

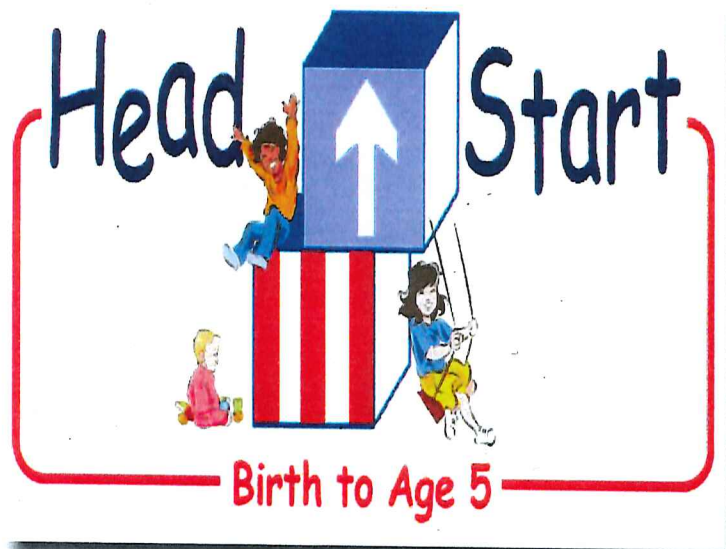
BATH COUNTY SCHOOL BOARD

AGENDA ITEM: INFORMATION { X } ACTION { } CLOSED MEETING { }

SUBJECT: SUPERINTENDENT’S REPORT – PRESENTATIONS / INFORMATION

2016-2017 Head Start Annual Report

BACKGROUND: The Shenandoah Valley Head Start 2016-2017 Annual Report is provided for your information. Bath County has participated in this regional program since 1995.



2016-2017

ANNUAL REPORT

Providing quality comprehensive services to

families and children in:

- *Augusta County*
- *Bath County*
- *Harrisonburg City*
- *Highland County*
- *Rockingham County*
- *Staunton City*
- *Waynesboro City*

Mission Statement

Shenandoah Valley Head Start/Early Head Start programs' mission is to provide a quality preschool program that forms partnerships among families, school sites, and the served communities. The program emphasizes the physical, social, emotional, and cognitive development that is age appropriate for children. Using comprehensive school readiness goals and the Parent, Family & Community Engagement Framework, the program prepares children for success throughout their school years. Our goal is to encourage lifelong learning while empowering families to reach their full potential through parent engagement opportunities with their children.



Student Demographics-Head Start and Early Head Start

In the 2016-2017 school year, the Shenandoah Valley Head Start Program was funded to serve 254 children. When a child moves from an area and can no longer be enrolled for services or withdraws from the program, another child is enrolled. SVHS provided services to 284 children throughout the year.

Head Start Family Enrollment Eligibility:

- ⇒ 27 families received TANF and/or SSI public assistance
- ⇒ 210 families were at or below 100% of the federal poverty guidelines
- ⇒ 9 children were in foster care
- ⇒ 2 children gained enrollment due to experiencing homelessness
- ⇒ 17 children were from over-income families
- ⇒ 19 children were between 101-130% of the federal poverty guidelines
- ⇒ *94% of the children served met eligibility guidelines*

The Average Monthly Enrollment for the year was 89.5%. Our program is diligent to fill openings quickly.

In the 2016-2017 school year, the Shenandoah Valley Early Head Start Program was funded to serve 32 children. When a child moves from an area and can no longer be enrolled for services or withdraws from the program, another child is enrolled. SVHS provided services to 35 children throughout the year.

Early Head Start Family Enrollment Eligibility:

- ⇒ 3 families received TANF and/or SSI public assistance
- ⇒ 22 families were at or below 100% of the federal poverty guidelines
- ⇒ 5 children were in foster care
- ⇒ 3 children were from over-income families
- ⇒ 2 children were between 101-130% of the federal poverty guidelines
- ⇒ *99% of children served met eligibility guidelines*

The Average Monthly Enrollment for the year was 80.8%. Early Head Start Child Care Partnership did not require full enrollment during the Implementation Period.

