



OZARK OPPORTUNITIES, INC.

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Head Start/Early Head Start

ANNUAL REPORT TO THE PUBLIC

Program Year 2018-19
(Completed October 2019)

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I. Program Summary

A. REASON FOR THIS REPORT:

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

“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. (Not applicable.)”

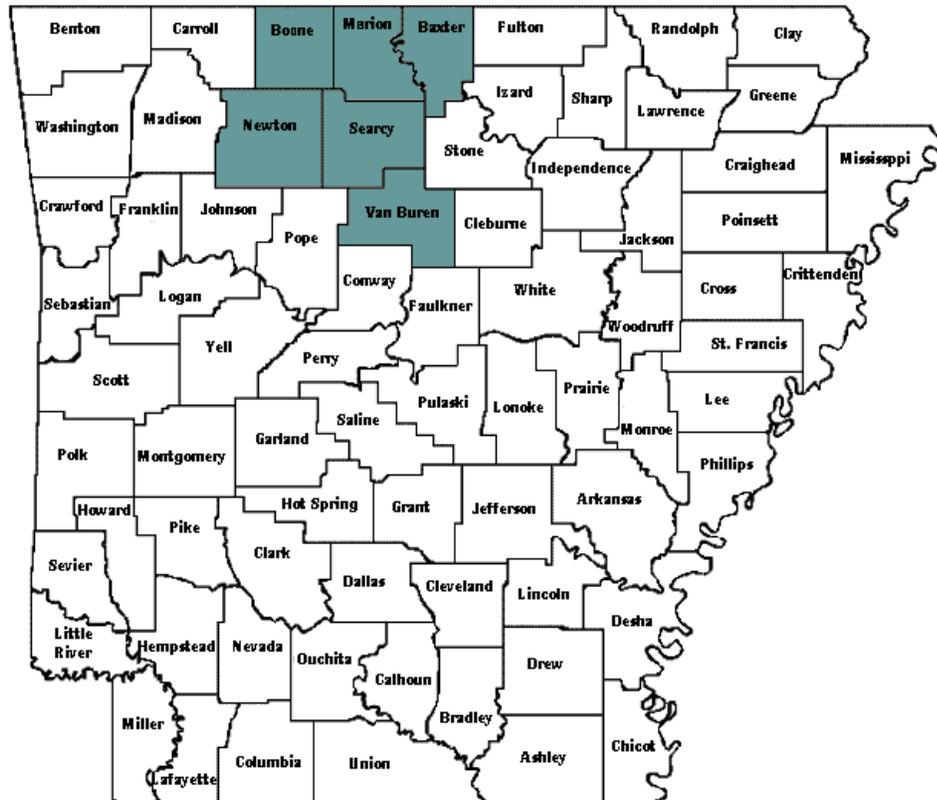
B. HISTORY:

Ozark Opportunities, Inc. (“OOI”) Head Start has been in existence since the summer of 1966, and has a legacy of providing quality, nurturing education for 3-5 year old children in a six-county service area. OOI is a *Community Action Agency* (a private nonprofit incorporated in 1969 that is an eligible-entity to receive CSBG funds.) The agency provides Child Development (Head Start and ABC Pre-K and Early Head Start infant and toddler care) and Community Services (energy assistance, commodity foods, etc.) to low income individuals and families, as well as involvement in community development activities to support anti-poverty initiatives.

The mission of OOI is ***to partner with organizations, families and individuals to provide services and empowerment opportunities for those with limited means to improve their quality of life.*** This mission meshes well with that of Head Start, and the agency’s programs work well together to assist families to learn; not only how to assist their children in the learning process; but also to improve the families’ opportunities to better their situation and work their way out of poverty.

The service area of *Ozark Opportunities, Inc.* Head Start/Early Head Start is in north-central Arkansas. The area is largely populated by families that have made the Ozark Mountains their home for many generations, and poverty has been a constant companion over the years.

Counties served include: Baxter, Boone, Marion, Newton, Searcy, and Van Buren.



With a median income range of \$30,640 to \$43,011 per household (with an Arkansas average of \$45,916), it is easy to recognize that a broad range of resources (and deficiencies) exist. When one digs further, the need for quality pre-school and infant/toddler care becomes apparent, as poverty and situational poverty (thanks in part to the “Great Recession”) persevere.

Poverty is prevalent. For example, the two most sparsely populated counties in the region (Searcy and Van Buren) have **at or over 20% poverty population** (according to 2017 SAIPE Estimates). If a higher percentage of the poverty level is used (as many government programs have gone to 200% poverty), it could be argued that over 40% of the population is living below the poverty line.

C. Head Start/Early Head Start:

1. **Locations:** The majority of our Head Start Centers are located on a school campus with the exception of Harrison which are in agency-owned buildings. The location of centers corresponds appropriately to the population density in the service area, and is based on the need of each community for Head Start services. NOTE: Includes ABC State-funded Pre-K slots.

Baxter County:

- 48 Head Start Preschool children- Mountain Home
- 16 Head Start Preschool children- Cotter
- 16 Head Start Preschool children- Norfolk
- 18 Arkansas Better Chance (ABC) Preschool children- Mountain Home
- 14 Arkansas Better Chance (ABC) Preschool children- Norfolk
- 16 Early Head Start (infant & toddlers)- Mountain Home

Boone County

- 80 Head Start Preschool- Harrison
- 16 Head Start Preschool- Valley Springs
- 18 Arkansas Better Chance (ABC) Preschool children- Harrison
- 16 Early Head Start (infant & toddlers)- Harrison

Marion County:

- 16 Head Start Preschool children- Bruno-Pyatt
- 16 Head Start Preschool children- Yellville-Summit

Newton County:

- 16 Head Start Preschool children- Western Grove
- 12 Head Start Preschool children- Jasper

Searcy County:

- 13 Head Start Preschool children- St. Joe

Van Buren County:

- 13 Head Start Preschool children- Shirley
- 16 Early Head Start (infant & toddlers)- Clinton

Total= 261 Head Start Pre-K and 48 Early Head Start, & 50 ABC (state-funded) Pre-K.

- 2. Program Philosophy:** The Program Philosophy of the OOI Head Start program is that of continued, ongoing evaluation and improvement. We have implemented several new systems and supports in the past few years with the direct intention of improved learning by the children, and additional support of teaching staff to insure they have the tools they need to create the best learning environment for every child.

We believe that the right mix of staff, technology, and partnerships (schools, community, parents, staff, etc.) will result in a strong, vibrant program that is an integrated part of the school system, and is “in-touch” with the distinct needs of each school district. Planning has become a crucial part of the program, and monitoring and compliance are pieces of the program that are receiving an upgrade as the staff work to insure program outcomes meet the expectations of the funder, families, and communities we serve.

- 3. Primary Goal= School Readiness.** The primary objective for *Ozark Opportunities, Inc.*, Head Start/Early Head Start program is to insure the families and children in our program are ready for school. This is accomplished by our program acting as an advocate for children and their families through partnering at the individual, community, and state level to provide quality services.

The OOI Head Start program strives to provide a safe, healthy environment in which every child has the maximum opportunity and support in developing to their full potential. The child’s effectiveness in dealing with their environment will help foster social competence, which will aid with responsibilities in school and life. Our goal is to provide a system to improve the quality of life for each child, commencing with the family unit. We strive to educate and promote social proficiency, while taking into account the interrelatedness of cognitive and intellectual development, physical and mental health and nutritional needs of each child.

- 4. Community-Based.** Many aspects come into play in meeting our long range goals including availability of resources. We have been working more closely with the schools over the past few years, and have made a concentrated effort to not only meet the Performance Standards and Head Start Law, but also upgrade our technology, staffing (training & responsibilities), and facilities. Partnerships will continue to be crucial to our program success, and a dedicated plan of parent, family and community engagement (“P,F,CE”) goals and action steps will be implemented over the next five years as we better understand the interconnectedness of all aspects of our work.

II. Required Elements:

A. Budgetary Information:

1. The total amount of public and private funds received and the amount from each source.

Dept. of Health & Human Services- Federal	\$2,924,347
USDA (CACFP) Nutrition Program- Federal	\$ 272,923
Non-Federal Match (In-Kind)- Public	\$ 731,088
Total	\$3,928,358

2. An explanation of budgetary expenditures and budget for the fiscal year.

Cost Category	TOTAL BUDGET 3/1/18-2/28/19	TOTAL EXPENSES 3/1/18-2/28/19
<i>Salaries</i>	\$ 1,876,681	\$ 1,879,852
<i>Fringe Benefits</i>	\$ 580,251	\$ 543,943
<i>Contractual</i>	\$ 37,250	\$ 40,900
<i>Travel</i>	\$ 14,072	\$ 7,295
<i>Supplies</i>	\$ 69,412	\$ 75,454
<i>Equipment</i>	\$ 0	\$ 0
<i>Other:</i>	\$ 619,604	\$ 649,826
<i>Federal</i>	\$ 3,197,270	\$ 3,197,270
<i>Non-Federal Match</i>	\$ 731,088	\$ 731,088
TOTAL	\$ 3,928,358	\$ 3,928,358

B. ERSEA Data; 2018-2019 School Year:

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 (funded for 261 for Head Start and 48 for Early Head Start= 309 Total.)

