

ECS Head Start/Early Head Start Annual Report 2012-13

At ECS, we proactively work with children from birth to age 5 and their families to build a strong educational foundation. We want them to be prepared to succeed in school and life. It's a "whole" child approach – we help kids grow intellectually, emotionally, physically and socially. We've developed a custom coaching model and curriculum for children, families and teachers. We offer a variety of programs that help raise the standard of care and education in the community. Currently, we work with more than 27,000 children and families in seven counties in Northeast Florida.

Program description:

Established in 1966, and a Head Start provider since 1996, ECS has a long history of meeting the specific needs of children and families throughout its diverse service area of Northeast Florida.

This was a challenging year for the ECS Head Start/Early Head Start program. The federal sequestration reduced the budget to operate Early Head Start and Head Start, and at the end of the 2012-13 year ECS was forced to eliminate 49 slots. Slots for services were reduced in Baker, Clay, and Bradford counties, and were eliminated in Union County. During this transition, ECS's first priority was to continue to provide high quality services to as many children and families as possible.



Early Head Start – Early Head Start provides high-quality educational, nutritional, health and social services to low-income and at-risk children from birth to age 3 and their families. Our goal is to provide a strong foundation for children entering Head Start or other Pre-K programs. **In 2012-13 ECS had 244 slots available for children in Duval, Clay, and Baker counties.** Facing sequestration cuts at the end of the year, ECS reduced the number of Early Head Start slots to 226. Children were enrolled in center-based, home-based, and combination program options to serve the diverse needs of our communities.

Head Start – Our Head Start program reaches out to low-income and at-risk children ages 3 to 5 and their families. We provide them with comprehensive educational, nutritional, health, and social support services, as well as tools and resources to promote their development so they enter kindergarten ready to learn. **ECS had 390 slots available at centers in Baker, Clay, Nassau, Bradford, and Union counties.** At the end of the 2012-13 year, these slots were reduced to 359.

Service area: ECS provides Head Start/Early Head Start services in the following locations

Baker County:

Center #1
522 S. 6th Street
Macclenny, Florida 32063

Center #2
418 8th Street
Macclenny, Florida 32063

Bradford County:

Center #3
1080 North Pine Street
Starke, Florida 32091

Clay County:

Center #4
2506 Blanding Blvd
Middleburg, Florida 32068

Center #5
15 Belmont Blvd
Orange Park, Florida 32073

Center #6
1107 Martin Luther King Blvd
Green Cove Springs, Florida 32043

Duval County:

Center #7
1070 W 18th Street
Jacksonville, FL 32209

Center #8
2648 West 5th Street
Jacksonville, FL 32254

Nassau County:

