



Head Start

2022-2023 Report



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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 DIGGGS

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

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

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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Children are our future!

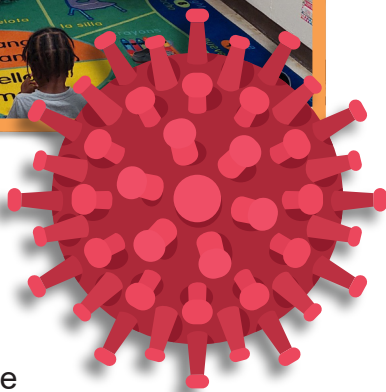
Teach them well and let them lead the way!

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. 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, 2023, marked the end of our 2022-2023 program year. We have ended this program year 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 evaluated 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.

For fifty-six (56) years, we have provided quality care for children and families with Federal and Local funds.

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.

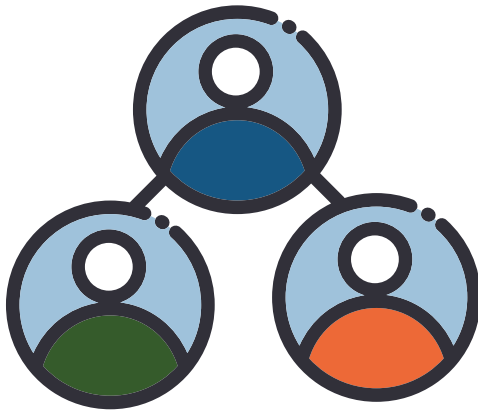
The environment, curriculum, and learning approach support children's individual patterns of development.

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.

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.

2022-2023 Annual Parent Family & Community Engagement Report

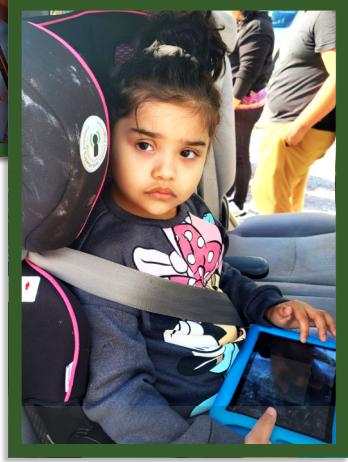


1332 children and families have been introduced to our Community Action Agency Head Start with 1167 of these completing the entire school year. Family Advocates have assisted 720 families with transition to kindergarten for the upcoming 2023-24 school year.

During the enrollment process families enter into a Head Start Partnership Agreement to assess needs and establish long and short-term goals.

As a result of this Family Advocates have assisted by verbal and written referrals as follows:

- **21** foster care children enrolled in Head Start preschool.
- **13** homeless families enrolled and assisted in acquiring permanent housing.
- **22** parents referred to various job training programs.
- **18** families referred to home buyers' assistance program with C.A.A
- Head Start families have participated in the free income tax assistance with C.A.A. community service division.
- **31** parents referred to E.S.L. class.
- **96** families referred for emergency food clothing and utility assistance.
- Several of our Head Start fathers and father figures have started the TRUE DADS programs designed to help fathers learn how to better support and effectively parent their child.



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 by 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). Parents participate in all the processes of helping the child to learn and parents are given materials to help with the child's learning at home. 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 child acquired, and emerging skills are placed in a matrix developed by the LAP-D program. The teacher utilizes the matrix 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 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 2022 to May 2023. They are as follows:

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

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

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

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

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

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

Perceptual, Motor, and Physical Development from **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 in this year the students, staff, and families involved in our agency did remarkably well this year!

