

# 2019 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 2019 the Head Start program received funding from the following sources

- \$4,438,887 in federal funding
- \$45,265 in USDA funding
- \$1,590,724 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 2020 is estimated at \$4,989,426 with an additional \$1,247,357 estimated as in-kind match requirement. USDA funding for 2020 is estimated at \$150,000.

In January 2019, Community Action Head Start was funded to serve 379 Head Start children and 106 Early Head Start children and pregnant women. Enrollment at less than 100% and the desire for more full day services led the program to request a slot reduction to serve 260 Head Start children starting in August of 2019. Early Head Start slots remained the same at 106 for a total funded enrollment of 366. These changes allowed us to attain full enrollment and maintain it throughout the 2019-20 school year. The program provided services to a total of 522 children or pregnant women during the school year 6/1/2019-5/31/2020. 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.

Actual

Enrollment by age

Pregnant Women	17
less than 1 year old	49
1 year old	62
2 years old	65
3 years old	200
4 years old	128
5 or older	1

TOTAL SERVED 522

Early Head Start

	Actual enrollment at end of month as reported to Federal Monitors	Percentage of Funded Enrollment
January 2019	106	100.00%
February 2019	106	100.00%
March 2019	106	100.00%
April 2019	106	100.00%
May 2019	106	100.00%
June 2019	106	100.00%
July 2019	106	100.00%
August 2019	106	100.00%
September 2019	106	100.00%
October 2019	106	100.00%
November 2019	106	100.00%
December 2019	106	100.00%

Head Start

	Actual enrollment at end of month as reported to Federal Monitors	Percentage of Funded Enrollment based on 379 children	Percentage of actual Enrollment based on 285/260 slots
January 2019	288	75.99%	101.05%
February 2019	291	76.78%	102.11%
March 2019	283	74.67%	99.30%
April 2019	281	74.14%	98.60%
May 2019	272	71.77%	95.44%
June 2019	0	0	
July 2019	0	0	
August 2019*	260		100.00%
September 2019*	260		100.00%
October 2019*	260		100.00%
November 2019*	260		100.00%
December 2019*	260		100.00%

\*Enrollment reduction approved to 260 slots.

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. During the 2018-19 school year 36% of Head Start children entered the program up to date for required medical screenings. 97% 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 care as they left the program. Overall 87% of all children enrolled in the program during the 2018-19 school year for one day or more were up to date for medical screenings. 90% of Head Start children enrolled more than 45 days received a dental screening during the year. Children who were not up to date or did not receive the screenings typically left the program after a very short time. Overall 81% of children enrolled in the program for one day or more received a dental screening.

22% of Early Head Start children entered the program up to date for required medical screenings. 75% of these children enrolled more than 45 days were up to date on the EPSDT schedule of preventative health care. 65% of all Early Head Start children enrolled one day or more were up to date on their EPSDT screenings at the end of the reporting period. 56% 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. 48% enrolled for at least one day received their dental screening. 100% of pregnant women received a medical screening and 12% received a dental screening. Access to dentists willing to take a medical card remains the biggest barrier to pregnant women receiving services.

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 47 children during the 2018-19 year who were either on an IFSP or IEP. This number fell just below our target of 10% of our total funded children, (485). We were able to meet this goal during the 2019-20 school year serving 40 children with either an IFSP or IEP, exceeding our current requirement of providing services to at least 36 children.

The Early Head Start program had excellent enrollment during 2019 keeping all slots full all year, but the Head Start program struggled with enrollment early in 2019. Changes to our structure allowed the program to get fully enrolled in the fall. The program served approximately 36% of eligible children aged four, 45% of eligible children aged three and 9% of eligible infants and toddlers. Details regarding enrollment for each month were highlighted above. We provided no Head Start services in June or July. 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 2019**

Child outcomes are measured using the COR Advantage, a child assessment system that is aligned to our curriculum (HighScope), Ohio Early Learning Standards and the Head Start Early Learning Outcomes Framework: Birth to Five. We assess children in the five Head Start essential domains. The domains align to our school readiness goals and are as follows:

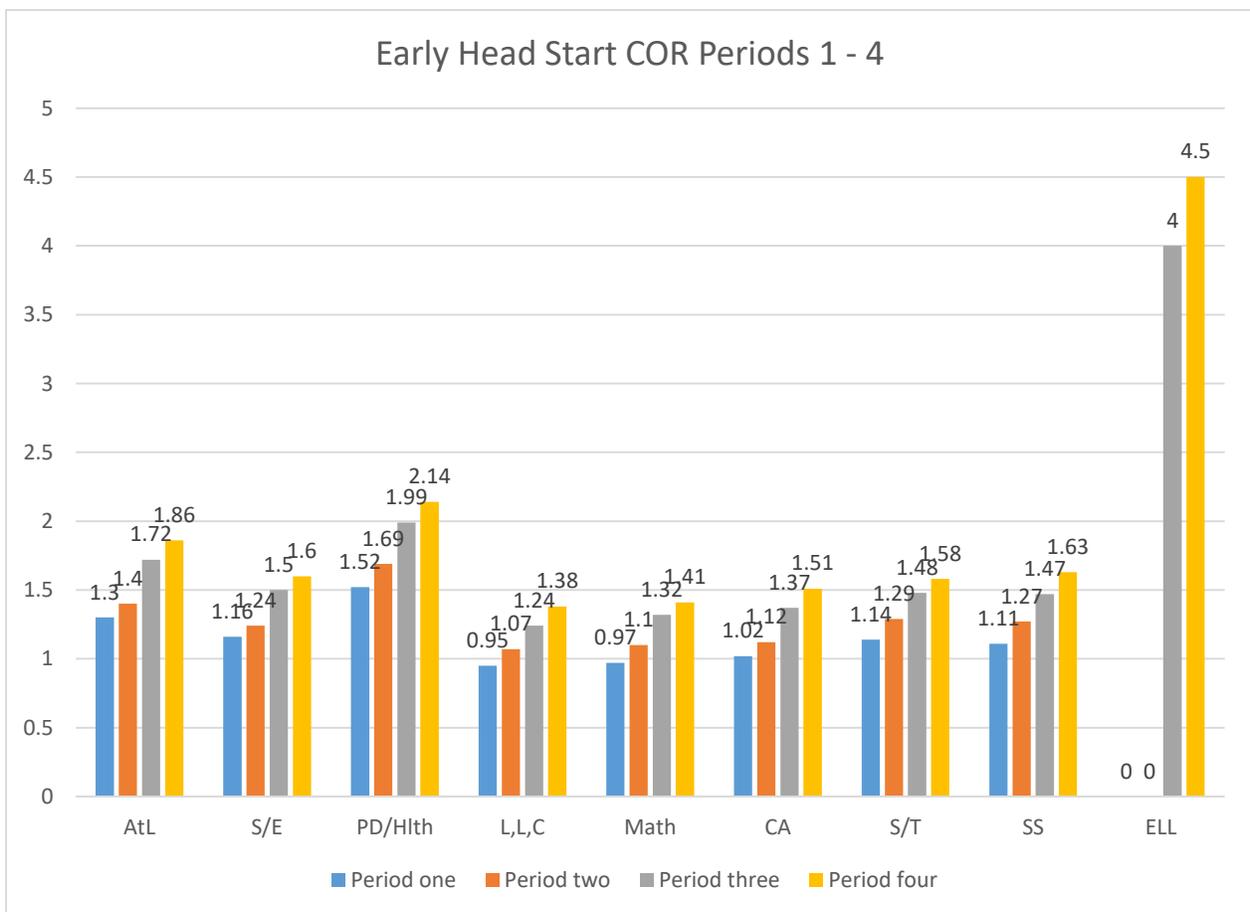
- Physical Development and Health
- Social Emotional Development

- Approaches to Learning
- Language and Literacy
- Cognition and General Knowledge (includes math, science and social studies)

