



**Tri-County Community Council
Inc.
Head Start/Early Head Start
Annual Report
2017-2018**



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. 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.



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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 one site has a part-time 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, three floater/Extended care, and a director that support the centers. There are a total of 64 staff members.



CEEC
908-B Hwy 90 W.
DeFuniak Springs, FL 32433 32 children, 2 classrooms, 8 staff
Phone: (850) 892-6144



Chipley Head Start
1264 South Blvd.
Chipley, FL 32428 37 children, 2 classrooms, 7 staff
Phone: (850) 638-9800



Early Head Start
265 S. 18th Street
DeFuniak Springs, FL 32435 36 infant, toddlers, and pregnant
Phone: (850) 951-0464 women, 3 classrooms, 11 staff



Walton Head Start
268 S. Davis Lane
DeFuniak Springs, FL 32435 57 children, 3 classrooms, 11 staff
Phone: (850) 892-7635



Westville Head Start
2499 Cypress Street
Westville, FL 32464 77 children, 4 classrooms, 14 staff
Phone: (850) 548-5630

On-Site Monitoring

FY 2018 Head Start Monitoring Protocols

Head Start monitoring protocols are used by the Office of Head Start (OHS) to gather data and other information to assess grantee program operation and performance. Reviews are held for the Classroom Assessment Scoring System (CLASS®), Focus Area One, and Focus Area Two. OHS uses the information collected during reviews to understand the grantee's approach to program design and services. The information is also used to evaluate their performance and continuous program improvement.

FY 2018 CLASS®

The Pre-K Classroom Assessment Scoring System (CLASS®) is an observation tool used to analyze and assess the effectiveness of interactions between children and teachers in preschool classes. Data from CLASS® observations can be used for a variety of purposes, including professional development, program improvement, policy-making, and monitoring.

FY 2018 Focus Area One Monitoring Protocol

Purpose - Focus Area One is an opportunity for grantees to discuss their program design, management, and governance structure. This focus area is designed to develop an understanding of each grantee's foundation for program services. Grantees will describe approaches to staffing structure, program design, health services, family services, fiscal infrastructure, and program governance.

FY 2018 Focus Area Two Monitoring Protocol

Purpose - Focus Area Two is an opportunity for grantees to demonstrate their effectiveness in implementing a high-quality program to promote positive outcomes and school readiness for children and their families. This focus area is designed to broaden our understanding of each grantee's performance and to determine if programs are meeting the requirements of the Head Start Program Performance Standards (HSPPS), Uniform Guidance, and Head Start Act.

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

On-Going Monitoring Results

Our program received a third review under the old 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 under the old monitoring system 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 2016-2017

Head Start

Federal Funds \$1,755,301

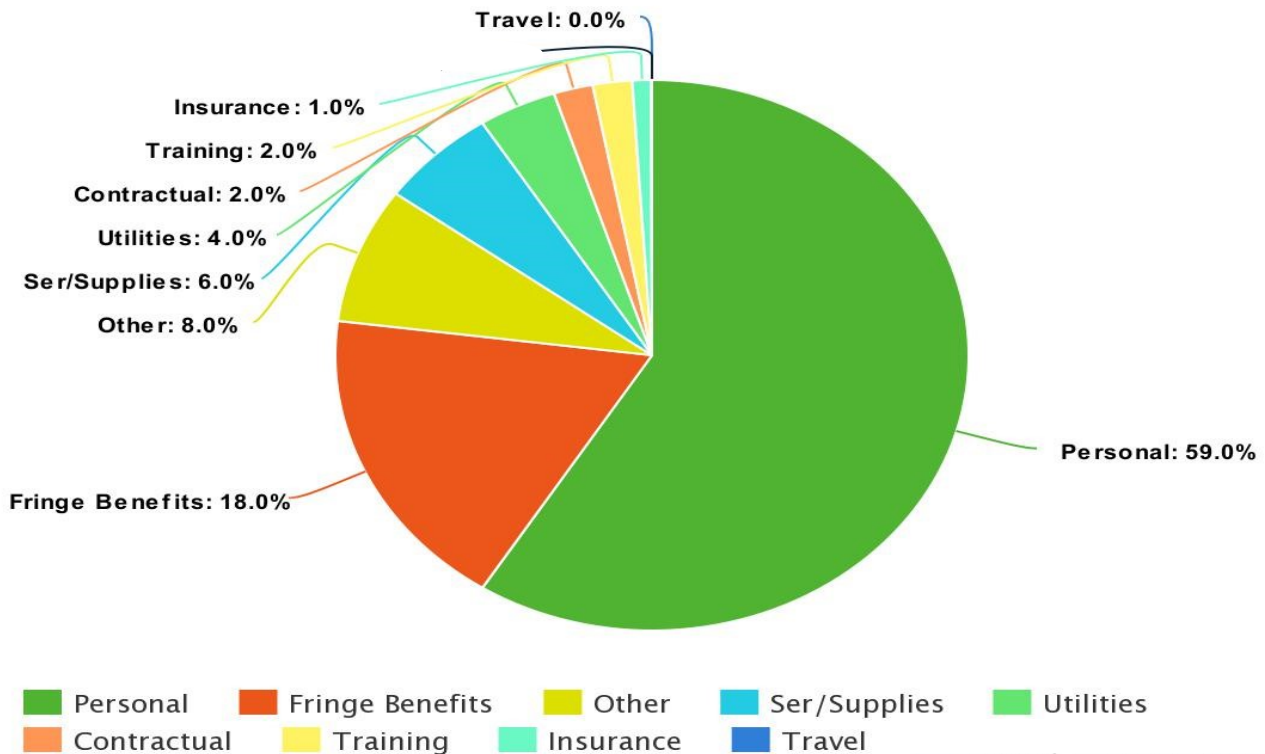
Non Federal Share \$286,062

(Unable to meet our non-feral share and requested a waiver which was approved.)

