

Tri-County Community Council Inc.

Head Start/Early Head Start



Annual Report
2019-2020

MISISON

Investing in children today for a better tomorrow.

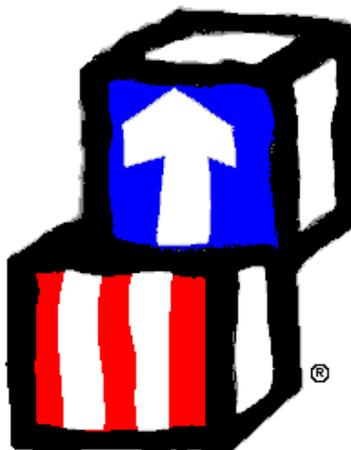
VISION

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.

2019-2020 School Year Update

The Office of Head Start advised that all programs should take necessary steps to prevent the introduction and spread of the coronavirus among their staff, children, and families. With the Statewide quarantine in place, the Tri-County Head Start/Early Head Start program has been placed in limbo as the doors closed in mid-March. Families have been contacted through this closing through phone calls and social media. Staff is working on split shifts ensuring that safe distancing is in effect with no children admitted to buildings, several staff members will go into the center to answer phones, talk with families, and prepare educational material that will then be forwarded to the children.

The country has never experienced anything of this level before and although in May some businesses began to open, the public schools voted to remain closed for the rest of the year and there has been no determination on how to keep children protected as they have no concept of social distancing. Currently, many adults are wearing masks to help prevent the spread of the virus, but this again, will be difficult for the young children served.

Tri-County Head Start/Early Head Start has worked through closings based on weather related events but COVID-19 has stunned this program as it has for many others, and there remains an air of uncertainty on what the future holds, economically and physically. Tri-County Head Start/Early Head Start is a strong, established program with dedicated, caring staff and although the future may see changes, the program expects to open the doors and welcome the children and families in need.

Our Chipley center was closed during the 2019-2020 school year. The 37 slots from Chipley were moved as follows: 17 slots moved to Westville and 20 slots moved to DeFuniak Springs. Children from Chipley were transported to the Westville center. The families met a bus at the Chipley center's parking area and the children were transported to Westville for class.

Based on Community Assessment data, the decision was made to open one classroom of 20 children in Chipley for school year 2020-2021.

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 three program coordinators, three 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 Closed during the 2019-2020
Phone: (850) 638-9800 School year.



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 77 children, 4 classrooms, 13 staff
Phone: (850) 892-7635



Westville Head Start
2499 Cypress Street
Westville, FL 32464 94 children, 5 classrooms, 18 staff
Phone: (850) 548-5630

On-Site Monitoring

FY 2020 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 2020 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 2020 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 2020 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 One Monitoring Protocol in February 2020. The results were received and there were three areas of concern. The concerns were that two of our caregivers did not have their CDA and one teacher does not have a degree or CDA. The two caregivers have received their CDA and a waiver has been requested for the teacher to continue to work towards her degree.

