

TUSKEGEE-MACON COUNTY HEAD START

A Preschool Child and Family Development Program



FY2018 ANNUAL PUBLIC REPORT

Prepared November 2018



Touching Children, Reaching Families

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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 2018 (Nov. 1, 2017 to Oct. 31, 2018). 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) 2018 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 FY18 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.

Federal Monitoring 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 goals and objectives, TMCHS continued to face specific challenges related to program implementation in four areas. The significant challenges faced were,

meeting and maintaining funded enrollment, maintaining a minimum of 85% attendance, serving at least 10% of children enrolled with disabilities, and meeting the non-federal share (in-kind) match contribution. The program submitted several requests to OHS-Regional Office to convert Head Start slots to Early Head Start slots to rectify low enrollment with no success due to high turnover and change in the Regional Office which resulted in delayed action/response to the program's request. The program continues to implement strategies to encourage daily attendance, such as monthly perfect attendance certificates, encouragement via social media (Facebook), face-to-face and parental engagement activities. The program received approval from the Head Start Regional Office to waive the requirement for serving 10% of children with disabilities, due to only 8.1% of children identified as having an IEP. More children passed screenings/evaluations and the LEA had challenges with lack of staff to ensure appropriate processes were completed timely to identify children needing an IEP. Consequently, the LEA outsourced services to ensure compliance with assisting to meet federal requirements. The program will continue to provide the highest quality of services possible to the children and families served. TMCHS is required to obtain a non-federal share match of \$617,583. However, due to the lack of resources in the community, the program requested and received a waiver, from the DHHS-OHS to obtain a reduced match of \$466,990. As an additional challenge, the program continues to incur costly maintenance and upkeep for its Head Start centers due to aged property (trailers) and facilities. The challenge for finalizing the program's long-term goal of building its own comprehensive Head Start facility, encompassing 10 classrooms and administrative office space is still a dire need. The grantee (City of Tuskegee) is in a better position financially with better audits. Therefore, the grantee plans to make assertive efforts to work towards securing funding from a financial institution to build the proposed comprehensive Head Start facility.

Looking ahead to FY19, 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. The program has also submitted a grant to OHS with plans requesting to expand its services to Early Head Start (infants, toddlers and pregnant women). In addition to continued cross trainings among employees and partners, an added emphasis will be placed on enhancing the professional development of employees. Specifically, as it relates to additional and more intense Classroom Assessment Scoring System (CLASS) training. 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. 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 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, 2014 – Oct. 31, 2018. The program's 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 October 1969, and is comprised of five Head Start Centers and 1 central office. TMCHS is funded to serve 269 children and their families with 50 employees. The community 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, Child Care Resource Center 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, 2016 through Oct. 31, 2017 (FY17). 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 Community Assessment, 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 in Section V of this document.

III. SUMMARY OF PROGRAM ACCOMPLISHMENTS

(A) Total Amount of Funding Received

• **Federal Funds**

SOURCE	AMOUNT	DESCRIPTION
ACF-DHHS-OHS	\$2,470,333	Annual Head Start Budget
USDA	\$152,650	Child and Adult Care Food Program (CACFP)

• **State Pre-K Funds**

SOURCE	AMOUNT	DESCRIPTION
Office of School Readiness (OSR)	\$80,100	Fully Funded Grant (1 Classroom)
Office of School Readiness (OSR)	\$136,748	Excellence Grants (3 Classrooms)

• **Donated Funds (Non-Federal Share)**

SOURCE	AMOUNT	DESCRIPTION
Education	\$918	One – Time
Disabilities	\$60	One – Time
Family & Community Partnerships	\$752	One – Time
Other	\$1,651	One – Time

(B) Budgetary Expenditures

The funds received by the program covered the following operating costs:

2017-2018 Expenditures	Amount	2018-2019 Proposed Budget
Personnel	\$1,397,342	\$1,567,477
Fringe Benefits	\$ 382,336	\$ 339,384
Supplies	\$ 51,996	\$ 51,500
Training & Technical Assistance	\$ 52,930	\$ 30,163
Contractual	\$ 87,839	\$ 65,839
Insurance	\$ 29,526	\$ 23,226
Other	\$ 468,364	\$ 346,743
Total	\$2,470,333	\$2,424,334

Please note Administrative Costs were \$362,712. Administrative Costs includes wages, benefits, supplies, administrative services, audit services and printing, which are included in the line items above.

