

Tri-County Community Council Inc.

Head Start/Early Head Start

Annual Report

2021-2022



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MISISON

Investing in children today for a better tomorrow.

VISION

Partnering with families and communities to reach our full potential.

PROGRAM CORE VALUES

- 1. RESPECT**— Be polite, gracious, and understanding of others, in all situations.
- 2. TEAMWORK**— Cooperate and compromise with others.
- 3. HONESTY**— Be truthful, acknowledge your mistakes, and keep your word.
- 4. COMMUNICATION**— Good communication will foster trust and build relationships.
- 5. COMPASSION**— Be kind and caring.
- 6. PROFESSIONALISM**— Keep a positive attitude, be reliable and strive for excellence.



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.



Program Governance

The governance of all Head Start Programs is shared by a Board of Directors and a Policy Council. The shared responsibility for policy oversight is relative to the quality of services for Head Start children and families as well as the program design and implementation. The Policy Council is made up of parents of currently enrolled children, community partners, and a Board of Directors Liaison.

All parents are welcome to attend Policy Council meetings that meet once a month, but only elected policy members are given the opportunity to vote on presented issues.

Board of Directors

Ron Kelley – Chair

Danny Glidewell - Vice Chair

Rickey Callahan - Treasurer

Suzan Gage – Secretary

Andrew Hill - Member-at-Large

Phillip Music

Howard Vanselow

Alan Bush

Jeri Faircloth

Patricia Latson

John Hofstad

Malcolm Nelson

Anthony Pilot

Anita Halling

Bruce Smith

Russ Henderson

Pamm Chapman

Alex McKinnie

Edward Crutchfield

Policy Council Members

Donna Carnley

Darla Sutton

Charlie Stevenson

Candida Harris

Claudia Jefferson

Katie Sasser

Savannah Ganey

Monica Hill

Elizabeth Fletcher

Carly LeoGrande

Tabatha Roberts

Community Representative —Holmes County

Community Representative —Washington County

Community Representative —Walton County

Parent —Walton Head Start

Parent —Walton Head Start

Parent —Westville Head Start

Parent —Westville Head Start

Parent —Chipleigh Head Start

Parent —Chautauqua Head Start

Parent —Early Head Start CB

Parent —Early Head Start HB

Program Overview

Head Start/Early Head Start is a nationwide, federally funded program whose purpose is to promote school readiness by enhancing the social, physical, and cognitive development of children. Head Start was launched in 1965 by President Lyndon B. Johnson to provide comprehensive health, nutrition, and education services to children living in poverty. Over the last 55+ years, more than 37 million children have benefited from Head Start's unique approach, which is built on the premise that every child, regardless of circumstances at birth, can reach their full potential. Today, Head Start serves more than one million children, families, and pregnant women each year on their path to success.

ABOUT TRI-COUNTY HEAD START/EARLY HEAD START:

OUR SERVICES:

- *Providing nurturing, responsive, and effective interactions, and engaging environments.
- *Ensuring frequent medical screenings, immunizations, and dental services.
- *Healthy nutritional assistance, including meals & formula for center-based options.
- *Referral services for a range of individual child and family needs.
- * Opportunities for parents to participate in school decision making.
- *Diapering & Toilet Training, including diapers for center-based options.

Our programs support children's growth and development in a positive learning environment through a variety of services. These services include early learning, health, and family wellbeing through opportunities such as: Our mission at Tri-County Head Start/Early Head Start is to provide comprehensive early childhood services that enhance the lives of children and families to collaboratively foster school readiness and self-sufficiency. We provide services in Washington, Holmes, and Walton counties of Florida. Our Head Start/Early Head Start programs are based in centers, and within homes of families in our home-based option. The programs provide services at no cost, for infants, toddlers, preschool aged children, and pregnant women. Our Head Start program is funded to serve 203 children. Head Start delivers services at no cost to eligible children ages three to five years old, and their families. Our Head Start program provides comprehensive services in the core areas of early learning, health, and family wellbeing while engaging parents as partners every step of the way.

EARLY HEAD START:

Early Head Start provides early, continuous, intensive, and comprehensive child development and family support services to low-income infants and toddlers and their families, and pregnant women and their families. Early Head Start serves 36 children, Early Head Start programs provide services to families through a full day, full year program. Tri-County provides EHS services in both center based and home-based settings. Both options provide early learning, care, and enrichment to our enrolled children. The Early Head Start Home-Based program is offered for 12 children. This program services pregnant women and families with children up to age 3. Our Home-Based Program is a continuation of the comprehensive services we offer at Early Head Start. It is a way to offer support, guidance, information, and child development services directly to children and families within their homes. Home visiting is also unique because it offers an opportunity for families to get the support, they want in their own homes weekly.

2021-2022 School Year Update

We are still facing challenges from the previous school year. It has been very challenging with the difficulty of hiring staff, current staff taking on extra duties in addition to their regular job, as well as having to shut down on a few occasions. We were able to open our Head Start classrooms and Early Head Start at full capacity. We also offered Head Start families virtual opportunities if not comfortable with in-person services. We opened our classrooms with safety in mind. We were unable to open three Head Start classrooms due to the inability to hire staff.

We did the following – check temperatures, limiting visitors, performing extra cleaning, eating in the classrooms, keeping classrooms together and not mingling with the other classrooms to name a few. We followed the CDC and Health Department guidelines to the extent possible. As the year went on, we were able to start adding more children for in-person services and were able to provide some family activities. Our staff and families have been troopers enduring and working through all the challenges we faced.

Our program could not do it without the faithfulness of staff and the trust of the families to send their children to our program. We understand that the challenges will continue for awhile and we will do what is needed to provide the safest learning environment for the children.

A BIG THANK YOU TO ALL OUR STAFF AND FAMILIES.

We cannot do this without you.



