

# Investing in the Youngest Among Us

## 2011 Annual Report



### Vision

The Maricopa County Head Start Zero-Five Program’s vision is “Healthy, educated children in supportive families”

### Mission

The program mission, that is how the program vision will be achieved, is through: 1) Educating and developing young children, 2) Partnering with families, and 3) Developing and ensuring strong community supports.

## Introduction

“What is the best way to ensure jobs and the health of the US economy?”

When Nobel Prize winning economist, James Heckman was asked this question he answered:

Invest in quality child care and education ages zero-five... Smart, high-quality, and targeted early childhood development promotes health, economic, and social outcomes by fusing cognitive skills with the critical social skills of attentiveness, persistence, and sociability.... In times of economic adversity, governments look for temporary stimulus packages, be it cash for clunkers or shovel-ready jobs filling potholes. More often than not, they overlook America’s best economic stimulus package with lasting benefits long after the money is spent—investing in the youngest among us and producing significant economic and social benefits with rates of return that are comparable to the high return on stocks over the long run. That is why it is heartening to see the federal government seriously considering large investments in early childhood education from birth to age five. While potholes need to be repaved constantly, if we play our cards right with children, we will not need recurring repairs and will generate higher productivity, increased educational achievement, better health outcomes, and lower crime.



## Program Goals

The Maricopa County Head Start Zero-Five Program has three strategic goals:

- 1) Develop and implement strategies to recruit and retain adequate numbers of qualified staff to support program design and consistently delivery high quality services.
- 2) Increase receptive and expressive language acquisition of children.
- 3) Develop a case management system that effectively links families with necessary information and services that are responsive to the changing needs in our service area.

Working with children ages zero-five who come from families in our County with the greatest levels of poverty, we work to ensure that these children and families are healthy. Children must be healthy before they are ready to learn, but they must also learn how to be healthy. At Maricopa County Head Start Zero-Five Program we work with children and families to learn how to be healthy: how to eat, rest, and exercise. We also focus on and support families in accessing appropriate health care (including preventative services), dental hygiene and care, vision and hearing, and mental health services. All of this serves as a foundation to educating children. In addition to serving children who come from families with the most significant financial challenges our program also prioritizes serving children who have disabilities, children who are homeless or who are in foster care, and/or children who have a teen mother or incarcerated parent.

Greater than 60% of the families who are served through our program are in “dual language learning” homes – meaning that the primary language being spoken in the home is a language other than English. Because acquisition in the English language

our program focuses on supporting language and the primary support for a child’s language acquisition comes from that child’s parents, our program must be very intentional in working with parents on how to best support their children’s English language acquisition and we must also be a program that understands and respects the broadly diverse cultures of the families that we have the privilege of working with.

Partnering with families is a critical part of our program’s mission. Parents are their children’s first and foremost teachers. Most teachers will have only a small window of time in a child’s life; Head Start will be able to serve a child for one or two years, but parents are in their children’s lives permanently and will teach their children throughout their lives. The greatest support that our program can give towards the success of a child’s education is to improve the parent’s ability to support their child’s health and education; and to ensure that families are connected with strong and sustained community supports.

## PY 2011 Revenue and Expenses

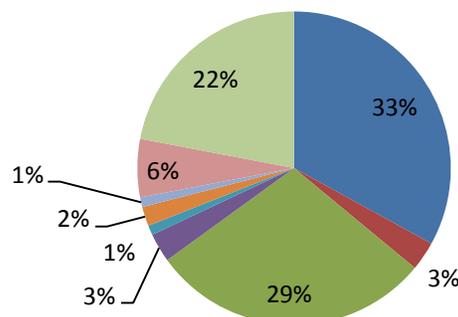
The program received \$19,932,957 in funding from the Office of Head Start to serve 2,382 children in the East and West Valleys of Maricopa County (2,193 in Head Start and 189 in Early Head Start). The program provided Head Start and Early Head Start services throughout the year to children and pregnant teens. The program provides services to children and families in the program's designated service area of the East and West Valleys of Maricopa County who are determined to be in highest need. Comprehensive child development services and family case management supports help to ensure the best possible start in life for these infants and young children who are living in poverty and/or who have disabilities, which place them at risk; and helps to ensure that these children enter kindergarten school ready and poised for long-term success. The program did not receive private funds, but did receive in September, 2010 federal ARRA/Expansion funds to serve an additional 232 children (118 in Early Head Start and 114 in Head Start); \$1,515,210 (plus \$111,913 in carryover) in Early Head Start and \$858,258 (plus \$82,731 in carryover) in Head Start.

