



**Human Resources Council Dist. XII**

# Head Start **2015-2016** Annual Report

Revised: November 2016



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# History of Human Resources Council

## District XII

District XII Human Resources Council (HRC), a private, non-profit organization, was incorporated in the state of Montana in 1965 as the Butte Anti-poverty Council. The agency was born out of the "Community Action" movement taking place in eastern American cities that focused on the elimination of poverty. The movement ultimately became part of the American policy agenda under President Lyndon Baines Johnson. In his Inaugural address to Congress in 1964, President Johnson said, *"this administration today, here and now, declares an unconditional war on poverty in America"*.

In the same year, President Johnson's "War on Poverty" was officially launched by Congress when members passed the Economic Opportunity Act that held, *"it is therefore, the policy of the United States to eliminate the paradox of poverty in the midst of plenty in this nation by opening to everyone, the opportunity for education and training, the opportunity to work, and the opportunity to live in decency and dignity."* The act created new education, training and work experience programs including the Job Corps, Neighborhood Youth Corps and Volunteers in Service to Americans (VISTA).

Community Action Agencies opened across the country and were funded directly by the federal government. Their early mandate was to craft and implement local solutions to poverty. They were given the flexibility to use federal funding to execute local ideas. By 1968, there were over 1,600 independent Community Action Agencies across America who served as innovators of new programs to end poverty. As early as 1969, programs like Head Start, Family Planning, Foster Grandparents, Summer Youth, Senior Centers, Community Health Centers and others had been launched. Home Weatherization and Energy Assistance programs came later, in the 1970's.



In its early years, District XII HRC served only Butte and focused its attention on children by launching the Head Start program aimed at giving preschool-aged children with economic disadvantages a strong social and educational foundation for later learning success. It also focused on providing a neighborhood center in Butte that served as a social center for seniors who might otherwise be isolated in their homes and for economically disadvantaged youth who, in the absence of proper supervision and positive social environments, needed a summer or after-school activity center. In 1974, following a national trend toward regionalized Community Action approaches, HRC expanded into its current six-county service area and changed its name to the "District XII Human Resources Council".

While Community Action had a strong beginning under the Johnson administration, later presidential administrations would prove less supportive. The Nixon, Ford and Reagan years (1970's and 1980's) were marked by attempts to substantially diminish, if not eliminate, funding for Community Action programs. Policies during the period resulted in three major changes. The first was a move away from locally crafted initiatives to funding of federally-crafted programs that were applied, like templates, the same way in every community. This change removed the innovative and grassroots impetus of Community Action. The second change was the decentralization of Community Action. The Office of Economic Opportunity, which oversaw funding and programs related to community action, was dismantled. Programs and related funding were shifted to various other federal departments. For example, Head Start was transferred to the Department of Health and Human Services. This action diluted the role of Community Action in the war on poverty in America. Finally, funding was replaced by a general purpose block grant called the Community Services Block Grant (CSBG). Blocks of funding were passed through to states, giving administrative control to states and significantly reducing overall funding to the movement.

Today, core funding for Community Action Agencies, including HRC, continues to come from the CSBG which remains a state administered program. An approximate 1,200 agencies across America serve 99% of the nation's counties and leverage an average of \$35.00 for every block grant dollar they receive.



# Head Start 101

In 1964, the Federal Government asked a panel of child development experts to draw up a program to help communities meet the needs of disadvantaged preschool children. The panel report became the blueprint for Project Head Start.

Project Head Start, launched as an eight-week summer program by the Office of Economic Opportunity in 1965, was designed to help break the cycle of poverty by providing preschool children of low-income families with a comprehensive program to meet their emotional, social, health, nutritional, and psychological needs. Recruiting children age three to school entry age, Head Start was enthusiastically received by education, child development specialists, community leaders, and parents across the Nation.

Head Start serves children and their families each year in urban and rural areas in all 50 states, the District of Columbia, Puerto Rico, and the U.S. Territories, including many American Indians and migrant children.

In 1969, Head Start was transferred from the Office of Economic Opportunity to the Office of Child Development in the U.S. Department of Health, Education and Welfare, and has now become a program within the Office of Head Start in the Department of Health and Human Services. A well established, though still an innovative program, Head Start has had a strong impact on communities and early childhood programs across the country.

The program is locally administered through Human Resources Council, Dist. XII - A nonprofit Community Action agency. Head Start celebrates 50 years of service this year in Silver Bow County as it began as a summer program in 1965.

Head Start currently serves 186 children in Silver Bow County. Children receive services at two locations in Butte, 1000 S. Arizona and 100 N. Clark.

# Head Start Core Values



Head Start and Early Head Start are comprehensive child development programs which serve children from birth to age 5, pregnant women, and their families. They are child-focused programs, and have the overall goal of increasing the social competence of young children in low-income families. To support the overall goal of improving social competence, Head Start embraces a core set of values, including commitment to:

- ♦ Establish a supportive learning environment for children, parents, and staff, in which the processes of enhancing awareness, refining skills, and increasing understanding are valued and promoted;
- ♦ Recognize that the members of the Head Start community — children, families, and staff — have roots in many cultures. Head Start families and staff, working together as a team, can effectively promote respectful, sensitive, and proactive approaches to diversity issues;
- ♦ Understand that the empowerment of families occurs when program governance is a responsibility shared by families, governing bodies, and staff, and when the ideas and opinions of families are heard and respected;
- ♦ Embrace a comprehensive vision of health for children, families, and staff, which assures that basic health needs are met, encourages practices that prevent future illnesses and injuries, and promotes positive, culturally relevant health behaviors that enhance life-long well-being;
- ♦ Respect the importance of all aspects of an individual's development, including social, emotional, cognitive, and physical growth;
- ♦ Build a community in which each child and adult is treated as an individual while, at the same time, a sense of belonging to the group is reinforced;
- ♦ Foster relationships with the larger community, so that families and staff are respected and served by a network of community agencies in partnership with one another; and
- ♦ Develop a continuum of care, education, and services that allow stable, uninterrupted support to families and children during and after their Head Start experience.



