

Early Head Start/Head Start Annual Report 2020-2021



The 2020-2021 program year completed our second year of our 5-year grant cycle. I am pleased to report on the many areas of success, as well as areas that have been identified as a need for improvement. The COVID-19 Pandemic played an instrumental role in our service delivery this past program year. Early Head Start and Head Start adapted delivery options and services, all the while, keeping up with high quality, strengths-based approaches that met all expectations.

This report will provide an analysis and evaluation of 2020-2021 Early Head Start and Head Start programmatic and fiscal information. The Annual Report is an 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; and upcoming changes and things to look forward to for the 2021-2022 program year.

NEK-CAP, Inc. Early Head Start and Head Start programs are dedicated to preparing children, and their families, for success in school, and beyond. Through the comprehensive services, staff are committed to empowering families to succeed in their role as parents. Building self-resiliency and encouragement with families is key to the success of the programs. The EHS/HS Program Goals continue to highlight areas in which the programs are working towards. Exemplary comprehensive services, an exemplary place of employment and innovation to support dynamic growth are all areas that have been a focus and will be moving forward.

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 and strengthen their lives.

Sincerely,

Kimberly Lackey

Early Head Start/Head Start Director

NEK-CAP, Inc. Vision

One by one all individuals, 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 the development of individuals and families, 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."

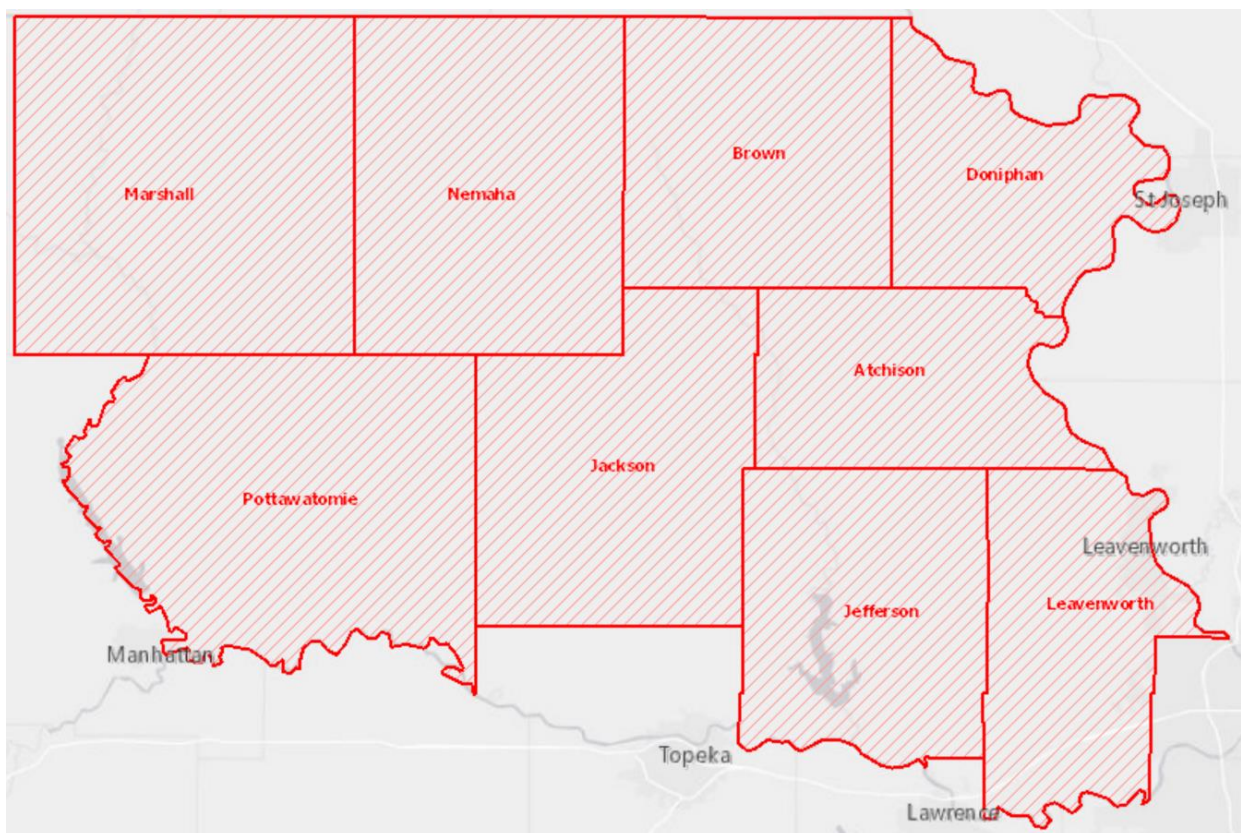
Early Head Start – Head Start Program Goals

Goal # 1. NEK-CAP, Inc. will be recognized as an agency that delivers exemplary comprehensive services to children, families, and the community.

Goal # 2. NEK-CAP Inc. EHS/HS will aspire to be an exemplary place of employment.

Goal # 3. NEK-CAP Inc. will utilize innovation to support dynamic growth.

NEK-CAP, Inc. Early Head Start and Head Start Program Description For Program Year 2020-2021



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

Atchison County

Three extended day Head Start classrooms and three Early Head Start Child and Family Advocates and three Family Development Advocates.

Brown County

Two extended day classrooms one in Horton and the other in Hiawatha, two Early Head Start Child and Family Advocates and two Family Development Advocates.

Doniphan County

One Early Head Start Child and Family Advocate in Troy.

Jackson County

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

Jefferson County

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

Leavenworth County

Two-part day Head Start classrooms and two Early Head Start Child and Family Advocates and two Family Development Advocates located in Lansing. Due to moving recently and the COVID-19 pandemic, this site provided virtual services during the whole program year.

Marshall County

One extended day Head Start classroom and one Early Head Start Child and Family Advocate and one Family Development Advocate located in Marysville.

Nemaha County

One-part day Head Start classroom and one Family Development Advocate in Seneca.

One extended day classroom and one Early Head Start Child and Family Advocate and one Family Development Advocate located in Sabetha.

Pottawatomie County

One Early Head Start Child and Family Advocate in Westmoreland.

Overall Program

NEK-CAP, Inc. has three-part day Head Start classrooms (128 days for 3.5 hours) serving 51 children and eleven extended day Head Start classrooms (1020 hours per program year) serving 187 children, totaling 238 Federal Head Start children.

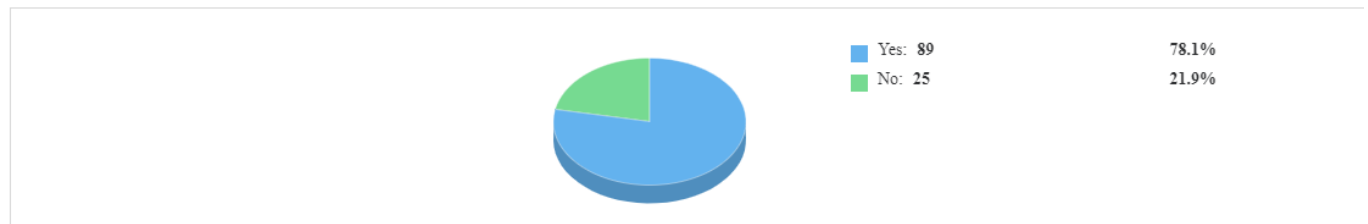
NEK-CAP, Inc. employs 14 Child and Family Advocates providing home base services in 9 counties, serving 160 Federal Early Head children.