| FY 2011 Revenue                      |              |             |
|--------------------------------------|--------------|-------------|
| Funding Source                       | Funding      | % of Budget |
| Federal Head Start/ Early Head Start | \$19,932,957 | 73.6%       |
| Federal Healthy Marriage Initiative  | \$411,722    | 1.5%        |
| Federal CACFP Meal Reimbursement     | \$264,000    | 1%          |
| Non-Federal Share Match              | \$6,465,695  | 23.9%       |
| Total                                | \$27,074,374 | 100%        |

## FY 2011 Expenditures

### **FY 2011 Expenditures**

- Personnel
- Supplies
- Delegate
- Facilities
- Children's Meals
- Other Contracts
- Other
- Indirect
- Volunteers and Donations



### **In-Kind, Non-Federal Share Match**

In-Kind Match/Non-Federal Share – The program’s in-kind match requirement (non-federal share, NFS) was \$4,983,239.25. The program met and exceeded match requirements. The program benefitted from the services of 3,889 volunteers; 2,781 of whom were parents or former parents from the program. The volunteers contributed 318,238.01 volunteer hours to the program. Their in-kind contributions totaled \$6,465,694.50 in NFS; \$4,459,374.07 from parent/former parent volunteer hours donated to the program. In total, the program exceeded match requirements by \$1,482,455.25.

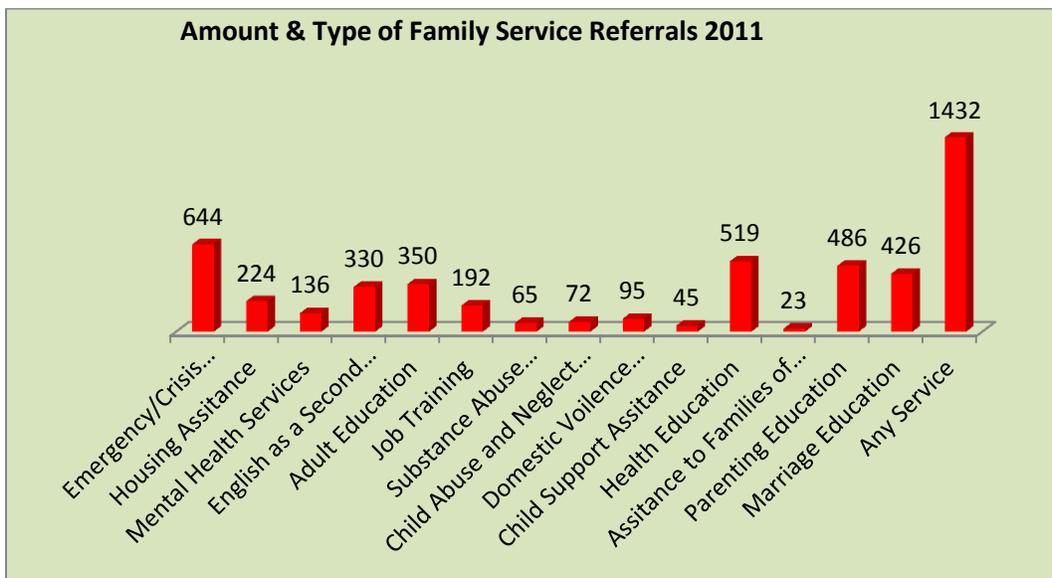
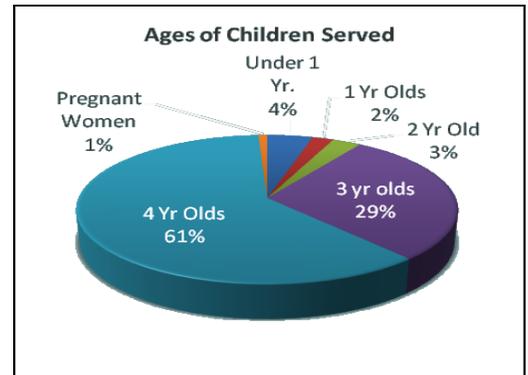
### **Enrollment**

