



MID-CUMBERLAND
COMMUNITY ACTION AGENCY
Helping people. Changing lives.

HEAD START/EARLY HEAD START

JULY 2023 DIRECTOR'S REPORT

ENROLLMENT

MONTH	HEAD START (705 Funded Slots)	ENROLLMENT %	ATTENDANCE Goal: 85%	EARLY HEAD START (112 Funded Slots)	ENROLLMENT %	ATTENDANCE Goal: 85%
May	608	86.24%	76.56%	96	85.71%	68.73%
June	N/A	N/A	N/A	94	83.93%	62.16%

TOTAL MEALS SERVED				INCOME Goal: <10% of enrolled		DISABILITY Goal: > 10% of enrolled	
MONTH	BREAKFAST	LUNCHESES	SNACKS	101-130% POVERTY	>130% POVERTY	SUSPECTED	IEP/IFSP
May	6,218	6,099	838	0	3	5	14
June	1,166	1,178	796	0%	2.68%	4%	12.5%

ERSEA (ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT, ATTENDANCE)

With Head Start's program year wrapping up in May, only Early Head Start students were present for the month of June. Early Head Start ended the month with 94 students enrolled. Attendance was at 62.16%. The top three reasons for low attendance are outlined in the chart below. Reasons that fall into the other category are family trips, keeping younger children home due to siblings being home, etc. The program is launching a new attendance plan in August and anticipates it will decrease the number of students who are chronically absent so that they can access the full Head Start experience.

	Early Head Start	% Early Head Start
Other*	347	46.64%
Transportation	139	18.68%
Illness/Health Condition	89	11.96%

With the 2023-2024 Program Year quickly approaching, recruitment efforts continue. Sites have been participating in events such as Juneteenth Festivals, Summer Book Buses, Open Houses such as the Community Pregnancy Center, Summer programs at local libraries, child advocacy walks, along with other events happening in their communities. These recruitment efforts can be seen in our 2023-2024 application pool.

Gallatin 1 Staff at the Juneteenth Celebration.



DID YOU KNOW?

Research shows that children whose family circumstances qualify them for Early Head Start and Head Start are more likely than their peers to have chronic absenteeism? The Head Start Performance Standards require programs to identify students with patterns of absences and make direct contact with parents or place them on intensive case management.

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PFCE (PARENT, FAMILY, AND COMMUNITY ENGAGEMENT)

As the Family Service Advocates (FSAs) closed out this program year, they are focused on building relationships with families for the 2023 – 2024 Program year. While the relationship begins during the application process, FSAs continue to work alongside the families served to strengthen the relationship. FSAs have been conducting Intakes and Social Service Home Visits. In partnership with the family, the FSAs lay the foundation of a family's individualized goal at the Social Service Home Visit (SSHV) by collaborating with the family and utilizing the SMART Goal Brainstorming Plan.

During the SSHV, FSAs gather information in order to complete the Family Strengths and Needs Assessment (FSNA) for each family. Based on the score received from the FSNA, families are assigned a tier level. The tier level determines the amount of monthly support to be provided by the FSA. Families are assessed on an ongoing basis throughout the program year. This ongoing assessment ensures families are consistently receiving the appropriate support.

EDUCATION

Our Early Head Start classrooms have a different feel in the summer! EHS classrooms with students who will be moving to Head Start in the fall use the summer to start the transition process to prepare their children for the changes. They gradually spend more time in a Head Start classroom with their current teachers to get the feel of a bigger classroom and explore new materials and toys. They also start going to the Head Start playground. By the end of the summer, those children and their teachers will be spending the full day in a Head Start classroom.

Summer is also different as we provide different activities! Here are some pictures of some of Gallatin 2's children beating the heat by participating in water play! Our Early Head Start classrooms will wrap up their year at the end of July, and the teachers will prepare their room for the upcoming school year.



(ii) Focus on promoting growth in the developmental progressions described in the Head Start Early Learning Outcomes Framework: Ages Birth to Five by aligning with and using the Framework and the curricula as described in §1302.32 to direct planning of organized activities, schedules, lesson plans, and the implementation of high-quality early learning experiences that are responsive to and build upon each child's individual pattern of development and learning;



