



Community Action Program of Evansville Children's Services Annual Report 2014-2015



Glenda Hampton
Board President

Ms. Alice Weathers
Chief Executive Officer

CAPE Head Start Annual Report 2014-2015

HEAD START MISSION STATEMENT

Our mission is to provide opportunities for children, families, and staff to realize their goals in safe, nurturing, enriching environments, in partnership with the community.

*Respect for Diversity

*Dedication to Excellence

Board of Directors

Glenda Hampton, President
Steve LaPlante, Vice President
Sherolyn Brooks-Jordan, Secretary
Mary Hart
Sylvia Tapp
David White
Larry Pope
Sabrina Stewart-Thomas
Jessica Cozart (Policy Council Rep)
David Whitten
Tony Kirkland
Mayor Hugh Wirth
Stephan Melcher
Gary Roan
James Wilkerson
Wallace Corbitt
Vanessa Brown





CAPE Celebrating "50 Years"



CAPE Head Start Services

HEAD START

CAPE Head Start provides an early education and comprehensive support program for low-income families with children ages 3—5. Services include health, nutritional, dental and visual screening; mental health, assessment and support services for children with disabilities; and, inclusive help for families seeking supportive assistance. Parent participation in their child's education is strongly encouraged and nurtured.

EARLY HEAD START

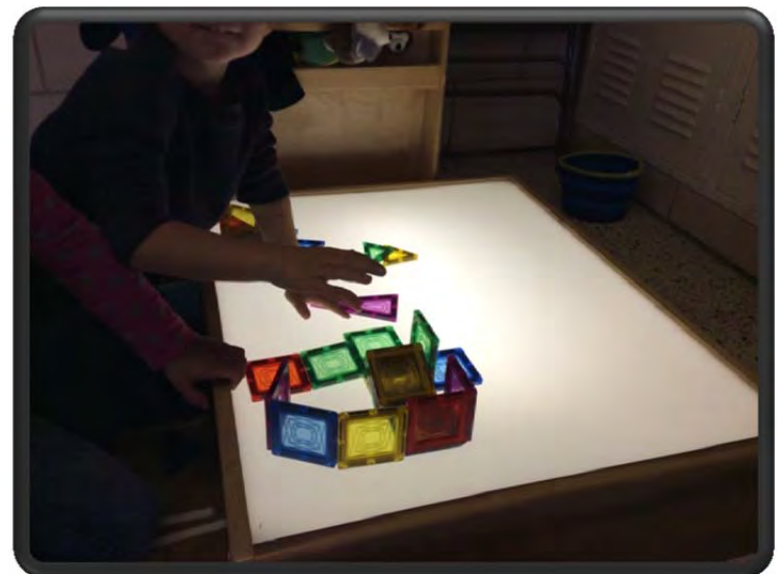
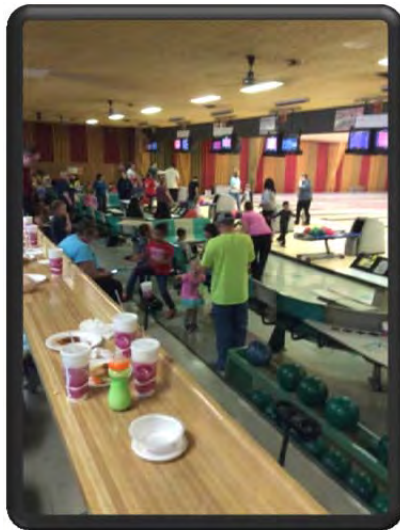
Early Head Start provides educational and support services to families with children from birth—3 years. Risk factors that may be barriers to optimal child and family development are identified early so that services can be tailored to meet the family's needs.

ENTERPRISE ZONE CHILD DEVELOPMENT CENTER

Enterprise Zone provides expansive Head Start services for working families that need full time childcare.

FAMILY ENGAGEMENT CENTER

The CAPE Family Engagement Center assists Head Start families and the community with computer and tutorial services to improve reading/math skills, prepare for a GED exam, develop a resume, and further their education.



