



## Head Start Annual Report 2016-2017

### 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 14-county wide 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 **92** children and **80** families in 2016-2017. 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, 2016-2017

- 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 and iStartSmart Elite children’s computers – 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.

### **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 on-going 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 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 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**

Number of Children and Families		
Program Group	Number of Children	Number of Families
Head Start	92	80

Average Monthly Enrollment		
Month	Number of Students Enrolled HS	Percentage of Funded Enrollment HS
January 2017	83	98%
February 2017	85	100%
March 2017	85	100%
April 2017	85	100%
May 2017	85	100%

Eligibility	
Category	Percentage HS
Income Eligible	75%
Over Income	9%

Medical and Dental Services		
Program Subgroup	Percentage of Students Receiving Exams	
	Medical	Dental
Head Start	82 = 97.6%	78 = 92.8%

Service	Percentage of Students Needing Follow-up Services HS/EHS	Percentage of Students Needing Follow-up Who Received Follow-up Services HS/EHS
Medical	30 = 38%	29 = 96.6%
Dental	14 = 16.6%	12 = 85.7%
Program Subgroup		Immunizations (up to date)
Head Start		86 = 100%

Nutrition Services	Number of students
Dental Referrals	29
Anemia Referrals	5
Lead Referrals	1
Food Allergies	2
Obese weight Referrals	1
Overweight Referrals	3
Underweight Referral	1

Volunteer Hours	
Group	Number of people HS
Current / Former Head Start Parents	72

Family Partnerships and Services	
Service	Percentage of Families HS
Emergency/Crisis Assistance and/or Educational Services	15%
Other- Receipt of at least one service	18%

Students with Disabilities		
Program Subgroup	Number of Students	Percentage
Head Start	273	13.5%

## 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:

- Teaching Strategies GOLD, 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:

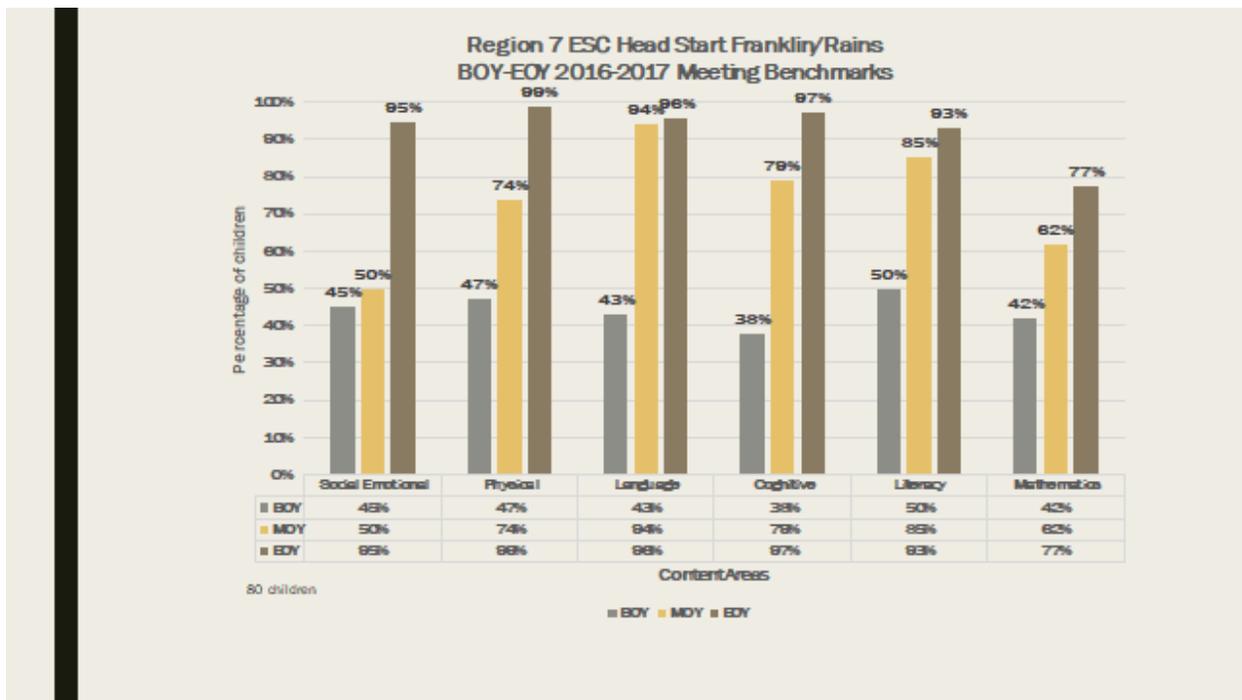
- Develop a strong sense of self
- Develop a positive self-image and attitude toward school
- Develop a successful approach to learning by engaging in
  - Experimentation
  - Inquiry
  - Play
  - Exploration
  - Observation
- Increase language/literacy skills and understanding
- Engage in creative expression 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
- Teaching Strategies GOLD

**The following is the Head Start/EHS progress monitoring results for the overall program as measured in the spring of 2017:**



### 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 EHS 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.
- All 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 2016-2017 Children:**

Race HS	Ethnicity HS	Primary Language HS
<ul style="list-style-type: none"> <li>● White: 63%</li> <li>● Black or African American: 7%</li> <li>● Bi-racial/Multi-racial: 9%</li> <li>● Other Asian: 2%</li> <li>● Other Pacific Islander: 0% Some</li> <li>● Other Race: 0%</li> <li>● Unknown: 0%</li> </ul>	<ul style="list-style-type: none"> <li>● Non-Hispanic or Non-Latino Origin: 75%</li> <li>● Hispanic or Latino Origin: 25%</li> </ul>	<ul style="list-style-type: none"> <li>● English: 84%</li> <li>● Spanish: 16%</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 2016-2017 program year, 72 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.