## 2015-2016 Locations



Butte Head Start  
1000 S. Arizona  
Butte, Montana 59701  
406-723-4078

Butte Head Start  
100 N. Clark  
Butte, Montana 59701  
406-782-3345





## Enrollment Information 2015-2016

Funded Enrollment: 206

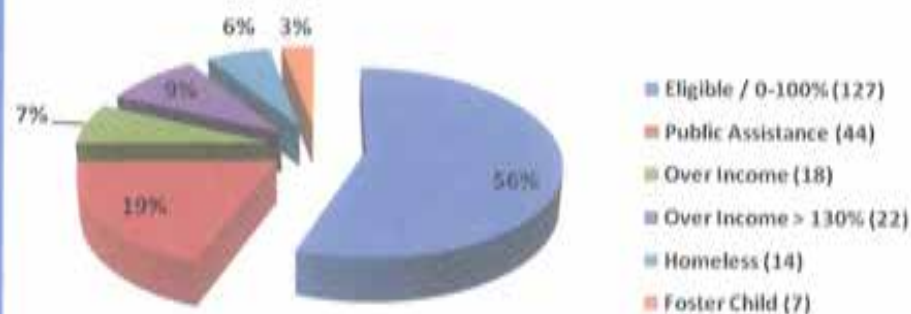
Total number of children served: 232

Total number of families served: 215

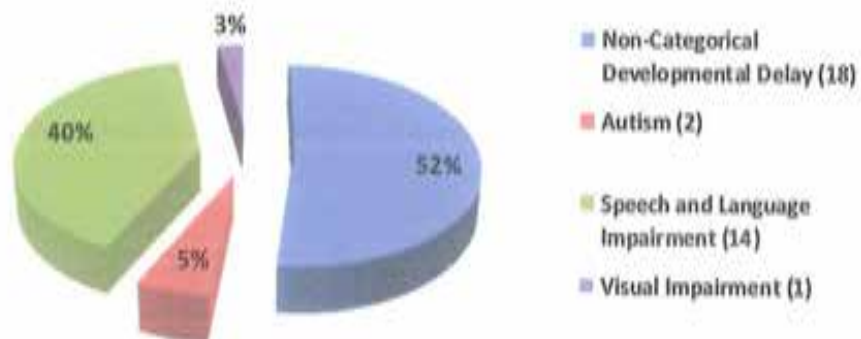
Average Monthly Enrollment: 100%

Percentage of eligible children served: 100%

### Income Status-Enrolled Participants



### Disabilities by Type

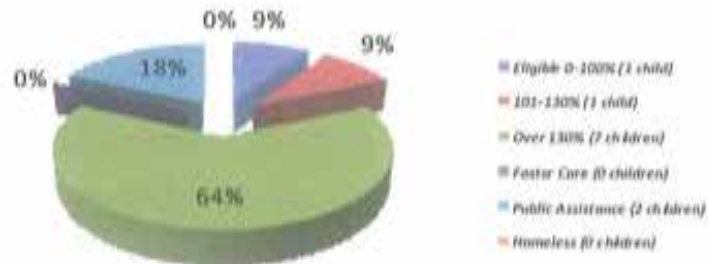


**Children with Disabilities 17%**

## Waitlisted Participants' Information for 2015-2016



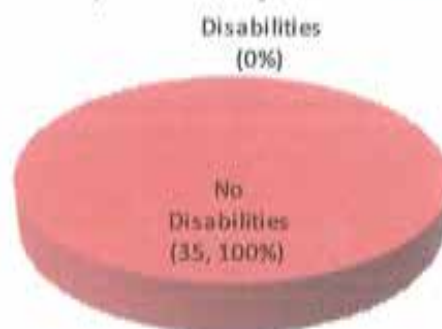
### Waitlist by Income - Total 11



### Waitlist by Age - Total 11



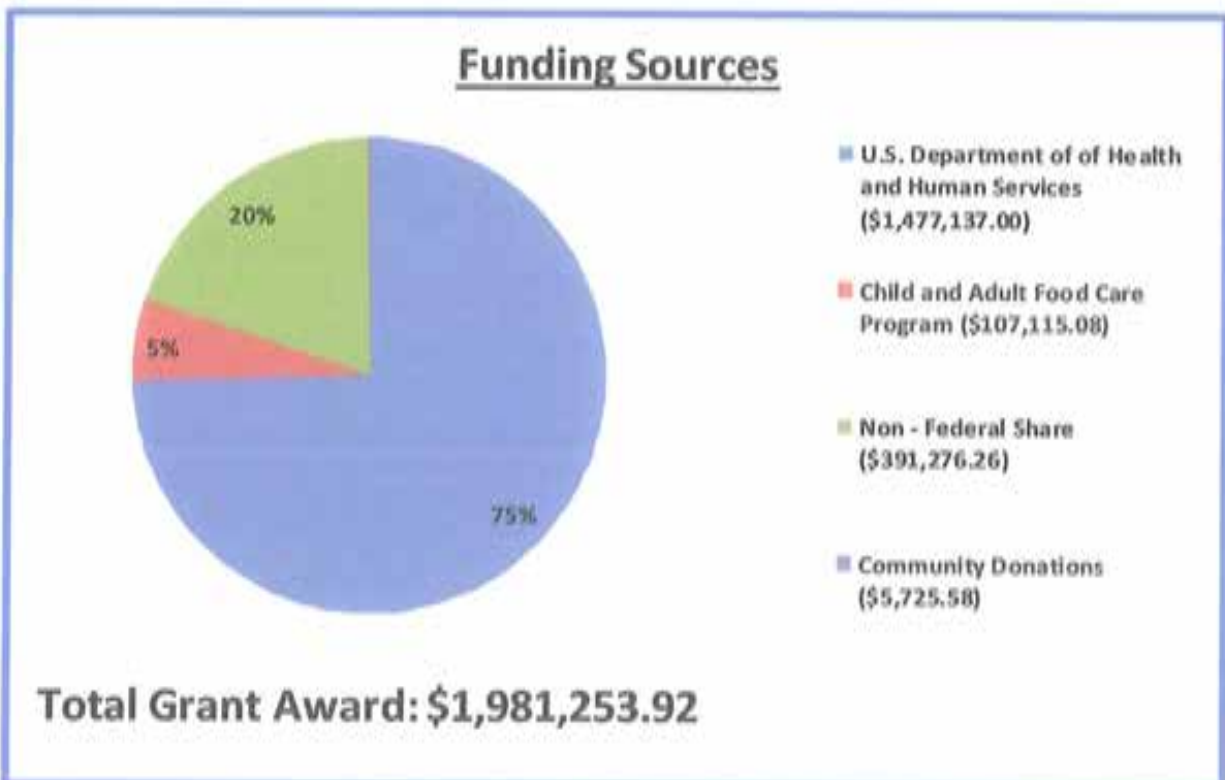
### Waitlist by Disability - Total 11





## Funding Sources 2015-2016

Sources	Amount
U.S. Department of Health and Human Services	\$ 1,477,137.00
Child and Adult Food Care Program	\$ 107,115.08
Non Federal Share	\$ 391,276.26
Community Donations	\$ 5,725.58
	<u>\$ 1,981,253.92</u>





## Budget 2016 - 2017

### Human Resources Council Dist. XII

REVENUE		2015-2016 ACTUAL	2016-2017 BUDGET
40000	FEDERAL GRANT REVENUE	1,584,252.08	1,592,308.00
42100	MISC REVENUE	170.00	0.00
44009	DONATIONS	4,805.58	4,000.00
46100	IN-KIND GRANT REVENUE	391,276.26	380,514.80
49000	ADOPT A CLASSROOM	750.00	0.00
<b>TOTAL REVENUE</b>		<b>1,981,253.92</b>	<b>1,976,822.80</b>
EXPENSES			
50000	SALARIES & WAGES	738,128.37	819,089.00
50001	VACATION	44,438.20	0.00
50002	SICK PAY	1,450.76	0.00
50501	FICA	57,393.44	62,660.00
50502	PERS	59,021.53	66,920.00
50503	HEALTH INSURANCE	65,806.99	129,901.00
50504	UNEMPLOYMENT INSURANCE	48,013.12	46,519.00
50505	WORKERS COMPENSATION	20,023.33	31,212.00
52000	ADVERTISING	1,313.50	1,000.00
52503	CA-MEDICAL	1,560.40	1,500.00
53000	SUBSCRIPTIONS	625.45	500.00
53200	DUES/MEMBERSHIPS	2,007.00	1,150.00
53500	FOOD COSTS	85,166.91	85,000.00
54000	INSURANCE	15,601.90	26,650.00
54501	IN-KIND PERSONNEL	186,440.80	167,940.80
56000	MINOR EQUIPMENT	21,352.52	0.00
56304	BACKGROUND CHECKS	538.25	500.00
56500	POSTAGE	1,188.96	2,500.00
57000	PROFESSIONAL FEES	8,994.46	1,000.00
57300	IN-KIND PROFESSIONAL	200,961.46	210,074.00
57501	PARENT ACTIVITIES	3,024.80	3,000.00

		<u>2015-2016 ACTUAL</u>	<u>2016-2017 BUDGET</u>
57504	ADOPT-A-CLASSROOM	1,137.27	0.00
58000	RENT	1,993.02	2,250.00
58004	RENT-GARAGE	9,000.00	9,000.00
58500	REPAIRS AND MAINTENANCE	4,991.75	1,700.00
