

GOODWILL HOMES HEAD START PROGRAM

ADMINISTERED BY
GOODWILL HOMES COMMUNITY SERVICES, INC.

2008-2009



ANNUAL REPORT

MISSION STATEMENT

Empowering Children, Families, and Staff through the Process of Learning that Enables Them to Become Life Long Learners

Organizational Information

Goodwill Homes Head Start Program
 4590 Goodwill Road
 Memphis, Tn 38109
 Hours of Operation
 8:00 – 2:00 pm (Monday thru Friday)

Extended Hours*
 7:30 – 3:30 pm (Monday thru Friday)

*Available to families identified as requiring services beyond the regular hours due to employment, enrollment in school, and/or Families First participation.

Goodwill Homes Head Start (GHHS) began in November 2001. We are a 3 Star NAEYC Accredited Program under the Three Star Department of Human Services Day Care License Star Rating Program. We are located in the Southwest area of Shelby County in the city of Memphis. GHHS is funded to serve one hundred (100) preschool aged children and their families who meet Head Start federal poverty income guidelines. Twenty (20) of our enrollees are the result of our Pre-K partnership with the Memphis City Schools. GHHS provides comprehensive services to our enrollees, including health, education, social services, family literacy, mental health and wellness. Our focus is on parent involvement and recognizing the parent as the child's primary teacher.

Our facility includes two buildings, the Ceil Connelly Learning Center, which houses sixty enrollees in three self-contained classrooms, and our administrative office. The second building, the Parson Center, houses forty enrollees in two self-contained classrooms, and the Head Start Director's office. Our program has 22 paid staff positions.

Program Staff Positions

Total Positions	Title
1	Head Start Director
1	Program Assistant
1	Fiscal Specialist
1	Education Coordinator
1	Family Services / Disability Specialist
1	Family Services / Health Specialist
1	Head Start Training And Resources/ Mental Health Specialist
5	Teachers
5	Assistant Teachers
2	Assistant Teacher/Floater
1	Cook Manager
1	Cook
1	Building Custodian

Year At A Glance

Our 2008-2009 program goals were based on Head Start's philosophy that to be effective, a program should meet the needs of children in all areas of development; provide support and assistance to those family members who affect the child's development. Our goals were accomplished by providing quality early childhood development, health, nutrition, and family services that ensured effective child and family outcomes. These services included: a well planned education curriculum, nutrition education, health screenings, mental health & wellness, social services, and parental / male involvement activities. Through the use of a child/family tracking system (Child Plus), child outcomes assessment tools (LAP-3 and OWL), community assessment data, and information from the program's self-assessment, we were able to effectively identify our strengths and challenges, as well as, measure our success in meeting our goals and objectives.

Program Overview

During the 2008-2009 program year, Goodwill Homes Head Start staff focused on helping children to grow and learn in order to reach their maximum potential. Our program met and exceeded the 2003 federal mandate that at least 50% of all teachers must have at least an Associate's Degree in early childhood education or a related field. We had four teachers with Associate Degrees and one teacher with a Bachelor's Degree in Early Childhood Education. It was the expressed goal of the Head Start Director and the administrative staff to ensure that all staff adhered to the educational, ethical and professional standards required to meet the agency's goals and objectives for the year.

Our goals were accomplished by providing comprehensive child development and health services. These services included: health, education, mental health & wellness, social services, and parental involvement. We established a number of community-based partnerships with the following organizations, business, and other educational service oriented entities:

Memphis City Schools
Memphis City Schools Voluntary Pre-K Program
Iscreen, LLC
Shelby County Head Start Transportation
University of Tennessee College of Allied Health
Lakeshores Community Church of the Apostolic Faith
Tennessee Department of Education Division of Special Education
Memphis Literacy Council,
Porter Leath Foster Grandparents,
University Of Memphis
and
local child care centers in the area.

These relationships were designed to increase the level of community buy-in and participation in helping Head Start improve every child's chance for success. Through detailed data tracking and analysis, we monitored both child and parent participation. We effectively measured our success in meeting our goals and objectives for the year.