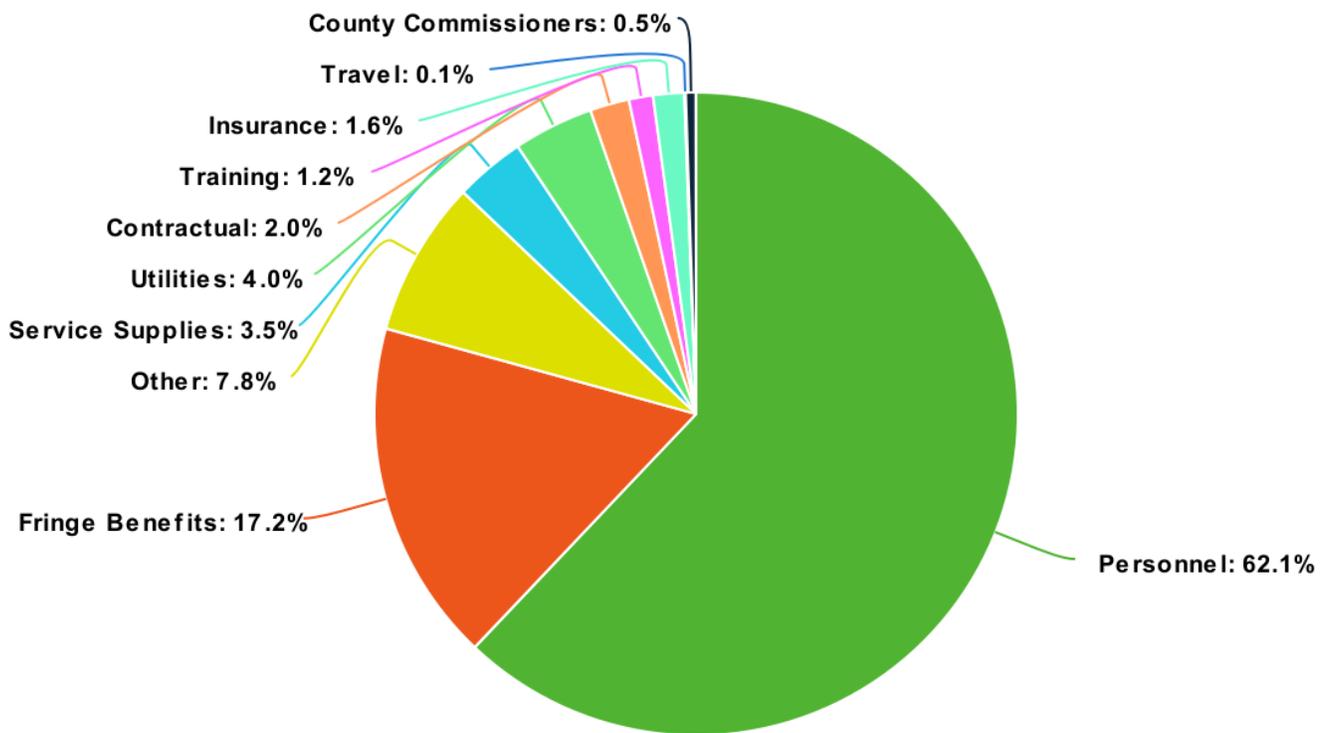
Annual Audit Results

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 2018-2019

Head Start

Federal Funds \$1,831,840
 Non Federal Share \$71,982
 Public funds:
 Board of County Commissioners \$9,400



- 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
\$1,143,237	\$316,559	\$144,326	\$65,103	\$73,973	\$36,385	\$22,389	\$28,647	\$1,221	\$9,400

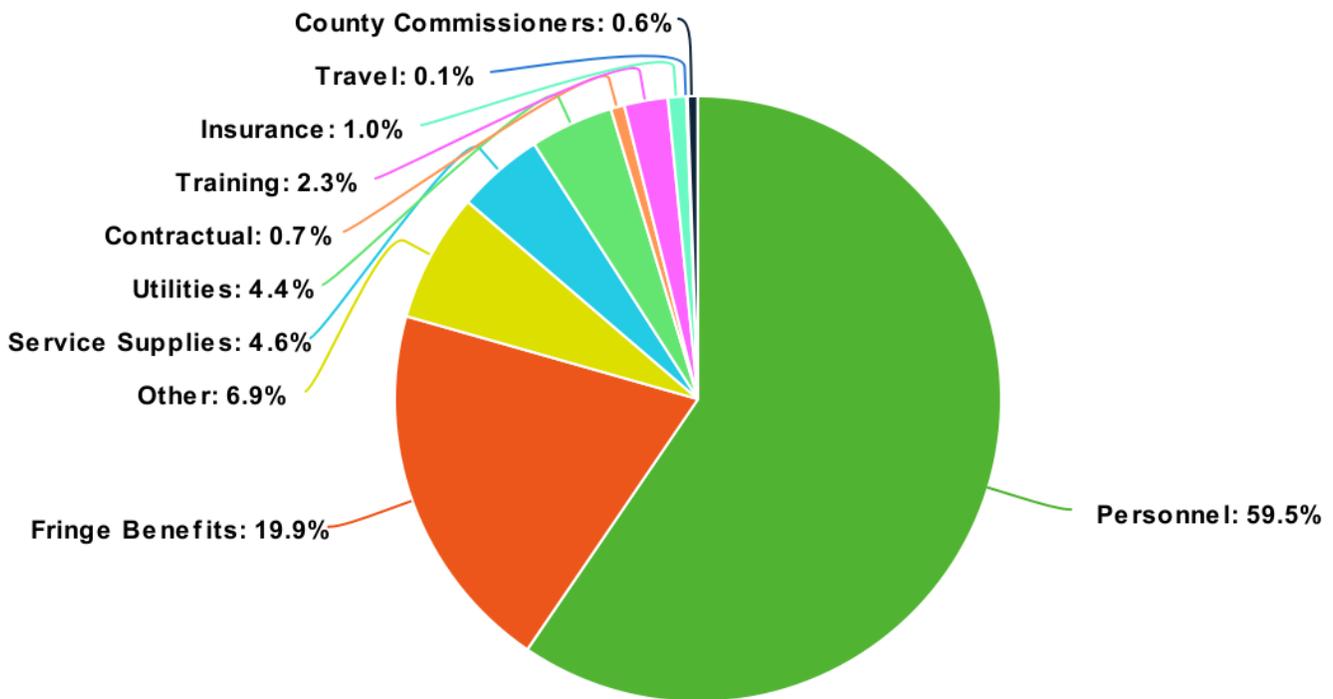
Our Head Start/Early Head Start fiscal year begins December 1st and ends November 30th.

Our program received a non-federal share waiver this fiscal year in the amount of \$385,978.