KEY HEAD START STAFF

Alice Weathers
Chief Executive Officer

Mary Goedde
Director of Children's Services

Janet Johnson
Deputy Director

Charlotte Anderson
Manager of Training & Staff Development

John Robinson
Transportation Manager

Bridget Cox
Operations Manager Posey

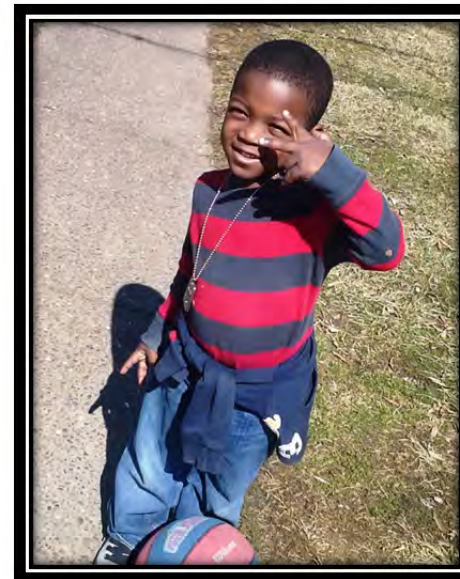
Sandra Thompson
Chief Financial Officer

Andrea Boberg
Director of Education

Marcia Haywood
Manger of Family Partnerships

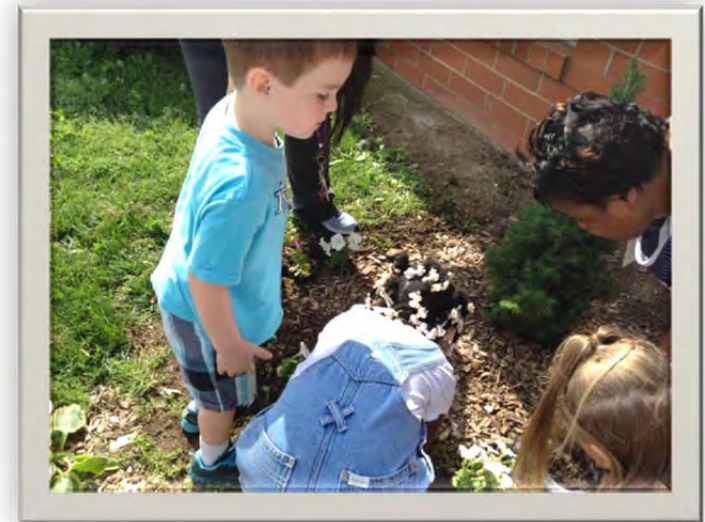
Deanna Dodds
County Operations Manager Gibson County

Sunni Zimmer
Nutrition, Mental Health and Disabilities Manager



SERVICE AREA

CAPE Head Start serves three counties (Gibson, Posey and Vanderburgh) in Southern Indiana.



GIBSON COUNTY AT A GLANCE

- Population of 33,759
- 95.4% white; 2.1% African-American
- 24% of households headed by single parents
- 6.0% of population < 5 years old
- Per capita incomes are below state averages, median household income slightly higher than state average
- 90.1% of adults over 25 hold a high school diploma
- 11.5% persons <100% Poverty
- Largest county in square miles

POSEY COUNTY AT A GLANCE

- Population of 25,540
- 97.3% white; 1.0% African-American
- 28% of households headed by single parents
- 5.8% of population < 5 years old
- Per capita and mean household incomes are higher than state averages
- 92.1% of adults over 25 hold a high school diploma
- 9.9% persons <100% Poverty

VANDEBURGH COUNTY AT A GLANCE

- Population of 182,006
- 86.5% white; 9.4% African-American
- 40% of households headed by single parents
- 6.4% of population < 5 years old
- Per capita income and mean household incomes are lower than state averages
- 89.2% of adults over 25 hold a high school diploma
- 15.9% persons <100% Poverty

***data from 2014 census report**

CAPE HEAD START CHILDREN AND FAMILIES SERVED

CAPE Head Start and Early Head Start are funded to provide services to 660 children and families. The funding is provided for 116 Early Head Start children and families and 544 Head Start children and families. The following chart will show the total number of families served by county and program for the 2014-2015 program year.

| <i>EHS Children Served</i> | <i>HS Children Served</i> |
|----------------------------|---------------------------|
| 194 | 674 |

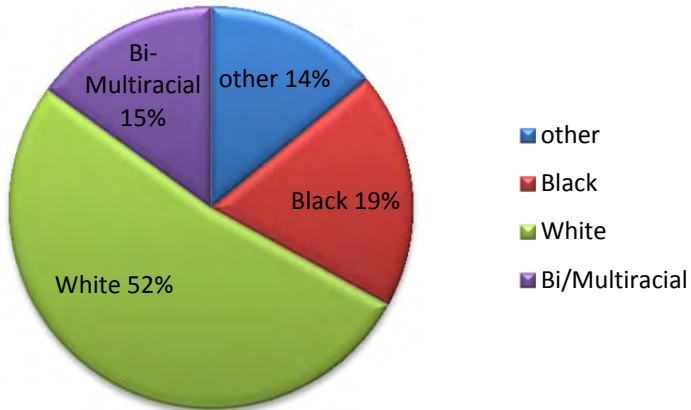
During the Program year 14-15, CAPE Head Start and Early Head Start served a total of 868 children. This figure includes children that enrolled and dropped from the program during the program year.