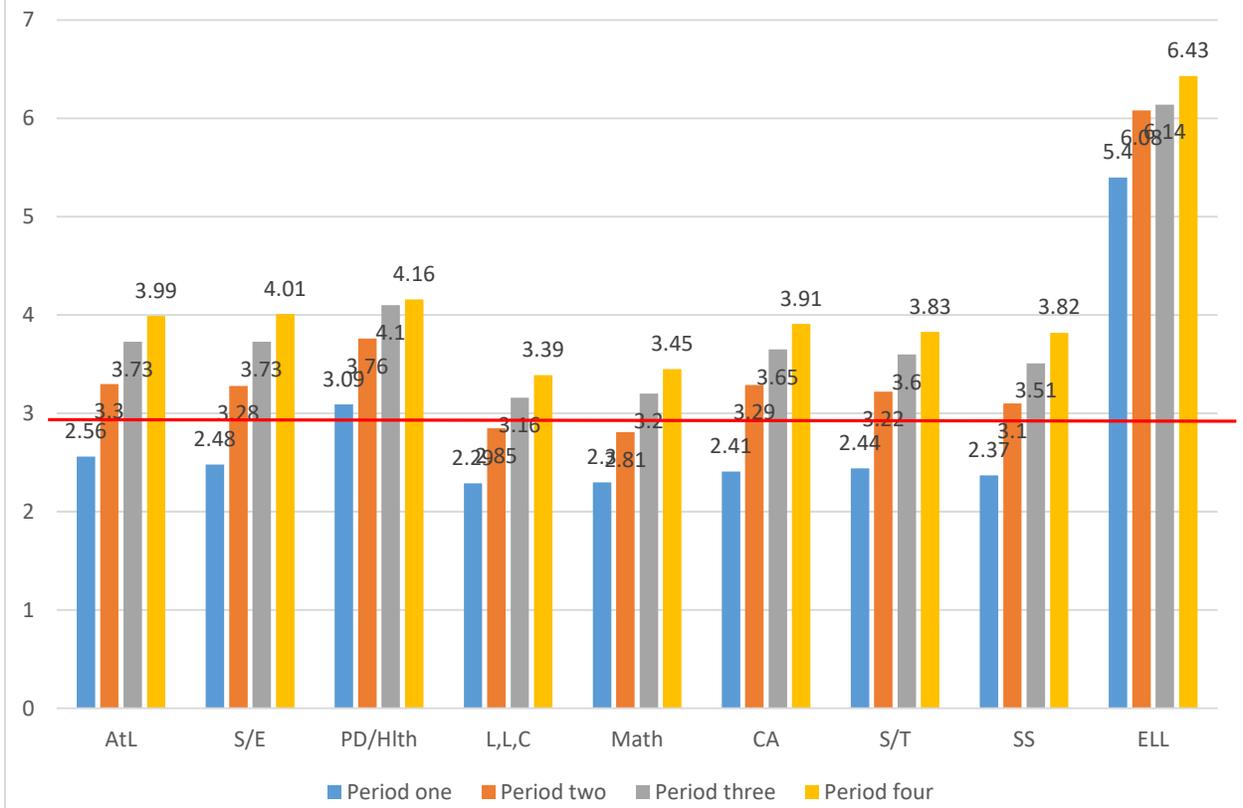
The assessment is on a 1 to 7 scale and assesses children 6 weeks old through kindergarten. Our goals include that

1. Early Head Start children make progress in the five essential domains (Early Head Start COR Periods 1-4).
2. Returning Head Start children achieve an average of level three (3) in the five essential domains (HS 3 – Returners - COR Periods 1-4).
3. Children entering kindergarten achieve an average of level four (4) in the five essential domains (HS Kindergarten Eligible, COR Periods 1-4)

