

2015 SCMCAA Head Start Annual Report

**SCMCAA Head Start
Winona, MO**



**South Central
Missouri
Community
Action Agency**

December 2015



Head Start's 50th Anniversary



South Central Missouri Community Action Agency Head Start/Early Head Start is funded to serve 680 children and families.

We have a seven county service area: Butler, Carter, Dent, Reynolds, Ripley, Shannon and Wayne.

We operate 11 HS/EHS centers, and one home base program.

Service options include full day, part day, part week, full week, full year, and part year.

Two meals and one snack are provided each day in the full day classrooms.

All Early Head Start classrooms and one Head Start classroom operate 48 weeks per year, are full week and full day.

The MIECHV EHS home base program serves 135 families in Ripley and Butler county.

In all programs, families and children are provided with activities to increase their cognitive and creative skills, as well as opportunities for expanding their physical and social development.

Children are screened and assessed throughout the year to track their on-going development and referred for any additional services if needed.

The MIECHV EHS home base program makes weekly home visits to families and provides two socializations per month.

The Head Start program is administered by the Office of Head Start, Administration for Children and Families, and Department of Health and Human Services.

South Central Missouri Community Action Agency is the grantee for Head Start and receives funding for the Head Start and Early Head Start programs. In 2015-2016 SCMCAA received the following funding for Head Start programs:

Funds Received

Regular Head Start (5/2015)

Program Operations: \$3,296,535.00

T/TA: \$43,911.00

Early Head Start (5/2015)

Program Operations: \$1,406,674.00

T/TA: \$30,455.00

MIECHV EHS Home Base Program (10/01/2015)

Program Operations: \$1,083,000.00

TOTAL FUNDING RECEIVED 2015-2016

\$5,860,575.00

Teaching Staff

Head Start classroom staff have made great strides to increase their knowledge and training in the area of early childhood and in the content area of their specific position within the HS/EHS program. Staff attends in-service training throughout the year as well as conferences, college courses and training or certification related to their job.

Teachers and home visitors either possess or receive training to obtain their Child Development Associate Credential (CDA) with a preschool or infant/toddler endorsement.

Head Start teachers must have a minimum of an AA degree, Early Head Start teachers must possess a CDA, and we require MIECHV EHS Home Visitors to have a

minimum of an AA degree.

HS teachers make an average yearly salary of \$17,138. EHS teachers average \$22,535 due to the longer service year, and Home Visitors average \$26,960.

- *One hundred percent of our Head Start teachers have either an AA, BS or MS degree. 79% of those teachers have a BS degree.*
- *4 EHS teachers have their BS degree and 8 have their AA degree, and all have CDA training or a credential.*
- *5 home visitors have an AA, 12 have a BS degree.*



The most important part of working for Head Start is loving your job and all the little extras that come with it!

Enrollment

SCMCAA Head Start has maintained 100% enrollment for over 15 years and stays well below the 10% above income guideline for enrollment.

OHS funds services for 589 children and families in a seven county area in the EHS/HS program. The MIECHV grant serves 135 EHS children and families in Ripley and Butler counties through the home based program.

- *SCMCAA Head Start/Early Head Start served 977 children and families in 2014-2015.*
- *Our average monthly enrollment was 100% and 99% of the children enrolled were below income guideline.*
- *Head Start serves 39% of the income eligible children (age 3 & 4) in this area.*
- *Early Head Start serves .08% income eligible children (age 0-3) in our center base programs. Combined with our EHS Home Base program we serve 18.5%. This information shows a great need for Early Head Start services in our seven counties.*

EHS HBO home visitors provide weekly information and activities for families in their own home

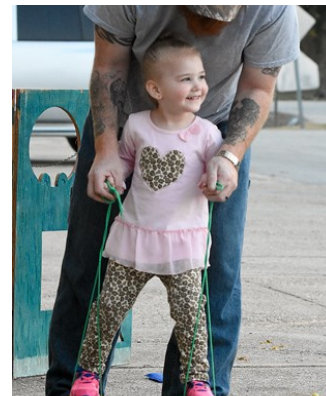
Parent Involvement

Parents and family members have many opportunities to participate in their Head Start program. Parents can serve on their local parent committee, Policy Council, or agency Executive Board.

