

Mountain Projects, Inc. Head Start & Early Head Start

Annual Report 2019-2020



From the Director

I am pleased to present the 2019-2020 Head Start Annual Report. This report contains information about our program, services, and this year's accomplishments.

What a year! Due to COVID-19, our centers were closed from mid-March until the end of the program year. Teachers and staff served children virtually, and our agency, program, and community partners helped families by providing food, supplies, and resources as needed. In June and July, we were able to operate a summer program for Head Start children. During the summer program, in-person services were provided with COVID-19 precautions, such as small class size and extra cleaning, and virtual services were also offered.

During 2019-2020, Mountain Projects, Inc. Head Start served a total of 194 children in the Head Start program and a total of 53 children in the Early Head Start program. We served 1 child in a private pay slot at Kneedler Child Development Center. Three of our classes participated in NC Pre-K, a state-sponsored school readiness program for 4-year-olds. Our funded enrollment is 163 children for Head Start and 48 for Early Head Start. Service areas are Haywood and Jackson Counties in western North Carolina.

During 2019-2020, we received a carryover of unexpended funds to replace front doors at Fairview Head Start, install electronic door locks at Waynesville and Fairview Head Start Centers, provide playground upgrades at Waynesville Head Start, and replace shade structure canopies at Clyde and Canton Head Start centers. All of these projects have now been completed.

I would like to thank our staff, parents, volunteers, and community partners for their support in making our year a success. We know that we could not do it without you!

Sincerely,

Joy Wallace

Head Start Director

Mountain Projects, Inc.

MISSION STATEMENT

The Mountain Projects, Inc. Head Start program is dedicated to creating a comprehensive, culturally sensitive, nurturing, safe, and healthy learning environment in which children, families, and staff are inspired to reach their fullest potential.

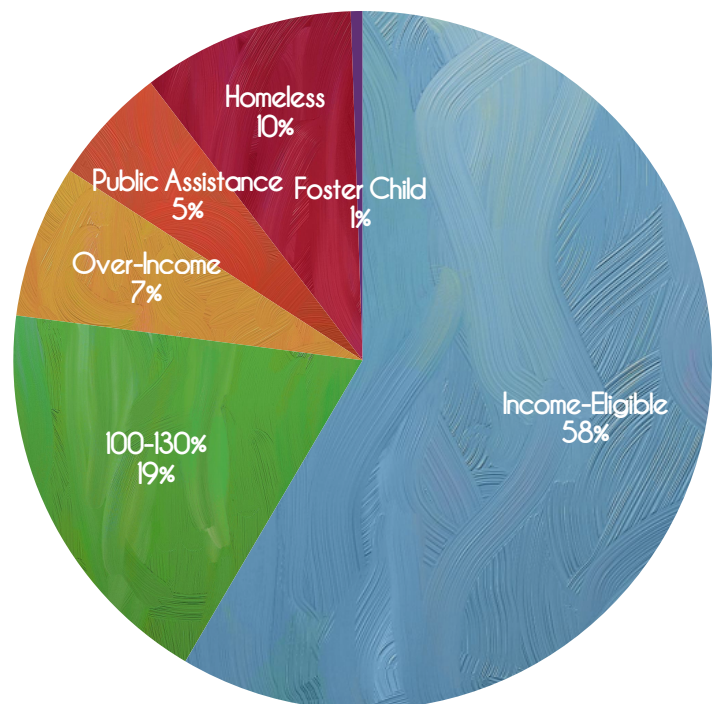
OVERVIEW OF ENROLLMENT

HEAD START

Funded Enrollment: 163
Ages 3-5
10 Classrooms (6 in Haywood County
and 4 in Jackson County)

Cumulative Enrollment: 184

Income-Eligible: 107 Children
101-130%: 34 Children
Over-Income: 13 Children
Public Assistance: 10 Children
Homeless: 18 Children
Foster Child: 1 Child

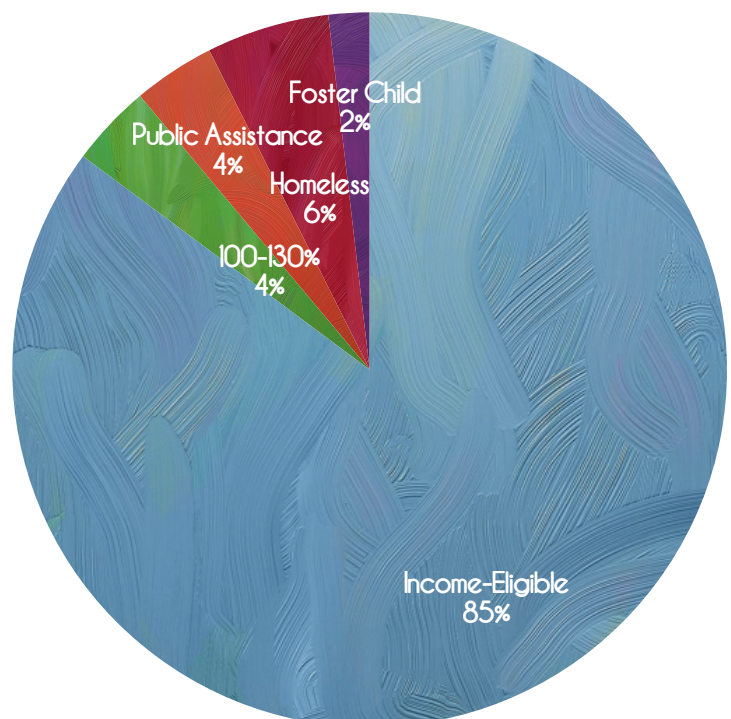


EARLY HEAD START

Funded Enrollment: 48
Pregnant Women & Children Ages 0-3
6 Classrooms (4 in Haywood County
and 2 in Jackson County)

Cumulative Enrollment: 53

Income-Eligible: 46 Children
101-130%: 2 Children
Over-Income: 0 Children
Public Assistance: 2 Children
Homeless: 3 Children
Foster Child: 1 Child



The cumulative total of Head Start and Early Head Start children served was 237.

The total of Over-Income children served was 13, which is 5% of the overall total served.

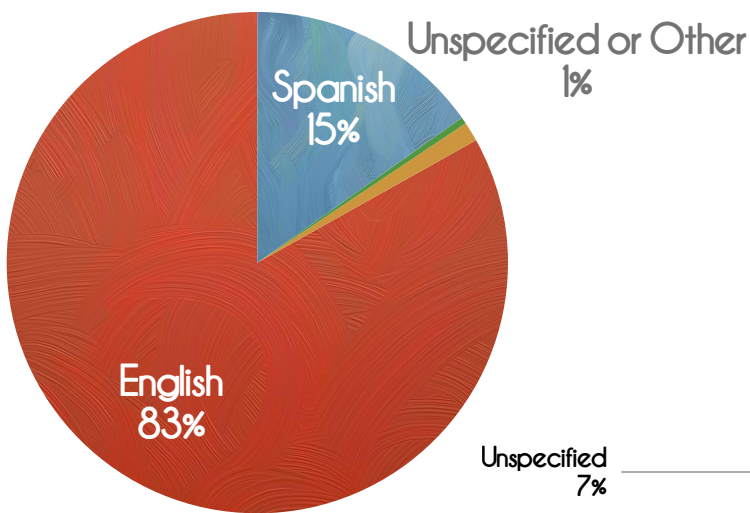
Head Start and Early Head Start maintained 100% funded enrollment of 163 Head Start and 48 Early Head Start children all year.

