

Mountain Community Action Program, Inc.
Head Start

Annual Report

2016-2017



Mission Statement

To provide a safe, loving, and creative Environment in which children will develop positive skills to succeed in Head Start, elementary school and beyond. Staff members are committed to support parents in nurturing the growth of their children.

We will work with community partners to provide quality services and screenings to address problems and concerns for children and families.

Vision Statement

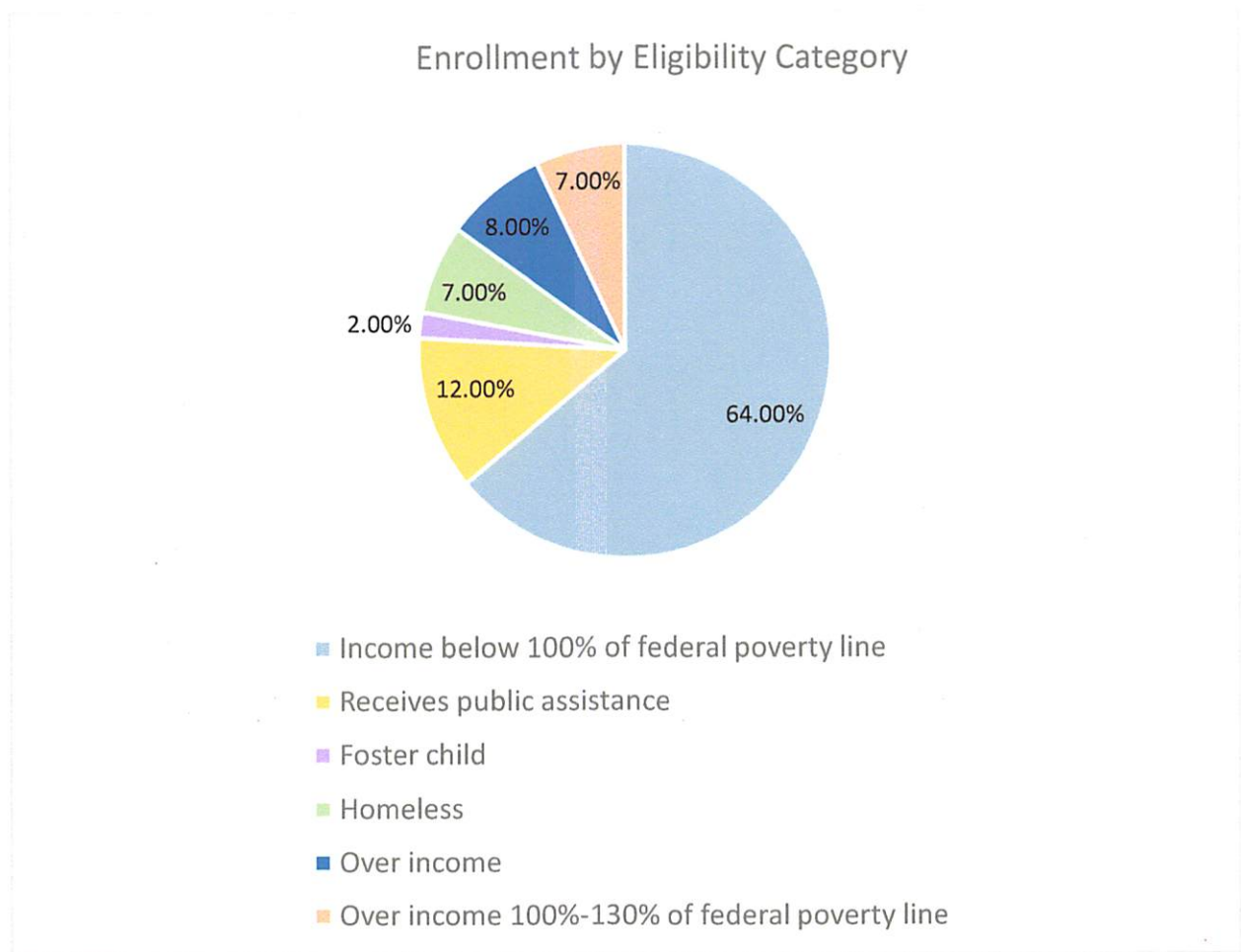
Policy Council, Staff, and parents
will promote the Head Start philosophy
of shared authority and decision-making
while working in a team concept.
We share a vision of a high quality program
that will include every eligible child;
aged three through four years,
with strong family involvement
and positive community support.

