Catholic Charities Head Start &
Early Head Start of Carroll County

(A Program of Associated Catholic Charities)

STATEMENT OF REVENUE, EXPENSES
AND BUDGET VARIANCE

Year Ended June 30, 2018

<table>
<thead>
<tr>
<th>REVENUE</th>
<th>Actual</th>
<th>Budget</th>
<th>Variance Over/(Under)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fees and grants from</td>
<td>$2,577,057</td>
<td>$2,517,660</td>
<td>$59,397</td>
</tr>
<tr>
<td>government agencies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grantee’s in-kind</td>
<td>$560,246</td>
<td>$645,580</td>
<td>($85,334)</td>
</tr>
<tr>
<td>Other revenue</td>
<td>$6,953</td>
<td>$1,120</td>
<td>$5,833</td>
</tr>
<tr>
<td><strong>TOTAL REVENUE</strong></td>
<td>$3,144,256</td>
<td>$3,164,360</td>
<td>($20,104)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXPENSES</th>
<th>Actual</th>
<th>Budget</th>
<th>Variance Over/(Under)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>$1,500,260</td>
<td>$1,527,050</td>
<td>($26,790)</td>
</tr>
<tr>
<td>Fringe benefits</td>
<td>$557,945</td>
<td>$666,830</td>
<td>($108,885)</td>
</tr>
<tr>
<td>Travel</td>
<td>$36,762</td>
<td>$35,490</td>
<td>$1,272</td>
</tr>
<tr>
<td>Equipment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Supplies</td>
<td>$77,423</td>
<td>$53,890</td>
<td>$23,533</td>
</tr>
<tr>
<td>Contractual</td>
<td>$342,709</td>
<td>$329,500</td>
<td>$13,209</td>
</tr>
<tr>
<td>Other</td>
<td>$314,157</td>
<td>$270,200</td>
<td>$43,957</td>
</tr>
<tr>
<td>In-kind</td>
<td>$315,001</td>
<td>$281,400</td>
<td>$33,601</td>
</tr>
<tr>
<td><strong>TOTAL EXPENSES</strong></td>
<td>$3,144,256</td>
<td>$3,154,360</td>
<td>($20,104)</td>
</tr>
</tbody>
</table>

Deficiency of Revenue Over Expenses

0

Grantee required match of twenty percent ($391,047) was met through donations of funds, space and
volunteers ($560,246), other revenue ($6,953), and state in kind ($50,829).

MONITORING

In March 2017, a federal Classroom Assessment Scoring System (CLASS) review was conducted. We
have received the results of this review, and the national results are released in 2018 indicating CLASS scores in
the lowest 10 percent are one of the criteria listed in 45 CFR part 1304 requiring an open competition at the end
of the five year grant period. Our program did score in the lowest 10 percent (1/10th of a point) in one category
requiring our program to re-compete at the end of our five-year grant period.

Catholic Charities Head Start &
Early Head Start of Carroll County was in full compliance with all other applicable Head
Start Performance Standards, the Head Start Act of 2007, and all laws, regulations and
policy requirements.

Head Start completed its annual financial audit for FY2018. Associated Catholic
Charities conducted the CACFR and A-133 and there were no findings. The FY18
audit report for Associated Catholic Charities, Inc. is now final and has been published on our website
Catholic Charities
Head Start & Early Head Start of Carroll County

ANNUAL REPORT FY 2018

WHAT IS HEAD START AND EARLY HEAD START?

Head Start is a nationwide, federally-funded program that provides a comprehensive range of early childhood development services for pre-school children and their families. Head Start provides services primarily for children from low-income families and children with disabilities. Early Head Start is the infant, toddler and expectant family program of Head Start. Catholic Charities Early Head Start provides comprehensive child development services to families with children under the age of 3, their families, and pregnant women in Carroll County.

Catholic Charities Head Start and Early Head Start promotes excellence by providing holistic services, partnering with parents and other community organizations, and supporting continuous quality improvement.

