



***NEK-CAP, Inc.***

***Early Head Start and Head Start Annual Report***

***2018-2019***

By: Ashlynn

*From the Desk of Jeanette “Jet” Sperfslage, NEK-CAP, Inc. Director of Program Operations*

The Annual Report this year is difficult to write because it has been one of the most difficult years for me in my position. In January of last year, we received notice our program would be in Designation Renewal System (DRS)! So in September of 2018, there it was the notice on Grants.gov our program was up for re-competition. I knew this was not going to be easy... it was hours of writing, proofreading, editing, looking at and discussing the budget, getting letters of support and worry. In the end after 7.5 months of waiting, worrying and praying, NEK-CAP, Inc. was awarded the Early Head Start and Head Start grant for the next five years. I want to take this opportunity to thank Policy Council, Multi-County Board of Directors for their support through the process; I want to thank managers and coordinators that supported me by covering my time in new staff orientation, by collecting letters of support or finding me the information that I needed for the grant; I want to thank the county staff – they had the difficult job of working with children and family knowing that our program was up for re-competition. The staff working for NEK-CAP, Inc. are some of the best people I have ever had the privilege of working with to make a difference in the lives of people in Northeast/North Central Kansas.

This report will provide an analysis and evaluation of the 2018-2019 Early Head Start and Head Start programmatic and fiscal information from the most recently concluded fiscal year. The Annual Report is a assembling of: program description; the total amount of public and private funds and budgetary expenditures; the results of the most recent review of the financial audit; the average monthly attendance (as a percentage of funded enrollment); the percentage of enrolled children receiving medical and dental exams, mental health services and early intervention services; information about family engagement activities and socializations; school readiness and child outcomes; self-assessment results; Health and Safety Review results; and upcoming changes for 2019-2020 school year for Early Head Start and Head Start.

NEK-CAP, Inc. Early Head Start and Head Start are dedicated to providing children with the skills to be ready to enter elementary school and succeed. We are committed to empowering families to succeed in their role as parents and becoming economically secure. We are enthusiastic about working with the community and making America a better place to live!

On behalf of the Early Head Start and Head Start staff, please review this information to become familiar with our program and join us in giving children and their families many opportunities to improve their lifestyle.

Have a great year,



Jeanette “Jet” Sperfslage, LMSW, CCAP, NCRT

Director of Program Operations

## **NEK-CAP, Inc. Vision**

*One by one all families and communities become self – reliant.*

## **NEK-CAP, Inc. Mission**

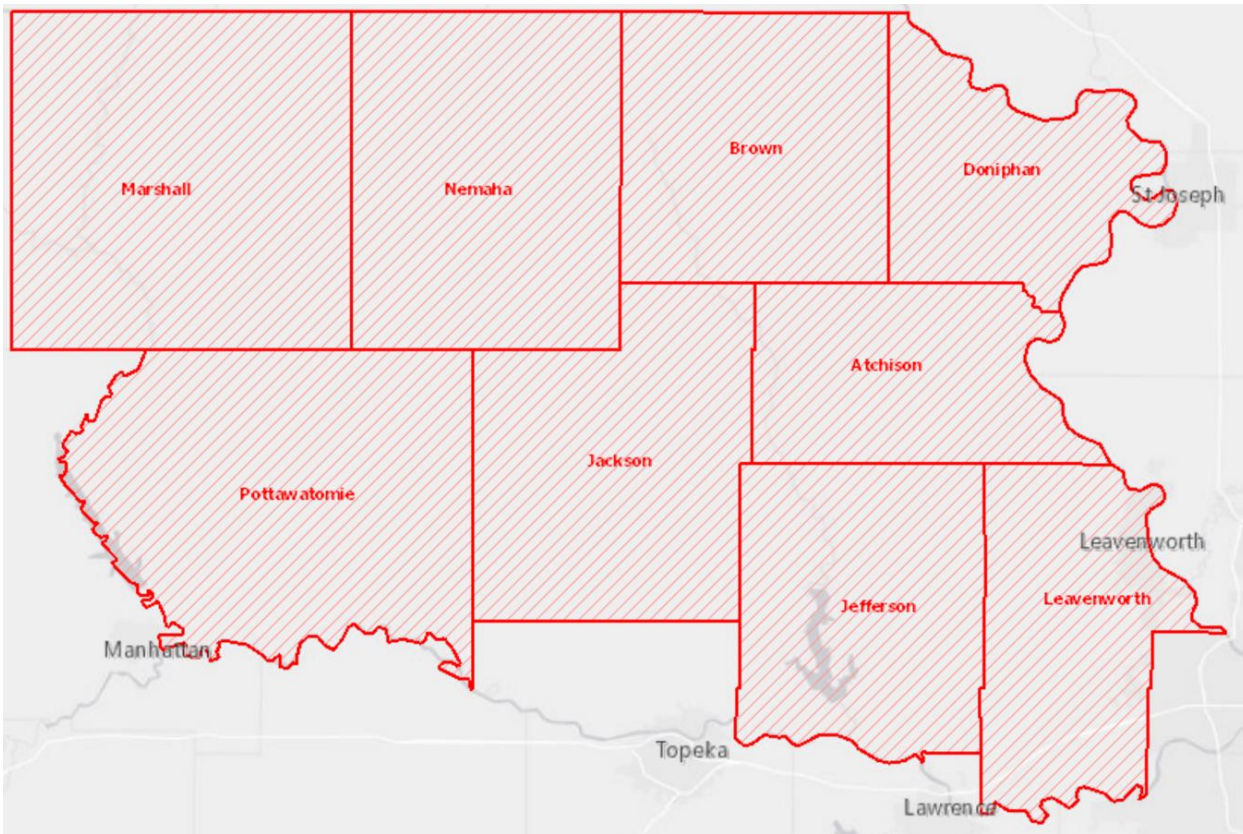
*NEK-CAP, Inc. provides comprehensive education and social services to low-income community members through collaborative partnerships focused on promoting family development, empowerment, and economic security.*

## **Community Action Promise**

*"Community Action changes people's lives, embodies the spirit of hope, improves communities, and makes America a better place to live. We care about the entire community, and we are dedicated to helping people help themselves and each other."*

**NEK-CAP, Inc. Early Head Start and Head Start Program Description  
For Program Year 2018-2019**





NEK-CAP, Inc. provides Early Head Start and Head Start services to the nine counties pictured above.

### **Atchison County**

Five-part day Head Start classrooms and three Early Head Start Child and Family Advocates.

### **Brown County**

One extended day Head Start classroom in Horton, two-part day Head Start classrooms at NEK-CAP, Inc. Central Office in Hiawatha and two Early Head Start Child and Family Advocates.

### **Doniphan County**

One Early Head Start Child and Family Advocate in Troy.

### **Jackson County**

Three extended day Head Start classrooms and one Early Head Start Child and Family Advocate located in the Annie Laurie Johnson Center (only center owned by the program) in Holton.

### **Jefferson County**

One extended day Head Start classroom in Meriden and one Early Head Start Child and Family Advocate located in Oskaloosa.

### **Leavenworth County**

Two-part day Head Start classrooms and three Early Head Start Child and Family Advocates located in Leavenworth.

**Marshall County**

One-part day Head Start classroom and one Early Head Start Child and Family Advocate located in Marysville.

**Nemaha County**

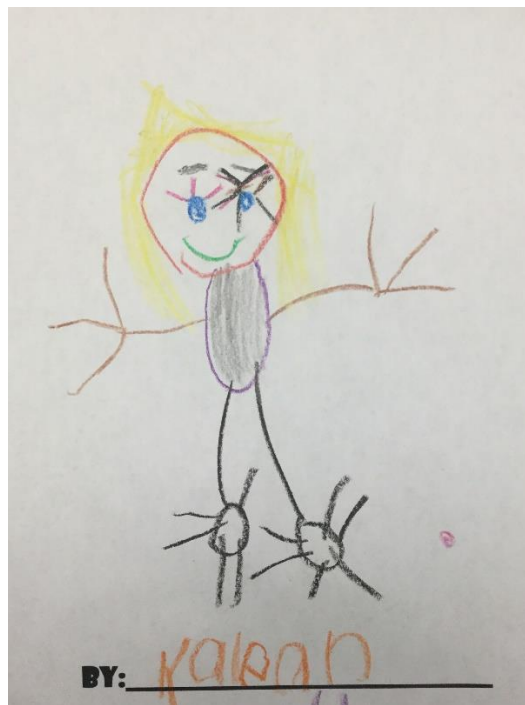
One-part day Head Start classroom in Seneca and one Early Head Start Child and Family Advocate located in Sabetha.

**Pottawatomie County**

One-part day Head Start classroom in Havensville and two Early Head Start Child and Family Advocates in Emmett.

NEK-CAP, Inc. has 12-part day Head Start classrooms (128 days for 3.5 hours) serving 204 children and five extended day Head Start classrooms (160 days for 1020 hours per program year) serving 85 children, totaling 289 Federal Head Start children.

NEK-CAP, Inc. employs 14 Child and Family Advocates providing home base services in 9 counties, serving 160 Federal Early Head children.