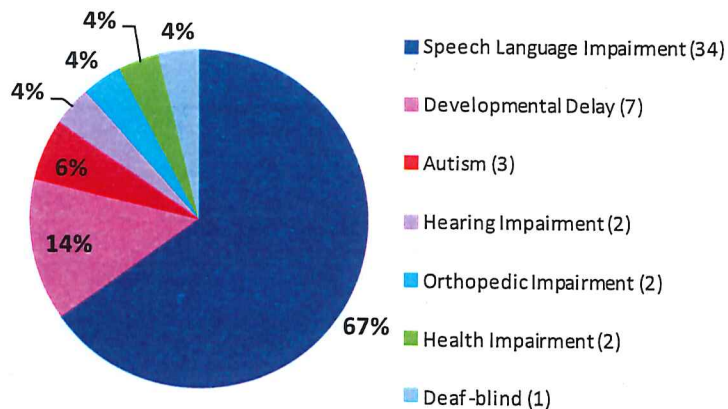
Disabilities

The Head Start Act requires that actual enrollment will include at least 10% of children with identified disabilities. At the end of the 2016-2017 program year, Head Start had provided services to 57 children with identified disabilities. This represents 19% across the regional enrollment which exceeds the 10% requirement.

The Head Start Program partners with the Local Education Agency (LEA) for provision of all special education and related services. Head Start ensures that children with an identified disability are receiving the additional services they need by a formal monthly tracking system.

Shenandoah Valley Head Start actively partners with school and community professionals to recruit those children identified with disabilities through parents, school systems, doctors, and other community professionals. Head Start recruitment and enrollment plans include the process by which the LEA and Head Start program place eligible children identified with a disability into preschool classrooms.

Breakdown of Disabilities by Eligibility Category in Head Start



The EHS program had 10 children enrolled who had an IFSP through local Infant Toddler programs. This is well over the 10% requirement.

Meeting the Needs of the Whole Child in Head Start

Percentage of children who were up-to-date on a schedule of age-appropriate preventive and primary health care according to the Virginia EPSDT* schedule for well child care:

⇒ 57% (out of 284)

Percentage of children who were up-to-date on all immunizations appropriate for their age:

⇒ 83% (out of 284)

Percentage of children who had health insurance by the end of the year:

⇒ 99% (out of 284)

Percentage of children who received preventive dental care:

⇒ 81% (out of 284)

Meeting the Needs of the Whole Child in Early Head Start

Percentage of children who were up-to-date on a schedule of age-appropriate preventive and primary health care according to the Virginia EPSDT* schedule for well child care:

⇒ 70% (out of 54)

Percentage of children who were up-to-date on all immunizations appropriate for their age:

⇒ 93% (out of 54)

Percentage of children who had health insurance by the end of the year:

⇒ 98% (out of 54)

Percentage of children who were up-to-date on a schedule of age-appropriate preventive and primary oral health care according to the Virginia EPSDT* schedule for well child care:

⇒ 76% (out of 54)

**Family Demographics:
275 Head Start Families Served
32 Early Head Start Families Served**

Demographics of families served for Head Start 2016-2017

- ⇒ 127 two-parent families
- ⇒ 148 single-parent families
- ⇒ 210 families with at least one parent employed
- ⇒ 82 families with one or both parents unemployed
- ⇒ 91 parents with less than a high school degree
- ⇒ 100 parents with a high school diploma or GED
- ⇒ 63 parents with associate's degree, or some college education
- ⇒ 21 parents with bachelor's or advanced degree

Demographics of families served for Early Head Start 2016-2017

- ⇒ 10 two-parent families
- ⇒ 22 single-parent families
- ⇒ 27 families with at least one parent employed
- ⇒ 5 families with one or both parents unemployed
- ⇒ 12 parents with less than a high school degree
- ⇒ 8 parents with a high school diploma or GED
- ⇒ 8 parents with associate's degree, or some college education
- ⇒ 4 parents with bachelor's or advanced degree

