

2014 SCMCAA Head Start Annual Report

SCMCAA Head Start Winona, MO



Head Start's 50th Anniversary 2015



South Central
Missouri
Community
Action Agency

December 2014



South Central Missouri Community Action Agency Head Start/Early Head Start is funded to serve 724 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, 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 2014-2015 SCMCAA received the following funding for Head Start programs:

Funds Received

Regular Head Start (5/2014)

Program Operations: \$3,435,707.00

T/TA: \$43,911.00

Early Head Start (5/2014)

Program Operations: \$1,267,502.00

T/TA: \$30,455.00

MIECHV EHS Home Base Program (10/01/2014)

Program Operations: \$1,080,000.00

TOTAL FUNDING RECEIVED 2014-2015

\$5,857,575.00

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 \$16,325. EHS teachers average \$22,531 due to the longer service year, and Home Visitors average \$25,785.

- *One hundred percent of our Head Start teachers have either an AA, BS or MS degree. 74% of those teachers have a BS degree.*
- *5 EHS teachers have their BS degree and 8 have their AA degree., and all have CDA training or a credential.*
- *4 home visitors have an AA, 8 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!
(PB FYC Early Head Start)

Enrollment

SCMCAA Head Start has maintained 100% enrollment for over 10 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 908 children and families in 2013-2014.*
- *Our average monthly enrollment was 100% and 99% of the children enrolled were below income guideline.*
- *We serve 38% of the income eligible children (age 0-5) in this area.*



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.

- *\$1,422,198 was collected in-kind for 2013-2014. This was \$303,894 over our requirements.*
- *94% 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

All Head Start programs undergo a triennial on-site review by the Federal Government to determine if the program is in compliance with Federal Program Performance Standards.

Based on the information gathered during the last review in March 2012, it was determined that SCMCAA Head Start was in full compliance with all applicable Head Start Performance Standards, laws, regulations and policy requirements.

"Based on the information gathered during our review, it was determined that your Head Start and Early Head Start programs are in compliance with all applicable Head Start Program Performance Standards, laws, regulations and policy requirements."

Yvette Sanchez Fuentes, Director, Office of Head Start

An agency wide audit was conducted by Roberts, McKenzie, Mangan & Cummings, PC, Certified Public Accountants in December 2014 for the year

ended September 2014.

The audit found that there were no findings or significant deficiencies for the year ended 9/30/2014.

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

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

Health Services

A total of 747 HS/EHS/HBO children up to date according to state EPSDT schedule at the end of program year. 20 were diagnosed as needing medical treatment and 20 received medical treatment.

- **86% of the HS/EHS/HBO children received a medical exam during the 2013-2014 program year.**

543 HS children received dental pre-

ventative care and 536 completed an oral health examination during 2013-2014. 196 EHS/HBO children received a dental exam.

- **91% of the Head Start children had continuous accessible dental care at the end of the enrollment year.**
- **112 HS children needed dental treatment and 80 received treatment.**



Healthy, happy children are ready to learn!

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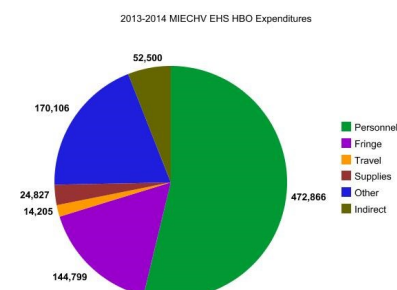
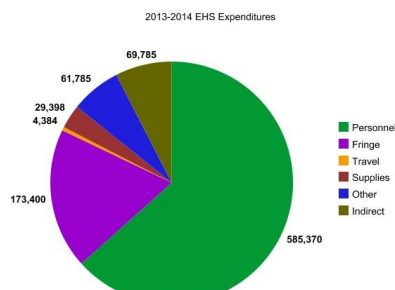
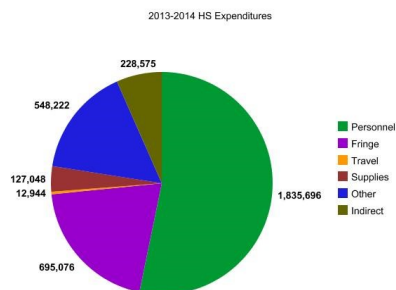
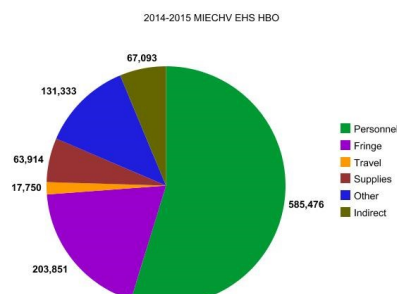
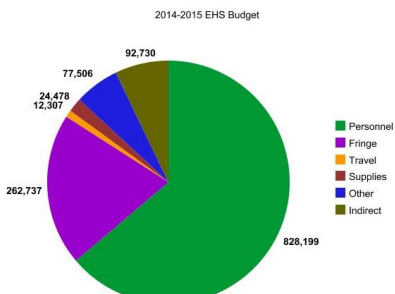
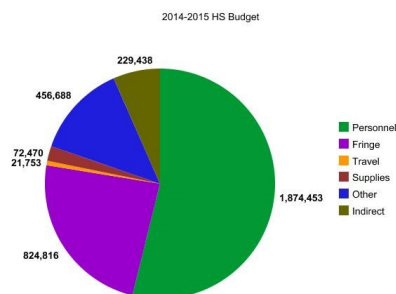
**We give hugs
at Head Start!**



