

Tri-County Community Council, Inc.
Head Start/Early Head Start
Annual Report
2014-2015

MISSION

Investing in children today for a better tomorrow

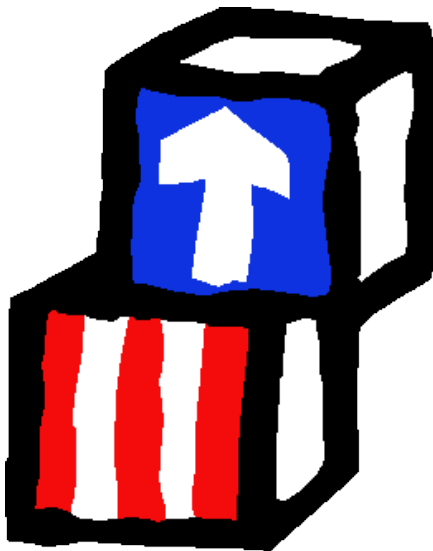
VISION

Partnering with families and communities to reach our full potential

PHILOSOPHY

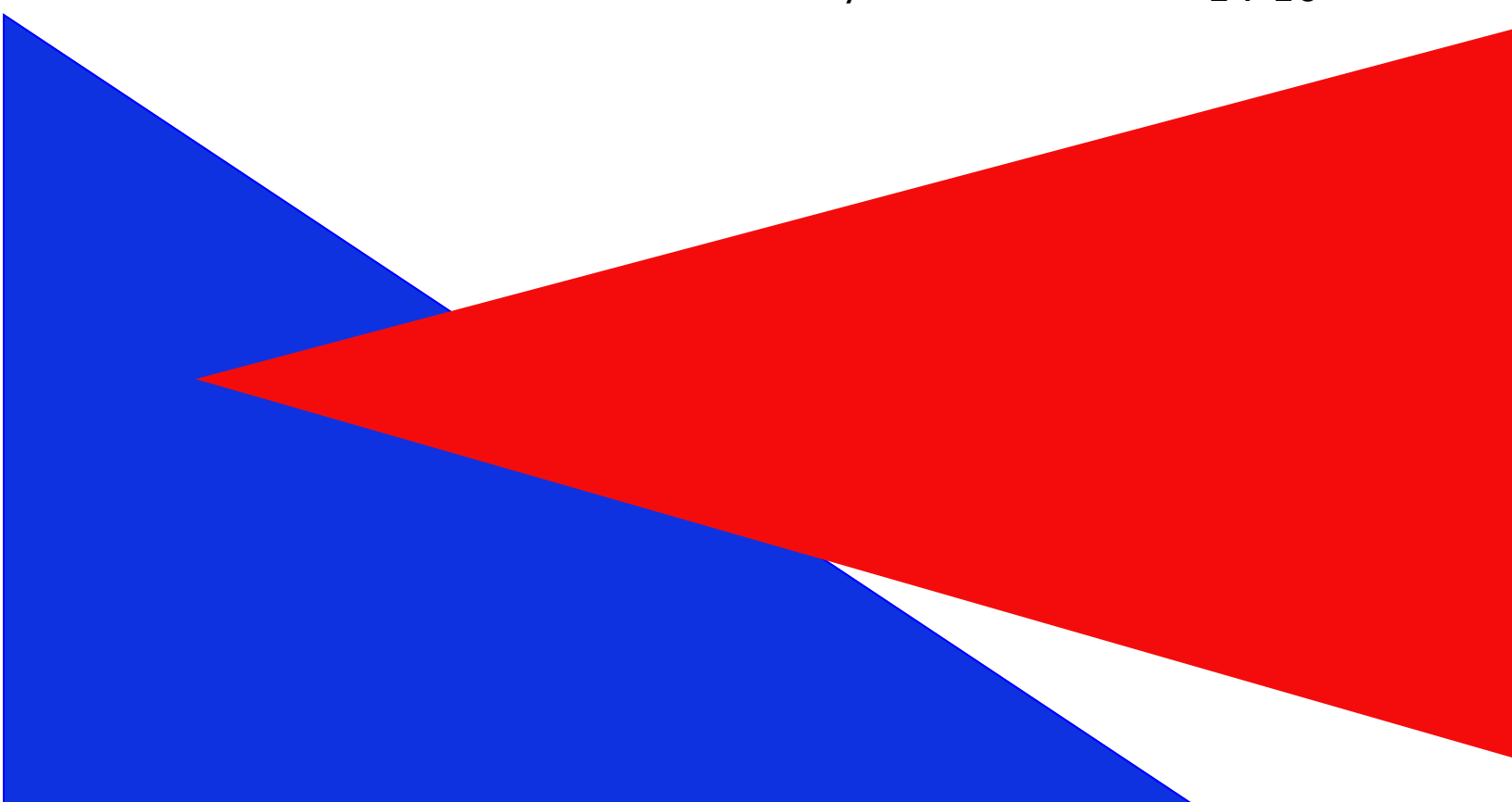
You cannot make a positive difference in the lives of children without partnering with the whole family and the communities in which they live. We support parents as the primary educators of their children and encourage their involvement at all levels of Head Start through volunteering in the classroom, participating on committees and advisory groups, and aiding in policy making through Policy Council.

