

NEK-CAP, Inc.
Early Head Start and
Head Start Annual
Report
2017-2018



NEK-CAP, Inc.
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Information in this report is
designed to fulfill
requirements of Head Start
federal law related to reports
to the general public.

Created by: Colton Age 5

From the Desk of:

Director of Program Operations - Jet Sperfslage

This report provides an analysis and evaluation of the 2017-2018 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 2018-2019 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,

A handwritten signature in cursive script, reading "Jeanette Sperfslage".

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

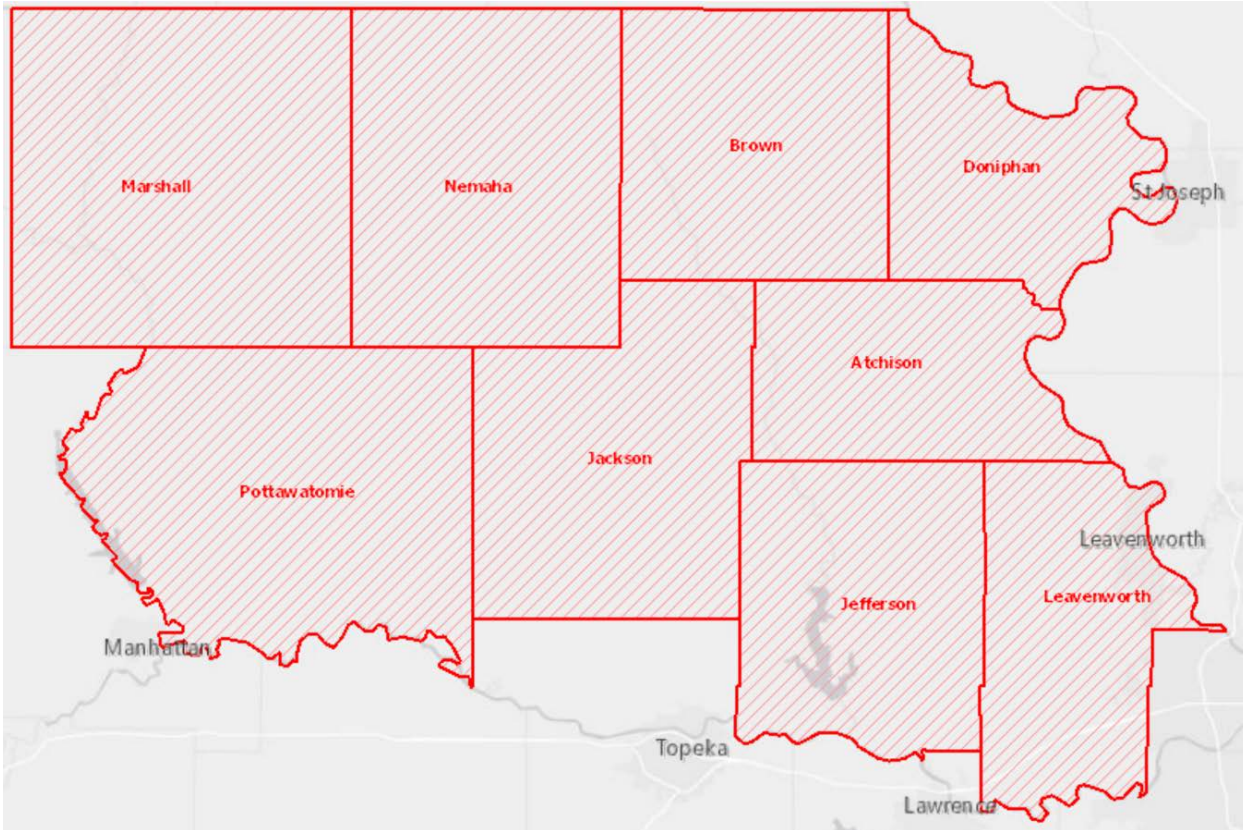
NEK-CAP, Inc. provides comprehensive education and social services to low-income community members through collaborative partnerships focused on promoting family development, empowerment, and economic security.

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."

FYI.... because we are making the move to Office 365 leaving behind Google... The Child Outcomes/School Readiness Report will be available upon request... Just email Jet Sperfslage - jets@nekcaph.org - Thanks for your patience while we make changes.

**NEK-CAP, Inc. Early Head Start and Head Start Program Description
For Program Year 2017-2018**



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.

