

Catholic Charities Head Start & Early Head Start of Carroll County

(A Program of Associated Catholic Charities)

STATEMENT OF REVENUE, EXPENSES AND BUDGET VARIANCE

Year Ended June 30, 2018

REVENUE	Actual	Budget	Variance Over/(Under)
Fees and grants from government agencies	\$2,577,057	\$2,517,660	\$59,397
Grantee's in-kind	\$560,246	\$645,580	(\$85,334)
Other revenue	\$6,953	\$1,120	\$5,833
TOTAL REVENUE	\$3,144,256	\$3,164,360	(\$20,104)
EXPENSES	Actual	Budget	Variance Over/(Under)
Personnel	\$1,500,260	\$1,527,050	(\$26,790)
Fringe benefits	\$557,945	\$666,830	(\$108,885)
Travel	\$36,762	\$35,490	\$1,272
Equipment	—	—	—
Supplies	\$77,423	\$53,890	\$23,533
Contractual	\$342,709	\$329,500	\$13,209
Other	\$314,157	\$270,200	\$43,957
In-kind	\$315,001	\$281,400	\$33,601
TOTAL EXPENSES	\$3,144,256	\$3,154,360	(\$20,104)
Deficiency of Revenue Over Expenses	0	—	0

Grantee required match of twenty percent (\$591,047) was met through donations of funds, space and volunteers (\$560,246), other revenue (\$6,953), and state in kind (\$50,829).



MONITORING

In March 2017, a federal Classroom Assessment Scoring System (CLASS) review was conducted. We have received the results of this review, and the national results are released in 2018 indicating CLASS scores in the lowest 10 percent are one of the criteria listed in 45 CFR part 1304 requiring an open competition at the end of the five year grant period. Our program did score in the lowest 10 percent (1/10th of a point) in one category requiring our program to re-compete at the end of our five-year grant period.

Catholic Charities Head Start & Early Head Start of Carroll County was in full compliance with all other applicable Head Start Performance Standards, the Head Start Act of 2007, and all laws, regulations and policy requirements.

Head Start completed its annual financial audit for FY2018. Associated Catholic Charities conducted the CACFR and A-133 and there were no findings. The FY18 audit report for Associated Catholic Charities, Inc. is now final and has been published on our website under <https://www.catholiccharities-md.org/about-us/financial-strategy/>.

CARROLL COUNTY HEAD START

CATHOLIC CHARITIES IN ACTION



Catholic Charities Head Start & Early Head Start of Carroll County

ANNUAL REPORT FY 2018

CARROLL COUNTY
HEAD START

CATHOLIC CHARITIES IN ACTION

255 Clifton Blvd., Westminster, Maryland
667-600-2570

Normal hours of operations:
8 a.m. – 4 p.m. weekdays

Inspired by the Gospel mandates to love, serve and teach,
Catholic Charities provides care and services to improve the lives of Marylanders in need.

Catholic Charities Head Start & Early Head Start of Carroll County

ANNUAL REPORT FY 2018

WHAT IS HEAD START AND EARLY HEAD START?

Head Start is a nationwide, federally-funded program which provides a comprehensive range of early childhood development services for pre-school children and their families. Head Start provides services primarily for children from low-income families and children with disabilities.

Early Head Start is the infant, toddler and expectant family program of Head Start. Catholic Charities Early Head Start provides comprehensive child development services to families with children under the age of 3, their families, and pregnant women in Carroll County.

Catholic Charities Head Start and Early Head Start promotes excellence by providing holistic services, partnering with parents and other community organizations, and supporting continuous quality improvement.

Catholic Charities Head Start and Early Head Start provides children with activities that help them to grow mentally, socially, emotionally and physically. Research-based curriculum promotes child-directed, hands-on learning that is reinforced by parents at home. Services include child development, health, nutrition, and services for children with disabilities. Children with disabilities receive the services and intervention necessary to successfully participate in the regular education portion of the program and, eventually, in mainstream classrooms. Every child benefits from on-going assessment and the implementation of individualized development plans.

The Head Start and Early Head Start staff recognizes that parents are children's first and most important teachers. Head Start and Early Head Start work with parents to help children to develop academic skills, as well as confidence and self-reliance. Services are available to assist parents with developing and achieving personal, educational, and employment goals. Mental health services are available to support healthy family functioning. Parent education and family activities are an important aspect of our program.