We promote developmentally appropriate practices, family literacy, ensure safety in a stimulating environment, protect children's health and nutrition through sound practices and linking up with health providers, and teach all eleven domains of early learning to ensure success in school.



Contents

Head Start Celebrating 50 Years of History	1-3
Program Overview	4
Sites & Staff	5
On-Site Monitoring	6
Head Start Budget Expenditures	7
Early Head Start Budget Expenditures	7
Projected Head Start Budget	8
Projected Early Head Start Budget	8
Head Start Annual Program Performance Indicators	9
Early Head Start Annual Program Performance Indicators	10
CLASS	11
Learning Outcomes Framework	12
Children's Learning Gains	13
Activities with Parents & the Community	14-16



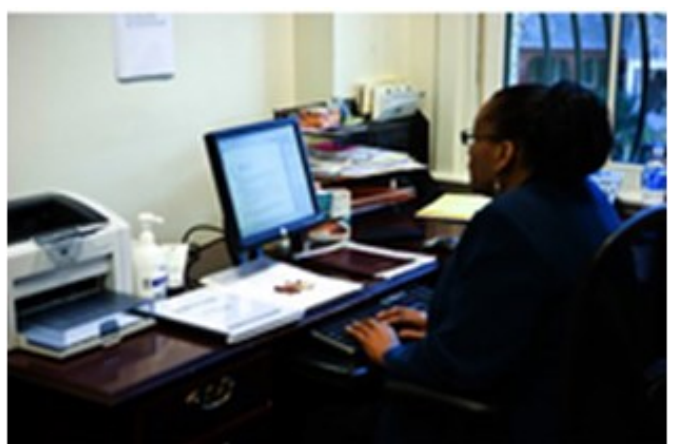
Head Start Celebrating 50 Years of History

Project Head Start was launched on May 18, 1965, with the goal of providing vulnerable preschool children and their families with comprehensive services to help them be ready for school. Programs were developed "by local communities to meet local needs" and shaped by the leadership of parents and volunteers. After 50 years, these core values remain unchanged.

Photos are courtesy of the Office of Head Start







Program Overview

Head Start/Early Head Start is a high quality, federally funded, early childhood program that serves children under the age of five. Additional services are offered to meet the special needs of children with disabilities and pregnant women.

The goal of Head Start/Early Head Start is to prepare children for success in kindergarten and beyond. Children who attend participate in a variety of educational activities. Early Head Start offers center-based as well as a home-based education model. Head Start recognizes that parents are their child's first and most important teachers. Parents are encouraged to be involved in Head Start activities and committees. Staff works to empower parents to support and be an advocate for their children as they learn and grow. Staff works as partners to help children progress and to help families meet their goals.

School Readiness

The Head Start Approach to School Readiness means that children are ready for school, families are ready to support their children's learning, and schools are ready for children. Historically, Head Start often has led the early childhood field with a strong, clear, and comprehensive focus on all aspects of healthy development, including physical, cognitive, social and emotional development, all of which are essential to children getting ready for school. All agencies are required to establish school readiness goals which are defined as "the expectations of children's status and progress across domains of language and literacy development, cognition and general knowledge, approaches to learning, physical health and well-being and motor development, and social and emotional development that will improve readiness for kindergarten goals" and that "appropriately reflect the ages of children, birth to five, participating in the program" (45 CFR Chapter XIII Head Start Regulation Part 1307.2 and 1307.3 (b)(1)(i), as amended). Head Start views school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life.

