



Washington Morgan Community  
Action  
Head Start &  
Early Head Start  
Annual Report  
2021 - 2022



## 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.

## Funding and Budgets

Fiscal Year Ended March 31, 2022

<b>Revenues Received</b>	<b>CASH</b>		<b>NON-CASH</b>
DHHS- Federal Cash	\$2,641,553		
USDA – Federal Cash	\$59,733		
Non – Federal Share (In Kind Services)			\$277,583
<b>Total Resources</b>	<b>\$2,701,286</b>		<b>\$277,583</b>
	<b>Expenditures</b>		
	<b>Budget</b>	<b>CASH</b>	<b>NON-CASH</b>
Personnel	\$2,089,869	\$1,522,567	\$192,099
Fringe Benefits	\$1,125,554	\$680,411	\$85,484
Travel & Staff Training	\$45,631	\$23,908	
Equipment	\$27,200	\$40,575	
Supplies & Classroom Materials	\$106,727	\$116,533	
Contractual	\$54,777	\$76,425	
Other	\$177,664	\$240,867	
<b>Total</b>	<b>\$3,627,422</b>	<b>\$2,701,286</b>	<b>\$277,583</b>

Proposed Budget

Fiscal year April 1, 2022 – March 31, 2023

<b>Budget</b>	<b>CASH</b>
Personnel	\$1,944,150
Fringe Benefits	\$809,978
Travel	\$41,378
Equipment	\$44,387
Supplies	\$60,500
Contractual	\$53,000
Facilities/Construction	\$67,600
Other	\$101,581
<b>Total</b>	<b>\$3,122,574</b>

## Program Enrollment

August 1, 2021 – July 31, 2022

### Total Number of Families Served

Program	Number Served
Head Start	139
Early Head Start	28
Program Wide	167

### Total Number of Participants Served

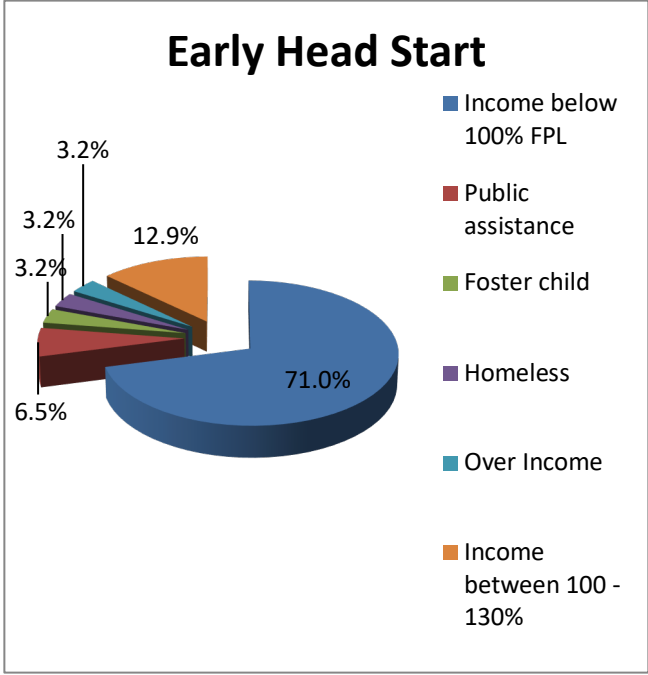
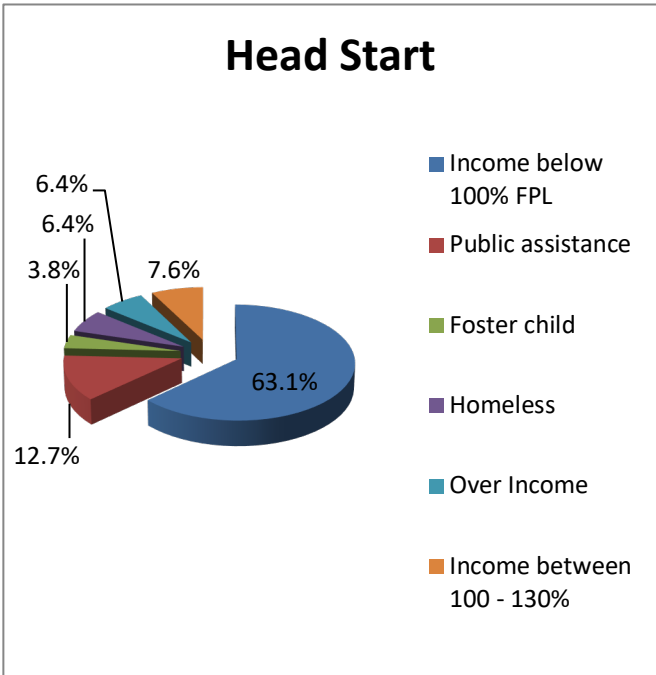
Program	Funded Enrollment	Number Served
Head Start	205	157
Early Head Start	40	31
Program Wide	245	188

