



# Tri-County Community Council Inc. Head Start/Early Head Start



**Annual  
Report  
2018-  
2019**

# 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.



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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.



# 2018-2019 School Year Update

Our 2018-2019 school year was very challenging as we dealt with Hurricane Michael. Our Chipley center was damaged and we were unable to serve the children in the center. We were able to offer services through transporting the children to our Westville center. The families met our bus at the Chipley centers parking area and the children were transported to Westville for class. The families that did not want to send their children to Westville were offered weekly home visits by our staff. It took months to get a contractor to quote what it would take to repair the center and then months to get the repairs complete. The repairs are complete. Due to the information in our community assessment and maintaining enrollment we had to make a difficult decision to not open the Chipley center in the 2019-2020 school year. We will provide transportation for the Chipley families that want their child to attend Head Start in Westville. There were 17 slots moved to Westville and 20 slots moved to our Walton center for school year 2019-2020. We plan to visit the needs of our communities after reviewing the community assessment update in May/June 2020 for school year 2020-2021.

## School Principles Visit Head Start



# 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 60 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, 12 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, 15 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.

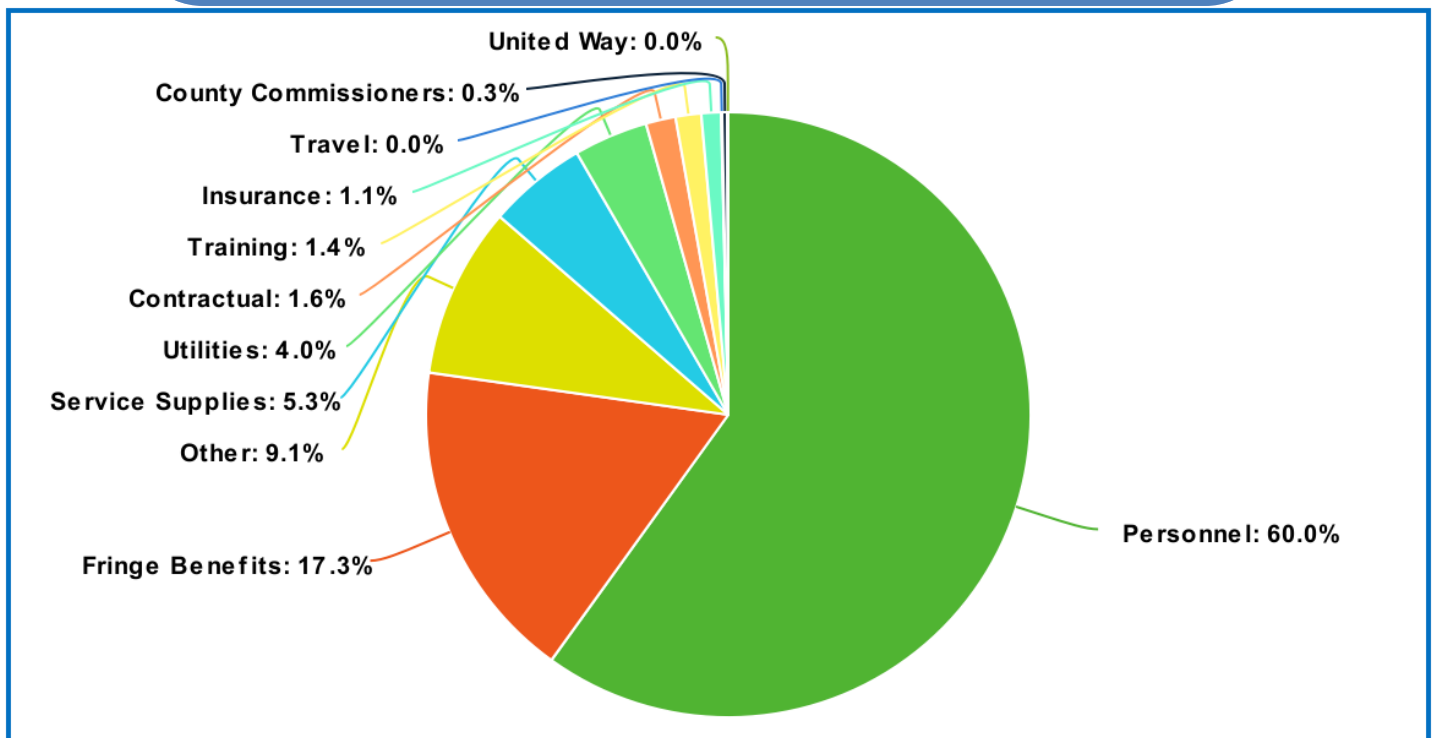
## Annual Audit Results

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 2017-2018

## Head Start

Federal Funds \$1,755,310  
 Non Federal Share \$438,828  
 Public funds:  
     United Way \$594.83  
     Board of County Commissioners \$4,995



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

Personnel	Fringe Benefits	Other	Service Supplies	Utilities	Contractual	Training	Insurance	Travel	County Commissioners	United Way
\$1,055,767	\$304,374	\$160,796	\$92,881	\$69,767	\$28,143	\$24,066	\$18,636	\$880	\$4,995	\$594.83