Our program participated in the NC Pre-K program.

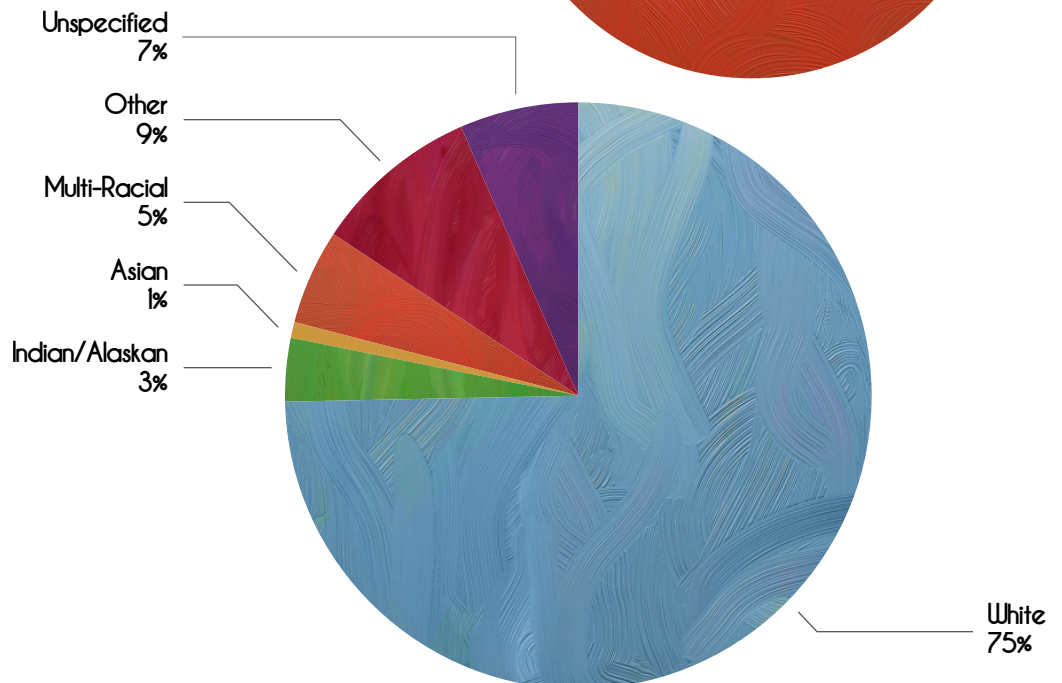
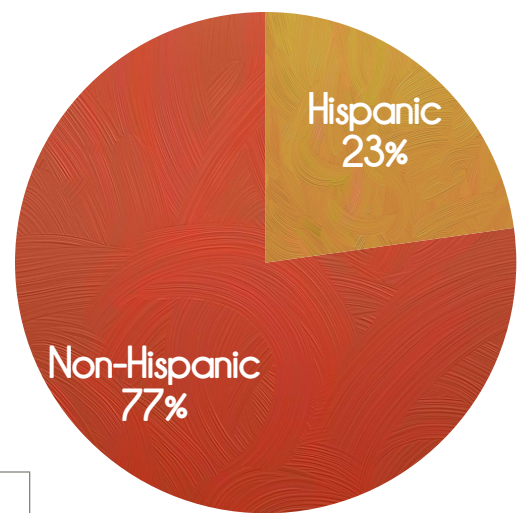
- 33 slots in 3 classrooms
- Classes at 2 centers in Haywood County and 1 center in Jackson County.
- Children were dually enrolled in NC Pre-K and Head Start

PROFILE OF CHILDREN IN HEAD START AND EARLY HEAD START

Language



Ethnicity



FEDERAL AND OTHER ASSISTANCE TO FAMILIES

TYPE OF ASSISTANCE	# OF HEAD START FAMILIES		# OF EARLY HEAD START FAMILIES	
	AT ENROLLMENT	AT END OF YEAR	AT ENROLLMENT	AT END OF YEAR
TANF (Federal Temporary Assistance for Needy Families)	3	1	3	1
SSI (Supplemental Security Income)	11	10	2	3
SNAP (Supplemental Nutrition Assistance Program)	93	93	28	29
WIC (Special Supplemental Nutrition Program for Women, Infants, and Children)	102	88	40	40

HOMELESS AND FOSTER CARE

Head Start:

18 children from 18 families who were experiencing homelessness were served by Head Start during the program year. None of these families acquired their own housing during the year.

There was 1 child in Head Start who was in foster care during the program year.

Early Head Start:

3 children from 3 families experiencing homelessness were served by Early Head Start during the program year. One of these families acquired housing during the year.

One Early Head Start child was in foster care during 2019-2020.



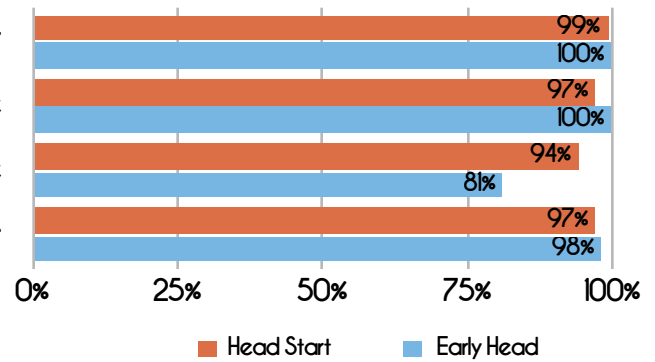
HEALTH SERVICES

Children with health insurance by end of year

Children with access to ongoing, continuous, accessible health care

Children who were up-to-date on age-appropriate health care

Children who were up-to-date on immunizations by the end of the year

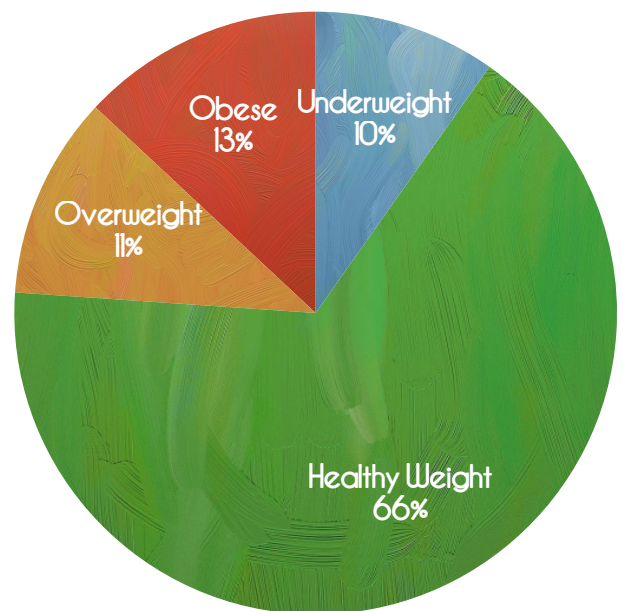


Due to COVID-19, all children did not receive all recommended medical and dental follow-up/treatment compared to previous years. Pediatrician and dental offices were closed or limited to only emergency and acute care.