Early Head Start Budget Expenditures 2018-2019

Early Head Start

Federal Funds \$428,377
 Non Federal Share \$17,457
 Public funds:
 Board of County Commissioners \$2,400



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

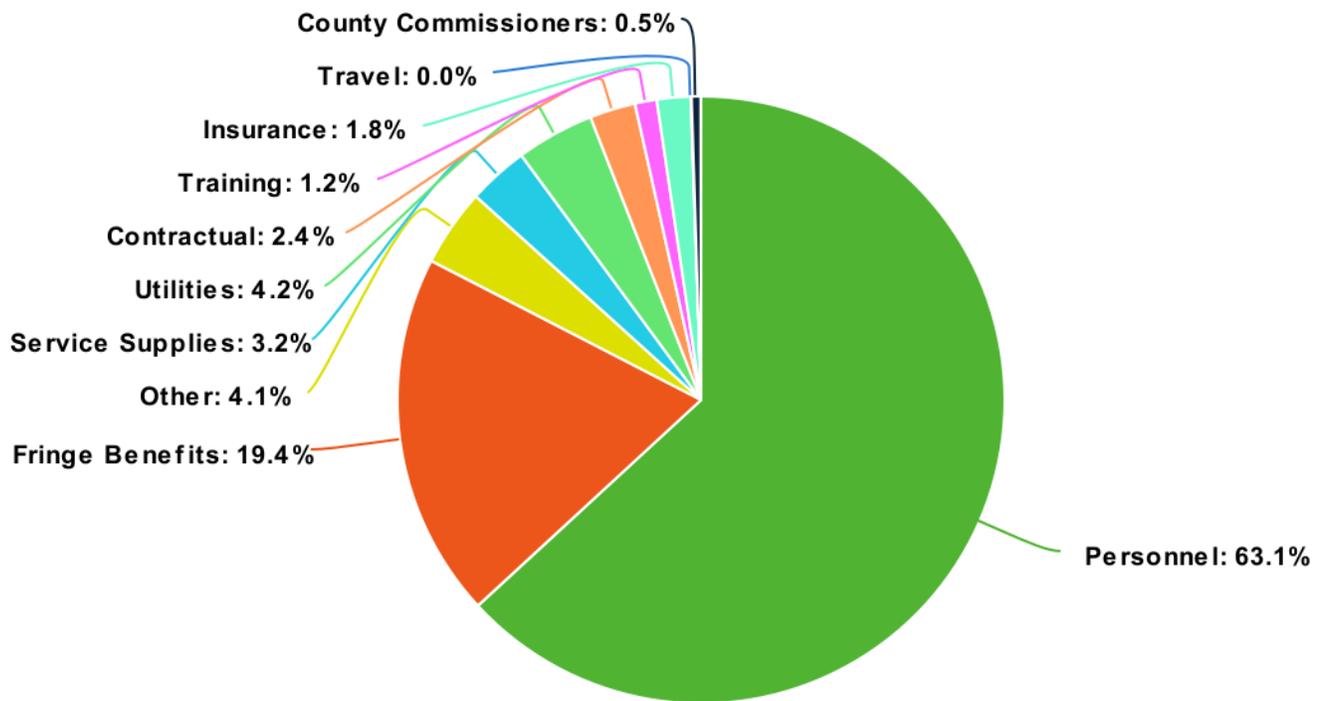
Personnel	Fringe Benefits	Other	Service Supplies	Utilities	Contractual	Training	Insurance	Travel	County Commissioners
\$257,888	\$86,188	\$29,792	\$20,081	\$19,243	\$3,156	\$10,037	\$4,247	\$219	\$2,400

Our program received a non-federal share waiver this fiscal year in the amount of \$94,756.

Projected Head Start Budget 2020-2021

Head Start

Federal Funds	\$1,922,028
Non Federal Share	\$480,507
Public funds:	
Board of County Commissioners	\$9,600



