



# Early Head Start & Head Start 2013 Annual Report

**Program Year: August 2012 - August 2013**

Community Action | 210 'O' Street | Lincoln, NE 68508

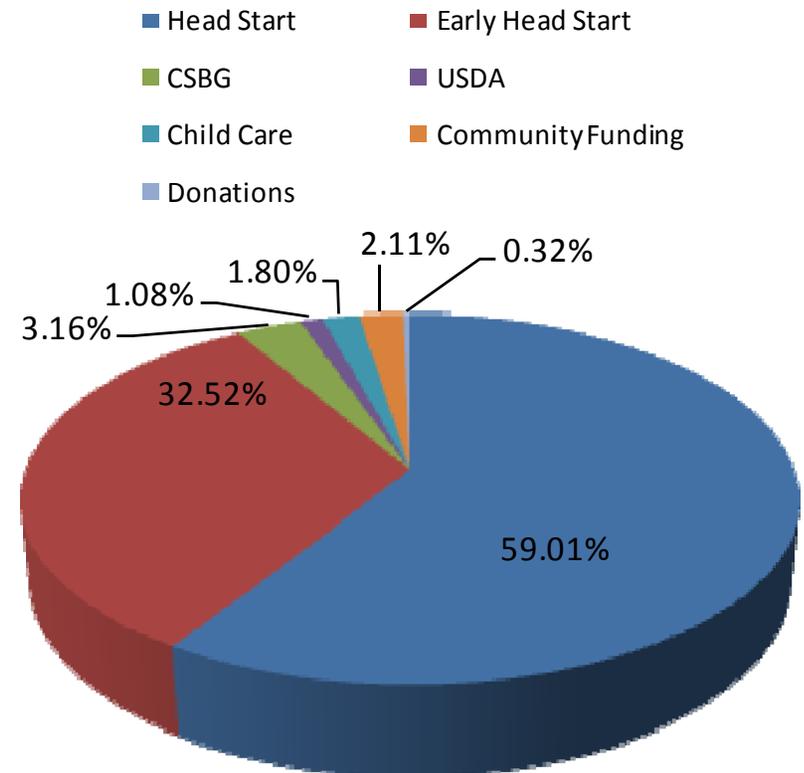
(402) 471-4515 | [www.communityactionatwork.org](http://www.communityactionatwork.org)



# Funding

As indicated below, Community Action provides substantial support for part-day, part-year Head Start services provided at its two Delegates, Lincoln Public Schools and Wahoo Public Schools. In order to maintain high program effectiveness, both Early Head Start and Head Start require well-qualified staff and low child-to-teacher/home visitor ratios. Therefore, the majority of federal funding Community Action receives supports staff who work directly with the children and families in the programs. Community Action has in place robust monitoring systems in order to ensure that the program appropriately spends program funding. Annually, based on spending trends and program and community needs, the program determines how it will allocate funding to best support each of its program options.

Revenues	\$
Head Start	3,737,082
Early Head Start	2,059,428
CSBG	200,072
USDA	68,517
Child Care	113,781
Community Funding	133,418
Donations	20,340
<b>Total Revenues</b>	<b>6,332,638</b>
Expenditures	\$
Delegate Costs	2,182,045
Salaries & Fringe	2,510,150
Indirect	732,064
Travel	53,687
Equipment	47,297
Supplies	163,367
Contractual	212,978
Other	431,050
<b>Total Expenditures</b>	<b>6,332,638</b>



# Review & Financial Audit

Community Action's Early Head Start and Head Start programs were reviewed in December 2012 by the Administration for Children and Families Office of Head Start. The program received a commendation for the high quality of its approach to the social and emotional well-being of enrolled children and pregnant women, with services provided in partnership with the University of Nebraska-Lincoln Psychological Consultation Center. The program was found to be in compliance with the vast majority of its approximately 2,000 Federal regulations.

The two following items were identified for improvement:

1.) For Head Start operations at Delegate Lincoln Public Schools (LPS) it was determined that not all LPS staff had received required health screenings for tuberculosis. Community Action subsequently worked in partnership with LPS to align screening procedures with the Center for Disease Control, and the Department of Health and Human Services recommendations, and to strengthen their internal monitoring procedures of staff health requirements. 2.) For LPS it was determined that not all school buses used to transport Head Start children were equipped with required reverse beepers. LPS subsequently purchased reverse beepers and retrofitted school buses as needed.



Community Action Partnership of Lancaster and Saunders Counties' consolidated financial statements were audited by independent auditors in November 2012. Due to annual expenditures of greater than \$500,000 in federal funding, the audit was conducted in compliance with the requirements of the U.S. Office of Management and Budget Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations. The Head Start Program was tested as a major program. The audit contained no significant deficiencies or material weaknesses. A copy of the results is available at [harvester.census.gov](http://harvester.census.gov).

# Children & Families Served

During the 2012-2013 program year, Community Action's Early Head Start and Head Start programs served 885 (21%) of the approximately 4,305 income-eligible children living in Lancaster and Saunders Counties.

