

action pact

Head Start

2018-2019 Annual Report

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AGENCY MISSION

Our mission is big. We strive to create equal opportunity by prioritizing progress over programs.

OUR PACT

We draw strength from our past and focus our energy on an even stronger future. With action pact's help, our communities will be full of neighbors who can support their families, boost their education, and have a meaningful impact.

Board Chairman:	Leonard Burse
Vice Chairman:	Synita Mathis
Treasurer:	Cathy Benton
Secretary:	Gloria Paulk

Board Members: Rose Bailey, Cathy Benton, Ethelyn Creech, Sam Edgar, Michael Garvin, William George, Walter C. Gibson, ReKasa Hart, Bishop Michael-Angelo James, Kelley Harmon, Bobby Kennedy, Dr. Kim Morgan, Diane Moore, Anthony Simmons, James A. Thomas, Sr., Clarence Washington, and Louise Wilkerson. Ambi Bess: Ex-Officio Member.

Together we can solve setbacks

America was built on the promise that every family should have an opportunity for success.

Action pact, formerly **Concerted Services, Inc.**, is a Community Action agency committed to this promise.

The Head Start Goal Statement

Action pact's Head Start/Early Head Start Program will provide quality teaching and learning environments to meet the developmental needs of all children to ensure future educational success. To accomplish this goal, all Head Start Learning Centers will meet or exceed the requirements of the Federal Head Start Program Standards and maintain Quality Rating Standards.

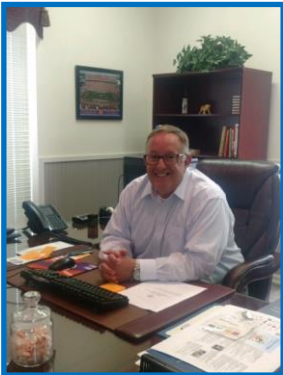
The School Readiness mission of action pact Head Start/Early Head Start is to partner with families and communities to work together to plan, coordinate, and improve services for all children. Head Start/Early Head Start provides all eligible children opportunities to participate in early childhood programs that enable them to enter school with the skills, behaviors, and family support necessary for them to progress and succeed. Action pact also enhances the social and cognitive development of children through the provision of educational, health, nutritional, social, and other services.

action pact

SAY GOODBYE TO JUST GETTING BY.....



From the Desk of the Executive Director



Action pact is a community action agency deeply rooted in the promise of improving lives and communities. For over 50 years, we have worked alongside local partners and have become integral to the progress of individuals and families in the communities we serve. With action pact's help, our community will be full of neighbors who can support their families, boost their education, and contribute to their communities. Our Head Start program enables families to build a firm early learning and literacy foundation for their children and partners with the entire family to build capacity for a strong future.

A Message from the Head Start Director

Action pact's Head Start program continues to thrive. In our third year of our 5-year grant the program now provides 930 infants, toddlers, preschoolers, and their families, with high-quality, comprehensive services which include: education, health, nutrition, mental health, disabilities, family engagement, male involvement, school readiness, and transition. Ensuring the safety and supervision of the children we serve is top priority.

Our highly-qualified teaching staff continues to exceed the standard for professional credentialing, with 100% of Early Head Start Teachers having a minimum of an Infant/Toddler CDA, and 100% of Head Start Teachers having a minimum of an Associate's degree. More than 70% of all staff hold a Bachelor's degree or higher.

We welcome our parents, extended families, community leaders, and partners to visit one of our Head Start centers, become a volunteer, and make a difference in the life of a child.



Head Start Enrollment/Service Area

Action pact Head Start operates Head Start, Early Head Start and Pre-K programs in twelve counties in rural Southeast Georgia, with a total of 17 sites during the 2018-2019 program year. Comprehensive services were provided to 184 Early Head Start infants, toddlers, and/or expectant families, which is an increase from the previous year. In addition, we served 839 Head Start pre-school (ages 3-4) children and families, of which 120 children (4 year olds) received Georgia state lottery funded Pre-K/Head Start blended services.



County Numbers	EHS Classrooms	EHS Funded Slots	HS Classrooms	HS Funded Slots
Appling	1	8	3	50
Atkinson	3	24	2	34
Bacon	3	24	3	53
Brantley	1	8	2	32
Candler	2	16	2	34
Charlton	1	8	2	34
Clinch	0	0	2	32
Coffee	2	16	4	74
Jeff Davis	0	0	2	36
Pierce	1	8	3	54
Toombs	2	16	1	54
Ware	10	80	14	235
Totals	26	208	42	722

Program Operation

The program operates a full year, full day, center-based option in which the children attend the program 6.25 hours per day. Pre-K children attend for an extended stay from 7:45 a.m. - 2:45 p.m. The center calendars are based on the local public school board calendars. The Early Head Start Program also operates a center-based program attends for additional weeks during the summer months. We are investigating offering a longer day for Early Head Start next year which will be more helpful for our teen parents. Action pact operates **26** Early Head Start classrooms and **43** Head Start classrooms. There are **17** Head Start/Early Head Start centers in **12** counties and one Head Start administration office located in Waycross.

Program Planning

Each year, the management team, program staff, Policy Council and Governing Board review and update the Head Start program's short and long term goals to ensure that the best quality services are being provided to the children and families we serve. Goals for the 2019-2020 Program Year are as follows:

<u>Short Term Goals:</u>	<u>Long Term Goals:</u>
Strive for zero supervision or safety incidents	Strive for zero supervision or safety incidents
Train staff, parents, and community members on creating a "Culture of Safety"	Continue to increase partnerships and collaborations within each community served;
Add a supervision/safety topic to every staff meeting	Increase number of EHS slots to meet demands
Maintain Quality Rating at all centers;	Continue to improve center security as funds allow;
Continue to increase family and male engagement	Continue to improve and expand facilities
Continue to improve tracking of child outcomes;	Update and replace playground equipment as funds allow;
Continue to increase the use of technology	Explore additional service opportunities; Update and replace technology as funds allow
Update and replace computers as funds allow	Improve center security
Continue practice-based coaching to improve teacher-child interactions, child outcomes, and CLASS scores	Continue to hire the most qualified staff and enhance professional development opportunities
Continue attendance training at Parent Orientation to improve child attendance	
Implement new mental health strategies to decrease stress	

levels	
Continue to work on improving the staff wellness policy;	
Continue to update and replace playground equipment as funds allow	
Implement new staff onboarding program in efforts to decrease staff turnover	
Continue to work on implementation of fidelity of curriculum	
Find additional sources of in-kind	
Train and implement the 6th Edition of Creative Curriculum to additional classrooms	

Quality Rated

During the 2018-19 school year, **action pact's** 17 sites continued the Quality Rated process with a number of centers completing the re-assessment process. Below are the current levels of our centers. The program is sponsored by the Department of Early Care and Learning (DECAL).