Center #9
45089 Third Avenue
Callahan, Florida 32011

Center#10
516 South 10th Street
Fernandina Beach, Florida 32034

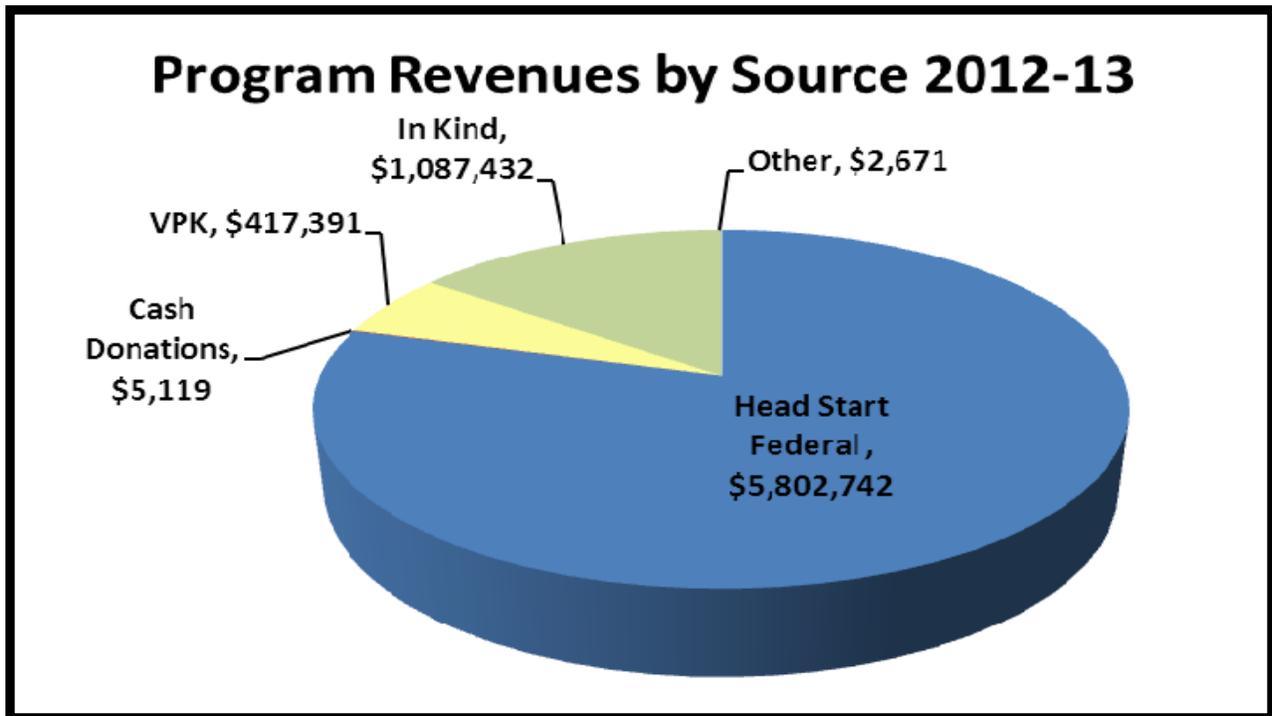


Program revenues: ECS receives funding for the Head Start and Early Head Start programs primarily from the US Department of Health and Human Services Office of Head Start. However, ECS also supplemented 20% of the program with revenue from other sources. Some of the sources of program revenue that were applied this program year are:

- Cash donations: Donations from individuals and foundations can help provide program enhancements that would not otherwise fit into the budget.
- Voluntary Prekindergarten (VPK): The VPK program is a state-funded initiative that provides a framework and subsidy for an early educational program during children's year prior to kindergarten. ECS Head Start 4-year-olds are enrolled in the VPK program.
- In kind: In kind donations come from a very wide range of sources, including parents who volunteer their time, health professionals who provide information to parents and staff, and community volunteers who help govern our programs.

The following figures list the total amount of public and private funds received for this program.

