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IMAGINING 901**
SHELBY COUNTY SCHOOLS



SHELBY COUNTY SCHOOLS DIVISION OF EARLY CHILDHOOD

2020 ANNUAL REPORT

FOR THE 2020 – 2021 SCHOOL YEAR





CONTENTS

Program Overview 2

Head Start Funded Enrollment (Our Children) 4

Child & Family Services 5

Family & Community Engagement 7

School Readiness Outcomes 10

Budget, Auditors’ Report, Secretary’s Review 14

Program Highlights 25





PROGRAM OVERVIEW

About Us

The Shelby County Schools Head Start program is funded to provide services to 3,200 children and their families. In addition to receiving the Head Start Grant, the Division of Early Childhood is also the recipient of Voluntary Pre-K funds for the 2020 school year. These funding sources, as well as local and district funds, make it possible for the District to provide comprehensive services to over 5,700 students annually. The program currently supports 289 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 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 85% by June 2021.
- 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.



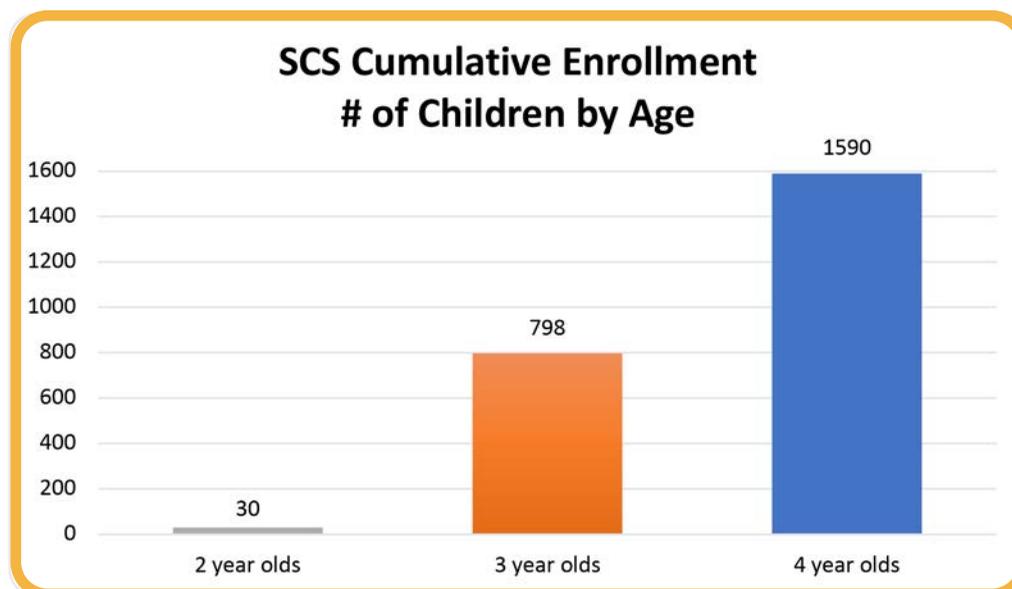
OUR CHILDREN

During the 2020-2021 school year, the SCS Head Start provided comprehensive services to a cumulative of 2,418 students that were enrolled in 152 classrooms within our district. 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	1,751	English	2,227
Public assistance (TANF,SSI)	323	Spanish	177
Status as a foster child	32	Middle Eastern & Asian Languages	4
Status as homeless	15	East Asian Languages	3
Over Income	219	European & Slavic Languages	4
Other	83	African Languages	3

Prior Enrollment		Race & Ethnicity	
	# of Children		# of Children
Second year enrolled in Head Start	654	American Indian or Alaskan Native	19
Three or more years enrolled in Head Start	25	Asian	10
		Black or African American	2,113
		Native Hawaiian or Pacific Islander	0
		White	188
		Biracial/ Multi-Racial	85
		Unspecified	3
		Hispanic or Latino Origin	227
		Non-Hispanic or Latino Origin	2,191

Transition & Turnover	
	# of Children
Total withdrawn without re-enrolling	501
Total enrolled less than 45 days	134
Total transitioning to kindergarten	1,293





CHILD & FAMILY SERVICES

Healthy children are ready to learn

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

- 3,423 children had health insurance (97%)
- 2,411 children had a source of continuous, accessible health care (99.7%)
- 2,377 children had accessible dental care (98%)
- 1,973 children were up to date on preventative and primary health care (82%)
 - Of these 301 children were diagnosed with a chronic medical condition
 - Of the children diagnosed, 263 received medical treatment for their diagnosis

Disability Services	Number of Children
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Children with an IEP, total	314
Children with an IEP prior to enrollment into the program for 2020-2021	196
Children who received an IEP during the current school year	118