COVID-19 Pandemic Impacts

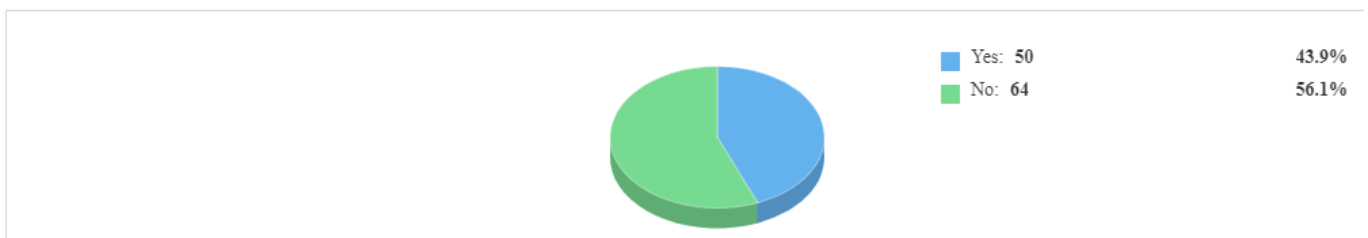
Beginning in March of 2020, the EHS and HS programs experienced significant changes to service delivery options and struggles within daily operational needs. The program recognized the IT department as a strength during this past year; however, there were a few challenges that were brought to light. First, service delivery. The Head Start program moved to virtual services. The program had plans in place to provide some virtual services to families through the use of Learning Genie. There was an extraordinary amount of innovation that happened among staff! The program quickly began to utilize Facebook live, YouTube, ABC Mouse, etc. to engage children and families. The Early Head Start program also transitioned to virtual services. This change was difficult in sustaining engagement among families. As children were home and high stress levels took place, it was difficult to conduct a full 1.5 hour visit each week. Staff adapted and made a few appointments a week with families. This assisted with burn-out and keeping in touch with families. Staff would utilize text messaging, Facetime, Go-to-Meeting, Zoom, phone calls, etc. to conduct the visits.

The EHS/HS program completed a series of surveys to families during the pandemic to seek input on what services may be needed. The results of one survey are below. Staff provided referrals and community resources to families on a very regular basis. New community services were being offered and NEK-CAP, Inc. staff were a leading force in getting information to families.

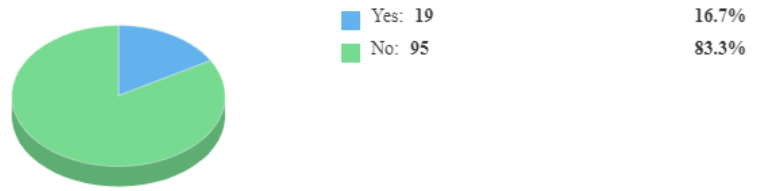
6. Would you use at home learning materials? (paper, crayons, scissors, markers, etc.)
(114 responses)



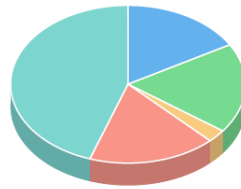
5. Would you need back to school necessities? (socks, underwear, coats, etc.)
(114 responses)



7. Are you concerned about having access to food during the summer? (To include transportation to access resources in your community)
(114 responses)



1. If you are struggling with purchasing household items, please choose the group of items you need the most?
(114 Responses)



■ Cleaning or laundry Supplies (dish soap, laundry soap, Lysol wipes, etc.):19	16.7%	■ Toiletries and First Aid supplies (toilet paper, personal hygiene, sunscreen, diapers, wipes, etc.):21	18.4%	■ Small kitchen appliances (Crockpot, toaster, microwave, toaster oven, blender, hand mixer):3	2.6%
■ Bedroom linens and storage items (pillows, sheets, blankets, mattress cover, laundry basket, totes):20	17.5%	■ I don't have a need at this time:51	44.8%		

Parent Gauge Pandemic Survey Results

Parent Gauge had a pandemic survey available to the EHS and HS programs. The programs utilized this survey to gain a better understanding on where the families were. Each family was surveyed in the EHS and HS program in January 2021. Below are some of these results from this survey.

Pandemic Survey Results		Report Scale: Not at all 1 Not very much 2 Somewhat 3 Mostly 4 Very much 5
Program	NEK-CAP, Inc. 195 responses	
Financial Stability		Average Score
Q1	My family has maintained our previous level of employment.	3.73
Q2	My family has maintained our previous level of income, either through employment or government benefits.	3.81
Q3	My family has had stable housing.	4.70
Q4	My family has been able to pay utilities.	4.15
Q5	My family has been able to afford or access food.	4.56

Health and Wellness

Q6	My family has been able to access regular medical care, such as check-ups and well-child visits.	4.38
Q7	I feel connected to other parents or adults.	3.17
Q8*	I have struggled to control my emotions during the pandemic.	3.44
Q9*	My family has been faced with health issues during the pandemic, whether directly related to Covid-19 or not.	3.50

Child's Behavior

Q10	My child has maintained his/her sleep routine during the pandemic.	3.68
Q11	My child understands why his/her routine has changed during the pandemic, such as not going to school, not playing with friends, and wearing masks.	3.29
Q12	My child's behavior has been better during the pandemic.	2.56
Q13*	My child's behavior has been worse during the pandemic.	3.64

Learning and Development

Q14	I have the technology needed for my child to participate in digital learning experiences, such as a computer, tablet, or phone.	4.28
Q15	I have access to the internet or an unlimited data plan so my child can participate in digital learning experiences.	4.41
Q16	I am able to meet with program staff via video (such as over FaceTime, Facebook Messenger, WeChat, etc.)	4.46
Q17	Someone in my household is able to spend quality time with my child each day.	4.78
Q18	Someone in my household is able to participate in educational activities with my child.	4.61

NEK-CAP, Inc. Pandemic Response Information

Services to Families	Services to Staff	Related Tasks and Adaptations
Delivery of meals	Virtual meetings and trainings	Virtual Board and Policy Council meetings
Delivery of learning packets	Online application process and interviews	Purchased supplies for health and safety
Virtual/Remote learning opportunities	COVID-19 exposure tracking for staff	Implemented health and safety protocols for the agency
Providing essentials: diapers, wipes, formula, cleaning supplies, etc.	Provided resources for staff-mental health, payroll benefits	Staff remained an integral piece in the communities, as new services and items became available
Videos, Facebook Live, etc. (group and individual settings)	Virtual support for all staff-individually and in groups	
Online and paperless intake process and enrollment	Virtual Professional Development	
Virtual home visits		
Provided continuous support and referrals for families in need		

Head Start

In the 2020-2021 Head Start program year; the program served 241 children in 207 families. The program owned 13 buses; 10 were used daily and 3 were used as backup buses. Head Start transported 173 children throughout the year.

