



Washington Morgan
COMMUNITY ACTION

Head Start & Early Head Start Annual Report 2016-2017



Mission Statement

The Washington-Morgan County Community Action Program’s Early Childhood Program is committed to the comprehensive needs of families with pregnant women and children ages 0-5. Our service will aid children and families by:

- Providing an environment to enhance the necessary cognitive and social skills to develop a love of learning;
- Collaborating with a variety of social service programs;
- Providing an educated, knowledgeable, nurturing, receptive staff;
- Advocating for the family’s self-sufficiency and empowerment;
- And recognizing our ever-changing community and the need to keep pace with these changes.

Funding and Budgets

Fiscal Year Ended March 31, 2017

Revenues Received	CASH	NON-CASH
DHHS- Federal Cash	\$2,419,630.00	
USDA – Federal Cash	\$71,719.47	
Non – Federal Share (In Kind Services)		\$604,908.00
Total Resources	\$2,491,349.47	\$604,908.00
Budget	CASH Expenditures	In-Kind EXPENDITURES
Personnel	\$1,225,893.33	\$469,612.61
Fringe Benefits	\$ 543,612.76	\$135,295.39
Travel & Staff Training	\$ 34,334.24	
Supplies & Classroom Materials	\$ 138,352.75	
Contractual	\$ 81,092.00	
Other	<u>\$ 205,482.31</u>	
Total	<u>\$2,228,767.48</u>	

Proposed Budget

Fiscal year April 1, 2017 – March 31, 2018

Budget	Program Operations	T&TA	Non-Federal Funds
Personnel	\$1,381,350		
Fringe Benefits	\$ 738,746		
Travel	\$ 17,087	\$11,774	
Equipment	\$ 17,790		
Supplies	\$ 129,154		
Contractual	\$ 113,431		
Facilities/Construction			
Other	<u>\$ 273,484</u>	<u>\$26,791</u>	<u>\$677,402</u>
Total	\$2,671,042	\$38,565	\$677,402

Program Enrollment

August 1, 2016 – July 31, 2017

Total Number of Families Served

Program	Number Served
Head Start	244
Early Head Start	67
Program Wide*	286

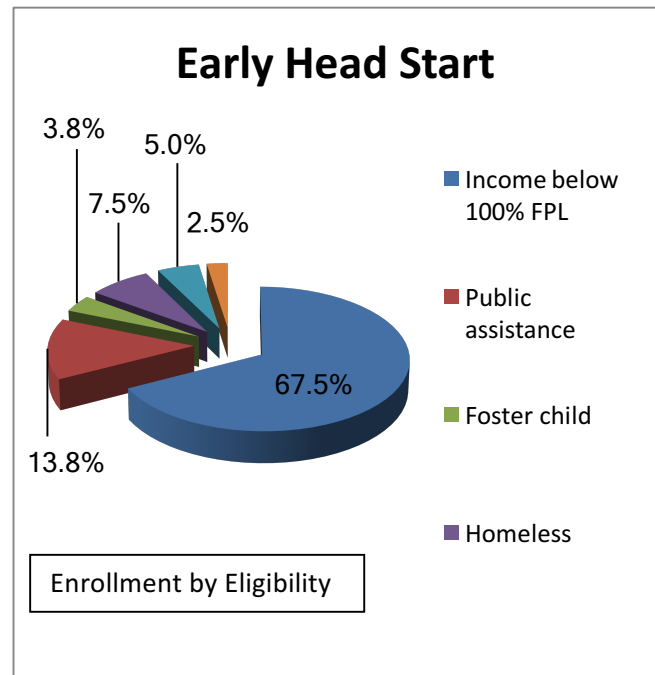
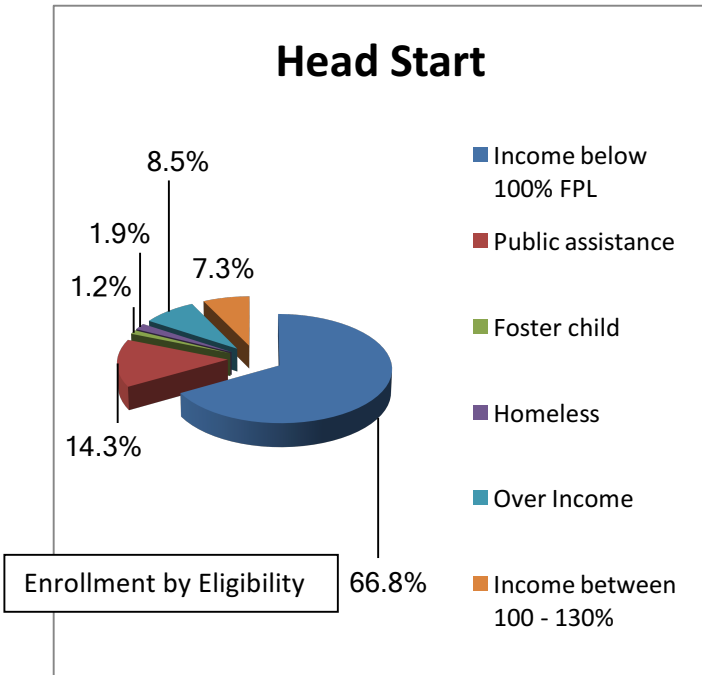
Total Number of Children Served

