



2018-2019 ANNUAL REPORT

Southwestern Community Action Council, Inc. Head Start/Early Head Start

Bringing Experts and Knowledge to HS/EHS

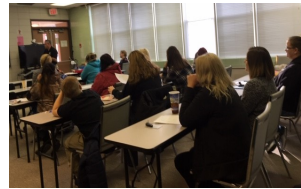
We provide educational opportunities for staff and families. The trainings focus on the issues and interests that families and staff felt would enhance their knowledge.

A sampling of the trainings include: Recognizing Child Abuse, Neonatal Abstinence Syndrome and Long Term Impact, Supporting Children and Families Experiencing Homelessness, Partnering with Families of Children Who are Dual Language Learners, Child Plus Software Training, American Sign Language for Young Children, Home Visiting Safety, Pre-K CLASS Feed Back Strategies, Family Engagement Training, Brushing Up on Head Start Oral Care, Prom Pregnancy to Parenting, 1000 Books Before Kindergarten, Positive Parenting, Social and Emotional Development, IDEA and 504 Process Understanding Which One Fits My Child, Support for Personalized Learning

During the 2018-2019 school year six Early Head Start staff completed their Child Development Associate (CDA). There was one Infant/Toddler CDA and five Home-Based. There were four Head Start staff who completed their Pre-School CDA. Also in Head Start there were five teacher assistants who completed their Early Childhood Classroom Assistant Teacher Certificate. The program had 17 staff members who received their Certificate of Completion for the Paraprofessional Social Work training from Marshall University.



Future dentist after Family Engagement



Parent and staff training at a Community Day



Parents and children learning safety

Persons in Family	Poverty Guidelines	130%
1	12,140	15,782
2	16,460	21,398
3	20,780	27,014
4	25,100	32,630
5	29,420	38,246
6	33,740	43,862
7	38,060	49,478
8	42,380	55,094

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 \$4,320 for each member.

2018-2019	Head Start Enrollment Numbers	Head Start % Income Eligible	Early Head Start Enrollment Numbers	EHS % Income Eligible
0-100%	443	56%	138	67%
TANF/SSI	133	17%	32	16%
Foster Children	61	8%	23	11%
Homeless	14	2%	0	0%
100-130%	115	15%	12	6%
Over Income	20	2%	0	0%

Enrollment Funded for 696 Head Start Children—Served 786
 Funded for 134 Early Head Start Children—Served 205
 Funded for 8 Pregnant Moms Served 22
 Provided Special Education Services for 237 HS; EHS 32
 On the Waiting List 523 HS; 78 EHS

Average Daily Attendance this year 87% Head Start and 85% Early Head Start.

Monthly enrollment per funded enrollment 112% Head Start, 152% Early Head Start.

Our Program just finished our fourth year of its five year grant period. Our last review, Head Start Key Indicator-Compliant (HSKI-C) was completed in 2016. This is a pass fail review. We received notice from the Office of Head Start that we successfully passed the review.

School Readiness Head Start Outcomes Report

- Approaches to Learning- 57.37% yearly skill growth
- Social/Emotional Development- 61.67% yearly skill growth
- Language & Literacy- 98.78% yearly skill growth
- Cognition & General Knowledge- 119.59% yearly skill growth
- Perceptual, Motor & Physical Development- 79.61% yearly skill growth
- Overall Domain Percentage Growth- 93.64% skill increase across all areas of development this program year. Children made 22% more overall gains this program year (2018-19) compared to last year.

Highest Percentage Gains & Highest Item Score for Spring:

- ⇒ Measurement (Cognition & General Knowledge)- highest gains increase at a 151.35% this year.
- ⇒ Gross Motor (Perceptual, Motor &

Physical Development)- highest item score at a 4.35 for this year.

Additional High Percentage Gains from the Fall to Spring:

- ⇒ Observation & Reporting (Cognition & General Knowledge)- showed a 133.45% increase this year.
- ⇒ Numerical Operations (Cognition & General Knowledge)- 131.11% gain this year.
- ⇒ Algebraic Thinking (Cognition & General Knowledge)- 130.63% increase for this year.

Additional High Item Scores for Spring:

- ⇒ Health Development & Safety Practices (Perceptual, Motor & Physical Development) at a 4.25.
- ⇒ Play (Approaches to Learning) at a 4.13.
- ⇒ Fine Motor (Perceptual, Motor & Physical Development) at a 4.12.

Lowest Item & Strand Score for Spring:

⇒ Scientific Inquiry (Cognition & General Knowledge)- at a 3.25.

⇒ Investigation (Cognition & General Knowledge)- at a 2.97.

CLASS Scores for 2018-19:

- Emotional Support- 6.26/above the 2018 national average which is (6.08).
- Classroom Organization- 5.69/slightly below national average which is (5.80).
- Instructional Support- 3.13/above the 2018 national average which is (2.96).



