ABOUT CAPIC HEAD START

Mission

Head Start is a comprehensive child and family development program serving low-income pre-school children and their families in Chelsea, Revere, and Winthrop. Funding from the federal government (Health and Human Services; Administration for Children and Families) in addition to state support (Department of Early Education and Care) makes up the majority of Head Start funding. The program is designed to meet each child’s unique developmental, health and social/emotional needs to ensure that all children will be ready to enter the public school system ready to learn and keep pace with their peers. The program has specific school readiness goals that support each child’s future school success as he/she works to fulfill his/her optimum ability. Head Start offers a part day option (4) hours and a full day/full year option to working families who meet state Early Education and Care guidelines. Working with families to develop partnerships and engage them in meaningful ways is a critical aspect of the program.
OUR STAFF

Our staff is one of our most valuable resources. The program employs a vibrant staff of teachers and family advocates and a team comprised of component managers and content specialists. Our specialists include; a nurse, nutritionist and behavioral consultant. 100% of our Lead Teachers meet the federal degree requirements by having an Associate's Degree at a minimum or a Bachelor's Degree. Our family advocates have experience working in the human services field and most are enrolled in a college program leading to a degree. Family advocates work in concert with our teachers and administrative staff to coordinate classroom activities, make home visits, coordinate family engagement activities and work together to meet the needs of both our children and families.

100% of our Lead Teachers meet the federal degree requirements.

TEACHER’S DEGREES

- Lead Teacher - Bachelor’s Degree (8)
- Lead Teacher - Associate’s Degree (5)
- Assistant Teacher - Bachelor’s Degree (1)
- Assistant Teacher - Associate’s Degree (5)
- Assistant Teacher - Some College (1)
- Assistant Teacher - High School (1)
SCREENING AND ASSESSMENT

The process to begin to understand a child’s level of cognition and social development rests on the teaching staff being well trained to administer a variety of screening and assessment tools. The Head Start Program uses the Early Screening Inventory for Pre-School (ESIP) at the beginning of the year to establish a base line score on a child’s developmental skills. The program also uses the Devereux Early Childhood Assessment (DECA) to measure a child’s social emotional well-being and when indicated, begin the referral process for behavioral health services that are integrated into the classroom setting. Children are then assessed to determine the developmental progress according to the domains of the Head Start Child Development and Early Learning Framework which are consistent with the curricula we use; and the data assessment system, Teaching Strategies GOLD. The following domains are measured; Social Emotional Development, Creative Arts Expression, Approaches to Learning, Language Development, Literacy Knowledge & Skills, Logic & Reasoning, Mathematics Knowledge & Skills, Science Knowledge & Skills, Social Studies Knowledge & Skills, Physical Development & Health, and English Language Development. Teachers use these tools to measure and monitor each child’s progress in thirty-eight objectives based on developmentally appropriate benchmarks for children ranging in age from three to five years. Teachers assess children at three check points throughout the year; fall, winter and spring. Teachers meet with parents either in their home or at school to discuss the assessment findings and together develop goals to meet the child’s individual needs.

Outcome measure reports are developed and reviewed by teachers at the three check points to ensure that our curriculum, coupled with individual education goals for each child are meeting children's needs. Our goal is to work with each child to move them forward on a path of sustained growth.

ENROLLMENT 2016-2017

Total funded enrollment in September 2016 was 246 children and in January 2017 it was 233 with approval from the Head Start Regional Office. The total enrollment for 45 days or more was 272 children. Average monthly attendance from September to May was 83.69%. During the summer months the program operates two extended day programs for families with state funded vouchers or DCF contracts.

PROGRAM DIVERSITY - PRIMARY LANGUAGE

The program has a rich history of serving a diverse population and provides programming that supports and celebrates each family’s culture and home language.
ENROLLMENT 2016-2017 CONTINUED

SELECTION CRITERIA 2016-2017

An approved selection criteria is used to ensure that the neediest children and families are selected for enrollment.

