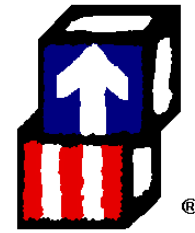


St. Clair County Head Start
 21685 U. S. Hwy. 231 N. • Old Coal City School
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 Phone: (205) 338-9694 Fax: (205) 338-3215



**St. Clair County Head Start
 2017-2018 Annual Report**

Revenue and Expenses 2017- 2018 YTD

Revenue	Total	USDA	HHS	Other	OSR/Pre-K
Federal Funds- HHS	1,601,859	-	1,601,859	-	-
Federal Funds- OSR	135,000	-	-	-	135,000
USDA- Income	175,750	175,750	-	-	-
Grantee's In- Kind	384,236	-	384,236	-	-
Miscellaneous		-	-		-
Total Revenue	2,296,845	175,750	1,986,095		135,000
Expenses					
Personnel	940,373.40	54,775	824,831	-	60,767.40
Fringe Benefits	168,728.57	9,898	149,047	-	9,783.57
Supplies	44,107.41	7,971	22,595	-	13,541.41
Contractual	23,220	1,208	22,012	-	-
Travel	6,053.03	-	3,989	-	2,064.03
Other	393,077.33	3,708	379,563		9,806.33
Food	120,716.07	98,190	-	-	22,526.07
Training	28,340.19	-	28,878	-	7,462.19
In- Kind Expenses	384,236	-	384,236	-	-
Depreciation	39,990		39,990		
Support Service- Management and General					
Personnel	215,819		209,720		6,099.00
Fringe Benefits	37,884		37,884		
Supplies	51,106		51,106		
Contractual	50,532		50,532		
Travel	10,936		10,486		450.00
Other	430,269		428,269		2,000
Training	40,821		40,321		500
Total Expenses	2,986,209	175,750	2,675,459		135,000

Program Activities and Outcomes:

Enrollment

Funded Enrollment: 217
Number of children served in the 2017-2018 program year: 253
Number of families served in the 2017-2018 program year: 235
Percentage of eligible children served: 100%
Number of children with disabilities served: 28

Attendance

Average Daily Attendance: 88.24%
Monthly Enrollment: 217

Results of Medical and Dental Exams

Total number of children with Health Insurance: 253
Children that received medical screenings: 213
Children that received dental screenings: 212
 Children needing follow-up treatment: 0
 Children received follow-up treatment: 0

Parent Involvement Activities:

- Parent Committee - all parents are representatives
- Head Start Policy Council- 51% of council must be parents
- Male Involvement – Pumpkin Carving Contest and Doughnuts for Dad
- Grandparent Day, Daddy Daughter Dance
- Family Literacy Initiatives-Imagination Library and Kiwanis RIF
- Parent Education Seminars on Nutrition and Stress Management, and Healthy Relationships
- 37 Graduates of Parent University
- Parent Family and Community Engagement Framework fully implemented
-

Transition Activities to K-12

- Conferences and school tours with LEA representatives
- Summer enrichment packets with preparatory activities for kindergarten
- Transfer of health Parent information
- School Readiness Advisory Committee with K-12 members
-

In-Kind Contributions:

In-Kind contributions by vendors and partners are one of the essential elements of SCCHS partnerships. The following table shows contributions by partnership (in the form of space, materials, and volunteer time). The total in-kind contributions for 2017/2018 program year were \$220,807.01

OSR	90,000.00
Space	31,500.00
Time	<u>99,307.01</u>
TOTAL	220,807.01

Staff Numbers and Credentials

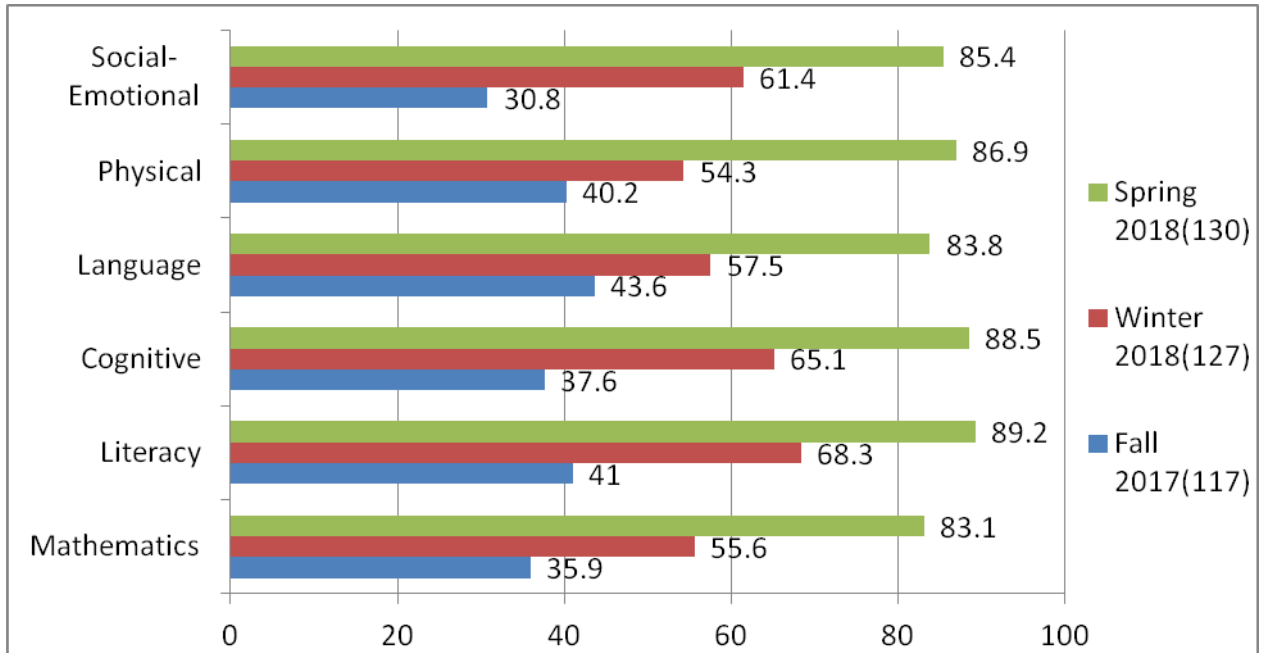
Total Number of Administration and Support Staff 19
 Total number of Teaching staff 24
 Total number of classrooms 12

Degree	Teacher	Teacher Assistant
Masters Degree in ECD /ECE	1	0
Bachelors Degree in ECD /ECE	8	0
Associates Degree in ECD /ECE	2	1
Child Development Associates Credential	0	7
Working on CDA Credential	0	2
Unrelated Degree with ECD /ECE Coursework	1	0
Unrelated Degree	0	2

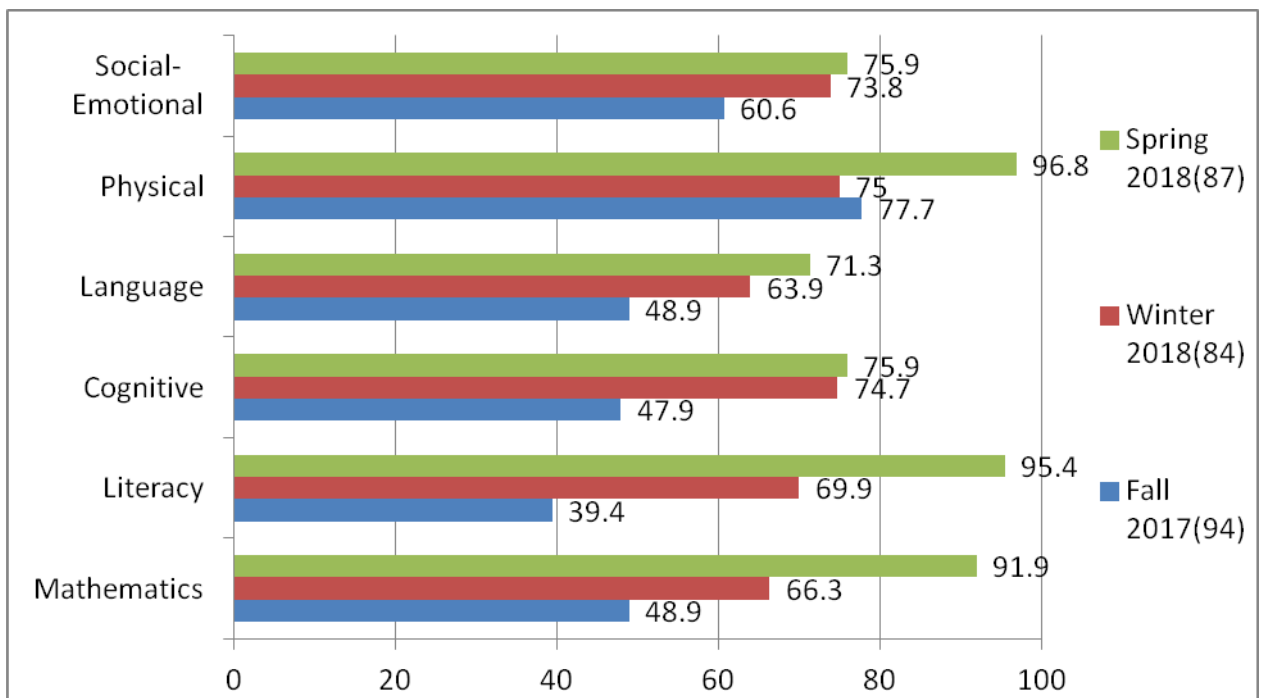
School Readiness

St. Clair County Head Start has developed School Readiness Goals stating expectations for children’s development and learning across the five essential domains. These goals are fully aligned with The Head Start Early Learning Outcomes Framework and the Alabama Early Learning Guidelines, as well as the Alabama Developmental Standards for Preschool Children and the kindergarten readiness skills established by the local education agency. Strategies for achieving the goals are embedded into The Creative Curriculum System for Preschool, the program’s chosen curriculum, and Teaching Strategies GOLD, the curriculum’s paired assessment tool, also used by the program. The curriculum and assessment tool allow the program to plan for and measure children’s progress on individual, classroom, and program-wide levels. Procedures are in place for the aggregation and analysis of assessment information to assist teachers and parents in planning for each child’s individualized instruction as well as management in determining staff development needs, equipment and materials needed, and other program improvement planning.

