

MISSION STATEMENT

Anderson County Preschool is creating opportunities for children and families to learn with pride, and enjoy happy, healthy, and hopeful lives.

INTRODUCTION

Head Start/Early Head Start is operated by the Preschool Department, an entity of Anderson County Schools, located in East Tennessee. The program is governed by the Anderson County Board of Education and the Anderson County Head Start Policy Council.

Head Start and Early Head Start are comprehensive child development programs which serve children from birth to age 5, their families, and expectant mothers. These are child-focused programs with the overall goal of increasing the social competence and school readiness of young children in low-income families. Social competence takes into account the inter-relatedness of social, cognitive, and physical development.

Head Start and Early Head Start services are family-centered, following the tenets that children develop in the context of their family and culture, and that parents are respected as the primary educators and nurturers of their children. Head Start offers family members opportunities and support for growth and change, believing that people can identify their own strengths, needs, and interests, and are capable of finding solutions.

Head Start submits its grant application to the Office of Head Start (Region IV) in Atlanta each year. The grant is due at the end of March, 90 days prior to the start of our next funding year (July 1 – June 30).

CHILDREN AND FAMILIES SERVED

Our program is center-based and operates Monday through Friday. Preschool follows the school calendar and Early Head Start is considered a year-round program. Each program operates for 6 hours per day.

Oak Ridge Preschool is our delegate agency and serves 118 children, ages 3-5.

Anderson County Head Start/Early Head Start is funded to provide services for 172 preschoolers and 72 infants and toddlers.

	Program	Total # of Children served	Average monthly enrollment %	# of eligible children served
FY 2010	Early Head Start	110 children 3 expectant moms	100%	112
	Head Start	203 children	100%	193

EFFORTS TO PREPARE CHILDREN FOR KINDERGARTEN

An important goal of the Anderson County Head Start program is to prepare children for kindergarten. Our comprehensive efforts across eleven service areas are designed to promote school readiness. The following **Five School Readiness Goals** provide the framework to focus those efforts:

- 1. Improve Physical Well-Being and Motor Development.** This goal covers such factors as health status, growth, disabilities and physical abilities, such as gross and fine motor skills.
- 2. Improve Social and Emotional Development.** This goal combines two interrelated components affecting children's behavioral health and learning. Social development refers to children's ability to interact with others, and their capacity for self-regulation. Emotional development includes children's perceptions of themselves, their ability to understand the feelings of other people, and their ability to interpret and express their own feelings. Social and Emotional Development is a critical domain of school readiness.
- 3. Develop Approaches to Learning.** This goal refers to children's inclination to use skills and knowledge. Key components include enthusiasm, curiosity, and task persistence.
- 4. Improve Language Development.** This goal includes communication and emergent literacy. Communication includes listening, speaking, and vocabulary. Emergent literacy includes print awareness, story sense, early writing, and the connection of letters to sounds.
- 5. Improve Cognition and General Knowledge.** This goal addresses thinking and problem-solving, as well as knowledge about particular objects and the way the world works. Mathematical knowledge, abstract thought, and imagination are included.

We monitor program effectiveness by assessing progress toward these goals three times each year, using the Learning Accomplishment Profile, 3rd edition (LAP-3) Assessment.

Transition

Anderson County Head Start program has a "transition agreement" with Anderson County Schools. The agreement states our mutual commitment to our partnership as an important part of a comprehensive, coordinated and systematic approach to transition services for all pre-kindergarten children, including children with disabilities. Our goal is to ensure smooth transitions and seamless provision of services for all preschool children entering school for the first time. All information is shared between the agencies, and is governed by the rules of confidentiality and in accordance with the policies and procedures of all agencies involved.

Our responsibilities include, but are not limited to:

- Transfer of records
- Assist with kindergarten registration to support parents, and gather information needed for a successful transition
- Provide a packet of information and activities to help parents work with their child during the summer months in preparation of public school
- Plan parent meetings, and meet with a kindergarten teacher representative to orient parents to the school program

- Arrange a visit to a kindergarten classroom for children and families (including off-campus classrooms)
- Send assessment information, if requested

In response, Anderson County Schools will:

- Send a representative to end-of-year parent meetings to provide information regarding kindergarten enrollment
- Conduct early registration for parents
- Share training with preschool staff and parents when deemed appropriate

In addition, an IEP meeting is held for children with disabilities to update the IEP information for kindergarten. The classroom teacher and disabilities manager attend the meeting to support the parent and guarantee the parent has input into the IEP process, and to ensure a smooth transition for the child with special needs.

