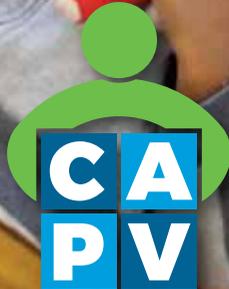




# 2019 ANNUAL REPORT



**COMMUNITY ACTION  
HEAD START &  
EARLY LEARNING PROGRAMS**

Access • Opportunity • Community

# Letter from the Director

“When there are secure, empathetic, nurturing relationships, children learn to be intimate and empathetic and eventually to communicate about their feelings, reflect on their own wishes, and develop their own relationships with peers and adults.”

—Dr. T Berry Brazelton and Dr. Stanley Greenspan



**COMMUNITY ACTION**  
**HEAD START &**  
**EARLY LEARNING PROGRAMS**

Access • Opportunity • Community

Dear Friends:

We are so pleased to share our 2019 Annual Report with you. I hope that through these pages you will feel some of the passion and joy that we feel every day as we work in dedicated partnership with the most resilient and inspiring young children and families in our communities.

Very young children develop in the context of relationships, and it is the availability, predictability and responsiveness of those relationships that help determine who children become as they grow up. Relationships remain critical as we continue to develop throughout our lives: they are foundational to our identities—to our ability to love and work and grow, and to raise the next generation, and to improve the conditions of all those around us.

Knowing that responsive relationships are critical for healthy development, at Head Start and Early Learning Programs we strive every day to build and sustain a culture that values responsiveness, empathy, authenticity and the development of strong relationships. We support the relationships between parents and children, and among families, through a non-top down approach that acknowledges the parent as the expert on his or her child; we grow our relationships with the infants, toddlers and preschoolers in our care through understanding and exploring their developmental process, and by honoring their needs and competencies; and we build a culture of learning and respect through our work with each other—by honoring the diversity of each other’s contributions and by making time for reflection and ongoing professional development.

June 2019 marked my 10th year as the Director of this wonderful Program. I feel so proud to be a part of Community Action and all it does with and for our communities. It is my great privilege to continue to do this work alongside the children and families in our care and with my many remarkable colleagues.

Sincerely,

Anat Weisenfreund, Director  
Community Action’s Head Start  
& Early Learning Programs



Anat, as a young toddler, and her Mama



# Our Program and Community

Early Head Start (EHS) and Head Start (HS) are proven federally funded programs that provide early education and care and comprehensive services for very low-income pregnant women, infants, toddlers, preschoolers and their families.

Our program uses an evidence-based, multi-generational approach with the overarching goal of working in partnership with families to meet their goals and provide critical support for children's school readiness. The developmental and social risks of chronic poverty are well known, and so Head Start's mission—and ours—is to serve the most vulnerable families in our communities.

In 2018-19, Community Action's Head Start & Early Learning Programs (HS & ELP) provided services to **520 families: 198 infants and toddlers**, and **18 pregnant mothers** in **Early Head Start**, and **425 preschoolers** in **Head Start**. We provide a variety of service options to meet the needs of children and their families. We operated **27 classrooms** in **11 early childhood education centers, expanded our home visiting (home-based) services** to serve more pregnant women and families with children under five through weekly play-based learning activities, and contracted with **three Head Start Family Child Care educators**.

Our service area spans 1,550 square miles in the Pioneer Valley of Massachusetts, and includes three mostly rural and

semi-rural counties (Franklin, Hampshire, and western Hampden) that stretch from the border of Vermont to the border of Connecticut. It is characterized by:

- Low wages and a relatively high cost of living, driven mostly by the high cost of housing, child care, and transportation
- Inadequate public transportation systems
- An immigrant population that has come here from all over the world, with small numbers of families from each country and many different languages spoken in our communities
- A significant decline in the Early Education and Care workforce and an insufficient supply of licensed child care providers and state subsidies for child care, disproportionately impacting infants and toddlers
- Inadequate mental health resources for young children and their families and an increasing need for these services
- A substantial number of families and children experiencing homelessness



Head Start's mission—and ours—is to serve the most vulnerable families in our communities.



A woman with long, dark, curly hair is smiling warmly from behind three young children. The children are dressed in blue patterned shirts. The child in the center is looking directly at the camera with a thoughtful expression, resting their chin on their hand. The child on the left is looking towards the center child, and the child on the right is looking down with a slight smile. The background is a bright, indoor setting, likely a classroom, with a yellow animal figure visible on the wall.

“When I think of Head Start, I think of it as a big hug or even my own cheering squad. Head Start helps support me and gives me the tools and resources I need to succeed. It makes me a better parent knowing someone else cares for me and my child as much as I do.” — Head Start parent

## Our 2018–2019 Program Goals

Every day our work is guided by our overarching Program Goals, created together with staff, parents, community members, Policy Council, and the Board of Directors. The Program Goals are responsive to our community needs and address important areas related to family and child well-being and school readiness.

**Goal 1:** The program will recruit and retain a highly qualified and well-compensated workforce.

**Goal 2:** Leadership will be provided to develop a program and community-wide focus on infant mental health and trauma-informed care.

