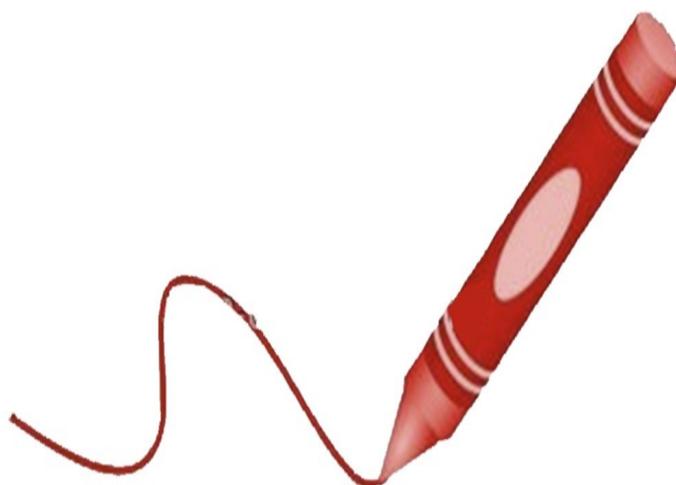


EARLY LEARNING CENTER



Annual Report 2012

Mission Statement

Our mission is to enhance the quality of life by providing a comprehensive and dynamic program for children and families; to empower and encourage their movement towards self-sufficiency and independence; and to incorporate Head Start Core Values in all our lives and in the lives of those we touch.

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Introduction—Head Start

What is Head Start in Fayette County?

Head Start is a program under the umbrella of the Community Action Commission.

Head Start is a comprehensive child development program for children three to five years old. Fayette County Head Start is federally funded and serves all of Fayette County. Fayette County Head Start serves 148 children and their families.



Currently, we have two centers.....



1400 US St. Rte. 22 N.W.
Washington Court House, OH



41 Colonial Drive
Jeffersonville, OH

Head Start operates two half day sessions Monday thru Thursday. Morning classes are 8:15 AM to 11:45 AM and afternoon classes are 11:45 AM to 3:15 PM.



All of our classroom teachers have a Bachelors degree. There are always two adults in the classroom with a maximum class size of 15 children.

Head Start provides age and developmentally appropriate activities with a strong emphasis on literacy and numeracy. We currently use the Creative Curriculum and the Early Learning Content Standards, which aligns with the local kindergarten curriculum. We provide language and print rich environments. Teachers track child outcomes and plan activities accordingly.



Health and nutrition are key components to our Head Start program. All children receive height, weight, vision, hearing, nutrition, speech, developmental and social emotional screenings yearly.

Our program serves not only the children, but the entire family. Our social service area and in-depth family partnerships include; assessments, goal setting, referrals, and follow-up.



Introduction—Washington City Preschool



Through a collaborative effort with the Washington Court House City School District, we provide preschool services to 42 children and families. Children must be age eligible and reside within the city limits. Income eligibility enables families to receive services at no or limited costs.

Teachers conduct home visits and conferences with parents or legal guardians. Children receive health, nutrition, hearing, vision, physical, dental, developmental and social emotional screenings. In addition to screenings, the teacher completes the Early Childhood Outcomes Report (ECO), a summary of the ASQ, PATH, GGG and Dial-4. Scores are reported to the Washington Court House city school district twice yearly.





Introduction—Early Head Start



Program Overview—Early Head Start

Early Head Start focuses on health, cognitive, physical, social and emotional growth of infants and toddlers. We promote healthy outcomes for pregnant women and support positive family relationships.



The Early Head Start home-based program delivers services that capitalize on the home as the young child's primary learning environment. Research has shown that offering supportive services early in life provides the optimal potential for healthy growth and development.

Our Early Head Start program provides services to pregnant women and their families through the child's first three years of life.

Some of our expected outcomes include:

