

ANNUAL PUBLIC REPORT

Bridges Head Start
A Program of the Parent-Child Development Corporation

2012 Program Year
(February 1, 2011 – January 31, 2012)

Parent-Child Development Corporation

Administrative Offices:

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The Parent–Child Development Corporation (PCDC), is a private, 501(c)(3) nonprofit corporation. PCDC’s services are available without regard to race, color, religion, national origin, gender, or disability. The grantee’s Head Start and administrative office is located at 702 Main St., P.O. Box 799, West Point, VA 23181. Our website may be accessed at www.pcdcva.org.

Ready, Set, Grow!

Introduction

This report has been prepared in order to comply with the Head Start Reauthorization Act of 2007. The Act states that:

“Each Head Start agency shall make available to the public a report published at least once in each fiscal year that discloses the following information from the recently concluded fiscal year, except that reporting such information shall not reveal personally identifiable information about an individual child or parent:

- (A) The total amount of public and private funds received and the amount from each source.
- (B) An explanation of budgetary expenditures and proposed budget for the fiscal year.
- (C) The total number of children and families served, the average monthly enrollment (as a percentage of funded enrollment), and the percentage of eligible children served.
- (D) The results of the most recent review by the Secretary and the financial audit.
- (E) The percentage of enrolled children that received medical and dental exams.
- (F) Information about parent involvement activities.
- (G) The agency’s efforts to prepare children for kindergarten.
- (H) Any other information required by the Secretary.”

Parent-Child Development Corporation Mission:

The mission of the Parent Child Development Corporation is to empower families to improve the quality of their lives through educational and self-help programs, family-support services, and advocacy activities in partnership with the community.

Our Vision

The vision of the Parent Child Development Corporation is to be a leader in comprehensive preschool programs, childcare services, and family support services in the Middle Peninsula. PCDC will provide direct services; coordinate regional and interagency service delivery systems for children and families; and advocate for programs and services which promote the welfare of all children and families in the community, state, and nation. PCDC will forge partnerships with communities and organizations to effectively and efficiently utilize both public and private human and financial resources.

2011–2012 marked the fourth year of the Bridges Head Start program. The program was formerly known as the Middle Peninsula Head Start program. The Parent–Child Development Corporation, grantee for the program, focused on developing new community partners in its expanded service area while strengthening program operations and services to a total of 237 young children and their families.

Bridges Head Start advances school readiness by promoting the physical, social–emotional, and cognitive development of three- and four-year-old children. We provide educational, health and nutritional, social, and other activities to enrollees and their families. The program also engages parents in their children’s learning and helps them to make progress toward their own literacy, educational, and vocational goals.

Bridges Head Start is funded to serve 216 children in eight rural Virginia localities. We operated twelve centers four days a week in partnership with public school systems: four in Gloucester, two in King William, and one each in Mathews, Middlesex, New Kent, and Charles City counties. Two additional classrooms are located at the Parent–Child Development Corporation’s Tri-Rivers Center in West Point for children from West Point and King and Queen County. Children who are served at this location have the advantage of a full-year, full-day childcare program that meets the requirements of working parents who need assistance with childcare.

The program serves children who live at or below the federal poverty level, are homeless, on public assistance, and/or in foster care. At least ten percent of these children have diagnosed disabilities. In 2011–12 the program enrolled a total of 237 children and their families. Funded enrollment remained consistent throughout the program year.

(a) The total amount of public and private funds received and the amount from each source.

The Grantee's total program budget is \$2,106,765. This amount includes:

\$1,569,683.00 for Program Operations and
\$23,729.00 for Training and Technical Assistance.
\$115,000.00 for CACFP Funds in support of quality food service operation.
\$398,353.00 for Required Non-federal Share.

CACFP claims:

Total No. of Meals and Snacks claimed: 73,464

Non-Federal Share (In-Kind)

The non-federal share/in-kind match requirement is 20% of the total grant award. Non-federal share is generated through donated classroom space.

| | |
|----------------------------|---------------------|
| Required Non-Federal Share | \$398,353.00 |
| Donated Classroom Space | 398,353 |
| Total | \$398,353.00 |

(b) An explanation of budgetary expenditures and proposed budget for the fiscal year.

