

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

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

***2019-2020***

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

The first disclaimer I need to make is this annual report will be much different than past Annual reports. COVID 19 changed the way we operated after March 15, 2020. This completed our first year of the five-year grant. It was our intention to work diligently to meet some of the program goal’s benchmarks, however, the best laid plans can be waylaid. The staff working for NEK-CAP, Inc. are some of the best people I have ever had the privilege of working with to make a difference in the lives of people in Northeast/North Central Kansas.

This report will provide an analysis and evaluation of the 2019-2020 Early Head Start and Head Start programmatic and fiscal information from the most recently concluded fiscal year. The Annual Report is a assembling of: program description; the total amount of public and private funds and budgetary expenditures; the results of the most recent review of the financial audit; the average monthly attendance (as a percentage of funded enrollment); the percentage of enrolled children receiving medical and dental exams, mental health services and early intervention services; information about family engagement activities and socializations; school readiness and child outcomes; self-assessment results; Health and Safety Review results; and upcoming changes for 2020-2021 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, even with the added challenge of doing so virtually. We are committed to empowering families to succeed in their role as parents and becoming economically secure. We are enthusiastic about working with the community and making America a better place to live!

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

Have a great year,



Jeanette “Jet” Sperfslage, LMSW, CCAP, NCRT

Director of Program Operations

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

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

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

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

## **Community Action Promise**

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

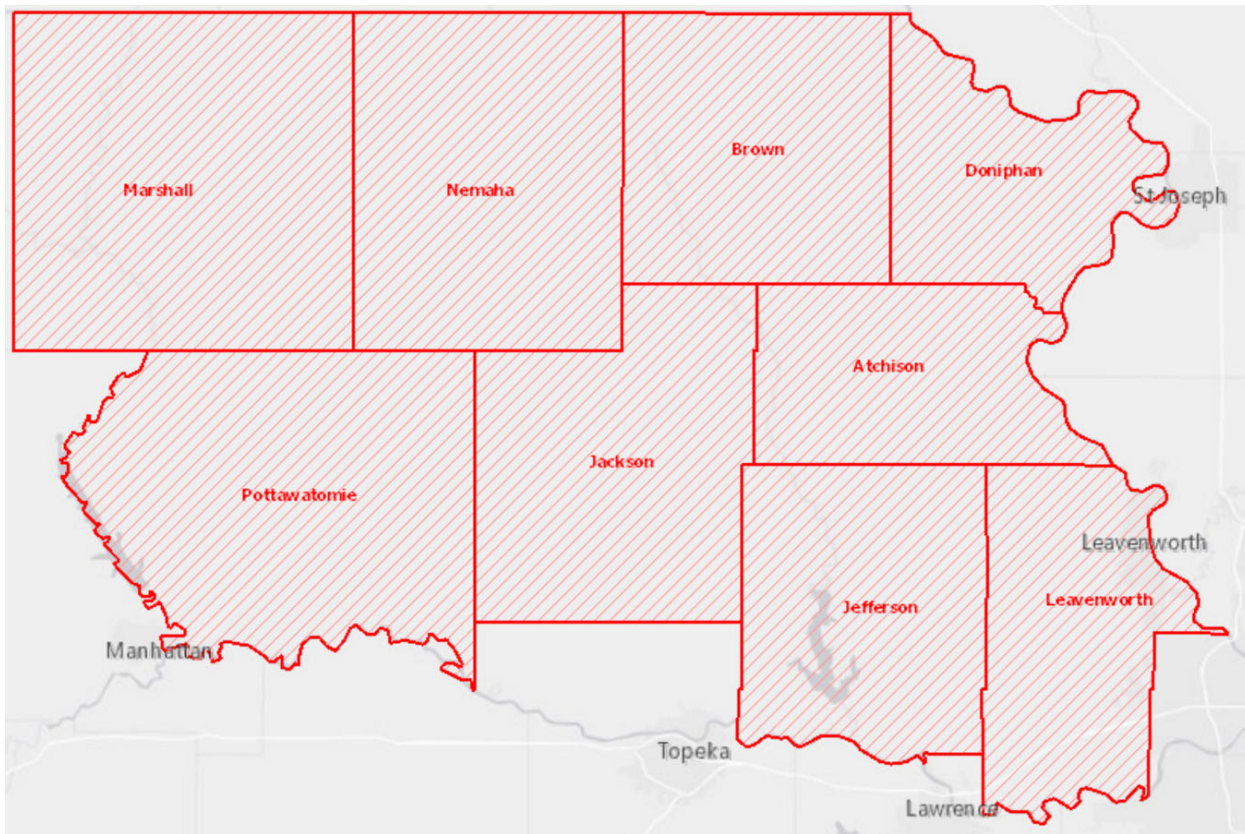
## **Early Head Start – Head Start Program Goals**

*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 2019-2020**



NEK-CAP, Inc. provides Early Head Start and 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.

