

Cleveland County Schools Head Start

Annual Report to the Public
2017 - 2018



2017-2018 Annual Cleveland County Head Start Report to the Public

The Head Start Act of 2007 requires all Head Start programs submit an annual report to the public. The Act is very specific in respect to what information is required in the report. We are pleased to provide our community with the 2017-2018 Annual Head Start Report.

Total amount of funds from all sources:

Head Start	\$ 1,765,041.00
CACFP (food program)	\$ 204,936.12
North Carolina Preschool	\$ 394,080.00
Sales Tax Refund	\$ 741.92

Breakdown of Budgetary expenditures:

Head Start:

Personnel	\$ 1,558,707.70
Supplies	\$ 21,867.75
Contracts	\$ 2,322.88
Staff Development	\$ 25,410.00
Indirect Cost	\$ 49,671.51
Food	\$ 23,313.75
Travel	\$ 3,248.31
Repairs	\$ 6,258.75
Communication	\$.00
Furniture and Equip	\$ 2,838.34
Substitutes	\$ 27,080.44
Other	\$ 44,321.57

CACFP (Food Money):

Personnel	\$.00
Travel	\$.00
Supplies	\$.00
Food	\$ 210,244.44

North Carolina Preschool:

Personnel	\$ 289,963.99
Supplies	\$ 3,149.48
Contracts	\$ 7,095.24
Food	\$ 366.34
Substitutes	\$ 1,176.50
Pupil Transport	\$ 4,715.15
Indirect Cost	\$ 8,777.38
Travel	\$ 874.91
Leases/Rentals	\$.00
Furniture/Equipment	\$.00
Repair Parts	\$.00
Site Improvements	\$.00
Other	\$ 2,163.11

Proposed Budget for 2018-2019**Head Start:**

Personnel	\$1,561,207.00
Supplies	\$ 32,976.00
Contract	\$ 18,224.00
Staff Develop	\$ 25,410.00
Food	\$ 24,210.00
Travel	\$ 5,000.00
Indirect Cost	\$ 52,386.00
Substitutes	\$ 31,250.00
Repairs	\$ 3,633.00
Computer Hardware	\$ 1,000.00
Communication	\$.00
Other	\$ 9,745.00

CACFP (Food Money):

Supplies	\$.00
Food	\$ 235,592.00
Personnel	\$.00

Total In-kind match for 2017-2018:

Personnel	\$ 40,294.55
Consultants/Contractual	\$ 8,370.19
North Carolina Prek	\$ 318,282.10
Foster Grandparents	\$ 71,433.92
Policy Council and Committees	\$ 6,250.61
Other	\$ 6,869.78

Total number of children and families served:

Children- 251
Families- 247

Average monthly enrollment (percentage): Cleveland County Head Start maintained 100% enrollment each month.

Percentage of eligible children served: 87%

Results of most recent federal review (2017): CLASS SCORES

Domain	Score	Domain	Score	Domain	Score
Emotional Support	6.2212	Classroom Organization	6.2051	Instructional Support	3.2949

Results of most recent financial audit: There were no concerns found in our most recent audit. The audit report is available on the Cleveland County Schools website (www.clevelandcountyschools.org).

Percentage of enrolled children with medical and dental exams:

Medical- 98%
Dental- 98%

Information about parent involvement activities:

Parents are given the opportunity to attend a “Parent Information Fair” at the beginning of the program year. Various community agencies as-well-as the nutrition consultant for the program are there presenting information that is relevant to the families. All parents are given information on the parent center committee meeting, Health Advisory and Policy Council. Cleveland County Schools Head Start maintains an open door policy and encourages parents to volunteer in the program. The Program has made a conscious effort to involve fathers in all of the family engagement activities and program opportunities. Parents are given a community resource guide at the beginning of the year.

Head Start's efforts to prepare children for kindergarten:

Cleveland County Schools Head Start (CCSHS) is very fortunate to have Cleveland County Schools as the program Grantee, which allows classrooms to be located in the elementary schools throughout the county. Therefore, children attend kindergarten already familiar with the school environment and expectations. There is easy communication between Head Start teachers and the kindergarten teachers since they are co-workers within the school. Parents are familiar with the school and school procedures.