Program Option	Funded Enrollment	Number of Children and Families Served	Average Monthly Enrollment
Early Head Start Home-based	170*	201	100%
Early Head Start at Educare of Lincoln	48	61	100%
Head Start at Educare of Lincoln	52	72	100%
Head Start at Lincoln Public Schools	444**	483	100%
Head Start at Wahoo Public Schools	44	50	100%
<b>TOTAL OR AVERAGE</b>	<b>758</b>	<b>885</b>	<b>100%</b>

\* During the 2012-2013 program year, 20 of these enrollment slots were eliminated due to Federal Sequestration.

\*\* At the conclusion of the 2012-2013 program year, 36 of these enrollment slots were eliminated due to Federal Sequestration.

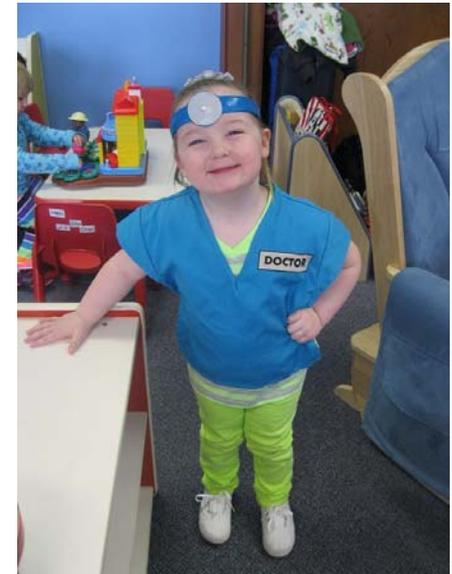


# Medical & Dental Exams

Program Option	Funded Enrollment	Percentage that Received Medical Exams	Percentage that Received Dental Exams
Early Head Start Home-based	170*	92%	80%
Early Head Start at Educare of Lincoln	48	84%	63%
Head Start at Educare of Lincoln	52	92%	86%
Head Start at Lincoln Public Schools	444**	95%	98%
Head Start at Wahoo Public Schools	44	100%	98%
<b>TOTAL OR AVERAGE</b>	<b>758</b>	<b>92.6%</b>	<b>85%</b>

\* During the 2012-2013 program year, 20 of these enrollment slots were eliminated due to Federal Sequestration.

\*\* At the conclusion of the 2012-2013 program year, 36 of these enrollment slots were eliminated due to Federal Sequestration.



# Family Engagement & School Readiness



Despite the significant challenges presented by sequestration of federal funds during the 2012-2013 program year, Community Action's Early Head Start and Head Start programs continued to serve the community through the provision of high quality home- and center-based child development services throughout Lancaster and Saunders Counties. Early Head Start and Head Start staff worked in partnership with staff from Lincoln Public Schools, Wahoo Public Schools, the University of Nebraska-Lincoln, Lincoln-Lancaster County Health Department, the Early Development Network, and other agencies and organizations throughout the community to ensure that children ages birth to five and expectant women received holistic services designed to promote success upon children's entry to kindergarten. Additionally, despite sequestration, Educare of Lincoln—offered in partnership with the Buffett Early Childhood Fund, Lincoln Public Schools, and the University of Nebraska-Lincoln—opened at its new facility adjacent to Belmont Elementary School in February 2013. In addition to academic supports, enrolled participants received interventions to enhance their physical and dental health, their social and emotional wellbeing, and the financial literacy and life management skills of their family unit. Services were built around the belief that parents are a child's first and most important

teacher. Emphasis was placed on parent and program support in cultivating natural interests, an urge to learn, discovery, and self-esteem. To support children's learning in classroom environments, the program utilized *Creative Curriculum*. To support children's learning in home-based environments (as well as healthy outcomes for pregnant women), the program utilized *Partners for a Healthy Baby* and *Beautiful Beginnings*.

The program continued to utilize *Teaching Strategies GOLD*, an observation-based assessment tool that encompasses all areas of child development and learning with intentional, focused, and performance-assessment tasks for selected predictors of school success. This enabled educational staff to observe and document each child's learning over time, guide lesson planning on an individual and class basis, help identify children who may need more support in certain areas, and help to report and communicate with parents on their child's developmental progress. It also assisted the program as it worked to measure the impact of its efforts to prepare children for success at school. *ChildPlus*, a second web-based data system, was utilized to help the program measure the impact of family engagement services and track program participation.

Specific approaches to parent involvement varied by program option but were united by the common thread of the agency's strengths-based case management model, developed in partnership with Dr. Beverly Ford. Staff engaged parents and guardians through regular home visits, parent-teacher conferences, socializations, workshops, and celebrations. The program welcomed parents as partners in program operations by encouraging them to volunteer in their child's classroom, to facilitate follow-up activities that carried forward learning objectives from the home visit or class session, to serve as representatives on a Parent Committee or Policy Council, to participate in the interviewing and selection process for program staff, and more. The program and staff approached every point of contact as an opportunity to help a family see its own strengths as a means of achieving greater independence and resilience, and victories were celebrated in living rooms and staff meetings alike. The program also assisted the community in its efforts to ensure that no child goes hungry, providing in partnership with the USDA nearly 200,000 healthy meals and snacks to the youngest and most vulnerable residents of Lancaster and Saunders Counties.