Head Start

In the 2017-2018 Head Start program year; the program served 344 children in 302 families. The program owned 20 buses; 15 are used daily and five are backup buses. Head Start transported 268 children throughout the year. NEK-CAP, Inc. employees approximately 78 staff in Head Start with 32% or 36 staff being current or past Early Head Start/Head Start parents. One teacher with an advanced degree early childhood education; 12 of the 17 teachers and three assistant teachers have baccalaureate degrees in early childhood education or baccalaureate with field and coursework equivalent to an early childhood degree; three teachers and five assistant teachers have associate degrees in early childhood education or associate with field and coursework equivalent to an early childhood degree; six assistant teachers have Child Development Associate credential or a certification, credential or license meeting the requirements; and four assistant teachers with high school or GED degree working on a CDA credential or early childhood Certification and one assistant teacher is working on a baccalaureate degree.

Head Start Child Demographics

Race	
American Indian or Alaska Native	20
Asian	4
Black or African American	30
Native Hawaiian or other Pacific Islander	0
White	221
Biracial/Multiracial	59
Ethnicity	
Hispanic or Latino origin	43
Non-Hispanic or Non-Latino origin	301

Head Start Family Information

	<i># of families</i>	<i>% of families</i>
Total number of families	302	
The number of two-parent families	149	49%
The number of single-parent families	153	51%
Families by Education level of Parents/Guardians		
An advanced degree or baccalaureate degree	23	7%
An associate degree, vocational school, or some college	94	31%
A high school graduate or GED	148	49%
Less than high school graduate	36	12%
Employment Status of Parents/Guardians		
<i>Two Parent</i>		
Both parents/guardians are employed	47	32%
One parent/guardian is employed	79	53%
Both parents/guardians are not working such as those that are as those that are unemployed, retired, or disabled	23	18%
<i>Single Parent</i>		
The parent/guardian is employed	98	64%
The parent/guardian is not working	55	36%
The number of all families in which at least one parent/ guardian is a member of the United States military on active duty.	7	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	8	7
Total number of families receiving Supplemental Security Income (SSI)	22	21
Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants and Children (WIC)	154	133
Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP)	139	116

Early Head Start

In the 2017-2018 Early Head Start program year; the program served 278 children, 42 pregnant women and 192 families. NEK-CAP, Inc. employs a total of 16 full time staff in the Early Head Start and shares seven managers/coordinators/assistants with Head Start; 19% or 4 staff being current or former Early Head Start or Head Start parents. Seven of the staff have baccalaureate degrees, including the supervisor and coordinator; three have associate's degrees; two has a Child Development Associate Credential and two have high school/GED degrees.

Early Head Start Children and Pregnant Women Demographics

Race	
American Indian or Alaska Native	2
Asian	1
Black or African American	19
Native Hawaiian or other Pacific Islander	0
White	201
Biracial/Multiracial	46
Ethnicity	
Hispanic or Latino origin	36
Non-Hispanic or Non-Latino origin	242



Artist: Guillermo Age 5

Early Head Start Family Information

	<i># of families</i>	<i>% of families</i>
Total number of families	192	
The number of two-parent families	99	55%
The number of single-parent families	93	45%
Families by Education level of Parents/Guardians		
An advanced degree or baccalaureate degree	8	5%
An associate degree, vocational school, or some college	63	32%
A high school graduate or GED	90	47%
Less than high school graduate	29	15%
Employment Status of Parents/ Guardians		
<i>Two Parent</i>		
Both parents/guardians are employed	25	31%
One parent/guardian is employed	54	48%
Both parents/guardians are not working such as those that are unemployed, retired, or disabled	20	21%
<i>Single Parent</i>		
The parent/guardian is employed	38	44%
The parent/guardian is not working	55	56%
The number of all families in which at least one parent/guardian is a member of the United States military on active duty	8	12%

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	10	7
Total number of families receiving Supplemental Security Income (SSI)	25	22
Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants and Children (WIC)	154	142
Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP)	121	101

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

Federal Head Start/Early Head Start Grant 07CH7068/03

Statement of Revenues and Expenses

Twelve Months Ended March 31, 2018

REVENUE

Grant Income	\$ 4,995,766
In-Kind Contributions	<u>1,416,757</u>
TOTAL REVENUE	<u>\$ 6,412,523</u>

EXPENSES

Personnel	\$ 2,399,133
Fringe Benefits	800,373
Less: Amount Reimbursed	<u>(35,824)</u>
Net Fringe Benefits	764,549
Travel	37,644
Equipment	208,317
Supplies	197,450
Contractual	183,255
Other	542,063
Indirect Costs	663,355
In-Kind Expenses	<u>1,416,757</u>
TOTAL EXPENSES	<u>\$ 6,412,523</u>

Detail of Expenditures by CAN Number:

CAN NO.