CCSHS uses Creative Curriculum which addresses the whole child's development with emphasis placed on social skills and self-help skills the first months of school, so that children begin kindergarten able to work cooperatively in a group situation and perform many tasks with no adult assistance. Kindergarten teachers do not have to deal with children's separation anxiety since children have overcome this in the preschool year. Language and literacy development is provided through a literacy rich environment, which provides books throughout the classroom with teacher lead group time to read books and to have discussion of the story and/or concepts. Each class has a set of library books that are sent home with children throughout the year. There is also a special book area in the classroom for sharing books with a friend or teacher one-on-one. Children are exposed to their printed name throughout the classroom to develop name recognition and knowledge of the letters in their name. Most are able to write their name by the end of the year. Alphabetic materials are placed throughout the classroom exposing children to many experiences with the alphabet, such as lacing letters, alphabet puzzles, alphabet charts, ABC books, alphabet stamps, alphabet stringing beads, etc. Most children are able to name and write 10 or more letters at the end of the year. Children are exposed to phonological awareness through intentional activities that help children to hear the likenesses and differences in the sounds words produce, especially in beginning sounds and rhyming words. Children are exposed to writing tools and encouraged to write. This helps move children through the different stages of writing from scribbling, drawing with teacher dictation, to writing their name and/or familiar words. Children's language is developed by many concrete experiences to expand their vocabularies. The typical day provides many conversations between individual children and teachers and among children to develop language and effective communication. Cognitive development is provided through math and science materials for children to have experiences in counting, observing likenesses and differences in living things and non-living objects and beginning to notice patterns in nature and to begin a classification system. Children must have these concrete experiences to begin to understand the concepts of matching, classification, sorting, and patterns. These experiences have much more meaning if children are allowed to problem solve and discover these systems through many repeated experiences with toys and concrete materials. Physical development is provided through many experiences that develop their large motor skills so children are active and healthy. Fine motor skills are developed by holding paint brushes, building with small interlocking toys, kneading and forming play dough, using tongs to pick up and separate items, and using pencils, crayons, and markers to name a few. Healthy life skills such as washing of hands are taught so that children have fewer absences due to sickness.

Cleveland County Head Start has reliable CLASS (the observation tool used by the Office of Head Start during monitoring visits) observers on staff. Observations are done throughout the school year using the CLASS to help the program ensure high quality. Dual coding is done to insure inter-rater reliability. Teachers who need assistance are provided coaching from trained CLASS coaches as needed.

**CLEVELAND COUNTY SCHOOLS HEAD START
2017-2018 SCHOOL READINESS REPORT**

Program Information

Cleveland County Schools (CCS) Head Start is administered by the Cleveland County Schools Board of Education. The program serves a funded enrollment of 224 children. The school year began, on July 10th, with the teacher and assistant from Graham, the only year round school, working in their classroom. On July 11th, the Graham staff attended training on the Creative Curriculum Sixth Edition.

On July 12th, the staff attended a half day of continued training and then spent the afternoon doing home visits. July 13th through July 17th, the staff continued with home visits and working in the classroom. The orientation was on July 13th. The first day for Graham was on July 18th with half of the children attending. They attended for two days and then the other half began on July 20th. All Graham students returned on July 24th.

On August 16th, the teachers, for all traditional schools, attended school staff meetings. August 17th, the teachers attended CPR, worked in their rooms and planned home visits. On August 18th and 21st, teachers made home visits and worked in their classrooms. On August 22rd, all teachers and assistants received training including the Graham teachers. The training included understanding Operational/Personnel Policies, Attendance, Bus Reports, Preschool Forms, Child Abuse and Neglect, Abusive Head Trauma, Handling and Storage of Hazardous Materials and Proper Disposal of Bio Contaminants. School Orientation was held on August 23rd at all the traditional schools for parents to visit the classrooms. Teachers were trained on the Creative Curriculum Sixth Edition on August 24th and the assistants attended CPR training. On August 25th, the teachers continued home visits and new staff received Playground Safety training. On August 28th, the Preschool staff received training on Precautions in Transporting Children/Safe Arrival and Departure, Prevention and Control of Infectious Disease, Administration of Medication, Prevention and Response to emergencies due to food and allergic reaction, Emergency Preparedness and Response, Addressing Challenging Behaviors, Fire Safety, and Disabilities. August 29th was Second Step training for new staff. August 30th was Head Start Pre-Service and staff received training on McKinney-Vento, Health, ERSEA, Family and Community Partnerships/Mental Health, Education, Forms, CACFP and Miscellaneous, Disabilities, Transportation, Performance Standards/Updates/Big Changes, Coaching, ELOF. Head Start trained teachers monthly from September 2017 to April 2018. The training focused primarily on implementing the Creative Curriculum. The teachers were given guidance and materials to prepare for each unit of study. There was also a focus on ECERS and licensure, making referrals for children to receive special services and Galileo progress. On November 14th, teachers received training on the Head Start Early Learning Outcomes Framework. This training was on how to plan instruction and design opportunities for children to play, learn, explore, discover and form relationships in a positive and stimulating environment while aligning with the framework. Finally, in February, we received a Preschool Transition to Kindergarten Literacy training.

