



# Washington Morgan

COMMUNITY ACTION

## 2013 – 2014 Head Start & Early Head Start Annual Report



## 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, 2014

<b>Revenues Received</b>	<b>CASH</b>	<b>NON-CASH</b>
DHHS- Federal Cash	\$ 1,897,669.57	
USDA – Federal Cash	\$ 69,304.53	
Non – Federal Share (In Kind Services)		\$ 537,307.00
<b>Total Resources</b>	<b>\$ 1,966,974.10</b>	<b>\$ 537,307.00</b>

<b>Budget</b>	<b>CASH</b>	<b>EXPENDITURES</b>
Personnel	\$ 899,034.54	\$ 312,550.00
Fringe Benefits	\$ 468,182.98	\$ 183,561.19
Travel & Staff Training	\$ 28,666.52	\$ 17,195.81
Supplies & Classroom Materials	\$ 171,367.33	
Contractual	\$ 35,648.88	
Other	\$ 294,769.32	\$ 24,000.00
<b>Total</b>	<b>\$ 1,897,669.57</b>	<b>\$ 537,307.00</b>

Proposed Budget

Fiscal year April 1, 2014 – March 31, 2015

<b>Budget</b>	<b>CASH</b>
Personnel	\$1,041,098
Fringe Benefits	\$670,475
Travel	\$15,842
Equipment	\$0
Supplies	\$65,388
Contractual	\$84,460
Facilities/Construction	\$0
Other	\$271,965
<b>Total</b>	<b>\$2,149,228</b>

## Program Enrollment

August 1, 2013 – July 31, 2014

### Total Number of Families Served

Program	Number Served
Head Start	279
Early Head Start	43
Program Wide*	311

Program	Funded Enrollment	Number Served
Head Start	257	306
Early Head Start	40	76
Program Wide	297	382

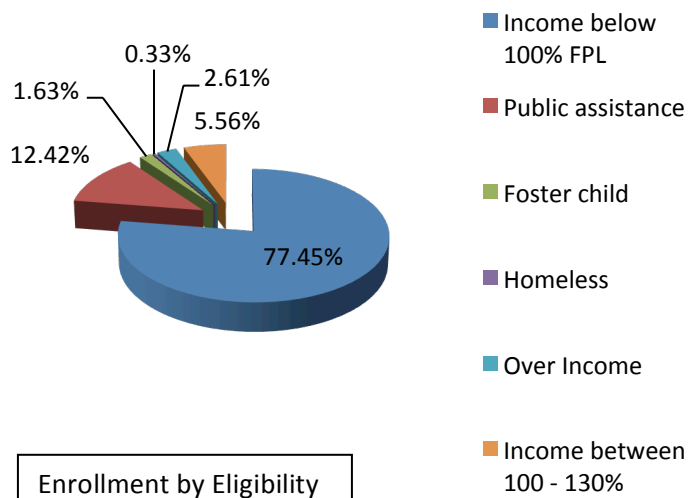
### Total Number of Children Served

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

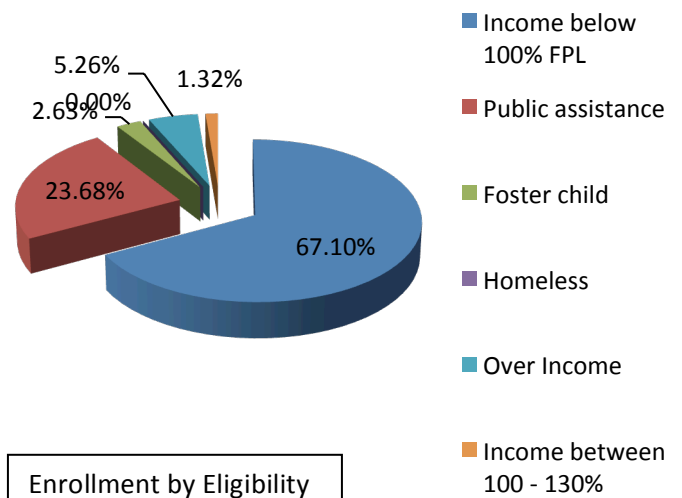
	Head Start			Early Head Start	
	Enrolled	% of Funded Enrollment		Enrolled	% of Funded Enrollment
Aug-13	0	0.00%		40	100.00%
Sep-13	257	100.00%		40	100.00%
Oct-13	257	100.00%		40	100.00%
Nov-13	257	100.00%		38	95.00%
Dec-13	257	100.00%		40	100.00%
Jan-14	257	100.00%		40	100.00%
Feb-14	257	100.00%		40	100.00%
Mar-14	257	100.00%		40	100.00%
Apr-14	257	100.00%		39	97.50%
May-14	247	96.11%		40	100.00%
Jun-14	0	0.00%		39	97.50%
Jul-14	0	0.00%		40	100.00%

## Percentage of Eligible Children Served

### Head Start



### Early Head Start



Ohio Department of Development Age and Poverty Level data estimates 688 children age 5 and under with a family income under 100% of poverty guidelines living in Washington and Morgan Counties, Ohio.