Public funds:

United Way \$297.42

Board of County Commissioners \$4995



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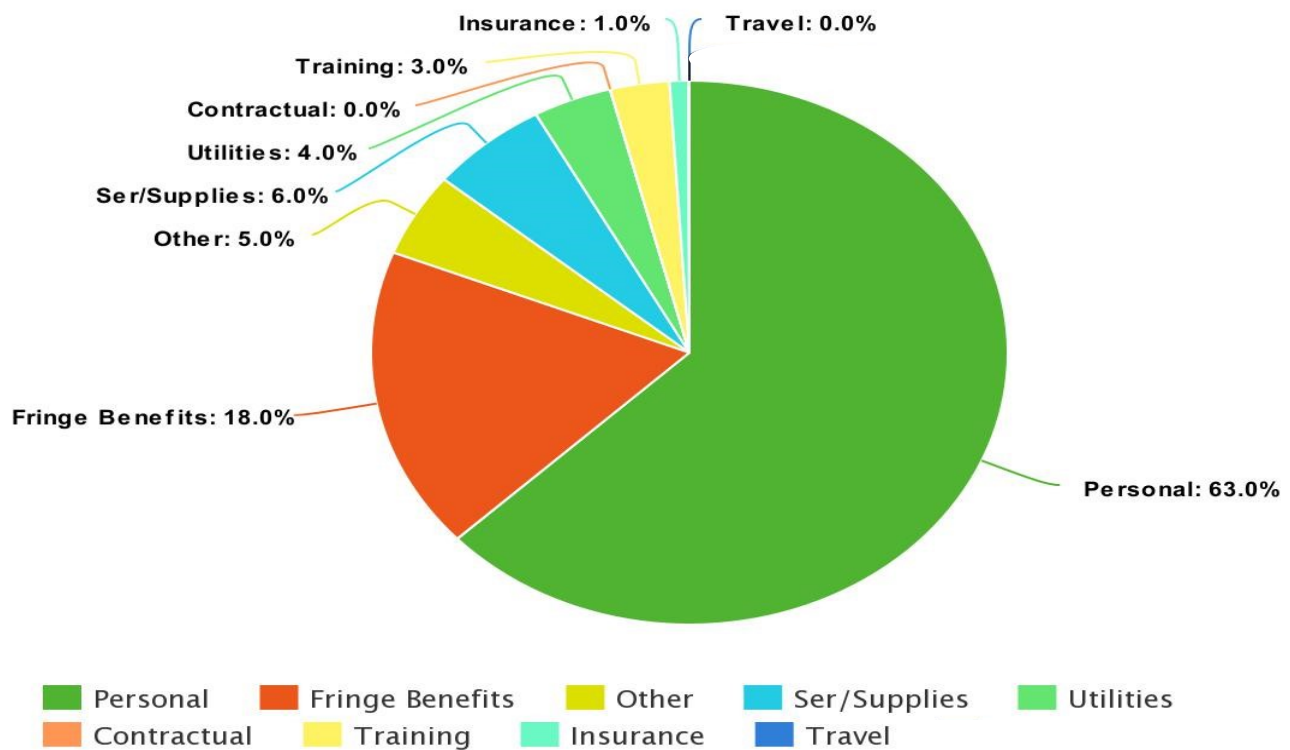
Personnel	Fringe	Other	Services/ Supplies	Utilities	Contractual	Training	Insurance	Travel
1,035,940.10	304,373.49	143,401	110,482.56	73,539.78	30,923.19	28,761.88	18,735.94	2342.61

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

Early Head Start Budget Expenditures 2016-2017

Early Head Start

Federal Funds \$428,377
 Non Federal Share \$42,141
 (Unable to meet our non-feral share and requested a waiver which was approved.)
 Public funds:
 Board of County Commissioners \$1016



Personnel	Fringe Benefits	Other	Ser/Supplies	Utilities	Contractual	Training	Insurance
271,871.33	75,037.33	20,953	25,436.79	18,420.62	1765.58	11,100.46	3324.15