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. Two sites have a cook assistant, two sites also have center assistants, and two sites have 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 three program coordinators, two specialists, an administrative assistant, a director's assistant, and a director that support the centers. There are a total of 55 staff members.



CEEC
908-B Hwy 90 W.
DeFuniak Springs, FL 32433 32 children, 2 classrooms, 7 staff
Phone: (850) 892-6144



Chipley Head Start
1264 South Blvd.
Chipley, FL 32428 20 children, 1 classroom, 4 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, 10 staff



Walton Head Start
268 S. Davis Lane
DeFuniak Springs, FL 32435 74 children, 3 classrooms, 14 staff
Phone: (850) 892-7635



Westville Head Start
2499 Cypress Street
Westville, FL 32464 77 children, 4 classrooms, 15 staff
Phone: (850) 548-5630

On-Site Monitoring

FY 2021-2022 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 2021 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 2021 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 2021 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 the Focus Area Two Monitoring Protocol in January 2022. The review determined that there were no findings or areas of concern.

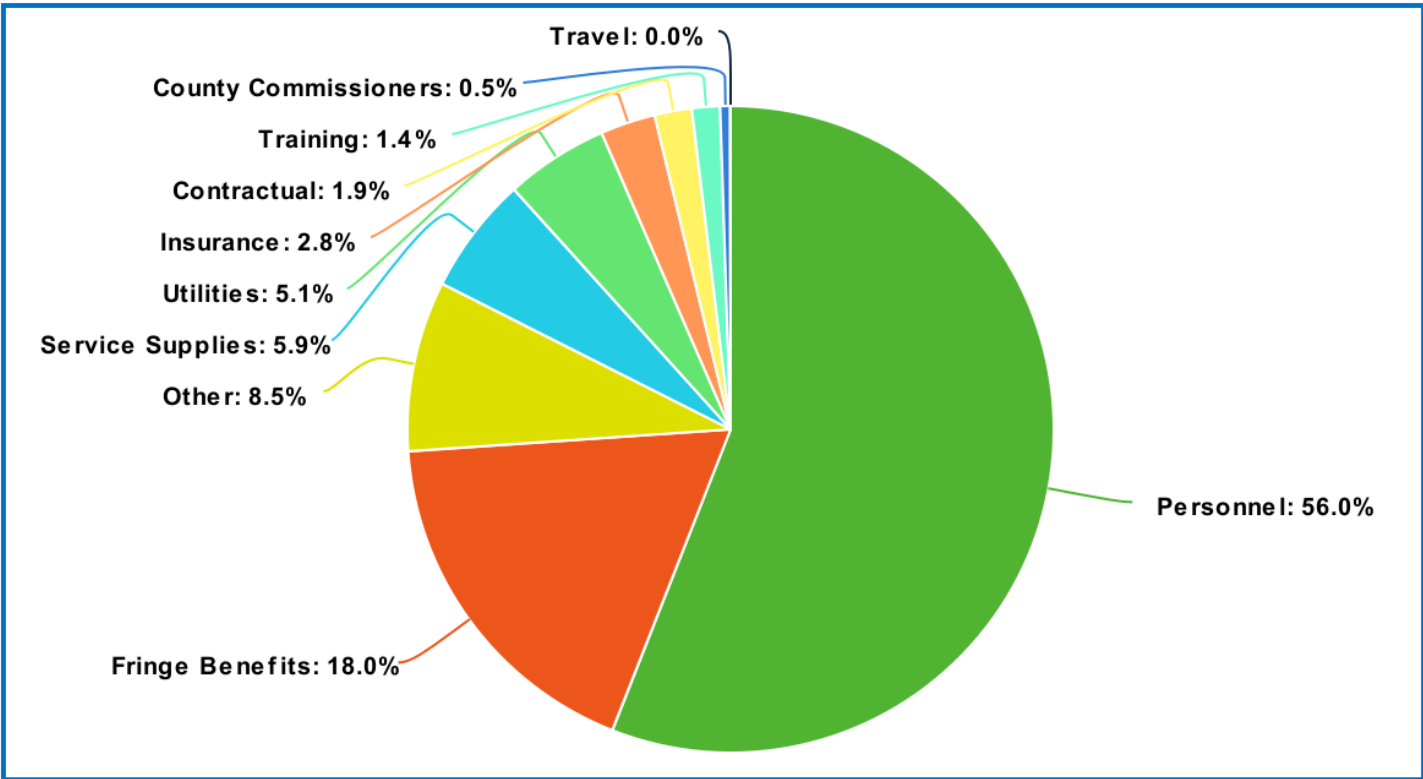
Annual Audit Results

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 2020-2021

Head Start

Federal Funds	\$1,861,077
Non Federal Share	\$0
Public funds:	
Board of County Commissioners	\$9,600



- Personnel
- Fringe Benefits
- Other
- Service Supplies
- Utilities
- Insurance
- Contractual
- Training
- County Commissioners
- Travel

Personnel	Fringe Benefits	Other	Service Supplies	Utilities	Contractual	Training	Insurance	Travel	County Commissioners
\$1,046,939	\$335,807	\$159,401	\$110,013	\$96,200	\$34,757	\$26,295	\$51,665	\$0	\$9,600