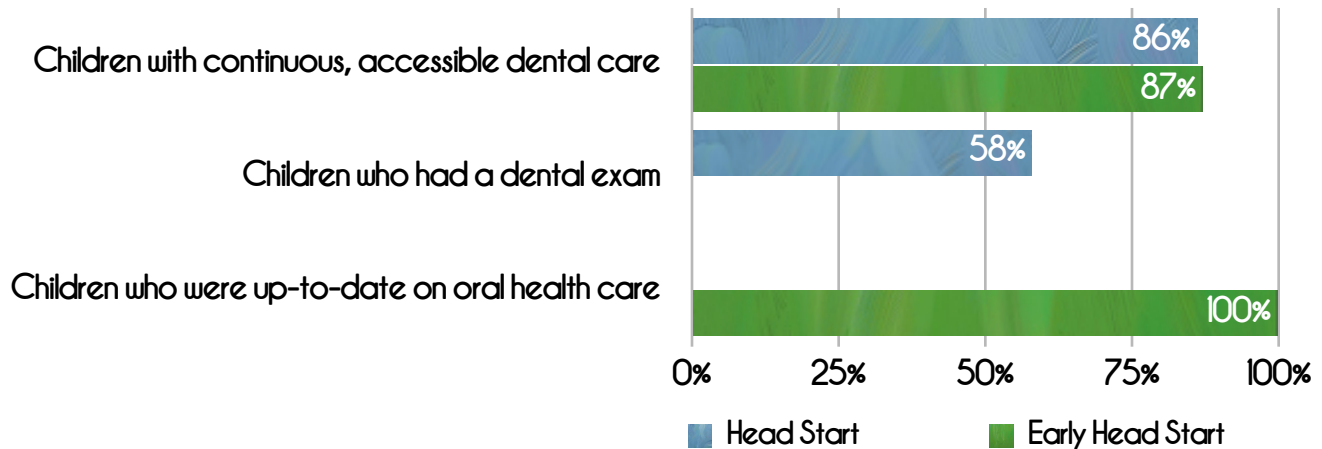
There were no children in Head Start and Early Head Start who were diagnosed with a chronic condition needing medical treatment during the 2019-2020 program year.



Body Mass Index (BMI) of Head Start Children



DENTAL HEALTH SERVICES



Of the 107 Head Start children who had a dental exam, 10 were referred for additional treatment.
All 10 of these received the treatment.



MENTAL HEALTH SERVICES

Children and families were served by the following mental health professionals:

- Meridian Behavioral Health Specialists provided services for 11 Head Start children and 2 Early Head Start children, including support for families and support staff.
- KARE (Kids Advocacy Resource Effort) provided services for 4 HS children and 1 EHS child, including support for staff and Triple P Positive Parenting Program for families.
- The 30th Judicial District Alliance, Inc. provided services for 4 HS children, along with support for families and staff.

In all, 19 HS children and 3 EHS children received mental health services.

DISABILITY SERVICES

Number of Children with an IEP or IFSP

Primary Disability is Speech or Language

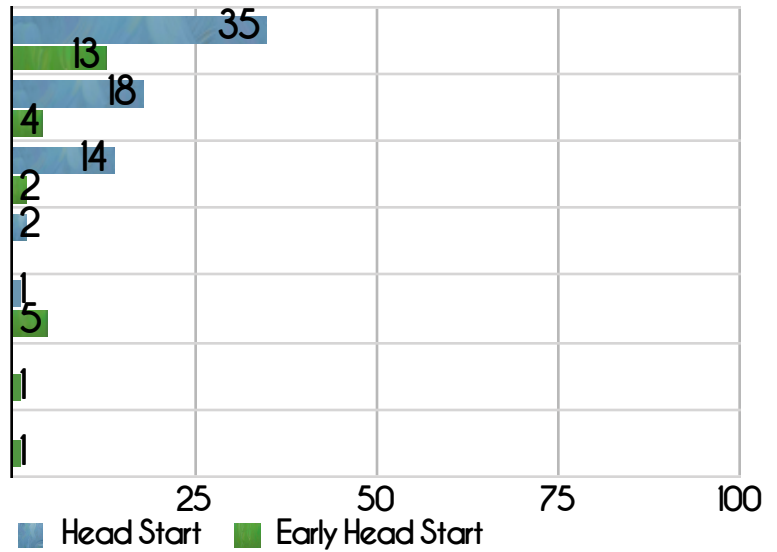
Primary Disability is Non-Categorical or Developmental Delay

Autism

Multiple Disabilities

Primary Disability is Emotional/Behavioral

Primary Disability is Orthopedic



19% of Head Start and 25% of Early Head Start children have been determined eligible for special education and related services.



WRAP AROUND SERVICES

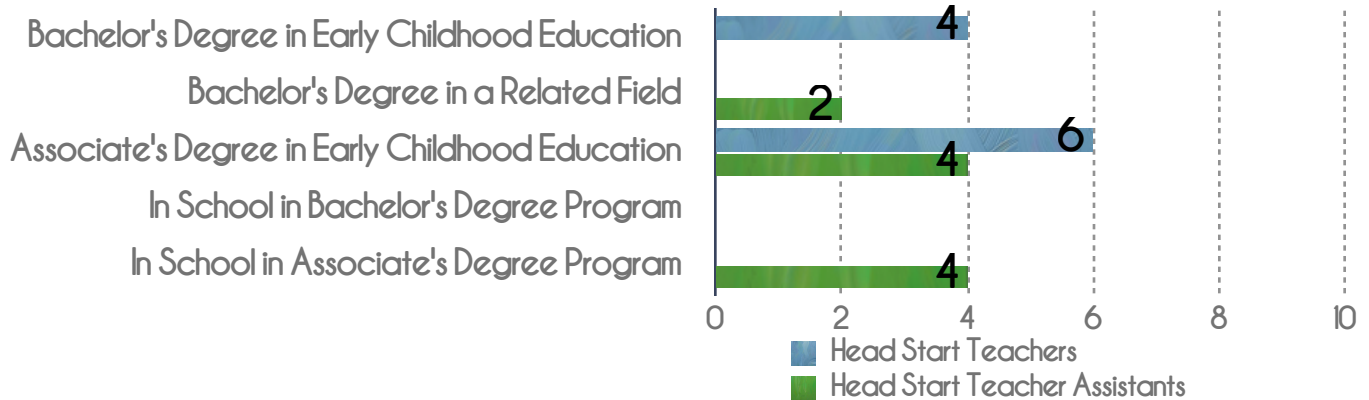


Wrap around services provided by state child subsidy to 20 Head Start and 8 Early Head Start children. Services were provided from 7:30 to 8:00 AM and 3:00 to 4:30 PM. These services were available for qualifying parents who were working or going to school.

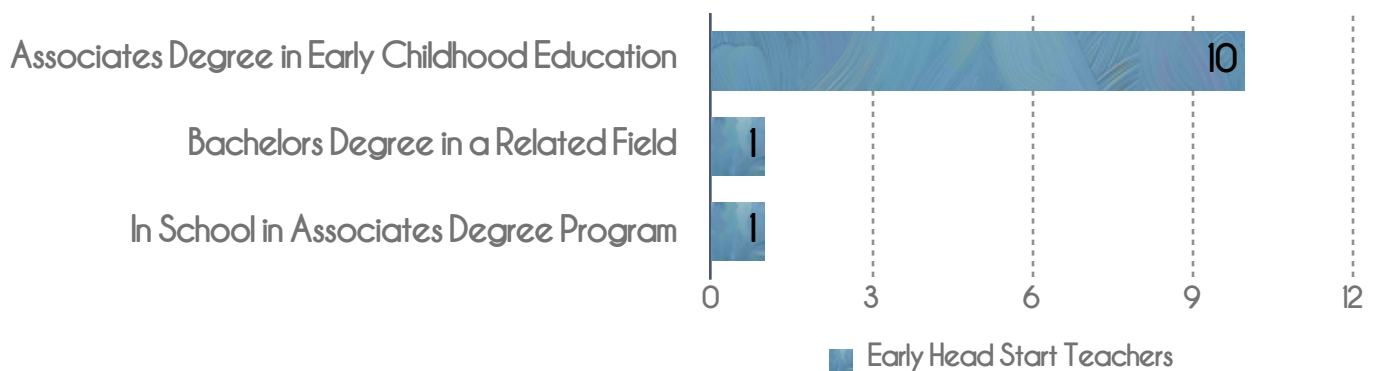
QUALIFIED STAFF

We have 10 Head Start teachers, 10 Head Start teacher assistants, and 12 Early Head Start teachers. We also have 6 Family Service Workers. Their qualifications are shown below.

