



Early Childhood
Learning Services

POWERED BY
The School District
of Lee County

2018 2019

ANNUAL REPORT

BUILDING A **STRONG FOUNDATION FOR SCHOOL READINESS**
SO EACH CHILD REACHES HIS/HER HIGHEST POTENTIAL



PROGRAM SERVICE AREA DESCRIPTIONS

Early Childhood Learning Services has successfully provided comprehensive services for low-income children, ages birth to five, and their families since 1965. Head Start is designed to promote school readiness by enhancing the social and cognitive development of economically disadvantaged children through the provision of education, health, nutrition, social/emotional development, mental health, disability and social services. Over a thousand children receive services from ECLS each program year. Our goal is to build a strong foundation for school readiness, so each child reaches his/her highest potential.

STUDIES REVEAL THAT CHILDREN WHO PARTICIPATE IN HEAD START AND EARLY HEAD START HAVE:

- ▶ Significantly higher cognitive and language skills
- ▶ Better achievement scores in school
- ▶ Higher rates of high school graduation
- ▶ Better employment as adults
- ▶ Less involvement in the criminal justice system
- ▶ Increased family stability



PROGRAM SERVICE AREA DESCRIPTIONS



EARLY CHILDHOOD LEARNING SERVICES INFANT AND TODDLER PROGRAM

This is a high-quality child development program for children birth to three, children with disabilities and pregnant women. Families are served through one of two service models: center-based or childcare partnership option. All program options are individualized based on the needs of children and families. We strive to enhance children's development and strengthen family and community partnerships.



EARLY HEAD START CHILD CARE PARTNERSHIP

The Early Head Start Child Care Partnership serves 72 children from birth to three years of age including children with disabilities. The children are cared for at the Early Childhood Center and designated Community Child Care Centers. The program supports working families or those attending school with a full-day/full-year high-quality service meeting Early Head Start Program Performance Standards. Forty percent of the infants and toddlers enrolled in the program must receive School Readiness funding.

PROGRAM SERVICE AREA DESCRIPTIONS



DISABILITY SERVICES

Children with disabilities make up at least 10% of enrollment and must meet specific eligibility criteria. We believe all children are special and have unique ways of learning. Because of this belief, children with disabilities are a welcome part of our Early Head Start, Early Head Start Child Care Partnership and Head Start Programs.



HEAD START PROGRAM

Head Start is a high-quality early childhood program that serves children who are three and four years old on or before Sept. 1. The families must meet income guidelines. Services are offered to meet the special needs of children with disabilities. The goal of the Head Start program is to prepare children for kindergarten. Children who attend Head Start participate in a variety of educational activities in accredited classrooms located at many elementary schools around the county. Head Start provides children with activities that help them grow mentally, socially, emotionally and physically.

Head Start recognizes that parents are their child's first and most important teachers. Parents are encouraged to be involved in Head Start activities and committees. Staff work with parents as partners to help children progress and to help the family meet its goals.



HEALTH SERVICES

Head Start employs registered nurses and other trained health staff who oversee the health and dental needs of all enrolled children. The health staff will periodically visit the classrooms to screen children and participate in health education activities.



FAMILY & COMMUNITY SERVICES

Family Services Support staff recruit and enroll families into all Early Childhood Programs including Head Start, Early Head Start, Early Head Start Child Care Partnership and Voluntary Prekindergarten. The Family and Community staff works with each family to reach their individual goals. They also assist families by connecting them with community resources, such as job fairs, English and GED classes, and child care providers.



MENTAL HEALTH SERVICES

Mental Health and Wellness Services are provided to children in the Head Start, Early Head Start, and Early Head Start Child Care Partnership. These services support positive social-emotional growth for young children and their families through classroom observations and teacher support. Mental health staff also engage parents in program services by providing opportunities to learn about mental and behavioral health. A strong foundation of social and emotional skills will prepare children for school readiness.