**Goal 3:** Early Head Start services will expand to more infants, toddlers and pregnant women.

**Goal 4:** A system of reflective practice will be implemented.

**Goal 5:** The program will work in partnership with families to provide maximum support to the parent-child relationship.

**Goal 6:** The number of Head Start children who receive dental examinations and treatment will increase.

**Goal 7:** Overall child, family, and staff wellness will increase.

**Goal 8:** The program will ensure that all children are supervised while in the care of HS & ELP.

*We will provide Program Goals updates on the progress made throughout this report.*

# Our Mission and Program Goals

At Head Start & Early Learning Programs, staff and parents collaborate to shape our work within the Policy Council—a diverse governing body made up of parents of currently enrolled children and select dedicated community members. This is our critical partner, guiding the direction of our program services. All year long, we meet to evaluate community, child, and program data to ensure and improve the effectiveness and impact of our program services.

## Our Mission

In 2017, staff and Policy Council worked together to create a new mission for our Program, one that demonstrates our core belief in the importance of early relationships and meaningful partnerships.

Our efforts are dedicated to ensure that the families we serve are meaningfully connected to critical community resources, and we are fortunate to be part of communities and social service networks that collaborate effectively to provide individualized, coordinated, and comprehensive services for vulnerable families. Head Start and our parent agency, Community Action Pioneer Valley, work continuously

to broaden and strengthen these networks that are so crucial to families with lower incomes. The families enrolled in our program are among the most vulnerable in our communities and yet, every day, our staff are witness to their remarkable resilience, resourcefulness, engagement, and skills as parents and community leaders. We are proud to be working in true partnership with the families and communities we serve.

MISSION

*We partner with families in all that we do and believe that parents are the experts on their children. Together, we build a solid foundation for resilient and resourceful caregivers; caring, confident, and curious children; and responsive, invested communities.*

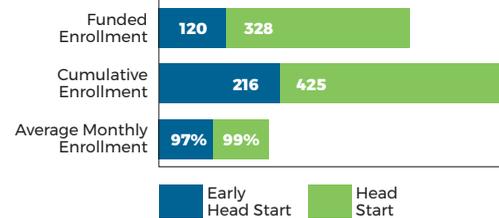




# Enrollment and Eligibility

Children are eligible for Early Head Start and Head Start services based on their age (birth to age 3 for EHS and 3–5 for HS) and on their income at or below the Federal Poverty Level, which was \$25,750 for a family of four in 2019. Children are also eligible if they are in foster care, homeless, or their families receive public assistance.

Nationally, Early Head Start and Head Start funding supports 7% of age- and income-eligible infants and toddlers and 31% of age- and income-eligible preschoolers. In Massachusetts, 5% of age- and income-eligible infants and toddlers and 46% of age- and income-eligible preschoolers are served through Head Start programs. HS & ELP prioritizes services to infants and toddlers because we know that this population is the most



vulnerable, and because we know that quality care for the youngest children and their families is critical to both short- and long-term developmental outcomes. As a result, we serve a higher percentage of age- and income-eligible infants and toddlers (10%) and a lower percentage of eligible preschoolers (23%) than the rest of the state.

Figure 1. Number of funded HS enrollment slots, cumulative number of children enrolled for the 2018-19 program year, and average monthly enrollment as a percentage of funded enrollment.

## Responding to Change: Increasing Home-based Services

### Goal 3: Early Head Start services will expand to more infants, toddlers and pregnant women.

In the past decade there has been a rapid decline of Family Child Care providers throughout the nation. This is true in our service area as well, creating a particular hardship for parents with infants and toddlers. In response, last fall we expanded our home-based slots to serve more infants, toddlers, and pregnant women.

#### By the numbers:

- 7 home visitors
- 101 families
- 104 infants and toddlers
- 18 pregnant women
- 2,091 home visits
- 32,249 miles traveled

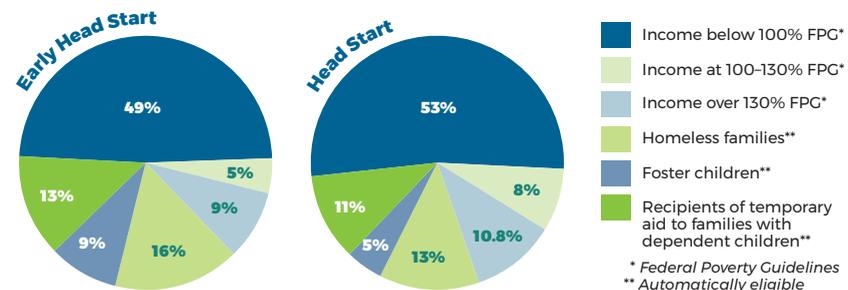


Figure 2. These graphs illustrate how the children in our program were eligible by displaying the percentage of HS and EHS children for each criterion.

\* Federal Poverty Guidelines  
 \*\* Automatically eligible



# Working with Families

At HS & ELP, we understand that the parent or caregiver is the most important person in the child's life, and that it is our role to support the whole family in a strength based, individualized, culturally competent way.