MONTHLY ENROLLMENT = 660 (14-15)

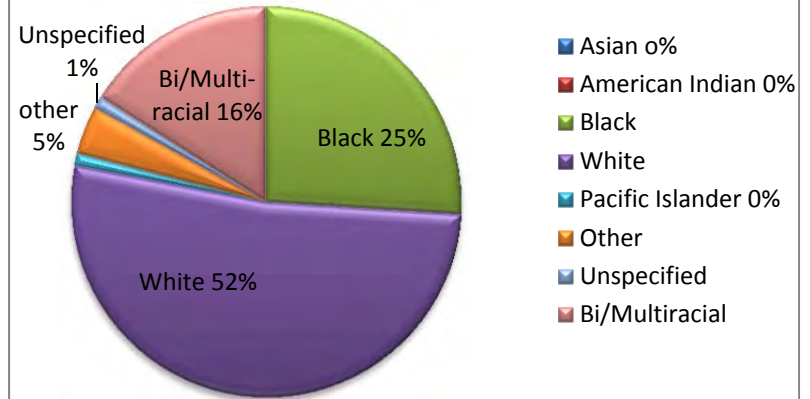
| <i>Month</i> | <i>Enrollment</i> | <i>Percentage of funded Enrollment</i> |
|------------------|-------------------|--|
| <i>August</i> | 660 | 100% |
| <i>September</i> | 660 | 100% |
| <i>October</i> | 660 | 100 % |
| <i>November</i> | 660 | 100 % |
| <i>December</i> | 660 | 100 % |
| <i>January</i> | 660 | 100 % |
| <i>February</i> | 660 | 100 % |
| <i>March</i> | 640 | 97% |
| <i>April</i> | 627 | 95% |
| <i>May</i> | 160 | 91% |
| <i>June</i> | 156 | 88% |
| <i>July</i> | 151 | 88% |

