

ANNUAL REPORT 2018



EASTERN PLAINS COMMUNITY ACTION AGENCY, INC.

**HEAD START
EARLY HEAD START
COMMUNITY SERVICES
CHILD AND ADULT FOOD PROGRAM**

EARLY HEAD START & HEAD START are federally-funded, comprehensive programs for pregnant women, infants, toddlers, and preschoolers from low income families. The programs purpose is to provide educational opportunities for children to develop skills necessary for school readiness, 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. 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).

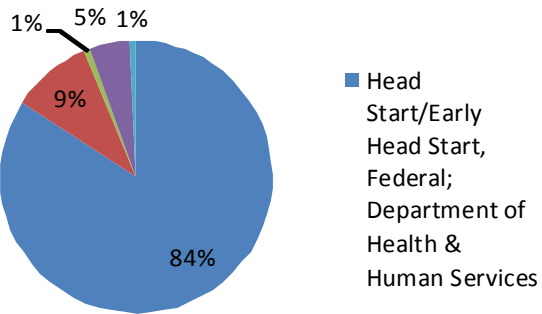
COMMUNITY SERVICES – The CSBG program provides a variety of community services that vary from year to year depending on funding and community need. Examples of assistance types include emergency rent/mortgage and medical, food assistance and information and referrals.

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 and Early Head Start and provides cash reimbursement to home day care providers for meals they provide to eligible children and adults in their homes

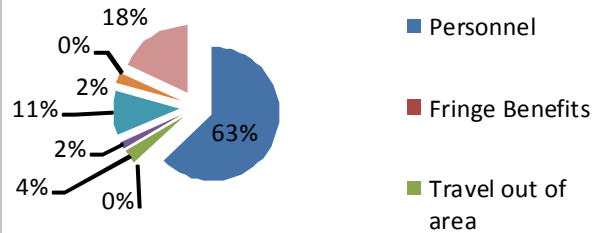
ANNUAL REPORT 2018

INFORMATION FROM JULY 1, 2017 to JUNE 30, 2018

FUNDING SOURCES



Budget and Expenses



Head Start/Early Head Start, Federal; Department of Health & Human Services	\$3,514,552
Child & Adult Food Program; United States Department of Agriculture	\$345,711,
Community Services Block Grant; State of NM; Human Services Department	\$164,191
TOTALS FOR ALL PROGRAMS FOR THIS PERIOD	\$4,024,454

Personnel	\$2,305,143
Fringe Benefits	\$490,294
Travel out of area	\$90,369
Equipment	\$111,844
Supplies	\$420,024
Contractual	\$173,617
Facilities/Construction	\$42,749-
Other	\$390,414
Total Expenses	\$4,024,454

ANNUAL REPORT 2018

INFORMATION REGARDING MOST RECENT AUDIT – JUNE 30, 2017

FINDINGS FINANCIAL STATEMENT—NONE

FEDERAL AWARD FINDINGS AND QUESTIONED COSTS – NONE

AGENCY IS DETERMINED TO BE A LOW-RISK AUDITEE

INFORMATION REGARDING THE MOST RECENT FEDERAL ON-SITE REVIEW February 26, 2018 —March 2, 2018

THE MOST RECENT FEDERAL ON SITE REVIEW RESULTED IN 2 AREAS ON NON-COMPLIANCE AND 1 AREA OF CONCERN; CORRECTIONS HAVE SINCE BEEN MADE TO MEET COMPLIANCE WITH THE HEAD START PERFORMANCE STANDARDS

ENROLLMENT/FAMILY DATA—AUGUST 1, 2017 – July 31, 2018

Head Start Funded slots	329		
Early Head Start Funded slots includes pregnant women	102		
	Head Start		EHS
Total children/adults served at end of reporting period, including turnover	421		150
Total families served at the end of the reporting period including turnover	379		141
Average monthly enrollment	83%		91%
Percent of eligible children served	82%		89%
Percent of enrolled children receiving medical exam	93%		100%
Percent of enrolled children receiving dental exam	93%		99%
Percent of children with disabilities served this program year	12%		49%

HEALTH– MEDICAL AND DENTAL EXAMS August 1, 2017—July 31, 2018

	HS		EHS
Number of enrolled children receiving medical exams	296		112
Number of enrolled children receiving dental exams	360		38
Number of children with disabilities served this program year	50		96

