

Head Start

Annual Report 2017-2018



PRIDE Head Start Annual Report

Head Start is a federally funded program that promotes the school readiness of young children from low-income families. Head Start programs support the mental, social, and emotional development of children from ages three to five. In addition to education services, programs provide children and their families with health, nutrition, social, and other services. The program works to maintain the highest standards of quality in strength-based, comprehensive, early-intervention, family, and education services to children and families.

In 2017, Head Start funded 7,026 children in the state of West Virginia. 251 of those children attended Head Start in Logan County.

PRIDE Head Start utilizes evidence-based approaches to serving children and families of low-income in a compassionate and partnering manner. Children receive services that promote development across all domains. From concrete support to meet mental, dental, and physical health needs to developmentally appropriate school readiness promotion, children benefit from warm, nurturing, and effective interactions which are based on the leading edge of research and science about brain development. Families participate in a variety of family support and strengthening activities. From parent education and leadership to family developmental activities to support each family's specific goals for their children and their family, Head Start services are individually responsive to each child and family.



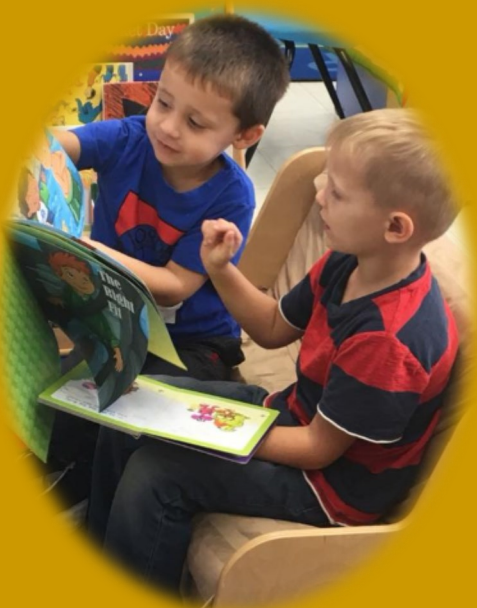
2017-2018 Budget

Funding Sources:

Department of Health & Human Services (DHHS), ACF.....	\$1,734,328
Training/Technical Assistance Fund....	\$26,440
Generated Funding.....	\$195,200
In-Kind.....	\$440,193

Expenditures from Funding Source:

Personnel.....	\$885,050
Fringe Benefits.....	\$335,781
Travel.....	\$4,000
Supplies & Equipment.....	\$59,066
Contractual.....	\$3,000
Other.....	\$879,049
Indirect Costs.....	\$230,215
Total.....	\$1,955,968



EDUCATION

PRIDE Head Start curriculum, The Creative Curriculum® for Preschool, supports developmentally appropriate practices, which promote optimal child growth and school readiness. High quality learning takes place through play and positive interactions. The Creative Curriculum® System for Preschool is based on five fundamental principles. These principles provide reasons for operating the program in particular ways.

They are:

1. Positive interactions and relationships with adults provide a critical foundation for successful learning.
2. Social-emotional competence is a significant factor in school success.
3. Constructive, purposeful play supports essential learning.
4. The physical environment affects the type and quality of learning interactions.
5. Teacher-family partnerships promote development and learning.

(The Creative Curriculum® System for Preschool, Volume One: The Foundation, page 3)

In addition to the academic focus, Head Start emphasizes social and emotional development of children as the foundation for academic success. This focus is supported through the use of Early Childhood Positive Behavior Interventions and Support. (ECPBIS)

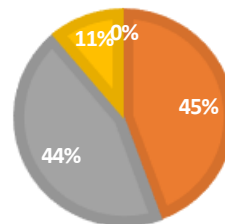


The Classroom Assessment Scoring System (CLASS) is used to support teacher professional responsibility around early childhood programming. The tool measures the classrooms physical environment, as well as the interactions between teachers and children. PRIDE Head Start teaching staff operate on the foundational understanding that achieving the best child outcomes requires attention to personal growth. CLASS scores are shared with the teachers to encourage and measure their personal professional development.