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

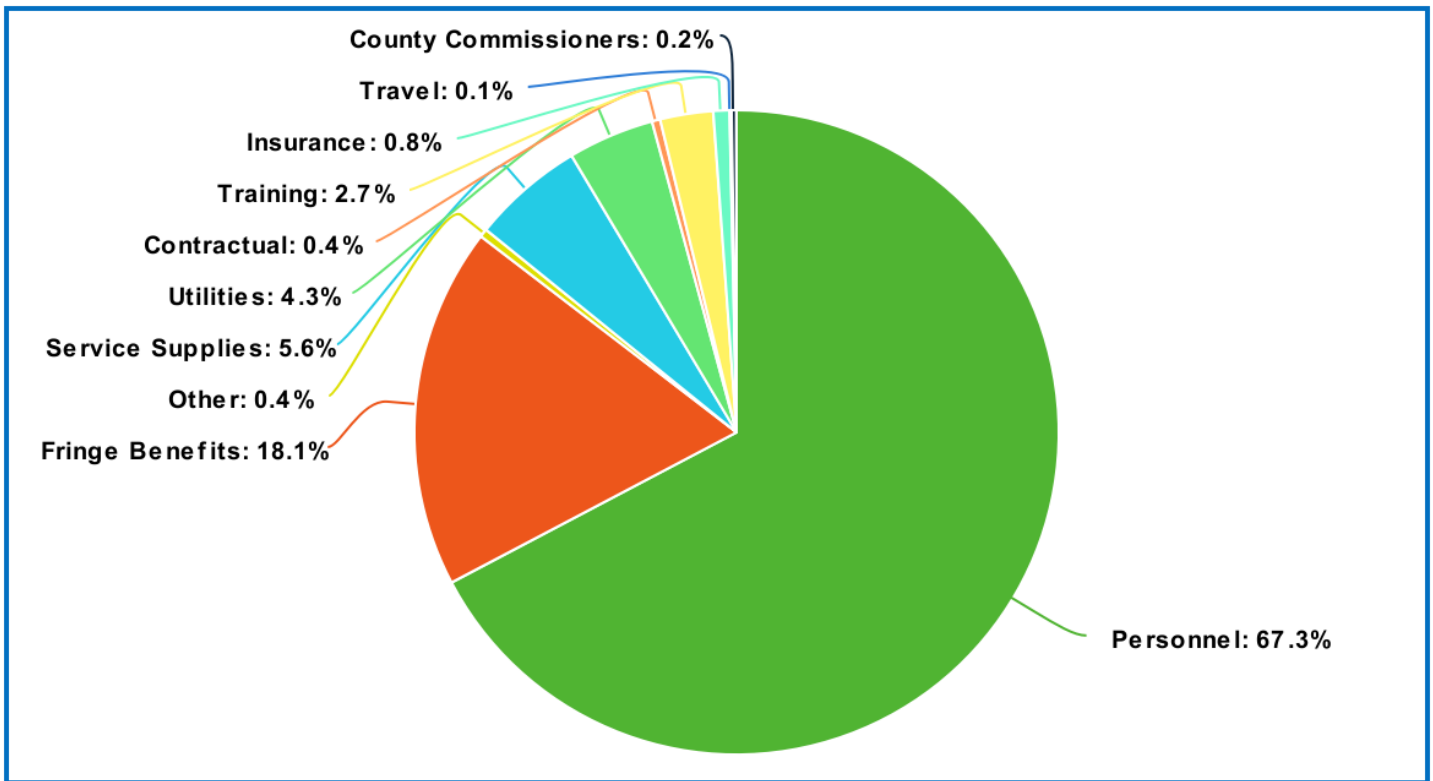
Our program received a non-federal share waiver this fiscal year in the amount of \$394,937.



# Early Head Start Budget Expenditures 2017-2018

## Early Head Start

Federal Funds \$428,377  
 Non Federal Share \$107,095  
 Public funds:  
 Board of County Commissioners \$1,016



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

Personnel	Fringe Benefits	Other	Service Supplies	Utilities	Contractual	Training	Insurance	Travel	County Commissioners
\$278,538	\$75,055	\$17,152	\$23,214	\$17,967	\$1,711	\$11,000	\$3,321	\$419	\$1,016