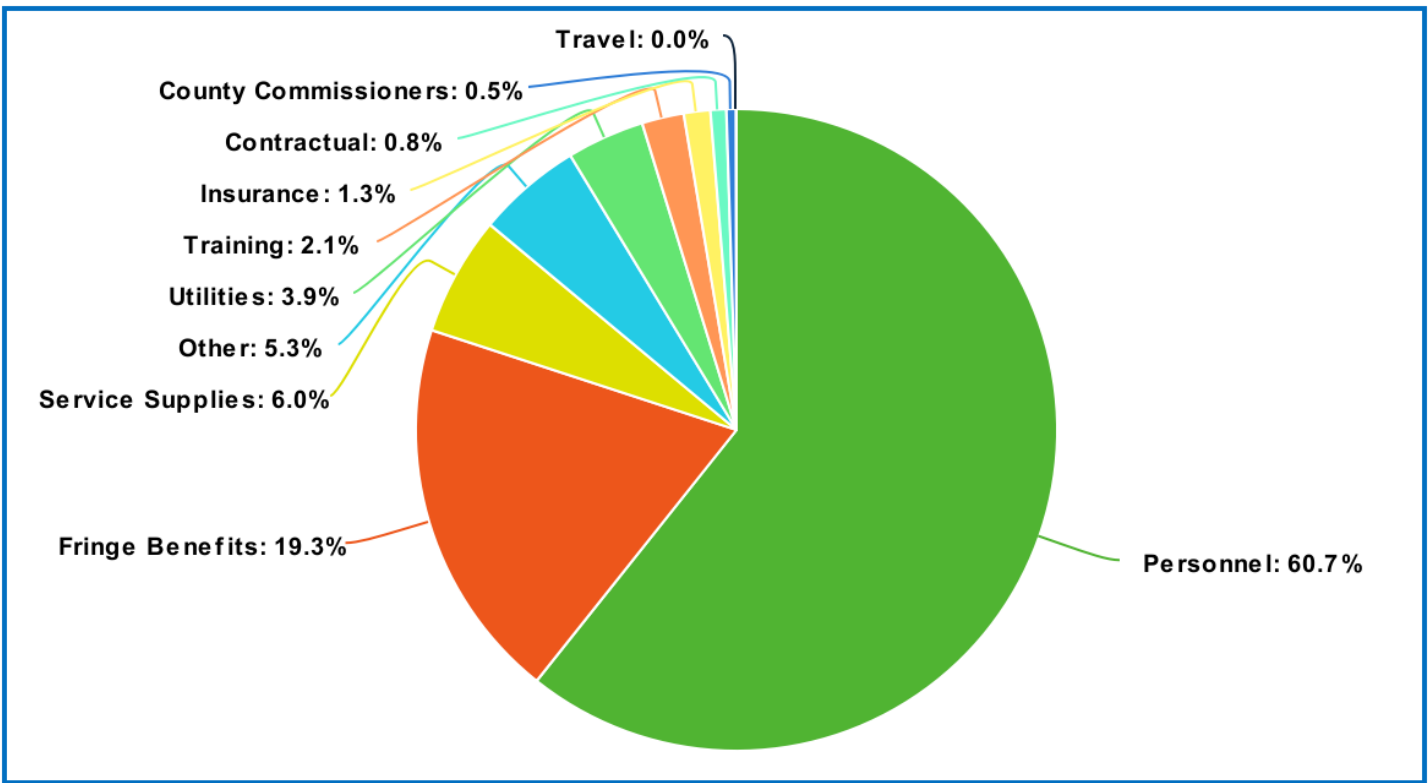
Our Head Start/Early Head Start fiscal year begins December 1st and ends November 30th. There was approximately \$84,127 that we did not spend.

Our program received a non-federal share waiver this fiscal year in the amount of \$480,507.

Early Head Start Budget Expenditures 2020-2021

Early Head Start

Federal Funds	\$474,359
Non Federal Share	\$0
Public funds:	
Board of County Commissioners	\$2,400



■ Personnel
 ■ Fringe Benefits
 ■ Service Supplies
 ■ Other
 ■ Utilities
■ Training
 ■ Insurance
 ■ Contractual
■ County Commissioners
■ Travel

Personnel	Fringe Benefits	Other	Service Supplies	Utilities	Contractual	Training	Insurance	Travel	County Commissioners
\$288,100	\$91,749	\$25,062	\$28,543	\$18,542	\$3,773	\$10,041	\$6,352	\$0	\$2,400

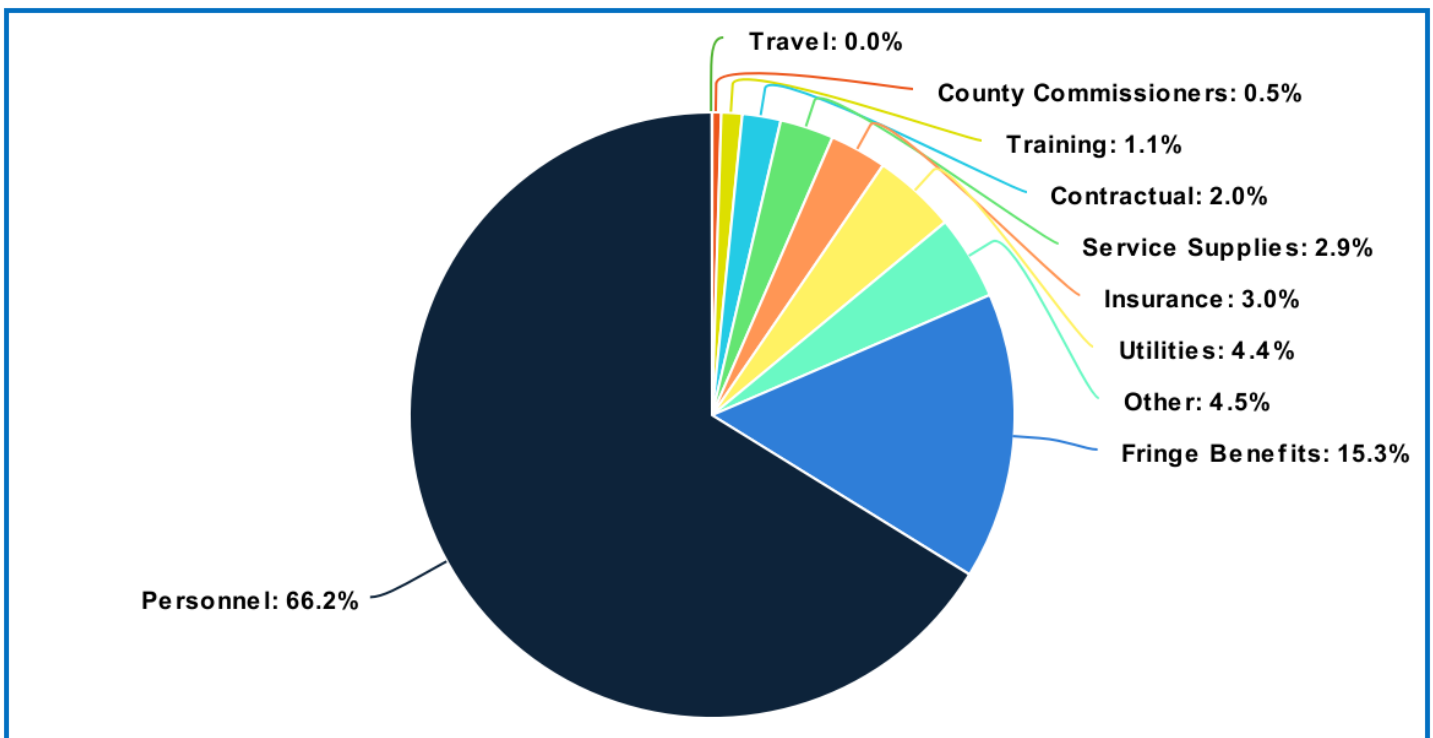
Our program received a non-federal share waiver this fiscal year in the amount of \$117,191.

