



## Head Start Annual Report 2017-2018

### Mission Statements

#### **Head Start:**

***"The mission of Region 7 Education Service Center Head Start is to empower children and their families to be successful, by providing comprehensive services that meet and exceed Head Start Standards."***

#### **Region7 Education Service Center:**

***"Region 7 Education Service Center is committed to student success by providing quality programs and services that meet or exceed our customers' expectations."***

#### **Overview:**

Region 7 Head Start is a program providing comprehensive services to low-income children in Rains and Franklin Counties from age 4 through 5. The Rains/Franklin County Head Start program served approximately **95** children and **93** families in 2017-2018. All enrolled students are assisted to receive a physical examination, immunizations, hemoglobin and lead screenings, vision exam, developmental and hearing screenings, and dental care in order to maintain or bring them up to date on a mandated schedule of primary and preventative care.

### Head Start Program Goals, 2017-2018

- Promote opportunities for parental engagement, education, and empowerment.
- Provide comprehensive, early intervention services to children and families, connecting home and school.

### Program Accomplishments

#### **Quality Personnel**

- Hiring/promoting self-disciplined, credentialed staff

- Utilizing Good to Great theory, ensuring program is not dependent on one person, cross-training personnel

### **Use of Technology to Support Program**

- Maintained all files on Shared Drive – ensures continuity when personnel change
- Scanned and linked teacher Physicals/TB Questionnaires/CH Dates/Employment Dates to ChildPlus
- Utilized data reports from fiscal, student assessments, ChildPlus, time accounting (MIS)
- Utilized Hatch TeachSmart Systems – Head Start classrooms are equipped with state-of-the-art technology that is aligned with state guidelines and Head Start Early Learning Framework. Teachers receive training to provide developmentally appropriate activities using technology in all five Framework Domains. Individual children's growth is systematically monitored by the Hatch TeachSmart System and automatically adjusted based on children's progress.
- Use of electronic signatures on documents to limit travel for delivery of forms and immediate receipt of employee items.
- As many processes as possible are automated with technology to improve efficiency of workflow.

### **Other Program Features**

- CLASS Reliable Assessors in Education, Mental Health and Bilingual Components- All classrooms are assessed with CLASS by CLASS-reliable Education, Mental Health and Bilingual Specialists. Using CLASS data, Education Specialists can individualize teacher goals to better ensure School Readiness for all children. Two CLASS Certified Trainers on staff.
- School Readiness Leadership Team – Program School Readiness goals are established by Head Start staff, District personnel, parents, teachers and Policy Council members to ensure every program need is carefully considered and addressed in an ongoing manner and are aligned with the PFCE Framework
- Teacher Advisory Team- Teacher representatives from each program demographic team serve as a communication link between the classrooms and administration team.
- Conscious Discipline – The majority of Early/HS classrooms actively use the social-emotional program Conscious Discipline. This approach focuses on teachers and children using positive approaches towards others and creating a calm, family atmosphere within the classroom.
- Health Services Advisory Committee – Our Health Services Advisory Committee has representation of diverse professionals from state agencies, providers, ISD school nurses and EHS/Head Start parents representing our twelve county service area. They provide guidance and champion for Head Start. They also collaborate with Head Start and with each other.
- Health Team – Members are trained in a variety of Health areas such as: school nursing, management, utilization review, pediatric and emergency medicine, and women's health.
- T/A Credentialing - All Teaching Assistants hold degrees or are working towards degrees or Child Development Associate Credentials.

- Basic Classroom Setup- Region 7 Head Start provides a basic classroom setup that includes furniture, learning materials, and consumable supplies. All materials and supplies are developmentally appropriate, maintained in good repair, and sufficient to meet child outcomes. Education Specialists are available to assist classroom teachers and teacher assistants in the setup of each classroom to ensure Head Start Performance Standards are met across the program.
- A Stakeholder Committee meets to assist with reviewing and revising Eligibility, Recruitment, Selection, Enrollment, and Attendance processes to ensure that the most vulnerable children and families in our area are being served.
- A Family Service Worker/Advocate Advisory Committee collaborates with Head Start Administrative staff to provide valuable input for program improvement.

