

Southwestern Community Action Council, Inc.

Head Start/Early Head Start

2017-2018 Annual Report



Head Start/ Early Head Start Coaching Summary 2018

Last program year, the Head Start/ Early Head Start program implemented the Practice-Based Coaching Model (PBC) to provide targeted professional development to education staff. The program identified social-emotional as the child's school readiness goal to focus the program's coaching efforts on. The PBC installation began in January 2018 with four education staff being selected as participants based on various program criteria. The coachee participants were from Cabell and Mason counties. Each coach and coachee together set one teaching strategy goal to strengthen in order to better support children's social-emotional skill development. Each set goal had specific teaching strategies identified that would be demonstrated during classroom observations completed by the Coach. Each teaching practice strategy had a specific number of times the practice was to be observed as part of the goal setting in order for the goal to be considered met by the coach and coachee. Following are the goals that were identified and staff received coaching on;

- ⇒ Increasing strategies and ways to respond to children's individual needs and cues.
- ⇒ Increasing consistency in implementing classroom expectations that are clear and concise in order to improve the children's ability to self-regulate.
- ⇒ Becoming more proactive in preventing problems before they develop by focusing on teaching children on how to be problem solvers.
- ⇒ Being intentional on focusing children's attention towards learning objectives in order to increase the children's ability to attend during learning activities.

All the education staff that were coached made significant gains by demonstrating teaching practices that supported the above specific goals during focused observations completed by the program coaches. The individual teaching goals were met by the end of each coaching cycle. Some of the coaching strategies utilized during the coaching cycles were sharing Teach Stone and teaching practice videos with coachees, face to face reflection and feedback meetings, adding teaching support classroom materials, sharing education periodical articles and ELCKC resources, and modeling teaching strategies for classroom education staff. Our program met 4 out of the 4 coaching goals identified meaning that the coachees met their specific goals by 100%. Our first phase of PBC installation was successful in enhancing our staff's teaching practices. The Practice Base Coaching (PBC) Initiative will continue to expand into this program year.

Enrollment Funded for 696 Head Start Children Served 796
 Funded for 134 Early Head Start Children Served 179
 Funded for 8 Pregnant Moms Served 27
 Provided Special Services for 194 HS; EHS 22
 On the Waiting List 366 HS; 66 EHS



HIMG Health Fair for Parents



Male Involvement Volunteer reading to class

Guidelines for Enrollment into the program are based on age and income which is set by the federal government.

*For Families over 8 members add \$4,180 for each member.

Our Program just finished our 3rd year of its five year grant period. During the first year the Head Start Key Indicator-Compliant (HSKI-C) is required. This is a pass fail review. The review was conducted from 3-29-2016 to 3-31-2016. We received notice from the Office of Head Start that we successfully passed the review.

Average Daily Attendance this year
 87% Head Start and 82% Early Head Start Average

Monthly enrollment per funded enrollment 114% Head Start, 154% Early Head Start

2017-2018	Head Start Enrollment Numbers	Head Start % Income Eligible	Early Head Start Enrollment Numbers	EHS % Income Eligible
0-100%	467	59%	146	70%
TANF/SSI	163	20%	40	19%
Foster Children	57	7%	9	4%
Homeless	5	1%	1	1%
100-130%	104	13%	10	5%
Over Income	0	0%	0	0%

Persons in Family	Poverty Guidelines	130%
1	12,060	15,678
2	16,240	21,112
3	20,420	26,546
4	24,600	31,980
5	28,780	37,414
6	32,960	42,848
7	37,140	48,282
8	41,320	53,716

Head Start at work for you

Collaborations

Our Head Start/Early Head Start Program is totally collaborative within the community. Working with partners allows us to provide additional resources for our families to better meet their needs. Some of our collaborative partners include: Cabell, Lincoln, Mason and Wayne Boards of Education, Birth to Three, WIC, United Way, Tri-State Literacy Council, DHHR, CPS, Family Connections, KVC, Team for WV, Marshall University, Joan C. Edwards School of Medicine, MU Psychology Department, Hope's Place, Starting Points, City Mission, River Valley CDS, St. Mary's Hospital, Community Libraries, HID, Community Churches, Work for WV, Dr. Isabel Pino, Bonnie Bailey, Robert Martin, Debra Eddy, Resource Network, Information and Referral, Goodwill Industries, American Red Cross, Huntington Area Food Banks, Huntington Junior College, Branches, 4-H, Early Education Station, Playmates Child Care.