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

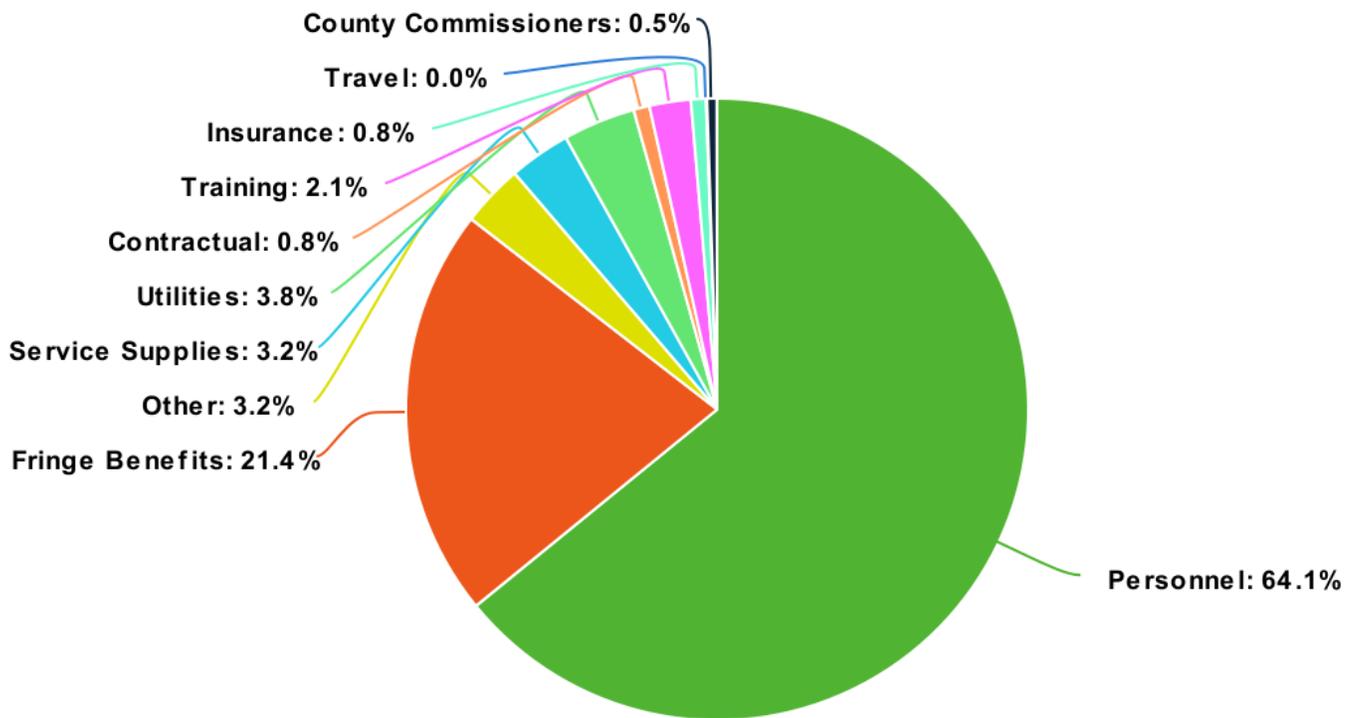
Personnel	Fringe Benefits	Other	Ser/Supplies	Utilities	Contractual	Training	Insurance	Travel	County Commissioner
\$1,214,054	\$373,683	\$79,241	\$61814	\$79,846	\$47,010	\$22,316	\$34,564	\$500	\$9,600

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 2020-2021

Early Head Start

Federal Funds	\$468,763
Non Federal Share	\$117,191
Public funds:	
Board of County Commissioners	\$2,400



- 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 Commissioners
\$299,986	\$100,007	\$15,139	\$15,000	\$17,560	\$3,854	\$10,041	\$3,700	\$200	\$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	233
Average daily attendance	86%
Children with a diagnosed disability	37
Number of volunteers	559
Of the volunteers the number of current of former parents	187
Children projected to enter kindergarten 2018-2019	123
Meals served	56,874



Serving Families and Children

- 213 Families were served
- 15 families are homeless
- 11 TANF
- 195 children with families that earn less than 100% of the federal poverty level

Spoken Language

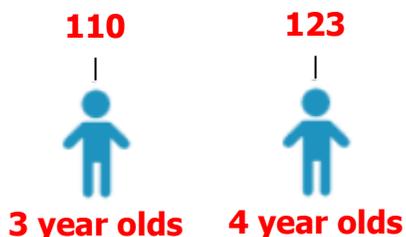
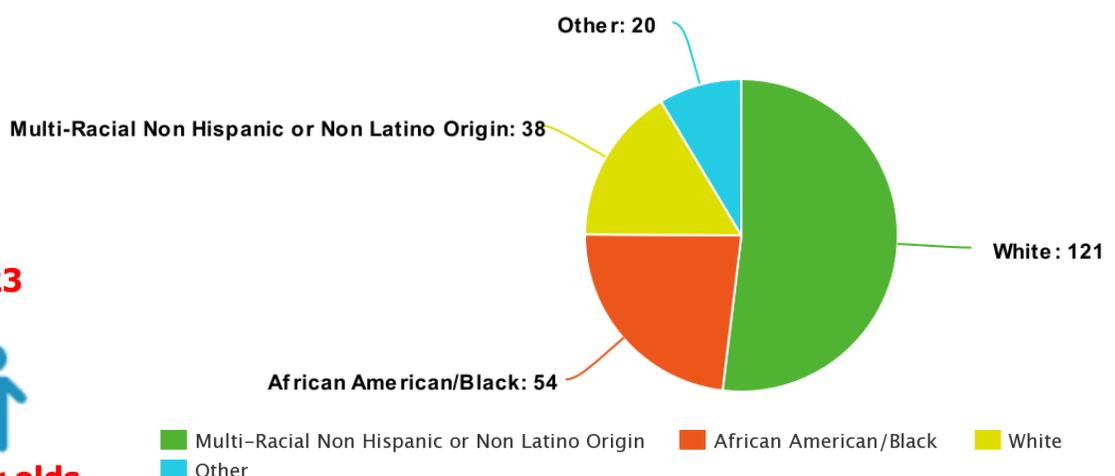
English 99%