Estimated % of eligible children served – 54.5 %

## Program Monitoring

### Results of the Triennial Review

From 4/8/2012 to 4/13/2012, the Administration for Children and Families (ACF) conducted an on-site monitoring review of Washington Morgan Community Action Head Start and Early Head Start.

The Peer Review Team identified the Fiscal staff as a program strength. The fiscal staff is cross-trained in the necessary functions of the Fiscal department. Duties related to Accounts Payable are randomly selected and staff members do not know in advance who will be selected for what process.

During this review, two non-compliance items were cited. Both of these non-compliance items have been corrected within the 120 days allowed. A summary of corrective action for each non-compliance is below.

Noncompliance:

1. 1304.20(a)(1)(ii). The grantee did not ensure each child had a health determination including dental health. A review of 120 child files found 7 children – 6 percent- did not have health determinations at all: 2 did not have physical examinations, and 5 did not have dental examinations. The children were enrolled from between 55 and 130 days past the 90-day deadline according to their individual dates of entry into the program. In an interview, the Head Start Director and the Family and Community Partnership Manager confirmed the information in the files.
2. 1304.50(f). The grantee did not enable low-income members of the Policy Council and Parent Committees participate fully in their responsibilities by providing, if necessary, reimbursements for reasonable expenses incurred. During the Policy Council interview, parents stated they paid for childcare to enable them to participate in Policy Council activities and were not reimbursed by the agency. In another interview, parents stated they sometimes did not participate in Parent Committee meetings at the center level or Policy Council meetings due to the expense of childcare. A review of the reimbursement policy determined childcare was not reimbursed by the agency. A review of parent flyers announcing Policy Council and Parent Committee meetings found they stated childcare would not be provided or the cost reimbursed. In an interview, the Executive Director and Head Start Director confirmed childcare costs were not reimbursed.

Corrective Action:

1. In order to ensure that a health determination is on file for each child within 90 days of entry into the program, the grantee has created a form entitled “**Determination of Child Health Status upon Enrollment**”. Each Family Education Advocate (FEA) and Home Base Visitor (HBV) will be responsible to complete the form for each child in their caseload, based upon medical screenings and assessments received from the child’s primary health provider(s). The Disabilities Manager, who also monitors the child health component, will monitor each FEA and HBV to ensure that staff is tracking child health determination in the required timeframe. This form will become part of the child’s main record. Any necessary follow-up will be documented on a Family Contact Sheet, Message Memo, and/or Home Visit Form.

2. In order to enable low-income members of Policy Council to participate, the Policy Council Manual has been revised to include, "Families who wish to participate in Policy Council but experience barriers to meeting attendance (transportation, child care, etc.) should contact the Family and Community Partnership Manager II, Craig Gibbs, to discuss ways that the program may assist families." The Policy Council Manual goes further to state, "Reimbursement to parents of Policy Council for expenses, i.e. mileage, is permitted. Compensation to members for their service on the Policy Council is not permitted." All parents are reimbursed for transportation expenses based upon agency mileage reimbursement policies. For families who request childcare, the agency will either provide childcare or reimburse the family for childcare expenses.

On February 20, 2013, the Office of Head Start notified Washington Morgan Community Action that based on the information gathered from the follow-up review on 01/16/13, the previously identified findings have been closed and the noncompliances have been sufficiently corrected.

During the peer review, each Head Start classroom was observed using the Pre-K Classroom Assessment Scoring System (CLASS). The CLASS tool looks at three domains and ten dimensions of teacher-child interactions and measures those observed interactions on a seven point scale.

Domain	Score	Domain	Score	Domain	Score
Emotional Support	5.8667	Classroom Organization	5.4778	Instructional Support	3.5222

Dimensions					
Positive Climate	5.63	Behavior Management	5.73	Concept Development	3.07
Negative Climate	1.00	Productivity	5.47	Quality of Feedback	3.43
Teacher Sensitivity	5.50	Instructional learning Formats	5.23	Language Modeling	4.07
Regard for Student Perspectives	5.33				

### **Annual Audit**

The results 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	239	78.1%	58	82.9%
Children with a chronic health condition needing treatment	1	0.4%	0	0%
Of the above children, number who received treatment	1	100%	0	0%
Preschool children who completed professional dental exam	223	72.9%	N/A	
Of the above children, number who needed treatment	57	25.6%	N/A	
Of the children needing treatment, number who received it	33	57.9%	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	305	99.7%	70	100%
Children with a medical home	306	100%	70	100%
Children up to date on immunizations	294	96.1%	66	94.3%
Children with a dental home	251	82%	26	37.1%