7-G074120	\$ 36,614
7-G074121	29,667
7-G074122	3,684,756
7-G074123	8,743
7-G074125	1,235,986
In-Kind Expenses (Required)	1,248,943
In-Kind Expenses (Excess Over Required)	<u>167,814</u>
TOTAL EXPENSES	<u>\$ 6,412,523</u>

Northeast Kansas Community Action, Inc.

Child and Adult Food Program Grant

Statement of Revenues and Expenses

Twelve months ended March 31, 2018

REVENUE

Grant Income	\$ 149,799
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TOTAL REVENUE	<u>\$ 149,799</u>
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EXPENSES

Personnel	\$ 8,924
Fringe Benefits	3,536
Travel	3
Equipment	-
Supplies	134,647
Consultant/Contractual	-
Training	55
Building	-
Family Services	-
Other	-
Indirect Costs	<u>2,634</u>

TOTAL EXPENSES	<u>\$ 149,799</u>
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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

REVENUE

Grant Income	\$ 4,050
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TOTAL REVENUE	<u>\$ 4,050</u>
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EXPENSES

Personnel	\$ -
Fringe Benefits	-
Travel	-
Equipment	-
Supplies	-
Consultant/Contractual	-
Training	4,050
Building	-
Family Services	-
Other	-
Indirect Costs	-

TOTAL EXPENSES	<u>\$ 4,050</u>
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Audit Report
April 1, 2017 – March 31, 2018
INDEPENDENT AUDITOR'S REPORT

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Kansas City, Missouri 64116
T: 816-221-4559, F: 816-221-4563
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McBride, Lock & Associates, LLC

Certified Public Accountants

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL
OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

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

We have audited, in accordance with the 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, the financial statements of Northeast Kansas Community Action Program, Inc. (a nonprofit organization), which comprise the statement of financial position as of March 31, 2018, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated September 5, 2018.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Northeast Kansas Community Action Program, Inc.'s internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Northeast Kansas Community Action Program, Inc.'s internal control. Accordingly, we do not express an opinion on the effectiveness of Northeast Kansas Community Action Program, Inc.'s internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

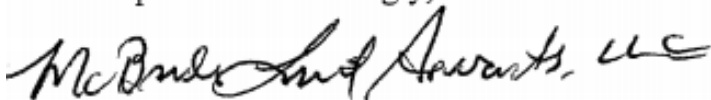
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Northeast Kansas Community Action Program, Inc.'s financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in black ink that reads "McBride, Lock & Associates, LLC". The signature is written in a cursive, flowing style.

McBride, Lock & Associates, LLC
Kansas City, Missouri
September 5, 2018

Total Funded Enrollment and Attendance

Head Start

Program year – September 1, 2017 – June 30, 2018

Center	Enrollment	Attendance
Atchison	85	81%
North Brown	34	83%
South Brown	17	83%
Jackson	51	83%
Jefferson - Meriden	17	89%
Leavenworth	34	77%
Marshall	17	89%
Nemaha – Seneca	17	89%
North Pottawatomie – Havensville	17	90%

Early Head Start Attendance

Program Year – July 1, 2017 to June 30, 2018

Caseloads/County	Attendance
Atchison	82%
Brown and Jefferson	73%
Doniphan	90%
Jackson	73%
Leavenworth	72%
Marshall	72%
Nemaha – Sabetha	85%
Pottawatomie - Westmoreland	69%



Artist: Kellen Age 5

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 2017-2018, NEK-CAP, Inc. served:

Month	Breakfast Served 221	Lunches Served 289	Snack Served 153	Children with Meal Modifications
August	267	271	265	7
September	2765	3730	1990	18
October	3106	4299	2410	19
November	2423	3403	1877	21
December	1675	2253	1271	21
January	2482	3442	1909	23
February	2181	3009	1631	23
March	2773	3941	2239	22
April	3047	4324	2484	23
May	1205	1243	1117	14
Total	21,924	29,915	17,193	Not applicable

Spring, Family, Fun, Food and Fitness

NEK-CAP, Inc.'s CACFP/Nutrition Manager applied for and was awarded mini-grants from the KSDE Child and Nutrition and Wellness (KS Team Nutrition) for our Head Start centers to provide a Spring, Family, Fun, Food and Fitness Event for families. In the Spring of 2018, four of our centers were awarded \$250.00 to provide events. Each center had an event during the months of March and April. Children, staff, families and community members came together to learn about the importance of good nutrition and physical activity.

