

# **Area Five Agency Head Start**

## **2023-2024 Annual Program Report**



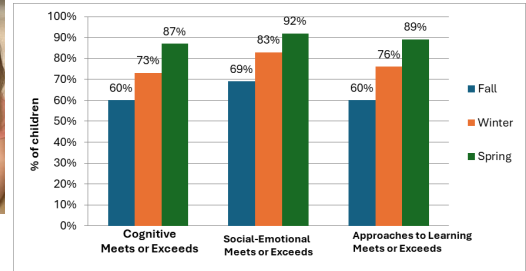
Our Annual Report is shared with the public through electronic platforms  
and in paper copies to those who request paper.

### **Our Mission:**

Happy, healthy, educated, self-sufficient  
children and families.

## Early Childhood Outcomes

Teachers use Creative Curriculum to develop weekly lesson plans. We supplement our curriculum with additional research-based curricula, such as, Conscious Discipline, Learning Without Tears, and I am Moving, I am Learning. Children are assessed on school readiness goals in the five essential domains: physical well-being & health, social & emotional, language & literacy, cognition & general knowledge, and approaches to learning. Teachers enter data on each individual child's outcomes into an online software system called Smart Teach, which is directly linked to our curriculum. Our teachers can track individual and classroom progress in all domain areas to show academic and social growth. The information is used to share student progress with parents, as well as to plan program improvement.



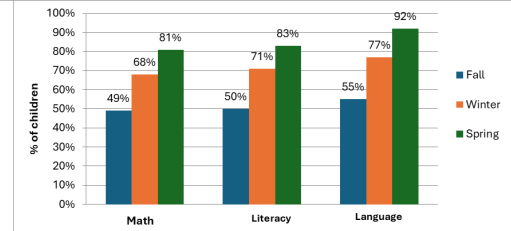
The graphs at the right show student gains from fall 2023 to spring 2024 derived from Smart Teach. The fall is represented by the blue, the spring is represented by the orange, and end of the year in gray. The numbers represent the number of children at stage levels: beginning, intermediate and advanced at each domain level. Only students assessed at all three checkpoints are represented in the graph.

Teachers also plan weekly dental, health & nutrition, safety, mental health, and multicultural lessons, as well as cooking experiences twice each month. Field Trip opportunities support the lesson plan and Early Learning Outcome Framework.

### CLASS

The Classroom Assessment Scoring System (CLASS) is an observation tool used to analyze and assess the effectiveness of interactions between children and teachers in the preschool setting. The Office of Head Start uses this tool to collect information about the experiences of children in Head Start Programs and measure teacher-child interactions, just one important measure of quality. Please see the chart on the right for program scores, based on the average of 3 assessments. These scores are based on 1-7 scale.

Scores from:	Our Scores	National Scores
Emotional Support	6.4	6.03
Classroom Organization	5.87	5.78
Instructional Support	4.9	2.94



### Practice Based Coaching

Practice Based Coaching (PBC) or intensive coaching was provided to teachers and assistant teachers based on the results of a needs assessment, CLASS scores, or a certain teaching practice that they felt they wanted to work on. For the 23-24 school year, there were 6 goals set and 4 of them were completed.

### Program Survey Responses:

100% of families felt the classroom environment was safe and inviting for their child.

100% reported the family's culture and language were accepted and respected.

98% felt their child learned skills for beginning math, reading, and science.



## Parent, Family, and Community Engagement

### Family Dynamics

During the year, we served 183 families and 188 children. Of these families, 57% (105) were two-parent and 43% (78) one-parent. 76 (43%) children were being raised primarily by the mother only and 1(1%) children were being raised primarily by the father only. Within this program year, we had 4 grandparents raising grandchildren and 1 children living with relatives other than grandparents. We had 1 children enrolled as foster children.

138 (75%) of the 183 families we served at least one parent in the home employed, 2 (1%) in job training, 26 (14%) in school, 1 (1%) were a member of United States military on active duty and 7 (4%) were a veteran of the United States military.

At the end of enrollment, 44% (80) of families were receiving WIC and 33% (61) received SNAP benefits. All families received education on preventive medical and oral health, health/developmental issues of tobacco products, nutrition, support for transitions between programs, and discussions about screening/assessment results and progress.

