



Early Childhood Programs 2015-2016 Annual Report



Points of Interest IS-16

Head Start: Funded to serve 185 children and families throughout Livingston County; 202 children and families served.

Great Start Readiness: 294 children and families served.

Great Parents, Great Start: Funded to serve 12 children and families throughout Livingston County; 12 children served.



Livingston County Residents

The Livingston Educational Service Agency (LESA) Early Childhood Programs enjoyed an active year, serving 487 three to five year olds and their families as well as 16 Birth-three year olds and their families.

In all of our preschool programs, a comprehensive approach to child development services assures attention to the growth of the whole child – social, emotional, intellectual and physical. Families are an integral part of their child’s development and have opportunities to become involved in their learning experiences as well as participate in making decisions for the programs.

Staff and volunteers contribute to the well-being of the families we serve. In addition, community agencies and organizations collaborate with Head Start and Great Start Readiness to help make connections to resources.

Audit and Compliance Information

Livingston Educational Service Agency Head Start and Great Start Readiness Programs comply with all Head Start Federal Performance Standards as evidenced by the latest results of on-site monitoring reviews:

Environmental Health and Safety Audit completed October 28, 2015. Through a two-day review, one area was identified and has been corrected.

- 1) The grantee did not ensure that background check of staff members was received prior to the hire date; (corrected)

On-Site CLASS Observation review completed November 30 – December 03, 2015:

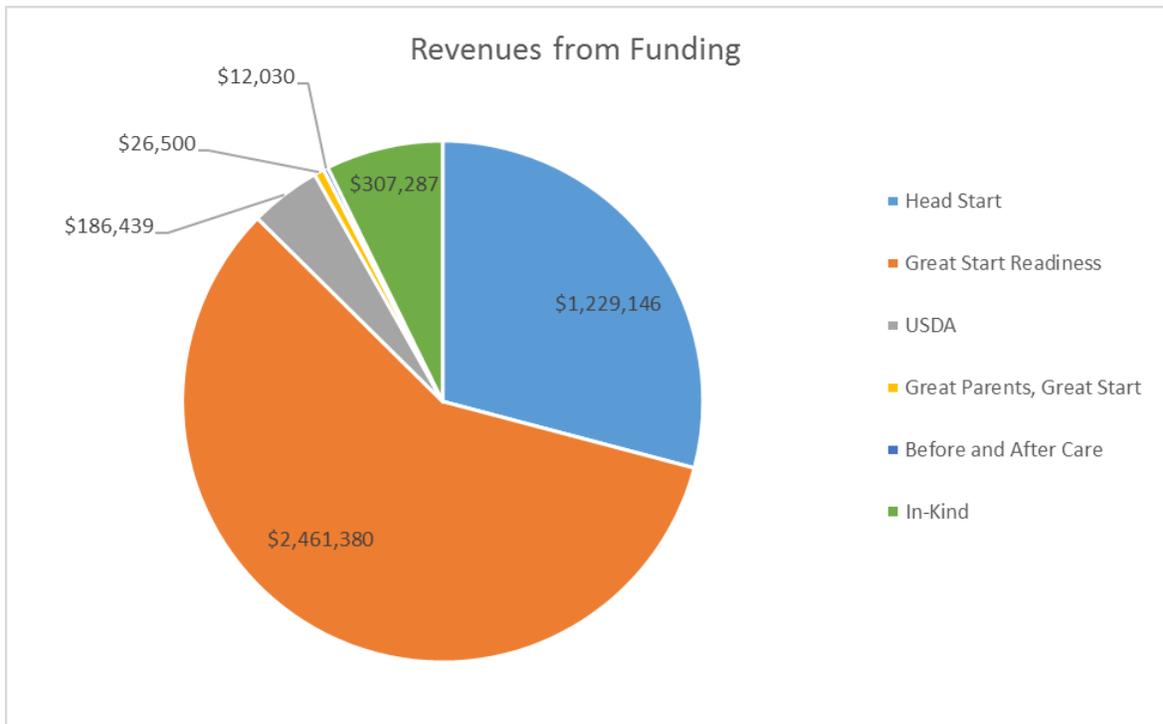
- | | |
|---------------------------|--------|
| 1) Emotional Support | 6.0909 |
| 2) Classroom Organization | 5.6970 |
| 3) Instructional Support | 3.5303 |

Comprehensive Services/School Readiness review completed April 11 – 14, 2016.