Program	Funded Enrollment	Number Served
Head Start	232	259
Early Head Start	40	80
Program Wide	272	339

* Number of families program wide does not equal the individual program families because some families had multiple children enrolled in different program options.

	Head Start		Early Head Start	
	Enrolled	% of Funded Enrollment	Enrolled	% of Funded Enrollment
Aug-16	0	0.00%	40	100.00%
Sep-16	212	91.38%	40	100.00%
Oct-16	217	93.53%	40	100.00%
Nov-16	220	94.83%	40	100.00%
Dec-16	221	95.26%	40	100.00%
Jan-17	221	95.26%	40	100.00%
Feb-17	223	96.12%	40	100.00%
Mar-17	215	92.67%	40	100.00%
Apr-17	213	91.81%	40	100.00%
May-17	210	90.52%	40	100.00%
Jun-17	0	0.00%	40	100.00%
Jul-17	0	0.00%	40	100.00%

Percentage of Eligible Children Served



U.S. Census Bureau estimates for 2016 estimate 454 children living in poverty in Washington County, and 137 children living in poverty in Morgan County.

Estimated % of eligible children served – 57.4%

Program Monitoring

Office of Head Start Reviews

In March 2017, the Office of Head Start conducted an onsite CLASS review. Program scores are in the table below.

Domain	Score	Domain	Score	Domain	Score
Emotional Support	5.8750	Classroom Organization	5.8636	Instructional Support	3.0606

Dimensions

Positive Climate	5.50	Behavior Management	5.91	Concept Development	2.09
Negative Climate	1.00	Productivity	6.18	Quality of Feedback	3.36
Teacher Sensitivity	5.82	Instructional Learning	5.50	Language Modeling	3.73
Regard for Student Perspectives	5.18	Formats			

Annual Audit

The 2016 Annual Audit was accepted by the Board of Directors on November 22, 2016. This audit did not identify any material weaknesses or significant deficiencies in internal control over financial reporting. Furthermore, this audit did not identify any material weaknesses or significant deficiencies in internal control over major programs. The full report of the most recent Audit may be found at <http://www.wmcap.org/reports.html>.

Child Health Services

PIR Performance Indicator	Head Start	HS %	Early Head Start	EHS %
Children up to date on schedule of EPSDT at end of year	147	57%	42	59%
Children with a chronic health condition needing treatment	1	1%	0	0%
Of the above children, number who received treatment	1	100%	0	0%
Preschool children who completed professional dental exam	135	52%	N/A	
Of the above children, number who needed treatment	36	27%	N/A	
Of the children needing treatment, number who received it	6	17%	N/A	

PIR Performance Indicator	Number at End of Year Head Start	HS %	Number at End of Year Early Head Start	EHS %
Children with health insurance	245	94.6%	69	93.2%
Children with a medical home	251	96.9%	60	81.1%
Children up to date on immunizations	201	77.6%	51	68.9%
Children with a dental home	211	81.5%	46	62.2%

Child Disability Services

Performance Indicator	Head Start	Early Head Start
Cumulative Child Enrollment	259	74
Number of children with an IEP/IFPS	54	14
Percentage of enrollment	20.8%	18.9%

Parent Involvement Activities

As their child's first and most influential teacher, parents have an important role in Head Start. Parents are always welcome in the classroom by helping with or leading activities or projects, attending learning trips, planning classroom activities with the teaching staff, and introducing or sharing their culture with the class. There are a number of ways that parents can help teaching staff by sharing opinions, ideas and thoughts, working on projects at home, communicating with the staff, helping other parents feel welcome, and reinforcing learning at home. In addition, Washington Morgan Community Action offers parents the opportunity to participate in the following activities:

- Family Literacy Functions
- Parent Meetings
- Parent/ Teacher Conferences
- Home Visits
- Home Base Socializations
- Policy Council
- Board of Directors
- Volunteer opportunities
- Family Partnership Agreement
- Input into curriculum
- Input into program planning
- Training or resource and referral information

Kindergarten Preparation

School Readiness Plan

Washington Morgan Community Action has created a School Readiness Plan that outlines numerous components necessary to prepare local children and families Kindergarten entry. These components consist of:

- School Readiness Team
- School Readiness Goals
- High Quality Teaching and Learning – This component is comprised of the following four areas:
 - Engaging Interactions and Environments
 - Research-based Curricula and Teaching Practices
 - Ongoing Assessment of Child Progress
 - Highly Individualized Teaching and Learning
- Staff development
- Family Engagement
- Evaluating Child Outcomes
- Supporting Transitions

This plan outlines numerous steps in each component that build on school readiness skills for children and families.

School Readiness Goals

The focus of the plan is a set of School Readiness Goals for all children, birth to five. Based upon the program curriculum, *Head Start Child Development and Early Learning Framework, Ohio Early Learning and Development Standards*, and feedback from stakeholders, including local school districts, Washington Morgan Community Action Head Start Programs have created the following school readiness goals.

1. All children will display growth and behaviors associated with good physical and oral health and positive nutrition.
2. The children will demonstrate control of large muscles for movement, navigation, and balance and small muscles for strength and coordination.
3. The children will form relationships with consistent caregivers, relate well to others, and form friendships.
4. The children will demonstrate understanding language, express their ideas and feelings, and engage in non-verbal and verbal interactions.
5. The child will demonstrate interest in book reading, storytelling and singing and will eventually understand the meaning of basic symbols; and show interest in writing.
6. The children will develop thinking skills through exploration and discovery, problem-solving, attention, and persistence.
7. The children will show eagerness to learn by observing, asking questions, and exploring.

Each school readiness goal is broken into four age categories and has associated attributes that are reflective of developmentally appropriate skills for each age group.

Progress on School Readiness Goals

Progress on school readiness goals is determined by analyzing PIR data and child outcome data. For the 2016 – 2017 Program Year, the following results show the number and percentage of children who met indicators for their age group that demonstrate they have achieved the goal.

1. All children will display growth and behaviors associated with good physical and oral health and positive nutrition.
 - a. 189 of 333 children (56.8%) are up to date on the State EPSDT.
2. The children will demonstrate control of large muscles for movement, navigation, and balance and small muscles for strength and coordination.
 - a. 221 of 240 children (92.1%) have met this goal.
3. The children will form relationships with consistent caregivers, relate well to others, and form friendships.
 - a. 214 of 240 children (89.2%) have met this goal.
4. The children will demonstrate understanding language, express their ideas and feelings, and engage in non-verbal and verbal interactions.
 - a. 216 of 240 children (90.0%) have met this goal.
5. The child will demonstrate interest in book reading, storytelling and singing and will eventually understand the meaning of basic symbols; and show interest in writing.
 - a. 207 of 240 children (86.3%) have met this goal.
6. The children will develop thinking skills through exploration and discovery, problem-solving, attention, and persistence.
 - a. 222 of 240 children (92.5%) have met this goal.
7. The children will show eagerness to learn by observing, asking questions, and exploring.
 - a. 219 of 240 children (91.3%) have met this goal.

** Please note that the sample size differs slightly. This is due to turnover and the fact that some child assessments did not contain enough data in order to be considered in the group.*