Appling	3 Star – increase from 1 star
Atkinson – Pearson	2 Stars
Atkinson – Willacoochee	3 Stars
Bacon Northside	2 Stars
Bacon Southside	2 Stars
Bacon at ABC	2 Stars
Brantley HS	3 Stars – increase from 2 stars
Brantley EHS	3 Stars
Candler	3 Stars
Charlton	1 Star
Clinch	2 Stars
Coffee	2 Stars
Hazzard EHS	2 Stars
Jeff Davis	3 Stars – increase from 2 stars
Pierce	3 Stars
Toombs	2 Stars
Ware	2 Stars



Inclusion Endorsement

Action pact is extremely proud that a second center, Coffee County Head Start, has been awarded the State's Quality Rated Inclusion Endorsement. The program is a voluntary endorsement that 2 or 3 star Quality Rated rated providers can seek on their path to continuous quality improvement. This endorsement highlights programs that have committed to providing high quality inclusive environments for young children and their families. Those who earn the Inclusion Endorsement are among an elite group of recognizable leaders in the field. Coffee County joins our Brantley County Head Start center as being one of the few Head Start program in this area with the endorsement.



Staff of the Year and Legacy Award Winner

Staff of the Year for 2018-2019 is Ms. Joyce Mooney, a Family Advocate for the Pierce County Head Start/Early Head Start Center. In addition, Ms. Mooney received a double honor and she was also awarded the Legacy Award at the Georgia Head Start Association's Spring Conference.

Ms. Mooney is a true champion for children and families served in our community. She started her career with action pact over 25 years ago. She is currently the Pierce County Head Start/Early Head Start, Family Advocate. She continues to share her knowledge, honesty, integrity, and fairness with the families we serve and the people in her community. Ms. Mooney works closely with the families to ensure they are on track with meeting their family goals and assists them with anything they may need. It is noted that Ms. Mooney has a plaque in her office that reads, "The only way to do great work is to love what you do," and she is known for doing that – loving the work she does.



Nurturing Parenting Curriculum

The Performance Standards requires programs to have a parenting curriculum for parents. We use the Nurturing Parenting Curriculum with topics that include, but are not limited to, "Ages & Stages of Growth for Infants & Toddlers", "Communicating with Respect", "Building Self-Worth in Children", "Praising Children & Their Behavior", and "Alternatives to Spanking". The training was made available to all parents in two cluster sessions and the classes were called "Powerful Parents." With funding remaining from a literacy grant, we were able to provide a book and a literacy activity to go along with the book for each family attending at each class. Parents were very engaged in the classes and many parents formed a bond during the sessions. After graduation, parents received other literacy incentives provided through the grant. Plans are to extend the sessions next program year to more sites.



Stars Program

The agency has completed its third year of the STARS program (Strategically Training Agency Rising Stars). To date, twelve STARS candidates have come out of the Head Start program, all have successfully graduated, and several have moved into positions of increased responsibility within the agency.

What To Do When You're Having A Baby

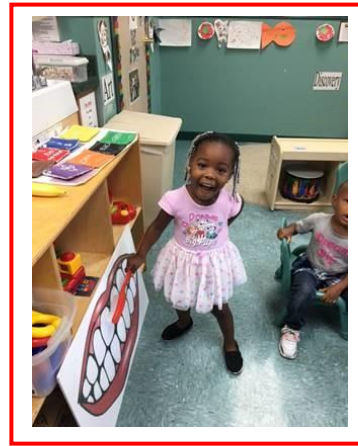
In December 2018, we held our second "What to Do When You're Having a Baby" workshop/baby shower for expectant families. The training was held in Pierce County and all of our expectant families were invited to attend. All moms-to-be received training and a copy of the health guidebook "What To Do When You're Having a Baby" that gives month-to-month information of the developing baby, when to see a doctor, and what to expect for each month. Moms received information from the local health department on breast feeding and programs such as WIC. Southeast Health District staff talked about the importance of good oral health during pregnancy and for infants. Goody bags were given to each attendee and a wide variety of door prizes were donated by community partners.



UCLA Health Training Grant

For the second year of a 4-year grant from UCLA Health Care Institute, 100 families were trained on oral health. Data has shown that many children go without routine dental care. This training included topics such as how oral health affects school performance, attendance and a child's overall health status. Our community partners helped greatly by providing door prizes for this event. A number of classroom activities that involved the children and helped to create excitement about the training were held prior to the event. All families in attendance received a health guidebook with information on different topics concerning oral health, what to do when problems arise, and when to go see a professional. Participants were also given goody bags containing oral health products. As another part of the second year of the grant, program staff received training on dealing with stress during the annual pre-service.

Plans to conduct mental health training for staff and families during the third year of the grant are being made for next year. Training for staff will again be held during pre-service. There will be two parent trainings held with a goal of having 75 families participate in each of the trainings. The program will select two mental health topics to conduct the training on. Topics will include stress, depression, trauma, and positive discipline.



Budget

Action Pact, Inc. Head Start receives federal funds to operate the Head Start and Early Head Start programs from the Department of Health and Human Services, Administration for Children and Families, and Office of Head Start. Additional funding is also received from Georgia Pre-K and CACFP.

The annual budget is developed with input from parents, community members, staff, Policy Council, and the Governing Board. Monthly budget meetings are held throughout the year, and the budget is reviewed at all Policy Council and Governing Board meetings. In addition, Policy Council and Governing Board members receive monthly budget reports during months in which a regular meeting is not scheduled.

Regular Budget			
	Head Start	Early Head Start	Total
Program Operations	\$6,664,216	\$2,794,104	\$9,458,320
T/TA	\$79,671	\$64,399	\$144,070
Non Federal Share	\$1,685,973	\$714,627	\$2,400,600
Total	\$8,429,860	\$3,573,130	\$12,002,990

Financial Audit

The annual agency audit was conducted by McNair, McLemore, Middlebrooks, & Company. The agency audit report is available at the Administrative Office in Waycross for review.

