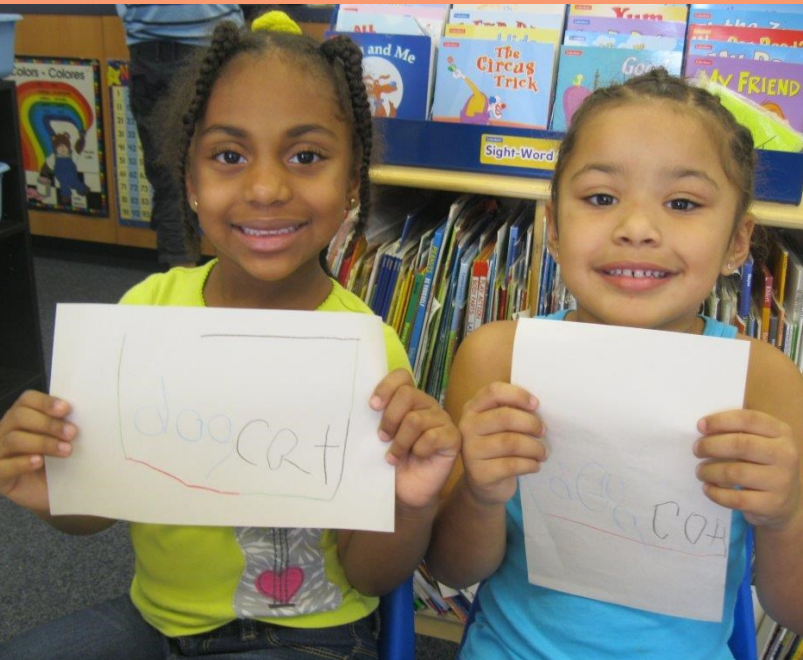


Early Childhood Learning Services

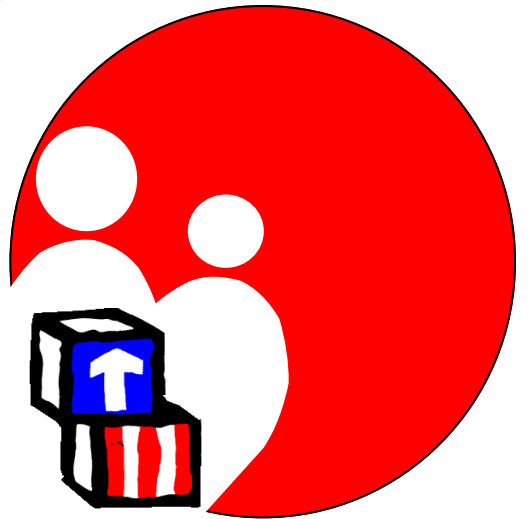


2014-2015 Annual Report



It's true time flies when you're having fun! It also flies when one is working hard. The 2014-15 school year, my first as principal of Early Childhood Learning Services, is in the books. When working in a Head Start Program, one is actually working on three years at once: Looking back at the prior year's data and lessons, planning for the upcoming year, and all the while working in the present. This report gives an overview of work by our amazing and dedicated staff, both in the classrooms and on our family engagement team. We continue on our journey of continuous improvement so that we can reach our goal of providing the highest quality services so that all children and families will reach their potential. We invite you to join us on this journey!

Wishing You Well,
Maggie Stevens, Principal Early Childhood Learning Services



By the Numbers

Head Start/Early Head Start Annual Program Performance Indicators

Funded enrollment	846
Number of children served	1,057
PreK attendance average	92%
Children who received follow up dental treatment	247
Children with IEPs or IFSPs	161
Parent and teacher mental health & behavior consultations	284
Parent University attendees	2,488
Volunteer hours	9,730
Family consultation - Family	917
Community Services referrals	1,120
Meals served	300,441



Early Childhood Learning Services Funding

HS/EHS	2014-15	Proposed 2015-16
Personnel Salaries	\$4,697,171	\$4,819,259
Fringe Benefits	\$1,720,996	\$1,739,072
Travel	\$36,939	\$21,983
Equipment	\$12,000	\$10,000
Supplies	\$123,095	\$126,773
Contractual	\$27,280	\$32,150
Other	\$459,056	\$337,210
Indirect Charges	\$294,384	\$284,474
TOTAL	\$7,370,921	\$7,370,921

Serving Families and Children

- 88% of the families earn less than 100% of the federal poverty level
- 3% of children and their families experienced homelessness
- 46% of families receive Women Infants, and Children (WIC) services
- 25% of parents have less education than a high school diploma
- 26% of families needed assistance for an emergency
- 56% of children come from single parent family homes
- 18% of children have been enrolled for multiple years

Children Served by Program

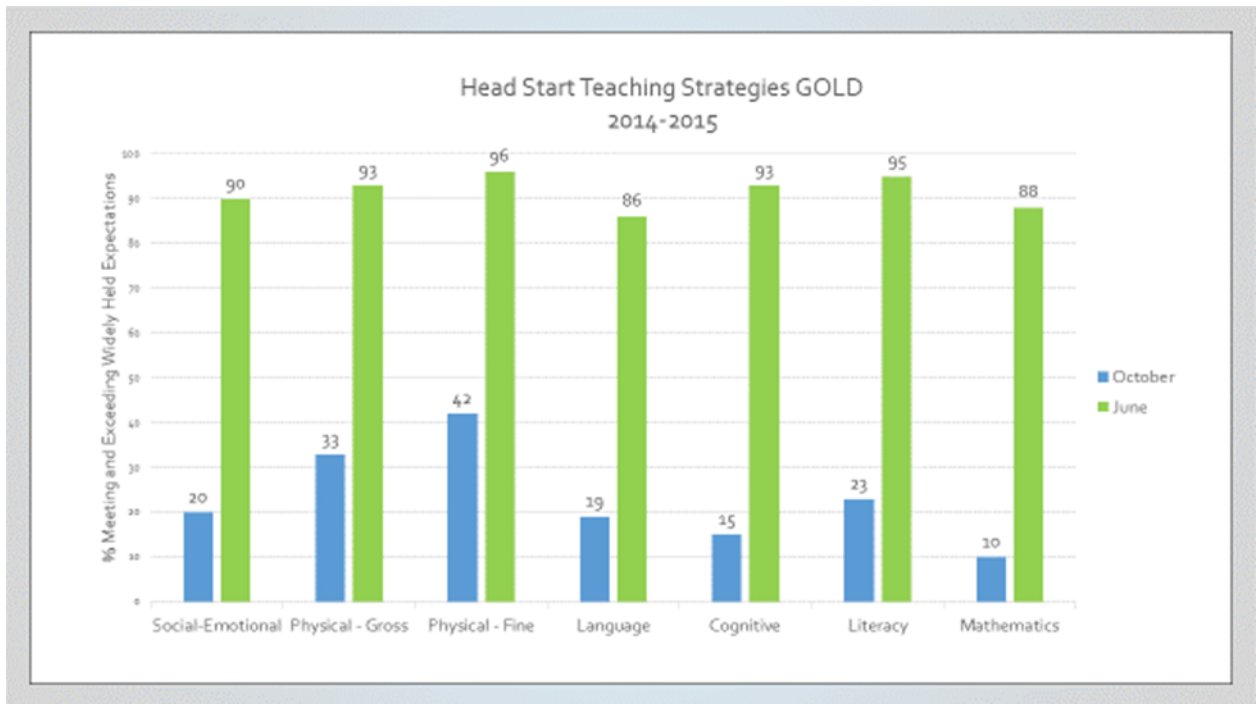
- Head Start—859
- EHS—170
- Title I/VPK—57
- VPK Summer—97
- LAMP Infants/Toddlers—98
- Migrant PreK—36