2017/2018 4-Year-Old Checkpoint Data



2017/2018 3-Year-Old Checkpoint Data





St. Clair County Head Start

School Readiness Goals Outcomes Report

Spring 2018

Grant # 04CH04679

Program Accomplishments:

- Currently, 75% of classroom teachers hold a Bachelor's or higher degree in Early Childhood Education. This is up from last year.
- The program continued to take advantage of the Workforce Development Scholarship program through the Alabama Department of Early Childhood Education, which covered the cost of tuition and books for course work towards Child Development Associates credentials, Associate's degrees, and Bachelor's degrees in Early Childhood Development/Education. Six staff members used the scholarship.
- Teachers completed 96.1% of home visits and 88.5% of parent/teacher conferences this program year. This is down from last year.
- Program wide CLASS scores went up at least 1/10th of point in all domains. The most significant increase was in the Instructional Support Domain. The score increased from a 2.42 to a 3.23. The program provided curriculum implementation (Creative Curriculum for Preschool) training to teaching staff.
- Our program continues to increase our implementation of Conscious Discipline. Training was provided to staff. The largest gains in children's learning and development from the fall to the spring were in the Social-Emotional domain for 4-yr-olds. 54.6% more 4-year-old children were at or above goal by year's end (83.1%).
- The Early Childhood Coach has begun working with teachers and assistants. The program is using a Practice Based Coaching approach.
- The program continues to maintain three jointly funded Alabama First Class Pre-K classrooms serving 57 4-year olds who will transition to kindergarten in the fall.

Strategies for Continued Improvement:

- The program will continue to work on identified School Readiness Goals as objectives of special interest for the upcoming program year. The program will continue to increase classrooms activities and materials related to the objectives and provide additional training to staff, as needed across classrooms.
 - 4-Yr-Olds -
 - Forms relationships with adults
 - Solves social problems

- Demonstrates gross-motor manipulative skills
- Makes connections
- Notices and discriminates rhyme
- Counts
- Connects numerals with their quantities
- 3-Yr-Olds -
 - Comprehends language
 - Recognizes and recalls
 - Notices and discriminates rhyme
 - Connects numerals with their quantities
- Using the Early Childhood Coach, the department will continue to develop and implement a plan to increase the quality of interactions between teachers and children as measured by the CLASS tool through a system of practiced based coaching that includes:
 - Planning goals and action steps,
 - Engaging in focused observations, and
 - Reflecting on and sharing feedback about teaching practices
- The program will continue to provide ongoing Conscious Discipline training provided by various in-house staff members throughout the upcoming year. We will introduce new materials and resources as they become available
- The program will apply for and meet all quality standards necessary to receive an Alabama Quality Stars rating.
- Area management will continue to use The Fidelity Tool for Administrators to evaluate teachers' use of the curriculum, The Creative Curriculum System for Preschool, and the assessment tool, TS GOLD.
- The Education Manager and Early Childhood Coach will work with the teacher in Classrooms D and K to increase their knowledge and understanding of the TS GOLD Objectives for Learning and Development. Their classroom outcomes data has a noteworthy effect on the program wide outcomes.

4-Year-Olds – This report represents the assessment data gathered for 130 children who will be entering their kindergarten year in the fall of 2018.

Demographics:

Total Count – 130

Checkpoint – Fall: 117*; Winter: 127; Spring: 130

Gender – Male: 67(52%); Female: 63(48%)

Race – White: 81(62%); Black or African American: 38(29%); More than One Race: 7(5%); Other/Unknown: 4(3%)

Primary Language Spoken– English: 127(98%); Other (English Language Learning): 3(2%)

IEP Status – Children without IEP: 120(92%); Children with IEP**: 10(8%)

Funding Source – Only Head Start: 73(56%); Head Start/OSR Pre-K: 57(44%)

Years in Program – 2 Years: 67(52%); 1 Year: 63(48%)

*This number is lower than the actual number of 4 year olds in the program in the Fall of 2017. There were data entry errors (class age) that resulted in children's assessment data being categorized incorrectly.**This number is lower than the actual number of 4 year olds with IEP's at years end (Spring 2018). There were data entry errors that resulted in children who had IEP's at the end of the year being reported as not having an IEP.

School Readiness:

Widely Held Expectations

Teachers used the 66 objectives included in the Teaching Strategies GOLD assessment system to report the children's learning and development. The system measures the knowledge, skills, and behaviors that are most predictive of school readiness. TS GOLD objectives for learning and development are aligned with the Head Start Child Development and Early Learning Framework and the Alabama Early Learning Guidelines, which are the root of established School Readiness Goals. This report includes objectives from six domains. Four are considered developmental: Social Emotional, Physical, Language, and Cognitive. The other two are content learning that is identified in early learning standards: Literacy and Mathematics.

Assessment levels, which are based on the teacher's observation and documentation of children's participation and progress, were evaluated by comparing them with widely held expectations for children's development and learning. Our goal is to have 100% of children meet or exceed the widely held expectation for their age group at year's end to better prepare them for entering kindergarten poised to achieve and succeed.

The final percentages of children mastering or exceeding the widely held expectation for development and learning for their age group at the Spring Checkpoint were as follows: Social Emotional – 85.4%; Physical – 86.9%; Language – 83.8%; Cognitive – 88.5%; Literacy – 89.2%; and Mathematics – 83.1%

The percentages of growth for the year across the domains were as follows: Social Emotional – 54.6%; Physical – 46.7%; Language – 40.2%; Cognitive – 51.1%; Literacy – 48.2%; and Mathematics – 47.2%

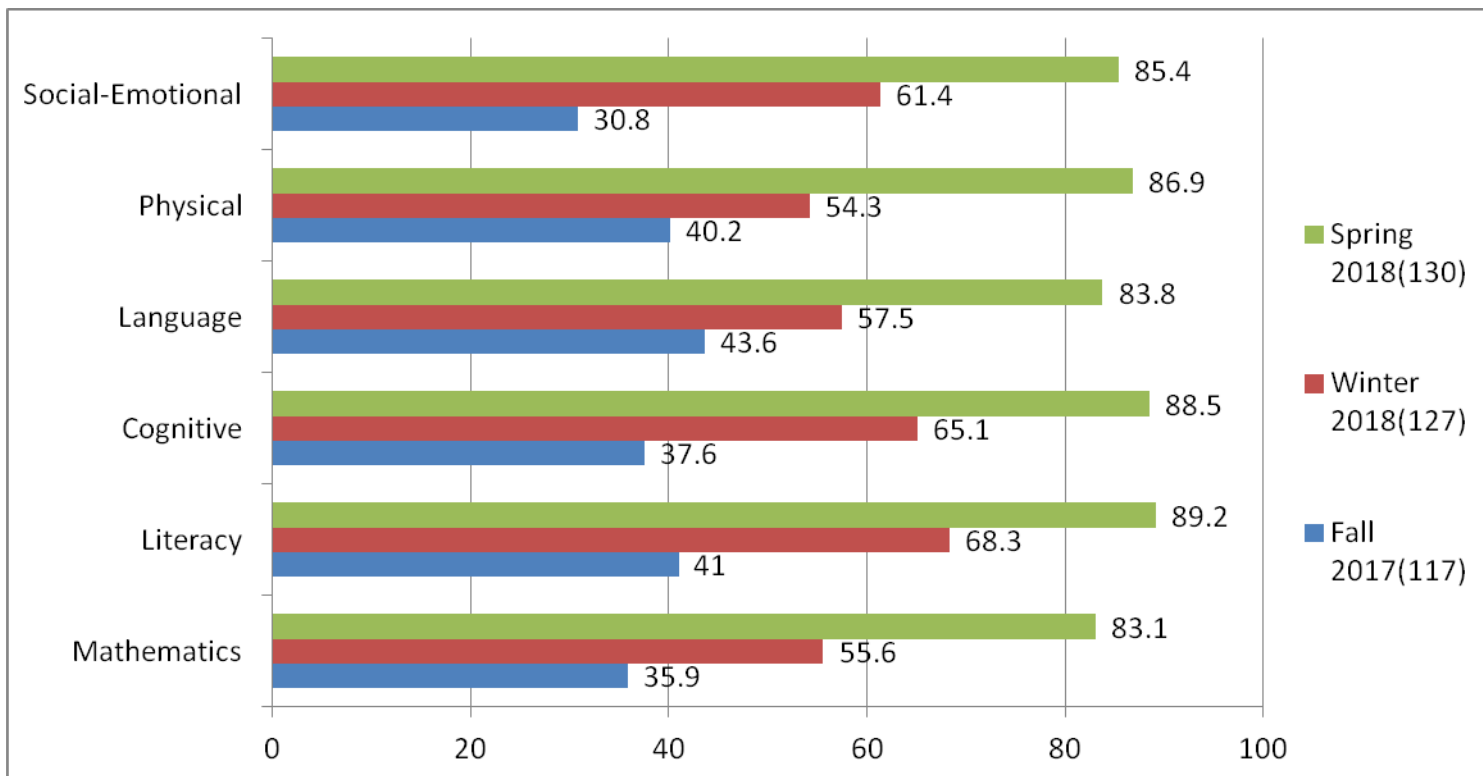
Disaggregation and Comparisons

- Data comparison by checkpoint period indicated the following:
 - The largest increases in the percentage of children meeting widely held expectations for their development and learning between the fall and winter checkpoint were in the Social Emotional domain (+30.6%) and Cognitive domain (+27.5%). The smallest increases were in the Language domain (+13.9%) and Physical domain (+14.1%).
 - The largest increases in the percentage of children meeting widely held expectations for their development and learning between the winter and spring checkpoint were in the Physical domain (+33.6%) and Math domain (+27.5%). The smallest increases were in the Literacy domain (+20.9%) and Cognitive domain (+23.4%).
 - Increases in the percentage of children having met the widely held expectations for their development and learning between the winter and spring checkpoints averaged 25.95% across all domains. This is up significantly from previous years' average growth rate for the checkpoint period (2016=8.7%, 2017=8.5%)
 - The domain in which the highest percentage of children met the age appropriate widely held expectations for their development and learning at year's end was Literacy with 96.9%.

