

Knoxville-Knox County Head Start/Early Head Start



Annual Report
2012/13

Administered by



Knox County Community Action Committee

Program Mission Statement

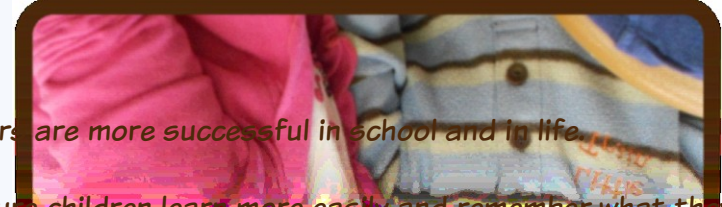
To advance the physical, mental, economic, and social well-being of children and families through quality, comprehensive services.

Program Goals

- *To help our children to be smart, healthy, happy and to learn to play with others.*
- *To help parents find services to meet their needs – things that they may need for themselves, their child, or their family.*
- *To give parents, children and families excellent services at the time that they need them.*
- *To work with community partners to find and develop services for children and families.*
- *To make sure we have well-qualified, highly-trained staff working in clean, attractive, welcoming centers that meet the needs of children and families.*

Purposes of Head Start and Early Head Start

- *We promote school readiness. We help children learn the skills needed to do well in school. When a child goes to kindergarten, we want him/her to be a success.*
- *We help preschool aged children, infants, and toddlers develop social competence.*
- *We provide children with skills to cope with their total environment.*
- *We help teach children to get along well with others. Children who get along with others are more successful in school and in life. And, they are more fun to be around!*
- *We help Head Start/Early Head Start children to be happy and healthy. Healthy, secure children learn more easily and remember what they learn.*
- *We work closely with parents as the **primary Teachers** of their children.*
- *We help parents set goals that will help them and their families. We work with the family - not just the child. Family Partnership Agreements help staff and parents plan together.*
- *We help families find the resources they need. Sometimes families don't know where to turn when they need help. Head Start staff helps families find services in the community and gives them access to community resources through flyers, internet access at centers, newsletters, and a copy of the Community Resource Directory.*
- *We empower and engage families by helping them develop plans and skills that promote family well being.*
- *We advocate for families as needed and assist families in developing their own advocacy skills.*
- *We serve as a link between Head Start/Early Head Start families and providers in the community.*



Head Start/Early Head Start Children



We served 33% of eligible preschool children and 3% of eligible infants and toddlers in Knox County, for a total of 1149 children.



