

CITY OF PHOENIX ANNUAL REPORT 2013-14 HEAD START PROGRAM



CITY OF PHOENIX ANNUAL REPORT



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



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Head Start and Early Head Start have truly changed the lives of Phoenix families by helping them build a solid foundation from which to grow and thrive. ”

Dear Friends and Colleagues,

In my first year as a Phoenix Councilperson, I was thrilled to be asked to chair the Parks, Arts, Transparency and Education Subcommittee. As a child of two educators, I was raised understanding the value of quality education. I was even more excited to find out that the Subcommittee would serve as the Governing Board for Head Start and Early Head Start programs. Beginning the quality education at the earliest age is critical.

It is my pleasure to share the 2013 – 14 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. But we could not have it without the invaluable contributions of the community. Phoenix Head Start simply could not operate without your generous support.



Councilwoman Laura Pastor
*Governing Board Chair
Phoenix Head Start Program
Phoenix Councilwoman, District 4*

I look forward to another successful year in 2014 – 2015 when we celebrate the 50th anniversary of Head Start. Head Start and Early Head Start have truly changed the lives of Phoenix families by helping them build a solid foundation from which to grow and thrive.

Sincerely,

A handwritten signature in black ink that reads "Laura Pastor". The signature is fluid and cursive, with "Laura" on the top line and "Pastor" on the bottom line.

Laura Pastor
Councilwoman, District 4

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

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.

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.

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.

A Parent's Story

Diana Mendoza wanted the very best for her daughter Elleni so she enrolled her in Head Start. She knew the program could prepare her daughter for kindergarten. What she didn't expect was that she would learn just as much as her daughter.

"Elleni was timid but eager to learn. She had learned a few shapes, numbers, and letters at home. The

year began and the adventures were many. I knew I wanted to volunteer in her class, and then I became aware I was able to volunteer further and become a member of the Policy Council. I attended the Policy Council meetings once a month and discussed Head Start topics. I also served on interview panels to help hire new staff. The knowledge I acquired attending the meetings was immense. The Policy Council made decisions on approval for budgets, training classes, and much more. The impact was vast. I learned many policies, regulations, and the effort the Head Start team makes to maintain eligibility. The work load they maintain is extensive and shows huge devotion for all the families. By the end of the year, Elleni showed great progress: she was social, she was writing her name and even learned the



Andre Watson
Chair
City of Phoenix
Head Start Policy Council

importance of good nutrition. Elleni progressed but I did too. I learned the importance of parent involvement and how impactful parent participation is to Head Start program. I will always be grateful for all the dedication my child received, and all the great knowledge I gained. It's a lesson that I will cherish every day while raising my beautiful daughter Elleni."



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.

Child Goals		
Early Head Start	Head Start	
Approaches To Learning		
Children will demonstrate initiative, persistence, and curiosity in daily activities.	<p>Children will demonstrate initiative and curiosity in daily activities.</p> <p>Children will demonstrate persistence throughout the day.</p> <p>Children will demonstrate exploration and creativity.</p>	 
Cognitive and General Knowledge		
Children will begin to use senses to explore people, objects, and the environment.	<p>Children will demonstrate knowledge in understanding people and how they relate to others and the world around them.</p> <p>Children will use math in everyday routines to count, compare, relate, pattern and problem solve.</p> <p>Children will use science in everyday routines to explore, ask questions and develop their own theories.</p> <p>Children will use logic and reasoning skills in everyday routines to think through problems and apply strategies for solving them.</p>	 

READY CHILD

READY CHILD

Child Goals – *Continued*

Early Head Start	Head Start	READY CHILD
	Language and Literacy	
Children will use language in daily routines to express understanding and communicate their needs.	<p>Children will identify the names and sounds associated with letters.</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>	
	Physical Development and Health	READY CHILD
<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 fine motor skills.</p> <p>Children will display age-appropriate gross motor skills.</p>	READY CHILD
	Social and Emotional Development	READY CHILD
Children will begin to show interest in and awareness of others.	<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.

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 education and social development. The services are designed to enhance the development of the child, promote health family functioning and emphasize the parents as the child's first and most important teacher.

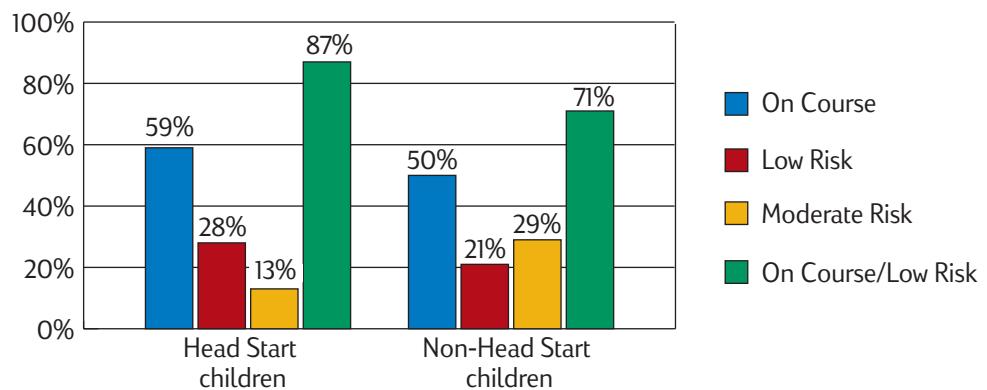
Head Start Works

In a continual effort to ensure Head Start is preparing children for kindergarten, Murphy School District embarked on a longitudinal study to measure its success. The Head Start director, Laurie Black, compared the Head Start and non-Head Start children entering kindergarten in 2014 – 2015. She utilized three assessments, DIBELS, Math Galileo, and English Language Arts Galileo, that are given in kindergarten to all students. DIBELS assesses the five early literacy components: Phonological Awareness, Alphabetic Principle, Vocabulary, Comprehension, and Fluency with Connected Text. Math Galileo assesses

