

DIVISION OF EARLY CHILDHOOD



# ANNUAL REPORT

2022-2023 SCHOOL YEAR



## Contents

Program Overview.....	2
About Us.....	2
Vision.....	2
Mission.....	2
Organizational Beliefs.....	2
Top Priorities/Goals.....	3
Our Children.....	4
Child and Family Services.....	4
Child and Family Services.....	5
Disability Services.....	5
Family and Community Partnerships.....	5
Family and Community Engagement.....	8
Parental Involvement Activities.....	8
Family Engagement Survey.....	9
Our Family and Community Partnerships.....	10
School Readiness.....	11
Child Data Outcomes.....	11
Brigance IED III Composite Score Performance.....	12
Brigance IED III Percentile Score Performance.....	12
Teacher Data.....	15
Budget, Auditors' Report, Federal Review.....	15
Head Start 2022 Budget (January to December).....	16
Auditors' Report.....	17
Federal Review.....	21
Program Highlights.....	30

## Program Overview

### About Us

The Memphis Shelby County Schools Head Start program is funded to provide services to 3,200 children and their families across Shelby County, Tennessee. In addition to receiving the Head Start Grant, the Division of Early Childhood is also the recipient of Voluntary Pre-K funds for the 2022-2023 school year. These funding sources, as well as local and district funds, make it possible for the district to provide comprehensive services to over 5,200 students annually. By the end of the 2022-2023 school year, the program supported 275 early childhood classrooms and provided three program options for families. Three and four-year-old children receive services within Head Start Center based classrooms and four-year-old children are in school-based and community center options.

### Vision

Memphis Shelby County Schools Early Childhood Education Program will be ranked #1 in the state in school readiness based on 85% or above mastery on the district's universal screener for Kindergarten students who attended a Memphis Shelby County Schools Early Childhood Program.

### Mission

To empower children and families to reach their highest potential both academically and socially by creating a cooperative partnership between home and school.

### Organizational Beliefs

- The first five years of life are critical to a child's lifelong development of self-regulation, ability to communicate effectively, and build lasting positive relationships.
- Young children's earliest experiences and environments set the stage for future development and success in school and life.
- Families and communities play critical roles in helping children get ready for school.
- School readiness is acquired through the participation of families, schools and communities providing environments and experiences that support the physical, social, emotional, language, literacy, and cognitive development of young children.
- Early experiences influence brain development, establishing the neural connections that provide the foundation for language, reasoning, problem solving, social skills, behavior, and emotional development.

## Top Priorities/Goals

- 75% of Pre-K students will strengthen early literacy by demonstrating 80th Percentile proficiency on the final benchmark of Brigance IED III Academic Skills/Cognitive Development: Literacy subdomain.
- To provide tiered instructional support to our teachers that will ensure that our department exceeds the expectations for the Classroom Assessment Scoring System (CLASS) that monitors teacher and student interactions for emotional support, classroom organization, and instructional support.
- To provide a coordinated and cohesive Pre-K through 2nd grade continuum that aligns standards, curriculum, instruction, assessments, family engagement and professional development, which creates a seamless and effective pathway of learning for all children.

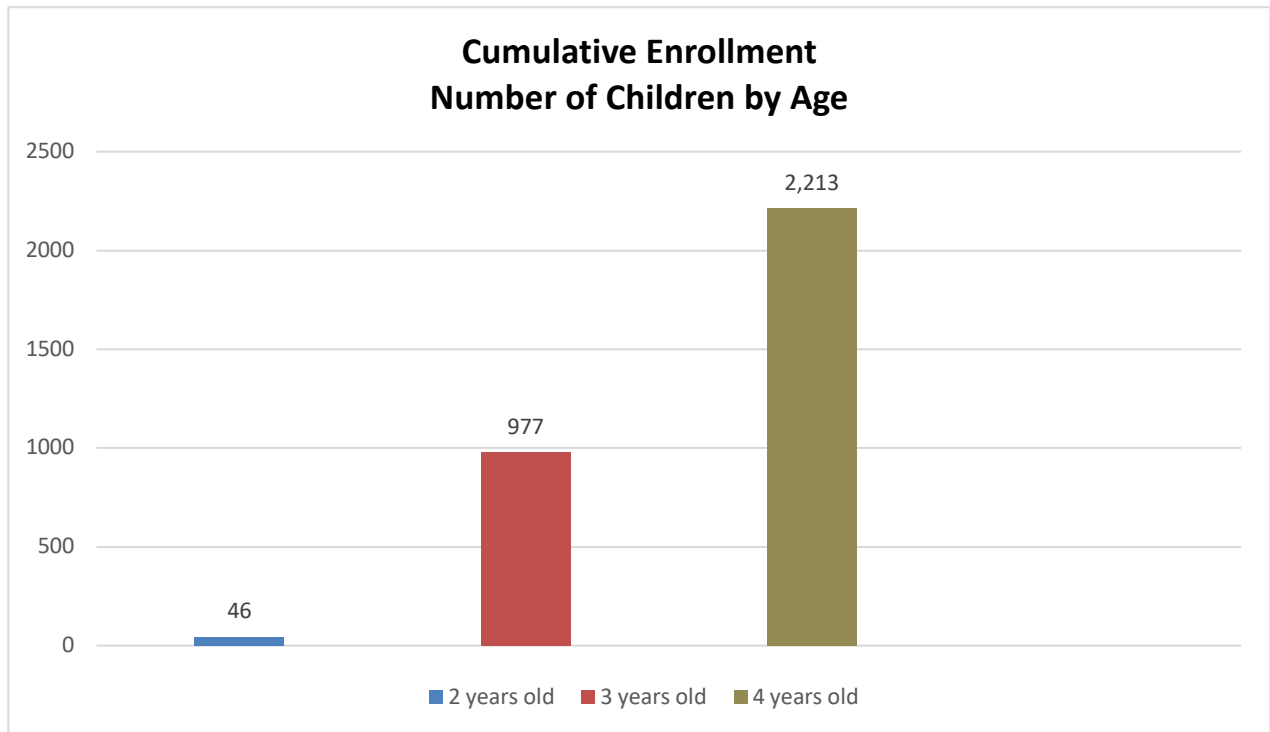


## Our Children

During the 2022-2023 school year, the MSCS Head Start Program provided comprehensive services to a cumulative of 3,236 students that were enrolled in 172 classrooms across the county. During this program year, the monthly average enrollment was 82% across all Early Childhood programs. Of the approximately 7,893 income eligible 3- and 4-year-old children in Shelby County, the MSCS Head Start program served roughly 41% of all eligible children and across the entire Early Childhood Program, approximately 66.1% of eligible children were served during the 2022-2023 school year. The chart below details demographic data on the children served.