<table>
<thead>
<tr>
<th>Criteria</th>
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<tbody>
<tr>
<td>Points</td>
</tr>
<tr>
<td>1. Shelter/Homeless 3 or 4 year old</td>
</tr>
<tr>
<td>2. Foster Care and or DCF Referred 3 or 4 year old (income eligible)</td>
</tr>
<tr>
<td>3. 4 year old income eligible with diagnosed disability (IEP)</td>
</tr>
<tr>
<td>4. 3 year old income eligible with diagnosed disability (IEP)</td>
</tr>
<tr>
<td>5. Parent or guardian receiving SSDI, SSI 4 year old (income eligible)</td>
</tr>
<tr>
<td>6. Parent or guardian receiving SSDI, SSI 3 year old (income eligible)</td>
</tr>
<tr>
<td>7. 4 year old family receiving TANIF benefits</td>
</tr>
<tr>
<td>8. 3 year old family receiving TANIF benefits</td>
</tr>
<tr>
<td>9. 4 year old income eligible with suspected disability (EI report, Dr. referral)</td>
</tr>
<tr>
<td>10. 3 year old income eligible with suspected disability (EI report, Dr. referral)</td>
</tr>
<tr>
<td>11. Enrolled in other Head Start Program - 4 year old (income eligible)</td>
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<tr>
<td>12. Enrolled in other Head Start Program - 3 year old (income eligible)</td>
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<tr>
<td>13.** 4 year old over-income special needs (IEP)</td>
</tr>
<tr>
<td>14.** 3 year old over-income special needs (IEP)</td>
</tr>
<tr>
<td>15. Income eligible 4 year old</td>
</tr>
<tr>
<td>16. Income eligible 3 year old</td>
</tr>
<tr>
<td>17. 4 year old special needs (IEP) meeting 130% of poverty guidelines (within 35% of total enrollment)</td>
</tr>
<tr>
<td>18. 3 year old special needs (IEP) meeting 130% of poverty guidelines (within 35% of total enrollment)</td>
</tr>
<tr>
<td>19. 4 year old with suspected disability (EI Report, Dr. referral) meeting 130% of poverty guidelines (within 35% of total enrollment)</td>
</tr>
<tr>
<td>20. 3 year old with suspected disability (EI Report, Dr. referral) meeting 130% of poverty guidelines (within 35% of total enrollment)</td>
</tr>
<tr>
<td>21. 4 year old, over-income, with suspected disability (EI report, Dr. referral)</td>
</tr>
<tr>
<td>22. 3 year old, over-income, with suspected disability (EI report, Dr. referral)</td>
</tr>
</tbody>
</table>

The 130% over poverty guideline will be used after the waitlist for income eligible families has been exhausted. The 130% guideline will be used by each community. A second round of selection meetings will be held in August to select children and the 130% category may be used at this time, providing all income eligible children receive first priority.

Selection Criteria for 130%

4 year old meeting 130% of poverty guideline (within 35% of total enrollment)
3 year old meeting 130% of poverty guideline (within 35% of total enrollment)
Head Start may enroll 35% of its total enrollment with families whose income is at 130% of the federal poverty guideline when the income eligible waitlist has been exhausted.

*Selection criteria will be used as closely as possible when selecting new applicants, however families applying to the program may have specific needs and circumstances may dictate a variation in following this procedure. Family's unique needs may supersede the strict following of the selection criteria. All efforts will be made to select children following this process as approved by the Policy Council.

**Special needs children will be selected within the over-income limitations under federal performance standards. (10% of the total Head Start enrollment can be used for families whose income is above the federal poverty guidelines)

***Working families who meet Head Start eligibility criteria and have a state supported voucher will receive priority placement in one of the extended day full year classrooms that are reserved for families with vouchers.
FEDERAL FUNDING 2016-2017

The annual Head Start federal grant award total was $2,202,086 (general account = $2,176,845) (training and technical assistance = $25,241). The in-kind match = $550,522 (in-kind match is required by the Administration for Children and Families/Health and Human Services at 20% of the total allocation and is comprised of volunteer hours, fair market rental appraisals and donations that may include services and cash). The grantee does not have an indirect cost to operate the program.

- COLA (Cost of Living Adjustment) = 1.8% ($39,183)
- Duration Grant Award = $297,608
- $33,443 was awarded for start-up projects that included installing sinks in two classrooms at the Irene O’Connell Center, installing an air conditioning system in one classroom and purchasing supplies and materials needed to extend the day and year. The balance of this grant will be applied to FY 2017-2018 as the program will begin August 2017.

GRANT SUBMISSIONS

Grants awarded from the Massachusetts Department of Early Education and Care (EEC):

- EEC - Head Start Supplemental Grant - $294,478 (off-set staff salaries and other related costs that includes rent and education supplies)
- EEC - Universal Pre-Kindergarten (UPK) (to support quality programming in two full day/ full year classrooms) - $30,000

UMASS CURRICULUM SUPPORT

- Coaching for Chelsea staff and purchase of OWL curriculum - $15,840

The audit report conducted by an independent firm in 2016 revealed no findings.
CHALLENGES AND SUCCESSES EXPERIENCED DURING 2016-2017

For the first time in over twenty years the program experienced a staffing shortage that ultimately led to a staffing crisis. In August, two new lead teachers that had been recently hired left the program within the first two weeks after the program began. Another lead teacher then left the program in October. Education managers and our permanent substitute filled these unanticipated vacancies. The program began recruitment efforts to hire new teachers and realized that the pool of candidates was virtually dry. The program was unable to recruit new teachers largely due to the pay scale. To address the issue, the Program Director worked with the Policy Council, CAPIC’s Executive Director and CAPIC’s Board of Directors to develop a plan to remediate the situation.