Our staff does so by collaborating with caregivers across all areas that will support family well-being. In 2018-19 HS & ELP excelled in delivering information and connecting families to resources, especially in regard to mental health services, housing assistance, emergency situations (food, clothing, shelter), and asset building services (e.g., financial education, tax filing assistance).

In fact, HS & ELP reached and served a higher percentage of families compared to the national average for both Head Start and Early Head Start (see Figure 3). These data show the successful efforts of the Family Services team to connect with families and build collaborations with other agencies and community partners to provide support to our children and families.

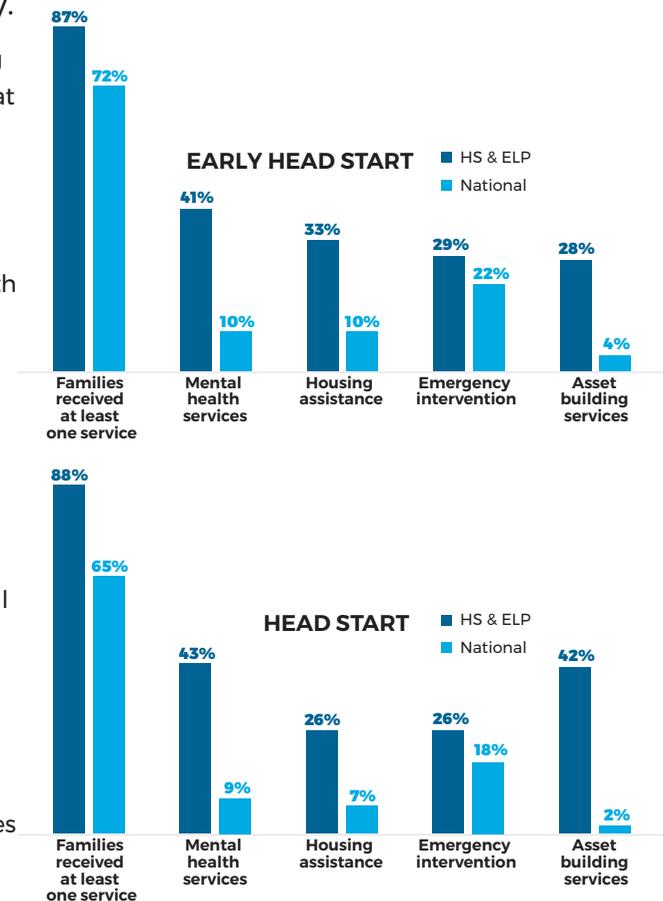


Figure 3. Percentages of Early Head Start and Head Start families receiving services compared to national data



# Health Outcomes

Good health is necessary for strong children and families. Community Action’s Head Start & Early Learning Programs partners with families and community organizations to provide health education, screenings, and access to medical care.

For both Head Start and Early Head Start, their rates of children’s access to health insurance, medical homes, and dental homes exceeded the national percentages and were on par with or exceeded the state averages (with the exception of dental homes for Early Head Start, see Figure 4).

## Oral Health

One of HS & ELP’s program goals focuses on oral health and ensuring children have access to routine preventive care. Throughout the year, we provided dental health resources and materials to all families. We collaborated closely with the Community Health Center of Franklin County. The Health Center came to classrooms to provide examinations and further care, and became many children’s dental home for routine and emergency care. Commonwealth Mobile Oral Health Services also continued to offer preventive fluoride treatments to children at all sites.

2018-2019	HS & ELP		State		National	
	EHS	HS	EHS	HS	EHS	HS
Health insurance	99%	100%	99%	100%	97%	97%
Medical home	100%	100%	99%	99%	96%	97%
Up-to-date on immunizations	82%	94%	91%	99%	92%	97%
Dental home	62%	94%	70%	89%	79%	93%
Dental exams	NA	72%	NA	74%	NA	80%

Figure 4. 2018-19 Medical and dental outcomes

**Goal 6:** The number of Head Start children who receive dental examinations and treatment will increase.



“Emotional or mental health in infancy and early childhood can be defined as the capacity to regulate emotions and recover from dysregulation; engage in trusting relationships and repair conflict; and explore and learn and cope with frustration—all in the context of the family’s social and cultural values and expectations.”

—Dr. Alicia Lieberman

## Infant and Early Childhood Mental Health

We understand that development occurs in the context of relationships, and also that children’s social-emotional development is foundational to all other areas of development. Many of the children and families in our care have experienced very difficult and often traumatic events. Our Infant and Early Childhood Mental Health (IECMH) consultants work closely with children, families, and staff to ensure that all children and families receive the supports they need.

During the 2018–2019 program year, HS & ELP dedicated more time working with children and families focusing on children’s social emotional health. We spent, on average, 139 hours per month working with Head Start children and families and 35 hours per month for Early Head Start, which exceeded the national average (53 hour per month for Head Start and 28 hours for Early Head Start). In addition, we served more children in 2019 compared to prior years (see Figure 5), connecting children to more Early Childhood Mental Health services, especially with regard to mental health consultations with staff and individual assessments. Moreover, the number of children who were referred to outside mental health services has increased over the past few years for Head Start. Importantly, 100% of these children, who were referred, received services. These data reflect that as children’s mental health needs continue to grow each year, HS & ELP is committed to meeting their needs.