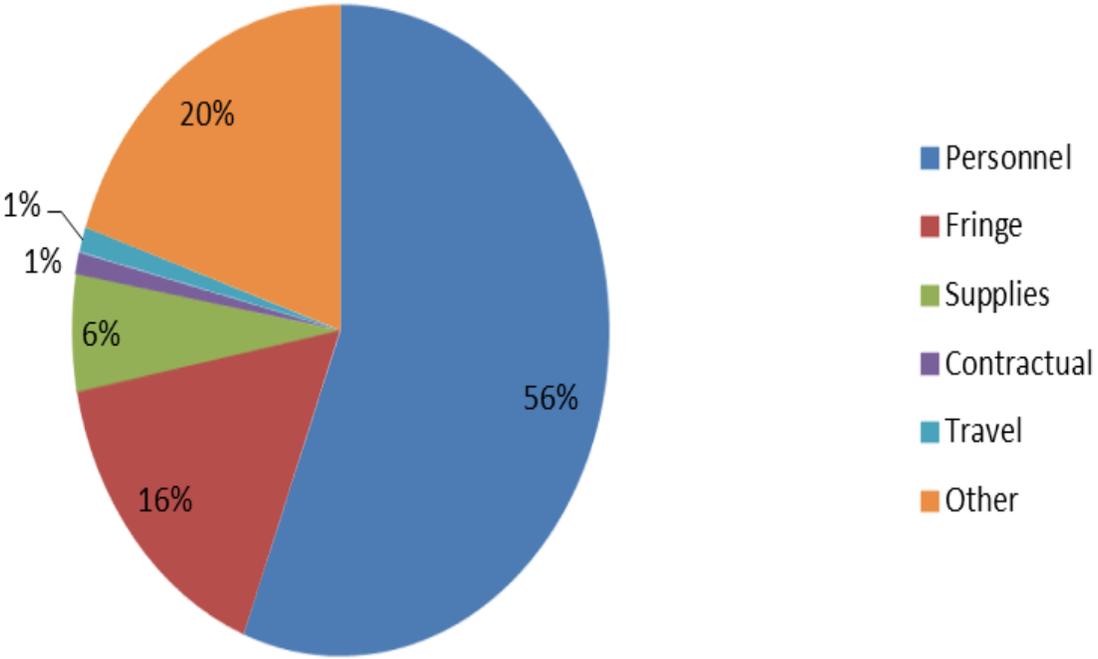
- ◆ To support family members as primary caregivers and educators of their children as they strive toward self-sufficiency.
- ◆ Support the attachment between parent and child; *parents are their child's first teacher.*
- ◆ To promote safe, healthy and developmentally enriched care giving to infants and toddlers through the home and group experiences.



Budget Expenditures



Budget Expenditures 2/28/12

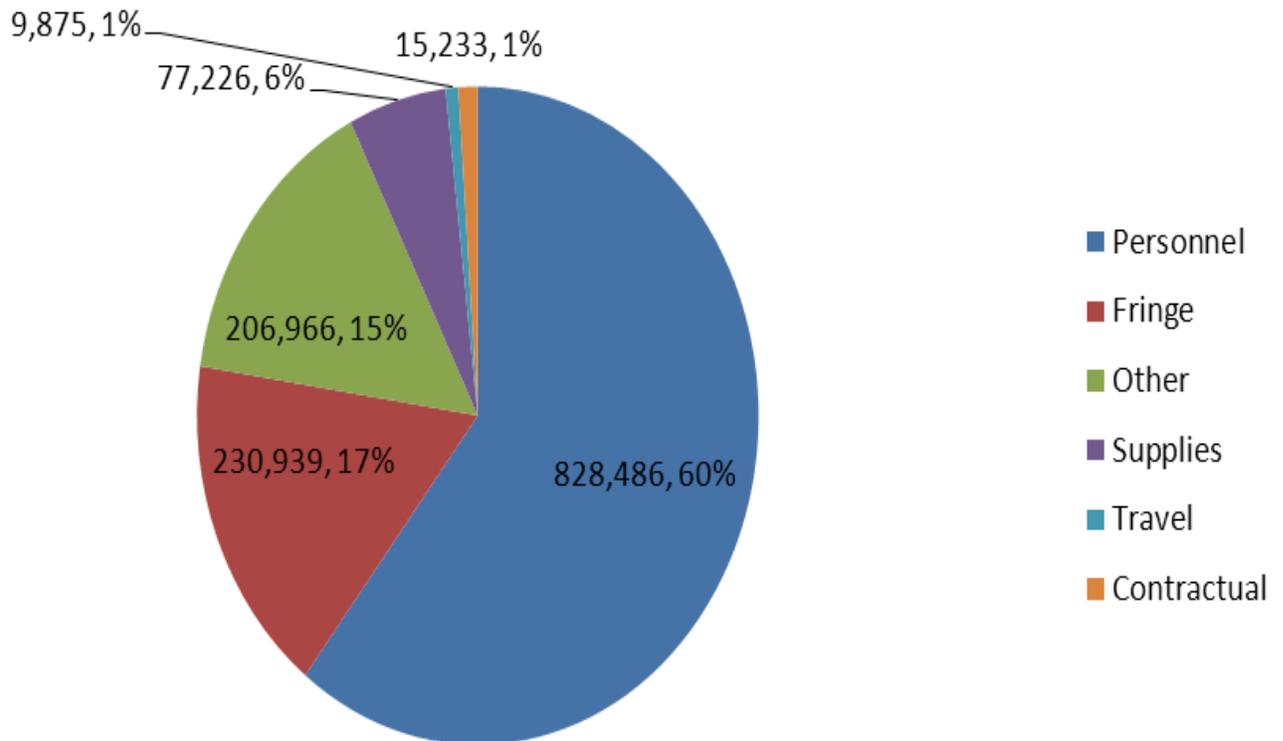


Funding/Budgetary Information

Community Action Commission of Fayette County received \$1,368,725 through a grant from the Administration for Children and Families (ACF) to administrator the Head Start/Early Head Start programs for the 2011-12 program year. The required non-federal share of \$342,181 was successfully collected.

