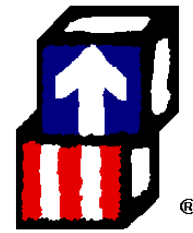


St. Clair County Head Start
 21685 U. S. Hwy. 231 N. • Old Coal City School
 P. O. Box 641
 Pell City, Alabama 35125



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St. Clair County Head Start

2019-2020 Annual Report

Revenue and Expenses 2019- 2020 YTD

Revenue	Total	USDA	HHS	OSR/Pre-K
Federal Funds- HHS	1,922,031	-	1,922,031	-
Federal Funds- OSR	135,000	-	-	135,000
USDA- Income	203,875	203,875	-	-
Grantee's In- Kind	509,478	-	509,478	-
Total Revenue	2,770,384	203,875	2,431,509	135,000
Expenses	Total	USDA	HHS	OSR/Pre-K
<i>Program Delivery</i>				
Personnel	1,053,928.70	57,433	935,174	61,321.70
Fringe Benefits	174,856.39	9,389	149,953	15,514.39
Supplies	107,174	12,102	85,432	9,640
Contractual	43,961	-	43,961	
Travel	19,396.91	-	17,033	2,363.91
Other	311,398	7,404	282,994	21,000
Food	125,975	115,475	-	10,500
Training	25,594	2,072	19,261	4,261
In- Kind Expenses	509,478	-	509,478	-
Depreciation	39,981	-	39,981	-

<i>Support Service- Management and General</i>				
Personnel	204,668	-	198,569	6,099
Fringe Benefits	31,875	-	31,875	-
Supplies	11,868	-	11,868	-
Contractual	26,456	-	26,456	-
Travel	9,294	-	8,794	500
Other	49,234	-	47,034	2,200
Training	25,246	-	23,646	1,600
Total Expenses	2,770,384	203,875	2,431,509	135,000

Program Activities and Outcomes:

Enrollment

Funded Enrollment: 163

Number of children served in the 2019-2020 program year: 188

Number of families served in the 2019-2020 program year: 176

Percentage of children served who met eligibility criteria: 100%

Number of children with disabilities served: 23

Attendance

Average Daily Attendance: 89.92%

Monthly Enrollment: 162.75

Results of Medical and Dental Exams

Total number of children with Health Insurance: 177

Children that received medical screenings: 116

Children that received dental screenings: 89

Children needing follow-up treatment (medical or dental): 32

Children received follow-up treatment: 29

Parent Involvement Activities:

- Parent Committee - all parents are representatives
- Head Start Policy Council- 57% (4 of 7) of council members are parents
- Male Involvement - Pumpkin Carving Contest, Dad's Welcome Line and You're the Man - Be a Positive Male Role Model Seminar
- Family Literacy Initiatives - Kiwanis/RIF Book Distributions, Lending Libraries, Annual Family Reading Challenge, Scholastic Book Fair, Scholastic Book Clubs
- Parent Education Seminars on Child Abuse and Neglect Prevention, Volunteer and Substitute Training, Conscious Discipline, Child Development/School Readiness, Financial Stability, Dental Health Awareness, Parent Resilience, Good Nutrition, Job Opportunities, Active Parenting, Co-Parenting, and Literacy
- Graduates of Parent University-78
- Conscious Discipline Parenting Curriculum Implemented
- Parent, Family and Community Engagement Framework Implemented

Transition Activities to K-12

- Conferences and school tours with LEA representatives- None (Due to COVID-19)
- Summer enrichment packets with preparatory activities for kindergarten
- Transfer of health records information via parent participation- parent pick up
- School Readiness Advisory Committee with K-12 members

Scheduled events that did not happen due to COVID-19:

- Kindergarten Field Trips
- Sunshine Friday
- Library Field Trips
- Paints and Punch Art Class
- Parent Meeting- Transitioning Into Kindergarten Workshop
- Parent Meeting- Conscious Discipline
- Muffins with Mom
- Doughnuts with Dad
- Zoo Field Trip
- Recognition Ceremony

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 2019/2020 program year were \$509,478.

OSR	135,000.00
Space	54,000.00
Time	163,801.66
Fringe	78,094.21

Supplies	13,329.34
Other	65,252.50
TOTAL	\$ 509,477.71

Staff Numbers and Credentials

Total number of Administration and Support Staff	20
Total number of Teaching Staff (at year's end)	17
Total number of classrooms	9

Degree	Teacher	Teacher Assistant
Masters Degree in ECD /ECE	2	0
Bachelors Degree in ECD /ECE	2	1
Associates Degree in ECD /ECE	4	0
Child Development Associates Credential	N/A	4
Working on CDA Credential	0	4

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.



St. Clair County Head Start
School Readiness Goals Outcomes Report
Spring 2020
Grant # 04CH011028

Program Accomplishments:

- Currently, 50% of classroom teachers hold a Bachelor’s or higher degree in Early Childhood Education.
- Teachers completed 99.3% of home visits and 96.6% of parent/teacher conferences this program year. Home Visits are up 6.5% , while Parent/Teacher conferences increased 4.85% this year.
- Education Manager became a Certified Pre-K CLASS Observer.
- I Can Read Songs curriculum was sent home with each child as well as practiced in the classrooms from January-March 2020.
- The program received a Quality Star Rating of 3 from the Alabama Quality Rating and Improvement System.
- The program continues to maintain three jointly funded Alabama First Class Pre-K classrooms serving a total of 57 4-year olds who will transition to kindergarten in the Fall.

Strategies for Continued Improvement:

- SCCHS will be adding a 10th classroom to lower the teacher/child ratio in 5 of our classrooms. These classrooms will now have 14 three year olds or mixed threes and young fours.
- SCCHS will continue to strengthen the use of curriculum with fidelity in the classrooms by implementing Teaching Strategies Gold Plus Digital Resources in all SCCHS classrooms.

- SCCHS will provide program performance goals to staff, so that professional development and program performance goals complement one another.
- HS Early Childhood Coach will receive training in Practice Based Coaching as well as other areas of need through:
 - Schedule with T/TA
 - Coaching Series webinars on PBC
- SCCHS will exceed our current support of literacy in the homes of our children by:
 - Making classroom books that children will take home to share with families
 - Continuing to partner with the Pell City Kiwanians to purchase and put books in the hands of every child (Last year was Jean Dean RIF's last year of operation.)
 - Sending books home with children to share with parents in family partnership activities
 - Using Donor's Choose to replenish classroom books
- Teaching staff will improve and maintain CLASS scores in every domain with those that are above relative thresholds improving to the range of national average through
 - CLASS self study for teachers
 - CLASS professional development to start the year with InterAct Teacher Summit

4-Year-Olds – This report represents the assessment data gathered for 96 children who will be entering their kindergarten year in the fall of 2020.

Demographics:

Checkpoint – Fall: 96; Winter: 92; Spring- Not completed due to Covid-19

Gender – Male: 50(54%); Female: 42(46%)

Race – White: 60(65%); Black or African American: 28(30%); More than One Race: NA(%); Other/Unknown: 4(4%)

Primary Language Spoken– English: 86(93%); Other (English Language Learning): 6(7%)

IEP Status – Children without IEP: 77(84%); Children with IEP: 15(16%)

Funding Source – Only Head Start: 36(39%); Head Start/OSR Pre-K: 56(61%)

Years in Program Funding Source-Only Head Start:32 – 2 Years: 24(75%); 1 Year: 8(25%)

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 Early Learning Outcomes 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 Winter Checkpoint were as follows: Social Emotional – 95%; Physical – 97%; Language – 91%; Cognitive – 90%; Literacy – 89 %; and Mathematics – 90%

