



FY 2014-2015

# Head Start Annual Report

## PROGRAM YEAR SUMMARY

The 2014-2015 Program Year began with some changes as we were awarded an additional service area, which means we now serve Columbiana and Jefferson Counties. We expected that the transition would have some bumps along the way, but we are excited to now be serving 562 Head Start children and 58 State Funded children. Not only did this mean an increase in children, but because we were now able to offer sessions at eight sites in Columbiana County and five sites in Jefferson County, our staff numbers have increased in order to provide excellent services to our children and their families at all our sites.

It was an exciting year filled with change and growth. Because of our increased service area, we were able to work with new community partners to offer services to children and their families in this new area. This year of change and transition has refined and strengthened our desire to bring excellent, well-rounded services to family and children in our service area.

The Ohio Step Up To Quality (SUTQ) rating and improvement system adjusted their star rating system to include four and five star ratings. All of our Columbiana County centers had previously earned the then highest rating of three stars and, under this new system, our three star ratings were all upgraded to four stars. Achieving a five star rating requires an application process; we successfully navigated this process and now seven of our eight sites hold a five star rating!

Because of the changes in our program, we implemented a new management system which would give direct supervision to our various sites, while also keeping communication open between staff and management. With the creation of site supervisor positions, we sought to give staff a direct line of contact for day-to-day questions to ensure that regulations and requirements were addressed in a timely manner. We have found that this introduction of middle management has given staff a clearer picture of communication lines without hindering the direct contact between content area managers and staff. We look forward to seeing the growth enabled by this extra guidance to our classroom staff.

Each year we strive to increase the quality of our services so that we may continue to meet our mission “to improve the educational outcomes and well-being of children and strengthen the families we serve.”



To assist low income, elderly, and disabled county residents achieve self-sufficiency and enjoy a better quality of life.



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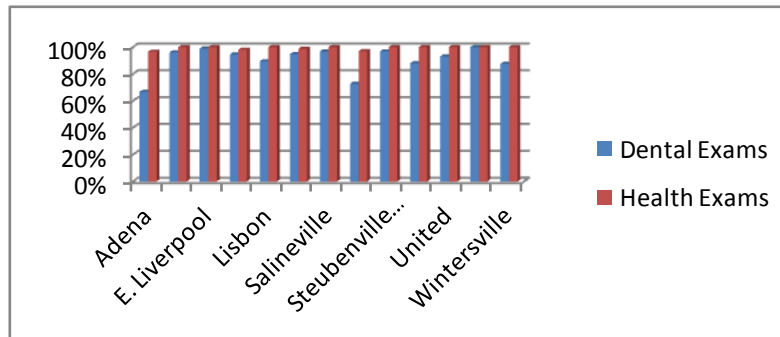
### SPECIAL POINTS OF INTEREST

- Enrollment Data
- Health Services Summary Information
- Sources of Revenue and Explanation of Expenditures
- School Readiness Development



## HEALTH DATA

### Percentage of Enrolled Children Whom Received a Health and Dental Exams



**Program wide, 89% of enrolled children received a dental exam, and 99% received a health exam.**

## LITERACY DEVELOPMENT

During the 2013-2014 school year, our program was awarded a grant from PNC Bank to develop literacy-focused activities for our preschoolers. Thru this grant, Literacy Totes were created. These bags are organized by topic and contain a few books regarding that topic along with activities for literacy development. Some activities also help develop other areas of academic growth such as math or science, but the main focus is literacy.

The Literacy Totes are based on studies that have been done in classrooms over the years and the topics align with The Project Approach. Each activity also aligns with the Head Start Framework, the Ohio Developmental Standards, and our program's School Readiness Goals.

