

Cortland County Community Action Program, Inc. (CAPCO)

Head Start / Early Head Start General Program Overview 2012

The CAPCO Head Start / Early Head Start Program is funded to serve 262 children and 10 expectant mothers. Any child living in Cortland County from birth through age four (4) years old by December 1st may be eligible for the program, if they meet other program requirements, notably income eligibility.

At this time, there are 19 classrooms located at thirteen (12) different sites. Early Head Start also houses socialization for Home Based families. The center locations are as follows:

Head Start

Parker Center(s)- Parker Elementary School has two collaborative classroom in partnership with the Cortland City School District UPK program, serving 16 children 6 ½ hours per day; 3 hours UPK and 3 ½ hours Head Start.

Smith Center- Smith Elementary School has a collaborative classroom with the Cortland City School District UPK program, serving 16 children for 6 ½ hours per day; 3 hours UPK and 3 ½ hours Head Start.

YMCA Center(s) - The YMCA houses a total of three (3) classrooms; one regular Head Start classroom serving 16 children, one collaborative classroom with the Cortland City School District serving 18 children, and one Early Head Start classroom serving 8 children.

Homer Center(s) - Homer Elementary School has two Head Start classrooms serving 30 children.

Marathon Center- Marathon Elementary School has one Head Start classroom serving 14 children.

McGraw Center(s) - McGraw Elementary School has two Head Start classrooms serving 30 children.

Sports Complex Center- The J.M. McDonald Sports Complex has one Head Start classroom serving 16 children.

Cosimo Center- The Cosimo Center center has one Head Start classrooms serving 14 children.

Early Head Start

Center 4 Arts Center- Located at the Center for the Arts in Homer. The Early Head Start program has one classroom, serving 8 children.

Cortlandville Center- Located at the First United Methodist Church. The Early Head Start Program has one classroom, serving 8 children.

Cosimo's Center(s) - Located on Huntington Street in Cortland. The Early Head Start Program has two classrooms serving 16 children.

South Main Center(s) - Located on Denti Way in Cortland. The Early Head Start Program has two classrooms serving 16 children.

Home Based Socialization- Located at the First United Methodist Church. Early Head Start Home Based has one classroom which houses 24 children and pregnant women every other week for an hour and a half.

Funding and Budget

1. **Public and Private Funds-** In program year 2011-2012, the CAPCO Head Start Program received a federal grant of \$1,638,135.00. An award of \$22,400.00 was awarded for Training and Technical Assistance. A matching non-federal share of \$271,667.00, in cash and in-kind donations was also generated for a grand total of \$1,932,202.00 in program resources. In program year 2011-2012, the CAPCO Early Head Start Program received a federal grant of \$953,143.00. An award of \$47,657.00 was awarded for Training and Technical Assistance. A matching non-federal share of \$86,100.00, in cash and in-kind donations was also generated for a grand total of \$1,086,900.00 in program resources.

Head Start Federal Grant Budget Summary

Personnel: \$958,882.00

Fringe Benefits: \$326,577

Travel: \$10,400.00

Supplies: \$18,500.00

Contractual: \$91,192.00

Other: \$232,584.00

Training and Technical Assistance: \$22,400.00

Total Grant Budget: \$1,660,535.00

Early Head Start Federal Grant Budget Summary

Personnel: \$538,553.00

Fringe Benefits: \$226,583.00

Travel: \$31,500.00

Supplies: \$28,416.00

Other: \$128,091.00

Training and Technical Assistance: \$47,657.00

Total Grant Budget: \$1,000,800.00

- 2. State Funding-** In program year 2010-2011, the CAPCO Head Start Program received UPK monies from the Cortland City School District in the amount of \$171,000.00. This money was awarded to serve 69 children in four different classrooms.

Total Number of Children and Families Served

This program year we served 317 participants. Of these children, 20 were under 1 yr., 20 were one (1) years old, 40 were 2 years old, and fifteen (15) were pregnant women. 56 children were three years old, 166 children were four year olds. 43 children were enrolled for their second year in Head Start. There were 51 children who left the program throughout the year, three (3) children left before the first 45 days of the program. Of the 317 families served, 206 families were two-parent families and 110 families were single-parent families.

