

Eastern Plains C.A.A. Inc.

www.epcaa.org

2009 ANNUAL REPORT

DESCRIPTION OF PROGRAMS PROVIDED BY EPCAA

HEAD START & EARLY HEAD START: Early Head Start and Head Start are federally-funded, comprehensive programs for pregnant women, infants, toddlers, and preschoolers from low income families. Their purpose is to support children's physical, social-emotional, and cognitive development. The programs assist families with information on parenting skills and help parents move towards self-sufficiency. They also provide special services for children with disabilities. Eastern Plains Head Start preschool services are provided to children in a classroom setting (center-based). Early Head Start services are provided in a classroom setting (center-based) and/or through regularly-scheduled home visits (home-based).

TANF – Parent's transitioning from welfare to work face many challenges including the need for quality child care. The TANF Extended Day program offered by Eastern Plains C.A.A., Inc. Early Head Start /Head Start support families by providing additional hours of child care. The program supports children's physical, social-emotional, and cognitive development. Services for Infants and Toddlers are extended until 3:00 p.m. and services for Pre-school children are extended until 5:00 p.m. *THIS PROGRAM WAS TERMINATED NOVEMBER 2009.*

STATE FUNDED PRE K - The Pre K Program offers children educational opportunities with emphasis on school readiness. Developmental assessments are completed for each child enrolled. The program's philosophy is "learning through activity." A research-based, nationally-approved curriculum is followed. Special services for children with disabilities are available. Additionally, families benefit from parent education, the family partnership process, and child developmental training for parents. There are no fees for participating in Pre K. All children turning 4 before September 1st of the current year are eligible, regardless of family income.

COMMUNITY SERVICES – The CSBG program provides a variety of community services that vary from year to year depending on funding and community need. Examples of assistance types include emergency rent/mortgage, income tax preparation, food, educational, medication, and emergency utility assistance.

CHILD AND ADULT CARE FOOD PROGRAM – The Child & Adult Care Food program provides a cash reimbursement for preparation of nutritious meals provided to children enrolled in Head Start, Early Head Start and Pre K programs and provides cash reimbursement to home day care providers for meals they provide to eligible children and adults in their homes.

SUMMER FOOD SERVICE PROGRAM – The program provides nutritious meals and snacks to children in needy areas in the summer months when public schools are not in session.

TOTAL FUNDING RECEIVED AS OF JUNE 30, 2008 FROM ALL SOURCES

Source:	Amount
Head Start/Early Head Start federal ; Department of Health & Human Services	\$3,080,901
Child and Adult Care Food Program; United States Department of Agriculture	\$428,197
Temporary Assistance for Needy Families ; State of NM Children, Youth, & Families Department	\$250,000
State Funded Pre K; State of New Mexico; Children Youth & Families Department	\$65,764
Community Services Block Grant; State of NM; Human Services Department	\$198,396
Summer Food Program for children; State of NM; Children, Youth, and Families Department	\$36,972
TOTALS FOR ALL PROGRAMS FOR THIS PERIOD	\$4,060,230

**BUDGET & BUDGETARY EXPENDITURES
AS OF JUNE 30, 2008**

BUDGET LINE ITEM	BUDGET & EXPENDITURES
PERSONNEL	\$2,194,950
FRINGE BENEFITS	\$489,805
TRAVEL OUT OF AREA	\$16,657
EQUIPMENT	\$33,868
SUPPLIES	\$296,300
CONTRACTUAL	\$50,391
FACILITIES/CONSTRUCTION	\$0
OTHER	\$978,259
TOTAL DIRECT COSTS/TOTAL PROPOSED BUDGET & TOTAL EXPENDITURES	\$4,060,230

INFORMATION REGARDING MOST RECENT AUDIT – JUNE 30, 2008

FINDINGS-FINANCIAL STATEMENT AUDIT – NONE
FEDERAL AWARD FINDINGS AND QUESTIONED COSTS – NONE
AGENCY IS DETERMINED TO BE A LOW-RISK AUDITEE

INFORMATION REGARDING MOST RECENT FEDERAL ON-SITE REVIEW

THE MOST RECENT FEDERAL ON SITE REVIEW WAS CONDUCTED SEPTEMBER 2008 AND RESULTED IN AT LEAST ONE NON-COMPLIANCE FINDING IN THE FOLLOWING AREAS OF THE HEAD START PERFORMANCE STANDARDS
1304.52 HUMAN RESOURCES MANAGEMENT
1304.51 MANAGEMENT SYSTEMS AND PROCEDURES
1304.21 EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
A FOLLOW UP REVIEW WAS HELD IN APRIL 2009 AND THE AGENCY WAS AWARDED 100% COMPLIANCE RATING AS OF JUNE 2009.