BY THE NUMBERS



SERVING CHILDREN & FAMILIES

- ▶ **1.15%** of children and their families experienced homelessness
- ▶ **52%** of families receive Women, Infants and Children (WIC) services
- ▶ **46%** of parents have less education than a high school diploma
- ▶ **16%** of families needed assistance for an emergency
- ▶ **94%** of children received medical exams
- ▶ **68%** of children received dental exams
- ▶ **22%** of children have been enrolled for multiple years
- ▶ **53%** of children come from single family homes
- ▶ **93%** of families are eligible due to poverty, public assistance, foster care or homelessness

HEAD START/EARLY HEAD START ANNUAL PROGRAM PERFORMANCE INDICATORS		
HS/EHS/CCP	2018-2019	Proposed 2019-2020
Personnel salaries	\$5,314,962	\$5,458,130
Fringe benefits	\$2,050,419	\$2,099,924
Travel	\$17,504	\$27,330
Equipment	\$139,729	\$0
Supplies	\$210,560	\$109,097
Contractual	\$426,447	\$475,995
Other	\$199,832	\$334,679
Indirect charges	\$354,441	\$360,619
TOTAL	\$8,713,894	\$8,865,774

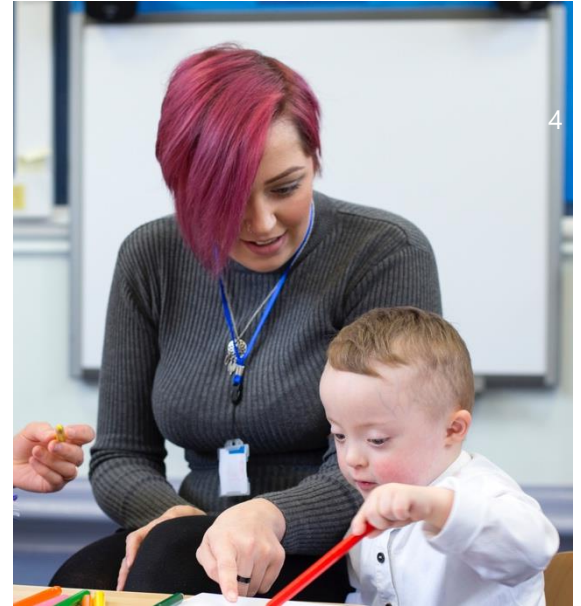
HEAD START/EARLY HEAD START ANNUAL PROGRAM PERFORMANCE INDICATORS	
Funded enrollment	HS: 720 EHS: 126 CCP: 72
Number of children served	1,141
Average attendance	90%
Children with IEPs or IFSPs	184
Children who received follow up dental treatment	104
Consultation with teacher or parent regarding child's mental health or behavior issues	167
Volunteer hours	8,561
Community service referrals	746
Meals served	283,034

FUNDING SOURCES

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 grant** funds **\$7,780,849** with matching funds of **\$1,945,212** totaling **\$9,726,061**
- ▶ **Voluntary Prekindergarten (VPK) of FL** funds **\$1,939,120** for the school year and **\$116,246** for the summer program
- ▶ **CCP** grant funds **\$933,045** with non-federal funds of **\$233,261** totaling **\$1,166,306**

FEDERAL REVIEW: In November 2017, a federal review team issued a final report resolving previously identified findings in our program. FINANCIAL AUDIT: In December 2018, our financial review report resulted in no material findings



HEAD START SUCCESS STORY!

The Early Childhood Learning Center will always hold a special place in my heart. My son, Joshua Jackson, started out as a 3-year-old in the ESE classroom. He wasn't verbal, independent or potty trained, and could not recognize any letters or numbers. In addition, he cried every day. It was very difficult to leave him, but his teacher would reassure me that he was fine and not to worry about him. Within a few months I started noticing changes in my son. He was becoming independent. He wanted to clean up after himself and he was talking more. I volunteered in his classroom because I wanted to see what was happening to make him become so independent. I was shocked because things I wouldn't let him do at home, he was doing it at school by himself. He no longer cried when I dropped him off. In fact, he cried if he missed a day. He didn't even want me to walk him to class anymore.