### **Specific Program Information**

<b>Number of Children and Families</b>		
<b>Program Group</b>	<b>Number of Children</b>	<b>Number of Families</b>
Head Start	95	93

<b>Average Monthly Enrollment</b>		
<b>Month</b>	<b>Number of Students Enrolled HS</b>	<b>Percentage of Funded Enrollment HS</b>
August 2017	85	100%
September 2017	85	100%
October 2017	85	100%
November 2017	82	97%
December 2017	82	97%
January 2018	82	97%
February 2018	83	98%
March 2018	84	99%
April 2018	83	98%
May 2018	83	98%

Eligibility	
Category	Percentage HS
Income Eligible	78%
Over Income	22%

Medical and Dental Services		
Program Subgroup	Percentage of Students Receiving Exams	
	Medical	Dental
Head Start	89%	88%
Service	Percentage of Students Needing Follow-up Services HS/EHS	Percentage of Students Needing Follow-up Who Received Follow-up Services HS/EHS
Medical	45%	40%
Dental	43%	42%
Program Subgroup	Immunizations (up to date)	
Head Start	94%	

Nutrition Services	Number of students
Anemia Referrals	9
Lead Referrals	1
Food Allergies	6
Obese weight Referrals	10
Overweight Referrals	17
Underweight Referral	5

Volunteer Hours	
Group	Number of people HS
Current / Former Head Start Parents	158

Family Partnerships and Services	
Service	Number of Families HS
Emergency/Crisis Assistance and/or Educational Services	17
Other- Receipt of at least one service	3

Students with Disabilities		
Program Subgroup	Number of Students	Percentage
Head Start	11	12.9%

### School Readiness

Head Start children are provided the opportunity for school readiness success through intentional educational opportunities. These opportunities ensure high quality early childhood experiences that support the physical, social, emotional, language, literacy, and cognitive development of infants and toddlers. Region 7 Education Service Center Head Start embraces the variety of rich cultural and linguistic backgrounds of the families we serve.

The following are School Readiness tools/activities:

- CIRCLE Progress Monitoring Tool, Classroom Assessment Scoring System (CLASS), Classroom Management for Early Childhood Classrooms, Building a School Family, Conscious Discipline, Best Practices in Head Start, Teacher Clusters, TA Clusters, Working with Children with Disabilities, Baby Doll Circle Time, Adult/Child Interactions,
- Classroom Assessment Scoring System (CLASS) designed to help Specialists and teachers work together to ensure quality teaching and a positive classroom environment
- Family Literacy booklets in both Spanish and English available to parents and teachers through the Region 7 Head Start website
- Providing teaching assistants guidance in meeting the credentialing mandate by working with area colleges/on-line providers to provide the best education for school success
- Information provided to parents in both Spanish and English about School Readiness and how they can help their child at home

### Curriculum/Assessment/Transition

Each site uses a district-approved curriculum. Education Specialists work individually regarding the consistent implementation of the curriculum in each classroom.

The Head Start Early Learning Outcomes Framework provides a solid foundation for achieving positive child outcomes and is the driving force behind the program's School Readiness goals. The primary goal for the program is to prepare children to be socially and academically successful both in school and life. In order for children to be prepared for Kindergarten each classroom promotes the following expectations:

- Develop a strong sense of self
- Develop a positive self-image and attitude toward school
- Develop a successful approach to learning by engaging in
  - Experimentation
  - Inquiry
  - Play
  - Exploration
  - Observation
- Increase language/literacy skills and understanding
- Engage in creative expression through art, music, and drama
- Develop fine and gross motor coordination
- Develop appropriate social behavior
- Interact positively with adults and peers