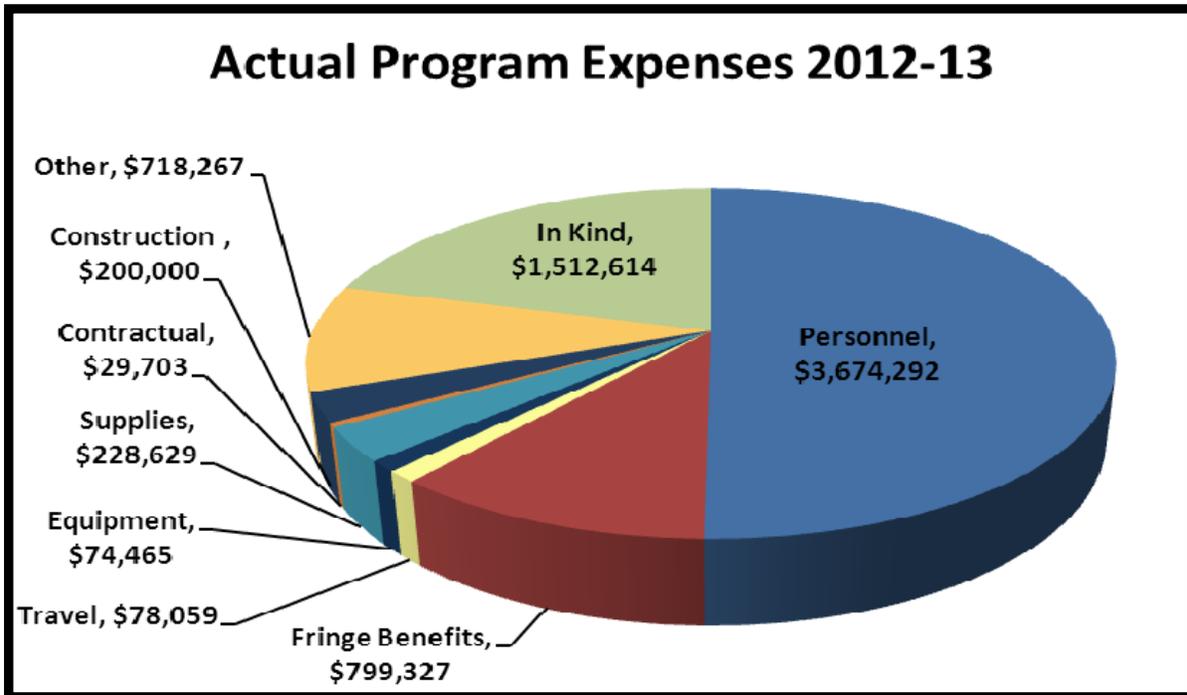
Program Revenues by Source 2012-13			
	Head Start	Early Head Start	Total Revenues
Head Start Federal	\$2,840,367	\$2,962,375	\$5,802,742
Cash Donations	\$5,119	\$0	\$5,119
VPK	\$417,391	\$0	\$417,391
In Kind	\$580,405	\$507,028	\$1,087,432
Other	\$312	\$2,359	\$2,671
Total Revenues	\$3,843,594	\$3,471,762	\$7,315,356



Program expenses: Expenses for the Head Start and Early Head Start program, and the original proposed budget, follow. ECS spent more on travel, equipment, and supplies than budgeted; Contractual and other expenses were under budget.

Actual Program Expenses 2012-13			
	Head Start	Early Head Start	Total Expenses
Personnel	\$1,752,782	\$1,921,510	\$3,674,292
Fringe Benefits	\$337,094	\$462,233	\$799,327
Travel	\$41,507	\$36,552	\$78,059
Equipment	\$24,455	\$50,010	\$74,465
Supplies	\$92,393	\$136,236	\$228,629
Contractual	\$22,488	\$7,215	\$29,703
Construction	\$200,000	\$0	\$200,000
Other	\$369,648	\$348,619	\$718,267
Expenses	\$2,840,367	\$2,962,375	\$5,802,742
In Kind	\$1,003,227	\$509,386	\$1,512,614
Total including In Kind	\$3,843,594	\$3,471,761	\$7,315,356

Budgeted Program Expenses 2012-13			
	Head Start	Early Head Start	Total Expenses
Personnel	\$1,764,256	\$1,943,356	\$3,707,612
Fringe Benefits	\$341,343	\$439,912	\$781,255
Travel	\$3,701	\$24,106	\$27,807
Equipment	\$3,500	\$3,500	\$7,000
Supplies	\$52,205	\$86,906	\$139,111
Contractual	\$28,825	\$71,320	\$100,145
Construction	\$200,000	\$0	\$200,000
Other	\$446,537	\$393,275	\$839,812
Budget	\$2,840,367	\$2,962,375	\$5,802,742
In Kind	\$710,092	\$740,594	\$1,450,686
Total including In Kind	\$3,550,459	\$3,702,969	\$7,253,428



Program enrollment: These programs served 812 children and 35 pregnant women during the program year. Enrolled children are primarily in poverty, or otherwise at high risk for risk factors that lessen their chances of success in kindergarten and beyond. Highlighted program statistics are as follows:

Number of children and families served:

- **Head Start: 474**
- **Early Head Start: 338**
- **Pregnant women: 35**

Average monthly enrollment (as a percentage of funded enrollment):

- **Head Start: 100%**
- **Early Head Start: 100%**

Percentages of eligible children served:

- **Income below 100% of federal poverty line: 650 (80.0%)**
- **Receipt of public assistance such as TANF, SSI: 132 (16.2%)**
- **Status as a foster child: 9 (1.1%)**
- **Status as homeless: 13 (1.6%)**
- **Over income: 7 (1.1%)**



Program monitoring: The ECS Head Start and Early Head Start program is subject to a number of external controls to ensure quality.