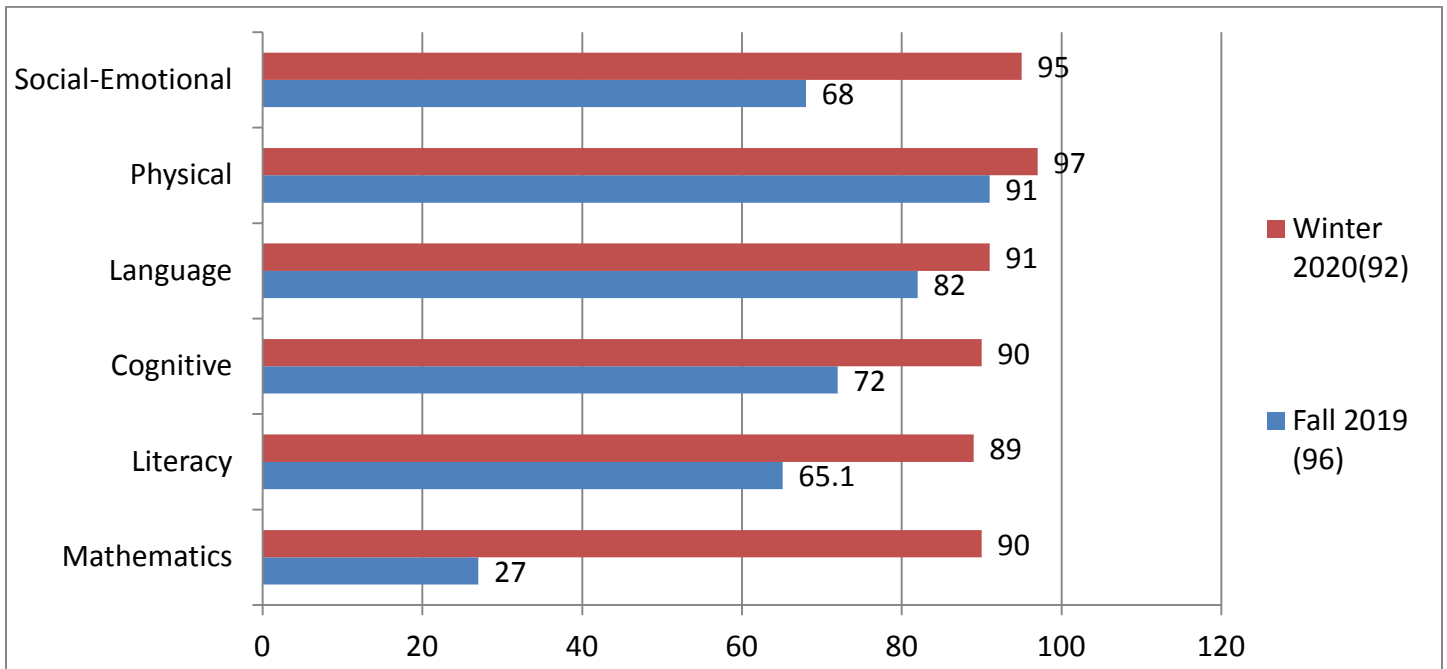
The percentages of growth for the year across the domains were as follows: Social Emotional– 27%; Physical– 6%; Language– 9%; Cognitive–18 %; Literacy– 24%; and Mathematics– 63%

Disaggregation and Comparisons

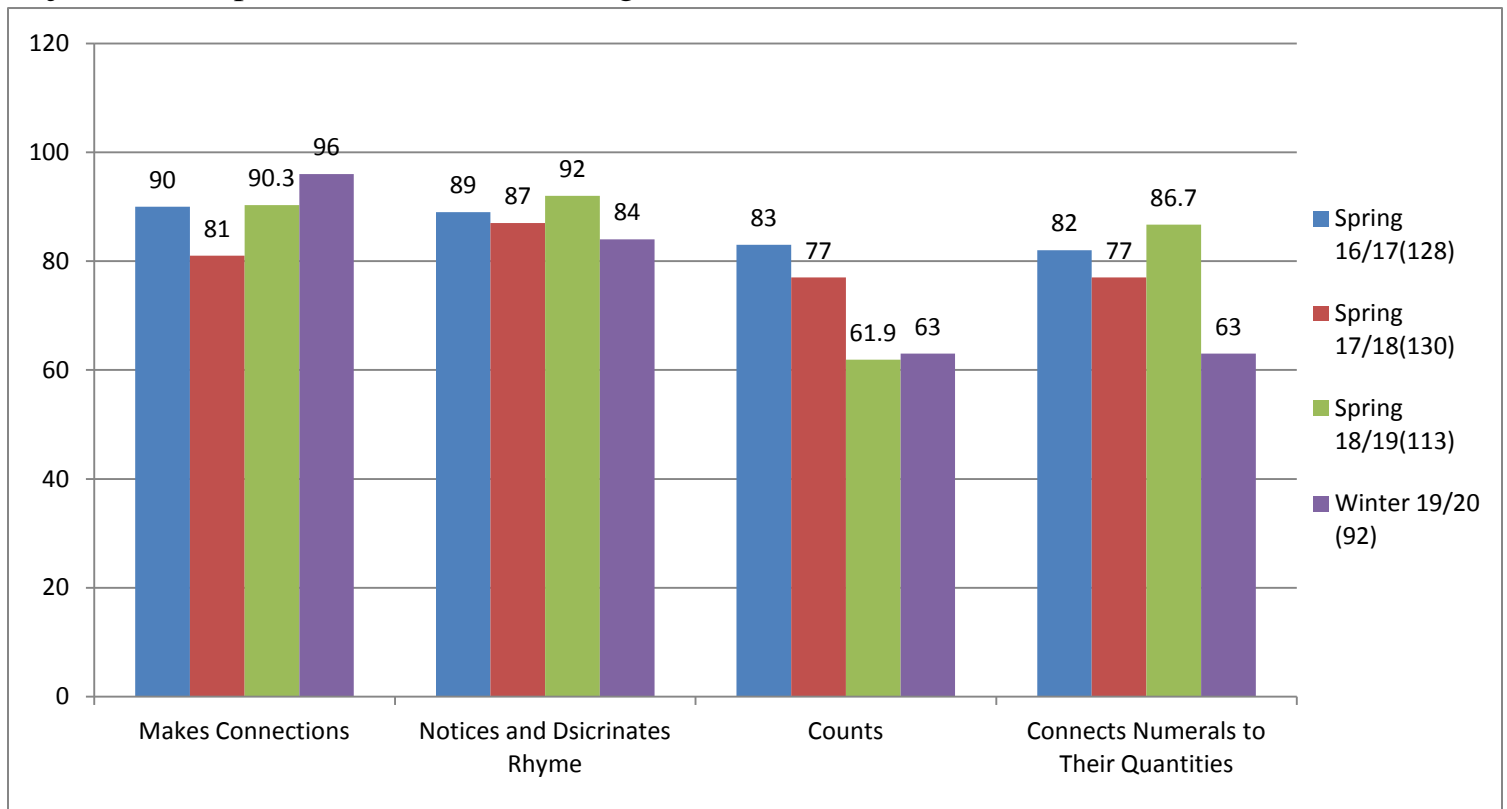
- Data comparison by checkpoint period indicated the following:
 - The largest increase in the percentage of children meeting widely held expectations for their development and learning between the fall and winter checkpoint were in the Mathematics domain (+63%). The smallest increases were in the Physical domain (+6%) and language domain (+9%).
 - 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 97%.
 - 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 was Literacy at 89%. This has changed from previous years when Mathematics had been the lowest.
- Data disaggregation by race indicated the following:
 - Black/African American children scored higher than their peers in 3 out of 6 domains; Cognitive, Physical and Mathematics.
 - White children scored higher than their peers in 2 out of 6 domains; Social Emotional and Language.
- Data disaggregation by gender indicated the following:
 - A greater percentage of females met the widely held expectations for development and learning in 5 of 6 domains; Literacy, Cognitive, Language, Social Emotional and Mathematics.
 - The males and females were equal in the Physical Domain.
- 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 Mathematics, Literacy, Cognitive, Social Emotional and Language domains.
 - The greatest difference in percentage of children meeting the widely held expectations continues to be in the Literacy domain, with 25% more returning children than first year children.
 - Pre-K has a completely separate TS Gold account, so that these children are not accounted for in these findings.
- Data disaggregation by Education Plan indicated the following:

- On average across domains, fewer children with IEP's met or exceeded widely held expectations than children without IEP's with the largest differences being in the Physical (-33.4%) domain.
- Data disaggregation by Primary Language indicated the following:
 - A higher percentage of children who were English Only Learners were at or above the widely held expectation for their learning and development in all domains except Physical (+2%).
 - The greatest difference was in the Cognitive domain (+24%).
- Data disaggregation by class indicated the following:
 - Classrooms G and H reported that 100% of children had met or exceeded the widely held expectations for their development and learning in all domains.
 - 100% of children in classrooms F met or exceeded the widely held expectations for their development and learning in 5 of 6 domains. The exception was Literacy.
 - The lowest number of children met or exceeded their expectations in Classroom B than any other class. The average percentage meeting the widely held expectation across domains was 74.5%, with the highest percentage being in the Physical domain (100%) and the lowest being in the Mathematics domain (32%).
- Data disaggregation by funding source:
 - For the first time, children funded by Head Start only classes have more children meeting or exceeding expectations for development and learning in 4 out of 6 domains. Head Start only children had a higher number of children meeting or exceeding in Mathematics (+33%), Literacy(+8%), Cognitive(+8%) and Social Emotional (+1%) domains. Dually funded Head Start and Office of School Readiness had slightly more children meeting or exceeding in the Language(+1%) and Physical(+1%) domains.
- Data comparison across 5 years indicated the following:
 - More children met or exceeded the widely held expectation for their development and learning in 4 out of 6 Cognitive, Language, Physical, and Social Emotional) domains this year compared to last year.
 - The largest difference was in the Social Emotional domain (11.1%).
 - Due to the scores reported being from the Winter Checkpoint, we ended the year with scores that were at a 5-year low in the Mathematics and Literacy domains.

