



Pro Action of Steuben and Yates, Inc.
Head Start / Early Head Start Program
2015 Annual Report



Federal Regulation requires each Head Start agency to make available to the public a report disclosing the program information for the most recently concluded fiscal year. This report covers the program's budget year 5/1/14 - 4/30/15 utilizing FY2014 funding.

(1) Funding

See Charts below for sources of funding to support the HS/EHS program. No private funds were used to support HS/EHS in FY 2014.

Type of Fund	Amount available to Head Start	Amount available to Early Head Start	Total Amount to HS and EHS
Federal Base available 5/1/14	\$ 2,546,143	\$ 1,222,065	\$ 3,768,208
Additional Federal base due to return of sequestered funds	\$ 141,646	\$ 67,986	\$ 209,632
Additional Federal funds due to COLA*	\$ 34,941	\$ 16,771	\$ 51,712
Federal T/TA	\$ 29,869	\$ 32,251	\$ 62,120
Total	\$ 2,752,599	\$ 1,339,073	\$ 4,091,672

*COLA funding was used to provide base rate increases which aligned with the recently completed agency wage comparability study, as well as alignment with the NYS required increases due to the minimum wage increase.

Nonfederal Share (HS/EHS combined) – Amount needed for full non-federal share was \$1,022,918. A waiver from the full non-federal share was approved; amount needed for 14-15 program year was \$421,583.	\$ 421,583
Nonfederal Share (HS/EHS combined) - Amount generated based on actual funds expended during 14-15 program year.	\$ 421,583

CACFP funds generated during 14-15 program year.	\$ 292,360
Expenses booked to CACFP	\$ 246,940
Head Start absorbed CACFP costs	\$ 0

(2) FY2014 Budgeted Amounts / Amount Expended and Total Unobligated Balance

Category	HS Base Budget	HS T/TA Budget	EHS Base Budget	EHS T/TA Budget	Total FY14 Budget
Personnel	\$ 1,644,831	\$ 7,383	\$ 744,450		\$ 2,396,664
Fringe	\$ 534,112	\$ 591	\$ 245,840		\$ 780,543
Travel		\$ 9,504		\$ 12,257	\$ 21,761
Equipment					
Supplies	\$ 51,177		\$ 24,935		\$ 76,112
Contractual			\$ 53,099		\$ 53,099
Construction					
Other	\$ 279,309	\$ 10,051	\$ 136,120	\$ 17,467	\$ 442,947
Direct	\$ 2,509,429	\$ 27,529	\$ 1,204,444	\$ 29,724	\$ 3,771,126
Indirect	\$ 213,301	\$ 2,340	\$ 102,378	\$ 2,527	\$ 320,546
Total Budgeted	\$ 2,722,730	\$ 29,869	\$ 1,306,822	\$ 32,251	\$ 4,091,672
Total Expended	2,722,730	29,869	1,276,746	30,135	\$ 4,059,480
Total Unobligated	0	0	30,076	2,116	\$ 32,192



(3) Enrollment and other Program Data for the 14-15 Program Year

The federal sequestration in FY13 resulted in a reduction of Head Start slots (from 297 to 260) and the closing of 3 Head Start classrooms. The restoration of sequestered funds during the 14-15 program year let Pro Action improve its ability to meet identified enrollment needs as noted below:

- The number of Head Start funded children was increased from 260 to 283.
- 3 restored slots were served in the Hornell area where there is a significant wait list every year.
- To better meet the need for services for three-year-old children, especially those transitioning out of Early Head Start, where, on average, 60 children age out of the Early Head Start during the program year, Pro Action opted to provide a home based program for 20 of the restored slots. This greatly improved the program's ability to serve more three year olds. Pro Action utilized the Parents as Teachers Curriculum for Threes to Kindergarten for the home based program, which supported a smooth transition for those children transitioning from the Early Head Start home based program which also uses the Parents as Teachers Curriculum.
- There were no EHS slots lost due to the sequestration, however, Pro Action did have to reduce costs by changing 4 center based slots from the Corning area to home based services. Even after the return of sequestered funding, Pro Action opted to continue serving these children in home based programming as the restored funding was needed to help the program adjust wages due to the minimum wage increases in New York State.

Chart 3 contains summary data for Head Start and Early Head Start unless otherwise noted.

