

Adrian Public School's  
Head Start  
Early Childhood Programs

Annual Report  
2012-2013

# 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 2007 and again in November 2010. 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 2012-2013 Annual School District Audit. For more information please refer to the Adrian Maples [website](#).

### 2012-2013 HEAD START BUDGET

July 1, 2012 – June 30, 2013

Federal Share Received				
Operational Funds			\$2,673,408	
Training and Technical Assistance Funds			\$33,304	
		Total Funds Received	\$2,706,712	
		Total Non-Federal Share	\$676,678	
Proposed Budgetary Expenditures	Budget	% Of Budget	Actual	% of Actual
Personnel:	\$1,414,806	52%	\$1,377,322	51%
Fringe Benefits:	\$749,901	28%	\$677,063	25%
Staff Training/Travel:	\$8,704	1%	\$13,089	1%
Supplies:	\$53,292	2%	\$79,859	3%
Contractual:	\$154,795	6%	\$144,653	5%
Other:	\$325,214	12%	\$408,039	15%
Total:	\$2,706,712		\$2,700,026	
Inkind:	\$676,678		\$941,130	

## 2012-2013 EARLY HEAD START – BUDGET

July 1, 2012 – June 30, 2013

Federal Share Received				
Operational Funds			\$802,623	
Training and Technical Assistance Funds			\$20,066	
		Total Funds Received	\$822,689	
		Total Non-Federal Share	\$205,673	
Proposed Budgetary Expenditures	Budget	% Of Budget	Actual	% of Actual
Personnel:	\$476,572	58%	\$440,194	57%
Fringe Benefits:	\$259,199	32%	\$218,138	28%
Travel	\$14,849	2%	\$11,371	1%
Supplies:	\$22,525	3%	\$29,160	4%
Contractual:	\$0	0%	\$0	0%
Other:	\$49,544	6%	\$73,717	10%
Total:	\$822,689		\$772,580	
Inkind:	\$205,673		\$200,373	

### CHILDREN AND FAMILY ENROLLMENT INFORMATION

The Adrian Public Schools Head Start Early Childhood Program serves 133 children in extended day/five days per week enrollment, 36 children in extended day/four days per week enrollment, and 188 children in part day, four days per week enrollment for a total of 357 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:

- |   |                       |
|---|-----------------------|
| 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 serves 16 children in 2 extended day/five days per week year round center based classrooms, 8 children in an

extended day/five days per week school year combination classroom that provides home based services during the summer and 48 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:

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	86%
Families experiencing homelessness during the enrollment year that acquired housing	70%

**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	99%
Children with a dental home at end of enrollment year	97%
Children up-to-date on a schedule of preventative and primary health care	98%
Children completing professional dental exams	90%

**SERVICES TO CHILDREN – HEAD START**

Children with an IEP	11%
Children that received special education or related services for one of the primary disabilities reported	98%

**FAMILY SERVICES INFORMATION – EARLY HEAD START**

Families who received at least one of the family services	94%
Families experiencing homelessness during the enrollment year that acquired housing	64%

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

Children with health insurance at end of enrollment year	97%
Children with a medical home at end of enrollment year	99%
Children up to date on immunizations at end of enrollment year	93%
Children with a dental home at end of enrollment year	93%
Children up-to-date on a schedule of preventative and primary health care	93%

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

Children with an IFSP	23%
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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, Fatherhood Initiatives, Family Literacy 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 during family day planning and events. All parents are members of the parent committee structure. The Fatherhood Initiative is focused upon providing role modeling and hands-on leadership experiences for male figures in children's lives; building positive stress management skills; and provide training on the importance of nutrition and healthy lifestyles, the effects of family violence on child development; and the relationship between good work habits and success. Areas of concentration for Family Literacy are parents as their child's first teacher, interactive activities between parents and child, education leading to self-sufficiency, and age-appropriate education for children. Parent volunteer opportunities exist in all aspect of the program allowing them to share knowledge while further enhancing their skills and experiences.

