



Division of Early Childhood 2018 Annual Report

2018 - 2019 School Year





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PROGRAM OVERVIEW

About Us

The Shelby County Schools Head Start program provides services to 3,200 children and families. In addition to receiving the Head Start Grant, the Division of Early Childhood is also the recipient of Voluntary Pre-K funds and the Preschool Development Grant (PDG) for the 2018 school year. These funding sources, including additional funds from the Shelby County Commission and General Funds, make it possible for the District to provide comprehensive services to over 5,000 students annually. The program currently supports 291 early childhood classrooms and provides 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: Shelby County Schools Early Childhood 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 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 actually influence brain development, establishing the neural connections that provide the foundation for language, reasoning, problem solving, social skills, behavior and emotional development.

Top Priorities

- To increase the percentage of Pre-K students meeting grade level expectations for early literacy to 80% by May of 2019 and display growth gains in essential domains to support whole child development.
- 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.



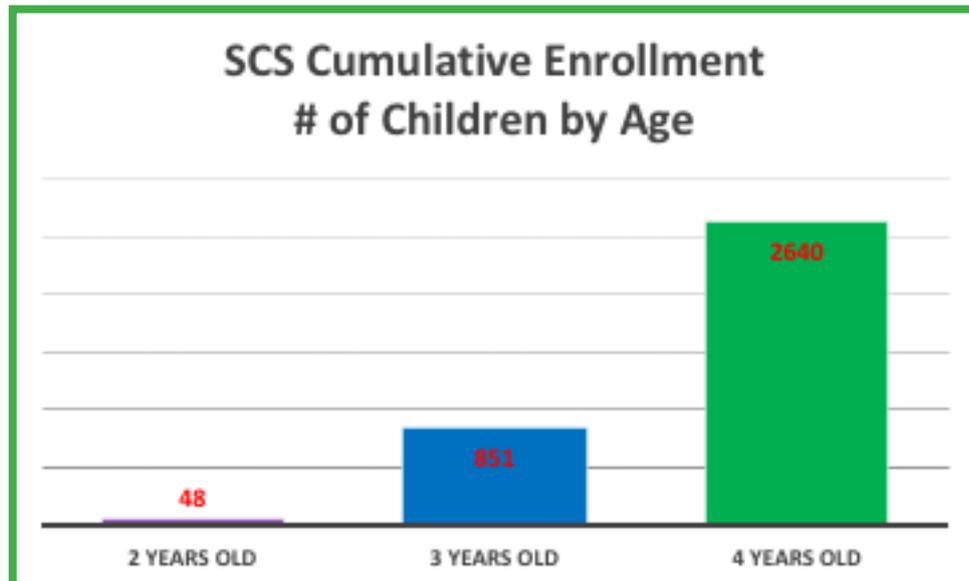
OUR CHILDREN

During the 2018-2019 school year, the SCS Head start provided comprehensive services to a cumulative of 3,539 students that were enrolled in 173 classrooms within our district. The average funded attendance for the school year was 86.18%. The chart below details additional demographic data on the children served.

Cumulative Enrollment by Type of Eligibility		Primary Language	
	# of Children		# of Children
Income below 100% of poverty line	2,824	English	3,164
Public assistance (TANF,SSI)	359	Spanish	350
Status as a foster child	28	Middle Eastern & Asian Languages	9
Status as homeless	38	East Asian Languages	2
Over Income	289	European & Slavic Languages	2
		African Languages	12

Prior Enrollment		Race & Ethnicity	
	# of Children		# of Children
Second year enrolled in Head Start	473	American Indian or Alaskan Native	0
Three or more years enrolled in Head Start	3	Asian	10
		Black or African American	3,025
		Native Hawaiian or Pacific Islander	1
		White	452
		Biracial/ Multi-Racial	41
		Unspecified	10
		Hispanic or Latino Origin	440

Transition & Turnover	
	# of Children
Total withdrawn without re-enrolling	322
Total enrolled less than 45 days	121
Total transitioning to kindergarten	2,396





CHILD & FAMILY SERVICES

Healthy children are ready to learn

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

- 3, 510 children had health insurance (99%)
- 3,539 children had a source of continuous, accessible health care (100%)
- 3,539 children had accessible dental care (100%)
- 2,987 children were up to date on preventative and primary health care (84%)
 - Of these 64 children were diagnosed with a medical condition
 - Of the children diagnosed, 58 received medical treatment

