

Fauquier Community Action Committee



**Annual Report
2023-2024**

Mission Statement

The Mission of the F.C.A.C. Head Start Program is:

“To provide a quality and comprehensive,
Head Start program for the
children and families that we serve.”

Incorporating other services directed toward promoting total family self-sufficiency, encouraging parents to take an active role in the education of their children and transitioning the children into the school system by mobilizing all available resources through community awareness, involvement, and support.

BOARD OF DIRECTORS AND POLICY COUNCIL Program Year 23-24

Roger Sites-Board Chair

Darcy Owens-Member

Ellie Kay-Secretary/ECH Educator/Rep to Policy Council

Jackie Sellers-Member

John C. Harrison-Vice-Chair/Fiscal Expertise

Ann Callaway-Member-Attorney at Law

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Kirsten Scott-Vice President

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Megan White-Assistant Treasurer

Karissa Harris-Secretary

Quilita Colon-Assistant Secretary

Jen Douglas-Community-Foundation First

Jennifer Lawson-Health Department

Judy Koehler-Community

Dr. Candice Simpson-CNP-member

FCAC Head Start Demographics

Administrative Staff:

Head Start Executive Director-Patricia A. Washington

Program Assistant/Receptionist- Terry Collins

Fiscal Consultant-Keno Simmons

Acting Education Manager- Patricia A. Washington

Health Services Manager-Sherry Brodnax

Mental Health / Disability /Coaching & Mentoring Case Manager- Ryan Washington

Parent / Family Engagement Supervisor-Mildred Washington

Family Service Workers- Victoria Arellano

Stephanie Miller

Mayra Covarrubias

Rebecca Smith

Head Start Education/Transportation Staff:

Teachers: 8

Assistants: 20 including floaters

Bus Drivers: 7

Bus Monitors: 7

Head Start Classrooms:

FCAC Head Start has 8 classrooms

Central Head Start Center-Warrenton-5

HM Pearson Head Start Classroom-Catlett-1

Lois Atkins 1 and Lois Atkins 2-Bealeton-2

Head Start 2023-2024 Budget

	Awarded	Budget	Actual
Personnel	\$1,050,072	\$1,050,072	\$994,753
Fringe Benefits	\$205,220	\$205,220	\$204,034
Travel	0	0	0
Supplies (Office/Classroom)	\$16,875	\$16,875	\$16,875
Contractual/Consultants	\$57,172	\$57,172	\$57,172
Other	\$88,172	\$88,172	\$88,172
Non-Federal Share	\$358,944	\$358,944	\$358,944
T&TA (Training and Technical Assistance)	\$17,766	\$17,766	\$17,766
TOTAL HEAD START APPROVED BUDGET	\$1,435,777.00	\$1,435,777.00	\$1,435,777.00

COLA/Quality Improvement

COLA	Awarded	Budget	Actual
Personnel	\$79,409	\$61,297.19	\$61,297.19
Fringe		\$17,034.40	\$17,034.40
Offset High Cost in Utilities		\$1,077.00	\$1,077.00
COLA Total		\$79,408.59	\$79,408.59
Quality Improvement	\$39,340		
Personnel-FSW		\$36,566.40	\$36,566.40
Fringe Benefits		\$2,773.60	\$2,773.60
Total		\$39,340.00	\$39,340.00
Total:	\$118,749.00	\$18,749.00	\$118,749.00

Education

Achievements:

Child Development Associate Credential (CDA)

4 Teachers Assistants have CDA

3 Teachers have waivers and are enrolled in courses to meet waiver requirements

3 Teacher Assistants are taking courses for CDA.

Head Start Reading Program

Every family was encouraged to read at least one book to their child every week of the month for the months of October, November, December, January, February, March, and April.

The families read a total of 748 books from October 2023-April 2024

Parent Activity Calendar

Parent Activity Calendars were sent home monthly to all the families. The activity calendar had a variety of activities for parents to complete with their child to promote school readiness in the home. Every month the calendar featured a different aspect of school readiness. **From October 2023-April 2024 a total of 410 calendars were returned.**

Teddy Bear/Transition Picnic

FCAC Head Start did not hold its annual Teddy Bear Picnic. Parents were given a Transition to Kindergarten packet, children books, information about where food sites were being held, and application for free backpacks and school supplies.

School Readiness

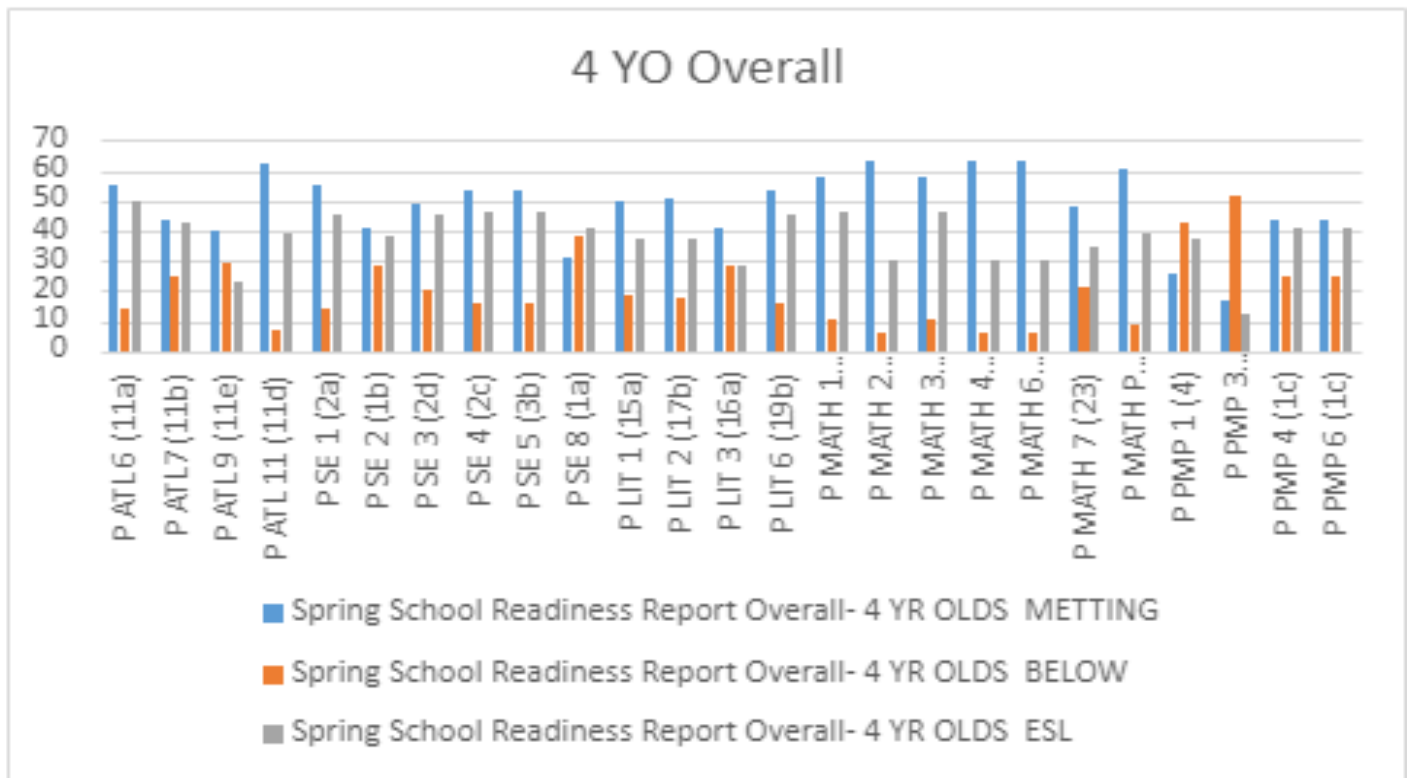
School Readiness is a high priority for Head Start programs. Head Start's approach to school readiness means that children are ready for school and families support their children's learning. The Head Start program partners with parents in establishing kindergarten readiness goals that support children's progress across five early childhood learning domains. These domains include (1) language & literacy (2) cognition, (3) approaches towards learning, (4) perceptual, motor, and physical development and (5) social and emotional development. These domains represent a critical area of learning and development for young children. All goals are aligned with the Head Start Framework, State Early Learning Standards, and Virginia Foundation Blocks for Early Learning. Parents are encouraged to be involved in their child's school readiness whether through reading to their children, activities in the home, or attending parent center meetings/trainings with the focus on school readiness.

