



EASTERN OREGON UNIVERSITY HEAD START ANNUAL REPORT 2018-2019

OFFERING DEDICATED SERVICES TO BAKER & UNION COUNTIES SINCE 1968

Eastern Oregon University Head Start provides children with activities and education that help them grow mentally, socially, emotionally, and physically. Our vision is creating connection, fostering empowerment, and building community. The foundation of our process is best practice early childhood education, which includes family engagement and health and nutrition services while working closely with our community partners. Eastern Oregon University Head Start's mission is to partner with the families and community to support the development of socially competent children who enter school ready to learn. Our core values: Parents are the first and most important teachers of their own children; each family is unique, and a valuable part of the community as a whole; all aspects of individual development are important, including social-emotional, cognitive, and physical growth.

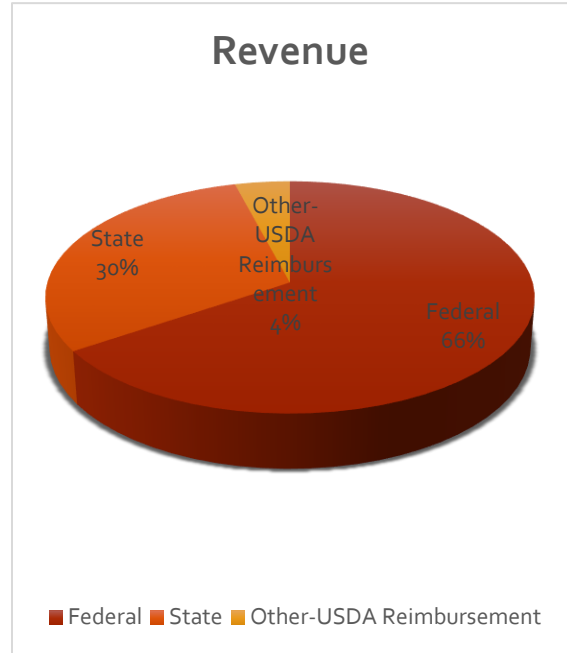
These values are supported by our program priorities:

- Establish a safe, secure and respectful learning environment for children, families and program staff.
- Encourage personal responsibility for self-management and self-advocacy.
- Promote positive health and nutrition practices.
- Provide educational and social opportunities to enhance the personal development of children, families and staff.
- Promote cultural competency and inclusion practices.
- Foster continuing relationships with the community to increase access to services and revenue.
- Establish effective and responsive systems of supervision and management of personnel and resources.

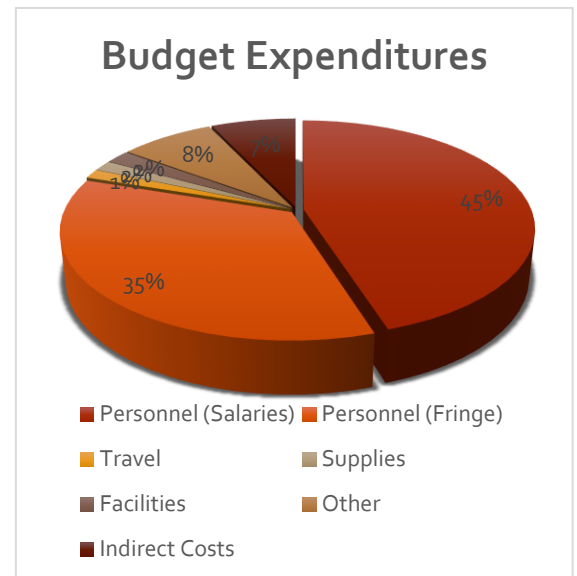


FUNDING AND BUDGETS

Sources of Revenue		Percentage of total Revenue
Federal	1,431,333	66%
State	662,216	30%
Other-USDA Reimbursement	89,536	4%
Total	2,183,085	100%



Expenditures		
Personnel (Salaries)	977,340	45%
Personnel (Fringe)	729,009	33%
Travel	35,042	2%
Supplies	56,942	3%
Facilities	60,581	3%
Other	169,093	8%
Indirect Costs	155,078	7%
Total Budget	2,183,085	100%

