

**Family Resource Agency of North Georgia
Head Start – Early Head Start – Georgia Pre-K**

Funded Enrollment: 782 Head Start (includes 60 Pre-K) – 232 Infants/Toddlers/Pregnant Moms

- Service Area: Six (6) Northwest Counties of Georgia**

County	Early Head Start	Head Start	Head Start/ Pre-K Blended	TOTALS
Catoosa	32	105	20	157
Chattooga	48	91		139
Dade	24	37		61
Murray	16	54		70
Walker	32	156	40	228
Whitfield	80	279		359
TOTAL	232	722	60	1014

- Centers/Classrooms/Staffing**

- 23 Centers – 7 are collaborative partnerships with other child care providers or school systems
- 43 Head Start Classrooms with 17 Three Year olds or 20 Four Year Olds; One Teacher and One Assistant Teacher per class
- 29 Early Head Start Classrooms with 8 Birth to Three Year olds and Pregnant Women; Two Teachers per class
- Pre-K: 3 classes of 20 four (4) year olds with one Pre-K Teacher & one Assistant Teacher per class
- Most classrooms operate 6.5 hours; 6 classrooms are Full day – up to 11.5 hours per day; Chattooga County had a 4-day week with an 8 hour day to match the school system
- Number of staff employed - 254: Head Start – 162 staff; Early Head Start – 92 staff

- Budget**

Funding for the program comes from several sources:

2012-2013 Expenditures: (these totals will be adjusted as needed after the 2013 financial audit is completed)

Head Start	\$5,903,478
Early Head Start	\$3,390,877
Child and Adult Care Food Program - Head Start	\$671,406
Child and Adult Care Food Program – Early Head Start	\$279,047
Georgia Pre-K	\$199,1378
Client Fees	\$72,728
Supplemental Funding	\$145,355

2013-2014 Proposed Budget

Head Start	\$5,173,079
Early Head Start	\$3,337,671
Child and Adult Care Food Program - Head Start	\$596,012
Child and Adult Care Food Program – Early Head Start	\$258,164
Georgia Pre-K	\$191,368

- **Sequestration:**

In March 2013, we were made aware that we would have to reduce our budget by 5.27% due to the federal sequestration. This meant cutting approximately \$475,000 from the 2013-2014 proposed budget and will reduce our number of children by 80 preschool slots for this school year. In addition, it resulted in the closure of one center and a reduction of 27 staff positions.

- **Regulatory standards**

All aspects of the program comply with or exceed Head Start Performance Standards.

Other regulatory bodies/accreditation:

Georgia Bright From the Start: Department of Early Care and Learning - Licensing (DECAL)

National Association for the Education of Young Children Accreditation (NAEYC)—unfortunately due to the NAEYC fees becoming cost prohibitive, we have decided to voluntarily relinquish our accreditation and utilize the Quality Rated system listed below.

Georgia Bright From the Start: Department of Early Care and Learning – Quality Rated System

- **Monitoring Reviews**

- Federal Tri-annual Monitoring Review – October, 2010 – No findings
- Georgia DECAL licensing reviews – Ongoing
18 centers voluntarily licensed Findings: No critical findings
- Annual Audit -- No audit findings
- NAEYC Accreditation – Ongoing - 17 Centers Accredited
- Georgia Bright From the Start – Quality Rated certification – six (6) centers
- Child and Adult Care Food Program – 2013 three year review – no critical findings

- **School Readiness**

Family Resource Agency assesses and utilizes information gathered throughout the year on children’s status and progress across domains of language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development and social and emotional development that will improve their readiness for kindergarten. The program uses Teaching Strategies GOLD assessment which is based on 38 research-based objectives that include predictors of school readiness and are aligned with state standards, state early learning guidelines, Georgia Pre-K Content Standards, and the Head Start Child Development and Early Learning Framework. It supports dual-language learners as well as children with special needs. Parent and family outcomes are also evaluated to provide support for family engagement in preparing children to be ready for school. School Readiness Goals have been developed by the program in conjunction with the Board of Directors, Policy Council and the local school systems and are ongoing for children ages birth to five. (School Readiness Goals can be accessed under the tab for School Readiness at www.fragahs.com)

- **Parent, Family and Community Engagement**

Families play a critical role in helping their children be ready for school and for a lifetime of academic success. In Head Start/Early Head Start, parent and family engagement activities are systemic and integrated across program foundations and program impact areas. Because of this, family engagement outcomes are achieved, resulting in children who are healthy and ready for school. Parent and family engagement activities are grounded in positive, ongoing, and goal-oriented relationships with families. Our program measures seven family outcomes that help lead to overall school readiness for children:

Family Well-being

Positive Parent-Child Relationships
Families as Lifelong Learners
Family Engagement in Transitions
Family Connections to Peer and Community
Families as Advocates and Leaders

- **Assessment**

Teaching Strategies GOLD online system was utilized by both Head Start and Early Head Start for ongoing assessment of children's skill levels. Observation data is collected and entered in the online database and reports are run to aggregate and analyze progress.