For parents and families, school readiness means they are engaged in the long-term, lifelong success of their child. Head Start recognizes that parents are their children's primary teachers and advocates. Programs are required to consult with parents in establishing school readiness goals (45 CFR 1307.3 (b) (1) (iii), as amended). As Head Start programs and schools work together to promote school readiness and to engage families as their children make the transition to kindergarten, schools will be ready for children.

The Head Start Approach to School Readiness encompasses three major frameworks that promote an understanding of school readiness for parents and families, infants/toddlers, and preschoolers. The three frameworks and their accompanying graphics provide the foundation for implementing systemic and integrated comprehensive child development services and family engagement efforts that lead to school readiness for young children and families.

Parent, Family & Community

Parents are encouraged to be involved in Head Start/Early Head Start activities and committees. As research suggests, parents and family members are more likely to become engaged in their young child's development and learning when they have positive and trusting relationships with those who support them. In Head Start/Early Head Start, these relationships focus on goals that families develop with the support of program leadership, staff and engaged community partners. These goal-directed relationships are part of the two-generational approach of working with children and adult family members and distinguish Head Start/Early Head Start from other early childhood initiatives. They are most likely to take root within programs that take intentional steps to promote parent and family engagement. Families play a critical role in helping their children prepare for school and a lifetime of academic success.

Sites & Staff

At each Head Start site there is a teacher and a teacher assistant for each classroom, a cook, center coordinator, and family service worker. One site also has a cook assistant and two sites also have center assistants. At Early Head Start there are two caregivers in each classroom, a cook/floater, a center coordinator, and a home visitor. There are four program coordinators, two specialists, an administrative assistant, a director's assistant, a floater and a director that provide support to the centers. There are a total of 57 staff members.



Westville Head Start
2499 Cypress Street
Westville, FL 32464
Phone: (850) 548-5630

77 children, 4 classrooms, 14 staff



Walton Head Start
268 S. Davis Lane
DeFuniak Springs, FL 32435
Phone: (850) 892-7635

57 children, 3 classrooms, 10 staff



Chipley Head Start
1264 South Blvd.
Chipley, FL 32428
Phone: (850) 638-9800

37 children, 2 classrooms, 7 staff



CEEC
908-B Hwy 90 W.
DeFuniak Springs, FL 32433
Phone: (850) 892-6144

32 children, 2 classrooms, 7 staff



Early Head Start
265 S. 18th Street
DeFuniak Springs, FL 32435
Phone: (850) 951-0464

36 infant, toddlers, and pregnant women, 3 classrooms, 9 staff

On-site Monitoring

On site Monitoring has changed to Five Year Grant Periods

The Office of Head Start (OHS) is moving from indefinite project periods to definite project periods of five years (60 months) for all Head Start grantees as part of the Designation Renewal System (DRS). The DRS ensures that organizations of the highest quality continue to provide Head Start services and opens the service areas of others to competition. This renewed commitment to quality provides an opportunity to implement changes in OHS funding practices and oversight of Head Start programs.

The Office of Head Start (OHS) assesses grantee compliance through a monitoring system that is aligned with a comprehensive five year continuous oversight plan. The Aligned Monitoring System allows for greater granularity in distinguishing between high and low grantee performance. It also aids in intensive examination of performance in these core areas:

- Environmental Health and Safety
- Management Systems and Program Governance
- Fiscal Integrity
- Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)
- Comprehensive Services and School Readiness
- Teacher-Child Interactions, as addressed through the Classroom Assessment Scoring System (CLASS™) observation instrument

