

CITY OF PHOENIX ANNUAL REPORT 2011-12 HEAD START PROGRAM





MISSION To develop a foundation of knowledge, skills and life-long learning by building strengths and well-being with families, children and communities.

VISION As a result of having been touched by Head Start, we envision self-sufficient adults as productive contributors to society and nurturing parents of esteemed children, living fulfilled lives in safe and thriving communities.

VALUES The following values guide our decision-making and program delivery as it applies to children, families, communities and staff of Head Start.

We value:

- the unique strengths of families and children
- partnerships with families and communities
- work that demonstrates our respect for each child, family, community and Head Start employee
- a learning environment that is inclusive and developmentally appropriate to the strengths and needs of children and families
- diversity as a community-wide strength



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“ I credit Head Start with preparing my children to enter kindergarten ready to learn at the same level as their peers. ”



Dear Friends and Colleagues,

It is my pleasure to share the 2011-12 Head Start Annual Report with you. The report highlights the many successes we've had this year. It illustrates that we are a quality program that produces positive outcomes for children, families and the community.

As the chair of the Downtown, Aviation, Economy and Education Subcommittee of the City Council, I have served as the Head Start Governing Board chair this past year. How unbelievable that I started as a young single parent with two children in Head Start and here I am the chair of the Head Start Governing Board.

I credit Head Start with preparing my children to enter kindergarten ready to learn at the same level as their peers. But just as important, Head Start helped me understand my role as my children's first and most important teacher. They helped me be a better parent and supported me to achieve my personal goals in life. Today, one of my daughters has her doctorate degree, the other one is a teacher and my son is in the military. And I've had a successful career as a policeman, business owner and elected official. I believe that Head Start gave my family the foundation to be successful in life.



Vice Mayor Michael Johnson
*Governing Board Chair
 Phoenix Head Start Program
 Phoenix Councilman, District 8*

This example is common in Head Start. It is why we will continue our commitment of working with our children, families and the community to provide the most innovative and effective services possible. I hope you will join us in this worthwhile effort.

Sincerely,

Michael Johnson
 Vice Mayor, District 8

The City of Phoenix Head Start Partners

Grantee

City of Phoenix Human Services Department

Delegate Agencies

Alhambra Elementary School District

Booker T. Washington Child Development Center

Deer Valley Unified School District

Fowler Elementary School District

Golden Gate Community Center, Arizona's Children Association

Greater Phoenix Urban League

Murphy School District

Roosevelt Elementary School District

Washington Elementary School District

Wilson School District



What is Head Start and Early Head Start?

Health Services

- All children in the program are assisted to receive the required immunizations, screenings, physical and dental exams and nutritional assessments.
- When problems are identified, families are assisted to get further evaluation and treatment.
- Families learn to advocate for themselves and their children to receive the health care they deserve.
- Families are assisted with obtaining a medical and dental home for children and adults.

Services for Children with Disabilities

- Children identified with a potential developmental delay are referred to the Arizona Early Intervention Program or the local school districts for further evaluation.
- Children placed on an Individual Family Services Plan (IFSP) or Individual Education Plan (IEP) have therapy services coordinated with Head Start/Early Head Start services.
- Head Start/Early Head Start requires 10 percent of enrollment slots be made available to children with disabilities.



Education Services

- Each child receives a developmental screening within 45 days of enrollment in order to individualize activities for each child.
- Developmentally appropriate services are provided in language, literacy, cognitive development, science and math, physical development and social skills.
- Ongoing assessments are conducted to ensure services are individualized for maximum progress toward child goals.
- Head Start provides classroom-based services a minimum of four days a week for 32 weeks.
- Early Head Start provides weekly home-based services for a minimum of 48 weeks.

Mental Health Services

- Each child receives a social/emotional screening within 45 days of enrollment.
- Children identified with a potential social/emotional issue receive consultation services with mental health professionals.
- Mental health services are specifically designed to promote social competence and self-sufficiency for children and families through education, guidance and support.
- Parent trainings are provided on topics including guidance and discipline, stress management, grief and loss and sibling rivalry.

Family Services

- Each family receives a comprehensive assessment to determine strengths and needs.
- Families are offered an opportunity to establish goals and work with a caseworker to access resources to meet the goals.
- Family training is provided on a variety of topics such as parenting skills, literacy development, child development, CPR, child safety and financial management.
- Families are encouraged to be actively involved in the education of their children.

Nutrition Services

- Each child is provided at least one nutritionally balanced meal each day in a family-style meal service.
- The programs provide opportunities for children and parents to learn about healthy eating through fun, informative activities.
- Parent education focuses on a variety of topics including food selection, menu planning and food preparation.
- Each child also receives a nutritional assessment and those who are determined to be nutritionally at-risk are assisted in accessing services.

Program Governance

One of the cornerstones of Head Start and Early Head Start is the unique partnership of the Governing Board and Policy Council to share the governance of the programs. They share the responsibility for the oversight of quality services for Head Start children and families and for making decisions related to program design and implementation. It is through the combined wisdom and knowledge of the elected officials, parents, professionals and community members that the programs are so strong.