The center is responsible for a lot of his achievements. They were consistent with his potty training, encouraging him to do things on his own, providing the therapies he received in school and teaching him to identify the letters in his name. When it was time to review his IEP, it was recommended that he transition into a Head Start classroom. Although I was excited, I was worried because he was so little and still not talking clearly. To be honest I was really shocked by how easily he adjusted to a regular classroom. He was able to keep up with the kids in the classroom, operate the computers (with some assistance) and identify all his letters and numbers. He also knew all the letter sounds and could identify different street signs while we were in the car driving.

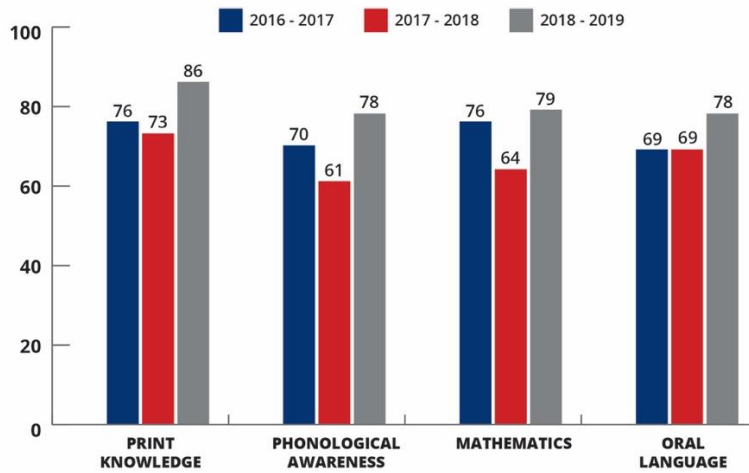
I give the center a lot of credit because they're taking kids who have special needs and preparing them for kindergarten. My son is now in kindergarten and every time we pass by the center he says, "Mom look, it's my old school." The center will always be my favorite school for him because they all took the time to get to know him as a person instead of treating him as a child with an IEP. They knew how to help him when he was mad or sad. They take the time to get to know the child and their parents because they want every child to be successful.

*Forever Grateful,
Jakara Stillman*

CHILDREN'S LEARNING GAINS

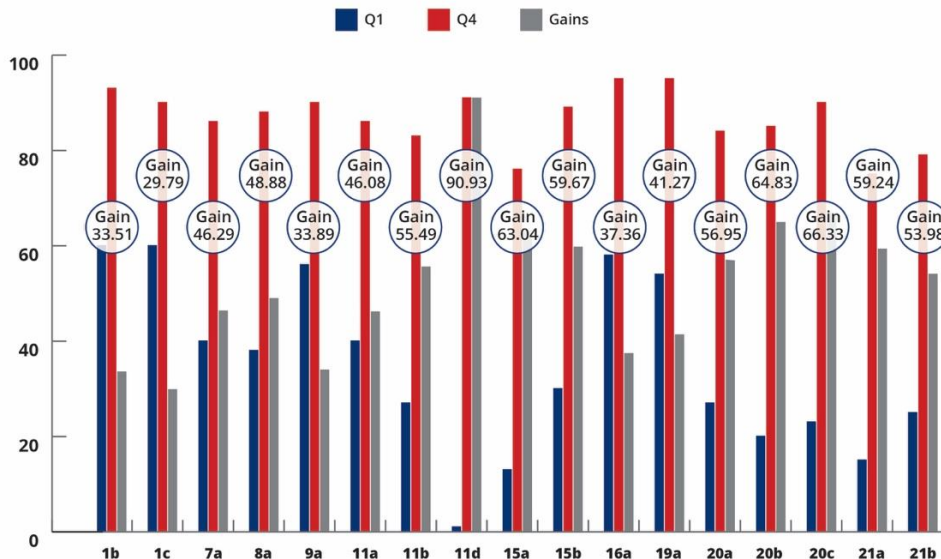
3-YEAR VPK ASSESSMENT TREND

The VPK Assessment is a point-in-time test given individually to all 4-year-old children in the program. The assessment was designed to predict success in kindergarten. This assessment illustrates the percentage of children meeting or exceeding expectations on the VPK Assessment over the last 3 years.