PERCENTAGE OF ENROLLED CHILDREN RECEIVING MEDICAL AND DENTAL EXAMS

In regard to age-appropriate **medical examinations** and immunizations, our Early Head Start enrollees were 100% compliant for FY 2010/2011.

Our Head Start enrollees were 90% (181 out of 203) compliant with obtaining their age-appropriate physical examinations and 100% compliant with obtaining their age-appropriate immunizations.

During FY 2010/2011, the percentage of Head Start children receiving **dental exams** was 94% (191 out of 203) of children enrolled.

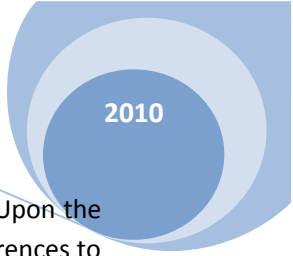
The percentage of enrolled Early Head Start children that received dental exams was 98% (110 out of 113).

OUTCOMES

Anderson County Head Start/Early Head Start operates a combined 20 classrooms including 11 Head Start and 9 Early Head Start rooms.

Throughout the program year, our teaching staff implements the research-based Creative Curriculum (for Head Start and Early Head Start). Supplemental resources in content areas such as health and safety provide further enrichment. The Creative Curriculum is used as a framework for an integrated teaching approach that supports social-emotional, physical, cognitive, and language development. The curriculum guides teachers to establish a comprehensive and developmentally appropriate preschool and infant/toddler environment, complete with suggested ideas and activities for center enrichment.

The LAP-3 Assessment (Head Start) and E-LAP (Early Head Start) is administered to each child in our program three and four times, respectively each school year. The results provide teachers with an individual profile of each child for use in targeting curriculum to meet individual needs. The results compile averages across classrooms for each domain assessed, and are used to evaluate the effectiveness of our academic efforts in support of children's learning and development.

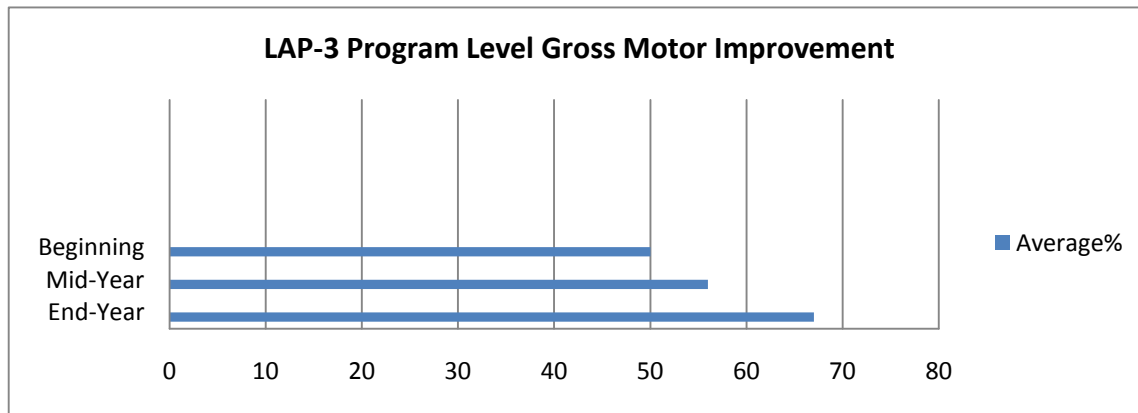


Five domains of school readiness are assessed three times each year using the LAP-3 Assessment. Upon the completion of each round of assessment, teachers and parents collaborate during assessment conferences to review and establish individual goals. Assessment results for the 2010-2011 school year are presented for each goal.

