## **Annual Public Report for 2022-2023 School Year**

Mid-Willamette Valley Community Action Agency- Head Start

*Head Start, Early Head Start and Early Head Start Community Child Care Partnerships*

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**Enrollment & Eligibility**

The program is funded for 697 preschool children in the Head Start program, 132 children in the Early Head Start program, and 86 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 | 571 |
| Eligible with income below 100% of the Federal Poverty Line | 118 |
| Eligible with receipt of Public Assistance (TANF, SSI, SNAP) | 289 |
| Eligible as a Foster Child | 14 |
| Eligible as Homeless | 64 |
| Over income (above 130 % of the Federal Poverty Line) | 39 |
| Over income (101% - 130% of the Federal Poverty Line) | 47 |

|  |  |
| --- | --- |
| **Early Head Start** |  |
| Funded slots | 132 |
| Total Cumulative Enrollment | 182 |
| Eligible with income below 100% of the Federal Poverty Line | 45 |
| Eligible with receipt of Public Assistance (TANF, SSI, SNAP) | 97 |
| Eligible as a Foster Child | 8 |
| Eligible as Homeless | 20 |
| Over income (above 130 % of the Federal Poverty Line) | 3 |
| Over income (101% - 130% of the Federal Poverty Line) | 9 |

|  |  |
| --- | --- |
| **Early Head Start Child Care Partnerships** |  |
| Funded slots | 86 |
| Total Cumulative Enrollment | 119 |
| Eligible with income below 100% of the Federal Poverty Line | 57 |
| Eligible with receipt of Public Assistance (TANF, SSI, SNAP) | 24 |
| Eligible as a Foster Child | 5 |
| Eligible as Homeless | 21 |
| Over income (above 130 % of the Federal Poverty Line) | 4 |
| Over income (101% - 130% of the Federal Poverty Line) | 8 |

During the 2022-2023 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 | 571 |
| Number of Children Up-To-Date on a Schedule of Preventative and Primary Health Care | 397 |
| Number of Children Up-To-Date on a Schedule of Preventative and Primary Oral Health Care | 463 |

|  |  |
| --- | --- |
| Early Head Start & Early Head Start Child Care Partnerships | |
| Funded Slots | 218 |
| Total Cumulative Enrollment | 294 |
| Number of Children Up-To-Date on a Schedule of Preventative and Primary Health Care | 171 |
| Number of Children Up-To-Date on a Schedule of Preventative and Primary Oral Health Care | 169 |

**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.

Parent Engagement opportunities were virtual in nature at the start. 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. Opportunities at sites for parents to connect in person to discuss parenting topics at their sites were available in the Spring. Dev NW collaborated with us to present financial literacy education opportunities for our families.

Home visits were completed more often in person, supporting families with goal setting and providing resource needs. Families were contacted regularly to check on emergent needs, share resources and give encouragement toward goal progress. Staff were able to connect 60 families with housing supports. 87% of families who stated a need for resources were supported in receiving those resources. 57% of families made progress on or completed their family goals which included safe housing, healthy family lifestyles, positive parenting, securing better employment, connection to community and educational goals.

**Kindergarten Readiness and 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.

Children arrived in our classrooms to begin the 2022-2023 school year, post pandemic, lacking the social emotional skills that we typically observe at the start of the school year. While we always begin our new school years with a strong social emotional component, this year we knew we needed to intensify that effort to offset what children lost due to the effects of pandemic. Teaching teams spent the first six weeks of school establishing strong social emotional climates in the classroom by taking the time to form nurturing relationships with children and support children in building positive relationships with each other. Those efforts continued to be the main priority throughout the school year while also offering children opportunities in all developmental and academic areas. The other challenge for both children and teaching staff was that while we were considered, for the most part, post pandemic, we began the year with some of the COVID-19 mandates still in place, strict health checks being strongly implemented. As a result, attendance for both children and staff became an issue as every symptom still had to be viewed through a COVID lens.

In spite of ever-present challenges, which now feel more like the norm, our teaching teams continued to support children in their journey toward school readiness. Our children responded positively to the social emotional foundations set at the start of the school year and demonstrated progress in all of the developmental areas that support kindergarten readiness. Those children, who left our program for Kindergarten at the end of the 2022-2023 school year, did so with the social emotional foundation that will help them be prepared for their new challenges and ready to succeed in their kindergarten year.

**Child Outcomes Data 2022-2023**

**Fall 2022**

|  |  |  |  |
| --- | --- | --- | --- |
| **Area** | Emerging | Meets | Exceeds |
| Social/Emotional | 179 | 269 | 9 |
| Physical | 109 | 328 | 30 |
| Language | 184 | 264 | 12 |
| Cognitive | 166 | 270 | 20 |
| Literacy | 220 | 215 | 16 |
| Mathematics | 241 | 182 | 15 |

**Winter 2022**

|  |  |  |  |
| --- | --- | --- | --- |
| **Area** | Emerging | Meets | Exceeds |
| Social/Emotional | 119 | 331 | 37 |
| Physical | 82 | 369 | 33 |
| Language | 141 | 320 | 23 |
| Cognitive | 103 | 361 | 20 |
| Literacy | 146 | 304 | 19 |
| Mathematics | 171 | 262 | 29 |

**Spring 2023**

|  |  |  |  |
| --- | --- | --- | --- |
| **Area** | Emerging | Meets | Exceeds |
| Social/Emotional | 101 | 439 | 95 |
| Physical | 84 | 454 | 92 |
| Language | 145 | 423 | 65 |
| Cognitive | 83 | 474 | 73 |
| Literacy | 111 | 472 | 41 |
| Mathematics | 148 | 396 | 60 |

**Financial Reports**

**Financial Audit Year Ended June 30, 2022**

The Single Audit for the year ending June 30, 2022 was filed on March 21, 2023. 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, 2023 is in progress.

For time period from 9/2022 – 8/2023:

**Financial Information – September 2022 through August 2023 Funding - Actual**

|  |  |
| --- | --- |
| US Health & Human Services Office of Head Start | $              9,191,136 |
| Oregon Department of Education Early Learning Division | 7,752,927 |
| USDA (Schools Meals Reimbursement) | 328,374 |
| Other Revenue | 104,342 |
|  |  |
| Total Income | $              17,376,779 |

**Financial Information – September 2022 through August 2023 Expenditures and Budget**

|  |  |  |
| --- | --- | --- |
| **Expenditures** | **Actual Expenditures** | **Annual Budget** |
| Personnel | 11,409,845 | 11,712,522 |
| Operating | 3,580,922 | 3,997,450 |
| Contract Services | 1,147,963 | 939,397 |
| Training | 190,346 | 292,646 |
| Administrative Allocation | 1,047,703 | 520,541 |
|  |  |  |
| Total Expense | $              17,376,779 | 17,462,556 |
|  |  |  |
| Net Income | $                                0 | 0 |

During the fiscal year ended June 30, 2023, 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.