TUSKEGEE-MACON COUNTY HEAD START

A Preschool Child and Family Development Program

FY 2013 ANNUAL PUBLIC REPORT

Prepared November 2013

Touching Children, Reaching Families

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Table of Contents

List of Acronyms and Abbreviations.....3

I. EXECUTIVE SUMMARY.....4-5

II. INTRODUCTION.....5

III. SUMMARY OF PROGRAM ACCOMPLISHMENTS.....6

A. Total Amount of Funding Received.....6
B. Budgetary Expenditures.....6
C. Total Number of Children Served.....6
D. Triennial Federal Review Results.....6-7
E. Medical and Dental Exams Received.....7
F. Parental Engagement.....7
G. School Readiness.....8-10
H. Other Pertinent Information.....10

IV. IN-KIND CONTRIBUTIONS.....10

Attachment 1: Teaching Strategies GOLD Child Assessment Results 2012-2013.....11

LIST OF ACRONYMS AND ABBREVIATIONS

ACF.....Administration for Children and Families

CACFP.....Child and Adult Care Food Program

CLASS.....Classroom Assessment Scoring System

DHHS.....Department of Health and Human Services

FY.....Fiscal Year

LEA.....Local Education Agency

OHS.....Office of Head Start

OSR.....Office of School Readiness

PIR.....Program Information Report

RTL.....Review Team Leader

TMCHS.....Tuskegee-Macon County Head Start

USDA.....US Department of Agriculture

I. EXECUTIVE SUMMARY

The Tuskegee-Macon County Head Start (TMCHS) Program, with the City of Tuskegee serving as the grantee received support in collaboration with community resources to complete activities and provide specified services during fiscal year 2013 (Nov. 1, 2012 to Oct. 31, 2013). The program is largely designed to address holistic needs of economically challenged preschool children, ages 3-4, and their families. Continued development of program services and activities increased school readiness and self-sufficiency among parents.

According to the Head Start Act Section 644, each Head Start agency shall make available to the public a report published at least once in each fiscal year that discloses the following information from the most recently concluded fiscal year. Reporting such information shall not reveal personally identifiable information about an individual child or parent. In addition, each agency shall provide for reasonable access to information. This report fulfills the Fiscal Year (FY) 2013 reporting requirement, Section 641A(f), of the Head Start Act, which requires a summary report be published at the end of each Federal fiscal year. In addition, this report seeks to capture the strides made during FY13 by presenting both qualitative and quantitative results. The key topics and accomplishments described in this report are the following:

Total Amount of Funding Received

(A) The total amount of public and private funds received and the amount from each source.

Budgetary Expenditures

(B) An explanation of budgetary expenditures and proposed budget for the fiscal year.

Total Number of Children Served

(C) The total number of children and families served, the average monthly enrollment (as a percentage of funded enrollment), and the percentage of eligible children served.

Triennial Federal Review Results

(D) The results of the most recent review by the Secretary and the financial audit.

Medical and Dental Exams Received

(E) The percentage of enrolled children that received medical and dental exams.

Parental Engagement

(F) Information about parent involvement activities.

School Readiness

(G) The agency's efforts to prepare children for kindergarten.

Other Pertinent Information

(H) Any other information required by the Secretary.

While progress was made in achieving objectives, TMCHS also faced a few challenges to program implementation, the most significant of which were the difficulties that all Head Start programs faced with sequestration. The program's funding was cut by 2.5% which lead to the closing of a center and a reduction of 16 enrollment slots. In addition, the Local Education Agency's (LEA) representative assigned to work with TMCHS left the Macon County Board of Education, which caused a delay in

evaluation of services to enrolled Head Start children. Although the LEA is in the process of recruiting to filling the vacant position, this situation has prompted the program to seek a waiver request from the Department of Health and Human Services (DHHS) – Office of Head Start (OHS) for obtaining the required 10% enrollment of children with disabilities. Moreover, the program continues to incur costly maintenance and upkeep for its Head Start centers due to aged property and facilities. The finalization of the program's long term goal of building its own comprehensive Head Start facility, encompassing 10 classrooms and administrative space, can be underway contingent upon the grantee (City of Tuskegee) clearing its IRS debt. Additional challenges have arisen regarding limited in-kind contributions from the grantee, and community resources. TMCHS is required to obtain a non-federal share match of $535,128. However, due to the lack of resources in the community, the program requested a waiver, and was approved by the DHHS-OHS to obtain a reduced match of $398,470.

