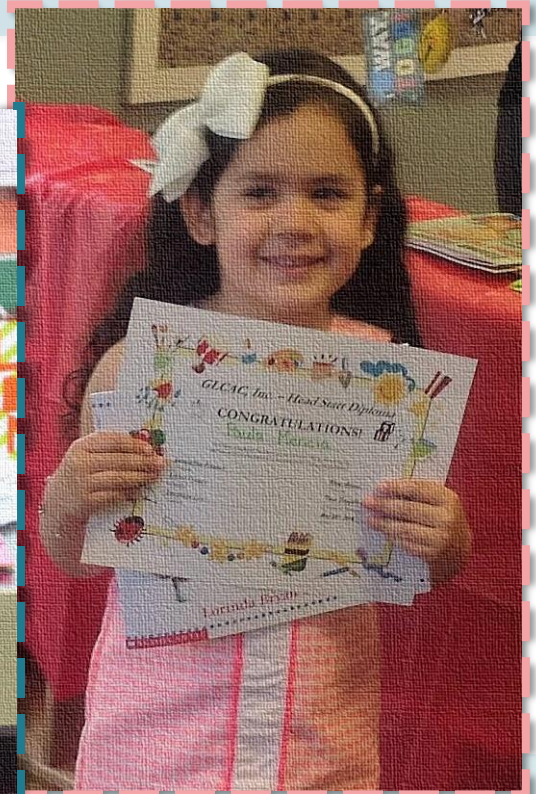
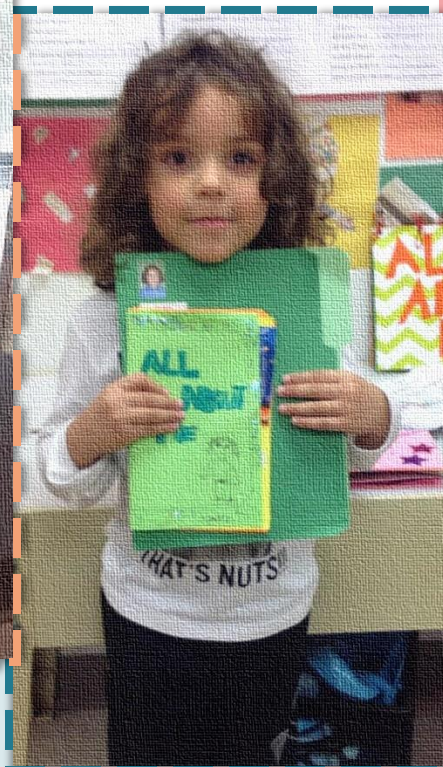


Head Start & Early Head Start



Annual Report 2017



Rony Adams
Early Learning Division Director

Evelyn Friedman
GLCAC, Inc. Executive Director

Thomas Hartwell
GLCAC, Inc. Board of Directors Chair



Mission Statement

GLCAC, Inc. Head Start's mission is to serve low income, high need, high risk children and families in Greater Lawrence through high quality services. Using a case management approach, the program provides individualized services to strengthen families by fostering self-sufficiency, problem-solving skills, and a spirit of life-long learning.

Message from Our Director

Children are powerful observers, possessing a wonderful sense of natural curiosity that cultivates their developing understanding of the world. It is this amazing quality that also makes them vulnerable to the harmful effects of instability and other stressors that they may encounter in their young age.

Our community is experiencing strains related to crime, addiction, and mental health that impact the family and threaten our children's wellbeing. As Head Start early education professionals, we must provide the most nurturing environment conducive to the learning experiences that our children deserve.

After all, in the words of Nelson Mandela:

"Education is the most powerful weapon which you can use to change the world".

Through our program, we seek to strengthen family connections, champion educational attainment, and promote holistic health and safety. In this report, we show how we allocate our resources to ensure that we serve our community where it is needed most, through the hard work and dedication of our staff.



Rony Adams

Division Director of Early Learning

Results from the HSKI-C Federal Review

"This letter serves as formal notice that from 11/18/2015 to 11/20/2015, Greater Lawrence Community Action Council, Inc. successfully passed the Head Start Key Indicators-Compliant (HSKI-C) Review Event and thus qualified for differential monitoring based on the results of the monitoring review."