**Brown County**

Two extended day classrooms one in Horton and the other 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 Meriden.

**Leavenworth County**

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

**Marshall County**

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

**Pottawatomie County**

One extended day Head Start classroom in Havensville and two Early Head Start Child and Family Advocates in Westmoreland.

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 (160 days for 1020 hours per program year) serving 204 children, totaling 255 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 2019-2020 Head Start program year; the program served 290 children in 253 families. The program owned 16 buses; 13 are used daily and three are backup buses. Head Start transported 173 children throughout the year. NEK-CAP, Inc. employees approximately 106 staff in Head Start with 16% or 17 staff being current or past Early Head Start/Head Start parents. The turnover in Head Start was 27 staff or 26% staff turnover. One teacher with an advanced degree in early childhood education; four of the 14 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 three assistant teachers have associate degrees in early childhood education or associate with field and coursework equivalent to an early childhood degree; one assistant teachers have Child Development Associate credential or a certification, credential or license meeting the requirements.

### Head Start Child Demographics

<b>Race</b>	
American Indian or Alaska Native	13
Asian	1
Black or African American	24
Native Hawaiian or other Pacific Islander	1
White	199
Biracial/Multiracial	52
<b>Ethnicity</b>	
Hispanic or Latino origin	38
Non-Hispanic or Non-Latino origin	252

### Head Start Family Information

	<i># of families</i>	<i>% of families</i>
Total number of families	253	
The number of two-parent families	124	49%
The number of single-parent families	129	51%
<b>Families by Education level of Parents/Guardians</b>		
An advanced degree or baccalaureate degree	18	7%
An associate degree, vocational school, or some college	88	35%
A high school graduate or GED	113	48%
Less than high school graduate	34	14%

<b>Employment Status of Parents/ Guardians at enrollment</b>		
<b><i>Two Parent</i></b>		
Both parents/guardians are employed	39	32%
One parent/guardian is employed	70	56%
Both parents/guardians are not working such as those that are as those that are unemployed, retired, or disabled	15	12%
<b><i>Single Parent</i></b>		
The parent/guardian is employed	77	60%
The parent/guardian is not working	51	40%
The number of all families in which at least one parent/ guardian is a member of the United States military on active duty.	3	1%

Federal Assistance Programs	Number of Families at enrollment	Number of Families at End of Year Enrollment
Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) program	5	6
Total number of families receiving Supplemental Security Income (SSI)	17	17
Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants and Children (WIC)	142	131
Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP)	115	114



## Early Head Start

In the 2019-2020 Early Head Start program year; the program served 250 children, 30 pregnant women and 172 families. NEK-CAP, Inc. employees a total of 14 full time staff in the Early Head Start and shares seven managers/coordinators/assistants with Head Start; 36% or 5 staff being current or former Early Head Start or Head Start parents. Ten of the staff have baccalaureate degrees, including the supervisor and coordinator; three have associate degrees; three have a Child Development Associate Credential and one have high school/GED degrees.

### Early Head Start Children and Pregnant Women Demographics

<b>Race</b>	
American Indian or Alaska Native	13
Asian	0
Black or African American	20
Native Hawaiian or other Pacific Islander	2
White	183
Biracial/Multiracial	32
<b>Ethnicity</b>	
Hispanic or Latino origin	27
Non-Hispanic or Non-Latino origin	223

### Early Head Start Family Information

	<i># of families</i>	<i>% of families</i>
Total number of families	172	
The number of two-parent families	91	53%
The number of single-parent families	81	47%
<b>Families by Education level of Parents/Guardians</b>		
An advanced degree or baccalaureate degree	9	5%
An associate degree, vocational school, or some college	52	30%
A high school graduate or GED	87	51%
Less than high school graduate	24	14%



