

Head Start Monthly Report September 2018

Conduct of Responsibilities –

Each Head Start agency shall ensure the sharing of accurate and regular information for use by the **Governing Body and Policy Council**, about program planning, policies, and Head Start agency operations, including:

- (A) Monthly financial statements, including credit card expenditures;
- (B) Monthly program information summaries
- (C) Program enrollment reports, including attendance reports for children whose care is partially subsidized by another public agency;
- (D) Monthly reports of meals and snacks provided through programs of the Department of Agriculture;
- (E) The financial audit;
- (F) The annual self-assessment, including any findings related to such assessment;
- (G) The communitywide strategic planning and needs assessment of the Head Start agency, including any applicable updates;
- (H) Communication and guidance from the Secretary;

In accordance with the New Head Start performance Standards that went into effect on November 7, 2016:

1301.2 (b) Duties & Responsibilities of the Governing Body -

(1) The governing body is responsible for activities specified at section 642©(1)€ of the Head Start Act.

(2) The governing body must use ongoing monitoring results, data on school readiness goals, and other information described in 1302.102, and information described at section 642(d)(2) of the Act to conduct its responsibilities.

Please see Program Information Summary & attachments to this monthly report for monitoring reports.

A. Monthly Financial Statements including credit card expenditures:

- | | | |
|---|----------|-------------------|
| • September 2018– Credit Card Statement - \$972.83 | | |
| • Hampton Inn & Suites | \$338.40 | Amy Esser |
| • Rosen Plaza Hotel | \$293.16 | Sandy Stammen |
| • Go Daddy.com | \$119.98 | Marketing |
| • Doubletree Hilton | \$108.00 | Jill Bell |
| • Doubletree Hilton | \$113.29 | Parent Ambassador |

B. Program Information Summary

The Director would like to acknowledge the extraordinary efforts of the Mercer County Head Start Family Engagement staff. The program reached full enrollment in July and has maintained full enrollment. Director completed and submitted Continuation Grant for program year 18-19, year five of the 5- year grant cycle.

August was filled with orientation for returning employees, new employees, and children and families. Direct service staff returned to work throughout the month. Several training

opportunities were afforded to staff. Education staff were provided online digital lesson planning through Teaching Strategies. Two Head Teachers attended Conscious Discipline training through OHSAI.

New employees were hired. Tom Muhlenkamp is a bus driver and Carla Romer is a new Head Teacher. Both individuals come to the program with experience and knowledge in their positions.

August 22 was the first day of our Full Day PreK program afforded to us through the Duration grant.

C. Enrollment / Attendance

158 children are currently enrolled.

Enrollment by Program Option:

Half Day PY Head Start	118
Full Day School Year Ed Complex	20
Full Day School Year Rockford	20
ECE – State – funded (CPPS)	9

Attendance by Program Option:

Half Day PY Head Start	N/A
Full Day School Year Ed Complex	93.75%
Full Day School Year Rockford	N/A
CPPS	N/A

D. CACFP report – CACFP claimed meals

Month Served	August 2018
Total Days Attendance	Rockford - 0 Ed Complex - 8
Total Breakfast	144
Total Lunches	150
Total Snacks	148
Total Meals	442

- E. Financial Audit – 2017 Completed**
- F. Annual Self-Assessment**
 - Completed March 2018
- G. Community Assessment**
 - Completed
- H. Communication and guidance from the Secretary**
 - PIs, IMs
 - ACF-PI-HS-18-05 (attached)

Attachments to report:

School Readiness Report
Tuition Assistance Policy

Respectfully submitted,

Amy Esser
Executive Director

HEAD START - 2018 GRANT

REVENUE							
	FEDERAL BUDGET	OTHER SOURCES	TOTAL REVENUES	REVENUE RECEIVED	REMAINING FUNDING		
Federal Revenue	1,393,105.00	-	1,393,105.00	725,000.00	668,105.00		
CACFP Revenue	-	88,230.00	88,230.00	55,970.45	32,259.55		
Other Local	-	-	-	1,000.00	(1,000.00)		
Refund prior year exp	-	-	-	-	-		
Board advance	-	-	-	-	-		
Total	1,393,105.00	88,230.00	1,481,335.00	781,970.45	699,364.55		
BUS							
EXPENSES							
	FEDERAL BUDGET	OTHER SOURCES	TOTAL BUDGET	ACTUAL EXPENDED	ENCUMBERED/ REQUISITIONS	REMAINING BALANCE	ANTICIPATED ACCRUAL
Salary	648,869.00	50,400.00	699,269.00	463,066.11	-	236,202.89	
Fringe Benefits	441,333.00	9,100.00	450,433.00	290,087.70	-	160,345.30	
Programming	150,800.00	4,230.00	155,030.00	57,224.85	24,360.43	73,444.72	
Supplies	97,090.00	24,500.00	121,590.00	59,848.39	42,027.92	19,713.69	
Capital Outlay	-	-	-	-	-	-	
Other Expenditures	10,325.00	-	10,325.00	3,323.00	-	7,002.00	
PA22 subtotal	1,348,417.00	88,230.00	1,436,647.00	873,550.05	66,388.35	496,708.60	
Training & Technical Services							
Training & technical serv (job code 400)	419	-	22,936.00	9,305.00	3,340.00	10,291.00	
Staff out of town travel	439	-	20,752.00	8,579.73	3,374.49	8,797.78	
Subtotal Purch Service	43,688.00	-	43,688.00	17,884.73	6,714.49	19,088.78	
Training & Tech Supplies	1,000.00	-	1,000.00	624.57	86.26	289.17	
Subtotal Supplies	1,000.00	-	1,000.00	624.57	86.26	289.17	
T&TA -PA20	44,688.00	-	44,688.00	18,509.30	6,800.75	19,377.95	
Return of Board Advance	-	-	-	-	-	-	
TOTALS	1,393,105.00	88,230.00	1,481,335.00	892,059.35	73,189.10	516,086.55	