In the traditional schools, half of the children began on August 31st and attended two days. The other half began on September 5th and attended two days. These days were orientation days to help the children transition from home, or previous child care setting, to their new environment. The days allowed for more one-on-one interaction between classroom staff and children to teach the children the classroom rules and procedures and to take care of separation and anxiety issues with some children entering their first group experience away from home. All children started together on September 7th.

September 22nd was the date for baseline to be set for the Galileo Assessment. The baseline was set for the 221 children enrolled. Three children dropped before baseline was completed. For the end of the year report, 201 children were included in the May 4th Galileo end date. Children enrolled late are not included in the outcomes report. However, they are assessed with a baseline, mid-year and end of the year report. Child outcomes for the program only reports on the children enrolled on September 22 through May 4, 2018. Of the children in the program from September 22 to May 5, forty- four were placed in the exceptional children's services. Eighteen were placed for developmental delays, twenty- three for speech services and three for autism. Eight children were dual language learners. Spanish and Asian were the primary languages of the dual language learners.

For the 2017-2018 school year, Cleveland County Schools Head Start program operated fourteen classrooms located in twelve elementary schools. There were three classrooms at Bethware, and one each at Boiling Springs, Casar, East, Fallston, Graham, Grover, James Love, Marion, North, Township Three, and Washington. There were fourteen classroom teachers, fourteen classroom teacher assistants and one rotating teacher. The rotating teacher rotated to each classroom every month providing each teacher a work day to enter data into the assessment system. The program started the year with one new teacher and two new assistants. One assistant left during the year after having a baby and was replaced.

Classroom teachers at the end of the year held the following credentials:

- Thirteen – Birth through Kindergarten (One has a Master's Degree)
- One – Early Childhood Associate Degree with Early Childhood Credentials

Classroom Assistants at the end of the year held the following credentials:

- One- BA with Early Childhood Education
- Thirteen- Associates Degree in Early Childhood

Rotating Teacher

- Associates Degree in Early Childhood

The Education Manager, responsible for the curriculum, assessment, and support of the classroom staff, holds a Bachelor of Science degree in K-6 Education with a North Carolina Birth to Kindergarten Teaching License and over 20 years teaching experience in preschool.

Assessment Information

For the 2017-2018 school year, the Brigance Developmental Screening instrument was used to do the developmental screen because this is what the school system uses and it helps with the transition process to use the same instrument as the public schools. The Galileo Technology Assessment G3 scales of development were used to track the children's progress and to plan activities to meet the individual needs of the children. This was the program's fifteenth year of implementation of this system.

The Galileo system tracks children's progress in seven scales plus one scale that is only for children that speak a language other than English at home. These scales directly align with the nationally mandated Head Start Early Learning Outcomes Framework. The seven scales are Approaches to Learning, Early Math, Language Development, Literacy, Nature and Science, Physical Development and Health, and Social and Emotional Development. Each scale is broken down into knowledge areas such as Counting and Comparing, Adding and Identifying Numbers for Early Math. Each knowledge area has capabilities listed on a continuum of learning from beginning learning to advanced learning. Galileo scales are a developmental continuum for children ages three years old to five years old.

The Creative Curriculum is also aligned with the Head Start Early Learning Outcomes Framework. The teaching staff is provided a copy of the alignments.

Teachers collected data daily on children using observations, Letter ID checklists, scale checklists, and samples of work. Best work samples are selected three times a year in writing, drawing, and cutting for each child to assist teachers when entering data. Teachers entered observations into the online assessment on a regular basis. Teachers use Classroom Observation Records (COR) that indicated the capabilities each child had learned and were ready now to learn. The COR are used to plan activities to challenge children to attain the next skill level.

During pre-service training, teaching staff were given a schedule (Galileo Timeline) to follow for collecting and entering data. According to the schedule, Individual Development Profiles are shared at the set of baseline, midyear and the end of year with parents during home visits and/or parent/teacher conferences.

Training

New hires receive training at orientation on the use of the Galileo Assessment System. They are also given additional assistance during the year as needed.