PARENT ENGAGEMENT ACTIVITIES AUGUST 1, 2017—JULY 31, 2018

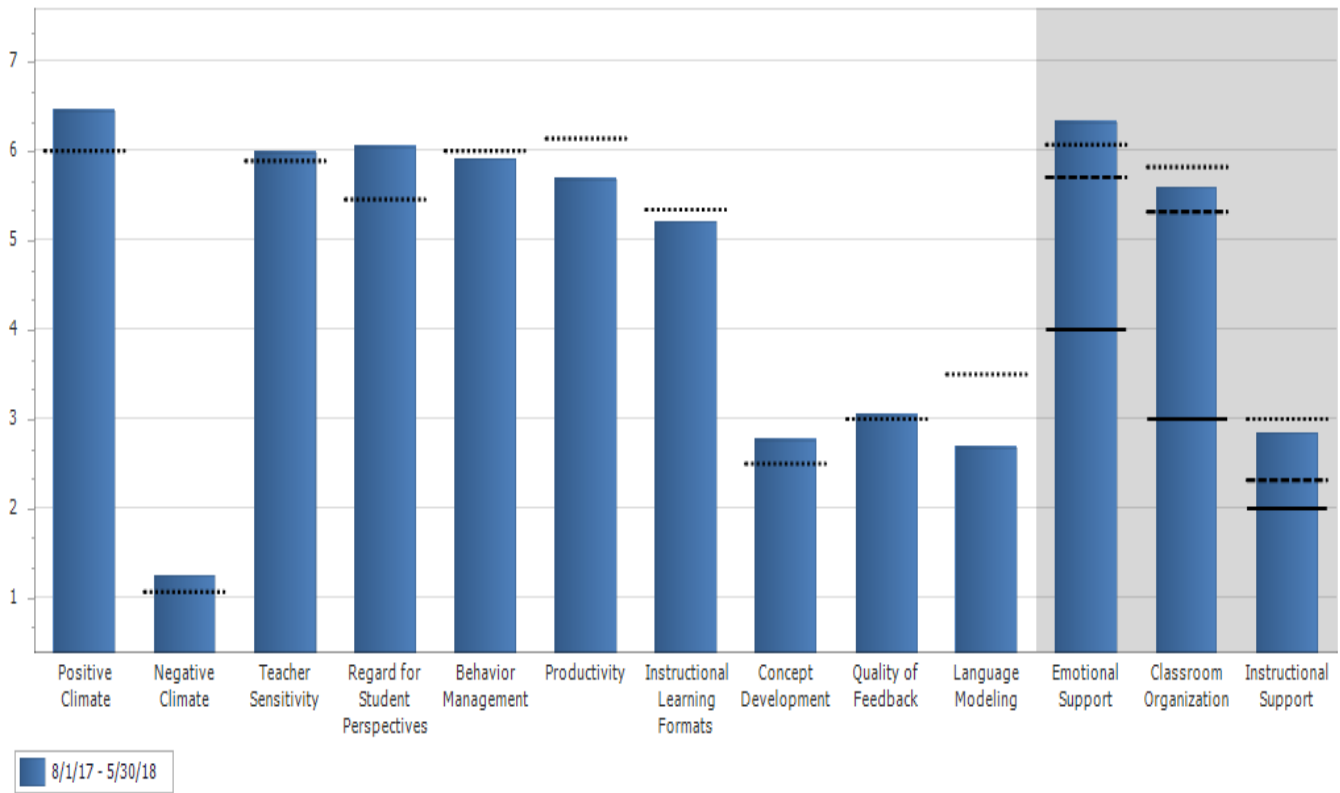
Parents who participated on Policy Council	16
Parents who served on Local Parent Committees	722
Parents who volunteered in the program	778
Father or father figures who volunteered in a Head Start or Early Head Start	210

ANNUAL REPORT 2018

PROMOTING TEACHER CHILD INTERACTIONS AND SCHOOL READINESS

August 2017– May 2018

The CLASS—Classroom Observation Scoring System Tool is used in our program to assess classroom Quality. It measures three Domain Areas; Emotional Support, Classroom Organization and Instructional Support. The CLASS observation calculations results in a set of scores that represent the quality of the teacher –child interaction in the domain areas of; Positive Climate, Negative Climate, Teacher Sensitivity, Regard for Student Perspective, Behavior Management, Productivity, Instructional Learning Formats, Concept Development, Quality of Feedback, Language Modeling, Emotional Support, Classroom Organization and Instructional Support.



