

**Northeast Iowa Community Action Corporation (NEICAC)  
Annual Early Childhood Programs (Head Start and Early Head Start)  
Report to the Public 2020**

**Total amount of Public and Private Funds Received and the Amount of each Source**

For the Fiscal Year February 1, 2019 to January 31, 2020, Northeast Iowa Community Action Corporation received the following funding:

<b>Source:</b>	<b>Amount</b>
U.S. Department of Health & Human Services (Including EHS T & TA of \$18,856 & HS T & TA \$26,669)	\$2,989,601
Iowa State Wrap-Around Child Care	\$435,000
Iowa State Shared Visions	\$132,314
Community Empowerment Areas	\$61,175
School Districts	\$106,832
USDA Food Program	\$228,883
Local Donations	\$12,139
<b>TOTAL FUNDING</b>	<b>\$3,965,944</b>

**Explanation of Budgetary Expenditures and Proposed Budget for the Fiscal Year Contract No. 07CH7091-05**

<b>Cost Category</b>	<b>Head Start</b>		<b>Early Head Start</b>	
	Budget	Expenses	Budget	Expenses
Personnel	1,121,020	1,079,454	479,893	487,945
Fringe Benefits	474,072	412,705	183,897	176,581
Travel	5,520	6,454	5,895	949
Supplies	46,400	107,503	8,500	10,610
Contractual	7,250	8,865	200	0
Other Costs	285,672	338,540	73,110	75,313
Indirect	210,552	196,965	87,620	87,717
<b>SUB TOTAL</b>	<b>2,150,486</b>	<b>2,150,486</b>	<b>839,115</b>	<b>839,115</b>
In kind	537,621	537,621	209,779	209,779
<b>TOTAL</b>	<b>2,688,107</b>	<b>2,688,107</b>	<b>1,048,894</b>	<b>1,048,894</b>

**Total Number of Head Start funded Children and Families Served, Average Monthly Enrollment (as a Percentage of Funded Enrollment), and Percentage of Eligible Children Served (funded for 233 for HS and 80 for EHS)**

<b>Month</b>	<b>Head Start Enrollment</b>	<b>Early Head Start Enrollment</b>
Feb 2019	100%	100%
March 2019	100%	100%
April 2019	100%	100%
May 2019	100%	100%
June 2019	Not operating	100%
July 2019	Not operating	100%
Aug 2019	Not operating	100%
Sept 2019	100%	100%
Oct 2019	100%	100%
Nov 2019	100%	100%
Dec 2019	100%	100%
Jan 2020	100%	100%

**Results of the Most Recent Review by the Secretary and the Financial Audit**

Office of Head Start conducted an onsite CLASS review from 3/20/18-3/22/18. The observations were conducted in our Head Start classrooms using the Pre-K Classroom Assessment Scoring System (CLASS). The class tool looks at three domains and ten dimensions of teacher-child interactions and measures those observed interactions on a seven-point scale. We scored in the High Range for Emotional Support and Classroom Organization. In instructional support we scored in the Middle Range.

The Independent Auditor’s report for the Fiscal Year February 1, 2019 through January 31, 2020 issued an unqualified opinion and reported no audit findings or questioned costs.

**Percentage of Enrolled Children that Received Medical and Dental Exams**

	<b>Head Start Children</b>	<b>Early Head Start Children</b>
Medical Exams	99%	98%
Dental Exams	99%	95%

# **Northeast Iowa Community Action Corporation (NEICAC) Annual Early Childhood Programs (Head Start and Early Head Start) Report to the Public 2020**

## **Parent and Family Engagement**

As the cornerstone of a child's life, family engagement is critical to the full development of a child's potential. Our Head Start program is committed to helping each child and family achieve success through a comprehensive partnership. Parent engagement begins at enrollment. Parents are welcomed into the classroom and encouraged to observe or assist with daily activities. Routinely scheduled home visits and conferences provide regular conversations on children's progress to enhance parents' role as educators. Parents and teachers work cooperatively to set goals and develop home activities to support their child's growth and development. 88% of participants who completed our annual survey, strongly agreed they were actively involved in planning their child's educational goals. In the 2019-2020 school year, 254 parents volunteered their time or talents to our Head Start program for a combined total of 9,626 hours. Activities included classroom participation, at-home activities, home visits and conferences, and/or service on councils or committees.