Additional Nutrition News

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

Enrolled children that received Medical and Dental Exams, Mental health services and Early Intervention Services

Program Year – July 1, 2017 – June 30, 2018

	Number of Head Start Children	Number of EHS Children
Health Insurance at the end of enrollment	333	228
Medical Home at the end of enrollment	335	238
Up-to-date on a schedule of age appropriate preventive and primary health care	326	175
Immunizations up to date	107*	168
Dental home at the end of enrollment	336	217
Children who received preventive dental care	274	175
Mental Health services at the end of enrollment	265	8
Children receiving a referral for mental health services	6	0
Enrolled children with an IEP or IFSP	42	38
Number screened for educational/developmental /sensory / behavior concerns since the last PIR	208	78
Number identified needing follow assessment	47	16

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

Prenatal Women

100% of the pregnant women served received prenatal health care, 55% received postpartum health care 55% received mental health interventions/follow-up, 76% received substance abuse prevention, 26% received substance abuse treatment, 90% received prenatal education on fetal development and 81% received information on the benefits of breast feeding. Nine prenatal women were identified as medically high risk by a physician or health care provider.

Family Engagement Activities and Socializations

July 1, 2018 – June 30, 2018

NEK-CAP, Inc. Early Head Start and Head Start provide 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, 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, 64 father/father figures were involved in the family assessment; 70 father/father figures were involved in family goal setting; 92 were involved in their child's development experience; 1 father/father figure was involved in program governance and 28 father/father figures attended parenting workshops. In Early Head Start, 65 father/father figures were involved in the family assessment; 76 father/father figures were involved in family goal setting; 86 father/father figures were involved in their child's developmental experiences, such as weekly home visits, and 12 fathers participated in parenting education workshops. 391 parents (duplicated count) attended Early Head Start socializations and 655 parents (duplicated count) attended Family Engagement Activities across the nine county area.

Volunteers

Volunteers are very important to our Early Head Start and Head Start program. There are a number of 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 2017-2018 year there were 796 volunteers in Head Start and Early Head Start since the past Program Information Report year. We appreciate our volunteers and non-federal share they provide through volunteering their time, resources and monetary contribution to the program.

The amount is

\$1,416,757

Thank YOU!

School Readiness and Child Outcomes

September 1, 2016 – June 30, 2017

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 Age 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 the Teaching Strategies Gold tool. 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, 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. Please refer to the self-assessment portion of this document for charts about children's developmental growth in our program.

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. NEK-CAP, Inc.

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.

Domain	Score	Domain	Score	Domain	Score
Emotional Support	5.79/6.22	Classroom Organization	5.10/5.5	Instructional Support	2.49/3.31
Dimension					
Positive Climate	6.1/6.20	Behavior Management	5.55/6.01	Concept Development	2.25/2.97
Negative Climate	6.81/6.92	Productivity	5.76/5.89	Quality of Feedback	2.68/3.50
Teacher Sensitivity	5.43/5.90	Instructional Learning Formats	3.99/4.73	Language Modeling	3.13/3.45
Regard for Student Perspective	4.89/5.70				

Self – Assessment Results

2017-2018

Section 1: Introduction

2017-2018 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 2017-2018 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 160 days and 14 Child and Family Advocates providing weekly home visits. 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 fourth year of the five-year grant cycle on March 31, 2018 with a Program Year from July 1, 2017 to June 30, 2018.

Looking forward into the next program school year 2018-2019 – NEK-CAP, Inc. will be serving the same number of children in the same program options as the past year.

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 first year in many years the program had extended day centers. The ongoing self-assessment is on the road to being fully implemented; however, as we learn more about data we learn we are not always collecting enough data or the correct data to answer the questions we have as a team. 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 most of the data throughout the year. They analyze the Data Dashboard monthly, parent satisfaction surveys including 45-day Parent Surveys, and End of Year surveys are evaluated throughout the year. At our in-service trainings throughout the year, the Leadership Team presented staff with data from the Data Dashboard. They were given time to review and discuss, and then, ask questions about what they saw as a center team. The program continues to learn and become interested in data analysis and collection.