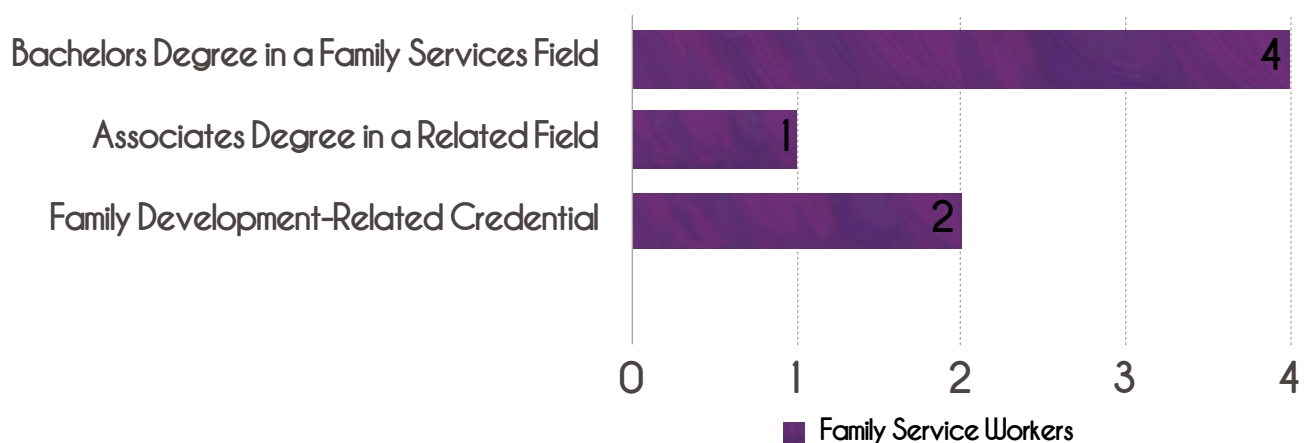
HEAD START



EARLY HEAD START



FAMILY SERVICE WORKERS

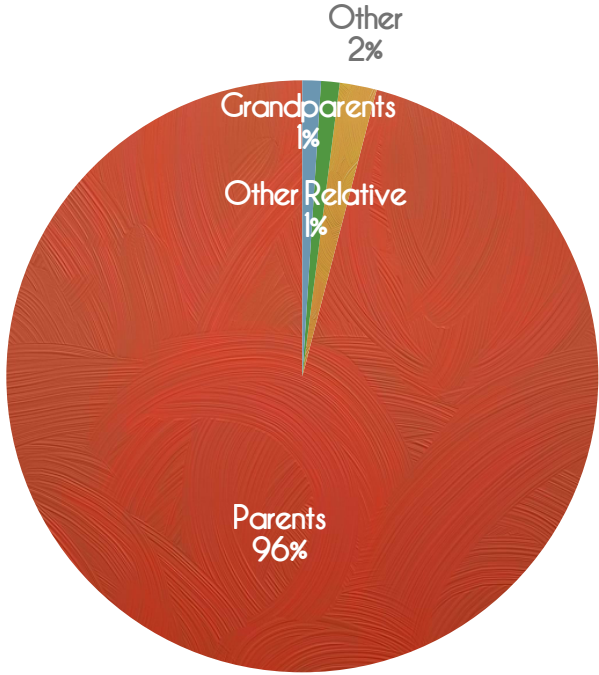


COMPOSITION OF FAMILIES

Head Start:
173 families were served by Head Start. There were 92 two-parent families and 85 one-parent families.



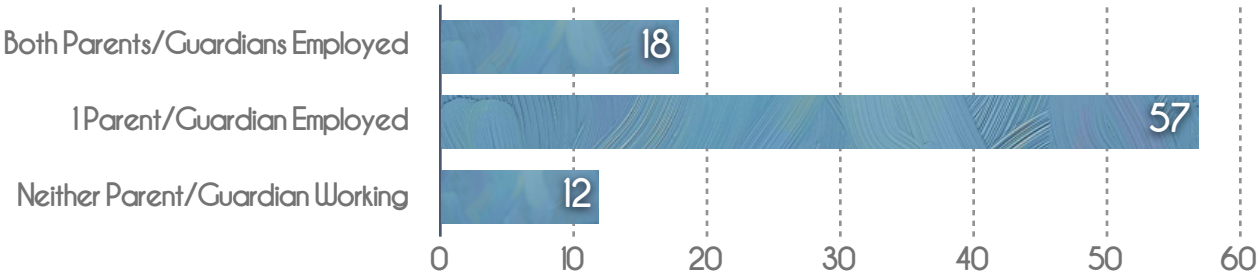
COMPOSITION OF 2-PARENT HS FAMILIES

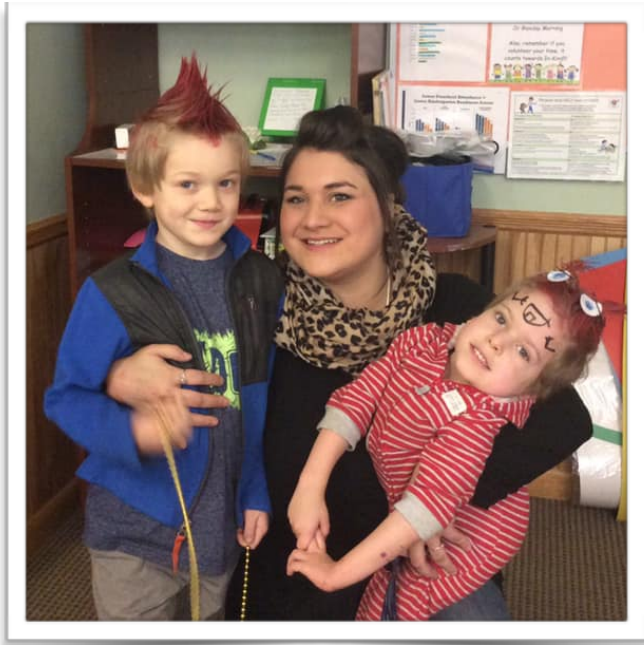


In one Head Start family, at least parent/guardian was a member of the military on active duty.