**Goal 2:** Leadership will be provided to develop a program and community-wide focus on infant mental health and trauma-informed care.

In order to strengthen awareness and the availability of critical resources, HS & ELP takes a leadership role in state- and regional-level infant mental health-based

organizations to promote service integration and delivery in our service area. We are active participants in our local Early Childhood Mental Health Roundtable, and our Program Director serves on the Board of the Massachusetts Association for Infant Mental Health (MassAIMH) to advocate for state and national level policies that promote the social-emotional well-being of infants, young children, and their families.

	2016-17		2017-18		2018-19	
	EHS	HS	EHS	HS	EHS	HS
<b>MH consultation with program staff</b>	32	101	46	158	48	163
<b>MH assessment</b>	32	101	47	158	49	168
<b>Referrals to outside MH services</b>	0	33	3	44	0	48

Figure 5. The number of mental health consultations, assessments, referrals from 2016-19



# School Readiness

Head Start and Early Learning Programs seek to build a foundation for lifelong learning. We work with families and the community so that children can develop caring relationships, confidence, and curiosity. Caring, confident, and curious children are ready for school.

## Goals and Outcomes

Every year, in collaboration with an advisory committee, we set school readiness goals based on expectations for children's growth and progress across multiple domains of knowledge. Our school readiness goals include areas related to socio-emotional development, language and

communication, cognition, perceptual and motor development, and approaches to learning. Three times a year, we track and analyze school readiness outcomes for all Early Head Start and Head Start children using the research-based assessment tool, *Teaching Strategies GOLD*.

“I love how much my child learns, makes, and interacts with friends. She is a very social child and this is the best place for her!”  
— Head Start parent

**By the end of the 2018-19 program year, 90% of children met or exceeded the widely-held age expectations!**

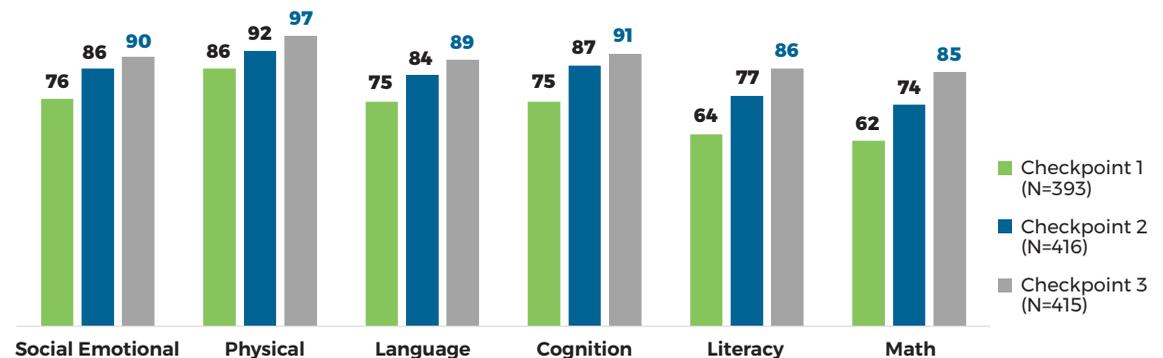


Figure 6. Percentage of children birth to five meeting or exceeding widely held expectations for their age by domain.

## Kindergarten Readiness 2019

Based on Benchmarks for kindergarten readiness established by *Teaching Strategies Gold*, our children were extremely well prepared for kindergarten. In fact, Head Start children who were in the program for the entire year met every school readiness benchmark!

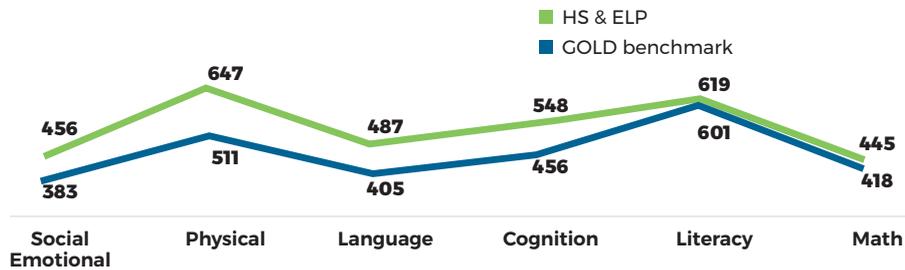


Figure 7. HS & ELP and GOLD Kindergarten-Entry Readiness benchmarks

## Classroom Assessment Scoring System

The Classroom Assessment Scoring System (CLASS) is a validated observation tool used nationally to measure the quality of interactions between educators and children.

- Emotional support:** positive relationships among teachers and children, teacher's ability to support social and emotional functioning in the classroom
- Classroom organization:** well-managed classrooms that provide children with frequent, engaging learning activities
- Instructional support:** Interactions that teach children to think, provide ongoing feedback and support, and facilitate language development

“I like that she is learning new things everyday and that she has made lots of new friends. She told me that she likes the toys, friends, and the cheeseburgers.”

