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

VISION  Children, families, and communities are engaged and connected to ensure school readiness for all children.

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 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

Table of Contents
1 .... Message from the Governing Board Chair
2 .... City of Phoenix Head Start Partners
4 .... Program Governance
5 .... School Readiness Plan
8 .... Preparing Children for School Success
11 .... Family Engagement
14 .... Community Support
17 .... Our Children and Their Families
19 .... Budget, Expenditures and Audit Results
20 .... Map and Contact Information
Dear Friends and Colleagues:

Over the past two years, it has been my great pleasure to serve as the Governing Board Chair for the city of Phoenix Head Start and Early Head Start programs. Though I have the opportunity to serve on many community related boards and committees, this position is particularly special to me because I had the great privilege of participating in Head Start as a parent. I am proud to report today that my children, who are now adults, have become successful, contributing members of our community, and I am certain that their success began in Head Start.

Although the city of Phoenix was very fortunate this past year to provide both Head Start and Early Head Start services to vulnerable families and children, we were only able to serve 29 percent of the children eligible for Head Start and 2.4 percent eligible for Early Head Start. In March 2013, Mayor Greg Stanton, Councilman Daniel Venezuela and Deanna Jonovich, director of the Human Services Department and executive director of the city’s Head Start and Early Head Start programs, traveled to Washington D.C. to meet with Yvette Sanchez Fuentes, director of the Office of Head Start to discuss the city’s commitment to early childhood education and the need for increased services. As a member of the City Council, I am proud of our dedication to early childhood education, and our relentless pursuit to meet the needs of all of our residents.

The upcoming year will be a challenging one with the implementation of sequestration, but I am confident that the city of Phoenix and our partner delegate agencies will continue to provide the highest quality early childhood education and supportive services to families and children in need. I invite the entire community to get involved in supporting children and families, as well as the dedicated educators and social service workers who provide outstanding services. Together, I know we can continue the great work we have done for the past 47 years.

Sincerely,

Councilman Michael E. Johnson
Governing Board Chair
Phoenix Head Start Program
Phoenix Councilman, 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 about the importance of a healthy lifestyle and preventive health care and 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. In 2012-13, there were 423 (11.7%) children on IEPs and 91 (19%) were on IFSPs.

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.

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 and Redevelopment 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. This year, attendance at Policy Council Meetings increased by 25 percent over the previous year, and is at the highest level compared to the past four years attendance records.

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.
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.

### Child Goals

<table>
<thead>
<tr>
<th>Early Head Start</th>
<th>Head Start</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Approaches To Learning</strong></td>
<td><strong>Cognitive and General Knowledge</strong></td>
</tr>
<tr>
<td>Children will demonstrate initiative and curiosity in daily activities.</td>
<td>Children will demonstrate initiative and curiosity in daily activities.</td>
</tr>
<tr>
<td></td>
<td>Children will demonstrate persistence throughout the day.</td>
</tr>
<tr>
<td></td>
<td>Children will demonstrate exploration and creativity.</td>
</tr>
<tr>
<td>Children will demonstrate initiative and curiosity in daily activities.</td>
<td>Children will demonstrate knowledge in understanding people and how they relate to others and the world around them.</td>
</tr>
<tr>
<td>Children 12 months will demonstrate knowledge in understanding people and how they relate to others and the world around them.</td>
<td>Children will use math in everyday routines to count, compare, relate, pattern and problem solve.</td>
</tr>
<tr>
<td>Children 13 to 36 months will use math concepts in everyday routines to count, compare, relate and problem solve.</td>
<td>Children will use science in everyday routines to explore, ask questions and develop their own theories.</td>
</tr>
<tr>
<td></td>
<td>Children will use logic and reasoning skills in everyday routines to think through problems and apply strategies for solving them.</td>
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<tr>
<td>Child Goals – Continued</td>
<td></td>
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<td>-------------------------</td>
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<tr>
<td><strong>Early Head Start</strong></td>
<td><strong>Head Start</strong></td>
</tr>
<tr>
<td><strong>Language and Literacy</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Children will use language in daily routines to express understanding and communicate their needs. | Children will use books/print media in everyday routines to acquire literacy skills.  
English language learners will use English in daily routines to express understanding and communicate their needs. |
| **Physical Development and Health** |           |
| Children will be born healthy. | Children will be physically healthy.  
Children will display age-appropriate motor skills.  
Children will demonstrate knowledge and practice of self-help skills. |
| Children will be physically healthy.  
Children will display age-appropriate fine motor skills.  
Children will display age-appropriate gross motor skills. |           |
| **Social and Emotional Development** |           |
| Children will demonstrate positive social interactions with peers and adults.  
Children 18 to 36 months will demonstrate self-regulation. | Children will demonstrate positive social interactions with peers and adults.  
Children will demonstrate self-regulation through responsibility for self and interactions with others. |
## 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.
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 2012-13, the city of Phoenix and its 10 delegate agencies operated 178 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 3 years old in a home-based program. In Early Head Start, staff meets with the family in the home for 90 minutes a week and conduct bi-monthly events to allow children and parents to socialize with other families. It is a year-round program.

