

Washington Morgan
COMMUNITY ACTION

Head Start & Early Head Start Annual Report 2019 - 2020





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, with an update in September 2019 and again in July 2020, due to the COVID-19 global pandemic. Data from that community assessment informs program planning, design, and management.

Summary of Findings

The COVID-19 pandemic has had a detrimental impact across the nation and within our local communities. The health and economic impact of the pandemic will have a lasting effect in Washington and Morgan Counties. Washington Morgan Counties Community Action strives to ensure that emerging needs for residents of our communities is met through effective programming. Assessment of local data relating to COVID-19 is critical for identifying gaps and potential gaps in services that our community will be facing as a result of the pandemic. Washington Morgan Counties Community Action anticipates the following program needs now and in the near future.

Senior Nutrition: The COVID-19 pandemic has caused a dramatic increase in the number of seniors needing meal assistance. During the month of April 2020, WMCAP provided 2,645 more meals than we did for the prior month. This included an increase in grab and go meals, adding seniors to the home delivered meals routes and picking up seniors from the adult day center. Social distancing implementations have left seniors isolated from family and support systems; increasing the seniors' risk for nutritional deficiency. WMCAP anticipates the need for additional senior meals from the COVID-19 pandemic to continue for the foreseeable future.

Utility Assistance: The need for utility assistance for low income households has always been prevalent in Washington and Morgan Counties. The COVID-19 pandemic has exasperated this need. Mass layoffs have caused the unemployment rates in Washington and Morgan Counties to skyrocket; severely impacting low- and moderate-income families. As families face financial hardships caused by the pandemic the need for utility assistance, especially water services will grow. Proper hygiene is critical in slowing the spread of the COVID-19 virus. Households must be able to maintain water services in order to ensure proper hygienic practices for their household.

Emergency Food Assistance: COVID-19 has created food shortages and an increase of food insecurity across the nation and in our local communities. Food pantries have seen a sharp increase in the number of households requesting assistance. While the food pantries have seen an increase in the need for food they are finding it difficult to procure the needed quantity of food from grocery stores and food banks. Financial hardship for low income and vulnerable populations from the COVID-19 pandemic will have a nutritional impact on households. Washington Morgan Counties Community Action anticipates the need for emergency food assistance to continue to rise for the foreseeable future.

Summer Feeding: The COVID-19 pandemic has highlighted the increasing need for children from low income communities to be provided nutritional food. With the closing of schools in March and the financial hardship from unemployment it is now even more crucial to ensure that summer feeding programs are available. Washington Morgan Counties Community Action has increased the number of feeding sites for 2020 and anticipates the need to continue these sites for the foreseeable future.

Homelessness/Housing: COVID-19 is having an impact on homelessness in Washington and Morgan Counties. The need for Rapid Rehousing and Homeless Prevention services are crucial for slowing the spread of COVID-19 throughout the communities. As the economic impacts from COVID-19 continue to be realized; we anticipate a surge in the need for these services. While there is an eviction moratorium in place, once that is lifted, we expect to see a rise in evictions in Washington and Morgan Counties.

Other Needs: The COVID-19 pandemic has already created a series of hardships for low income households and will continue to for the foreseeable future. Washington Morgan Counties Community Action will continue to monitor the effects of the pandemic on our communities and develop programming to meet the emerging needs.

Child Care: The COVID-19 pandemic has had a lasting impact on early learning programs. Many programs that closed during the pandemic, have yet to reopen or have announced permanent closures due to risks associated with providing childcare and the extra costs associated with childcare during a global pandemic. Before COVID-19, there were an estimated 190 infant/ toddler spaces and 656 preschool spaces in Washington County. These numbers represent a 21% reduction in slots from the previous year. After COVID, estimates indicate that most programs are running at least a 50% reduction in enrollment, which would equate to an additional loss of 95 infant/ toddler slots and an additional 328 preschool slots in Washington County. Morgan County has no infant/ toddler care, and preschool slots are currently down 15% over last year.