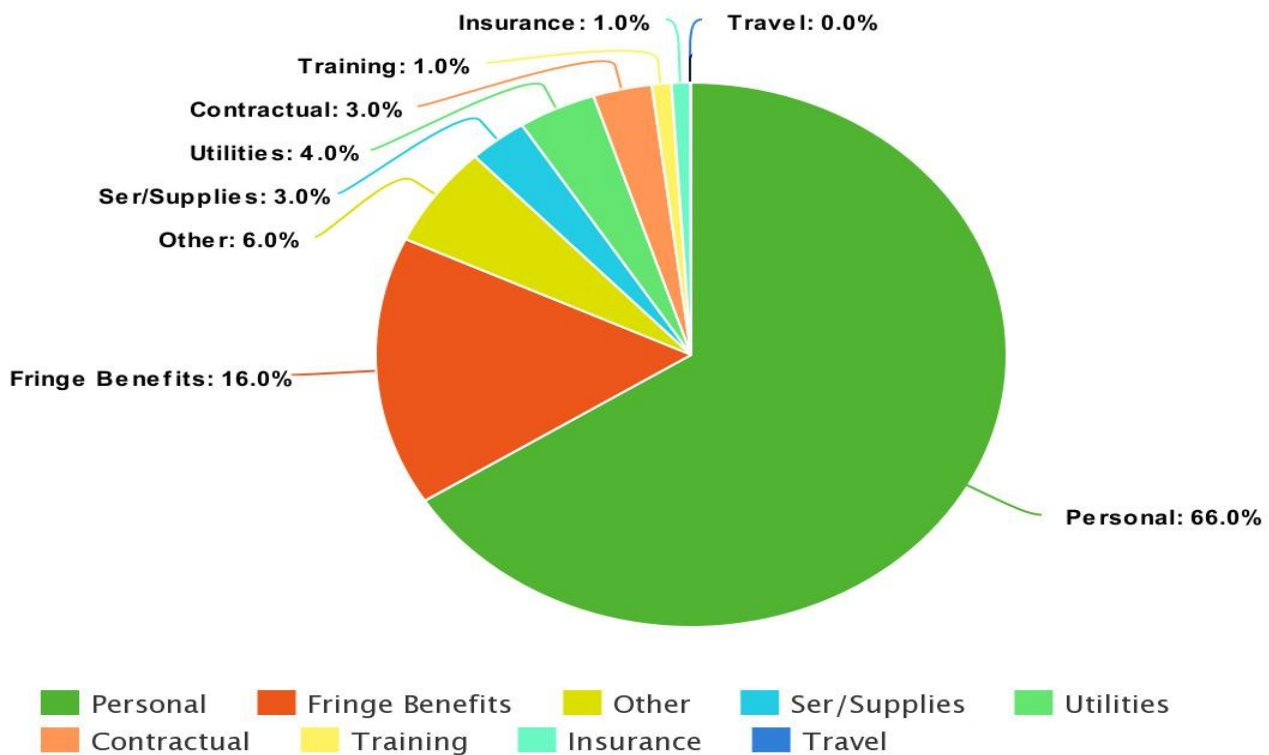
Head Start/Early Head Start received a 1% Cost of Living Adjustment (COLA) in 2016-2017 which increased our budget. The increase was in personnel, fringe benefits, and an increase in the non-federal share requirement. The increase is reflected in the chart that follows.

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 2018-2019

Head Start

Federal Funds	\$1,800,368
Non Federal Share	\$450,092
Public funds:	
United Way	\$600
Board of County Commissioners	\$5,000



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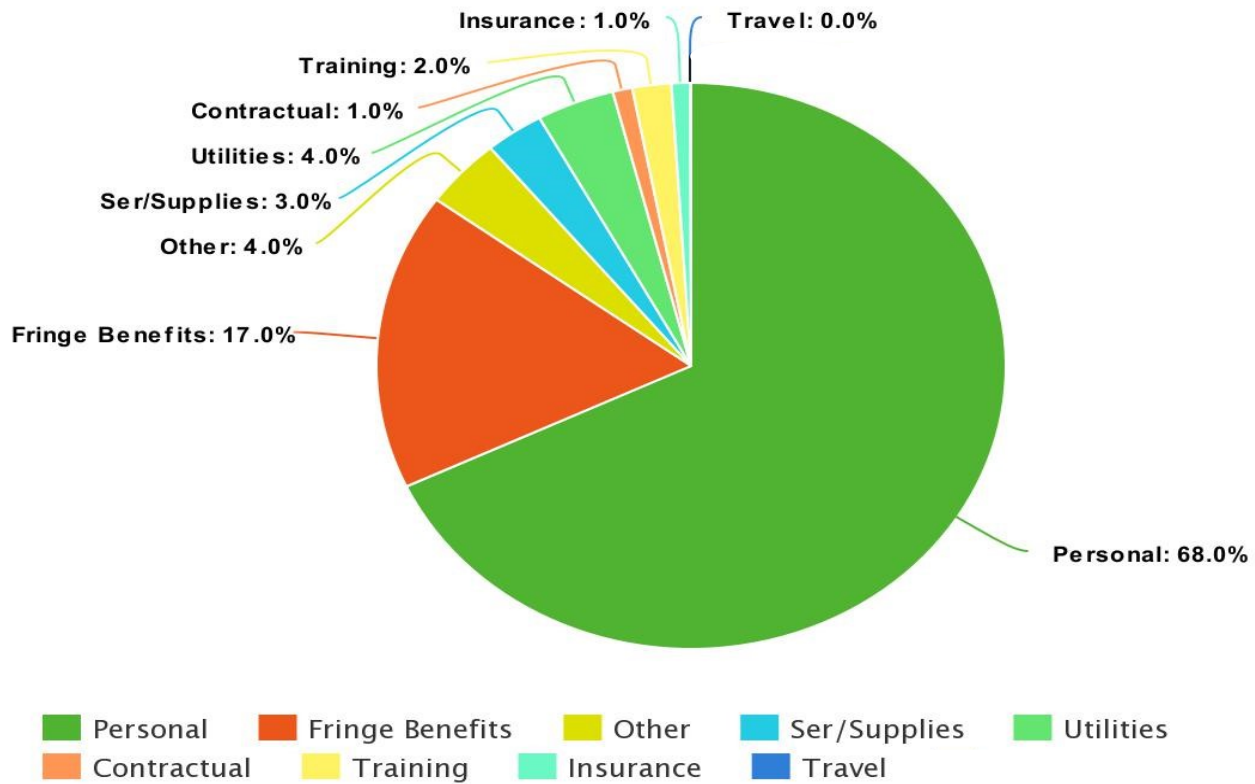
Personnel	Fringe Benefits	Other	Ser/Supplies	Utilities	Contractual	Training	Insurance	Travel
1,183,738	282,476	109,101	60,500	67,600	50,812	22,316	23,400	425