Refugee Partnership

Head Start and Early Head Start (EHS) strive to provide services for all eligible families from diverse backgrounds and in doing so has established a partnership with the Arizona Department of Economic Security Refugee Resettlement Program and local resettlement agencies. The focus of this partnership is to increase the enrollment and support of refugee children and families in the Phoenix metropolitan area.

This collaboration is part of a national pilot project from Bridging Refugee Youth and Children Services (BRYCS) with a goal of increasing the number of refugee families who access EHS/Head Start services. As the program enters into its second year of the pilot project, it serves as a model for providing quality services to refugee children and families. Over the past year, program management and support staff have worked hard to develop and implement systems to improve outcomes for children and families. Our program partnered with Refugee Resettlement Agencies to provide several recruitment agencies to help families with understanding program services and complete the application process in a more relaxed setting. In addition, family outcomes and school readiness information is shared with our program partners and stakeholders.

To enhance the awareness in working with Refugee families, Head Start and Early Head Start staff were trained by the International Rescue Committee Resettlement Agency. The training included cultural sensitivity and an overview of the local and national resettlement agencies.
Early Head Start Success Story

Early Head Start child, Erick is part of an amazing family. He lives with his parents and two older brothers who are former Head Start students. Erick enrolled in the program in 2012. When the first home visit was conducted by the Family Advocate, Erick’s mother did not have any concerns regarding his development. She shared that he was very active and socialized well with his brothers and friends. When the developmental screening was completed before the 45th day of enrollment, Erick had low scores in communication. She suggested possible strategies for Erick’s mother and made a referral to Arizona Early Intervention Program (AzEIP).

AzEIP conducted a screening and evaluation and Erick was found eligible for services in the area of communication, and was put on an Individualized Family Service Plan (IFSP). Erick then began speech services for an hour once a week and his Family Advocate and family worked together on the IFSP goals. Erick has shown major improvement in almost all areas but still struggles with language. The family has participated in many EHS socializations and Erick is very comfortable being in a classroom environment. He is able to play and socialize with other children. He doesn’t speak to them but he is able to share toys and follow the classroom routine.

Staff is working with the Alhambra School District to transition Erick to Head Start in the 2013-14 school year. Erick will be eligible to be on an Individualized Education Plan (IEP) for Speech Services. Due to his strong cognitive and social skills, Erick will do well in a Head Start classroom.

Early Head Start Child Outcomes

Areas of Development and Learning

Note: Approximate 20% of the children are receiving disability services.
children’s English language skills. Each delegate agency has developed a Dual Language Learner Plan which describes how the program will intentionally use language with children who are learning two or more languages. Additionally, professional development on cultural competence and dual language acquisition was provided to all staff during the 2012-2013 school year.

**Dental Health Awareness**

Deer Valley Head Start focuses on the importance of good oral hygiene by providing education for children and their families. Deer Valley has formed a partnership with Delta Dental of Arizona Foundation. This program has proven to be a valuable partnership and the foundation provides a free biannual fluoride varnish for all children ages 1 to 5 years old, including the siblings of Head Start children. The foundation also provides trainings for children and their families both in the classroom and during parent meetings.