2018-2019 STUDENT GROWTH PERCENTAGE

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 is aligned to the program's curriculum, Creative Curriculum, as well as Florida's State Standards. In Head Start, teachers utilize TS Gold for progress monitoring allowing teachers to individualize for children's needs. This assessment illustrates the great gains that children made during the 2018-19 school year.

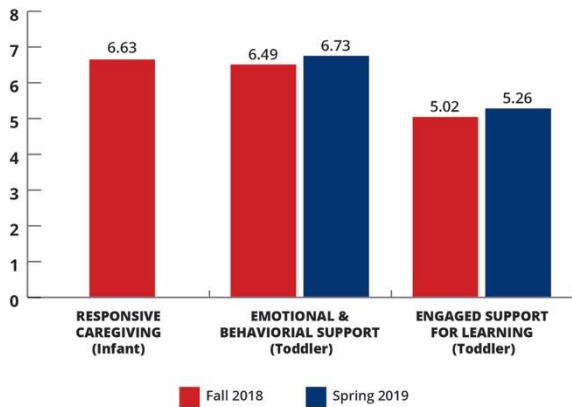


SERVICE AREA DESCRIPTIONS

The program uses the Classroom Assessment Scoring System (CLASS) to measure and improve the quality of teaching practices. CLASS is also used by the Early Learning Coalition’s Quality Rating Improvement System (QRIS) in which the program participates. All Curriculum Specialists/Coaches (referred to in charts as “in house”) and Early Learning Coalition staff (referred to in the charts as “ELC”) are certified CLASS observers. The data are used by Curriculum Specialists/Coaches to support classroom teachers.

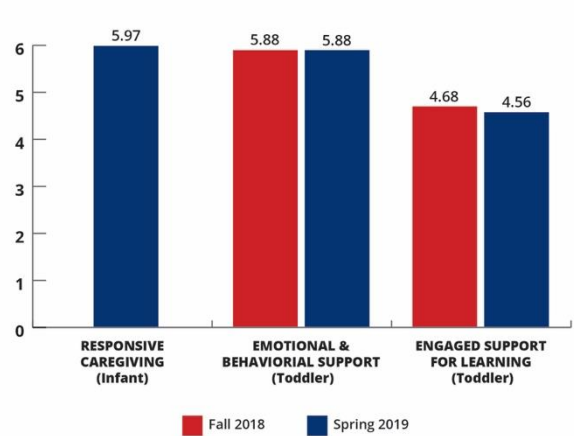
2018-2019 CLASS AVERAGE SCORES BY DOMAIN - EHS

(in-house and ELC combined)



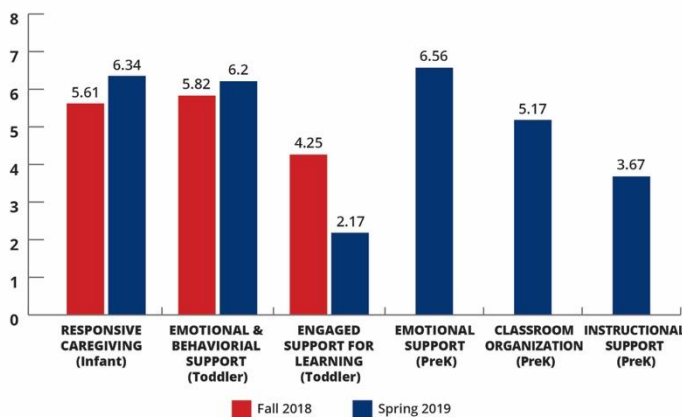
2018-2019 CLASS AVERAGE SCORES BY DOMAIN – EHS - CCP

(in-house and ELC combined)