Children leave our programs excited about learning and more prepared for school success. Parents leave Head Start more knowledgeable and confident about their role as parents and their ability to achieve and maintain self-sufficiency.



Catholic Charities Head Start and Early Head Start of Carroll County provides a **comprehensive range** of early childhood development services for pre-school children and their families. We **promote excellence** through the provision of holistic services, partnering with parents and community organizations, and by supporting continuous quality improvement.

EDUCATION STAFF AND QUALIFICATIONS

Head Start

- There are **seven** Head Start teachers: **six** (86%) have a bachelor's degree in early childhood education or related field and **one** (14%) has a graduate degree.
- There are **nine** Head Start assistant teachers: **two** (22%) have a bachelor's degree in early childhood education, **two** (22%) have an associate's degree in early childhood education or related field, **four** (44%) have a child development associate credential, and **one** (12%) enrolled in CDA credential.
- There is **one** child development supervisor who has a graduate degree in early childhood education.
- No Head Start teachers left during the 2017-2018 year.
- **195** volunteers worked **1,571.33** hours.

Early Head Start

- There are **nine** Early Head Start center-based teachers and **one** is a floater: **two** (22%) have a graduate degree, **four** (44%) have a bachelor's degree in early childhood education, **two** (22%) have an associate's degree in early childhood education, and **one** (12%) has a child development associate credential.
- There are **four** home-based visitors: **three** (75%) have a bachelor's degree and **one** (25%) has a child development associate credential.
- There is **one** home-based supervisor who has a graduate degree.
- There is **one** child development supervisor who has a graduate degree in early childhood education.
- There was **one** Early Head Start teacher turnover during the 2017-2018 year.
- No home-based visitors left during the 2017-2018 year.
- **148** volunteers worked **519.75** hours.

PARENT ENGAGEMENT ACTIVITIES WITH HEAD START AND EARLY HEAD START

- Orientation to Head Start
- Parent/Teacher conferences
- Fall Harvest Day
- Parent meetings and parent trainings
- Family Fun Day
- Gift card drawing for attendance initiative
- Policy Council
- Pastries for parents
- Fatherhood activities
- Community Outreach Assessment
- Self-assessment
- Home-based socializations
- Parent Café
- Learning parties
- Program governance



OUR COMMUNITY PARTNERS

- **Maryland State Department of Education** – provides pre-K services for 40 children in collaboration with Catholic Charities Head Start within the Head Start classrooms
- **Carroll County Public Schools** – provides staff training and resource sharing
- **Carroll County Public Schools Special Education Program** – conducts assessments to identify children with disabilities and provides classroom-based, special education services for some children with disabilities that are enrolled in Head Start
- **Carroll County Public Library** – provides story time and bookmobile service to all classrooms, provides training for staff and parents
- **Parents as Teachers** – offers home-based instruction to parents in working with their children in all domains of developmental learning
- **Anverse, Inc.** – donates classroom, office and meeting space for Head Start
- **The Church of the Brethren** – shares space, family activities
- **Child Care Choices** – resources for staff and families
- **PERKS** – resources for staff and families
- **The Judy Center** – invitations to activities, shares resources
- **Infants and Toddlers** – resources for staff and families, providing services to families in EHS classrooms
- **McDaniel College** – interns
- **SHINE Program Department of Social Services**
- **Carroll Community College** – interns
- **Carroll County Health Department** – staff and parent trainings, dental services
- **Early Childhood Consortium** – sharing resources and program updates
- **E-SMART Clinic** – resources and referrals
- **The Westminster Rescue Mission** – assistance with socializations, holiday assistance, food baskets to families
- **Shepherd's Staff** – resources for families
- **NESAP** – sharing resources, holiday help
- **United Hands** – referrals to other services
- **Second Chances** – basic needs to families
- **St. Joseph's Church** – donations, holiday help
- **St. John's Catholic Church** – donations (diapers, formula, food, wipes)
- **Human Services Program** – shelter
- **Business Economic Resource Center** – Workforce development sharing resources and trainings
- **University Of Maryland Extension** – resources and trainings
- **Appy-Time** – educational technology training
- **Dad's Works** – resources for parents and referrals