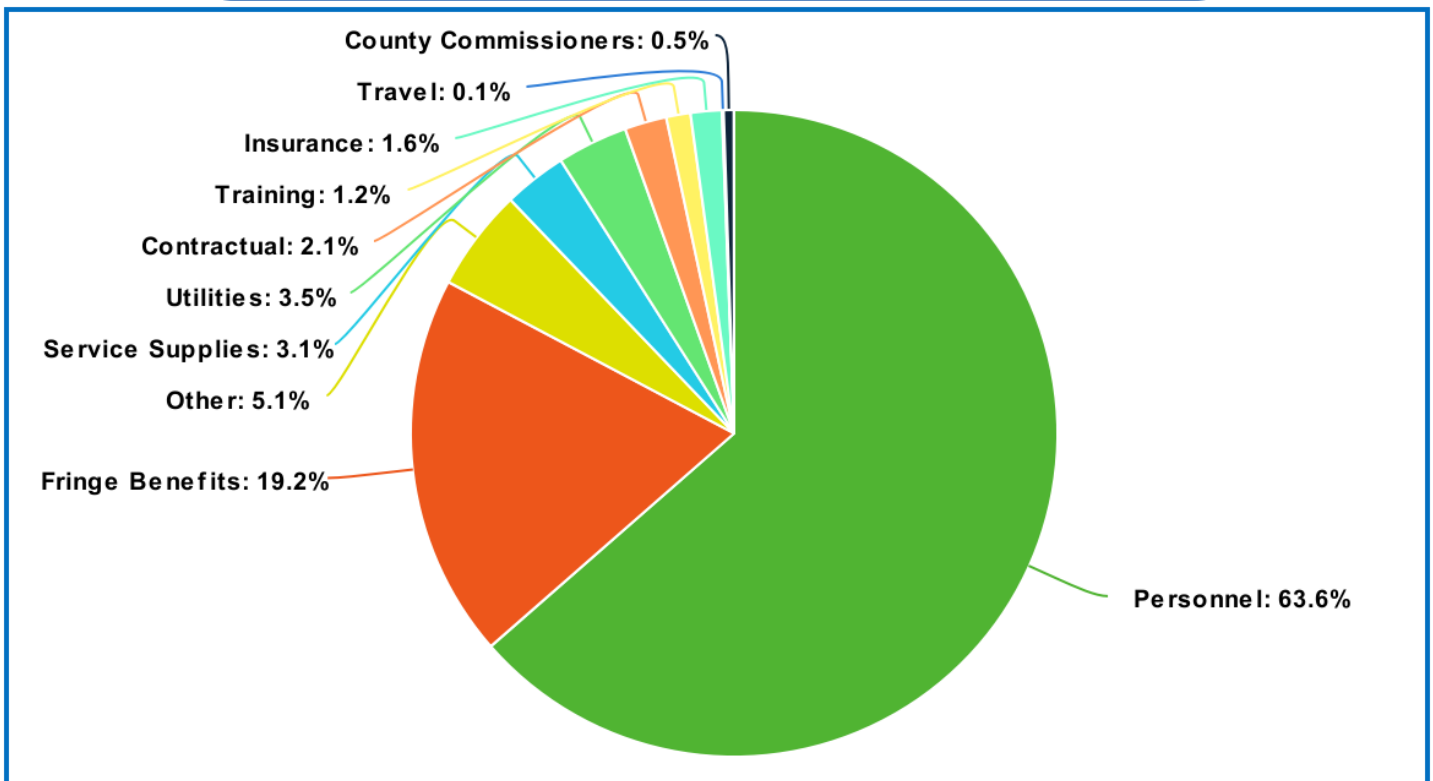
Our program received a non-federal share waiver this fiscal year in the amount of \$394,937.



# Projected Head Start Budget 2019-2020

## Head Start

Federal Funds	\$1,831,840
Non Federal Share	\$457,960
Public funds:	
United Way	\$
Board of County Commissioners	\$9,600



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

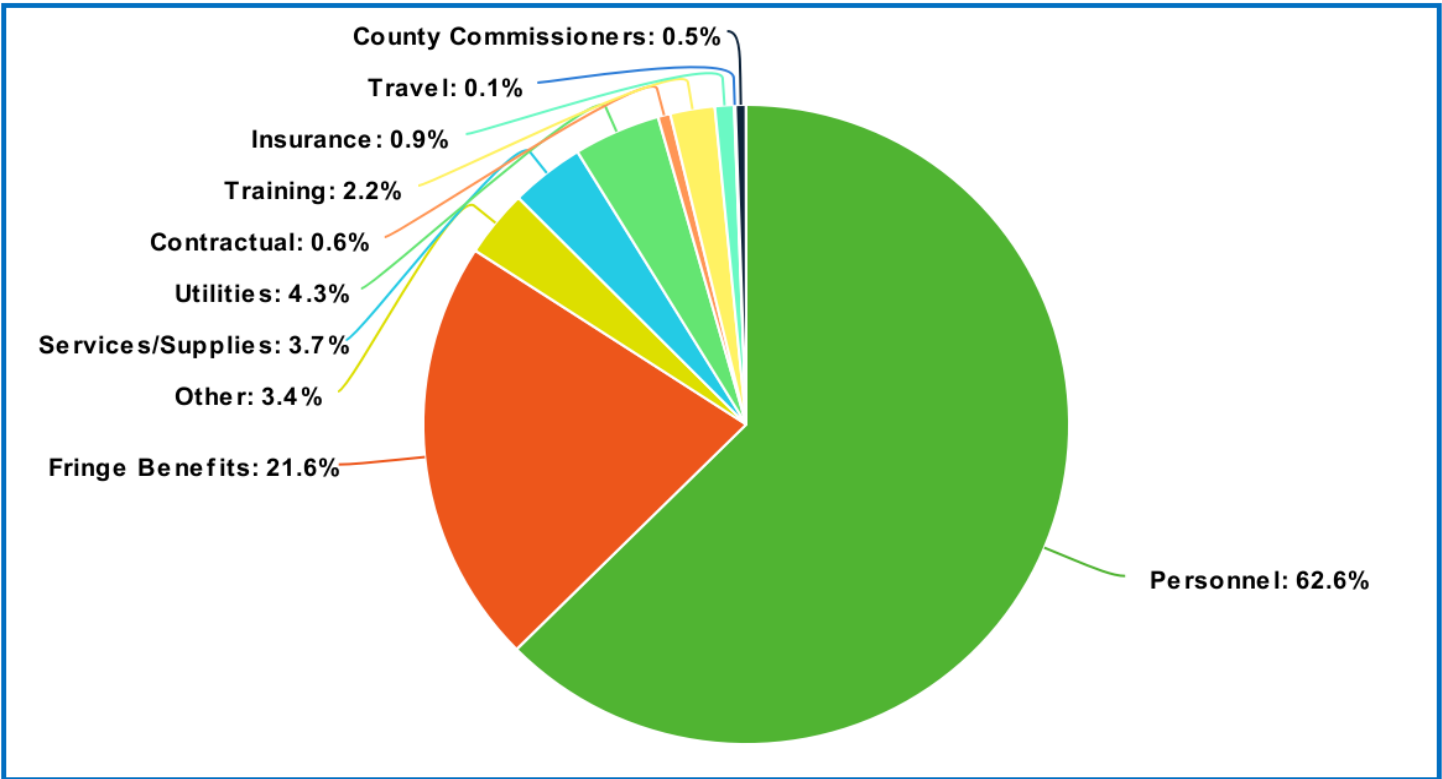
Personnel	Fringe Benefits	Other	Ser/Supplies	Utilities	Contractual	Training	Insurance	Travel	County Commissioner
\$1,170,413	\$353,426	\$93,812	\$57,950	\$65,275	\$38,713	\$22,316	\$28,685	\$1,250	\$9,600

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.