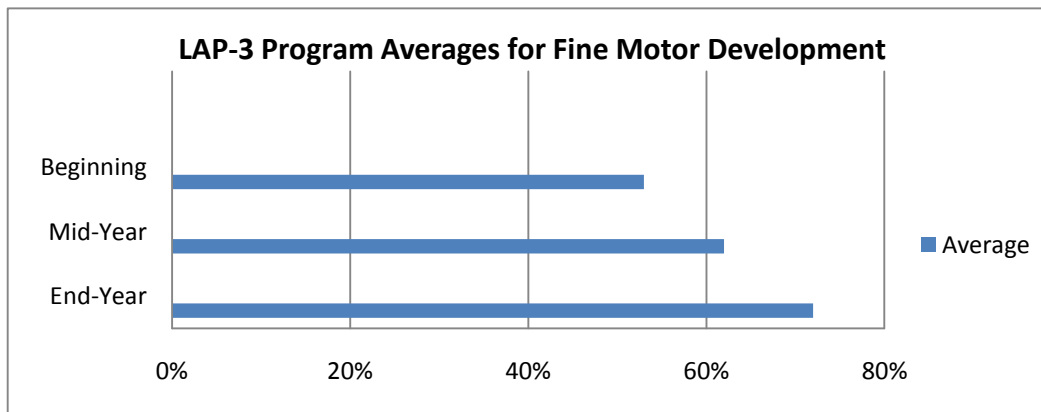
School Readiness Goals for Head Start

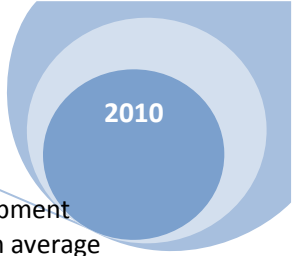
- 1. Improve Physical Well-Being and Motor Development.** This goal targets physical abilities including gross and fine motor skills. Across the 2010-2011 year the program results indicate significant physical and motor development among the children.

Baseline average LAP-3 scores across the program at the beginning of the school year averaged 50%. Significant improvement was evident both at mid-year and at end-year. Mid-Year average scores for **Gross Motor** on the LAP-3 were 56%. By end-year, program average scores further increased to 67% as depicted in the following table.

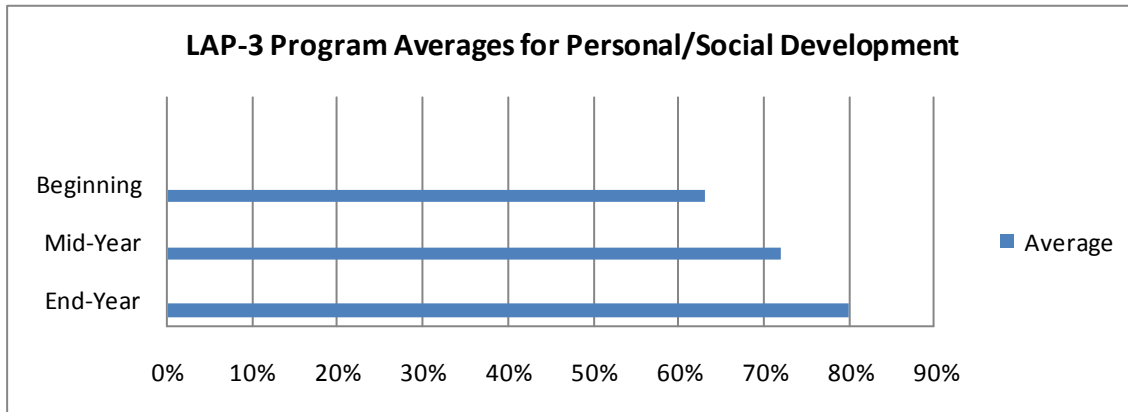


Program average scores for **Fine Motor** skills also increased across the year. The beginning year program average was 53%. Mid-year and end-year program averages were 62% and 72% respectively. Active learning experiences in the classrooms as well as outdoors are designed to support fine motor and large motor development toward the achievement of this school readiness goal.





