



Early Head Start & Head Start 2012 Annual Report

Program Year: August 2011 - August 2012

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

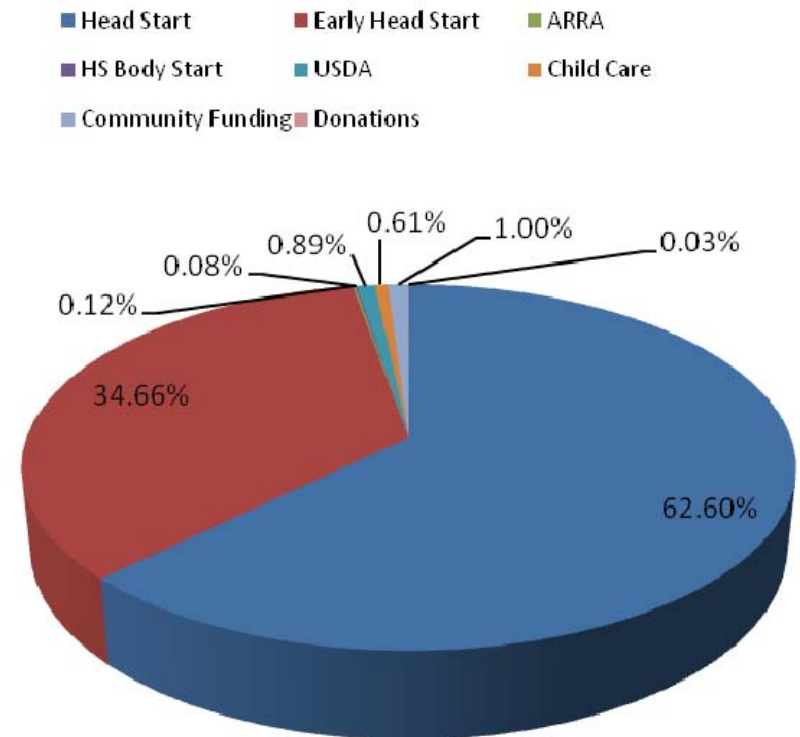
(402) 471-4515 | www.communityactionatwork.org



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 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	3,852,694
Early Head Start	2,133,286
ARRA	7,264
HS Body Start	5,000
USDA	55,028
Child Care	37,556
Community Funding	61,720
Donations	1,671
Total Revenues	6,154,219
Expenditures	\$
Delegate Costs	2,603,211
Salaries & Fringe	1,921,001
Indirect	558,164
Travel	66,433
Equipment	54,577
Supplies	210,132
Contractual	211,212
Other	529,488
Total Expenditures	6,154,219



Review & Financial Audit

Community Action's Early Head Start and Head Start programs were reviewed in May 2010 by the Administration for Children and Families Office of Head Start. The programs received a commendation for work to adapt the staffing structure and approach to meet the changing needs of its service area, with particular strength noted in its holistic, innovative approach to serving refugee and immigrant families of children under the age of five. The program was found to be in compliance with the vast majority of its approximately 2,000 Federal regulations.

Community Action, in partnership with Delegate Lincoln Public Schools, corrected the three Areas of Non-compliance described below within 120 days for an ultimate determination by the Administration for Children and Families of overall compliance: Delegate Lincoln Public Schools was determined to have made insufficient efforts to assist parents in obtaining physical and dental examinations and blood-lead screenings for children as required by the Nebraska EPSDT. Delegate Lincoln Public Schools was determined to have made insufficient efforts to perform or obtain screening procedures to identify concerns regarding children's sensory skills within 45 calendar days of their entry



into the program. Grantee Community Action was determined to have implemented insufficient procedures for the ongoing monitoring of operations at LPS due to the two Areas of Non-compliance identified within Delegate Lincoln Public Schools operations,

Community Action Partnership of Lancaster and Saunders Counties' consolidated financial statements were audited by independent auditors in November 2012. The audit was conducted in compliance with the requirements of 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.

Children & Families Served

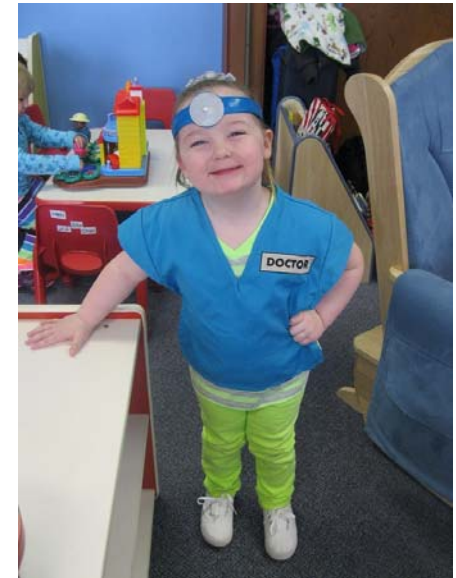
During the 2011-2012 program year, Community Action's Early Head Start and Head Start programs served 926 (24%) of the approximately 3,830 income-eligible children living in Lancaster and Saunders Counties.

Program Option	Funded Enrollment	Number of Children and Families Served	Average Monthly Enrollment
Early Head Start	218	322	100%
Full-Day Head Start	52	70	100%
Head Start at Lincoln Public Schools	444	486	100%
Head Start at Wahoo Public Schools	44	48	100%
TOTAL OR AVERAGE	758	926	100%



Medical & Dental Exams

Program Option	Funded Enrollment	Percentage that Received Medical Exams	Percentage that received Dental Exams
Early Head Start	218	84%	85%
Full-Day Head Start	52	86%	80%
Head Start at Lincoln Public Schools	444	96%	102%*
Head Start at Wahoo Public Schools	44	102%*	102%*
TOTAL OR AVERAGE	758	92%	92.25%



* Calculations by the Office of Head Start used to generate health service statistics exclude children who were enrolled fewer than 45 days, which sometimes results in rates of completion higher than 100%.

Parent Involvement & Preparing for Kindergarten



During the 2011-2012 program year, Community Action Early Head Start and Head Start continued a tradition of providing 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 the University of Nebraska-Lincoln, the Lincoln-Lancaster County Health Department, the Early Development Network, Lincoln Public Schools, Wahoo Public Schools, a Registered Dietician, and agencies and organizations throughout the community to ensure that children ages birth to five and pregnant women received holistic services designed to promote success upon entry to kindergarten.

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*.

In 2010, the program adopted *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.

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.

