



50

**YEARS**  
*of* **OPPORTUNITY**

**HEAD START | 1965-2015**

## Vision

All Maricopa County residents will have equal access to opportunities to improve their lives

## Mission

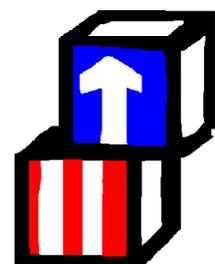
To provide and coordinate essential support and social services to vulnerable populations to enhance economic, educational, and social opportunities and strengthen communities

## Core Values

Respect, Commitment, Accountable, Collaborations, Continuous Improvement

## Maricopa County Head Start Vision

Healthy, Educated Children in Supportive Families



# Program Governance

---

## Board of Supervisors



**Denny Barney**  
District 1 Supervisor



**Steve Chucri**  
District 2 Supervisor



**Andy Kunasek**  
District 3 Supervisor



**Clint L. Hickman**  
District 4 Supervisor  
Chairman



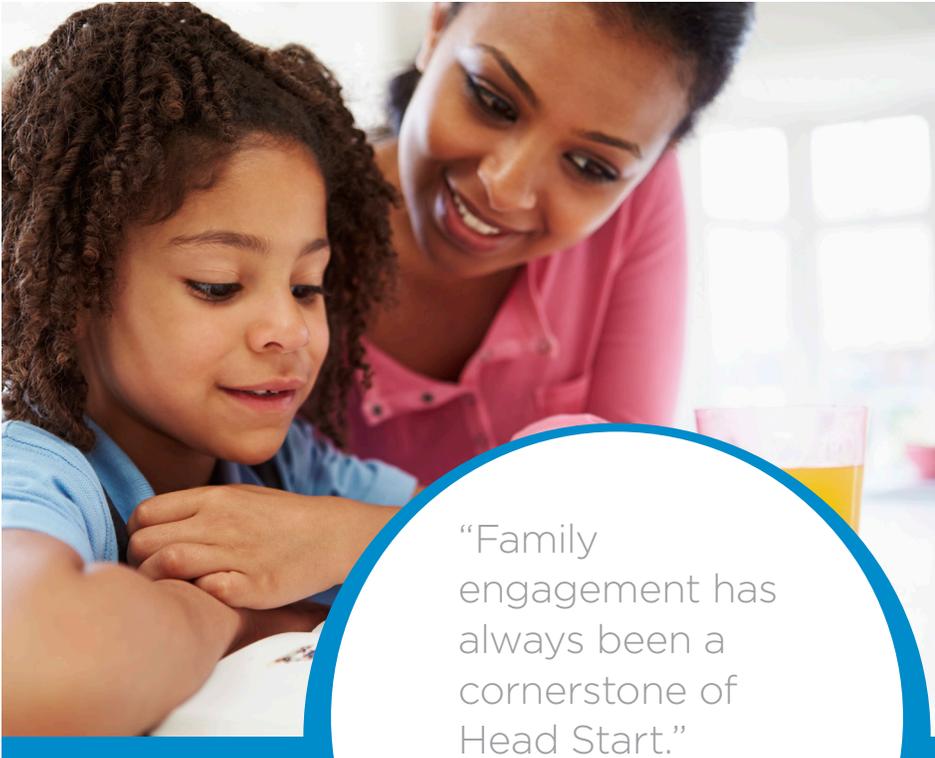
**Steve Gallardo**  
District 5 Supervisor

---



Fifty Years of  
Opportunity

# Director's Message



In 2015 year, we celebrated 50 years of Head Start. It is an historic milestone that presents a perfect opportunity to reflect on what we have accomplished and encourages us to renew our continued passion and commitment for providing high-quality services to our families.