ENROLLMENT BREAK DOWN

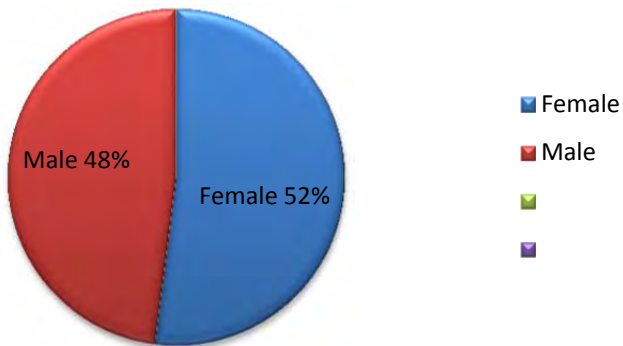
EHS Race Categories



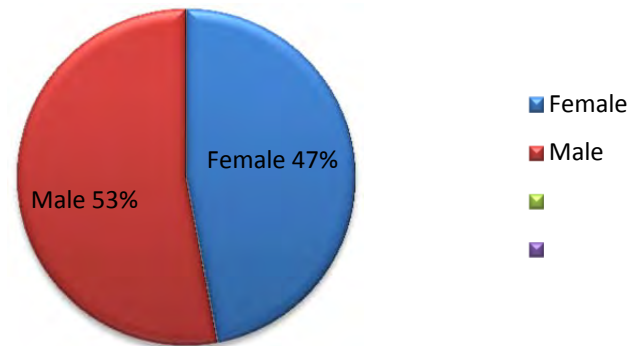
Head Start Race Categories



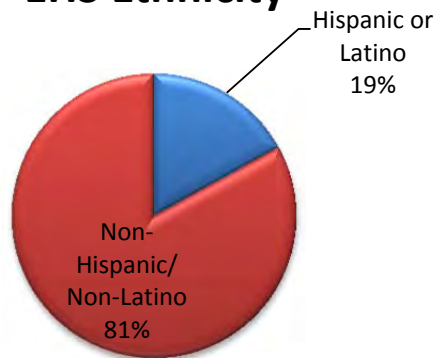
EHS Gender



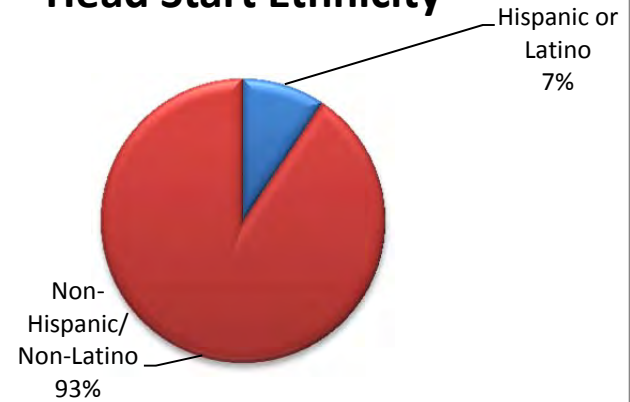
Head Start Gender



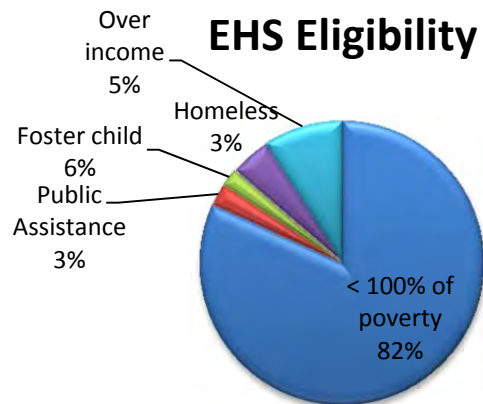
EHS Ethnicity



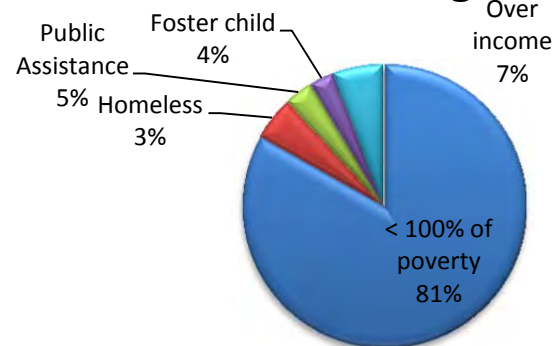
Head Start Ethnicity



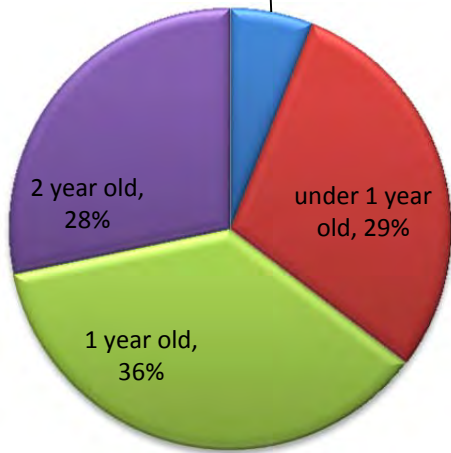
EHS Eligibility



Head Start Eligibility

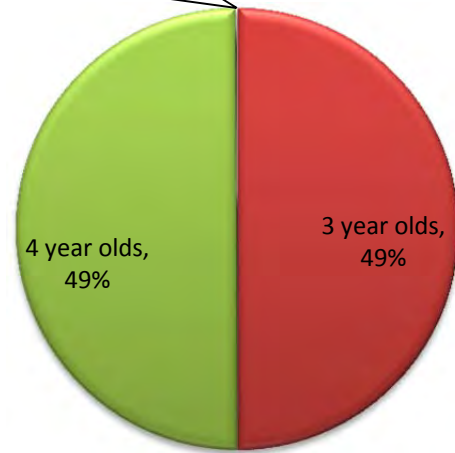


EHS Age

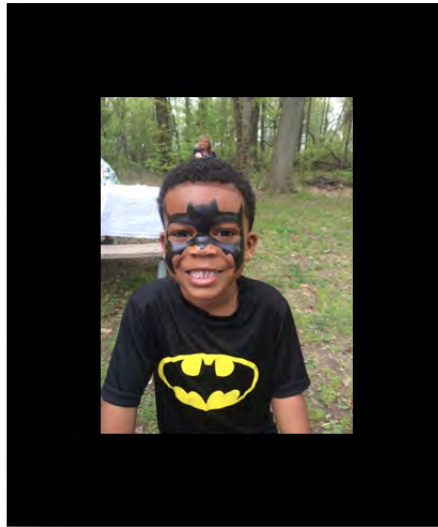
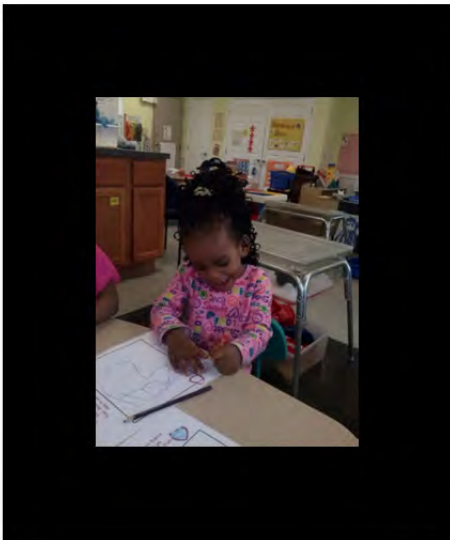


- pre-natal mother
- under 1 year old
- 1 year old
- 2 year old

Head Start Age



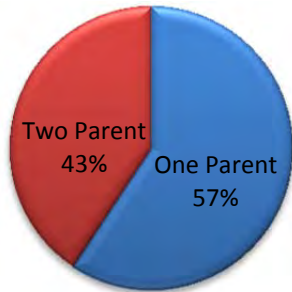
- 2 year olds
- 3 year olds
- 4 year olds
- 5 year olds



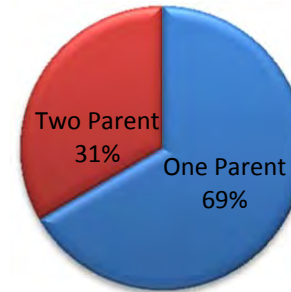
HEAD START AND EARLY HEAD START FAMILIES

Contrary to stereotyping many Head Start families are Two-parent families.