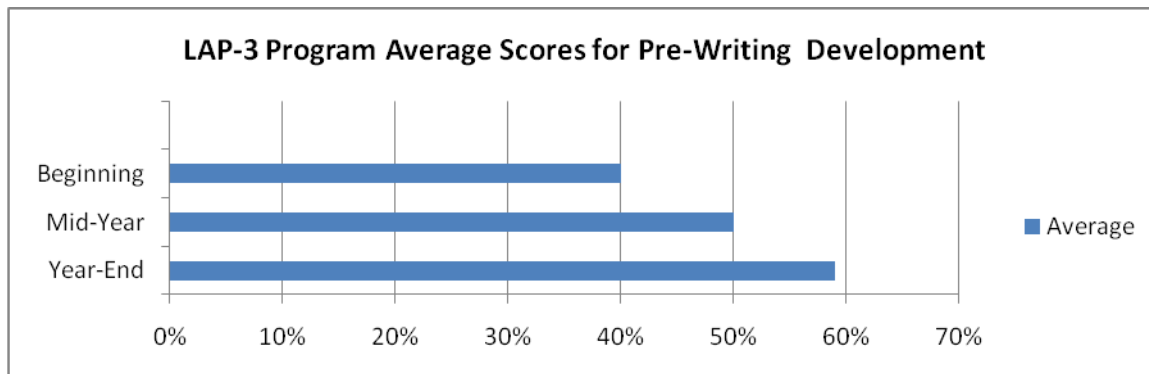
- 2. Improve Social and Emotional Development.** Program performance in support of social development and emotional development was assessed based on the LAP-3 domain Personal/Social. Program average scores improved from 63% to 72 % by mid-year with additional progress to 80% by the end-year administration.



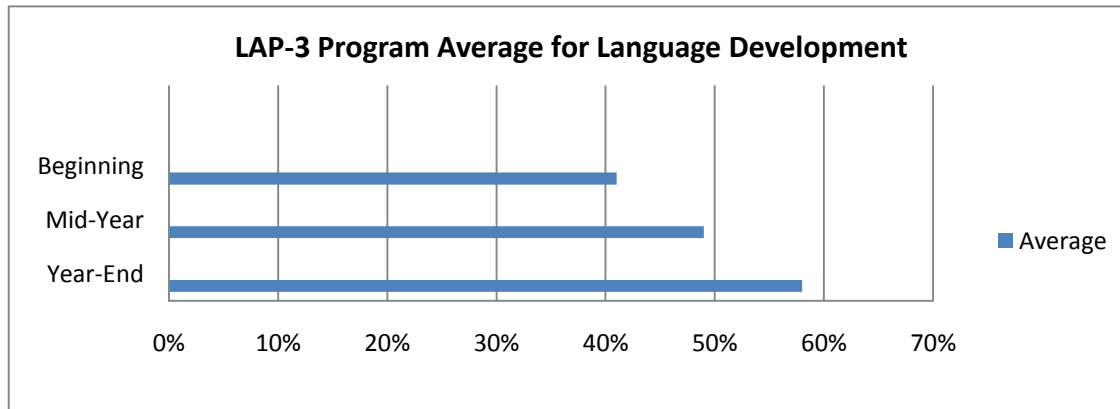
- 3. Develop Approaches to Learning.** This goal refers to children’s inclination to use skills and knowledge. Key components include enthusiasm, curiosity, and task persistence. Program average scores as well as classroom average scores topped out on this domain in the first administration at the beginning of the year. Scores were in the 98% to 100% range. For this reason teachers assess progress on this readiness goal using classroom observation and also three times each year based on related items on the Behavior and Social Skills Checklist. Program averages are not computed as this instrument is not scored or aggregated. Progress and supporting goal setting for Approaches to Learning is done on an individual basis.

- 4. Improve Language Development.** This goal includes communication and emergent literacy. Communication includes listening, speaking, and vocabulary. Emergent literacy includes print awareness, story sense, early writing, and the connection of letters to sounds.

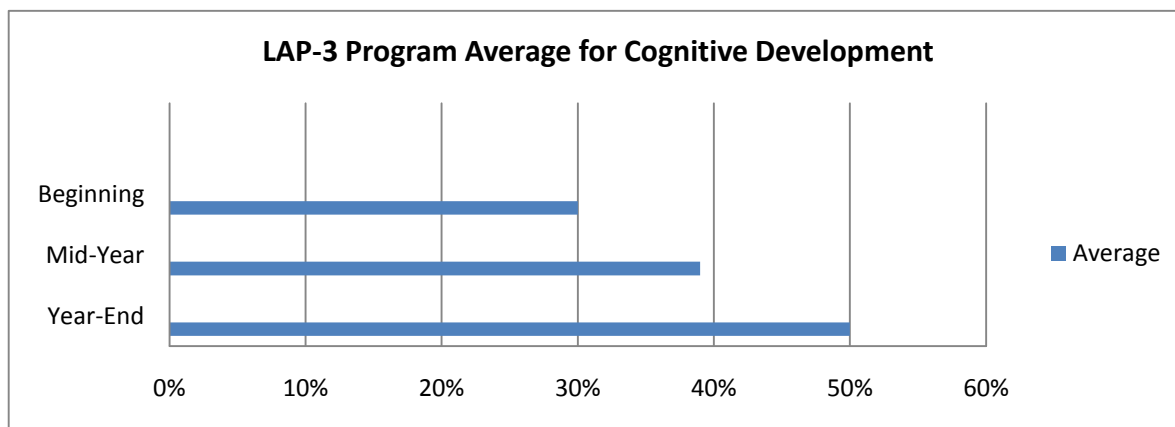
The program average score for **Pre-Writing** at the beginning of the year was 40%. The mid-year average improved to 50% and by the year-end administration the average was 59%.



