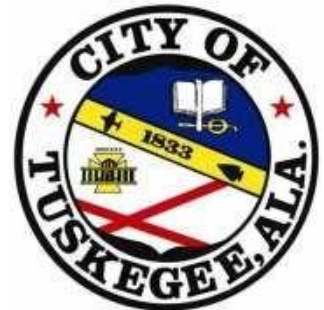


# TUSKEGEE-MACON COUNTY HEAD START/EARLY HEAD START

*A Preschool Child and Family Development Program*

## FY2023 ANNUAL PUBLIC REPORT

Prepared November 2023



*Touching Children, Reaching Families*

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## **LIST OF ACRONYMS AND ABBREVIATIONS**

ACF.....	Administration for Children and Families
CACFP.....	Child and Adult Care Food Program
CLASS.....	Classroom Assessment Scoring System
DHHS.....	Department of Health and Human Services
EHS.....	Early Head Start
FY.....	Fiscal Year
LEA.....	Local Education Agency
OHS.....	Office of Head Start
OSR.....	Office of School Readiness
PIR.....	Program Information Report
RTL.....	Review Team Leader
TMCHS/EHS.....	Tuskegee-Macon County Head Start/Early Head Start
USDA.....	US Department of Agriculture

## **I. EXECUTIVE SUMMARY**

The Tuskegee-Macon County Head Start/Early Head Start (TMCHS/EHS) Program, with the City of Tuskegee serving as the grantee, received support in collaboration with community resources to complete activities and provide specified services during fiscal year 2023 (Nov. 1, 2022, to Oct. 31, 2023). The program is largely designed to address holistic needs of economically challenged infants and toddlers, ages 12 months – 35 months, preschool children, ages 3-4, and their families. Continued development of program services and activities increases school readiness and self-sufficiency among parents.

According to the Head Start Act Section 644, each Head Start agency shall make available to the public a report published at least once in each fiscal year that discloses the following information from the most recently concluded fiscal year. Reporting such information shall not reveal personally identifiable information about an individual child or parent. In addition, each agency shall provide reasonable access to information. This report fulfills the Fiscal Year (FY) 2023 reporting requirement, Section 641A(f), of the Head Start Act, which requires a summary report be published at the end of each Federal fiscal year. In addition, this report seeks to capture the strides made during FY23 by presenting both qualitative and quantitative results. The key topics and accomplishments described in this report are the following:

### *Total Amount of Funding Received*

(A) The total amount of public and private funds received and the amount from each source.

### *Budgetary Expenditures*

(B) An explanation of budgetary expenditures and proposed budget for the fiscal year.

### *Total Number of Children Served*

(C) The total number of children and families served, the average monthly enrollment (as a percentage of funded enrollment), and the percentage of eligible children served.

Federal Monitoring Review Results

(D) The results of the most recent review by the Secretary and the financial audit.

Medical and Dental Exams Received

(E) The percentage of enrolled children that received medical and dental exams.

Parental Engagement

(F) Information about parent involvement activities.

School Readiness

(G) The agency's efforts to prepare children for kindergarten.

Other Pertinent Information

(H) Any other information required by the Secretary.

The focus continues to be on providing premium services to our children and families as well as achieving our agency goals and objectives. TMCHS/EHS has also continued being proactive and creative to ensure the health and safety of our children and staff while still providing services. Some significant challenges faced were, meeting and maintaining funded enrollment, maintaining a minimum of 85% attendance and serving at least 10% of children enrolled with disabilities. The program continues implementing strategies to encourage daily attendance, such as regular communication and follow-up with parents from our family service advocates, quarterly attendance percentage update letters and offering virtual parental engagement activities for those that cannot attend face to face. The program received approval from the Head Start Regional Office to waive the requirement of serving 10% of children with disabilities, due to only 8.1% of children identified as having an IEP/IFSP. Children are passing initial screenings and children referred to the LEA pass formal evaluations rendering them ineligible to receive services. The LEA continues to face challenges due to the lack of sufficient staff to ensure appropriate processes are completed in a timely manner.

Consequently, the LEA contracts services to Helping Hands for one part-time person throughout the entire county (servicing children in head start/early head start, public school, and early intervention).