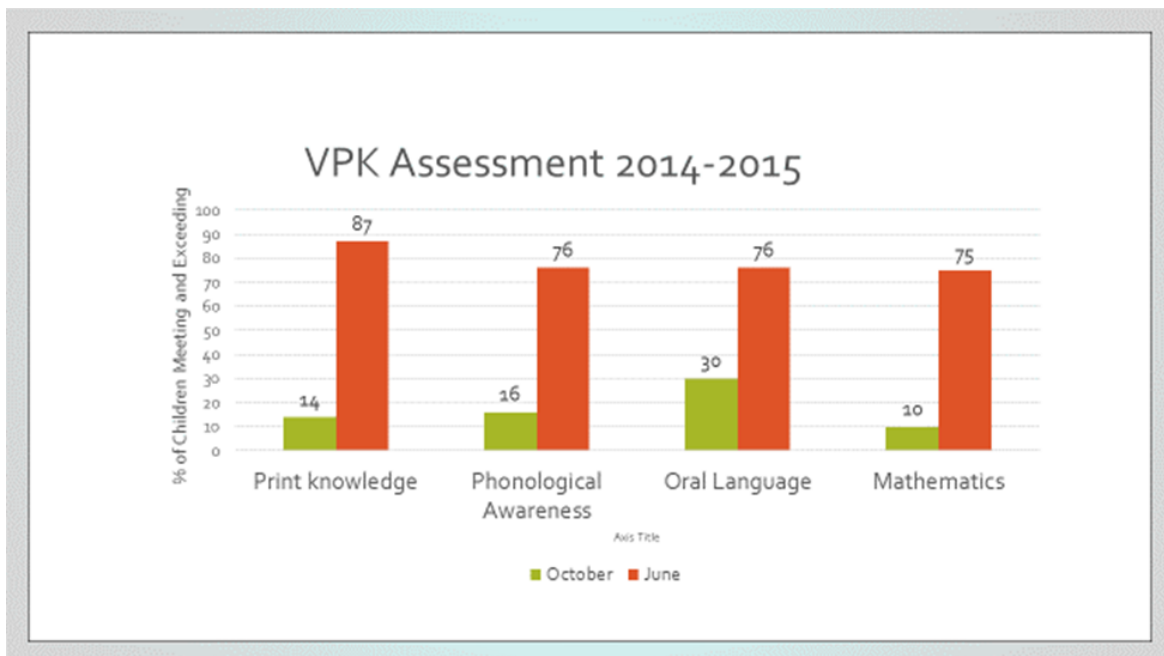
Early Childhood Learning Services maximizes its funding to provide the most cost effective services. Funding comes from the following sources:

- ⇒ Early Head Start/Head Start basic grant funds - \$7,370,921. with matching funds of \$1,842,730. totaling \$9,213,651.
- ⇒ Voluntary Prekindergarten (VPK) state funds - \$1,903,352.65 for the school year and \$188,378 for the summer program.
- ⇒ Title I funds - \$268,048
- ⇒ Teen Parent funds—\$605,162

Children's Learning Gains



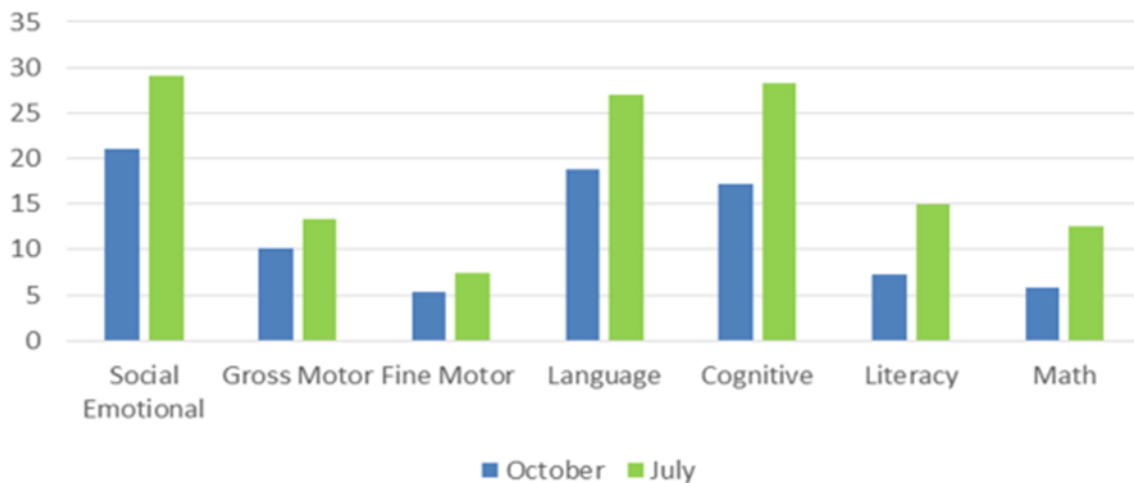
Teaching Strategies GOLD is a research-based early childhood assessment. Teachers enter ongoing observations and data to track children's growth along a developmental continuum. GOLD covers all developmental domains. Head Start year end scores are generally above the 80th percentile in all areas.