Quarterly Data Updates – The EHS/HS Leadership Team continues to struggle in data analysis. The usual reason is the program has been understaffed and many times the managers and coordinators are supporting the classrooms. However, one data change we made was during our monthly in-services, all staff reviewed different aspects of data, including but not limited to attendance, number of meals/snacks served, and hours of reading homework. The Leadership Team will meet monthly at a minimum for a half day to review data, making a deeper dive.

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.

Head Start School Readiness, Child Outcomes and CLASS

1. Have our CLASS scores improved from last year? From Fall to Spring?

Yes, CLASS scores for fall 2017 were 5.61 for Emotional Support and increased to 5.64 in Emotional Support for spring 2018. For Classroom Organization in the fall of 2017 it was 4.97 and increased to 5.54 in spring 2017 and for Instructional Support we increased from 2.57 in the fall to 3.34 in the spring of 2018. Then comparing these scores to the program's CLASS review in the spring of 2017 our scores increased in all three domains from our CLASS review as well.

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

The program is just getting started on the Fidelity tool for the classrooms; staff started utilizing The Fidelity Tool for Administrators and The Fidelity Tool for Teachers, both for the Creative Curriculum for Preschool this past spring. Education Managers went through the environment, first and had the classrooms order items to support the environment and management has plan additional training around the fidelity tool in August of the upcoming school year. So, of the 17 classrooms in the program, none have met the Fidelity of the Curriculum. However, staff have only started working on this in late spring of the past school year. After doing the first review, managers sent out Creative Curriculum self-training on several of the parts of the curriculum, including but not limited to: the interest areas, block area, dramatic play area and art area. This self-study was developed with questions and activities allow staff to gain knowledge about the curriculum. In the upcoming school year, managers will ensure all classrooms are set up to Fidelity before the school year starts and will utilize the rest of the fidelity tool for the Curriculum. Additional in-service Curriculum training and self-training has been scheduled for the new 2018-2019 school year.

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?

The three-year-old and four-year-old children ended the school year with nothing less than 72% meeting and/or exceeding in the program's School Readiness goals. At the beginning of the year, the four-year-old children scored with lower percentages in these goals than the three-year old children did, and the four-year-old children finished the year with lower percentages than the three-year-old children. The domains with lower percentages for the four-year-old children were the Social Emotional and the Mathematics domains. Even though the percentages were low in the fall the increase was still positive. For example, in the fall the four-year-old children had a percentage of 14.63 that were meeting and exceeding in establishing and sustaining positive relationships, in the spring this number jumped to 84.07%. Staff offered training throughout the year in the following categories to help with understanding the development their social emotional skills. The training for in this area included: Brain Architecture, Neurobiology of Trauma, Transitions and Connections to Trauma. Also, training was provided to assist with the lower math skills through Curriculum self-training. This included sending out question about the Creative Curriculum, which made staff read the Curriculum book and

answer the questions. These Creative Curriculum self-training were blocks (included math), dramatic play (included math), art and interest areas.

These are the Head Start increases by checkpoint showing children increasing yet not making 100% by the spring – However great strides are made for a group of children coming into a classroom at 27.96% in Mathematics growing to 82.85% by the end of the school year.

	Social Emotional	Physical	Language	Cognitive	Literacy	Mathematics
Fall	38.23%	59.56%	46%	39.47%	31.69%	27.96%
Winter	60.89%	71.58%	59%	63.84%	62.73%	53.88%
Spring	83.94%	89.05%	80.66%	85.77%	79.56%	82.85%

Early Head Start includes Child Outcomes

1. 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.

The EHS Education Manager randomly chose 18 families enrolled since the beginning of the program year, 7/1/2018, and are currently enrolled in the program. These families were chosen from each of the current eleven caseloads. Of the 18 families chosen- ten increased their self-sufficiency matrix scores- on an average increase of 4.4. The 8 other families saw a decrease in the self-sufficiency score- for an average decrease of 5.25. The common theme was- employment, childcare, transportation and family finances. Due to the interrelatedness of the data in the matrix, if the family had a decrease in employment they had a decrease in family finances. By having decreases in both areas there was a large decrease in the families' overall score. Overall, the common areas either place a barrier on or assist in becoming self-sufficient. The common areas are family finances, employment, child care, and transportation.

