

Knoxville-Knox County Head Start/ Early Head Start

Annual Report 2015-2016



Administered by Knoxville-Knox County Community Action Committee

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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 help families find services in the community and gives them access to community resources through flyers, internet access at centers, newsletters, and the Community Resource List.*
- *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 approximately 33% of eligible preschool children and 3% of eligible infants and toddlers in Knox County, for a total of 1124 children.

50 children under age one

67 one-year olds

84 two-year olds

412 three-year olds

511 four-year olds

Primary Language of the home

805 children – English

176 children – Spanish

1 child – Native Central American

31 children – Middle Eastern or South Asian Languages

26 children – East Asian Languages

13 children – European or Slavic Languages

27 children – African Languages

The average monthly enrollment (as a percentage of funded enrollment) was 100.7% for Head Start and 100.6% for Early Head Start.



Head Start/ Early Head Start Services

Medical

- 94% (1053) of children received medical exams
- Through Head Start partnerships, 401 children received the FluMist and 259 children received lead testing.

Nutrition

- 58,692 Breakfasts were served
- 106,414 Lunches were served
- 58,241 Snacks were served

Education

- 1103 children received developmental assessments
- 400 children transitioned to Kindergarten

Dental

- 86% (1963) of children received dental exams
- 23% increase in the number of children with continuous, accessible dental care provided by a dentist (768 in the fall to 1000 by the end of the year)

Disability

- 10% of children had an IEP or IFSP and received on-site services

Transportation

- 598 children were transported daily on bus routes
- Transportation was provided for 90 appointments for support services



Head Start/ Early Head Start Families

We served 1022 families:

453 two-parent families and

569 single-parent families.

*595 families had one or more
parents employed and 697 families
had a parent with a High School
diploma, GED, or higher.*

Families had the opportunity to complete Family Partnership Agreements. 978 families participated. 51% of families set goals in the area of Family Well-being. Other areas where goals were set include Parent Child Relationships, Families as Educators, Families as Learners, Family Engagement in Transitions, Family Connection to Peers and Community, and Family Advocates and Leaders.



Parent, Family, Community Engagement

- *Parent Orientation - 100% of families attended orientation sessions and toured their child's center.*
- *Center Parent Committees - 54% of families participated in one or more Parent Committee meetings, with an average monthly attendance of 218.*
- *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.*
- *5,954 Home Visits/Parent Conferences were conducted with Head Start parents, 1,234 Home Visits/Parent Conferences were conducted with center-based Early Head Start parents, and 2,964 Home Visits were conducted with home-based Early Head Start parents.*
- *Volunteering - 1,142 parents and family members contributed 7,638 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 \$120,307.*



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 three (3) goals correspond to the five (5) central domains of the Head Start Early Learning Outcomes Framework (HS-ELOF). The essential domains are: Perceptual Motor and Physical Development (which corresponds to School Readiness Goal #1); Social and Emotional Development (which corresponds to School Readiness Goal #2); Approaches to Learning (which corresponds to School Readiness Goal #2); Language and Literacy (which corresponds to School Readiness Goal #3); and Cognition (which corresponds to School Readiness Goal #3).

The Knoxville-Knox County Head Start program uses a child assessment system that is specific, standardized, and comprehensive. The system includes screening and assessment tools that are aligned with the curriculum, that use multiple sources of information for gathering data on individual children, and that are valid and reliable. This child assessment system has been linked to the Head Start Early Learning Outcomes Framework (HS-ELOF), the Tennessee Early Learning Developmental Standards (TN-ELDS), and the Common Core Standards adopted by the State of Tennessee for K-12 to assure that the program is gathering relevant information on children's progress toward attaining the goals of social competence and school readiness.

Additional assessment instruments were added to the primary developmental assessment instrument (LAP-D) used by the program to ensure that the seven (7) preschool domains of learning and development outlined in the Head Start Early Learning Outcomes Framework were covered.