As a municipal program, the Governing Board is comprised of elected officials. The Phoenix City Council has designated the Downtown, Aviation, Economy and Education Subcommittee as the board. With the legal and fiscal responsibility to operate the program, the Governing Board receives input from the Policy Council on the development, planning and evaluation of the Head Start and Early Head Start programs. The Policy Council is comprised mainly of parents of currently enrolled children, joined by community members with an interest in early childhood education.

Annually, parent representatives are elected by each of the 10 Phoenix delegate agencies and Early Head Start to serve on the Phoenix Policy Council. As the program's most valuable assets, the parents are given the opportunity to be policy makers for their children's program. They make decisions about program operations including hiring, curriculum and the annual budget, and assist in monitoring the program to ensure compliance with the Head Start Performance Standards.

Each delegate agency also has a Governing Board and Policy Committee, fulfilling the same roles at the delegate agency level, as well as Parent Committees at the classroom level. Early Head Start has Parent Committees at the socialization site level.



Toireasa Corrales
Chair
City of Phoenix
Head Start Policy Council



City of Phoenix Head Start Policy Council

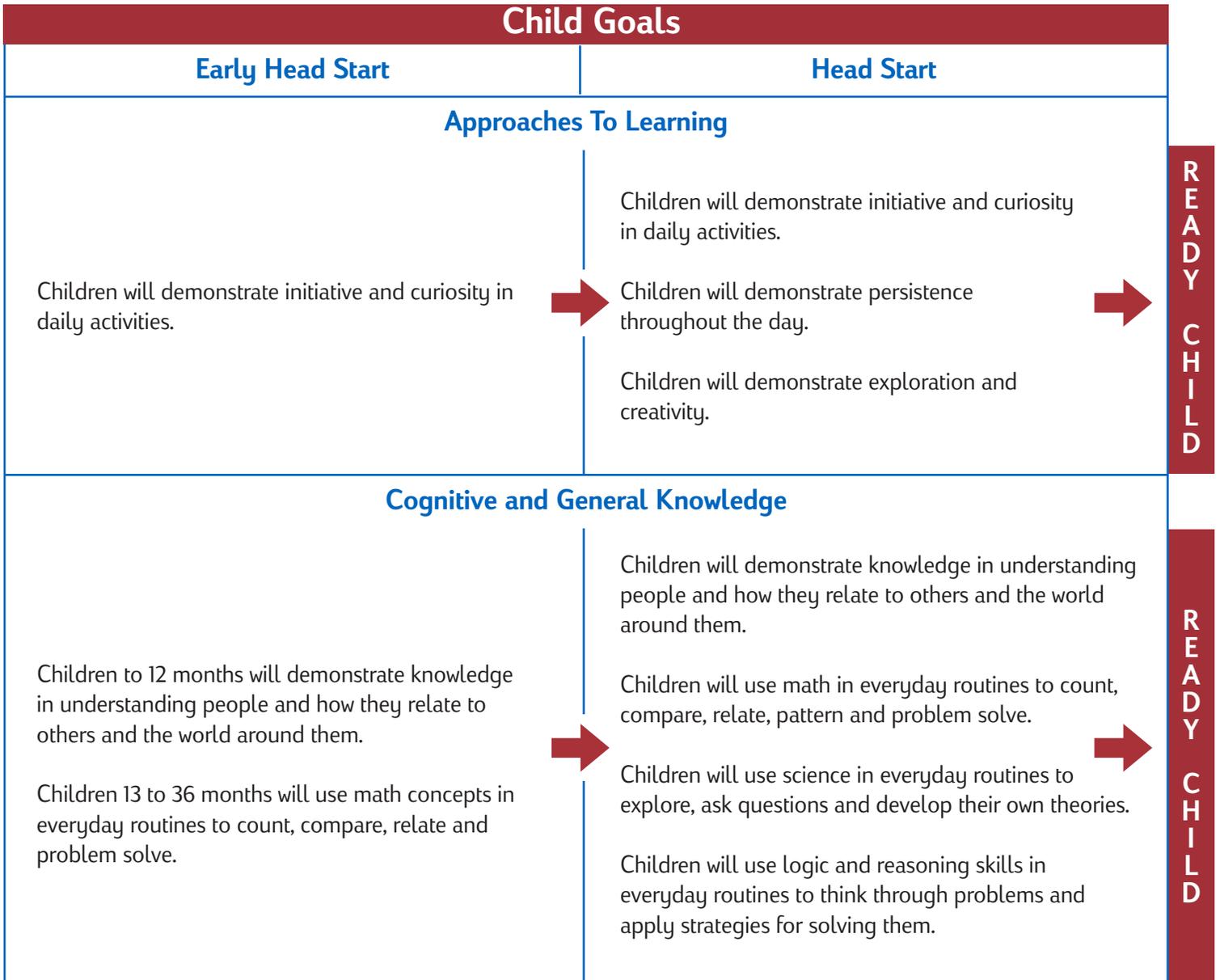
School Readiness Plan

As part of the Improving Head Start for School Readiness Act of 2007 that reauthorized Head Start for an additional five years, the Office of Head Start required all Head Start programs to establish and implement school readiness goals. The goals were to ensure children are ready to learn, families are ready to support their children’s learning and schools

and the community are ready to support children.

The city of Phoenix Head Start established its School Readiness Plan with the assistance of staff, families, delegate agencies and community stakeholders. The following School Readiness definition and goals are part of the School Readiness Plan.