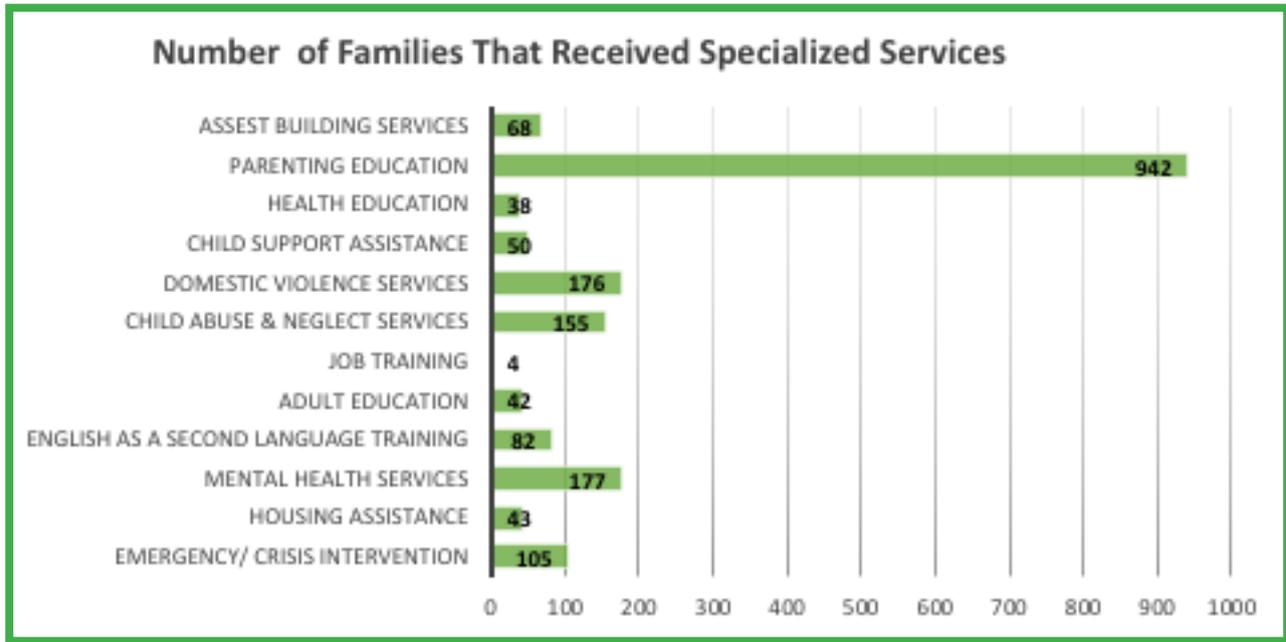
Disability Services	Number of Children
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Children with an IEP during the program year 2018-2019	480
Children with an IEP prior to enrollment into the program for 2018-2019	310
Children who received an IEP during the current school year	170

Family & Community Partnerships	
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Number of families in the program	3,399
Number of two-parent families	674
Number of single-parent families	2,725





The Division of Early Childhood identifies the need for additional supports early on is the best way to ensure future success in school and life of our students. Therefore, we focus on the overall development of each child by providing comprehensive services that are family directed. The above is a summary of the support provided to families.