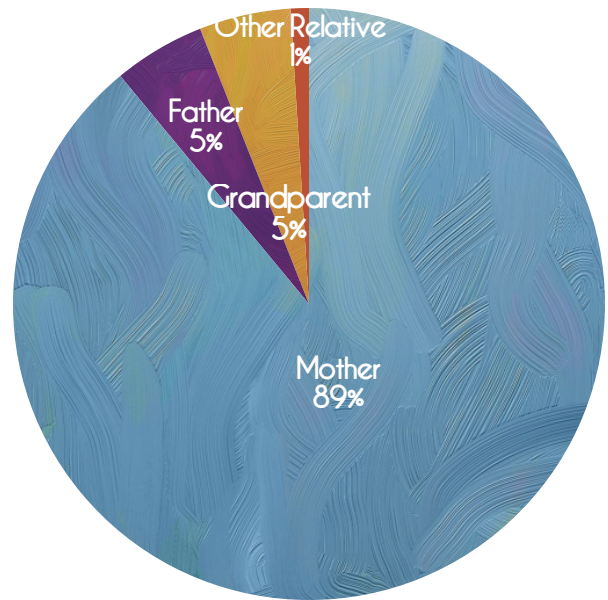
In three families, at least 1 parent/guardian was a veteran of the US military.

EMPLOYMENT OF 2-PARENT HEAD START FAMILIES

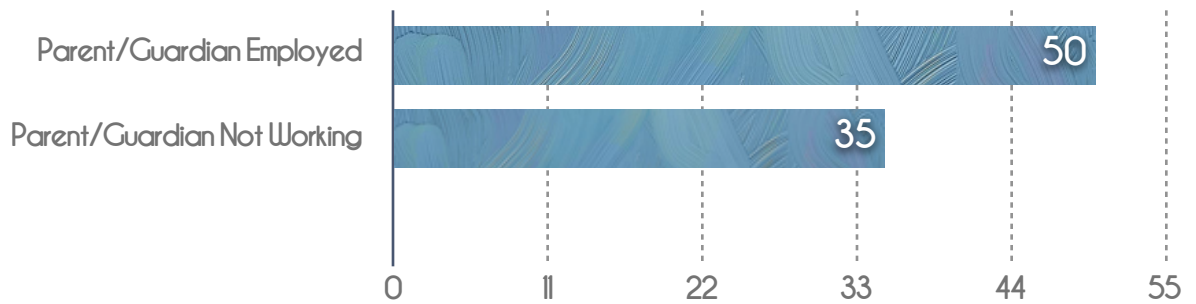




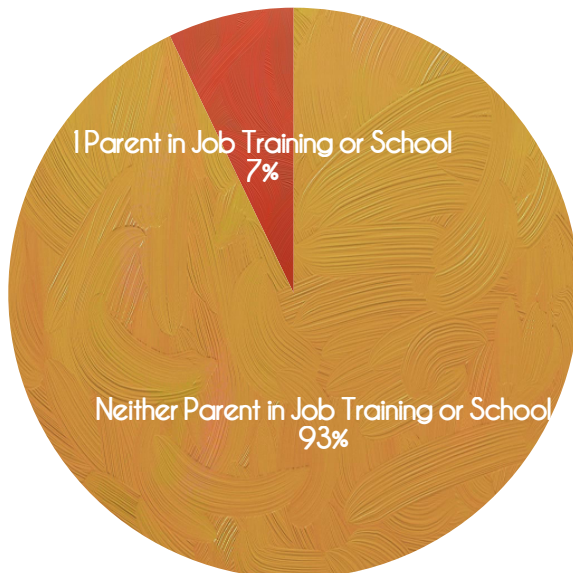
COMPOSITION OF 1-PARENT HS FAMILIES



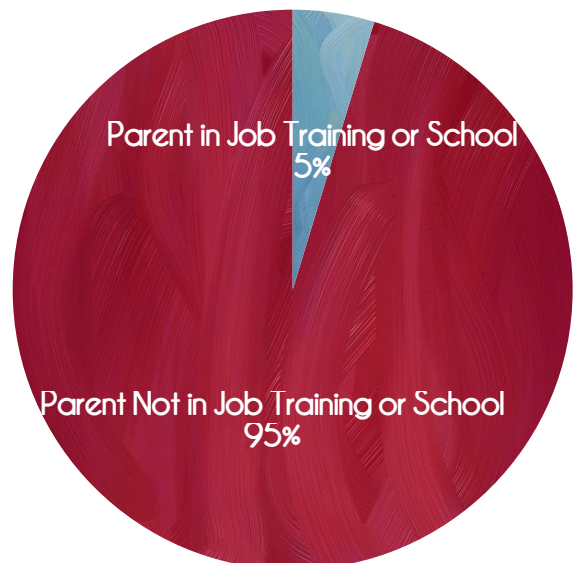
EMPLOYMENT OF 1-PARENT HS FAMILIES



2-PARENT HEAD START FAMILIES



1-PARENT HEAD START FAMILIES



Early Head Start:

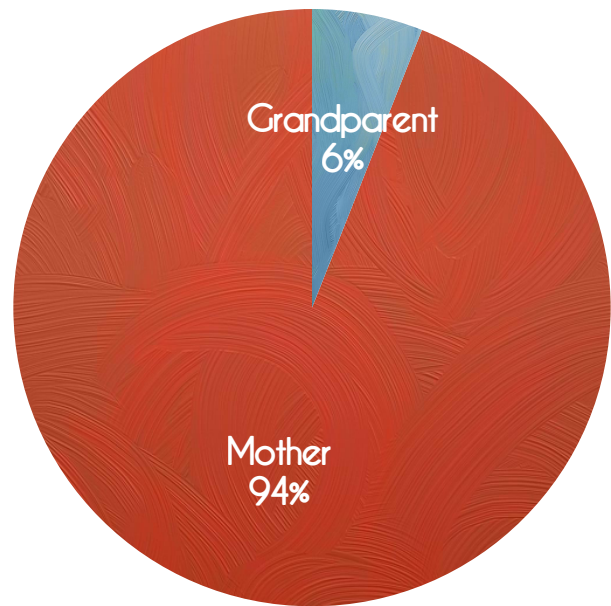
51 families were served by Early Head Start. There were 33 two-parent families and 18 one-parent families. In all of the two-parent families, the child lived with parents, and in all the one-parent families, the parent/guardian figure was a mother.