School Readiness is preparing children for success by enhancing development in the areas of physical development and health; cognitive and general knowledge; language/literacy; social/emotional development; and approaches to learning, through engaging families in the establishment of strong collaborative partnerships with schools and community.



READY CHILD

READY CHILD

Child Goals – Continued

Early Head Start	Head Start	
Language and Literacy		
<p>Children will use language in daily routines to express understanding and communicate their needs.</p>	<p>Children will use books/print media in everyday routines to acquire literacy skills.</p> <p>Children will use language in daily routines to express understanding and communicate their needs.</p> <p>English language learners will use English in daily routines to express understanding and communicate their needs.</p>	READY CHILD
Physical Development and Health		
<p>Children will be born healthy.</p> <p>Children will be physically healthy.</p> <p>Children will display age-appropriate fine motor skills.</p> <p>Children will display age-appropriate gross motor skills.</p>	<p>Children will be physically healthy.</p> <p>Children will display age-appropriate motor skills.</p> <p>Children will demonstrate knowledge and practice of self-help skills.</p>	READY CHILD
Social and Emotional Development		
<p>Children will demonstrate positive social interactions with peers and adults.</p> <p>Children 18 to 36 months will demonstrate self-regulation.</p>	<p>Children will demonstrate positive social interactions with peers and adults.</p> <p>Children will demonstrate self-regulation through responsibility for self and interactions with others.</p>	READY CHILD

Family Goals

Family Well-Being

Parents and families are safe, healthy and have increased financial security.

Parent-Child Relationships

Parents and families develop warm relationships that nurture their child’s learning and development.

Families as Lifelong Educators

Parents and families observe, guide, promote and participate in the everyday learning of their children at home, school and in their communities.

Families as Learners

Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers and life goals.

Family Engagement in Transitions

Parents and families support and advocate for their child’s learning and development as they transition to new learning environments, including Early Head Start to Head Start, Early Head Start/Head Start to other early-learning environments, and Head Start to kindergarten through elementary school.

Family Connections to Peers and Community

Parents and families form connections with peers and mentors in formal and informal social networks that are supportive and/or educational and that enhance social well-being and community life.

Families as Advocates and Leaders

Parents and families participate in leadership development, decision-making, program policy development or in community and state organizing activities to improve children’s development and learning experiences.



READY FAMILY

Preparing Children for School Success

Head Start and Early Head Start provide comprehensive child development and social services to economically disadvantaged children and families, with special emphasis on promoting school readiness in the areas of language and cognitive development, early reading, science and mathematics, social skills and physical development. Parents are empowered to participate in their children's educational and social development. The services are designed to enhance the development of the child, promote healthy family functioning and emphasize the parents as the child's first and most important teacher.

In 2011-12, the city of Phoenix and its 10 delegate agencies operated 161 Head Start classrooms, serving 3,090 preschoolers. Children attended half-day classes during 10 months of the year to receive the comprehensive services. Early Head Start, operated by the city of Phoenix, serves 300 pregnant women and families with children birth to three years in a home-based program. In Early Head Start, staff meet with the family in the home for 90 minutes a week and conduct bi-monthly events to allow child and parents to socialize with other families. It is a year-round program.



Science Day

The students at Golden Gate Head Start participated in a Science Day. Many activities were set up for the children and their families to explore. Since we know children learn best by being actively engaged and from personal experience, the staff set up stations for children and their families to explore and investigate in a natural setting. Children were able to discover what happens to ice when salt is poured on it, plant seeds to take home and watch grow, use magnifying glasses to observe real earthworms and learn about the scientific method of trial and error by building ramp models and testing their reliability.

Teachers were able to observe and respond to the children's individual interests and needs as families explored with all the activities. Many families shared that it was a great, fun experience and lots of learning was going on without even realizing it was happening.

Refugee Pilot Partnership

Engaging families from diverse backgrounds is one of the major aspects of our program. Over the past year, the city has established a partnership with the Arizona Department of Economic Security Refugee Resettlement Program focusing on increasing the enrollment and support of refugee children and families.

This collaboration is a national pilot project from Bridging Refugee Youth and Children Services (BRYCS) with a goal of increasing the number of refugee families who access Early Head Start/Head Start services. The Arizona pilot is one of two in the nation to be viewed as a model for providing quality Early Head Start/Head Start services to refugee children and families. As a result, our program has increased refugee enrollment numbers from approximately 35 to more than 50 families in one year!



Transition to Kindergarten

From the first day a child is enrolled in Early Head Start or Head Start, children and families are prepared to transition to kindergarten. Using a research-based curriculum as the foundation, teaching staff individualize lessons and activities for each child. The parent is assisted with understanding child development and how to help their child learn and to advocate for their child to get the services and education they deserve.

During the 2011-12 school year, the city’s Head Start program implemented Teaching Strategies Gold as an ongoing assessment tool to ensure children are making progress toward school readiness. Teaching Strategies Gold is a research-based child assessment tool that assesses children’s knowledge, skills and behaviors in areas of development and learning that matter most for school readiness including social and emotional development, physical development - gross motor, physical development -fine motor, language development, cognitive development, literacy development and mathematics. Teaching Strategies Gold is aligned with the Head Start Child Development and Early Learning Framework, the Arizona Early Learning Standards and the researched-based curricula used by the city of Phoenix delegate agencies.