School Readiness Goals 2024

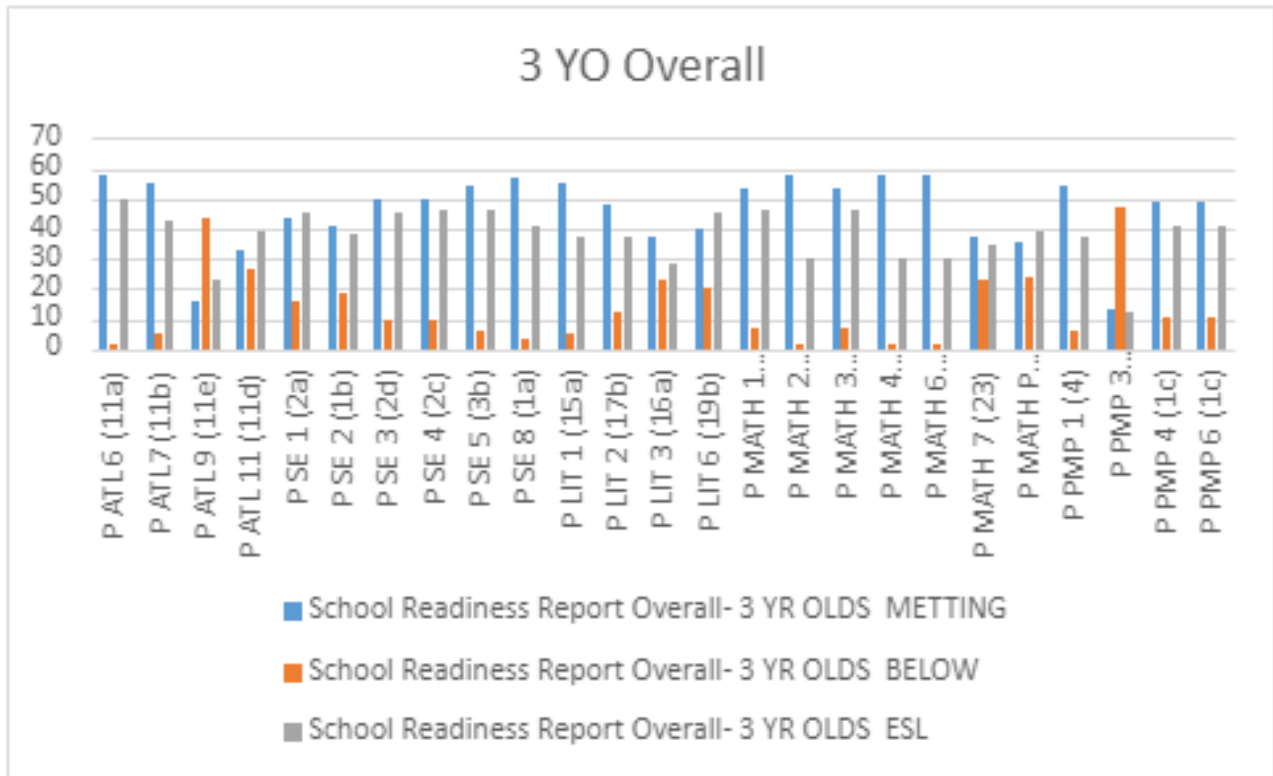
Table of Contents

1. Four-Year-Old Overall Scores
2. Three-Year-Old Overall Scores
3. ESL Overall Scores
4. Individual School Readiness Goals by Classroom
 - a. Approaches to Learning
 - b. Social and Emotional Development
 - c. Language and Literacy
 - d. Mathematics
 - e. Perceptual, Motor, and Physical Development