Website - <http://eclkc.ohs.acf.hhs.gov/hslc>

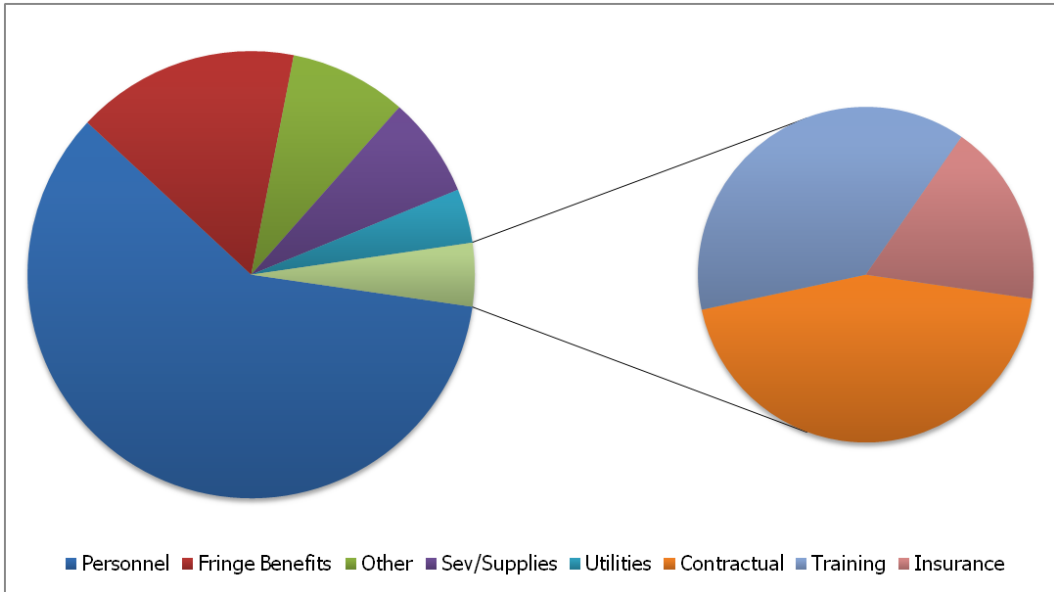
On-going Monitoring Results

Our program received our first review under the new monitoring system in November 2014. We received the Environmental Health and Safety Monitoring. There was no area of noncompliance found.

Annual Audit Results

Tri-County Community Council undergoes an annual audit which includes the Head Start/Early Head Start program. There were no findings during our most recent annual audit.

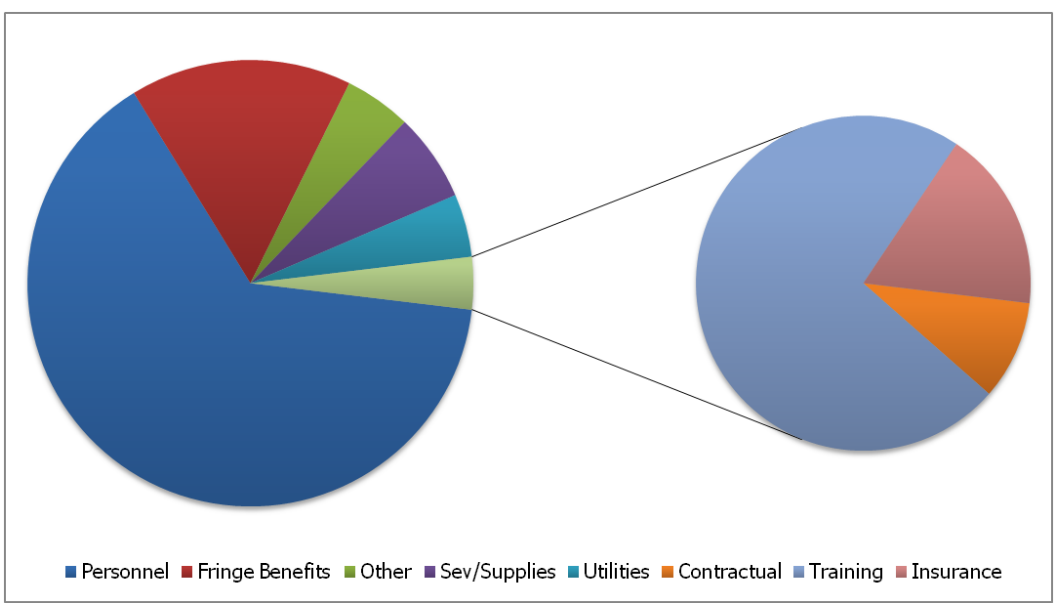
Head Start & Early Head Start Budget Expenditures 2013-2014



Head Start
 Federal Funds \$1,707,813
 Non Federal Share \$426,956
Public Funds:
 United Way \$2,857
 Board of County Commissioners \$5,231

