



**Diversity is Our Mission**

**Clayton County Community Services Inc.  
Head Start Program**

**2008/2009  
Annual Report**

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Dear Community Partners,

Welcome to our first annual report. On December 12, 2007 the Improving Head Start for School Readiness Act was passed, and Head Start programs are mandated to annually publish a report to the community where they served.

The Clayton County Community Services Authority, Inc. Head Start Program was established in the summer of 1965 as a summer program with 60 children, and shortly afterwards became a 10 month center based program. Since her inception, the program has increased from an enrollment of 60 children to a current enrollment of 352 children. We are a center based program with 3 centers, namely – South Avenue with 201 children, West Street with 94 children, and Riverdale with 57 children.

### MISSION STATEMENT

The Clayton County CSA, Inc. Head Start Program provides quality, comprehensive services to low income families with children ages three to five years old, including children with special needs. We empower families to become self sufficient in order to achieve their life goals: and we promote school readiness, family literacy, social competency and parental involvement

	Proposed Budget	Actual
Head Start Continuation	\$2,292,551.00	\$2,292,771.00
Bright from the Start for Pre-K	\$ 137,378.38	\$ 134,762.22
<b>TOTAL FUNDS</b>	<b><u>\$2,429,929.30</u></b>	<b><u>\$2,427,533.20</u></b>
In-Kind Contribution	<b><u>\$ 573,138.00</u></b>	<b><u>\$ 737,303.07</u></b>

Explanation of the budget expenditure and proposed budget for the fiscal year:

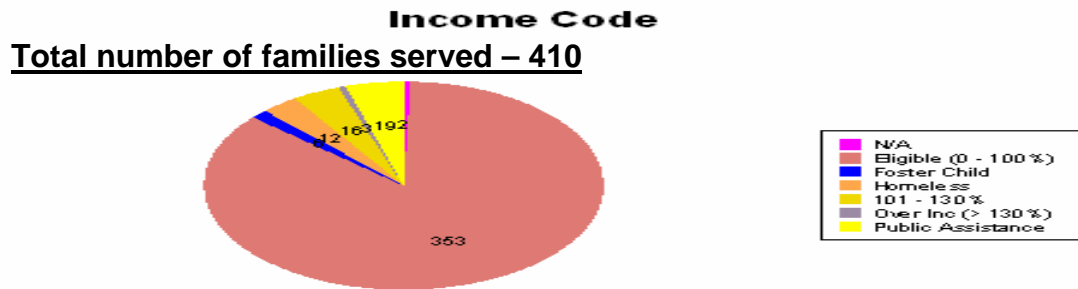
Clayton County CSA, Inc. Head Start's proposed budget dollar amounts above reflect the projected costs of our program at the beginning of the year. The actual dollar amounts represent the budget at the end of the grant year. We were able to operate within the budget for the last fiscal year, as well as hiring a Transportation Manager and Bus Driver to resolve the only non-compliance citation received during the 2008 Office of Head Start Review.

The program had \$220.00 program income that was used to supplement the program. Due to under enrollment in the Pre-K Program \$2,616.16 was not collected from Bright from the Start. The program had an additional \$2,616.16 in-kind from volunteers in the classrooms and program, and more consultants donated more time than was originally projected.

Our proposed budget for the fiscal year of 2009/2010:

Head Start Continuation	\$2,366,017.00
Bright from the Start for Pre-K	\$ 137,378.38
<b>TOTAL FUNDS</b>	<b><u>\$2,429,929.30</u></b>
 In-Kind Contribution	 <b><u>\$ 591,504.00</u></b>

Enrollment information for 2008/2009 school year



This number includes Head Start Pre-K blended services, and those that were enrolled and left the program before the school year end.

**Average monthly enrollment - 82%**

This is the average monthly enrollment when school was in operation from August, 2008 -May 2009

**Percentage of eligible children served – 95.1%**

The graph below reflects number of eligible families served during the 2008/09 school year.

**Percentage of enrolled children that received medical and dental exams -**

Medical	Dental
99.17%	97.65%

**Most Recent reviews / Audit reports :**

Our programs most recent review from Office of Head Start was in March 2008 and we were in compliance on all our services areas, (Program Design and Management, Program Governance, Fiscal, Early Childhood Development, Family and Community Partnerships), one areas of non-compliance in Transportation was noted and has been corrected.