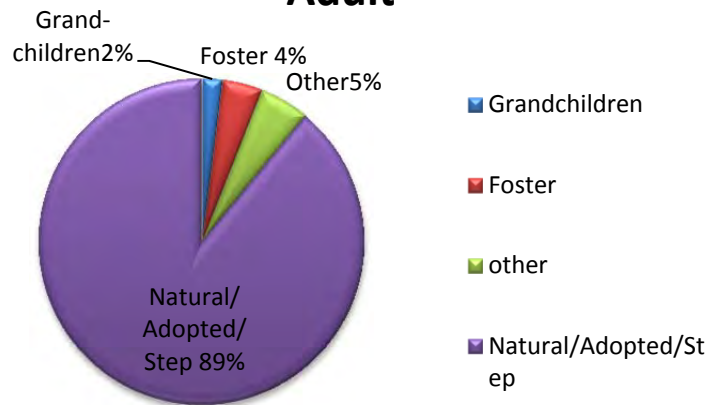
EHS Families



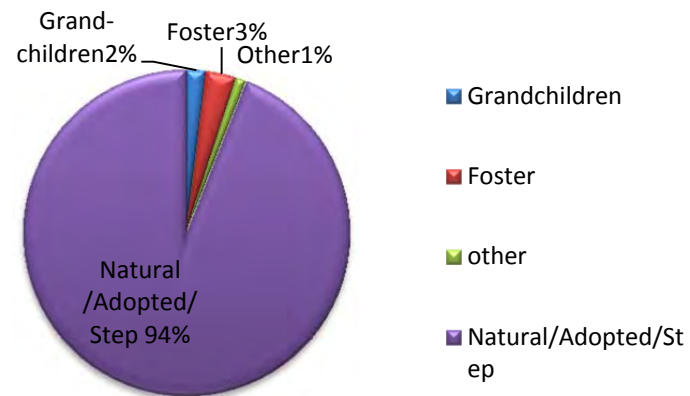
Head Start Families



EHS Relationship to Primary Adult



Head Start Relationship to Primary Adult



TOTAL FUNDS RECEIVED

CAPE Head Start and Early Head Start receives funding from the department of Health and Human services through the Office of Head Start. The non-federal share is matched through community and family donations and volunteers.

| EARLY HEAD START PROGRAM | | HEAD START PROGRAM | |
|--|--|--|-----------------|
| PROGRAM YEAR: 08/01/14 - 07/31/15 | | PROGRAM YEAR: 08/01/14 - 07/31/15 | |
| GRANT AWARD | \$ 973,921.00 | REVENUES | \$ 4,162,069.00 |
| NON-FEDERAL CONTRIBUTION REQUIRED | \$ 80,816.23 | NON-FEDERAL CONTRIBUTION REQUIRED | \$ 1,203,182.77 |
| EXPENDITURES | | EXPENDITURES | |
| PERSONNEL | \$ 830,370.70 | PERSONNEL | \$ 3,254,432.72 |
| SPACE COSTS | \$ 53,472.95 | SPACE COSTS | \$ 372,363.04 |
| COMMUNICATIONS | \$ 9,923.74 | COMMUNICATIONS | \$ 45,297.88 |
| SUPPLIES | \$ 37,157.35 | SUPPLIES | \$ 111,341.74 |
| CONTRACTUAL SERVICES | \$ 15,038.42 | CONTRACTUAL SERVICES | \$ 82,486.64 |
| FOOD | \$ - | FOOD | \$ 90,750.74 |
| TRAVEL | \$ - | TRAVEL | \$ - |
| HEALTH SERVICES | \$ - | HEALTH SERVICES | \$ - |
| EQUIPMENT | \$ - | EQUIPMENT | \$ - |
| VEHICLE EXPENDITURES | \$ - | VEHICLE EXPENDITURES | \$ 137,551.91 |
| LIABILITY INSURANCE | \$ 1,945.74 | LIABILITY INSURANCE | \$ 8,737.52 |
| PARENT ACTIVITIES | \$ 1,933.75 | PARENT ACTIVITIES | \$ 9,285.60 |
| PRINTING/ADVERTISING | \$ 621.35 | PRINTING/ADVERTISING | \$ 2,739.21 |
| STAFF DEVELOPMENT | \$ 23,457.00 | STAFF DEVELOPMENT | \$ 47,082.00 |
| TOTALS | \$ 973,921.00 | TOTALS | \$ 4,162,069.00 |
| NON-FEDERAL CONTRIB | \$ 80,816.23 | NON-FEDERAL CONTRIB | \$ 1,280,069.23 |
| TRAINING & TECHNICAL ASSISTANCE | \$ 23,457.00 | TRAINING & TECHNICAL ASSISTANCE | \$ 47,082.00 |
| USDA FOOD SERVICES (Not closed) | \$337,775.10 Program ends Sept. 30, 2015 | | |

MEDICAL AND DENTAL EXAMS

| | | |
|-------------|------------|--------------|
| EHS Medical | HS Medical | HS Dental |
| 182/194 | 662/674 | 618/674 |

FEDERAL PROGRAM REVIEW

The program was last reviewed in April 2014, with zero deficiencies.