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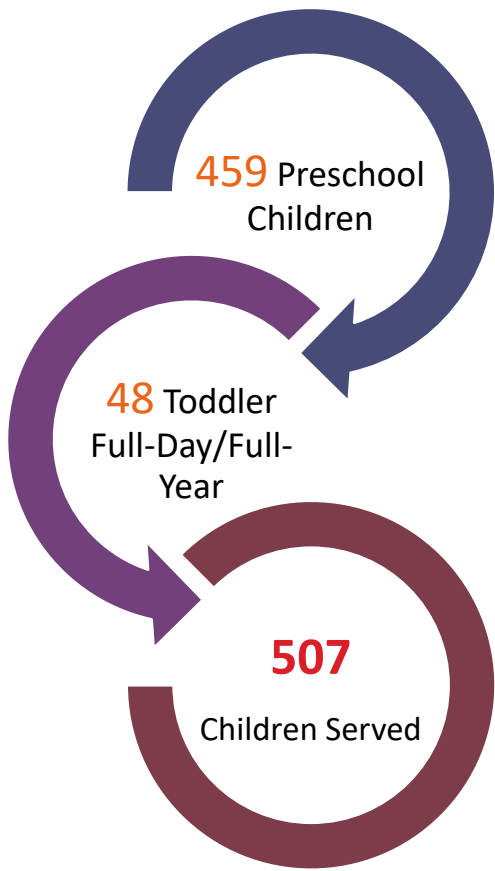
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Head Start/Early Head Start Funded Enrollment:

Fiscal Year 2016-2017

Funded Enrollment 2016-2017

GLCAC, Inc. Head Start and Early Head Start program receives funding to provide **Center-Based services** to **459 preschool children and 48 toddlers**.



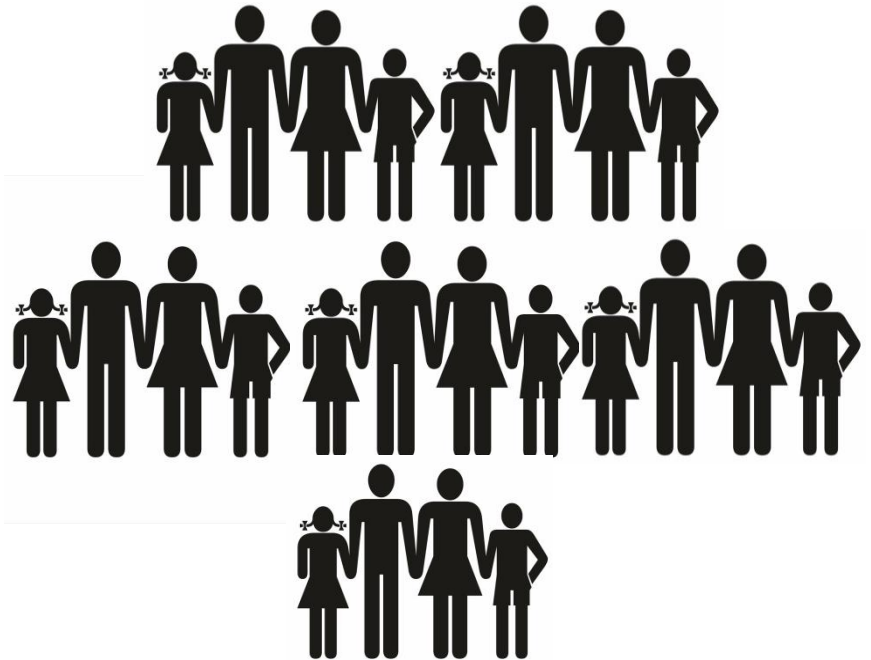
- 116 Full-Day/Full-Year
- 343 Part-Day/Part-Year

Total Number of Children and Families Served

Head Start: **638** Early Head Start: **124**

Average Monthly Enrollment (as a percentage of funded enrollment):

100.5%

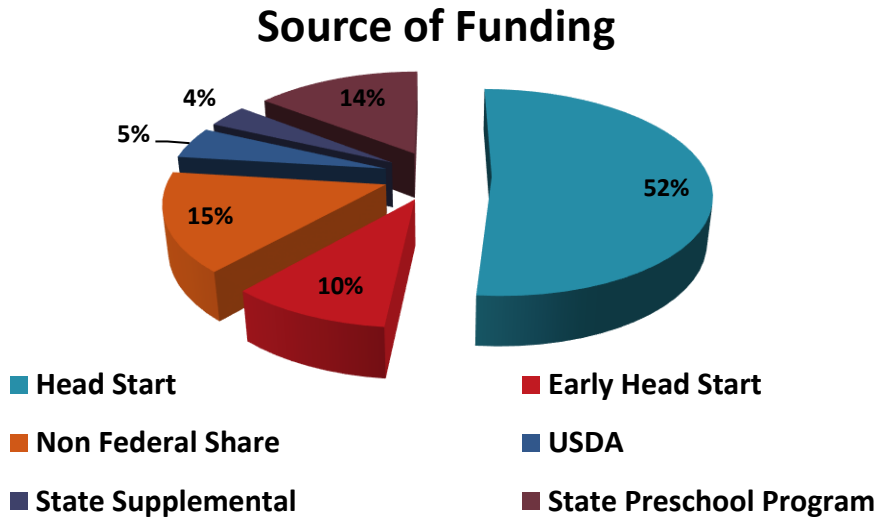


During June, July, and August, not all options are in session. Early Head Start operates Full-Day/Full-Year; Head Start serves limited Full-Day/Full-Year slots through State funded vouchers.