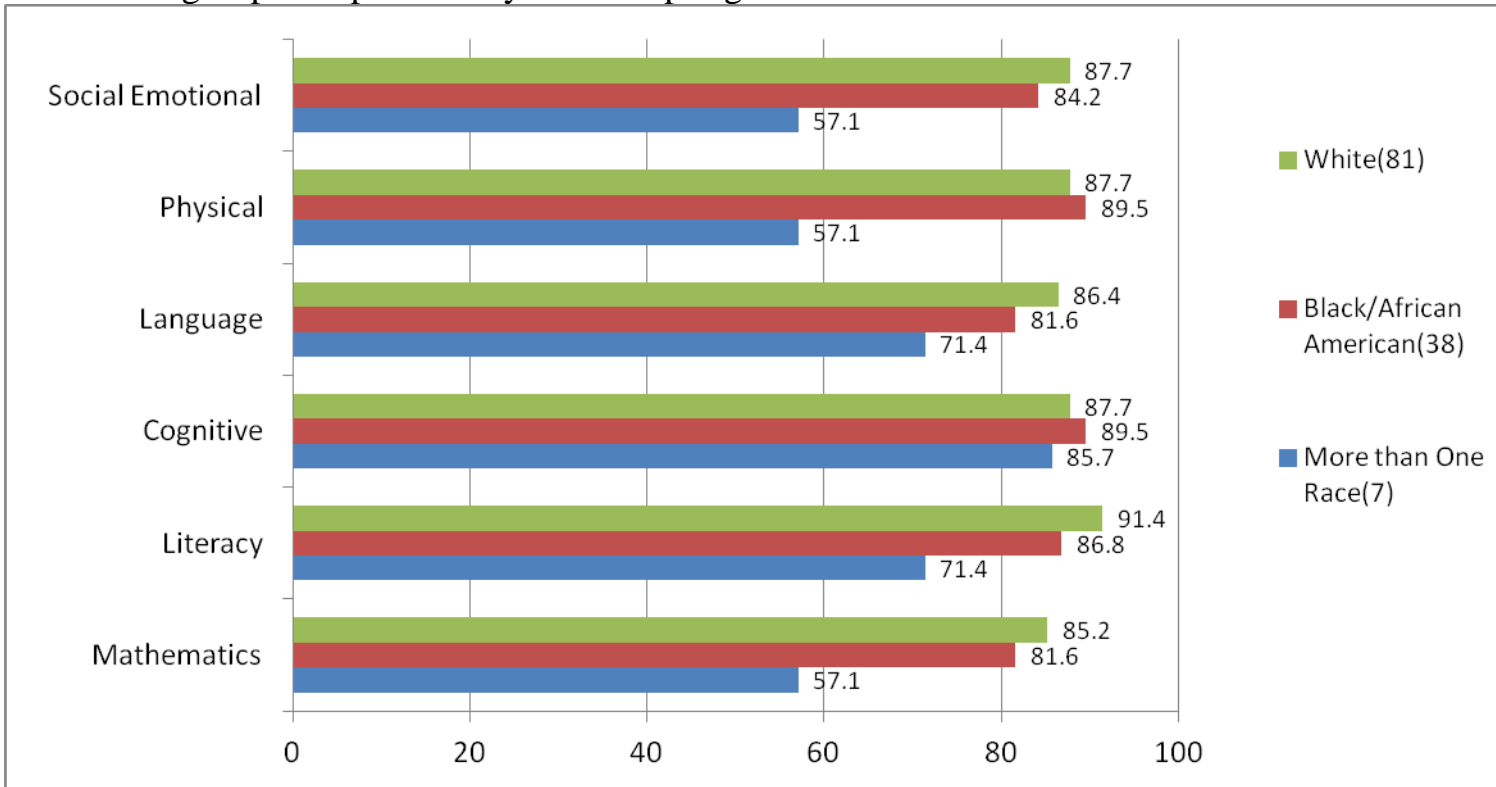
- The domain in which the lowest percentage of children met the age appropriate widely held expectations for their development and learning at year's end continues to be Mathematics with 83.1%.
- Data disaggregation by race indicated the following:
 - Black/African American children scored higher than their peers in 2 out of 6 domains; Physical and Cognitive.
 - White children scored higher than their peers in 4 out of 6 domains; Social Emotional, Language, Literacy, and Mathematics.
 - Children of more than one race scored lower than their peers in all domains.
- Data disaggregation by gender indicated the following:
 - A greater percentage of females met the widely held expectations for development and learning in 3 of 6 domains; Physical, Language, and Mathematics.
 - A greater percentage of males met the widely held expectations for development and learning in the remaining 3 domains; Social Emotional, Cognitive, and Literacy.
- Data disaggregation by program year (of child) indicated the following:
 - A greater percentage of returning (second year) children met age appropriate widely held expectations for their development and learning in all domains. This is consistent with previous years' findings.
 - The greatest difference in percentage of children meeting the widely held expectations continues to be in the Mathematics domain, with 25.7% more returning children than first year children.
 - The smallest difference is in the Literacy domain.
- Data disaggregation by Education Plan indicated the following:
 - On average across domains, 19.3% (up from last year's 12.8%) fewer children with IEP's met or exceeded widely held expectations than children without IEP's with the largest differences being in the Language (-25.8%) domain. The smallest difference was in the Mathematics (-14.2%) domain.
- Data disaggregation by Primary Language indicated the following:
 - A higher percentage of children who were English Language Learners (100%) were at or above the widely held expectation for their learning and development in all domains at year's end.
 - The greatest difference was in the Mathematics domain (+17.3%). The smallest difference was in the Literacy domain (+11%).
- Data disaggregation by class indicated the following:
 - Classrooms B, C, and H reported that 100% of children had met or exceeded the widely held expectations for their development and learning in all domains. This is consistent with last year's data.
 - 100% of children in classrooms A and J met or exceeded the widely held expectations for their development and learning in 5 of 6 domains. The exception was Language in both classrooms.

- In classroom K less than 50% of children met the widely held expectations for their development and learning in 4 of 6 domains. The average percentage meeting the widely held expectation across domains was 42.7%, with the highest percentage being in the Cognitive domain (75%) and the lowest being in the Mathematics domain (18.8%).
- Data disaggregation by funding source:
 - A higher percentage of children in the OSR First Class Pre-K (Dually funded with Head Start) met or exceeded widely held expectations in 6 out of 6 domains, with the largest difference being in the Mathematics domain (+30.1%)
- Data comparison across 5 years indicated the following:
 - A smaller percentage of children met or exceeded the widely held expectation for their development and learning in all domains this year compared to last year.
 - The largest difference was in the Language domain (-13.1%).
 - Scores were at a 5-year low in the Literacy and Social Emotional domain.
- Comparisons by CLASS Scores (Program Wide)
 - Per teachers' assessment, a greater percentage of children met or exceeded age appropriate widely held expectations for learning and development in all domains in classrooms whose CLASS scores fell in the bottom 25% program wide. This is consistent with the last two year's data for the bottom 25% (33% in 2017) of CLASS scores.
 - Percentages of children who met or exceeded widely held expectations for development in classrooms whose CLASS scores were in the top 25% program wide were less than program wide percentages in 5 of 6 (exception is Cognitive). This data was significantly affected by the inclusion of Classroom K's data.

