

*Ozark Action, Inc.*

# *Head Start*

Annual Report

**2015/2016**





**Ozark Action, Inc. Head Start Annual Report**  
Fiscal Year July, 2015 to June, 2016

The following information is being provided pursuant to the requirements of the Head Start Reauthorization Act of 2007:

**Amount and Source of Funding Received**

Federal Grant:	\$3,691,870
State Child Care Subsidy:	\$ 18,850
Parent Child Care Payments (Full Day Classroom)	\$ 24,351
Child and Adult Care Food Program (CACFP)	\$ 290,608
United Way (Full Day Classroom)	\$ 3,500
Insurance Reimbursements	\$ 1,119
Donations	\$ 650
Interest	\$ 55
	<u>\$4,031,003</u>

**Budget Expenditures and Proposed Budget for New Fiscal Year**

Category	Expenditures 2015/2016	Budgeted for 2016/2017*
Salaries	\$1,582,958	\$1,638,167
Fringe Benefits	959,421	1,001,544
Indirect Payments to OAI	317,482	327,324
Staff Travel	1,004	1,500
Child Transportation	132,828	141,000
Supplies	163,357	132,274
Professional Fees	24,227	28,200
Rent	242,780	237,461
Utilities/Telephone	119,684	110,000
Insurance	12,740	13,000
Maintenance/Repair (Facilities)	100,069	70,000
Parent Services	8,846	6,500
Training	43,713	44,201
Food Service Costs	287,017	289,876
<b>TOTAL</b>	<b>3,996,126</b>	<b>4,041,047</b>

\* There will be no income from state child care subsidy or parent child care payments this coming year due to discontinuance of the full-day/full-year program. However, we will receive \$65,658 in additional federal grant funding, and we have \$20,000 of the child care funds saved for use next year

**Child Services**

- Total Served: 617
- Average Monthly Enrollment: 505 (100% funded enrollment)
- Percentage of Income Eligible Children: 93%
- Number of children with special needs requiring an individualized education plan: 128 (21%).

- **Results of the Most Recent Federal and Fiscal Audits**

There were 2 Federal Monitoring reviews performed during the school year: Health & Safety and the Classroom Assessment Scoring System (CLASS). The Health & Safety review identified two instances where they felt our fences were inadequate. Both issues have been resolved. In Summersville one fence post was missing its post cap. In West Plains, the section of fence we shared with our neighbor was rabbit wire fencing instead of chain link fencing. The fence cap has been replaced. With the permission of our neighbor we installed chain link fencing in lieu of the rabbit wire fencing.

The CLASS assessment covers 3 main areas: Emotional Support, Classroom Organization, and Instructional Support. We scored exceptionally high in all areas measured for *Emotional Support* and *Classroom Organization*. We scored low in total points for *Instructional Support*. *Instructional Support* assesses skills in language modelling, quality of feedback, and concept development. It was “quality of feedback” and “concept development” that brought down the overall score for *Instructional Support*. The methods assessed for these two areas involve new techniques in teaching which are unfamiliar to classroom staff in general. Therefore, these score are low nationwide. In August 2016 we initiated training and coaching which focuses on helping staff master these techniques. We will also be doing our own CLASS assessments to monitor the effectiveness and progress of these training and coaching efforts.

There were no Head Start program issues raised in the fiscal audit.

- **Efforts to Prepare Children for Kindergarten**

We use the High Scope curriculum, which aligns with the Missouri Pre-K standards, to focus on the skills children need to develop to be successful in kindergarten. Additionally, centers have queried their local public kindergarten teachers for knowledge and skills those teachers wish their children to have when entering kindergarten. In this way our curriculum and classrooms design lesson plans to meet the developmental and academic requirements for children entering public schools

Also, every center has a kindergarten transition plan designed to help parents and children know what to expect when moving on to public school. All plans include taking the children to the kindergarten location, introducing them to the kindergarten teachers, touring the full-size public school buses. Many centers also arrange for the children to eat lunch in the elementary school cafeteria. Kindergarten teachers are invited to meet the parents at parent committee meetings and/or during a special classroom day.

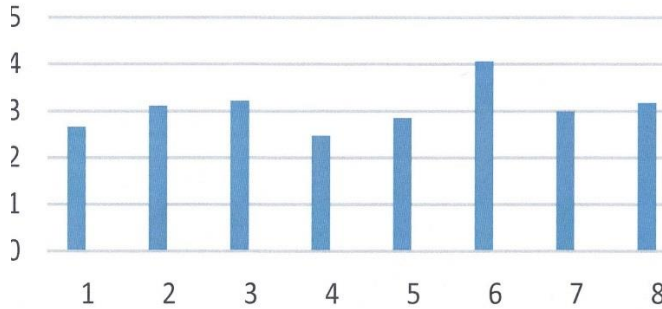
We establish specific, measurable goals to achieve based on input from parents, kindergarten teachers, and program results from the prior year. The intention is to provide a data base that will enable us to make plans for identifying weakness and strengthening the program. We also use the High Scope’s progress assessment tool (COR) to measure progress of individual children and the program as a whole in key developmental areas that will impact success in kindergarten. In addition to COR data collection we used the PQA assessment tool to evaluate and collect information on teacher skills and the effectiveness of classroom environments. This is correlated with child progress results to gain additional insight into areas that may need improvement to best prepare children for kindergarten.