The ongoing assessment of preschool Head Start children and Early Head Start infants and toddlers includes collection of data on five (5) domains of children's learning and development and legislatively mandated areas contained in the IM-0018.

FIVE DOMAINS OF SCHOOL READINESS:

Cognition and General Knowledge	Language and Literacy
Physical Development and Health	Approaches To Learning
Social & Emotional Development	

Teaching staff in both programs utilize the information on children's skill levels to develop lesson plans which meet the individual goals of each child including those who are Dual Language Learners and have special needs. Children's progress in each of the assessment areas must be evaluated to determine strengths and areas for development in the program curriculum. This information is used by the program to plan training for staff and any necessary changes in the curriculum. Assessment provides individualized instruction for each child to insure school readiness.

Overall for school year 2012-2013, children made significant progress towards school readiness over the year as demonstrated by the Outcomes reports. Our children, as a whole, progressed in all Areas of Development: Social-Emotional, Physical, Language, Cognitive, Literacy and Math. (The outcomes reports can be accessed under the tab for School Readiness at www.fragahs.com)

- **CLASS**

The program uses CLASS – the Classroom Assessment Scoring System – observation results to help improve program quality and outcomes. CLASS focuses on the quality of teacher-child interactions and data gathered is used for program improvement and planning professional development.

- **Screening**

The Ages and Stages III was used to screen children upon enrollment to identify potential developmental concerns. The Ages and Stages Social and Emotional tool was used for behavioral, social and emotional area screening as needed.

- **Family Service Activities**

Family Service Specialists must insure that full enrollment is achieved by the first day of class in August and maintained throughout the year. They make regular contact with families throughout enrollment, tracking attendance, completion of required health and dental screenings/exams, and progress on ongoing family goals. All information is entered into the ChildPlus database, which allows supervisors, monitors and coordinators to track required activities for completion by deadlines.

- **Parent Involvement Activities**

Parent meetings occur monthly to provide parent input into program planning, parent education activities, classroom curriculum, and center activities. Parents are involved in setting goals for their child(ren) and family. Parents are also elected to serve on Policy Council, a committee which provides oversight and approval of program activities and policies. Parents are encouraged to volunteer in the classroom and work at home with their children and to apply for Head Start staff positions. Volunteering is an important aspect of parent involvement. During 2012-2013 there were 746 volunteers in Head Start/Early Head Start.

- **Male Involvement**

Meetings are held in each county for the male involvement figures in the children's lives to encourage active participation by fathers/male role models in the child(ren)'s development. Various topics and activities were planned for each meeting. Meetings were arranged and conducted by the agency's Fatherhood Specialist. During 2012-2013 there were 379 males who participated in our Head Start/Early Head Start Buddy Builders program.

- **Disabilities**

We serve children with disabilities in all of our classrooms and work collaboratively with local school systems and community agencies to have children with special needs referred to Head Start. During 2012-2013, we started with over 10% with diagnoses on the first day of classes. An annual total of 13.4% of our Head Start and 13.3% of our Early Head Start slots were filled by children with diagnosed disabilities. Many additional children received services through the "Response to Intervention" process which provides the services for a year before a formal diagnosis occurs. We have agreements with all of the local school systems and Babies Can't Wait to provide the special needs services to these children. We also have classrooms operated collaboratively with the local school systems to provide inclusive classrooms for moderate to severely involved children with disabilities.

- **Some unique highlights of the program**

- [Park Creek, Pioneer, Cloud Springs, & Ringgold Primary](#) are collaborative inclusive special needs classrooms with local schools; jointly staffed and/or served by both Head Start and school special needs staff. In addition, we work closely with the PALS program at our Pennville HS center to serve children with disabilities. For the 2013-14 year, our Cloud Springs collaborative classroom is relocating to Battlefield Primary.
- [Whitfield Dalton Day Care & Kids Station Learning Center](#) are collaborative partnerships blending EHS, HS and day care services. Beginning with the 2013-14 year, we will no longer have a class at Kids Station Learning Center.
- There were [170 Spanish speaking](#) families in the program.
- The [Male Involvement Program](#) is designed to encourage active participation by fathers and male role models in their child(ren)'s development.
- The [Pre-Natal Program](#) serves pregnant moms to provide preparation for motherhood; includes education on birth, SIDS, child development, health, nutrition and parenting and the program also insures that proper pre- and post-natal health care is obtained by the pregnant woman.
- [High School Teen Parenting Program](#): Early Head Start provides centers in two local high schools to provide pre-natal care to teen moms and support them in completion of high school; provides

care and education for their infant/toddler while they attend school. There are also collaborations with other high schools.

- **Battlewood Head Start** is a Head Start/Early Head Start center located in a HUD housing complex serving the families who qualify for HUD housing.

