

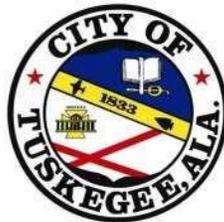
# TUSKEGEE-MACON COUNTY HEAD START/EARLY HEAD START

*A Preschool Child and Family Development Program*



## FY2019 ANNUAL PUBLIC REPORT

Prepared November 2019



*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  
EHS..... Early Head Start  
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/EHS..... Tuskegee-Macon County Head Start/Early Head Start  
USDA..... US Department of Agriculture

## **I. EXECUTIVE SUMMARY**

The Tuskegee-Macon County Head Start/Early Head Start (TMCHS/EHS) 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 2019 (Nov. 1, 2018 to Oct. 31, 2019). The program is largely designed to address holistic needs of economically challenged infants and toddlers, ages 12 months – 35 months, 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 reasonable access to information. This report fulfills the Fiscal Year (FY) 2019 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 FY19 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/EHS 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 and was granted these concessions for a portion of the 2019FY (implementation in August 2019) The program continues to implement strategies to encourage daily attendance, such as regular communication and follow-up with parents from our family service advocates, face-to-face and parental engagement activities. The program received approval from the Head Start Regional Office to waive the requirement of serving 10% of children with disabilities, due to only 6% of children identified as having an IEP. More and more are continuing to pass initial screenings and formal evaluations and the LEA continues to face challenges due to the lack of sufficient staff to ensure appropriate processes are completed in a timely manner.

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/EHS is required to obtain a non-federal share match of \$478,079.00. 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 \$412,028.00. 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 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 FY20, TMCHSEHS 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, early childhood, preschool aged children and their families in Macon County, Alabama. As stated earlier, the program has secured a grant to from OHS 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/EHS program.

## **II. INTRODUCTION**

TMCHS/EHS 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 Early Head Start/Head Start services from the Administration for Children and Families (ACF) – OHS. 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.

TMCHSEHS has been in operation since October 1969 and is comprised of four Head Start Centers and 1 central office. TMCHS/EHS is funded to serve 269 children and their families with 53 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/EHS's annual report to the public within the framework of monitoring and evaluation. It covers the period from Nov. 1, 2018 through Oct. 31, 2019 (FY19). 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**

<b>SOURCE</b>	<b>AMOUNT</b>	<b>DESCRIPTION</b>
ACF-DHHS-OHS	\$2,644,794	Annual Head Start Budget
USDA	\$172,977	Child and Adult Care Food Program (CACFP)

- **State Pre-K Funds**

<b>SOURCE</b>	<b>AMOUNT</b>	<b>DESCRIPTION</b>
Office of School Readiness (OSR)	\$80,100	Fully Funded Grant (1 Classroom)
Office of School Readiness (OSR)	\$90,000	Excellence Grants (3 Classrooms)

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

<b>SOURCE</b>	<b>AMOUNT</b>	<b>DESCRIPTION</b>
Education	\$980	One – Time
Disabilities	\$0	One – Time
Family & Community Partnerships	\$1650	One – Time
Other	\$1,856	One – Time

**(B) Budgetary Expenditures**

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

<b>2018-2019 Expenditures</b>	<b>Amount</b>	<b>2019-2020 Proposed Budget</b>
Personnel	\$1,430,542	\$1,645,826
Fringe Benefits	\$ 378,910	\$ 295,350
Supplies	\$ 157,409	\$ 68,101
Training & Technical Assistance	\$ 91,235	\$ 30,163
Contractual	\$ 86,068	\$ 118,780
Insurance	\$ 49,408	\$ 20,175
Other	\$ 451,222	\$ 288,317
<b>Total</b>	<b>\$2,470,333</b>	<b>\$2,466,712</b>

Please note Administrative Costs were \$386,13. 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 213 children. A total of 198 families were served. The average monthly enrollment ranged from 78.57%-86.79%-90%, due to family issues /and or concerns. At least 6.1% of children with special needs were served by the LEA.

**(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. The program was notified in May 2019 that they had successfully been removed from DRS and granted another 5-year grant cycle.

**(E) Medical and Dental Exams Received**

Of the Head Start children enrolled, 94.83% received medical exams, and 98.71% received dental exams. Of the Early Head Start children enrolled, 89% received Well Baby Checks and 75% received Oral 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 our families. There was also the implementation of our parenting curriculum, Ready Rosie, which allows families to watch various videos that help with family engagement. Some ways we encourage parent participation and involvement also include:

- ❖ 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
  
- ❖ Parent Center Committees:
  - 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.

Parents also have an open invitation to volunteer in several capacities throughout the school year.

## **(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 6 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, 5<sup>th</sup> 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 2018-2019:**

### 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.
4. Children will be able to adjust to new situations.

### CENTRAL DOMAIN: Language & Literacy

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

15. Creative Arts Expressions - Children will participate in creative and imaginative expressions with use of developmentally appropriate materials and instruments.
16. 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.
17. Approaches to Learning - Children will engage in individual or group activities that represent real-life experiences, thoughts, and visions.
18. Approaches to Learning - Children will engage in activities that require persistence and attentiveness and they will be encouraged to complete tasks and resist distractions.
19. Approaches to Learning – Children will make discoveries and initiate learning on their own.