2018-2019 CLASS AVERAGE SCORES BY DOMAIN - LAMP

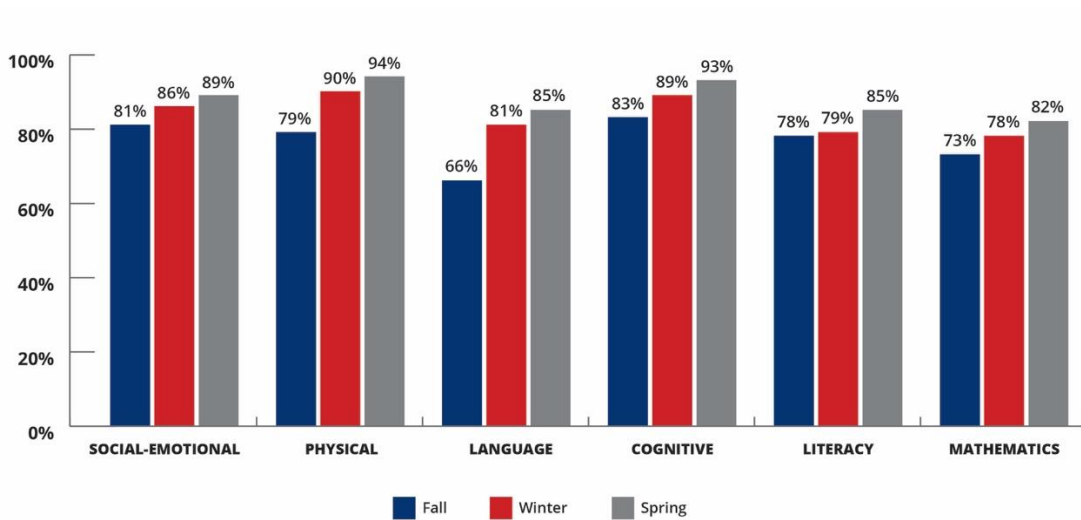
(in-house and ELC combined)



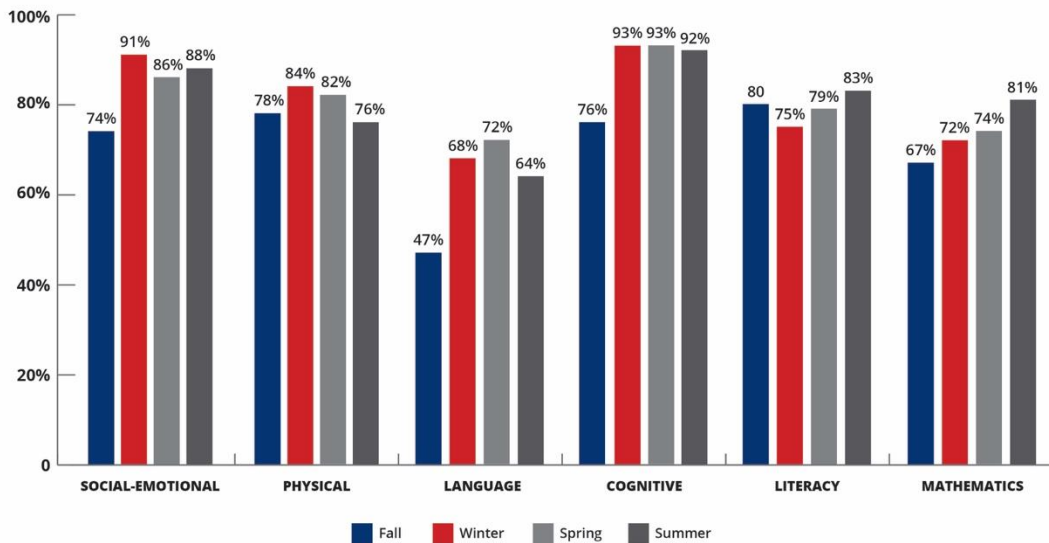
EHS QUALITY INSTRUCTION & ENVIRONMENT

Teaching Strategies GOLD is the online assessment system used to measure the knowledge, skills, strengths, interests and needs of children by area of development. Many of our EHS children are in their second and third year in the program which is one of the reasons many begin the following program year already meeting developmental milestones. Expectations for infants and toddlers change as they age, and children transition out of the program throughout the year. As seen in the chart below, the overall data often does not reflect the growth made by individual children. The data is reviewed and analyzed at the individual, classroom, and program level throughout the year to plan for children and provide professional development to teaching and support staff.