Funding and Budgets

Fiscal Year Ended March 31, 2020

Revenues Received	CASH	NON-CASH	
DHHS- Federal Cash	\$ 2,631,154.23		
USDA – Federal Cash	\$ 84,766.91		
Non – Federal Share (In Kind Services)		\$ 712,296.00	
Total Resources	\$ 2,715,921.14	\$ 712,296.00	
	Expenditures		
	Budget	CASH	NON-CASH
Personnel	\$1,667,670	\$ 1,466,956.09	\$ 492,908.83
Fringe Benefits	\$765,541	\$ 603,167.66	\$ 219,387.17
Travel & Staff Training	\$69,267	\$ 47,004.34	\$ -
Equipment	\$59,772	\$ 55,572.07	
Supplies & Classroom Materials	\$119,243	\$ 158,273.14	
Contractual	\$75,292	\$ 80,395.84	
Other	\$160,600	\$ 304,552.00	\$ -
Total	\$2,917,385	\$ 2,715,921.14	\$ 712,296.00

Proposed Budget

Fiscal year April 1, 2020 – March 31, 2021

Budget	CASH
Personnel	\$1,845,716
Fringe Benefits	\$842,293
Travel	\$16,552
Equipment	\$0
Supplies	\$137,120
Contractual	\$113,009
Facilities/Construction	\$0
Other	\$414,724
Total	\$3,369,414

Program Enrollment

August 1, 2019 – July 31, 2020

Total Number of Families Served

Program	Number Served
Head Start	207
Early Head Start	57
Program Wide*	234

Total Number of Participants Served

Program	Funded Enrollment	Number Served
Head Start	205	227
Early Head Start	40	69
Program Wide**	245	287

* 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.

Monthly enrollment by program

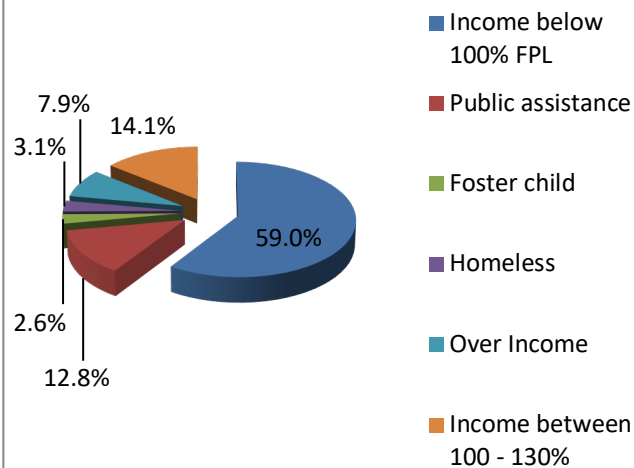
	Head Start		Early Head Start	
	Enrolled	% of Funded Enrollment	Enrolled	% of Funded Enrollment
Aug-19	141*	68.78%	40	100.00%
Sep-19	187*	91.22%	40	100.00%
Oct-19	205	100.00%	40	100.00%
Nov-19	203	99.02%	40	100.00%
Dec-19	205	100.00%	40	100.00%
Jan-20	205	100.00%	40	100.00%
Feb-20	203	99.02%	39	97.5%
Mar-20	202	98.54%	40	100.00%
Apr-20	200	97.56%	39	97.5%
May-20	198	96.58%	39	97.5%
Jun-20	39*	0.00%	34**	85.0%
Jul-20	24*	0.00%	32**	80.0%

* For Head Start, not all sessions were open during this month.

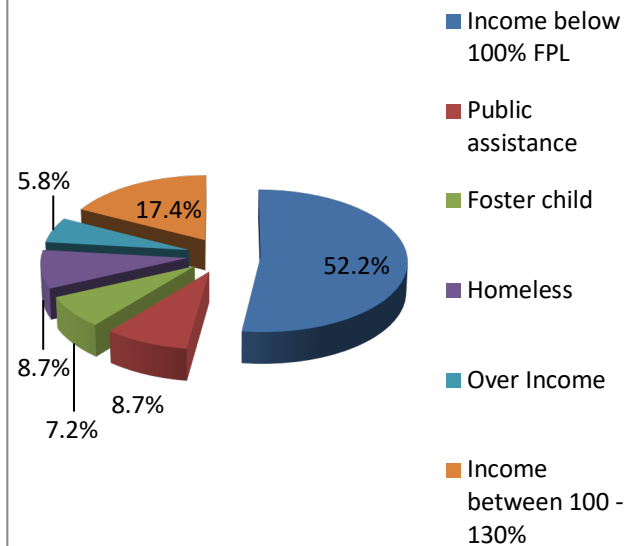
** For Early Head Start, the program is operating under reduced enrollment due to COVID.

Enrollment by Eligibility

Head Start



Early Head Start



Percentage of Eligible Children Served

U.S. Census Bureau estimates for 2019 estimate 476 children, ages 0-4, living in poverty in Washington County, and 128 children, ages 0-4, living in poverty in Morgan County.

Estimated % of eligible children served - 49%

Program Monitoring

Office of Head Start Reviews

The Office of Head Start conducted a Focus Area One monitoring review during the week of March 23, 2020. The results of the Focus Area One monitoring review showed no Opportunity for Continuous Improvement (OCI), Areas of Concern (AOC), Areas of Noncompliance (ANC), or Deficiencies.