Our fiscal year begins December 1st and ends November 30th. Our school year begins August through May for Head Start. Due to the timeframe of when our fiscal year and school year begin our expenditures are reflective of our projected budget will begin December 1, 2018.

Projected Early Head Start Budget 2018-2019

Early Head Start

Federal Funds	\$439,254
Non Federal Share	\$215,895
Public funds:	
Board of County Commissioners	\$1200

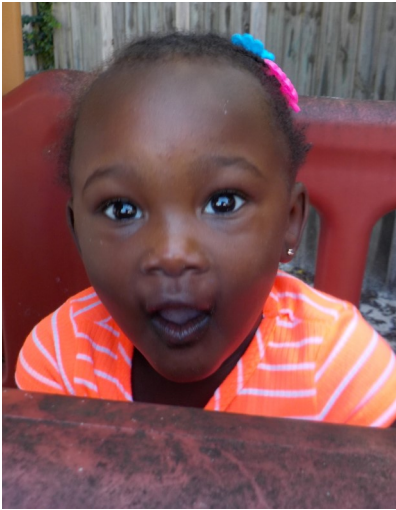


meta-chart.com

Personnel	Fringe Benefits	Other	Ser/Supplies	Utilities	Contractual	Training	Insurance	Travel
299,348	73,145	1600	15,699	18,188	2558	10,041	4200	75

Our fiscal year begins December 1st and ends November 30th. Our school year begins July through July for Early Head Start. Due to the timeframe of when our fiscal year and school year begin our expenditures are reflective of our projected budget will begin December 1, 2018.

Head Start Annual Program Performance Indicators



Funded enrollment	203
Number of children served	224
Average daily attendance	88%
Children that received dental exam and needed dental treatment	31%
Children who received dental treatments	99%
Children with up-to-date immunizations	100%
Children with a diagnosed disability	46
Number of volunteers	747
Of the volunteers the number of current of former parents	260
Children projected to enter kindergarten 2018-2019	104
Meals served	87,015



Serving Families and Children

- 226 Families were served
- 117 children come from single parent family homes
- 109 children come from two parent family homes
- 47 parents have less education than high school diploma
- 12 families are homeless
- 17 TANF
- 181 families earn less than 100% of the federal poverty level