How We Prepared Children For Kindergarten

The Education Coordinator, education and family services staff, worked with parents to ensure a successful transition from Head Start to Kindergarten.

The Education Coordinator worked in partnership with our transition school, Manor Lake Elementary by:

- coordinating a date to tour the school building and playground, eating lunch in the cafeteria/ and or participating in activities in the kindergarten classrooms.

Teachers helped the children feel comfortable and confident about the move to kindergarten by:

- discussing new activities, schedules, and riding the bus.
- reading books to children that discuss change and moves (i.e. *Hooray for Kindergarten*).
- encouraging children to express their feeling about the new school by drawing and dictating stories.
- inviting a kindergarten child or older sibling to visit the Head Start classroom and talk about his/her school.

Our staff maintained ongoing communication with kindergarten staff at Manor Lake by:

- coordinating efforts with the Local Education Agency (LEA) to provide information sharing between agencies for children with special needs enrolled in Head Start.
- planning an informal visit with the kindergarten staff to share ideas about each other's program and discuss specific transition activities and other collaborative efforts.
- participating in joint workshops focused on transition or other issues facing early childhood educators.

Family Services staff involved parents in the transition by:

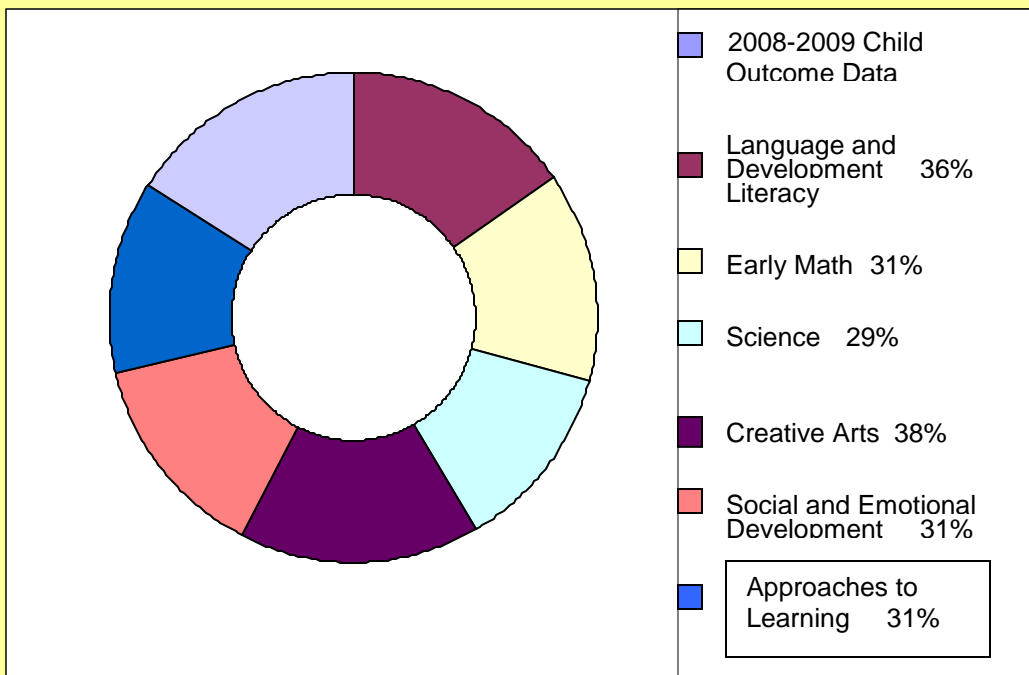
- providing parents with information about the school their child maybe attending, including the address, name of principal, telephone number and dates of registrations
- encouraging parents to attend kindergarten orientation
- inviting the local area school personnel, including the principal and teachers to attend a parent meeting and discuss the kindergarten program, the role of the parents in the school and address any questions or concerns regarding the school
- discussing changes in services for parents that may not be available through the LEA
- providing parents with resources to aid them in working with their children during the summer months (i.e. summer activity calendars that include a list of books to select from for reading, finger-plays, songs, and a backpack filled with the appropriate supplies.