Parents requested information to meet the families needs or wants. Information was provided, discussed, and followed up. Some families connected with the resource information provided, counting as “received” according to the PIR and the in-house referral data. The top five parent requests were for: (16) emergency items (food, clothing, shelter), (8) ESL, (7) Adult Education, (4) Housing, (1) Mental Health Services

### Father/Father Figure engagement

Father/Father Figure engagement: out of the 183 families served in the program, 55% (101) had a father/father figure engaged in child development experiences, 24% (44) in goal setting, 0% (0) Program Policy and 19% (34) in parenting education.



### Books

Increasing family access to materials, services, and activities essential to family literacy development is key. We provided interactive literacy activities between parents and their children- books were given to children and families through school readiness activities. Books were used for program support for the classroom libraries, lending libraries, and lesson planning. We appreciated donated books from community partners, as well.

Events with Parent Attendance	
Teacher-facilitated events	# Adults Attended
Parent Groups	498
Family Fun Nights	132
Fatherhood Events	107



### Community Partnerships

Our program maintains both formal partnerships and informal partnerships to help meet the identified needs of our children and families. Three community partners are also elected members of our Policy Council. Management staff attend service provider and advisory board meetings with community partners.

### Volunteers

We were honored to have volunteers help in our program throughout the year by making things for our classrooms, assisting with classroom activities and donating items.

### Community Service Projects

Our program collected pop tabs to raise money for the Ronald McDonald House Charities of Central Indiana. We raised \$12.00.





## Parent, Family, and Community Engagement, Continued

This year, 98% of families participated in the goal setting process. Most of the goals set were School Readiness Goals. The top focuses for these goals were in Literacy (print/alphabet knowledge and writing) and in Mathematics Development (Counting & Cardinality). Goals were also set in support of the Family & Parenting Matrix. The top goals set in these areas were for Family Well-Being (first in the area of housing and next in financial security). Families set 525 goals throughout the year. With encouragement and support from teachers and family advocates, as well as resource connections, families fully completed 51% (268) of their goals, 33% (175) were met partially, and only 15% (79) made no progress at all or dropped from the program.

Throughout the 2023-2024 school year, families reported they obtained the following:  
21 public library card, 20 registered to vote, 14 internet service, 1 family identified as homeless; who of which acquired housing, 10 parent/guardians completed a job training program, professional certificate or license. Among these include: 3 HS/GED, 4 Associate's Degree, 1 Bachelor's Degree, and 5 completed job training or earned certification.

11/30/2024  
8:42 AM

### Area Five Agency Head Start

#### 4240 - Family Outcomes - Analysis

Program Term: Area Five Head Start 2023-2024, Enrollment Status: Enrolled, Dropper, Drop/Wait, Drop/Accept, Completed

Location	Families / assessment	Housing	Stability	Health	Mental Health/ Substance Use	Transportation	Financial Security	Employment	Food and Clothing	Nurturing Relationships	Child Development/ Parent	Family Educator at Home	School Readiness	Parenting Primary, Secondary, and Tertiary	Education, Training, and Learning	Transitions	Families and Communities	Leadership and Advocacy	TOTAL
Report Average		1	4	4.6	4.1	4	4.2	3.7	3.6	4.3	4.4	4	4	4.6	3.3	2.7	3.6	2.7	69.8
Families w/ complete assessments	147	2	4.1	4.7	4.4	4.1	4.3	3.9	3.7	4.5	4.4	4.5	4.3	4.2	4.8	3.2	4.1	3.9	73.7
	144	3	4.4	4.9	4.6	4.1	4.4	4.1	3.8	4.7	4.6	4.5	4.5	4.4	4.9	3.6	4.3	4.1	76.8
	154	±	0.4	0.2	0.4	0.1	0.2	0.4	0.2	0.4	0.3	0.2	0.4	0.4	0.1	0.3	0.6	0.5	0.3

Scoring Legend: 5.0 - Thriving • 4.0 - Self-Sufficient • 3.0 - Stable • 2.0 - Vulnerable • 1.0 - Crisis