Head Start Federal monitoring: In 2013 the Administration for Children and Families conducted a triannual review of ECS's Head Start and Early Head Start programs. In the final report, ECS had no deficiencies.

ECS's CLASS results on the triannual review indicated good scores in Emotional Support and Instructional support, which are measures that indicate quality of loving and learning in the classrooms. ECS's Classroom Organization score fell into the lower 10% of grantees in the cohort by less than half a point, but the scores were in the "good" range of the assessment.

Financial audit: ECS conducts an annual independent financial audit of the agency's accounting practices. For 2012-13 the auditor had no findings in the ECS financials.

Health services: The Head Start and Early Head Start programs provide access to medical and dental services for preschoolers and toddlers. Encouraging access helps prevent health problems later in life, and even promotes the children's development. Below are the counts and percentages of children who received these services.

- ◆ Medical exams:
 - # of children up to date on preventative and primary care according to EPSDT schedule: 643 (79.1%)
 - # of children up to date on all immunizations: 752 (92.6%)
- ◆ Dental exams:
 - # of children up to date on preventative oral care according to EPSDT schedule, or who received preventative care since year prior 636 (78.3%)

Community Involvement: The ECS Head Start and Early Head Start program promotes involvement from parents and the community.

Parent involvement: Parents are provided with a number of opportunities to increase their involvement with their children, both inside and outside of the classroom. ECS staff hold monthly gatherings at each center for parents to participate. Often these meetings include educational components to help improve parenting skills and knowledge. All ECS centers also provide parent involvement opportunities directed towards fathers and father figures to promote the importance of male influences on at-risk children. The Head Start and Early Head Start programs are governed in part by a representative board of Head Start and Early Head Start parents, and all major program decisions must be approved by this board. Finally, parents provide a large percent of program volunteer in-kind support.

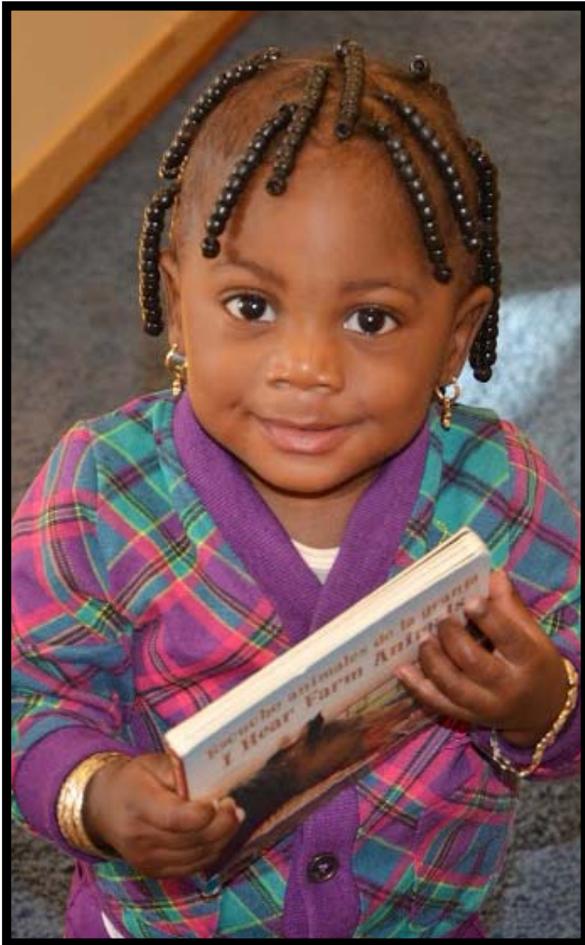
Volunteer support: Head Start and Early Head is a program that best thrives with community involvement. Community involvement is important to successful program activities, and allows ECS to be responsive to the unique qualities of the different areas we serve. In 2012-13 998 volunteers helped to support program activities. Fifty-six percent of the volunteers are parents, who are committed to supporting the program—560 of the volunteers were parents of enrolled Head Start or Early Head Start children.