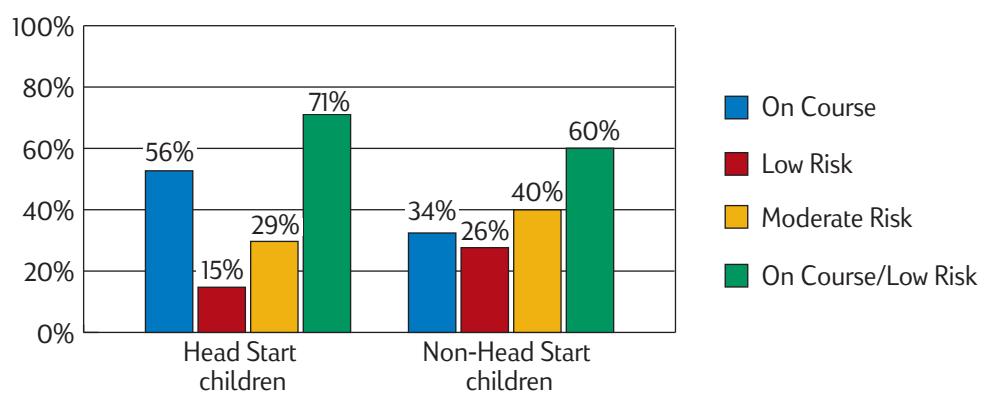
early math skills consisting of primary addition and subtraction, counting objects, shape recognition, and introduction to measurement. All three assessments indicated children

who attended Head Start performed better on the assessments than children who did not attend Head Start. The results are illustrated below.

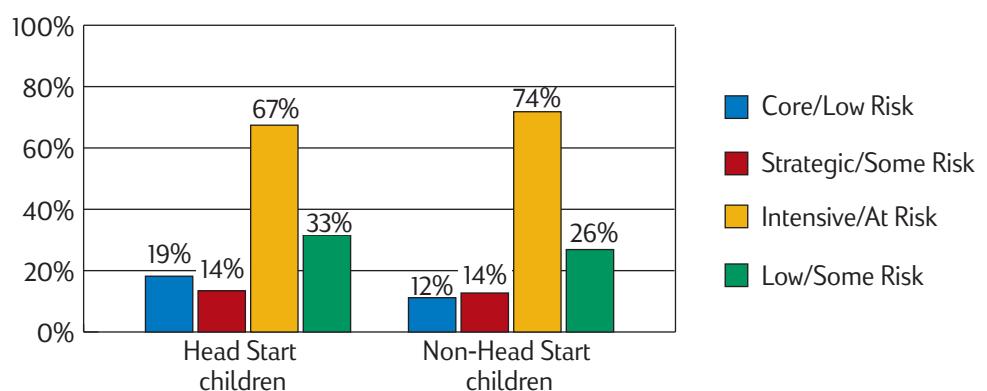
English Language Arts Galileo



Math Galileo



DIBELS



A Mother's Story

"When I enrolled my daughter, Leela, in Head Start, I had concerns with her ability to focus. I was worried that she would never sit still long enough to learn anything. I expressed my concerns to her teachers and they were more than helpful. We worked together as a team to help Leela be able to focus for longer periods of time. I was given books to take home and read with Leela to help her improve her behavior. I never dreamed the outcome would be so great and so quick. On the days I volunteer in the classroom, I see Leela listening, participating and learning. She has developed a love for learning and also loves to teach her younger brother. Since being in Head Start, she has grown not only educationally but socially too. She tells me about Vincent Van Gogh and his painting of boats and she shows me she can write her name. I am so excited about my daughter's success!"

Teachers Learning and Collaborating

The Education Division was selected by the Office of Head Start as the Region IX Arizona pilot for the Teachers Learning and Collaborating model. The pilot sites of Alhambra and Washington Delegate Agencies began the pilot in January 2014.

Research shows that the groups enhance teacher quality, and teacher quality is the most important factor in

enhancing student achievement.

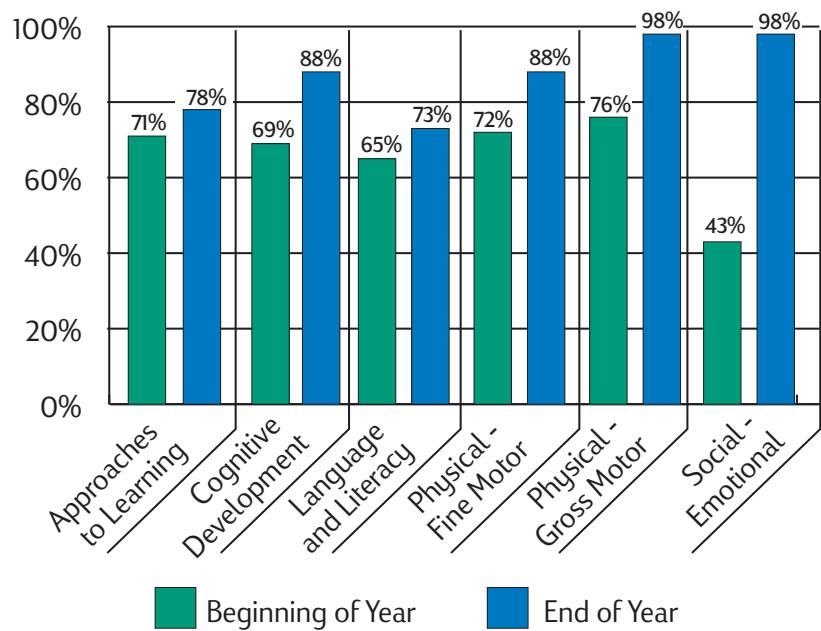
Teacher learning communities can be defined as groups of teachers who "continually inquire into their practice and, as a result, discover, create, and negotiate new meanings that improve their practice." Among the specific ways that Teachers Learning and Collaborating enhance teacher quality are:

- bridging the gap between research and practice;
- creating time for addressing problems of practice;
- increasing teacher retention; and
- improving student learning.

The teachers met twice a month to review and discuss specific modules related to an area of teaching. They videotaped themselves practicing the new knowledge and skills so the learning community could provide feedback. The Phoenix experience mirrored the research. The quality of the teaching in Alhambra and Washington improved! Phoenix Head Start will expand the Teachers Learning and Collaborating to additional sites in 2014 – 2015.

Early Head Start Child Outcomes

Areas of Development and Learning



Note: Approximate 20% of the children are receiving disability services.

EHS Success Story

The Early Head Start Family Advocate noticed during a home visit that the mother was uncomfortable with the concept of tummy time. Every time the baby would cry, the mother would pick her up quickly. The mother shared it made her feel uncomfortable when the baby cried. With support from the Family Advocate explaining the importance of tummy time and its benefits for the child, the mother slowly began to increase the time the child spent on the floor during home visits. The mother noticed that the child eventually stopped protesting and gained strength in her back, arms, and legs. Six months later the child was crawling, pulling to a stand and cruising around the home holding onto the furniture.

Head Start Success Story

The Head Start Caseworker referred a child for a vision exam after vision screenings were completed. During the second screening the Caseworker noticed the child was giving the shapes in order from the top line. The child had memorized the order of the shapes! The mother was encouraged to call the pediatrician and ask for a referral to Nationwide. Mom did schedule the appointment and called the Caseworker to say her child was diagnosed with Amblyopia (lazy eye) in both eyes. The mother was told that his vision had stopped developing and he will need vision therapy and patching. A referral was made for vision therapy. The optometrist informed mom if she had waited a few

more years, there would be irreversible damage to his vision and she is lucky his condition was caught early. Mom was very thankful for the vision screenings that are completed as part of Head Start.

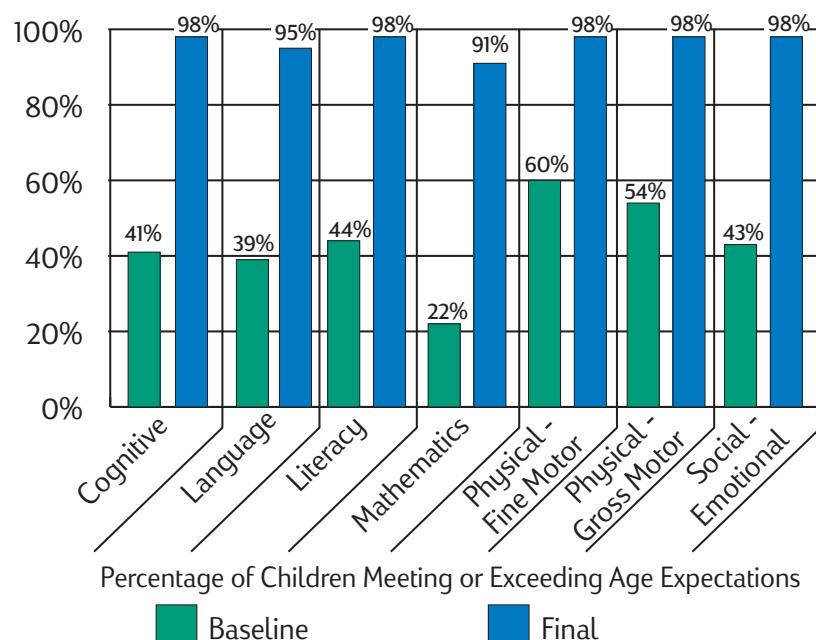
A Successful Transition

The Early Head Start Family Advocate has been working with Kevin and his family since November of 2012. His family moved from Guatemala shortly before enrolling in Early Head Start. Kevin was born with Spina Bifida and also had an abscess on his back. He had surgery on his back at four months. He has been receiving Arizona Early Intervention Services (AzEIP) through the Division of Developmental Disabilities (DDD) that included physical therapy and occupational therapy. Kevin has an older brother enrolled in Head Start

that also has a disability. Having two children with disabilities was very challenging for the parents and EHS provided support and helped mom navigate the Early Intervention services available to her family. She learned to advocate for herself with the child's physician and the importance of asking questions. The parents took advantage of all the training and referral opportunities offered by the Early Head Start Program and Raising Special Kids. While in the EHS program Kevin's parents actively worked on his goals set with EHS and also on the outcomes that were written on the IFSP. Kevin made gains in all areas of his development while enrolled in the EHS program. He will transition to developmental preschool in November 2014. He and his family were ready for this next step due to their experiences in Early Head Start.