TOTAL REVENUE OVER/UNDER TOTAL EXPENDITURES (110,088.90) Funds requested on 09/05/2018

07/19	HAMPTON INN & SUITES HIL HILLIARD OH	338.40
07/24	ROSEN HOTELS PLAZA ORLANDO FL	293.16
08/03	DNH*GODADDY.COM 480-5058855 AZ	119.98
08/09	DOUBLETREE BY HILTON C/W COLUMBUS OH	108.00
08/09	DOUBLETREE BY HILTON C/W COLUMBUS OH	113.29
	AMY ESSER	
	TRANSACTIONS THIS CYCLE (CARD 0977) \$972.83	

2018 Totals Year-to-Date	
Total fees charged in 2018	\$0.00
Total interest charged in 2018	\$0.00

Year-to-date totals do not reflect any fee or interest refunds you may have received.

INTEREST CHARGES

Your Annual Percentage Rate (APR) is the annual interest rate on your account.

Balance Type	Annual Percentage Rate (APR)	Balance Subject To Interest Rate	Interest Charges
PURCHASES			
Purchases	14.99% (v)(d)	-0-	-0-
CASH ADVANCES			
Cash Advances	20.99% (v)(d)	-0-	-0-
BALANCE TRANSFERS			
Balance Transfer	14.99% (v)(d)	-0-	-0-

(v) = Variable Rate
(d) = Daily Balance Method (including new transactions)
(a) = Average Daily Balance Method (including new transactions)

31 Days in Billing Period

Please see Information About Your Account section for the Calculation of Balance Subject to Interest Rate, Annual Renewal Notice, How to Avoid Interest on Purchases, and other important information, as applicable.

July 2018

In-Kind	Hours	Amount per hour	Total
Support Personnel			
District Superintendent-\$8166 per year			\$680.50
Treasure's Office -3 employees/\$14,753 year			\$1,229.42
Speech Therapist-\$58,070 per year			\$4,839.17
Technology Support-\$10,537 per year			\$878.08
PT/OT		\$62.20	\$0.00
PT/OT Assistant		\$40.50	\$0.00
ELL		\$27.84	\$0.00
Beth Smalley		\$51.00	\$0.00
		Sub Total	\$7,627.17
Building Usage			
Utilities-\$17,136 year			\$1,428.00
Custodian-\$67,094per year			\$5,591.17
Maintenance-\$13,575 year			\$1,131.25
		Sub Total	\$8,150.42
Volunteer			
Cafeteria Assistants		\$10.97	\$ -
Tri Star Volunteers		\$16.40	\$0.00
Librarian		\$19.75	\$0.00
College Interns		\$16.40	\$0.00
At Home Activities		\$16.40	\$0.00
Community Partners		\$16.40	\$0.00
		Sub Total	\$ -
Goods & Services			
CJ Highmarks for PC-20% discount			\$17.80
Parent Classroom Volunteer/POP's		\$16.40	\$0.00
Policy Council / HSAC	3	36.19	\$108.57
		Sub Total	\$126.37
Mileage			
Miles	42	0.545	\$ 22.89
Total This Month			\$15,926.85
In-Kind Needed Each Month: \$26,804.75			
Annual required inkind			\$321,657.00
Inkind needed to date			\$152,558.13

August 2018

In-Kind	Hours	Amount per hour	Total
Support Personnel			
District Superintendent-\$8398 per year			\$700.00
Treasure's Office -3 employees/\$15,109 year			\$1,259.00
Fringe for the year \$3890			\$324.00
Speech Therapist-\$57,412 per year			\$4,784.00
Technology Support-\$10,878 per year			\$906.50
ELL \$1848 for the year			
		Sub Total	\$7,973.50
Building Usage			
Utilities-\$17,136 year			\$1,428.00
Custodian-\$65,328per year			\$5,444.00
Maintenance-\$13,575 year			\$1,131.25
		Sub Total	\$8,003.25
Volunteer			
Cafeteria Assistants		\$11.37	\$ -
Tri Star Volunteers		\$16.83	\$0.00
College Interns		\$16.83	\$0.00
At Home Activities		\$16.83	\$0.00
Community Partners		\$16.83	\$0.00
		Sub Total	\$ -
Goods & Services			
CJ Highmarks for PC-20% discount			
Parent Classroom Volunteer/POP's		\$16.83	\$0.00
Policy Council / HSAC	4	36.19	\$144.76
		Sub Total	\$144.76
Mileage			
Miles		0.545	\$ -
Total This Month			\$16,121.51
In-Kind Needed Each Month: \$26,804.75			
		Annual required inkind	\$321,657.00
		Inkind needed to date	\$136,436.62

Supplemental Funds Available to Increase Program Hours in Head Start and Early Head Start

eclkc.ohs.acf.hhs.gov/policy/pi/acf-pi-hs-18-05

Supplemental Funds Available to Increase Program Hours in Head Start and Early Head Start ACF-PI-HS-18-05

U.S. (United States) Department
of Health and Human Services

ACF
Administration for Children and Families

1. Log Number: ACF-PI-HS-18-05
2. Issuance Date: 09/10/2018
3. Originating Office: Office of Head Start
4. Key Words: Consolidated Appropriations Act; Appropriations; Fiscal Year (FY) 2018; Funding Increase; Increased Program Hours; Duration

Program Instruction

To: Head Start and Early Head Start Grantees and Delegate Agencies

Subject: Supplemental Funds Available to Increase Program Hours in Head Start and Early Head Start

Instruction:

The Office of Head Start (OHS) announces the availability of approximately \$295 million to be awarded for increasing the total annual hours of high-quality early education services offered to children enrolled in Head Start and Early Head Start center-based, family child care, and locally-designed programs. Of the \$295 million that may be available for award, \$257.4 million is available under Consolidated Appropriations Act of 2018 (Pub. L. 115-141), and additional funding may be available under fiscal year (FY) 2019 appropriations. Awards made under this Program Instruction (PI) are subject to the availability of federal funds.