Artist Kalean

## Head Start

In the 2018-2019 Head Start program year; the program served 318 children in 281 families. The program owned 16 buses; 13 are used daily and three are backup buses. Head Start transported 173 children throughout the year. NEK-CAP, Inc. employees approximately 151 staff in Head Start with 18% or 27 staff being current or past Early Head Start/Head Start parents. The turnover in Head Start was 15 staff or 10% staff turnover. Two teachers with an advanced degree in early childhood education; nine of the 16 teachers and three assistant teachers have baccalaureate degrees in early childhood education or baccalaureate with field and coursework equivalent to an early childhood degree; six teachers and four assistant teachers have associate degrees in early childhood education or associate with field and coursework equivalent to an early childhood degree; seven assistant teachers have Child Development Associate credential or a certification, credential or license meeting the requirements; and three assistant teachers with high school or GED degree.

### Head Start Child Demographics

<b>Race</b>	
American Indian or Alaska Native	13
Asian	1
Black or African American	22
Native Hawaiian or other Pacific Islander	0
White	216
Biracial/Multiracial	66
<b>Ethnicity</b>	
Hispanic or Latino origin	42
Non-Hispanic or Non-Latino origin	276

### Head Start Family Information

	<i># of families</i>	<i>% of families</i>
Total number of families	281	
The number of two-parent families	136	48%
The number of single-parent families	145	52%
<b>Families by Education level of Parents/Guardians</b>		
An advanced degree or baccalaureate degree	23	9%
An associate degree, vocational school, or some college	94	34%
A high school graduate or GED	148	53%
Less than high school graduate	36	13%

<b>Employment Status of Parents/ Guardians at enrollment</b>		
<b><i>Two Parent</i></b>		
Both parents/guardians are employed	39	29%
One parent/guardian is employed	65	48%
Both parents/guardians are not working such as those that are as those that are unemployed, retired, or disabled	32	24%
<b><i>Single Parent</i></b>		
The parent/guardian is employed	89	62%
The parent/guardian is not working	56	39%
The number of all families in which at least one parent/ guardian is a member of the United States military on active duty.	5	2%

Federal Assistance Programs	Number of Families at enrollment	Number of Families at End of Year Enrollment
Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) program	5	6
Total number of families receiving Supplemental Security Income (SSI)	22	19
Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants and Children (WIC)	156	141
Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP)	138	125

## Early Head Start

In the 2018-2019 Early Head Start program year; the program served 264 children, 34 pregnant women and 183 families. NEK-CAP, Inc. employees a total of 14 full time staff in the Early Head Start and shares seven managers/coordinators/assistants with Head Start; 29% or 4 staff being current or former Early Head Start or Head Start parents. Eight of the staff have baccalaureate degrees, including the supervisor and coordinator; five have associate degrees; two have a Child Development Associate Credential and one have high school/GED degrees.

### Early Head Start Children and Pregnant Women Demographics

<b>Race</b>	
American Indian or Alaska Native	10
Asian	0
Black or African American	14
Native Hawaiian or other Pacific Islander	0
White	204
Biracial/Multiracial	36
<b>Ethnicity</b>	
Hispanic or Latino origin	26
Non-Hispanic or Non-Latino origin	238

### Early Head Start Family Information

	<i># of families</i>	<i>% of families</i>
Total number of families	186	
The number of two-parent families	96	52%
The number of single-parent families	87	48%
<b>Families by Education level of Parents/Guardians</b>		
An advanced degree or baccalaureate degree	10	6%
An associate degree, vocational school, or some college	55	30%
A high school graduate or GED	95	51%
Less than high school graduate	21	12%



<b>Employment Status of Parents/ Guardians</b>		
<i>Two Parent</i>		
Both parents/guardians are employed	26	27%
One parent/guardian is employed	52	55%
Both parents/guardians are not working such as those that are unemployed, retired, or disabled	18	19%
<i>Single Parent</i>		
The parent/guardian is employed	44	51%
The parent/guardian is not working	43	49%
The number of all families in which at least one parent/guardian is a member of the United States military on active duty	3	2%

Federal Assistance Programs	Number of Families at enrollment	Number of Families at End of Year Enrollment
Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) program	9	8
Total number of families receiving Supplemental Security Income (SSI)	29	28
Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants and Children (WIC)	149	142
Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP)	118	108



**Fiscal Information for NEK-CAP, Inc. Early Head Start and Head Start Program**

**Federal Head Start/Early Head Start Grant 07CH7068/05**

**Statement of Revenues and Expenses**

**Twelve Months Ended March 31, 2019**

**REVENUE**

Grant Income	\$ 5,076,191
In-Kind Contributions	<u>1,458,189</u>

**TOTAL REVENUE**

**\$ 6,534,380**

**EXPENSES**

Personnel	\$ 2,554,115
Fringe Benefits	766,445
Travel	56,402
Equipment	109,532
Supplies	277,072
Contractual	71,786
Other	554,767
Indirect Costs	686,072
In-Kind Expenses	<u>1,458,189</u>

**TOTAL EXPENSES**

**\$ 6,534,380**

Detail of Expenditures by CAN Number:

**CAN NO.**

8-G074120	\$ 45,309
8-G074121	29,667
8-G074122	3,740,640
8-G074125	1,260,575
In-Kind Expenses (Required)	1,269,048
In-Kind Expenses (Excess Over Required)	<u>189,141</u>

**TOTAL EXPENSES**

**\$ 6,534,380**

**Northeast Kansas Community Action, Inc.**  
**Child and Adult Food Program Grant**  
**Statement of Revenues and Expenses**  
**Program Years 2017 and 2018**

	Current Six Month Period 10/1/2018- 3/31/2019	Six Month Grant Period 10/1/2018- 3/31/2019
<b><u>REVENUE</u></b>		
Grant Income	\$ 104,310	\$ 104,310
<b>TOTAL REVENUE</b>	<b>\$ 104,310</b>	<b>\$ 104,310</b>
<b><u>EXPENSES</u></b>		
Personnel and Fringe Benefits	\$ 2,381	\$ 2,381
Supplies	94,153	94,153
Indirect Costs	481	481
<b>TOTAL EXPENSES</b>	<b>\$ 97,015</b>	<b>\$ 97,015</b>
<b>REVENUE LESS EXPENSE</b>	<b>\$ 7,295</b>	<b>\$ 7,295</b>

\*Note: Grant period is for twelve months from 10/1/2018-9/31/2019

	Current Six Month Period 10/1/2018- 3/31/2019	Six Month Grant Period 10/1/2018- 3/31/2019
<b><u>REVENUE</u></b>		
Grant Income	\$ 104,310	\$ 104,310
<b>TOTAL REVENUE</b>	<b>\$ 104,310</b>	<b>\$ 104,310</b>
<b><u>EXPENSES</u></b>		
Personnel and Fringe Benefits	\$ 2,344	\$ 2,344
Supplies	94,296	94,296
Indirect Costs	481	481
<b>TOTAL EXPENSES</b>	<b>\$ 97,121</b>	<b>\$ 97,121</b>
<b>REVENUE LESS EXPENSE</b>	<b>\$ 7,189</b>	<b>\$ 7,189</b>

\*Note: Grant period is for twelve months from 10/1/2018-9/31/2019

**Northeast Kansas Community Action Program, Inc.****Child and Adult Food Program Nutritional Discretionary Grants****Statement of Revenues and Expenses****Twelve Months Ended March 31, 2018****Power Panther**

	<b>Current Four Month Period 12/1/2018- 3/31/2019</b>	<b>Four Month Grant Period 12/1/2018- 3/31/2019</b>
<b><u>REVENUE</u></b>		
Grant Income	\$ 1,734	\$ 1,734
<b>TOTAL REVENUE</b>	<b>\$ 1,734</b>	<b>\$ 1,734</b>
<b><u>EXPENSES</u></b>		
Supplies	\$ 257	\$ 257
<b>TOTAL EXPENSES</b>	<b>\$ 257</b>	<b>\$ 257</b>
<b>REVENUE LESS EXPENSE</b>	<b>\$ 1,477</b>	<b>\$ 1,477</b>

\*Note: Grant period is for twelve months from 12/1/2018-9/29/2019



**Northeast Kansas Community Action Program, Inc.**

**Child and Adult Food Program Nutritional Discretionary Grants**

**Statement of Revenues and Expenses**

**Twelve Months Ended March 31, 2018**

**Spring Family, Food and Fun**

	<b>Current Nine Month Period 4/1/2018- 12/31/2018</b>	<b>Twelve Month Grant Period 1/1/2018- 12/31/2018</b>
<b><u>REVENUE</u></b>		
Grant Income	\$ -	\$ 1,250
<b>TOTAL REVENUE</b>	<b>\$ -</b>	<b>\$ 1,250</b>
<b><u>EXPENSES</u></b>		
Supplies	\$ 88	\$ 88
Other	1,162	1,162
<b>TOTAL EXPENSES</b>	<b>\$ 1,250</b>	<b>\$ 1,250</b>
<b>REVENUE LESS EXPENSE</b>	<b>\$ (1,250)</b>	<b>\$ -</b>

\*Note: Grant period is for twelve months from 1/1/2018-12/31/2018

**Audit Report**  
**April 1, 2018 – March 31, 2019**  
**INDEPENDENT AUDITOR'S REPORT**

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors of  
Northeast Kansas Community Action Program, Inc.