Head Start Child Outcomes

Areas of Development and Learning



Family Engagement

Head Start and Early Head Start have always had a two-generation approach to the program. The long-term outcomes for children are achieved both by supporting their health and learning and by enabling their families to achieve their own goals for education, employment, stability, and success. When both parents and children are actively engaged in the program, research has shown 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.

Head Start Family Success Story

A Head Start mother was diagnosed with a tumor on her pancreas in October 2013. The location of the tumor and her lack of medical coverage made it difficult to obtain medical services to have the tumor removed. The Head Start Caseworker assisted the mother in identifying and completing applications for local medical resources. After four months, she was established as a patient at Maricopa County Hospital. However, due to the severity of the tumor, doctors were concerned about surgery and the mother was referred to the

Mayo Clinic. The Caseworker again assisted the parent in completing an application with the Mayo Clinic for her pancreatic surgery to be provided pro bono. On February 27, 2014, the mother was informed that the application was approved and she would receive all medical services free of charge at the Mayo Clinic. Within six months of learning of her illness, the mother had surgery to remove the tumor from her pancreas. The tumor had traces of cancerous cells and the mother began chemotherapy. The family has thanked the Caseworker many times over for caring enough to help her through the process.





EHS Family Success Story

An Early Head Start family recently had their child transition out of the program. The family first started with EHS in July 2011. The mother of six children was initially overwhelmed at the start of the program by the behavior of her children and in her role as a mother, but the mother has now transitioned out of the program more confident and better prepared to advocate for herself and her family's well-being. The mother was actively involved with the parent committee and attended parent trainings. She took part in CPR/first aid and nutrition classes with Golden Gate Community Center. The mother applied for and was approved for a sliding fee scale medical coverage through the Copacare program, which assisted both mom and dad with medical issues, that otherwise would have been costly to the family. The family was also approved for mental health services on a sliding fee scale through Mountain

Park Health Center. The mother has shared she is very grateful for the education and positive parenting skills she has learned from the program to help her be a better parent. She also stated she is more aware of her children's physical and social-emotional development and the abundance of community resources available. In addition, she states that through home visits and parent trainings she has learned alternative non-physical ways of redirecting her children's negative behavior and now finds it a little less overwhelming in the home.



Story Telling Family Night

On May 12, families attending the Head Start program at the Cartwright site participated in "Story Telling Night". A total of 52 families rotated between five different stations with activities related to five different children's stories. After hearing each story, children and their families participated in an art activity related to the story. When families completed all five stations, children were given a book of their choice to take home. The event helped parents understand how to make story telling and reading exciting for their children. Each family also received new books for their home library.



Head Start Family Outcomes 2013-14

Targeted Domains	Pre	Post	Change
Adult Education/ Training	4.53	4.83	0.30
Child Health Care	5.90	6.62	0.72
Child or Other Dependent Care	4.97	5.88	0.91
Community Services/ Resources	5.93	7.26	1.33
Employment	4.49	5.76	1.27
Family Wellness	7.98	8.34	0.36
Financial Literacy/ Management	5.52	6.45	0.93
Food/Nutrition	4.82	5.41	0.59
Health Care	4.96	5.62	0.66
Housing	6.13	6.94	0.81
Income	3.00	3.97	0.97
Language/Literacy	3.84	4.74	0.90
Parenting	7.20	7.95	0.75
Special Needs	5.86	6.89	1.03
Transportation	4.93	5.86	0.93

Early Head Start Family Outcomes 2013-14

Targeted Domains	First Assessment	Last Assessment	Change
Adult Education/ Training	4.93	5.45	0.52
Child Health Care	6.87	7.19	0.32
Child or Other Dependent Care	3.82	4.99	1.17
Community Services/ Resources	5.05	6.66	1.61
Employment	4.89	5.82	0.93
Family Wellness	7.07	7.63	0.56
Financial Literacy/ Management	5.73	6.44	0.71
Food	5.53	6.17	0.64
Health Care	5.25	5.83	0.58
Housing	6.38	7.03	0.65
Income	3.57	4.51	0.94
Language/Literacy	5.52	6.33	6.33
Parent-Child Interactions	6.60	7.75	1.15
Special Needs	3.82	4.64	0.82
Transportation	5.99	6.82	0.83

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 amplify our resources. Working together, we ensure that our Head Start children and families receive the full range of quality services and support they need.



Early Literacy Summit

On Nov. 8, 2013, Mayor Greg Stanton hosted the Read On Arizona/Read On Phoenix Early Literacy Summit at PBS KAET-TV studios. It was an opportunity for education, business and community leaders to discuss strategies to bolster reading skills in Arizona children and its long-term impact on our region's economic development. Guest speakers included Barry Broome, President of Greater Phoenix Economic Council, Daniel Valenzuela, Phoenix Councilman, and Terri Clark, Director of Read On Arizona. Keynote speaker Nonie Lesaux, PhD, from Harvard Graduate School of Education, guided the discussion by sharing information regarding a framework for comprehensive reform. The leaders

were then encouraged to "sign on" to execute the critical steps needed to make third grade reading proficiency a reality. Their actions will help students prepare for the Move On When Reading policy that went into effect at the beginning of the 2013 – 14 school year. The new policy requires third-graders to score higher than "falls far below" level on the state reading test or risk being held back a grade. The purpose of the policy is to give children who have significant reading challenges more time to learn. It ensures these students will receive the intensive instruction they need to accelerate their learning and catch up in reading. The summit was a huge success!