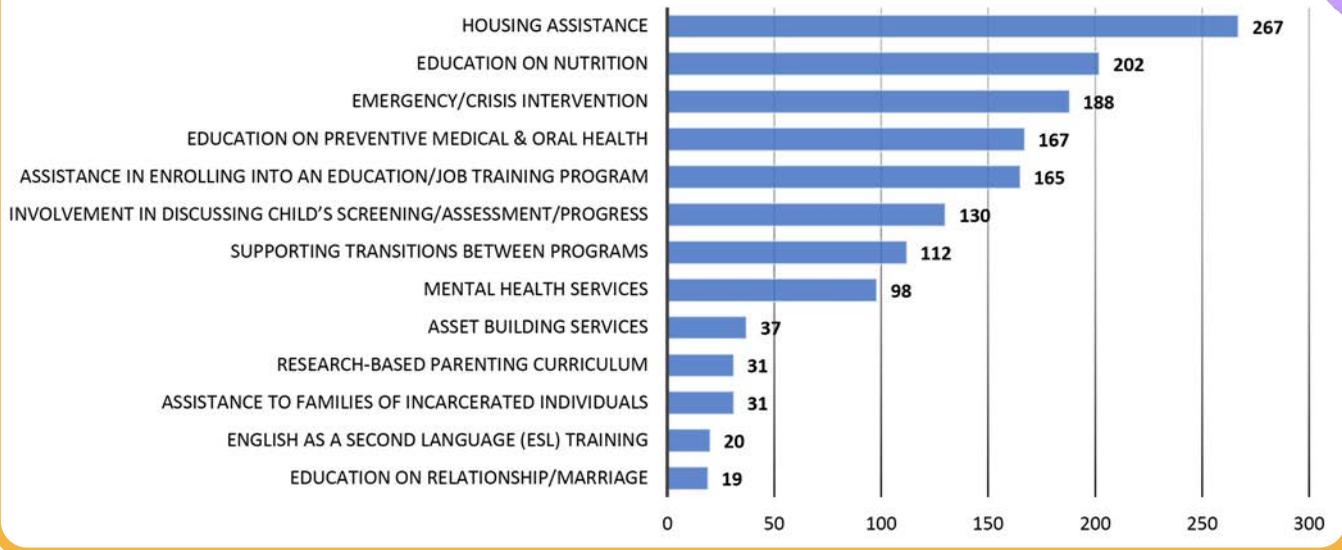
Family & Community Partnerships

Number of families in the program	2,299
Number of two-parent families	471
Number of single-parent families	1,828





Number of Families That Received Specialized Services



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 for 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 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. 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, literacy, and important questions for story time
- Community Partners Advisory Committee
- Fatherhood Initiative/Male Involvement
- Lewis the Duck Literacy Library Initiative
- Family Festivals & Career Days
- Policy Council & Curriculum Review
- Pre- Kindergarten Community Summit
- Ready Rosie Parent Curriculum
- Real Men Read
- Policy Council
- Shelby County School Ambassadors
- Parent Volunteers
- Storytime for Young Advocates & Families
- The Ruby Bridges Reading Festival
- Transitioning to Kindergarten Kickoff Fairs (monthly)
- Drive-in Movie Night at Shelby Farms
- Books and Breakfast in the Park
- Ready for Kindergarten-Social Emotional Learning
- Heard's Homeroom (weekly)



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 in the Spring 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. As opposed to administering a survey in-house for the 2020-21 school year, SCS Early Childhood Education elected to use the survey results of a survey administered by the Tennessee Department of Education. The survey link was distributed to families in the second quarter of 2021, but due to technical difficulties, survey responses were rendered invalid.





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

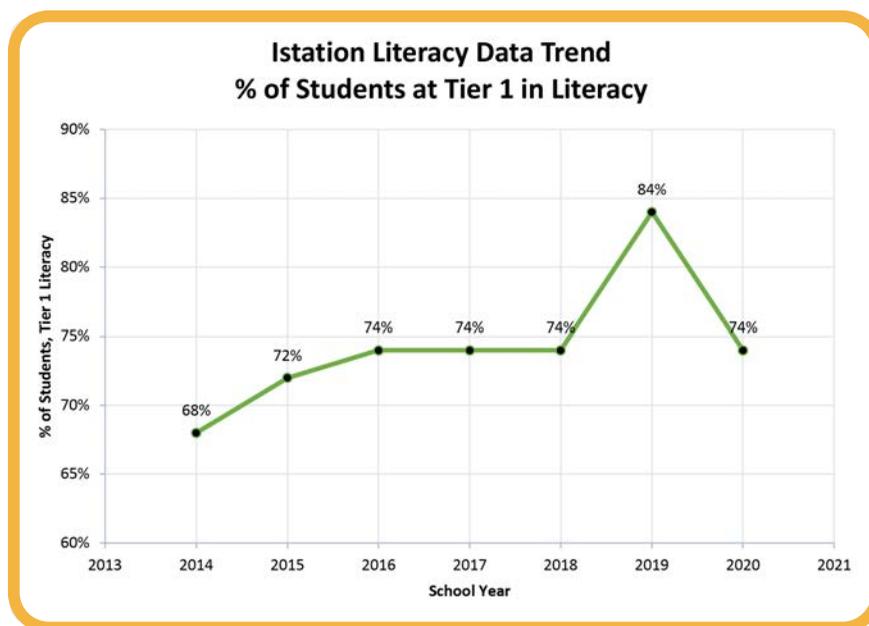
The Office of Head Start defines school readiness as “children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life.” School readiness is the state of early development that enables an individual child to engage in and benefit from early learning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