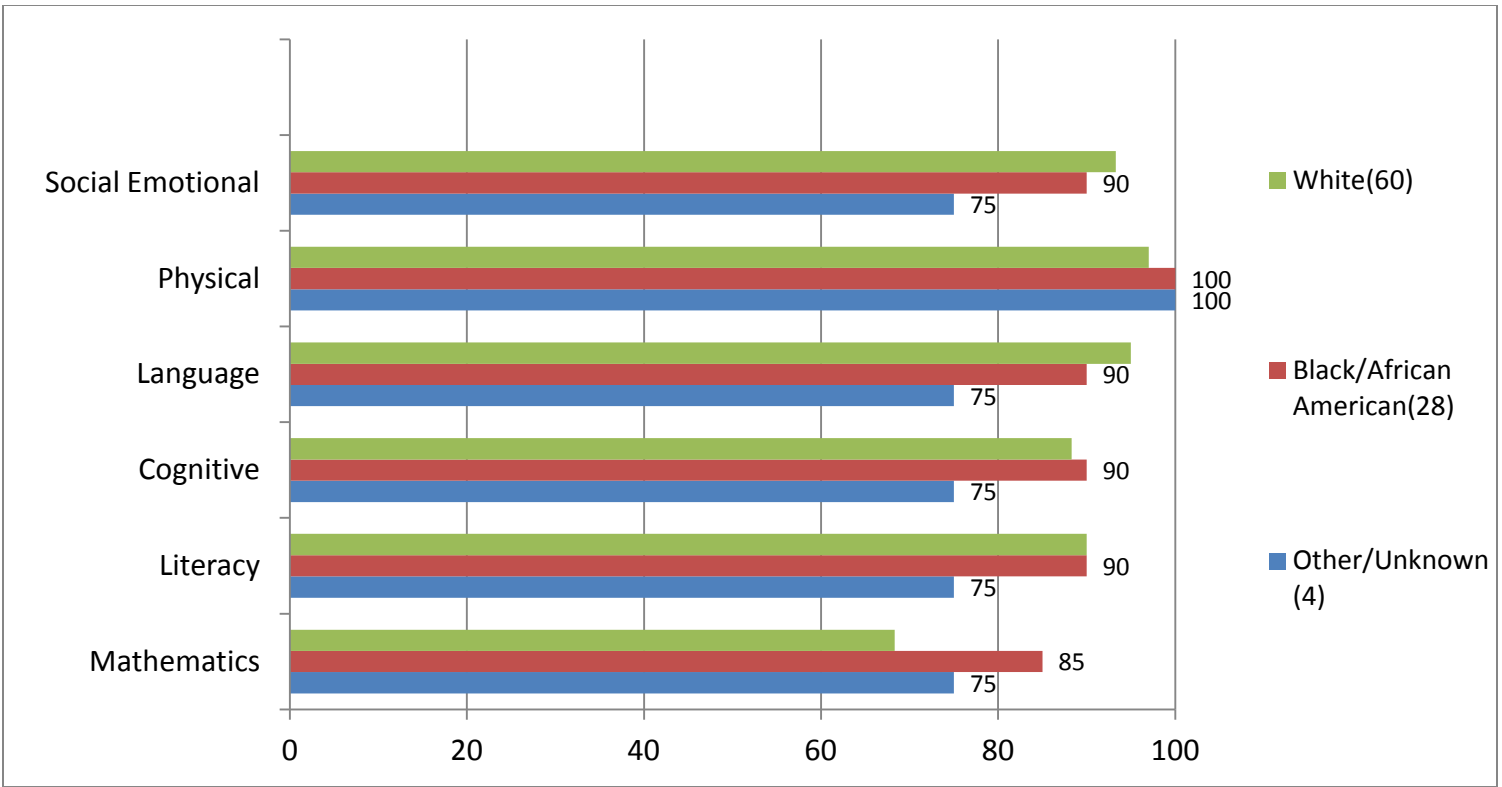
2019/2020 4-Year-Old Checkpoint Data



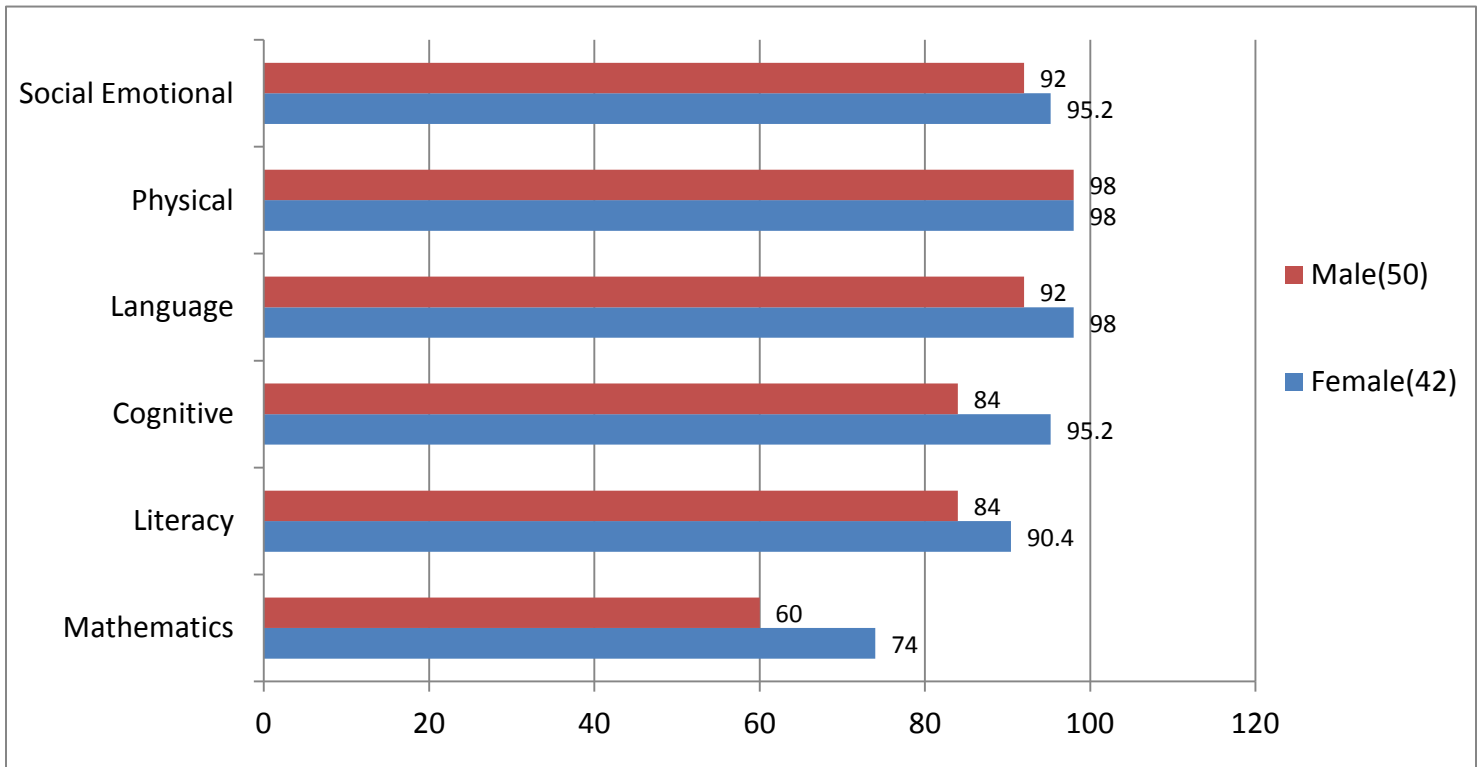
Objectives of Special Interest Across Program Years