COMPOSITION OF EHS 2-PARENT FAMILIES



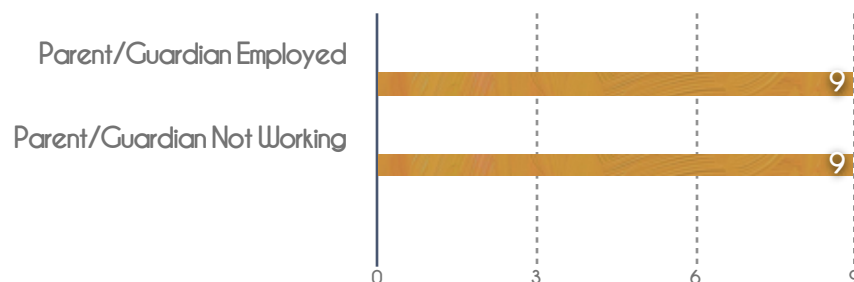
COMPOSITION OF EHS 1-PARENT FAMILIES



EHS 2-Parent Families



EHS 1-Parent Families



EDUCATION LEVELS OF FAMILIES

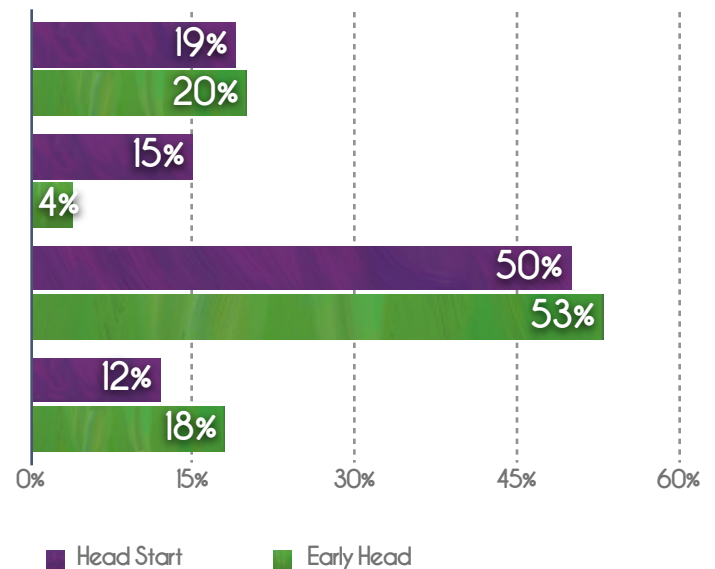
Advanced degree or baccalaureate degree

Associate degree, vocational school, or some college

High school graduate or GED

Less than high school graduate

HIGHEST LEVELS OF EDUCATION BY PARENTS/GUARDIANS (HS & EHS)



EDUCATION COMPLETED DURING THE YEAR

During the program year, a parent/guardian in 10 HS families completed a professional certificate or license, a job training program, or was awarded a degree/diploma.

There was 6 EHS families with a parent/guardian who completed a professional certificate or license, a job training program, or was awarded a degree/diploma.

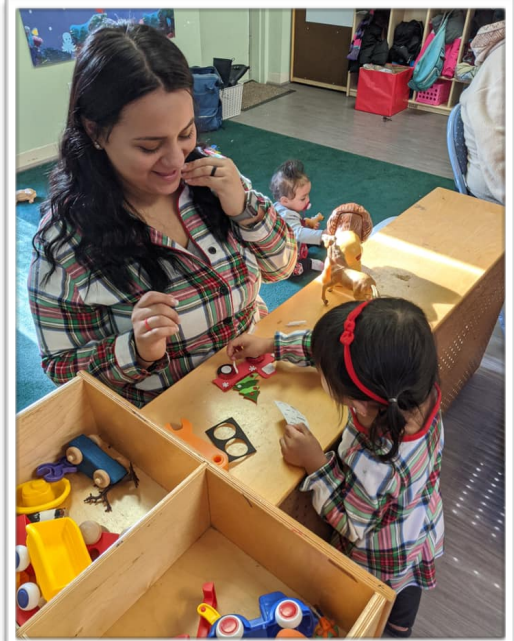


PARENT INVOLVEMENT ACTIVITIES

Parent representatives were elected by the parents at each center to be Policy Council representatives. Members received orientation in September, and annual Shared Governance Training in November and December.

Policy Council representatives participate in the annual self-assessment process, as well as other guiding activities during the year.

The Policy Council chairman serves on the Mountain Projects, Inc. Board of Directors, providing a direct link between the two groups.



All Head Start and Early Head Start parents spent time completing home activities with their children. These activities supported classroom instruction and were assigned by the teachers.

In Haywood County, there were 161 volunteers who provided 9,495 hours of service.

In Jackson County, 95 volunteers provided 4,072 hours of service.

We appreciate all our volunteers!

Agencies and places of business who volunteered time, services, and donations to the program during 2019-2020 included:

- Feeding the Multitudes
- Women of the Moose Lodge
- Knights of Columbus
- Grace Church in the Mountains
- Clothes to Kids
- Anna's Kiddie Korner
- Long's Chapel United Methodist Church
- Mountain Credit Union
- Crabtree United Methodist Church
- Haywood Electric Membership Corporation
- Meridian Behavioral Health
- KARE
- 30th Judicial Alliance
- Balsam Mountain Preserve
- Christmas Connections
- Private Sponsors

PREPARING CHILDREN FOR KINDERGARTEN

99 children in Haywood and Jackson Counties transitioned to kindergarten at the end of the program year.

Some normal transition activities were cancelled this year, due to COVID-19. Activities to help with the transition included:

- Education Coordinator worked with teachers to complete portfolios to be sent to each child's school.
- Kindergarten readiness parent meetings were held virtually for parents at each center.
- IEP Transition Meetings were held for children with special needs.
- A summer program was held during June and July to help make the transition to kindergarten smoother. Services were held in person and virtually.



Teaching Strategies GOLD is used for ongoing assessment. Observation and intentional teaching strategies allow teachers to obtain important information to help them plan individual activities for children.

Children are normally assessed three times per year. Formal and informal observations, as well as anecdotal notes, are used.

Children's growth is compared to widely held expectations for most children of the same age. This year, our program was closed for in-person services from mid-March to the end of the year, so spring assessments were not able to be completed.

Teachers address each child's strengths and/or developmental needs. Program staff work with families to incorporate home activities to bring consistency and increase skills to meet milestones.

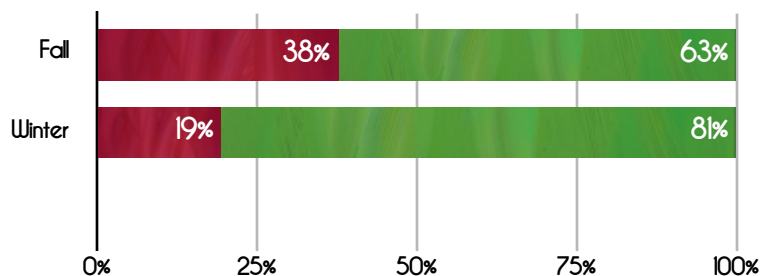
ONGOING ASSESSMENT

Creative Curriculum is used in all Head Start and Early Head Start classrooms. Creative Curriculum builds on current skills and uses children's interests to increase growth in the areas of:

- Social-Emotional
- Physical Development
- Language Development
- Cognitive Development
- Literacy
- Mathematical Development

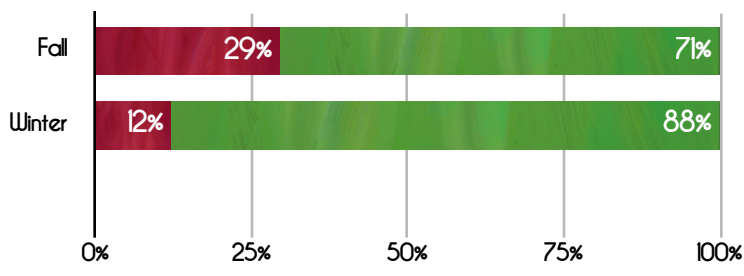
During the 2019-2020 school year, areas of strength included physical development and cognitive development. Mathematical development was a weaker area. Because our children were not served in centers from March until the end of the program year due to COVID-19, we only have accurate data for fall and winter. Therefore, the spring ongoing assessment data is not reported here.