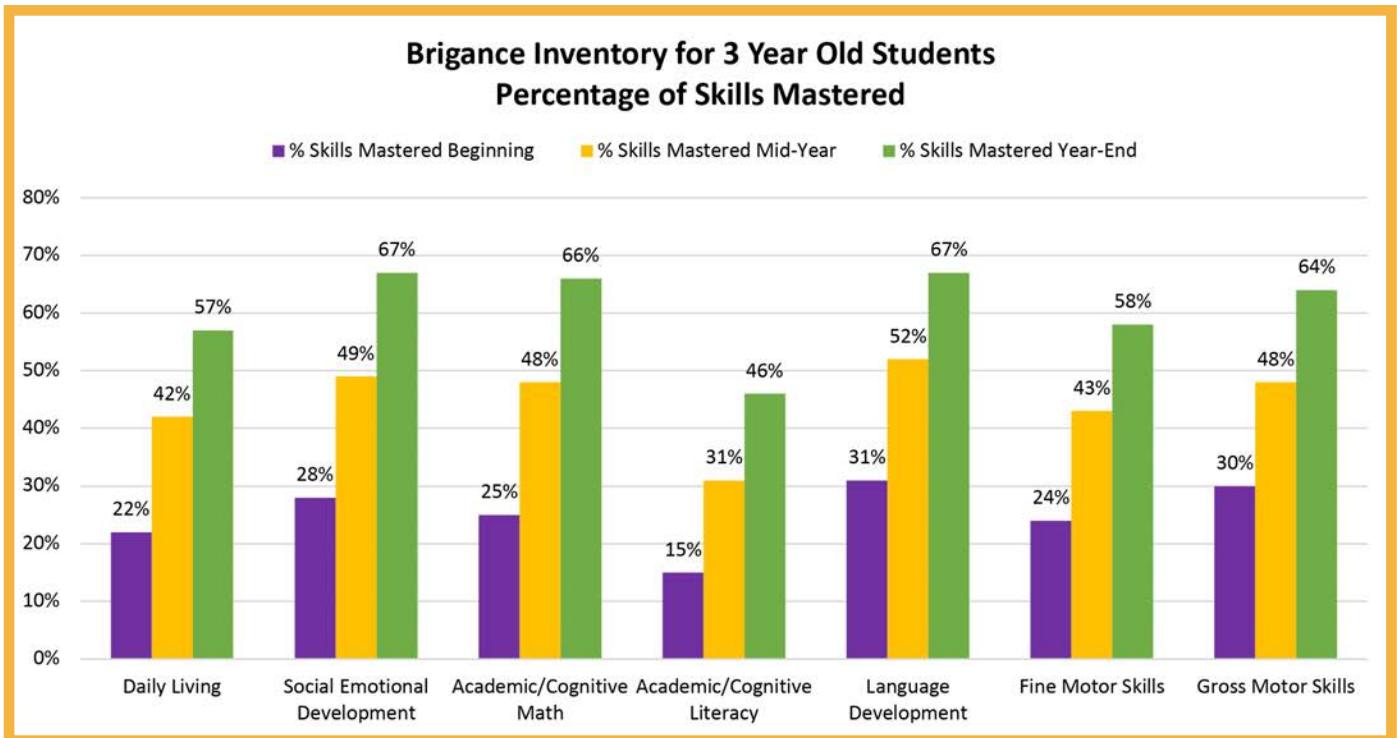
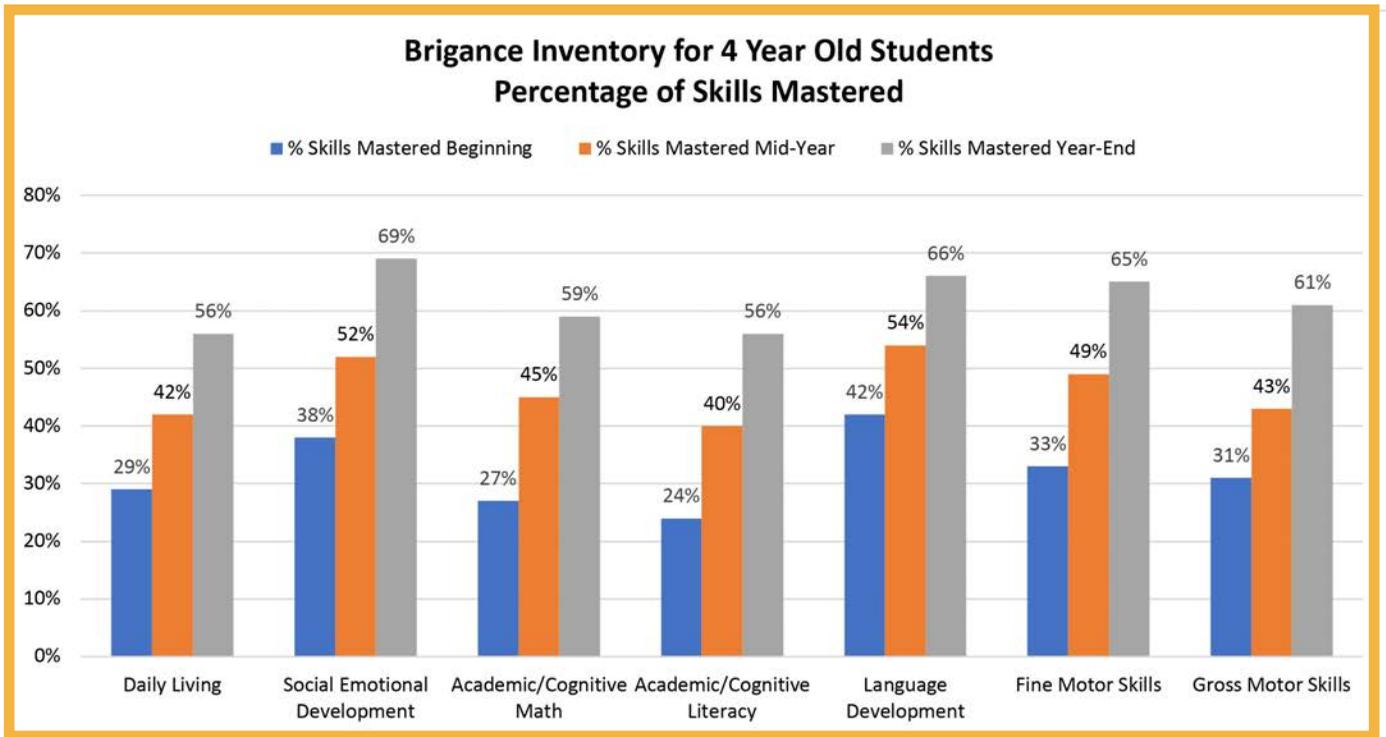
Child Data Outcomes