Gains are calculated by comparing results from the first and most recent assessments

Parents were able to engage in our parenting curriculum, ReadyRosie, in various ways, such as lesson plan playlists, discovering activities in the video library at their leisure, or through family workshops. 70% (132) children are connected to ReadyRosie. Of those connected, 64% (85) engaged in the curriculum through playlists connected to the classroom lesson plan. Parent groups, family fun nights and fatherhood events were back in person this year. Activities were planned based on results from our planning committee surveys that the families completed at registration for each site. All engagement opportunities supported each area of the early learning outcomes framework and most of all the areas of the family outcomes. Families and Communities and Transitions, were the top two learning outcomes strengthened. The top family outcomes supported were Positive Parent-Child Relationships, Families as Lifelong Educators and Families as Leaners.



Head Start is a federally funded preschool program that provides free comprehensive services to young children and their families. Eligibility is based on the child's age and the family's income. Parent involvement is encouraged.

## Enrollment & Eligibility

County	Low-Income Eligible Children	Federally Funded Enrollment	Low-Income Eligible Children Served rounded
<b>Cass</b>	180	112	13.1%
<b>Fulton</b>	112	16	13.8%
<b>Wabash</b>	120	32	11.5%
Total number of children actually served: 180			
Average Monthly Enrollment: 160			

## Health & Nutrition

#s reflect beginning and end of enrollment year:	Begin	End
<b>Children with health insurance</b>	<b>173</b>	<b>183</b>
<b>Children with medical home</b>	<b>164</b>	<b>188</b>
<b>Children up to date on well child care</b>	<b>61</b>	<b>167</b>
<b>Children that needed medical treatment</b> 98% received medical exams	<b>63</b>	<b>62</b> Rev'd
<b>Children up to date on immunizations</b>	<b>140</b>	<b>169</b>
<b>Children with dental home</b>	<b>106</b>	<b>181</b>
<b>Children that received preventative dental care</b> 95% received dental exams	<b>N/A</b>	<b>166</b>
<b>Children that needed dental follow up treatment</b>	<b>66</b>	<b>49</b> Rev'd
#s above include 188 children, some of which were enrolled but never attended or dropped before attending 90 days.		
<b>From July 2023– June 2024, the Health &amp; Nutrition Manager made 1,010 contacts in various ways to assist families with health and nutrition needs.</b>		

Within the first 45 days, children received vision, hearing, speech and language, and developmental screenings, as well as growth assessments. The Lion's Club, through Operation KidSight, assisted with vision screens. In Cass County, the Speech Pathologist from LSS completed the majority of speech and language screenings. In Fulton and Wabash counties, a Speech Pathologist completed the majority of speech, language and hearing screens.

The local Health Departments provided on-site flu vaccines this year. All children from all sites were invited to participate. 24 children and 4 staff were vaccinated.

16 children had Child Health Individual Plans (CHIP) in place for special health care needs, 10 children had individual menus for special dietary needs.

## Mental Health, Disabilities, & Transition

Total number of children with disabilities served: 32

- Disabilities served included Speech/Language Impairment, Developmental Delay and Other Health Impairment

Transition Services: 74

- Four field trips were completed for children transitioning to Kindergarten. A field trip to all three elementaries in Logansport and one field trip was made to Columbia Elementary in Rochester. Wabash county schools, Lewis Cass, Pioneer and Caston Elementary hosted family information nights. Families were given an info packet to help ease the transition.

All families receiving IEP/RTI services, noted they received progress reports throughout the year, 88% reported that HS staff attended case conferences, and 91 % reported that Head Start staff helped them understand the IEP process. 88% of parents felt like if they had questions about their child's IEP, they knew who to contact.

Mental Health screenings were shared with families. 99% Families reported feeling comfortable sharing their concerns about their child's behavior.



Mental Health Services	
<i>Mental Health Professional consultation:</i>	
<i>Referrals:</i>	
For outside services	9
Received outside services	0
Mental Health/Disabilities/Transition Manager made 113 contacts with families in various ways to assist and support the child and family.	



100% of families indicated results from all health screens were shared with them.

100% of families said that staff were available to answer questions and assist with health needs.