OUTCOME DATA ANALYSIS CONTINUED

2

2-YEAR-OLDS
16 CHILDREN

CHILD PROFILE

Gender	Female: 11	Male: 5
IEP Status	Children with an IEP: 2	Children without an IEP: 14
Primary Language	English: 68% (11 children)	Spanish: 32% (5 children)

SUMMARY OF STUDENT ACHIEVEMENT

*indicates data for DLL children

Area of development and learning	% of children below widely held expectations	% of children meeting widely held expectations	% of children exceeding widely held expectations
Social and emotional development	10% (1 child) *20% (1 child)	90% (10 children) *80% (4 children)	0% *0%
Physical development	10% (1 child) *20% (1 child)	90% (10 children) *80% (4 children)	0% *0%
Language development	36% (4 children) *10% (1 child)	64% (7 children) *80% (4 children)	0% *0%
Cognitive development	10% (1 child) *20% (1 child)	90% (10 children) *80% (4 children)	0% *0%
Literacy	18% (2 children) *20% (1 child)	82% (9 children) *80% (4 children)	0% *0%
Math	10% (1 child) *20% (1 child)	90% (10 children) *80% (4 children)	0% *0%

PROGRAM STRENGTHS

- 100 percent of the infants meet the widely held expectations in all areas of development.
- 100 percent of the toddler children meet the widely held expectations in all areas of development.
- 62-90 percent of the 2-year-old children meet the widely held expectations in the following areas of development: social and emotional, physical, cognitive, language, literacy, and math.
- Infants maintained their percentages.
- Toddlers maintained their percentages.
- 2-year-olds maintained their percentages in the following areas of development: social and emotional, literacy, and math.

NEXT STEPS

- Classroom teachers will set goals with families and provide intentional learning opportunities to support a child who is falling below the widely held expectations, and discuss at monthly CDT meetings. Referrals will be made as needed.
- Classroom teachers will model language, cognitive, literacy and math experiences for parents, and enhance classroom opportunities for achievement.
- Classroom teachers will continue to have daily conversations with families regarding how their child is developing at home. Teachers will use this information for future planning.
- Data analysis will be shared with Policy Council.
- Data analysis will be shared with classroom teachers.
- Data analysis will be shared with Early Head Start parents.



ENROLLMENT

Percentage of children in Head Start/Early Head Start Program with a disability..... 14%

Enrollment by age

Infants	34
Toddlers	33
2-year-olds.....	30
3-year-olds	61
4-year-olds	60
Pregnant women.....	10

Head Start

Number of children served.....	133
Number of families served.....	114
Average monthly enrollment.....	100%
Children served whose family met Head Start income eligibility guidelines.....	93%
Children turnover.....	16%

Early Head Start

Number of children served.....	95
Number of pregnant women served.....	10
Number of families served.....	81
Center-based average monthly enrollment.....	100%
Home-based average monthly enrollment.....	96–100%
Pregnant women served whose income was at or below 100% of the federal poverty line.....	100%
Percentage of children (and pregnant women) turnover	33%

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OUTCOMES

Health

- 100%** of children are up-to-date on a schedule of age-appropriate preventive and primary health care.
- 100%** of children identified as needing medical treatment received treatment.
- 100%** of children are current on immunizations by year's end.

Dental Health

- 100%** of children had a source of continuous and accessible dental care by year's end.
- 100%** of children completed professional dental examination.
- 100%** of children received preventive dental care.
- 100%** of children identified as needing dental treatment received treatment.

Mental Health

- 43%** of children who were referred by the program for mental health services outside of Head Start received mental health services.

Disability Services

- 100%** of children with an identified disability received services.

Family Services

- 100%** of families received education and assistance with family issues.

Family Partnership

- 100%** of families entered into family partnership agreements to work towards achieving educational, employment and/or personal development goals.

Curriculum, Screening, Assessment

- 95%** of (newly-enrolled) children completed routine screenings (within 45 days) for developmental, sensory, and behavioral concerns.