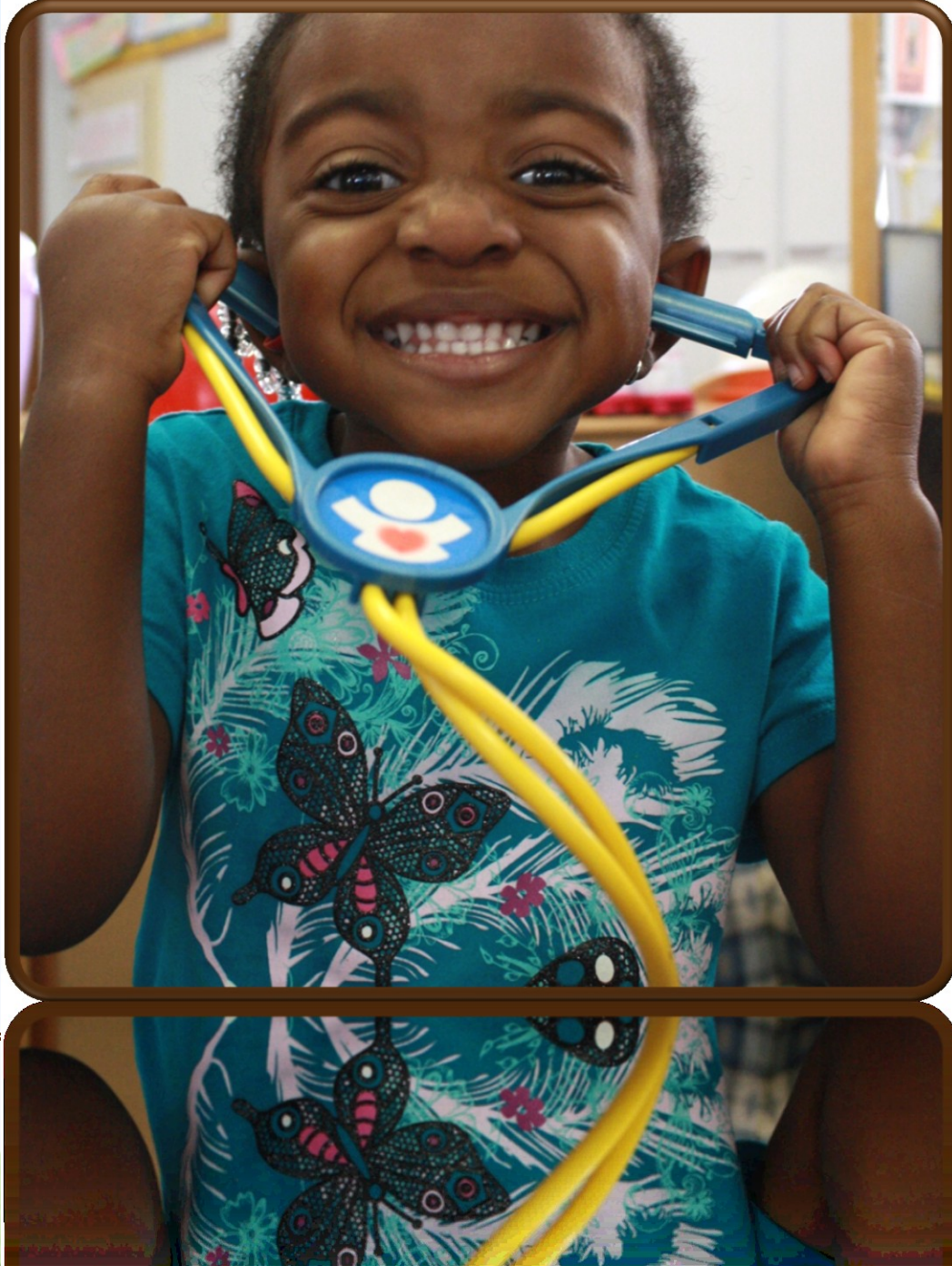
- 35 children under age one
- 65 one-year olds
- 70 two-year olds
- 452 three-year olds
- 527 four-year olds

ages

96 of the children received vouchers through the Child Care Certificate program.

The average monthly enrollment (as a percentage of funded enrollment) was 99.5% for Head Start and 101.2% for Early Head Start.

Head Start/Early Head Start Services



Medical

- 96% (1105) of children received medical exams
- Through Head Start partnerships, 402 children received the FluMist and 339 children received lead testing.

Nutrition

- 66,108 Breakfasts were served
- 117,000 Lunches were served
- 60,541 Snacks were served

Education

- 1098 children received developmental assessments
- 482 children transitioned to Kindergarten

Dental

- 92% (1054) of children received dental exams
- 31% increase in the number of children with continuous, accessible dental care provided by a dentist (745 in the fall to 1103 by the end of the year)

Disability

- 11% of children had an IEP or IFSP and received on-site services

Transportation

- 721 children were transported daily on bus routes
- Transportation was provided for 427 appointments for support services

Head Start/Early Head Start Families

We served 981 families:

381 two-parent families and
600 single-parent families.

545 families had one or more
parents employed and 684 families
had a parent with a High School
diploma, GED, or higher.

Families had the opportunity to complete
Family Partnership Agreements.

756 families participated.

Families set goals in the following areas:

Family Well-being: 57%

Parent Child Relationships: 9%

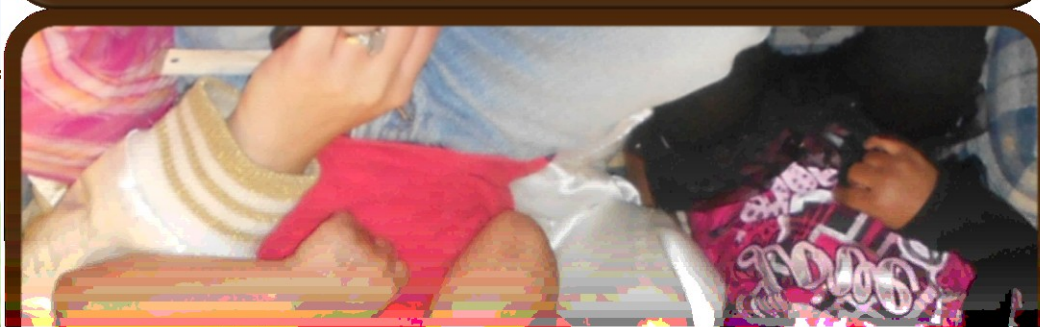
Families as Educators: 7%

Families as Learners: 20%

Family Engagement in Transitions: 4%

Family Connection to Peers and Community: 3%

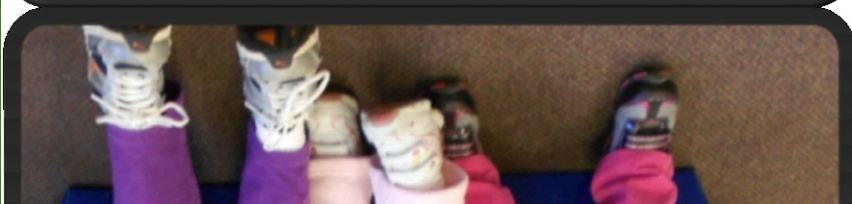
Family Advocates and Leaders: <1%



Parent Engagement



- *Parent Orientation - 100% of families attended orientation sessions and toured their child's center.*
- *Center Parent Committees - 52% of families participated in one or more Parent Committee meetings, with an average monthly attendance of 278.*
- *Policy Council - 27 parents were elected by the parents in their centers to serve on Policy Council. Policy Council met monthly. Parents and Community Representatives worked together in relation to program governance (shared with Grantee Board of Directors), and to provide guidance and support for Head Start Administrative staff.*
- *6,737 Home Visits/Parent Conferences were conducted with Head Start parents, 2,199 Home Visits/Parent Conferences were conducted with center-based Early Head Start parents, and 2,514 Home Visits were conducted with home-based Early Head Start parents.*
- *Volunteering - 1,177 parents and family members contributed 9,036 hours in classrooms, material preparation, training, parent meetings, on field trips, etc., to assist the program in meeting local match requirements for federal funds valued at \$133,191.*



School Readiness

When children leave Head Start,
they will be
physically healthy.

When children leave Head Start,
they will be
socially competent.

When children leave Head Start,
they will be
academically ready.

The purpose of the Head Start program is to promote the school readiness of low income children.

Specifically, one of the primary goals of the Knoxville-Knox County Head Start/Early Head Start program is to "bring about a greater degree of social competence (school readiness) in the children we serve by working to enhance their cognitive and intellectual development, their social skills, and their physical and mental health". In short, Head Start is all about getting kids ready for school. To this end, the Knoxville-Knox County Head Start/Early Head Start program has developed school readiness goals. These goals are aligned with the Head Start Performance Standards, the Head Start Child Development Early Learning Framework, the Tennessee Early Learning Developmental Standards (recently revised to be in alignment with the Common Core State Standards adopted by the State of Tennessee for K-12), and Knox County Schools Targets for Kindergarten Entry.

Data for measuring progress in meeting School Readiness Goals come from the following screening and assessment instruments: Learning Accomplishment Profile Diagnostic (LAP-D), Learning Accomplishment Profile (LAP-R), Devereux Early Childhood Assessment (DECA), Alphabet Identification Assessment, Getting Ready to Read Screen, Pre-IPT-Oral English Language Proficiency Test - for Dual Language Learners, and Speed Dial 3 Screen. Additional data are obtained from: Parent Reports, Teacher Observations, Child Health Records, Hearing and Vision Screenings, Growth Assessment, Blood Pressure Screening and Blood Lead Screening.



School Readiness Indicators - Head Start

Physically Healthy

98.5% who were identified by a medical professional as needing medical services received them.

99.9% were current on immunizations.

97.4% had an ongoing source of continuous, accessible health care.

95% received dental exams.

78% were at a healthy weight.

Academically Ready

99% could match complex patterns.