The correlation between completed home visits and child outcomes was difficult to determine as well. In the data review, there was not a direct link between home visit numbers and child outcomes. Most families have been enrolled throughout the whole program year and have had a varying number of home visits. The number of home visits ranged from 26 visits so far this year, to 46 visits this year. There is no way to determine how the quality of the visit or the resources/referrals impacted the child's outcomes.

In conclusion, the data being recorded at this time displays home visits assist in sustaining and/or boosting self-sufficiency, for most families; and not direct connection to home visits and child outcomes. \

2. Link turnover/burnout to data? Is there anything to be said about the data dashboard and burnout? New survey to measure potential burnout?

The Early Head Start program has had 30% staff turn-over during the 2017-18 program year. Turn-over for the past few years have been as follows- 2016-17- 21%, 2015-16- 19%, 2014-15- 44%. Although, this data looks a little high, we have had several EHS staff transfer to new positions within the agency and this has been included in this turnover data; several staff have had health related issues; and some staff naturally look for different work.

When recognizing burn-out, there are a few things that stick out. The amount of time staff takes off work and how their data looks across the year. Within the last few months, EHS staff have recognized their own burn-out and reached out to management/coordinator staff for assistance. Suggestions provided by management for example included, taking a few days away from home visits to work in the

office, utilizing annual leave time, etc.

Historically in this program, burn-out has been evident among staff that are meeting expectations and continue to meet expectations throughout their burn-out experience, however, their attitude and well-being are affected during this time. Therefore, we cannot "forget" about the staff meeting expectations, as these are the staff, we have learned through personal stories and speaking to them, experiencing burn-out and not linking directly to data.

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

The following graph displays the percentage of EHS children meeting and/or exceeding expectations in the listed developmental areas. It appears, when comparing children in the three checkpoint periods to the national standards, there has been growth from Fall to Spring. TS Gold offers few dimensions concentrating solely on young infants and toddlers. However, for the available dimensions, progress in being made by the children. EHS has had an emphasis on Language and Literacy this past program year- as this graph displays, there has been a consistent 100% for Literacy (which has minimal dimensions for EHS age children) and a 6.5% increase in the developmental area of Language. The area of Physical development has seen the largest improvement of 15.8%. This increase could be due to increased IFSP services and/or home visitor emphasis with IMIL or related activities; but it is merely speculation. This past program year, home visitors are utilizing IMIL at every home visit and planning socializations around this same theme. The areas of Cognitive and Social-Emotional development also saw an increase of 7.6% and 5.3% respectively. These are all significant increases and prove child outcomes have been a focus of the home visiting services.

	Social-Emotional	Physical	Language	Cognitive	Literacy	Math
Fall	94.7%	84.2%	90%	88.9%	100%	100%
Winter	94.7%	94.7%	90%	94.4%	100%	100%
Spring	100%	100%	96.5%	96.5%	100%	100%

Early Head Start and Head Start Family and Community Partnerships and Engagements

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

A random sample of 17 Head Start families' Family Development Partnership show four families improved a tier. Ten of the families increase their score within the tier and three scores remained the same.

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

EHS/ HS families are successful in reaching their goals.

3. Are we providing the services/referral to every family?

Head Start: 293 of 302 families or 97.02% received a service during the program year. This is a slight increase from the previous year of 96.68% of the 291 of 301 families who received a service. Services can include: emergency crisis intervention, health education, job training and parenting education.

4. Are customers becoming active citizens in their community?

NEK-CAP, Inc. customers are becoming active in their community. An annual (8 month) average of 77.625% of HS parents (duplicated) attended Family Engagement Activities (FEA) at their center providing them with opportunities to gain life skills and increase their community engagement. This is an increase from the previous year totals of 73.375% duplicated parents attending.

5. 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 September 97 parents attended FEA followed by a drop and then increasing slowly to 121 in April. This is an increase of 24 parents or 5.31% at Family Engagement Activities in the program year.

6. Using the PFCE tool/checklist – where does are 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 four 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.

Early Head Start and Head Start Mental Health and Disabilities including Conscious Discipline

1. Have we continued to grow in the use of Conscious Discipline?

The Mental Health/Disabilities Manager developed a rubric for the use of Conscious Discipline in the classrooms and was utilizing this with the observations during the program year. The Mental Health/Disabilities Manager would review the rubric with the staff after the observation to help teachers determine the areas they needed to develop skills in to better implement Conscious Discipline in their classroom. Conscious Discipline was not implemented to it fullness, so several managers and coordinators will be attending Conscious Discipline this summer (2018) and reinitiating the use of Conscious Discipline in the classroom in the 2018-2019 program year.