Head Start Child Demographics

Race	
American Indian or Alaska Native	11
Asian	0
Black or African American	16
Native Hawaiian or other Pacific Islander	0
White	140
Biracial/Multiracial	39
Ethnicity	
Hispanic or Latino origin	35
Non-Hispanic or Non-Latino origin	206

Head Start Family Information

	<i># of families</i>	<i>% of families</i>
Total number of families	207	
The number of two-parent families	99	48%
The number of single-parent families	108	52%
Families by Education level of Parents/Guardians		
An advanced degree or baccalaureate degree	15	7%
An associate degree, vocational school, or some college	68	33%
A high school graduate or GED	97	47%
Less than high school graduate	27	13%
Employment Status of Parents/Guardians at enrollment		
<i>Two Parent</i>		
Both parents/guardians are employed	30	30%
One parent/guardian is employed	47	47%
Both parents/guardians are not working such as those that are as those that are unemployed, retired, or disabled	22	22%
<i>Single Parent</i>		
The parent/guardian is employed	65	60%
The parent/guardian is not working	43	40%
The number of all families in which at least one parent/ guardian is a member of the United States military on active duty.	1	.01%

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	4	4
Total number of families receiving Supplemental Security Income (SSI)	11	11
Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants and Children (WIC)	111	111
Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP)	97	96

Early Head Start

In the 2020-2021 Early Head Start program year; the program served 220 children, 22 pregnant women and 151 families.

Early Head Start Children and Pregnant Women Demographics

Race	
American Indian or Alaska Native	9
Asian	0
Black or African American	22
Native Hawaiian or other Pacific Islander	2
White	141
Biracial/Multiracial	30
Ethnicity	
Hispanic or Latino origin	16
Non-Hispanic or Non-Latino origin	204

Early Head Start Family Information

	<i># of families</i>	<i>% of families</i>
Total number of families	151	
The number of two-parent families	67	44%
The number of single-parent families	84	56%
Families by Education level of Parents/Guardians		
An advanced degree or baccalaureate degree	4	2%
An associate degree, vocational school, or some college	41	27%
A high school graduate or GED	77	51%
Less than high school graduate	29	19%
Employment Status of Parents/Guardians		
At least one parent/guardian is employed, in job training or in school at enrollment	95	63%
Neither/No parent/guardian is employed, in job training, or in school at enrollment.	56	37%

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	7	10
Total number of families receiving Supplemental Security Income (SSI)	17	17
Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants and Children (WIC)	125	115
Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP)	90	87



Human Resources

NEK-CAP, Inc. EHS/HS employs approximately 96 staff with 24% or 23 staff being current or past Early Head Start/Head Start parents. The program experienced 34 staff turnovers during the 2020-2021 year. That is approximately a rate of 35% staff turnover.

Average Number of Days to Pursue Job Applicants	
3.3	New Candidates
4.9	Review Applications
9.2	Schedule Interviews (if the candidate meets qualifications)

The Human Resources department has made large strides during the last program year. The program has improved new staff onboarding and orientation, improved application and recruitment strategies for new staff, and concentrated on employee morale. The HR Department became a primary piece of the COVID-19 pandemic and adapted well to the changes, regulations, and individual circumstances. The program will continue to focus on updating job performance evaluations and making them more meaningful for staff, as well as updating job descriptions to fit with position specific tasks.

Fiscal Information for NEK-CAP, Inc. Early Head Start and Head Start Program**Northeast Kansas Community Action Program, Inc. (NEK-CAP, Inc.)
Child and Adult Food Program Grant (CACFP) - P0006-CTR-2019/2020****Statement of Revenues and Expenses
Twelve Months Ended September 30, 2020**

	Current Six Month Period 10/1/2019 - 3/31/2020	Six Month Grant Period 4/1/2020 - 9/30/2020	Total Twelve Month Period 10/1/2019 - 9/30/2020
<u>REVENUE</u>			
Grant Income	\$117,302	\$-	\$117,302
Unearned Grant Income (Carry forward)**	(28,703)	8,446	(20,256)
TOTAL REVENUE	<u>\$88,600</u>	<u>\$8,446</u>	<u>\$97,046</u>
<u>EXPENSES</u>			
Personnel and Fringe Benefits	\$-	\$-	\$-
Supplies/Food Service Equipment Repair or Additions	88,600	8,446	97,046
Indirect Costs	-	-	-
TOTAL EXPENSES	<u>\$88,600</u>	<u>\$8,446</u>	<u>\$97,046</u>

* Note: Grant period is for twelve months from 10/1/2019-9/30/2020

** Note: The CACFP grant is a reimbursement grant and as such reimbursements are recognized as earned to the extent that there are expenses to offset revenues. Unearned grant income is carried forward to the next grant year using the GAAP revenue recognition rule.

Northeast Kansas Community Action Program, Inc. (NEK-CAP, Inc.)
Child and Adult Food Program Grant (CACFP) - P0006-CTR-2020/2021
Statement of Revenues and Expenses
Twelve Months Ended September 30, 2020

	Current Six Month Period 10/1/2020 - 3/31/2021	Six Month Grant Period 4/1/2021 - 9/30/2021 ***	Total Twelve Month Period 10/1/2020 - 9/30/2021
<u>REVENUE</u>			
Grant Income	\$74,585	\$-	\$74,585
Unearned Grant Income (Carry forward)**	(15,848)	-	(15,848)
TOTAL REVENUE	<u>\$58,737</u>	<u>\$-</u>	<u>\$58,737</u>
<u>EXPENSES</u>			
Personnel and Fringe Benefits	\$-	\$-	\$-
Supplies/Food Service Equipment Repair or Additions	58,737	-	58,737
Indirect Costs	-	-	-
TOTAL EXPENSES	<u>\$58,737</u>	<u>\$-</u>	<u>\$58,737</u>

* Note: Grant period is for twelve months from 10/1/2020-9/30/2021

** Note: The CACFP grant is a reimbursement grant and as such reimbursements are recognized as earned to the extent that there are expenses to offset revenues. Unearned grant income is carried forward to the next grant year using the GAAP revenue recognition rule.

*** Note: Grant expenditure data for the period from 4/1/2020-9/30/2021 will be included in the next annual report.

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

Federal Early Head Start/Head Start Grant 07CH011099/02

Statement of Revenues and Expenses

Twelve Months Ended March 31, 2021

REVENUE

Grant Income	\$5,404,316
In-Kind Contributions	1,203,551
Program Income (Additive Method)	<u>4,806</u>

TOTAL REVENUE**\$6,612,674****EXPENSES**

Personnel	\$2,848,446
Fringe Benefits	853,703
Travel	1,369
Equipment	13,192
Supplies	324,291
Contractual	-
Construction	-
Other	627,322
Indirect Costs	740,799
In-Kind Expenses	<u>1,203,551</u>

TOTAL EXPENSES**\$6,612,674**

Detail of Expenditures by CAN Number:

CAN NO.