The budget is separated into eight (8) cost areas: personnel, fringe benefits, travel, equipment, supplies, contractual, facilities/construction and other. All costs are direct cost; there is no indirect cost. There is a 15% limit on the amount of budget that can be charged as administrative cost. The following is the budget expenditures for 2011/2012.

Early Learning Centers Budget 2011-2012



Total Budget: \$1,368,725

STEP UP TO QUALITY

WASHINGTON COURT HOUSE CENTER— 3 star rated center - AWARD \$6,000

| | |
|--------------------|---------|
| Classroom Supports | \$6,000 |
| TOTAL | \$6,000 |

JEFFERSONVILLE CENTER— 2 star rated center—AWARD \$2,500

| | |
|--------------------|---------|
| Program Support | \$1,430 |
| Classroom Supports | \$1,070 |
| TOTAL | \$2,500 |



Step Up To Quality is a voluntary rating system created by the Ohio Department of Jobs and Family Services Bureau of Child Care and Development. The intent is to improve the quality of early child care and education. Participating programs apply for a 1, 2, or 3 star rating. There are benchmarks at each star level. Programs apply for a 1, 2, or 3 star rating. To achieve your center’s star status, specific benchmark criteria must be met. Benchmarks include, but are not limited to; degrees held by teaching staff, child-staff ratios , and benefits available to staff. Programs with star ratings receive a Quality Achievement Award. The amount of awards is determined by program size, number of subsidized children, and number of the star rating. Twenty-five percent (25%) of the QAA must be used towards Program Improvement. The Quality Achievement Award can be used for:

1. Program Improvements

- A. Critical Repair (to improve the health and safety of the physical environment)
- B. Classroom Supports (to purchase developmentally appropriate materials and furnishings to support child development across all domains).
- C. Benchmark Supports (purchases to maintain and or improve programs quality through SUTQ benchmarks).