Parent Involvement Activities

According to our 2011 Family Enrichment Report, parents volunteered 2087 times in their Head Start or Early Head Start classroom during this program year. Each classroom was responsible for monthly scheduled activities throughout the year, which included father figure activities, as well. Some of those activities included: daddy drop off, muffins for moms, pumpkin carving, stone soup, family photos, gingerbread houses, Sumba Fitness, dinners, and many other activities. Parents also were active in Parent Action Groups which include a parent-child activity, policy council updates, and classroom updates. The parents decide the day and time of their Parent Action Group and topics which interest them for upcoming meetings. In addition to the classroom activities, we also offered program wide events which many families attended. These events included movie night, pancakes for pops, spaghetti dinner, family fun nights and several other events which promote family togetherness.

Average Monthly Enrollment/Percent of Eligible Children Served:

The Head Start Program was enrolled at full capacity throughout the entire program year beginning September 2011 through June 2012. Children were eligible according to the following categories:

Center	100 % of FPL*	130% of FPL*	Homeless	Foster Care	Over Income	Other (TANF)	Total
Homer 1	1	1	0	0	0	15	17
Homer 2	1	0	0	0	0	13	14
Complex	2	0	0	0	3	13	18
Smith	4	1	0	0	2	9	16
Parker 1	5	0	0	0	0	11	16
Parker 2	1	0	0	0	0	17	18
Marathon	2	1	0	1	1	8	13
YWCA	0	0	0	0	0	8	8
McGraw 1	8	0	0	0	1	10	19
McGraw 2	5	0	0	0	0	9	14
YMCA 1	0	0	0	0	2	16	18
YMCA 2	1	0	0	0	4	13	18
HB	1	0	0	0	0	8	9
Withdrawals	10	1	0	2	0	13	26
Total:	41	4	0	3	13	163	224

*Federal Poverty Level

Early Head Start

Center	100%	130%	Homeless	Foster Care	Over Income	Other (TANF)	Total
C4Art	3	0	0	0	0	5	8
Cosimo's	0	0	0	0	0	16	16
South Main	2	0	0	0	1	13	16
YMCA 3	0	0	0	0	0	8	8
Home Based	6	1	0	0	2	14	23
Withdrawals	16	0	0	1	0	8	25
Totals	27	1	0	1	3	64	96

Health Outcomes

Medical and Dental Care:

The Head Start/Early Head Start Program began the program year by having all enrolled families come in for their screening appointments. These screenings include Health & Nutrition Questionnaire, Ages & Stages Questionnaire and the transportation handbook. During this scheduled screening time the Health Assistant asks the families a series of health & nutrition questions and enters the answers into Child Plus. . This process helps to ensure all information collected and entered is correct. The families also have the opportunity to address any questions or concerns regarding required information to be completed by their primary care physician or dentist. This ensures that all documentation is completed correctly and in a timely manner.

There were 200 children with medical homes (i.e. regular primary care physicians) when they enrolled in Head Start & 70 children in Early Head Start. At the end of our program year, the 250 children we were serving in Head Start and Early Head Start were all up to date with their physicals and all follow up work was completed.

We had “Bugsy” visit all our classrooms and talk with the children about the importance of oral health care. This visit gave the Head Start/Early Head Start children a chance to practice brushing Bugsy’s teeth. In addition, Mighty Molar visits our Head Start classrooms to handout toothbrushes to each child. At monthly parent committee meetings, our classrooms have had our Health Services Staff come to speak at the meetings to further inform and educate our families about the importance of regular oral hygiene and dental care. This year we have implemented a new tooth brushing technique, table tooth brushing, to further aid our children and families to achieve optimum oral health.