FINANCIAL AUDIT

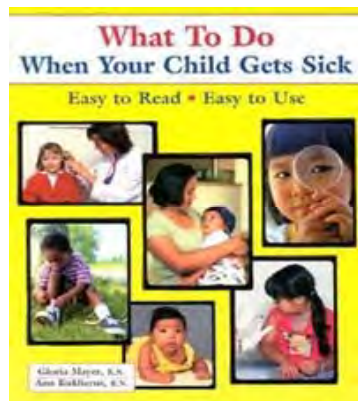
The Community Action Program of Evansville yearly has an agency-wide audit. The audit for Fiscal year 2014 was completed by Comer Nowling and Associates. There were no findings.



ACCOMPLISHMENTS






In addition to running a successful Head Start and Early Head Start program, CAPE Head Start has retained **100% N.A.E.Y.C. (National Association for the Education of Young Children) accreditation** for all operating centers.

PARENT EDUCATION HEALTH LITERACY










PROGRAM OPTIONS

CAPE Head Start offers a variety of program options to meet the different needs of the families in the communities we serve.

-  Extended day- 5.5 hours 4 days a week
-  Full Day/Full Year for families working and/or going to school
-  Center and Home-based Early Head Start
-  Three and a half hour day (morning and afternoon session)
-  Gender specific classroom

FAMILY ENGAGEMENT

At CAPE Head Start and Early Head Start we believe that parents are the child's first and best teacher. We involve families in many aspects of the program to support this role. Parents are always welcome in the classroom by helping with activities or projects, attending field trips, planning classroom activities with the teachers, and sharing their culture through Family of the Week. Last year, a Family Engagement committee was established which composed of past and present parents. Parents along with staff and community members met over the course of 2014-15 school year to target developmental needs and to discuss ways to improve parent involvement in our Head Start program. Some other activities include:

-  Monthly PTA
-  Fatherhood Program
-  Policy Council
-  Health Advisory Board
-  Education Advisory
-  Classroom volunteers
-  Grandparents Raising Grandchildren



PREPARING CHILDREN FOR SCHOOL

CAPE Head Start provides Kindergarten Round-up and other important transition information to families in early spring. In collaboration with families, teaching staff complete transition information for the kindergarten teachers. Transitioning children visit the nearest Elementary school whenever possible.

Children Transitioning to Kindergarten: 251 of Head Start enrollment (674 children)



INITIATIVES

Gender Specific Classroom

We have implemented a special initiative in our Head Start Program, based on research; we have implemented a gender specific classroom with all males.

Family Engagement Center

The Family Engagement Center is an intergenerational family literacy program that draws on multiple academic traditions. We utilize the learner-centered approach which enables the students to identify their own strengths and grow in a more positive direction. We engage them in meta-cognition situations and allow them to adopt a transformative style of learning. We are able to vividly incorporate learning into their personal life, which helps to make their experiences meaningful, rich and rewarding. We understand that literacy extends beyond the acquisition of reading and writing skills; therefore we employ various techniques to cater learning to the individual rather than focus on group think or the teacher-centered approach.

We offer these additional following services to help enrich individual lives:

- Math tutoring, one-to-one
- Monthly courtesy call to new students
- Reading tutors, one-to-one

Our shared experiences with students in 2014 calculate to:

- 661 student visits receiving Learning Center services
- 74 new student sign-ups seeking a GED
- 472 Head Start families seeking GED (past and present)
- 31 ELL student visits receiving tutoring
- 23 Gifted student visits receiving tutoring
- 329 school aged child visits receiving tutoring
- 3 students overcame obstacles and received a GED



CURRICULUMS AND ASSESSMENTS USED

Creative Curriculum
 Picturing America
 Color me healthy
 I AM moving I AM learning
 Creative Curriculum Assessment

Brigance
 Partners for a Healthy Baby
 DECA/DECA-IT
 Second Steps



CHILDREN WITH DISABILITIES SERVED

CAPE Head Start served 98 children and Early Head Start served 33 children with disabilities in the classrooms. This number far exceeds the required 10% per program. Many children in the program had multiple disabilities.