Head Start students continued to show growth on Brigance assessments from beginning to end of year, whereas iStation growth performance was like end of year growth in 2018-2019.

Based on the iStation literacy results, 74% of our students were academically ready for kindergarten at Tier 1 in Literacy as of the June 2021 assessment. Consistent with a study published by the developers of iStation, “Learning Loss in Reading and Math in U.S. Schools Due to the COVID-19 Pandemic”, SCS Head Start students had achievement loss in reading due to school closures in Spring 2020. According to the study, students lost a combined total of roughly 3 months’ learning due to school closures and regular summer learning loss. At the start of the pandemic, SCS schools closed in March 2020 with Head Start student Tier 1 reading proficiency at 84% compared to 74% in June 2021.



2020 Brigance Data

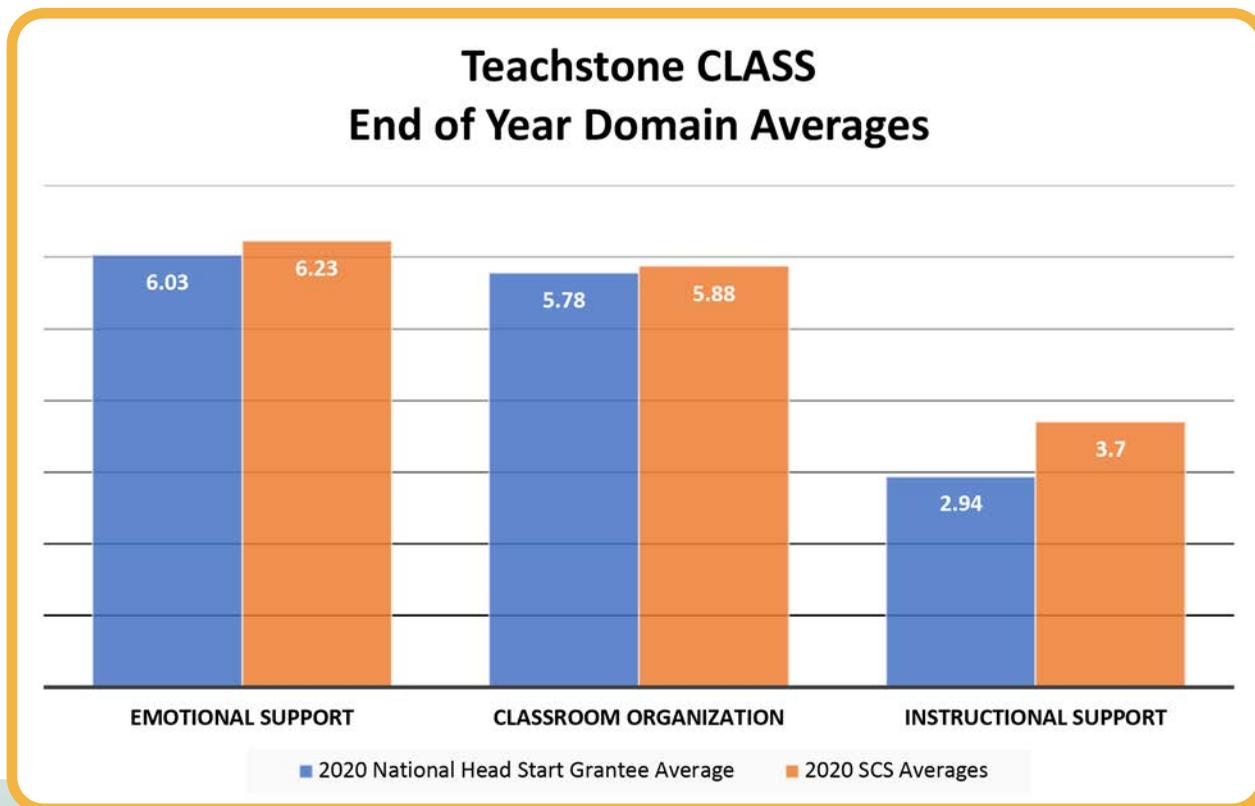


Brigance averages in all domains increased by the end of the year. The goal of 25 percentage point increase in skills was met in all domains for 3-year-old students and in all domains except for Language Development for 4-year-old students. When comparing beginning and year-end skill mastery, there was at least a 30-percentage point increase for all domains among 3 and 4-year-old students with an average increase of 33-percentage points.



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 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.





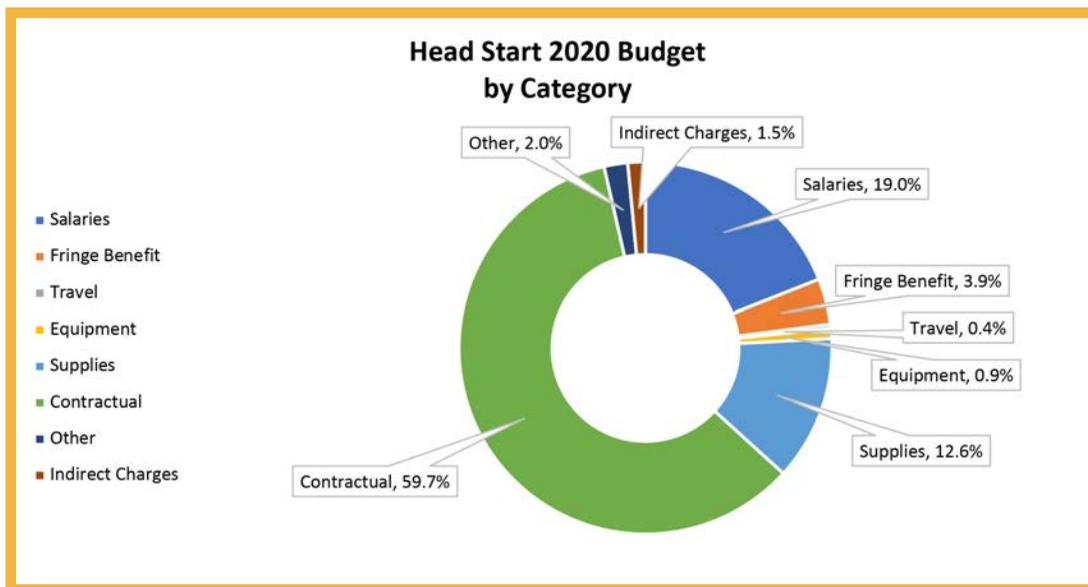
BUDGET, AUDITORS' REPORT, SECRETARY'S REVIEW

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 over 3,200 children and families. The below budget includes a one time COVID-19 grant of \$2,812,184.00. Also included below is the Auditors' Report for the Fiscal Year ended June 30, 2020 which includes a favorable opinion on Shelby County School's adherence with accounting principles generally accepted in the United States of America. Lastly, the results of the most recent review by the Secretary in May 2020 are detailed in a letter below.

Head Start 2020 Budget (January to December)

Class Categories	Program Operations	TTA	Total
Salaries	5,407,875.00		5,407,875.00
Fringe Benefits	1,124,066.00		1,124,066.00
