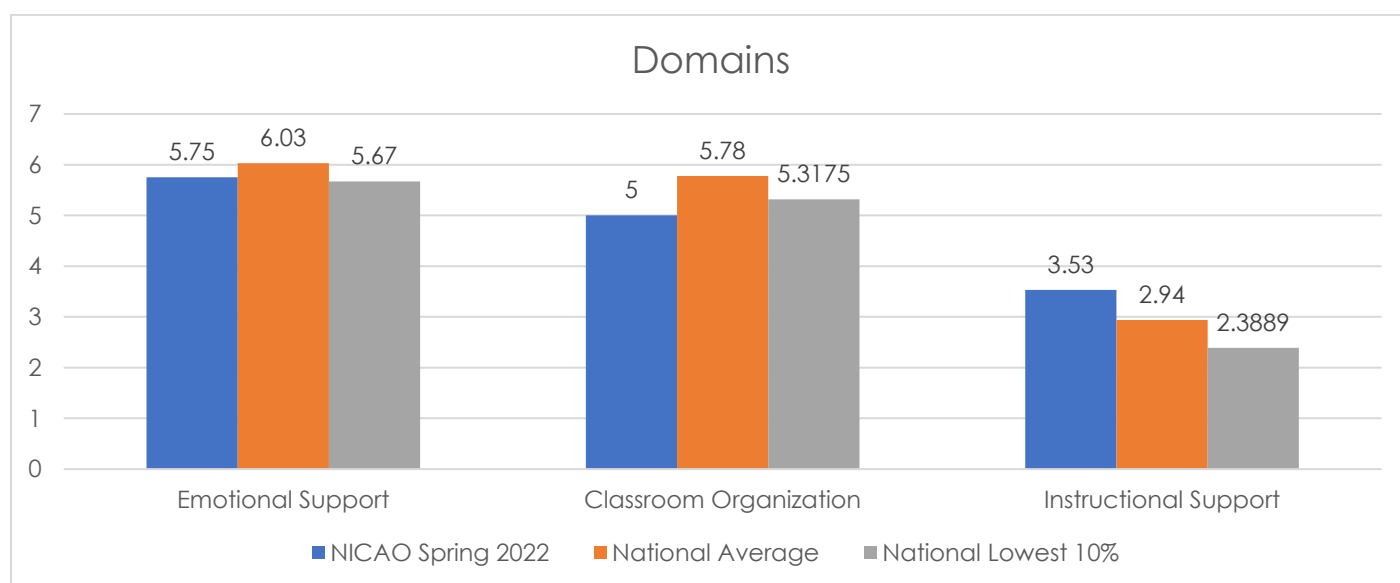
NICAO conducts CLASS observations in all Head Start classrooms twice per year, by doing this, we continually review the data to evaluate the type of professional development that is needed to ensure teachers create a nurturing, managed classroom that provides frequent and engaging opportunities for children to learn. Along with professional development, CLASS results help guide us in providing practice-based coaching to classroom staff.

CLASS: DOMAINS

Emotional Support assesses the degree to which teachers establish and promote a positive climate in their classroom through their everyday interactions.

Classroom Organization assesses classroom routines and procedures related to the organization and management of children's behavior, time, and attention in the classroom.

Instructional Support assesses the ways in which teachers implement the curriculum to effectively promote cognitive and language development.



CLASS: DIMINSIONS