### Child and Family Services

<b>Cumulative Enrollment by Type of Eligibility</b>	<b># of Children</b>	<b>Primary Language</b>	<b># of Children</b>
Income at or below 100% of FPL	1,084	English	2,969
Public Assistance (TANF, SSI)	1,622	Spanish	248
Foster Care	45	Middle Eastern & South Asian Langs.	6
Homeless	47	East Asian Languages	1
Eligibility based on other type of need	218	African Languages	12
Over Income (100%-130% of FPL)	220	Dual language Learners	334
<b>Prior Enrollment</b>	<b>#</b>	<b>Race &amp; Ethnicity</b>	<b>#</b>
Second year enrolled in Head Start	378	American Indian or Alaskan Native	0
Three plus years enrolled in Head Start	28	Asian	11
		Black or African American	2,800
<b>Transition &amp; Turnover</b>	<b>#</b>	Native Hawaiian or Pacific Islander	1
Total withdrawn without re-enrolling	185	White	40
Total enrolled less than 45 days	65	Bi-racial/Multi-racial	71
Total transitioning to kindergarten	1,158	Hispanic or Latino Origin (any race)	311
		Non-Hispanic or Non-Latino Origin (any race)	2,925



## Child and Family Services

### *Healthy children are ready to learn*

By the end of the program year (cumulative enrollment):

- 3,204 children had health insurance (99.2%)
- 3,224 children had a source of continuous, accessible health care (99.6%)
- 2,988 had accessible dental care (92.3%)
- 2,919 children were up to date on preventative and primary health care (90.2%)
  - Of these, 360 children were diagnosed with a chronic medical condition
    - Of these, 316 received medical treatment for their diagnosed chronic health condition

### Disability Services

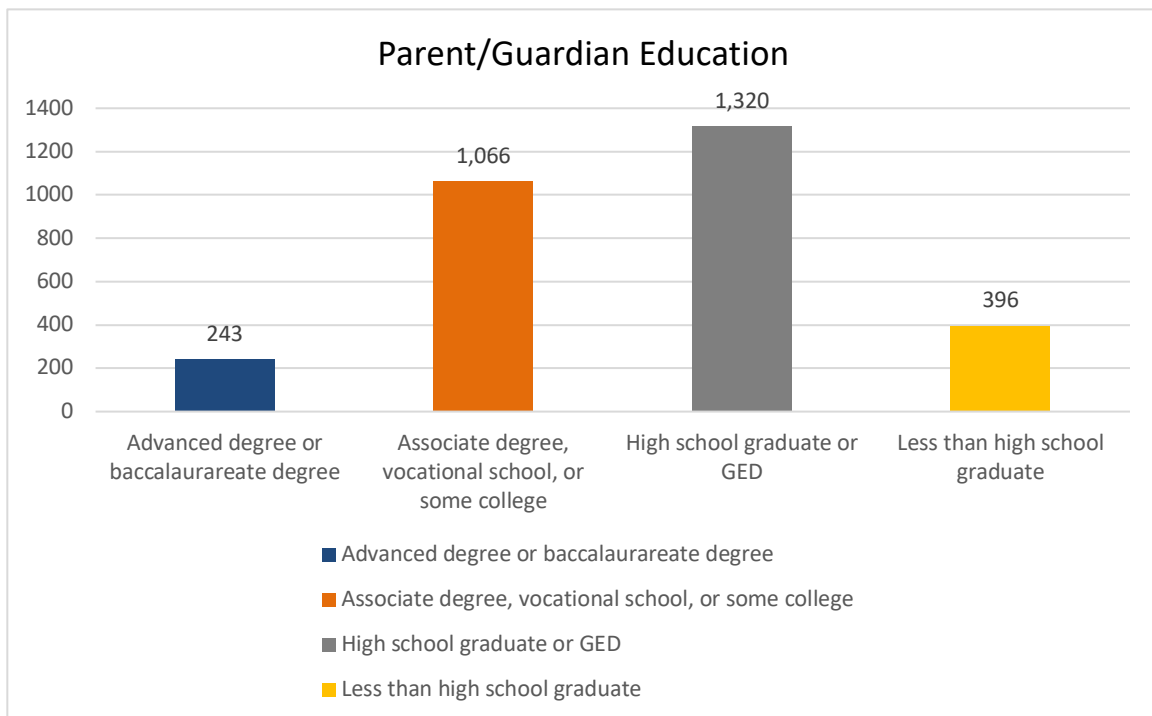
- 438 children had an Individualized Education Plan (IEP) at any time during the program year
- 328 children had an IEP prior to this program year
- 110 children received an IEP during the current program year

### Family and Community Partnerships

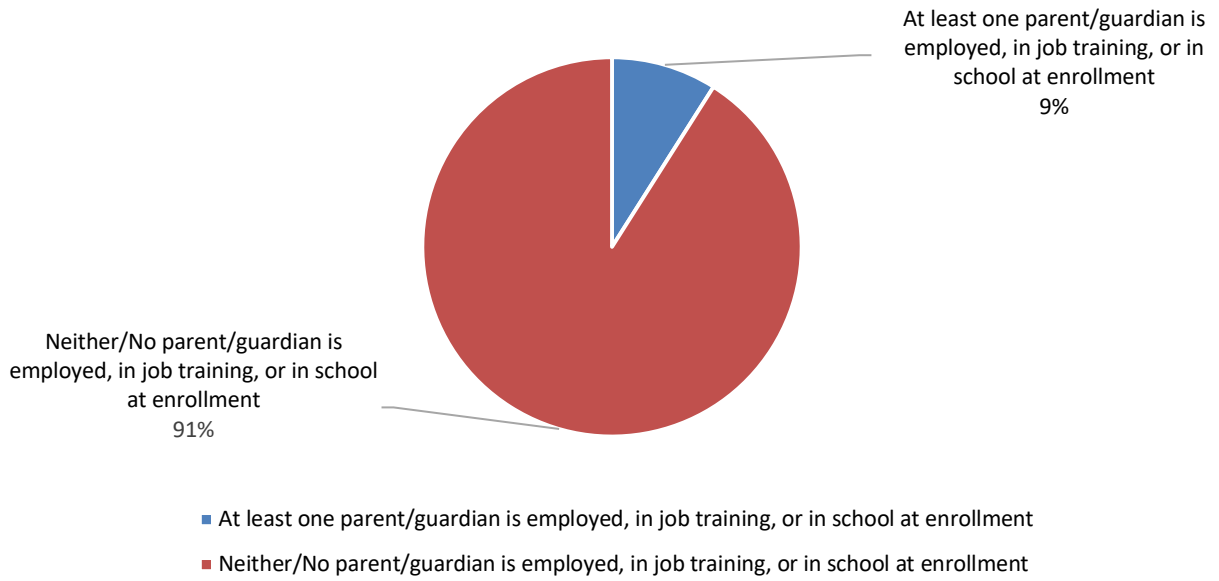
- 3,060 total families in the program
- 507 two-parent families
- 2,553 single-parent families

Of the total number of families, the number in which the parent/guardian figures are best describes as:

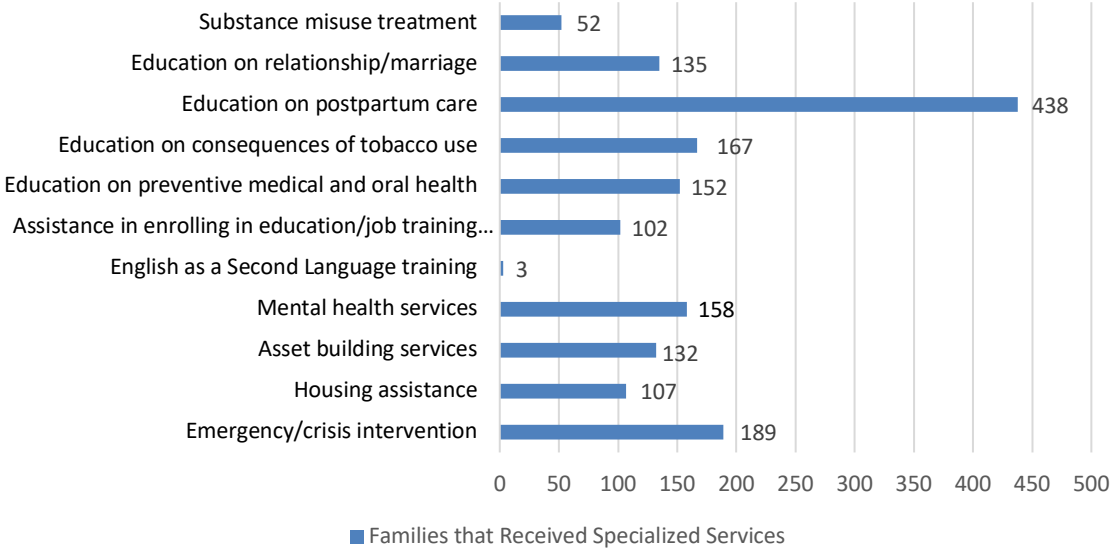
- 3,011: Parents (biological, adoptive, stepparents)
  - 2,427: Of these, the number of families with a mother only (biological adoptive, stepmother)
  - 86: of these, the number of families with a father only (biological, adoptive, stepfather)
- 19: Grandparents
- 7: Relative(s) other than grandparents
- 11: Foster parent(s) not including relatives
- 12: Other – Godparent, Legal Guardian



## Employment, Job Training, and School



## Number of Families that Received Specialized Services





## Family and Community Engagement

Families play an integral role in ensuring that children acquire the skills and confidence necessary for successful school experiences. The Division of Early Childhood strives to nurture and maintain positive family engagement experiences throughout the school year. This is accomplished through embedding family engagement activities throughout the structure of our program. In addition, we strive to connect families with community support systems and resources. By establishing community partnerships, we can strengthen our ability to identify and address the diverse needs of the parents. Our goal is to ensure that family engagement experiences are meaningful, effective, and ongoing. The involvement and engagement of parents/families in the Head Start Program is one of the most important aspects of our program management and service delivery systems. In addition, fathers are encouraged to participate in all aspects of the program as we understand that fathers who become involved can help the program become more effective in achieving positive outcomes for the children. Our planning, education enrichment, and empowerment opportunities for families is driven by the Head Start Parent, Family and Community Engagement Framework.

### Parental Involvement Activities

- Parent trainings on significant topics such as: family literacy, mental health issues, healthy food choices, nutrition and healthy living, parent leadership/advocacy, personal goals, emergency/disaster training, family budget management, drug, and gang awareness, fine motor, gross motor, problem solving, social emotional learning, literacy, math, and important questions for story time
- Ready Rosie Parent Curriculum- a research-based parenting curriculum that builds on parents' knowledge, 16,494 parents enrolled since inception, including 2,879 this year.
- Lewis the Duck Literacy Library Initiative- 3 library locations, classrooms visit library weekly, students receive monthly reading log, Read Across America Week
- Fatherhood Initiative/Male Involvement- Daddy-Daughter Dance
- Community Partners Advisory Committee
- Family Festivals & Career Days
- Policy Council & Curriculum Review
- Pre- Kindergarten Community Summit
- Ready For Kindergarten Social Emotional Learning Parenting Curriculum
- Real Men Read
- Parent Volunteers
- Transitioning to Kindergarten Kickoff Fair
- Monthly Parent PD-On the Road to Kindergarten Series (March-May)
- Drive-in Movie Night at Shelby Farms
- Books and Breakfast in the Park

- Heard's Homeroom (weekly)
- Math & Science Night at the Memphis Children's Museum
- National Library Card Sign-up Promotion for our Pre-K Families
- Boo for Books Drive-in Event
- Reading around the Christmas Tree Drive-in Event
- Under the Big Top Pre-K Kick-off Registration Event

## Family Engagement Survey

In our efforts and commitment to make the Head Start/Pre-K program more effective in the services provided to children and families, the program seeks the opinions and suggestions from families enrolled. Head Start parents and staff form partnerships to achieve goals identified for improvement in service delivery. Parents are asked to complete a survey that allows them an opportunity to provide feedback on the various services provided. The results from the survey provide some guidance to the Head Start program staff on areas of improvement and program quality of services. These results are also utilized in conjunction with other program data to identify programs goals for the Head Start 5-year grant cycle.

The Division of Early Childhood Education issued an electronic family satisfaction survey in May-June 2023. A strong relationship between staff and families is important for promoting healthy child development and positive learning outcomes. As such, this survey was aligned with the Federal Head Start Program's Parent, Family, and Community Engagement (PFCE) Framework which specifies seven family outcomes that research has shown to promote positive child outcomes.

The Spring 2023 Family Satisfaction Survey was sent to 4,300 families and over the course of 30 days in May-June 2023, 335 responses were received: an 8% survey response rate. Of the 335 responses, the number of survey responses received by classroom funding source is detailed below:

Fund	# Responses
<b>VPK</b>	23
<b>Fund 1</b>	60
<b>HS, VPK/HS, SPED</b>	180
<b>F8M</b>	72

Based on the survey responses, families are generally satisfied with the services they are receiving from the Division of Early Childhood Education. Specifically, many families have found value in parent meetings, feel that they are partners with their child's teacher when it comes to setting educational goals for their child, and have confidence in their school's ability to help them access community resources such as vision screening, after school programs, and additional academic support/tutoring. Additionally, most families are largely satisfied with how well their child's teacher explains the results of their child's assessments. Survey responses indicated that there is room for improvement in assistance with accessing community resources such as health services and tutoring. Over half of families indicated that they need access to before and after school care. Guardians shared that access to childcare would help enable family members to pursue full-time work, higher education, and alleviate financial burden in addition to socially, emotionally, and academically preparing their children for future education.

The full survey report contains program-wide key findings broken out by the following survey parts: Program Environment & Family Partnerships, Family Well-Being, Family as Lifelong Educators, Family Connection to Peers and Community, Families as Learners, Education & Education Resources. The report concludes with a list of recommendations in light of the key finds. Ultimately, the results of this survey will be used to enhance Memphis Shelby County School's Head Start Program as well as Voluntary Pre-K Program.

## Our Family and Community Partnerships

Community partners provide culturally and linguistically responsive services and helpful resources. They are available to work with the families in our program on such goals as: parents' educational advancement, economic mobility, and other aspects of family well-being. Community engagement promotes positive, enduring change for children, families, and communities in accordance with the Office of Head Start Parent, Family, and Community Engagement Framework. The program must establish ongoing collaborative relationships and partnerships with community organizations to access community services that are responsive to children and families. The program has many community partners that include the various areas of support. Ongoing network and coordination of services occur regularly to maintain between Head Start program and various community agencies.