Annual Audit

The 2019 Annual Audit was accepted by the Board of Directors on October 15, 2019. 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	213	93.8%	45	67.2%
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	123	54.2%	N/A	
Of the above children, number who needed treatment	20	16.3%	N/A	
Of the children needing treatment, number who received it	3	15%	N/A	

PIR Performance Indicator Head Start	Number at End of Year Head Start	HS %	Number at End of Year Early Head Start	EHS %
Children with health insurance	206	90.7%	63	94.0%
Children with a medical home	207	91.2%	63	94.0%
Children with up-to date	139	61.2%	30	44.8%

immunizations, all possible
immunizations to date, or exempt

Children with a dental home 158 56.4% 12 17.9%

Child Disability Services

Performance Indicator	Head Start	Early Head Start
Cumulative Child Enrollment	227	67
Number of children with an IEP/IFPS	55	12
Percentage of enrollment	24.2%	17.9%

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 2019 – 2020 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. 258 of 294 children (87.8%) 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. 236 of 241 children (97.9%) have met this goal.
3. The children will form relationships with consistent caregivers, relate well to others, and form friendships.
 - a. 225 of 241 children (93.4%) 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. 212 of 241 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. 200 of 241 children (83.0%) have met this goal.
6. The children will develop thinking skills through exploration and discovery, problem-solving, attention, and persistence.
 - a. 196 of 241 children (81.3%) have met this goal.
7. The children will show eagerness to learn by observing, asking questions, and exploring.

- a. 196 of 241 children (81.3%) 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

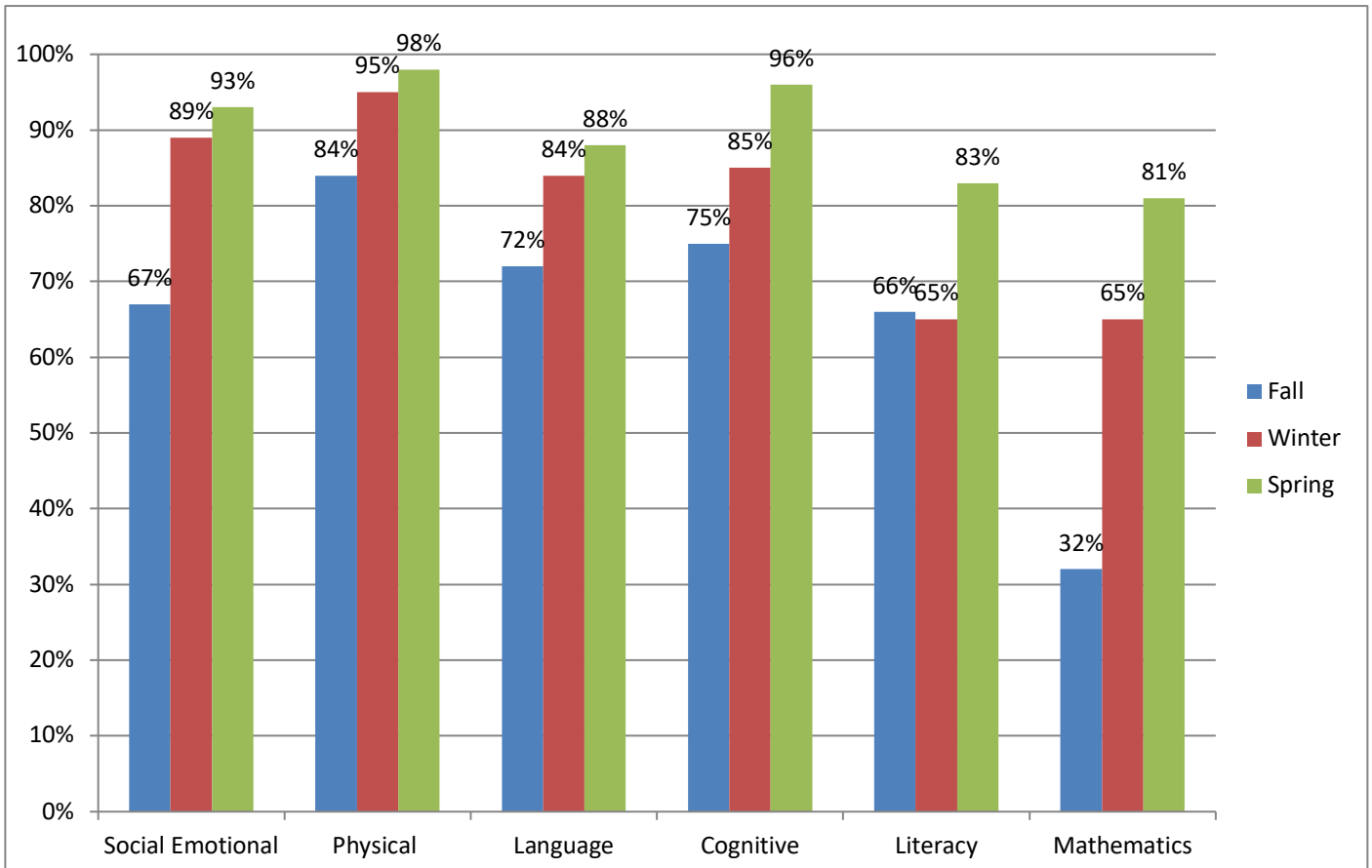
During the 2019 – 2020 Program Year, this grantee used The Creative Curriculum. This curriculum establishes a framework of child development knowledge, combined with best practices, teacher involvement and family participation to provide high quality early childhood experiences to foster school readiness. 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.

