



Bi-CAP Head Start Annual Report

9-1-2011 through 8-31-2012

Bi-County
Community Action Programs, Inc.
6603 Bemidji Avenue North
Bemidji, MN 56601

**Bi-CAP's mission is to help low income people
obtain self-sufficiency.**



Introduction and Table of Contents

Bi-CAP Head Start must make available to the public a report published at least once each fiscal year. (Head Start for School Readiness Act of 2007 Sec. 644. ADMINISTRATIVE REQUIREMENTS AND STANDARDS [42 U.S.C. 9839]) The report must disclose the following information from the most recently concluded fiscal year:

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Bi-CAP Head Start Mission Statement

“Bi-CAP Head Start is committed to offering diverse groups of children and families individualized opportunities to continue their growth and development through comprehensive services such as health, education and community connections.”

Head Start Philosophy

The philosophy of Bi-CAP’s Head Start and Early Head Start program emphasizes that the parent is the primary teacher and influence in their child’s education and development. Bi-CAP strongly encourages all parents to become involved in the Head Start and Early Head Start programs in many ways including volunteering in the classroom, participating in parent committees and serving on the Policy Council.



Public and Private Funds Received

FEDERAL HEAD START 05CH0414		FEDERAL EARLY HEAD START 05CH0414	
229 CHILDREN		61 CHILDREN	
Base Grant	\$1,949,583	Base Grant	\$727,643
COLA	0	COLA	0
Quality Imp.	0	Quality Imp.	0
Program Improvement	0		
T/TA	23,874	T/TA	18,191
TOTALS	\$1,973,457	TOTALS	\$745,834
STATE HEAD START		STATE EARLY HEAD START	
21 CHILDREN		33 CHILDREN	
Base Grant	192,000	Base Grant	376,491
TOTALS	\$192,000	TOTALS	\$376,491
Donations			\$500.00



Head Start Budget

Bi-CAP Head Start Budget Categories

HEAD START BUDGET		EARLY HEAD START BUDGET	
OBJECT CLASS		OBJECT CLASS	
Personnel	60%	Personnel	57%
Fringe Benefits	24%	Fringe Benefits	24%
Travel-out of area	<1%	Travel-out of area	<1%
Contractual	4%	Contractual	5%
Supplies	2%	Supplies	3%
Other	9%	Other	10%

Personnel Category

Personnel costs include administrative staff to oversee and direct operational personnel. Supervisory staff provide a manageable ratio of staff to supervisors. Area Managers, Family and Classroom Support Coordinators and Health Coordinators provide support to families and teaching staff, enhance quality, and assist with fulfilling Head Start Performance Standards.

Fringe Benefit Category

Fringe benefits are determined based on standard agency calculations.

All full-time employees received the following benefits:

FICA (.0765)

Worker's Compensation (from .35 to 7.38 per 100)

Unemployment Compensation (5.3642%)

Pension (5%)

Health/Dental/Life/Disability Insurance (from \$25 to \$1,005 per month)

Travel Category

All local and out of area travel is reimbursed at the federally approved rate of \$.55/mile for personal vehicles.

Employees are expected to use agency vehicles wherever available.

Contractual Category

Contractual costs include:

Software Support

Network Support

ERATE Consultant

Supplies Category

Classroom and Diapering

RIF Books, Reference Materials, Subscriptions

Special Needs Adaptations

Meetings and Advisory Board

Office Supplies and Bathroom/Cleaning

Medical supplies

Food services (not reimbursable through Child and Adult Care Feeding Program)



Head Start Budget (continued)

Other Category

Rent

Utilities, Telephone

Building & Child Liability Insurance

Building Maintenance/Repair

Local Travel - mileage reimbursement, gas, repair, insurance

Nutrition Consultant

Child Services Provided by Consultant—Mental Health

Parent Services- assistance to families including childcare, limited transportation assistance, car repair, etc.