— Head Start parent

HS & ELP's Spring 2019 CLASS scores for Instructional Support surpassed the average top 10% scores nationally.

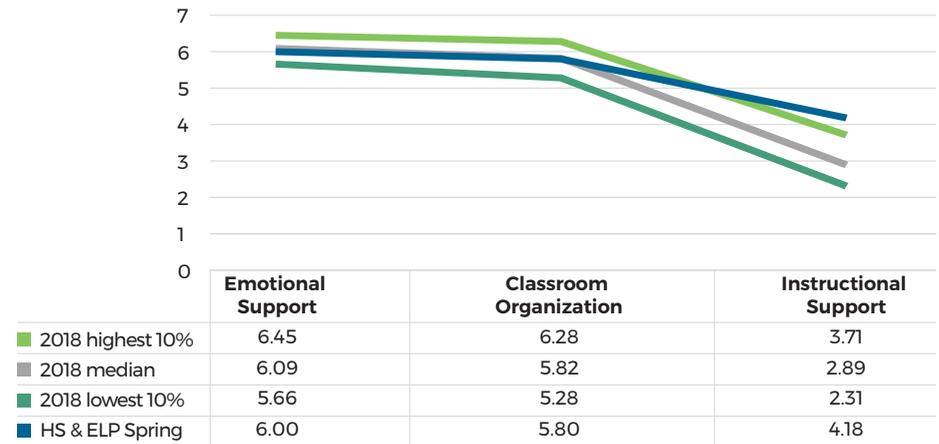


Figure 8. HS & ELP Spring 2018 CLASS scores compared to national highest 10%, median, and lowest 10%





# Touchpoints Informed Practice: a strengths-based approach to working with families

All early development happens in the context of relationships, and our work with families helps ensure the healthy development of children.

In 2015, we adopted the Brazelton Touchpoints approach, an evidenced-based, trauma- and culturally-informed way of working with children and families. The strengths-based assumptions of the approach support staff in their partnerships with families, and value and build on parents' expertise and knowledge of their children. The developmental framework of this approach enables both staff and families to better observe children and to make meaning of their behavior and needs, all in service of supporting optimal outcomes.

## Touchpoints Approach & Family Outcomes

In Spring 2019, the Research and Evaluation team at the Brazelton Touchpoints Center helped us evaluate the impact of our work in a deeper way by assessing our implementation of Touchpoints' strengths-based practices in four key areas (see Figure 9). These practices help parents and family members feel more confident about their parenting skills. For the Spring 2019 family survey, parents reported feeling that they received high levels of social support from our staff. **In fact, 94% were "very" to "extremely" satisfied with our program.**

Domain	Mean (n)
Staff sensitivity	6.03 (102)
Empowerment approach	5.79 (102)
Cultural competency	5.67 (102)
Relationship supportive	5.48 (101)

*Rating scale: 1=Strongly disagree, 4=Neutral, 7=Strongly agree*

Figure 9. Parent perceptions of HS & ELP staff using of strengths-based practices

**"I felt it was conversations that I didn't have in my life. It makes you sit down and evaluate what you are doing in a non-judgmental way."**

—a Head Start parent describing the Touchpoints Parenting Group

The Touchpoints trainer team and staff at HSELP are implementing the Touchpoints approach in an extraordinarily high-quality manner throughout the organization. Their facilitation of reflective practice is a model of excellence in early care and education, for the benefit of children, families, and staff alike.

—Dr. Jayne Singer, Director of Development & Relational Health/Outreach & Programming, Brazelton Touchpoints Center

## Touchpoints Parenting Curriculum

All parents need care and support in their very important roles, and some of this support is best found with other parents in strength-based settings. In 2018-19, HS & ELP piloted the Touchpoints parenting curriculum in Westfield and Northampton. Parents attended a series of five consecutive sessions that engaged them in discussion and reflection on these topics:

- Parenting your unique child: joys and challenges
- Understanding your child's development
- Exploring your family's culture and language
- Nurturing and caring for your children: keeping your children safe and healthy
- Discipline: your role as parents over time —teacher and guide



Based on this pilot program, we learned that parents appreciated the time to connect with other parents experiencing similar joys and challenges. Parents often shared comments like, “It’s good to know I’m not the only one dealing with this.” They also expressed keen interest in learning more about child development so they can support their children. Given the positive feedback, we are rolling out the parenting curriculum at several other sites during the 2019-20 program year.

**Goal 5:** The program will work in partnership with families to provide maximum support to the parent-child relationship.

“Touchpoints gives a perspective of how we can partner with families in a way that is trusting and respectful. Using the principles and assumptions has made a difference for me and I see how it has changed our program and can’t wait to see what happens as more staff and families get to experience it through the parenting curriculum.”

—HS & ELP Staff member

“I like the availability of HS and the fact that every employee will go above and beyond to help any family in need in any possible way they can! It’s a very friendly and welcoming environment; one I’m happy to send my son to school to each day!”