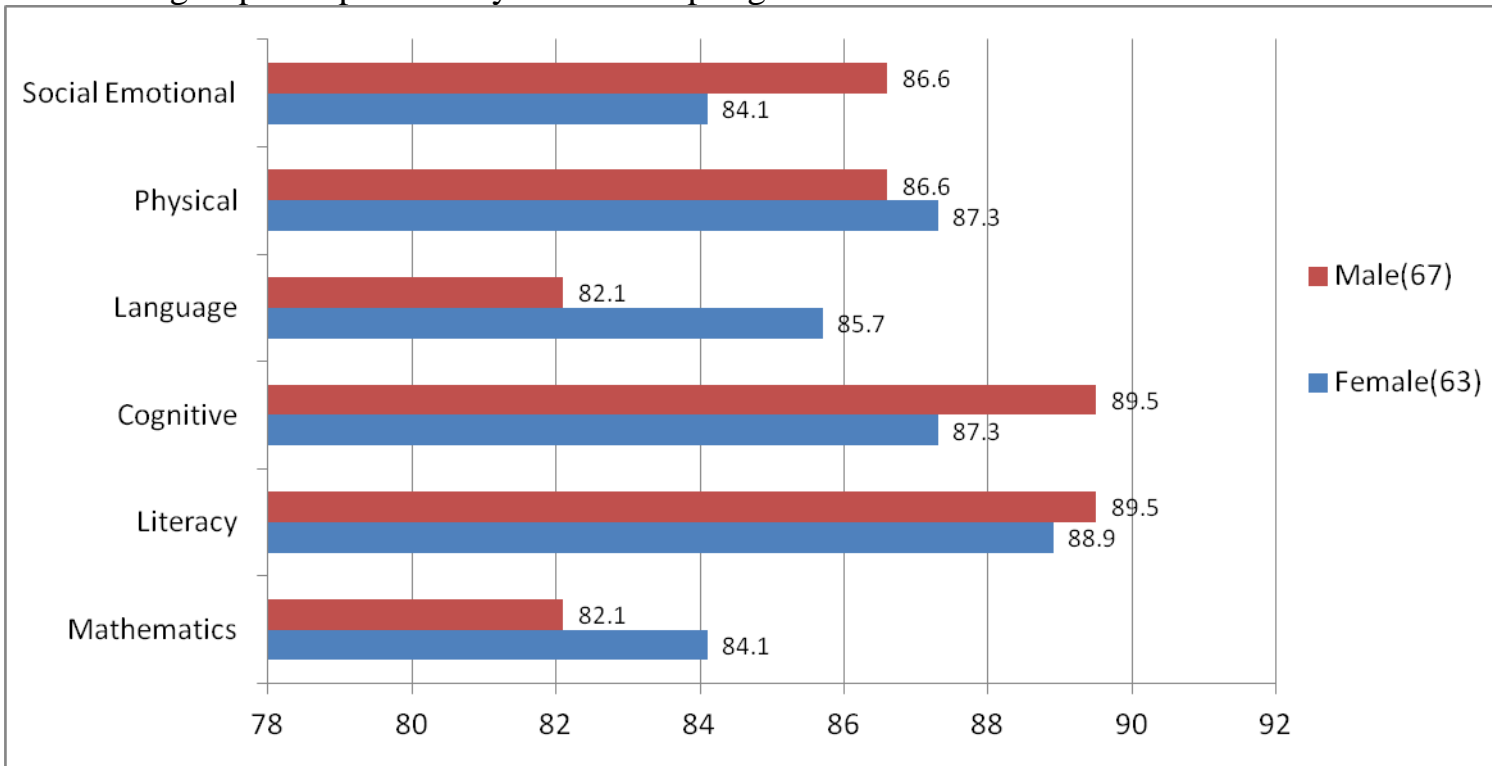
2017/2018 4-Year-Old Checkpoint Data



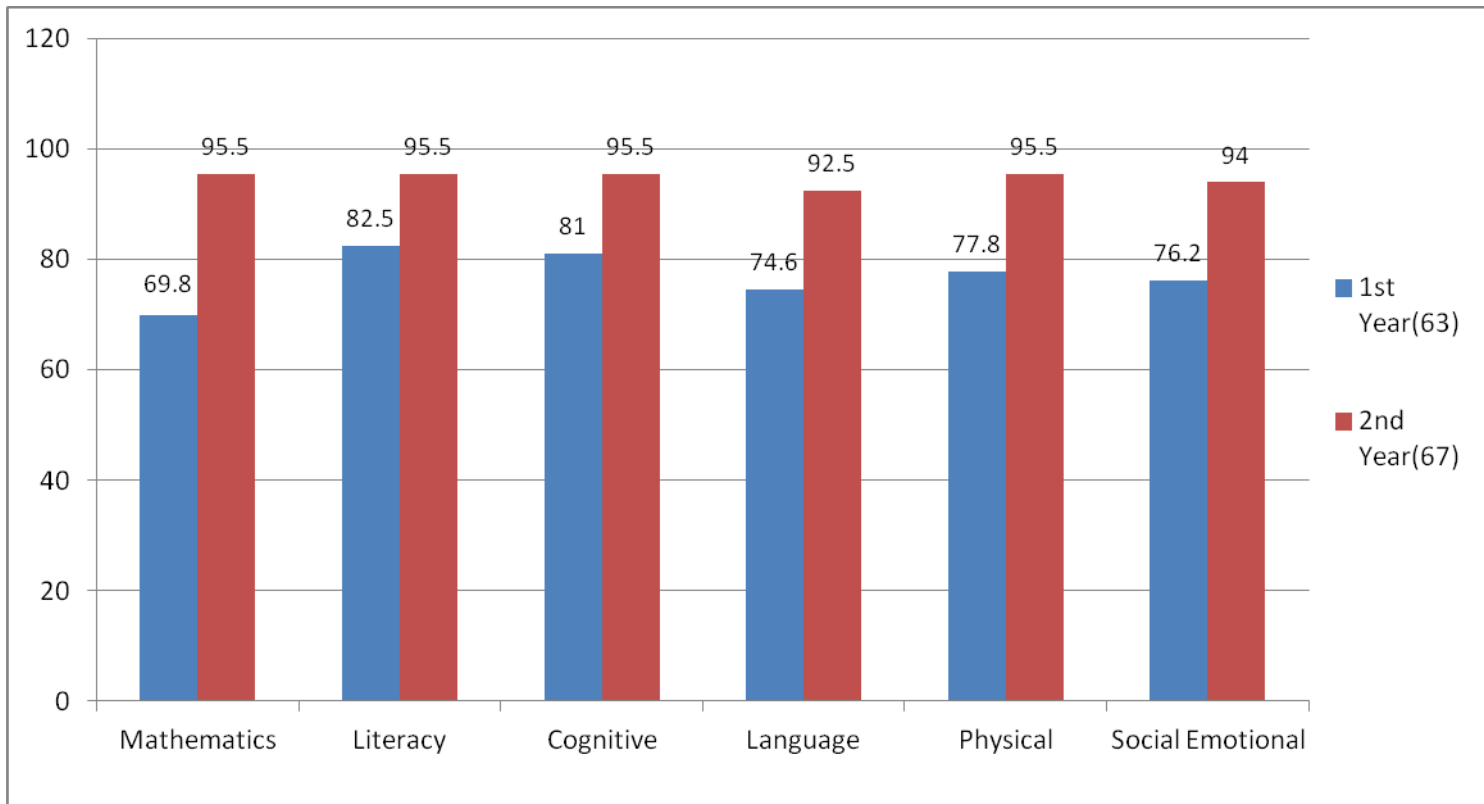
Subgroup Comparisons by Race – Spring 2018



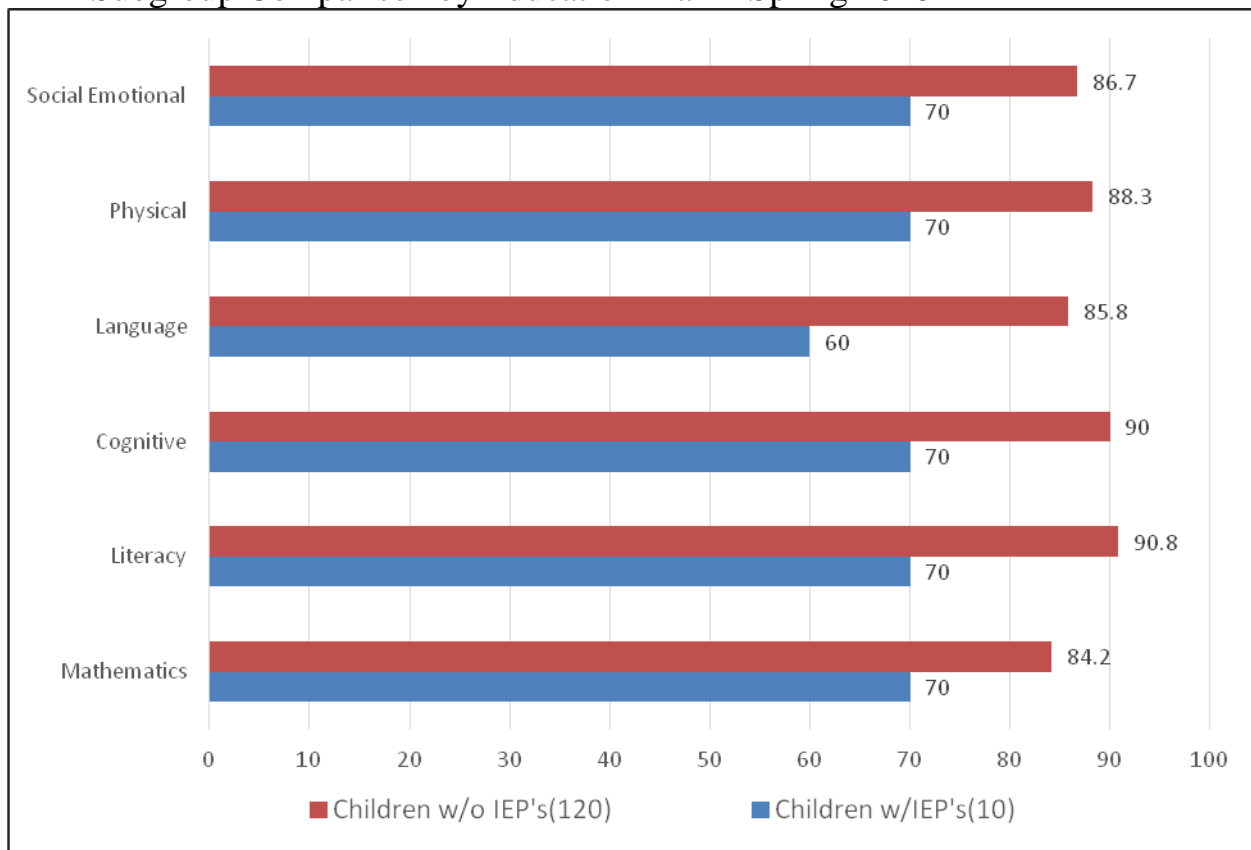
Subgroup Comparisons by Gender – Spring 2018



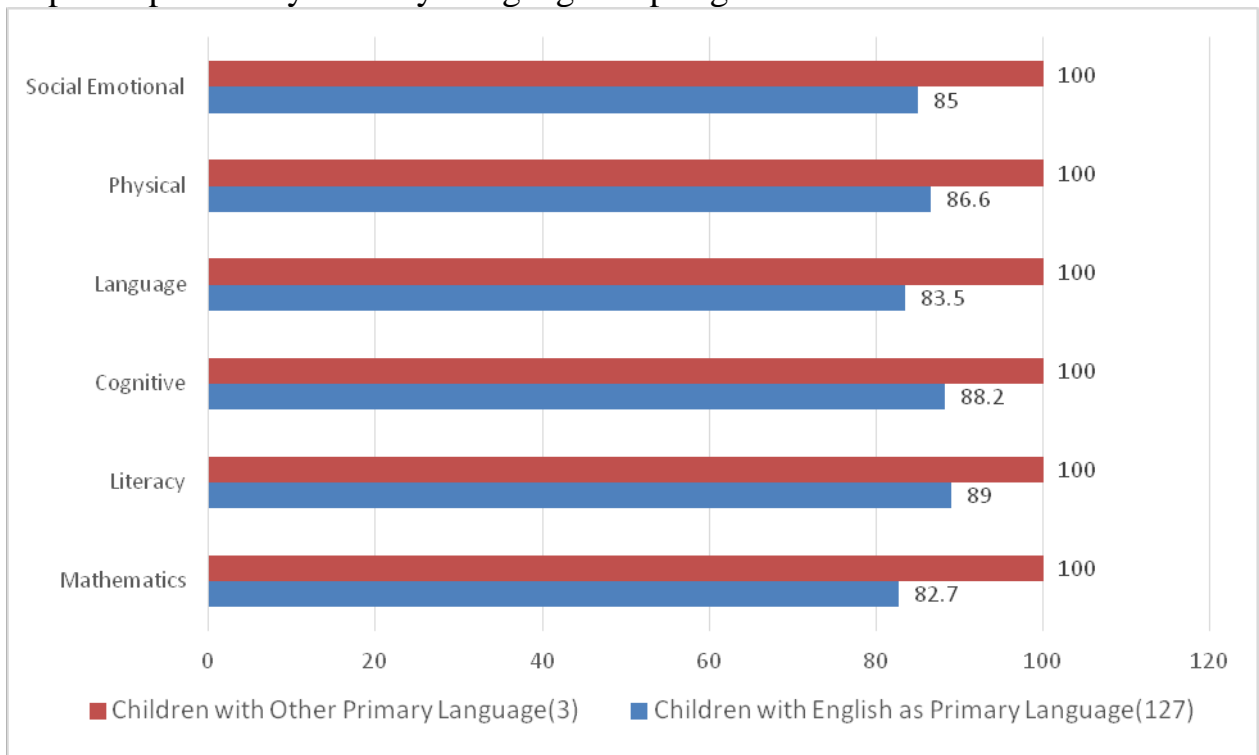
Subgroup Comparisons by Program Year – Spring 2018



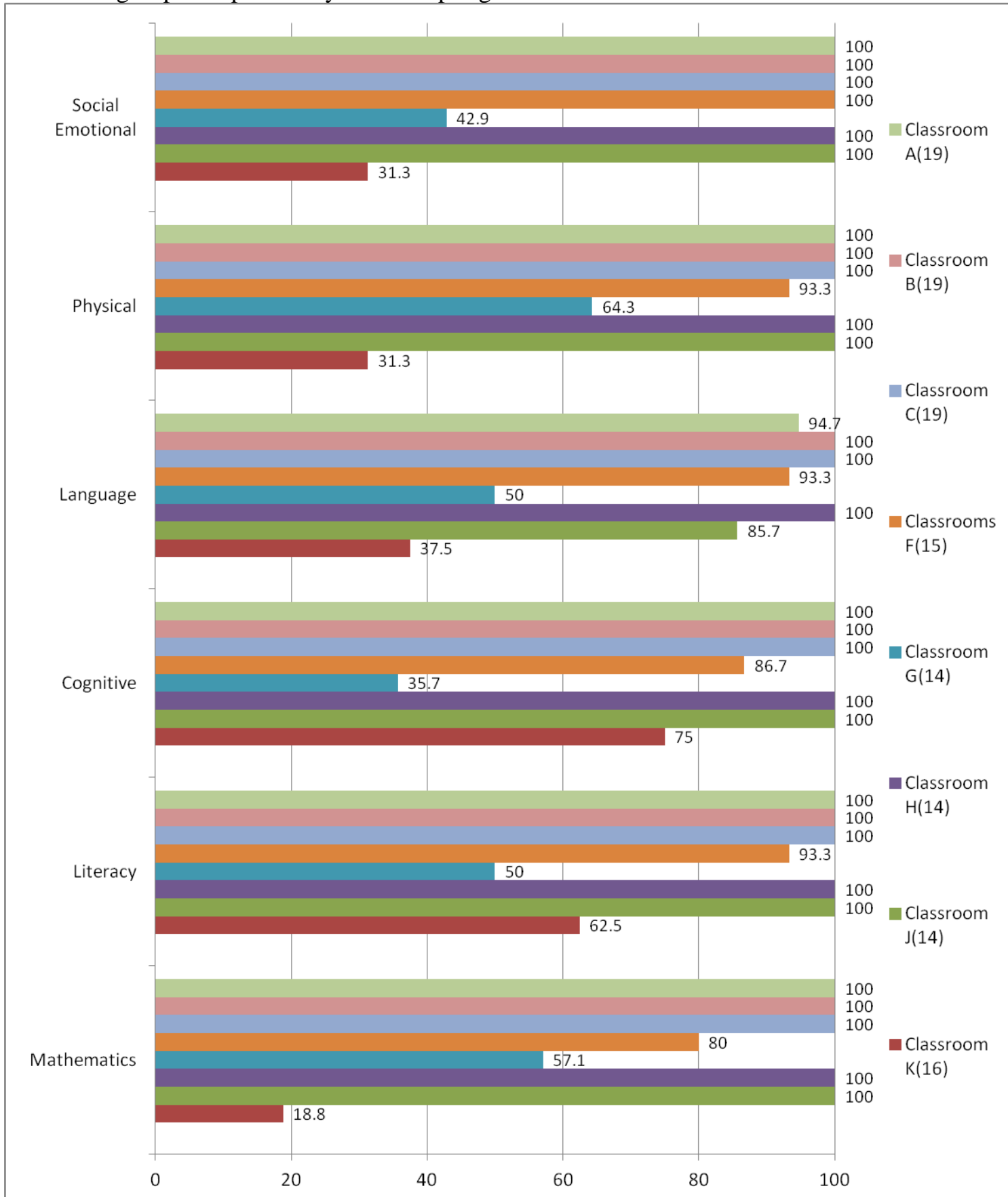
Subgroup Comparison by Education Plan – Spring 2018