Throughout 2015, we reflected on, and celebrating, three key themes:

- 1. Head Start Is a Community Effort.** Community partners are essential for success. Leadership of parent and support from local businesses, municipalities, community members and neighbors help keep the program rooted in the communities where we serve. Community efforts also results in volunteers who give energy and support to the program.
- 2. Families Are Powerful Partners.** Family engagement has always been a cornerstone of Head Start. Parents are lifelong educators, nurturers, and advocates of their children. Parents have been prioritized as teachers, decision-makers, advocates, employees, volunteers, and as developers and designers of program activities.

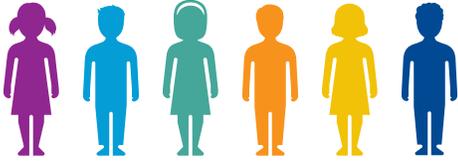
- 3. Staff Are the Heart of Head Start.** Staff brings the Head Start mission to life. It is our staff who turns the four walls of each center and home into an environment where inspiration thrives. Each day, staff mold young minds and teach families to fan the ember of inquisitiveness into a flame of lifelong learning. For children and families, their relationships with Head Start staff can forever change the course of their lives.

From the summer of 1965 to the new programs rolling out today, Maricopa County Head Start has stayed focused on the goals of providing vulnerable children and their families with comprehensive services to help them be ready for school. After 50 years, Maricopa County Head Start's core values remain unchanged. It is a pleasure to highlight the successes from this anniversary year in this 2015 annual report.

Happy Anniversary Head Start!

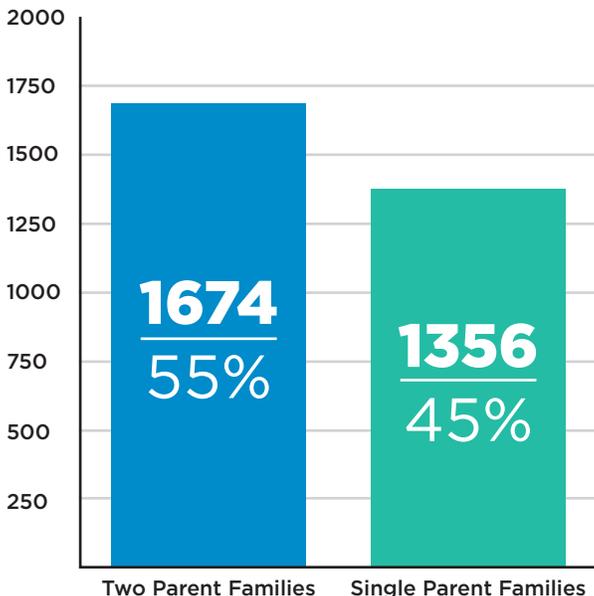
Sincerely,  
Alecia Jackson

# Enrollment Data



Number of children Served **3310**

Family's Economic Situation	Number of Children	Percentage
Income below 100% of federal poverty line	2829	85%
Receipt of public assistance such as TANF, SSI	162	5%
Status as homeless	105	3%
Status as a foster child - # children only	95	3%
Number of children 100% and 130% of the federal poverty line	66	2%
Over income	53	2%

