

# Head Start & Early Head Start Annual Report to the Public 2019-2020



## Agency Mission

Community Action of Eastern Iowa's mission is to provide education, financial assistance, and child care resources to individuals and families to promote self-sufficiency and quality care for children.

## Head Start Mission

Our program will provide high quality comprehensive early childhood services to qualifying children 0-5 and their families in partnership with our communities to achieve school readiness.

## Locations

We serve children and their families in Cedar, Clinton, Muscatine, and Scott Counties.



07/01/20 - 10/31/20

## Head Start/Early Head Start Funding

	Approved Budget	Actual Expenses
Personnel	\$931,022	\$811,188
Fringe Benefits	\$353,346	\$245,415
Travel	\$2,282	\$23
Equipment	\$100,000	\$100,000
Supplies	\$304,621	\$445,265
Contractual	\$143,443	\$105,220
Other	\$323,675	\$451,614
Indirect	\$158,485	\$134,716
Total	\$2,316,874	\$2,293,441

### **U.S. Department of Health and Human Services Funding**

- Head Start - \$1,379,585
- Head Start Training - \$13,184
- Early Head Start - \$1,013,684
- Early Head Start Training - \$13,236

### **Child and Adult Care Food Program Reimbursement**

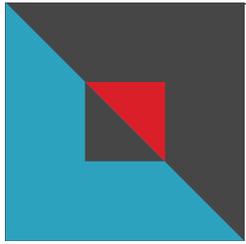
- Year-to-Date Total - \$205,891.13

### **Other Funding that Supports the Program**

- Community Empowerment Areas - \$189,890
- Shared Visions - \$119,963
- United Way - \$24,021
- State-Wide Voluntary Pre-School - \$149,128

### **FINANCIAL AUDIT**

The Independent Auditor's report for the Fiscal Year November 1, 2019 through October 31, 2020 issued an unqualified opinion and reported no audit findings or questioned costs. A copy of the full audit report is available on our website at [www.caeiowa.org](http://www.caeiowa.org)



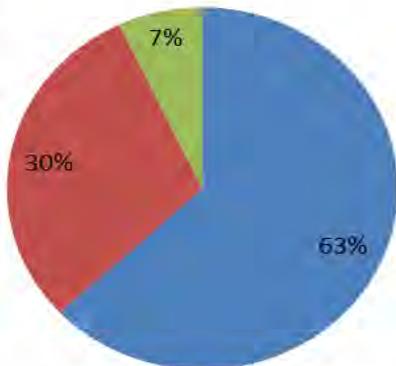
# Children and Families Served

For the 2019-2020 program year, the Head Start Program was fully enrolled at 366 and the Early Head Start Program was fully enrolled at 104. A total number of 564 HS/EHS children were served; representing 515 families served. The program served 61% of the eligible children during the year and finished the year with 295 children on a waiting list.

Families Served	Head Start	Early Head Start
<b>Total</b>	<b>391</b>	<b>124</b>
<b>Two Parent Families</b>	<b>111</b>	<b>29</b>
<b>One Parent Families</b>	<b>280</b>	<b>95</b>

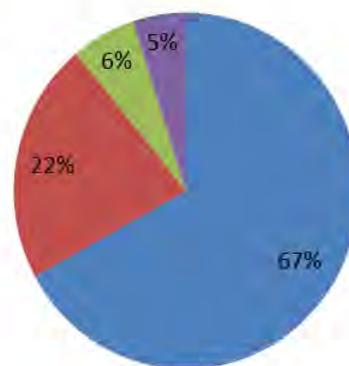
## EHS Eligibility

- Income Eligible
- Public Assistance: TANF, SSI
- Foster Child/Homeless
- Over Income



## HS Eligibility

- Income Eligible
- Public Assistance: TANF, SSI
- Foster Child/Homeless
- Over Income



# Health Services

A child's health is very important to his or her school readiness. Head Start families are connected with a medical home and a dental home in order to provide the family a readily available source of care to support the child's healthy development and well-being. Community Action of Eastern Iowa Head Start staff support families to ensure that children are up-to-date on immunizations, have a current physical exam, and have a current dental exam. Program staff tracks children's progress once referrals are made, and ensure that any necessary follow-up treatment is provided in partnership with the parent. All Head Start children also automatically qualify for free/full meals and snacks provided during the classroom day through the USDA Child and Adult Care Food Program.

Head Start children are offered hearing, vision, oral health, height, weight, blood pressure, and lead and hemoglobin screens. Hearing screens for enrolled children are completed by our Head Start staff in partnership with Mississippi Bend AEA. Vision screens are provided by a partnership with the Lions Club and KidSight of the University of Iowa. Oral health screenings and fluoride varnish are offered to children through our partnerships with the state I-Smile Program and Community Health Care, Inc. dental office. Height and weight assessments are completed by Head Start staff. Blood pressure, lead, and hemoglobin screens are collected in partnership with the Scott County Health Department, county WIC offices, and local physician offices.

