

2020 Annual Report



NCCPI
220 Sycamore Street, Ste. 200 Red Pines CA 96081
530.529.1565 headstart@nccpi.com www.nccpi.com

Enrich. Empower. Engage.



Head Start Prepares Children for School

The philosophy behind NCCPI's early education program is based on connecting the science of early childhood development with practice in early childhood settings. Our program practices are informed by the work of Jean Piaget, Howard Gardner, Urie Broffnenbrenner, Erik Erickson, and Lev Vygotski. In our centers we utilize the High Scope approach and the Second Step social and emotional development curriculum. We believe that children should be involved actively in their own learning. They "learn by doing", often working with hands on materials and carrying out projects of their own choosing. The adults working with the children see themselves as facilitators or partners. Our approach encompasses all aspects of child development and involves teachers and parents in supporting and extending children's emotional, intellectual, social, and physical skills and abilities. This means learning is not a process of adults giving information to children, but a process in which children discover, explore and create through direct experience with people, objects, events, and ideas.

In our learning environments, different areas of the classroom are designated for different activities, for example water play, reading, sand play, art, writing, dramatic play, etc. Children are able to access all facilities independently and take some responsibility for use of these areas. Children are provided with tools and opportunities to make real, meaningful decisions.

Through conversations with the children and observations of their play, the teacher reflects on their thinking and then reframes the child's interests into projects for follow-up activities that will extend children's learning. Our home visitors also extend this learning into the home by helping parents become their child's first teacher.

Knowledge is socially constructed in cultural settings. Children and families are embedded in their family, neighborhood and community. Within these systems are various cultural practices that guide family beliefs and affect children's understanding of the world around them. Our programs maintain cultural consistency with each family while supporting an appreciation and respect for group similarities and differences.

Strong social and emotional development underlies all later social, emotional, and academic success. Young children can not learn if they do not have stable and consistent sense of safety, security, and predictability. In our programs children are supported by staff in their development of a strong sense of self and are valued as members of the learning community.

Children's School Readiness Goals include: *children are personally and socially competent, children are effective learners, children show physical and motor competencies, children are safe and healthy, families support their children's learning and development, and families achieve their goals.*

Head Start Child Outcomes Framework

At the center of our program is the Head Start Child Outcomes Framework. This Framework includes activities and program components that serve as building blocks for school success.

Program Assessment & Monitoring

The Early Childhood Environment Rating Scale and NAEYC Accreditation Criteria provide classroom staff with indicators that best support high quality programs and children's learning. In addition, the program completes an annual self-assessment each year to examine the extent to which the program is producing positive outcomes for children and families, to provide information regarding our progress in meeting the goals and objectives for families, and to ensure effective implementation of all Federal Regulations.

Family Partnership Plan(FPP)

The FPP includes family goals that the Family Advocate at each site helps families develop and case management services that are conducted in conjunction with the teaching staff and family advocates. This process is based on the Head Start Program Performance Standards.

Transition Planning

The transition into new programs and kindergarten is an important change that influences a child's later school career. We implement a developmental model for transitions that fosters links between preschools and kindergarten and promotes personal connections between children, families, and elementary teachers before the first day of school.

NCCPI Child Screening and Assessment

The Desired Results Developmental Profile (DRDP – R) is a state of California comprehensive assessment system that focuses on monitoring the progress of children. This assessment tool is aligned with the Head Start 8 Domains of learning and development and the High Scope Curriculum key experiences.

The Early Screening Inventory-P is a screening tool that allows program staff to identify developmental delays and potential red flags. The YALE Early Childhood Assessment and Deverox Early Childhood Assessment are both mental health screening tools that identify potential mental health and social emotional issues that may impact children's functioning. In addition each child receives health screening before entering the program and on-going health monitoring.

Staff also complete on-going child observation and assessment. Together with the parent, staff utilize this information to set goals and individualize the curriculum to determine which outcomes children accomplish over a period of time. Developmental trends are examined three times each year at the individual and group level to determine program modifications. In addition, each child has a developmental portfolio that provides a picture of each child's unique progression of development.

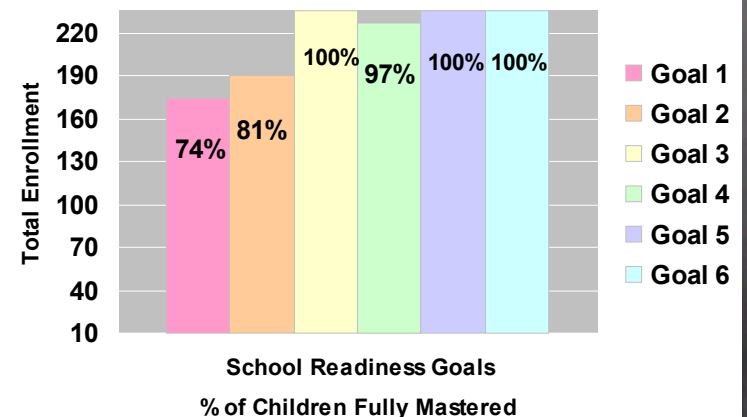
State and Federal Standards

The State of California Prekindergarten Learning and Development Guidelines and the Head Start Program Performance Standards provide recommendations and mandated activities that lead to the creation of a high-quality preschool programs that prepare children for school.