DEPARTMENT OF HEALTH AND HUMAN SERVICES / ADMINISTRATION FOR CHILDREN & FAMILIES	
Head Start Funds	\$4,055,291.00
Training and Technical Assistance	\$42,370.00
Early Head Start Funds	\$777,984.00
Training and Technical Assistance	\$14,135.00
Total Federal Funding	\$4,889,780.00
Head Start Non-Federal Resources	\$1,024,415.00
Early Head Start Non-Federal Resources	\$198,030.00
USDA (Oct 2016 - Sept 2017)	\$394,820.00

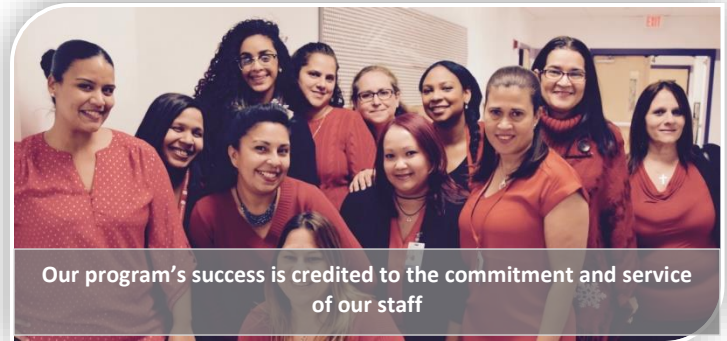
Funding Sources for Fiscal Year May 2016 – April 2017

MASSACHUSETTS DEPARTMENT OF EARLY EDUCATION & CARE 7/2016 - 6/2017	
State Supplemental	\$284,732.00
State Preschool Program	\$1,153,419.00
Total State Funding	\$1,438,151.00



Head Start Budgetary Expenses

Cost for Program Operation:	\$ 4,055,291
Cost for Training & Technical Assistance	\$ 42,370
Non-Federal Share (Cash & In-Kind)	\$ 1,024,416
Total Budget	\$ 5,122,077



HS Program Operation Costs

Supplies category includes office supplies, child/family services supplies, computers and monitors, and medical supplies.

Contractual category includes disability services/American Sign Language interpreter; curriculum specialist, Merrimack College Fellowship, data management, and equipment rental.

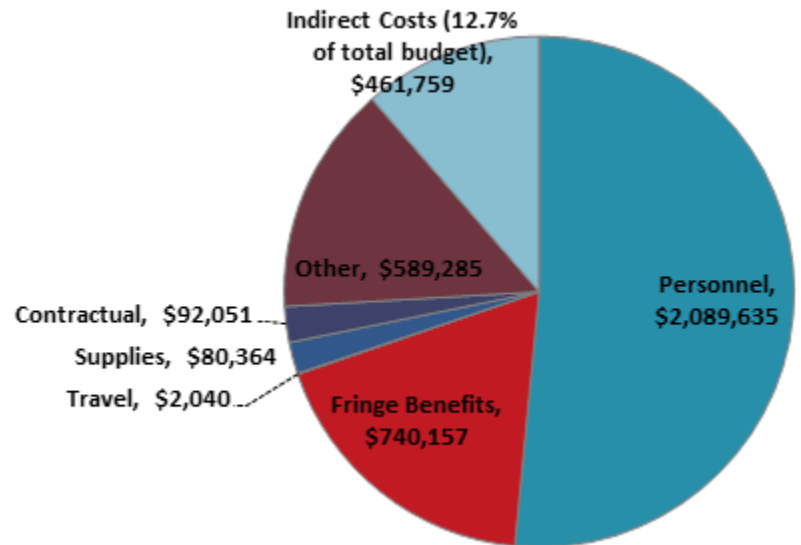
Disability Service: comprehensive services needs for a Licensed Mental Health Consultant for priority at risk children and families for early detection and referrals; and a Special Needs consultant to support children with disabilities. More families are entering the program in need of an American Sign Language Interpreter.

Merrimack College Fellowship: Through this partnership we conducted the Community Assessment to inform us of the strengths and needs of the community.

Data management: Contract with CLEVEREX to continue collaboration efforts on the development of a child and family engagement outcomes tool and reports to measure progress against program goals.

