

PRIDE Community Services, Inc.

Head Start

Annual Report 2018-2019



PRIDE Head Start 2018-2019 Annual Report

Head Start is a federally funded program that promotes the school readiness of young children primarily 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. Programs work to maintain the highest standards of quality in delivering strength-based, comprehensive, early-intervention, family, and education services to children and families.

In 2018, Head Start funded 6,887 slots in the state of West Virginia. Two hundred fifty-one (251) of those slots were designated to serve children in Logan County.

PRIDE Head Start utilizes evidence-based approaches to serving children and families of low-income in a compassionate and collaborative manner. 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.



2018 Audit

Revenue:

Department of Health & Human Services (DHHS), ACF.....	\$1,734,328
Training/Technical Assistance Fund....	\$26,440
Other Income.....	\$58,811
In-Kind.....	\$486,207
Total.....	\$2,305,786

Expenses:

Personnel.....	\$862,430
Fringe Benefits.....	\$308,233
Travel.....	\$2,988
Supplies & Equipment.....	\$69,338
Contractual.....	\$10,142
Other.....	\$837,663
Indirect Costs.....	\$214,992
Total.....	\$2,305,786

SCHOOL READINESS GOALS

98

school readiness goals
completed

Family Assessment Completion Percentage—

87%



FAMILY GOALS

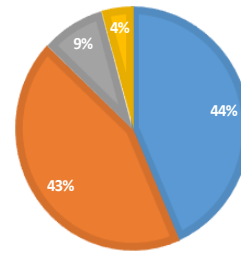
67

family goals completed

Teacher Qualifications

TEACHER QUALIFICATIONS

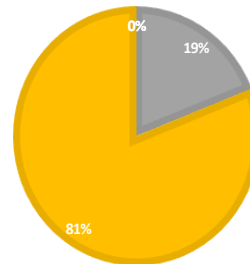
■ Masters Degree ■ Bachelors Degree
■ Associates Degree ■ Less than Associates Degree



Teaching Assistant Qualifications

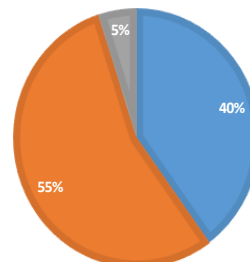
TEACHING ASSISTANT QUALIFICATIONS

■ Masters Degree ■ Bachelors Degree ■ Associates Degree ■ CDA/ACDS



DISABILITIES

■ Non-categorical/developmental delays ■ Speech/language impairment ■ Autism



EDUCATION

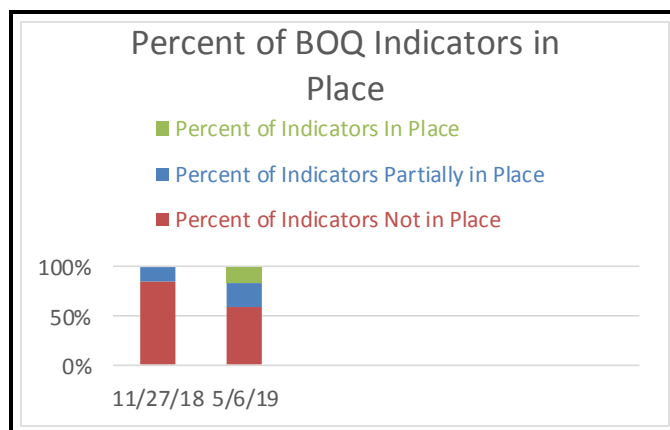
PRIDE Head Start curriculum, The Creative Curriculum® for Preschool, supports developmentally appropriate practices, which promote optimal child growth and school readiness. High quality learning takes place through play and positive interactions. The Creative Curriculum® System for Preschool is based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

These principles provide reasons for operating the program in particular ways. They are:

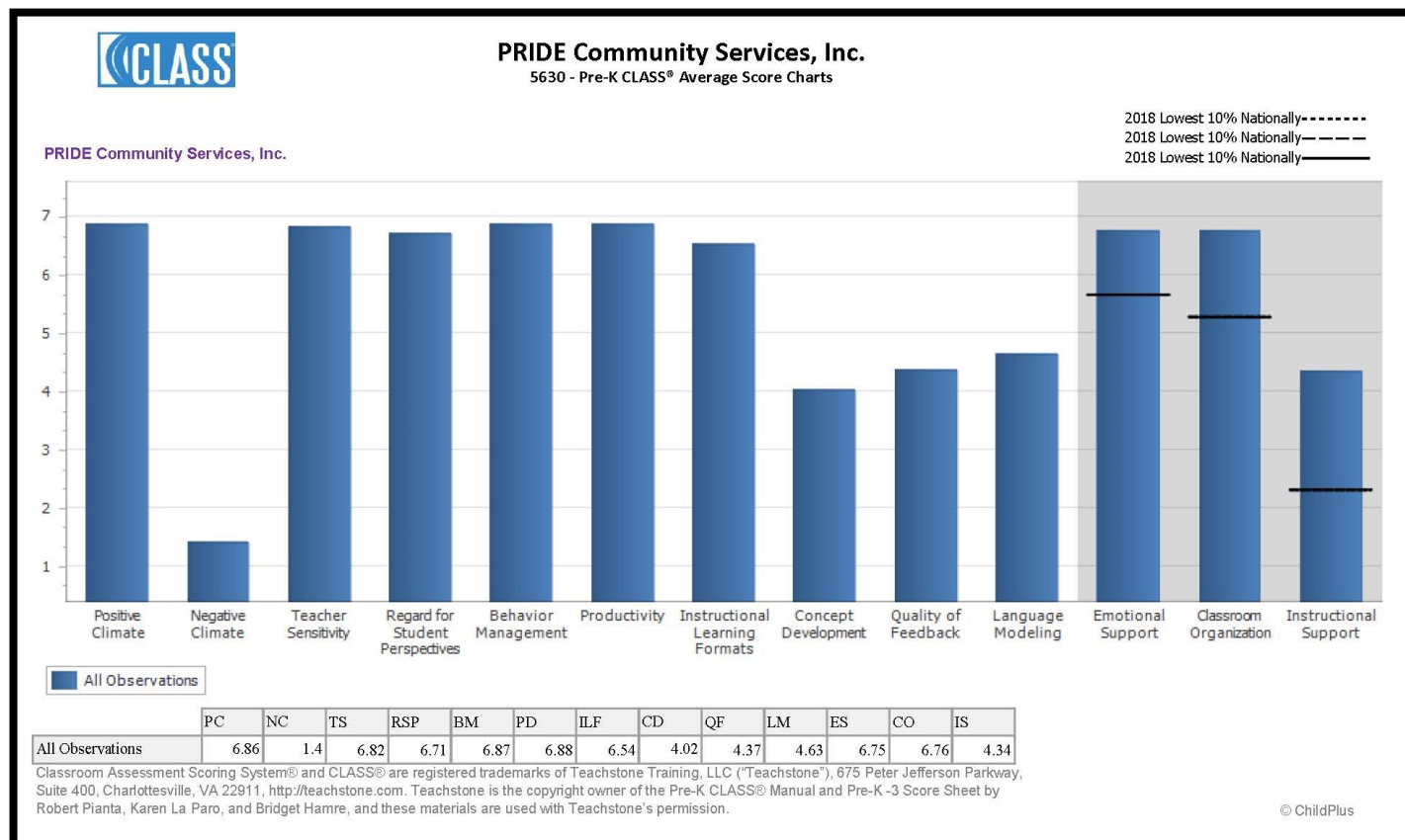
1. Positive interactions and relationships with adults provide a critical foundation for successful learning.
2. Social-emotional competence is a significant factor in school success.
3. Constructive, purposeful play supports essential learning.
4. The physical environment affects the type and quality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