Monitoring and Self-Assessment

The program self-assessment was conducted February – April 2019. Staff, parents, Policy Council, Governing Board and community volunteers took part in the self-assessment process. A few areas in which growth opportunities were identified were noted, and corrective action plans were put in place to address those areas. The Self Assessment Summary Plan was approved by both Policy Council and Governing Board.

Program monitoring is an on-going process, with the Head Start Director, Management Staff and coaches regularly monitoring all aspects of the Head Start program to ensure compliance with all rules and regulations as well as continuous improvement. Sites were also heavily monitored as part of the Federal Review, Quality Rated process and licensing.

Facilities

The program was extremely fortunate to be able to make a number of facility improvements during the year. There was an issue at our Ware County Head Start center with glue seeping up through the tile in five classrooms and the lunchroom. We contracted with a business to have all the old tile removed, which did include asbestos tile, and new tile was installed in all these areas.

We were able to install an extra security door in the front foyer areas of three of our centers. This upgraded our security at these centers and we also installed a mag-lock system on all three doors. (Atkinson County (Willacoochee), Coffee County and Toombs County). New security camera systems were installed at our Clinch and Ware Head Start centers. A Maglock system was installed on the lobby doors at the Appling County HS/EHS center.

At Clinch County, Smartboard systems were installed in both classrooms. In the Coffee County Lunchroom, we replaced the old window A/C units with 2 Wall mount 5-ton A/C units. At the Hazzard Hill EHS center, we installed an 18' x 18' shade shelter on playground #2. Also, in Appling County we installed an 18' x 18' shade shelter on both the Head Start and Early Head Start playgrounds.

We have begun the process of upgrading the playgrounds. At Toombs County we have removed the old play structure. In its place, we installed a zig-zag balance beam and a free-standing slide. We are planning to upgrade other playgrounds as described below in the next school year:

- Jeff Davis County
 - Remove old play structure and install a balance beam and free-standing slide
 - Install triangle shades
- Appling, Hazzard Hill & Charlton Early Head Start
 - Install a playhouse called the "Nook"
- Pierce County EHS
 - Install a multi-functional play system on the HS playground that will be all inclusive for children with varying disabilities

At the Ware Head Start center, we have plans to make improvements during the next school year. Some of those plans include:

- Re-surfacing the parking area and remarking the parking area to help it flow more one directional
- Install a door on the Head Start wing that will let classrooms 1 – 5 go directly onto the playground instead of having to go around the building to get to it
- Replace old lighting in the 2 FA offices and the 12 classrooms on the Head Start wing with LED lighting.

Farm to Early Childhood

The program continues to embrace the "Farm to ECE" movement and has increased gardening and taste testing activities at the centers. Additionally, the program partners with the Southeast Health District and plans are underway to offer specialized training for our families in nutrition. The children love gardening and watching their "crops" grow. And best of all, they can eat the fruits of their labor as well as inviting the families to join in.



Parent & Family Engagement

At action pact, we recognize that parents are their child's first and most important teachers. Parents play an integral part in the program and serve on center parent committees, Policy Council, Health Services Advisory Committee, and the ERSEA Committee. They also assist the program with center activities, program curriculum planning, self-assessment, and volunteer countless hours in the classrooms and at the centers.

Monthly parent meetings/trainings were held during the program year. Training was geared toward the Parent, Family, and Community Engagement Framework and the seven Family Outcomes areas. Topics included: Becoming a Leader – elections were held for parent officers and Policy Council members, Car Seat Safety, Thanksgiving Crafts, Parenting Tips, Managing Stress, Healthy Nutrition, Cooking with Kids, Literacy, GED/Adult Learning Opportunities, Flu Prevention, Math Madness, Service Center Resources, Dealing with Depression, Nurturing Your Child's Social/Emotional Development, Decorating for Talls/Smalls Dance, Challenging Behavior, Financial Management, Fire Safety, Time Management, Speech & Language Milestones, Kid Safety In and Around Cars, Behavior Management and Effective Discipline, Spring into Fitness, Oral Health, Child Safety, Transitioning and Kindergarten Readiness, Hospital Services, Domestic Violence Awareness, Health Dept. information, Library Services, Health Screens, Holiday Crafts, Fixing Your Credit and Buying Your First Home, Healthy Relationships, Healthy Lifestyles, and Holiday Stress. Monthly newsletters were also available to all parents.

Additional specialized training opportunities, such as CPR classes, IEP (Individual Education Plan) workshops, and "Catch the Wave to Good Oral Health" were offered. Families were also invited to participate in activities such as My Family Day, Math Madness, College Colors Day, Breakfast with Grands, Parent Orientation sessions, Open House, Talls and Smalls Dance, Family Holiday Express, and Morning Coffee Breaks. Parent and community volunteers were recognized at the annual volunteer recognition luncheon in the spring. The theme was "Not all Treasure is Silver and Gold!"

A number of special events for fathers and father figures were held. These included: Breakfast with Dads and Egg Hunt, sports events, Pumpkin Carving, center decorations and repairs, and gardening. Our agency Volunteer of the Year was one of our fathers again this year. "Dad's Groups" continued to grow in different counties and those involved received special T-Shirts displaying "REAL Men Love Head Start" – where REAL stands for: Responsible, Encouraging, Accountable, Leaders."



By the Numbers

Statistics for the 2018-2019 program year are:

1064 total enrollment for EHS HS;
 12 homeless families assisted;
 Hispanic or Latino children – EHS: 15; HS: 76;
 42 families note Spanish as their primary language;
 Over 5,100 volunteer hours;
 2558 Total Volunteers – of these 1362 –
 Parents/Formers Parents
 850 males attended activities;
 944 children enrolled in Medicaid and/or CHIP;
 86 children with no health insurance;
 34 children with private or other insurance;
 100% of EHS children up to date on immunizations;
 596 children with up-to-date EPSDT (Early Periodic
 Screening, Diagnosis, and Treatment Program);
 99 Head Start children and 7 Early Head Start child
 received Mental Health services;
 529 children received dental care;
 736 single parent homes;
 228 two parent homes;
 129 families received public assistance;
 583 families received WIC;
 682 families received SNAP;
 201 parents with less than high school education;
 132 parents in job training or school;
 375,437 children's meals and snacks served;
 89 children enrolled in EHS for two or more years;
 238 children enrolled in HS for two or more years;
 20 EHS children transitioned to HS;
 181 children in HS projected to enter Kindergarten;
 964 families served;
 90% of eligible children served.