HS Disabilities

| | |
|---------------------|----|
| Health | 1 |
| Speech Language | 74 |
| Hearing | 2 |
| Visual | 1 |
| Specific learning | 3 |
| Autism | 1 |
| Developmental delay | 13 |

EHS Disabilities

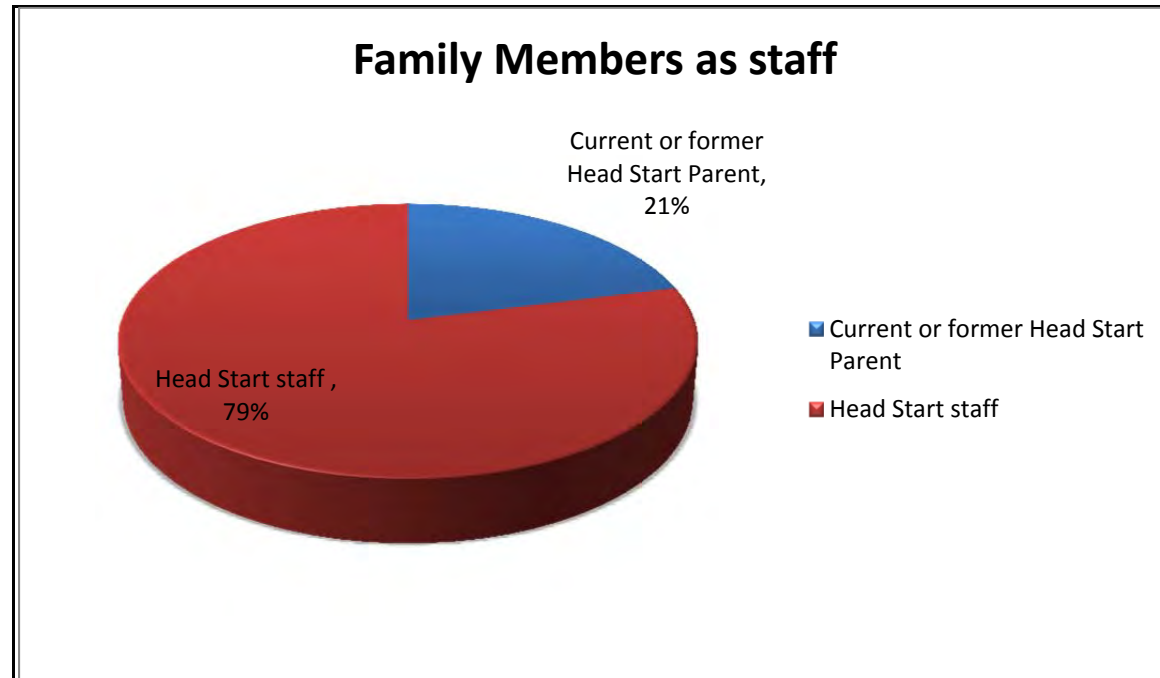
| | |
|---------------------|----|
| Autism | 1 |
| Health | 0 |
| Developmental Delay | 31 |
| Orthopedic | 1 |
| Other | 6 |
| Speech language | 8 |
| Visual | 0 |

QUALITY STAFF

We strive to hire and promote quality staff. We also work hard to fund the continuing education for staff. We work in partnership with the Indiana Association for the Education of Young children through their TEACH program to ensure staff development.

| | Lead Teachers | Teacher Assistants | Caregivers | Caregiver Floats | Home Visitors | Local Site Managers |
|--------------------------------------|---------------|--------------------|------------|------------------|---------------|---------------------|
| Graduate | 2 | 2 | 0 | 0 | 0 | 0 |
| Bachelors' | 22 | 9 | 2 | 2 | 0 | 4 |
| Associates | 8 | 23 | 6 | 0 | 4 | 2 |
| CDA | 0 | 13 | 0 | 1 | 1 | 1 |
| Staff without degrees or credentials | 0 | 2 | 0 | 1 | 2 | 0 |
| Enrolled in Associates | 0 | 8 | 0 | 0 | 2 | 0 |
| Enrolled in Bachelors' | 5 | 3 | 3 | 1 | 0 | 1 |
| Enrolled in Graduate | 2 | 0 | 0 | 1 | 0 | 0 |

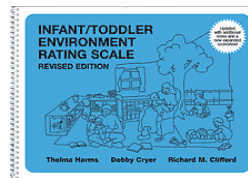
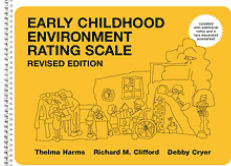
At CAPE Head Start and Early Head Start we strive to employ our parents and former parents. The following graph depicts the percentage of staff that are current and former Head Start family members.



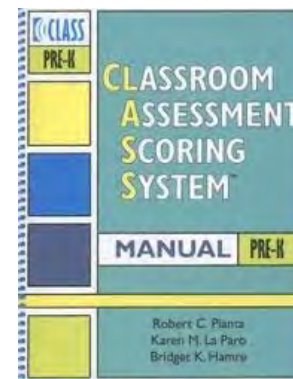


PROGRAM IMPROVEMENT TOOLS

ECERS and ITERS are used twice a year to build on strengths of classrooms and teaching teams, as well as improve areas of weakness.