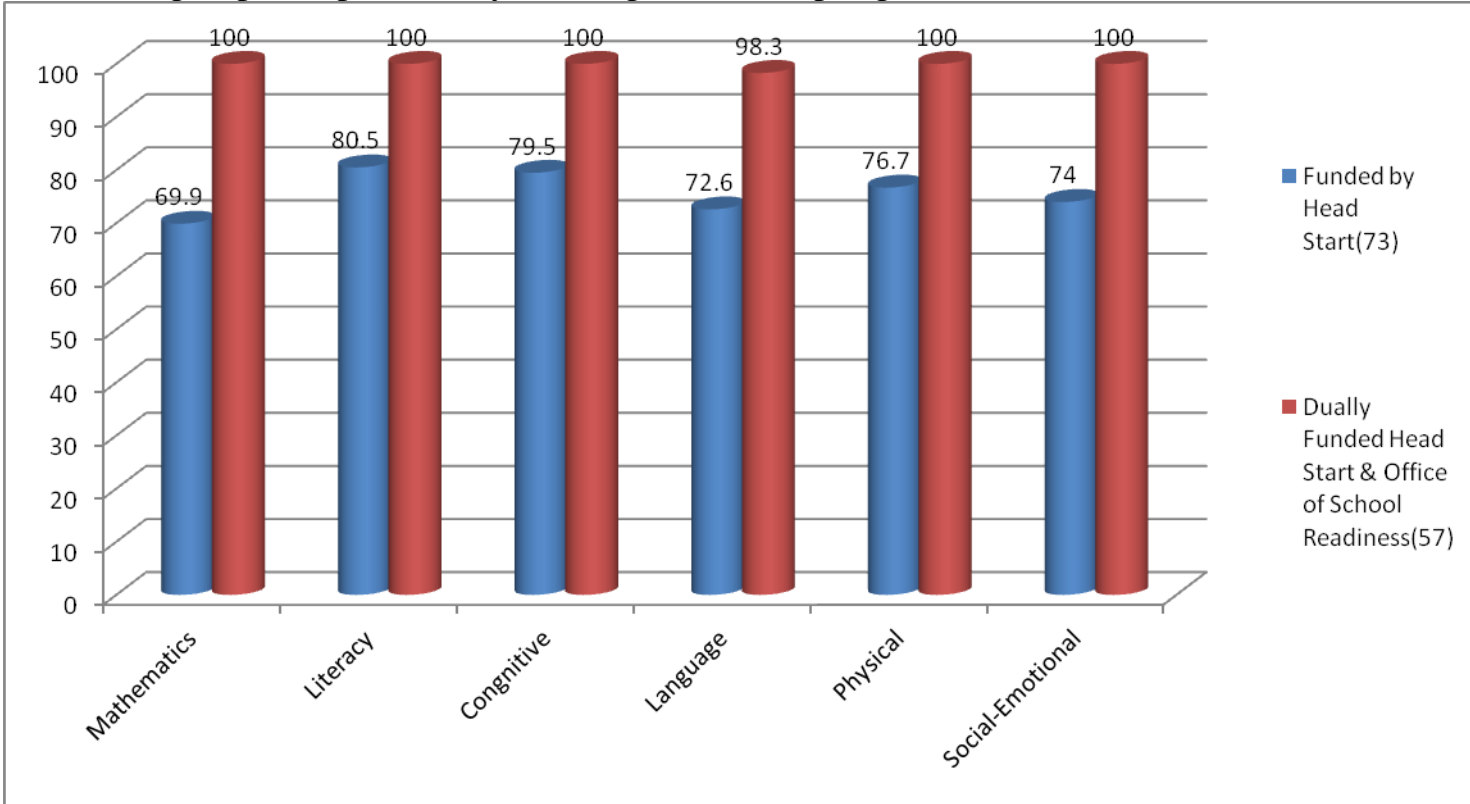
Subgroup Comparison by Primary Language – Spring 2018



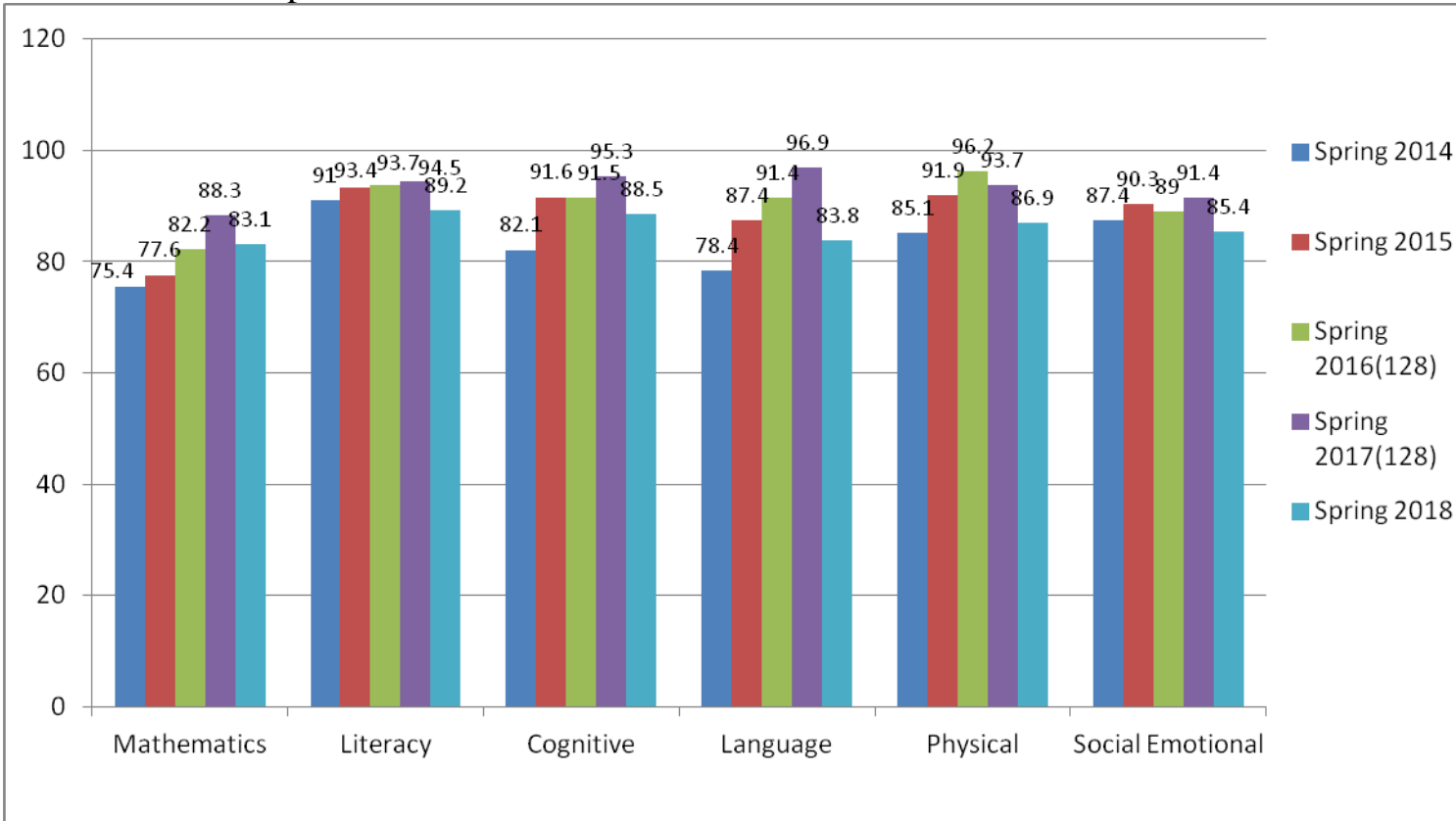
Subgroup Comparison by Class – Spring 2018