1. Health Care Providers
2. Disability and Mental Health service providers
3. Family Preservation and support services
4. Educational and cultural institutions
5. Temporary Assistance for Needy Families
6. Nutrition assistance agencies

7. Workforce development and training programs
8. Adult education and family literacy
9. Post-Secondary education institutions
10. Financial Institutions to enhance asset building education and financial stability
11. Housing assistance agencies and providers of support for families experiencing homelessness
12. Domestic violence prevention and support providers
13. Alcohol and Drug prevention and support providers
14. Criminal Justice/Correctional Institutions retention program
15. Child Protection providers
16. Other organizations or businesses that may provide support and resources to families

## School Readiness

The Office of Head Start defines school readiness as “children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life.” School readiness is the state of early development that enables an individual child to engage in and benefit from early learning experiences. These early learning experiences will result in a child’s successful readiness into a social and educational environment. Our teachers and staff work diligently with children and families to promote progress toward school readiness goals.

In addition, to exposing students to a wide array of material that will expand their cognitive, behavioral, and emotional knowledge, all teachers were provided resources for the Tennessee Department of Education approved curriculum “Big Day for Pre-K” based on the TN-ELDS standards. The “Big Day for Pre-K” curriculum is based on years of research that demonstrate the importance of teacher-student interactions, access to age-appropriate complex text, and the need for social-emotional development instruction. “Big Day for Pre-K” provides a thematic and integrated approach to learning that grows in scope as children become more aware of their surroundings. The curriculum is designed to engage students in math, literacy, science, and arts in a way that inspires engagement and elevates school readiness.

## Child Data Outcomes

MSCS Early Childhood Programs discontinued use of iStation and the Brigance Inventory of Development (IED) II assessment tools at the conclusion of the 2020-2021 school year. Beginning with the 2021-2022 school year, the Brigance IED III assessment tool was implemented across all MSCS Early Childhood Programs, specifically using the composite score and percentile score to assess student performance. Below are the scales used to assess Brigance IED III performance during the 2022- 2023 school year.

Brigance IED III	
Composite Score	Performance
< 70	Very Weak
70-79	Weak
80-89	Below Average
90-110	Average
111-120	Above Average
121-130	Strong
> 130	Very Strong

Brigance IED III	
Percentile Score	Performance
> 89th	Tier 1
80th-89th	Tier 2
< 80th	Tier 3

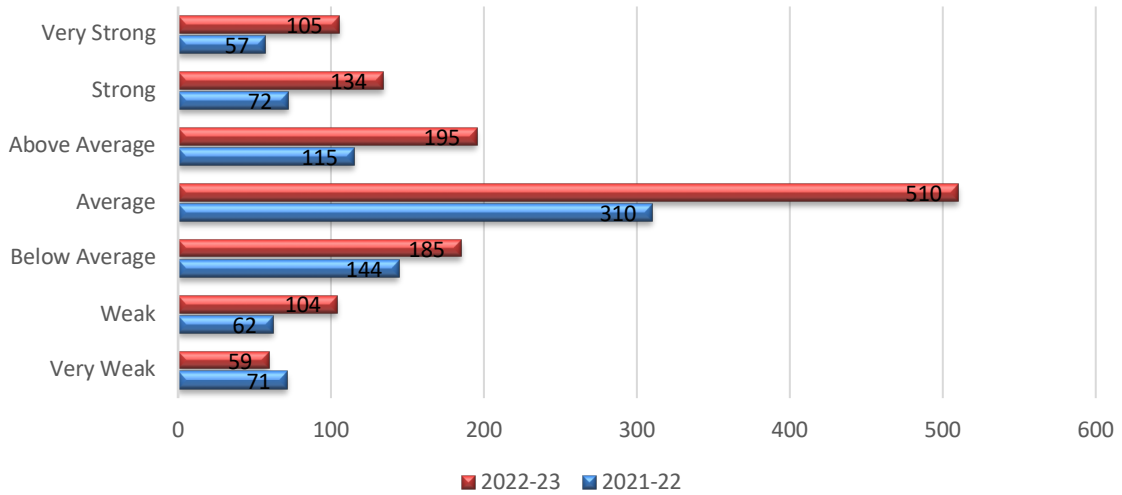
**Brigance IED III Composite Score Performance**

All students saw at least an average 6% increase in composite scores from the first assessment period to the final assessment period. According to the performance scale created by the developers of the Brigance IED III assessment tool, 87% of the assessed students’ performance ranged from average to very strong on the final assessment period. There was an overall program growth of 21.5% from the first assessment period to the final assessment period.

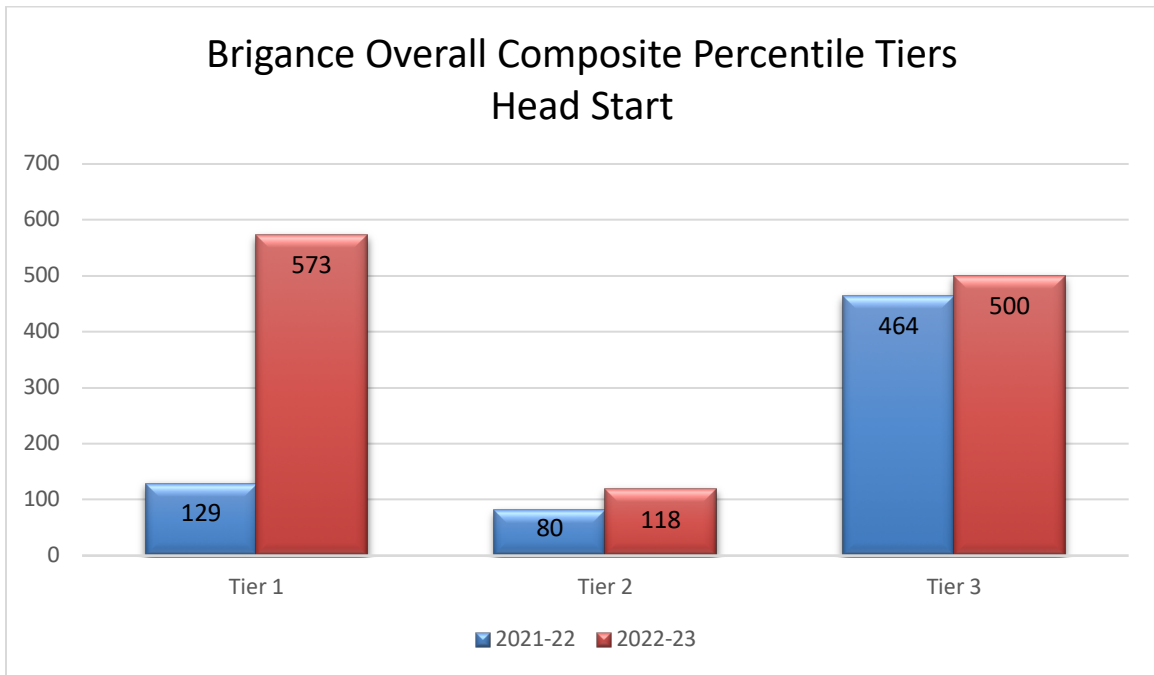
**Brigance IED III Percentile Score Performance**

The first assessment period had a percentile score of 38% and grew to 69% in the final assessment period for Tier 1 students. There was almost a 31% growth of students measured in the Tier I range on the final assessment period. The Brigance IED III assessment developers did not assign a performance scale for interpreting percentile scores as percentiles scores are inherently scaled. According to the performance scale created internally by the program, Tier 3 students’ performance went from 52% in the beginning to 23% on the final assessment.