There were 121 Head Start children out of the funded 200 children with dental homes when they enrolled, and by the end of the year, the number had increased to 175. Of the 175 Head Start children with completed dental screenings, 54 children needed follow up work, 20 had completed it by the end of the program year, 34 children were still in process of completing work, 7 children were refused by the parents to get the work done, and 7 children had withdrawn from the program before completing the dental follow up work needed. This gave the Head Start Program an overall total of 91% of the children completing their dental follow-up care.

There were 21 Early Head Start children out of the 34 children that were age 2 years or older with dental homes when they enrolled, and by the end of the year, the number had increased to 35 with dental homes. We track dental care information for children 2 years or older due to provider restrictions in our area, providers won’t take patients before age 2. Of the 35 Early Head Start children with completed dental screenings, 4 children needed follow-up work, 2 had completed it by the end of the program year, 2 were still in the process of completing work, and 14 children were refused by the parents to get the work done. This gave the Early Head Start Program an overall total of 71% of the children completing their dental follow-up care. In

summary, the Head Start/Early Head Start program had 100% of the 270 children enrolled throughout the year received medical exams and had a primary care physician established. We had 100% of the 270 children enrolled throughout the year receive dental exams, from either a primary care physician or dentist. However, 36 of the children needing dental follow up work did not get it all completed by the end of the program year. This was primarily due to future dental appointments which were scheduled for a later date after the program year was finished. Our community is working to obtain more dentists in the area who are willing to complete the necessary dental follow up work on children age 1 year and older. Furthermore, much of the population we serve receives Medicaid and many of the providers in the Cortland area do not accept this type of insurance. This will be another area we will strive to improve on over the next year

EFFORTS FOR PREPARING CHILDREN FOR KINDERGARTEN

Child Outcomes Analysis for Children Transitioning Kindergarten

The attached report for program year 2011-2012 indicates the areas which were reported on the annual child outcome report.

Overview of Classrooms and Program Outcomes Report:

The Outcome Report is based on the High/Scope Curriculum observation and assessment strategies for all the classrooms. Teachers observe and document children's daily activities. They complete the Child Observation Record three times per year. The baseline is completed within two weeks of the beginning of the program year. Round two is completed by the end of January and round three is completed by the first week in June.

The Education Staff will develop and maintain a systematic identification and tracking program which is a direct result of the observations which coincide with the COR Assessment. Each child is observed and assessed according to their individual development skill level, including children with disabilities.

To ensure curriculum planning provides for children's development across all eight domains, a variety of tools are used to monitor, measure, and track progress.

These tools include:

- Brigance Screening
- Ages and Stages Questionnaire-Social Emotional
- Parent Assessment of child's strengths and weaknesses:

Recruitment notes, Comprehensive Parent/Teacher Conference Forms, Informal Interviews, and Parent Observations

- Formal Observations using approved format
- Informal observation-recorded daily lesson plans and Individualized Planning Forms
- UPK Assessments

School Readiness Goals

The Education Staff will utilize the above resources to complete the COR on each child. Once a round is completed, teachers will enter all information into the On-line COR program. In addition to the staff entering the data, the Education / Special Needs Coordinator will review all of the reports and create a final report for all children entering Kindergarten. The report will include graphs in each area and the progress made by all children reported.

Areas of Strength for the Program:

The program showed growth in all areas throughout the program year. A strong focus of our program this year was in the Social Emotional component of our curriculum and supporting classrooms in making engaging connections with children. Our in service training included education on programs on literacy writing in our classroom by introducing the Hand Writing Without Tears Program. We also piloted the High Scope Numbers Plus program successfully in one classroom and plan to expand upon that in the following program year. We are strengthening our family literacy engagement through collaborative school to home activities.