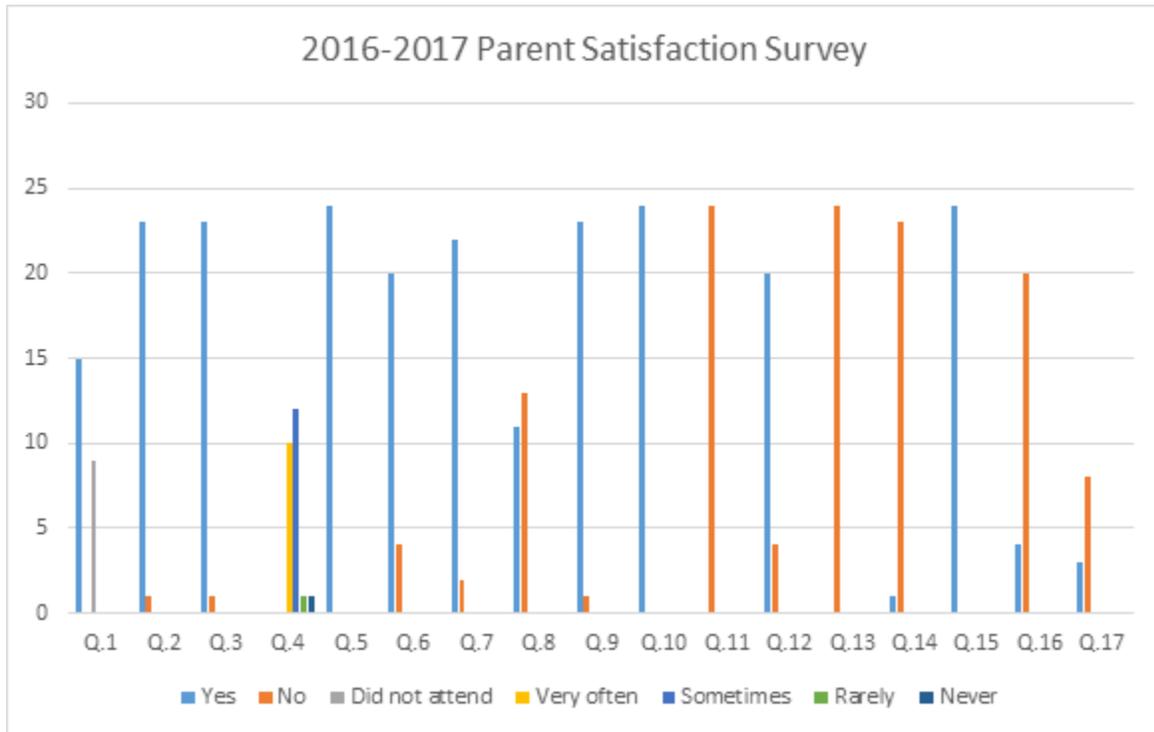
Our program also offered a variety of parent trainings in 2016-2017 such as: orientation, health and nutrition education, male involvement activities, transition activities, child abuse and neglect training, and behavior and parenting techniques. This program year, 67 parents participated in parent trainings. Region 7 ESC Head Start also had 57 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 2017, completed by 25 parents, demonstrates positive results with the majority of indicators scoring in the range of 96.99%-99.65%. An indicator (#11) 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 4 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.



Q1. Parent Orientation was helpful to me

Q2. There were opportunities for me to become involved in the program, such as volunteering in the classroom, parent trainings, field trips, etc.,

Q3. Head Start. Early Head Start staff helped me identify needs/goals.

Q4. This year, how often did you speak to or receive services from a Head Start representative?

Q5. Head Start/ Early Head Start staff made me feel welcome to visit and help in the program

Q6. Head Start/Early Head Start staff provided assistance to connect with community agencies.

Q7. Head Start/ Early Head Start staff provided me with information in my primary language.

Q8. The teacher has asked for my ideas for activities in the classroom.

Q9. The teacher has asked about the interests of my child.

Q10. I was given opportunities to participate in parent/teacher conferences and home visits.

Q11. Did Head Start/ Early Head Start ask you for any money for activities throughout the year (field trips, parties, etc.)?

Q12. I received notification from Head Start/ Early Head Start staff of all health procedures before they were done (heights/weights, hearing/vision, etc.) and results.

- Q13. Did you need help with medical or dental appointments?
- Q14. Were you referred to Head Start/Early Head Start Mental Health staff?
- Q15. I have seen improvement in my child's social skills (playing with others, communication, etc.).
- Q16. Was your child identified with a disability and receiving ECI or special education services?
- Q17. If you answered Yes to the question above, were you provided with the IDEA Parent Notebook and opportunities for consultation/training about your IDEA rights, the IEP process, advocacy, and your child's disability?

**Public and Private Funds:**

Total Amount of Award for Head Start Funds: \$808,209  
 Amount of Non-Federal Match: \$202,052

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

**Budgetary Expenditures for 2016-2017 Program Year:**

Category	Amount
Salary	401,881
Fringe Benefits	78,411
Travel	2,016
Equipment	56,600
Supplies	90,383
Contractual (includes ISD payments)	99,146
Other	48,383
Indirect Costs	31,389

<b>2016-2017 Total</b>	<b>808,209</b>
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**Proposed Budget for 2017-2018:**

<b>Category</b>	<b>Amount</b>
Salary	269,931
Fringe Benefits	64,878
Travel	10,048
Equipment	0
Supplies	120,150
Contractual (includes ISD payments)	187,400
Facilities/Construction	0
Other	121,838
Indirect Costs	33,964
<b>2017-2018 Total Award</b>	<b>808,209</b>
<b>Non Federal Match</b>	<b>202,052</b>