Program Monitoring

The Goodwill Homes Head Start staff was committed to establishing an on-going monitoring system that provided reasonable assurance that the Program was in compliance with Head Start Performance Standards and other regulations, the Shelby County Government Contractual Agreement, Department of Human Services (DHS) licensure requirements and other State, local and Federal requirements. Monitoring was documented by using the appropriate locally designed service area forms and the grantee monitoring instruments.

Monitoring consisted of the following:

- Review Child and Family records,
- Child Plus Data Engine Reports;
- Attendance /Meal Count Work Sheets;
- Observe classroom activities;
- Interview staff and parents;
- Check the facility and playground for health and safety compliance.



Child Outcome Gains

As a result of our 2008-2009 Child-Outcome Data children in Goodwill Homes Head Start made substantial gains in all the developmental domains. We continue to focus our professional development and resources in those 4-specific legislative mandated Domain Elements and indicators to ensue that when children leave our program they would have acquired the necessary skills for school success.

By end of the school year 2008-2009 children enrolled in Goodwill Homes Head Start demonstrated a gain of:

- **32% in Language and Literacy Development-** requires skills in *Listening and Understanding*. Do children understand an increasingly complex and varied vocabulary, can children follow directions, and recall information? *Speaking and Communicating-* Do children demonstrate increased ability to understand and use language to communicate information, can children name basic vocabulary words? *Phonological Awareness-* the ability to associate sounds with written words, and recognize matching sounds and rhymes. *Book Knowledge and Appreciation-* carried out by children's involvement in listening to and discussing a variety of books, poetry and picture stories. *Print Awareness and Print Concepts-* children demonstrate skills in this area by showing progress in recognizing the association between spoken words and written words and recognizing that letters are grouped together to form words. *Early Writing and Alphabet Knowledge-* children demonstrate skills in this area by naming letters of the alphabet, and using a variety of writing tools and materials to communicate.
- **29% in Early Math-** encompasses skills in *Numbers and Operations*. The ability of children to count in sequence, combine, separate and name how many concrete objects; and for children to associate number concepts, vocabulary, quantities and written numerals in meaningful ways. *Geometry and Spatial Sense-* can children sort diverse objects; identify shorter or taller; understands object directionality concepts e.g., right, left? *Patterns and Measurements-* can children repeat alternating visual patterns; Use non-standard unit to measure area, volume and length?
- **26% in Science-** skills in *Scientific Methods and Knowledge*. Children's ability to try out things to see how they work, to experiment with, manipulate and ask questions. Can children distinguish plants from animals; Draw or talk about the weather condition?
- **33% in Creative Arts-** Skills in this area are complemented by readiness in the arts, including music, dramatic play, movement, and dance. These areas offer additional opportunities for children to apply language, small and large motor skills and problem solving abilities in different settings. Can children work cooperative in projects; Experiment with singing/humming in different ways; Act out different roles in dramatic play?
- **29% in Social and Emotional Development-** skills that are an important aspect of kindergarten readiness. In kindergarten children need to understand and follow directions, communicate their needs, share with others, make friends with others and listen to adults.
- **27% in Approaches to Learning-** describes how a child approaches gathering information, engagement and persistence, solving problem and trying out new ideas. Can children maintain

interest in an activity for an appropriate period of time; Seek assistance from an adult when attempting to solve a problem?