FSNA Family Support Procedures by Tier	
Tier levels are based on the strengths and needs of families. Families will fall within at least 1 of the 4 tier levels during the program year. Each tier has support minimums that ALL FSAs are REQUIRED to follow depending on the tier the family is in. Some families will fall under multiple tier categories throughout the program year and therefore the FSA's role in the family's support procedures will change as their tier changes. Below are the minimum requirements per tier level.	
Services	
Tier 4 (65+ FSNA Score):	
*1 to 2 Needs/FSNA/Goal check-in's per week	
*2 Social Service Home Visits per year	
*Must have a minimum of 1 goal set	
Tier 3 (43 to 64 FSNA Score):	
*3 Needs/FSNA/Goal check-in's per month	
*2 Social Service Home Visits per year	
*Must have a minimum of 1 goal set	
Tier 2 (21 to 42 FSNA Score):	
*2 Needs/FSNA/Goal check-in's per month	
*1 to 2 Social Service Home Visits per year	
*Must have a minimum of 1 goal set	
Tier 1 (0 to 20 FSNA Score):	
*1 Needs/FSNA/Goal check-in per month	
*1 to 2 Social Service Home Visits per year	
*Must have a minimum of 1 goal set	

HEAD START/EARLY HEAD START

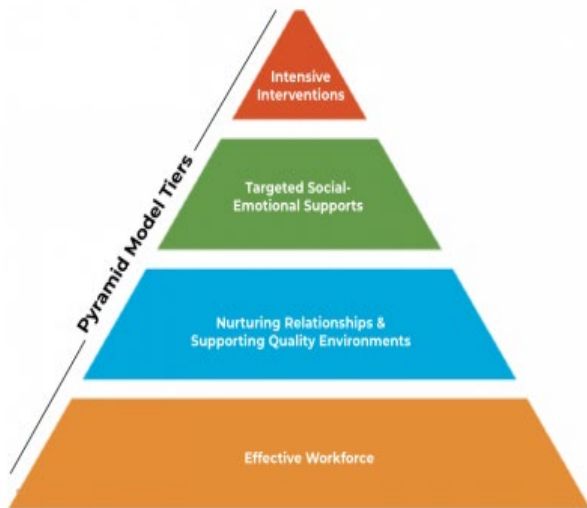
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MENTAL HEALTH AND DISABILITIES

Reflection on this past school year was an important exercise for this team. It allowed us to assess our achievements, identify areas for improvement, and gather insights that can inform future decisions and actions.

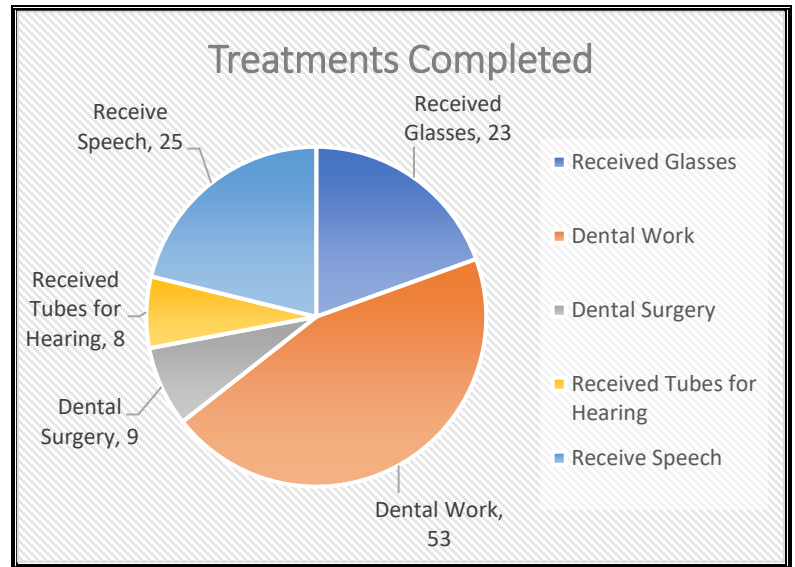
One of the areas we focused on was 'Prevention' over 'Intervention' - reflecting on strategies implemented to promote positive relationships, collaboration, and student well-being. We thought of ways to further enhance the classroom culture. One of those ways is through the Pyramid Model. The Pyramid Model builds upon a tiered approach to providing universal supports to all children to promote wellness, targeted services to those who need more support, and intensive services to those who need them. The Pyramid Model Practices Checklist will be used at the beginning of the school year in both our Early Head Start and Head Start classrooms to support set-up and implementation of needs in four areas: Responsive Relationships; High Quality, Supportive Environments; Teaching Social and Emotional Skills; and Addressing Challenging Behavior.

Prevention measures can support positive development, early intervention, and the creation of supportive environments that nurture growth and success. While intervention is necessary in situations where prevention is not possible or unsuccessful, a preventive approach is favored due to its numerous benefits. By prioritizing prevention, we hope to create healthier, safer, and more supportive environments that enable our students to thrive and reach their full potential.