Spring 2024

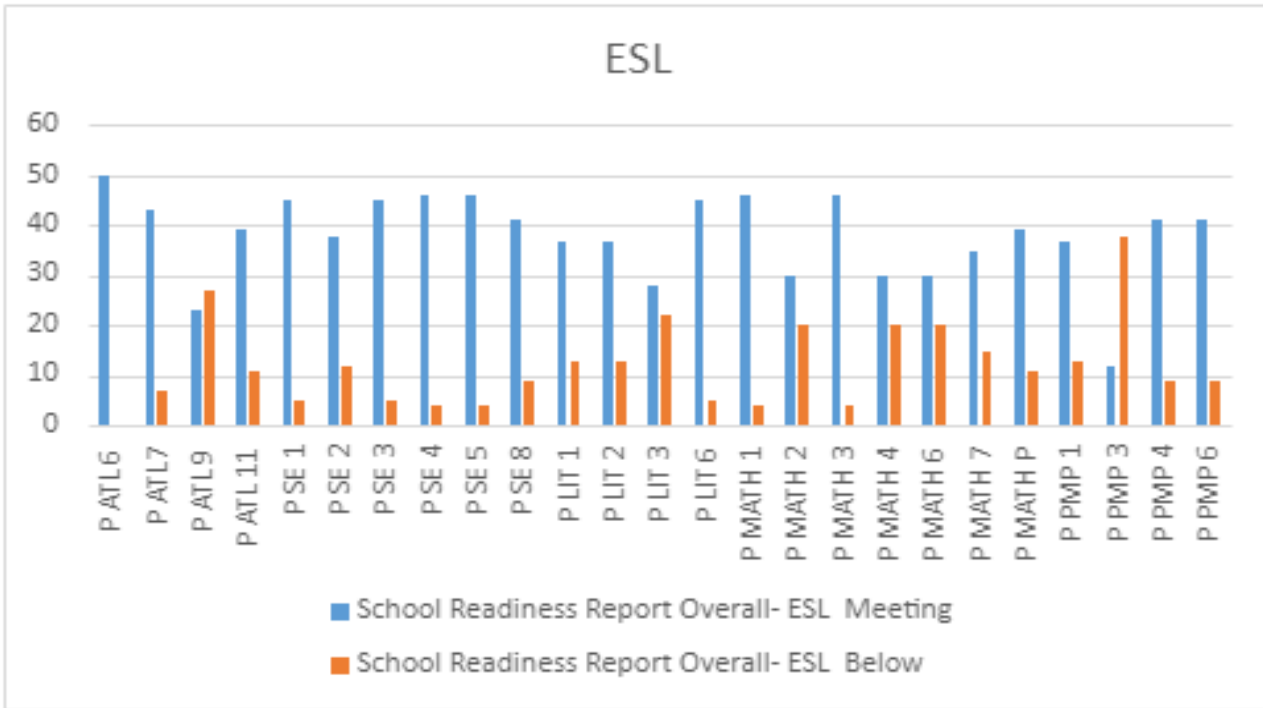


This graph shows the overall score for the four-year old’s in the Spring of 2024. The blue indicates the children are meeting the Goal. The orange shows the children that are not meeting the goal according to FCAC Head Start goals for the program. Children that are in are in the age appropriate range for children nation – wide through Teaching Strategies. The children in the grey are Dual Language Learners. In the Domain Approaches to Learning (P ATL 6, 7, 9,11) we have 60% or higher have met this goal. In the Domain Social and Emotional Development (P SE 1, 2,3,4,5,8) we have 52% or higher of four-year old’s meeting this Domain. In the Domain Language and Literacy (P LIT 1,2,3,6) we have 57% or higher of four-year old’s meeting this Domain. In the Domain Mathematics (P MATH 1,2,3,4,6,7,P) we have 70% or higher of four year old’s meeting this Domain. In the Domain Perceptual, Motor, and Physical Development (P PMP 1,3,4,6) we have 49% or higher of four-year old’s meeting this Domain.



This graph shows the overall score for the three-year old’s in the Spring of 2024. The blue indicates the children that are meeting the Goal. The orange shows the children that are not meeting the goal according to FCAC Head Starts spring goals for the program. Children that are in the orange are in the age appropriate range for children nation-wide through Teaching Strategies. The children in the grey are the dual language learners. In the Domain Approaches to Learning (P ATL 6,7,9,11) we have 55% or higher have met this goal. In the Domain Social and Emotional Development (P SE 1,2,3,4,5,8) we have 70% or higher of three-year old’s meeting this Domain. In the Domain Language and Literacy (P Lit 1,2,3,6) we have a range of 47% or higher of three-year old’s meeting this Domain. In the Domain Mathematics (P MATH 1,2,3,4,6,7,P) we have 58% or higher of three year old’s. In the Domain Perceptual, and Physical Development (P PMP 1,3,4,6,) we have 46% or higher of three-year old’s meeting this Domain.

Spring 2024



This graph shows the overall score for the ESL students in the Winter 2024. The blue indicates the children that are meeting the goal. The orange shows the children that are not meeting the goal according to FCAC Head Start goals for the program. Children that are in the orange are in the age appropriate color range for children nation-wide through Teaching Strategies. In the Domain Approaches to Learning (P ATL 6,7,9,11) we have 42% or higher have met this goal. In the Domain Social and Emotional Development (P SE 1, 2,3,4,5,8) we have 59% or higher have met this goal. In the Domain of Language and Literacy (P LIT 1,2,3,6) we have 46% or higher have met this goal. In the Domain Mathematics (P Math 1,2,3,4,6,7,P) we have 50% or higher have met this goal. In the Domain Perceptual, Motor, and Physical Development (P PMP 1,3,4,6) we have 44% or higher have met this goal. There are 50 ESL children in the Program.

Curriculum and Screening Tools

FCAC Head Start uses the *Creative Curriculum*. *The Creative Curriculum* is a research-based curriculum that uses exploration and discovery as a way of learning, *The Creative Curriculum* enables children to develop confidence, creativity, and lifelong critical thinking skills. It is based on 38 objectives for development and learning, which are fully aligned with the *Head Start Child Development and Early Learning Framework* and the Kindergarten Readiness Preschool Program. (Virginia State Standards).

Developmental and Social Emotional Screenings:

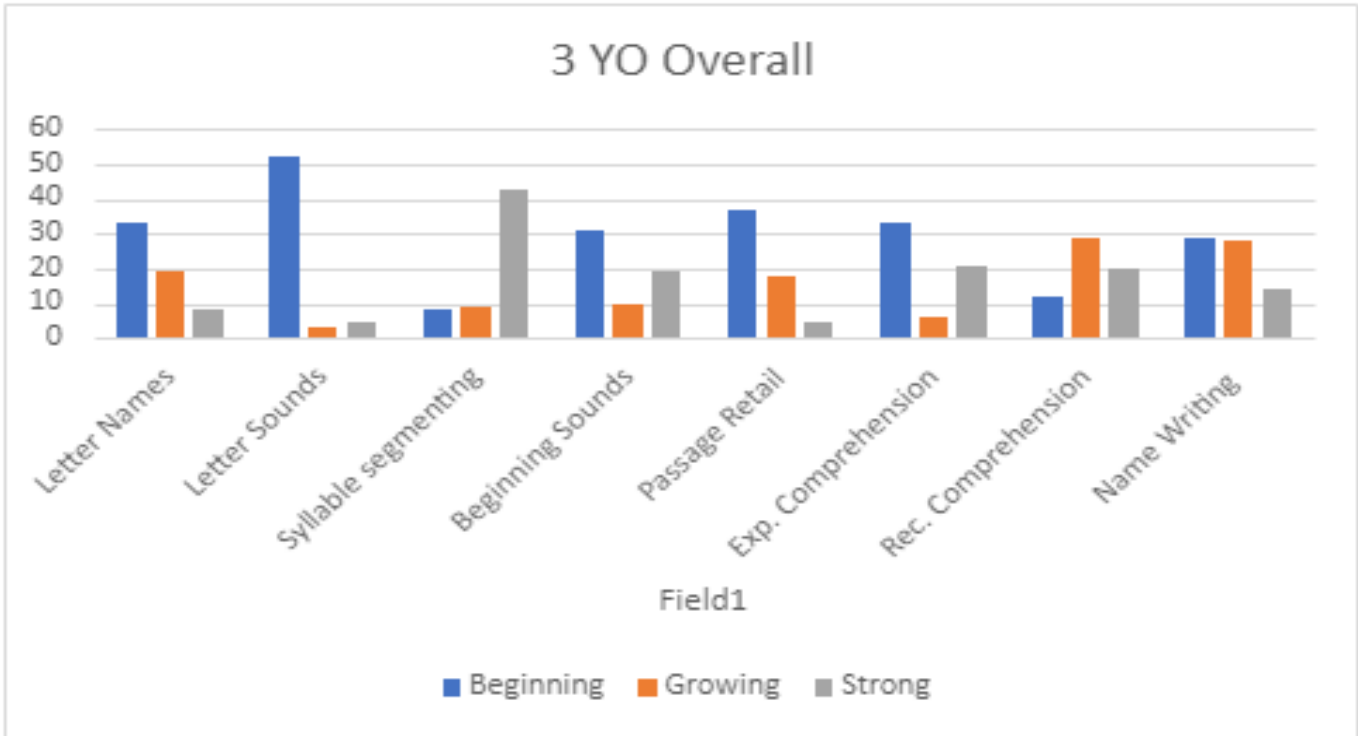
Brigance Screening Tool – Developmental screening administered in the fall and spring to all 3- and 4-year-olds children. Brigance examines the following: color recognition, picture vocabulary, number recognition, body part recognition, visual discrimination, fine motor skills and gross motor skills. Brigance helps to identify strengths and weaknesses and helps the teacher to individualize the activities for each child.