1. Total children served: 58 (Early Head Start) 303 (Head Start)

▪ Early Head Start

- Under 1 year: 11
- 1 year old: 19
- 2 years old: 28
- 3 years old: 0

▪ Head Start

- 2 years old: 25 (Children were enrolled after turning 3, but were age 2 by PIR calculations)
- 3 years old: 126
- 4 years old: 152

2. Total families served: 49 (Early Head Start) 274 (Head Start)

▪ Early Head Start

- 44.9% (22) two parent households
- 55.1% (27) single parent households

▪ Head Start

- 52.2.% (143) two parent households
- 47.8% (131) single parent households

3. Average Monthly Enrollment:

▪ Early Head Start

- Maintained 100% Enrollment of 48 children each month from August 2018– June 2019

▪ Head Start

- Maintained 100% Enrollment of 261 children each month from August 2018– May 2019

4. Enrollment by Income Category:

<u>Early Head Start (58 total)</u>	<u>%</u>	<u>#</u>
Eligible- 100% of poverty	74.1%	(43)
Eligible 101-130% of poverty	10.3%	(6)
Eligible Over-Income	0%	(0)
Eligible Foster Care	7%	(4)
Eligible TANF/SSI	3.4%	(2)
Eligible Homeless	5.2%	(3)
TOTAL:	100%	58

▪ <u>Head Start (303 total)</u>	<u>%</u>	<u>#</u>
Eligible- 100% of poverty	69.7%	(211)
Eligible 101-130% of poverty	17.2%	(52)
Eligible Over-Income	6.9%	(21)
Eligible Foster Care	1.6%	(5)
Eligible TANF/SSI	3.3%	(10)
Eligible Homeless	1.3%	(4)
TOTAL:	100%	303

C. Audit- Results of the most recent review by the Secretary and the financial audit.

The Single-Agency Audit for *Ozark Opportunities, Inc.* for fiscal year (ended February 28, 2019) reflected the following findings:

Financial Statement Findings:

- Significant Deficiencies **No matters reportable.**
- Material Weaknesses **No matters reportable.**

Federal Award Findings and Questioned Costs:

- Significant Deficiencies **No matters reportable.**
- Material Weaknesses **No matters reportable.**

SUMMARY:

After an intensive review of all eligibility documents, student files and payment documents for: payroll; payroll tax payments; fringe benefit payments (employer match for social security, medical, dental, life insurance, AirEvac and retirement); student health, dental and ADA screenings and supplies; staff training; travel reimbursement; vehicle maintenance & fuel; utilities; telephone; postage; insurance; student and adult food; invoices for classroom materials and supplies; copy expenses; Board and Policy Council expenses; and licensing inspections and fees, **there were no findings or questioned costs** by the audit firm.

D. The percentage of enrolled children that received medical and dental exams.

1. Head Start

<i>Program Information Report Number</i>	<i>OOI Outcome</i>	<i>State Avg.</i>	<i>Nat'l. Avg.</i>
C.5; Number of children with an ongoing source of continuous, accessible health care.	301/303= 99.3%	95.9%	96.8%
C.8; Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary health care, according to the relevant state's EPSDT schedule for well child care.	269/303= 88.8%	75.9%	83.6%
C.11; Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age. C.12; Number of children who have been determined by a health care professional to have received all immunizations possible at this time, but who have not received all immunizations appropriate for their age. C.13; Number of children who meet their state's guidelines for an exemption from immunizations.	302/303= 99.7%	96.9%	96.7%
C.19; Number of all children, including those enrolled in Medicaid or CHIP, who have completed a professional dental examination since last year's PIR was reported.	270/303= 89.1%	80.4%	79.7%

2. Early Head Start

<i>Program Information Report Number</i>	<i>OOI Outcome</i>	<i>State Avg.</i>	<i>Nat'l. Avg.</i>
C.5; Number of children with an ongoing source of continuous, accessible health care.	52/58= 89.7%	93.2%	96%
C.8; Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary health care, according to the relevant state's EPSDT schedule for well child care.	47/58= 81%	77.4%	72.4%
C.11; Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age. C.12; Number of children who have been determined by a health care professional to have received all immunizations possible at this time, but who have not received all immunizations appropriate for their age. C.13; Number of children who meet their state's guidelines for an exemption from immunizations.	54/58 2/2 2/2 Combined 58/58= 100%	C.11, C.12, & C.13 combined 90.9%	C.11, C.12, & C.13 combined 92.1%
C.20; Number of all children who are up to date on a schedule of age appropriate preventable and primary oral health care according to the state's EPSDT schedule.	43/58= 74.1%	N.A.	N.A.

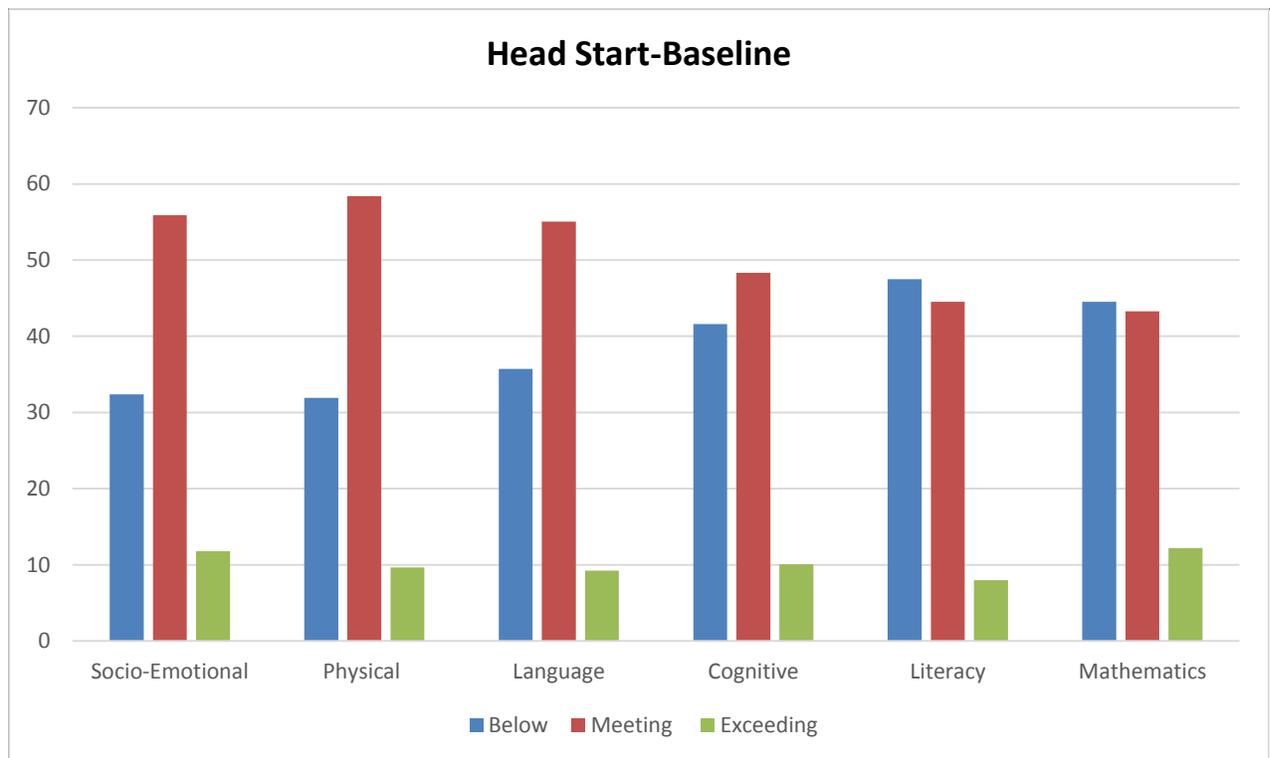
NOTE: It should be noted that some children did not stay enrolled long enough to have exams completed; therefore 100% of children enrolled receiving services is an impossible goal to attain. In addition, some children were not age-appropriately due for dental exams for C.19/C.20.