Looking ahead to FY14, TMCHS and its community partners will continue to build on the strengths of the organization and successful program initiatives, and continue to emphasize school readiness in the development of the preschool aged children and their families in Macon County, Alabama. In addition to continued cross trainings among employees and partners, an added emphasis will be placed on professional development and succession planning this year. Each partnership has been orientated on preschool practices, guidelines, development and implementation and there is currently a focus on school readiness, quality classrooms, and parent, family and community engagement teams. Given the fact that preschool employees are required to possess certain credentials and certifications, ongoing professional development is a crucial measure that will continue to be a particular focus of the TMCHS program.

II. INTRODUCTION

TMCHS program's current annual grant awards to serve enrolled children and families in Macon County, Alabama was made eligible for a non-competitive five year grant award to provide Head Start services from the Administration for Children and Families (ACF) – OHS, effective Nov. 1, 2013 – Oct. 31, 2018. The program strategy, approved by the Policy Council and Board of Directors (City Council) continues to support strategic goals and objectives and is designed to build on the accomplishments and strengths of partnerships and successful initiatives and continues to emphasize school readiness, quality classrooms, parent, family and community engagement, and professional development for capacity building.

TMCHS has been in operation since Oct. 1969, and is comprised of five Head Start Centers and 1 central office, serving 291 children and their families with 53 employees involving the grantee (City of Tuskegee), and community partners within Macon County and the surrounding areas. The partnerships include but are not limited to Tuskegee University, Cooperative Extension Services, Macon County Board of Education, East Central Mental Health, Department of Human Resources, Auburn University, and partnerships with local organizations that focus on pediatric health and dental care service delivery.

This document represents TMCHS's annual report to the public within the framework of monitoring and evaluation. It covers the period from Nov. 1, 2012 through Oct. 31, 2013 (fiscal year 2013). The annual report presents aggregated information for the full fiscal year about program accomplishments, organized by categories required from the Head Start Act. Information is drawn from the Program Information Report (PIR), financial reports, enrollment and attendance data, child assessments, school readiness goals and objectives, program monitoring results and parental engagement activities. More

in-depth Teaching Strategies GOLD Online Child Assessment results from the school year are provided as an attachment.

III. SUMMARY OF PROGRAM ACCOMPLISHMENTS

(A) *Total Amount of Funding Received*

- **Federal Funds**

SOURCE	AMOUNT	DESCRIPTION
ACF-DHHS-OHS	$2,152,512	Annual Head Start Budget
USDA	$212,475	Child and Adult Care Food Program (CACFP)

- **State Pre-K Funds**

SOURCE	AMOUNT	DESCRIPTION
Office of School Readiness (OSR)	$80,100	Fully Funded (Classroom 1 - Notasulga Center)
Office of School Readiness (OSR)	$45,000	Excellence Grant (Classroom 2 - Benson Avenue Center)

- **Donated Funds**

SOURCE	AMOUNT	DESCRIPTION
Education	$1,447	One – Time
Disabilities	$218	One – Time
Miscellaneous (i.e., other donations)	$2,300	One – Time

(B) *Budgetary Expenditures*

The funds received by the program covered operating costs and services such as rent, utilities, telephone, multiple services for the children, parents and staff, supplies, equipment, maintenance, training and technical assistance, transportation, salaries and fringes. Proposed funding for the next fiscal year will be utilized in the same manner.

(C) *Total Number of Children Served*

The program is federally funded to serve 291 Head Start children, and served a cumulative total of 333 children, due to turnover. A total of 289 families were served. The average monthly enrollment was approximately 80-85%, due to personal family concerns. At least 90% of the children served were from income eligible families. At least 6% of the children served were children with special needs, due to programmatic and LEA concerns.

(D) *Triennial Federal Review Results*

Head Start monitoring is mandated by Section 641A of the Head Start Act, which requires that each Head Start grantee receive a full on-site review (First-Year review) immediately after completion of their first year of providing Head Start services and full on-site reviews (Triennial review) on a rotating triennial basis thereafter. Reviews are conducted by a team of reviewers who are knowledgeable about Head Start and led by a Review Team Leader (RTL). To assess

grantee compliance, review teams use the Office of Head Start (OHS) Monitoring Protocol, which employs a systems approach to assess program services and quality in collaboration with the Head Start Performance Standards. The Head Start Program Performance Standards include education, health, mental health, disabilities, nutrition, family and community partnerships, management, governance, facilities, and other standards related to enrollment, recruitment and selection, and program design.

The last Triennial Federal Review was conducted December 2011. The results of the Federal Review revealed three issues of non-compliance. The program had its follow-up Federal Review in September 2012 at which time the non-compliances were reviewed and recorded for compliance. The program received verification from the Office of Head Start that all non-compliances were corrected and the program is operating in compliance with federal regulations. The program is expected to have its next Triennial Federal Review at any time in 2014.