|  |  |
|--|--|
| <b>Program Year 2010-2011<br/>Enrollment/Attendance</b>            |  |
| Children served in Early Head Start/Percentage of full enrollment  | 446 (145%)   |
| Children served in Head Start/Percentage of full enrollment        | 2,740 (122%)   |
| Average monthly enrollment<br>Early Head Start/Head Start          | 68.53%/86.73%  |
| Percentage of eligible children served Early Head Start/Head Start | Approx. 10.4%<br>(3,186 of 30,692 children 0-5 living at or below the federal poverty level in the service area) |

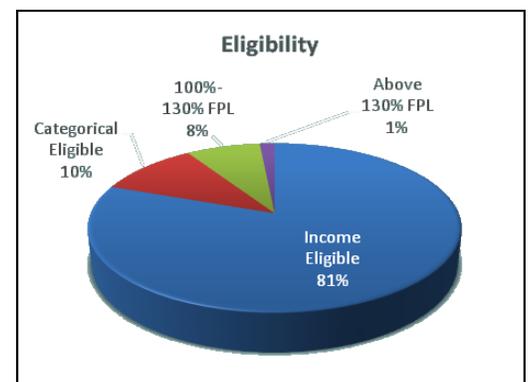
The program served 279 children with disabilities; representing 11.7% of funded enrollment.

## Families and Service Referrals

In Program Year 2011 the program served 2,987 families and made 5,039 service referrals. This included a 51% increase from program year 2010 in service referrals made to families in the area of health education and a 30% increase from the prior year in domestic violence service referrals.



Ninety One percent of the children and pregnant women served had incomes at or below Federal Poverty Levels (FPL) or were categorically eligible (receiving TANF or SSI (263), foster child (42), or homeless (1)).