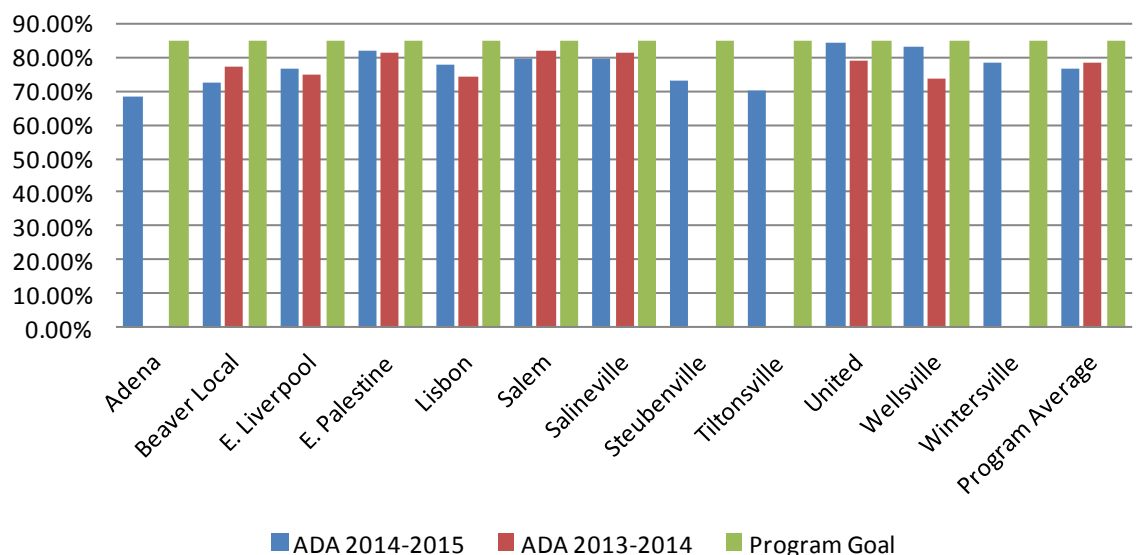
In addition to the Literacy Totes, this year we introduced, 'Books in a Tote', which encourage parent-child interactions. While Literacy Totes stay in the classroom, Books in a Tote are available to go home for families to use there. When a tote is taken home, the book included will focus on the study from the classroom or to the individualized needs of that child as determined by the individual assessment.

We look forward to seeing how these literacy totes will encourage literacy growth for our children and their families.



## AVERAGE DAILY ATTENDANCE DATA

### ADA Comparison Chart



## SCHOOL READINESS SUMMARY

Each year we review our school readiness goals to ensure that they are being met and that they reflect the needs of our children. This review process includes school readiness meetings in which community partners work with our education staff to make sure our goals align with the needs found in the kindergarten transition.

During school readiness meetings, we asked the teachers to rate our goals in order from most to least important. There were two goals that often were considered of the lowest of importance and are identified as—1. demonstrates phonological awareness through noticing and 2. discriminating rhyme and uses emergent reading skills through comprehending and responding to books and other texts. In the past few years, we have had concerns with the social-emotional development and behaviors of the children we serve. They are coming to school lacking basic social skills, self-regulation, self-help skills, and struggle to form strong trusting relationships with children and adults. We want to continue to build these skills and send the children to kindergarten ready to learn.

Without a strong social emotional foundation, we feel the children will not have developed the fundamental skills to move forward and be able to focus on the academic part of their development. At this time, our goal is to make improvements on the two current school readiness goals that were rated the least important by the kindergarten teachers, and add two social-emotional goals to help them build on their social skills, self-regulation, and relationship building skills. Once these skills are mastered, we feel our children will have better success in the classroom and strengthen their ability to learn.

*Our school readiness meetings allow our staff and community partners to develop kindergarten goals and how to best prepare our children for transition.*

SCHOOL READINESS GOALS	HEAD START DOMAIN	TEACHING STRATEGIES DOMAIN
Regulates own emotions and behaviors in order to take care of own need appropriately such as zipping coats and tying shoes.	Social and Emotional Development	Social-Emotional
Participates cooperatively and constructively in group situations in order to solve social problems.	Approaches to Learning	Social-Emotional
Demonstrates manipulative skills for gross-motor and fine-motor strength and coordination. Uses a 3-finger grip of dominant hand to hold a writing tool.	Physical Development and Health	Physical
Listens to, understands, and comprehends increasingly complex language.	Language and Literacy	Language
Establishes and sustains positive relationships and uses successful strategies for entering groups.	Social and Emotional Development	Social- Emotional
Identifies and names upper and lower case letters in the alphabet.	Language and Literacy	Literacy
Demonstrates emergent writing skills: writes first name using a capital for the first letter and lowercase letters for the rest.	Language and Literacy	Literacy
Regulates own emotions and behaviors.	Social and Emotional Development	Social-Emotional
Remembers, recognizes, recalls, and connects experiences.	Cognition and General Knowledge	Cognitive
Uses number concepts and operations: counts, quantifies (0-5) and connects numerals with their quantities (0-5).	Cognition and General Knowledge	Mathematics
Uses tools and other technology to perform tasks.	Cognition and General Knowledge	Science and Technology