0-G074120	\$43,044
0-G074121	17,834
0-G074122	5,343,439
9-G074122 (Authorized Carryover)	-
In-Kind Expenses (Required) *	836,431
In-Kind Expenses (Excess Over Required) *	367,120
Program Income Expenditure (Additive Method) **	4,806

TOTAL EXPENSES**\$6,612,674**

* Note: The program received approval for non-federal share waivers of required in-kind. ** Note: The program expenses program income in accordance with the addition alternative.

Fiscal Information for NEK-CAP, Inc. Early Head Start and Head Start Program
Federal Early Head Start/Head Start Grant 07CH011099/02
Statement of Revenues and Expenses
Twelve Months Ended March 31, 2021

REVENUE

Grant Income	\$349,765
In-Kind Contributions	-
Program Income (Additive Method)	-

TOTAL REVENUE**\$349,765****EXPENSES**

Personnel	\$-
Fringe Benefits	-
Travel	-
Equipment	79,385
Supplies	253,152
Contractual	-
Construction	-
Other	17,229
Indirect Costs	-
In-Kind Expenses	-

TOTAL EXPENSES**\$349,765**

Detail of Expenditures by CAN Number:

CAN NO.

0-G070900	\$349,765
In-Kind Expenses (Required) *	-

TOTAL EXPENSES**\$349,765**

* Note: The program received approval for non-federal share waivers of required in-kind.

Audit Report

April 1, 2020 – March 31, 2021

Please visit the **Administrative Department & Reports** page of the NEK-CAP, Inc. website at www.nekcap.org for the full audit.

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Harold K. Mayes, CPA
Jennifer L. Kettler, CPA
Lucille L. Hinderliter, CPA

INDEPENDENT AUDITOR'S REPORT

Board of Directors
Northeast Kansas Community Action Program Inc.
Hiawatha, KS

Report on the Financial Statements

We have audited the combined financial statements of Northeast Kansas Community Action Program Inc. (a nonprofit corporation), which comprise the statement of financial position as of March 31, 2021, and the related statement of activities, 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 the 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 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 presents fairly, in all material respects, the financial position of Northeast Kansas Community Action Program, Inc. as of March 31, 2021, 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 additional information pages 20 to 70 are presented for additional analysis and are not a required part of the basic financial statements. The accompanying schedule of expenditures of federal awards, 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*, is also presented for purposes of additional analysis and is 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 taken as a whole.

Report on Summarized Comparative Information

In our opinion, the summarized comparative information presented herein as of and for the year ended March 31, 2020 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 report dated October 1, 2021, 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.



Harold K. Mayes Jr. CPA
Agler & Gaeddert, Chartered
Ottawa, Kansas
October 1, 2021

Northeast Kansas Community Action Program, Inc.

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

For the Year Ended March 31, 2021

SUMMARY OF AUDITOR'S RESULTSFinancial Statements

Type of report the auditor issued on whether the financial statement audited was prepared in accordance with GAAP	<u>Unmodified</u>
Internal control over financial reporting:	
Material weakness(es) identified?	<u>No</u>
Significant deficiencies identified not considered to be material weaknesses:	<u>None reported</u>
Noncompliance material to financial statements noted?	<u>No</u>

Federal Awards

Internal control over major programs:	
Material weakness(es) identified?	<u>No</u>
Significant deficiencies identified not considered to be material weaknesses:	<u>None noted</u>
Type of auditor's report issued on compliance for major programs:	<u>Unmodified</u>
Any audit findings disclosed that are required to be reported in accordance with Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost principles, and Audit Requirements for Federal awards	<u>No</u>

Identification of major programs:

<u>CFDA Number's</u>	<u>Name of Federal Program or Cluster</u>	<u>Amount</u>
Head Start		
93.600	Head Start	\$ 4,183,110
93.600	Early Head Start	1,160,329
93.600	Head Start CARES	43,044
93.600	Early Head Start CARES	17,834
93.600	Head Start Training	209,156
93.600	Early Head Start Training	<u>140,609</u>
		5,754,082
Dollar threshold used to distinguish between Type A and Type B programs		\$ <u>750,000</u>
Auditee qualified as a low-risk auditee?		Yes

Total Funded Enrollment and Attendance

Head Start

Program year – July 1, 2020 – June 30, 2021

Due to COVID – Attendance started in September. However, did not fully begin face to face center-based services until January 2021. Centers experienced temporary COVID related shutdowns throughout this program year.

Center	Enrollment	Attendance
Atchison – 3 classrooms	51	85% 85% 81%
North Brown	17	70%
South Brown	17	80%
Jackson – 3 classrooms	51	83% 83% 77%
Jefferson - Meriden	17	83%
Leavenworth – 2 classrooms	34	81% 62%
Marshall	17	87%
Nemaha – Sabetha	17	90%
Nemaha - Seneca	17	86%

Early Head Start Attendance

Program Year – July 1, 2020 to June 30, 2021

Full year

Virtual Services were provided full time until January 2021, due to COVID. Following January, services were temporally impacted occasionally by COVID related shutdowns and hybrid service model.

Caseloads/County	Attendance
Atchison – Three staff	86% 92% 83%
South Brown	64%
North Brown	74%
Doniphan	94%
Jackson	84%
Jefferson	97%
Leavenworth – Two staff	96% 88%
Marshall	66%
Nemaha – Sabetha	90%
Pottawatomie – Two staff	72% Open position

Nutrition

NEK-CAP, Inc.'s CACFP/Nutrition Manager 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 2020-2021, NEK-CAP, Inc. served:

Month	Breakfast Served 187 daily	Lunches Served 255 daily	Snack Served 170 daily	Monthly Reimbursement	Children with Meal Modifications
August	0	0	0	\$0	0
September	736	757	423	\$4,639.66	10
October	1,021	1,045	549	\$6,380.71	11
November	777	807	542	\$5,019.14	13
December	1,119	1,155	793	\$7,213.22	15
January	940	1,007	668	\$6,199.17	15
February	1,323	1,420	1,105	\$8,893.37	15
March	2,408	2,521	2,048	\$15,983.56	17
April	2,469	2,591	2,114	\$16,425.06	18
May	1,133	1,184	1,056	\$7,601.05	18
Total	11,926	12,487	9,298	\$78,354.94	

This is a total of 33,711 breakfast, lunch and snacks served to Head Start Children.

This year, our reimbursement totals were not as high as they normally would be due to Covid-19 and decreased enrollment in the centers. The centers were not able to participate in Family Style Meal Service, which meant Nutrition Providers and staff dished up each meal component and served the children. This helped to prevent contamination of food and utensils during Covid-19 restrictions. Nutrition Providers also had a struggle with finding certain food items within grocery stores, as there were sometimes shortages with bread and grain products, fruits, and vegetables. To be in compliance with CACFP, Nutrition Providers would use foods other than what was listed on the menu for that day and would then document these changes.

Additional Nutrition News

NEK-CAP, Inc. Distributes Backpack Buddies in the Leavenworth, South Brown and North Brown centers.

The state Child Nutrition and Wellness Team has reviewed the recent CACFP audit that was conducted for the dates of October 2019-September 2020. Per the audit report received on August 12, 2021, no findings were found that could materially affect the operations or outcomes of the CACFP. The audit is considered closed.