This funding is not available to grants funded under the Early Head Start Expansion and Child Care Partnership appropriations.

OHS (Office of Head Start) will award funds to grantees eligible under this PI (Program

Instruction). Funding is noncompetitive. OHS (Office of Head Start) expects to award funds to eligible grantees in each of the 50 states, the District of Columbia, U.S. territories, and the Republic of Palau, pending fundable applications. Subject to appropriations, funds awarded would become part of a grantee's base funding in future years.

Eligibility

Eligibility criteria for Head Start and Early Head Start (EHS) grantees, including American Indian and Alaska Native (AIAN) and Migrant and Seasonal Head Start (MSHS) grantees, are described in this section.

Funds will be awarded in priority order by condition listed below. In the event fundable requests exceed available funding, conditions with lower priority will not be funded.

Grantees will not be awarded funding under this opportunity to extend program hours beyond 1,020 hours for Head Start center-based slots nor to extend program hours beyond 1,380 hours for family child care and EHS (Early Head Start) center-based slots.

For all grantees, eligibility will be determined using the data from the Program Schedule Verification Amendment in the Head Start Enterprise System (HSES), including grantees that have successfully competed and received awards since July 1, 2018.

Grantees meeting one or more of the conditions below are eligible to receive funds for the program(s) where the condition applies. Conditions are listed in priority order.

Conditions of Eligibility

- **Condition 1:** EHS (Early Head Start) programs operating less than 100 percent of family child care and/or center-based slots at 1,380 hours
Eligible grantees may apply for funding to increase up to 100 percent of their Early Head Start center-based or family child care slots to operate for 1,380 hours.
- **Condition 2:** Head Start programs operating less than 100 percent of family child care slots at 1,380 hours
Eligible grantees may apply for funding to increase up to 100 percent of their Head Start family child care slots to operate for 1,380 hours.
- **Condition 3:** MSHS (Migrant and Seasonal Head Start) programs serving predominantly infants and toddlers and operating less than 45 percent center-based slots at 1,380 hours
Eligible grantees may apply for funding to increase up to 45 percent of their infant and toddler center-based slots to operate for 1,380 hours.
- **Condition 4:** Head Start programs operating double session variations with less than 45 percent of total center-based slots at 1,020 hours, and proposing to convert part-day, double session variations to single sessions
Eligible grantees may apply for funding to increase their percentage of Head Start center-based slots that operate for 1,020 hours up to 45 percent or, for very small programs, one classroom (which may exceed 45 percent in total).
- **Condition 5:** Head Start programs operating less than 45 percent of center-based slots

at 1,020 hours

Eligible grantees may apply for funding to increase their percentage of Head Start center-based slots that operate for 1,020 hours up to 45 percent or, for very small programs, one classroom (which may exceed 45 percent in total).

- **Condition 6:** EHS (Early Head Start) programs operating a locally-designed option (LDO) with a combination model of classroom hours and home visits

Eligible grantees may apply for funding to increase their hours of service.

- **Condition 7:** Head Start programs operating an LDO (locally-designed option) with a combination model of classroom hours and home visits

Eligible grantees may apply for funding to increase their hours of service.

Ineligible

- Requests proposed to supplant existing subsidies or other funding. For example, grantees using other funding sources, such as State or private funding, to operate slots for longer annual hours cannot apply to use this Head Start funding in lieu of existing streams of funding. OHS (Office of Head Start) will use current program schedule data to determine eligibility for this funding.
- Grantees not meeting any of the seven conditions outlined above
- Requests to increase enrollment
- Requests proposed to increase other program costs not associated with extending service hours for applicable slots

Applying for Funds

Applicants must submit all required materials, as explained below, by December 1, 2018.

Eligible applicants must submit an **Amendment to Increase Program Hours** in HSES (Head Start Enterprise System). Application for these funds is voluntary. Further instructions are available in HSES (Head Start Enterprise System).

Content of Applications

Applicants must address the following requirements in their application. The Application and Budget Justification Narrative should begin with a Table of Contents, use 12-point font, and should not exceed 20 pages.

Application and Budget Justification Narrative

Applicants must base their approach on the most recent community assessment and the program's priorities for selection of children with the highest need for services.

For each condition of eligibility for which the applicant is requesting funding, specify the following:

- Identify the condition(s) by number (e.g., Condition 1, Condition 2, etc.).
- Indicate the number of children proposed to receive increased hours of service under each applicable condition.
- Explain the rationale for increased program hours and discuss how the proposed

changes will meet the identified needs of children and families for each applicable condition.

- Explain staffing increases for each applicable condition.
- Identify the sites at which the services are proposed, why these sites were selected, the proposed number of classrooms, and the proposed number of children to be served for each applicable condition.
- Specify the timetable and dates, by site, when services will be fully implemented for each applicable condition.

OHS (Office of Head Start) expects applicants will be fully operational at the increased service hours not later than the 2019–20 school year.

Applicants must ensure the proposed program schedule accurately reflects the total funded enrollment and includes the total annual fully increased hours of service for children.

Incomplete schedules may not be considered for funding.

Budget Requirements

Grantees may have varying start dates by group based on their program model, available facilities, training, and supplies. OHS (Office of Head Start) is requesting an initial budget that will consist of funding for start-up and operations that will occur prior to each grantee's FY (fiscal year) 2020 funding date. OHS (Office of Head Start) reserves the right to issue initial funding in one or multiple awards based on available funding, grantee annual funding months, and the intended timeline for implementation of services. Additionally, OHS (Office of Head Start) requires a Standard Form (SF)-424A object class category breakdown of ongoing annual costs to accurately plan future national funding and to determine the cost of ongoing services by grant.