Spanish 1%

Children per Center

- CEEC-32
- Walton-77
- Westville-94

Racial Demographics



Early Head Start Program Performance Indicators

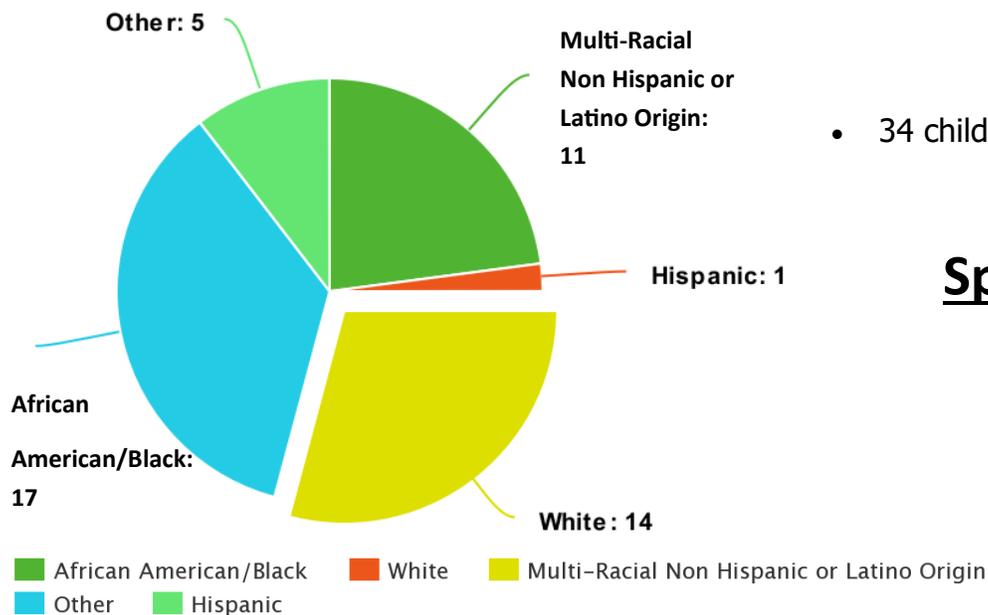


Funded enrollment	36
Number of children served	48
Number of Pregnant women served	1
Average daily attendance	83%
Children with a diagnosed disability	5
Number of volunteers	120
Of the volunteers the number of current of former parents	30
Children transitioning to Head Start	2
Meals served	6,867



Serving Families and Children

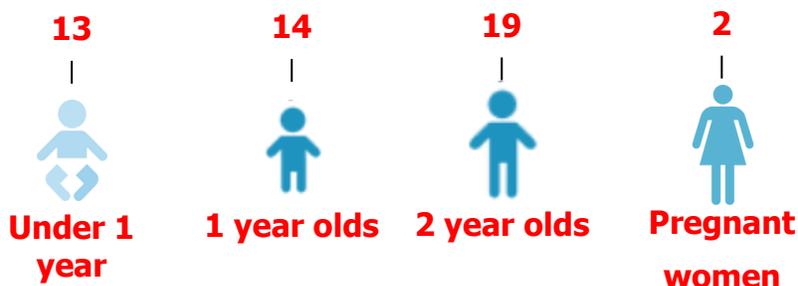
Racial Demographics



- 38 Families were served
- 1 families are homeless
 - 2 TANF
- 34 children with families that earn less than 100% of the federal poverty level