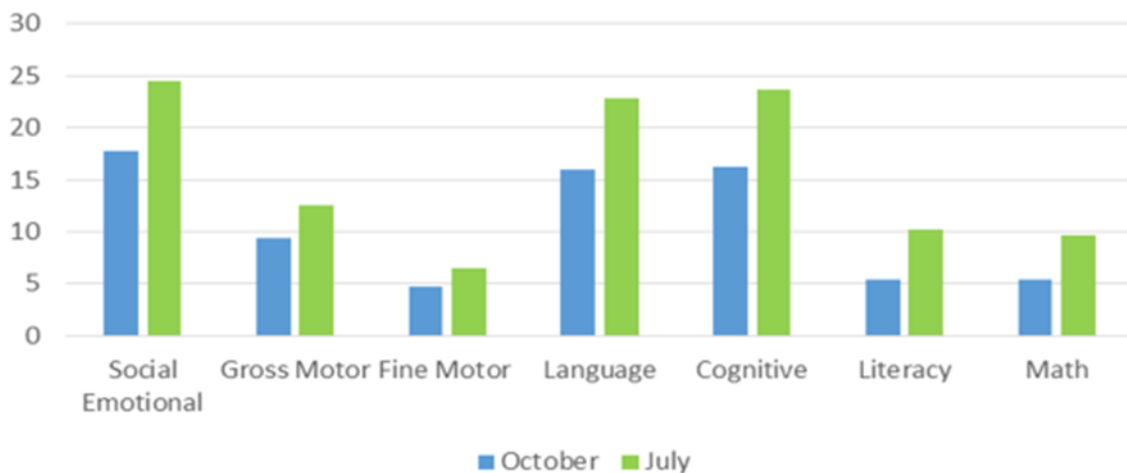
The VPK Assessment is given to Head Start/VPK children three times during the year: baseline, midyear, and year end. It was developed to predict later reading success. The assessment focuses on four areas of reading: print knowledge, phonological awareness, oral language, and mathematics. Children generally score above 75% at year end.