Catholic Charities Head Start and Early Head Start recognizes that parents and families are children's first and most important teachers. Catholic Charities Head Start and Early Head Start work with parents to help children to grow mentally, socially, emotionally and physically. Research-based curriculum promotes child-directed, hands-on learning that is reinforced by parents at home. Services include child development, health, nutrition, and services for children with disabilities. Children with disabilities receive the services and intervention necessary to successfully participate in the regular education program and, eventually, in mainstream classrooms. Every child benefits from on-going assessment and the implementation of individualized development plans.

The Head Start and Early Head Start staff recognizes that parents are children's first and most important teachers. Head Start and Early Head Start work with parents to help children to develop academic skills, as well as confidence and self-reliance. Services are available to assist parents with developing and achieving personal, educational, and employment goals. Mental health services are available to support healthy family functioning. Parent education and family activities are an important aspect of our program.

Children leave our programs excited about learning and more prepared for school success. Parents leave Head Start more knowledgeable and confident about their role as parents and their ability to achieve and maintain self-sufficiency.

EDUCATION STAFF AND QUALIFICATIONS

Head Start
- There are seven Head Start teachers: six (86%) have a bachelor's degree in early childhood education or related field and one (14%) has a graduate degree.
- There are nine Head Start assistant teachers: two (22%) have a bachelor's degree in early childhood education, two (22%) have an associate's degree in early childhood education or related field, four (44%) have a child development associate credential, and one (12%) enrolled in CDA credential.
- There is one child development supervisor who has a graduate degree in early childhood education.
- No Head Start teachers left during the 2017-2018 year.
- 195 volunteers worked 1,571.33 hours.

Early Head Start
- There are nine Early Head Start center-based teachers and one is a floater. Two (22%) have a graduate degree, four (44%) have a bachelor's degree in early childhood education, two (22%) have an associate's degree in early childhood education, and one (12%) has a child development associate credential.
- There are four home-based visitors: three (75%) have a bachelor's degree and one (25%) has a child development associate credential.
- There is one home-based supervisor who has a graduate degree.
- There is one child development supervisor who has a graduate degree in early childhood education.
- There was one Early Head Start teacher turnover during the 2017-2018 year.
- No home-based visitors left during the 2017-2018 year.
- 148 volunteers worked 519.75 hours.

PARENT ENGAGEMENT ACTIVITIES WITH HEAD START AND EARLY HEAD START
- Orientation to Head Start
- Parent/Teacher conferences
- Fall Harvest Day
- Parent meetings and parent trainings
- Family Fun Day
- Gift card drawing for attendance initiative
- Policy Council
- Pastries for parents
- Fatherhood activities
- Community Outreach Assessment
- Self-assessment
- Home-based socializations
- Parent Café
- Learning parties
- Program governance

OUR COMMUNITY PARTNERS

- Maryland State Department of Education
  - provides pre-K services for 40 children in collaboration with Catholic Charities Head Start within the Head Start classrooms
- Carroll County Public Schools
  - provides staff training and resource sharing
- Carroll County Public Schools Special Education Program
  - conducts assessments to identify children with disabilities and provides classroom-based, special education services for some children with disabilities that are enrolled in Head Start
- Carroll County Public Library
  - provides story time and bookmobile service to all classrooms, provides training for staff and parents
- Parents as Teachers
  - offers home-based instruction to parents in working with their children in all domains of developmental learning
- Anverse, Inc.
  - donates classroom, office and meeting space for Head Start
- The Church of the Brethren
  - shares space, family activities
- Child Care Choices
  - provides resources for staff and families
- PERKS
  - shares resources for staff and families
- The Judy Center
  - invites parents to activities, shares resources
- Early Childhood Consortia
  - shares resources and program updates
- E-SMART Clinic
  - resources and referrals
- The Westminster Rescue Mission
  - assistance with socializations, holiday assistance, food baskets to families
- Shepherd staff
  - resources for families
- NESPAP
  - sharing resources, holiday help
- United Hands
  - referrals to other services
- Second Chances
  - basic needs to families
- St. Joseph’s Church
  - donations, holiday help
- St. John’s Catholic Church
  - donations
- Business Economic Resource Center
  - Workforce development sharing resources and trainings
- University Of Maryland Extension
  - resources and trainings
- Appy-Time
  - educational technology training
- Dad’s Works
  - resources for parents and referrals
EARLY HEAD START