2012 Operational Budget allocated for February 1, 2011-January 31, 2012

| OBJECT BUDGET CATEGORIES | PROGRAM OPERATION | TRAINING TECH ASSIST | TOTAL BUDGET |
|--------------------------|--------------------|----------------------|--------------------|
| Personnel | 1,038,023 | | 1,038,023 |
| Fringe Benefits | 332,499 | | 332,499 |
| Travel | | 12,770 | 12,770 |
| Equipment | | | |
| Supplies | 38,728 | | 38,728 |
| Contractual | | | |
| Other | 160,433 | 10,959 | 171,392 |
| TOTAL | \$1,569,683 | \$23,729 | \$1,593,412 |

(c) The total number of children and families served, the average monthly enrollment (as a percentage of funded enrollment), and the percentage of eligible children served.

2011-2012 School Year:

The total numbers of families served: 225

Total number of children served: 237

Average monthly enrollment: February 2011- January 2012 - 100%

Enrollment by income category:

Eligible- 100% of poverty - 67%

Eligible 101-130% of poverty - 0%

Eligible Over-Income - 10%

Eligible Foster Care - 1%

Eligible TANF/SSI - 8%

Eligible Homelessness - 15%

Enrollment by age category at time of enrollment:

Three years old - 61

Four years old - 174

Five years old - 2

Additional information:

Average monthly attendance remained at or above 85% throughout the school year.

(d) The results of the most recent review by the Secretary and the financial audit.

The most recent federal monitoring review was conducted in October 2009 and identified fourteen areas of noncompliance. All areas identified as noncompliant were corrected prior to the June 2010 follow-up review.

An independent accounting firm conducted a financial audit of Parent-Child Development Corporation for the fiscal year ending August 31, 2011. The auditor's issued an unqualified opinion on the financial statements and an unqualified opinion on the internal controls over major programs (i.e. Head Start).

(e) The percentage of enrolled children that received medical and dental exams.

Medical and Dental Care

| | |
|---|-----|
| % of Children with Medical Insurance | 99% |
| % of Children with up-to-date-Health Care | 95% |
| % of Children with a Dental Home | 93% |
| % of Children with Completed Dental Exam | 93% |

Dental

| | |
|---------------------------|-----|
| Access to Dental Care | 237 |
| Completed Dental Exams | 222 |
| Received Preventive Care | 237 |
| Needed Dental Treatment | 58 |
| Received Dental Treatment | 48 |

Screenings:

| | |
|---|-----|
| Number of Children with continuous access to care | 237 |
| Number of Children up-to-date on preventive care | 226 |
| Number diagnosed with a chronic condition | 73 |
| Number receiving treatment | 68 |

Height and Weight Screening

| | |
|-------------------------------|-----|
| Number Within Normal Limits | 101 |
| Number Overweight | 26 |
| Number At Risk for Overweight | 31 |
| Number Underweight | 4 |

Disability Services

During the 2011-2012 school year, a total of twenty-six children were identified as having a disability. Twenty had a speech or language impairment; and six had developmental delays.

(f) Information about parent involvement activities.

Family Engagement:

Our Head Start program continues to focus on the importance of family engagement:

Families are given the opportunity to be involved in their child's Head Start experience from the first intake appointment with the family advocate. Parents provide information during this process. The Family Advocates give the parents forms for physicals and dental to help them understand the importance of the health of their child.

Teachers offer parent teacher conferences three times a year in support of continuing communication regarding child growth and development. Weekly newsletters are sent home that provide communication about things that have happened in the classroom that week. The advocates also provide parent educational information in this newsletter. Attached to the newsletter is an At Home Activity sheet. These sheets list activities that the parent and child can do together. It not only prepares the child for kindergarten but encourages family time.

The Family Advocates collaborate with parents to complete a family goal setting. During this process the family strengths and needs are accessed. Once a goal is set the advocate provides resources and support to help the family meet these goals.

Every month each classroom has a Parent Center Committee meeting. Parents are given a chance for a leadership role by electing a Chairperson, Vic Chair, Secretary, and Treasurer to run the meetings. Every month a topic is covered to help with furthering educating the parent and helping with the child's transition to Kindergarten. This committee helps plan classroom field trips and helps teacher with ideas for the classroom. The program also encourages male involvement. Each classroom does activities to encourage fathers to participate such as recognizing top volunteer monthly, bowling events, and breakfast events.

Community Involvement:

Volunteering is essential to the success of our Head Start program. We encourage the parents to participate in the program in all aspects. We also depend on the community to enhance the services of our community. Community volunteers include local churches, school systems, public libraries, fire departments, community high school students, social service agencies, local health departments, and other various community representatives.