Data from the assessment tool was aggregated three times during the school year and showed that the

majority of children met or exceeded the school readiness goals and showed growth in all areas.

Head Start Child Outcomes		
Areas of Development and Learning	Percentage of Children Meeting or Exceeding Age Expectations	
	Baseline	Final
Cognitive	39%	97%
Language	35%	94%
Literacy	41%	98%
Mathematics	17%	92%
Physical-Fine Motor	64%	97%
Physical-Gross Motor	54%	98%
Social-Emotional	43%	98%

Early Head Start Child Outcomes		
Areas of Development and Learning	Beginning of Year	End of Year
Physical – Gross Motor	63%	83%
Physical – fine Motor	59%	76%
Language	44%	63%
Cognitive	51%	68%
Self-Help	50%	60%

Note: Data is reported as the percentage of children, ages 0 to 3, that are able to complete all of the items in the area of development and learning



Head Start Success Story

At the beginning of the school year, Gregorio's teachers became concerned with his vision, even though he had passed the school district vision screening. He often ran into things and held objects very close to his face, despite wearing glasses.

His teachers brought their concern to the attention of Alma, a Head Start caseworker. She helped Gregorio's mother obtain a referral to an optometrist and accompanied Gregorio and his mother to the appointment. The optometrist referred the family to the Foundation for the Blind for further evaluation. With Alma's encouragement and assistance, Gregorio's mom persisted in getting an appointment with a specialist. Two weeks later, Gregorio was evaluated by a specialist at the

foundation who diagnosed him with high myopia and low vision.

The specialist recommended the use of special devices in the classroom to help Gregorio see. With the addition of the devices, he was able to fully participate in classroom activities. Gregorio and his family are thankful to his teachers, caseworker and doctors for helping him get a "head start!"

Early Head Start Success Story

A parent enrolled in Early Head Start when she was four-months pregnant. She had diabetes and gave herself insulin three times a day. After her baby was born, the family developed a goal to practice a healthier lifestyle. The family advocate assisted the family in working toward their goal by providing nutrition and health education. During the past year, the

family gathered healthy snack and meal recipes, learned how to shop for healthy foods and began exercising as a family. Both parents have lost weight and the mother's sugar levels are under control. The baby is a year old now and his mother has the increased energy that is needed to keep up with him. The family is very active in weekly home visits and socialization and takes advantage of the parent training that is offered. Before the baby was born, the mother attended a car seat safety class and a crib safety class through the Association for Supportive Child Care. During the past year in EHS, the father was unemployed for a period of time and the family used the community resources recommended by their family advocate. The father now is employed full time and the family is striving for financial stability.



Family Engagement

When parents and families are actively engaged in their child's education, research has shown that the outcomes for children improve. The children show more progress in the learning domains and are more ready for kindergarten. However, the outcomes for families also improve. They are better prepared to be involved in their children's education through high school and offer encouragement and motivation for learning. Parents become connected to peers and the community and are empowered to advocate for the services and support their family needs. In addition, the families are more emotionally available to their children.

Based on this research, Phoenix Head Start and Early Head Start strive to actively engage parents and families in the program. Staff works directly with parents and guardians, building on their strengths, providing relevant education and helping them to develop greater self-sufficiency.



Fatherhood Training

Wilson Head Start and Booker T. Washington Head Start partnered with the Arizona Center for Responsible Fatherhood. Through this partnership, fathers, significant others, expectant fathers and male role models in the lives of the Head Start children received valuable life-skills training. The fathers participated in a three-day training session where they engaged in conversation about fatherhood and healthy relationships. They received information to help guide their daily fatherhood issues, seek possible job and vocational training, seek parenting and life-skills classes and receive educational referrals. There were 10 fathers who attended all three sessions to complete the program.



Safe & Healthy Families Week

From April 9 to 13, Alhambra Head Start staff collaborated with the school district to provide families with training on nutrition, burn safety, car seat safety, bike safety, healthy relationships, CPR and water safety. The grand finale of Alhambra's Health and Safety Week was on April 13 when 20 community agencies provided parents with information regarding their agencies and answered questions. More than 400 families attended throughout the week. Families who attended were provided with food and prizes.

Parents Succeed

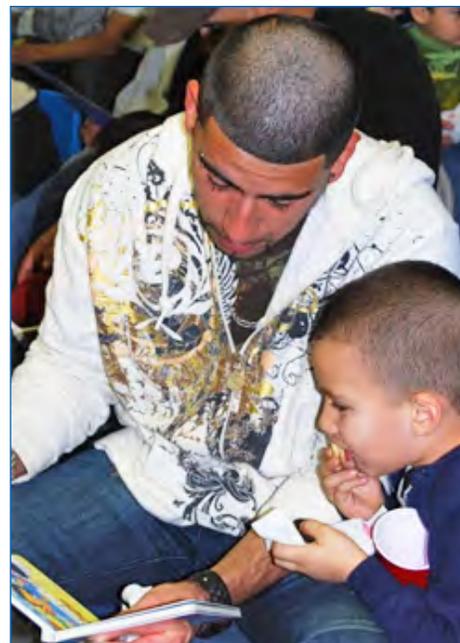
Some question the success of the Head Start program and often ask "Is it working, are we helping families become self-sufficient? Are cycles being broken?" At Murphy Head Start, they know Head Start works for parents.