There was \$2,197 that was not spent.

Projected Head Start Budget 2022-2023

Head Start

Federal Funds \$1,999,611
 Non Federal Share \$124,976
 Public funds:
 Board of County Commissioners \$9,600



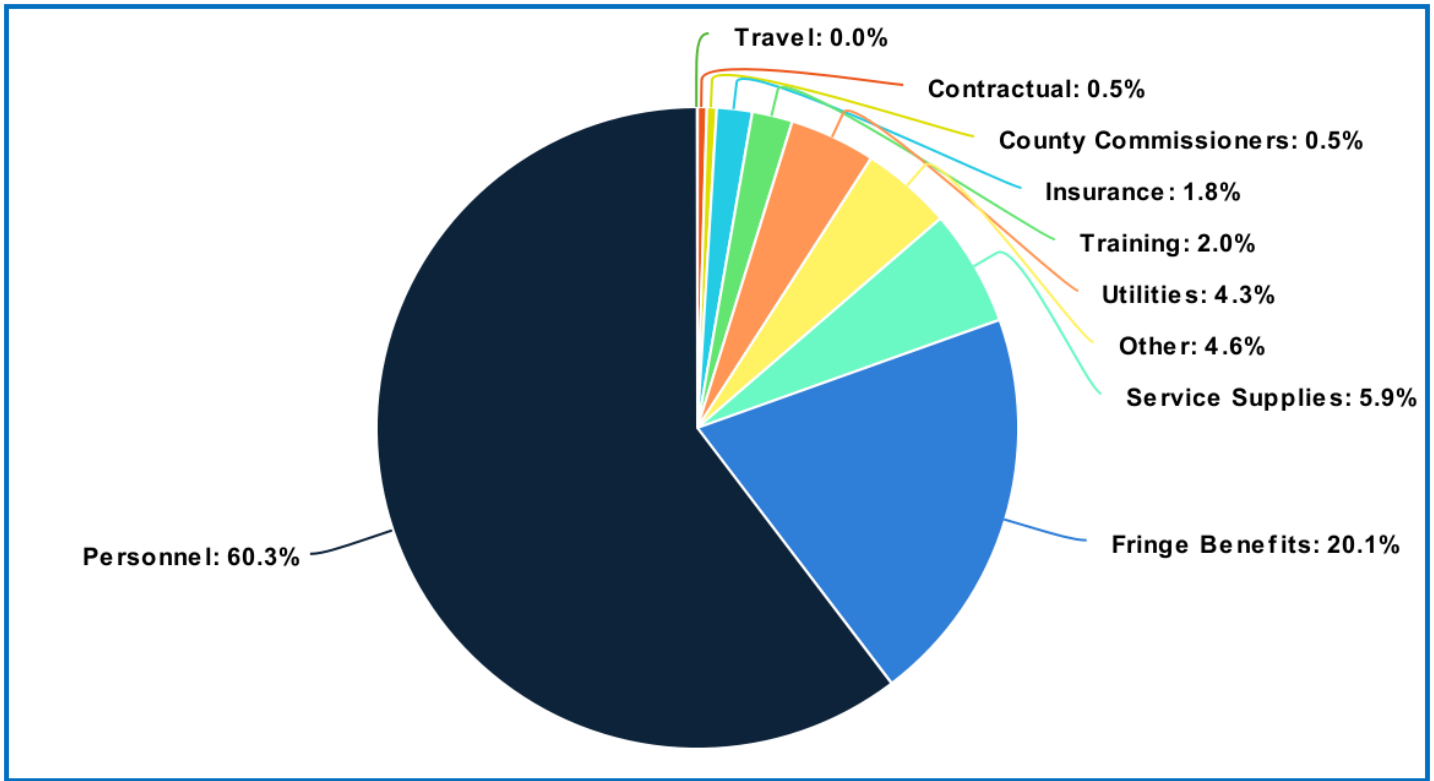
Personnel	Fringe Benefits	Other	Service	Utilities	Contractual	Training	Insurance	Travel	County Commissioner
\$1,329,618	\$307,618	\$90,532	\$57,570	\$89,400	\$41,123	\$22,316	\$61,000	\$350	\$9,600

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 30th. Our projected budget will begin December 1st. A non-federal share waiver of 75% is being requested in the amount of \$374,927.