(g) The Agency’s efforts to prepare children for kindergarten.

Bridges Head Start utilizes the High/Scope COR (Child Observation Re-cord) as its primary assessment tool. The Preschool COR is an observational assessment tool for children aged 2½ to 6 years. It is designed to measure children's progress in all early childhood programs (included but not limited to those using the High/Scope educational approach). The COR looks at 32 dimensions of learning in six broad categories critical for school success: Initiative, Social Relations, Creative Representation, Movement and Music, Language and Literacy, and Mathematics and Science.

Head Start teachers compile anecdotal notes and then input them into the COR system where the observations are leveled and scored. This process is completed three times per year to track individual and program growth.

Percentage changes in the COR categories during the year are shown below. All category results indicate a significant gain during the program period.

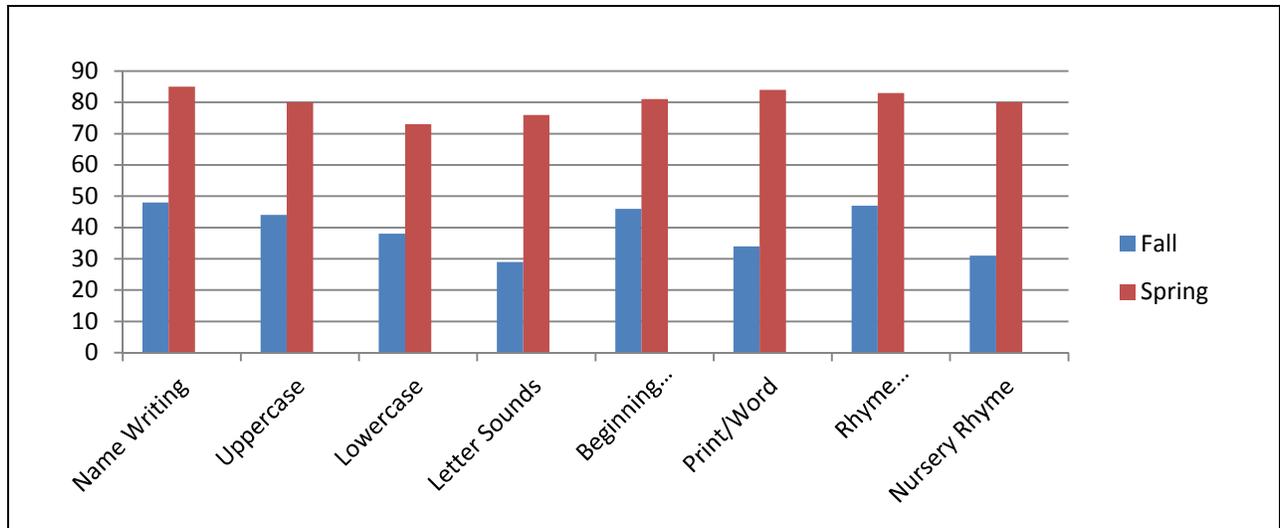
- Initiative ↑35.5%**
- Social Relations ↑41.3%**
- Creative Representation ↑39.2%**
- Music/Movement ↑40.3%**
- Language/Literacy ↑41.4%**
- Math/Science ↑44.6%**

Pre-K Pals Assessments

Children in the Head Start program are also assessed twice a year using the Phonological Awareness Literacy Screening (PALS) for Pre-K students. This tool assesses the emergent literacy skills in young children. The information below indicates the percentage of children in the program who met the predetermined bench-marks in each area in the fall and in the spring.

Pre-K PALS Fall and Spring Results

| Area | Fall 2011 | Spring 2012 |
|------------------------------|-----------|-------------|
| Name Writing | 48% | 85% |
| Uppercase Letter Recognition | 44% | 80% |
| Lowercase Letter Recognition | 38% | 73% |
| Letter Sounds | 29% | 76% |
| Beginning Sound Awareness | 46% | 81% |
| Print/Word Awareness | 34% | 84% |
| Rhyme Awareness | 47% | 83% |
| Nursery Rhyme Awareness | 31% | 80% |



All teachers have a baccalaureate or higher degree in early childhood education or equivalent fields. All teaching assistants have or are pursuing credentialing as a Child Development Associate (CDA).

(h) Any other information required by the Secretary.

No additional information.