Other category includes

- Usage Allowance for 305 Essex Street
- Depreciation
- Rent for 136 Water Street
- Mortgage Payments
- Utilities & Telephone
- Insurance
- Building Maintenance & Repair
- Mileage Reimbursement (Local)
- Volunteer
- Parent Services
- Publications & Advertising
- *Child Transportation



Early Head Start Budgetary Expenses

Cost for Program Operation:	\$ 777,984
Cost for Training & Technical Assistance	\$ 14,135
Non-Federal Share (Cash & In-Kind)	\$ 198,030
Total Budget	\$ 990,149



EHS Program Operations Cost

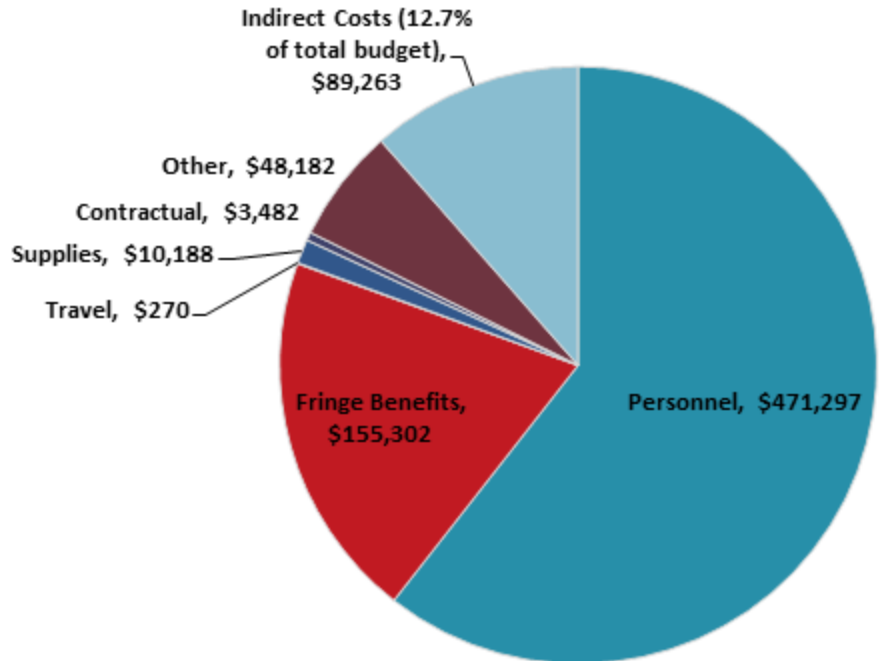
In addition to office supplies, child/family services supplies, computers and monitors, and medical supplies, **Supplies** category also includes the cost of replacing materials for all EHS classrooms.

Contractual category includes Merrimack College Fellowship, data management, and copier equipment.

Data management: Contract with CLEVEREX to continue collaboration efforts on the development of a child and family engagement outcomes tool and reports to measure progress against program goals.

Other category includes

- Usage Allowance for 305 Essex Street
- Rent for 136 Water Street
- Utilities
- Insurance
- Building Maintenance & Repair
- Child Transportation, which involves the leasing of a bus (1), and vehicle maintenance, insurance, gas and oil, fees and parking for all other buses (3).



Fiscal Year 2017-2018

Program Goals

We are committed to serving our children, families, and community in the areas most needed. Our Community Assessment and Self-Assessment findings have led us to make funding priority decisions based on the three main Program Goals:



Children will achieve school readiness goals based on continuous development



GLCAC Head Start/EHS will implement an outcomes based family engagement model



GLCAC Head Start/EHS will support the implementation of community based programs that promote workforce and family development

Approved Budget for Fiscal Year 2017-2018

	HEAD START	EARLY HEAD START
Personnel	\$ 2,181,563	\$ 515,862
Fringe Benefits	\$ 725,552	\$ 143,722
Travel	\$ 1,110	\$ 120
Supplies	\$ 192,160	\$ 10,813
Contractual	\$ 95,400	\$ 1,280
Other	\$ 460,801	\$ 29,698
Indirect Costs	\$ 471,700	\$ 90,493
Total Federal Funding	\$ 4,128,286	\$ 791,988
Training and Technical Assistance	\$ 42,370	\$ 14,135
1% COLA	\$ 41,283	\$ 7,920
Duration Service Grant	\$ 146,498	--
Total Federal Funding	\$ 4,358,437	\$ 814,043
Total Non-Federal Share	\$ 1,089,610	\$ 203,510

Please note that all personnel costs except for the teacher category are co-shared between the Head Start and Early Head Start programs.

Budget Highlights

Supplies

Child/Family Service Supplies: besides **classroom consumables**, these funds will be utilized for **curriculum enhancement for all classrooms; TS Gold online licenses; classroom furniture; cost of food, transportation and babysitting for Center Committee Meetings; Fatherhood Initiative; Parent Trainings**, etc.

Contractual

Disability Service: These funds will support a Licensed Mental Health Consultant for **at risk priority children and families** to provide early detection and referrals; a Special Needs consultant to **support children with disabilities**; and an American Sign Language interpreter to provide **communication and comprehensive services to hearing impaired families**.