**Dual Language Learner Program**

The city of Phoenix Head Start Program is committed to meeting the needs of children and families from diverse backgrounds. During the 2012-2013 school year, 59 percent of the children enrolled in the program spoke a home language other than English. With a focus on providing culturally and linguistically responsive services for all children and families, the city of Phoenix Head Start program supports children’s development in their home language while also scaffolding the caseworker encouraged the mom to have the child’s primary care physician conduct a further evaluation. The mother was then referred to Nationwide Vision to have an extensive eye exam. The caseworker followed up by calling Nationwide to see what the results were for the child’s eye exam. Nationwide Vision staff indicated the child was seen by the optometrist and was prescribed glasses that should be worn every day. The staff informed the caseworker that the child has severe astigmatism in both eyes and that the child’s prescription was very high for his age. The caseworker talked to the mom about the importance of the child wearing his glasses every day. She also encouraged the mom to ensure that the child wears his glasses to class. The child is now wearing his prescription glasses to better assist his abilities to learn.

**Head Start Child Outcomes**

**Areas of Development and Learning**
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.

Male Involvement at Wilson Head Start

Wilson Head Start partnered with “Father Matters” to provide a one-day seminar for Head Start fathers. Father Matters is a nationwide community development organization, committed to building stronger, healthier communities by supporting, encouraging, and enlightening today’s fathers and families. The workshop covered five critical topics for the men to explore and discuss: Communicating Effectively; Time and Commitment; Responsibility; Letting Go of the Past; and Spending Quality Time with the Family. The workshop provided a safe environment for fathers to open their hearts and offered supportive guidance to work out issues that concern them and their families. Participating fathers received certificates of completion and all were pleased with the workshop content that will help them aspire to become the best possible Fathers that they can be for their children.

Early Head Start Male Involvement Event

The Early Head Start Program held its semiannual Male Involvement Event on April 11 at the Maryvale Community Center. Approximately 70 dads and children attended and had the opportunity to participate in two mini-workshops about music and movement, and literacy. Guest speaker, Ray Yocopis, from the Neighborhood Services Department, talked to the group about the importance of being present as a good role model in the lives of children. Carol Towles, Maryvale librarian, conducted an interactive story time with the group.

Towles emphasized that parents are the child’s first teacher and that children learn through examples. She asked parents to read to their children and for their children to see them read. Early Head Start Family Advocate, Walter Torres, presented a music and movement activity using scarves and maracas. Torres stressed the importance of creating experiences through music. The fathers had the opportunity to dance with their children using the materials provided. At the end of the event participants received two bilingual board books and tote bags, along with Maracas, a beach ball, scarf and bubbles that were used during the session. A light dinner was served and Radio Campesina donated t-shirts for the winners of a trivia game.
Field Trip to the Farm

Every year classrooms from Washington Elementary School District’s Head Start plan a family field trip to the Tomalchoff Farm in Glendale. In March 2013, children from Maryland School, along with their families and teachers, enjoyed a fun morning experiencing many farm activities. The day began with a garden tour when every family was allowed to pick its own fresh vegetables and fruits to take home.

Each child also planted a seed in the garden and learned how the seed would grow. Everyone enjoyed seeing horses, chickens and all the other farm animals. The children especially enjoyed visiting the petting zoo where baby goats were their favorite. At the end of the field trip, the children and families enjoyed lunch together in a picnic area and talked about all the different things they learned at the farm.

Read On Greater Phoenix

Greater Phoenix Urban League Head Start is very excited to be participating in Read On Greater Phoenix. More than 40 Head Start families and children have participated in the program which was developed through collaborative community partnerships with Valley of the Sun United Way, Phoenix Public Library and the Helios Education Foundation. At Read On Greater Phoenix learning events, volunteers provide hands-on literacy activities such as making puppets and handmade books. They also provide language and literacy training as well as reading materials for children and families. Language and literacy development is a significant part of our Head Start program and Read On Greater Phoenix is a valuable and fun educational resource. We look forward to entering a second year of participation in 2013-2014. So Read On Greater Phoenix!
Family Night at the Museum
What do you do when you can’t go on a field trip? You bring the field trip to you! To celebrate the week of the young child in April, Golden Gate Head Start presented a “Family Night at the Museum” by partnering with the Heard Museum and the Picturing America program of the National Endowment for the Humanities. Using the Picturing America curriculum developed for Head Start as the inspiration, teachers chose works of art of national historical significance to build learning experiences around. Over 60 families participated in the three-hour event which was hosted at the Cartwright Early Childhood Campus.

