Head Start

2020-2021 Report

Helping People. Changing Lives.
Community Action Partnership

319 Southwest 25th Street, OKC 73109
405-232-0199 • www.caaofokc.org

Jessie Thompson. • Agency Executive Director
Carolyn E. Shaw • Head Start Director
CENTRAL OFFICE • 319 SW 25th, OKC, OK 73109 • 232-0199

HEAD START CENTERS & PARTNERS

Head Start Centers

ARMSTRONG
309 SW 5th, Box 27, Luther, OK 73054 • 277-3530

DANA B. COOPER
9300 NE 10th, Midwest City, OK 73130 • 733-0289

EDMOND
717 Churchill Road, Edmond, OK 73034 • 359-7155

GARDEN DIGGS
2201 N. Coltrane, OKC, OK 73121 • 427-8515

MCKINLEY
1300 N. McKinley, OKC, OK 73106 • 524-5017

MT. ROSE
1701 NW 7th, OKC, OK 73106 • 232-6037

OUR SPOT
1532 W. Hefner Road, OKC, OK 73120 • 755-5136

STEED
2118 Flannery, Midwest City, OK 73110 • 732-2552

VALLEY BROOK
6315 S. Camille, OKC, OK 73149 • 670-6284

WILL ROGERS
1621 SW 15th, OKC, OK 73108 • 634-4365

HEAD START - DAY CARE

AVERY
1425 N. Kelham OKC, OK 73117 • 424-1088

KIDDIE VILLAGE
801 NE 2nd, OKC, OK 73104 • 235-9833

MARY HELEN NELSON
1115 NE 7th, OKC, OK 73117 • 232-2920

NEW HEIGHTS
7921 NW 23rd, Bethany, OK 73008 • 440-0230

OAK GROVE
3301 SW 17th, OKC, OK 73108 • 685-2277

PLAINVIEW
7105 N. Kelley, OKC, OK 73111 • 843-8299

RUTH DROPKIN
6500 S. Shields, OKC, OK 73149 • 634-0401

WEST OAK
2100 S. Everest, OKC, OK 73129 • 677-8437

HEAD START DAY CARE PARTNERSHIPS

Happy Times
405 S. Air Depot Blvd., MWC • 733-2905

Childcare Network
1050 S.W. 36th, OKC • 634-2083

DELEGATE AGENCY

EDUCARE
500 SE Grand, OKC, OK 73129 • 605-8232

PS/CHARTER COLLABORATIONS

BUCHANAN
4126 NW 18TH, OKC, OK 73107 • 587-4744

LEE PUBLIC SCHOOL
424 sw 29th, OKC, OK 73109 • (405) 587-3400

MARK TWAIN PUBLIC
2451 W MAIN, OKC, OK 73107 • (405) 587-3710

MARTIN LUTHER KING
1201 NE 48th, St., OKC, OK 73111 • 587-4000

MONROE PUBLIC SCHOOL
4810 N Linn Ave, OKC, OK 73122 • (405) 587-5600

ROCKWOOD
3101 SW 24th, OKC, OK 73108 • (405) 587-1500

SANTA FE SOUTH PUBLIC
2222 SW 44th, OKC, OK 73119 • 601-0597

THELMA PARKS
1501 NE 30th St., OKC, OK 73111 • (405) 587-4400

WILLOW BROOK PUBLIC
8105 NE 10th St, Midwest City, OK 73110
• (405) 587-7500

VAN BUREN PUBLIC
2700 SW 40th St, OKC, OK 73119 • (405) 587-2000

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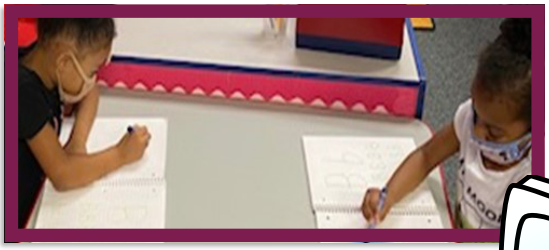
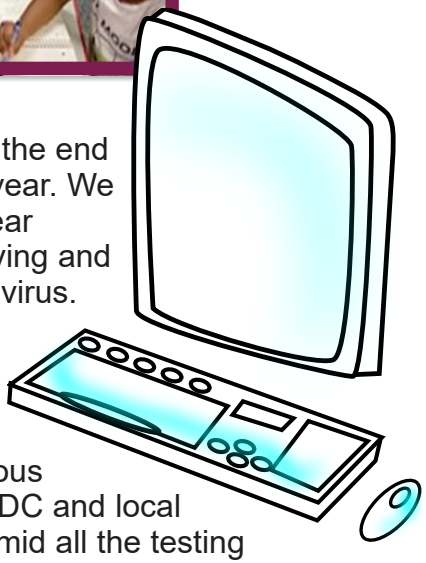
Head Start - 2020

Children are our future!