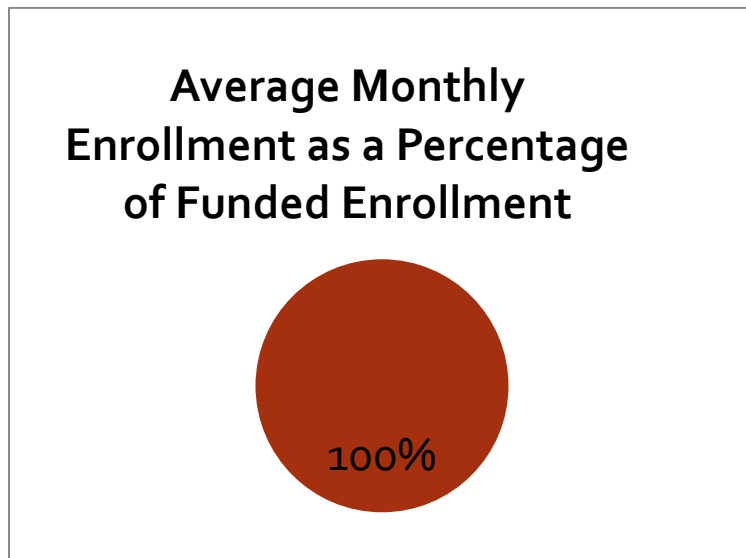


Proposed Budget for Fiscal Year 2019-2020
Personnel (Salaries)- \$1,190,262
Personnel (Fringe)- \$969,646
Travel- \$27,990
Supplies- \$51,501
Facilities- \$88,991
Other- \$218,571
Total Direct Costs- \$2,546,961
Indirect Costs- \$192,958
Total Budget- \$2,739,919 (Includes CACFP Reimbursement)

ENROLLMENT

Eastern Oregon University Head Start Children Served:

- 220 Cumulative enrolled
- 190 Monthly enrollment
- 196 Below poverty line
- 30 Homeless
- 21 Hispanic or Latino
- 22 Bi-racial/Multi-racial
- 3 American Indian
- 65 Three-year olds
- 155 Four-year olds



MONITORING REVIEW & AUDITS



Results of the most recent Financial Audit can be found at:

<https://www.eou.edu/admin/files/2012/05/PDF-Final-Single-Audit-Report.pdf>

Results of the last Federal Review:

Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) – No Findings

CLASS all domains at or above the National Average

PARENT INVOLVEMENT

Eastern Oregon University Head Start offers parents opportunities and support as they identify and meet their own goals, nurture their children in the context of their families and cultures, and advocate for communities that support children and families of all cultures.

The Head Start staff recognize parents are the first and most important teachers of their children. The program welcomes parent involvement in Head Start activities, and will work as partners with them to help children progress.



The following are a few examples of Eastern Oregon University Head Start's commitment to parent engagement:

- Monthly Policy Council meetings
- Monthly parent club meetings
- ESL courses for adults
- Evidenced Based Parenting Workshops
- Home visiting services
- Conscious Discipline Workshops
- Field trips
- Activity nights
- Community garden
- Nutrition classes
- Budgeting classes
- Special class days



Eastern Oregon University Head Start engages parents to enhance the strengths that every parent or caregiver already possesses. Enrolling a child in Head Start is the first of many goals that families will accomplish while a part of our school family. Our program uses the Family and Partnership Framework (<http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pfcef>) to ensure that we are making quality change in six engagement outcomes: Family Well Being, Parent Child Relationships, Families as Lifelong Educators, Parents as Learners, Family Engagement in Transitions, Family Connections to Peers and Community, and Families as Advocates and Leaders.

Families and caregivers are given many opportunities to engage in our program. A few examples of these opportunities include being program leaders on our Policy Council Board or officers in our parent clubs, taking part in one or more of our Conscious Discipline Programs to enhance socio-emotional well-being and connection within the home, improving family well-being by taking part of Money Matters Workshops, or simply spending time in our classrooms and sharing in best practices instruction and behavior management.

Please take a look at the many workshops in collaboration with the Oregon Parenting Education Collaborative and other local partners: <http://umchs.com/events/>.

MEDICAL & DENTAL CARE FOR CHILDREN




Healthy children are children who are ready to learn. Eastern Oregon University Head Start has committed staff working to ensure every child is up to date with preventive health and dental care. We offer vision, hearing and dental screenings at our center along with nutrition assessments. EOU Head Start connects families with a medical home and a dental home to ensure that families have a continuous accessible source of care to support the child's healthy development and well-being. Mental, behavioral health and other services are available for children and families who wish to receive them.

Our success with children in health that completed the program year are as follows:

- 99% had health insurance
- 72% were up to date with all preventive health care
- 85% completed a well child exam and follow up
- 94% were up to date with all immunizations
- 92% received a dental exam
- 97% were screened for vision and hearing



Head Start Early Learning Outcomes Framework



	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication Literacy	Mathematics Development Scientific Reasoning	Perceptual, Motor, and Physical Development

Eastern Oregon University Head Start’s mission is to partner with the families and community to support the development of socially competent children who enter school ready to learn. To meet this mission Eastern Oregon University Head Start utilizes an outstanding early childhood education program that prepares children for kindergarten. Our program teaches to all areas of child development and early learning outlined by the Head Start Early Learning Outcomes Framework. We individualize, differentiate, and personalize our instruction so that all children grow and develop while in our program.