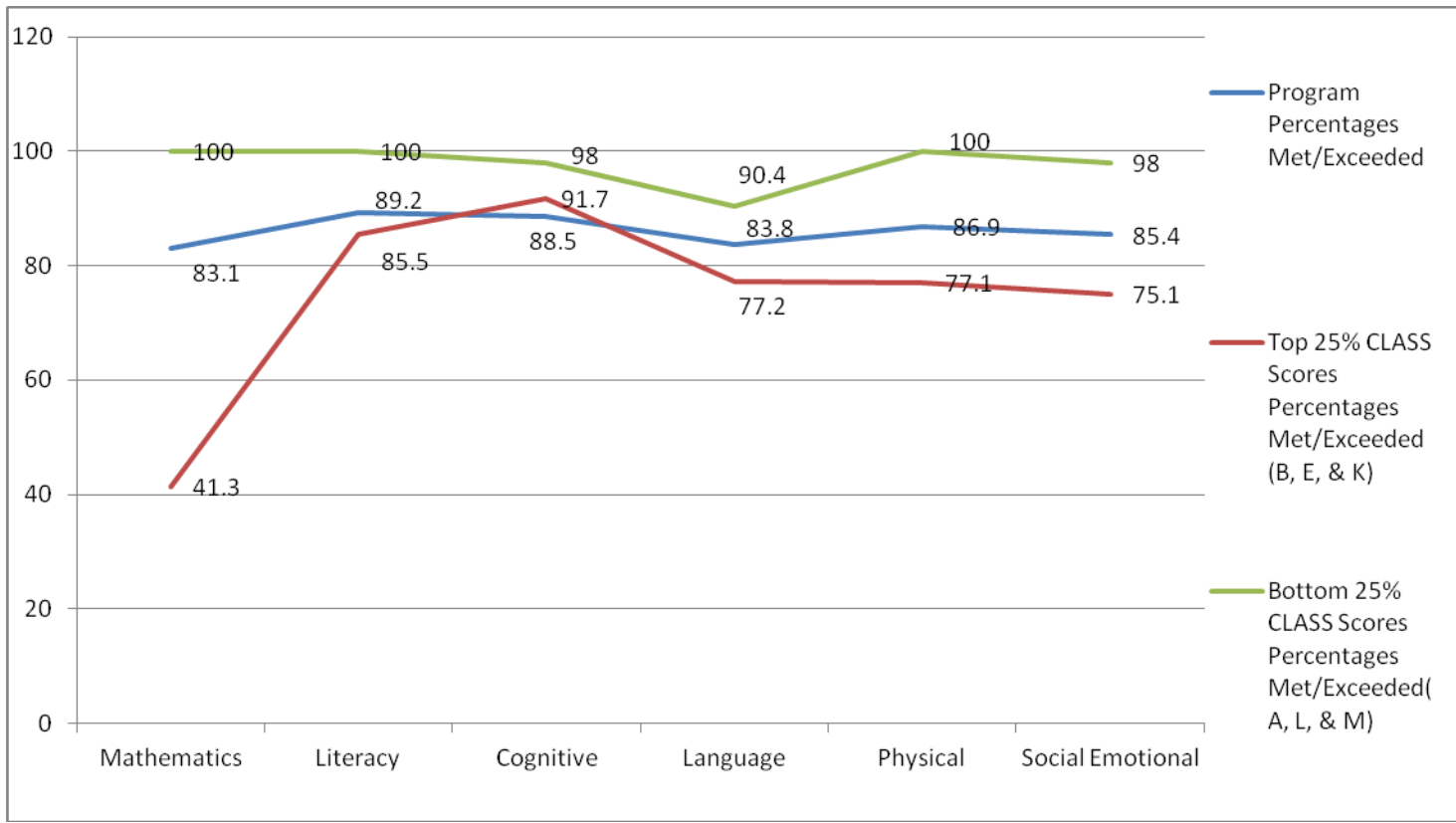
Subgroup Comparisons by Funding Source – Spring 2018



5 Year Comparisons



Comparisons by CLASS Scores (Program Wide) – Spring 2018



3-Year-Olds – This report represents the assessment data gathered for a total of 87 children who will be returning to Head Start for another year of preschool in the fall of 2018. (Not all children were enrolled in all three checkpoint periods.)

Demographics:

Total Count – 87

Checkpoint – Fall: 94*; Winter: 84; Spring: 87

Gender – Male: 47(54%); Female: 40(46%)

Race – White: 51(59%); Black or African American: 25(29%); More than One Race: 7(8%);

Other/Unknown: 4(4%)

Primary Language Spoken– English: 86(99%); Other (English Language Learners): 1(1%)

IEP Status – Children without IEP: 82(94%); Children with IEP: 5(6%)

*This number is higher than the actual number of 3 year olds in the program in the Fall of 2017. There were data entry errors (class age) that resulted in children’s assessment data being categorized incorrectly.

**This number is lower than the actual number of 3 year olds with IEP’s at years end (Spring 2018). There were data entry errors that resulted in children who had IEP’s at the end of the year being reported as not having an IEP.

School Readiness:

Widely Held Expectations

Teachers used the 66 objectives included in the Teaching Strategies GOLD assessment system to report the children's learning and development. The system measures the knowledge, skills, and behaviors that are most predictive of school readiness. TS GOLD objectives for learning and development are aligned with the Head Start Child Development and Early Learning Framework and the Alabama Early Learning Guidelines, which are the root of established School Readiness Goals. This report includes objectives from six domains. Four are considered developmental: Social Emotional, Physical, Language, and Cognitive. The other two are content learning that is identified in early learning standards: Literacy and Mathematics.

Assessment levels, which are based on the teacher's observation and documentation of children's participation and progress, were evaluated by comparing them with widely held expectations for children's development and learning. Our goal is to have 100% of children meet or exceed the widely held expectation for their age group at year's end to better prepare them for entering kindergarten poised to achieve and succeed.

The final percentages of children mastering or exceeding the widely held expectation for development and learning for their age group at the Spring Checkpoint were as follows: Social Emotional – 75.9%; Physical – 96.8%; Language – 71.3%; Cognitive – 75.9%; Literacy – 95.4%; and Mathematics – 91.9%

The percentages of growth for the year across the domains were as follows: Social Emotional – 15.3%; Physical – 19.1%; Language – 22.4%; Cognitive – 28%; Literacy – 56%; and Mathematics – 43%

Disaggregation and Comparison

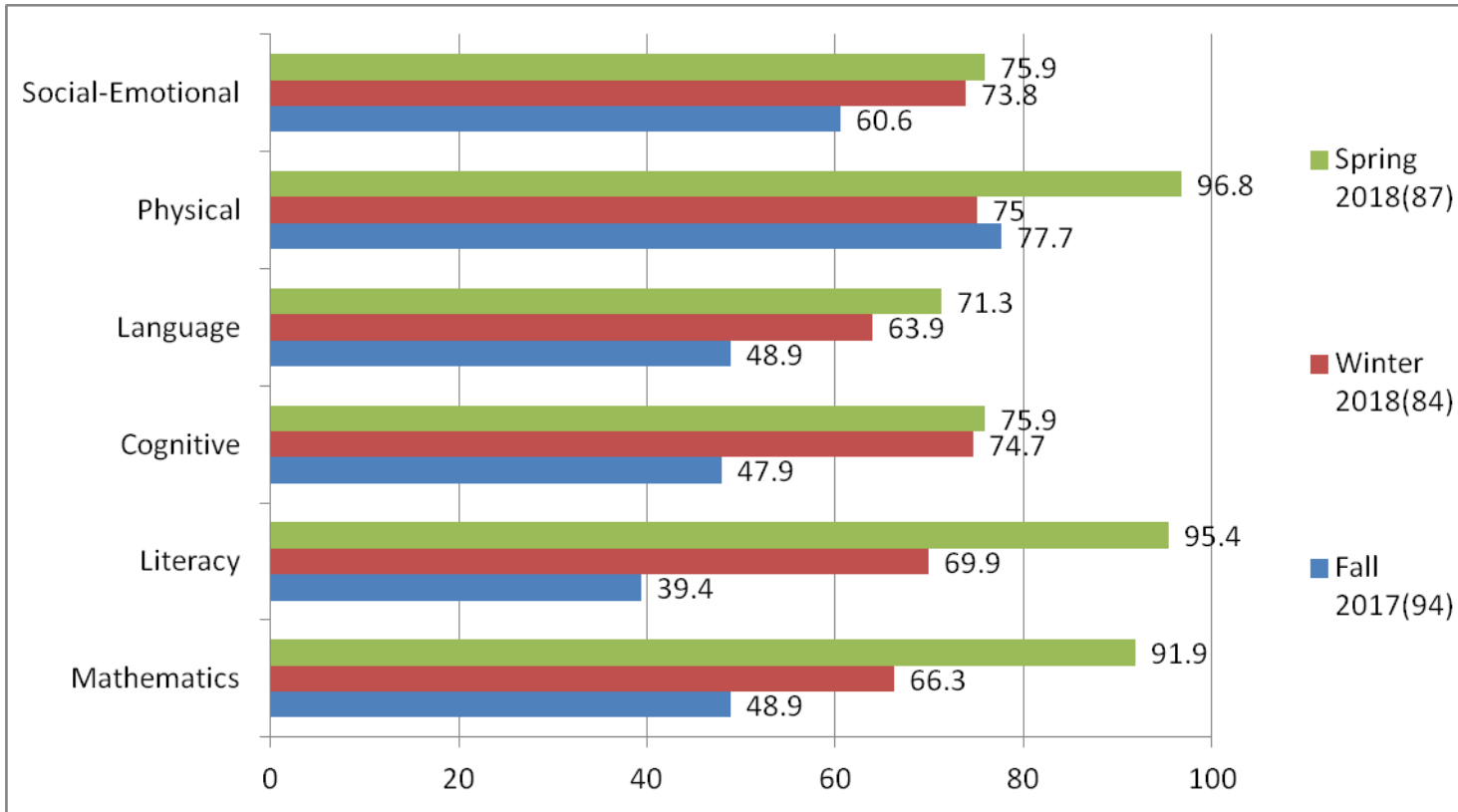
➤ Data comparison by checkpoint period indicated the following:

- The largest increases in the percentage of children meeting widely held expectations for their development and learning between the fall and winter checkpoint were in the Literacy domain (+30.5%) and Cognitive domain (+26.8%). The smallest increase was in the Physical domain (+12.7%).
- The largest increases in the percentage of children meeting widely held expectations for their development and learning between the winter and spring checkpoint were in the Literacy domain (+25.5%) and Mathematics domain (+25.6%). The smallest increase was in the Cognitive domain (+1.2%).
- Increases in the percentage of children having met the widely held expectations for their development and learning between the fall and spring checkpoints averaged 30.63% across all domains. The largest growth was reported in the Literacy domain (56%). The smallest growth was reported in the Social Emotional domain (15.3%).
- The domain in which the highest percentage of children met the age appropriate widely held expectations for their development and learning at year's end was Physical with 96.8%.
- The domain in which the lowest percentage of children met the age appropriate widely held expectations for their development and learning at year's end continues to be Language with 71.3%.

