

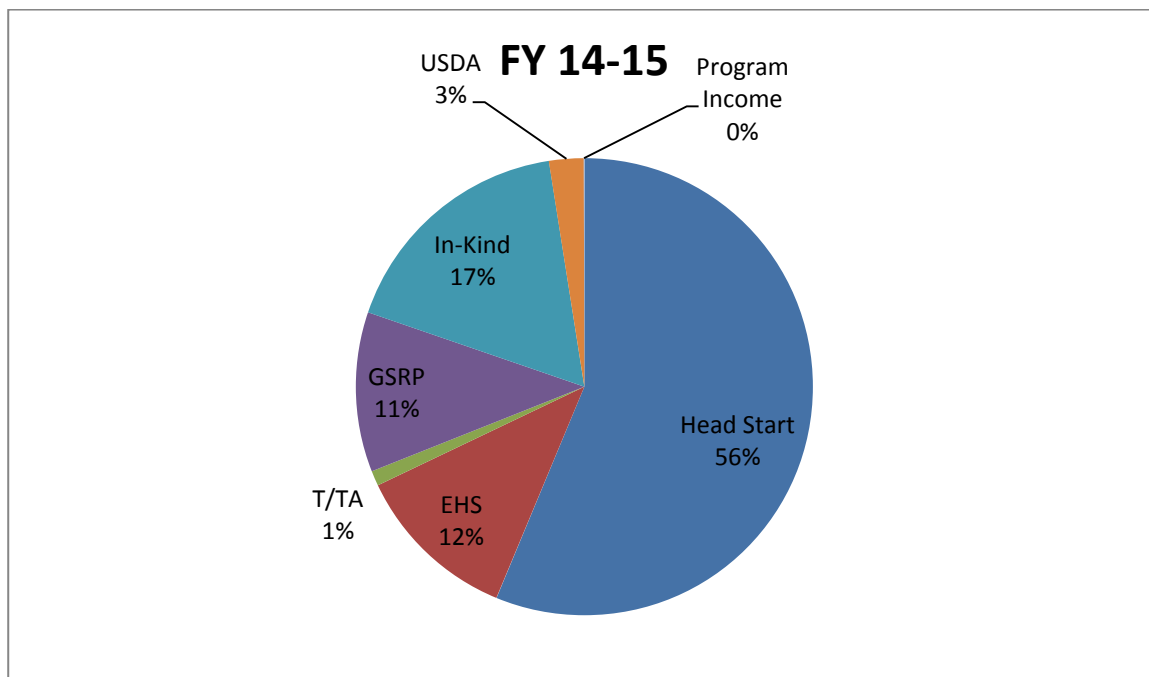
**AMCAB EARLY CHILDHOOD EDUCATION
HEAD START
EARLY HEAD START
GREAT START READINESS PROGRAM**

ANNUAL REPORT

OCTOBER 2015

A. FUNDING

The funding for the 2014-15 Fiscal Year came from a combination of Federal Grants and Program Revenue. The total Federal Grant for Head Start was \$2,028,920. Early Head Start funding was \$419,537. These amounts are a continuation of the funding level of the previous fiscal year. Additionally, Head Start and Early Head Start had a total of \$38,280 in Training and Technical Assistance (T/TA) funds. The Non-Federal Share (In-kind match) for Head Start and EHS was \$621,684. The contract with MARESA to provide the Great Start Readiness Program was \$407,380. The program received reimbursement in the amount of \$87,924 from the USDA for the food program. Program income in the amount of \$27,474 was received from various contracts. The graph below shows the percent of the funds for the year.



The budget expenditures for the Federal grants were allocated to six major Program Operations categories. The highest percentage of each budget went to the Salary and Benefits. The table below compares the budget from FY14-15 to the proposed FY15-16 budget.

Category	HS FY15-16	HS FY14-15	EHS FY15-16	EHS FY14-15
Personnel	\$1,127,483	\$1,130,543	\$221,462	\$213,743
Fringe Benefits	\$432,362	\$425,404	\$79,293	\$96,868
Travel	\$0	\$2,000	\$2,000	\$2,200
Supplies	\$23,629	\$23,875	\$9,301	\$6,245
Contractual	\$236,750	\$228,624	\$41,800	\$53,252
Other	\$208,696	\$237,900	\$65,681	\$47,229

B. REVIEW AND AUDIT RESULTS

1. Office of Head Start's Aligned Monitoring System

Under the new OHS Aligned Monitoring System, AMCAB was reviewed in three of the five monitoring areas during the 2014-15 program year.

