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The Office of Early Childhood

Mission Statement

The mission of the Office of Early Childhood Education is to provide the foundation for life-long learning. The focus of our work is to systematically plan and implement programs that most effectively use human, financial, and programmatic resources to meet the needs of children ages three to six and their families. Our goal is to ensure that every child in our program is safe, mentally and physically healthy and engages in activities that promote learning and success. Our guiding principles are systemic in approach, grounded in research, and are characterized by significant levels of parent involvement and community support.

VISION STATEMENT

To make a difference in the lives of children ages three to six and their families by providing high quality, comprehensive, developmentally appropriate early learning opportunities in a safe and nurturing environment that supports and respects diversity.







Our School Readiness Goals are aligned with Pennsylvania's Kindergarten Entry Inventory (KEI), which is administered to our incoming students within the first 45 days of the kindergarten year. Data results from the KEI is disaggregated and analyzed by the pre-K program; it is used to provide teachers with a comprehensive understanding of children's skills and to refine teaching practices to meet the individual needs of students. Additionally, KEI data is used to inform and assess what additional programmatic adjustments the SDP needs to make in its pre-K programs to ensure all children are kindergarten ready.

Staff provide families with resources and activities to support School Readiness Goals. In addition, parents are provided with strategies and materials so they can reinforce the School Readiness Goals used in the classroom at home. Lastly, in collaboration with PA's Office of Child Development and Early Learning, senior leadership staff and parents were given the opportunity to provide feedback and input in the School Readiness goals before they were adopted statewide.







The SDP's Head Start program uses the Work Sampling System (WSS) for child assessment. The vast majority of our community partners also use WSS. WSS is an authentic, performance assessment for teachers to assess young students' development in multiple domains. WSS provides ongoing documentation of children's skills, knowledge, behavior, and accomplishments over seven major areas: personal and social development; language and literacy; mathematical thinking; scientific thinking; social studies; the arts; and physical development, health, and safety. Teachers conduct formal assessments based on the Work Sampling approach three times a year. The assessments are designed to reflect classroom goals and objectives and to track children's continuous progress by placing their work within a broad, developmental perspective. Ongoing documentation allows for continuous progress monitoring and differentiation, teachers are able to identify instructional needs to form flexible student groupings, child interest areas and individualized instruction to meet the needs of every Head Start child in the class, including Dual Language Learners and children with disabilities.

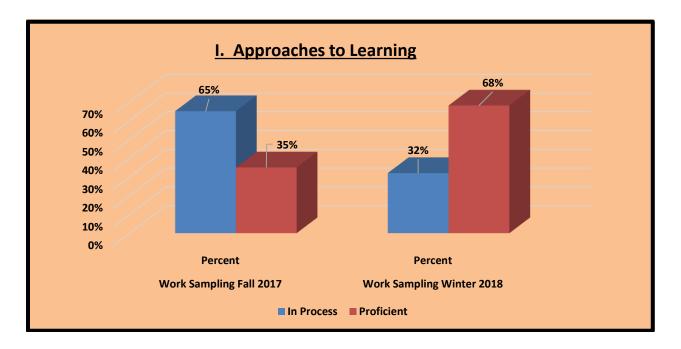
Reports are provided three times yearly, twice during Parent/Teacher Conferences or Home Visits. Teachers provide information about children's progress toward school readiness and support parents and other caregivers as they develop strategies for children's continued achievement.

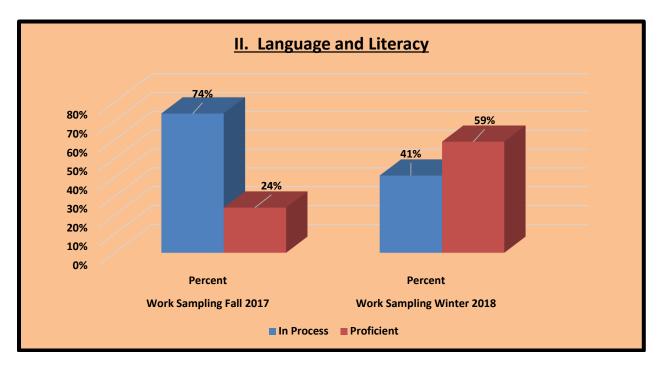
The following charts provide data on these five domains:

- 1) Approaches to Learning
- 2) Language and Literacy
- 3) Mathematical Thinking (Cognition)
- 4) Scientific Thinking (Cognition)
- 5) Physical Development, Health and Safety
- (Perceptual, Motor and Physical Development)