# Projected Early Head Start Budget 2019-2020

**Early Head Start**

Federal Funds	\$446,851
Non Federal Share	\$111,713
Public funds:	
Board of County Commissioners	\$2,400



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

Personnel	Fringe Benefits	Other	Ser/Supplies	Utilities	Contractual	Training	Insurance	Travel	County Commissioners
\$281,200	\$96,886	\$15,247	\$16,628	\$19,500	\$2,814	\$10,041	\$4,235	\$300	\$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.

# Head Start Annual Program Performance Indicators



Funded enrollment	203
Number of children served	247
Average daily attendance	84%
Children that received dental exam and needed dental treatment	29%
Children who received dental treatments	94%
Children with up-to-date immunizations	100%
Children with a diagnosed disability	43
Number of volunteers	525
Of the volunteers the number of current of former parents	129
Children projected to enter kindergarten 2018-2019	94
Meals served	75,963



## Serving Families and Children

- 230 Families were served
- 140 children come from single parent family homes
- 90 children come from two parent family homes
- 75 parents have less education than high school diploma
- 23 families are homeless
- 7 TANF
- 199 families earn less than 100% of the federal poverty level

## Spoken Language

English 97%

Spanish 2%

Caribbean Languages 1%

## Children per Center

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

123



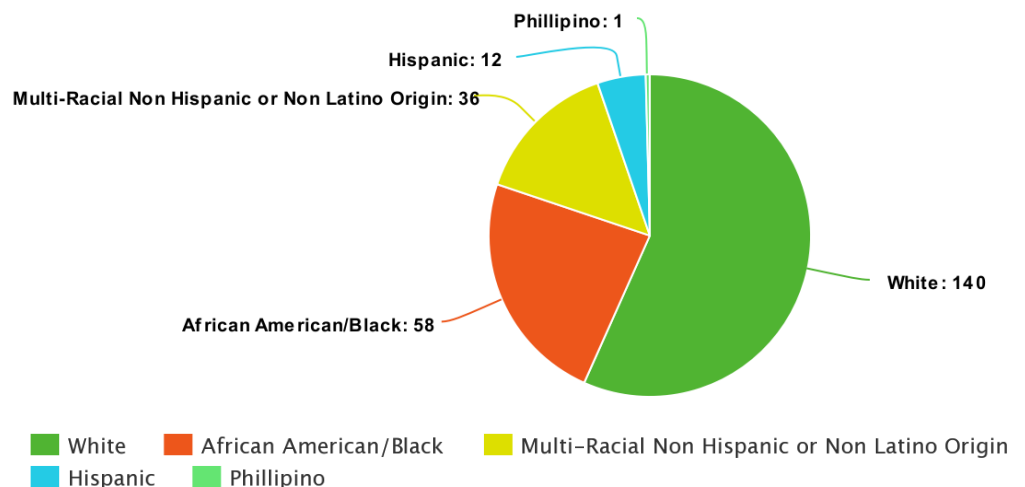
3 year olds

124



4 year olds

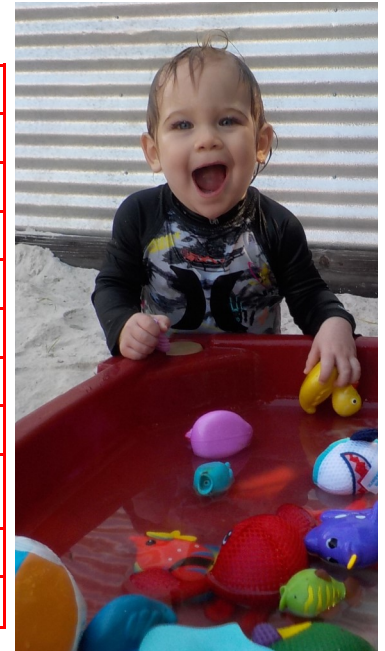
## Racial Demographics



# Early Head Start Program Performance Indicators

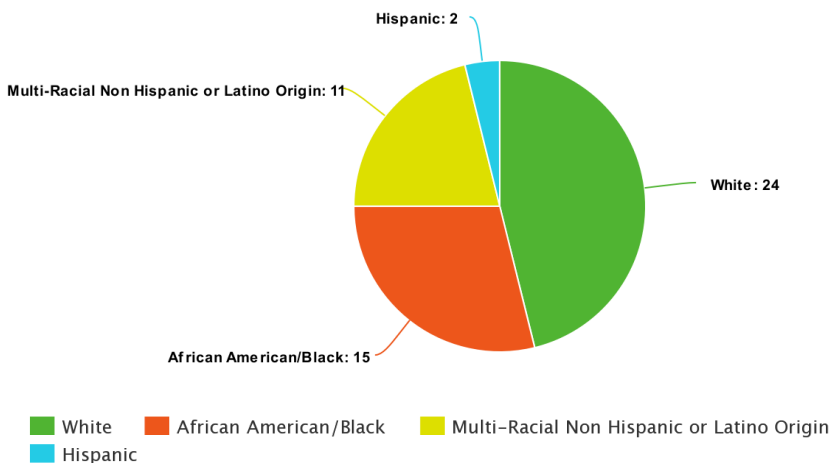


Funded enrollment	36
Number of children served	52
Number of Pregnant women served	0
Average daily attendance	83%
Children with a dental home	85%
Children with up-to-date immunization	100%
Children with a diagnosed disability	9
Number of volunteers	68
Of the volunteers the number of current of former parents	21
Children transitioning to Head Start	0
Meals served	11,392