The first review was in Environmental Health and Safety, completed in November 2014. The results of that review determined the program was out of compliance in four items regarding maintenance and repair, trash storage, and outdoor play areas. These items were corrected in the 120-day period required.

The AMCAB Head Start program also had a CLASS review during the week December 2, 2014. The program had the following scores (on a seven point scale):

- Emotional Support 6.3661
- Classroom Organization 6.0238
- Instructional Support 3.6548

The final review event took place in January, 2015. The Fiscal/ERSEA (Eligibility, Recruitment, Selection, Enrollment and Attendance) monitoring found no areas of noncompliance, and no correction was required.

2. Financial Audit

AMCAB's audit for the fiscal year ended 9/30/14 was completed on May 29, 2015.

- On its general purpose financial statements, AMCAB received an unqualified opinion.
- On its audit report on Federal programs, and compliance for major programs, AMCAB received an unqualified opinion.
- No financial statement findings were reported.
- No federal award findings and questioned costs were reported.

C. ENROLLMENT

1. Head Start

In the 2014-15 program year, a total of 312 children and 301 families were served in Head Start. Of these children, 72% were income eligible. Ten percent were categorically eligible (Foster Child, TANF, or Homeless), 9% were eligible in the 100-130% category, and 7% were over income.

2. Early Head Start

In the 2014-15 program year, a total of 64 children and 56 families were served in Early Head Start. Of these children, 87% were income eligible. Seven percent were categorically eligible and 3% were in the 100-130% category. One over-income child was served.

3. Average monthly enrollment

The following table represents the average monthly enrollment as a percentage of funded enrollment.

Month	% of HS funded enrollment	% of EHS funded enrollment
October 2014	100%	100%
November 2014	100%	100%
December 2014	100%	100%
January 2015	99%	100%
February 2015	100%	100%
March 2015	98%	100%
April 2015	98%	100%
May 2015	97%	100%
June 2015	Not operational	100%
July 2015	Not operational	100%
August 2015	Not operational	100%
September 2015	100%	100%

4. Enrollment by Center

The following table represents the enrollment by Center for the 2014-15 program year.

Center	Location	# Head Start enrolled	# EHS enrolled (home based)	#GSRP enrolled
Aspen Ridge	Ishpeming	17	N/A	N/A
Brookton	Marquette	40	11	16 full day
Country Lane	Ishpeming	N/A	11	16 Full/14 half
Greenwood	Ishpeming	80	N/A	N/A
Gwinn	Gwinn	75	11	10 half day
Jacobetti	Marquette	40	N/A	N/A
Munising	Munising	15	7	N/A
Silver Creek	Harvey	17	N/A	N/A
Superior Central	Eben Junction	N/A	N/A	14 half day

D. HEALTH SERVICES

During the 2014-15 program year, 95% of Head Start children were up-to-date on EPSTD requirements at the end of the year. This was an increase of two percent over the previous year. For Early Head Start, 93% of children were up-to-date on EPSTD at the end of the year. This was a decrease of five percent from the previous year. In Head Start, 99% of children received a dental exam. This is a seven percent increase over the previous year. In Early Head Start, 90% of children were up-to-date on EPSTD requirements for oral health care. This is a seven percent increase over the previous year.

E. KINDERGARTEN PREPARATION EFFORTS

In the area of School Readiness, AMCAB had the following Goals for the 2014-15 program year:

Head Start School Readiness Goals

- I. **Literacy Knowledge & Skills**-Children will develop book knowledge and appreciation; demonstrate pre-reading skills, and basic alphabetic knowledge. Children will develop writing skills to communicate and express themselves.
- II. **Language Development**-Children will grow in their capacity to use effective verbal communication, phonological awareness, and comprehension skills.
- III. **Logic and Reasoning**-Children will use a variety of strategies to solve problems.
- IV. **Mathematics Knowledge & Skills**-Children will begin to develop an understanding of numbers, and simple mathematical processes such as measurement and geometry.
- V. **Science Knowledge & Skills**-Children will explore their natural and physical world, and begin to use the scientific process of predicting/experimenting/drawing conclusions.
- VI. **Social Studies Knowledge & Skills**-Children will demonstrate an understanding of family roles and the characteristics of their community.
- VII. **Physical Development & Health**-Children will develop appropriate fine and gross motor skills, and will demonstrate healthy behaviors.
- VIII. **Social & Emotional Development**-Children will develop relationships, recognize emotions, and demonstrate conflict resolution skills.
- IX. **Creative Arts Expression**-Children will explore art materials, music, movement, and pretend play.