- 1) No Findings.

Early Childhood Programs administered by LESA receive necessary funding from a variety of sources.

Revenues from Funding
2015-2016



2015-2016 Budget

Head Start Revenue

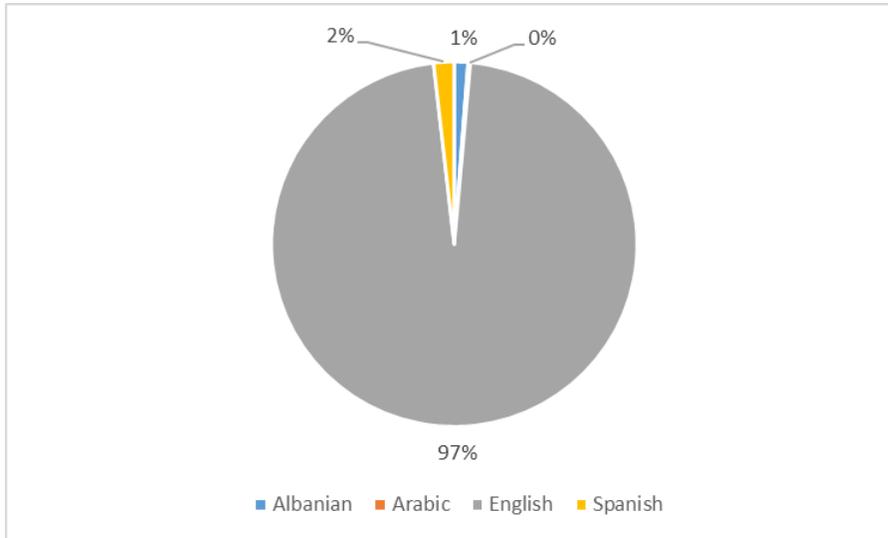
Total Actual Federal Share Received	\$1,229,546
Operational Funds	\$1,208,914
Training and Technical Assistance Funds	\$ 20,632
Total Non-Federal Share to be raised	\$ 307,287

Head Start Expenditures		Percentage of Total Federal Share	Great Start Readiness Expenditures	Percentage of Total State Share
Personnel	\$786,025	52%	\$659,290	27%
Fringe Benefits	\$438,846	29%	\$378,552	15%
Staff Travel	\$0	N/A	\$4,405	Less than 1%
Staff Mileage (local travel)	\$8,090	Less than 1%	\$7,435	Less than 1%
Equipment	\$115,531	8%	\$0	N/A
Supplies	\$37,877	3%	\$23,127	1%
Contractual	\$28,219	2%	\$1,119,302	45%
Transportation	\$75,226	5%	\$0	N/A
Other	\$9,390	1%	\$269,269	11%

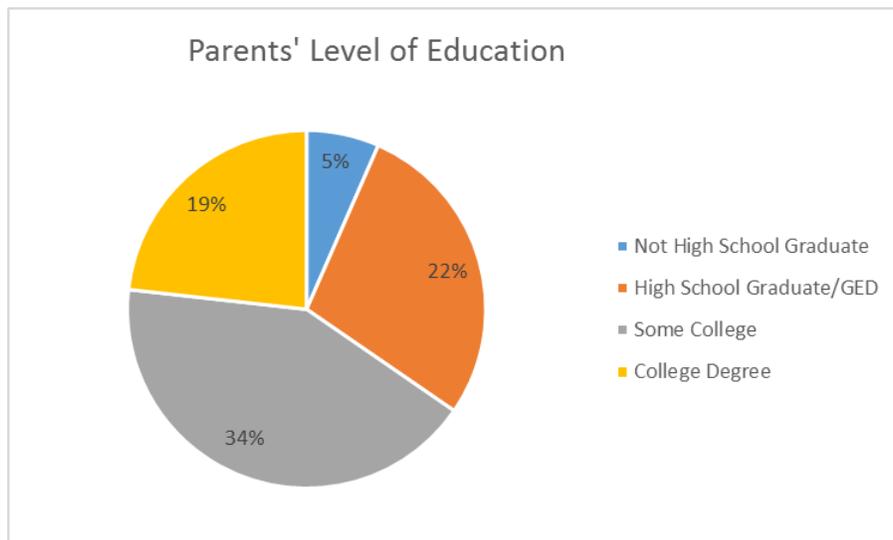
Families

Head Start and Great Start families represent the diversity of the community considering race, age, gender, ethnicity, education and abilities.