Social Emotional Development



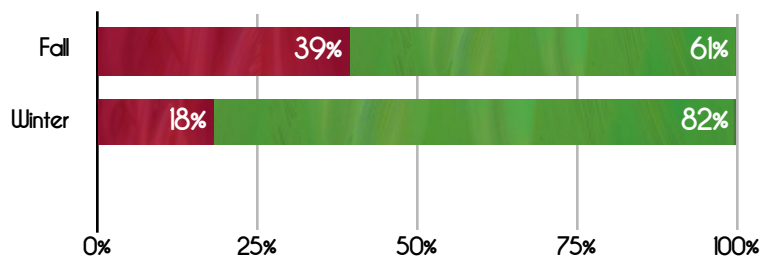
Below Standard Met or Exceeded Standard

Physical Development



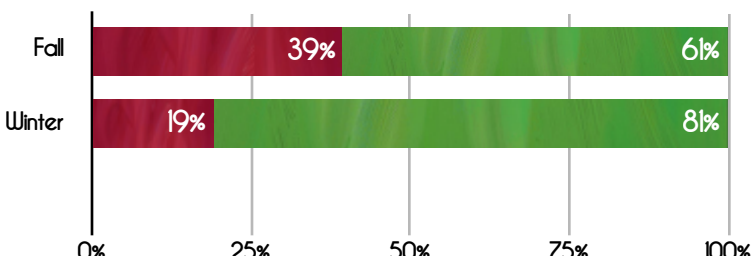
Below Standard Met or Exceeded Standard

Language Development



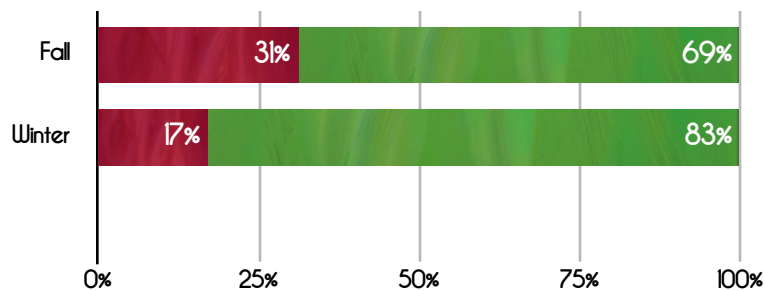
Below Standard Met or Exceeded Standard

Literacy



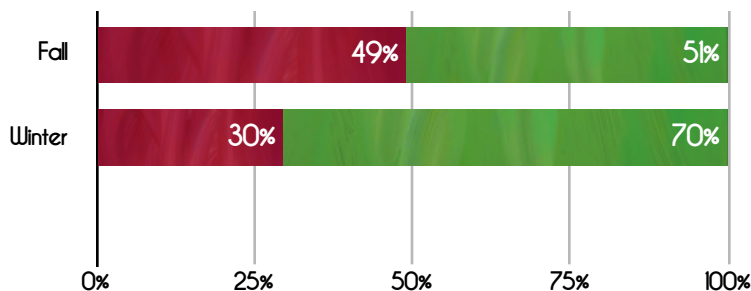
Below Standard Met or Exceeded Standard

Cognitive Development



Below Standard Met or Exceeded Standard

Mathematical Development



Below Standard Met or Exceeded Standard

HEAD START CLASS DATA

The Classroom Assessment Scoring System (CLASS) is used to support teacher-child interactions. The tool measures the classroom physical environment, as well as interactions between teachers and children. CLASS observations occur three times a year and are only shared with the teachers to encourage and help measure their personal professional development.



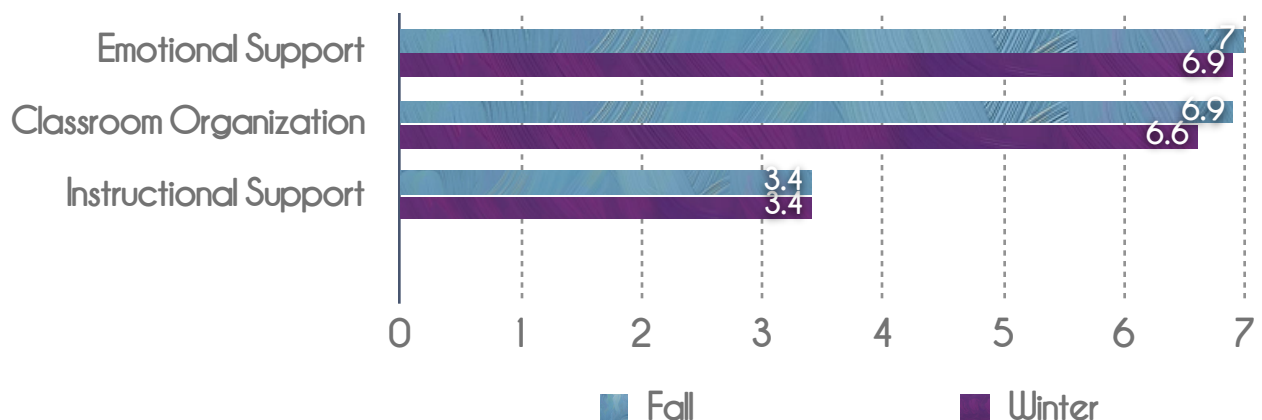
Only Fall and Winter scores are reported, due to our program being closed due to the COVID-19 pandemic. CLASS scores in all areas were above the national average.

However, our scores in Emotional Support showed a decline from the previous year. The 2019-2020 program year saw an increase of children with very challenging behaviors.

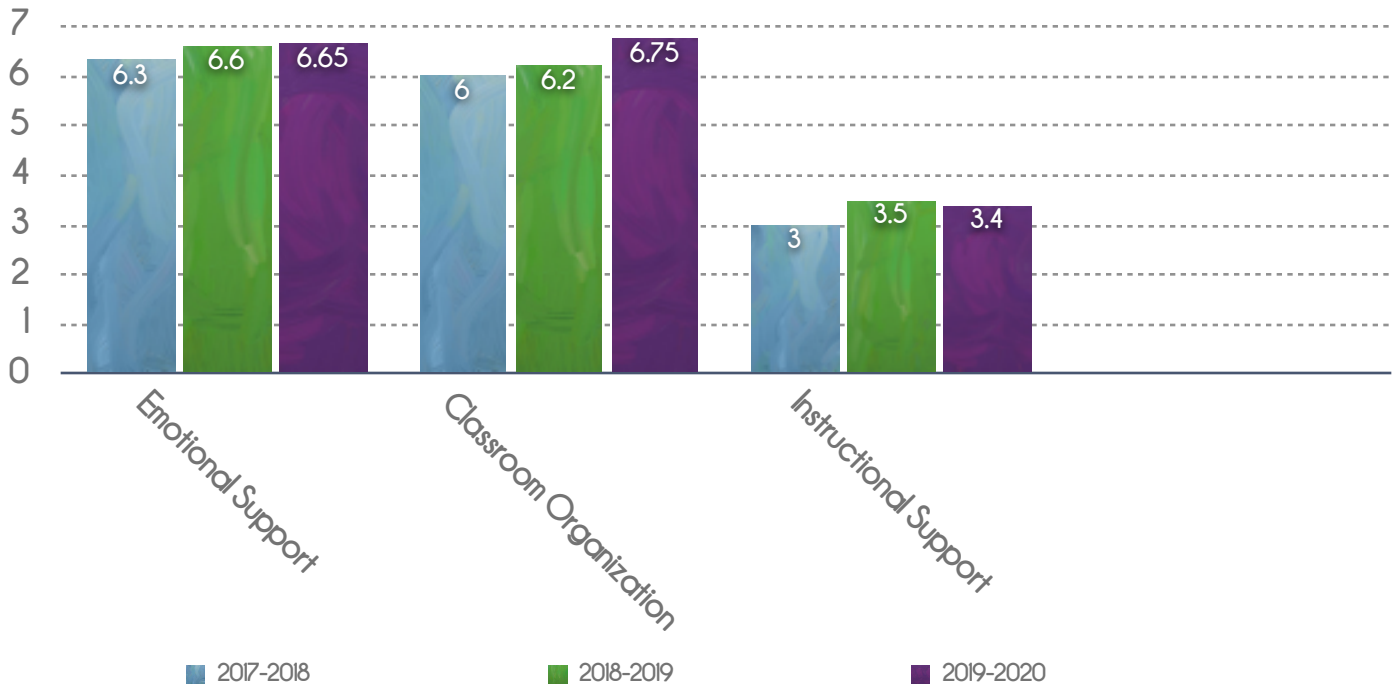
Regression in the Emotional Support domain is most likely a result of these challenging behaviors in the classroom setting. To address this issue, our teachers received training in

Conscious Discipline to increase teacher competence in working with children with challenging behaviors and trauma. In addition, a new social-emotional screening tool, was introduced which incorporates Conscious Discipline strategies in recommendations for staff and parents.