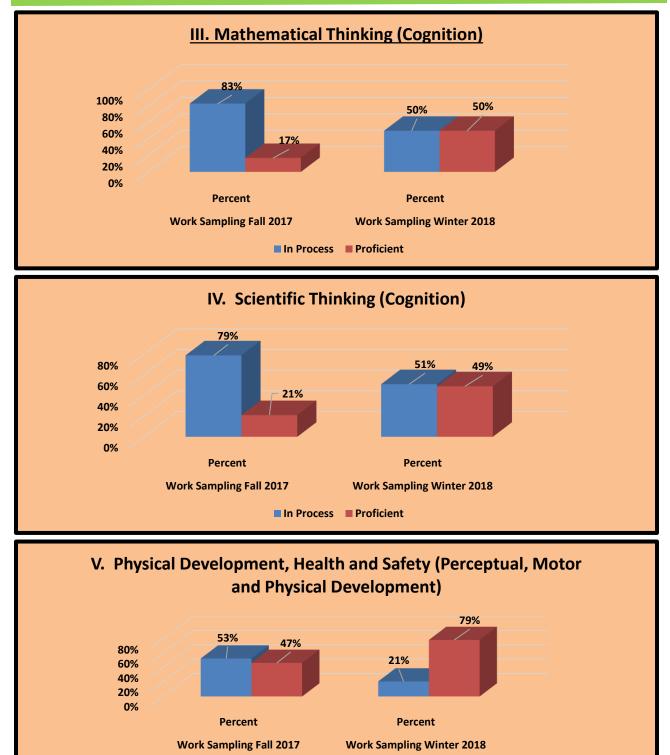








Assessment Con't



In Process Proficient





In addition to using Work Sampling as an assessment, **AIMSweb** is used as a universal screening, progress monitoring, and data management system that support instruction. AIMSweb efficiently screens all students, identifying those at risk for academic failure and enable early intervention. The charts below show data from one measure in AIMSweb and the Letter Naming Fluency (LNF) measure administered at the beginning of kindergarten.

AIMSweb and the Letter Naming Fluency (LNF)

During the 2017-2018 school year, the Head Start students scored, on average, a 23% increase across all of the AIMSweb and the Letter Naming Fluency (LNF) tiers listed below. This increase is a testament to the work of the instructional staff and parents support in the classroom and at home.

AIMSweb Default Cut Scores
Tier 3
Intensive - Needs Substantial Intervention
Tier 2
Strategic - Additional Intervention
Tier 1
Benchmark - At Grade Level







FUNDING SOURCE 2017-2018

<u>Funding Source (Budgeted)</u>	<u>Amount</u>	Percent
U.S. Administration for Children & Families	\$40,528,847	60%
Pennsylvania Head Start Supplemental Assistance Grant	\$15,708,000	23%
School District of Philadelphia Federal Title I	\$9,302,229	14%
Federal CACFP Funding	\$2,150.000	3%
Total Head Start Funding	\$67,689,076	100%

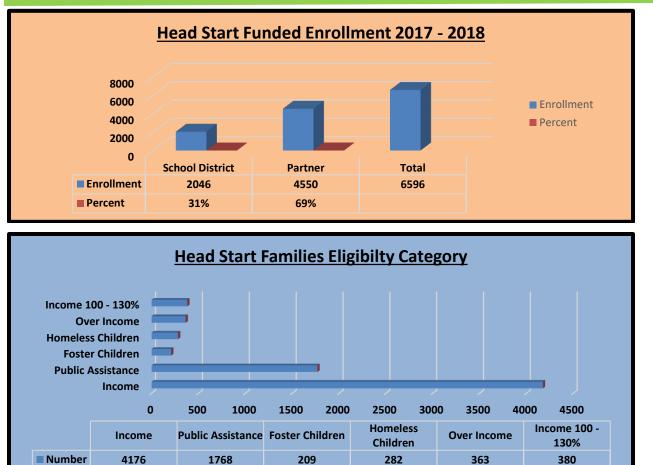
FEDERAL PROGRAM EXPENDITURES 2017 - 2018

<u>Category</u>	Program	<u>T&TA</u>	<u>Total</u>
	Expenditures	Expenditures	Expenditures
1. Personnel	\$9,625,785	\$293,210	\$9,918,995
2. Fringe Benefits	\$4,955,787	\$112,514	\$5,068,301
3. Travel	\$10,000	\$0	\$10,000
4. Contractual	\$23,747,530	\$21,574	\$23,769,104
5. Supplies	\$279,426	\$20,394	\$299,820
6. Other	\$161,483	\$563	\$162,046
Total Direct	<u>\$38,780,011</u>	<u>\$448,255</u>	\$39,228,266
Indirect Costs	\$1,263,030	\$37,541	\$1,300,571
Grand Total	\$40,043,041	\$485,796	\$40,528,837