Murphy Head Start is now under the direction of a new program director, Guadalupe Franco. Franco is a former Head Start parent of two children who has worked in Head Start for more than 20 years. Her first employment with Head Start began as a secretary, then a caseworker, assistant director and now the new program director.

Carmelita Prieto is a former Head Start parent who showed true dedication to Head Start by transporting her child to and from class by bicycle every day come rain or shine. She was hired as a teacher assistant then promoted to lead teacher and administrative secretary. Currently she is the assistant director with more than 20 years of Head Start experience.

Dena Jiron, former Head Start parent with more than 30 years of teaching experience, recently was promoted to mentor teacher at Murphy Head Start.

In Head Start, parents receive the support they need to fulfill their own dreams, not just their child's.



Male Involvement Literacy Night

Greater Phoenix Urban League (GPUL) is proud of its Male Literacy Night. GPUL Head Start promotes literacy by hosting a week-long training on the importance of family literacy by inviting the children's male family members to participate. Invited guests include fathers, grandparents, uncles, brothers and other males in the family. Every attendee received a book to add to their home library. Children and male figures are happy to spend this quality time together.



Parent Outcomes

Analysis for the past year indicates Head Start families have improved across all eight targeted domains, showing an average improvement ranging from a low of .25 points in Education to a high of .84 points in Employment. As a result of the comprehensive approach of the Head Start program, families make significant gains in key areas.

The 2011-12 year was also the first time Early Head Start used the Family Outcomes Matrix to assess family progress. Parent-Child Relationships was added as a domain since it is a major focus of the program services. The Early Head Start families progressed in all nine domains, ranging from .32 points in Child Health Care to 1.75 points in Parent-Child Relationship.

Head Start Success Story

A single father of triplets, Franklin, Glenn and Jacquelin who were enrolled in Head Start for two years, was diagnosed with prostate cancer. When he was laid off from his job, Head Start caseworkers immediately went to work providing valuable resources while the father was undergoing chemotherapy and radiation. They assisted in helping him access unemployment benefits, coordinating transportation, obtaining food stamps, AHCCCS, housing and financial assistance. The father is now in remission and is thankful to Head Start for all the resources they provided.



Mental Health Success Story

One of the Head Start families suffered an unexpected death in their family. A Head Start mental health specialist assisted the family through the crisis and then followed the family through the grief process. The Head Start mother at first did not want counseling for her children but as time went on, realized that the children needed support as well. The mother was referred to a community agency that specializes in family grief issues. The mental health specialist followed the family throughout the remainder of the school year and was able to continue to support the family through the grief process. The family benefited greatly from the services received from the community agency as well as the Head Start mental health specialist and, by the end of the school year, the entire family had made great strides toward improving.

Head Start Family Outcomes 2011-12			
Targeted Domains	Pre	Post	Change
Adult Health Care	4.49	5.30	.81
Child Health Care	6.46	6.84	.38
Education	5.22	5.47	.25
Employment	5.27	6.11	.84
Food & Nutrition	5.66	5.93	.27
Housing	7.66	8.18	.52
Income	3.29	4.09	.81
Language/Literacy	3.30	4.07	.77

Early Head Start Family Outcomes 2011-12			
Targeted Domains	First Assessment	Last Assessment	Change
Adult Health Care	5.45	6.25	.8
Child Health Care	6.93	7.25	.32
Education	5.66	6.08	.42
Employment	5.98	6.80	.83
Food & Nutrition	5.59	6.29	.7
Housing	7.97	8.35	.38
Income	3.77	5.07	1.3
Language/Literacy	6.24	7.00	.76
Parent-Child Relationship	3.29	5.04	1.75

Community Support



Since its inception in 1965 as a War on Poverty program, Head Start's foundation has been mobilizing the community to support families to get out of poverty. No single program or individual can do it alone. In fact, Head Start funding is only designed to cover 80 percent of the cost of operating the program. The remaining

20 percent must come from the community, either in cash or in kind services. Phoenix is fortunate to have very strong community support that amplified our resources. Working together, we ensure that our Head Start children and families receive the full range of quality services and support they need.



Homewood Suites by Hilton

On Sept. 20, 2011, Booker T. Washington Child Development Center, Inc. had its grand opening of the Phoenix Lewis Library. The partnership between Homewood Suites by Hilton and Books for Kids ensures that low-income preschoolers served by the Head Start program have access to new books, reading programs and other educational tools that serve as key building blocks for early literacy skills.

The Homewood Suites family is committed to help generate awareness about childhood literacy and make books available to Head Start children. Books for Kids efforts include taking over unused rooms in existing venues in low-income neighborhoods and transforming them into a magical educational environment filled with thousands of books and fun opportunities for learning. The Phoenix Lewis Library is the fourth library opened by Homewood Suites by Hilton.

ACT

For 21 years, the Arizona Coalition for Tomorrow (ACT), a non-profit organization, has provided free health and educational readiness services to low-income children. This is the city of Phoenix Head Start program's longest running partnership. More than 30,000 children and Head Start parent volunteers have benefited from this annual one-day event. Millions of dollars of free services have been provided through the program.

In a one-stop shopping approach, children can receive physical examinations, dental screenings including the application of fluoride and varnish, vision and hearing screenings, anemia and lead testing, immunizations and T.B. testing for both children and parent volunteers.