## NUTRITION DATA

Nutrition is a key piece to the Head Start puzzle. Every child is offered at least two meals while in our sessions. To put these meals into perspective, we served 123,277 meals (breakfast, lunch, and snack) to our Head Start children, and 13,227 meals (breakfast, lunch, and snack) to our State Funded children. Depending on the time of the session, children are offered breakfast and lunch, or lunch and snack; our full day classroom receives all three meals.

These meals are balanced according to CACFP (Child Adult Care Food Program) standards which are overseen by the USDA (US Department of Agriculture). Because we are part of CACFP, we received reimbursement for the meals allowable by that program. This means that for the 2014-2015 school year, we claimed reimbursement for all of the meals listed above, which totaled \$252,488.17.

Along with providing meals, our nutrition emphasis continues outside of the classroom. Our goal is to provide families and children with resources to learn more about nutrition so that they might make nutritious choices. Last year the OSU SNAP-ED Program Assistant visited each of our Jefferson County sites on a weekly basis. The education provided a series of nutrition educational lessons based on the 2010 Dietary Guidelines and My Plate using Eat Play Grow Curriculum. We will continue our partnership with OSU Jefferson for SNAP-ED Program for the 15-16 school year.

Summer Food Service Program (SFSP) ensures that low-income children continue to receive nutritious meals even when school is not in session. Our SFSP is located at our Salineville Head Start site and meals meet the Federal nutrition guidelines. We had an average attendance of 30 children in May 2015.



### MENTAL HEALTH DATA

Early childhood mental health is a child's growing ability to experience, regulate, and express emotions. They learn to develop close, secure relationships with peers and caring adults. Children begin to explore and learn from their surroundings, pay attention, and follow directions. Early childhood mental health is the same as social-emotional development. Our Head Start program partners with local professionals and other programs to ensure children, families, and staff have access to prevention and intervention services.

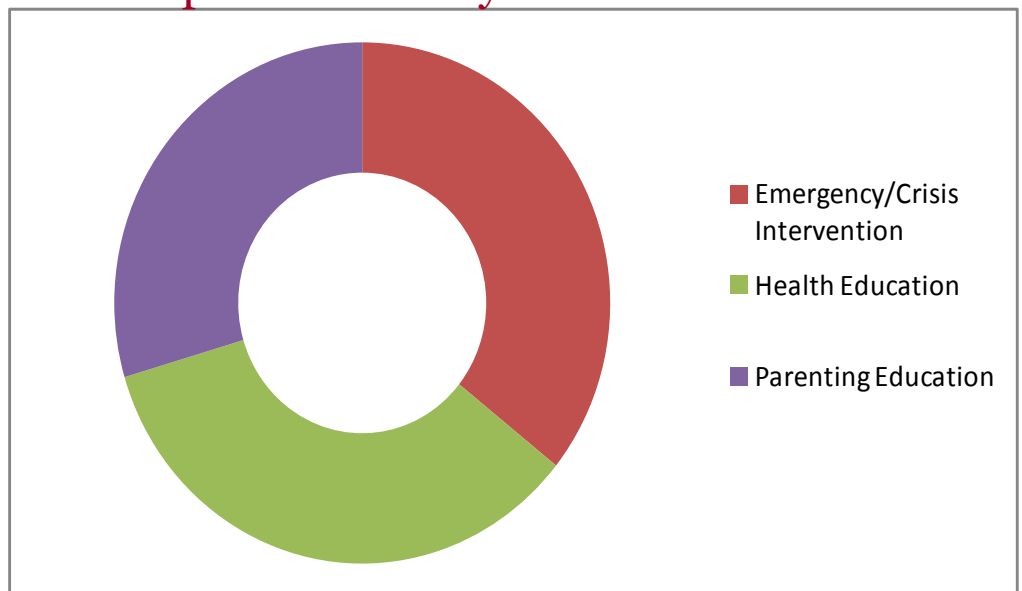
This year, the mental health consultant met with staff regarding behavior concerns for 142 children. Of these 142 concerns, 72 became signed referrals, giving the mental health consultant permission to provide services to these children. We have seen this number increase in the past year and we expect to continue to see an increase over time.