89% of Head Start children met the benchmark score for their chronological age.

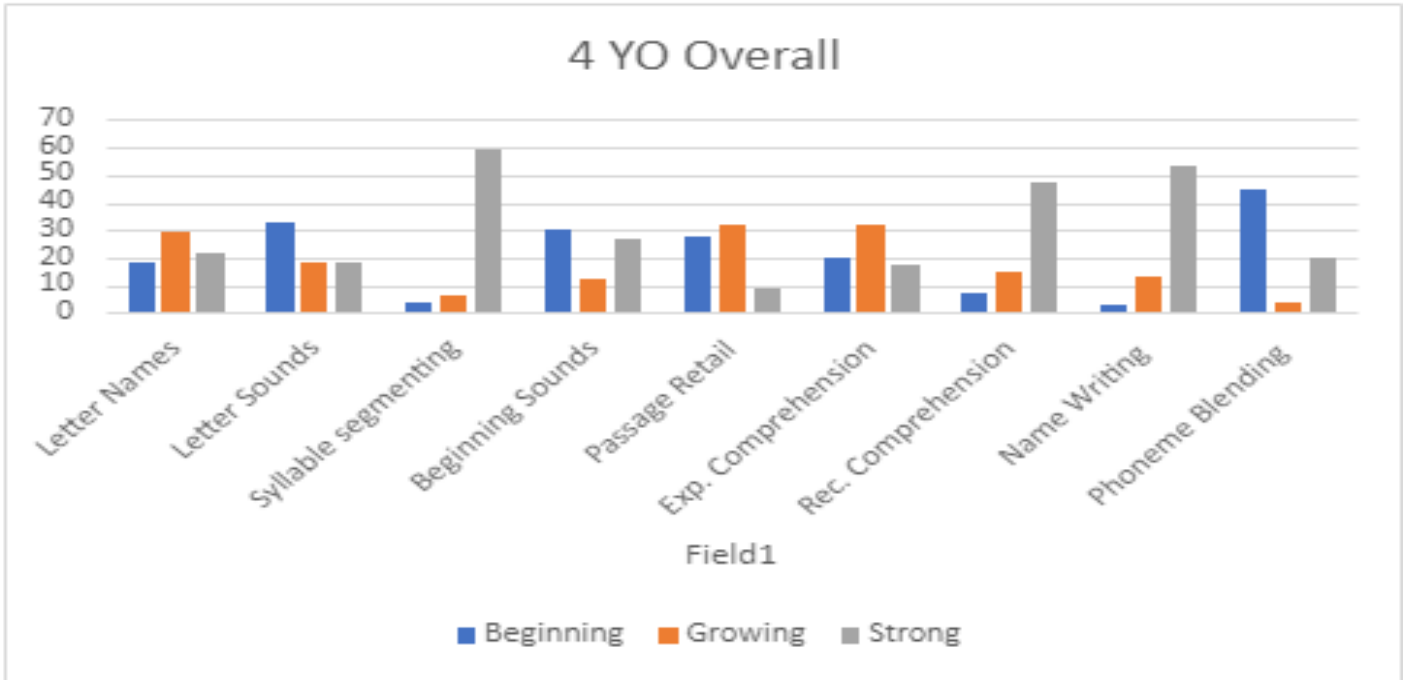
VALLS- VALLS are administered to 3- and 4-year-olds in the fall, winter, and spring in order to guide individualized instruction during the year. The second administration is given in the winter, and the third administration is given in the spring to track the progress made. The assessment reflects skills that are predictive of future reading success and measures name writing ability, upper-case and lower-case alphabet recognition, letter sound and beginning sound production, print and word awareness, rhyme awareness, and nursery rhyme awareness.

Spring

3 YO Overall



4YO Overall



- The majority of children are in the strong range.

Parent, Family and Community Engagement



Community Partnerships- FCAC Head Start currently has partnerships with many community agencies to support the needs and goals of Head Start families and children. (For a complete list please see pages 28-31.)

Follow Up

- **Goal Follow-up:** Family Service Workers followed up with each family on a monthly basis after the family goal had been set.
- **Health Follow up:** Family Service workers followed up on the children’s health needs including children needing Pediatric dental care, physical requirements, low hemoglobin, failed vision screens, etc.
- **Classroom Concerns/Bus Concerns:** Family Service workers work closely with each teacher and bus driver. When there was a concern the family service worker worked with the teacher and/or bus driver to help overcome any concern.
- **Attendance:** Family Service workers follow-up on children who have been absent 3 consecutive days.
- **FISH:** Work closely with them to provide weekly food packs for children and families.

