



**Tri-County Community Council, Inc.**  
**Head Start/Early Head Start**  
**Annual Report**  
**2016-2017**



# MISISON

Investing in children today for a better tomorrow.

# VISION

Partnering with families and communities to reach our full potential.

---

# PHILOSOPHY

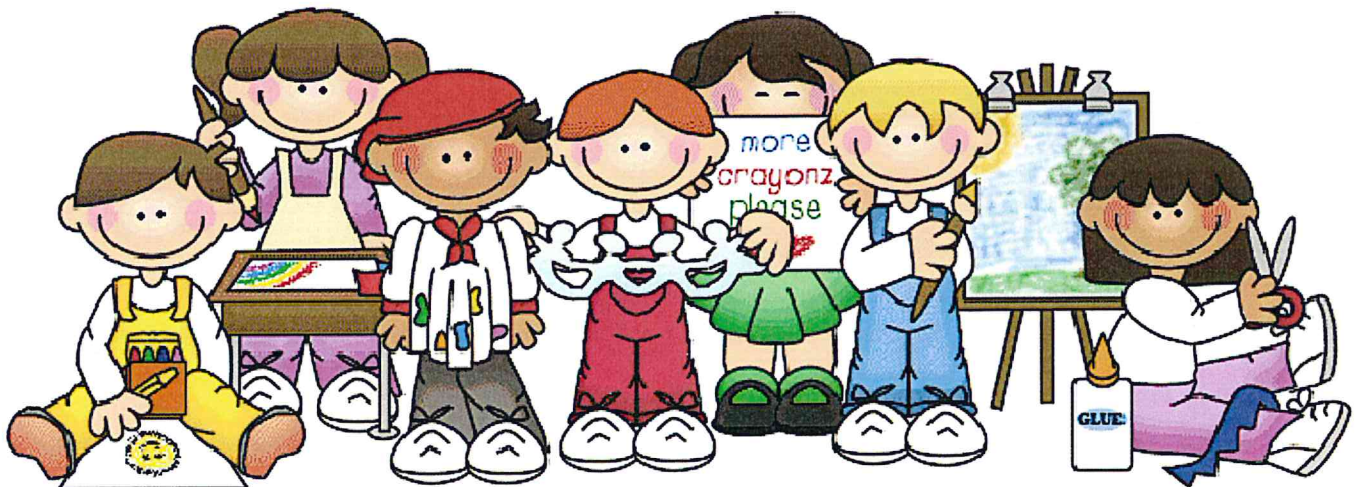
You cannot make a positive difference in the lives of children without partnering with the whole family and the communities in which they live. We support parents as the primary educators of their children. We encourage their involvement at all levels of Head Start through volunteering in the classroom,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

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



# Contents

Mission, Vision, and Philosophy	1
Contents	2
Program Overview	3
Sites & Staff	4
On-Site Monitoring	5
Head Start Budget Expenditures	6
Early Head Start Budget Expenditures	7
Head Start Projected Budget	8
Early Head Start Projected Budget	9
Head Start Annual Program Performance Indicators	10
Early Head Start Annual Program Performance Indicators	11
CLASS	12
Learning Outcomes Framework	13
Children's Learning Gains	14-16
Parent, Family & Community Engagement	17-18



# Program Overview

Tri-County Community Council Head Start/Early Head Start is a federally funded, early childhood program that serves children age birth to five. Our Head Start program serves 203 preschool children from age three to five. The Early Head Start education service is provided in both center-based and home-based options. We serve 24 children in center-based and 12 children in home-based. In the home-based program, staff promotes learning by using the setting in which children spend the majority of their time in the home. The home visitor helps parents to better understand how simple household items and everyday experiences enhance learning. In center-based the teacher/caregiver promotes learning within the daily routine of care and by changing the environment as children learn new skills. Our program uses Creative Curriculum, Partnering with Healthy Families, CLASS, Missouri Infant/Toddler Responsive Caregiving, ECERS/ITERS and our School Readiness goals to support children's growth and development in a positive learning environment. Our program uses the Head Start Early Learning Outcomes Framework, Creative Curriculum, and Partnering with Healthy Families to plan early learning activities for the children.

We also use supplemental resources to enhance the curriculum. The curriculum plan includes goals for children's readiness for school, the materials and individualized learning experiences through which children will achieve the goals, and what staff and parents will do to help the children. The play environment is set up to be responsive to the different temperaments, learning styles, language and cultural backgrounds of children in our program. Lesson plans include goals and objectives from the five domains of learning: Approaches to Learning, Social and Emotional Development, Language and Literacy, Cognition and Perceptual, Motor and Physical Development. The program's curriculum and assessment tool aligns with the domains of learning to ensure that children are making progress toward their expected goals. We use the CLASS™ and Missouri Infant/Toddler Responsive Caring tool to observe interactions between children and adults. We use information from Ages & Stages, Battelle Developmental Inventory (BDI), Teaching Strategies GOLD Assessment (TSG), ongoing observation and information from the child's parents during home visits and parent conferences to determine how the program can meet each child's individual strengths and needs. Staff uses this information to set up the environment and determine the kinds of experiences they will offer based on their knowledge of each child and of the group of children. Staff provide purposeful learning moments that match children's needs to ensure on-going development and positive child outcomes. Head Start prepares children to be successful in kindergarten and beyond.

Families play a critical role in helping their children to prepare for school and a lifetime of academic success. It matters when programs engage parents and families in their children's development and learning. In fact, research indicates that:

- Children with supportive home learning environments show increased literacy development, better peer interactions, fewer behavior problems, and more motivation and persistence during learning activities.
- Among the youngest children, daily parent-child reading from infancy prompts cognitive skills as well as early vocabulary gains that lead to more reading and vocabulary growth, a pattern of growth that has been compared to a snowball.
- Continued family engagement is important through the school years. Longitudinal studies of low-income children show that high family involvement offsets the risks of children growing up in a low-income household and in households with low parent education.

When parent and family engagement activities are systemic and integrated across program foundations and program impact areas, family engagement outcomes are achieved. This results in children who are healthy and ready for school. Parent and family engagement activities succeed when they are grounded in positive, ongoing, and goal-oriented relationships with families. Positive family engagement leads to positive child outcomes.

# Sites & Staff

At each Head Start site there is a teacher and a teacher assistant for each classroom, a cook, center coordinator, family service advocate, and one site has a family service advocate/floater. One site also has a cook assistant, two sites also have center assistants, and two sites share a cook/center assistant. At Early Head Start there are two caregivers in each classroom, a cook/floater, a center coordinator, and a home visitor. There are five program coordinators, two specialists, an administrative assistant, a director's assistant, two floater/Extended care, one part-time extended care, and a director that support the centers. There are a total of 60 staff members.



CEEC

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

32 children, 2 classrooms, 8 staff



Chipley Head Start  
1264 South Blvd.  
Chipley, FL 32428

Phone: (850) 638-9800

37 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, 10 staff



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

57 children, 3 classrooms, 10 staff



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

77 children, 4 classrooms, 14 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 level of detail 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 a third review under the new monitoring system in February 2016. We received the CLASS Monitoring. Our scores were Emotional Support 5.86, Classroom Organization 5.66, Instructional Support 3.09. The highest score is 7 all our scores fell in the middle range. Our scores will be measured against the national Average when those scores are released in 2018. The last two monitoring reviews were canceled due to the OHS working on monitoring to align with the new Head Start Performance Standards that were released in September 2016.