The plan included the following strategies:

• Combine two management positions into one; Family Engagement Coordinator position with the Intake and Recruitment Coordinator position to form the Family Engagement/Intake/Recruitment Coordinator position.

• Close one classroom and with savings from reduced enrollment coupled with combined management positions apply salary savings to current staff wages for small increase and increase entry level rate for teachers with required qualifications.

• Head Start Director informed the Regional Head Start office of the vacancies and the program’s inability to effectively staff the classrooms.

• Head Start Director submitted a proposal to the office of Head Start to reduce enrollment from 246 to 233.

• The regional Head Start office approved the proposal and enrollment was reduced from 246 to 233. By the end of October 2016 the program was fully staffed.

February 2017 – fire destroyed our food service vendor’s facility and in turn their ability to provide us with food for our daily meal service. The Chelsea Public Schools stepped in to help and graciously provided us with food service from February until June. The Head Start Director along with staff, children and families wish to express their gratitude for the quick response to our urgent need. Special thanks to Jerry McCue, Amanda Muniz, and her wonderful staff.

UMASS BOSTON PARTNERSHIP TO ENHANCE CHILDREN’S MATH & LITERACY SKILLS DEVELOPMENT

In 2014 CAPIC Head Start entered into a research agreement with UMASS Boston and the Chelsea Early Learning Center that would become one of the programs most effective and successful partnerships. The research project was designed to assess low-income (pre-school) children’s math scores before and after the math curriculum was implemented to determine if math outcomes would show improvement if programs (such as Head Start) delivered a math curriculum with fidelity over the course of the school year. The project provided funding for the Head Start program to purchase a math curriculum called “Building Blocks” in addition to providing math coaches to support our teachers to implement the new curriculum. The program has concluded its third year in the implementation of the math curriculum and we have seen steady progress in our outcomes data.

In the fall of 2016, UMASS Boston offered our program another opportunity to participate in a literacy based research project. The new research project had a similar objective; provide an enhanced literacy curriculum with fidelity and determine if children from the Head Start program make gains from fall to spring. Funding from UMASS provided Chelsea classrooms with the ability to purchase the new OWL (Opening the World to Learning) curriculum and included additional support for coaches to work with teachers on implementing the curriculum. It was also decided that Revere and Winthrop students should have the same opportunity to benefit from an enhanced literacy based curriculum and the Owl curriculum was purchased for these classrooms with Head Start funding. Coaching to these classrooms was provided through the Head Start training and technical assistance grant.
HIGHLIGHTS FROM OUR FAMILY ENGAGEMENT COMPONENT INCLUDE

- Parent orientation at each center
- Open house held at each center
- On-going home visiting
- Raising A Reader literacy program
- Red Cross Food Distribution with nutrition information
- Monthly parent center committee meetings
- Regular classroom volunteer opportunities
- Monthly Policy Council meetings
- Parenting classes (Systematic Training for Effective Parenting)
- Public library registration
- Financial literacy program offered

- Immigration workshop (offered by a former Head Start Family Advocate who became an immigration lawyer)
- “What to Do When Your Child Gets Sick” - a program designed to help parents understand how and when to care for their ill child at home and when to seek medical care
- Good-Guys – a fatherhood/male role model program
- Tuesday Tastings provided by Head Start Nutritionist to introduce families to healthy foods
- Nutrition education and hands on low-fat cooking class (Cooking Matters) – six week session
- Transition/Orientation to local public schools
- Year-end celebrations at each center

OTHER ACHIEVEMENTS

- All Head Start centers were licensed by the Department of Early Education and Care
- Implemented new literacy based curriculum, OWL (Opening the World to Learning)
- Implemented Building Blocks math curriculum that improved math outcomes for children program-wide
- 100% of the program is participating in the EEC Quality Rating Improvement System (QRIS)
- CLASS scores (a rating system that measures child/teacher interactions) showed improvement over the previous year
- Children made great gains in math and literacy skills
- Duration proposal funded -funding will enable children at the Irene O’Connell Center to attend classes for six (6) hours per day and participate in a longer year in 2017-2018. (Currently the majority of Head Start classrooms are in operation for four (4) hours per day for 160 days). Duration funding will provide children with ten (10) additional days of school.
- Received funding ($20,925) to continue OWL and Building Blocks coaching in 2017-2018

2016-2017 OUTCOMES

We are pleased to see that children have made gains in every domain and we are particularly encouraged to see the improvement children made in the areas of literacy and math. We believe that our intensive curriculum development efforts have contributed to these positive outcomes.