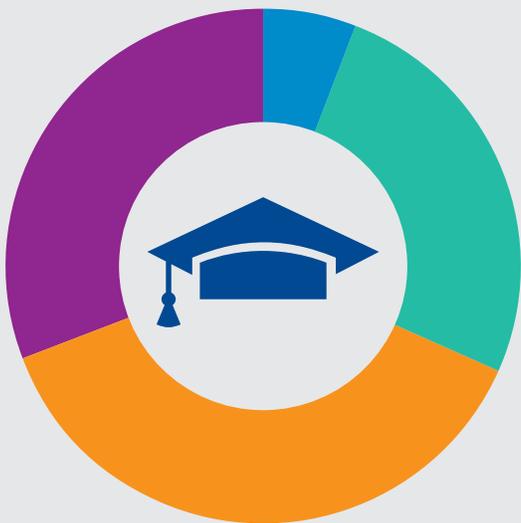


TWO PARENT FAMILIES	# OF FAMILIES	%
<b>Enrolled in job training or school</b>		
Both parents/guardians are in job training or school	33	2%
One parent/guardian is in job training or school	397	24%
Neither parent/guardian is in job training or school	1,244	74%
<b>Employment</b>		
Both parents/guardians are employed	136	8%
One parent/guardian is employed	1334	80%
Both parents/guardians are not working	204	12%
SINGLE PARENT FAMILIES	# OF FAMILIES	%
<b>Enrolled in job training or school</b>		
The parent/guardian is in job training or school	225	17%
The parent/guardian is not in job training or school	1,131	83%
<b>Employment</b>		
The parent/guardian is employed	606	45%
The parent/guardian is not working	750	55%

## Public Assistance Programs

PROGRAM	TANF	SSI	SNAP	WIC
NUMBER OF FAMILIES	<b>84</b>	<b>118</b>	<b>1669</b>	<b>1874</b>

### Parent Education Level

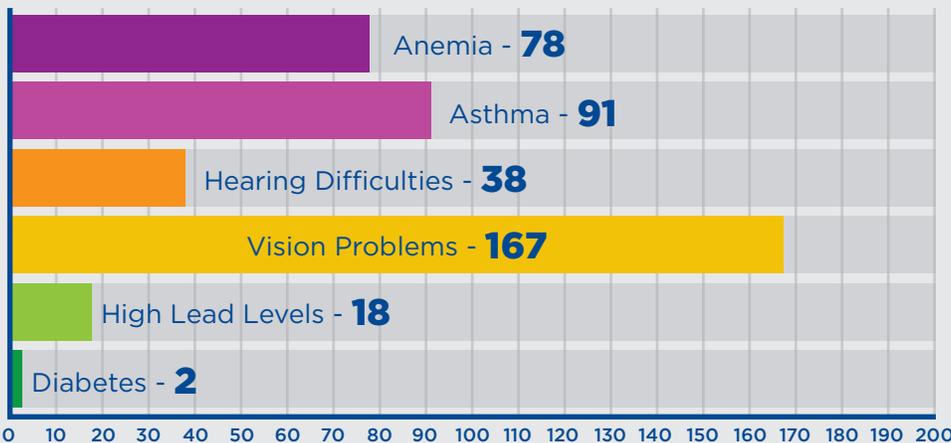


- 169** An advanced degree or baccalaureate degree
- 796** An associate degree, vocational school, or some college
- 1137** A high school graduate or GED
- 928** Less than high school graduate