PC	NC	TS	RS P	B M	P D	ILF	C D	Q F	LM	ES	CO	IS		
8/1/17 - 5/30/18	6.46		1.24	5.99	6.06	5.91		5.2	2.76	3.04	2.68	6.32	5.6	2.83

ANNUAL REPORT 2018

HEAD START EARLY HEAD START— PROMOTING KNOWLEDGE AND SKILL DEVELOPMENT

2017-2018 Agency GOLD Assessment

[Profile of Children](#)

Out of **63** possible children, **63** children have enough *GOLD data in Summer 2017/2018* to be included in this report.

The **63** children included in this report are in **21** classes in **3** sites and have the following demographics:

Gender:	Male: 48% Female: 52%
Race:	Black or African American: 8% Other Pacific Islander: 2% White: 41% Two or More Races: 3% No Response: 41%
Ethnicity:	Unknown Hispanic: 71% Not Hispanic or Latino: 29%
IFSP/IEP Status:	Children Without IFSP: 49% Children With IFSP: 51% Children Without IEP: 100% Children With IEP: 0%
Funding Source(s):	Head Start: 19
Age or Class/Grade:	Birth to 1 year (Red): 3% 1 to 2 years (Orange): 40% 2 to 3 years (Yellow): 54% Preschool 3 class/grade (Green): 3%
Primary Language:	English: 90% Unknown: 10%

Note: At the beginning of the year, it is appropriate for a student's skills and abilities to fall below widely held expectations for his age or class/grade because he may not have received instruction for that level. In Kindergarten, for example, we would expect him to come into Kindergarten with those skills represented just before the purple color band begins, or where blue meets purple but doesn't overlap.

ANNUAL REPORT 2018

HEAD START/EARLY HEAD START— PROMOTING KNOWLEDGE AND SKILL DEVELOPMENT

2017-2018 Agency GOLD Assessment

Table 1: Social-Emotional by Colored Band

Colored Band	Expectation	Below		Meeting		Exceeding				
		Count %	Mean	Count %	Mean	Count %	Mean			
Birth to 1 year (Red)	16-Apr			2	100%	10.5				
1 to 2 years (Orange)	14 - 30	6	24%	10.3	17	68%	19	2	8%	33
2 to 3 years (Yellow)	24 - 39	18	53%	16.1	16	47%	30.2			
Preschool 3 class/grade (Green)	34 - 50	1	50%	21	1	50%	37			

Table 2: Physical by Colored Band

Colored Band	Expectation	Below		Meeting		Exceeding				
		Count %	Mean	Count %	Mean	Count %	Mean			
Birth to 1 year (Red)	12-Apr			2	100%	7				
1 to 2 years (Orange)	19-Dec	8	32%	9.8	15	60%	15.6	2	8%	20
2 to 3 years (Yellow)	18 - 26	14	41%	12.9	19	56%	19.9	1	3%	28
Preschool 3 class/grade (Green)	23 - 32	1	50%	19	1	50%	29			

Table 3: Language by Colored Band

Colored Band	Expectation	Below		Meeting		Exceeding				
		Count %	Mean	Count %	Mean	Count %	Mean			
Birth to 1 year (Red)	15-Mar			2	100%	7				
1 to 2 years (Orange)	14 - 29	11	44%	7.5	14	56%	18.6			
2 to 3 years (Yellow)	25 - 39	18	53%	14.9	16	47%	28.6			
Preschool 3 class/grade (Green)	34 - 49	2	100%	27.5						

Table 4: Spanish Language by Colored Band

(0 Children)

Table 5: Cognitive by Colored Band

Colored Band	Expectation	Below		Meeting		Exceeding				
		Count %	Mean	Count %	Mean	Count %	Mean			
Birth to 1 year (Red)	12-Feb			2	100%	8				
1 to 2 years (Orange)	27-Sep	8	32%	6.5	14	56%	15.9	3	12%	29.3
2 to 3 years (Yellow)	23 - 39	14	41%	14.9	20	59%	28.6			
Preschool 3 class/grade (Green)	36 - 52	2	100%	28						