Enrolled children receiving Medical exams, Dental exams and Mental health services

Program Year – July 1, 2020 – June 30, 2021

	Number of Head Start Children	Number of EHS Children
Health Insurance at the end of enrollment	236	197
Medical Home at the end of enrollment	235	197
Up to date on a schedule of age appropriate preventive and primary health care	217	102
Immunizations up to date	92*	97*
Dental home at the end of enrollment	229	182
Children who received preventive dental care	150	144
Mental Health services at the end of enrollment	244	2
Children receiving a referral for mental health services	0	3
Enrolled children with an IEP or IFSP	51	42
(Newly Enrolled) Number screened for educational/developmental /sensory / behavior concerns since the last PIR	184	98
Number identified needing follow assessment	49	5

*Many children did not get a flu shot. It is recommended by the CDC. Also, COVID interrupted our services, due to health departments only doing COVID related tasks. A total of 40 Early Head Start Children were up to date on all other immunizations, excluding the flu vaccine, at the end of the program year. A total of 122 Head Start children were up to date on all other immunizations, excluding the flu vaccine, at the end of the program year.

Prenatal Women

All twenty-two pregnant women served by the program had some type of health insurance. Of the pregnant women enrolled in the program, 95% received prenatal health care, 86% received postpartum health care, (Those 3 pregnant women that had not were still pregnant at the end of the program year.), 55% received mental health interventions/follow-up, 77% received substance abuse prevention, 27% received substance abuse treatment, 95% received prenatal education on fetal development and 95% received information on the benefits of breast feeding. Six prenatal women were

identified as medically high risk by a physician or health care provider. Three of the 22 pregnant women left the program before the birth of their child; 17 pregnant women received services at the time their child was born, and 17 children enrolled after they were born.

Family Engagement Activities and Socializations

July 1, 2020 – June 30, 2021

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.

In Head Start, 69 father/father figures were involved in the family assessment; 72 father/father figures were involved in family goal setting; 96 were involved in their child's development experience; 8 father/father figure was involved in program governance and 28 father/father figures attended parenting workshops.

In Early Head Start, 43 father/father figures were involved in the family assessment; 51 father/father figures were involved in family goal setting; 57 father/father figures were involved in their child's developmental experiences, such as weekly home visits, three father/father figure was involved in program governance and 18 fathers participated in parenting education workshops. 342 parents (unduplicated count) attended Early Head Start socializations and 667 parents (duplicated count) in the nine county service area. 1180 (duplicated) parents participated in Family Engagement Activities in the seven county service area.

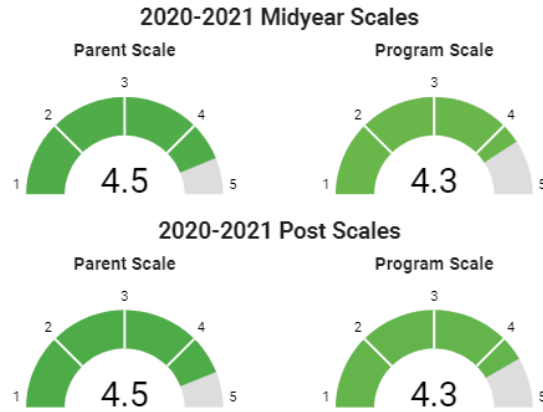
Although COVID-19 brought the program several challenges, one strength would be that most Family Engagement Activities (FEA) and Socializations were offered by a knock and drop meal, activities for the children as well as information for parents regarding school readiness, parenting skills, and child development. Due to this delivery method, most every Head Start family was involved each month. Staff were able to reach more families and support them with food and activities through the pandemic. 336 Families received at least one service during the program year, with a total of 698 services provided.

Parent Gauge

Parent Gauge surveys were completed during the 2020-2021 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*

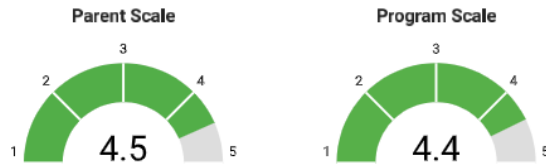
Head Start- Parent Gauge



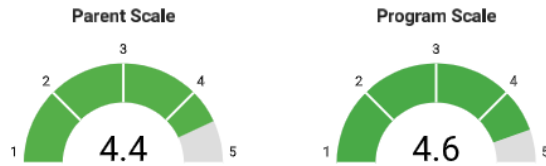
1	When I started with the program, the staff tried to learn about my family's interests and concerns.	4.60	4.75	↑	4a	The program affected my discipline strategies.	3.46	3.66	↑
7	I am gaining new knowledge and skills about parenting.	4.27	4.58	↑					
7a	The program has helped me gain new knowledge and skills about parenting.	3.96	4.30	↑	18a	The program has affected our healthy habits.	3.94	4.11	↑
23	I participate in family events, activities, or classes at my program.	3.52	3.85	↑					
24	Watching how the program staff interacts with children has affected how I interact with my child.	3.69	3.74						
25	I feel comfortable sharing the challenges I have as a parent with the program staff.	4.57	4.71	↑					

Early Head Start- Parent Gauge

2020-2021 Midyear Scales



2020-2021 Post Scales



1c	I participate in activities that have helped me get my child ready for Head Start or school.	4.36	4.83	↑	4a	The program affected my discipline strategies.	3.61	3.88	↑
		1d	The program has provided activities that help me get my child ready for Head Start or school.	4.55	4.83	↑	5	I know how to help my child meet and play with other children.	4.39
11a	The program helped me understand why I need to make sure my child and I have our weekly home visit.			4.68	4.82	↑	5a	The program has provided me with ideas about how to help my child meet and play with other children.	4.21
		12	I am learning how to speak up for my child's educational needs.	4.66	4.83	↑	15a	The program supported me in getting regular medical care for my child.	4.64
16	I make sure my child receives regular dental care.			3.99	4.52	↑	16a	The program supported me in getting regular dental care for my child.	4.48



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 2020-2021 year there were 365 volunteers that supported Early Head Start and Head Start. In comparison, during the 2019-2020 program year, NEK-CAP, Inc. had a total 877 volunteers. COVID-19 made a huge impact on all aspects of the program.

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 for the 2020-2021 Fiscal year (April 2020-March 2021) was:

\$513,448.85 for Early Head Start

\$679,721.84 for Head Start

Total- &1,193,170.69

Thank YOU! The program could not do this much without the dedication of our families and staff to ensure we have collected the in-kind needed for our grant! We are looking forward to the upcoming year and meeting our match.

School Readiness and Child Outcomes

July 1, 2020 – June 30, 2021

Submitted by Education Managers – Bekki Parsons, Karla Winterscheidt, and Mary Alice Cooper

Home visitors and Education staff monitor child development through the use of our curriculum, developmental ASQ and ASQ-SE screening, and The Ounce/Work Sample online assessment tool. Using the assessment tools and discussing development with the parents/caregivers, we are able to determine growth, developmental needs, activities to boost development, etc. During the 2020-2021 program year, we completed 3 checkpoints periods- Fall, Winter and Spring. Below are the graphs to show the growth in each age group.