Projected Early Head Start Budget 2022-2023

Early Head Start

Federal Funds	\$487,807
Non Federal Share	\$30,488
Public funds:	
Board of County Commissioners	\$2,400



- Travel
- Contractual
- County Commissioners
- Insurance
- Training
- Utilities
- Other
- Service Supplies
- Fringe Benefits
- Personnel

Personnel	Fringe Benefits	Other	Service Supplies	Utilities	Contractual	Training	Insurance	Travel	County Commissioners
\$295,828	\$98,595	\$22,362	\$28,724	\$21,200	\$2,257	\$10,041	\$8,700	\$100	\$2,400

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 30th. Our projected budget will begin December 1st. A non-federal share waiver of 75% is being requested in the amount of \$91,464.

Head Start Annual Program Performance Indicators



Funded enrollment	203
Number of children served	162
Children with a diagnosed disability	18
Number of volunteers	367
Of the volunteers the number of current or former parents	150
Children projected to enter kindergarten in 2021-2022	66
Meals served	50,147

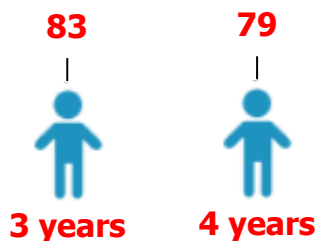


Serving Families and Children

- 145 Families were served
- 15 Families are homeless
- 1 TANF
- 121 Children with families that earn less than 100% of the federal poverty level
- 13 Foster
- 12 Other Eligibility

Children per Center

- CEEC-32
- Chipley-20
- Walton-74
- Westville-77

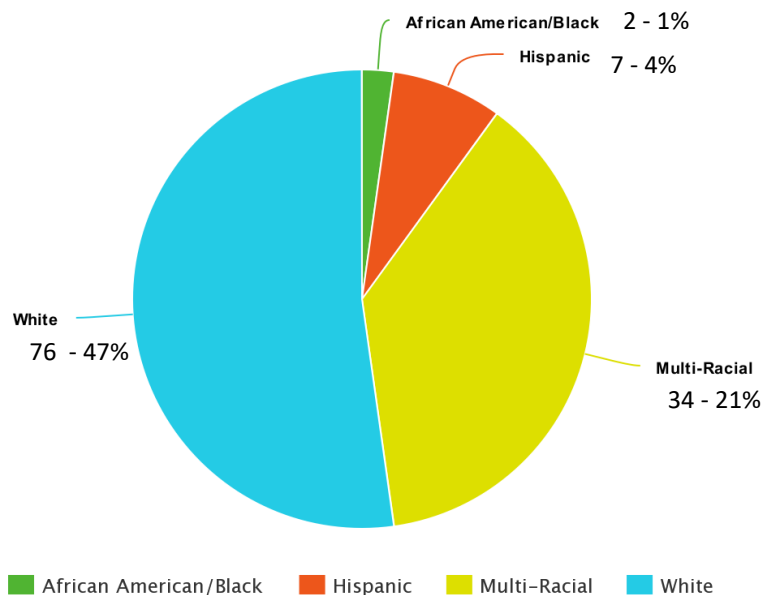


Spoken Language

English 96%

Spanish 4%

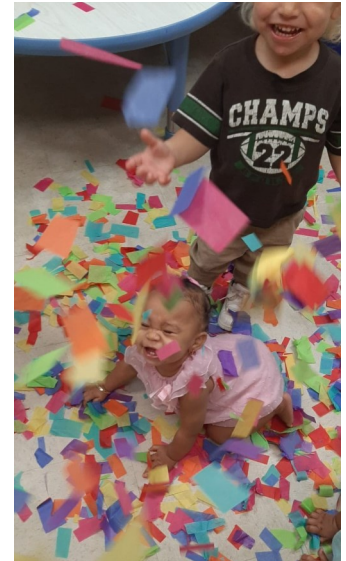
Racial Demographics



Early Head Start Program Performance Indicators



Funded enrollment	36
Number of children served	48
Number of Pregnant women served	0
Children with a diagnosed disability	10
Number of volunteers	40
Of the volunteers the number of current or former parents	21
Children transitioning to Head Start in 2022-2023	9
Meals served	10,857



Serving Families and Children

- 42 Families served
- 4 families are homeless
- 35 children with families that earn less than 100% of the federal poverty level
- 2 Over income
- 3 Foster