Head Start & Early Head Start Enrollment by Race

American Indian or Alaska Native	1
Asian:	2
Black or African American:	594
Native Hawaiian/Pacific Islander:	10
White:	284
Biracial/Multi-racial:	120
Unspecified:*	53

**Families who declined to declare a race*



Collaborative Partners

Action pact Head Start has and continues to pride itself on its collaborative partners. Program staff members are involved with all of the Family Connection Agencies and attend their monthly meetings. Civic clubs are supporters of the program and assist with special activities.

Other partnerships include local libraries, health departments, health care groups, Children's Medical Services, Babies Can't Wait, UGA Cooperative Extension, local technical colleges, local Police, Sheriff and Fire Departments, EMS services, UNISON Behavioral Center, Georgia Southern University, etc. Many of these partners provide "on-site" field trip experiences at the centers and/or provide parent and staff training.

Education

This is a critical time in our enrollee's lives to develop patterns that will help our children succeed in school and in life. It is important that **action pact** Head Start/Early Head Start creates an environment that children can learn through exploration, play, and active involvement with their environment.

All areas of development (approaches to learning, social and emotional development, language and literacy, cognition, perceptual, motor, and physical development) are important and interrelated. We have activities that include all areas of development and allow for individual differences in children with special needs and dual language learners.

We keep our parents informed of their child's development and promote their active participation in our program. We provide ongoing support and education to families to assist them in their role as their child's first teacher.

The following headings highlight ways in which Action Pact fosters continued growth and individualized instruction.

Transition

Transition Plans were completed on enrollees entering Head Start and kindergarten. Enrollees' files were transferred to the schools where they would transition. Parental consent was obtained prior to the transfer. Parents were encouraged to continue to prepare their child for the transition throughout the summer months. This can be done by reading books about kindergarten/preschool, visiting the school they will be attending, attending the school's Open House, set up playdates with some of their future classmates, encourage their child to discuss their fears, have the child write a story with their parent about what his or her first day at kindergarten/preschool will be like and ensuring the parent displays a happy, excited mood about the transition so that the child will look forward to the big day. Transition Agreements are signed yearly by the Head Start program and the local Boards of Education and with Babies Can't Wait.

We have well planned transition services for enrollees transitioning to Head Start and for those children transitioning to kindergarten. These services begin at 2 years 6 months for the Early Head Start enrollees as well as offering services to those children transitioning to kindergarten. These services are in place to make the transition into and out of our program easier for our children and families. Our staff and families partner together to share information and plan supportive transition practices. Together they create transition plans that help with each child's adjustment to their new learning environment and make it a positive experience.

Transitioning into Head Start:

- Introduction to the program (how to get answers, daily schedule)
- Inform parents of open-door policy

- How family members can be engaged in their child's learning (volunteering, doing home activities)
- Provide a program calendar (identifies events and parent opportunities)
- Provide Get Ready for Preschool —A starter kit for You and Your Child which included: Helping Your Preschooler Learn (at home activities); Learn about You, Your Child and Preschool; Time for Preschool (activities for parents to do with their children); and Handout on Families as Advocates and Leaders

All Head Start enrollees transitioning from Head Start to kindergarten talk about the transition, watch videos and read books about going to kindergarten. Through the videos, children and families get to see how a typical day unfolds. In one such video "Ready, 'Set,' Go! All Set for School," children and parents even get a view of a kindergarten room.

From the Children's Perspective on ECLKC (Letting children tell about their own kindergarten experience) is used to get the input from a child about transitioning. For those children transitioning out of Head Start/Early Head Start, our staff provides support through transition in the following ways:

- Promote successful changes in their daily schedule and routines
- Provide positive transition experiences
- Provide staff that help children feel safe and trust adults
- Include parents in the transition process
- Listen to the family's perspective and are responsive to their concerns, worries and questions
- Provide information on kindergarten (Open House, Registration, etc.)
- Provide resources on transitioning
- Create a clear transition plan with families
- Promote independence
- Promote Cooperation
- Provide transition packets

In April, parent meetings were held featuring a local kindergarten teacher. Information was shared on the calendar, registration, and preparing for the transition. Transition packets, which include the following are distributed prior to the closing of school:

- A Resource for Parents — Starting Your Child in School and Your Child's Education — You Can Make a Difference which included: Stickers; Calendar with activities to use to countdown to the big day; A Starting School Activities Book; Learn About You, Your Child and School; and Helping Your Preschooler Learn!
- Your Child's Education — You Can Make a Difference

CLASS/Coaches

The program's CLASS Coordinator maintains current reliability in the Infant, Toddler and PreK CLASS tools. All Head Start classrooms were monitored at least once during the year using the CLASS Pre-K tool. CLASS observations were completed in 42 classrooms during the fall and 20 classrooms during the spring. Based on observation cumulative averages, each of the domain averages reflected improvements from the beginning of the year. CLASS results were separated into three colors indicating the level of support needed. Red indicates the greatest level of support needed, while yellow indicates improvements are being made. Green indicates the staff are successfully carrying out the dimension indicators. Using the most recent National Averages available, scores were determined for each level of support. Overall CLASS averages at the end of the 18-19 school year showed 42% in Green, 38% in Yellow and 20% of dimension scores in Red. The strongest area with the most green scores was Negative Climate, followed closely by Productivity and Behavior Management.

The most challenging dimension with the least number of green scores was Concept Development. The agency averages also showed that each of the domain averages were above the Lowest 10%, although Emotional Support and Classroom Organization averaged just below the National averages.

Based upon review and discussion of CLASS, our program's areas of strength were identified as:

- CLASS training for all new classroom staff
- T&T/A Consultant input and suggestions
- Extensive "Coach" training
- Individualized coaching
- Coaching successes evidenced in CLASS scores
- Above average Instructional Support scores
- Use of Crosswalk of NCQTL In-Service Suites with the CLASS
- In-house CLASS trainer with 10+ years of experience in the tool

While we continue to celebrate coaching successes, we also continue to strive to grow the continuous process of improvement. Our system in place for training new staff as they come on board gives staff an overview of CLASS and how it should be evidenced in the classroom. Our professional development includes periodic training and observation opportunities for new staff as they become more familiar with CLASS. For example, new staff receive a half-day training session on CLASS during Orientation to introduce the tool and the Agency's expectations. In addition, CLASS data was analyzed, and a coaching plan developed for classrooms to begin in the fall. With these systems in place, we expect continued improvement in our CLASS scores and more importantly, improved teacher-child interactions throughout our program.