Our annual report of July 2008 was in compliance with only technical assistance information from auditors. (See document attached)

**Parent Involvement and Activities:**

Every center in our program has parent committees and all parents whose children are enrolled in Head Start are members. Meetings are held on a monthly basis. Parents conduct elections at each center and choose parents based on the formula of every 40 children to one parent to serve on the Policy Council. Alternates are also elected from every center, should a member be absent from the Policy Council meeting.

Parents are involved in all facets of the programs activities – from curriculum planning to making decisions on how to use parent activity funds, planning events, monthly meetings, and providing in-put on staff selection/hiring.

In addition to the above named activities, the program recognizes fatherhood and male involvement as a vital part of their child's growth and development; hence we have monthly meetings for our fathers/male participation. These meetings are always planned by them with speakers based on approved topics. The program has planned monthly sports activities geared towards our male family's interests. Some of the activities previously planned were T-Ball Day, Kite Day, Soccer Day and Basketball Shoot out. Our program is highly diverse, hence annually we celebrate our diversity and our parents and the community plays an important role in initiating our International Day celebration. During the weeks leading up to the event, parents are excitedly assisting with decorating the classrooms to reflect the country that was chosen by their child's teacher. Parents learn along with their child about the culture of the different countries selected.

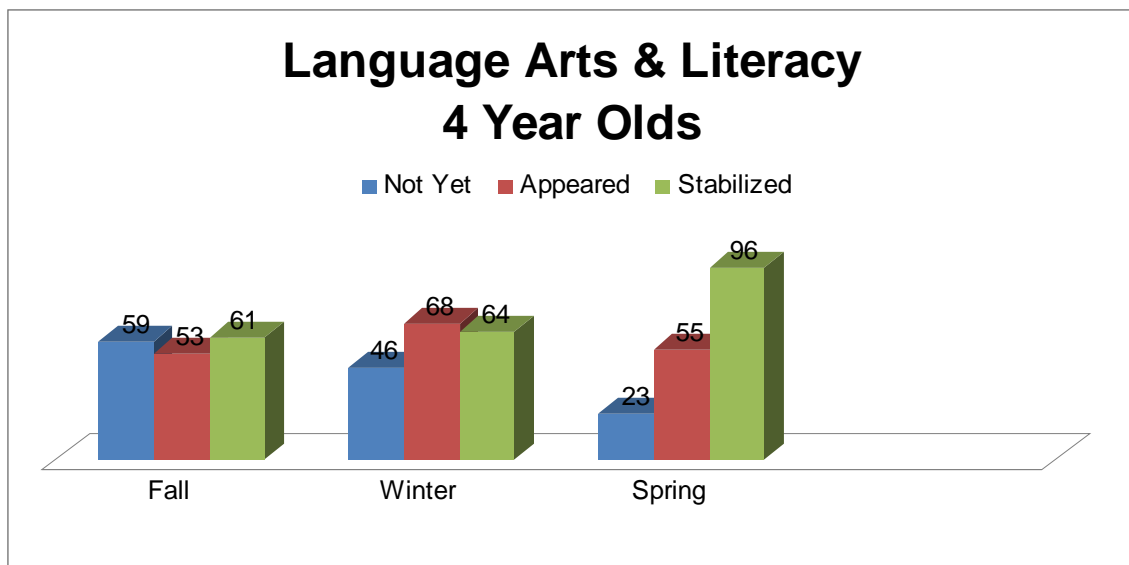
Parents are encouraged, on a daily basis, to volunteer in the classroom. A large emphasis is placed on them reading to their child to strengthen and build language and literacy skills in the child as well as themselves. Parents are asked to chaperone on field trips to provide extra safety precautions.