2019-2020 CLASS DATA



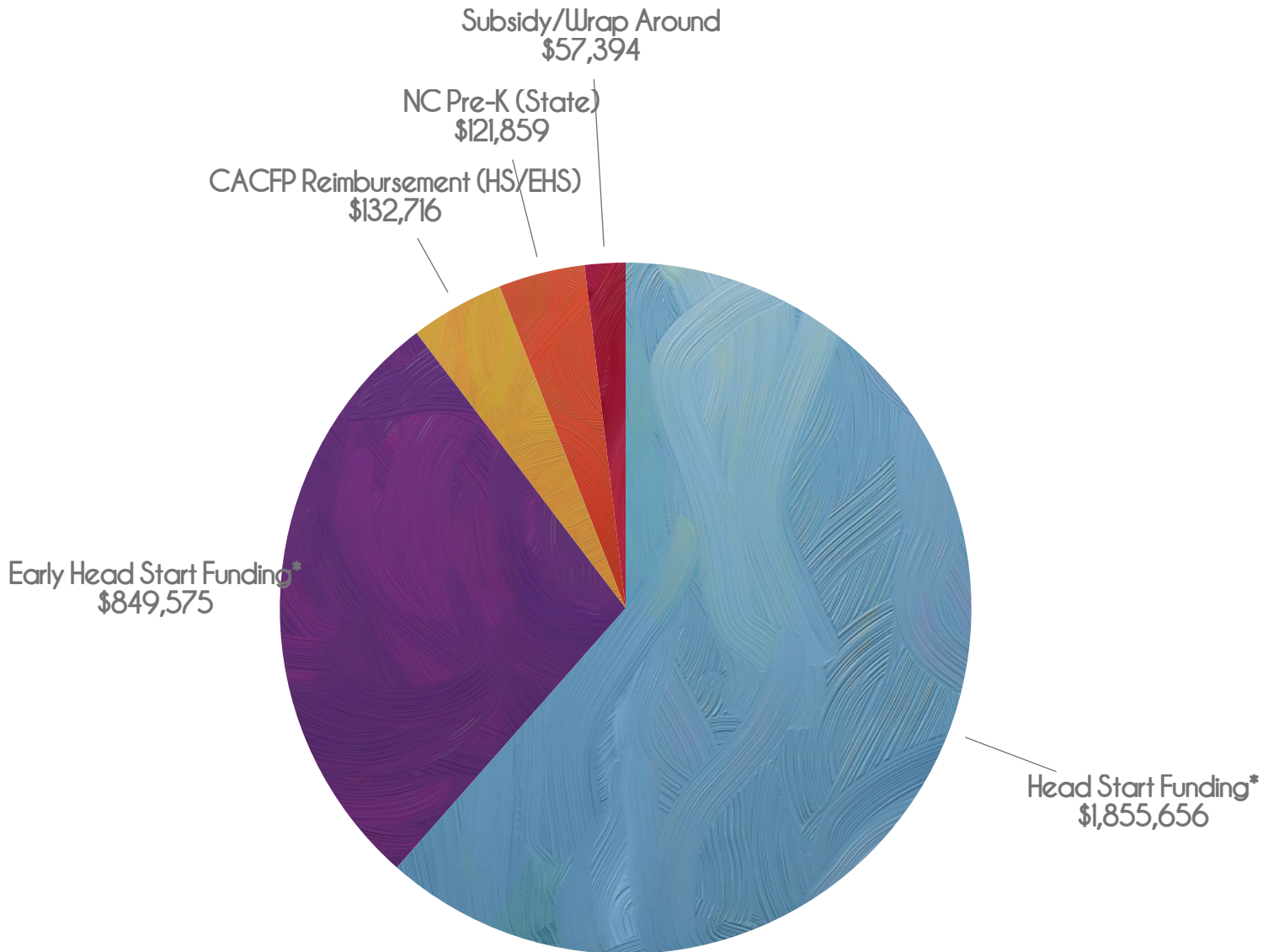
The graph below shows the comparison of our CLASS data from 2017-2018, 2018-2019, and 2019-2020. Our scores increased in all areas in 2018-2019. In 2019-2020, Classroom Organization scores increased, while scores in Emotional Support and Instructional Support dropped slightly. All scores were above the national averages.



National Averages for CLASS Domains	National Averages for CLASS Domains		
	2017	2018	2019
Emotional Support	6.07	6.08	6.03
Classroom Organization	5.83	5.80	5.78
Instructional Support	3	2.96	2.94



BUDGET AND EXPENDITURES



Total Funds Received: \$3,017,200

*Regular Head Start Funding \$1,839,169
Regular Early Head Start Funding \$819,696
Carryover of Unobligated Balance. \$46,366

PROPOSED BUDGET AND ACTUAL EXPENDITURES

2019-2020 PROPOSED BUDGET	HEAD START	EARLY HEAD START
Personnel	\$930,041	\$456,627
Fringe Benefits	\$353,416	\$173,518
Professional Development	\$22,090	\$18,112
Supplies	\$121,374	\$46,899
Contractual	\$51,318	\$7,966
Equipment	\$6,322	\$10,297
Other	\$189,387	\$55,997
Indirect Costs	\$181,708	\$80,159
TOTAL	\$1,855,656	\$849,575

2019-2020 ACTUAL SPENDING	HEAD START	EARLY HEAD START
Personnel	\$913,224	\$460,205
Fringe Benefits	\$371,018	\$182,550
Professional Development	\$8,066	\$5,824
Supplies	\$97,822	\$38,579
Contractual	\$87,902	\$19,583
Equipment	\$6,815	\$10,312
Other	\$162,957	\$58,593
Indirect Costs	\$181,749	\$73,512
TOTAL	\$1,829,553	\$849,158

NON-FEDERAL MATCH

NON-FEDERAL MATCH (IN KIND)	MATCH REQUIRED	MATCH EARNED
Head Start & Early Head Start	\$552,948	\$563,135

MOST RECENT FEDERAL REVIEW

CLASS REVIEW (JANUARY 2018)

- Emotional Support: 5.8875
- Classroom Organization: 5.7000
- Instructional Support: 3.8167

FOCUS AREA 2 REVIEW (JANUARY 2018)

- Program Management—All requirements met
- Program Governance—All requirements met
- Financial Management—All requirements met
- ERSEA—All requirements met
- Education & Child Development Program Services—One area of concern, which has been corrected
- Health Program Services—All requirements met
- Family & Community Engagement—All requirements met

MOST RECENT AUDIT RESULTS

(Included as a separate document.)