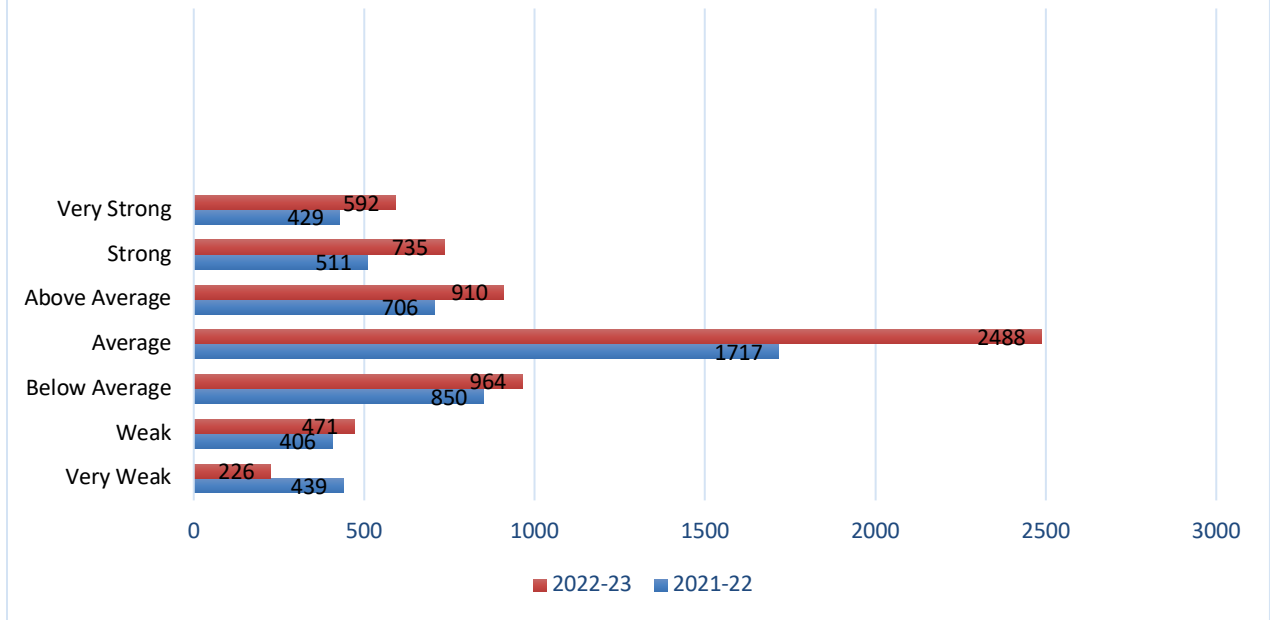
### Brigance Overall Composite Performance Levels Head Start



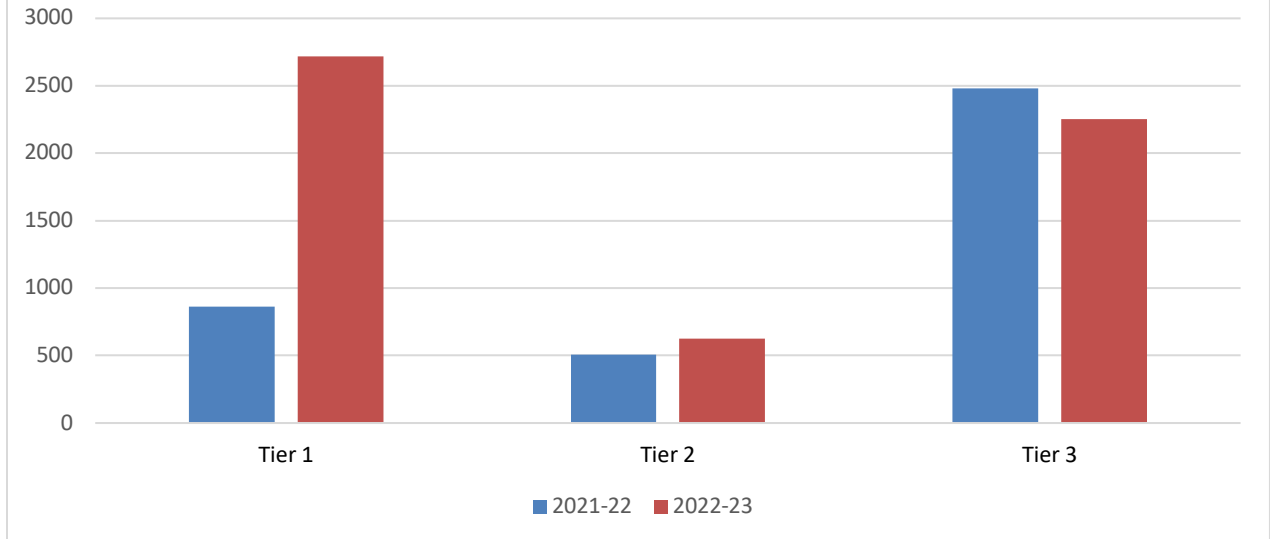
### Brigance Overall Composite Percentile Tiers Head Start



### Number of Students by Composite Score All Funding Sources



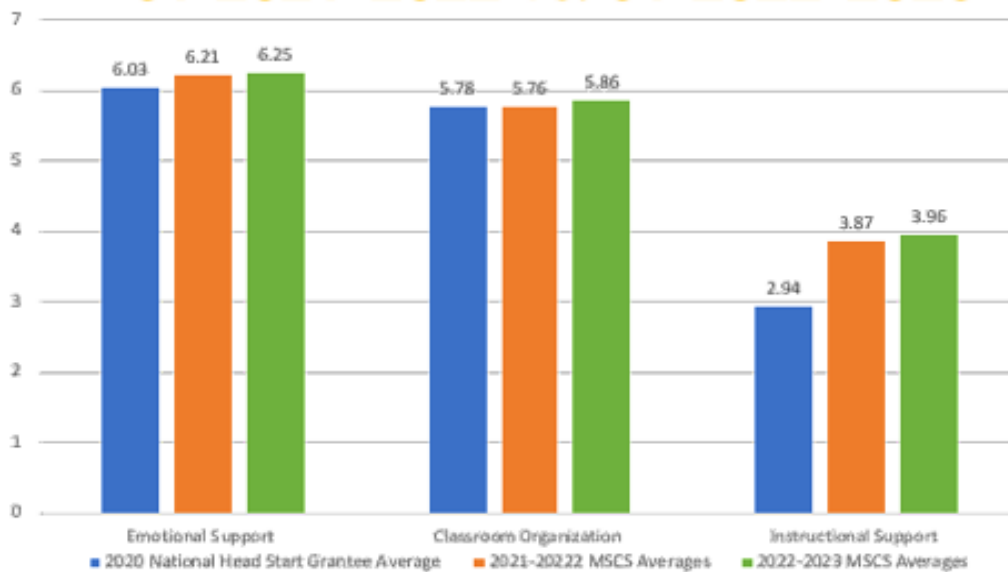
### Number of Students by Percentile Score Tier All Funding Sources



## Teacher Data

Research has shown that quality interactions between teachers and children are critical to a child's achievement and development in all areas. The Division of Early Childhood utilizes the Classroom Assessment Scoring System (CLASS) by Teachstone to measure the quality of teacher-child interactions in the following domains: Emotional Support, Classroom Organization, and Instructional Support. MSCS Early Childhood classrooms have exceeded or maintained comparable scores to the 2020 Office of Head Start national average. Another important factor in student achievement and development is highly qualified teachers. Research shows that teacher subject-matter knowledge is greatly associated with student learning. High expectations, high standards, and highly qualified teachers are especially important to our program and student success.

