



BI-CAP Head Start Annual Report

9-1-2012 through 8-31-2013

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	14,037	COLA	5,239
Quality Imp.	0	Quality Imp.	0
Program Improvement	0		
T/TA (Training)	23,874	T/TA (Training)	18,322
TOTALS	\$1,987,494	TOTALS	\$751,204
FEDERAL GRAND TOTAL			\$2,738,698
STATE HEAD START		STATE EARLY HEAD START	
16 CHILDREN		29 CHILDREN	
Base Grant	141,555	Base Grant	355,259
TOTALS	\$141,555	TOTALS	\$355,259
STATE GRAND TOTAL			\$496,814
TOTAL FEDERAL AND STATE			\$3,235,512



Head Start Budget

BI-CAP Head Start Budget Categories

HEAD START BUDGET		EARLY HEAD START BUDGET	
OBJECT CLASS		OBJECT CLASS	
Personnel	60%	Personnel	61%
Fringe Benefits	24%	Fringe Benefits	25%
Travel-out of area	<1%	Travel-out of area	<1%
Contractual	2%	Contractual	1%
Supplies	3%	Supplies	2%
Other	10%	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 (Dental from \$26.70-\$44.70; Health is from \$345.40 to \$940.96 per month; Life is 1.5% of wages)

Travel Category

All local and out of area travel is reimbursed at the federally approved rate of \$.56/mile for personal vehicles, when an agency vehicle is not available. Employees are expected to use agency vehicles wherever available.

Contractual Category

Contractual costs include:

Software Support

Network Support

ERATE Consultant

Supplies Category

Classroom, Formula 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	237	254	10 (3%)	72 (28.3%)
Early Head Start	90	115	0	18 (15.7%)

Results of the Most Recent Review and the Financial Audit

The most recent Federal review occurred in April, 2013. BI-CAP Head Start and Early Head Start programs were notified of two areas of non-compliance. Both ANC's have since been cleared and closed, and BI-CAP Head Start programs are found to be in full compliance.

The FY 2011 financial audit was completed on September 30, 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	254	98.4%	94.9%	100%
		Well Baby Exams Completed		Immunizations
Early Head Start	115	94.8%		100%



Parent Involvement Activities

	EARLY HEAD START	HEAD START
Emergency/crisis intervention needs (food, clothing, shelter)	14	45
Housing assistance (subsidies, utilities, repairs)	26	45
Mental health services	16	36
English as a Second Language (ESL) training	0	1
Adult Education (GED, programs and college selection)	6	4
Job training	6	7
Substance abuse prevention or treatment	0	3
Child abuse and neglect services	1	4
Domestic violence services	0	6
Child support assistance	1	0
Health education	34	152
Assistance to families of incarcerated individuals	0	1
Parenting education	30	165
Marriage education	0	1
WIC	11	182
Father involvement activities	50	148
Services to homeless families	12	17

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 2012-2013 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.

2012-13 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, Health and Approaches to Learning. Four year-olds show improvement in Mathematic Knowledge and Skills and Creative Art Expression. Other results indicate the following:

- A need to increase phonological awareness in our curriculum development for classroom and home visits around family engagement and intentional lesson planning.
- Continue to focus on Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI), Classroom Assessment Scoring System (CLASS), Curriculum and Child Assessment during Professional Learning Communities by program options to increase skills around:
 - 4 year olds phonological awareness, cooperation, self regulation and managing transitions.
 - 3 year olds phonological awareness, reasoning and problem solving, comparative words, social relationships and self, family and community.
- Continue networking and developing strategies to increase Family Literacy on home visits and Family Engagement for center base classrooms around each child's school readiness goals and literacy.

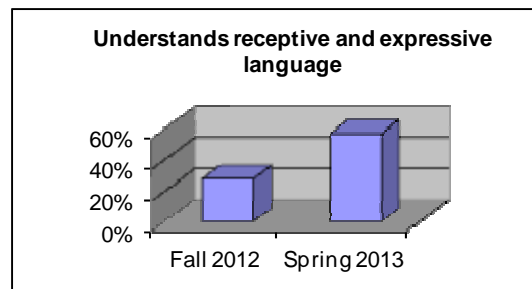
Current statistics for four-year-olds follows:

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

Language Skills

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

Fall/Winter 2012	28%
Fall/Spring 2013	57%



ing under-

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

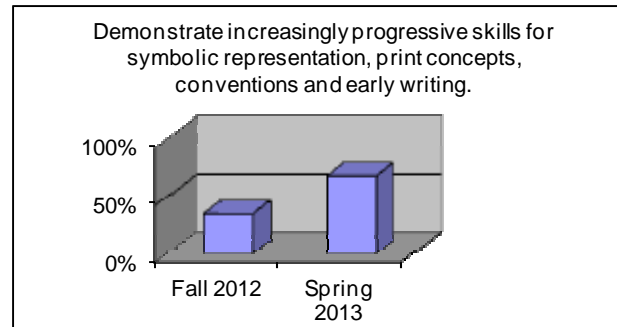


Preparing Children for Kindergarten

Literacy Knowledge and Skills -

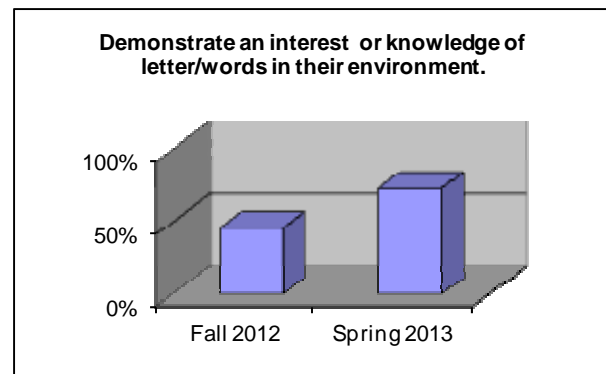
I.B.1. Children will demonstrate increasingly progressive skills for symbolic representation, print concepts, conventions and early writing.

Fall/Winter2012	35%
Fall/Spring 2013	68%



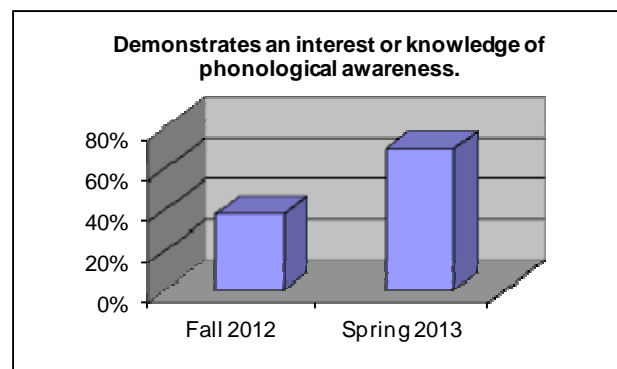
I.B.2. Children will demonstrate an interest or knowledge of letter/words in their environment.

Fall/Winter2012	46%
Fall/Spring 2013	73%



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

Fall/Winter 2012	38%
Fall/Spring 2013	70%



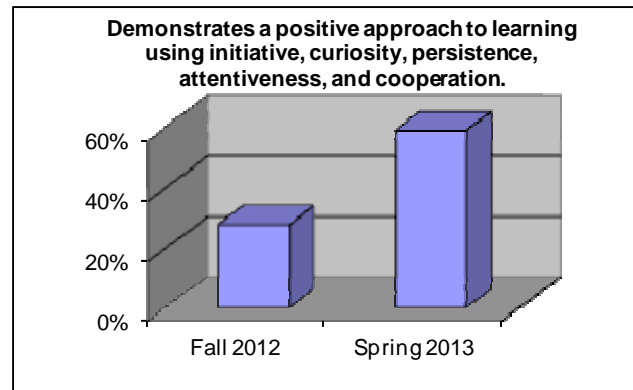


Preparing Children for Kindergarten

II. Approaches to Learning (Includes Creative Art Expression)

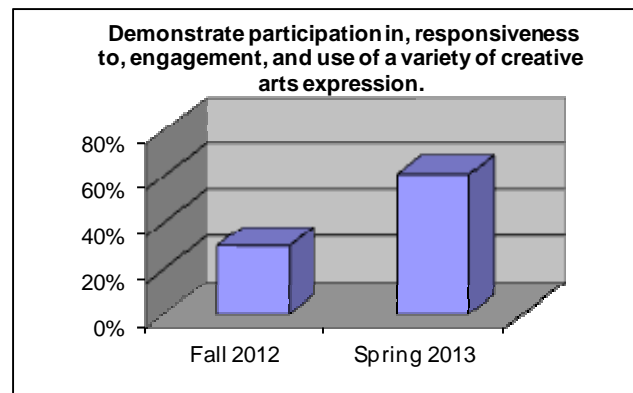
II.A.1. Children will demonstrate a positive approach to learning using initiative, curiosity, persistence, attentiveness, and cooperation.