Preparing for School Readiness
Murphy Head Start recognizes that parents are the first and primary educators of their children because they understand their children best and will be involved in their education. During the school year, Murphy Head Start promoted a six-week family training series: Preparing for School Readiness.

During the first two weeks, parents learned about how children acquire language and stages of language development. Parents made observations at home by assembling “My Family Book” and by identifying practices that complement the stages of their developing child. The theme of the third week was Maintaining Home Language and Nurturing Culture. Parents discussed how culture influences language and self-identity and learned about family culture. They reviewed home observations and were assigned a home activity that supported parent-child relationships that values the culture and language of the family and recognizes how different cultural influences may influence family development.

In the final weeks, parents examined the benefits of home/school activities to promote language development by reviewing articles. The articles encouraged families to participate in child learning and development and to share everyday interactions with children that promote school readiness. Parents also participated in a field visit to a community college where they learned about planning early for college, enrollment and funding possibilities. Parents gained understanding of how to partner and collaborate and to identify their strengths as leaders/advocates in the Head Start program and their community.

<table>
<thead>
<tr>
<th>Head Start Family Outcomes 2012-13</th>
<th>Early Head Start Family Outcomes 2012-13</th>
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<tbody>
<tr>
<td><strong>Targeted Domains</strong></td>
<td><strong>Targeted Domains</strong></td>
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<tr>
<td></td>
<td><strong>First Assessment</strong></td>
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<td></td>
<td><strong>Last Assessment</strong></td>
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<tr>
<td></td>
<td><strong>Change</strong></td>
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<tr>
<td>Adult Health Care</td>
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<tr>
<td>Child Health Care</td>
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<tr>
<td>Education</td>
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<tr>
<td>Employment</td>
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<tr>
<td>Food &amp; Nutrition</td>
<td>06.12</td>
</tr>
<tr>
<td>Housing</td>
<td>06.12</td>
</tr>
<tr>
<td>Income</td>
<td>03.90</td>
</tr>
<tr>
<td>Language/Literacy</td>
<td>05.59</td>
</tr>
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<td></td>
<td>04.71</td>
</tr>
</tbody>
</table>
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.

**ACT**

For 21 years the Arizona Coalition for Tomorrow, a non-profit organization, has provided free health and educational readiness services to low-income children. This is the longest running partnership of the city of Phoenix Head Start program. 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 varnish, vision and hearing screenings, anemia and lead testing, immunizations and T.B. screening. T.B. screening is also available for Head Start parents who are volunteering in the classroom. Families of children with medical concerns, and adults with positive TB screening results are assisted in obtaining follow-up care.

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 2012-13, almost 7,200 volunteers provided more than 120,000 hours of valuable services to Head Start and Early Head Start. If the programs had to use staff to perform the duties, it would cost approximately $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 more than 6,900 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.
Intern Program
The city of Phoenix Head Start and Early Head Start programs collaborate with several colleges to host interns during the fall and spring semesters. The interns are supervised by mentor supervisors who take them under their wing and provide valuable experiences for them. This past year we partnered with Arizona State University, University of Arizona, and Excelsior College. The interns assist caseworkers, health and mental health staff. The interns assist with completing intakes, case management, data entry, providing resources, planning events and activities, providing Spanish translation, and various special projects. During 2012-13, our program hosted more than 50 interns who volunteered almost 7,000 hours amounting to nearly $125,000 in non-federal share.

Adopt-A-Family
The city of Phoenix Head Start program is partnering with the Salvation Army to implement an Adopt-A-Family program.