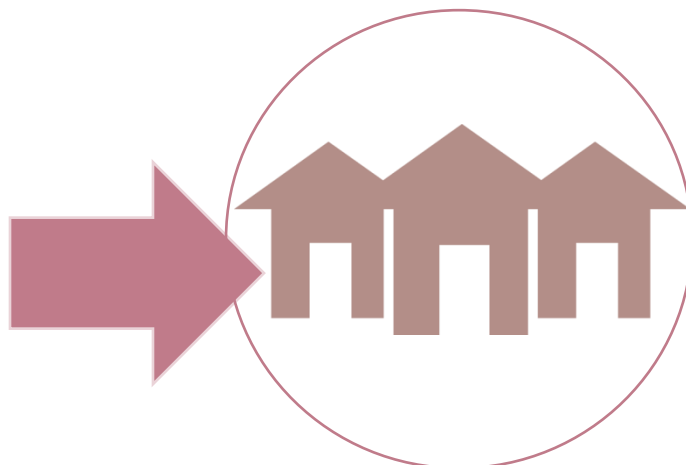
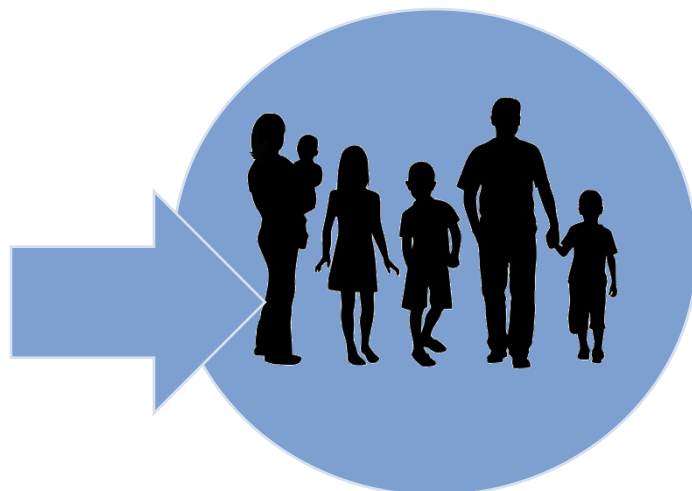
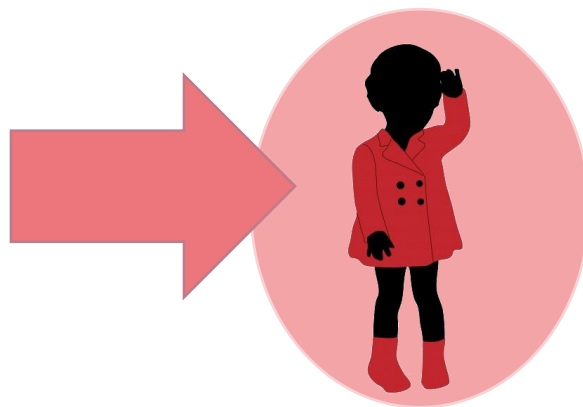
Education Coach/Mentor: Funds in this category will be used to develop a strategy to **support coach/mentoring for teaching staff** that aligns with school readiness goals and curricula. The coach/mentor will assess all education staff, identifying strengths, and areas of needed coaching support, with focus on goals and plans with action steps to reach those goals. As part of a research-based implementation, the education coach/mentor will be following the Practice-Based Coaching Collaborative Partnerships through the National Center on Quality Teaching and Learning.

Other

Parent Service: Funds allocated to this category will support various **family engagement and workforce development programs such as ESL classes; Policy Council stipends, Parent conferences/training**, etc.

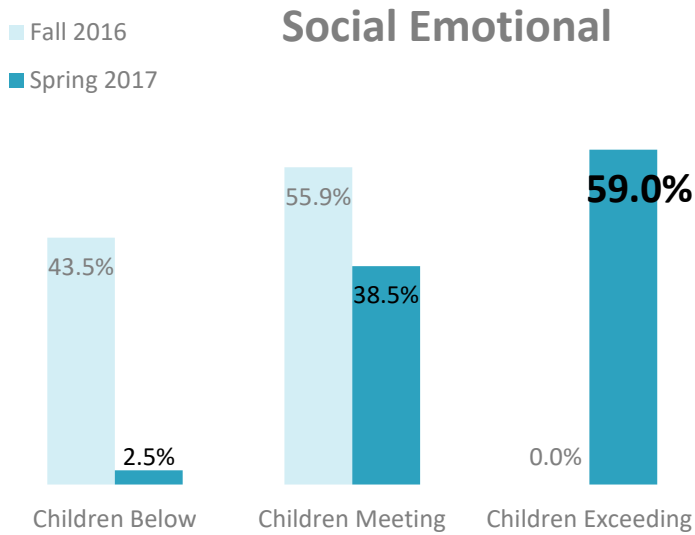
Training and Technical Assistance

Training and Technical Assistance (T/TA) funds are utilized to meet the **training needs of the program**, identified through community needs assessments, self-assessment, and internal program monitoring. In addition, T/TA funds are utilized to pay for the **Child Development Associate (CDA) credential and/or college courses for staff**.