All menus were reviewed by a Registered Dietician, including for the 10 children with special dietary needs, and shared with families.





## Program Impact & Summary of Community Assessment

### Parents were asked, “How has our overall program helped your family ?”

“My family has been able to create a routine that involves reading, which gives us time to bond and learn together.” “The program has helped me with the goal setting. I have been able to maintain saving money.” “The program has helped my daughter to finally talk.” “Preparing her for an easy transition to kindergarten” “Helped with potty training.” “Helping with communication barriers.” “This program helps my son to be more independent, he’s learning to share toys and be more sociable.”

### Parents were asked, “What do you like best about whole Head Start learning experience?”

“I like that Head Start really cares for your child and listens to their needs.” “Interactive with everything. Support from everyone.” “The growth I’ve seen in my child and the support we felt as a family.” “Cultural activities” “I feel like feedback has been very good this year. I know where my child stand in her education.” “Family Involvement”



**The Community Assessment was conducted from October 2023 through March 2024. The data collected found the following:**

Families are reporting barriers in the areas of affordable childcare and affordable housing. Four classrooms are without qualified staff. However, 3 do have approved waivers and 1 has a sub-teacher. Teacher assistants are high turnover with CDA certificate required and no recent pay scale increase. Child waitlists need help. We remained fully enrolled however our current waitlists will not support the 88% of the students expected to transition to kindergarten in the fall of 2024. We are working to find innovative ways to recruit in the areas identified to have the most need. Logansport has seen an increase in Creole Speaking population and interpreters are needed. We have great partnerships with public transportation. Both Wabash County classrooms will follow the school system schedule and attend 5 days a week. Family outcome scores have risen this past year. Parents were surveyed and report that Head Start is preparing their children for kindergarten while helping their own families grow and develop.

### Section I – Summary Of Auditor's Results

#### **Financial Statements**

Type of report the audit issued on whether the Financial statements audited were prepared In accordance with GAAP:

Unmodified

Internal control over financial reporting:

Material weakness(es) identified?

\_\_\_\_\_ Yes      X   No

Significant deficiencies identified not considered to be material weaknesses?

\_\_\_\_\_ Yes      X   None Reported

Noncompliance material to financial statements noted?

\_\_\_\_\_ Yes      X   No

#### **Federal Awards**

Internal Control over major programs:

Material weakness(es) identified?

\_\_\_\_\_ Yes      X   No

Significant deficiency(ies) identified

\_\_\_\_\_ Yes      X   None Reported

Type of auditor's report issued on compliance for major programs:

Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?

\_\_\_\_\_ Yes      X   No

Identification of major programs:

Assistance Listing Number(s)

93.044, 93.045, and 93.053  
93.569

Name of Federal Program or Cluster

Aging Cluster  
Community Service Block Grant

## ***Financial Audit***

Head Start Families and Community Volunteers generated the following non-federal match to federal grant dollars through volunteer time and donations: \$542,368

	<u><b>Current Year- Actual</b></u>	<u><b>Total</b></u>
Income	<u><b>August 23 July 24 Actual</b></u>	<u><b>Proposed Budget</b></u>
4200– Federal Grant	\$2,148,171	\$2,148,171
4206– USDA Reimbursement	\$144,122	\$144,122
TOTALS	\$2,292,293	\$2,292,293
	<u><b>Expense</b></u>	<u><b>Budget</b></u>
A. Personnel	\$1,291,733	\$1,299,403
B. Fringe	\$431,479	\$405,275
C. Travel	\$12,053	\$9,936
D. Equipment	\$0	\$0
E. Supplies	\$60,053	\$166,924
F. Contractual	\$137,325	\$29,360
G. Other	\$193,496	\$215,241
H. Professional Development	\$22,032	\$22,032
I. USDA/CACFP	\$144,122	\$144,122
TOTALS	\$2,292,293	\$2,292,293

### Comments:

To view the most recent results of our financial audit and of our review completed by the Secretary, please contact our office.

For USDA income and expenses, the amounts being listed are from October 2023 through September 2024-according to the state's required grant cycle.

Contracted services have increased substantially due to meal increases from rising costs of food.