A commitment to the whole child is demonstrated by the support for social, emotional, cognitive, and physical development. From engaging parents to exploring math, science, literacy, and language, Head Start inspires the love of learning in children.

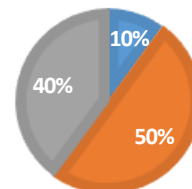
Teacher Qualifications

■ Masters Degree ■ Bachelors Degree
■ Associates Degree ■ Degree in progress



Teaching Assistant Qualifications

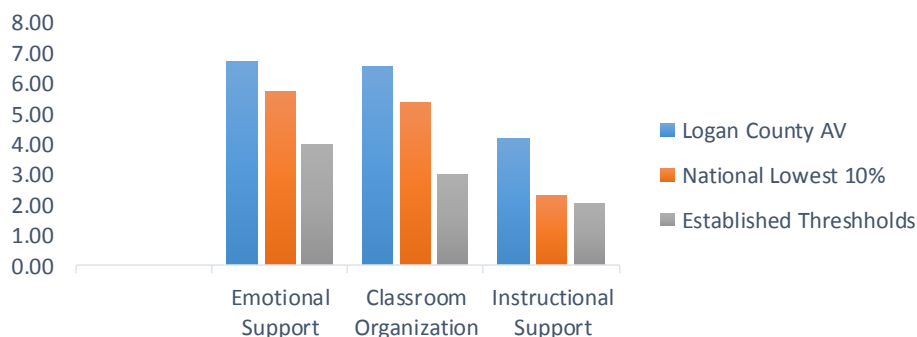
■ Bachelors Degree ■ Associates Degree
■ Degree/certificate in progress



DISABILITIES

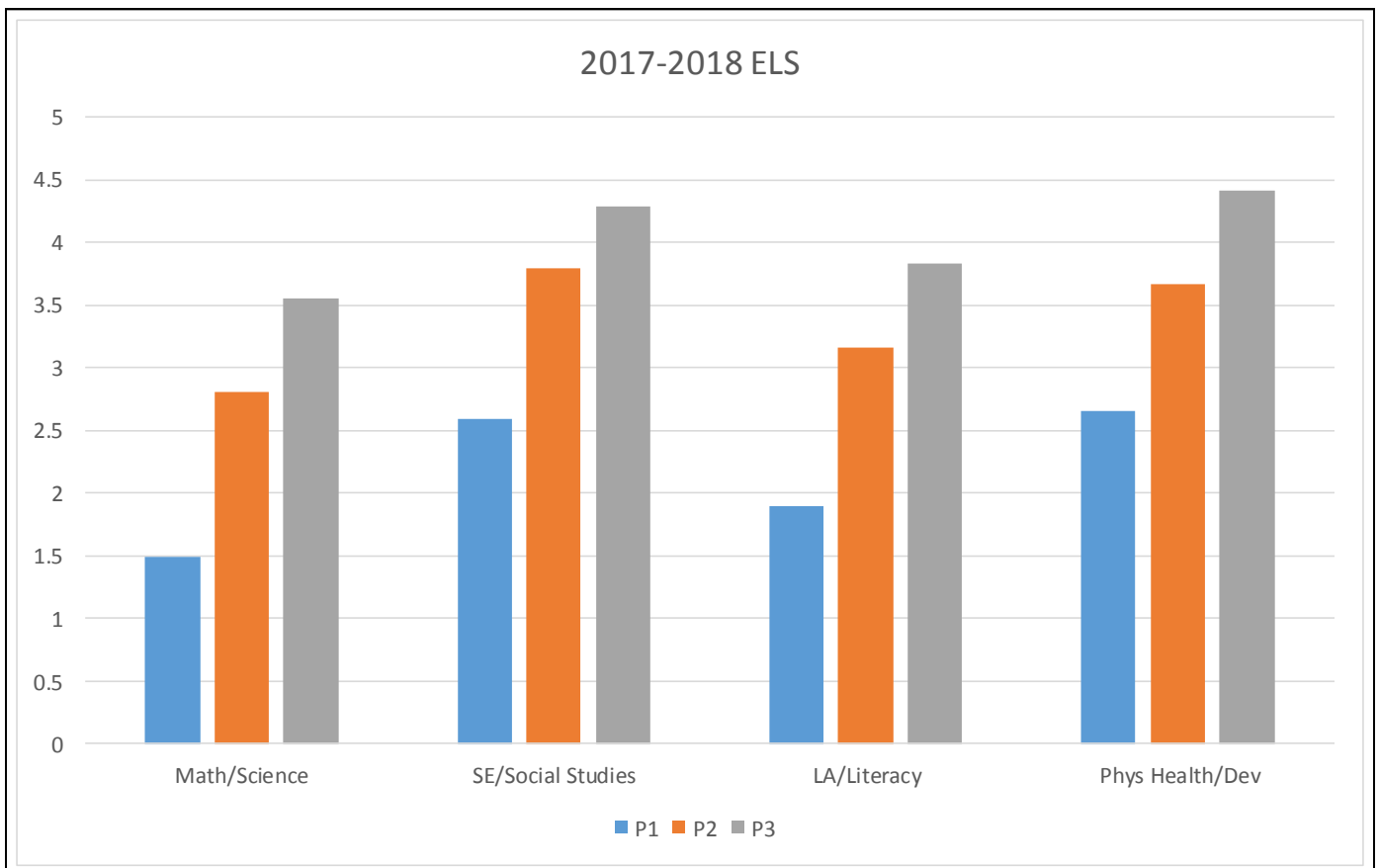
- ⇒ 34 children had an IEP indicating that they qualified to receive special education services
- ⇒ 21 children with an IEP had non-categorical/developmental delays
- ⇒ 13 children with an IEP had speech/language impairment