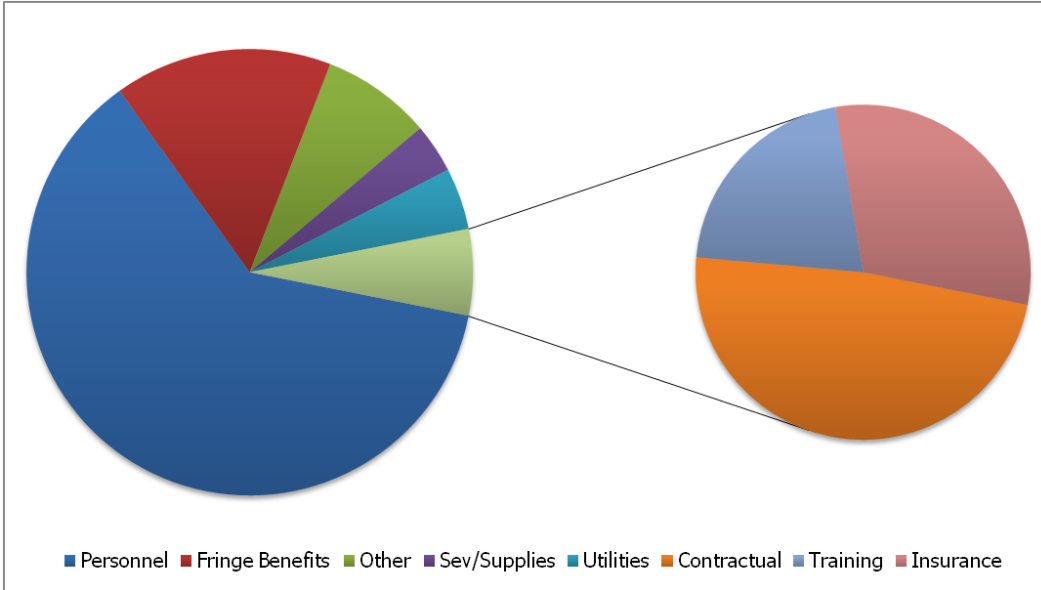
Personnel	Fringe Benefits	Other	Sev/Supplies	Utilities	Contractual	Training	Insurance
\$1,018,342	\$275,626	\$144,633	\$124,187	\$66,824	\$34,691	\$29,724	\$13,786

Early Head Start
 Federal Funds \$416,911
 Non Federal Share \$104,228
Public Funds:
 United Way \$721
 Board of County Commissioners \$429



Personnel	Fringe Benefits	Other	Sev/Supplies	Utilities	Contractual	Training	Insurance
\$268,245	\$67,001	\$20,216	\$26,585	\$19,002	\$1,518	\$11,568	\$2,776

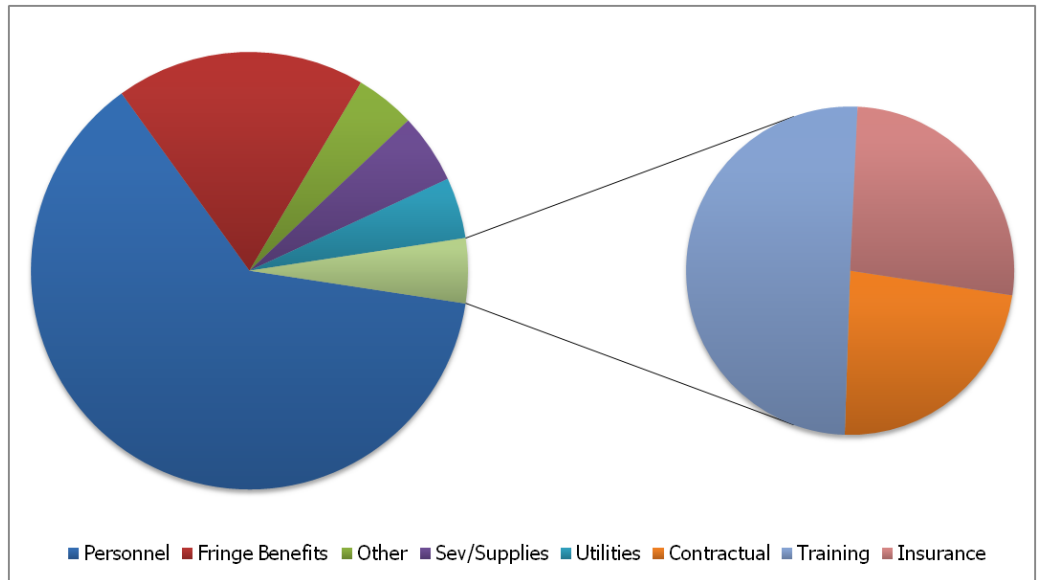
Head Start & Early Head Start Projected Budget 2014-2015



Head Start
 Federal Funds \$1,707,813
 Non Federal Share \$426,953
Public Funds:
 United Way \$404
 Board of County Commissioners \$4,480