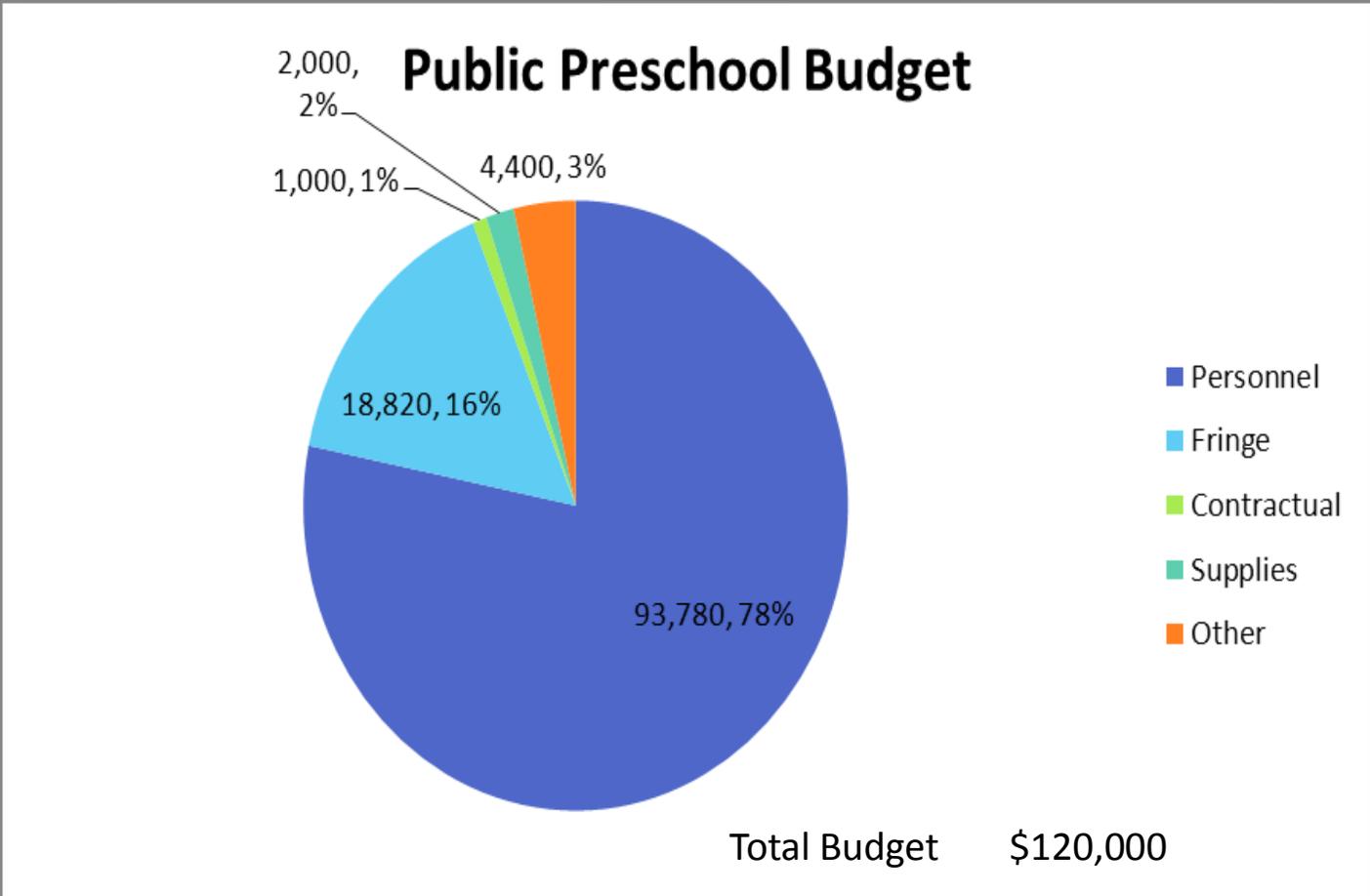
2. Merit

- A. Accreditation Costs
- B. Compensation (costs related to salaries, merit awards, benefits)
- C. Staff training/professional development
- D. Administrative Supports (to assist with costs of managing the program)
- E. Program Supports (to assist with the costs of programming not related to individual classrooms).



Additional Funding

Washington Court House City Schools Public Preschool Partnership



USDA 3/1/2011-2/28/2012 Total Reimbursement = \$80,121



Numbers Served – Head Start

For the school year 2011/2012, Fayette County Early Learning Centers (Head Start) provided services for 171 children in 158 families which, accounts for 9% of the county’s children under five years of age. The program is funded for 148 children and maintained full enrollment throughout the program year with an average monthly enrollment of 148 or 100% of the funded enrollment. Of the children served, (100%) were income eligible (including children below 100% of poverty, on public assistance, foster children, and homeless).

Children and Families Served by Head Start

| Children by Age | Number Enrolled |
|-------------------------------------|-----------------|
| 2 year olds—turned 3 after Aug. 1st | 6 |
| 3 year olds | 75 |
| 4 year olds | 89 |
| 5 year olds | 1 |
| Total | 171 |

| Type of Eligibility | Number Enrolled |
|---|-----------------|
| Income below 100% of Federal poverty | 139 |
| Receipt of public assistance (e.g., TANF) | 27 |
| Status of foster child | 3 |
| Status of homeless | 2 |
| Over Income | 0 |
| Total | 171 |



Numbers Served—Early Head Start

For the school year 2011-2012, Fayette County Early Learning Centers (Early Head Start) provided services for 140 children in 101 families which accounts for 7% of the children under three years of age in the county. The program is funded for 75 children and/or pregnant women. Full enrollment was maintained throughout the program year with an average monthly enrollment of 75 or 100% of our total funded enrollment. As reflected in the graph below, 80 children representing 83% were income eligible (including children below 100% of poverty, on public

Children and Families Served by Early Head Start

| Children by Age | Number Enrolled |
|-----------------|-----------------|
| Under 1 year | 31 |
| 1 years old | 40 |
| 2 years old | 35 |
| 3 years old | 22 |
| Pregnant Women | 12 |
| Total | 140 |

| Type of Eligibility | Number Eligible |
|---|-----------------|
| Income below 100% of Federal poverty | 80 |
| Receipt of public assistance (e.g., TANF) | 35 |
| Status of foster child | 3 |
| Status of homeless | 2 |
| Over Income | 20 |
| Total | 140 |