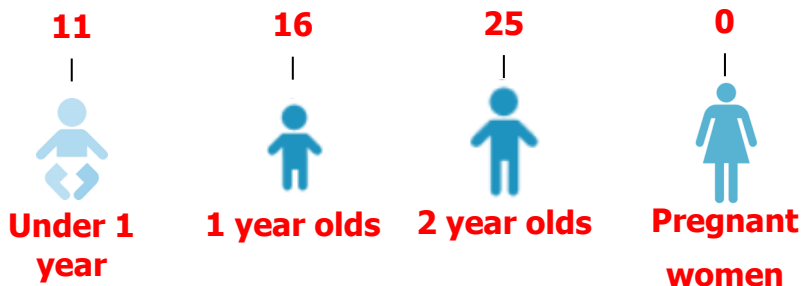


## Serving Families and Children

### Racial Demographics



- 53 Families were served
- 29 children come from single parent family homes
- 24 children come from two parent family homes
  - 20 parents have less education than high school diploma
  - 1 families are homeless
  - 0 TANF
- 46 families earn less than 100% of the federal poverty level



### Spoken Language

English 96%  
Spanish 4%

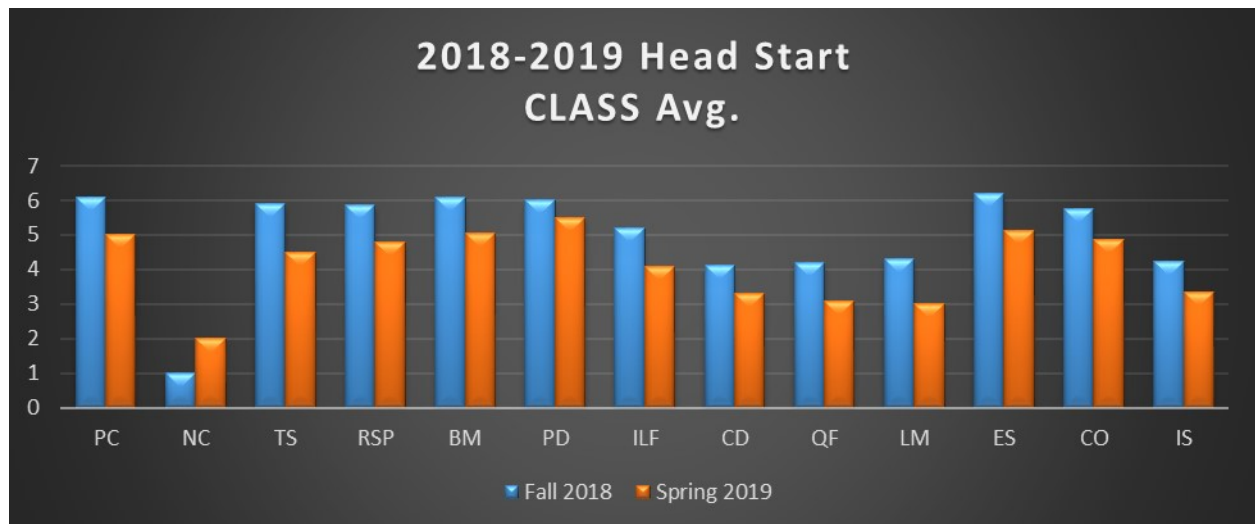
# CLASS

## 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 illustrates Tri-County Head Start's scores for Fall and Spring 2018-2019.



	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
Fall 2018	6.1	1	5.9	5.86	6.09	6	5.2	4.11	4.2	4.3	6.1	5.76	4.2
Spring 2019	5	2	4.5	4.79	5.04	5	4.08	3.29	3.3	3	5.1	4.86	3.3