### Completed Childrens Exams



**218** Children diagnosed by a health care professional with a chronic condition needing medical treatment



Parent Referrals to Community Services  
**1801**

Total Volunteers  
**3216**

Parent or Former Parent Volunteers  
**3009**

Volunteers who volunteered at more than one site  
**279**

Total Volunteer Dollars  
**\$3,741,834.02**

Parent or Former Parent Volunteer Dollars  
**\$3,369,759.06**

Total Volunteer Hours  
**199654**

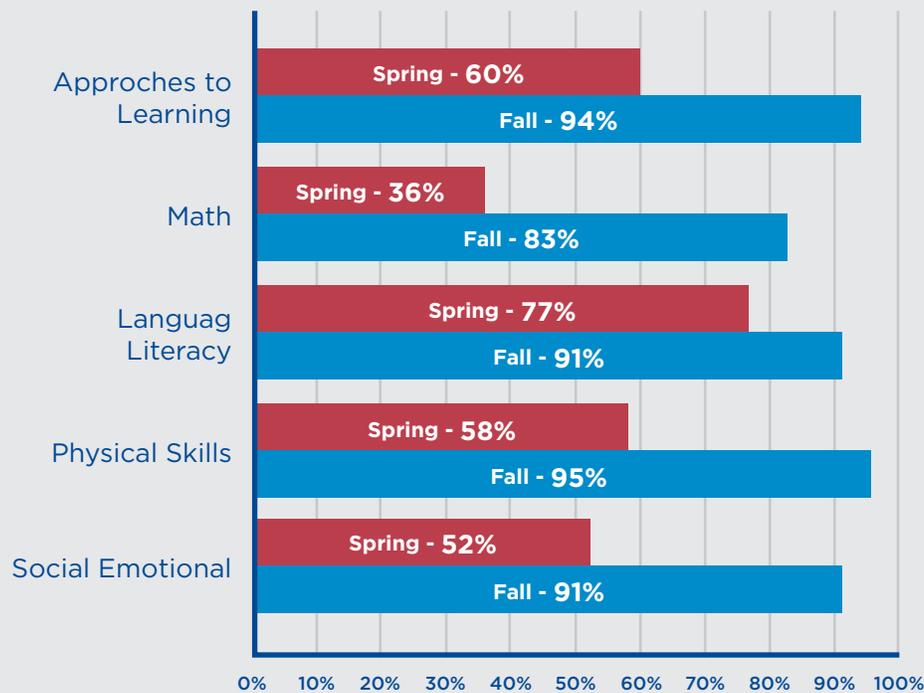
Parent or Former Parent Volunteer Hours  
**191803**

#### Program Improvement Plan

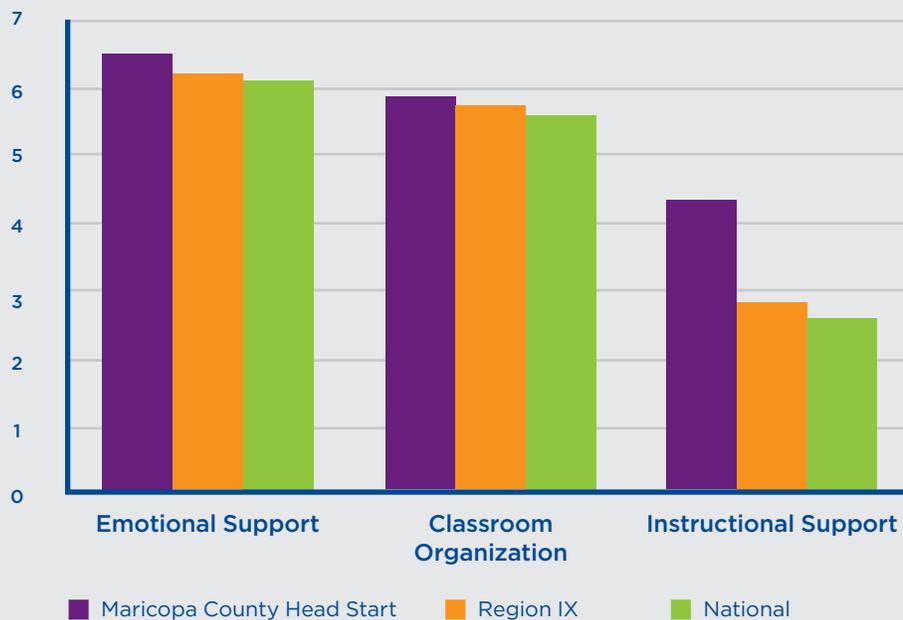
The Self-Assessment process, mandated to be completed annually, involves the collection of information from a variety of sources to determine if systems and services have been implemented and are working effectively. The results of the Self-Assessment serve as a driving force in determining needs for program. The results of the 2014-15 Self-Assessment identified strengths in record keeping and reporting, child supervision practices, program governance, and family engagement. The self-assessment also help the program identify area for improvement in Participant Recruitment, Classroom food safety practices, individualization of educational approaches, and Storage of Child Medication.

