

## 2011 ANNUAL REPORT

Early Head Start and Head Start are federally-funded, comprehensive programs for pregnant women, infants, toddlers, and preschoolers from low income families. The programs purpose is to support children’s physical, social-emotional, and cognitive development and to provide opportunities for children to develop skills necessary for school readiness. 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).

- 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 1<sup>st</sup> of the current year are eligible, regardless of family income.

- 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.

- 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.

- The program provides nutritious meals and snacks to children in needy areas in the summer months when public schools are not in session.

Head Start/Early Head Start federal ; Department of Health & Human Services	\$3,390,238
Early Head Start/ARRA federal; Department of Health & Human Services	\$288,971
Child and Adult Care Food Program; United States Department of Agriculture	\$400,811
Temporary Assistance for Needy Families ; State of NM Children, Youth, & Families Department	\$20,526
State Funded Pre K; State of New Mexico; Children Youth & Families Department	\$58,020
Community Services Block Grant; State of NM; Human Services Department	\$179,442
Community Services Block Grant –Stimulus; State of NM Human Services Department	\$261,570
Summer Food Program for children; State of NM; Children, Youth, and Families Department	\$46,399

PERSONNEL	\$2,574,597
FRINGE BENEFITS	\$539,851
TRAVEL OUT OF AREA	\$104,762
EQUIPMENT	\$71,353
SUPPLIES	\$203,226
CONTRACTUAL	\$117,309
FACILITIES/CONSTRUCTION	\$27,056
OTHER	\$1,007,823

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

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Head Start Funded slots	329		
Early Head Start Funded slots (+ 32 slots funded under EHS ARRA expansion) includes pregnant women	102		
Pre K Funded slots	20		
	Head Start	EHS	Pre K
Total children/adults served at end of reporting period, including turnover	372	157	17
Total families served at the end of the reporting period including turnover	359	132	17

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The parents of Eastern Plains Head Start participated in numerous activities during the 2009-2010 program year. Activities made available were those which the majority of parents had expressed an interest in. 2009 - For the month of August, parents participated in parent orientation at their local centers. During September 2009, parents were involved with Pedestrian Safety, Gus/Gussie - Mental Health activities and participated in making puppets. For October parents carved pumpkins; participated in making nutritious snacks; making first aid kits; and participating in the local school/college homecoming parades. In the month of November, parents were invited to have a Thanksgiving meal at the center with their child. Other activities included making scrapbooks; participated in setting career goals; CHILE Project (Child Health Initiative for Lifelong Eating and exercise) including a Family Night activity. For the month of December, parents participated in making home activities and joining their child for breakfast/lunch at the center. 2010 -In January, parents made bird feeders. There was a recreation night for families at the center; parents were also invited to the center to play musical instruments. For February, parents participated in group pictures for their child; and making mini photo albums and took part in the program's annual program assessment. In March, parents made a family collage; parents participated in recruitment for their center; GED and ESL classes were offered at the public library. 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. The Preschool program is closed in June and July; however the Early Head Start program continues to offer a variety of activities that include parent participation.

**The most recent federal on site review resulted in non-compliance findings in the following areas of the Head Start performance standards**

**Area of Noncompliance:** (06CH5674/2011)

74.44(a), 74.44(a)(1), 74.44(1)(3)(i-ii, iv-vi) – Head Start and Early Head Start – The grantee did not establish written procurement procedures to address the minimum requirements of the regulation.

**Area of Noncompliance:** (06CH5674/2011)

230 Appendix A (A)(4)(a)(2) – Head Start and Early Head Start – The grantee did not ensure costs were allocable to a particular cost objective in accordance with the relative benefits received and were distributed in a reasonable proportion to the benefits received (particularly no reference to administrative and content area personnel allocations in the grantees Early Head Start – ARRA expansion grant).

**Area of Noncompliance:** (06SA5674/2011)

1304.23(b)(1)(iv) – EHS ARRA – The grantee did not design and implement the nutrition program to ensure each infant and toddler in a center-based setting received food appropriate to his or her developmental readiness and feeding skills, as recommended in the USDA meal pattern.

**A FOLLOW UP REVIEW WAS CONDUCTED NOVEMBER 15, 2011 AND THE GRANTEE IS AWAITING THE OUTCOME OF THE FOLLOW UP REVIEW.**

**AGENCY EFFORT'S TOWARD KINDERGARTEN PREPARATION**

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. These goals are in-line with the New Mexico Early Learning Guidelines set as benchmarks for teaching and learning. Our program's goal is to prepare children for further learning so they will be ready to enter kindergarten. Indicators from the Head Start Child Development Early Learning 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 supporting 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.