

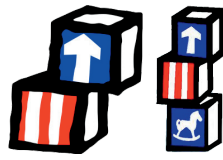
INCA COMMUNITY SERVICES  
HEAD START &  
EARLY HEAD  
START

ANNUAL  
REPORT  
2021/22



INCACAA.ORG

# OUR MISSION



INCA Head Start/Early Head Start is dedicated to providing **excellence** in education by **investing** in the future of families in our rural community, thus **empowering** them with skills and knowledge to meet challenges throughout life.



**\$1,265,748**

FEDERAL  
General Operations

**\$35,393**

FEDERAL  
Training & Technical  
Assistance

**\$1,664,556**  
**TOTAL**

**\$46,978**

STATE  
General Operations

**\$316,437**

NON-FEDERAL  
Share



# FUNDING

The following shows a breakdown of dollars, funding SOURCES, and designated use of funds with the budget. INCA's Board of Directors and members of the Policy Council assist in the budget process by reviewing, providing input, and oversight for the annual grant budget.

INCA Community Services, Inc. is audited yearly by an independent auditor to analyze the financial health of the agency. The latest audit reported no areas of non-compliance. The full report will be made available upon request by contacting the Head Start Director.



# PROVIDING A HEAD START

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**304**

Funded Enrollment

**246**

Actual Enrollment

**226**

Families Served



**252**

ENROLLED BY  
PRIMARY  
ELIGIBILITY

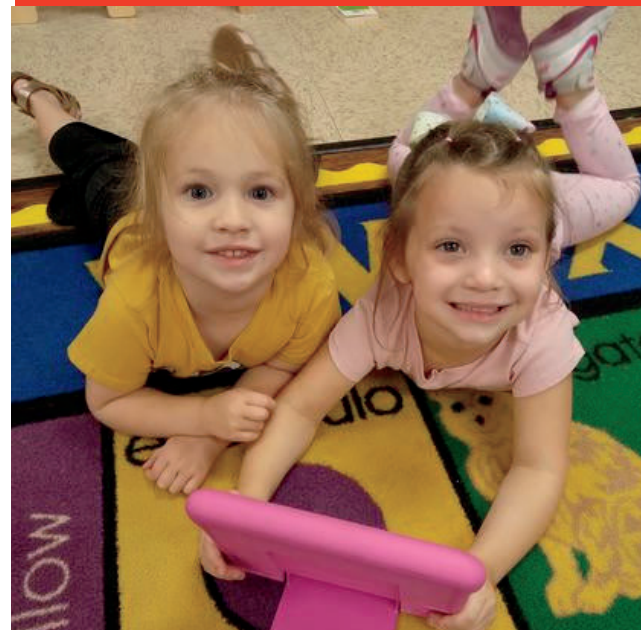
*Income at or below 100% FPL, 130% FPL,  
public assistance, foster care, homeless*