**Report on the Financial Statements**

We have audited the accompanying financial statements of Northeast Kansas Community Action Program, Inc. (a nonprofit organization), which comprise the statement of financial position as of March 31, 2019, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

*Management's Responsibility for the Financial Statements*

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

*Auditor's Responsibility*

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

**Opinion**

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Northeast Kansas Community Action Program, Inc. as of March 31, 2019, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

**Other Matters****Other Information**

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying Financial Data Schedules (Schedules 9 and 10) are presented for purposes of additional analysis and are not a required part of the financial statements. The supplementary information in Schedules 1 and 3-8 are presented for purposes of additional analysis and are not a required part of the financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and is also not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

**Report on Summarized Comparative Information**

We have previously audited Northeast Kansas Community Action Program, Inc.'s 2018 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated September 5, 2018. In our opinion, the summarized comparative information presented herein as of and for the year ended March 31, 2018, is consistent, in all material respects, with the audited financial statements from which it has been derived.

**Other Reporting Required by *Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our reported dated September 11, 2019, on our consideration of Northeast Kansas Community Action Program, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Northeast Kansas Community Action Program, Inc.'s internal control over financial reporting and compliance.



McBride, Lock & Associates, LLC  
 Kansas City, Missouri  
 September 11, 2019

**Total Funded Enrollment and Attendance  
Head Start  
Program year – September 1, 2018 – June 30, 2019**

<b>Center</b>	<b>Enrollment</b>	<b>Attendance</b>
<b>Atchison – 5 classrooms</b>	85	79% 80% 75% 81% 78%
<b>North Brown – 2 classrooms</b>	34	83% 85%
<b>South Brown</b>	17	86%
<b>Jackson – 3 classrooms</b>	51	87% 86% 86%
<b>Jefferson - Meriden</b>	17	92%
<b>Leavenworth – 2 classrooms</b>	34	78% 82%
<b>Marshall</b>	17	88%
<b>Nemaha – Seneca</b>	17	89%
<b>North Pottawatomie – Havensville</b>	17	90%

**Early Head Start Attendance  
Program Year – July 1, 2018 to June 30, 2019**

<b>Caseloads/County</b>	<b>Attendance</b>
<b>Atchison – Three staff</b>	86% 80% 69%
<b>South Brown</b>	74%
<b>North Brown</b>	86%
<b>Doniphan</b>	92%
<b>Jackson</b>	70%
<b>Leavenworth – Three staff</b>	66% 76% 74%
<b>Marshall</b>	72%
<b>Nemaha – Sabetha</b>	86%
<b>Pottawatomie – Westmoreland Two staff</b>	80% 90%



## Nutrition

NEK-CAP, Inc.'s CACFP/Nutrition Manager, Kathy Barrett, strives to educate staff about child nutrition. The program has cycle menus, saving time for the nutrition providers and supporting them in providing tasty meals rich in nutrients!

During the program year 2018-2019, NEK-CAP, Inc. served:

<b>Month</b>	<b>Breakfast Served</b> <b>221</b>	<b>Lunches Served</b> <b>289</b>	<b>Snack Served</b> <b>153</b>	<b>Number of Day Served</b>	<b>Children with Meal Modifications</b>
<b>August</b>	399	398	382	35	6
<b>September</b>	2,652	3,380	1,757	286	15
<b>October</b>	2,753	3,669	2,076	300	17
<b>November</b>	1,921	2,543	1,441	216	17
<b>December</b>	2,237	3,022	1,760	255	21
<b>January</b>	2,509	3,388	1,855	277	22
<b>February</b>	2,177	3,004	1,588	252	22
<b>March</b>	2,789	3,761	2,085	317	19
<b>April</b>	3,103	2,338	2,338	314	19
<b>May</b>	982	830	830	55	10
<b>Total</b>	21,522	26,333	16,112	2,307	NA for this column

This is a total of 63,967 breakfast, lunch and snacks served to Head Start Children.

### *Additional Nutrition News*

NEK-CAP, Inc. supports Backpack Buddies in their Leavenworth, South Brown and North Brown centers.

## Enrolled children receiving Medical and Dental Exams, Mental health services and Early Intervention Services

**Program Year – July 1, 2018 – June 30, 2019**

	Number of Head Start Children	Number of EHS Children
Health Insurance at the end of enrollment	311	221
Medical Home at the end of enrollment	311	229
Up to date on a schedule of age appropriate preventive and primary health care	301	177
Immunizations up to date	129*	117*
Dental home at the end of enrollment	315	203
Children who received preventive dental care	270	121
Mental Health services at the end of enrollment	244	6
Children receiving a referral for mental health services	0	0
Enrolled children with an IEP or IFSP	51	48
(Newly Enrolled) Number screened for educational/ developmental /sensory / behavior concerns since the last PIR	184	122
Number identified needing follow assessment	49	9

\*Many children did not get a flu shot. It is recommended by the CDC.

### **Prenatal Women**

Thirty-three of the thirty-four pregnant women served by the program had some type of health insurance. Ninety-seven percent of the pregnant women enrolled in the program received prenatal health care, 50% received postpartum health care 65% received mental health interventions/follow-up, 74% received substance abuse prevention, 15% received substance abuse treatment, 97% received prenatal education on fetal development and 94% received information on the benefits of breast feeding. No prenatal women were identified as medically high risk by a physician or health care provider. Nine of the 34 left the program before the birth of their child; one parent did not have a baby; 13 pregnant women received services at the time their child was born, and nine women left the program after receiving services for less than 45 days of the program year.

## Family Engagement Activities and Socializations

July 1, 2018 – June 30, 2019

NEK-CAP, Inc. Early Head Start and Head Start provides parents opportunities to be actively engaged in their child's education. The whole family plays an important role in a child's growth and development. Head Start Parent Engagement Activities, parent-teacher conferences, Early Head Start weekly home visits, socializations, working daily with their child at home, Parent Committees and Policy Council are ways parents can become engaged in the program. Family Development Advocates and Child and Family Advocates support parents in developing solid working relationships and work collaboratively to identify strengths and goals supporting families' journey to self-reliance. Education staff members in each center inform parents about school readiness goals and support parents in completing "homework" with the children providing the program with non-federal share.

In Head Start, 63 father/father figures were involved in the family assessment; 70 father/father figures were involved in family goal setting; 81 were involved in their child's development experience; 17 father/father figure was involved in program governance and 23 father/father figures attended parenting workshops. In Early Head Start, 46 father/father figures were involved in the family assessment; 54 father/father figures were involved in family goal setting; 59 father/father figures were involved in their child's developmental experiences, such as weekly home visits, two father/father figure was involved in program governance and 17 fathers participated in parenting education workshops. 342 parents (duplicated count) attended Early Head Start socializations and 667 parents (duplicated count) attended Family Engagement Activities across the nine-county area.

### Parent Gauge

Parent Gauge was completed during the 2018-2019 Program Year. Parent Gauge is a tool that was developed by NHSA to allow programs to take parents' own words and concretely measure whether your efforts meet the needs of your families. Programs can use this tool to identify the needs of their families, the strengths of their Parent Family Community Engagement efforts, and areas for improvement. Below are a few areas in which the tool was used for Early Head Start and Head Start. This information displays the growth between the midyear and post interviews. *1 is the lowest score- with 5 being the highest*

13	I feel connected to other parents and adults.	3.26	3.55	↑
13a	The program has given me opportunities to connect with other parents and adults.	4.48	4.43	
14	I set goals for myself and my family.	4.58	4.55	
14a	The program has affected the goals I set for myself and my family.	4.23	4.43	↑
4a	The program affected my discipline strategies.	3.93	3.86	
5	I know how to help my child meet and play with other children.	4.28	4.31	
5a	The program has provided me with ideas about how to help my child meet and play with other children.	4.37	4.58	↑
6	I understand how to help my child manage his or her emotions.	4.02	4.06	
6a	The program contributed to how I help my child manage his or her emotions.	4.17	4.24	

22	I am encouraged to become involved in helping to improve the program.	4.74	4.83	↑	15	I make sure my child receives regular medical care.	4.82	4.72	
23	I participate in family events, activities, or classes at my program.	3.28	3.65	↑	15a	The program supported me in getting regular medical care for my child.	4.80	4.92	
24	Watching how the program staff interacts with children has affected how I interact with my child.	4.26	4.50	↑	16	I make sure my child receives regular dental care.	4.33	4.48	↑
25	I feel comfortable sharing the challenges I have as a parent with the program staff.	4.80	4.79						

## Head Start

10	I make sure that my child is in class every day.	4.69	4.81	↑	4	I have discipline strategies that improve my child's behavior.	4.22	4.41	↑
10a	The program helped me understand why I need to make sure my child is in class every day.	4.77	4.87	↑	4a	The program affected my discipline strategies.	3.54	3.84	↑
11	I make sure my child and I have our weekly home visit.	3.67	4.67	↑	5	I know how to help my child meet and play with other children.	4.53	4.62	
11a	The program helped me understand why I need to make sure my child and I have our weekly home visit.	3.67	5.00	↑	5a	The program has provided me with ideas about how to help my child meet and play with other children.	4.40	4.59	↑
18	I try to have healthy habits for me and my family.	4.61	4.74	↑	22	I am encouraged to become involved in helping to improve the program.	4.65	4.85	↑
18a	The program has affected our healthy habits.	4.37	4.51						
7	I am gaining new knowledge and skills about parenting.	4.51	4.68	↑					
7a	The program has helped me gain new knowledge and skills about parenting.	4.33	4.55	↑					
8	My child and I can communicate well with each other.	4.50	4.61	↑					
8a	The program helped me and my child learn how to communicate well with each other.	4.28	4.43	↑					





## Volunteers

Volunteers are very important to our Early Head Start and Head Start program. There are several ways you can volunteer for the program, including classroom assistant, field trips, helping a child do homework and serving on Parent Committees and Policy Council. During the 2018-2019 year there were 584 volunteers supported Head Start and 349 of the 584 were current or past parents; and 253 volunteers support Early Head Start and 168 of the 253 were current or past parents since the past Program Information Report year. NEK-CAP, Inc. appreciates our volunteers and the non-federal share (in-kind) they provide through volunteering their time, resources and monetary contribution to the program.