School Readiness Outcomes

We must invest in our children during this most critical time in their development. We utilize Creative Curriculum in our classrooms to support the high-quality instruction and settings. These school readiness outcomes are based on children’s performance against the school readiness goals, which were designed to bolster the preparation for academic success for the children in our Greater Lawrence community.



Social Emotional Goal:

Children will regulate own emotions and behaviors, establish and sustain positive relationships, participate cooperatively and constructively in group situations.

This past year, children showed the most growth in this domain!

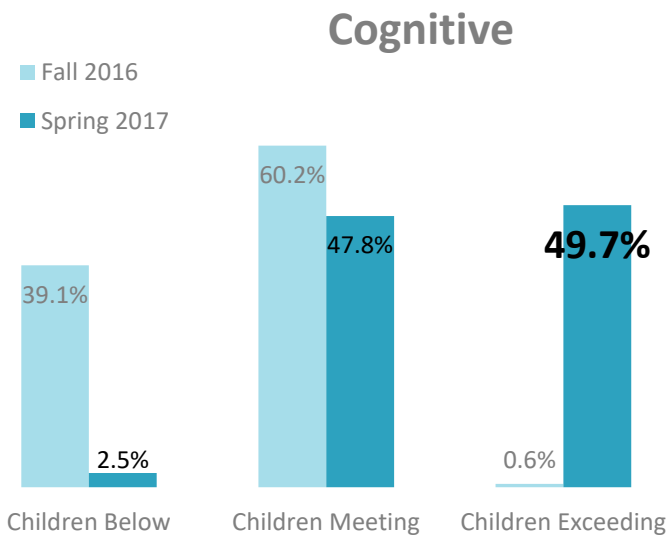


Showcasing All About Me Personalized Book

Cognitive Goal:

Children will demonstrate positive approaches to learning, remember and connect experiences, use classification skills, use symbols and images to represent something not present.

Almost half of our children exceeded this goal.

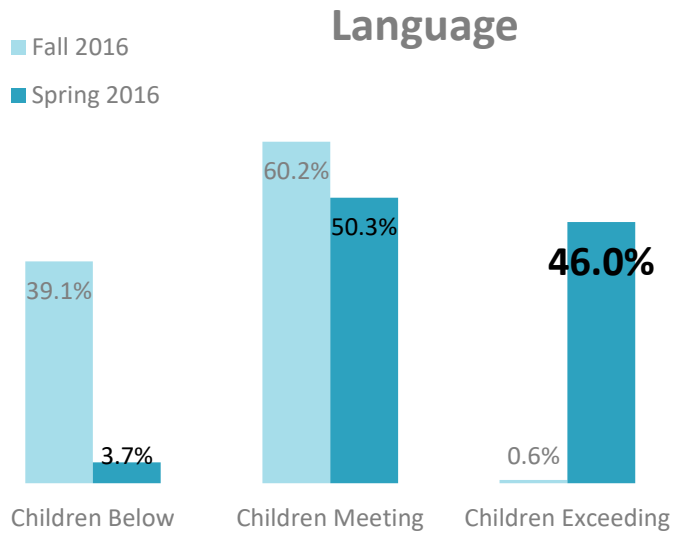


School Readiness Outcomes

Language Goal:

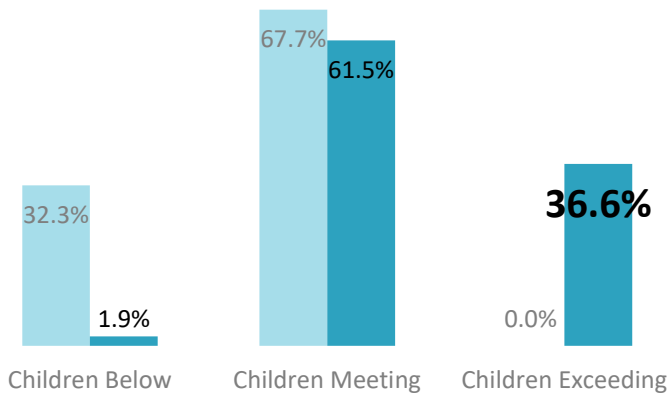
Listens to and understands increasingly complex language, uses language to express thoughts and needs, uses appropriate conversational and other communication skills.

46% of children exceeded this goal.



Physical Development

■ Fall 2016
■ Spring 2017



Physical Development Goal:

Demonstrates traveling skills, balancing skills, gross motor and fine motor strength and coordination.

36% of children exceeded this goal.

School Readiness Outcomes

Literacy Goal:

Demonstrates phonological awareness, knowledge of the alphabet, knowledge of print and its uses, comprehends and responds to books and other texts, demonstrates emergent writing skills.

31% of children exceeded this goal.