E. Progress of Children via Program Data (via *Teaching Strategies Gold™* Assessments)

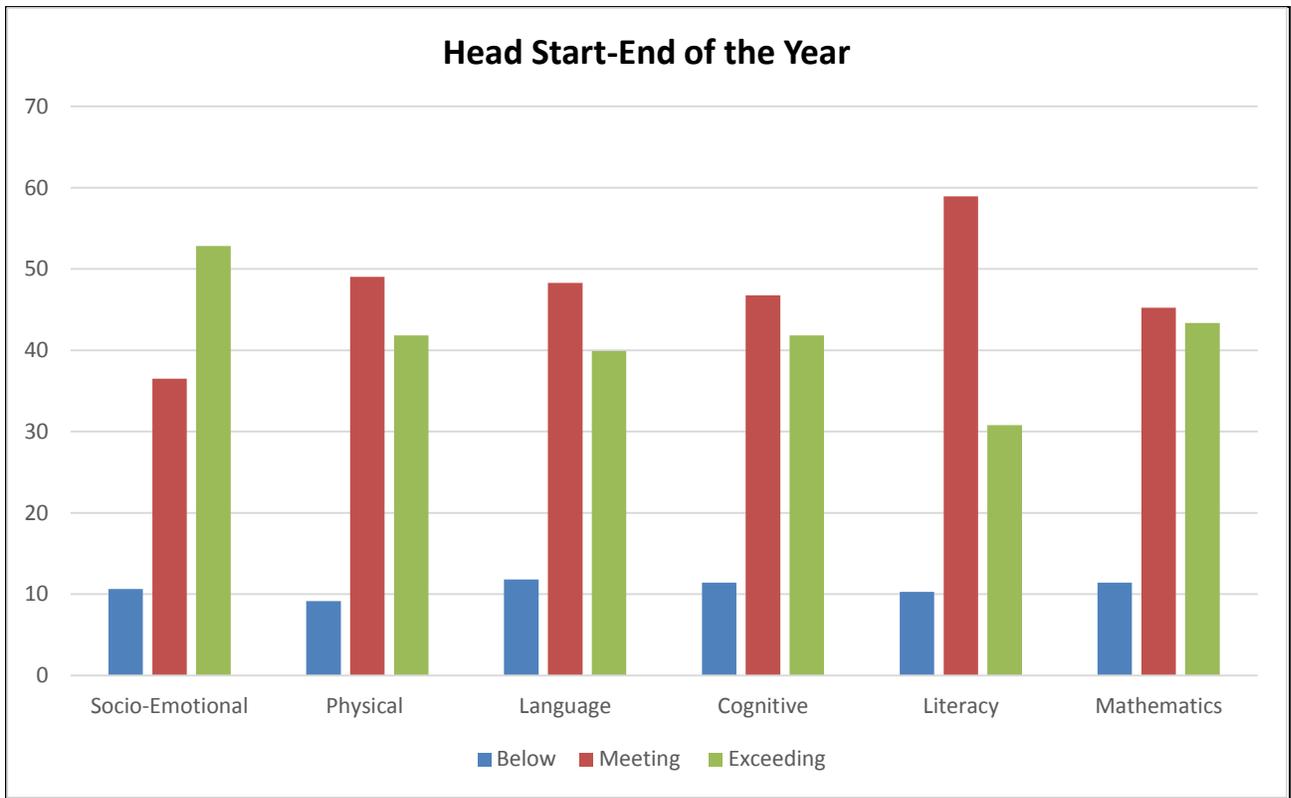
To accomplish the above results, teachers complete TSG assessments three times per year; at the beginning (to establish a baseline), in late December, and at the end of the year in May. As the assessments are completed, each student is rated at “Below”, “Meeting” and “Exceeding” for each of the 38 TSG Benchmarks. The results are entered into the TSG Data System, which then tabulates the results.

Below are the Baseline, End of Year, and Overall Aggregated scores by domain for both Head Start and Early Head Start for 2018-19 School Year; these can be used to see the increase in development of children over the year; it should be noted that the assessment tool assesses children on widely held expectations based on their age, by month.

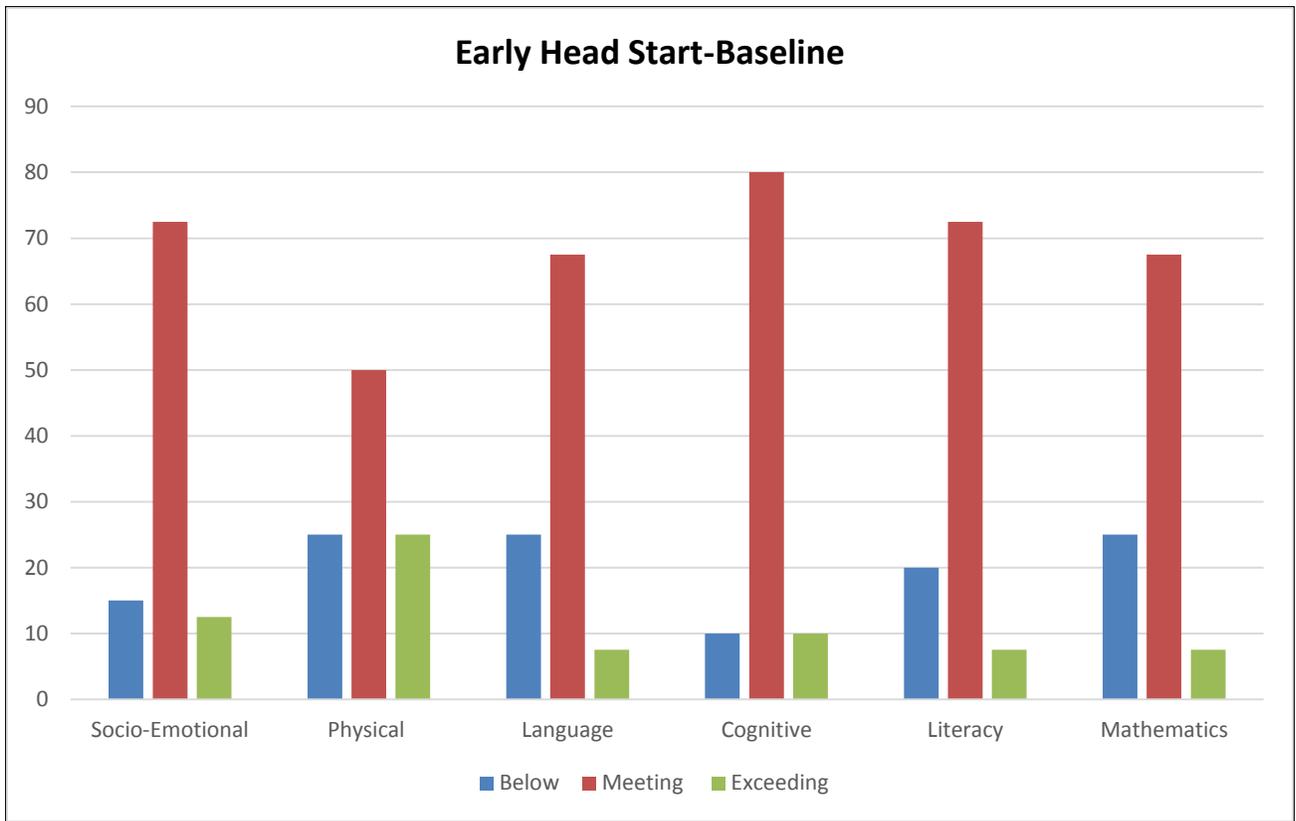
<i>Head Start- Baseline 2018-19</i>			
Domain	Below	Meeting	Exceeding
Social Emotional	32.35	55.88	11.76
Physical	31.93	58.4	9.66
Language	35.71	55.04	9.24
Cognitive	41.6	48.32	10.08
Literacy	47.48	44.54	7.98
Mathematics	44.54	43.28	12.18