Travel	100,000.00		100,000.00
Equipment	250,000.00		250,000.00
Supplies	3,585,994.00		3,585,994.00
Contractual	16,821,985.00	165,000.00	16,986,985.00
Construction	-	-	-
Other	463,749.00	119,142.00	582,891.00
Total Direct Cost	27,753,669.00	284,142.00	28,037,811.00
Indirect Charges	433,892.00		433,892.00
Totals	28,187,561.00	284,142.00	28,471,703.00

*Note: To include COVID-19 One Time Grant of \$2,812,184.00



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.



INDEPENDENT AUDITORS' REPORT

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

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, the aggregate remaining fund information, and the budgetary comparisons for the general fund, capital projects fund, food service 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, 2020, and the related notes to the financial statements, which collectively comprise the Board's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit 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. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Board's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Board's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinions.



Opinions

In our opinion, the financial statements referred to above 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 comparisons for the general fund, capital projects fund, food service fund, and special revenue – categorically aided fund of the Shelby County Board of Education, as of June 30, 2020, 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.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 25 through 43, and the other required supplementary information on pages 112 through 133 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Board's basic financial statements. The introductory section, combining fund financial statements and schedules, and statistical section, are presented for purposes of additional analysis and are not a required part of the financial statements. The schedule of expenditures of federal and state awards is presented for the purposes of additional analysis as required by Title 2 U.S. *Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and is also not a required part of the basic financial statements.

