

Community Action of Southeast Iowa

Head Start & Early Head Start

Agency Mission Statement

Community Action is dedicated to alleviating the conditions and causes of poverty by building partnerships and strengthening people through quality services.



Head Start Mission Statement

Head Start – A program where children and families are educated, challenged, and empowered to embrace their potential for success in life – one child, one family at a time.

Classroom Locations

Des Moines County (319) 752-5692
Madison Head Start
Preschool & Early Learning Center
2132 Madison Ave., Suite 100
Burlington, IA 52601

Henry County (319) 385-2310
Tolson Community Action Center
Head Start & Early Head Start
1303 West Washington
Mt. Pleasant, IA 52641

North Lee County (319) 372-4471
Eichacker Community Action Center Head Start
3433 Ave O
Ft. Madison, IA 52627

Richardson Head Start & Early Head Start
1020 34th St.
Ft. Madison, IA 52627

South Lee County (319) 524-6383
Marie Tallarico Community Action Center
Head Start & Early Head Start
220 South 22nd
Keokuk, IA 52632

Central Office Location

**Community Action of Southeast Iowa
Head Start and Early Head Start Programs**
2850 Mt. Pleasant St., Suite 108
Burlington, IA 52601

Phone (319) 753-0193 * Fax (319) 753-0687
Website: www.caofseia.org



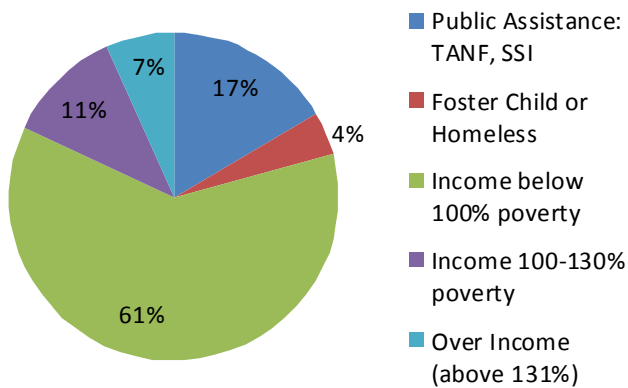
Head Start

Children ages 3-5 years are served through three center-based program options in Head Start: full day, part day & duration programs. Full day programs operate Monday through Friday, 8-12 hours per day, and are available for children whose parents are working, in school or in training. The extended hours are available through state funding from the Shared Visions program. Part day programs operate for 3.5 or 4 hours, 4 days per week, and may offer transportation. In March 2017, we received funding to convert one of our Keokuk part day classrooms into a full school-day classroom. This Duration classroom operates similar to the part day option (may include transportation, no work/training requirement for parents) but it offers a 6 hour day and is open Monday through Friday. The Head Start program also receives funding from Early Childhood Iowa to assist with transportation costs in each of the counties.

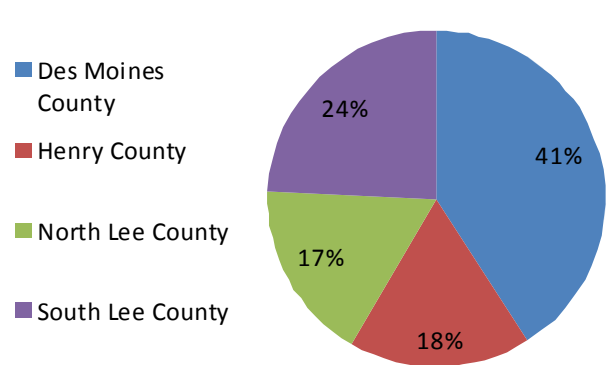
97% of Eligible Applicants were Served in 2016–2017

- Children Served: 287
- Families Served: 273
- Funded Enrollment: 264
- Average Monthly Enrollment: 96.5%
- Average Daily Attendance: 82%