Information Collected

The Galileo Assessment Tool is used for Head Start assessments. The Galileo 3 scales are directly aligned with our School Readiness Goals. As stated above, the scales include Approaches to Learning, Early Math, Language Development, Literacy, Nature and Science, Physical Development and Health and Social Emotional Development. The program expects a 65 point gain from baseline to the end of the year.

The Education Manager analyzed the Galileo data. The Galileo Outcomes Analysis Report was used to aggregate data from baseline to the end of the year. The data chart below contains the results for all the children enrolled in the program from September 22, 2017 (baseline) to May 4, 2018 (end-of-year). There were 23 children that dropped from the program during the assessment year so their data was not included in the Outcomes Report. The number of children enrolled for all periods is 201. There were 28 three-year-olds and 173 four-year-olds included in the data. There were 95 females and 106 males included in the data. There were eight children with a home language other than English (all spoke Spanish or Asian as the primary home language). The races of the children were 94 White, 85 Black, 10 Biracial and 3 Other and 9 Hispanic children. There were 44 children that had an IEP in the following areas; speech/language, developmental delay or Autism. There were 21 returnees.

This report shows the total growth in points throughout the year for the different groups of children reported.

Abbreviation Key

AL – Approaches to Learning

EM- Early Math

LD- Language Development

LK-Literacy

NS- Nature and Science

PDH- Physical Development and Health

SED-Social Emotional Development

Group	AL	EM	LD	LK	NS	PDH	SED
Groups of Children / Total Number of Children	POINTS GROWTH	POINTS GROWTH	POINTS GROWTH	POINTS GROWTH	POINTS GROWTH	POINTS GROWTH	POINTS GROWTH
Program Mid-Year / 201	139	137	152	133	148	129	119
Male / 106	138	137	154	134	149	127	117
Female / 95	139	139	151	134	146	131	121
Age Group	AL	EM	LD	LK	NS	PDH	SED

Primary Language	AL	EM	LD	LK	NS	PDH	SED
Groups of Children / Total Number of Children	POINTS GROWTH	POINTS GROWTH	POINTS GROWTH	POINTS GROWTH	POINTS GROWTH	POINTS GROWTH	POINTS GROWTH
Program Mid-Year / 201	139	137	152	133	148	129	119
Spanish / 6	130	128	139	126	150	120	116
Other / 2	109	71	86	85	97	97	96
English / 193	139	138	153	133	147	130	119

Note: Children that are learning two languages are assessed in English Language Acquisition and the End of the Year average growth was 104 point

Analysis of Data

The end of the year data demonstrates that the program had the highest gains in Language Development. The children showed end of the year gains of 152 points. The second highest gains were in Nature and Science with a gain of 148 points.

The lowest gains were in Social Emotional Development with gains of 119 points. The program will promote activities in Social Emotional Development for the next school year.

In comparing the males' growth to the females' growth, the end of the year Developmental Level scores were slightly mixed. There was a one to four point difference in the scales. The males had higher gains in Language and Nature and Science. The females were higher in Approaches to Learning, Early Math, Physical Development and Health and Social Emotional. The males and females were even in Literacy.

In comparing the three-year-olds to the four-year-olds, the three's showed gains ranging from 92 points in the Social Emotional to 141 point gain in Nature and Science. The four's end of the year gains ranged from 124 points in Social Emotional to a 155 point gain in Language Development. For gains at the end of the year, it is noted that the four year olds showed greater gains in all the scales.

In comparing the Race/Ethnicity there were some substantial difference in the growth of the Hispanics and the other races and the biracial, whites and blacks. Outcomes reveal there was an eighteen point difference in Approaches to Learning with the Hispanic being the lowest and the whites being the highest. Early Math had a thirty seven point difference with the other races being the lowest and the whites being the highest. In Language Development the other races were the lowest and the blacks the highest with a forty two point difference. It was noted that the Hispanics were only 15 points lower than the blacks. In Literacy and Nature and Science, the other race was the lowest and the whites the highest with a twenty five point difference in each. Again, the gap between the Hispanics was much smaller with only an eleven and ten point difference. Finally, The Physical Development and Health (PDH) and Social Emotional Development (SED) were the smallest differences with fifteen and sixteen point differences with the biracial being the lowest in PDH and the other race being the lowest in SED. The blacks and whites scores were within a zero to seven point difference in all the scales.