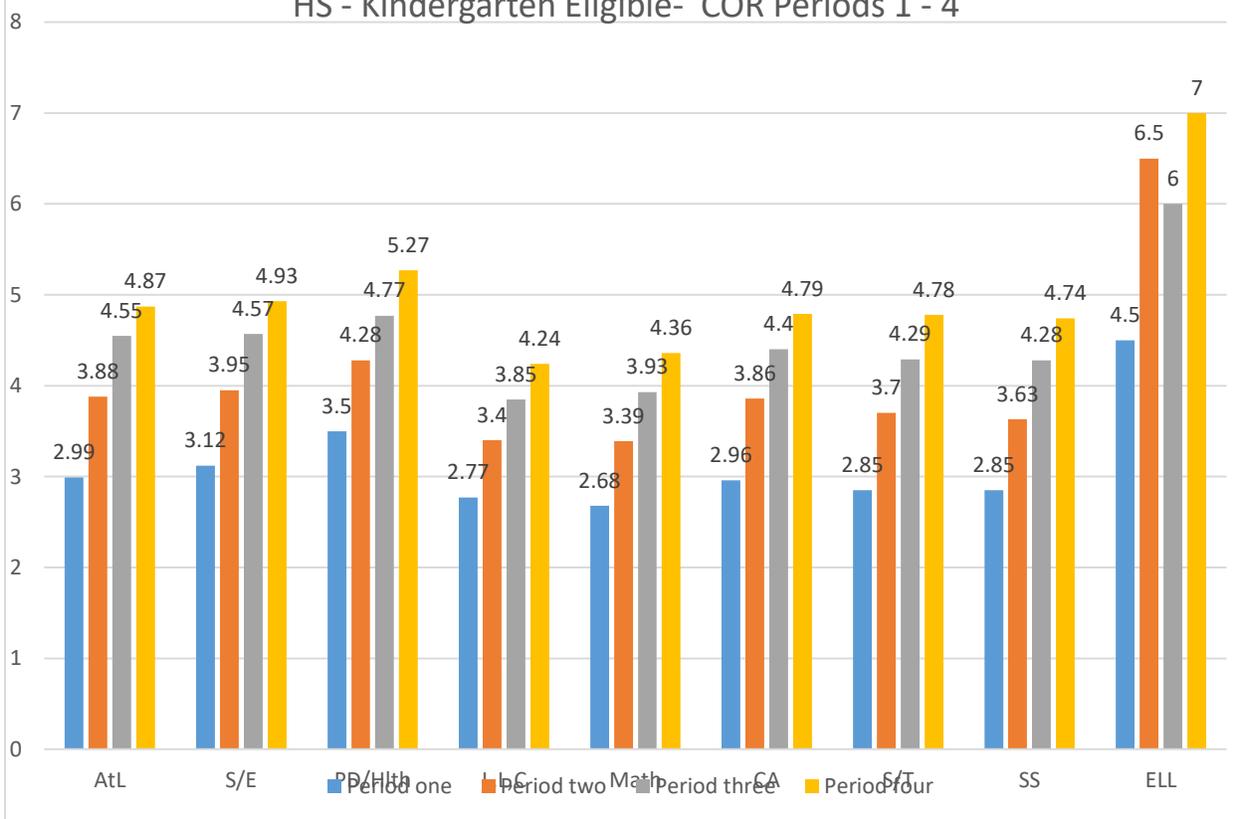
We met all of these goals. The following charts illustrate those obtained goals.



HS - Returners - COR Periods 1 - 4



HS - Kindergarten Eligible- COR Periods 1 - 4



Key:

**AtL** – Approaches to Learning

**S/E** – Social and Emotional Development

**PD/Hlth** – Physical Development and Health

**L,L,C** – Language, Literacy, and Communication

**Math** – Mathematics

**CA** – Creative Arts

**S/T** – Science and Technology

**SS** – Social Studies

**ELL** – English Language Learners

**Typical developmental ranges for children within the COR framework:**

Infants 0-2

Toddlers 0-3

Preschool – 2-5

Kindergarten – 4-7

We met our School Readiness Goal across the board, but chose to look closely at teacher's outcomes individually. We continued our focused attention on our Language and Literacy data. This domain continues to be our lowest