“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



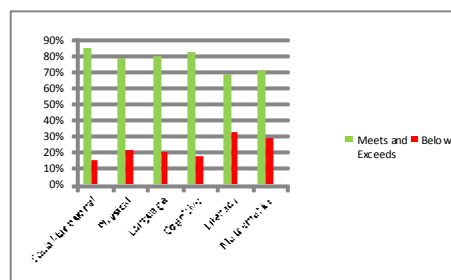
Budget

- 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 2013-2014 was \$346,386.33.

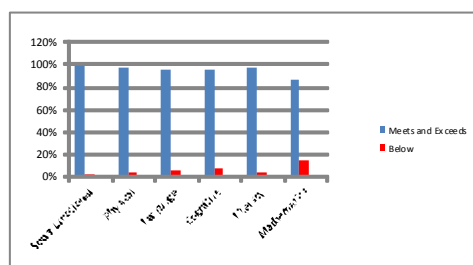
2013-2014 SCMCAA HEAD START FALL SCHOOL READINESS REPORT

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 132 three year old children enrolled with only finalized checkpoints for 2013-2014 school year. The greatest strength for the three year olds was the social-emotional domain. The weakest domain was literacy. The average for all the three year olds with finalized checkpoints in all objectives throughout the year was 77.5%.

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 2013/2014 school year. 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 94%.

2014/2015 Program Year

Teaching staff will implement a goal/observation based lesson plan including individualizations on the form. The teachers will still track alphabet, shape and number knowledge on the TSG website.

Strength and Weaknesses

Weakness

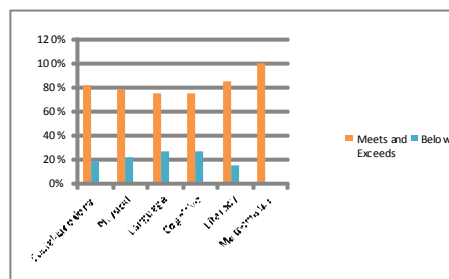
Overall as a program we need to continue to focus more on Math and Expressive Language. The math domain was below the baseline and below the average of all the goals. The staff will be sending home more math related Family Activity Plans. The staff will be using an online resource for activity ideas 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.

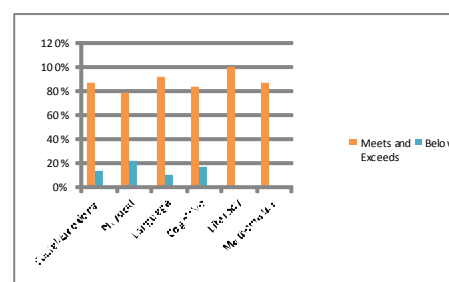
2013-2014 SCMCAA EARLY HEAD START SCHOOL READINESS REPORT

EARLY HEAD START/HBO 1-2 years



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 twenty-three 1 to 2 year old children enrolled with only finalized checkpoints for periods Fall 2013/2014. The greatest strength for Early Head Start in the 1 to 2 year range is the literacy and social emotional. The weakest domain was Language and Cognitive. Mathematics shows a 100 % but most of those dimensions are measured as Not Yet and are not in a color band to measure.

EARLY HEAD START/HBO 2-3 years



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 twenty-three 2 to 3 year old children enrolled with only finalized checkpoints for periods Fall 2013/2014. The greatest strength for the 2 to 3 years at Early Head Start is the literacy and language with good standing in the social emotional domain. The weakest domain was Mathematics and Cognitive.

2014/2015 Program Year

This year in our program we have implemented a new strategy to get parents involved in learning about developmental milestones for their child. Teachers engage parents in conferences and go over the developmental milestones and the parents decide which milestone they would like for the teacher to implement in their child's experience plan for that week. The teacher implements the same developmental milestone activity to send home in the Skill Builder for the parent to do with the child at home. This will hopefully create an environment in which the parent and the teacher are involved in implementing useful and productive experience plans for the child. Along with giving parents the confidence to have an influence in their child's experiences at school.

Strength and Weaknesses

Weakness

Overall as a program we need to focus more on Math and Literacy. The math domain was above the baseline but below the average of all the goals. The staff will be creating more math related play experiences with the children along with math related transition to do throughout the day. Staff will be using an online resource from *Head Start Early Childhood Learning and Knowledge Center*. Teaching staff will use these resources as tools to assist with teaching math and science. Early Head Start Teachers will also be researching and implemented tips from News U Can Use from ELCKC.

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