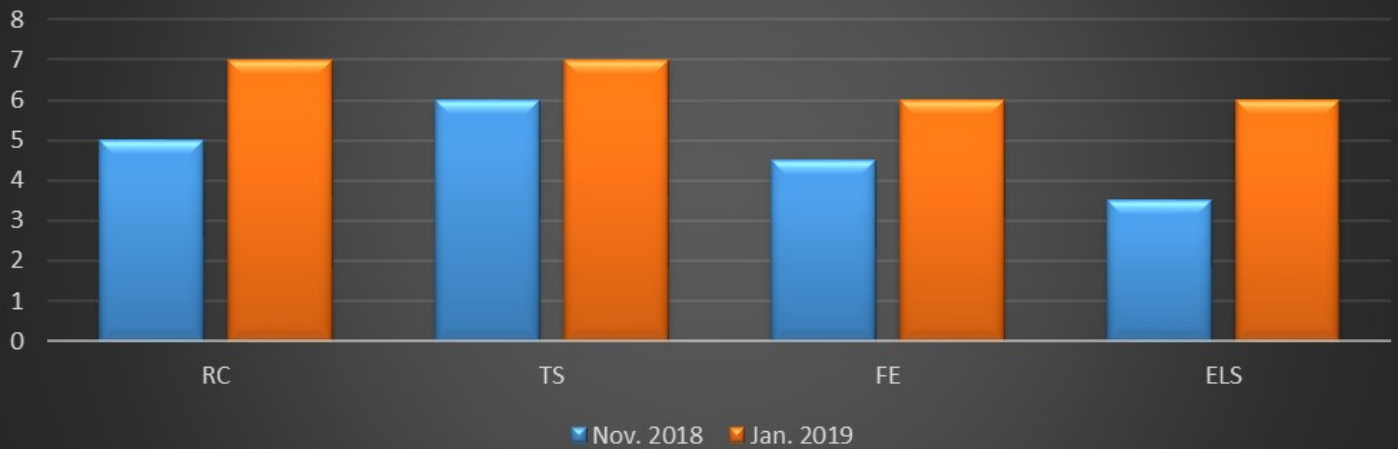


## Toddler CLASS 2018-2019



Toddler CLASS	PC	NC	TS	RC P	BG	FL D	QF	LM	E/BS	ESL
Jan. 2019	6	6	7	6	4	2.7	2.7	4.7	6.25	3.83
Jun. 2019	6	7	5.2	5.5	5.5	4.5	4.2	3.7	5.85	4.38