Teach them well and let them lead the way!

From the beginning of the first day at Head Start to the last day, whether three, four or five; there are so many places to go, so many things to do, and so many ways to thrive. Head Start enrollment mirrors our society. Children and Families in Head Start have the same issues, concerns, and ailments that are a part of our everyday lives. For fifty-six (56) years, we have provided quality care for children and families with Federal and Local funds. Head Start has the responsibility of meeting the needs of the whole child and family, our Agency works year-round to ensure that our families receive the best services possible.





March 31, 2021, marked the end of our 2020-2021 program year. We have ended this program year somewhat like we started living and working with the COVID 19 virus. Yet now, we have a new variant, the Delta variant.

We remained overly cautious and unrelenting in our efforts to follow the various mandates dictated by the CDC and local authorities. Nevertheless, amid all the testing and quarantine, we were able to serve families through home-based, virtual through Zoom and in person. Our total enrollment was 1082 children with service to 1052 families.

During the program year, we had as an Agency, the opportunity to expand and serve families. From education in the classroom/home settings to payment of rent and utility bills, we have been available to assist families through this crisis period. Thanks to the various COVID funds, we have been able to professionally sanitize all our facilities. Our method of operation each morning was to check temperatures for children and staff and to always wear masks except to eat. Our policy was and is to be fully vaccinated or be tested every two weeks for a negative result.

Children are given the opportunity to thrive in an environment designed specifically for them. Our direct services to Children and Families are captured in our Content Areas. A child's development is supported by a balanced program of learning experiences. During early childhood, children's learning and development is enhanced by opportunities to take initiative, make meaningful choices, and to learn the consequences of decision-making. Each child develops at a pace that is inherently their own. All children do not progress at the same level; they are individuals. With this knowledge, we offer a well-rounded program geared to the developmental level of each enrolled child. This is achieved through a well-rounded, balanced program of varied learning experiences.

Children are given the opportunity not only to make friends, but also to make choices, to take the initiative, and to learn the results or consequences of their decisions. Children are given the freedom to learn and experience the gift of thought processing and finding answers. Developing social skills, learning how to be alone and with others is an essential part of growing up and developing relationships. Aiding in the development and the concept of self and others, the classroom is divided into areas that promote language and self-help skills.

Quality is assured through our dedicated, highly trained staff, and our state-of-the-art classrooms. From the moment of enrollment, the child and the family are preparing for the transition to the next level.

Kindergarten. The Head Start teaching staff supports learning with a curriculum based upon sound principles of child development, and which responds to each child's needs and interests.

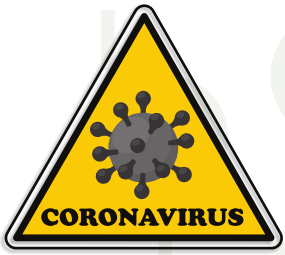
The environment, curriculum, and learning approach support children's individual patterns of development.

Individualizing the curriculum is done by:

1. Planning periods of time for children's sustained involvement in teacher planned and/or self-chosen tasks.
2. Planning opportunities for children to work alone and with other children.
3. Recognizing and respond to children's individual interests and learning styles, including visual, tactile, or auditory, and planning activities that enable children to develop emerging skills and practice existing skills.

Annual Report Summary

Enrollment & and Family Community Engagement



As of March 2021, family advocates had enrolled 1050 Head Start families for the 2020/2021 program year during a pandemic which is amazing! Family Advocates stayed fully engaged with our Families with constant phone contact. Center and home visits were also made with covid safety protocol in place. Centers were provided mask and shields and social distancing was practiced for all visits and enrollments. Files were updated for families returning for the 2nd year and many new families have been welcomed into the program.

The online recruitment card added to the C.A.A. website has been very helpful in adding new families.

Families have been assisted with over 400 written and verbal referrals including 117 emergency services which include Housing and utility assistance free dental and vision and many other services available in the community. 17 foster families/ children have participated in Head Start this school year. Head Start policy council has continued to thrive this year with great parent participation and input.

