

# 2016 Hocking Athens Perry Community Action Head Start Annual Report to the Public

Hocking Athens Perry Community Action Head start operates 6 Head Start centers in three counties and provides Early Head Start services from 5 sites in three counties.

In 2016 the Head Start program received funding from the following sources

- \$4,020,196 in Federal funding
- \$147,056 in USDA funding
- \$1,005,045 in in-kind donations of goods or services

These funds are used to pay for salaries, fringe and indirect for staff, rent, utilities, maintenance and supplies for centers, support costs for staff, food and transportation costs for services to children, training costs for staff and support costs for families. Proposed federal funding for 2017 is estimated at \$4,080,000 with an additional \$1,020,000 estimated as in-kind match requirement. USDA funding for 2017 is estimated at \$134,000.

Community Action Head Start was funded to serve 389 Head Start children in January and 379 from February thru December. The program transferred Head Start slots to Early Head Start in January. The program was also funded to serve 98 Early Head Start children and pregnant women. The program provided services to a total of 815 children or pregnant women during the school year 6/1/2015-5/31/2016. This number includes children who dropped from the program at any time during the year. Those served were broken out by the following age categories.

## Total enrollment 2015-2016

### Enrollment by age

Pregnant Women	20
less than 1 year old	55
1 year old	58
2 years old	47
3 years old	289
4 years old	202
5 or older	6
TOTAL SERVED	657

	Early Head Start Actual Enrollment at end of month as reported to Federal Monitors	Percentage of Funded Enrollment
January 2016 *	98	100.00%
February 2016	106	100.00%
March 2016	106	100.00%
April 2016	106	100.00%
May 2016	106	100.00%
June 2016	106	100.00%
July 2016	106	100.00%
August 2016	106	100.00%
September 2016	106	100.00%
October 2016	106	100.00%
November 2016	106	100.00%
December 2016	106	100.00%

	Head Start Actual Enrollment at end of month as reported to Federal Monitors	Percentage of Funded Enrollment
January 2016 *	389	100.00%
February 2016	379	100.00%
March 2016	379	100.00%
April 2016	379	100.00%
May 2016	379	100.00%
June 2016	0	0
July 2016	0	0
August 2016	0	0
September 2016	379	100.00%
October 2016	379	100.00%
November 2016	379	100.00%
December 2016	379	100.00%

\* The program transferred HS slots to EHS January-February 2016

An important part of the service provided to our families is the medical and dental screening. All children follow the EPSDT guidelines for medical screenings. In addition all Head Start children receive an annual dental screening. In both cases referrals for conditions needing treatment are made and follow up is provided as necessary. 100% of Head Start children enrolled in the program for more than 45 days received a medical exam during enrollment and were up to date on the EPSDT schedule of well child cares. 47% of children entered the program up to date for required medical screenings. Overall 93% of all children enrolled in the program for one day or more were up to date for medical screenings. 96% of Head Start children enrolled more than 45 days received a dental screening during the 2015-6 year. Children who were not up to date or did not receive the screenings typically left the program after a very short time.

Approximately 73% of Early Head Start children enrolled more than 45 days were up to date on the EPSDT schedule of preventative health care. 63% of Early Head Start children enrolled one day or more were up to date on their EPSDT screenings at the end of the reporting period. This number is lower than we would like due to the large number of required screenings and the number of children who enter the program already behind in required screenings. These children will likely be unable to catch up on their screenings during the year because of the mandatory time periods between screenings. 76% of Early Head Start children enrolled more than 45 days were up to date on the schedule of age appropriate preventive and primary oral health care. 65% enrolled for at least one day received their dental screening. 100% of pregnant women received a medical screening and 20% received a dental screening. Though improved from last year, we continue to work to improve the number of pregnant women who receive dental screenings.

The Early Head Start and Head Start program also work to identify children who may be in need of specialized developmental services. We work closely with local Help Me Grow Programs and local School Districts to provide the best possible service to children in need of support. The program provided services to 65 children during the 2015-16 year who were either on an IFSP or IEP.