<u>Chart 3</u> Summary PIR data for 2015	Pro Action HS	National HS Data	Pro Action EHS	National EHS Data
Total number served	318	893,486	187	157,368
% of children served who are age-eligible to transition to kindergarten at end of program year	76%	43%	n/a	n/a
% of slots filled on average monthly	100%	n/a	100%	n/a
% served under income guidelines	60%	70%	63%	69%
% of families receiving TANF, SSI	22%	16%	24%	16%
% enrolled as foster child	3%	2%	2%	3%
% of enrollees considered homeless	6%	3%	4%	6%
% of enrollees over income guidelines	8%	5%	7%	4%
% of enrollees with family incomes between 100% and 130% of federal poverty guidelines	0%	4%	0%	2%
# of families served	303	823,406	161	143,741
% of two parent families	48%	41%	52%	42%
% of families with at least one wage earner	62%	65%	57%	63%
% of families receiving WIC	43%	52%	81%	74%
% of families receiving SNAP (formerly called Food Stamps)	62%	56%	83%	57%
% of parent-guardians with less than a high school diploma	11%	26%	17%	28%
At enrollment, % of children who are up-to-date on a schedule of age-appropriate health care according to state EPSDT schedule*	9%	62%	79%	63%
At end of enrollment, % of children who are up-to-date on a schedule of age-appropriate health care according to state EPSDT*	79%	87%	81%	81%
% of enrolled children who completed professional dental exams (preschool level only)**	83%	83%	n/a	n/a
% of children needing dental treatment who received treatment	43%	73%	n/a	n/a
% of enrolled with an IEP or IFSP	24%	12%	21%	13%
% of families receiving family support services	100%	71%	99%	78%
% of families experiencing homelessness who acquired housing during program year	48%	332%	54%	36%

* Lead screenings and hematocrits are often incomplete at enrollment. Program staff seek the support of local health care providers to ensure these screenings are completed as part of the child's routine well-child care. When, despite these efforts, children remain unscreened, program staff work with parents and the Public Health Nursing programs in both Steuben and Yates counties throughout the program year to complete as many of these screenings as possible.

**The number of children receiving dental exams has been supported by the generosity of local dentists. In Steuben and Yates counties, resources are very limited for Medicaid-enrolled children who need dental treatment. This results in a lower than desired percentage of children whose dental treatment is completed prior to the end of the enrollment year.



(4) Family Engagement

Family Engagement remains a high priority in the Head Start / Early Head Start programs. . . During the 2014-15 program year:

- Parents/guardians were actively involved in parent-teacher conferences, home visits, program committees, Policy Council, parent group activities, parent drop in days, and classroom volunteer activities.
- The program aligned the Family Activity Calendars, which support classroom and individual children’s curriculum goals by providing daily activities parents can complete with their children, with School Readiness Goals and Conscious Discipline.
- Continued tracking parents progress on goal attainment.
- HS and EHS programs participated in the “Read to Me” program which encourages early literacy activities between parents and children by providing free books to families. Families also receive literacy information to encourage and support literacy efforts.

Pro Action tracks family progress in the following areas which also support children’s school readiness: Family Well Being, Positive Parent-Child Relationships, Families as Lifelong Educators, Families as Learners and Family Engagement in Transitions. Families with strengths in each of these areas are more likely to be able to support children’s school readiness. In particular, Pro Action views Family Well Being and Families as Lifelong Educators as especially

important to the successful transition of the child into kindergarten. These areas also lay the foundation for ongoing success throughout the child’s elementary and high school years. To demonstrate a family’s ability to function in these areas, Pro Action utilizes a Family Assessment Matrix Indicators Scale to assign a numerical score.

Early Head Start	Head Start
<ul style="list-style-type: none"> • 53% of families had a father/ father figure involved in child development experience • 87% of families had a mother/ mother figure involved in child development experience • 44% of families set goals in the area of “Families as Lifelong Educators.” 35% of these families achieved those goals. 	<ul style="list-style-type: none"> • 68% of families had a father/ father figure involved in child development experience • 99% of families had a mother/ mother figure involved in child development experience • 38% of families set goals in the area of “Families as Lifelong Educators.” 55% of these families achieved those goals.



Chart 4 below, shows how parents rate their child’s abilities in different developmental areas, before services begin and at the end of the program year. Program staff members offer assistance to parents to ensure parents understand how to complete the survey. This tool encourages family progress in knowledge of their child’s development; encourages parent-child interactions; and improves parents’ ability to support their child’s transition to kindergarten – all components of Families as Lifelong Educators

Item to be observed by parent/guardian:	Head Start 3’s and 4’s pre-services			Head Start 3’s and 4’s post-services		
	Always	Sometimes	Rarely	Always	Sometimes	Rarely
Shows increasing control of fine motor	42%	50%	6%	74%	24%	1%
Demonstrates increasing control of large motor	87%	12%	1%	88%	13%	0%
Demonstrates healthy habits	76%	22%	1%	77%	22%	0%
Demonstrates ability to form positive relationships	62%	34%	2%	68%	32%	0%

Demonstrates persistence approaching problems	22%	68%	9%	34%	62%	4%
Creates work that represents fantasy/real life	65%	28%	7%	82%	17%	0%
Building a growing expressive vocabulary	71%	25%	3%	86%	13%	0%
Building a growing receptive vocabulary	53%	45%	2%	72%	28%	0%
Understanding of print	24%	50%	25%	56%	35%	6%
Knows at least 10 letters of alphabet	32%	37%	31%	75%	19%	6%
Utilized problem solving skills	28%	55%	15%	49%	46%	2%
Applies math concepts and skills	45%	42%	12%	70%	26%	2%
Can count to 10	68%	20%	13%	91%	6%	3%
Can count to 20	15%	43%	41%	57%	29%	13%
Understanding of role as member of community	31%	63%	6%	50%	47%	2%
Selects appropriate tools for task	79%	20%	0%	93%	6%	0%
Our family plays together	84%	15%	0%	91%	10%	0%
Our family reads together	53%	34%	11%	77%	19%	2%
Parents are familiar with kindergarten readiness skills	53%	34%	11%	77%	19%	2%