Spoken Language

English 99%
Spanish 1%



CLASS

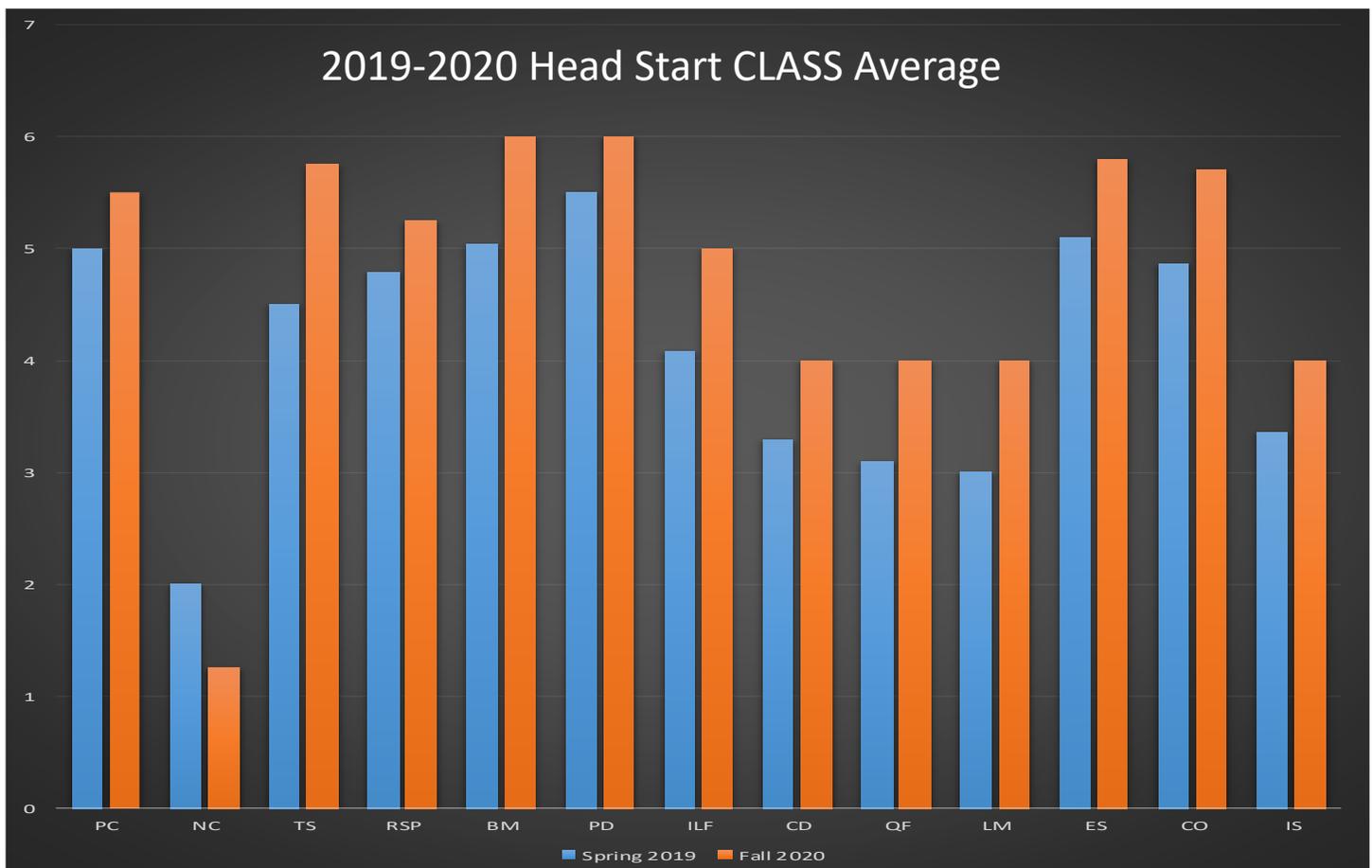
Measuring Interactions with CLASS

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.

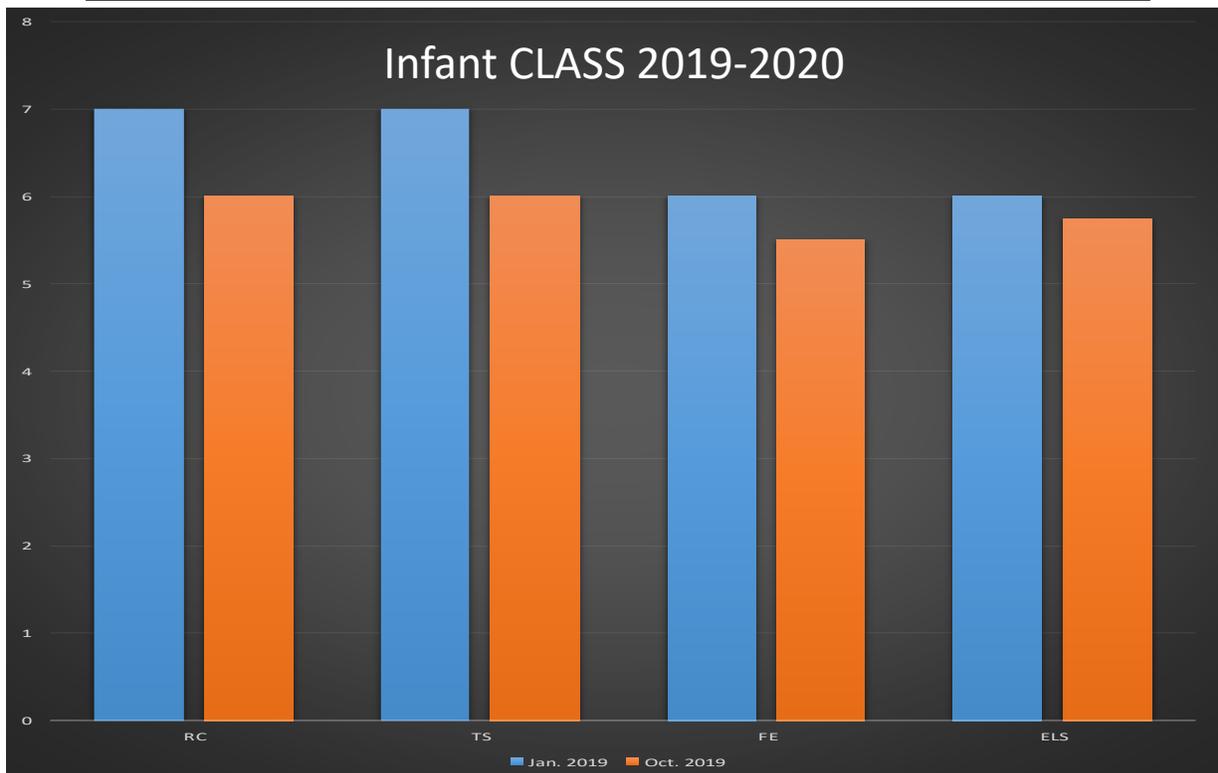
The graphs below illustrates Tri-County Head Start's scores for Spring 2019 and Fall 2020.