Services to Families

Head Start/Early Head Start Health Services

| Services to Families | Head Start | % | EHS | % |
|--|------------|-------|-----|-------|
| Children with Insurance (enrollment) | 168 | 98% | 123 | 97% |
| Children with Insurance (end of enrollment year) | 166 | 97% | 123 | 97% |
| Up to Date on All Immunizations (enrollment) | 156 | 91.2% | 116 | 90.6% |
| Up to Date on all Immunizations (end of enrollment year) | 166 | 97.1% | 123 | 96.1% |
| Children with A Dental Home (enrollment) | 133 | 77.8% | 26 | 20.3% |
| Children with A Dental Home (end of year) | 159 | 93% | 26 | 20.3% |
| Children with A Medical Home (enrollment) | 150 | 87.7% | 123 | 96.1% |
| Children with A Medical Home – Completed Oral Health Examination (enrollment) | 171 | 100% | 126 | 98.4% |
| Percentage of Children with an IFSP or IEP | 17 | 9.9% | 28 | 21.9% |
| Percentage of children up to date on a schedule of preventive and primary health care | 166 | 97.1% | 111 | 86.7% |
| Of those up to date on health screenings, the percentage diagnosed with a chronic condition needing medical treatment. | 9 | 5.4% | 16 | 14.4% |
| Of those being diagnosed with a chronic condition needing treatment, the percentage who received treatment. | 9 | 100% | 16 | 100% |
| Percentage of classroom teachers that meet the degree/credential requirements of section 648A. (2) (A) Eff. 9/2013 | | 83% | | |
| Percentage of preschool classes in which one teacher meets the teacher degree/ credential requirements of section 648 A (3) (B) eff. 10/11 | | 100% | | |
| Percentage of preschool classroom assistant teachers with a CDA/equivalent or higher, or are enrolled in a CDA or ECE degree program. | | 40% | | |
| Percentage of families experiencing homelessness that acquired housing during the program year. | 2 | 100% | 3 | 75% |

Accountability—Quality Assurance — External Review

Monitoring the goals and activities of Head Start and Early Head Start programs is an ongoing process. Through the use of regular self-assessments, the Tri-Annual Federal Review, and an annual fiscal audit, Fayette County Early Learning Center Head Start and Early Head Start are able to maintain a high quality program and participate in continuous improvement.

Audit Findings:

Finding 2012 –a: Safeguarding of Assets:

Criteria:

Internal controls should be properly designed and implemented to allow for the safeguarding of the organization's assets.

Condition:

During the year ended February 29, 2012, it was discovered that one of the Organization's employees misappropriated approximately \$114,000 of unrestricted monies over a five year period.

Cause:

A lack of internal controls surrounding the safeguarding of assets.

Effect or potential effect:

This misappropriation resulted in the presentation of inaccurate internal financial statements to management and the Board of Directors.

Management Reply:

Community Action Commission of Fayette County has made the following changes:

- Segregation of duties for cash income received—Receipts are now given for all cash that comes into the agency. One Fiscal Assistant takes the cash to the bank and the other Fiscal Assistant enters the cash receipts into the accounting system. The cash receipt is then reviewed by the Fiscal Director for accuracy.
- Checks are selected for payment by the Fiscal Assistant. This listing is then brought to the Fiscal Director for approval before writing the checks. Once approved, the check is printed. Any check over \$1000 must contain 2 live signatures. Checks under this amount must have at least 1 live signature along with the mechanical signatures of the board chairman and board treasurer.
- Computers – All fiscal computers are password protected. The agency has purchased additional licenses to load GMS (Accounting Software) on the Executive Director and Program Supervisors' computers for report generation and oversight on charges to their programs. Program Supervisors will not be able to make changes, but may view what is being charged to their program.

- Agency Vouchers—All vouchers submitted to the Executive Director must have the authorizing documentation attached to them, including the approved purchase order and an invoice. Agency vouchers for housing programs now require the landlord signature and the client’s signature prior to approval.
- Credit Cards—All credit card purchases will be verified when the statement is received. Staff must sign out the credit card on a logbook prior to each use with the approved purchase order. CAC staff must return the credit card along with the receipt and initial the logbook. Purchases on employees’ personal credit cards must be pre-approved through a Purchase Order and be accompanied with a receipt when requesting reimbursement.
- Fiscal Policy—A section on how to handle fraud is now included in our agency’s policy.

Findings and Questioned Costs for Federal Awards

None

Most Recent Review Findings (Head Start)

From 5/22/2011 to 5/23/2011, the Administration for Children and Families (ACF) conducted an on-site monitoring follow-up review of the CAC of Fayette County, Inc.—all findings were corrected and program was found to be in compliance. (Most recent review)

During the 2011-2012 program year, parents could participate in Head Start in any of the following ways.....



PARENT MEETINGS

During parent meetings, the Ohio State Extension Office provides child nutrition activities.



TRAININGS

Based on Parent surveys, trainings are provided to address family needs.

Policy Council

Tavia Kettles (Parent-Vice president)
Barbara McCoy (Parent-Sec.)
Elizabeth Hartshorn (Parent)
Larin Taylor (Parent)
Erin Winland (Parent)
Dal Craig-Crawford (Fay Co. HD)
Mindy Eckle (FCDJFS)
Patricia Thibert (Starting Gate)

Policy Council is made up of parent representatives, as well as community volunteers. Elected officers include President, Vice President, Secretary, and an Alternate.



CLASSROOM VOLUNTEER

Parents are encouraged to volunteer in their child's classrooms. Here, two parents enjoy helping children find pictures that start with specific letters.