Spoken Language

English 98%

Spanish 2%

14



Under 1 year

14



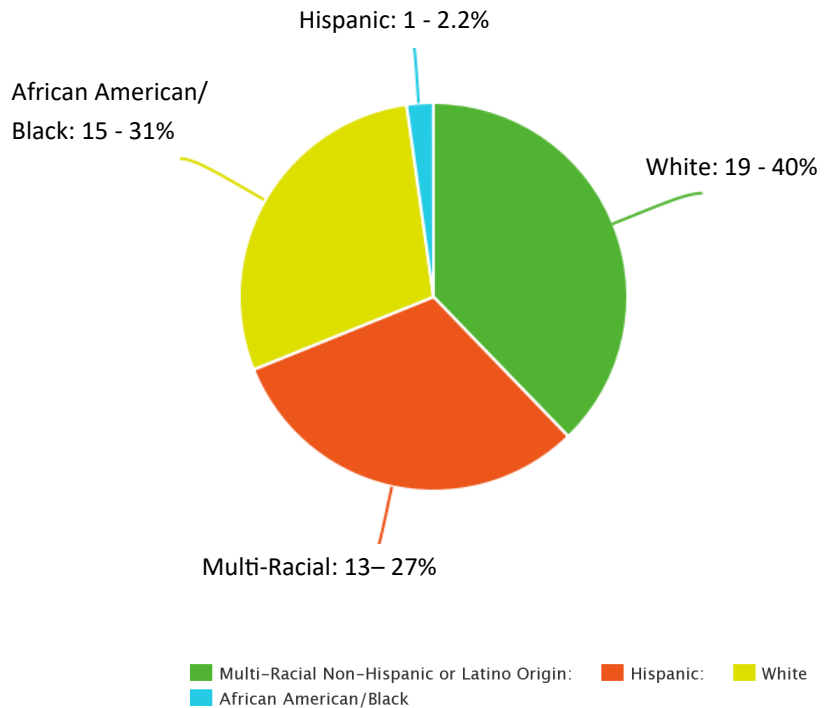
1 year

20



2 years

Racial Demographics



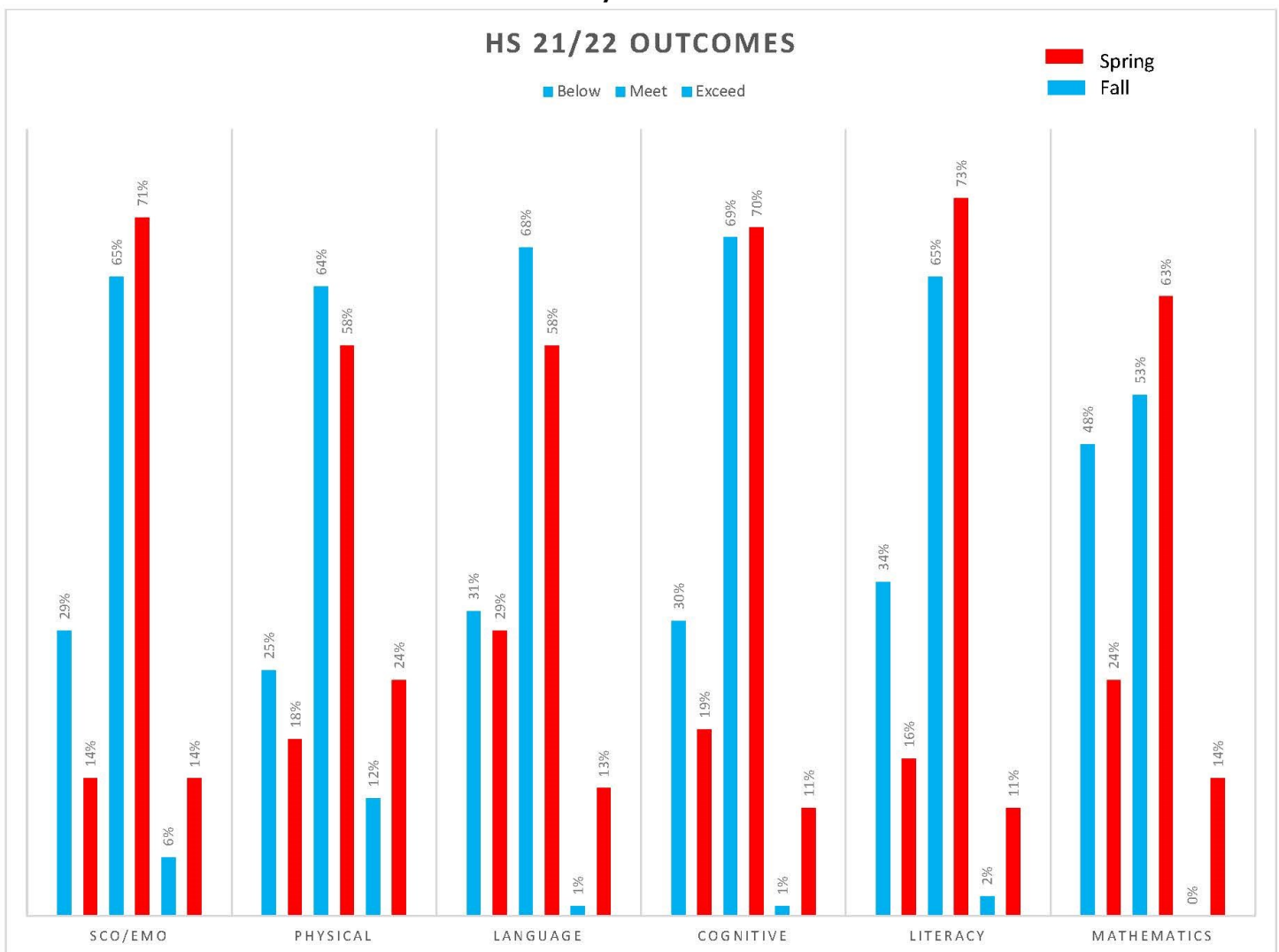
■ Multi-Racial Non-Hispanic or Latino Origin:
 ■ Hispanic:
 ■ White
■ African American/Black

Head Start Fall—Spring 2021-2022

Developmental Data Analysis

When examining Head Start data for Fall 2021 and comparing it to the data from Spring 2022, we notice a path. These results are favorable, Social and Emotional Development and Language Development will need concentrated focus as the program moves forward. COVID has impacted our children's social and emotional well-being and prevented children from interacting and being around other children.

Our teaching staff have had training on implementing the Creative Curriculum Fidelity for Preschool with a focus on using daily resources, physical environment, teacher-child interactions structure, families, and Teaching Strategies GOLD Assessment. They also received training on Social and Emotional Curriculum Conscience Discipline and AI's Pals. We expect to see the continuous progression and maintain the gains in the upcoming school year.

