



PRIDE Community Services
HEAD START ANNUAL REPORT
PY 2016-2017





PRIDE Community Services, Inc.

2016-2017

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PART ONE: PROGRAM INFORMATION

PRIDE Community Services, Inc. Programs

PRIDE Community Services, Inc. is a non-profit community action agency providing the following services in Logan County: Head Start, Weatherization, Seniors, Community Services Block Grant (CSBG), In-Home Care Services, Case Management, Child and Adult Care Food Program, Residential Energy Assistance Program (REAP), Community Housing Development Organization – Single Family Housing Program, Supportive Services for Veterans and Families, and The Century Program.

Promise of Community Action

“Community Action changes people’s lives, embodies the spirit of hope, improves communities and makes America a better place to live. We care about the entire community and we are dedicated to helping people help themselves and each other.”

Program Description:

Deep in the heart of Appalachia, in the Southern West Virginia coal fields, is Logan County, where nearly a third of children under age 18 lives in poverty, according to the U.S. Census Bureau. Logan County covers 456 miles of rugged terrain accessed by one four lane highway, Route 119. The population in 2015 was 34,707, a 5.5 percent drop from 2010. Meanwhile the percentage of children under age 5 (6.1%) increased 1 percent. Nearly 18 percent of families remain below the poverty line. The median household income as of 2014 was \$37,312.

Logan County has five incorporated municipalities, Chapmanville, Logan, Man, Mitchell Heights and West Logan. Logan is the county seat and has the largest population. These areas provide the locations for medical facilities, supermarkets and other basic needs and services. In Kids Count Data Book 2015, West Virginia ranked 39th in the country in kids’ well-being. Of its 55 counties, Logan ranked 52 (11). West Virginia statistics improved except low birth rate babies and children living in poverty. The odds are stacked against children in Logan County.

Roger Horton, of Citizens for Coal, in SNL Energy Report Analysis (2015) said the effects of job losses from coal are rippling through the coal fields, specifically Logan, Boone and Mingo counties. He said the loss of jobs has led to the closing of restaurants, shops and other coal mine vendors. Economic diversification is needed but there is little to no infrastructure for new business. People are no longer shopping for vehicles, they can’t make mortgage payments, and the economy is in decline. This means a drop in the tax base that helps government, the school system and others. A poor county gets poorer.

Nearly two-thirds of children under the age of 6 in Logan County live with parents who are not in the labor force. Job losses are mounting up. Between 2011 and 2015, Logan County was among the top 20 in the nation in coal mining job losses with 557, according to a report from West Virginia Public Broadcasting and SNL Energy. Some of this country’s most desperate children are here suffering and permanently falling behind in a poor county and poor state that have been dealt one setback after another. The outlook is grim.

The bottom line is that West Virginia is consistently near the bottom of state rankings in education, health and economic well-being. Logan County is consistently among the worst counties in the state in these categories. Losing mining jobs by the hundreds just continues to pile onto the plethora of

residual problems. The one thing the state has discovered is that accessible, high-quality care for children makes a difference. The state foots the bill providing universal Pre-K for all 4 year-olds. Investing in the youngest children in West Virginia is the one thing that is making a measurable difference.

PRIDE Community Services, Inc. is a collaborative partner with the Logan County Universal Pre-K program. Head Start is a federal funded, comprehensive early childhood development program serving mostly low-income children who range in age from birth through age five and their families. PRIDE Community Services is the grantee for Head Start serving 3-5 year olds in the entire geographical region of Logan County.

Logan County has one of the first and oldest Head Start programs in the nation. It began as a six week summer program in May 1965 administered by Logan County Schools. After two years, the grant was completely owned by PRIDE Community Services. As early childhood development trends have changed, so has Head Start. Since its inception, the emphasis has shifted from children in all grades living in poverty or needing an educational boost to children ranging in age from birth through five. The Head Start program has grown from having no educational requirements for staff to now requiring degreed staff members with an emphasis on individualized staff development and ongoing training.

PRIDE Head Start programs provide comprehensive educational activities in classrooms led by teaching staff in an attempt to meet the holistic needs of all children enrolled. Other services include: social, nutritional, health and mental health, as well as transportation for children and their families. In order to accommodate the needs of the area’s families, Head Start in Logan County implements center based services. Since 2006, Logan County Head Start has operated in collaboration with Logan County Board of Education. In 2016-2017, children were served in a total of 24 classrooms, six Head Start collaborative classrooms and fifteen Local Education Agency (LEA) collaborative classrooms in Logan County. Three additional Head Start classrooms were operated for three-year old children only. Locations of the classrooms were:

Head Start Collaborative Classrooms (6)		LEA Collaborative Classrooms (15)		Head Start Only Classrooms (3)	
Site	# of classrooms	Site	# of classrooms	Site	# of classrooms
Chapmanville Center	1	Buffalo Elementary	1	Logan Head Start Center	3
Logan Head Start Center	2	East Chapmanville Elementary	2		
Lorado Center	1	Holden Elementary	2		
Man Elementary	1	Hugh Dingess Elementary	1		
Omar Elementary	1	Justice Elementary	1		
		Logan Elementary	1		
		Man Elementary	1		
		Omar Elementary	1		
		South Man Elementary	1		
		Verdunville Elementary	1		

	West Chapmanville Elementary	3	
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For 2016-2017 school year, these classrooms served children five days per week - Monday through Friday. All classrooms were open between 160-166 days. Each site operated educational activities for children for a minimum of 6 hours per day, five days per week. The hours of service for children ranged from 960 to 1,328.

