

Washington Morgan
COMMUNITY ACTION

Head Start & Early Head Start Annual Report 2020 - 2021

Washington Morgan Community Action Head Start & Early Head Start



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, 2021

Revenues Received	CASH	NON-CASH
DHHS- Federal Cash	\$2,953,026	
USDA – Federal Cash	28,410	
Non – Federal Share (In Kind Services)		\$227,110
Total Resources	\$2,981,436	227,110

Expenditures

	CASH	NON-CASH
Personnel	\$1,618,203	\$157,170
Fringe Benefits	677,502	69,940
Travel & Staff Training	26,567	
Equipment	43,116	
Supplies & Classroom Materials	238,186	
Contractual	70,781	
Other	307,081	
Total		

Proposed Budget

Fiscal year April 1, 2021 – March 31, 2022

Cash Budget 21-22	CASH
Personnel	\$1,903,013
Fringe Benefits	1,047,438
Travel	8,131
Equipment	0
Supplies	64,445
Contractual	83,300
Other	246,667
Total	\$3,352,994

Program Enrollment

August 1, 2020 – July 31, 2021

Total Number of Families Served

Program	Number Served
Head Start	119
Early Head Start	44
Program Wide*	138

Total Number of Participants Served

Program	Funded Enrollment	Number Served
Head Start	205	157
Early Head Start	40	50
Program Wide**	245	201

* 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.

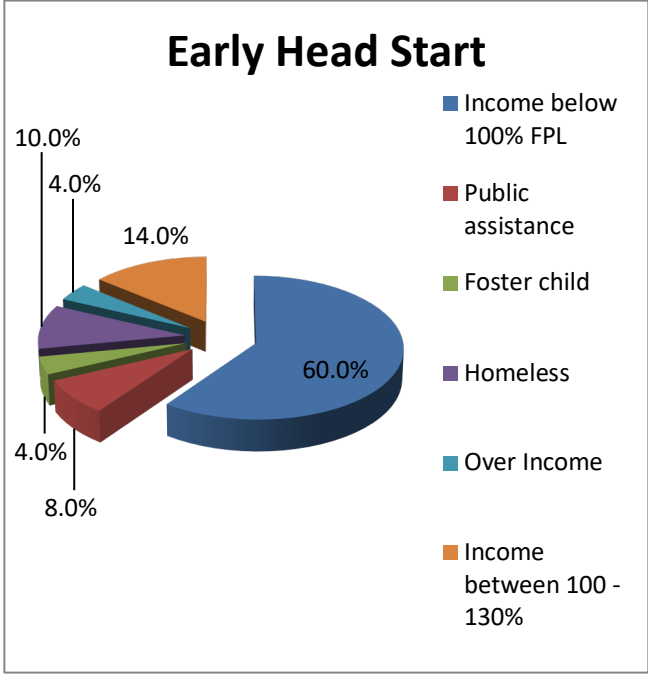
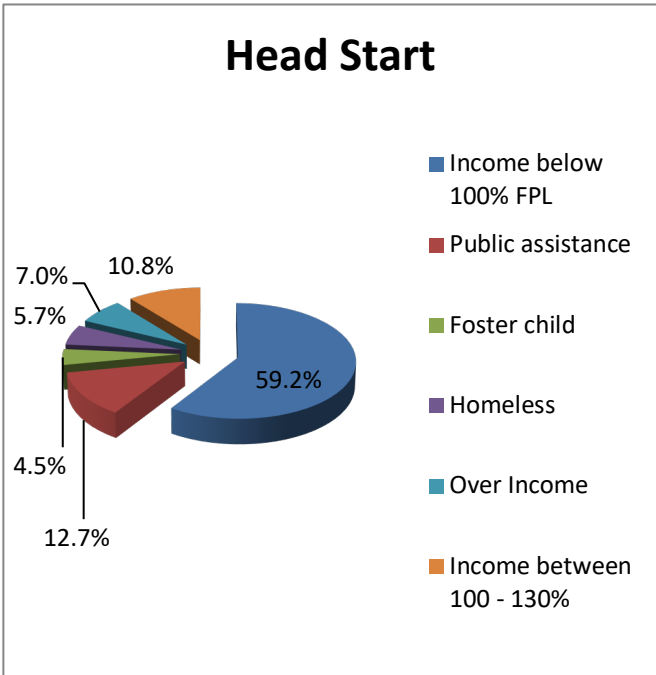
Monthly enrollment by program

	Head Start		Early Head Start	
	Enrolled	% of Funded Enrollment	Enrolled	% of Funded Enrollment
Aug-20	60*	29.27%	32	80.00%
Sep-20	100	48.78%	28	70.00%
Oct-20	123	60.00%	25	62.50%
Nov-20	123	60.00%	25	62.50%
Dec-21	121	59.02%	23	57.50%
Jan-21	123	60.00%	24	60.00%
Feb-21	124	60.49%	25	62.50%
Mar-21	126	61.46%	20	50.00%
Apr-21	130	63.41%	22	55.00%
May-21	129	62.92%	22	55.00%
Jun-21	34	16.59%	23	57.50%
Jul-21	34	16.59%	22	50.00%

Both programs operated under reduced enrollment due to COVID. Head Start also provided a small summer program in June and July 2021.