OUTCOME DATA ANALYSIS CONTINUED

INF
INFANTS AGES 0-1
5 CHILDREN

CHILD PROFILE

Gender	Female: 2	Male: 3
IEP Status	Children with an IEP: 0	Children without an IEP: 5
Primary Language	English: 75% (4 children)	Spanish: 25% (1 child)

SUMMARY OF STUDENT ACHIEVEMENT

*indicates data for DLL children

Area of development and learning	% of children below widely held expectations	% of children meeting widely held expectations	% of children exceeding widely held expectations
Social and emotional development	0% *0%	100% (4 children) *100% (1 child)	0% *0%
Physical development	0% *0%	100% (4 children) *100% (1 child)	0% *0%
Language development	0% *0%	100% (4 children) *100% (1 child)	0% *0%
Cognitive development	0% *0%	100% (4 children) *100% (1 child)	0% *0%
Literacy	8% *0%	100% (4 children) *100% (1 child)	0% *0%
Math	0% *0%	100% (4 children) *100% (1 child)	0% *0%

TOD
TODDLERS AGES 1
6 CHILDREN

CHILD PROFILE

Gender	Female: 5	Male: 1
IEP Status	Children with an IEP: 0	Children without an IEP: 6
Primary Language	English: 50% (3 children)	Spanish: 50% (3 children)

SUMMARY OF STUDENT ACHIEVEMENT

*indicates data for DLL children

Area of development and learning	% of children below widely held expectations	% of children meeting widely held expectations	% of children exceeding widely held expectations
Social and emotional development	0% *0%	100% (3 children) *100% (3 children)	0% *0%
Physical development	0% *0%	100% (3 children) *100% (3 children)	0% *0%
Language development	0% *0%	100% (3 children) *100% (3 children)	0% *0%)
Cognitive development	0% *0%	100% (3 children) *100% (3 children)	0% *0%
Literacy	0% *0%	100% (3 children) *100% (3 children)	0% *0%
Math	0% *0%	100% (3 children) *100% (3 children)	0% *0%

TYPES OF FAMILY SERVICES

Types of family services	# of families with an expressed interest or identified need during the program year	# of families that received the following services during the program year
Emergency/crisis intervention such as meeting immediate needs for food, clothing, or shelter	19	19
Housing assistance such as subsidies, utilities, repairs, etc.	20	20
Mental health services	13	13
English as a Second Language (ESL) training	22	22
Adult education such as GED programs and college selection	22	22
Job training	14	14
Substance abuse prevention	2	2
Substance abuse treatment	2	2
Child abuse and neglect services	7	7
Domestic violence services	6	6
Child support assistance	10	10
Health education	42	42
Assistance to families of incarcerated individuals	4	4
Parenting education	76	76
Relationship/marriage education	4	4
Asset building services (such as financial education, opening savings and checking accounts, debt counseling, etc.)	17	17
Number of families who were counted in at least one of the services listed above	76	76

CHILD OUTCOME DATA ANALYSIS

FOR PERIOD 3 OF THE 2017-2018 PROGRAM YEAR

The following data analysis report will describe:

- I. Student achievement in each domain for March 2018 through May 2018 for
 - infants
 - toddlers
 - 2-year-olds
- II. Program strengths
- III. Next steps to enhance children’s progress and school readiness success



TYPES OF FAMILY SERVICES

Types of family services	# of families with an expressed interest or identified need during the program year	# of families that received the following services during the program year
Emergency/crisis intervention such as meeting immediate needs for food, clothing, or shelter	13	13
Housing assistance such as subsidies, utilities, repairs, etc.	19	19
Mental health services	8	8
English as a Second Language (ESL) training	6	6
Adult education such as GED programs and college selection	23	23
Job training	23	23
Substance abuse prevention	0	0
Substance abuse treatment	0	0
Child abuse and neglect services	2	2
Domestic violence services	5	5
Child support assistance	13	13
Health education	114	114
Assistance to families of incarcerated individuals	1	1
Parenting education	114	114
Relationship/marriage education	7	7
Asset building services (such as financial education, opening savings and checking accounts, debt counseling, etc.)	45	45
Number of families who were counted in at least one of the services listed above	114	114

CHILD OUTCOME DATA ANALYSIS

FOR PERIOD 3 OF THE 2017-2018 PROGRAM YEAR

The following data analysis report will describe:

- I. Student achievement in each domain for March 2018 through May 2018 for
 - 3-year-olds
 - 4-year-olds
- II. Program strengths
- III. Next steps to enhance children’s progress and school readiness success



OUTCOME DATA ANALYSIS CONTINUED

3

3-YEAR-OLDS
64 CHILDREN

CHILD PROFILE

Gender	Female: 36	Male: 28
IEP Status	Children with an IEP: 10	Children without an IEP: 54
Primary Language	English: 89% (57 children)	Spanish: 11% (7 children)