—Head Start parent



Our own Mandy Dumeng was named 2019 Educator of the Year by the Massachusetts Head Start Association.

# Our Staff

Our staff are the heart of our program. It is their expertise, dedication, skill, passion and kindness that drives our work with children and families. In the wake of a national workforce crisis, with few entering the Early Childhood field and high turnover, we are deeply committed to recruiting and retaining a highly-qualified and well-compensated workforce.

## Teacher Apprenticeship Program

In 2019, HS & ELP piloted an Infant/ Toddler Teacher Apprentices Program in a new effort to recruit and maintain a strong and qualified workforce. The Teacher Apprentices Program provides opportunities for parents, substitutes, and community members to obtain their Child Development Associate (CDA). Upon completion of their CDA, apprentices will be awarded lead teacher certification from the Massachusetts Department of Early Education and Care (EEC).

## Increasing Compensation

Sustained, comprehensive efforts by program and agency leadership have resulted in substantial salary increases for HS & ELP's direct service staff from 2013 to 2019.

- Lead teachers' salaries increased by 35%
- Teachers' salaries increased by 35%
- Teacher assistants' salaries increased by 40%
- Family advocates' salaries increased by 27%

**Goal 1:** The program will recruit and retain a highly qualified and well-compensated workforce.

## Highly-qualified Educators

A marker of a high-quality childcare program is the educational experience of its staff. Federal regulations stipulate that at least 50% of Head Start teachers nationwide should have a bachelor's degree. During the 2018-19 program year, HS & ELP surpassed this benchmark: 65% of our 20 Head Start teachers have a bachelor's degree. In addition, all of HS & ELP's 29 Head Start teaching assistants



and 14 Early Head Start teachers have not only met the educational requirement, but also have exceeded the state and national percentages (see Figure 10). In fact, seven out of our 14 Early Head Start teachers exceeded the credentialing requirement and hold a bachelor's degree.

	<b>Federal HS Requirement</b>	<b>HS &amp; ELP</b>	<b>State</b>	<b>National</b>
<b>HS Teachers</b>	50% have bachelor's degree	65%	62%	72%
<b>HS Teaching Assistants</b>	Obtained CDA or enrolled in CDA or ECE degree program	100%	87%	88%
<b>EHS Teachers</b>		100%	91%	85%

Figure 10. Comparison of HS & ELP, state and national credentials

## Professional Development

We believe that meaningful professional development supports retention, and we support our staff through a wide variety of high quality local, regional and national opportunities.

The Brazelton Touchpoints approach constitutes our foundational professional development strategy, and it is our goal that 100% of staff is trained in this approach to support developmentally sound, relational and strength-based practice with children and families. The Individual-Level Training (ILT)—delivered by in-house certified Touchpoint trainers—consists of 24 hours of in-person training, followed by six one-hour reflective practice sessions for implementation support.

**Goal 4:** A system of reflective practice will be implemented.

Reflective practice is a hallmark of program quality, and at the heart of the Touchpoints approach. Implementing reflective practice means making time and space to reflect on our emotional responses and how they impact our relationships and actions with children, families and each other. In 2019 we saw a deepening of this work throughout our Program resulting in improved relationships and quality of care for children and families.

As of June 2019, 72% of HS & ELP's staff received the Touchpoints Individual Level Training, and of these staff, 43% received an additional "booster" training

Touchpoints Training 2018–2019

- Touchpoints intensive three-day Individual Level Training (November & February): 39 staff
- Reflective and Trauma Booster (September 2018): 13 Staff
- Discipline Booster (May 2019): 47 staff

In the Spring 2019 staff survey, Touchpoints Individual Level Training was named one of the top professional development opportunities. Staff described how Touchpoints provides them with knowledge and tools to better partner with families and with one another (Kids Included Together, 2018):

- "Touchpoints has been very positive in how we partner with families, but also how we work with each other. I see more conversations and people sharing how they feel or giving ideas about a situation."
- "I love Touchpoints because it made me look at situations differently and find the strengths that each child brings and build off that."



Ashley Spencer, the Policy Council parent representative for Amherst Community ChildCare Head Start, and her daughter Amaryah.

# Volunteers & Policy Council Representatives

A total of 530 community and family members volunteered 6,731 hours in FY 2018–19.

Parent volunteers contributed to our in-kind donations by attending family meetings and participating in governance, completing parent-child activities to extend classroom and home visiting work, preparing project materials, sanding snow-covered playgrounds, serving meals in the classroom, and assisting with the end of year celebrations. Community volunteers included local police, EMTs, and fire fighters visits, providers offering dental and medical education and care, local college students helping out in the classrooms, farmers leading our gardening projects, and other community members reading to children and serving meals in classrooms.