The program overall had good enrollment but continue to experience sporadic difficulties in finding children to fill available openings. Based on census data the program served approximately 15% of all children ages 0-5 in our three counties and 40% of all income eligible children ages 0-5. Details regarding enrollment for each month were highlighted above. We provided no Head Start services in June, July or August. Early Head Start provides services year round.

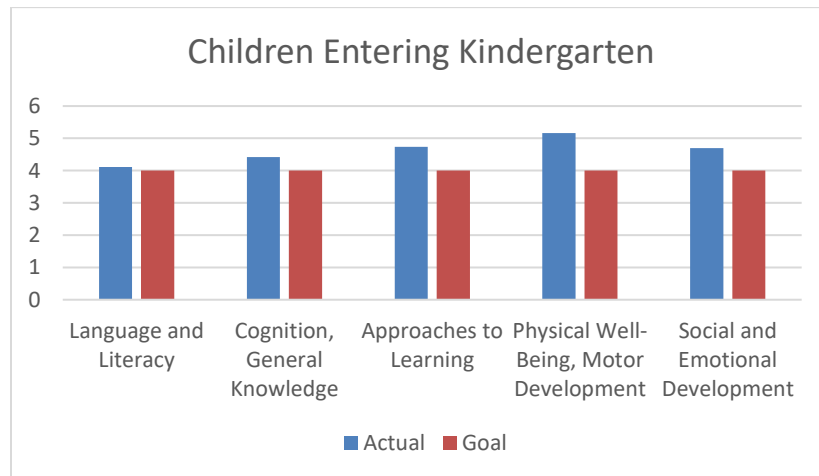
The program uses a curriculum that is fully aligned with State and Federal preschool standards and works closely with local school districts to ensure a smooth transition to the public school setting. A good predictor of future school success is to provide a learning environment that maximizes opportunities for language and concept development.

## School Readiness and Child Outcomes 2016

Child outcomes are measured using the COR Advantage. The COR Advantage is a child assessment system that is aligned to our curriculum (HighScope), Ohio Early Learning Standards and the Head Start Early Learning Framework. Children are assessed in the five Head Start domains to which our school readiness goals are aligned. These domains are

- Physical Development and Health
- Social Emotional Development
- Approaches to Learning
- Language and Literacy
- Cognition and General Knowledge (includes math, science and social studies)

The assessment is on a 1 to 7 scale and assesses children 6 weeks old through kindergarten. Our goal is that children entering kindergarten achieve an average of level 4 in all domains, that returning Head Start children achieve an average of level 3 and that Early Head Start children make progress. As illustrated below, our average scores for kindergarten bound children exceeded our goal. The highest scores were achieved in Physical Well-Being and Motor Development.



Since our lowest area was Language and Literacy and scores were barely above goal, we looked more closely at individual items. It was noted that phonological awareness scores were the lowest (3.53). It should additionally be noted, that this item has consistently been lowest for the past 3 years. Additionally, scores in phonological awareness were low for children returning to Head Start and for toddlers and infants as well. In all age groups, phonological awareness was the lowest.

We looked at this data in many ways. We compared scores for males vs. females and found very little variation. Males entered the year slightly lower than females but showed a slightly higher gain. Both males and females finished the year on the same level.

