

Washington Morgan Community Action Head Start & Early Head Start



Washington Morgan
COMMUNITY ACTION

Head Start & Early Head Start Annual Report 2018-2019

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 a safe, healthy, and respectful 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, and receptive staff;
- Advocating for each family's self-sufficiency and empowerment;
- And recognizing our ever-changing community and the need to keep pace with these changes.

Community Snapshot

Washington Morgan Community Action conducted a full community assessment in the Fall of 2018. Data from that community assessment informs program planning, design, and management.

Summary of Findings

Population

- County populations continue to decline, and are expected to continue to decline for the foreseeable future.
- The populations of both Washington and Morgan Counties is mostly white, non-Hispanic.
- English is the predominate language spoken in both counties, accounting for almost 100% of families.
- The majority of families in both counties are adult households, with no children in the home.

Poverty

- The percentage of children living in poverty is on the decline in both Washington and Morgan Counties.
- Morgan County poverty rates, including rates for children under 5, continue to exceed State of Ohio rates.
- Median and per capita income for families continue to fall below state averages.

Homelessness and Foster Care

- In the past three years, the percentage of enrolled children who qualify as homeless has increased from 0% to 5%.
- The number of children in foster care continues to increase in both Washington and Morgan counties.

Early Learning Programs

- Forty-one percent of all Washington County children aged 0-5 are enrolled in some type of licensed child care program. Twenty-one percent of Morgan County children are enrolled in similar programs.
- Morgan Local School District operates publicly funded pre-Kindergarten to four-year old children.
- Child care is readily available in Washington County, with many operators reporting vacancies in programs for preschool children.
- Child care spaces for infants and toddlers continue to be in demand, especially in Morgan County which has no licensed providers for infant and toddler care.

Disabilities

- The program continues to serve a large number of children with identified disabilities. In the 2018-2019 program year, 24.9% of Head Start and 11.6% of Early Head Start children were receiving special education services.
- The majority of children with an identified disability have a speech impairment.

Health and Nutrition

- Almost one-third of Head Start and Early Head Start enrolled children are overweight or obese, which mirrors rates for third grade children in both counties.
- Many communities and townships in both Washington and Morgan counties lack access to medical care.
- The majority of residents in both counties have health insurance.
- Drug overdose deaths continue to increase in Washington County.

Funding and Budgets

Fiscal Year Ended March 31, 2019

Revenues Received	CASH	NON-CASH
DHHS- Federal Cash	\$2,522,355.11	
USDA – Federal Cash	\$ 81,732.00	
Non – Federal Share (In Kind Services)		\$673,374
Total Resources	\$2,604,087.11	\$673,374

	Budget	Expenditures CASH	NON-CASH
Personnel	\$1,550,277	\$ 1,412,244.64	\$ 561,145.00
Fringe Benefits	691,449	\$ 630,720.28	\$ 112,255.00
Travel & Staff Training	19,997	\$ 37,551.53	
Equipment	0		
Supplies & Classroom Materials	67,343	\$ 130,858.03	
Contractual	95,282	\$ 87,595.67	
Other	269,149	\$ 223,384.96	
Total	2,269,347	\$ 2,522,355.11	\$ 673,400.00

Proposed Budget

Fiscal year April 1, 2019 – March 31, 2020

Budget	CASH
Personnel	\$1,667,670
Fringe Benefits	765,541
Travel	17,705
Equipment	16,990
Supplies	110,486
Contractual	105,119
Facilities/Construction	0
Other	233,874
Total	\$2,917,385

Program Enrollment

August 1, 2018 – July 31, 2019

Total Number of Families Served	
Program	Number Served
Head Start	221
Early Head Start	62
Program Wide*	206

Total Number of Participants Served		
Program	Funded Enrollment	Number Served
Head Start	205	237
Early Head Start	40	79
Program Wide**	245	260