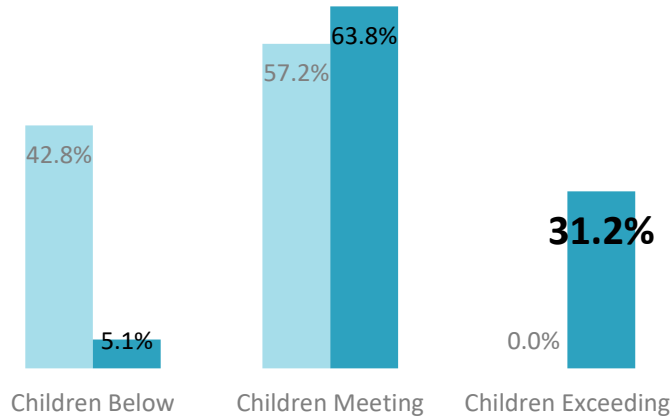
Mathematics Goal:

Uses number concepts and operations, explores and describes spatial relationships and shapes, compares and measures, demonstrates knowledge of patterns.

39% of children exceeded this goal.

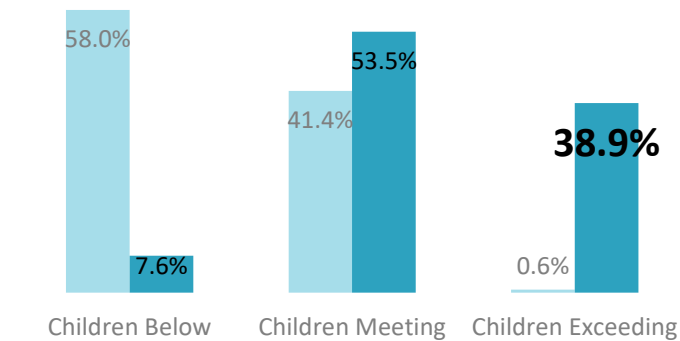
■ Fall 2016
■ Spring 2017

Literacy



■ Fall 2016
■ Spring 2017

Mathematics

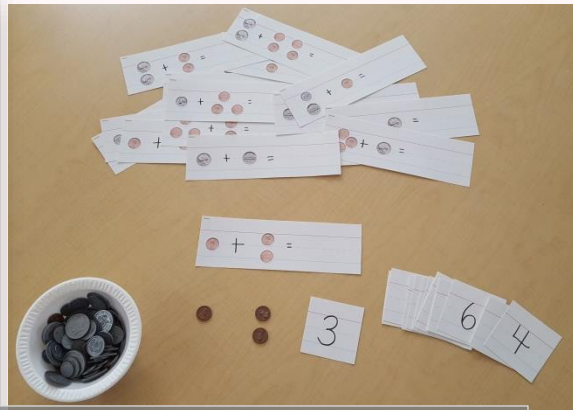


Education Spotlight

Financial Literacy



In keeping with our agency's goal to open pathways to stability and prosperity, we start teaching financial literacy to the youngest of our children.



Teacher Dolis Negron interlaces geography, history, and math through financial literacy



STEAM (Science, Technology, Engineering, Arts, Math)



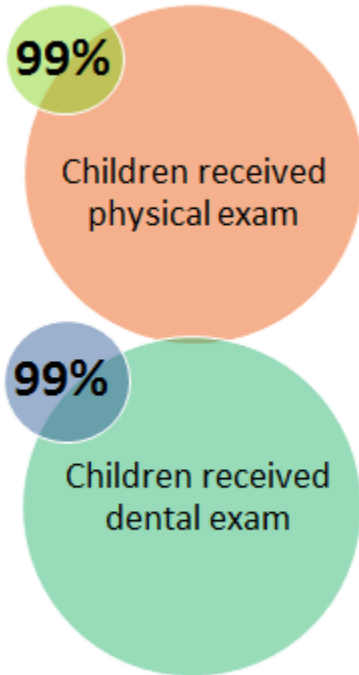
Northern Lights Science Experiment

Using the KWL method (What do you already know, what do you want to know, and what you learned), the children explored northern lights. The teacher used the globe to show them where the arctic was and also discussed the animals that can be found there. The teacher discussed with the children that these lights are of different colors and are produced by the sun. The children viewed the lights in action by video and through discovery and investigation they noted the different patterns made by the lights.

Teacher Dolis Negron leads the children in an exploration of the Northern Lights in the Winter Theme

Comprehensive Services

Children who are healthy are more ready to learn. We worked hard to ensure that our children were set up for success in their physical health and development in partnership with Head Start parents.



Our comprehensive services include health, disabilities, and mental health services. Health services incorporate the provision of hearing and vision screenings for every child, monitoring of height and weight, and ensuring all children are up to date on their well-child health schedule.

Disabilities services include providing in-class strategies and facilitating referrals for children with potential special needs to the local education agency.

For children and families with mental health concerns, we have a dedicated Family Development Coordinator to work in the home and in the classroom. We retain the services of a Licensed Mental Health Consultant for families that need additional support.

Head Start children also enjoy a nutritious menu of meals made right here in our kitchen. We comply with the higher standards of the Child Care Food Program (CACFP).