### CLASS Domain Score Averages, SY 2021-2022 vs. SY 2022-2023



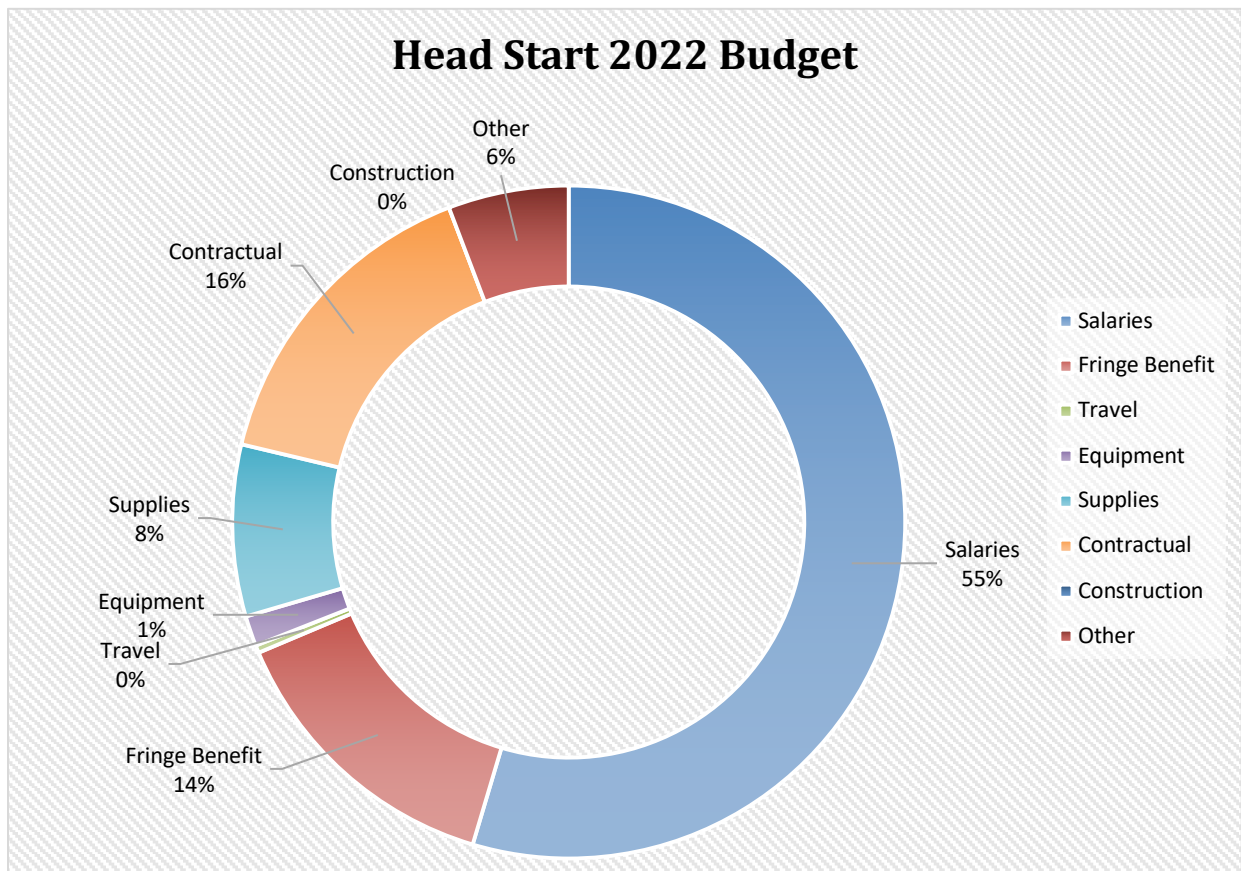
## Budget, Auditors' Report, Federal Review

The Memphis Shelby County Schools Head Start Program has been providing services to children and families since August 2014. Our grant provides us with funding to meet the needs of over 3,200 children and families. Also included below is the Auditors' Report for the Fiscal Year ended June 30, 2022, which includes a favorable opinion on Shelby County School's adherence with accounting principles generally accepted in the United States of America.



### Head Start 2022 Budget (January to December)

Class Categories	Program Operations	TTA	Total
Salaries	15,031,733.00	-	15,031,733.00
Fringe Benefit	3,866,535.00	-	3,866,535.00
Travel	100,000.00	-	100,000.00
Equipment	400,000.00	-	400,000.00
Supplies	2,269,351.00	-	2,269,351.00
Contractual	4,265,204.00	165,000.00	4,430,204.00
Construction	-	-	-
Other	1,594,275.00	119,142.00	1,713,417.00
<b>Total Direct Cost</b>	<b>27,527,098.00</b>	<b>284,142.00</b>	<b>27,811,240.00</b>
Indirect Charges	927,473.00	-	927,473.00
<b>Totals</b>	<b>28,454,571.00</b>	<b>284,142.00</b>	<b>28,738,713.00</b>





**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND  
ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS  
PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

To the Chairperson and Members of the  
Shelby County Board of Education  
Memphis, Tennessee

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, the aggregate remaining fund information, and the budgetary comparisons of the general fund and special revenue – categorically aided fund of the Shelby County Board of Education (the Board) (a component unit of Shelby County, Tennessee) as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the Board's basic financial statements, and have issued our report thereon dated January 30, 2023.

**Report on Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the Board's internal control over financial reporting (internal control) to as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Board's internal control. Accordingly, we do not express an opinion on the effectiveness of the Board's internal control.

*A deficiency in internal control* exists when the design or operation of control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the Board's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. We identified a certain deficiency in internal control, described in the accompanying schedule of findings and responses as item 2022-001 that we consider to be a significant deficiency.

### **Report on Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the Board's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

The results of our tests disclosed other matters that are required to be reported under the State of Tennessee Department of Audit, *Audit Manual*, and which are described in the schedule of findings and responses as items 2022-002 and 2022-003. The *Audit Manual* also requires the filing of a schedule of cash shortages and thefts. The schedule includes all cash shortages and thefts which have occurred in the current and previous years, and any investigative audits being performed. The schedule contained two instances which occurred during the year ended June 30, 2022.

### **Shelby County Board of Education's Response to Findings**

Shelby County Board of Education's response to the findings identified in our audit is described in the accompanying schedule of findings and responses. Shelby County Board of Education has also included Management's Corrective Action Plan. Shelby County Board of Education's response and Management's Corrective Action Plan were not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on them.

### **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Board's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Board's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*Watkins Mikusall, PLLC Banty, Jolley, White & Co.*

Memphis, Tennessee  
January 30, 2023



## INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

To the Chairperson and Members of the  
Shelby County Board of Education  
Memphis, Tennessee

### **Report on Compliance for Each Major Federal Program**

We have audited the Shelby County Board of Education's (the Board) (a component unit of Shelby County, Tennessee) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the Board's major federal programs for the year ended June 30, 2021. The Board's major federal programs are identified in the summary of audit results section of the accompanying schedule of findings and questioned costs.