# School Readiness 2014 – 2015

Percentage of 3 and 4 Year Old Students Who Met or Exceeded School Readiness Goals by Domain



Class Observation Data PY 2015



## Classroom Observation Data

As a part of the 2015 Federal Monitoring Activities, The quality of teacher and child interactions were observed and assessed using the Classroom Assessment Scoring System (CLASS) observation instrument used during on-site reviews of all Head Start grantees nationally. The tool has 10 dimensions of teacher-child interactions rated on a seven-point scale, from low to high. The dimensions are organized into three domains: Emotional Support, Classroom Organization, and Instructional Support.

- Emotional Support assesses the degree to which teachers establish and promote a positive climate in their classroom through their everyday interactions.
- Classroom Organization assesses classroom routines and procedures related to the organization and management of children's behavior, time, and attention in the classroom.
- Instructional Support assesses the ways in which teachers implement the curriculum to effectively promote cognitive and language development.

# School Readiness 2014 – 2015



Maricopa County Head Start views School Readiness as a journey for families and children, beginning even before they are born and continuing throughout the time children are in Head Start preschool. The program is committed to providing a comprehensive program from prenatal through age 5 to ensure that children and families are ready for school through regularly reviewing child progress toward school readiness goals and used the analysis of progress to inform the program of practices that were successfully moving children towards success.



# Family Engagement & Partnerships

The Maricopa County Head Start Zero to Five programs encourages parents and families to become involved in their children's education, both in and out of the classroom setting. Head Start recognizes that parents and families are the strongest supporters of their children and encourages involvement as their children's advocates. The program helps parents explore opportunities to expand their education, find or get a better job, and tap into support groups where parents and family members connect to community resources and received encouragement from one another.

## **Some of the ways parents support their children and are involved in the Head Start program:**

- attending Head Start staff/parent meetings;
- attending training to learn the rights and responsibilities concerning children's education in school;
- getting involved in decisions about their children's education by learning to communicate with teachers and other school staff;
- serving on a Head Start committee, such as the Policy Council or Health Services Advisory Council;
- learning how to become involved in developing an Individualized Education Plan if their child has special needs; and
- learning how to tell their personal story effectively in front of public officials, school officials, and others who can influence how education and other programs for children operate.

Parent and family engagement in Head Start/Early Head Start is about building relationships with families that support family well-being, strong relationships between parents and their children, and ongoing learning and development for both parents and children. Program staff and families build ongoing, respectful and goal-oriented relationships. This means identifying and acting on family goals and aspirations and using program and community supports and resources to promote progress on family and child development goals. To make an impact in engaging families as equal partners in children's learning and development, staff and families work together to build strong relationships that support information sharing with each other about children's learning and developmental progress.

The Program ensures that families have access to information about their child and that the information is understandable and meaningful. Parents share their knowledge about their child's interests and progress at home, and together staff and families use this information to set and work toward goals for the child in the classroom, home, and community.



## **Parent Education and Engagement Activities: Outreach to Fathers**

Efforts and Activities to encourage father/male involvement focus on a father or other significant male role model spending quality and quantity time with their children. Specific Father Involvement activities included:

- My Hero Night
- Home Depot Building Projects
- Game Night
- Daddy/Daughter Dance

# Family Community Information 2015



Maricopa Zero-Five Head Start program involves all parents at all levels, including program planning, policy development, program governance and education. Parents are engaged from intake by completing the Family Engagement Contract with staff so that the relationship building process can begin. Tools such as the Family Development Matrix, Parent Interest Survey and Family Partnership Agreement help determine how to support parents as the first educator and health advocate for their children.

In 2015, the program continued to be strong in generating parent and other volunteer hours. In total the program benefitted from 3,761 volunteers; 3,680 (98%) who were parents and former parents in the program. Parent volunteer hours totaled 201,124.07 hours at a value of \$3,518,052.16 in non-financial support. With the addition of volunteers from the community, the total volunteer time reached more than 208,314 hours, and \$5,124,447 in non-financial support.