91% could count objects to 10.

46% could count to 20 without error.

91% could sort items into categories.

92% knew prepositions – in, over, under, beside.

90% could name and sort by color.

67% could identify printed numerals accurately.

99% knew math concepts – tall, long, short, more.

84% mastered many of the literacy skills necessary for learning to read and write.

62% knew 13 or more letters of the alphabet.

Socially Competent

100% could follow simple directions.

98% could follow 2-step commands.

98% expressed displeasure verbally instead of physically.

96% followed classroom rules.

94% asked permission to use others' belongings.

95% showed empathy by sympathizing with peers.

94% expressed their own feelings verbally.

98% were generally compliant and did not display concerning behaviors.

90% engaged in exchange of ideas with peers.

92% helped adults with simple tasks.

98% showed appropriate initiative.

99% showed appropriate self-control.

97% showed appropriate attachment in relationships.

91% assisted peers in need.



School Readiness Indicators - Early Head Start

Physically Healthy

- Current on immunizations – 97%
- Had an ongoing source of continuous, accessible health care – 92%
- Develops the ability to control large muscle movements to navigate, balance, manipulate larger objects, and gain coordination skills – 98%
- Develops ability to complete simple self-help tasks, including personal care routines with minimal assistance – 96%

Academically Ready

- Uses expanded vocabulary – 95%
- Uses and appreciate books – 99%
- Recognizes that text is meaningful – 94%
- Emergent writing skills – 98%
- Classifies objects in different groups by single attribute – 99%
- Verbal counting – 73%
- Begins to recognize a few numerals – 75%
- Identifies a few basic shapes – 81%
- Simple comparisons – 89%

Socially Competent

- Develops self-regulation skills – 97%
- Develops positive relationships with adults – 98%
- Develops positive relationships with peers – 98%
- Identifies and recognizes feelings – 97%
- Follows simple directions – 98%
- Participates more in conversations – 83%
- Uses social rules of language – 74%
- Positive approaches to learning – 98%
- Shows curiosity and motivation – 97%



Dual Language Learners



Children whose home language is something other than English are actually learning two or more languages which is why they are referred to as Dual Language Learners (DLLs). The program helps these children to learn the English language, which lays the foundation for a successful start as children transition to public school. Because the home language serves as a foundation for learning English, ongoing development of the home language is also essential.



Children who are DLL typically go through several stages of English language acquisition prior to becoming proficient. We assess our children at the beginning of the school year to determine which of the level of English proficiency each child falls into. Our goal is to promote the continuance of the home language and help our children to learn as much English as possible prior to entering school.

The Dual Language Learners have made great progress in acquiring English language skills. They have made gains in letter sound recognition (in English) improving by 13% over last year's results.

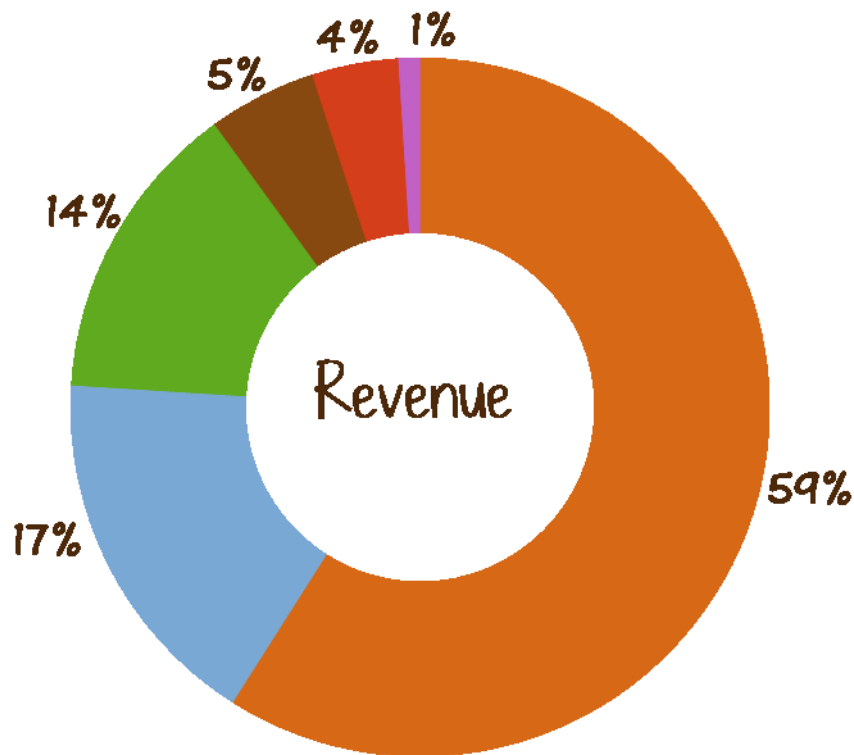
In early literacy, 37% of DLL children showed the skill level of early readers. At the beginning of the school