The combining fund financial statements and schedules and the schedule of expenditures of federal and state awards are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining fund financial statements and schedules and the schedule of expenditures of federal and state awards are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

The introductory and statistical sections have not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide any assurance on them.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 22, 2020, on our consideration of the Board's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Board's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Board's internal control over financial reporting and compliance.

Watkins Mikusall, PLLC Banks, Jolley, White & Co.

Memphis, Tennessee
December 22, 2020

Secretary's Review



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



Program Performance Summary Report

To: Authorizing Official/Board Chairperson

Ms. Miska Clay-Bibbs
Shelby County Board of Education
130 Flicker St
Memphis, TN 38104 - 5928

From: Responsible HHS Official

A handwritten signature in black ink, appearing to read "Dr. Bergeron".

Date: 06/10/2020

Dr. Deborah Bergeron
Director, Office of Head Start

From May 4, 2020 to May 8, 2020, the Administration for Children and Families (ACF) conducted a Focus Area One (FA1) monitoring review of the Shelby County Board of Education Head Start program. This report contains information about the grantee'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. The FA1 review allows the OHS to understand how programs are progressing in providing services in the 5-year grant cycle. The report includes the performance measures used to understand grantee progress towards program goals. You can use this report to identify where your program was able to describe progress toward implementing program services that promote quality outcomes for children and families. 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

Ms. Heather Wanderski, Acting Regional Program Manager
Mrs. Divalyn Gordon, Chief Executive Officer/Executive Director
Mr. John Lovelace, Head Start Director

Glossary of Terms

Opportunity for Continuous Improvement (OCI)	An OCI is identified when the grantee is determined compliant in an area; however, through intentional, continuous improvement strategies, the agency has the opportunity to enhance overall program quality.
Area of Concern (AOC)	An area for which the agency needs to improve performance. These issues should be discussed with the grantee's Regional Office of Head Start for possible technical assistance.
Area of Noncompliance (ANC)	An area for 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 of correction and possible technical assistance or guidance from the grantee's program specialist. If not corrected within the specified timeline, this status becomes a deficiency.
Deficiency	<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"> (i) a threat to the health, safety, or civil rights of children or staff; (ii) a denial to parents of the exercise of their full roles and responsibilities related to program operations; (iii) a failure to comply with standards related to early childhood development and health services, family and community partnerships, or program design and management; (iv) the misuse of funds received under this subchapter; (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 (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; <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>





Program Design and Management

Program Design

The grantee's program design and structure takes into account community strengths and needs.

Program Management

The grantee has an approach for providing effective management and oversight of all program areas and fiduciary responsibilities.

Program Governance

The grantee maintains a formal structure for program governance that includes a governing body, a policy council (or policy committee for delegates), and parent committees.

Program Design and Management Summary

Shelby County Board of Education responded to the needs of the community and families they served during the COVID-19 pandemic. Program staff had contact with families days before closing the centers and identified their preferred method of communication and the family's expected needs. After the centers closed, the teaching staff and Family Service Advocates (FSAs) contacted the families once or twice a week. Teachers offered activity ideas for families to complete at home and emphasized learning could happen during daily routines. Teachers completed video calls with the families to read books and demonstrated how to complete activities at home. They also communicated through social media. The FSAs used video calls to check in with families on their well-being and addressed any mental health or other needs. They stayed connected with the families and provided resources and referrals for services. The program provided ongoing services to children and families during the COVID-19 pandemic based on each family's needs.

The program used data to inform continuous quality improvement across all service areas. The Management Team reviewed data across all areas during weekly team meetings, analyzed and identified trends, recognized areas of strength, and created plans for growth. Family and community engagement data, including information from family needs assessments and goals, identified parent training to support families. The program found housing was an ongoing need for families and responded by including family engagement sessions on obtaining safe housing throughout the year. Child outcomes and Classroom Assessment Scoring System (CLASS) results helped identify the training needs of individual teachers and small and large group training. The program offered Motivating Mondays, a training opportunity for all teachers based on current data trends and needs expressed by teachers. The team reviewed health and safety checklists with facilities staff and fiscal staff to plan for significant repairs to be completed and to ensure adequate funding resources. The Management Team analyzed data to create plans for continuous quality improvement.

The program provided training and support to the governing board and the policy council to ensure they understood their roles and responsibilities and made informed decisions. Annually, the governing board and the policy council received training on their roles and responsibilities and reviewed the Head Start Program Performance Standards and the Head Start Act. Ongoing training occurred throughout the year and was focused on comprehensive services and understanding reports and data. This training allowed the policy council to submit recommendations to the governing board regarding grant applications, budgets, program goals, and ideas for program improvement. The program's training of its governing board and the policy council allowed them to provide oversight and engage in informed decision-making.



Designing Quality Education and Child Development Program Services

Alignment with School Readiness

The grantee's approach to school readiness aligns 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 grantee has strategies to ensure teaching practices promote progress toward school readiness.

Supporting Teachers in Promoting School Readiness

The grantee has an approach for ensuring teachers are prepared to implement the curriculum and support children's progress toward school readiness.

Home-based Program Services

Not Applicable.