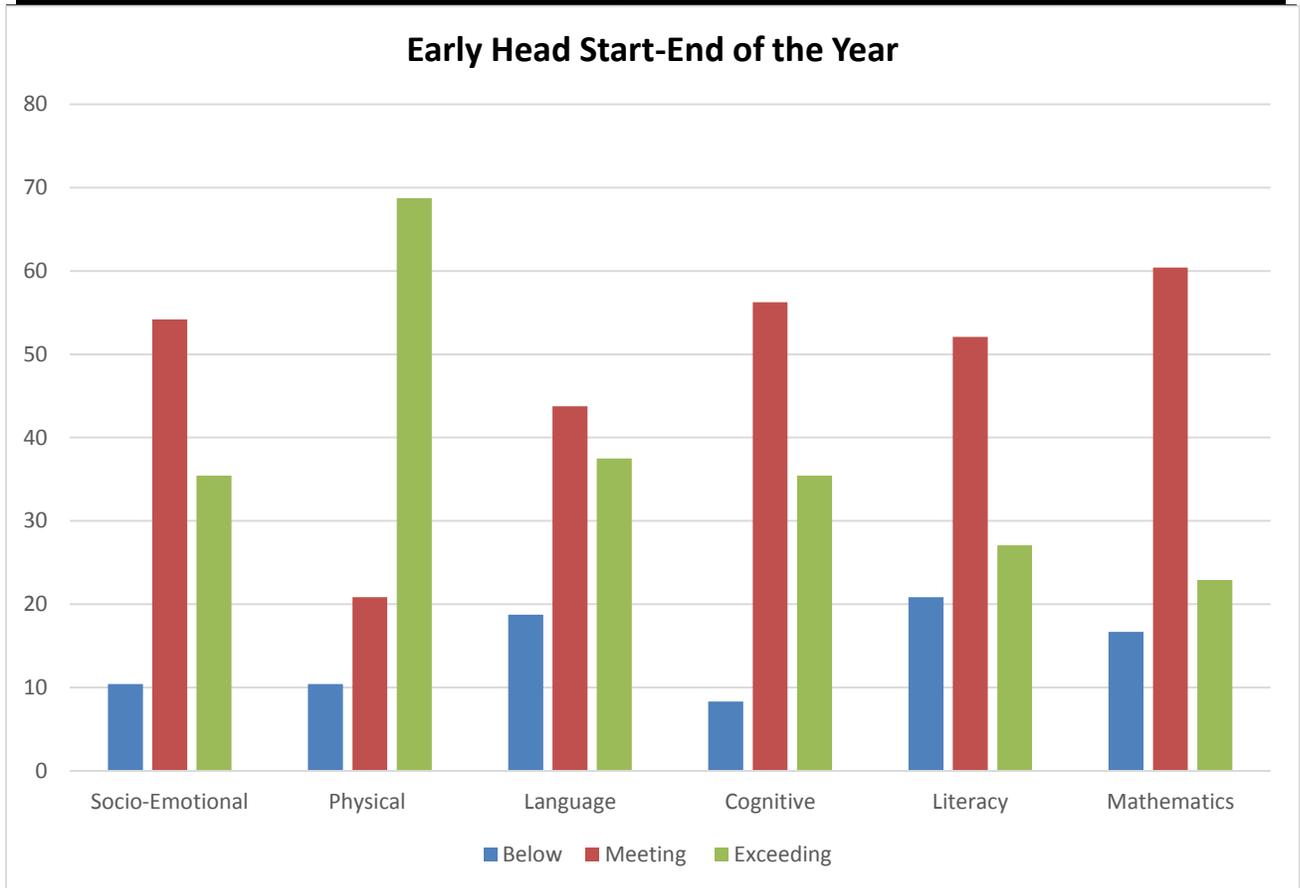
Head Start- Year End 2018-19			
Domain	Below	Meeting	Exceeding
Social Emotional	10.65	36.5	52.85
Physical	9.13	49.05	41.83
Language	11.79	48.29	39.92
Cognitive	11.41	46.77	41.83
Literacy	10.27	58.94	30.8
Mathematics	11.41	45.25	43.35



Early Head Start- Baseline 2018-19			
Domain	Below	Meeting	Exceeding
Social Emotional	15	72.5	12.5
Physical	25	50	25
Language	25	67.5	7.5
Cognitive	10	80	10
Literacy	20	72.5	7.5
Mathematics	25	67.5	7.5



Early Head Start- Year End 2018-19			
Domain	Below	Meeting	Exceeding
Social Emotional	10.42	54.17	35.42
Physical	10.42	20.83	68.75
Language	18.75	43.75	37.5
Cognitive	8.33	56.25	35.42
Literacy	20.83	52.08	27.08
Mathematics	16.67	60.42	22.92



F. Parent, Family, and Community Engagement:

As the key element of a child's life, family engagement, is critical to the full development of a child's potential. Our Head Start program is committed to helping each child and family achieve success through a comprehensive partnership. Parent engagement begins at enrollment. Parents are welcomed into the classroom and encouraged to observe or assist with daily activities.

Helping the child with handwashing and "Journal Time" are both excellent examples of how this is implemented. Routinely scheduled home visits and conferences provide regular conversations on children's progress to enhance parents' role as educators.

Parents, Family Support Workers, and teachers work cooperatively to set goals. Home Tasks are sent home with the family to support their child's growth and development. In the 2018-2019 school year, **1,325** individuals volunteered their time or talents to our Head Start program through and **583** parents/family members participated in at home activities with their child.

Opportunities for parents and families to advance their own learning interests exist through education, training, and other experiences that support their parenting, career, and life goals. During the 2018-2019 school year, a total of **877** people (516 parents) attended trainings offered at monthly Parent Meetings or education-related events.

Some training topics included: Child Development, Nutrition, Mental Health, Healthy Exercise, Fire Prevention, Kindergarten Readiness, Dental, Conscious Discipline, and Advocating for the Disabled child. In addition, parents are invited to attend staff trainings and in-services.

Parents and families can participate in leadership development, decision-making, or program policy development through participation in Standing Committees and/or the Policy Council. This past year, **32** parents were elected to serve as Policy Council Representatives. Through active participation, parents provide valuable input on curriculum planning, policy development, and program improvement plans.

Participation from the community is critical to our success. During the 2018-2019 school year, a total of **184 community members** volunteered their time and talents.

Ozark Opportunities, Inc. is proud to have **great participation** from both our families and our community in an effort to build a successful future for our Head Start students and their families.

G. The agency's efforts to prepare children for Kindergarten

"School Readiness" involves more than just children; in the broadest sense it is about children, families, early environments, schools, and communities. Children are not innately "ready" or "not ready" for school. Their skills and development are strongly influenced by their families and through their interactions with other people and environments before coming to school. It is our goal to implement and initiate school readiness goals in our organization.

Ozark Opportunities Inc. Head Start currently provides services for up to 261 Head Start and 48 Early Head Start infants and toddlers (and 50 Arkansas Better Chance Pre-K) children and families. The program serves a six-county area, and has embarked on an ambitious program improvement effort to set School Readiness Goals and improve teacher-child interactions in its classrooms.

The Lesson Plans for our classrooms align with the Head Start Child Development and Early Learning Framework, and the Arkansas Frameworks for Quality Care and Education for Children from three to five. Our classrooms use a curriculum blueprint called "Creative Curriculum" that is supplemented with "Adventures in Learning". The "Creative Curriculum" blueprint is used as a foundation for all of the other supplemented curricula we incorporate into our classrooms.

H. Five-Year Objectives:

Through community assessment, child data outcomes and collaborative planning, *Ozark Opportunities, Inc.* Head Start/Early Head Start has identified several objectives it will undertake in 2016-2021 time span to take the agency in a new direction and to strengthen our current overall program. In the following section, each five year objective is placed within the context of the relevant broad range program goal.

These goals were developed by the OOI Head Start/Early Head Start Administrative Team and then shared with Policy Council and the School Readiness Task Force for their review, revision, and feedback.

The following updated Five Year Plan- *Outcomes to Date* is the best way to document "Progress Toward School Readiness Goals" of our program, as the Five Year Goals (and accompanying "School Readiness Agenda") compose the roadmap to School Readiness for the OOI Head Start & Early Head Start Program. On the right side of the Five Year Plan matrix (below) please look at the "Outcome to Date" column for the progress to date.

Ozark Opportunities Inc. Early/Head Start Five Year Goals- 2015 to 2021 Outcomes to Date

Goal I: School Readiness for Children- Early/Head Start children will receive high quality comprehensive health, nutrition and developmental learning, essential for overall growth, to prepare children for school readiness.

- **Domain A:** Continue to improve professional development that supports our current curriculum to foster children's physical, educational, social emotional and nutritional development.
- **Domain B:** Implement age and developmentally appropriate school readiness goals from the results of our TSG child assessments.
- **Domain C:** Continue to train our teaching staff in Language and Literacy Development, to assist English language learning students as well as Dual Language Learners.
- **Domain D:** Implement effective home visiting and parent teacher conferences to develop an open stream of communication to facilitate continuous learning.

Goal II: Parent and Family Development- Families are participants in their child's education and engaged in their own personal growth and development.

- **Domain A:** Families demonstrate consistent involvement in their child's education based on PFCE plan.
- **Domain B:** Family goals are connected to the seven outcome areas of the Parent Family & Community Engagement (PFCE) framework using the Family Engagement Rating Scale to measure progress.
- **Domain C:** Parents engage in parenting trainings and financial literacy activities to support self-sufficiency, advocacy and school readiness for themselves and their children.

Goal III: Staffing- Employ and retain staff that are skilled, meet required certifications and assist them to make strides in their classroom performance and professional development.

- **Domain A:** Expand opportunities for professional development.
- **Domain B:** When funds are available, staff will be encouraged to pursue educational goals to further their credentials or degree status.
- **Domain C:** Retain quality based upon skill level and classroom performance.

Goal IV: Empowerment and Support- *Ozark Opportunities, Inc.* continues to implement strategies that support wrap around services from Community Services to facilitate all aspects of the organization.

- **Domain A:** Increase the number of Early/Head Start families receiving wrap around services agency wide.
- **Domain B:** Create a process to support remote trainings and webinars for parents, community members, and teaching staff.
- **Domain C:** Maintain facilities that are safe and in good condition, while continuing to improve areas in available technology.

Goal V: Utilizing Technology to Meet the Needs of Staff and Parents- *Ozark Opportunities, Inc.* plans to implement strategies that streamline teacher training as well as parent trainings. The agency also plans to initiate channels to connect information to parents concerning education, attendance, and parent involvement.

- **Domain A:** Utilize technology for staff training.
- **Domain B:** Use technology to benefit parents and children in education, attendance, and parent involvement.

Goal I: School Readiness for Children- Early/Head Start children will receive high quality comprehensive health, nutrition and developmental learning essential for overall growth to prepare children for school readiness.