Emergency Solutions Program

The Early Head Start staff were very concerned about a child in the program. The child was diagnosed with Rubinstein-Taybi syndrome and was hospitalized in late January for pneumonia and flu. She later was diagnosed with Respiratory Syncytial Virus (RSV) and had a lung collapse. A breathing tube was inserted but when it was removed she could not breathe on her own. A tracheotomy was performed and she was put on a ventilator. Hospital and Early Head Start staff were concerned about the conditions in the child's home and if it was best for the child to return there. The home was in disrepair with a leaking roof, electrical problems, mold and holes in the floor. The family was told the baby could not return to that home as it could not support the new medical bed required for the child and was not a healthy environment. Early Head Start staff spoke to the City's Community Initiatives staff to see if there were any resources available to the family. The Family Advocate went with Mom to an appointment with the Emergency Solutions Program Coordinator and was later found eligible and accepted in the program. The parent and Program Coordinator worked together to find a home that was approved for the program. The family now lives in a home that is safe and environmentally healthy for the child.

Bob and Renee Parsons Foundation

The Murphy School District area is a community that is underserved when it comes to access to health care. Recently Murphy School District had the opportunity to welcome two amazing clinics to the Murphy Education and Health Center. These clinics provide access to health care and dental care that previously was not available to them. With the centralized location of the Murphy Education and Health Center, parents are able to access the clinics with minimal expense to them. The Bob and Renee Parsons Foundation has been a contributing partner for both of these clinics coming to the Murphy area, from the recent remodel of the Murphy Kids Dental Clinic to providing funding to Mission of Mercy to open a sixth clinic, families have access to health care and dental care at their fingertips.

The CASS Dental Clinic for Children at Murphy, now known as The Parsons Center for Pediatric Dentistry at Murphy, is an on-site, no-cost, school-based, comprehensive dental home for the children who live in the Murphy School District in south Phoenix. Children receive annual X-rays, semi-annual teeth cleanings and oral assessments, quarterly fluoride varnishes, and age-appropriate dental sealant applications. Restorative care, such as filling cavities, is provided as needed. The Murphy Clinic is the only

full-service portable, self-contained, school-based comprehensive dental clinic in Arizona. Three portable operatories (treatment chairs), a hand-held X-ray machine, laptop computers, and a web-based dental practice management system, allow the Murphy Clinic to setup and operate in an open classroom or auditorium. This clinic has been a vital asset to the community and provides the link to education by being accessible on all four campuses and in the clinic at the Murphy Education and Health Center.

Mission of Mercy is the other community partner within the Murphy School District boundaries. This clinic is available by appointment the second and fourth Friday of every month at the Murphy Education and Health Center. The clinic provides free primary medical care and prescription medications. Mission of Mercy offers a wide range of services, from medical treatment to diagnostic and prescription services. Collaborative relationships with local hospitals and other specialty care providers enable families to receive additional no cost medical care, including lab tests and X-rays through the Compassionate Community Partners network. Families can receive their free medications on premises as part of their visit. By being available twice a month to the families in the Murphy area, everyone has access to health care.

U.S. Department of Education Visit

On September 12 and 13, 2013, U.S. Department of Education Secretary Arne Duncan and Deputy Assistant Secretary of Early Learning Libby Doggett, along with U.S. Department of Health and Human Services Deputy Assistant Secretary of the Administration for Children and Families Linda Smith, visited the City of Phoenix Head Start & Early Head Start programs. The socialization site at Bret Tarver Early Childhood Center was one of the sites visited by the Education secretary during his visit. Phoenix Head Start staff were able to meet with the federal officials to highlight local Head Start and Early Head Start successes and to hear firsthand about President Obama's proposal to expand public preschool partnerships.

Volunteers

In 2013 – 2014, more than 4,100 volunteers provided more than 140,000 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 \$2.3 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 3,800 parent volunteers. Not only are the parents giving back to the program, they are gaining valuable work experience, providing input to the governance of the program, and learning to be their child's best teacher.

Benefiting the Community

Phoenix Head Start also gives back to the community. The \$25.8 million budget was used to strengthen the economy and quality of resident's lives in several ways.

- In 2013 – 2014, the program employed 527 people through the city and its delegate agencies. This included 98 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 nine delegate agencies and more than 40 other vendors in the community. The subcontractors were awarded more than \$15.3 million.
- Thanks to the Office of Head Start funding and a partnership with First Things First Teach Arizona, 43 employees of the delegate agencies were able to pursue higher education. This allowed the employees to increase their knowledge and skills to ensure that only the highest quality of services are provided to Head Start children.