Children's Learning Gains

EHS Center-Based Child Growth 2014-15



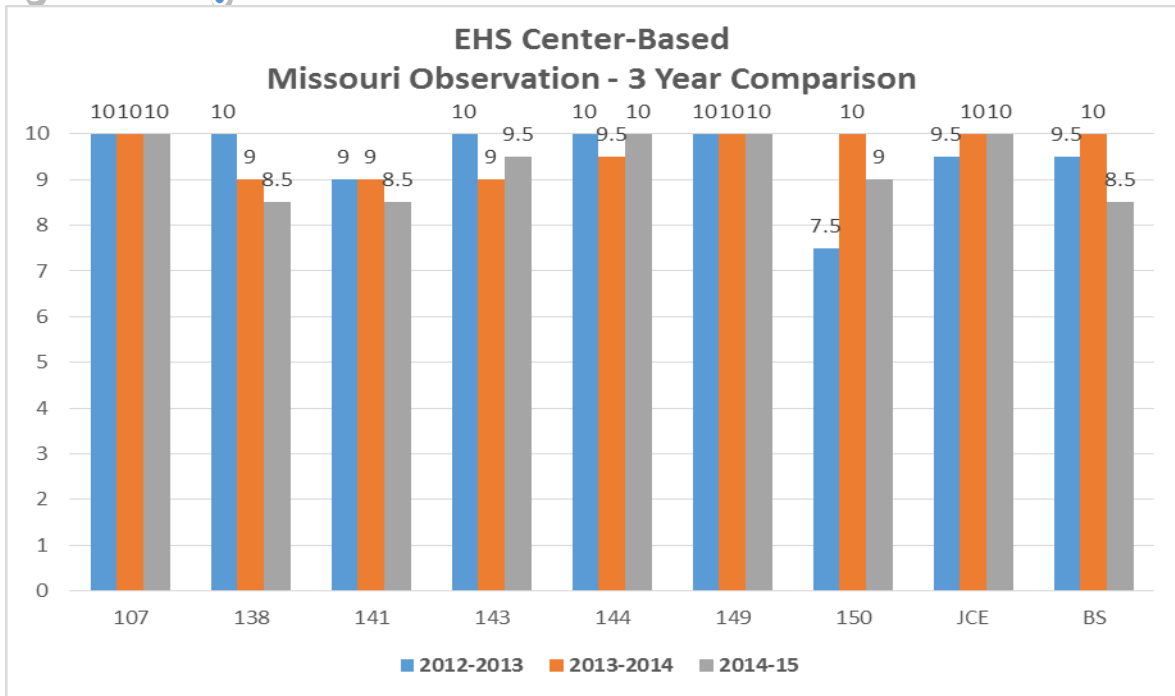
EHS Home-Based Child Growth 2014-15



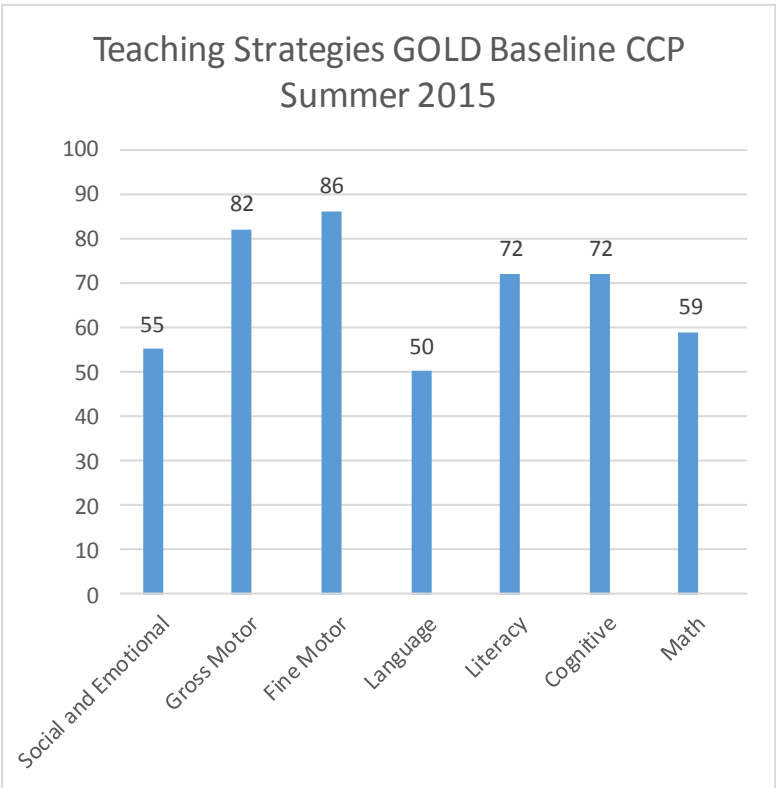
Teaching Strategies GOLD is an online assessment system used to measure the knowledge, skills, strengths, interests, and needs of children by area of development. This assessment tool is aligned to the curriculum used by our program, Creative Curriculum, as well as to the Florida State Standards. EHS is a year round program serving children birth to three including pregnant moms and children with disabilities in both a center-base and home-base program model. As children turn three years of age, they often transition into Head Start, making child enrollment ongoing throughout the year. For this purpose, the EHS growth charts only include the children who were present for both beginning and end of the year checkpoint periods. Additionally, when analyzed at the program and individual child level, all children showed growth in all areas of development.



Quality Instruction & Environments

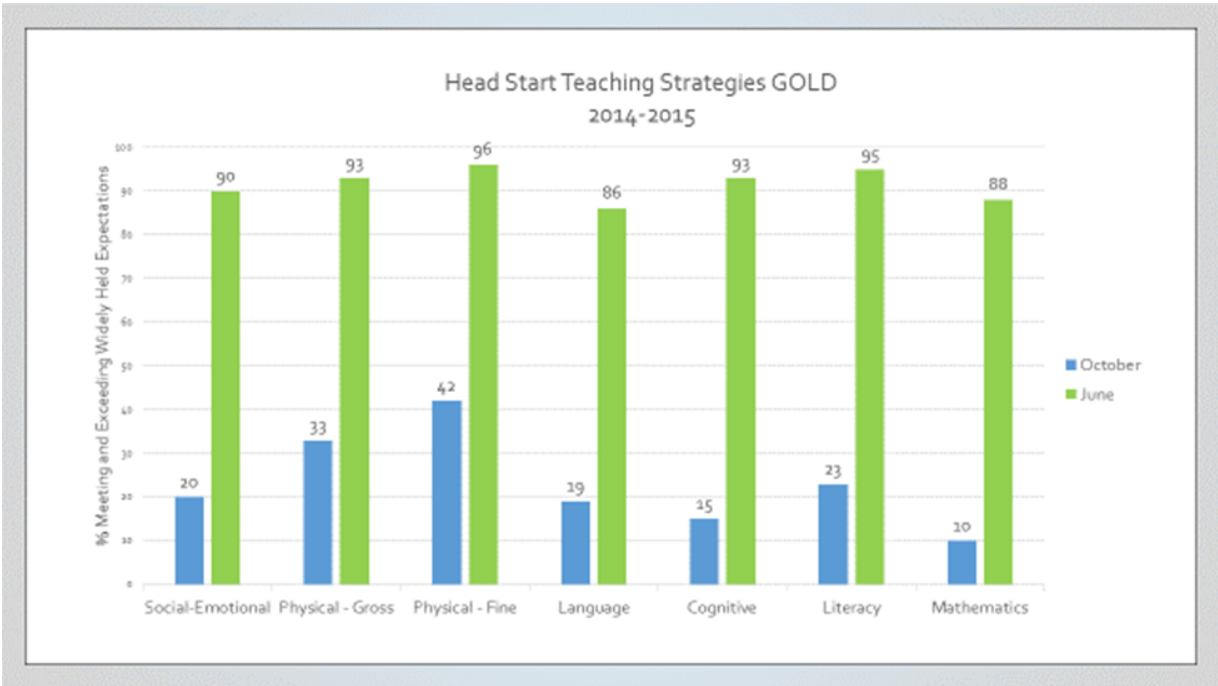


The **Missouri Infant/Toddler Responsive Caregiving Checklist** is used as the self-assessment tool in Early Head Start classrooms. This tool measures caregiving practices for groups of children from birth to age three (36 months). Responsive caregiving of infants and toddlers focuses on each individual and how he or she develops a sense of security, belonging, exploration, and communication, as well as the contributions they make to their world. Many of the items on the tool take place during naturally occurring routines and events. The tool captures shared moments of attention with between teachers and children. It also measures how teachers meet the diverse needs of individual children by responding to the children’s cues. On a scale score of 1-10 with 10 being the highest, the EHS rooms scored an overall average of 9.5.