58501	MAINT/REPAIR EQUIPMENT	5,048.11	2,500.00
58502	MAINT/REPAIRS-BLDGS	25,170.82	3,000.00
58503	GROUNDS MAIN/REPAIR	11,956.07	3,000.00
59000	SUPPLIES	1,066.78	500.00
59001	OFFICE SUPPLIES	10,440.40	10,000.00
59003	SUPPLIES-CLASSROOM	47,181.39	11,000.00
59004	SUPPLIES-KITCHEN	9,012.56	8,000.00
59005	SUPPLIES-JANITORIAL/CLEAN	12,642.18	9,000.00
59006	SUPPLIES-MEDICAL/DENTAL	7,524.91	3,200.00
59009	SUPPLIES-DISABILITIES	3,123.08	1,000.00
59010	SUPPLIES-TRANSITION	808.17	1,000.00
59011	SOFTWARE/COMPUTER SUPPLY	12,066.71	8,319.00
59500	IN-KIND SUPPLIES	3,874.00	2,500.00
60000	TAXES-BLDING/PROP/SID	2,847.19	2,000.00
60500	TELEPHONE/FAX	9,539.13	10,000.00
61000	TRAINING	36,376.79	23,170.00
61500	TRAVEL	540.13	2,000.00
62000	WATER FEE	3,292.09	2,800.00
62300	GARBAGE FEES	1,154.00	1,300.00
62500	UTILITIES	29,746.07	38,000.00
63000	FUEL CHARGES	4,879.65	8,000.00
63200	VEHICLE MAINTAINENCE	13,611.42	8,000.00
65002	GAAP FIXED ASSETS	(74,939.14)	0.00
67400	REIMBURSEMENT	(645.00)	(1,000.00)
67500	DEPRECIATION EXPENSE	108,322.81	0.00
68500	COMMON COST ALLOCATED	149,108.13	149,468.00
<b><u>TOTAL EXPENSES</u></b>		<b><u>2,013,922.64</u></b>	<b><u>1,976,822.80</u></b>

EXCESS REVENUE UNDER OVER-EXPENDITURES	(32,668.72)	0.00
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## Newland and Company

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### INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

To the Board of Directors of  
Human Resources Council, District XII  
25 West Silver Street  
Butte, Montana 59701

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the combined financial statements of Human Resources Council, District XII and affiliates (a nonprofit organization), which comprise the combined statement of financial position as of September 30, 2015, and the related combined statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated May 26, 2016.

#### **Internal Control over Financial Reporting**

In planning and performing our audit of the combined financial statements, we considered Human Resources Council, District XII and affiliates' internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the combined financial statements, but not for the purpose of expressing an opinion on the effectiveness of Human Resources Council, District XII and affiliates' internal control. Accordingly, we do not express an opinion on the effectiveness of the Human Resources Council, District XII and affiliates' internal control.