**Parent Involvement in the
Family Partnership Process**

291 Head Start and Early Head Start families participated in a family goal-setting process which resulted in an individualized Family Partnership Agreement

Head Start/Early Head Start Supports Families: Comprehensive Services Received	Number of Families That Received Service
Emergency/Crisis Intervention: addressing immediate need for food, clothing, or shelter	264
Housing Assistance: subsidies, utilities, repairs, etc.	16
Substance Abuse prevention or treatment	2
Mental Health Services	45
English as a Second Language (ESL) Training	40
Adult Education: GED programs, college selection, etc.	34
Job Training	21
Child Abuse and Neglect Services	32
Domestic Violence Services	0
Child Support Assistance	7
Health Education: including prenatal education	324
Assistance to Families of Incarcerated Individuals	1
Parenting Education	324
Marriage Education Services	2
Asset Building Services (e.g. Financial Education)	10

Transition to Kindergarten

The Shenandoah Valley Head Start Preschool Program is a predominately school-based program; therefore, many children begin from day one preparing for kindergarten and the public school experience. Transitioning children to kindergarten successfully is a critical goal of the program. The following transition steps took place during the 16-17 school year:

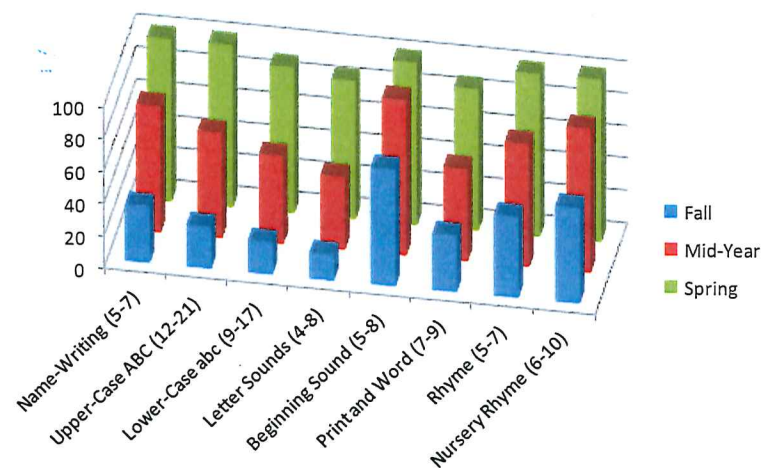
- Family Service Advocates registered families and provided school readiness information during the summer prior to the start of the preschool year.
- Families were informed that physicals and immunizations are required for children to attend preschool and kindergarten. Family Service Advocates assisted families in accessing these services to meet school entry requirements.
- During the preschool summer orientation, at school-based sites, families visited the schools and met school staff, including teachers and principals.
- Teachers discussed individual progress with each child's parent during home visits and parent conferences. Celebrations and concerns were addressed, and together teacher and parents developed strategies to prepare for the child's transition to kindergarten.
- In the spring, families were provided with transition to kindergarten information and materials. Transition workshops were held for parents. In many locations, this included a visit to the new site where the child would attend kindergarten.
- Preschool children visited kindergarten classrooms.
- Preschool children had an opportunity to eat lunch cafeteria-style with the other elementary school age children.
- Parents played an active role by taking responsibility for providing requested documents and registering for kindergarten.

When children attend in a community-based site, the family is supported with the transition to school-based services or to the new classroom at the center.

Early Head Start supports transitions through site visits and helping families understand the changes available when children are 3 years old.

PALS-PreK *Phonological Awareness Literacy Screening for Preschool*

2016-2017 School Year - PALS-PreK Results



PALS PreK measures many emergent literacy skills that research indicates are predictive of later reading achievement. This graph shows the areas assessed by the PALS-PreK. The numerical reference in parentheses is the score range identified for a child to be in the Spring Developmental Zone for that area. The data includes all children regardless of length of time they were enrolled. Growth is noted in all areas. These numbers include the children in Head Start classrooms and all children where funding sources are blended (Virginia Preschool Initiative, Early Childhood Special Education, Title 1, and Local Funding). There were 144 four-year-olds assessed this year throughout the Head Start program. Many of the classrooms are inclusive, serving children with identified disabilities. Dual Language Learners make up many of these learners as well. All four-year-old children are screened with the PALS PreK.