Enrollment by Eligibility Category

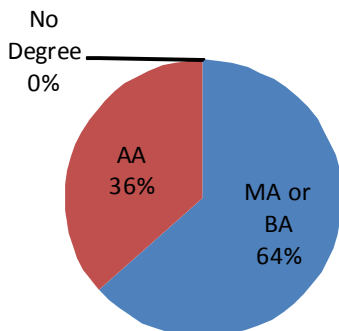


Funded Enrollment by Location



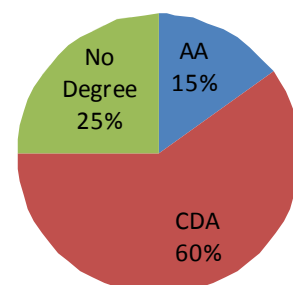
Our program has established goals for enhancing school readiness of children. These goals can be viewed on our agency website at www.caofseia.org/hs.php.

Education Level of Lead Teachers



It is our goal that 100% of our teaching staff have a Child Development Associate (CDA) credential, or a degree, preferably in Early Childhood Education (ECE). In some cases, we hire new associate teachers without the desired education. We allow them 24 months to complete the CDA requirements, supporting them along their journey.

Education Level of Associate Teachers



Our programs maintain full compliance with the standards and regulations of the following:

- * Head Start Act & Head Start Program Performance Standards
- * State (DHS) Childcare/Preschool Licensing
- * Child and Adult Care Food Program (CACFP)
- * Iowa Department of Education (IDOE) Transportation
- * National Association for the Education of Young Children (NAEYC) (applicable sites/classrooms)
- * Early Childhood Iowa
- * Iowa Department of Education (IDOE) Shared Visions Program

Our most recent federal review reflects 100% compliance!

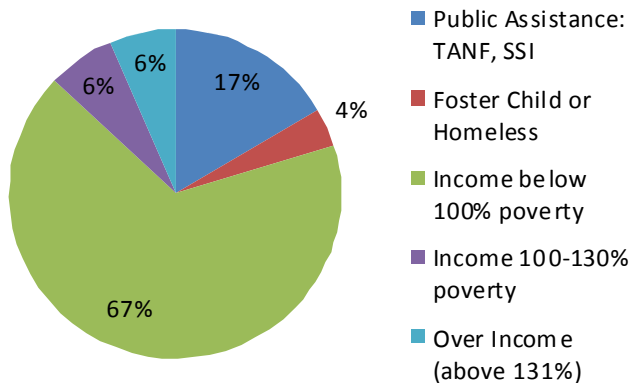
Early Head Start

The Early Head Start program is a full day, full year, center-based program for children 0-3 years of age whose parents are working, in school or in training, as well as pregnant women.

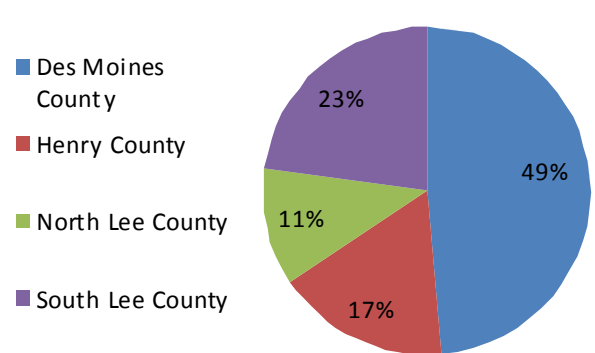
85% of Eligible Applicants were Served in 2016–2017

- Children Served: 95
- Pregnant Women Served: 14
- Families Served: 75
- Funded Enrollment: 70
- Average Monthly Enrollment: 95.7%
- Average Daily Attendance: 79.4%

Enrollment by Eligibility Category

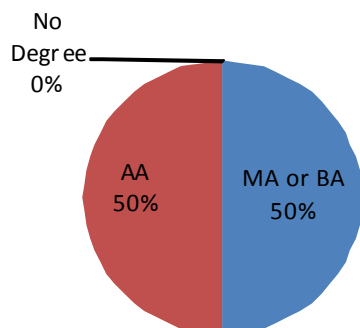


Funded Enrollment by Location



Our program has established goals for enhancing school readiness of children. These goals can be viewed on our agency website at www.caofseia.org/hs.php.

