

CAC of Pike County Early Childhood Program Annual Report to the Community 2014-2015

Community Action Committee of Pike County

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The Community Action Committee (CAC) of Pike County Early Childhood Program provides a variety of comprehensive early childhood services to eligible infants, toddlers, preschoolers, and pregnant women. The program provides many home-based and center-based options at five locations in the county in order to meet the needs of the community. In addition to Head Start and Early Head Start, CAC provides Early Childhood Education (ECE) classes in the Scioto Valley, Eastern, and Western School Districts. Some children are dually enrolled in Head Start and ECE to provide an extended school day and enhanced services. Full day, full year Child Care classrooms are also available at two locations in Piketon. The program employs over 70 staff to maintain the highest quality services.



2014-2015 Enrollment

Funding Source	Head Start (only)	Early Head Start	Scioto Valley ECE/HS	Western ECE/HS	Eastern ECE/HS
Funded Enrollment	148	76	18	18	36
Total # of Children Served	163	138	28	27	35
Total # of Families Served	145	104	25	27	33
% of Eligible Children Served	100%	100%	100%	100%	100%
Percentage of HS/EHS Funded Enrollment Met Monthly	100%	98.4%	100%	100%	100%



The Mission of the CAC Early Childhood Program is to join with our community in strengthening families and improving the quality of life for children.

10% of enrolled children had disabilities and received special services.

100% of referred children received mental health services.

93% of enrolled children received dental exams and 90% received needed dental treatment.

100% of all enrolled children were up-to-date on immunizations.

100% of enrolled preschool children and 95% of infants/toddlers were up-to-date on the EPSDT schedule of well child care.

100% of Teachers have an Associate or Bachelor's Degree in ECE or a related field and 100% of Assistant Teachers have a CDA or are enrolled in a CDA program.

29,248 meals were served to enrolled children from September-August.

2,431 educational and social service home visits were made to enrolled families.

Funding Received for FY'2015

Expenditures for FY'2015

Head Start/Early Head Start	\$2,661,773	Personnel	\$1,737,132
Child Care	\$208,956	Fringe	\$463,212
Scioto Valley ECE	\$72,000	Travel/Transportation	\$171,952
Western ECE	\$72,000	Equipment/Supplies	\$178,180
Eastern ECE	\$144,000	Contractual	\$8,110
Step Up To Quality	\$23,100	Other	\$361,821
MIECHV	\$54,498	T/TA	\$50,907
USDA Reimbursement	\$42,264	Indirect	\$307,277
TOTAL	\$3,278,591	TOTAL	\$3,278,591

Projected Revenues for FY'2016

Projected Expenditures for FY'2016

Head Start/Early Head Start	\$2,596,786	Personnel	\$1,750,250
Child Care	\$200,000	Fringe	\$490,070
Scioto Valley ECE	\$72,000	Travel/Transportation	\$170,000
Western ECE	\$72,000	Equipment/Supplies	\$140,000
Eastern ECE	\$144,000	Contractual	\$13,500
Step Up To Quality	\$26,250	Other	\$314,288
MIECHV	\$65,000	T/TA	\$30,000
USDA Reimbursement	\$38,000	Indirect	\$305,928
TOTAL	\$3,214,036	TOTAL	\$3,214,036

Note: In addition to above revenues, the Early Childhood Program received \$665,444 Non-Federal Share donated goods and services in FY'15 and is expected to receive \$649,196 in FY'16.

Reviews and Inspection Reports

- The Early Childhood Program was found to be in full compliance for child care licensing inspections through the Ohio Department of Jobs and Family Services and the Ohio Department of Education.
- CAC did not have any findings in the most recent annual financial audit for 2014.
- The most recent federal on-site monitoring review was fully in compliance

Curriculums

The Early Childhood Program center-based classrooms use the High Scope Curriculum. The teachers use the Child Observation Record (COR) to help identify and record growth in children throughout the school year. The COR Progress Reports are shared with parents 3-4 times a year during home visits or parent teacher conferences. The Head Start home-based option uses the Portage Guide and the Early Head Start home-based option uses the Parents as Teachers (PAT) curriculum to monitor the progress of children's development. The Partners for a Healthy Baby pre-natal curriculum is used for expecting parents. Parents and teachers work together in the home-based program to plan activities based on the child's age and developmental level. All parents are encouraged to set their own developmental goals for their child.

Screenings and Services for Children with Disabilities

The program uses the Ages and Stages Questionnaire and the Ages and Stages Social Emotional Questionnaire for all enrolled children. Children also receive vision, hearing, and speech screenings within 45 days of enrollment. Results of the screenings are shared with parents and referrals are made if a child shows any suspected delays. Children who have an I.E.P. are provided physical, occupational, speech, or social-emotional behavioral assistance.

All enrolled children receive a physical exam within 30 days of enrollment and annually thereafter. Exams include height and weight, blood pressure, immunizations, hemoglobin or hematocrit, and a lead screening. The agency is fortunate to have a dental clinic under the CAC umbrella and children can be transported from school for a dental exam with parental permission or parents schedule their child's own appointment.

Special Recognitions

The Early Childhood Program has been awarded a five-star rating at all five early childhood locations in Pike County for Ohio's Step Up To Quality Rating System. Rated preschool programs in Ohio must meet the required benchmarks and provide documentation of meeting these standards on an annual basis. Programs are verified through annual reports and on-site visits from the Ohio Department of Education or Ohio Department of Job and Family Services. Programs are then rated with stars from one to five, with five being the highest rating.



The Early Childhood Program was also awarded certification for the Ohio Healthy Programs for promoting health and wellness in young children and their families. This recognition requires that the program keep staff trained in an approved curriculum, provide menus that meet the Ohio Healthy Program standards, provide a new healthy family engagement activity, and have healthy policies in place.