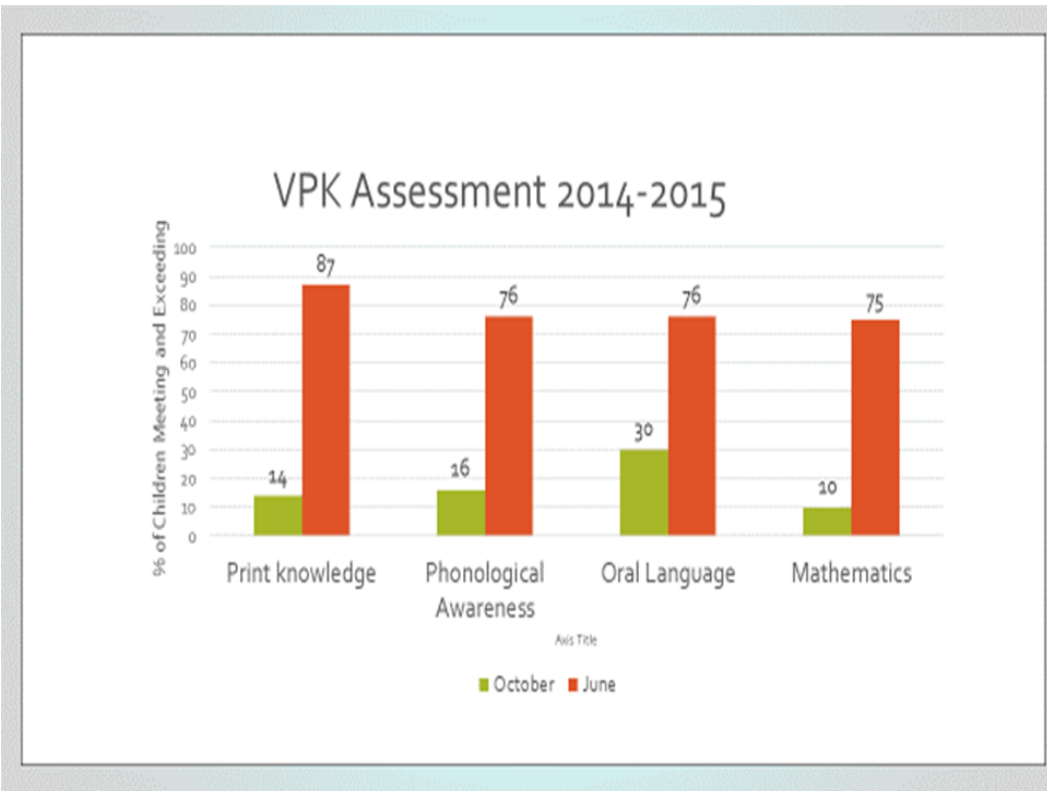


The Early Head Start Child Care Partnership (EHS-CCP) grant began in February 2015. Children were in care with four community child care centers. The infant-toddler caregivers entered their observations of children’s growth and development into Teaching Strategies GOLD. The adjacent graph shows the aggregated children’s scores on their baseline check point. Their progress will continue to be tracked in the 2015-2016 school year.

Children's Learning Gains



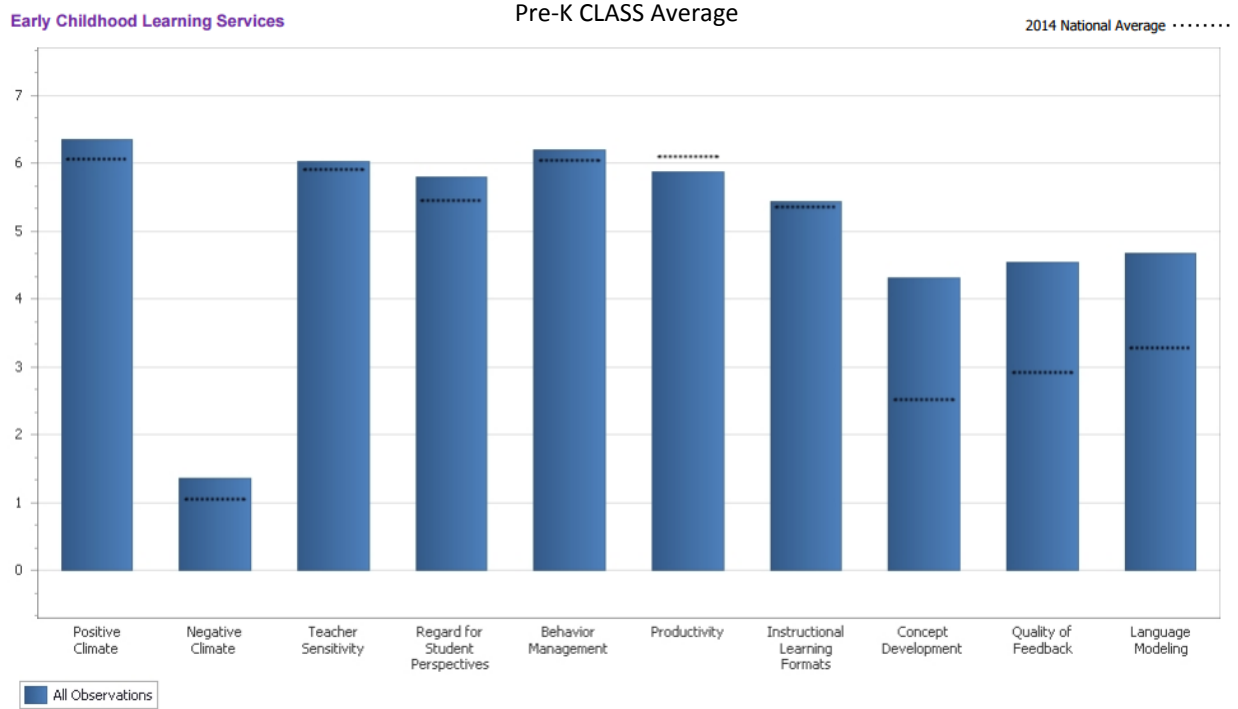
Teaching Strategies GOLD (TS GOLD) is an online assessment system used to measure the knowledge, skills, strengths, interests, and needs of children by area of development. This assessment tool is aligned to the program’s curriculum, Creative Curriculum, as well as the Florida State Standards. In Head Start, teachers utilize TS GOLD for progress monitoring allowing teachers to individualize for children’s needs. Data such as observations and photos are entered into the system weekly. Three times a year, there are “check points” where data is aggregated and analyzed to determine progress on the program’s school readiness goals. In general, year end scores in all domains are in the 85th percentile or higher.



The VPK Assessment is a point-in-time test given individually to all four-year-old children in the program. The assessment was designed to predict success in kindergarten. While the majority of children score **Not Ready** in the fall, the majority of children score **Ready** by year end. This assessment illustrates the great gains that children make during their prekindergarten year in Head Start.



Quality Instruction & Environments



Research suggests that children from low economic families are most in need of exposure to high quality learning environments and are less likely to have that exposure. Early Childhood Learning Services (ECLS) began using the Classroom Assessment Scoring System (CLASS) in 2008. The CLASS is a valid and reliable instrument developed at the University of Virginia (Pianta, La Paro & Hamre). ECLS has six trained staff members who are reliable CLASS observers.