## Infant CLASS 2018-2018

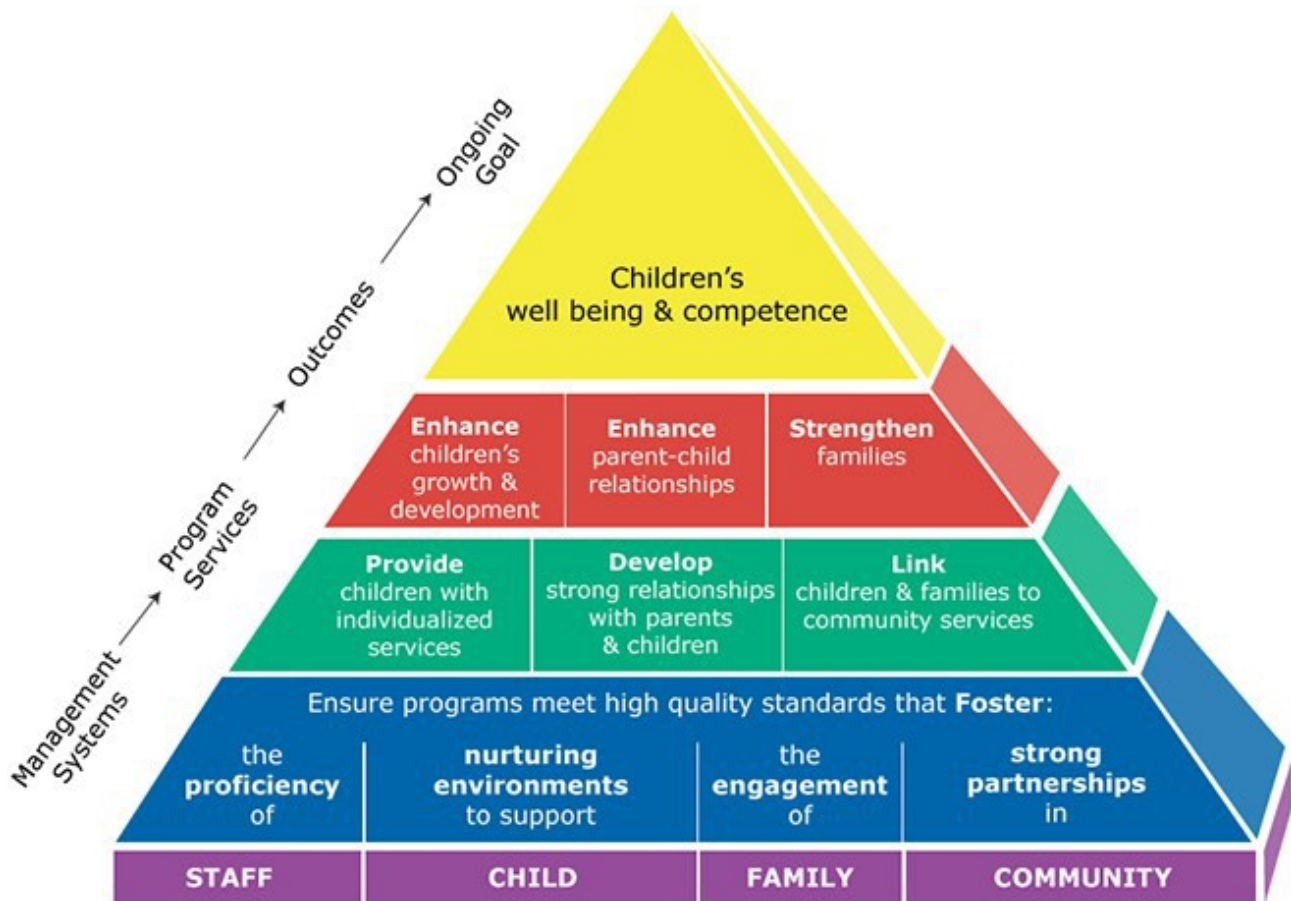


Infant CLASS	RC	TS	FE	EL S
Nov. 2018	5	6	4.5	3.5
Jan. 2019	7	7	6	6

# 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.

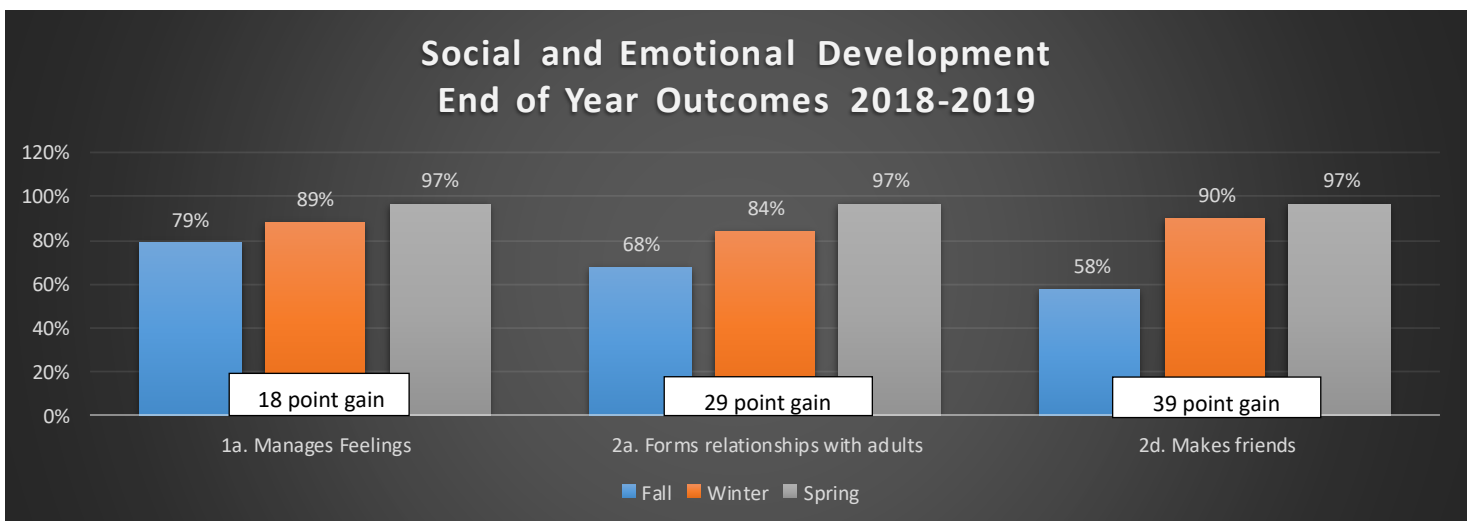
# Children's Learning Gains

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.

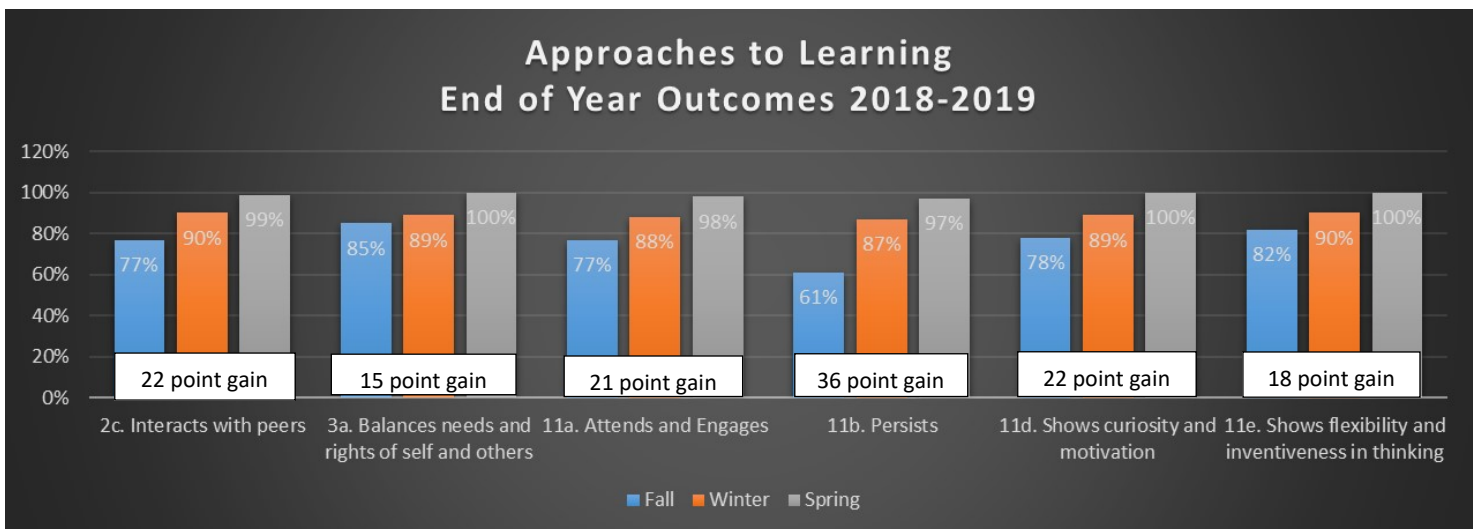
The Head Start/Early Head Start program uses Teaching Strategies Gold (TSG) Assessment System to track and measure children's developmental growth.

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.