* Not all Head Start classes were operational

Enrollment by Eligibility



Percentage of Eligible Children Served

Program estimates 570 children, ages 0-4, living in poverty in Washington County, and 195 children, ages 0-4, living in poverty in Morgan County.

Estimated % of eligible children served - 26%

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 2020 Annual Audit was accepted by the Board of Directors on October 20, 2020. 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	146	93.0%	35	74.5%
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	74	47%	N/A	
Of the above children, number who needed treatment	8	11%	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	154	98.1%	46	97.9%
Children with a medical home	154	98.1%	44	93.6%
Children with up-to date immunizations, all possible immunizations to date, or exempt	173	46.5%	20	42.6%
Children with a dental home	120	76.4%	4	8.5%

Child Disability Services

Performance Indicator	Head Start	Early Head Start
Cumulative Child Enrollment	157	47
Number of children with an IEP/IFPS	35	9
Percentage of enrollment	22.3%	19.1%

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 2020 – 2021 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. 181 of 207 children (87.44%) 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. 132 of 137 children (96.35%) have met this goal.
3. The children will form relationships with consistent caregivers, relate well to others, and form friendships.
 - a. 125 of 135 children (92.59%) 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. 123 of 142 children (86.62%) 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. 121 of 135 children (89.63%) have met this goal.
6. The children will develop thinking skills through exploration and discovery, problem-solving, attention, and persistence.
 - a. 125 of 136 children (91.91%) have met this goal.
7. The children will show eagerness to learn by observing, asking questions, and exploring.
 - a. 116 of 138 children (84.06%) 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.*