The total amount collected is

**\$ 1,452,189** – this is **\$189, 141** over the total amount need for match

**Thank YOU! The program could not do this without the dedication of our families and staff to ensure we have collected the in-kind needed for our grant!**



## School Readiness and Child Outcomes

September 1, 2018 – June 30, 2019

**Submitted by Education Managers – Kim Lackey, Karla Winterscheidt and Jackie Heinen**

NEK-CAP, Inc.'s goal for all children and families is to demonstrate the characteristics and skills necessary for school success. We believe the child and the family need to be school ready to make a successful impact on the future. In this report, we lay the foundation for child outcomes and school readiness goals related to the child outcomes.

At NEK-CAP, Inc., the development of all children is monitored, and their progress evaluated using many different tools and techniques. Utilization of these tools enables our staff to identify possible developmental concerns at an early age. All staff have been trained to use the Ages and Stages Questionnaire (ASQ) and the Ages and Stages Questionnaire-Social Emotional (ASQ-SE). Also, NEK-CAP, Inc. staff are trained to complete on-going health/dental screenings as well. NEK-CAP, Inc.'s primary ongoing assessment for children is Work Sampling for Head Start and the OUNCE for Early Head Start. This is an observation-based tool aligned with our curriculum, the Head Start Early Learning Framework, and the Kansas Early Learning Standards. Each child's progress is assessed, and this information is then used for lesson planning, home visit discussion, and individual and classroom assessment. This tool tracks the child's growth and development throughout the course of enrollment in the program(s). Data, as seen below, is aggregated and analyzed throughout the year, following each checkpoint period. Furthermore, the data analysis assists with guiding staff training and development, strategic planning, and classroom/home visitor assessment.

As children move through the natural sequence of developmental milestones, NEK-CAP, Inc. believes the role of our staff is to support families through this process. This support comes in the form of educational home visits, parent/teacher conferences, referrals, ongoing screenings and assessment, parent engagement opportunities, Family Team Support meetings and classroom education. NEK-CAP, Inc. staff provides the individual child report to the parents to view the progress, any areas of concern, and this natural sequence of developmental. Thus, building our belief of the parental role as the primary role in the child's development, as well as, building a foundation for school readiness for the whole family. The parent/caregiver provides observations and assessment input for each checkpoint period and/or development screening.

### **1. Have our CLASS scores improved from last year? From fall to spring?**

Yes, the CLASS scores were as follows: fall 2018 was 5.86 for Emotional Support and increased to 6.14 in Emotional Support for spring 2019. For Classroom Organization in the fall of 2018 it was 5.24 and increased to 5.44 in spring 2019 and for Instructional Support we increased from 3.16 in the fall to 3.53 in the spring of 2019. Then comparing these scores to our CLASS review in the spring of 2017 our scores pretty much stayed the same as the scores in this CLASS review, with a very slight increase in Instructional Support.

## 2. How many classrooms have met the Fidelity of the Curriculum and if they did not why?

Head Start Education Managers and Coordinators did train around fidelity of the curriculum at the beginning of the school year in all the areas of the fidelity book that is utilized by the program. Education Managers utilized parts one and two of the fidelity book and skipped part three. Part three is about the assessment tool Teaching Strategies Gold which the program no longer uses as an assessment tool. First, Education Managers used the fidelity tool to look at the classrooms after they were set up at the beginning of the school year to make sure classrooms were set up to fidelity before classes started in August and September. Education Managers offered feedback to staff throughout this time period and follow up visits to be sure classrooms were set up to fidelity. Education Managers did the complete fidelity check for each classroom in the winter months and offered feedback and scores from fidelity check. All classrooms were in all three categories, week, moderate & strong range this first year. Two classrooms were in the weak range, four were in the moderate range and the other ten were in the strong range. Again, offering feedback around this along with the report to the teaching staff is how to help them learn more about the fidelity.

## 3. What school readiness skills are the children meeting or exceeding and which are low? Have we had training for the areas the program is low in?

This year teachers utilized a new assessment tool for measuring growth in each of the five categories of Approaches Towards Learning, Social and Emotional Development, Perceptual, Motor and Physical Development, Language Development and Literacy and Cognition. The children are ranked three times a year in these areas as Not Yet, In Process or Proficient. The charts below show the percentages of children proficient in those areas for each checkpoint period. The chart for the three-year-old children showed the largest growth from fall to spring in Perceptual, Motor and Physical Development and the least amount of growth in the Cognition which covers Mathematics, Science and Social Studies, with Language Development & Literacy slightly above Cognition.

	Approaches Towards Learning	Social & Emotional Development	Perceptual, Motor & Physical Development	Language Development & Literacy	Cognition
<b>3-yr-old</b>					
Fall	3.93%	2.28%	2.24%	0.37%	0.53%
Winter	21.16%	25.58%	38.30%	12.29%	6.90%
Spring	32.25%	34.34%	37.67%	23.05%	20.11%
<b>Growth Fall to Spring</b>	<b>28.32%</b>	<b>32.06%</b>	<b>35.43%</b>	<b>22.68%</b>	<b>19.58%</b>

For the four-year-old children this chart below shows the children with the most growth in Perceptual, Motor & Physical Development and the least growth in Language Development & Literacy with Cognition just barely above the Language Development & Literacy.

	<b>Approaches Towards Learning</b>	<b>Social &amp; Emotional Development</b>	<b>Perceptual, Motor &amp; Physical Development</b>	<b>Language Development &amp; Literacy</b>	<b>Cognition</b>
<b>4-yr-old</b>					
Fall	8.38%	7.43%	12.70%	3.15%	0.91%
Winter	28.90%	35.50%	42.26%	18.64%	9.37%
Spring	61.73%	62.28%	75.70%	50.95%	48.89%
<b>Growth Fall to Spring</b>	<b>53.35%</b>	<b>54.85%</b>	<b>63.00%</b>	<b>47.80%</b>	<b>47.98%</b>

This data directs Leadership to do additional training on the assessment tool and especially around the areas of Math, Science, Social Studies and Language and Literacy.

When Leadership received a presentation on Frog Street, staff were very excited about all it had to offer and hopeful it would be helpful with areas such as these as well as inclusive of Conscious Discipline.

So, the program is piloting the new curriculum in sever classrooms to determine if the children have more growth in the areas in need of additional training. The program had training in the new curriculum before classes start in 2019-2020 program year.

## **Early Head Start**

### **Are the children meeting or exceeding in areas of child development?**

The Early Head Start program utilizes The Ounce Scale for the online child assessment tool. The 2018-2019 program year is the first year for NEK-CAP, Inc. EHS to use The Ounce. EHS Home Based staff input weekly observations and link the appropriate indicators each week. Following the checkpoint period, staff finalize the indicators for the children that have aged out of an age range during that 3-month period.

The Ounce online tool has the capability to split data based on the following age groups. Below is a list of age groups for the Early Head Start program.