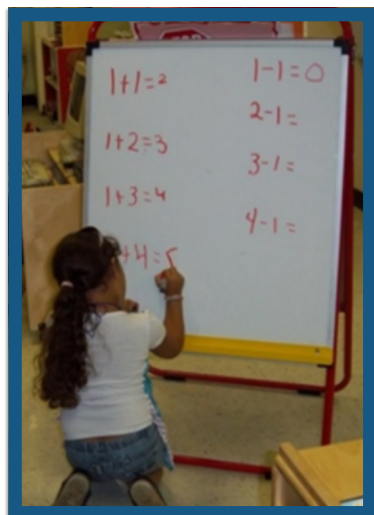


The curriculum utilizes indoor and outdoor settings and a variety of equipment and materials to broaden children's learning experiences. Individual and small group activities allow children to understand others and themselves in relationships with others. The teaching staff provides the children with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

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 an 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. This helps 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 being 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 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 having a good relationship with others.

Childcare services are currently offered at nine (9)

- **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.

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.

Head Start - 2022



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: 907
- Total # of Children's Dental exams obtained: 870
- Total # of Vision Screens obtained: 1045
(Screened by Vizavance)
- Total # of Hearing Screens obtained: 1096
(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: 1188



- 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 masks and social distance as recommended. Frequent hand washing 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.



Mental Health and Disabilities

Annual Report 2022-2023

In serving as the Mental and Health and Disabilities Specialist, we have been able to continue to experience success coming out of the Covid-19 experience in serving the needs of Head Start Families. Students and their families were able to successfully transition back into Head Start centers to receive services on campus. Students with disabilities have been identified. However, this year has been challenging in meeting the requirement of 10%. This past school year, eight students were referred to the LEA (Local Education Agency). I am grateful we were able to meet the 10% requirement by the end of the year. Referrals have been made to the public school system and we have been successful in identifying students and their families in need of special services. This past school year, eight students were referred to the LEA (Local Education Agency). Of the eight students that were referred, six of them qualified for services. The philosophy of Head Start remains the same and we still utilize inclusionary practices to serve children and their families. Speech, Vision, Hearing, and other services are provided on site to serve students who qualify for additional services. We continue to work with our Head Start staff in providing inclusionary and accommodation methodologies to service and support students in need.



On the mental health side of providing services, we still have a contract with Red Rock Mental Health Community Services to support our mental health 2022-2023 school community continues to be we hope to collaboration and the future. During school year, thirty- were referred to Health services. We

Head Start families with concerns during the year. The partnership successful, and continue our partnership into the 2022-2023 seven families Red Rock Mental continue to focus on trauma informed care practices and teaching the ACE's methodologies with staff and parents. Additional information is also provided during Head Start Parent Meetings that are held at the sites. Topics addressed include but are not limited to the following:



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- Total # of Children's Dental exams obtained: 870
- Total # of Vision Screens obtained: 1045
(Screened by Vizavance)
- Total # of Hearing Screens obtained: 1096
(Screened by Hearts for Hearing)

We continue to partner with Sunbeam Family services. They house several of our head start programs on their sites. Services continue to be provided on a continuum to continue to serve our Head Start families in need of services. Currently this past year, they have enrolled about 50-60 students. Enrollment was up and down throughout the school year. This partnership remains successful. Moving forward, we will be partnering with Positive Tomorrows which is a school that serves homeless families in the state of Oklahoma. We will have a Head Start class housed at the site for the 2023-2024 school year. Our Head Start Directors and staff continue to provide services that make us all proud of the magic that occurs daily for children and their families.

2023 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 2023 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.

<u>Date</u>	<u>Breakfast</u>	<u>Lunch</u>	<u>Snack</u>
4.2022	7133	8156	9683
5.2022	4229	5003	4937
6.2022	3186	3160	1242
7.2022	1771	1771	1254
8.2022	299	752	707
9.2022	5618	6354	6377
10.2022	5331	6106	6125
11.2022	4148	4703	4646
12.2022	4140	4653	4573
1.2023	4692	5398	6086
2.2023	3285	3784	4328
3.2023	6407	7541	8381
<u>Total</u>	50239	57381	58339

Head Start - 2022

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Thank You

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.