**87.5%**

OF FUNDED  
ENROLLMENT

*\* Reflects a return to classrooms after  
COVID-19 closures*

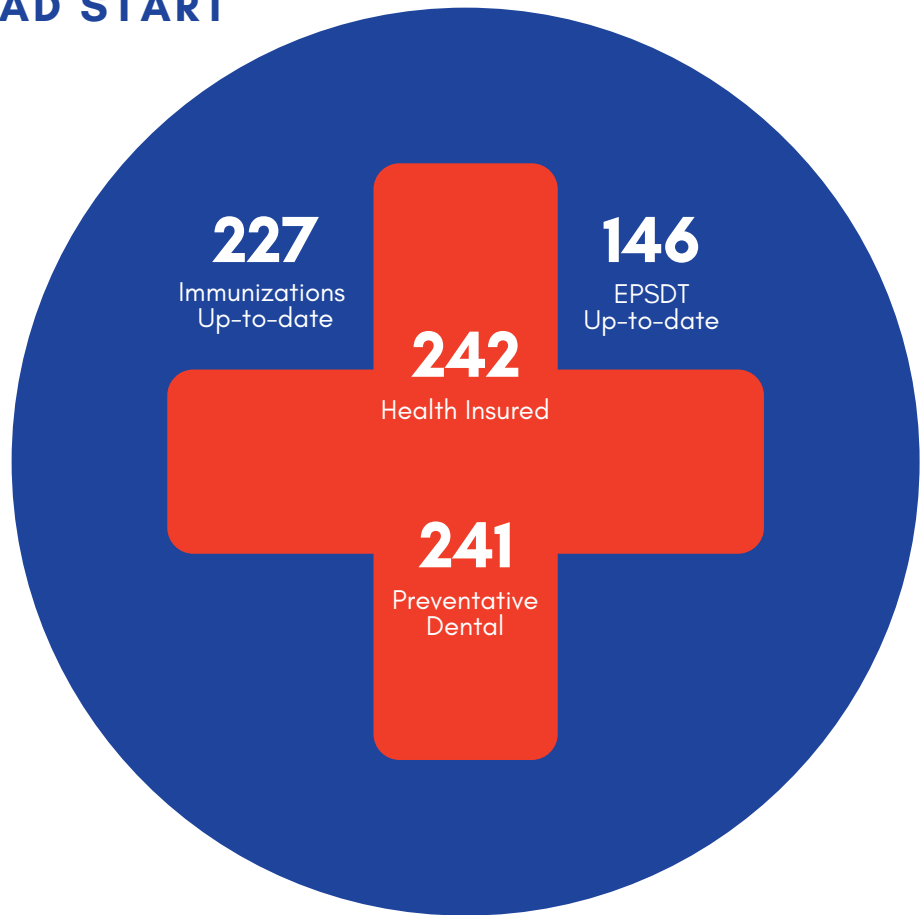




# PROVIDING HEALTH OUTCOMES

## HEAD START

### HEALTH SERVICES



### DISABILITIES SERVICES



**100%**  
MENTAL HEALTH  
SCREENING

An icon consisting of two 3D blocks. The top block is white with a blue arrow pointing upwards. The bottom block is white with red and blue vertical stripes.



# PROVIDING AN EARLY HEAD START

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32

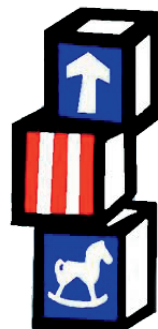
Funded Enrollment

49

Actual Enrollment

49

Families Served



49

ENROLLED BY  
PRIMARY  
ELIGIBILITY

*Income at or below 100% FPL, 130% FPL,  
public assistance, foster care, homeless*



