



Washington Morgan

COMMUNITY ACTION



2014 – 2015 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, 2015

Revenues Received	CASH	NON-CASH
DHHS- Federal Cash	\$1,869,641	
USDA – Federal Cash	77,315	
Non – Federal Share (In Kind Services)		\$573,904
Total Resources	\$1,946,956	\$573,904
Budget	CASH	EXPENDITURES
Personnel	\$1,121,980	\$990,082
Fringe Benefits	708,394	419,939
Travel & Staff Training	15,842	58,560
Supplies & Classroom Materials	67,388	112,678
Contractual	9,060	59,493
Other	291,550	228,890
Total	\$ 2,214,214	\$1,869,641

Proposed Budget

Fiscal year April 1, 2015 – March 31, 2016

Budget	CASH
Personnel	\$1,151,351
Fringe Benefits	\$693,549
Travel	\$15,842
Equipment	\$0
Supplies	\$59,134
Contractual	\$88,760
Facilities/Construction	\$0
Other	\$286,978
Total	\$2,295,614

Program Enrollment

August 1, 2014 – July 31, 2015

Total Number of Families Served

Program	Number Served
Head Start	255
Early Head Start	63
Program Wide*	313

Total Number of Children Served

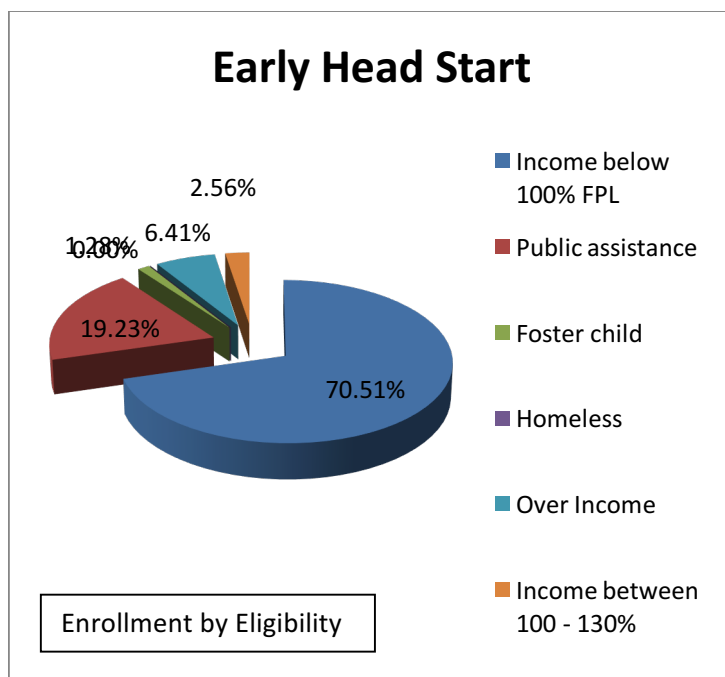
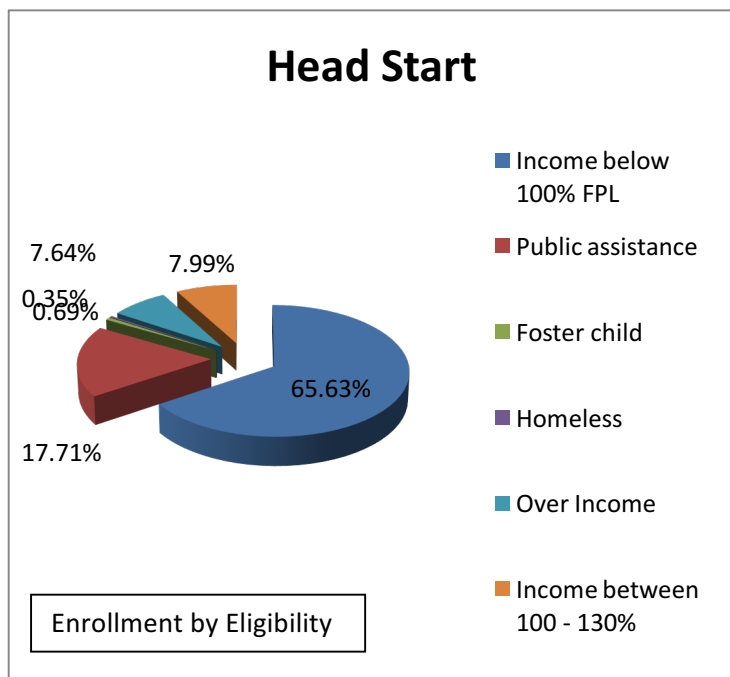
Program	Funded Enrollment	Number Served
Head Start	274 ⁺	288
Early Head Start	40	78
Program Wide	314	366

* 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 funded enrollment after April 1, 2015 is 248.