*A deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's combined financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether Human Resources Council, District XII and affiliates' combined financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

**Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*Newland and Company*

NEWLAND AND COMPANY  
A Professional Corporation

Butte, Montana  
May 26, 2016



## Newland and Company

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### INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY OMB CIRCULAR A-133

To the Board of Directors of  
Human Resources Council, District XII  
25 West Silver Street  
Butte, Montana 59701

#### Report on Compliance for Each Major Federal Program

We have audited Human Resources Council, District XII and affiliates' compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of Human Resources Council, District XII and affiliates' major federal programs for the year ended September 30, 2015. Human Resources Council, District XII and affiliates' major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

#### *Management's Responsibility*

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

#### *Auditor's Responsibility*

Our responsibility is to express an opinion on compliance for each of Human Resources Council, District XII and affiliates' major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMS Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Human Resources Council, District XII and affiliates' compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Human Resources Council, District XII and affiliates' compliance.

#### *Opinion on Each Major Federal Program*

In our opinion, Human Resources Council, District XII and affiliates complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended September 30, 2015.

### **Report on Internal Control over Compliance**

Management of Human Resources Council, District XII and affiliates is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Human Resources Council, District XII and affiliates' internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Human Resources Council, District XII and affiliates' internal control over compliance.

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

*Newland and Company*

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A Professional Corporation

Butte, Montana  
May 26, 2016

HUMAN RESOURCES COUNCIL, DISTRICT XII AND AFFILIATES

SHERMONT MANOR HOUSING CORPORATION

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

YEAR ENDED SEPTEMBER 30, 2016

SECTION 1 – SUMMARY OF AUDIT RESULTS

FINANCIAL STATEMENTS

TYPE OF AUDITOR'S REPORT ISSUED: UNMODIFIED

INTERNAL CONTROL OVER FINANCIAL REPORTING:

MATERIAL WEAKNESSES IDENTIFIED? ☐ YES ☒ NO

SIGNIFICANT DEFICIENCIES IDENTIFIED THAT  
ARE NOT CONSIDERED TO BE MATERIAL WEAKNESSES? ☐ YES ☒ NO

NONCOMPLIANCE MATERIAL TO FINANCIAL STATEMENTS NOTED? ☐ YES ☒ NO

FEDERAL AWARDS

INTERNAL CONTROL OVER MAJOR PROGRAMS:

MATERIAL WEAKNESSES IDENTIFIED? ☐ YES ☒ NO

SIGNIFICANT DEFICIENCIES IDENTIFIED THAT  
ARE NOT CONSIDERED TO BE MATERIAL WEAKNESSES? ☐ YES ☒ NO

TYPE OF AUDITOR'S REPORT ISSUED ON COMPLIANCE FOR MAJOR PROGRAMS:  
UNMODIFIED

ANY AUDIT FINDINGS DISCLOSED THAT ARE REQUIRED TO BE  
REPORTED IN ACCORDANCE WITH SECTION 510 (a) OF OMB  
CIRCULAR A – 133? ☐ YES ☒ NO

IDENTIFICATION OF MAJOR PROGRAMS:

CFDA No.

1. HEAD START

93.600

2. WEATHERIZATION

93.568

DOLLAR THRESHOLD USED TO DISTINGUISH BETWEEN TYPE A AND B PROGRAMS: \$300,000

AUDITEE QUALIFIED AS LOW-RISK AUDITEE? ☐ YES ☒ NO

**HUMAN RESOURCES COUNCIL, DISTRICT XII AND AFFILIATES**

**SHERMONT MANOR HOUSING CORPORATION**

**SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)**

**YEAR ENDED SEPTEMBER 30, 2016**

**SECTION II — FINANCIAL STATEMENT FINDINGS**

**NONE**

**SECTION III — FEDERAL AWARD FINDINGS AND QUESTIONED COSTS**

**NONE**



ADMINISTRATION FOR  
**CHILDREN & FAMILIES**

**To: Board Chairperson**  
Mr. Rick Hartz  
Board Chairperson  
HUMAN RESOURCES COUNCIL DISTRICT XII  
1000 S Arizona St  
Butte, MT 59701-2920

**From: Responsible HHS Official**  
Dr. Blanca Enriquez  
Director, Office of Head Start

*Blanca E. Enriquez*  
04/12/2016

### Results from CLASS™ Observations

Thank you for your support during the recent Office of Head Start onsite CLASS™ review conducted from 03/21/2016 to 03/23/2016 of your Head Start program.

Observations were conducted in preschool center-based classrooms using the Pre-K Classroom Assessment Scoring System (CLASS™). The CLASS™ tool looks at three domains and ten dimensions of teacher-child interactions and measures those observed interactions on a seven point scale. Please share these results with the appropriate governing board, policy council, management, staff and stakeholders.

DOMAIN	Scores	DOMAIN	Score	DOMAIN	Score
Emotional Support	6.1705	Classroom Organization	6.1061	Instructional Support	2.9091

DIMENSIONS					
Positive Climate	6.00	Behavior Management	6.50	Concept Development	2.95
Negative Climate*	1.05	Productivity	6.32	Quality of Feedback	2.50
Teacher Sensitivity	6.09	Instructional Learning Formats	5.50	Language Modeling	3.27
Regard for Student Perspectives	5.54				

\*Note: To calculate the Emotional Support domain, subtract the Negative Climate score from 8, add the Positive Climate, Teacher Sensitivity, and Regard for Student Perspective scores, then divide by 4.

For more information on CLASS™ domains and dimensions, please see the attached description and visit the Early Childhood Learning and Knowledge Center, National Center on Quality Teaching and Learning at <http://eclkc.ohs.acf.hhs.gov/hslc/ta-system/teaching>.

If you have any questions, please contact your Regional Office.

cc: Ms. Debbie Hedlin, Regional Program Manager  
Ms. Carree Parson, Policy Council Chairperson  
Ms. Margie Seccomb, CEO/Executive Director  
Ms. Barbara Brophy, Head Start Director

## About CLASS™

The Improving Head Start for School Readiness Act of 2007 requires that the Office of Head Start (OHS) include in the monitoring reviews of Head Start agencies a valid and reliable research-based observational instrument that assesses classroom quality, including the assessment of multiple dimensions of teacher-child interactions that are linked to positive child outcomes and later achievement.

