

ORGANIZED COMMUNITY ACTION PROGRAM, INC. 2018 ANNUAL REPORT OF HEAD START

Overview

The Organized Community Action Program, (OCAP) Inc. Head Start funded enrollment is 660 children between the ages of 3 and 5 years old in its preschool program. Head Start children are served in eight (8) counties that include Bullock, Butler, Coffee, Conecuh, Crenshaw, Dale, Monroe, and Pike counties. During the 2018-2019 program year; OCAP, Inc. was Under Enrolled and is currently on twelve- month Action Plan to meet and maintain the 660 funded enrollment. The Union Springs Head Start Center underwent a major remodel of a new building during the year and services were provided to 40 of the 60 children and families.

In addition, the Agency received notice that the Head Start Program is on Designation Renewal System (DRS) and will compete for the 2020-2021 Continuation Grant with Open Completion from other Agencies. Regardless of the challenges OCAP, Inc. is planning and writing a Continuation Grant for all eight counties and twelve (12) Head Start centers located in Brundidge, Elba, Enterprise, Evergreen, Greenville, Georgiana, Luverne, Midland City, Monroeville, Ozark, Troy and Union Springs. Head Start Staff continuous effort to meet the Philosophy of Head Start by construct and initiate a comprehensive family services program; that meets the immediate needs of all eligible families, focusing on the utilization of programmatic objective designed to promote parent participation and develop self-help skills, thus moving families towards self-reliance has been Head Start's ultimate goal.

Pre K

In 2018-2019 OCAP, Inc. Head Start administered eleven (9) Department of Children's Affairs (DCA), Office of School Readiness (OSR) funded, Pre-Kindergarten (Pre-K) blended classrooms. OCAP, Inc. Head Start served 180 Pre-K children ages 4 and 5 years old in the following counties: Butler (1), Bullock (1), Coffee (2), Dale (1), Pike (3), and Monroe (1).

Cumulative Enrollment

The total cumulative enrollment of children served was 684 due to the number of additional disability children being served. The competition with the Office of School Readiness Pre-K funded sites of the cumulative enrollment income percentages are as follows:

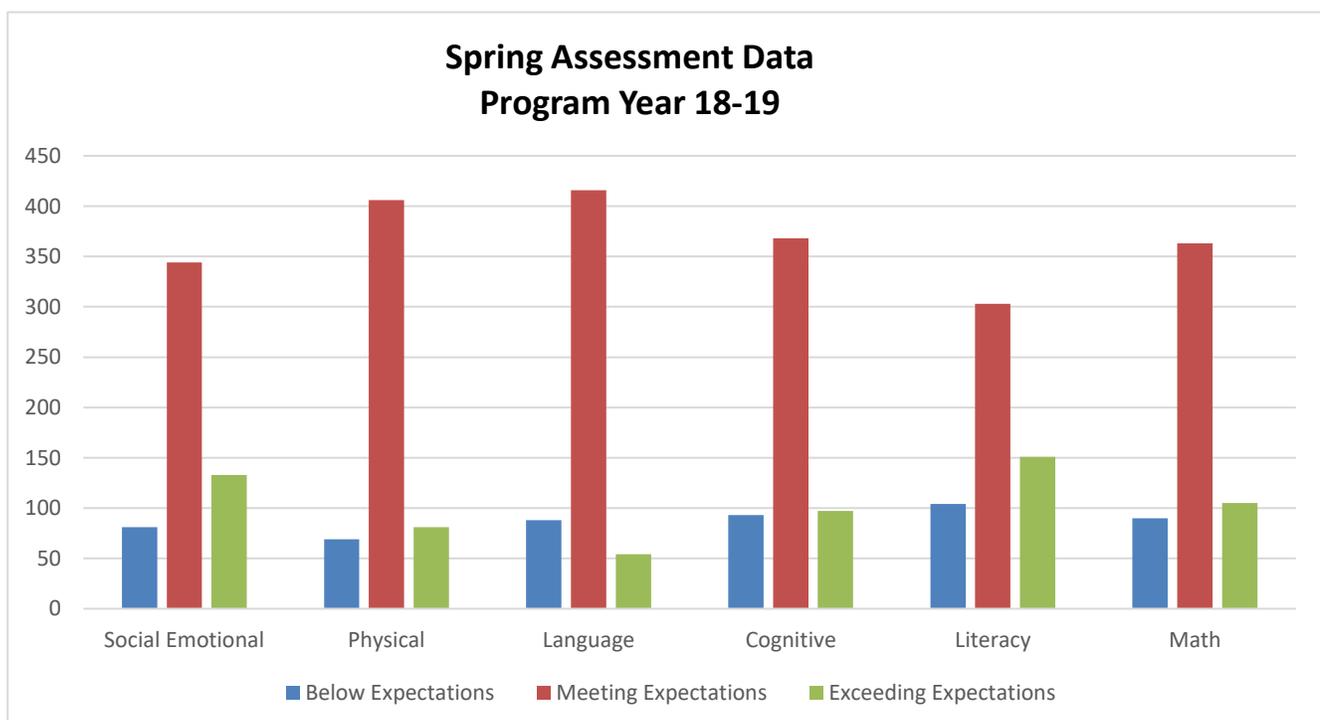
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- 67% fell into the 0-100% poverty category.
- 20% fell into the over the income 100-130% of poverty category.
- 12% fell into the public assistance category.
- 1% served met the definition of homelessness.

