



Tri-County CAP Head Start Annual Report

2016 – 2017

MISSION STATEMENT

Tri County Head Start works together with children and Families to support and encourage personal growth in Order to maximize self-sufficiency within their homes and Communities.

BUDGET INFORMATION

On February 1, 2016 Tri County CAP Head Start was awarded 2,127,417, for program operations and \$27,614 for training and technical assistance.

During the 2016-2017 program year TCCAP Head Start also was awarded \$112,115 for extended duration. These funds will be used beginning in the fall of 2017 to extend the hours and days for 5 classrooms. The classrooms who will be providing 6 hours per day, 5 days per week and 170 days per year are the 3 Berlin classrooms and 2 Littleton classrooms. With extended duration the children will also receive the opportunity to have 1 additional meal (snack) and have a rest/nap time. The funds for the extended duration will cover September 2017 through January 2018. Additional funds will be granted upon approval of the FY18 grant year to cover an entire program year. An additional \$53,747 was awarded in January 2016 in order to purchase and make renovations at these two sites before beginning the extended program year with children. Renovating classroom space, installing carpeting and purchasing equipment and materials took place beginning in the spring of 2017 through the summer with final preparations completed days before children began.

CHILDREN AND FAMILY SERVICES

Head Start served **241** children and their families in **12** classrooms and **3** home base at **9** locations throughout the three counties. Including turnover Head Start served a total of 277 children during the 2016-2017 program year. We obtained full enrollment the latter part of the program year after several months of under-enrollment. Due to be under enrolled for 4 or more consecutive months as of June 2017 TCCAP Head Start worked with their regional office and developed an enrollment improvement plan. This plan includes a request to reduce enrollment by 24 children. TCCAP Head Start will complete a comprehensive community assessment over the course of several months as part of this plan and analyze the data obtained to evaluate our current program options and locations. During the 2016-2017 program year TCCAP Head Start employed **54** personnel.

Research demonstrates that children who feel well learn better. Due to this fact, parents in our program receive assistance in acquiring an ongoing source of continuous, accessible health care for their children. In all **261, children** had this type of medical care available by the end of May 2017. The number of children who were up-to-date on a schedule of age appropriate preventive and primary health care was **200**. The number diagnosed with a chronic condition needing medical treatment and receiving it was **18**.

The number of children at enrollment with continuous, accessible dental care provided by a dentist was **221**. Of those, **157** children received preventive care and a professional examination during this time.

A contracted Behavioral Health professional consulted with staff concerning **19** children. The number of children for whom the Behavioral Health professional provided an individual behavioral health assessment was **17**. The

number of children for whom the Behavioral Health professional facilitated a referral for behavioral health services was **5**. Of these, the number receiving services was **2**.

The number of children with an Individualized Education Program was **36**. All but one of these children received special education and related services.

SCHOOL READINESS

TRI COUNTY HEAD START'S SCHOOL READINESS GOALS

Tri County Head Start has developed the following School Readiness Goals utilizing the Head Start Child Outcomes Framework, the New Hampshire Early Learning Guidelines as well as input from parents, staff and SAU's.

The State of New Hampshire is in the process of developing state –wide school readiness goals. Head Start is working closely with the state Pre-School Coordinator in the development of these goals. Once established, Tri County Head Start will review our goals to ensure that they align with the state goals

Social and Emotional Goals

1. Children will engage in and maintain positive adult-child relationships and interactions.
2. Children will engage in and maintain positive peer relationships and interactions.
3. Children will learn and internalize (follow) classroom rules, routines and directions.
4. All children will develop and display a sense of self, confidence in their abilities and a strong identity that is rooted in their family and culture.

Language and Literacy Goals

1. Children will build, use and comprehend increasingly complex and varied vocabulary.
2. Children will use and comprehend oral language for conversation and communication.
3. Children can identify and discriminate the sounds within words, as separate from the word itself.
4. Children will use and understand print as a system of visible marks that represent the sounds within words and words themselves.
5. Children will engage with literature in developmentally appropriate ways.

Approaches to Learning Goals

1. Children will show an interest in varied topics and activities, an eagerness to learn, creativity and independence in their interactions with activities and materials.
2. Children will demonstrate persistence when working with materials, activities and information.
3. Children will learn and use words and concepts that parallel the information available in activities and materials.

Cognition and General Knowledge Goals

1. Children will use math regularly and in everyday routines to count, compare, relate, identify patterns and problem solve.
2. Children will use observation and manipulation, ask questions, make predictions and develop hypotheses to gain a better understanding of information and activities in their surroundings.
3. Children will use their skills in remembering information and in being aware of their own thinking.

Physical Well-Being and Motor Development Goals

1. Children will demonstrate control of large muscles for movement, navigation and balance.
2. Children will demonstrate control of small muscles for such purposes as using utensils, self-care, building, writing and manipulation.
3. Children will identify and practice healthy and safe habits.

Revised and approved by Policy Council 3/2016

TRANSITION

Prior to the end of their time in Head Start, parents and children participate in transitional activities to assist in preparing them for their move to the public school. Such activities include classroom activities, a visit to the public school, and meetings with the kindergarten teachers and at times the principal for a question/answer session. Additionally the staff provide families with and review of a Transition Handbook. The handbook answers questions pertaining to their specific school as well as information to support children as they transition into the public school. In addition, past Head Start parents act as “mentors” to assist families in this move.

TCCAP Head Start will transition 120 children from Head Start to public school for the fall of 2017.

PARENT ENGAGEMENT

Parents are welcomed and encouraged to participate in all aspects of the Head Start program. Some activities include: classroom or kitchen volunteers, taking part in parent committee meetings in which parents meet to discuss and plan activities in the classroom, training interests and education opportunities and to build that community connection with other families. Parents are encouraged to run for Policy Council which helps direct the overall program activities.

Parent engagement activities were completed throughout the year by 159 currently enrolled families. Additionally TCCAP Head Start had 205 volunteers completing a variety of volunteer activities for the program.

RESULTS OF FEDERAL MONITORING

Tri County CAP Head Start has not had a federal monitoring since 2012.