<b>Employment Status of Parents/ Guardians</b>		
<i><b>Two Parent</b></i>		
Both parents/guardians are employed	14	15%
One parent/guardian is employed	57	63%
Both parents/guardians are not working such as those that are unemployed, retired, or disabled	18	20%
<i><b>Single Parent</b></i>		
The parent/guardian is employed	38	47%
The parent/guardian is not working	43	53%
The number of all families in which at least one parent/guardian is a member of the United States military on active duty	4	2%

Federal Assistance Programs	Number of Families at enrollment	Number of Families at End of Year Enrollment
Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) program	9	9
Total number of families receiving Supplemental Security Income (SSI)	19	17
Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants and Children (WIC)	138	127
Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP)	101	95



**Fiscal Information for NEK-CAP, Inc. Early Head Start and Head Start Program****Federal Head Start/Early Head Start Grant 07CH7068/06 and 07CH011099/1****Statement of Revenues and Expenses****Twelve Months Ended March 31, 2020**

Because the program was in DRS and the NOGA is not out until July -3 months are under the old grant number and 9 months are under the new grant number

<b><u>REVENUE</u></b>	<b><u>Actual</u></b>	<b><u>Budget</u></b>	<b><u>Variance (Over)/Under</u></b>
Federal Revenue	\$ 1,080,905	\$ 1,094,110	\$ 13,205
Program Income (Additive Method**)	-	-	-
In-Kind Contributions	335,507	273,528	(61,979)
<b>TOTAL REVENUE</b>	<b>\$ 1,416,412</b>	<b>\$ 1,367,638</b>	<b>\$ (48,774)</b>
<b><u>EXPENSES</u></b>			
Personnel	\$ 542,719	\$ 585,066	\$ 42,347
Fringe Benefits	194,190	189,548	(4,642)
Travel	5,335	2,923	(2,412)
Equipment	-	-	-
Supplies	43,738	35,446	(8,292)
Contractual		-	-
Other	153,345	120,565	(32,780)
Indirect Costs	141,579	160,562	18,983
In-Kind Expenses*	335,507	273,528	(61,979)
<b>TOTAL EXPENSES</b>	<b>\$ 1,416,412</b>	<b>\$ 1,367,638</b>	<b>\$ (48,774)</b>

<b><u>REVENUE</u></b>	<b><u>Actual</u></b>	<b><u>Budget</u></b>	<b><u>Variance (Over)/Under</u></b>
Federal Revenue	4,755,692	4,883,847	128,155
Program Income (Additive Method**)	14,856	-	(14,856)
In-Kind Contributions	1,129,895	820,962	(308,933)
<b>TOTAL REVENUE</b>	<b>\$ 5,900,443</b>	<b>\$ 5,704,809</b>	<b>\$ (195,634)</b>
<b><u>EXPENSES</u></b>			
Personnel	2,334,086	2,495,420	161,334
Fringe Benefits	745,518	698,398	(47,120)
Travel	34,420	39,696	5,276
Equipment	128,777	142,821	14,044
Supplies	402,726	285,148	(117,578)
Contractual		-	-
Other	533,351	535,521	2,170
Indirect Costs	591,669	686,843	95,174
In-Kind Expenses*	1,129,895	820,962	(308,933)
<b>TOTAL EXPENSES</b>	<b>\$ 5,900,443</b>	<b>\$ 5,704,809</b>	<b>\$ (195,634)</b>

**Northeast Kansas Community Action, Inc.**  
**Child and Adult Food Program Grant**  
**Statement of Revenues and Expenses**  
**Program Years 2019 and 2020**

	Previous Six Month Period 10/1/2018- 3/31/2019	Current Six Month Period 4/1/2019- 9/30/2019	Total Twelve Month Period 10/1/2018- 9/30/2019	Budget	Variance (Over)/Under
<b><u>REVENUE</u></b>					
Federal Revenue	\$ 104,310	\$ 33,714	\$ 138,024	\$170,000	\$ 31,976
Unearned Federal Revenue	(7,295)	7,295	-	-	-
<b>TOTAL REVENUE</b>	<b>\$ 97,015</b>	<b>\$ 41,009</b>	<b>\$ 138,024</b>	<b>\$170,000</b>	<b>\$ 31,976</b>
<b><u>EXPENSES</u></b>					
Personnel and Fringe Benefits	\$ 2,381	\$ -	\$ 2,381	\$ 16,652	\$ 14,271
Supplies/Food Service Equipment					
Repair or Additions	94,153	41,009	135,162	149,894	14,732
Indirect Costs	481	-	481	3,454	2,973
<b>TOTAL EXPENSES</b>	<b>\$ 97,015</b>	<b>\$ 41,009</b>	<b>\$ 138,024</b>	<b>\$170,000</b>	<b>\$ 31,976</b>