## FAMILY SERVICES RECEIVED DATA

Family Services were provided in the following areas:

Emergency/Crisis Intervention; Housing Assistance; Mental Health; English as a 2nd Language; Adult Education; Job Training; Substance Abuse Prevention/treatment; Child Abuse/Neglect; Domestic Violence; Child Support; Assistance to Families of the Incarcerated; and Health, Parenting, and Marriage Education.

### Top Three Family Services Received



## FAMILY PARTNERSHIPS DATA

Each year, we strive to work with the families of our children so that we may create and maintain partnerships. Our family advocates serve as liaisons between families and the classroom staff. This year, our family advocates provided services to 563 families. Of these families, 224 were two-parent families while 339 were single-parent families. Of these 563 families—536 or 95.2%—received at least one of the tracked services listed on the previous page. Family Partnership Agreements are made between the families and our program to ensure a commitment to setting and reaching goals. This year, we had 668 Family Partnership Agreements! These partnerships work to ensure that families are creating and working toward goals, ultimately to the end goal of self-sufficiency.

In order to encourage family involvement, we hold various meetings and activities throughout the year. To support families during the year, VIP Moms and Dads meetings are held. This year, our Columbiana County sites varied the location of the meetings in order to give parents more options to allow for more participation. In Jefferson County, the meetings were held as often as possible. These meetings allow families to learn about various topics that are an interest to the group while also gaining information about our program. Committee members helped to identify and implement recruitment activities, and ways to increase recognition of the Head Start program in the community.

We also like to hold large events to draw in not only families connected to our program, but also families in the community as well. In Columbiana County, we hold an event “Explore the Outdoors” each August. This event encourages families and children to learn about nature through a free event on a Saturday. Different community groups are involved to teach the families about fishing, birds, and so much more. A free lunch is provided thanks to our partnership with Columbiana County Conservation Partners. We also host an event in June called “Big Truck Day”. Each year, community organizations and individuals bring large or unique vehicles to our site in Lisbon for the community to enjoy. We provide food, entertainment, and so much more. This is a grand event for our families and we look forward to it each year!

In Jefferson County, we partnered with local agencies to participate in their annual Children’s Fair. Together, the agencies planned various activities for the children and provided food and entertainment at the local community park. Another sizable event held was a recruitment event with preschool characters, activities and games, food and entertainment. Local emergency vehicles attended and children were able to explore!

Our families are dedicated to providing assistance to our classrooms. Because of that commitment, we had 1,827 people volunteer for our program. Out of those 1827 people, 758 are current or former Head Start parents. As we noted in our information about in-kind, our program would not be as successful without the dedication of our families!



## ENROLLMENT DATA

Our funded enrollment for FY 2014-2015 was 562 Head Start children and 58 State Early Childhood Expansion children for a total enrollment for 620. These children are enrolled throughout Columbiana and Jefferson Counties and attend one of our 13 Head Start centers.

Each child enrolled in Head Start must be allowed to remain in Head Start until kindergarten is available for the child in the child’s community. The Head Start program may choose not to enroll a child when there are compelling reasons for the child not to remain in Head Start, such as when there is a change in the child’s family income.

Head Start must maintain its funded enrollment level. When a program determines that a vacancy exists, no more than 30 calendar days may elapse before the vacancy is filled. A program may elect not to fill a vacancy when 60 calendar days or less remain in the program’s enrollment year.

If a child has been found income eligible and is participating in a Head Start program, he or she remains income eligible through that enrollment year and the year immediately succeeding the enrollment year. A child may also be categorically eligible if he/she is a participant in TANF, SSI, a foster child, or homeless. 10% of the children enrolled may be over the income requirement for Head Start. This year 91.1% of the children enrolled were income or categorically eligible while 8.9% were over income.