Collaboration with Logan County BOE: In 2002, legislation passed that required all 55 counties in West Virginia, by the year 2012, to provide a Universal Pre-K space to all age eligible four-year-olds and three-year-olds with diagnosed disabilities. Policy 2525, which governs West Virginia’s Universal Pre-K program, requires that a minimum of 50% of pre-k classrooms be collaborative with community partners. Statewide, in 2016, West Virginia was at 82% collaboration rate and 76% four-year-old participation rate. In addition, West Virginia is one of only five states in the nation to meet all 10 benchmark for quality pre-k programming, as determined by the National Institute for Early Education Research (NIEER). Ten additional benchmarks were introduced, and West Virginia Universal Pre-K already meets 9 of those 10. The state of West Virginia ranks sixth in the nation for access to Pre-K for four-year olds and seventh in the nation for access to Pre-K for three-year olds.

Head Start: There are four major components to Head Start:

- **Education:** Providing a variety of learning experiences to help each individual child grow intellectually, socially, and emotionally. Plans for learning incorporate School Readiness Goals and are determined by the child’s developmental level and early childhood best practices as set forth by Head Start Performance Standards, WV Early Learning Standards Framework, and Creative Curriculum Goals and Objectives.
- **Health:** Providing mental health and nutritional services, as well as general health services, such as immunizations, and dental and medical screenings that assist in early identification of health problems.
- **Parent Involvement:** Involving parents in the planning and implementation of activities. Head Start recognizes that parents are the child’s first teacher. Parents serve on policy councils and committees that make administrative decisions; participate in classes and workshops on child development; and volunteer in the program.
- **Social Services:** Provide outreach to families to determine what services they need, which may include transportation. Families are supported in assessing their own strengths and identifying areas of interest regarding goals for their family. Parent training opportunities are provided throughout the year.

Staffing in the classrooms in Logan County includes a mixture of both Head Start and Board of Education employees. Teaching staff is qualified and credentialed to teach preschool aged children, either through an appropriate degree (MA; BA; AA) and state certification or working toward state certification and degree. Training is ongoing for all staff in order to ensure that the most current child development practices are infused into daily activities.

Every child, staff, and volunteer is provided a breakfast, lunch, and a nutritious snack whose components meet USDA Child and Adult Care Food Program guidelines. The federal grant that funds Head Start is on a five-year project period, where specific components of the program are

reviewed annually by the Federal Government. In addition to these reviews, Head Start must maintain licensure through the West Virginia Department of Health and Human Resources, follow state Health Department Code, adhere to fire marshal regulations, meet USDA Child and Adult Care Food Program guidelines, as well as meet Policy 2525 guidelines for Universal Pre-K.

Purpose:

The purpose of Head Start is to promote school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social, and other services to enrolled children and families. Head Start aims to equip every child, regardless of circumstances at birth, with the necessary tools to succeed both in the classroom and in society.

Vision:

PRIDE Community Services will serve as a driving force in creating a community where people are empowered with resources and opportunities to reach their greatest potential.

Mission:

PRIDE Community Services makes a positive impact on the lives of those in need by bringing together educational, financial, and human resources that support self-sufficiency.

PART TWO: GOALS

Program Goals:

Program Goal #1: Increase parent and family engagement, both at school and at home.

Program Goal #2: Decrease the rate of obesity (directly impacting related incidents of heart disease and diabetes) in Head Start children.

Program Goal #3: Expand program option to include Early Head Start based on Community Needs Assessment.

Program Goal #4: Collaborate with other community agencies to develop additional partnerships in an effort to link families to all available community resources in a coordinated approach.

Program Goal #5: Provide cross training of CFO duties within Head Start program.

School Readiness Goals:

School Readiness means having the ability to learn and cope with the school environment, without undue stress. Transition to kindergarten is a journey. Regardless of a child's individual developmental level, Head Start and Universal Pre-k offer numerous opportunities to assist children on their journey.

Head Start and Universal Pre-k identify goals for school readiness based on Early Child Development, Head Start's Early Learning Outcomes Framework (HSELOF), State Early Learning Standards and where the Creative Curriculum and Early Learning Reporting System (ELRS) align. Along with these variables, school readiness is also impacted by other resources prior to and during the school term through home, family and community.

Head Start, in collaboration with Universal Pre-k, provides a developmentally appropriate preschool program for children 3-5 years of age. Our program engages the child through differentiated learning in the following areas:

Social Emotional
Physical Development/Health/Nutrition
Cognitive Development/Mental Health
Approaches to Learning
Language & Literacy

Accordingly, School Readiness Goals have been established to reflect each of the above mentioned areas.

School Readiness Goal #1: Children will follow classroom rules and routines with increasing independence.

School Readiness Goal #2: Children will express a broad range of emotions and recognize these emotions in self and others.

School Readiness Goal #3: Children will identify upper- and lower-case letters of the alphabet.

School Readiness Goal #4: Children will understand the relationship between numbers and quantities.

School Readiness Goal #5: Children will demonstrate personal hygiene and self-care skills.

Transition Plan: In order to ensure children and families have a smooth transition into the public school system/kindergarten additional preparation for School Readiness will include:

1. Parents will receive a copy of the School Readiness Goals within the first 45 days of school.
2. Parent Conferences will take place three times during the course of the school year using the Early Learning Reporting System (ELRS), West Virginia's Universal Pre-K assessment tool, which encompasses the above goals through standards.
3. Weekly communication flyers will be sent home focusing on classroom activities.
4. Newsletters sent home semi-monthly will contain suggestions for parent/child activities to extend classroom learning to the home environment.
5. An end of the year workshop for transitioning will be scheduled, with an opportunity for each site to attend. (Presented by a Children Wellness Specialist, Kindergarten & Title 1 Teacher.)
6. The "What to expect in Kindergarten" packet will be distributed to families exiting preschool.
7. Parents are given a workshop survey to complete at orientation at the beginning of the school year. The top four workshops that parents select will be offered as parent workshops throughout the course of the school year.