Parents can participate as parent volunteers on field trips, in the classroom, and other areas. Parents also participate through parent-child activity plans, parent-teacher conferences, and annual open house.

Centers have special events like Family Fun Night that allow for additional parent, child and staff activities. Centers also plan special activities for grandparents, fathers, and mothers.

- *\$1,334,731 was collected in in-kind for 2014-2015. This was \$138,300 over our requirements.*
- *71% of our families received at least one family service.*



Parents and Grandparents play an important part in our program and are the most important thing in their child's life!

Curriculum and Transition

SCMCAA Head Start utilizes the *Creative Curriculum*. This is a scientifically based, research-validated comprehensive curriculum that assists preschool teachers in teaching literacy, mathematics, science and social studies.

In center base EHS, the *Creative Curriculum for Infants, Toddlers, and Twos* retains its focus on responsive care while incorporating objectives that enable teachers to focus on what matters most for very young children. This helps teachers to plan and implement every aspect of caring for and teaching children from birth to age 3.

The MIECHV EHS home base program provides weekly home visits using the *Partners for a Healthy Baby* curriculum. This curriculum addresses the issues of child health and development within the context of the multifaceted needs of expectant and parenting families.

All children are screened upon entry to the program and are assessed several times during the program year.

Staff utilize the *Teaching Strategies Gold* web based assessment to track children's on-going development.

We are able to track individual and group progress and know exactly if we are meeting children's needs. That information is used to generate detailed reports, make informed decisions, and plan individually and responsively.

The high quality curriculum implementation supports positive child outcomes and is aligned with the Head Start Outcomes Framework and Missouri Early Learning Standards.



Transition activities are provided for each year and include:

- Kindergarten tours, transition parent meetings, kindergarten information for teaching staff, information sharing between Head Start and the local public school
- Children 0-24 months are transitioned into the 24-36+ classrooms and into Head Start with visits between teachers, children and parents. Information is shared between parents and staff.

Reviews and Audits

OHS approved SCMCAA Head Start for a five year grant cycle beginning on 5/1/2014, based on our most recent review results at that time.

All Head Start programs undergo several on-site reviews by the Federal Government during the five year grant award, to determine if the program is in compliance with Federal Program Performance Standards.

We have completed 2 reviews (Health

& Safety and Comprehensive Services/ School Readiness). Both reviews had results of ***no non-compliance or deficiencies***.

An agency wide audit was conducted by Roberts, McKenzie, Mangan & Cummings, PC, Certified Public Accountants in December 2015 for the year ended September 2015.

The audit found that there were no findings or significant deficiencies for

the year ended 9/30/2015.

A copy of the report can be requested by calling South Central Missouri Community Action Agency, 573-325-4255.

Health Services

A total of 738 HS/EHS/HBO children up to date according to state EPSDT schedule at the end of program year. There were 9 diagnosed as needing medical treatment and 9 received medical treatment.

- ***79% of the HS/EHS/HBO children where up to date on their EPSDT schedule during the 2014-2015 program year.***

501 HS children received dental pre-

ventative care and 445 completed an oral health examination during 2014-2015. 205 EHS/HBO children received a dental exam.