Looking ahead to FY24, TMCHS/EHS and its community partners will continue to build on the strengths of the organization to foster successful program initiatives and continue to emphasize school

readiness in the development of the early childhood, preschool aged children and their families in Macon County, Alabama. We will also ensure we maintain an emphasis on the social emotional development of our children, through increased training for staff in this area. In addition to continued cross training among employees and partners, an added emphasis will be placed on enhancing the professional development of employees. Each partnership has been orientated on preschool practices, guidelines, development and implementation and there is currently a focus on school readiness, quality classrooms, and parent, family and community engagement. Given the fact that preschool employees are required to possess certain credentials and certifications, ongoing professional development is a crucial measure that will continue to be a focus of the TMCHS/EHS program.

## **II. INTRODUCTION**

TMCHS/EHS program's current annual grant award, to serve enrolled children and families in Macon County, Alabama, was made eligible for a non-competitive five-year grant award to provide Early Head Start/Head Start services from the Administration for Children and Families (ACF) – OHS. The program's strategy, approved by the Policy Council and Board of Directors (City Council) continues to support strategic goals and objectives, and is designed to build on the accomplishments and strengths of partnerships and successful initiatives and continues to emphasize school readiness, quality classrooms, parent, family and community engagement, and professional development for capacity building.

TMCHS/EHS has been in operation since October 1969 and is comprised of four Head Start Centers and 1 central office. TMCHS/EHS is funded to serve 214 children and their families with 45 employees. The community partnerships include, but are not limited to, Project Hope, Macon-Russel Community Action, Tuskegee University, Cooperative Extension Services, Macon County Board of Education, East Central Mental Health, Department of Human Resources, Auburn University, Child Care Resource Center and partnerships with local organizations that focus on pediatric health and dental

care service delivery. We are constantly working to increase and develop additional partnerships that will assist in enabling us to provide services to our children and families.

This document represents TMCHS/EHS’s annual report to the public within the framework of monitoring and evaluation. It covers the period from Nov. 1, 2022, through Oct. 31, 2023 (FY23). The annual report presents aggregated information for the full fiscal year about program accomplishments, organized by categories required from the Head Start Act. Information is drawn from the Community Assessment, Program Information Report (PIR), financial reports, enrollment and attendance data, child assessments, school readiness goals and objectives, program monitoring results and parental engagement activities.

### **III. SUMMARY OF PROGRAM ACCOMPLISHMENTS**

#### **III. SUMMARY OF PROGRAM ACCOMPLISHMENTS**

**(A) Total Amount of Funding Received** **11/1/22 – 10/31/23**

**• Federal Funds**

<b>SOURCE</b>	<b>AMOUNT</b>	<b>DESCRIPTION</b>
ACF-DHHS-OHS	2,888,411	Annual Head Start Budget
USDA	193,498	Child and Adult Care Food Program (CACFP)

**State Pre-K Funds**

<b>SOURCE</b>	<b>AMOUNT</b>	<b>DESCRIPTION</b>
Office of School Readiness (OSR)	94,424	Fully Funded Grant (1 Classroom)
Office of School Readiness (OSR)	116,065	Excellence Grants (2 Classrooms)

**Donated Funds (Non-Federal Share)**

<b>SOURCE</b>	<b>AMOUNT</b>	<b>DESCRIPTION</b>
Quality Rating & Improvement System	16,000	One – Time
Victoryland Casino	25,000	One – Time
Other	1,181	One – Time

**(B) Budgetary Expenditures**

The funds received by the program covered the following operating costs:

2021-2022	Amount	2023-2024 Proposed Budget
Personnel	1,914,953	1,967,654
Fringe Benefits	387,597	398,264
Supplies	81,169	112,714
Training & Technical Assistance	62,375	40,918
Contractual	14,287	21,520
Insurance	26,638	57,848
Other	401,392	289,493
<b>Total</b>	<b>2,888,411</b>	<b>2,888,411</b>

Please note: Administrative Costs were \$325,049 which includes wages, benefits, supplies, administrative services, audit services and printing, which are included in the line items above.

**(C) Total Number of Children Served**

The program is federally funded to serve 190 Head Start children and 24 Early Head Start children and served a cumulative total of **185** children. A total of **161** families were served. The average monthly enrollment ranged from **86%-100%**. At least **8.1%** of children with special needs were served by the LEA.

**(D) Federal Monitoring Review Results**

There were no federal reviews conducted during FY (23). TMCHS/EHS participated in a FA 2 review during October 2022. This review allowed the Administration for Children and Families (ACF) to understand how programs are progressing in providing services in the 5-year grant cycle. During this review the program was deemed to have no deficiencies as well as no areas of improvement.