School Readiness Indicators - Head Start

Out of 400 Kindergarten-Bound children

Physically Healthy

- 100% who were identified by a medical professional as needing medical services received them.
- 100% were current on immunizations.
- 100% had an ongoing source of continuous, accessible health care.
- 94% received dental exams.
- 58% were at a healthy weight.

Academically Ready

- 96% knew math concepts – tall, long, short, more.
- 86% could count objects to 10.
- 83% could name and sort by color.
- 78% mastered many of the literacy skills necessary for learning to read and write.
- 71% knew 10 or more letters of the alphabet.
- 57% could identify printed numerals accurately.
- 41% could count to 20 without error.

Socially Competent

- 91% showed appropriate initiative.
- 95% could follow 2-step commands.
- 99% expressed displeasure verbally instead of physically.
- 96% followed classroom rules.
- 89% showed appropriate attachment in relationships
- 94% showed empathy by sympathizing with peers.
- 93% were generally compliant and did not display behavior concerns.
- 93% were generally compliant and did not display concerning behaviors.
- 91% showed appropriate self-control.
- 93% assisted peers in need.



*Only includes children who completed the school year.

School Readiness Indicators - Early Head Start

Out of 143 Infants and toddlers

Physically Healthy

- 97% were current on immunizations
- 87% had an ongoing source of continuous, accessible health care
- 95% have developed the ability to control large muscle movements to navigate, balance, manipulate larger objects, and coordination skills
- 91% have developed the ability to complete simple self-help tasks, including personal care routines with minimal assistance

Academically Ready

- 84% use expanded vocabulary
- 91% use and appreciate books
- 84% recognize that text is meaningful
- 99% have emergent writing skills
- 81% have verbal counting skills
- 72% have begun to recognize a few numerals
- 79% can identify a few basic shapes
- 85% can make simple comparisons
- 83% can classify objects in different groups by single attribute

Socially Competent

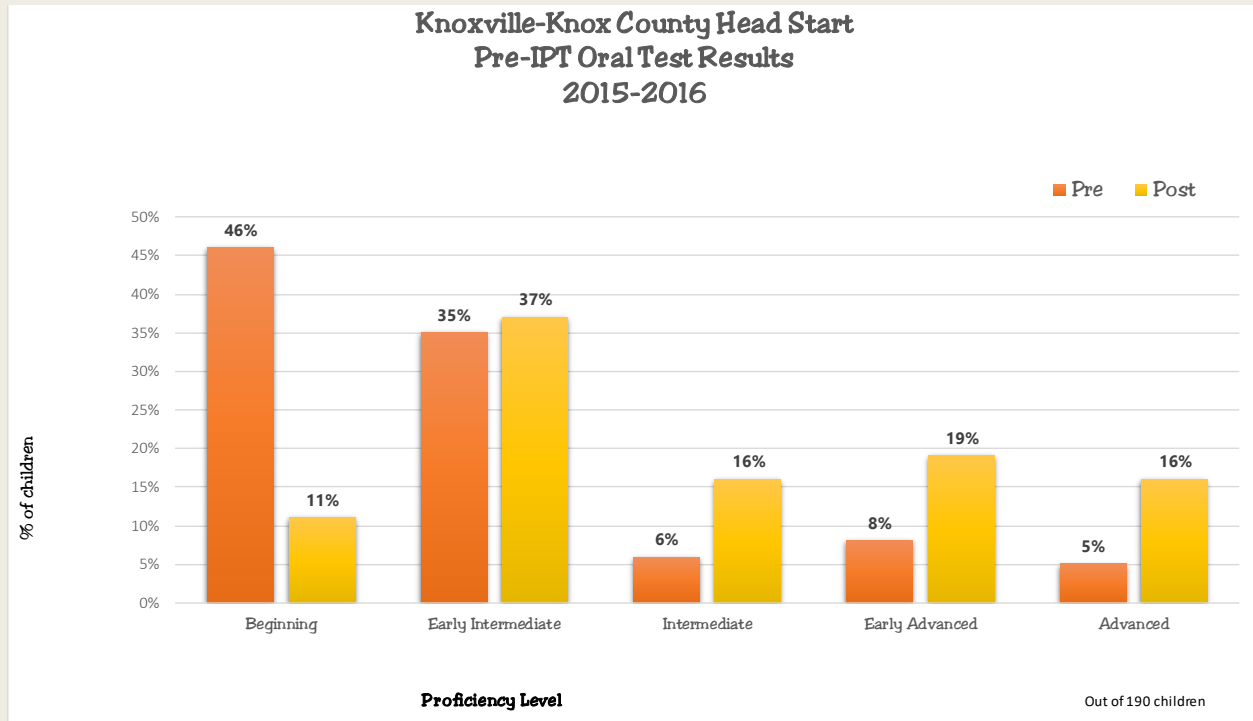
- 91% have developed positive relationships with adults
- 98% have developed positive relationships with peers
- 91% have developed self-regulation skills
- 97% can identify and recognize feelings
- 97% follow simple directions
- 75% participate more in conversations
- 71% use social rules of language
- 93% have positive approaches to learning
- 99% show curiosity and motivation