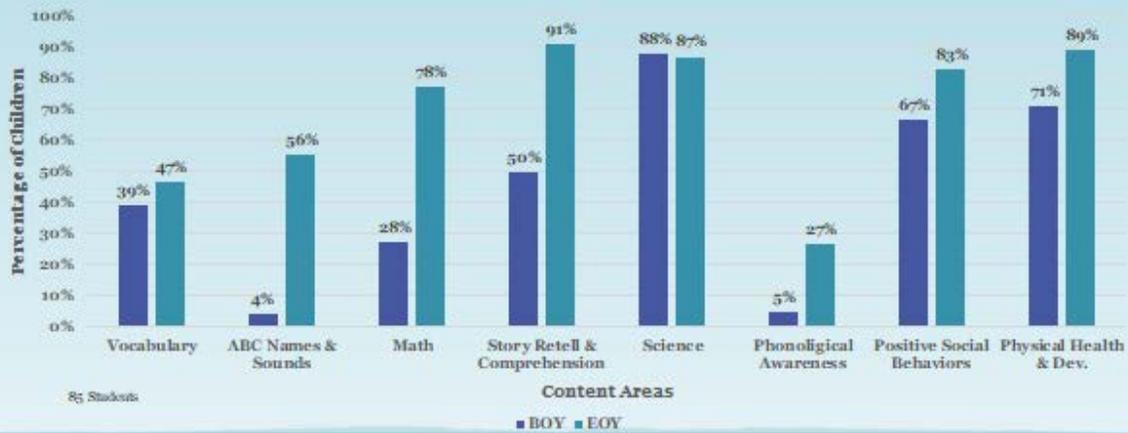
### **Assessment**

Child assessments are linked to the ten Head Start Domains as described in the Head Start Early Learning Outcomes Framework. Teachers gather on-going both formal and informal assessment data through various instruments including, but not limited to:

- Brigance Screen III
- CIRCLE Progress Monitoring Tool

**The following is the Head Start/EHS progress monitoring results for the overall program as measured in the spring of 2018:**

## Region 7 ESC Head Start Child Assessment Franklin/Rains BOY-EOY Comparison – On Track 2017-2018



### Other Program Features

- CLASS Reliable Assessors in Education, Mental Health and Bilingual Components- All classrooms are assessed with CLASS by CLASS-reliable Education, Mental Health and Bilingual Specialists. Using CLASS data, Education Specialists can individualize teacher goals to better ensure School Readiness for all children. CLASS Certified Trainer on staff.
- School Readiness Leadership Team – Program School Readiness goals are established by Head Start staff, District personnel, parents, teachers and Policy Council members to ensure every program need is carefully considered and addressed in an on-going manner.
- Teacher Advisory Team- Teacher representatives from each program demographic team serve as a communication link between the classroom and administration team.
- Conscious discipline – the majority of Head Start classrooms actively use the social-emotional program conscious discipline. This approach focuses on teachers and children using positive approaches towards others and creating a calm, family atmosphere within the classroom.
- The majority of teachers hold degrees in an early childhood related field
- T/A Credentialing - All teaching assistants hold degrees or are working towards degrees or Child Development Associate Credentials.

- Basic Classroom Setup- Region 7 Head Start provides a basic classroom setup that includes furniture, learning materials, and consumable supplies. All materials and supplies are developmentally appropriate, maintained in good repair, and sufficient to meet child outcomes. Education Specialists are available to assist classroom teachers and teacher assistants in the setup of each classroom to ensure Head Start Performance Standards are met across the program.

**Demographics of 2017-2018 Children:**

Race HS	Ethnicity HS	Primary Language HS
<ul style="list-style-type: none"> <li>● White: 68%</li> <li>● Black or African American: 4%</li> <li>● Bi-racial/Multi-racial: 8%</li> <li>● Other Asian: 0%</li> <li>● Other Pacific Islander: 0%</li> <li>● Some Other Race: 0%</li> <li>● Unknown: 0%</li> </ul>	<ul style="list-style-type: none"> <li>● Non-Hispanic or Non-Latino Origin: 76%</li> <li>● Hispanic or Latino Origin: 24%</li> </ul>	<ul style="list-style-type: none"> <li>● English: 88%</li> <li>● Spanish: 12%</li> <li>● Unknown/other: 0%</li> </ul>