152%  
OF FUNDED  
ENROLLMENT



# PROVIDING HEALTH OUTCOMES

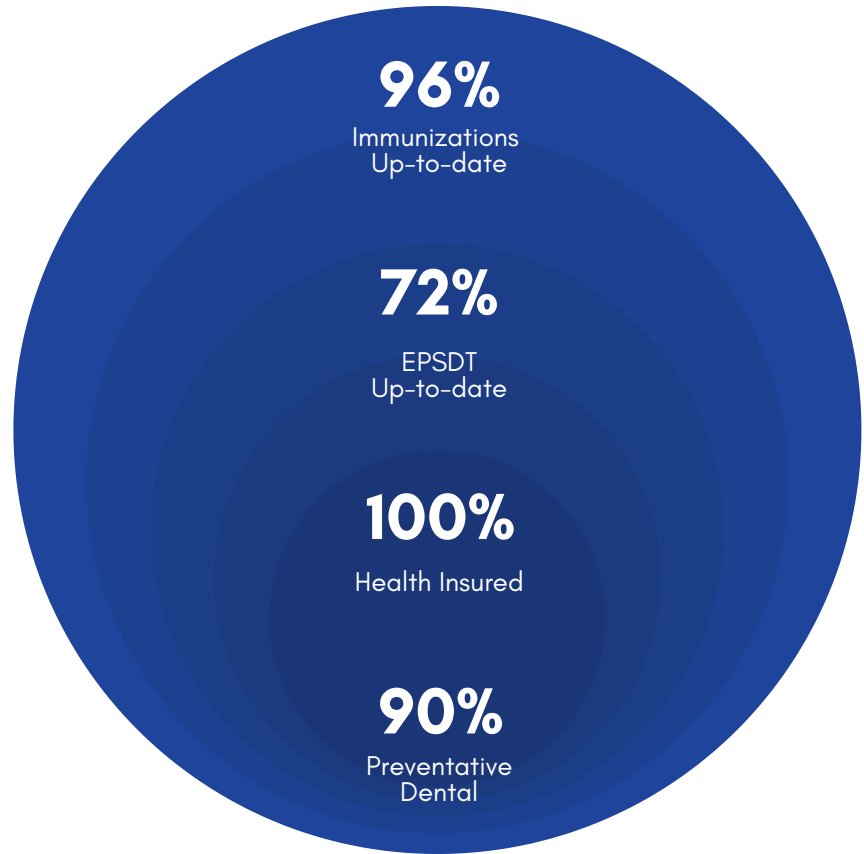
## EARLY HEAD START



**100%**  
MENTAL HEALTH  
SCREENING

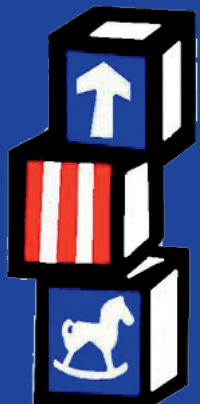


HEALTH SERVICES



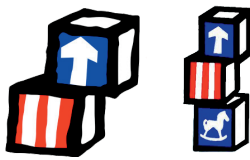
DISABILITIES SERVICES

*During the 2021-2022 school year, INCA Early Head Start referred 2 children for speech services did receive services from Sooner Start. All children diagnosed receive special services through Sooner Start, the State of Oklahoma early intervention service program.*





# PROVIDING SCHOOL READINESS



INCA Head Start uses the Creative Curriculum in both the Early Head Start and Head Start program in an effort to maintain continuity within the two programs. It is a comprehensive, researched-based Infant/Toddler & Pre-K curriculum that assists in developing children's minds and bodies through carefully sequenced learning experiences.



## ASSESSMENT

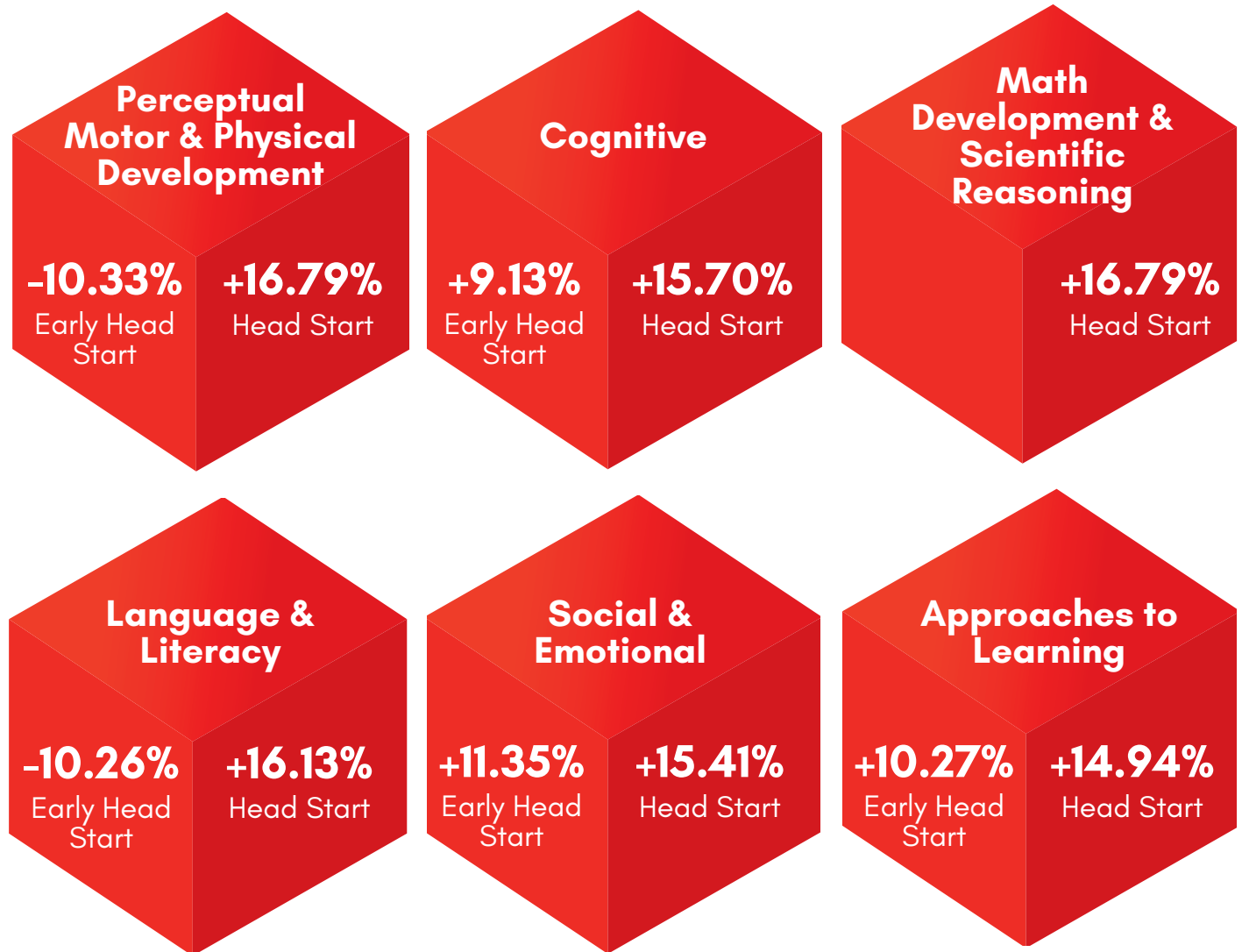
Early Head Start children are assessed on an ongoing basis with Teaching Strategies Gold which is a research based assessment that is tied to the curriculum. Head Start children are assessed 3 times per year with the Learning Accomplishment Profile-Diagnostic Edition (LAP-D). LAP-D is the assessment tool used by INCA Head Start teaching staff to meet Head Start Performance Standards. The program-based report reveals that most teachers have completed post assessments for the children enrolled in our Head Start program, the percentage of males and females and average, high, and low scores.