Designing Quality Education and Child Development Program Services Summary

Shelby County Board of Education chose a curriculum that met the needs of children and families and supported each child's individual needs and school readiness achievement. In 2018, Tennessee changed the approved early childhood curricula, and the Shelby County Board of Education engaged in a process to choose a new curriculum. The program brought vendors from each of the approved early childhood curricula to present information regarding its curriculum to the Management Team, all teaching staff, and parents. The teachers and parents voted on the curriculum that met the children's needs best, promoted school readiness, and aligned with the Shelby County Schools' mission. Overwhelmingly, the teachers and parents agreed the Big Day for PreK curriculum would best meet their needs. Shelby County Board of Education used voluntary pre-kindergarten funds and Head Start funds to bring trainers on-site to support the teachers in understanding the curriculum and to provide hands-on support. Shelby County Board of Education engaged parents and teaching staff to choose a curriculum that met children's and families' needs and promoted school readiness.

The program ensured the full inclusion of children with disabilities by providing multiple program options to meet their needs. As a part of the Shelby County Schools, the Head Start program shared classrooms with the Exceptional Needs Department (END). The END provided intensive services to children with special needs. The program provided the option for children with disabilities to enroll in classrooms with typically developing children or the opportunity for children with significant disabilities to receive individualized, one-on-one services in special needs classrooms. The special needs classrooms had smaller group sizes and additional teaching support. In comparison, the Head Start classrooms provided placement with typically developing peers and larger group sizes. When a child with a diagnosed disability enrolled, the parent, FSA, teachers, and exceptional needs staff met to determine the best placement for the child. The program used the Individualized Education Program (IEP) and the child's needs to help inform decision-making. The program provided the ability to move between classroom options daily if it met the child's needs. As an expert in the needs of the child, the parents made the final classroom placement decision. All staff received training on providing care for children with disabilities, with specific training offered throughout the year based on the type of disabilities. Shelby County Board of Education worked collaboratively with parents of children with disabilities to ensure they received services to meet their needs.

The program created a coaching model that supported teachers' professional development needs. The program established SAC teams consisted of an Educational Specialist (S), an Instructional Advisor (A), and an Instructional Coach (C). Educational Specialists were responsible for curriculum implementation, ensuring fidelity, and monitoring child outcomes and school readiness goals. Instructional Advisors were responsible for classroom observations and data collection, with occasional coaching. Instructional Coaches provided one-on-one and small group coaching to teachers based on a data review of CLASS, child outcomes, and school readiness goals, and input from teachers on professional development goals. The team approach emphasized the importance of the relationship between teachers and coaches and how crucial it was to create a safe space for teachers to grow and learn. The program evaluated how SAC teams and teaching teams interacted and reviewed the results to ensure the teams were a good match for the most effective coaching. Shelby County Board of Education's coaching model used a team approach to review data and teacher input to meet their professional development needs.



Developing Effective Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Strategies and Fiscal Infrastructure

Eligibility, Recruitment, Selection, Enrollment, and Attendance

The grantee enrolls children or pregnant women who are categorically eligible or who meet defined income-eligibility requirements.

At least 10% of the grantee's total funded enrollment is filled by children eligible for services under IDEA or the grantee has received a waiver.

Enrollment Verification

The grantee maintains and tracks full enrollment.

Fiscal Infrastructure, Capacity, and Responsiveness

The grantee's fiscal staff have the qualifications needed to provide oversight of the grant.

The grantee has a budget development and revision process that includes stakeholders and appropriate approvals, and ensures continuous alignment with program design, goals, and objectives.

Developing Effective Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Strategies and Fiscal Infrastructure Summary

Shelby County Board of Education used family feedback to improve its application process and to support enrolling eligible families. The program received feedback from families that the wait time to apply for the program was too long, and it was challenging to complete the application. The program previously held mass application events where 50 to 200 families would wait to complete an application. The staff used the parent feedback and developed a new process for taking applications. Families could complete basic family information online and upload all the needed documentation. The FSAs reviewed the submitted information, confirmed everything was completed, and set up an in-person or telephone interview based on the family's availability. With the updated application process, the program completed 400 applications in 1 week, and parents did not have to wait in line. Supervisors and the ERSEA team reviewed all applications to verify income determinations were correct before enrolling families. The program's application process ensured all it received the appropriate documentation, and it enrolled eligible families.

The program maintained funded enrollment and served at least 10 percent of its funded enrollment with children with disabilities. The program had full enrollment and an active waitlist of over 1,000 children. The waitlist prioritized families, according to the program's selection criteria. The current demographics and factors from the Community Assessment provided varied points for the selection criteria to ensure enrollment of the most vulnerable children. The program worked closely with Shelby County Schools' Exceptional Needs Department to ensure all children who qualified for services under the Individuals with Disabilities Education Act received services in the program option that supported the child's needs best. The program served 14 percent of its funded enrollment with children with disabilities. The program enrolled children during COVID-19 closures and worked closely with the Shelby County Schools to conduct IEP meetings for children who qualified for services. Shelby County maintained its funded enrollment, an active waitlist, and ensured over 10 percent of enrollment was children with special needs.