## COMMUNITIES SERVED

**East Valley:** Chandler, Gilbert, Guadalupe, Mesa, Scottsdale, Tempe

**West Valley:** Aguila, Avondale, Buckeye, El Mirage, Glendale, Peoria, Tolleson, Tonopah, Wickenburg

### Educating and Developing Young Children

| Measure:<br>4 year olds who met or exceeded<br>school readiness goals   | EastSide<br>Fall<br>2011 | EastSide<br>Winter<br>2011 | EastSide<br>Spring<br>2012 | WestSide<br>Fall<br>2011 | WestSide<br>Winter<br>2011 | WestSide<br>Spring<br>2012 | ES/WS Combined<br>EOY | Gain/Loss |
|---|--------------------------|----------------------------|----------------------------|--------------------------|----------------------------|----------------------------|-----------------------|-----------|
| <u>Social-Emotional Development:</u><br>Demonstrate an understanding of their own feelings and monitoring of their own behavior           | 20%                      | 78%                        | 94%                        | 31%                      | 73%                        | 93%                        | 94%                   | 68%       |
| <u>Social Studies Knowledge and Skills:</u><br>Establish and sustain positive relationships in their families and community               | 11%                      | 72%                        | 93%                        | 23%                      | 69%                        | 90%                        | 92%                   | 75%       |
| <u>Physical Development and Health:</u><br>Develop Gross Motor skills and understand movement concepts                                    | 28%                      | 75%                        | 94%                        | 37%                      | 78%                        | 93%                        | 94%                   | 61%       |
| <u>Creative Arts Expression:</u><br>Develop of small muscles to perform daily routines, creative arts, and school related skills          | 29%                      | 80%                        | 94%                        | 37%                      | 75%                        | 93%                        | 94%                   | 60%       |
| <u>Language Development:</u><br>Develop and use language skills to express thoughts and needs   | 20%                      | 72%                        | 97%                        | 27%                      | 65%                        | 90%                        | 94%                   | 70%       |
| <u>Approaches to Learning/Science Knowledge and Skills:</u><br>Approach learning with persistence, flexibility, curiosity, and engagement | 18%                      | 77%                        | 94%                        | 26%                      | 70%                        | 93%                        | 94%                   | 71%       |
| <u>Logic and Reasoning:</u><br>Demonstrate ability to think, reason, use information, and apply strategies for solving problems           | 53%                      | 96%                        | 98%                        | 54%                      | 92%                        | 98%                        | 98%                   | 44%       |
| <u>Literacy Knowledge and Skills:</u><br>Understand and awareness of speech sounds, rhyming and syllables                                 | 27%                      | 82%                        | 92%                        | 40%                      | 74%                        | 93%                        | 93%                   | 59%       |
| <u>Literacy Knowledge and Skills:</u><br>Understanding and knowledge of the alphabet, letters, and letter sounds                          | 55%                      | 89%                        | 96%                        | 51%                      | 77%                        | 91%                        | 94%                   | 40%       |
| <u>Literacy Knowledge and Skills:</u><br>Understanding of print and use writing skills to convey meaning                                  | 61%                      | 95%                        | 98%                        | 61%                      | 87%                        | 96%                        | 97%                   | 36%       |
| <u>Mathematics Knowledge and Skills:</u><br>Understanding and comprehension of counting, number symbols, and number operations            | 13%                      | 50%                        | 63%                        | 22%                      | 48%                        | 83%                        | 73%                   | 56%       |

## PY2011 Health Outcomes

Children need to be healthy in order to be able to learn. Our program works with medical and dental professionals as well as parents of enrolled children to ensure that children receive the medical and dental care they need. We help parents to understand the importance of health care – including the importance of good nutrition, rest, and exercise. We help families to establish medical and dental “homes” for their children – identifying medical and dental care providers in their community with whom the child can establish an ongoing relationship and who will provide culturally relevant, timely, professional, and affordable health care.

| <b>Activity</b>            | <b>East Valley</b>                   | <b>West Valley</b>                              |
|----------------------------|--------------------------------------|---|
| EPSDT                      | 98% Head Start; 54% Early Head Start | 78% Head Start; 73% Early Head Start            |
| Medical Treatment Received | 88% Head Start; 25% Early Head Start | 100% Head Start; (0 children needing treatment) |
| Dental Exam Received       | 95% Head Start                       | 93% Head Start                                  |
| Dental Treatment Received  | 88% Head Start                       | 100% Head Start                                 |

## **Partnering with Families**

To ensure that children are successful in school it is critical that we ensure that parents are able to support their child’s education. The most stable and significant influence in most children’s lives is the influence of their parents.

The program supports the parents of enrolled children in program governance, invites parents to participate in the classroom, shares program data with parents, and supports parent representatives from the Policy Council in attending national conferences on leadership. Each of the program’s sites also has regular Parent Meetings where parents set the agenda and lead the meetings. Each and every one of these activities is intended to support parent development in leadership and growth.

## **Program Governance**

The Maricopa County Board of Supervisors (BOS) serves as the governing body for the Head Start Zero-Five Program. The BOS is comprised of five members who are publically elected for four-year terms.

The BOS works in partnership with the Head Start Policy Council and key management staff to oversee the program and make decisions on program operations. The Policy Council is comprised of parents and members of the community, all of whom serve one-year terms. Parents make up more than half of the Policy Council membership and are elected to serve on the Policy Council by the parents in the program. The Policy Council selects the Community Representatives.