8. All children & parents will have the opportunity to visit the child's home school.
9. Transfer of records from preschool teacher to the kindergarten teacher.
10. Transfer of assessment data via The WV Pre-K Child Assessment System Kindergarten Transition Report.
11. As scheduling permits, Pre-K teachers meet with Kindergarten teachers monthly the last five months of the school year to engage in Peer Learning Communities (PLC). The goal of these meetings is to share information that pertains to children exiting preschool and entering kindergarten to ensure a seamless transition.

PART THREE: YEAR IN REVIEW

Results of 2016-2017 Monitoring Review: For the 16-17 PY, Administration for Children and Families (ACF) conducted the Classroom Assessment Scoring System (CLASS) review. Based on the Results from CLASS Observations report from ACF, the federal review class scores for Logan County were:

DOMAIN	Score	DOMAIN	Score	DOMAIN	Score
Emotional Support	6.4750	Classroom Organization	6.0750	Instructional Support	3.2333

DIMENSIONS					
Positive Climate	6.50	Behavior Management	6.45	Concept Development	2.78
Negative Climate*	1.05	Productivity	6.48	Quality of Feedback	3.05
Teacher Sensitivity	6.38	Instructional Learning Formats	5.30	Language Modeling	3.88
Regard for Student Perspectives	6.08				

While 2016 National Scores have yet to be released, meaning programs do not yet know if their scores fall in the bottom 10% nationally which would place them into the Designated Renewal System, PRIDE Community Services is aware that the scores received were higher than the minimum thresholds set. Minimum threshold scores for each domain are:

Emotional Support	Classroom Organization	Instructional Support
4	3	2

(See appendices for the entire “Results from CLASS Observations” report from ACF.)

Independent Audit:

An independent audit of the agency's financial policies and procedures is conducted annually. The Certified Public Accountant office of Perry & Associates is the audit firm contracted to ensure that procedures are compliant with federal standards. The results of the audit indicate no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

There were no findings. A complete copy of the audit and its components is available by contacting PRIDE Community Services, Inc.

Funding, In-Kind & Budgetary Expenditures

The Head Start program is funded by the U.S. Department of Human Services, Administration for Children and Families, Office of Head Start. The program also receives funding from the West Virginia Department of Education through collaboration with the Logan County Board of Education (LBOE). In addition, the U.S. Department of Agriculture (USDA) provides reimbursement for expenditures related to food costs through the Child and Adult Care Food Program (CACFP). Specific amounts and sources are as follows:

<u>Funding</u>	<u>Federal/State</u>
Regular Head Start	\$1,700,082
Training & Technical Assistance	26,440
Generated Funding	194,944
Total	\$1,921,466

As a condition of the Head Start grant, the program is required to provide a local in-kind match of 20% for any federal funds received. This non-federal share of the grant award is provided through a variety of means that include, but are not limited to: parent participation in the program, space donations, supply donations, and partnerships with other programs in the community, such as the local board of education. The minimum amount of non-federal share that is generated is:

Budget Categories	Regular Head Start	T&TA	Generated	Non-Federal Share	Total Budget
Personnel	\$801,418	\$0	\$0		\$801,418
Fringe Benefits	\$312,191	\$0	\$0		\$312,191
Travel	\$3,108	\$0	\$0		\$3,108
Supplies & Equipment	\$80,433	\$4,510	\$0		\$84,943
Contractual	\$15,650	\$0	\$0		\$15,650
Other	\$282,423	\$21,930	\$194,944	\$425,020	\$924,317
Indirect Costs	\$204,859	\$0	\$0	\$0	\$204,859
Total	\$1,700,082	\$26,440	\$194,944	\$425,020	\$2,346,486

Training and Technical Assistance Budget: \$26,440

Training and Technical Assistance Plan: The Training and Technical Assistance Plan was developed from information gathered from regulatory requirements, including: Head Start

Performance Standards, WVDHHR Licensing Regulations, WV Department of Education Policy 2525, and WV Child and Adult Care Food Program. The Training and Technical Assistance Plan was also developed after analyzing data from: CLASS observations, Observational Walkthroughs, ECERS, Health and Safety Checklists, Early Learning Scale scores, Program Information Report, and the Self-Assessment.

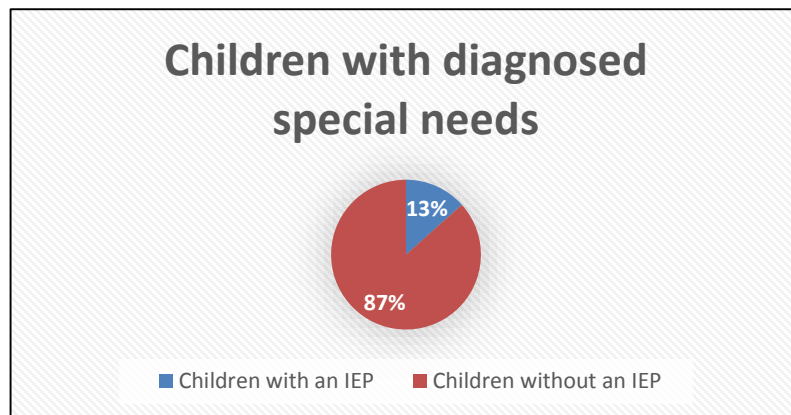
The advanced education and Teachers and Family Development Facilitators continues to remain a great priority. The allocation of \$26,440 will be distributed in the following manner:

T&TA Funds	
Tuition	\$890
Training Supplies	\$4,510
Travel	\$0
Training	\$21,040
TOTAL	\$26,440

See the complete T&TA Plan located in the Appendices.