Scores for the **Language** domain showed similar improvement. The beginning year average score of 41% improved to 49% by mid-year. The end-year program average for the Language domain on the LAP-3 was 58%.



- 5. Improve Cognition and General Knowledge.** This goal addresses thinking and problem-solving as well as knowledge about particular objects and the way the world works. Mathematical knowledge, abstract thought, and imagination are included. The LAP-3 yields student-level and classroom level subscales for mathematics although the program level aggregate is compiled for the larger domain of Cognitive Development. Beginning average scores for the program in **Cognitive Development** were 31% for the 2010-2011 year. The average score increased to 39% by mid-year and reached 50% by year-end. Program effectiveness in support of the readiness goal to improve cognition is evident in the chart below.



Summary

The results affirm the effectiveness of the program across the five school readiness goals. Significant progress was evident during the first half of the school year, and year-end scores improved dramatically across the assessed domains. Based on the LAP-3 scale, the overall results for Gross Motor and Personal/Social Development finished in the 70%-80% range. Whereas the year-end scores for Cognitive Development and for Language Development were in the 50%-60% range. This suggests that professional development target improving teacher effectiveness in support of cognitive and language development in children.

PROGRESS TOWARD MEETING STATUTORY DEGREE AND CREDENTIALING REQUIREMENTS

Per the 2007 Head Start Act, effective **October 1, 2011**, all **lead teachers** were required to have at least an associate degree in early childhood or a related field. By **September 30, 2013**, at least 50% of lead teachers must hold a bachelor degree or advanced degree in early childhood or related field.

Teacher assistants are required to have at least a CDA credential, be enrolled in a program leading to an associate or B.S. degree, or enrolled in a CDA credential program to be completed within two years.

Caregivers are required to hold and maintain a CDA credential upon beginning employment.

The three tables below visually clarify our program's progress in regard to the Head Start Act requirements at the beginning of the 2010 school year.

Head Start LEAD TEACHER Qualifications, 2010/2011				
CDA	AA	BS	Certified BS	Certified MS
1	3	2	2	3

Head Start TEACHER ASSISTANT Qualifications, 2010/2011			
In progress	CDA	BS	
1	8	2	

Early Head Start CAREGIVER Qualifications, 2010/2011			
In progress	CDA/Equivalent Hours	BS	
2	17	3	

PARENT INVOLVEMENT ACTIVITIES

During 2010-2011, we were busy working with parents to provide a variety of educational and fun opportunities. Highlights of parent involvement activities are listed below:

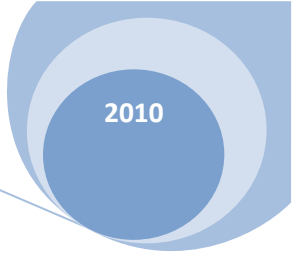
- **Male/Child activities:**
 - Number games and matching games
 - Hand painted and constructed cardboard cars, trains, planes, etc.
- **Mom/Child activity:**
 - Art activities
- **Parent Training and Craft workshops:**
 - Parenting Stress – training for parents with children diagnosed with autism
 - Policy Council training
 - Volunteer training
 - Budgeting class
 - Literacy training and fall craft
 - Toy safety and candy making
 - Parenting classes with Child & Family TN (4 parts)
 - Mental Health
 - Community Cafe' –Prevent Child Abuse TN

- Family Photo Night – parent activity fund paid for family photo
- Gardening Class
- Canning Class
- First Aid
- Employment services training
- Volunteer recognition reception
- Free summer hair cuts
- Information on second hand smoke, car seat safety, Halloween safety, environmental safety was provided at the parent center meetings.
- **Grandparent training:**
 - Grandparents were provided with a Head Start bag containing age appropriate books for their grandchildren and information about the Relative Caregiver program.
- **Relationship strengthening/Couples Night Out:**
 - Dinner, games, gift baskets, music and dancing. The Anderson County Director of Schools spoke about the importance of relationships. Information about local counselors was available and information on reducing stress.