(C) Total Number of Children Served

The program is federally funded to serve 269 Head Start children, and served a cumulative total of 253 children, due to turnover. A total of 230 families were served. The average monthly enrollment ranged from 76-90%, due to personal family matters and/or concerns. At least 80% of the children served were from income eligible families. At least 8.1% of the children served were children with special needs, due to programmatic and LEA concerns (as mentioned in the executive summary).

(D) Federal Monitoring Review Results

Head Start monitoring is mandated by Section 641A of the Head Start Act, which requires that each Head Start grantee receive full federal reviews. Head Start completed its final review within the 5 year grant cycle during the FY16 year. To assess grantee compliance, federal review teams used the Office of Head Start (OHS) Monitoring Protocol for the following five monitoring events: (1) Environmental Health and Safety, (2) Classroom Assessment Scoring System (CLASS), (3) Fiscal/ERSEA, (4) Comprehensive Services and School Readiness, and (5) Leadership, Governance, and Management Systems. The program received compliance in all areas. However, the CLASS results fell .33 and .35 below the National 10% average CLASS scores in 2 areas (Emotional Support and Classroom Organization). Therefore, due to low CLASS scores, the program followed the Designation Renewal System (DRS) process at the end of the FY18 5-year grant cycle to recompute for its grant. The DRS grant application was submitted to OHS, November 12, 2018.

(E) Medical and Dental Exams Received


Of the Head Start children enrolled, 90% received medical exams, and 92% 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 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 parent orientation process, with a Family Partnership Initial Assessment, and a Parent Interest Questionnaire 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 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 made 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 certified 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 uses Creative Curriculum, 5th Edition, and uses Teaching Strategies GOLD Online software to assess and analyze each child’s development.

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, practice, and participate with basic computer features and 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 tour the Kindergarten school, and meet the staff.



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.

SCHOOL READINESS CENTRAL DOMAINS AND GOALS:

CENTRAL DOMAIN: Social & Emotional Development

1. Children will identify and acknowledge behaviors and emotions in self and others.
2. Children will receive supportive measures to promote positive outcomes.
3. Children will establish and sustain positive relationships by forming relationships with teachers and peers.

CENTRAL DOMAIN: Language & Literacy

4. Language Development - Children will participate in frequent positive communications with teachers and peers.
5. Language Development - Children will engage in receptive language by listening and understanding simple to complex vocabulary.
6. Language Development- Children will identify and explain thoughts and rational responses.
7. Literacy Knowledge and Skills - Children will increase phonological awareness and symbol recognition.
8. Literacy Knowledge and Skills - Children will participate in developmentally appropriate activities to identify letter names and their sounds.
9. Literacy Knowledge and Skills - Children will participate in activities that help them to recognize that writing is a way to communicate.
10. Literacy Knowledge and Skills - Children will write recognizable letters (specifically those in their first and last names).
11. Literacy Knowledge and Skills - Children will indicate an interest in books, derive meaning and acquire information from stories and other texts.
12. English Language Development - Children who are dual language learners will demonstrate competency in their home language while acquiring beginning proficiency in English.
13. English Language Development - Children who are dual language learners will demonstrate the ability to understand the English language and speak or use English.

CENTRAL DOMAIN: Approaches to Learning

14. Creative Arts Expressions - Children will participate in creative and imaginative expressions with use of developmentally appropriate materials and instruments.
15. Creative Arts Expressions - Children will be exposed to different materials and techniques to make art creations. The children will create drawings and pictures that reflect their thoughts, feelings, and experiences.
16. Approaches to Learning - Children will engage in individual or group activities that represent real-life experiences, thoughts, and visions.
17. Approaches to Learning - Children will engage in activities that require persistence and attentiveness and they will be encouraged to complete tasks and resist distractions.

CENTRAL DOMAIN: Cognition

- 18. Mathematics Knowledge and Skills – Children will recognize colors, numbers, and shapes.
- 19. Mathematics Knowledge and Skills – Children will recognize and create simple patterns and repeat and extend patterns. The children will be able to identify patterns in their environment.
- 20. Logic and Reasoning – Children will be exposed to learning experiences to support hands-on learning.
- 21. Logic and Reasoning – Children will demonstrate the ability to reason and problem solve by engaging in activities that require the use of classification skills, recognizing cause and effect, and seeking multiple solutions to problems.
- 22. Science Knowledge and Skills – Children will create different strategies and techniques to implement the scientific method.
- 23. Science Knowledge and Skills – Children will observe and collect information and use it to ask questions, predict, explain, and draw conclusions in their varied environments.
- 24. Social Studies Knowledge and Skills – Children will develop an understanding of different cultures and customs.
- 25. Social Studies Knowledge and Skills – Children will understand that there is a difference between the present, past, and future. Children will learn that people and things change over time.