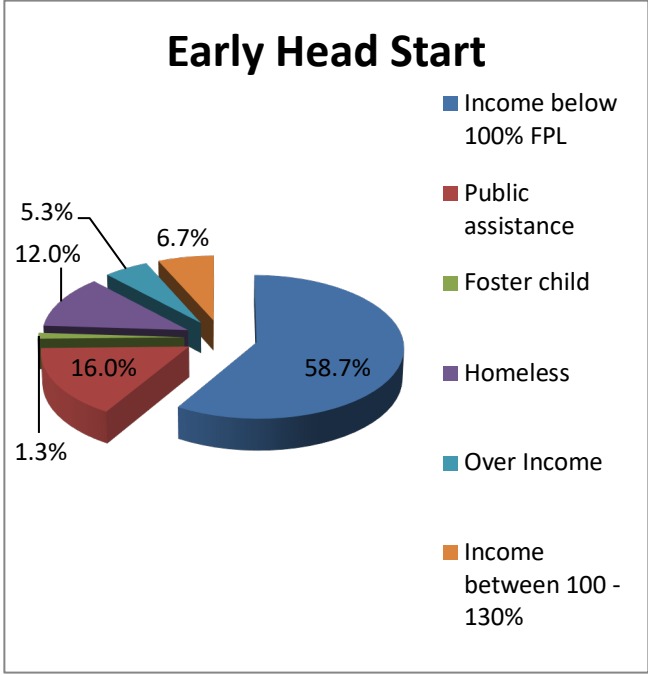
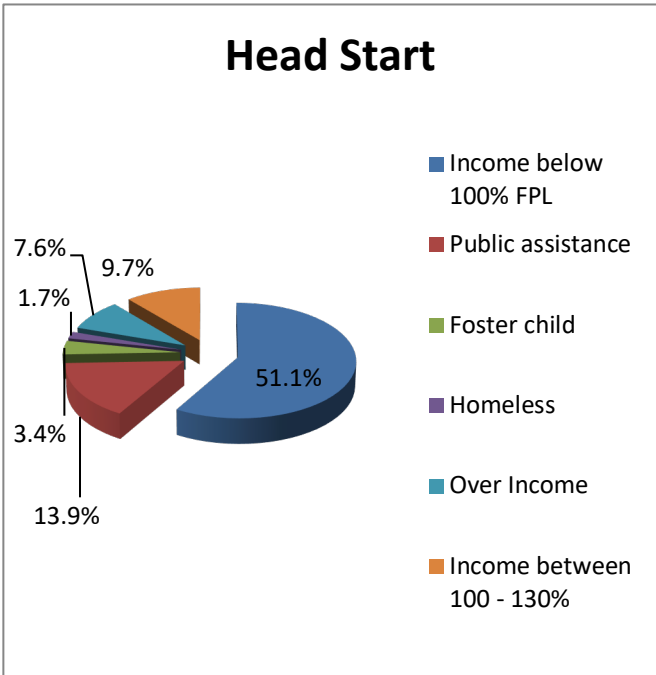
* Number of families' program wide does not equal the individual program families because some families had multiple children enrolled in different program options.

**Number of children program wide does not equal the individual program enrollment because some children were served by both programs.

	Head Start		Early Head Start	
	Enrolled	% of Funded Enrollment	Enrolled	% of Funded Enrollment
Aug-18	153*	74.63%	40	100.00%
Sep-18	202	98.54%	40	100.00%
Oct-18	205	100.00%	40	100.00%
Nov-18	201	98.05%	40	100.00%
Dec-18	205	100.00%	40	100.00%
Jan-19	205	100.00%	40	100.00%
Feb-19	205	100.00%	40	100.00%
Mar-19	205	100.00%	40	100.00%
Apr-19	205	100.00%	39	97.5%
May-19	204	99.51%	40	100.00%
Jun-19	0	0.00%	40	100.00%
Jul-19	0	0.00%	40	100.00%

* For Head Start, not all sessions were open in August.

Enrollment by Eligibility



Percentage of Eligible Children Served

U.S. Census Bureau estimates for 2018 estimate 633 children, ages 0-4, living in poverty in Washington County, and 222 children, ages 0-4, living in poverty in Morgan County.

Estimated % of eligible children served -30.4%

Program Monitoring

Office of Head Start Reviews

There were no reviews from the Office of Head Start during the reporting period.