When we see the results of this assessment, we celebrate the accomplishments of our children, their families, and the teaching staff!

Program Goals

Long Range Goals 2016-2017

1. We, at SVHS/EHS, will increase culturally and linguistically sensitive practices when working with all families (this includes those from other cultures and with limited literacy levels) to support family goal attainment and school readiness.

- ⇒ Translate documents into the written languages represented in our program.
- ⇒ Reduce the literacy level of written documents
- ⇒ Learn more about the various cultures and provide support.

2. We, at SVHS/EHS, will develop community partnerships that increase access to comprehensive services for children and families in each community we serve.

- ⇒ Identify community resources in each comprehensive area for each community and build relationships.
- ⇒ Seek increased availability of services/appointment opportunities for families with young children.
- ⇒ Support families access.

3. We, at SVHS/EHS, in partnership with Augusta County Schools, non-federal entity, will strengthen fiscal systems to ensure good stewardship of federal funds and clear cost allocation.

- ⇒ Strengthen fiscal understanding including Uniform Guidance expectations for all staff.
- ⇒ Seek clear representation of funds in a timely way to support program decision-making.

4. We, at SVHS/EHS, will support curriculum implementation and positive interactions in classrooms to promote the overall development of children.

- ⇒ Implement Practice-based Coaching practices for EHS-CCP sites.
- ⇒ Provide CDA or equivalent coursework for all indicated staff.
- ⇒ Retain qualified staff.
- ⇒ Implement Conscious Discipline to support CSEFEL pyramid.
- ⇒ Develop teacher-leaders to support the overall program.

Budget

	Federal Funds Head Start		Federal Funds Early Head Start	
	Budgeted	Proposed	Budgeted	Proposed
	12/01/2016- 11/30/2017	12/01/2017- 11/30/2018	9/01/2016- 8/31/2017	9/01/2017- 8/31/2018
	Federal	Federal	Federal	Federal
Personnel	\$ 1,304,200	\$ 1,352,304	\$ 358,370	\$ 364,168
Fringe Benefits	\$ 614,594	\$ 661,086	\$ 158,196	\$ 194,492
Supplies	\$ 64,590	\$ 54,982	\$ 48,196	\$ 15,078
Contractual	\$ 40,320	\$ 27,728	\$ 1,440	\$ 27,556
Other	\$ 133,609	\$ 59,711	\$ 37,892	\$ 11,294
Direct Costs	\$ 2,157,313	\$ 2,155,811	\$ 604,094	\$ 612,588
Indirect Costs	\$ 14,847	\$ 16,349	\$ 6,706	\$ 4,320
TTA Costs	\$ 29,196	\$ 29,196	\$ 15,000	\$ 15,000
<i>Total approved budget</i>	\$ 2,201,356	\$ 2,201,356	\$ 625,800	\$ 631,908
<i>Non-federal Match</i>	\$ 550,339	\$ 550,339	\$ 156,450	\$ 157,977

Results of Recent Reviews and Fiscal Audit

In the 14-15 program year, the Shenandoah Valley Head Start program had successful Federal Reviews for the areas of Fiscal & ERSEA and CLASS. The Environmental Health & Safety Review indicated one correction needed. The program made the correction—adding EXIT signs over doorways. In the 15-16 program year the program had the Comprehensive Services & School Readiness review followed by the Governance, Leadership, and Management Systems review. Both were successfully compliant.

In the 16-17 program year, the Shenandoah Valley Early Head Start-CCP program had a review. Results indicate we are on track in implementing the program.

The Shenandoah Valley Head Start /Early Head Start programs undergo an annual independent financial audit as a part of the annual audit of the County of Augusta. For the fiscal year that ended June 30, 2016, the auditor found no material weaknesses and no significant deficiencies in internal controls over the program. In addition, there were no audit findings that require disclosure under Federal Regulations. A copy of the complete audit is available through the County of Augusta.