CLASS is used by the education team to evaluate the quality of interactions in our program.



Monthly Classroom Observations are used for training, evaluations, coaching and overall classroom improvement.



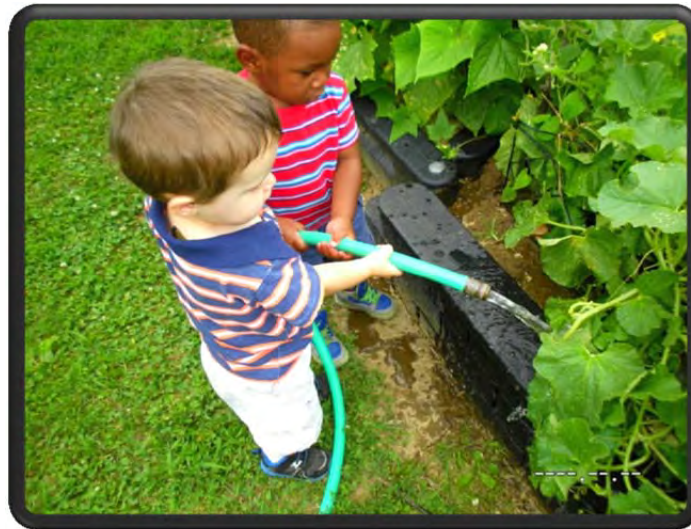
Factors contributing to child outcome results

This year, we were able to complete the report on comparing our beginning of the year data with our end of year. Consistent with previous years, we were able to identify our children's areas of strength as Social Emotional Development and Approaches to Learning. We also saw significant increases in Literacy. The areas of challenge are Physical Development, and Science. As a result of this data, CAPE is implementing I am Moving, I am Learning into the classrooms.

Strengths—CAPE has concentrated training in the area of literacy, and S.T.E.M. seeing dramatic increases in this area for the 2014-2015 school year on children's outcomes. Data also revealed all children make gains in development while at Head Start.

Challenges— Physical Development, and Science has surfaced as our program’s biggest challenges. Science covers more abstract concepts that are difficult for preschool children to understand and master (e.g. understands and describes special relationships, compares and measures, interprets relationships.)

We will continue to work in these areas by providing training in pre-service, monthly in-service, and during staff meetings. New resource books will be purchased for the teacher resource rooms at the centers. Manipulative and science items will be purchased to enhance the children’s curiosity and interest in these areas. S.T.E.M.(Science, Technology, Engineering, and Math) will be provided throughout the next year.



School Readiness Data

In conjunction with staff, parents, community and local kindergarten teachers CAPE Head Start developed a School Readiness plan. It includes specific skills that the group felt was necessary for children going to kindergarten. CAPE Head Start teachers assessed each child transitioning to kindergarten. This data drives the programs plans for the next school years including materials, staff training and development, and other program changes.

| Objective # | Kindergarten |
|--|--------------|
| <i>Goal #1 Social and Emotional Development</i> | |
| Recognizes own feelings and manages them appropriately | 100% |
| Takes responsibility for own well-being | 100% |
| Use thinking skills to resolve conflicts | 100% |
| <i>Goal #2 Approaches to Learning</i> | |
| Plays well with others | 100% |
| Recognizes the feelings of others and responds appropriate | 100% |
| Shares and respects the rights of others | 100% |
| <i>Goal #3 Literacy</i> | |
| Hears and discriminates the sounds of language | 82% |
| Demonstrates understanding of print concepts | 82% |
| Demonstrates knowledge of the alphabet | 89% |
| <i>Goal #4 Literacy-Language</i> | |
| Expresses self using words and expanded sentences | 100% |
| Actively participates in conversations | 96% |
| <i>Goal #5 Literacy-Writing</i> | |
| Understands the purpose of writing | 76% |

| | |
|---|------|
| Writes letters and words | 88% |
| Controls small muscles in hand | 95% |
| Coordinates eye-hand movement | 100% |
| Use tools for writing and drawing | 88% |
| <i>Goal #6 Cognition and General Knowledge</i> | |
| Classifies objects | 90% |
| Compares/measures | 85% |
| Arranges objects in a series | 74% |
| Recognizes patterns and can repeat them | 80% |
| Uses numbers and counting | 63% |
| <i>Goal #7 Physical Development and Health</i> | |
| Demonstrates basic loco-motor skills | 87% |
| Shows balance while moving | 93% |
| Climbs up and down | 96% |
| Pedals and steers a tricycle | 68% |
| Demonstrates throwing, catching and kicking skills | 85% |
| * Percentage indicates percentage of children who showed gain or have mastered a skill (a kindergarten standard) | |