**Head Start Transition Information**

- Collaborate between parents and staff about the child both at home and at school. Parents are their child’s first teacher; and, as staff and parents work together, they both gain knowledge and are able to plan to meet the child’s needs.
- Provide transition information to both teachers and parents. This information includes activities for the parents as their child enters Head Start, suggested activities for Head Start teachers at the beginning of the school year, and suggested activities for both parents and teachers as the child exits Head Start and prepare for entering Kindergarten.
- Provide Family Literacy materials at Parent Meetings to families as a means to address the home-school connection program goal.
- Participate at Admission, Review, Dismissal (ARD) meetings where transitions into and out of Special Education take place.
- Provide parent training on the Transition to Kindergarten for children with disabilities, in video format as well as in an informational brochure, on the Region 7 Head Start website in both English and Spanish.
- Distribute the Individuals with Disabilities Education Act (IDEA) Parent Resource Binders to parents of children with disabilities to provide them with a resource that explains their child’s rights under the IDEA law.
- Assist parents of non-insured, eligible children to apply for Medicaid/CHIP insurance. Head Start staff ensures that children are connected to a medical and dental home so health care can continue after the child transitions out of the program.

## **Health Services**

Our Health Services Advisory Committee has representation of diverse professionals from state agencies, providers, ISD school nurses and parents representing our twelve county service area. They provide guidance and champion for Head Start. They also collaborate with Head Start and with each other.

We have 64 written service agreements with medical and dental providers for our children. The service agreements establish guidelines and expectations for providers who offer medical and dental services to our children. Dentists in our Head Start community volunteer to provide free, on-site dental exams for every student. The examinations are beneficial in identifying dental needs and procuring dental homes for those without established dental providers.

The Health Team is comprised of a diverse group of people who are trained in a variety of health areas such as school nursing, management, utilization review, pediatric and emergency medicine, and women's health.

## **Parent Engagement**

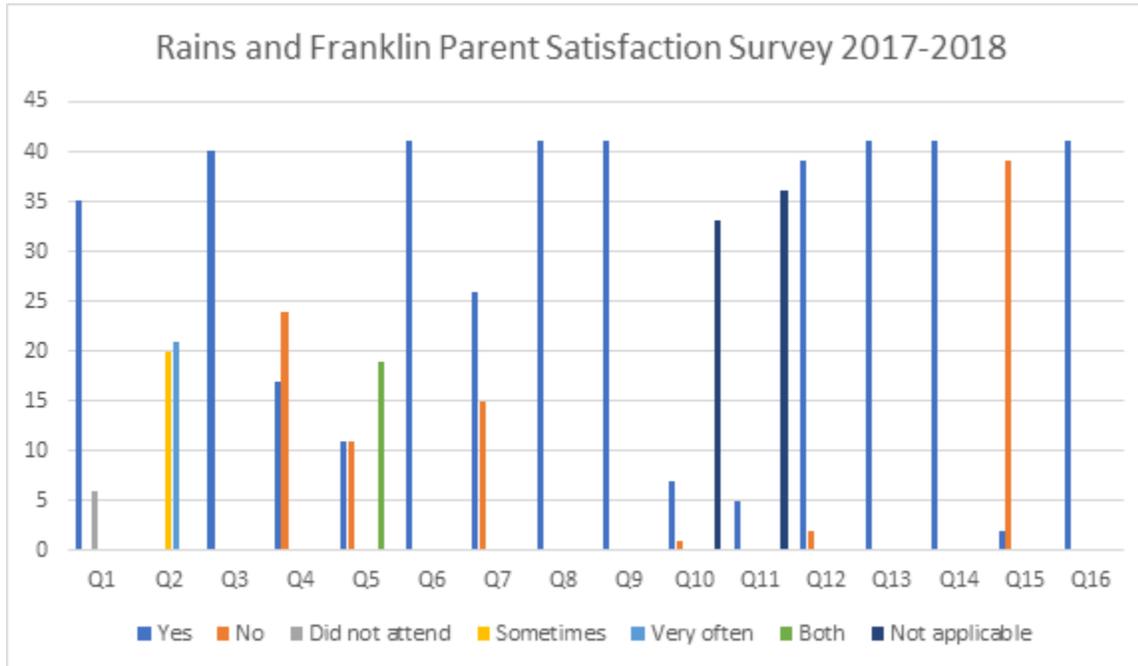
Parents are the heart of Head Start and parental involvement is always encouraged. Head Start welcomes and appreciates parents and volunteers who are willing to donate their time and services to the program. To ensure that our volunteers are aligned with Head Start goals and Program Performance Standards, all volunteers must attend training before volunteering in a classroom. In the 2017-2018 program year, 158 parents participated in the program through volunteering in the classroom and attending Policy Council meetings. Head Start Family Service Workers provided these opportunities for parents to participate through one-on-one consultations, routine follow-up, phone calls and home visits. It is clear that parents are participating in their child's everyday learning at home, school, and in their communities.