year only 15% of DLL children had mastered "many" literacy skills; by the end of the year that number had grown to 76%.

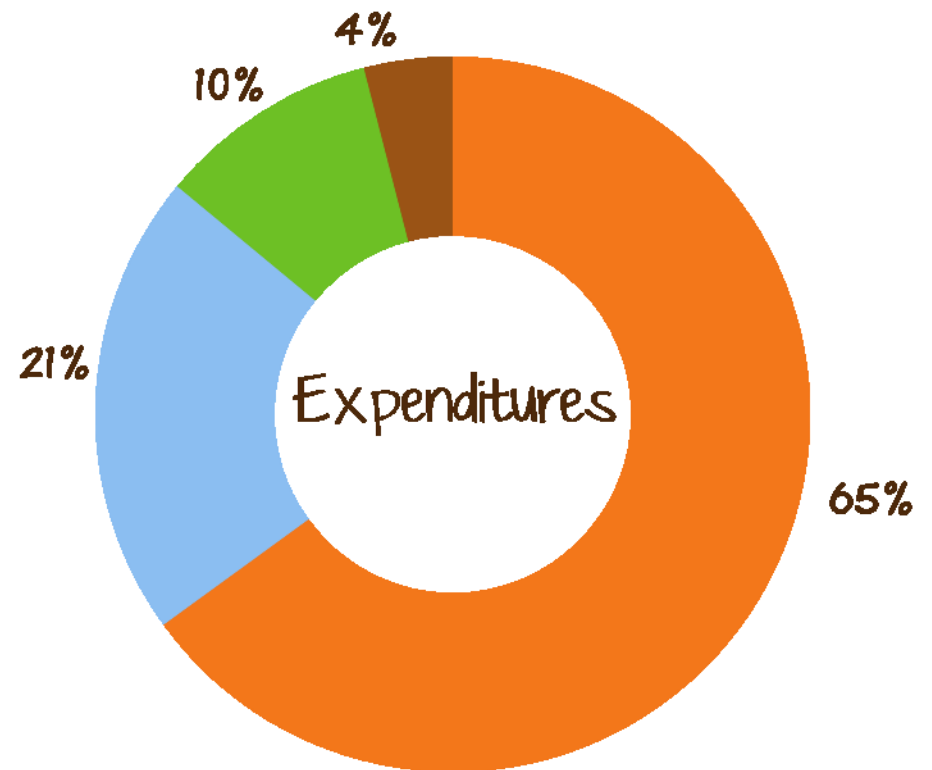
Two years in Head Start makes a significant difference in DLL children's gains in their level of English proficiency. At the beginning of the school year, 48% of the DLL children were in the Beginning Oral Proficiency Level on the Pre-IPT-Oral English Language Proficiency Test and by the end of the year only 15% of those 48% remained in this level. When analyzing data across years, DLL children have made more movement into the later levels of English proficiency than they did previously. More DLL children end their time in Head Start in the Intermediate or Early Advanced level of English Proficiency than they did a few years ago.



Annual Budget and Expenditures



- Head Start - \$6,701,605
- Local Match - \$1,898,295
- Early Head Start - \$1,554,268
- UDSA - \$534,973
- Child Care Certificate - \$410,974
- Training and Technical Assistance - \$109,275
- Parent Child Care Co-Pays - \$27,048



- Personnel and Related Costs
- Facilities/Transportation and Operational Costs
- Program Materials, Supplies and Services
- Administrative Costs - Grantee

Head Start Staff

177 people:

144 Child Development and Health Staff

20 Family Services/Support Staff

13 Program Design/ Management Staff

Leadership included a AAA Driver

Improvement Training Instructor,

Certified PreK/K ESL Instructor, 10

Reliable CLASS Observers, a Registered

Dietician, Licensed Clinical Social Worker,

a First Aid/CPR Instructor and two

Registered Nurses.

