

ORGANIZED COMMUNITY ACTION PROGRAM, INC. 2023 ANNUAL REPORT OF HEAD START

Overview

The Organized Community Action Program, (OCAP) Inc. Head Start funded enrollment is 443 children between the ages of 3 and 5 years old in its preschool program and 24 children between the ages of 0 – 36 months. Head Start children are served in six (6) counties that include Bullock, Butler, Coffee, Crenshaw, Dale, and Pike counties. Early Head Start children are served in two (2) counties which include Coffee and Pike counties.

Pre K

In 2022-2023 OCAP, Inc. Head Start administered five (5) Department of Early Childhood Education, Office of School Readiness (OSR) funded, Pre-Kindergarten (Pre-K) blended classrooms. OCAP, Inc. Head Start served 100 Pre-K children ages 4 and 5 years old in the following counties: Butler (2), Bullock (1), and Coffee (2).

Cumulative Enrollment

The total cumulative enrollment of children served was 443. The cumulative enrollment income percentages are as follows:

- 60% fell into the 0-100% poverty category.
- 6% fell into the over the income 100-130% of poverty category.
- 27% fell into the public assistance category.
- .09% fell into the foster care category.
- 3% served met the definition of homelessness.

Health, Mental Health, and Disabilities

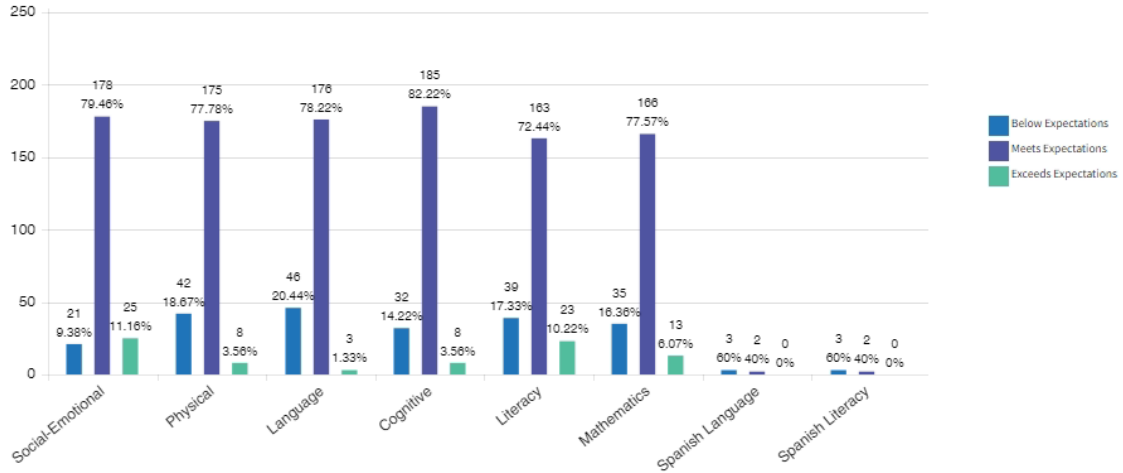
- (62%) children at the end of enrollment has access to dental care provided by a dentist.
- (67%) cumulative enrolled children had medical homes.
- 99% of children were up-to-date with immunizations; due to their exempt status.
- 12% of the children served had a current IEP. Disabilities include speech, developmental delay, autism, non-categorical/developmental delay, and multiple disabilities (excluding deaf).

Organized Community Action Program, Inc. Head Start Program uses the Teaching Strategies GOLD assessment for Head Start students. Data is collected three times a year. The attached graph indicates the average assessment scores for the spring collection period.

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Alabama Office of School Readiness - Organized Community Action Program, INC

Spring 2022/2023 - Widely Held Expectations



	Social Emotional	Physical	Language	Cognitive	Literacy	Math
Below Expectations	21	42	46	39	39	35
Meeting Expectations	178	175	176	163	163	166
Exceeding Expectations	25	8	3	23	23	13

Further analysis provides information on those children that were below expectations; and a reason for not benchmarking is bulleted below.