### **Management's Responsibility**

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

### **Auditor's Responsibility**

Our responsibility is to express an opinion on compliance for each of the Board's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Board's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the Board's compliance.

### **Opinion on Each Major Federal Program**

In our opinion, the Board complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2021.

## Report on Internal Control Over Compliance

Management of the Board is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the Board's internal control over compliance with the requirements that could have a direct and material effect on a major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Board's internal control over compliance.

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of our testing based on the requirements of Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

*Watkins Wilmsall, PLLC Banks, Jolley, White & Co.*

Memphis, Tennessee  
December 30, 2021



ADMINISTRATION FOR  
**CHILDREN & FAMILIES**

Office of Head Start | 4th Floor – Switzer Memorial Building, 330 C Street SW, Washington DC 20024 [eclkc.ohs.acf.hhs.gov](http://eclkc.ohs.acf.hhs.gov)

**Program Performance Summary Report**

**To: Authorizing Official/Board Chairperson**

Bishop Althea Greene  
Shelby County Board of Education  
160 S Hollywood St  
Memphis, TN 38112 - 4801

**From: Responsible HHS Official**

A handwritten signature in black ink, appearing to be "Tala Hooban".

**Date: 04/07/2023**

**Tala Hooban**  
**Deputy Director, Office of Head Start**

**On behalf of Mr. Khari M. Garvin**  
**Director, Office of Head Start**

From March 6, 2023 to March 10, 2023, the Administration for Children and Families conducted a Focus Area Two (FA2) monitoring review of Shelby County Board of Education Head Start program. This report contains information about the grant recipient's performance and compliance with the requirements of the Head Start Program Performance Standards (HSPPS) or Public Law 110-134, *Improving Head Start for School Readiness Act of 2007*.

The Office of Head Start (OHS) would like to thank your governing body, policy council, parents, and staff for their engagement in the review process. Based on the information gathered during this review, it has been determined that your program needs improvement in one or more areas. This report provides you with detailed information in each area where program performance did not meet one or more applicable HSPPS, laws, regulations, and policy requirements, and the required timeframes for corrective action.

Please contact your Regional Office for guidance should you have any questions or concerns. Your Regional Office will follow up on the content of this report and can work with you to identify resources to support your program's continuous improvement.

**DISTRIBUTION OF THE REPORT**

Copies of this report will be distributed to the following:  
Ms. Erika Lundy, Regional Program Manager  
Mrs. Divalyn Gordon, Chief Executive Officer/Executive Director  
Dr. Detris Crane, Head Start Director

**Grant(s) included as part of this review**

Grant Recipient Name	Grant Number(s)
Shelby County Board of Education	04CH011116

**Glossary of Terms**

Finding Type	Definition
<b>Area of Concern (AOC)</b>	An area in which the agency needs to improve performance. These issues should be discussed with the grant recipient's Regional Office for possible technical assistance.
<b>Area of Noncompliance (ANC)</b>	An area in which the agency is out of compliance with Federal requirements (including but not limited to the Head Start Act or one or more of the regulations) in one or more areas of performance. This status requires a written timeline for correction and possible technical assistance or guidance from the grant recipient's program specialist. If not corrected within the specified timeline, this status becomes a deficiency.
<b>Deficiency</b>	<p>As defined in the Head Start Act, the term "deficiency" means:</p> <p>(A) a systemic or substantial material failure of an agency in an area of performance that the Secretary determines involves:</p> <ul style="list-style-type: none"> <li>(i) a threat to the health, safety, or civil rights of children or staff;</li> <li>(ii) a denial to parents of the exercise of their full roles and responsibilities related to program operations;</li> <li>(iii) a failure to comply with standards related to early childhood development and health services, family and community partnerships, or program design and management;</li> <li>(iv) the misuse of funds received under this subchapter;</li> <li>(v) loss of legal status (as determined by the Secretary) or financial viability, loss of permits, debarment from receiving Federal grants or contracts, or the improper use of Federal funds; or</li> <li>(vi) failure to meet any other Federal or State requirement that the agency has shown an unwillingness or inability to correct, after notice from the Secretary, within the period specified;</li> </ul> <p>(B) systemic or material failure of the governing body of an agency to fully exercise its legal and fiduciary responsibilities; or</p> <p>(C) an unresolved area of noncompliance.</p>

**Performance Summary**

Service Area	Grant Number(s)	Compliance Level	Applicable Standards	Timeframe for Correction
Ongoing Monitoring and Continuous Improvement	04CH011116	Area of Concern	1302.102(c)(2)(ii)	Follow up with Regional Office for support
Safety Practices	04CH011116	Area of Noncompliance	1302.47(b)(1)(iii)	120 days

**Program Overview**

Shelby County Board of Education is a public school district serving the city of Memphis, Tennessee, and the unincorporated areas of Shelby County. The grant recipient is funded to serve 3,200 Head Start children through a center-based option. In addition to Head Start, the recipient also provides state-funded preschool services.





## Program Management and Quality Improvement

### Program Management

The grant recipient establishes a management structure consisting of staff, consultants, or contractors who ensure high-quality service delivery, have sufficient knowledge, training, experience, and competencies to fulfill the roles and responsibilities of their positions, and provide regular supervision and support to staff.

### Ongoing Monitoring and Continuous Improvement

The grant recipient uses data to identify program strengths, needs, and areas needing improvement; to evaluate progress toward achieving program goals and compliance with program performance standards; and to assess the effectiveness of professional development, but improvement is needed.

### AOC - 1302.102(c)(2)(ii)

**Timeframe for Correction:** Follow up with Regional Office for support

#### **Citation Definition:**

1302.102 Achieving program goals. (c) Using data for continuous improvement. (2) This process must: (ii) Ensure child-level assessment data is aggregated and analyzed at least three times a year, including for sub-groups, such as dual language learners and children with disabilities, as appropriate, except in programs operating fewer than 90 days, and used with other program data described in paragraph (c)(2)(iv) of this section to direct continuous improvement related to curriculum choice and implementation, teaching practices, professional development, program design and other program decisions, including changing or targeting scope of services.

#### **Monitoring Feedback:**

Management team discussion participants stated the recipient did not aggregate and analyze child-level assessment data at least three times per year. Though the program had historically aggregated child-level data 3 times per year, it implemented a new system for the 2022-2023 year. This new system, which aligned with district-wide practices, required the completion of development assessments for all Head Start children twice annually, at the beginning and end of the program year.

### Program Governance

The grant recipient maintains a formal structure of program governance to oversee the quality of services for children and families and to make decisions related to program design and implementation.

The grant recipient's policy council is engaged in the direction of the program, including program design and planning of goals and objectives.



## **Monitoring and Implementing Quality Education and Child Development Services**

### **Alignment with School Readiness**

The grant recipient's school readiness efforts align with the expectations of receiving schools, the Head Start Early Learning Outcomes Framework (HSELOF), and state early learning standards.

### **Effective and Intentional Teaching Practices**

The grant recipient's teaching practices intentionally promote progress toward school readiness and provide quality learning experiences for children.

### **Supporting Teachers in Promoting School Readiness**

The grant recipient ensures teachers are prepared to implement the curriculum and support children's progress toward school readiness.

### **Home-Based Program Services**

Not Applicable.