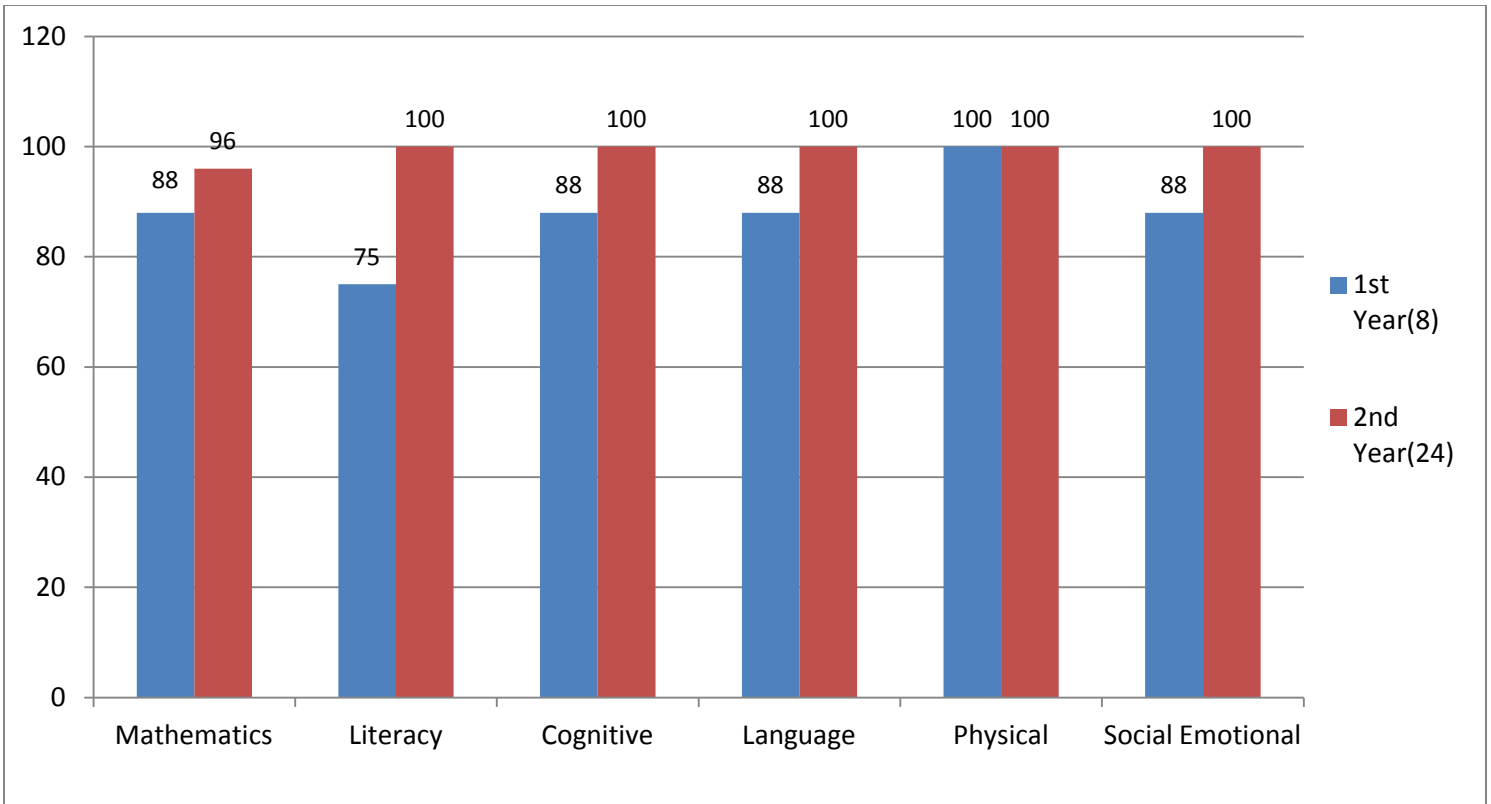
Subgroup Comparisons by Race – Winter 2020



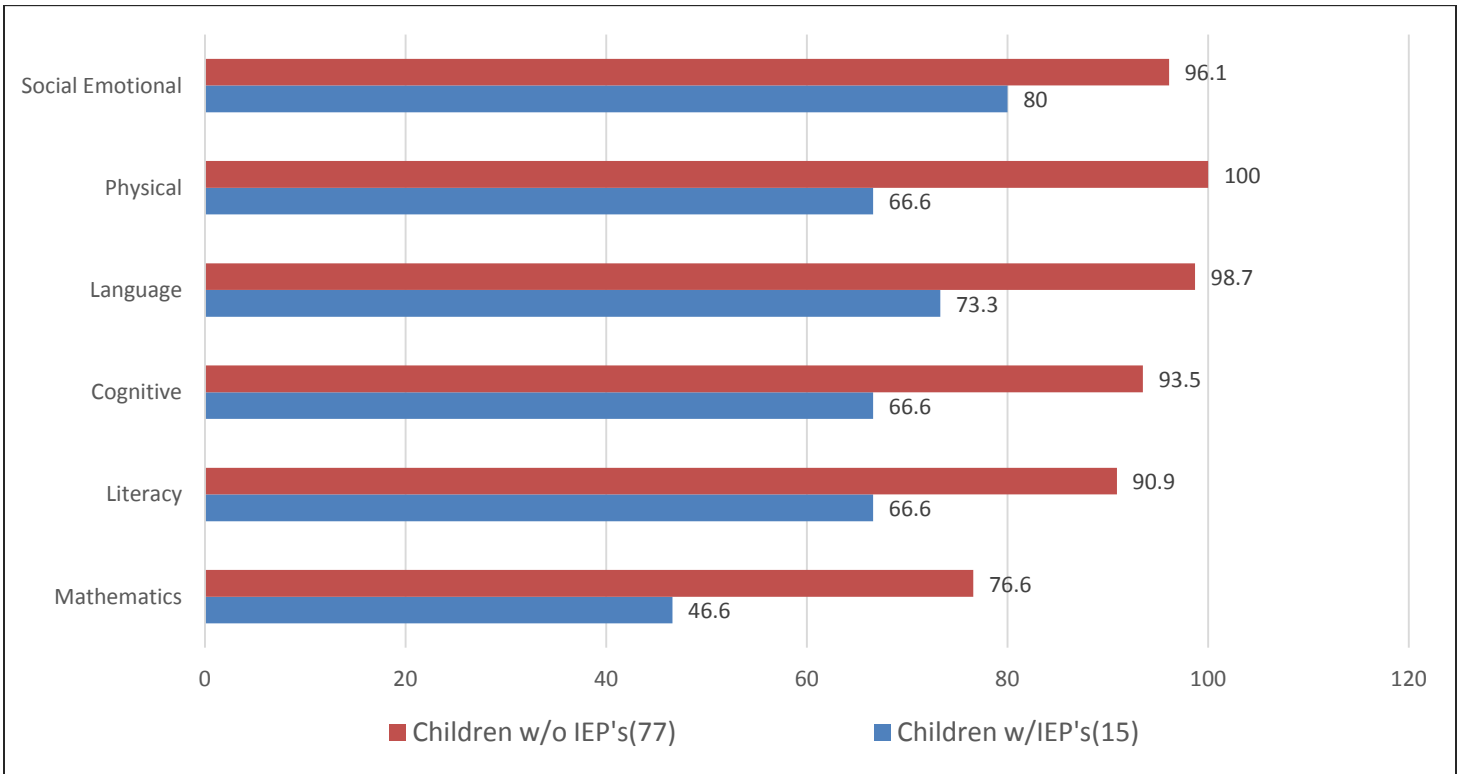
Subgroup Comparisons by Gender – Winter 2020