	Head Start	Early Head Start
Children up-to-date on a schedule of age-appropriate preventive and primary health care per the state's EPSDT schedule	85%	90%
Children diagnosed as needing medical treatment	8%	9%
Children who received medical treatment	100%	100%
Children with continuous, accessible dental care provided by a dentist	97%	99%
Preschool children completing professional dental exams	75%	N/A
Preschool children needing professional dental treatment	2%	N/A
Preschool children who received dental treatment	83%	N/A
Infants and toddlers who are up-to-date on a schedule of age-appropriate preventive and primary oral health care	N/A	68%
Children who have an IEP/IFSP	8%	11%

# Kindergarten Transition

It is often said parents are a child's first teacher and much of what is learned depends upon the experiences provided by the family. Head Start understands the significant role parents play, and view themselves as partners in the education process. Pre-K classrooms use the Frog Street Pre-K curriculum. Frog Street Pre-K is a comprehensive, research-based program that integrates instruction across developmental domains and early learning disciplines. The curriculum supports the developmental learning domains of language development, social emotional, cognitive, physical development, and approaches to learning. Each day has a unique routine to help promote social emotional skills and calming strategies based on Conscious Discipline.

Each year, a large portion of the Head Start children we serve will move on to kindergarten in the fall. While a transition of any kind is important, the transition to kindergarten and into the formal education system is one of the largest in a young child's life. Head Start has several supports in place to ease this transition for students and their families.

Two (2) conferences and two (2) home visits are completed each year with families. During this time, the staff and family review the child's GOLD Development and Learning Report and engage in a dialogue in order for each to have a clear idea as to how the child is progressing. This past year, due to the COVID-19 pandemic, staff were only able to complete the second conference through phone calls and zoom meetings. The staff also could not have an end of the year home visit.

Springtime is when most of the local elementary schools hold their annual "Kindergarten Roundup" events. Parents will bring their incoming kindergartener to their local school for an informational event. In past years in the spring, Head Start classrooms hold their annual Kindergarten Transition Meeting. All parents and children of incoming kindergarteners are invited to attend. Parents attend an informational meeting where a current kindergarten teacher is invited to speak to parents, answering any questions they may have. This year, due to the COVID-19 pandemic, we were unable to hold this event. Throughout the time our classrooms were closed, we mailed the children packets with activities that focused on kindergarten readiness skills for them to complete at home with their families. Teachers also checked in with the children and families a couple times a week. The teachers created activities to do with the children either over the phone or on a zoom meeting. Throughout the weekly phone calls, the teachers would support the parents with any questions or concerns the family had with their child's development. In May, we were able to send a backpack full of books home to our children going to Kindergarten, along with a box full of supplies and activities for them to use throughout the summer including paper, crayons, pencils, play dough and many other items. Even though we were unable to have our typical in-person activities and lessons related to kindergarten transition this past year, our staff continued to work hard to provide the best support to our families.

# HS/EHS Child Outcomes

We measure child learning progress three times each year. The baseline assessment provides a starting point, a way to assess the abilities of children at the beginning of the program year. The second reporting period details progress mid-year, and the final assessment shows the progress achieved by the end of the year. Results are used to modify curriculum and instructional approaches. Due to COVID-19, our program did not complete a third assessment period for the 2019-2020 school year.

Birth – 1 yr	Cognitive	Social Emotional	Physical	Language & Literacy	Approaches to Learning
Fall	100%	100%	96%	100%	100%
Winter	100%	100%	89%	93%	98%

1-2 yr. olds	Cognitive	Social Emotional	Physical	Language & Literacy	Approaches to Learning
Fall	98%	90%	89%	91%	91%
Winter	94%	95%	94%	90%	96%

2-3 yr. olds	Cognitive	Social Emotional	Physical	Language & Literacy	Approaches to Learning
Fall	93%	94%	97%	87%	90%
Winter	97%	95%	99%	90%	92%

3 yr. olds	Cognitive	Social Emotional	Physical	Language & Literacy	Approaches to Learning
Fall	79%	86%	94%	80%	92%
Winter	82%	86%	93%	84%	84%

4 yr. olds	Cognitive	Social Emotional	Physical	Language & Literacy	Approaches to Learning
Fall	59%	62%	84%	62%	72%
Winter	75%	76%	90%	78%	88%

# FAMILY AND COMMUNITY

## ENGAGEMENT SERVICES

Head Start and Early Head Start integrates family and community engagement into all services and program systems to support family well-being and promote children's learning and development.

### **Family Well-Being**

The program collaborates with families to support parent's aspirations and parent's life goals through comprehensive support services that identify strengths and needs in all aspects of family well-being including family safety, health, economic stability, personal support structure, adult education, leadership and advocacy, financial literacy, parent-child, and other family relationships, or community connections.

The program provides resources that support family well-being, either within the program or through community partnerships. This includes resources to help families with pathways out of poverty, such as vocational, employment, budgeting, debt counseling, savings accounts, other financial resource opportunities.

### **Strengthening Parenting and Parent-Child Supports**

The program offers diverse opportunities for families to engage in program activities that allow parents to practice their parenting skills and prepare them for advocacy on their child's behalf. These opportunities include volunteering, parent/child events, curriculum cafes, at-home activities, and involvement in making policy and program decisions through parent meetings, advisory committees, and Policy Council.

The Policy Council works in partnership with parents, staff, and board members of Community Action of Eastern Iowa. Members are given opportunities to express ideas for program improvements, approve and disapprove decisions for Head Start policies, budgets, hiring of staff, enrollment/eligibility.

Twenty three parents and seven community representatives were elected to the 2019-2020 Policy Council. From August 2, 2019, to August 1, 2020, we had 319 volunteers who volunteered 1458 hours to our program!