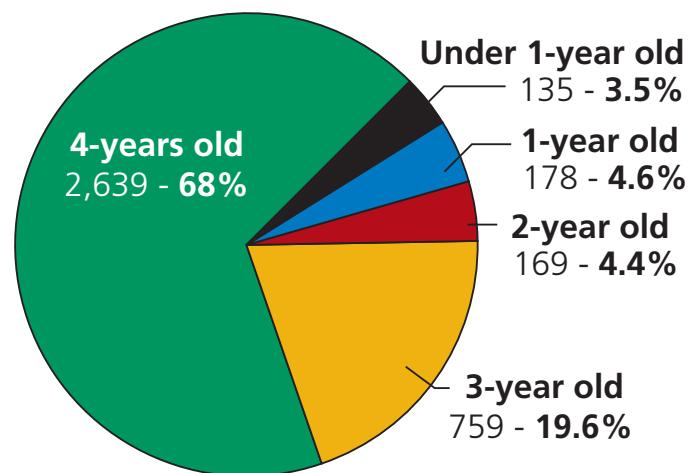


Our Children and Their Families

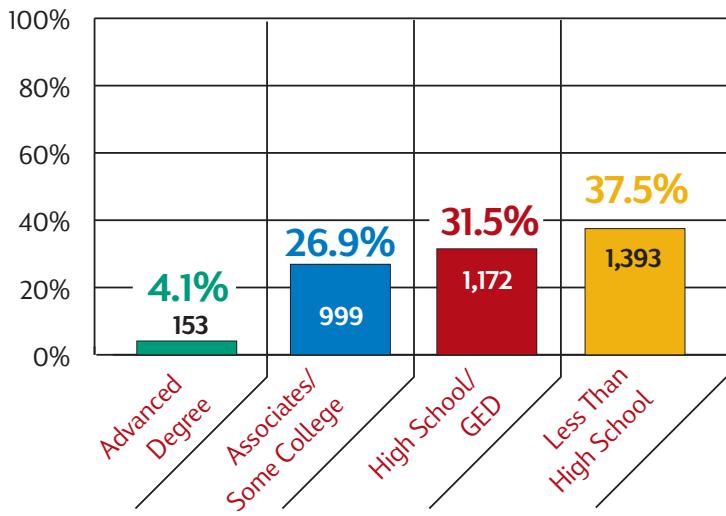
Children and Families Served

	Number of Children	Number of Families
Early Head Start	513	469
Head Start Delegate Agency		
Alhambra Elementary School District	520	504
Booker T. Washington Child Development Center	219	203
Deer Valley Unified School District	156	152
Fowler Elementary School District	188	177
Greater Phoenix Urban League	797	764
Murphy School District	197	192
Roosevelt School District	472	451
Washington Elementary School District	700	692
Wilson School District	118	113
City of Phoenix Total	3,880	3,717