Enrollment

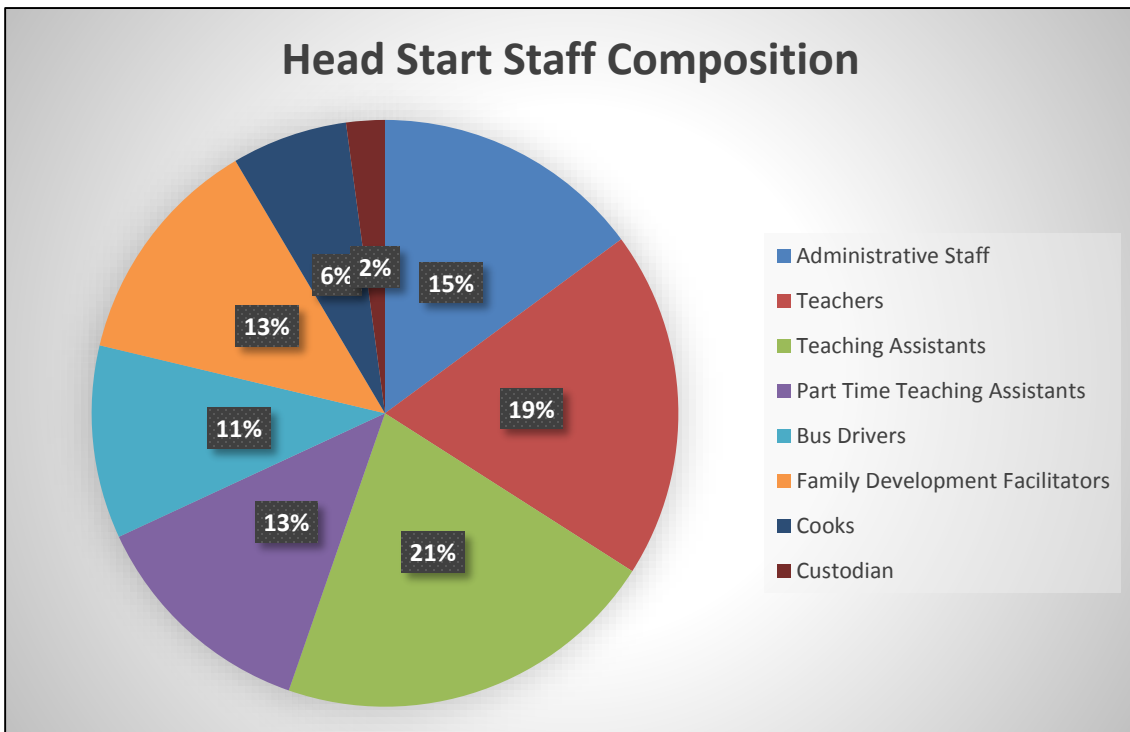
251	Funded Enrollment
261	Cumulative Enrollment (8 – 2 year olds, 85 – 3 year olds, 166 – 4 year olds, 2 – 5 year olds)

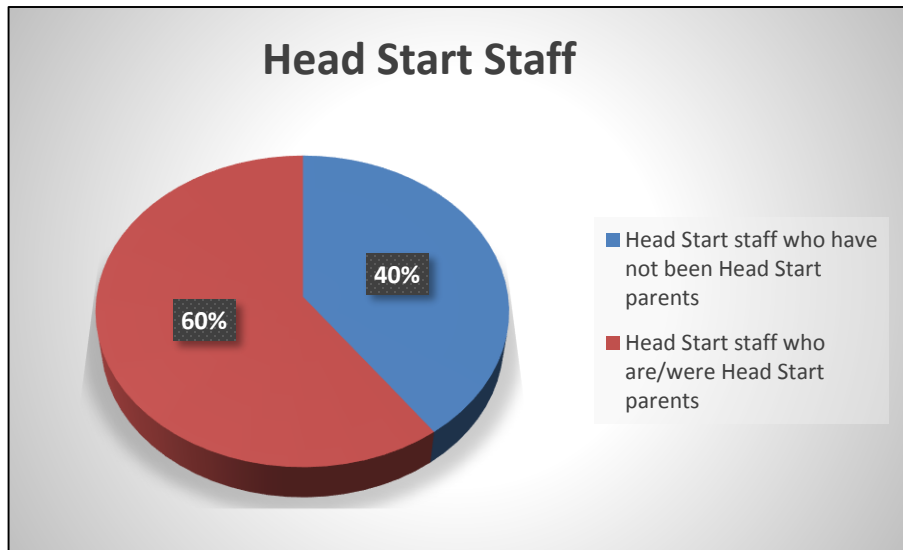


Number enrolled with:

Income below 100% of Federal Poverty Level	225
Receipt of public assistance	1
Status as a foster child	24
Status as homeless	2
Over income	8
Number of children exceeding the allowed over income	1

Head Start Staff:





Administrative

Staff:

	#of staff with degree
Advanced Degree	1
Bachelor's Degree	1
Associates Degree	2

Teaching Staff:

Percentage of preschool child development staff with the following:	Teachers (9)	Assistant Teachers (10)
Baccalaureate degree in:	4	1
1. Early childhood education		
2. Any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool age children.	44%	10%
Associate degree in:	4	3
1. Early childhood education		
2. Any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool age children.	44%	30%
The number of preschool child development staff who have not met the qualifications listed above	1	6
	11%	60%

Cooks: Number of Head Start cooks - 3

Drivers: Number of Head Start bus drivers with a CDL – 5/5 – 100%

Family Development Facilitators: Of the family and community partnerships staff (Family Development Facilitators), the number with the following as the highest level of education completed:

A related advanced degree	0
A related Bachelor's Degree	0
A related Associate Degree	2
A family development-related credential, certificate, or license	0
None of the qualifications listed above	4

Family and Community Partnerships:

Volunteers:

Number of volunteers	277
Number of volunteers who are current or former Head Start parents	258