## 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 Budget Expenditures 2015-2016

## Head Start

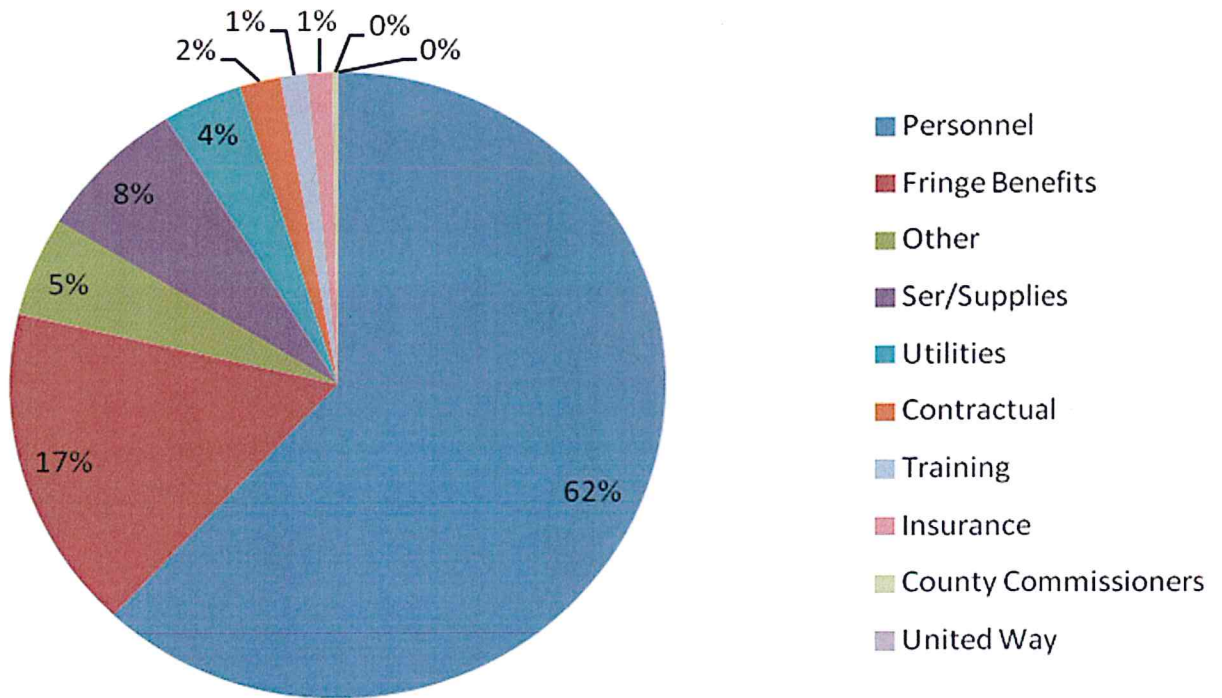
Federal Funds \$1,738,152

Non Federal Share \$434,539

Public funds:

United Way \$595

Board of County Commissioners \$4,995



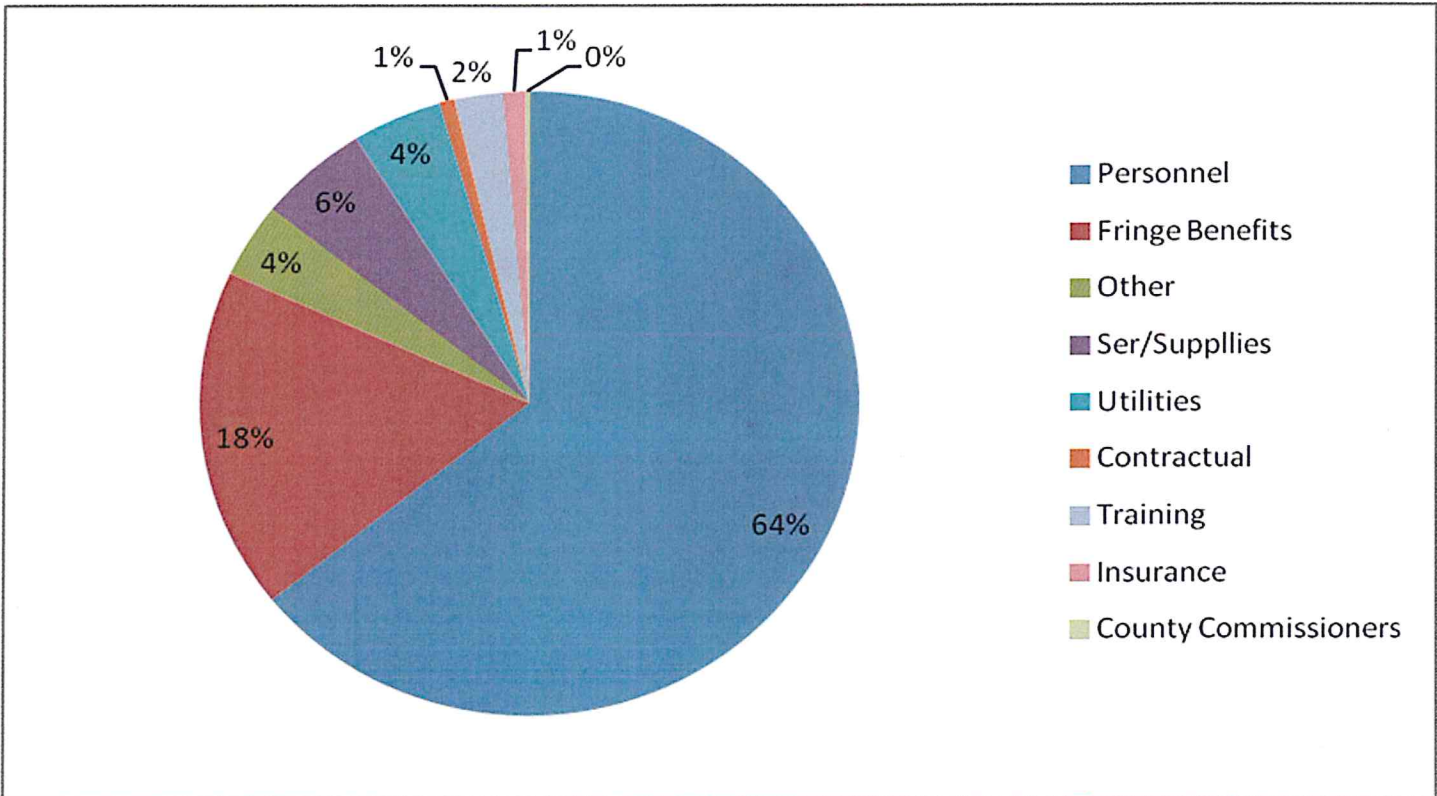
Personnel	Fringe Benefits	Other	Ser/Supplies	Utilities	Contractual	Training	Insurance	County Commissioners	United Way
\$1,079,649	\$291,384	\$89,148	\$130,076	\$68,502	\$35,451	\$22,468	\$21,474	\$4,995	\$595

Our Head Start/Early Head Start fiscal year begins December 1st and ends November 30th.

# Early Head Start Budget Expenditures 2015-2016

**Early Head Start**

Federal Funds                      \$424,235  
 Non Federal Share                \$106,059  
 Public funds:  
    Board of County Commissioners \$1,016



Personnel	Fringe Benefits	Other	Ser/Supplies	Utilities	Contractual	Training	Insurance	County Commissioners
\$272,952	\$75,053	\$16,387	\$23,174	\$18,760	\$3,155	\$10,041	\$4,713	\$1,016

Head Start/Early Head Start received a 1% Cost of Living Adjustment (COLA) in 2016-2017 which increased our budget. The increase was in personnel, fringe benefits, and an increase in the non-federal share requirement. The increase is reflected in the chart that follows.