## Policy Council Officers

Josh Bain, Chair

Amanda Craig, Vice Chair

Abigail Ayala Melecio, Secretary/Treasurer

## Policy Council Parent Members

Victor Almeida

Josh Bain

Corey Brunner

Amanda Craig

Noelle Fournier

Mamoona Igbal

Amber Marshall

Abigail Ayala Melecio

Gina Novak

Shan Rai

Severiana Rodriguez

Ashley Spencer

Brianna Sloane

## Policy Council Community Members

Ellen Cain, liaison from Community Action Board of Directors

Emmalie Dropkin, former National Head Start Association Director of Policy, Data and Research

Sarah Lusardi, Early Childhood Mental Health Consultant

Barbara Zurer Pearson, Co-Director, Language Acquisition Research Center, University of Massachusetts

“I especially enjoy seeing parents grow in their leadership roles. By now, I’ve seen it several times, and it is always inspiring. I enjoy being informed about the ‘pulse’ of the program—its everyday operation.”

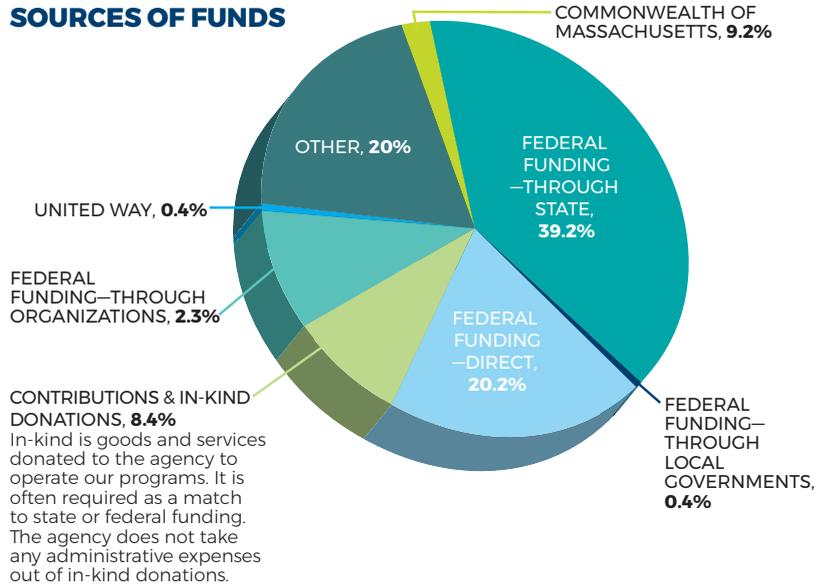
—A Policy Council community member commenting on the growth in leadership skills

# CAPV Financials

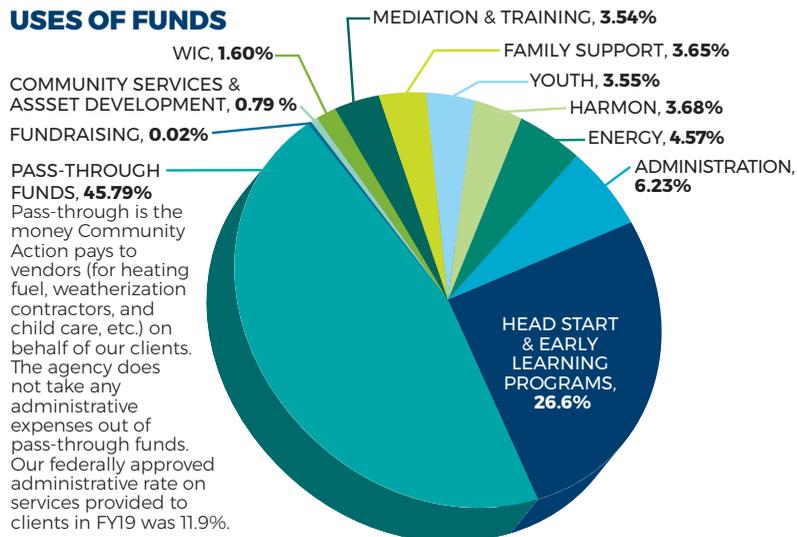
## Community Action Pioneer Valley and subsidiaries

Consolidated statement of activities for the year ended September 30, 2019 with comparative totals for 2018

### SOURCES OF FUNDS



### USES OF FUNDS



### Revenue and support

	Without Donor Restrictions	With Donor Restrictions	Totals	
			2019	2018
Federal contracts	\$7,109,517	—	\$7,109,517	\$6,426,108
State contracts	15,996,720	—	15,996,720	15,025,144
Other contracts and grants	4,531,309	925	4,532,234	3,226,763
In-kind	2,586,377	—	2,586,377	2,702,396
Donations	22,124	107,294	129,418	148,871
United Way	137,466	—	137,466	80,964
Parent and other program service fees	534,906	—	534,906	513,514
Employment assistance services	1,204,272	—	1,204,272	1,416,319
Interest and dividends	(699)	—	(699)	83
Other revenue	192,404	8,131	200,535	179,838
Net assets released from restrictions	130,068	(130,718)	—	—
<b>Total revenue and support</b>	<b>\$32,444,464</b>	<b>\$(13,718)</b>	<b>32,430,746</b>	<b>\$29,720,000</b>

### Expenses

Program	\$30,358,305	—	30,358,305	\$27,619,998
Administrative	2,074,379	—	2,074,379	1,998,175
Fundraising	4,977	—	4,977	6,665
<b>Total expense</b>	<b>\$32,437,661</b>	<b>—</b>	<b>32,437,661</b>	<b>\$29,614,838</b>

Change in net assets	\$6,803	\$(13,718)	(6,915)	\$105,162
<b>Net assets – beginning of year</b>	<b>\$2,377,702</b>	<b>\$133,796</b>	<b>2,511,498</b>	<b>\$2,406,336</b>
<b>Net assets – end of year</b>	<b>\$2,384,505</b>	<b>\$120,078</b>	<b>2,504,583</b>	<b>\$2,511,498</b>

“I was so impressed by the dedication and the commitment to the important work undertaken by Community Action Pioneer Valley.”