	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
Spring 2019	5	2	4.5	4.79	5.04	5.5	4.08	3.29	3.1	3	5.1	4.86	3.36
Fall 2020	5.5	1.25	5.75	5.25	6	6	5	4	4	4	5.8	5.7	4



Toddler CLASS	PC	NC	TS	RCP	BG	FLD	QF	LM	E/BS	ESL
June 2019	6	7	5.25	5.5	5.5	4.5	4.25	3.75	5.85	4.38
October 2019	6	1	6	5.5	6	5.5	4.5	4.5	6.1	4.5

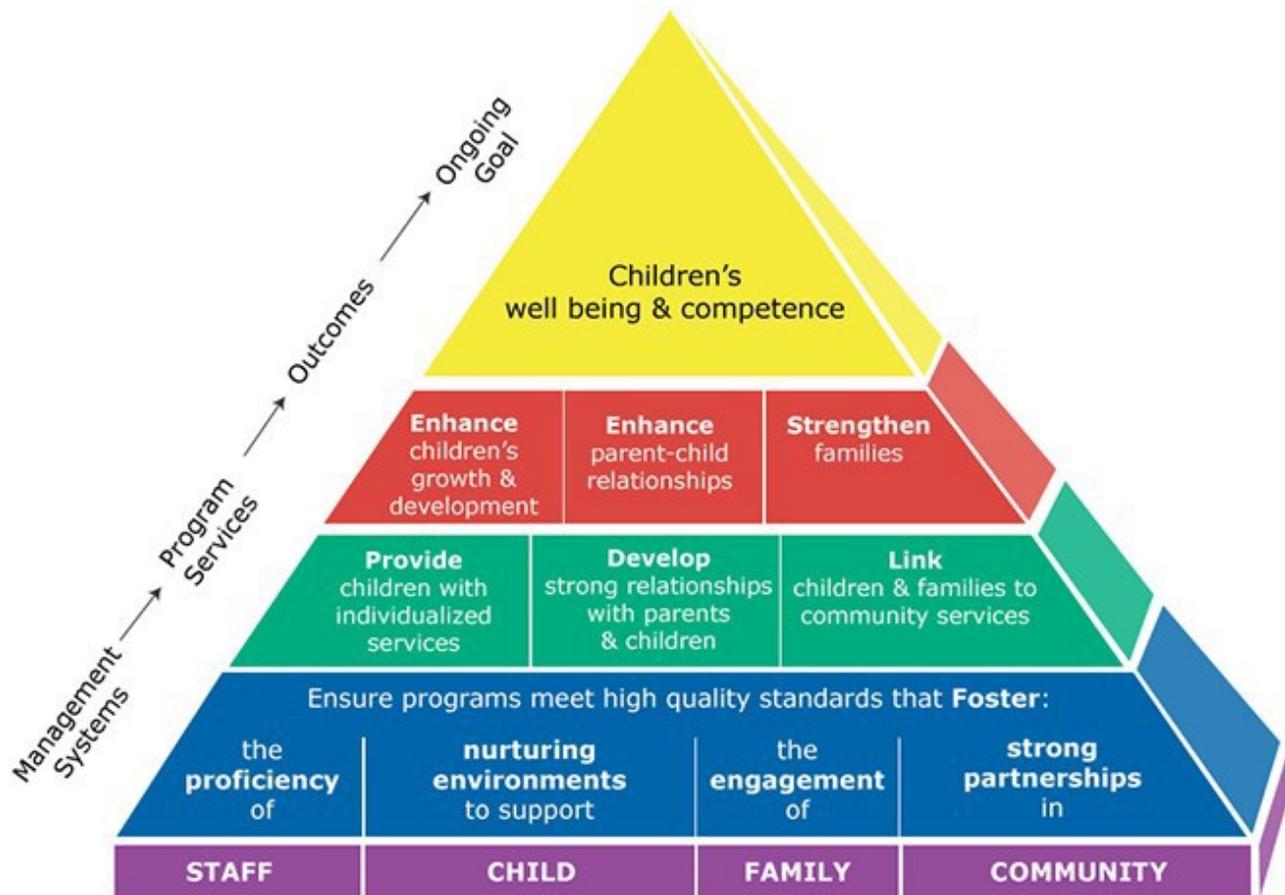


Infant CLASS	RC	TS	FE	ELS
Jan. 2019	7	7	6	6
October 2019	6	6	5.5	5.75

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.