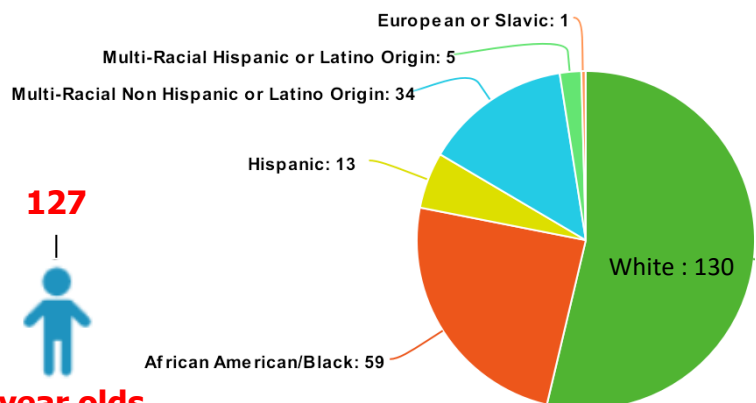
Spoken Language

English 94%

Spanish 5%

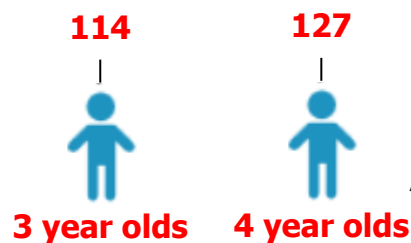
European or Slavic Languages .4%

Racial Demographics



Children per Center

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



Early Head Start Program Performance Indicators

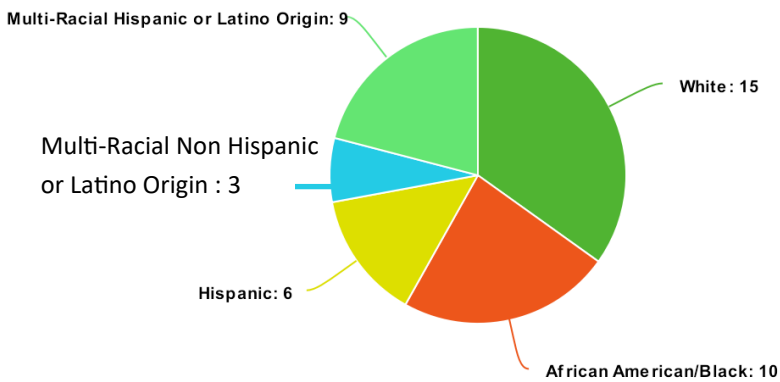


Funded enrollment	36
Number of children served	41
Number of Pregnant women served	1
Average daily attendance	90%
Children with a dental home	60%
Children with up-to-date immunization	100%
Children with a diagnosed disability	6
Number of volunteers	123
Of the volunteers the number of current of former parents	35
Children transitioning to Head Start	8
Meals served	13,868

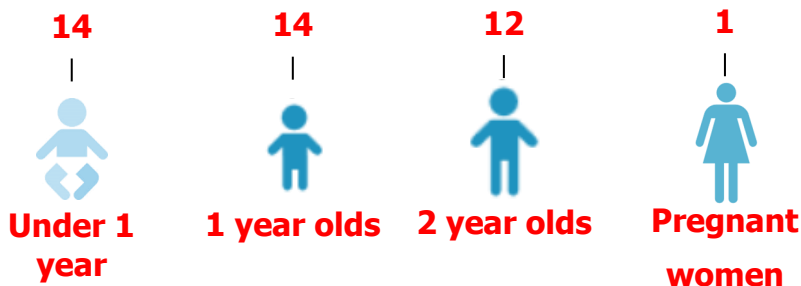


Serving Families and Children

Racial Demographics



- 37 Families were served
- 24 children come from single parent family homes
- 13 children come from two parent family homes
 - 11 parents have less education than high school diploma
 - 0 families are homeless
 - 2 TANF
- 36 families earn less than 100% of the federal poverty level



Spoken Language

English 90%
Spanish 10%

CLASS

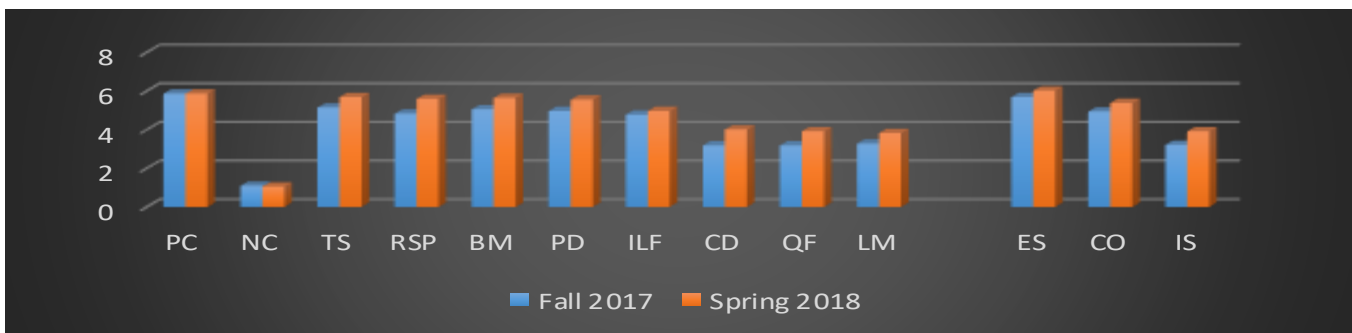
Measuring Interactions with CLASS

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.

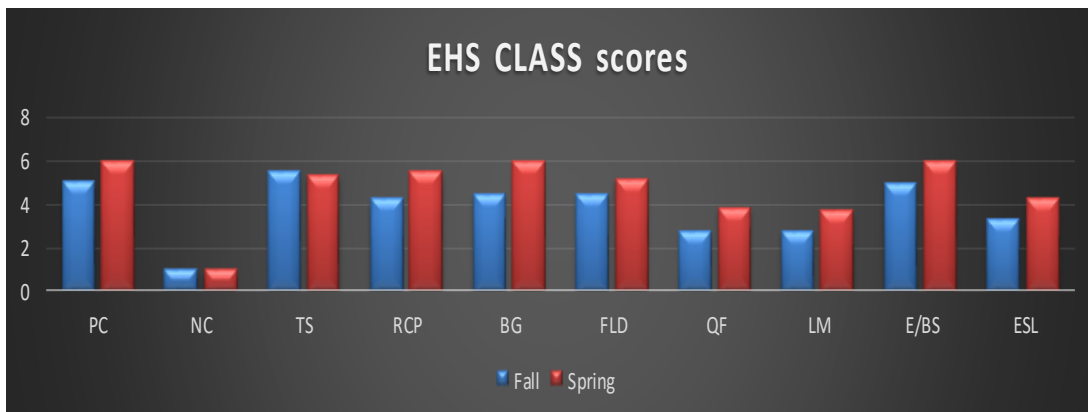
CLASS findings are used in the development of training needs for the classroom staff. The graphs below illustrate Tri-County Head Start's scores for Fall and Spring 2017-2018.