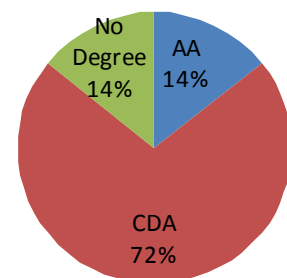
Education Level of Lead Teachers



It is our goal that 100% of our teaching staff have a Child Development Associate (CDA) credential, or a degree, preferably in Early Childhood Education (ECE).

In some cases, we hire new associate teachers without the desired education. We allow them 12 months to complete the CDA requirements, while supporting them along their journey.

Education Level of Associate Teachers



Health Services



Head Start/Early Head Start knows that healthy children are more apt to succeed academically. That is why we take a comprehensive approach to our services. In addition to educating children academically, we teach children about hygiene, nutrition, dental care, etc. We arrange for children to have multiple screenings to help identify possible health or academic need, making referrals to specialist when necessary. We also work with families to ensure that children are able to receive needed services.

Head Start (HS)	Early Head Start (EHS)
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Medical Services

Within 45 days of entry, children receive a: physical exam or well baby check, lead level check, hemoglobin/hematocrit level check, vision screening, hearing screening, nutrition assessment, growth assessment, birth history assessment, and health history assessment.

A) Children with current physical exams (excluding those enrolled less than 30 days)	97%	95%
B) Children with all possible immunizations as of the end of the program year	99%	99%
C) Children receiving medical treatment (since 9/1/14) for the following chronic conditions:		
Anemia	1	1
Asthma	13	10
Hearing Difficulties	8	13
Vision Problems	20	4
High Lead Levels	2	0
Diabetes	0	0

Oral Health Services

Dental exams are required within 90 days of entry into the program. For EHS children, a brief “lift the lip” exam can be completed in the classroom. Iowa Department of Public Health’s I-Smile program visits our HS and EHS classrooms 3 times per year to apply protective varnish to the children’s teeth.

A) EHS children receiving dental exams or preventative care	(n/a)	96%
B) HS children receiving a dental exam	79%	(n/a)
Of these, the number of children identified as needing dental treatment	9%	(n/a)
C) HS children receiving a fluoride treatment	93%	(n/a)

Mental Health Services

Mental Health Consultants observe our Head Start and Early Head Start classrooms a minimum of 3 times per year to ensure that our classrooms are positive environments in which children can thrive. The consultants will also observe individual children (with parental consent) when parents or teachers have a concern.

A) Children receiving an individual mental health assessment	11	2
B) Children referred for further mental health services	7	1

Disability Services

Within 45 days of entry, children receive Brigance and ASQ screenings to help identify possible developmental concerns. Children are observed and further concerns are referred to a specialist.

A) Children with a diagnosed disability resulting in an IEP or IFSP	47	13
*33 speech/language impairments		*0 Hearing Impairment
*14 non-categorical/developmental delay		*13 (EHS) uncategorized

Kindergarten Transition

Head Start helps age-eligible children, and their families, prepare transition to kindergarten.

Transition support provided to the *children*:

- Teachers worked with children to increase social skills and problem solving abilities by using Positive Behavioral Intervention & Supports (“PBIS”) strategies.
- Teachers read books about getting ready for kindergarten to alleviate any of the children’s concerns.
- Children viewed the video “Kindergarten, Here I Come”.
- Children went on a field trip to the school they will be attending.
- Children practiced eating lunch “cafeteria style”. They discussed the differences between that and eating family style in Head Start.