The Mountain Community Action Program has been in operation for fifty-one years. Many challenges and changes have occurred during this time! The primary goal of the Head Start program is to provide a head start to our children and families. We, at Mt. CAP, are committed to providing a comprehensive program that includes; health, education, nutrition and family services.

The Head Start Programs are funded by the Department of Health and Human Services and the funding is contingent upon the successful navigation of hundreds of federal, state and local regulations, as well as the required approval through the federal funding processes.

ENROLLMENT

Mountain CAP was funded to serve 170 children and their families in Smyth, Wythe, and Bland counties during the 2016-2017 program year. Our cumulative enrollment was 212.



FUNDING

We had a clean audit for the 2017 fiscal year. The complete audit for our agency is available at the Mt. CAP administrative office in Marion, Virginia. Following is the financial statement for our Head Start Program from the audit.

MOUNTAIN COMMUNITY ACTION PROGRAM, INC. FOR THE DEPARTMENT OF HEALTH AND HUMAN SERVICES STATEMENT OF ACTIVITIES AND NET ASSETS HEAD START FOR THE YEAR ENDED JUNE 30, 2017

SUPPORT & REVENUES	PART DAY	TRAINING	TOTAL (MEMO ONLY)
Grant funds	\$1,462,052	24,194	1,486,236
Contributions	25	-	25
In-kind revenue	416,323	-	416,323
TOTAL SUPPORT AND REVENUE	1,878,400	24,194	1,902,594

EXPENDITURES			
Personnel	860,852	-	860,852
Fringe benefits	297,842	-	297,842
Contractual	6,500	-	6,500
Travel	12,204	-	12,204
Repairs & Maintenance	33,346	-	33,346
Telephone & Utilities	62,801	-	62,801
Vehicle Maintenance	57,019	-	57,019
Insurance	34,973	-	34,973
Supplies	43,081	-	43,081
Food cost	498	-	498
Rental, lease, or purchase of equipment	4,500	-	4,500
Other direct cost	48,461	24,194	72,655
In-kind expense	416,323	-	416,323
TOTAL EXPENDITURES	1,878,400	24,194	1,902,594

*The anticipated budget for the upcoming year will be \$2,030,186.00

MOUNTAIN COMMUNITY ACTION PROGRAM, INC.
CHILD CARE FOOD PROGRAM (USDA)
FOR THE YEAR ENDED JUNE 30, 2017

Support and Revenue	
Grant funds	\$125,080
Contributions & other	\$117
Total Support and Revenue	\$125,197

Expenditures	
Salaries	\$1,718
Consumable supplies	\$14,573
Insurance	\$2,516
Food Costs	\$106,390
Total Expenditures	\$125,197

FEDERAL MONITORING

Each Head Start program is monitored by the Administration for Children and Families (ACF) for compliance with Head Start Program Performance Standards, laws, regulations and policy requirements.

From April 19,2016 to April 20,2016 the ACF conducted a Leadership/Governance/Management Systems review. During this review there was one area of non-compliance related to organizational structure.

March 8,2016 -March 11, 2016 the ACF conducted a Comprehensive Services/School Readiness review; no area of noncompliance was found during the course of the review.

April 20 - 24, 2015, the ACF conducted a Fiscal/ERSEA (Eligibility, Recruitment, Selection, Enrollment and Attendance) review; there were no areas of non-compliance.

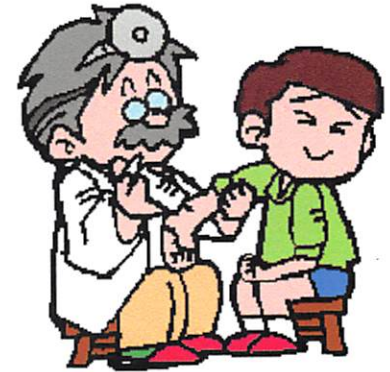
March 24 - 25, 2015, the Administration for Children and Families (ACF) conducted an Environmental Health and Safety (EnvHS) review; no areas of non-compliance were found.

January 27-30, 2015 the ACF conducted a CLASS (Classroom Assessment Scoring System) review. The CLASS tool looks at three domains and ten dimensions of teacher-child interactions and measures those observed interactions on a seven point scale. The tables below and on the following page give details regarding our Domain and Dimension level scores.