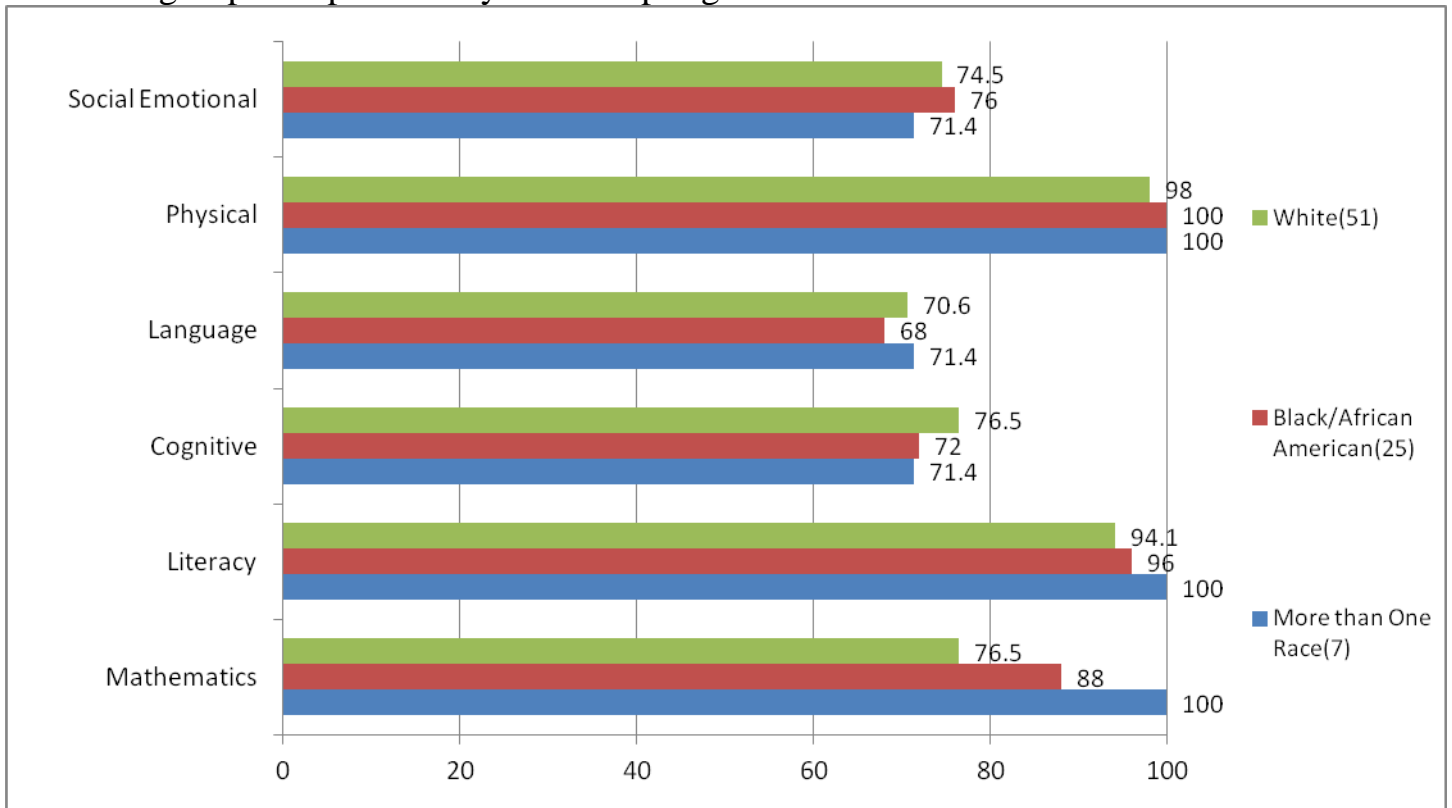
- The domains in which the highest percentage of children met the age appropriate widely held expectations for their development and learning at year's end were Social-Emotional (98.9%) and Physical (100%).
- The domains in which the lowest percentage of children met the age appropriate widely held expectations for their development and learning at year's end were Literacy (88.2%) and Mathematics (91.9%).
- There was a decrease in the percentage of children who met or exceeded the widely held expectation for learning and development in the Physical domain from the fall checkpoint period to the winter checkpoint period (-2.7%). Removing 4 year olds who were erroneously categorized as 3 year olds in the fall check point may have caused the drop in this percentage.
- Data disaggregation by race indicated the following:
 - A larger percentage of children of more than one race met or exceeded the widely held expectation for their growth and development in two domains, Literacy and Mathematics.
 - A larger percentage of Black/African American children were at or exceeding goal in the Social Emotional, Physical, Literacy, and Mathematics domains than their White peers at year's end.
 - A larger percentage of White children were at or exceeding goal in the Cognitive domain than their Black/African American peers at year's end.
 - The largest differences in the percentage of children meeting or exceeding the widely expected levels of development for the age at year's end were seen in the Mathematics domain. Percentages were as follows: White-76.5%, Black/African American-88%, More than One Race-100%.
- Data disaggregation by gender indicated the following:
 - A greater percentage of females met the widely held expectations for development and learning in all domains
 - The largest difference was in the Language domain (16.2%) The smallest difference was in the Physical domain (2.1%)
- Data disaggregation by Education Plan indicated:
 - A higher percentage of children without an IEP met or exceeded the widely held expectation for their learning and development than their peers with an IEP in all domain except Physical, where 100% of children with an IEP were at or above goal verses 98.8% of children without an IEP.
 - The most significant difference was in the Social Emotional domain where 59.3% more children without IEP's were at or above goal than those with IEP's.
 - The least significant difference was in the Literacy domain where 16.3% more children without IEP's were at or above goal than those with IEP's.
 - The average difference across the domains was +34.75%.
- Data disaggregation by Primary Language indicated:
 - Data for children who are English Language Learners represents data for one child's assessment. This child met or exceeded the widely held expectations for his/her age in all domains.

- Data disaggregation by classroom indicated the following:
 - Classroom L reported that 100% of children had met or exceeded the widely held expectations for their development and learning in all domains.
 - Classroom M reported that 100% of children had met or exceeded the widely held expectations for their development and learning in 3 of 6 domains; Physical, Literacy, and Mathematics
 - Classroom E reported that 100% of children had met or exceeded the widely held expectations for their development and learning in 2 of 6 domains; Physical and Cognitive.
 - Classroom D reported that 0% of children had met or exceeded the widely held expectation for their development and learning in 3 of 6 domains: Social Emotional, Language, and Cognitive. Classroom D's data has a significant impact on program wide percentages of children meeting or exceeding goal for this age group in these domains as well as in Mathematics where 29.4% of children are reported to be at goal.
 - A lower percentage of 3's in 4-Yr-Old rooms than those in classrooms E, L, and M were at or exceeding goal at year's end in the Social Emotional, Cognitive, and Literacy domains.
- Data comparison across 5 years indicated the following:
 - A lower percentage of children met or exceeded goal in 2018 than in 2017 in all domains except Literacy, where there was a 7.2% increase.
 - A lower percentage of children met or exceeded goal in 2018 than in any year in the Social Emotional, Language, Cognitive, and Mathematics domains.
 - The greatest decreases in percentages of children meeting or exceeding the widely held expectations from 2017 to 2018 were in the Language (-22.8%) and Social Emotional (-23%) domains.
 - For the second year in a row, the percentage of children meeting or exceeding the widely held expectation for their age decreased in the following domains: Math, Cognitive, Language, and Social Emotional.