The program's last financial audit review for 2012 was completed and submitted to all required funding organizations, timely. The financial audit review for 2013 is expected to be completed on schedule, by or before June 2014.

(E) *Medical and Dental Exams Received*

Of the Head Start children enrolled, 100% received medical exams, and 100% received dental exams.

(F) *Parental Engagement*

Parents enrolled in the program were encouraged to participate in several parental involvement activities. The program has developed a Parent, Family and Community Engagement Action Plan to ensure opportunities for participation are diverse and lead to positive and enduring change for the children and families served:

- Parent Training/Enrichment Workshops
  - Parents are surveyed during the enrollment process with the Family Partnership Initial Assessment, to determine their identified need.
- Parent Center Committee
  - Parents of each center meet monthly to discuss and plan activities and offer suggestions.
- Policy Council
  - Shares the governing responsibility with the Head Start Director, Executive Director and the Board of Directors (City Council). This group meets monthly. Members are elected from each Parent Center Committee. This group also includes community representatives and a member of the City Council to serve as Policy Council/Board Liaison.
- Field Trips
  - Are limited to transition activities, and the provision of medical/dental services, where deemed necessary.
- Parent Social
  - The program gives all parents, one time during the year, an opportunity to come together, socialize and watch their children perform.
- Volunteer
  - Opportunities are available in all service areas of the program.

(G) *School Readiness*

The program has made several efforts to prepare children for entering kindergarten by helping to develop skills that are essential for kindergarten readiness and fostering the transition from Head Start to Kindergarten. For enhanced learning, the program has Classroom Assessment Scoring System (CLASS) reliable reviewers to observe teacher-child interactions for classroom quality. In addition, the program has developed and implemented School Readiness goals and a plan to ensure positive and increased child outcomes for "Readiness". The program upgraded its curriculum to Creative Curriculum, 5th Edition and uses Teaching Strategies GOLD software to assess for child development analysis.

The Creative Curriculum for Preschool

- Is based on 38 objectives for development and learning, which are fully aligned with the Head Start Child Development and Early Learning Framework as well as early learning standards for every state.
- Presents knowledge-building volumes and daily practice resources in tandem, giving every educator the "what," "why" and "how" of early childhood education.
- Offers daily opportunities to individualize instruction, helping teachers meet the needs of every type of learner.
- Addresses all the important areas of learning, from social-emotional and math to technology and the arts, and incorporates them throughout every part of every day.
- Offers daily, built-in opportunities for observation, helping teachers and administrators clearly see the strong relationship between curriculum and assessment.
- Offers complete support for working with English- and dual-language learners, including detailed guidance that helps to build teachers' knowledge about best practices.
- Contains guidance for working with all learners, including advanced learners and children with disabilities.

With ***Teaching Strategies GOLD*** **online**, teachers can:

- Use a variety of online tools to gather and organize meaningful data quickly, including online portfolios where children's work can be stored.
- Create a developmental profile of each child to answer the questions, "What does this child know? What is he or she able to do?"
- Understand how their observations relate to important objectives for development and learning and use that understanding to scaffold each child's learning.

- Determine if a child is making progress and compare the child's knowledge, skills, and behaviors to those of most children of his or her age or class/group.

- Recognize children who might benefit from special help, screening, or further evaluation.

- Generate comprehensive reports that can be customized easily and shared with family members and other stakeholders.

Readiness skills include but are not limited to:

- Language Development –
  - Develop listening/oral skills, practice following directions and participate in simple repetitive poetry.

- Movement/Physical Development –
  - Encourage exploring movements of own body through large motor skills and develop fine motor skills related to writing.

- Writing –
  - Practice writing, specifically name writing and practice drawing simple shapes.

- Reading Comprehension –
  - Experience reading as an enjoyable and useful activity, understand concepts of print, use picture cues to understand the text, and develop early reading skills such as, following the text, sequencing, retelling and predicting.

- Phonological Awareness –
  - Practice letter recognition, phonemic-awareness and use rhyming and pictures to decode words.

- Science –
  - Learn age appropriate scientific concepts, such as: life process of plants and animals, observing changes and health and safety.

- Math –
  - Encourage practice counting, making comparisons, sorting, identifying and drawing shapes.

- Technology –
  - Learn and practice with basic computer features and participate in developmentally appropriate software activities.

- Social Studies –
  - Learn age-appropriate concepts, such as: holiday traditions and community cultures.