Additional Parent Involvement

Activities

- Parents can volunteer for special classroom activities such as; Grandparent’s Day, Party Day, etc.....
- Advisory Committees
- Governing Board

Governing Board

- | | |
|----------------------|-----------------|
| William Dent | Jack Deweese |
| Michael Camp-Gibbons | Faye Williamson |
| Niki Glispie | Robert White |
| Gayle Browne-Hansen | Tammy Westcamp |
| Connie Matthews | Robert White |
| Mikkie Smith-Hunter | Tammy Westcamp |
| Tavia Kettles | Gordon McCarty |
| Cheryl Royster | Nancy Stegbauer |

Governing Board consists of members of our families and our community. They review what is happening and give feedback on ways for improvement.

Fayette Asset Builders Sponsor “Family Fun Night”

FUN AT THE YMCA



Parents making art projects with their kids.



Fayette Asset Builders Set up for Fun Night at YMCA.



Children have fun swimming during Family Fun Night at the YMCA

Parent Trainings/Meetings



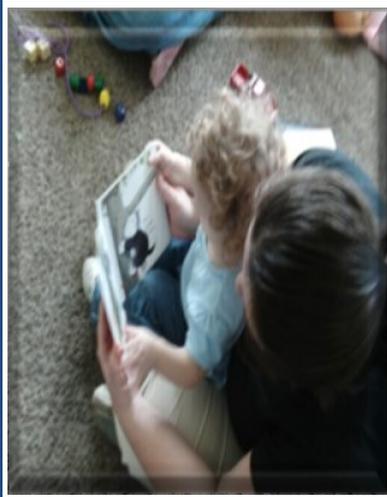
Parent CPR Training



Parent Meeting

Early Head Start Parent Involvement Activities

From the very first meeting with Home Visitor, parents are offered the opportunity to be involved with the program. As their child's first teacher, parents have an important role in their child's educational experience.



Home Visits

Parents participate with their child and the Home Visitor in activities provided by the teacher.



Socialization

Children come to the center with parents to interact with peers and learn new activities.

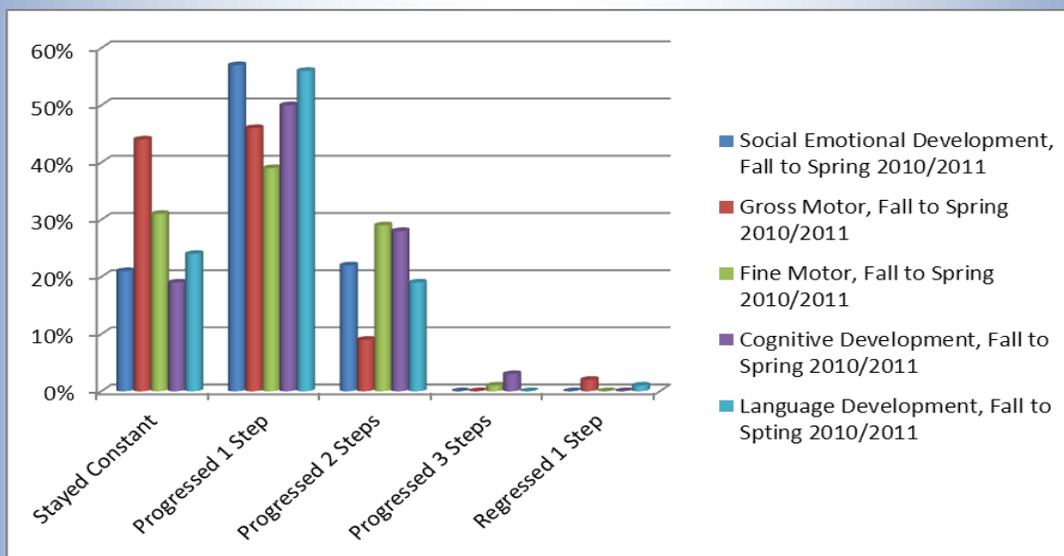


Trainings

Trainings are provided to address the needs of the families.

CHILD OUTCOMES

The following data is based on one hundred twenty-six (126) of the children enrolled from the beginning of the school year to the end of the school year. In two areas, the data shows a regression. A regression can occur due to a child losing skills over the summer months or if a child does not consistently demonstrate the skill.



| Area | Below | | | Meeting | | | Exceeding | | |
|--------------------------------|---------------|-----------------|-----------------|---------|---------|--------|-----------|--------|--------|
| | fall (120) | winter (136) | spring (144) | fall | winter | spring | fall | winter | spring |
| Checkpoints (# of children) | | | | | | | | | |
| Social/Emotional | 47/39% | 23/17% | 9/6% | 64/53% | 85/63% | 61/43% | 9/8% | 26/19% | 71/50% |
| Gross Motor | 44/37% | 22/16% | 12/9% | 73/61% | 102/76% | 98/71% | 2/2% | 10/7% | 28/20% |
| Fine Motor | 23/19% | 18/14% | 13/9% | 91/76% | 95/72% | 96/68% | 5/4% | 19/14% | 32/23% |
| Language | 39/33% | 33/24% | 10/7% | 78/65% | 84/62% | 81/58% | 3/3% | 18/13% | 49/35% |
| Cognitive | 52/43% | 30/22% | 10/7% | 64/53% | 84/62% | 84/60% | 4/3% | 21/16% | 47/33% |
| *Literacy | *20/57% | 37/30% | 12/10% | *13/37% | 70/57% | 84/70% | *2/6% | 16/13% | 24/20% |
| *Mathematics | *26/68% | 59/47% | 35/25% | *10/26% | 60/48% | 92/66% | *2/5% | 6/5% | 13/9% |