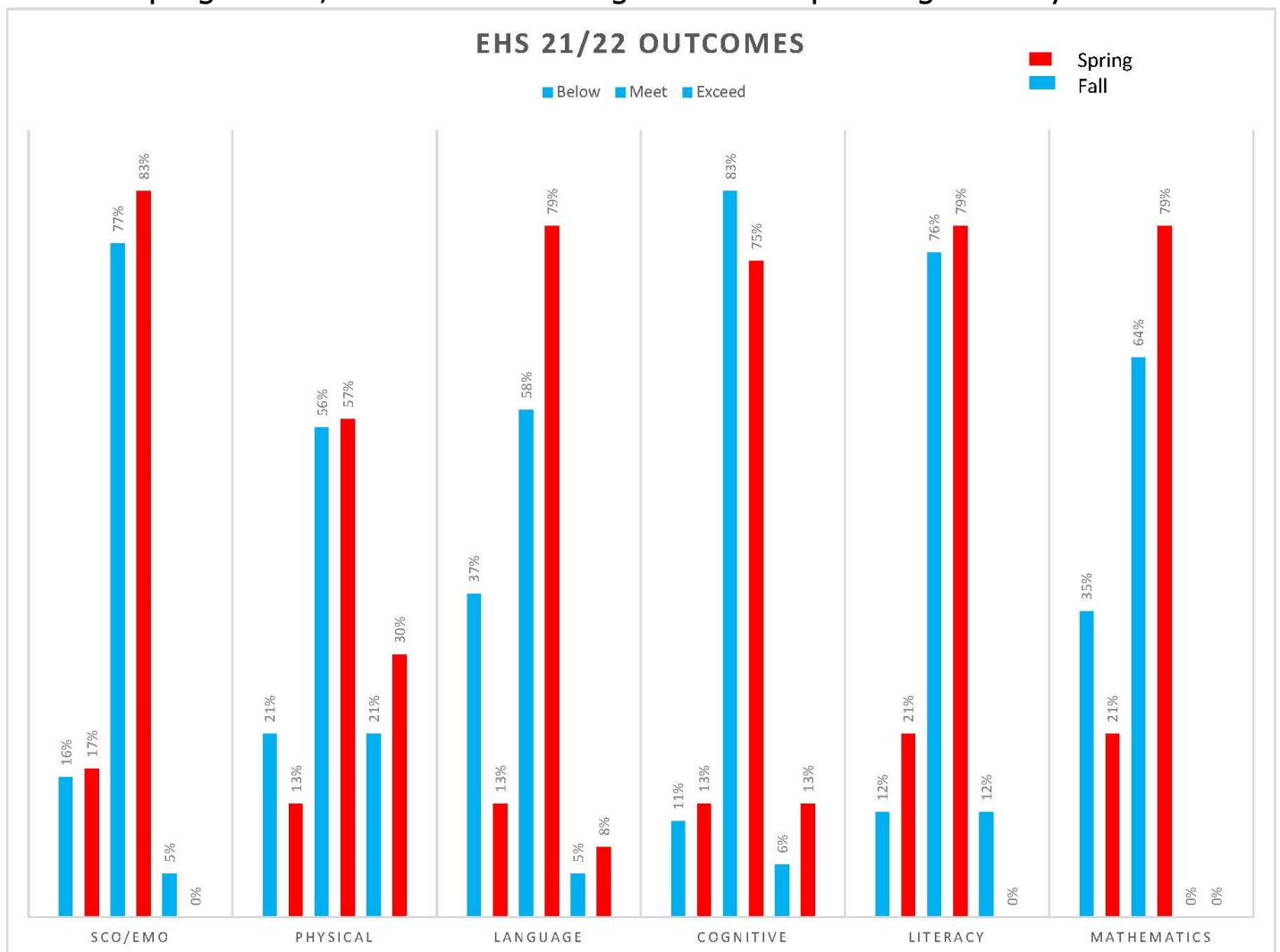


Early Head Start Fall—Spring 2021-2022

Developmental Data Analysis

Early Head Start data shows a consistent increase in gains in each developmental area. Cognitive Development, Cognitive or braining development means the learning process of memory, language, thinking, and reasoning. Children should demonstrate a positive approach to learning, remember and connect experiences, use classification skills, and use symbols and images to represent something that is not present. (ex: build roads using blocks). In 2021 83% of EHS children meet the widely held expectations of Cognitive development. By Spring of 2022 the percentage rate had 75% meeting the widely held expectations and 13% of the children were exceeding the widely held expectation.

For the New school year, Tri-County has provided the staff with implementing the curriculum using the Daily Resources, plannings activities in the domains of Creative Curriculum for Infants Toddlers, and Twos. One of the learning objectives was to examine the importance of fidelity of implementation and how it positively supports children and families and caregivers in the program. We expect to see the continuous progression, and maintain the gains in the upcoming school year.





Tri-County Head Start/Early Head Start

Fall 2021-Winter 2022 Developmental Data Analysis

According to the Early Childhood Learning and Knowledge Center (ECLKC) “Head Start views school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life. Implementing and measuring progress toward school readiness goals helps programs individualize for each child and ensure that children know and can do what is needed to be ready for kindergarten.”

This comparative Report is generated from checkpoint data associated with the objectives for development and learning for the pre k-4 age group. The report scores readiness based on Social Emotional, Physical, Language, Cognitive, Literacy, and Mathematical development, and is a comparison of the Fall 2021-22 and Spring 2021-22 checkpoint periods as based on widely held expectations.

Teaching Strategies Gold defines the term *widely held expectations* describes the range of knowledge, skills, and abilities that children of a particular age or class/grade typically demonstrate over a year of life (birth through age 3) or from the beginning to the end of a program year (preschool 3, pre-K 4, kindergarten, first grade, second grade, third grade). These widely held expectations are based on the latest research in early childhood education, are demonstrated in the progressions for *GOLD* Objectives for Development and Learning 1–23* and are used to help determine if a child's (or group of children's) knowledge, skills, and abilities are below, meeting, or exceeding their age or class/grade's expected range of knowledge, skills, and abilities.

Comparative Percentages Based on Widely Held Expectations

Social Emotional Development

According to ECLKC, “Social development refers to a child’s ability to create and sustain meaningful relationships with adults and other children. Emotional development is a child’s ability to express, recognize, and manage his or her emotions, as well as respond appropriately to others’ emotions.” Gold measures social and emotional development based on things such as the child’s ability to interact well with others, manage feelings, and take care of their own needs in an appropriate manner.