DOMAIN	Score	DOMAIN	Score	DOMAIN	Score
Emotional Support	6.2679 *(mean 6.03) (median 6.04)	Classroom Organization	5.1905 (mean 5.80) (median 5.82)	Instructional Support	2.8571 (mean 2.88) (median 2.78)

DIMENSIONS					
Positive Climate	6.36 (mean 5.97)	Behavior Management	5.71 (mean 6.01)	Concept Development	2.21 (mean 2.44)
Negative Climate (1= highest score)	1.21 (mean 1.06)	Productivity	5.43 (mean 6.12)	Quality of Feedback	3.07 (mean 2.84)
Teacher Sensitivity	5.86 (mean 5.86)	Instructional Learning Formats	4.43 (mean 5.28)	Language Modeling	3.29 (mean 3.35)
Regard for Student Perspectives	6.07 (mean 5.37)				

*Note: mean and median scores are from OHS Descriptive Statistics of all Head Start Grantees which were reviewed with CLASS during the 2014-2015 school year. Mean: the average value, calculated by summing all scores and dividing by the number of scores. Median: the middle value where half the scores are below this point and half are above it. The highest score obtainable is 7, except Negative Climate in which the scale is reversed.



HEALTH SERVICES

Health services provided to the children are height/weight, dental, vision, hearing and speech screenings. Height and weight are obtained twice each school year. These are completed in October and April with graphs produced to show the percentile the child represents. An up-to-date physical is required within the past year prior to enrollment. If the child does not have one, it is obtained within the first 30 days of school. If a child is overweight or underweight on the percentile chart, the parent is notified in writing that they may set up a consultation with the Registered Dietician contracted by Mt. CAP.

Flu vaccinations are available to all children during the fall after parents sign a release for the health department. Health department staff come to the centers and administer the vaccinations. Staff and volunteers may obtain the flu vaccination also.

One of our goals is to assist families in providing health insurance for their children. Of our enrolled children, 99% had a source of health insurance.

100% of children had an on-going source of continuous, accessible health care.

92% of enrolled children were up-to-date on all immunizations appropriate for their age. The other 8% had received all immunizations possible, but had not received all immunizations appropriate for their age.

90% of enrolled children had continuous, accessible dental care provided by a dentist. 93% received preventive care. 18% were diagnosed as needing treatment and 80% of those needing treatment had or were receiving treatment at the end of the program year.

Mt. Rogers Community Services provided a Mental Health Consultant for our children. Each classroom received an observation bi-monthly.

NUTRITION SERVICES



We provide our children breakfast, lunch and p.m. snack in accordance with USDA guidelines. This means that all meals served must be healthy and have all of the food groups required for the type of meal being served. Head Start serves food from the five food groups including meat, vegetable, fruit, bread, and milk. We served 21,818 breakfasts, 21,367 lunches, and 17,834 pm snacks.

EDUCATION SERVICES



Mt. CAP Head Start uses the Brigance Preschool Screen as its developmental screening tool. In addition to the developmental screen all children also receive sensory screens (hearing, speech and vision) and a behavioral screen. All children are screened within 45 days of enrollment. The purpose of doing screening is to give the teachers a starting point in planning for the individual needs of each child. These screens also help the teacher to detect possible delays and thus the need to refer children to the Local Education Agency for disability services. During the 2016-2017 school year we had 163 children who were enrolled for their first year in Head Start. Of these first year enrollees, 140 received all required screenings within 45 days for developmental, sensory, and behavioral concerns. Fifteen children withdrew prior to the 45 day deadline for completing screenings. Of the 140 children screened, 25 were identified as needing follow-up assessment or formal evaluation to determine if the child had a disability. All of our returning children are rescreened each year, even though this is not required. Thirty children with IEPs were served by Mt. CAP Head Start during the 2016-2017 school year. Twenty-two were determined eligible for services during the enrollment year; eight were determined eligible prior to enrollment for the school year.

Our Head Start Program implements The Creative Curriculum for Preschool. This curriculum encourages children to experiment, explore and pursue their own interests. Our

teachers give children many opportunities to have hands-on experiences with concrete objects. The children are encouraged to observe and to problem-solve. The instruction in the classroom is based on observing and documenting what the children do and say. This makes the teachers more aware of the interests of the children and gives them a basis for building a relationship and for motivating each child to learn. Basing instruction on observations also allows the teacher to provide opportunities for each child to pursue his or her own special talents and to demonstrate their areas of strength. This allows the children to feel successful. When they feel successful, children are more apt to try new things and thus create new learning experiences for themselves. The Creative Curriculum gives the teachers guidance in how to structure the classroom and how to have positive respectful interactions with children. Our classrooms are set-up in distinct learning or interest areas and many hands-on materials are provided for the children to work with and explore.