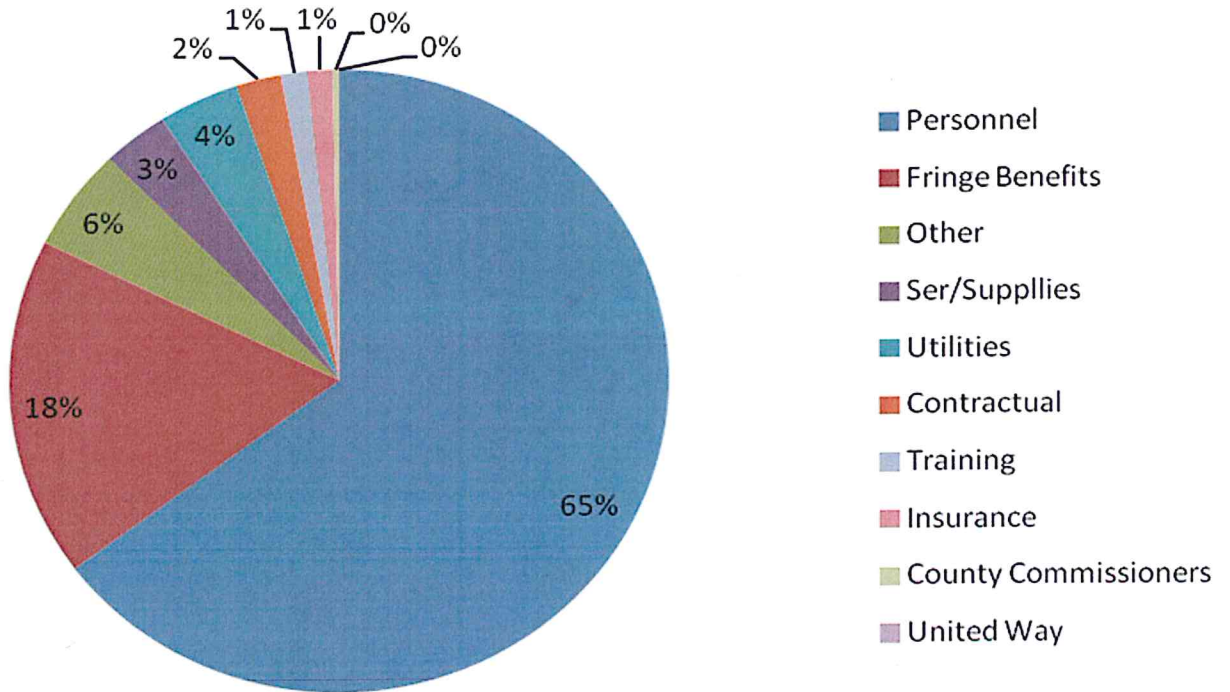
Head Start		Early Head Start	
Personnel	\$12,978	Personnel	\$2,633
Fringe Benefits	\$4,180	Fringe Benefits	\$1,509
Total	\$17,158	Total	\$4,142
Non-Federal Share	\$4,290	Non-Federal Share	\$1,306



# Projected Head Start Budget 2017-2018

## Head Start

Federal Funds	\$1,755,310
Non Federal Share	\$438,828
Public funds:	
United Way	\$595
Board of County Commissioners	\$4,995

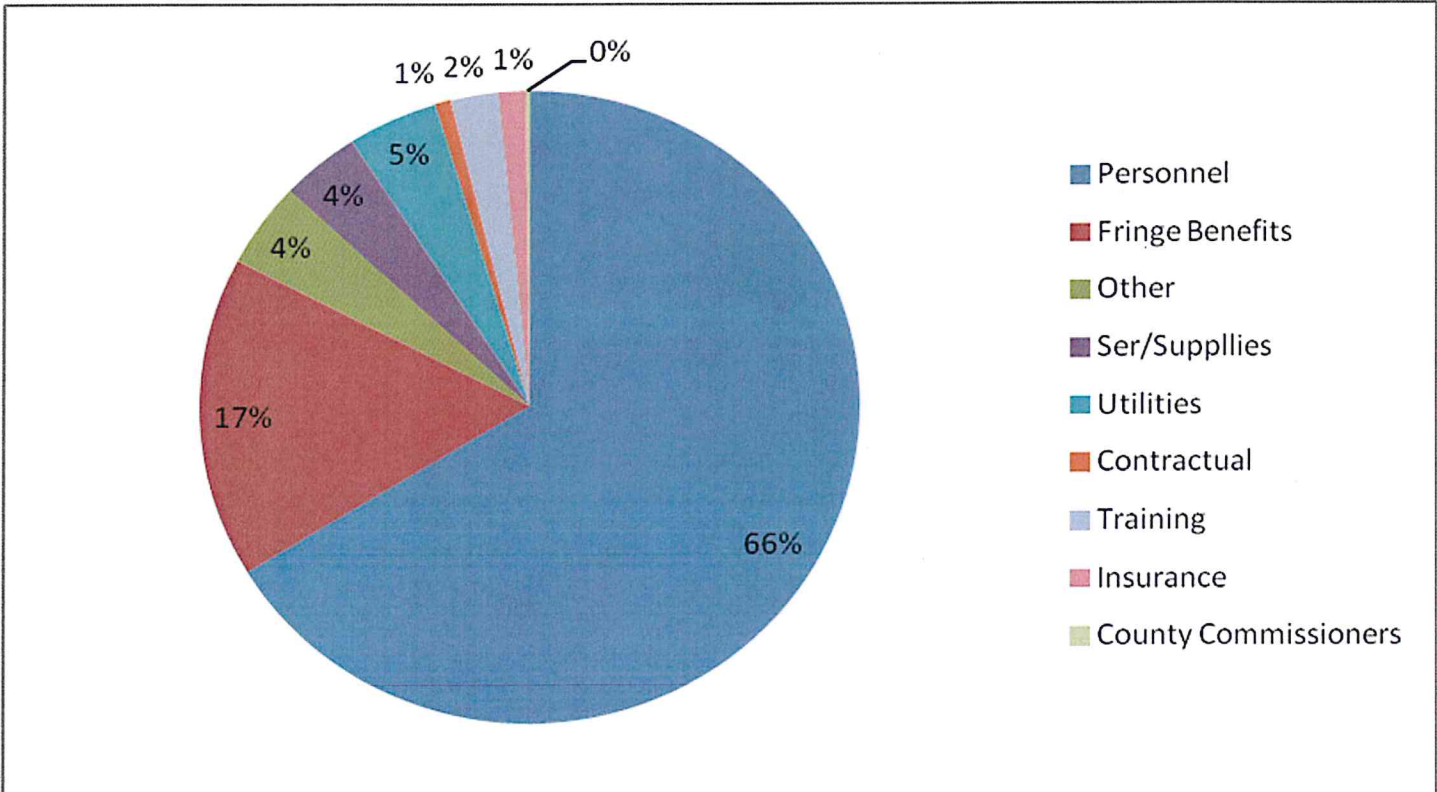


Personnel	Fringe Benefits	Other	Ser/Supplies	Utilities	Contractual	Training	Insurance	County Commissioners	United Way
\$1,141,015	\$309,979	\$93,750	\$57,250	\$70,000	\$39,000	\$22,316	\$22,000	\$4,995	\$595

Our fiscal year begins December 1st and ends November 30th. Our school year begins July/August through May for Head Start and July for Early Head Start. Due to the timeframe of when our fiscal year and school year begin our expenditures are reflective of our budget year ending November 30, 2016. Our projected budget will begin December 1, 2017.