2017-2018 CLASS



Child Outcomes

Assessment of student learning is monitored and evaluated through the use of the Early Learning System, ELS. 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. This data is then utilized to design lesson plans that are developmentally appropriate for the specific classroom as well as to compose the Family Conference Form, a report of the child's progress.



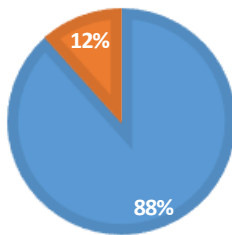
HEALTH SERVICES

Healthy children are children who are ready to learn. Head Start families are connected with a medical home and a dental home in order to provide the family a continuous accessible source of care to support the child's health development and well-being. PRIDE Head Start staff support families to ensure that children are up-to-date on immunizations and have a current physical and dental exam. Additionally, all Logan County students automatically qualify for free meals (breakfast and lunch) and a snack is provided during instructional time. PRIDE Head Start children receive 3/4 of their daily nutritional requirements while attending their Head Start classroom.

- ⇒ 97.9% of children established a medical home
- ⇒ 186 children were identified as up-to-date on immunizations
- ⇒ 96.4% of children established a dental home
 - 31 of those diagnosed as needed treatment
 - 8 of those received treatment
- ⇒ 5 children were referred by the program for mental health services outside of Head Start.
 - 60% of those children received the needed services

TRANSPORTATION

■ Transportation provided ■ Transportation NOT provided



FAMILY SERVICES

Head Start staff partner with families to provide or connect families to necessary resources, in a coordinated effort to strengthen families and provide a foundation for the child and family's success. At PRIDE Head Start, Family Development Facilitators work with families to develop individualized family partnership agreements. These agreements incorporate family and school readiness goals and the support needed to make the goals achievable.