As of August 2017, programs were required to implement a research based, coordinated coaching plan for all education staff. We have five individuals that are employed as coaches. Each of these ladies have a minimum of a baccalaureate degree in Early Childhood or a related field, which is the requirement for this position. Our coaches are trained in Practice Based Coaching and the majority are already CLASS reliable or will be attending training for their reliability. All sites have a coach assigned to them which we feel has contributed to the improvement of Action Pact CLASS scores.

Teachers are provided one-on-one coaching and mentoring so that new training lessons are incorporated into daily routines and teaching. Through a consistent, systemic and guided approach, coaches present feedback in a supportive and non-judgmental manner that engages each teacher. Working together, the coach and the teacher develop an individualized plan which results in enhanced classroom interactions and classroom environments. The coach and the coachee create shared goals and prepare an action plan for achieving them. Focused observations are based on the action plan. The coach provides support of the teacher's growth and development through reflection and feedback. Through this collaborative partnership our teachers are provided support, rapport and trust, choices, ongoing communication and support successes.

Mental Health

Action pact Head Start and Early Head Start has one full-time and one part-time contracted Licensed Professional Counselor. Our licensed professional counselors provide services to enrollees, family and staff. They assist with setting up appointments and providing the needed support for our families. All of our Head Start and Early Head Start sites receive a visit by our counselors once a month. They provide a monthly calendar with the dates and sites that will be visited each day. In the case of an emergency, they make time to visit that center. Although our sites are visited by the counselors, our staff and families can also receive counseling as needed.

Mental Health is promoted in all components to ensure the children's overall health and well-being. Our counselors complete the referral process upon the parents' consent with an assessment of the referred child. They collaborate with the teaching staff to provide individualized strategies and techniques to help unmanageable children adapt to the classroom environment. Along with the strategies and techniques in the classrooms, the counselors can provide parents with similar strategies and techniques to ensure consistency in the classroom and home environments.

In regard to the Mental Health aspect of the program, the Second Step curriculum and Conscious Discipline techniques are used to assist with non-violent problem solving. The Second Step curriculum uses role playing and puppets to help the children learn how to socialize with others and manage their own emotions. The Conscious Discipline Program teaches our children how to breathe and describe their feelings to regulate their own emotions and this includes encouraging a designated safe place area in the classroom when needed. The counselors and mental health/disability specialist also provide our staff with wellness trainings (referred to as DESSERTS, which is STRESSED spelled backwards) throughout the program year. The goal of this training is to teach our staff how to regulate their own emotions while managing their level of stress.

Disabilities

Children with special needs encompassed over 10% of the funded and current enrollment for the 2018-2019 program year. In the area of special needs, the Head Start and Early Head Start programs provided services for 116 Head Start children and 50 Early Head Start children. Some of the services provided to the special need's children included the least restrictive environment and inclusive classrooms. Every classroom, including the inclusion classrooms, included materials that were sensitive to the needs of the disabilities of each individual child. Equipment and learning devices were in place to promote learning and inclusion in the classrooms.

We have a strong relationship with our local Lead Education Agencies such as the Board of Education staff, the Babies Can't Wait program staff and the local private providers such as Speech Language Pathologists. The local Board of Education staff in each of our counties also worked with the Head Start staff in our inclusion classrooms, providing one on one interaction with the children and collaboration with the Head Start teachers. At our Head Start/Early Head Start programs, services available included Speech/Language; Pre-school Intervention; Vision Impairment; Physical Therapy; Hearing Impairment; Mental Health Services; the Special News Flash newsletter and Mental Health Tidbits with the Babies Can't Wait staff working with our children under three years old with special needs. Newsletters for the families served under the local board of education of each county and the Babies Can't Wait program were sent out to staff for parents in order to provide information on various disabilities and local resources.

Also, we became aware of the Young Athlete's Pilot Study which is an effort in joining the Special Olympics Organization back to working within the Head Start programs. Our Head Start program will participate in the pilot study during the 2019-2020 school year. We will begin the study within the first six week of 2019-2020 school days. The Young Athlete Program is an inclusive physical play program for all children ages two to seven years old.

Training was accomplished on a one on one basis, with the parents receiving information in the newsletters. Disabilities Specialist met with parents one on one to answer any questions or concerns they had with the services involved in an IEP or IFSP document or the process. Many of the parents were given resources for support groups and programs to which many joined to find needed services or resources. Training by Parent to Parent of Georgia took place this year. Children diagnosed with special needs for the 2018-2019 school year are noted below. All these children either had a current Individualized Education Plan or Individualized Family Service Plan in place and account for 18.71% of the program's current Enrollment and 18.24% of the program's Funded Enrollment.

Category	Head Start	Early Head Start
Vision Impairment	1	0
Hearing/Deafness	0	1
Deaf/Blind	0	0
Emotional Behavior	0	0
Autism	1	0
Health Impairment	0	4
Traumatic Brain Injury	0	0
Learning Disability	2	0
Orthopedic Impairment	0	1
Speech/Language	28	7
Developmental Delay	23	23
Intellectual Disabilities	0	0
Non-Categorized – Other	0	0
Multiple Disabilities	61	14
Total	116	50

Federal Review

The program's triennial review took place in February of 2019. All areas of the Head Start and Early Head Start program were in compliance except for the following findings and deficiency which have been corrected.

From February 11th- 15, 2019, the Administration for Children and Families conducted a Focus Area Two monitoring review of **action pact** Head Start and Early Head Start programs. Based on the information gathered during the review, it was found that the program needed improvement in the following two areas: ongoing monitoring and continuous improvement and enrollment. A follow-up monitoring visit was conducted, and the program was found to be compliant, and the findings were corrected.

A second monitoring review was conducted from February 25, 2019. It was determined that action pact had one deficiency regarding child supervision. A follow-up monitoring visit was conducted, and the program was found to be compliant, and the deficiency was corrected.

The program also received a CLASS monitoring review. The program's CLASS scores improved in each dimension from our 2014 federal review. We do not know how our scores will compare to the 2019 national CLASS scores, as this report has not been released at this time.