Family Partnership

The Family Partnership Agreement allows Head Start staff and the family to work as a team to identify and work on obtainable desired goals while in Head Start. The Head Start staff together with parents, discuss what they observe about the child's progress, interests, development, learning style, attention span, temperament, and problem-solving abilities. We encourage our parents to actively participate in their child's education. The family of each child is given the opportunity to help prepare their child and themselves for lifelong learning. Parents are encouraged to participate in volunteering their time, either in the Head Start classroom, on field trips, attending a parent meeting, or by representing their center in the Head Start Policy Council meetings which allow parents to be involved in the decisions made at the administrative level. Parents are involved in all the processes of helping the child to learn and parents are given materials to help with the child's learning at home. This process can also help the family gain a greater sense of responsibility and empowerment regarding their future. Our agency is one of the main resources available for our families.

Parents are encouraged to continue their education. Information is shared with them during center/home visits, teacher/parent conferences, parent meetings, and Policy Council meetings regarding upcoming training and education opportunities.

2021
Education Annual Report

The Head Start Education Program has continued to prepare children to the next level. We set high school readiness goals for our children that are attainable, developmentally appropriate and meet the Oklahoma State Early Learning Guidelines as well as the outcomes delineated in the Head Start Early Learning Outcome Framework. Our graduating students are fully prepared for kindergarten and are usually at the top of their kindergarten class in behavior and academic skills.

The program uses the Learning Accomplishment Profile-Diagnostic (LAP-D) for assessing students in five developmental areas which include Gross and Fine Motor Coordination, Cognitive, Language, Personal/Social, and Self-Help. These assessments give us information on each child that pertains to all seven domains of the Head Start Early Learning Outcomes Framework. Those domains are: Perceptual, Motor, and Physical Development, Social & Emotional Development, Approaches to Learning, Language and Communication, Literacy Knowledge, Mathematics Knowledge, and Scientific Reasoning.

We administer the LAP-D on a pre, mid, and post assessment basis. The data that we gain from the LAP-D computer software includes progress made be an individual student, a classroom, and the Agency. Additionally, we administer Simple Phonics on a pre, mid, and post basis which tells us the phonemic knowledge of upper- and lower-case letters and the sounds of the letters. The Portfolio Overview provides the program with the child's academic and behavioral progress in eighteen different areas during the school year. The Family Contact Log chronicles the interactions between the teacher and the student's family throughout the school year.

We use all the above assessments and observations to determine which skills the child has acquired appropriate for their developmental age as well as the emerging skills which the child is ready to learn. We use the emerging skills to challenge the child to learn on individualized learning plans called the Student Education Plan (SEP) and when the child has a disability, we use the Individual Education Plan (IEP). There is a paper trail for all the above activities in the child's folder along with parent signatures for all activities. The learning materials are updated on a scheduled basis both through center and home visits.

Along with the individualized reports, each children acquired, and emerging skills are placed in a matrix developed by the LAP-D program. The matrix is utilized by the teacher to develop weekly lesson plans that help maximize the learning potential in the classroom by addressing the needs of the children. The acquired and emerging skills are utilized in large group settings, small group settings and on an individualized basis. All these activities can be found on the lesson plan.

As stated above this agency generally gives the LAP-D assessment three times a year to chart the growth of students from their entry into the program to the end of the year. The analysis of the LAP-D data reveals that gains in mastery throughout the year for all students are as follows:…

Approaches to Learning 24.8 points,
Social and Emotional Development 22 points,
Language and Communication 22 points,
Literacy 22.72 points,
Mathematics Development 25.19 points,
Scientific Reasoning 24.53 points,
Perceptual, Motor, and Physical Development 26.38 points.

As one of the primary goals in this agency is to have a 20-point gain in all areas from the pre to the post we as a program have again achieved our goals. Again, that is a testament to our staff, our families, and most of all the children who continually grow and work to meet their next level!

The progress and the outcomes of all students in our program gives us the percent of growth or mastery that a student made from the time they entered the program this school year to the end of this school year. For SY 20-21 these numbers reflect the percentage of mastery from August 2020 to May 2021. They are as follows:

Approaches to Learning went from **40.36%** mastery to **65.16%** mastery by the end of the school year,

Social and Emotional Development went from **48.82%** to **70.81%** mastery,

Language and Communication from **27.65%** to **49.26%** mastery,

Literacy from **17.43%** to **40.15%** mastery,

Mathematics Development from **34.28%** to **59.47%** mastery,

Scientific Reasoning from **37.84%** to **62.37%** mastery,

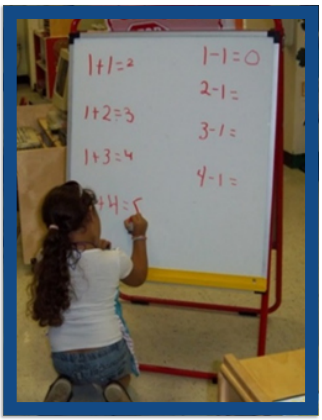
Perceptual, Motor, and Physical Development **37.84%** to **62.37%** mastery.