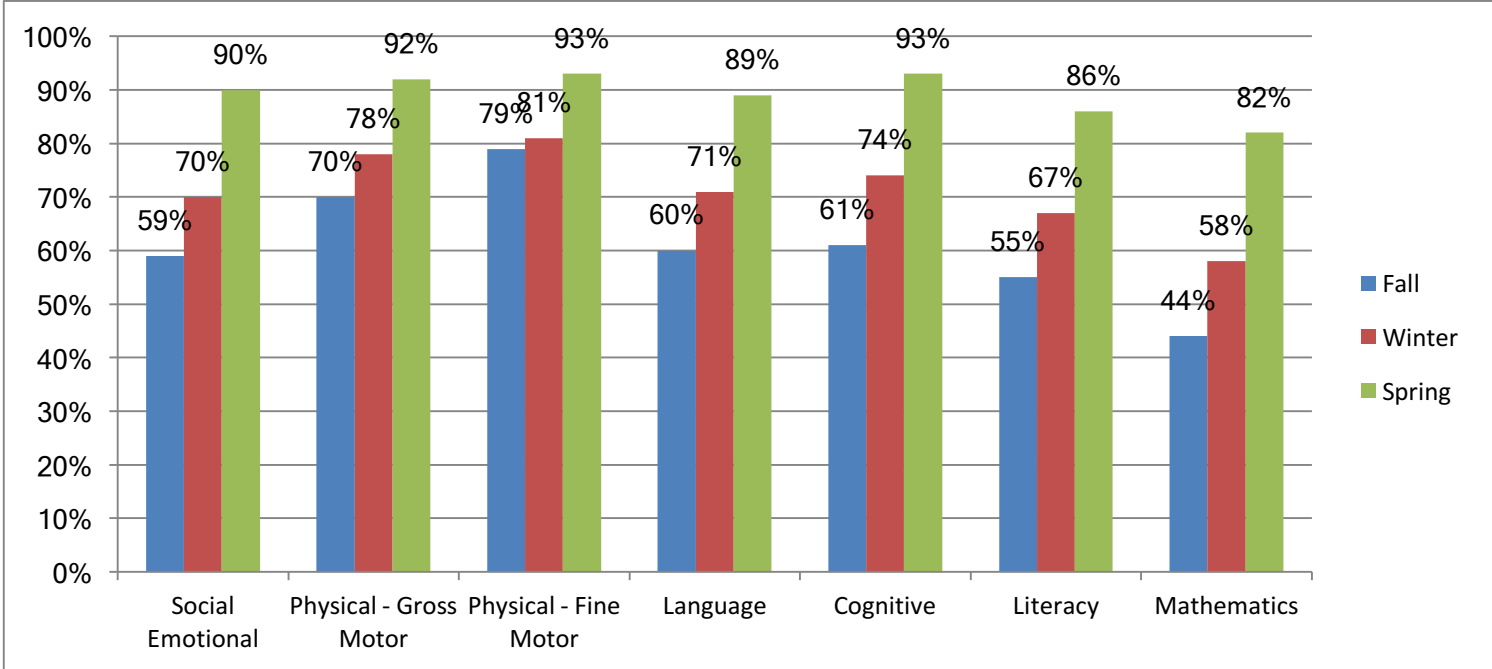
Curriculum

During the 2016 – 2017 Program Year, this grantee used The Creative Curriculum. This curriculum establishes a framework of child development knowledge, combined with best practices, teacher involvement and family participation to provide high quality early childhood experiences to foster school readiness. The Creative Curriculum for Preschool and The Creative Curriculum for Infants, Toddlers, and Twos are based on 38 objectives for development and learning, which are fully aligned with the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* as well as *Ohio Early Learning and Development Standards*. Our current program plans and curriculum plan specify goals, experiences, roles of teacher, roles of family, and materials that reflect best practice, research, and sound childhood theory.

Some of the strategies used by our program include: set a caring consistent environment that promotes positive behaviors; set a caring consistent environment that enhances child's understanding of self as an individual and as a member of a group; a positive social/emotional climate will be provided to enhance each child's development; provide for the special needs of children with disabilities; provide each child with an education program that meets each child's individual needs; provide a balanced daily program of child initiated and teacher directed learning activities; provide a child centered multi-cultural experience; foster independence in each child; establish methods to ease transition between activities; encourage play and active exploration to support development of gross motor skills and to enhance self-confidence, independence, and autonomy; provide opportunities for the development of physical skills; provide opportunities for recognition of letters and symbols that support emerging literacy and numeracy development; engage children in verbal and nonverbal methods of communication; and provide time for songs, stories, and rhymes.

Child Outcomes Progress

For the Program Year beginning August 1, 2016, child assessments were completed in September 2016, December 2016, and March 2017. The program analyzes developmental outcomes for individual children and the program as a whole to determine if all children are making progress towards school readiness goals and to make program improvements. The progress shown reflects only students who were tested in all assessment periods and does not reflect late enrollees or children who withdrew from the program mid-year. The graph below displays the percentage of children who met or exceeded the widely held expectation for their age at each checkpoint.



Additionally, Teaching Strategies GOLD has identified benchmark scores for Pre-K children who will be entering Kindergarten. The following graph shows the percentage of four-year-old children who were deemed “Kindergarten Ready” by the benchmark scores.

