

Adrian Public School's  
Head Start  
Early Childhood Programs

Annual Report  
2013-2014

# Mission



Adrian Public Schools:

*The mission of Adrian Public Schools is to provide, in partnership with parents and our community, quality educational opportunities that challenge students to excel academically and socially to become contributing citizens.*



Head Start Early Childhood Programs:

*We work in partnership with children and families to create a foundation for success in school and life.*

## **INTRODUCTION**

This report is prepared to comply with the Improving Head Start for School Readiness Act of 2007. This act states that:

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, except that reporting such information shall not reveal personally identifiable information about an individual child or parent:

- A. The total amount of public and private funds received and the amount from each source.
- B. An explanation of budgetary expenditures and proposed budget for the fiscal year.
- 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.
- D. The results of the most recent review by the Secretary and the financial audit.
- E. The percentage of enrolled children that received medical and dental exams.
- F. Information about parent involvement activities.
- G. The agency's efforts to prepare children for kindergarten.
- H. Any other information required by the Secretary.

## **HEAD START AIMS**

Adrian Public School's Head Start Early Childhood Programs believes that parents are the primary educators of children. Adrian Public School's Head Start Early Childhood Programs assists parents by providing a comprehensive child development program that focuses on the education, health, nutrition, dental and family aspect of the child's life. Adrian Public School's Head Start Early Childhood Programs encourages intellectual, cognitive, physical and emotional development by providing a nurturing and family focused environment for the children and families in the city of Adrian and Lenawee County.

## AUDIT AND COMPLIANCE INFORMATION

The Adrian Public School's Head Start Early Childhood Programs complies with all Head Start Federal Performance Standards as evidenced by the results of the on-site monitoring review, completed in November 2010 and again in November 2013. It was established, during these triennial reviews, that the program had no areas of non-compliance and we were recognized by the Administration for Children and Families for being in full compliance with all applicable laws, regulations, standards and policy requirements.

The Adrian Public Schools Head Start Early Childhood Program had no findings of immaterial non-compliance in the most recent 2013-2014 Annual School District Audit. For more information please refer to the Adrian Maples [website](#).

### 2013-2014 HEAD START BUDGET

July 1, 2013 – June 30, 2014

Federal Share Received				
Operational Funds			\$2,544,974	
Training and Technical Assistance Funds			\$33,304	
		Total Funds Received	\$2,578,278	
		Total Non-Federal Share	\$644,570	
Proposed Budgetary Expenditures	Budget	% Of Budget	Actual	% of Actual
Personnel:	\$1,292,001	50%	\$1,247,458	50%
Fringe Benefits:	\$683,005	27%	\$662,087	27%
Staff Training/Travel:	\$10,325	1%	\$31,634	1%
Supplies:	\$61,846	2%	\$66,867	3%
Contractual:	\$216,812	8%	\$155,262	6%
Other:	\$314,289	12%	\$330,434	13%
Total:	\$2,578,278		\$2,493,742	
Inkind:	\$644,570		\$723,327	

## 2013-2014 EARLY HEAD START – BUDGET

July 1, 2013 – June 30, 2014

Federal Share Received				
Operational Funds			\$747,870	
Training and Technical Assistance Funds			\$20,066	
		Total Funds Received	\$767,936	
		Total Non-Federal Share	\$191,985	
Proposed Budgetary Expenditures	Budget	% Of Budget	Actual	% of Actual
Personnel:	\$428,910	56%	\$364,726	51%
Fringe Benefits:	\$230,821	30%	\$203,323	29%
Travel	\$6,822	0%	\$9,904	1%
Supplies:	\$19,100	3%	\$44,604	6%
Contractual:	\$15,000	2%	\$11,006	2%
Other:	\$67,283	9%	\$78,071	11%
Total:	\$767,936		\$711,634	
Inkind:	\$191,985		\$159,430	

### CHILDREN AND FAMILY ENROLLMENT INFORMATION

The Adrian Public Schools Head Start Early Childhood Program is funded to serve 108 children in extended day/five days per week enrollment, 36 children in extended day/four days per week enrollment, and 192 children in part day, four days per week enrollment for a total of 336 Head Start children. The average monthly enrollment (as a percentage of funded enrollment) for the Program is 100%. Please see below for enrollment based on the different types of eligibility. (Actual enrollment is greater than 336, due to drops and adds during the school year):