### Monthly enrollment by program

	Head Start		Early Head Start	
	Enrolled	% of Funded Enrollment	Enrolled	% of Funded Enrollment
Aug-21	112	54.63%	21	52.5%
Sep-21	138	67.32%	24	60.0%
Oct-21	146	71.22%	23	57.5%
Nov-21	139	67.80%	19	47.5%
Dec-21	124	60.49%	19	47.5%
Jan-22	106	51.71%	19	47.5%
Feb-22	101	49.27%	13	32.5%
Mar-22	75	36.59%	8	20.0%
Apr-22	61	29.76%	8	20.0%
May-22	60	29.27%	7	17.5%
Jun-22	Closed		8	20.0%
Jul-22	Closed		10	25.0%

Both programs operated under reduced enrollment due to COVID. Numerous classes and home visitor groups were vacant throughout the year due to multiple staffing vacancies.

Enrollment by Eligibility



**Percentage of Eligible Children Served**

Program estimates 390 children, ages 0-4, living in poverty in Washington County, and 100 children, ages 0-4, living in poverty in Morgan County.

Estimated % of eligible children served – 38.4%

## Program Monitoring

**Office of Head Start Reviews**

The Office of Head Start issued a Deficiency in February 2022, following a self-reported incident in which a staff member used inappropriate discipline with a child. The program completed a lengthy T&TA process, along with a Corrective Action Plan. The program was determined to have corrected the deficiency, with no further action necessary.

The Office of Head Start conducted a Focus Area Two monitoring review during the week of February 28, 2022. The results of the Focus Area Two monitoring review showed no Opportunity for Continuous Improvement (OCI), one Area of Concern (AOC), Areas of Noncompliance (ANC), or Deficiencies. The Area of Concern identified was “Supporting Teachers in School Readiness”, which is a direct reflection of the Education Manager vacancy.

**Annual Audit**

The 2021 Annual Audit was accepted by the Board of Directors on December 21, 2021. 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	150	95.5%	21	70%
Children with a chronic health condition needing treatment	0	0%	0	0%
Of the above children, number who received treatment	N/A	N/A	0	0%
Preschool children who completed professional dental exam	51	32.5%	N/A	
Of the above children, number who needed treatment	5	9.8%%	N/A	
Of the children needing treatment, number who received it	0	0%	N/A	

PIR Performance Indicator	Number at End of Year	HS %	Number at End of Year	EHS %
Head Start	Head Start		Early Head Start	
Children with health insurance	156	99.4%	28	93.3%
Children with a medical home	155	98.7%	28	93.3%
Children with up-to date immunizations, all possible immunizations to date, or exempt	40	25.5%	8	26.7%
Children with a dental home	137	87.3%	4	13.3%

## Child Disability Services

<b>Performance Indicator</b>	<b>Head Start</b>	<b>Early Head Start</b>
Cumulative Child Enrollment	157	30
Number of children with an IEP/IFPS	36	5
Percentage of enrollment	22.9%	16.7%

## Parent Involvement Activities

The COVID pandemic greatly changed the way the program was able to offer parent engagement activities. All parent engagement activities for the year were conducted through Zoom, Facebook, and other virtual postings. Unfortunately, most families did not participate in parent trainings or parent education opportunities offered in this manner. We had very few parents participate in parent meetings.