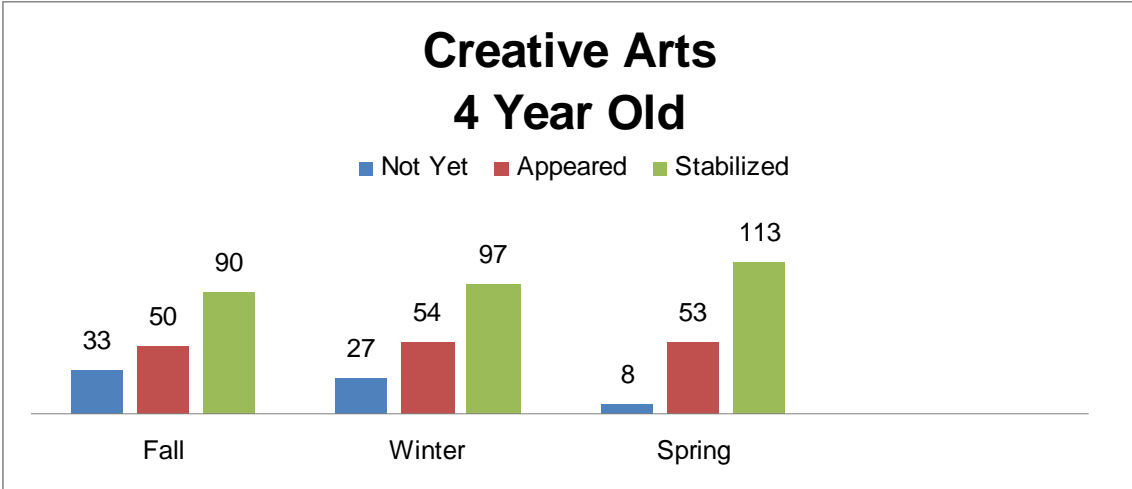
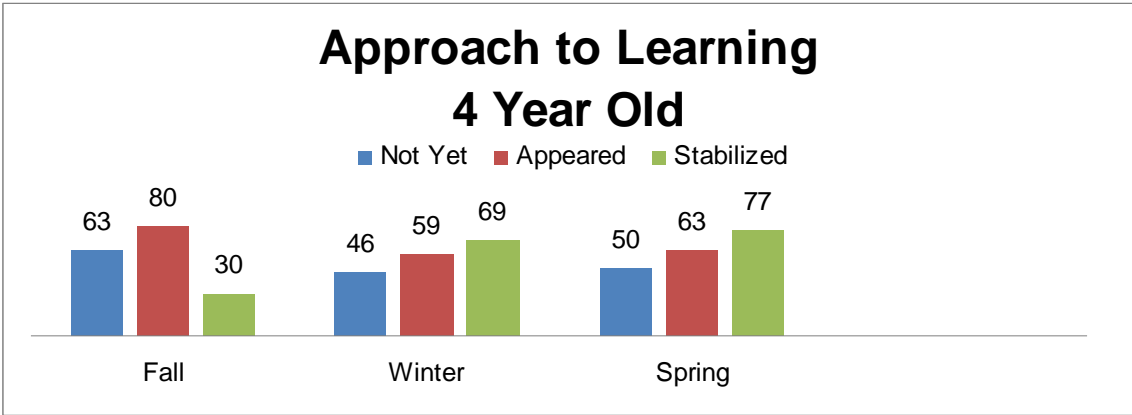
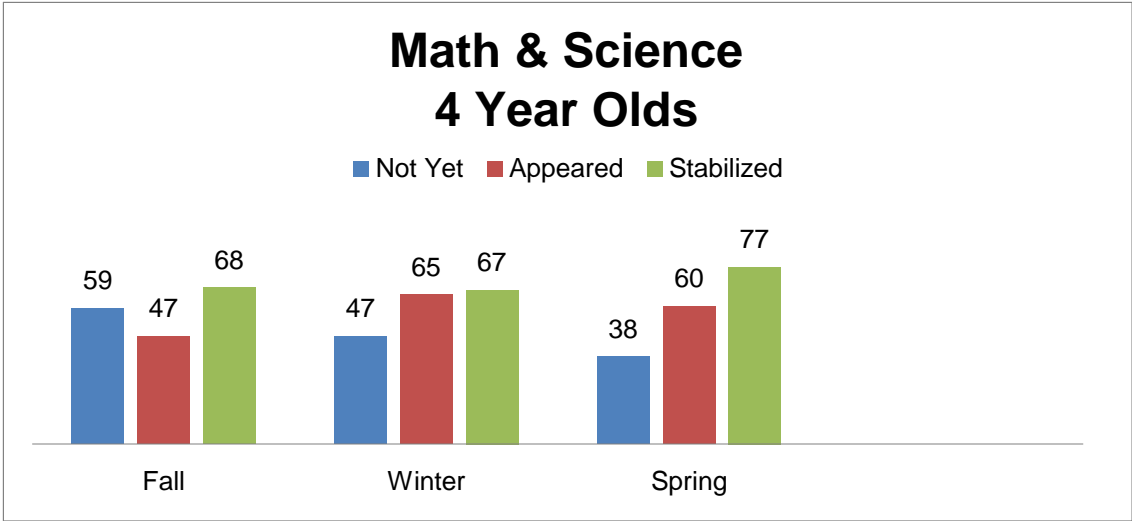
Annually, our parents complete a Parent Questionnaire which assists us in evaluating our program. Parents are made aware that they may volunteer in any capacity of the program within the guidelines of the center's Policies and Procedures and Program Performance Standards.