Read Across America Day with Senator Joe Manchin's Regional Representative Mike Browning and Clifford

CLASS & Creative Curriculum Fidelity Tool for Administrators 2018-19 Outcome

The CLASS (Classroom Assessment Scoring System) outcomes for the 2018-19 program year are as follows;

- Emotional Support- 6.26
- Classroom Organization- 5.69
- Instructional Support- 3.13

The classrooms in our program scored above the national averages in both Emotional and Instructional Support this year. Both Emotional Support and Classroom Organization domains showed increases in average scores from the 2017-18 program year. The CLASS Emotional Support domain showed a 1.78% score increase from last year at a 6.26 score and our program's Classroom Organization score increased by 2.52% since last program year at a 5.69. The overall CLASS score in Instructional Support was above the national average at a 3.13. The national average for this domain for 2018 was a 2.96. Our program scored 5.74% higher than the national average for Instructional Support for 2018-19. The CLASS score scale ranges from 1-7. One being the lowest and 7 being the highest. The CLASS instrument considers 1-2 being in the low range, with 3-5 ranging from low medium (3) to high medium (5). The high range in scoring is considered a 6-7. The Instructional Support domain always averages

as the lowest domain among all three domains. As mentioned above, the national average in Instructional Support for 2018 was a 2.96 which indicates that this domain consists of teaching practices that are considered high level teaching strategies and are more challenging to implement in a classroom. Our program scored in the high range in Emotional Support indicating that overall our classrooms are positive and nurturing learning environments that support children in their social emotional development that is so vitally important in preparing children for school. The Classroom Organization domain scored in the high mid-range at a 5.69. The CLASS scores for our program this school year indicates that our classrooms are environments that positively impact children's social, emotional and cognitive development.

The Fidelity Tool for Administrators was used for the second year in our program for 2018-19 to monitor the Creative Curriculum implementation in both in our Head staffed classrooms as well as our collaborative classrooms. The tool looks at how the classrooms uses the Creative Curriculum foundations (Part 2) and Daily Practice Resources (Part 1). The foundation section of the Fidelity tool

focuses on the physical classroom environment, teacher-child interactions, family partnerships, and assessment. The Daily Practice Resource (Part 1) section looks at the usage of the Daily Practice Resources that can be used in addition to the foundation curriculum practices. The Creative Curriculum Fidelity Tool outcomes for the second year of usage indicate that our classrooms continue to demonstrate strong evidence of curriculum implementation in the foundation (Part 2) at an approximate 90% implementation rate. This score is considered to be a high rating on the curriculum fidelity scale. Our classrooms demonstrated a curriculum implementation rate of a 57% for Daily Practice Resources usage (Part 1). The approximate overall curriculum implementation rate average for both Part 1 and Part 2 combined was at an 85% for the classrooms observed this program year. In summary, the tool was helpful in indicating curriculum implementation rates, and ways to enhance curriculum implementation for our program.



We Love to Learn

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: Psychologists). 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.

Disabilities/Mental Health & Wellness

Children deserve to learn in a welcoming environment that supports their needs, and offers activities that engage and challenge them. Southwestern CAC, Inc. and its collaborative partners are committed to providing high quality Pre-K /Head Start and Early Head Start programs, and ensuring that the tenets of IDEA and WVBOE Policy 2419 are followed in every setting we offer.

Early childhood is a critical time for building self-regulation skills, resiliency, and self-esteem. As an extra support to our parents, children, and staff, we offer consultations with licensed mental health professionals, behavior management strategies, and parent education workshops that cover a range of social-emotional issues. This year, HS staff requested consultations for eight children; the mental health consultant also conducted conferences with parents for six of the children. For EHS there were nine mental health referrals, including nine staff consultations and nine parent consultations.

The HS Education Staff also benefitted from a three day intensive training on PBIS (Positive Behavioral Interventions and Supports). PBIS, a WV Pre-K early childhood initiative, promotes social/emotional competencies, creates safe and nurturing environments, facilitates problem-solving interactions, and offers ways for teachers to engage parents and bridge the home-school connection.

HS/EHS Health

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.

All Children had Dental Exams for Head Start, 74.4% were new enrollments and 25.6% were returning children that were current on their dental exams coming into the 2018-2019 school year.

% of Children Completed 2018-2019 School Year	Early Head Start	Head Start
Pregnant Women with Insurance	100%	
Children with Health Insurance	100%	100%
Medical Homes	100%	99.4%
Medical Exams	100%	99%
Immunizations	100%	99%
Dental Homes	100%	100%
Dental Exams	100%	74.4%



Outdoor play during Family Engagement Event

Family Engagement

Parent, Family and Community Engagement is embedded into each School Readiness goal with identifiable Engagement Outcome(s) associated within each of the five domains. Parents engage in ten educationally focused training categories at all trainings/activities offered to them.

Staff worked this year to bring quality education to parents along with building relationships which improved parent participation from the previous year.

⇒The number of events offered across all four counties increased by 58%.

⇒The number of parent activities increased by 83% across all four counties.

⇒Data was entered into Child Plus for the entire year. Staff have received several trainings in Child Plus on how to enter data efficiently.

Parents are always welcome and we are always happy to see parents in our classrooms.

Parent Engagement	Number of Opportunities
Parent Meetings	43
Parent Activities	124
Family Engagement Event	65
Community Days	10
Socializations	98

Number of Family Engagement Opportunities	Number of Parents Participating
276	1226

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US Department of Health & Human Services

Head Start \$5,238,448

Early Head Start \$1,832,219

US Department of Agriculture \$77,130

Collaboration Contributions from the Boards of Education and other Community Agencies \$1,174,945

Number of Breakfasts Claimed: 13,365 Lunches: 11,441 Snack: 14,434

In Kind

Volunteer Number: HS 653 Current or Former HS Parents 526

Volunteer Number: EHS 234 Current or Former EHS Parents 109

Hours: HS 3,849.75 EHS 1,274.50

Total In Kind \$3,062,740.23

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

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 Boursville^

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

Board of Directors 2018-2019

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Farris Burton
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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 Services 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.



Transitions to local school for our Head Start children.