- X. **Approaches to Learning**-Children will demonstrate initiative in exploration, and persistence in problem solving.

EARLY HEAD START SCHOOL READINESS GOALS

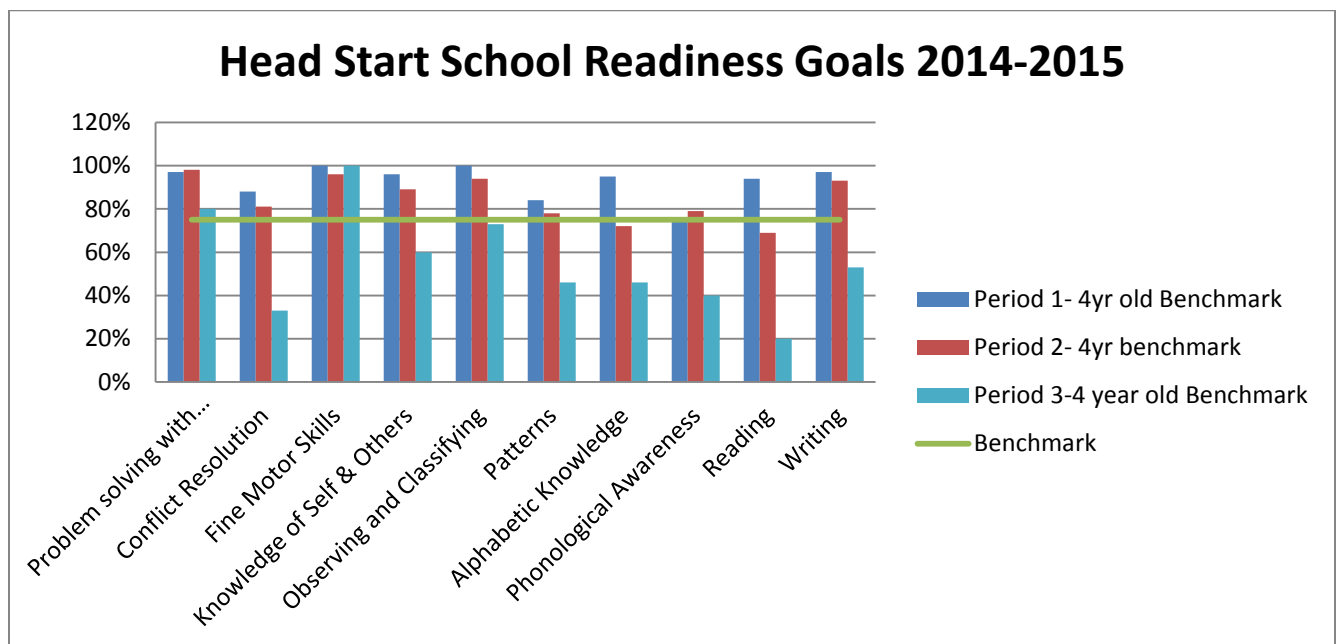
- I. **Language and literacy**- Infants and toddlers show progress in listening and responding, communicating interests nonverbally, and participating in give and take communication, speaking, writing, and showing interest in stories, rhymes, and songs.
- II. **Cognition and general knowledge**- Infants and toddlers begin to understand the world around them, explore objects, space, time, numbers, and categories. Begin to develop number understanding.
- III. **Approaches to learning**-Infants and toddlers learn to form relationships by understanding that the self is separate from others, make decisions and choices, solve problems, and learn self- help.
- IV. **Physical well -being and motor development**-Infants and toddlers show progress in moving their body through gross and fine motor, moving with objects, moving to music, and physical health.
- V. **Social emotional development**- Infants and toddlers learn to form relationships, relate to other children, express and respond to other’s feelings, regulate self and relate to unfamiliar adults.