## **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 from the fall of 2012 include:

- Emotional support- 3 more classes scored in the High Range-resulted in 3 less in the Middle Range
- Classroom Organization- 1 class moved down to the Middle Range
- Instruction Support- 3 more classes in the Middle Range- resulted in 3 less in the Low Range

We showed improvement in Emotional Support, as the number of classrooms in the high range increased by 1. Also showing an improvement was Instructional Support,



where we saw the number of classrooms in the low range decreasing by 3 and the number of classrooms in the middle range increasing by 1, while reporting on 2 fewer classrooms as compared to last fall.

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 – Instruction Support; Middle – Classroom Organization; High
- Hudson – Emotional Support; High – Instruction Support; Middle – Classroom Organization; Middle
- LMCF – Emotional Support; High – Instruction Support; Middle – Classroom Organization; Middle
- Morenci – Emotional Support; High – Instruction Support; Middle – Classroom Organization; High
- Onsted – Emotional Support; Middle – Instruction Support; Middle – Classroom Organization; Middle
- Tecumseh – Emotional Support; Middle – Instruction Support; Middle – Classroom Organization; Middle
- Comstock 102 – Emotional Support; High – Instruction Support; Low – Classroom Organization; Middle
- Comstock 104 – Emotional Support; High – Instruction Support; Low – Classroom Organization; Middle
- Comstock 106 – Emotional Support; High – Instruction Support; Middle – Classroom Organization; Middle
- Comstock 107 – Emotional Support; High – Instruction Support; Low – Classroom Organization; Middle
- Garfield 6 – Emotional Support; High – Instruction Support; Middle – Classroom Organization; Middle
- Garfield 7 – Emotional Support; High – Instruction Support; Middle – Classroom Organization; Middle

- Garfield 8 – Emotional Support; Middle – Instruction Support; Middle – Classroom Organization; Middle
- Garfield 9 – Emotional Support; High – Instruction Support; Middle – Classroom Organization; Middle
- Porter 90 – Emotional Support; High – Instruction Support; Middle – Classroom Organization; 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 36.09%
    - This indicates that children are watching an object (person) move out of sight, and then move to immediately find it. This meets the goal for our 0-18 months, but not our 18-36 month children.
  - Preschool/Initiating Play we had a gain of 48.53%
    - 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/Taking Care of Personal Needs we had a gain of 58.80%
    - This indicates that children are identifying a need for a tool and using it independently. This meets the goal for both our 3 and 4 year old children

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

- Children will increase their ability to express emotions.
  - Infant-Toddler/Expressing Emotions we had a gain of 33.82%
    - 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 74.75%
    - 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.
  - Preschool/Understanding and Expressing Feelings we had a gain of 62.50%
    - This indicates our children are representing emotion through pretend play or art. This meets the goal for both age groups

### **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 15.61%
    - 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 52.08%
    - 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 52.60%
    - This indicates that our children are doing a movement and naming what the movement is. This meets the goal for both age groups.

### **Language and Literacy:**

- Children will increase their expressive and receptive language skills.
  - Infant-Toddler/Listening and Responding we had a gain of 20.19%
    - This indicates that our children are looking towards the speaker when his or her own name is spoken. This does not meet the goal for our 0-18 month old children.
  - Infant-Toddler/Speaking we had a gain of 18.90%
    - 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 our 18-36 month old children.
  - Preschool/Showing Awareness of sounds in words we had a gain of 64.55%
    - This indicates our children are generating their own rhyming words, rhyming phrases and rhyming sentences. This meets the goal for both age groups.
  - Preschool/Demonstrating Knowledge about Books we had a gain of 52.63%
    - 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 39.92%
    - This indicates that children are expressing anticipation of an immediate event. This meets the goal for our 0-18month old children, but not our 18-36 month children.
  - Preschool/Counting we had a gain of 55.24%
    - This indicates that our children are counting or responding to a request for 5 to 10 objects. This meets the goal for both age groups.