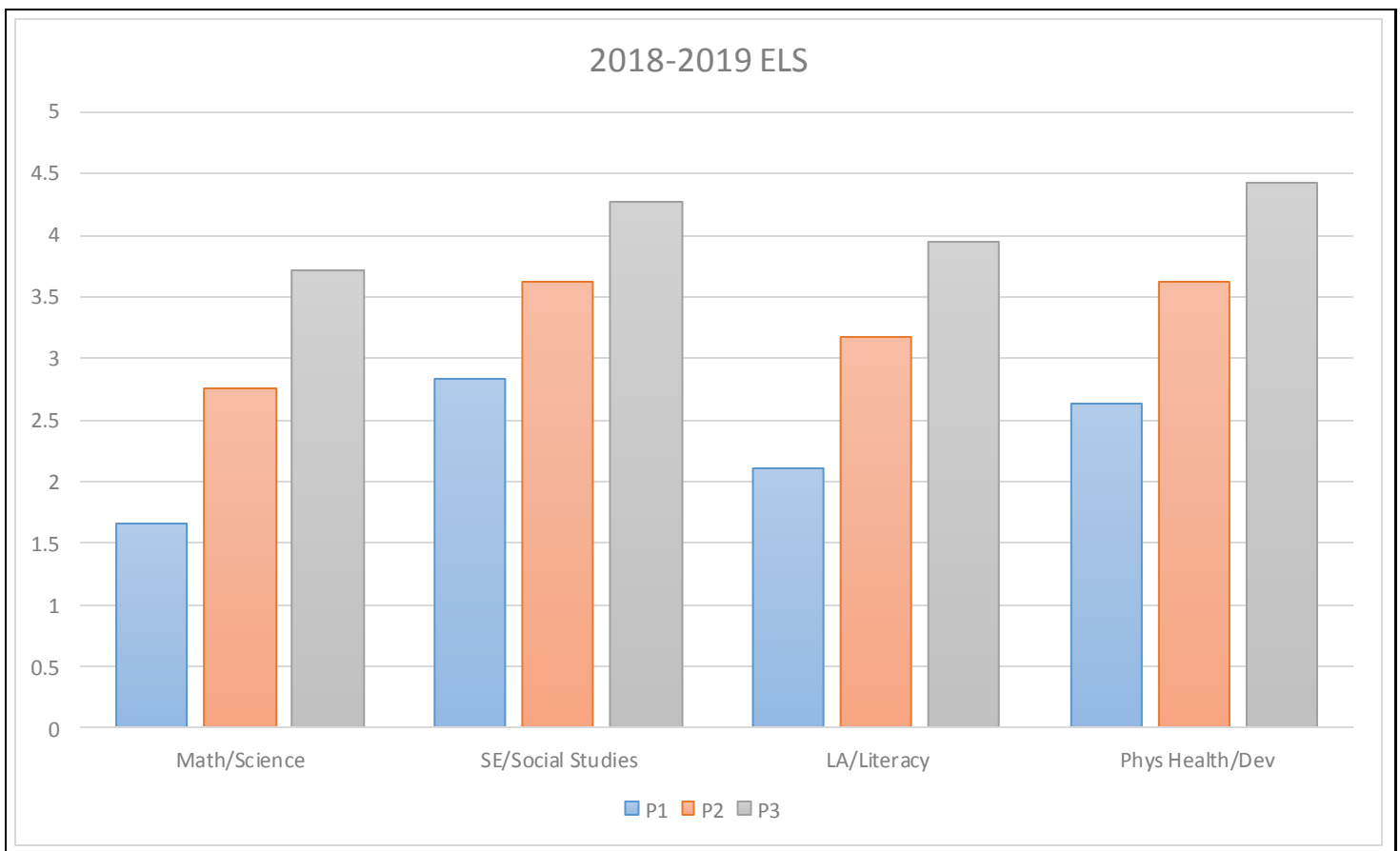


The Classroom Assessment Scoring System (CLASS) measures the classrooms physical environment, as well as the interactions between teachers and children. It is a research-based method of measuring, evaluating, and improving teacher-student interactions. CLASS enables high-quality interactions which lead to improved academic and social-emotional outcomes for children. (Scores range from 1-7.)



Child Outcomes

Assessment of student learning is monitored and evaluated through the use of the Early Learning Scale, ELS. The ELS (ELS; Riley-Ayers, Boyd, & Frede) is a systematic assessment for preschool children. 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. 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.

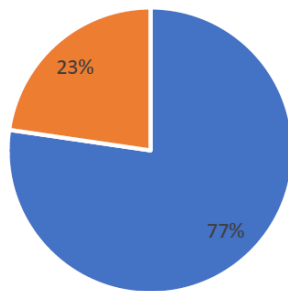


2018-2019 HEALTH SERVICES

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.

- ⇒ 98.6% of children established a medical home
- ⇒ 149 children were identified as up-to-date on EPSDT
- ⇒ 95.7% of children established a dental home
 - 13 of those diagnosed as needed treatment
 - 1 of those received treatment
- ⇒ 6 children were referred by the program for mental health services outside of Head Start.
 - 50% of those children received the needed services

2018-2019 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.