![Comparison of Fall 2016-2017 & Spring 2016-2017](Image)

- Mathematics Knowledge & Skills
- Literacy Knowledge & Skills
- Cognitive (Approaches to learning)
- Language Development
- Physical Fine Motor
- Physical Gross Motor
- Social Emotional Development

Spring * Fall

0 20 40 60 80 100 120
CAPIC HEAD START SCHOOL READINESS GOALS 2016-2017

CHILDREN AND FAMILIES ARE READY FOR PUBLIC SCHOOL

Head Start supports the approach to Mass school readiness articulated in the MASS School Readiness Indicator's Project. Head Start programming provides a comprehensive approach to working with low-income children and families that supports and encourages children and families to be ready for school and to be successful. The newly revised School Readiness Plan is aligned with state k-3rd Core Standards, EEC Guidelines for Pre-School Learning Experiences and the newly revised Head Start Frameworks. The following is a brief summary of the School Readiness Plan recently developed with input from staff and parents.

CURRICULUM FRAMEWORKS

Approaches to Learning
• Children will use symbols and images to stand for something else.
• Children will develop an understanding of numbers and be able to use them in everyday experiences to count objects, identify and compare quantities, and solve concrete mathematical problems.
• Children will be able to name, compare, and combine shapes, recognize and extend patterns, compare and order objects by length, size and weight, and measure objects using non-standard and standard tools.

Social and Emotional Development
• Children will develop positive and cooperative relationships with adults and peers, including a sense of empathy.
• Children will be able to identify and regulate their own emotions and behaviors with increased independence.

Language and Literacy
• Children will show increasing ability in their listening skills.
• Children will listen to, understand, and use increasingly complex language at home and school.
• Children will increase their ability to understand and use English while continuing to strengthen their home language.
• Children will enjoy a variety of fiction and non-fiction books and be able to get meaning and information from them.

Cognition
• Children will use symbols and images to stand for something else.
• Children will develop an understanding of numbers and be able to use them in everyday experiences to count objects, identify and compare quantities, and solve concrete mathematical problems.
• Children will be able to name, compare, and combine shapes, recognize and extend patterns, compare and order objects by length, size and weight, and measure objects using non-standard and standard tools.
• Children will understand the importance of developing good health, safety, exercise, and nutrition habits and practice these habits at school and home.

Perceptual, Motor, and Physical Development
• Children will develop increasing control of their large muscles, demonstrating strength, balance, and coordination.
• Children will develop increasing control of their small muscles demonstrating hand and finger skills.

• Children will develop a healthy range of emotional expressions and learn positive alternatives to aggressive or isolating behaviors.
• Children will be at ease participating in music, movement and dance, art, and drama activities. They will use creative arts to express concepts, ideas, creativity and imagination.

• Children will develop increased sense of who they are as individuals and show confidence in their abilities.

• Children will be able to: communicate their thoughts, feelings, and ideas, understand and use age appropriate vocabulary, ask and answer questions, use age appropriate grammatical structures and follow social rules of conversation.
• Children will learn the names and sounds associated with many letters.
• Children will show increasing ability to hear and identify the sounds in words (phonological awareness).
• Children will become knowledgeable about print concepts and begin to write to convey meaning.

• Children will learn to observe and gather information about the world around them and use this information to form questions, make predictions, and develop and test hypotheses about the natural and physical world.
• Children will be able to draw on their own knowledge and experience to think through and solve problems flexibly.
• Children will develop an increased sense of who they are as individuals, members of a family, and community and begin to learn about their personal history, culture, and environment.
## HEAD START BUDGET CATEGORIES FOR FISCAL YEAR 2016
(Beginning July 1, 2015 - June 30, 2016)

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<tr>
<th></th>
<th>FEDERAL PA-22</th>
<th>FEDERAL PA-20</th>
<th>NFS CASH EXPANSION</th>
<th>TOTALS</th>
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## HEAD START BUDGET CATEGORIES FOR FISCAL YEAR 2017
(Beginning July 1, 2016 – June 30, 2017)

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CAPIC HEAD START – CHELSEA (Classrooms and Administrative Offices)
67 Crescent Avenue
Chelsea, MA 02150
Tel: 617 889 5690
Fax: 617 889 4031

CAPIC HEAD START – IRENE O’CONNELL CENTER (IOC)
65 Nahant Avenue
Revere, MA 02151
Tel: 781 289 9065
Fax: 781 241 9470

CAPIC HEAD START – ROSE STREET CENTER
30A Rose Street
Revere, MA 02151
Tel: 781 284 1334
Fax: 781 679 1408

CAPIC HEAD START – WINTHROP
E.B Newton School
45 Pauline Street
Winthrop, MA 02152
Tel: 617 846 3050
Fax: 617 207 1531

For enrollment information please call the Head Start administrative office at 617-889-5690, Ext. 0.