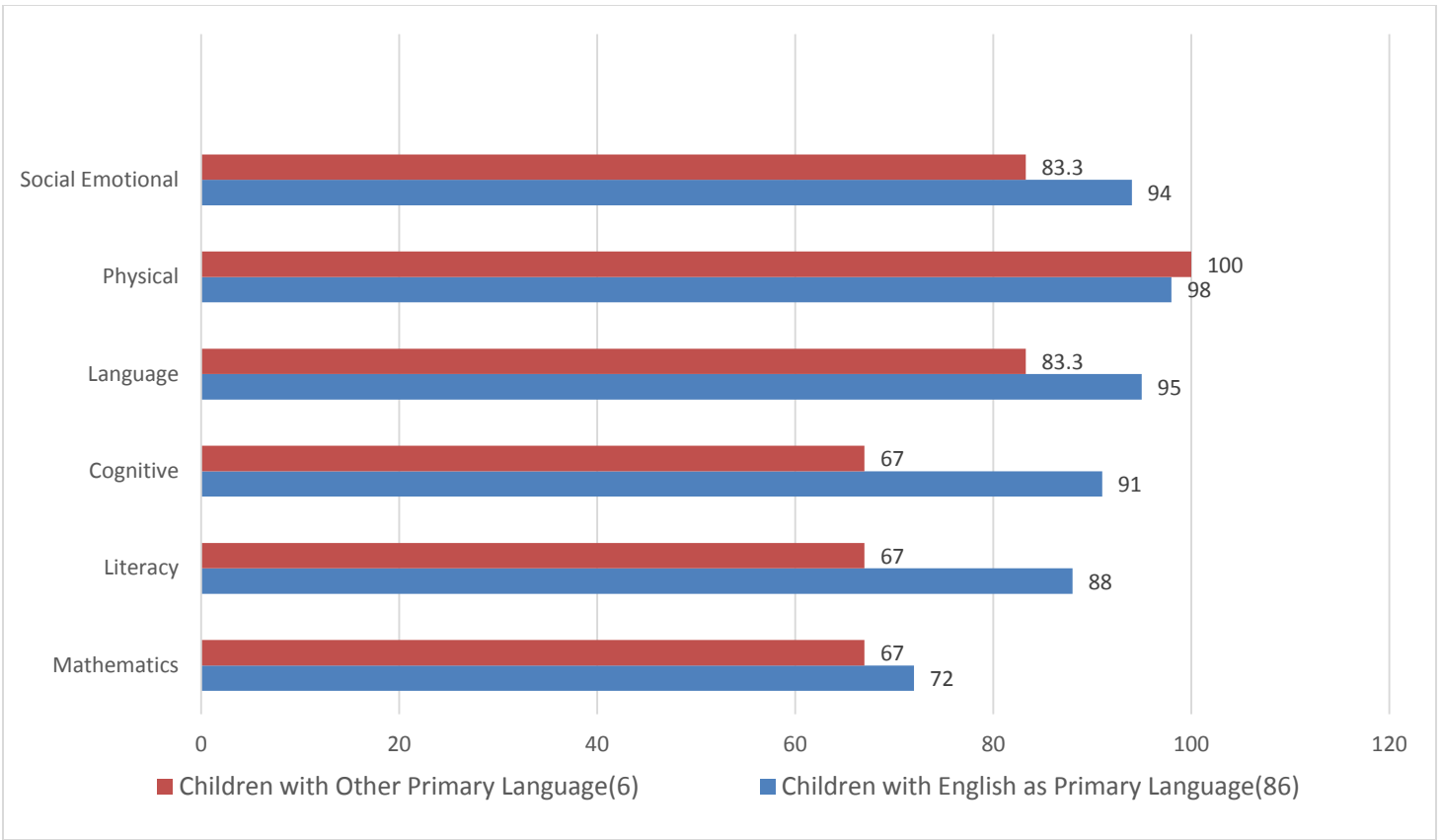
Subgroup Comparisons by Program Year(Head Start Only) – Winter 2020



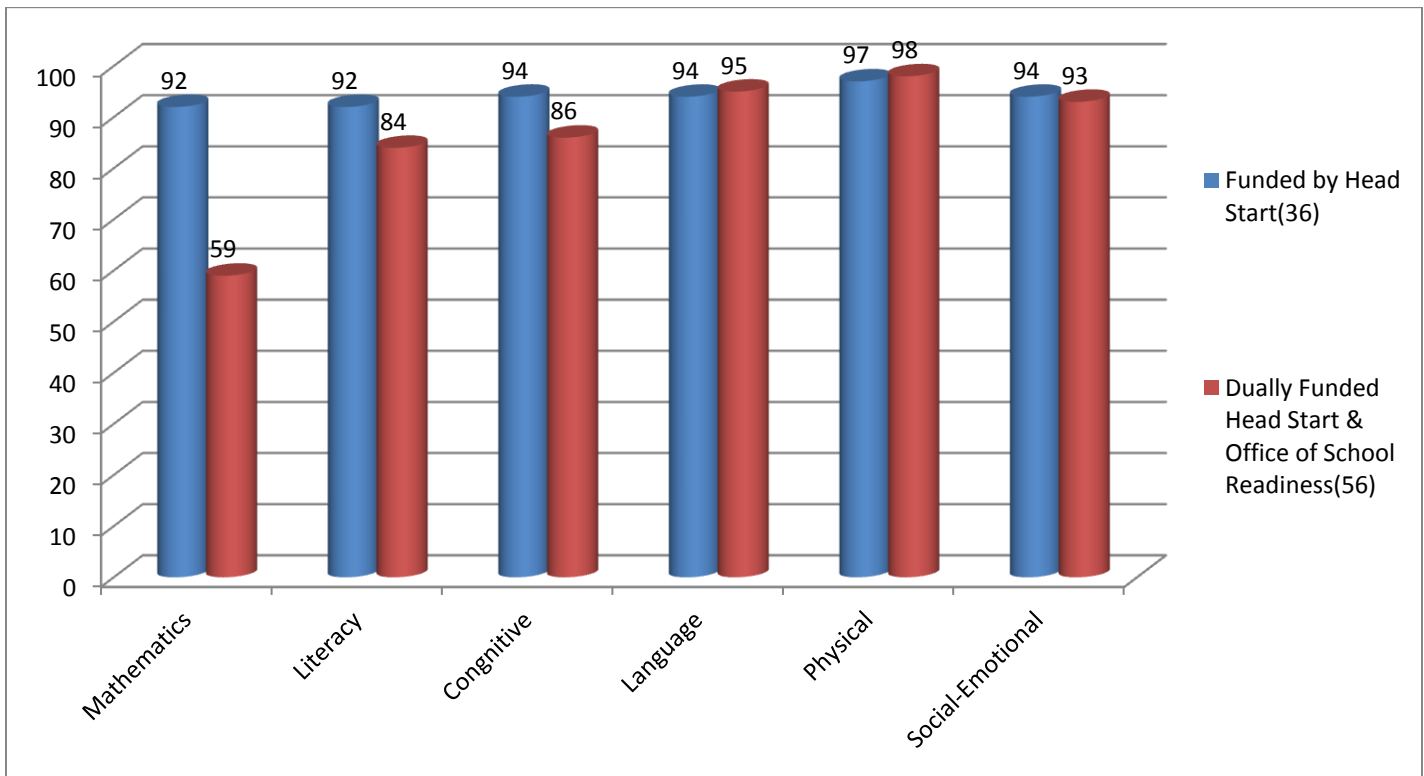
Subgroup Comparison by Education Plan – Winter 2020



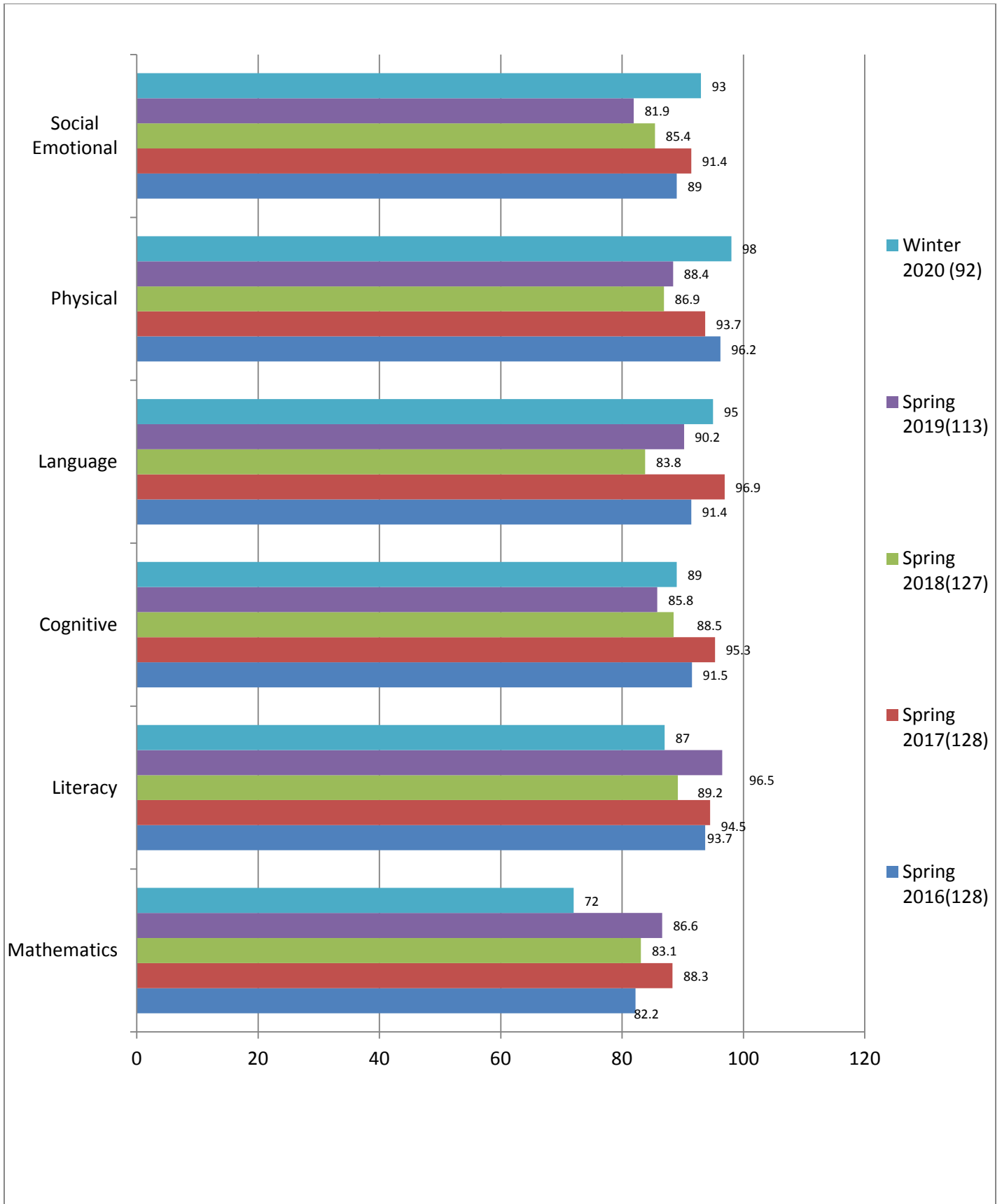
Subgroup Comparison by Primary Language – Winter 2020