ANNUAL REPORT 2018

HEAD START/EARLY HEAD START — PROMOTING KNOWLEDGE AND SKILL DEVELOPMENT

2017-2018 Agency GOLD Assessment

Table 6: Literacy by Colored Band

Colored Band	Expectation	Below			Meeting			Exceeding		
		Count	%	Mean	Count	%	Mean	Count	%	Mean
Birth to 1 year (Red)	0 - 2				2	100%	2			
1 to 2 years (Orange)					25	100%	5.5			
2 to 3 years (Yellow)		13-Feb								
Preschool 3 class/grade (Green)	26 - 52	28-Dec	24	71%	7.1	10	29%	15.1		

Table 7: Spanish Literacy by Colored Band

(0 Children)

Table 8: Mathematics by Colored Band

Colored Band	Expectation	Below			Meeting			Exceeding		
		Count	%	Mean	Count	%	Mean	Count	%	Mean
Birth to 1 year (Red)	0 - 2				2	100%	0			
1 to 2 years (Orange)					6	24%	5.7			
2 to 3 years (Yellow)		12-Feb	19	76%	0.5	14	41%	12.7		
Preschool 3 class/grade (Green)	20 - 36	24-Oct	20	59%	5.2	2	100%	8.5		

Appendix

Report Criteria

The criteria used to generate this report are summarized in the Profile of Children. This Appendix shows all of the criteria that were selected to run this report.

Checkpoint Period:	Summer 2017/2018
Gender:	Male Female
Primary Language:	All
Race:	All
Ethnicity:	All
Funding Source(s):	All
Show Results For:	Social-Emotional, Physical, Language, Spanish Language, Cognitive, Literacy, Spanish Literacy, Mathematics
Generated On:	11/13/2018

ANNUAL REPORT 2018

HEAD START/EARLY HEAD START— PROMOTING KNOWLEDGE AND SKILL DEVELOPMENT

2018-2017 Agency GOLD Assessment

Profile of Children

Out of **358** possible children, **356** children have enough *GOLD data in Spring 2017/2018 to be included in this report.*

The **356** children included in this report are in **23** classes in **5** sites and have the following demographics:

Gender:	Male: 50% Female: 50%
Race:	American Indian or Alaska Native: 2% Black or African American: 8% Other Pacific Islander: 1% White: 35% Two or More Races: 5% No Response: 44%
Ethnicity:	Unknown Hispanic: 71% Not Hispanic or Latino: 29%
IFSP/IEP Status:	Children Without IFSP: 97% Children With IFSP: 3% Children Without IEP: 86% Children With IEP: 14%
Funding Source(s):	Head Start: 173 TANF: 1
Age or Class/Grade:	2 to 3 years (Yellow): 8% Preschool 3 class/grade (Green): 49% Pre-K 4 class/grade (Blue): 43%
Primary Language:	English: 87% Unknown: 13%

Note: At the beginning of the year, it is appropriate for a student's skills and abilities to fall below widely held expectations for his age or class/grade because he may not have received instruction for that level. In Kindergarten, for example, we would expect him to come into Kindergarten with those skills represented just before the purple color band begins, or where blue meets purple but doesn't overlap.

ANNUAL REPORT 2018

HEAD START/EARLY HEAD START— PROMOTING KNOWLEDGE AND SKILL DEVELOPMENT

2018-2017 Agency GOLD Assessment
2018-2017

Profile of Children

Out of **358** possible children, **356** children have enough *GOLD data in Spring 2017/2018 to be included in this report.*

The **356** children included in this report are in **23** classes in **5** sites and have the following demographics:

Gender:	Male: 50% Female: 50%
Race:	American Indian or Alaska Native: 2% Black or African American: 8% Other Pacific Islander: 1% White: 35% Two or More Races: 5% No Response: 44%
Ethnicity:	Unknown Hispanic: 71% Not Hispanic or Latino: 29%
IFSP/IEP Status:	Children Without IFSP: 97% Children With IFSP: 3% Children Without IEP: 86% Children With IEP: 14%
Funding Source(s):	Head Start: 173 TANF: 1
Age or Class/Grade:	2 to 3 years (Yellow): 8% Preschool 3 class/grade (Green): 49% Pre-K 4 class/grade (Blue): 43%
Primary Language:	English: 87% Unknown: 13%

Note: At the beginning of the year, it is appropriate for a student's skills and abilities to fall below widely held expectations for his age or class/grade because he may not have received instruction for that level. In Kindergarten, for example, we would expect him to come into Kindergarten with those skills represented just before the purple color band begins, or where blue meets purple but doesn't overlap.