OUTCOME DATA ANALYSIS CONTINUED

CHILD PROFILE

Gender
Female: 11
Male: 5

IEP Status
Children with an IEP: 2
Children without an IEP: 14

Primary Language
English: 68% (11 children)
Spanish: 32% (5 children)

SUMMARY OF STUDENT ACHIEVEMENT

*indicates data for DLL children

<table>
<thead>
<tr>
<th>Area of development and learning</th>
<th>% of children below widely held expectations</th>
<th>% of children meeting widely held expectations</th>
<th>% of children exceeding widely held expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social and emotional development</td>
<td>10% (1 child)</td>
<td>90% (10 children)</td>
<td>0%</td>
</tr>
<tr>
<td>Physical development</td>
<td>10% (1 child)</td>
<td>90% (10 children)</td>
<td>0%</td>
</tr>
<tr>
<td>Language development</td>
<td>10% (1 child)</td>
<td>90% (10 children)</td>
<td>0%</td>
</tr>
<tr>
<td>Cognitive development</td>
<td>10% (1 child)</td>
<td>90% (10 children)</td>
<td>0%</td>
</tr>
<tr>
<td>Literacy</td>
<td>18% (2 children)</td>
<td>82% (9 children)</td>
<td>0%</td>
</tr>
<tr>
<td>Math</td>
<td>10% (1 child)</td>
<td>90% (10 children)</td>
<td>0%</td>
</tr>
</tbody>
</table>

PROGRAM STRENGTHS

• 100 percent of the infants meet the widely held expectations in all areas of development.
• 100 percent of the toddler children meet the widely held expectations in all areas of development.
• 62–90 percent of the 2-year-old children meet the widely held expectations in the following areas of development: social and emotional, physical, cognitive, language, literacy, and math.
• Infants maintained their percentages.
• Toddlers maintained their percentages.
• 2-year-olds maintained their percentages in the following areas of development: social and emotional, literacy, and math.

NEXT STEPS

• Classroom teachers will set goals with families and provide intentional learning opportunities to support a child who is falling below the widely held expectations, and discuss at monthly CDT meetings. Referrals will be made as needed.
• Classroom teachers will model language, cognitive, literacy and math experiences for parents, and enhance classroom opportunities for achievement.
• Classroom teachers will continue to have daily conversations with families regarding how their child is developing at home. Teachers will use this information for future planning.
• Data analysis will be shared with Policy Council.
• Data analysis will be shared with classroom teachers.
• Data analysis will be shared with Early Head Start parents.

ENROLLMENT

Percentage of children in Head Start/Early Head Start Program with a disability...... 14%

Enrollment by age
Infants ............................................ 34
Toddlers .......................................... 33
2-year-olds .................................... 30
3-year-olds .................................... 61
4-year-olds .................................... 60
Pregnant women................................. 10

Head Start
Number of children served .................. 133
Number of families served .................. 114
Average monthly enrollment .......... 100%
Children served whose family met Head Start income eligibility guidelines ...... 93%
Children turnover ......................... 16%

Early Head Start
Number of children served .................. 95
Number of pregnant women served ...... 10
Number of families served ............... 81
Center-based average
monthly enrollment ...................... 100%
Home-based average
monthly enrollment ..................... 96–100%
Pregnant women served whose income was at or below 100% of the federal poverty line .......... 100%
Percentage of children (and pregnant women) turnover .................. 33%

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Head Start

Mental Health
- 100% of children who were referred by the program for mental health services received mental health services.

Dental Health
- 100% of children with an identified disability received services.
- 100% of children completed professional dental examination.
- 100% of children had a source of dental care.