The event is staffed by more than 750 volunteers, including physicians, dentists, nurses, nursing students, health technicians, medical students, entertainers and lay volunteers.

Volunteers

In 2011-12, 4,443 volunteers provided more than 77,000 hours of valuable services to Head Start and Early Head Start. If the programs had to use staff to perform the duties, it would result in a minimum cost of \$1.2 million. The volunteers assisted by providing case management services, helping teachers in the classroom, reading to children, participating in program planning and completing medical services.

The volunteers include 3,778 parent volunteers. Not only are the parents

giving back to the program, but they are gaining valuable work experience, providing valuable input to the governance of the program and learning to be their child's best teacher.

Gateway Community College

Wilson Head Start partnered with the Gateway Community College Children's Learning Center during the 2011-12 school year to provide after-school childcare to Head Start children. The Gateway Children's Center is a participant of First Things First Quality First and adheres to many of the same early childhood principles as Head Start. Through this partnership, six Head Start families received scholarships so that their children could attend the Learning Center at no cost. These families were working parents and greatly needed the after-school care. This partnership has aided working families to find after-school care that gives them the peace of mind, knowing that their children are taken care of in a clean, safe, nurturing and educational environment.



T.E.A.C.H. Early Childhood

The city of Phoenix partners with First Things First T.E.A.C.H. Early Childhood program to ensure that Head Start instructional staff are highly qualified. The T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood program is a national comprehensive scholarship program that links education, compensation and commitment to improving the quality of early childhood care and education experiences for young children and their families. T.E.A.C.H. Early Childhood pays for 90 percent of the tuition for a Child Development Associates Credential or Associate's Degree in Early Childhood, 100 percent for books and provides a stipend for the teacher. The city of Phoenix pays the remaining 10 percent of the tuition. Through this partnership, more than 30 teachers have been able to further their education.



Benefiting the Community

Phoenix Head Start also gives back to the community. The \$26 million budget was used to strengthen the economy and quality of resident's lives in several ways.

- In 2011-12, the program employed 450 people through the city and its delegate agencies. This included 114 former Head Start or Early Head Start parents. The employees received almost \$20 million in salaries and benefits.

- The city subcontracted more than half of the grant to 10 delegate agencies and more than 40 other vendors in the community. The subcontractors were awarded more than \$15 million.

Thanks to the Office of Head Start funding, 90 employees of the delegate agencies were able to pursue higher education. Approximately \$300,000 was spent to increase the knowledge and skills of the Head Start staff to ensure that only the highest quality of services are provided to Head Start children and families.

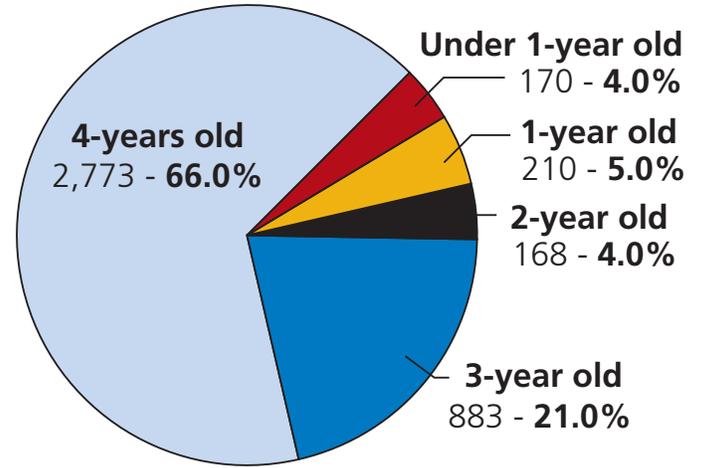


Our Children and Their Families

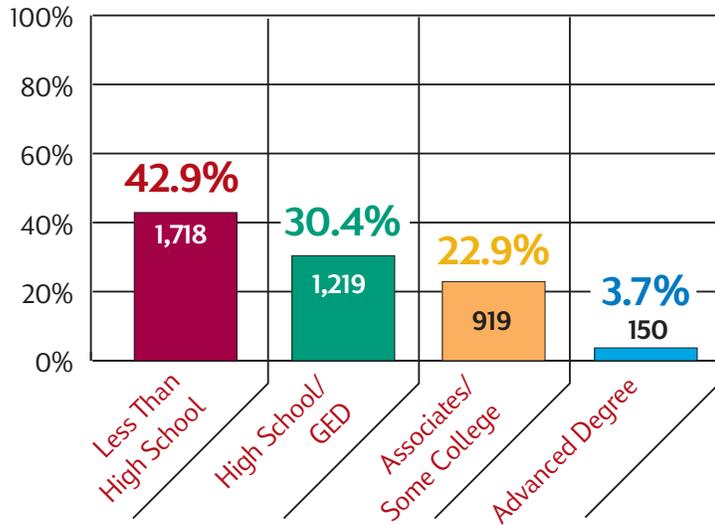
Children and Families Served

	Number of Children	Number of Families
Early Head Start	601	545
Head Start Delegate Agency		
Alhambra Elementary School District	539	521
Booker T. Washington Child Development Center	234	217
Deer Valley Unified School District	172	164
Fowler Elementary School District	224	209
Golden Gate Community Center	339	332
Greater Phoenix Urban League	502	473
Murphy School District	262	245
Roosevelt School District	507	477
Washington Elementary School District	697	686
Wilson School District	148	138
City of Phoenix Total	4,225	4,007