Head Start CLASS Scores



	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
Fall 2017	6	1.1	5.1	4.8	5	5	4.8	3.2	3.2	3.3	5.7	4.9	3.2
Spring 2018	6	1	5.7	5.6	5.6	5.5	5	4	3.9	3.8	6	5.4	3.9

EHS CLASS scores

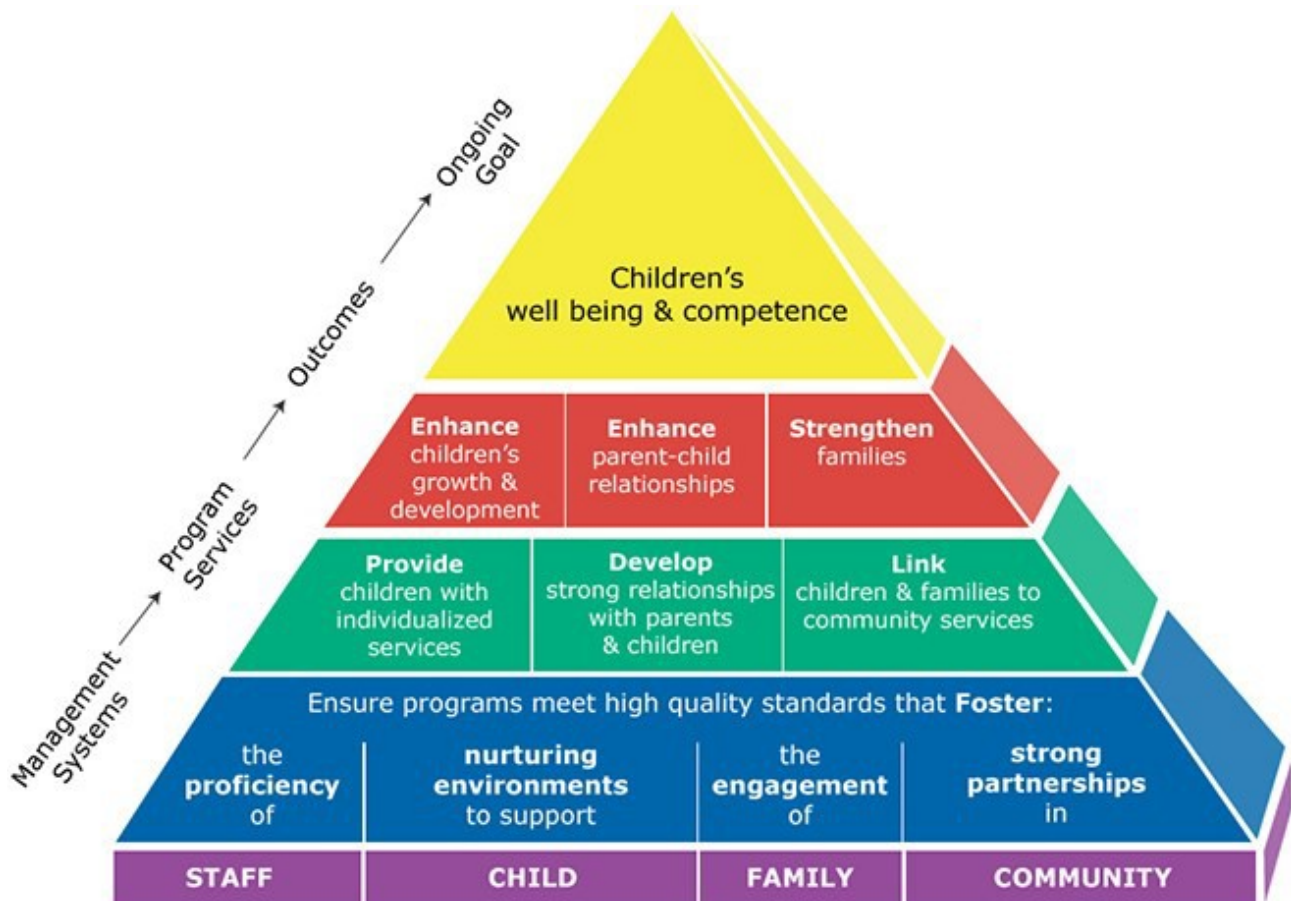


	PC	NC	TS	RCP	BG	FLD	QF	LM	E/BS	ESL
Fall	5	1	5.5	4.3	4.5	4.5	2.75	2.75	4.95	3.34
Spring	6	1	5.33	5.5	6	5.17	3.83	3.67	6	4.23

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.

Teaching Strategies GOLD[®] is an authentic, observational assessment system for children from birth through kindergarten. It will help you get to know children well: what they know and can do, and their strengths, needs, and interests. With this information, you can scaffold children's learning as you offer engaging experiences that help children build on their strengths and interests.

Teaching Strategies GOLD[®] blends ongoing, authentic, observational assessment across all areas of development and learning with intentional, focused, performance-assessment tasks for selected literacy and numeracy objectives. You collect evidence of children's knowledge, skills, and behaviors during meaningful everyday experiences in your program setting. The system is inclusive of children with disabilities, children who are developing typically, and children who demonstrate competencies beyond typical developmental expectations. It also supports the assessment of children who are English- and dual-language learners.