- ***95% of the Head Start children had continuous accessible dental care at the end of the enrollment year.***
- ***122 HS children needed dental treatment and 73 received treatment.***



South Central Missouri Community Action Agency

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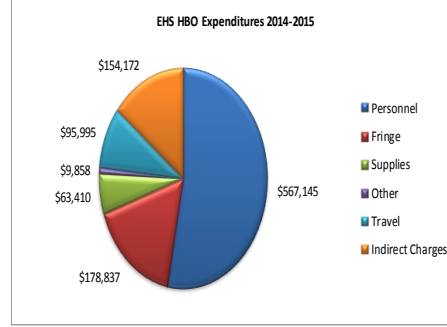
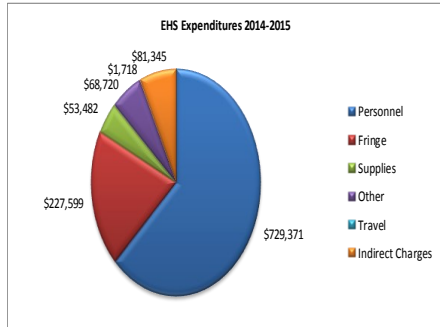
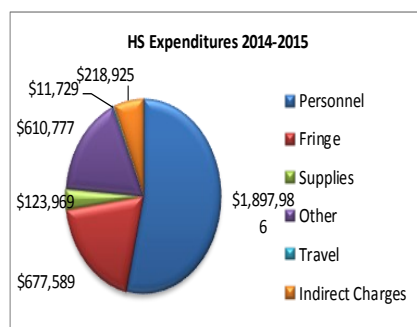
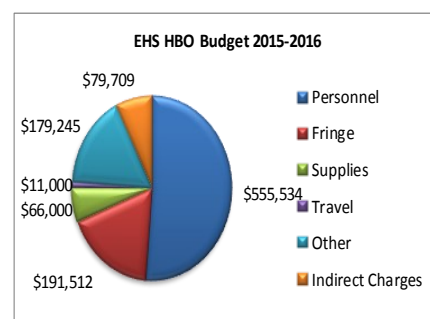
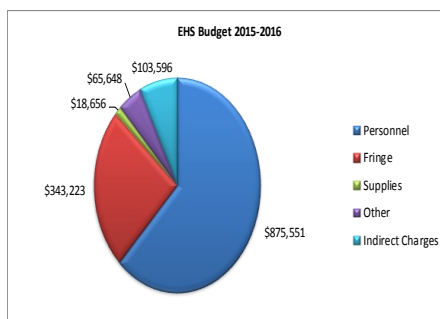
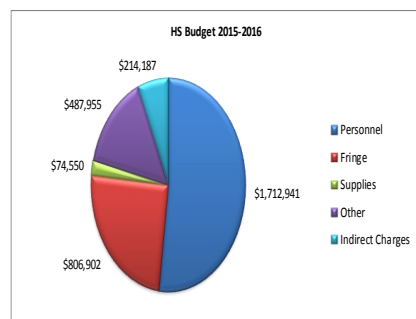
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“Quality preschool education can benefit middle-class children as well as disadvantaged children; typically developing children as well as children with special needs; and dual language learners as well as native speakers.

...Evidence from long-term evaluations of both small-scale, intensive interventions and Head Start suggest that there are long-term effects on important societal outcomes such as high-school graduation, years of education completed, earnings, and reduced crime and teen pregnancy, even after test-score effects decline to zero. Research is now underway focusing on why these long-term effects occur even when test scores converge”– *Foundation For Child Development, October 2013*

Expenditures and Proposed Budget



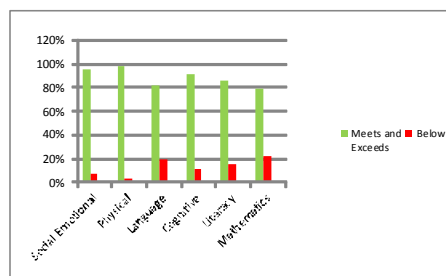
Budget

- The *wages* budget category includes salaries for all Head Start staff and *fringe* includes all staff benefits such as health insurance.
- Supplies* includes all office supplies, classroom supplies and cleaning supplies.
- Travel* includes expenses for out of area travel
- Other* includes expenses like rent, utilities, insurance, parent services, and fuel for vehicles.
- Indirect* is a percentage of the total grant amount for established administrative services from the grantee.