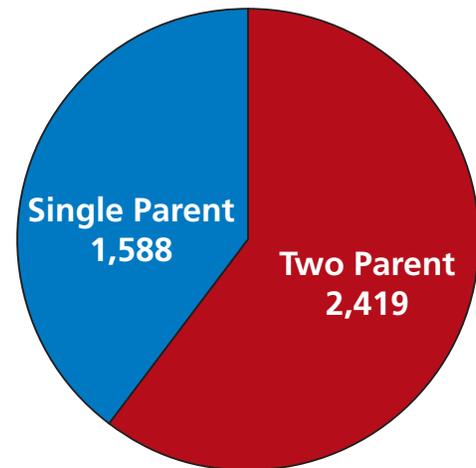
Children by Age



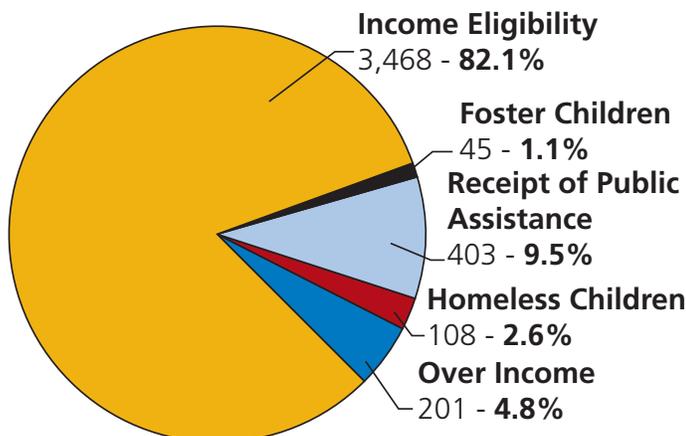
Parents' Level of Education



Family Type



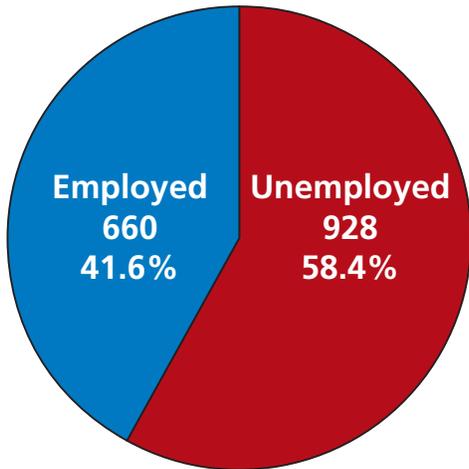
Type of Eligibility



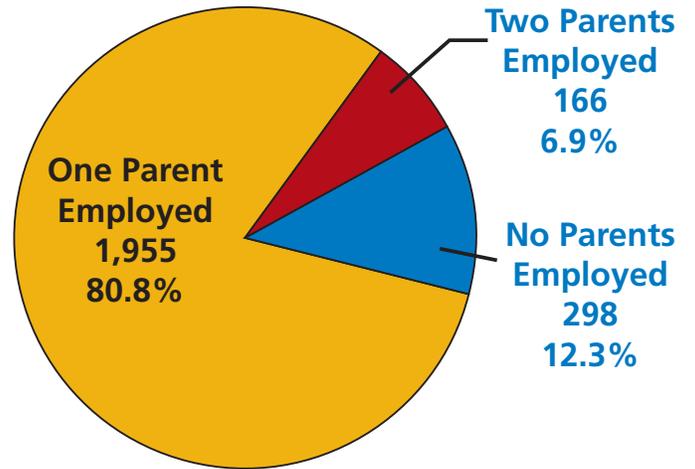
Federal Assistance

Assistance Type	Number of Families Receiving	Percentage
SNAP (Food Stamps)	1,549	39%
WIC Benefits	2,644	66%
SSI Benefits	200	5%
TANF Benefits	310	8%

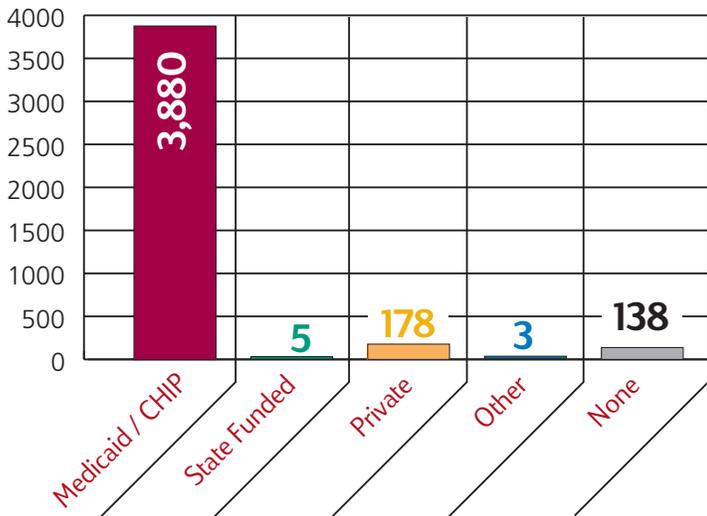
Employment - Single Parent Families



Employment - Two Parent Families



Health Insurance



Enrollment Statistics

- Total actual enrollment 4,225
- Total funded enrollment 3,390
- Average monthly enrollment. 100%
- Percentage of Head Start eligible children served 24%
- Percentage of Early Head Start eligible children served 3%
- Percentage of enrolled Head Start children who received dental exams 96%
- Percentage of enrolled Early Head Start children who received dental exams 83%
- Percentage of enrolled Head Start children who received physical exams 93%
- Percentage of enrolled Early Head Start children who received physical exams 76%
- Percentage of enrolled Head Start children on an IEP. 14%
- Percentage of enrolled Early Head Start children on an IFSP. 16%