Family Service Family Outcomes Goal Setting

Spring 2024

Family Outcomes:

- Family Well-Being
- Positive Parent-Child Relationships
- Families as Lifelong Educators
- Families as Learners
- Family Engagement in Transitions
- Family Connections to Peers and Community
- Families as Advocates and Leaders

Levels

Level 1 – No Progress

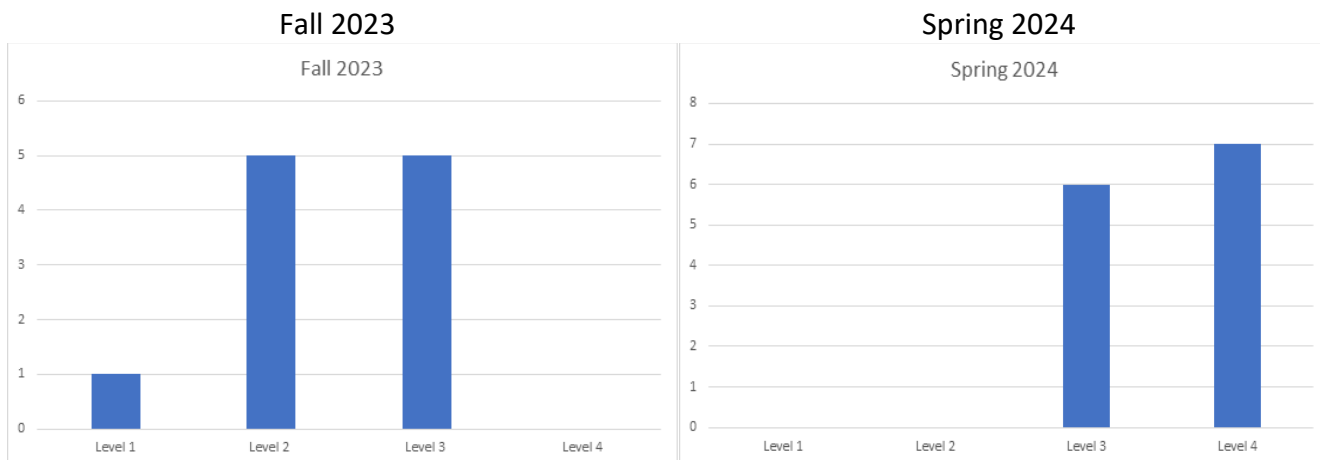
Level 2 – Minimal Progress

Level 3 – Some Progress

Level 4 – Goal Accomplished

Family Well Being

Families are safe, healthy, have opportunities for educational advancement and economic mobility, and have access to physical and mental health services, housing, and food assistance, and other family support services.



9% of children make up this goal

Level 1 - 9%
 Level 2 - 45%
 Level 3 - 45%
 Level 4 - 0%

11% of children make up this goal

Level 1 - 0%
 Level 2 - 0%
 Level 3 - 46%
 Level 4 - 54%

Positive Parent-Child Relationships

Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's health, development, and learning.



14% of children make up this goal

Level 1 - 35%
 Level 2 - 53%
 Level 3 - 23%
 Level 4 - 0%

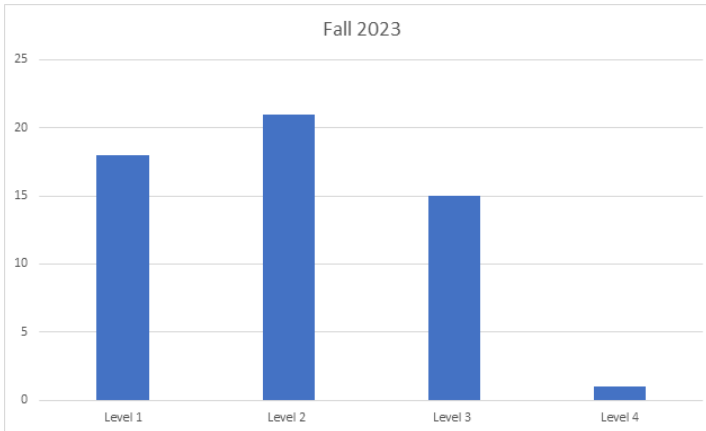
14% of children make up this goal

Level 1 - 0%
 Level 2 - 18%
 Level 3 - 29%
 Level 4 - 53%

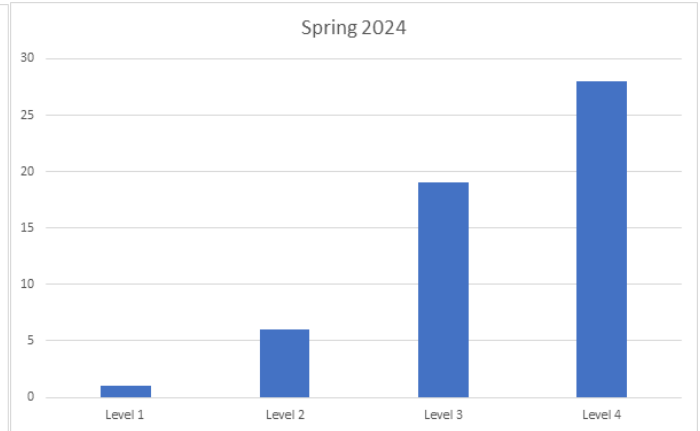
Families as Lifelong Educators

Parents and families observe, guide, promote, and participate in everyday learning to their children at home, at school, and in their communities.

Fall 2023



Spring 2024



45% of children make up this goal

Level 1 - 33%

Level 2 - 38%

Level 3 - 27%

Level 4 - 2%

44% of children make up this goal

Level 1 - 1%

Level 2 - 11%

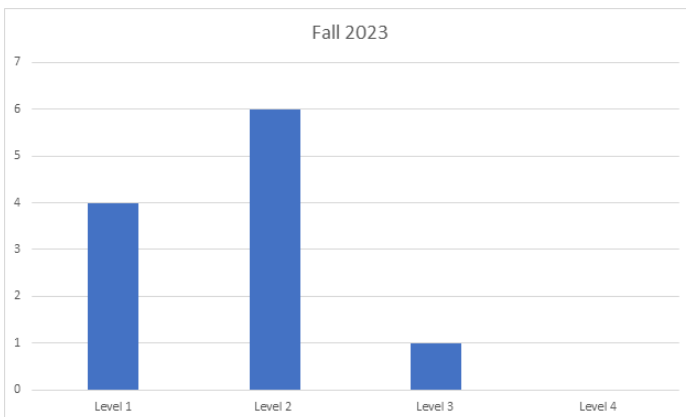
Level 3 - 35%

Level 4 - 52%

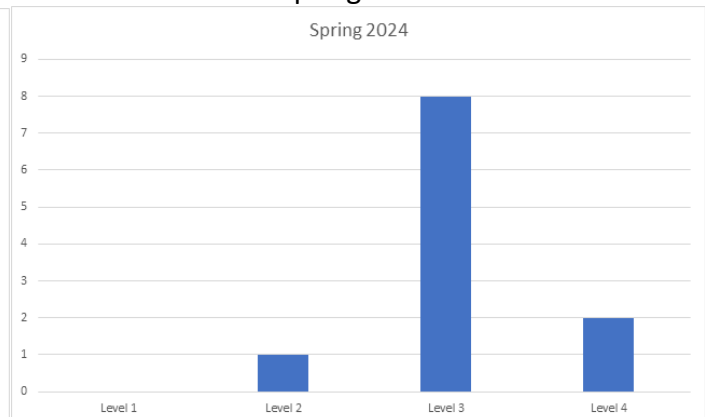
Families as Learners

Parents and families learn about their child's personality, development, and learning style. They also advance their own learning interest through education, training, and other experiences that support their parenting, careers, and life goals.