## I. Policy Council Parent Engagement Evaluation

A key tenant of Head Start Programs is parent involvement in program governance. Their involvement in governance enhances and strengthens the quality of the services provided. Parental engagement helps parents to feel more connected and invested in the Head Start Program, making the services more relevant and useful for the parents and families. Serving on the Policy Council also enhances a parent's ability to advocate for children, to ensure that the program is meeting child and family needs, and to ensure the cultural relevancy and integrity of the program.



In order to strengthen the engagement of parents in program governance MCHS arranged with Arizona State University to complete an evaluation of parental engagement in our Policy Council. Six Arizona State University graduate students comprised the evaluation team that completed a literature review, observed 3 Policy Council meetings, and interviewed 11 Policy Council parents (3 of whom spoke only Spanish). The team identified barriers to engagement and promising practices for engagement from the literature review.

The evaluation type is developmental, which involves nurturing the development of “innovative and transformative processes” within the program. Through their observations and interviews the evaluators found the “overall level of parent engagement among the current Policy Council to be high: Parents seem very excited about their participation, engaged in the process, and feel positively about their involvement. Almost all parents expressed that they are able to share their opinions, and that they are thankful for all the administration does for them.”

The evaluators found several areas that the program should address to improve parent engagement in Policy Council: Language/translator issues, problematic meeting times, frustration with tardiness/quorum not being met, barriers associated with being unable to disseminate information to the clusters regularly.



## **Developing and Ensuring Strong Community Supports**



Teach For America (TFA) is a national non-profit organization and has repeatedly been placed in the Fortune Magazine Top 100 Best Places to Work. TFA is developing a movement of leaders who will drive change at every level of our education system toward the goal of closing the achievement gap. These leaders start their paths as corps members, helping students in high-need communities make the academic progress that expands their opportunities. Deeply affected by their teaching experience, TFA alumni continue to advocate for students and build lasting change in many roles and fields. This year the MCHS program completed its first year with the cohort of TFA corps member teachers (6 total). Each of these teachers proved to be high performing, talented and committed staff. They received strong supports from TFA throughout the year and they also quickly became well-integrated team members with their program colleagues. Teach For America recruits across the country for the nation's most outstanding graduates in diverse academic majors and career interests. TFA teachers make a commitment to two years of teaching and a lifetime of leadership with the mission of building a national movement that will eliminate the educational inequities that exist in our schools – especially in our nation's lowest income communities.

### **Federal Compliance: Triennial Review**

In December, 2010 the program received its Triennial Monitoring Review from the Department of Health and Human Services. The final report from this review found program strengths in the areas of community engagement, establishment of new collaborations, and volunteer contributions. The reviewers were impressed by the collaborations that our program had established with Arizona State University, Northern Arizona University, Maricopa Integrated Health Systems, and A.T. Stills. They were also impressed by the innovative work that the program has been doing with the Arizona Department of Juvenile Corrections that focuses on serving incarcerated teen parents and their children. The reviewers highlighted the long-standing collaboration that our program has had with ASU and specifically mentioned the research and intern elements of the collaboration. The MIHS collaboration was also mentioned as a strength and our Health Fairs were spotlighted as a program strength. The growth and development of our volunteer recruitment, support, and utilization was highlighted as a program strength – reporting how we have been continually increasing volunteer support hours.

The reviewers also listed as a program strength the peer-to-peer parent training approach, which the reviewers found to lead to parents being empowered as “advocates, facilitators, and partners with staff.” The reviewers noted with enthusiasm our

partnership with Rio Salado Community College, which supports teaching staff in meeting the Head Start Act credentialing requirements. Finally, the program was commended in the report for the quality of work in the area of working with dual-language families.