### Definitions

Assessment means on-going procedures used by appropriate qualified personnel throughout the period of a child's eligibility to identify:

- 1) The child's unique strengths and needs and the services appropriate to meet those needs; and
- 2) The resources, priorities, and concerns of the family and the supports and services necessary to enhance the family's capacity to meet the developmental needs of their child.

# ACHIEVING SCHOOL READINESS GOALS



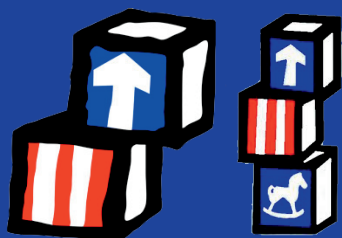
INCA HS/EHS School Readiness goals are reviewed yearly by the School Readiness Committee. This committee is made up of parents through the Policy Council, seek input from community education leaders, and present information for discussion with the INCA Board. This committee utilizes email, phone calls, and questionnaires to update our school readiness goals to meet the needs of children three to five years as well as to incorporate goals for students zero to three years that will be enrolling in the Early Head Start classrooms. The adjustments to the School Readiness goals are aligned with the five central domains of the Head Start Early Learning Outcomes Framework and the Oklahoma Early Learning Guidelines for children ages birth to five years. These goals also include expectations of schools which INCA HS/EHS children will attend. INCA HS children have shown gains in each of the five (5) domains of school readiness. During the 2021-2022 school year we dealt with issues regarding attendance of children and staff due to the COVID-19 pandemic. We were open in all but 1 classroom. We worked through rolling closures on an individual basis as COVID exposures fluctuated. Our most significant gains, according to B-K LAP results from the 2021-2022 program year. The improvements speak to the ability of our education staff to provide children with developmentally appropriate activities and experiences in their efforts to educate the children in our program even during the challenges of COVID-19.





**7** EARLY HEAD START  
CLASSROOM  
VOLUNTEERS

HEAD START  
CLASSROOM  
VOLUNTEERS **21**



# PARTNERING FOR SUCCESS

INCA Head Start provides services in Atoka, Johnston, Marshall, and Murray Counties in rural Southeastern Oklahoma. In 2021-2022 we collaborated with Atoka, Caney, Kingston, Madill, Mannsville, Davis, Sulphur, Mill Creek, Tishomingo, Milburn, and Wapanucka public school systems.

## Family Partnership Agreement/Goals

*Offered to all enrolled families*

## Parent Committee Center Meetings

*All sites have parent meetings a minimum of 5 times a year*

## Policy Council Meetings

*Members are elected by the Parent Committees and meet monthly. Committee Meetings take place prior to each PO Meeting.*

## Volunteer in the classroom

*Based on individual participation*

## Health Advisory Committee

*Parent participation on committee*

## Home Visits & Parent Teacher Conference

*Families are offered 2 Educational Home Visits and 2 Parent /Teacher Conferences*

## Parent Trainings

*Pedestrian and Bus Safety  
Oral Health  
Nutrition  
Healthy*

*Literacy  
IDEA  
Transition Activities and meeting with the Kindergarten Teacher*

## Self-Assessment

*Participation in Parent Customer Surveys; observations of classrooms, etc.*

## Transition Activities

*Includes visits to elementary schools, transition nights, kindergarten enrollment assistance*

PARENT INVOLVEMENT ACTIVITIES

# SETTING GOALS ACHIEVING OUTCOMES

## INCA's FIVE YEAR PROGRAM GOALS

**INCA Head Start will attain Management Training for the Health/Disability Manager and for the Education/Mental Health/CACFP Manager to maximize their skills in serving families and children to increase school readiness skills.**

**Objectives:** To strengthen the abilities of the Health Disability Manager and the Education/Mental Health/CACFP Manager in providing referrals for needed services, encouraging health/disability follow-ups, and other supports for HS/EHS children.