Transition support provided to the *families*:

- Books about kindergarten were available for families to borrow from the classroom Lending Library.
- Teachers discussed kindergarten transitioning at each of the two Parent-Teacher Conferences and answered the family’s questions.
- Family Development Specialists provided training to families on advocating for their children during the transition process and once they move on to the public school.
- Families received a summer calendar that included transition ideas for the children entering kindergarten.
- Families received a copy of the pamphlet [Getting School Ready in Iowa](#).
- Families received training from Family Development Specialists on the transition process. At the final home visit, families received and reviewed “From Head Start to Kindergarten—A Parent’s Guide to Transitioning”.

Teaching Strategies GOLD Assessment System

In our Head Start/Early Head Start classrooms we are using the Teaching Strategies GOLD assessment system (referred to as GOLD). The 2016-2017 program year was the sixth year that GOLD was fully implemented in our programs.

Teaching staff document multiple observations on each child, in each area of development. The documentation is entered into each child’s GOLD record. Data are reviewed at scheduled intervals, called checkpoints. Head Start has three checkpoints each year: Fall, Winter, Spring. Our full year Early Head Start classrooms also have a fourth checkpoint: Summer.

At the time of these checkpoints, we run reports in order to summarize the data. We identify the children’s skill level in each of the areas of development, as well as growth since the previous checkpoint. An example of the data is provided in the *2016-2017* chart. The chart shows each area of development and the percentage of our Head Start children that were meeting or exceeding the *widely-held expectations* for that area, as of the Fall 2016 and Spring 2017 checkpoints.

2016–2017		
Areas of Development	Percent of Children Meeting/Exceeding Expectations	
	Fall ‘16	Spring ‘17
Social Emotional	78%	91%
Physical-Gross Motor	73%	94%
Physical-Fine Motor	87%	97%
Language	74%	90%
Cognitive	74%	88%
Literacy	65%	86%
Mathematics	43%	78%

GOLD checkpoint data are used for setting goals for individual children and classrooms, planning staff development, and reporting progress to parents & funding sources.

Family Support

The most unique thing about our programs is our Family Support System. Family Development Specialists work closely with each family to assist them with identifying their needs and achieving their personal goals as they work to become self-sufficient. **In 2016-2017, Strength & Needs Assessments were completed and Family Partnerships were developed with the families of over 410 children.** During this process, the Family Development Specialists provide ongoing resources and support to the families. They work especially close with those families experiencing emergency and/or crisis needs such as: homelessness, lack of adequate food or clothing, loss of benefits, mental health concerns, etc. The Family Development Specialists are also there to “fill in the gaps”. In order to ensure that children receive appropriate medical, dental and mental health care, Family Development Specialists help families access health insurance, schedule appointments for medical and dental care, and can provide transportation to and from those appointments.



Family Development Specialists are also an important part of the Head Start to Kindergarten School Readiness Transition process. Training, regarding the transition process and parent advocacy, was provided at Parent Group meetings and in the home. The Family Development Specialists work closely with teachers and principals at the public schools to set up transition visits to the Kindergarten classrooms and even attend those visits with the children. The Family Development Specialists also share the dates and times of Kindergarten Round-Up with families and talked with them about what to expect.

Community Partnerships

Another big part of our program is the partnerships we have with local service providers in our communities. We partner with the local health departments via their *I-Smile* program to offer free fluoride varnishing (3 times a year) to the children. We also work with the Lion’s Club to provide free vision screening for each child. Local mental health providers, such as Young House Family Services and Optima Life Services, visit our classrooms to provide observations and recommendations to the teachers for children experiencing difficulties. They also provide individualized therapy services for Head Start & Early Head Start children and families. We partner with Great Prairie



Area Education Agency (AEA) and the local school districts to coordinate services for children with developmental, speech, and physical delays and disabilities. Iowa Wesleyan University also has students that complete internships in our program. One of our “new” lead teachers was hired following her internship with us!

It is through these continued, strong partnerships that we are able to meet the needs of low-income children within our communities.