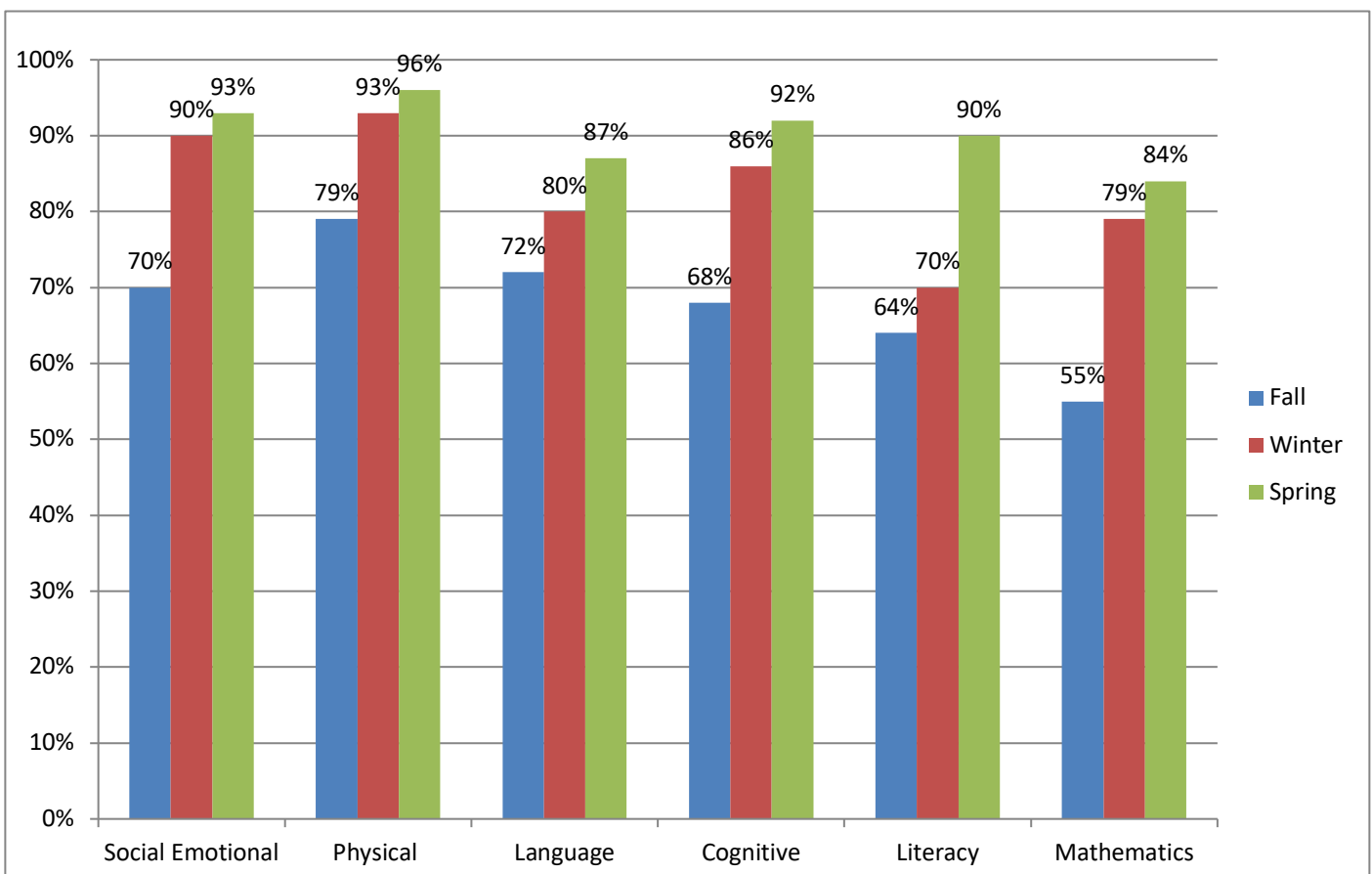
Curriculum

During the 2020 – 2021 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.

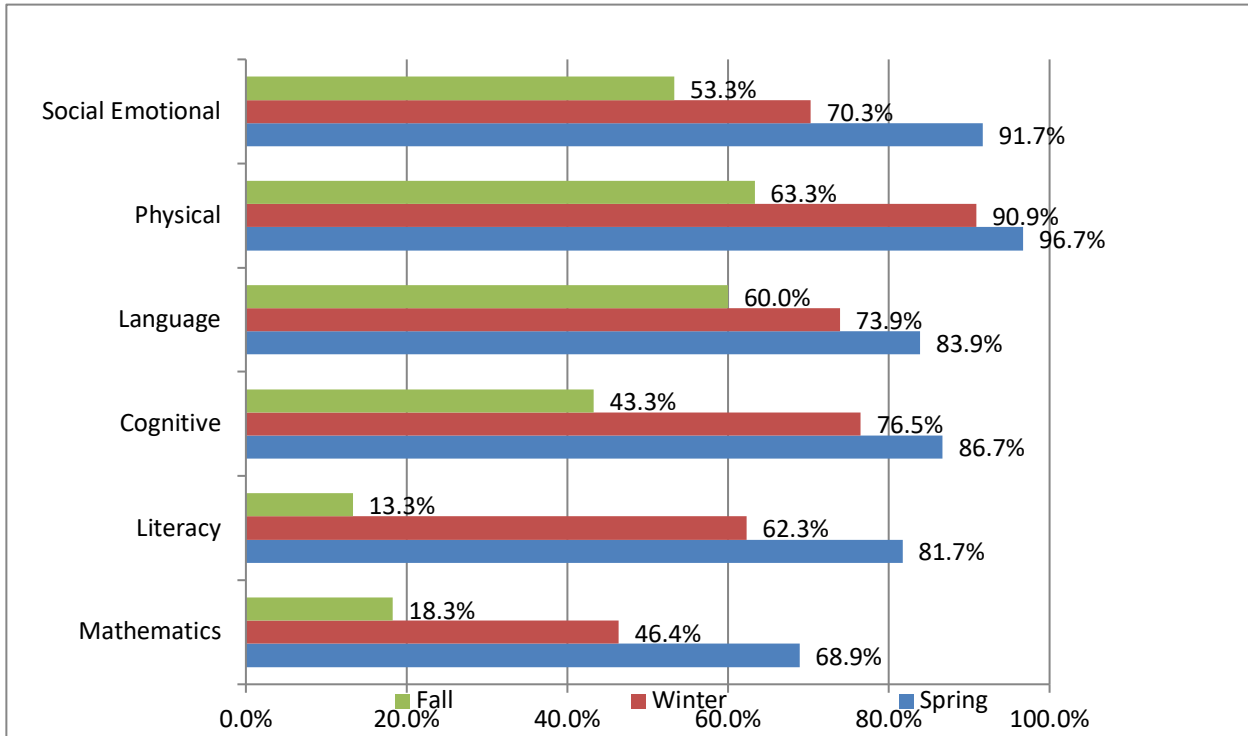
Some of the strategies used by our program include: set a caring consistent environment that promotes positive behaviors; set a caring consistent environment that enhances child's understanding of self as an individual and as a member of a group; a positive social/emotional climate will be provided to 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, 2020, child assessments were completed in September 2020, January 2021, and April 2021. 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.