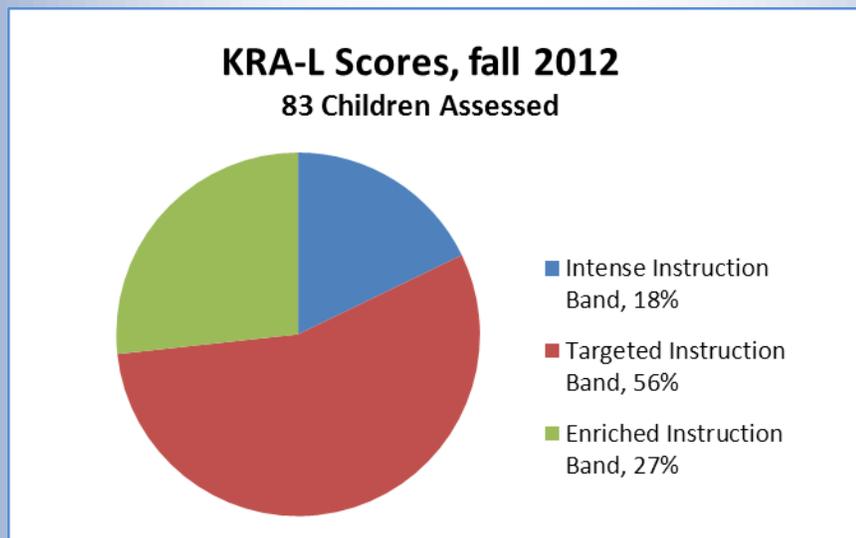
2011/2012 Teaching Strategies Gold Checkpoint Data

Federal Classrooms: 1, 2, 4, 6, 7

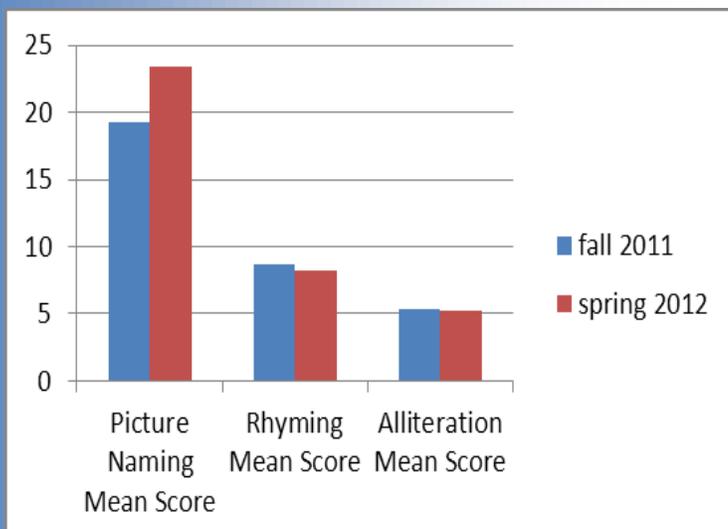
CHILD OUTCOMES CONT...

Fall 2012 KRA-L

Eighty-three (83) children transitioning to kindergarten in the fall of 2012 were given the Kindergarten Readiness Assessment-Literacy (KRA-L), by the school districts in the county. Children are placed in one of three bands based on their score, Intense Instruction- score 0-13, Targeted Instruction- score 14-23, and Enriched Instruction-score 24-29. Fifteen (15) children or eighteen percent (18%) were in the Intense Instruction band, forty-six (46) or fifty-six percent (56%) were in the Targeted Instruction band, and twenty-two (22) or twenty-seven percent (27%) were in the Enriched Instruction band.



Get It, Got It, Go Assessment Results



Get It, Got It, Go is an assessment completed to see how the children are doing in rapid picture naming, rhyming, and alliteration. This assessment is completed twice a year, in the spring and the fall.

