



EARLY HEAD START ANNUAL REPORT FOR 2017-2018



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BACKGROUND

The First State Delaware (FSD) Early Head Start - Child Care Partnership (EHS-CCP) Program currently serves nearly 200 children in 11 centers in Delaware. This program, consisting of the EHS-CCP Initial Grant (72 slots) and the EHS-CCP Expansion Grant (72 slots), provides children and their families with quality learning environments, developmentally-appropriate education, and access to qualified staff and community services. It provides them access to services and resources to ensure successful educational outcomes.

The Office of Early Learning (OEL) oversees the federal funding of this program and works daily to ensure that centers are using sound management practices to deliver high quality education and services to low-income children and their families. Another important aspect of the EHS-CCP is that centers have full enrollment and attendance rates of 85% or greater. Children who regularly attend EHS programs and who are actively engaged in learning have the best outcomes. Likewise, family engagement is an important part of the Early Head Start model. OEL staff works with families to ensure parents are aware of their rights and responsibilities, and they are active participants in their child's education.

PURPOSE

The Head Start Act (section 644(a)(2)) requires each agency to make available to the public at least once in each fiscal year a report that contains the following eight elements:

- The total amount of public and private funds received and the amount from each source
- An explanation of budgetary expenditures and proposed budget for the fiscal year
- The total number of children and families served, the average monthly enrollment and the percentage of eligible children served
- The results of the most recent review by the Secretary and financial audit
- The percentage of enrolled children that received medical and dental exams
- Information about parent involvement activities
- The agency's efforts to prepare children for kindergarten
- Any other information required by the Secretary

To learn more about Delaware's Early Head Start – Child Care Partnership Program, visit our website at <https://www.doe.k12.de.us/Early Head Start>.

FSD EHS - CCP MANAGEMENT TEAM

The FSD EHS-CCP Management Team is comprised of members of the Office of Early Learning Team, Content Area Coordinators and Support Staff. The Management Team is responsible for the oversight and implementation of the Early Head Start program by adherence to the Head Start Performance Standards. Through planning, shared decision-making, ongoing monitoring, goal setting and professional development, the Management Team ensures that programs are delivering quality services to all families served.

The Management Team members are:

- John-Fisher Klein - CEO
- Aisha K. Ferrell - Program Manager
- Jenny Grady, Thought Partners- Education and Disabilities Coordinator
- Sam Vasquez, Pro-Spect - Facilities Manager
- Delaware Early Childhood Center, Health and Mental Health Coordination
- University of Delaware - Family Services
- Delaware Early Childhood Center - Family Services
- Polytech Adult Education - Family Services

FSD EHS - CCP PROGRAMS INITIAL GRANT & EXPANSION GRANT PARTNERS

The FSD EHS-CCP Program consists of two grants with a total combined 11 child care programs participating as indicated below:

<u>Initial Grant</u>	<u>Expansion Grant</u>
Discovery Cove	Discovery Cove
Kids R Us Learning Center	Discovery Island
Latin American Community Center (LACC)	Kids R Us Learning Center
Little Sprouts	Little Sprouts
Our Futures Child Care	Milford Early Learning Center
Parents & Children Together at Tech (PACTT)	Primeros Pasos
Precious Moments	Parents & Children Together at Tech (PACTT)
Primeros Pasos	Precious Moments

GOVERNING BOARD

FSD's governance structure consists of three components:

- Governing Board
- Policy Council
- Management Team

FSD's Governing Board is a board of one, consisting solely of the Delaware Department of Education's Secretary, Dr. Susan Bunting. Dr. Bunting is a long-time Delaware educator and former superintendent of the Indian River School District. Prior to joining Governor John Carney's Cabinet in January 2017, Dr. Bunting led Indian River, one of the state's largest school districts serving more than 10,000 students, for more than a decade. After teaching in Maryland for several years, she joined Indian River in 1977 as a middle school language arts teacher, later teaching gifted education. She was named Indian River's Teacher of the Year in 1985. She served as Supervisor of Elementary Instruction then Director of Instruction before being named superintendent in 2006. Delaware's 2012 Superintendent of the Year, she also was one of four finalists for the American Association of School Administrators' National Superintendent of the Year award.