Emergent & Family Literacy

Emergent and Family Literacy was and continues to be a priority at Head Start. Programs and special events such as the Pajama (P.J.) Reading Party, National Play Doh Day, Read Across America, Family Reading Night, Read to a Child Program, Library Card Sign-Up Month, JumpStart Read for the Record, Georgia Read Aloud Day, and others were held. Special parent literacy workshops are also offered. These programs and events help to reinforce the need to read aloud to children, increase children's vocabulary and family literacy. The Parent:Child

home activities also have a focus on family literacy, and the program incorporates additional parent/child literacy activities into our special events.

Family Reading Nights have continued to draw large crowds and children and their families have the opportunity to read together and participate in several hands-on activities. Seeing families participate together, many times bringing the entire family along, has been a great benefit of the event.

The program was requested to submit a grant application for a Reading Is Fundamental (RIF) matching grant for the next program year. If approved, it will allow us to conduct two book distributions during the next program year.

Parents are encouraged to complete their high school education, and family advocate staff refer families to their local adult education centers. We began an ESL (English as a Second Language) class at our largest center for Spanish speaking families. The class is taught by one of our own Family Advocate staff. As an added benefit, the participants have also become more active at the center attending the various other events and workshops.

Professional Development

Action pact Head Start continues to be very proactive in the area of staff development and training. The program has a DECAL (Department of Early Care and Learning) approved trainer, one CLASS certified trainer (Pre-School and Toddler); two American Heart Association CPR and First Aid trainers; two certified Family Development Credential trainers; one nationally certified playground inspector; and one Darkness to Light instructor. Pre-service and in-service trainings are approved for state approved hours, and staff received trainings throughout the year. Staff have also been able to take advantage of several online state-approved trainings. The program's Training Specialist has presented training at state and regional conferences as well as to other Head Start and child-care programs.

Staff members are able to take advantage of DECAL incentives and scholarship funds which were available to assist them in attending college and advancing their professional development. Changes to the incentive/scholarship program have included the eligibility of all Head Start Centers as well as the *Awards for Early Educators Program*, which is a limited time program intended to encourage individuals who pursue higher credentials and degrees. The program will award a single bonus at each level to eligible applicants who earn a CDA, TCC, ECE Diploma, AA, BA or MA degree. A number of staff have been able to take advantage of this program. In addition, DECAL has also increased the number of payments to eligible staff.

We have been approached by the Branaugh Group regarding participating in on-line training for a program entitled, "LearnERS." We would be part of a national pilot program for training that specifically is geared to the ECERS and ITERS ratings.

All action pact Head Start teachers have an AA degree or higher and meet the Federal mandate. Additionally, over 70% of Head Start teachers have a BA degree or higher, exceeding the 50% requirement. Statistics of interest for the 2017-2018 program year (from August, 2018 - July, 2019):

- ❖ Over **3,000** hours of college (almost double of the previous year).
- ❖ Over **6,600** hours of total training, an increase of the previous year.
- ❖ Over **3,000** hours DECAL approved training.
- ❖ All Early Head Start teachers have a minimum CDA in infant/toddler or higher credential.

Health Services Advisory Committee

The Head Start program has a very active Health Services Advisory Committee that meets three times a year: February, May, and September. Members have included: an audiologist, a first responder, representatives from our local Health Department and Southeast Health District, Babies Can't Wait, Children's Medical Services, Children First, Family Connection directors, CMO representatives, and representatives from other community agencies or related businesses. Parents and family members are also encouraged to attend the meetings. There is a brief training at the meetings on a health topic, then program staff discuss successes and challenges that they are working on concerning the health, nutrition, disabilities, and mental health components. Advice from the HSAC is often requested from staff to help with different matters. Community updates and parent comments/questions are also part of each meeting. Topics discussed at the HSAC meetings have included: Culture of Safety, Toxic Stress; Emergency Preparedness; Heart Attack Symptoms/Prevention; Cancer Awareness; Vehicle Safety for Children; Flu Prevention, as well as other timely topics.

Policy Council

Head Start grantees must ensure they have an established Policy Council and a well-functioning governing body which shares the responsibility for the oversight of the program while following the Performance Standards. Program governance in Head Start is a shared responsibility. Board members and Policy Council members are critical to the success of our program.

The Policy Council also shares responsibility with the management team to ensure there are effective systems, policies and procedures that strengthen the quality of the program. Their role helps the management team deliver high quality services to the children and families.

The Policy Council is responsible for reviewing and approving the Head Start budget, personnel hiring/terminations, grant applications, procedure changes, monthly financial statements and credit card expenditures, and other important items. Parent Policy Council members serve as a link between parents and the Parent Committee. By reporting back to their center's Parent Committee, they help the parents they represent better understand the role and functioning of the Policy Council and keep them updated on what's going on within the program.

Currently, **action pact's** Head Start Policy Council is made up of twenty-one members: fourteen parent representatives and seven community representatives. There is a Head Start parent representative and alternate from each of our twelve-county service area. There are additionally two at-large Early Head Start parents, one from Appling Co. EHS and one from Hazzard Hill EHS, Ware Co.

The seven at-large community members represent the following counties: Appling – Public Health Nurse from the Appling County Health Department; Bacon – retired educator; Brantley – Family Connection Executive Assistant; Charlton – Director of Emergency Management, Coffee – retired Educator, Jeff Davis – Special Education Director; and Ware – Health Promotion Coordinator for Southeast Health District. Members may serve up to a maximum of five years on the Policy Council.

Curriculum

Action pact Head Start/Early Head Start, uses Creative Curriculum for Infants, Toddlers and Twos, as well as, Creative Curriculum for Preschool. In using Creative Curriculum, teachers are provided with the content and tools needed to encourage and support every type of learner. The studies provided in the curriculum tap into children's natural curiosity, resulting in a learning environment that is both fun and intentional. The topics of study are flexible allowing teachers to incorporate many of the typical themes that are used in preschools.

We are continuing to increase the number of classrooms using the 6th edition of Creative Curriculum for Preschool. Classrooms files are monitored, and the classroom checked for the fidelity of the curriculum. Monitoring also checks to ensure that the classroom has a relaxed and cheerful environment, intentional teaching is taking place, materials prepared in advanced, and that activities are designed to meet specific objectives for individual children.