	Current Six Month Period 10/1/2019- 3/31/2020	Budget	Variance (Over)/Under
<b><u>REVENUE</u></b>			
Federal Revenue	\$ 117,302	\$ 198,000	\$ 80,698
Unearned Federal Revenue	(28,702)	-	28,702
<b>TOTAL REVENUE</b>	<b>\$ 88,600</b>	<b>\$ 198,000</b>	<b>\$ 109,400</b>
<b><u>EXPENSES</u></b>			
Personnel and Fringe Benefits	\$ -	\$ -	\$ -
Supplies/Food Service Equipment			
Repair or Additions	88,600	198,000	109,400
Indirect Costs	-	-	-
<b>TOTAL EXPENSES</b>	<b>\$ 88,600</b>	<b>\$ 198,000</b>	<b>\$ 109,400</b>

**NORTHEAST KANSAS COMMUNITY ACTION PROGRAM, INC.  
USDA, FOOD AND NUTRITION SERVICE (TEAM NUTRITION GRANT) -  
168KS1513503**

**STATEMENT OF REVENUES AND EXPENSES  
TEN MONTHS ENDED SEPTEMBER 29, 2019**

	<b>Previous Six Month Period 12/1/2018- 3/31/2019</b>	<b>Current Six Month Period 4/1/2019- 9/29/2019</b>	<b>Total Ten Month Period 12/1/2018- 9/29/2019</b>	<b>Budget</b>	<b>Variance (Over)/Under</b>
<b><u>REVENUE</u></b>					
		\$			
Federal Revenue	\$ 1,734	-	\$ 1,734	\$ 1,734	\$ -
Unearned Federal Revenue	(1,477)	1,477	-	-	-
			-		
<b>TOTAL REVENUE</b>	<b>\$ 257</b>	<b>\$ 1,477</b>	<b>\$ 1,734</b>	<b>\$ 1,734</b>	<b>\$ -</b>
<b><u>EXPENSES</u></b>					
Educational Supplies	257	1,477	1,734	-	(1,734)
				\$	
<b>TOTAL EXPENSES</b>	<b>\$ 257</b>	<b>\$ 1,477</b>	<b>\$ 1,734</b>	<b>-</b>	<b>\$ (1,734)</b>

**Audit Report**  
**April 1, 2019 – March 31, 2020**  
**INDEPENDENT AUDITOR'S REPORT**

234 South Main  
P.O. Box 1020  
Ottawa, Kansas 66067  
(785) 242-3170  
(785) 242-9250 FAX  
www.agc-cpas.com WEB SITE



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, 2020, 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, 2020, 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***

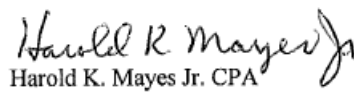
Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying additional information pages 20 to 70 are presented for additional analysis and are not a required part of the basic financial statements. The accompanying schedule of expenditures of 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***

The financial statements of Northeast Kansas Community Action Program, Inc. were previously audited by McBride, Lock & Associates, LLC and they expressed an unmodified audit opinion on those audited financial statements in their report dated September 11, 2019. In our opinion, the summarized comparative information presented herein as of and for the year ended March 31, 2019 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, 2020, 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, 2020



**Total Funded Enrollment and Attendance  
Head Start  
Program year – September 1, 2019 – June 30, 2020  
Due to COVID – Attendance ended in March**

<b>Center</b>	<b>Enrollment</b>	<b>Attendance</b>
<b>Atchison – 3 classrooms</b>	51	86% 84% 79%
<b>North Brown</b>	17	86%
<b>South Brown</b>	17	85%
<b>Jackson – 3 classrooms</b>	51	91% 80% 87%
<b>Jefferson - Meriden</b>	17	86%
<b>Leavenworth – 2 classrooms</b>	34	84% 82%
<b>Marshall</b>	17	93%
<b>Nemaha – Sabetha</b>	17	80%
<b>Nemaha - Seneca</b>	17	87%
<b>North Pottawatomie – Havensville</b>	17	85%

**Early Head Start Attendance  
Program Year – July 1, 2019 to June 30, 2020  
Full year – Virtual after March due to COVID**