### CENTRAL DOMAIN: Cognition

20. Mathematics – Children will recognize colors, numbers, and shapes.
21. Mathematics – Children will recognize and create simple patterns and repeat and extend patterns. The children will be able to identify patterns in their environment.
22. Mathematics – Children will demonstrate knowledge of numbers and utilize mathematical operations.

23. Logic and Reasoning – Children will be exposed to learning experiences to support hands-on learning.
24. 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.
25. Science– Children will create different strategies and techniques to implement the scientific method.
26. Science– Children will observe and collect information and use it to ask questions, predict, explain, and draw conclusions in their varied environments.
27. Social Studies – Children will develop an understanding of different cultures and customs.
28. Social Studies – Children will understand that there is a difference between the present, past, and future. Children will learn that people and things change over time.
29. Social Studies – Children will learn about the physical world and how we move about the world.

CENTRAL DOMAIN: Perceptual, Motor, and Physical Development

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

## **IV. IN-KIND CONTRIBUTIONS**

In-kind contributions by vendors and partners are one of the essential elements of TMCHS/EHS 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 FY19 were **\$412,028**

OSR	\$170,100.00
Donated Space	\$115,266.00
Telephone	\$8000.00
Gasoline	\$9000.00
Volunteers	\$9000.00
Professional Services	\$40,000.00
Insurance	\$31,176.00
Cash Donation	\$4,486.00
Grantee Staff Support	\$25,000.00
<b>Total</b>	<b>\$412,028.00</b>

## **V. CHILD ASSESSMENT RESULTS**

### **TUSKEGEE-MACON COUNTY HEAD START 2018-2019 Teaching Strategies GOLD Winter 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).

<b>CENTRAL DOMAIN</b>	<b>FALL</b>	<b>WINTER</b>	<b>SPRING</b>	<b>OVERALL PROGRESS</b>
<b>SOCIAL &amp; EMOTIONAL DEVELOPMENT</b>	Below (levels 1-2) 47.7%	Below (levels 1-2) 25%	Below (levels 1-2) 5.5%	Below (levels 1-2) 26%
	Meeting (levels 3-6) 47.7%	Meeting (levels 3-6) 58%	Meeting (levels 3-6) 71.4%	Meeting (levels 3-6) 59%
	Exceeding (levels 7-9) 4.6%	Exceeding (levels 7-9) 17%	Exceeding (levels 7-9) 23.1%	Exceeding (levels 7-9) 15%
<b>LANGUAGE &amp; LITERACY</b>	Below (levels 1-2) 38.7%	Below (levels 1-2) 20%	Below (levels 1-2) 10%	Below (levels 1-2) 22.9%
	Meeting (levels 3-6) 59.3%	Meeting (levels 3-6) 78%	Meeting (levels 3-6) 81%	Meeting (levels 3-6) 72.8%
	Exceeding (levels 7-9) 2%	Exceeding (levels 7-9) 2%	Exceeding (levels 7-9) 9%	Exceeding (levels 7-9) 4.3%
<b>APPROACHES TO LEARNING</b>	Below (levels 1-2) 40.3%	Below (levels 1-2) 17.3%	Below (levels 1-2) 9%	Below (levels 1-2) 22.2%
	Meeting (levels 3-6) 58%	Meeting (levels 3-6) 77.2%	Meeting (levels 3-6) 80%	Meeting (levels 3-6) 71.7%
	Exceeding (levels 7-9) 1.7%	Exceeding (levels 7-9) 5.5%	Exceeding (levels 7-9) 11%	Exceeding (levels 7-9) 6.1%
<b>COGNITION</b>	Below (levels 1-2) 53.4%	Below (levels 1-2) 34.1%	Below (levels 1-2) 18.7%	Below (levels 1-2) 35.4%
	Meeting (levels 3-6) 45.9%	Meeting (levels 3-6) 57.1%	Meeting (levels 3-6) 78.1%	Meeting (levels 3-6) 60.4%
	Exceeding (levels 7-9) .7%	Exceeding (levels 7-9) 8.8%	Exceeding (levels 7-9) 3.2%	Exceeding (levels 7-9) 4.2%
<b>PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT</b>	Below (levels 1-2) 62.4%	Below (levels 1-2) 28.2%	Below (levels 1-2) 6.0%	Below (levels 1-2) 32.2%
	Meeting (levels 3-6) 37.6%	Meeting (levels 3-6) 61.3%	Meeting (levels 3-6) 77%	Meeting (levels 3-6) 58.6%
	Exceeding (levels 7-9) 0%	Exceeding (levels 7-9) 10.5%	Exceeding (levels 7-9) 17%	Exceeding (levels 7-9) 9.2%

## VI. PHOTOS OF HEAD START ACTIVITIES AND CLASSROOMS



## **VII. CONTACT INFORMATION**

### **Tuskegee-Macon County Head Start Central Office**

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