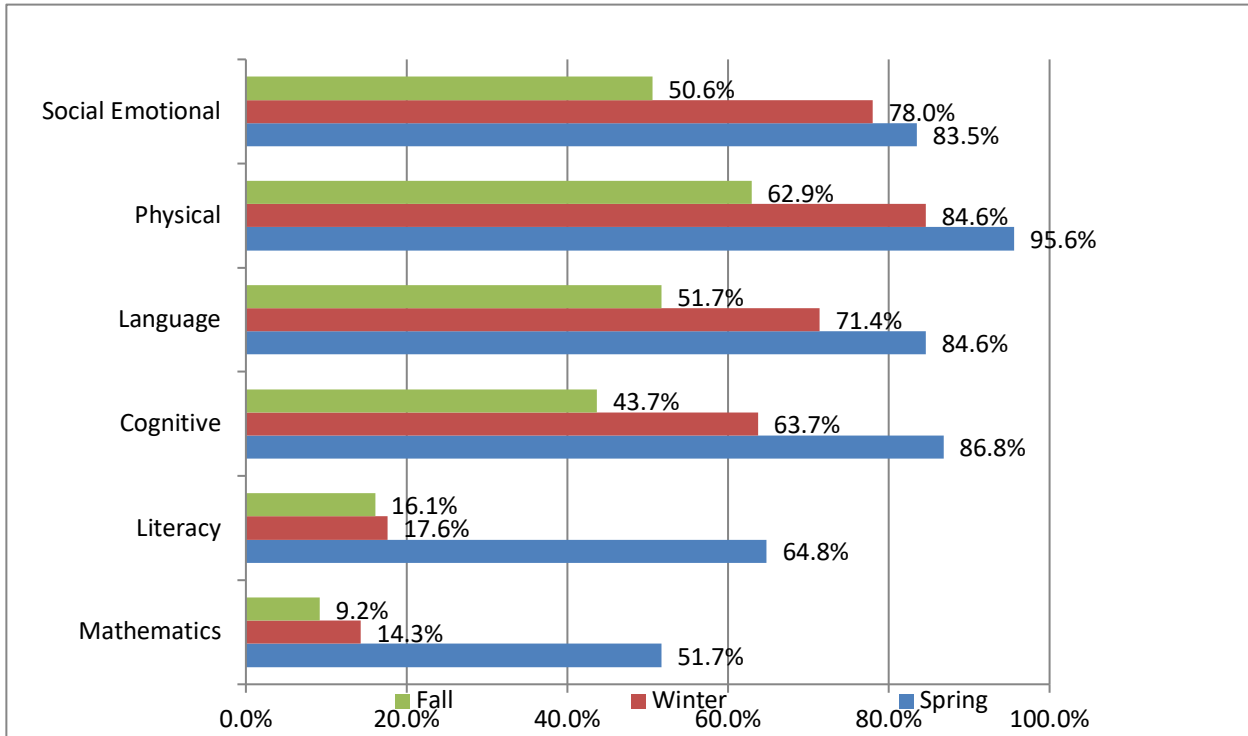
Child Outcomes Progress

For the Program Year beginning August 1, 2019, child assessments were completed in September 2019, January 2020, and April 2020. It is important to note that assessments were completed in April 2020, even though the program was not operating in-person classes due to COVID. 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.



While child outcomes data does show rather significant growth in the children from August – March, it must be stated that program children experiences significant learning loss from missing the final 2-3 months of instruction due to COVID.