Curriculum, Screening, Assessment
- 100% of newly-enrolled children completed routine screenings (within 45 days) for developmental, sensory, and behavioral concerns.

Health
- 100% of children are up-to-date on a schedule of age-appropriate preventive and primary health care.
- 100% of children identified as needing medical treatment received treatment.
- 100% of children are current on immunizations by year's end.

Dental Health
- 100% of children identified as needing medical treatment received treatment.
- 100% of children completed professional dental examination.
- 95% of children received preventive dental care.
- 100% of children identified as needing dental treatment received treatment.

Mental Health
- 43% of children who were referred by the program for mental health services received mental health services.

Early Head Start

Disability Services
- 100% of children who were referred by the program for mental health services received mental health services.

Family Services
- 100% of families received education and assistance with family issues.
- 100% of families entered into family partnership agreements to work towards achieving educational, employment and/or personal development goals.

Curriculum, Screening, Assessment
- 100% of (newly-enrolled) children completed routine screenings (within 45 days) for developmental, sensory, and behavioral concerns.

Health
- 100% of children are up-to-date on a schedule of age-appropriate preventive and primary health care.
- 100% of children identified as needing medical treatment received treatment.
- 100% of children are current on immunizations by year's end.

Dental Health
- 100% of children had a source of dental care.
- 100% of children received professional dental examination.
- 100% of children received treatment.

Mental Health
- 100% of children identified as needing mental health services received mental health services.

100% 100% 100% 100% 100% 100%
### Types of Family Services

<table>
<thead>
<tr>
<th>Types of family services</th>
<th># of families with an expressed interest or identified need during the program year</th>
<th># of families that received the following services during the program year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency/crisis intervention such as meeting immediate needs for food, clothing, or shelter</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>Housing assistance such as subsidies, utilities, repairs, etc.</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Mental health services</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>English as a Second Language (ESL) training</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>Adult education such as GED programs and college selection</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>Job training</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Substance abuse prevention</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Substance abuse treatment</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Child abuse and neglect services</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Domestic violence services</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Child support assistance</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Health education</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>Assistance to families of incarcerated individuals</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Parenting education</td>
<td>76</td>
<td>76</td>
</tr>
<tr>
<td>Relationship/marriage education</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Asset building services (such as financial education, opening savings and checking accounts, debt counseling, etc.)</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>Number of families who were counted in at least one of the services listed above</td>
<td>76</td>
<td>76</td>
</tr>
</tbody>
</table>

### Child Outcome Data Analysis

#### For Period 3 of the 2017-2018 Program Year

The following data analysis report will describe:

I. Student achievement in each domain for March 2018 through May 2018 for
   - Infants
   - Toddlers
   - 2-year-olds

II. Program strengths

III. Next steps to enhance children’s progress and school readiness success
OUTCOME DATA ANALYSIS CONTINUED

HEAD START

CHILD PROFILE

<table>
<thead>
<tr>
<th>Gender</th>
<th>Female: 36</th>
<th>Male: 28</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP Status</td>
<td>Children with an IEP: 10</td>
<td>Children without an IEP: 54</td>
</tr>
<tr>
<td>Primary Language</td>
<td>English: 87% (57 children)</td>
<td>Spanish: 11% (7 children)</td>
</tr>
</tbody>
</table>

SUMMARY OF STUDENT ACHIEVEMENT

*indicates data for DLL children

<table>
<thead>
<tr>
<th>Area of development and learning</th>
<th>3-YEAR-OLDS 64 CHILDREN</th>
<th>4-YEAR-OLDS 66 CHILDREN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social and emotional development</td>
<td>% of children below widely held expectations: 9% (5 children)</td>
<td>% of children below widely held expectations: 11% (7 children)</td>
</tr>
<tr>
<td>Physical development</td>
<td>% of children below widely held expectations: 3% (2 children)</td>
<td>% of children below widely held expectations: 7% (3 children)</td>
</tr>
<tr>
<td>Language development</td>
<td>% of children below widely held expectations: 10% (6 children)</td>
<td>% of children below widely held expectations: 8% (5 children)</td>
</tr>
<tr>
<td>Cognitive development</td>
<td>% of children below widely held expectations: 8% (5 children)</td>
<td>% of children below widely held expectations: 10% (6 children)</td>
</tr>
<tr>
<td>Literacy</td>
<td>% of children below widely held expectations: 8% (5 children)</td>
<td>% of children below widely held expectations: 3% (2 children)</td>
</tr>
<tr>
<td>Math</td>
<td>% of children below widely held expectations: 7% (4 children)</td>
<td>% of children below widely held expectations: 11% (7 children)</td>
</tr>
</tbody>
</table>