# Projected Early Head Start Budget 2016-2017

Early Head Start	
Federal Funds	\$428,377
Non Federal Share	\$107,095
Public funds:	
Board of County Commissioners	\$1,015



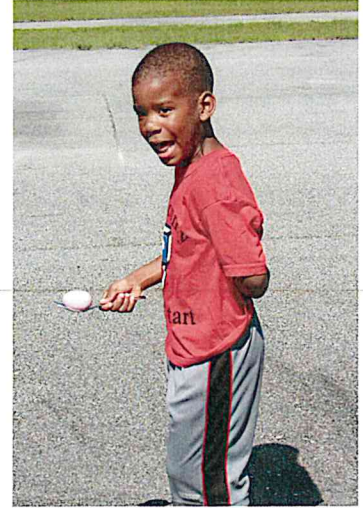
Personnel	Fringe Benefits	Other	Ser/Supplies	Utilities	Contractual	Training	Insurance	County Commissioners
\$284,579	\$70,288	\$18,700	\$16,769	\$19,000	\$3,300	\$10,041	\$5,700	\$1,015

Our fiscal year begins December 1st and ends November 30th. Our school year begins July/August through May for Head Start and July for Early Head Start. Due to the timeframe of when our fiscal year and school year begin our expenditures are reflective of our budget year ending November 30, 2016. Our projected budget will begin December 1, 2017.

# Head Start Annual Program Performance Indicators



Funded enrollment	203
Number of children served	239
Average daily attendance	88%
Children that received dental exam and needed dental treatment	35%
Children who received dental treatments	99%
Children with up-to-date immunizations	100%
Children with a diagnosed disability	19%
Number of volunteers	596
Of the volunteers the number of current of former parents	293
Children projected to enter kindergarten 2016-2017	98
Meals served	89,170



## Serving Families and Children

- 224 Families were served
- 54% of children come from single parent family homes
- 46% of children come from two parent family homes
- 26% of parents have less education than high school diploma
- 4% of families are homeless
- 7% TANF
- 84% of families earn less than 100% of the federal poverty level

## Spoken Language

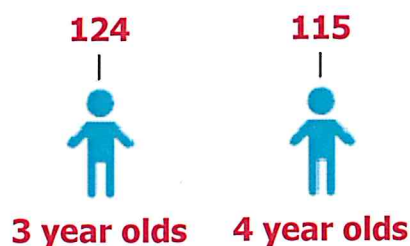
English 92%

Spanish 8%

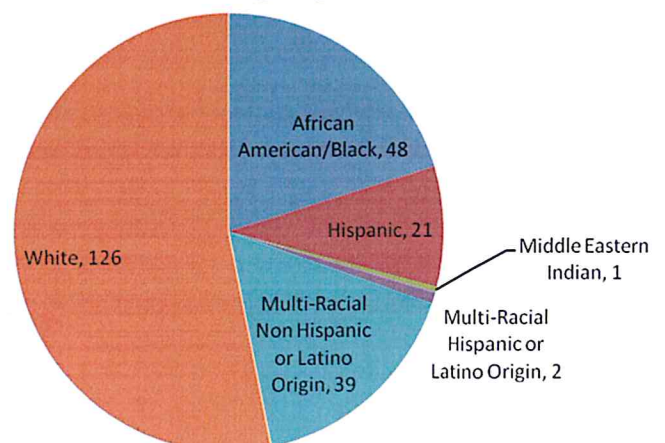
Middle Eastern & South Asian 1%

## Children per Center

- CEEC-32
- Chipley-37
- Walton-57
- Westville-77



## Racial Demographics



# Early Head Start Program Performance Indicators



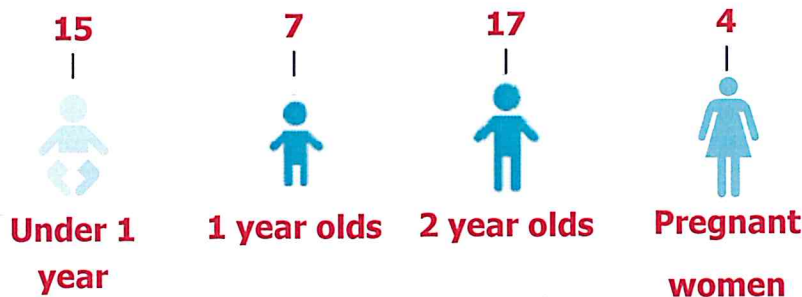
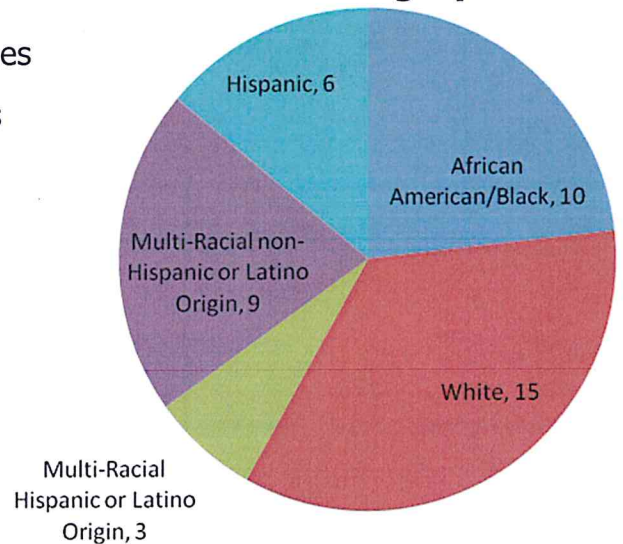
Funded enrollment	36
Number of children served	39
Number of Pregnant women served	4
Average daily attendance	90%
Children with a dental home	74%
Children with up-to-date immunization	100%
Children with a diagnosed disability	8%
Number of volunteers	113
Of the volunteers the number of current of former parents	45
Children transitioning to Head Start	12
Meals served	14,550



## Serving Families and Children

- 31 Families were served
- 42% of children come from single parent family homes
- 58% of children come from two parent family homes
- 29% of parents have less education than high school diploma
- 0% of families are homeless
- 2% TANF
- 95% of families earn less than 100% of the federal poverty level