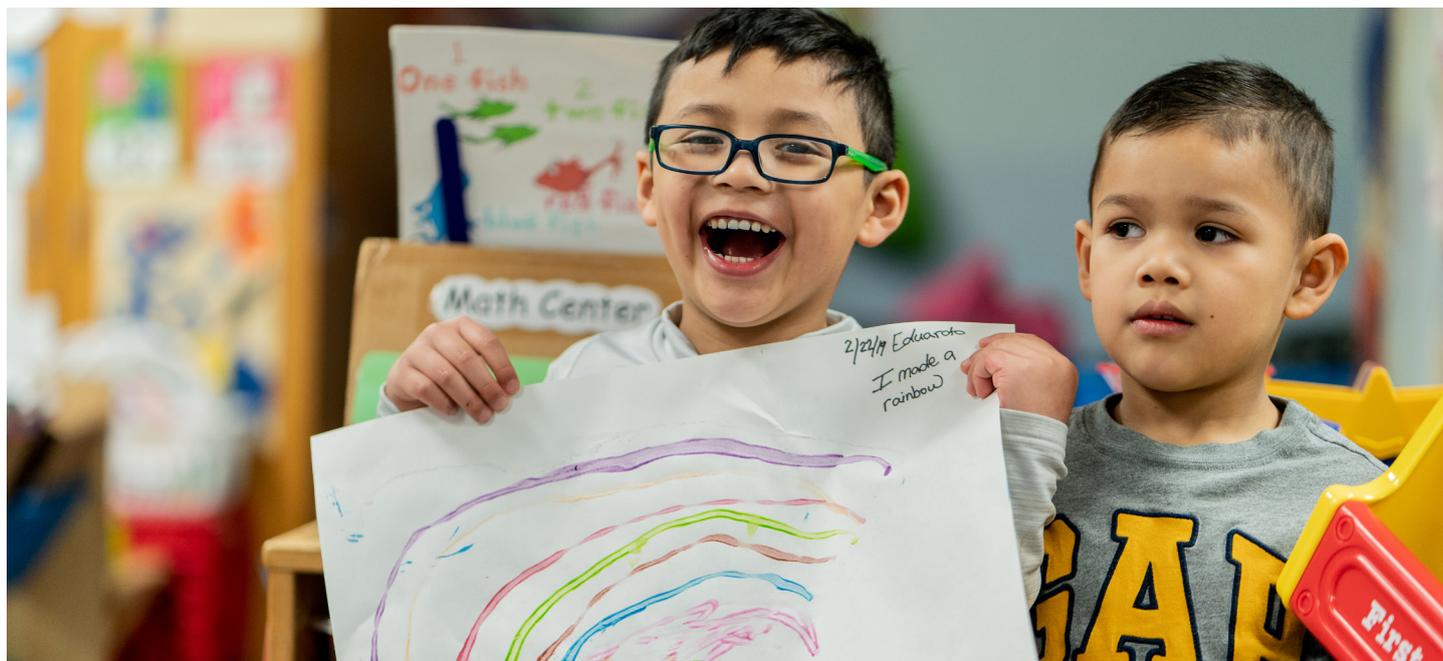


FAMILY & COMMUNITY ENGAGEMENT

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 are able to 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. Our planning, education enrichment, and empowerment opportunities for families is driven by the Head Start Parent, Family and Community Engagement Framework.

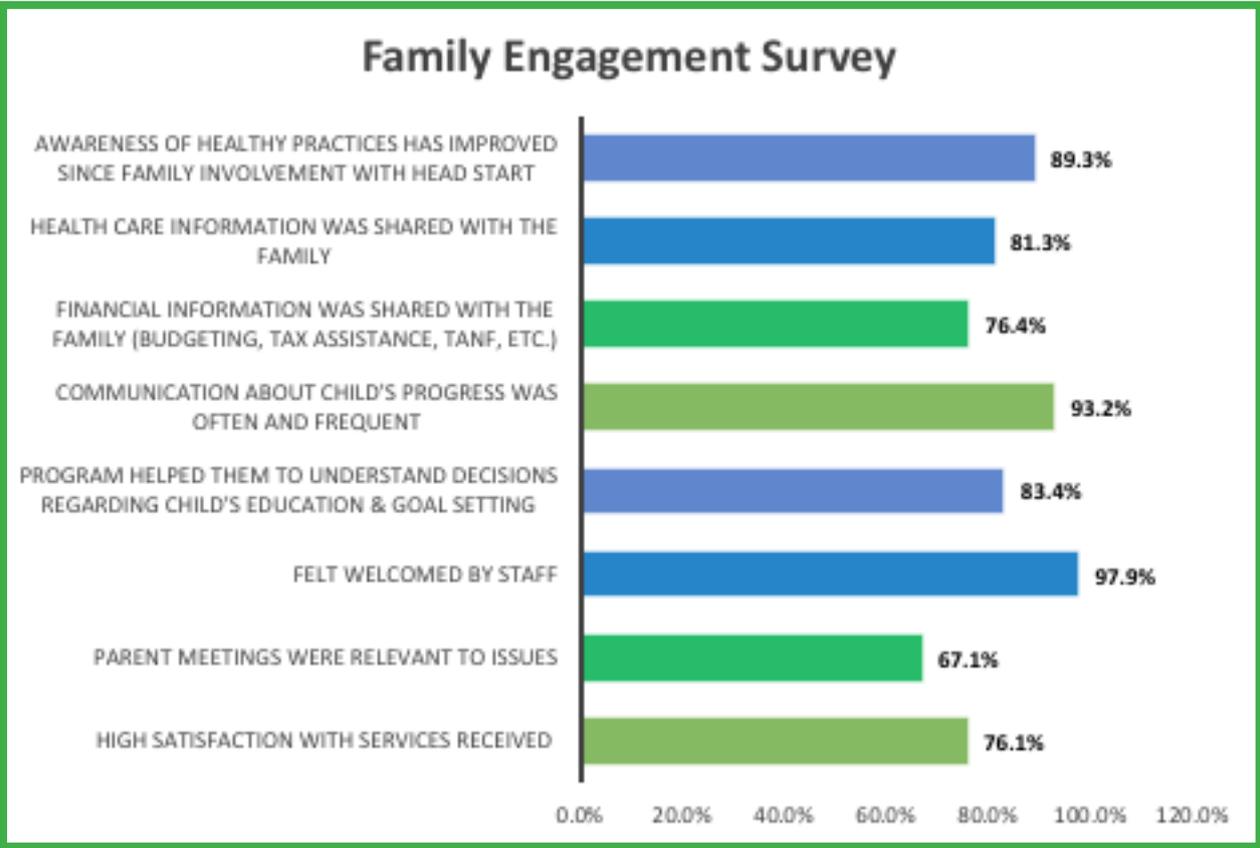
Parental Involvement Activities:

- Parent trainings on significant topics such as: family literacy, mental health issues, healthy food choices, personal goals, emergency/disaster training, family budget management, drug and gang awareness, and more
- Community Partners Advisory Committee
- Discussions with Dad
- Family Festivals & Career Days
- Policy Council & Curriculum Review
- Pre-Kindergarten Community Summit
- Ready Rosie Parent Curriculum
- Real Men Read
- Storytime for Young Advocates & Families
- The Ruby Bridges Reading Festival
- Transitioning to Kindergarten Kickoff Fairs





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 provides 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 results from the 2018-2019 survey results indicate some strengths, but also identify some areas that program will integrate in their overall program management systems.



OUR FAMILY & 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

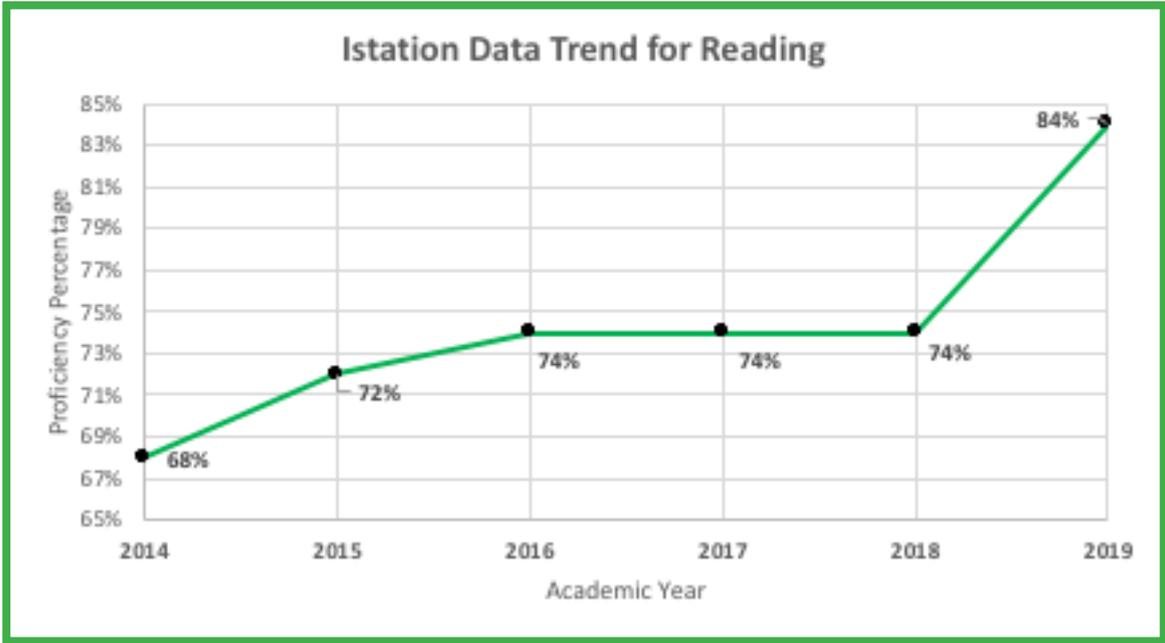
The Office of Head Start defines school readiness as “children processing the skills, knowledge, and attitudes necessary for success in school and for later learning and life.” School readiness is the state of early development that enables an individual child to engage in and benefit from early learning 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.