SUMMARY OF STUDENT ACHIEVEMENT

*indicates data for DLL children

<table>
<thead>
<tr>
<th>Area of development and learning</th>
<th>3-YEAR-OLDS 64 CHILDREN</th>
<th>4-YEAR-OLDS 66 CHILDREN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social and emotional development</td>
<td>% of children below widely held expectations: 11% (7 children)</td>
<td>% of children below widely held expectations: 11% (7 children)</td>
</tr>
<tr>
<td>Physical development</td>
<td>% of children below widely held expectations: 5% (4 children)</td>
<td>% of children below widely held expectations: 5% (4 children)</td>
</tr>
<tr>
<td>Language development</td>
<td>% of children below widely held expectations: 10% (6 children)</td>
<td>% of children below widely held expectations: 3% (2 children)</td>
</tr>
<tr>
<td>Cognitive development</td>
<td>% of children below widely held expectations: 7% (3 children)</td>
<td>% of children below widely held expectations: 11% (7 children)</td>
</tr>
<tr>
<td>Literacy</td>
<td>% of children below widely held expectations: 7% (3 children)</td>
<td>% of children below widely held expectations: 9% (5 children)</td>
</tr>
<tr>
<td>Math</td>
<td>% of children below widely held expectations: 9% (4 children)</td>
<td>% of children below widely held expectations: 9% (5 children)</td>
</tr>
</tbody>
</table>

HEAD START

PROGRAM STRENGTHS

* 88-100 percent of 3-year-old children in the program meet the widely held expectations in all areas of development.
* 88-100 percent of 4-year-old children in the program meet the widely held expectations in all areas of development.
* The 3-year-old children in the program demonstrated growth in meeting the widely held expectations in the following areas of development: social and emotional, language, cognitive, and literacy. Our greatest growth was with language seeing a 6 percent increase.
* The 4-year-old children in the program demonstrated growth in meeting the widely held expectations in the following areas of development: social and emotional, physical, language, cognitive, literacy, and math. Our greatest growth was math seeing an 11 percent increase.
* The 3- and 4-year-old dual language learners all meet or exceed widely held expectations.

NEXT STEPS

* Teachers will share suggested activities with parents to engage in with their children to meet their individual child’s needs.
* Teachers will use the Creative Curriculum to provide enrichment opportunities/activities to assist with individualizing for those children who exceed the widely held expectations through the end of the year.
* CCPS Kindergarten Transition forms are shared with individual schools in June 2018.
* Data analysis will be shared with Policy Council.
* Data analysis will be shared with classroom teachers.
* Data analysis will be shared with Head Start parents.

OUTCOMES FOR EARLY HEAD START

HEAD START

Health

• of children have an ongoing source of continuous, accessible health care by year’s end.
• of all children with health insurance.
• of children were up-to-date on a schedule of age appropriate preventive and primary health care.
• of children identified as needing medical treatment received treatment.
• of children are current on immunizations by year’s end.

Family Services

• of families received education and assistance with family issues.
• of pregnant women received prenatal health care, education on fetal development, and information on the benefits of breastfeeding.
• 90% of women received postpartum health care.

Family Partnership

• of families entered into family partnership agreements to work towards achieving educational, employment and/or personal development goals.

Curriculum, Screening, Assessment

• of children have continuous and accessible dental care provided by a dentist.

Disability Services

• of children with an identified disability received services.