- |   |                       |
|---|-----------------------|
| A. Income below 100% of federal poverty line:               | 261 children enrolled |
| B. Receipt of public assistance such as TANF, SSI:          | 97 children enrolled  |
| C. Status as a foster child - # children only:              | 5 children enrolled   |
| D. Status as homeless:                                      | 17 children enrolled  |
| E. Over income (more than 130% above poverty):              | 16 children enrolled  |
| F. Family incomes between 100-130% of federal poverty line: | 8 children enrolled   |

The Adrian Public Schools Head Start Early Childhood Program is funded to serve 16 children in two extended day/five days per week year round center based classrooms and 56 children in our home based option for a total of 72 Early Head Start children and families served. The average monthly enrollment (as a percentage of funded enrollment) for the Program is 100%. Please see below for enrollment based on the different types of eligibility. (Actual enrollment is greater than 72, due to drops and adds during the school year):

A. Income below 100% of federal poverty line:	49 children enrolled
B. Receipt of public assistance such as TANF, SSI:	26 children enrolled
C. Status as a foster child - # children only:	6 children enrolled
D. Status as homeless:	15 children enrolled
E. Over income (more than 130% above poverty):	1 children enrolled
F. Family incomes between 100-130% of federal poverty line:	0 children enrolled

### **FAMILY SERVICES INFORMATION – HEAD START**

Families who received at least one of the family services	66%
Families experiencing homelessness during the enrollment year that acquired housing	78%

### **MEDICAL AND DENTAL INFORMATION – HEAD START**

Children with health insurance at end of enrollment year	99%
Children with a medical home at end of enrollment year	99%
Children up to date on immunizations at end of enrollment year	100%
Children with a dental home at end of enrollment year	98%
Children up-to-date on a schedule of preventative & primary health care	100%
Children completing professional dental exams	87%

### **SERVICES TO CHILDREN – HEAD START**

Children with an IEP	14%
Children that received special education or related services for one of the primary disabilities reported	92%

### **FAMILY SERVICES INFORMATION – EARLY HEAD START**

Families who received at least one of the family services	89%
Families experiencing homelessness during the enrollment year that acquired housing	58%

## **MEDICAL AND DENTAL INFORMATION – EARLY HEAD START**

Children with health insurance at end of enrollment year	98%
Children with a medical home at end of enrollment year	98%
Children up to date on immunizations at end of enrollment year	97%
Children with a dental home at end of enrollment year	95%
Children up-to-date on a schedule of preventative & primary health care	96%

## **SERVICES TO CHILDREN – EARLY HEAD START**

Children with an IFSP	18%
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## **KINDERGARTEN READINESS**

The Adrian Public Schools Head Start Early Childhood Program promotes school readiness through the use of the High Scope Curriculum, parental input, field trips, and many other resources.

Social and emotional development is enhanced through the use of Second Step and Love and Logic curriculums. Physical development is enhanced through the use of “I am Moving, I am Learning” (IMIL).

Education services are provided through daily developmentally appropriate experiences that are intentionally planned to develop skills that are important for success in kindergarten. The High Scope Curriculum emphasizes adult-child interaction, a carefully designed learning environment, and a plan-do-review process that strengthens initiative and self-reliance in children and young people. Numbers Plus and Growing Readers are supplemental High Scope Curriculums that are used to support our school readiness goals.

Classrooms are arranged to offer multiple opportunities for students to explore, discover, and grow. The goal is to create a classroom community where students learn how to get along with their peers, solve problems peacefully, make healthy lifestyle choices, and learn the academic skills that are needed to be successful in school.

With the High Scope Curriculum being used for kindergarten readiness, their Child Observation Record aligns with the Head Start Child Outcomes Framework and gathers data on student progress in each of the eight domains of learning and development. Assessment is on-going and information is gathered and monitored through observations, portfolios, direct instruction, and parent input. Student learning is monitored during three observational periods within the eight domains of learning. These periods are at the beginning of the school year, mid-year, and at the end of the school year. This time frame allows us to monitor the student learning throughout the school year.