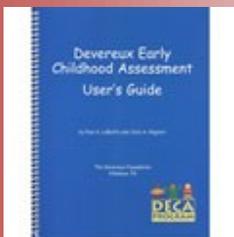
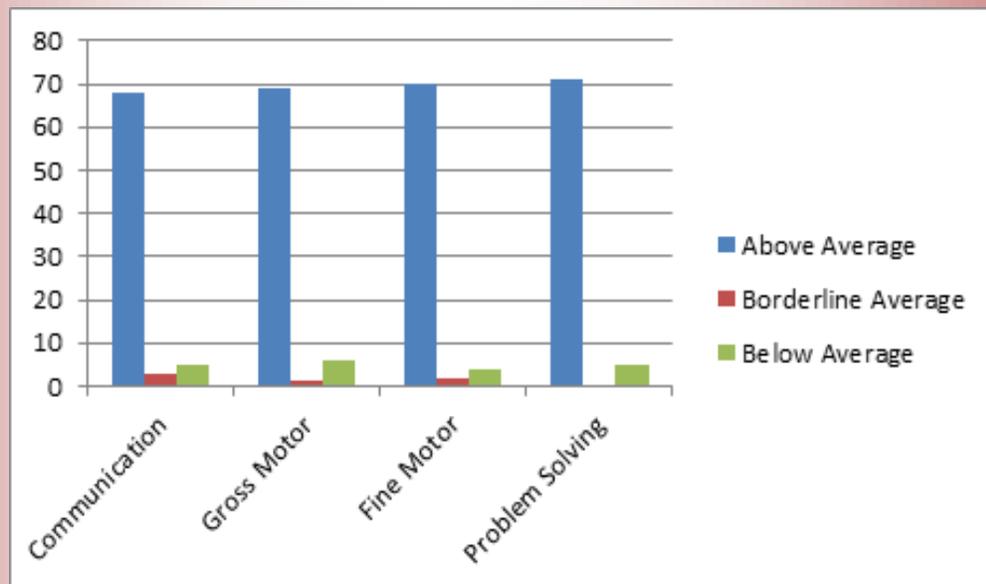
EARLY HEAD START OUTCOMES

Assessments/Results



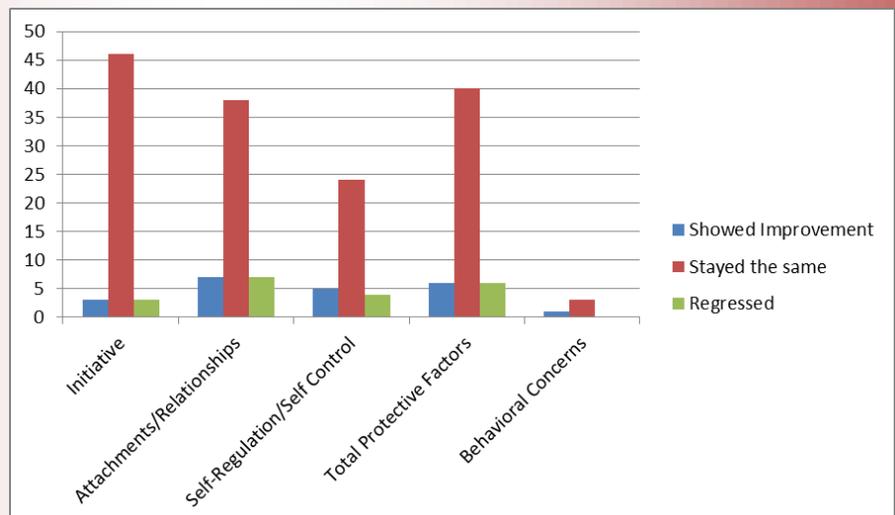
Currently, the Early Head Start Program utilizes the screening tool, Ages & Stages Questionnaires® Third Edition (ASQ-3), to assist with identifying strengths, delays, and possible concerns in core developmental areas for children, ages one month to 5 1/2 years. This chart shows the comparison between the initial screening and final screening of 76 children screened. An average of 81% of children scored above average on both screenings in all areas.

ASQ-3 Results



In addition to the ASQ-3 screening tool, the EHS program uses the Devereux Early Childhood Assessment (DECA-I/T) to measure their social/emotional strengths and weaknesses.

This graph represents the parent rating and their status from initial screening in comparison to final screening.



Kindergarten Preparation

Throughout the school year, teachers worked with children on kindergarten readiness skills. Each child was assessed using the Teaching Strategies Gold. Individual goals were established based on the child's current and emerging skills.



A kindergarten folder containing copies of shot records, birth certificate, custody papers, and social security card is provided to the parents. Parents are informed of upcoming



registration dates and times. At the conclusion of the school year, the teachers send home ideas and suggestions for the child to work on over the summer months.

Kindergarten Field Trip



The children take a field trip to visit the Washington City Schools as part of the preschool/kindergarten transition process.



Head Start teachers prepare packets of information for the kindergarten teachers, to share how each child is doing in both social/emotional and educational aspects. Packets include the Dial-4 summary, writing samples, drawing samples, DECA and an individual temperament summary.



Miami Trace staff completing on-site kindergarten registration.