Curriculum and Individualized Planning

The High Scope Curriculum and Second Step Curriculum provide the key activities, experiences, daily routines and relationship building activities that support children's attainment of developmental milestones and positive outcomes. Each child's Individualized Child Development Plan (ICDP) the contains activities that are based on each child's unique individual level of development, interests, and cultural competencies.

Children's Developmental Outcomes



Parent Involvement

In the context of the family each child learns how to communicate, express caring, solve problems and work together to succeed in life. Our strength based programs are focused on all the significant adults in a child's life. We realize that both parents and professionals have the knowledge, expertise, experience, and resources that are needed to build and maintain healthy families and prepare children for a successful future.

NCCPI structures our programs so that each family walks away with new connections and resources that fit their unique interests and support their child's development. During FY 2020, NCCPI generated almost \$600,000 of in-kind donations from the community. Most of these funds were generated through parent volunteer hours completed at our centers or in the home base program. This extraordinary level of parent involvement forms the foundation for our children's strong developmental outcomes and high quality Head Start program services. In FY 2020 13 of our employees were former or current Head Start parents.

In FY 2020, parent involvement activities included a Drop in Parenting Group that met once a week for an hour. During this time mental health professionals and parents worked together to find solutions to common parenting and caregiving concerns. We also offered a DaD's support group facilitated by our parent involvement staff in conjunction with the Teluca County Health Department, Drug and Alcohol Division. Childcare and translation services were provided upon request. In addition, NCCPI implemented a variety of family friendly events such as the Literacy Breakfast, Winter Family Activity Night, Sports Night, the annual snow day, the family fishing trip and a Fatherhood Conference that was attended by participants from five counties. In addition, 12 staff became trained facilitators of the Nurturing Parenting Program. This new certification enables us to regularly offer parenting classes free of charge to program families and parenting education support as a fee based service to other agencies.

NCCPI believes that learning begins at birth and that children develop in the context of relationships with their family, culture, and community. Our programs are effective because our work is inclusive of not only children but everyone in the family system. Our program was successful in providing comprehensive holistic services that truly make a difference in the lives of children and families.



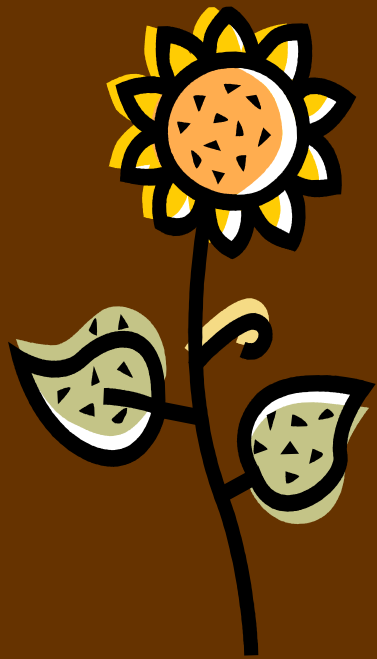
Program Expenditures FY 2020



Public Funds Received FY 2020

Head Start	\$2,378,675
First Five – Family Start	\$234,185
Child Food Care Program	\$84,208
Other Programs	\$24,285
Total Received FY 2007-2008	\$2,721,353

*No private funds received **



FY 2021-2022 Proposed Budget

Personnel	\$1,315,295
Fringe Benefits	\$628,889
Travel	\$5150
Equipment	\$4022
Supplies	\$46,050
Contractual	\$46,620
Facilities/Construction	\$0
Other	\$349,685
Direct Costs	\$2,395,721
Total Approved Budget	\$2,395,721

FY 2020 Budget Expenditures

Personnel	\$1,410,193
Fringe Benefits	\$576,453
Travel	\$20,489
Equipment	\$77,974
Supplies	\$69,323
Contractual	\$117,732
Facilities/Construction	\$184,859
Other	\$978,549
Direct Costs	\$3,345,572
Total Approved Budget	\$3,345,572



Program Accountability

Program Audit

Generally accepted governing auditing standards require an annual report on compliance with requirements applicable to each major program and on internal control over compliance in accordance with OMB Circular A-133. In order to effectively monitor findings and progress an independent auditor conducts an annual audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in the *Government Auditing Standards*, issued by the Comptroller General of the United States. The audit is required in order to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principals used and significant estimates made by management, as well as evaluating the overall financial statement presentation. In planning and performing the 2020 audit of NCCPI, Randolph Scott & Company did not identify any deficiencies, weaknesses or noncompliance and determined the financial statements were free of material misstatement.

Overview of Federal Review Findings FY2006

The NCCPI Head Start program is reviewed by the Administration for Children and Families every three years. In January 2021 the ACF conducted an on-site monitoring review of the Head start program. Based on the information gathered during the review the Head Start program was found to be in compliance in the areas of Nutrition, Fiscal Management, Program Design and Management, Mental Health, Family and Community Partnerships, Disabilities Services, Education and Early Childhood Development. The program was found to be out of compliance in relation to the CFR 1304.20 (a)(1)(ii)(A) and 1304.53 (b)(1)(vii). Of these areas of noncompliance 1304.53 was corrected on site and 1304.20 was corrected within 60 days. Corrections to 1304.20 included establishing a plan for ensuring children were up-to-date on necessary medical requirements. To rectify noncompliance with CFR 1304.53 corrections included cleaning out a small storage room at one center.

268

Families Served

216

Average Monthly Enrollment

67%

Eligible Children Served

100%

Enrolled Children Received Medical Exams

86%

Enrolled Children Received Dental Exams