Action Plan for the Program:

It was reported in the previous program year that Incredible Years curriculum needed additional training and support for the classroom staff to provide age appropriate activities for the children. During the programs pre-service training weeks, additional training was provided in the areas of social emotional strategies to use with children and ideas and suggestions to support the entire classroom environment. To strengthen the social / emotional curriculum, specifically in our classrooms where there was new staff, we provided a three day training on Incredible Years. To strengthen Social Emotional Development (Social Relations) the Pyramid team meets weekly to support social competence and prevention of challenging behaviors in young children. The Pyramid team discusses each classroom, every week to identify what needs there maybe and how best to meet those needs. Monthly Education Meetings are planned with intentional trainings to supplement on-going education and knowledge to all education teams in Head Start and Early Head Start. During these meetings education staff is provided with opportunities to network with their other Head Start and Early Head Start colleagues

Transition

Transition is an important part of the Head Start / Early Head Start Program. Transitioning families and children to and from the program is an on-going process with specific events and activities planned throughout the year to help families feel comfortable. Transition plans may be as simple as making a trip to visit the next setting or as complex as any individual child may need. It is important to be guided by the needs and comfort level of the child and family.

Transition Goals:

The transition process shall consider the following goals:

- Continuity of service and care
- Minimal disruption of the family system
- Enhanced child development from one environment to the next
- Planning, preparation, implementation and evaluation within and between programs with the family.

Tips for Transition:

- Prepare children for new experiences by talking about it before it happens
- Read books about making changes
- Involving parents in the transition process

TRANSITION ACTIVITIES/EVENTS: On-going Activities:

Enrollment: All children who are three or four years old by December 1st and meet other necessary guidelines are enrolled in the Head Start program throughout the year. Children who are birth through age three are enrolled in the Early Head Start program throughout the year.

Transition Books: Each classroom has books available about public school in their area, discussing what kindergarten will be like in the fall.

Reading Books: Books about growing older, Kindergarten experiences and the feelings around transition from one place to another.

Daily Discussion: Teachers encourage children to talk about going to “Big School” becoming familiar with what the experiences will be like and with whom they will be spending their day.

School Visits: Teachers will send home local elementary schools calendars for visitation and screenings. Parent Action Groups: A Parent Action Group in the early spring will be designated for the transition process. Guests will include a kindergarten teacher for those children entering

in the fall and a Head Start / Early Head Start Teacher for those children entering center based option from Home Based Early Head Start and transitioning within centers in the program.

Transition Calendar 11-12

September

Send out Collaboration Agreement / Cover Letter to participating Elementary Schools.

October

Letter/Flyer to parents/guardians requesting their participation on the Transition Committee.

January

Conduct first Transition Committee Meeting to perform

Overview of Transition Plan

Review any comments and/or concerns

Discuss any new goals

Send out a reminder to schools requesting information that was asked for within the Collaboration Agreement.

January - March

- You should have received the information from the schools regarding dates and times of their preschool program, if applicable.
- Create flyer for families regarding dates and time. Family Advocates and Visitors should encourage the family attend.

- Send lists to area schools on each child transitioning into their school. The following information should be included:
 - **Child's Name**
 - **Parents/Guardian's Names**
 - **Address and Phone Number**
 - **Child Date of Birth**

February - April

- Set up dates for Head Start Teachers to visit Kindergarten Teachers classrooms
- Set up invite for Kindergarten Teachers to visit Head Start classrooms
- Set up schedule in February for Home Based children and their children (one at a time) to visit their future center (April-early May)

- Send out request for Kindergarten Teacher or Paula Thoma to do a transition meeting in early March
- Hold Transition Meeting in March for Kindergarten, and April for Center Based
- Provide a list of Head Start Teachers names and phone numbers to Kindergarten Teachers for contact in setting up meetings.
- Provide a list to Head Start Teachers of names and contacts of Kindergarten Teachers at each school
- Provide flyer of Parent Teacher Groups for Head Start families to attend

May-June

Mid May, introduce transition folders and encourage participation in Transition meetings at schools

Transition of Records

- Health
- CPSE
- Academic

Meetings between Kindergarten and Head Start Teachers

Kindergarten Video

Kindergarten Teacher to answer questions and provide overview of what to expect in Kindergarten, daily curriculum, roles of the parents

Head Start Teachers answer questions and explain what to expect in the center program

June

Hand out end of the year folders to Home Based and Center Based families

Home Based Visitors schedule to meet with center teachers regarding children transitioning into center based program.