2. Are children being referred and receiving referrals in a timely manner?

There was a total of 33 disability referrals in EHS during the 2017-18 program year. These referrals are all based on different concerns; however, there are several that are for speech/language. Through the

home visiting process, the relationship is built with families and referrals can be made at any time- per parent concern and/or scores on child screenings and assessments. The Child and Family Advocates have been trained that best practice is to refer when there is a question and/or concern with the development of a child. It is important for staff to have a working relationship with the local Tiny-K agencies, to ensure referrals and communication is made.

3. Can we demonstrate the utilization of the Family Team Support (FTS) Model?

In a spreadsheet that was created by the former Mental Health/Disabilities Manager, the program documented 8 FTS meetings. However, since that time, there have been a few more to add. The Center Manager/Teacher, FDA and/or CFA positions tend to request an FTS meeting. Staff upload the FTS documentation to the child's file on CAP 60.

4. Is there a demonstration that the utilization of this model has a meaningful and positive impact on families?

To be confidential, the program has several anonymous stories to show the model has proven to be successful. For example, a recent FTS meeting ended with the parent deciding to access community supports through the local mental health center- ensuring the child receives classroom support through them and enroll the child in Head Start, after the social/emotional skills have been taught. Although this example did not lead to Head Start enrollment, it provided the family with the necessary referrals and connections that best meet the needs of the family, at that time. Another example of the positive impact this model has had this year was the referrals that took place for a child for the community mental health center. Although the follow through from the parents took a while, the referral was achieved, and this child received the initial services at the mental health center. Through the connection with this family, close communication was a key factor in this example. There were also a few FTS meetings that lead to referrals and evaluations from local mental health centers and local school districts for IEP services.

5. Is this model supportive of the Performance Standards related to Social Emotional Wellness, Early Identification of Potential Disabilities as well Suspension and Expulsion?

This model does support the performance standards, in all aspects. It encourages parents to reach out for services their child may need and finding the best solutions to meet the child's need and serve the family in the best way the program can. It is a Wrap-Around style meeting and all supports are available to attend, so all supports are on the same page.

Early Head Start and Head Start ERSEA

1. What has been done to ensure full enrollment for the year?

NEK-CAP, Inc. continues to recruit all year long. The program has distributed program fliers/bookmarks in our communities to libraries, restaurants, grocery stores, health departments, and a variety of other businesses. Program door hangers were created for door to door recruitment. Referrals are received from a variety of organizations and they support us by allowing us to be present at their location to recruit. Our program uses social media and local print to recruit families through the year.

NEK-CAP, Inc. has an ERSEA committee made up of staff and Policy Council members which meet via Go-To-Meeting for ideas and for updating our recruitment plan.

However, the Head Start program was not fully enrolled by the start day; the program did become fully enrolled with in the first 60 days of class. Early Head Start is under-enrolled and currently on an enrollment plan. Under-enrollment is directly connected to being under-staffed in this program option.

2. What has been done to ensure increase attendance for the year?

Management encourages staff to keep in contact with the parents/guardians. Staff will make phone calls, home visits, etc. to discuss attendance concerns with parents. The ERSEA/Information Data

Manager is notified by staff when a child has an unexcused absence. If parents do not contact the center, then the ERSEA/Information Data Manager will send a letter after two unexcused absences; the letter states the child must be in attendance in 10 days. If still no contact the child will be dropped from the program, however if the parent contacts the center and has a good reason for the absence, such as family emergency or something health related, staff would work with the family to keep the child enrolled in the program. All this is documented in CAP 60 in case notes, as well as their attendance.

Early Head Start and Head Start Health and Safety

1. Incident reports are disproportionate – how will staff understand the importance of the documentation?

During this past program year, incidents of injury, physical harm towards others, and other significant incidents have been documented on KDHE Notification of Injury, Illness or Critical Incident. These forms are sent to Director of Human Resources and Health and Safety Manager for tracking purposes. The numbers of reports from centers/classrooms vary greatly. The centers have a lot of mental health needs and have shown to have a greater number of incident reports. As a management team, we have discussed what should be tracked on the actual KDHE form, and how physical aggression and risky behaviors should be tracked for the program. The team will continue to track incidents of injury and required significant incidents on KDHE form. Incidents of physical aggression and risky behaviors will continue to be communicated to parents but will not be documented and tracked using this form. This will require training, so staff can identify what an "incident" is and how to document and track different incidents. As new staff continues to come into the classrooms; staff will need continued training regarding the reporting, documentation, and prevention of injury and other illness. Many of the incidents that are reported are a result of physical aggression and risky behaviors (hitting other students, throwing toys and hitting someone, running and tripping).