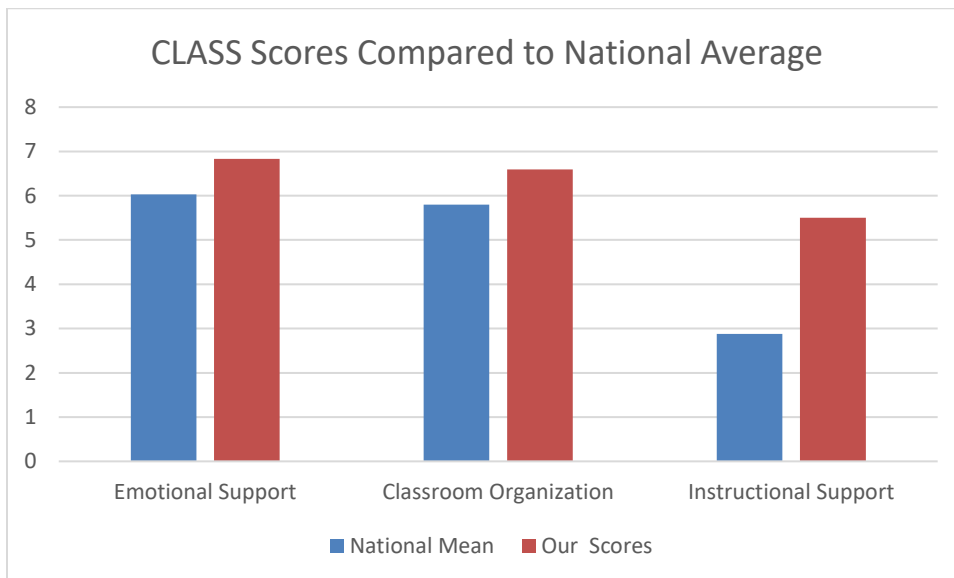
We also looked at teachers to determine if variables in education, longevity or program options were factors. We found no data to support any of these variables. For example, the two

classrooms with the highest scores in phonological awareness were those whose teacher was a long term employee in one classroom and a brand new teacher in the other. Child attendance was analyzed to determine if it factored in to child outcomes. No trends were found.

Consequently, it is our goal to provide intensive intervention in our classroom practices to raise this item score. We will provide training on developmentally appropriate activities, raise expectations for lesson plans and implement more consistent monitoring. We expect to see a 10% increase in phonological awareness scores for children entering kindergarten.

### **Teacher-Child Interactions**

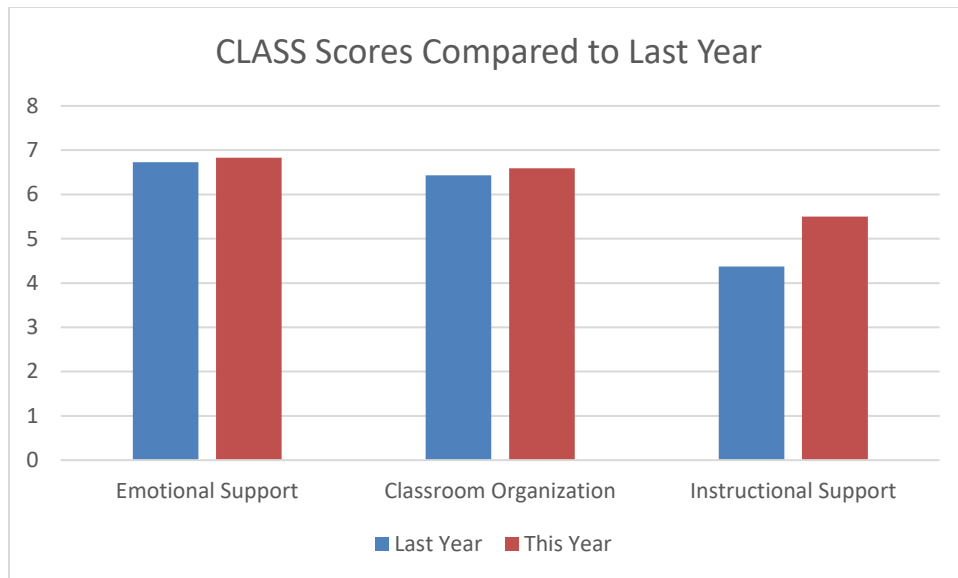
The CLASS (Classroom Assessment Scoring System) was administered in all classrooms. Our scores in the domains of Emotional Support (6.83), Classroom Organization (6.59) and Instructional Support (5.5) were above national averages as seen below. Our goal is to attain and maintain a score of 6 or 7 in all areas.