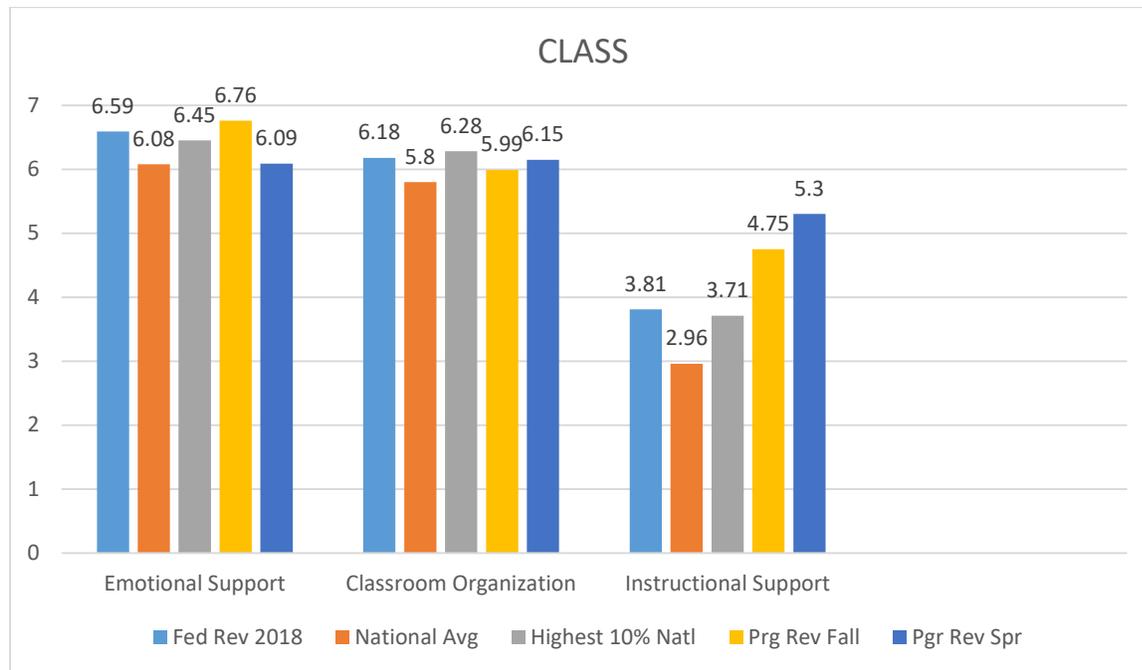
Curriculum support in phonological awareness was given last year to our Head Start teachers through training and coaching. Our goal was to raise scores in this item by 10% for our children going to Kindergarten. Our score in the area in Period One was 2.77, in Period Four was 4.24. We will continue to focus on improving Phonological Awareness scores by providing HighScope training on the Language and Literacy area with a focus on Phonological Awareness during the Fall Pre Service Training.

Focused attention on teacher outcomes individually revealed that some staff struggle with Language/Literacy area and Math areas. When we analyze further, we note that we show the least amount of progress in the items of Alphabetic knowledge, Reading, Writing, and Geometry.

Individual teacher data will be reviewed and those scoring below a 3 for Returning Children and below a 4 for Kindergarten Children will be offered the opportunity for coaching. Coaching and work groups will focus on the lowest items in the lowest areas for teachers. Teachers will be given the opportunity to reflect on their end of year data and make decisions with the center coordinator and the Education coordinator about how they will address their challenges. Data also revealed the need to provide support for Home Visitors in the COR areas as well. Work groups will be organized at centers to support Home Visitors as they facilitate parent planning in the Home.

## Teacher-Child Interactions

We administered the CLASS (Classroom Assessment Scoring System) in all classrooms. Our goal is to obtain a 6 or 7 in all domains. Our scores, compared with our 2018 Federal Review scores, the National Average, and the Highest 10% National Scores are shown below.



Our scores in Emotional Support and Classroom Organization have met our goal of 6 or 7. Our scores in Instructional Support are still below a 6 but are approaching our goal. Additionally, this score is well above the national mean. All classrooms were observed in the fall and the spring by the Education Manager. Observations were scored and the Ed Manager met with teachers to review the observation data. The Education Coordinator met with all teaching teams in the fall and gave them the opportunity to use their observation data to create goals within their Professional Development plan. The majority of the teachers chose to develop strategies to improve their lowest scoring area.

Our spring scores in Emotional Support show a decrease from the fall. While we feel this can be somewhat attributed to substitute staff being in classrooms, we will offer TLC work groups for new teachers to ensure they are thoroughly familiar with adult-child interactions measured by the CLASS.

Parent involvement is a key component of the program. Parents of currently enrolled children comprise over 75% 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 2019 agency audit had no findings. 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.