Working to Advance Education in Our Community

We provide clinical educational experiences for student nurses and medical students enrolled in the St. Mary's/Marshall University Cooperative Associate Degree Nursing Program and Marshall's Joan C Edwards School of Medicine. In addition to working with the College of Education MCTC and Marshall University School of Social Work with the Para Social Work Classes for our staff.

As college students work toward their Early Childhood Degree, they are expected to complete a certain amount of hours in a Pre-K classroom as well as Infant/Toddler classroom. Last fall we placed twelve students to complete observation hours as well as clinical hours. (Clinical hours include activity with the children.) Those twelve students completed a total of two hundred and forty three hours in our classrooms.

EHS 2017-18 School Readiness

Over the course of the 2017-18 EHS Program year each School Readiness showed a growth in children meeting or exceeding the widely held expectations as follows: Domain Growth Fall – Spring Children Meeting or Exceeding Widely Held Expectations

Areas that showed a significant growth in children meeting or exceeding the widely held expectations over the course of the program year were: Manages Feelings (Objective 1a) at 98.8%, Interacts with Peers (Objective 2c) at 96.3%, demonstrates Traveling Skills (Objective 4) at 100%, Comprehends Language (Objective 8a) at 98.8%, Attends and Engages (Objective 11a) at 100%, and Persists (Objective 11b) at 96.3%.

All staff were trained in using The Creative Curriculum with Infants, Toddlers and Two's and Teaching Strategies GOLD to plan and prepare appropriate group and individual lesson plans for children. The training also included documentation, data collection and use, family conferences and additional on-line training options. Each Classroom and Home Visitor received a full The Creative Curriculum® for Infants, Toddlers & Twos, 3rd Ed.: with Daily Resources. All of these materials have been fully implemented into the EHS program for group and individual lesson planning, home-learning experiences, family conferences and education data collection and aggregation. These practice should also significantly increase our Fidelity Scores for 2018-19.

Domain	Growth Fall – Spring	Children Meeting or Exceeding Widely Held Expectations
Approaches to Learning	20.7%	98.7%
Social Emotional Development	16.3%	97.3%
Language	15.7%	91.7%
Literacy	13.7%	98.7%
Cognition and General Knowledge	5%	95%
Health and Physical Development	3.7%	94.7%



Fun and Healthy Outdoor Play

% of Children Completed 2017-2018 School Year	Early Head Start	Head Start
Pregnant Women with Insurance	100%	
Children with Health Insurance	100%	100%
Medical Homes	100%	100%
Medical Exams	100%	112%
Immunizations	100%	114%
Dental Homes	100%	100%
Dental Exams	100%	93%

Medical and Dental

Establishing medical and dental homes is a priority. Children receive hearing, vision and nutrition screenings with appropriate referrals and resources offered to families when needed.

Dental Exams for Head Start is at a 93% because we had 7% returning children that were current on their dental exams coming into the 17-18 school year.

Disabilities /Mental Health & Wellness

All children in our program receive individualized support and learning experiences; teachers plan appropriate activities, evaluate children's progress and offer individual supports to move each child to the next level. We are fortunate to have close collaborations with Early Childhood agencies that oversee special education services for our children and families who need more intensive supports and goal planning.

For this school year, 22 children with IFSPs (Individual Family Service Plans) were enrolled in our Early Head Start program. Fifteen IFSPs were determined prior to enrollment into the program this year and seven occurred during the school year. Two of the children received an IEP (Individualized Education Program) during the year, but were able to remain in their Early Head Start classroom.

Head Start had 194 children with IEPs. 130 children entered HS with an IEP this year; 64 were evaluated and received an initial IEP during the school year.