Grantee training and technical assistance (T/TA) set-asides will not increase under this appropriation. However, consistent with current budgeting authority, grantees may elect to use a portion of operational funding, both in start-up and ongoing costs, for T/TA (training and technical assistance) purposes.

Budget for Initial Award

All initial awards will be effective **March 1, 2019**.

Applicants will enter the detailed budget for the initial award that includes pro-rated operations and start-up requests in the budget data fields that populate to the SF-424A of the **Amendment to Increase Program Hours** in HSES (Head Start Enterprise System).

The initial award amount requested should indicate funding needed from March 1, 2019 (FY (fiscal year) 2019) to your FY (fiscal year) 2020 annual funding date. Applicants should consider the funds needed to scale up and provide services until the start of their FY (fiscal year) 2020 annual funding, based on the timelines indicated in the narrative. The maximum number of months to include is displayed in the table below.

Annual Funding Month												
Maximum no. of months to include in initial budget request based on scale-up, services to be provided, and requested start-up	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July	Aug.	Sept.
	7	8	9	10	11	12	13	14	15	16	17	18

When proposing the initial budget, consider the implementation date of services by group/condition and the funds needed to scale up and provide such services. Identify requested start-up as a separate line item.

Start-up costs must be identified as a separate line item in the SF-424A. Itemize and explain requests in the Narrative. Approval of start-up costs is not guaranteed. Start-up funds are negotiated at the time of award and are based on reasonableness, necessity, and the availability of funds.

Examples of start-up activities include classroom supplies, licensing, training, background checks for additional staff, busses, and space costs.

Facilities

Requests for funds to purchase, construct, or complete major renovations are subject to Facilities, 45 CFR § 1303 Subpart E of the Head Start Program Performance Standards. Applicants are encouraged to submit 45 CFR § 1303 materials with the application for funds to ensure timely review prior to award.

Budget for 12-Month (Annual) Operations

Applicants will provide a budget that includes the ongoing annual cost to increase program hours. The budget should be broken out by object class category on the SF-424A as "12-Month Budget" in the **Amendment to Increase Program Hours**. Further instructions are available in HSES (Head Start Enterprise System).

In future budgets, these amounts may be added to the base CANs for Head Start and Early Head Start. Applicants must provide a narrative that describes the intended use of annual supplemental funds necessary to support the ongoing operating costs for the increased hours of service.

Deadline

All applications (Amendment to Increase Program Hours) must be submitted in HSES (Head Start Enterprise System) not later than December 1, 2018.

Please direct any questions regarding this PI (Program Instruction) to your Regional Office.

Thank you for the work you do on behalf of children and families.

/ Deborah Bergeron /

Deborah Bergeron
Director
Office of Head Start

See PDF Version of Program Instruction:

[Supplemental Funds Available to Increase Program Hours in Head Start and Early Head Start](#)[PDF, 236KB]



Head Start is a federally-funded, locally-run early childhood development program that provides comprehensive services for America's most vulnerable children and their families.

2017 National Head Start Profile

Access to Head Start in the United States

732,711

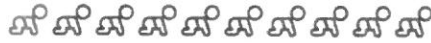
Funded Head Start (HS) Slots



31% of eligible children ages 3 - 5 had access to HS*

154,352

Funded Early Head Start (EHS) Slots



7% of eligible children under 3 had access to EHS*

These slots filled **57,083** classrooms in the United States.

By the numbers:

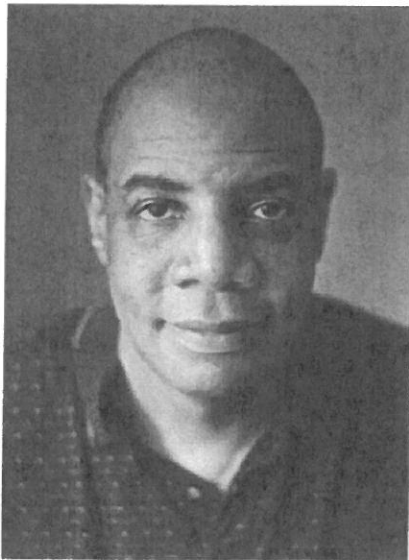
\$9,574,923,948

FY17 Estimated Funding for HS, EHS, and EHS-Child Care Partnerships

1,608

 Head Start programs

1,398

 Early Head Start programs

"Head Start was my chance for success. My family included a single mom and six siblings. Only the two youngest, my sister and I, attended Head Start. The four oldest have either been incarcerated, struggled with drug addiction, had trouble maintaining a job, or passed away. My sister is a successful court reporter. I have served as a military officer, state agency head, and speaker for the State Department. What was the discriminating factor? I contend it was Head Start."

Chuck Mills
Head Start Alum

The Head Start Advantage

Head Start children reduce their vocabulary deficit by 38% during the program year.

Head Start children are 31% less likely to have been held back a grade.

Head Start children are 19% less likely to smoke as adults.

High quality birth-to-five programs, like the combination of EHS and HS, pay off 13% per year.

The National Head Start Workforce



239,567

HS and EHS jobs in the United States

The average Head Start teacher with a bachelor's degree makes only \$33,373 per year.

In the United States...



22,263

slots were funded to serve American Indian / Alaska Native children



30,580

slots were funded to serve Migrant / Seasonal children



26,109

children in foster care were served by Head Start



14,798

children with veteran / active military parents were served by Head Start



47,714

children experiencing homelessness were served by Head Start



404,950

families participated in health education



1,021,102

children had continuously accessible health care



944,808

children had continuous access to dental care



132,869

children with disabilities were served by Head Start



128,804

parents advanced their education level



67,348

families received job training



15,290

pregnant women were served by Early Head Start

About NHSA

The National Head Start Association is a nonprofit organization committed to the belief that every child, regardless of circumstances at birth, has the ability to succeed in life. NHSA is the voice for more than 1 million children, 200,000 staff and 1,600 Head Start grantees in the United States.