What makes the partnership unique is that Head Start families in need are referred to the Salvation Army who are then matched with more than 250 local donors who are interested in “adopting” a family for the holiday season. Matches are based on family size and need-based information shared through an application process. On designated dates, donors drop off their gifts and families pick up their gifts. A special highlight of the program was that one of the Head Start families was “adopted” by a team from Channel 5 news station! Overall, staff was very pleased with the implementation of the program and families expressed gratitude for being accepted as a participant.

This new partnership proved to be very successful in its initial year! Salvation Army staff reported the program served the highest number of families serving 314 families and 1,487 individuals. These totals include families from the Human Services Department programs as well as other local agency referrals. Overall, staff was very pleased with the implementation of the program and families expressed gratitude for being accepted as a participant.
Scald Burn Safety Training
Head Start and Early Head Start partnered with Dr. Ruth Rimmer at Maricopa Integrated Health Systems to provide Scald Burn Prevention and Fire Safety training to familiarize teachers and parents about the serious risk of childhood burn injury, and to create an awareness of the physical, emotional and financial costs and ramifications of such injuries. The goal of this education program was to reduce the incidence of pediatric scald burn and home fire injuries in Central Phoenix. This program provides children with safety educational materials for the family and the home. Burns are reported to be the second leading cause of death for children ages 0 to 5, according to the Safe Kids Coalition, and there are approximately 22,600 scald burn injuries treated in emergency rooms each year. The total cost of burn-related deaths and injuries among youth ages 14 and under in the United States has been estimated to be $44 million annually. Children, age four and under, are reported to account for 90 percent of the total costs. This collaboration is proving to be successful resulting in a 65 percent decrease in scald hospital admissions in targeted areas. While reducing burn injuries is important because of the emotional and physical suffering burn injury patients and their families must endure, the reduction of such injuries also has a significant impact on the community due to the high cost associated with burns.

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 is 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 Associate Credential or associate 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.

Benefiting the Community
Phoenix Head Start also gives back to the community. The $27 million budget was used to strengthen the economy and quality of resident’s lives in several ways.

- In 2012-13, the program employed 542 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, 30 employees of the delegate agencies were able to pursue higher education. Approximately $10,000 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

<table>
<thead>
<tr>
<th></th>
<th>Number of Children</th>
<th>Number of Families</th>
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</thead>
<tbody>
<tr>
<td>Early Head Start</td>
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<tr>
<td>Head Start Delegate Agency</td>
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<td>Alhambra Elementary School District</td>
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<td>Deer Valley Unified School District</td>
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<td>Fowler Elementary School District</td>
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<td>Golden Gate Community Center</td>
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<td>Greater Phoenix Urban League</td>
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<td>Murphy School District</td>
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<td>Roosevelt School District</td>
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<td>Washington Elementary School District</td>
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<tr>
<td>Wilson School District</td>
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<tr>
<td><strong>City of Phoenix Total</strong></td>
<td><strong>4,156</strong></td>
<td><strong>3,950</strong></td>
</tr>
</tbody>
</table>

Parent's Level of Education

- Advanced Degree: 4.5% (201)
- Associates/ Some College: 24.1% (1,065)
- High School/ GED: 30.5% (1,349)
- Less Than High School: 40.9% (1,808)

Family Type

- Single Parent: 1,771
- Two Parent: 2,652

Type of Eligibility

- Income Eligibility: 82.6% (3,870)
- Foster Children: 1.3% (61)
- Receipt of Public Assistance: 8.7% (408)
- Homeless Children: 2.9% (135)
- Over Income: 4.5% (211)

Federal Assistance

<table>
<thead>
<tr>
<th>Assistance Type</th>
<th>Number of Families Receiving</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>WIC Benefits</td>
<td>3,029</td>
<td>64.7%</td>
</tr>
<tr>
<td>TANF Benefits</td>
<td>284</td>
<td>6.1%</td>
</tr>
<tr>
<td>SSI Benefits</td>
<td>253</td>
<td>5.4%</td>
</tr>
<tr>
<td>SNAP (Food Stamps)</td>
<td>3,118</td>
<td>66.6%</td>
</tr>
</tbody>
</table>
2012-13 Head Start Program