(5) Ensuring Kindergarten Readiness

Pro Action has adopted and aligned established school readiness goals with the Head Start Child Development and Early Learning Framework and the New York State Prekindergarten

Foundation for the Common Core across the domains of Language and Literacy Development, Cognition and General Knowledge, Approaches to Learning, Physical Well Being and Health, and Social and Emotional Development.

Throughout the 2014-15 program year, the following activities supported School Readiness Goals.

- HS/EHS education managers and EAC reviewed SRGs to ensure continuing alignment with NYS Prek Foundation for the Common Core.
- Education managers, classroom teams are involved in data analysis following each checkpoint.
- Five additional Pro Action managers were certified to become CLASS® observers. CLASS® observations were completed in all Head Start classrooms. In addition, the program successfully participated in a federal CLASS® review.
- Teaching Strategies GOLD is the ongoing assessment tool utilized by the Head Start program to assess children’s growth in a number of areas. Chart 5 below shows a comparison of the percentage of 4 year old Head Start eligible children who were found to be either meeting or exceeding Teaching Strategies GOLD’s level of ‘widely held expectations’ for development and learning at the beginning of the 2014-15 school year compared to the end of the 2014-15 school year. ‘Widely held expectations’ are based upon research-based indicators of development and learning of a particular age-group. The data reveals that significant gains were made in all assessed areas, with an overall average gain of 66 percentage points for Head Start 4 year old children.

○ Chart 5

○ Comparison of Fall to Spring Education Outcomes for Head Start 4 year old children				
	Fall 2014	Spring 2015	Gains	% of 4 yr-old children considered GOLD ready*
Social/Emotional	16%	96%	80%	94%
Physical: Gross	34%	99%	65%	97%
Physical: Fine	50%	99%	40%	
Language	24%	96%	72%	96%
Literacy	34%	98%	64%	98%
Cognition	26%	96%	70%	94%
Mathematics	12%	92%	80%	83%
Science	6%	67%	61%	n/a
Social Studies	0%	58%	58%	
Arts	1%	75%	74%	
Averages	20.3%	87.6%	66%	

- Other notes:
 - Early Head Start children made gains in gross motor, fine motor , literacy and language.
 - Head Start children maintained gains in Perceptual, Motor and physical Development (97%); Language (97 – 96%); Literacy (99 – 98%).
 - 2014 – 2015 program data on children’s progress towards school readiness captured from child assessment tool Teaching Strategies GOLD:
 - 98% of the birth through 3 year-olds, 99% of three-year-olds, 94% of four-year-olds were determined to be school ready in social & emotional development.

- 99% of the birth through three year-olds, 100% of three-year-olds, and 97% of four-year-olds were determined to be school ready in perceptual, motor & physical development.
- 89% of the birth through three year-olds, 100% of three-year-olds, and 96% of four-year-olds were determined to be school ready in language development.
- 89% of the birth through three year-olds, 100% of three-year-olds, and 94% of four-year-olds were determined to be school ready in cognition.
- 98% of the birth through three year-olds, 96% of three-year-olds, 98% of four-year-olds were determined to be school ready in literacy
- 75% of the birth through three year-olds, 96% of three-year-olds, and 83% of four-year-olds were determined to be school ready in cognition-mathematics.



- Each program year, the new group of children brings a unique set of needs resulting in some variance from year to year in areas needing further enhancement. However, ongoing program data analysis demonstrates there remains, from year to year, a consistent need to help children ‘catch up’ in the areas of mathematics, cognition and social/emotional skills.

- Hired a Special Education Manager which resulted in improved assistance to classroom teams in regards to addressing the needs of children identified with special needs and children's behaviors.
- All HS/EHS staff received a full day of pre-service training on the program, Conscious Discipline, a program which enhances and supports a healthy emotional climate in the classroom.

(6) Staff Notes

All HS center based teacher positions were filled with teachers with a BA or higher in early childhood. The program continues to support Teaching Assistants and support staff in their efforts to obtain and/or renew their CDA credentials.

All Early Head Start home based staff maintain current certification as family educators using the latest version of the Parents As Teachers Infant/Toddler Curriculum. EHS center based teacher credentials meet the federal requirement of at least an Infant/Toddler CDA or a comparable certificate.



(7) Federal Review and Audit Results

The most recent federal reviews were completed as follows:

Date	Review Conducted	Results
February 2015	ERSEA / Fiscal	No areas of non-compliance.
March 2015	Health and Safety	No areas of non-compliance
April 2015	CLASS®	No areas of non-compliance.

The agency's fiscal audit report found Pro Action to be in compliance.