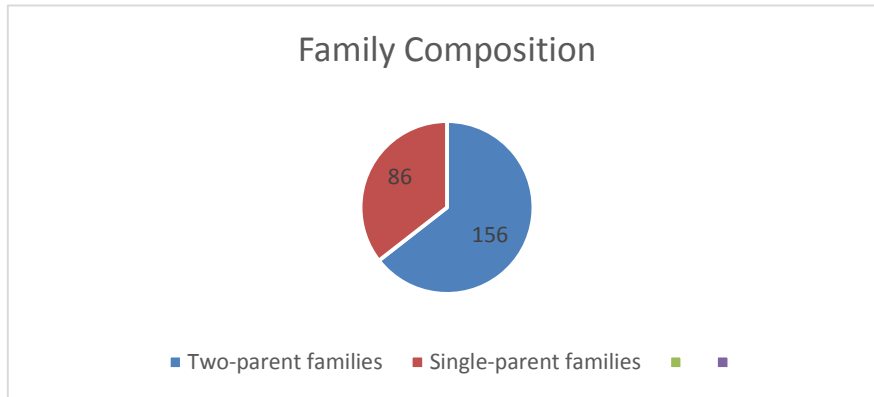
Parent Engagement: Parent Meetings and Policy Council Meetings are held monthly. Each center makes decisions at the local level and elects representatives to the program's Policy Council. Throughout the school year, the Policy Council carries out shared program governance with the Board of Directors. Parent Engagement Activities throughout the school year included:

- Pumpkin carving and decorating in October – Male involvement activity
- The Health Plan Activities incorporating healthy food choices with literacy activities
- Financial Literacy courses
- Parents as Teachers parenting curriculum sessions held monthly
- The Parent and Volunteer Banquet held in April (Volunteer Month) to honor parents and volunteers who have served the program this year
- Grandparents Day activities
- Christmas in the park
- Transition Day Activities
- Pre-K Winter Showcase
- Father's Day Activities
- Mother's Day Activities
- Read-To-Me Week
- Pinwheel Gardens for Child Abuse Awareness Month
- Hands on Training (HOTS)
- Parent/Teacher Conferences

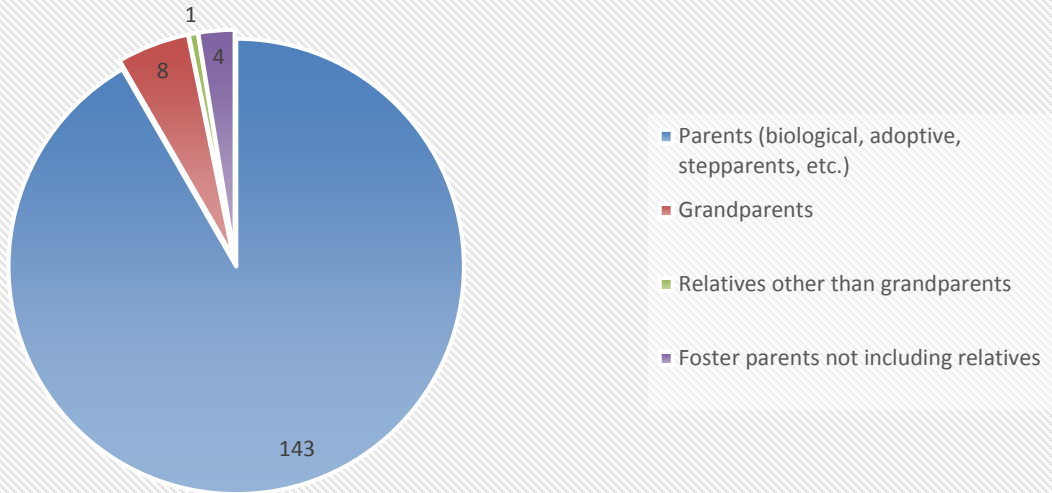
Trainings/workshops are held in collaboration with community partners and specific to parent's needs and requests as determined by a parent survey distributed at the beginning of each year. Parent workshops/trainings provided in 2016-2017 included: car seat safety, transitioning to kindergarten, ensuring children's success in school, helping your child interact with peers, and rethinking your drink choices.

Parents are welcome in classrooms at all times and encouraged to participate in all activities, including day-to-day classroom activities.

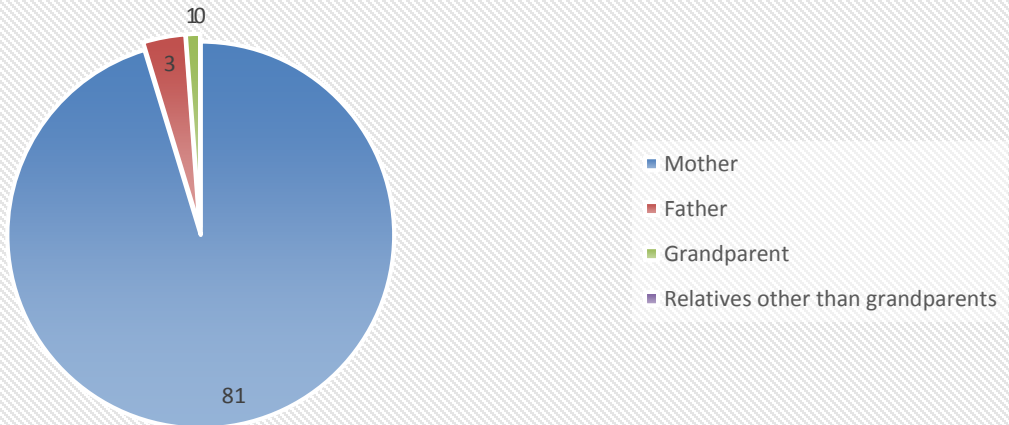
Number of Families:



Two-Parent Family Composition



Single-Parent Family Composition



Community Partnerships:

Collaborative Agreements with the following agencies exist:

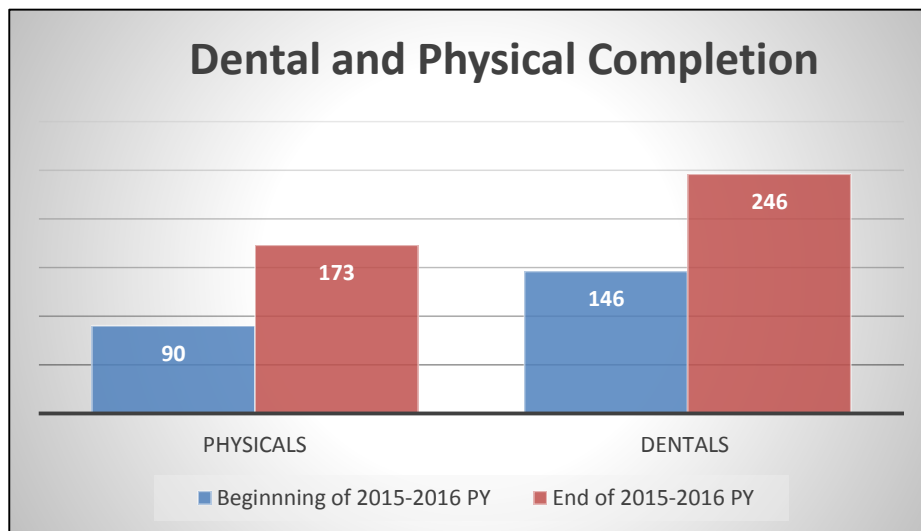
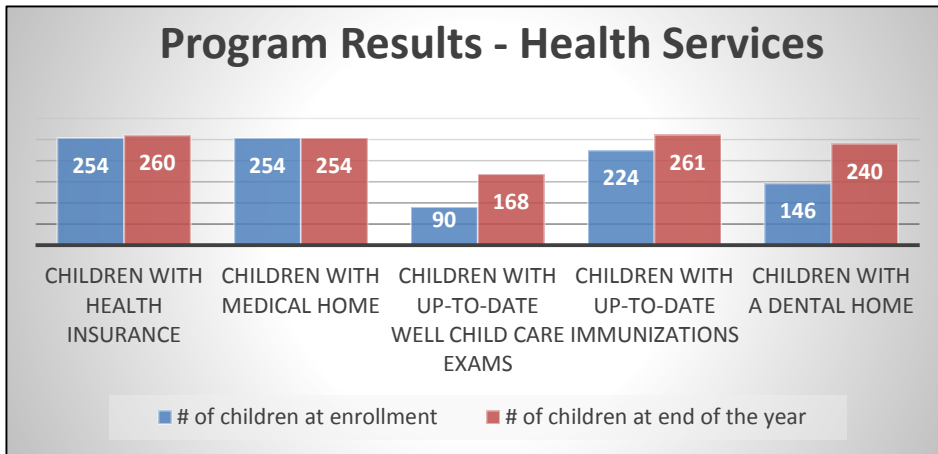
Community Partner	Brief Summary of Agreement
Coalfield Health Center	Conduct staff physicals, including CDL physicals
Logan County Board of Education	Universal Pre-K Collaborative Service Agreement
Logan County Health Department	Coordinate Food Handlers training and TB tests at designated facility for all staff at the beginning of each school year
Logan Mingo Area Mental Health	Will conduct mental health observations, provide training at parent workshops, provide staff training
Logan Pediatrics	Will provide physical exams for children; physician will participate on the Health, Education, Nutrition Advisory Council
McCoy Dental	Will provide dental exams and treatment for children; dentist will participate on the Health, Education, Nutrition Advisory Council
Necco	Priority placement in HS for children in foster care
Southern West Virginia Community and Technical College	Provide space to allow students to conduct classroom observations for both Nursing and Education degreed programs
The Health Plan	Integrate literacy activities and healthy food choices into daily planned activities with children and families.
West Virginia Birth to Three	Work with services providers to meet individual needs of children diagnosed with special needs; help with the transition from IFSP to IEP; attend meetings to assist with transition to HS program
West Virginia Community Action Directors Association	Increase information sharing between Community Action Agencies and Head Start grantees to inform and coordinate services being delivered; increase communication to promote collaboration
West Virginia University Extension Services	Provide staff training and parent workshops; financial literacy; cooking/nutrition; life skills; STEAM training for staff; Help develop menus; review and analyze menus for nutritional components
Women, Infants, Children (WIC)	Provide staff training and share pertinent medical information about children
West Virginia Department of Health and Human Resources (WVDHHR)	Training, education resources, referrals