CLASS™ assesses interactions between children and teachers in three broad domains of classroom quality: Emotional Support, Classroom Organization, and Instructional Support. The Office of Head Start believes that the domains of quality measured by CLASS™ remain central to its approach to child development and education and serve as important indicators of the future school readiness of all Head Start children.

For all dimensions\*, the scoring principles are as follows<sup>1</sup>:

### *Low range score*

1—The low range description of the CLASS™ dimension fits the classroom and/or teacher very well. All, or almost all, relevant indicators in the low range are present.

2—The low range description of the CLASS™ dimension mostly fits the classroom and/or teacher, but there are one or two indicators that are in the middle range.

### *Middle range score*

3—The middle range description of the CLASS™ dimension mostly fits the classroom and/or teacher, but there are one or two indicators in the low range.

4—The middle range description of the CLASS™ dimension fits the classroom and/or teacher very well. All, or almost all, relevant indicators in the middle range are present.

5—The middle range description of the CLASS™ dimension mostly fits the classroom and/or teacher, but there are one or two indicators in the high range.

### *High range score*

6—The high range description of the CLASS™ dimension mostly fits the classroom and/or teacher, but there are one or two indicators in the middle range.

7—The high range description of the CLASS™ dimension fits the classroom and/or teacher very well. All, or almost all, relevant indicators in the high range are present.

\*Note: The Negative Climate dimension is inversely scored with a higher score indicating lower quality. For all other dimensions and domains, a higher score indicates higher quality.

The scores from each class observation are averaged across the grantee to result in grantee-level dimension scores. The grantee dimension scores are then used to calculate the grantee-level domain scores.

The scores from CLASS™ observations can be used for a variety of purposes, including professional development, program improvement, policy, goal-setting and monitoring. The Office of Head Start began using the CLASS™ for monitoring purposes in FY2010 to collect information on the experiences of children at each grantee.

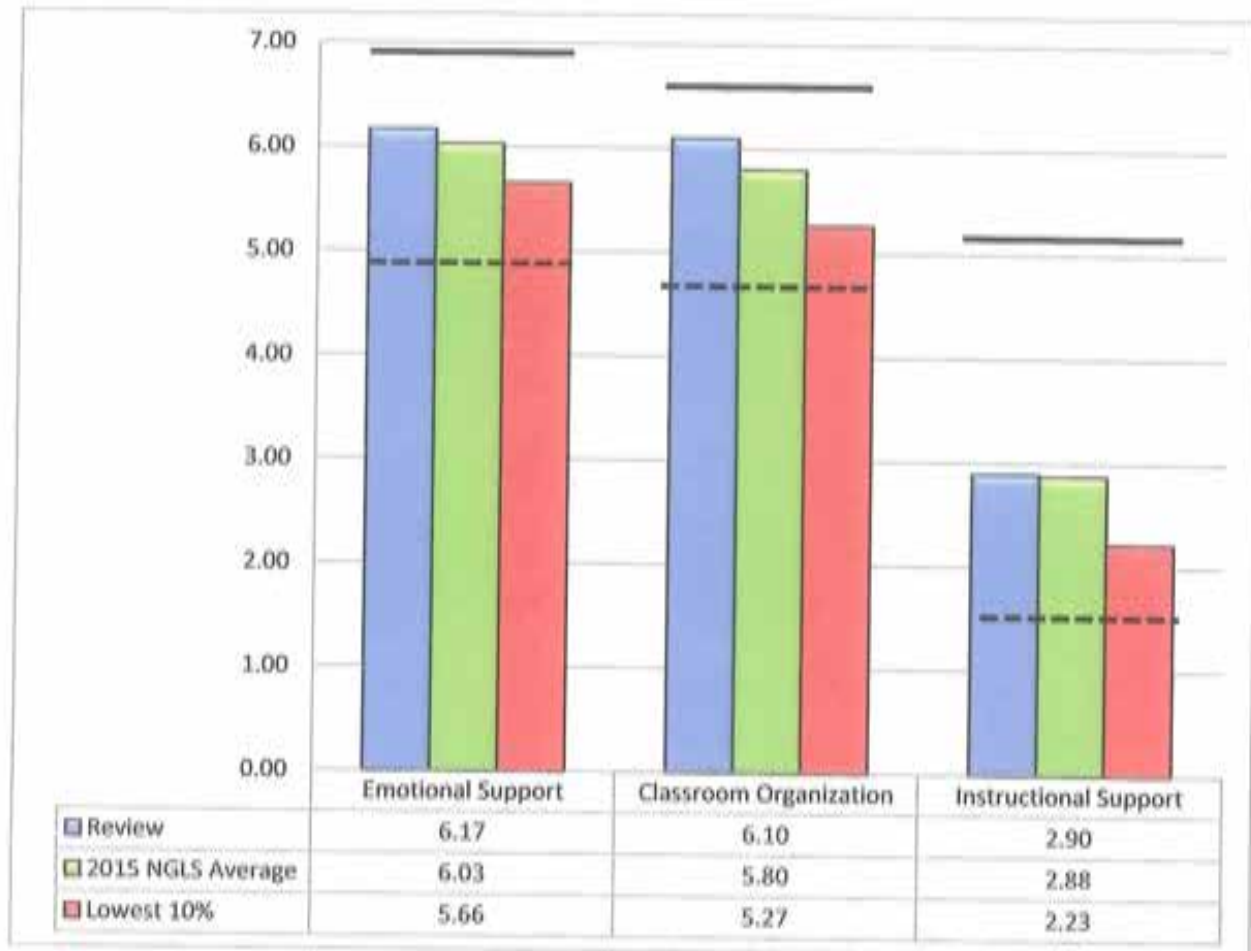
In FY2012, OHS refined the use of the CLASS™ in monitoring to include the use of a randomly selected sample of center-based preschool classes for observations, a clearly articulated methodology followed by CLASS™ reviewers, and additional support for the CLASS™ reviewer pool. For each preschool class selected in the sample, trained and certified CLASS reviewers conduct two 20 minute observations and score at the dimension level using a 7-point scale at the end of each observation cycle.