## Child Disability Services

Performance Indicator	Head Start	Early Head Start
Cumulative Child Enrollment	306	70
Number of children with an IEP/IFPS	40	9
Percentage of funded enrollment	13.1%	12.8%

## 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 2013 – 2014 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. 298 of 376 children (79.3%) 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. 265 of 272 children (97.4%) have met this goal.
3. The children will form relationships with consistent caregivers, relate well to others, and form friendships.
  - a. 242 of 261\* children (92.7%) 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. 254 of 272 children (93.4%) 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. 251 of 272 children (92.3%) have met this goal.
6. The children will develop thinking skills through exploration and discovery, problem-solving, attention, and persistence.
  - a. 257 of 272 children (94.5%) have met this goal.
7. The children will show eagerness to learn by observing, asking questions, and exploring.
  - a. 256 of 272 children (94.1%) have met this goal.

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

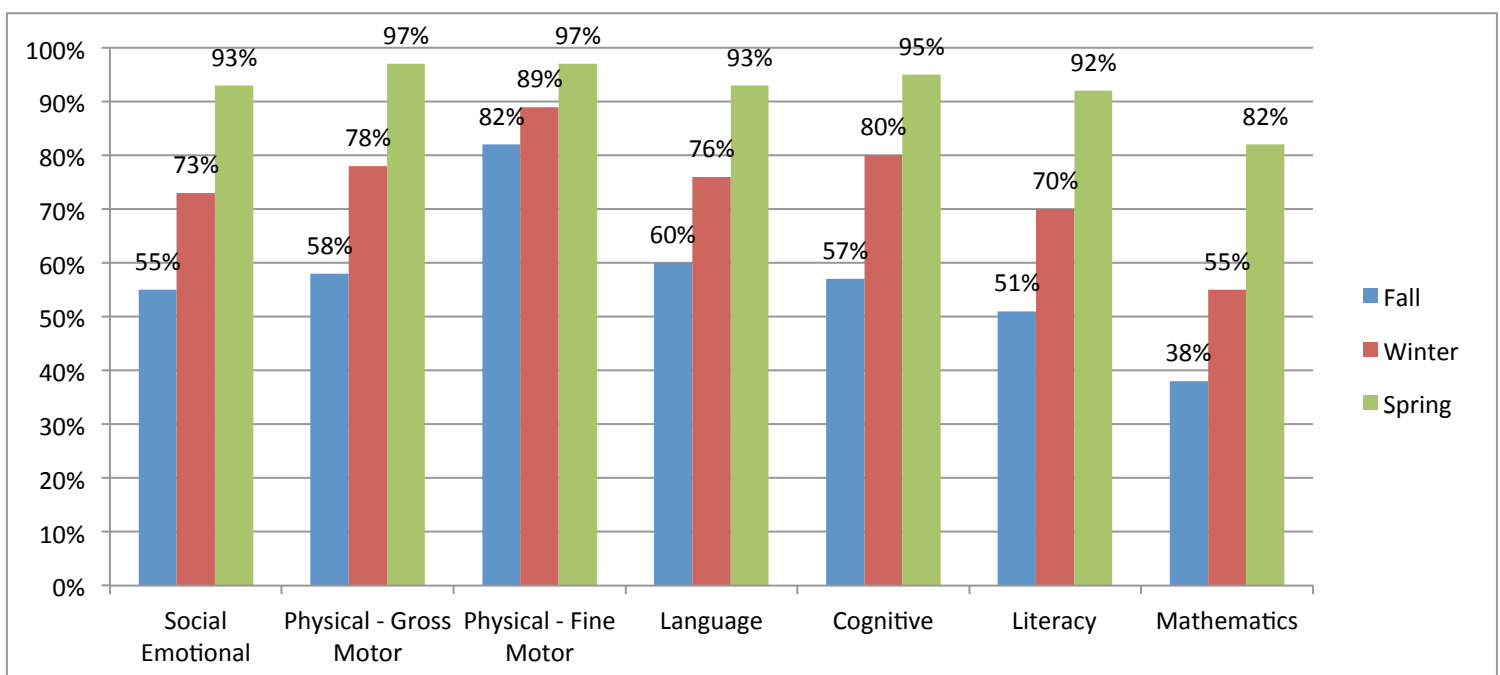
## **Curriculum**

During the 2013 – 2014 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 Child Development and Early Learning Framework* 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, 2013, child assessments were completed in September 2013, December 2013, and April 2014. 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.