Accounting Audit and Legal Services

Advertising/Printing/Postage/Copies

Medical Expense

Dental Expense

Janitorial Services

Dues and Licenses



Number of Children and Families Served, Average Monthly Enrollment, and Percentage of Eligible Children Served

A total of 242 Head Start and 92 Early Head Start children were served with state and federal funding.

The Bi-CAP Head Start and Early Head Start programs maintained 100% full enrollment through April. In May, 3 Federal Head Start slots were not filled because there were less than 60 days remaining in the enrollment year 1305.7(b). Most classrooms close for the school year in May.

The percentage of eligible children served is shown in the table below.

	Funded Enrollment	Total # of Children Served	# Over Income	# With Special Needs
Head Start	242	268	6 (2%)	82 (30%)
Early Head Start	92	137	11 (8%)	17 (12%)

Results of the Most Recent Review and the Financial Audit

The most recent Federal review occurred in October, 2009. Bi-CAP Head Start and Early Head Start programs were found to be in full compliance, with no findings or deficiencies.

The FY 2011 financial audit was completed on February 24, 2012. There were no questioned costs. A copy of the Auditor's Report in its entirety is available at Bi-CAP.



Percentage of Enrolled Children that Received Medical and Dental Exams

	Enrolled Children	Physical Exams Completed	Dental Exams Completed	Immunizations
Head Start	268	95%	96%	95%
		Well Baby Exams Completed		Immunizations
Early Head Start	136	81%		88%



Parent Involvement Activities

	EARLY HEAD START	HEAD START
Emergency/crisis intervention needs (food, clothing, shelter)	5	25
Housing assistance (subsidies, utilities, repairs)	39	93
Mental health services	15	47
English as a Second Language (ESL) training	0	1
Adult Education (GED, programs and college selection)	5	11
Job training	13	15
Substance abuse prevention or treatment	1	4
Child abuse and neglect services	2	12
Domestic violence services	0	5
Child support assistance	10	3
Health education	6	135
Assistance to families of incarcerated individuals	0	2
Parenting education	29	167
Marriage education	0	2
WIC	92	189
Father involvement activities	48	137
Services to homeless families	16	20

Bi-CAP believes the parent is the primary teacher and influence in their child's education and development. The Bi-CAP Head Start program strongly encourages all parents to become involved in the Head Start and Early Head Start programs.

Families are also offered numerous parent involvement activities throughout the entire time their child(ren) are enrolled. They include center parent meetings, family events, parent training opportunities, Policy Council meetings, Health Advisory meetings, program self-assessment participation, classroom volunteering, parent/child activities in the home, field trips, home visit and classroom lesson planning, ongoing monitoring activities, and program planning.



Preparing Children for Kindergarten

Bi-CAP Head Start School Readiness Child Outcomes Reporting 2011-2012 Program Year

As per the Head Start Act of 2007 requirements, Bi-CAP Head Start has worked with staff, parents and schools, utilizing the MN Early Learning Standards /Guidelines and the Head Start frameworks to develop Early Head Start and Head Start School Readiness Goals. Our School Readiness outcomes are tracked throughout the year using the Work Sampling System for Head Start and OUNCE for Early Head Start. All assessments and outcomes are reviewed and analyzed to determine strengths and weaknesses in the program. Strategies are then put in place for improvement throughout our program management systems, in efforts to improve Head Start's comprehensive model of service delivery, and ultimately, Head Start children's school readiness.

2011-12 outcomes data and analysis indicate that both three and four year olds are making progress in all School Readiness domains. Areas of strength show in the domains, Physical Development and Health and Approaches to Learning. Other results indicate the following:

- A need to increase Language and Literacy focus in our curriculum development and intentional lesson planning
- To implement Professional Learning Communities by program options that will focus on strategies to increase staff skills in the CLASS Language and Literacy domain.
- Increase awareness for Staff for Family Engagement on home visits
- To research and pursue a curriculum to increase Family Literacy on home visits and information to increase center base family engagement around language and literacy.
- Pursue a classroom curriculum that enhances and intentionally approaches school readiness and is directly aligned with an assessment system.