## Racial Demographics



## Spoken Language

English 86%  
Spanish 14%

# CLASS

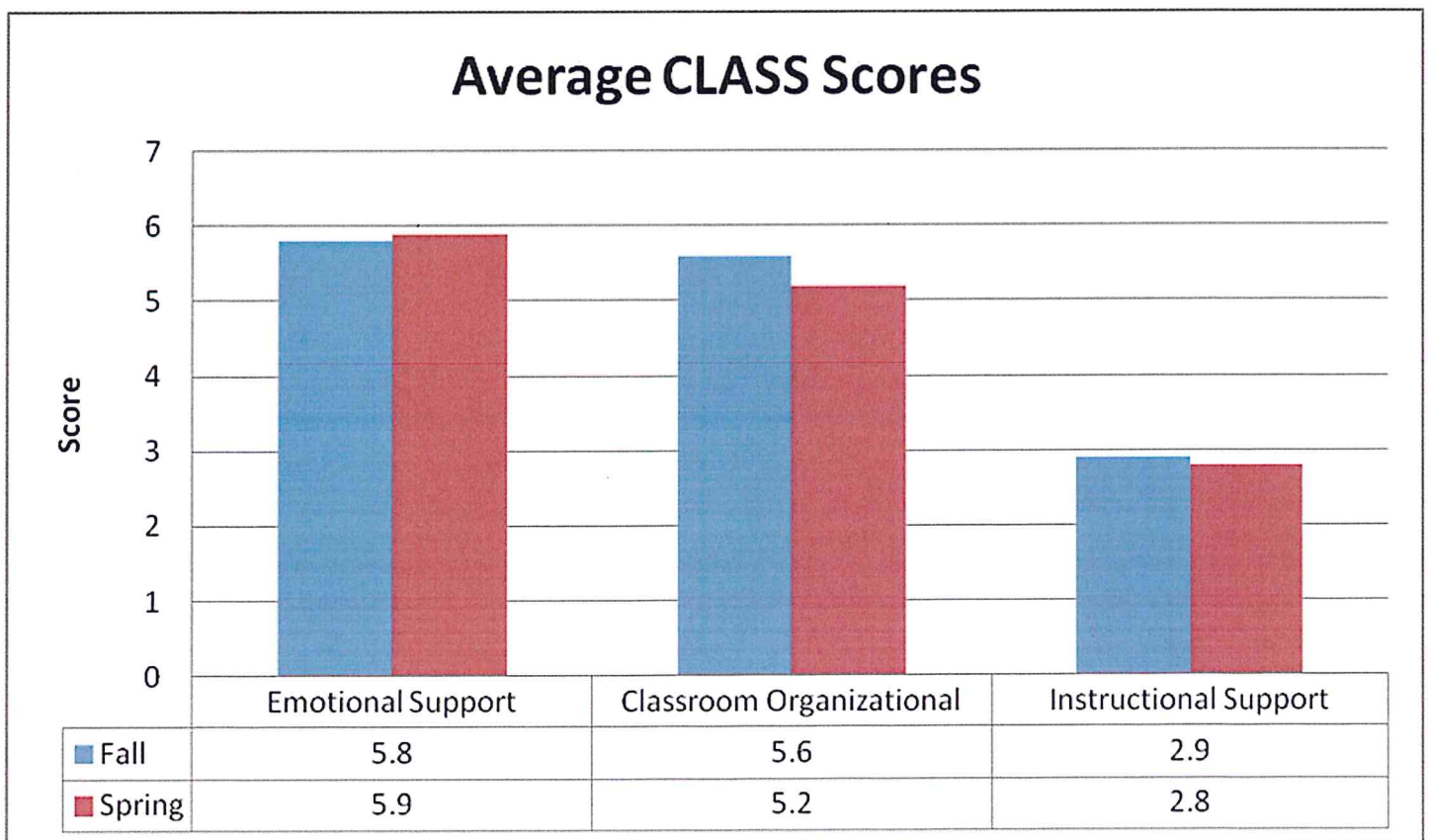
## Measuring Interactions with CLASS

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, classroom organization, and instructional support. 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. 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 needs for the classroom staff.

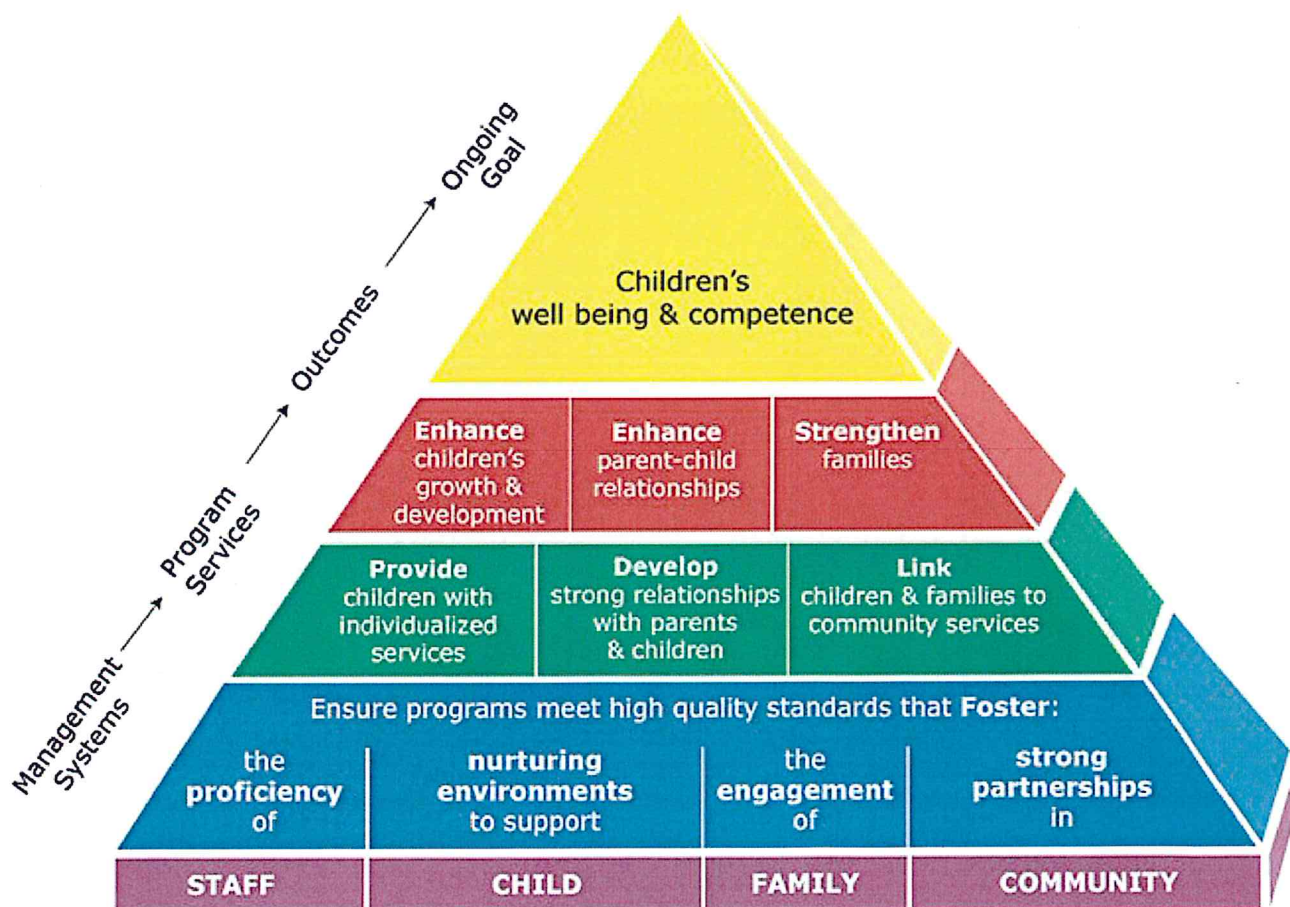
The graph below illustrates Tri-County Head Start's scores for Fall and Spring 2016-2017.