TOTAL PUBLIC AND PRIVATE FUNDS RECEIVED

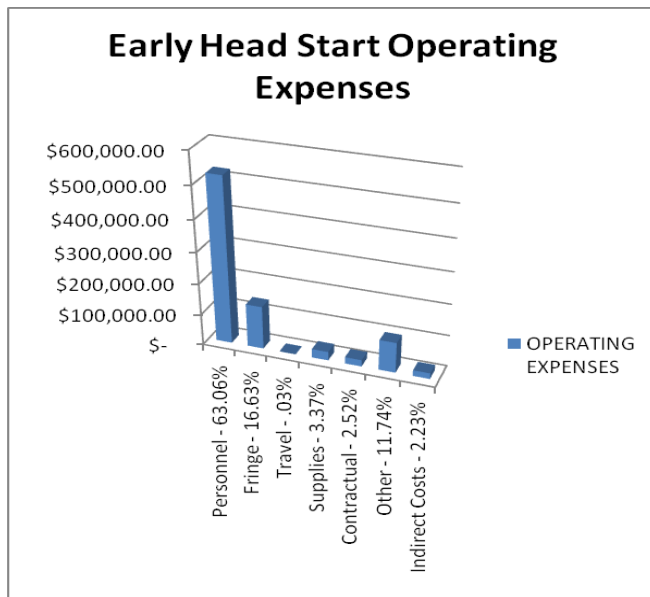
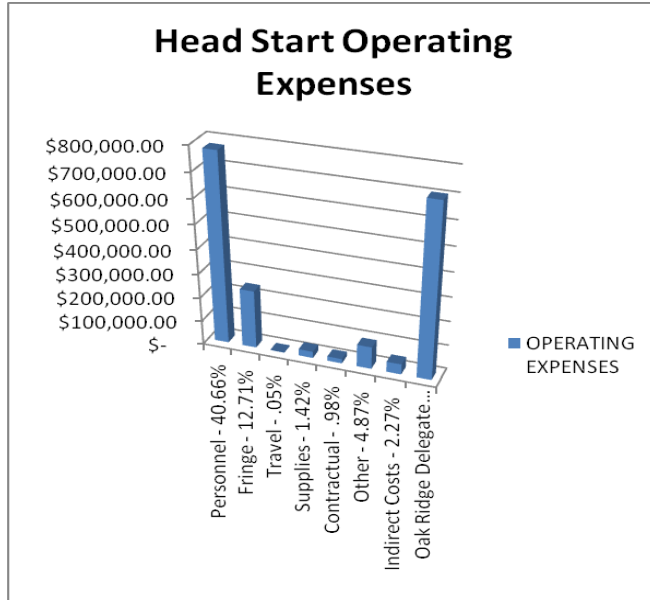
Head Start is federally funded through the Department of Health and Human Services (HHS), Administration for Children and Families (ACF), and Office of Head Start (OHS). The table below outlines the monies received for FY 2010-2011. Head Start also takes part in the United States Department of Agriculture (USDA) program's Child and Adult Care Food Program (CACFP). Children attending our program receive breakfast, lunch and afternoon snack daily. We receive funding on meals served; all children who qualify for Head Start/Early Head Start also qualify for free meals.

	Awarded	Expended
Head Start	\$ 1,909,737.00	\$ 1,909,412.00
Early Head Start	\$ 832,705.00	\$ 829,148.00
HS/EHS T&TA	\$ 49,333.00	\$ 49,222.00
USDA	\$ 174,367.00	\$ 174,272.00



BUDGET INFORMATION

The majority of our budget supports personnel. During FY 2010/2011, we employed 66 Head Start and Early Head Start staff. The table below identifies additional operating expenses.



NON-FEDERAL SHARE

We are required to obtain a 25% non-federal match on every federal dollar expended in our budget. During FY 2010/2011, our non-federal shares total was \$531,500.31.

RESULTS OF MOST RECENT REVIEW BY SECRETARY AND FINANCIAL AUDIT

There were no audit findings relative to federal awards presented in the prior or current years' Schedules of Findings and Questioned Costs (FY ending June 30, 2010).55