Babies I- Birth to 4 months

Babies II- 4 months to 8 months

Babies III- 8 months to 12 months

Babies IV- 12 months to 18 months

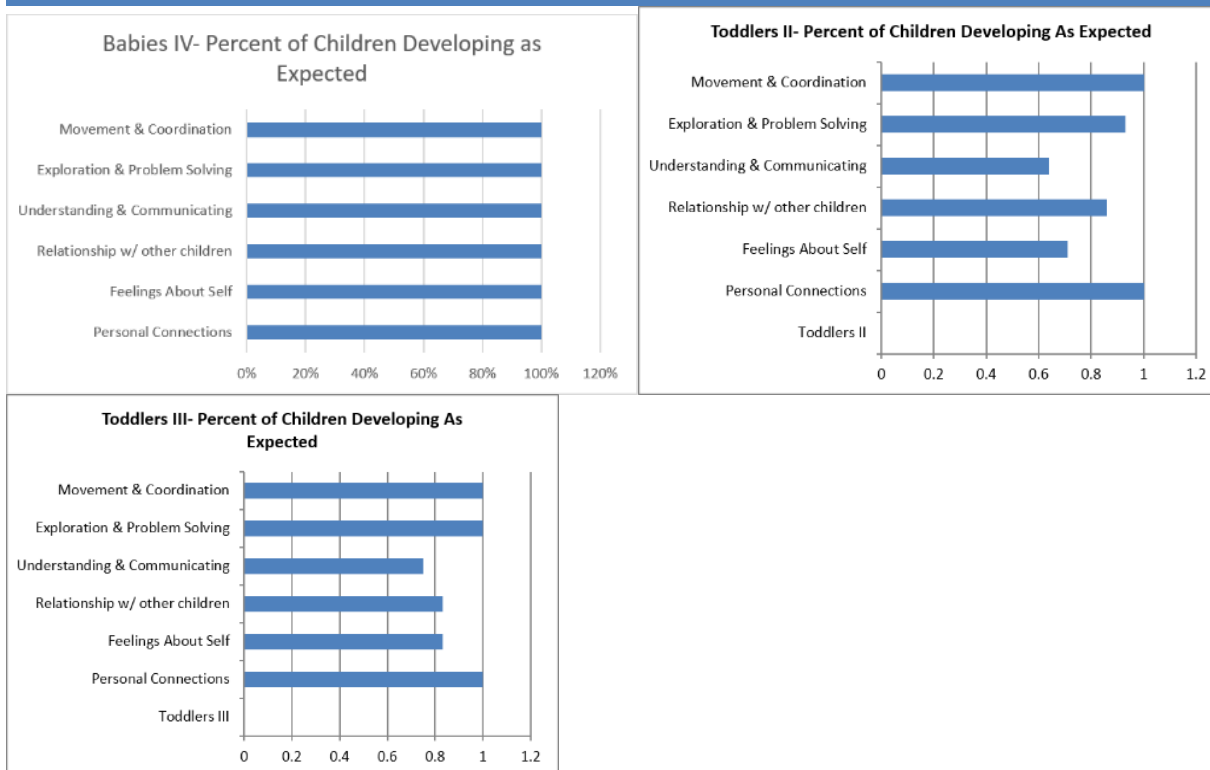
Toddlers I- 18 months to 24 months

Toddlers II- 24 months to 30 months

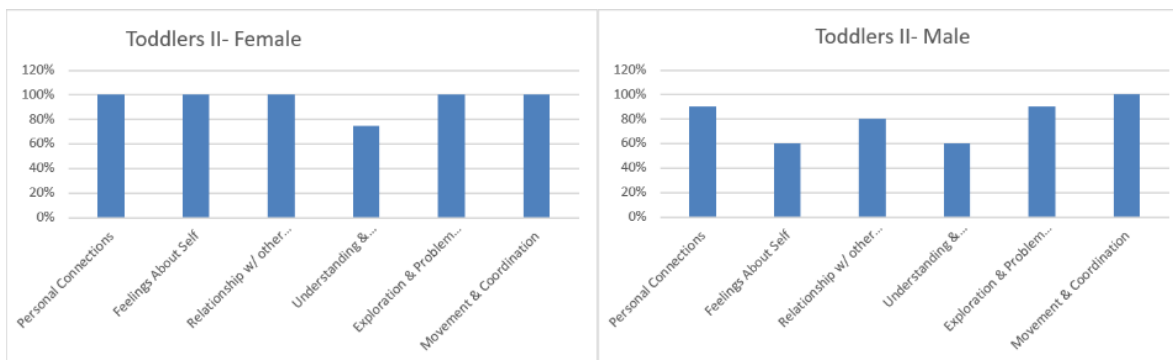
Toddlers III- 30 months to 36 months

On the year end narrative, the following graphs were built using data from The Ounce Scale Outcomes Report and display where the Early Head Start children, in the specified age groups, are within the areas of development.

*1 indicates 100% of children fall in the “Developing as Expected” area. .9 indicates 90% of children fall in the “Developing as Expected” area. Etc.*



There is a large difference between male and females in the Toddlers II age group. Below are a few charts looking at these demographics. This is an example of potential training topics and areas to explore additional individualized activities for the males in this age group.



After reviewing several reports and demographics in The Ounce online assessment tool, children are progressing developmentally in Early Head Start. EHS Staff have utilized several strategies to extend parenting and child development activities. For example, EHS recently obtained the new Growing Great Kids socialization curriculum. EHS staff participated in training designed to enhance parent-child relationships and learning. EHS also uses the PIWI philosophy (Parents Interacting with Infants) at socializations. The purpose of both examples is to extend learning, beyond the time EHS staff is with the family, and create a more individualized approach. Out of the 183 socializations offered during the 2018-2019 program year, a total of 128 parents attended throughout the year.

**Additional EHS data and narrative:**

The EHS Education Manager randomly chose 20 families enrolled since the beginning of the program year, 7/1/2018, and remained in the program throughout the whole 18-19 program year. Of the 20 families chosen, eight (8) increased in their self-sufficiency matrix scores- on an average increase of 5.13. This is considerably higher than last year's average increase of 4.4. The other twelve (12) families saw a decrease in the self-sufficiency score- for an average decrease of 4.42. This number is also considerably lower than last year's average decrease of 5.25. Both are signs that our program and services provided have improved and families are working towards self-sufficiency.

The correlation between the number of completed home visits and family outcomes was difficult to determine. In the data review, there was not a direct link between home visit numbers and family outcomes. Of the 20 families mentioned above, whom were enrolled throughout the whole program year, had a varying number of home visits. The number of home visits ranged from 24 to 46 visits last program year. However, there were only two (2) families that had 24 and 26 visits, both of which saw an increase in their self-sufficiency score. All other families received in the upper 30's to 46 visits.

In conclusion, the data being recorded at this time displays that home visiting, when done in an individualized, wholistic approach will assist in sustaining and/or boosting self-sufficiency.

**CLASS****Classroom Assessment Scoring System**

CLASS is a benchmark for Head Start classrooms in deciding the quality of each program across the nation. NEK-CAP, Inc. explains upon hire to staff and throughout the year - what CLASS is about including each domain and dimension. This tool is used in the Fall and Spring of the program year to show quality and growth in NEK-CAP, Inc.'s educational staff.

Head Start utilizes the CLASS Pre-k tool for observations twice a year to measure the interactions of the teachers with the children in the classrooms. After the observations, the CLASS scores discussed with the teaching staff being observed by classroom. CLASS can be used with staff for professional development in specific dimensions in which the educational staff needs or wants improvement. When all the classrooms have been observed in the Fall, Education Managers develop charts for each domain; Emotional Support, Classroom Organization and Instructional Support, with the scores of each of the domains and the letters representing each classroom. This is to help staff understand where their classroom falls in correlation with all NEK-CAP, Inc. classrooms on the chart. This provides the educational staff in each classroom with something to strive for before the next observation.

In the 2016-2017 program year our program had an onsite monitoring event. At the end of that program year we did not know our CLASS scores were in bottom 10% of the United States until our program received our Designation Renewal Letter. So, CLASS training was and will continue of upmost



importance as we enter the upcoming year. This chart shows the overall averages for the domains and dimensions of CLASS for our program.

### National Statistics by Domain

Grantee-level dimension scores are averaged to produce grantee-level domain scores. Previous large-scale studies of CLASS have shown that the average preschool classroom scores are higher in the domains of Emotional Support and Classroom Organizations

### National Statistics by Domain

Grantee-level dimension scores are averaged to produce grantee-level domain scores.\* Previous large-scale studies of CLASS® have shown that the average preschool classroom scores are higher in the domains of Emotional Support and Classroom Organization than in the domain of Instructional Support.

OHS CLASS® Descriptive Statistics, 2018 National Grantee-Level Scores by Domain				
Domain	Mean	Standard Deviation	Minimum	Maximum
Emotional Support	6.08	0.31	4.75	6.89
Classroom Organization	5.80	0.39	4.41	6.83
Instructional Support	2.96	0.55	1.56	4.83

### Distribution by Domain

The following table and graphs provide additional information on how grantee-level domain scores are distributed nationally.

OHS CLASS® Descriptive Statistics, 2018 National Distribution of Grantee-Level Domain Scores			
Domain	Lowest 10%	Median (50%)	Highest 10%
Emotional Support	5.6641	6.09	6.45
Classroom Organization	5.2803	5.82	6.28
Instructional Support	2.3125	2.89	3.71

In this table any of the grantees in the lowest 10% or below are put into the Designation Renewal System (DRS).

### Fall Average Overall for 2018-2019

Agency Overall Average	Low Range	Moderate Range	High Range
Emotional Support		5.86	
Classroom Organization		5.24	
Instructional Support		3.16	

**Spring Average Overall for 2018-2019**

<b>Agency Overall Average</b>	Low Range	Moderate Range	High Range
Emotional Support			<b>6.14</b>
Classroom Organization		<b>5.44</b>	
Instructional Support		<b>3.53</b>	

As these scores stand the fall score of 5.24 would have put us in the lowest 10%, however by spring they were up and out of the lowest 10% range.

