

Annual Public Report for 2021-2022 School Year Mid-Willamette Valley Community Action Agency Community Action Head Start

- Head Start
- Early Head Start
- Early Head Start Child Care Partnerships

Table of Contents

Enrollment & Eligibility.....	1
Health.....	2
Parent Involvement.....	3
Kindergarten Readiness.....	4
Child Outcomes Data.....	5
Financial Reports:	
Financial Audit.....	6
Funding, Expenditures and Budget.....	6
Federal Review.....	7

Enrollment & Eligibility

The program is funded for 697 pre-school children in the Head Start program, 108 children in the Early Head Start program, and 80 children in the Early Head Start Child Care Partnerships Program. Data for each program's enrollment status and eligibility status of enrolled children is detailed in the charts below.

Head Start Pre-K	
Funded Slots	697
Total Cumulative Enrollment	487
Eligible with income below 100% of the Federal Poverty Line	217
Eligible with receipt of Public Assistance (TANF, SSI)	74
Eligible as Foster Child	12
Eligible as Homeless	70
Over income (above 130% of the Federal Poverty Line)	44
Over income (101% - 130% of the Federal Poverty Line)	70

Early Head Start	
Funded Slots	108
Total Cumulative Enrollment	147
Eligible With Income Below 100% of Federal Poverty Line	66
Eligible With Receipt of Public Assistance (TANF, SSI)	23
Eligible as Foster Child	7
Eligible as Homeless	29
Over Income (above 130% of Federal Poverty Line)	3
Over Income (101 – 130% of Federal Poverty Line)	19

Early Head Start Child Care Partnerships	
Funded Slots	80
Total Cumulative Enrollment	119
Eligible With Income Below 100% of Federal Poverty Line	73
Eligible With Receipt of Public Assistance (TANF, SSI)	2
Eligible as Foster Child	6
Eligible as Homeless	22
Over Income (above 130% of Federal Poverty Line)	6
Over Income (101 – 130% of Federal Poverty Line)	10

During the 2021-2022 school year, the program operated under a number of flexibilities offered by federal and state funders, due to the COVID-19 pandemic. The Head Start program did not fill all funded slots because of a lack of applications from eligible families.

Children's Health

Families are supported in making connections to establish a regular doctor and dentist to provide care for their enrolled children. The program tracks children's well child exams and oral health assessments to support the family in ensuring their children are up to date on a schedule of age appropriate care.

Head Start Pre-K	
Funded Slots	697
Total Cumulative Enrollment	487
Number of Children Up-To-Date on a Schedule of Preventative and Primary Health Care	368
Number of Children Up-To-Date on a Schedule of Preventative and Primary Oral Health Care	394

Early Head Start & Early Head Start Child Care Partnerships	
Funded Slots	188
Total Cumulative Enrollment	266
Number of Children Up-To-Date on a Schedule of Preventative and Primary Health Care	192
Number of Children Up-To-Date on a Schedule of Preventative and Primary Oral Health Care	166

Parent Involvement

Community Action Head Start encourages the involvement of parents in the program throughout all service areas. Parents receive support in setting family and personal goals, resources and referrals to help support their goals, and encouragement to become strong advocates for their children. Parent meetings were conducted according to program schedules with parents encouraged to be involved in planning and coordinating the meetings. These serve as an opportunity for parents to connect with one another, learn and share about their experience with Head Start and have time to enjoy activities with their children. Elected parent representatives from classrooms serve on the Policy Council, one of the two governing bodies with program oversight. The Policy Council met according to program schedule to approve grants, policies, and written reports of various kinds.

Many of our Parent Engagement opportunities were virtual in nature. We shared opportunities for parent education in the community including our own presentation of Smart Connections classes for our families and members of the communities we serve through Trauma Smart. Our virtual offering of Smart Connections enabled a higher number of parents to attend and for an increase in direct parenting conversations between families and staff. Dev NW collaborated with us to present financial literacy education opportunities for our families, of which 12 families directly signed up for asset building services.

As the pandemic forced closures and limited resources, staff offered support for families by connecting with them regularly and checking on what need's families had during these closures. Staff were able to connect 59 families with housing supports. Ten families who were homeless at the beginning of enrollment were supported to find stable housing. 87% of families who stated a need for resources were supported in receiving those resources. 269 families made progress on or completed their family goals in the area of family well-being, including safe housing, healthy family lifestyles, and securing better employment.