Head Start encourages the role of parents as their child's first teacher. Staff build relationships with families that support positive parent-child relationships, family well-being, and connections to peers and community. Parent education and activities are provided in a variety of ways. Opportunities to participate include: Back to School Bash, Parent/Teacher Conferences, Orientation, Parent Meetings, Policy Council, trainings, workshops, home visits, Transition Day, Pre-K Showcase, Family Fun Day, Pottery Event, holiday celebrations, male engagement activities, field trips, etc.

265 total families served

- ⇒ 169 two parent families
 - 43 of these families had both parents employed
 - 81 of these had one parent employed
 - 45 of these families did not have either parent working
- ⇒ 96 single parent families
 - 49 of these families had the parent employed
 - 47 of these families did not have the parent working
- ⇒ 3 families experienced homelessness during the year

PARENT EDUCATION

- ⇒ 8 had an advanced/baccalaureate degree
- ⇒ 30 had an associate degree, vocational school, or some college
- ⇒ 204 had a high school diploma or GED
- ⇒ 14 had less than high school diploma

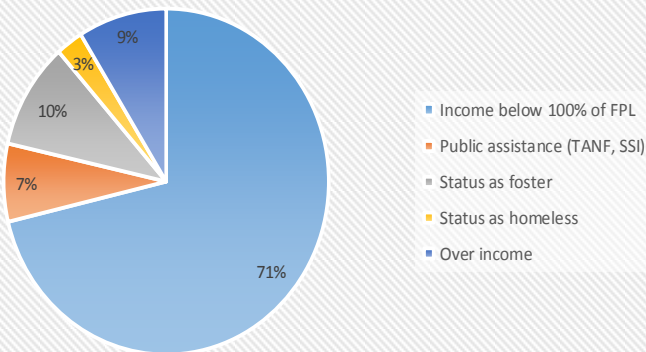


ERSEA

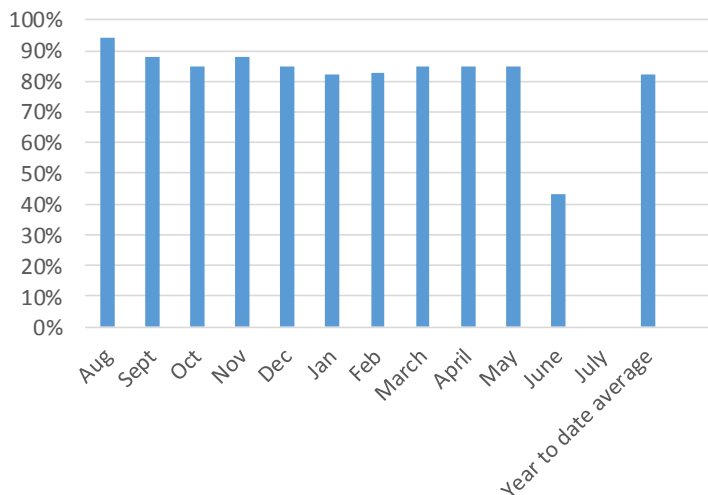
⇒ 251 funded enrollment

⇒ 280 cumulative enrollment

Type of Eligibility



Attendance



PROGRAM GOALS

1. Increase parent and family engagement, both at school and at home.
2. Decrease the rate of obesity (directly impacting related incidents of heart disease and diabetes) in Head Start children.
3. Expand program option to include Early Head Start based on Community Needs Assessment.
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.
5. Program Goal #5: Provide cross training of CFO duties within Head Start program.

SCHOOL READINESS GOALS

1. Children will follow classroom rules and routines with increasing independence.
2. Children will express a broad range of emotions and recognize these emotions in self and others.
3. Children will identify upper- and lower-case letters of the alphabet.
4. Children will understand the relationship between numbers and quantities.
5. Children will demonstrate personal hygiene and self-care skills.

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.

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.

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.

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.



PRIDE Community Services, Inc.

2017-2018

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Valerie Morgan, Assistant Education/Literacy Coordinator

Chanda Elkins, Family Development/ERSEA Manager

Laura Herndon, Health Services Manager

Betty Pack, Nutrition Coordinator

Steve Gilman, Transportation Director