*Only includes children who completed the school year.

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 levels 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.



Dual language learners made excellent progress in developing their English language skills. At the beginning of the school year, 46% of the DLL children were in the beginning stages of English language acquisition. By the end of the school year, that number was reduced to only 11% remaining in that stage. By the end of the school year, 16% of DLL students were assessed in the Advanced Stage of English language acquisition – a notable achievement.

Head Start Staff



168 people:

139 Child Development and Health Staff

17 Family Services/Support Staff

12 Program Design/ Management Staff

Leadership included a Certified PreK/K ESL Instructor, 10 Reliable CLASS Observers, a Registered Dietician, a Licensed Clinical Social Worker, a First Aid/CPR Instructor and a Registered Nurse.

Of the 168 staff, 19 were current or former Head Start parents.

22 Infant/Toddler Teachers Qualifications

14% have an infant/toddler CDA

14% have an AAS degree in ECE

72% have a BS degree or higher in ECE or related field

18% of infant/toddler teachers currently hold Pre-K certification

43 Preschool Teachers Qualifications

28% have an AAS degree in ECE

72% have a BS degree or higher in ECE or related field

33% of preschool teachers currently hold Pre-K certification

Program 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 ★★★★★	5.96
Anderson-South ★★★★★	5.80
Kiwanis-East II ★★★★★	6.16
North Ridge Crossing ★★★★★	6.00
L.T. Ross ★★★★★	5.92
Program Average ★★★★★	5.98

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.