<b>Caseloads/County</b>	<b>Attendance</b>
<b>Atchison – Three staff</b>	88% 89% 93%
<b>South Brown</b>	71%
<b>North Brown</b>	68%
<b>Doniphan</b>	92%
<b>Jackson</b>	79%
<b>Jefferson</b>	94%
<b>Leavenworth – Two staff</b>	94% 74%
<b>Marshall</b>	66%
<b>Nemaha – Sabetha</b>	90%
<b>Pottawatomie – Westmoreland Two staff</b>	64% 90%

### Nutrition

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

During the program year 2019-2020, NEK-CAP, Inc. served:

Month	Breakfast Served 187 daily	Lunches Served 255 daily	Snack Served 170 daily	Monthly Reimbursement	Children with Meal Modifications
<b>August</b>	399	398	382	5,996	0
<b>September</b>	2,652	3,380	1,757	20,724	13
<b>October</b>	2,753	3,669	2,076	20,437	15
<b>November</b>	1,921	2,543	1,441	14,673	15
<b>December</b>	2,237	3,022	1,760	14,283	15
<b>January</b>	2,509	3,388	1,855	0 NO Data	15
<b>February</b>	2,177	3,004	1,588	19,380	19
<b>March</b>	2,789	3,761	2,085	9,380	19
<b>April</b>	NO meals due to COVID				
<b>May</b>					
<b>Total</b>	15,283	16,805	13,291	\$104,873	NA for this column

This is a total of 45,379 breakfast, lunch and snacks served to Head Start Children.

#### *Additional Nutrition News*

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

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

**Program Year – July 1, 2019 – June 30, 2020**

	Number of Head Start Children	Number of EHS Children
Health Insurance at the end of enrollment	282	215
Medical Home at the end of enrollment	282	215
Up to date on a schedule of age appropriate preventive and primary health care	255	106
Immunizations up to date	163*	150*
Dental home at the end of enrollment	315	188
Children who received preventive dental care	270	158
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 because health departments were only doing COVID related task...

### Prenatal Women

Twenty-seven of the thirty pregnant women served by the program had some type of health insurance. Ninety-three percent of the pregnant women enrolled in the program received prenatal health care, 66% received postpartum health care 66% received mental health interventions/follow-up, 83% received substance abuse prevention, 17% received substance abuse treatment, 90% received prenatal education on fetal development and 87% received information on the benefits of breast feeding. Eight prenatal women were identified as medically high risk by a physician or health care provider. Eight of the 30 left the program before the birth of their child; 16 pregnant women received services at the time their child was born, and 16 children enrolled after they were born.

## Family Engagement Activities and Socializations

July 1, 2019 – June 30, 2020

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

In Head Start, 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 (duplicated count) attended Early Head Start socializations and 667 parents (duplicated count) attended Family Engagement Activities across the nine-county area.

### Parent Gauge

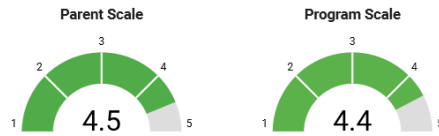
Parent Gauge was completed during the 2019-2020 Program Year. Parent Gauge is a tool that was developed by NHSA to allow programs to take parents' own words and concretely measure whether your efforts meet the needs of your families. Programs can use this tool to identify the needs of their families, 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*

### Early Head Start

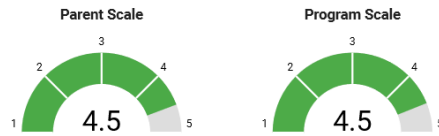
The program does not have any data from Parent Gauge on Early Head Start.