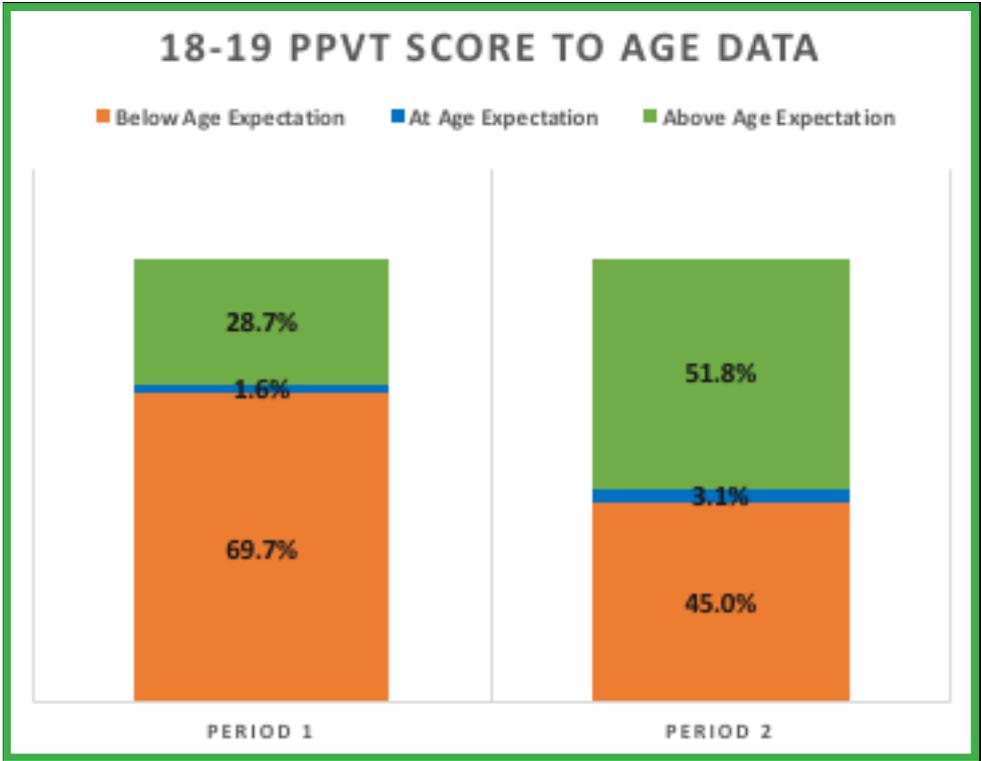
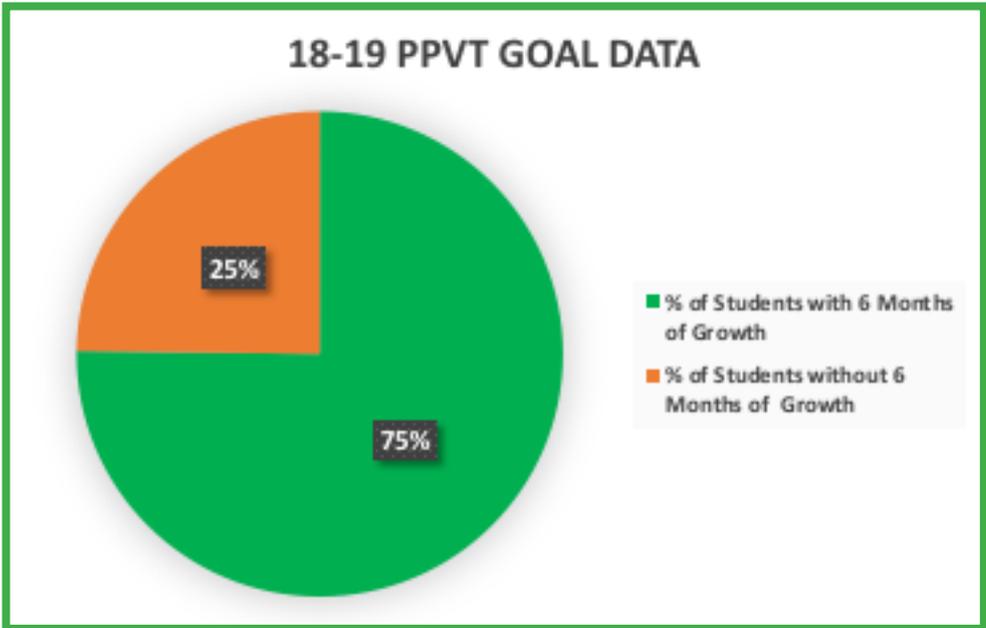
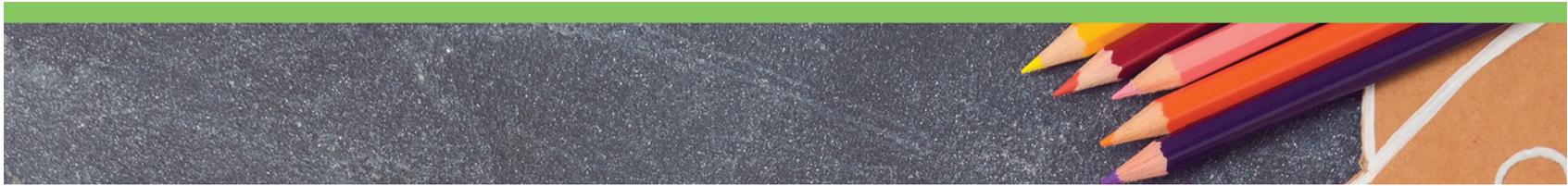
In addition, to expose students to a wide array of material that will expand their cognitive, behavioral, and emotional knowledge, all teachers were provided resources for the Tennessee Department of Education approved curriculum “Big Day for Pre-K” based on the TN-ELDS standards. The “Big Day for Pre-K” 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 grow 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