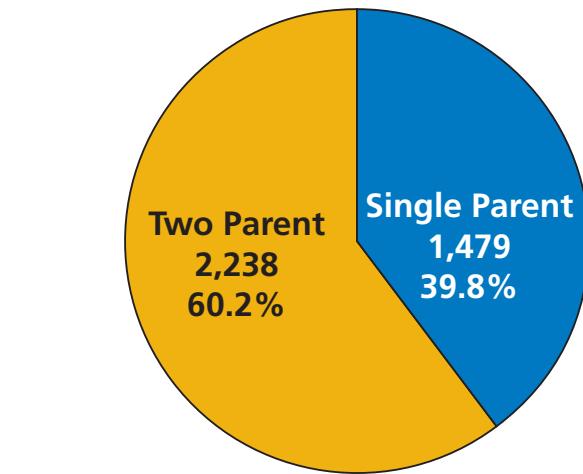
Children by Age



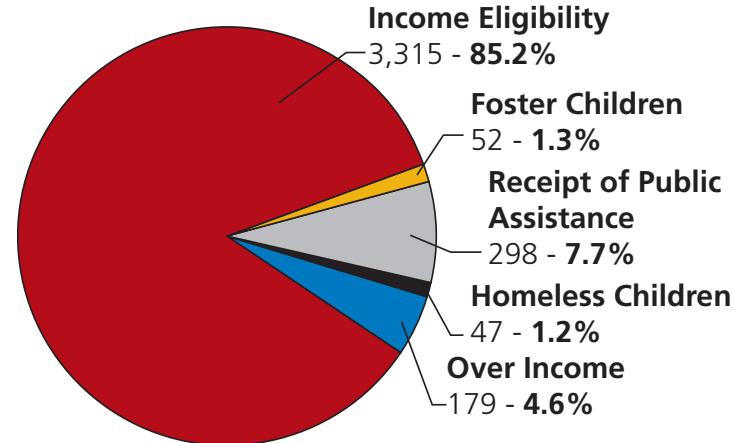
Parent's Level of Education



Family Type

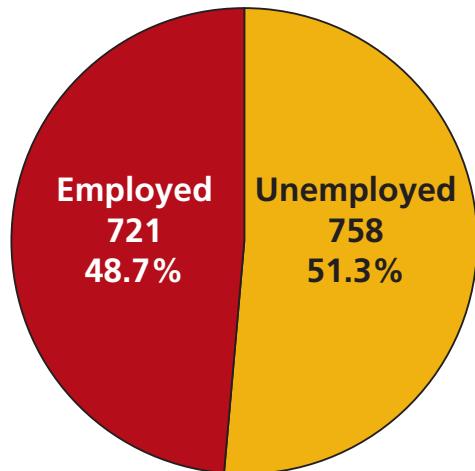
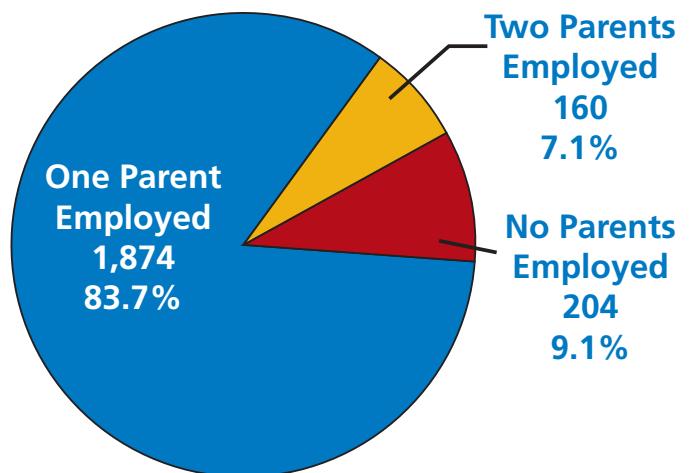
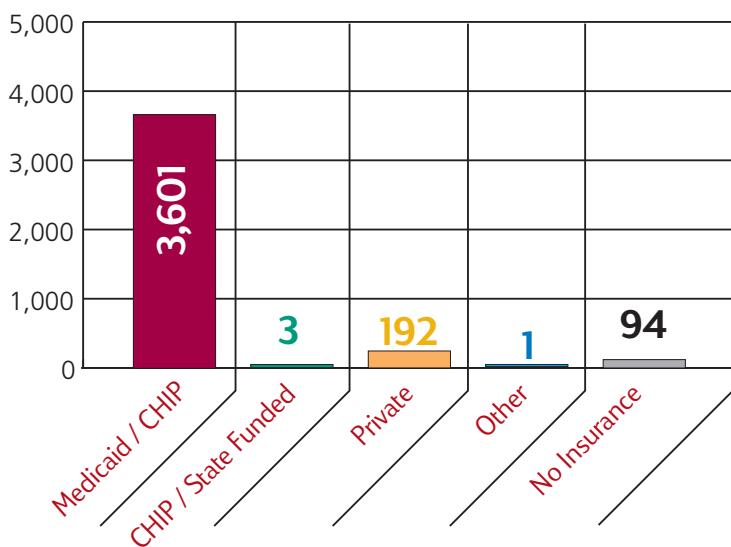


Type of Eligibility



Federal Assistance

Assistance Type	Number of Families Receiving	Percentage
Families receiving WIC benefits	2,366	50.5%
Families receiving TANF benefits	175	3.7%
Families receiving SSI benefits	213	4.5%
SNAP	2567	54.8%

Employment - Single Parent Families**Employment - Two Parent Families****Health Insurance****City of Phoenix Head Start and Early Head Start Expenditures**

Salaries	6,256,274	24.2%
Fringes	3,723,750	14.4%
Travel	8,341	0.0%
Equipment	0	0.0%
Supplies	161,343	0.6%
Contractual	14,397,430	55.7%
Other	1,295,971	5.0%
	25,843,109	

Enrollment Statistics

- Total actual enrollment 3,891
- Total funded enrollment 3,390
- Average monthly enrollment 100%
- Percentage of Head Start eligible children served 25%
- Percentage of Early Head Start eligible children served 2%
- Percentage of enrolled Head Start children who received dental exams 97%
- Percentage of enrolled Head Start children who received physical exams 94%
- Percentage of enrolled Early Head Start children who received physical exams 94%
- Percentage of enrolled Head Start children on an IEP 13%
- Percentage of enrolled Early Head Start children on an IFSP 24%

Budget, Expenditures and Audit Results

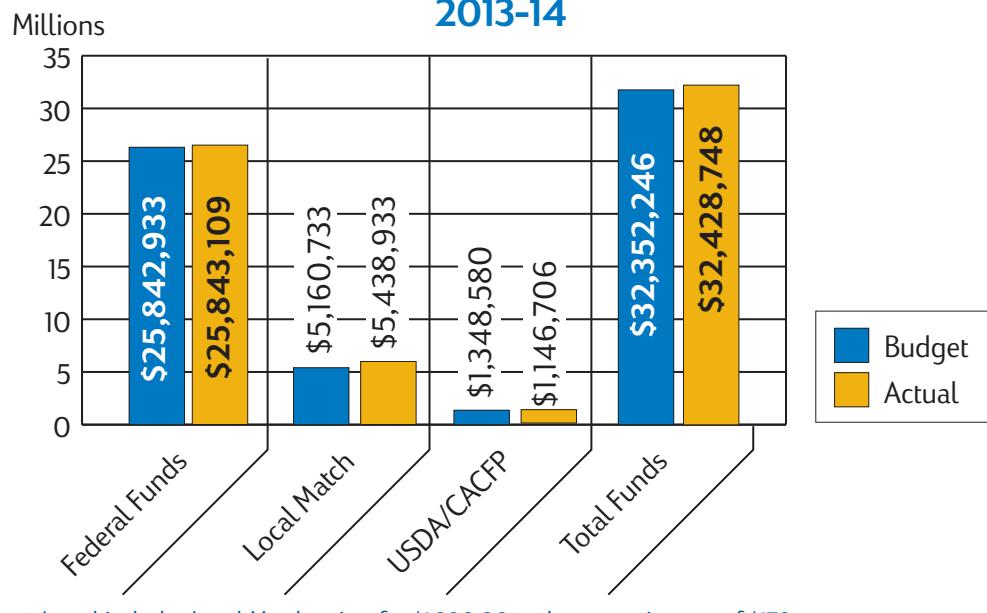
Program Budgets

Federal sequestration cuts took effect July 1, 2013. The cuts resulted in the elimination of 186 Head Start slots and approximately 30 staff positions between the City of Phoenix and the delegate agencies. In January 2014, the Consolidated Appropriations Act of 2014 was signed by President Obama and restored the cuts due to sequestration. The restoration of the 186 slots and staff positions will occur in 2014 – 2015.