## **FAMILY ENGAGEMENT ACTIVITIES**

The Family Engagement Activities for the Adrian Public Schools Head Start Early Childhood Program are as follows: Governance structure including the Policy Council and parent committees, Family Literacy and Transition, and Parent Volunteering. The Policy Council consists of parents that are elected to serve on a committee as collaborators with key management staff in order to review, approve or disapprove policies and procedures regarding the Head Start Early Childhood Program. These classroom Policy Council representatives are responsible for sharing Policy Council and committee information with the families at their individual sites. All parents are members of the parent committee and input is welcome.

Areas of concentration for Family Literacy include supporting parents as their child's first teacher, encouraging the child's self-sufficiency and growth through age-appropriate experiences and emphasizing the importance of reading regularly to your children. The monthly newsletter and staff interactions with families emphasize the significant role of parents. Family interactions are promoted through take-home activities reinforcing the classroom focus and in building the bridge between home and school. Parents as lifelong educators are supported when parents identify a need for further parenting instruction. Information from local community workshops is provided and site based requests may result in informal presentations and discussions for program parents offered by our behaviour specialist.

Transition experiences support parent participation from the time the family accepts child placement in a Head Start experience until the child enters Kindergarten. Visits to local school districts are planned in the spring allowing for children to visit a classroom and experience a new environment, while supported by their present teacher and classmates. Families are encouraged to attend the designated Kindergarten Round-up, emphasizing the continued role of parents as advocates for their children.

Volunteer opportunities exist in all aspects of the program allowing parents to share knowledge, interests, and hobbies. Parent initiated classroom and Family Night activities add cultural and social diversity to the experience. Volunteering may further enhance the skills and abilities of parents while providing assistance to our program; reinforcing a shared experience.

## **CLASS SCORES**

The Classroom Assessment Scoring System (CLASS) is an observational tool that provides a common lens and language focused on what matters – the classroom interactions that boost student learning. Data from CLASS observation are used to support teachers unique professional developmental needs, set school-wide goals, and shape system-wide reform at the local, state, and national level. The CLASS tool does the following:



- Focuses on effective teaching
- Helps teachers recognize and understand the power of their interactions with students
- Aligns with professional development tools
- Works across age levels and subject

Changes made in 2013-14 school year include:

Establishing a minimum Program threshold for the three domains, which exceed the Federal scores.

- Emotional support – a score of 5 or higher (Federal benchmark is 4)
- Classroom Organization – a score of 4 or higher (Federal benchmark is 3)
- Instruction Support – a score of 3 or higher (Federal benchmark is 2)

The scale is 1 to 7, with 1 and 2 being in the low range; 3, 4, and 5 being in the mid-range; 6 and 7 being in the high range.

As a program, our end of the year 2013-14 CLASS scores were higher than the 2012 and 2013 Head Start National Averages, making gains in each of the CLASS Domains.

CLASS data for the spring 2013:

Emotional Support – 0 in the low range, 4 in the middle range, 10 in the high range

Classroom Organization– 0 in the low range, 12 in the middle range, 2 in the high range

Instruction Support– 3 in the low range, 11 in the middle range, 0 in the high range

CLASS score data for the spring 2013 by site:

- Addison – Emotional Support; **High** – Classroom Organization; **Middle**- Instruction Support; **Middle**
- Hudson – Emotional Support; **High**– Classroom Organization; **Middle**– Instruction Support; **Middle**
- LMCF – Emotional Support; **High** –Classroom Organization; **High**- Instruction Support; **Middle**
- Onsted – Emotional Support; **High** –Classroom Organization; **High**- Instruction Support; **Middle**
- Tecumseh – Emotional Support; **Middle** –Classroom Organization; **Middle** - Instruction Support; **Low**
- Comstock 102 – Emotional Support; **Middle** –Classroom Organization; **Middle** - Instruction Support; **Low**
- Comstock 104 – Emotional Support; **High** –Classroom Organization; **Middle** - Instruction Support; **Low**

- Comstock 106 – Emotional Support; **High** – Classroom Organization; **Middle** - Instruction Support; **Middle**
- Comstock 107 – Emotional Support; **High** –Classroom Organization; **Middle** - Instruction Support; **Low**
- Garfield 6 – Emotional Support; **High** – Classroom Organization; **High** - Instruction Support; **Middle**
- Garfield 7 – Emotional Support; **High** –Classroom Organization; **High** - Instruction Support; **Middle**
- Garfield 8 – Emotional Support; **High**–Classroom Organization; **Middle** - Instruction Support; **Middle**
- Garfield 9 – Emotional Support; **High** –Classroom Organization; **High**- Instruction Support; **Middle**
- Porter 90 – Emotional Support; **High** — Classroom Organization; **High** - Instruction Support; **Middle**