Personnel	Fringe Benefits	Other	Sev/Supplies	Utilities	Contractual	Training	Insurance
\$1,058,522	\$269,511	\$136,027	\$60,733	\$76,397	\$51,505	\$22,316	\$32802

Early Head Start
 Federal Funds \$416,911
 Non Federal Share \$104,228
Public Funds:
 Board of County Commissioners \$429



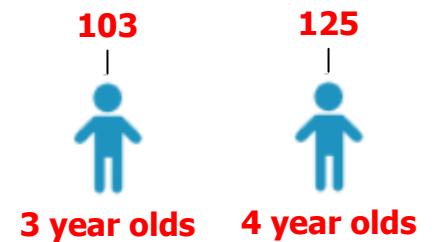
Personnel	Fringe Benefits	Other	Sev/Supplies	Utilities	Contractual	Training	Insurance
\$261,178	\$77,009	\$18,452	\$21,509	\$18,762	\$4,625	\$10,041	\$5,335

Head Start Annual Program Performance Indicators

Funded enrollment	203
Number of children served	228
Average daily attendance	86%
Children who received dental treatments	97%
Children with up-to-date immunization	102%
Children with a diagnosed disability	29
Number of volunteers	663
Children projected to enter kindergarten 2014-2015	97
Meals served	83,523

Serving Families and Children

- 211 Families were served
- 47% of children came from single parent family homes
- 53% of children came from two parent family homes
- 30% of parents have less education than high school diploma
- 3% of families were homeless
- 5% of families received TANF benefits
- 89% of children were below 100% of the federal poverty line
- 73% of families received SNAP services



Racial Demographics



- African American/Black-52
- Hispanic-19
- Multi-racial-25
- White-132

Languages



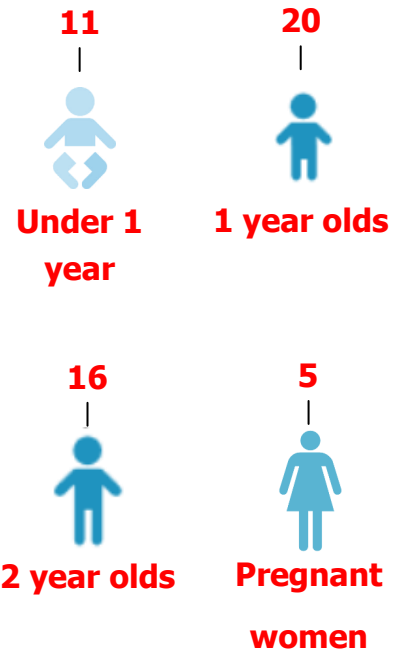
- English-201
- Spanish-27

Early Head Start Program Performance Indicators

Funded enrollment	36
Number of children served	47
Average daily attendance	87%
Number of pregnant women served	5
Children with up-to-date immunization	100%
Children with a diagnosed disability	2
Number of volunteers	120
Children transitioning to Head Start	3
Meals served	13,610

Serving Families and Children

- 41 Families were served
- 51% of children came from single parent family homes
- 49% of children came from two parent family homes
- 29% of parents have less education than high school diploma
- 0% of families were homeless
- 2% of families received TANF benefits
- 92% of children were below 100% of the federal poverty level
- Language is 96% English & 4% Spanish
- 98% of families received SNAP services