# 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

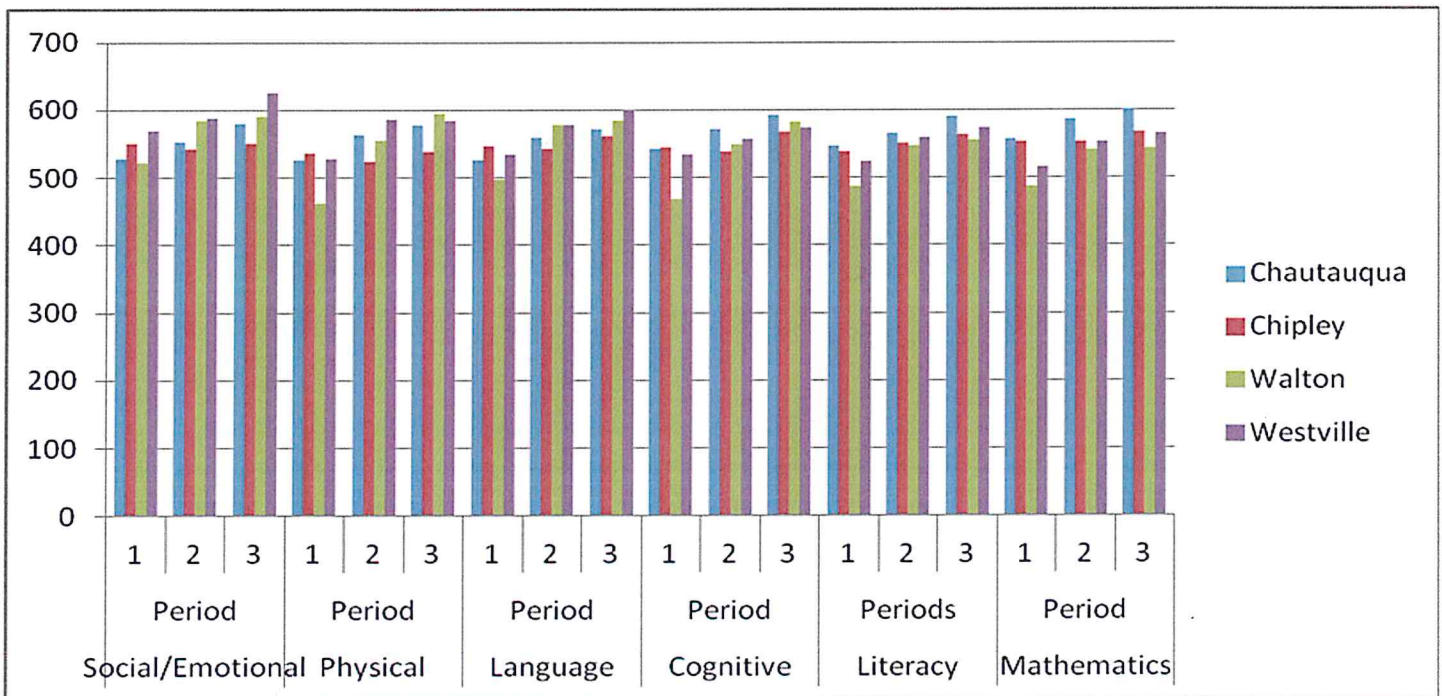
School Readiness gains are important to ensure success when children enter into the public school system. The first five years of life are critical to a child's lifelong development. The earliest experiences and environment will set the stage for their future development and establish the neural connections that provide the foundation for language, reasoning, problem solving, social skills, behavior and emotional health.

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

The checkpoints in this report reflect the Fall period (August to October) the Winter period (November to January), and the Spring period (February-May).

The following graphs will display the gains the children have accomplished.

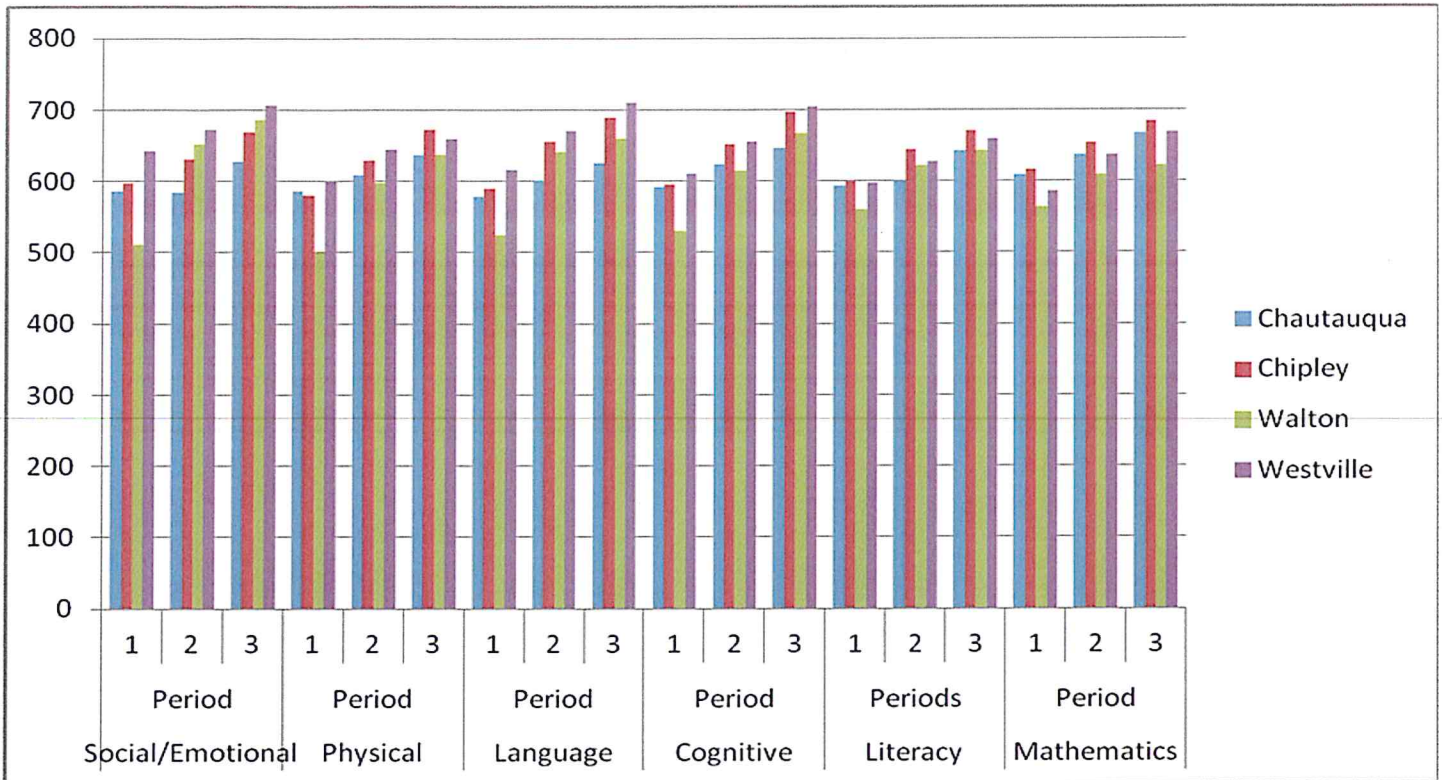
## Three Year Olds



3 yr. olds	Period 1 Average	Period 2 Average	Period 3 Average	Difference Period 1 and 3
Social Emotional	543	567	587	+44
Physical	514	558	574	+60
Language	526	564	579	+53
Cognitive	522	554	579	+57
Literacy	519	556	571	+52
Mathematics	529	559	569	+40

The school year 2016-2017 data shows gains in all areas. Head Start's three olds saw the highest gain in the Physical area and the lowest gain in the Mathematics area.