Parent/Family Involvement

At Community Action of Southeast Iowa, we embrace the fact that parents are the most important influence on a child's development and education. Research has shown that children whose parents are involved in their learning, enjoy school more **and** do better in school. We encourage and welcome parents, and extended family members, to be involved in their child's experiences and education throughout the school year. A variety of participation options are available as we understand that everyone has different interests and limitations in their lives.

Families have been involved with the classroom by spending time at school with their children, helping the teachers make materials for the classroom, or joining us for meals, classroom cooking experiences, or field trips. Field trips are always a favorite for the children and their families. Some field trips have included a Mexican Fiesta, the Farm & Home store to see new baby chicks, the park, library, post office and to a local restaurant to learn how to make pizzas. Parents have also joined us for neighborhood walks aimed at teaching the children about direction, their community, safety, and nature.



Families plan and participate in special events that take place at the centers. The Teddy Bear Clinic is a popular event with families. Children bring a teddy bear, or another stuffed animal, to school to receive a "check-up" by a nurse to make sure he or she is healthy. The nurse checks the bear's height, weight, and blood pressure. This activity helps children know what to expect at the doctor's office and allows them to be more comfortable at their own check-ups. We also have events and family activities that take place in the evenings. Family dance night, pumpkin decorating, miniature golf, cookouts in the park, and making seasonal decorations are just a few examples of activities that families have chosen to do.

Parents are also involved in the decision-making process at Head Start & Early Head Start. They work with teachers and other staff as members of their local Parent Committee (or Parent Group) to make plans for their individual centers. Parents are also members of the Policy Council and Board of Directors where they make decisions about the program, budget, and personnel. There is also a Menu Planning Committee where they can review, plan and make suggestions about the food served at Head Start.

During the 2016-2017
school year,

129 family members

(including parents, grandparents, etc.)

Volunteered

for a

total of 332 hours!

There are also many educational opportunities provided. Families have attended meetings to learn more about Child Abuse Prevention, parenting strategies/techniques, Positive Behavioral Interventions & Supports (PBIS), Raising the Thinking Child, the Head Start to Kindergarten Transition process and expectations, Parent Leadership & Advocacy, Lead Poisoning (signs and prevention), Mental Health & Stress Management, Family Budgeting & Money Management, Tax preparation, etc.

At Head Start, there truly is something for everyone!

2016–2017
Head Start / Early Head Start Funding

FEDERAL HEAD START GRANT FUNDING	Proposed Budget	Budgetary Expenditures
Personnel -Includes all HS/EHS staff wages	\$1,754,349	\$1,731,416
Fringe Benefits -Includes benefits for all HS/EHS staff	\$926,794	\$916,430
Travel -Includes out-of-area travel costs	\$6,692	\$6,772
Equipment –New bus purchase	\$60,472	\$55,811
Supplies -Includes all office, classroom and program supplies	\$83,728	\$202,598
Other	\$335,984	\$259,707
Indirect Costs -Includes salary and fringe benefit costs for positions that provide services to all programs within the agency, such as fiscal, HR, agency administration and management. Also includes related operating costs such as required audits, space, phone, utilities, etc.	\$379,650	\$374,935
TOTAL	\$3,547,669	\$3,547,669

Federal Head Start Grant Funding*

- Head Start—\$2,265,986
- Head Start Training—\$32,341
- Early Head Start—\$1,107,324
- Early Head Start Training—\$19,951

*See chart above for an explanation of budgetary expenditures.