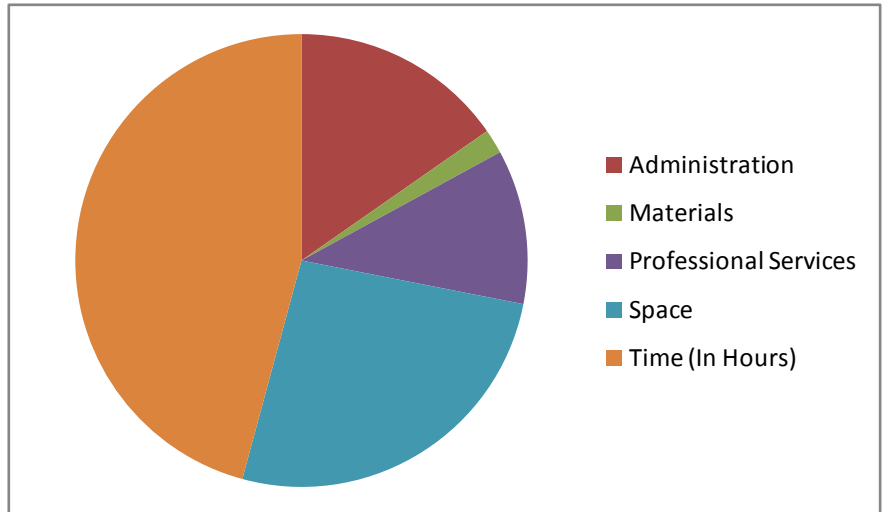
## RESULTS OF MOST RECENT FEDERAL REVIEW/AUDIT

The overview of findings from the most recent Department of Health and Human services on-site review (2012) indicated that no corrective action is required. The CAA Head Start program is in compliance with Head Start Program Performance Standards, regulations, and policy requirements.

The financial audit completed by Hill, Barth, and King LLC. indicated that the Community Action Agency of Columbi-ana County, Inc. complied in all material respects with the requirements tested that are applicable to each of its major federal programs for the year ending 12/31/2013. The audit was an unqualified opinion.

The federal review and fiscal audit are measures taken by Head Start at a national level to ensure that the program is in compliance with federal regulations for Head Start funding requirements.

## IN-KIND BY CATAGORY



*This year, our program received \$1,315,723.44 for in-kind. Our required goal for this year was \$1,146,803.*

## IN-KIND SUMMARY

Thanks to the hard work of our classroom staff and volunteers, our in-kind requirement was easily met this year. Each classroom is given an amount of in-kind for which it is responsible. We find that by giving the classrooms an amount, it helps them to encourage families to engage with the program and be involved as the primary educators for their children. Our classrooms often choose to have “contests” to see who can bring in the most in-kind or they will use visual representations (i.e., making a paper in-kind chain) of their in-kind amounts so children and families can see the progress being made toward the in-kind goal, as well as academic goals set by the teacher.

In-kind, while generating funding for our program, also allows children to have individualized assignments to help foster educational growth. Teachers generate in-kind activities to families based on the information gleaned from individual assessments. We also generate in-kind activities based on the goals of children with special needs as detailed in their Individualized Education Plans.

We are thankful for our various community partners. Without their partnerships, not only would we fail to meet our in-kind requirements, but we would be unable to provide extra services to children and families. Each year we rely on our relationships with community partners in order to continue providing services to our community.

## BUDGET EXPLANATION

Type	Explanation
Personnel	Wages for director, managers, disabilities coordinator, lead/assistant teachers, administrative assistant, fiscal assistant, family advocates, and a portion of the maintenance workers' salaries
Fringe Benefits	FICA, unemployment/workers' compensation, long term disability, retirement, health/life insurance
Travel	Travel that may be needed outside the county, overnight, and lodging for trainings/meetings
Supplies	General office, postage, child/classroom/family service, food service, meeting, disabilities, maintenance/building safety
Contractual	Mental health services, transportation services, training (Butler Art Institute, Beaver Creek Wildlife Education Center), rug cleaning, refuse removal, security, water cooler, lawn/snow care, extermination, admin/fiscal/technical assistance
Other	Rent, utilities, phone/internet, maintenance, building/child insurance, legal services, publications, advertising, printing, copies, recruiting supplies, background checks, child abuse training, local travel, substitutes, technical training, miscellaneous items where appropriate
Training and Technical Assistance	Various out of town travel expenses for trainings, ie. CLASS Reliability training