<sup>1</sup> Pianta R, La Paro K, Hamre, B. *Classroom Assessment Scoring System Manual—Pre-K*, Paul H. Brookes Publishing Co., 2008.

# Head Start Review 2015-2016

Observation Summary or Scores from CLASS

Minimum----- Maximum-----

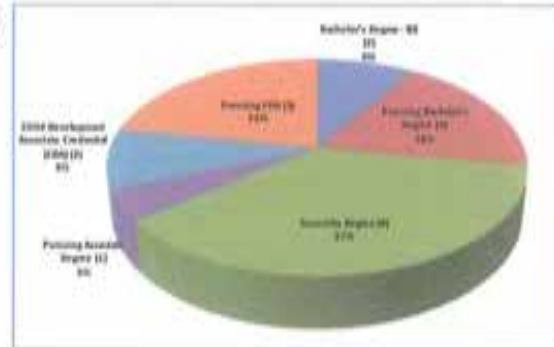


# Head Start Staff Education



## **Of the 24 Head Start Child Development Staff**

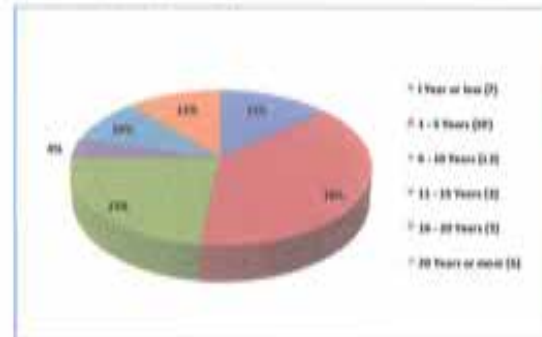
- (2) Bachelor's Degree in Early Childhood Education (ECE)
- (4) Pursuing Bachelor's Degree
- (8) Associate Degree
- (1) Pursuing Associate Degree
- (2) Child Development Associate Credential (CDA)
- (5) Pursuing CDA



Minimum requirements for Head Start teachers are an Associate Degree. All teachers have at least an Associate Degree. Minimum requirement for teacher assistants is at least a CDA (within 2 years of employment).

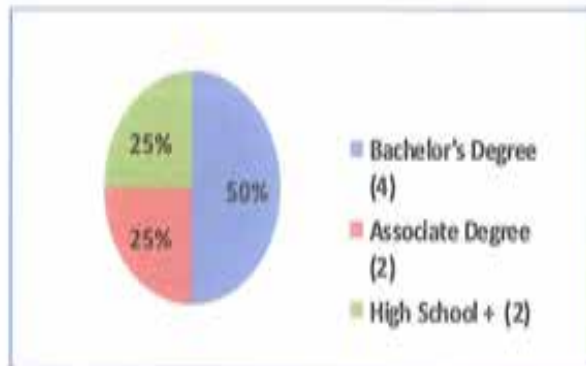
## **Staff Experience - (52 Employees)**

1 year or less	7
1-5 years	20
6-10 years	12
11-15 years	2
16-20 years	5
20 or more years	6



## **Management Staff Education**

Bachelor's Degree	4
Associate Degree	2
High School +	2



# Health and Related Services



## Parent Education Level

Neither GED or Diploma (18) .....	8%
High School Diploma/GED (155).....	72%
Associate Degree or Some College (29).....	13%
Advanced or Bachelor's Degree (13).....	6%

## Dental and Physicals

Physical exams completed .....	197	85%
Dental exams completed .....	220	95%
Treatment Needed .....	42	18%
Treatment Received .....	38	90%

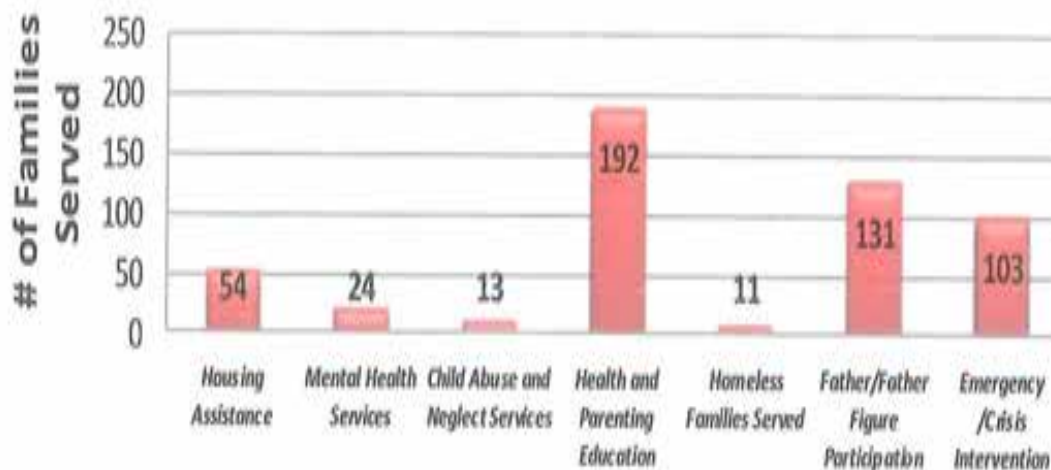
## Children's Health Payment Source

Medicaid/CHIP .....	206	92%
Private Insurance .....	23	5%
No Insurance .....	3	1%

\*Treatment not scheduled to be completed until after submission of PIR.



HRC District XII-Head Start provides many services to complement and improve the process of caring for children and families. Services are provided to children three to five years of age. Each child entering the Head Start program receives health screenings. The health screenings help us determine how we can do our best to meet the child's needs. These screenings include: hearing, vision, height, weight, and developmental assessments.



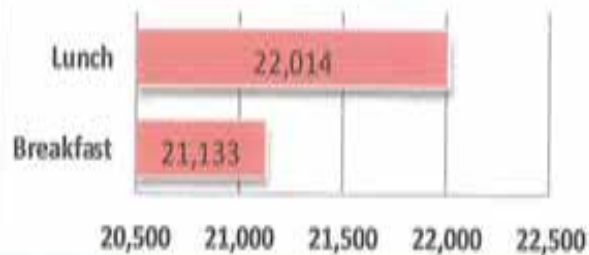


## Nutrition (CACFP)

Head Start serves approximately 420 meals every day, which include a nutritious breakfast and lunch. Each meal provides 1/2 to 2/3 of the daily nutritional requirements in accordance to USDA Guidelines. A portion of the meals are reimbursed through the Montana Child and Adult Care Food Program (CACFP).