Fall 2023



Spring 2024



9% of children make up this goal

Level 1 - 36%

Level 2 - 54%

Level 3 - 9%

Level 4 - 0%

9% of children make up this goal

Level 1 - 0%

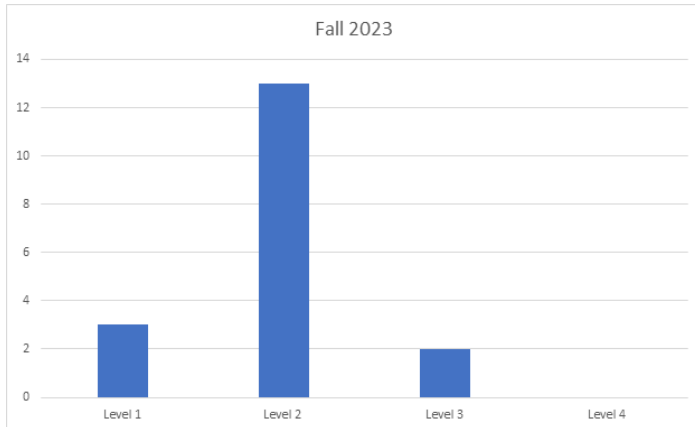
Level 2 - 9%

Level 3 - 73%

Level 4 - 18%

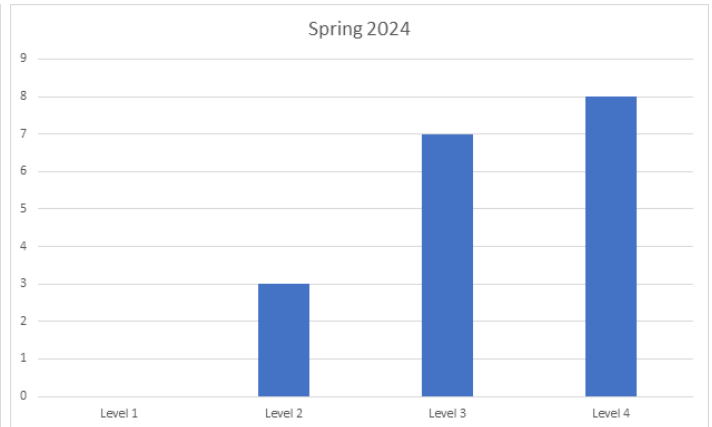
Family Connections to Peers and Community

Parents and families form connections with peers, mentors, and other community members in formal and informal social networks. These networks are supportive and educational. They honor and are inclusive of families' home language and culture, and they enhance families' social well-being and community life.



15% of children make up this goal

Level 1 - 17%
 Level 2 - 72%
 Level 3 - 11%
 Level 4 - 0%



15% of children make up this goal

Level 1 - 0%
 Level 2 - 17%
 Level 3 - 39%
 Level 4 - 44%

- 61 Children receive power packs.
- 48 Children (Families) were referred to Food Bank

Families as Advocates and Leaders

Parents and Families advocate for their children and play leadership roles in Head Start and Early Head Start. They participate in decision-making, policy development, and organization activities in communities and states to improve children's safety. Health, development, and learning experiences.

10 Parents are on Policy Council

Family Engagement in Transitions

Parents and Families encourage and advocate for their child's learning and development as they transition to new learning environments within and between, Early Head Start, Head Start, Early childhood services, early elementary grades, and beyond.

- 74 children transitioned to kindergarten- families were given information and support for kindergarten registration. All children transitioning to kindergarten were given a Kindergarten transition booklet and information about free book bags and school supplies.
- 52 Returning to Head Start- Families updated paperwork and were given information regarding the next school year.

PARENT AND COMMUNITY ENGAGEMENT

Parent Involvement

Total Volunteer Hours for 2023-24: 969.24 hrs.

- **Parents participated in the Parent Center Meetings/Classroom Activities**

Services and Referrals

Food Bank/Power Pack	62
Home Visits completed (via phone/in office)	139
Transportation	3
Housing/Clothing	4
Mental Health Referrals	4
GED	3
Vocational Training	0

Parent Involvement

FCAC Head Start offers many opportunities throughout the year for families to participate. All parents are invited to participate in all activities including...

- **Parent Center Meetings:**
- **Policy Council Meetings**
- **Trainings/workshops**
- **Field Trips**
 - ✓ Cox Farm- Pumpkin Patch in October
- **Health/Education/Family Engagement Advisory Board**
 - ✓ Meeting with community organizations to discuss the Health/Education/Family needs of Head Start families and children.

Enrollment Statistics

The family service staff records all enrollment/attendance information on all children and families.