In comparing children with Individual Education Plans, it was broken down into Developmental Delay, Speech/Language, Autism and children with no diagnosis. The Speech/ Language showed higher gains in every scale. The Developmental Delay showed scores lower in every scale from two to eleven points lower than the program gains. The children with Autism had scores much lower than the program average but were still much higher than the desired growth for the program.

In comparing the Primary Languages the highest gains were for children speaking English except in the Nature and Science (NS). The Spanish speaking made very good gains with scores above the program average in NS and within three to thirteen points from the program average. The other language learners were much lower than the program average but were still well above the sixty five points of expected growth. The Galileo G3-5 scales also includes English Language Acquisition that is used only to assess children whose primary language is a language other than English. At the end of the year the gain was 104 points.

Management Systems

Program Governance –The Education and Early Childhood Developmental Plan and the School Readiness Plan were approved by the Policy Council on July 17, 2017 and the Cleveland County School Board on August 28, 2017 . With the approval of the two plans Policy Council and the School Board approved the use of the Creative Curriculum and the Galileo On-line Assessment of the 2017-2018 program year. The 2017-2018 child outcomes (School Readiness Report) were shared with the School Readiness Team at the June 7, 2018 meeting. The 2017-2018 child outcomes (School Readiness Report) will be shared with the Head Start Staff, the Policy Council, and the School Board and will be posted with the Annual Report to the public.

Planning – The child outcomes (School Readiness Report) will be incorporated into the program self-assessment and will be used to determine short-term and long-term goals and objectives. It will also be used to determine staff development needs. Assessment procedures will be reviewed and revised if necessary.

On-Going Monitoring – Baseline was monitored by the Education Manager to be sure no children were missed. At least two monitoring visits were made for each classroom by the Education Manager to review lesson plans, data collection, and assessment procedures. At mid-year, the Education Manager collected data on individual classrooms and analyzed the results and shared these results with individual teachers so they knew where they had done well and where they needed to improve. The Education Manager also sent Galileo activities monthly to the teachers to improve Social Emotional Development which was targeted for growth from the results of the 2016-2017 Outcomes report.

Self-Assessment – The Director provided all program managers with their part of the Self-Assessment Tool from which each area manager prepared questions for designated participants, such as, teaching staff, parents, Policy Council members, community partners, committee members, consultants, and Board members to use in helping the program complete the annual self-assessment. The findings were shared with the Head Start Management Team and the Strategic Plan has been reviewed and will be revised as needed.

Human Resources – Twenty-two contact hours of training were provided for teachers in the 2017-2018 program year which was focused on improving teaching practices in the classroom. It included Creative Curriculum training, Disabilities Training, Emergency Preparedness training, Abusive Head Trauma Training, Addressing Challenging Behaviors, Exceptional Children’s training, ECERS and Licensure training, Head Start Early Learning Outcomes Framework training, Toxic Stress training and Literacy training. The teacher assistants also received 15 clock hours of training with many of the same trainings as the teachers. All classroom staff attended 19.5 contact hours of training for CPR, blood borne pathogens/administering medicine, and pre-service to cover program mandated trainings. So, teachers had a total of 41.5 hours of training offered to them this program year. All classroom staff developed a Professional Development Plan using the child outcomes results. Substitutes were provided to allow teachers time away from the class to enter the baseline. A rotating teacher is provided to allow teachers at least one day a month to enter data.

Fiscal Management – The cost incurred to aggregate data to prepare annual child outcomes (School Readiness Report) is as follows:

- purchase the annual license for the web-based Galileo software
- furnish substitutes for baseline
- purchase classroom supplies, equipment and materials
- purchase ink and paper to generate reports
- staff development

Family Outcomes:

Program Average End-of-Year Data

<i>Outcome</i>	<i>Baseline</i>	<i>Midyear</i>	<i>End of the Year</i>
Housing	2.9	2.9	3
Safety	3	3	3
Health	2.9	2.9	2.9

Mental Health/ Substance Abuse	2.8	2.9	2.9
Transportation	2.7	2.9	2.9
Financial Security	2.1	2.1	2.1
Nurturing Relationships	2.3	2.5	2.9
Child Development/ Parenting Skills	1.7	2.2	2.8
Family Education at Home	2	2.3	2.7
School Readiness	1.6	2.2	2.8
Promoting Primary Language	3	3	3
Education, Training, and Life Goals	2.1	2.1	2.3
Volunteering	1.1	1.5	2
Transitions	1.6	2.1	2.7
Families and Communities	2	2.1	2.3
Leadership and Advocacy	1.1	1.2	1.5

** Total Points Growth Baseline to End of Year: 6.9