## 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 2021 – 2022 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. 171 of 187 children (91.44%) 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. 50 of 53 children (94.34%) have met this goal.
- 3. The children will form relationships with consistent caregivers, relate well to others, and form friendships.
  - a. 47 of 53 children (88.68%) 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. 47 of 53 children (88.68%) 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. 40 of 53 children (75.47%) have met this goal.
- 6. The children will develop thinking skills through exploration and discovery, problem-solving, attention, and persistence.
  - a. 46 of 53 children (86.80%) have met this goal.
- 7. The children will show eagerness to learn by observing, asking questions, and exploring.
  - a. 39 of 53 children (73.58%) have met this goal.

*\* Please note that the sample size differs greatly. This is due to a lot of virtual services, including home base, and the inability of staff to collect assessment data in a virtual setting.*

## **Curriculum**

During the 2021 – 2022 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.

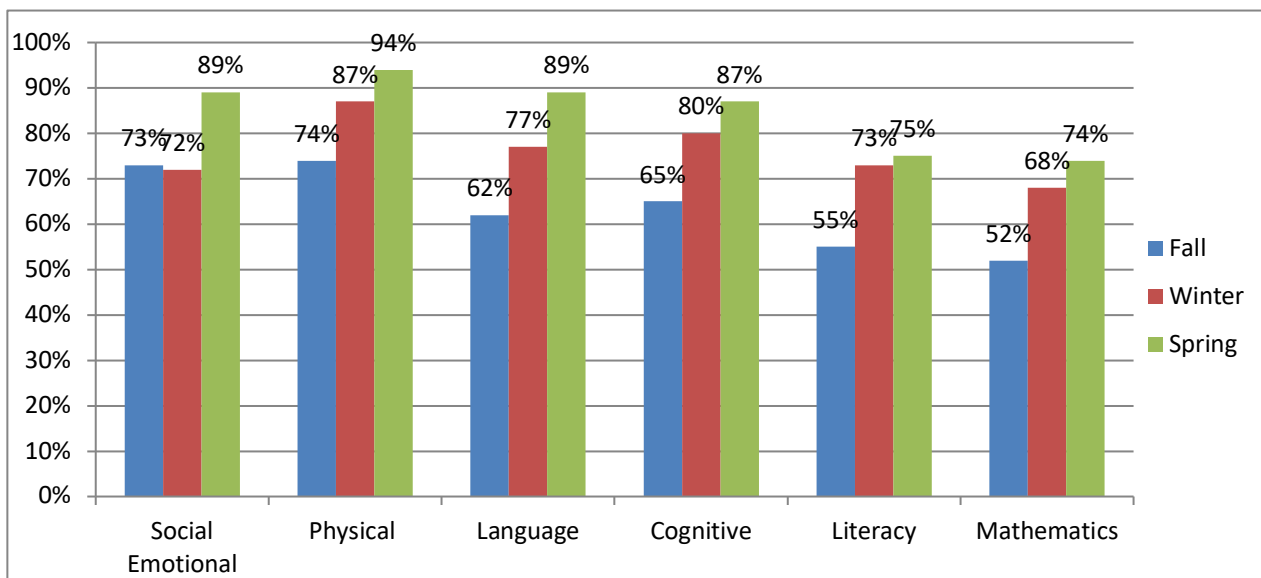
Some of the strategies used by our program include: set a caring consistent environment that promotes positive behaviors; set a caring consistent environment that enhances child’s understanding of self as an individual and as a member of a group; a positive social/emotional climate will be provided to 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, 2021, child assessments were completed in September 2021, January 2022, and April 2022. 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.

Even with the difficulties of the COVID-19 pandemic, the program was able to support children’s education and improve their overall skill levels.