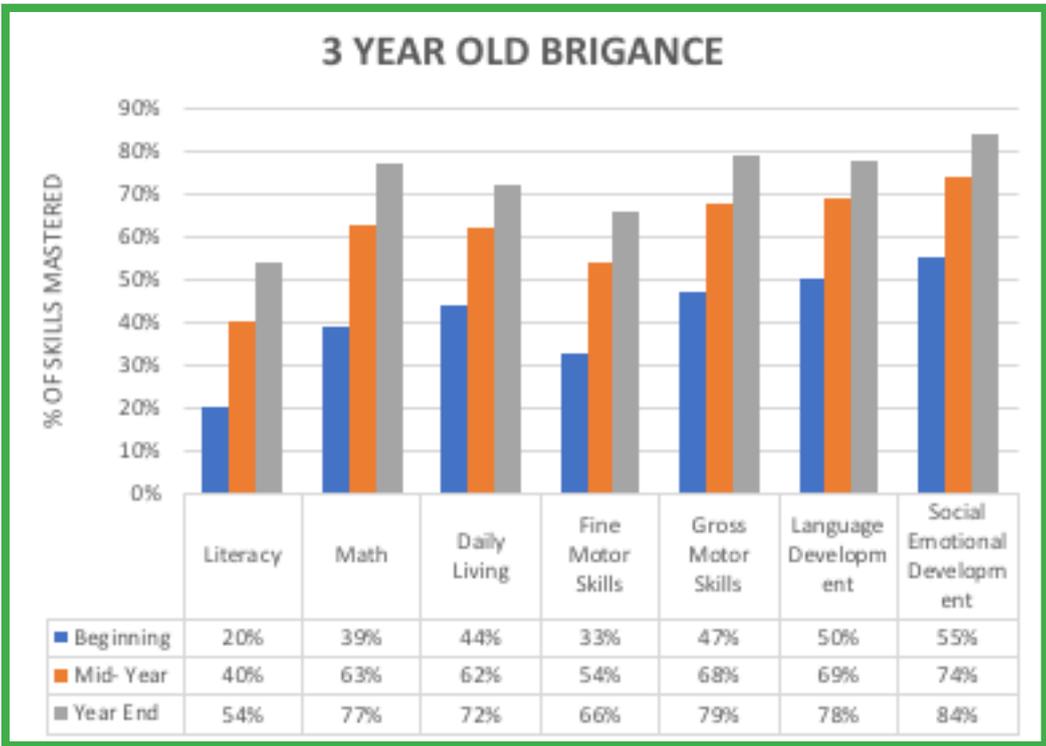
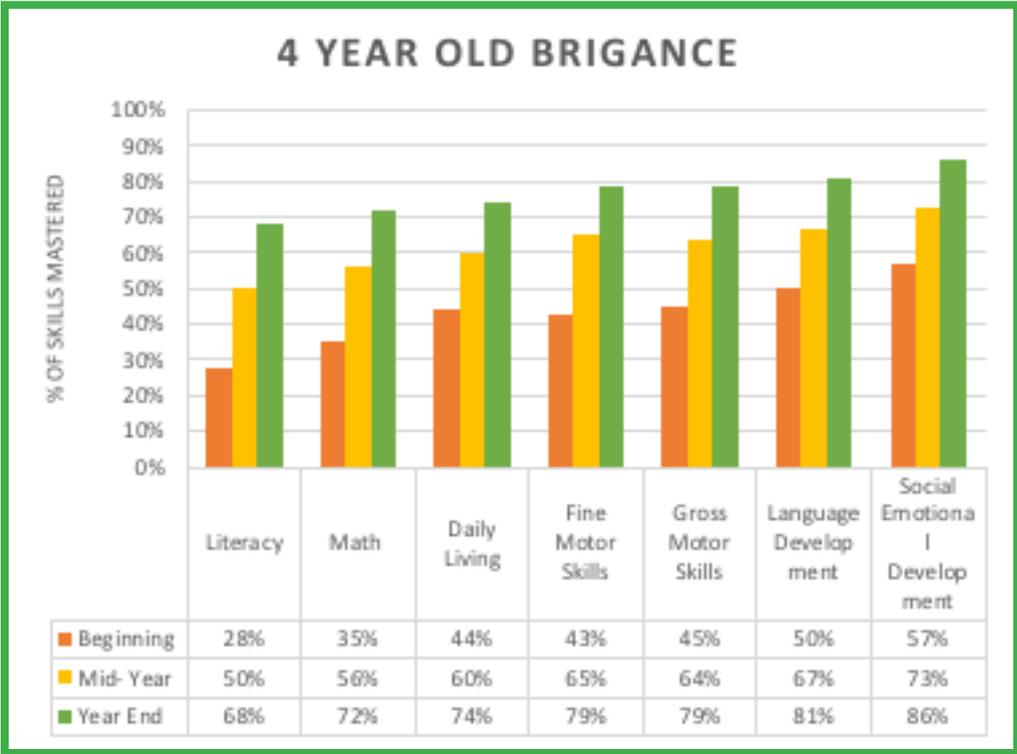
Head Start students have continued to show growth on all academic assessments from beginning to the end of the year.