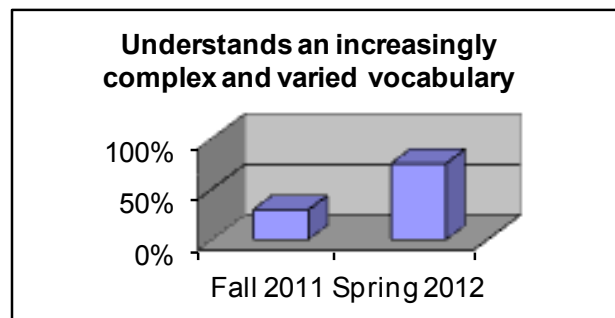
Current statistics for four-year-olds follows:

I. Language and Literacy includes areas of Language Development and Literacy Knowledge and Skills

Language Skills

I.A. Children will demonstrate an increasing understanding of receptive and expressive language.

Fall 2011	30%
Spring 2012	75%



I.A.1. English language learners will demonstrate an increased understanding and response to books, storytelling, and songs presented in English. N/A

I.A.2. English language learners will demonstrate an increased comprehension, understanding and use of the English language. N/A

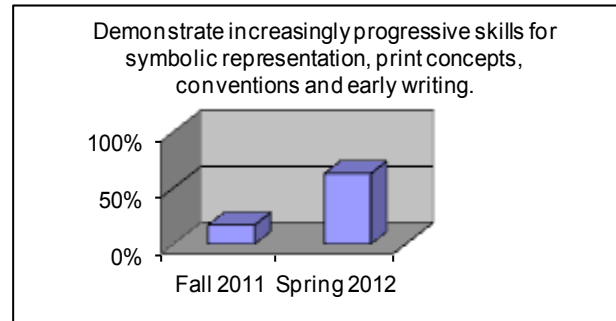


Preparing Children for Kindergarten

Literacy Knowledge and Skills -

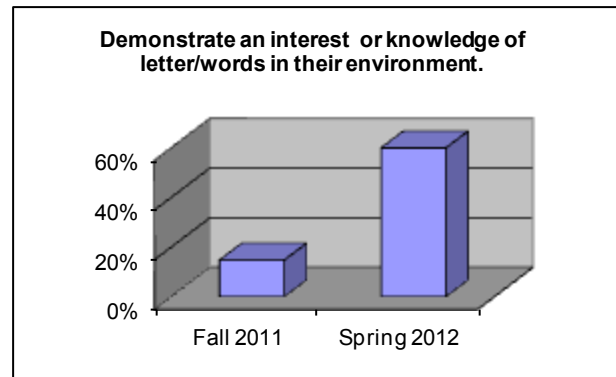
I.B.1. Children will demonstrate increasingly progressive skills for symbolic representation, print concepts, conventions and early writing.

Fall 2011	17%
Spring 2012	63%



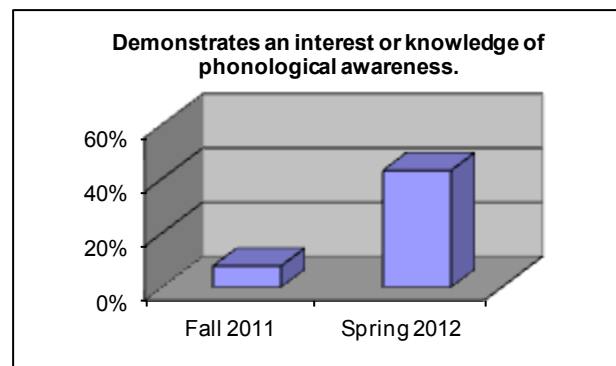
I.B.2. Children will demonstrate an interest or knowledge of letter/words in their environment.

Fall 2011	15%
Spring 2012	60%



I.B.3. Children will demonstrate interest or knowledge of phonological awareness skills.