Perhaps the most significant area of the review that highlights the strength of the program is the CLASS observations that were completed by the reviewers. CLASS is a nationally recognized, evidence-based tool for assessing the strength of teacher-student interaction in key areas. In every one of the 10 CLASS categories our program scored noticeably higher than the national average. The one category where we scored noticeably lower than the national average is the “negative climate” category (where it is favorable to score low). Here is a summary of the comparison of our program’s CLASS scores to the national average.

| <b>CLASS Dimension</b>          | <b>Maricopa County Score</b> | <b>National Average Score</b> |
|---------------------------------|------------------------------|-------------------------------|
| Positive Climate                | 6.2                          | 5.1                           |
| Negative Climate                | 1.0                          | 2.8                           |
| Teacher Sensitivity             | 5.6                          | 4.7                           |
| Regard for Student Perspectives | 5.0                          | 4.6                           |
| Behavior Management             | 5.9                          | 4.9                           |
| Productivity                    | 5.3                          | 4.2                           |
| Instructional Learning Formats  | 4.4                          | 4.1                           |
| Concept Development             | 3.6                          | 2.9                           |
| Quality of Feedback             | 3.7                          | 2.1                           |
| Language Modeling               | 3.6                          | 2.9                           |

### **National Head Start Association Program of Excellence**

The Maricopa County Head Start Zero-Five Program continues to be designated by the National Head Start Association as being a Program of Excellence. At the NHSA Annual Leadership Conference the program learned that NHSA will be redesigning their current Program of Excellence model. MCHS plans to continue seeking the NHSA Program of Excellence designation when the program is re-constituted.

## Teacher Staff Credentials

| Preschool Classroom Teachers                               | Total Number of Teachers |
|--|--------------------------|
| Advanced Degree in ECE                                     | 1                        |
| Baccalaureate Degree in ECE                                | 37                       |
| Baccalaureate Degree in Related Field                      | 10                       |
| Baccalaureate Degree in with Teach For America             | 3                        |
| Baccalaureate Degree enrolled in Advanced Degree Program   | 3                        |
| Associates Degree in ECE                                   | 47                       |
| Associates Degree in Related Field                         | 10                       |
| Associates Degree enrolled in Baccalaureate Degree Program | 15                       |
| Child Development Associate (CDA)                          | 2                        |
| Child Development Associate (CDA) enrolled in BA degree    | 2                        |
| No Credential and enrolled in Associates Degree Program    | 1                        |

| Preschool Teacher Assistant Teachers  | Total Number of Teacher Assistants |
|---|------------------------------------|
| Baccalaureate Degree in ECE   | 2                                  |
| Associates Degree in ECE  | 7                                  |
| Child Development Associate (CDA)   | 28                                 |
| Child Development Associate (CDA) and enrolled in Associates Degree Program | 1                                  |
| No Credential and enrolled in a Baccalaureate Degree Program                | 2                                  |
| No Credential and enrolled in a Associates Degree Program                   | 9                                  |
| No Credential and enrolled in a CDA program                                 | 10                                 |

| Infant/Toddler Teachers                                    | Total Number |
|--|--------------|
| Baccalaureate Degree in ECE                                | 16           |
| Baccalaureate Degree in Related Field                      | 4            |
| Associates Degree in ECE                                   | 8            |
| Associates Degree in Related Field                         | 3            |
| Child Development Associate (CDA)                          | 2            |
| No Credential and enrolled in Baccalaureate Degree Program | 1            |
| No Credential and enrolled in Associates Degree Program    | 1            |

| Home Based Visitor                     | Total Number of Home Based Visitors |
|--|-------------------------------------|
| Advanced Degree in ECE                 | 1                                   |
| Baccalaureate Degree in Psychology     | 2                                   |
| Baccalaureate Degree in Human Services | 1                                   |
| Baccalaureate Degree in ECE            | 4                                   |
| Baccalaureate Degree in Other          | 3                                   |
| Associates Degree in ECE               | 9                                   |
| Associates Degree in Other             | 2                                   |
| Child Development Associates (CDA)     | 5                                   |

## **FY 2010 Single Source Audit**

An annual financial audit of Maricopa County is completed by the Arizona Auditor General's Office. These audits include the Head Start grant and comply with the requirements of the Single Audit Act and OMB Circular A133. The most recent completed audit is for FY 2010. This audit identified the following recommendations for the Head Start grant, none of which involved any questioned costs.