## Head Start

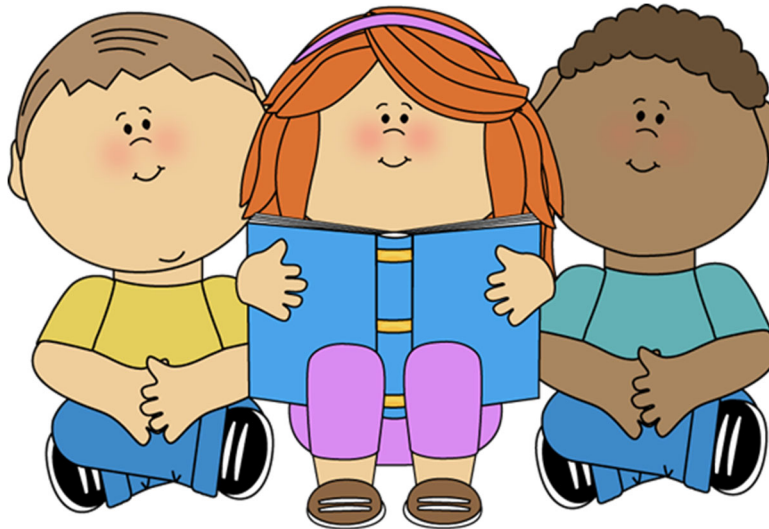
### 2019-2020 Midyear Scales



### 2019-2020 Post Scales



2	I have daily routines with my child.	4.62	4.51	
2a	The program helped me create daily routines with my child.	4.32	4.47	↑
6	I understand how to help my child manage his or her emotions.	4.07	4.24	↑
6a	The program contributed to how I help my child manage his or her emotions.	4.10	4.31	↑
7	I am gaining new knowledge and skills about parenting.	4.35	4.47	↑
7a	The program has helped me gain new knowledge and skills about parenting.	4.18	4.36	↑
13	I feel connected to other parents and adults.	3.42	3.66	↑
13a	The program has given me opportunities to connect with other parents and adults.	4.38	4.56	↑



## 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 2019-2020 year there were 665 volunteers supported Head Start and 275 volunteers support Early Head Start since the past Program Information Report year. NEK-CAP, Inc. appreciates our volunteers and the non-federal share (in-kind) they provide through volunteering their time, resources and monetary contribution to the program.

The total amount collected is

**\$ 1,449,017 – \$194,921 below the actual amount needed of 1,643,939.**

**This was the first year that NEK-CAP, Inc. has had to request a waiver. Some of the decrease in federal non-share is that COVID took us out of the classrooms and the increase in funding we received for our extended day locations.**

**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

September 1, 2019 – June 30, 2020

### Submitted by Education Managers – Kim Lackey, Karla Winterscheidt

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

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

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

Yes, the CLASS scores were as follows for fall 2019:

Emotional Support 6.11	Classroom Organization 5.55	Instructional Support 3.37
------------------------	-----------------------------	----------------------------

CLASS scores in the fall of 2018 were:

Emotional Support 5.86	Classroom Organization 5.24	Instructional Support 3.16
------------------------	-----------------------------	----------------------------

Unfortunately, due to the impact of COVID-19 our sites had to close in mid-March 2020 before Head Start Education Managers had the opportunity to complete the spring CLASS observations.

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



Head Start Education Managers and Coordinators offered training regarding fidelity of the curriculum at the beginning of the school year in all the areas of *The Creative Curriculum for Preschool* Fidelity Tool that is utilized by the program. There are three parts to the fidelity tool and Head Start Education Managers utilized parts one and two only. Part three pertains to the Teaching Strategies GOLD assessment tool which the program no longer uses. Education Managers used the Physical Environment portion of the fidelity tool to assess classrooms after they were set up when staff returned to work to make sure the classroom environment was meeting fidelity standards before classes started in August and September. Education Managers offered feedback to staff throughout this time period and follow up visits to review any changes or answer questions. Education Managers did parts one and two of the fidelity tool for each classroom in the winter months and offered feedback and scores from fidelity check. There are three scoring categories, weak, moderate & strong range. Offering feedback and having discussions with teaching staff regarding what was observed helped deepen understanding and promotes change when needed.

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

This is the second-year teachers utilized the Work Sampling Online assessment tool for measuring growth in five categories that includes Approaches Towards Learning, Social and Emotional Development, Perceptual, Motor and Physical Development, Language Development and Literacy and Cognition. The children are ranked three times a year in these areas as Not Yet, In Process or Proficient. The charts below show the percentages of children proficient in those areas for each checkpoint period. The chart for the three-year-old children showed the largest growth from fall to spring in Perceptual, Motor and Physical Development and the least amount of growth in the Cognition.

	<b>Approaches Towards Learning (creative arts expression)</b>	<b>Social &amp; Emotional Development</b>	<b>Perceptual, Motor &amp; Physical Development</b>	<b>Language Development &amp; Literacy Knowledge &amp; Skills</b>	<b>Cognition (logic &amp; reasoning, mathematics, science, social studies)</b>
<b>3-yr-old</b>					
Fall	3.4%	9.9%	6.9%	3.0%	2.88%
Winter	16.8%	22.1%	26.0%	13.35%	9.15%
Spring	38.5%	47.3%	48.8%	%	25.4%
<b>Growth Fall to Spring</b>	<b>35.1%</b>	<b>37.4%</b>	<b>41.9%</b>	<b>27.5%</b>	<b>22.52%</b>

For the four-year-old children this chart below shows the children with the most growth in Language Development & Literacy and the least growth in with Cognition.