Mental Health

At Southwestern HS/EHS, we value and acknowledge each child's healthy social/emotional development as a critical school readiness factor that nurtures self-esteem, self-regulation and resiliency to meet life's challenges head-on. We contract with licensed mental health professionals so that our parents and staff have access to consultations when they have concerns and need a professional's advice and support.

This school year, Early Head Start had 9 Mental Health referrals, including 5 consultations with parents.

Head Start had 15 referrals for mental health concerns, which included 12 consultations with parents. Four referrals were also facilitated to an outside agency for on-going services.

Family Engagement

Number of Family Engagement Opportunities	Number of Parents Participating
166	1247

Family Engagement is a process that is shared among staff, parents, and the Community. This relationship cuts across and reinforces children's health and learning in multiple settings—at home, in school, in out-of-school programs, and in the community

Families play a significant role in supporting their child's health and learning. Not only do they guide their child through the learning process they are their advocates. Effective family engagement promotes school readiness. Various educational and training opportunities were offered to our families this past year. Below is a sampling:

Families were provided opportunities to attend workshops at Huntington Kitchen, sponsored by the WV Extension Agency, on Super Foods to beat depression. The WV Extension Agency along with community partners provided a Spring and Fall Farming/Garden with Community Garden's and Healthy Cooking and Nutrition workshops. There were activities and trainings offered on Health and Safety such as , Yoga/ Fitness and Wellness, Fire Safety, Effective Parenting Skills, Attendance and its relationship to school readiness and routines, Safe Toys for Early Ages, Infant Basics, Healthy Lifestyles, , Goodwill Financial Literacy/Credit Counseling, Heart Healthy, Couponing, HIMG Health Matters, WIC Nutrition, Heritage Farm Museum, Huntington Art Museum, Getting to Know your School, Community and Cultural Awareness, Wayne County Kid's Day, and a host of other parent driven engagements based on family goals and strengths.

Head Start School Readiness Child Outcomes for 2017-18

For Southwestern Community Action Council, Inc./Head Start, the children made significant gains during the 2017-18 program year. The child assessment outcomes showed growth at a 76.64% increase across all developmental skill items from the fall assessment period to the spring assessment period. The following are the five developmental domains that we focus children's skill abilities in our classrooms:

- 1. Approaches to Learning-** Increasing children's ability to explore and experiment with a wide variety of materials by engaging in creative play and learning to express their discoveries. The children's skill abilities in this learning domain increased by 44.36% from fall to spring of this program year.
- 2. Social Emotional Development-** increasing the children's ability to develop and engage in positive relationships both with adults and with other children and helping them to grow in their ability to self-regulate their emotions and behaviors. The children in our program progressed well by demonstrating a 51.20% increase from the fall to spring assessment time frame in this skill development area.
- 3. Language & Literacy-** helping children to increase their skills in how they receive, understand, and express language, as well as how they learn to demonstrate emerging literacy skills such as alphabet awareness, phonological awareness, print knowledge, speaking, and writing. The children made significant gains in this developmental domain showing a 79.22% increase in skill development from the fall to spring time frame.
- 4. Cognition & General Knowledge-** these are skills that help children understand and investigate their environment/world (science) and learn math concepts such as counting, recognizing numbers and understanding their quantities, classifying skills, identifying shapes, and measuring. The children made major gains in their skill development in this learning area. From the fall to spring children made a 104.21% increase in their abilities in understanding science and math concepts.
- 5. Physical Development-** these are skills that help children to learn to use their hands with coordination so that they can learn to write and manipulate objects and materials as well as learning to use their large muscles in their body to walk, run, hop, skip and move with coordination. The children also made significant gains in this learning area. The children increased in their skill abilities by 60.94% from the fall to the spring of this program year.

Staff Trainings

The 2017-2018 Training & Technical Assistance-T/TA Plan for Southwestern Community Action Council, Inc. Head Start & Early Head Start Programs was revised. The training plan is now developed based on the following areas; Content Area of Need , T/TA Need, Strategy, Expected Outcomes and the expected Participants. The Training Plan addresses the specific School Readiness Domain (s) and the Head Start Program Performance Standard-HSPPS regulations.