These scores include all children enrolled in the program, whether they are a graduate or not. Given the unprecedented situation we have found ourselves this year the students, staff, and families involved in our agency did remarkably well this year!

The curriculum utilizes indoor and outdoor settings and a variety of equipment and materials to broaden children's learning experiences. Individual and small group activities allow children to understand others and themselves in relationship to others. The teaching staff provides the children with opportunities to work alone and with other by:

1. Organizing space into areas, such as reading, computer station, block area, dramatic play area, etc.
2. Designing small and large group activities that involve sharing, caring, and helping others.
3. Providing and outdoor play area that contains equipment and space for both individual and shared activities
4. Initiating outdoor group and individual activities and games.

The Head Start staff individualizes the curriculum and adapts the environment to promote and support children's learning by both regularly and continually observing and recording children's behavior and progress to help in the design of activities that support a range of developmental levels as well as including parents in the process of ongoing assessment and incorporating observations and ongoing assessment information into the curriculum planning.



Saxon's Pre-K Math is designed to provide young children with an introduction to the most basic of mathematical concepts and to make the children aware of how these concepts are at work in their everyday lives. Encompassing many of the concepts taught at this level, but in a less structured manner, allows the teacher to move more quickly or slowly through the content as directed by the range of abilities in the classroom. The program consists of two components: Math Activity Time and Discovery Time. Math Activity Time is a great way to begin. It is designed to help the children develop a sense of routine and at the same time be comfortable in a learning situation. The children develop skills involving the calendar, counting, patterns, geometry, and personal data, as well as communication skills. Discovery Time consists of short lessons that introduce new concepts using math manipulatives and other common classroom items. Depending upon the ability levels of the children in the classroom, the lessons may be taught to the class, or in small groups. Participation in Math Activity Time does help children to gain an understanding of how much math is an essential part of their lives. A two-year period is all the time that each child can be in a Head Start program. This very short window of time does allow each child to become capable and confident to grow and be successful in the future.

In addition to continuous training through college enrollment and training needed to meet local and state licensing requirements, our focus this year has been the CLASS system. The Classroom Assessment Scoring System is an observation tool designed to measure the overall classroom learning environment for young children, focusing on teacher and child interaction. The tool has been adopted by the Office of Head Start as part of the Monitoring Protocol for the Triennial Federal Reviews. CLASS is comprised of three domains: Emotional Support; Classroom Organization; and Instructional Support. We currently have eight staff who are trainers in the CLASS system, 146 staff have received training in the use of the tool, and 130 of these staff have passed the certification exam. We expect the use of this assessment tool to help our teachers become even more effective and engaging in the classroom. Our students and teachers will definitely succeed!

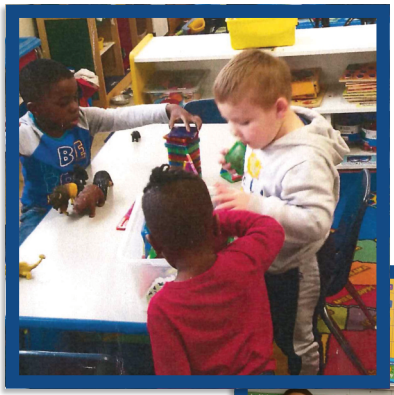
Learning begins at birth and continues as long as we live. What is learned and how it is learned could make the difference in one's desire to learn. Learning takes place everywhere, at home, at school, at church, in the community and most definitely in Head Start. Head Start is for learning! Head Start is a child's university, whether Early Head Start, ages zero to three, or traditional Head Start, ages three to five. Head Start is universal, there are campuses all over the United States.

The Head Start program is designed to offer encouragement and support to all participants. The children in the classroom learn social skills and the academics. Peace Making Skills are an integral part of our daily classroom activities. There are five (5) major words expressing the desired skills. Using these skills enhances the overall concept of getting along with others.