Kindergarten Readiness & Child Outcomes

Preparing children to be ready for kindergarten includes detailed observation and accurate assessment of children's progress in developmental areas including: social emotional, physical, language, cognitive, literacy, and math. Each child will progress at their own rate. The goal for all children is to demonstrate progress toward meeting or exceeding goals throughout the year.

In a typical school year, teachers begin working with parents to identify individualized goals for children. Teachers regularly observe children's progress and use those observations to assess children's growth. While we use the fall checkpoint to set a baseline, it also helps us to identify specific areas of needed support so teachers can continue to build their lesson planning around the emerging needs of children as exhibited by their progress. We assess children's progress in fall, winter and spring.

The 2021-2022 school year continued to present challenges due to the COVID-19 pandemic. While our children were able to return to receiving instruction in the classroom, higher absenteeism (for both children and staff) due to the pandemic, along with increased needs to meet the social and emotional needs of children remained our primary goal. We continued to follow the mandates of our community ensuring we were maintaining stable groups, supporting mask mandates, and ensuring classrooms and materials were sanitized daily.

Once again, in these unique circumstances, the flexibility and resiliency of our teaching teams ensured that children received consistent learning opportunities that contributed to progress toward mastering the developmental and academic skills necessary for school readiness. While we acknowledge that growth in some of the academic areas may not have been as strong as we would prefer, the area most needed by children during this school year was in social emotional development. Teachers worked diligently to ensure that children felt safe and nurtured within their classroom environments regardless of the uncertainty that was happening in their world. We see the result of those efforts in our social emotional outcomes knowing that if children are beginning kindergarten with strong social emotional skills, they are starting with the foundation they need to help them succeed.

Child Outcomes Data 2021-2022

Fall 2021

Area	Emerging	Meets	Exceeds
Social/Emotional	175	241	18
Physical	133	283	19
Language	200	227	8
Cognitive	172	239	19
Literacy	206	192	18
Mathematics	243	156	9

Winter 2021

Area	Emerging	Meets	Exceeds
Social/Emotional	114	352	33
Physical	60	401	39
Language	143	340	18
Cognitive	103	358	35
Literacy	162	295	17
Mathematics	198	225	14

Spring 2022

Area	Emerging	Meets	Exceeds
Social/Emotional	90	362	93
Physical	67	388	88
Language	112	377	53
Cognitive	77	399	67
Literacy	119	386	28
Mathematics	166	304	43

Financial Reports

Financial Audit Year Ended June 30, 2021

The Single Audit for the year ending June 30, 2021 was filed on March 14, 2022. The independent auditors report issued by Grove, Mueller and Swank contained an unqualified opinion. This means that in their opinion the financial statements are presented fairly in all material respects.

There were no findings noted during the audit.

The Single Audit for the year ending June 30, 2022 is in progress.

For time period from 9/2021 – 8/2022:

Financial Information – September 2021 through August 2022 Funding - Actual

US Health & Human Services Office of Head Start	\$ 9,465,380
Oregon Department of Education Early Learning Division	5,766,623
Department of Human Services (ERDC)	118,534
USDA (Schools Meals Reimbursement)	325,563
Other Revenue	86,457
Total Income	\$ 15,762,557

Financial Information – September 2021 through August 2022 Expenditures and Budget

Expenditures	Actual Expenditures	Annual Budget
Personnel	11,293,459	11,672,314
Operating	2,533,432	2,253,462
Contract Services	973,066	835,588
Training	212,457	248,612
Administrative Allocation	750,143	678,927
Total Expense	\$ 15,762,557	15,688,903
Net Income	\$ 0	0

During the fiscal year ended June 30, 2022, there were funds that were not yet expended which carried forward to the next fiscal year.

Federal Monitoring Reviews

The Office of Head Start provides monitoring oversight to Head Start programs over a five-year grant cycle. The last monitoring visit for our program was in June 2022, when the Office of Head Start completed a Focus Area 2 Review. Focus Area 2 reviews examine the program's performance and compliance with Head Start Program Performance Standards through virtual and in person meetings, observations, focus groups and document examination in the following areas:

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

In each of these areas, no deficiencies were identified. One area of concern was noted, about two Early Head Start Teachers who had not completed their Infant Toddler Certificates prior to being hired. This situation was caused by a shortage in qualified job applicants. Upon the advice of the Regional Office of Head Start, these Teachers were hired with the requirement that a professional development plan be created to show the plan for completion of the certification. This area of concern is a common issue across the country, and it is a low-level concern that does not require any corrective action.