EHS CHILD OUTCOMES



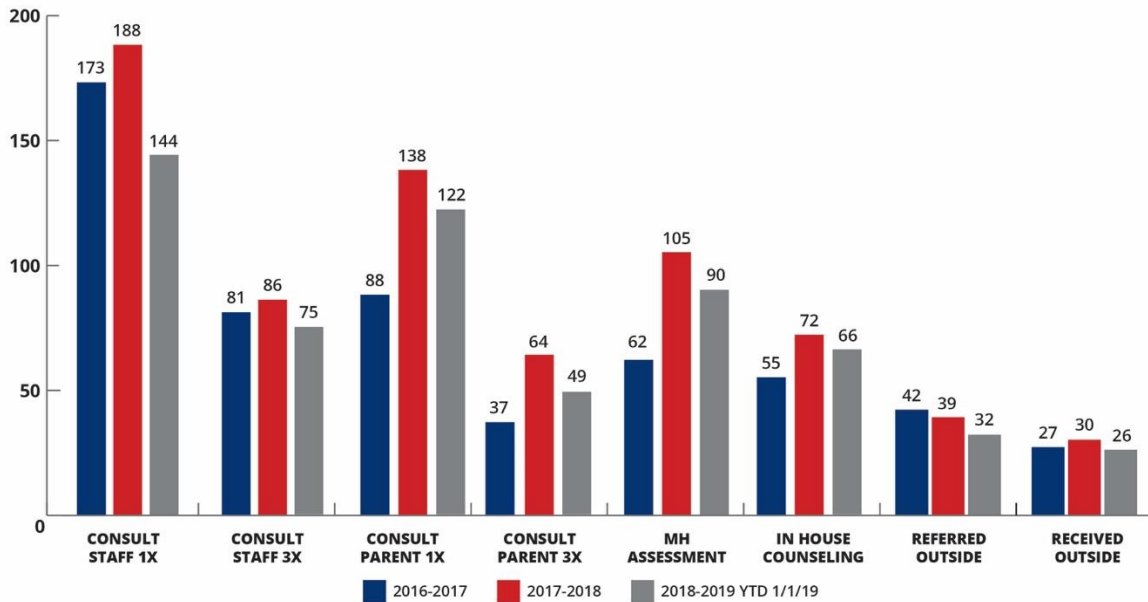
CCP CHILD OUTCOMES



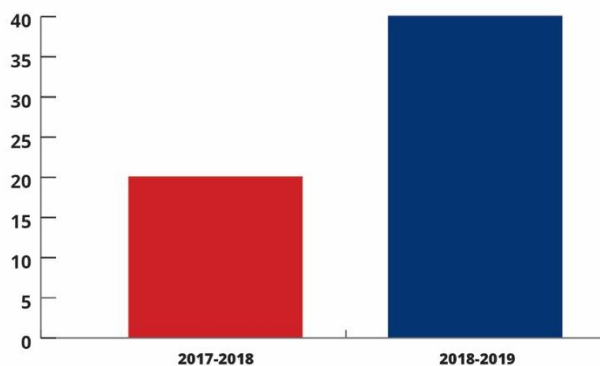
MENTAL HEALTH OUTCOMES

Data in this set represent how many children/families we have served this year. Staff consultations appear to be lower than the previous years, but parent consultations, mental health assessments, counseling services and linkage to other supportive community mental health services are similar in number to the previous two school years. During the 18-19 school year three of the four Mental Health Specialists (MHS) serving classrooms, staff, families and children were new to the program/their role. Continuous training and monitoring are needed in this area to assure consistency in capturing the work and services the Mental Health Team is providing.