- **Caring:** We care about each other's feelings.
- **Speaking:** We use "I care" language.
- **Listening:** Listening to each other.
- **Responsibility:** Being responsible for what we say and do.
- **Cooperation:** Hands are for helping, not hurting.

Childcare services are currently offered at nine (9) Head Start facilities throughout Oklahoma City and surrounding areas. The primary objective for this service is to provide quality services to our families who need childcare due to employment and/or training. Childcare services allow families to know that all their children are in one place.

The learning environment must be designed with the learning objectives and the students in mind. Our Head Start learning environment is second to none in its space, state of the art supplies, and developmentally appropriate activities. The staff is well trained, passionate about teaching, and dedicated to the philosophy that children learn what they live and if children live with encouragement, they will be confident. Each classroom has a quiet, child-sized corner for reading and reflection.



Child Health and Safety

1) Health and Safety content area provides comprehensive Health Services to all preschool children enrolled in Head Start. We collaborate with parents and determine if each child has an ongoing source of continuous accessible Healthcare. We assist parents in obtaining and arranging further testing follow ups and treatments if needed.

- Total # of Children's Physicals obtained: 669
- Total # of Children's Dental exams obtained: 602
- Total # of Vision Screens obtained: 670 (Screened by Vizavance)
- Total # of Hearing Screens obtained: 709 (Screened by Hearts for Hearing)

2) Body Mass Index (BMI) assessment will be completed upon child's enrollment into the program.

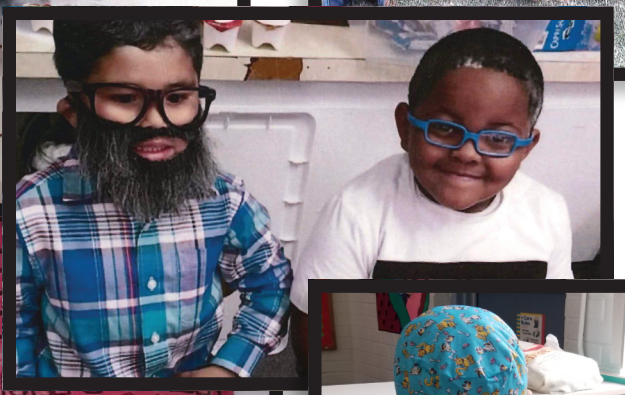
- Total # of BMI's completed: 895

3) Health and Safety area provides required Annual training to all staff, which includes Bloodborne Pathogen, Child Abuse and Neglect, Medication Administration, and Infection Control.

We will continue to follow the CDC and the Oklahoma State Health Department's guidelines for the Covid-19 Pandemic. Staff and children will continue to wear mask and social distance as recommended. Frequent handwashing and the use of hand sanitizer as needed.

4) Maintenance of a Safe Environment which includes Medical Emergency Procedures and precautions against Fire and Natural Disasters. Each Head Start classroom will have Individual Emergency plans posted, which includes Medical, Dental, Fire, Natural Disasters and Lockdown Procedures.

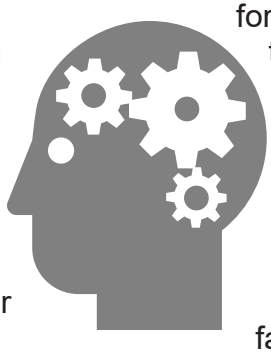
5) Readily available well supplied First Aid Kits must be maintained at each Head Start Center and are available on the playground and outings away from the site. First Aid Kits will be kept out of the reach of the Children.



Head Start - 2020

Mental Health and Disabilities
End of the Year Report 2020-2021

We continue to work as a team to serve our Head Start families during the advent of Covid-19 pandemic. Services for Mental Health and Disabilities have continued successfully throughout the 2020-2021 school year, and we look forward to continuing our success during the 2021-2022 school term. Schools has begun to re-open and serve students within person classroom learning. We continue to work with local area school districts in complying with IDEA and Section 504 in servicing our Head Start students and their families. We continue to provide speech services for all students who qualify to receive those services. To date, eight students were referred and four have been identified through our collaborative efforts with the public-school systems and are receiving services. The other four students are on the waiting list and in the process of being evaluated this upcoming 2021-2022 school year. We had 125 students served on IEP's during the 2020-2021 school term.