Head Start			Early Head Start		
	Enrolled	% of Funded Enrollment	Enrolled	% of Funded Enrollment	
Aug-14	0	0.00%	40	100.00%	
Sep-14	261	95.25%	40	100.00%	
Oct-14	252	91.97%	40	100.00%	
Nov-14	246	89.78%	40	100.00%	
Dec-14	244	89.05%	40	100.00%	
Jan-15	253	92.34%	40	100.00%	
Feb-15	250	91.24%	40	100.00%	
Mar-15	248	90.51%	40	100.00%	
Apr-15	241	97.17%	40	100.00%	
May-15	231	93.15%	38	95.00%	
Jun-15	0	0.00%	40	100.00%	
Jul-15	0	0.00%	40	100.00%	

Percentage of Eligible Children Served



Ohio Department of Development Age and Poverty Level data estimates 652 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 – 56.13%

Program Monitoring

From February 3, 2015 – February 5, 2015, the Administration for Children and Families (ACF) conducted an Environmental Health and Safety Review of the Head Start and Early Head Start program administered by the Community Action Program Corporation of Washington- Morgan Counties, Ohio. The report was received May 6th, 2015.

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

Performance Standard 1304.53(a)(10)(vii)

1304.53 Facilities, materials, and equipment.

(a) Head Start physical environment and facilities.

(10) Grantee and delegate agencies must conduct a safety inspection, at least annually, to ensure that each facility's space, light, ventilation, heat, and other physical arrangements are consistent with the health, safety and developmental needs of children. At a minimum, agencies must ensure that:

(vii) Exits are clearly visible and evacuation routes are clearly marked and posted so that the path to safety outside is unmistakable (see 45 CFR 1304.22 for additional emergency procedures);

*Noncompliance:*The grantee did not ensure that exits were clearly visible so the path to safety was unmistakable. A total of 10 settings was observed, and in 2 settings, exits were not clearly visible. An observation in the Belpre classroom found no Exit sign. An observation in the Learning Center at Ewing School p.m. classroom found no Exit signs for the two doors- the exit to the hallway and a door to a room leading to the door outside- to indicate the direction to safety in the event of an emergency.

Corrective Action:Exit signs have been placed above all exits at both Belpre and the Learning Center at Ewing. Staff has been trained to check exit signs during monitoring visits to ensure exits are always clearly identified.

Performance Standard 1304.53(a)(10)(viii)

1304.53 Facilities, materials, and equipment.

(a) Head Start physical environment and facilities.

(10) Grantee and delegate agencies must conduct a safety inspection, at least annually, to ensure that each facility's space, light, ventilation, heat, and other physical arrangements are consistent with the health, safety and developmental needs of children. At a minimum, agencies must ensure that:

(viii) Indoor and outdoor premises are cleaned daily and kept free of undesirable and hazardous materials and conditions;

Noncompliance: The grantee did not ensure indoor and outdoor premises were cleaned daily and kept free of undesirable and hazardous materials and conditions. A total of 15 settings was observed, and 4 did not provide safe indoor and outdoor learning environments.

Outdoor Environments- Observations at the Jane Edwards Head Start Center at Norwood School and the Belpre Center found rust on fence posts, creating rough, sharp edges and a potential for skin abrasions if touched.

Corrective Action:All fences have been repaired and/or replaced to ensure that no visible rust exists and that there are no sharp edges. Staff has been trained to routinely check fences for signs of rust during monitoring visits to identify potential hazards on fences. Fences will be continually maintained to ensure there is no safety risk.

Toxic Substances- An observation in a space shared by the Learning Center at Ewing School's Head Start program and a non-Head Start program found cleaning chemicals in an unlocked cabinet accessible to children.

Corrective Action: Program staff has been trained to always lock up chemicals. A meeting with the partner indicated a failure in the partner's systems for storing chemicals. The partner has corrected the issue and will provide training at pre-service in August to their staff.

Tripping Hazards- An observation at Chesterhill Center found a potential trip-and-fall hazard. A short step from the lobby entrance into the classroom was able to be missed due to its lack of visibility, and there was no indication of the potential hazard.

Corrective Action: The transition step has been marked with bright colored tape and a sign hung to warn people of the potential tripping hazard.

Performance Standard 1304.22(c)(1)

1304.22 Child health and safety.

(c) Medication administration. Grantee and delegate agencies must establish and maintain written procedures regarding the administration, handling, and storage of medication for every child. Grantee and delegate agencies may modify these procedures as necessary to satisfy State or Tribal laws, but only where such laws are consistent with Federal laws. The procedures must include:

(1) Labeling and storing, under lock and key, and refrigerating, if necessary, all medications, including those required for staff and volunteers;

Noncompliance: The grantee did not ensure written procedures were maintained regarding the administration of medication for every child. A total of eight settings was observed, and at one center, children's medications were expired.

An observation at the Learning Center at Ewing p.m. classroom found expired medications. Albuterol prescribed for one child expired in October 2014, and an EpiPen expired in December 2014.

Corrective Action: On the day of the noncompliance, program staff contacted the parents to obtain current medications for the children in question. Staff members involved were disciplined according to agency personnel policies for failing to follow agency procedures and received further training on procedures for the administration of medication. Furthermore, supervisors now monitor the expiration of medication monthly in addition to program staff.