For the sixth year, Phoenix Head Start submitted a waiver for the non-federal share requirements. This year, the program received a waiver that reduced the required non-federal share by \$1.3 million. It has become increasingly more difficult to generate in-kind donations due to the reduction in state and local services. Staff are continually developing new partnerships to generate in-kind donations.



City of Phoenix Head Start and Early Head Start Budget 2013-14



Actual includes Local Match waiver for \$1,300,00 and program income of \$176

Audit Results

The Education Division received a federal review in February 2013. The program was cited for not properly allocating the cost of the community assessment and for a damaged shed that caused a health and safety concern. The cost allocation finding was corrected immediately. As a condition of closing out the health and safety issue, Phoenix Head Start was required to conduct health and safety checks on randomly selected sites. Final documentation regarding the effectiveness of new health and safety

procedures and processes was provided to Region IX in January 2014. The results of the triennial review created more checks and balances to ensure the safety of educational environments, such as random health and safety checks and replacing playground equipment posing hazards to children. The federal review was officially closed out in February 2014.

The annual A-133 audit was conducted by Grant Thornton, LLC. Phoenix Head Start did not have any findings.

**Head Start is a
program of
the U.S.
Department of
Health and
Human Services,
Administration of
Children and
Families**



City of Phoenix

Human Services Department
200 W. Washington St., 18th Floor,
Phoenix, AZ 85003

602-262-6666/voice
602-534-5500/city TTY relay
phoenix.gov/humanservices

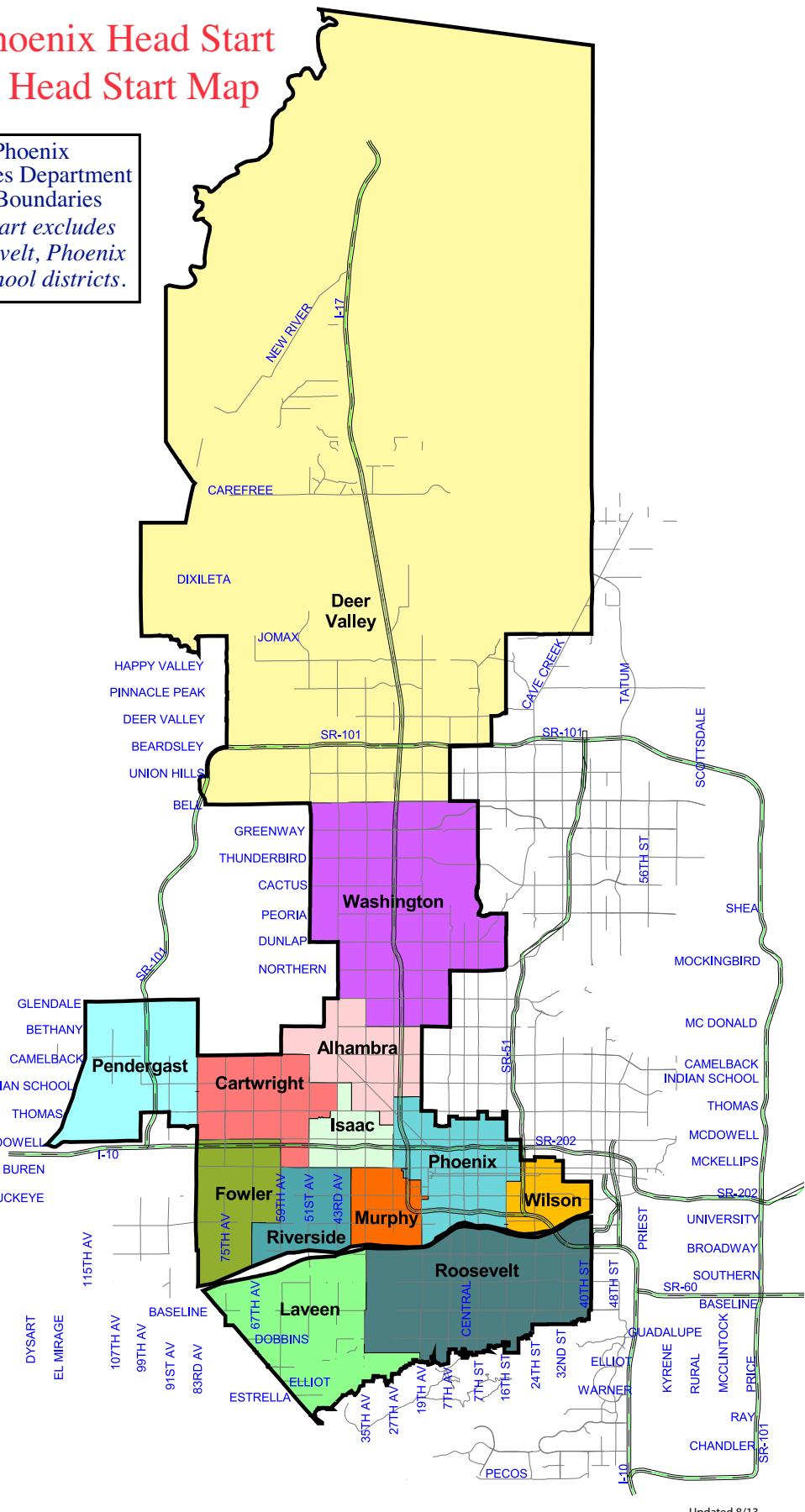
This publication is available in
alternate format upon request.

This report also is available at
phoenix.gov/humanservices/reports

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City of Phoenix Head Start and Early Head Start Map

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



Updated 8/13