School Readiness: The ECS Head Start program is committed to ensuring that children are prepared for kindergarten, despite the challenges they face. ECS has extensive systems in place to help children get ready for school.

Assessments: ECS uses a range of assessments as identified in the following analysis to determine children's progress at various intervals throughout the year. In general, children are assessed at the beginning and end of the school year. In many instances children are assessed at midyear as well to determine their improvement.

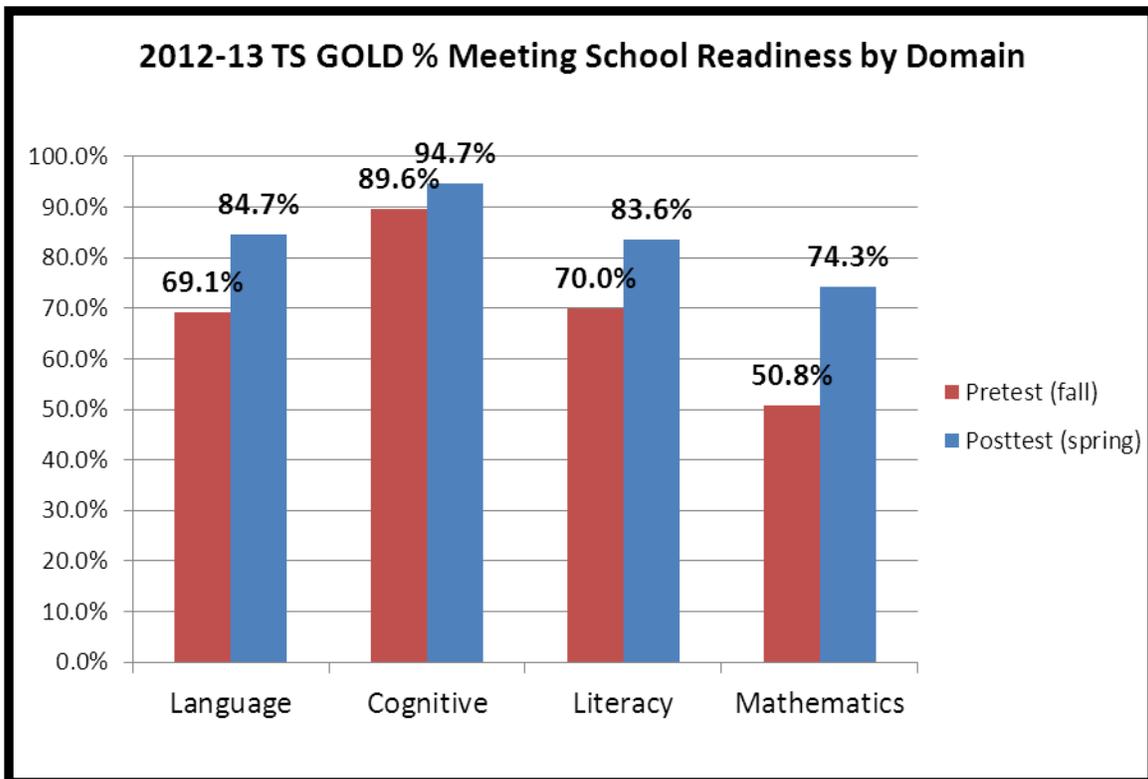
Application of data: Teachers use data from assessments to individualize instruction for children so that each receives the appropriate intervention for his/her development level. ECS additionally reviews data by classroom and by center to better understand the unique needs of teachers and center managers.