The benchmarks for the 2014-15 program year in Head Start were for 75% of children to reach the target in each of the following COR Advantage areas, as identified by program data:

Item	Four year old benchmark	Three year old benchmark
Initiative	Child stays with his/her plan for at least 20 minutes of work time.	Child makes and follows through on 2 or more unrelated plans.
Conflict Resolution	Child negotiates the solution to a conflict with another child on own.	Child engages in conflict resolution (with adult support) by offering a solution.
Personal Care	Child makes a healthy choice and explains why it is good for him/her.	Child performs a personal care task independently.
Listening/ Comprehension	Child predicts what will happen next in unfamiliar story and gives reason based on what happened.	Child retells (remembers) three or more details in story or book.
Phonological Awareness	Child points out that two words start with the same sound.	Child points out that two or more words rhyme.
Reading	Child reads 3 or more words in	Child reads 2 or more words.

	print.	
Writing	Child combines letters to form “words” for a purpose.	Child writes 3 or more recognizable letters or numerals.
Geometry	Child describes what makes a shape a shape (attributes).	Child transforms shapes into another shape and identifies resulting shape.
Natural/Physical World	Child identifies a change in a material and possible cause.	Child talks about where different types of wildlife live or are found.
Knowledge of Self/Others	Child compares his/her own and other’s family characteristics.	Child identifies similarities or differences in people’s characteristics.

The following chart shows the progress of Head Start Four-Year-Olds.

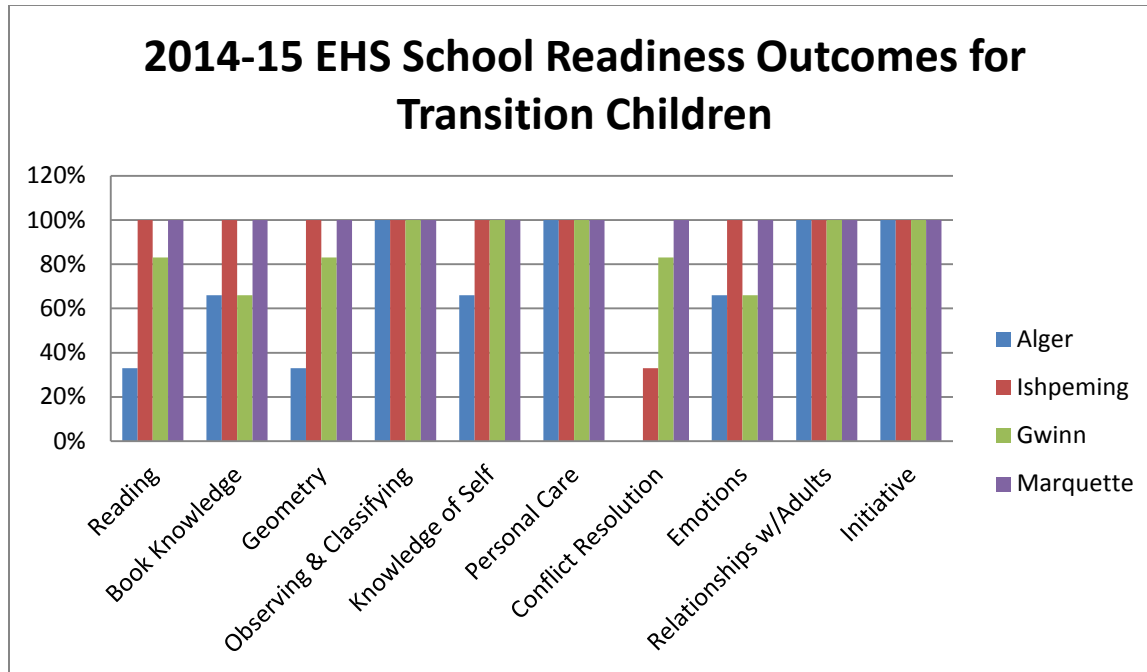


Analysis of the outcomes for four-year-olds showed that the children had trouble reaching the end of year benchmark in most areas. Further discussion in the Self-Assessment team lead to the conclusion that the arbitrary benchmark for all areas was not realistic, and it was recommended that each area be measured separately for the appropriate benchmark. The benchmarks for the 2015-16 have been modified to meet the recommendation. Teachers will be provided additional support in the COR assessment to plan and support children to meet the expectations.