Primary Language



Number of families served	482
Two-Parent Families	320
One-Parent Families	162



Two Parent Families

- Both parents/guardians are in job training or school (11 or 3.4%)
- One parent/guardian is in job training or school (38 or 11.8%)
- Neither parent/guardian is in job training or school (271 or 84.6%)

Single Parent Families

- Parent/guardian is in job training or school (25 or 15.43%)
- Parent/guardian is not in job training or school (137 or 84.56%)

Parent Involvement

In 2015-2016, a total of 456 volunteers invested their time in the classrooms, on decision-making bodies and at parent center meetings. While engaged in their child's learning environment, parents, grandparents, aunts and uncles added an in-kind value of \$79,177.

Enrollment and Attendance

A community assessment completed in April 2015, estimated that in Livingston County, there were **1525 children** who were income and age eligible for Head Start in the 2015-2016 school year. Funding was available to serve 12% of Head Start eligible 3-5 year olds (185) in the county. Two hundred two (202) children were enrolled 2015-2016, serving 13% of eligible children.

Approximately **374** four-year-old children were identified as eligible for the Great Start Readiness Program for the 2015-2016 school year. Funding was available to serve 87% of eligible children (326) in Livingston County. Two hundred seventy two (272) children were enrolled in 2015-2016 which was 71% of eligible children.

A Wait List was maintained with an average of 64 children.

Overall attendance for the 2015-2016 school year was 90.41%

Child Health Outcomes



Medical Dental

Children with Health Insurance at end of enrollment	90%
Children with ongoing source of medical care at end of year	90%
Children with up-to-date immunizations	96%
Children with ongoing source of dental care at end of year	89%
Children who are considered healthy weight (between 5 th and 85 th percentile for child's age and sex)	61%

Classroom and Child Assessments

CLASS Observations (conducted during triennial review)

The CLASS tool considers 10 dimensions of teacher-student interactions and rates those observed on a seven-point scale. The chart below provides the aggregate scores across the classrooms observed.

Dimension	Score	Summary
Positive Climate	6.18	The classrooms in this program were reflective of positive interactions between the staff and the children, good eye contact and sometimes shared enjoyment and pleasure.
Negative Climate*	1.23	There was almost no negativity in the classrooms
Teacher Sensitivity	5.82	The teachers were sensitive to the children's needs. They were sometimes effective at addressing children's needs and concerns. Sometimes children sought support from the teachers or responded to questions from the teacher.
Regard for Student Perspectives	5.59	Sometimes teachers followed the child's lead and incorporated their ideas, showed flexibility and encouraged children to talk. Teachers did not over-control as they allowed choice and movement, and they were not rigid.
Behavior Management	5.59	The behavior of the children indicated clear behavior management techniques. They seemed to be aware of the rules of the classrooms and followed them.
Productivity	5.68	The teachers were reasonably productive. In some of the classrooms observed teachers managed instructional time and routines effectively and provided activities for the students so that the children were busy and engaged in planned activities.
Instructional Learning Formats	5.82	Children were interested and engaged in activities and lessons in all of the classrooms observed. However, in some of the classrooms teachers were inconsistent in using effective questioning and expanding children's involvement.
Concept Development	3.41	In most of the classrooms observed there were minimal instructional discussions and activities which promoted children's higher-ordered thinking skills and cognition. This included rare opportunities for children to problem solve, experiment, predict and answer why and how questions.
Quality of Feedback	3.50	Limited feedback loops of back-and-forth exchanges, follow-up questions, and persistence by the teacher resulted in feedback that did not apply specifically to what the child was doing. Children's interest were rarely followed up with information that would add to their learning.
Language Modeling	3.68	There were frequent conversations in the classrooms. There were few open-ended questions and children's responses were heard, but sometimes not followed up. The teachers modeled some language and expanded on children's speech.

*Low score suggest a developmentally appropriate learning climate and fosters students' well-being.