Placement of data in TA Plan and Self Assessment: Each year ECS utilizes findings from the outcomes analysis to guide how we improve our programs. Needs identified from assessments are addressed by providing additional training and programmatic support for teachers and coaches. As a result of findings in 2012-13 ECS made the following plans:



- *Teacher and Education Staff used the Teaching Strategies GOLD Teacher Resources to plan and execute high quality, individualized lesson plan.*
- *Early Childhood Specialists (classroom coaches) conducted demonstrations and observations focusing the results of Child Outcomes and Classroom Assessments that measure the quality of teacher and child interactions.*
- *Training on encouraging higher order thinking skills to develop concepts and language were a focus.*

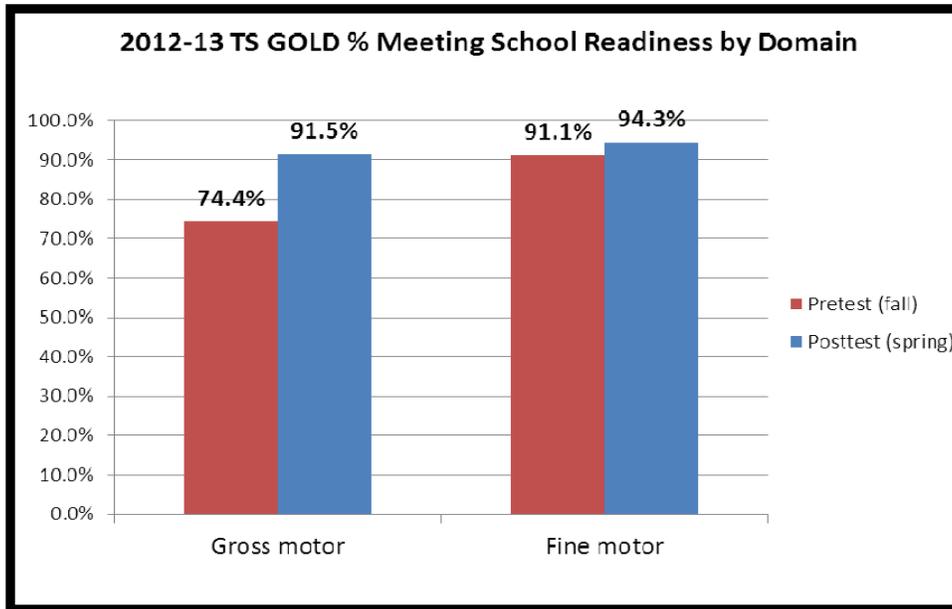
School readiness goals and analysis: There was improvement overall in all of the school readiness domains assessed. These scores are all improvements over pretest results. ECS's school readiness goals and results are as follows:



Children's knowledge and reading: ECS's goal is for children to enter kindergarten with age appropriate skills. To assess this, ECS uses the Teaching Strategies GOLD assessment to determine children's developmental level and progress on each domain. The domains of this assessment include Social Emotional, Language, Literacy, Cognitive, Physical, and Mathematical Development. Areas of Social Studies, Science, Approaches to Learning, the Arts, and English as a Second Language Acquisition are also observed and monitored for growth. Children are assessed three times each year—pretest and posttest results follow.