This observation instrument focuses on process quality such as teacher-child interactions. The three domains covered by the CLASS include emotional support, classroom organization, and instructional support. These three domains are comprised of 10 specific dimensions of student-teacher interactions.

Observations consist of a minimum of four observation cycles lasting approximately two hours total. Observers assign scores (1-7) based on teacher-child and

peer-peer interactions with an emphasis on the teachers.

CLASS findings are used in the development of professional learning opportunities for classroom staff. The graphs below illustrate Early Childhood Learning Services CLASS domain scores for the past five years.

Trends show a continuing increase in all domains, but most significantly in Instructional Support scores.



Dear Head Start,

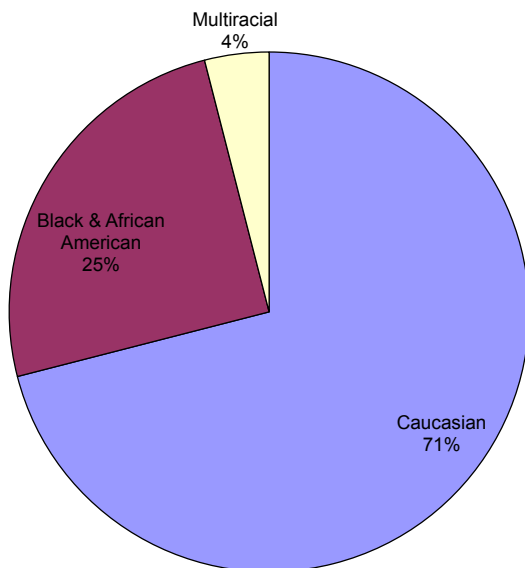
I am a parent of a kindergarten student who was part of the Head Start Program last year. I am very proud to say, my daughter has learned a lot as part of the program. She is and A/B student who loves to learn. She also is a big fan of "I-Read" which is a one-to-one program.

I couldn't be more thankful for the Head Start for accepting my child as part of their learning program. Jon'Ne is now reading on a first grade level.

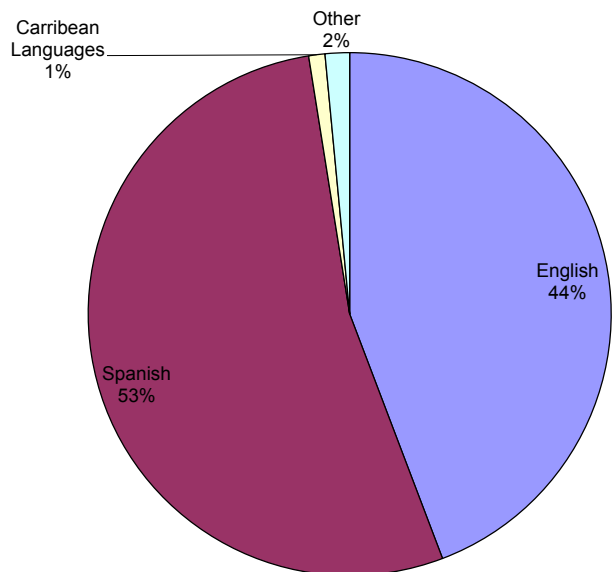
Thank you,

Zucenette Marshall

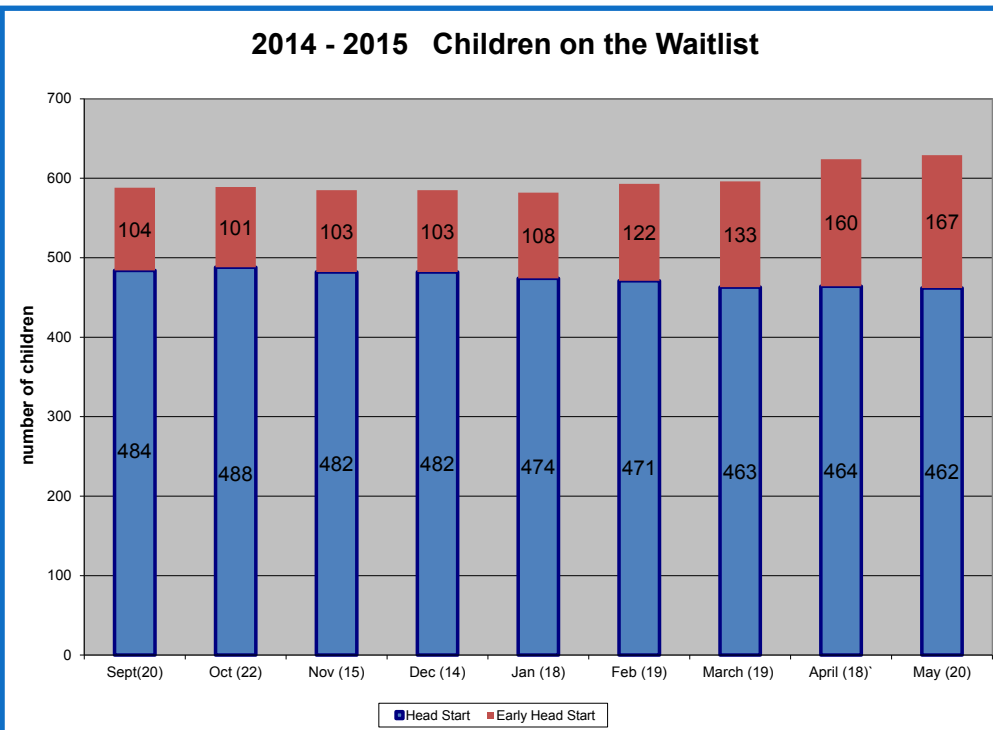
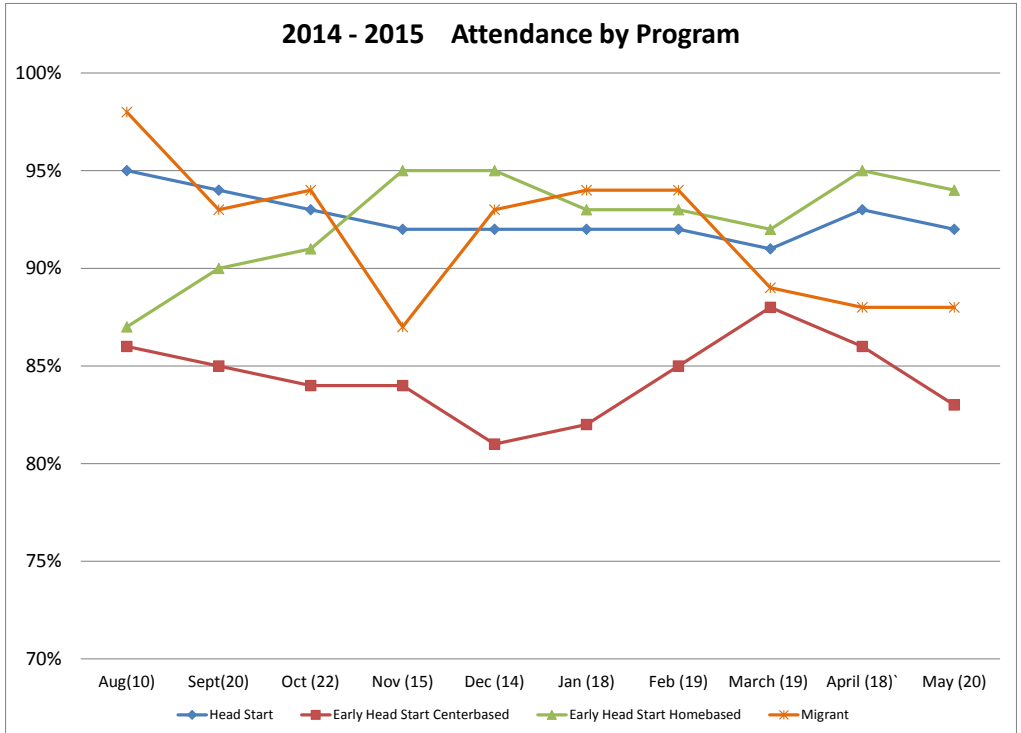
2014 - 2015 ECLS Enrollment by Race