# **Self-Assessment Summary Report**

## **2018-2019**

## Section 1: Introduction

### 2018-2019 Self-Assessment and Improvement Plan

#### **Program Description**

NEK-CAP, Inc. has provided Head Start services (9-month services) in Northeast Kansas since 1970 with a current funded enrollment for the 2018-2019 year at 289 Head Start and 160 Early Head Start enrollment slots. The program has 12 Head Start classrooms providing part day – four days a week preschool; 5 Head Start classrooms providing extended day/year – five days a week preschool for 1020 hours and 14 Child and Family Advocates providing weekly home visits to the 160 families enrolled in Early Head Start. Our program utilizes Creative Curriculum in the preschool classrooms and Growing Great Kids in the home base Early Head Start option. These are the program’s main curriculums (evidence-based) and the program has several supplemental curriculums in nutrition, health, mental health and prenatal services.

NEK-CAP, Inc. has ended its fifth year of the five-year grant cycle on March 31, 2019 with a Program Year from July 1, 2018 to June 30, 2019. The program was up for competition due to several findings including being in the lowest 10% of the nation’s CLASS scores.

Looking forward into the next program school year 2019-2020, NEK-CAP, Inc. has made some changes due to the grant being in DRS. However, the program is excited to start off on the right foot for the next five-year cycle.

#### Section 1 - Context for Self-Assessment

NEK-CAP, Inc. Early Head Start and Head Start continues to experience changes as any other program. This year was the second year to serve 85 children in the extended day model. The ongoing self-assessment is on the road to being fully implemented; however, as staff learn more about data; we learn we need different data, or we don’t “dive deep” enough to find the true reason behind the data we collect or what it means to the program. The EHS/HS Leadership Team continues to reflect on the different process used in the past. The Policy Council and Multi-County Board of Directors reviews the data throughout the year. They analyze the Data Dashboard monthly, parent satisfaction surveys including Parent Gauge results, and customer satisfaction surveys are evaluated throughout the year. The program continues to learn and become interested in data analysis and collection.

**Quarterly Data Updates** – The EHS/HS Leadership Team continues to improve in data analysis. The usual reason if we struggle is the program has been understaffed and many times the managers and coordinators are supporting the classrooms. Going forward the Leadership Team has developed and a small group of managers to “deep dive” into the data.

**CLASS** – it was determined to make this information a topic of discussion in Education Staff Training/Meetings in the upcoming year.

**Data Analysis and Planning Workgroup** – At the agency level we have created a workgroup to analyze data – the work group is comprised of Head Start, CSBG and Housing staff.

**Self- Assessment** – The self-assessment process has now been moved to a year-round ongoing process utilizing our on-going monitoring process. In the upcoming year all staff will be more aware of the process and receive regular reports. Also, staff will review OUNCE/Work Sample and PIR information regularly in staff training/meetings.

## PROGRAM MANAGEMENT, PLANNING, and OVERSIGHT SYSTEMS

### Data Evaluation

NEK-CAP, Inc. Early Head Start and Head Start in the area of data evaluation; it is still a learning process for the program. During these five years, the program has gotten much better at collecting data, however, the program does not always review and analyze it thoroughly to determine the exact factors leading to a family's or child's success.

**Strength:** the program collects a lot of data and does analyze some of it, however;

**Area of Growth:** the program does not do a “deep dive” to find correlations between the data and outcomes.

### Community and Self-Assessment

NEK-CAP, Inc.'s Comprehensive Community Needs Assessment will be completed by July of 2020. The program did update the document as the DRS grant was being written to ensure the most up to date information on demographics, poverty and health determinants, etc. The program continues to tweak the self-assessment to include additional stakeholders.

**Strength:** the program does a great job on the needs assessment getting input from families, communities, staff and stakeholders; however;

**Area of Growth:** the program needs to narrow its focus to really determine the need of Early Head Start and Head Start families.

### Facilities and Learning Environments

NEK-CAP, Inc.'s facilities and learning environments provide safe and challenging places supporting children and families. However, there is always repairs that continually need addressing and with some changes in staff; the program is looking at a different way of following through on maintenance and upkeep. The Health and Safety Manager has developed a safety checklist covering all item that need to be checked in the classrooms on a weekly and monthly basis. In addition to being in compliance with Performance Standards and KDHE (Licensing) requirements; the classrooms are set up according to the curriculum's fidelity requirements and leadership reviews the curriculum fidelity tool with staff. It supports staff in engaging and challenging environments for children and families. Staff receive numerous trainings on safety from management, KCCTO, ECLKC and Safe School to support safe classrooms.

**Strength:** the program's facilities and learning environments are safe and challenging, however;

**Area of Growth:** the program would like to ensure a stronger maintenance schedule, so facilities do not fall into a deep state of repair. Also, the program continues to look for a different location in Leavenworth (safety concerns) and Pottawatomie (old facility and low enrollment) counties.

### Transportation

NEK-CAP, Inc.'s transportation system does move children safely and efficiently from one point to another. The program had no accidents last year with any of the program's cars, vans or buses. All buses have been outfitted with an alarm in the back that goes off and driver must go to the back of the bus to shut it off. This supports the redundancy needed to check so no child is left on the bus unintentionally. The program is updating buses annually to ensure the program does not have an old

fleet of buses. Also, due to the number of miles traveled by managers and Child and Family Advocates, the program has updated several cars and vans in the past. During this year, the program had six new drivers for a total of 42 CDL drivers, approximately 170 children were transported, and 13 buses ran daily and 3 were in reserve.

**Strengths:** the program is doing a much better job of updating vehicles and maintaining vehicles, however;

**Area of Growth:** the program needs to do a better job of completing all necessary training and evaluations of drivers.

### Technology and Information Systems

NEK-CAP, Inc.'s technology and information systems have to continued to improve during the past five years. The Director of Technology is always updating software, such as our antivirus to ensure that the program is not attacked with malware or any virus. Our database updates and ensures the program the information is safe and encrypted for confidentiality.

**Strengths:** the program has made strides in the area of technology -regular updates of computers, etc., however;

**Area of Growth:** the area our program serves it too large for one person to manage, so a support person would be helpful for this system, so all computers stay updated to ensure confidentiality.

### Fiscal Management

NEK-CAP, Inc.'s fiscal management engages leadership throughout all aspects of fiscal management. The program has several checks and balances to ensure that staff have input into the budget. Both the Policy Council and Multi-County Board of Directors has a committee specifically geared to the fiscal aspects of the program.

**Strengths:** the program has a strong fiscal component and engages staff, board and Policy Council in development of the budgets, however;

**Areas of Growth:** Early Head Start and Head Start managers and coordinators need more training on the fiscal policies and procedures.

### Communication

NEK-CAP, Inc.'s communication program is working effectively. The program communicates both ways up to Regional Office – the program has had a PMFO referral and are scheduled for an HR Referral in October of this year. The leadership staff is out almost everyday of the week communicating with staff in the classrooms and they return with information or needs from the classrooms.

**Strengths:** the program is good at communication, however;

**Areas of Growth:** the program needs to clarify information because sometimes there are a number of assumptions which leads to miscommunication.

### Record-keeping and Reporting

NEK-CAP, Inc.'s record-keeping and recording is strong. The CAP60 database has worked well for the program. It allows for information about the children and families be stored safely and has developed several different reports for us to review to analyze data about children and families. The OUNCE and Work Sample are easier for staff to navigate and easier to get reports and information from about children. However, it does not allow the program to get information compiled for all the children.

**Strengths:** the changes the program made to the different assessment tools was a positive change, however;

**Areas of Growth:** CAP60, OUNCE, and Work Sample do not always give the program the information to connect data to outcomes.

### Ongoing Monitoring and Continuous Improvement



NEK-CAP, Inc.'s ongoing monitoring des support our planning efforts and ensure continuous ongoing quality improvement. Managers and coordinators monitor a variety of different situation throughout the year. This is includes reviewing information entered into the databases, supervisor – employee supervision, observations of home visits or classrooms, reports from families, peer to peer, surveys, curriculum fidelity tool, CLASS, mental health observations, etc. Again, our program gathers a lot of data, and we do incorporate much of it into our planning. However, some of the data does not always get summarized and included into planning.

**Strengths:** the program does ongoing monitoring and continuous improvement, however;

**Area of Growth:** the program needs to increase the ability to really dive into the ongoing monitoring reports and do a better job of incorporating it into our planning.

### Human Resources

NEK-CAP, Inc.'s Human Resource is under construction. The Director of Human Resource of many years retired this spring. The agency has hired a new Director of Human Resources and with this change Regional Office has referred us for Human Resource training from the grant specialist at Regional Office. So with this being said, the agency and program are going through some changes. The hiring process does need some refinement – some of the old processes were abandoned when the previous director left the agency.

The program does have a 2-week onboarding process – this has been working well for the program. Naturally, there is never enough training time because of the funding constraints and usually the extra hands are needed in the classroom.

It is difficult to retain staff, so every year it seems the program has 20 or more new staff to train.