Health, Mental Health, and Disabilities

- (81%) children at the end of enrollment has access to dental care provided by a dentist.
- (82%) cumulative enrolled children had medical homes.
- 99% of children were up-to-date with immunizations; due to their exempt status.
- 57 of 684 cumulative enrollment (684) of the children served had a current IEP (8%). Disabilities include speech, developmental delay, autism, non-categorical/developmental delay, and multiple disabilities (excluding deaf). The Agency received a waiver from the Regional Office.

Organized Community Action Program, Inc. Head Start Program uses the Teaching Strategies GOLD assessment for Head Start students. Data is collected three times a year. The attached graph indicates the average assessment scores for each collection period (fall, winter and spring).



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	Social Emotional	Physical	Language	Cognitive	Literacy	Math
Below Expectations	81	69	88	93	104	90
Meeting Expectations	344	406	416	368	303	363
Exceeding Expectations	133	81	54	97	151	105

Further analysis provides information on those children that were below expectations; and a reason for not benchmarking is bulleted below.

- if the child is returning for the next program year (2018 – 2019) or transitioning to kindergarten
- if this is the child’s first or second year attending Head Start
- if the child has an IEP with a diagnosed disability
- the number of days the child has been absent
- if the child has a medical appointment; and if follow – ups from the appointments have been completed

This detailed information provides information that may assist in determining why the child has not benchmarked throughout their year of enrollment. Staff information is also considered during the data process. For example, the number of children that did not benchmark from each classroom is reviewed to determine if professional development needs are needed for teaching staff or additional materials are needed to assist in a developmental area. Staff overturn is also considered. School readiness data is shared with stakeholders through reports made to the School Readiness Team, Policy Council Members, Board Members, and via the agency’s website.

Transitions

Transition activities are planned for students that will be transitioning into kindergarten beginning in the month of April. Plans are made with LEA representatives in each county. Transition activities vary from county to county but include activities such as visiting local schools in which children may tour the campus and meet school staff. Parents are encouraged to accompany their child during this fieldtrip. Parents and children also participate in kindergarten registration at the local elementary school while several school systems come onsite to conduct kindergarten registration. For those centers that do not visit the local

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elementary school, kindergarten teachers visit Head Start classrooms and conduct learning activities with the children.

Parent Engagement Activities

- Parent Orientation was conducted at all ten (10) Head Start centers prior to entry date of Head Start and ALL parents were given a copy of the Handbook. Parents were trained on Head Start rules and regulations, information on ways they can volunteer, and Parent Committee Bylaws. This orientation relates to Family Engagement in Transition outcome from the Parent, Family, and Community Engagement Framework (PFCE).
- As of June 7, 2019, three Family Outcomes Self Assessments were completed by 535 families. This assessment surveyed parents' feelings of their family's strengths and needs in accordance with the seven Parent Family & Community Engagement Outcomes. On a scale of 1.0 to 3.0 (1 being a Need and 3 being a Strength) 562 parents had gains to which at the last assessment totaled 2.7. This means at least 82% of parents moved from an area of "Need" to an area of "Strength" during the program year.
- 695 actively & inactively enrolled families were assisted with identifying resources in the community that provided educational, employment, medical and housing assistance services. Connecting families with these resources relate to the Family Well-Being, Families as Lifelong Educators, Family Connections to Peers and Community, and Families as Learners outcomes from the PFCE Framework.
- Ten (10) Parent Committees were established with a Policy Council Representative within the first four weeks of the center's opening date. The participation with the Policy Council relates to the Family as Advocates and Learners outcome from the PFCE Framework.
- 139 parents were given information on local providers of GED services, community and technical colleges, and universities in an effort to enhance their literacy skills and further their education. Receipt of this information relates to the Families as Learners, and Family Well-Being outcome of the PFCE Framework.
- All 597 parents were given an opportunity to participate with Health Services Advisory Committee, Nutrition Committee, Self-Assessment Team, Budget Committee, and give Educational Input on lesson plans. Parents that participated developed skills that relate to the Families as Advocates and Leaders outcomes from the PFCE Framework.

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- Training opportunities are offered to all 597, parents throughout the program year. Some of the topics are: Pedestrian Safety, School Bus Safety, Mental Wellness, Disability Awareness, Budgeting, Dental Health, Healthy Baby, Healthy Heart, Breast and Cervical Cancer Awareness, Poison Prevention, Child Abuse and Neglect, Healthy Child, and Strengthening Families. These trainings related to the Family Well-Being and Families as Learners outcomes from the PFCE Framework.
- An average of 43% or 265 of 621 families received some type of referral to services during the program year in the area of: Emergency Crisis Intervention, Housing Assistance, Mental Health Services, English as a second language, Adult Education, Job Training, Substance Abuse and Treatment, Child Abuse and Neglect, Domestic Violence, Health Education, Child Support Services, Assistance with Families of Incarcerated Individuals, Parenting Education, and Relationship/Marriage Education. These services relate to the Family Well-Being, Families as Lifelong Educators, Families as Learners, and Family Connection to Peers and Community outcomes from the PFCE Framework.

Financial Reports

- Please see Financials and Income Tax Returns tab on Agency's website at www.ocaptroy.com