Teaching Strategies GOLD[®] recognizes that young children's development is uneven, that it changes rapidly, and that development and learning are interrelated and overlapping. The assessment system may be used with any developmentally appropriate curriculum; it is not linked exclusively to a particular curriculum.

The primary purposes of the *Teaching Strategies GOLD*[®] assessment system are to help

- observe and document children's development and learning over time
 - plan instruction and scaffold children's learning
 - identify children who might benefit from special help, screening, or further evaluation
- report and communicate with family members and others

The secondary purposes are to help

- collect and gather child outcome information as one part of a larger accountability system
- provide reports to administrators to guide program planning and professional development opportunities

Teaching Strategies GOLD[®] is not a screening or diagnostic tool, a readiness or achievement test, or a teacher- or program-evaluation tool. For accountability purposes, the information obtained should be used as just one part of a larger system of collecting data for decision making.

ChildPlus[®] is a tracking program designed for Head Start to track PIR items, absences, CLASS scores, and various information that is necessary for data input and tracking.

The Classroom Assessment Scoring System[©] (CLASS) is a research-based observation tool used to help teachers and schools improve the effectiveness of classroom interactions.

The CLASS Lens

- Reflects the complexity of classrooms
- Provides a common language for teachers, coaches, observers, and administrators.
- Measures effective teacher-child interactions

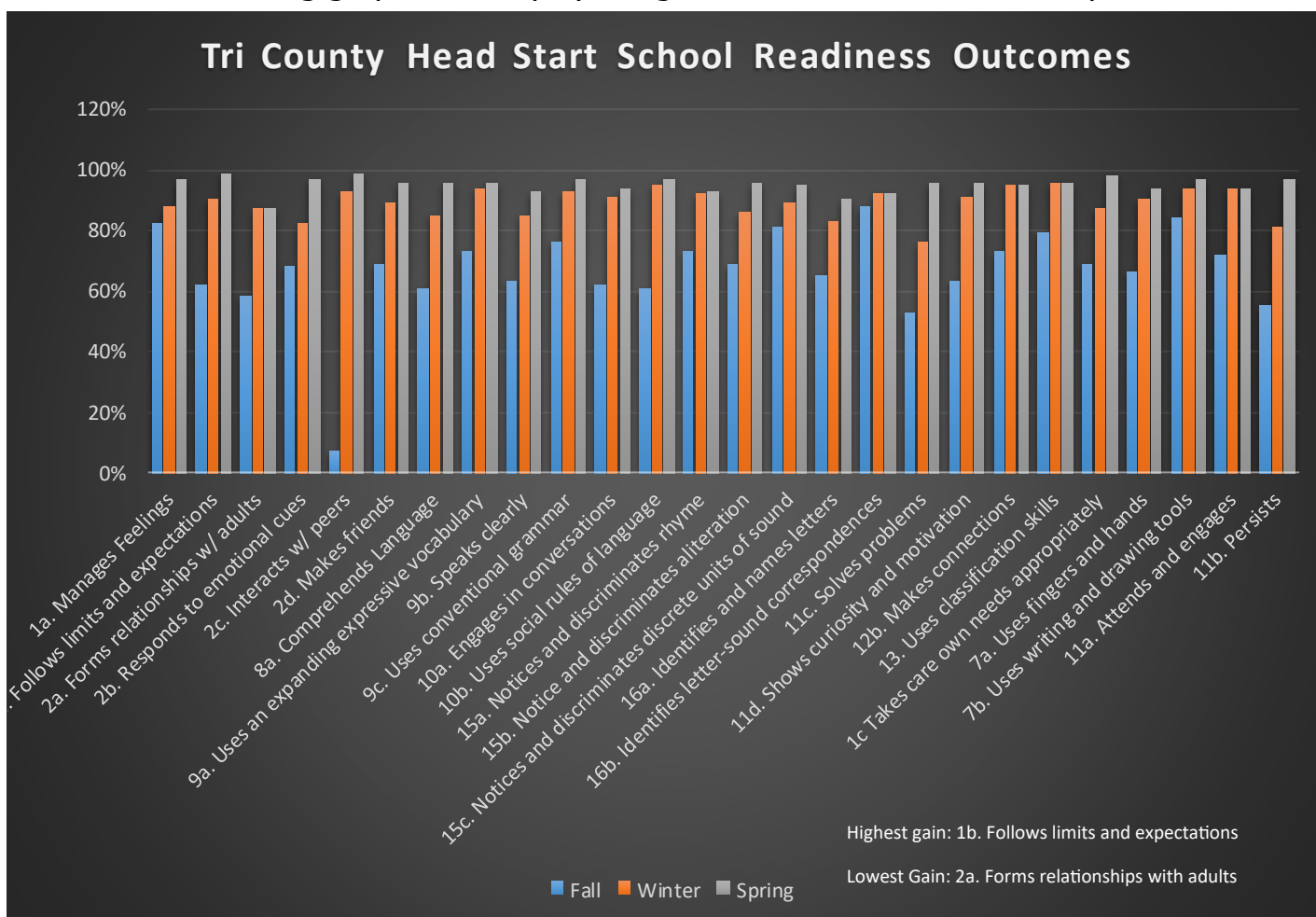
Children's Learning Gains

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.