**Strengths:** The Human Resource Referral by Regional Office and

**Area of Growth:** after the referral is completed to implement suggested changes.

### Training and Professional Development

NEK-CAP, Inc.'s training and professional development plans are created in conjunction with our program goals. Also, leadership reviews staff goals, child outcomes, school readiness and CLASS to determine the need for training. The program has in-service times for each month and either outside consultants/speakers or leadership members provide the professional development. This process seems to work well for the program. In addition the program does coaching for teaching staff.

**Strengths:** Process in place, but

**Area of Growth:** with staff turnover, the program may have to train on the basics of teaching a preschool classroom.

### Program Planning and Service Delivery

NEK-CAP, Inc.'s program planning and service delivery has come a long way in the past five years. The timelines for the annual planning process is very structured. There are process set to review different data sets to determine the needs of the population, goals and objectives are review and updated every three months, and ongoing monitoring is as it states ongoing. Program data is shared with Policy Council and Multi-County Board of Directors. So each month, Policy Council and Board Members review and talk about the data presented to them in the committee meetings. The program has streamlined the paperwork used in service delivery, for example orientation and home visits.

**Strengths:** Process are in place and being used, however,

**Areas for Growth:** The processes probably need some additional enhancements “diving deeper” to understand if the program is providing the BEST services locally.

**SERVICES****ERSEA**

NEK-CAP, Inc. Early Head Start and Head Start continues to recruit participants throughout the year. However, Early Head Start has just completed a 12-month low enrollment plan and Head Start will complete in December of 2019. Two centers struggle with enrollment North Pott and Jackson counties. The North Pott center – there are no children nearby... and Jackson – the program owns the building, so the program has tried to keep this center at full capacity because the agency does own the building. Naturally, the program recruits in all the old familiar ways, flyers, etc. Most families find out about our program through social media or word of mouth. So, the program does struggle with this service and continues to look at ways to improve it.

Early Head Start had a total of 329 intakes and 264 had attendance, 16 left within 45 days and 10 prenatal women left the program before their child was born, 14 prenatal women were receiving services at the time the child was born.

Head Start had a total of 478 intakes and 318 had attendance and 13 left within 45 days of starting the program.

**Education**

NEK-CAP, Inc.'s goal for all children and families is to demonstrate the characteristics and skills necessary for school success. We believe the child and the family need to be school ready to make a successful impact on the future. In this report, we lay the foundation for child outcomes and school readiness goals related to the child outcomes.

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Spring	32.25%	34.34%	37.67%	23.05%	20.11%
<b>Growth Fall to Spring</b>	<b>28.32%</b>	<b>32.06%</b>	<b>35.43%</b>	<b>22.68%</b>	<b>19.58%</b>

For the four-year-old children this chart below shows the children with the most growth in Perceptual, Motor & Physical Development and the least growth in Language Development & Literacy with Cognition just barely above the Language Development & Literacy.

	Approaches Towards Learning	Social & Emotional Development	Perceptual, Motor & Physical Development	Language Development & Literacy	Cognition
<b>4-yr-old</b>					
Fall	8.38%	7.43%	12.70%	3.15%	0.91%

Winter	28.90%	35.50%	42.26%	18.64%	9.37%
Spring	61.73%	62.28%	75.70%	50.95%	48.89%
<b>Growth Fall to Spring</b>	<b>53.35%</b>	<b>54.85%</b>	<b>63.00%</b>	<b>47.80%</b>	<b>47.98%</b>

This data directs Leadership to do additional training on the assessment tool and especially around the areas of Math, Science, Social Studies and Language and Literacy.

When Leadership received a presentation on Frog Street, staff were very excited about all it had to offer and hopeful it would be helpful with areas such as these as well as inclusive of Conscious Discipline.

So, the program is piloting the new curriculum in sever classrooms to determine if the children have more growth in the areas in need of additional training. The program had training in the new curriculum before classes start in 2019-2020 program year.

**Early Head Start**

**Are the children meeting or exceeding in areas of child development?**

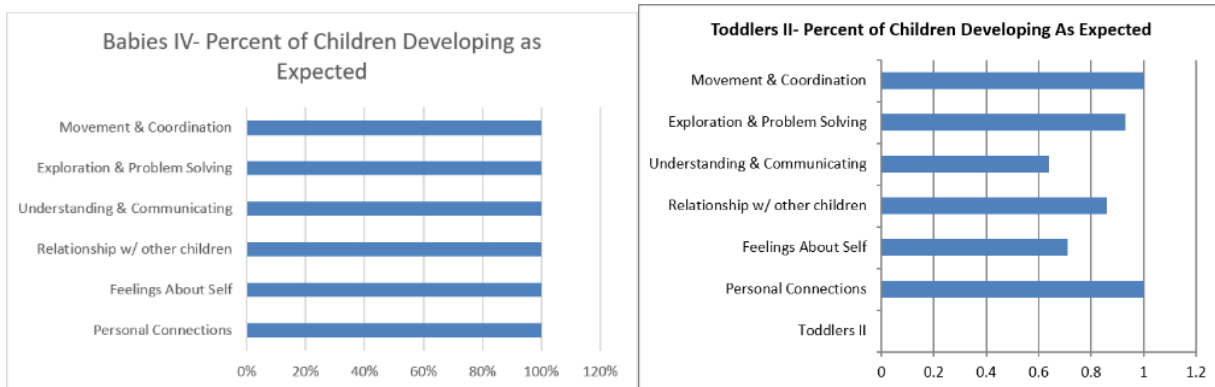
The Early Head Start program utilizes The Ounce Scale for the online child assessment tool. The 2018-2019 program year is the first year for NEK-CAP, Inc. EHS to use The Ounce. EHS Home Based staff input weekly observations and link the appropriate indicators each week. Following the checkpoint period, staff finalize the indicators for the children that have aged out of an age range during that 3-month period.

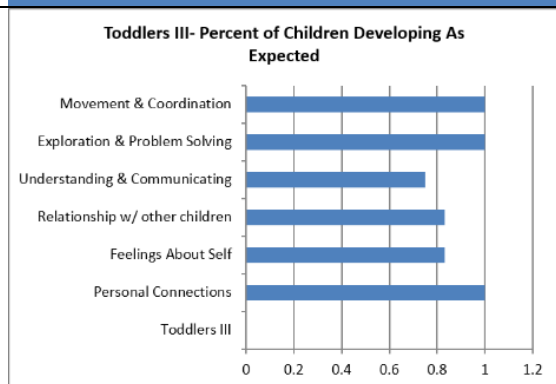
The Ounce online tool has the capability to split data based on the following age groups. Below is a list of age groups for the Early Head Start program.

- Babies I- Birth to 4 months
- Babies II- 4 months to 8 months
- Babies III- 8 months to 12 months
- Babies IV- 12 months to 18 months
- Toddlers I- 18 months to 24 months
- Toddlers II- 24 months to 30 months
- Toddlers III- 30 months to 36 months

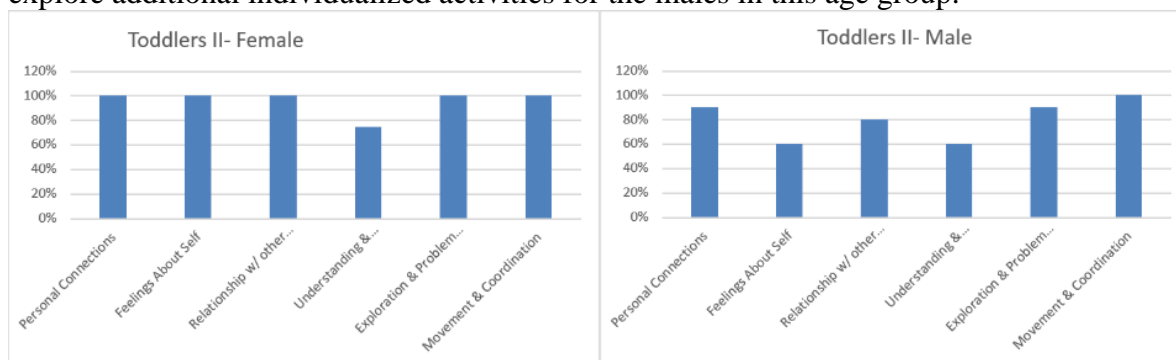
On the year end narrative, the following graphs were built using data from The Ounce Scale Outcomes Report and display where the Early Head Start children, in the specified age groups, are within the areas of development.

*1 indicates 100% of children fall in the “Developing as Expected” area. .9 indicates 90% of children fall in the “Developing as Expected” area. Etc.*





There is a large difference between male and females in the Toddlers II age group. Below are a few charts looking at these demographics. This is an example of potential training topics and areas to explore additional individualized activities for the males in this age group.



After reviewing several reports and demographics in The Ounce online assessment tool, children are progressing developmentally in Early Head Start. EHS Staff have utilized several strategies to extend parenting and child development activities. For example, EHS recently obtained the new Growing Great Kids socialization curriculum. EHS staff participated in training designed to enhance parent-child relationships and learning. EHS also uses the PIWI philosophy (Parents Interacting with Infants) at socializations. The purpose of both examples is to extend learning, beyond the time EHS staff is with the family, and create a more individualized approach. Out of the 183 socializations offered during the 2018-2019 program year, a total of 128 parents attended throughout the year.