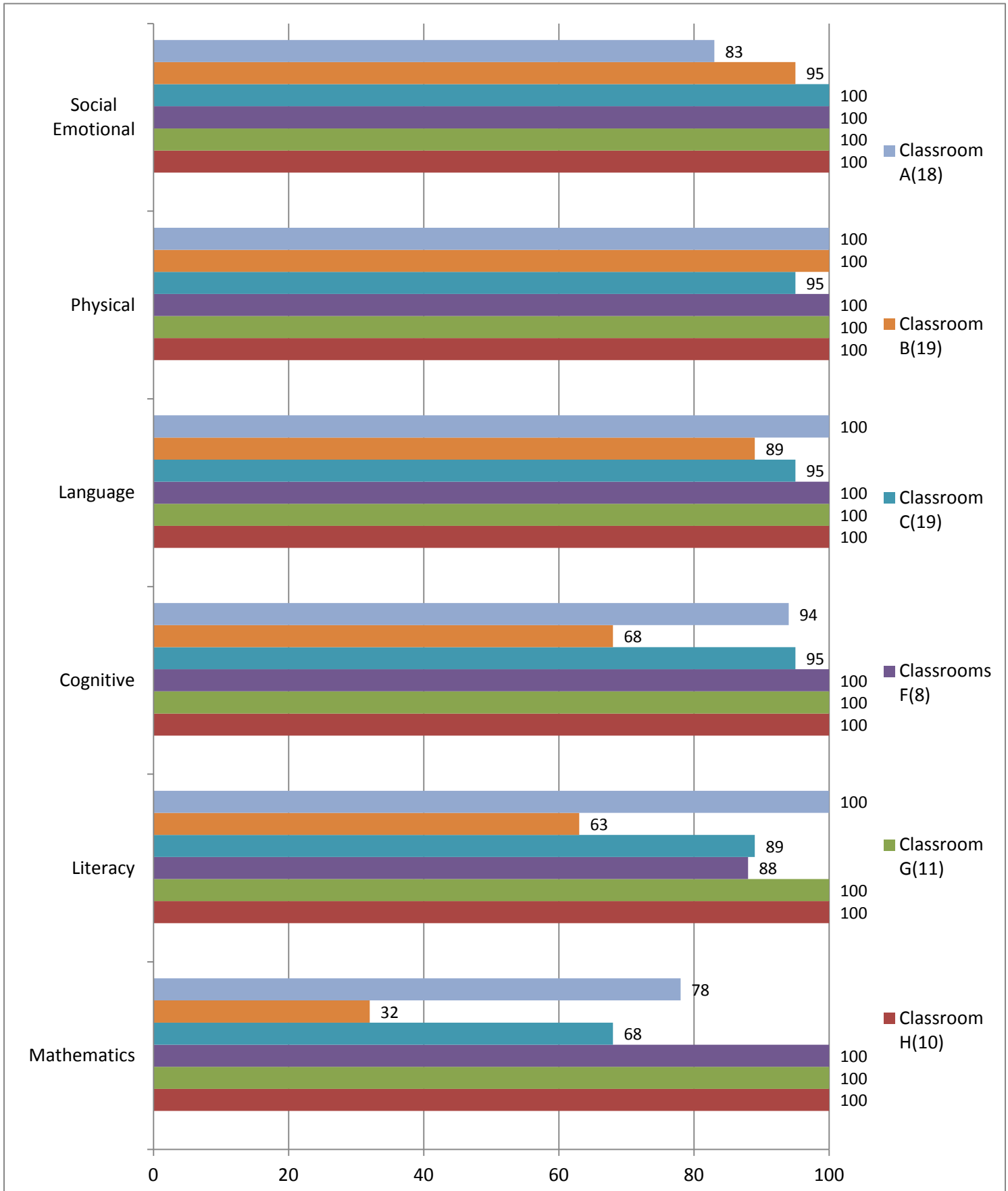
Subgroup Comparisons by Funding Source – Winter 2020



5 Year Comparisons



Subgroup Comparison by Class – Winter 2020



3-Year-Olds – This report represents the assessment data gathered for a total of 65 children who will be returning to Head Start for another year of preschool in the fall of 2020. (Not all children were enrolled in all three checkpoint periods.)

Demographics:

Total Count – 65

Checkpoint – Fall: 64; Winter: 65; Spring: Not completed due to Covid-19

Gender – Male: 33(51%); Female: 32(49%)

Race – White: 43(66%); Black or African American: 15(23%); Other/Unknown: 7(10%)

Primary Language Spoken– English: 64(98%); Other (English Language Learners): 1(2%);

IEP Status – Children without IEP: 58(89%); Children with IEP: 7(11%)

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 Winter Checkpoint were as follows: Social Emotional – 94%; Physical – 98%; Language – 86%; Cognitive – 88%; Literacy – 84%; and Mathematics – 88%

The percentages of growth from Fall to Winter across the domains were as follows: Social Emotional– 10 %; Physical– 1%; Language– 7%; Cognitive– 9%; Literacy– 32%; and Mathematics– 23%

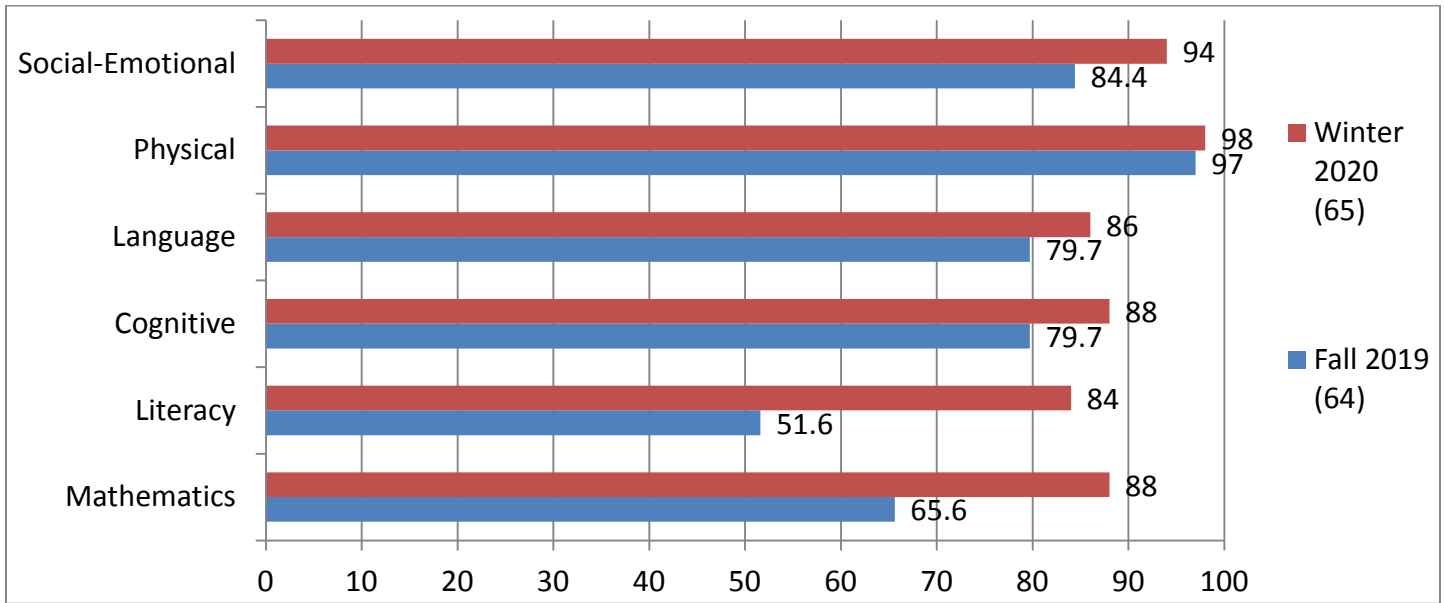
Disaggregation and Comparison

- 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 (+32%) and Mathematics domain (+23%). The smallest increase was in the Physical domain (+1%).