FEDERAL PROGRAM BUDGET 2018 - 2019

<u>Category</u>	Federal Basic	<u>Federal</u>	<u>Total Budget</u>
	<u>Grant</u>	T&TA Grant	
1. Personnel	\$10,557,414	\$255,968	\$10,813,382
2. Fringe Benefits	\$4,853,304	\$96,752	\$4,950,056
3. Travel	\$15,000	\$0	\$15,000
4. Contractual	\$389,877	\$35,000	\$424,877
5. Supplies	\$23,186,990	\$81,050	\$23,268,040
6. Other	\$193,832	\$375	\$194,207
Total	\$39,196,416	<u>\$469,145</u>	<u>\$39,665,561</u>
Indirect Costs	\$1,733,115	\$20,744	\$1,753,859
Grand Total	\$40,929,531	\$489,889	\$41,419,420

HEAD START ENROLLMENT



Number Percent

3.9%

5.1%

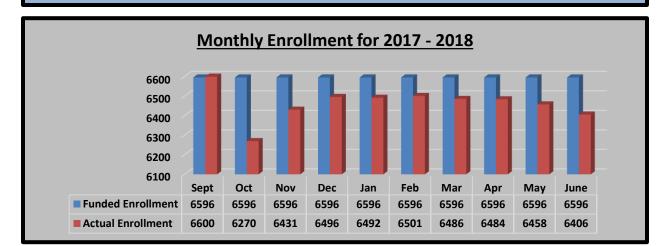
5.3%

2.9%

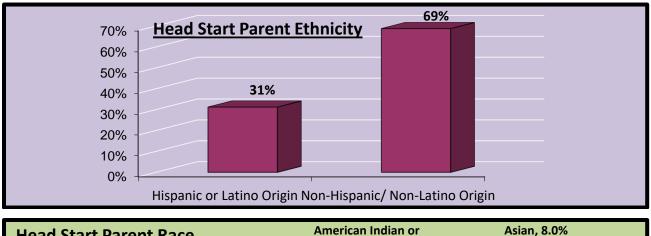
Percent

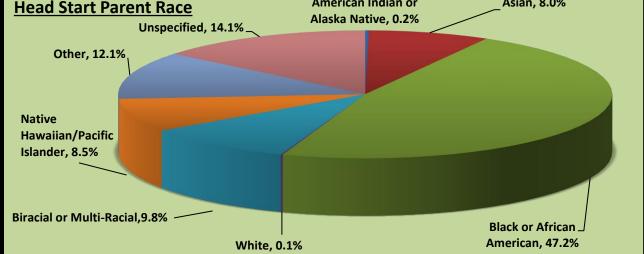
58.2%

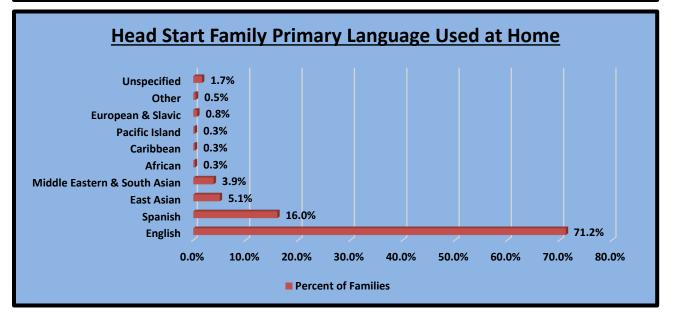
24.6%



COMMITTED TO DIVERSITY

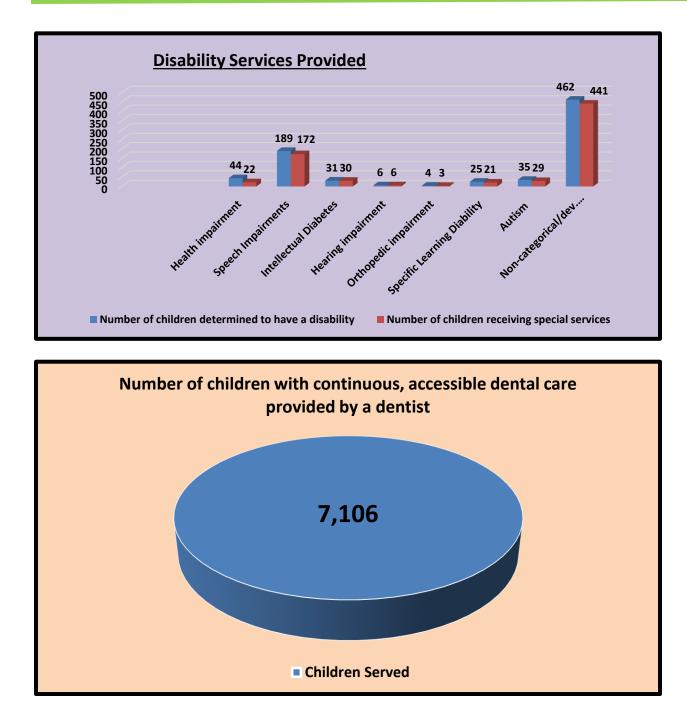




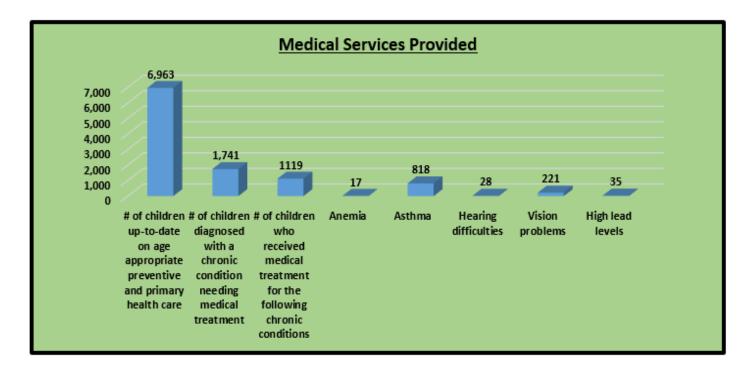




HEALTH SERVICES







Mental Health Services Provided								
Number of children whom the MH professional facilitated a referral for mental health services	2							
Number of children whom the MH professional provided an individual mental health assessment	0							
Number of children whom the MH professional consulted with parent/guardian about their child's behavior/mental health				57				
Number of children whom the MH professional consulted with staff about a child's behavior/mental health								140
	0	20 4	40 6	50 8	80 :	100 12	20 14	0 160

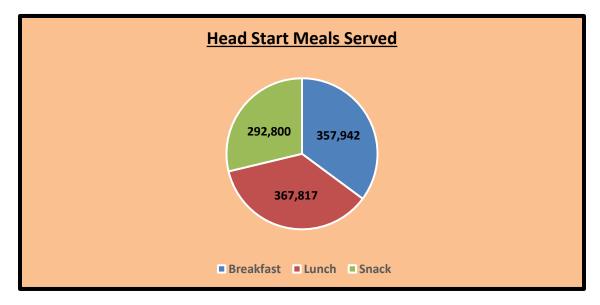


NUTRITION SERVICES

Our nutrition program provides quality services to Head Start families and staff. The School District of Philadelphia provides breakfast, lunch, and afternoon snack to all children in the Head Start program through the Child and Adult Care Food Program (CACFP). In addition, the Head Start program includes nutrition education and support.

We collaborate with many organizations to ensure the best possible delivery of these services.

- Albert Einstein Medical Center provides nutrition education to students, staff, and parents at Head Start centers. They conduct the "Families Understanding Nutrition from A to Z" program in the centers and broaden the food experiences of students and parents. Einstein also provides nutrition education training for staff.
- Preferred Meals provides nutritional information for staff and parents.
- The Philadelphia Department of Public Health coordinates the "Get Healthy Philly" initiative that provides Head Start families with resources for affordable foods.
- The Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) provides support for the majority of families with children in Head Start. The WIC office also provides nutrition education and referrals to other nutrition resources.
- The U.S. Department of Agriculture, Food and Nutrition Services provides information and resources that support the 2015-2020 Dietary Guidelines for Americans. These resources are used for workshops with parents and staff.
- The Pennsylvania Head Start State Collaboration Office provided a grant that funded Family Meals Workshops for Head Start parents. Each workshop included information about healthy eating habits, family mealtime, a hands-on cooking demonstration, and tasting of a healthy meal.
- ShopRite supermarket's Retail Dietitian program partnered with Head Start to provide a store tour for parents about the benefits of various healthy foods, reading food labels, and healthy meal planning.