**Enrollment Statistics**

- Total actual enrollment ............... 4,156
- Total funded enrollment ............... 3,390
- Average monthly enrollment ........... 100%
- Percentage of Head Start eligible children served ............ 29%
- Percentage of Early Head Start eligible children served ........ 3%
- Percentage of enrolled Head Start children who received dental exams .... 95%
- Percentage of enrolled Head Start children who received physical exams .... 91%
- Percentage of enrolled Early Head Start children who received physical exams .... 90%
- Percentage of enrolled Head Start children on an IEP ............... 11%
- Percentage of enrolled Early Head Start children on an IFSP ........ 20%

**Health Insurance**

- Medicaid / CHIP: 4,334
- CHIP / State Funded: 1
- Private: 194
- Other: 0
- No Insurance: 137

**City of Phoenix Head Start and Early Head Start Expenditures**

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>6,603,224</td>
<td>24.2%</td>
</tr>
<tr>
<td>Fringes</td>
<td>3,828,580</td>
<td>14.0%</td>
</tr>
<tr>
<td>Travel</td>
<td>3,961</td>
<td>0.0%</td>
</tr>
<tr>
<td>Equipment</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Supplies</td>
<td>315,434</td>
<td>1.2%</td>
</tr>
<tr>
<td>Contractual</td>
<td>15,211,058</td>
<td>55.8%</td>
</tr>
<tr>
<td>Other</td>
<td>1,299,961</td>
<td>4.8%</td>
</tr>
<tr>
<td>Total</td>
<td>27,262,219</td>
<td>100%</td>
</tr>
</tbody>
</table>
Program Budgets
Program year 2012 – 2013 continued to be a challenging year financially. With only two modest cost of living increases in the past ten years, the city and delegate agencies are struggling to maintain balanced budgets. Beginning in July 2012, the State law went into effect that required all teachers in preschool programs operated by school districts to have a bachelor’s degree in early childhood and an early childhood certification. That affected seven of the 10 delegate agencies. The increased professional qualifications significantly increased the salary costs for the Head Start programs. In addition, the last major facilities updates were completed 10 to 20 years ago. The facilities are now requiring more maintenance or need to be replaced.

In March 2013, the federal Budget Control Act of 2011 was implemented. It required the president to issue a sequestration order resulting in spending reductions across all programs. As a result, the city program received a 5.27 percent cut in funding, or more than $1.4 million. The reduction in funding will be effective July 1, 2013 – June 30, 2014. To address the cut in funding, the tough decision was made to reduce the Head Start service levels by 186 children and lay off approximately 30 staff.

Audit Results
The last triennial federal review of Head Start and Early Head Start was conducted by the Office of Head Start in February 2013. Fourteen reviewers conducted an extensive evaluation of the city’s systems that included 96 classroom/home visit observations, 160 child file reviews, and 100 staff file reviews. The city did not have any findings in program governance, management systems, ERSEA (eligibility, recruitment, selection, enrollment, and attendance), family and community engagement, and child development and education. Head Start had an area of noncompliance in Child Health and Safety due to a damaged storage shed that was accessible to children. This was corrected by the next day. The city also had an area of noncompliance in Fiscal Integrity as a result of the costs of the Community Assessment not being allocated correctly between Head Start and Early Head Start. This issue has also been corrected.

City of Phoenix Head Start and Early Head Start Budget 2012-13

<table>
<thead>
<tr>
<th></th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Funds</td>
<td>$27,262,819</td>
<td>$27,262,819</td>
</tr>
<tr>
<td>Local Match</td>
<td>$5,025,965</td>
<td>$5,787,565</td>
</tr>
<tr>
<td>USDA/CACFP</td>
<td>$1,371,398</td>
<td>$1,265,183</td>
</tr>
<tr>
<td>Total Funds</td>
<td>$33,660,182</td>
<td>$34,315,567</td>
</tr>
</tbody>
</table>

Actual includes Local Match waiver for $1,579,757
Head Start is a program of the U.S. Department of Health and Human Services, Administration of Children and Families.