**Total Meals Served (2015-2016)**



The total amount reimbursed during the 2015 - 2016 Program Year was \$107,115.08.

**2015-2016 Meals Served by Month**

■ Breakfast ■ Lunch



*Child and Adult Care Food Program.* The United States Department of Agriculture (USDA) prohibits discrimination in its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, or marital or family status. (Not all prohibited bases apply to all programs). Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.), should contact the USDA's Target Center (800)723-2600 (Voice and TDD.)



## Head Start - Transition

HRC, Dist XII - Butte Head Start works continuously to support transitions for Head Start children and their families while enrolled and upon exiting the program.

Transition Agreements are established that ensure children and families will have the appropriate information and support they need whenever there is a change in their child's placement.

Parent Involvement will be encouraged throughout the transition process, as they are the primary advocate for their child. Head Start staff will work together to compile all necessary information to assist in a smooth transition of records to the child's new placement.

Transition activities include the following:

- Visits to Kindergarten classrooms.
- Kindergarten registration on-site.
- School Readiness Fair.
- Parent Information Meetings.
- Kindergarten transition packets that include required school district information.
- Summer Activity booklets to help prepare children for Kindergarten.
- Tracking Head Start children's academic success from Kindergarten through 3rd grade.



## Head Start - School Readiness

### **School Readiness**

In accordance with the Head Start Act of 2007 - School Readiness Goals have been established for children entering Kindergarten.

School Readiness Goals have been aligned with the Head Start Child Development Framework as well as with input from staff, parents, and School District personnel.

Listed on the next page are the School Readiness Goals for 2015-2016 and the progress made toward those goals.



**HEAD  
START**

### BUTTE HEAD START READINESS GOALS

The Head Start approach to School Readiness means that children are ready for school, families are ready to support their children's learning, and schools are ready for children.

All agencies are required to establish School Readiness goals which are defined as, "the expectation of children's status and progress across domains of language and literacy development, cognition and general knowledge, approaches to learning, physical health and well-being and motor development, and social and emotional development that will improve readiness for kindergarten goals."

In 2007, the Office of Head Start released the revised *Head Start Child Development and Early Learning Framework*. It reflects changes in the field of early childhood, new research findings, and legislature that expands our understanding of School Readiness. Agencies are required to measure progress toward school Readiness goals, which are the expectations for children's progress across the domains in the framework.





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### School Readiness Goals

School Readiness Goals have been established with the input from staff, parents, Kindergarten and Reading coaches, and the local school district. These goals were aligned using the *Head Start Child Development and Early Learning Framework*, as well as school district and Kindergarten Common Core expectations. The Montana Early Learning Guidelines have recently been revised and will also be used as guidance when reviewing School Readiness Goals. There are no major changes proposed in this area.

The School Readiness Analysis Team has reviewed all progress of children at the most recent meeting by using data gathered from *Teaching Strategies Gold*. The School Readiness Team has indicated the need to target the following areas for 2015 – 2016 :

- ❖ Counting 10 -20
- ❖ Connects numerals with quantities
- ❖ Identifies and names letters (3 year olds)
- ❖ Uses letter → sound knowledge
- ❖ Solves social problems

On-going Professional Development opportunities are provided throughout the program year to provide staff with the tools and activities necessary to address School Readiness Goals.

Professional Development opportunities include the following :

Creative Curriculum and Teaching Strategies Gold training that includes activities in the above-mentioned target areas.

Visual Phonics training that will provide activities on letter and sound implementation.

School District Reading Coaches will provide training which includes activities focusing on the above-mentioned target area.





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## School Readiness Goals

**FAMILY, STAFF, AND COMMUNITY : TOGETHER WE GROW CHILDREN**



1. Family Engagement:

*Families will be school-ready and committed to lifelong learning.  
(Attendance, medical and dental home, in-kind, P/T conferences)*

2. Social and Emotional Development:

*(Children will establish positive relationships, regulate emotions, and become independent learners. (SE 1, SE 2, SE 3))*

3. Language:

*Children will use language to communicate needs and express ideas with adults and peers.  
(LL 1)*

4. Literacy:

*Children will demonstrate knowledge in print recognition, sound, rules of language, and written representation. (LL 2, LL 3, LL 4)*

5. Cognition and General Knowledge:

*Children will be able to connect their own thoughts and experiences in order to process information and problem solve. (CG 1, CG 2, CG 3, CG 4, CG 5, CG 6)*

6. Physical Development and Health:

*Children will practice healthy and safe habits and demonstrate growth in motor skills.  
(PW 1, PW 2, PW 3)*

7. Approaches to Learning:

*Children will be able to express themselves creatively through the arts. (AL 1, AL 2)  
Children will become engaged in social interactions and learning experiences.  
(AL 3, AL 4, AL 5, AL 6)*



# Butte Head Start

## Percent of Children Meeting School Readiness Goals

### Fall and Spring 2015-2016





# Head Start - Family Engagement

Head Start understands the importance of families as their child's primary teacher. Families play a critical role in helping their children prepare for school and a lifetime of academic success.

Family Engagement Goals have been developed to help families achieve positive outcomes for themselves and their children. This results in children who are healthy and successful in school.

The following Family Engagement Goals have been developed during the 2015-2016 program year:

## #1 Family Well-being

Families will be assisted in identifying and accessing community resources that address an emergency or crisis as needed.

## #2 Positive Parent-Child Relationships

Parents will engage in one or more activities to support their child's success in school.

## #3 Families as Lifelong Educators

Parents will be actively engaged as the primary educators of their child.

## #4 Families as Learners

Parents will take advantage of resources and trainings offered through Head Start, to enhance their skills and develop a plan to pursue their interests and life goals.

## #5 Family Engagement in Transitions

Education and training will be provided to parents to prepare them to be advocates for their child's learning as they transition to the public school setting.