PART FOUR: PROGRAM RESULTS

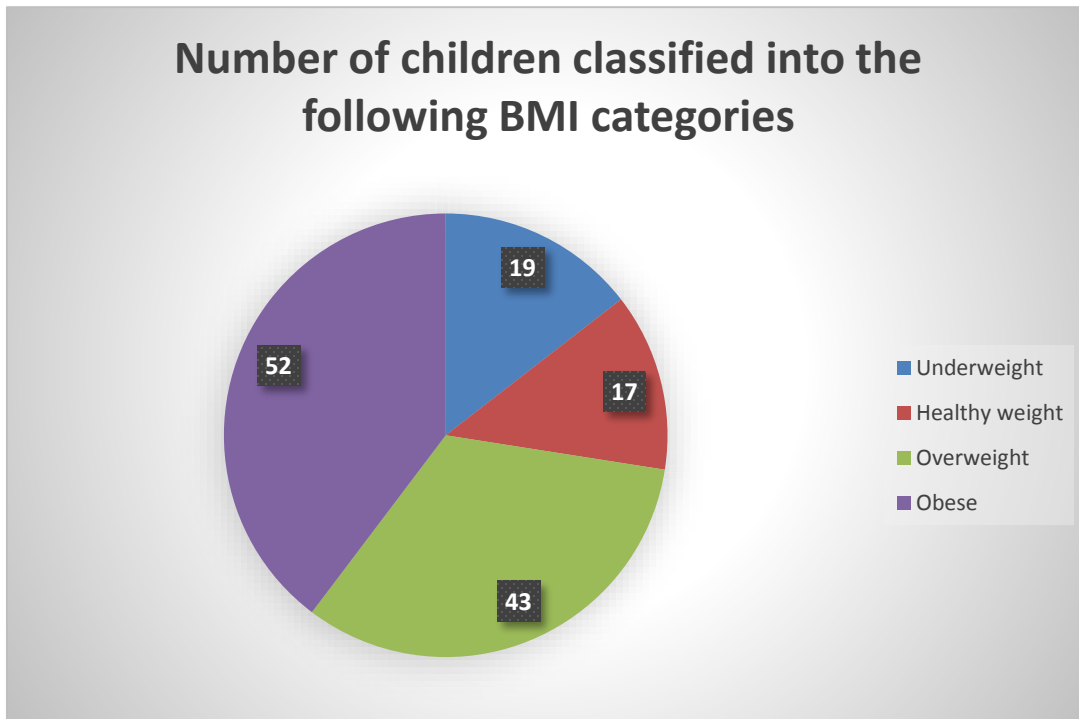
Mental Health Services:

Number of children for whom mental health professional consulted with program staff about the child's behavior/mental health	12
Number of children for whom mental health professional consulted with parent/guardian about their child's behavior/mental health	10
Number of children for whom the mental health professional provided an individual mental health assessment	9
Number of children referred by the program for mental health services outside of Head Start	8
Of these, the number who received mental health services	4

Health Services:



Number of children classified into the following BMI categories

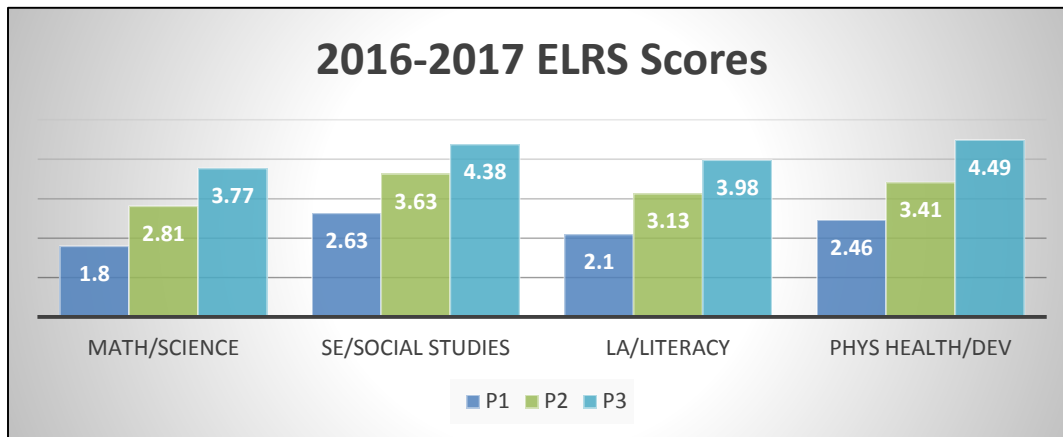


Early Learning Scale Data

The Early Learning Scale (ELS; Riley-Ayers, Boyd, & Frede) is a systematic assessment for preschool children conceptually derived from the New Jersey Early Learning Assessment System-Language Arts Literacy (ELAS-L; Wolock et al., 2003) and Math (ELASM; Whelan, Boyd, & Frede, 2007). It is designed for teachers to assess children's progress toward learning standards such as the Head Start Child Outcomes Framework and the State Learning Expectations. This assessment is a performance-based measure using student data collected through observation and work samples. Data is analyzed using research-based benchmarks and assigned a score on the 5-point continuum. This is a manageable system with 10 items that provide the teacher valuable data to inform instruction and improve student learning across domains. Since this assessment approach informs teaching, it can be easily used to communicate with parents in a meaningful way about their child's growth and development during the preschool years. In addition, since this system is based on state early learning standards and current research and is not curriculum-specific, the ELS can be used in any classroom.

The ELS examines three domains with a total of 10 items across the domains. Within each item are strands that further delineate the items for more focused observation. The 5-point continuum has indicators at levels 1, 3, and 5. Scores are reported for each of the 10 items. Domains and items that are included are measurable, develop on a continuum, and are critical to present and future learning. The ELS includes items in math/science, social emotional/social studies, and language arts literacy. The Early Learning Scale does not provide a continuum for the arts and physical development. At

the preschool level, standards dictate children should begin to explore and develop an appreciation for the arts. However, a child’s appreciation of something is difficult to observe and not appropriate to place on a continuum. Additionally, physical development is usually best assessed using a checklist rather than a continuum. The two domains are included because of their importance for teachers to notice and intervene when concerns arise. So, the research base and a location to collect evidence is provided, but these areas are not scored on the continuum.



The Classroom Assessment Scoring System (CLASS) was developed as a way to measure teacher-child interactions to better understand what quality is and how it affects learning and growth. CLASS examines how teachers interact with children, how they use time and materials to get the most out of every moment, and how they ensure that children are engaged and stimulated.

Three domains are included in the CLASS observation tool:

1. Emotional Support – looks at positive relationships among teachers and children, the ways that teachers support social/emotional functioning, and the degree to which teachers promote children’s autonomy.
2. Classroom Organization – considers how well time and behavior is managed to maximize learning opportunities.
3. Instructional Support - encompasses the ways in which teachers implement lessons and activities to promote both cognitive and linguistic development. It also focuses on how teachers use feedback to help children learn.