Fall 2011	8%
Spring 2012	43%



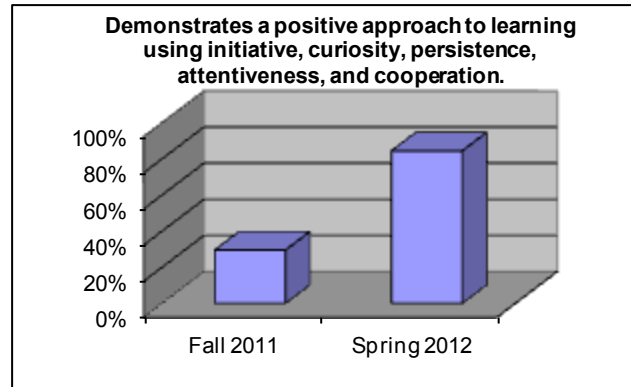


Preparing Children for Kindergarten

II. Approaches to Learning (Includes Creative Art Expression)

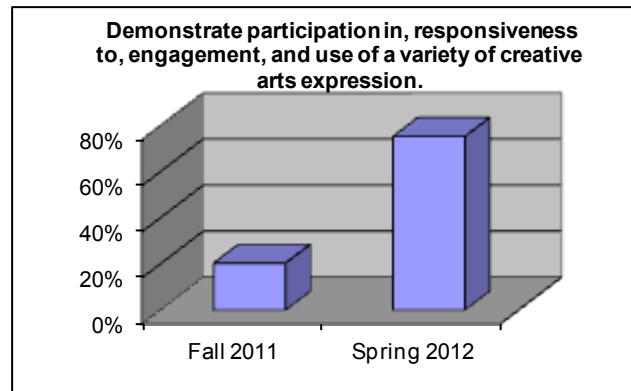
II.A.1. Children will demonstrate a positive approach to learning using initiative, curiosity, persistence, attentiveness, and cooperation.

Fall 2011	30%
Spring 2012	85%



II.A.2. Children will demonstrate participation in, responsiveness to, engagement, and use of a variety of creative arts expression.

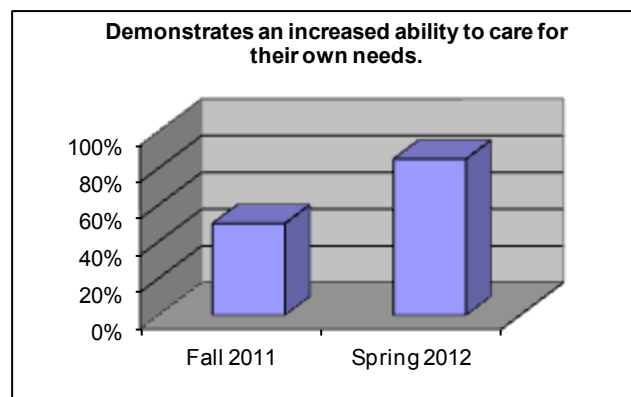
Fall 2011	20%
Spring 2012	75%



III. Physical Development and Health

III. A. 1. Children will demonstrate an increased ability to care for their own needs.

Fall 2011	50%
Spring 2012	85%

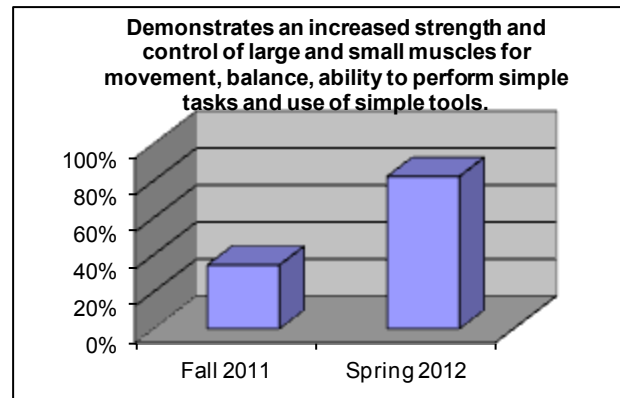




Preparing Children for Kindergarten

III.A.2. Children will demonstrate increased strength and control of large and small muscles for movement, balance, ability to perform simple tasks and use of simple tools.