2014 - 2015 ECLS Enrollment by Language



By the Numbers



16 -17 Strategic Plan Goals

Program Goal 1: ECLS will build a strong partnership with DCF, contracted agencies and coalition to enable children and families to maximize the benefits of HS/EHS comprehensive services.

Objectives:

1.1 Develop a Memorandum of Understanding with the local Department of Children and Families Office.

1.2 Cross training between DCF staff and ECLS

1.3 Extend training and develop relationships with contracted child welfare agencies

Expected Outcome: Increase the number of children who access HS/EHS comprehensive services from the child welfare system, contracted child welfare agencies, coalition, and foster care system.

Program Goal 2: The Program will enhance services to children and families to improve children's mathematical vocabulary and concepts to maximize their potential entering Kindergarten.

Objective:

2.1 To strengthen the ability of parents, educational staff, and program staff to improve mathematical concepts and vocabulary as measured by assessment data.

Expected Outcome: Children will enter Kindergarten with the ability to apply mathematical concepts and vocabulary.

Program Goal 3: The Program will empower families to improve health outcomes by strengthening their knowledge and skills to effectively advocate for the health needs of their families.

Objectives: **3.1** To reduce the number of unexcused absences.

3.2 To ensure the timely completion of HS/EHS EPSDT well child visits.

3.3 To increase parent knowledge and appropriate use of bottle and feeding practices.

3.4 To increase staff wellness activities.

Expected Outcome: Families will make decisions that will promote family wellness.

Program Goal 4: The Program will increase the quantity and quality of services to all locations.

Objective:

4.1. Increase quality and quantity of family involvement.

4.2. Create coherent succession strategies for stable top leadership succession and transitions.

4.3. Develop a substitute pool.

Expected Outcomes: Increased parent and staff satisfaction and improved staff retention.

Program Goal 5: The Program will contribute to the improvement of the quality of early childhood in the community.

Objective: **5.1** Increase community participation in early childhood program activities.

Expected Outcome: Children will experience active learning and social emotional well-being as a foundation to life-long learning.

The following pages contain federally required Head Start information reports that provide a snapshot of program services.

Office of Head Start - Program Information Report (PIR) PIR Indicator Report - 2015 - Grant Level

For a summary of the filters selected to generate this report, please see the last page of this document.

Grant - Head Start has 1 Program(s)

- The PIR Performance Indicators highlight annual program PIR data in areas of frequent interest and are not intended to serve as a full summary of programs' performance.
- The PIR Performance Indicator Formulas document provides the question numbers used for indicator calculations and is available at <http://eclkc.ohs.acf.hhs.gov/pir>.
- Numerators and denominators are included in the report to supply context for percentages.

Enrollment - PIR Performance Indicators

Context		Number	
Cumulative Enrolled Children		859	
2015 #	PIR Performance Indicator	Number	Percentage
101	Percentage (%) of children enrolled for multiple years	89	10.36%
102	Percentage (%) of children enrolled less than 45 days	15	1.75%
103	Percentage (%) of children and pregnant women (if EHS) who left the program and did not re-enroll	68	7.92%

Services to All Children at Beginning of Enrollment Year Compared to End of Enrollment Year (based on Cumulative Enrollment) - PIR Performance Indicators

Context		Number	Percentage		
Cumulative Enrolled Children		859			
Children Enrolled less than 45 Days		15	1.75%		
2015 #	PIR Performance Indicator	Number at Beginning of Enrollment Year	Percentage at Beginning of Enrollment Year	Number at End of Enrollment Year	Percentage at End of Enrollment Year
111.1	Percentage (%) of children with health insurance	833	96.97%	844	98.25%
112.1	Percentage (%) of children with a medical home	836	97.32%	844	98.25%
113.1	Percentage (%) of children with up-to-date immunizations, all possible immunizations to date, or exempt	856	99.65%	856	99.65%
114.1	Percentage (%) of children with a dental home	515	59.95%	824	95.93%

Services to All Children (based on Cumulative Enrollment) - PIR Performance Indicators

Context		Number	
Cumulative Enrolled Children		859	
2015 #	PIR Performance Indicator	Number	Percentage
121	Percentage (%) of children with an IFSP or IEP	134	15.60%
122	Percentage (%) of children up-to-date on a schedule of preventive and primary health care per the state's EPSDT schedule at the end of enrollment year	844	98.25%
123	Of the children up-to-date on health screenings, the percentage (%) of children diagnosed with a chronic condition needing medical treatment	31	3.67%