Opportunities for parents and families to advance their own learning interests exist through education, training, and other experiences that support their parenting, career, and life goals. During 2019-2020, 33% of families attended at least one training offered at monthly Parent Meetings or Parent Workshops from September through February. Training included topics such as: Child Development, Nutrition, Mental Health, Financial Literacy, Health and Safety, School Readiness, and Positive Behavior Interventions and Supports (PBIS). In our annual program survey, 85% of parents who completed the survey, reported they were better able to handle and prevent challenging behaviors at home because of information and strategies they have learned through Parent Meetings and/or parent-teacher conferences. In addition, parents were invited to attend staff trainings and in-services. Volunteering and attendance at educational trainings can become a stepping stone for consideration for substitute and entry-level teaching positions. This year, Head Start employed 16 past or present parents in part-time or full-time positions, and another 5 as teaching staff substitutes. 89% of parents completing our survey, reported making progress towards their life goals and plans.

Parents and families can participate in leadership development, decision-making, and program policy development through participation in their center's monthly Parent Meeting or the Early Childhood Program's Policy Council. This year, 12 parents served as Policy Council Representatives, additionally; parents were invited to participate in Parent Meeting planning committees. Through active participation on committees and councils, as well as completion of annual program surveys, parents provide valuable input on curriculum planning, policy development, and program improvement plans.

Together, parents and staff decide what roles parents and other community agencies play in the planning of activities that are consistent with children and families' needs and interests. Embedded throughout our program, parent engagement is critical to our success!

## **NEICAC Prepare Children for Kindergarten**

Preparing children for Kindergarten and success beyond Head Start is the daily focus for each child; therefore, NEICAC has fully embraced the School Readiness Initiative of Head Start.

### **School Readiness Goals**

School readiness goals are regularly reviewed and revised as needed. Parent Policy Council is informed of student progress reports each quarter. Teachers have been using the Teaching Strategies GOLD objectives in their weekly lesson plans to target the 38 learning objectives to prepare children for Kindergarten. By utilizing the Head Start Early Learning Outcomes Frameworks as a guide and matching them to our TS GOLD (Creative Curriculum) Assessment, Iowa Learning Standards, Assessment of Early Learning Accomplishment Profile and Third Edition and communication with the 10 school districts, we transition children from Head Start into Kindergarten as smoothly as possible.

A complete set of Parent, Family and Community goals are incorporated to support the academic school readiness goals. These Parent Engagement goals acknowledge the important role parents play in the school readiness process and outline the importance of the parents supporting children in their education. *(See PFCE Goals for details.)*

Teachers use the five Central Domains from the Head Start Early Learning Outcomes Framework, which align with the TS GOLD Learning Objectives in lesson plans. The central domains: Approaches to Learning, Social and Emotional Development, Language & Literacy, Cognition (includes mathematics development and scientific reasoning), and Perceptual Motor and Physical Development (including creative art) drive all the educational activities in the classroom. Work portfolios and journals are created and artifacts collected throughout the year to monitor student progress in addition to the TS GOLD assessment. *(See the School Readiness Alignment for details)*

Parents participate in setting individual goals for their children during parent teacher conferences. Parents may have access to their child's anecdotal assessments via the parent section on the GOLD website as requested. Teachers meet with parents at a minimum of four times per year: (2) conferences and (2) home visits. Staff strive for daily contact with parents to communicate about student accomplishments. Teachers work in close communication with Parents to create at-home activities connected to student goals in an effort to involve parents in their child's education. Parents are routinely invited to participate in classroom activities. Monthly parent meetings/family fun nights are held so parents can advise staff in developing and implementing program policies, activities and services to ensure they meet the needs of the children and families.

The TS GOLD program compares children's progress with "widely held expectations" to help demonstrate progress not only in individual achievement, but also with age-appropriate expectations to prepare them for Kindergarten.

With parent permission, end-of-year snapshots created from TS GOLD data are shared with individual school districts to help Kindergarten teachers plan for incoming students. Because of the pandemic we did not complete the Spring checkpoint in Gold. We only have data available for the fall and winter of the 19-20 school year. The winter data includes some time when learning at home using digital resources was necessary.