Year to date number of children served: 160

Drops: 21

Eligibility by Primary Type of Eligibility

58- Income Eligible

8-Over income children

14 Foster

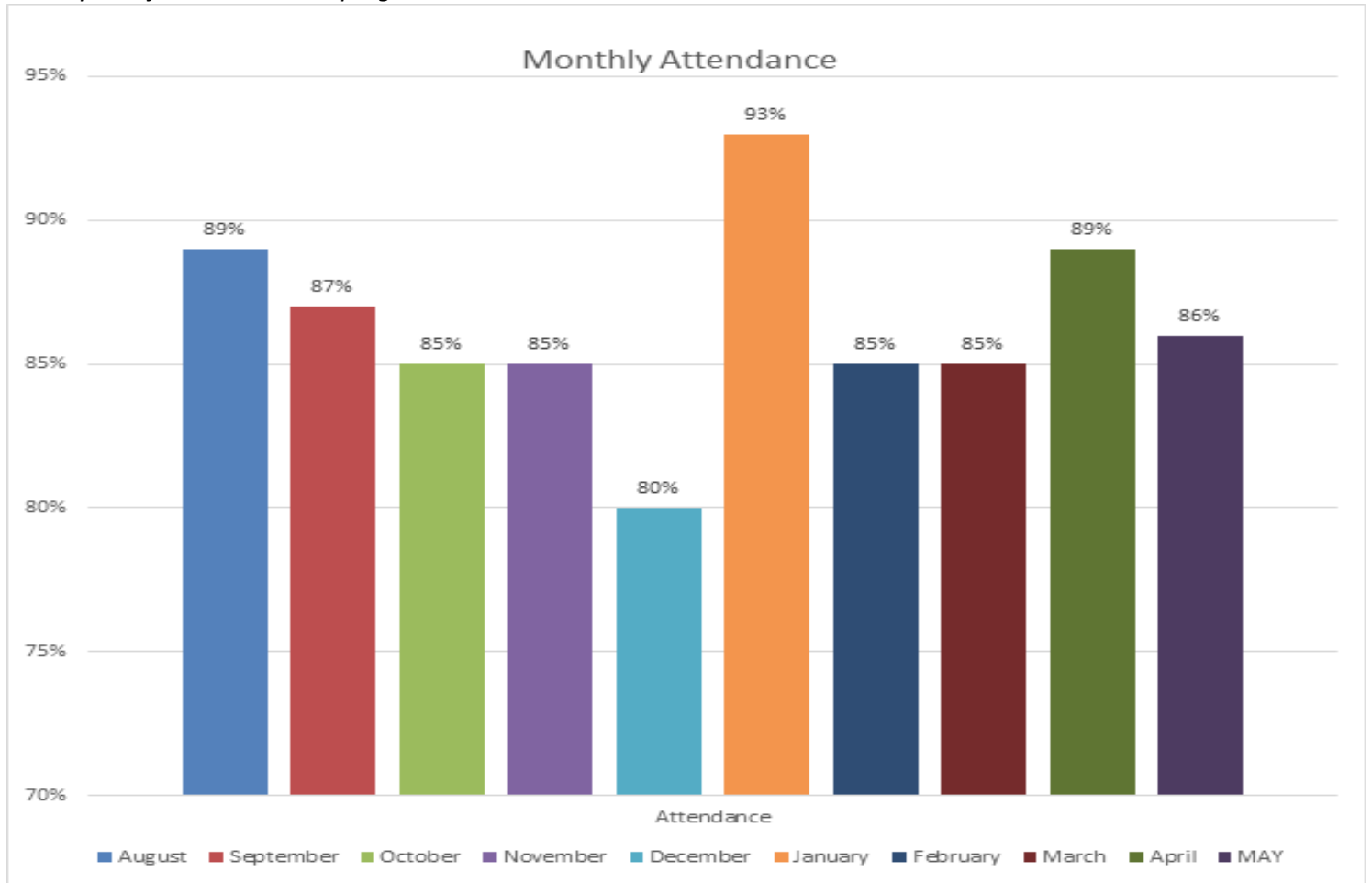
22-Homeless

58-Public Assistance

(Including children that dropped)

Average Monthly Attendance for Program Year 2023-2024

It is required for all Head Start programs to have at a minimum 85% attendance each month.



Year End Average Attendance for: 2023-2024: 86%

Health Services

The focus of Head Start health services is to prevent health problems whenever possible by carefully addressing the needs of enrolled children. Successful partnerships are the key to the success of this approach. When conditions or illnesses are found, they are addressed quickly with the help of competent health care partners in an effort to improve the health of the child and to prevent future problems.

FCAC, Inc. Head Start Health Services provides:

- Health Screenings to all enrolled children including Hearing, Vision, Speech and Language.
- Assisting families in finding a medical home/dental home.
- Tracking all health services.
- Offering training/information to families about: Nutrition, Family Wellness, Dental Awareness, Communicable diseases, child health and safety etc.

Health Services	At the End of the Program Year	Comments
Children with Health Insurance	150	
Children with No Health Insurance	10	10 Born out of country
Children with a Medical Home	157	1 child dropped and 2 received services
Children with Up-to-Date Immunizations, and up to date for child's age.	129	1 child was exempt
Children who received preventive dental care	156	4 children dropped
*Children who required Dental Treatment	25	16 Children completed their dental treatment. 6 Children are still in care. 3 Children dropped before completing care.
*Children that dropped before completing dental treatment	3	
*Currently In Dental Treatment	6	6 children are still in care and have scheduled appointments for the summer.
*Children that completed their dental treatment	16	
*Refused Dental Care/Treatment	0	
Children that received Speech and Language Screening	157	3 children dropped
Children that received Hearing Screening	157	3 children dropped before hearing screening.
Children that received Vision Screening	158	2 children dropped before vision screening
*Children referred to Pediatric Ophthalmologist	18	6 children still need to be seen and 3 dropped
*Children referred to a Pediatric Ophthalmologist who received glasses	9	Of the 6 children that need to be seen 1 had a summer appointment,

Health Tracking

Health tracking is crucial to ensuring that children receive services in a timely manner. The Health Services Manager works with the community physicians to ensure that children are current on their physical exams and up to date with their immunizations according to the ESPDT guidelines. Children who need medical follow-up are reminded to take their children for rechecks and any necessary follow-up. The Health Services Manager works with the physician to see if parents have followed up with the conditions concerned. The Health Services Manager and Family Service Workers work with the families regarding chronic medical conditions and the physician's office to acquire information regarding child status.

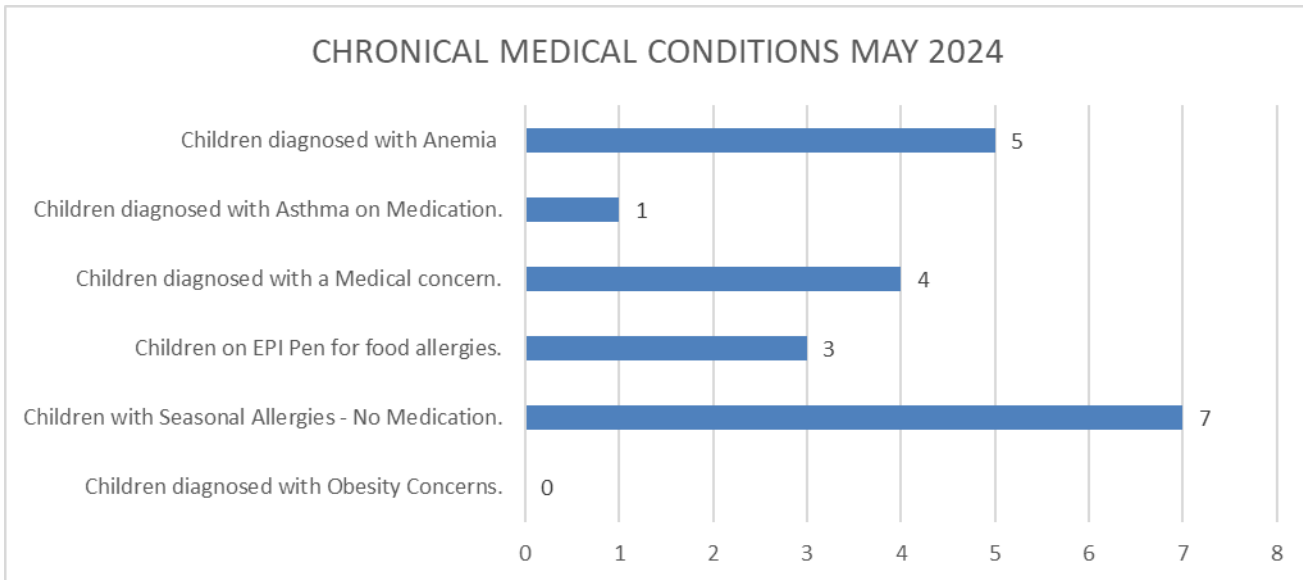
The Health Services Manager works closely with the Fauquier Free Dental Clinic to ensure that children receive an initial dental exam. Children who need further dental care are referred to a pediatric dentist within the county or surrounding areas.