During this program year we implemented an advanced, web-based, COR assessment tool. This tool provided data on demand at any time during the year to assess progress by child, classroom, or program-wide in all areas targeted by Head Start and state pre-k standards. This tool makes lesson plan recommendations for classrooms and individual children to move them to the next level of achievement in any area based on the level they have currently achieved.

**End of Year Results:**

The COR assessment scores at the end of the year demonstrated good progress in all categories of learning and development established by the Office of Head Start.

**Aggregate Gains for 4-Year-Olds**



COLUMNS	
1	= Approaches to Learning
2	= Social/Emotional Development
3	= Physical Development/Health
4	= Language/Literacy/Communication
5	= Mathematics
6	= Creative Arts
7	= Science & Technology
8	= Social Studies

- Parent Involvement Activities**

Every center hosted parent meetings at least once a month. Every classroom was represented on the Policy Council, which also meets once a month. Specific parent involvement activities varied from center to center, but the final in-kind report indicates that our parents were very involved in center activities, making major contributions to the success of our program.

In 2015/2016 there were 1,040 parents or former parents who volunteered 72,150 hours in our centers. This represents a 27% increase in parent participation from the 2014/2015 school year. In the 2014/2015 school year we established the “Family Advocate” staff position. The primary responsibility of the position is to work with families. The increase in parent involvement is one indicator that the focused efforts of Family Advocates is working to encourage more parents to take an active part in their child’s Head Start experience.

Family Advocates also worked with families to set and achieve goals that corresponded to the areas that a family identified as wanting to improve. We used the tools and questionnaires provided by the Office of Head Start and those being used by other programs to help with us to create a means to assess family goals and measure progress. 500 families completed the assessment. 449 families established goals. Of those establishing goals, all made progress toward their goals. We will continue to evolve our program to support families and provide resources, tools and training that address their concerns.

Report Average																			
Families w/ complete assessments:	500	1	8.3	8.8	7.5	9.9	9.1	8.9	8.4	6.5	7.5	9.4	6.3	9.7	8	6.8	7	5.8	128
	436	2	8.7	9	7.8	10	9.2	9.1	8.7	6.8	7.7	9.6	7.5	9.7	8.2	7.2	7.3	6	132.6
	395	3	9.1	9.2	8	9.9	9.4	9.2	9	7.2	8	9.7	8.1	9.8	8.5	7.5	7.5	6.5	136.5
	449	+/-	▲ 0.6	▲ 0.3	▲ 0.4	▲ 0	▲ 0.2	▲ 0.2	▲ 0.4	▲ 0.6	▲ 0.5	▲ 0.2	▲ 1.7	▲ 0.1	▲ 0.4	▲ 0.5	▲ 0.4	▲ 0.5	▲ 0.5

- **Progress in Achieving Program Goals**

Program year 2015/2016 was year 3 in our 5-year project cycle. At the start of the project we established program goals and review progress toward meeting these goals periodically during the project period.

1. **Revise monitoring self-assessment protocols:** workshops were attended and online training materials were accessed. We have completed much of this with our new COR assessment tool and the implementation of a plan to do coaching and CLASS assessments. Several of our monitoring checklists have been reviewed and revised. We have not yet fully re-vamped all self-assessment protocols. However, with the progress we are making, we expect to have it completed by the end of this project period.
2. **Offer program options that best meet family needs:** surveys were completed with each application taken regarding options that most interested families. As a result, we had 2 classrooms in the program year 2015/2016 that offered Head Start classes 8:00AM to 3:00PM (no transportation.) One class was in Ava and one was in West Plains. This program year, there was not enough interest in the extended hours classroom to continue it in Ava. In West Plains parents preferred the extended day classroom to our day care wrap around classroom, so we converted the full-day, full-year classroom (day care charges applied) to another extended day, Head Start classroom (no fees.) Each year we will continue monitoring parent preferences and accommodate them as much as our resources allow.
3. **Enhance parent/caregiver engagement:** as previously mentioned, a new family engagement assessment tool was employed during the 2014/2015 school year. Participating parents/caregivers all demonstrated progress in achieving their goals. Family Advocates met periodically throughout the year to share ideas. There were many activities that were well-attended by families. In 2015/2016 we began using a research-based parenting curriculum in an effort to continually improve services to parents. The increase in parent participation as volunteers and the those willing to set and pursue family goals indicates that our initiatives and efforts are having a positive effect.
4. **School Readiness Goals**
  - Part I – Find a better assessment tool to track child progress:** we have identified and purchased CORAdvantage.net as our new assessment tool. Staff training began at the start of the program year 2015/2016, so we were able to begin using this assessment tool at the start of the program year.
  - Part II – Home activities and lesson plans are individualized, aligned with the Head Start Outcomes Framework, and data/goal driven:** our new assessment tool uses observations input for a student to make lesson plan and home activity recommendations to take the child to the next level. The tool is also accessible by parents for their children. We will need to show parents how to access their child’s information and how to use this information to provide home experiences to help their child develop skills needed for school readiness. We have not yet achieved full competence in using the new tool. Training continues. We expect to see greater gains and impact in this area in the coming year(s) as our expertise increases.
5. **Staff Development** – job descriptions have been rewritten. We will continue working on improving evaluation protocols during the 2016/2017 program year.

**As we continue to strive for excellence and improvement,  
we thank all our partners for their ongoing support.**