Racial Demographics



- African American/Black-11
- Hispanic-2
- Multi-racial-17
- White-22

CLASS™

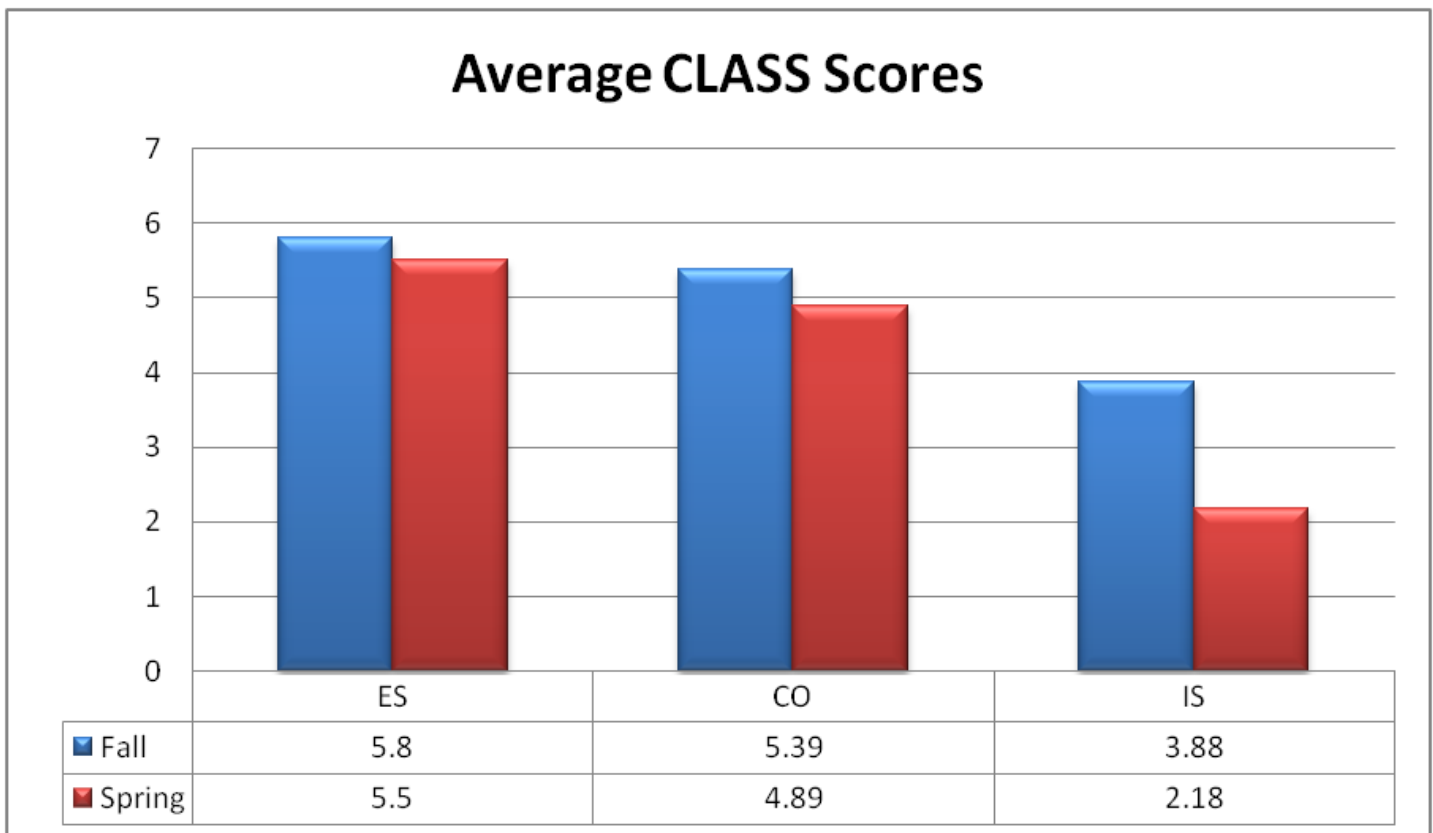
Measuring Interactions with CLASS™

Tri-County Head Start uses the Classroom Assessment Scoring System (CLASS™). The CLASS™ is a valid and reliable instrument developed at the University of Virginia (Pianta & Hamre).

This observation instrument focuses more on process quality such as high quality teacher-child interactions rather than environment quality. The three domains covered by the CLASS™ include emotional support (ES), classroom organization (CO), and instructional support (IS). These three domains are comprised of 10 specific dimensions of child-teacher interactions. Observations consist of a minimum of four observation cycles lasting approximately two hours. The certified CLASS™ observers assign scores (1-7) based on teacher-child and peer-peer interactions with an emphasis on the teachers.

CLASS™ findings are used in the development of training plans to address the training needs for the classroom staff.

There was a slight decrease in the spring scores. Additional training will be provided for staff.



Learning Outcomes Framework

This is the newly revised Head Start Early Learning Outcomes Framework. This new Framework is grounded in a comprehensive body of research regarding what young children should know and be able to do during these formative years.

	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication Literacy	Mathematics Development Scientific Reasoning	Perceptual, Motor, and Physical Development

Visit <http://eclkc.ohs.acf.hhs.gov/hslc> for more information on Head Start's Early Learning Outcomes Framework.