Our on-going assessment of the children is directly linked to our curriculum. We use Teaching Strategies Gold as our on-going assessment tool. This tool allows the teachers to monitor each child's progress and to plan for each individual child's development in not only developmental areas, but also content areas. The teachers observe each child for their progression of development for widely held developmental and learning expectations. These progressions are divided into 38 objectives and related dimensions. We have three points (checkpoints) at which we produce reports based on the observations of individual children which the teachers have documented. These checkpoints are in October, February and May. Combining and comparing the data on all the children at each checkpoint allows the Head Start program to evaluate its overall effectiveness by comparing the progress of groups of children periodically throughout the school year.

Mountain CAP has established school readiness goals with input from the local school systems and Smart Beginnings coalitions. For the 2016-2017 program year our School Readiness goals were:

Domain: Approaches to Learning

Children will demonstrate a positive attitude towards learning by displaying levels of emotion and behavior in the classroom that are appropriate to the situation and the supports available; and by demonstrating attentiveness and persistence.

Domain: Social and Emotional Development

Children will regulate their emotions and behavior; establish and maintain healthy relationships; and participate cooperatively and constructively in group situations.



Domain: Language and Literacy

Children will use and comprehend oral language for conversation and communications; will demonstrate early literacy skills to include phonological awareness, knowledge of the alphabet, and knowledge of print and its uses; and will demonstrate emergent writing skills.

Domain: Cognition

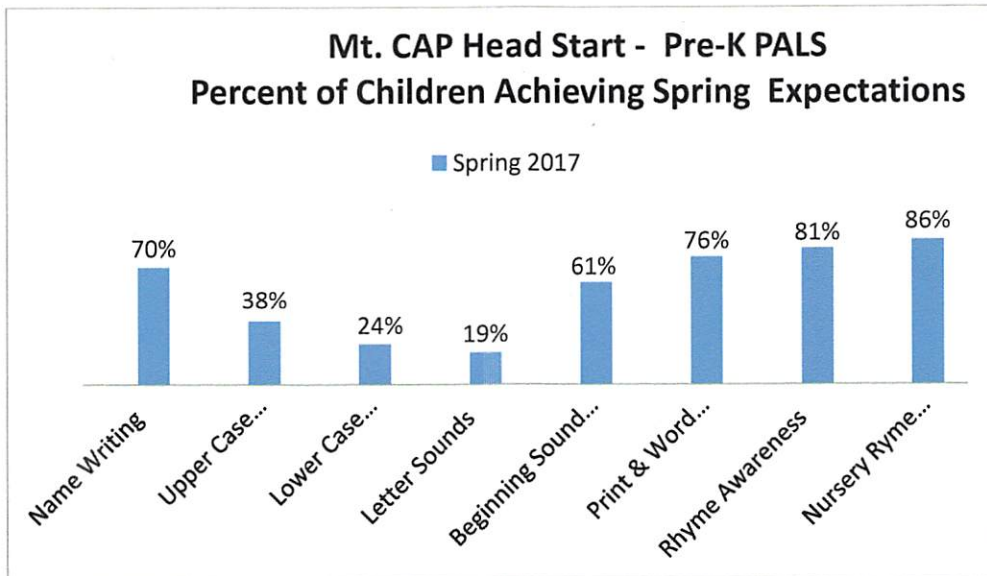
Children will use number concepts and operations; compare and measure; and demonstrate knowledge of patterns

Domain: Perceptual, Motor, and Physical Development

Children will control small muscles for such purposes as using writing tools; manipulating scissors, and performing self-help skills.

Our School Readiness Goals document breaks down each school readiness goal into separate sets of objectives for learning for our three-year olds and for our four-year olds. The entire document, along with progress of each age group in meeting each objective is available for review in our Head Start Administrative office.

Our program administers the Pre-K Phonological Awareness Literacy Screening (Pre-K PALS) in the fall and again in the spring to the children who will be age eligible for Kindergarten in the following school year. The following graph shows the percentage of children screened in our program during the spring who were at the spring developmental ranges associated with early reading success.