## Families Services Referrals

The program made use of a scaled Family Development Matrix designed to assess both the strengths and needs of enrolled families. The matrix was completed two times during the year to measure growth in 18 specific domains related to improving community connectedness and economic self-sufficiency.

In program year 2015, 1,552 of 2,547 families (61%) received at least one family service. Many families received more than one service referral.

# Serving Children with Disabilities



## Disabilities

Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential.

The program served 296 Head Start and 56 Early Head Start children with identified disabilities or special needs that equated to 11% of all children enrolled. In addition, 98 of these children received their early intervention or special education services in fully inclusive setting while attending the Head Start or Early Head Start program through a collaborative agreement with agencies and local school districts.

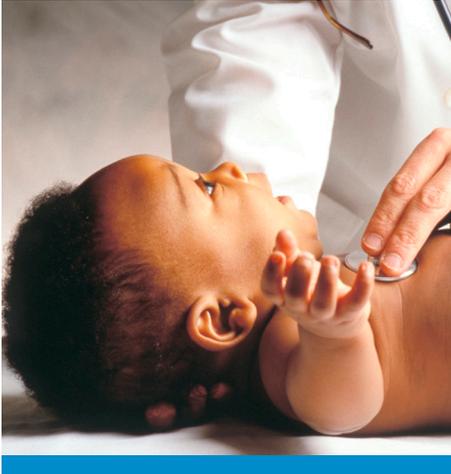
65 children (22%) of Head Start children with special needs met all of their Individual Education Program Plan goals/objectives and were determined to be no longer eligible for special education services prior to transitioning to Kindergarten. 45% of those remediated in Head Start had a diagnosis of Developmental Delay or Preschool Severe Delay.

## Mental Health Support to Children, Families, and Staff:

Mental health consultation in early childhood settings is a problem-solving and capacity-building intervention implemented within a collaborative relationship between a professional consultant with mental health expertise and one or more caregivers, typically an early care and education provider and/or family member. Early childhood mental health consultation aims to build the capacity (improve the ability) of staff, families, programs, and systems to prevent, identify, treat and reduce the impact of mental health problems among children from birth to age 6 and their families

Mental Health Consultation was provided to 60 Head Start and 28 Early Head Start children, their families and their teachers or home visitors. The program's Mental Health Consultant, Mental Health Associate and Mentor Teachers were able to provide classroom management/positive behavior support to many classrooms for children and parents so that positive changes were made early and referrals for Mental Health services were not needed. Because of our ability to provide consultation, support and plans as soon as concerns were identified, we only needed to make outside mental health referrals for 23 children in our program.

# Health Outcomes 2015



Healthy Children are ready to learn. The 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. Head Start helps parents to understand the importance of health care, including the importance of good nutrition, rest, and exercise. The Program helps families to establish medical and dental “homes” for their children by identifying medical and dental care providers in their community who can establish an ongoing relationship, and who will provide culturally relevant, timely, professional, and affordable health care

## Sensory Screenings

Results from screenings, information from parents, and ongoing observations are used to assess the specific health needs of children and families. These results might also indicate the need to individualize health services for children with disabilities. In providing comprehensive health services, Head Start connects children with a medical and dental home to provide ongoing well-child care including immunizations and appropriate well-child check-ups that include treatment for medical, behavioral, and oral health concerns.

The Maricopa County Head Start programs screened over 2,500 children for visual acuity. From these screenings, the program referred 209

children for a formal vision evaluation. More than 150 children received a formal vision evaluation and 113 children were identified as having a vision diagnosis to include myopia, hyperopia and amblyopia and astigmatism. As a result, 109 children received eye glasses to improve their vision.

Through hearing screenings, 2 children were identified as needing an adaptor/hearing device due to hearing loss in one or both ears. One child was assisted through established collaborations and partnerships with the Ear Foundation to obtain further follow up and a hearing device at no charge to the parents.