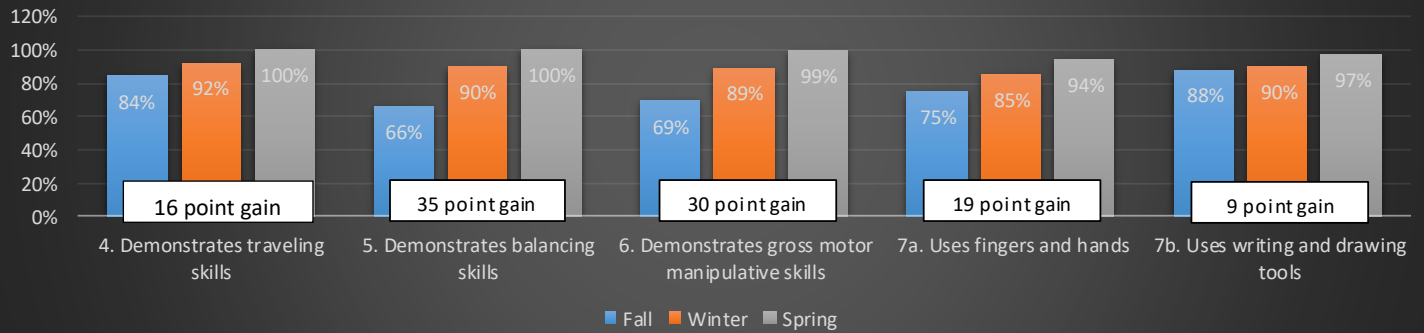


There were steady gains throughout the year



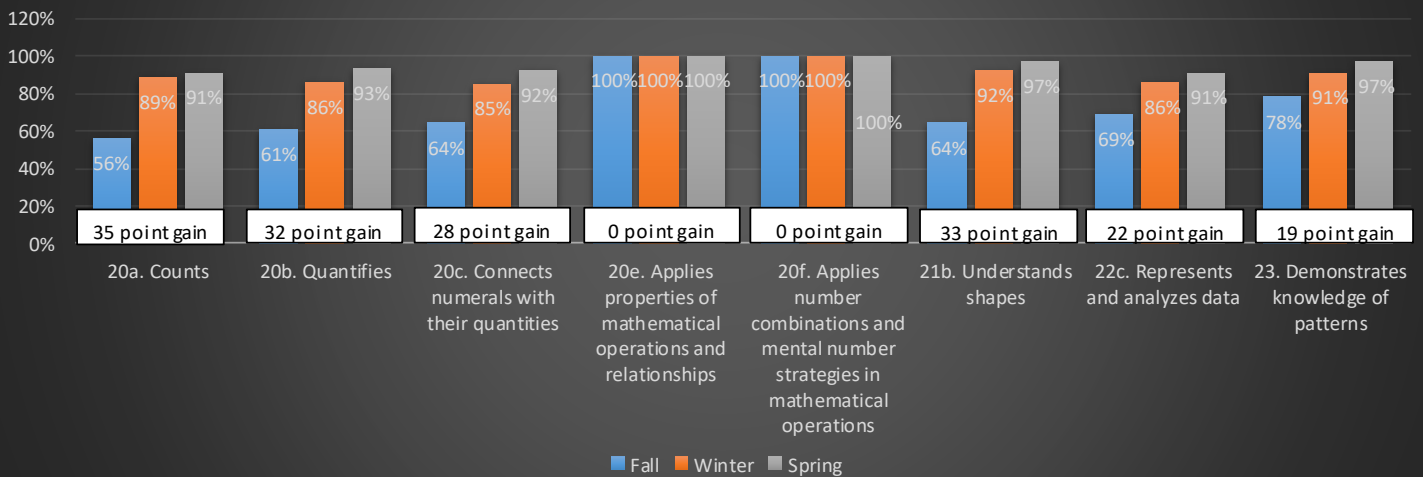
There were steady gains throughout the year

## Preceptual, Motor, and Physical Development End of Year Outcomes 2018-2019



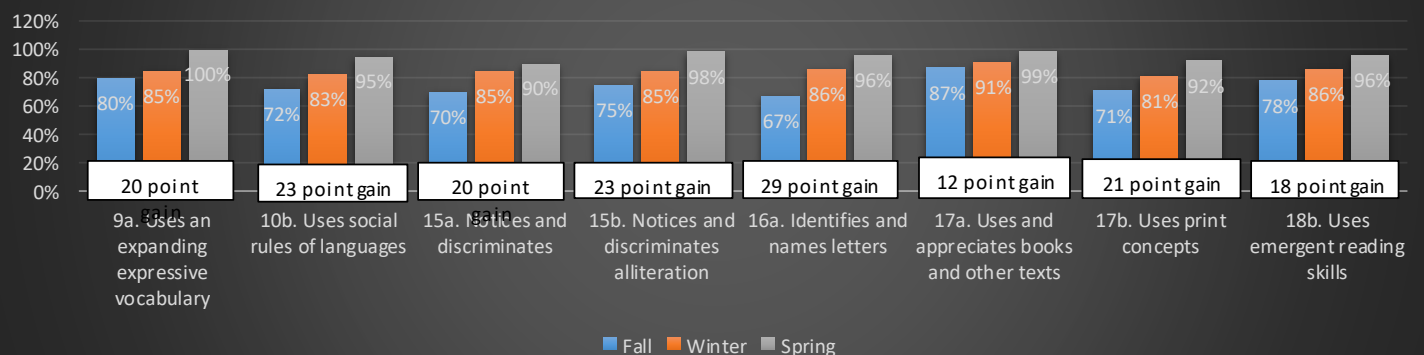
There were steady gains throughout the year

## Cognition End of Year Outcomes 2018-2019



There were steady gains throughout the year

## Language and Communication End of Year Outcomes 2018-2019



There were steady gains throughout the year

*Teaching Strategies GOLD*<sup>®</sup> 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*<sup>®</sup> 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*<sup>®</sup> 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*<sup>®</sup> 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*<sup>®</sup> 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.

COPA<sup>®</sup> 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<sup>©</sup> (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







# Father's Event





# Fantastic Fun All Year Long





# Stay and Play, It's Water Day!





**For More Information**

**Contact Us at:**

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

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



Find Us on Facebook

