



Washington Morgan Community
Action
Head Start &
Early Head Start
Annual Report
2023 - 2024



Washington Morgan Community Action Head Start and Early Head Start Annual Report Cover Letter



Dear Community,

In accordance with Section 644(a)(2) of the Head Start Act, we are thrilled to present and share our annual public report for the Head Start / Early Head Start 2023-2024 school year showcasing our progress and commitment to our children, parents, and community.

Throughout the past year, we have made significant accomplishments. These efforts have been made possible by the dedication of our staff, the support of our partners, and the trust placed in us by our community.

The Annual Report is made available to the public in the following formats:

- Website access: The full report is available for viewing on our WMCAP website, <http://www.wmcap.org/reports.html>
- Community Partners: A copy of the annual report is distributed by email to community partners.
- Request by phone: A printed copy may be requested by phone by contacting our main office at (740) 373-3745.
- Request by mail: A printed copy may be requested by mail at:
WMCAP Head Start
218 Putnam Street
Marietta, Ohio 45750

We are excited about the possibilities that lie ahead. We invite you to join us on this journey as we continue to work towards our mission and vision. We welcome your feedback and thank you for your continued support and engagement. Together, we can make a meaningful difference in our community.

Sincerely,

Rachel E. Shipley

Rachel E. Shipley
Director of Head Start and Early head Start
Washington Morgan Community Action

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, 2024

Revenues Received	CASH	NON-CASH	
DHHS- Federal Cash	\$3,260,639.72	\$0	
USDA – Federal Cash	\$90,622.57	\$0	
Non – Federal Share (In Kind Services)	<u>\$0</u>	<u>\$605,705.88</u>	
Total Resources	\$3,351,262.29	\$605,705.88	
	Expenditures		
	Budget	CASH	NON-CASH
Personnel	\$2,368,607.00	\$1,763,854.73	\$384,362.19
Fringe Benefits	\$957,001.00	\$843,852.89	\$171,041.17
Travel & Staff Training	\$72,897.00	\$91,790.83	\$50,302.52
Equipment	\$20,000.00	\$0	\$0
Supplies & Classroom Materials	\$67,444.00	\$196,589.71	\$0
Contractual	\$81,501.00	\$106,841.46	\$0
Other	<u>\$202,713.00</u>	<u>\$348,332.67</u>	<u>\$0</u>
Total	\$3,770,163.00	\$3,351,262.29	\$605,705.88

Proposed Budget

Fiscal year April 1, 2024 – March 31, 2025

Budget	CASH
Personnel	\$2,054,888.00
Fringe Benefits	\$775,094.00
Travel	\$89,506.00
Equipment	\$48,000.00
Supplies	\$122,107.00
Contractual	\$105,347.00
Facilities/Construction	\$100,000.00
Other	<u>\$253,513.00</u>
Total	\$3,548,455.00

Program Enrollment

August 1, 2023 – July 31, 2024

Total Number of Families Served

Program	Number Served
Head Start	165
Early Head Start	35
Program Wide*	173

Total Number of Participants Served

Program	Funded Enrollment	Number Served
Head Start	161	179
Early Head Start	28	41
Program Wide**	189	195

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

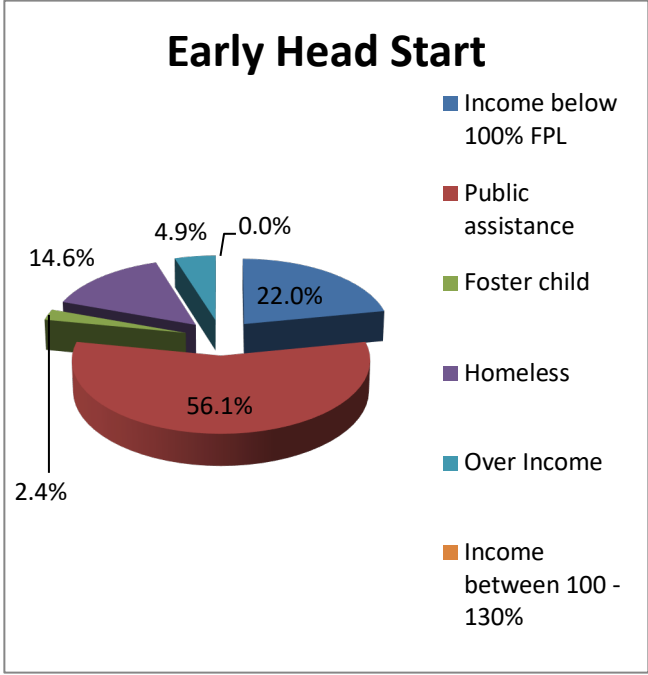
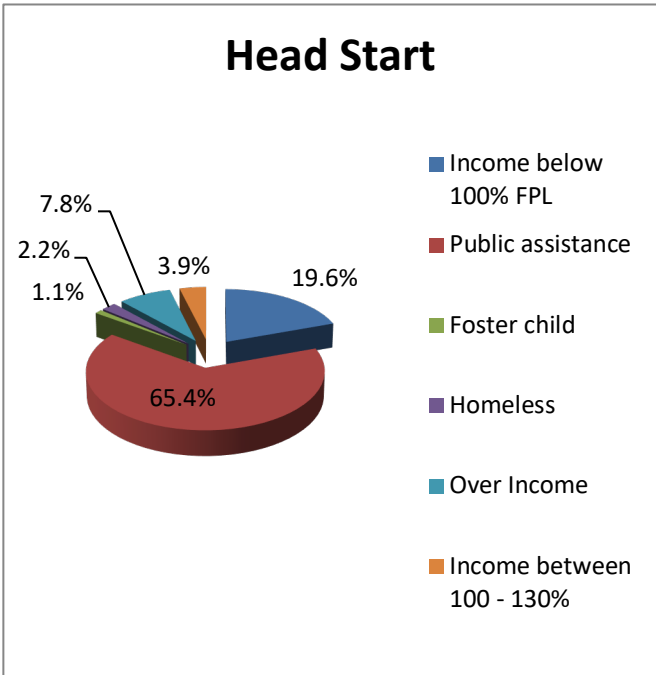
**Number of children program wide does not equal the individual program enrollment because some children were served by both programs.