For more information, please contact us: go.nhsa.org/Contact

*Eligible is defined as children from birth to age five who are from families with incomes below the poverty level, are homeless, and/or receive public assistance. Foster children are eligible regardless of their foster family's income.

For citations and other state fact sheets, please visit www.nhsa.org/Fact-Sheets



Our mission is to coalesce, inspire, and support the Head Start field as a leader in early childhood development and education.

Mercer County Head Start Policies and Procedures

P/P Topic:	Tuition	P/P #:	
Part:	1302 Program Operations	PC Approval Date:	
Subpart:	<i>Subpart A ERSEA</i>	Last Reviewed Date:	
Section Title(s):	<i>Fees</i>	Implementation Responsibility:	Director
Related Performance Standard(s):	<i>1302.18 (b)</i>	Monitoring Responsibility:	Superintendent Treasurer

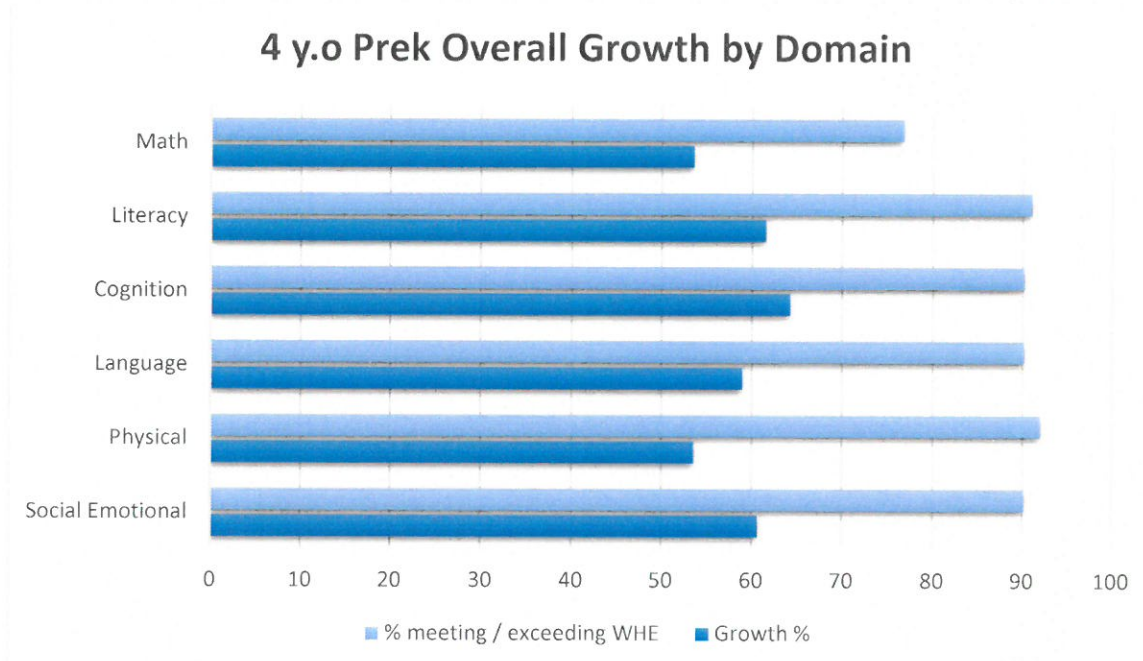
(A) Policy	<p>(b) Allowable fees</p> <p>(1) A program must only accept a fee from families of enrolled children for services that are in addition to services funded by Head Start, such as child care before or after funded Head Start hours. A program may not condition a Head Start child's enrollment on the ability to pay a fee for additional hours.</p> <p>(2) In order to support programs serving children from diverse economic backgrounds or using multiple funding sources, a program may charge fees to private pay families and other non-Head Start enrolled families to the extent allowed by any other applicable federal, state, or local funding sources.</p>
(B) Responsibility	Director
(C) Procedure	<p>Fees will not be assessed to any child for Head Start services.</p> <p>Mercer County Head Start in partnership with the Ohio Department of Education and Celina City Schools coordinates the Early Childhood Education (state-funded) preschool program.</p> <p>ECE slots are designed to serve 4-year old, PreK children whose income is 200% of the federal poverty guidelines or below. Children who are 4 years old and identified as needing IEP services are also eligible for the program.</p> <p>Children who are 4 years old and in foster care are also eligible for the program.</p> <p>No fees will be administered to the children who meet the aforementioned eligibility criteria for ECE slots.</p>