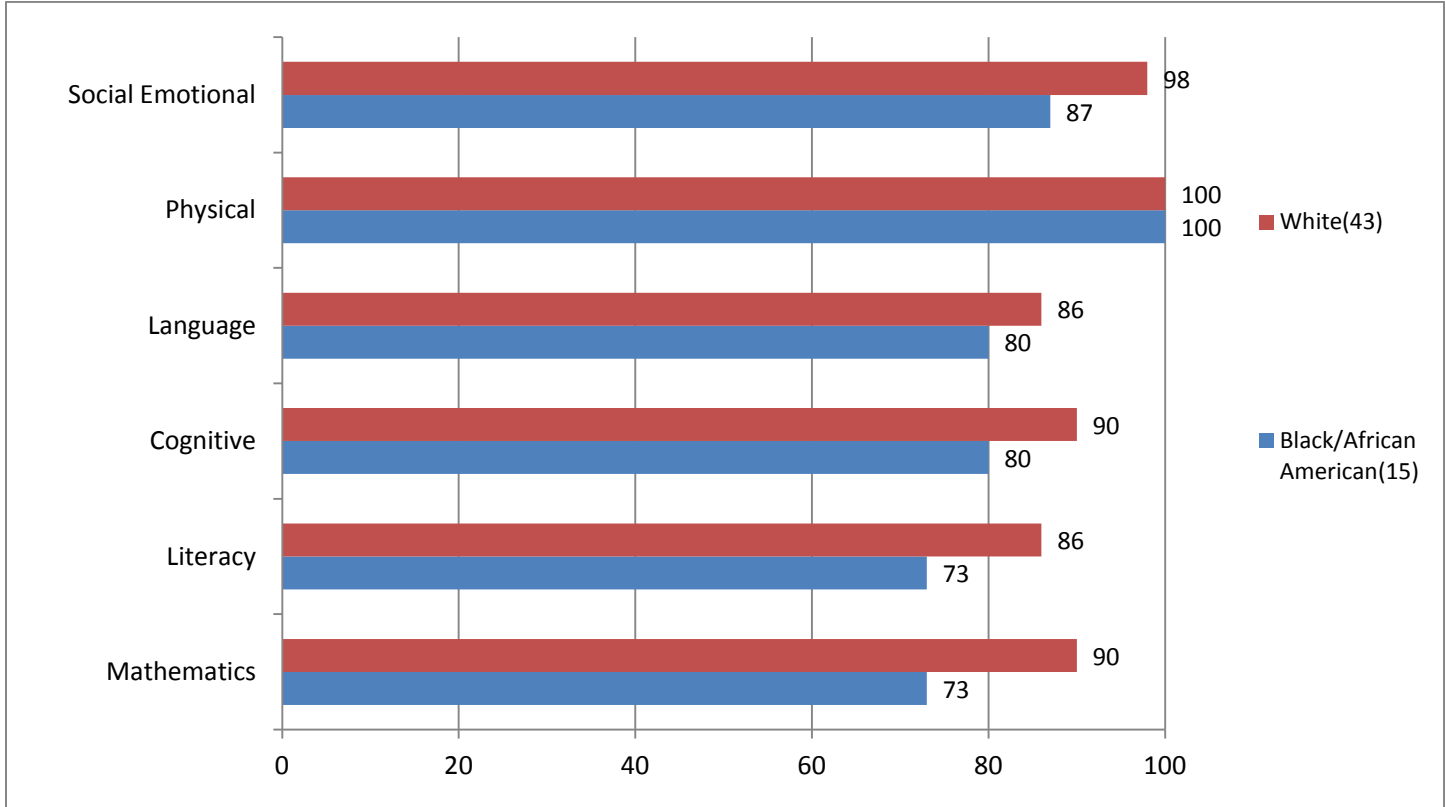
- The domain in which the highest percentage of children met the age appropriate widely held expectations for their development and learning at year's end was Physical with 98%.
- The domain in which the lowest percentage of children met the age appropriate widely held expectations for their development and learning at year's end is Literacy with 84%.
- Data disaggregation by race indicated the following:
 - A larger percentage of white children were at or exceeding goals in the Language, Cognitive, Language, Literacy, Social Emotional and Mathematics domains 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-90%, Black/African American-73%.
- Data disaggregation by gender indicated the following:
 - A greater percentage of males met the widely held expectations for development and learning in Mathematics, Literacy, and Language domains. A greater percent of females met or exceeded the expectations in the Cognitive and Physical domains. Females and males were both at 94% in the Social Emotional domain.
 - The largest difference was in the Language domain (16%)
- 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% of children without an IEP.
 - The most significant difference was in the Language domain where 48% more children without IEP's were at or above goal than those with IEP's.
 - The average difference across the domains was +28.8%.
- Data disaggregation by classroom indicated the following:
 - Combined 3 and 4 year old classrooms reported that 100% of children met or exceeded widely held expectations for their development and learning in all 6 domains.
 - Classroom D reported that 100% of children had met or exceeded the widely held expectations for their development and learning in 3 of 6 domains; Social Emotional, Physical and Cognitive.
 - Classroom E reported that 100% of children had met or exceeded the widely held expectations for their development and learning in Physical domain
 - Classroom I averaged 78% of children had met or exceeded the widely held expectation for their development and learning in 6 of 6 domains.
- Data comparison across 5 years indicated the following:
 - There was an increase across all domains from last year.

- A higher percentage of children met or exceeded goals in Cognitive (+8%), Language (+7.8%), Social Emotional (+14.6%), Mathematics(+12%), Literacy (+4%) and Physical(+16.6%) domains.