**Expected Outcome:** Families will become participants in their child's education, seek out services for health needs, and engage in their own personal growth and development.

**Expand practice based coaching approaches that support school readiness.**

**Objectives:** Train, expand, and recruit staff to further promote school readiness through an approach that involves practice based coaching and certified CLASS reliability.

**Expected Outcome:** Increased practice based coaching team to support teaching staff and support improved CLASS scores.

**INCA will establish a systematic approach to providing learning opportunities for children and families in need of distance learning.**

**Objectives:** To have INCA staff prepare written lesson plans including materials needed to facilitate a quick response to classroom closures.

**Expected Outcome:** INCA HS/EHS children will receive learning activities along with instruction for parents so that children will continue to meet milestones and learning goals during the time of a classroom closure.

**Utilize DEI Support (Diversity, Equity, Inclusion) to assist with children with behavioral needs to assist children in adapting to classroom routines, developing skills in self-regulation, and their families with comprehensive services to support school readiness success.**

**Objectives:** Assist Education manager, staff, and families to effectively utilize techniques, visual aids, conscious discipline, and other resources to support at-risk children and support a positive learning environment for all children.

**Expected Outcome:** Improved classroom management and positive learning environments.

**Develop and implement an onboarding plan to support program capacity in an effort to ensure consistent quality learning environments.**

**Objectives:** Identify onboarding strategies and approaches to ensure program capacity and effectively meet classroom and program needs.

**Expected Outcome:** Effective onboarding practices that sustain program capacity and result in increased retention of qualified staff, teacher performance and satisfaction.

**Develop and implement effective health and safety practices to ensure that children are safe at all times.**

**Objectives:** Identify tools needed to maintain a safe environment for staff and provide training in the use of equipment and in active supervision of children

**Expected Outcome:** Staff will be aware of the need for actively supervising children, being alert to illness, and maintaining a safe and clean environment for staff and children



# PROVIDING QUALITY SERVICES

## SATISFACTION

School Readiness	<b>95%</b>
Parent Involvement	<b>88%</b>
Food Service	<b>85%</b>
Family Engagment	<b>91%</b>
Health Services	<b>94%</b>
Contact from Teacher	<b>96%</b>

## Overall Satisfaction

**77%**

Very Satisfied

**94%**

Reported INCA Head Start had a POSITIVE affect on their family

## TOP 3 FAMILY NEEDS

<b>75%</b>	Child Care
<b>33%</b>	Transportation
<b>17%</b>	Family Counseling

## MEETING NEEDS

**34%** Report utilizing other INCA Services

JAMM Transit	<b>75%</b>
Holiday Projects	<b>29%</b>
Clothing Assistance	<b>17%</b>

## CUSTOMER SATISFACTION

Parents from every INCA Head Start and Early Head Start classroom were asked to provide feedback by completing a customer satisfaction survey in May 2022 at the conclusion of the school year. Eighty-one(81) completed surveys were obtained in total, 16% from Atoka County, 35% from Johnston County, 20% from Marshall County, and 30% from Murray County. Customer feedback in important to ensure program quality.

### OUR CUSTOMERS INCA HEAD START EXPERIENCE:

My child enjoys attending Head Start/ Early Head Start. **100%**

The staff provides answers to my questions or concerns. **100%**

I have the opportunity to provide input into classroom activities. **88%**

I have been made aware of volunteer opportunities, and/or donated time or goods in my child's classroom. **88%**

Translation is provided in my preferred language. **50%**

My child's teacher provided learning activities when my family needed to quarantine due to medical/ family emergency situations. **89%**

My child received regular contact from teaching staff during distance learning. **88%**

Teaching staff contacted me promptly concerning classroom closures. **100%**

My child learned from attending Head Start/Early Head Start classes. **100%**

My child and I read more books together this year as a result of enrollment in INCA Head Start/ Early Head Start. **92%**

I engaged with my child more in conversations about things that interest him/her this year as a result of enrollment in INCA Head Start/Early Head Start. **95%**







## CONTACT US

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[@INCAHeadStart](#)