Approaches Towards Learning:

1. Children and Families will demonstrate an eagerness to learn through engagement and persistence.

Associated Objectives	Data Collection	Fall	Winter	Spring
Establishes and sustains healthy interactions with adults and peers	HS- Social/Emotional- A (1, 2, 3)	HS3 24.5% HS4 35.7%	HS3 38.8% HS4 58.2%	HS3 51.4% HS4 70.0%
	EHS- Social/Emotional- I (2) III (1, 2)	BIII- 100% BIV- 100% TII- 71%	BIII- 100% BIV- 75% TII- 100%	BIII-100% BIV- 87.5% TII- 100%
	Parent Gauge- Questions 5, 5a, 8, 8a average	-	HS- 4.40 EHS-4.33	HS-4.46 EHS-4.49
Demonstrates positive approaches to learning	HS- Approaches to Learning- A (1-3), B (1)	HS3 8.75% HS4 49.37%	HS3 24.7% HS4 40.8%	HS3 38.5% HS4 62.3%
	EHS- Cognitive Development- V (1, 3)	BIII- 85.7% BIV- 100% TII- 71%	BIII- 100% BIV- 100% TII- 85%	BIII-100% BIV-87.5% TII-85.7%
	Parent Gauge- Questions 3 & 3a average	-	HS- 4.67 EHS- 4.69	HS-4.69 EHS-4.68
Participates in social activities through actions and language	HS- Approaches to Learning- C (1), Creative Arts/Expression- D (1) Language Development- B (1, 3)	HS3 20.48% HS4 26.86%	HS3 33.6% HS4 46.8%	HS3 47.6% HS4 61.7%
	EHS- Physical Development- VI (2, 3), Communication- IV (1)	BIII- 100% BIV- 100% TII- 100%	BIII-100% BIV- 100% TII- 85%	BIII- 87.5% BIV- 75% TII-85.7%
	Parent Gauge- Question 5 & 5a	-	HS- 4.43 EHS- 4.29	HS-4.43 EHS-4.55
Families are lifelong advocates and learners	FEA Attendance	Parents - 95	Parents - 332	Parents - 726
	Socialization Attendance	Virtual- All parents received supplies and activities.	Virtual- All parents received supplies and activities.	10/10
	Parent Gauge-Questions 7, 7a, 12, 12a, 13, 13a average	-	HS- 4.02 EHS- 4.25	HS-4.14 EHS-4.4

2. Children will demonstrate independent exploration through age-appropriate activities and routines.

Associated Objectives	Data Collection	Fall	Winter	Spring
Regulates own emotions and behaviors	HS- Social/Emotional- D (1)	HS3 13.8% HS4 14.3%	HS3 26.9% HS4 30.4%	HS3 36.2% HS4 58.2%
	EHS- Social/Emotional- II (1, 2)	BIII- 100% BIV- 75% TII- 71%	BIII-100% BIV- 75% TII-92%	BIII-100% BIV-100% TII-100%
Explores the visual arts, movement, and musical concepts	HS- Creative Arts/Expression- A (1), B (1) C (1, 2)	HS3 24.2% HS4 13.22%	HS3 38.2% HS4 49.5%	HS3 59.0% HS4 68.0
	EHS- Communication/Language- IV (1, 2), Physical Development- VI (1)	BIII- 85% BIV- 100% TII- 85%	BIII-100% BIV- 100% TII- 85%	BIII-100% BIV-87.5% TII-100%
Explores the environment and participates in age-appropriate activities	HS- Approaches to Learning- A (1, 2, 3), B (1)	HS3 8.75% HS4 15.02%	HS3 24.7% HS4 40.8%	HS3 38.5% HS4 62.3%
	EHS- Cognitive Development- V (1, 3)	BIII- 85% BIV- 100% TII- 71%	BIII-100% BIV-100% TII- 85%	BIII-100% BIV-87.5% TII-100%

Social and Emotional Development:

1. Children will develop and engage in positive relationships. Families will access needed support and services.

Associated Objectives	Data Collection	Fall	Winter	Spring
Establishes and sustains positive relationships	HS- Social/Emotional- A (1, 2, 3)	HS3 24.5% HS4 35.7%	HS3 38.8% HS4 58.2%	HS3 51.4% HS4 70.0%
	EHS- Social/Emotional- I (1), III (1, 2) Communication/Language- IV (3)	BIII- 71% BIV- 75% TII- 85%	BIII-100% BIV- 75% TII- 77%	BIII-100% BIV-100% TII-100%
Participates cooperatively and constructively in group situations	HS- Social/Emotional- C (1, 2)	HS3 20.75% HS4 39.25%	HS3 33.2% HS4 53.2%	HS3 51.7% HS4 77.2%
	EHS- Social/Emotional- III (1, 2)	BIII- 85% BIV- 100% TII- 71%	BIII-100% BIV- 75% TII- 85%	BIII-100% BIV-100% TII-100%
Families are receiving needed mental health information, support and services	PIR C 50(c)	HS Families-	EHS- 54 Families	EHS- 130 Families
	Parent Gauge- Questions 6, 6a, 17, 17a	-	HS- 4.44 EHS- 4.45	HS-4.39 EHS-4.54

2. Children will be able to identify personal characteristics, preferences, thoughts, and feelings.

Associated Objectives	Data Collection	Fall	Winter	Spring
Demonstrates knowledge about self	HS-Social/Emotional- B (1, 2, 3HS4) Social Skills/Knowledge- A (1), Physical Development- A (1)	HS3 17.3% HS4 29.72%	HS3 36.5% HS4 47.6%	HS3 48.9% HS4 62.8%
	EHS- Social/Emotional- II (1, 2) Cognitive Development- V (2)	BIII- 85% BIV- 100% TII- 85%	BIII-100% BIV- 100% TII- 85%	BIII-100% BIV-87.5% TII-100%
Regulates own emotions and behaviors.	HS- Social/Emotional- C (1, 2), D (1) Social Studies/Skills- A (4) HS3, A(5) HS4	HS3 18.43% HS4 28.92%	HS3 29.9% HS4 44.0%	HS3 45.7% HS4 68.02%
	EHS- Physical Development- VI (3)	BIII- 100% BIV- 100% TII- 100%	BIII-100% BIV- 100% TII- 100%	BIII-100% BIV- 87.5% TII-100%

Perceptual, Motor and Physical Development:

1. Children will demonstrate control of small muscles, for such purposes as using utensils, self-care, building, writing, and manipulation.