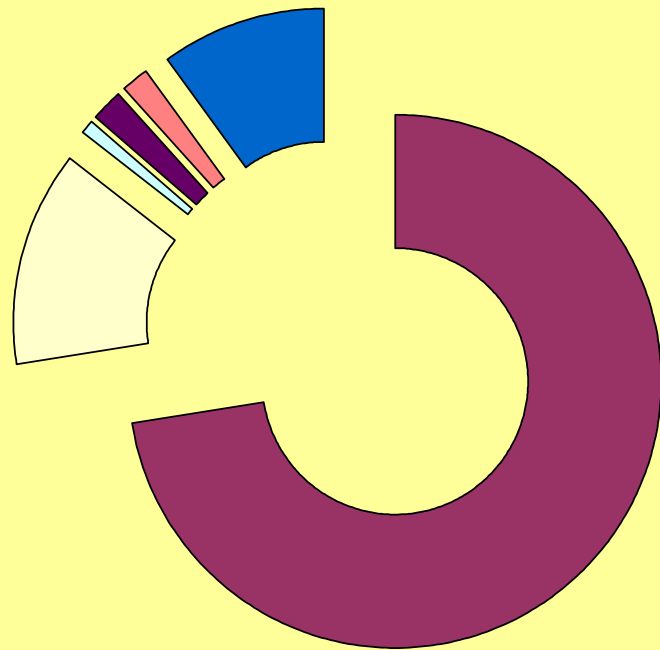
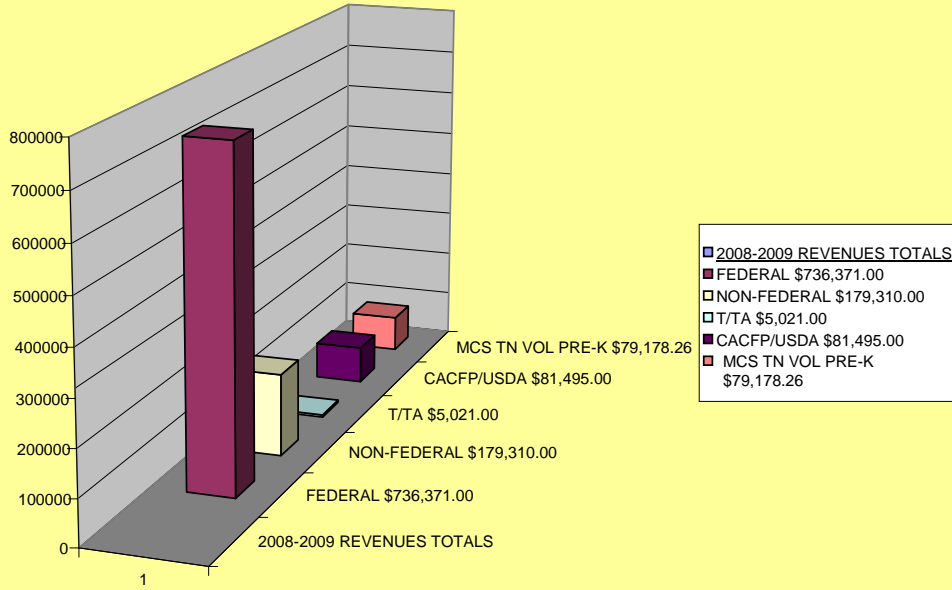
- **33% in Physical and Health Practices-** describes children's physical development and progress in large and small muscle motor skills. As well as paying attention to children's good health practices. Can children hop with direction and control; Hold a pencil or crayon correctly; Wash hands using soap and water; Unfasten clothes?

Program Statistics

Actual Number of Children Enrolled	129
Three (3) years of age	49
Four (4) years of age	80
Ethnicity- African American	100%
Language(s) Spoken	English
Number of Children Up-to-date on All Immunizations	128
Number of Children Immunization Not Up-to-date for Age	1
Number of Children Receiving Dental Exam	129
Number of Children Needing Dental Treatments	37
Number of Children with Access to Ongoing Dental Care	129
Number of Children with Diagnosed Disabilities	9
Number of Families Served	117
Number of Children Living in Single Parent Households	109
Number of Children Living in Two Parents Households	8
Number of Families with Both Parents Working	5
Number of Children Transitioning to Kindergarten	57
Number of Children Who Completed Routine Screenings for Developmental Sensory & Behavior Concerns	112
Number of Children Screened, Identified Needing Follow-Up/Evaluation	9
Number of Fathers/Father Figures Involved in Fatherhood Activities	12