## Four Year Olds



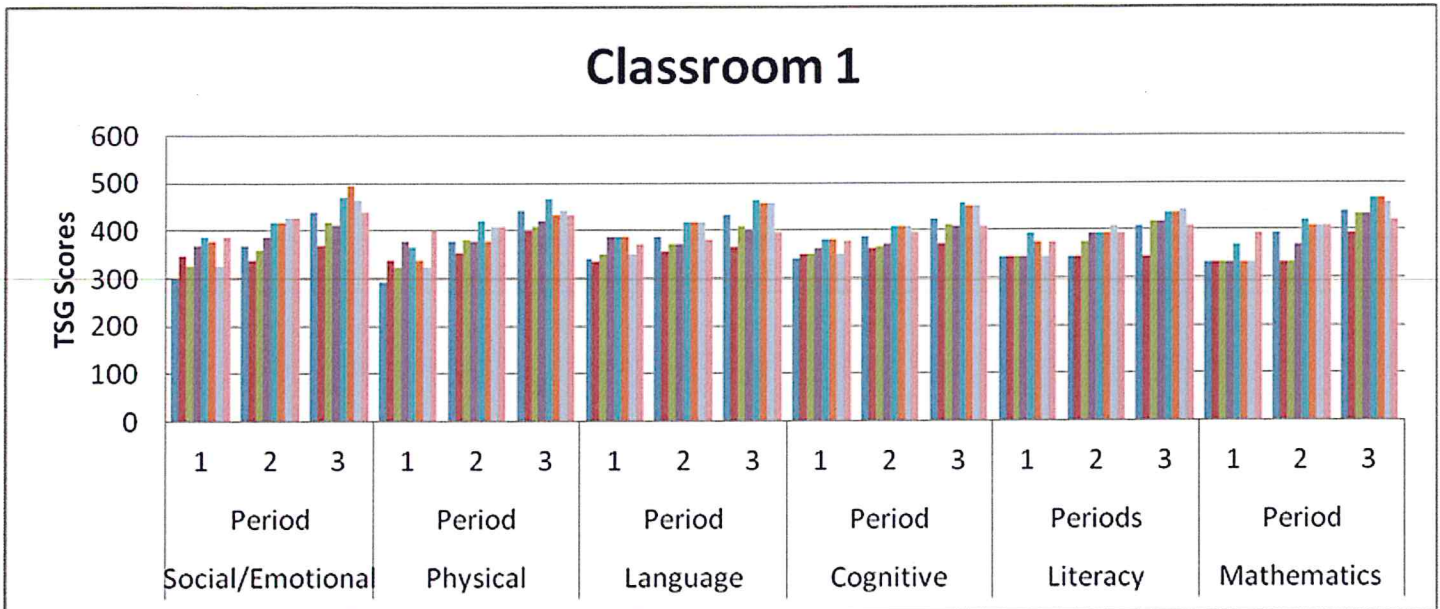
4 yr. olds	Period 1	Period 2	Period 3	Difference Period 1 and 3
Social Emotional	584	635	672	+88
Physical	566	620	652	+86
Language	578	642	671	+93
Cognitive	582	636	679	+97
Literacy	587	624	654	+67
Mathematics	594	633	660	+66

The school year 2016-2017 data shows gains in all areas. Head Start's four year olds saw the highest gain in the Cognitive area and the lowest gain in the Mathematics area.

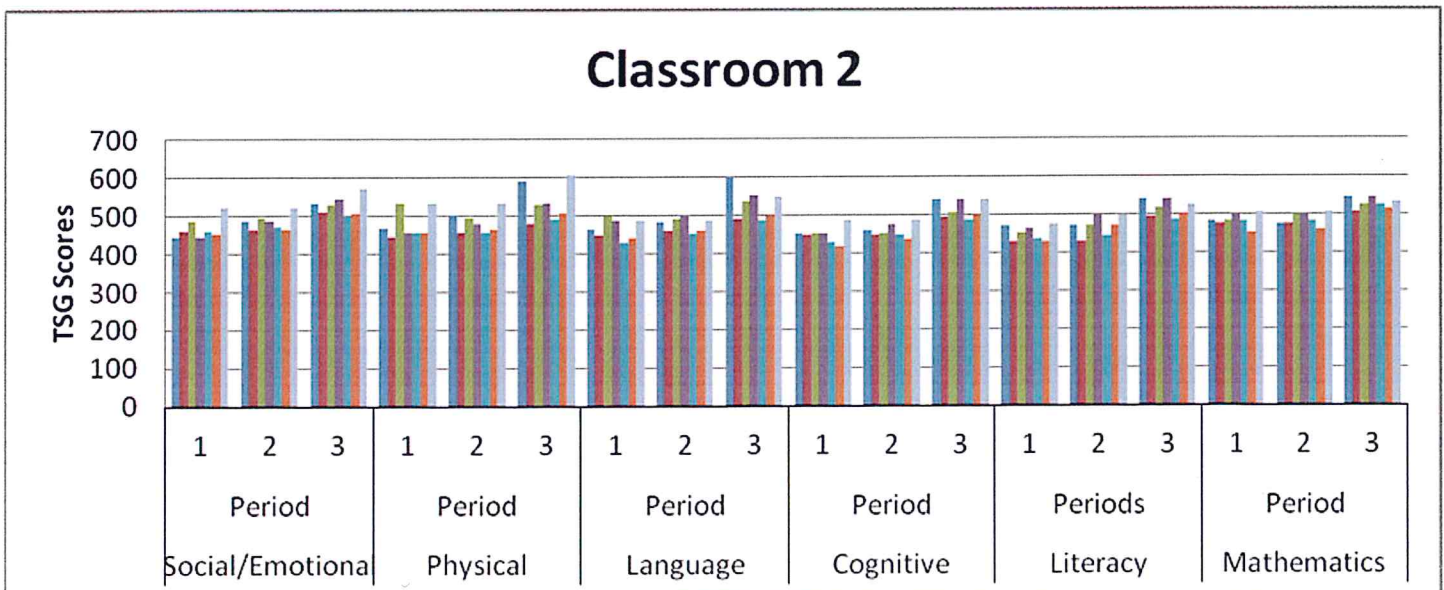
The scores were tracked using TSG and are inclusive of absences, Individual Family Service Plan (IFSP), and Dual-Language Learner (DLL) information which was gathered using ChildPlus. The data shown in this report represents the Fall, Winter, and Spring Checkpoints for the 2016-2017 school year for the Head Start (3 to 5) program. As the data shows there is steady growth between the Fall and Winter periods. As the data shows there is steady growth throughout all three periods. This information is being used to determine strengths and areas that need improvement for our children, our curriculum, and the effectiveness of teaching styles. The checkpoints in this report reflect the Fall period (August to October) the Winter period (November to January), and the Spring period (February-May).