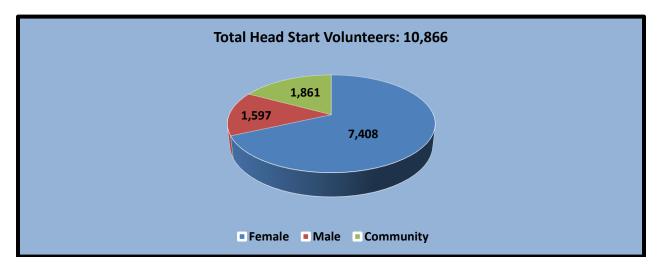


PARENT, FAMILY AND COMMUNITY ENGAGEMENT



Our program embraces the philosophy that parents are the primary educators of their children. We have developed extensive, innovative parent education programs that foster parents, guardians, and families as partners in the decision-making, shared governance and school readiness child outcomes activities. The involvement and engagement of parents/families in the Head Start program is one of the most important aspects of our program management and service delivery systems.

Our Policy Council is comprised of 93 members representing 83 current enrolled families, four (4) former parents and six (6) community representatives from the community at large. They partner with the School Board, and the program management team in shared-governance and decision-making activities. Our parent participation and support is vital to the success of our program. Our parent volunteer in-kind support has exceeded the committed requirement of our grant (250,000 hours). During the 2017-2018 program year, our parents contributed 310,050 hours of volunteer service. These in-kind hours include classroom volunteerism, education field trips escorts, literacy activities with children and educational and cultural enrichment activities for families. In all, 10,866 parents and community supporters provided volunteer hours. Below is the chart that shows the breakdown of our volunteers:



To further enhance the engagement of families, our program has an organized group of male volunteers called F.F.A.M.I.L.Y. (Fathers and Females Advocating Male Involvement in the Lives of Youth.

The group has engaged in promoting literacy enrichment throughout the program and developed and coordinated several activities. These include:

PARENT, FAMILY AND COMMUNITY ENGAGEMENT



- Read Across Early Childhood reading to children in the prekindergarten classrooms
- Engaging in a Parent/Family Book Club Initiative The groups reads one book per month and discusses the book as a group. This helps to promote adult literacy as well as role models for their children. Books read during the program year have included: FAMILY, Some Love, Some Pain, Sometime, The Past Has No Future, Shack, The Alchemist, Their Name is Today, and How to Help Your Child Succeed.
- Save Our Sons Symposium providing informational forums and resources to families, with specific focus on fathers/males, young and old.
- A variety of workshops facilitated during monthly meetings include: Emergency Preparedness, Financial Literacy, Organic Gardening, FathersRead365, Lead Prevention, Weatherization, Home Repair and Employment Opportunities.
- The group also engaged in several community activities: Ronald McDonald Housepreparing and serving meals to families who are housed in several facilities as a result of their children being hospitalized with chronic illnesses, Chosen 300 - giving donations of toiletries for the homeless and coordinated several Bike Rides and Street Safety events in collaboration with Philadelphia Bike Coalition.

Additional strategies to promote and engage families include the special initiative Meet Me @ The Museum that partners with various museums throughout the City of Philadelphia to provide opportunities for parents and their families to participate in visits and activities at the museums for free.

The program also coordinates parent-child education and cultural enrichment field trips on weekends and holidays to various historical sites, museums and other educational venues in and outside city limits. Examples include, Riverbend Environmental Education Center, Gladwynne, PA, Fox Chase Farm, Philadelphia, PA, Crayola Factory, Eastern, PA., and Please Touch Museum, Philadelphia, PA

In an effort to enhance the knowledge, education and cultural enrichment of our Head Start parents, we coordinated a variety of trips to museums and historical sites. Some of the trips included: Afro-American History Museum, Washington, DC, Apollo Theater, Harlem New York, Madame Tussauds Wax Museum, Times Square, New York, Educational Trolley Tour, City of Philadelphia, Afro-American Museum of Philadelphia, and Walking Tours of Old City Philadelphia. In addition, we collaborated with several community agencies, organizations and consultants to further enhance our parents' skills by offering the following opportunities:

Parenting Skills

- "Incredible Years" Summer Family Camp sponsored by Jewish Family and Child Services. 10 parents and their children completed six sessions. The camp included visits to educational venues (e.g. Art Museum, The Barnes Foundation Museum, Smith Playground, and an On-site Mobile Classroom experience by The Philadelphia Zoo. Child Care was provided with activities for the children and a celebration of completion was provided for families with certificates and gift cards by JFCS.
- Ready Rosie Digital Parenting Information and Resources 159 families participated in this pilot program. Parents from 6 centers participated.