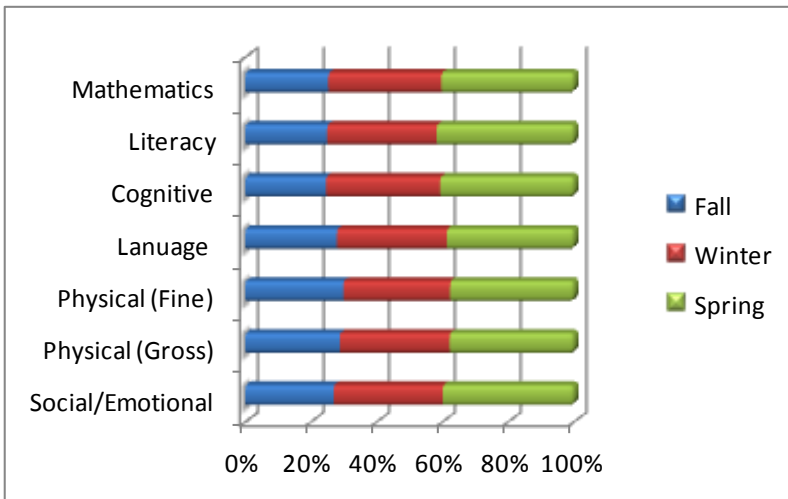
Children's Learning Gains

School Readiness is Important!

Today we know that the first five years of life are critical to a child's lifelong development. Young children's earliest experiences and environments set the stage for future development, establishing the neural connections that provide the foundation for language, reasoning, problem solving, social skills, behavior and emotional health.

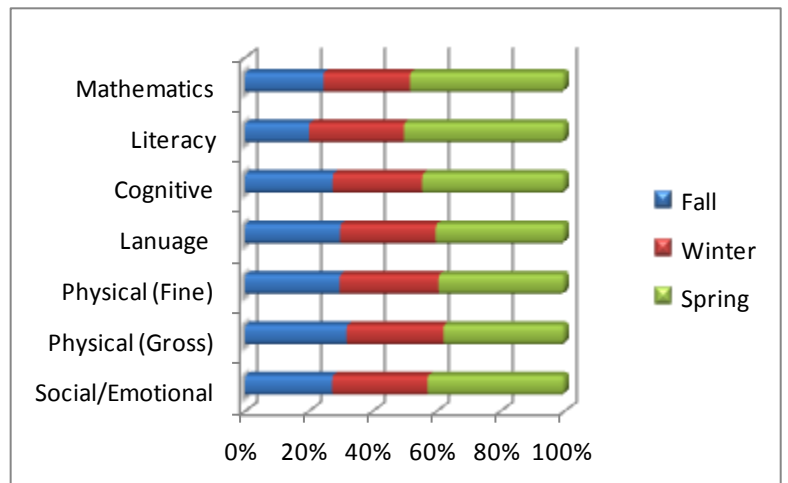
The Head Start/Early Head Start program uses the Teaching Strategies GOLD (TSG) Assessment System to track and measure children's developmental growth.

The graphs will reflect the gains the children have made.



Head Start	Fall	Winter	Spring
Social/Emotional	36.4	45	54.1
Physical (gross)	15.2	17.7	20
Physical (fine)	10.3	11.2	13
Language	35.1	42.1	48.7
Cognitive	32.4	46	53.7
Literacy	28	37.5	47
Mathematics	20.2	27.5	32.3

Early Head Start	Fall	Winter	Spring
Social/Emotional	13.8	15.1	21.7
Physical (gross)	8.3	7.9	9.9
Physical (fine)	3.9	4.1	5.2
Language	14.3	14.4	19.4
Cognitive	13.3	13.6	21.6
Literacy	3.5	5.2	8.8
Mathematics	3.8	4.2	7.5



Activities with Parents and the Community



The Chipley Kiwanis Club hosted the children from Project Head Start at a luncheon with Santa and Mrs. Claus. The children sang several traditional Christmas songs for club members. Each child then received a gift, courtesy of the Kiwanis Club, and rode away on a brand new tricycle, courtesy of Sheriff Bobby Haddock and the Washington County Sheriff's Office.



Visit from the Fire Department at Early Head Start



CEEC participated in Nation School Choice Week

National School
Choice Week
provides an
unprecedented
opportunity, every
January, to shine
a positive
spotlight on the
need for effective
education options
for all children.



Fun in Ms. Dede's class



Weather fun with Chris Smith



**For more information
contact us at:**

Phone: (850) 548-9900

www.tricountyheadstart.com

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