**(E) Medical and Dental Exams Received**

**Early Head Start**

Well Baby Exams Received: 72.22%

Oral Health Exams/Screenings Received: 77.79%

**Head Start**

Well Child Exams Received: 65.98%

Oral Health Exams Received: 49.21%



## F) Parental Engagement

The program continues to partner with various agencies within the community to help with meeting the needs of the families that we serve. We continue to demonstrate and teach advocacy skills to our parents to help them with developing positive relationships within the community. In addition, we have developed a parent engagement/volunteer activity calendar to allow the parents to actively engage with their children in the classroom setting to help with achieving positive student outcomes.

### ❖ Parent Training/Enrichment Workshops:

- Parents are surveyed during the first initial meeting with the Family Service Advocates to complete the Family Initial Assessment to help with identifying training workshops. Various community agencies provide training in person/virtual according to the parents needs. Also, parents are provided the opportunity to complete CPR/FA training from a certified trainer within our agency.

### ❖ Parent Center Committees:

- Parents are encouraged to meet monthly to discuss and plan activities and offer suggestions.

### ❖ Policy Council:

- Shares the governing responsibility with the Executive Director and the Board of Directors (City Council). This group meets monthly. Members are elected from each Parent Center Committee. This group also includes community representatives and a member of the City Council to serve as Policy Council/Board Liaison.

Parents also have an open invitation to volunteer in several capacities throughout the school year.


## **(G)(G) School Readiness**


The program has made several efforts to prepare children for entering kindergarten by helping to develop skills that are essential for kindergarten readiness and fostering the transition from Head Start to Kindergarten. In addition, the program has developed and implemented School Readiness goals and a plan to ensure positive and increased child outcomes for “Readiness”.


The program uses Creative Curriculum, 5<sup>th</sup> Edition, and uses Teaching Strategies GOLD


Online software to assess and analyze each child’s development.


### **The Creative Curriculum for Preschool**


 Is based on 38 objectives for development and learning, which are fully aligned with the Head Start Child Development and Early Learning Framework as well as early learning standards for every state.


 Presents knowledge-building volumes and daily practice resources in tandem, giving every educator the “what,” “why” and “how” of early childhood education.

 Offers daily opportunities to individualize instruction, helping teachers meet the needs of every type of learner.


 Addresses all the important areas of learning, from social-emotional and math to technology and the arts and incorporates them throughout every part of every day.


 Offers daily, built-in opportunities for observation, helping teachers and administrators clearly see the strong relationship between curriculum and assessment.





 Offers complete support for working with English- and dual-language learners, including detailed guidance that helps to build teachers’ knowledge about best practices.

 Contains guidance for working with all learners, including advanced learners and children with disabilities.

With ***Teaching Strategies GOLD online***, teachers can:

 Use a variety of online tools to gather and organize meaningful data quickly, including online portfolios where children’s work can be stored.


 Create a developmental profile of each child to answer the questions, “What does this child know? What is he or she able to do?”

-  Understand how their observations relate to important objectives for development and learning and use that understanding to scaffold each child's learning.
-  Determine if a child is making progress and compare the child's knowledge, skills, and behaviors to those of most children of his or her age or class/group.
-  Recognize children who might benefit from special help, screening, or further evaluation.
-  Generate comprehensive reports that can be customized easily and shared with family members and other stakeholders.


**Readiness skills include, but are not limited to:**

 Language Development –

- Develop listening/oral skills, practice following directions and participate in simple repetitive poetry.

 Movement/Physical Development –

- Encourage exploring movements of own body through large motor skills and develop fine motor skills related to writing.

 Writing –

- Practice writing, specifically name writing and practice drawing simple shapes.

 Reading Comprehension –

- Experience reading as an enjoyable and useful activity, understand concepts of print, use picture cues to understand the text, and develop early reading skills such as, following the text, sequencing, retelling and predicting.

 Phonological Awareness –

- Practice letter recognition, phonemic-awareness and use rhyming and pictures to decode words.

 Science –


- Learn age appropriate scientific concepts, such as: life process of plants and animals, observing changes and health and safety.

 Math –

- Encourage practice counting, making comparisons, sorting, identifying and drawing shapes.

 Technology –

- Learn, practice, and participate with basic computer features and developmentally appropriate software activities.

 Social Studies –

- Learn age-appropriate concepts, such as: holiday traditions and community cultures.



#### Social Development –

- o Develop personal responses; learn social skills, such as: making friends, being kind, cooperating, sharing, being responsible, being truthful, playing fair, respecting others and developing self-esteem.



#### Arts –

- o Encourage exploring variations in colors, shapes and form.