She has served on and led numerous state committees, including the DPAS II Advisory Committee, Vision 2015 Implementation Committee, Governor's ESSA Advisory Committee and Delaware STEM Advisory Council, among many others. She also served as president of the Delaware Chief School Officer Association.

She is also a former adjunct faculty member at University of Delaware and Wilmington University, earned a Bachelor of Arts in K-8 Education and Psychology from the American University in Washington, D.C., and a master's degree in education from Salisbury State University and an educational doctorate in educational leadership from the University of Delaware.

Dr. Bunting leads the Governing Board which has legal and fiscal responsibility for FSD. The Board ensures compliance with Federal laws and applicable state and local laws and regulations. All changes and modifications to budget, services and policies are presented and approved through the Program Manager, CEO and Policy Council and final approval is made through of Governing Board. In addition, the Program Manager and CEO meet with the Governing Board on a quarterly basis with status updates that could include; enrollment data, selection criteria, changes based on current trends and community needs. Other topics discussed with the Governing Board include self-assessment results and program quality planning. Through timely and consistent communication, the Governing Board is able to make decisions based on the needs of the program, children and families.

COMMUNITY PARTNERS

The following are the various Community Partners that work with the Early Head Start Program. They are:

- Adams State Services Center
- Adopt-A-Family
- Child Development Watch
- Christiana Care
- Cribs for Kids
- Delaware Division of Prevention and Behavioral Health Services
- Delaware Family Voices
- Division of Public Health
- Food Bank of Delaware
- Operation Warm Coats
- Read Aloud Delaware
- Stand By Me
- Women, Infants and Children (WIC) Program

ELIGIBILITY AND FUNDED ENROLLMENT: CHILDREN SERVED

EHS-CCP Initial Grant = 72 slots
July 1, 2017 – June 30, 2018

Early Head Start Funded Enrollment By Funding Source	# of Children Served
EHS funded enrollment, as identified on NOA	72
Funded enrollment from non-federal sources, i.e. state, local, private	0
Funded enrollment from MIECHV Grant Program for Early Head Start services	0
Early Head Start Funded Enrollment By Program Option	# of Children Served
Actual enrollment	72
Full day enrollment	70
Family child care option	2
Total cumulative enrollment (children served) of Initial Grant	117

EHS-CCP Expansion Grant = 72 slots
September 1, 2017 – August 31, 2018

Early Head Start Funded Enrollment By Funding Source	# of Children Served
EHS funded enrollment, as identified on NOA	72
Funded enrollment from non-federal sources, i.e. state, local, private	0
Funded enrollment from MIECHV Grant Program for Early Head Start services	0
Early Head Start Funded Enrollment By Program Option	# of Children Served
Actual Enrollment	72
Full day enrollment	72
Family child care option	0
Total cumulative enrollment (children served) of Expansion Grant	81

FUNDING AND BUDGET FOR 2017-2018

EHS-CCP Initial Grant

Category	Expense
Management Team	\$99,563.65
Indirect Expenses	\$12,438.00
Child Care and Support Partners	\$889,972.07
Training and Technical Assistance	\$18,090.72
Supplies	\$90,620.42

EHS-CCP Expansion Grant

Category	Expense
Management Team	\$153,408.78
Indirect Expenses	\$21,318.73
Child Care and Support Partners	\$587,518.94
Training and Technical Assistance	\$19,436.37
Supplies	\$68,492.78

MEDICAL SERVICES: CHILDREN SERVED

EHS-CCP Initial Grant

Medical Home	# of Children at Enrollment	# of Children at End of Enrollment Year
Number of children with an ongoing source of continuous, accessible health care	108	115