PROGRAM-WIDE PIR MH SERVICES 3-YEAR COMPARISON



STAFF MENTAL HEALTH SUPPORT SERVICES



There have been additional requests for mental health consultations, referrals and supports for the staff and teachers during this school year. Teacher/staff support increased from 20 to 40 separate occurrences this school year. The stressors have been reported as both work-related and personal matters.

18-19 STRATEGIC PLAN GOALS

GOAL I. The program will build a strong partnership with DCF and community agencies so that more foster care families will enroll in EHS/HS

- ▶ **Objective 1.1:** Partner with community agencies providing services to foster care families
- ▶ **Objective 1.2:** Formalize Memorandum of Understanding with the local Department of Children and Families

GOAL II. The program will enhance services to children and families by ensuring teachers have the knowledge, skills and ability to teach, assess and plan individually for children

- ▶ **Objective 2.1:** Collect, aggregate and analyze child outcome data enhancing transitions from EHS/HS as determined by the school
- ▶ **Objective 2.2:** Provide professional development for teachers on effective Early Childhood outcome tools
- ▶ **Objective 2.3:** Provide professional development for teachers on the use of the assessment system with fidelity
- ▶ **Objective 2.4:** Provide professional development for teachers to use child outcome data to increase student achievement

HEAD START SUCCESS STORY!

Dear Head Start Family,

I would like to express my gratitude to the Head Start Program. My family is a real testimony of the great impact this program makes not only on the lives of the children but also on their families. My son is 11 years old now. His name is Gabriel Eduardo Penton. He was in Mrs. Sinko and Mrs. Martinez's class when he was 4 years old. His teachers described him as a "very active and inquisitive boy." This year he earned a scholarship from the Take Stock in Children from The Lee County Foundation. He earned 4 years of his tuition paid at any Florida university!

As his mother I am extremely grateful that he started in Head Start and continues to be a good example to the community of the positive impact that Head Start has on children. He is passionate about reading and studying. He shows outstanding character by being responsible and very polite to his teachers. In addition to that he is a student mentor at Patriot Elementary School. He also was a peer mediator in 5th grade and was recognized by the National Elementary Junior Honor Society. This year he will be in the gifted program at Challenger Middle School.

I take pride in watching my son Gabriel grow, achieve academic excellence and demonstrate personal responsibility. I truly believe that being a Head Start student gave him a foundation that paved the way for his academic success.

*Thank you,
Gaby Penton*



GOAL III. The Program will improve the efficiency and quality of health services

- ▶ **Objective 3.1:** Increase the standardization of the use of mental health outcome tools
- ▶ **Objective 3.2:** Analyze outcomes of intensive mental health services to children and families
- ▶ **Objective 3.3:** Enhance breastfeeding services
- ▶ **Objective 3.4:** Identify resources available for uninsurable children

GOAL IV. The Program will explore alternate strategies and products to promote family engagement

- ▶ **Objective 4.1:** Pilot selected social media learning opportunities for parents
- ▶ **Objective 4.2:** Involve all staff to increase participation in available parent engagement activities
- ▶ **Objective 4.3:** Review data entry system to ensure all aspects of family engagement, including home activities, is captured

GOAL V. The Program will enhance its professional development system for all staff

- ▶ **Objective 5.1:** Develop a system to ensure that all staff have individualized professional development plans
- ▶ **Objective 5.2:** Strengthen the system of orientation and support to retain highly quality staff

GOAL VI. The program will contribute to the high quality of early childhood services in the community

- ▶ **Objective 6.1:** Expand community partnership relationships with Program Advisory Groups
- ▶ **Objective 6.2:** Analyze program quality using Coalition data
- ▶ **Objective 6.3:** Improve the transition of preschool children into elementary school
- ▶ **Objective 6.4:** Improve ESE transitions into and out of Head Start
- ▶ **Objective 6.5:** Determine and complete Head Start requirements in ESSA



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3650 Michigan Avenue, Suite 3, Fort Myers, FL 33916

P: 239.332.2512 | F: 239.334.2629 | www.leeschools.net

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