ENROLLMENT/FAMILY DATA-AUGUST 1, 2008 – July 31, 2009

Head Start Funded slots	329		
Early Head Start Funded slots	70		
Pre K Funded slots	20		
	Head Start	EHS	Pre K
Total children served at end of reporting period, including turnover	377	96	17
Total families served at the end of the reporting period including turnover	345	85	17
Average monthly enrollment	326	69	14
Percent of eligible children served	85%	100%	100%
Percent of enrolled children receiving medical exam	92%	94%	86%
Percent of enrolled children receiving dental exam	93%	94%	93%
Percent of children with disabilities served this program year	14%	38%	14%

INFORMATION ABOUT PARENT INVOLVEMENT ACTIVITIES AUGUST 1, 2008 – JULY 31, 2009

The parents of Eastern Plains Head Start participated in numerous activities for the school year 2008 – 2009. The activities made available were those which the majority of parents had expressed an interest in.

2008 - For the month of August, parents participated in the parent orientation at the centers. During September 2008, parents were involved with Gus/Gussie, Mental Health, activities and participated in making puppets. For October parents carved pumpkins; participated in the Health Care Institute activity/luncheon; homecoming parade; and C.H.I.L.E (Child Health Initiative for Lifelong Eating and Exercise) project. In the month of November, parents were invited to have a Thanksgiving meal at the center with their child. Other activities for that month were clothing exchange; coloring activity; mini photo albums; family collages/scrapbooks; making items for the parent bulletin board; and PBS (Public Broadcast Station) activity where free books were given to the children. For the month of December, parents participated in making Christmas ornaments; making home activities for their children; decorating a float; and making backgrounds for classroom group pictures.

2009 -In January, parents made first aid kits; and bird feeders. There was also a day set aside for parents to eat breakfast and/or lunch at the center with their child. There was also a week set aside for parents to go to the centers and read to their child. For February, parents participated in a music day where they brought homemade instruments to the center. In March, parents made wind chimes and also had a family literacy night. For April, parents had an egg/treasure hunt activity; flying kite activity; and a sport's day. May was a busy month with a track/field day; end of the year picnic; visits to the public schools for children transitioning to kindergarten; and awards day where parents and children were given awards for their participation in the program. June – July were water activities times where parents were invited to participate at the center with their child. There was also a Luau celebration where the children dressed in Hawaiian attire and sang songs and danced for the parents.

**AGENCY EFFORT'S TOWARD KINDERGARTEN PREPARATION
AUGUST 1, 2008-July 31, 2009**

Eastern Plains Head Start strives to provide opportunities for children to learn and develop skills necessary for school readiness. Because we know that children learn and develop differently, our classroom teachers plan activities that target specific areas and that include key experiences and goals that support this objective. The overall goal of our preschool curriculum is to teach language, literacy, mathematics, science, creative arts, physical development, and to increase social-emotional development. Our program's goal is to prepare children for further learning so they will be ready to enter kindergarten. Indicators from the child outcomes framework are incorporated into the daily lesson plan. Each child is assessed to determine their level of functioning and development, and Individual Education Plans are then developed for each child based on these assessments. The mentor teacher's review lesson plans to ensure that the components necessary to help move children towards school readiness are included in each plan. They support the teaching staff by observing, modeling and providing written materials to help them in their work. Activities are offered to help each child develop and achieve the goals they set. Classroom environments are set up to allow access to age appropriate toys, materials and supplies. Each classroom is divided into learning centers that will encourage learning through exploration and problem solving. Children select their own materials, books and other items for the activities they participate in. Lesson plans are based on a thematic selection based on the developmental stages, learning styles, and interests of the children and include input from the parents and children. Staff incorporates the domains from the child outcomes framework in the weekly lesson plan as well as activities that address each content area of program services (i.e. nutrition cooking activity). Open-ended questions are asked throughout the day and numerous hands-on activities are offered to promote curiosity. School readiness activities including letter recognition and reading activities are a regular part of the daily lesson plan. Large and small groups are planned regularly to offer respect for each other. Activities involving music that draws children into their culture and communal rituals, celebrations are also offered. Movement and dialogue are included in activities such as dramatic play and storytelling. Classrooms are set up with a print rich environment that enhances the development of early literacy skills. Each child is provided with a personal symbol. Written material is available to children throughout the day and in different interest centers. Stories are read consistently to children; children also dictate stories that are then written down by an adult. Children use writing materials to practice writing their names, letters, and their own stories. A computer center is also utilized to support emerging literacy as are other activities involving counting and sequencing. Signs, labels and charts are used to introduce letters and numbers in relation to their purposes. Teachers facilitate children's learning and achievement of goals through development of Individual Program Plans (IPP) specific to each child's individual needs. Staff utilizes the native language of the children enrolled in their classroom and plans for small and large group activities to introduce concepts, encourage exploration and stimulate the children's interest in learning through well-planned and fun activities. Parents assist with helping children achieve goals through providing the program input to activities for the lesson plans; by assisting with activities and field trips, volunteering in the classroom and reading to children; providing materials for the children's use and sharing their own talents with the children. A wide variety of materials are provided for the children. Materials are introduced a few at a time to maintain a progressively stimulating and interesting educational experience for all children. Materials are selected for their versatility and are moved from one area to another as opportunities for their use allow so children may explore various methods of utilizing the materials. A wide variety of toys and materials are placed in the environment to entice active exploring including outside toys for climbing, sliding and other materials that promote physical fitness.