Trainings were designed in several formats; group and individual and presented by facilitator directed presentations, scheduled collaborative trainings, local, state, regional and national conferences and workshops, power point and on-line webinars through ECLCK.

A few of the training topics presented were: Child Abuse & Neglect & the Reporting Process, OSHA, Safe Driving, Health & Safety, Child Plus Data System, Review & Update on all Content Areas, Transitions, Behavior Management Strategies, Teaching Strategies-GOLD, Goal Setting with Families, Safe Sleep, SIDS, Baby Shaken Syndrome, Fidelity training, ITERS-Best Practices, Autism Spectrum Disorder, Neonatal Abstinence Syndrome, Sign Language, Domestic Violence Awareness, Car Seat Safety, CPR/FA, Medication Administration-just to name a few.

Parent Engagement	Number of Opportunities
Parent Meetings	50
Parent Activities	21
Family Engagement Event	63
Community Days	9
Socializations	23

We saw an increase of 96% in Parent Participation from Last year.

There were 166 Family Engagement events, Socialization events, and Parent meeting opportunities provided to families. A total of 1247 parents/care givers took part in these opportunities. We believe this is due to our 68 % increase of educational driven events.

Our Community was involved in the majority of the family engagement events. We rely on the connection of community to help teach and educate our parents on topics of their choosing. Our community resources has increased 15% this year, totaling 1,016 partners.



Resource Sharing during Wayne County Kids Day By Head Start/Early Head Start's Community Partnership Coordinator, Little Simpson.



Monroe Center Family Engagement/ Education Session conducted by Education Specialist, Pat Thacker.

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SCAC, Inc. Programs

- Head Start/Early Head Start
- Weatherization
- Senior Community Service Employment Program
- Case Management/Home-Makers Services
- Mason County Homeless Shelter
- Simms Housing Project
- Community Block Grant
- Supportive Services for Veterans and Families

The Promise of Community Action

Community Action changes people's lives, embodies the spirit of hope, improves communities and makes America a better place to live. We care about the entire community and we are dedicated to helping people help themselves and each other.

The Mission of SCAC, INC.

Head Start/Early Head Start

To establish a foundation of trust with children and their families through ongoing integrated community services which nurture personal growth, economic development and self sufficiency.

HEAD START*/PRE-K^ COLLABORATIVE

HS Cabell

Altizer^Central City^ Cox Landing^ Culloden^ Davis Creek^ Guyandotte^ Highlawn^ Hite Sanders^ Martha^ Milton*^ Monroe*^ Nichols^ Ona^ Salt Rock^ Southside^ Spring Hill^ Village of Barboursville^

HS Lincoln

Duval^ Hamlin^ Harts* Harts Primary^ Ranger^ Midway^ West Hamlin^

HS Mason

Ashton^ Beale^ Early Education Station^ Leon^ Magic Years^New Haven^ Point Pleasant Primary^

HS Wayne

Buffalo^ Ceredo-Kenova* Ceredo-Kenova Pre-K^ Crum^ Dunlow^ East Lynn^ Fort Gay^ Wayne^ Westmoreland^

Early Head Start Sites

EHS Cabell

Cabell Midland High School, Huntington High School, Monroe, St. John's, Pregnant Moms Program

EHS Lincoln

Lincoln County Home Based

EHS Mason

Lakin

EHS Wayne

Wayne County Home Based

US Department of Health & Human Services

Head Start \$5,057,620

Early Head Start \$1,777,488

US Department of Agriculture \$66,048

Collaboration Contributions from the Boards of Education and other Community Agencies \$1,050,130

Number of Breakfasts Claimed: 12,183 Lunches: 12,407 Snack: 15,021

In Kind

Volunteer Number: HS Current or Former HS Parents 529

Volunteer Number: EHS Current or Former EHS Parents 157

Hours: HS \$4,369.75 EHS \$1,682.00

Total In Kind \$2,859,189.87

Program Expenses

Personnel, Fringe Benefits, Travel, Equipment, Supplies, Contractual, Program Services, Mental Health, Dental Health, Literacy, Nutrition Services, Rent, Utilities, Professional Development, and Building Materials

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