Mercer County Head Start

School Readiness & Annual Academic Review Report 17/18

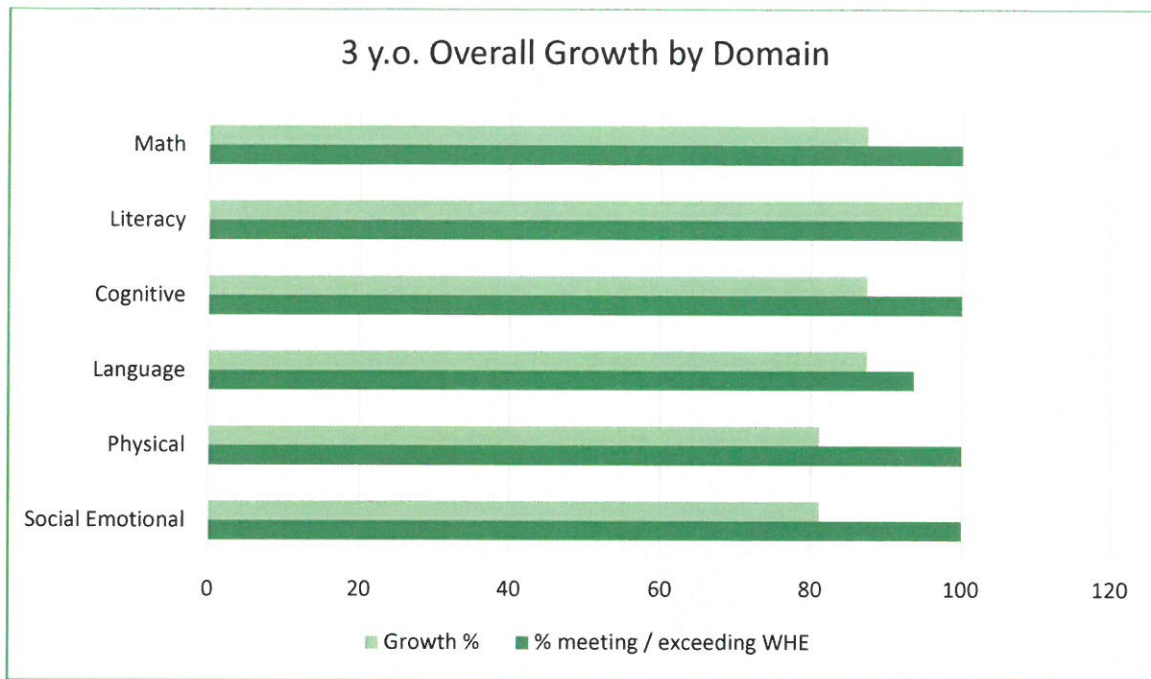
This report contains information on children who attended Mercer County Head Start during PY 17/18. To maintain the validity of data and utilize the information for program planning, controls were put into place. For statistical growth reports, data was compiled from children who had attended all three checkpoint periods. This includes (16) three-year-old children and (112) 4-year-old – PreK children. Growth is calculated utilizing scores from the fall checkpoint period to spring checkpoint period, a possible 9 months of instruction.

The first graphic demonstrates the percentages of children who displayed growth from below the widely held expectations of their age range into the meeting or exceeding widely held expectations.



The light blue bar indicates where the (112) 4-year-old – PreK children ended the year in each respective domain. The dark blue line indicates the amount of growth in the year. For example, in the domain of math 53.6% of the children grew from below expectations to meeting or exceeding WHE (widely held expectations). Note that for 4-year-old / PreK children the largest amount of growth is in the cognitive area. This area encompasses, problem solving, persisting at tasks, attends & engages, and motivation to learn which can be considered foundation for the ability to learn in a kindergarten setting.

The next graphic will display the same data for 3-year old children. When reviewing the chart note that the data sampling is for 16 children, a much smaller population. The expectations for three-year-old development and four-year-old PreK development can be significantly different in certain categories. When reviewing the information in the Literacy category please note that all children entered the program below widely held expectations. Data is provided on children who met widely held expectations through the year.



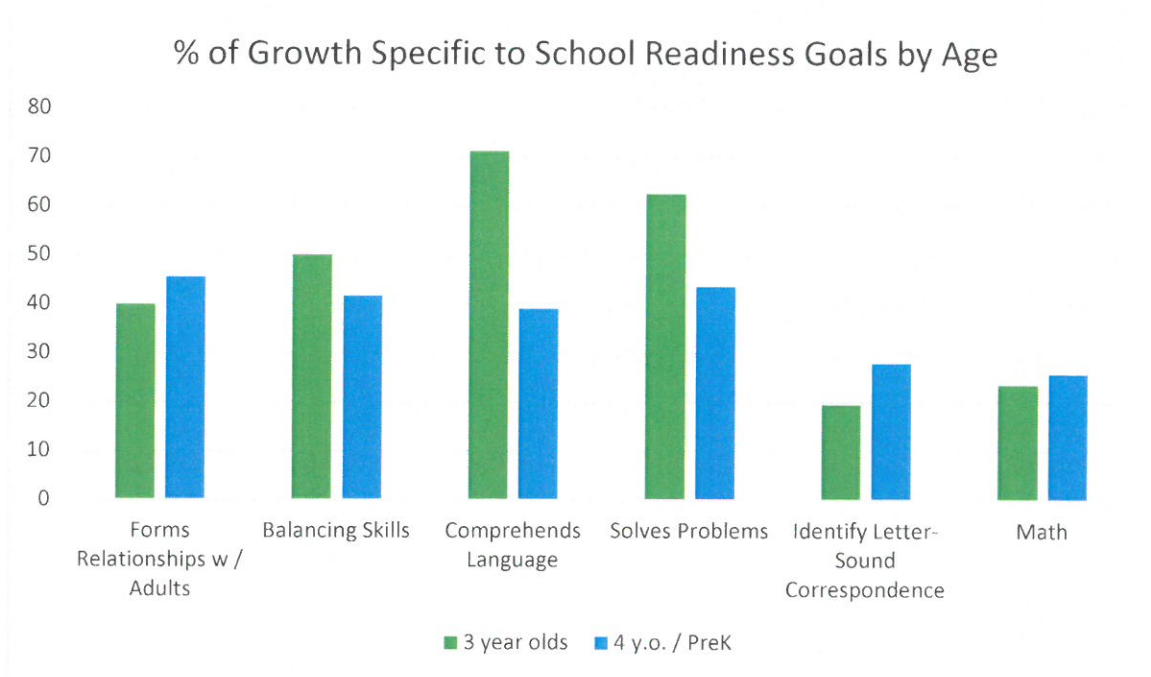
The light green bar indicates the percentage of growth that children had made throughout the year. For example, of the 16 children represented 87.5% of them grew from the below widely expectations to meeting or exceeding widely held expectations. The darker green bar indicates where the children ended the year, note that in the domains of math, literacy, cognitive, physical, and social emotional areas all children are either meeting or exceeding widely held expectations for their age group. This indicates that these children are prepared to tackle the curriculum established for the upcoming 4-year-old – PreK program.