#### Field Trip (Transition Activity) –

- o Participate in a field trip to tour the Kindergarten school and meet the staff.



#### Records Transfer and Planning –

- o Meet with Kindergarten personnel and assist parents with the transfer of their child's records and to discuss child assessments and outcomes.

### SCHOOL READINESS CENTRAL DOMAINS AND GOALS (HS) 22-23:

#### **Social & Emotional Development**

1. Children will identify and acknowledge behaviors and emotions in self and others.
2. Children will receive supportive measures to promote positive outcomes.

#### **Language & Literacy Knowledge**

3. **Language Development** - Children will participate in frequent positive communications with teachers and peers.

4. **Language Development**- Children will identify and explain thoughts and rational responses.

5. **Literacy Knowledge and Skills** - Children will increase phonological awareness and symbol recognition.

6. **Literacy Knowledge and Skills** - Children will participate in developmentally appropriate activities to identify letter names and their sounds.

7. **Literacy Knowledge and Skills** - Children will write recognizable letters (specifically those in their first and last names).

8. **English Language Development** - Children who are dual language learners will demonstrate competency in their home language while acquiring beginning proficiency in English.

#### **Approaches to Learning**

9. **Creative Arts Expressions** - Children will participate in creative and imaginative expressions with use of developmentally appropriate materials and instruments.

10. **Approaches to Learning** - Children will engage in individual or group activities that represent real-life experiences, thoughts, and visions.

#### **Cognition and General Knowledge**

11. **Mathematics Knowledge and Skills** – Children will recognize colors, numbers, and shapes.

12. **Logic and Reasoning** – Children will be exposed to learning experiences to support hands-on learning.

13. **Science Knowledge and Skills** – Children will create different strategies and techniques to implement the scientific method.

14. **Social Studies Knowledge and Skills** – Children will develop an understanding of different cultures and customs.

### **Physical Development & Health**

15. Children will identify and implement proper hygiene and safety practices.

16. Children will participate in developmentally appropriate activities by moving their bodies in various ways to demonstrate control, balance, and coordination.

17. Children will demonstrate age-appropriate control of small muscles for such purposes as using utensils, self-care, building, and exploring.

## **SCHOOL READINESS CENTRAL DOMAINS AND GOALS (EHS) 2021-2022:**

### **Central Domain: Social and Emotional Development**

Goal 1: Infants and Toddlers will begin to express themselves (comfort and discomfort).

Goal 2: Infants and Toddlers will begin demonstrating self-regulation and self-control skills (sleeps, self sooth, respond).

Goal 3: Infants and Toddlers will begin to respond and interact with familiar adults and children.

### **Central Domain: Language and Literacy**

Goal 1: Infants and Toddlers will communicate non- verbally and verbally to express needs and engage with others.

Goal 2: Infants and Toddlers will show increasing ability to understand comprehend and respond to language, expanding ability to engage in conversations with peers and/or adults.

Goal 3: Infants and Toddlers will comprehend and demonstrate increasingly complex and varied vocabulary; appropriately and understand some rhyming concepts.

### **Central Domain: Approaches to Learning**

Goal 1: Infants and Toddlers will develop the skills (initiative, curiosity, imagination, persistence) necessary to explore the world around them.

Goal 2: Infants and Toddlers will gain a sense of self and a feeling of belonging to a group.

Goal 3: Infants and Toddlers will gain skills needed to problem solve and achieve desired results with teacher/peer assistance.

Goal 4: Infants and Toddlers will demonstrate an ability to persist and to be creative during age-appropriate self- help skills.

Goal 5: Infants and Toddlers will respond to, and show an interest in, music, art (face, pictures, and materials) and dramatic play.

### **Central Domain: Cognition**

**Logic and Reasoning:** Infants and Toddlers will demonstrate understanding and reasoning abilities using their bodies, objects, and others.

**Mathematics Knowledge and Skills:**

- Goal 1: Infants and Toddlers will show interest in basic math concepts throughout their day such as repeating basic actions in a sequence and noticing patterns.
- Goal 2: Infants and Toddlers will show interest in differences in basic characteristics.

**Science Knowledge and Skills:**

- Goal 1: Infants and Toddlers will interact with their natural environment and materials.
- Goal 2: Infants and Toddlers will use their senses to explore and gather information

**Central Domain: Perceptual, Motor, and Physical Development**

Goal 1: Infants and Toddlers will develop fine (hand-eye coordination) motor skills.