To aid our educators to be most successful we have various supports and tools in place. Some examples are:

- Teachers regularly receive observations and feedback from the Education Coordinator. This feedback is aligned to Head Start Standards to create professional development plans based on these conversations;
- Teachers in each classroom are supported by a Conscious Discipline Coach, Education Coordinator, and Inclusion Specialist who regularly mentors them, models effective approaches to calling for help behaviors, and creating effective structure and routines in the classroom;
- Teachers are assessed and scored one time per year on the Classroom Assessment Scoring System (CLASS) by a certified CLASS observer

Eastern Oregon University Head Start serves families within the context of their community. The program collaborates with community partners and local school districts in order to provide the highest level of services to children and families. Our program has formal transition agreements in place with local school districts. Our teachers ensure school readiness through: attending individual planning meetings, visiting the local kindergartens with children, providing documentation to the public schools, and working with parents to ensure smooth transition into public schools.

At Head Start, children spend time in stimulating settings where they form good habits and enjoy playing with toys and working on tasks with classmates. Children will leave Head Start more prepared for kindergarten, excited about learning, and ready to succeed.



The Classroom Assessment Scoring System (CLASS®) is an observation instrument that assesses the quality of teacher-child interactions in center-based preschool classrooms. CLASS™ includes three domains or categories of teacher-child interactions that support children's learning and development: Emotional Support, Classroom Organization, and Instructional Support. Within each domain are dimensions which capture more specific details about teachers' interactions with children.

The CLASS® dimensions are based on developmental theory and research suggesting that interactions between children and adults are the primary way of supporting children's development and learning, and that effective, engaging interactions and environments form the foundation for all learning in early childhood classrooms.

CLASS is scored by trained and certified observers using a specific protocol. Following their observations of teacher-child interactions, CLASS® observers rate each dimension on a 7-point scale, from low to high.

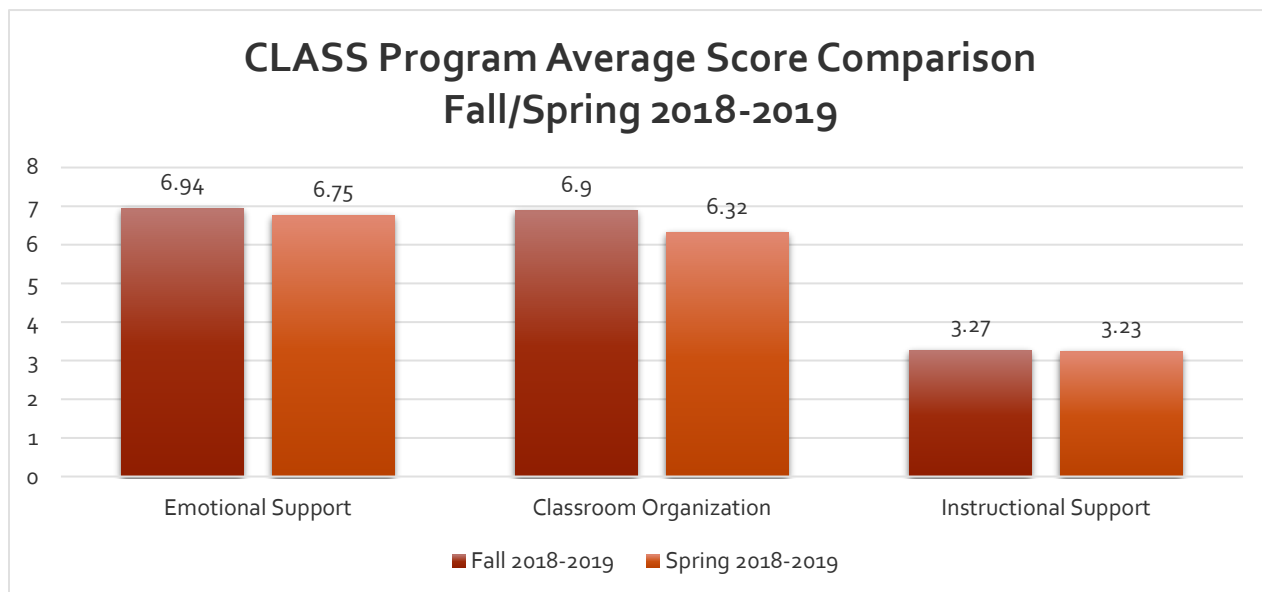
Scores of 1-2 mean the quality of teacher-child interactions is low. Classrooms in which there is poor management of behavior, teaching that is purely rote, or that lack interaction between teachers and children would receive low scores.