To minimize incidents of injury, illness, and physical aggression. The EHS/HS Leadership Team will help support center staff in setting the classroom up to fidelity and ensure licensing regulations are meant.

Early Head Start and Head Start Nutrition

1. Are we reporting on our nutritional concerns? And providing families with the supports they need?

Medically based diets and other dietary requirements and modifications are accommodated by the program. During the 2017-2018 program year. Meal Modifications were reported monthly on the Data Dashboard. Only one child, who was a third-year child, had a challenging diet. Parents continued to meet with outside medical/dietary professionals and those professionals continued to provide updated paperwork.

2. Are we able to use CAP60 to track Meal Modifications/Individualized Nutrition Health Plans?

During the 2017-2018 some progress was made with data entry of Meal Modifications and Individualized Nutrition Health Plans. The CACFP Nutrition Manager still found the need to hand track data due to not all data being entered into CAP60. The Health & Safety Manager and the CACFP Nutrition Manager plan to offer additional training and support to staff on where to document Meal Modifications, Individualized Nutrition Health Plans and Individualized Health plans before the 2018 – 2019 school year.

3. Do staff understand when an Individualized Nutrition Health Plan is also needed when a child needs a Meal Modification? And does staff understand the difference between an Individualized Nutrition Health Plan and an Individualized Health Plan and what form to use when?

During the summer of 2017 the Health & Safety Manager and CACFP Nutrition Manager worked together to combine the Individualized Health Plan and Individualized Nutrition Health Plan into one

document with the hope of reducing paperwork and making the form easier of use. Written guidance was developed at that time to help staff use the combined form. The Nutrition Policy & Procedure provides guidance on when an Individualized Nutrition Health Plan is needed with a Meal Modification.

Head Start Transportation

The retiring Transportation Coordinator did not provide any data in this area. The new Transportation Coordinator will provide data in the 2018-19 program year.

The program does provide safe transportation to children at each location.

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 17-18

Date	Action	Purpose
Program Year	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.
June - July	Meeting with EHS/HS Leadership Team	Determine Self-Assessment Timeline (ongoing) Develop necessary to tools/checklist to provide vital data for decision-making.
November or January	Meeting with Policy Council and Multi-County Board of Directors	Approval of process
May – July	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
May	HS Staff- Closeout Meetings	To review past year but to set goals for the center in the upcoming year.
June	EHS Staff – Closeout Meetings	To review past year but to set goals for the staff in the upcoming year.
September	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

- More and better data was gathered this year and in a timely manner and integrated throughout the program; however the data is not analyzed very well to build solid correlations with outcomes.
- Technology – as a program and agency, we have upgraded our technology – internet speeds both upload and download have been increased, computers have all been upgraded and are being replaced on a schedule, and our Director of IT is quick to respond to computer and network issues.
- Program goals – the program has two goals and a total of 7 objectives with 49 action steps. Three action steps have been discontinued – 29 of the 49 or 60% of the action steps have been completed or completed and ongoing. Twenty action steps are still being worked towards in the remainder of this 2018-2019 program year. During the past four years of this 5 year grant cycle our program has changed many areas of our program.

Areas of Growth

- More training in CLASS and program curriculum and its expectations.
- Develop more opportunities for staff to be engaged in the program.
- Difficult year – down line staff (large staff turnover), Mental Health/Disabilities Manager resigned, Transportation Coordinator retired, received Designation Renewal System Notification.

Section 4 Recommendations

- ✓ NEK-CAP, Inc. Early Head Start and Head Start experienced a large turnover 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 year 2016-2017.
- ✓ EHS/HS Leadership Team needs to be more purposeful and meet on a more regular basis to analyze and review data, and data needs to be entered in a timelier manner in the field. This will continue from the past year 2016-2017. The team did manage to complete the Data Dashboard in a timelier manner; however the team did not meet to discuss data regularly as planned at the beginning of the 2016-2017 program year.
- ✓ Look at changes that can be made with CAP60 to decrease hand tracking and ensure the program has the reports needed to show family outcomes.



Artist: Bryan Age 4