Total CACFP income for 2014-2015 was \$359,364.73.

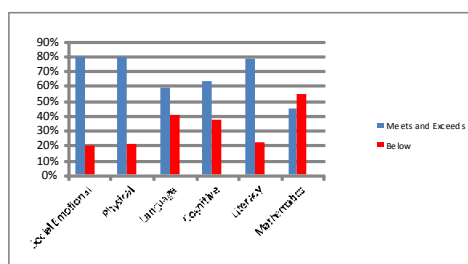
SCMCAA HEAD START FALL SCHOOL READINESS REPORT 2014-2015

Growth Summary for 3 year olds



The *Growth Summary* is assessed in all areas of development that we are currently measuring with *Teaching Strategies Gold*. It is compared to the *Wildly Held Expectations* based on approximately 255 three year old children enrolled with only finalized checkpoints for Fall 2014/2015. The greatest strength for the three year olds was the physical domain. The weakest domain was language. The average for all the three year olds with finalized checkpoints in all objectives throughout the year was 87%.

Growth Summary for 4 year olds



The *Growth Summary* is assessed in all areas of development, currently measured through the *Teaching Strategies Gold Assessment System*. It is compared to *Wildly Held Expectations* based on approximately 212 four year old children enrolled with only finalized checkpoints for Fall 2014/2015. The greatest strength for the four year olds was the Social Emotional domain. The weakest domain was Mathematics. The average for all the four year olds with finalized checkpoints in all objectives throughout the year was 67%.

2014/2015 Program Year

Teaching staff have implemented a goal/observation based lesson plan including individualizations on the form. The teachers are still tracking alphabet, shape, and number knowledge on the TSG website.

Strength and Weaknesses

Weakness

Overall as a program we need to continue to focus more on Math and Expressive Language. The math domain was below the baseline and below the average of all the goals. The staff will be sending home more math related Family Activity Plans. The staff will be using an online resource for activity ideas from *Head Start Early Childhood Learning and Knowledge Center*. Teaching staff will use these resources as tools to assist with teaching math and expressive language.