CLASS Scores –

Trained and certified CLASS observers use the CLASS to capture both the lower-quality and higher-quality behaviors that are demonstrated in the classroom in each dimension. Scores are assigned using a scale across several important dimensions:

- Low-range scores (1-2) – assigned when behaviors associated with a dimension were demonstrated in a low quality manner, were lacking, or were rarely present in the classroom interactions.

- Mid-range scores (3-5) are assigned when the classroom interactions associated with a dimension were somewhat present during the classroom observation or a part of some children’s experience.
- High-range scores (6-7) are assigned when the classroom interactions were highly characteristic of a dimension during the observation. High-range behaviors are those that are meaningful, consistent, sustained, and reflective of everyone’s experience in the classroom.

CLASS Data for Logan County (conducted internally) –

Overall total – 5.58

	Domain Score
Emotional Support	6.42
Classroom Organization	6.26
Instructional Support	4.05

ECERS-R

The Early Childhood Environment Rating Scale – Revised (ECERS-R) is designed to evaluate quality of provision for children aged 2½ to 5 years in center-based settings. The scale consists of 43 items organized into 7 subscales: space and furnishings, personal care and routines, language-reasoning, activities, interactions, program structure, and parents and staff.

ECERS-R 2016-2017

Space and Furnishings	6.5	6.5	6.5	6.87	6.25	6.25	7	6	6.48
Total Subscale Score	52	52	52	55	50	50	56	48	
# Items Scored	8	8	8	8	8	8	8	8	
Personal Care Routines	4.5	6.33	6.66	6.83	6.16	6.3	6.83	6.17	6.22
Total Subscale Score	27	38	40	41	37	38	41	37	
# Items Scored	6	6	6	6	6	6	6	6	
Language-Reasoning	7	6.75	5.75	7	7	6.75	6.75	6.5	6.69
Total Subscale Score	28	27	23	28	28	27	27	26	
# Items Scored	4	4	4	4	4	4	4	4	
Activities	6.1	5.9	6	5.4	7	6.7	6.8	6	6.24
Total Subscale Score	61	59	60	54	70	67	68	60	
# Items Scored	10	10	10	10	10	10	10	10	
Interactions	6	6.4	5.2	7	7	7	7	7	6.58
Total Subscale Score	36	32	26	35	35	35	35	35	
# Items Scored	6	5	5	5	5	5	5	5	
Program Structure	6	6.75	6.75	5.5	7	6.75	6.75	6.5	6.50
Total Subscale Score	24	27	27	22	28	27	27	26	
# Items Scored	4	4	4	4	4	4	4	4	
Parents and Staff	4.66	4.66	3.83	5	5.16	6.5	6.5	6.5	5.35
Total Subscale Score	28	28	23	30	31	39	39	39	
# Items Scored	6	6	6	6	6	6	6	6	
Total Subscale Scores	256	263	251	265	279	283	293	271	270.13
Total # of Items Scored	44	43	43	43	43	43	43	43	43.13
Average Total	5.82	6.12	5.84	6.16	6.49	6.58	6.81	6.30	6.27

Attendance Data

Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Average
94%	89%	85%	88%	86%	85%	83%	88%	87%	85%	n/a	n/a	87%

Nutrition:

	Nutrition Monthly Totals (2016-2017)										YTD Totals
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	
Children	265	1370	1343	1021	882	1128	1224	1406	977	1352	10968
Staff	100	360	352	246	244	295	336	414	253	387	2987
Volunteers	0	3	5	4	1	1	3	1	0	5	23
Total Breakfast	365	1733	1700	1271	1127	1424	1563	1821	1230	1744	13978
Children	267	1383	1355	1023	890	1228	1228	1345	990	1357	11066
Staff	100	484	373	286	264	362	362	400	286	413	3330
Volunteers	0	3	13	6	1	0	0	2	1	6	32
Total Lunch	367	2061	1741	1315	1155	1590	1590	1747	1277	1776	14619
Children	265	1329	1208	1016	828	1222	1222	1230	985	1295	10600
Staff	87	385	251	219	190	299	299	292	215	301	2538
Volunteers	0	2	0	2	0	0	0	0	0	1	5
Total Snack	302	1907	1459	1237	1018	1521	1521	1522	1200	1597	13284
All Children Meals for all centers	797	4082	3906	3060	2600	3578	3674	3981	2952	4004	32634
Total Meals for all centers	1034	5701	4900	3823	3300	4535	4674	5090	3707	5117	41881

Meals Served for PY 2016-2017 – 41,881 – This includes breakfast, lunch and snack served to children and adults.

Transportation:

Number of children for whom transportation is provided	226
Number of buses owned by program	8
Number of drivers employed	5
Total transports provided in PY 2016-2017	15,111

Success Story

Head Start: Serving More than Just Children

Head Start believes in the strength of the family unit. We aim to build relationships with participating families, support strong communication between parents and their children, promote total family well-being, and ensure connections to local community resources.

Billy Forshey and Jamie Haines are the parents of Brooklyn Forshey, a Universal Pre-K child enrolled at the Logan Head Start Center. Around September 2016, this family was forced to relocate to a new home in Logan County, forcing them farther away from their place of employment with no transportation. Upon communicating their home and transportation challenges to Brooklyn's teacher, Mrs. Leslie Walker took immediate action. Mrs. Leslie contacted several staff at PRIDE to see what programs and resources were available to assist the family. Through a generous donation of a fellow Logan County resident and BOE employee, staff at PRIDE Community Services secured a bicycle for the family. Billy and Jamie were touched and gracious.

Billy and Jamie serve as one example of how Head Start doesn't just benefit the children we serve, but also successfully links families to necessary community resources and services that allow them to work toward achieving established goals.



PART FIVE:

Appendices