EHS-CCP Expansion Grant

Medical Home	# of Children at Enrollment	# of Children at End of Enrollment Year
Number of children with an ongoing source of continuous, accessible health care	81	80

DENTAL SERVICES: CHILDREN SERVED

EHS-CCP Initial Grant

Dental Home	# of Children at Enrollment	# of Children at End of Enrollment Year
Number of children with continuous, accessible dental care provided by a dentist	37	72

EHS-CCP Expansion Grant

Dental Home	# of Children at Enrollment	# of Children at End of Enrollment Year
Number of children with continuous, accessible dental care provided by a dentist	49	66

MENTAL HEALTH SERVICES: CHILDREN SERVED

EHS-CCP Initial Grant

Mental Health Home	# of Children at End of Enrollment Year
Number of children for whom the mental health professional consulted with program staff about the children's behavior/mental health	7

EHS-CCP Expansion Grant

Mental Health Home	# of Children at End of Enrollment Year
Number of children for whom the mental health professional consulted with program staff about the children's behavior/mental health	1

PARENT ENGAGEMENT ACTIVITIES

EHS-CCP Initial Grant

Activities
<p>Parent Engagement Activities for both the EHS-CCP Initial and the EHS-CCP Expansion Grant include:</p> <ul style="list-style-type: none"> • Parent Meetings • Annual Self-Assessment • Policy Council Participation • Field Trips to Pumpkin Patch, Local Farms, Delaware Children's Museum • Holiday Events such as Harvest Celebrations, Family Thanksgiving Meal, Christmas Programs

SCHOOL READINESS GOALS

For both the Initial and Expansion Grants School Readiness Goals were developed in five developmental domains:

- Social-Emotional
- Language and Literacy
- Cognition
- Approaches to Learning
- Perceptual, Motor and Physical Development

FSD's School Readiness Goals are:

- Children will develop and engage in positive relationships and interactions with adults
- Children will demonstrate interest, curiosity, and eagerness in exploring objects, people, materials, and events
- Children will demonstrate receptive and expressive language skills and communication strategies in their home language
- Children will use all of their senses to investigate their environment to discover what objects and people do, how things work, and how they can make things happen
- Children will develop control of both large muscles for movement, navigation, and balance and small muscles for manipulation and exploration

TEACHER QUALIFICATIONS

EHS-CCP Initial Grant

	<u># of Classroom Teachers</u>
Total number of infant and toddler child development staff by position	31
Associates Degree	
Number of child development staff by position with an associate degree in early education	1
Number of child development staff by position with an associate degree in a field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching infants and toddlers	2
Bachelors Degree	
Number of child development staff by position with a baccalaureate degree in early childhood education with a focus on infant and toddler development	3
Number of child development staff by position with a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching infants and toddlers	1
Advanced Degree	
Number of child development staff by position with an advanced degree in early childhood education with a focus on infant and toddler development	1
Number of child development staff by position with an advanced degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching infants and toddlers	1
Child Development Associate (CDA) Credential	
Number of child development staff by position with a CDA credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential or licensure that meets or exceeds CDA requirements	11

TEACHER QUALIFICATIONS (CONTINUED)

EHS-CCP Expansion Grant

	# of Classroom Teachers
Total number of infant and toddler child development staff by position	21
Associates Degree	
Number of child development staff by position with an associate degree in early education	2
Number of child development staff by position with an associate degree in a field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching infants and toddlers	0
Bachelors Degree	
Number of child development staff by position with a baccalaureate degree in early childhood education with a focus on infant and toddler development	1
Number of child development staff by position with a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching infants and toddlers	0
Advanced Degree	
Number of child development staff by position with an advanced degree in early childhood education with a focus on infant and toddler development	1
Number of child development staff by position with an advanced degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching infants and toddlers	0
Child Development Associate (CDA) Credential	
Number of child development staff by position with a CDA credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential or licensure that meets or exceeds CDA requirements.	3