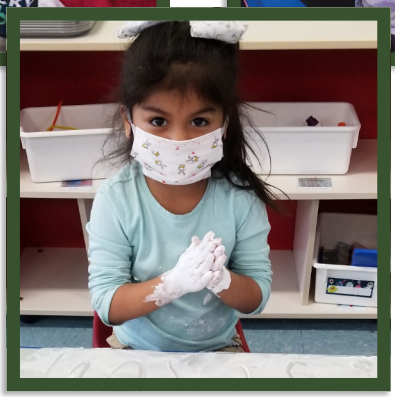


We have held four referrals to outside agencies for Mental Health services. Due to the pandemic, parents were hesitant to access services on site due to the pandemic. Sixty-two in-person Mental Health classroom observations have been completed this past year. We have continued to provide services and stay connected with our Head Start families. Our service delivery methods have included a variety of methods which were inclusive of in-person learning, tele-therapy, on-line learning, and home packets. A total of twenty METS meetings occurred with parents in

addressing parenting skills or other parental concerns. Our focus for the 2021-2022 school year is to focus on trauma informed care with our partnership with Red Rock Mental Health services. It was truly another productive school year even with the pandemic for providing Mental Health and Disabilities services.

Two A's have plagued our children nationwide, autism and asthma. Our nation has become very aware of autism and its implication for our educational and health care system. We have seen a dramatic increase in the number of children diagnosed with autism. The research is making advancement almost daily in the knowledge, causes (recently a particular gene has been identified in autism), and treatment of autism. The research is clear than an early education placement is necessary for children with autism. Our Head Start program mirrors the rest of the nation in providing a holistic education placement for children with autism. Asthma is the most prevalent chronic illness in children. It is an inflammatory disorder of the airways and is strongly associated with airway hyper-responsiveness and symptoms like wheezing, shortness of breath, and coughing. Potential predictors for asthma in childhood or later in life have been studied widely. Predictors that have already been identified include environmental factors such as exposure to allergens, tobacco smoke, respiratory infections, and diet. It is thought that early identification of children at high risk for asthma may improve their management resulting in fewer respiratory symptoms, exacerbations and emergency medical visits while improving their quality of life and preventing loss of lung function and airway remodeling over time.

The philosophy of Head Start's child placement is inclusionary which means that children with disabilities are fully involved in all aspects of the classroom activities. Research and experience support inclusionary approach to educating children with autism. Our teachers are provided training to individualize the curriculum and activities to meet the special cognitive, sensory, motor, social, behavior, and emotional needs of the child with autism. Our teachers take pride in preparing all their children for kindergarten. When our Head Start program identifies a child with suspected autism, in addition to the enriched classroom activities and curriculum and the special services we offer such as speech and language therapy, we refer the child to the Public Schools. If the child meets the eligibility criteria for Public School Special Services, they are dually enrolled in Head Start and the Public Schools. Our teachers take pride in preparing all our children for kindergarten and works in tandem with the Public Schools to ensure them all a head start!



2021 Annual Nutrition Activities Report

Much has been researched and written regarding our nation's children and their eating habits. Years ago, the Kennedy Administration became acutely concerned about our children's health and their lack of physical activity. Today in 2021 this is still of vital concern.

Our Agency is concerned with the epidemic of childhood obesity and developing good eating habits with our children. Our program participates in the USDA Child Adult Care Food Program. The goal is to improve the health and nutrition of the children and their families. Our staff promotes the development of good eating habits and nutrition education. Our centers provide "home style" meals in content, preparation and service, offering breakfast, lunch, and supplemental meal snacks. Children whose weight for height falls in the 90th to the 95th percentile for their age, on the National Center for Health Statistical Growth Charts, are considered overweight. Weights which are above the 95th percentile are considered obese. Obesity has not been proven to be hereditary, but learning to overeat at a young age, may predispose a person to overeating.

Date	Breakfast	Lunch	Snack
4.2020	7133	8156	9683
5.2020	4229	5003	4937
6.2020	3186	3160	1242
7.2020	1771	1771	1254
8.2020	299	752	707
9.2020	5618	6354	6377
10.2020	5331	6106	6125
11.2020	4148	4703	4646
12.2020	4140	4653	4573
1.2021	4692	5398	6086
2.2021	3285	3784	4328
3.2021	6407	7541	8381
Total	50239	57381	58339

Graduation

543 children have been transitioned to kindergarten with 163 of those already in the public school system due to or Head Start Public school collaboration.

We know that we could not have achieved our goals if it had not been for the support of our Agency, the dedication of staff, the participation of families, and the commitment of our Community Partners.

Helping People. Changing Lives.

Community Action PARTNERSHIP

of Oklahoma City & Oklahoma/Canadian Counties, Inc.