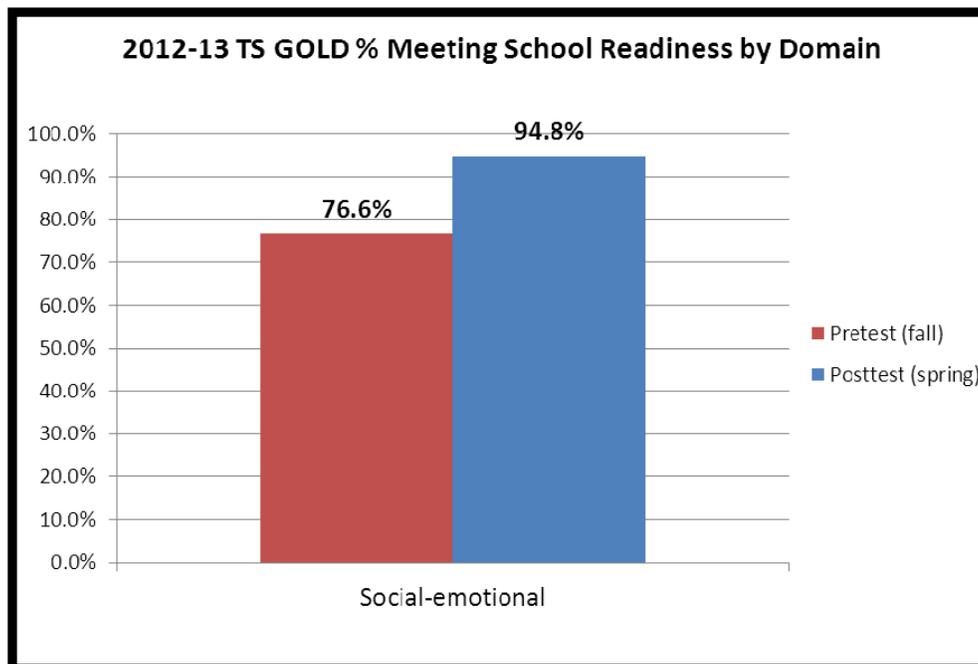
- **Children met an average of 84.3% objectives in all domains of language, cognitive development, literacy, and mathematics.**
- **Children made the following gains in average objectives met from pretest to posttest:**
 - **Language: 22.5% increase**
 - **Cognitive: 5.7% increase**
 - **Literacy: 19.4% increase**
 - **Math: 46.3% increase**

Physical development: ECS understands that physical development and health is the foundation of a well-rounded education. Our goal is for children to enter kindergarten with strong physical health. To assess this, ECS uses the Teaching Strategies GOLD assessment to determine children's physical development improvement. Children are also sent to kindergarten with their most recent medical records including physicals, dental exams, immunization records, hearing/vision tests, and results of lead tests.



- Overall in 2012-13, the vast majority of children scored at the age appropriate level in gross and fine motor development, with an average of 92.9% objectives met overall.
- Children made the following gains in average objectives met from pretest to posttest:
 - **Gross motor: 23.0% increase**
 - **Fine motor: 3.5% increase**

-Social-emotional development: Children cannot thrive without positive mental health. Therefore, ECS also assesses children’s social-emotional development using the Teaching Strategies GOLD assessment. Children were assessed three times during the year. ECS’s goal is that children will have age appropriate levels in social-emotional development.



- **In 2012-13 94.7% of HS children entering kindergarten scored at the appropriate level of social emotional development.**
- **Children's social-emotional scores increased 23.6% from pretest to posttest:**

-Teacher training: The program also works to improve the quality of instruction through continuous training. ECS provides coaching and training in domains shown to improve children's development including emotional support, classroom organization, and instructional support. At ECS we use the CLASS assessment at various intervals throughout the year to evaluate teachers' skills—end of year results follow.

- **Emotional support: 5.90**
- **Classroom organization: 5.46**
- **Instructional support: 3.48**

Kindergarten transition: ECS is committed to ensuring that our children are prepared for kindergarten. In addition to working with children and families to promote children's development, ECS also provides support to children as they leave our program at five years old. At the end of 2012-13 138 children were expected to transition to kindergarten the following year. ECS partners with the Local Education Agencies of each of the counties where our centers are located to develop a transition plan in which children are introduced to the schools they will be attending, and important information about the child is shared with the kindergarten teachers. ECS also provides training to kindergarten teachers about the needs of high risk children who come from Head Start. Each county's School Readiness and Transition Committee make goals, including special events, two way communication, family support and meeting the needs of the individual child. Community members and representatives for the local elementary school collaborate to ensure a smooth transition.

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