2014-2015 School Readiness Outcomes Birth to Kindergarten

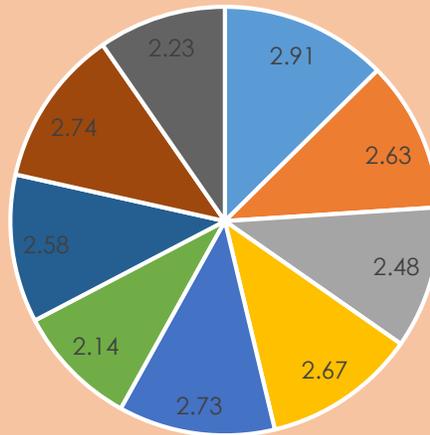
The Community Action Committee (CAC) of Pike County's Early Childhood Program is committed to improving the school readiness of children. The program utilizes the High Scope Approach to Early Childhood Education for all ages, Parents as Teachers (PAT) curriculum for Early Head Start home-based children, and the Portage Home-Based Curriculum for 3-5 year olds. High Scope is the integrated curriculum that addresses the essential domains of school readiness in the Head Start Child Development and Early Learning Framework. School Readiness goals have been established and align with the curriculums, the Head Start Child Development and Early Learning Framework, and the Ohio Early Learning and Development Standards. Parents, staff and public school personnel have been consulted in preparing the program's school readiness goals.

The program utilizes the Child Observation Record (COR) Advantage to track children's developmental progress throughout the school year. Key findings for enrolled children in 2014-2015 indicate progress was made in all domains. Children excelled in the areas of Physical Development and Health, Approaches to Learning, and Cognitive and General Knowledge. The lowest gains were in the Language, Literacy, and Social Emotional Development, which will be goals for improvement during the next school year. Professional Development shall be provided for teaching staff and additional strategies shall be implemented for Conscious Discipline, an approach to enhance self-regulation in staff and children,

Child Assessment information is aggregated three times per year for part-year students and four times per year for children who attend year round. The assessment data is analyzed and used in combination with other data to determine progress toward meeting readiness goals and to individualize instruction and learning. COR Reports assist in creating and implementing an action plan for achieving school readiness goals for children. Results are also used to direct continuous improvement related to curriculum, instruction, and professional development and are shared individually with parents and collectively to the community. Detailed COR Reports are available upon request.

When considering school readiness for preschool children, it is a distinct advantage for the CAC Early Childhood Program that seven Head Start classrooms are located in three of the four Pike County School Districts. Education staff work closely with all four districts to get input for the CAC Early Childhood School Readiness Goals. Professional development is planned to strengthen the teachers' intentional teaching skills. Goals of professional development are to increase developmental gains of children and to ensure that the instructional support domain and all domains of the Classroom Assessment Scoring System (CLASS) increases throughout the program year. Periodic classroom observations are completed to provide feedback and mentoring to teaching staff. The CAC Early Childhood Program shall continue to provide ongoing assessment and monitoring of child assessment data and classroom observation data to ensure that optimal learning environments are provided to all children.

Outcomes Report 2014-2015



- Gross Motor Skills
- Numbers & Counting
- Predicting & Drawing Conclusions
- Building Relationships w/Children
- Initiative & Planning
- Alphabet Knowledge
- Book Knowledge
- Building Relationships w/Adults
- Conflict Resolutions

Ohio Early Learning & Development Standard and Child Observation Record Goals	Fall Scores	Winter Scores	Spring Scores
Physical Health & Well Being			
Gross Motor Skills	2.91	3.51	4.70
Cognitive & General Knowledge			
Numbers & Counting	2.48	3.06	3.90
Experimenting, Predicting, & Drawing Conclusions	2.63	3.37	3.99
Approaches to Learning			
Building relationships with other children	2.67	3.47	4.13
Initiative & Planning	2.73	3.34	4.05
Literacy & Language Development			
Alphabet Knowledge	2.14	2.86	3.21
Book Enjoyment & Knowledge	2.58	3.30	4.21
Social & Emotional Development			
Building relationships with adults	2.74	3.26	4.00
Conflict Resolutions	2.23	2.94	3.74

Parent, Family, and Community Engagement Activities

- ✚ Fathers and father figures earned points throughout the year for participating in the Coach Dads Fatherhood Program. Participants attended special events such as Kick-Off/Sign-Up night with go carts, race cars, and a fire truck or Bowling for Books. Fathers also completed home learning activities with their child and attended other parent meetings or trainings. Fathers and their children earned fishing poles for Daddy and Me Fishing Day in May.
- ✚ All enrolled parents were offered a volunteer recognition program and earned points to encourage them to attend program activities and volunteer in the classrooms. Points were turned in for tickets for donated auction items at the end of the year. The program had 400 parent volunteers and 171 community volunteers.
- ✚ Family Fun Day was held at the end of the school year with over 600 enrolled families, children, and community helpers in attendance. A day of fun, food and games was provided to celebrate families and the end of another successful school year.
- ✚ The annual Family Reading Nights were held at all sites in March as well as Parent and Child Activity time at parent meetings.
- ✚ Parents were offered training in budgeting their money, home safety, healthy menu planning, couponing and all received individual resources requested from their parent interest charts.
- ✚ Mommy and Me Movie Night and Kindergarten Transition Parent Workshops were held in April.
- ✚ The program served 358 families year-to-date and 306 of these families participated in the family partnership process.
- ✚ The Early Head Start and Head Start Home-Based Families offered socialization times at least twice a month at the main center or within the local community.