Charlton County Early Head Start completed a trial run use of The Creative Curriculum for Infants, Toddlers, and Twos and is being explored at other sites as well. This curriculum supports teachers and caregivers as they create responsive daily routines and meaningful learning experiences. A rich collection of resources, known as the Daily Resources, helps teachers to put knowledge into practice and helps them foster children's learning and growth. The curriculum contains the following resources: Intentional Teaching cards, Book Conversion cards, Highlights Hello-Classroom Set, Highlights HelloFamily sets, Mighty Minutes for Infants, Toddlers, and Twos, and The Creative Curriculum Learning Games. It was created to support and guide staff through discovery filled days with their children.

The Daily Resources that we identified are instructional tools that feature expanded and detailed guidance for providing intentional, responsive care and teaching during routines and learning experiences for very young children. Routines and experiences are at the center of the framework for the Creative Curriculum for Infants, Toddlers and Twos. Because of routines and experiences that build each day, and the responsive care and teaching provided during these times, children are enabled to develop a secure attachment with important people in their lives and gain confidences in themselves as learners.

Both curriculums, The Creative Curriculum for Infants, Toddlers, and Twos and the Creative Curriculum for Preschool supply our staff a solid foundation — volumes that provide theory, research and best practices for providing responsive teachers. The resources provided are both research-based and research-proven.

The supportive curriculum solutions are used by staff, helping them to provide children with developmentally appropriate programs that support active learning and promote progress in all developmental areas. This curriculum has helped us to create a high-learning environment that enables every child to become a creative, confident thinker.

We look forward to all classrooms having this newest edition. The new edition means more knowledge, more resources, and more opportunities for learning which makes these latest editions winners for everyone including staff, enrollees, and families

Assessments

Assessments document and reflect children's growth and learning. This information is in turn, used to intentionally plan instruction.

Teaching Strategies Gold is the assessment tool used to record and access observations online and allows teaching staff to enter observation data to track each individual child's progress throughout the year. Child assessment reports are shared with parents three times per year following each assessment period. In addition, data is shared with each partnering school system.

Relationships with LEA's

We continue ongoing communication with local schools to exchange information about children as we both share an interest in children's school readiness. At the end of each assessment period, information is shared with partnering school systems so that we mutually work to prepare children for the next phase of their education.

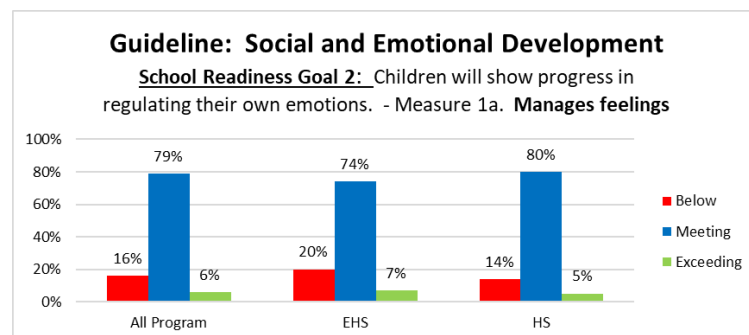
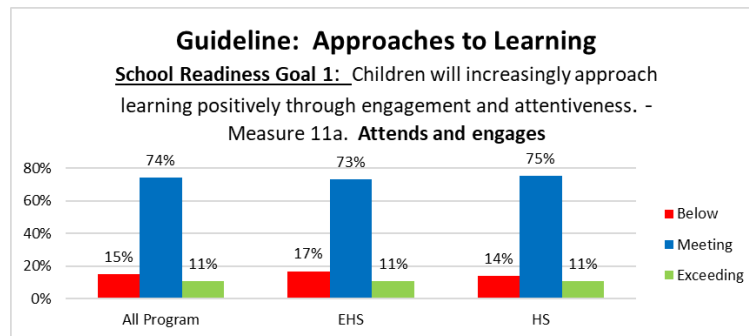
School Readiness

Action pact Head Start collects, analyzes and aggregates school readiness data during the year to track individual child progress, as well as the program's overall achievement of its school readiness goals. Each child received individualized instruction based on his/her strengths and needs. The curriculum is evidenced-based and specifically designed to help children develop language and literacy and problem-solving skills, as well as learning how to socialize and interact with others. Children are provided with the opportunity to participate in activities that support math, science, art, drama, language and culture. Our goal is for our children to leave Action Pact Head Start prepared for kindergarten, excited about learning, confident in their own abilities and ready to succeed.

The following graphs reflect the results of Action Pact 2018-19 School Readiness goals. Each graph shows the goal in each program designation and the percentage of children Below, Meeting and Exceeding those expectations at the close of the 2018-19 Spring assessment.

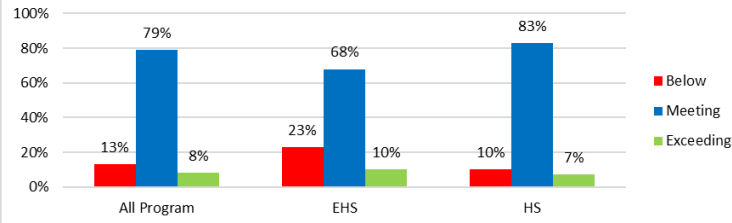
According to **action pact** assessment data entered in Teaching Strategies Gold, almost half of the children in each program designation were at least meeting expectations by the close of the final assessment. There was also a percentage of children exceeding expectations in every program designation and each goal established for enrollees.

As presented, enrollees in Action Pact Head Start and Early Head Start classrooms showed continued growth throughout the 2018-19 school year. Based on documentation in each of the program designations as represented, children will be better prepared for the next step in their educational process having been a part of our Head Start and Early Head Start programs. As we continue to offer the children of our communities a positive start to their education, we expect the effects to be long lasting.