SUMMARY OF STUDENT ACHIEVEMENT

*indicates data for DLL children

Area of development and learning	% of children below widely held expectations	% of children meeting widely held expectations	% of children exceeding widely held expectations
Social and emotional development	9% (5 children) *0%	88% (50 children) *100% (7 children)	3% (2 children) *0%
Physical development	3% (2 children) *0%	95% (54 children) *100% (7 children)	2% (1 child) *0%
Language development	10% (6 children) *0%	86% (49 children) *100% (7 children)	4% (2 children) *0%
Cognitive development	8% (5 children) *0%	90% (51 children) *100% (7 children)	2% (1 child) *0%
Literacy	8% (5 children) *0%	90% (51 children) *100% (7 children)	2% (1 child) *0%
Math	7% (4 children) *0%	88% (50 children) *100% (7 children)	5% (3 children) *0%

4

4-YEAR-OLDS
64 CHILDREN

CHILD PROFILE

Gender	Female: 31	Male: 22
IEP Status	Children with an IEP: 6	Children without an IEP: 47
Primary Language	English: 87% (46 children)	Spanish: 13% (8 children)

SUMMARY OF STUDENT ACHIEVEMENT

*indicates data for DLL children

Area of development and learning	% of children below widely held expectations	% of children meeting widely held expectations	% of children exceeding widely held expectations
Social and emotional development	11% (5 children) *0%	56% (25 children) *50% (4 children)	33% (15 children) *50% (4 children)
Physical development	7% (3 children) *0%	60% (27 children) *50% (4 children)	33% (15 children) *50% (4 children)
Language development	7% (3 children) *0%	62% (28 children) *50% (4 children)	31% (14 children) *50% (4 children)
Cognitive development	7% (3 children) *0%	64% (29 children) *63% (5 children)	29% (13 children) *37% (3 children)
Literacy	7% (3 children) *0%	69% (31 children) *63% (5 children)	24% (11 children) *37% (3 children)
Math	9% (4 children) *0%	62% (28 children) *63% (5 children)	29% (13 children) *37% (3 children)

PROGRAM STRENGTHS

- 88-100 percent of 3-year-old children in the program meet the widely held expectations in all areas of development.
- 88-100 percent of 4-year-old children in the program meet the widely held expectations in all areas of development.
- The 3-year-old children in the program demonstrated growth in meeting the widely held expectations in the following areas of development: social and emotional, language, cognitive, and literacy. Our greatest growth was with language seeing a 6 percent increase.
- The 4 year-old-children in the program demonstrated growth in meeting the widely held expectations in the following areas of development: social and emotional, physical, language, cognitive, literacy, and math. Our greatest growth was math seeing an 11 percent increase.
- The 3- and 4-year-old dual language learners all meet or exceeded widely held expectations.

NEXT STEPS

- Teachers will share suggested activities with parents to engage in with their children to meet their individual child's needs.
- Teachers will use the Creative Curriculum to provide enrichment opportunities/activities to assist with individualizing for those children who exceed the widely held expectations through the end of the year.
- CCPS Kindergarten Transition forms are shared with individual schools in June 2018.
- Data analysis will be shared with Policy Council.
- Data analysis will be shared with classroom teachers.
- Data analysis will be shared with Head Start parents.

OUTCOMES FOR EARLY HEAD START

Health

- 100% of children have an ongoing source of continuous, accessible health care by year's end.
- 100% of all children with health insurance.
- 100% of children were up-to-date on a schedule of age appropriate preventive and primary health care.
- 100% of children identified as needing medical treatment received treatment.
- 100% of children are current on immunizations by year's end.

Dental Health

- 100% of children are current on a schedule of age-appropriate preventive and primary oral health care.
- 100% of children have continuous and accessible dental care provided by a dentist.

Disability Services

- 100% of children with an identified disability received services.

Family Services

- 100% of families received education and assistance with family issues.
- 100% of pregnant women received prenatal health care, education on fetal development, and information on the benefits of breastfeeding. 90% of women received postpartum health care.

Family Partnership

- 100% of families entered into family partnership agreements to work towards achieving educational, employment and/or personal development goals.

Curriculum, Screening, Assessment

- 100% of (newly-enrolled) children completed routine screenings (within 45 days) for developmental, sensory, and behavioral concerns.