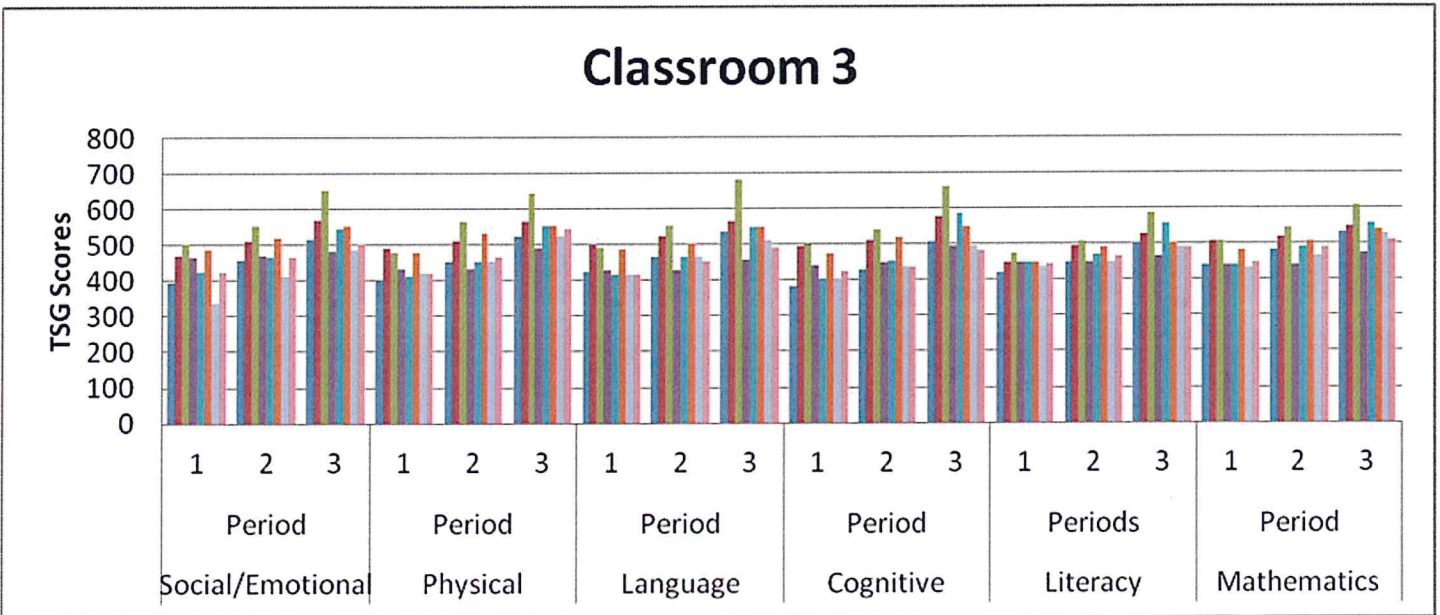
Early Head Start's infant and toddler ages vary till it is more reliable to show each classroom versus combining all the gains in the three classrooms. There are three center-based classrooms and 12 Home-based infant/toddlers. There have been four pregnant women in the home-based option at various times during the program year.



Classroom 1	Period 1 Average	Period 2 Average	Period 3 Average	Difference Period 1 and 3
Social Emotional	346	374	438	+92
Physical	340	382	431	+91
Language	361	382	424	+63
Cognitive	357	379	424	+67
Literacy	355	371	415	+60
Mathematics	339	370	439	+100

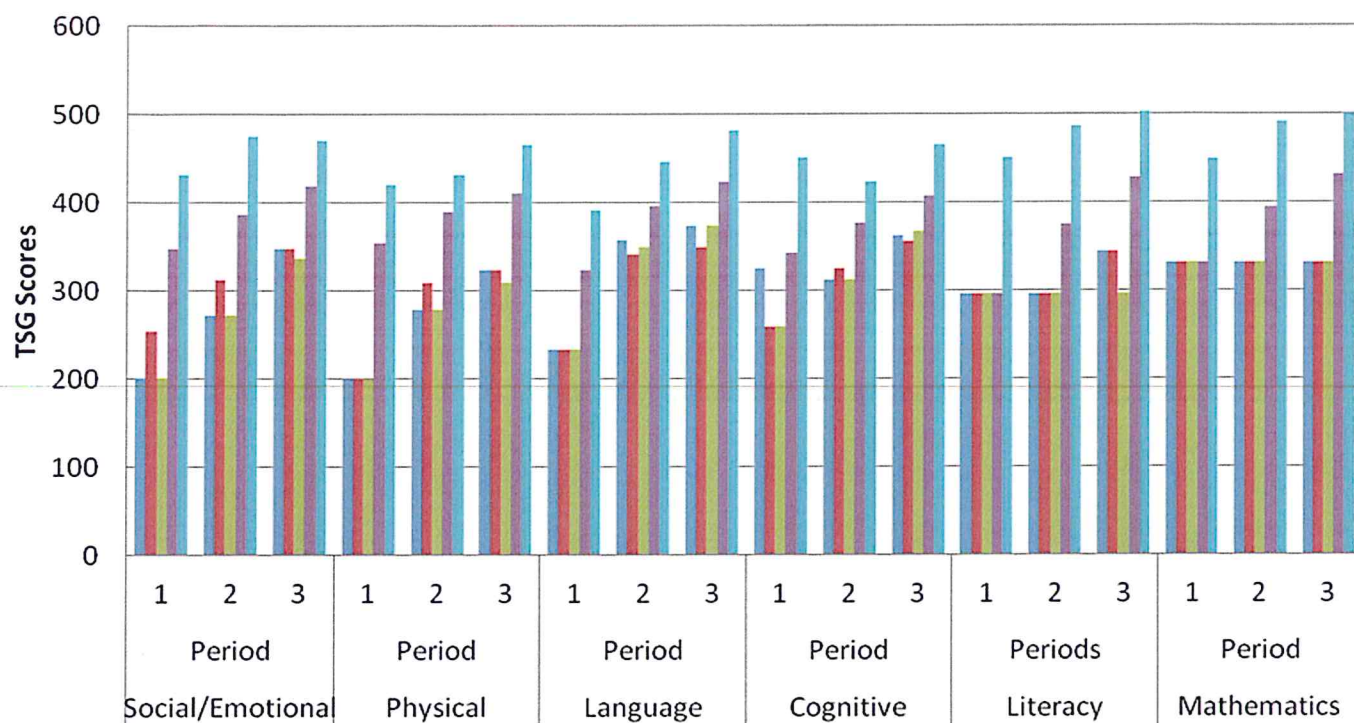


Classroom 2	Period 1 Average	Period 2 Average	Period 3 Average	Difference Period 1 and 3
Social Emotional	467	484	528	+61
Physical	477	483	533	+56
Language	465	475	530	+65
Cognitive	449	458	515	+66
Literacy	450	468	515	+65
Mathematics	483	485	528	+45



Classroom 3	Period 1 Average	Period 2 Average	Period 3 Average	Difference Period 1 and 3
Social Emotional	439	482	539	+100
Physical	441	484	550	+109
Language	448	482	543	+95
Cognitive	440	472	544	+104
Literacy	447	473	516	+69
Mathematics	463	493	538	+75

## Home Based



Home-Based	Period 1 Average	Period 2 Average	Period 3 Average	Difference Period 1 and 3
Social Emotional	432	476	470	+38
Physical	421	432	466	+45
Language	392	447	481	+89
Cognitive	451	424	465	+14
Literacy	451	486	502	+51
Mathematics	450	491	499	+49

The school year 2016-2017 data shows gains in all areas.

The scores were tracked using TSG and are inclusive of absences, Individual Family Service Plan (IFSP), and Dual-Language Learner (DLL) information which was gathered using ChildPlus. The data shown in this report represents the Fall, Winter, and Spring Checkpoints for the 2016-2017 school year for the Early Head Start (center-based/home-based) program. As the data shows there is steady growth throughout all three periods. This information is being used to determine strengths and areas needing improvement in our children, our curriculum, and the effectiveness of teaching styles. The checkpoints in this report reflect the Fall period (August to October) the Winter period (November to January), and the Spring period (February-May).

# Fire Safety With Smokey!



# Easter Egg Hunt!



# Busy @ The Bank!



# Mother's Day Meetup!



# Mr. Al Concert!



# Eddie Eagle Enters!



# Making Models With My Dad!



# Gather Around the Garden!



# Fall Festival Fun!



# Kiwanas' Christmas!



# Ambulance Adventures!



# Bye Bye Bus Stop!





**For More Information**

**Contact Us at:**

**Phone: (850) 548-9900**

**[www.tricountyheadstart.com](http://www.tricountyheadstart.com)**



Find Us on Facebook