The Objectives for the 2014-15 program year in Early Head Start were for 75% of Transitioning Children (33-36+ months) and Toddlers (23-32months) to reach the target in each of the following COR Advantage areas, as identified by program data:

Item	Toddler Objective	Transitioning Objective
Initiative	Child indicates an intention with one or two words.	Child expresses a plan with a simple sentence and follows through.
Emotions	Child names emotions.	Child explains the reason behind an emotion.
Building Relationships w/ Adults	Child seeks out familiar adult to communicate a simple need or desire, using at least one word.	Child asks adult to play with him or her or share in an activity.
Conflict Resolution	Child attempts to deal with a conflict in a simple way.	Child requests adult help in resolving a conflict with another child.
Personal Care	Child names basic body parts.	Child performs a personal care task with assistance.
Book Enjoyment & Knowledge	Child looks at a book front to back and turns the pages one at a time.	Child uses a phrase or sentence to talk about a person, animal, object or event pictured in a book.
Reading	Child "reads" a picture by labeling what he/she sees.	Child identifies what a common symbol represents.
Geometry	Child moves him- or herself or objects in response to a simple position or direction word.	Child recognizes and names two-dimensional shapes.
Observing & Classifying	Child uses the same word to name more than one object.	Child sorts or matches things and may identify things as same or different.
Knowledge of Self/Others	Child spontaneously identifies him- or herself in a mirror/photo.	Child plays or talks about family or community roles.

The Chart below shows the progress of the transitioning three-year-old children at the end of the program year.



Early Head Start infants and toddlers focused on 10 COR areas showing improvement in 75% of their benchmarks. With the challenge of changing age groups through periods it was decided to track the transitioning children since their age group would remain consistent throughout each period. The results of the transitioning children tracking at the end of period 4 showed gains in almost all areas and most students reached the benchmark by the end of the program year. Infants and toddlers were also assessed and showed progress in individual goals.

At the beginning of this program year we analyzed the outcome of the transition children that were now in Head Start. We were surprised to see that there was no gain compared to children that had no Early Head Start experience. As a result the 2014-15 transition children that moved to the Head Start program will be tracked in Head Start and their data compared to those three year olds that had no Early Head Start Experience. Infants and toddlers will continue along their own individual development and the Early Head Start program will set goals for the 2015-2016 program year to adjust for areas of development that showed less accomplishment. Home Visitors will focus on new school readiness goals addressed by the data from the 2014-2015 program year. Data from the transition children will be the focus of our school readiness goals.

F. PARENT INVOLVEMENT ACTIVITIES

Parents are offered a variety of opportunities to become involved in the early childhood education program. Each classroom elected a representative to serve on the Policy Council. The members received an orientation in October and then the PC met monthly. Policy Council members followed the Performance Standards and Head Start Act duties including approval of the hiring and termination of employees, approval of the budget and grant application, and Selection policies. Two PC members were elected to represent AMCAB at the Michigan Head

Start Association Assembly Meetings. Parents are also included on the Health & Disabilities Advisory Committee, Self-Assessment Team and Curriculum committee.

Parents are also encouraged to become involved with their child's education during the program. Teachers meet with parents on home visits to discuss individualized education goals. Parents are given information on how they can help reduce the achievement gap by working with their child, and weekly Parents Are the Best Teacher's activities are sent home. Parents were encouraged to pick a regular time to come into the classroom and volunteer, or to be on the paid sub list.

Each Head Start center offered monthly parent activities. In addition, there were parent involvement opportunities open to all enrolled families across the agency, such as Fatherhood Events and local trainings or conferences. Additional training information was provided in the monthly ECE newsletter, Tykelines. Below is a list of activities offered during the 2014-15 program year.

September	Parent orientation; Healthy Snacks; Movie Night
October	Volunteer Training; Pumpkin carving; Nature Scape Brainstorm; Fall Fun Fest; Tour of Jacobetti Skills Center; 10 Steps to Positive Discipline; Parenting Awareness Conference
November	Nutrition training; Money Saving Tips/budgeting; Pot luck; Movie Night; Fatherhood Trail Hike; Conscious Discipline; Craft night
December	Fatherhood Build and Grow at Lowe's; Holiday gatherings; Family sing-along; Nutrition workshop; Make and Take Crafts
January	Fatherhood at Children's Museum; Sledding; Budgeting; Parks & Rec tour; Resume writing and job searches; Game Night; MOM's Night Out; Nutrition workshop; Hand Sewing Repairs
February	Fatherhood Sledding; Nutrition workshop; Finances with Wells Fargo; Making Valentines; gym night; sledding; HCI, Crotcheting; Financial aide at NMU;
March	Fatherhood snowshoeing; PWPL; Finances with Wells Fargo; Nutrition workshop; 10 Steps to Positive Discipline; HCI; UP Sportsplex
April	Lakenenland; Easter egg hunt; Children's Museum; Math Night; Earth Day; Story hour at PWPL; Cooking Matters tour; Nutrition workshop;
May	Children's Museum; End of Year celebrations; PWPL crafts