Associated Objectives	Data Collection	Fall	Winter	Spring
Demonstrates fine-motor strength and coordination	HS- Physical Development- C (1, 2, 3)	HS3 18.8% HS4 30.97%	HS3 36.7% HS4 52.3%	HS3 57.2% HS4 73.4%
	EHS- Physical Development- VI (1, 2, 3)	BIII- 100% BIV- 100% TII- 100%	BIII-100% BIV- 100% TII-100%	BIII- 100% BIV- 87.5% TII-100%

2. Children will develop control of large muscles for movement, navigation, and balance.

Associated Objectives	Data Collection	Fall	Winter	Spring
Demonstrates traveling and balancing skills	HS- Physical Development- C (1, 2)	HS3 15.95% HS4 32.15%	HS3 33.2% HS4 53.2%	HS3 56.0% HS4 74.0%
	EHS- Physical Development- VI (1, 2, 3)	BIII- 100% BIV- 100% TII- 100%	BIII-100% BIV- 100% TII- 100%	BIII-100% BIV-100% TII-100%
Demonstrates gross-motor manipulative skills	HS- Physical Development- C (1, 2)	HS3 15.95% HS4 32.15%	HS3 33.2% HS4 53.2%	HS3 56.0% HS4 74.0%
	EHS- Physical Development- VI (1, 2, 3)	BIII- 100% BIV- 100% TII- 100%	BIII-100% BIV- 100% TII- 100%	BIII-100% BIV-100% TII-100%

3. Children will identify and practice healthy and safe habits.

Associated Objectives	Data Collection	Fall	Winter	Spring
Children are healthy and ready to learn.	PIR C 8/Cap 60	EHS, - 65 HS - 145	EHS - 81 HS - 178	EHS - 108 HS - 217
	PIR- Dental/ Cap 60	EHS, - 84 HS - 31	EHS - 98 HS - 81	EHS - 131 HS - 146
	CAP 60- Hearing/Vision (Received screen during check point)	EHS: Hearing - 11 Vision - 9 HS: Hearing - 32 Vision - 51 HS: UPTODATE (BY:10/22/20) Hearing Vision	EHS: Hearing - 45 Vision - 47 HS: Hearing - 131 Vision - 88	EHS: Hearing - 33 Vision - 25 HS: Hearing - 48 Vision - 43
	CAP 60-Received needed dental follow-up	HS: 0 EHS: 0	HS: 2 EHS: 0	HS: 2 EHS: 0
	CAP 60-Received needed vision follow-up	HS: 1 EHS: 0	HS: 1 EHS: 0	HS: 0 EHS: 0
	CAP 60-Received needed hearing follow-up	HS: 0 EHS: 0	HS: 0 EHS: 0	HS: 1 EHS: 0
	CAP 60-Received needed Anemia follow-up	HS: 0 EHS: 0	HS: 0 EHS: 0	HS: 1 EHS: 0
	Cap 60- Received needed Lead follow-up	HS: 0 EHS: 0	HS: 0 EHS: 0	HS: 0 EHS: 0
	Parent Gauge- Questions 15, 15a, 16, 16a average	-	HS- 4.72 EHS- 4.49	HS- 4.75 EHS- 4.72
	Good nutrition improves children’s health by helping them grow, develop, and maintain a healthy weight.	Meal Count	HS Total Meals/snacks 1,916	HS Total Meals/Snacks 7,808
Socialization Attendance		Virtual- All parents received supplies and activities	Virtual- All parents received supplies and activities	Virtual-All parents received supplies and activities
Parent Gauge- Questions 18, 18a		-	HS- 4.29 EHS- 4.31	HS-4.36 EHS-4.53

Language Development and Literacy:

1. Children will have the ability to comprehend and use language to express their wants and needs.

Associated Objectives	Data Collection	Fall	Winter	Spring
Listens to and understands increasingly complex language	HS- Language Development- A (1, 2) English Language Development- A (1, 2, 3HS4)	HS3 13.3% HS4 17.7%	HS3 22.4% HS4 31.1%	HS3 36.8% HS4 46.3%
	EHS-Communication/Language- IV (1, 2)	BIII- 85% BIV- 100% TII- 85%	BIII-100% BIV- 100% TII- 85%	BIII-75% BIV-75% TII-85.7%
Uses language or other appropriate forms of communication to express thoughts and needs and participates in appropriate conversation	HS- Language Development- B (1, 2, 3) English Language Development- B (1), C (1)	HS3 13.84% HS4 22.56%	HS3 22.4% HS4 33.9%	HS3 34.4% HS4 45.5%
	EHS- Communication/Language- IV (3), Social/Emotional- II (1)	BIII- 71% BIV- 100% TII- 85%	BIII-100% BIV- 75% TII- 85%	BIII-75% BIV-75% TII-71.4%

2. Children and families will engage with literacy opportunities and experiences.

Associated Objectives	Data Collection	Fall	Winter	Spring
Demonstrates phonological awareness	HS- Literacy Knowledge- B (1)	HS3 4.3% HS4 0.0%	HS3 112.2% HS4 13.9%	HS3 15.5% HS4 34.2%
	EHS- Communication/Language- IV (2)	BIII 85% BIV 100% TII-85 %	BIII-100% BIV- 100% TII- 85%	BIII-75% BIV-75% TII-71.4%
Demonstrates knowledge of the alphabet	HS- Literacy Knowledge- C (1)	HS3 1.1% HS4 5.7%	HS3 17.4% HS4 22.8	HS3 20.7% HS4 45.6%
Demonstrates knowledge of print and its uses	HS- Literacy Knowledge- D (1)	HS3 16.0% HS4 5.7%	HS3 32.7% HS4 20.2%	HS3 44.0% HS4 54.4%
Comprehends and responds to books and other texts	HS- Literacy Knowledge- A (1, 2)	HS3 7.45%	HS3 19.0%	HS3 35.0%
	English Language Development- C (1)	HS4 19.03%	HS4 36.3%	HS4 55.7%
Demonstrates emergent writing skills	HS- Literacy Knowledge- E (1, 2)	HS3 16.5% HS4 19.3%	HS3 36.2% HS4 34.1%	HS3 50.4% HS4 60.7%
Families will engage with children to enhance literacy skills by increased reading opportunities and experiences	FEA/Socialization Attendance	HS – 95 Parents EHS- Virtual	HS – 332 Parents EHS- Virtual	HS – 726 Parents EHS –In-person in June with
	Reading In-Kind Hours	EHS- 831 hrs. HS – 0 hrs.	EHS- 3,431 hrs. HS- 1,707 hrs.	EHS 1970 HS 1522.75
	Parent Gauge- Questions 9, 9a (average)	-	HS- 4.56 EHS- 4.49	HS-4.56 EHS-4.58

Cognition:

1. Children will use all their senses to investigate their environment to discover what objects and people do, how things work, and how they can make things happen.

