



Tri-County CAP Head Start Annual Report

2017 – 2018

MISSION STATEMENT

Tri County Head Start works together with children and families to support and encourage personal growth in order to maximize self-sufficiency within their homes and Communities.

BUDGET INFORMATION

On February 1, 2017 Tri County CAP Head Start was awarded 2,379,785, for program operations and \$27,614 for training and technical assistance.

During the 2017-2018 program year TCCAP Head Start was awarded a 1% COLA increase of \$21,274 for staff salary adjustments.

CHILDREN AND FAMILY SERVICES

Head Start's funded enrollment is 217, however including turnover we served **262** children and their families in **12** classrooms and **1** home base at **9** locations throughout the three counties during the 2017-2018 program year.

Research suggests that having high-quality, full school day and full school year care is particularly important for low-income children to succeed in kindergarten and beyond. Based on this research, OHS (Office of Head Start) worked on funding to expand the number of children who participate in full school day and full school year or continuous programs. These funds can be used to support a myriad of center-based program models with varying hours per day and days per year, as long as the program provides services for 1,020 hours of planned class operations over the course of a minimum of eight months per year for the Head Start pre-school age classrooms. The fall of 2017 began Tri County CAP Head Start's first year with 5 classrooms (3 in Berlin & 2 in Littleton) offering extended duration services to children. This means children attended classes 5 days per week for 6 hours per day for 170 days per year.

The remaining 7 classrooms (Colebrook, Conway, Groveton, Ossipee, Plymouth, Whitefield and Woodsville) provided classes 5 days per week 4 hours per day for 160 days per year.

We obtained full enrollment beginning in October 2017 and met full enrollment every month through May 2018.

During the 2017-2018 program year TCCAP Head Start employed **56** employees.

Tri County CAP Head Start partners with community agencies and/or provides high-quality health, oral health, mental health, and nutrition services that are developmentally, culturally, and linguistically appropriate and that will support each child's growth and school readiness. Due to this fact, parents in our program receive assistance in acquiring an ongoing source of continuous, accessible health care for their children. During the 2017-2018 program year a total of **252** children had this type of medical care available by the end of June 2018. The number of children who were up-to-date on a schedule of age appropriate preventive and primary health care was **211**. The number diagnosed with a chronic condition needing medical treatment and receiving it was **18**.

The number of children at enrollment with continuous, accessible dental care provided by a dentist was **201**. Of those, **164** children received preventive care and a professional examination since our last Program Information Report.

A contracted Behavioral Health professional consulted with staff concerning **15** children. The number of children for whom the Behavioral Health professional provided an individual behavioral health assessment was **15**. The number of children for whom the Behavioral Health professional facilitated a referral for behavioral health services outside of Head Start **12**. Of these, the number receiving services was **2**.

The number of children with an Individualized Education Program was **31**. All of these children received special education and related services.

SCHOOL READINESS

TRI COUNTY HEAD START'S SCHOOL READINESS GOALS

Tri County Head Start has developed the following School Readiness Goals utilizing the Head Start Child Outcomes Framework, the New Hampshire Early Learning Guidelines as well as input from parents, staff and SAU's.

The State of New Hampshire is in the process of developing state –wide school readiness goals. Head Start is working closely with the state Pre-School Coordinator in the development of these goals. Once established, Tri County Head Start will review our goals to ensure that they align with the state goals

Social and Emotional Goals

1. Children will engage in and maintain positive adult-child relationships and interactions.
2. Children will engage in and maintain positive peer relationships and interactions.
3. Children will learn and internalize (follow) classroom rules, routines and directions.
4. All children will develop and display a sense of self, confidence in their abilities and a strong identity that is rooted in their family and culture.

Language and Literacy Goals

1. Children will build, use and comprehend increasingly complex and varied vocabulary.
2. Children will use and comprehend oral language for conversation and communication.
3. Children can identify and discriminate the sounds within words, as separate from the word itself.

4. Children will use and understand print as a system of visible marks that represent the sounds within words and words themselves.
5. Children will engage with literature in developmentally appropriate ways.

Approaches to Learning Goals

1. Children will show an interest in varied topics and activities, an eagerness to learn, creativity and independence in their interactions with activities and materials.
2. Children will demonstrate persistence when working with materials, activities and information.
3. Children will learn and use words and concepts that parallel the information available in activities and materials.