Of the 177 employees, 21 were current or

former Head Start parents.



24 Infant/Toddler Teachers

Qualifications

16% have an infant/toddler CDA

4% have an AAS degree in ECE

67% have a BS in ECE or related field

13% have a MS degree in ECE

29% of infant/toddler teachers
currently hold Pre-K certification (with
another 13% in process)

44 Preschool Teachers

Qualifications

27% have an AAS degree in ECE

66% have a BS degree in ECE or related field

7% have an MS degree in ECE

36% of preschool teachers currently
hold Pre-K certification

Program Accomplishments



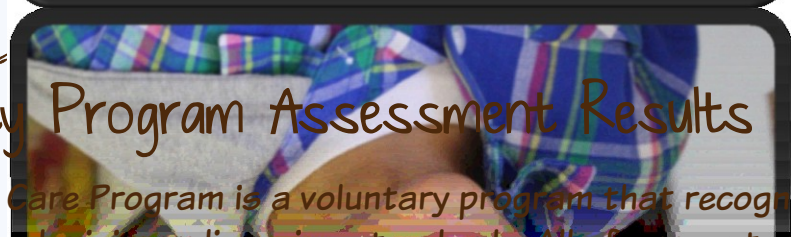
The outcome of the most recent Federal Monitoring Review, completed in Fall 2011, indicated that Knoxville-Knox County Head Start is in full compliance with program regulations in the following areas: safe environments, mental health services, family and community services, transportation, child health and development, staff qualifications, nutrition services, facilities management, and human resource management. We were asked by the Federal Monitoring Review team, as well as an independent fiscal auditor, to amend a fiscal management policy, which was addressed in a timely manner. During the Federal Monitoring Review, observations were conducted in thirty of our preschool classrooms using the Pre-K Classroom Assessment Scoring System (CLASS). The CLASS tool looks at three domains and ten dimensions of teacher-child interactions as well as interactions between children. It measures those observed observations on a seven point scale. To meet the standards established by the federal government, we needed to score at least a 5 in Emotional Support, a 4 in Classroom Organization, and a 2 in Instructional Support.

DOMAIN	KKCHS Score	Govt. Standard
Emotional Support	6.0583	5
Classroom Organization	5.4889	4
Instructional Support	3.1167	2

Other Achievements

Knoxville-Knox County
Head Start/Early Head Start
is in full compliance
with the standards of the
following regulatory agencies:

State Childcare Licensing
Child and Adult Food Program
Department of Transportation



Tennessee Report Card and Star Quality Program Assessment Results

Center	Score
Claxton-West ★★★★★	5.70
Anderson-South ★★★★★	6.32
Kiwanis-East II ★★★★★	6.18
North Ridge Crossing ★★★★★	6.16
L.T. Ross ★★★★★	6.52
Program Average ★★★★★	6.18

The Star-Quality Child Care Program is a voluntary program that recognizes child care agencies who exceed ~~minimum licensing standards~~. All of our centers continue to receive the highest rating of three stars. One area of evaluation is the Program Assessment, where one-third of the classrooms are assessed using one of the Environment Rating Scales. These are observational assessment tools used to evaluate the quality of early childhood programs, looking at the program's physical environment, health and safety procedures, materials, interpersonal relationships, and opportunities for learning and development. The areas are scored on a scale of 1 to 7, with 1 being inadequate and 7 being excellent.

Head Start Centers



Anderson-South
4808 Prospect Road
Knoxville, TN 37920
573-1846 phone
577-5874 fax

andersonheadstart@comcast.net

Claxton-West
2400 Piedmont Street
Knoxville, TN 37921
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546-2705 fax

claxtonheadstart@comcast.net

**Head Start
Administrative Office**
2400 Piedmont Street
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522-2193 phone
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Community Action Committee
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