<i>Context</i>		<i>Number</i>	
124	Of the children diagnosed with a chronic condition needing medical treatment, the percentage (%) of children who received medical treatment	27	87.10%

Services to Preschool Children (based on Cumulative Enrollment) - PIR Performance Indicators

<i>Context</i>		<i>Number</i>	
Cumulative Enrolled Preschool Children		859	
Cumulative Enrolled Preschool Children with an IEP for one of the Primary Disabilities Reported in the PIR		134	
2015 #	<i>PIR Performance Indicator</i>	<i>Number</i>	<i>Percentage</i>
131	Percentage (%) of preschool children that received special education or related services for one of the primary disabilities reported in the PIR	134	100.00%
132	Percentage (%) of preschool children completing professional dental exams	836	97.32%
133	Of the preschool children receiving professional dental exams, the percentage (%) of preschool children needing professional dental treatment	312	37.32%
134	Of the preschool children needing dental treatment, the percentage (%) of preschool children who received dental treatment	249	79.81%

Family Services - PIR Performance Indicators

<i>Context</i>		<i>Number</i>	
Total Number of Head Start Families		841	
2015 #	<i>PIR Performance Indicator</i>	<i>Number</i>	<i>Percentage</i>
141	Percentage (%) of families who received at least one of the family services reported in the PIR	747	88.82%
<i>Context</i>		<i>Number</i>	
Total Number of Families Experiencing Homelessness that were Served During the Enrollment Year		24	
2015 #	<i>PIR Performance Indicator</i>	<i>Number</i>	<i>Percentage</i>
142	Percentage (%) of families experiencing homelessness during the enrollment year that acquired housing during the enrollment year	3	12.50%

Preschool Staff and Classes (Head Start and Migrant/Seasonal preschool staff only) - PIR Performance Indicators

<i>Context</i>		<i>Number</i>	
Preschool Classroom Teachers		50	
Preschool Classes		48	
Preschool Classroom Assistant Teachers		63	
2015 #	<i>PIR Performance Indicator</i>	<i>Number</i>	<i>Percentage</i>
151	Percentage (%) of preschool classroom teachers that meet the degree/credential requirements of Section 648A.(2)(A) (BA or higher - ECE/related) that will become effective September, 2013	47	94.00%
152	Percentage (%) of preschool classes in which at least one teacher meets the teacher degree/credential requirements of Section 648A.(3)(B) (AA or higher - ECE/related) that became effective October, 2011	46	95.83%
153	Percentage (%) of preschool classroom assistant teachers with a CDA/equivalent or higher, or are enrolled in a CDA or ECE degree program	63	100.00%



The following pages contain federally required Early Head Start information reports that provide a snapshot of program services.

Grant - Early Head Start has 1 Program(s)

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- The PIR Performance Indicator Formulas document provides the question numbers used for indicator calculations and is available at <http://eclkc.ohs.acf.hhs.gov/pir>.
- Numerators and denominators are included in the report to supply context for percentages.

Enrollment - PIR Performance Indicators

Context		Number	
Cumulative Enrolled Children		162	
2015 #	PIR Performance Indicator	Number	Percentage
101	Percentage (%) of children enrolled for multiple years	83	51.23%
102	Percentage (%) of children enrolled less than 45 days	8	4.94%
Context		Number	
Cumulative Enrolled Children and Pregnant Women (if EHS)		170	
103	Percentage (%) of children and pregnant women (if EHS) who left the program and did not re-enroll	40	23.53%

Services to All Children at Beginning of Enrollment Year Compared to End of Enrollment Year (based on Cumulative Enrollment) - PIR Performance Indicators

Context		Number	Percentage		
Cumulative Enrolled Children		162			
Children Enrolled less than 45 Days		8	4.94%		
2015 #	PIR Performance Indicator	Number at Beginning of Enrollment Year	Percentage at Beginning of Enrollment Year	Number at End of Enrollment Year	Percentage at End of Enrollment Year
111.1	Percentage (%) of children with health insurance	159	98.15%	158	97.53%
112.1	Percentage (%) of children with a medical home	158	97.53%	158	97.53%
113.1	Percentage (%) of children with up-to-date immunizations, all possible immunizations to date, or exempt	158	97.53%	158	97.53%
114.1	Percentage (%) of children with a dental home	1	0.62%	98	59.28%

Services to All Children (based on Cumulative Enrollment) - PIR Performance Indicators

Context		Number	
Cumulative Enrolled Children		162	
2015 #	PIR Performance Indicator	Number	Percentage
121	Percentage (%) of children with an IFSP or IEP	24	14.81%
122	Percentage (%) of children up-to-date on a schedule of preventive and primary health care per the state's EPSDT schedule at the end of enrollment year	128	77.78%
123	Of the children up-to-date on health screenings, the percentage (%) of children diagnosed with a chronic condition needing medical treatment	13	10.32%
124	Of the children diagnosed with a chronic condition needing medical treatment, the percentage (%) of children who received medical treatment	13	100.00%



Family Services - PIR Performance Indicators

Context		Number	
Total Number of Head Start Families		158	
2015 #	PIR Performance Indicator	Number	Percentage
141	Percentage (%) of families who received at least one of the family services reported in the PIR	137	87.82%
Context		Number	
Total Number of Families Experiencing Homelessness that were Served During the Enrollment Year		6	
2015 #	PIR Performance Indicator	Number	Percentage
142	Percentage (%) of families experiencing homelessness during the enrollment year that acquired housing during the enrollment year	2	33.33%

Infant/Toddler Staff (EHS and Migrant/Seasonal infants/toddler staff only) - PIR Performance Indicators

Context		Number	
Early Head Start Center-Based Teachers		18	
2015 #	PIR Performance Indicator	Number	Percentage
161	Percentage (%) of infant and toddler classroom teachers that meet the degree/credential requirements of Section 845A.(h) (CDA/equivalent or higher) that became effective September, 2010	17	94.44%



Celebrating Dr. Seuss Day at the Early Childhood Center



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