Scores of 3-5, the mid-range, are given when classrooms show a mix of effective interactions with periods when interactions are not effective or are absent.

Scores of 6-7 mean that effective teacher-child interactions are consistently observed throughout the observation period.

	Fall	Spring
Positive Climate	7	7
*Negative Climate	1	1
Teacher Sensitivity	6.92	6.53
Regard for Student Perspective	6.85	6.46
Behavior Management	6.92	6.26
Productivity	6.96	6.43
Instructional Learning Formats	6.83	6.27
Concept Development	3.29	3.21
Quality of Feedback	3.05	3.18
Language Modeling	3.47	3.29

*Negative climate scores are reversed, where a 1-2 indicate the teacher and student do not display strong negativity affect and only rarely ever display mild negativity.



School Readiness Goals 2018-2019				
Language & Literacy Development	Perceptual, Motor, and Physical Development	Social & Emotional Development	Cognition & General Knowledge	Approaches to Learning
Children can identify and discriminate the sounds within words as separate from the word itself: this includes identifying and manipulating (blend, segment, delete) increasingly smaller units of sound within a word (rhyme, syllable, individual sound).	Parents will be provided education regarding the importance of their child possessing good overall health (oral, visual, and auditory health); maintaining physical growth within the CDC's recommended ranges for weight by height and age; getting sufficient rest and exercise to support healthy development.	Children, and their adult support, will display the ability to recognize and regulate emotions, attention, impulses and behavior.	Children will use problem-solving strategies and known information to seek multiple solutions to problems or questions, recognizing cause and effect relationships, and classifying and comparing.	Children will use problem solving strategies and demonstrate initiative, curiosity, persistence and cooperation.
Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.	Children will identify and practice healthy and safe habits; this includes practices such as hand-washing, dressing, appropriately safe use of objects and situations; providing verbal reasons for why these practices are safe and important; and knowledge and practice related to nutrition and food that is healthy.		Children will use math regularly and in every day routines to: rote count; count; relate; identify patterns; problem solving, identifying numbers; quantify (1 to 1); write numbers; and explore spatial relationships and shapes.	Children will use music, creative movement, dance, art and drama to communicate their ideas and feelings.

School Readiness Goals 2018-2019				
Language & Literacy Development	Perceptual, Motor, and Physical Development	Social & Emotional Development	Cognition & General Knowledge	Approaches to Learning
Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing, or giving an opinion and providing opportunities for writing in all areas	Children will demonstrate control of large muscles for movement, navigation and balance to promote and sustain physical well-being. This includes running, throwing, jumping, dancing, and posture displayed in most age-appropriate games or activities involving music, movement, or coordination.		Children will use observation, manipulation, asking questions, making predictions, and developing hypotheses to gain a better understanding of information and activities in their surroundings.	
Children will use and comprehend oral language for conversation and communication: this includes engaging in back and forth conversation exchanges; describing and understanding connections among story and event parts, communicating needs, wants, desires using words, phrases and sentences; following increasingly complex and multi-step directions; and using increasingly complex and longer sentences. Tells	Controls small muscles for the purposes of using utensils, self-care, building and exploring. This includes: writing, drawing, building with blocks and other small manipulatives, playing with playdough, use of pitchers for pouring.			

about another time and place.				
School Readiness Goals 2018-2019				
Language & Literacy Development	Perceptual, Motor, and Physical Development	Social & Emotional Development	Cognition & General Knowledge	Approaches to Learning
Children will achieve the above goals in English through use of the child's home language, sign language, picture cues and other teaching strategies for working with DLL students.				

VISION STATEMENT

Creating Connection * Fostering Empowerment * Building Community

MANAGEMENT LEADERSHIP TEAM

- Robert Kleng, Director
- Kyle Ludwig, Fiscal Manager
- Ruth Young, Education Supervisor
- Tammie McEnroe, Disabilities Manager
- Debra Bell, Health & Nutrition Manager
- Jen Goodman, Family & Community Partnership Manager

ADVISORY COMMITTEE

Name and Position of Board Member	Area of Expertise	Relationship to Head Start Program
Dr. Rae Ette Newman	Early Childhood Education	Advisory Committee Chair
Dr. Carol Lauritzen	Early Childhood Education	Consultant on Early Childhood Education
Glenn Null	Lawyer	Mammen & Null Attorneys
Ashley Walker	Accounting	Fiscal Management Representative to Advisory Committee
Connie Sherrard	Social Work	Community Representative
Jakki Boehne	ECE Education, (K) Teacher	Community Representative
Cathy Webb	Health Care	Health Care Provider
Shila Helmer	Former Head Start Parent	Community Representative