ANNUAL REPORT 2018

HEAD START/EARLY HEAD START— PROMOTING KNOWLEDGE AND SKILL DEVELOPMENT

2017-2018 Agency GOLD Assessment

Table 1: Social-Emotional by Colored Band

Colored Band	Expectation	Below			Meeting			Exceeding		
		Count	%	Mean	Count	%	Mean	Count	%	Mean
2 to 3 years (Yellow)	24 - 39	13	48%	14.5	14	52%	29.9			
Preschool 3 class/grade (Green)	34 - 50	34	19%	28.7	114	65%	41.8	28	16%	58.4
Pre-K 4 class/grade (Blue)	46 - 61	38	25%	37.4	93	61%	52.7	22	14%	67

Table 2: Physical by Colored Band

Colored Band	Expectation	Below			Meeting			Exceeding		
		Count	%	Mean	Count	%	Mean	Count	%	Mean
2 to 3 years (Yellow)	18 - 26	18	67%	10.9	9	33%	21.2			
Preschool 3 class/grade (Green)	23 - 32	41	23%	19.9	110	63%	26.6	24	14%	36.5
Pre-K 4 class/grade (Blue)	29 - 39	56	37%	25.4	77	51%	34.1	18	12%	42.7

Table 3: Language by Colored Band

Colored Band	Expectation	Below			Meeting			Exceeding		
		Count	%	Mean	Count	%	Mean	Count	%	Mean
2 to 3 years (Yellow)	25 - 39	15	56%	15.8	12	44%	28.8			
Preschool 3 class/grade (Green)	34 - 49	55	31%	27.7	93	53%	41.1	27	15%	57
Pre-K 4 class/grade (Blue)	43 - 58	43	28%	36.4	88	58%	50.6	20	13%	67

Table 4: Spanish Language by Colored Band

(0 Children)

Table 5: Cognitive by Colored Band

Colored Band	Expectation	Below			Meeting			Exceeding		
		Count	%	Mean	Count	%	Mean	Count	%	Mean
2 to 3 years (Yellow)	23 - 39	11	41%	13.5	16	59%	29.1			
Preschool 3 class/grade (Green)	36 - 52	70	40%	29.5	94	54%	44.5	11	6%	58.8
Pre-K 4 class/grade (Blue)	46 - 66	55	36%	39	77	51%	56.5	19	13%	69.8

ANNUAL REPORT 2018

HEAD START/EARLY HEAD START— PROMOTING KNOWLEDGE AND SKILL DEVELOPMENT

2018-2017 Agency GOLD Assessment

Table 6: Literacy by Colored Band

Colored Band	Expectation	Below			Meeting			Exceeding		
		Count	%	Mean	Count	%	Mean	Count	%	Mean
2 to 3 years (Yellow)	28-Dec	9	33%	6.3	15	56%	17.5	3	11%	34
Preschool 3 class/grade (Green)	26 - 52	39	22%	19.8	118	67%	36.5	18	10%	63.3
Pre-K 4 class/grade (Blue)	40 - 81	28	19%	32.5	111	74%	54.8	12	8%	98.8

Table 7: Spanish Literacy by Colored Band

(0 Children)

Table 8: Mathematics by Colored Band

Colored Band	Expectation	Below			Meeting			Exceeding		
		Count	%	Mean	Count	%	Mean	Count	%	Mean
2 to 3 years (Yellow)	24-Oct	12	44%	4.2	15	56%	14.4			
Preschool 3 class/grade (Green)	20 - 36	36	21%	14.8	102	58%	26.9	37	21%	44.4
Pre-K 4 class/grade (Blue)	35 - 53	46	30%	28.3	81	54%	42.7	24	16%	60.5

Appendix

Report Criteria

The criteria used to generate this report are summarized in the Profile of Children. This Appendix shows all of the criteria that were selected to run this report.

Checkpoint Period:	Spring 2017/2018
Gender:	Male Female
Primary Language:	All
Race:	All
Ethnicity:	All
Funding Source(s):	All
Show Results For:	Social-Emotional, Physical, Language, Spanish Language, Cognitive, Literacy, Spanish Literacy, Mathematics
Generated On:	11/13/2018