CENTRAL DOMAIN: Perceptual, Motor & Physical Development

- 26. Children will identify and implement proper hygiene and safety practices.
- 27. Children will participate in developmentally appropriate large muscle activities by moving their bodies in various ways to demonstrate control, balance, and coordination.
- 28. Children will demonstrate age appropriate control of small muscles for such purposes as using utensils, self-care, building, and exploring.

(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 FY18 were **\$466,990**.

OSR	216,848.00
Donated Space	81,225.00
Telephone	7,000.00
Gasoline	14,000.00
Parking	17,706.00
Volunteers	9,000.00
Professional	47,080.00
Insurance	45,000.00
Cash Donations	3,381.00
Grantee Staff Support	25,750.00
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	466,990.00
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V. CHILD ASSESSMENT RESULTS

TUSKEGEE-MACON COUNTY HEAD START 2017-2018 Teaching Strategies GOLD Assessment Report

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 central domains of development: Social and Emotional Development, Language and Literacy, Approaches to Learning, Cognition, and Perceptual, Motor, and Physical Development. 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 the following three levels of progress:
Below (levels 1-2), Meeting (levels 3-6), and Exceeding (levels 7-9).

CENTRAL DOMAIN	FALL	WINTER	SPRING	OVERALL PROGRESS
SOCIAL & EMOTIONAL DEVELOPMENT	Below (levels 1-2) 53.2% Meeting (levels 3-6) 43.2% Exceeding (levels 7-9) 3.6%	Below (levels 1-2) 31.5% Meeting (levels 3-6) 66% Exceeding (levels 7-9) 2.5%	Below (levels 1-2) 18% Meeting (levels 3-6) 63.8% Exceeding (levels 7-9) 18.2%	Below (levels 1-2) 34.2% Meeting (levels 3-6) 57.7% Exceeding (levels 7-9) 8.1%
LANGUAGE & LITERACY	Below (levels 1-2) 44.3% Meeting (levels 3-6) 53.6% Exceeding (levels 7-9) 2.1%	Below (levels 1-2) 39.1% Meeting (levels 3-6) 59.5% Exceeding (levels 7-9) 1.4%	Below (levels 1-2) 14.9% Meeting (levels 3-6) 69.3% Exceeding (levels 7-9) 15.8%	Below (levels 1-2) 32.8% Meeting (levels 3-6) 60.8% Exceeding (levels 7-9) 6.4%
APPROACHES TO LEARNING	Below (levels 1-2) 40.3% Meeting (levels 3-6) 56.8% Exceeding (levels 7-9) 2.9%	Below (levels 1-2) 32.3% Meeting (levels 3-6) 66.7% Exceeding (levels 7-9) 1%	Below (levels 1-2) 15% Meeting (levels 3-6) 69% Exceeding (levels 7-9) 16%	Below (levels 1-2) 29.2% Meeting (levels 3-6) 64.2% Exceeding (levels 7-9) 6.6%
COGNITION	Below (levels 1-2) 54% Meeting (levels 3-6) 43.9% Exceeding (levels 7-9) 2.1%	Below (levels 1-2) 40.6% Meeting (levels 3-6) 57.7% Exceeding (levels 7-9) 1.7%	Below (levels 1-2) 24.3% Meeting (levels 3-6) 62.5% Exceeding (levels 7-9) 13.2%	Below (levels 1-2) 39.6% Meeting (levels 3-6) 54.7% Exceeding (levels 7-9) 5.7%
PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT	Below (levels 1-2) 51.1% Meeting (levels 3-6) 46.8% Exceeding (levels 7-9) 2.1%	Below (levels 1-2) 25.3% Meeting (levels 3-6) 72.7% Exceeding (levels 7-9) 2%	Below (levels 1-2) 6.9% Meeting (levels 3-6) 66.8% Exceeding (levels 7-9) 26.3%	Below (levels 1-2) 27.8% Meeting (levels 3-6) 62.1% Exceeding (levels 7-9) 10.1%

VI. PHOTOS OF HEAD START ACTIVITIES AND CLASSROOMS



VII. CONTACT INFORMATION

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