Mt. CAP Head Start conducts classroom observations by observers who have been trained and tested for reliability in using the Classroom Assessment Scoring System (CLASS) instrument. The CLASS is an observational instrument developed at the University of Virginia to assess quality in preschool classrooms. The CLASS assesses interactions between children and teachers in three broad domains of classroom quality: Emotional Support, Classroom Organization, and Instructional Support. The domains of quality measured by the CLASS are central to Head Start’s approach to child development and learning and serve as important indicators of the future school readiness of our Head Start children. The following table compares Mt. CAP Head Start’s average CLASS scores with national Head Start average CLASS scores for 2017. This indicates that Mt. CAP Head Start provides a quality Head Start program, with scores slightly above average national Head Start scores in each of the three domains and nine of the 10 dimensions. Also, our classrooms continue to score substantially higher than the minimum threshold scores in all domains and dimensions of the CLASS tool. Following is a comparison of Mt. CAP’s CLASS observation scores with the national statistics for the Head Start grantees (a total of 252) which were monitored with the CLASS tool during the 2016-2017 school year.

Domain/Dimension	Mt. CAP Spring 2017 Average Score	National 2017 Average Score	
		Mean	Median
Emotional Support (minimum threshold - 4)	6.53	6.07	6.09
<i>Positive Climate</i>	6.38	6.01	Not available
<i>Negative Climate</i>	1.19	1.07	Not available
<i>Teacher Sensitivity</i>	6.38	5.88	Not available
<i>Regard for Student Perspective</i>	6.56	5.45	Not available
Classroom Organization (minimum threshold - 3)	6.0	5.83	5.85
<i>Behavior Management</i>	6.0	6.0	Not available
<i>Productivity</i>	6.56	6.14	Not available
<i>Instructional Learning Formats</i>	5.44	5.35	Not available
Instructional Support (minimum threshold - 2)	4.37	3.0	2.97
<i>Concept Development</i>	3.68	2.49	Not available
<i>Quality of Feedback</i>	4.69	2.99	Not available
<i>Language Modeling</i>	4.75	3.51	Not available

The highest score obtainable is 7, with the exception of Negative Climate where the scale is reversed and the best obtainable score is 1.

STAFF QUALIFICATIONS

We have nine Head Start classrooms. The teachers in four of those classrooms had a baccalaureate degree in Early Childhood Education (ECE). Five of our classroom teachers had a baccalaureate degree in a related field. One of our Teacher Assistants had a baccalaureate degree in Early Childhood Education (ECE). Two of our teacher assistants had an Associate Degree in ECE or a related degree. Two teacher assistants had a Child Development Associate (CDA) credential or licensure that meets or exceeds the CDA requirement. Four teacher assistants were enrolled in ECE classes and/or was working towards CDAs.

FAMILY SERVICES

We served a total of 212 families. Of those families, 54% were two-parent families and 46% had only one parent living in the home with the child.

We served 13 families that were experiencing homelessness. Thirty-eight percent of these families acquired housing during the enrollment year.

Eighty-five (40%) of our families expressed an interest in or were identified as needing at least one service during the program year. Sixty-three (30%) of families received at least one service during the enrollment year. Some of the many service tracked include things such as emergency/crisis intervention (meeting immediate needs for food, clothing or shelter); housing assistance (such as subsidies, utilities, repairs, etc.); adult education such as GED programs and college selection; and parenting education.

PARENT INVOLVEMENT

At the beginning of each school year, in September, we have the first Center Parent Committee Meeting. During the first meeting parents elect the officers for the committee, which include Chairperson, Vice-chairperson, Secretary, and Treasurer. The Chairperson and the Treasurer sign the signature card at their bank for the checking account for the center committee and they must have a back ground check completed.

Parents elect one person per center to be on our Family Services Advisory Committee, Health Advisory Committee, and Education/Disabilities, and Transition Services Advisory Committee. The Advisory Committees meet three times per year-October, January, and April.



PROGRAM GOVERNANCE

Mt. CAP's Board of Directors is the governing body for Mountain Community Action Head Start. They share joint decision making responsibilities with the Policy Council. The Board of Directors consists of appointees for Smyth, Wythe and Bland Counties. Members of the board must include a licensed attorney, an early childhood expert, a fiscal expert, and individuals with expertise in education, business administration or community affairs. They meet every two months and have the fiscal responsibility for the programs operated by Mt. CAP.

Parents elect one person from each classroom to represent them on the Policy Council. The Policy Council must be made up of 51% parents and 49% Community Representatives. The Policy Council meets once a month. The Policy Council participates in and must approve the following:

- All funding applications and amendments before they are submitted
- Procedures about how the Board of Directors and the Policy Council will implement shared decision making
- All program planning
- All program new hires and terminations
- The budget and monthly expenditures
- The Policies and Procedures of Head Start
- All Parent Committee money amounts and suggestions
- Meeting minutes
- The Community Assessment
- The annual Self Evaluation of the Head Start program
- The curriculum used by the Head Start program