- **Domain A:** Continue to improve professional development that supports our current curriculum to foster children’s physical, educational, social emotional and nutritional development.

	Action	Who	When	Outcome
Year 1	Provide professional development to teaching staff to strengthen our current Teaching Strategies Gold Assessment. (Documentation on TSG Objectives)	Education Coordinator/Practice-Based Coach	Fall 2016	All teaching staff completed TSG and CLASS training. Teachers received hands on training on how to complete in-depth anecdotal records in TSG by the Education Coordinator and the Mentor Coach. Teachers were also trained on the new Child Development and Learning Framework during Pre-Service.

Year 2	Strengthen our current health and nutrition strategies tied to our current curriculum.	Nutrition Coordinator/ Health Coordinator / Education Coordinator	Fall 2017	WISE nutrition program implemented into curriculum with training at pre-service.
Year 3	Implement new strategies that further enhance our Conscious Discipline techniques with staff.	Mental Health Coordinator/Education Coordinator	Fall 2018	A new behavior protocol has been implemented to support teaching staff as well as utilizing the E-DECA tool that generates Conscious Discipline skills.
Year 4	Design elements that improve our children's physical development through exercise and outdoor play time.	Health Coordinator/ Education Coordinator/ Practice-Based Coach / Safety and Licensing Coordinator	Fall 2019	Playground improvements were installed or created to improve children's gross motor skills as well as enhancing safety.
Year1- 5	Research and Implement new teaching strategies through on-going professional development.	All Coordinating Staff	2016- 2020	Higher level learning activities and goals have been implemented into each classroom through Google Classroom trainings in 2016 and 2017.
<ul style="list-style-type: none"> • Domain B: Implement age and developmentally appropriate school readiness goals from the results of our TSG Child Assessments. 				
	Action	Who	When	Outcome
Year 1	Analyze and aggregate data from Teaching Strategies Gold Assessments to develop new school readiness goals.	Education Coordinator/ School Readiness Committee	Fall 2016	New goals from TSG data were created for the School Readiness Agenda and implemented.
Year 2	Research new elements of developmentally appropriate activities based upon TSG data.	All Coordinating Staff	Fall 2017	Teaching staff received training and developed small group activities to utilize in the curriculum.
Year 3	Utilize child outcomes from TSG data to guide our current curriculum goals	Education Coordinator	Fall 2018	Data for 4 years has been compiled and analyzed. The need in this area is to continue to maintain high student outcomes in all developmental areas.

Year 4	Ensure that the Creative Curriculum is compatible with our Child Outcomes from Teaching Strategies Gold.	Education Coordinator/ Practice-Based Coach	2019	Overall TSG outcomes have increased as well as CLASS scores which were in the highest 10% in the nation.
Years 1-5	Continually expand our School Readiness Committee with new members from all throughout our service area.	Program Manager/ Education Coordinator	2016-2021	The committee has increased in number each year including new community members such as the mayor and superintendents of public schools.
<ul style="list-style-type: none"> • Domain C: Continue to train our teaching staff in Language and Literacy Development to assist English language learning students as well as Dual Language Learners. 				
	Action	Who	When	Outcome
Year 1	Train FSW's and Teaching staff on the new Dual Language Learner Plan.	Education Coordinator	Fall 2016	All were trained during pre-service in August on utilizing the Dual Language Learner Plan.
Year 2	Update classroom materials that strengthen language and literacy development. (Books, Big Books, Audio Books, Listening Centers)	Education Coordinator/ Practice-Based Coach	Fall 2017	Teaching staff received guidance and training to strengthen the use of classroom materials and to utilize these materials to increase instructional support.
Year 3	Provide teaching staff with new coaching techniques that build upon language and literacy outcomes.	Education Coordinator/ Practice-Based Coach	Fall 2018	The Mentor Coach completed a new needs assessment as well as narrowing down teachers who need the most help. The Mentor Coach is attending a train-the-trainer Pre-K Ella session in October.
Year 4	Continue to build upon language and literacy development through home tasks and parent Engagement trainings.	Parent Engagement Coordinator/ Education Coordinator/ Practice-Based Coach	Fall 2019	Hometasks were aligned with the units of study to increase parents involvement and developmental outcomes.

Years 1-5	Continue to provide training that strengthens language and literacy professional development with all staff. (Pre-K ELLA)	Education Coordinator/ Practice-Based Coach / Educational Cooperatives	2016-2021	STEM and STEAM trainings have been implemented in 2016 and 2017.
<ul style="list-style-type: none"> Domain D: Implement effective home visiting and parent teacher conferences to develop an open stream of communication to facilitate continuous learning. 				
	Action	Who	When	Outcome
Year 1	Train all staff on home visiting techniques that help strengthen the bond between our agency and families.	Education Coordinator/ Teaching Staff/ FSW's	Fall 2016	All staff received Home Visitor training as well as communication strategies to share with parents.
Year 2	Train all staff on how to better facilitate parent teacher conferences to gain better teacher/parent communication.	Education Coordinator	Fall 2017	Staff were trained at Pre-Service on Parent/Teacher Conference strategies. They also role played this scenario multiple times to gain skills to communicate with parents.
Year 3	Ensure that our current child portfolios are updated with all the necessary components to strengthen the family connection.	Education Coordinator/ Teaching Staff	Fall 2018	Child Portfolios were updated based on requests from teaching staff to make using items within the portfolio more family and staff friendly.
Year 4	Implement new techniques to facilitate the parent connection through trainings on what Early/Head Start is trying to achieve through school readiness goals.	Education Coordinator/ Teaching Staff	Fall-2019	Trained EHS Center Directors to improve the transition process from EHS to HS. The transition process has been refined to ensure a child is "school ready" to move on to HS or another preschool facility.
Year 1-5	Continue to update and research new additions to our current home visiting forms and techniques.	Education Coordinator/ Teaching Staff/ FSW's	2016-2021	Ongoing. Working on transitioning to a digital system in near future to streamline process.

Goal II: Parent and Family Development- Families are participants in their child’s education and engaged in their own personal growth and development.

- **Domain A:** Families demonstrate consistent involvement in their child’s education based on PFCE plan.

	Action	Who	When	Outcome
Year 1	Develop new strategies to get our parents involved in completing home tasks.	Education Coordinator/ Practice-Based Coach /Teaching Staff	Fall 2016	Teachers Assistants were training during Round Robin Pre-Service on how to create home task activities that would get parents involved as well as tying them directly to the Adventures in Learning curriculum. Teacher Assistants from high achieving classrooms shared information with all staff on how they were able to perform so high in this area.
Year 2	Develop new strategies to get our parents to volunteer and be proactive in classroom activities such as curriculum planning.	Parent Engagement Coordinator	Fall 2017	Teachers were given new strategies at pre-service to get parents involved. Clear guidelines on what is expected at in-kind were also explained.
Year 3	Plan and implement new initiatives to make parent meetings more engaging and interesting to increase parental turnout.	Parent Engagement Coordinator/ Education Coordinator	Fall 2018	A completely new parent curriculum is in place utilizing Conscious Discipline. Staff were trained at pre-service.
Year 4	Continue to research and strengthen topics that are tied to our current curriculum that engage parents to improve their own personal growth. (Financial Literacy, Parenting, Child Development Stages)	Parent Engagement Coordinator/ Education Coordinator	Fall- 2019	The new parent curriculum from the previous year has been supplemented with new flyers and the teaching staff have been trained on how to direct the parent meetings. They have been trained to promote Conscious Discipline.

Years 1-5	Provide continued opportunities for parents to be involved in their child's educational growth.	All Coordinating Staff	2016-2021	Each year parents and guardians are made aware of and encouraged to participate in numerous educational growth opportunities such as lesson planning ideas and reading to the students.
<ul style="list-style-type: none"> Domain B: Family goals are connected to the seven outcome areas of the Parent Family & Community Engagement (PFCE) framework. 				
	Action	Who	When	Outcome
Year 1	Develop family goal setting training to implement the PFCE Framework.	ERSEA Coordinator/FSW's/ Parent Engagement Coordinator	Fall 2016	The ERSEA Coordinator has worked hands on with FSW's on how to set goals both beneficial to the parents and the Head Start students. They were also trained on how to better document a family's progress in the Child Plus Database.
Year 2	Set goals with individual families based upon the PFCE Framework.	ERSEA Coordinator/FSW's	Fall 2017	FSW's have set goals with families directly aligned with the key elements of the PFCE Plan.
Year 3	Continue to improve upon documentation of family goal setting in Child Plus.	ERSEA Coordinator/FSW's	Fall 2018	ERSEA coordinator has created a new system to get teaching staff more involved in goal setting for families. Reminders are sent on a monthly basis to classrooms.
Year 4	Analyze data collected from family goal planning to revamp current techniques and procedures.	Program Manager/ ERSEA Coordinator/FSW's	Fall-2019	Team plans to continue discussions on how to strengthen and analyze this area. Will be completed by year five.
Year 1-5	Fully implement the PFCE Framework with family goals based upon school readiness outcomes.	ERSEA Coordinator/ Parent Engagement Coordinator/ Education Coordinator	2016-2021	This is an on-going effort to strengthen relationships w/ families through training and volunteer opportunities. New parent curriculum will be introduced in the fall 2018.