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	225	78%	66	89%
Children with a chronic health condition needing treatment	3	1%	0	0%
Of the above children, number who received treatment	3	100%	0	0%
Preschool children who completed professional dental exam	189	66%	N/A	
Of the above children, number who needed treatment	63	33%	N/A	
Of the children needing treatment, number who received it	37	59%	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	285	99%	74	100%
Children with a medical home	286	99%	71	96%
Children up to date on immunizations	275	95%	60	81%
Children with a dental home	244	85%	58	78%

Child Disability Services

Performance Indicator	Head Start	Early Head Start
Cumulative Child Enrollment	288	74
Number of children with an IEP/IFPS	48	15
Percentage of enrollment	16.67%	20.3%

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 2014 – 2015 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. 275 of 361 children (76.1%) 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. 243 of 254 children (95.7%) have met this goal.
3. The children will form relationships with consistent caregivers, relate well to others, and form friendships.
 - a. 223 of 240 children (92.9%) 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. 233 of 253 children (92.1%) 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. 226 of 254 children (88.9%) have met this goal.
6. The children will develop thinking skills through exploration and discovery, problem-solving, attention, and persistence.
 - a. 237 of 254 children (93.3%) have met this goal.
7. The children will show eagerness to learn by observing, asking questions, and exploring.
 - a. 235 of 254 children (92.5%) 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.*

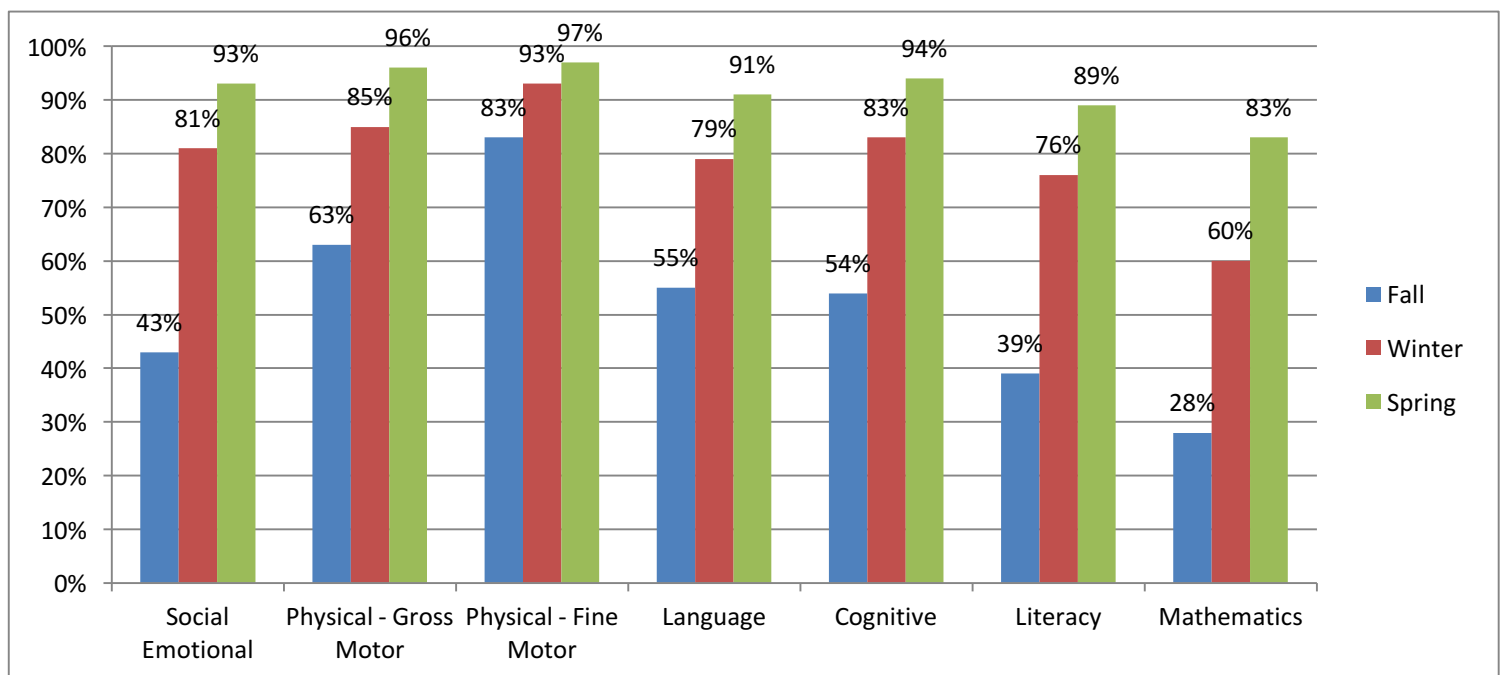
Curriculum

During the 2014 – 2015 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, 2014, child assessments were completed in September 2014, December 2014, and April 2015. 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.