	<b>Approaches Towards Learning (creative arts expression)</b>	<b>Social &amp; Emotional Development</b>	<b>Perceptual, Motor &amp; Physical Development</b>	<b>Language Development &amp; Literacy Knowledge &amp; Skills</b>	<b>Cognition (logic &amp; reasoning, mathematics, science, social studies)</b>
<b>4-yr-old</b>					

Fall	9.35%	10.3%	16.8%	9.8%	2.57%
Winter	25.7%	32.7%	43.9%	25.7%	12.13%
Spring	69.6%	68.2%	80.4%	68.25%	54.67%
<b>Growth Fall to Spring</b>	<b>60.30%</b>	<b>57.9%</b>	<b>63.6%</b>	<b>68.45%</b>	<b>52.10%</b>

Our Program was considering changing curriculum and piloted Frog Street 3's and Pre-K in a few of our classrooms for the 2019-2020 school year. A Frog Street curriculum trainer was brought in to train those staff in its use. We received enthusiastic feedback from those staff and have decided to end our use of *The Creative Curriculum for Preschool* and to purchase the Frog Street 3's and Pre-K curriculum for all of our classrooms for the 2020-2021 school year. Conscious Discipline is imbedded within the curriculum. Education Managers planned for in-person training to take place but again due to COVID-19 the in-person training was deferred, and virtual training was held over 3 separate days. This training was available for all site staff to take part in efforts to help staff gain a deeper understanding of how incorporating the practice of Conscious Discipline and curriculum as a whole rather than independent of each other will help to strengthen concept development for the children and curriculum fidelity overall with the goal of achieving higher outcomes for children.

## Early Head Start

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

The Early Head Start program utilizes The Ounce Scale for the online child assessment tool. EHS Home Based staff input weekly observations and link the appropriate indicators each week. Each checkpoint period, staff finalize the indicators for the children that have aged out of an age range during that 3-month period.

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

Babies I- Birth to 4 months

Babies II- 4 months to 8 months

Babies III- 8 months to 12 months

Babies IV- 12 months to 18 months

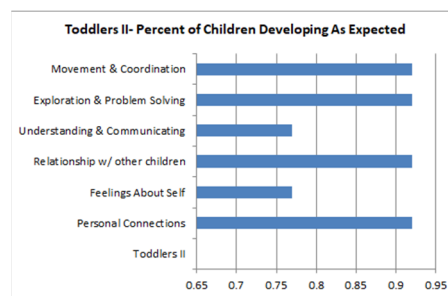
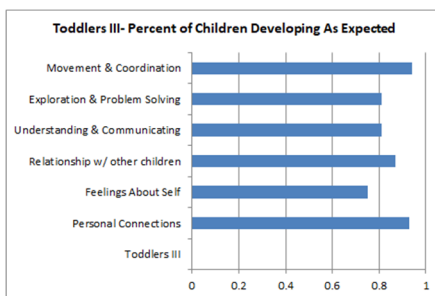
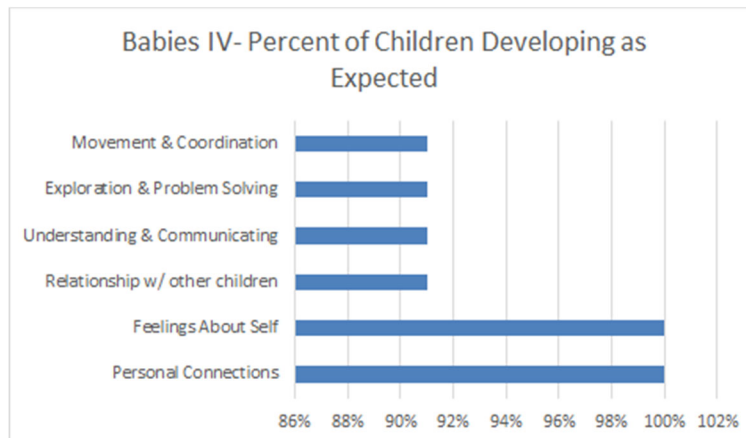
Toddlers I- 18 months to 24 months