Data indicates that as the children progress through more difficult developmental benchmarks their percentage of growth slows. This could be due to the fact that upon entry at three years old there is a tremendous amount of growth as this is more than likely the child’s first exposure to a preschool setting. As the child progresses through preschool and learning continues to increase but at more meaningful and intentional increments as more objectives must be met. This pattern of child progression has been sustained for the last 3 program years.

Mercer County Head Start identified 6 School Readiness Goals that are included within the 5 major domains.

- Social Emotional – Forms relationships with adults
- Physical Motor Development – Demonstrates balancing skills
- Literacy and Language Development – Comprehends language
- Literacy and language Development – Identify letter-sound correspondence
- Cognitive Development – Solves problems
- Mathematics – Quantifies

Data is collected throughout the program year on child’s progress. Two times during the school year, education staff review data to ensure children are making progress and develop continuous improvement plans to ensure school readiness objectives are met. The following graphs provide a visual interpretation of the outcomes for this program year.

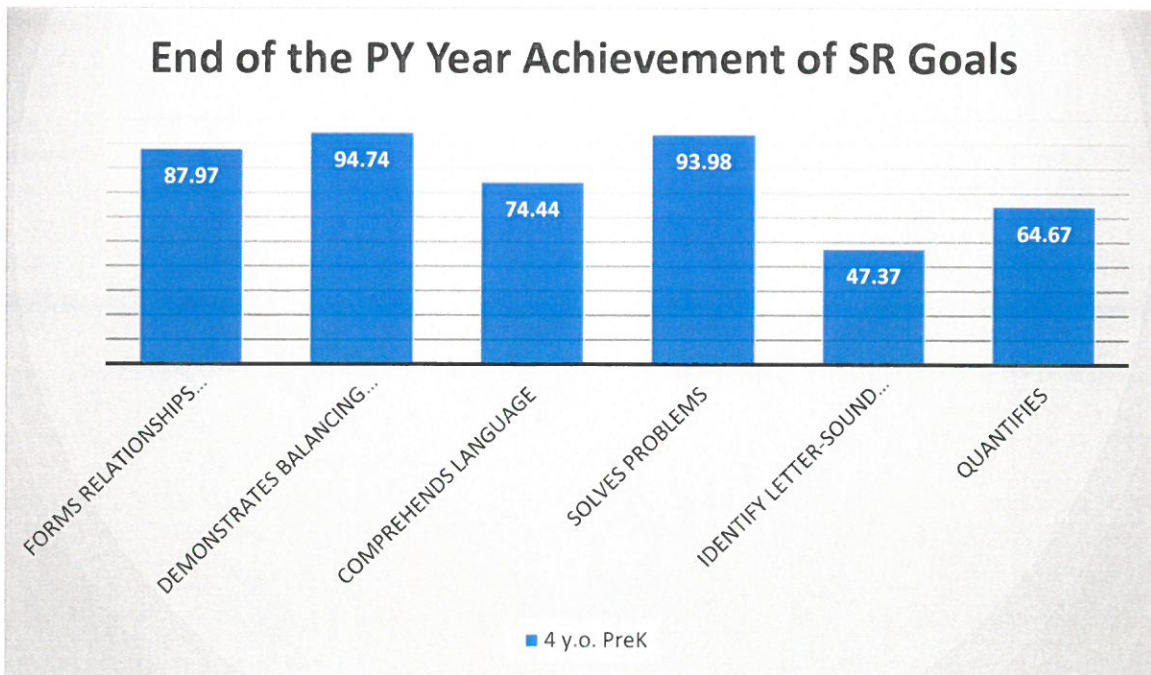
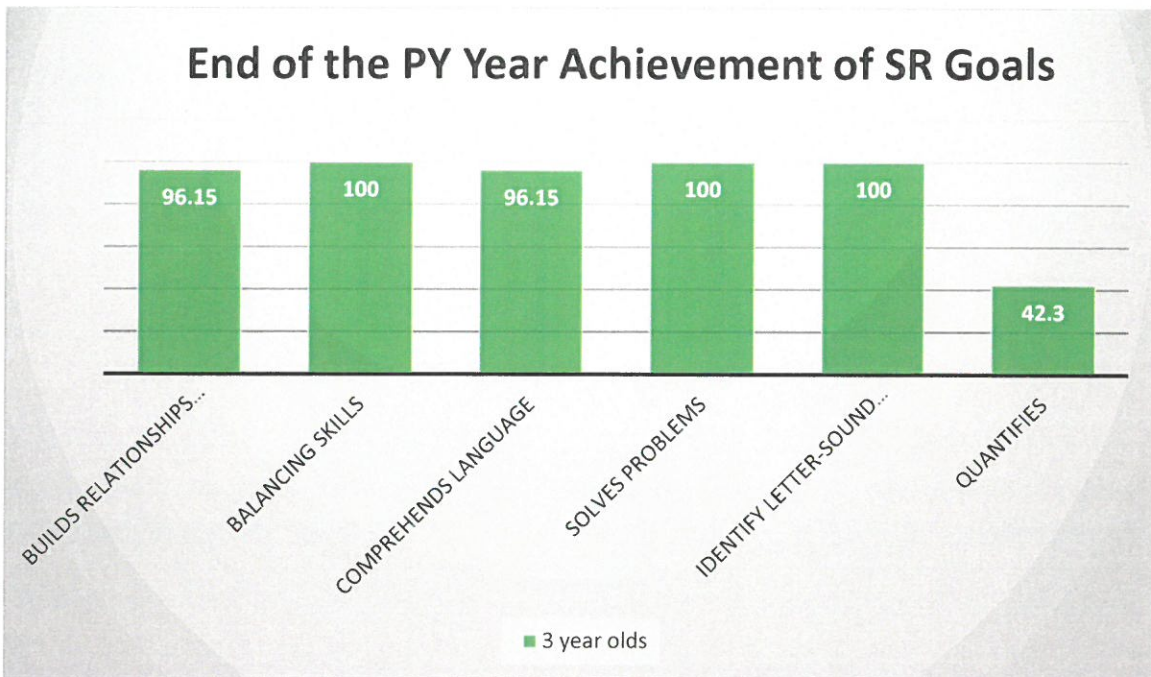


Three-year-old children saw the most growth in language, cognition, and physical development. Consider that these children may not have been exposed to many social environments outside of their immediate family and for some this may be their first preschool experience. The exposure to a new environment with children of the same age could be contributing factors in these areas. As the children progress into PreK classrooms skills will develop in the areas of social emotional (negotiating, compromise) as well as preacademics such as literacy and mathematics.