Monthly enrollment by program

	Head Start		Early Head Start	
	Enrolled	% of Funded Enrollment	Enrolled	% of Funded Enrollment
Aug-23	101	62.73%	21	75.00%
Sep-23	139	86.34%	21	75.00%
Oct-23	148	91.93%	20	71.43%
Nov-23	148	91.93%	20	71.43%
Dec-23	149	92.55%	20	71.43%
Jan-24	156	96.89%	18	64.29%
Feb-24	158	98.14%	18	64.29%
Mar-24	161	100%	19	67.86%
Apr-24	158	98.14%	21	75.00%
May-24	157	97.52%	25	89.29%
Jun-24*	9	75.00%	25	89.29%
Jul-24*	10	83.33%	24	85.71%

* Head Start center-based programming was closed for June and July. Only Home Base option was open during the summer months. Percentage reported reflects open options only.

Enrollment by Eligibility



Percentage of Eligible Children Served

Program estimates 716 children, ages 0-4, living in poverty in Washington County, and 154 children, ages 0-4, living in poverty in Morgan County.

Estimated % of eligible children served – 22.41%

Program Monitoring

Office of Head Start Reviews

The Office of Head Start conducted a RAN review in April 2024 following a self-reported incident. The RAN review resulted in a Deficiency. Program staff completed a Corrective Action Plan and implemented corrective action after receiving an extension to complete staff training components at pre-service training in August 2024. The program was notified on September 30, 2024 that the Deficiency has been corrected.

Annual Audit

The 2023 Annual Audit was accepted by the Board of Directors on December 19, 2023. 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	175	98%	4	11%
Number of children diagnosed with any chronic condition by a health care professional, regardless of when the condition was first diagnosed	11	6%	1	3%
Of these, the number who received medical treatment for their diagnosed chronic health condition	8	73%	1	100%
Preschool children who completed professional dental exam	63	35%	N/A	
Of the above children, number who needed treatment	7	11%	N/A	
Of the children needing treatment, number who received it	2	29%	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	176	98%	38	100%
Children with a medical home	173	97%	34	89%
Children with up-to date immunizations, all possible immunizations to date, or exempt	155	87%	25	66%
Children with a dental home	135	75%	15	39%

Child Disability Services

Performance Indicator	Head Start	Early Head Start
Cumulative Child Enrollment	179	38
Number of children with an IEP/IFPS	45	5
Percentage of enrollment	25.1%	13.2%

Parent Involvement Activities

Following the COVID pandemic, the program tried various ways to re-engage families. The program offered opportunities for families to engage in the program. 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 2023 – 2024 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. 179 of 217 children (82.49%) 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. 158 of 172 children (91.86%) have met this goal.
3. The children will form relationships with consistent caregivers, relate well to others, and form friendships.
 - a. 142 of 172 children (92.56%) 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. 144 of 172 children (83.72%) 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. 138 of 172 children (80.23%) have met this goal.
6. The children will develop thinking skills through exploration and discovery, problem-solving, attention, and persistence.
 - a. 146 of 172 children (84.88%) have met this goal.

7. The children will show eagerness to learn by observing, asking questions, and exploring.
 - a. 140 of 172 children (81.39%) have met this goal.

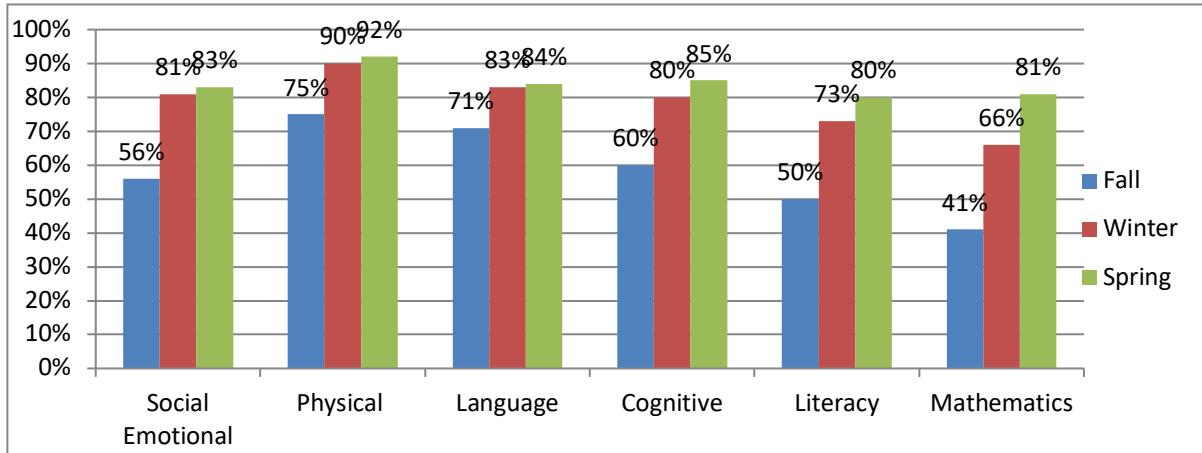
Curriculum

During the 2023 – 2024 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, 2023, child assessments were completed in September 2023, January 2024, and April 2024. 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.