Goal 2: Infants and Toddlers will develop gross motor skills (moving limbs, holding the head up, rolling, sitting, standing, crawling, walking...).

Goal 3: Infants and Toddlers will begin to learn and develop healthy and safe habits.

## **IV. IN-KIND CONTRIBUTIONS**

Although In-kind contributions by vendors and partners are one of the essential elements of TMCHS/EHS partnerships, COVID exemptions have temporarily put a hold on the requirement of notating in kind contributions.

## **V. CHILD ASSESSMENT RESULTS**

### **2022-2023 Teaching Strategies GOLD Winter Assessment Report**

The data in this report represents children who were assessed using The Teaching Strategies GOLD On-Line Assessment Tool. The Teaching Strategies GOLD assesses children's growth (ages 3 – 5 years) in the five central domains of development: Social and Emotional Development, Language and Literacy, Approaches to Learning, Cognition, and Perceptual, Motor, and Physical Development. Teachers observe children as they participate in everyday learning activities and assess the children's progress using the 38 research-based objectives in Teaching Strategies GOLD On-line, three times a year (Fall, Winter, and Spring).

**TUSKEGEE-MACON COUNTY HEAD START**  
**2022-2023 Teaching Strategies GOLD Assessment Report**

<b>CENTRAL DOMAIN</b>	<b>FALL</b>	<b>WINTER</b>	<b>SPRING</b>	<b>OVERALL PROGRESS</b>
<b>SOCIAL &amp; EMOTIONAL DEVELOPMENT</b>	Below (levels 1-2) 20.78%	Below (levels 1-2) 21.43%	Below (levels 1-2) 3.7%	Below (levels 1-2) 28.73%
	Meeting (levels 3-6) 76.62%	Meeting (levels 3-6) 64.29%	Meeting (levels 3-6) 85.19%	Meeting (levels 3-6) 67.2%
	Exceeding (levels 7-9) 2.6%	Exceeding (levels 7-9) 14.9%	Exceeding (levels 7-9) 11.11%	Exceeding (levels 7-9) 4.1%
<b>LANGUAGE &amp; LITERACY</b>	Below (levels 1-2) 28.57%	Below (levels 1-2) 7.147%	Below (levels 1-2) 14.81%	Below (levels 1-2) 24.3%
	Meeting (levels 3-6) 70.13%	Meeting (levels 3-6) 78.57%	Meeting (levels 3-6) 77.78%	Meeting (levels 3-6) 71.1%
	Exceeding (levels 7-9) 3.9%	Exceeding (levels 7-9) 14.29%	Exceeding (levels 7-9) 18.52%	Exceeding (levels 7-9) 4.6%
<b>APPROACHES TO LEARNING</b>	Below (levels 1-2) 45.45%	Below (levels 1-2) 14.29%	Below (levels 1-2) 22.22%	Below (levels 1-2) 20.7%
	Meeting (levels 3-6) 53.25%	Meeting (levels 3-6) 64.29%	Meeting (levels 3-6) 66.67%	Meeting (levels 3-6) 65.1%
	Exceeding (levels 7-9) 1.3%	Exceeding (levels 7-9) 21.43%	Exceeding (levels 7-9) 11.11%	Exceeding (levels 7-9) 14.2%
<b>COGNITION</b>	Below (levels 1-2) 45.45%	Below (levels 1-2) 7.14%	Below (levels 1-2) 25.93%	Below (levels 1-2) 19.8%
	Meeting (levels 3-6) 54.55%	Meeting (levels 3-6) 78.57%	Meeting (levels 3-6) 62.96%	Meeting (levels 3-6) 71.7%
	Exceeding (levels 7-9) 0%	Exceeding (levels 7-9) 14.29%	Exceeding (levels 7-9) 11.11%	Exceeding (levels 7-9) 8.5%
<b>PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT</b>	Below (levels 1-2) 28.57%	Below (levels 1-2) 14.29%	Below (levels 1-2) 0%	Below (levels 1-2) 48.16%
	Meeting (levels 3-6) 70.13%	Meeting (levels 3-6) 85.71%	Meeting (levels 3-6) 77.78%	Meeting (levels 3-6) 49.6%
	Exceeding (levels 7-9) 1.3%	Exceeding (levels 7-9) 0%	Exceeding (levels 7-9) 22.22%	Exceeding (levels 7-9) 2.3%

## VI. PHOTOS OF HEAD START ACTIVITIES AND CLASSROOMS





## **VII. CONTACT INFORMATION**

### **Tuskegee-Macon County Head Start Central Office**

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