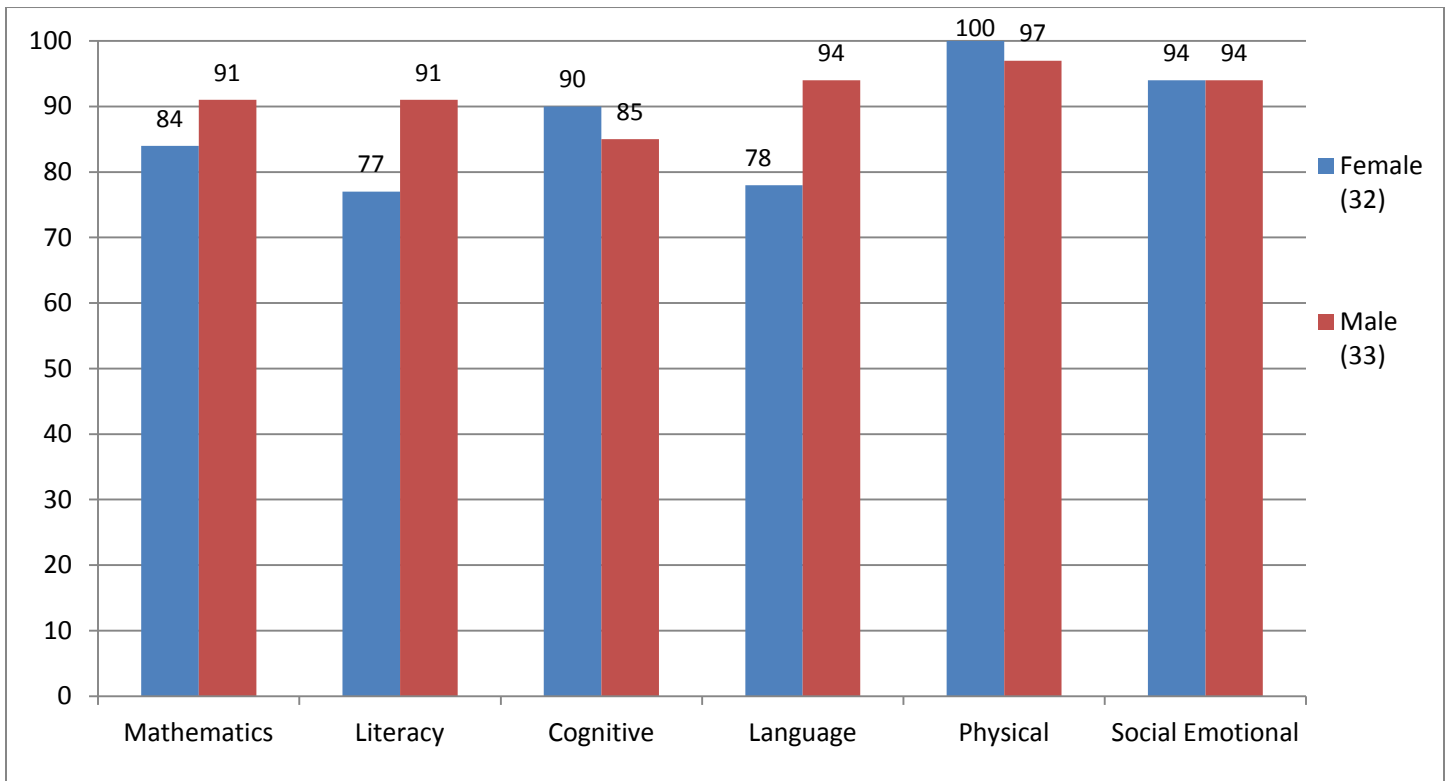
2019/2020 3-Year-Old Checkpoint Data



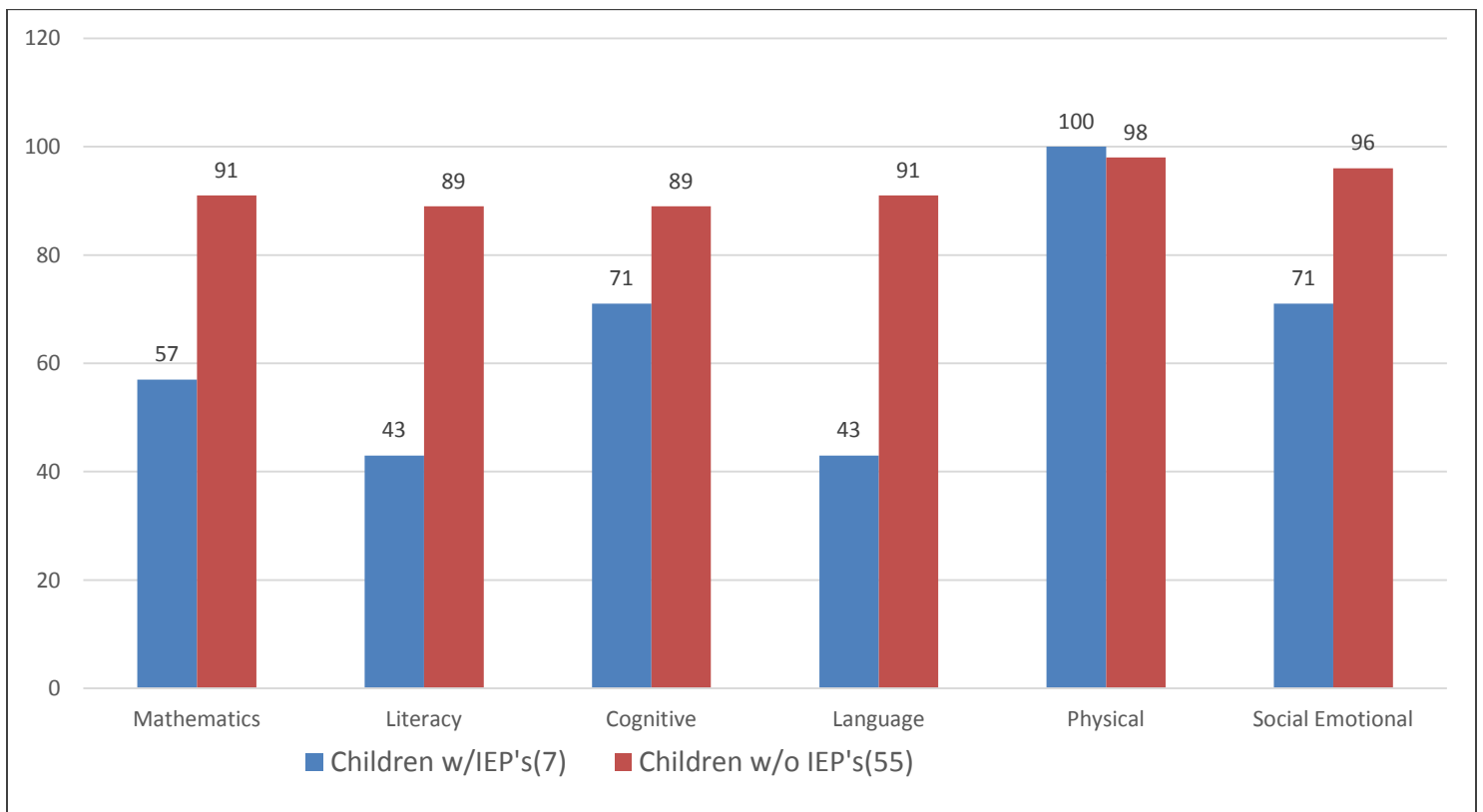
Subgroup Comparisons by Race – Winter 2020



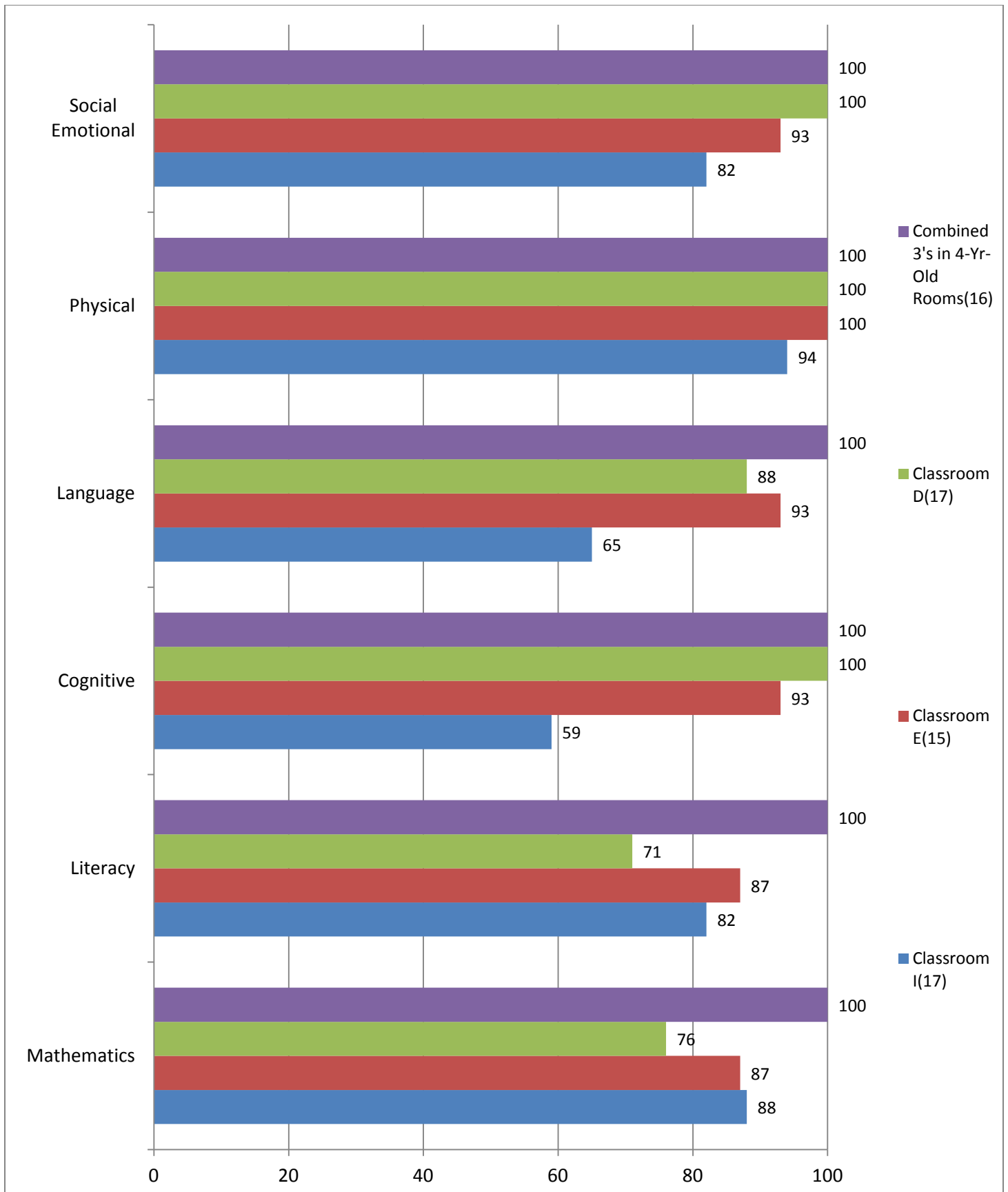
Subgroup Comparisons by Gender – Winter 2020



Subgroup Comparison by Education Plan – Winter 2020



Subgroup Comparison by Class – Winter 2020



5 Year Comparisons