Social Development –

- Develop personal responses; learn social skills, such as: making friends, being kind, cooperating, sharing, being responsible, being truthful, playing fair, respecting others and developing self-esteem.

Arts –

- Encourage exploring variations in colors, shapes and form.

Field Trip (Transition Activity) –

- Participate in a field trip to the Kindergarten school, meet the staff and have lunch in the cafeteria.

Records Transfer and Planning –

- Meet with Kindergarten personnel and assist parents with the transfer of their child's records and to discuss child assessments and outcomes.

(H) *Other Pertinent Information*

IV. IN-KIND CONTRIBUTIONS

In-kind contributions by vendors and partners are one of the essential elements of TMCHS partnerships. The following table shows contributions by partnership (in the form of space, professional time, goods, materials and services). The total in-kind contributions for FY13 were **$398,470**.

OSR	125,100.00
Donated Space	36,944.00
Telephone	25,000.00
Gasoline	36,000.00
Parking	27,906.00
Volunteers	7,610.00
Professional	50,590.00
Insurance	76,000.00
Cash Donations	3,965.00
Administrative Services	9,355.00
	398,470.00

Attachment 1

TUSKEGEE-MACON COUNTY HEAD START
Teaching Strategies GOLD Child Assessment Results
2012-2013

The data in this report represents children who were assessed using The Teaching Strategies GOLD On-Line Assessment Tool. The Teaching Strategies GOLD assesses children's growth (ages 3 – 5 years) in the five essential domains of development: Social and Emotional, Language and Literacy, Approaches to Learning, Cognitive and General Learning, and Physical Development and Health.

Teachers observe children as they participate in everyday learning activities and assess the children's progress using the 38 research-based objectives in Teaching Strategies GOLD On-line, three times a year (Fall, Winter, and Spring).

The data entered on each child is aggregated into three levels of progress; Below (level 1-2), Meeting (level 3-6), and Exceeding (level 7-9). The results and overall progress are as follows for the 2012-2013 school year:

ESSENTIAL DOMAIN	FALL	WINTER	SPRING	OVERALL PROGRESS
SOCIAL & EMOTIONAL DEVELOPMENT	Below (levels 1-2) 39% Meeting (levels 3-6) 52% Exceeding (levels 7-9) 9%	Below (levels 1-2) 21% Meeting (levels 3-6) 63% Exceeding (levels 7-9) 16%	Below (levels 1-2) 6% Meeting (levels 3-6) 57% Exceeding (levels 7-9) 37%	Below (levels 1-2) 22% Meeting (levels 3-6) 57% Exceeding (levels 7-9) 21%
LANGUAGE & LITERACY DEVELOPMENT	Below (levels 1-2) 44% Meeting (levels 3-6) 52% Exceeding (levels 7-9 4%	Below (levels 1-2) 20% Meeting (levels 3-6) 65% Exceeding (levels 7-9) 15%	Below (levels 1-2) 4% Meeting (levels 3-6) 66% Exceeding (levels 7-9) 30%	Below (levels 1-2) 23% Meeting (levels 3-6) 61% Exceeding (levels 7-9) 16%
APPROACHES TO LEARNING	Below (levels 1-2) 57% Meeting (levels 3-6) 43% Exceeding (levels 7-9) 0%	Below (levels 1-2) 26% Meeting (levels 3-6) 64% Exceeding (levels 7-9) 10%	Below (levels 1-2) 8% Meeting (levels 3-6) 58% Exceeding (levels 7-9) 34%	Below (levels 1-2) 30% Meeting (levels 3-6) 55% Exceeding (levels 7-9) 15%
COGNITIVE & GENERAL LEARNING	Below (levels 1-2) 45% Meeting (levels 3-6) 50% Exceeding (levels 7-9) 5%	Below (levels 1-2) 25% Meeting (levels 3-6) 64% Exceeding (levels 7-9) 11%	Below (levels 1-2) 5% Meeting (levels 3-6) 61% Exceeding (levels 7-9) 34%	Below (levels 1-2) 25% Meeting (levels 3-6) 58% Exceeding (levels 7-9) 17%
PHYSICAL DEVELOPMENT & HEALTH	Below (levels 1-2) 45% Meeting (levels 3-6) 49% Exceeding (levels 7-9) 6%	Below (levels 1-2) 23% Meeting (levels 3-6) 69% Exceeding (levels 7-9) 8%	Below (levels 1-2) 4% Meeting (levels 3-6) 66% Exceeding (levels 7-9) 30%	Below (levels 1-2) 24% Meeting (levels 3-6) 61% Exceeding (levels 7-9) 15%