## **Education Services Summary**

Shelby County Board of Education supported children's successful transitions into kindergarten. The recipient's early literacy department offered a summer program that provided additional learning experiences for Head Start children. The program also worked with receiving schools to discuss children's developmental strengths and needs and create individualized transition plans. These collaborative efforts helped children enter their next educational placement ready to learn.



## Monitoring and Implementing Quality Health Services

### Child Health Status and Care

The grant recipient effectively monitors and maintains timely information on children's health statuses and care including ongoing sources of health care, preventive care, and follow-up.

### Mental Health

The grant recipient supports a program-wide culture that promotes mental health and social and emotional well-being, and uses mental health consultation to support staff and families.

### Oral Health and Nutrition

The grant recipient maintains and monitors for effective oral health practices and nutrition services that meet the nutritional needs and accommodate children's feeding requirements and allergies.

### Safety Practices

The grant recipient does not implement a process for monitoring and maintaining healthy and safe environments.

### ANC - 1302.47(b)(1)(iii)

*Timeframe for Correction:* 120 days

#### *Citation Definition:*

1302.47 Safety practices. (b) A program must develop and implement a system of management, including ongoing training, oversight, correction and continuous improvement in accordance with §1302.102, that includes policies and practices to ensure all facilities, equipment and materials, background checks, safety training, safety and hygiene practices and administrative safety procedures are adequate to ensure child safety. This system must ensure: (1) Facilities. All facilities where children are served, including areas for learning, playing, sleeping, toileting, and eating are, at a minimum: (iii) Free from pollutants, hazards and toxins that are accessible to children and could endanger children's safety.

#### *Monitoring Feedback:*

The grant recipient did not ensure all facilities where children were served were free of pollutants, hazards, and toxins.

The recipient did not provide written documentation that children were not exposed to lead in paint or water in all facilities. During discussions, the facilities managers stated that all district buildings had been tested for lead in paint. However, no documentation was available to confirm this statement. In addition, a review of documentation found that testing for lead in the water had not been completed at the Whitney Elementary facility.

The grant recipient did not ensure all facilities where children were served were free of pollutants, hazards, and toxins; therefore, it was not in compliance with the regulation.

Prior to this monitoring review, the recipient reported incidents involving the health and safety of program participants to its Regional Office. Any Office of Head Start action resulting from these incidents will be issued through a separate report.

### Services to Expectant Families

Not Applicable.



## **Monitoring and Implementing Quality Family and Community Engagement Services**

### **Family Well-Being**

The grant recipient collaborates with families to support family well-being, parents' aspirations, and parents' life goals.

### **Strengthening Parenting and Parent-Child Supports**

The grant recipient provides services that strengthen parent-child relationships and support parents in strengthening parenting skills.

### **Family Engagement in Education and Child Development Services**

The grant recipient provides education and child development services that recognize parents' roles as children's lifelong educators and encourage parents to engage in their children's education.

## **Family and Community Engagement Services Summary**

Shelby County Board of Education engaged families in activities that supported well-being. Staff members worked with all families to establish goals and take actions leading toward goal attainment. These actions included helping families access resources offered by the program's extensive network of community partners. Through these network connections, the program helped families continue their education, secure employment, locate stable housing, and address other immediate and long-term needs. The recipient's efforts helped families experience success and make meaningful changes in their lives.



## **Monitoring and Implementing Fiscal Infrastructure**

### **Budget Planning and Development**

The grant recipient develops and implements its budget to sustain management, staffing structures, and the delivery of services that support the needs of enrolled children and families.

### **Ongoing Fiscal Capacity**

The grant recipient plans and implements a fiscal management system that supports the organization's ongoing capacity to execute its budget over time and meet the needs of its organization.

### **Budget Execution**

The grant recipient's financial management system provides for effective control over and accountability for all funds, property, and other assets.

### **Facilities and Equipment**

The grant recipient complies with application, prior approval, and reporting requirements for facilities purchased, constructed, or renovated with Head Start funds.

## **Fiscal Infrastructure Summary**

Shelby County Board of Education implemented a financial management system to oversee Head Start funds. The recipient developed a plan that included ensuring adequate fiscal staffing, streamlining financial processes, conducting internal audits, and providing weekly training to fiscal staff. In addition, the finance manager participated in weekly accountability checkpoint meetings with the chief financial officer and director of compliance. By developing structures and systems, the recipient safeguarded Federal funds.



## **Monitoring ERSEA: Eligibility, Recruitment, Selection, Enrollment, and Attendance**

### **Determining, Verifying, and Documenting Eligibility**

The grant recipient enrolls children or expectant mothers who are categorically eligible or who meet defined income-eligibility requirements.

### **Enrollment Verification**

The grant recipient maintains and tracks enrollment.

## **ERSEA Summary**

Shelby County Board of Education maintained an ERSEA tracking system. This system supported compliance with all regulations and allowed the program to easily review data on each family's journey from their application to their transition out of the program. With help from its recordkeeping and monitoring processes, the recipient filled slots with eligible children.

----- End of Report -----

## Program Highlights

- The Division of Early Childhood strengthened relationships within the community through community fairs targeting kindergarten transition for our students.
- Elementary schools received kindergarten transition resources for pre-kindergarten students to engage in summer learning activities to retain knowledge.
- Over 100+ teachers participated in after school professional development provided by the Division of Early Childhood to strengthen learning strategies and received additional tools for achieving high-quality instruction.
- The Real Men Read Program continued to promote the joy of reading to children that we serve in the Division of Early Childhood. The program also provides a male role model who reads culturally sensitive books provided by the Division of Early Childhood, about children like themselves.
- The Division of Early Childhood in its efforts to support family's experiences homelessness and other family crisis, provided various services to the Salvation Army Purdue Residential Facility such as on-site registration for early childhood services (Pre-K/Head Start). This partnership is vital to the services for families enrolled in the Pre-K/Head Start program, in addition to community outreach and support to many families in Memphis and Shelby County communities.
- During this school year the Division of Early Childhood provided family support to the Shelby County Division of Corrections for families of pre-kindergarten students. The purchase of school materials for children transitioning from Pre-K to Kindergarten, in addition to the support of supplying items for the "Family Visitation Rooms" at the facility occurred. Other services under the partnership consist of training and presentations to supplement the Fatherhood Curriculum and other skill- based initiatives.
- In early 2023, a memorandum of understanding was established between Memphis-Shelby County Schools and Shelby County Pre-Trial Services. The partnership allows the two entities to work together to develop and establish policies and procedures that will promote and sustain a market for implementation of case management support and enrollment in Memphis Shelby County Schools Early Childhood Programs to families in the criminal justice system based on referrals from Shelby County Pretrial Services.

# **PRE-K: BEGIN THE JOURNEY!**

**FOR MORE INFORMATION ON THE  
DIVISION OF EARLY CHILDHOOD  
VISIT OUR WEBSITE AT  
[WWW.SCSK12.ORG/PREK](http://WWW.SCSK12.ORG/PREK) OR CALL (901) 416-3450.**



## **BOARD OF EDUCATION**

ALTHEA GREENE, CHAIR  
JOYCE DORSE COLEMAN, VICE-CHAIR  
MAURICIO CALVO  
AMBER HUETT-GARCIA  
STEPHANIE LOVE  
MICHELLE ROBINSON MCKISSACK  
KEITH WILLIAMS  
KEVIN WOODS

**DR. MARIE FEAGINS, SUPERINTENDENT**