The speech and language screening are done by a private speech pathologist. Referrals from these screenings are shared with the parents and with their permission follow-up is done with a community partner to ensure that the child receives the required services.

Hearing and Vision Screenings are done by the Warrenton Lions Club using the Spot Vision machine to do vision screens.

Chronic Medical Conditions

During Program year 2023-2024 there were children being followed up by the health manager for chronic health conditions. The Health Services manager worked closely with each family to ensure their needs were being met. Child with Asthma is receiving medical care. Five children were anemic; they are under a doctor's care. No children were diagnosed with obesity concerns. Children with chronic medical conditions are being taken care of by their physician.



Disabilities

The Family Services/Disabilities Case Manager, teachers, and parents work closely together throughout the school year to ensure that every student maximizes his or her ability to learn. Each year our students are screened within 45 days of entering the classroom for speech and language, vision, and hearing. The teachers and assistants also administer developmental and literacy evaluations at the beginning and end of the school year to assess each child's abilities, and we continue to monitor each child's progress throughout the year. Our Head Start program works closely with Fauquier County Public Schools Special Education Department to help meet the educational needs of our students.

Disability Services

1. Children that had an IEP and were determined to be eligible for services prior to enrollment year- 3
2. Children that obtained an IEP and became eligible to receive services during enrollment year- 10
3. Children referred for evaluations to receive services- 21

Of these:

- a. Children who went to Child Study meeting-21
 - b. Children who went to Eligibility meeting- 7
 - c. Children who went to IEP meeting- 10
4. Children diagnosed with Developmental Delays- 5
 5. Children diagnosed with Speech/Language Impairment- 8
 6. Children diagnosed with Autism-0
 7. Children diagnosed with Hearing Impairment-1
 8. Children with Individual Service Plans- 7
 - a. The children met ALL goals on Individual Service Plan

Coaching/Mentoring

- Teachers were coached on a range of School Readiness Goals this year
- The teachers focused on Social Emotional Development and Mathematics
- Supplies were bought to enhance the learning experience for children and staff in the areas of math and science.

Mental Health

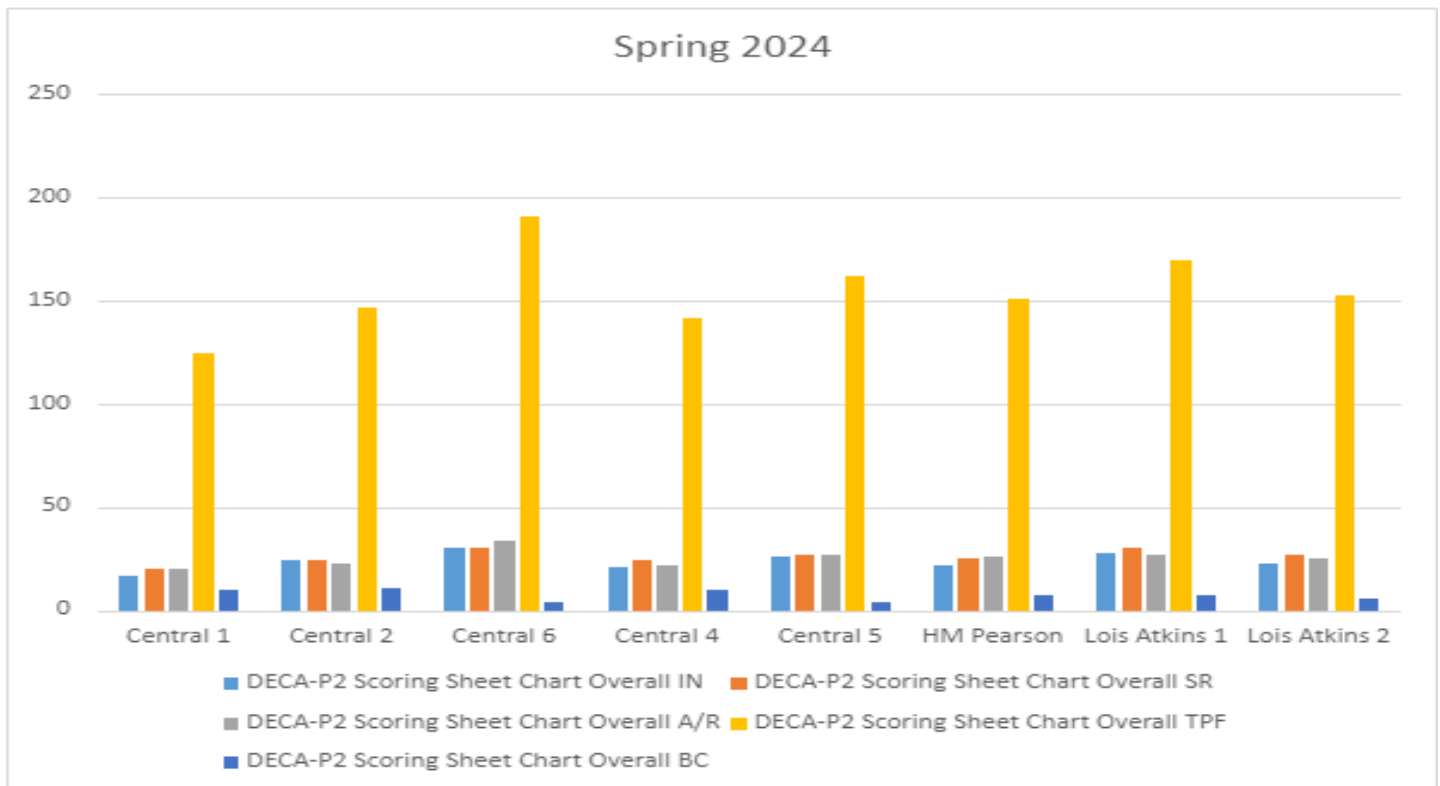
Devereux Early Childhood Assessment for Preschoolers Second Edition (DECA-P2)- Tool completed by the teacher in the fall and spring that looks at Initiative, Self- Regulation, Attachment/Relationships, and Behavioral Concerns.

Devereux Early Childhood Assessment for Preschoolers (DECA-P2)

Classroom: Head Start Program Wide

Findings:

- **Areas of strength:**
 - **Total Protective Factors: FCAC is in the 86th percentile.**
- **Typical Areas:**
 - **Behavioral Concerns- FCAC ranks in the 31st percentile.**
 - **Initiative: FCAC is in the 73rd percentile.**
 - **Attachment/ Relationships- FCAC is in the 69th percentile.**
 - **Self-Regulation - FCAC Ranks within the 82nd percentile**
- **Areas of Need:**
 - **None**



- **5 children were observed closely this school year to monitor behavior**

**Thank you to all of our
Community Partners!**

**Your willingness to give your time
and service is greatly
appreciated. Your support allows
us to continue to fulfill our
mission for our children and
families.**