**Child Outcome/Transition to Kindergarten:**

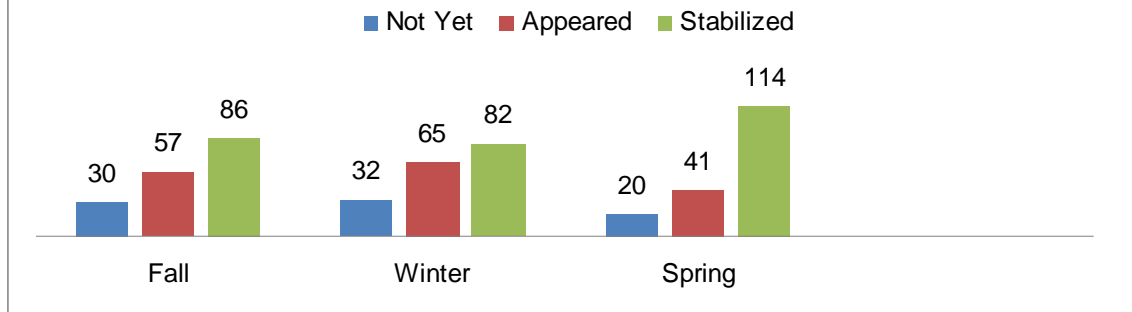
Our program uses Creative Curriculum Continuum to assess all of our children based on age. This assessment tool is linked to the Federal Framework to ensure that our children receive readiness skills that prepares them for Kindergarten. We assess children 3 times a year – November (fall), February – (winter), and May (spring). Teaching staff use the assessment for Parent Teacher Conferences, Home Visits, Individual child progress, and planning throughout the year.

Below are compiled data of our transitioning children's progress for the 2008/09 school year





## Social Emotional, Physical Health & Development 4 Year Old



The above data shows the number of four year old children who attempted, or mastered different readiness skills during each assessment period before transitioning to Kindergarten. Out of the 187 four year old children that were enrolled in 2008/09 school year, 173 were assessed, and those that were not assessed were either because of when the child entered, or left the program. Although our children did not quite master skills in the areas of Math & Science, Approach to learning, Language Art & Literacy skills, but one must have to learn about the demographics of the population that we serve. One third of our program's enrollment population is Hispanic with Spanish as their primary language, and English as their second language. This has hindered them from mastering certain skills in a timely manner.

Based on the above data, our program has taken steps to ensure that all required school readiness skills are mastered for kindergarten by planning to provide teaching staff with quality training including basic Spanish classes for continuous effective classroom instructions.

### **Transition to Kindergarten:**

Prior to spring, our education personnel staff attended Pre-K Collaborative meetings monthly throughout the year where they were provided with useful information that helped our children and families to transition from Head Start to Kindergarten. To speed up the transitioning exercise, our program invited Clayton County Public School staff to our monthly parent meetings and also to conduct on-site registrations. Our teaching staff used the Kindergarten readiness skills template to prepare children for Kindergarten. Teaching staff also visited some schools as part of the transition plan to allow children and families to observe the kindergarten classrooms and ensure a smooth transition.

Children with disabilities went through the same plan but families attended end of the year IEP (Individualized Education Plan) meetings to discuss their transition process and plan. The on-site Speech Pathologist transferred files to each child's home school.