## Health

NEK-CAP, Inc.'s health services are meeting and for some exceeding the need of families and children in our service area. The program has purchased vision screeners and hearing screeners, so if the physician on the well child check does not complete all the screen, staff can complete on home visits or in the classroom. In Kansas, children must enter the classroom with a well child check no older than six months. And most children enter with immunizations, however our program numbers look low in this area due to the recommended flu shot that parents will refuse. Head Start 45 days health requirements are typically met, however, it is not as easy with Early Head Start. Caseloads revolve through out the year and children are at all different ages from 0-3. The program has hired a Health and Nutrition Coordinator to support health services, especially monitoring of health requirements.

Additionally, many of our parents/children have a medical home this supports them in completing the requirements or the program staff will refer families for services the program does not provide to participants.

The program provides education to children and families regarding health meals and activities. During

the past program year, the programs used a variety of materials including Growing Great Kids, I am Moving, I am Learning, Power Panther Preschool and the upcoming year the program will provide Eat Healthy! Stay Active! As a part of the UCLA Health Care Institute, the program includes a curriculum for both parents and children.

### **Mental Health and Disabilities**

Early Head Start and Head Start staff do a tremendous job referring children for MH, Tiny-K (IFSP) and/or IEP services for children who are struggling with behaviors, speech, delayed development etc. Early Head Start has agreements with the Tiny-K locations in the counties served by the program, and Head Start has agreements with the local Special Education locations to collaborate for children to receive outside services when needed. Early Head Start and Head Start have contracts with the three Mental Health Centers serving our communities to refer children that will benefit from individual or family therapy, if needed. Staff do a professional job educating and explaining to the parents/guardians that early intervention is key for their child if they are delayed/struggling in a certain area. It is ultimately up to the parents/guardians if they will follow through with the referral to receive services for their child, but staff highly encourage the parents/guardians to follow through with the referral process to receive services. There was one caseload and one classroom from last year that did not have an IFSP/IEP all year long. Through the entire school year NEK-CAP, Inc. Early Head Start and Head Start maintained the 10% needed for the program of children enrolled with disabilities.

### **Family and Community Engagement**

NEK-CAP, Inc. offers parents the tool – Parent Gauge to measure their experience and impact of program’s engagement efforts. This tool can help the program identify the needs of the families, the strengths of the PFCE efforts, and areas for improvement. This was our first year and the program recently in this program year viewed a webinar on some of the analysis tools. The program continues to engage parents through parent engagement activities, Parent Committees, Policy Council, observation of their child, socialization, home visits – the list goes on.

Another change in this program year was the use of Learning Genie. The program was not used as robustly as it can be, so the program staff are working towards that in the 2019-2020 year.

**Does overall family growth show a trend between succeeding on goals, number of home visits completed, and/or child outcomes? Linking the family data with the data we are collecting on the dashboard. (Individualized and by caseload)**

The program's current system is extremely difficult to determine these types of outcomes. At this point, this data is not linked by caseloads/counties- the data had to be looked up on an individual basis. It would be ideal to develop a system to ensure this data can be linked.

**How are our families doing in the different tiers – is there movement?**

A random sample of 15 Head Start families’ Family Development Partnership show ten families improved tiers. Four of the families decrease their score within the tier and one scores remained the same.

**Are the families reaching “their” goals on the Family Development Partnership?**

EHS/ HS families are successful in reaching their goals.

**Are we providing the services/referral to every family?**

Head Start: 270 of 281 families or 96.09% received a service during the program year. This is a slight decrease from the previous year of 97.02% of the 293 of 302 families who received a service. Services can include emergency crisis intervention, health education, job training and parenting education.



**Are customers becoming active citizens in their community?**

NEK-CAP, Inc. customers are becoming active in their community. An annual (9 month) average of 68 HS parents (duplicated) attended Family Engagement Activities (FEA) at their center providing them with opportunities to gain life skills and increase their community engagement.

**Is there an increase in parent attendance at Family Engagement Activities?**

There was an increase of parents attending the FEA through the program year. In August, 86 parents attended FEA the number fluctuated throughout the winter months most like due to the adverse weather conditions ending with 118 in April. This is an increase of 32 parents at Family Engagement Activities in the program year.

**Using the Parent, Family, and Community Engagement (PFCE) tool/checklist – where does our program stand?**

NEK-Cap, Inc. is successful as indicated by the following:

**Program Leadership:** NEK-CAP, Inc.'s director, Multi-County board, nine county parent committees and leadership teams have determined the way Head Start and Early Head Start programs engage parents, families, and the community. The primary way is by hosting family engagement activities providing families with opportunities to gain life skills and increase community engagement.

**Continuous Improvement:** NEK-CAP, Inc. leadership and staff are committed to continuously improving systems and activities to engage and support parents, families, and the community. The agency does this by continually reviewing and updating policy and procedures.

**Professional Development:** NEK-CAP, Inc. believes the PFCE training is important for all staff. Professional development focuses on how staff members can contribute to program wide PFCE efforts in their roles and how these roles fit together. For the last five years, NEK-CAP, Inc. ensured Family Development Advocates and Child and Family Advocates receive the Family Development Credential. Early Head Start staff attends the Growing Great Kids Curriculum training upon, classroom staff are encouraged to earn their CDA, further their education, and in-Service trainings are provided monthly to all staff.

**Program Environment:** Various surveys conducted throughout the program year reveal that NEK-CAP, Inc. families feel welcomed, valued, and respected by program staff and experience themselves as essential partners in understanding and meeting the needs of children.

**Family Partnerships:** NEK-CAP, Inc. families work with staff to identify and achieve their goals and aspirations through the Family Development Partnership/goals. To make a positive impact in the family partnerships process, staff and families build ongoing, respectful and goal-oriented relationships. Movement within the tier scale indicates the progress the families have made throughout their time with NEK-CAP, Inc.

**Teaching and Learning:** NEK-CAP, Inc. families are engaged as equal partners in their children's learning and development through parent-teacher conferences and educational home visits. This is also measured by the child assessment tool data base.

**Community Partnerships:** Communities within the NEK-CAP, Inc. service area support families' interests and needs and foster parent and family engagement in children's learning. Programs and families can strengthen communities by becoming active members.

**Strength:** the program works to engage families and involve parents in our program, however:

**Areas of Growth:** this links back to data analysis and using the tools offered by the program to better engage families to participate in different activities or in leadership of the program.

NEK-CAP, Inc. will continue with these assessment questions adding some refinement to our processes. The self-assessment process is approved by the Multi-County Board of Directors and Policy Council in January of each year. The Data Dashboard continues to provide, both the Multi-County Board and Policy Council, with more information about how the program is working and it allows for better decision making by both bodies.

## **Section 2- Methodology 18-19**

<b>Date</b>	<b>Action</b>	<b>Purpose</b>
<b>Program Year</b>	CLASS and Classroom Observations, Home Visit Observations, Socializations, and Family Engagement Activities Nutrition Observations	To provide ongoing monitoring and data to support decisions/changes.
	Review Data Dashboard with Leadership, Staff, Policy Council and Multi-County Board of Directors	To provide ongoing data and information with all parties involved in decision making for the program.
	Head Start Data Analysis Workgroup	This is a workgroup made up of the Director of Program Operations, Data Coordinator and two other Leadership members. This group will meet at a minimum of once a month to take a “deeper dive” into EHS and HS Data.
<b>June - July</b>	Meeting with EHS/HS Leadership Team	Determine Self-Assessment Timeline (ongoing) Develop necessary tools/checklist to provide vital data for decision-making.
<b>November or January</b>	Meeting with Policy Council and Multi-County Board of Directors	Approval of process
<b>May – July</b>	EHS/HS Leadership Meetings	Review and analyze data as it is shared with Policy Council and Multi-County Board of Directors
	Meeting with Policy Council and Multi-County Board of Directors	Analyze final data from program year
<b>May</b>	HS Staff- Closeout Meetings	To review past year but to set goals for the center in the upcoming year.
<b>June</b>	EHS Staff – Closeout Meetings	To review past year but to set goals for the staff in the upcoming year.
<b>September</b>	Meeting with Policy Council and Multi-County Board of Directors	Final approval of Self-Assessment and Annual Report for EHS and HS

### Section 3 Key Insights

Strengths and Areas of Growth are listed in the chart above named Program management, Planning and Oversight Systems.

### Section 4 Recommendations

- ✓ NEK-CAP, Inc. Early Head Start and Head Start continues to experience large turnovers in staff this year with a good portion of the year being understaffed in our center option. Early Head Start is on an enrollment plan due to being understaffed in the home base option.
- ✓ NEK-CAP, Inc. needs to work towards compliance in enrollment and attendance - this continues to be a recommendation continued from the past years 2016-2017 and 2017-2018.
- ✓ Early Head Start and Head Start Leadership will take data analysis to a higher level with a smaller group and more discussion
- ✓ Look at changes that can be made with CAP60 to decrease hand tracking and ensure the program has the reports needed to show better and more complete family outcomes.



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