Shelby County Board of Education employed qualified fiscal staff who provided effective financial oversight. The programs' fiscal complexity included multiple funding sources, various locations, school-based, and center-based sites. The Shelby County School Chief Financial Officer (CFO) monitored the program's three-person fiscal team dedicated to the Head Start grant. The CFO had a Master of Arts and Bachelor of Arts in accounting, with 15 years of experience. The 3-person team dedicated to the Head Start program also had bachelor's or master's degrees in accounting and had over 15 years of experience. The team produced and presented the Board and the policy council with monthly financial reports, including revenues, expenses, and future spending needs. Shelby County Board of Education had qualified staff to provide effective financial oversight specific to the Head Start grant.



Designing Quality Health Program Services

Child Health Status and Care

The grantee has an approach for ensuring the delivery of high-quality health services.

Safety Practices

The grantee implements a process for monitoring and maintaining healthy and safe environments and ensuring all staff have complete background checks.

Designing Quality Health Program Services Summary

Shelby County Board of Education's Mental Health Consultants (MHCs) provided support and strategies to promote mental health and social-emotional development. The MHCs conducted classroom observations at the beginning of the school year to identify any children who needed additional support. Teachers received strategies for promoting social-emotional development and managing challenging behaviors. When there was a specific concern, the MHC met with the staff and parents to obtain their perspectives and discussed implementing strategies in the classroom and at home. They created an action plan to support the child, with follow-up every 6 to 8 weeks to identify what worked and make needed adjustments. The MHCs also assisted in classrooms by working one-on-one with a child or by modeling for teachers. The program had multiple classes in elementary schools, which provided access to the school counselors for additional support. The program provided support and strategies for children, staff, and families that encouraged social-emotional development and addressed mental health needs.

The program created a multi-layered system that ensured the health and safety of children. Teachers completed daily checklists to verify both indoor and outdoor equipment and materials were in working order and identified any needed repairs. Program Managers, the compliance team, and Child Care Partner staff conducted monthly checks of all facilities, classrooms, and outdoor play equipment to ensure the completion of building maintenance and work orders, and all spaces were clean and safe. The Head Start Director reviewed the checklist data to analyze trends and to identify significant repairs or renovations. Shelby County Board of Education employed a certified playground inspector who completed a safety analysis of all playgrounds at least once a year. Head Start staff met with school district Plant Managers and the finance department and created plans for any needed major repairs or improvements. Shelby County Board of Education's health and safety checklists completed by multiple members of its team ensured healthy and safe environments.





Designing Quality Family and Community Engagement Services

Family Well-being

The grantee has an approach for collaborating with families to support family well-being.

Strengthening Parenting and Parent-Child Supports

The grantee has an approach for providing services that strengthen parenting skills.

Designing Quality Family and Community Engagement Services Summary

Shelby County Board of Education built relationships with families that helped them identify their family's strengths and needs and set family goals. The FSAs had 40 family caseloads, which allowed them to provide meaningful support based on each family's needs. The program used a strengths-based approach to meet families where they were and supported them in achieving their goals. The FSAs began collecting information about the family's needs during the application process and provided resources and referrals for immediate needs. After enrollment, the FSAs worked with families to complete the family strength and needs assessment and discussed goals. They emphasized the family determined the goals and the FSAs created action plans with the families identifying what was required to achieve the goals. The program analyzed data on families' strengths, needs, and goals to determine which topics would support families during family engagement events. This information also helped the program to identify resources and services for family support. The program established community partnerships with local food pantries, adult education, social service agencies, homeless shelters, and domestic violence shelters, which ensured families had access to the services needed to help them become self-sufficient. The program created strengths-based relationships to support families in achieving their goals.

The program utilized the ReadyRosie curriculum to support families in strengthening their parenting skills. The FSAs and teachers used data from the family strengths and needs assessment and the child's ongoing assessment to identify which ReadyRosie videos were most beneficial for each family. Parents could also explore ReadyRosie videos that supported their interest areas. The program monitored the videos parents selected, with positive parenting being the most popular topic with families. The program also used the analysis of the data to tailor parent workshops to the parent's interests. The staff found that families used ReadyRosie for their enrolled child and also accessed videos for older siblings. Parents who actively engaged in ReadyRosie received special recognition for their accomplishments. Shelby County Board of Education integrated family strengths and needs and child outcomes to individualize and improve parenting skills.

The program collaborated with the Board and the policy council to develop and monitor its budget. The program and fiscal staff, the Board, the policy council, and parents developed the goals through the Self-Assessment process, along with historical data and forecasts for future needs. The Board's committee that developed the budget included the Executive Director of Early Childhood, the Head Start Director, Program Managers, the fiscal team, and the policy council members. The policy council and the governing body reviewed and approved the annual budget and received monthly Head Start program financial reports to monitor the budget. Shelby County Board of Education developed and monitored its budget with the governing body and the policy council to ensure it aligned with program goals.

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

PROGRAM 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 three times monthly and culminated in one large event at Shelby Farms Park.
- 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 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.
- The Division of Early Childhood continued to provide supplemental virtual learning opportunities for families after the early end to the school term during the 2019-2020 school year and a return to virtual learning for much of the 2020-2021 school year.





RE IMAGINING 901

SHELBY COUNTY SCHOOLS



BOARD OF EDUCATION

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Pre-K: 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.