Our scores in Emotional Support and Classroom Organization have met our goal of 6 or 7. Our scores in Instructional Support are still below our goal but are approaching our goal of 6 or 7. During the 2016-2017 program year we will

- Conduct observations in all classrooms during the months of September and October.
- Provide monthly, individualized on-going technical assistance to classrooms to raise and/or maintain scores at or to the goal level.
- Provide training and mentoring to new teachers.
- Provide training and on-going monitoring and mentoring to teachers in regard to fidelity of HighScope curriculum implementation which includes adult-child interactions, plan-do-review and activities that support concept development.

As a result, our goal is to raise scores in instructional support by 10% yearly until a score of 6 or 7 is attained in all classrooms.



### **Curriculum Fidelity**

This year we determined to what extent we are implementing the HighScope curriculum with fidelity. While conducting CLASS observations, it became clear to observers that if certain areas of the curriculum were implemented with greater fidelity, then CLASS scores would be positively affected.

The central principles of the HighScope program are

- Active Learning
- Adult-Child Interaction
- Learning Environment
- Daily Routine
- Assessment

As a result, we learned that classrooms implement HighScope with fidelity but some areas need strengthened. In all classrooms, we discovered that the plan-do-review process needed strengthened. Children were asked questions such as, “Where do you want to play?” but they were not encouraged to make specific plans with detail and thought. Additionally, 75% of small group plans did not focus on children being encouraged to use materials in their own way. Plans included stories, games, and ‘crafts,’ many of which were interesting for children but did not meet the HighScope definition of small groups that allow children to actively engage with materials and ideas in a variety of ways.

We plan to implement a curriculum fidelity monitoring tool following training. We will be sending staff to the HighScope foundation for training in August and doing follow-up training with all staff. We hope to see the plan-do-review process implemented with consistency, small groups focusing more on child interest with increased adult-child interaction that enables children to express thoughts and feelings freely and confidently.

Based on the above, our determined strengths include the following:

- Children are entering kindergarten ready to learn, particularly in the area of physical well-being and motor development and in social-emotional development.
- Teacher-child interactions are above national means. CLASS scores in emotional support and classroom organization have reached our goals.
- The curriculum is implemented with fidelity.

We plan to meet the following challenges and implement the indicated plans to reach our program goals:

Challenge: Increase scores in phonological awareness through intensive intervention in our classroom practices. We will provide training on developmentally appropriate activities, raise expectations for lesson plans and implement more consistent monitoring. We expect to see a 10% increase in phonological awareness scores for children entering kindergarten. (Program Goal 6)

Challenge: Continue to raise CLASS scores until a 6 or 7 is attained in all areas by conducting observations in all classrooms during the months of September and October. We will then provide monthly, individualized on-going technical assistance to classrooms. We also will continue to provide training and mentoring to new teachers. Implementation of curriculum fidelity plans (see below) will increase CLASS scores. (Program Goal 6)

Challenge: Implement the HighScope curriculum with increased fidelity by training teachers and providing on-going monitoring and mentoring. By using a curriculum checklist, we will strive to see an increase of checklist scores from fall to spring of at least 20%. (Program Goal 6)

Parent involvement is a key component of the program. Parents of currently enrolled children comprise over 80% of the Parent Policy Council. The Parent Policy Council must review and approve the hiring of all program staff; they conduct an annual self-assessment of the program, participate in budget development and program goals. They approve all grant applications and provide oversight and guidance to the program. The opportunity to participate in program governance through Parent Policy Council provides experience that translates into the work place and through volunteer efforts in other community organizations.

The agency strives to involve all parents in the Head Start learning process. Activities at the centers are developmentally appropriate and individualized for optimal educational benefit. All enrolled families receive regular visits from staff to help establish family goals and keep families apprised of their child's progress. All Head Start Centers offer many opportunities for parent involvement including parent meetings and trainings and family fun events. Parents are always encouraged to volunteer in the centers and be a full partner in their child's education. The program uses a curriculum that is fully aligned with State preschool educational standards and works closely with local school districts to ensure a smooth transition to the public school setting.

The agency audit revealed no major issues... A full copy of the latest financial audit and all program reports and further information are available at the agency main office in Glouster, Ohio. Please contact the Director of Child Development Programs at 740-767-4500 for further information.