- **Domain C:** Parents engage in parent trainings and financial literacy activities to support self-sufficiency, advocacy and school readiness for themselves and their children.

	Action	Who	When	Outcome
Year 1	Research effective parent trainings that have a proven impact upon the lives of Early/Head Start Parents. (Parent Input)	Program Manager/Parent Engagement Coordinator/ERSEA Coordinator	Fall 2016	Parents were asked at the first parent meeting and at orientation on what kind of trainings they would like to see. The Parent Engagement Coordinator also polled the teaching staff on which training topics had the best attendance over the 2015-16 school year.
Year 2	Utilize our Community Services to provide parents with all necessary tools to be successful in parenting and everyday life.	Program Manager/Parent Engagement Coordinator/ERSEA Coordinator/ Community Services	Fall 2017	Community service representatives attended a parent meeting at each location to provide a list of services for those in need.
Year 3	Update resources and community partnerships to provide the most up to date and effective assistance to the families we serve.	Program Manager/Parent Engagement Coordinator/ERSEA Coordinator/ Community Services	Fall 2018	The Mental Health coordinator has investigated and found new resources we can use in our area for behavioral health. We are also strengthening relationships with neighboring agencies to provide cross-training opportunities.
Year 4	Analyze the success of how we are supporting our Early/Head Start parents to further provide trainings and assistance in the future. (Map out Positive/Negative Effects)	Program Manager/Parent Engagement Coordinator/ERSEA Coordinator/ Community Services	Fall-2019	Surveys will be sent out to ask parents what specific training topics they would be interested in over the remainder of the year as well as their thoughts on previous meeting topics.
Year 1-5	Schedule and provide parents with training opportunities to increase the status of their own well-being.	Program Manager/Parent Engagement Coordinator/ERSEA Coordinator	2016-2021	Financial Literacy curriculum was implemented in the Fall of 2016.

Goal III: Staffing- Employ and retain staff that are skilled, meet required certifications and assist them to make strides in their classroom performance and professional development.

- **Domain A:** Expand opportunities for professional development.

	Action	Who	When	Outcome
Years 1-5	Continue to ensure new and current staff are trained in the education field and maintain the credentials to work in the Early/Head Start Program.	Chief Operating Officer/ Program Manager	2016-2021	All staff received updated Ar. Minimum Licensing Training as well training on pertinent HSPPS. Staff have also begun training on CLASS and classroom management on the Google Classroom we use for on-going prof. development.
Years 1-5	Develop and provide a high quality curriculum for Preschool, Infant, and Toddler CDA candidates.	Education Coordinator/ Practice-Based Coach	2016-2021	The Infant/Toddler CDA classes and modules were created in 2016 for staff to utilize. In 2018, Pre-K CDA modules will be created and utilized with staff. Pre-School CDA curriculum is continuing to be provided by Arkansas State University. OOI has developed a well-rounded curriculum with help from other Early Head Start programs to initiate to new employees in November and December of 2016. Candidates will not only have a vigorous amount of coursework, but also a minimum amount of hands-on work experience in infant, toddler and pre-school classrooms for up to 120 hours.
Year 3	Analyze the benefits of having teachers with Bachelor Degrees versus Associate Degrees in Education.	Chief Executive Officer/ Program Manager	Fall 2018	CLASS data shows that a teacher with a BA scores and performs at a higher level. The data also shows that experience is key in increasing performance.

Years 1-5	Utilize technology to provide long distance professional development opportunities to eliminate the cost of travel. (Google Classroom, Web Cam Trainings)	All Coordinating Staff	2016-2021	Ongoing; utilizing email, scanning and Google Docs & Drive. More documents going digital in coming year. In 2019, a full day of online modules were introduced to staff. All center staff completed the modules. A new staff orientation and substitute orientation online was created to streamline the training process.
Years 1-5	Provide current staff with every available opportunity whether it is financial or benefits to retain them in our program.	Head Start/Early Head Start Director	2016-2021	All staff have been encouraged to seek further education or credentialing. Multiple coordinators obtained a higher level degree with the assistance of the program. 26 staff members have obtained the CDA certification.
<ul style="list-style-type: none"> • Domain B: When funds are available, staff will be encouraged to pursue educational goals to further their credentials or degree status. 				
	Action	Who	When	Outcome
Year 1	Update current Professional Development Plans to foster improved child outcomes if applicable and/or professional evaluations.	Program Manager/ Staff Supervisor/ Practice-Based Coach	Fall 2016	Professional Development Plans are currently being updated and will be completed by the end of December 2016. Teaching staff members are also completing a self-evaluation during the month of November 2016 that will be directly tied to their professional development plans.
Year 2	Document each staff member's credentials in the Child Plus Data system as well as Teaching Strategies Gold.	Corporate Services Director/ Program Manager/Education Coordinator	Fall 2017	All credentials have been entered into the child plus system.

Year 3	If funds are available, offer stipends for performance in the classroom.	Head Start/Early Head Start Director	Fall 2018	A new teacher position is in progress of being approved to use trained and high achieving staff to mentor new staff. All staff received a COLA in 2018.
Years 1-5	Create individual action plans when necessary for staff to achieve professional and classroom goals.	Program Manager/ Education Coordinator/ Practice-Based Coach	2016-2021	Action plans are created and updated yearly and are tied to data gathered from TSG and the mentor coach staff needs assessment. In 2019, teaching staff completed their first on-line professional development plan. The new system allows administrative to track progress towards individual goals.
Years 1-5	Encourage the growth and development of staff whether it is extending their qualifications or professional development opportunities to increase their skill level.	All Coordinating Staff	2016-2021	All staff are continuously encouraged to obtain higher education or credentialing.

• **Domain C: Retain quality teachers based upon skill level and classroom performance.**

	Action	Who	When	Outcome
Year 1	Research different strategies on how to maintain/retain high skill level staff.	Head Start/Early Head Start Director/ Program Manager	Fall 2016	The administrative staff has researched and discussed ideas on how to further maintain current highly skilled staff. Outcomes for a high accomplishment level can be attributed to a good work environment an staff being treated well financially with contracts similar to a public school teacher in our service area.

Years 2-4	Update and implement new strategies to better monitor classroom performance. (CLASS Training)	Education Coordinator/ Practice-Based Coach	Fall 2017 Fall 2018 Fall 2019	Our Region 6 T&TA specialist provided sessions to all teaching staff throughout the school year to strengthen CLASS performance. Staff were trained with a new perspective on how to meet CLASS requirements through a new approach called "I.C.E.E.). (Interaction, Communication, Engagement, and Environment)
Years 1-5	Maintain 100% of teaching staff with minimum of an AA degree and all assistants a CDA or working towards their CDA.	Chief Operating Officer	2016- 2021	100% Completion rate for 2016,2017,2018, and 2019.
Years 1-5	Provide mentoring and coaching opportunities year round. (TLC groups, On-Line Coaching)	Practice-Based Coach	2016- 2021	All staff have been provided with coaching opportunities and assistance. In 2018, the Mentor Coach narrowed down the group of people she would work mentor to target staff who need mentoring the most.
Year 1-5	Continuously track and monitor each teaching staff's classroom performance and outcomes.	Education Coordinator/ Practice-Based Coach	2016- 2021	Monitored throughout the year using the CLASS observation tool.

Goal IV: Empowerment and Support- *Ozark Opportunities, Inc.* continues to implement strategies that support wrap around services from Community Services to facilitate all aspects of the organization.

- **Domain A:** Increase the number of Early/Head Start families receiving wrap-around services agency wide.

	Action	Who	When	Outcome
Year 1	Increase the number of current Early/Head Start families served by Community Services by a minimum of 10%	Community Services/ All Coordinating Staff	Fall 2016	FSW's have been trained on how to engage families and direct families to receive all the agency has to offer from our SUCCESS program as well as other Community Services assistance. Discussion revealed that most Community Services programs have different eligibility criteria, so FSW's continue to maintain additional referrals.
Year 2	Update and implement new strategies on how we communicate with families to better see their hardships and provide them with the services they require.	ERSEA Coordinator/ FSW's	Fall 2017	This has been achieved through family Needs Assessments completed by the FSW's with multiple follow-up opportunities.
Year 3	Continue to train FSW's on how to document and facilitate the initial screening process of Early/Head Start families.	ERSEA Coordinator/ FSW's	Fall 2018	More duties have been placed on FSW's. FSW's have been trained in ROMA to increase family and agency outcomes.
Year 4	Provide opportunities for Early/Head Start families to participate in trainings and utilize community resources to increase their knowledge about how to get help and maintain sustainable family goals.	Community Services/ All Coordinating Staff	Fall 2019	Family Development staff were added to supplement Head Start staff to support families. Staff were trained on how to utilize community resources. A Community Services worker attended a parent meeting at all locations to share resources from the agency as well as the community.