Overall, our students made gains from the beginning to the end of the year on the following assessments: Istation Literacy, Brigance, and PPVT. Based on the Istation Literacy results, 84% of our students are academically ready for kindergarten exceeding the academic goal.





2018-2019 Brigance Data

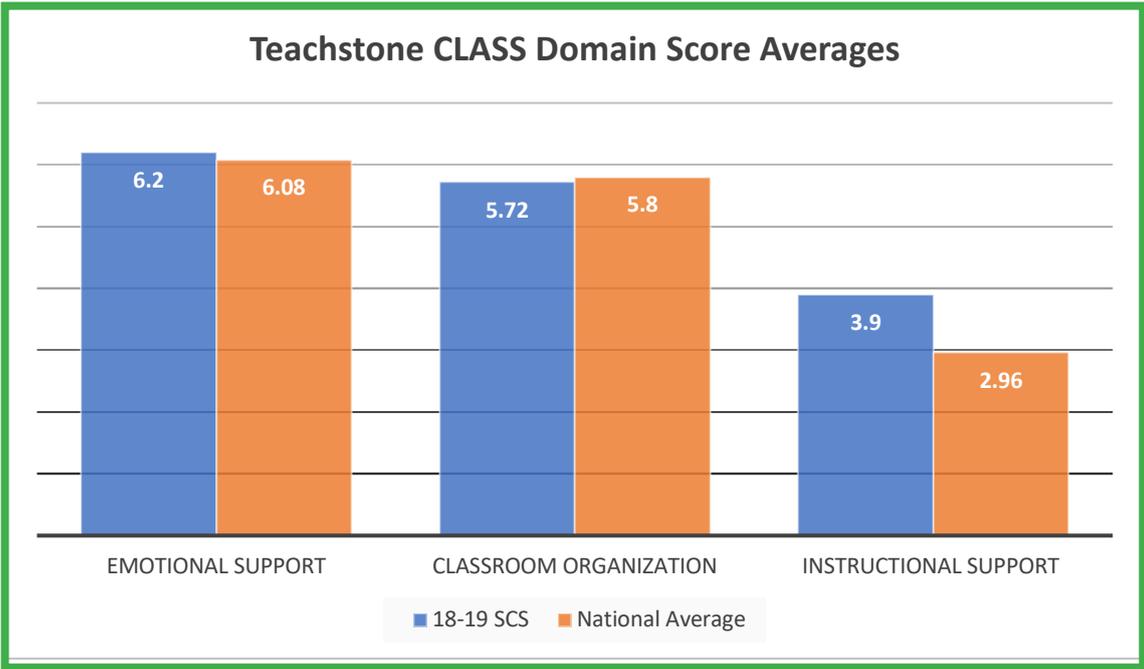


Brigance averages in all domains increased by the end of year and the goal of 25% increase in skills was met.