This chart shows a summation of both meeting and exceeding outcome goals. You can see growth from the Fall of 2017 to the Spring of 2018.

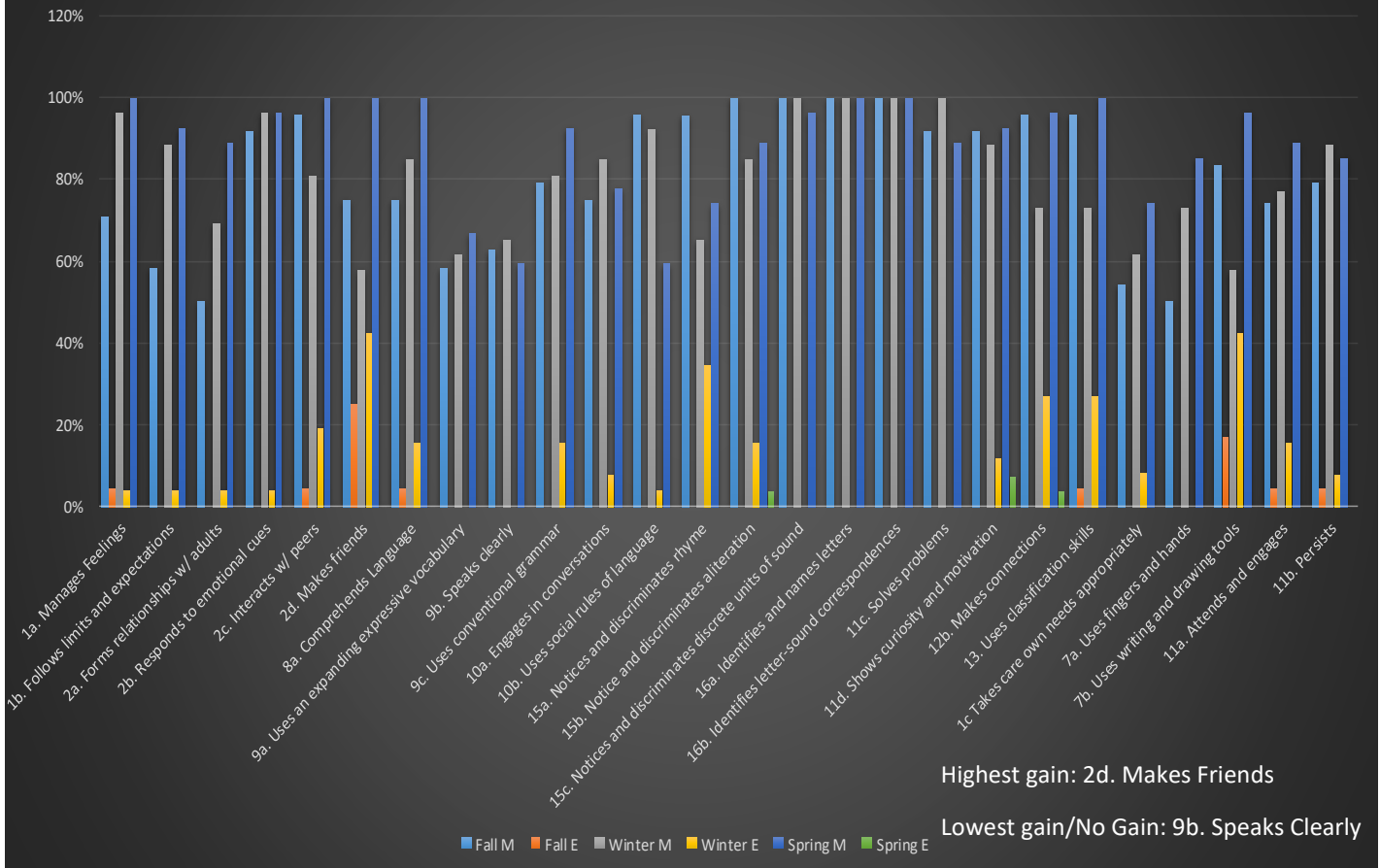
Children receiving services:

42

Children who dropped from program throughout the school year: 47

Absentee Average for 2017-2018				
0 Days	1-2 Days	3-4 Days	5-6 Days	7 or more Days
29%	43%	16%	7%	5%
Total number of absences: 4467 out of 35,474 possible presents.				

Early Head Start School Readiness Outcomes 2017-2018



This chart shows both meeting (M) and exceeding (E) outcome goals. You can see growth from the Fall of 2017 to the Spring of 2018.

Children receiving services: 6

Children who dropped from program throughout the year: 4

Absentee Average for 2017-2018				
0 Days	1-2 Days	3-4 Days	5-6 Days	7 or more Days
10%	17%	8%	3%	4%
Total number of absences: 698 out of 5083 possible presents. (13.7%)				

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 2017-2018 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).

Learn & Play, The Head Start Way!



Activities! Both Inside & Out!





For More Information

Contact Us at:

Phone: (850) 548-9900

www.tricountyheadstart.com



Find Us on Facebook