Cognition and General Knowledge Goals

1. Children will use math regularly and in everyday routines to count, compare, relate, identify patterns and problem solve.
2. Children will use observation and manipulation, ask questions, make predictions and develop hypotheses to gain a better understanding of information and activities in their surroundings.
3. Children will use their skills in remembering information and in being aware of their own thinking.

Physical Well-Being and Motor Development Goals

1. Children will demonstrate control of large muscles for movement, navigation and balance.
2. Children will demonstrate control of small muscles for such purposes as using utensils, self-care, building, writing and manipulation.
3. Children will identify and practice healthy and safe habits.

Revised and approved by Policy Council 3/2016

TRANSITION

Prior to the end of their time in Head Start, parents and children participate in transitional activities to assist in preparing them for their move to the public school. Such activities include Head Start children who will be entering kindergarten in the fall to a visit to the public school, Kindergarten teachers visiting the Head Start classroom, cafeteria style meals as well as learning centers created in the classroom to familiarize children with a kindergarten classroom. For parents there are meetings with the kindergarten teachers and at times the principal for a question/answer session and recruiting currently enrolled parents who have already transitioned a child into the public school to act as a parent mentor to assist first time families with this transition.

A site designed or local school district transition handbook is provided to and reviewed with families to answer questions pertaining to their specific school as well as information to support children as they transition into the public school.

TCCAP Head Start transitioned 105 children from Head Start to public school for the fall of 2018.

PARENT ENGAGEMENT

Parents are welcomed and encouraged to participate in all aspects of the Head Start program. Some activities include: classroom or kitchen volunteers, taking part in parent committee meetings in which parents meet to discuss and plan activities for the classroom, parent training interests and education as well as exploring opportunities to build a community connection with other families. Parents are encouraged to seek out election to Policy Council. Policy Council is part of the governing body of Head Start and is responsible for decision making responsibilities that steer the direction of the Head Start program at the agency level.

Parent engagement/volunteer activities were completed throughout the year by 262 currently enrolled families. TCCAP Head Start had 382 persons total who provided numerous types of volunteer services to the program during the 2017-2018 year.

RESULTS OF FEDERAL MONITORING

Tri County CAP Head Start received a CLASS (Classroom Assessment Scoring System) and Focus Area 2 Federal Monitoring in the spring of 2018.

The Focus Area Two (FA2) review is an opportunity for grantees to demonstrate their effectiveness in implementing a high-quality program to promote positive outcomes and school readiness for children and their families. This focus area is designed to broaden the Office of Head Start's (OHS) understanding of each grantee's performance and to determine if programs are meeting the requirements of the Head Start Program Performance Standards (HSPPS), Uniform Guidance, and the Head Start Act.

The protocol is divided into the following six sections:

- Program Management and Quality Improvement
- Education and Child Development Services
- Health Program Services
- Family and Community Engagement Services
- Fiscal Infrastructure
- Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)

The results for Tri County CAP Head Start was that we met all requirements assessed within the performance areas. A copy of this report is available upon request to the Head Start Director.

CLASS: The Office of Head Start uses CLASS to measure classroom quality as required by the 2007 Head Start Act. CLASS also is being used in more than 23 states as part of quality rating and improvement systems. The CLASS system measures the quality of early childhood programs at the “point of impact” for development and learning: the quality of instruction and of interactions between the teachers and the children.

The chart below are the results of the CLASS federal monitoring in comparison to the national statistics and demonstrates that Tri County CAP Head Start teachers meet and or exceed the national median scores.

Office of Head Start CLASS Statistics by Domain, 2017 & Tri County Head Start CLASS scores by Domain for 2018 Federal Monitoring observation				
DOMAIN	LOWEST 10% NATIONAL	MEDIAN (50%) NATIONAL	HIGHEST 10% NATIONAL	TCCAP HEAD START
EMOTIONAL SUPPORT	5.7024	6.09	6.48	6.1136
CLASSROOM ORGANIZATION	5.3264	5.85	6.33	6.1061
INSTRUCTIONAL SUPPORT	2.3095	2.97	3.65	3.6970

Emotional Support assesses the degree to which teachers establish and promote a positive climate in their classroom through their everyday interactions.

Classroom Organization assesses classroom routines and procedures related to the organization and management of children’s behavior, time, and attention in the classroom.

Instructional Support assesses the ways in which teachers implement the curriculum to effectively promote cognitive and language development.

End of report for the 2017-2018 Tri County CAP Head Start program year.