Annual Audit

The 2018 Annual Audit was accepted by the Board of Directors on November 13, 2018. 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	230	97%	65	87.8%
Children with a chronic health condition needing treatment	0	0%	2	3.1%
Of the above children, number who received treatment	N/A	N/A	2	100%
Preschool children who completed professional dental exam	156	65.8%	N/A	
Of the above children, number who needed treatment	31	20%	N/A	
Of the children needing treatment, number who received it	4	13%	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	237	100%	74	100%
Children with a medical home	237	100%	72	97.3%
Children with up-to date immunizations, all possible immunizations to date, or exempt	162	68.4%	33	44.6%
Children with a dental home	209	88.2%	20	27%

Child Disability Services

Performance Indicator	Head Start	Early Head Start
Cumulative Child Enrollment	237	74
Number of children with an IEP/IFPS	56	12
Percentage of enrollment	23.6%	16.2%

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 2018 – 2019 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. 295 of 311 children (94.9%) 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. 233 of 240 children (97.0%) have met this goal.
3. The children will form relationships with consistent caregivers, relate well to others, and form friendships.
 - a. 211 of 240 children (92.5%) 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. 217 of 240 children (90.4%) 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. 216 of 240 children (90.0%) have met this goal.
6. The children will develop thinking skills through exploration and discovery, problem-solving, attention, and persistence.
 - a. 228 of 240 children (95.0%) have met this goal.
7. The children will show eagerness to learn by observing, asking questions, and exploring.
 - a. 202 of 240 children (84.17%) 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

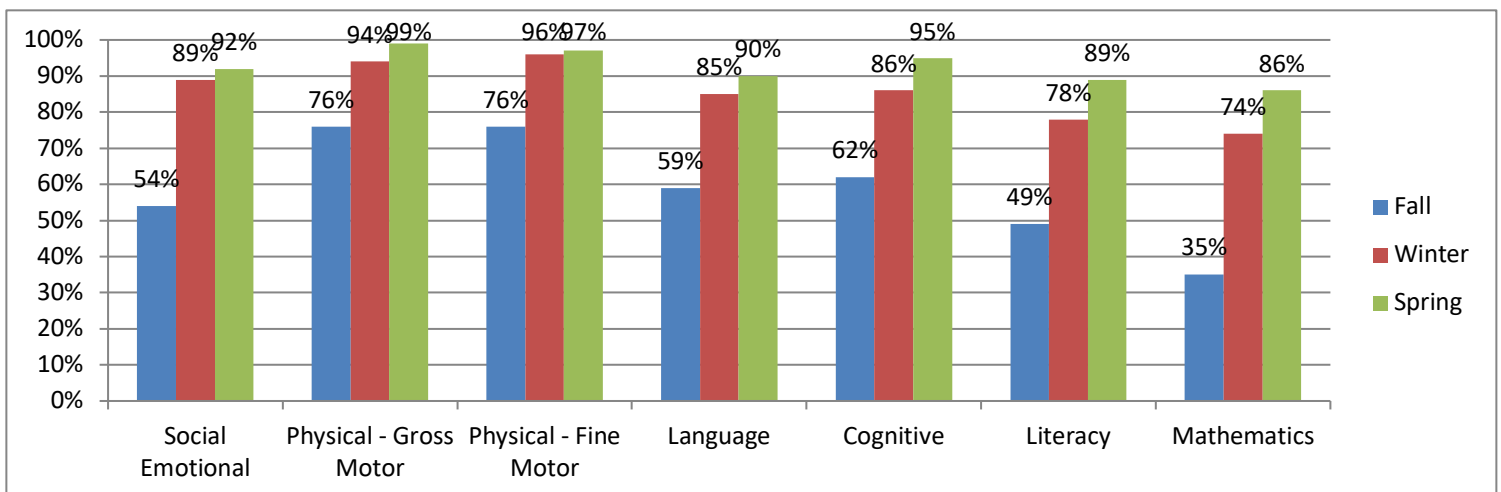
During the 2018 – 2019 Program Year, this grantee used The Creative Curriculum. This curriculum establishes a framework of child development knowledge, combined with best practices, teacher involvement and family participation to provide high quality early childhood experiences to foster school readiness. 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, 2018, child assessments were completed in September 2018, January 2019, and April 2019. 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.