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. SCS Early Childhood classrooms have exceeded or maintained comparable scores to the 2018 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 very important to our program and student success.



OUR BUDGET

The 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 3,200 children and families.

Head Start 2018 Budget (January to December)

Class Categories	Program Operations	TTA	Total
Salaries	3,377,358		3,377,358
Fringe Benefits	782,742		782,742
Travel	104,835		104,835
Equipment	718,113		718,113
Supplies	988,651		988,651
Contractual	16,681,181	145,000	16,826,181
Construction	-	-	-
Other	670,369	117,879	788,248
Total Direct Cost	23,323,249	262,879	23,586,128
Indirect Charges	323,160		323,160
Totals	23,646,409	262,879	23,909,288

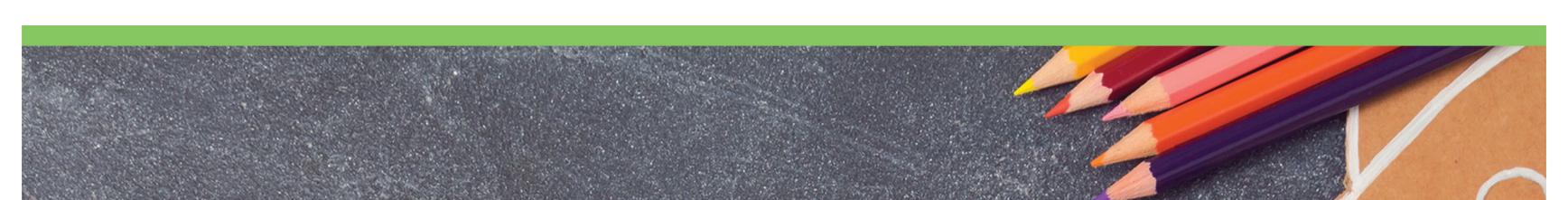
Other Funding Sources for 2018

Source	Amount
Pre-School Development Grant	6,671,254
Voluntary Pre-K Grant	10,854,355
County Commission	1,829,666
Fund 1	24,400,258



Results from the Independent Auditor's Report

"In our opinion, the financial statements referred to... present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, the aggregate remaining fund information, and the budgetary comparison for the general fund and special revenue – categorically aided fund of the Board of Education of the Shelby Schools, as of June 30, 2018, and the respective changes in financial position, and where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America. " – Watkins Uiberall, PLLC.



HIGHLIGHTS

- The Division of Early Childhood strengthened relationships within the community through community fairs targeting kindergarten transition for our students. These educational fairs were held throughout the county at school locations and local venues such as the Pink Palace Family Museum.
- Elementary schools received kindergarten transition backpacks 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 was established 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. During the school year 940 students participated in the Real Men Read Program at 20 schools.
- Homewood Suites by Hilton is committed to increasing literacy in the community. In partnership with the Division of Early Childhood, provided the funds for the Lewis the Duck Pre-Kindergarten Library that was installed at Southwind Elementary School. Cottonwood Head Start and Hanley Head Start have received Lewis the Duck Pre-Kindergarten Libraries as well.
- Studio Institute partnered with the Division of Early Childhood for quality visual arts instruction through aligned standards-based visual arts instruction in the classroom environment, introducing art centers to the four-year-old and three-year-old classrooms at Ridgeway Early Learning Center and American Way Head Start. The Brigance Assessment scores showed a 5% or more gain in skills for the classrooms piloting the program.
- A partnership was established with the local Adult Learning Center and fully implemented this school term. The Division of Early Childhood worked closely with the organization and referred pre-kindergarten parents to the program to further their education and work skills.
- 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.



Pre-K: The best investment in your child's future.

BEGIN THE JOURNEY!

**For more information on the
Division of Early Childhood visit our
website at www.scsk12.org/prek or call (901)416-3450.**



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