HEALTH INDICATOR	% HEAD START	% EARLY HEAD START
Children Up-To-Date for EPSDT (Physicals OR Well-Child)	100%	72.3%
Children with Medical Home	99.4%	98.1%
Children with Dental Home	98.8%	95.4%
Children Who Received Dental Exam	71%	NA

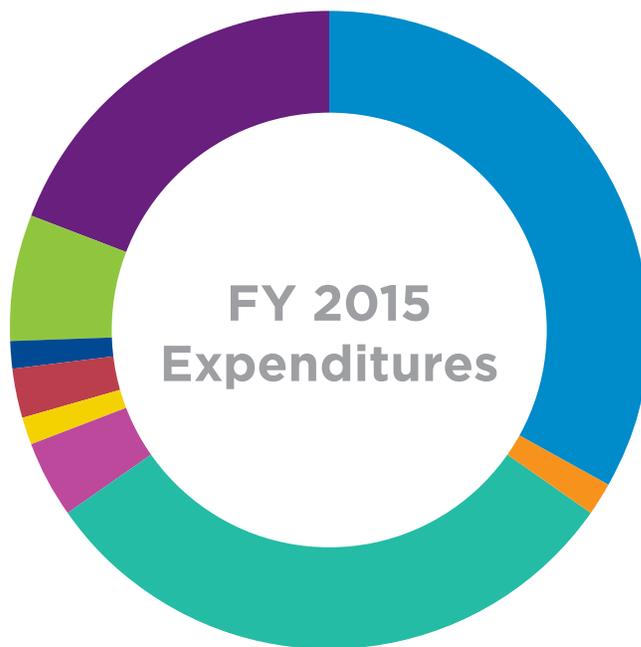
“We help parents to understand the importance of health care”

# Fiscal 2015

The program received \$22,708,901 in funding from the Office of Head Start to serve 2,295 children in Head Start and 303 children in Early Head Start in the east and west service area of Maricopa County.

The program’s non-federal share (in-kind match) requirement was \$5,677,226. The program was short in fully meeting its non-federal share requirements.

In 2015, the program continued to be strong in generating parent and other volunteer hours. In total the program benefitted from 3,761 volunteers; 3,680 who were parents and former parents in the program. Parent volunteer hours totaled 201,124.07 hours for \$3,518,052.16 in non-financial support. Additional community volunteers contributed 208,314 hours which translates to an additional \$1,606,394.90 in non-federal share support. Overall, the program generated \$5,124,447 in NFS. A waiver was secured for gap in meeting the NFS in the amount of \$552,779.



- Personnel - **33.3%**
- Supplies - **1.5%**
- Delegate - **30.5%**
- Facilities - **4.0%**
- Children's Meals - **1.5%**
- Other Contracts - **2.5%**
- Other - **1.2%**
- Indirect - **6.6%**
- Volunteers and Donations - **18.9%**

## Expenditures

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 2014. This audit identified no findings or recommendations for the Head Start Program. The three findings identified in the FY 2013 audit are reported as fully corrected.

“... the program benefitted from 3,761 volunteers”

# Strategic Planning & Program Goal Setting

## **Strategic Objective 1.**

### **Children are Ready for School**

Position/Philosophy Statement- School readiness is defined as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life. The Maricopa County Head Start (MCHS) approach to School Readiness will result in children ready for school, families ready to support their children's learning, and schools are ready for children. MCHS will employ the most cost and time effective technology to track programmatic outcomes while creating an environment of appreciation for data that guides evaluation and strategies for high quality early care and education.

## **Strategic Objective 2.**

### **Parents are Engaged in their Child's Learning**

Position/Philosophy Statement- The MCHS facilitates a meaningful engagement of parents (including mothers, fathers, grandparents, foster parents, and kinship caregivers, as appropriate) in activities designed to help them become full partners in the education of their children. Engagement includes participation in the conduct of the program, leadership opportunities, support of the child's development and health, support for the parent-child relationship, opportunities for employment, and other paths to improved financial well-being. MCHS implements engagement through family literacy and parenting skills training using evidence-based curricula and approaches either directly or through referral to local entities, public and school libraries, and entities carrying out family support programs.