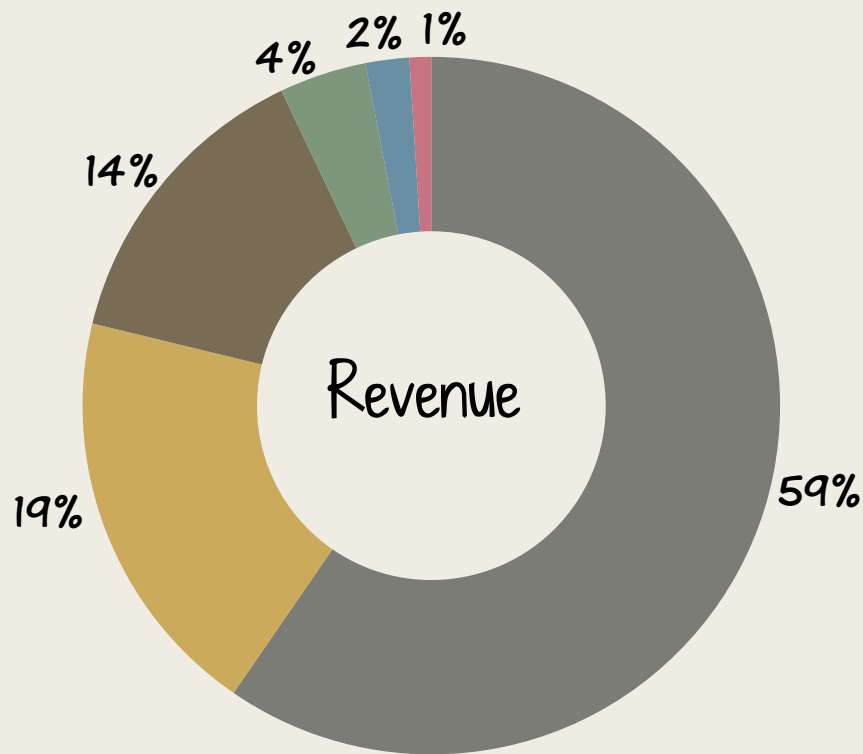
Other Accomplishments



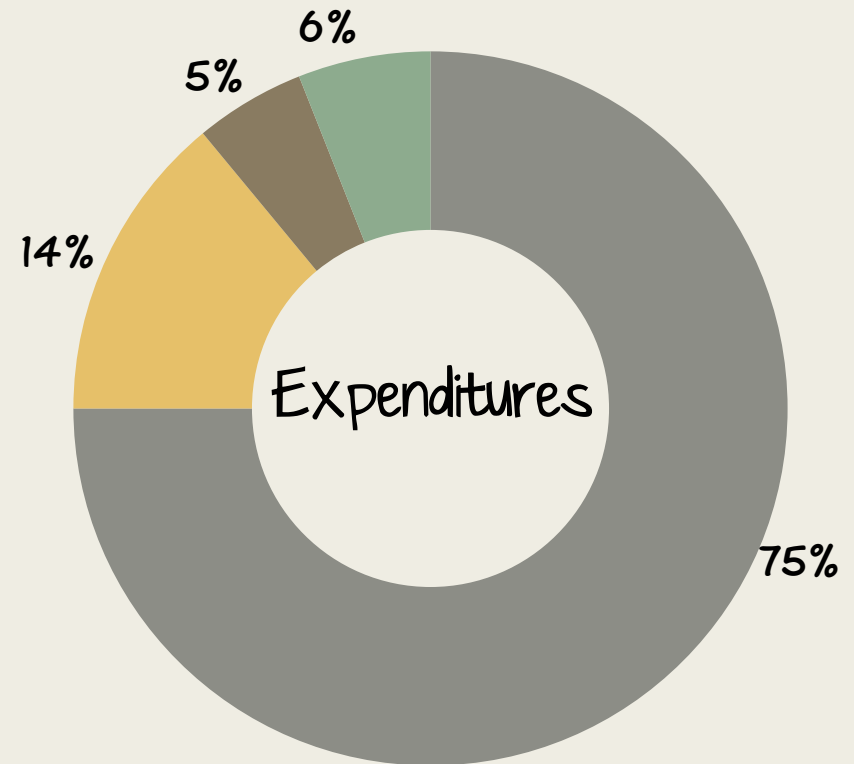
The outcome of the most recent Federal Monitoring Reviews (full review in 2011, Health and Safety review in 2014, and Fiscal and ERSEA review in 2015), indicated that Knoxville-Knox County Head Start is in full compliance with program regulations in the following areas: safe environments, mental health services, family and community services, transportation, child health and development, staff qualifications, nutrition services, facilities management, and human resource management. During the 2011 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 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. Below are our results:

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

Annual Budget and Expenditures



- Head Start - \$6,788,726
- Local Match - \$2,145,240
- Early Head Start - \$1,648,238
- UDSA - \$498,634
- Child Care Certificate - \$248,702
- Training and Technical Assistance - \$112,564
- Parent Child Care Co-Pays - \$25,540



- Personnel and Related Costs
-Included a 2% cost of living increase for staff
- Facilities/Transportation and Operational Costs
- Program Materials, Supplies and Services
- Administrative Costs - Grantee

Head Start Centers



Claxton-West
2400 Piedmont Street
Knoxville, TN 37921
971-5845 phone
546-2705 fax

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

Kiwanis-East
2330 Prosser Road
Knoxville, TN 37914
637-2639 phone
637-6358 fax

North Ridge Crossing
1008 Breda Drive
Knoxville, TN 37918
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689-1538 fax

L.T. Ross-Central
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Knoxville, TN 37921
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