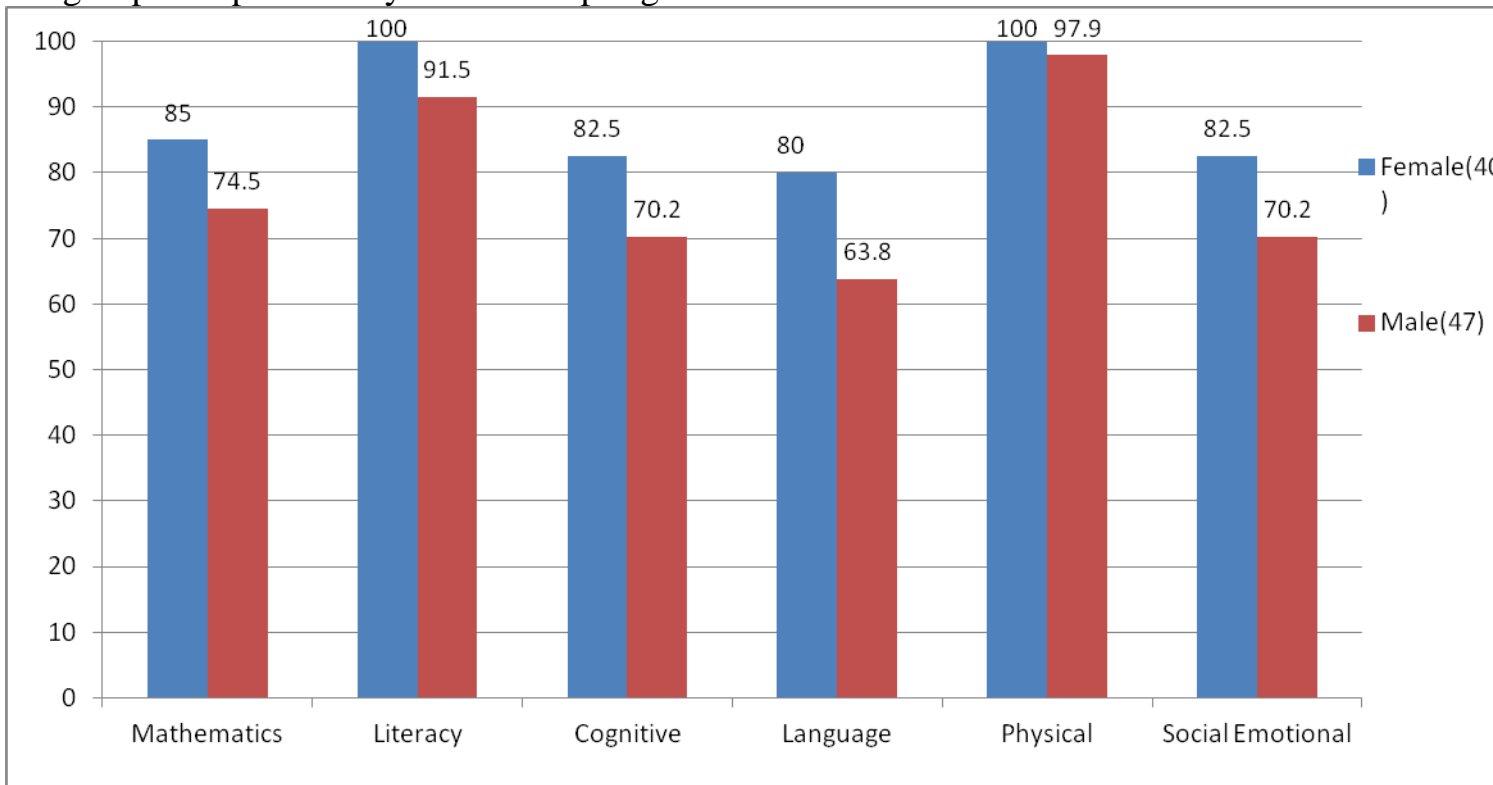
2017/2018 3-Year-Old Checkpoint Data



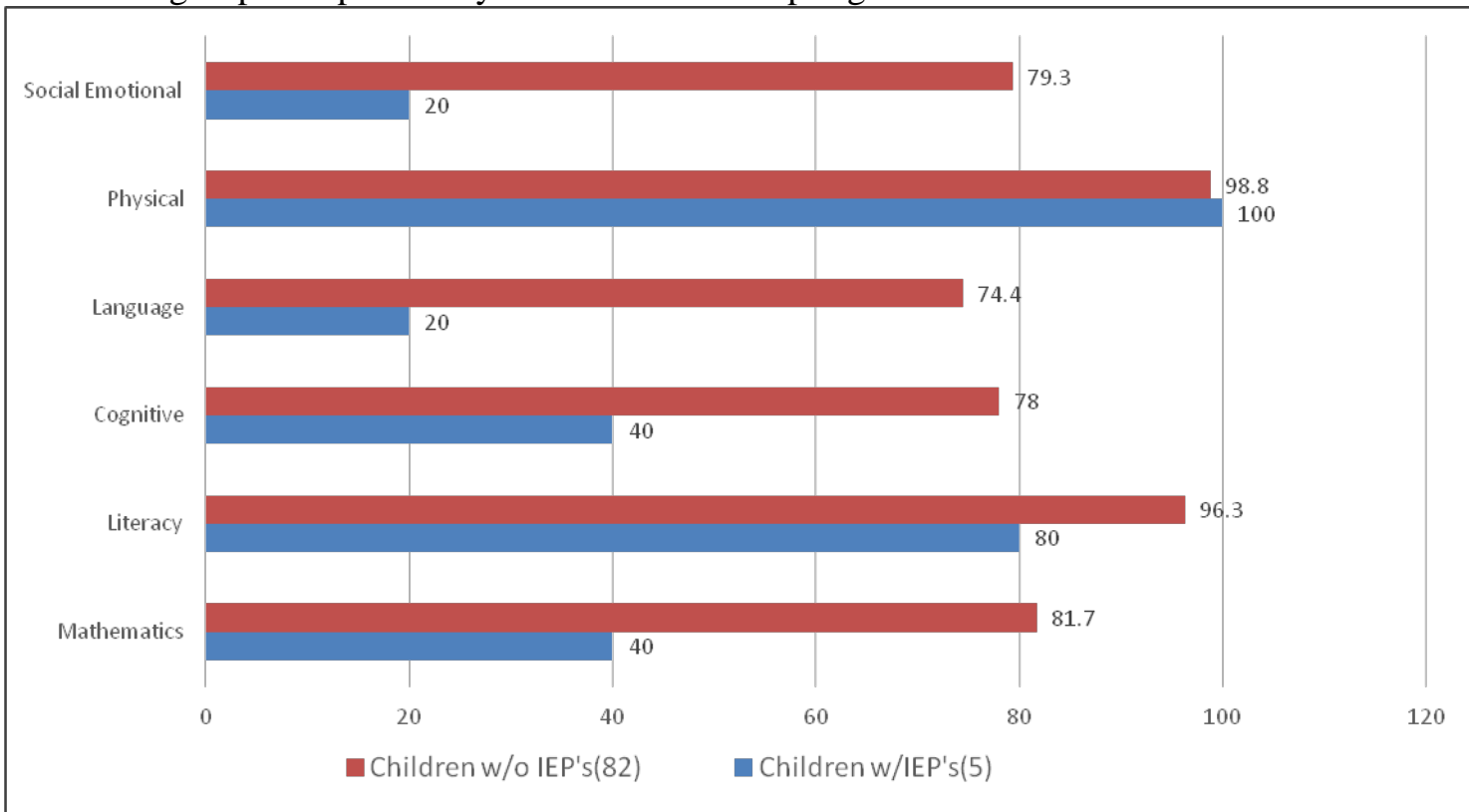
Subgroup Comparisons by Race – Spring 2018



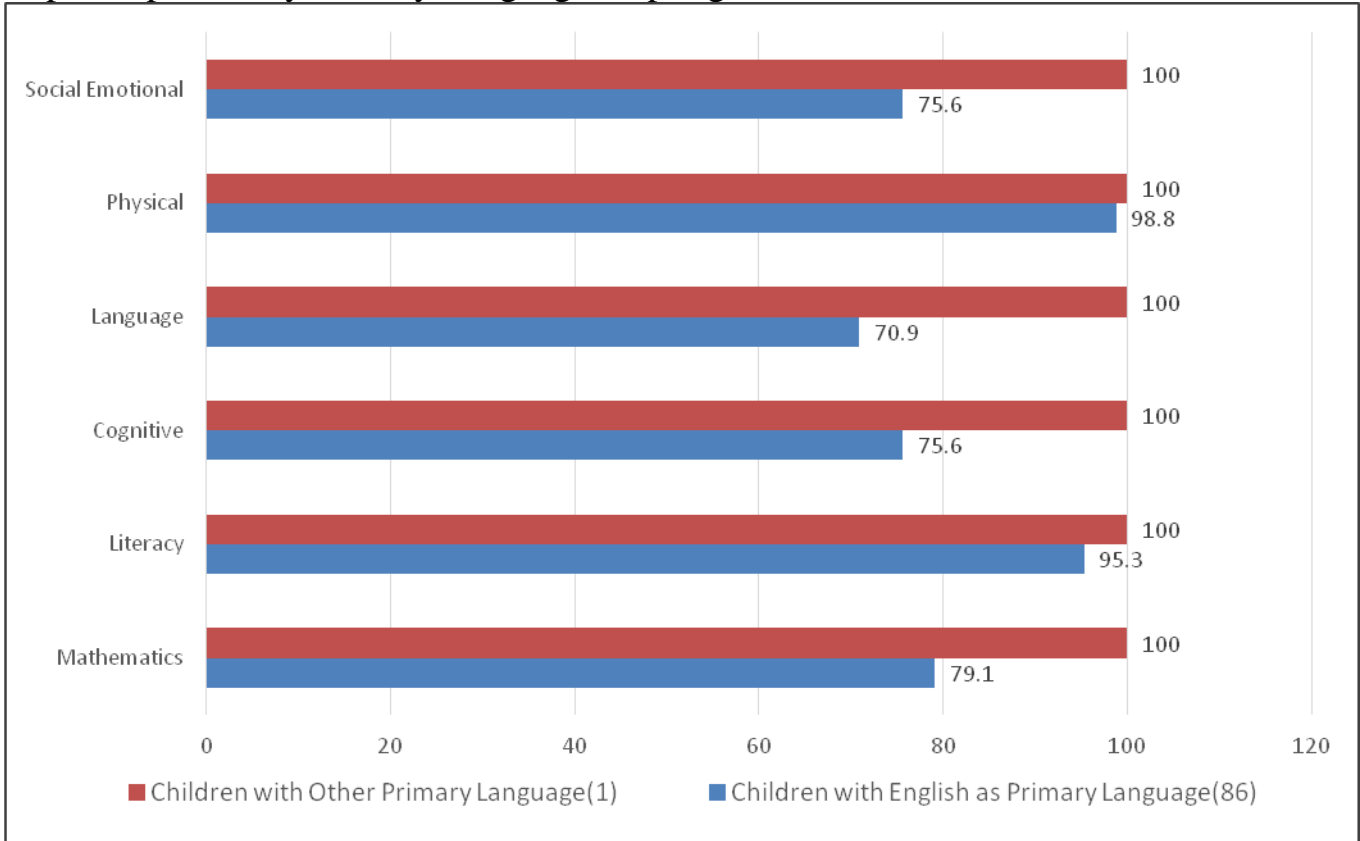
Subgroup Comparisons by Gender – Spring 2018



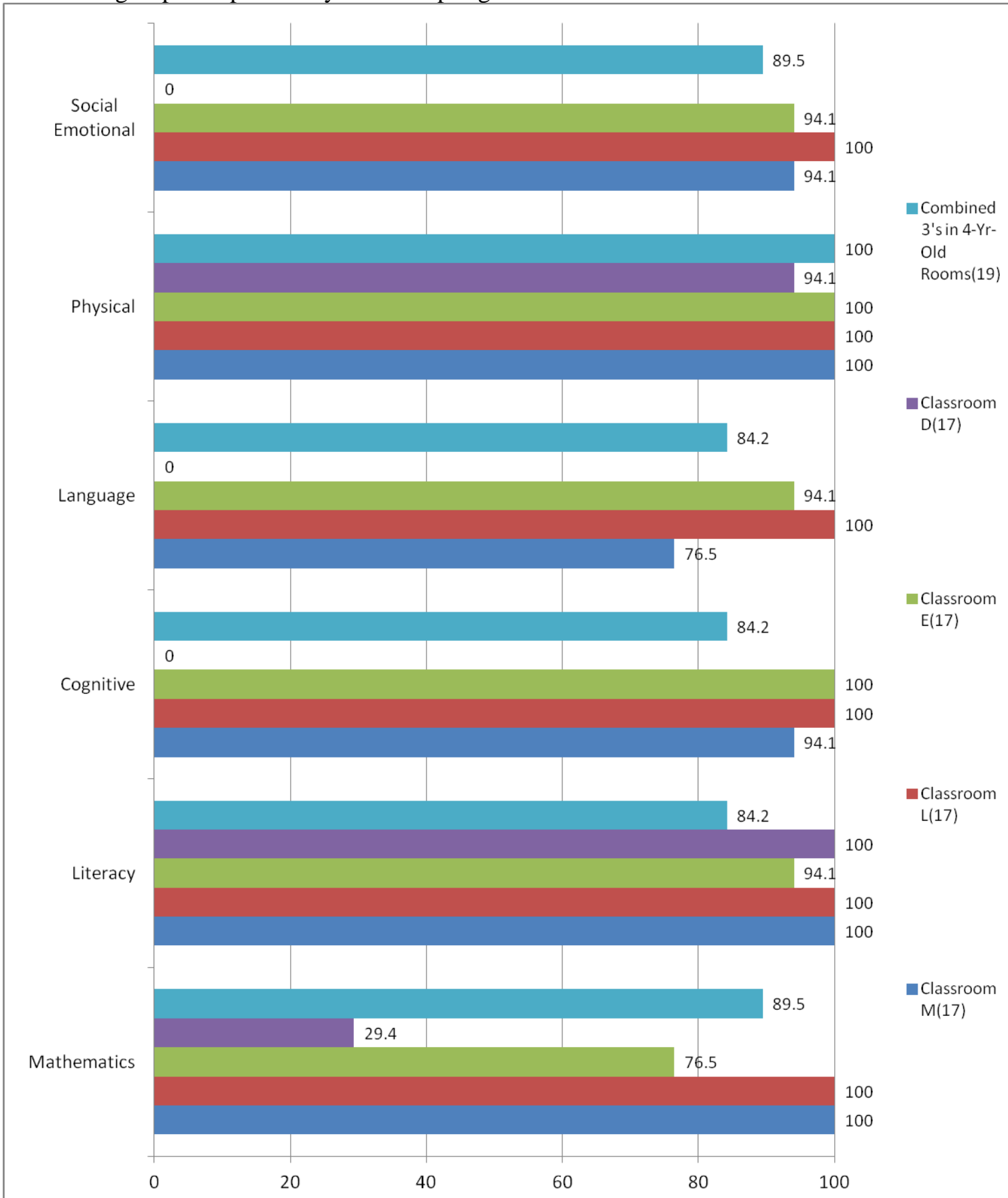
Subgroup Comparison by Education Plan – Spring 2018



Subgroup Comparison by Primary Language – Spring 2018



Subgroup Comparison by Class – Spring 2018



5 Year Comparisons