Our program also offered a variety of parent trainings in 2017-2018 such as: orientation, health and nutrition education, male involvement activities, transition activities, child abuse and neglect training, and behavior and parenting techniques. This program year, 138 parents participated in parent trainings. Region 7 ESC Head Start also had 41 males participate in male involvement events throughout the year, resulting in a positive impact on children's cognitive, social and emotional development.

Overall, the results from the EHS/HS Parent Survey conducted in Spring 2018, completed by 41 parents, demonstrates positive results with the majority of indicators scoring in the range of 96.99%-99.65%. An indicator (#15) with a high percentage of "no" answered is in the question of the program requesting money from the parents to be in the program. A "no" answer for this indicator is the preferred answer as we do not ask parents to provide money for their child to participate in any part of the program.

One indicator with answer of Never, Rarely, Sometimes, and Very Often is question 2 concerning the frequency of meeting the Head Start Family Service Worker or Advocate. The low range of scores may be due to the family not identifying the Family Service Worker or Advocate by their formal title.

In the following charts, the questions are grouped by Component area, such as: Family Services, Mental Health, Education, Health, and Disabilities. The questions asked are listed for reference.



1. A Head Start overview was conducted at the beginning of the year and gave an explanation of the program. Was this orientation/overview helpful to you?
2. This year, how often did you speak to or receive assistance/services from a Family Service Worker?
3. There were opportunities for me to become involved in the program, such as volunteering in the classroom, attending parent trainings, field trips, etc.
4. I was able to regularly attend the face to face parent trainings held by the Family Service Worker.
5. Would you prefer receiving our "parent training" electronically (ex: texts, emails, short videos) vs. a face to face parent meeting?
6. My Family Service Worker helped me identify my family's needs and/or goals and provided follow-up.
7. The Family Service Worker provided me assistance to connect with community agencies and/or resources. (Ex: GED services, applying for Medicaid, finding a dentist, etc.)
8. Head Start provided me with information in my primary language.
9. Head Start staff made me feel welcome to visit and help in the program.
10. Head Start Mental Health staff are available to provide parenting support, child behavior support, etc. If you received any of their services, were you satisfied?

11. If your child was identified with a disability this year you worked with our Head Start Disabilities team. Did you feel supported throughout the Special Education process (ex: ARD's, referrals, etc.) by these staff members?
12. I was given opportunities to participate in parent-teacher conferences and home visits.
13. The teacher asked for my input/suggestions regarding my child's learning during a home visit and/or a parent-teacher conference.
14. I believe my child is ready for Kindergarten based on what he/she learned in Head Start.
15. Head Start may not charge families a fee to participate in Head Start. This includes special events such as field trips. Were you ever asked for money from Head Start staff for Head Start specific activities?
16. Were you satisfied overall with your participation in our Head Start program?

**Public and Private Funds:**

Total Amount of Award for Head Start Funds: \$828,878.00  
 Amount of Non-Federal Match: \$207,219.00

No private funds for Head Start use were received during this school year.

**Budgetary Expenditures for 2017-2018 Program Year:**

Category	Amount
Salary	280,532
Fringe Benefits	65,426
Travel	5,591
Equipment	0
Supplies	123,930
Contractual (includes ISD payments)	172,061
Other	46,037
Indirect Costs	36,658
<b>2017-2018 Total</b>	<b>730,235</b>

**Proposed Budget for 2018-2019:**

<b>Category</b>	<b>Amount</b>
Salary	348,133
Fringe Benefits	83,237
Travel	12,043
Equipment	7,500
Supplies	104,170
Contractual (includes ISD payments)	179,675
Facilities/Construction	0
Other	56,228
Indirect Costs	37,892
<b>2018-2019 Total Award</b>	<b>828,878</b>
<b>Non-Federal Match</b>	<b>207,220</b>

Report finalized on Friday, January 25, 2019