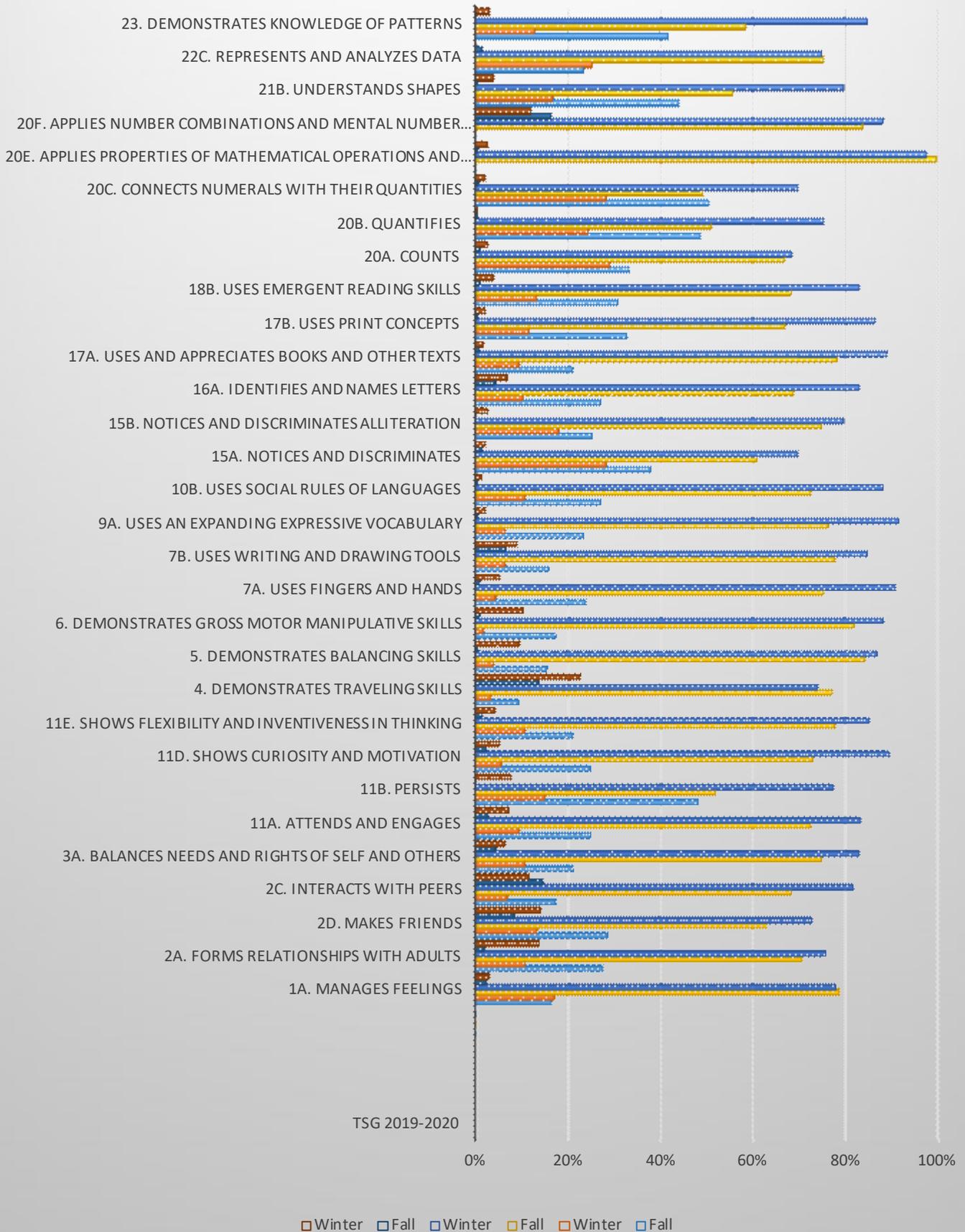
The checkpoints in this report reflect the Fall period (August to October) the Winter period (November to January), and the Spring period (February-May).

The following graph will display the school readiness gains the children have accomplished.

Due to COVID-19, the centers were closed from March 16 - the end of the school year. Because of this, not all areas have documentation. The areas that do have documentation have stayed the same or increased when comparing them to the Fall and Winter Checkpoints.



Tri-County Head Start/Early Head Start Fall and Winter TSG Outcomes 2019-2020



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 software is a data management system for Head Start/Early Head Start. Child Plus enables Head Start/Early Head Start track children's attendance, health requirements, family goals as well as professional development of staff.

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

Fun, Festive, and Fantastic Activities For All



Family Style Meal With Friends and Family





For More Information

Contact Us at:

Phone: (850) 548-9900

www.tricountyheadstart.com



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