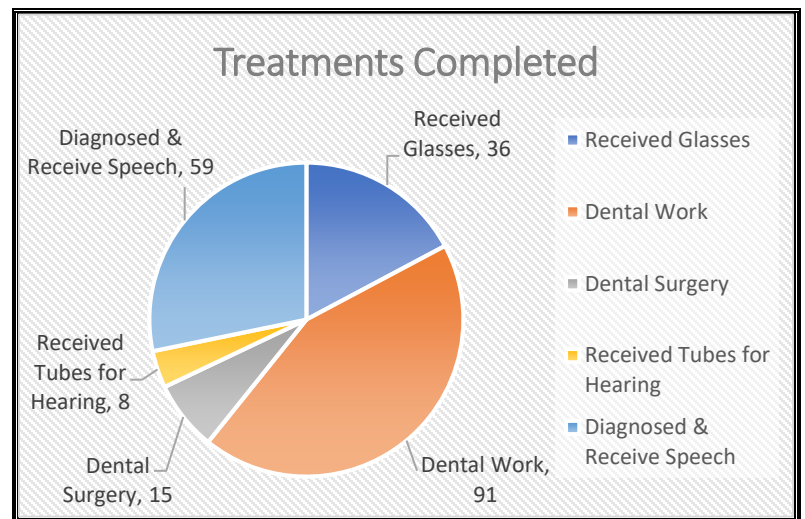


HEALTH

End of Year Diagnosis & Treatment Data



End of Year Diagnosis & Treatment Data



These graphs show the importance of the health and developmental screenings that we complete at the beginning of the school year. When a child fails a screening, our Family Service & Health Specialist walk families through referral & evaluation process all the way to the treatment process. The above graphs break down specific actions that were taken when a child failed a screening. To achieve such meaningful results requires a great deal of commitment, persistence, and dedication from our staff who must build healthy relationships with families and the community providers. Without early screening & detection, children could suffer for years without detection of a problem that could be an easy fix.

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POLICY COUNCIL

On June 22nd, Policy Council members heard about PFCE Outcomes for the 2022-2023 program year when our Supportive Services Manager, Sandi Cummings, delivered the information.

The Finance Committee discussed May's financial report and credit card statements. The CACFP Application was also presented for submission.

The Family and Community Partnership Committee did not have participants this month; however, all PC members received a handout highlighting the various Community Service Projects completed by staff and parents.

The Program Planning Committee discussed several Center/Classroom Guidelines updates. Brooke Johnson, reported on an Inclusive Playground grant. It would add inclusive equipment to Cedarwood and Murfreesboro Head Start playgrounds if received.

The Personnel Committee discussed plans for the upcoming 2023-2024 staff pre-service training. Frank Ivey reported the event would be taking place August 1st-4th at Cumberland University. It will be a themed event based on decades. Component training, choice day, keynote speaker, and a day with all MCCA staff will make up the week.

The Director's Report included family quotes about the goals they reached with the support of their respective Family Service Advocates. Carisa Moody also asked the current Policy Council to assist in recruiting new PC members for our upcoming program year, explaining Family Orientation is a great time to speak with families.

Members voted to approve typed Policy Council minutes from May's meeting, approve May's Financial Report and Credit Card Statements, submission of the CACFP Application, updated Center/Classroom Guidelines, and the Inclusive Playground Grant Application.

The meeting was led by Policy Council Chairperson, Brooke Johnson.

IN-KIND

Here is a look at our In-Kind totals we generated for the month of May 2023:

Time:

Early Head Start- \$15,030.56

Head Start- \$54,765.24

Services/Materials/Donations:

Early Head Start- \$3,576.92

Head Start- \$4,261.22

Space:

Early Head Start- \$400.00

Head Start- \$1,500.00

Grand Total- \$79,533.94

May was a great month for In-Kind! May brings end-of-the-year celebrations and activities for Head Start children, so we definitely had several opportunities for families and community volunteers to be involved with those. We still continued to receive completed at-home-activity and toothbrushing calendars consistently from our families and even had great participation with the reading logs that we send home. We hope the Head Start children continue to read over the summer months! Please continue to spread the word that we need volunteers and donations over the summer for Early Head Start to help generate more In-Kind for that program!



DID YOU KNOW?

The Head Start Act stipulates that the federal share of the total costs of the Head Start program will not exceed 80 percent of the total budget. Head Start programs are required to match the 20 percent with donations of volunteer time, materials and space. This program received a waiver for the year and continues to work hard to identify new ways to generate the 20% so that it can be prepared when the waiver period is over.

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