Fall/Winter 2012	28%
Fall/Spring 2013	59%



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

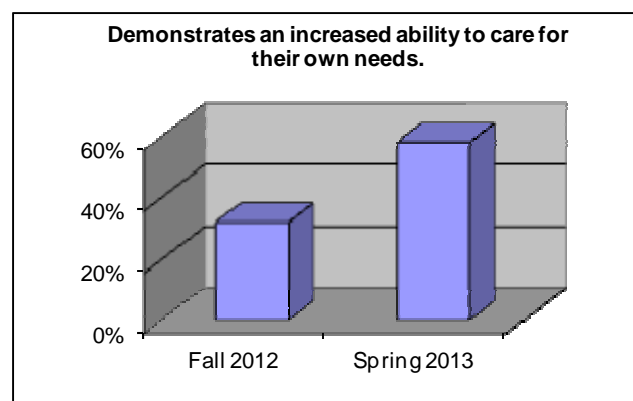
Fall/Winter 2012	30%
Fall/Spring 2013	61%



III. Physical Development and Health

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

Fall/Winter 2012	32%
Fall/Spring 2013	58%

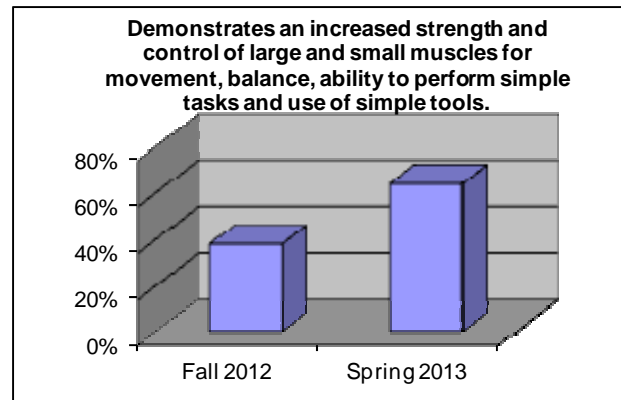




Preparing Children for Kindergarten

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.

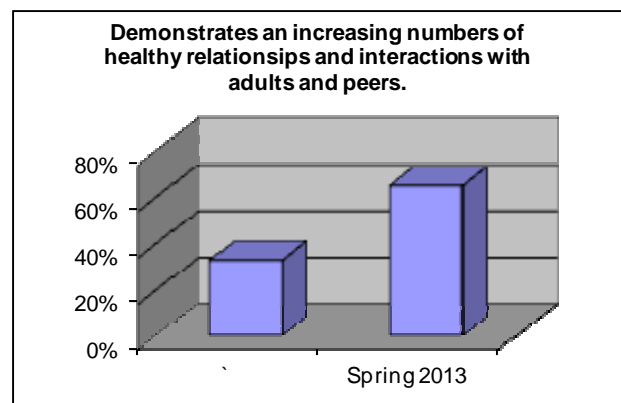
Fall/Winter 2012 38%
Fall/Spring 2013 64%



IV. Social and Emotional Development

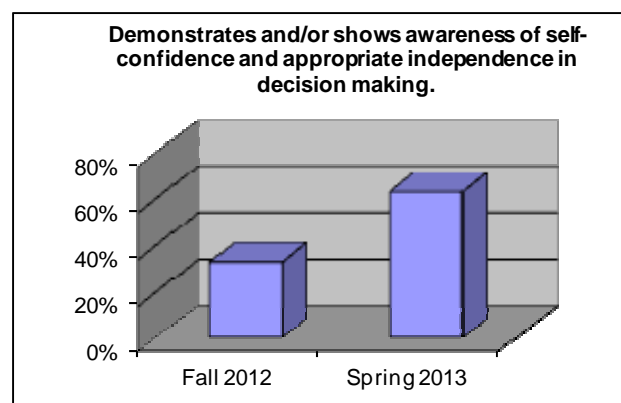
IV.A.1. Children will demonstrate increasing numbers of healthy relationships and interactions with adults and peers.

Fall/Winter 2012 33%
Fall/Spring 2013 65%



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

Fall/Winter 2012 33%
Fall/Spring 2013 63%

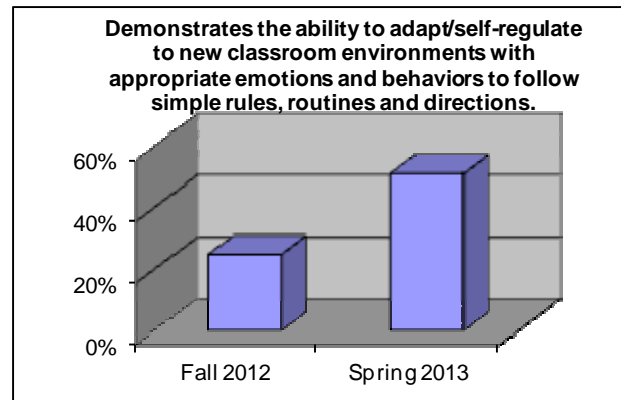




Preparing Children for Kindergarten

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.