Annual Budget & Expenditures

2008-2009 REVENUES



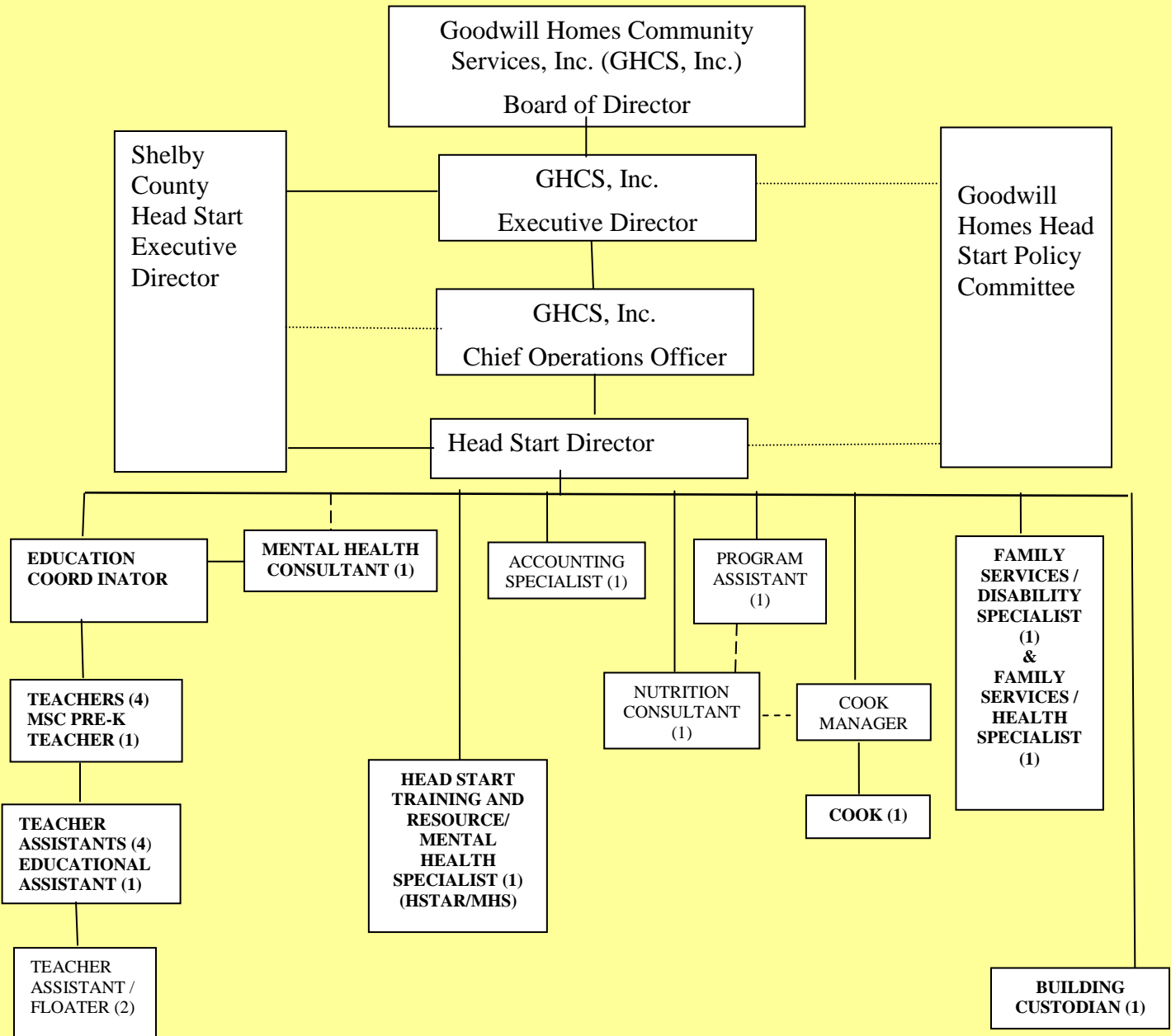
ITEMIZED EXPENSES	PERSONNEL \$533,407.00	FRINGE \$96,003.00	TRAVEL \$7,030.00
SUPPLIES \$13,102.00	CONTRACTUAL \$13,800.00	OTHER \$73,029.00	

2008-2009 ITEMIZED EXPENSES

GOODWILL HOMES COMMUNITY SERVICES, INC.