When evaluating the 4-year-old PreK data we see the increase of the growth in social emotional development as children are navigating relationships with peers and learning the steps to problem solving. The second area of growth, cognitive development was focused on critical thinking skills as the goal was “solves problems”.

Data informs the program the curricula and expectations of child development for three-year-old children is being met. For both age groups the added supports infused through the social emotional curriculum *Conscious Discipline* is providing the foundation of a safe nurturing environment in which children can thrive and learn. Regarding the 4-year-old PreK group, the establishment of the solid social emotional curriculum will lend the freedom to focus on more preacademic skills in literacy and mathematics.

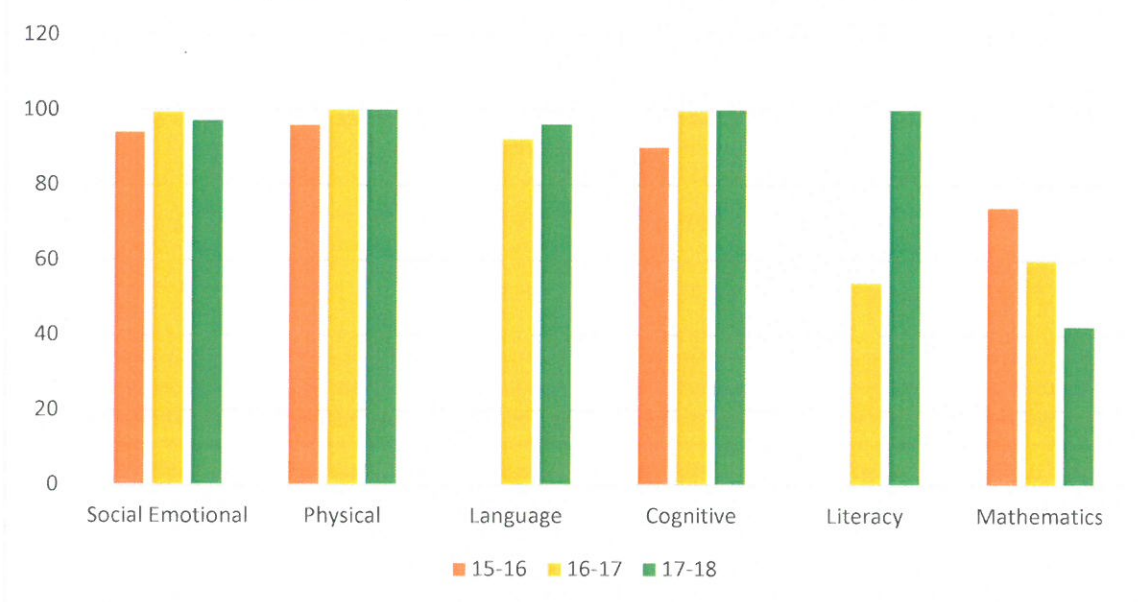
The following two charts show where three-year-old and 4-year-old PreK children ended the program year in achievement of school readiness goals. Please note for three-year-old children in the “identify letter-sound correspondence”, while all children met the school readiness goal an additional 19.23% scored in the higher end of the widely held expectations.



Professional development opportunities for education staff include the continued infusion of *Conscious Discipline* into the classroom environment. Additional training opportunities for language and literacy development as well as mathematics are included in the TTA plan for PY 1819.

The following two graphs provide a 3-year comparison of program-chosen school readiness goals. Children are categorized into (2) groups based upon their age. One group is the 3-Year-old group and the other is the 4 – year old group or PreK group. It is noteworthy that after PY 15/16, administration divided the domain of Language & Literacy into two school readiness goals, Language (comprehends language) and Literacy (identify letter sounds). Due to the change there is no data in PY 15/16 for Language & Literacy to compare to PYs 16/17 and 17/18.

3 year comparison of 3YR Old SR achievement



3 year comparison of 4YR Old SR achievement



Graphic visualization of data forces the interpreter to analyze trends, patterns, and anomalies. In reflection it appears that PY 16/17 marked some of the program’s highest achievements. When considering mitigating factors that impact outcomes several items come to the forefront. Staff turnover, continuous enrollment of children throughout the program year, regular attendance, increase in English – language learners, and an increase of children on IEPs may influence overall child outcomes. Each quarter, data is compiled and analyzed to determine the best course of action to support early learning.

Information garnered from PY 15/16, apprised administration to the need for professional development for education staff specifically for curriculum and child assessment. Coaching was implemented at the beginning of PY 16/17 as well.

PY 16/17 data revealed that education staff required additional support in curriculum / assessment fidelity, understanding project approach teaching, and mathematics. Reviewing quarterly data showed that teachers were assessing children more accurately and that the possibility of scores to NOT follow previous trends was likely.

The third year in the comparison, PY 17/18, disclosed the impact of staff turnover accompanied with high needs children on child outcomes. Administration has created a “new teacher” training plan that ensures as staff turnover happens new teachers receive the curriculum, assessment, fidelity, and coaching training to support them throughout their career. Additional mental health consultation was added to support high needs children and families in the classroom.