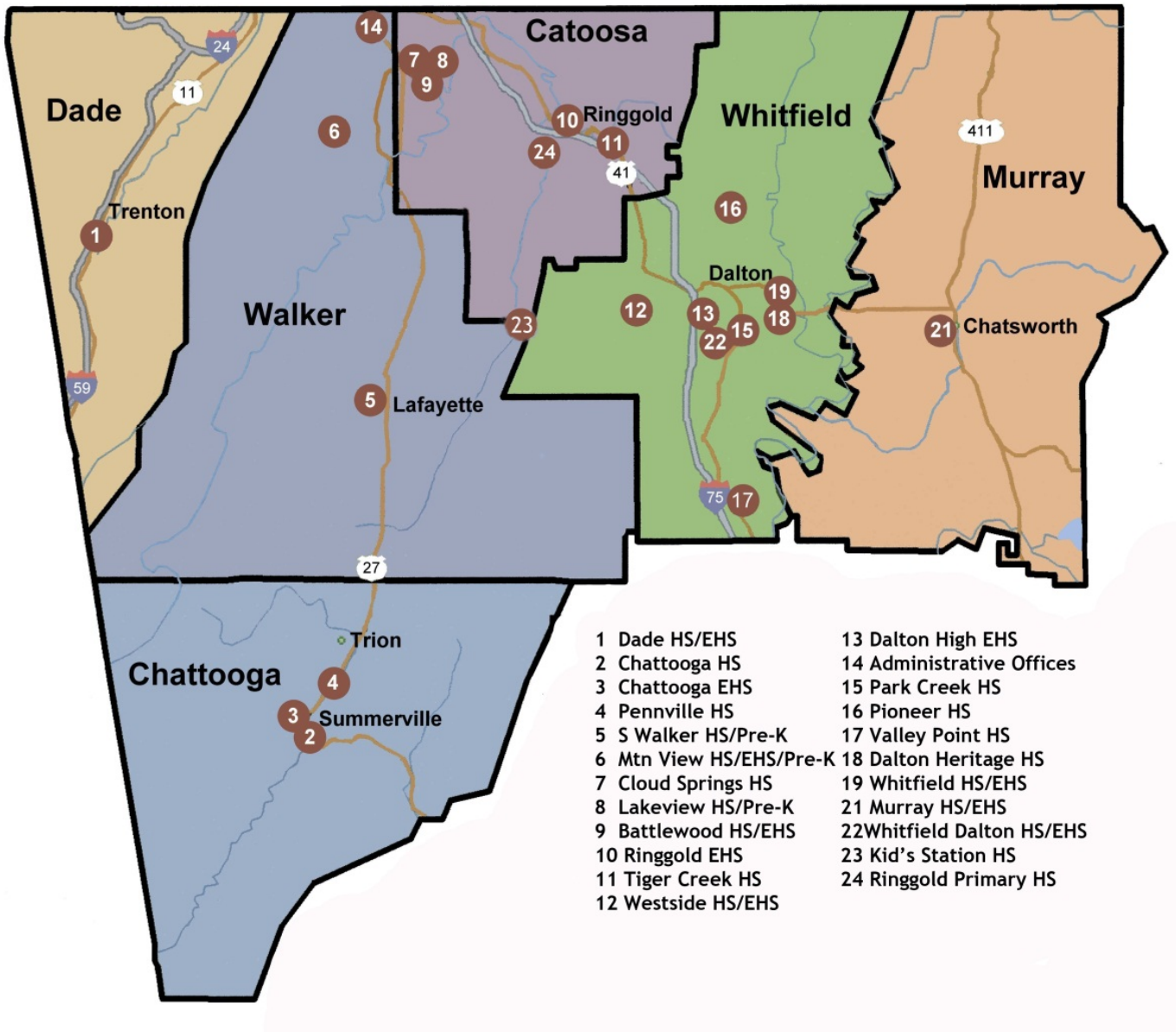
• **Program Information Report – 2012-2013 Program Year:**

Criteria	Early Head Start	Head Start
Total number of Children enrolled	279	956
Total number of Pregnant women enrolled	32	
Average Monthly Enrollment	100%	100%
Percentage of over income children served (due to special circumstances)	3%	9%
Children enrolled less than 45 days (may not have been enrolled long enough to receive medical/dental services) *	23	76
Children receiving up-to-date age-appropriate health care **	73.5%	86.6%
Children up-to-date on all appropriate immunizations	98.6%	96.5%
Children receiving dental screening	93%	95%
Children receiving routine developmental, sensory, behavioral screenings	100%	100%
Children with diagnosed disability	37	128
Total number of families enrolled	265	893
Families who received some type of assistance, education and/or intervention	43	53
Number of homeless families served	2	10

*Percentages for health services deduct the children enrolled less than 45 days

**Well-baby checks completed after the week of the check-up date (i.e., 6-Week Well Baby Check) are not included in the count and account for the lower percentage in Early Head Start.

Following is a map of our service area:



WEBSITE: www.fragahs.com (directions to centers available on website – Service Area Map)