Associated Objectives	Data Collection	Fall	Winter	Spring
Remembers and connects experiences.	HS- Logic/Reasoning- A (1)	HS3 10.6% HS4 14.3%	HS3 19.4% HS4 29.1%	HS3 30.2% HS4 55.7%
	EHS- Social/Emotional- I (1, 2)	BIII- 85% BIV- 100% TII- 71%	BIII-100% BIV- 75% TII-92%	BIII-100% BIV-87.5% TII-85.7%
Uses symbols and images to represent something not present.	HS- Logic/Reasoning- B (1)	HS3 7.4% HS4 12.9%	HS3 18.4% HS4 40.5%	HS3 42.2% HS4 59.5%
	EHS- Cognitive Development- V (2)	BIII- 85% BIV- 100% TII- 85%	BIII-100% BIV- 100% TII- 85%	BIII-75% BIV-87.5% TII-100%
Explores and describes spatial relationships and shapes.	HS- Mathematics- C (1, 2, 3)	HS3 5.3% HS4 8.06%	HS3 16.6% HS4 24.9%	HS3 32.7% HS4 48.1%
	EHS- Cognitive Development- V (1)	BIII- 85% BIV- 100% TII- 85%	BIII-100% BIV- 100% TII- 85%	BIII-100% BIV-87.5% TII-
Uses scientific inquiry skills- Compares and measures	HS- Mathematics- D (1), E (1) Science Knowledge- B (1-9)	HS3 3.87% HS4 6.22%	HS3 10.6% HS4 14.2%	HS3 34.0% HS4 46.0%
	EHS- Cognitive Development- V (3)	BIII- 100% BIV- 100% TII- 85%	BIII-100% BIV- 100% TII- 85%	BIII-10% BIV- 87.5% TII-100%
Uses tools and other technology to perform tasks	HS- Science Knowledge- A (1, 3)	HS3 3.75% HS4 7.13%	HS3 17.8% HS4 22.7%	HS3 37.9% HS4 52.5%
	EHS- Cognitive Development- V (1)	BIII- 100% BIV- 100% TII- 85%	BIII-100% BIV- 100% TII- 85%	BIII-100% BIV- 87.5% TII-100%

2. Children will learn and begin to use math concepts during daily routines and experiences.

Associated Objectives	Data Collection	Fall	Winter	Spring
Uses classification skills	HS- Mathematics- D (1)	HS3 2.1% HS4 4.3%	HS3 14.3% HS4 24.0%	HS3 29.3% HS4 49.4%
	EHS- Cognitive- V (1)	BIII- 100% BIV- 100% TII- 85%	BIII-100% BIV- 100% TII- 85%	BIII-100% BIV-87.5% TII-100%
Uses number concepts and operations	HS- Mathematics- B (1-3)	HS3 2.5% HS4 1.4%	HS3 11.9% HS4 11.8%	HS3 20.4% HS4 33.3%
Demonstrates knowledge of patterns	HS- Mathematics- D (1)	HS3 2.1% HS4 4.3%	HS3 14.3% HS4 24.0%	HS3 29.3% HS4 49.4%
	EHS- Cognitive- V (2)	BIII- 100% BIV- 100% TII- 85%	BIII-100% BIV- 100% TII- 85%	BIII-100% BIV-87.5% TII-85.7%

3. Children and families will demonstrate knowledge and an understanding of self, others, their environment, and their community.

Associated Objectives	Data Collection	Fall	Winter	Spring
Demonstrates knowledge of living things, people, and how they live	HS- Social Studies- B(1) <i>HS3</i> , B(2, 3) <i>HS4</i>	HS3 7.4% HS4 7.85%	HS3 27.9% HS4 33.5%	HS3 44.0% HS4 51.9%
Demonstrates knowledge of the physical properties of objects and materials	HS- Science Knowledge- B (2) EHS- Cognitive- V (1)	HS3 3.2% HS4 5.7% BIII- 100% BIV- 100% TII- 85%	HS3 8.2% HS4 7.6% BIII-100% BIV- 100% TII- 85%	HS3 28.5% HS4 40.5% BIII-100% BIV-100% TII-100%
Shows basic understanding of Earth's environment and geographic knowledge	HS- Social Studies- <i>BHS3</i> (1), <i>BHS4</i> (1-3) EHS- Social/Emotional- III (1)	HS3 7.4% HS4 8.1% BIII- 100% BIV- 100% TII- 71%	HS3 27.5% HS4 31.6% BIII-100% BIV- 100% TII- 85%	HS3 44.0% HS4 51.0% BIII-100% BIV-100% TII-100%
Families will develop strengths-based goals and have knowledge of the services in the community	FDP- Family goal- Services and Resources Parent Gauge- Questions 3, 3a, D2, D2a, 14, 14a average	HS – 119 FDP HS 92 Services EHS – 50 FDP	HS-150 FDP HS – 135 Services EHS – 47 FDP EHS – 54 Services	HS-184 FDP HS – 81 Services -
			HS- 4.58 EHS- 4.7	HS-4.57 EHS-4.61

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, 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 to measure the interactions of the teachers with the children in the classrooms. After the observations, the CLASS scores are discussed with the teaching staff being observed by classroom. CLASS can be used with staff for professional development and coaching 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.

Due to COVID-19, all Head Start classrooms were virtual until September 2020, at which point, the program offered a hybrid model. COVID-19 had an impact on staffing, enrollment, service delivery, etc. Therefore, CLASS observations did not occur during the 2020-2021 program year. NEK-CAP, Inc. Head Start will continue the process mentioned above for the 2021-2022 program year.

Program Goal Updates

Goal # 1. Nek-CAP Inc. will be recognized as an agency that delivers exemplary comprehensive services to children, families, and the community.	
Action/Strategy	2020-2021 Progress
A.4 Implement plan for community and parent engagement, as well as improve enrollment	The program has altered management structure to ensure thorough support and consistent information being shared at the county/community level. The program has completed a complete ERSEA review and adapted policies to fit current needs, in terms of recruitment. Enrollment continues to be top priority and concentrated on during meetings/trainings. During the COVID-19 pandemic, staff provided numerous services to parents and continued to engage. The program was also key to many community supports during this time. The program receives T/TA support in the ERSEA area as well.
A.5 Health services management will have quarterly contact with Health Services Advisory (review or expand membership, data sharing outside of meetings)	This objective continues to do well. The program has an established Health Advisory committee. Management is doing well bringing current information to this committee and then reporting/sharing what the committee recommends. During the COVID-19 pandemic, this committee became a key factor in obtaining and reviewing policies and protocols in response to the pandemic.
Goal # 2. NEK-CAP Inc. EHS/HS will aspire to be an exemplary place of employment.	
Action/Strategy	2020-2021 Progress
A.1 Review current onboarding process and determine effectiveness with new staff and management	The program has developed a new system for onboarding and training. This will continue to be evaluated for effectiveness.
B.4 Create semi-annual open forums for discussion around professional development and training i.e. virtual	The program has made great strides in terms of professional development and job specific training. During the summer of 2021, tasks lists, job descriptions, professional development plans, etc. were all introduced and made to support all staff. Management staff continue to gear trainings that support current professional development needs, as well as basing off of data. The program continues to utilize staff surveys to gain input.
Goal # 3. NEK-CAP Inc. will utilize innovation to support dynamic growth	
Action/Strategy	2020-2021 Progress
A.2 Establish data analysis procedure. Ex. Set deadlines, report back to staff	The agency and EHS/HS program has begun this process and continues to evaluate the progress. The program will continue to evaluate the data analysis and getting information back to staff.
B.2 Establish monitoring and oversight process/protocol for each position	This objective has had progress. Each position has detailed task lists and each policy now has monitoring supervision responsibilities embedded. The program has also had changes within the management team to ensure consistent supervision of staff at the county level.