Child and Adult Care Food Program Reimbursement

- \$182,816

Other Funding That Supports the Program

- Iowa DOE Shared Visions—\$398,314
- Early Childhood Iowa
 - Henry & Des Moines County—\$48,336
 - Lee & Van Buren County—\$25,000
- Donated Space, Services and Materials—\$415,268



Agency Financial Audit

We are proud to report that our most recent audit, completed by
Meriwether, Wilson & Company, P.L.C., showed **100% compliance!**



Community Support

The Office of Head Start understands the importance of **involving families and communities** in the support and overall education of local children. To promote community involvement, Head Start requires that each program obtain at least 20% of the total grant amount in matching “in-kind” funds. These funds are received from the community and other non-federal sources. In other words, **for every \$5 it costs to operate the program, we only receive \$4 in federal funding and the rest comes from our community.**

Cash donations from the community help us towards our goal. Donated materials and time (volunteer hours) are assigned a dollar value to contribute towards the matching funds requirement as well. This means that volunteer hours and donated funds and supplies help our program twice; once in direct contribution and once in helping us to meet our required support amount!

We appreciate the community members that were able to donate during the 2016-2017 school year!

- **898 volunteer hours** were contributed from September 1st of 2016 through August 31st of 2017. That translated to a **donation valued at \$15,817!** Volunteer hours come in many forms such as parents and people from the community helping in the classroom, people sharing their hobbies with the children, and specialists volunteering their professional time. Volunteers are from all different backgrounds and education levels, volunteering anywhere from a couple hours per year to several hours each week. Parents help with lunch time and reading books; firemen share fire safety information with children; speech therapists work with many children; we have even had a visit by a pony!
- A variety of materials have been donated to the program including hats, mittens, coats, art supplies, parking lot material to fill holes, diapers, etc. Items come from individuals, community groups and local organizations. Some donations are made at central office for the whole program to make use of while other items are dropped off for use in a specific center or classroom. During the 2016-2017 school year, **material donations were valued at \$23,202!**
- In addition to the donations noted above, Head Start also received donations in the form of **discounted/donated space** at several of our locations, as well as **discounted services and products.** These additional donations during the 2016-17 program year totaled **\$376,249.**

All donations and volunteer services are much appreciated!



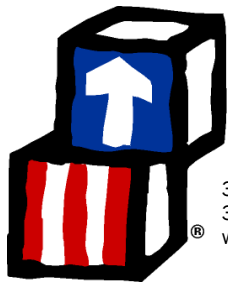
During the current 2017-2018 program year, Community Action of Southeast Iowa’s matching funds requirement is expected to be **\$873,459.** If you are interested in making a donation of your time, funds, or materials, please contact our Central Office at 319-753-0193, or your local Head Start Family Development Specialist.

2017-2018 Proposed Federal Grant Funding

Personnel	\$1,784,488
Fringe Benefits	\$966,386
Travel	\$6,692
Supplies	\$72,544
Other	\$274,213
Indirect Costs	\$389,516
TOTAL	\$3,493,839



Community Action of Southeast Iowa
Head Start program
2850 Mount Pleasant St, STE 108
Burlington, Iowa 52601



Community Action of Southeast Iowa
Head Start / Early Head Start

319-753-0193
319-753-0687 (Fax)
www.caofseia.org

Head Start Mission Statement

Head Start – A program where children and families are educated, challenged, and empowered to embrace their potential for success in life – one child, one family at a time.

I believe in the mission of empowering the children & families in Southeast Iowa to embrace their potential for success in life!

Enclosed is my gift of:

\$5,000 \$2,500 \$1,500 \$500 \$150 Other \$_____

I am interested in including Community Action of Southeast Iowa, Head Start in my estate plan. Please contact me.

My company will match this gift for \$_____

I wish to make a tribute gift for \$_____ In honor of _____

Occasion _____ In memory of _____

Please send my gift acknowledgment to _____

All gifts are tax deductible to the extent allowed by law.

Name _____ Company _____

Address _____

City _____ State _____ Zip _____

Phone _____ Email _____

Check enclosed; payable to Community Action of Southeast Iowa,

Thank you! Please mail gifts to Community Action of Southeast Iowa, 2850 Mt. Pleasant St, STE 108, Burlington, IA 52601. For questions please call 319-753-0193.