## **SCHOOL READINESS GOALS & OUTCOMES**

The Early Childhood Development committee has decided after a review of relevant data to keep the School Readiness goals the same. The only thing that has been changed is that an additional expectation has been added for three and four year olds under Language and Literacy about picture reading. The goals are below:

### **Approaches to Learning:**

- Children will increase their self-help skills and increase their ability to interact with others and materials.
  - Infant-Toddler/*Solving Problems* we had a gain of 25.71%
    - This indicates that children are moving themselves or an object to find an object or person out of sight. This meets the goal for our 0-18 months, but not our 18-36 month children.
  - Preschool/*Initiating Play* we had a gain of 57.85%
    - This indicates that children are playing with others and adding an idea that changes the play in some way. This meets the goal for our 3 year olds-but not our 4 year olds
  - Preschool/*Solving problems with materials* we had a gain of 41.01%
    - This indicates that children are attempting to solve a problem one way with materials. This did not meet the goal for our 3 or 4 year olds.
  - Preschool/*Taking Care of Personal Needs* we had a gain of 51.30%

- This indicates that children are identifying a need for a tool and using it independently. This meets the goal for both our 3 year olds but not our 4 year olds.

### **Social and Emotional Development:**

- Children will increase their ability to express emotions.
  - Infant-Toddler/*Expressing Emotions* we had a gain of 20.73%
    - This indicates that children are using physical contact to express emotion. This meets the goal for our 0-18 month old children, but not the 18-36 month children.
  - Preschool/*Resolving Interpersonal Conflict* we had a gain of 70.79%
    - This indicates our children are identifying a problem in a conflict with another child. This meets the goal for our 3 year olds, but not our 4 year olds.

### **Physical Health and Development:**

- Children will increase their motor coordination by moving in various ways and with objects.
  - Infant-Toddler/*Moving the Whole Body* we had a gain of 15.22%
    - This indicates that children are climbing down a ladder or running. This meets the goal for our 0-18 month old children, but not our 18-36 month children.
  - Preschool/*Drawing and Painting Pictures* we had a gain of 44.85%
    - This indicates our children are drawing and painting a picture with four or more basic parts. This meets the goal for both age groups.
  - Preschool/*Moving in Various Ways* we had a gain of 52.58%
    - This indicates that our children are doing a movement and naming what the movement is. This meets the goal for both our 3 year olds, but not our 4 year olds.

### **Language and Literacy:**

- Children will increase their expressive and receptive language skills.
  - Infant-Toddler/*Speaking* we had a gain of 12.96%
    - This indicates that children are using a single word to refer to a person, animal, object, or action. This does not meet the goal for either our Infants or Toddlers.
  - Infant-Toddler/*Exploring picture books* we had a gain of 12.39%
    - This indicates that children turning pages of a book independently. This did not meet the goal for either the Infants or the Toddlers.
  - Infant-Toddler/*Showing interest in stories, rhymes and songs* we had a gain of 20.39%
    - This indicates that children are participating in pat-a-cake or similar word games or finger plays. We met the goal for both the infants and the toddlers.
  - Preschool/*Showing Awareness of sounds in words* we had a gain of 67.16%

- This indicates our children are generating their own rhyming words, rhyming phrases and rhyming sentences. This meet the goal for our 3 year olds, but not our 4 year olds.
- Preschool/*Demonstrating Knowledge about Books* we had a gain of 45.77%
  - This indicates that our children are asking another person to read to them. This does not meet the goal for either age group.

**Cognition and General Knowledge:**

- Children will increase their understanding of sequential order.
  - Infant-Toddler/*Exploring Time* we had a gain of 13.83%
    - This indicates that children are expressing anticipation of an immediate event. We did not meet the goal for our infants or toddlers.
  - Preschool/*Counting* we had a gain of 53.81%
    - This indicates that our children are counting or responding to a request for 5 to 10 objects. This meets the goal for our 3 year olds, but not our 4 year olds.

The Early Childhood Committee did discuss the impact of the severe weather during the 2013-14 school year. They were in agreement that the lower gains may have been in part to the large number of school cancellations that happened during the school year.