Strengths

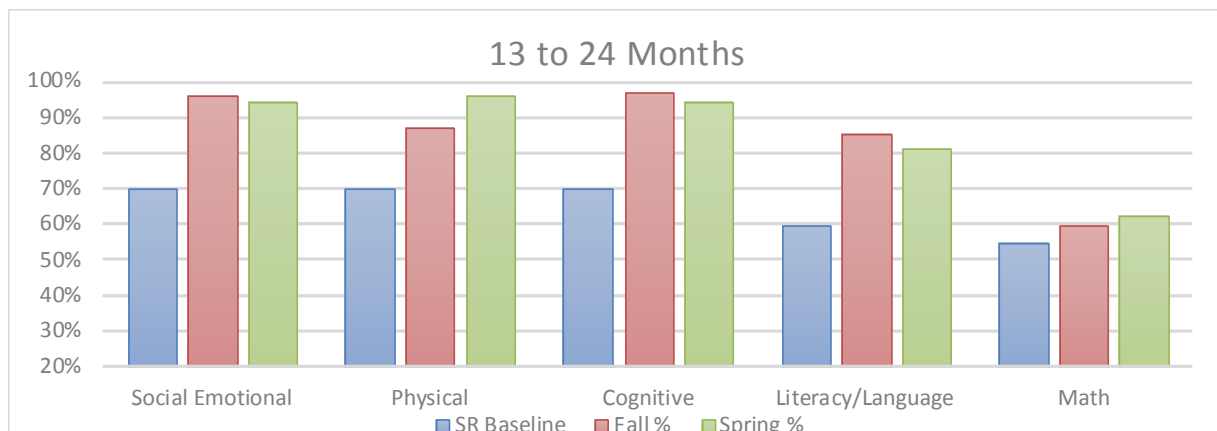
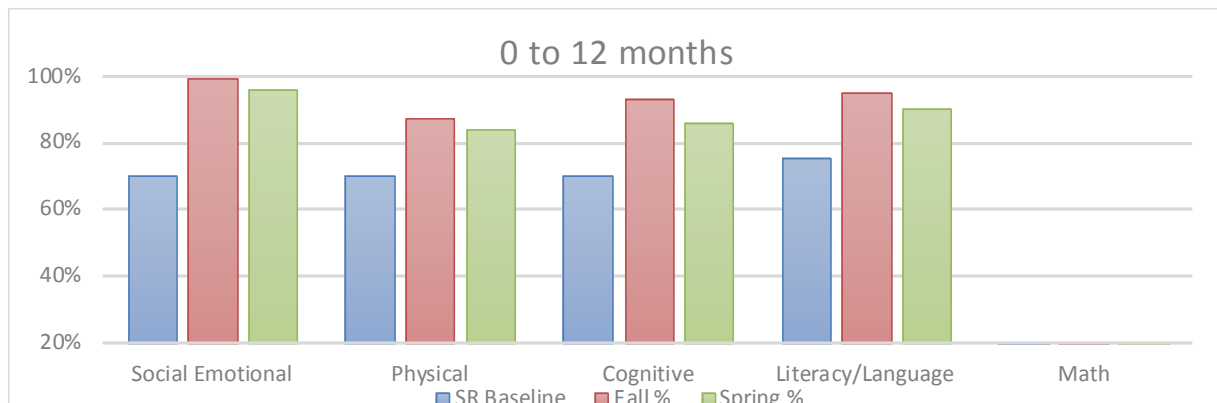
Formal School Readiness Goals in the 5 domains of development have been created which align with both the *Head Start Child Development and Early Learning Framework* and the *Missouri Early Childhood Learning Standards*. These School Readiness Goals were a collaborative effort from the Education team consisting of component specialists, Head Start director, parents, policy council, and public school representatives.

SCMCAA Early Head Start 2014/2015 End of the Year School Readiness Report

2014/2015 Program Year

The Agency uses Teaching Strategies Gold online assessment system. The teachers are required to do quarterly assessments based on their observations within that time frame. The Snapshot Report is what we use to analyze the School Readiness data. The report contains the age group of the children being measure according to Teaching Strategies Gold. Only the children with data 0 to 3 are included in this report. For the fall of 2014 only 126 children are included in this report and there are 5 sites and 25 classes included. The spring of 2015 School Readiness report includes 186 children in 27 classes in 7 sites. Only children that are the ages of 0 to 3 are included in this report. The two new classes were opened in January and are at two separate sites, one is at the Salem Center the other at Van Buren.

In this report you find that there are separate graphs for each age bracket with the fall and spring results on separate graphs. In each area a specific dimension was used to measure as it relates to the School Readiness goal.



Strength and Weaknesses

Weakness

Weakness on our School Readiness Goals in the spring were found to be in the Social Emotional and Language dimension. There should be improvement between the fall and spring. Due to no improvement this is considered a weakness. This was expected because of addition of two new classrooms. We prepared for this transition by having the teachers in the new classrooms receive training and do numerous observations in other Early Head Start Classrooms, therefore our children did not fall below the baseline.

Strengths

Teachers for Early Head Start have implemented more parent involvement in the individualization process. Parents are consulted during parent teacher conferences, home visits or drop off and pick up time on what developmental milestone they would like for the teachers to work with their child while in our care. The teachers implement this in their experience plan for the week as well as implementing an activity on the skill builder for the parents to work with their child that relates to the developmental milestone.

2015/2016 School Year

The Education Manager and Disabilities and Mental Health Manager will conduct training on social and emotional development using *CSEFEL (Center of the Social Emotional Foundations for Early Learning)* program developed by Vanderbilt University. Early Head Start Teachers will also receive the *Program for Infant and Toddler Care*.