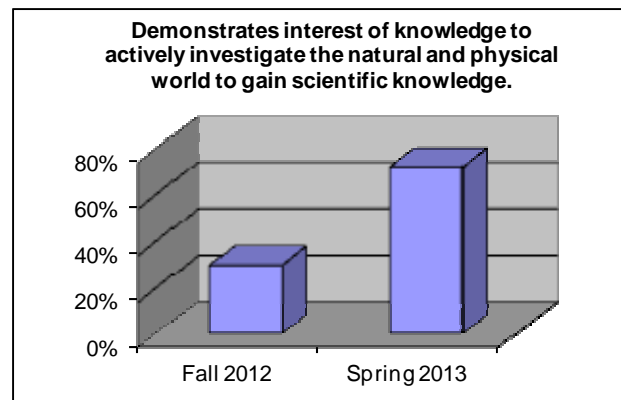
Fall/Winter 2012 25%
Fall/Spring 2013 51%



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)

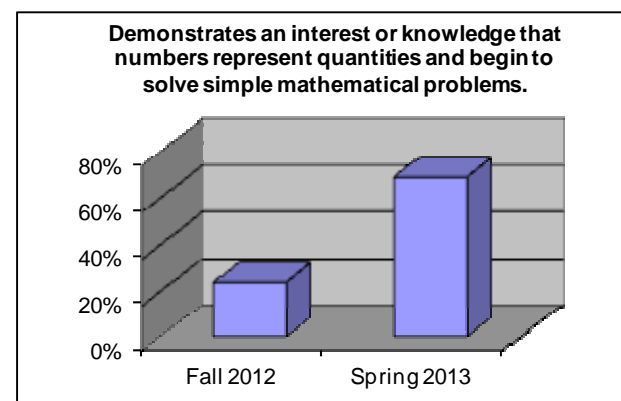
V.A.1. Children will demonstrate interest of knowledge to actively investigate the natural and physical world to gain scientific knowledge.

Fall/Winter 2012 30%
Fall/Spring 2013 72%



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

Fall/Winter 2012 24%
Fall/Spring 2013 69%

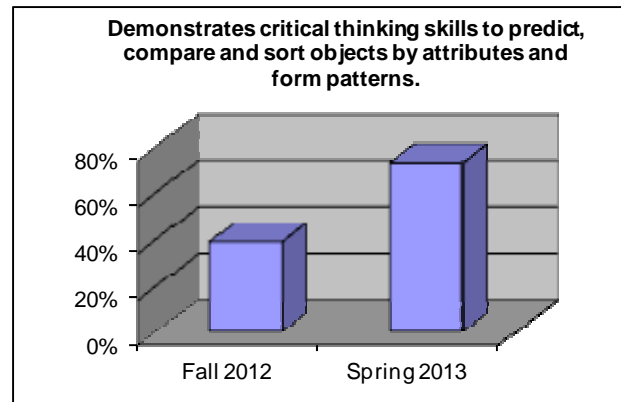




Preparing Children for Kindergarten

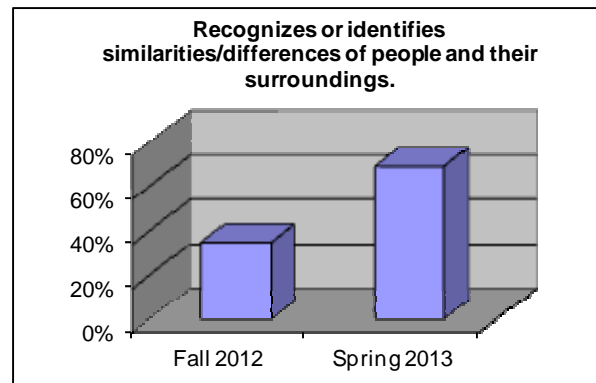
V.A.3. Children will demonstrate critical thinking skills to predict, compare and sort objects by attributes and form patterns.

Fall/Winter 2012	39%
Fall/Spring 2013	73%



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

Fall/Winter 2012	35%
Fall/Spring 2013	69%



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.