### **Creative Curriculum with Fidelity**

This was the third year we administered the Creative Curriculum Fidelity Tool on all Head Start classrooms. The Creative Curriculum with Fidelity tool was used to evaluate whether or not teaching staff were implementing the curriculum with fidelity. The tool requires a score of 90% to achieve high fidelity. We have made great improvements in our classroom environments and teacher child interactions using this tool as a guide. Last year 11 out of 15 classrooms who achieved high fidelity with an overall program average of 88.07%. The program goal for the 18-19 school year was a score of 85% overall. In the current school year there was a lot of staff turnover. Those teachers who were still with us that did not achieve high fidelity received coaching and professional development on the implementation of the fidelity tool. During the 19-20 school year management staff provided coaching to classroom staff who did not achieve high fidelity. In the fall of this year while much improvement was made last year with the staff turnover, we again started from the beginning with 3 out of our 15 classrooms achieving high fidelity with a program average of 72.13%. As a program, we began to implement Practice Based Coaching in the form of TKC groups to provide extra support to those teachers still not achieving fidelity with the intention of repeating the scoring in the spring of 2020. With the COVID pandemic, we were not able to complete our coaching cycle with current staff nor were we able to do a second scoring of the tool this year.

### **CLASS/Practice Based Coaching:**

NEICAC has established a coaching component of professional development to promote the teaching strategies outlined in the CLASS or The Classroom Assessment Scoring Tool. This year we continued to use the TLC (teacher learning community) component of the Practice Based Coaching model to educate teachers on the dimensions and behavior indicators of the CLASS tool. Teachers videotaped themselves teaching a lesson, the video tape was then shared with colleagues and scored using the CLASS scoring system. Teachers then shared feedback with each other with suggestions on how they could improve skills in each of the different CLASS dimensions. Between TLC meetings teachers received expert coaching on goals set using their individual CLASS scores.

CLASS is a research based scoring tool used to measure the emotional support children receive from teachers, classroom management and instructional support. CLASS is an integral part of Head Start review process. The Office of Head Start has reported significant increases in CLASS

scores nationally and has increased the target thresholds, which are reflected in the current NEICAC Dashboard. NEICAC is including coaching models of professional development to support teachers in their instructional development. (*see Dashboard results to compare NEICAC scores with new thresholds*). In the 19-20 school year we continued to coach teachers on CLASS using the TLC method. We continued to meet with teachers who met the year before, started a new group of lead teachers so that all of our lead teachers were involved in a TLC group once a month. We also continued with a co-teacher group this year in an effort to educate them on the use of the CLASS tool. This group is also an important group because their support directly contributes to lead teacher success with this instrument and the CLASS practices are best practices for early for all early childhood staff. We want all classroom staff to be educated in the use of best practice in the classroom so children receive the best education experiences possible. We also had them video tape themselves and use the CLASS tool to score their videos in the same manner we did with the leads. Because of the pandemic, we were not able to complete any of these coaching cycles in the manor we had intended. We continued to provide support to staff and meet with TLC groups regularly, but the focus switched to digital resources and supporting children and families during these difficult times. We plan to resume our TLC groups for the upcoming school year via zoom until the pandemic is under control and things return to a somewhat normal circumstance.

### **Positive Behavior Instructional Supports (PBIS)**

Program-wide implementation of PBIS strategies is our foundational base to support children's social and emotional well-being. A variety of large group, small group, and individualized instruction activities help children develop emotional literacy, friendship skills, and problem-solving strategies to navigate their everyday lives. School-to-Home connections teach parents simple, consistent strategies to reduce challenging behaviors at home as well. Teaching staff receive regular training on current "best practices" and on-site coaching to ensure classrooms support nurturing and responsive relationships, provide high quality supportive environments, teach targeted social and emotional skills, and provide effective interventions for challenging behaviors. This year, numerous teaching staff attended training on Peer Mediated Strategies. This training focused on strategies for strengthening children's relationships with their peers and building foundational skills such as asking to play, sharing and trading toys, and suggesting play organizers that lead to an increased number of friends for young children.

### **Transitions to Kindergarten:**

Each classroom hosts an annual meeting between the Head Start teachers and the local school district Kindergarten teachers to share educational strategies and expectations. Most classrooms also offer individual transition activities in conjunction with Kindergarten classes. These activities include things like; visiting or transitioning to eating lunches in the cafeteria, riding the district school bus, visiting the school library for story time, and field trips to visit the kindergarten classroom. Kindergarten teachers are invited to the May parent meetings to

share summer activities parents can do with their child in an effort to ensure children are ready for Kindergarten and answer any questions parents might have.

### Teaching Strategies GOLD Data 2019-2020