Physical Development

Physical development refers to the child’s ability to use both gross and fine motor skills. These skills must be developed so children are able to complete everyday tasks in life such as walking, balancing, manipulating objects, and using writing tools.

Language Development

In the Head Start Early Learning Outcomes Framework (ELOF) introduction to language and literacy, it says, "Communication is fundamental to the human experience and language and literacy are essential to children's learning." Language development is measured by the child's ability to comprehend language, follow directions, use expanding vocabulary, speak clearly, talk about another time or place, engage in conversations, and use the social rules of language.

Cognitive Development

Preschool cognitive development deals with studying a child's thinking and reasoning abilities. Teaching Strategies Gold measures if the child is attentive and engages during class time. Does the child persist in completing tasks and can he/she solve problems? Children should also show curiosity, be able to recognize and recall and make connections. Flexible thinking is another important component of cognitive development. This type of thinking helps children consider alternative possibilities, encourages them to find ways to resolve conflict, and solve problems with the tools and materials they have access to.

Literacy

Research has shown that children who do not learn to read and write by the end of the primary grades (3rd grade) are at risk for school failure. Effective instruction in the early years have a large impact on literacy development in children since listening, speaking, reading, and writing develop interdependently in children. Teaching Strategies Gold allows tracking of each of these areas.

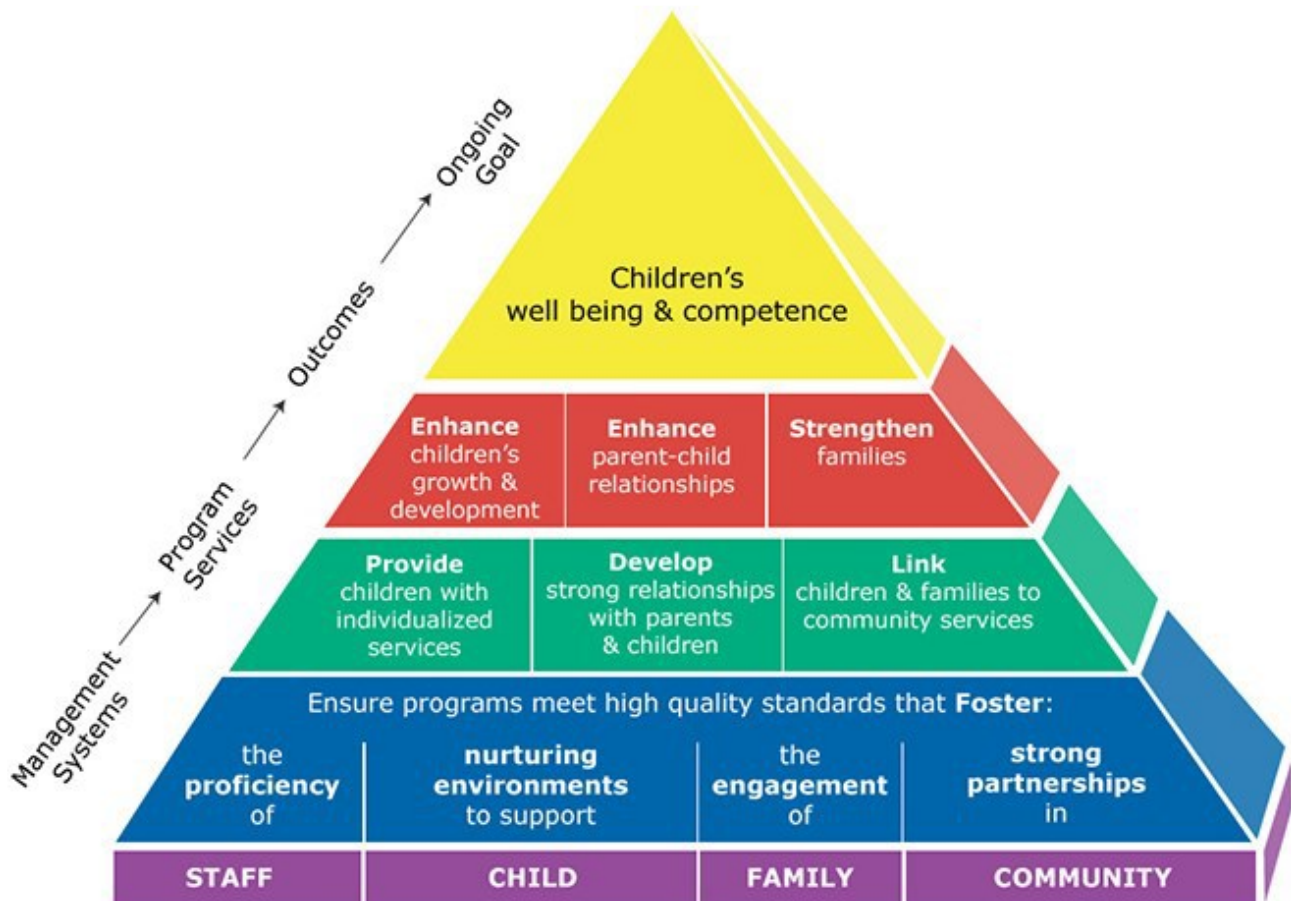
Mathematics

Studies show that a child's mathematical knowledge in kindergarten is an indicator of the future of success in mathematics throughout their school years. Children must be exposed to the skills of problem solving, reasoning, communication, making connections, and representing to learn mathematics. To have a solid foundation in math, children must be able to use number concepts and operations, explore and describe spatial relationships and shapes, compare and measure, and demonstrate knowledge or patterns.

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 you

- 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 you

- 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.

CHILD PLUS[®] 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





For More Information

Contact Us at:

Phone: (850) 548-9900

www.tricountyheadstart.com



Find Us on Facebook