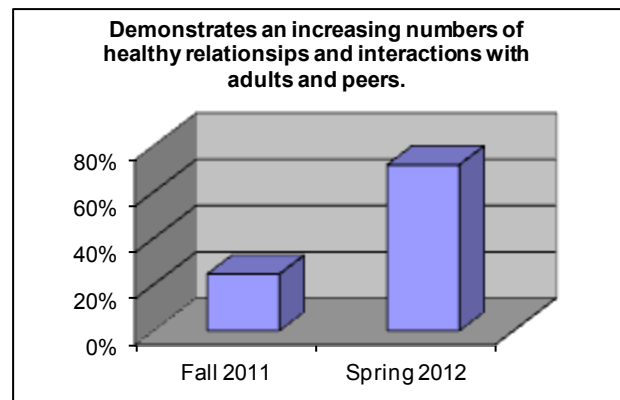
Fall 2011	35%
Spring 2012	82%



IV. Social and Emotional Development

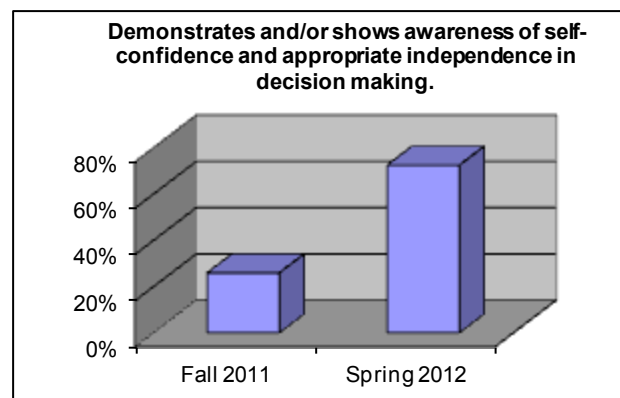
IV.A.1. Children will demonstrate increasing numbers of healthy relationships and interactions with adults and peers.

Fall 2011	25%
Spring 2012	72%



IV.A.2. Children will demonstrate and/or show awareness of self-confidence and appropriate independence in decision making.

Fall 2011	26%
Spring 2012	73%

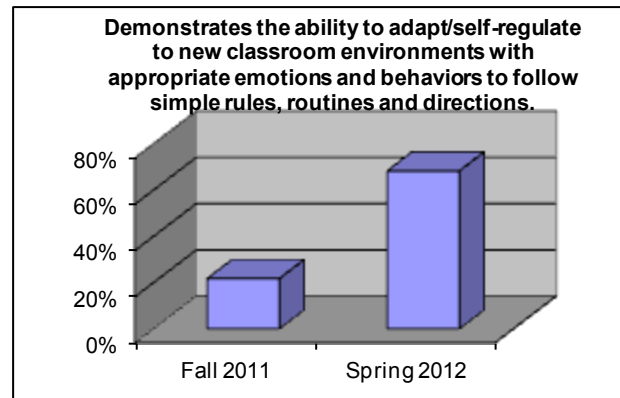




Preparing Children for Kindergarten

IV.A.3 Children will demonstrate the ability to adapt/self-regulate to new classroom environments with appropriate emotions and behaviors to follow simple rules, routines and directions.

Fall 2011	22%
Spring 2012	68%

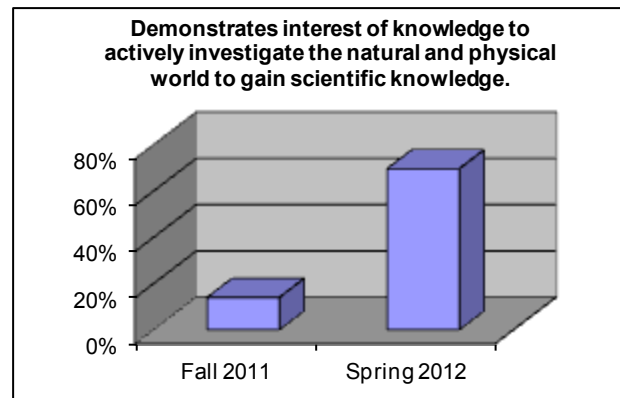


V. Cognition and General Knowledge

(Includes the areas of Logic and Reasoning, Mathematics Knowledge and Skills, Science Knowledge and Skills, and Social Studies Knowledge and Skills)