Toddlers II- 24 months to 30 months

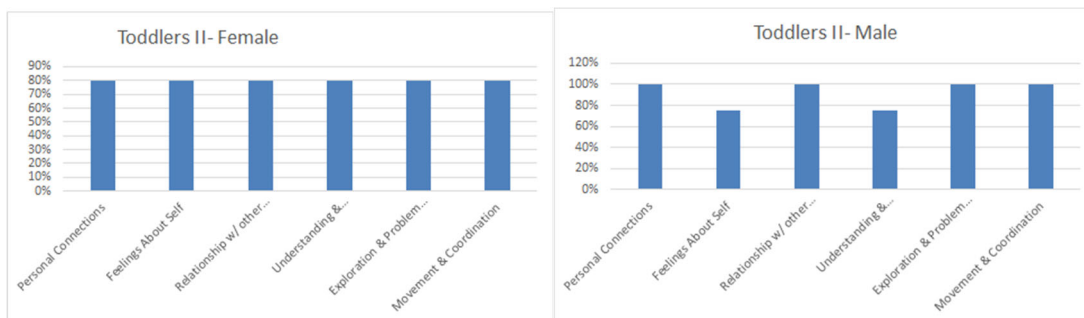
Toddlers III- 30 months to 36 months

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

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



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



After reviewing several reports and demographics in The Ounce online assessment tool, children are progressing developmentally in Early Head Start. EHS Staff have utilized several strategies to extend parenting and child development activities. EHS utilizes the PIWI philosophy (Parents Interacting with Infants) at socializations. The purpose of both examples is to extend learning, beyond the time EHS staff

is with the family, and create a more individualized approach. Out of the 125 socializations offered from July 2019 to March 2020, a total of 232 parents attended throughout the year.

Due to the COVID-19 pandemic, NEK-CAP, Inc. Early Head Start have not been able to provide face to face socialization opportunities. In response to the virtual atmosphere, staff provided parents with activities, supplies, and learning tools via a “knock and drop” setting. EHS staff then followed up with this during the weekly video call with the families. The program had several wonderful stories come out of the supplies provided to families. At the end of April, EHS had a total of 125 children up to date on their EPSDT schedule and 104 children up to date on their immunizations (to include the influenza vaccination). (April was chosen, due to the COVID-19 Pandemic) NEK-CAP, Inc. EHS had a total of 30 children with IFSPs, at the end of May 2020. Numerous success stories came through, despite the stressful times all families were in.

### **Additional EHS data and narrative:**

The EHS Education Manager randomly chose 20 families enrolled since the beginning of the program year, 7/1/2019, and remained in the program throughout the whole 19-20 program year. Of the 20 families chosen, 14 increased in their self-sufficiency matrix scores- on an average increase of 4.21. The amount of families that increased their score is considerably higher from last year’s total of 8.

Four (4) families saw a decrease in the self-sufficiency score- for an average decrease of 3.5. This number is also considerably lower than last year’s average decrease of 4.25. Both are signs that our program and services and strategies provided have improved and families are working towards self-sufficiency.

The final two (2) families remained the same on their self-sufficiency scores.

In the data review, the correlation between the number of completed home visits and family outcomes was difficult to determine. Of the 20 families mentioned above, whom were enrolled throughout the whole program year, had a varying number of home visits. The number of home visits ranged from 22 to 46 visits last program year. However, there were only three (3) families that had 22, 23 and 27 visits, two of which saw a decrease in their self-sufficiency score. All other families received in the upper 30’s to 46 visits.

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

## CLASS

### Classroom Assessment Scoring System

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

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

#### National Statistics by Domain

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

OHS CLASS® Descriptive Statistics, 2020 National Grantee-Level Scores by Domain				
Domain	Mean	Standard Deviation	Minimum	Maximum
Emotional Support	6.03	0.21	5.42	6.42
Classroom Organization	5.78	0.31	5.06	6.56
Instructional Support	2.94	0.40	2.11	3.88

\*Note: To calculate the Emotional Support domain, subtract the Negative Climate score from 8, add the Positive Climate, Teacher Sensitivity, and Regard for Student Perspective scores, then divide by 4.

#### Distribution by Domain

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

OHS CLASS® Descriptive Statistics, 2020 National Distribution of Grantee-Level Domain Scores			
Domain	Lowest 10%	Median (50%)	Highest 10%
Emotional Support	5.6750	6.05	6.32
Classroom Organization	5.3175	5.80	6.17
Instructional Support	2.3889	2.94	3.52

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

The program closed because of COVID so the managers were not able to do the spring observations so we really do not know if it would have changed or not.