## #6 Family Connections to Peers and Community

Families will attend activities sponsored by Head Start that provide them with comprehensive information about community resources.

## #7 Families as Advocates and Leaders

Parents will participate on program developments and work with community representatives.



## 2015-2016 Involvement Opportunities



- ♦ **Family Engagement:** In conjunction with Head Start's "OPEN DOOR" policy, families are encouraged to participate within the program by sharing their skills as their child's first teacher, by volunteering in the program, and by getting involved in committees and the council to help "their" program grow. Family Engagement Days are set aside so parents can come together in the classrooms to help their child learn through hands on activities. With a focus on the importance of family, events are also planned within the program for the entire family to enjoy.
  
- ♦ **Community Engagement:** With a focus on the importance of early literacy skills, the Butte Head Start collaborates with businesses in the community through the Adopt-a-Class Program. Community businesses were called upon to participate in the program and, as usual, the support has been outstanding. Employees from sponsoring businesses volunteer to come to the classrooms and read to the children. The children are always thrilled to have visitors, especially when they come to read. In addition to the volunteer reader, the sponsoring businesses have made donations to the school which, will allow Head Start to purchase new books for the children to keep. Our Head Start teachers do a wonderful job teaching strong early literacy skills. The **Adopt-a-Class** program offers the opportunity for the community to join Head Start in providing the children every chance to build a solid literacy foundation. This program has been an ongoing success since 2002.



## Involvement Opportunities Continued



- ♦ **Youth Engagement:** With a focus on Early Literacy skills, local college, public, and parochial schools volunteer in our Head Start classrooms to read to the children and work on skill development through mentoring. Head Start is committed to continuing its commitment to providing quality services to children and families by promoting a positive Youth Involvement Component within our Head Start Program. By partnering with local colleges, schools and youth groups, we are fulfilling this need by providing activities that will benefit both the Head Start children and youth in our community. In collaboration with local schools, we documented 852 volunteers during the 2014-2015 school year.
- ♦ **Parent Sub-Committees:** All Head Start parents have the opportunity to participate within the program not only by volunteering in the classrooms but also on a planning and development level. Opportunities such as participating in Curriculum planning, Parent Involvement/Sub-committee development, assist with creating the Head Start Happenings Newsletter, help with recruiting volunteers, advise on Community Involvement, as well as building and grounds safety check and upkeep.
- ♦ **Hats and Mittens:** Various individuals, groups and businesses in our community assist with our hat and mitten drive each year by purchasing or making hats and mittens for the children at Head Start.





## Involvement Opportunities Continued

### Policy Council & Parent Committees

⇒ Parents of children enrolled in Head Start are automatically members of the Center Committee. Each Head Start center has its own Parent Committee. Parents participate in Center Committee meetings to plan activities, learn more about the program, and voice opinions or concerns about the program. Parents can sign up to become their child's classroom "Room Parent". Those who sign up take the lead in planning upcoming events. All parents are encouraged to participate but the "Room Parents" will be the contact group for getting other parents involved in the planning process of events. Staff will also participate in the planning process.

⇒ Elected parents serve on Policy Council. Policy Council is made up of parents of currently enrolled Head Start children and Community Representatives. At least fifty-one percent of the Council are parents and the other 49 percent are members from agencies that work closely with Head Start parents, such as the Butte Career Futures, Southwest Montana Community Health Center, and the Early Head Start. Each classroom has a Parent Representative as well as up to 5 At-Large Representatives. Council members approve many program policies and have a voice on who the program hires to work with their children.

### Parent Education

As the primary educators of their children, parents are given opportunities to participate in educational trainings and activities that can be used with their child to help develop the skills necessary for them to be successful in school. Some of these opportunities include: School Readiness Fair, Winter Wonderland, Parent Engagement Days, Nutrition Classes, Conscious Discipline Classes, and Budgeting classes.



# 2016-2017 Head Start Staff



**Chief Executive Officer:** *Margie Seccomb (HRC)*

**Chief Operating Officer:** *Becky Sprunger (HRC)*

**Chief Financial Officer:** *Karen Hassler (HRC)*

**Human Resource Manager:** *Jamie Paul (HRC)*

**Fiscal Department:** *Jodelle Leprowse, Kelly Hurston, and Karl Marthaller*

**Head Start Director:** *Barb Brophy*

**Administrative Secretary:** *Ann Walsh*

**Early Childhood Advocates:** *Karen Crittendon and Penny Brunell*

**Early Childhood Assistant:** *Barbara Hibbs-Dibble*

**Family Services Advocate:** *CD Holter*

**Enrollment Coordinator:** *Patti Hepola*

**Health / Nutrition Advocate:** *Rita Gonzalez*

**Health / Nutrition Assistant:** *Kerry Guidi*

**Special Services Manager:** *Kimmie Gasper-Stradinger*

**Transportation, In-Kind & Safety Manager:** *Tammy Cerise*

**Transportation & In-Kind Assistant:** *Tedi Babcock*

**Maintenance:** *Mike Cummings*

## Teachers:

*Ranie Baltezar*

*Kim Bowen*

*Lynn Butala*

*Sydney Hodgson*

*Jennifer Little*

*Cindy McGinnis*

*Chris Melby*

*Bridgette Raybould*

*Marilu Risford*

*Jodi Salcido*

*LeeAnn Tierney*

*Cathy Salmonsén*

## Teacher Assistants:

*Molly Antonoli*

*Cheryl Fitzpatrick*

*Kristi Pennock*

*Vicki Olsen*

*Heather Sullivan*

*Cindy Juarez*

*Jessica Burse*

*Kenzie Lincoln*

*Hailey Giacomini*

*Carley Strommen*

*Kathy Sundberg*

*Challis Walker*

*Chrissy Stockwell*

## Transportation:

### Bus Drivers:

*Tom Hamaker*

*Mike Faulkner*

*Sally Kelly*

*Darian Kohr*

*Jerry Powers*

### Bus Assistants:

*Judy Billteen*

*Mary Hewitt*

*Joe Maciag*

*Char McGinley*

## Kitchen Staff:

*Leah Thomas*

*Karen Knowlton*

*Trisha Phipps*

*Katie Horsley*