Head Start Program

Organization Chart 2008/2009



GOODWILL HOMES COMMUNITY SERVICES, INC.

BOARD OF DIRECTORS

Officers/Executive Committee:

Cindy Reaves - President
Marsha Burt- Vice President
Sophia Peete - Treasurer
Marzie Thomas - Secretary

Development & Future Planning Committee:

Atty. Edward Bearman-Chairman
Mrs. Marsha Burt
Mrs. Willie Mae Bland

Building & Grounds Committee:

Mr. Richard Dorsey - Chairman
Ms. Cindy Reaves
Mr. Lee Harris

Finance Committee:

Mr. Micheal Drugutsky - Chairman
Mrs. Marsha Burt
Ms. Sophia Peete

Marketing/Public Relations Committee:

Mrs. Marzie Thomas- Chairperson
Mrs. Hollye Shotwell
Mr. Richard Dorsey

Personnel Committee:

Mrs. Hollye Shotwell
Mr. Lee Harris
Mrs. Helen Burrell

Program Committee:

Mrs. Marsha Burt - Chairperson
Mrs. Amy Dorsey

Staff Members

Mrs. Susan Mills –Chief Executive Officer
Mrs. Eunicestein Johnson –Chief Operations Officer
Ms. Barbara Motley – Director of Development

GOODWILL HOMES COMMUNITY SERVICES, INC.

HEAD START PROGRAM

2008-2009 POLICY COMMITTEE

**Lisa Chalmers, Chairperson
Community Representative**

Latashia Miller, Vice Chairperson

**Jacqueline Jackson, Secretary
& Board Liaison**

Felicia Dunn, Assistant Secretary

Percy Hunter, Parliamentarian

**LaCedric Johnson
Policy Council Representative**

**Joyce Taylor
Parent Committee Representative**

Goals for 2008-2009

During the 2008-2009 Program Year, Goodwill Homes Head Start staff plans to provide services to one hundred plus children and families for a maximum of one hundred and eighty days. Of those to be served, at least ten percent (10%) will be children with disabilities. We will continue to target and service low-income pre-school age children and their families in the Southwest Shelby area who meet eligibility requirements. This school year we will continue to provide additional services, in one of our five classrooms, to twenty Head Start children and their families by contracting with Memphis City Schools Voluntary Pre-K program. These twenty children will be dually enrolled in Head Start and the Memphis Voluntary Pre-K program.

Our major program goals for 2008-2009 are as follows:

- ❑ To renew our partnership with Memphis City Schools (MCS) Voluntary Pre-K Program.
- ❑ To increase our partnerships through local colleges and universities through internship programs.
- ❑ To provide an accurate educational assessment for all children.
- ❑ To provide on-going educational instructions that will meet the needs of preschool age children and ensure positive outcomes in numeracy and literacy skills.
- ❑ Assist parents in meeting both the physical and mental health needs of their children and other family members.
- ❑ To implement parenting sessions that will improve parenting skills for life long learning.
- ❑ Increase the number of parents engaged in Family Partnership agreements.
- ❑ Work in partnership with the Grantee to strengthen the fatherhood/male initiative and the family literacy initiative programs.
- ❑ Increase parent/male involvement in reading initiatives.
- ❑ Enhance the professional development skills of all staff.
- ❑ To maintain at least eighty-five percent Average Daily Attendance (ADA) for Head Start and Pre-K.
- ❑ To support the continuation of the Early Childhood Environmental Rating Scale (ECERS) 3 Star Assessment.
- ❑ To maintain our National Association for the Education of Young Children (NAEYC) accreditation.