1. To help ensure that the County is in compliance with its matching requirement and that the matching data submitted to the federal grantor is accurate, the County should develop procedures to review the in-kind information entered into its ChildPlus system. This review should be performed by someone who is not responsible for entering the data into the system.
2. The program should have a procedure in place for higher level of review of ARRA fund documentation to avoid errors in reporting. Policies and procedures were put into place to resolve both of these.

### **Corrective Action Plan**

1. The Maricopa County Human Services Department will develop and implement procedures to review the in-kind information entered into ChildPlus. The review will be performed by someone who is not responsible for entering the data into ChildPlus.
2. The Maricopa County Human Services Department, Finance Office, will review and revise its reporting procedures to include a second level of review for its reports. The review will consist of ensuring that calculations correct and agree to the supporting documentation. Furthermore, expenditures reported should agree to the County's accounting system. Lastly, the overall review process will include assessing the accuracy of the data before and after the information is submitted onto [www.FederalReporting.gov](http://www.FederalReporting.gov)

### **Program Eligibility**

Must live in Maricopa County, outside of the City of Phoenix

Head Start—must be 3 years of age by August 31

Early Head Start—must be prenatal to 36 months

Family income must be at or below the federal poverty level, based on family size (families with incomes up to 250 percent of the federal poverty level may be enrolled if there are no income eligible children waiting to be served)

## **Selection Priorities**

Head Start—four year olds, who also receive priority for center based services

Early Head Start—younger children

Children with disabilities

Children transitioning from Early Head Start into Head Start

Children previously enrolled in any Head Start or Early Head Start program

Teen parents

Parents receiving SSI income

Children in foster care, in care of relative, or under CPS custody

Homeless children

Children with an incarcerated parent

Non English speaking children and parents with limited English speaking ability are given preference

Some sites require parent participation in special programs that operate at that site



## **Service Options**

Maricopa County, along with its Delegate Agency, operates both Head Start and Early Head Start services through center and home-based service models. Head Start serves children 3-4 years of age; Early Head Start serves pregnant women and children 0-3 years of age. The Head Start program operates during the public school year, August-May; whereas, the Early Head Start program operates year-round.

Most Head Start center-based classrooms operate two 3-1/2 hour sessions per day, Monday-Thursday, August-May, with a morning and afternoon session offered. Early Head Start center-based classrooms operate seven hours per day during the public school year (August-May), five days per week. Services for these children continue in June and July through the home-based model.

Children, parents, and pregnant women receiving home-based services in either Head Start or Early Head Start receive weekly 1-1/2 hour home visits from a program home-based visitor. The purpose of these visits is to support the parent as the child's primary

nurturer and educator by providing the parent with education and modeling for how to support their child's growth and development. In addition, families who receive home-based services also attend bi-weekly socialization activities with 10-12 other families. The purpose of these socialization activities is to provide a place for these families to socialize with each other; to provide activities that promote the children's growth and development; and to strengthen the parents' skills in promoting their children's learning.

### **Quality Improvement Team**

Responding to a suggestion in the Annual Employee Satisfaction Survey that program innovations be open to all levels of the organization the program started a new team called the Quality Improvement Team. This team is open to any and all staff in the program and is focused on identifying issues that staff are interested in addressing and providing support to implement small tests of change. These small innovations are then reported back to the team and if successful are potentially spread more broadly in the program. Failed innovations are also shared with the team so that we can learn from those mistakes; potentially modifying the innovation idea and trying again.

### **Additional Program Award**

The Maricopa County Head Start Zero-Five Program received an National Association of Counties Award for Innovation in Child Care for the program's great success in improving communication, stabilizing and strengthening families through the Para Las Familias program. The program, which reached 585 families this year has 5 modules; modules 4 and 5 having been developed in large part by parents who participated in the program.