Years 1-5	Implement staff and resources to better assist Early/Head Start Families to create long term goals for success.	All Coordinating Staff	2016-2021	Family planning trainings and ROMA training have been held for all family support staff in 2016-2019. The family matrix is used across the agency to support families and provide vital resources. The family matrix is linked to the PFCE Framework.
<ul style="list-style-type: none"> Domain B: Create a process to support remote trainings and webinars for parents, community members, and teaching staff. 				
	Action	Who	When	Outcome
Year 1	Research topics that will spark parental interest and design a system to provide training on these topics.	Parent Engagement Coordinator	Fall 2016	Numerous flyers & posters have been distributed to Head Start families notifying them of trainings provided by Co-Ops in our region. Trainings range from behavioral management, financial education, and mental health have been made available as resources to engage families.
Year 2	Identify new strategies and implement them to pull in additional support from our communities. (Mayors, Judges, Etc.)	All Coordinating Staff	Fall 2017	Community members are used to create all committees, Policy Council Representatives, and Board members.
Year 3	Find new ways to get parents to attend training opportunities through stipends if available.	All Coordinating Staff	Fall 2018 Fall 2019	No stipends are being provided, however, we have overhauled our Parent Meeting trainings to be more inviting and parent friendly. Parents are more likely to attend meetings that
Years 1-5	Create virtual trainings that members of the community and families can access via the internet.	All Coordinating Staff/ Community Services	2016-2021	Trainings online by the state extension office have been provided to families including trainings in Disabilities and Parenting.

Year 4	Engage the community as a whole and educate them on the services we provide not only to children but to families as well.	All Coordinating Staff	2016-2021	In 2017, all HS and EHS parents received information on all services offered by the agency. Members of the community have been engaged through Parent Meetings, Board Meetings, the HSAC, and the School Readiness Committee to let the public know what we are providing for families at Ozark Opportunities, Inc.
<ul style="list-style-type: none"> • Domain C: Maintain facilities that are safe and in good condition while continuing to improve areas in available technology. 				
	Action	Who	When	Outcome
Year 1	Research new and innovative technology that we could utilize in our classrooms. (Smartboards, tablets, interactive equipment)	All Coordinating Staff	Fall 2016	All classrooms were equipped with additional large tablets in 2016. Teaching staff have been trained on how to integrate new technology with existing technology. Additional research is being completed on whether additional technology is needed.
Year 2	Update the current technology plan and implement the necessary changes if resources are available.	Corporate Services Director/ All Coordinating Staff	Fall 2017	New computers were purchased for EHS as well as tablets for HS and EHS. Several projectors were also replaced in classrooms.
Year 3	Analyze the quality and performance of current technology operating in the Early/Head Start classroom and update if required.	Corporate Services Director/ All Coordinating Staff	Fall 2018	Classrooms were only given one CPU per room this year due to the cost of maintenance. This will allow OOI to purchase better equipment in the future by not having so many machines to maintain.

Year 4	Review all facilities to ensure we are fully meeting all new state licensing requirements.	All Coordinating Staff/ Licensing, Facilities & Safety Coordinator	Fall 2018- 2019	We hired a new “Licensing, Facilities & Safety Coordinator” in 2018- he completes on-site reviews of all locations to identify issues. A new monitoring system (2018) insures locations are monitored on a routine basis (it is also aligned to the Arkansas Minimum Licensing Requirements). All fall zones were changed from pea gravel to rubber mulch as well as plastic borders in 2018.
Years 1-5	Provide monthly on-site monitoring to ensure safety in all aspects of the program at each location. (On-Site Monitoring Plan)	All Coordinating Staff/ Licensing, Facilities & Safety Coordinator	2016- 2021	All sites are monitored to ensure that all learning centers are safe and well equipped. A new tracking system on the Google Drive allows all administrative staff see what and where needs to be monitored as well as issues that need immediate attention.

Goal V: Tracking and Student Progress- *Ozark Opportunities, Inc.* plans to implement strategies that streamline teacher training as well as parent trainings. The agency also plans to initiate channels to connect information to parents concerning education, attendance, and parent involvement.

*Previous Goal= "Project Follow-Through" in year 1 and 2.

- **Domain A:** Utilize technology for staff training.

	Action	Who	When	Outcome
Year 1	Develop a process to document a child's progress through the third grade. (Surveys, Conferences, Filing System)	All Coordinating Staff	Fall 2016-2021	Families who signed an agreement with the agency were called in the Spring of 2017 to gather data on educational progress & behavior data on their children. FSW's were trained in Jan. 2017 how to track and document data. Add'l review of current processes is underway.
Year 2	Research methods to compare testing scores and behavioral outcomes to non-Early/Head Start children.	Program Manager/ Education Coordinator	Fall 2017	Schools were not willing to share testing scores for children who did not have a signed agreement with our program so we could not compare the data.
Year 3	Begin creating trainings that are online for staff. "Round Robin" trainings in the coming year will be offered online instead of whole group to help keep training cost down.	Program Manager/ Education Coordinator	Fall 2018	This initiative is underway- trainings being are being created on Google Drive. All trainings will be completed by July 2019.
Year 4	Analyze the impact of creating on-line trainings versus in-person training.	Program Manager/ Education Coordinator	Fall 2019	The benefits identified included consistency, cost savings, time management, and the ability to review training topics. One concern is the importance of face-to-face interaction is minimized.

<ul style="list-style-type: none"> Domain B: Use technology to benefit staff, parents, and children in education, attendance, and parent involvement. 				
	Action	Who	When	Outcome
Year 1	Create a distinct plan on how we plan to use the data that we collect through both programs.	All Coordinating Staff	Fall 2016	All C.D. staff (Teachers, FSW's, and Coordinators) have had trainings on the importance of properly entering key data to ensure we have a virtual map of all outcomes in each component area.
Year 2	Utilize the bridge between Child Plus and Teaching Strategies Gold to avoid double data entry.	Education Coordinator	Fall 2017	This bridge proved to be ineffective and provided very little functionality so it was discontinued.
Year 3	Identify areas of weakness in data entry and if needed, implement new strategies to alleviate issues.	All Coordinating Staff	Fall 2018	This year we have focused on parents utilizing technology in the Education component. Several <i>Home Connections</i> involve technology, as well as the TSG online database for parents.
Year 4	Implement new initiatives to check data accuracy in Child Plus.	All Staff	2016-2021	FSW's are cross-checking children's files and ChildPlus Data. Coordinators use a new Google Drive™ Tracking Sheet which contains a summary of all data and date entered into ChildPlus. In 2018 there were multiple trainings to ensure FSWs are documenting data properly in ChildPlus.
Years 1-5	Provide all necessary trainings for Child Plus and research other methods of collecting and documenting child/family data.	All Coordinating Staff	2016-2021	All staff received a min. of 3 hours of ChildPlus data-entry training during Pre-Service. The ERSEA and Education Coordinators clarified who was responsible for different data tracking in the system.

I. OOI Head Start Component Area Updates

a) Parent, Family and Community Engagement:

All staff members are essential in engaging families and supporting school readiness through various PFCE activities throughout the agency. From building trusting relationships with the families, assisting them with what documents are needed for transitioning into the school system, to providing them with opportunities to set goals for their child/family, as well as being integral in linking them to needed community resources. This process starts as early as when the parent receives the application and continues until the child transitions into the public school system.

Parent Engagement (involvement) is a major key to School Readiness. We work as an agency to encourage parent involvement- it begins with each and every staff member on our team. Each center provides an environment that is welcoming and has an open door policy to parents. Staff invite each parent to volunteer in the classroom and attend monthly Parent/MAD (Make a Difference) meetings. Staff also encourages parents to complete the Home Tasks with their children as this will prepare them even farther in becoming a valuable asset to their child's future.

If parents learn to become involved in their child's education in Head Start, this will transfer over to elementary school in the future, as the parents are invited to be a part of the transition as well. The *Fatherhood Initiative* strives to get dads and male role-models involved in their children's education.

Parents are educated about the importance and benefits of children attending class regularly as well as school requirements regarding attendance. Throughout the year, parent meetings and conferences are held that educates, encourages and gives families information how best to advocate for their child as they continue their education.

PROGRESS: Policy Council Representatives are continuing to serve as Parent Engagement Leaders in the classroom. They are kept updated on the statistics and are going back to the classrooms to encourage families and help create ideas to engage parents with teaching staff.

Our community involvement is staying consistent and staff are getting more and more creative with who they recruit to the classroom. Staff are consistently spreading the word and invite community members to visit and educate both children and families.

Home Tasks are a weekly way for parents to engage with their children to support the classroom curriculum, and the amount of time they are spending engaging their children to learn is a strength of the program, and is benefitting the children (which can be seen in the increased Teaching Strategies Gold ("TSG") scores.

b) Community Partners:

OOI identifies other community resources that provide services for families and children in our 6 county service area. Through these partnerships referrals are made, training is provided, requirements are met, and needed services for families are received when needed.