Parents Education and Skills Enhancement

- Child Development Associate 12 parents completed the CDA Program and five participants are now employed as fulltime teacher assistants within the program.
- Digital Divide Skills Classes 14 parents completed the 8-week digital skills enhancement series sponsored by The City of Philadelphia's Workforce Development/Office of Adult Education (OAE) in collaboration with our program. Each participant received a Chrome book, Professional Photo for his or her Resume Portfolio and Certificate of Completion provide by OAE.
- Mental Health First Aid Training (Healthy Minds Philly Initiative 25 families participated in a 2-day (4 hours each) Mental Health First Aid Certification training. This training was facilitated in partnership with the Department of Behavioral Health and Intellectual Disability Services.

Non-Compliance / Deficiency Items

Non-Compliance

During our Focus Area 2 in spring 2018, the federal reviewers deemed our program to be noncompliant according to 1302.47 Safety Practices: (b) A program must develop and implement a system of management, including ongoing training, oversight, correction and continuous improvement in accordance with §1302.102, that includes policies and practices to ensure all facilities, equipment and materials, background checks, safety training, safety and hygiene practices and administrative safety procedures are adequate to ensure child safety. This system must ensure: (1) *Facilities*. All facilities where children are served, including areas for learning, playing, sleeping, toileting, and eating are, at a minimum: (ix) Kept safe through an ongoing system of preventative maintenance.

Based on the review, the report stated that our program did not implement a system of ongoing oversight to ensure all facilities, equipment, and materials were kept safe through an ongoing system of preventive maintenance. Health and Safety concerns were discovered in 8 of 44 sites visited.

We subsequently worked closely with staff and the District's Facilities Department to review, update and enhance procedures and protocols to ensure we continually provide a safe and secure environment for our staff, students and families. We implemented a numbers of systems such as: quarterly meetings with facilities to review open items of concern, created a Head Start only contact group to be able to quickly locate and address any facility issues entered into the District MOJO (Management of Joint Operations) System, created google docs to allow staff to quickly enter any facilities issues and they be viewed instantly by administration and facilities.

Based on the implementation of our new systems, the federal government deemed the noncompliance issue to be corrected and the matter closed.

Deficiency

On November 5, 2018, an incident occurred in which a child was left unattended and resulted in the child leaving the building. After a monitoring review on 11-19-18 by the Administration of Children and Families it was deemed that our program had one area of deficiency. The deficiency is based on §1302 Program Operation (c) Standards of Conduct (1) A program must ensure all staff consultants, contractors and volunteers abide by the program's standards of conduct that: (v) Ensure no child is left alone or unsupervised by staff, consultants, contractors, or volunteers while under their care.

We are in the process of implementing a number of measures such as the installation of bells and/or alarms in various locations to ensure the safety of our children, providing more and regular training and updates on active supervision, enhancing our efforts to ensure that everyone is part of active supervision and not just classroom staff. We are also ensuring that ongoing active supervision monitoring is occurring to ensure practices are occurring consistently. We received an extension on the deadline to address the deficiency and have until May 17, 2019 to provide the federal government documentation that proves that we have corrected the deficiency and have implemented policies and procedures to ensure the continual safety of our children at all times.

We are certain that the federal government will review our tools, policies and procedures and deem the matter corrected and closed.



The Head Start Program is co-governed by the SRC (School Reform Commission and the Policy Council. Together, these two governing bodies work together to ensure that the Head Start Program is adhering to all local, state and federal regulations while providing services to families while preparing our students for kindergarten. Below is a list of our SRC and Policy Council Members and Administrators during the 2017-2018 school year.



SCHOOL REFORM COMMISSION

Joyce Wilkerson, SRC Chair

William J. Green, Commissioner Estelle Richman, Commissioner Farah Jimenez, Commissioner Dr. Christopher McGinley, Commissioner



HEAD START POLICY COUNCIL OFFICERS

Antony DiBruno, Chair

Rolanda Green, Vice-Chair

Lelar Spotwood, Secretary

Timyra Brooks, Treasurer

Saniyyah Harris, Parliamentarian

Marquita Phillips, Assistant Parliamentarian



OFFICE OF EARLY CHILDHOOD PRE-K ADMINISTRATORS

Diane Castelbuono, Deputy Chief, Office of Early Childhood Joy Diljohn, Head Start Executive Director Michelle Linder-Coates, Head Start Partnership Executive Director