—Senator Adam Hinds

# Head Start & Early Learning Programs

## Head Start & Early Learning Programs of Community Action Pioneer Valley, Inc.

Statement of revenue and expense with budget comparison for Head Start for the year ended September 30, 2019

	Total of columns C + D		Head Start C: Actual	Head Start D: Budget
	Total HS & ELP A. Actual	Other HS & ELP B. Actual		
<b>Revenue and support</b>				
Head Start	\$4,742,429	—	\$4,742,429	\$4,742,429
Early Head Start	1,795,680	—	1,795,680	1,795,680
USDA Food and Nutrition Service through Massachusetts Department of Elementary and Secondary Education	320,073	320,073	—	—
Massachusetts Department of Early Education and Care (EEC) Full Day	2,312,952	2,312,952	—	—
Massachusetts EEC Head Start State Supportive	460,033	—	460,033	441,995
Massachusetts EEC Universal Pre-Kindergarten	148,585	148,585	—	—
US DOE QRIS thru United Way of Massachusetts Bay & Merrimack Valley	—	—	—	—
Department of Children and Families	—	—	—	—
Pioneer Valley Regional School—Better Start	—	—	—	—
Town of West Springfield Office of Community Development	5,833	—	5,833	15,000
Parent fees	283,615	283,615	—	—
In-kind rents, goods and services	936,712	—	936,712	951,644
Other revenue	30,868	28,621	2,247	—
<b>Total revenue and support</b>	<b>\$11,036,779</b>	<b>\$3,093,845</b>	<b>\$7,942,934</b>	<b>\$7,946,748</b>

## Administration for Children and Families Reviews

- The week of 2/10/2018, the Administration for Children and Families (ACF) conducted Focus Area 1 review for Community Action's Head Start and Early Head Start programs. Our program was found to be in compliance on all measures and no corrective action was required. This was our most recent federal audit.
- Community Action's independent auditor submitted a consolidated financial statement for the period ending on September 30, 2019 and concluded, "There were no findings or questioned costs for the year ending September 30, 2019."

## Head Start FY19 funding note:

- Department of Early Education and Care (EEC) Head Start State Supplemental grant revenue is used to meet the 20% non-federal match requirement.

# Financial Highlights

Expense	<u>Total of columns C + D</u>			
	Total HS & ELP A. Actual	Other HS & ELP B. Actual	Head Start C. Actual	Head Start D. Budget
Salaries & wages	\$5,065,120	\$1,254,139	\$3810,981	\$3,792,315
Payroll taxes	657,538	155,177	502,362	485,075
Fringe benefits	955,602	255,267	700,335	734,590
Facility rent & mortgage interest	38,322	8,143	30,179	31,468
Facility operations/maintenance/furnishings	544,428	147,307	397,120	409,543
Property & general liability insurance	30,293	5,583	24,710	19,000
Direct care consultants	83,105	39,058	44,047	51,265
Subcontracted direct care	327,710	295,103	32,608	70,398
Staff training, conferences & meetings	77,394	260	77,134	78,000
Staff mileage/travel	86,248	11,604	74,644	63,400
Meals and food preparation supplies	324,549	286,035	38,513	43,315
Client transportation	402,567	106,892	295,675	255,000
Vehicle expenses	48,983	5,278	43,706	57,000
Program supplies/materials and equipment	60,932	7,972	52,961	65,930
Other professional fees and administrative expenses	195,402	67,185	128,217	85,709
Leased office equipment	1,359	—	1,359	1,650
Depreciation of property & equipment	2,778	894	1,884	2,000
Capital expenditures	14,585	—	1,359	25,000
Allocation of indirect costs	1,004,676	271,721	732,955	724,445
Reimbursable expense	9,921,591	2,917,616	7,003,974	6,995,103
In-kind expenses	936,712	—	936,712	951,645
Accrued vacation expense	(24,093)	—	(24,093)	—
Non-reimbursable depreciation expense	67,156	2,565	64,591	—
Non-reimbursable indirect costs	12,119	4,173	7,946	—
Prior year costs	699	214	485	—
Write-off of uncollected parent fees	11,062	11,062	—	—
Non-reimbursable expense	1,003,655	18,014	985,641	951,645
<b>Total expense</b>	<b>\$10,925,245</b>	<b>\$2,935,630</b>	<b>\$7,989,615</b>	<b>\$7,946,748</b>