City of Phoenix Head Start and Early Head Start Expenditures

Salaries	5,891,210	22.6%
Fringes	3,475,596	13.3%
Travel	12,054	0.0%
Equipment		0.0%
Supplies	408,756	1.6%
Contractual	15,022,604	57.5%
Other	1,296,839	5.0%
	26,107,059	

Budget, Expenditures and Audit Results

Program Budgets

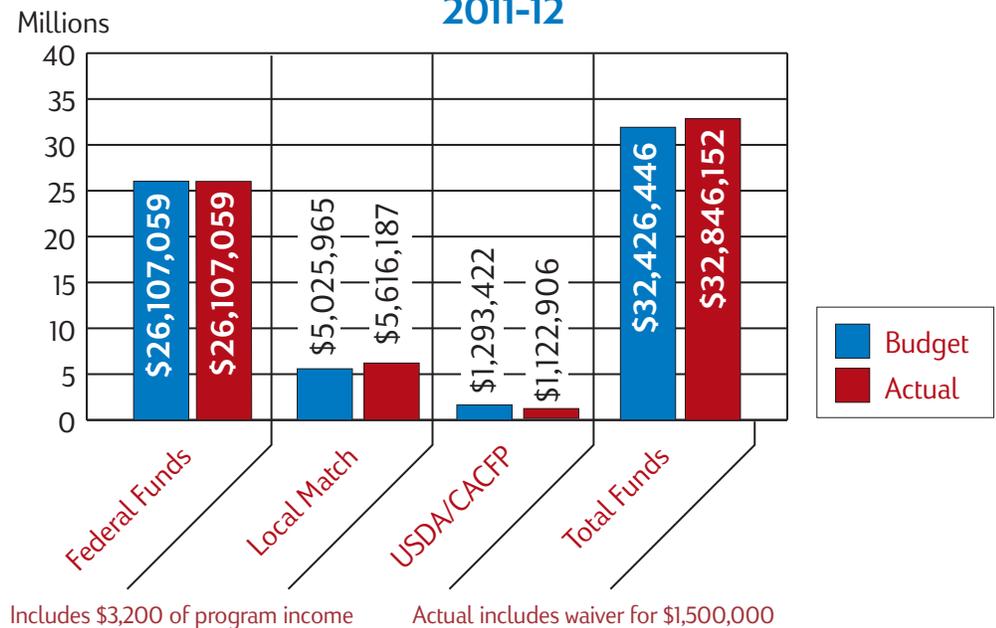
Program year 2011-12 was the first year the American Recovery and Reinvestment Act (ARRA) funding for the 100 Head Start expansion slots and the 300 Early Head Start expansion slots was added to the regular base budget. It was critical that the expansion services be continued since Head Start only serves approximately 25 percent of the eligible children and Early Head Start only serves approximately 3 percent.

In 2011-12, the city of Phoenix Head Start received a Cost of Living Adjustment of .74 percent. While the increase was appreciated, it did not keep pace with increasing costs of personnel services and operations. As a result, many delegate agencies will struggle to develop a balanced budget for 2012-13.

Audit Results

The last triennial federal review of Head Start was conducted by the Office of Head Start in January 2010. The city had no findings in safe environments, mental health services, family and community services, transportation, fiscal management, child health and development, staff qualifications, human resources management or requirements and assessments of children. Two areas of noncompliance were identified in:

City of Phoenix Head Start and Early Head Start Budget 2011-12



- facilities management, which was corrected on site, and
- nutrition, which was corrected and cleared by the Office of Head Start within appropriate time frames.

Early Head Start received an abbreviated federal review in February 2011. The purpose of the review was to assess performance in terms of the quality of the services delivered to enrolled children and families, and the quality and sustainability of the management systems established to support these services. Early Head Start did not have any findings during the review. Several strengths were identified including strong, effective internal and external community partnerships; strong internal control

management structures; and relationship with the state disabilities services providers.

During 2010-11, Head Start was part of the city of Phoenix A-133 federal audit. This audit is required annually for any agency that receives at least \$500,000 of federal funding a year. It was conducted by the outside accounting firm of Clifton Gunderson. Head Start was cited for failure to have controls in place at one delegate agency to ensure children receive appropriate developmental screenings within 45 days of enrollment. The finding was corrected to the satisfaction of the accounting firm and the Office of Head Start.

Head Start is a program of the U.S.

Department of Health and Human Services, Administration of Children and Families



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**City of Phoenix
Head Start –
Early Head Start Map**

City of Phoenix
Human Services Department
Head Start Boundaries
*Early Head Start excludes
Murphy, Roosevelt, Phoenix
and Wilson school districts.*