PROGRESS: Community Partnership is an ongoing component that we continually utilize in each area that we serve. This may include families who need food, shelter, financial help, or need medical attention. We are continually reviewing the accessibility for families to services.

An added benefit OOI has is being a Community Action Agency (CAA) and having additional funding sources that provide programs that have extra benefits to the children and families the Early Head Start & Head Start Program serves. This allows outreach workers funded through Community Service Block Grant (CSBG) for example, to go into classrooms and talk with parents about programs that they are potentially eligible.

This wrap-around “bundled services” technique allows for families to be served on an even greater scale and assist them in becoming more self-sufficient each year.

c) Disabilities:

With parental consent all children enrolled are screened for vision, hearing, speech and developmental testing through Interagency Agreements with 3 Co-Op (LEA) agencies, and 1 preschool program. They provide screenings as well as continued services for children that qualify.

Staff members use a Monthly Activity Calendar to work with children that qualify for services and are on an *Individualized Education Plan* (“IEP”). Information received from the Co-Ops or Preschools are used on the calendar to identify individual goals to build School Readiness Skills for each child receiving services. Staff members received additional training at Pre-Service to better complete the monthly IEP calendar and on how to conduct individualizations on their students.

End of year conferences are completed on each child with an IEP, which includes input from parents, teachers, Co-op agency and any additional professional needed. If a child is 5 and going into Kindergarten, the conference is held at the school the child will be attending. At that time, the Co-Op, Parent(s), Head Start staff, and school representative will complete an End-of-the-Year Conference and transition the child into the school system. The school takes responsibility during this conference to ensure continuity of services to the child as they enter the public school system.

Early Head Start children receive screenings just like Head Start Pre-K. They are tested for vision and hearing, and have the Ages and Stages-3 screener completed by parents and staff. Any child that qualifies for services will be referred to *First Connections* in Little Rock (with parents permission.)

We have a Memorandum Of Understanding (MOU) with *First Connections* whereby they agree to do additional testing, as well as provide necessary services for qualifying children from the three EHS locations. If an *Individual Family Service Plan* (“IFSP”) is written, staff complete a *Monthly Activity Calendar* for that child. At the end of the year, a conference is held with parents and staff to discuss progress made, and future steps (depending on whether the child is staying in the program or transitioning into Pre-K.)

PROGRESS: Every child was screened on time and IEP’s and/or IFSP’s were implemented for those children in need. Documentation in ChildPlus has substantially improved over the last year. Identifying resources in the community was a primary concern over the past year. A list of providers were sent out to all teaching staff. IDEA laws were trained on multiple times to ensure our staff were aware of all laws concerning children with disabilities.

d) Nutrition:

Children are encouraged to make healthy choices and learn to become self-reliable. They learn to carry their own food trays and choose their own milk. Parent meetings are held throughout the school year that educates parents about healthy foods and how to help their families live a healthier lifestyle.

Parents are also engaged through “Home Tasks” which include a monthly exercise activity to complete with their children, and the curriculum includes “healthy food activities” that are implemented into each classroom monthly.

PROGRESS: Home tasks and healthy food activities were sent home on a monthly basis. Also, there is a unit on eating healthy in our curriculum that we implement. An agreement with the Arkansas Extensions Office provides nutrition training for parents at most locations. A parent meeting was also held regarding nutrition. The Windy Wise curriculum has been implemented into the units of study for all programs.

e) Safety:

Safety is emphasized immensely throughout the school year to parents and students. There is a week of study integrated into the curriculum for the students. For parents, there are a minimum of two safety-based parent meetings a year.

Facilities are always an issue, as constant maintenance and repair to keep them safe is necessary. We have spent a considerable amount of time and resources to insure that our centers, classrooms, and playgrounds are safe for the children in our care and their families.

PROGRESS: Playgrounds and facilities were reviewed and measures taken to enhance safety. Grant funding was applied for and received to facilitate the improvements. Ongoing Monitoring by classroom and administrative staff identify concern areas to address. Each classroom had a Safety Week. Parent Meetings with safety-related topics are held regularly; including Fire Safety, Pedestrian Safety, & Bus Safety. Facilities are maintained and repaired on a regular basis, and updates are budgeted to insure they are completed.

f) Transportation:

Child transportation is stressed to the parents at Parent Meetings with seat belt and car seat safety trainings. Bus Safety is presented to every center as supervisors bring a bus to each site in April- the bus driver talks about bus safety and shows the children what they should be doing when they start kindergarten. The children are allowed to board the bus, and get a feel for what it will be like to be a “big kid.”

PROGRESS: Parents were trained on car safety and we utilized local schools to teach bus safety. We also added an additional program, Healthy Families America (Arkansas) in Van Buren and Searcy counties, and those staff are trained child seat installers (as an additional resource to the program and parents.)

g) Health:

Within the first 90 days with parental consent, the children are tested for lead. The lead testing is only done on the children who are new to Head Start and have not had lead testing done.

The staff teach the children about health and wellness by teaching the children to brush their teeth and wash their hands. This is something that is done daily from the beginning to the end of the school year. Signs are placed in each center to help demonstrate to the children the steps and procedure to wash their hands.

PROGRESS: All children received lead testing that were eligible. Children and families continue to receive training on personal hygiene and wellness. Nutrition Nuggets (Educational Nutrition Flyer) has been included in the monthly newsletter. Family Support Workers are being trained and encouraged to educate parents on the importance of immunizations, physical exams, and dental exams to reduce the amount of non-compliances.

h) Mental Health:

A Mental Health Specialist comes to observe each center within the first 90 days of school. They identify children that have behavioral issues and may need extra help with behavioral problems. A Behavior Protocol has been put in place for the teachers to request assistance in the classroom and for better documentation of what is happening in the classroom. A conference is held with the parents of the children who have been identified with behavioral concerns, and the teacher meets with the specialist to learn new ways to deal with each child’s specific needs and situation. If needed (with the Parent or Guardian’s consent) children may be referred to a Mental Health Specialist for extra assistance with their behavioral problems.

PROGRESS: All children were observed in the 2018-19 school year. We are doing a better job at ensuring that we are properly documenting the process, and it is more streamlined. We are continuing to modify the plan for classrooms that have more challenging behaviors; and the Behavior Protocol ensures that teaching staff can begin the process of getting help for the child and parents. The focus this year has been to meet with families to get them involved in behavioral situations. We explain the importance of working as a team to get the behavioral issues under control to maintain a safe learning environment.

i) Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA):

Eligibility- Families of children between the ages of zero to five years are age eligible to participate in OOI's Head Start Program. Income documentation must be received from the parents/guardians in order to determine how a child is deemed eligible.

- Types of Eligibility
 - Income below 100% of the federal poverty guidelines
 - Public Assistance recipient: such as TANF/TEA, SSI
 - Status as a foster child
 - Status as homeless
 - Over income

Recruitment- Ozark Opportunities, Inc., Head Start Preschool Program develops a recruitment plan each year to identify families whose children may be eligible for Head Start services, inform them of services, and encourage them to apply for enrollment into the program.

Selection- OOI has a formal process for selection of children to ensure we are enrolling those with the greatest need for Head Start services, including children with disabilities.

Enrollment- Children are enrolled into Ozark Opportunities, Inc., Head Start Preschool Program from center waiting list which rank children according to points assigned from the established selection criteria.

Attendance- In order to give each child the full benefit of the Head Start Program including building the School Readiness Skills that are required for Kindergarten, it is important that parents have their children in attendance and on time every day the center is open, unless illness or unforeseen circumstances prevent them from attending. Programs must monitor and maintain attendance averages.

PROGRESS: Parents, community partners and social media (agency webpage and facebook), continue to be a recruiting asset to the program. We will continue to educate the Policy Council, Board, and program staff on the recruitment process to ensure we continue to meet our enrollment numbers. A fully operational Policy Council Committee reviews ERSEA Criteria at least once a year, and the Prioritization Schedule is reviewed and updated annually as well (and approved by the P.C. and Board of Directors.) The ERSEA Final rule has been implemented and training completed with necessary staff and will continue to be provided for all staff and governing bodies on a regular basis.

III. Conclusion

Ozark Opportunities, Inc. Head Start/Early Head Start will continue to update our *Five Year Plan* and *School Readiness Agenda* as new information is gathered, and we will continue to work with community members, families, teaching staff, and the children we serve to provide the best outcomes possible.

We train our staff and keep them up-to-date with new strategies and techniques that benefit the children and families we serve. Our teachers are doing a great job educating the children we serve in order for them to make a smooth transition into the kindergarten setting. We are tracking progress of children via Teaching Strategies Gold™, and have an active training and staff development process to insure teaching staff are continuing to develop their CLASS skills to better engage with children in a proper teaching environment.

As an organization we have a commitment to partner within and outside of the agency to “wrap-around” our families to support them in their struggles to improve their lives. We are dedicated to continue to innovate and utilize technology and proven best practices in our program.

For more information on our agency and the programs we offer please visit www.ozarkopp.org or our FB page at “Ozark Opportunities”.

The OOI Child Development Team