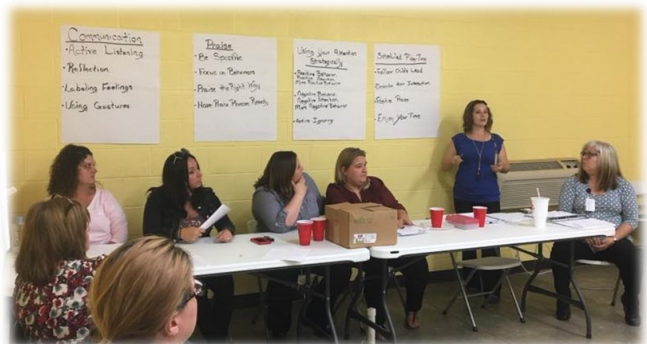
Head Start encourages the role of parents as their child's first teacher. Staff build relationships with families that support positive parent-child relationships, family well-being, and connections to peers and community. Parent education and activities are provided in a variety of ways. Opportunities 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.

261 total families served

- ⇒ 166 two parent families
 - 33 of these families had both parents employed
 - 93 of these had one parent employed
 - 40 of these families did not have either parent working
- ⇒ 95 single parent families
 - 60 of these families had the parent employed
 - 35 of these families did not have the parent working
- ⇒ 6 families experienced homelessness during the year
 - 3 of these acquired housing during the year

PARENT EDUCATION

- ⇒ 13 had an advanced/baccalaureate degree
- ⇒ 23 had an associate degree, vocational school, or some college
- ⇒ 189 had a high school diploma or GED
- ⇒ 23 had less than high school diploma

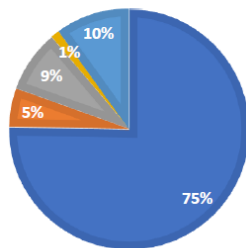


ERSEA

- ⇒ 261 families served
- ⇒ 251 funded enrollment
- ⇒ 282 cumulative enrollment

2018-2019 TYPE OF ELIGIBILITY

■ Income below 100% of FPL ■ Public assistance (TANF, SSI) ■ Status as foster
■ Status as homeless ■ Over income



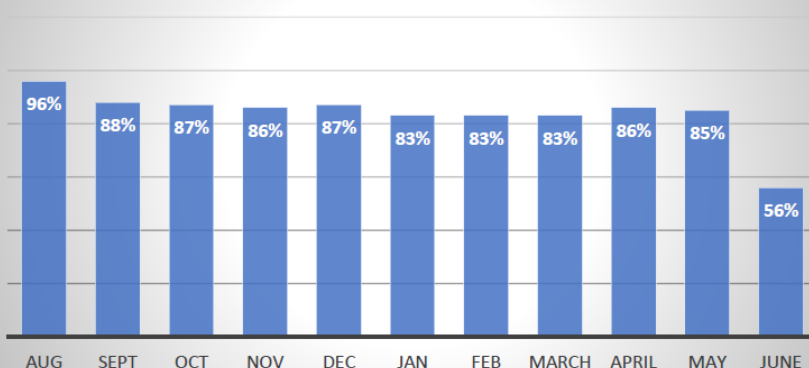
PROGRAM GOALS

1. Increase parent and family engagement, both at school and at home.
2. Improve program-wide attendance rates.
3. Adopt ECPBIS program-wide and implement to fidelity.
4. Foster and strengthen a data-driven culture.

SCHOOL READINESS GOALS

1. Children will increasingly demonstrate self-regulation, including: controlling impulses, maintaining attention, persisting with activities, and using flexible thinking.
2. Children will appropriately express a broad range of emotions and recognize these emotions in self and others.
3. Children will identify most upper- and most lower-case letters of the alphabet.
4. Children will demonstrate an increasing understanding of number operations, including – functional counting, numerical operations, and written numbers.
5. Children will demonstrate development of fine motor skills for exploration, play, and daily hygiene and self-care routines.

2018-2019 Attendance



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.

2018-2019

Lisha Whitt, Executive Director

Board of Directors

Jeff Valet, President

Michael Johnson, Vice President

Howard Jemerison, Secretary

Tonya Williamson, Treasurer

Donna Williams, Member at Large

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Sharon Moorhead, Chairperson

Brittney Adkins, Vice Chairperson

Management Staff

Candice Mullins, Head Start Director

Marlene Crawford, Education/Literacy Manager

Valerie Morgan, Assistant Education/Literacy Coordinator

Chanda Elkins, Family Development/ERSEA Manager

Laura Herndon, Health Services Manager

Betty Pack, Nutrition Director

Kelli Hensley, Office Manager

Linda Dingess, Transportation and Facilities Coordinator

Steve Gilman, Transportation Director