PQA (GSRP)

The Preschool Program Quality Assessment (PQA) is an instrument used to evaluate the quality of Early Childhood Programs and identify training needs. The PQA is aligned with the Head Start Program Performance standards. The assessment covers seven (7) domains: learning environment, daily routine, adult-child interaction, curriculum planning and assessment, parent involvement and family services, staff qualifications and development, and program management.

Overall classrooms using the PQA during the program year 2014-2015 scored an average of 4.33 (range: 0-5.0). Additionally, the Agency (Head Start/Great Start Readiness Programs) is scored as a whole, receiving a 4.10 average agency score. Indicators range from Level 1 indicators to Level 5 indicators, with Level 5 being the optimal learning environment.

Kindergarten Readiness

Beginning in the Spring of **2009**, the Child Care and Early Education Committee of the Great Start Livingston Collaborative became involved in an effort to build connections between Early Childhood Programs and K -12. To start the process, a Kindergarten Readiness Survey was sent to local schools in February 2009. A Kindergarten Readiness Subcommittee was formed to develop kindergarten readiness indicators. Members included kindergarten teachers, principals, directors and staff of local preschool programs, parents and representatives of other community agencies who work with children birth to five and their families. The Great Start Livingston Collaborative reviewed and adopted the Readiness Indicators in September 2009. For a copy of the Readiness Indicators, click on www.greatstartlivingston.org .

Throughout the **2010-11** school year, an observation survey of kindergarten readiness was tested in select pre-school classrooms throughout the county. As a result, the readiness survey was adjusted and fourteen specific questions emerged related to children's proficiency in math, gross and fine motor skills, and approaches to learning.

In August **2012** over 80 Early Childhood Professionals and Kindergarten Teachers came together at Cleary University to discuss Kindergarten Readiness in Livingston County. The purpose of the training was to create a rubric for use with the Livingston County Kindergarten Observation Survey.

In **2014-15** The Community Foundation for Livingston County awarded LESA a \$25,000 grant to support a countywide Kindergarten Transition initiative for families and children. The first phase was the completion of a book "by kids for kids." It was written by current kindergarten students for incoming students. The second phase was a summer activity calendar for parents that highlighted local activities and activities connected to school readiness skills. The third phase, Kindergarten Transition Planning Forums designed to begin the development of a countywide Kindergarten Transition plan.

The **2015-2016** Kindergarten Observation Survey (KOS) was distributed to the school districts to implement in mid-September.

There were 1,362 kindergarten students assessed. The results were analyzed and the five lowest proficiency areas were identified as:

Initiates and responds appropriately in conversations/discussions (2.49)

Follows directions (2.44)

Controls impulses and self-regulates (2.41)

Stays focused/pays attention during activities (2.40)

Recognizes rhyming words (2.30)

This data was presented at the Kindergarten Summit in February 2016, hosted by Great Start Livingston and held at LESA. It was also shared with the District Superintendents, Curriculum Directors, Great Start Parents and Community Partners.

The Kindergarten Transition Planning forums were held three times between February and June 2016 to explore ideas for the countywide Kindergarten Transition Plan. They will plan on meeting during the 2016-2017 school year to finish their work.

In the spring of 2016 the countywide kindergarten transition forms were distributed to local preschool providers. 496 were collected and distributed to the local school districts in order to support a smooth transition to kindergarten.

The 2016-17 KOS was distributed to the school districts to implement in mid-September.

Staff Qualifications

According to research, achievement of children is linked to teacher qualifications.

Of the 22 early childhood classroom teachers:

1 has an Advanced Degree in Early Childhood Education;

19 have a Baccalaureate Degree in Early Childhood Education;

2 have a Baccalaureate in a field related to Early Childhood Education.

The average classroom teacher salary - \$24,918

Of the 22 Assistant Teachers:

1 has an advanced degree in a field related to Early Childhood Education

3 have an Associate Degree in Early Childhood Education

11 have a Child Development Associate (CDA)

7 were enrolled in a credentialing program leading to an associate degree or a CDA.

The average assistant teacher salary - \$9.47/hour

Find more information on Head Start at:

<http://eclkc.ohs.acf.hhs.gov/hslc>

Find more information on Livingston Educational Service Agency's Early Childhood Programs at:

<http://livingstonesa.org>