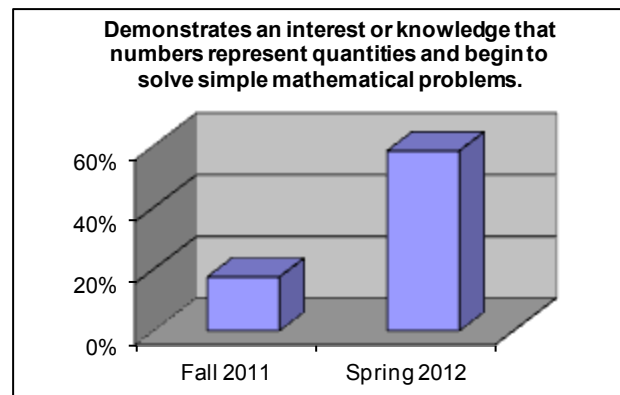
V.A.1. Children will demonstrate interest of knowledge to actively investigate the natural and physical world to gain scientific knowledge.

Fall 2011	14%
Spring 2012	70%



V.A.2. Children will begin to demonstrate an interest or knowledge that numbers represent quantities and begin to solve simple mathematical problems.

Fall 2011	18%
Spring 2012	58%

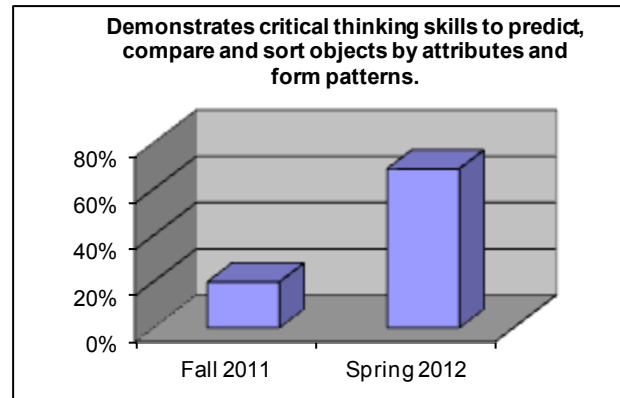




Preparing Children for Kindergarten

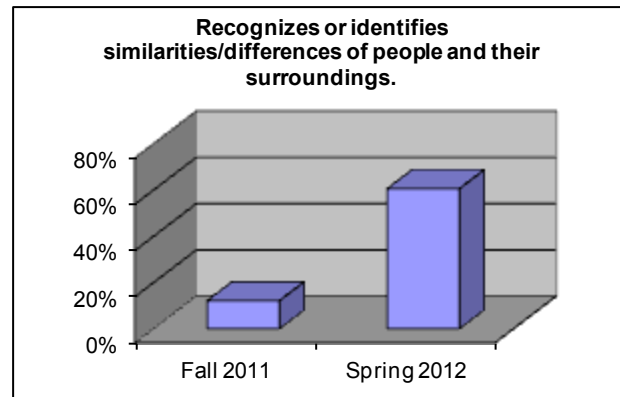
V.A.3. Children will demonstrate critical thinking skills to predict, compare and sort objects by attributes and form patterns.

Fall 2011	20%
Spring 2012	69%



V.A.4. Children will recognize and/or identify similarities/differences of people and their surroundings.

Fall 2011	12%
Spring 2012	61%



Family Engagement -

Family Engagement is also a priority in our school readiness emphasis and includes engaging families in a multitude of ways, inclusive of:

- Volunteerism
- Parent Trainings
- Specific opportunities for Father Engagement
- Enriching Family Relationships
- HORVS (Home visitor Observation Rating Scale) measures parent and child engagement during home visits.
- Staff are trained in facilitating home visits to increase family and child engagement and development through school readiness goals.
- Center base programs encourage parent and child engagement with parent and child activities that are founded in school readiness goals.
- Working together with parents on family goals.