- if the child is returning for the next program year (2023 – 2024) or transitioning to kindergarten
- if this is the child’s first or second year attending Head Start
- if the child has an IEP with a diagnosed disability
- the number of days the child has been absent
- if the child has a medical appointment; and if follow – ups from the appointments have been completed

This detailed information provides information that may assist in determining why the child has not benchmarked throughout their year of enrollment. Staff information is also considered during the data process. For example, the number of children that did not benchmark from each classroom is reviewed to determine if professional development needs are needed for

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teaching staff or additional materials are needed to assist in a developmental area. Staff overturn is also considered. School readiness data is shared with stakeholders through reports made to the School Readiness Team, Policy Council Members, Board Members, and via the agency's website.

Transitions

Transition activities are planned for students that will be transitioning into kindergarten beginning in the month of April. Plans are made with LEA representatives in each county. Transition activities vary from county to county but include activities such as visiting local schools in which children may tour the campus and meet school staff. Parents are encouraged to accompany their child during this fieldtrip. Parents and children also participate in kindergarten registration at the local elementary school while several school systems come onsite to conduct kindergarten registration. For those centers that do not visit the local elementary school, kindergarten teachers visit Head Start classrooms and conduct learning activities with the children.

Parent Engagement Activities

- Parent Orientation was conducted at all nine (9) Head Start centers prior to entry date of Head Start and ALL parents were given a copy of the Handbook. Parents were trained on Head Start rules and regulations, information on ways they can volunteer, and Parent Committee Bylaws. This orientation relates to Family Engagement in Transition outcome from the Parent, Family, and Community Engagement Framework (PFCE).
- As of May 31, 2023, three Family Outcomes Self Assessments were completed by families. This assessment surveyed parents' feelings of their family's strengths and needs in accordance with the seven Parent Family & Community Engagement Outcomes. On a scale of 1.0 to 3.0 (1 being a Need and 3 being a Strength) parents had gains to which at the last assessment. Parents moved from an area of "Need" to an area of "Strength" during the program year.
- 398 actively & inactively enrolled families were assisted with identifying resources in the community that provided educational, employment, medical and housing assistance services. Connecting families with these resources relate to the Family Well-Being,

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Families as Lifelong Educators, Family Connections to Peers and Community, and Families as Learners outcomes from the PFCE Framework.

- Nine (9) Parent Committees were established with a Policy Council Representative within the first four weeks of the center's opening date. The participation with the Policy Council relates to the Family as Advocates and Learners outcome from the PFCE Framework.
- Four (4) parents were given information on local providers of GED services, community and technical colleges, and universities in an effort to enhance their literacy skills and further their education. Receipt of this information relates to the Families as Learners, and Family Well-Being outcome of the PFCE Framework.
- All 398 parents were given an opportunity to participate with Health Services Advisory Committee, Nutrition Committee, Self-Assessment Team, Budget Committee, and give Educational Input on lesson plans. Parents that participated developed skills that relate to the Families as Advocates and Leaders outcomes from the PFCE Framework.
- Training opportunities are offered to all 398, parents throughout the program year. Some of the topics are: Pedestrian Safety, School Bus Safety, Mental Wellness, Disability Awareness, Budgeting, Dental Health, Healthy Baby, Healthy Heart, Breast and Cervical Cancer Awareness, Poison Prevention, Child Abuse and Neglect, Healthy Child, and Strengthening Families. These trainings related to the Family Well-Being and Families as Learners outcomes from the PFCE Framework.
- An average of 33% or 147 of 621 families received some type of referral to services during the program year in the area of: Emergency Crisis Intervention, Housing Assistance, Mental Health Services, English as a second language, Adult Education, Job Training, Substance Abuse and Treatment, Child Abuse and Neglect, Domestic Violence, Health Education, Child Support Services, Assistance with Families of Incarcerated Individuals, Parenting Education, and Relationship/Marriage Education. These services relate to the Family Well-Being, Families as Lifelong Educators, Families as Learners, and Family Connection to Peers and Community outcomes from the PFCE Framework.

Financial Reports

- Please see Financials and Income Tax Returns tab on Agency's website at www.ocaptroy.com