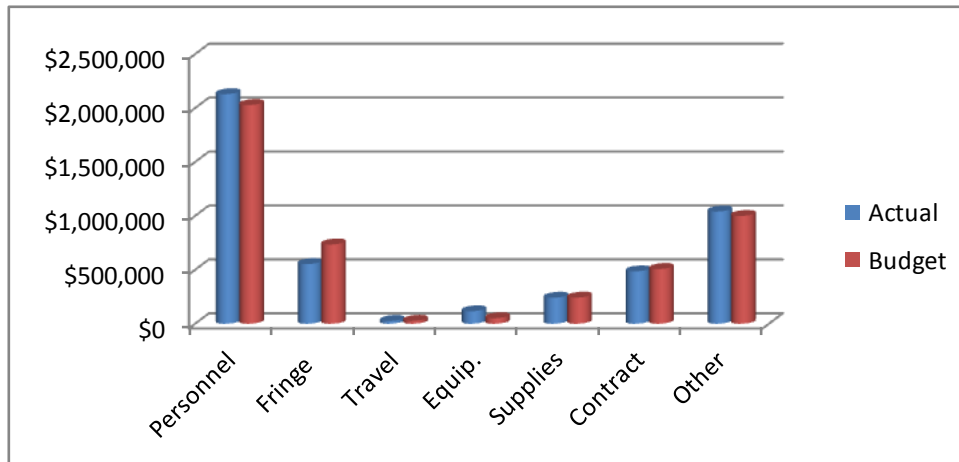
## Federal Head Start Revenue

Head Start Federal Revenue	Amount
HS Grant Base	\$4,356,353.00
HS Grant T/TA	\$48,409.00
HS Start Up (One Time Funding)	\$182,448.00
Program Income	\$7,563.00
<b>Total</b>	<b>\$4,594,773.00</b>

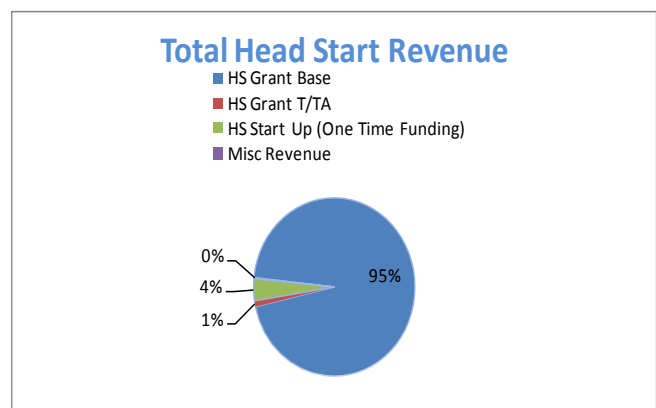
Expenditures	Amount
Personnel	\$2,129,380.00
Fringe Benefits	\$554,061.00
Travel	\$58,964.00
Equipment	\$116,272.00
Supplies	\$241,491.00
Contractual	\$486,093.00
Other	\$1,008,512.00
<b>Total</b>	<b>\$4,594,773.00</b>

Projected Budget	Amount
Personnel	\$2,029,014.00
Fringe Benefits	\$735,198.00
Travel	\$27,713.00
Equipment	\$51,774.00
Supplies	\$243,135.00
Contractual	\$508,127.00
Other	\$999,812.00
<b>Total</b>	<b>\$4,594,773.00</b>

### Comparison of Budgeted Expenses and Actual Expenses



Other Revenue Sources	Amount
Child And Adult Food Care Program	\$252,488.17
OH Dept of Jobs and Family Services	\$1,111.98
Step up To Quality	\$25,750.00
PNC Grant	\$4,000.00
Early Childhood Education	\$232,000.00
<b>Total Other Revenue</b>	<b>\$515,350.15</b>



### HEAD START PROGRAM

To improve educational outcomes and well being of children and strengthen the families we serve.



## WE STRIVE FOR EXCELLENCE

At Community Action Agency of Columbiana County, Inc., we're committed to providing quality preschool and family services for children and families in Columbiana and Jefferson Counties. Through a diverse and well-rounded schedule of daily activities, we seek to help each child develop important verbal, social, and other school readiness skills.

During the 2014-2015 program year, we saw growth and change in both services provided and staff development. Each year we seek to improve upon the last so that we may always provide the best possible services to our children and their families. While we expect success in the future, we will never stop striving to improve our program to the benefit of our community.

By understanding goals, objectives, outcomes, progress, and action plans, we can more effectively carry out our vision and mission. As our program engages in developing long-range goals and short-term objectives, the expected outcomes becomes a critical part of understanding the positive difference our program makes for children, families and the community.

### Head Start Program

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