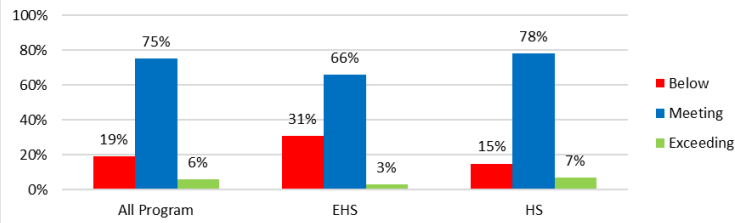
Guideline: Social and Emotional Development

School Readiness Goal 2: Children will show progress in regulating their own emotions. - Measure 1b. **Follows limits and expectations**



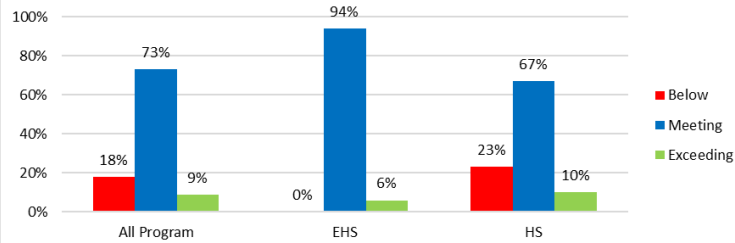
Guideline: Social and Emotional Development

School Readiness Goal 3: Children will show progress in managing their own behaviors appropriately. - Measure 1c. **Takes care of own needs appropriately**



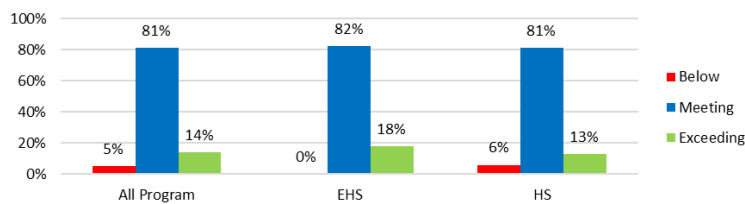
Guideline: Language and Literacy

School Readiness Goal 4: Children will demonstrate a growing knowledge of language beginning with letter recognition. - Measure 16a. **Identifies and names letters.**



Guideline: Language and Literacy

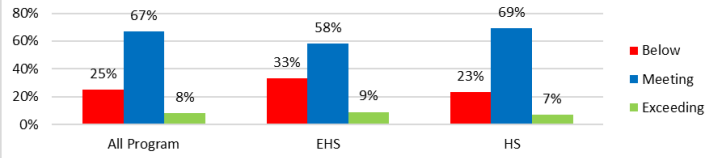
School Readiness Goal 4: Children will demonstrate a growing knowledge of language beginning with letter recognition. - Measure 16b. **Identifies letter-sound correspondences**



Guideline: Language and Literacy

School Readiness Goal 5: Children will demonstrate an expanding expressive vocabulary and appropriate conversational and communication skills to engage in conversations with others. -

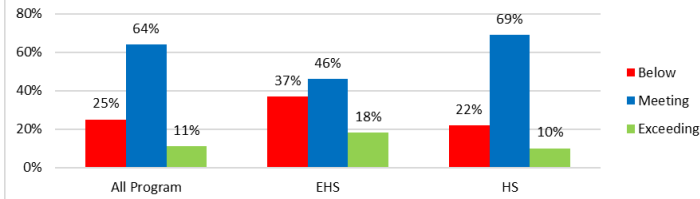
Measure 9a. Uses an expanding expre



Guideline: Language and Literacy

School Readiness Goal 5: Children will demonstrate an expanding expressive vocabulary and appropriate conversational and communication skills to engage in conversations with others. -

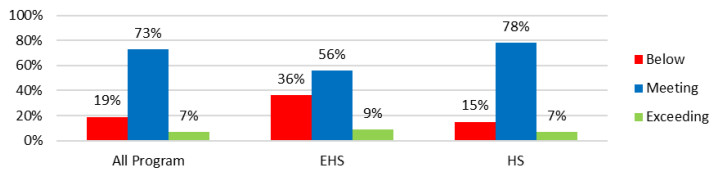
Measure 10a. Engages in conversatio



Guideline: Language and Literacy

School Readiness Goal 5: Children will demonstrate an expanding expressive vocabulary and appropriate conversational and communication skills to engage in conversations with others. -

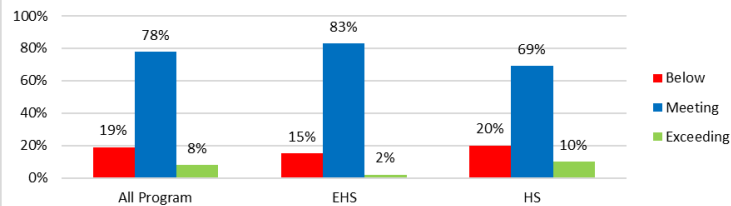
Measure 10b. Uses social rules of I



Guideline: Cognition

School Readiness Goal 6: Children will demonstrate increasing ability to use number concepts and operations. - Measure 20a.

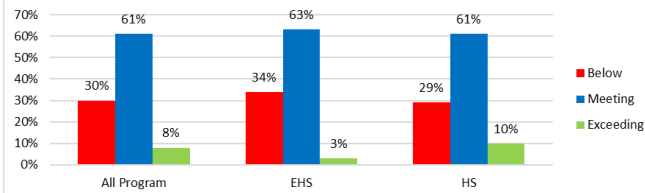
Counts



Guideline: Cognition

School Readiness Goal 6: Children will demonstrate increasing ability to use number concepts and operations. - Measure 20b.

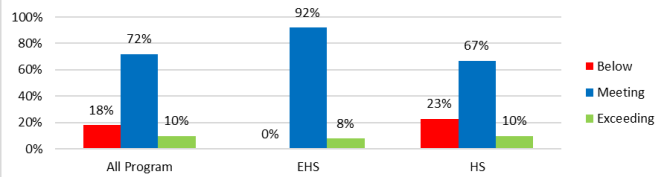
Quantifies



Guideline: Cognition

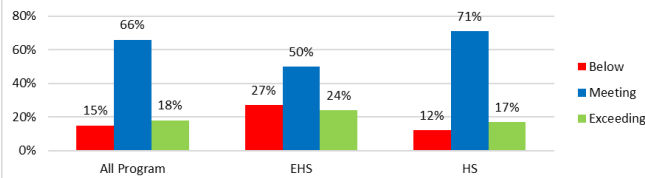
School Readiness Goal 6: Children will demonstrate increasing ability to use number concepts and operations. - Measure 20c.

Connects numerals with their quantities



Guideline: Perceptual, Motor, and Physical Development

School Readiness Goal 7: Children will gain increasing control of large muscles by participating in a range of physical activities such as running, jumping, throwing, catching, climbing and skipping.



Guideline: Perceptual, Motor, and Physical Development

School Readiness Goal 8: Children will engage in a variety of tasks such as finger plays, stringing beads, cutting, and building to improve fine-motor strength and coordination. - Measure 7a. Uses