## **Strategic Objective 3.**

### **Community Collaborations are Strengthened**

Position/Philosophy Statement- Be positioned for sustainability as ECE priorities at the Federal levels fluctuate. To coordinate with public and private entities that are willing to commit resources to assist the MCHS program in providing high-quality child health and developmental services and program management services. Collaborations include coordinating the MCHS services with other child care and preschool programs, state pre-Kindergarten programs, special education and early intervention programs and with the educational programs that serve children upon leaving Head Start.

## **Strategic Objective 4.**

### **Staff are Supported in their Work**

Position/Philosophy Statement- Professional development is an important part of having an effective early childhood workforce in the MCHS programs. To do this, the program invests in human resources to ensure the ability to attract and retain the most highly competent staff and minimize turnover. MCHS has a culture of accountability, and open, candid and timely communication to improve interpersonal relationships which translates into higher quality services for children and families, retention of staff which contributes to a stronger fiscal position by eliminating high costs associated with high turnover and training.

# Maricopa County Site Locations

## East Valley - Grantee Head Start

### MESA

Edison  
Eisenhower  
First Presbyterian Church  
Guerrero  
Hawthorne I  
Hawthorne II  
Holmes I  
Holmes II  
Jefferson  
Jordan  
La Mesita  
Lehi  
Lincoln  
Lindbergh  
Longfellow I  
Longfellow II  
Maxwell Pre-School  
Mesa East Home Base  
Mesa West Home Base  
Redbird  
Stevenson  
Taft  
Webster I  
Webster II  
Whitman

### CHANDLER

Galveston  
Hamilton  
Palm Lane

### GILBERT

Gilbert Home Base  
Gilbert Boys & Girls

### GUADALUPE

Guadalupe Home Base  
Guadalupe CDC

### SCOTTSDALE

Paiute

### TEMPE

Aguilar  
Nevitt  
Tempe Home Base  
North Tempe I  
North Tempe II  
Thew  
Westside Generational

## East Valley - Grantee Early Head Start

### CHANDLER

Maxwell Pre-School  
Chandler Home Base

### GUADALUPE

Guadalupe CDC  
Guadalupe West Home Base  
Guadalupe East Home Base

### TEMPE

Compadre I  
Compadre II  
Tempe North Home Base  
Tempe South Home Base  
Westside Generational I  
Westside Generational II

## West Valley - Delegate Head Start

### AVONDALE

Avondale South  
Lattie Coor I  
Lattie II  
Lattie III  
Lattie IV  
Michael Anderson I  
Michael Anderson II

### AGUILA

Aguila

### BUCKEYE

Buckeye Elementary I  
Buckeye

### EL MIRAGE

El Mirage I  
El Mirage II

### GLENDALE

Burton  
Discovery I  
Discovery II  
Jack  
Mensendick I  
Mensendick II  
Ocotillo I  
Glendale Community College  
Ocotillo II

Imes  
Sine I  
Sine II  
Lamar I  
Lamar II

### PALO VERDE

Palo Verde

### PEORIA

Peoria CDC I  
Peoria CDC II

### WICKENBURG

Wickenburg

### TOLLESON

Tolleson  
AZ Desert  
Union

### TONOPAH

Tonopah

## West Valley - Delegate Early Head Start

### ADJC

ADJC

### AVONDALE

Avondale Home Base  
Avondale South

### BUCKEYE

Buckeye  
Buckeye HB I

### DYSART

Dysart Home Base I  
Dysart Home Base II

### GLENDALE

Burton  
Glendale Home Base I  
Glendale Home Base II  
Imes I