This year we were able to host Chef Nick Speros in partnership with Project Bread. Chef Nick provided hands-on nutritional activities in the classrooms that exposed the children to the fun side of cooking and trying new foods.

Chef Nick also participated in several parent workshops to share strategies on how to engage children in cooking in age-appropriate ways.



Project Bread

Healthy Cooking



Chef Nick Speros

Family Engagement Success

Head Start families learn and grow together.

Our parent engagement activities are designed to promote confidence and preparedness for parents beyond their enrollment at the Head Start program.

This year we were fortunate to witness the talent and pride that the parents shared with their children through our family engagement program. The program was designed to incorporate the education curriculum goals while allowing for creativity and fun in its implementation.

Our school-year focus was social-emotional, language and literacy, and mathematics. We are proud of the results of our program and the level of engagement demonstrated by our families.



96%

Parents reported engaging in social-emotional wellness practices, such as helping child to establish a sense of self-importance within the HS community.

There was an 11% increase in parents who utilized at-home behavioral strategies.



93%

Parents reported participation in supporting early language and literacy, including storytelling and reading.

There was a 13% increase in parents reporting more confidence in helping their children to read.



99%

Parents reported supporting their child's learning of mathematical concepts such as pattern recognition.

100% of parents reported feeling confident teaching new or different concepts.

Family & Community Engagement

Developing Parents as Advocates



Head Start Parents tell their story in support of quality early education in Massachusetts

Lobbying for Early Education



Head Start Parents voice their concerns to congressional representatives



A Platform for Our Parent Leaders and Contributors

Head Start is about the whole family. That is why GLCAC, Inc. Head Start empowers parents to become active forces for the benefit of their children.

Through various opportunities for advocacy, including Policy Council, our parents were able to voice their concerns to elected officials, who have listened and valued our parents' and children's perspectives.

Head Start parents not only herald the importance of early education, they contribute to the basic operation of our Head Start program. Volunteer-generated in-kind donations form a significant portion of our resources, and we count on the generous donations of time and talent that elevate our program. Volunteer duties include classroom support, administrative support, and assistance in parent engagement, gardening, maintenance, health, kitchen, and transportation-related activities.



U.S. Representative Niki Tsongas



State Representative Juana Matias



U.S. Senator Elizabeth Warren with Frankin Miguel, PC Chair



State Senator Barbara L'Italien and Evelyn Friedman, ED



\$1,222,446

In In-Kind Donations



State Representative Diana DiZoglio

Workforce Development

We provide resume-building opportunities for skill development through volunteering and adult learning programs.



According to our community assessment, parents need avenues to develop work skills that will increase their competitiveness in the job marketplace. Other findings show that there is a shortage of qualified early educators in the field.

Our program responds to this need by engaging parents through volunteering opportunities and providing incentives in career progression to volunteers who show the commitment and potential to become the next generation of qualified early education professionals.

Our workforce development yields results.



31%

of our employees are current or past Head Start parents.



Spotlight on Program Initiatives

More Time + School = Better Outcomes for All

The GLCAC, Inc. Head Start program was selected as a recipient of the Duration of Head Start services Grant in the amount of \$146,498 to provide a longer school day and school year for 40 children. In these classrooms, children further enhanced their kindergarten readiness while minimizing the risk of summer learning loss. The program formally started during school year 2017-2018 and, with just a few months following its implementation, we have received promising feedback.

What Parents are Saying about:

Child Reading Skills:

Kindergarten / emotional skills:

Family:

“Nasly improved her reading skills considerably, and now she is able to keep reading for a longer period of time and tell about the story with more details.”

“Nasly demonstrates more confidence and capability to take care of herself and her belongings. She feels more secure when talking to adults. I was surprised at her LPS interview with the way she answered each question and was not shy as she used to be before the program. I also noticed at the doctor’s appointment, Nasly now is able to answer the questions by herself.”

“This extension was a great opportunity for the family...I was unable to pay a program or baby sitter to leave my daughter while looking for a job.”

--Jeny Sanchez, Head Start Duration Program Parent

“Esther developed a great interest for reading. Now she spends more time enjoying books and is able to interpret the story with more details.”

“Esther now is more independent, assured, and acquired more knowledge. She feels more confident, in other words, she got out of her shell.”

“This program helped the family. I had the opportunity to complete a training program and save money because I did not have to pay for a summer program.

--Jenny Perez, Head Start Duration Program Parent

Glossary

CACFP	Child and Adult Food Program
CDA	Child Development Associate
ED	Executive Director
EHS	Early Head Start
ESL	English as Second Language
GLCAC	Greater Lawrence Community Action Council
HS	Head Start
HSKI-C	Head Start Key Indicator-Compliance
STEAM	Science, Technology, Engineering, Arts and Math
TS Gold	Teaching Strategies Gold
T/TA	Training and Technical Assistance
USDA	United States Department of Agriculture

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